Student Wellbeing Conceptualisation and Practice: Policy Overview, Stakeholders' Perceptions and a Proposed Evaluation Tool for UAE Private Schools

جودة حياة الطلبة بين المفهوم والتطبيق: منظور السياسات وتصورات المعنيين ومقترح أداة تقييم للمدارس الخاصة في دولة الإمارات العربية المتحدة

by

SAMIA DHAOUI

A thesis submitted in fulfilment

of the requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

at

The British University in Dubai

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Abstract

There is a world-wide increasing interest in the study of wellbeing of children and its related practices in the context of schools. Policy efforts have also been witnessed in the United Arab Emirates (UAE) to engage public and private organisations in the promotion and measurement of wellbeing among individuals and communities. Despite the resulting academic and policy interest that revolves around wellbeing, it is still a narrowly defined concept that lacks definition and practice guidance. This study investigates conceptualisation of student wellbeing and related practices in the UAE private school sector through (1) identifying and analysing the relevant policy frame that guides student wellbeing promotion, (2) exploring the perceptions of parents, teachers, school leaders and students regarding their understanding of student wellbeing and the practices followed by schools to enhance it, (3) determining significant factors that underline student wellbeing conceptualisation and practices, and (4) proposing a tool to facilitate schools' self-evaluation and enhancement of student wellbeing. A multi-disciplinary theoretical framework was adopted. A sequential multilevel triangulated mixed methods research design was applied through the conduction of 617 online surveys and administration of 43 semi-structured and open-ended interviews with teachers, parents and school leaders in addition to open-ended questions to 92 students. Factor analysis findings indicate five main latent factors underline the conceptualisation domain and explain 75.099% of the total variance, whilst five main latent factors underline the practices domain and explain 71.407% of the total variance. All identified factors and the composite tool demonstrate adequate construct validity and internal consistency. Other findings indicate that most stakeholders understand student wellbeing as a multi-dimensional concept that is important but not consistently and systematically promoted in the private schools. Adopted policies are increasingly geared towards valuing wellbeing; however, they do not provide a clear definition of student wellbeing and do not ensure coherent and consistent guidance about priorities and practices to follow in schools. Stakeholders identify a need to build capacity, knowledge and communication in these areas. This thesis contributes with a culturally oriented conceptual framework that interlink policies and stakeholders' perceptions to student wellbeing conceptualisation and practices. The initial results obtained from the developed Student Wellbeing Evaluation & Enhancement Tool (SWEET) are considered a relevant addition to the field of education and based on the context of the UAE private school sector. It is hoped that the findings of the thesis as a pioneering research study in this rather virgin area in this region will pave the way for further studies and support cross-cultural research.

Key words: Student Wellbeing – Conceptualisation – Practice – Policy – Stakeholders – Factor Analysis – Student Wellbeing Evaluation & Enhancement Tool (SWEET)

الخلاصة

هناك اهتمام متزايد في جميع أنحاء العالم بدراسة جودة حياة الأطفال والممارسات ذات الصلة في سياق المدارس. كما شوهدت جهود سياسية خاصة في دولة الإمارات العربية المتحدة لإشراك المؤسسات العامة والخاصة في تعزيز وقياس جودة الحياة بين الأفراد والمجتمعات. على الرغم من الاهتمام الأكاديمي والسياسي الناتج حول الموضوع، يظل مفهوم جودة الحياة محددًا بشكل ضيق ويفتقر إلى التعريف والتوجيه في التطبيق. تبحث هذه الدراسة في المفاهيم القائمة تجاه جودة حياة الطلاب والممارسات ذات الصلة في قطاع المدارس الخاصة في الإمارات العربية المتحدة من خلال (1) تحديد وتحليل إطار السياسة الذي يوجه تعزيز جودة حياة الطلاب، (2) استكشاف تصورات أولياء الأمور والمعلمين وقادة المدارس والطلاب حول فهمهم لجودة حياة الطلاب والممارسات التي تتبعها المدارس لتعزيزها، (3) تحديد العوامل المهمة التي تؤكد كل من مفهوم جودة حياة الطلاب والممارسات التي تحسن منها، و (4) اقتراح أداة لتسهيل التقييم الذاتي للمدارس وتعزيز جودة حياة طلابها. تم اعتماد إطار نظري متعدد التخصصات وتطبيق تصميم بحث مختلط، متسلسل ومتعدد المستويات من خلال إجراء 617 استبيانًا عبر الإنترنت وإدارة 43 مقابلة مفتوحة وشبه منظمة مع المعلمين وأولياء الأمور وقادة المدارس بالإضافة إلى أسئلة مفتوحة لـ 92 طالبًا.

تشير نتائج تحليل العوامل إلى خمسة عوامل كامنة رئيسية في مجال المفهوم وتشرح 75.099٪ من التباين الكلي، بالإضافة إلى خمسة عوامل كامنة رئيسية في مجال الممارسات وتشرح 71.407٪ من التباين الكلي. جميع العوامل المحددة والأداة المركبة تظهر درجة مقبولة من الصدق والاتساق الداخلي. تشير النتائج الأخرى إلى أن معظم المعنيين يفهمون جودة حياة الطلاب كمفهوم متعدد الأبعاد وذي أهمية ولكن لا يتم الترويج له بشكل ثابت ومنهجي في المدارس الخاصة. تتجه السياسات المعتمدة بشكل متزايد نحو تضمين جودة الحياة ولكنها لا تقدم تعريفا واضحا لهذا المفهوم ولا توفر توجيها متسقا ومتماسكا حول الأولويات والممارسات التي يجب اتباعها في المدارس. يحدد المعنيون الحاجة إلى بناء القدرات والمعرفة والتواصل بشأن جودة حياة الطلاب. تساهم هذه الأطروحة في تقديم إطار مفاهيمي ذي صبغة ثقافية يربط السياسات وتصورات المعنيين بمفهوم وممارسات جودة حياة الطلاب. تعتبر النتائج الأولية التي تم الحصول عليها من الأداة المقترحة لتقييم وتحسين جودة حياة الطلاب (SWEET) إضافة ذات صلة في مجال التعليم ومبنية على خصوصية قطاع المدارس الخاصة في دولة الإمارات العربية المتحدة. وأخيرا، من المرجو أن تمهد هذه الدراسة التي تعتبر نموذجية في هذا المجال وفي هذه المنطقة الطريق إلى المزيد من الدراسات البحثية الأخرى التي تهتم بموضوع جودة حياة الطلبة عبر الثقافات.

الكلمات الرئيسية: جودة حياة الطلاب ـ تحليل العوامل ذات العلاقة ـ أداة تقييم وتحسين جودة حياة الطلبة

DEDICATION

To my mother Akri and father Hedi, who continue to comfort me even after their passing away…

To my husband Taieb for always being there and supporting me…

To my children Sarah, Mohammad, Meriam and Yasmin for their unconditional love…

To my dear sister Nadia and my brothers and sisters squad for sharing my PhD dream….

To all families with autistic children for trying harder and believing in tomorrow…

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Acronyms

ADEK   Abu Dhabi Education and Knowledge

BUiD   British University in Dubai

CASEL   Collaborative for Academic, Social and Emotional Learning

COVID   Corona Virus Disease

CRC   Convention on the Rights of the Child

ECI   Educational Cost Index

ERO   (NZ's) Education Review Office

GDP   Gross Domestic Product

GNH   Gross National Happiness

KHDA   Knowledge and Human Development Authority

HPS   Health Promoting Schools

IB   International Baccalaureate

MENA   Middle East and North Africa Region

MEP   Moral Education Programme

MI   Modification Indices

MoE   Ministry of Education

NA   National Agenda

OECD   Organisation for Economic Co-operation and Development

Ofsted   Office for Standards in Education, Children's Services and Skills

PE   Positive Education

PERMA   Positive emotions, Engagement, Relationships, Meaning and Accomplishment

PFA   Principal Axis Factor Analysis

PYD   Positive Youth Development

QoL   Quality of Life

SCF   Student Competencies Framework

SEL   Social and Emotional Learning

SWB   Subjective Wellbeing

SWBM   Student Wellbeing Model

SWEET   Student Wellbeing Evaluation & Enhancement

UNICEF   United Nations Children's Fund

UNESCO   United Nations Educational, Scientific and Cultural Organisation

WHO   World Health Organisation

WSSQ   Wellbeing and Social Safeness Questionnaire

CHAPTER ONE: INTRODUCTION

1.1 Background

Over the last 30 years, wellbeing has become a controversial topic that interests individuals, groups, and nations as a whole (Adler & Seligman 2016; Bache & Scott 2017; Maccagnan et al. 2019; Rablen 2012; Seligman 2011). It is increasingly noticeable that wellbeing is both a challenge and an opportunity in the public arena. Worldwide, governments are developing their national wellbeing policies and agendas to ensure interventions are closely linked with and leading to peoples' growth and satisfaction (Dalingwater 2019; Mintrom 2019). The United Kingdom (UK), France, Bhutan, and New Zealand are examples of such countries. Wellbeing is also a public opportunity because happy and satisfied people are instrumental in achieving positive life outcomes in health, education, work, and relationships (Maccagnan et al. 2019). The metric of the gross domestic product (GDP), used historically and considered to be the main economic aggregate of a nation's wellbeing, is gradually challenged by many scholars as insufficient to inform policymakers how much people are faring "well" and how they feel about their lives and their conditions from a non-monetary point of view (Stiglitz, Sen & Fitoussi 2010). Over time, several other corrective or alternative measures have been proposed and adopted (Gjoksi 2010), however, no single index is believed to capture the concept of wellbeing in a comprehensive manner (OECD 2013).

The interest in the study of wellbeing has been witnessed by various scholars across several disciplines including philosophy, psychology, sociology, health, and economics (Kesebir & Diener 2008; Ryan & Deci 2001; Seligman 2011; Sen 1999). This cross-disciplinary interest in

the study of wellbeing has generated a wealth of empirical research but has equally complicated its conceptualisation and hence its application (Anand 2016; Brey 2012; Kellock 2020; Rablen 2012; Soutter 2013). The question of what constitutes a good life for every one of us is valid and can elicit a multitude of answers that differ from one individual to another and as per the context (Kellock 2020; Schwarz et al. 2012; Soutter, O'Steen & Gilmore 2012). Several attempts to define wellbeing have surfaced over the years, with no consensus reached over it (Dodge et al. 2012; Izadi 2011; Keyes, Shmotkin & Ryff 2002; Seligman 2011). If Huppert's definition is borrowed, then wellbeing can be described as "the experience of life going well" (2014 p. 1-2). The search to know when life is going well and what makes life goes well summons a constant need for a clear conceptualisation of wellbeing (Izadi 2011; Seligman & Csikszentmihalyi 2000).

In some literature, the term wellbeing has been used interchangeably with terms such as quality of life, life satisfaction, and happiness (Anand 2016; McLellan & Steward 2015). Wellbeing is further described as an umbrella of objective, subjective, and psychological domains that interact together to define a more multi-dimensional phenomenon (Dodge et al. 2012; Hallero¨d & Selde´n 2013; Western & Tomaszewski 2016). The objective domain interprets wellbeing in terms of availability and quality of certain economic resources such as income, nutrition, and safety, in addition to availability and quality of social capabilities or attributes such as health, education, and social networks (Biggeri & Anich 2009; Domínguez-Serrano, del Moral-Espín & Gálvez-Muñoz 2018). The subjective domain accentuates wellbeing as people's own evaluations of their lives: how satisfied they perceive their life is, described as cognitive evaluation, and how happy or unhappy they think they are, described as affective evaluation (Bellani & D'Ambrosio 2011; D'Acci 2011). Psychological wellbeing attempts to interpret

people's contentment about knowing themselves and the direction they want to pursue, as well as developing and achieving their full potential (Deci & Ryan 2000; Ryff 1989). The adoption of any particular definition of wellbeing, whether a global holistic definition or a domain-based definition, is best linked to the purpose for which the definition is required (Huta & Waterman 2014). A complication that scholars raise regarding individual and collective wellbeing is that of how to measure and report it (Renshaw 2015; Statham & Chase 2010).

Interest in child and youth wellbeing is also directed and pursued at the policy level. Predominantly, since the adoption of the Convention on the Rights of the Child (CRC) in 1989 (UN General Assembly 1989), the subject of wellbeing concerning children has gained more significance and has become an integrated part of the overall social policy in different countries (Kellock 2020; Thomas 2016). The CRC covers a wide range of rights that are relevant to children as a group. The CRC is a useful instrument because it recognises children as distinct agents with unique needs conditions (Ben Arieh 2008; Kellock 2020). The CRC identifies children's rights in numerous domains, including civil, political, educational, health, economic, social, and cultural. The CRC mentions the term wellbeing in six places, and while it does not provide a clear definition, it determines several dimensions that can internationally guide policies and practices targeting child wellbeing (Camfield, Streuli & Woodhead 2009).

The importance of education to children's lives is particularly denoted in Article (29) of the CRC. Education is meant to develop and nurture the child's personality, talents, and abilities. The respect for human rights is stressed, with a focus on the child's own background, including parents, culture, and country. Other values that promote co-existence in diverse contexts and responsibility for the environment and the future are also highlighted (CRC 1989). Therefore,

educational institutions, including schools, become ideal and expected sites where knowledge, skills, and attitudes concerning personal growth and wellbeing can be promoted. The responsibility that schools play is two-fold: to provide the needed capabilities that equip students with the right knowledge and skills for their future wellbeing, and to enable students to enjoy and cultivate positive wellbeing throughout their educational experience (Romo-González et al. 2013). Schools represent a milieu where children spend a considerably long time building lasting relationships with adults and other children (Kellock 2020; OECD 2017). Schools used to be considered mainly responsible for the academic development of their students, however, due to educational and non-educational policies, they are increasingly tasked with looking at children in different aspects, developing them holistically, and targeting their wellbeing as students (Powell & Graham 2017; Noble & McGrath 2015; Soutter, O'Steen & Gilmore 2012; Thorburn 2018).

Increasingly, a reference to student wellbeing is made in the literature to contextualise this particular angle of children's development in the field of education and particularly concerning schools (Graham, Powell & Truscott 2016; Kellock 2020; McLellan & Steward, 2015; Soutter, O'Steen & Gilmore 2013). Similar to adult wellbeing, student wellbeing is not a straightforward construct. Reference to an attempted definition proposed by Noble et al. (2008 p. 5) describes optimal student wellbeing as a "sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school". As the definition entails, student wellbeing is multi-dimensional and requires direct input from the student and exchange with others and the environment (Kellock & Sexton 2017; Konu & Lintonen 2006). Student wellbeing is also shaped by many factors that interact with one another to affect children and the rest of the school community (Domínguez-Serrano, del Moral-Espín & Gálvez Muñoz 2018;

McCallum & Price 2016). Besides academic development, schools affect students' personal lives both positively and negatively (Govorova, Benítez & Muñiz 2020; Kellock 2020; Seligman 2011; Seligman & Adler 2018; Seligman & Adler 2019). The traditional view of linking health and wellbeing in the school context is challenged to separate them and apply distinct conceptualised and practical approach to student wellbeing (Dalingwater 2019).

Educational policies are adopting a more direct stand towards student wellbeing (Powell & Graham 2017; Seligman & Adler 2019), informed by the body of literature on wellbeing and its effect on children. Wellbeing and life satisfaction of children and youth are important indicators of their academic, social, and emotional outcomes (Aldridge et al. 2016; Langford et al. 2014; OECD 2018; Seligman et al. 2009; Seligman 2011; Suldo et al. 2013). Student wellbeing additionally improves the quality of students' relationships with their teachers and parents. It also enhances their productivity in the community in the long term (Suldo, Shaffer & Riley 2008; Van Petegam et al. 2008). Student wellbeing positively affects their resilience to mental health challenges and traumas (WHO 2017b; Seligman et al. 2009;). While focusing on students' academic achievement, the school environment can present students with various pressures and threats (Kellock 2020; OECD 2017). The students' need for belonging and inclusion in the school community can be challenged and can consequently affect their engagement and performance (Dix et al. 2020; OECD 2017). Adolescence, specifically, is a distinguished phase of childhood that can be characterised by rapid physiological, emotional, and social evolvements, the presence of extra pressures of belonging and self-identification, and increased school expectations (Steinberg & Lerner 2004). These factors can lead to deterioration of adolescent mental health, disengagement, and alienation. Policies and practices for early identification of risks and enforcement of positive interventions are priorities for educational

authorities, parents, students, and the community (Frydenberg et al. 2009; Hill & Rowe 1998; OECD 2017; Seligman 2011; WHO 2005). More recently, education disruption due to the COVID-19 pandemic has shown the vulnerability of the current educational systems to sustain teaching and learning beyond normal circumstances. Studies of previous similar pandemic conditions have shown that stressful events can a have long-lasting and deteriorating effect on students' and families' mental health and wellbeing (Gibbs et al. 2019). The need for schools to understand and facilitate student wellbeing is more pertinent and necessary than ever before (Gibbs et al. 2019).

The link between public policy, conceptualisation, and practices regarding student wellbeing is crucial (Powell & Graham 2017). Student wellbeing policies can contextualise student wellbeing meaning and interpretation to the needs and characteristics of the student group (as opposed to those of adults) (OECD 2017). Furthermore, student wellbeing policies can reflect the developmental and ecological frameworks that surround students (Ben Arieh et al. 2013; Kellock 2020; Soutter, O'Steen & Gilmore 2013), and can highlight a government's educational outcome priorities to a wide range of stakeholders (Powell & Graham 2017; Mag 2015; Seligman & Adler 2019). Student wellbeing policies inform, guide, and eventually shape the effectiveness of implemented programmes to promote student wellbeing (Clarke, Sixsmith & Barry 2014; Graham et al. 2019).

Public policymaking, in general, involves the interaction with various stakeholders (Anyebe 2018). The extent to which students and other relevant stakeholders are involved in the policy design, implementation, and evaluation of student-related policies, along with policymakers, is limited and needs further facilitation (Forde et al. 2020; Kellock & Sexton 2017). Before

involvement, it is essential to identify relevant stakeholders and explore their roles and perceptions about student wellbeing as this will influence the conceptualisation and practices vis-a-vis student wellbeing (OECD 2018; Thomas & Grimes 2008). There is no definite set of practices that are exclusively and linearly reserved for student wellbeing promotion. The school people, attitudes, values, and actions in the school can affect students and consequently their wellbeing (New Zealand Education Review Office 2016a). The multitude of programmes and interventions linked to student wellbeing can be daunting to any school to consider, and the effectiveness of certain practices or certain interventions can vary per student, setting, duration, and method (Dix et al. 2020). In summary, research clearly indicates that facilitating student wellbeing requires the implementation of policies that frame it and guide practice whilst cultural contexts are relevant when conceptualising, promoting, and assessing student needs in this area (Govorova, Benítez & Muñiz 2020; Soutter, O'steen & Gilmore 2012). The triad of student wellbeing policy, conceptualisation and practices and their interconnection is the topic of this study in the context of the United Arab Emirates (UAE).

1.2 The UAE Schooling System

The UAE is a constitutional federation that includes seven Emirates: Abu Dhabi, Dubai, Sharjah, Ras Al Khaimah, Ajman Umm Al Quwain, and Fujairah. Since the formation of the Union in 1971, education was considered a priority for the country to accelerate its development (Alhebsi, Pettaway & Waller 2015). Ghallagher (2019) describes the transformation of the education system in the UAE as occurring in two main stages:

- The first stage: included the seventies until the nineties and prioritised the infrastructure and the system setting to accommodate the maximum number of students in schools and universities.

- The second stage: was linked to the millennium onwards and signalled a change towards ensuring more diversified choices and higher quality of educational provision.

The educational sector expanded to include international private schools and universities, besides the public institutions, to accommodate the needs of a growing expatriate population. According to the Federal Competitiveness and Statistics Centre, the UAE's estimated population in 2019 was around 9,770,526 inhabitants representing more than 200 nationalities (UAE Official Government Portal 2021). The International schools offer around 17 curricula (UAE Ministry of Education 2018).

The Ministry of Education (MoE) is the government entity responsible for overseeing the opening of public schools and managing their operations in all Emirates except Abu Dhabi. The MoE regulates the registration of Emirati students in the public-school sector, recruitment of school leaders and teachers in these schools, and construction of new public schools. The MoE is also responsible for developing the UAE National Curriculum, the licensing system of teachers, and the national assessments that lead students to progress from the schooling system into the tertiary sector (Gaad, Arif & Scott 2006). The MoE equally regulates private schools in the Northern Emirates and the curriculum delivery in all private schools following the UAE National Curriculum. To preserve and promote the Arab and Islamic values that strongly define the identity and culture of the UAE, the MoE also designs and oversees Arabic and Islamic Education curriculum provision in all schools across the country. In 2015, the UAE adopted a

performance quality assurance system for schools, employing the UAE Unified School Inspection Framework. The ministry's latest strategy (2017-2020) aims to serve the UAE's aspiration as a global leader in education and close the academic outcome gaps between the private and public schooling sectors (Morgan & Ibrahim 2019).

The Abu Dhabi Department of Education and Knowledge (ADEK) is the government authority in charge of running public and private schools in the Emirate of Abu Dhabi. ADEK was established in 2005. It took over the management of public schools from the MoE and initiated an education reform during 2007-2009. A series of initiatives have been prioritised, including developing the physical and digital infrastructure of the schools, enhancing teacher competencies, improving the quality of education outcomes, and expanding the early years sector (ADEK 2021a). ADEK directs 234 private schools, 71 of which are located in the Al Ain Region.

The Knowledge and Human Development Authority (KHDA) is the government authority responsible for regulating private schools in the Emirate of Dubai. KHDA was established in 2006, and it includes several functional agencies to ensure a broad provision of educational services that cover the early years, schools, higher education, and vocational education sectors. KHDA oversees a total of 210 private schools in Dubai (KHDA 2021).

Education is seen as both a core outcome and a means to realise the UAE Vision 2021. The latter is inspirational and was designed to make the UAE among the best countries in the world by 2021. The Vision has six pillars that interconnect to present the key roadmap of the government entities. The vision aspires to have a first-rate education system with a set of specified indicators known as the National Agenda (NA) 2021. The NA, therefore, became the

main policy driver for the various educational entities. In addition to the NA, each educational entity develops and adopts other policies and plans that serve their unique mandates and clientele. In addition to the NA, other national policies were launched with a dominant focus on promoting wellbeing. The UAE National Wellbeing Strategy 2031, the UAE Centennial 2071, and the Moral Education Programme (MEP) are examples of such policies. With this broad repertoire of policies that schools face in the UAE context, it is not clear how student wellbeing is emphasised and defined and what guidance and expectations are placed on schools regarding its promotion.

1.3 Problem Statement

Despite the academic and policy interest that revolves around wellbeing, it is still a narrowly defined term that lacks clarity and conceptualisation within the education arena (Ereaut & Whiting 2008; McLellan & Steward 2015; Soutter 2011; Soutter, O'Steen & Gilmore 2013). Students belong to a complex ecological system of care, protection, and support that requires well-planned integration and implementation of policies and interventions from players in the health, social, judicial, and educational fields to optimise positive outcomes, including wellbeing (OECD 2018; Thomas & Grimes 2008). Student wellbeing policies are emerging, but they often lack a comprehensive definition of student wellbeing and are regularly presented as adjacent domains to health, protection, or support needs (Dalingwater 2019; Graham et al. 2014; Powell & Graham 2017; Hamilton & Redmond 2010; Kellock 2020; Simmons, Graham & Thomas 2015).

Internationally, practice concerning wellbeing in education is emerging but still lacks a strong theoretical base (Soutter, O'Steen & Gilmore 2013; Thomas 2016) and cohesiveness (Graham

et al. 2014). There is a call for schools to promote and improve student wellbeing through different interventions (Seligman et al. 2005; Sin & Lyubomirsky 2009; Watson, Emery & Bayliss 2012; Whiteside et al. 2017), but no clear practice guidance is offered to them in terms of what to offer, how to assess and measure, and how to evaluate these interventions in the short and long term (Borkar 2016; Ereaut & Whiting 2008; McLellan & Steward 2015; Morrison & Schoon 2013; Seligman 2011; Soutter 2011; Soutter, O'Steen & Gilmore 2013). Some schools may lack knowledge or struggle to balance providing academic skills and wellbeing (non-academic) skills (Seligman et al. 2009). There is also a lack of studies regarding the relationship between wellbeing conceptualisation and social/ cultural factors (WHO 2015; Pan et al. 2018). As far as practice is concerned, there is a need to critically understand further what works and what does not regarding student wellbeing in cultural, social, and political contexts (Hajdukova, Winter & McLellan 2017; OECD 2018; Tov & Diener 2007).

An alternative view could be that schools always pay attention to their students' care and development. Welfare programmes, counselling, special education, and pastoral care are examples of how schools intervene to care for and support their students. More incipient views claim that schools are slower in their efforts to systematically and proactively develop students' emotional and social skills, giving priority to the facilitation of academic and technical skills (OECD 2018). Schools face the challenge of correctly framing student wellbeing and developing social and emotional skills through effective integration with the existing curricula and assessment systems (OECD 2018). Research is showing increasingly that a multi-component, proactive, whole-school approach is needed to promote student wellbeing, and adopt the right universal and targeted interventions to help students be happy and flourish, and consequently achieve better outcomes (Hall 2010; Langford et al., 2015; OECD 2017; Seligman

& Adler 2018; Seligman & Adler 2019; Ttofi & Farrington 2011). Along with the typical assessment and evaluation approaches schools apply to track learning progress, there is a lack of implementation of assessment and evaluation tools and processes to inform schools' planning and interventions with respect to wellbeing (Govorova, Benítez & Muñiz 2020; OECD 2019; Seligman & Adler 2019).

With all the attention that accompanies wellbeing definition and implementation, there is a need to investigate further the views and understandings of stakeholders that shape and influence student wellbeing in the context of students, teachers, parents, and school leaders (Powell & Graham 2017; Harding et al. 2019; Jamal et al. 2013; Kellock 2020; Seligman & Adler 2019). Students are the first and foremost stakeholders (Fattore, Mason & Watson 2007). The psychological and subjective facets of wellbeing involve students' views on how they judge their life satisfaction and evaluate their personal circumstances (Anderson & Graham 2016; McLellan & Steward 2015; OECD 2019a). The voices of students regarding wellbeing, the role it plays in their lives, and what schools are providing to enhance it are still not adequately heard (Kellock 2020; McLellan & Steward 2015; Powell et al. 2018; Simmons, Graham & Thomas 2015; White & Kern 2018). The voices of other important stakeholders such as teachers, school leaders, and parents need to be included to determine the extent to which they align with each other (Oman 2015; Scott & Bell 2013), and to identify their expectations from the government and the schools (Aked, Michaelson & Steuer 2014; Langford at al. 2015; Littlecott, Moore & Murphy 2018).

In the context of the UAE and in the midst of old and new policies that can affect student wellbeing conceptualisation and practices, no standalone student wellbeing policy exists. Little

is known about how student wellbeing is defined, understood, and intentionally promoted in the education field by the different stakeholders. Minimal studies are found to shed light on the topic of student wellbeing in the context of schools (Badri et al. 2018; Seligman & Adler 2018), and there are recommendations to study it in more detail locally (Lambert et al. 2015). A paucity of research targeting UAE students focused on youth violence (Al Shareef et al. 2015), depression (Ali et al. 2014), and substance use (Crookes & Wolff 2014; Khansaheb et al. 2016). While these issues are important, they nevertheless reflect the gap in researching how positive values, moral character, life satisfaction, and other aspects associated with student wellbeing are perceived and promoted.

1.4 Purpose and Questions

The main purpose of this study is to investigate the way student wellbeing is captured in the UAE policy framework and the perceptions of various stakeholders towards its conceptualisation and practices within the UAE private school sector. Derived from this main purpose, the following objectives are identified:

- To determine the current status of student wellbeing conceptualisation and practices in UAE-based private schools within the existing policy framework.

- To identify the significant factors that construct student wellbeing conceptualisation and practices among relevant stakeholders.

- To explore stakeholders' perceptions regarding student wellbeing conceptualisation, practices, and relevant educational policies.

- To propose a tool for the benefit of schools to evaluate their student wellbeing conceptualisation and practices.

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To achieve the main purpose and objectives of the study, the following main question is posed:
'How is student wellbeing captured in the UAE policy framework and what perceptions do the relevant stakeholders hold towards its conceptualisation and practices within the private school sector?'

Additionally, five research sub-questions are identified:

1. What policy frame guides the conceptualisation and practices of student wellbeing in the context of private schools in the Emirates of Abu Dhabi and Dubai?

2. What constructs can be used to develop a Student Wellbeing Evaluation & Enhancement Tool regarding student wellbeing conceptualisation and practices?

3. What are the factors that underline the Student Wellbeing Evaluation & Enhancement Tool?

4. What are the perceptions of parents, teachers, school leaders and students about student wellbeing conceptualisation and practices in UAE private schools?

5. Is the Student Wellbeing Evaluation & Enhancement Tool (SWEET) psychometrically sound for schools to evaluate their student wellbeing conceptualisation and practices?

Regarding question five the following hypotheses are considered:

1. The measurement model of the student wellbeing conceptualisation domain significantly achieves a good fit to the data (all the items are significant reflective indicators of the linked constructs of the conceptualisation).

2. The measurement model of the student wellbeing practices domain significantly achieves a good fit to the data (all the items are significant reflective indicators of the linked constructs of the practices).

3. The SWEET measurement model with conceptualisation and practices constructs is psychometrically sound.

1.5 Significance of the Study

In line with the belief that education is a social process which promotes change and development (Biesta 2015), schools can be considered the logical place to start preparing children and equipping them with the right skills they need to be happy, responsible, and productive citizens (Venkatraja & Indira 2011). Education today is different than it was before. In today's environmental, political, economic, and technological uncertainties, education should offer more in terms of building a student's capacity to be positive, resilient, independent, aware of his/her abilities and needs, and in a position to secure his/her wellbeing and contribute to the wellbeing of others (Ecarius 2018; Kellock & Lawthom 2012; OECD 2018; OECD 2019a; Seligman 2011; Seligman & Adler 2019; Soutter, O'Steen & Gilmore 2012). The adoption of student wellbeing in schools should be significantly understood and studied in its own social, political, and cultural contexts to lead to effective results (Govorova, Benítez & Muñiz 2020; Langford et al., 2015; Uichida, Norasakkunkit & Kitayama 2004).

The complexity of studying aspects of policy, conceptualisation, and practices regarding student wellbeing was initially considered challenging for the research. However, exploring the interconnection between these various aspects is useful to the education field (Powell & Graham 2017; Seligman & Adler 2019). The study feeds into the repository of research to better understand the meaning of student wellbeing, particularly from a unique and diversified context such as the UAE. The research started before the COVID-19 pandemic and carried on through it to witness the transformation and prioritisation of student wellbeing on the level of schools,

parents, and educational entities (Van de Velde et al. 2021). The results can provide a basis for the future direction of understanding and promoting student wellbeing and can contribute further to understanding the praxis of student wellbeing policies. The proposed self-evaluation tool offers a pragmatic solution to benefit school communities to operationalise student wellbeing and systematically work with it amid the other expectations of the school systems.

To date, minimal research is conducted on the concept of student wellbeing in the UAE. The study provides a literature synthesis of major policies that affect student wellbeing on the national and local government levels. It also contributes to UAE-based research in the area of student wellbeing and how it relates to other policy areas such as school quality performance and private school fees. This study is also significant because it provides an opportunity to hear simultaneously and compare the voices of important stakeholders about the topic of student wellbeing. The study enables students to talk about their own perceptions. The focus on student wellbeing drives us to think of students (in their capacity of being children) as individuals and agents in their own rights, have their own feelings and judgments, and express their opinions and needs (James 2010; Kellock 2020). A dichotomous but equally important perspective is to see children belonging to and interacting with family, school, and community systems, which makes them part of dynamic structures (James 2010).

Qvortrup's identification of the plurality and singularity definition of childhood (2005) influences this research to test and propose new waters and extend conceptualising wellbeing to other theoretical domains, besides philosophy and psychology, where it traditionally belongs. Together with Hedonism and Eudaimonia, PERMA Theory of Wellbeing (Seligman 2011) and the Subjective Wellbeing Theory (Diener 1984) are used to understand the different constructs

constituting, enhancing, and influencing wellbeing. The Capability Approach (Sen 1999) is used to identify capabilities people recognise and link to students' functioning and realisation of wellbeing. The Ecological Systems Theory (Bronfenbrenner 1979) is adopted to explain and interpret the layers of interaction with students and the level of protective and risk factors these systems provide for students. The Social Constructivism Theory (Vygotsky 1978) is used to relate to and reflect upon the learning and teaching processes and their influence and inclusion of student wellbeing. The Social Systems for Schools (Hoy & Miskel 2013) is used to examine the complexity of schools as systems comprising internal and external elements and how these elements interact with the external policies, attitudes, and actions to influence student wellbeing.

On a personal level, the study is aimed to help me reflect on my previous work as a social policy analyst and understand better and improve my present occupation as a school inspector. When contributing to developing social policies such as financial benefits, child protection, youth development, rights of people with disabilities, and substance abuse prevention and control, I acknowledged that children and youth were important stakeholders in most of them. Children and students, nationals or expatriates, need to be equipped with suitable skills to enable independence and resilience in the face of challenges. During every visit that I undertake to a school, as a school inspector, I notice students' expressions: how happy or unhappy they seem. I examine the confidence in students' voices and presentation whilst observing teacher-student relationships and query how meaningful they are to the students. I review different curricula and deduce how much they facilitate or challenge student learning. I attend assemblies and anticipate how these students' futures would be. I meet parents and observe their expressions to ascertain their hopes, fears, and uncertainties. I can link strong academic results to vibrant, responsible,

and independent students. Schools are judged on their quality of service, but I imagine what additional measures could nurture and develop students holistically.

1.6 Thesis Structure

This thesis aims to explore the current policy framework around student wellbeing in the UAE context and determine relevant stakeholders' perceptions about the conceptualisation and practices regarding student wellbeing. The work is presented over six chapters.

The introductory chapter provides a general background of the student wellbeing topic, the problem statement, research purpose and questions, and study significance. The first chapter presents the contextual background of the educational schooling system in the UAE and stresses its dual provision and multiple governance structures among the UAE, ADEK, and KHDA.

Chapter Two details the literature review of the main theoretical underpinnings, the main concepts in the study, and the analytical synthesis of the previous and international and local related research in the field. For each of the eight considered theories, the introduction, research, and relevance to student wellbeing are presented. Due to the complexity of the concept under study and the breadth of the scope examined, a conceptual framework is also proposed to guide the review and work through the whole research. Studies on policies, stakeholders, and wellbeing definitions are critically reviewed. Traditional and more recent practices around student wellbeing are examined in terms of target groups and effectiveness.

Chapter Three details the mixed methods approach as the selected approach for the study. Specifically, the rationale and elements of a sequential multilevel triangulated mixed methods design are highlighted as a suitable fit to collect appropriate data and answer the research

questions. In addition to the research approach and methods, coverage of the site, population and sample, data collection instruments, analysis methods and ethical considerations are described.

Chapter Four provides the findings from the first and second phases of the research. The first phase centres on policy analysis and the compilation of relevant subconstructs to inform the development of the questionnaire (Tool) for parents, teachers, and students. The second phase includes both quantitative and qualitative data collection methods. Quantitative results are presented from both descriptive and inferential analysis of the questionnaires for the various groups. Results of the conducted factor analysis on student wellbeing conceptualisation and practices are also explained. The variance analysis of identified conceptualisation-related factors and practices-related factors leads to the proposal of a self-evaluation tool for schools. Qualitative findings are also presented in the form of main themes and subthemes that have been extracted from the qualitative data instruments: open-ended questions from students, detailed open-ended interviews with parents and teachers, and semi-structured interview questionnaires with school leaders. The last section of the chapter integrates and triangulates findings from all phases of the study.

Chapter Five is dedicated to discussing the findings from the different phases. Research questions are answered in details and in light of the theoretical foundation and consulted literature to lead to the study's contribution.

Chapter Six concludes the thesis with recommendations on the level of student wellbeing policy, conceptualisation and practices. Suggestions for further research in the same topic are also highlighted.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter collates and analyses literature related to student wellbeing conceptualisation and practices in the context of the UAE. The scope covers private schools and looks into student wellbeing from policy perspective and perceptions of teachers, school leaders, parents, and students. Research from international, regional and local sources is examined to determine how student wellbeing is understood theoretically and empirically, and how it is operationalised on the ground.

The first section provides a diagrammatic and narrative explanation of the conceptual analysis that supports this research. Literature around wellbeing policies in general and student wellbeing policies in particular is scrutinised. Definitions and dimensions of student wellbeing conceptualisation and practices are similarly dissected. The conceptual framework is conjunctively presented with the adopted theories and models to illustrates how these concepts are framed and interrelated in a manner that ensures consistent flow, rationale, and cohesion of the research actions into the predicted research outcomes (Berman & Smyth 2015; Punch 2009).

The second section presents the theoretical framework that underpins this thesis. The search for the right theories and models is an important part as it provides a starting reference for the relevant research constructs and their interrelatedness and hypotheses (Creswell & Creswell 2018). The theories guiding this study are multi-disciplinary as a testament to the complexity and the breadth of the topic under examination.

The third section reviews studies similar to the present research and literature on wellbeing from the local region. Finally, the position of the present study in comparison to the current literature and signalling of the research gaps are outlined. To manage the literature review, several databases were consulted such as WorldCat, Google Scholar, ERIC and PsycINFO. Key search terms included: wellbeing, well-being, student wellbeing, quality of life, wellbeing conceptualisation, wellbeing policies, student wellbeing frameworks, wellbeing practices, wellbeing self-evaluation tools, UAE private schools, parents' perception, teachers' perception, students' perception, principals' and school leaders' perception.

2.2 Conceptual Framework

Figure 2.1 displays the initial conceptual framework developed for this research. It depicts diagrammatically the various concepts and themes included in this study, based on the way they have been derived from the selected theories (presented in the next section in this chapter) and the plenitude of readings. Four main components define four prinicipal components of this thesis: policy, stakeholders, student wellbeing conceptualisation and practices. A definition and a brief rationale for considering each component is highlighted below.
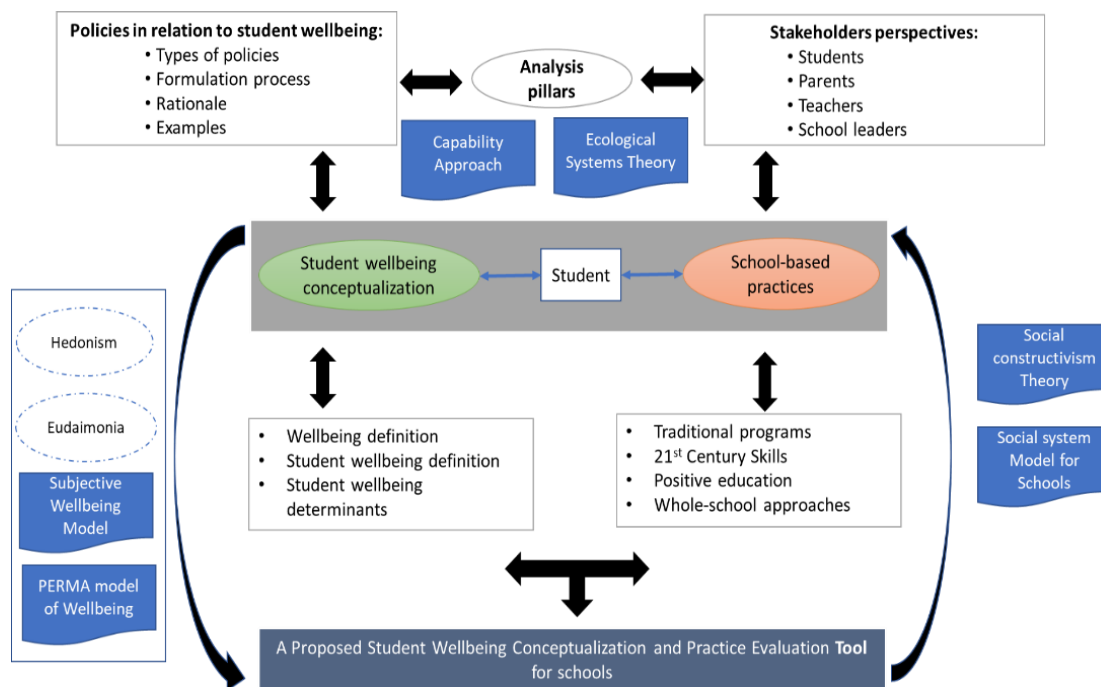
Figure 2.1: Initial Study's Conceptual Framework

<u>Policies in relation to student wellbeing:</u> The term policy means a "discourse of ideas or plans that form the basis for making decisions to accomplish goals that are deemed worthwhile" (Bacchi 2000, p.46). Public policies are those initiated by governments. Birkland (2016) linked policies to the identification of a plan to guide actions agreed upon by a group of people with a clear set of goals. Any policy formulation process considers the existence of a problem as a starting point of intervention. In particular, public policies are influenced by their social issues and result in outputs shaped directly by their political systems (Birkland 2016). Public policies imply allocating resources to recommended tools and programmes that could alleviate the public problems (Anyebe 2018). Understanding the types of policies used and the process of policy formulation regarding student wellbeing help shed the light on the power play between the various involved groups and how this shapes the understanding, implementation and

accountability parameters with respect to student wellbeing (Anyebe 2018; Graham et al. 2019). Looking at examples of national policies that prioritise wellbeing along with economic prosperity is useful to rationalise UAE's recent movement towards promoting and strategizing wellbeing. Reference to educational policies in favour of student wellbeing show that there is no unique model adopted by the various countries, but common elements in these policies are still observed.

Relevant stakeholders: The term stakeholder refers to "any group or individual who can affect or is affected by the achievement of the organisation's objective" (Freeman 1984, p.46). Identification of the relevant stakeholders and exploring their perceptions about student wellbeing influence directly and indirectly the conceptualisation and practices vis a vis student wellbeing (OECD 2018; Thomas & Grimes 2008). Besides policies, stakeholders play an important role in shaping student wellbeing. This study focuses on four key players: students, parents, teachers and principals/ school leaders. The social construct of student wellbeing as an ever-evolving concept and the stakeholders' views about school practices are timidly covered in research.

Student wellbeing conceptualisation: Students are defined as those who are enrolled in the school system. Conceptualisation refers to a process by which an abstract idea is defined and clarified, and in some cases, the process involves identifying certain dimensions that explain the concept. Literature shows that often student or child wellbeing definitions are extracted from general wellbeing interpretations. It is useful to visit wellbeing definitions emanating from relevant fields such as philosophy, psychology and health to better understand the overarching

meaning of such concept (Kesebir & Diener 2008). Scholars' interest in wellbeing and student wellbeing understanding is also closely related to detecting what determines it.

Student wellbeing practices: Practices refer to the actual operation or experiment of a concept in contrast to theory. Practices around student wellbeing are not totally new but emanate from existing values, attitudes, priorities and existing practice models and strategies (Noble & McGrath 2015; Seligman & Adler 2019). It is useful to understand the existing concepts that promote student wellbeing as well as the global and local priorities that influence educational outcomes and approaches, especially that student wellbeing is increasingly evidenced with better academic achievement (Noble et al. 2008; OECD 2018; OECD 2017; Seligman 2011). The 21st Century Skills and Positive Education are established in the UAE context and it is significant to unpick their effect on policies as well as school practices with respect to student wellbeing.

This conceptual framework promotes the student as central to the perspectives of policy, stakeholders, student wellbeing conceptualisation and practices. The conceptual framework additionally proposes a tool that guides schools' efforts towards better understanding and operationalising student wellbeing.

2.3 Theoretical Framework

This research on the conceptualisation of student wellbeing and its related practices in schools is looked at from different lenses to better capture the breadth and complexity of the topic (Amerijckx & Humblet 2014). Table (2.1) summarises the theoretical fields included. An overview of every theory/ model is shared below.

Table 2.1: Disciplines and Theories Underpinning the Current Research

Discipline/ Area	Philosophy	Psychology	Politics/ Economics	Sociology	Education	Systems
Theories/ Models	• Hedonism • Eudaimonia	• Subjective Wellbeing Theory • PERMA Theory of Wellbeing	Capability Approach	Ecological Systems Theory	Social Construc tivism	Social System Model for Schools. Source: Hoy and Miskel (2013)

2.3.1 Wellbeing Theories in Philosophy

PERMA and Subjective Wellbeing are relatively contemporary models/ theories that attempt to conceptualise and frame wellbeing in more scientific ways. They are based on two ancient but still widely mentioned philosophical theories of wellbeing: Hedonism and Eudaimonia (Deci & Ryan 2008; Diener 1984; Giangrasso 2018; Goodman et al. 2018). Wellbeing was and still is a principal topic in philosophical studies (Brey 2012; Tesar & Peters 2020). Since the days of Greek philosophers such as Plato and Aristotle, the search for contentment in a person's life has been a central focus of several debates (Gallagher, Lopez & Preacher 2009; Raghavan & Alexandrova 2014; Taylor 2015). To better understand the position, rationale, and induction of the PERMA and Subjective Wellbeing theories, Hedonism and Eudaimonia are emphasised below.

2.3.1.1 Hedonism

The word 'hedonism' is derived from the Greek word 'hedome' which means 'pleasure' (Bergsma, Poot & Liefbroer 2017). The ultimate good in this life, according to hedonism, is

reached through an experience of pleasure (Huta & Ryan 2009; Ryan, & Deci 2001; Tiberius & Hall 2010). Pleasure is valued for itself, and any other things that lead to pleasure are merely considered instrumental. The Greek Cyrenaic School was the first to engage in hedonism through a call to maximise pleasures, specifically bodily pleasures, and minimise pain (Lampe 2014). Later, Epicurus, a Greek philosopher, disputed that not all pleasures led to maximum good, but rather the absence of pain that led to greater and longer-term pleasure (Weijers 2012). Christian philosophers denounced hedonism as contradictory to the religious preachment of virtue and morals, however, later renaissance philosophers re-adapted hedonism as compatible with God's will of seeing people live happily. Hedonism was later equally interpreted from a utilitarian perspective by philosophers such as Bentham, who called for actions that promoted happiness and discouraged those that opposed it (Collard 2006). Bentham was known for quantitatively measuring pleasures in terms of intensity and duration, among other indicators (Burns 2005). Stoicism was a school of thought that was present along the Epicurianism view but looked differently to pleasure. Stoicism claims that a virtuous life is the ultimate good life and consequently pain and pleasure are to be viewed indifferently. A sense of acceptance and acquiescence are to be endorsed as posited by stoic philosophers such as Epictetus and equally adopted as a way of life by stoic believers such as the emperor Marcus Aurelius in his "Meditations" memoires (Aurelius 2002). Stoicism suggests that people's perception about their lives should be held in a dispassionate way. People are also seen as part of nature and therefore they have the duty of exerting its demands and requirements. People control actions under their will and have to manage actions imposed upon them.

As far as individualistic wellbeing is concerned, Hedonism captures a subjective wellbeing element (Diener, Oshi & Lucas 2002; Pavot & Diener 2008; Plagnol 2010) because it is

communicated about the person and from the person's perspective (Wong, 2011). To enhance wellbeing from a hedonistic approach, there is a need to limit negative feelings and increase those that are positive for a differential affect (Ford & Tamir 2012; Vitterso et al., 2010). Hedonism is well known for its strong relationship to happiness and wellbeing conceptualisation, but equally well criticised for the multitude of counterexamples that limit its sole justification (Bishop 2012, Lang 2017). Steger, Kashdan, and Oishi (2008) posited that often people associated the sense of wellbeing derived from the experience of superficial pleasures to likely dissipate or diminish in the short-term. Busseri et al. (2009) characterised Hedonism as being a continually changing person-centred manifestation that required extensive individual analysis. Bishop (2012) questioned putting a person's wellbeing judgment on his/her mental state. Raibley (2010) argued that Hedonism could lead individuals to over indulgence and life of addictions. Ekman et al. (2005) acknowledged the importance of acceptance of both negative and positive emotions, but training was needed to learn to manage and balance these emotions (Cohn et al. 2009; Keyes & Annas 2009). Peterson, Park, and Seligman (2005) described Hedonism as the Western look to an easy and happy life, the richness of which did not matter as long as the pleasures were materialised in any shape or form.

Hedonism, as a happiness or wellbeing outcome, constitutes the main referential philosophical base to Diener's Subjective Wellbeing model and will be further examined in the coming sections. Hedonism is often brought about and considered alongside another philosophical theory: Eudaimonia (Huta & Ryan 2009; Seligman 2011), which will be introduced next.

2.3.1.2 Eudaimonia

The etiology of the word eudaimonia originates from the word 'eu' which means well and 'daimon' which refers to a guardian spirit. Ancient Greek philosophers attempted to define and explain eudaimonia in relation to virtues (Tiberius & Hall 2010). Plato and Socrates both argued that virtue was both necessary and sufficient for Eudaimonia. Any lack of inner harmony and virtue would impede achieving Eudaimonia even if desires were satisfied. Aristotle's thesis on eudaimonia was explained in relation to reason. He defined Eudaimonia as "[l]iving well and doing well" (Gresh 2010, p.56). He believed that humans as "the rational animals" could reach Eudaimonia through developing and using their reasoning capabilities. Kant's view agreed with that of Aristotle about the importance of virtue to define and achieve the highest possible rank but differed when it came to the possibility of reaching that virtue. Kant suggested continence as an alternative to humans' excellent fulfilment of their nature and abstinence from doing bad (Hill 1999).

Eudaimonia is usually equivalently associated with terms such as growth, flourishing and prosperity (Huta & Waterman 2014; Kaufman 2019; Seligman 2011; Tong & Wang 2017; VanderWeele 2017). Eudaimonia is about people's functioning and sociality (Deci & Ryan 2008). Eudaimonia deals also with individual perceptions related to the meaning of life and the appreciation of prospective and capability (Ring et al. 2007). In particular, Eudemonia explains how people thrive in front of perceived challenges (Ryff & Keyes 1995; Ryff & Singer 2006; VanderWeele 2017). Deci and Ryan (2008) highlighted a major difference between Hedonism and Eudaimonia with regard to wellbeing. Eudaimonia is not an outcome, rather a process through which people realise good living.

Eudaimonia has been gaining momentum and attention in contemporary sciences, but it faces some criticism as well. Eudaimonia can be difficult to be realised and can be seen as highly aspirational by lay people if its philosophical conceptualisation is considered, (McMahen & Estes 2011). Aristotle mentioned that "the human good proves to be activity of the soul in accord with virtue, and indeed with the best and most complete virtue" (Book I, Ch. 7. 16-18). Wellbeing, as per this interpretation, seems difficult to achieve or maintain, and people need to know what they do is virtuous and borders excellence to claim any level of wellbeing (Ezedike 2018). Kashdan, Biswas-Diener and King (2008) posited that Eudaimonia was difficult to frame and no single approach or model comprehensively covered the eudaimonic happiness. Huma and Waterman (2014) attributed a need to come up with a common language to conceptualise meaningfully Eudaimonia within its wide and deep dimensions.

As far as Hedonism and Eudaimonia are concerned, some of the past studies highlighted exclusively the angle of Hedonism (Bentham 1996; Russell 2003; Weijers, 2012), while other studies focused entirely on Eudaimonia or personal growth and flourishing (Keyes 2002; Ryff & Singer 1998; Seligman 2002). A not so long-ago position towards Eudaimonia and Hedonism used to see them as distinct ways (Huta & Ryan 2010; Waterman 1993) and sometimes in favour of one perspective over the other (Ryan & Deci 2001). Deciphering the kind of relationship between Hedonism and Eudaimonia is not straightforward due to the current ambiguity in the conceptualisation of both terms and the opposing stands assigned to them by some researchers when trying to compare them (Huta & Waterman 2014). Empirical research initiated mainly by psychologists, has identified similarities and complementarities between the two philosophical approaches (Biswas-Diener & King 2008; Huta & Kashdan 2014, Kopperud & Vittersø 2008).

The reasons of choosing Hedonism and Eudaimonia as a philosophical backbone to this study are multiple. The two theories have been strongly present and referenced in wellbeing studies (Huta & Waterman 2014; Kopperud & Joar Vitterso 2008; McMahan & Estes 2011). Child wellbeing and its related studies in the context of schools have also included references around Hedonism and Eudaimonia (Bharara et al 2019; Huta 2011; Soutter 2013). Recent empirical research has suggested that they both contribute towards generating conceptual aspects of wellbeing (Bauer & McAdams 2010; Chan 2009; Ryan & Deci 2001). Together, they present people's self-evaluation of how they understand and judge themselves, what they do, and how they perceive their interaction with others. They also tend to support the position in comparison to other wellbeing-relevant philosophical theories, such as desire theories (Bishop 2012). Desire theories links wellbeing realisation to getting what people want (Bishop 2012; Bruckner 2010; Heathwood 2006). According to Bruckner (2010), what people manifest as desires do not necessarily amount to wellbeing enhancement but add, in a limited way, to their overall wellbeing. Both Hedonism and Eudaimonia have been significantly revived with the study of happiness and wellbeing in psychology and via the Subjective Wellbeing Theory and PERMA Theory of Wellbeing, which will be covered next.

2.3.2 Wellbeing Theories in Psychology

The marriage between wellbeing and psychology has been evidenced since the 1950s in an attempt to address the study of happiness from a scientific and operational angle. Initially, subjective wellbeing was extensively entertained by psychologists, but later on, there was greater focus applied to the exploration of psychological wellbeing. Two renowned models of wellbeing underpinning this study are presented next.

2.3.2.1 Subjective Wellbeing Theory

The term 'subjective wellbeing' (SWB) was proposed by Ed Diener (1984) as a way of introducing a scientific weight to the study of the elusive happiness construct. He defined it as "people's evaluations of their lives" (Kesebir & Diener 2008, p.118). While researchers' interest in happiness did not diminish, Diener attempted to create a strong area of research that progressed from merely describing attributes or demographics of a happy person (Wilson 1967) to an entire field that looks into measuring processes, causes, predictors, and influencers of happiness in various life aspects (Kesebir & Diener 2008; Soukiazis & Ramos 2016).

Diener (1984), following comprehensive research analysis, proposed a Subjective Wellbeing Theory (SWB) that aligned with Hedonism and captured subjective wellbeing as a product of a person's affective and cognitive evaluation of his/ her life (Figure 2.2). As an operational definition, a high level of SWB is most often interpreted to mean experiencing a high level of positive affect, a low level of negative affect, and a high degree of satisfaction with one's life. Examples of what constitute elements of the theory are:

- The affective elements point to feelings, emotions, and moods and whether they are positive or negative.
- The cognitive element reflects what a person thinks about his/her life as a whole, or in particular domains (example: marriage, work, study, etc.).

Diener and Ryan (2009) justified the importance of the SWB theory by its capacity to measure objectively what people report and evaluate about their lives in the past, present and potentially the future. Lucas, Diener, and Suh (1996) affirmed the discriminant nature between life

satisfaction, positive and negative effect, and other constructs such as optimism and self-esteem. Other studies on different age groups and among people from different nations and across time showed similar findings (Busseri, Sadava & DeCourville 2007; Kuppens, Realo & Diener 2008; Silva et al. 2015). These results allowed the treatment of these three components as separate constructs.

One advantage of Diener's theory is its adoption into scales that were applied to both adults and children in different cultures, and they were found to be psychometrically sound (Diener 2006; Gadermann, Schonert-Reichl & Zumbo 2010; Maroufizadeh et al. 2016; Renshaw 2016). The availability of the scales also allowed the identification of a number of determinants of subjective wellbeing among individuals and groups. These determinants could be considered useful to groups and nations to develop their policies in ways to promote subjective wellbeing or compare it between individuals and groups.
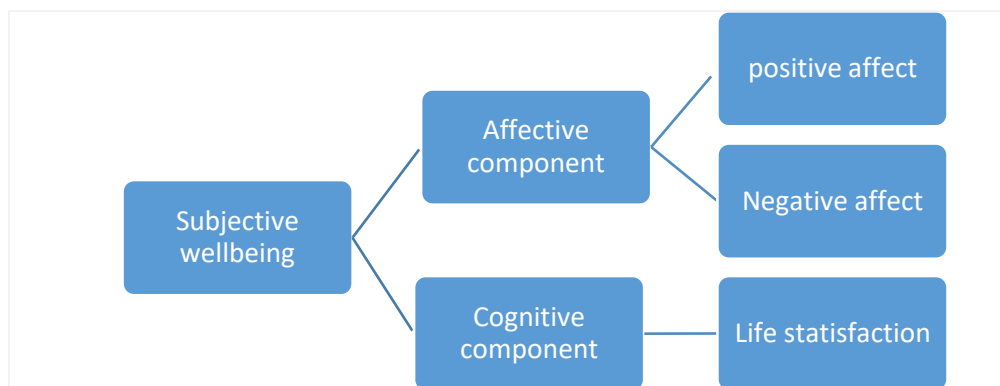
Figure 2.2: Subjective Wellbeing Framework (Diener 1984)

Several studies were conducted using various scales. For example, Ngamaba (2017) used data collected through the World Value Survey (2010–14), involving 85,070 respondents from different age groups from 59 countries, to identify a set of variables as determinants of subjective

wellbeing. The three top factors that would enhance SWB across the countries were health status, household financial satisfaction, and freedom of choice. Considered also is a 2015 study conducted by Soukiazis and Ramos (2016) on a representative sample of Portuguese adults and based on the European Quality of Life Survey (2011-2012). The study aimed to compare the determinants of life satisfaction and happiness. Findings indicated that life satisfaction was positively affected by people's trust in their government departments, their satisfaction with their material circumstances, their volunteering initiatives, and their employment status.

Dinisman and Ben Ariah (2015) attempted to tackle the limited availability of studies that targeted exploration of the factors affecting children's subjective wellbeing, including socio-demographic factors. The Children's Wellbeing Survey captured participation of 34,500 children originating from 14 different countries and ranging from 8, to 10, to 12 years in age. It focused on socio-demographic factors such as age, gender and material possessions. Survey data did not contribute much to explain the variance in the subjective wellbeing measures of the participating children. This confirmed with the results of previous studies that were done in single countries (Bradshaw, Tenant & Lydiatt 2011; Klocke et al. 2014). The study highlighted slight effect elevation of the place of residence, which could be linked to the type and effectiveness of policies that targeted children wellbeing in these countries. Dinisman and Ben Arieh (2015) signalled the need for a further study of the factors affecting children's wellbeing. More recent cross-country research by Casaa, Gonzalez-Carrasco and Luna (2018) and Kosher and Ben Arieh (2017) combined the study of children's perception about their subjective wellbeing with their own knowledge about their rights and the extent of their agreement that adults in their countries respected children's rights. The first study, based on the Student Satisfaction Life Survey, was administered to representative samples of 8, 10, and 12-year-old

students in 18 countries. The second study, based on the International Survey of Children's Well-Being, was administered to a sample of 8, 10, and 12-year-old students in 16 countries. The two studies found an association between satisfaction levels among children and respect of adults towards them. The relationship between children's subjective wellbeing and their knowledge about their rights was further confirmed by the study of Kutsar et al. (2019) when analysing the Children's Worlds database of 8-year-old children in Europe. The main determinants of subjective wellbeing in this study included children's participation in addition to feeling safe and protected, cared for and provided for, listened to, and treated with fairness. The findings about these determinants and the evidenced link to children's rights indicate their importance to the educational context with respect to raising children's awareness about their rights, consulting them, and informing them about provision targeting them.

Diener's Subjective Wellbeing theory is a useful model to be considered for this study because it stipulates the positive affect, the negative affect, and life satisfaction in global and domain aspects, are all important to acknowledge and promote for children, particularly students in schools. The different scales adopted allow feasibility of measuring subjective wellbeing in the form of self-reporting. It is important also to recognise the potential of social biases and additional limitations in relation to reporting. The multitude of determinants of subjective wellbeing researched so far concerning children and the cultural effect shown as per the international studies conducted in many countries strongly indicate the need to include them in this study's conceptual framework. A critical look at Diener's Subjective Wellbeing theory shows that it is not the only one suggested over the last years (for example Csikszentmihalyi's theory of flow (2002), Sheldon & Lyubomirsky's Hedonic Adaptation Prevention model (2007) and Dodge et al.'s Balance of Resources and Challenges Model (2012). Some researchers

strongly call for a clearer set of criteria based on which evaluations of subjective wellbeing components are conducted. This is because life, in analogy to happiness, is a broad and elusive concept (Kopsov 2019). Additionally, more endeavours are initiated to propose new temporal and non-temporal models that build on newly acquired knowledge and integration of existing models (Kopsov 2019). The psychological component of wellbeing is covered next through the introduction of the PERMA Theory of Wellbeing.

2.3.2.2 PERMA Theory of Wellbeing

In 1989, Martin Seligman declared the need for a new science of positive psychology that exists on three levels: subjective, individual, and group (Seligman & Csikszentmihalyi 2000). It accentuates experiences of satisfaction and feelings such as contentment, hope, and optimism (pleasant life). It emphasises positive traits such as perseverance, courage, love, and interpersonal skills that build immunity within people and permit them to face difficulty (good life). It stresses certain values and virtues that allow people to relate to their groups and interact with them in responsible and altruistic ways (meaningful life). Seligman proposed in 2011 an extension of his Authentic Happiness concept to PERMA Theory of Wellbeing as building elements of wellbeing (Seligman 2011).

PERMA is an acronym that stands for: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. PERMA is Seligman's answer for life's main measurable constituents of wellbeing. People appreciate these elements for their own good and relate to them differently, and at different times, which explains the variation in wellbeing between people. Figure 2.3 presents a diagrammatical presentation of PERMA theory. A brief meaning of each element is provided below:
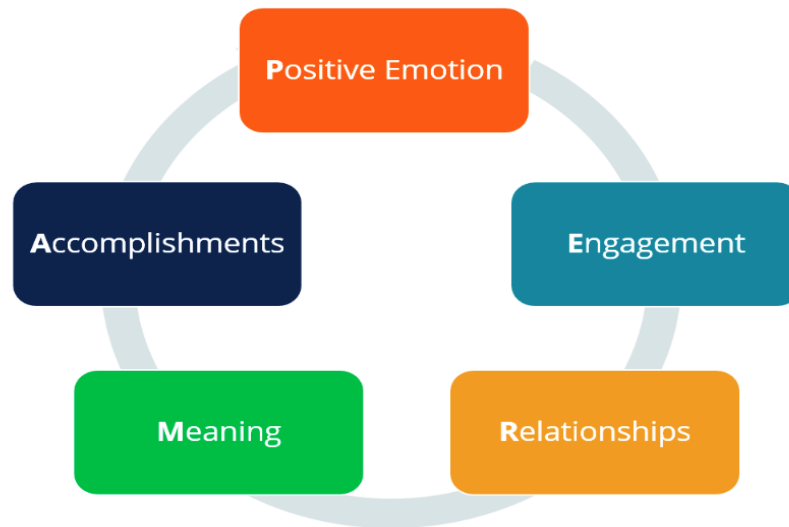
Figure 2.3: PERMA Theory of Wellbeing (Seligman 2011)

- Positive emotion: represents a hedonic part of wellbeing where people try to increase their positive emotions against negative emotions. Positive emotions are felt in the present state and cultivated from past experiences by recognising feelings such as gratitude and forgiveness. Positive emotions can relate to the future through feelings of hope and optimism.

- Engagement: comes when people deploy their attention and skills to achieve specific challenging tasks. The "flow" described by Csikszentmihalyi (2002), or a sense of gratitude and fulfilment, is a big drive to keep people trying challenging activities. For the flow to occur, tangible and immediate feedback is needed.

- Relationships: give people a sense of belonging and connection. Support can also be given or sought from people, which gives life further meaning and gratitude.

- Meaning: is derived from believing in and contributing to a cause that is bigger than the self. This component is fed from different institutions as the person develops, such as family, religion, politics, work, society, and the environment.

- Accomplishment: gives a person a sense of achievement and success. It contributes to self-development and engagement. Accomplishments are pursued for their own sake, reflecting the fulfilment of one's desires (for example, sports, work, etc.).

Seligman's PERMA is not the only psychological model that was proposed to emphasise self-development and growth. Carol Ryff (1989) suggested a model of six elements: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Seligman's theory overlaps with some components mentioned in Ryff's model. Ryff's model is also older and has been researched through different scales to lead to mixed results regarding the independence and validity of the six components (Abbott et al. 2006; Ryff 2014; Van Dierendonck et al. 2008). Ryff (2014), revisiting her psychological model, acknowledged the sensitivity of measuring and validating the building aspects' discrimination when changing the scale length and wording. Diener et al. (2010c) also suggested a short psychological scale that included relationships, self-esteem, purpose, and optimism. The proposed Flourishing Scale was intended to be interlinked with the subjective wellbeing model. Since its inception, PERMA has received much interest and has been seen as combining aspects of hedonic and eudaimonic conceptualisation of wellbeing.

Several researchers have used PERMA as a base to validate and compare its elements with other constructs both at the group and national levels. A 2019 Australian study by Ryan et al. aimed at evaluating the psychometric properties of the PERMA Profiler, a scale that was suggested by

Butler and Kern (2016) and represented the five PERMA elements. In addition to using the PERMA Profiler, the study added other subjective and objective health constructs to test for convergent validity. The findings of Ryan et al. (2019), derived from confirmatory factor analysis and other statistical tests, showed mixed results of this scale's psychometric properties. Furthermore, it agreed with what was found in other studies in different countries such as the ones done by Giangrasso (2018) and Khaw and Kern (2014). Ryan et al. (2019) indicated that only moderate associations were found between the PERMA constructs and subjective health constructs, and no association with objective health constructs and sleep was evident.

Studies using PERMA-based scales on children to measure their wellbeing are emerging (Kern et al. 2015; White & Murray 2015; Waters, Barsky & McQuaid 2012). For instance, Kern et al. (2015) used a scale that contained items relevant to PERMA and administered it to 516 male students between the ages of 13 and 18 in Australia. The factor analysis identified four out of the tested five PERMA elements, and engagement items were loaded under relationships. The researchers acknowledged the multidisciplinary nature of wellbeing and the usefulness of the results to schools by identifying students' levels of wellbeing in different domains and linking support plans based on the available evidence. However, the sample was limited to male students.

Although PERMA theory is relatively new, it has generated several commentating articles, and people find it easy to relate to and understand. PERMA has received, to a lesser degree, its share of critique (VanZyl 2013). For instance, the physical side of wellbeing is absent from Seligman's model, although one of the first modern definitions concerning wellbeing was connected to health (WHO 2006). Health is not a mere state but a phenomenon that is well

linked to all other aspects of life. It is a resource but also an outcome (Svalastog et al. 2017).

Health is essential in the life of children and their welfare. Referring to Diener's model, life satisfaction and negative affect are also absent from the PERMA model. For more comprehensive coverage of wellbeing, the PERMA Model has to be combined with other subjective wellbeing components.

PERMA Theory is also criticised for its emphasis on people's responsibility and success, whilst neglecting economic or social resources and other capabilities that can affect PERMA elements (Belli 2016; Goodman et al. 2017). The PERMA Model equally claims universality of its components and its neutrality from any ideologies. Belli (2016) contradicted this claim by denying any neutrality regarding schooling, curriculum, or pedagogies. Wong (2011) claimed that wellbeing could not be realised by contemplating the philosophical views about it, but rather by paying more attention to the experiences' influencing factors. Seligman's claim that the five suggested elements are independent stands to question. For example, accomplishment can raise engagement and involve new relationships.

Seligman's model is not the most recent. For instance, Wong (2011) proposed a model of wellbeing that is derived from hedonic, eudaimonic, and chaironic (feeling of happiness and blessing in unusual or painful circumstances) sources, whilst Huppert and So (2013) proposed a flourishing model with 10 elements, in contrast to the main symptoms of depression and anxiety. It is anticipated that more of these models will appear, and they will mostly be based on a multi-dimensionality aspect of wellbeing.

The PERMA theory application within schools and targeting students is gaining momentum and showing promising empirical findings (Boniwell & Ryan 2012; McGrath & Noble 2011;

Seligman et al. 2009; Slemp et al. 2017). However, it is still early to confirm its positive outcomes scientifically on students in a sustainable and generalisable way. The practicality of applying it is still under trial, considering the complexity of the school ecosystems, the potential resistance from teachers to reject the old and traditional way of teaching, and their willingness to trade into new and unknown waters (White & Kern 2018). Based on PERMA, Kern et al. (2015) are proposing a child and adolescent version named EPOCH for 'Engagement, Perseverance, Optimism, Connectedness (relationships), and Happiness (positive emotions)' to measure student subjective and psychological wellbeing in schools.

PERMA is suggested to be used as the wellbeing theory along with Diener's Subjective Wellbeing theory to support this study. Diener's theory is relatively older and has been backed up extensively in empirical settings (Pavot et al. 1991; Pavot & Diener 1993). PERMA is a recent theory, informed by previous wellbeing theories and increasingly adopted in terms of application and measurement in schools, including some of the UAE schools (Butler & Kern 2015; Fraser Mustard Centre 2015; KHDA 2017). The subjective, individual, and group dimensions of PERMA make them relevant to test them culturally in the UAE context.

2.3.3 The Capability Approach

The recent theoretical interest in the conceptualisation of wellbeing is not limited to psychology. The fields of economics and politics have witnessed a shift from a welfare approach that focuses on improving income and living standards to a wellbeing approach that targets the quality of life of individuals and communities and their capability to develop (Aitken 2019; Stiglitz, Sen & Fitoussi 2009). Since the 1980s, many countries have reconsidered their economic and social policies in light of the Capability Approach proposed by the economist-philosopher Amartya

Sen (Jacobson & Chang 2019; Sen 1999). Sen's thesis relies heavily on the notion of functioning as the core element in any development policy, shifting the focus from measuring wealth to a broader scope of people's freedom to choose their beings and doings that wealth alone is not able to measure or capture (Jacobson & Chang 2019). Figure 2.4 portrays the Capability Approach's main elements as shared by Verd & Lopez (2011).
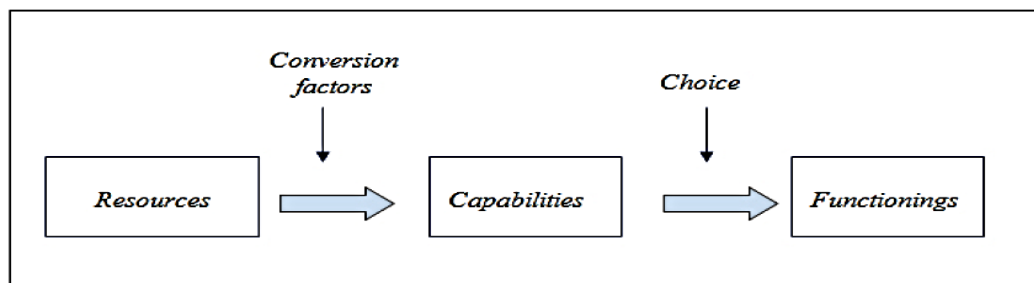
Figure 2.4: Analytical framework of the Capability Approach (Verd & Lopez 2011)

As depicted in the figure, resources can be described as the totality of the commodities and assets a person can use (Sen 1999). These resources vary between contexts. Functioning can be defined as the various things a person may value and engage in being or doing (Karimi, Brazier & Basarir 2016; Sen 1993). Sen argues that whatever level of functionings people have, this is not sufficient to define or assess wellbeing. He proposes a third element, central to the approach: the person's capabilities or "freedom to achieve" (Sen 1993). Capabilities are the potential options available for a person to choose to function. The notion of freedom is built in the capabilities element to express one's ability to shape his/her path. An ultimate or superior level of wellbeing is reached through functionings once resources are available, along with the capabilities or freedoms to make choices. As Drèze and Sen (2002) describe, the freedoms are

outcomes in themselves, and a means to achieve more opportunities. They also emphasise that capabilities are naturally very social, so that "[t]he options that a person has depended greatly on relations with others and on what the state and other institutions do" (Drèze & Sen 2002, p.6). Finally, the Capability Approach delineates conversion factors that affect a person's ability to use the resources and optimise functionings (Sen 1999). Conversion factors can be personal and define certain traits and characteristics, such as health conditions, gender, and skills. Conversion factors can be social, denoting society types and social values, and norms influencing the person. Conversion factors can be environmental and frame the physical and geographical surroundings of the person.

The Capability Approach is considered broad and studied in many fields (Biggeri, Ballet & Comim 2011; Law & Widows 2008; Kellock 2020). Education can be seen as a driver for human development that leads to flourishing and freedom outcomes (Hart 2012; Wilson-Strydom & Walker 2015). The educational institutions' role is to enable freedom as an outcome for their students, which will empower them to develop it gradually as a fundamental means for their functionings (Kellock 2020; Sen 1999). Walker and Kavedžija (2015) highlighted the importance of human dignity to be valued for everyone, including children. Biggeri (2007) and Kellock (2020) posited that usually children's capabilities are limited through adults. Listening to them and allowing them to participate in matters that concern them could influence their current and future wellbeing. Sen (2007) acknowledged the tension children could face because of the need for adults to control their freedoms for the sake of maximising their achievement (example: controlling the cafeteria's food to just healthy choices to promote good nutrition and a healthy diet).

Children's wellbeing and exploration through the Capability Approach lens has been studied by some researchers (Domínguez-Serrano, Moral-Espin & Galvez Munoz 2019; Kellock 2020; Schweiger, Gunter & Cabezas 2016). For example, Kellock (2020) qualitatively engaged with 12 children of 8 to 10 years of age through discussions, reflections on feelings and visual expression (selection of photographs) to explore their perceptions about wellbeing within their educational institutions. The findings that reflect relevant aspects of the participating students' wellbeing included relationships with people such as teachers and peers. Additionally, covered capabilities are the suitability of the environment such as playgrounds and learning spaces, physical activity, creativity and play, learning and autonomy, rules and aspects of basic needs such as care and food. The Capability Approach supported the study of Kellock (2020) by showing that students could share their voices and appreciated the opportunity to do so. Adults in the students' boundaries could facilitate the capabilities of students through options and choice. A quantitative study by Domínguez-Serrano, Moral-Espin, and Galvez Munoz (2019) targeted 333 children between the ages of 10 and 17 years old and was carried through a directed questionnaire. The questionnaire focused mainly on identifying children's perceptions of what constitutes capabilities in their context and the adults' context. Findings indicated the three most relevant capabilities in students' views related to physical and mental health and education and training capabilities. The order differed by gender and age. Children gave importance to other capabilities concerning other children and adults. The study affirmed the usefulness of the Capability Approach in the study of wellbeing conceptualisation and practice among children. The study also confirmed that students could think, and their thinking differed from that of adults.

The reference to the Capability Approach study concerning children is rising but not without some challenging theoretical and empirical interrogations. The fact that no finite list of capabilities for children and adults is declared could be seen as a barrier or an enabler by researchers. Sen (2004) deliberately left this area open to encourage more research and public debates. Other researchers suggested more finite lists (Biggeri et al. 2006; Nussbaum 2000). Other critiques of the approach question the theory's external evaluation of life, irrespective of what people value themselves.

The Capability Approach is viewed as constructive to underpin this study for various reasons. Firstly, the Capability Approach is instrumental in differentiating between what people can do (capabilities) versus what people actually do (functionings). Thus, when looking at student wellbeing, it is not just important to assess or measure their functionings, it is also worth considering the array of opportunities that schools offer their students to build or enhance their capabilities and promote choice and decision. Secondly, difference in students' wellbeing or functionings can reflect variations in students' personal or social abilities, and hence schools are called to analyse deeply and evaluate student and family-related factors (Powell & McGrath 2014). Thirdly, the Capability Approach enables the manifestation of the student's voice and highlights the importance of considering their views in both the conceptualisation and practices that inform their wellbeing. During their schooling years, all children grow and develop various capabilities that have to be identified, appreciated, and respected by the social systems, most of which are designed and managed by adults, including parents, teachers, and school administrators (Kellock 2020). This thesis enables students a voice and provides the researcher a better understanding of the extent of their capabilities and functioning in their schools and the resources availed to them. The Capability Approach has been used in research with various

designs and collection methods (Kellock 2020) which helps in comparing cross-cultural research.

2.3.4 The Ecological Systems Theory

The American psychologist Bronfenbrenner suggested the Ecological Systems Theory to emphasise the role of the environment in shaping individuals' development (Bronfenbrenner 1979). Since its inception, the theory concerning children has been widely used in many fields (Neal & Neal 2013), such as academics (Seidman 1991), substance abuse (Szapocznik & Coatsworth 1999), youth engagement (Rose-Krasnor 2009), and gender differences.

Influenced by the early works of Vygotsky's Social Cultural Theory (Bronfenbrenner 1979), the Ecological Systems Theory posits that a child develops in an environment of composed systems or layers. The older the child gets, the more systems co-occur and help or hinder his/her physical, social, and cognitive development. The theory was expanded and renamed "Bio Ecological Systems Theory" to encompass the biological composition of the child him/herself, interacting with the rest of the systems (Vélez-Agosto 2017). The theory identifies five systems around the child that affect his/ her development (Figure 2.5).
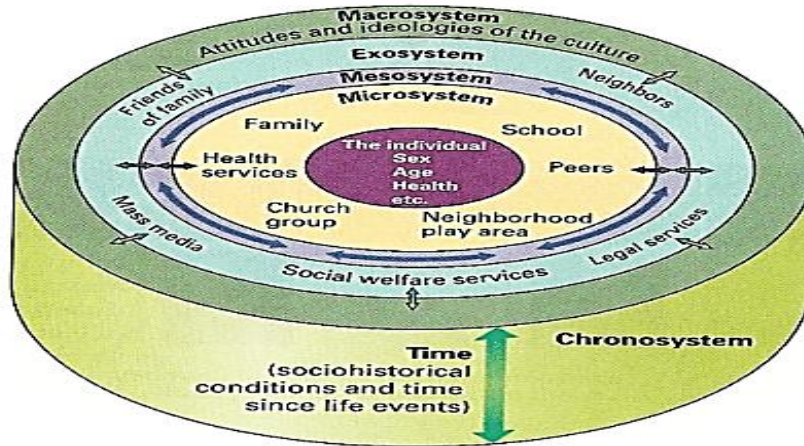
Figure 2.5: Bronfenbrenner's Ecological Systems Theory (source: Hayes, O'toole & Halpenny 2017, P. 14)

The layered approach presented by the theory indicates that any change that happens in one or more systems can induce a rippling effect through the other systems. A brief description of each system is illustrated below:

- The microsystem: the layer that is physically closest to the child. With family at its core, it expands to the care environment, school and neighbourhood. Beliefs and behaviours of both child and people interacting with him/her are mutually affected.

- The mesosystem: refers to the connections between microsystem structures, such as parents, teachers, and neighbours. Effects from external systems influence the microsystem equally (for example, social welfare services to family).

- The exosystem: denotes the more extensive social system where the microsystem is embedded. Examples of structures belonging to the exosystem are parents' work, government services targeting families, and mass media.

- The macrosystem: involves cultural values, norms, and laws that govern and shape the interactions of all structures in the other systems. In this layer, the responsibility of the child's development is determined if parents solely cover it or if others share it.

- The chronosystem: reflects the time passage throughout a child's development and any other event that marks an influence in the child's life. This influence changes over time (for example, divorce or parental/maternal). These changes can be directly within the child's environment or around him/her.

The conducted literature review concerning wellbeing indicates interest in studying the ecological and social factors that can affect student wellbeing (Fatou & Kubiszewski 2018; Kellock 2020; Lombardi et al. 2019; Norrish et al. 2013). The literature review of Amerijckx and Humblet (2014) concluded that the majority of papers written around children's wellbeing covered macro, meso, exo, and specifically micro level aspects around children. Lombardi et al.'s study (2019) investigated factors that could increase students' engagement at school and promote their wellbeing. Various assessments and scales were used to target the scope of study. The Climate scale mainly covered aspects such as school environment, safety and bullying, support from peers and adults, as well as parental involvement. The findings, analysed from 153 students attending 10th grade and including some students with special educational needs and disabilities, showed a relationship between the selected climate factors and the students' engagement levels. A 2018 study by Guo, Hopson & Yang investigated socio-ecological factors that could affect a group of adolescents' views on their psychological wellbeing. Socio-ecological factors included social support from the family, the school, and the community. The analysed data were collected previously from 19,767 students who completed the School Success Profile (SSP) between 2001 and 2005. Results indicated that better school engagement

correlated with better psychological wellbeing (measured via composite scales of self-confidence and adjustment). The study highlighted the relevance of various social factors that could act as risk or protective factors in students' lives. These factors should be identified and managed by schools to maximise wellbeing enhancement.

With the prominence the Ecological Systems Theory has gained over time, together with the general reference to it in various interventions, the theory has some limitations. As Neal and Neal (2013) specified, the nested approach that Bronfenbrenner used initially for his theory limits the exhibition of the link between the different systems. Instead, they proposed a more networked representation of ecological systems to display a more realistic view of the complexity and dynamism in the systems context. The theory is also criticised due to the manner it was positioned in culture (Vélez-Agosto 2017). Bronfenbrenner refers to culture in the outer layers, whereas it is not a separate concept that exists outside the different structures. Markus and Kitayama refer to culture as "not separate from the individual; it is a product of human activity" (2009, p. 423).

Ecological Systems Theory is relevant in the study of student wellbeing, as it frames and emphasises childhood development's social and cultural context. It widens the conceptualisation of wellbeing from solely on the shoulders of the individual (Belli 2016). Children and students exist within environments that provide safety, trust, and security, which are needed to fight anxiety and develop trust and confidence. In communities where crime and disorder prevail, children can face increased mental health issues (Osofsky 1995). In addition, the theory captures the prevalence and effect of government policies on children, which can be direct and indirect. It also enables reflection on how much the systems are designed in a child-centred way.

2.3.5 Social Constructivism Theory

The social constructivism view revolves around the social aspect of learning, so people learn in proximity and because of others (Kim 2001). Social constructivist pedagogy, linked to social constructivism, aims to facilitate the occurrence of learning in individuals and groups (Richardson 2003). The literature on social constructivist pedagogy (Baviskar, Hartle & Whitney 2009; Pistoe & Maila 2012; Richardson 2003) highlights several characteristics that can render its application beneficial to learning and develop social and emotional skills. For instance, it facilitates authentic learning based on relevant context and content of learning, and where students are encouraged to develop their values and beliefs. It promotes a good understanding of students and their backgrounds. It requires teachers to provide a positive environment conducive to learning and the right support mechanisms to boost motivation and self-efficacy.

A link can be established between social constructivism and wellbeing through the dimension of social relationships (Gergen 2009). Both are set within an influence of social actors and social events. Gergen (2009) went to the edge of negating any existence of oneself or an entirely private experience, with co-constitution suggested as the norm. If negative and positive emotions are taken as an example of wellbeing constructs, Armon-Jones (1986) described them as a product born in a system of cultural values and beliefs. The emotional reactions people feel and express are related to the cultural and historical 'norms' adopted in a particular community.

Through the databases available to the researcher, very few studies are found to relate in limited ways to the topic of wellbeing and Social Constructivism Theory. The suitability of using a social constructivist framework for emotional development was entertained. Martinez, Dye, and

Gonzalez (2017) suggested using the social constructivism theory to underpin school counsellors' work and help them design a holistic intervention for the students and support them in the meaning-making of their actions. Adams (2006) brought the dilemma of performance-oriented educational policies to the forefront to emphasise its risk on the learning process. The role of teachers through this theory is to transform from learning keepers to learning guides. Learning becomes viewed as an end in itself. This transformation would allow skills to surface, engagement to develop, and ownership and meaning to be gained with respect to learning.

Social Constructivism Theory is well applied in the education field, but it is also subject to extensive critiques. The notion of reality as socially constructed and therefore not independent complicates its realism (Searle 1995). It becomes challenging to identify any generalities of reality because any reality is constructed within its social, historical, and cultural contexts. Nightingale and Cromby (2002) and Cromby (2004) argued that people were surrounded by material matter and not just human interactions. All of these factors influence how people learn.

Various factors can explain the absence of research that links Social Constructivism Theory to wellbeing. For instance, the passage of the interest in wellbeing to education is a relatively recent one, and it is coming from other fields such as health, sociology, and psychology. This influence is also felt in the dominance of theoretical and empirical research from these fields compared to education. Moreover, the Ecological Systems Theory is often referenced in wellbeing conceptualisation and practice studies (Gromada, Rees & Chzhen 2020; Soutter, O'Steen & Gilmore 2013). The common focus on cultural and social factors in the Ecological Systems Theory and the Social Constructivism Theory can deter researchers from investigating further the link between the latter and the concept of wellbeing. A point worth exploring is the 'learning'

of wellbeing and 'teaching' of wellbeing within a classroom context. Should wellbeing be an outcome in educational settings, then the inputs and processes of realising this outcome have to be methodically planned, deeply reflected upon, and scientifically measured in the teacher-learner context. Recently, the importance of defining and considering wellbeing literacy is coming to the surface (Oades et al. 2020). Wellbeing promotion and practices/ interventions involve the use of language through various forms. As part of delivering and evaluating the effectiveness of these practices/ interventions or replicating them in other contexts, a mindful examination of language use on wellbeing is a concept that requires in-depth analysis and re-assessment concerning teaching and learning, particularly in a context such as the UAE with its multicultural landscape. Therefore, this theory is considered for this study to explore the relationship between the learning and teaching experiences with student wellbeing conceptualisation and practice. The way schools operate as systems and serve students within particular values, cultures, resources and processes that affect student wellbeing quality is detailed next.

2.3.6 Social System Model for Schools

Hoy and Miskel (2013) proposed the Social System Model for Schools to accentuate the complexity of schools as systems comprising internal and external elements that interact and affect each other to generate a set of outputs (Aydin, Sarier & Uysal 2013; Dahiru et al. 2018). Figure 2.6 presents a graphical illustration of this model and how the different components are linked. Inputs in the model include physical, financial, and human resources such as administrative and teaching teams, budgets, buildings and facilities, and educational equipment and programmes. The school's mission plays a vital role in capturing how these inputs will be

transformed to realise the school's aspired outputs (Dahiru et al. 2018). The transformation processes describe the internal activities that shape, organise and guide the provision and relationship between the various actors and how central they are around teaching and learning activities. Individuals hold essential meaning in the social systems for schools because they contribute perceived and realised position, power, needs, expectations, motivation and understanding to the dynamic interaction which forms and shapes the system (Hoy & Miskel 2013).

The culture represents the un-written ethos of the school and the values that are shared among the individuals. Often individuals come with their cultural values and inclinations, and schools need to develop a joint cultural stand that presents and harmonises individual orientations (Hoy & Miskel 2013). The environment influences both inputs and transformation processes. Key to its effectiveness, constant feedback, and communication characterise the relationship between the school and the environment in which it belongs (Scheerens 2013). The outputs domain highlights achieved results from the transformations that happen within the school. Schools plan for and manage their inputs and processes. However, discrepancies can occur between the expected/ aspired outputs and the reality. The margin of discrepancy indicates the school effectiveness (DiPaola & Hoy 2013). Outputs for students include examples such as academic and non-academic achievements. Outputs for teachers include job satisfaction, development, and turnover.
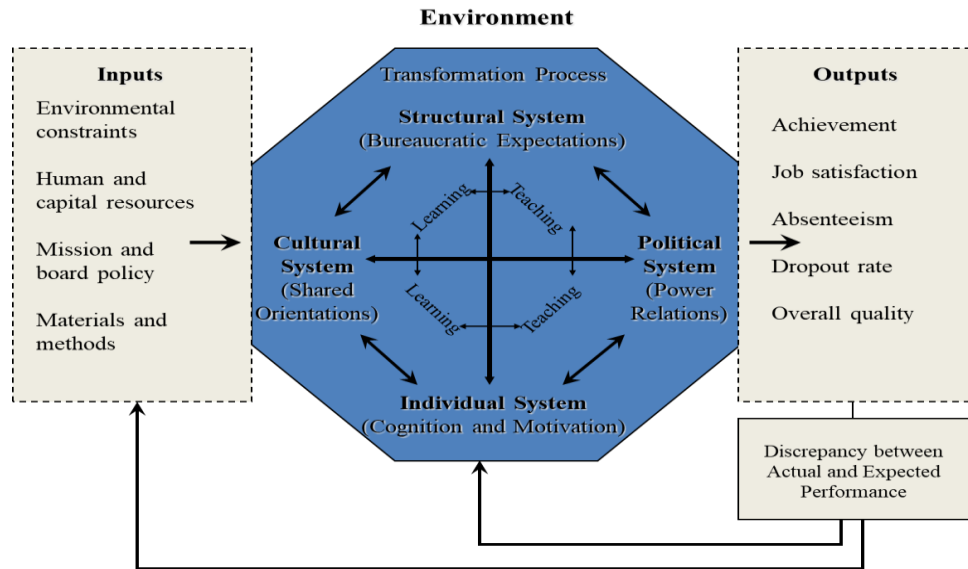
Figure 2.6: Social Systems Model for Schools (Hoy and Miskel 2013)

Given that wellbeing is gaining attention in the education arena, its link to school systems and school role and effectiveness is also undergoing broader exploration. For instance, Govorova, Benítez & Muñiz (2020) looked into the effect schools have on developing students' wellbeing besides the typical academic achievement measured by acquiring knowledge and skills. The framing of the student wellbeing domains in the study of Govorova, Benítez & Muñiz (2020) concerned the framework proposed by the Programme for International Student Assessment (PISA): cognitive/ psychological/ social/ physical/ material. Relevant data were collected from 35 countries and 248,620 students (15 years of age) during PISA 2015 assessments. Findings concerning student wellbeing conceptualisation indicated that two dimensions: cognitive and material wellbeing dimensions, out of the five included in the framework appeared to have relevant factor definitions. The findings also corroborated earlier findings that student wellbeing and student performance were correlated. The effect of school intervention on student wellbeing only contributed around 5% of the results' variations, with slightly higher relevance for the

cognitive dimension of wellbeing. Country comparisons showed the effect of school role on student wellbeing also varied between countries. The study referred to possible interpretations of the low school effect, namely the lack of social and emotional education programmes in schools, the limited tools and policies that targeted student wellbeing improvement, and the non-commitment to non-academic development as opposed to academic achievement prioritisation. This model supports this study by identifying, comparing, and framing various relevant components in the school context that can affect the conceptualisation and practice towards student wellbeing. The model places teaching and learning at the centre of the processes which indicates the influence of the rest of the components on these essential components. The relevance of this model to the study is to direct further examination and link with the working of schools as effective systems and their ability to have wellbeing threaded through their inputs, processes and outputs.

2.3.7 A Multi-Disciplinary Theoretical Approach to Student Wellbeing

The presented theoretical framework for this thesis is broad and complex. The breadth of the thesis topic requires looking into wellbeing with a focus on students. Students hold many identities. They are individuals, children, part of an educational organisation and part of a more extensive community system. The various identity forms that students take continuously shape the role, the need, the support, the participation, and the agency of each student in different contexts (Ben Arieh, McDonell & Attar-Schwartz 2009; Bronfenbrenner 1979; Fatou & Kubiszewski 2018; Powell & Graham 2017; OECD 2018; Seligman & Adler 2018). This thesis focuses on students' wellbeing, with the majority of the theoretical interpretations of wellbeing being drawn from non-education disciplines. Most visited literature mention Hedonism and

Eudaimonia as philosophical theories directing the conception of happiness and wellbeing. These two theories have guided the work on many wellbeing models. While typically they are presented as opposing approaches, they complement each other in a broader and multi-dimensional conceptualisation of wellbeing (Huta & Waterman 2014; Kopperud & Vittersø 2008).

The empirical study of wellbeing has been promoted by psychology in an attempt to define happiness and identify what enables individuals to live flourishing lives (Diener 1984; Diener & Seligman 2004). Diener's Subjective Wellbeing Theory is selected in this thesis because it involves the subjective evaluation of wellbeing from the person's view in both cognitive and affective ways. When receiving students, teachers and school staff ought to observe and reflect on their emotions and expression of satisfaction throughout the day and the school year. The Subjective Wellbeing Theory helps identify what students feel and think about their lives, therefore perpetuating a sense of capability to voice their views.

The PERMA Theory of Wellbeing is selected to capture the psychological dimension of wellbeing. People's lives are shaped by what they do and accomplish, how they function, and why they need to do what they do. According to Seligman (2011), wellbeing is about people building good lives through positive traits that enable them to face difficulty and engage as individuals and groups in meaningful ways. PERMA has been the reference base in designing many wellbeing-related interventions in schools, including in the UAE. The literature review has shown that the psychological dimensions suggested by PERMA are not comprehensive, and additional aspects such as quality of life, health, spirituality, and environmental mastery are a

few of a list that can grow as per peoples' interests and priorities. Using PERMA in particular cultural contexts is also emerging and in need of further scientific validation.

The thesis also builds on using the Capability Approach proposed by Sen to emphasise the importance of capability leading to development. The approach, originating from political and economic fields, is selected because of its social justice component to development and its focus on using the resources in effective ways to construct freedoms and empower choices (Karimi, Brazier & Basarir 2016; Sen 1993). In the school context, the approach gives weight to what students need to optimise their functioning or wellbeing. It can also be linked to educational policies' nature and how they view both student wellbeing and student participation. Although the Capability Approach process shows a clear start (resources) and clear output (functioning), there is assertion through the literature review that it is still a broad approach.

The Ecological System Theory is chosen because it is well referenced in the literature regarding children and students' wellbeing (Fatou & Kubiszewski 2018; Kellock 2020; Lombardi et al. 2019; Norrish et al. 2013; Soutter, O'Steen & Gilmore 2013). The theory presents the complexity of students' systems and the effect of the different actors on one another. The theory also emphasises the relevance of engagement and interaction to optimise student outcomes. The theory articulates the relationships factor within students' homes, classrooms, school environments, community resources, and the policy implications.

The Social Constructivism Theory and the Social Systems Model for Schools are relevant to this research because they underpin the thesis's educational perspective. The thesis calls for various stakeholders' perspectives about wellbeing conceptualisation and practices, so the social construct of their understanding of this concept is very relevant (Armon-Jones 1986; Gergen

2009). In particular, how wellbeing-related practice is intertwined with everyday learning and teaching, who provides it, why it is provided, and how it is assessed is interpreted through the school as a system of inputs, organisational processes and powers around teaching and learning, and the outputs achieved (Hoy & Miskel 2013). The social systems approach for schools is useful to analyse the development and metamorphosis of students' wellbeing and the wellbeing of other individuals and other groups. The thesis adds value to the literature by integrating theories from relevant but different disciplines. It encourages considerable examination of integrating wellbeing in the learning and teaching processes, and not just as an outcome or input for learning.

2.4 Related Literature Review

In order to identify the major concepts, trends and progression shaping the student wellbeing conceptualisation and practices research, an extensive literature review was carried out as part of this study (Ridley 2012). In alignment to the developed conceptual framework, the reviewed literature is classified into four main groups: policies in relation to student wellbeing, stakeholder perceptions, wellbeing and student wellbeing conceptualisation, and student wellbeing related practices.

2.4.1 Policies in Relation to Student Wellbeing

According to the literature review, public policies can take different forms and can be formulated through various steps.

- **Policy types and Formulation Process**

Anyebe (2018) posited the need to examine the theoretical background by which policy making was emphasised. If policy making is approached from an elite perspective, the policy will endorse elite values and will be pushed to the public with minimal influence from the latter. Policy making can also be directed as a result of the interaction and the struggle that can evolve around multiple groups and how good they are at advocating for their interests. Parallel to group-based policy making, policies can be formulated within systems. The political system, in particular, is composed of certain institutions and governance structures that adopt specific values and initiate various decisions and activities, influenced along with inputs and other components outside the boundary of the system. Support to the system will happen if there is acknowledgment of the needs and expectations of the stakeholders. Effective systems include feedback so that a constant flow from the inputs to the processes to the outputs is maintained. Information is key to ensure informed feedback (Anyebe 2018). A conservative model of policy formulation is represented in the incremental model which supports the belief that policies are usually created in uncertain conditions, and controlled change is wise to introduce in incremental measures. It prioritises feasibility over innovation and does not necessarily lead to stakeholder satisfaction and does not attempt to use existing alternatives. A recent model of public policy making involves the rational model. It entails that political decision-makers will be inclined to adopt policies that maximise stakeholders' support by providing policy options with the highest value to these stakeholders (cost versus benefit estimations). This model is accused of being information-driven to be able to allocate specific importance to the various options. It favours efficiency over other possible principles and values.

Policy formulation is not a one-time activity generated by a government and then closed to further development. It is a continuous and structured process that involves several assumptions (Kotnik et al. 2020) and uncertainties (Howlett 2019). Policies are robust because they can heighten certain powers or produce drastic changes (Graham et al. 2019). Policies are formulated in the presence of specific triggers and also constraints. Often policy makers do not design single policies, but rather a group of them, amid review and annulation of others and within various government departments (Howlett 2019). Time and resource constraints are influential, and so is public opinion. Policies are also formulated amid international, national, and local pressures (Howlett 2019).

The policy-making process starts with agenda setting to prioritise which policy(ies) are prioritised for formulation. Policy formulation leads to the definition of policy objectives and policy instruments options (Howlett 2019). Negotiations between policy decision-makers and other interest groups may manifest throughout policy objectives determination and policy instrument selection. Capano and Howlett (2020) provide examples of such policy instruments that may range from legislative tools to financial incentives to governance forms that address issues on the ground. The appraisal of these tools is useful to examine the level of complementarity or counterproductivity that may arise when grouping them together (Capano & Howlet 2020). Policy adoption occurs once policy instruments are recommended, and parameters are agreed based on factors such as resource availability, government type, public opinions and optimisation of options (Capano & Howlet 2020).

Policy implementation is about translating the approved legislation or programmes into actions. Factors affecting the effectiveness of implementation include the level of bureaucracy instilled

in the relevant government departments and the degree of government involvement in the implementation (federal versus local). Finally, policy evaluation provides answers as to whether policy objectives have been realised, the beneficiaries' level of satisfaction, and the costs incurred versus the benefits attained (Gerston 2004). In terms of feedback, policy evaluation contributes to assessing the government intervention and its effectiveness in removing/ reducing the policy problem.

Howlett (2019) raised the impact of globalisation on policy content and design in modern times, given the multi-level relations that exist between the countries. Howlett explained that country-based decisions regarding policies were changing by the sheer volume of information available, the technology used, and the networking between various actors. As a result, the decisions usually taken by the government were expanding to the presence of other non-government actors. The increasing dependence on the private sector for service provision impacts what governments do and how they 'regulate'. They additionally play a role in raising awareness, adopting good practices, and ensuring quality (Howlett 2019).

- **Rationale for student wellbeing policies**

Student wellbeing policy prioritisation and promotion can be driven by national political agendas in pursuit of wellbeing such as the case in Bhutan, England or New Zealand (Aitken 2019; Hogan et al. 2014). It can also be triggered by the need to prepare children for turbulent and uncertain futures as justified by some international organisations like OECD or the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (OECD 2018; UNESCO 2016; UNESCO 2020). Regardless of the driver, wellbeing in schools, and student wellbeing in

particular, are increasingly targeted in educational policy documents (Powell & Graham 2017; Mag 2015; OECD 2018; Seligman & Adler 2018; Seligman & Adler 2019; Spratt 2017).

The Bhutan experience in promoting a Gross National Happiness (GNH) index that compliments the GDP index is often described as pioneering (Lepeley 2017) and a new paradigm shift in looking at happiness. The Bhutan's model looked into balancing social progress with material progress to achieve happiness. The GNH Index is comprised of nine dimensions to sustain human development and wellbeing: living standard, health, education, ecological diversity and resilience, cultural diversity and resilience, community vitality, time use, psychological wellbeing, and good governance (Thinley & Hartz-Karp 2019). Strongly integrated with the rest of the dimensions, education in the GNH Index is primarily about participation and acquisition of formal and informal skills in addition to adopting civic, family and cultural values. Despite voiced critiques about its subjectivity and methodological application to countries with larger populations and culturally diverse bases, the GNH philosophy has been promoted by the United Nations to be a good model to be considered by other countries. It has even played a role in shaping the thinking around the Global Sustainable Development Goals 2030.

Concerning student wellbeing policies, government decisions in the form of formulated and adopted policies significantly impact the various relevant groups in society. Stakeholders, from their different perspectives look for a robust and systematic policy-making process, meaningful involvement, and effective and efficient implementation (Kotnik et al. 2020). A student wellbeing policy can provide a unified guidance to schools around its importance and application (Powell & Graham 2017). It can also offer evidence of best practice and connection

between various school commitments such as safety, support and academic performance. In their description of how the Australian education system is dealing with the concept of wellbeing in schools, Powell and Graham (2017) acknowledged the current ad-hoc manner of practice and intervention towards student wellbeing. This ad-hoc manner is due to many factors, including the lack of a clear definition of wellbeing and a strong unified theoretical base to support it in the education context. They questioned the link between policy and practice in terms of providing clear definitions, roles, and directions to promote wellbeing in schools effectively. Powell and Graham (2017) justified the enactment of student wellbeing policies to confront the typically narrow and declared purpose of education: preparing students for the labour market, and the emphasis on raising literacy and numeracy more so than any other outcomes. A barrier was also noticed when it came to linking mental health with wellbeing and its effect on practice, intervention, and responsibilities in schools towards wellbeing. Powell and Graham (2017) raised several challenges that could influence coherent and effective promotion of student wellbeing in schools. Part of these challenges lied in the way educational policies were formulated, the positions reflected from different government levels (federal versus state), and the extent of involvement of the people who were directly engaged in implementation.

Lauricella and MacAskill (2015) concurred with the broader purpose of education by providing students with holistic experiences that target academic knowledge, skills, attitudes, and tools that enable them to adapt and succeed in the classroom and different environments. Social and emotional skills are mainly seen as a critical aspect of the schools' roles towards students if they are meant to succeed in a continuously changing and unpredictable world (Powell & Graham 2017; OECD 2018; Seligman & Adler 2018; Spratt 2017). The next section presents a review of the common features of these policy documents.

- **Examples of Student Wellbeing Policies**

Literature was reviewed to identify explicit student wellbeing policies or frameworks and analyse commonalities and differences between them. The table shared in Appendix C1 highlights the main features of student wellbeing policies/ frameworks from New Zealand, Australia, Ireland, Scotland, and UK. The policy sources are selected because they were targeting schools. The list of these policies is not intended to be exhaustive but detailed enough to present a useful literature review of concrete policy examples (Education Services Australia 2018; Ireland Department of Education and Skills 2018; New Zealand Education Review Office 2015, Thorburn 2014; Ofsted 2019, OECD 2015).

The table depicts different forms of policy documents that comprise policy messages, principles, indicators, best practice guidance, and curriculum or inspection frameworks. A shared definition of student wellbeing is provided in almost all policy references, except Ofsted's Education Inspection Framework (2019). The latter mentions two main areas about personal development, behaviour and attitudes. The duality between health and wellbeing is additionally seen in different proportions within these references. The definitions of student wellbeing intersect on many aspects and align strongly with Diener's subjective wellbeing model, PERMA model, the Ecological Systems Theory, and the Capability Approach.

The policy documents and frameworks agree on the role schools play in promoting wellbeing and the need for them to be immersed in promoting it strategically. There is also an agreement between the relationship between promoting wellbeing and raising educational outcomes. There are certain commonalities in policy and framework elements that guide schools around their wellbeing practices. The school culture and its environment, including ethos, policies,

structures, and plans are crucial in ensuring proper student wellbeing. Curriculum, learning, and teaching are equally common between the visited policy documents and frameworks. Another aspect is the relationship with students, parents, and the wider community for effective and durable implementation.

Ample guidance is given to schools to the practice component to maximise their understanding and reliance on shared good examples. The New Zealand example is comprehensive in providing indicators concerning identified dimensions of wellbeing practice that are derived from research and experience, and additionally supported by a set of questions and data sources that guide schools' self-evaluations. Lastly, most policy documents and frameworks adopt an awareness-raising and guidance approach to promoting student wellbeing instead of enforcement in the form of compliance or quality assurance regulations. The definition of student wellbeing aims to ensure clear messages about the meaning and conceptualisation of student wellbeing. The purpose of the policy shapes largely the enforcement levels adopted concerning student wellbeing practices. The study of these policy references is useful to this study in two aspects. Firstly, the information derived from the student wellbeing definitions and the elements of practice can be used as input for further analysis and validation when considering developing the proposed Student Wellbeing Evaluation & Enhancement Tool (SWEET) for this research. Secondly, the aspects of definition, roles, practice guidance, and enforcement are used as the analysis criteria for the policy document analysis part in the first phase of the research.

2.4.2 Stakeholders' Perceptions of Student Wellbeing

In enacting their policies and directions towards wellbeing promotion, government departments deal with different stakeholders at different times and for different purposes (Hogan et al. 2014). Advantages of involving stakeholders in formulating or implementing wellbeing-related policies or programmes include acquiring information about their attitudes, values, level of awareness, and preferences, and in increasing their buy-in of decisions taken (Hogan et al. 2014; Wallace & Schmueker 2012). Reflection on the various student wellbeing policies and frameworks presented in the previous section illustrates consultation with multiple stakeholders during the development, implementation and evaluation of these reference documents. For instance, the New Zealand draft student wellbeing indicators were created in consultation with health and educational professionals, representative associations of schools, principals, teachers, counsellors, and youth (New Zealand Education Review Office 2015).

Student wellbeing literature review has identified several stakeholders, but no sources were found to present them in a collective and detailed manner. The researcher proposes the following proposed Stakeholder Map Diagram (Figure 2.7) as a way of graphical compilation.

Students are, first and foremost, the main beneficiaries of student wellbeing promotion (Anderson & Graham 2016; Kellock 2020; Noble & McGrath 2016; OECD 2018; Seligman & Adler 2018). Students are surrounded by other groups that influence student wellbeing manifestation, promotion, and realised outcomes. Examples of these groups include parents and families (Albright, Weissberg & Dusenbury 2011), teachers (Graham et al. 2014: Quin, Hemphill & Heerde 2017; Seligman & Adler 2018), support staff (Edmond & Price 2009; Littlecott, Moore & Murphy 2018); peers (Sabolova et al. 2020), principals and other school

leaders (Dulrak et al. 2015; Noble & McGrath 2015), counsellors and other specialists (Martinez, Dye & Gonzalez 2017; Noble & McGrath 2015). Student and parent councils (Fielding 2006; Kellock & Lawthom 2012), health professionals, and other community players outside the school vicinity are also relevant stakeholders (Borg & Pålshaugen 2018). Finally, policymakers are also the ultimate decision-makers and interact with the previous parties in numerous ways (Ng & Villa-Bordrick 2019).
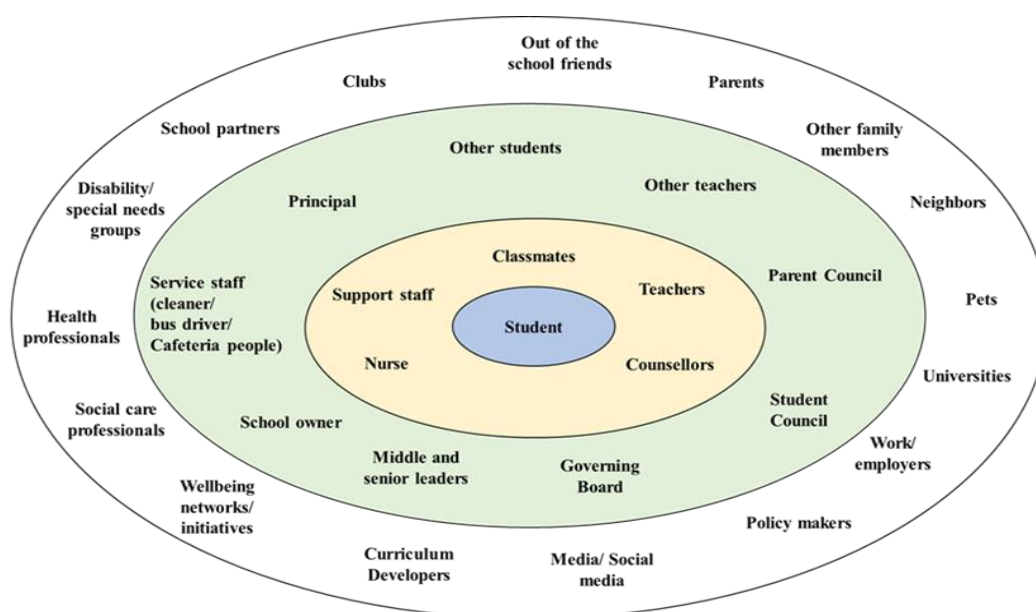
Figure 2.7: A Proposed Stakeholder Map with Respect to Student Wellbeing

Aligned with the Ecological Systems Theory, the suggested diagram presents the student in the centre of the relationships and influences from the other parties. Wellbeing is an individual aspect affected in both temporal and spatial dimensions (Adams et al. 2016; Ettema & Schekkerman 2015). In the school context, the student interacts with teachers and classmates mostly and, in some instances, with nurses, counsellors, and support personnel. Within the

school premises, the student interacts with or is influenced by decisions taken by people such as the principal, middle and senior leaders, school owner, and non-educational service staff. Other students, parent councils and the school's governing board have influence on the child. These are presented in the second circle to show less exposure concerning the student, but not necessarily having lesser effect on his/her wellbeing. The outer layer includes individuals and groups that operate externally to the school's physical environment but influences student wellbeing from different angles.

Next is a synthesis of the main findings from the literature review about students, parents, teachers and principals/ school leaders who are the included stakeholders in this research. The reason for choosing students is to allow their voice in matters influencing them. Parents and teachers are significant and direct influencers on students' wellbeing. School leaders might not deal with students on a direct way all the time, but they have the power and authority to influence the school system in many ways.

- **Students' Perceptions**

Research involving students and their perceptions on their wellbeing concerning the school is limited compared to wellbeing studies involving adults (Aulia et al. 2020; Gadermann, Schonert-Reichl & Zumbo 2010; Soutter, O'Steen & Gilmore 2013). A systematic review conducted by Aulia et al. (2020) has extracted around 21 studies that captured students' views about their wellbeing definitions in the school context. Almost all of the studies involved the use of questionnaires or scales that were self-completed by students. Some studies utilised mixed approach methods to include both questionnaires and student interviews or observations. (Engels et al. 2004; Hascher 2007; Hasher 2008). The only qualitative study in the systematic

review was by Soutter, O'Steen and Gilmore (2013), and it included interviews and observations of students 17 to 21 years of age in their schools. The systematic review highlighted reference to four recurring wellbeing domains: positive emotion, social relation, the lack of negative emotion, and engagement at school. The review concluded with the need for more studies on student wellbeing conceptualisation and understanding, particularly from the students themselves. Besides the studies mentioned in the systematic review, several other researchers have looked at student wellbeing conceptualisation from students themselves and using various methodologies.

Quantitative studies engaging students' perspectives about their wellbeing in the school context can be divided into two primary purposes. Firstly, some studies aim to validate child-based scales developed or customised in various countries concerning subjective or psychological wellbeing (Kern et al. 2015; Kern et al. 2016; Tomyn & Cummins 2010; Tomyn et al. 2017; White & Murray 2015; Waters, Barsky & McQuaid 2012). Another group of quantitative studies investigate predictors or correlates with student wellbeing (Bradshaw et al. 2014; Dinisman & Ben Ariah 2015; Donat et al. 2016; Tobia et al. 2018).

In addition to purely quantitative studies, mixed methods research combining quantitative and qualitative data collection and analysis has been conducted to investigate students' perceptions of their wellbeing or how to promote it within their schools (Bernay et al. 2016; Graham et al. 2014; Levitan et al. 2018). Graham et al. (2014) conducted large-scale multi-phase mixed-method research that included an initial analysis of relevant policies, followed by focus group interviews with 606 primary and secondary students. A survey that targeted 9,268 students in three catholic school regions was also planned. Teachers and principals were also targeted in

the research. The students' focus group interviews revolved around four main topics: definition of wellbeing; experiences of being cared for; respected and valued; and perceptions regarding an ideal school to support student wellbeing. In terms of conceptualisation, students' views brought forth three main domains. The 'being' domain captured student's social, emotional, physical, and spiritual wellbeing. The 'having' domain is linked to appreciating equality, voice, privacy, respect, and support from others. The 'doing' aspect of wellbeing referred to elements such as making decisions and acting in kindness. The aspect of relationships was essential to students in the school environment as it provided needed support leading to student wellbeing promotion. Relationships can lead to negative emotions if students are exposed to unequal treatment, bullying, absence of support and lack of respect. Relationships inside the school included individuals such as teachers, peers, and counsellors. Students identified additionally relationships with oneself by setting goals, expressing positivity, and taking responsible decisions. Relationships did not stop at the school premises but extended to external parties or constructs such as parents, coaches, neighbours, bus drivers, media, religion, government, employers, and pets. Knowing and feeling emotions such as care, respect, and value in school were important to students. These could enhance feelings of belonging, security, happiness, satisfaction, and empowerment, among others. In contrast, students could know when feelings of care, respect, and value were withheld. They could identify non-recognition from their teachers and peers. They could be subject to unequal and impersonal treatment, so others could easily replace them. The study shared students' suggestions concerning palpable elements that could enhance their wellbeing in schools, namely providing resources in their learning processes and environments and maintaining values such as sharing, respect, participation, and equality.

The online survey covered similar topics to the focus group interviews. Wellbeing was seen as multi-faceted and involved physical, social, and environmental dimensions and the affective ones. Common aspects of happiness, security, respect, and health were identified among primary and secondary students. When students rated relationships in primary and secondary phases, parents and close friends were seen as most important, with differences noticed in the individuals that came after. For primary students, importance was given to teachers, then principals and non-teaching staff. In contrast, secondary students rated third in importance to non-close friends, pastoral care teachers/ groups, then their teachers. The link between wellbeing and the recognition aspects: care, respect, and value, was further analysed. For both primary and secondary students, recognition elements were valuable to their wellbeing, with minor differences in importance were noticed for students valuing their privacy more. While the study was limited in covering student wellbeing from a catholic school perspective, it highlighted that their schools' catholic nature helped care for their wellbeing.

Qualitative studies are also reviewed to explore their effectiveness in relaying student voice regarding their wellbeing, mostly targeting older students (Hajdukova, Winter & McLellan 2017; Hascher 2008; Soutter, O'Steen & Gilmore 2013). Particular attention is given in reviewing Soutter, O'steen, and Gilmore's (2013) study because it resulted in a proposed conceptual model for student wellbeing with comprehensive indicators for further research. The latter investigated how students and educators defined and experienced wellbeing to suggest an education-based model that could assist students and educators better understand wellbeing and integrate it into educational experiences. Based on theoretical and empirical data from previous related studies and document analysis of New Zealand's relevant educational policies, the researchers proposed an initial student wellbeing model (SWBM). Furthermore, data were

collected from Year 13 students in a particular high school through observations, interviews with students and teachers, and students' journal entries. The findings culminated into a suggested model with seven commonly occurring themes: Having, Being, Relating, Feeling, Thinking, Functioning, and Striving. The themes grouped a comprehensive range of affective and cognitive characteristics of wellbeing (in line with the Subjective Wellbeing Theory), functional characteristics (in line with psychological wellbeing models), and social characteristics (in line with the Ecological Systems Theory).

The influence of cultural background can be demonstrated through a study from Kazakhstan (Hajdukova, Winter & McLellan 2017). The study was aimed at capturing a group of students' views on wellbeing while recognising the importance of young people's voices in matters related to them. The study aimed also to better understand the effect of social and cultural context in shaping these views. The political context was relevant in this study to see how education impacted reform in the Soviet Union and other economic regimes. The qualitative data was collected through focus groups of students in grades 9 to 11 belonging to four distinct school clusters in Kazakhstan. The use of drawing activities helped students express their ideas and using "good life" instead of wellbeing helped eliminate translation-biased confusion, a matter which is relevant in different cultural contexts. The emerging themes from the analysis included: factors in the surrounding environment (physical environment, local opportunities, and equity and local and international relations), relationships with others (family, friends, and others), and views about the self (school-related and pursuits outside school).

- **Teachers' Perceptions**

Teachers have been and still are major stakeholders in educational policies and reforms. Teachers represent a critical source for quality improvement planning and delivery in education (OECD 2005; OECD 2017). With the importance geared towards promoting student wellbeing and the responsibility tasked on schools to implement the necessary cultures and practices to enhance it (Spratt 2017), the teachers' role is not clear and evident (Samnøy et al. 2020; Spratt 2017). Thomas (2016) pointed out particular challenges that could present barriers to teachers, including the lack of clarity of wellbeing-focused policies and limited conceptual direction on defining wellbeing. Graham (2011) emphasised the need to understand teachers' positions through their values, beliefs, and attitudes towards students' personal, social and emotional needs. Therefore, a study is needed on how teachers regard wellbeing and how they frame their role in enhancing students' wellbeing.

Samnøy et al. (2020) targeted this particular research gap through a study that aimed to explore teachers' perceptions regarding their role in fostering student wellbeing. The study adopted a qualitative approach to enable in-depth exploration of teachers' interpretations of their subjective experiences. 23 participants were recruited from 4 schools with variable characteristics and data was collected through focus group interviews. Three main themes were extracted and evolved around:

a) Teachers' beliefs in their role in developing students' learning and wellbeing in an integrated way and the continuous process of personal development. The teachers were part of a whole school environment that was responsible for providing physical safety and order and nurture invisible but essential psychological, social and emotional conditions,

b) Teachers' concern regarding policy agendas in favour of high academic achievement expectations and the resulting pressure on both students and teachers, and

c) Teachers' struggle to hit a balance between students' academic achievements and attending to their social and emotional needs. Teachers spoke about mental health issues, especially among students who were unable to perform in alignment with their peers.

Samnøy et al. (2020) posited that, teachers continued to show interest in student wellbeing only to support and achieve their academic outcomes. Teachers' tension would continue as long as student wellbeing was not seen as a product in its own right. Samnøy et al.'s study (2020) highlighted teacher stress and study while attempting to enhance student wellbeing. The same phenomenon was further elaborated by other studies (Alisic 2012; Graham et al. 2011; Skinner, Leavey & Despina 2019), particularly when teachers dealt with children with special needs, in transition phases or vulnerable circumstances. While stress cannot be eliminated entirely, prevention, early identification, and building resilience within students can be seen as new roles for teachers and help teachers move from a mental-deficit and coping approach to proactive and adaptive processes that benefit both students and teachers facing stressful events (Jefferis & Theron 2017).

- **Principals' Perceptions**

In addition to the role teachers hold in their classrooms, principals assume a broader responsibility on the level of the school (Engels et al. 2008; OECD 2008). Principals matter because they represent the epitome of leadership that makes or breaks the school's journey towards effectiveness and realising its outcomes (OECD 2008). Principals can influence the school's culture with its "basic assumptions, norms and values, and cultural artefacts shared by

school members, which influence their functioning at school" (Maslowski 2001, p.8). School cultures, relationships, and climates, in a broader sense, affect student engagement and wellbeing (Engels et al. 2008; Lombardi et al 2019; Wang & Degol 2016). Hence, exploring principals' perspectives and perceptions about their conceptualisation and practice towards wellbeing in their schools is essential.

While their role is amply researched because of its link to school effectiveness and improvement, literature concerning principals' and school leaders' views towards student wellbeing and how they define and promote it is limited. Revisiting Grahams et al.'s study (2014), it enabled a closer look at the views collected from school principals within three catholic school regions in Australia about student wellbeing. The questions focused on their perspective on wellbeing and their views on the extent to which the existing educational policies formed their current understanding and practices towards promoting wellbeing in their schools. The findings from the interviews presented collectively from teachers and principals indicated agreement on the multidimensionality of wellbeing, but with no definite list of these dimensions. Happiness was frequently mentioned along with wellbeing terminology. Recurrent dimensions concerning mental, physical, and safety wellbeing could indicate the dominant health lens of promoting and understanding wellbeing in schools. The length of time the schools were involved in implementing wellbeing-programmes influenced the participants' definitions and the prominent dimensions they kept referring to throughout the interviews. Those with more prolonged exposure and involvement in the implementation stages of wellbeing in their schools linked wellbeing to learning. As a way of grouping and connecting the different themes generated from the teachers' and principals' interviews, Graham et al. (2014), provided the below diagram shown in Figure 2.8.
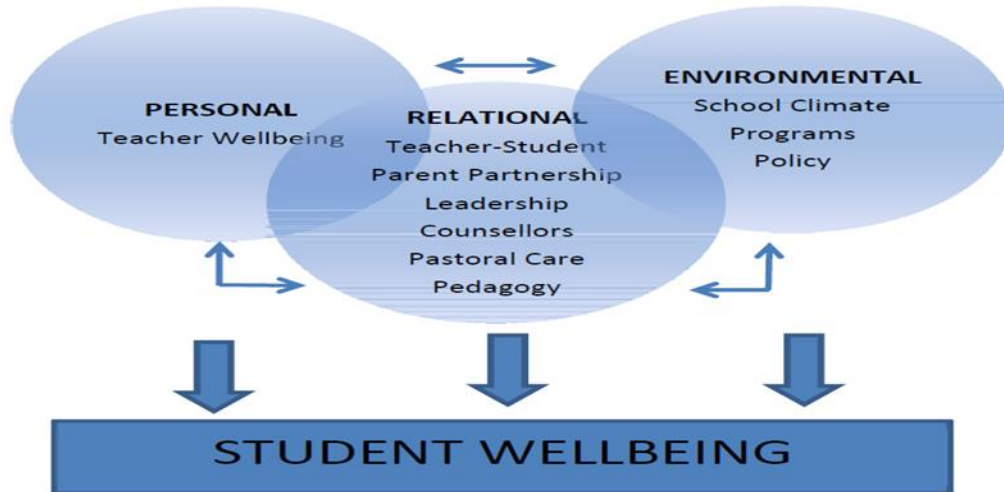
Figure 2.8: Teachers' and Principals' Perceptions of Spheres of Influence on Student Wellbeing in Schools (Graham et al. 2014)

The 'Relational' sphere was the dominant component in the interviews and featured various potential interactions between the student and other school staff, including teachers and principals. The 'Environmental' sphere was relevant because it incorporated elements such as the school culture, the support programmes implemented, and the resources and support directed to teachers. The two spheres interact because of the influence certain factors have on each other. The 'Personal' sphere indicated that student and teacher wellbeing influenced each other given the relationship that brought them together. The Catholic identity between the different schools was equally noticeable and frequently mentioned because of its effect on personal values, interpersonal processes, and the schools' ethos and cultures.

- **Parents' Perceptions**

Parents and families provide the first environment for the child for growth and development. Families' sociodemographic and economic factors affect children's health and wellbeing from the early years and even before birth. The ecological framework explains the relationship

between the school system and the family system and how they interact and influence children's developmental and learning outcomes (Bronfenbrenner 1987). In many countries, parental engagement with their children's schools is a feature of social policies and legislation (Park & Holloway 2017).

A significant number of empirical studies have explored parental involvement in education and its effect on their children. Park and Hollaway (2018, p. 10) define parental involvement as "the participation of parents or other significant caregivers in education-related activities expected to promote the academic and social/emotional well-being of children". Parental involvement takes many forms, such as answering children's and schools' questions or providing information, supporting homework, making decisions, and attending school events. A positive effect of parental involvement is recorded concerning students' academic achievement from different educational phases (Sebastian, Moon & Cunningham 2017; Tárraga, García & Reyes 2017). Students' motivation, school attendance, and graduation attainment are also linked to parental participation (Jeynes 2007). Parental involvement is equally connected with subjective and psychological outcomes. Research indicates that students demonstrate less disruptive behaviours (El Nokali, Bachman & Votruba-Drzal 2010), better mental health and social competence (Wang & Sheikh Khalil 2014) where high levels of parental involvement was present. The primary methodologies that were utilised included longitudinal studies (Smart 2008; Kaplan & Seginer 2015; Park & Holloway 2017), cross-sectional studies (Lara & Saracostti 2019; Savioja et al. 2017) and qualitative studies (Ule, Živodera & du Bois-Reymond 2014). Given the strong link of this topic to various social, cultural, and economic factors with schools and families, further research in this area is recommended (Lara & Saracostti 2019).

Park and Holloway (2018) highlight the need to study the mediating effect of some school-related variables on parental involvement. Many school actions can influence parental satisfaction and parents' perception of their role in the school-parent partnership. Data available from a nationally representative sample approached during the National Household Education Survey (2007), which targeted the parents of adolescents, indicated that a school's welcoming culture and rich school-home communication promoted a sense of responsibility among parents, resulting in stronger involvement with schools. Parents who were less satisfied with the school reported more involvement with the schools. The home-school communication as the strongest predictor to affect parental involvement was different from the results of a previous study (Deslandes & Bertrand 2005) that targeted primary students and showed the most substantial factor was related to teachers' invitations for parents. The association between the welcoming culture and the actual involvement was seen stronger among families with low income. The study also provided useful findings on families' behaviour when certain deficiencies were perceived to be experienced from their children's schools. Parents tended to compensate for this deficiency by providing more support to promote their children's learning.

Parental perceptions of their children's wellbeing and parents' aspirations of what to expect from their children in the school context are not captured much in the literature, with more studies oriented towards studying parental effect on their academic achievement. A visited study by Ule, Živodera, and Du Bois-Reymond (2014) highlighted the consequences of policy shifts towards placing more responsibility on parents instead of the schools and the state. This created a sense of social burden and responsibility to support children in their education that was felt in many circumstances by mothers more so than fathers. The responsibility shaped considerably parent-child responsibility and tested the struggle between promoting child autonomy versus

providing the necessary support. Based on interviews with parents from disadvantaged areas in multiple European cities (100 in-depth interviews in eight countries), the study underpinned three main social processes that characterised children's education paths: familialisation, institutionalisation, and individualisation. The passage from these processes was not necessarily straightforward and could be influenced by many factors.

2.4.3 Student Wellbeing Conceptualisation

Pollard and Lee's statement on wellbeing as "a complex, multi-faceted construct that has continued to elude researchers' attempts to define and measure" (2003, p.60) still holds after years of intensive theoretical and empirical debates and research. To understand student wellbeing, capturing a fair understanding of the meanings of wellbeing in general and child wellbeing, in particular, is relevant. In addition to the philosophical perspective shared in the theoretical framework section, this segment provides a list of wellbeing definitions and associated dimensions that attest to its evolution from the early days, as proposed by Bradburn (1969).

- **Wellbeing Definition**

There is no consensus on the definition of wellbeing. Bradburn (1969) referred to the term psychological wellbeing and linked it to happiness to signal a dependent variable that is affected by difficulties people faced in their lives. This is where the person's wellbeing position was "resultant from the individual's position on two independent dimensions, one of positive affect and the other of negative affect" (p. 9). Diener's work (1984) proposed positive and negative affects and clarified the distinct features of the positive and negative affects. Later, subjective

wellbeing was framed as one's evaluation of three elements: positive affect, negative affect, and cognitive evaluation (usually represented in measurement by life satisfaction) (Tov & Diener 2013).

Ryff (1989) acknowledged Bradburn's attempt to distinguish between the positive and negative affects and extended the need for a more comprehensive definition of psychological wellbeing. She admitted the absence of a theoretical base from which the first attempts at defining psychological wellbeing started and invited consultation with alternative fields in search of a broader and more comprehensive scope. Ryff tested and proposed six components to enrich a psychological wellbeing description: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. A few years later, Keys, Shmotkin, and Ryff (2002) tested a combined version of wellbeing that included subjective wellbeing and psychological wellbeing and concluded that both streams presented distinct but related wellbeing aspects.

Besides subjective and psychological wellbeing, other terms have been used in conjunction with wellbeing. Keyes (1998) proposed a social type of wellbeing that is manifested in five dimensions: social integration, social contribution, social coherence, social actualisation, and social acceptance. In 2002, Keyes attempted to close the gap between mental health and wellbeing by suggesting the concept of emotional wellbeing. The term flourishing was used to denote positive mental health versus languishing to indicate the absence of mental health (Keyes 2002). Emotional wellbeing heightened the symptoms of positive feelings people feel about life. A different but essential type of wellbeing is objective wellbeing. Western and Tomaszewski described the objective approach to wellbeing as the totality of "quality of life indicators such

as material resources (e.g., income, food, housing) and social attributes (education, health, political voice, social networks, and connections)" (2016, p. 2). Increasingly, there is a reference to spiritual wellbeing, which was discussed thoroughly by Moberg (2002) and linked to a sense of transcendence, a purpose of life, and reach out to inner strengths and resources. It included a vertical dimension that reflected a sense of connection to a higher and divine power and a horizontal dimension that reflected inner peace and purpose. Empirical studies using various spiritual indicators and scales show a close connection between spiritual wellbeing and social, psychological, and health aspects of a person's life (Alorani & Alradaydeh 2018). Lastly, cultural wellbeing is being referenced in New Zealand legislation and policies that can apply to both individual and community levels and promote harmony and celebration towards the local environment, values, beliefs, and identity (New Zealand Ministry of Culture and Heritage n.d).

Some words appear to be used interchangeably with wellbeing (Dodge et al. 2012), which could be justified by the fusion of conceptual interpretations and terminologies coming from different fields. Examples of such words are quality of life (QoL), life satisfaction, happiness, mental health, wellness, and welfare.

Salvador-Carulla et al. (2014) posited that the initially adopted QoL term in the health field was becoming challenged by a need for a more comprehensive and integrated concept like wellbeing. While happiness and life satisfaction are components within a broader wellbeing construct, their use in international and cross-country comparisons as single wellbeing indicators have contributed to using them interchangeably with wellbeing (Ruggeri et al. 2020). Welfare as a social policy concept, was challenged to be replaced by the idea of wellbeing as a more holistic and rounded developmental approach to human life (Jordan 2008). Other scholars

such as Taylor (2011) argued for a wider complementarity between welfare (doing well) and wellbeing (being good) as two lenses that reinforce human agency and development. As for wellness, it is more apparent in the health literature and signifies an "individual's operational decision-making experience towards achieving more success" (Anspaugh, Hamrick & Rosato 2009, p. 2).

In the pursuit of looking at definitions of wellbeing, the trend noticed from the literature review is towards providing descriptions rather than definitions (Dodge et al. 2012). The race towards defining wellbeing through measurements and assessments instead of a solidly built theoretical base, in addition to ignoring to reflect on what purpose a wellbeing definition is needed for, render it a 'wicked problem' (Bache, Reardon & Anand 2016). Common aspects revolve around its multi-dimensionality and promotion of health, flourishing, and optimal functioning to meet life's challenges, in addition to having social, physical, and psychological resources. A recent and relevant definition of wellbeing in the context of this thesis can be borrowed from McCallum and Price:

> *Wellbeing is diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are which needs to be respected.* (McCallum & Price 2016, p. 17)

Diener and Seligman's call (2004) for a more systematic approach to defining wellbeing is still valid in the present time. How wellbeing is interpreted within multiple disciplines is covered next. Beside the definition, issues with spelling (wellbeing versus well-being) (Ruggeri et al. 2020) and translation still exist. As was relayed in the theoretical framework section, wellbeing

is well present in other disciplines such as health, economics, sociology, and psychology. A brief overview of these disciplines is shared in Appendix C2.

- **Child Wellbeing Definition**

The interest in child wellbeing definitions and indicators has been associated with the need to monitor their development with its positive and negative processes and not just their survival (Ben Arieh 2008). While the initially developed indicators, as part of the social indicator movement, aimed to monitor child-related issues and ensure the provision of particular basic needs, there has been a shift towards offering more than minimum conditions and promoting a better quality of life (Ben Arieh 2008). The ideas of Qvortup (1999) were influential in looking at children in their childhood state (being) and not at as a next generation (becoming) (Qvortup 2009). Maximising their protective factors, minimising their risk factors, and respecting their rights as children are critical to the effective development of policies that support child wellbeing (Ben Arieh 2008; Ben Arieh & Goerge 2006).

An excellent start to understanding child wellbeing meaning is through the Convention on the Rights of the Child (CRC). Ben Arieh (2008) stipulated that the principles that frame CRC aligned well with the notion of wellbeing. The principle of non-discrimination in the convention enforces that no child should be left behind and that resources should be availed on a needs-basis. The principle of the child's best interest directs the stakeholders to consider the child as an individual with unique characteristics, capabilities and interests. The principle of a universal and integrated view of development accentuates the need to acknowledge, nurture and support the child's various rights such as education, health, social protection and freedom of expression. The principle of respecting the child's views identifies the children's voice and their right to

evaluate their quality of life. UNICEF adopts an interpretation of wellbeing in "which children have a positive experience of childhood and the prospect of a good future" (Gromada, Rees & Chzhen 2020, p.6). With a heavy dependence on Bronfenbrenner's Ecological Systems Theory, UNICEF's child wellbeing model is presented below (Figure 2.9).

The framework locates the child at the centre of the diagram with objective (e.g., health status and education achievement) and subjective outcomes (e.g., satisfaction with life or particular domains). The world of the child encompasses outcomes as well as activities that enable the realisation of outcomes. The world around the child presents all resources and networks provided by families, friends, and the school community. The resources and the networks reflect protective and risk factors that affect the child's wellbeing. An even broader area that affects the child's wellbeing holds policies and the larger cultural, economic, and environmental where the child belongs. The capacity within and between the different framework spheres justify the variation between children's wellbeing across the world.

From the definitions provided above, it is apparent that to reach a well-rounded and meaningful conceptualisation of child wellbeing, the voice of the child needs to be heard. Equally, developmental characteristics and needs and the contexts provided by the systems and environmental factors around him/her need to be explicitly defined and reviewed. Notably, in the schools' context, the discussion becomes central around student wellbeing, which is reviewed next.
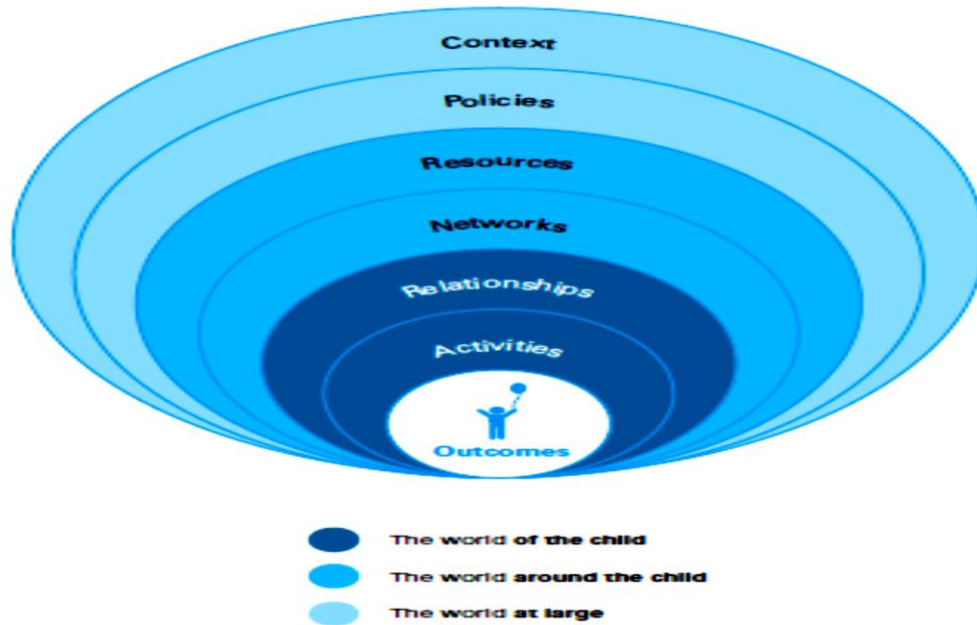
**Figure 2.9: UNICEF's Multi-Level Framework of Child Wellbeing
(in Gromada, Rees & Chzhen 2020)**

- **Student Wellbeing Definition**

McCallum and Price (2016) described the immersion of wellbeing in education due to various reasons. The adoption of the CRC in 1989 has initiated national interest in many countries to study the status of children and develop meaningful indicators to capture their development in particular and the quality of their current and prospective lives in general. The empirical revelation about the link between wellbeing and academic achievement has also triggered educational policy makers' interest to invest further and promote the enhancement of wellbeing in the education context (Noble et al. 2008; OECD 2018; OECD 2017; Seligman 2011; Seligman & Adler 2019). International organisations such as OECD propounds that education presents a great potential to impact people's wellbeing through the equipment of various

cognitive, emotional, and social skills (OECD 2018). OECD provides a definition of student wellbeing (OECD 2017, p. 35) as follows:

> *Students' well-being refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life.*

To understand what constitutes student wellbeing, some researchers have attempted to come up with conceptual models. Two of these models that were suggested in the literature are summarised below:

- **Student Wellbeing Model (SWBM):**

In 2013, Soutter, O'steen, and Gilmore proposed the Student Wellbeing Model (SWBM) to conceptualise student wellbeing better as derived from theoretical and empirical sources. The model includes seven interconnected domains and can be aligned under three main categories: assets, appraisals, and actions. The assets element denotes the external resources and opportunities students have, in addition to the value they assign to themselves and their relationships. The appraisals include both an affective as well as a cognitive evaluation of the students. In other words, this aspect reflects the students' perspectives about their wellbeing. The actions signify the students' activities, the purpose they believe in, and their engagements in their environments.

SWBM is strongly linked to Bronfenbrenner's (1979) ecological systems model as it reflects the contextual position and relationships of children and students within their families, schools, and the community. The model is also useful because it mirrors the children's evolving development, and hence the continuous change in their wellbeing. Figure 2.10 illustrates SWBM as proposed by Soutter, O'steen, and Gilmore (2013). The model is the first to target students,

and it further suggests experimenting in different cultural and social contexts. The model has the advantage of offering starting indicators that can help with the proposed framework for schools.
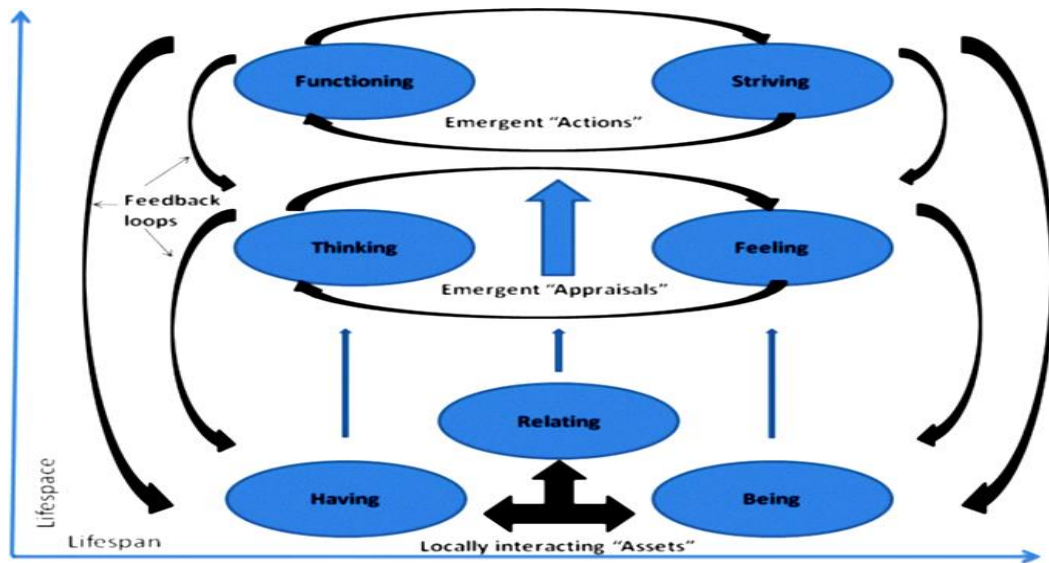
Figure 2.10: The Student Wellbeing Model (SWBM) (Soutter, O'steen & Gilmore 2013)

- **McCallum & Price's Model of Holistic Wellbeing:**

In 2016, McCallum and Price proposed a model that reflects the interaction between three aspects: learner wellbeing, educator wellbeing, and community wellbeing. The model offers six principles to be followed in order to nurture students' wellbeing in the school context:

- Building and sustaining positive relationships,

- Acquiring individual and collective positive strengths,

- Establishing positive communication,

- Upholding positive behaviour,

- Nurturing positive emotion, and

- Supporting positive leadership.

McCallum and Price (2016) prioritise relationship as an area that can yield considerable effect and fortify interpersonal skills, particularly in light of the multitude of individuals and groups within the school context. Equipping students with both individual and collective strengths tends to overcome any personal or contextual risks students may manifest and maximise their resilience and success opportunities. Communication is another key enabler that needs to be effective, accurate, and continuous to promote wellbeing. Positive behaviour and positive emotions can be regarded as inputs to communication and relations. Leadership skills foster within students a sense of responsibility, citizenship, and nurture within them intrapersonal competence needed to construct higher levels of purpose and meaning.

Several countries have included student wellbeing definitions in their policy documents and frameworks to share with their stakeholders (see Section 2.3). The Australian definition links student wellbeing directly to their academic outcomes and their educators' wellbeing. Hence "[s]tudents who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes" (Education Council 2013, p.2). New Zealand's released strategy to promote child and youth wellbeing collate the following elements for a comprehensive and integrated approach to child and student outcomes. The strategy strives for the following: children and young people are loved, safe and nurtured, have what they need, happy and healthy, learning and developing, accepted, respected and connected, and involved and empowered (New Zealand Government 2019). The definition statements are in the voice of the children/ students, which gives them a central position. They

are also outcome-based, which helps unify and clarify what is sought. Basic needs such as safety, nurturing, and resources are essential but not enough. Building the emotional outcomes are as important as the academic outcomes to ensure development and empowerment. A definition that links student wellbeing to their learning is suggested by Noble et al. (2008, p.30):

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional character. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

Concerning children and students, the above-shared definitions and models emphasise the individual aspect of wellbeing in the different dimensions. The variation that occurs in wellbeing levels between students can be explained by determining factors. These are discussed next.

- **Determinants of Student Wellbeing**

The dynamic dialogue surrounding wellbeing introduction in schools which identifies factors that are associated with student wellbeing enhancement can be useful to schools and policymakers (Stiglitz, Sen & Fitoussi 2009). Personal factors that relate to wellbeing in students include age and gender, where evidence shows from several empirical studies a decline in subjective wellbeing as children transition to adolescence (Gonzalez et al., 2017; Liu et al. 2016). Results concerning subjective wellbeing and gender vary (Brann et al. 2017) as is the case for gender and subjective wellbeing in adults (Stevenson & Wolfers 2009). Psychological wellbeing is found to increase by age (Ryff 1989), and findings vary by gender (Akhter 2014; Savoye et al. 2015). Personality traits are equally found to be determinants of students' wellbeing and health (Cauchi & DeGiovanni 2015) and can be seen as affecting peoples' behaviours and decisions in either protective or detrimental ways (Raynor & Levine 2009).

While some factors are biological and therefore difficult to change, many other determinants can be influenced through policy and practice (Helliwell, Huwang & Wang 2016; Lyubomirsky & Layous 2013). Studies that target identification of student wellbeing correlations are limited compared to those conducted with adults as target groups.

The study of student wellbeing determinants has to be considered with precaution when examining or comparing cross-cultural research. Limitations can arise when it comes to identifying wellbeing correlates (Ngamaba 2017). Happiness is sometimes used instead of life satisfaction. The number of questions included the wording of the items used and the variables' analysis as separate or group variables affects the answers. Some wellbeing indicators can have salient factors between countries (Diener et al. 2010b). A flexible and broad view of wellbeing and its possible determinants related to students, schools, and other external factors can help educational institutions evaluate their practices to promote it for their students.

2.4.4 Student Wellbeing Practices

Schools' practices towards student wellbeing can be interpreted as the totality of attitudes, values, and actions schools exhibit and take in their approach towards promoting their students' wellbeing or responding to particular concerns (Education Review Office 2016a). Students begin their lives at school and spend the majority of their day there. Policymakers and parents expect schools to provide the necessary safety and care and offer the right educational experiences to facilitate children's happiness and successful progress in learning and after-school pathways. The recent international and national movements in the education field is all about providing holistic educational outcomes (Seligman & Adler 2019; Seligman & Adler 2018; Seligman et al. 2005; Seligman 2011; Sin & Lyubomirsky 2009; Watson, Emery &

Bayliss 2012; Whiteside et al. 2017). However, policy directions about the priorities schools need to follow are not always coherent (Powell & Graham 2017; Graham, Powell & Truscott 2016). A significant concern within schools is planning and managing their systems and delivering the right practices to optimise holistic student outcomes, including developing students' wellbeing. While the term wellbeing is relatively recent in the education arena, schools would argue that they have provided several practices that support students' experiences and ensure ample welfare and positive development (Noble & McGrath 2015). Examples of such practices include pastoral care, counselling and guidance and positive youth development. A description of these approaches is provided in Appendix C3. More recent practices in the education field reference the 21st Century Skills and Positive Education as approaches facilitating student wellbeing promotion.

2.4.4.1 21st Century Skills

School reform initiatives from around the world have called for the need to shift in student preparation and capabilities to fulfil the requirements of a labour market that is more knowledge and technology-oriented (Noble & McGrath 2016; Van Laar et al. 2020). The 1996 UNESCO's report: The Treasure Within (Delors et al. 1996) shared four main pillars of learning:

- Pillar One is about learning to live together by promoting social and emotional competencies to help students relate to others, accept and respect diversity and navigate their communities. This aim extends to developing collaborative work skills between students and developing a sense of responsibility and citizenship.

- Pillar Two is about learning to know by shifting the responsibility and passion for learning within students and away from the traditional way of passing structured knowledge. Students are required to develop critical thinking and problem-solving skills.

- Pillar Three is about learning to do by supporting students to develop their capabilities to plan, deliver and achieve. This aim emphasises communication skills and teamwork as well as confronting change and managing it.

- Pillar Four is about learning to be where students explore their potential through creativity, experimentation, and discoveries.

Complementing these international directions was a 2009 global project, initiated by three IT companies and a group of countries, to derive a set of skills that can bridge the gap seen in current education systems. Figure 2.11 illustrates the main skills identified through research review to form the basis of the 21st-century skills. The diagram shows students are to cover critical subjects along with inter-disciplinary themes. Through these subjects and themes, students develop learning and innovation skills such as communication, critical thinking, creativity, and collaboration. Information, media, and technology skills are needed to use and navigate the tools available. Life and career skills include flexibility and adaptation, social and cross-cultural skills, accountability, responsibility, and citizenship. This skill set can be effectively supported by appropriate curricula and instructional approaches, assessment standards, professional development, and conducive learning environments.

Griffin, McGaw and Care described the 21st-century skills as "[a]ny skills that are essential for navigating the twenty-first century can be classed as twenty-first century skills" (2012, p. 4).

Figure 2.11: The 21st Century Skills Framework

The authors clarified the adoption of 21st-century skills in education enabled shifts towards more developmental models of learning and scaffolding approaches that guided every student to a deeper level of knowledge. Comprehensive reviews of teaching and assessment methods were needed to facilitate such models. (Erdem, Bağcı & Koçyiğit 2019; Soland, Hamilton & Stecher 2013). The 21st-century skills and the four pillars are widely implemented in the education systems across the world (Erdem, Bağcı & Koçyiğit 2019; Ghamrawi, Ghamrawi & Shal 2017) to guide and influence school practices and shaping student outcomes. Some authors, however, have challenged the implementation of 21st-century skills. Lucas (2019) argues that 21st-century skills can be confusing with the constant reference to skills. What is needed is a better framing of the word skill and extending it along with knowledge, capabilities, habits, and disposition.

2.4.4.2 Positive Education

The foundation of Positive Education (PE) can be traced back to Martin Seligman's wish for happiness, flourishing and resilience, to be considered and developed hand in hand with academic achievements in schools (Noble & McGrath 2015; White & Murray 2015). Positive education is described as a new approach to pedagogy (White et al. 2017). Various definitions of PE exist in literature, including the one provided by Slemp et al. (2017) in the sense that PE "combines the concepts and scholarship of positive psychology with best practice guidelines from education" (p.101). It aims to prevent students from expressing anxiety and depression by giving them the tools to flourish, build positive character and nurture their strengths. Seligman (2011) called on governments to start as early as possible to instil policies and practices that enable students to flourish. PE has been initiated and applied in different educational institutions and various countries. Early impact evidence has started to be collected (Rusk and Waters 2013; Seligman & Adler 2018; Seligman & Adler 2019). The example of St. Peters College in Adelaide, Australia, provides insight into how PE was applied as a whole school approach to promote student wellbeing. As a first step, wellbeing was incorporated into the college's strategic plan. The conceptualisation of wellbeing was based on Seligman's PERMA model. Targeted interventions to promote wellbeing were underpinned by a focus on building character and were planned towards students, teachers, and parents. School leadership and staff capacity development was conducted to ensure informed planning and implementation. The curriculum was enriched with positive education classes. Positive education was included within teaching and learning. Parents were kept involved through workshops and information. Heavy documentation was applied throughout the rolling of the experience. Measurement of PE impacts was included.

The PROSPER framework is an example to apply PE in the school contexts (Noble & McGrath 2015). It is devised as an ensemble of pathways to help enhance student wellbeing by using different school-based structures. Seven pathways are suggested which include: 1) encouraging positivity, 2) building relationships, 3) facilitating outcomes, 4) focusing on strengths, 5) fostering a sense of purpose, 6) enhancing engagement, and 7) teaching resilience. For every pathway, examples of practices are listed and include positive learning environments, differentiated teaching, safe and supportive school culture. Various skills that help promote engagement, relationships and organisation are detailed. The PROSPER framework is built on positive psychology and incorporates some elements of PERMA. With different definitions and interpretations around it, White and Murray (2015) classify three ways by which PE is adopted in schools: a) through intervention programmes, specifically selected to enhance some wellbeing aspects, b) proactive and whole-school mental health programmes, and c) promotion of certain values and character-development initiatives. White and Murray (2015) also concede that PE faces an uphill struggle to 'stick' and be truly integrated into educational policies. Part of the issue is that PE is presented as a new concept, whereas in reality, all aspects of school life directly link to wellbeing:

> *[M]any of the people who are making well-being programs happen in schools do so without recognising that well-being takes place from within a school, just as well-being takes place within a classroom, within a drama production, and within a sporting team. Each of these groups has values, ways of behaving, and accepted norms. Too many wellbeing programs are imposed without the care taken to consider existing values within communities before they are integrated.”* (White & Murray 2015, p. 4)

Waters and Loton (2019) had looked at the outcomes from a large number of publications about PE and concluded that PE was vastly growing. However, the suggested programmes or practices were only studied a limited number of times which created replicability and reliability issues.

Schools can be struck with a vast repertoire of initiatives that they may have heard about but are unsure if it is the right thing for their students. Faced with many educational policies and regulations, schools and teachers need to see the value of PE before investing efforts and resources (White & Kern 2018). So far, PE is in a state of fluidity until robust conceptualisation of wellbeing and empirical and scientific evidence is available (Thomas 2016; White & Kern 2018).

2.4.4.3 Whole-School Approaches to Student Wellbeing Promotion

The first question that people ask about wellbeing is its conceptualisation. The second is about the most suitable way to operationalise and promote it in practice (White 2016). As an example of a roadmap to engage more effectively with wellbeing in schools, White (2016) suggests seven steps, presented in Table (2.2).

Table 2.2: Steps to Implement Wellbeing Policy in Schools (White 2016)

Steps	Commentary
1: Leadership and vision	For well-being to be taken seriously it required committed and clear leadership with broad vision and mission to move schools/educational settings to move from being good, great to excellent
2: Governance, strategy and management	Clear alignment between the roles and responsibilities of governance, management and strategy development and the operational steps that are required to ensure that these improvements are sustainable and have owners to make it happen
3: Partnerships	Mutual partnerships with external thought leaders and experts in the field to build internal capability
4: Measurement	Rigorous measurement tools to ensure that leaders are able to articulate measures of success and key moments during project delivery
5: Knowledge transfer	Models that are developed to ensure that roles and responsibilities in schools a clear and cohesive definitions around key terms that are aligned across the whole system
6: Interventions	Evidence-based programs that have been shown to have positive impact on student well-being and development when fidelity to the course is observed
7: Communications	Clear and coherent communications that demonstrate the goals, objectives and strategies for well-being

White (2016) assigns the first step to leadership and vision to ensure a unified and coherent position in the school system and enable a new perspective of focus in the schoolwork besides academic achievement. Resistance to change can have a negative impact on systems before the start of any implementation. White (2016) notes the importance of uptake and direction from the governing body to be cascaded down the strategic and operational routes to ensure systemisation and sustainability. A positive governance stand sends the message that embedding wellbeing is for real. Partnerships with experts and professionals in the field of wellbeing are the third suggested step to ensure internal capacity building. A suitable measurement is required to monitor change in scientific ways. A clear understanding of the concepts and specific roles and responsibilities are required to support proper planning, implementation, and measurement whilst positive governance will enhance efficiency and ensure focus on improvement. The adoption of evidence-based interventions is additionally required. Examples of such interventions are mindfulness (Maynard et al. 2017) and social and emotional skills development (Durlak et al. 2011). Last but not least, communication is required to share the benefits of wellbeing promotion with different stakeholders.

A similar proposal is recommended by Noble and McGrath (2016) who describe a student wellbeing programme as a "planned and coordinated programme of content. It includes activities and strategies that focuses on creating a positive learning environment and teaching students the values, attitudes, and skills that have the power to enhance their quality of life, their relationships, their connectedness to school, and their learning and achievement" (Noble & McGrath 2016, p. 7). The emphasis is placed on a systematic and coordinated approach with sustainability and combination of efforts and inputs. The comprehensive scope also permeates what needs to be tackled within the school context, including the learning environment and the

teaching and learning processes. The authors envision changes in students' values, attitudes, and skills to ensure rounded and long-term results. The test of the theory of change proposed is suggested through assessment and tracking of the level of changes seen on students' subjective and psychological wellbeing dimensions. Based on the empirical literature, Noble and McGrath (2016) list a set of good practice guidelines that are explained in Table (2.4).

Noble and McGrath's (2016) rationale for prioritising universal programmes is to include all students in a preventive way instead of other common practices deemed somewhat reactive. They also link these universal programmes to the classroom settings where all students spend most of their school time every day. Out of the large scale and universal manner of practice, a culture is developed to promote student wellbeing care and practices among different student ages and groups and hence it becomes developmentally relevant. To drive positive culture and a universal approach towards student wellbeing, leadership plays a significant role.

The principal, including the leadership team, secure resources, clarify priorities, and maintain accountabilities by monitoring and adapting programmes based on the school community's needs. Schools usually deal with educational authorities and districts, and therefore clear channels of communication and support can add to the schools' commitment towards sustainable agendas for wellbeing in their schools. Without linking wellbeing programmes and initiatives to the classroom environments and shaping these environments in ways that make student wellbeing a real experience through learning, teaching, and relating, the wellbeing programmes will have short-lived effects. As demonstrated in other studies, teachers' roles are fundamental to any learning experience (Biesta 2020; Biesta 2021; OECD 2017).

**Table 2.3: Guidelines Suggested for Student Wellbeing Practices (Noble &
McGrath 2016)**

Guidelines	Relevance
More impact from universal programs	Offered to all students in a preventive manner. Targets a variety of skills. Based in the classroom and other school settings. Engages families and the community
A positive school culture from whole-school based practice	Involves everyone and gets embedded slowly into the school culture. More developmentally appropriate based on the students' ages and needs. Sustainable learning through repetition and continuity
Impact of leadership support on implementation and sustainability	Important in ensuring resources and commitment. Prioritization of the program and its sustainability Effective monitoring and adaptation of program implementation as per the school community's needs
School-District alignment	A unified vision and more support to the leader to implement the programs in a more sustainable way
Effectiveness from linking programs to teaching and academic learning	Teachers know best their students' academic, social and emotional needs. Teachers can use the teaching events as moments of real-life learning.
Importance of teacher perception and acceptance of the program	Programs are consistent with their values, knowledge, and social and educational perspectives. A level of flexibility and alignment with the academic program Attest to the effect the program has on students' achievements and behaviors.
Importance of parental and school support staff involvement	Provide opportunities for outcome enhancement from different aspects that know the students well.
Longer running programs have longer-lasting effects	Programs, which are implemented over several years, help track the impact across different age levels.
Multi-component programs are more effective	Different components and different engagements.
More effective is the program when introduced early on for children	Understanding of wellbeing and happiness at an early age More exposure to emotional and social skills can have a positive effect on their overall development.

Teachers know their students' strengths and needs best and are in charge of orchestrating the learning and teaching experiences in light of the curriculum requirements. In contexts such as the UAE, various cultural nuances and their origins impact on ensuring that the promotion of student wellbeing aligns with their values, knowledge, and educational backgrounds. This, in turn, can support a unified and cross-school approach towards student wellbeing promotion and link directly to the realisation of the duality of academic and non-academic outcomes. Extending the ecological aspect in driving the agenda for and enhancing student wellbeing, parents exercise an influence in their relationship and school. Parents know their children well and can support them in enhancing their personal, social, physical, and emotional outcomes. Noble and McGrath (2016) additionally posit that programmes with multi-component features are longer durations are bound to create deeper and broader effects.

The whole school approach to promoting student wellbeing and spreading good practices was also evaluated and identified by New Zealand's Education Review Office (ERO) (2016b) among schools. Schools' holistic approaches were commonly seen as focusing on discovering students' strengths rather than their weaknesses. Practices were seamless and cohesive throughout the school settings and promoted a sense of collaboration under common goals. Relationships were central and expected among all parties, including parents. A dynamic approach built on inquiry and improvement was also signalled as a common factor in driving learning and teaching contexts. A tiered model of intervention was suggested to drive student wellbeing practices in schools, depicted in Figure 2.12.

The promotion of student wellbeing starts with founding a culture that recognises and celebrates wellbeing. Values need to be reviewed to assess how much they enable the acknowledgment

and realisation of wellbeing outcomes. Values drive relationships, built on positive attitudes, mutual respect, commitments, and expectations are significant factors in this process. In addition, it is essential that students are positioned in the centre of decision making, with their views included an that cultural sensitivity and responsiveness are acknowledged and embraced. A strategic approach, with a clear vision and specific wellbeing-related goals, needs to be part of the schools' plans with wellbeing planning mainstreamed in all school actions, including recruitment and resource allocation.
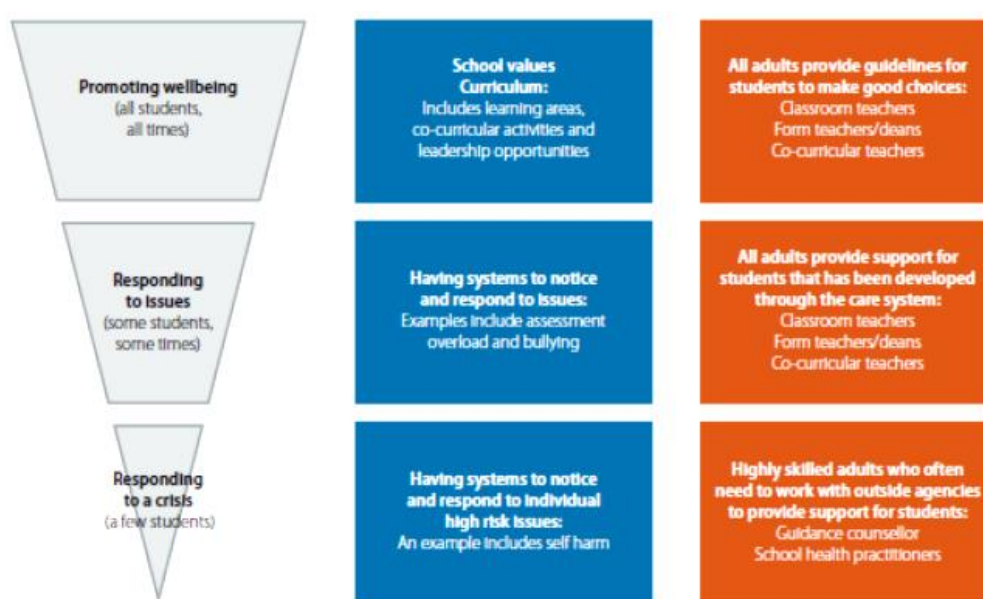
Figure 2.12: The Promoting & Responding Triangle to Wellbeing (New Zealand Education Review Office 2016)

As a vehicle for learning and teaching, the curriculum promotes student wellbeing by establishing caring and supportive learning communities whilst mapping of wellbeing values and opportunities are conducted with the curriculum content and within learning and teaching activities. Building students' leadership skills boost confidence and enhance motivation and

belonging whilst participation in assessing student wellbeing, suggesting wellbeing initiatives, and reviewing them is encouraged. Students' capability and agency are promoted by mentoring and coaching roles and through school representation in the community. The systematic approach to dealing with student wellbeing accentuates a shared sense of responsibility within the schools and there is collaboration with external providers to secure the needed support. Measuring student wellbeing guides the identification of individual needs and improves personalised interventions. The ERO's collection of good practices strongly suggests a systematic, proactive and collective approach to promoting student wellbeing and can be built by establishing a culture of shared values whilst designing and implementing a curriculum infused with wellbeing enhancement opportunities. Students need to be included and feel as respected and capable agents that need leadership opportunities to grow and benefit from personalised support when needed.

2.4.5 Similar Studies about Student Wellbeing Conceptualisation and Practices

This particular study attempts to link policy and practice perspectives concerning student wellbeing conceptualisation and promotion in the school context. The scope is complex but also needed to understand the current status of student wellbeing in the UAE and come closer to identifying the factors that present the concept of student wellbeing and its promotion among the relevant local stakeholders. The UAE is an interesting example to study how the conceptualisation of wellbeing manifests from various social and cultural perspectives and how the private educational sector reacts to international and national directions in favour of wellbeing promotion in schools. This section highlights few additional studies similar in scope

to this thesis. Studies on wellbeing in general and student wellbeing in particular in the UAE and the Middle East region are covered.

2.4.5.1 International Studies

Examples of additional reviewed studies that reflect similarities to this research are presented into three groups: policy-related studies, conceptualisation studies, and whole-school wellbeing promotion studies.

A study that was conducted in 2014 and published by Graham, Powell & Truscott in 2016 shed light on how wellbeing was situated within Australian educational policies and the experience teachers gained from these policies. School participation was from three Catholic school regions. The search for policy documents targeted as a scope three layers: national, state and, catholic education, and included words such as wellbeing, well-being, welfare, and pastoral care, which were commonly used in the education practice. Based on thematic analysis, policy analysis findings showed various policy document types such as frameworks, guidelines, protocols, and procedures. There was no national wellbeing policy document, but reference to national relevant sources was cascaded down to state and catholic education documents. There was variation in the scope covered under the wellbeing term, and emphasis was seen concerning safety, behaviour management, and mental health, accentuating the deficit approach to wellbeing. Teachers' views pointed to the existing policies' limited effectiveness in promoting wellbeing in schools, amid contradicting messages and other educational priorities.

While wellbeing terminology was strongly present in the educational contexts, confusion and ambiguity were still manifest and could affect consistent and good practice approaches.

Recommendations regarding wellbeing policies voiced by the teachers pointed to the need for wellbeing policies that provided sufficient details and guidance for schools and flexibility to adapt them to various conditions and contexts. Teachers believed in having information and input regarding wellbeing policy formulation. To overcome the political governance complexity that Australia and other countries may face, the wellbeing policy-practice tension identified by Graham could be reduced by a national framework of wellbeing. The framework would accommodate multiple dimensions of wellbeing, and directs to universal and targeted implementation practice, with constructive consultation and collaboration with school-based stakeholders.

Spratt's study presents the context of Scotland (2016), exploring the different discourses the educational policy presents concerning wellbeing. With an explicit policy that emphasises and combines 'health and wellbeing', Scotland is an appropriate context for analysing discursive themes found in the educational policy rooted in different fields. Health discourse is the most vivid theme in the document 'Curriculum of Excellence' (2004) and the policy 'Getting it Right for Every Child' (2012), where health and safety outcomes are frequently highlighted. Concerning emotional and social wellbeing, relevant outcomes are mentioned in the policy documents for emotional and social attributes. Still, Spratt (2016) highlights that adult-prescribed characteristics influence the feelings and actions more than giving students the lead in deciding what emotional attributes to develop or what relationships to foster.

Spratt (2017) also found the care discourse to be apparent in the policy documents, emphasising the roles of various adults in the students' surroundings. As for flourishing, the last analysed discourse, Spratt proffers the strong link between flourishing and learning and the breadth of

development that can be accrued through teaching and learning. However, the policy documents fail to mention flourishing. The Spratt study concludes by supporting the need for a deeper consideration of flourishing as a critical education role. Learning and teaching processes, together with curriculum, can provide students with rich and pro-flourishing educational experiences.

Student participation and its emphasis on educational policy discourses are also highlighted by Graham et al (2019). There is a consensus on the importance of student participation, particularly to strengthening their agency and realisation of their wellbeing. However, challenges persist when reconstructing the conventional power relations between adults and children in school settings (Graham et al. 2019). Additionally, the authors raise issues related to the broad interpretations under the term participation. Hence, there is the risk of losing its rigor regarding its application in the school context. Based on the New South Wales context (Australia), the study involves analysing around 142 policy documents that link to students and their participation and nine interviews with policymakers. The policy analysis methodology is conducted through three stages. The first stage is collecting relevant documentation based on key terms search and mapping these documents to identified themes. This stage has helped in filtering irrelevant documents. The second stage involves categorising the ways by which student participation is implied in the policy documents. A ranking categorisation helps organise the documents in terms of their relevant and meaningful student wellbeing. The third stage involves discourse analysis based on specific topics: how participations and students are framed; how participation is linked to wellbeing; and reference to strategies that promote student participation. The policy analysis findings indicate variation in the ways students (individuals, groups, and partners) and participation (consultation, right, leadership, etc.) are conceptualised.

The interviews with the policy personnel stress the relevance of participation and clarify the need to recognise and apply the compliance and accountability dimensions that accompany participation. The study concludes by improving the policy base with better framing of student participation to ensure more effective promotion and better students' outcomes.

As far as student wellbeing conceptualisation is concerned, some studies have attempted to identify subjective and psychological wellbeing dimensions by using factor analysis approaches and testing their findings from cross-cultural perspectives. Goldberg et al. (2019), for instance, attempted to develop a questionnaire conceptualising wellbeing and social safeness among primary school students in the Netherlands. The Wellbeing and Social Safeness Questionnaire (WSSQ) supports the schools in measuring these two constructs and implementing the policy directives, particularly combatting bullying among students aged 8 to 12. In the questionnaire development, the authors refer to Keyes' three dimensions of social wellbeing, emotional wellbeing and psychological wellbeing (2005) and Long et al.'s factors of positive emotions, negative emotions, fear-related negative emotions, and school satisfaction (2012). Theoretically similar in content, two questionnaires are used to test the convergent and discriminant validity of the proposed WSSQ. Both exploratory and confirmatory factor analyses are applied to two subgroups of the data. A two-factor model is produced: one factor for school wellbeing and social safety, and the other factor is for generic wellbeing that is independent of the school setting. No distinction is reached between wellbeing and social safety in schools in the factor analysis.

2.4.5.2 Local Studies

Interest in happiness and wellbeing has been in the forefront of the international arena, cascading down to many countries, including the UAE. Research on wellbeing and student wellbeing is consulted in the Middle East and North Africa (MENA) region, in addition to the UAE. Although the research is quite limited, it promises an emerging trend to showcase wellbeing and its close connection to the region's cultural, political, and social characteristics. Shared below are study examples and their main highlights.

Badri et al. studied the relationship between student happiness and the constructs of school, home, and family (2018). Abu Dhabi's school children were targeted through a survey covering several variables such as self and life satisfaction, the feeling of happiness, relationship with family members, and quality of time spent outside the school. The study's results indicated a positive and significant influence on student happiness derived from both school and home environments. The study also showed favourable happiness levels in younger students and female students when compared to their counterparts. The study called for further research to investigate the contextual differences in happiness (for example, nationalities, gender, school type) and to include additional social variables besides the home and school domains.

A 2018 study by Petkari and Ortiz-Tallo (2018) targeting UAE university students was aimed at exploring the relationship between strength and the concepts of happiness and mental health. The study attempted to look into the effect of culture on happiness studies, especially that only two studies were identified that linked to the same topic. Three assessment scales were used: The Global Happiness Scale, the Global Health Questionnaire (GHQ)-12 to assess the dependent variables happiness and mental health, and the Values in Action Inventory (VIA)-IS-

120 to assess 24 strength values. A sample of 242 students was included in the regression analysis. Four-character strengths factors were revealed by factor analysis: interpersonal strengths, cognitive strengths, transcendence, and strengths of restraint. The regression results showed positive relationships between happiness and transcendence and negatively associated with age and restraint, while mental health was associated with transcendence. Male participants show more mental health than female students. The authors raised the possibility that the participants' cultural background could be a factor affecting their answers towards collective happiness and wellbeing compared to personal wellbeing, in similar ways to other local studies (Lambert D'raven & Pasha-Zaidi 2015).

In the same UAE context and targeting university students, Lambert D'raven and Pash-Zaidi (2016) used the PERMA model of wellbeing (Seligman 2011) to analyse Emirati university students' answers to two questions about happiness: what does happiness mean to you? And, what makes you happy? Inductive and deductive forms of analysis were performed on the qualitative data to compare with PERMA five elements. Good general resonance was found between the model and the answers. Mostly, participants highlighted the relational values with others and achievement as the main constituents of wellbeing. The study confirmed the role of social and cultural values in prioritising certain happiness and wellbeing aspects over others.

Lambert et al. (2015) suggested developing positive psychology that tended to the UAE context. The authors asserted that the positive psychology model as proposed from the West did not fully respond to the social, cultural, and political particularities of the UAE. Western psychology was built around the characteristics and behaviours of western individuals, which could lead to the neglect of locally effective interventions that relied more on family and community resources.

The authors also highlighted the limited view about psychological counselling in the UAE, and the abundance of western professionals. Wellbeing was still viewed from the absence of a dysfunctioning perspective. The authors called for the development of an indigenous wellbeing model rooted in the local strengths of Emirati and expatriate individuals, communities, and their cultures.

In the MENA region context, a systematic review of 53 articles focusing on positive psychology was conducted by Rao, Donaldson, and Doiron (2015) to explore covered topics, approaches, and findings from 1998 to 2013. The largest number of articles had authors affiliated to research institutes in Israel, Iran, and Turkey. Subjective wellbeing with its cognitive component (life satisfaction) and affective component (happiness) was mostly targeted. Studied predictors of wellbeing focused on spirituality and religion; and family and social support, which were two cultural values dominants in the region. Most of the research was empirical, looking at the effect of certain interventions focusing on either building positive values or tackling existing problems in individuals and communities. The effects of war, the gender differences, and comparison with other contexts were commonly present. A single study was included from the UAE and dealt with organisational justice and innovation.

Seligman and Adler (2018) commentated about the practice of positive education as part of an article in the Global Happiness Policy Report 2018. The article covered how the UAE was leading other Arab countries to pursue happiness on the levels of individuals and nations. It mentioned a pilot project that was initiated in some public schools to implement positive education. It also highlighted some individual private school practices and the Knowledge and Human Development Authority's initiative to measure student and staff wellbeing in schools.

2.5 Chapter Summary

In this chapter, past literature was consulted on wellbeing and student wellbeing. Merging conclusions point out that wellbeing is a complex multi-dimensional concept that is finding its way to education via other disciplines such as psychology and health. Wellbeing is mostly studied through philosophical theories (Hedonism and Eudemonia). Exploration was found to be limited in using relevant education-related theories such as developmental and learning approaches to shed a more comprehensive view on the concept of student wellbeing. This study argues that an integrated approach based on using theories from different disciplines and in ways that capture the characteristics and nuances of the local studied context permits better coverage of relevant constructs that enhance the quality of the research.

Previous empirical studies have shown that student wellbeing can be conceptualised differently by different people, including students themselves. Schools are also seen as increasingly responsible for promoting and fostering student wellbeing. The synthesis of the literature indicates a multi-dimensional view where student wellbeing is best described as a subjective evaluation of one's feeling and satisfaction about life and a basis of health and security and other resources, which help the student better function and achieve in his/her environment. Based on these elements, various scales and models have been suggested to guide the implementation of wellbeing practices in schools and determine the impact of these programmes and interventions. To date, these models lack cross-cultural sustainability and strong effectiveness measures.

Student wellbeing practice in schools is conducted for different reasons (religious, rights-based, health-oriented) and using different approaches (reactive, targeted, and whole-school approach). A robust education policy framework can justify student wellbeing and direct its implementation

in more systematic and mainstreamed ways in schools. The different stakeholders' views in how they see student wellbeing and the role of schools to promote it is crucial from local, cultural, social, and political perspectives. Minimal international research is found to examine the conceptualisation and practice issues from a policy perspective and in combination with the perceptions of the main stakeholders: students, teachers, parents, and school leaders. No local research exists with the same scope and methodology.

Research is limited in the MENA region, and the UAE in particular, on wellbeing in general and student wellbeing. This study aims to add to the body of knowledge by exploring the use of a broadly set theoretical framework covering different theories from important disciplines (philosophy, psychology, sociology, economics and education) and by looking into the conceptualisation and practice of student wellbeing from two analysis pillars: policy and stakeholders in the context of the UAE. While factor analysis studies have been examined in the literature concerning subjective and psychological wellbeing, no similar analysis was observed concerning school-related practices. Moreover, no studies were found to investigate the relationship between conceptualisations around student wellbeing and school practices.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

In this chapter, the research methodology is detailed. This methodology helps to achieve the main purpose of the study which is about investigating the way student wellbeing is captured in the UAE policy framework and the perceptions of various stakeholders towards its conceptualisation and practices in the UAE private school sector. In particular the following sub-objectives are considered:

- To determine the current status of student wellbeing conceptualisation and practices in UAE-based private schools within the existing policy framework.

- To identify the significant factors that construct student wellbeing conceptualisation and practices among relevant stakeholders.

- To explore stakeholders' perceptions regarding student wellbeing conceptualisation, practices, and relevant educational policies.

- To propose a tool for the benefit of schools to evaluate their student wellbeing conceptualisation and practices.

The study is structured around a multiple-phased research design. Specifically, the sequential multilevel triangulated mixed-method design is appropriate as it combines multiple methods and enables a deeper understanding of the behaviour under study and meanings behind the questions (Arora & Stoner 2009; Cohen, Manion, & Morrison 2019). The chapter includes twelve main sections starting with the approach, design and the research method. Covered next is a description and justification of the site, population, sampling, and participants. Selected

instrumentation and pilot study results are then covered within the student wellbeing questionnaire among the three groups of stakeholders: students, parents, and teachers. Also shared are details about data collection and analysis procedures, validity and reliability, and ethical considerations. The chapter concludes with the researcher's role and a chapter summary.

3.2 Research Approach and Design

Educational research attempts to answer specific problems by applying scientific investigation, gathering systematic data, interpreting and evaluating the same data to investigate a specific educational procedure, and addressing data (Tuckman and Harper 2012). As Fraenkel, Wallen, and Hyun (2019) explain, the study's nature and its objectives are considered the most focal factors in deciding about the approach to direct the research design and conduction. The multilevel mixed-method approach was selected to facilitate this thesis's conduction through the collection of both qualitative and quantitative data. The totality of the research questions could not have been covered with a single mode of research design. To better understand the rationale for choosing the multilevel mixed method approach, the definition and uses of mixed methods approaches are presented first.

As per Creswell and Creswell (2018), mixed methods research involves collecting quantitative and qualitative data, emphasising the integration of the two forms of data and a possible reference to a theoretical basis or philosophical assumptions. Mixed methods research designs promote the combination of qualitative and quantitative approaches and techniques in the same study to improve the quality of research and reach a better understanding of the problem under investigation (Creswell & Plano Clark 2017; Johnsen & Christensen 2017). A mixed-method approach is suitable when focusing on research questions based on real-life contexts and multi-

level perspectives (Cohen, Manion & Morrison 2019; Johnson, Onwuegbuzie & Turner 2007). Ercikan and Roth (2009) argued against the supremacy of one research design over the other. They also emphasised their compatibility in offering needed understanding and interpretation. Creswell and Creswell (2018) instead promoted the view of a continuum of research approaches, where the quantitative and qualitative approaches presented the extreme ends, and the mixed-method design sat in the middle of this continuum. According to Pasick and et al. (2009), the quantitative approach is used predominantly as a deductive method suitable to measure a well-known phenomenon comprising prospects and suggestions of causality. On the other hand, the qualitative approach is designated as an inductive method used when specifying an unknown procedure or explaining a motive and occurrence behind building a phenomenon.

As a particular type of mixed methods approach, the multilevel mixed method design is adopted in this research, given the complexity of layers and the multitude of systems related to the study's topic (Headley & Plano Clark 2020). Teddlie and Tashakkori (2009) elucidated that multilevel mixed methods research designs existed primarily as part of studying "hierarchically organised institutions'' (p. 146). The case of students and teachers in classrooms that belong to schools that interact with broader and external systems is a ripe case for using multilevel mixed methods approaches (Headley & Plano Clark 2020).

Careful consideration for the use of this research design has influenced the structure of this study. For instance, the approach calls for theoretical framing to be based on levels and systems (Teddlie & Tashakkori 2009), and this is applicable for the current study as it is underpinned by system-related theories such as the Ecological Systems theory and the Social Systems for schools. Sampling is also relevant for this particular design. It requires choosing different

sampling procedures for each level, as these levels constitute different populations (Onwuegbuzie & Collins 2007). In the current research, the four considered types of stakeholders: students, teachers, school leaders, and parents, each constitutes a distinct level or population. As for data collection, characteristics of particular levels can be collected from other levels. In the present study, student wellbeing's conceptualisation and practice are sought among students, parents, teachers, and school leaders. Furthermore, data analysis and integration should draw inference at each level and between levels (Headley & Plano Clark 2020). In this study context, findings from different levels and different phases are compiled, compared and triangulated.

Besides the multiple levels encompassed in this research, a sequential element was included to allow for the research's commencement by a document analysis phase. Findings were analysed and interpreted to inform the development of the survey questionnaire and the interview protocol. The second phase included survey administration and completion of a set of interviews (Creswell 2014). While the quantitative and qualitative data analysis happened distinctly, a third step was considered for data triangulation and meta-interpretations and inferences. Figure (3.1) provides a conceptualisation of the sequential multilevel triangulated mixed-method design.

Data integration has many facets. According to Bryman (2006; 2012), to identify the appropriate multilevel design of a mixed-method approach, attention needs to be drawn to several features: the sequence of data collection (simultaneous versus sequential), the priority of data (the quantitative or the qualitative approach), the function of integration (triangulation, explanation, or exploration) and the data sources and levels to be included. Triangulation can be understood

as a validation of results due to the use of various methods and data to broaden the understanding of the topic (Creswell 2014; Erzberger and Kelle 2003; Kelle and Erzberger 2004).
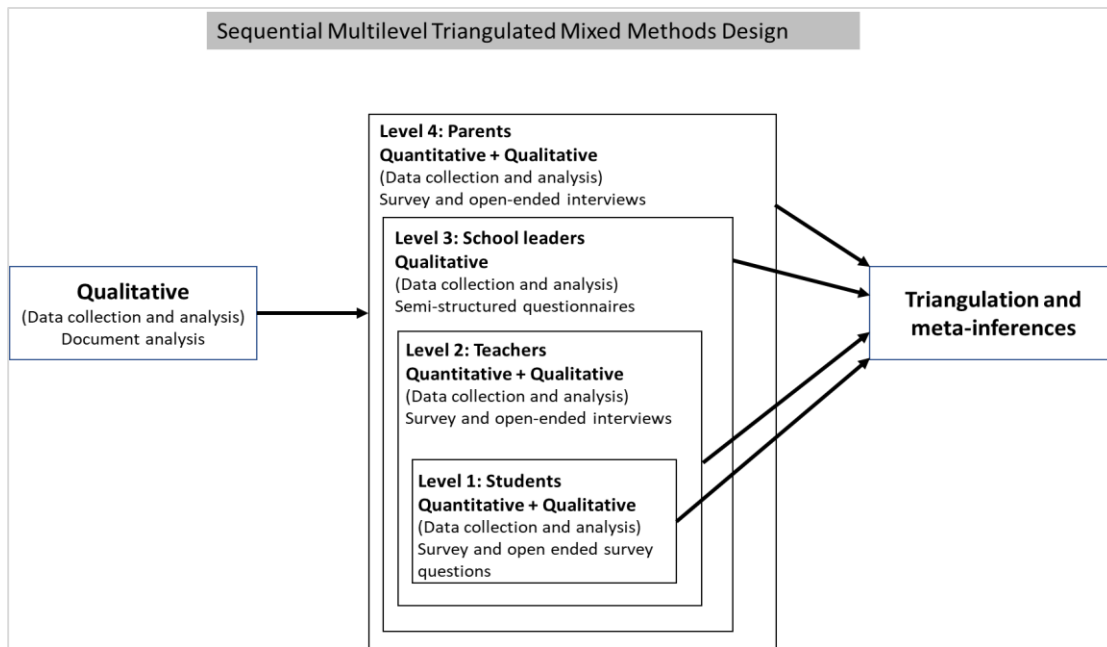
Figure 3.1: The Study's Sequential Multilevel Triangulated Mixed Methods Design

The researcher is aware of the breadth of the study (conceptualisation, policy, and practice about student wellbeing), the complexity of the levels (students, teachers, parents, and school leaders), and the multi-disciplinary aspect of the topic (education, psychology, health, sociology, etc.). The use of the multilevel mixed-method approach is suitable for this thesis to respond to complex and multi-faceted phenomena and to provide a basis for using multiple methods, whether in sequence or in parallel, to comprehensively cover all the angles and understand all the dimensions (Creswell 2014; Creswell & Creswell 2018).

A point worth clarifying is that this particular approach serves well the researcher's pragmatic worldview (Creswell 2014). This research is about investigating decisions, actions, and solutions, from the decisions taken in the formulation of student wellbeing policies, to the actions and solutions taken by schools to implement these policies and enhance their practices, to attitudes and arrangements adopted by parents to support their children and engage with schools. In social science research, Tashakkori and Teddlie (2010) highlight the suitability of mixed method approaches in directing attention to the research problem and generating solutions via pluralistic approaches. The concept of student wellbeing and practice is viewed as a "problem" with multifaceted and complex aspects. The benefits can be viewed from views, feelings, judgments, and hermeneutic explanations (Johnsen & Christensen 2017; Wagenaar 2007). Pragmatism gives the researcher an ability to understand children's rights to safety, protection, equity, and participation which are strong drivers to wellbeing (Johnsen & Christensen 2017). A vital rationale to adopt pragmatism as a philosophical paradigm underpinning this study lies in its flexibility to accommodate cultural and social contexts whilst researching. Pragmatism allows the researcher to understand a phenomenon and what works with it (Creamer 2018; Shannon-Baker 2016). Student wellbeing is a complex concept that is actively manifested in different disciplines and can call for real changes or transformations to the pre-existing beliefs and practices (Romm 2014). Therefore, the researcher justifies the mixed-method approach as the most appropriate approach to back up the pragmatic philosophical view for this study. However, the researcher is also aware of, and considers the limitations that can be derived from applying the mixed methods approach (Johnsen & Christensen 2017). The time, efforts, and skills required to adequately cover the mixed methods research scope and requirements (i.e., from design to planning to implementation) are significant

(Johnsen & Christensen 2011). Additionally, the amount and variety of data obtained can be compelling to analyse and interpret. In the presence of contradicting findings, the researcher is bound to explore further to provide meaningful explanations.

3.3 Research Method

Figure 3.2 is an appropriate reference to how various data types were collected, analysed, used, and interpreted throughout the research.
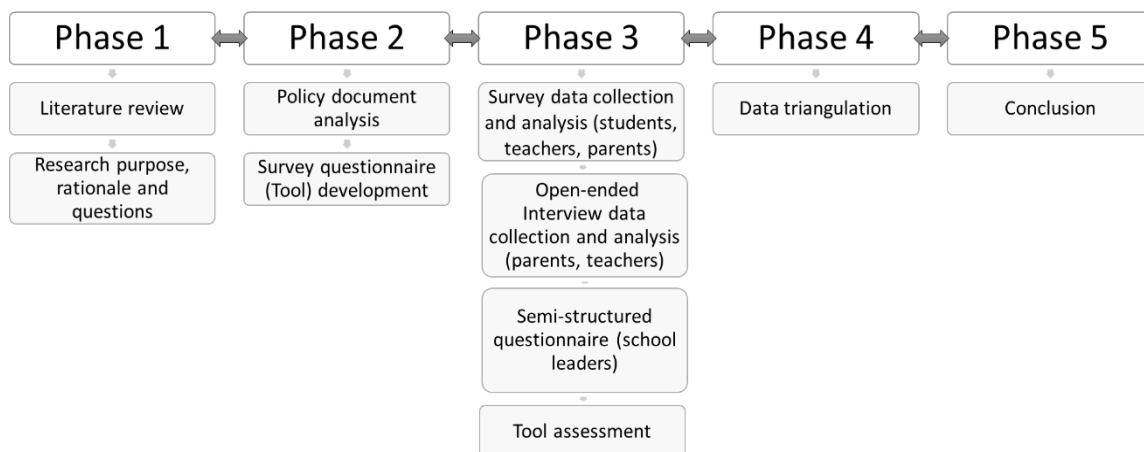
Figure 3.2: Data Collection Types and Uses Throughout the Study

The literature review was heavily emphasised at the beginning of the study to validate and rationalise the need for the research. The literature review helped signal the usefulness of a multi-disciplinary theoretical framework that required further integration and testing, collecting and analysing data, and constructing a localised understanding of student wellbeing conceptualisation and practice. Phase one of the study's outcomes were a set of interconnected questions, a rationale for a pragmatic worldview, and a justified decision to use the mixed methods approach in a multilevel design. Phase two supported a qualitative approach through

document analysis. Policy document analysis was organised to explore selected local educational and non-educational policies about student wellbeing and to what extent they provided clear, effective, and well-integrated guidelines to schools and other stakeholders in the Dubai and Abu Dhabi Emirates. These two Emirates were linked to the site of the study. The policy document analysis section contributed to answering the first question of the study. Document analysis was also conducted to consult internationally available scales and questionnaires on the subconstructs used to define student wellbeing conceptualisation and practice. The policies' current status and the emerged variables were then used to design the quantitative and the qualitative approaches used in the third phase of the study. Surveys for students (Grades 8/ Year 9 to Grades 12/ Year 13 in Dubai and Al Ain private schools), parents and teachers, in addition to open-ended interviews for teachers and parents and semi-structured questionnaire for school leaders, were utilised to explore further their views and perceptions regarding the meaning of student wellbeing (Creswell & Plano Clark 2017; Onwuegbuzie, Bustamante & Nelson 2010; Teddlie & Tashakkori 2009). According to Creswell and Creswell (2018), the collection and analysis of stakeholder perceptions has to do with creating communication channels to listen to their voices. The quantitative approach allowed the researcher to reach a larger sample of participants and carry out systematic comparisons and hypothesis testing (Johnsen & Christensen 2017). The qualitative approach utilised more in-depth analysis to shed light on the complexity of the participants' experiences and to understand the "why" and "how" of the answers provided in the survey (Creswell & Creswell 2018; Silverman 2011).

The quantitative and qualitative approaches used in the third phase provided answers to questions 2, 3 and 4 of the research. The fourth phase involved the interpretation and

triangulation of the quantitative and qualitative data in ways that informed and built a more

robust case of understanding and relation to the theoretical framework adopted for the study. As

depicted by Bryman (2007; 2012), integration of qualitative and quantitative data was not about

presenting them in parallel sides or creating mere references between them. It was more about

inferring links and discovering ways to make them mutually informative. The triangulation of

the data allowed assessing the used survey as a tool that could be proposed to schools to help

them understand student wellbeing and how this related to their practices (Kelle, Kühberger &

Bernhard 2019). The results of the fourth phase led to answering question five of the study. The

fifth and last phase was the researcher's presentation of the main research conclusion and

recommendations. Table (3.1) depicts the mapping between the research questions, paradigms

used, data collection instruments, sampling types and participants, and data analysis methods:

Table 3.1: Mapping Between Research Questions and Research Approaches and Methods

Main purpose of the study	to investigate the way student wellbeing is captured in the UAE policy framework and the perceptions of various stakeholders towards its conceptualisation and practices within the UAE private school sector				
Approach (Design)	Mixed Methods (Sequential Multilevel Triangulated Mixed Method)				
Questions	Paradigm	Instrument	Sampling technique	Participants	Data analysis
Q1. What policy frame guides the conceptualisation and practices of student wellbeing in the context of private schools in the Emirates of Abu Dhabi and Dubai?	Qualitative	Document analysis	Purposive sampling of published official government policy documents	12 policy documents/ sources	Policy document analysis
Q2. What constructs can be used to develop a Student Wellbeing Evaluation & Enhancement Tool regarding student wellbeing conceptualisation and practices?	Qualitative	Document analysis	Literature review	15 instruments/ sources	Thematic analysis

Q3. What are the factors that underline the Student Wellbeing Evaluation & Enhancement Tool?	Quantitative	Survey	Convenience sample of stakeholders in private schools in Dubai and Al Ain	122 Students (Grades 8/ Year 9 to 12/ Year 13) 358 Parents 137 Teachers	Principal Component Analysis (PCA)
Q4. What are the perceptions of parents, teachers, school leaders and students about student wellbeing conceptualisation and practices in UAE private schools?	Quantitative	Survey			Descriptive analysis
	Qualitative	Open-Ended interviews	Purposive and snowball sample of stakeholders in private schools)	22 Parents 15 Teachers	Content analysis Thematic analysis
		Open-ended questions in a survey	Convenience sample	92 students	Content analysis Thematic analysis
		Semi-structured questionnaire	Purposive and snowball sample	6 school leaders	Thematic analysis
Q5. Is the Student Wellbeing Evaluation & Enhancement Tool psychometrically sound for schools to evaluate their student wellbeing conceptualisation and practices?	Quantitative	Survey	Significant factors extracted from the exploratory factor analysis		Confirmatory factor analysis (CFA)

3.4 Site Selection

The study focuses on Dubai and Al Ain as two main cities in the UAE. Dubai is the largest city in the Emirate of Dubai, and Al Ain is the second-largest city in the Emirate of Abu Dhabi. Dubai and Al Ain host many private schools with a diversified range of international curricula and a broad base of student nationalities (Bradshaw, Tenant & Lydiatt 2004). Based on the UAE education system's governing structure, the Ministry of Education (MoE) oversees public schools in Dubai and the Northern Emirates. In contrast, the Knowledge and Human Development Authority (KHDA) regulates private schools in Dubai. The Department of

Education and Knowledge (ADEK) oversees both private and public schools in the Emirate of Abu Dhabi. While public schools are free of charge, private schools require a wide range of fees. It is increasingly noticed that schools branch out to these different Emirates as a way of business expansion. It is worth declaring that the study's site was modified from the initially planned study proposal. The lockdown of the country's schools at the end of March 2020 due to the COVID-19 pandemic and the transition to emergency distance learning affected the methodology that was built around direct access to a wide range of private and public schools in Dubai and getting participation from these schools' communities of students, parents, teachers, and leaders. The researcher was faced with two main options: either to wait until schools 'go back to normal' and resume the same methodology and hence the same site (Dubai private and public schools), or to seize the opportunity offered through digitalisation to 'connect' on a convenience basis with parents, teachers, and leaders from the private sector and outside the boundaries of Dubai. Given the researcher's past residence and work experience in Al Ain city, the site scope was widened to encompass both Dubai and Al Ain, and the educational sector was limited to private education only for practical reasons. Students were reached via their parents. Besides reaching a wider circle of people in Dubai and Al Ain, the study benefitted from exploring two examples of local government decisions and actions under the overarching national umbrella of policies and strategies around wellbeing. For the survey, the interviews, and the semi-structured questionnaires with the school leaders, participation was sought to cover both Dubai and Al Ain. Because of the study's breadth and time constraints, the researcher opted to limit the cities' scope to these two Emirates.

3.5 Population

A study population can be defined as a complete set of individuals from any definite group, events, or artefacts, having similar characteristics and are associated with the conditions identified for study by the researcher (Ary, Jacobs & Sorensen 2010; Creswell 2012; Johnson & Christensen 2014; Mertens 2010). Since the study revolves around the private school sector, private schools in both Dubai and Al Ain cities were the starting point. Table 3.2 shows that 276 private schools are located in Dubai and Al Ain, with around 75% based in Dubai, as per the latest MoE public data (MoE 2019).

Table 3.2: Distribution of Dubai and Al Ain Private Schools (2019-2020) (MoE 2019)

Region	Total number of private schools
Dubai	208
Al Ain	68
Total number of schools	276

MoE's published school enrolment statistics indicate the population of students in Grade 8/ Year 9 to Grade12/ Year 13 enrolled in Dubai and Al Ain private schools to be 87,711 students, and with around 80% present in Dubai schools. Additionally, the population of teachers indicates 23,619 teachers, and with around 85% located in Dubai. The population calculations lead to average teacher-student ratios of 1:15 in Dubai and 1:18 in Al Ain city. For parents, estimated population calculations are used in the absence of any available official data identifying the exact number of parents using private school services. The parents' population was estimated to be equivalent to the population of students (KG / Grade 12) which is 363, 251 parents (this estimate does not take in consideration that some parents have more than 1 child in the school). The population of the school leaders is also linked to the number of the schools, assuming one

leader is picked from every school. The population of school leaders who can be the principal or a senior leadership team member amounts to 276 leaders. Table 3.3 summarises the study populations for the included levels.

Table 3.3: Population Estimates of Students, Parents, Teachers and School Leaders (2019-2020) (MoE 2019)

Participant populations	Private schools in Dubai	Private schools in Al Ain	Population estimates
Students (Grades 8/Year 9– Grade 12/Year 13)	71,887	15,824	87,711
Teachers	19,993	3,626	23,619
School leaders	208	68	276
Parents (estimation based on the no. of students enrolled in private schools in Dubai and Al Ain)	298,148	65,103	363,251

3.6 Sampling and Sampling Design

The identification of the populations leads to sampling design as the next step in the research process. Sampling is essential because it informs any researcher's interpretations from the primary data collected (Cohen, Manion & Morrison 2011; Creamer 2018; Onwuegbuzie & Collins 2007). Based on Creswell (2012), sampling strategies and sizing differ depending on the research approaches. Regarding sampling decisions pertinent to mixed methods approaches, Onwuegbuzie and Collins (2007) elucidate reference to the study's objectives. Furthermore, Johnson and Christensen (2014) and Collins (2017) acknowledge that mixed approach sampling is classified according to two main criteria: a) time orientation of data collection and analysis, so at which time data collection and analysis get to be performed (i.e. happening in parallel or in sequential methods), and b) relationship between the qualitative and quantitative samples

themselves (identical, different, nested). In this research, the sequential triangulation multilevel mixed method design required multiple levels and multiple phases, and hence three types of sampling strategies were applied. Document sampling was applied for the selection of policy documents concerning student wellbeing. Quantitative sampling was applied to the survey participants of students (Grade 8/ Year 9 to Grade12/ Year 13), teachers, and parents. Qualitative sampling was applied to parents and teachers to recruit participants to the open-ended interviews and to school leaders to be able to engage with participants in semi-structured questionnaires. Since the survey and the open-ended interviews were conducted in parallel, participants were informed of both options and were encouraged to participate, attempting to interview participants as a sub-sample from the survey sample (Johnson and Christensen (2014). Detailed next is the sampling size and strategies for every sampling type, in addition to the rationale for adopting them.

3.6.1 Document Sampling

Purposive document sampling was adopted to focus the analysis on relevant documents and highlight their strengths and weaknesses while capturing three political levels: the national/ federal level, the local government executive level, and the local educational authorities' level (Bowen 2009). The researcher's background in social policy analysis and development was utilised to select relevant documents both at the national and local levels. Figure 3.2 lists these documents and highlights the connection between them. The rationale for including the UAE Centennial 2071 and the UAE National Strategy 2031 was mainly due to the fact that they were one of the recent and wellbeing overarching national policy documents. The Child Rights Law was a pertinent law that listed children's rights in the UAE, including the right to educational

provision. The National Agenda indicators, along with the UAE Inspection Framework and the Moral Education Programme were selected because they influenced all UAE schools' practices and priorities towards their students. Given that the research sites combined Dubai and Al Ain, local government strategic plans were selected to decipher the messages and goals set by each Emirate. The final group of selected documents reflected some educational authorities' personalised guidance or enforcement tools to schools that have impact on promoting student wellbeing.
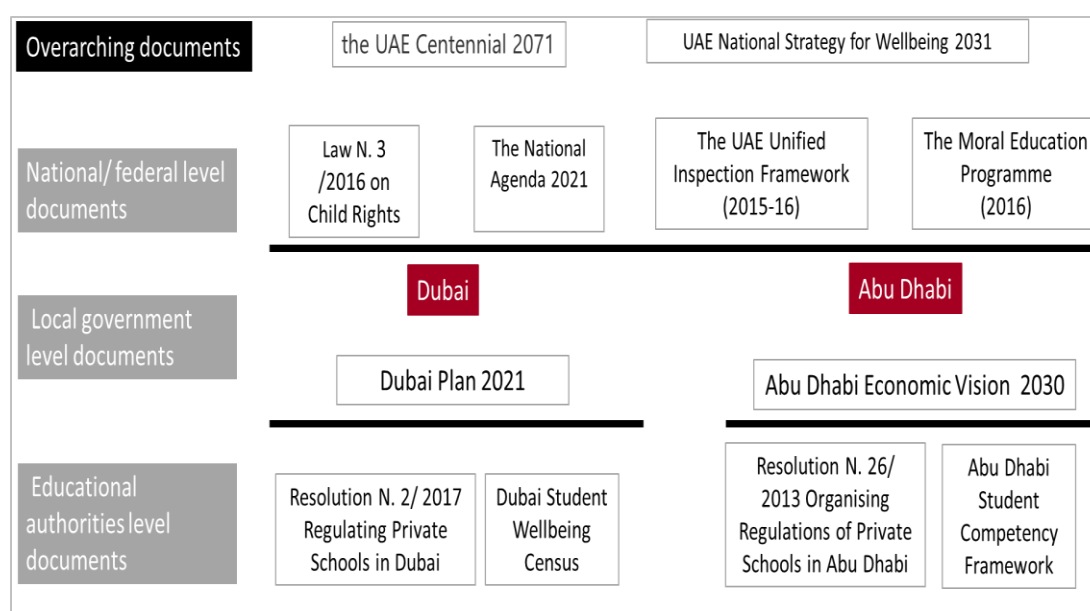
Figure 3.3: Policy Documents Sample

3.6.2 Quantitative Sampling

The study's quantitative approach was facilitated through the use of a survey administered to parents, teachers and students from Grade 8/Year 9 to Grade 12/Year 13. To recruit the participants, convenience sampling was adopted. The convenience sampling technique

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represents available and volunteer contributors who agree to participate in the study (Johnson & Christensen 2014). Convenience sampling minimises time and costs in relation to access (Johnsen & Christensen 2017). Given the access barrier to schools caused by the COVID-19 induced lockdown, the researcher attempted to reach the three sample groups of parents, teachers, and students through online surveys. The introductory page of the survey specified the following criteria:

- Having children in a private school (for parents)

- Teaching in a private school (for teachers)

- Studying in a private school and being enrolled in Grade 8/ Year 9 to Grade 12/ Year 13 for students.

Students were reached through their parents. Passive consent was adopted differently from initially planned in the study proposal and which envisioned an active consent to be collected from parents through the schools. E-mail and app messages were sent to parents to introduce the study and seek their participation. Parents were provided with a link to the student version of the survey, and they were asked to share it with their children verifying the student participation criteria. Completed student surveys were treated as if parental consent was provided. The researcher took precaution not to eliminate any parents' rights in taking consent decision about their children's participation. The researcher explained to parents the survey purpose and followed ethical considerations, as well as the content of the student version and the students' rights when filling the survey (Esbensen et al. 1996). Bearing in mind the importance of sampling decisions on the validity and generalisability of the findings, and with reference to Krejcie and Morgan's (1970) sample size estimations based on the population size,

Table 3.4 summarises the link between the population size and the sample size for each group included in the survey:

Table 3.4: Quantitative Approach Populations and Samples

Participants groups	Population size	Sample size
Students	87,711	384
Teachers	23,619	378
Parents (estimation)	363,251	384

3.6.3 Qualitative Participants

Open-ended interviews with teachers and parents were utilised to further explore their understanding of the conceptualisation and practices in relation to student wellbeing. In addition, their views were collected about student wellbeing-related policies and their expectations to better promote and implement student wellbeing. School leaders were also targeted through a semi-structured questionnaire to explore their views from their context. No interviews were planned with students, but their answers to three open-ended questions attached to their survey were analysed as part of the study's qualitative data. Based on this study's nature and the research questions, the sampling strategy used for the interviews with the teachers and parents and the semi-structured questionnaires with school leaders was purposive and snowball sampling. Creamer (2018) and Glesne (2011) consider purposive sampling as one of the most common strategies used in qualitative research. It leads to selecting cases that have rich information. Purposive sampling is about selecting participants in a non-random manner based on certain characteristics as per the research requirements (Cohen, Manion & Morrison 2011; Creswell 2018; Johnson & Christensen 2017). Gay, Mills, and Airasian (2012) also assert in

their discussion of the rationale for researchers resorting to purposive sampling. The researcher who chooses this kind of sampling usually possess a specific and clear criterion for selection to ensure precision and meaningfulness. In this case, the selection criteria are:

- Having children in a private school (for parents)
- Teaching in a private school (for teachers)
- Holding a leading position (for principals or other school leaders)

Snowball sampling was equally applied to minimise the researcher's effort during the purposive sampling. This was carried out by requesting already selected participants to name others they knew and could fit the selection criteria and might be willing to contribute to the study (Johnson & Christensen 2014). This sampling technique is vital when the researcher needs to locate members of hard-to-find populations or when no sampling frame is presented. Therefore, due to COVID-19 school lockdown, the researcher found that snowball sampling was a suitable strategy to combine with the purposive sampling and reach appropriate and willing participants. During the recruitment of participants, the researcher was targeting reaching saturation which means collecting information that was deep to answer the research questions, and no more new information was resurfacing as more data was collected (Johnson & Christensen 2014; Sandelowski 1995).

Table 3.5: Summary of the Qualitative Approach Participants

Participants groups	Numbers of participants from each group	Instrument used
School leaders	6 school leaders	Semi-structured questionnaire
Students	92 students	Open-ended questions in a survey
Teachers	15 teachers	Open-ended interview
Parents	22 parents	Open-ended interview

Table 3.5 summarises the participants of the study for the qualitative approach and as per the instrument used.

3.7 Instruments

Instrumentation as a concept covers the process of designing, selecting, or customising the instrument and defining the conditions under which the instrument gets administered to collect data. It involves selecting or designing the instruments and the technique under which the instruments will be managed. (Fraenkel Wallen & Hyun 2014).

The use of the mixed methods approach with multiple instruments (three instruments) helped the researcher to ensure a broad coverage of data that could meet the research questions' requirements. These instruments included document analysis, survey questionnaires for students, parents, and teachers, in addition to interviewing protocols for school leaders, teachers, and parents. Bowen (2009) cited the importance of accessing various means of information to serve the triangulation purpose. The use of these multiple instruments enabled the researcher to reach an unambiguous view of how the different stakeholders' opinions were developed over time. Although multiple instrumentations provide deep understanding of the phenomenon under study, they also consume time and effort (Arizon & Cameron 2010; Johnson & Christensen 2014).

3.7.1 Document Analysis

Document analysis is the first used instrument in the study to better understand the local policy frame current status and to identify potential variables for inclusion in the questionnaires. Fraenkel, Wallen, and Hyun (2019) define document analysis as an implicit technique for

examining practices and perspectives. As described by Stage and Manning (2003), documents are institutional evidence that hardly any institution can get away without them. Documents give voice and send messages to others. Document analysis contains information that can be utilised without affecting or changing its content and can be a witness to events that are not present during the research or researcher's times. Fraenkel, Wallen and Hyun (2014) appreciate the economic side of document analysis compared to other instrumentation, particularly when the documents are available. The term 'document' does not refer only to written text but can be applied to any written information arrangement for history or journalistic records, photographs, and meeting notes. Documents can be used to backup triangulation of other data collection methods (Creswell 2014; Hodder 1998; Stage & Manning 2003). In addition to the advantages mentioned above, document analysis as a data collection method can have potential bias issues pertinent to the researcher and to the document issuer (O'Leary 2014). O'Leary raises caution regarding document-related features such as the style, tone or opinions in the content of the documents. Document analysis must be conducted thoroughly to ensure valid data with integrity (Merriam 1988).

3.7.2 Questionnaires

Questionnaires are data collection tools that are widely used in quantitative research. Questionnaires provide various advantages in research and can ensure participant anonymity to a great extent. They can reach many respondents (especially when communicated online) and save effort, time, and money (Creswell 2014, 2018; Mertens 2010). The literature review has shown that questionnaires have been used in most of the studies that target students or other stakeholders to gauge a better understanding of the meaning and practices of student wellbeing

(Graham et al. 2014; Holfve-Sabel 2014; Phan, Ngu & Alrashidi 2016). Questionnaires offer the opportunity to generalise results based on proper sampling of a population (Cohen, Manion & Morrison 2011, 2019). Hanson et al. (2005) cited that; questionnaires are a suitable tool to identify how a field in education operates in a specific setting. Furthermore, it is crucial to collect data from respondents in an undisclosed manner to encourage participation. The data gathered can be analysed easily using software programmes to achieve speedy results that enable its timely analysis (Hanson et al. 2005).

For this particular research, the literature review showed that no single instrument was available to assess student wellbeing conceptualisation from different dimensions (subjective, psychological, objective, etc.) and stakeholders. Additionally, no instrument combined student wellbeing conceptualisation with perceived practices to test their association. The researcher followed the methodology suggested by Carpenter (2018) in developing the questionnaire. The identification of attributes or subconstructs was guided mainly by theory and previous research. Careful selection of previous scales and other sources was administered to generate the pool of possible subconstructs and possible items/ questions to operationalise the subconstructs. The wording of the items/ questions took into consideration the needs and characteristics of the prospective participants (students, parents, and teachers). Attention was extended to ensure the items/ questions were clear, distinct, and capture the meaning of the subconstructs (DeVellis, 2012). Consultations were also held when needed to clarify any suspected confusion about certain items (Clark & Watson 1995; DeVellis 2012).

Three versions of the questionnaire were developed to capture the student wellbeing conceptualisation and practice perceptions and suit the characteristics of the three stakeholder

groups: students, teachers, and parents. An introductory page served to share the purpose of the questionnaire and present the researcher. Also, the introductory page specified participants' rights and adherence to ethics. Apart from a demographics section that was particularly designed for each group, the rest of the sections (conceptualisation section, practice section, and open-ended questions) were similar (Appendices A1- A4 present samples of the used student version questionnaires and the used parent and teacher demographics section from the Parent and teacher version questionnaires in English and Arabic respectively). The language of the questionnaire was carefully managed to ensure simple wording and clear meaning could be reached by the various stakeholders. The questionnaires were offered through an online survey link in both languages: Arabic and English to tend to participants' language preferences. Parents with multiple children in private schools were asked to focus only on their oldest child for consistency rationale.

The first section of the questionnaire targeted demographics information. Common questions covered gender, age, nationality, and place of living and work/ study. Examples of additional background questions to parents included an inquiry about their child's demographics, school-related data, and their child's level of engagement in activities inside and outside the school. Teachers were asked more information about their educational background and experience, teaching specialisation and types of curricula, and children they teach. Additional questions to students included activities inside and outside the school, if they had a wellbeing- assigned officer or role in the school and if they had any particular learning difficulties or identified abilities.

The second section of the survey focused on identifying what constituted important components of student wellbeing among the various stakeholders. This section had (31) close-ended questions. Participants were asked to indicate the degree of importance to the various statements using a Likert scale from 1 to 7, where 1 indicated 'Not a part of student wellbeing' and 7 indicated 'Extremely important part of student wellbeing'. 0 indicated (I don't know), as shown below:

1	2	3	4	5	6	7	0
Not a part	Minor Part	Small Part	Moderate Part	Large Part	Major Part	Extremely important part	I don't know

The third section consisted of (36) close-ended questions highlighting various practices that could lead to student wellbeing promotion in schools. Measurement of the scale was carried out using a seven-point Likert scale. Respondents were asked to indicate their agreement using statements from one to seven, where 1 indicated 'Not at all applied' and 7 indicated 'Applied all the time'. 0 indicated 'I don't know', as shown below.

1	2	3	4	5	6	7	0
Not at all applied	Applied rarely	Applied in few cases	Applied in some cases	Applied often	Applied most of the time	Applied all the time	I don't know

The fourth section was dedicated to three open-ended questions. These enabled the respondents to share their definitions of student wellbeing, how they perceived their role in promoting this concept, and what schools could do to enhance it. The data obtained from this section was not quantitative data, and thus, it was added to the qualitative part of the study. Because of Covid-19 implications and the difficulty of engaging with students through focus groups as it was usually intended, these open-ended questions represented the voice of students in this study. A

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total of 92 responses from students were received and later analysed as qualitative data along with parent, teacher and school leader interviews.

3.7.3 Interview Protocols

Fundamental considerations were addressed to select interviewing as an instrument for this research. The study's purpose was explorative in nature to gain more knowledge of people's views and perceptions regarding the conceptualisation and practices of student wellbeing (Kvale 1996). Tuckman (1999) mentioned that the best approach to understand a phenomenon was by asking relevant questions to people on how they attach themselves and relate to a particular concept. Interviews give the researcher the ability to approach people's real-life experiences (Silverman 2008). An interview is defined as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction, or explanation" (Cohen, Manion & Morrison 2011, p. 411). Interviews can include structured, semi-structured, open-ended questions or a combination of these question types. Creswell and Creswell (2018) assert that open-ended questions provide participants with opportunities to voice their opinions and share their experiences unhindered by any evaluations or interjections from the researcher's side.

Additionally, interviews conducted on a 'one-to-one' basis give the researcher the ability to ask sensitive questions and permit the respondents to ask questions in case of any ambiguous or confusing questions (Creswell 2009; 2012). Interviews can also permit the respondents to introduce comments that are beyond the original questions given to them. Face-to-face interviews also help the researcher observe the respondents' body language, non-verbal cues,

and nods associated with the shared narrative which enrich the overall data and make it more meaningful. The questions included in the interviews were informed by the literature review findings and the policy document analysis exercise that was done in the first phase of this sequential multilevel mixed methods research design.

The researcher opted to design and conduct open-ended interviews with both teachers and parents from Dubai and Al Ain. Recruited conveniently and through snowball sampling, participants included 22 parents and 15 teachers (37 in total). The interviewees were asked to complete their corresponding questionnaire version before engaging with the interviews. Due to the COVID-19 lockdown followed by the ensuing health and safety protocols, the interviews were administered virtually using platforms such as Teams and Zoom or through phone calls in case connection issues arose. The interview questions were revised by two academic professors with education and psychology backgrounds. Questions were also edited by an experienced editor to ensure their accuracy. The interviews were planned to include an opening statement by the researcher to emphasise the purpose of the interview and remind participants of the followed ethical procedures. General questions to capture the background of the interviewees were also added (e.g., gender, nationality, school curriculum, number of years in the UAE, and employment background for parents or teaching specialty for teachers). Respondents were then asked about the meaning they associated with wellbeing in general and student wellbeing in particular. They were also queried about the practices they saw in their children's schools and how much they thought these practices enhanced their children's wellbeing and the wellbeing of the other students. Furthermore, questions about roles and responsibilities of the different stakeholders were included and recommendations on the levels of various stakeholders were

also explored (samples of the parents' English and Arabic interview protocols are shown in Appendices A5 and A6 respectively).

Concerning school leaders, the researcher opted for a semi-structured questionnaire that was announced by email. During COVID-19 lockdown and even during summer, school leaders worldwide were busy ensuring that learning continued, and schools were ready to receive their students in September. Emails were sent to various school leaders in Dubai and Al Ain using convenience and snowballing sampling strategies. A semi-structured questionnaire was attached to the email explaining the purpose of the study and asking school principals either to participate or to nominate a delegate to replace them (Appendices A7 and A8 depict the English and Arabic version of the school leaders' semi-structured questionnaire, respectively). School leaders were given a choice to answer the questionnaire or agree to hold a virtual face-to-face meeting. Six questionnaires were completed and returned. A background section was included and covered aspects such as gender, nationality, leadership position, school curriculum, number of students in the school, and number of years in the UAE. The school leaders' questions covered student wellbeing conceptualisation and practices in a similar way to the interview questions targeting teachers and parents. However, more direct questions were added to explore further the school leaders' views about the existence of any policy messages regarding student wellbeing. In both open-ended interviews with parents and teachers and semi-structured questionnaires with school leaders, interviewees were given the choice of the interview language conduction (Arabic or English). Permission to record with or without a camera was also sought. Due to interview volume, the researcher sought the support of a trained researcher to handle the logistics and conduction of some interviews with parents and teachers.

3.8 Validity, Reliability, Trustworthiness and Transferability

Methodological triangulation was acquired through multiple data collection methods of document analysis, cross-sectional surveys, and open-ended and semi-structured interviews (Miller & Creswell 2007; Kelle, Kühberger & Bernhard 2019). This study requires a mix of both quantitative and qualitative research approaches. Therefore, notions of validity and reliability should be identified and justified for both approaches (Fraenkel & Wallen 2009; Mears 2009). While it takes many forms, validity can be generally described as the extent to which the instrument accurately describes and measures what it is intended to describe and measure (Cohen, Manion & Morrison 2011, 2019; Fraenkel & Wallen 2009). Because of the errors that can occur during the research (examples include sampling, question formulation, and data collection for quantitative research, the subjectivity of the respondent and the researcher in the qualitative research), validity concerns cannot be eliminated; however, they can be minimised (Gronlund 1981). Reliability reflects the consistency and replicability of the research over time, the instrument, and target groups (Cohen, Manion & Morrison 2011; 2019).

Construct validity for this particular study is relatively important as the concept of wellbeing is both new and old, both individual and collective, both psychological and tangible. Theories from different disciplines have attempted to define or interpret wellbeing. The researcher is well aware that the essence of this study is to explore the construct or the concept of student wellbeing in the local context, and hence closer examination of the wellbeing construct offered by these theories should be well documented using convergent and discriminant techniques (Cohen, Manion & Morrison 2011,2019).

3.8.1 Questionnaire Validity

As the quantitative research instruments in this study, the questionnaires were constructed by the researcher who was concerned to maintain high degrees of validity and reliability. Firstly, the content validity of the questionnaires was validated through consultation with academic and psychological experts, teachers, and parents (Appendix A9 shows the used Questionnaire Validity Form). The constructed questionnaire versions and descriptions of theories underpinning the research and the conducted literature review findings to identify the various proposed items were sent by email to consult 20 relevant individuals (Schutt 2006). The researcher received 18 reviews divided between 7 educational academics and school inspectors, two psychologists, one teacher, one student, and seven parents. Bi-lingual reviewers were selected to ensure clarity of terms from a cultural perspective. Common review suggestions and recommendations of the consulted parties were taken into consideration. Some of the feedback recommended shortening the questionnaire and similar questions to be removed. Mixed feedback was received around the scales used, and suggestions to use shorter scales varied with other suggestions to use continuous scales. For example, questions like "Student wellbeing is multi-dimensional" were revised, and some explanation was added to "*The school interprets student wellbeing as a multi-dimensional concept (there are different types of wellbeing)*". Some questions were omitted, such as *"Student wellbeing is dynamic and continuously changing*". The NA/ I do know option in the practices part was added to the scale. The introduction in the student version was made simpler and shorter. Lastly, the questionnaire items under investigation were minimised from 39 questions in the initial development version to 36 in the final questionnaire.

3.8.2 Questionnaire Piloting

Questionnaire reliability can be increased by using a pilot study. The pilot study's rationale is to evaluate how suitable the questionnaire is for respondents regarding its appearance, authenticity, and consistency. It consequently helps the researcher gain confidence when results are achieved (De Vaus 1993; Teijlingen et al. 2001; Williams, Brown & Onsman 2015). It is also imperative to enhance the instrument language to be unambiguous and comprehensible (Rattray & Jones 2007). In carrying pilot studies, Creswell (2012) suggests that a pilot study can be utilised on few respondents where they answer and make judgments on the survey to give their feedback about it; then, the researcher amends the evaluation based on the feedback from the respondents. A suitable sampling technique is used to find the reliability of the questionnaires. According to Gay (1992), the Cronbach Alpha test is generally the most practical test to establish reliability.

The sample size for piloting was in line with what Baker (1994) and Kotrlik and Higgins (2001) suggest to be around 10-20% of the sample size for the main study. Therefore, the aimed sample size for the pilot study was chosen by using 10% of the total sample in the quantitative segment of the study. Consequently, a homogeneous convenience sampling of 114 participants divided into 38 teachers, 38 parents, and 38 students completed the questionnaire. Cronbach Alpha was utilised to find the questionnaires' internal consistency. According to Brace, Kemp, and Snelgar (2012) and Rattray and Jones (2007), the Cronbach's alpha coefficient for a newly developed survey should be more than 0.7 to consider the instrument's internal consistency as appropriate. For this study, the Cronbach Alpha (coefficient alpha) test was piloted, and the results across the three questionnaire versions indicated Cronbach's alpha coefficient values of more than 0.9 across the three groups. The results are displayed in Table (3.6).

The other reliability procedure is to test the internal consistency of the questionnaire's internal structure. The Cronbach's alpha coefficient was calculated separately for each survey domain to ensure that the items are measuring the same construct (Tavakol & Dennick 2011). Correlation scores for each item were obtained with the scores of its domain (Johnson & Christensen 2014). Cortina (1993) and Taber (2018) advocated that the alpha coefficient should be above 0.70 for each domain and all questionnaire items. The calculated Cronbach's alpha coefficient scores for the conceptualisation domain with the three samples of parents, teachers and students were 0.984, 0.961 and 0.945 respectively. In comparison, the Cronbach's alpha coefficient scores of the practices domain for the three samples of parents, teachers and students were 0.988, 0.967and 0.954 respectively. The alpha coefficient scores for the whole questionnaire (67items) were reached for parents 0.989, teachers 0.971 and for students 0.952. Additionally, alpha coefficient scores for the whole sample as one group were found to be 0.969 for the conceptualisation domain, 0.982 for the practices domain and 0.979 for the total questionnaire (67 items). These results show that the items and components have significantly high internal consistency.

Table 3.6: Reliability Test Results of the Developed Survey Questionnaire

	Parents		Teachers		Students		All Sample	
	N	Reliability	N	Reliability	N	Reliability	N	Reliability
Conceptualisation (31 Items)		.984		.961		.945		.969
Practices (36 Items)	38	.988	38	.967	38	.954	114	.982
The questionnaire (67 Items)		.989		.971		.952		.979

3.8.3 Interview Trustworthiness and Transferability

Open-ended and semi-structured interviews were used for the qualitative research part of this study. Qualitative research validity is better referred to as authenticity or trustworthiness (Guba & Lincoln 1989; Smith 2015) to distinguish from the terminology of validity and reliability aligned with the positivist view. The developed interviews underwent various reviews from university professors with education and educational psychology backgrounds to maximise rigor. Additionally, two parents and two teachers did the targeted stakeholder checking to revise the interview questions and give their opinions and feedback (Cohen, Manion, & Morrison 2019). The received feedback induced some changes to the interview questions. Three questions were removed, and three others were reformulated to increase the interview questions' expediency and ensure the smoothness and clarity of the questions to meet the goals of the study. For example, the policy-related question '*What policies/ plans from education or other fields can you refer to/ think about when it comes to student wellbeing in the UAE*?' was deleted as the experts recommended for parents and teachers. Furthermore, they suggested removing or rephrasing some words to make the interview questions simpler and clearer such as 'facilitate', 'hinder'.

In qualitative approaches, transferability is equivalent to external validity and generalisability. Transferability scrutinises whether the research results fit or are transferable to other settings or frameworks (Guba & Lincoln, 1989). Hoepfl (1997) defined external validity in the qualitative research paradigm as the "ability to generalise findings across different settings" (p. 59). In the current study, the researcher ensured the possibility of generalising the findings by providing fruitful descriptions of the research situations and comparing stakeholders' perceptions about student wellbeing in other regions (Dubai and Al Ain).

3.8.4 Interviews Piloting

The open-ended interviews were piloted with two teachers and two parents for specific purposes. A Ph.D. student who worked as a Section Head in a private school provided feedback on the school leaders' semi-structured interview questions. The purpose of the pilot was to confirm clarity and ensure understanding of the meaning of the questions. The pilot study helped the researcher gain experience interviewing different stakeholders and provided an excellent chance to learn how to follow-up questions and urge and enhance the participants to give in-depth answers.

After the pilot study, minor changes were made to the interview protocols. The question about the school inspection was removed as both parents and teachers were unable to give reliable answers. On the other hand, to permit the interviewees to expound more about the interview questions, a broad definition of the term "wellbeing" and its main domains were added. The final number of the interview questions was nine instead of ten.

3.8.5 Triangulation

Methodological triangulation, a technique to study the concept from different angles and using different methods, contributes to enriching data and improving validity. The triangulation in research is used to confirm that the collected data is valid and reliable to answer the research questions. According to Cohen, Manion and Morrison (2011, p. 195), triangulation is defined "as the use of two or more data collection methods in the study of some aspect of human behaviour". Yin (2011) affirms that the ideal triangulation is achieved by utilising three different triangulation sources to map out, investigate and clarify the complete intricacy of human behaviour. This is done by learning the behaviour from several points of view and using multiple

methods to gather data (Cohen, Manion & Morrison 2011, 2019; Wellington, 2000). In this study, triangulation was achieved by employing multiple methods of data collection to validate the findings that arise from different sources (Cohen, Manion & Morrison 2011, 2019). Participant triangulation was attained by questioning different stakeholders the same question and matching their perceptions regarding the same issues (themes) to ensure high validity. The results of the methodological and data triangulation applied in this study are detailed in Chapter Four.

3.8.6 Translation Validity

Questionnaires and interview protocols were developed in English, given that the reference questionnaires and scales within literature reviewed were in English. To keep equivalency between the original and translated content, Brislin (1970, 1986) proposes four techniques. These are back-translation, bilingual technique, team approach, and pre-test process. For the present study, translation to Arabic was achieved using a back-to-back translation strategy (Cohen, Manion & Morrison 2011). Instrument translation is more than the mere development of an instrument into a different language but constitutes a process through which the language and culture are adopted into more functional equivalence (Banville, Desrosiers & Genet-Volet 2000; Behr & Shishido 2016). As far as wellbeing is concerned, the presence of an equivalent word in Arabic is not entirely clear (the word used by KHDA, for example, translates from Arabic to English into Quality of Life) and can cause issues when selecting questions to investigate its conceptualisation. To ensure the accuracy of the translation, a bilingual translator who worked in the education field translated the original versions of the questionnaires and interview questions from English into Arabic. Two bilingual Arabic language school inspectors

then revised the original questionnaires and interview protocols with the translated versions to ensure the accuracy and clarity of the translation. The Arabic version was sent to another translator to be translated into English to ensure the consistency of the translation using the back-translation technique. The back-translated version was found to be remarkably similar to the original English version of the questionnaires and interviews.

3.9 Data Collection Procedures

Throughout this study, several procedures were carefully applied to reinforce the research findings' accuracy and to ensure adherence to research ethics. At every step, challenges were proactively identified and addressed (Rimando et al. 2015). The researcher completed the ethical research forms, which were submitted for approval to the Education Faculty's Research Ethics Committee in BUiD (Appendix A10). An official letter was requested from BUiD and was shared with KHDA and the schools when they were contacted for access (Appendix A11). A meeting was held with KHDA officials to explain the study's purpose and clear any objections they might have towards the researcher's request for access from Dubai private schools in the capacity of a doctorate candidate.

Emails were sent to school principals with ample information about the purpose of the research, the expected outcomes, and the support role the principal could provide to facilitate data collection from the various stakeholders (students, teachers, parents, and school leaders) (Barrett & Robert 2014).

The study instrumentations were structured by the researcher and then reviewed by experts and relevant stakeholders, the researcher consequently incorporated updates. Translation and editing

of the questionnaire versions and the interview protocols were conducted while considering the age and cultural characteristics of the prospective respondents. Secondly, pilot studies for both questionnaires and interviews were conducted to investigate the instruments' validity and reliability aspects. All the required adjustments for the research instruments were performed.

As the original methodology plan indicated, data collection through schools, seeking access, and arranging data collection logistics with schools started in January 2020. The researcher contacted the targeted schools in Dubai through emails to seek their permission to conduct the research. Information about the purpose, nature, and importance of the research was shared. The role of schools in facilitating access to their secondary students, teachers, school leaders, and parents was clarified. While monitoring schools' responses and engaging with follow-up communications, news about COVID-19 global spread and its declaration as a pandemic were starting to affect the school year planning and operations, amid expectations of possible school closures. Affirmations were received from very few schools, but physical access was promised after the end of the spring break to know for sure if schools would open or not. At the end of March, the lockdown of schools and other sectors was announced, which affected considerably the initial approved methodology. In the spirit of resilience and adaptability and the need to continue, the researcher held discussions with the thesis supervisor and agreed on a modified data collection plan. The researcher recruited an online survey agency to create a digital copy of the study questionnaires. The questionnaires were uploaded on February 10, 2020 and circulated to parents and teachers conveniently by sharing the survey link via emails and the WhatsApp platform. Students were not accessed directly, but survey links were sent to parents, and requests to pass them on to their children in private schools were communicated with a full explanation of the type of data to be collected. The questionnaires were held active from the end

of March. The quantitative data was collected for almost seven months. All the questionnaires were revised before being entered into the SPSS programme, and incomplete questionnaires were eliminated.

Regarding the interviews and due to the COVID-19 pandemic, it was difficult to conduct face-to-face interviews with the participants, so almost all of the interviews were conducted via phone calls or communication platforms such as Zoom and Microsoft Teams. Only one interview was conducted face-to-face and following social distancing norms. Convenience and snowball sampling techniques were applied to reach a wide range of teachers and parents in their settings. When contacting the participants, consent forms were attached with the invitation requests (Appendix A12 shares the English and Arabic consent form). While doing this thesis, the researcher was working full-time at KHDA. The researcher recruited an experienced qualitative researcher to help with covering the interview schedule spanning respondents from Dubai and Al Ain. A day before the interview, the researchers sent a reminder and received confirmations from the participants. The researchers followed all the interview protocols and ethics before and during the interviews. Regular communications took place between the researchers to exchange ideas, measure progress achieved, and decide on the coming interview schedule.

All interviews were recorded after getting the participants' permission. Each participant was interviewed in one session that lasted between 22 to 57 minutes, with an average interview duration of 47 minutes, except for four interviews that lasted more than one hour. The interview sessions were recorded using two recording sets: a mobile phone and a computer. The interview recordings were stored in different laptops, solely used by the researchers.

A total of 37 interviews were collected from parents and teachers from Dubai and Al Ain in more than five months, from 12/02/2020 to 19/07/2020. All the interviews recorded were given numbers before the transcript, and the text transcripts were numbered accordingly. The researchers listened to each interview carefully, two times before starting with the transcription. The recorded interviews were transcribed verbatim into narrative text manually by the researchers (Appendices B1and B2 share samples of English and Arabic transcripts from parents and teachers). Twenty-two interviews out of the thirty-seven interviews were conducted in Arabic, and the rest were carried out in English. Arabic interview transcripts were translated into English. The MAXQDA programme was utilised to analyse the qualitative data.

3.10 Data Analysis

To maximise the benefit of the data collected in the mixed methods research design, Onwuegbuzie and Teddlie (2003) suggested using several data analysis strategies such as data reduction, transformation (from qualitative to quantitative and vice versa), data correlation, and data consolidation. Data can be additionally compared or integrated. Quantitative and qualitative data at first were separately analysed as they were collected for different purposes and at different spans.

During the first phase, selected policy documents were collected from the owners' websites. The history of each policy document/ material was visited to better understand each document's context and to organise all identified documents on a chronological basis. The conducted literature review presented in Chapter Two showed that countries with explicit student wellbeing policies/ frameworks ensured a clear definition of student wellbeing to share with the different stakeholders, with a level of importance granted to wellbeing of students in parallel to

their academic achievements. These countries also provided direction and guidance to facilitate student wellbeing promotion in schools. The roles of the different stakeholders were also signalled to enhance accountability. Student wellbeing policies were similarly found to be aligned with other policies for optimal implementation results (more details can be found in Chapter Two in the policies section). Therefore, the policy document analysis criteria for this study were designed as follows:

➢ The reference to wellbeing and/or student wellbeing definition or interpretation.

➢ The level of importance associated with student wellbeing.

➢ The identification of any directives or guidelines to guide schools on how to promote student wellbeing in schools and plan for and organise their practices.

➢ The clarification of roles and responsibilities of the various stakeholders towards student wellbeing promotion and any requirements for engagement and collaboration.

➢ The level of integration and coherence between the different policies.

In addition to these policy documents, the researcher conducted an extensive literature review to look into the various scales, indices and frameworks, related to student wellbeing. Identified subconstructs for student wellbeing conceptualisation and practice were used to generate the items of the questionnaires.

The quantitative data collected from the questionnaires were analysed using Statistical Packages for Social Science (SPSS 24.0). Descriptive statistics including frequency, percentage, mean and standard deviation were collected. Inferential statistics such as factor analysis, reliability tests, correlation tests, and severity indices were employed to interpret the quantitative data. The findings from the descriptive statistics were presented in tables and graphs to make them visually

clear and easier to understand. The significant advantage of descriptive statistics is that they permit the researchers to describe the information in many scores with just a few indices (Fraenkel & Wallen 2009). Principal Component Analysis (PCA) and confirmatory factor analysis (CFA) were also used, with the support of a statistician, to verify the reduction of the survey questionnaire items into a smaller number of factors (Punch 2009) and assessing the psychometric properties of the proposed tool. As a reduction technique, PCA enables the researcher to reduce the questionnaire variables without wasting so much information from the initial variables (Field 2013; Punch 2009). PCA begins by discovering a component with a linear combination of variables having considerable variation from the initial variables. Afterwards, the analysis continues to discover other components to report for a large variation. The analysis ends when components are found with the initial variables (Field 2017; Punch 2009; Morgan, Barrett & Leech 2011). CFA allows the researcher to analyse pre-set hypotheses using the proposed theory or model by observing a number of considerations to determine what consideration is best (Schreiber et al. 2006).

The CPA and CFA results provided complete sets of factors significant for both student wellbeing conceptualisation and practice and as portrayed by the different stakeholder groups. Some items were reduced from the original list using the varimax rotation technique. Details in the form of screen plots of data and rotated component matrix tables were generated. CFA findings were also modelled to present the link between the factors. Factor selection was based on attribute loadings with fixed values higher than 0.40 (Field 2017; Hair et al. 2010; Morgan, Barrett & Leech 2011). The approach was used to remove the highly effective influence of individual components. This means factors with maximum scores and correlation values were selected in each component.

For qualitative data generated through open-ended interviews with teachers and parents, semi-structured questionnaires with school leaders, and open-ended questions in the student questionnaire, content and thematic analyses were combined. The programme MAXQDA was deployed to store the interview transcripts and enable coding. Hoepfl (1997, p. 55) stated that "[q]ualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories; to examine them holistically fashion, and to find a way to communicate this interpretation to others". Creswell (2012, p. 274) added that "[a] thematic approach includes an extensive discussion about the major themes that arise from analysing the qualitative database. Often, this approach uses extensive quotes and rich details to support the themes". Silverman (2008, p. 159) highlighted that "in content analysis researchers established a set of categories and then counted the number of instances that fall into each category".

Coding can be defined as the process whereby data collected is extracted and conceptualised using a particular approach. The researcher's primary responsibility is to examine and code the unprocessed data from recorded interviews based on ideas, followed by building a model that helps investigate the important patterns (Bhattacherjee 2012). Interviews and open-ended questions from the student questionnaires were analysed in phases. At the start, the researcher jointly with the recruited qualitative data researcher examined the transcripts multiple times to determine out the most important statements and bring to light the experience of interest. Next, principal ideas concerning the theories underpinning the research and the main concepts highlighted in the literature review were identified. This approach drove the analysis process in a slightly deductive approach. The recurrent expressions and words were tabularised in themes alongside their codes and using the MAXQDA programme (Appendix B3 shows a sample of an interview analysis and themes that emerged from the interviews with teachers and parents).

Once coding was completed, analysis and comparison of the themes were conducted among the various stakeholders. Inductively, additional emerging themes were also searched and debated.

The reasons the researcher opted for a combined model of content and thematic analyses are multi-fold. First, the two types of analysis produce a more in-depth picture of the quality and quantity of the data collected from qualitative approaches (Braun & Clarke 2013). Additionally, thematic analysis enables the researcher to take a more central role in extracting the meaning, and the content analysis links theoretical and empirical aspects from the literature review to the context of this study (Neuendorf 2019). Both inductive and deductive coding are brought to the same perspective promoting some form of data triangulation (Fereday & Muir-Cochrane 2006). Lastly, the student wellbeing topic is considered a novelty in terms of conceptualisation and research in this area. The content analysis will enable interpretation and discovery of themes based on their importance to people and also novel themes that were not captured in the literature review (Vaismoradi, Turunen & Bondas 2013).

3.11 Ethical Considerations

Adherence to ethical considerations was followed in every step of the study. Data collection did not start until BUiD's Research Ethics Form was reviewed and approved. The questionnaire pilot studies were carried out using both hard copies and online versions. The hard copies had a consent section on the first page where participants were asked to sign (Creswell 2014). The questionnaire's introductory statement clarified to the participants that their consent was provided upon its completion and submission. Detailed explanations were provided to the interview participants when recruited to participate through emails and WhatsApp messages. Anonymity was always assured, and the researcher's contact details were provided along with

those of the study supervisor. Participants were also contacted one day ahead of the interview to confirm and remind them of their meetings. At the beginning of the interviews, a briefing about the study topic, purpose, and expected outcomes was restated, along with the participant's rights for emphasis. No personal information about the participants or information that could identify their schools was shared in all data collection activities. All participants were informed of their freedom to withdraw at any moment and the choice to leave questions unanswered upon their wish (Cohen, Manion & Morrison 20011). Permission to collect data in the participants' preferred language (Arabic or English) was always sought before the interviews, and recordings of the virtual sessions/ phone calls were also announced and approved.

Data was stored on a personal laptop that the researcher only accessed to protect participants' personal information. Codes instead of interviewee names were used in the transcripts and the demographic information.

Given the fact that the researcher worked with a qualitative data researcher and a statistician, extra ethical considerations were put in place. The intention of using external support was mentioned in the Research Ethics Form. Physical, psychological or social risks that could face the recruited qualitative researcher and statistician were appraised and discussed with them (Naufel & Beike 2013). Written consent was signed by the researcher, the recruited researcher, and the statistician to ensure data confidentiality and restriction of sharing. The recruited researcher, with a background in educational psychology, volunteered to go over the literature review collated for this particular study to familiarise herself with the concept of wellbeing and student wellbeing policies, conceptualisation and practices. A clear plan with listed tasks and detailed scope was co-written by the researcher and the recruited researcher to ensure adherence

to the research questions and methodology, including ethical considerations. Regular meetings took place virtually to reflect on the collaboration process and to ensure consistent practice between the two researchers. All data recordings and transcripts produced by the recruited researcher were verified by the first researcher to ensure no harm aspects were generated to the participants and accurate data was transcribed and to allow sharing of timely advice. Qualitative data coding and theme extractions were collectively conducted by the two researchers to ensure higher credibility and reliability of the analysis. All interviews were analysed while the two researchers were present, which allowed more in-depth discussions and refined development of a coding scheme.

3.12 The Researcher's Role

An important ethical side that was present throughout the research was the position of the researcher and how to ensure control of bias (Bourke 2014). Bias can be defined as the tendency that hinders neutrality or provokes prejudice towards one or more of the research questions. The first challenge with respect to the researcher's positionality was the fact that she was a school inspector at KHDA. Extra emphasis was given to request access to schools in the researcher's capacity of a doctorate candidate rather than a KHDA employee. Discussions with KHDA officials also included sharing of the original school sample to ensure the researcher was not scheduled for inspection rounds in the same schools. As per Bourke (2014), the researcher assumed an 'insider position' when collecting and analysing educational policies and programmes on student wellbeing. The researcher was also familiar with student wellbeing data available to KHDA as an input to the inspection process and as background information to guide certain discussions with various stakeholders when visiting inspected schools in Dubai. The

researcher was equally able to reach out to some school inspectors to review the questionnaire and the translated interview protocols. According to Bonner and Tolhurst (2002), being an insider researcher can present certain advantages such as deep understanding of the topic under study and respecting the social organisational structure of the authority she belongs to. In addition to being an insider in Dubai, the researcher assumed an 'outsider' position when it came to looking at Abu Dhabi-based policy documents. To acknowledge and control this dual positionality, the researcher was careful in selecting open policy documents to examine and test what was available to the public in both Dubai and Abu Dhabi. The researcher did not include policymakers in the data collection methods. The researcher adopted a pragmatic worldview to tackle this particular topic that required multiple data sources and engaged various participants. Multiple sources of data were used to optimise triangulation. The use of another researcher to co-oversee the coding of the interviews ensured in-depth discussion and verification. The researcher's positionality was continually questioned and reflected upon to enhance data validity and reliability when collecting data or analysing it.

3.13 Chapter Summary

A research methodology is the heart of every research. It is used to achieve the research objectives by answering the research questions and deriving recommendations. This chapter discussed the methodology of the study and outlined the pragmatic worldview of the researcher. A rationale for using the mixed methods approach and the sequential multilevel triangulated mixed methods design was shared. Various data collection methods including survey, interviews

and document analysis were presented and rationalised. In addition to ethical considerations, the role of the researcher was detailed to identify and control any potential bias.

CHAPTER FOUR: DATA ANALYSIS FINDINGS

4.1 Introduction

This chapter presents data analysis findings pertinent to the first and second phases of the research which help answer the following research questions:

Main question: how is student wellbeing captured in the UAE policy framework and what perceptions do the relevant stakeholders hold towards its conceptualisation and practices within the private school sector?

Sub-questions:

1. What policy frame guides the conceptualisation and practices of student wellbeing in the context of private schools in the Emirates of Abu Dhabi and Dubai?

2. What constructs can be used to develop a Student Wellbeing Evaluation & Enhancement Tool regarding student wellbeing conceptualisation and practices?

3. What are the factors that underline the Student Wellbeing Evaluation & Enhancement Tool?

4. What are the perceptions of parents, teachers, school leaders and students about student wellbeing conceptualisation and practices in UAE private schools?

5. Is the Student Wellbeing Evaluation & Enhancement Tool (SWEET) psychometrically sound for schools to evaluate their student wellbeing conceptualisation and practices?

The chapter is divided into four main sections. The first section highlights the first phase findings. The second section shares the findings from the second phase. The third main section of this chapter presents the results triangulation from all data collection methods administered in the two phases. The last section comprises the chapter summary.

4.2 Phase 1 Data Analysis Findings:

This phase was initiated with a qualitative approach based on the analysis of 12 policy documents. Additionally, literature review and analysis of 15 sources of relevant questionnaires, scales, and frameworks was conducted to identify potential student wellbeing subconstructs to include in this research. The results of the first phase informed the questionnaire and interview protocols development as data collection tools for the second phase.

4.2.1 Policy Document Analysis Findings

Given that data collection was carried out in Dubai and Al Ain cities for this study, policy documents related to the Emirates of Dubai and Abu Dhabi were collected and analysed. The choice of these policies is purposive to capture the national and local governments' visions and actions that directly relate to student wellbeing. These policies are also known to mark critical phases of public direction in the UAE and the two Emirates. For each policy document, a brief historical background is presented first to understand why it was issued and who the target audience was. Several analysis criteria are set to be examined in each policy document. These criteria include a) use and clarity of a student wellbeing definition, b) the level of importance given to student wellbeing, c) availability of any guidelines for promotion and practices, d) clarification of roles and responsibilities of the various stakeholders, and e) level of integration

and coherence between the different policies in relation to student wellbeing. These criteria align with the findings derived from the literature review. Given that Arabic is the official language of the UAE and the local governments, the search for wellbeing-related policies using various terms was conducted in the Arabic language, which is the researcher's first language. As a locally- adopted definition of the term policy, the Policy Manual of the UAE's Ministry of Cabinet Affairs define policies as "a definite course or method of action selected from among alternatives to guide and determine present and future decisions" (UAE's Ministry of Cabinet Affairs 2011, p.3). Policy documentation in the UAE is issued in different forms and on both levels: the federal government and the local governments of the Emirates. Table (4.1) shares a brief description of these forms that were consulted or incorporated in this research.

4.2.1.1 Policy Documents Timeline and Overview

The policy documents considered in this study were launched at close but different times, as depicted in the following diagram (Figure 4.1). A brief overview of each policy documentation is presented below, including national, local, and educational authorities' policies.

National Agenda 2021

On the national level, the first policy document in the timeline is the National Agenda (NA). The latter was launched in 2014 to direct the national and local efforts towards realising the UAE Vision 2021. The National Agenda includes six priority areas and identifies key performance indicators to be monitored and measured.

Table 4.1: Documentation Forms of UAE Policies (UAE's Ministry of Cabinet Affairs 2011)

Term in English	Definition	Term in Arabic
Charter	A formal document that describes the rights, aims, or principles of a group of people.	ميثاق/ وثيقة
Strategy	A set of statements that highlight the medium-term and long-term directions, priorities and actions to be taken to reach certain targets in the future.	استراتيجية
Framework	A basic structure to outline the main features framing a system or concept and the relationships between these features.	إطار
Legislations	A system of principles, goals, standards, rights and obligations adopted by the government with a set of mechanisms. Legislations can be in the form of laws, decrees, resolutions, orders, and by-laws.	تشريعات
Programs and initiatives	A combination of actions and projects that are integrated as ways of implementing a policy course, with the aim of achieving policy objectives.	برامج ومبادرات

The six priority areas are expected to develop and interconnect to make the UAE one of the best countries in the world. Education is the fourth priority mentioned in the National agenda:

1. Cohesive society and preserved identity.

2. Safe public and fair judiciary.

3. Competitive knowledge economy.

4. First-rate education system.

5. World-class healthcare.

6. Sustainable environment and infrastructure.

Education is seen as vital because it is directly linked to the nation's development. It is seen as a major reform of teaching and learning with increased inclination to use smart methods and

systems. By contemplating the indicators set for the education priority, most of them are concerning academic achievement targets:

- Average scores in the Trends in International Mathematics and Science Study (TIMSS).

- Average scores in the Programme for International Student Assessment (PISA).

- Upper secondary graduation rates.

- Enrolment rates in pre-school and foundation years in the university.

- Proportion of schools with highly qualified teachers and highly effective leadership.

- Proportion of students with high skills in Arabic.
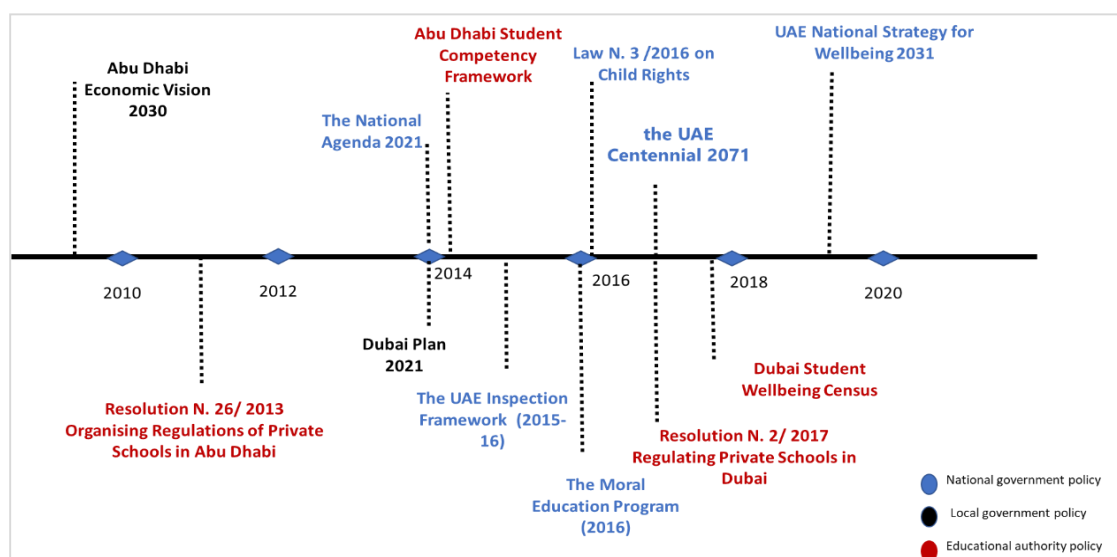
Figure 4.1: Student Wellbeing Related Policies and their Timelines

UAE School Inspection Framework.

The UAE School Inspection Framework is another national policy launched to monitor the efforts of public and private schools towards prioritising work on these indicators. This

framework was developed as a collective product between all the educational entities including, MoE, ADEK, and KHDA. It was implemented in all UAE schools starting from September 2015, and every educational entity conducts the inspections over the schools it oversees and using its resources (due to the COVID-19 pandemic, the framework was not applied in 2019-20). As per the need of the Emirates, supplements to emphasise new priorities and provide guidelines on assessment criteria and information are shared with schools (KHDA 2017). The framework is seen as a quality assurance mechanism that evaluates schools on a set of essential standards driving quality in educational provision and outcome. Schools are provided with descriptors to these standards which are further broken down into indicators and elements. The standards are listed below:

1. Students' achievement.

2. Students' personal and social development and their innovation skills.

3. Teaching and assessment.

4. Curriculum.

5. The protection, care, guidance, and support of students.

6. Leadership and management.

The second standard concerning wellbeing indicates the non-academic outcomes expected to be seen within students. A closer look at the descriptors demonstrates to schools the margin level of attitudes, behaviours, relationships, health and safety lifestyles, attendance and punctuality (schools can be rated from Very Weak to Outstanding). The framework expects outstanding schools to develop positive and responsible attitudes that lead students to adopt self-reliance. Exemplary behaviour is linked to self-discipline and the renouncement of bullying. Students are expected to develop sensitive relationships that consider the needs of others and respect the

differences between them, their peers, and staff. Students are expected to develop a high level of conscious understanding and behaviour towards safety and health and promote safe and healthy lifestyles. As a way of exhibiting responsibility and belonging, regular attendance should also be demonstrated by students. In addition to these personal outcomes, students are expected to develop knowledge and appreciation of Islamic values and Emirati and other cultures. Social responsibility is an expected outcome to be nurtured by outstanding schools by enabling students to benefit from engagement and volunteering in their classrooms, schools, and the wider community. Attending to skills that enhance students' work and environmental ethics and independence is another critical target.

While the first two standards focus on students' outcomes, the last four standards in the UAE School Inspection Framework are dedicated to providing the resources schools needed to accomplish the above-stated outcomes. Teaching is expected to be planned and delivered to promote students' engagement with the lessons effectively. Teachers are expected to know their students well and attend to their particular needs. The learning environments are expected to be well managed to facilitate individual and collaborative learning. The curriculum should balance knowledge, skills, and understanding and enable students to establish links to their real lives and contexts. The curriculum should be instrumental in giving students opportunities to nurture their talents ad interests and to enable meaningful progression towards post-school aspirations. Schools looking for outstanding judgments should provide supportive staff-student relationships and physical structures that ensure safe and healthy environments. Child protection awareness, policies, and mechanisms are expected to be in place. Support to meet the individual needs of students is to be provided. Guidance is to be designed, delivered, and monitored to enhance the wellbeing of students. Leadership is also expected to be a key enabler to high-quality

performance in schools. Leaders, including the principals, instil the vision and the inclusive culture of the school. Leaders are responsible to effectively situate the school within the UAE national and local contexts. Leaders are expected to develop and strengthen relationships inside and outside the school, particularly with parents. Effective strategic leadership of the school necessitates constant and systematic monitoring and planning. Resourcing and staffing deployment should be linked to students' achievements.

In terms of implementation, schools are provided with the framework and usually receive a team of inspectors who visit the schools to judge their performances. A variety of evidence sources are collected, including interviews with different stakeholders, observations and data, and document reviews.

The importance of this policy lies in the fact that it is directly linked to another policy of establishing school fee changes in the schools. KHDA allows schools to raise their fees above the Educational Cost Index (ECI) only if they achieved improvement in their ratings. A higher magnitude of the increase is allowed for schools in the lower rating end to finance their needs and maintain their improvement slope (KHDA 2019b).

The Moral Education Programme (MEP)

In 2016, a central policy of developing and implementing a national programme that targets moral education was launched in the UAE. Moral education can be defined as "the attempt to promote the development of children's and adolescents' moral cognitive structures (moral reasoning stages) in school settings" (Althof & Berkowitz 2006, p. 496). Traditionally, moral teachings are linked to religious education (Croitoru & Munteanu 2014; Wilson 1985). This

policy attempts to localise moral education as useful to all school children regardless of their religious backgrounds. Such a move is not the first internationally with other international educational systems such as Japan and Singapore having broadened their curricula to include programmes concerning citizenship, character, and moral education (Pring 2018). The move is aligned with the UAE aspiration to achieve social and economic recognition as a global leader. The global trend in promoting a knowledge-based economy is to develop future generations with a 'holistic approach' to education. The programme does not just target moral and ethics cognition but also aims to develop universal character building to contribute to local and worldwide health and wellbeing. The curriculum is also intended to promote active and practical learning activities where students learn by doing and teaching others. Although moral education is different from citizenship education and character education (Pring 2018), MEP can be viewed as an overarching programme targeting and infusing the three areas together:

> *The Moral Education program was born out of the UAE's broadened vision of building a sustainable society, grounded in the happiness, wellness and social well-being of its people. The program creates a framework of collaboration between the school, the family and the wider community to promote good citizenship. The use of the word "moral" in this context represents a set of attributes that shape the next generation to become citizens of the world.* (Moral Education 2021, Section 5)

The curriculum is developed to span over 12 years of schooling and covers four pillars:

- Character and morality: this pillar focus on building honesty, tolerance, resilience, and perseverance among students, promoting acceptance, cohesiveness, and diversity characteristics in society.

- The individual and the community: this pillar focus on building the capability of thriving in different situations and challenging contexts as part of a larger community. The

student is expected to utilise values and skills developed as part of the character and morality pillar, enhancing his capacity to thrive and contribute to his/her society.

- Civic studies: this pillar focuses on developing a good understanding of the UAE historical, political and cultural aspects and clarifies civic rights and responsibilities as a UAE resident.

- Cultural studies: this pillar focuses on creating knowledge about the local UAE culture and other world cultures.

The four pillars complement each other by providing a philosophical base through the character and morality pillar and a relational and ecological base through the other three pillars. A specific website (https://moraleducation.ae/) was created to raise awareness among the public and guide schools through MEP curriculum implementation and staff training. The well-supported programme includes resources, case studies, training kits, and a list of programmes that enable community volunteering and reach out. In terms of implementation, the MoE requires all schools to teach moral education as one stand-alone lesson per week (minimum of 40 minutes) or integrated with other subjects. The assessment policy is among the latest guidelines to be shared with schools. While there is no Fail grade to be given to a student, the assessment is more of a formative nature and includes performance tasks, portfolios, and projects.

Law N. 3/ 2016 on Child Rights (Wadeema)

Law N.3/2016 on Child Rights was issued in 2016 to outline and protect the legal rights of children in the UAE. A child is defined in the law as an individual up to 18 years of age. The law is often called 'Wadeema Law' in honour of an Emirati girl tortured to death by her father. Article (2) sums up the objectives sought from the law, which include an emphasis on the child's

right to life, security, development, and protection of the child from all forms of abuse, neglect, and exploitation. It promotes the child's Islamic faith (in case the family's religion is Islam) and national identity. Additional objectives focus on raising awareness among children and the public about child rights. Particular interest is given to raising children based on morality, respect of parents, family and the surrounding, and responsibility and self-reliance. The last objective is about enabling the involvement of children in different aspects of their lives and in line with their age and developmental abilities.

The UAE law on Child's Rights aligns in content with the children's rights mentioned in the United Nations Convention on the Rights of the Child (CRC). CRC is highly viewed as the children's protector from all aspects of poverty and aims at assuring the basic resources for appropriate growth and development (Lee 2009). While both the convention and the Emirati law on child's rights do not explicitly mention wellbeing, they attempt to secure various aspects contributing to child wellbeing (UNICEF 2007). Such aspects promoting child wellbeing can be summarised in six dimensions:

1) **Material wellbeing**: the Emirati law states that children are to be provided with a standard of living that is adequate for the child's physical, mental, psychological, and social development. The Emirati law guarantees support to families without income.

2) **Health and safety**: the Emirati law ensures the child's access to health services with particular protection from pollution, tobacco and substance abuse, and infectious risks to the mother and the child.

3) **Educational wellbeing**: the Emirati law grants non-discrimination and ensures equal access to educational services with no risk of abuse. The voice of children and parents is also promoted in the education context.

4) **Relationships**: Emirati law promotes secure and protective family structures that should provide for the child.

5) **Protection from risky behaviours and violence**: Emirati law protects the child from acts of neglect and abuse.

6) **Child participation and involvement**: Emirati law recognises the child's right to voicing his/her opinion, particularly in matters related to him/her.

The UAE Centennial 2071

The UAE is among several countries that are increasingly applying future foresight to study their scenarios for the future (OECD 2019c; UAE Ministry of Cabinet Affairs 2021). Future foresight can be defined as critically considering the impact of certain uncertainties in various sectors to anticipate challenges and seize opportunities through timely decision-making (Greenblott et al. 2018). This forward-thinking planning is essential for the UAE to build alternative resources and capabilities for the years when oil extraction opportunities are limited.

In anticipation of the country's union centennial in 2071, the UAE launched the "UAE Centennial 2071" as a long-term plan that aspires to build the UAE and prepare future generations (National Media Council 2017). The four main axes that constitute the plan are Government, Economy, Community, and Education. The theme of a first-rate education system is still paramount in the Centennial plan. By combining a focus on science, engineering, and technology with an equal emphasis on ethics and values, students are encouraged to be open-

minded and at par with others in mature economies. Figure 4.2 shares the main elements of the

education and community axes. Focus is given to happiness, positivity and optimism, safety,

health, and ethical values needed to foster co-existence and diversity.
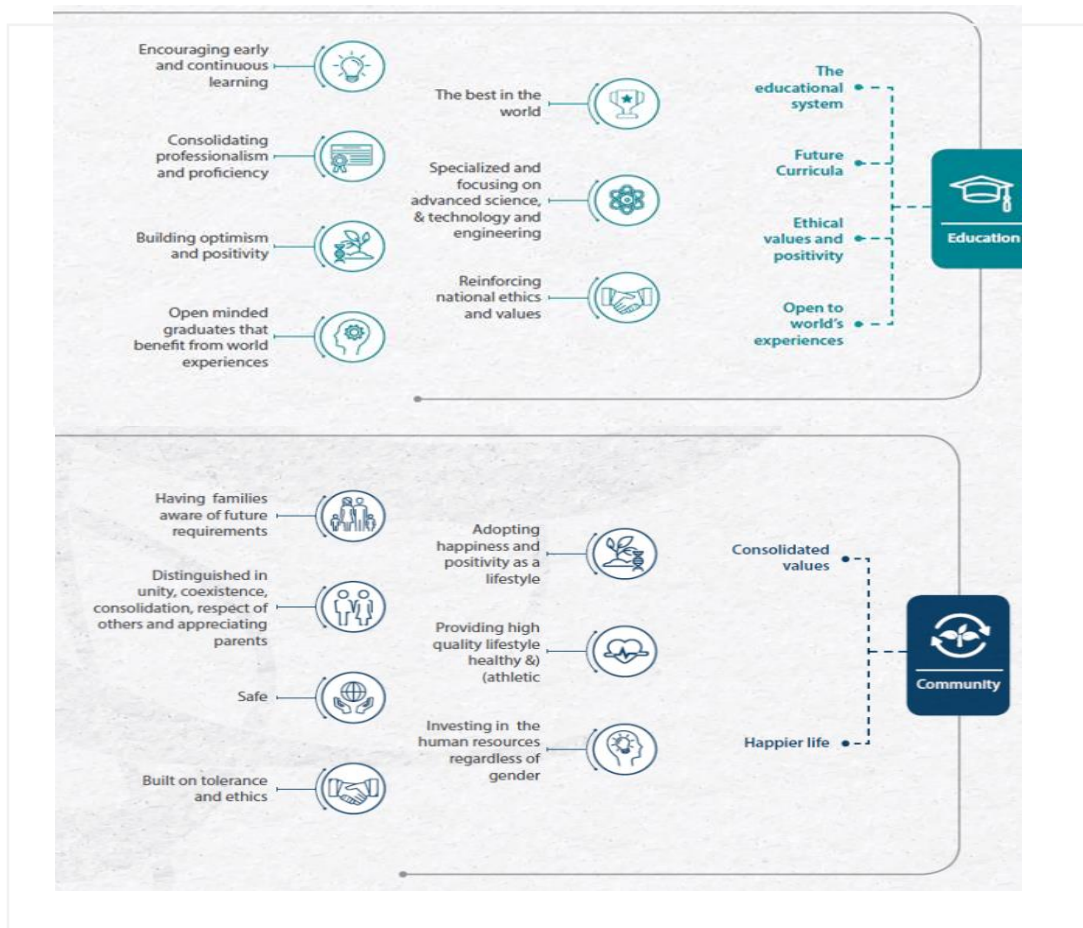
Figure 4.2: The Education and Community Axes in the UAE Centennial Plan 2071
(National Media Council 2017)

The National Wellbeing Strategy 2031

In 2016, The UAE launched the National Programme for Happiness and Positivity to record and

monitor its practical direction towards promoting happiness and wellbeing within UAE

communities. The agenda accompanying the Programme includes a set of initiatives that intend to raise a wellbeing culture among individuals and groups and align the cross-sectoral policies and programmes offered by government entities to maximise coherence and outcomes (UAE Government Portal 2021a). One of the early initiatives that were introduced through the Programme was to establish the Global Happiness Council. The goals of the Council include showcasing best concepts, and policy practice with respect to happiness and wellbeing. Advancements concerning positive education are shared periodically in a published report by the Council (Seligman & Adler 2018; Seligman & Adler 2019).

In 2019, the National Wellbeing Strategy 2031 was launched to reinforce and organise the various efforts of government entities towards wellbeing promotion. The scope of the strategy encompasses both individuals and communities and targets areas such as physical and mental health, social relationships and education, among other areas. The strategy aims to shift the government's work towards wellbeing centrality. Measurement and monitoring are vital to this strategy because they enable setting the position of the UAE with regards to wellbeing indicators in the international arena. The strategy encourages the development and alignment of various initiatives between the public and private sectors in different areas. Wellbeing skill building is also targeted through a number of initiatives. One of the strategic initiatives relevant to this thesis is the launch of the Well Schools Network, as a joint initiative between the National Programme for Happiness and Wellbeing and MoE. Registration in the network is optional for both public and private schools. Information is also provided that guides these schools to adopt positive education-related applications. Consultations are available through the network's pool of people with knowledge about wellbeing, and grants can also be sought. An incentive scheme is attached to the initiative to reward schools with evidence of best practice. Figure 4.3 shares

the recommended mechanisms for schools to follow concerning students and parents, teachers, school environment, and society.

The areas receiving focus under the Well Schools Network directly target students, families, teachers, school environment, and community. Emphasised wellbeing dimensions within students and families include healthy eating and lifestyles, positivity, and self-accomplishment concerning studying and awareness-raising of wellbeing knowledge and skills among students and families. As far as teachers are concerned, initiatives to encourage teachers' recognition, safety, and positivity are encouraged. Promoting teacher-student relationships is also recommended to benefit both teachers and students. The school environment provides the setting where knowledge, values, skills, and relationships are developed. Schools are encouraged to establish strength-based and collaborative environments that lead to effective learning and teaching. Initiatives that can target the community can involve volunteering actions and participation in community events and occasions. In-depth knowledge about the UAE vision
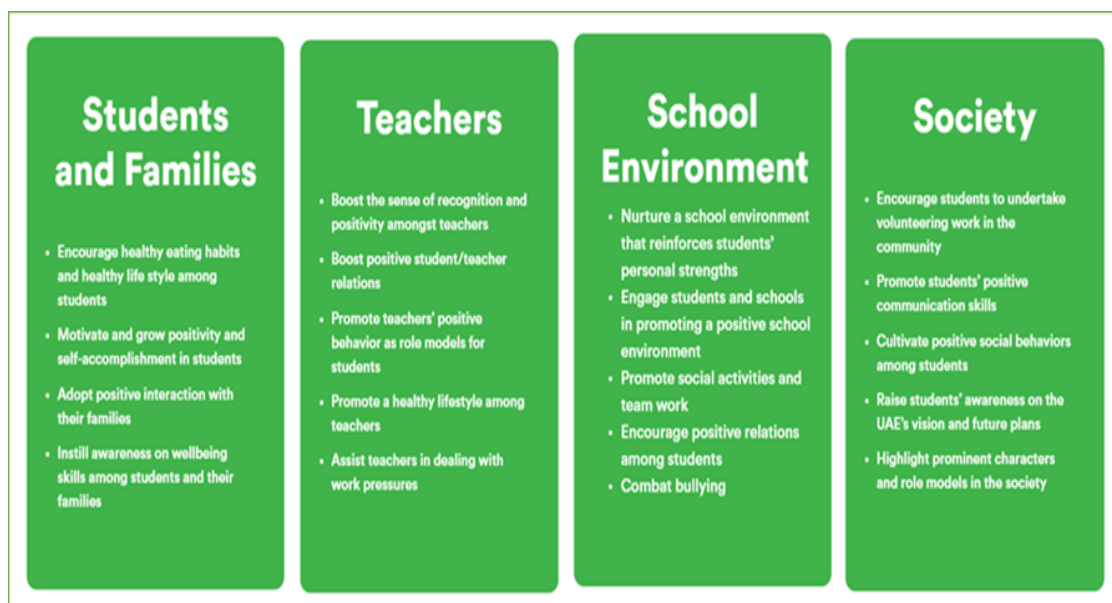
Figure 4.3: Areas to Initiate Wellbeing Initiatives Under the Well Schools Network (MoE 2021a)

and future direction is also recommended. As of March 2019, more than 250 schools are part of the School Well Network.

The above-shared overview of the six national policy documentation indicates an increasing interest in wellbeing. Wellbeing and happiness-related terminology are more explicitly seen in the recently developed policies. Education in the national documents is instrumental in achieving the country's aspirations for its economy and society. The focus is on universal values and morality as a common bridge to unite all those living in the UAE and prepare future generations. The direction of Abu Dhabi and Dubai as local governments is presented next.

Abu Dhabi's Economic Vision 2030

Based on a comprehensive policy agenda initiated in 2007-2008, the Emirate of Abu Dhabi devised a series of strategic plans in various sectors to implement the agenda. The overarching vision that guides all plans achieving a "secure society and a dynamic, open economy". Education appears as one of the pillars supporting this vision to attain premium education, along with modern health and infrastructure. The Economic Vision 2030 calls for diversification of the economy to reduce the over-dependence on oil. Upgrading the education sector and developing human capital with increased educational attainment will boost employability and competitiveness in the market. Therefore, one of the objectives of this strategy is based on preparing the Emirate's youth into entering the workforce. The planned reforms centre around curriculum review and overhaul, participation and school completion rates improvement at all rates, development of work experiences among youth through summer jobs and vocational education. The term wellbeing is mentioned on three occasions in the report and is linked to economic development.

Dubai Plan 2021

Strategic direction from Dubai leadership to transform Dubai into a regional commercial and financial hub is in place. Dubai now exhibits an advanced model of service diversity in the fields of tourism, aviation, real estate, and financial transactions (Hvidt 2009; Sigler 2013). The first strategic plan of Dubai was called Dubai Plan 2015. It was launched in 2007 and focused on building the government base in providing essential and integrated services in key sectors and the needed urban structures. Dubai Plan 2021 is a continuation of what was achieved through Dubai Plan 2015, focusing on people and society (The Executive Council 2018). The plan aspires to realise the following aims:

- The People: "City of Happy, Creative & Empowered People"

- The Society: "An Inclusive & Cohesive Society"

- The Experience: "The Preferred Place to Live, Work & Visit"

- The Place: "A Smart & Sustainable City"

- The Economy: "A Pivotal Hub in the Global Economy"

- The Government: "A Pioneering and Excellent Government"

Individuals are the central target in the plan (The Executive Council 2014), with a set of qualities expected to be developed to help them drive further the Emirate. Figure 4.4 highlights the main aims sought on the levels of individuals. Wellbeing is evidently mentioned where people seek it purposefully for themselves and their families. Health is featured as an essential element for people to protect and promote along with skills building and cultural relationships. Both education and upbringing are seen as enablers to shaping and enhancing wellbeing and health. Individuals, particularly Emiratis, are expected to develop a sense of meaning and responsibility

towards their families and society and endeavour to adopt entrepreneurship and realise financial sufficiency.
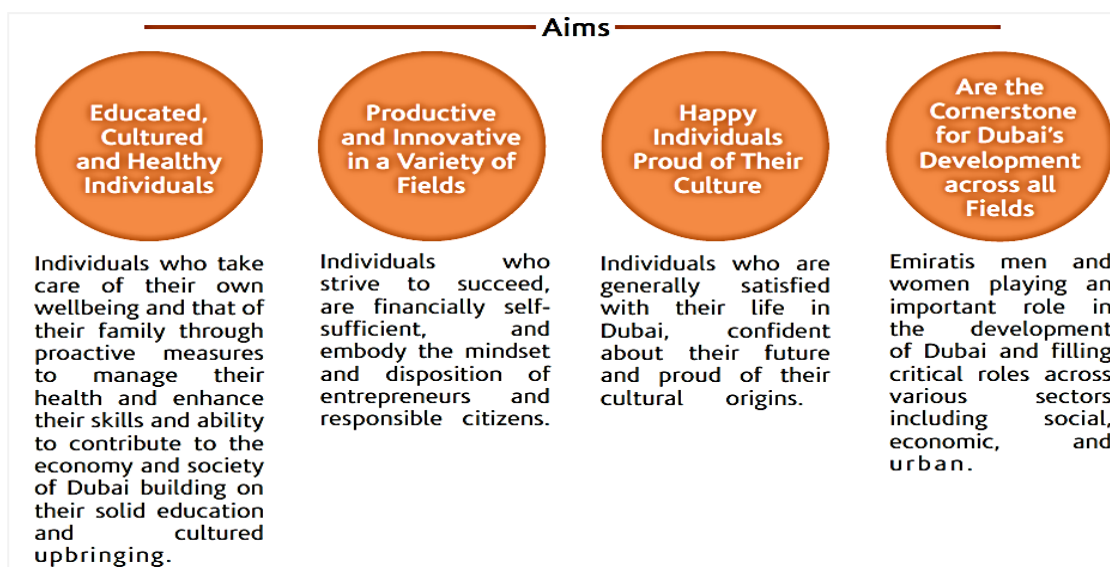
Figure 4.4: Aims for the Theme 'People' in Dubai Plan 2021 (The Executive Council 2014)

Dubai is also known for hosting the annual World Government Summit as a global knowledge platform where international governments meet and propose policy agendas in line with the technological and innovative advancements worldwide. Summit rounds from 2017 to 2019 cantered on the theme of happiness and its importance for government work. In particular, "positive education" was a policy topic reviewed and reported annually at the summits (Seligman & Adler 2019).

Abu Dhabi's Resolution No. (26) of 2013 Concerning the Organising Regulations of Private Schools in the Emirate of Abu Dhabi

The legislation was adopted in 2013 and has a total of 87 articles. The legislation defines certain principles that private schools should adopt to guide their cultures and practices. Examples of

such guiding principles include teamwork and collaboration with others, integrity, and honesty. Schools are expected to respect the school community, including students, staff, and parents. Responsibility for care and compassion towards others is also highlighted. The objectives declared in the legislation link to the goals of Abu Dhabi's economic vision. Students are expected to obtain the necessary qualifications to be at par with other students in the international arena. In addition to preserving their Arabic and Islamic culture, students are expected to be well prepared for competition and face global challenges.

Students' protection is also emphasised in the legislation. As part of the students' rights, students ought to be protected through mechanisms of reporting and protection policies. Equality of access to students, including those with special needs and disabilities, and support are mentioned. Extra-curricular activities are expected to be provided by schools to enable personal growth. Behaviour policies and protection from expelling are required from schools, in addition to securing the support provision from a counsellor. Involvement of parents is expected and stressed as a right. Safety with regards to school facilities and the learning environment are mentioned however, the term 'wellbeing' is not present in the legislation.

Abu Dhabi's Student Competencies Framework (SCF)

To provide a unified direction for the schools working in the private sector, in 2014, ADEK adopted the Student Competency Framework (SCF). The model outlines key values and skills to be targeted as part of the students' outcomes regardless of the curriculum. The model serves equally the expectations of human capital development set in Abu Dhabi's Economic Vision 2030. It promotes educational outcomes that surpass the sole focus on knowledge in the

curriculum content to a broader focus on knowledge, values, attitudes, and skills that constitute

competencies. Figure 4.5 illustrates the main elements of the SCF.

Figure 4.5: Abu Dhabi Student Competency Framework (ADEK n.d)

Competencies are increasingly referenced in education-related literature (Glaesser 2019). The

advantage of focusing on competencies is to build a person's constitution to deal with unknown

or challenging circumstances. Competencies can shift the focus of educational policies from an

input-oriented approach to an output-oriented approach and thus require adopting certain

performance measures (Ertl 2006). The SCF is built centrally on the 21st Century skills such as

creativity, innovation, and critical thinking. The framework adds to these learning skills a set of

personal and social skills to equip students with emotional and social readiness and resilience

for the future. Because of the social and cultural characteristics of Abu Dhabi and its private

educational sector, the third set of skills under the label of national and global citizenship skills are also included. The framework is underpinned by values that shape the character development of the students. Such values include respect, honesty, integrity, and tolerance. The framework is built with a developmental focus so that all grades, K to 12, have their own set of outcomes. The implementation of the SCF started in 2016-2017 (ADEK 2017).

Dubai's Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

The legislation was issued in 2017 and has a total of 39 articles. The objectives are driven by the need to regulate the private education school sector, boost the quality of services, and encourage investment and international best practices. While no specific student outcomes are mentioned, alignment with the vision and strategies of the Dubai Emirate is outlined. In contrast to Abu Dhabi's legislation, Dubai's Resolution stresses the expected roles of KHDA and a list of obligations to be followed by private schools. In particular, student treatment with equitable measures and admission of students with special needs and disabilities are stipulated. Schools are expected to raise parents' awareness about their children's educational needs and relevant matters. Students' protection is also highlighted as part of the schools' obligations by providing safety policies and ensuring the safety of the facilities and the transportation provision. Schools are required to offer various extracurricular activities and programmes, in addition to counselling, healthcare, and social and psychological programmes. The term 'wellbeing' is not mentioned in the legislation.

Dubai Student Wellbeing Census (DSWC)

In 2017, KHDA launched its first wellbeing census that targeted students from Grades 6 to 9 in all Dubai private schools. After its extension to students in Grades 10-12 in 2018, the fourth round of the five-year project was administered in 2020. As stated on KHDA's website, the rationale for conducting the survey is to find out how students think and feel about their wellbeing. The Census covers mainly social and emotional wellbeing. Questions in relation to happiness, satisfaction with life and school, stress and anxiety in relation to school and relationships with others inside and outside the school are covered. The Census also aligns with Dubai leadership's focus on the subject of wellbeing, happiness, and quality of life (KHDA 2021). The survey is also aimed to help schools understand how their students feel about their school life, including relationships with others. To develop the tool, KHDA partnered with the South Australian Government, which had its own survey used for their schools. The survey was reviewed, and some changes were reflected to serve the contextual particularities of Dubai. The survey was conducted online at the schools' sites, using English, Arabic, and French survey versions. Special coordinators from schools are annually trained to manage the logistics of survey conduction and provide guidance to students if needed. The latest available statistics are for 2019 and include 105,526 students from 187 schools. The survey is built based on PERMA elements with the addition of a health component.

Educational policies are usually reflective of the vision and aspirations of educational authorities. These visions and goals are usually linked to the governance scope and mandate of the educational authority (just public schools/ public and private schools/ just private schools).

The visions, missions and strategic goals of MoE, ADEK and KHDA are shared in Appendix C4 to complement the analysis of the policy documents.

4.2.1.2 Policy Frame Analysis Findings

According to the timeline captured by the selected policies (as depicted in Figure 4.1), all of them have been developed around 2010-2020, which facilitates comparison between their content. The findings from the policy documents analysis are presented below:

1. Reference to wellbeing and/or student wellbeing definition or interpretation:

Five out of the 12 policy documents explicitly mention wellbeing and/or happiness and positivity. Dubai Plan 2021 (The Executive Council 2014) marks an early shift in the language used that revolves around wellbeing terminology such as happiness, striving, and satisfaction on the levels of people. The role of education in equipping students with the right skills to achieve these outcomes is also highlighted. In terms of the meaning of wellbeing, Dubai Plan 2021 encompasses a multidimensional interpretation of wellbeing, including subjective elements such as satisfaction with life and happiness and psychological elements such as assuming responsibility and relating to one's own family and community. Health is also raised as a pre-requisite to building a good life. In contrast to Dubai Plan, Abu Dhabi Economic Vision does not focus on wellbeing in its vision for the Emirate's society, and the words 'secure society' are used instead.

The Moral Education Programme mentions wellbeing, with more focus on character building and universal values acquisition. The concept of living with others and developing resilience in the face of challenges are also highlighted. The fact that moral education is presented as a

curriculum that spans the totality of the school duration of the students can strengthen opportunities to embed concept and practice and provide students with the language and understanding of wellbeing.

The policy document with most emphasis on wellbeing is the UAE Strategy of Wellbeing 2031. The long-term strategy presents a unified national roadmap that engages various sectors and different society segments. The students are targeted through the engagement of their schools in using the resources offered by the network. Aspects of wellbeing highlighted include healthy lifestyles, positive relationships with family and teachers, combatting bullying, and reinforcing positivity and strength. Students' development of purpose and responsibility towards their communities are also comprised. One of the latest policies that also explicitly mentions wellbeing is the UAE Centennial 2071. Education is presented as a capability that enables students to develop proficiency, professionalism, positivity, and optimism. In terms of expectations for the community members in the same plan, a set of common values and a happy life are drawn as expectations. These are fuelled by healthy lifestyles, safe environments, strong ties with families, and respect for others.

The last policy document that targets student wellbeing is the Dubai Student Wellbeing Census. Based on the assessment, its scope is broadly defined, covering aspects of the students' lives inside and outside the school. Elements concerning health-related behaviours, happiness, safety, relationships with peers and teachers, mental health and bullying, and aspirations for the future for the old students are all captured.

The legislation that organises private schools' establishment and activities in both Emirates is void of any mention of wellbeing concerning students or others in the school context. The Law

on Child's Rights does not use the terminology of wellbeing. The UAE School Inspection Framework and Abu Dhabi's Student Competency Framework, developed in the aftermath of the National Agenda, do not refer to student wellbeing but highlight personal and social development of students as part of the outcomes expected for students. While wellbeing is captured through various dimensions, a clear and unified definition of student wellbeing is not available through these policy documents.

2. The level of importance associated with student wellbeing

The National Agenda was mainly built towards bridging the gap in students' academic performance compared to other countries. International comparisons usually revolve around measuring international assessments' average scores, such as PISA and TIMSS (OECD 2019a). Authors such as Gorur (2016) raise the issue of reducing educational outcomes to a few indicators that serve economic orientations. The link assumed between educational outcomes and the country's economic achievement, measured by GDP, is strongly seen in economic plans and strategies (Gorur 2016). This is also noticed in Abu Dhabi's Economic Plan 2030 and its legislation towards private schools. Morris (2016) and Sahlberg (2015) delineate the standardisation effect promoted by international assessments by stressing all students are prioritised certain subjects because they are easier to measure on a big scale.

The UAE School Inspection Framework separates personal development from the standard of students' achievements. The school's overall judgment allocation (one out of six possible: 'Outstanding', 'Very Good', 'Good', 'Acceptable', 'Weak', and 'Very Weak') is directly linked to three main limiting indicators: students' academic progress, teaching, leadership

effectiveness and self-evaluation, and improvement planning. In terms of messages sent to the schools, academic achievement is prioritised according to other non-academic achievements.

The Moral Education Programme, introduced in 2016, reinforces a degree of importance to covering values, community participation, and cultural awareness and tolerance among students. However, the delivery of this curriculum in the form of a standalone subject or integrated with other subjects and the association of assessment strategies can limit students' appreciation of it can diminish any creative or spontaneous reflection.

The Well Schools Network initiative under the UAE Wellbeing Strategy 2031 is provided with resource-based incentives and practice sharing, which encourage schools to commit to it. However, the voluntary nature of participating in the initiative means that some schools, and their students do not access the benefits of the programme. Additionally, the Well Schools Network can unintentionally raise a message to schools that the way to promote student wellbeing is through joining this initiative, and therefore it does not necessarily lead to schools acting in a whole-school approach.

The Dubai Student Wellbeing Census reflects a priority from the Emirate of Dubai and KHDA to bring wellbeing to the radar and attention of private schools. On the one hand, the survey tool can be quite useful to KHDA to monitor their students' wellbeing and wellbeing variations and related characteristics in Dubai. On the other hand, the extent to which students comprehend the meaning of the questions and their relevance is not obvious. The survey is not intended to measure students' wellbeing on an individual level, so its use and benefit are not straightforward. In addition, since the wellbeing survey is conducted on an optional basis, no further enforcement can be attached.

The direct link between academic outcomes and other non-academic outcomes is not elaborated in all the analysed policy documents. The Dubai Plan 2021 attempts to present wellbeing and health as a driver to gaining educational skills. The studied policy documents do not present a clear and direct link between the academic and non-academic student outcomes, and therefore do not convey a congruent message of importance to schools to promote them equally.

1. **The issuance of any directives or guidelines for schools about student wellbeing**

Compared to the policy practices seen in other countries (e.g., New Zealand, Ireland, Australia), the UAE does not have a designated student wellbeing policy or framework. Both Dubai and Abu Dhabi legislations regulate schools to establish safety policies and guidelines and provide healthy environments. Abu Dhabi's legislation explicitly signals bullying, whilst equitable treatment of students is emphasised in both legislations. Also, common expectations include support provision to students, including students with special educational needs and disabilities, and the provision of counselling services. Parents are referred to with expectation that they are to be engaged and involved in all aspects of schooling and educational reviews. Extra-curricular activities are recommended for schools to enrich the learning experience. The guiding principles in Abu Dhabi's legislation are useful in directing schools towards a positive culture of respect, integrity, compassion, and care towards others.

Abu Dhabi's Student Competence Framework provides some guidance to schools to incorporate it along with their curricula. While the SCF covers the scope of the Abu Dhabi Emirate only, the Moral Education Programme overlaps to a great extent with SCF when it comes to values focus. However, their approach is different as far as delivery is concerned. This can create certain challenges for Abu Dhabi's schools to satisfy the requirements in delivery and

assessment within the framework and the programme. The Moral Education Programme also lacks reference to emotional skills concerning wellbeing.

The UAE Inspection Framework constitutes a principal reference for all UAE schools to indicate best practices that define and enable high-quality education provision. The descriptors attached to Standard Two: Personal and Social Development, relay to schools the non-academic outcomes they need to nurture concerning their students. In the framework, the effect of some other standards related to teaching, curriculum, care and support, leadership, and governance are sometimes linked to students' achievements. However, schools do not have a clear indication of how these standards affect students' outcomes and how they interact and collectively to affect students' outcomes. The fact that data is requested as evidence regarding students' academic achievements and scrutinised by the inspectors could lead schools to exert more attention towards academic outcomes. Equally important, the School Inspection Framework does not cover the safety and wellbeing of teachers and the other school personnel. Attention to staffing is limited to recruiting, developing, and deploying staff to optimise students' achievement. As depicted in the literature, teacher wellbeing is strongly linked to student wellbeing (Renshaw, Long & Cook 2014; Samnøy et al. 2020; Viac & Fraser 2020; Zee & Koomen 2016). This was somewhat addressed through the UAE Wellbeing Strategy 2031. The latter brings attention to the role of teachers and the importance of their safety and wellbeing as one essential component along with children and families, the learning environment, and the community. In terms of the availability of clear directives about student wellbeing and how schools' cultures, practices, and resources affect the promotion of student wellbeing, the analysis of the present policy documents does not indicate enough guidance.

2. **The clarification of roles and responsibilities of the various stakeholders towards student wellbeing promotion.**

Dubai and Abu Dhabi legislations require schools to hold relationships with parents and other community members to facilitate the educational experience of students. Parents are entitled to information and guidance in matters related to their children. The Abu Dhabi legislation is particularly expressive about the role of the headmaster/ principal in holding the responsibility of the guardian when the student is under the care of the school. School staff and professionals are responsible for providing counselling and inclusion services for students who have additional needs.

The Dubai Plan 2021 briefly mentions the relevance of cultural upbringing to strengthen the individual's skills and readiness. While the UAE Centennial 2071, the Student Competency framework, the Moral Education Programme, and the Dubai Student Wellbeing Census mention the importance of family and community-based relationships and ties, no clear responsibilities were detected. In contrast, the UAE Law on Child's Rights places significant emphasis on protecting the rights of the child on parents. Schools should ban all forms of violence against children and devise ways to engage children in learning and avoid children's escape.

The UAE Inspection Framework specifies certain responsibilities on particular people linked to student wellbeing enhancement. For instance, teachers are expected to design and provide conducive learning environments and encourage students to participate and learn. Teachers are equally required to interact with students to keep them focused on discussion and learning. Knowledge of students is a need for teachers to strike a balance of challenging tasks and appropriate support. In terms of health care and support, school leadership is responsible for implementing the necessary policies and processes. Staff are expected to be trained on child

protection procedures. The scrutinised policy documents focus on students' safety and health aspects and enforce schools to support their needs. The UAE Inspection framework clarifies the role of the teachers in supporting the learning experiences of students and the role of leaders in ensuring learning environments are safe and accessible.

3. The level of integration and coherence between the different policies

The timeline of the included policies (Figure 4.1) highlights all the policies were temporally closely adopted. The latest policy documents to be released are the UAE Centennial 2071 and the UAE Wellbeing Strategy 2031, which mention wellbeing in explicit terms with recurrent reference to wellbeing, resilience, positivity, happiness, positive relationships and engagement, etc. In terms of alignment, The UAE School Inspection Framework explicitly refers to the National Agenda 2021. The Student Competency Framework and the 2013 Abu Dhabi Resolution No. (26) Concerning the Organising Regulations of Private Schools explicitly align with the Abu Dhabi Economic Vision 2030. The Dubai Student Wellbeing Census infers Dubai leadership's vision and Dubai Plan 2021. The Moral Education Programme and the UAE Law on Child's Rights stand out as two national policies with no clear link to the other educational policies. They provide, however, a needed base of safety, security, morality, character, and values development. Throughout the various policies, relationships, and responsibilities of students towards their families, school, and the community are emphasised. If the definition of social and emotional skills of the Collaborative for Academic, Social, and Emotional Learning (CASEL) is borrowed, five areas constitute together in a complementary manner needed competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Less coverage is observed concerning self-awareness and self-

management in comparison to the other three competencies. Apart from the Moral Education Programme and the Student Competency Framework, which are curriculum-related, the other policies do not specify particular programmes or strategies that schools can link directly to student wellbeing promotion. In most of the examined policy documents, the students' voice is not clearly stipulated as part of the students' rights and an enabler of student wellbeing (Graham et al. 2014; Levitan et al. 2018). With all the policies being implemented together, it can be a challenge to distinguish the impact of each policy on student outcomes and wellbeing in an objective manner. The policies depict the national and local interests. However, in comparison to international practice with purposefully developed student wellbeing policies and frameworks, schools can be at the risk of being challenged in making sense of the above-discussed policies and ensuring coherent and comprehensive student wellbeing conceptualisation and practice.

4.2.2 Construct Identification for the Student Wellbeing Evaluation & Enhancement Tool

Several subconstructs were identified and verified from the conducted literature review to be related to the two domains or meta constructs of student wellbeing conceptualisation and practices. Appendix B7 shares the analysed details of 15 sources that are not meant to be exhaustive but comprehensive enough to provide an evidence-base of relevant constructs gathered from empirical research.

4.2.2.1 Subconstructs Identified for Student Wellbeing Conceptualisation

Figure 4.6 is proposed by the researcher to illustrate the relationship between the selected theories underpinning student wellbeing conceptualisation along with the subconstructs

identified in the literature review and the questionnaire item topics for the survey questionnaire, the basis for SWEET development. A brief explanation about each subconstruct is presented below.

Subjective wellbeing: Literature talks about happiness, and it is also a frequently mentioned construct in the UAE context. The overarching programme that oversees wellbeing initiatives is named the National Programme for Happiness and Positivity. Positive emotions are among the building blocks of PERMA and Subjective Wellbeing theories (Diener et al. 1985, Seligman 2011). Positive emotions can relate to students' lives in the past, present, and the future. Positive emotions can be felt and expressed by students and can be noticed by others around the students. Negative emotions, however, define a subconstruct that affects life satisfaction, and it is distinct from positive emotions. It also varies as per the individualist or collectivist nature of the society (Kuppens, Realo & Diener 2008). Negative emotions can be caused by various events in the school context, such as bullying, work pressure, and inability to access support.

Emotions, generally, can influence learning-related processes such as focus, memory, and motivation to learn (Lewis et al. 2008; Tyng et al. 2017) and, therefore, any potential learning outcomes (Boekaerts & Pekrun, 2015). Identifying, expressing, and controlling negative emotions are important skills students need in their physical and virtual learning journeys (Boekaerts & Pekrun, 2015, Wortha et al. 2019). Satisfaction with life at school is important because students spend a significant number of hours in school, and therefore their satisfaction with life will be affected by this experience (Roeser & Eccles 2000). Satisfaction with life is usually self-reported, enabling students to voice their own cognitive and affective evaluation of their life (OECD 2017). The quality of the students' educational experiences is influenced by

many practices happening in the school, from teaching to the school environment to the relationships they forge as they develop (Baños, Baena-Extremera & Ortiz-Camacho 2019; Seligman & Adler 2018). While entertainment may not be seen as directly related to the school context, fun activities can increase students' engagement and positive emotions.
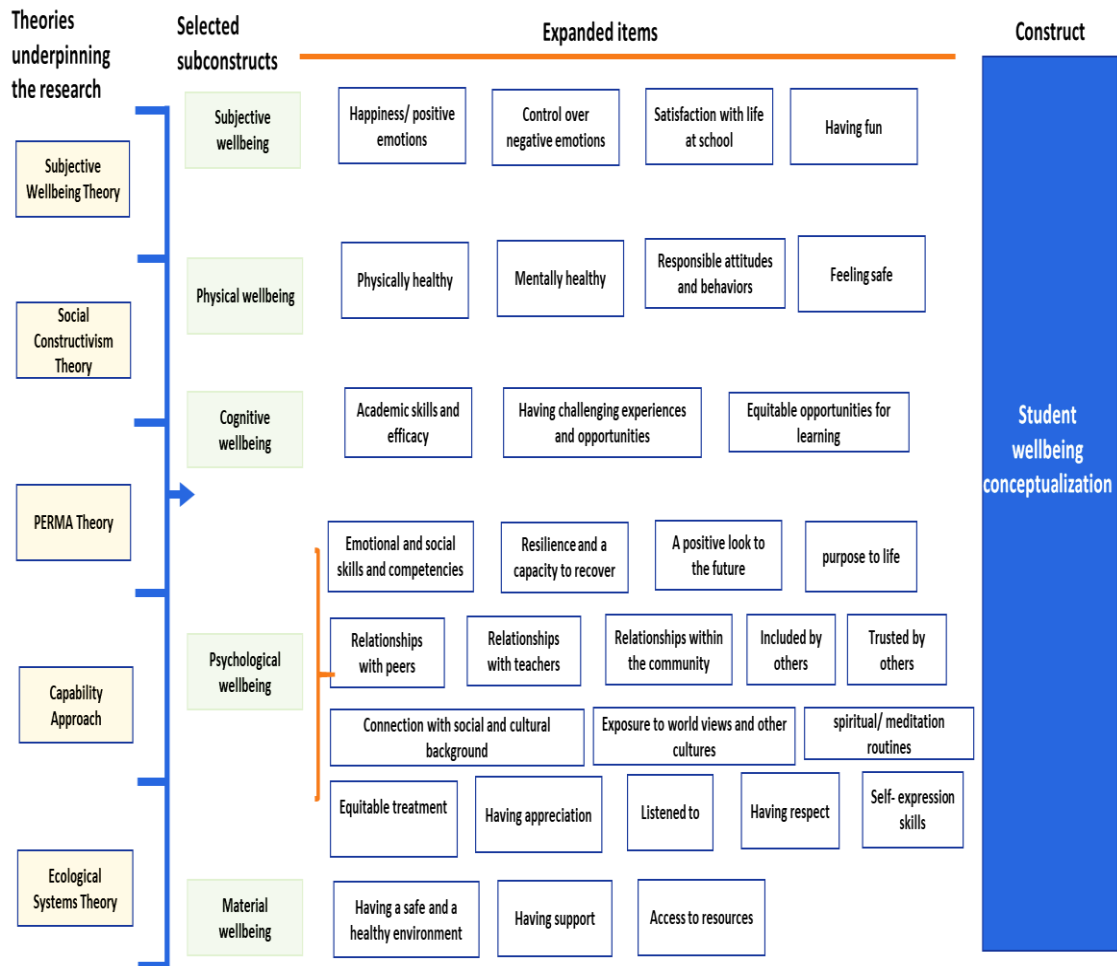
Figure 4.6: Theoretical Linkage, Subconstructs and Items Selected to Identify Student Wellbeing Conceptualisation

Enjoyable activities and recreation can have positive psychological and physiological effects that facilitate learning (Pressman et al. 2009). Amusement and recreation can boost energy,

creativity, and focus (Hromek & Roffey 2009). The assumption that only young children need amusement and recreation can limit older students from benefitting from the various advantages stimulated by these activities (Clarke & Morrow 2016). The right to recreational activities is protected and promoted in the Convention on the Rights of the Child.

Physical wellbeing: There is an established link between health, student wellbeing, and academic achievement (Cho et al. 2011; Diener & Chan 2011; Elliot 2016). A proactive approach to promoting healthy living and a healthy lifestyle can reduce physical and mental health issues within students (Hewitt et al. 2018). The feeling of safety in children is a basic need for their development, and it has to be met in all settings they frequent. Students need a safe environment for their learning and healthy development (Devine & Cohen 2007). The topic of safety is often related to the concept of bullying (Lunenburg 2010) with recognition that bullying negatively affects students' experiences directly and others indirectly (Boulton, Trueman & Murray 2008). School environments with high levels of discipline and order attract teachers with high qualifications (DeAngelis & Presley 2011). Responsible attitudes and behaviours can relate to students' physical safety and wellbeing as well as other domains. The focus on responsibility towards health and safety-related attitudes and behaviours can be linked to the nature of the culture (Boiarsky, Rouner & Long 2013). Students with responsible attitudes and behaviours are likely to adopt citizenship and social responsibility towards themselves and others. Responsible attitudes and behaviours among students help them build inclusive and fair school communities (OECD 2019).

Cognitive wellbeing: Research has shown that a link exists between higher academic achievement and more positive affect and less negative affect (Lv 2016). The effect of culture

is also relevant in constructing this link. Cultures that value academic achievement associate it with higher levels of subjective wellbeing (Suldo & Huebner 2006). The link between academic achievement and the different dimensions of wellbeing (emotional, psychological, and social) tend to differ, and several mediating factors can influence this relationship (Gräbel 2017). The feeling of being treated equitably in learning compared to other students is relevant for students' engagement, health, and wellbeing in the school context (Field, Kuczera & Pont 2007). Equity can be seen as a basic human right in line with diversity and inclusion whilst equity in education is often associated with high-quality education (OECD 2012).

Psychological wellbeing: Students who develop social and emotional skills and competencies are likely to have better academic performance, behaviours, attitudes, and more positive relationships with others (Dobia et al. 2019; Durlak et al., 2011). Students with a clear purpose in life can look at life's experiences with a positive lens that is likely based on resilience and motivation (OECD 2017). People with a purpose in life can better control stress hence possess enhanced mental health (Schaefer et al. 2013). Besides having a clear purpose, positive thinking within students can help increase self-effectiveness, self-regulation, motivation, and happiness in general (Wang & Degol 2016). Positive thinking has implications on instructional and curriculum planning in the school context. To complement positive thinking, resilience and capacity to recover are important to student wellbeing and prevent the onset or aggravation of mental health issues. Resilience leads to developing problem-solving skills, building constructive relationships, and dealing with life's challenges (Chessor 2008).

Psychological wellbeing is significantly shaped by the type of relationships students have with others (Seligman 2011). In the schooling context, students' relationships with their teachers

positively affect students on many facets (García-Moya 2020). For instance, positive teacher-student relationships can lead to students being happy and more satisfied with their school and having positive relationships with their peers (OECD 2015c). Student-teacher relationships correlate with academic achievement (Gallagher 2013) and have long-lasting effects that surpass the present experience (Kim 2020). In addition to teachers, students forge relationships with peers as part of growing up. The school provides a social niche for students to build a rapport with others from different backgrounds and cultures (Gristy 2012), whilst positive relationships with peers motivate students to cherish their schools more (Gristy 2012). Conducted research shows that some students value their relationship with peers more than with their teachers (Gowing 2019; Graham et al. 2014). A positive and constant relationship with the community inside and outside their schools can positively affect students' learning and wellbeing (Ellis & Hughes 2002). Qualitative aspects of the relationships that involve children can be nurtured by affording them respect and appreciation. Social belonging is a basic psychological need that students necessitate as part of their school community (Roffey 2016). As a developmental enabler, belonging can be counted as a basic need (Baumeister & Leary 1995). The opposite of inclusive belonging is exclusive belonging which can be detrimental and may lead to anti-social behaviours and attitudes among students (Wike & Fraser 2009). Trust is essential to students' relationships with teachers, peers, and other staff in the school context (Maeroff 1993; Royal & Rossi 1997). Trust shapes collaborative work and influences the quality of teaching and learning (Lee 2007). Trust is intuitively understood by people from different angles, making it challenging to observe and monitor (Leighton et al. 2016). To warrant students' success in their relationships, equipping them with self-expression skills in both language and other areas is important. Self-expression promotes students' identities and personalities and boosts their

subjective wellbeing irrespective of the expression channels used (Bailey et al. 2020; Moradi et al. 2019). Student voice can be seen as an exertion of their right as per the Convention on the Rights of the Child (UN General Assembly 1989). Students' opinions should be heard and respected because they are better placed to identify and communicate their wellbeing (Halliday et al. 2018; Kellock2020). Considering students as partners better promotes their recognition and appreciation and identifies mechanisms that enhance their engagement and wellbeing (Gonski et al. 2018). Research involving students has shown their need for recognition through care, respect, and value (Thomas 2012; Thomas et al. 2016).

Material wellbeing: Access to support is a developmental and learning need that can affect the students' wellbeing. Students may need academic as well as emotional and social support. The support that targets students' learning can positively impact student outcomes, school engagement, and relationships with teachers and peers (Rumberger & Rotermund 2012; Wang & Fredricks 2014). Students' need for safety and health necessitates access to favourable environments (Amedeo, Golledge & Stimson 2008; Moore, O'Donnell & Sugiyama 2003). For learning to happen in positive and supportive ways, access to resources such as qualified teachers, digital and non-digital educational materials, and school facilities should be considered by schools (OECD 2016).

4.2.2.2 Subconstructs Identified for Student Wellbeing Practices

The consulted instruments/ sources outline common subconstructs in relation to student wellbeing practices. Figure 4.7 captures a visual arrangement of these subconstructs. Expanded questionnaire items are also shared as was included in the questionnaire. The Social Systems for Schools Model, the Ecological Systems Theory, the Social Constructivism Theory, and the

Capability Approach are all used as background theoretical references directing this initial construct selection.

School culture: School culture can be defined as the set of beliefs and expectations that guide the operations of the school (Fullan 2007). School culture is usually built by people working together for a considerable time and developing the unwritten rules that help them perform together more effectively (Gruenert 2008). School culture includes values, assumptions, and other aspects that are cared for by the school community and influence decisions on learning, leadership practices, and relationships (Robbins & Alvy, 2009). Common values underpin school cultures that are committed to student's wellbeing. Schools that promote students' wellbeing view non-academic outcomes as important as academic outcomes. Examples of non-academic outcomes include attitudes, values, and social and emotional skills. Creativity and metacognition are other aspects of non-academic outcomes that can benefit students in and after school (The Parliamentary Office of Science and Technology 2018). Schools do not see wellbeing as one aspect but interpret it and deal with it as multifaceted (Hascher 2008; Renshaw, Long & Cook 2014; Tobia et al. 2018). Schools that target wellbeing promotion involve students as focal sources to guide wellbeing initiatives around them (New Zealand Education Review Office 2015; Halliday et al. 2018). Positive school cultures are described as open, welcoming, and inclusive in nature. Open and inclusive schools build both human capital and social capital by promoting strong relationships and support systems. These latter practices lead to improved psychological wellbeing (Putnam 2009). The term inclusion in this context is not limited to special educational needs but encompasses the needs of various groups of students and the diverse aspects seen in them (UNESCO 2016). School cultures that embed and exemplify caring, honesty, commitment, and integrity encourage stronger relationships and positive

attitudes (New Zealand Education Review Office 2016a). A culture that celebrates academic and non-academic successes can enhance engagement and motivation among students and teachers (Weare 2015).

School people: Schools are social systems where different people work and interact together inside and outside the premises. Leaders play an important role in heightening interest in and facilitating practices around wellbeing in schools (Noble & McGrath 2016). Leaders commit to wellbeing by securing resources and having wellbeing as essential agenda in the leadership/ governors/ staff operations. For wellbeing to be noticed, appreciated, and adopted, it has to be modelled by adults in the school. Role models inspire and encourage others to strive for the best. Modelling positive health and wellbeing by school leaders and staff sends a strong message to parents and other stakeholders about the school's priorities with regards to wellbeing in general (Cowburn & Blow 2017). Teachers' effect on student wellbeing is evidenced by research (Harding et al. 2019; OECD 2017), and to be able to balance it with students' academic needs and outcomes, they require wellbeing-oriented training (Jefferis & Theron 2017; Samnøy et al. 2020). The implementation and success of wellbeing programmes need to consider the perceptions of teachers and attitudes towards wellbeing in general and towards such programmes and how they align with their everyday responsibilities (Noble & McGrath 2016).

School environment and resources: The school environment can be defined as the ensemble of physical, academic, and social elements and conditions that shape the school-related operations (Kutsyuruba, Klinger & Hussain 2015). Physical aspects of the environment include elements such as lighting, furniture, temperature, air quality and noise. The combination of these aspects can affect the children's overall development and their learning engagement (Amedeo,

Golledge & Stimson 2008; Moore, O'Donnell & Sugiyama 2003). The academic aspects of the school environments include the number and type of school personnel and their skills, which directly affect students' learning and development (Kutsyuruba, Klinger & Hussain 2015). The social elements of the environment can refer to the relationships between the various members of the school community.

The physical, academic, and social dimensions of the environment interlink and generate settings with various of safety, support, and engagement degrees. The environment has seen some transformation in recent years because of the increasing dependence on digital education provision (Kuhlthau, Maniotes & Caspari 2015). Additionally, the acquisition of competence and skills can enhance student wellbeing by equipping them with autonomy and personal freedom (Diener, et al., 2010b; Sheldon, Cheng, & Hilpert, 2011; Tay & Diener, 2011).

Teaching, learning, and curriculum:

Given that students spend more time learning with their teachers in schools, planning the learning and teaching spaces can facilitate student-centred pedagogy and student collaboration (Kariippanon et al. 2018). Schools are the places where students gain new knowledge and skills.
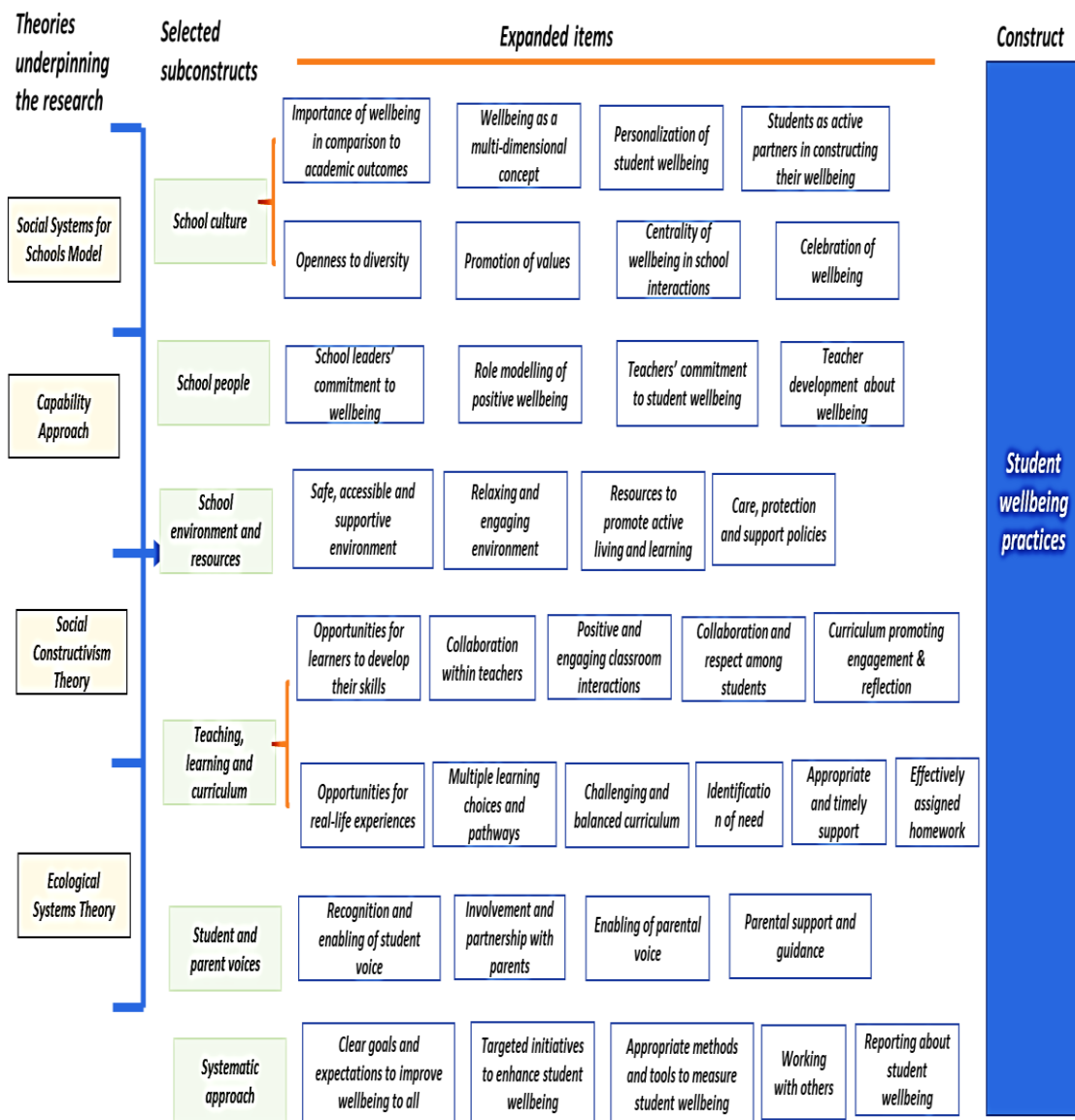
Figure 4.7:Theoretical Linkage, Subconstructs and Items Selected to Identify Student Wellbeing Practices

As the PISA wellbeing survey indicates, a correlation exists between students' high levels of motivation and realised academic achievements and association is also found with greater purpose to life and positive outlook to the future (OECD 2017). Positive relationships between students and their peers provide them with a sense of inclusion and friendship (Roffey 2012).

Relationships between peers constitute a significant protective factor to students outside their home environment, and this importance tends to get stronger as students grow older (Graham et al. 2014). Compared to other relationships, students rate their relationships with their peers as relatively stronger, leading to support and enjoyment of the school experience (McGrath & Noble 2010). Besides facilitating learning, teachers play an important socialising role in the classroom by ensuring a safe, stable, and engaging classroom environment is provided to students (McGrath & Noble 2010). When teachers' authority is not achieved, and when they cannot satisfy the needs and expectations of students, student wellbeing can be negatively affected (Holfve-Sabel 2014).

As far as the curriculum is concerned, it can be described as a concept with many interpretations depending on the angle from which it is viewed (Su 2012). A narrow view would define a curriculum as a means to achieve a set of specific educational goals and objectives. A broader view can describe the curriculum as an amalgam of goals, content, plans, and delivery methods, and assessment of progress towards the set goals (Marsh 1997). This view is further extended to stress the relevance of the extra-curricular activities and the learning environment in designing a whole experience for each student (Marsh 1997).

Any curriculum should be valid in its cultural context and present dynamic interactions between students and teachers underpinned by cultural, social, and political beliefs and values (Chen 2007). The curriculum, therefore, can be seen as both explicit and implicit or hidden processes that have to be meaningful and relevant to all concerned parties (Nieto 2007; Su 2012). Curricula that build real-life experiences and provide students with experiential and applied opportunities can positively affect their knowledge and skills, motivation, and engagement. When students

are given experiences that relate to their lives or enable them to interact with their communities, possible outcomes can include a higher understanding of the needs and foster a sense of caring towards others (Johnson & Notah 1999; Kolb 1984; McLaughlin 2010).

Pertinent to curriculum and good practice are the notions of a broad and balanced curriculum. Although the two concepts are contentiously debatable and difficult to define, they are often used in curriculum and school inspection frameworks (Richards 2019). The intention of offering a broad curriculum is to provide students with a wide exposure to various topics and areas such as religious/ spiritual, moral, cultural, physical, and mental development. The balanced feature of the curriculum enables teachers in particular and schools, in general, to provide students with relevant added value from their educational experiences (Richards 2019). Recent practices regarding positive education call for curriculum adaption with wellbeing-focused skills that can be either provided alone in the form of courses or integrated within existing subjects (Seligman & Adler 2019). Besides a broad and balanced curriculum, literature often refers to a challenging but achievable curriculum. A challenging curriculum is thought to evoke attention and focus within students and builds confidence and purpose when encouraged and guided by their teachers. In contrast, if tasks are overly challenging, students can become frustrated and give up being engaged. Therefore, curriculum design and implementation are strong enablers to elevate inclusion attitudes and practices in schools (Tedesco, Opertti & Amadio 2014) and this is increasingly seen in the provision of multiple pathways to facilitate student participation and progression in learning. Educational systems vary in terms of the degree they promote or inhibit their students' educational progress towards school completion (Feinstein & Peck 2008) with pathway provision contributing to breaking the one size fits all mould of education by meeting the needs, interests, and aspirations of students. It also provides them with better engagement

with their community and broader sets of skills and competencies (Indiana State Board of Education 2018).

Linked to student work is the issue of homework. Homework is generally assigned to provide more individual practice to students and reinforce learning (Roschelle et al. 2016). Research results concerning the effect of homework on learning are mixed and vary by students' age (Maltese, Robert, & Fan, 2012). Non-academic effects of homework are mixed too. While homework can lead to some evidence of behavioural engagement in school, it can also induce stress and mental health issues within students (Rosvall 2020). If the homework load is seen as cumbersome, students can lose their balance in their lives (Galloway, Connor & Pope 2013). Given that students have different backgrounds and abilities, identifying cognitive, behavioural, social, and emotional needs is crucial to promote student participation with the curriculum and provide the necessary support (Rumberger & Rotermund 2012; Wang & Fredricks 2014).

Student and parent voices: Student wellbeing can be understood as a continuously evolving development of capabilities, independence, and autonomy (Fegter & Richter 2014). Students can make decisions that can be different from the decisions that adults make on their behalf (Biggeri & Libanora, 2011). Taking students' voices about matters affecting their wellbeing in a participatory approach adds their own perspective and enables them a sense of agency (Biggeri & Santi 2012). Involving students in promoting their wellbeing and deciding which programmes benefit them is invaluable (Kellock 2020) and can also reflect relevant social and cultural significant elements in their own contexts (Domínguez-Serrano, Moral-Espin & Galvez Munoz 2019).

Parental involvement in the school implies meaningful participation that supports the child academically, socially, and emotionally (Park & Hollaway 2018). Parents know their children best, so they are best suited to cooperate with the teachers and the school personnel to consider appropriate actions and decisions (Noble & McCrath 2016). Giving parents a voice is important, but it is equally affected by the extent of parents' knowledge, attitudes, and practices towards their children's schooling circumstances. Parents come from different economic, social, and cultural background and also need and depend on larger community support networks. Schools can support parents with information, training, and guidance (Anderson & Minke 2007; Gadsden, Ford & Breiner 2016).

A systematic approach to promoting student wellbeing: If wellbeing is to be placed at the heart of education (Norrish et al. 2013), then a continuous and systematic whole-school approach to promoting wellbeing needs to be in place. Noble and McGrath (2016) call for the universality of programmes that permeate the work of the school and that can be offered to all students from an early stage and for an extended duration. In addition to these universal programmes, targeted initiatives based on well-identified needs present a student-centred approach that can involve students' voice and other people to collectively support student wellbeing (Schalock, Loon & Mostert 2018). Appropriate needs analysis can lead to the identification of proper goals concerning various stakeholders, whilst measurement of student wellbeing in pre and post-intervention conditions can provide schools with valuable information to monitor and adapt their plans and actions (Seligman & Adler 2019).

4.2.3 Summary of Phase 1 Data Analysis Findings

This section outlines the findings of the first phase of this multi-phase mixed methods research. This phase sets the contextual framework of the whole research. A qualitative approach is used with two-fold purposes: to analyse relevant policy documents concerning wellbeing in general and student wellbeing in particular, and to identify relevant subconstructs and items that can be used to measure stakeholders' comprehension of student wellbeing conceptualisation and practices in UAE private schools. Twelve policy documents were selected and analysed, presenting multiple levels of political decision-making in the UAE: the national level, the local government level, and the educational authorities' level. With the absence of a distinct student wellbeing policy document, the analysed documents show an increasing trend in using wellbeing-related terminology and constructs in national policies, with differences between the Emirates of Dubai and Abu Dhabi. Schools' performance and operations are mainly guided by a focus on the implementation of the National Agenda. Equally noticed is the successive introduction of various policies in the shape of curricula and competency frameworks that highlight the relevance of non-academic skills, values, and competencies to shape students' educational outcomes. Further discussion about these policies is presented in the Discussions chapter.

Through reference to the theories underpinning this research and in light of the literature review of various scales, frameworks, and other sources, the researcher was able to identify multiple subconstructs and items used to develop this research questionnaire. A total of 31 items representing student wellbeing conceptualisation meta construct and 36 items representing student wellbeing practices meta construct were developed. The questionnaire's findings in its three versions (students, parents, and teachers) are presented next.

4.3 Phase 2 Data Analysis Findings

Data collection in the second phase of the research was based on concurrent quantitative and qualitative data gathering from two main locations: Dubai and Al Ain cities. Quantitative data was collected by means of a survey questionnaire administered to the groups of parents, teachers and students in Grade 8/ Year 9 to Grade 12/Year 13. Qualitative data was collected employing three different methods and targeting three groups of participants. Parents and teachers were engaged in open-ended interviews. Students' views were collected through three open-ended questions in their respective questionnaires. School leaders shared their views through semi-structured questionnaires.

4.3.1 Quantitative Data Analysis Findings

A total of 1632 individuals (448 students, 932 parents, and 252 teachers) viewed the online survey questionnaire. As shown in Table 4.2 below, only 1260 individuals (316 students, 751 parents, and 193 teachers) started the survey after accessing it. 617 individuals completed up to the conceptualisation part of the questionnaire whereas 496 individuals completed the whole survey with its conceptualisation and practices parts. The resulting completion rate is around 39%. all incomplete surveys were excluded as they failed to complete all the questionnaire or skipped a large number of questions. Six questionnaires were also omitted from the analysis because they had more than 10 items answered as "I don't know".

All 617 questionnaires with completed conceptualisation section were considered for data descriptive analysis. Missing data, linearity, and homoscedasticity were screened before the analysis. Some missing data (less than 0.1% of cases) that appeared to be random were found during the screening of the data. Mean values were used to replace them based on the current

sample (Tabachnick & Fidell 2013). The originating data was analysed descriptively and inferentially leading to the following findings.

Table 4.2: Collected Questionnaires and Analysed Samples

Questionnaires	Viewed	Started	Omitted	Conceptualization Section responses	Practices Section responses	Response rates	Sample For Factor Analysis
Students	448	316	1	122	114	36%	114
Parents	932	751	4	358	263	35%	166
Teachers	252	193	1	137	119	61%	119
Total	**1632**	**1260**	**6**	**617**	**496**	**39%**	**399**

4.3.1.1 Descriptive Data Analysis Findings

As mentioned above, 617 responses from students, parents and teachers were collected for this study. Shared below are the main highlights from the descriptive data analysis.

- **Some Demographics Data Analysis Findings**

The location and gender characteristics of the sample are presented in Table 4.3. The data for this study was collected from two cities: Dubai and Al Ain. Most of the participants were from Dubai with a sample of 388 (62.9%), while Al Ain participants were 228 (37%). Among the student sample, 92 (75.4%) students were from Dubai and 30 (24.6%) students were from Al Ain. 231 (64.5%) parents were from Dubai, and 126 (35.2%) parents were from Al Ain. In contrast, most of the teachers were from Al Ain with 72 (52.6%), and 65 (47.4%) teachers from Dubai. Referring to participants' gender, the sample for this study consisted of 193 (31.3%) males and 424 (68.7 %) females, with a dominant participation from females.

Table 4.3: Participants' Location and Gender Distribution

	Variables	Students	Parents	Teachers	Total
		Frequency (Percent)	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
Location	**Dubai**	92 (82.1%)	231 (64.5%)	65 (47.4%)	388 (62.84%)
	Al Ain	30 (26.9%)	126 (35.2%)	72 (52.6%)	228 (37%)
	Missing	-	1(0.3%)	-	1 (0.16%)
	Total	122 (100%)	358 (100%)	137 (100%)	617 (100%)
Gender	**Male**	61 (50%)	73 (20.4%)	59 (43.1%)	193 (31.3%)
	Female	61 (50%)	285 (79.6%)	78 (56.9%)	424 (68.7%)
	Total	122 (100%)	358 (100%)	137 (100%)	617 (100%)

Equal numbers of male and female students participated in the study. The largest portion of the parents' sample were females and reached 285 mothers (79.6%), and only 73 (20.4 %) fathers took part in the survey. Similarly, 78 (56.9%) female teachers participated which represented a majority in comparison to male participants who reached 59 (43.1%) teachers. This study collected other demographics data in relation to participants' age, nationality groups, curricula, educational levels and employment status but no inter-group or inter-city statistical comparisons were considered as part of the scope of this research. For transparency and documentation reasons, a tabular summary of these demographics data is presented in Appendix B4.

- **Background Data Analysis Findings**

Participating students, teachers and parents were asked a set of questions to help the researcher better understand the contextual background of the participants and how it could affect their perception about student wellbeing. Background-related questions covered elements such as parent-child communication about school events, extra-curricular and leisure activity enrolment of students, and knowledge about the assignment of wellbeing officers in schools. Other

background aspects also included wellbeing perceived link to the curriculum and teachers' coverage of wellbeing as part of their teaching and training scopes.

Parent-child relationships have significant impact on student's academic, mental and psychological wellbeing (Park & Hollaway 2018; Wang & Sheikh Khalil 2014). Parents were asked about the frequency they spent talking to their children regarding school matters. As seen in Table 4.4, 73.4% of parents of children in the foundation stage talked with their children every day and only one parent in the same group indicated he/she rarely spoke to her child. Parents of children in the primary phase were the highest group to speak to their children in a frequent manner (75.6% every day and 21.0% few times a week). Five (10.6%) parents of the oldest group of children indicated that they rarely or never spoke with them about school events.

Table 4.4: Parents' Communication Frequency with Their Children

Communication Frequency	KG - FS2/ Year 1 Frequency (Percent)	Grade 1 – 5/ Year 6 Frequency (Percent)	Grade 6 – 9/ Year 10 Frequency (Percent)	Grade 10 -12/ Year 13 Frequency (Percent)
Every day/ evening	47 (73.4%)	90 (75.6%)	52 (58.4%)	45 (52.3%)
Few times a week	14 (21.9%)	25 (21.0%)	28 (31.5%)	30 (34.9%)
Few times a month	2 (3.1%)	2 (1.7%)	7 (7.9%)	6 (7.0%)
Rarely	1 (1.6%)	1 (0.8%)	1 (1.1%)	4 (4.7%)
Never	0 (0%)	1 (0.8%)	1 (1/1%)	1 (1.2%)
Total	64 (100%)	119 (100%)	89 (100%)	86 (100%)

Students' participation in extra-curricular or leisure activities offered inside or outside the school have great impact on enhancing students' physical and mental engagement and exposure

to their surrounding environment and culture (Marsh 1997; McLaughlin 2010; Richards 2019). This study inquired from parents about the participation of their children in any extra-curricular activities organised by the school or any leisure activities outside the school. Participating students (Grade 8/ Year 9 to Grade 12/Year 13) were asked the same question. Table 4.5 reveals that participation in school-based activity participation was confirmed from 227 (63.4%) parents and participation in leisure activities organised by parents was also confirmed from 213 (59.5%). A slightly higher participation rate was shared by students with 82 (67.2%) students mentioning extra-curricular activities in schools and 85 (69.7%) students mentioning leisure activities outside the school or in the weekend.

Table 4.5: Parents' Children and Students' Participation in Extra-Curricular Activities

Activities	Parents' Children		Participating Students	
	Extra-curricular	Leisure activities	Extra-curricular	Leisure activities
	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
Yes	227 (63.4%)	213 (59.5%)	82 (67.2%)	85 (69.7%)
No	129 (36.6%)	144 (40.2%)	40 (32.8%)	37 (30.3%)
Missing	2 (0.6%)	1 (0.3%)	-	-
Total	358 (100%)	358 (100%)	122 (100%)	122 (100%)

Participants were also asked if they had a wellbeing officer or a person in charge of providing information and guidance about wellbeing-related matters in schools. Table 4.6 shows that teachers and parents were affirmative about the existence of such role in the schools. 133 (37.2%) parents confirmed there was a person who was assigned as a wellbeing officer in comparison to 225 (62.8%) parents who denied the existence of a person to fill such a role. In comparison, 93 (67.9%) teachers and 84 (68.9%) students confirmed this role in their schools. 11 (9%) of students were not sure.

Table 4.6: Participants' Knowledge about the School's Wellbeing Officer

Knowledge about a Wellbeing Officer in School	Students Frequency (Percent)	Parents Frequency (Percent)	Teachers Frequency (Percent)	Total Frequency (Percent)
Yes	84 (68.9%)	133 (37.2%)	93 (67.9%)	310 (50.2%)
No	27 (22.1%)	225 (62.8%)	44 (32.1%)	296 (48%)
I don't know	11 (9.0%)	-	-	11 (1.8%)
Total	122 (100%)	358 (100%)	137 (100%)	617 (100%)

A well designed and delivered curriculum can provide students with rich learning experiences that develop their relationships and increase their skills and understanding (Johnson & Notah 1999; Kolb 1984; McLaughlin 2010). The survey considered a question to learn more about participants' perceptions of any link between wellbeing and the school's curriculum. Table 4.7 shows that 64 (52.5%) participating students stated that wellbeing was included in their school curriculum, whereas 47 (38.5%) did not feel this inclusion, 11 (9%) were not sure.

Table 4.7: Students' Perception of the Link Between Wellbeing and the Curriculum

Link Between Wellbeing and the Curriculum	Students Frequency (Percent)
Yes	64 (52.5%)
No	47 (38.5%)
I don't know	11 (9.0%)
Total	122 (100%)

Similarly, teachers were asked about the extent of teaching their students about wellbeing and receiving wellbeing-related training (Table 4.8). 126 (92%) teachers stated that they taught about wellbeing in direct and indirect ways. The majority of teachers confirmed receiving training about wellbeing as part of their professional training.

Table 4.8: Teachers' Perception about Wellbeing Teaching and Received Training

Teaching Students about Wellbeing	Teachers Frequency (Percent)
Yes directly	70 (51.1%)
Yes indirectly	56 (40.9%)
No	11(8.0%)
Total	137 (100%)

Receiving Training about Student Wellbeing	Teachers Frequency (Percent)
Yes	97 (70.8%)
No	40 (29.2%)
Total	137 (100%)

- **Student Wellbeing Conceptualisation Perception Findings**

The conceptualisation section had 31 items and the practices section had 36 items/questions in total. In order to provide answers for the conceptualisation section, participants were asked for every statement shared to indicate how much they think it is part of students' wellbeing in school using scale of 1-7 where 1 is 'not a part' and 7 is 'extremely important part', while 0 indicates 'I don't know'. Table 4.9 summarises the Mean (*M*) values and Standard Deviations (*SD*) of the responses to the student wellbeing conceptualisation items for each group of participants. As far as students are concerned, the highest scored item was 'Being safe' in school with a *M* of 6.27 and *SD* of 1.004. The lowest scored item was 'Developing spiritual/ meditation routines' with a *M* of 4.93 and *SD* of 1.997. As far as parents are concerned, 'Being safe' in school was also the highest scored item with a *M* of 6.31 and *SD* of 1.155. The lowest scored item by parents was 'Developing control over negative feelings' with a mean of 5.70 and *SD* of 1.626. As for teachers, the highest scored item was 'Having a safe and a healthy environment' with a *M* of 6.58 and *SD* of .811. The least scored item by teachers was 'Developing active relationships within the community' with a *M* of 4.33 and *SD* of 2.831.

Table 4.9: Conceptualisation Items Mean Scores and Standard Deviations

Conceptualization Items	Students Mean (SD) (N =122)	Parents Mean (SD) (N= 358)	Teachers Mean (SD) (N=137)
C1- Being happy in school	5.71 (1.567)	5.77 (1.498)	6.18 (1.254)
C2- Being treated equitably to (your/ their) peers in school	5.90 (1.434)	5.89 (1.434)	6.28 (1.200)
C3- Being safe in school	6.27 (1.004)	6.31 (1.155)	6.39 (1.038)
C4- Being satisfied with (your/their) life in school	5.82 (1.420)	5.94 (1.483)	6.28 (1.062)
C5- Being included by others in school	5.76 (1.403)	5.89 (1.391)	6.28 (1.020)
C6- Being trusted by others in school	5.88 (1.210)	6.03 (1.269)	6.31 (.945)
C7- Being respected by others in school	6.08 (1.250)	6.18 (1.224)	6.52 (.805)
C8- Being listened to in school	5.92 (1.346)	5.80 (1.631)	6.42 (.960)
C9- Being physically fit	5.50 (1.533)	5.93 (1.448)	4.62 (2.649)
C10- Being mentally healthy	5.94 (1.462)	6.15 (1.406)	6.34 (1.120)
C11- Having resources (technology, books, facilities, access to professionals…)	5.96 (1.109)	5.99 (1.305)	6.28 (1.116)
C12- Having a safe and a healthy environment	6.19 (1.131)	6.24 (1.128)	6.58 (.811)
C13- Having opportunities to connect with (your/their) cultural and social background	5.75 (1.362)	5.81 (1.425)	6.42 (.783)
C14- Having exposure to world views, cultures and values	5.57 (1.426)	5.79 (1.430)	6.31 (1.006)
C15- Having appropriate academic skills	6.15 (1.001)	5.81 (1.499)	6.12 (1.025)
C16- Having appropriate emotional and social skills	6.12 (1.009)	5.82 (1.562)	6.28 (1.041)
C17- Having fun	6.00 (1.305)	5.78 (1.551)	6.26 (1.059)
C18- Having equitable opportunities of learning to achieve (your/their) maximum potential	5.91 (1.192)	5.85 (1.499)	6.39 (.926)
C19- Having support when needed	6.00 (1.199)	5.92 (1.518)	6.48 (.858)
C20- Having appreciation	5.77 (1.407)	6.10 (1.364)	6.52 (.858)
C21- Having challenging experiences and opportunities	5.67 (1.256)	5.85 (1.495)	6.28 (.976)
C22- Developing spiritual/ meditation routines	4.93 (1.997)	5.73 (1.555)	6.11 (1.142)
C23- Developing active relationships with peers	5.70 (1.291)	5.89 (1.367)	6.33 (.900)
C24- Developing active relationships with teachers	5.62 (1.326)	5.91 (1.367)	6.44 (.890)
C25- Developing active relationships within (your/their) community	5.60 (1.340)	5.88 (1.357)	4.33 (2.831)
C26- Developing resilience and a capacity to recover when facing difficulties	5.98 (1.028)	5.84 (1.460)	6.33 (.986)
C27- Developing self- expression skills	5.84 (1.227)	5.86 (1.473)	6.39 (.926)
C28- Developing responsible attitudes and behaviors	5.88 (1.132)	5.89 (1.458)	6.36 (1.014)
C29- Developing control over negative feelings	5.72 (1.386)	5.70 (1.626)	6.25 (1.097)
C30- Developing a positive look to the future	6.01 (1.146)	5.79 (1.557)	6.41 (.904)
C31- Developing a purpose to (your/their) life	6.09 (1.128)	5.73 (1.651)	6.45 (.899)

Figures 4.8, 4.9 and 4.10 depict graphs of the Mean values for the ten highest scored items in the conceptualisation section as perceived by each group of participants.

Students' Ten Highest Scored Items for Student Wellbeing Conceptualisation

Item	Score
C3- Being safe in school	6.27
C12- Having a safe and a healthy environment	6.19
C15- Having appropriate academic skills	6.15
C16- Having appropriate emotional and social skills	6.12
C31- Developing a purpose to (your/their) life	6.09
C7- Being respected by others in school	6.08
C30- Developing a positive look to the future	6.01
C19- Having support when needed	6
C17- Having fun	6
C26- Developing resilience and a capacity to…	5.98

Figure 4.8: Mean Values of Students' Ten Highest Scored Conceptualisation Items

As seen in Figure 4.8, students gave the highest importance to being safe and having a safe and a healthy environment which signals the need for physical security as a basis for wellbeing to happen for participating students. Having appropriate academic skills and emotional and social skills was seen as important too by students, as probably a means to achieve more when they grow up. Other elements of strength seen additionally important by students were developing a purpose to life and having a positive look to the future. Students attached importance to being respected by others in school.

Support and fun were also seen important by students. In comparison and as shown in Figure 4.9, parents agreed with students with regards to giving the highest importance to safety and having a safe and healthy environment. Parents attached importance for their children to gain respect, be mentally healthy and receive appreciation by others. Additional importance was mentioned by parents regarding having appropriate resources to facilitate and enrich the learning experience. Physical health and life satisfaction were also stressed as important for parents.

Parents' Ten Highest Scored Items for Student Wellbeing Conceptualisation

Item	Value
C3- Being safe in school	6.31
C12- Having a safe and a healthy environment	6.24
C7- Being respected by others in school	6.18
C10- Being mentally healthy	6.15
C20- Having appreciation	6.1
C6- Being trusted by others in school	6.03
C11- Having resources (technology, books,…	5.99
C4- Being satisfied with (your/their) life in school	5.94
C9- Being physically fit	5.93
C19- Having support when needed	5.92

Figure 4.9: Mean Values of Parents' Ten Highest Scored Conceptualisation Items

Teachers' perceptions are visually shared in Figure 4.10 and align with students' and parents' views with regards to the importance of a safe and healthy environment and having respect for students. Teachers also believed it was important to appreciate and support students. Developing a purpose to life and a positive look to the future were also seen common and aligned with students' views. Teachers' views differed from students and parents in stressing as important active relationships between students and teachers and students' connection with their cultural backgrounds.

Teachers' Ten Highest Scored Items for Student Wellbeing Conceptualisation

C12- Having a safe and a healthy environment	6.58
C7- Being respected by others in school	6.52
C20- Having appreciation	6.52
C19- Having support when needed	6.48
C31- Developing a purpose to (your/their) life	6.45
C24- Developing active relationships with teachers	6.44
C13- Having opportunities to connect with…	6.42
C8- Being listened to in school	6.42
C30- Developing a positive look to the future	6.41
C3- Being safe in school	6.39

Figure 4.10: Mean Values of Teachers' Ten Highest Scored Conceptualisation Items

- **Student Wellbeing Practices Perception Findings**

In addition to the student wellbeing conceptualisation section, the survey questionnaire contains a section to report participants' views about various school practices and in relation to student wellbeing. Participants were asked to answer to how much is each of the below statements applied by school to promote and enhance the wellbeing or quality of life of students. A scale of 1-7 was used where 1 is 'not at all applied' and 7 is 'applied all the time', while 0 was adopted to indicate 'I do not know'. Table 4.10 summarises the Mean (*M*) values and Standard Deviation (*SD*) of the responses to the student wellbeing practices items for each group of participants. For students, the highest scored items were 'Teachers share knowledge and work together to benefit their students' and 'Parents are listened to by the school' with *M* of 5.37 and *SD* of 1.280 and 1.265. The lowest scored item was 'The school holds wellbeing as a central theme within people's interactions in the school' with a *M* of 2.71 and *SD* of 1.9. As far as parents are concerned, 'The school's physical environment supports students' safety and accessibility' was

the highest scored item with a *M* of 5.93 and *SD* of 1.232. The lowest scored item by parents was 'Students are included in decisions regarding their support planning and review' with a *M* of 4.81 and *SD* of 2.046.

Table 4.10: Practices Items Mean Scores and Standard Deviations

Practices Items	Students Mean (SD) (N =114)	Parents Mean (SD) (N= 263)	Teachers Mean (SD) (N=119)
P1- The school considers student wellbeing as important as their academic outcomes	4.65 (1.608)	5.22 (1.814)	5.96 (1.380)
P2- The school interprets student wellbeing as a multi-dimensional concept (there are different types of wellbeing)	4.54 (1.826)	5.02 (1.857)	5.85 (1.226)
P3- The school personalises wellbeing and sees it different within students	4.15 (1.942)	5.14 (1.876)	5.71 (1.421)
P4- The school considers students as active partners in promoting and enhancing their wellbeing	4.46 (1.867)	5.27 (1.793)	5.97 (1.292)
P5- The school is welcoming and open to diversity (in cultures, religions, abilities, new students…)	5.14 (1.643)	5.69 (1.604)	6.12 (1.216)
P6- The school promotes values such as respect, trust, and integrity within its community	5.29 (1.290)	5.77 (1.507)	6.12 (1.059)
P7- The school holds wellbeing as a central theme within people's interactions in the school	2.71 (1.900)	5.30 (1.643)	5.87 (1.340)
P8- The school celebrates and shares its wellbeing successes	4.44 (1.831)	5.30 (1.784)	5.91 (1.432)
P9- The school's physical environment supports students' safety and accessibility	5.18 (1.465)	5.93 (1.232)	6.04 (1.304)
P10- The school's learning environment reflects relaxation and enjoyment	4.63 (1.796)	5.41(1.634)	5.95 (1.227)
P11- The school provides facilities and resources that promote active living and learning	4.98 (1.583)	5.48 (1.648)	6.02 (1.066)
P12- The school's policies emphasise good ethics, protection, care and support	4.87 (1.498)	5.60 (1.461)	6.11 (1.163)
P13- School leaders are committed to wellbeing in school	4.64 (1.537)	5.46 (1.639)	5.95 (1.261)
P14- School leaders establish clear goals and expectations to improve wellbeing to all	4.77 (1.678)	5.28 (1.846)	5.83 (1.514)
P15- Teachers are committed to their students' wellbeing	4.96 (1.373)	5.39 (1.529)	5.97 (1.049)
P16- School leaders and teachers are role models to positive wellbeing	4.87 (1.577)	5.49 (1.637)	6.11 (1.040)
P17- Teachers promote opportunities for students to enhance their wellbeing	4.88 (1.406)	5.34 (1.619)	6.06 (1.002)
P18- Teachers share knowledge and work together to benefit their students	5.37 (1.280)	5.34 (1.711)	5.95 (1.301)
P19- Teachers work to create positive and engaging classroom interactions	5.31 (1.293)	5.51 (1.601)	6.04 (1.077)
P20- Students help, respect and inspire each other	5.12 (1.309)	5.42 (1.592)	5.80 (1.344)

P21- The school curriculum provokes engagement and reflection among students	5.06 (1.313)	5.44 (1.562)	5.87 (1.193)
P22- The school curriculum connects with the students' real-life experiences	4.47 (1.737)	5.29 (1.642)	5.87 (1.314)
P23- The school curriculum provides multiple learning pathways	4.75 (1.589)	5.34 (1.634)	5.81 (1.428)
P24- The school curriculum is challenging, yet not overly demanding	4.91 (1.770)	5.21 (1.806)	5.76 (1.255)
P25- Students in need of support are identified in an accurate and timely manner	4.83 (1.632)	4.92 (1.971)	5.76 (1.477)
P26- Students access support when needed	5.03 (1.475)	5.06 (2.020)	5.83 (1.264)
P27- Students are included in decisions regarding their support planning and review	4.61 (1.833)	4.81 (2.046)	5.73 (1.442)
P28- Parents are welcomed in the school as essential partners	5.16 (1.480)	5.66 (1.567)	6.10 (1.130)
P29- Parents are listened to by the school	5.37 (1.265)	5.35 (1.788)	6.15 (1.005)
P30- Parents are guided and supported by the school	5.01 (1.556)	5.45 (1.742)	5.95 (1.320)
P31- The school and parents work together to promote and enhance student wellbeing	4.74 (1.769)	5.37 (1.777)	5.97 (1.238)
P32- The school uses appropriate methods and tools to measure its student wellbeing	4.34 (1.934)	4.92 (2.006)	5.76 (1.455)
P33- The school provides appropriate training and development to teachers to enhance their students' wellbeing	4.56 (2.047)	4.85 (2.246)	5.70 (1.482)
P34- The school implements targeted initiatives to enhance its student wellbeing	4.37 (1.946)	5.03 (2.027)	5.61 (1.468)
P35- The school reports on its student wellbeing in an accurate and transparent way	4.40 (1.967)	4.93 (2.127)	5.60 (1.564)
P36- Homework is assigned reasonably and it is effective in supporting students	4.87 (1.799)	5.17 (1.885)	5.76 (1.528)

As for teachers, the highest scored item was 'Parents are listened to by the school' with a *M* of 6.15 and *SD* of 1.005. The least scored item by teachers was 'The school reports on its student wellbeing in an accurate and transparent way' with a *M* of 5.60 and *SD* of 1.564. Figures 4.11, 4.12 and 4.13 depict the graphs for the Mean values of the ten highest scored items in the practices section, as perceived by each group of participants.
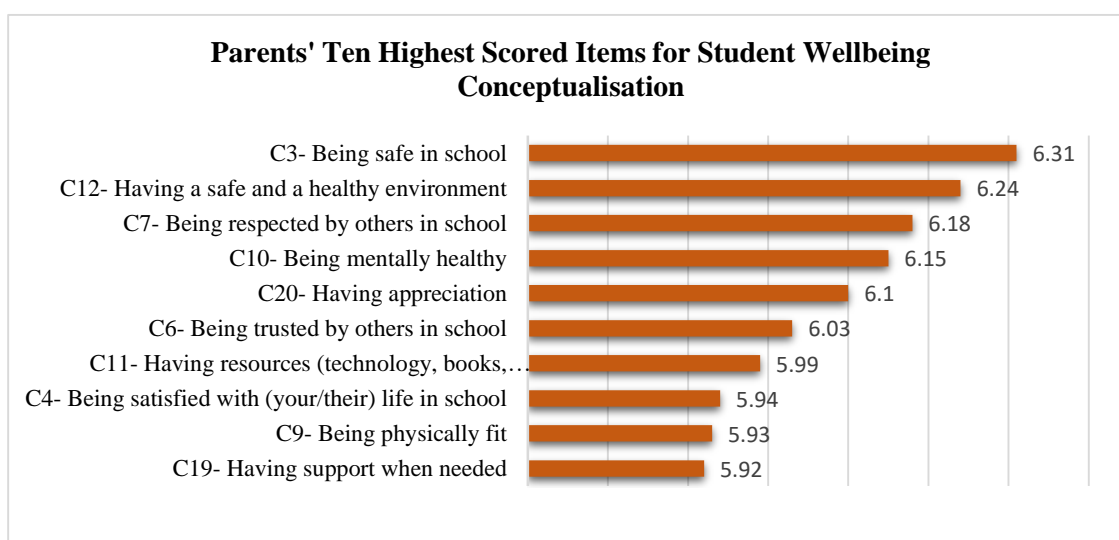
Figure 4.11 indicates that students perceived parents to be listened to by schools as the most applied practice. The contribution of teachers was highlighted next as being 'highly applied' by schools through sharing of knowledge among teachers and working together for the benefit of

the students. Positive school values, supportive environments and a welcoming culture were also reported to be 'highly applied' by schools. Another group of practices that are seen to be 'frequently applied' by schools from students' perceptions was the supportive rapport between students and their peers, the provision of an engaging curriculum and receiving support when needed.

Students' Ten Highest Scored Items for Student Wellbeing Practices

Item	Score
P29- Parents are listened to by the school	5.37
P18- Teachers share knowledge and work together…	5.37
P19- Teachers work to create positive and…	5.31
P6- The school promotes values such as respect,…	5.29
P9- The school's physical environment supports…	5.18
P28- Parents are welcomed in the school as…	5.16
P5- The school is welcoming and open to…	5.14
P20- Students help, respect and inspire each other	5.12
P21- The school curriculum provokes engagement…	5.06
P26- Students access support when needed	5.03

Figure 4.11: Mean Values of Students' Ten Highest Scored Practices Items

The ten most practices perceived by parents to be 'highly applied' are presented in Figure 4.12. A supportive environment, an open school culture and values favourable to respect and honesty were considered 'highly applied' by parents in their children's schools. Parents also saw 'frequently applied' as school practice in the provision of a conducive learning environment by teachers and exemplary figures demonstrated by leaders and teachers. Parents mentioned additionally the existence of policies, resources and commitment from the part of the leaders and the support and guidance to parents.

Parents' Ten Highest Scored Items for Student Wellbeing Practices

Item	Value
P9- The school's physical environment supports…	5.93
P6- The school promotes values such as respect,…	5.77
P5- The school is welcoming and open to diversity…	5.69
P28- Parents are welcomed in the school as essential…	5.66
P12- The school's policies emphasize good ethics,…	5.6
P19- Teachers work to create positive and engaging…	5.51
P16- School leaders and teachers are role models to…	5.49
P11- The school provides facilities and resources…	5.48
P13- School leaders are committed to wellbeing in…	5.46
P30- Parents are guided and supported by the school	5.45

Figure 4.12: Mean Values of Parents' Ten Highest Scored Practices Items

Figure 4.13 relays teachers' perception about the ten highly applied school practices that can affect student wellbeing. The positive values, the welcoming nature of the school and the attention to listen to parents were stated to be 'highly applied' by schools. Practices that incorporated teachers were mentioned by teachers as 'highly applied'. Examples included being role models to students in demonstrating positive wellbeing, promotion of wellbeing enhancement opportunities and facilitation of engaging environments for the benefit of students.

Based on the data collected through the survey questionnaire, a factor analysis attempt is presented below to identify latent factors that can help the researcher better understand how student wellbeing conceptualisation and practices were interpreted by the participants and hence they can form the basis of the Student Wellbeing Evaluation & Enhancement Tool (SWEET).
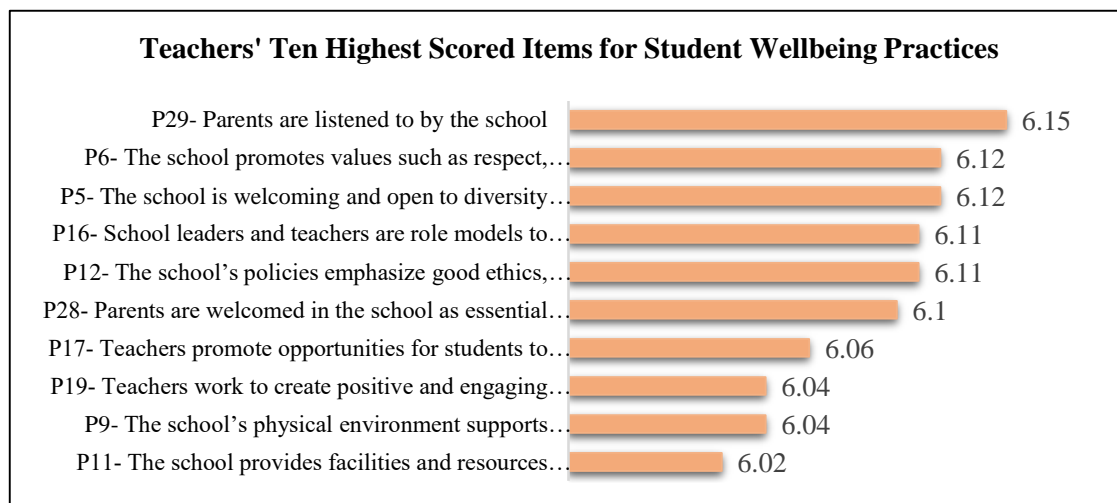
Figure 4.13: Mean Values of Teachers' Ten Highest Scored Practices Items

4.3.1.2 Principal Component Analysis Process and Findings

For this research, three versions of the survey were distributed among different stakeholders: students, parents, and teachers. The three versions differed only in the demographic data. The developed survey questionnaire, the basis for SWEET, was divided into two groups of items. The first group of 31 items was meant to assess student wellbeing conceptualisation and the other group of 36 items was meant to assess student wellbeing practices in schools. Those 67 items were considered challenging to manage them for analysis. PCA was used to reduce the items and present them in fewer manageable factors that could be emerged from the questionnaire items (Brown 2006; Schumacker & Lomax 2010).

- **Principal Component Analysis Process**

Beside choosing PCA as the item reduction analysis technique, three other essential elements were taken in consideration in the process: (1) sample size, (2) rotation approach and (3) factor

retention (Reise, Waller & Comrey 2000; Tabachnick & Fidell, 2007;2013). Each element is discussed separately.

Sample Size: According to Comrey and Lee (1992), for factor analysis conduction, the sample sizes of 100 is considered as poor, 200 as fair, 300 as good, 500 as very good, and 1000 as excellent. In the present study, the study sample considered for factor analysis was ($N = 399$). This sample was consisting of the three groups of stakeholders: parents (166), teachers (119) and students (114). The original number of received responses from parents was about 358, but it was reduced for the factor analysis process to achieve proportionality with the student and teacher samples.

Factor Retention: to find the number of the extracted factors when using the PCA, four common methods can be used. The first method is the eigenvalue, for this method only those factors with an eigenvalue larger than 1 are retained (Guttman-Kaiser rule) (Comrey & Lee 1992; Widamen 2012). Beavers et al. (2013, p. 7) stated that "the eigenvalue is a value associated with each factor describing the amount of variance in the items that can be explained by that factor". The second method is the scree plot which represents the line graph of eigenvalues and depicts the amount of variance explained by each factor used to indicate the number of factors to be retained. The Scree plot provides a reliable criterion for factor selection (Comrey & Lee 1992; DeVellis 2003; Stevens 2002). Cattell (1966) argued that the cut-off points for selecting factors should be at the point of inflexion of this curve. The Third method that can be considered for factor identification is the Parallel Analysis (PA) (Horn 1965). This method is used to find the number of factors or best-fit solution. The last method is to determinate the number of factors which are subjective to the researcher's decision. In this case, the researcher should follow some

considerations. For instance, the selection of the extracted number of factors can be guided by theory (Tay 2020; Schermelleh-Engel 2015). For this study, the researcher decided to combine factor extraction through two ways: guidance from theory and literature review, and analysis of information and interpretation (Bruin 2006).

Method of Rotation: To enable ease of interpretation of factor extraction results, factor rotation is applied. The rotation method is used to clarify the predicted items that explain different core factors. Rotation of the items is categorised according to the highest factor weight or loading without considering the sign of the correlation whether it is positive or negative. Arrangement of the items according to the highest loading can be applied through the programme options. A request to exclude all the items with loadings less than (.40) from the output is also indicated. Varimax with Kaiser Normalisation has been undertaken for the rotation method. "Varimax rotation creates a solution in which the factors are orthogonal (uncorrelated with one another), which can make results easier to interpret and to replicate with future samples" (Leech, Barrett & Morgan 2015, p.120).

- **Pre-requisite Testing for PCA Suitability**

In this study two PCA tests were run for each group of data to extract factors explaining student wellbeing conceptualisation and practices separately. Some statistical tests must be conducted to measure the proportion of variation of the variables that might be raised by underlying factors before factor analysis. Those tests are the Bartlett test of sphericity and the Kaiser-Meyer-Olkin (KMO). The Bartlett test of sphericity is a statistical test used to find out the presence of correlations among the variables (Hair, Ringle & Sarstedt 2013; Hair et al. 2010). According to Field (2017), the KMO values vary between 0 and 1. Good statistical values of the KMO that

indicate the usefulness of the factor analysis are closer to 1.0, while small values of KMO (< 0.5) indicate poor results of the factor analysis. As it can be seen in Table 4.11, the Kaiser-Meyer-Olkin (KMO) measure is found to be 0.975 for the conceptualisation section and 0.972 for the practices section, which leads to the conclusion that factor analysis can be appropriately used to analyse this data.

Table 4.11: Results of Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

	Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy	Approx. Chi-Square	Bartlett's Test
Student Wellbeing Conceptualization	0.975	10568.483	.000
Student Wellbeing Practices	0.972	13573.743	.000

The second test is Bartlett's test of sphericity which scrutinises the variance of the correlation matrix to an identity matrix. When the significance level (p-value) is less than 0.05, that indicates relationship between the items and hence the suitability of factor analysis conduction (Field 2017). For the two domains of this study, the values of Bartlett's test of sphericity are significant ($\chi2$ = 10568.483, p = .000 and $\chi2$ = 13573.743, p = .000) respectively, which indicates that the correlation matrix is not an identity matrix. These results suggest that factor analysis is appropriate, and the sample size is sufficient for meaningful factorability (Putt, Lackey & Sullivan, 2003; Kaiser, 1974). Moreover, according to the assumptions, all the values of the correlation table must be (> 0.3). the result obtained for this study shows that the smallest correlation value for the conceptualisation section is 0.415 and all the correlation values are greater than 0.3 (ranging between 0.415 - 0.811> 0.30). For the practices section, the smallest

correlation value is 0.325, and all values were greater than 0.3 (ranging between 0.325 - 0.832 > 0.30).

Another measure that is used to find out the degree of inter-correlations among the items and the appropriateness of factor analysis is the measure of sampling adequacy (MSA). As seen in Table 4.12, all the values are greater than 0.5 (ranging between 0.961 - 0.984 > 0.5) for conceptualisation, and values are greater than 0.5 (ranging between 0.950 - 0.984 > 0.5) for practices. As a conclusion, PCA can be performed on this particular data to make data reduction and extraction of the factors.

Table 4.12: Part of Anti-image Matrices Table (MSA) Range for Conceptualisation

Anti-image Correlation	CH1	.961[a]	-.256	-.140	-.368	-.147	.036	.052	.105	.032	.033
	CH2	-.256	.969[a]	-.282	-.107	-.066	.001	-.022	-.187	-.051	.049
	CH3	-.140	-.282	.967[a]	-.053	-.044	.068	-.145	-.009	.098	-.070
	CH4	-.368	-.107	-.053	.966[a]	-.121	-.092	.033	-.099	-.180	-.085
	CI1	-.147	-.066	-.044	-.121	.980[a]	-.193	-.144	-.068	-.026	-.035
	CI2	.036	.001	.068	-.092	-.193	.980[a]	-.199	.033	-.049	.038
	CI3	.052	-.022	-.145	.033	-.144	-.199	.975[a]	-.245	.025	-.156
	CI4	.105	-.187	-.009	-.099	-.068	.033	-.245	.976[a]	-.237	-.040
	CI5	.032	-.051	.098	-.180	-.026	-.049	.025	-.237	.975[a]	-.137
	CI6	.033	.049	-.070	-.085	-.035	.038	-.156	-.040	-.137	.983[a]

- **Factors of Student Wellbeing Conceptualisation**

The Scree Plot shown in Figure 4.14 indicates that only three factors reflect student wellbeing conceptualisation. The indicated number of factors doesn't align with the study theoretical framework. The researcher opts to determine five factors as a number to try and guide the extraction of factors or components for student wellbeing conceptualisation.
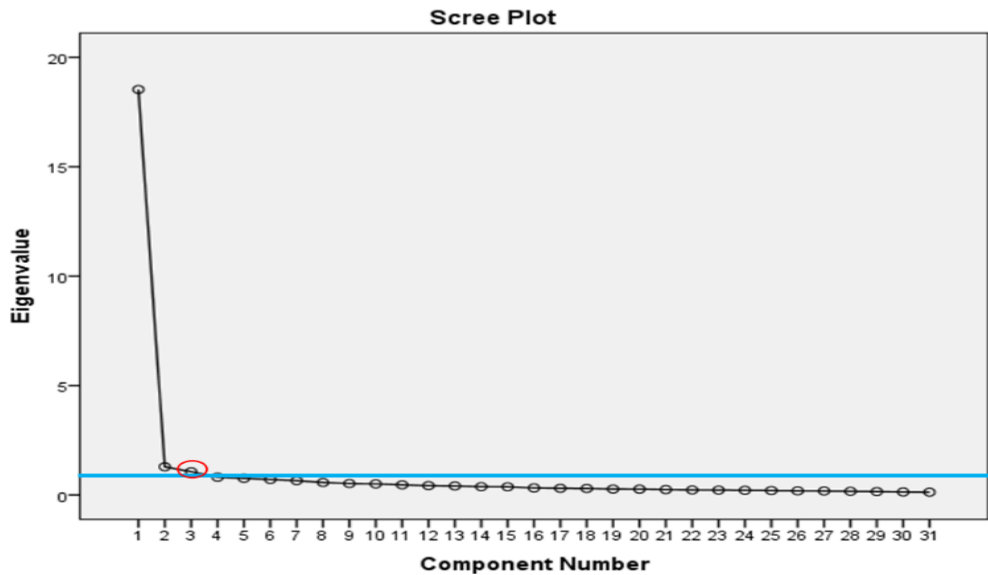
Figure 4.14: Scree Plot of Student Wellbeing Conceptualisation Factors

After specifying five as the number of factors to investigate, CPA was run in SPSS using the conceptualisation items. As it can be seen in Table 4.13, five factors emerge. Each factor consists of sets of variables or items. Further analysis is made to identify the influence of each variable over the others. The first factor accounts for a variance of 17.537 with 62.631%, and the second factor accounts for a variance of 1.262 with 4.507%. The third factor accounts for a variance of .820 with 2.928 %. The fourth factor accounts for a variance of .741with 2.648%. The fifth factor accounts for a variance of .668 with 2.385 %. The cumulative accounts for 75.099% of the total variance explained. Moreover, rotation of the extracted factors can be programmed to facilitate interpretability, or the ability to recognise which variables define which factors (Gorsuch, 1983). The Rotated Component Matrix table was used to identify loading and cross loading items. Factor loadings explain the relative contribution that a variable makes to a factor. According to Tabachnick and Fidell (2013), with more than 200 sampling size, the criterion for minimum loading must be (.3). For this study the loading criterion was

adopted at (0.4).

Table 4.13: Conceptualisation Factors Extraction Based on the Principal Component Analysis

Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.537	62.631	62.631	4.745	16.948	16.948
2	1.262	4.507	67.138	4.331	15.469	32.417
3	.820	2.928	70.066	4.103	14.653	47.070
4	.741	2.648	72.714	3.995	14.267	61.337
5	.668	2.385	75.099	3.853	13.762	75.099

After running the PCA, the variables loading was revised to see the variables that demonstrated inconsistency across loading. Items with inconsistent loadings (i.e., similar cross-load on two variables, low loading or no loading) were dropped. So, variables 9, 19, and 25 were eliminated and the EFA was run again to factorise the remaining 28 items. The resulting five extracted factors are:

Factor 1: Resilience, Strength and Purpose

Factor 2: Inclusion and Recognition

Factor 3: Satisfaction and Happiness

Factor 4: Relationships and Cultural Identity

Factor 5: Students' Capabilities

All the five factors have loading more than 0.4 as detailed in Table 4.14 below. The lowest loading is .458 and the highest loading is .780, and both of them are in factor 4: "Relationships and Cultural Identity". All the variables of Factor (3) "Satisfaction and Happiness" were loading

more than 0.65, which means all the factor variables make good contribution to the factor. Regarding the Mean (*M*) and the standard division (*SD*), the *M* and SD of all variables of the five factors are very close. As seen from the table all *M* values range between 5.70 - 6.31 and *SD* range between 1.105 -1.633.

Table 4.14: The Five Conceptualisation Factors and their Factor Loadings, Mean, SD and Alpha Values

Latent Factors and Constituent Items	Factor Coding	Factor Loading	*M/SD*	Cronbach's alpha
Factor 1: Resilience, Strength and Purpose (CP)				
Having fun	CP1	.508	6.04/1.370	.939
Equitable opportunities of learning	CP2	.466	6.10/1.263	.935
Developing resilience and a capacity to recover when facing difficulties	CP3	.520	6.07/1.226	.933
Developing self- expression skills	CP4	.471	6.03/1.289	.934
Developing control over negative feelings	CP5	.639	5.88/1.441	.931
Developing a positive look to the future	CP6	.742	6.08/1.246	.934
Developing a purpose to their life	CP7	.730	6.09/1.328	.937
Factor 2: Inclusion and Recognition (CI)				
Being included by others in school	CI1	.611	5.98/1.323	.906
Being trusted by others in school	CI2	.680	6.11/1.179	.908
Being respected by others in school	CI3	.706	6.24/1.192	.903
Being listened to in school	CI4	.562	6.06/1.341	.896
Being mentally healthy	CI5	.550	6.20/1.301	.904
Having appreciation	CI6	.479	6.18/1.248	.902
Factor 3: Satisfaction and Happiness (CH)				
Being happy in school	CH1	.740	5.94/1.417	.857
Being treated equitably to their peers in school	CH2	.719	6.03/1.349	.850
Being safe in school	CH3	.742	6.30/1.105	.886
Being satisfied with their life in school	CH4	.653	6.05/1.342	.850
Factor 4: Relationships and Cultural Identity (CR)				
Connect with their cultural and social background	CR1	.605	6.00/1.298	.888
Having exposure to world views, cultures and values	CR2	.559	5.94/1.317	.893
Having challenging experiences and opportunities	CR3	.458	5.95/1.342	.882
Developing spiritual/ meditation routines	CR4	.780	5.70/1.633	.896

Developing active relationships with peers	CR5	.518	5.99/1.271	.882
Developing active relationships with teachers	CR6	.657	6.02/1.261	.888
Factor 5: Students Capabilities (CC)				
Having resources	CC1	.594	6.12/1.200	.891
Having a safe and a healthy environment	CC2	.465	6.31/1.087	.890
Having appropriate academic skills	CC3	.673	6.03/1.239	.884
Having appropriate emotional and social skills	CC4	.520	6.06/1.289	.878
Developing responsible attitudes and behaviors	CC5	.488	6.07/1.259	.879

The internal consistency reliability among student wellbeing conceptualisation items in the questionnaire was examined using Cronbach's alpha. Cronbach's Alpha is considered excellent if it is greater than 0.9 (> 0.90) and good if it is between (0.8-0.9) (George & Mallory 2003). Referring to Table 4.14, the Cronbach's alpha values for all variables range between 0.850 and 0.939 which are considered good and excellent. Moreover, the table also presents the Cronbach's alpha value of each factor of the five extracted factors and the number of variables in each factor. The resulting Cronbach's alpha values of factors range from 0.894 to 0.944, which were considered excellent. The reliability of factor (1) "*Resilience, Strength and Purpose*" was the highest (Cronbach's alpha, p-value = .944 > 0.5) which is extremely high and above the threshold value. While factor (3) "*Satisfaction and Happiness*" has the lowest reliability (Cronbach's alpha = .894) which is considered good based on George and Mallory's (2003) measures.

Construct validity means the validity of inferences about the construct (or variables) in the study (Creswell & Creswell 2018). To check the construct validity for the five factors, the SPSS test for the average variance extracted was conducted using Varimax rotation method. A variance percentage of more than 40% indicates good construct validity. As presented in Table 4.15, the five factors have good construct validity. Starting from first factor "Resilience, Strength and

Purpose" with 62.631% explained variance, it gets cumulatively higher to reach 75.099%.
Therefore, the student wellbeing conceptualisation with underlined five factors and explained
variance of 75.099% can be considered a tool with good construct validity.

Table 4.15: Reliability Statistics for Student Wellbeing Conceptualisation Factors

Factors	Cronbach's Alpha	No. of Items	Extracted eigenvalue	Extracted sum of squared loadings: variance %	Rotation sum of squared loadings: variance %
Factor 1: Resilience, Strength and Purpose	.944	7	17.537	62.631	62.631
Factor 2: Inclusion and Recognition	.918	6	1.262	4.507	67.138
Factor 3: Satisfaction and Happiness	.894	4	.820	2.928	70.066
Factor 4: Relationships and Cultural Identity	.908	6	.741	2.648	72.714
Factor 5: Students Capabilities	.906	5	.668	2.385	75.099

- **Factors of Student Wellbeing Practices**

PCA was applied to extract the main factors of student wellbeing practices in schools, based on
36 items. Figure 4.15 shows the scree Plot with a cut-off point found in the third point, which
means only three factors are extracted to underline student wellbeing practices. With reference
to the theoretical framework and the literature review, an attempt to extract more factors was
conducted. The PCA was applied with five factors.
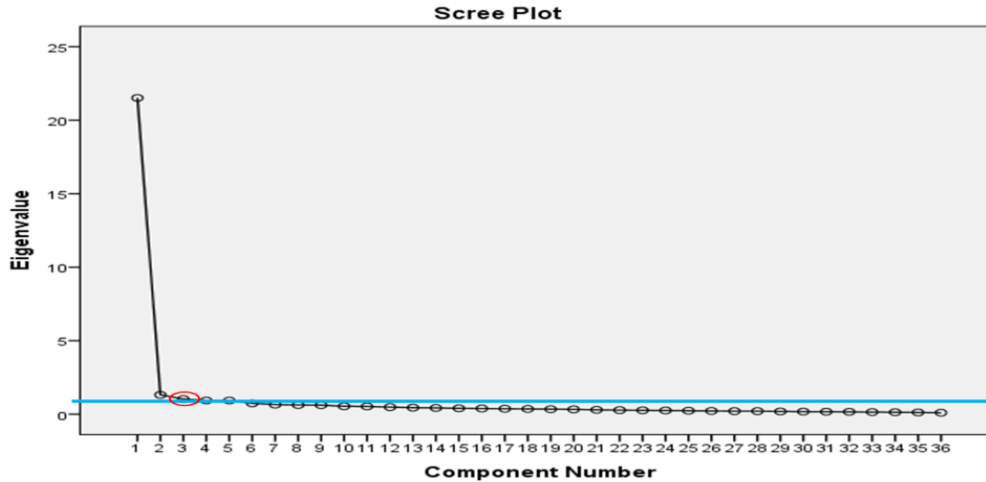
Figure 4.15: Scree Plot for Student Wellbeing Practices Factors

The result was portrayed in Table 4.16. All the 36 items have been extracted and the similar variables have been grouped into five factors. Factor (1) account for a variance of 21.514 (59.762%), and the second factor accounts for a variance of 1.313 (3.648%). The third factor accounts for a variance of 1.028 (2.855%). The fourth factor accounts for a variance of .927 (2.575%). The fifth factor accounts for a variance of .924 (2.568%). The cumulative variance explained by the five factors is 71.407% of the total variance.

Table 4.16: Practices Factors Extraction Based on Principal Component Analysis

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.514	59.762	59.762	21.514	59.762	59.762	5.910	16.416	16.416
2	1.313	3.648	63.410	1.313	3.648	63.410	5.852	16.254	32.670
3	1.028	2.855	66.265	1.028	2.855	66.265	5.026	13.960	46.630
4	.927	2.575	68.840	.927	2.575	68.840	4.964	13.788	60.418
5	.924	2.568	71.407	.924	2.568	71.407	3.956	10.990	71.407

Table 4.17 depicts the Rotated Component Matrix that is used to identify variable loading and any cross loading between variables. As mentioned, for this study the loading criterion was (0.4) to identify loading and cross loading items. Referring to the Communalities table, all the variables are loading more than (0.6) except one variable "The school holds wellbeing as a central theme" that has a loading of (0.538). From the Rotated Component Matrix table, all the five factors have loadings more than (0.4). The lowest loading value is in the item "School leaders establish clear goals and expectations to improve wellbeing" (0.448), while the highest loading is in the item "*Parents are listened to by the school*" (0.768). Upon examination, all item loadings are high and there are no cross loadings. As a result, none of the practices items is eliminated. The Mean values (*M*) and the Standard Divisions (*SD*) of all variables of the five factors are lying very close to each other. As seen from the table, all *M* values range between 4.97 to 5.76 and *SD* values range between 1.349 to 2.101. The resulting five factors are:

Factor 1: School Ethos, Culture and Environment

Factor 2: Systematic Approach to Student Wellbeing

Factor 3: Teaching and Learning

Factor 4 Curriculum Relevance

Factor 5: School-Parent Relationships

Table 4.17: The Five Practices Factors and their Factor Loadings, Mean, SD and Alpha Values

Latent Factors and Constituent Items	Factor Coding	Factor Loading	M/SD	Alpha
Factor 1: School Ethos, Culture and Environment (PE)				
The school considers student wellbeing as important as their academic outcomes	PE1	.557	5.21/1.774	915
The school considers students as active partners in promoting and enhancing their wellbeing	PE2	.579	5.22/1.807	909

Statement	Code		Mean/SD	N
The school is welcoming and open to diversity (in cultures, religions, abilities, new students…)	P E3	637	5.63/1.603	920
The school promotes values such as respect, trust, and integrity within its community	P E4	666	5.70/1.415	913
The school holds wellbeing as a central theme within people's interactions in the school	P E5	596	4.72/2.101	928
The school's physical environment supports students' safety and accessibility	P E6	673	5.76/1.349	917
The school's learning environment reflects relaxation and enjoyment	P E7	538	5.34/1.662	912
The school's policies emphasise good ethics, protection, care and support	P E8	605	5.56/1.444	914
School leaders are committed to wellbeing in school	P E9	490	5.36/1.633	910
Factor 2: Systematic Approach to Student Wellbeing (PS)				
The school interprets student wellbeing as a multi-dimensional concept (there are different types of wellbeing)	P S1	579	5.07/1.815	937
The school personalises wellbeing and sees it different within students	P S2	519	5.05/1.860	936
The school celebrates and shares its wellbeing successes	P S3	615	5.23/1.796	934
School leaders establish clear goals and expectations to improve wellbeing to all	P S4	448	5.26/1.751	933
Students are included in decisions regarding their support planning and review	P S5	509	5.03/1.885	932
The school uses appropriate methods and tools to measure its student wellbeing	P S6	670	4.97/1.918	929
The school provides appropriate training and development to teachers to enhance their students' wellbeing	P S7	655	5.02/2.011	934
The school implements targeted initiatives to enhance its student wellbeing	P S8	603	5.05/1.882	931
The school reports on its student wellbeing in an accurate and transparent way	P S9	648	4.97/1.973	933
Factor 3: Teaching and Learning (PT)				
Teachers are committed to their students' wellbeing	P T1	578	5.44/1.437	923
School leaders and teachers are role models in demonstrating positive wellbeing	P T2	523	5.45/1.586	921
Teachers promote opportunities where students can develop further their skills and enhance their wellbeing	P T3	577	5.41/1.492	920
Teachers share knowledge and work together to benefit their students	P T4	706	5.50/1.533	925
Teachers work to create positive and engaging classroom interactions	P T5	712	5.61/1.435	922
Students help, respect and inspire each other	P T6	573	5.44/1.487	930
The school curriculum provokes engagement and reflection among students	P T7	461	5.42/1.461	924
Factor 4: Curriculum Relevance (PC)				
The school provides facilities and resources that promote active living and learning	P C1	470	5.48/1.528	905

Item	Code	Loading	Mean/SD	Alpha
The school curriculum connects with the students' real-life experiences	PC2	.566	5.20/1.677	.902
The school curriculum provides multiple learning pathways for all abilities and interests	PC3	.515	5.29/1.644	.901
The school curriculum is challenging, yet not overly demanding	PC4	.735	5.31/1.687	.902
Students in need of support are identified in an accurate and timely manner	PC5	.635	5.13/1.773	.898
Students access support when needed	PC6	.583	5.25/1.703	.901
Homework is assigned reasonably and is effective in supporting students	PC7	.616	5.24/1.802	.917
Factor 5: School-Parent Relationships (PR)				
Parents are welcomed in the school as essential partners to the school community	PR1	.707	5.63/1.498	.910
Parents are listened to by the school	PR2	.768	5.58/1.513	.911
Parents are guided and supported by the school	PR3	.678	5.46/1.639	.885
The school and parents work together to promote and enhance student wellbeing	PR4	.557	5.33/1.734	.898

The internal consistency reliability for all student wellbeing practices items was examined, as well as the reliability of the five constructed factors by using Cronbach's alpha. As presented in Table 4.18, Cronbach's alpha values for all variables range between good and excellent (0.885 -0.937) respectively. Only three items among the 36 items have Cronbach's alpha values between (0.8-0.9). Similarly, Cronbach's alpha values for all five extracted factors are considered excellent (p-value > .9).

The resulting Cronbach's alpha values for the five factors range between 0.918 to 0.940. The factor with the lowest reliability is Factor 4 "Curriculum Relevance" (.918), and the highest reliability is attached to Factor 2 "Systematic Approach to Student Wellbeing" (.940).

Table 4.18: Reliability Statistics for Student Wellbeing Practices Factors

Factors	No. of Items	Cronbach's Alpha	Extracted eigenvalue	Extracted sum of squared loadings: variance %	Rotation sum of squared loadings: variance %
Factor 1: School Ethos, Culture and Environment	9	.929	21.514	59.762	59.762
Factor 2: Systematic Approach to Student Wellbeing	9	.940	1.313	3.648	63.410
Factor 3: Teaching and Learning	7	.934	1.028	2.855	66.265
Factor 4 Curriculum Relevance	7	.918	.927	2.575	68.840
Factor 5: School-Parent Relationships	4	.925	.924	2.568	71.407

In conclusion all the reliabilities for the five factors are significantly high and above the threshold value. So, the five extracted factors have good construct validity. The first factor "*School Ethos, Culture and Environment*" explains 59.762%. Together with the other four factors, a cumulative loading variance of 71.407% of the student wellbeing practices is explained. Consequently, construct validity for this tool is considered good. Therefore, the practices section of the Student Wellbeing Evaluation & Enhancement Tool (SWEET) is considered a reliable and valid tool that can be proposed to be used for evaluation in schools by the different stakeholders (parents, teachers, and students).

4.3.1.3 Confirmatory Factor Analysis Process and Findings

The PCA presented in the previous section generated a number of factors that can summarise the totality of the initially considered items. To further investigate the structure of the identified factors (components), confirmatory factor analysis (CFA) was applied. CFA is a process by which expected constructed factors are evaluated as models or tools. Usually, CFA tests

hypotheses around the potential model or tool (Gorsuch 1983). CFA is an important step in assessing the validity and reliability of the latent factors (Hair et al. 2017: Kline 2015). CFA in this study is aimed at measuring the dimensionality of the study factors. There are five factors under student wellbeing conceptualisation (CP - Resilience, Strength and Purpose, CI - Inclusion and Recognition, CH - Satisfaction and Happiness, CR - Relationships and Cultural Identity and CC - Students Capabilities) and there are five factors under student wellbeing practices (PE - School Ethos, Culture and Environment, PS - Systematic Approach to Student Wellbeing, PT - Teaching and Learning, PC - Curriculum Relevance and PR - School-Parent Relationships).

- **Confirmatory Factor Analysis Process**

To conduct confirmatory factor analysis, the programme AMOS was used. For this study, the model fit was tested by assessing convergent and discriminant validity as well as construct reliability by testing composite reliability (CR) (Byrne 2016; Hair, Ringle & Sarstedt 2013). The researcher followed the suggestion of Schumacker and Lomax (2016) regarding the acceptable value of indices. In the model fit procedures for this study, each factor was measured separately.

To test the acceptability of the model with a sample that is larger than 200, the normed Chi-square is used. It is calculated by $X^2/df < 3$. If $3 < X^2/df < 5$, the model is considered acceptable. Additionally, the Comparative Fit Indices (CFIs) are another important fit index to be used where the value of >0.90 are considered to be a good fit. According to Hair et al. (2017) and Kline (2015), the Root Mean Square Error of Approximation (RMSEA) thresholds must be between (.05) and (.08). In the same vein, if the Goodness of Fit (GOF) indices display any

evidence of model misfit, the possible causes need to be ascertained using the re-specification statistics of Modification Indices (MI) and/or standardised residual co-variances (SRC). In this study, the use of MI statistics was applied as it provides the information on how the specified model can be well described. A model development strategy was employed to revise the model until the one with the best fit is attained (Hair et. al, 2017). As such, deletion of items was done based on the Modification Indices.

- **Measurement Model of Student Wellbeing Conceptualisation**

The initial confirmatory factor analysis model indicated the measurement model of student wellbeing conceptualisation achieved a good fit to the data and that all the items were significant reflective indicators of the linked constructs of the conceptualisation. To illustrate the final result, the model showed Chi-square X^2 value was 1160.329, degree of freedom=345 and p=000. The RMSEA value of .077 which was below the recommended value of < 0.08.

The value of CFI was 0.922, and the value of TLI was .915 which were all greater than 0.90 (see figure 4.16). Hence, to conclude results with respect to the first hypothesis, the measurement model achieved satisfactory results for the student wellbeing conceptualisation domain, as displayed in Figure 4.16 above.
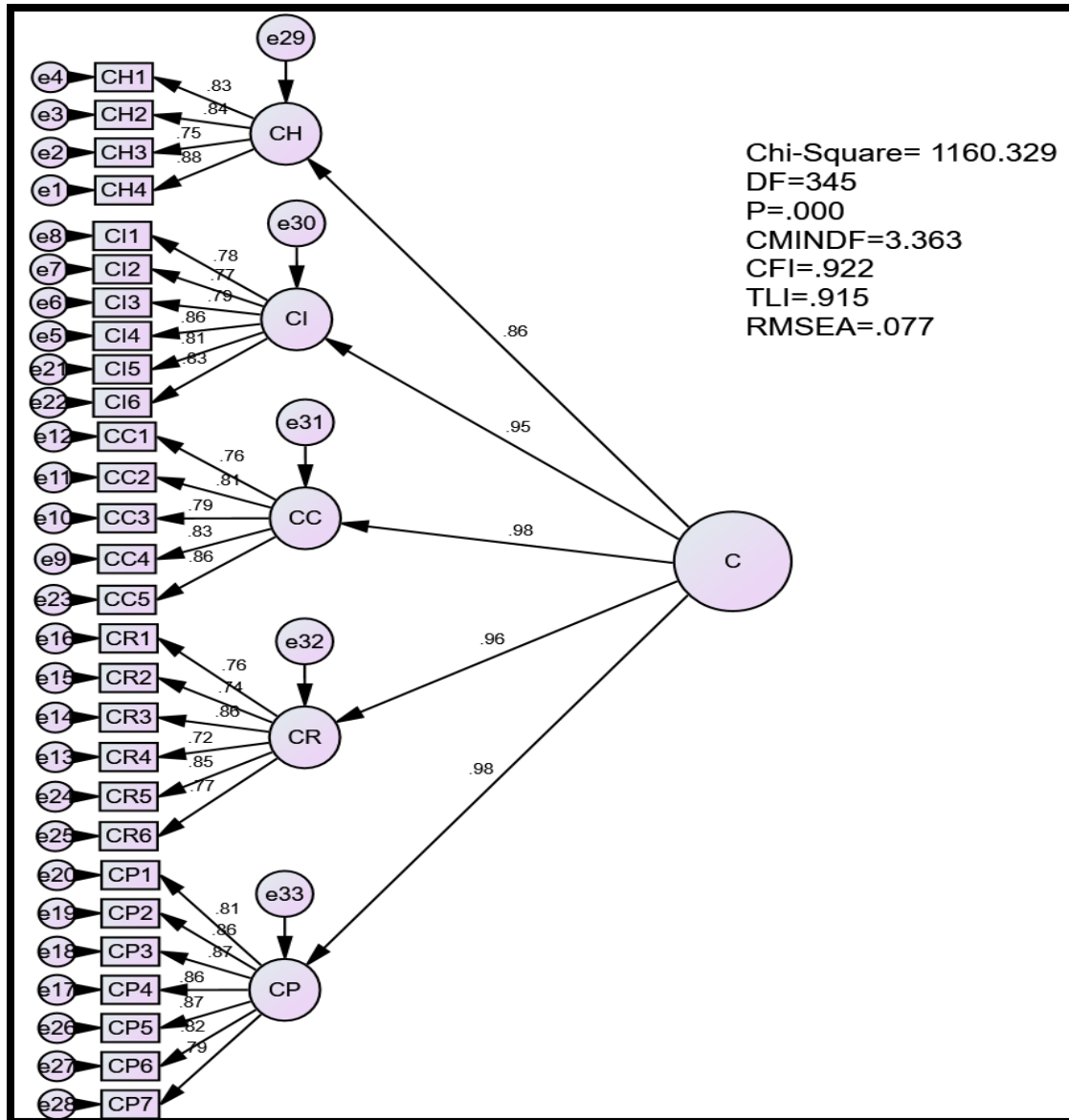
Figure 4.16: The Confirmatory Factor Analysis of Student Wellbeing

- **Measurement Model of Student wellbeing Practices**

The initial confirmatory factor analysis indicated the measurement model of student wellbeing practices achieved a good fit to the data and that all the items were significant reflective indicators of the linked constructs of the practices.
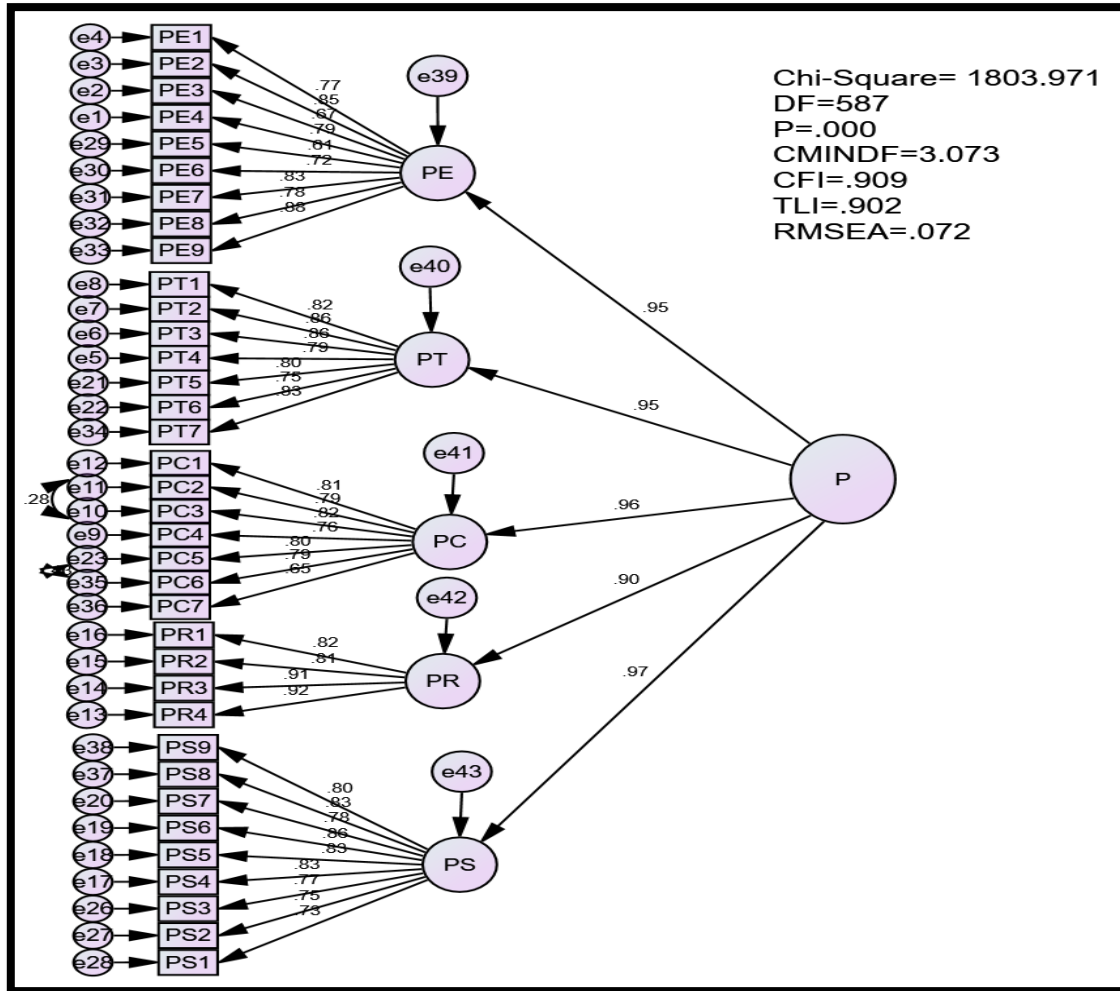
Figure 4.17: The Confirmatory Factor Analysis of Student Wellbeing Practices

To illustrate the final result, the model showed Chi-square X^2 value was 1803.971, degree of freedom=587 and p=000. The RMSEA value of .072 which was below the recommended value of < 0.08. The value of CFI was 0.909, and the value of TLI was .902 which were all greater than 0.90 (see figure 4.17). Hence, to sum up the results with respect to the second hypothesis, the measurement model achieved satisfactory results for the student wellbeing practices domain, as shown in Figure 4.17 above.

- **Measurement Model of the Student Wellbeing Evaluation & Enhancement Tool**

After checking the model fit for each domain/ construct separately (conceptualisation and practice), this section provides the result of confirmatory factor analysis (CFA) for the two constructs altogether, as the basis for SWEET. In this regard, CFA in this study is aimed at measuring the dimensionality of the study constructs. Conceptualisation is presented by five factors (CP - Resilience, Strength and Purpose, CI - Inclusion and Recognition, CH - Satisfaction and Happiness, CR - Relationships and Cultural Identity and CC - Students Capabilities) and practices is presented by five factors (PE - School Ethos, Culture and Environment, PS - Systematic Approach to Student Wellbeing, PT - Teaching and Learning, PC - Curriculum Relevance and PR - School-Parent Relationships). As the first result of the model fit, the Chi-square X^2 value was 4912.762, with 1941-degree freedom and p=000. Also, the RMSEA was 0.062 which was less than .08. While CFI = 0.880, TLI = 0.876 which did not achieve the suggested value 0.90. Hence, the initial model fit of SWEET needed revision as it did not achieve satisfactory results. Figure 4.18 presents the initial SWEET measurement model fit.

In order to improve the tool model fit measurement, measurement models of conceptualisation and practices were revised several times by using modification indices. Accordingly, all items with low loading (less than 0.5) were removed. (CI1, CR4, and CP3) in the student wellbeing conceptualisation domain and (PE2, PT4, PC3, PS1, PS3, and PS4) in the student wellbeing practices domain were removed.
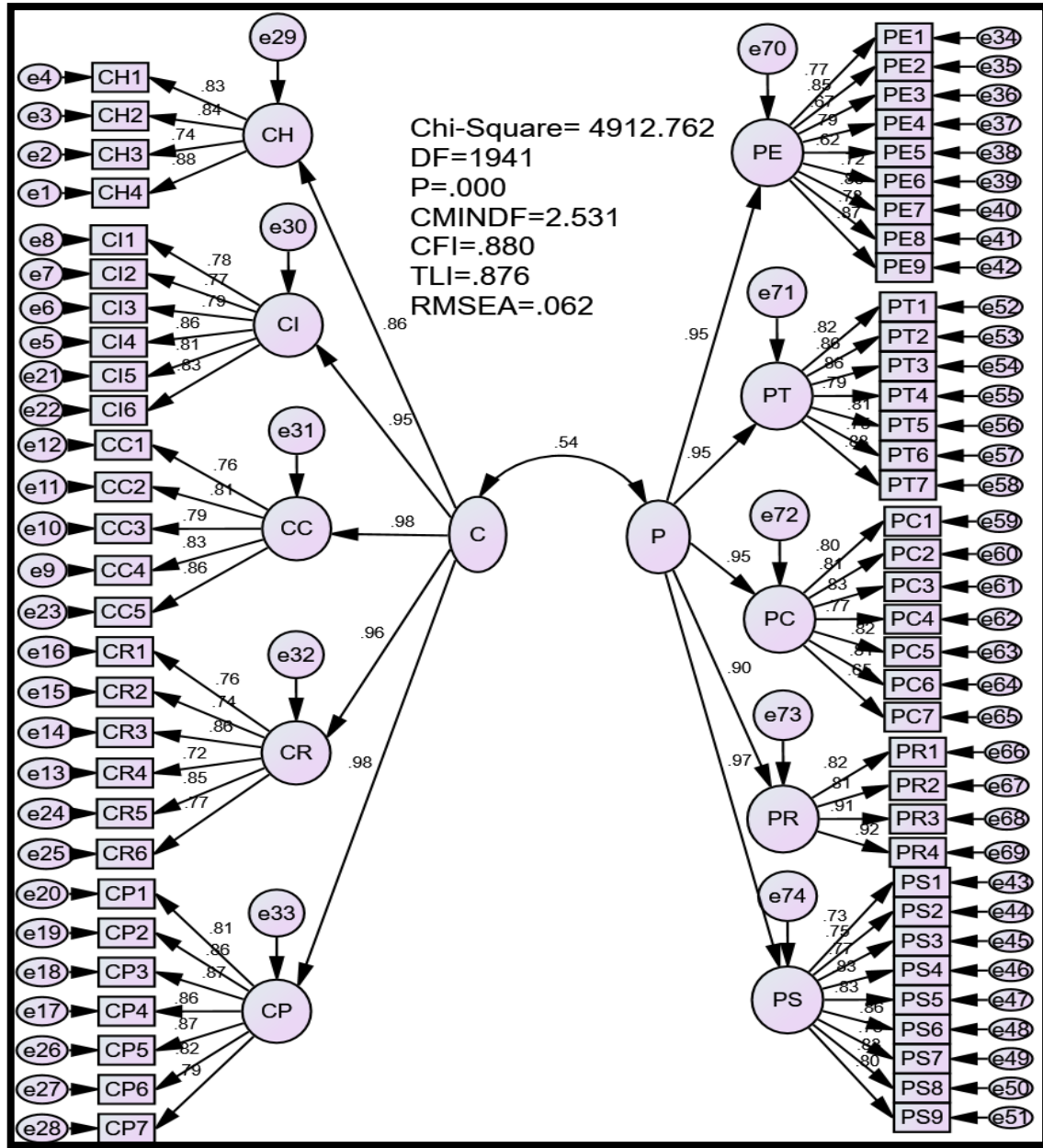
Figure 4.18: The Confirmatory Factor Analysis of SWEET

After deleting the problematic items, the final measurement model of SWEET achieved a good

fit to the data and that all the items were significant reflective indicators of the linked constructs.

To illustrate the final result, the model showed Chi-square X^2 value was 3150.729, degree of

freedom=1415 and p=000. The RMSEA value of .056 which was below the recommended value

of < 0.08. The value of CFI was 0.915, and the value of TLI was .911 which were all greater than 0.90. Hence, the final measurement model achieved satisfactory results. Figure 4.19 shows the revised SWEET measurement model.
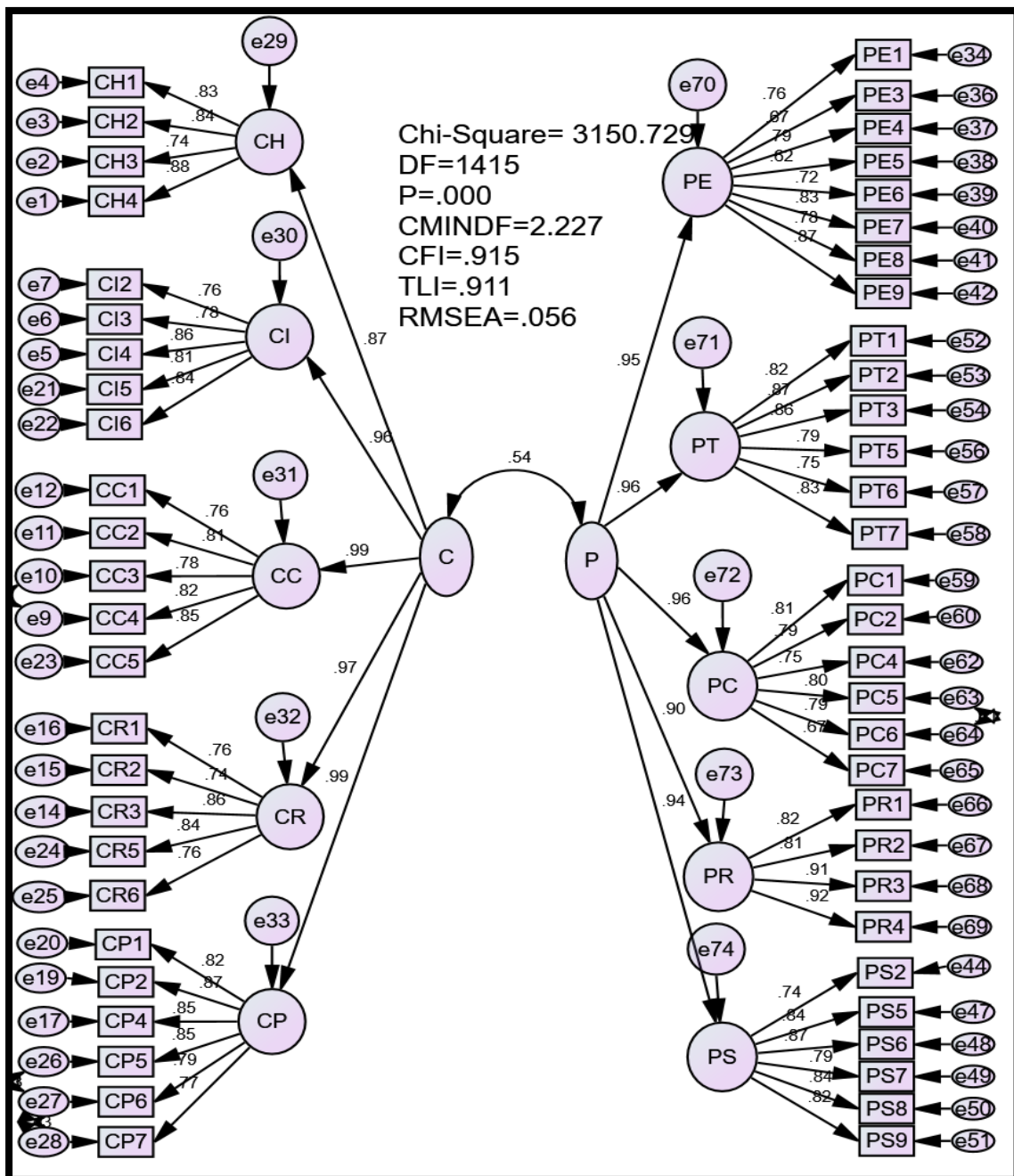
Figure 4.19: Revised SWEET Measurement Model

- **Reliability of Constructs and Convergent Validity**

The Convergent Validity (CV) refers to the degree to which one indicator is correlated positively with other indicators which are designed in order to assess the same construct (Hair, Ringle & Sarstedt 2013). To fulfil convergent validity, the researcher must consider two criteria and ensure that these criteria should be met. The first criterion, the loading of all indicators should be statistically significant, and the acceptable value should be .5 or greater (Hair et al. 2017; Kline 2015). Second, the average variance extracted (AVE) should be .5 or higher (Hair et al. 2017). The final measurement model with its standardised factor loadings is presented in Appendix B6. It can be seen that all standardised factor loadings were above 0.7, thus showing the first evidence of convergent validity. In addition, the z-score critical ratios were all outside the -1.96 to 1.96 range while the p-values were less than 0.001 for every measurement item providing evidence for their statistical significance. More so, the estimated composite reliability (CR) and average variance explained (AVE) values for individual factor are presented in Appendix B6. Each AVE factor was well above 0.5, while its composite reliability (CR) exceeded the acceptable value 0.7 and greater than AVE value.

All the above conditions provided strong evidence for convergent validity. Divergent validity of the measurement model was equally estimated in the present study. The outcome of the divergent validity is checked through the entire inter-factor correlations, and they were below 0.85 (Kline 2015). This outcome provides a strong and desirable evidence of discriminant validity. Therefore, the conclusion with respect to the third hypothesis indicates that SWEET model measurement significantly satisfies all the data. SWEET can be considered

psychometrically sound tool for the purpose of evaluating student wellbeing conceptualisation and practices.

4.3.1.4 Summary of Phase 2 Quantitative Data Analysis Findings

To summarise the quantitative data analysis findings, 122 students, 358 parents and 137 teachers participated in the online survey to measure their perceptions about student wellbeing conceptualisation and practices in the context of Dubai and Al Ain private schools. More than 70% of parents expressed talking to their children about their school events on a daily basis, and fewer parents did so with their older students. Parents were also less familiar with regard to the existence of a wellbeing officer in their children's school, in comparison to teachers and students. Around 30% of participating teachers stated they had never received training in relation to wellbeing. When ranking student wellbeing conceptualisation and practices in terms of importance between the three participating groups, common importance was given to being safe, having safe and healthy environments and acquiring academic, social and emotional skills among the groups. In terms of practices, the three groups stated most common practices applied in their schools included listening to parents, welcoming cultures, positive value promotion and teachers' role in creating favourable learning environments.

In order to identify a smaller number of factors that can summarise the collected data, a principal component analysis (PCA) was applied separately for the student wellbeing conceptualisation and practices sections of the developed questionnaire, the basis for the Student Wellbeing Evaluation & Enhancement Tool (SWEET). Five factors summarised data derived from the 31 conceptualisation items: 1) Resilience, Strength and Purpose, 2) Inclusion and Recognition, 3) Satisfaction and Happiness, 4) Relationships and Cultural Identity and 5) Students' Capabilities.

Equally, five factors summarised data derived from the 36 practices items: 1) School Ethos, Culture and Environment, 2) Systematic Approach to Student Wellbeing, 3) Teaching and Learning, 4) Curriculum Relevance and 5) School-Parent Relationships. After running the SPSS factor analysis, three items from the conceptualisation domain were omitted. The five conceptualisation factors accounted for 75.099% of the total variance explained, and the practices factors accounted for 71.407% of the total variance explained. Additionally, all the items and the extracted factors for both domains reported good or excellent reliability and reached a good construct validity. The various tests conducted indicate that the Student Wellbeing Evaluation & Enhancement Tool (SWEET) can be presented in the form of latent factors.

In order to examine the nature of and relationships among the extracted constructs from the PCA, a confirmatory factor analysis (CFA) was conducted. The results of the CFA indicated the measurement model achieved satisfactory results for the student wellbeing two domains: conceptualisation and practices when tested separately. Testing of the measurement model fitness of the combined domains to form the Student Wellbeing & Evaluation Tool (SWEET) necessitated multiple revisions by using modification indices. All items with low loading (less than 0.5) were removed. Three conceptualisation items and six practices items were removed. The final resulting measurement model of SWEET achieved a good fit to the data and demonstrated that all the items were significant reflective indicators of the linked constructs. Validity and reliability testing indicate that SWEET is a psychometrically sound tool to be further tested in other contexts.

4.3.2 Qualitative Data Analysis Findings

4.3.2.1 Background information on participants

Table 4.19 outlines the number of participants in the qualitative part of the study distributed by location (Dubai, Al Ain) and gender. In total, twenty-two parents responded to the interview, with 10 parents coming from Dubai and 12 parents from Al Ain. All Al Ain participating parents were female, while three (out of the 10) of Dubai parents were male. From the fifteen teachers who were reached through the open-ended interviews, eight teachers participated from Dubai, and seven teachers participated from Al Ain. Dubai teachers were mostly females, with only one male participant (out of eight). Al Ain teachers were more balanced through the participation of three males and four females.

Table 4.19: Participants Demographics for Qualitative Data Analysis

Gender		Dubai	Al Ain
Parents	Male	3	-
	Female	7	12
Teachers	Male	1	3
	Female	7	4
Students	Male	45	8
	Female	28	10
	Missing	1	-
School Leaders	Male	1	1
	Female	2	2

Referring to the students, 74 participated from Dubai in comparison to 18 students from Al Ain. There were 53 male students versus 38 female students (with missing information on one student). Six completed questionnaires were received from three school leaders from Dubai and

three school leaders from Al Ain. Equal number of male and female school leaders was recorded. More demographics details about the participants are shared in Appendix B5.

4.3.2.2 Findings about student wellbeing conceptualisation

The literature review indicated a level of ambiguity around defining wellbeing in general and student wellbeing in particular (Anand 2016; Bache, Reardon & Anand 2016; Diener & Seligman 2004; Dodge et al. 2012; McCallum & Price 2016; Ruggeri et al. 2020; Soutter, O'steen & Gilmore 2013). In this research, the views of the various stakeholders about their conceptualisation, or way of understanding and ideating both wellbeing and student wellbeing concepts, were sought and analysed comparatively. Table 4.20 presented below consolidates the questions directed to the different stakeholders on student wellbeing conceptualisation.

Open-ended interviews of 22 parents and 15 teachers from both Dubai and Al Ain revealed five main themes concerning student wellbeing conceptualisation. Figure 4.20 illustrates these themes sorted out with respect to the content frequency shared by parents and teachers. Although an introductory question was directed towards participants' understanding of wellbeing in general, more conversations were noted vis a vis student wellbeing meaning. Themes about what determined student wellbeing and what participants thought of student wellbeing did equally emerge. Terminology was a theme that was highlighted to a lesser extent than other themes. Each of the main themes was broken down into emerged subthemes. What follows is the analysis of each of the main themes under the umbrella of student wellbeing conceptualisation as seen by teachers and parents.

Table 4.20: Student Wellbeing Conceptualisation-Related Questions

	Questions to teachers	Questions to school leaders	Questions to students
You may have heard mentioning of wellbeing these days. Can you tell me what it means from your perspective?	You may have heard mentioning of wellbeing these days. Can you tell me what does it mean from your perspective?	You may have heard mentioning of wellbeing these days. Can you tell me what does it mean from your perspective?	
If we refer to your children's wellbeing in particular as students, how would you define it?	If we refer to the wellbeing of students in particular and in the school context, how would you define it?	If we refer to student wellbeing in particular and in the school context, how would you define it?	How would you define your wellbeing as a student?
From your point of view to what extent do you think your understanding/ definition of your children's wellbeing is similar to or different than that of the school?	From your point of view to what extent do you think your understanding/ definition of student wellbeing is similar to or different than that of the school?		
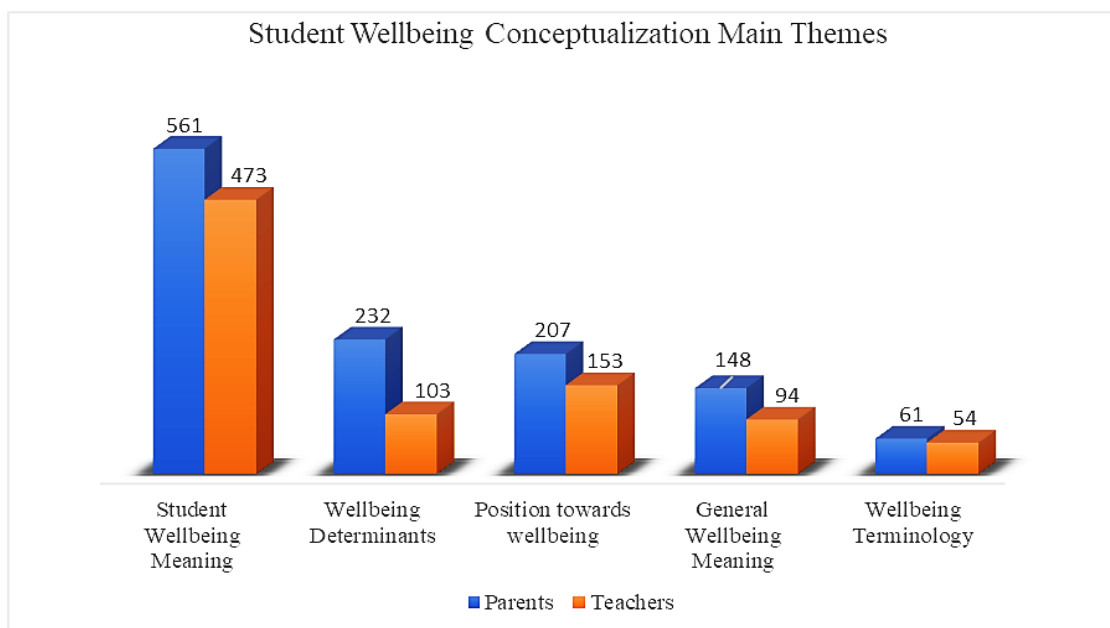
Figure 4.20: Student Wellbeing Conceptualisation Themes in Parents' and Teachers' Interviews

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1) General wellbeing meaning:

The first question in the interview attempted to gauge participants' knowledge and their associated meaning to wellbeing as a general concept. Table 4.21 presents the content analysis frequencies of the subthemes extracted. As the table illustrates, parents and teachers in both cities understood wellbeing in multi-dimensional aspects. Happiness and positive emotions were mentioned more in comparison to negative emotions and stressful events across all groups. Some parents indicated that the first idea that came to mind when wellbeing was brought up was happiness. Happiness was also mentioned more frequently in Dubai by parents than the other groups, and words such as enjoyment and pleasure were described. Teachers from Dubai shared that wellbeing diminished with worry, anxiety, and the risk of termination, whereas some parents raised ideas about being powerless and overwhelmed. Physical, mental, and psychological aspects of health were linked to being and feeling well. The notion of maintaining a balance in dealing with everyday challenges was voiced, whereas others indicated the absence of any difficulties for wellbeing to be established. In addition to happiness, satisfaction with life was brought up frequently by parents in comparison to teachers. Notions of peaceful life, contentment, and good life were shared.

Reference to material wellbeing and resources was observed in all groups, but more so in teachers in Dubai and parents and teachers from Al Ain. Standards of living and provision in all life fields were mentioned in relation to the understanding of wellbeing. Some voiced that wellbeing came after establishing a minimum level of fulfilment of all the requirements of human life.

Table 4.21: General Wellbeing Meaning Subthemes Content Frequencies from Teachers' and Parents' Interviews

General Wellbeing Meaning Subthemes	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Happiness/positive emotions	16	5	21	6	5	11	32
Negative emotions	5	0	5	4	0	4	9
Relationships	9	9	18	9	1	10	28
Health	11	12	23	8	10	18	41
Materials things/resources	9	21	30	10	17	27	57
Life satisfaction	14	10	24	4	4	8	32
Achievement	1	1	2	3	3	6	8
Security and safety	7	4	11	2	2	4	15
Meaning/purpose	5	1	6	2	2	4	10
Engagement	4	4	8	0	2	2	10
Total	81	67	148	48	46	94	242

A Dubai parent summarised her meaning of wellbeing as such:

> *In general, wellbeing from my point of view means the person has balance in all his life aspects, and lives easy, comfortable, tranquil, peaceful life, while enjoying it. I mean to be able to live a balanced life, materially, mentally, socially, and physically, to the extent of reaching self-sufficiency, that leads at the end to satisfaction, and happiness, and has the ability to achieve this kind of balance. (P2D)*

Relationships as a subtheme in wellbeing meaning were brought up by most of the participants. Parents stressed the importance of being listened to versus being judged. They mentioned a strong connection to their children and families. Teachers spoke about being part of teams. Financial and emotional security was raised by few parents, whereas teachers focused on job stability and fair pay. Few participants, particularly teachers, raised the need for development and giving back to society. The role of education as a means to enhancing wellbeing, in general, was mentioned repeatedly.

> *Wellbeing, of course, means for me to achieve the best living in general, such as education, and life standard. Furthermore, it means for me to achieve for example self-realisation, fulfil my ambitions or the aspirations of my children or my home and society in general. It also means improving and developing myself as much as I can. I don' t know if it has another explanation. (T5D)*

The use of the MAXQDA programme to analyse the qualitative data enabled the creation of word maps to visually examine the words with highest frequencies. Figure 4.21 captures the word maps of teachers and parents regarding the meaning of general wellbeing.

In addition to parents and teachers, school leaders were asked the same question concerning their understanding of wellbeing at a general level. School leaders' views about the meaning of wellbeing covered a wide span of topics.

Figure 4.21: General Wellbeing Meaning Word Maps from Parents' and Teachers'
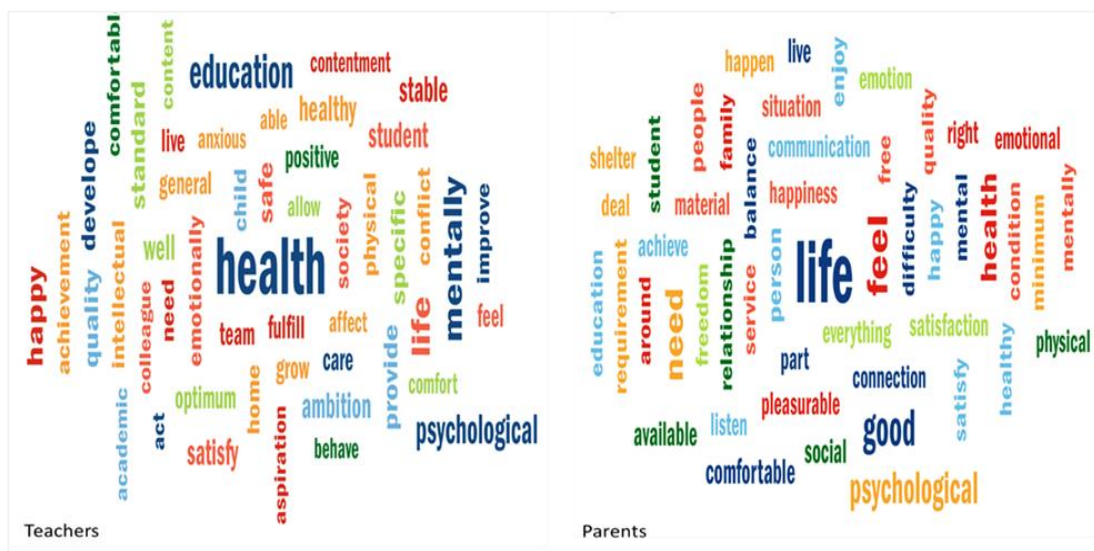
They commented on wellbeing from a human basic needs' angle. They also highlighted the relevance of emotional and mental stability. They linked wellbeing to sharing appreciation and love with others. Two leaders delved into more multi-dimensional concepts of wellbeing, including health, materials, relationships, achievement, and engagement with the economic and political environments. A school leader from Dubai shared a comprehensive example that highlighted wellbeing and its relationship to human development in different life phases:

Each of these [human development] stages requires sound human conditions and foundations from a healthy physiological structure, to appropriate environments, to social and stable relationships, to balanced psychological conditions, to enabling educational environments that facilitate goal achievement and progress of both the individual and the society, to health conditions conducive to performance, development and continuity, to a balanced economic reality, and a stable and democratic political environment. All of these factors can integrate, interact, synergise and harmonise for the purpose of striving quality of human life. (SL2D)

2) *Student wellbeing meaning*

The theme of student wellbeing meaning was highly elaborated by the various participants from parents, teachers, school leaders, and students when asked about their own interpretation or definition. The content analysis of parents' and teachers' interviews resulted in the following table of subthemes (Table 4.22).

Table 4.22: Student Wellbeing Meaning Subthemes Content Frequencies from Teachers' and Parents' Interviews

Student Wellbeing Meaning Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Happiness/positive emotions	49	36	85	30	32	62	147
Negative emotions	36	16	52	26	2	28	80
Relationships	40	46	86	51	39	90	176
Health	17	31	48	21	24	45	93
Materials things/resources	18	36	54	16	44	60	114
Life satisfaction	20	24	44	12	12	24	68
Achievement	28	25	53	17	16	33	86
Security and safety	17	13	30	31	29	60	90
Meaning/purpose	14	9	23	3	8	11	34
Engagement	31	33	64	34	21	55	119
Total	270	269	539	241	227	468	1009

Happiness and feelings of positive emotions were common subthemes shared by teachers and parents across the two cities. Words such as joy, delight, and fitting in were common among

various parents. Teachers referred to words such as students being comfortable, relaxed, and interested in school. In contrast to the general wellbeing meaning, the subtheme of negative emotions was more highlighted by participating teachers from Dubai. They emphasised that student wellbeing could be negatively affected by being stressed, bullied, or disinterested. One mother from Al Ain shared her son's feelings when he was enrolled in a previous school:

> *He said somebody is trying to bully him… He was really crying every day and he said I don't want, I don't want to go to school … He felt really very bad, very bad in the sense that it pushed him. He doesn't want any more school …; he just wants to stay home. (P8A)*

The subtheme of relationships was widely suggested and explored by the various participants. Discussed aspects included fitting in and belonging, playing, and friendships, and sharing with other children. Students' relationships with their teachers were also highlighted. As depicted by parents, teachers were expected to provide a degree of care and genuine attention to students. From the teachers' side, values students should learn and manifest included caring for others, treating their friends well, and respecting their teachers.

> *My students whom I taught in the primary now are in the secondary, they are still in contact with me, when we meet they are greeting me, and they say how are you Miss and until now my relationship continues with them. Because you listen to your students, you need to create a good relationship with them. (T5A*

Health was a common subtheme associated with student wellbeing in parents and teachers. Parents utilised phrases such as healthy mind and healthy body. Sports and physical activities were noted when parents talked about health. Parents also emphasised psychological support and mental health. On the other hand, some teachers approached the topic of health from certain behaviours and lifestyles they witnessed among their students. They mentioned staying awake late and looking tired in the classroom. Some teachers and parents talked about the different

physical, emotional and social aspects of wellbeing and how together these aspects influenced

student wellbeing:

> *I can define the wellbeing of the kids like I can probably divide it into you know, into like, three, three wellbeing like physically, emotionally and socially. Yes. Physically wellbeing, they are healthy, they're eating the right kind of food… aaa you know, they don't have any sickness, they are healthy that's it aaa. Emotionally…they know how to express their feelings, if they are upset, they are angry, or they're hungry, those kinds of emotions and those kinds of things. (P8A)*

Student wellbeing was also described in light of having resources and material support at home

and in the school environment. The quality of education was raised as important by parents.

Nutritional aspects and providing the minimum of what students required were equally raised

as expectations from schools. One parent mentioned children's right to benefit from various

capabilities that would ensure their learning progress. One Dubai parent explained the

relationship between student wellbeing and the availability of certain resources in schools:

> *…Cleanliness, availability of facilities, and the availability of competent teachers who care for building personalities even before delivering knowledge. (P2D)*

Parents mainly described the element of satisfaction in both Dubai and Al Ain. Parents

expressed their wish for their children to be externally and internally satisfied. They often talked

to their children to ascertain how they feel about their school, and they acknowledged it as part

of their responsibility. One parent suggested monitoring the rate of students leaving the school

as an indicator of parental satisfaction. One mother from Al Ain tentatively quantified her

daughter's satisfaction level:

> *I cannot say is that it is 100%, but 85% is satisfied with the school and she likes it. (P1A)*

On the other hand, teachers stressed the importance of students feeling comfortable in their classrooms and schools. Some of them looked for signs of boredom and disinterest to measure their students' satisfaction levels. One teacher highlighted the difference between what was relevant to students, as children, in comparison to what teachers, as adults, valued and prioritised:

> *the thing is like what's important to our student as a child and what is important to its wellbeing might differ completely from what's important to you as an adult. (T7A)*

Many participants stated the link between student wellbeing and academic achievement. Some parents suggested that wellbeing was a pre-requisite for academic achievement to occur. Others talked about the importance of recognising individuality and receiving support to boost both academic and personal wellbeing. Another group of parents stressed a cause-and-effect relationship that educational performance and the curriculum led to students' wellbeing. Teachers, on the other hand, frequently related to learning and achievement and their importance to developing students.

> *to receive what he needs from the care, training, challenge, from education, individual differences in the sense but in the broadest sense as individual differences, not only in education. (P1D)*

> *Developing their skills and participation in activities that develop creative and leadership skills…. the curriculum has an impact on the students' wellbeing. (p3A)*

> *Without feeling well and safe you don't have results, I mean achievements. I mean, you have to be…, to feel the earth under your feet, you know, be stable, and then can build on that. So this thing, the learning you know, if the students are not feeling well in the school, which is their second home, I consider then all the others is a little bit shaking. So, you cannot build something consistent on that foundation. (T6A)*

Safety, security, and engagement were subthemes that participants jointly. Parents and teachers saw that safety and security had a considerable effect on students' feeling of enjoyment and

motivation to be part of the school. Parents shared frequent views to drive greater engagement

from their children through recreational activities and engaging learning.

> *As an educator, the wellbeing of the student to me would mean that the child is a safe, happy, secure in the space in the school. And the child is in an environment where he is learning well because that is the primary function of a school where learning is happening. So, unless the wellbeing is taken care of the learning will not be effective. (T8D)*

> *To convey information to the student in a fun way that does not get him bored. The student should not feel the obligation to learn, instead learning has to be fun and engaging. Convinced about schooling. I do not want my child to receive just rote learning so that he memorises the lesson today and forgets it the next day. (P4A)*

The subtheme of having meaningful lives concerning student wellbeing was captured through

parents' emphasis that their children knew what they wanted to do in the future and how they

could give back to their communities. Additionally, shared was the importance for children to

have clear aspirations and the confidence to achieve them. Parents, particularly of older children,

raised the role of schools in guiding students to link with their communities and apply what they

learned in real contexts. Teachers dealing with secondary students mentioned the importance of

volunteering for students, discovering their natural environments and cultures, and 'loving' to

serve others.

> *Also, children learn responsibility. A student or two from the six- or seven-years grade goes to the KG section to play and spend time with them. By doing that they give them an opportunity to feel the responsibility or that they are responsible for this stage. (P7A)*

> *A part of the students' project in my subject, I assigned a large mark for the project which is 40 marks. I do not use PowerPoint projects only, but usually, I demand volunteer work as part of the project. I usually arranged this type of projects with outside organisations, such as Emirates Red Crescent. I am one of Emirates Red Crescent volunteers, and I used to propose to them some specific projects. (T4D)*

Figure 4.22 captures the word maps of teachers and parents concerning student wellbeing

meaning.

Figure 4.22: Student Wellbeing Meaning Word Maps from Parents' and Teachers' Interviews
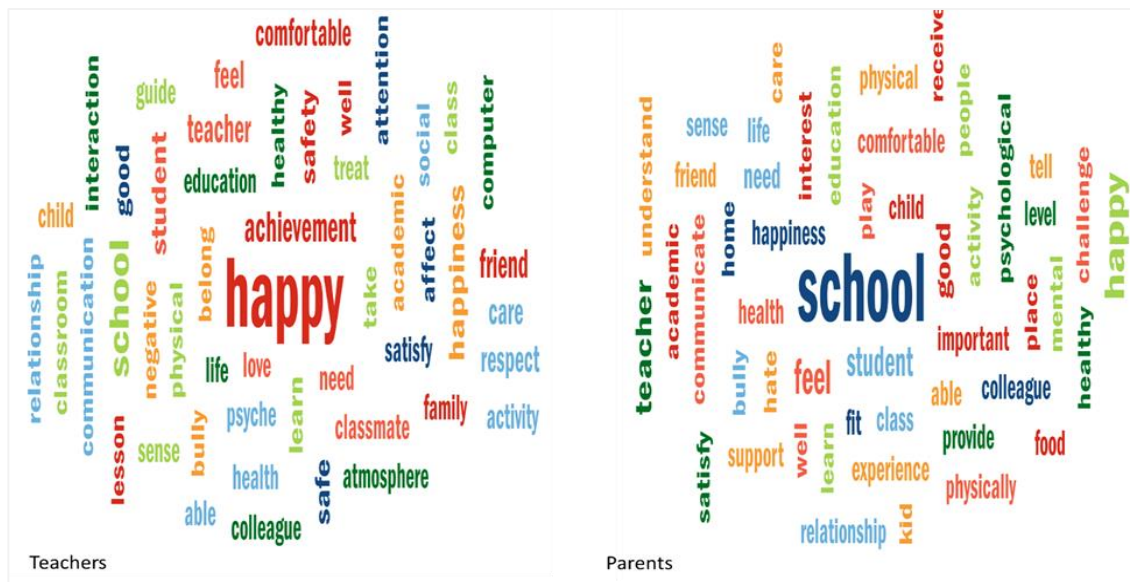
Regarding the same theme of student wellbeing meaning, school leaders were asked to describe their own student wellbeing understanding through an email questionnaire. The effect of COVID-19 and the aftermath of the lockdown was heavily present in the views of the school leaders. Emphasis was evident on the social and emotional dimensions of wellbeing. Connections with others and respect for those around the students were mentioned. One school leader directly connected her student wellbeing definition to the relevant elements appearing in the school evaluation protocols that were launched due to COVID-19.

> *With COVID-19 issue, I will refer to it as: students have the opportunity to connect with each other, students have a contact person in school to discuss their issues, students able to manage schoolwork, and students able to have balance of their activities. (SL1A)*

All school leaders equally stipulated the multi-dimensional nature of student wellbeing. The link between school provision, student wellbeing, and learning progress was also shared by most participants, with a personal emphasis on certain provisional aspects over others: care and treatment versus quality of processes versus attention to individual needs.

Student wellbeing is a central concept that touches students' life in the school in various ways. It involves their feeling of happiness and engagement with others. It entails being healthy and maintaining positive purpose. It is about progressing academically as well as socially and emotionally. (SL3D)

Student wellbeing is being well mentally, psychologically, socially and physically by providing him/her the required care in these areas. (SL3A)

The third group of participants asked to describe their own interpretation of student wellbeing was students. Through the first open-ended question in their questionnaire, students were asked to define their wellbeing. Figure 4.23 depicts the subthemes identified from students' interpretation of their own wellbeing in the school context. The numbers in the graph indicate the code frequencies of these subthemes extracted from the students' answers.

Students referred mainly to their health status from physical and mental perspectives. Some mentioned the importance of striking a balance to reach an effective health status. Some students brought forward the idea of coping with life stress and negativity and reaching a stable fit. Instead of providing a definition, some indicated an evaluation of their current health status
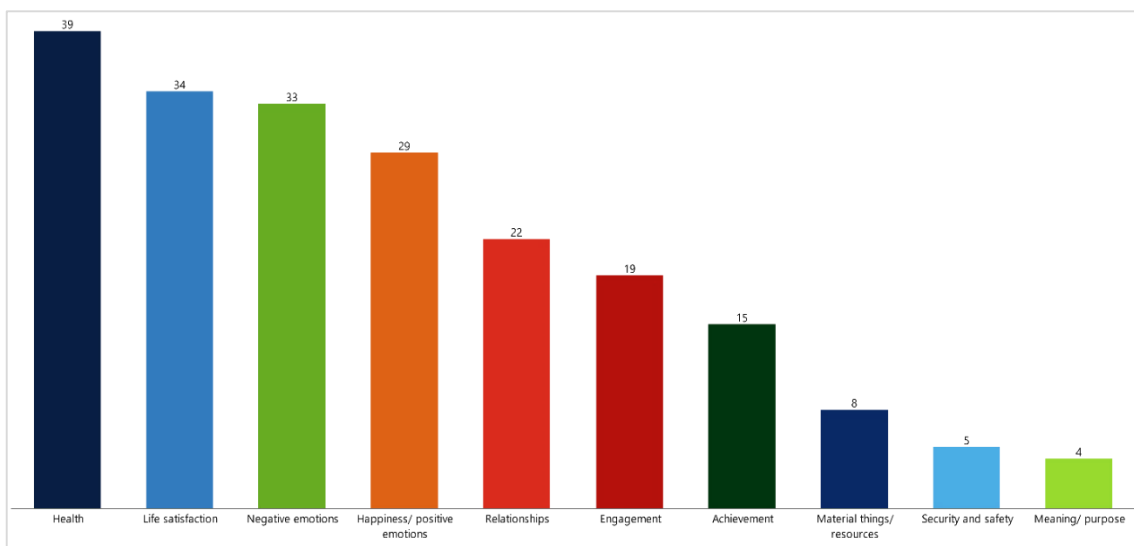
Figure 4.23: Student Wellbeing Definition Themes from Students' Open-Ended Questions

Feelings such as lacking sleep, overworked and tired, and stressed were sometimes the only answers entered to describe their interpretation of their wellbeing.

> *Wellbeing is a combination of being physically, mentally and socially healthy. (S37)*

> *Mentally I'm stressed and generally exhausted and drained. (S32)*

Students also brought up life satisfaction by mentioning cognitive and affective elements of their lives as a whole. Examples of such expressions included: pretty good life, average, pretty low, satisfied with my life, feeling comfortable, pretty good but could be better.

Although students did not mention COVID-19 circumstances explicitly in their answers, the negative emotions were expressed by many of them through acknowledging stress, pressure, and neglect. Students differed in their answers regarding their ability to achieve a balance between their academic responsibilities and their personal and social lives.

> *Having an appropriate amount of exams and homework. For example, quizzes every week is a lot. I should be able to balance my academic life and my social life. But have a lot of homework and quizzes and exams makes it hard to have a good social life. (S7)*

Being happy was mentioned by some students as a need to experience it more, in line with thinking positive regardless of the circumstances. Some students captured the subtheme of relationships. Social interactions, specifically with teachers, peers, and parents, and respect for others were highlighted. Direct link to the effect of relationships was signalled to enhance student wellbeing and ensure access to support. One student's appreciation of recognition was also expressed, whereas another student cautioned against having toxic mindsets because of others.

> *I would define wellbeing in terms of being a student as being in an academic environment that is physically safe and not toxic to the mindset of the student, which can be helped by having supportive peers and adults around the student. This will allow the*

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student to more easily engage in their surroundings (school) and maximise their wellbeing. (S5)

The subthemes of engagement and achievement were shared but, in less emphasis, relatively to other subthemes. Students linked their wellbeing to doing well in school, doing challenging work to test their capacities, and learning and developing more. Concerning the above-mentioned subthemes, the notion of balance was also raised.

Being happy and content with my academic life, whilst still being able to maintain an enjoyable life outside of school; without stressing over my grades or etc, too much. (S2)

Three other subthemes highlighted by teachers and parents but received only minor focus among students were material things and resources, safety and security, and having purpose or meaning to life. Some students voiced the importance of feeling safe and secure and explicitly pointed to the need to have a safe environment that did not tolerate bullying. Some students referred to having different necessities that need to be fulfilled by the school to enhance their wellbeing. The main ideas behind the students' purpose in life and priorities rotated around establishing a balance between their academic and personal lives.

I want to have a safe and healthy school environment, with little to no bullying. Somewhere I feel comfortable and at home. (S2)

In comparison to the first three groups (teachers, parents, and school leaders), students did not emphasise the multi-dimensionality aspects of wellbeing. Those aspects that were dominant within students at the time of the questionnaire conduction dominated the students' views. Figure 4.24 captures the word map of students concerning the definition of student wellbeing.

Figure 4.24 Student Wellbeing Definition Word Map in Students' Open-Ended Questions

3) Wellbeing determinants:

While the main themes of general wellbeing and student wellbeing meanings were explicitly targeted through the researcher's questions in the interviews and questionnaire, wellbeing determinants emerged as a valid and relevant main theme in the parents and teachers' interviews. Table 4.23 shares the content frequencies of the identified wellbeing determinants subthemes.

Table 4.23: Wellbeing Determinants Subthemes Content Frequencies from Teachers' and Parents' Interviews

Wellbeing Determinants Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Age	35	72	107	9	48	57	164
Personality	20	19	39	5	2	7	46
Culture	29	10	39	11	5	16	55
Background	24	8	32	10	2	12	44
Generation differences	5	6	11	6	1	7	18
Gender	2	2	4	2	2	4	8
Total	115	117	232	43	60	103	335

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Variation of students' wellbeing regarding age was shared by a large group of parents and teachers, particularly from Al Ain participants. Parents associated types and levels of care and learning needs depended on where students were situated in their schooling phases. For instance, some parents voiced that younger students were more vulnerable, and hence their needs for physical care, safety, and security were higher. Teenage students were thought to need more psychological and emotional guidance. Age was also relevant for parents to indicate signs of happiness and wellbeing among their children. Younger children were described as innocent, straightforward, and talkative about their feelings. Older students were described as difficult to decipher and know exactly their thoughts, feelings, and concerns. Parents discussed the way children learned and engaged. They specifically expressed their satisfaction and the satisfaction of their younger children to learn through play and tactile practical modes. Older students, on the other hand, need more independence and trust. Certain parents warned of balancing the care between guidance and support, as not all students grew up knowing what they wanted to be or how to achieve it.

> *The older children want to understand everything they are involved in, so people have to know how to deal with them according to their age. They need to be provided with things that entertain them to be able to focus on their studies. (P6A)*

> *The eldest girl is managing her issues by herself, because she is capable in communication and to deliver her problems and you can say she has a good connection with the teachers. Also, she is aware with her needs and knows how to manage them. So, she does not complain that she has been neglected. For the young one in KG, he is still young and the focus from the school is huge therefore there are no problems with him. But for my child in the fifth grade, he is in the middle neither big nor young to be capable of managing his problems. So, he is the one who comes and complains that his needs are not considered/ appreciated by the teacher. (p10A)*

In agreement with parents, teachers stated that the needs of students were age-related, and therefore the right relationships and provision needed to be adopted to enhance students' wellbeing. The relationships of teachers with kindergarten and primary phases were described

as warm, caring, and oriented towards character building and setting the right lifestyles. As students grew, teachers acknowledged the need to change the treatment of students towards more trust, independence, and responsibility. One teacher suggested the need for a more horizontal, friendly-oriented rapport between teachers and older students while maintaining minimum lines of respect and privacy.

> *The teacher plays a far more important role in a primary school life. when the children go to secondary school, the social worker takes more the important role on that side, to help children transition from one aspect to another, and change of life, hormones... (T3A)*

Children's personalities were described as factors that were relevant to how student wellbeing got shaped. Parents of several children in the school recognised that wellbeing ought to be considered based on their children's skills, interests, and personality traits. Some teachers linked good teaching to fully understanding their students, including the difference in personalities.

> *The wellbeing of every student is different from the wellbeing of the others because it depends on the personality background. So, for me as long as the student is happy, safe, motivated and feeling that everyone is dealing with him or her in fair way, respectful way then I can say that the wellbeing of the student here is achieved. (T3D)*

Cultural differences and backgrounds were highlighted as student wellbeing determinants, emphasising Dubai parents and teachers. Parents believed that every family had its own cultural background that influenced its ideas, customs, as well as values and beliefs. Culture and beliefs were manifested its unique religious practices, language, traditions, and social habits. Some parents shared concerns about their children adopting too much of other cultures at the expense of their own. Some raised the issue of what was 'acceptable' and 'not acceptable' under the umbrella of wellbeing promotion and pursuit:

> *Because we are in this country, the children, my children are also adapting whatever the culture, they have here. So, I think it's really affecting them also. (P8A)*

With the quality of your, house hold culture and climate and, and problems that happen in all families of course, this has huge influence in kids. (P9D)

Because I think peoples who are super Christian, they don't, some of those people don't want to practice yoga, so it's it's kind of one of those things that you really have to look at. Culturally too, it's it's challenging here because you have all these different religions and cultures and nationalities that seeing wellbeing is different. (P7D)

If we did not teach him his religion while he is still in primary school. We did not teach even the most important pillars of worship or belief then when will he learn them. (P10D)

Teachers' views were also varied with regards to culture and its relationship to student wellbeing. Some teachers believed that cultural diversity was a great opportunity to benefit from and celebrate this particular geographical context. Others raised the need to treat cultural aspects of wellbeing very sensitively. Some teachers, sharing their individual packages of cultural beliefs and practices, questioned their own openness and comfort with any cultural aspects of dealing with students and developing their wellbeing.

We always try as possible to take into account the differences between nationalities, as our school has about 20 nationalities. (T5A)

Our school cares a lot about culture, wellbeing and education, so I am very happy and comfortable with it. (T4D)

In my school we had a team of assistant heads … who are responsible for wellbeing so we had people from some Arab countries and then we have people who are … Western, you know from the UK. And you kind of realise that the outlook towards wellbeing or what is right and what is wrong and in the same classroom is very different. (T4D)

In talking about student wellbeing, some parents and teachers raised comparisons of the current student life and their lives when they were younger. This interesting notion of generational difference had a direct link to how wellbeing was defined and promoted. Some parents pointed to their familiarity with the ways they were raised or educated. They recognised the 'fact' that times changed, but they did not necessarily know how to change their children's ways. Some

teachers confirmed that students were harder to satisfy and recognised their capacity to form their own views and opinions.

> *Education is no longer like it was in the past in my school days. Maybe because I was brought up with this idea, I tried to up bring children in the same way. (P1A)*

> *Children are a little more mature than us when we were at this stage. (P2D)*

> *Notice in the new generation, like no matter what you try hard, they are still not satisfied. I think this is something common between this generation, and you try your best, but they have their own point of view and their own perspective of understanding their happiness and wellbeing. (T3D)*

The last subtheme identified as a student wellbeing determinant was gender. One parent and one teacher mentioned the difference between boys and girls when enjoying physical activities and sports. Another parent mentioned the emotional state of girls could as they age. One teacher indicated boys' interest in educational performance in their MoE curriculum school was lower than that of girls, which created some planning challenges. All participants thought schools had a role in understanding gender-related differences and cultural expectations better. Figure 4.25 captures the word maps of teachers and parents concerning student wellbeing determinants.

The theme of student wellbeing determinants neither emerged from the semi-structured interviews with school leaders nor from the open-ended questions addressed to students.

**Figure 4.25: Student Wellbeing Determinants Word Maps in Teachers and Parents'
Interviews**
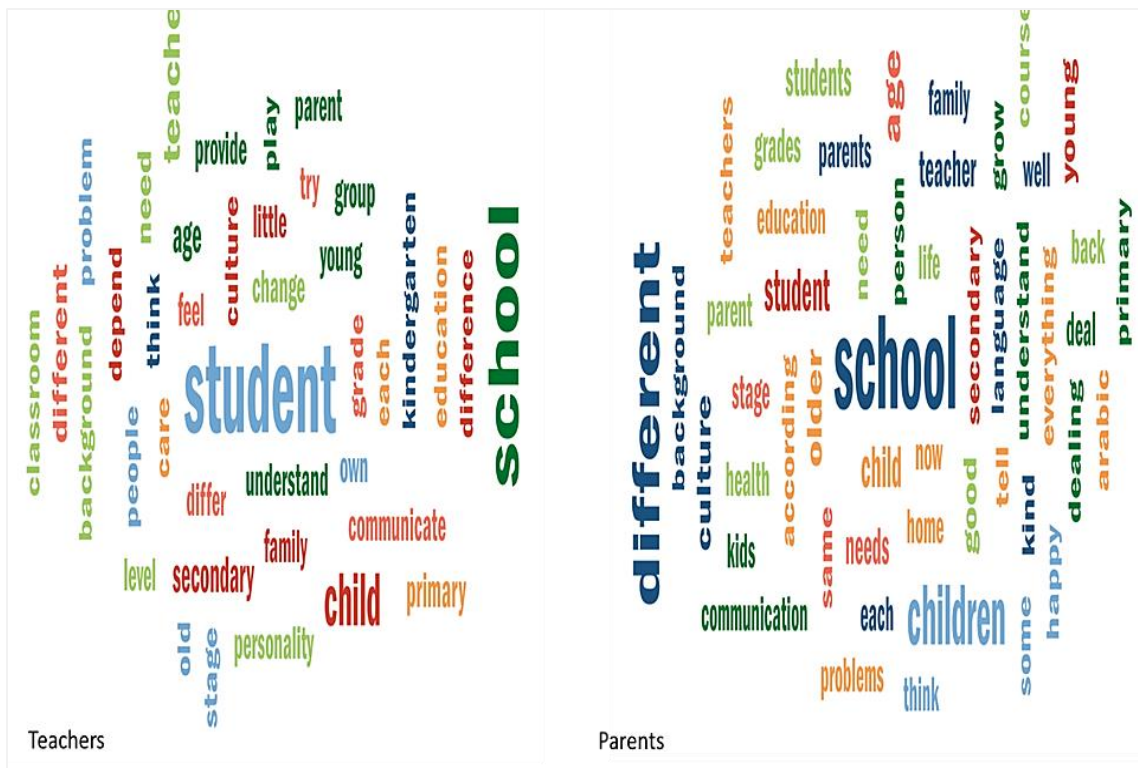
4) Participants' position towards student wellbeing:

The interviews conducted with parents and teachers identified a theme about their position towards student wellbeing in response to the following question:

Q: From your perspective to what extent do you think your understanding/ definition of student wellbeing is similar to or different from that of the school?

Within this theme, a set of six subthemes were additionally concluded, and they are presented below in Table 4.24.

Table 4.24: Position Towards Student Wellbeing Subthemes Content Frequencies from Teachers' and Parents' Interviews

Position Towards Student Wellbeing Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Wellbeing importance	22	10	32	12	8	20	52
Comparison between wellbeing and academic outcomes	21	23	44	12	5	17	61
Participant-school views similarities	12	17	29	6	9	15	44
Participant-school views differences	19	26	45	11	2	13	58
Enablers of conceptualization	9	2	11	18	4	22	33
Barriers of conceptualization	25	13	38	25	30	55	93
Total	108	91	199	84	58	142	341

Parents in both Dubai and Al Ain cities associated a high degree of importance to student wellbeing. Reference was made to the psychological, emotional, and social sides of wellbeing as areas that gave wellbeing importance. Some parents rationalised its importance and alignment with the UAE national policy direction of wellbeing promotion. Some parents identified wellbeing as an essential part of our development as humans. One parent, in particular, appreciated the comprehensiveness and the multi-dimensional aspects of wellbeing. One parent stressed the shift happening with the scope of looking at wellbeing from a purely mental health lens to include wider areas of achievement and positivity.

Other parents accentuated the role of schools in enhancing their children's wellbeing, but some disagreement was recorded regarding who had the bigger role among the school and the family.

> *So, the psychological aspect, enjoying the place, and enjoying being with his friends, classmates and teachers are very important issues. (P8D)*

The school has a bigger role than home. The school must consider the psychology of the student and that is very important. (P3A)

Teachers' views reflected equally esteemed importance to student wellbeing. Many teachers alluded to the broad concept of wellbeing and its relation to all aspects of the student life at school. Few teachers spoke about wellbeing while assuming their multiple identities as teachers and parents. Teachers also reflected on the importance of wellbeing through its effect on academic achievement.

Practically everything comes under wellbeing, is what I think. (T2D)

Wellbeing is important because if the student isn't happy, he will not be able to do anything, and his grades will decline due to the lack of wellbeing. (T4D)

Wellbeing is, is top of the mind for, for most educators in this part of the world. (T8D)

Without feeling well and safe you don't have results, I mean achievements. (T6A)

In the context of sharing their views about student wellbeing importance, comparison to academic outcomes was shared by some participants, especially parents. Some parents stressed the role of education in supporting their children's comprehensive development and equipping them with skills they could apply in the future. Education was not merely a process of passing on information and was not about offering a standard approach but rather a personalised approach that focused on each child. One parent called for more awareness towards those parents with a sole focus on academics.

The only educational outcome is how to enter a suitable university. Or in other words, how is your qualifications will permit you to enrol in the higher education system, that's it. (P2D)

Educational attainment is really important but not important like I want them to be stars like an A's student... But if I want a rank, for me, happy and fitting in, belonging to the school. (P4D)

Parent must have perception and awareness of the wellbeing and all its aspects. Unfortunately, parents only look at the academic aspect; I want my daughter or son to be the first or have a high grade and they do not care about the other aspects. (P1A)

But really kids now they need, they have to have a good wellbeing more than writing, reading and counting. They will learn it later in life but you know, if they are emotionally stable, they feel better about themselves. They are healthy, they are active. You know, we can see them happy more compared to, compared to counting, writing and reading. (P8A)

As for teachers, some distinct views came out of the interviews. Some of them emphasised the importance of seeing students as humans first with individual needs and interests besides learning. Others criticised this separation between academic outcomes and other non-academic outcomes. As suggested by these teachers, the competitive nature of the economic market in the UAE and the expected role of schools was the main driver shaping their priorities.

The psychological and emotional sides of children. It is more important than the academic side. (T5D)

Seeing the child as a human being other than just seeing OK, how are they doing in Math for example. (T2D)

I wouldn't consider this not wellbeing. For me, life is a competition. And life is a big competition and if the child doesn't work hard again, he won't succeed in life. (P3D)

Particular reference was also made between the academic/ wellbeing comparison and what was prioritised in different cultures relevant in the UAE context. One Emirati parent, for instance, questioned the understanding of wellbeing in the Arabic culture and what people gave importance to.

But as an Arab society, do we really understand the culture of wellbeing…Or we are still a more objective society that care more for the materials, on the expense of morals…. We really lack the culture of enhancing, discovering or nurturing children hobbies, it is a part of wellbeing. It's really priceless to have a certain talent when you grow up, Glory be to God it could shine your future, this culture is not existing. We lack the sense of enjoying arts, and the arts is not there. In my opinion or from my experience enjoying arts in general is a part of enjoying the life, as well. those kind of cultures and concepts still unfortunately not ingrained in Arabs' societies. Culture means that real education produces a cultured, and a good reader person, etc. that can really change your view of life. (P2D)

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One Indian teacher talked about the contrariety that could accompany Indian families living in the UAE when considering their children's wellbeing and their importance for directing their children's studies, including exerting pressure.

> *The Indian population in this part of the world are all people who are economically quite sound. So, we do come back to the fact that they are able to provide for their children. So there again the happiness and there again the wellbeing and as a family unit, typically the, the, the level of focus which the parents have on their children is very high. Yes, it does backfire in a lot of cases where the pressure on the children is too much because they are not given the freedom to explore to fall and to learn on their own. (T8D)*

Student wellbeing conceptualisation might differ between the various stakeholders. When parents and teachers were asked how similar or different their views were to school about student wellbeing, more differences in views than similarities were shared, particularly from parents. Most teachers agreed with the way their schools interpreted wellbeing. They felt the right interpretation and interest in wellbeing were strengths in their schools and unified their practices. On the other hand, some teachers detailed conflicting views regarding their schools' position with regard to wellbeing. One teacher mentioned the dominance of the materialistic approach of running the school by the school administrators. He was against going along with parents to keep them happy instead of looking at what benefited most the students. Other teachers thought the focus was more on establishing rules and regulations and perfecting one mould for all students to stick to. Another teacher mentioned there was good intention to promote wellbeing in their school, but no consistent application was provided.

> *I think I'm perfectly in sync with what the organisation does. (T8D)*

> *I think my understanding of wellbeing and that of the schools is very similar. (T3A)*

> *To be honest nothing because for my school it was mostly about let's keep the parents happy if they're happy they will pay and that's it. (T7D)*

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I am advocate of the students, I stand by their side rather than following this negative punishment strategy and rules. (T1D)

Parents also talked about how their views agreed and differed with their children's schools regarding student wellbeing. Many of them thought that their children's schools offered what they considered important for their children's emotional and social needs and development. Some of them stressed that similar approaches in dealing with their children existed between home and school. Parents with more than one child in the school were happy with some aspects or certain phases, and highlighted inconsistencies.

I'm aligned with school with the areas they're looking at for wellbeing. (P4D)

For us there are minor mistakes, but I do not consider them as big issues, and they work to improve them. (P7A)

Those parents who saw differences in the views shared the concern that their children's schools focused solely at academic achievement on the expense of other important skills and values. Some parents mentioned that their children's schools paid attention mainly to matters covered under the School Inspection Framework and not necessarily to matters of importance to them.

This school system is focusing on the academic only. (P3D)

The similarity is only in matters about the normal standard that is available at every school and the ADEK watches and checks on them. (P10A)

There are other secondary things while he's studying that they should take care about: his mental health, nurturing his talents in things he likes. So, it's not really that studying should be the primary focus in the school. It should focus on the individual himself and the child and his character. They should focus on building up his character which includes nurturing him mentally and making it the foundation to better the quality of life for the child. (P6A)

Barriers and enablers that could impact the effective conceptualisation of student wellbeing were also brought up as subthemes of stakeholders' position towards wellbeing. Regarding enablers, many parents referred back to the UAE's position towards wellbeing promotion as a

significant enabler. In particular, parents working in government-related jobs knew about government policies in favour of wellbeing. In addition to the favourable policies, some parents identified the cultural diversity and the economic status in the UAE as enablers to help people relate to each other and live based on shared values and standards. Some parents talked about teachers as enablers of good conceptualisation and practice of student wellbeing. Particularly younger teachers were thought to be more open, more holistic in their teaching, and more aligned with the students' interests such as technology and entertainment. One parent observed that wellbeing promotion was not related to the riches of schools but the people within them. As for teachers, the interest in wellbeing promotion in the education field was an enabler to push this topic to the forefront and shift it to be a priority. The example of inclusive education policies and the awareness initiatives launched around it led to significant benefits.

> *The highest authority of the Emirates is in favour of this wellbeing… The concept as a concept is highlighted and desired. But I am is not sure if that is one concept, the capabilities and the awareness for implementation are the same. (P1D)*

> *Even if it could be a small school or poor school, but if the kid feels happy feels engaged. (P5D)*

> *In our school they find that the younger teachers' kind of understand some of that wellbeing and holistic approach, a little bit more than the older teachers. (P7D)*

As far as barriers are concerned, parents in the interviews shared that fact that their views could be different from those of the teachers when deciding about their children's best interest in learning. Therefore, having common and personalised goals concerning the students was not always feasible. Some parents raised concerns regarding the absence of engagement opportunities from the side of the schools to establish a common understanding about wellbeing with them. Teachers also raised concerns regarding possible barriers that could affect the alignment of their student wellbeing interpretation with other stakeholders. Some teachers

mentioned teachers' attitudes could break or make student wellbeing promotion. Language and other cultural differences were seen as challenges raised by non-Arabic-speaking teachers to understand the children better and help them. Parental busy schedules and non-commitment to communication were also seen as barriers by teachers to work together to understand student wellbeing better or accommodate students' access to wellbeing-related programmes or activities.

> *I mainly teach expat Arabs, but I also teach Emiratis and a lot of the time the language is a big barrier. (T3A)*

> *The dynamics of the UAE has changed because people are not being bussed in and out. Because both parents are working. A lot of students can't do the extracurricular activities. (T3A)*

Figure 4.26 captures the word maps of teachers and parents concerning their position towards student wellbeing. The theme of students' position towards their wellbeing neither emerged from the semi-structured interviews with school leaders nor the open-ended questions addressed to students.
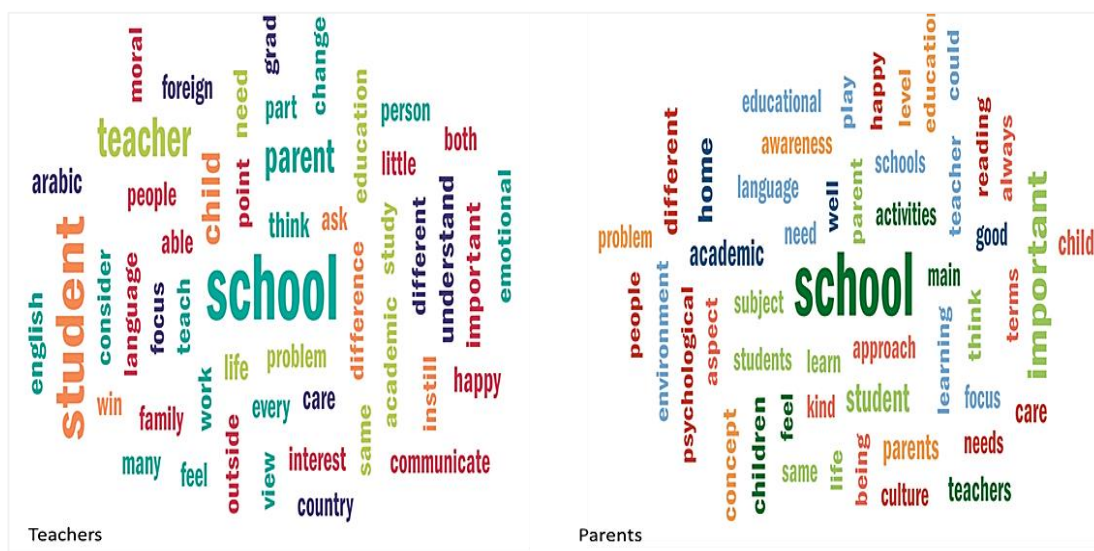
Figure 4.26: Position Towards Student Wellbeing Word Maps from Teachers' and Parents' Interviews

5) **Wellbeing terminology:**

The interviews conducted with parents and teachers identified a theme about wellbeing terminology related to the words or expressions used with this particular concept. The views shared by participants indicated four subthemes as outlined in Table 4.25 that described participants' degree of familiarity with the term wellbeing.

Table 4.25: Wellbeing Terminology Subthemes Content Frequencies from Parents' & Teachers' Interviews

Wellbeing Terminology Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Common terminology	9	2	11	5	4	9	20
Uncommon terminology	6	14	20	15	23	38	58
Unfamiliar terminology	6	13	19	2	1	3	22
Personal knowledge	3	8	11	2	2	4	15
Total	24	37	61	24	30	54	115

Familiarity with the term wellbeing was shared mainly by Dubai parents and both Dubai and Al Ain teachers. Two mothers from Dubai working in the government sector explained their knowledge about the concept and term of wellbeing from their own work field. Two parents acknowledged hearing terms concerning wellbeing from their own children. Words such as resilience, meditation, and assertiveness were mentioned as examples.

In Al Ain, the nature of the work of some mothers in the health and education fields contributed to their awareness about the term. Few parents, particularly from Al Ain, did not know the term, and their first exposure to it was through this research.

The researcher detected some uncertainty and hesitation at the beginning of some of the interviews. A group of parents explicitly voiced to the researcher their unfamiliarity with the wellbeing term and were not sure about their answers. Reassurances regarding the explorative nature of the research and the relevance of how each participant constructed their own meaning were constantly shared.

I don't have an awareness about this concept, and what it means. (P3D)

I never heard about wellbeing, especially in the context of schools. (P6A)

I definitely know about the term from the National Wellbeing Strategy. (P4D)

When prompted about the wellbeing term's usage in the schools' context, such as in the schools' communications, Al Ain parents predominantly expressed that they did not hear it from their children's schools. A repeated phrase among some parents was about their belief that the schools were providing wellbeing-related practices but not labelling it as such. Teachers in both Dubai and Al Ain did not feel that this was a common issue between parents and schools. One teacher mentioned that parents might not understand wellbeing as a term, so they avoided using it. Other teachers felt the concept of student wellbeing was confusing because it was used in conjuncture with other educational concepts such as inclusion, quality, and performance.

The concept of wellbeing is not known!! Parents do not know it. (T4D)

The vocabulary used for defining wellbeing will be different, but everyone is aiming the same goal. (T2A)

Figure 4.27 captures the word maps of teachers and parents concerning wellbeing terminology. The theme of wellbeing terminology neither emerged from the semi-structured interviews with school leaders nor the open-ended questions addressed to students.

Figure 4.27: Wellbeing Terminology Word Maps from Teachers' and Parents' Interviews
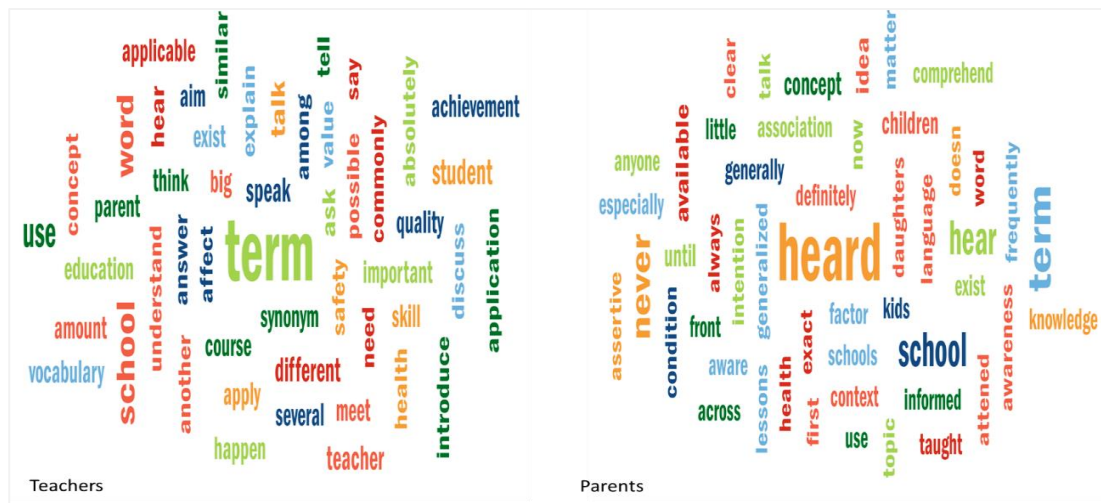
4.3.2.3 Findings about Student wellbeing practices

The literature reviewed in Chapter Two revealed that student wellbeing is a well-welcomed concept in education, but its operationalisation and impact evaluation are still in the very early stages of implementation and testing (Jones & Doolittle 2017; Thomas 2016; Water & Loton 2019; White & Murray 2015; White & Kern 2018). While positive results are increasingly shared from applying programmes such as positive education-related initiatives (Seligman & Adler 2018, Seligman & Adler 2019), social-emotional learning (Durlak et al. 2011), positive youth development programmes (Ng & Vella-Brodrick 2019), and 21st Century skills (Noble & McGrath 2016), whole-school and strategic approaches towards student wellbeing promotion in schools are being advocated (New Zealand Education Review Office 2016b; Noble & McGrath 2016; Seligman & Adler 2019; White 2016). In this research, the views of various stakeholders from Dubai and Al Ain cities were sought to explore how they understood and evaluated UAE private schools' practices concerning student wellbeing. Parents and teachers were heard via in-

depth interviews. Students' voice was facilitated through three open-ended questions. School leaders were engaged through semi-structured questionnaires.

Table 4.26: Student Wellbeing Practices-Related Questions

Questions to parents	Questions to teachers	Questions to school leaders
From your experience with your children's school, can you tell me what does the school do to enhance your children's wellbeing as students? Could you give me examples please?	From your experience with your school, can you tell me what the school does to enhance student wellbeing? Could you give me examples please?	Can you provide examples of what is being done in your school to promote and develop student wellbeing?
In your opinion, what elements /factors are helping the school to enhance the wellbeing of your children?	In your opinion, what elements /factors are helping the school to enhance the wellbeing of students?	Can you list what facilitates the promotion and development of student wellbeing in your school
		Can you list what hinders the promotion and enhancement of student wellbeing in your school?
		Do you seek other stakeholders' views when it comes to student wellbeing promotion and development in your school? Can you provide examples?

Table 4.26 presented above consolidates the questions directed to the different stakeholders with regards to student wellbeing practices.

The parent and teacher interview data were analysed and identified eight main themes that were perceived to summarise schools' practices concerning student wellbeing. Figure 4.28 outlines the identified main themes for both parents and teachers. The findings for each main theme are presented below.
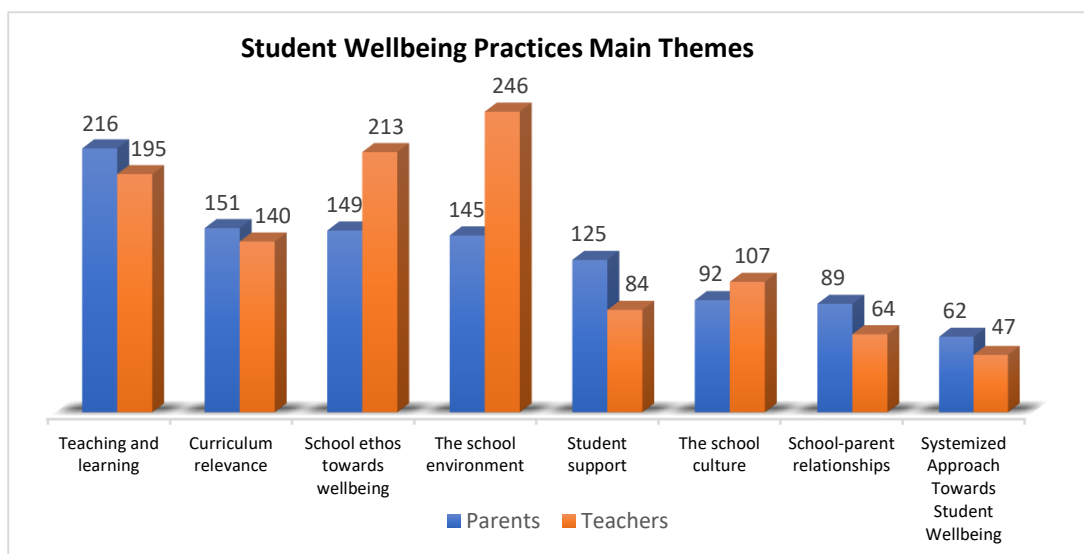
**Figure 4.28: School Practices in Relation to Student Wellbeing from Teachers'
and Parents' Interviews**

1) Teaching and learning:

The teaching and learning theme captured participants' views on how learning and teaching were linked to student wellbeing. Within this theme, five subthemes were extracted as outlined in Table 4.27. The extent to which teaching was effective was mentioned by participants as an influencing factor to student wellbeing enhancement. Parents appreciated the notion that their children came back home with good knowledge and a clear understanding of their lessons. They also associated effective teaching with the teacher's knowledge of what students liked and disliked. An appreciation of teachers' care towards children was also shared by parents, especially parents of younger children. Some parents commended the use of appropriate strategies that allowed children to learn engagingly.

Parents of younger students mentioned effective teaching through play-designed strategies, while parents of older students favoured the practical side of some subjects such as science and

business. Giving students choices of activities, rewarding them, and providing positive behaviour encouragement were also valuable in enhancing students' motivation to learn and engage with their schools.

> *They pay attention a lot to science and experiments. They do a lot of practical experiments to enable good understanding of the child. This means that this school is well qualified and teachers are able to transfer well knowledge. (p5A)*
>
> *For me it's authentic. It's a teacher that has an authentic interest to help children, and to push them to the fullest potential. (P4D)*

Table 4.27: Teaching and Learning Subthemes Content Frequencies from Teachers' and Parents' Interviews

Teaching and Learning Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Teaching Effectiveness	29	57	86	26	29	55	141
Teacher Treatment of Students	21	42	63	21	20	41	104
Building Student Skills	21	21	42	16	68	84	126
Teaching Load	13	7	20	7	3	10	30
Study Load	-	5	5	5	-	5	10
Total	84	132	216	75	120	195	411

Teachers described how teaching could affect their students in positive ways. Teachers could support their students by identifying their needs and providing the right type and amount of support. Some teachers specifically mentioned the amount of time they spent with their students to understand how they felt, thought, and behaved in a thorough manner. Being innovative and trying new ideas and tools with students was described as motivational to students and a routine breaker. Other teachers were grateful to be in this profession because it gave them the chance to make others happy.

I make them feel really safe and comfortable in my classroom. They know that it's okay to make mistakes and that if they are stuck, they can ask for help. student wellbeing means that they need to be a well-rounded student, they need to get the emotional support. (T3A)

If they're able to create something, which they are proud of, or the result of the time I spent with them is something where they feel like winners, then they're happier, if they're happier they're learning more, if you're learning more, I can definitely say that there is wellbeing. (T8D)

Not all teaching and learning practices were seen as effective by participants. Parents of children who did not get to use their science labs, for instance, and learned science through videos, felt their children were cheated on experimental learning. Some parents raised some issues regarding teachers who could not establish order and discipline in the classroom, and incidences of bullying were prone to happen. Parents whose children were achieving relatively lower than their peers shared that not all teachers could support effectively. Teachers, on the other hand, shared some challenges that negatively affected the quality of their teaching. Some teachers indicated they were not involved with students' issues the way they wanted to be. In some schools, any issues concerning students were mainly dealt with by non-teaching personnel, which kept teachers from contributing to their students' support. Some teachers mentioned the lack of resources in other schools that can limit their lesson planning and delivery.

She may not understand certain subjects. Where she feels a little bit behind the rest. And then this may lead her to hate the subject itself. if somebody is having difficulty understanding and then ends up not liking that material, so this contributes really to the lack of wellbeing of the students. So, he may end up even hating the whole school. (P5D)

Another relevant subtheme under teaching and learning was teachers' treatment of their students. Significant coverage was noticed from Al Ain parents. Examples of positive treatment that were shared included extra care from the teacher to identify physical, social, or emotional barriers students might experience. Specific examples of good treatment were attributed to teachers who did not discriminate against students and made them all welcome and valuable.

Teachers' belief in students and inspiring them to reach their goals was also seen as highly favourable by parents to enhance their children's wellbeing.

> *Only one teacher who saw the talent of my son and helped him to upscale with this skill when he asked him to fix a small solar system cell and he gave it to him after he fixed it as a gift and that made my son so happy and proud of himself. He was in grade 9 or 10, so it's very simple as a material value but it's highly appreciated as a moral value. (p1A)*

> *I personally tried to have a lot of discussions and a lot of conversation with my students about how they're feeling. (P7D)*

> *The same role that a mother has in the house because I, the child is with me for a good six hours. I mean, I may be in the classroom with a child only for 40 minutes. But if I'm the kind of teacher the child feels, she or he can come up to me and tell me that there is a problem. (T8D)*

Besides mentioning positive teachers' treatment practices, some parents reported some negative examples. Parents shared hearing from their children reports of unequal treatment from the part of some teachers. Parents of students with both low and high attainment levels confirmed that some teachers could unintentionally neglect their children because they did not know what to do with them or were busy attending to the 'average level' students in the class.

> *I heard my son once telling me that the teacher doesn't like him. So, even when he is raising his hand, he is not being called. (P8A)*

> *For me, nobody asked why my son does not participate. The teacher focuses only on 3 or 4 students who are high achievers to answer his questions, and that is the only communication happening in the class. (P9A)*

The third subtheme revealed under teaching and learning was about students' skills. Some of the positive practices shared by parents highlighted the development of their children's academic skills and other skills such as self-independence and leadership skills. The diversified teaching approach incorporating projects, teamwork, and portfolio creations was judged to promote students' engagement and equip them with various practical skills besides academic skills. Skills found useful by parents, particularly those with older children, included engaging

with external community organisations and working on real community problems. Few parents, especially from Dubai, spoke about some wellbeing courses and programmes offered in their children's schools that enriched their self-awareness and resilience.

> *They started last year to have weekly practical projects after the school time. They would sit together and develop their leadership skills and work together. They had a montage with students singing and expressing their talents, many things throughout the year were well taken care of. (P3A)*
>
> *Recently I can see some improvement, in terms of taking care of students' other aspects not only stuffing their minds with information. For the student, this is like a compounded process, he gains information, and he should be able to implement it in his surrounding environment, to have good crisis management, and how to face situations. And also, they selected some topics for some selected students to present in TED talks. (P3D)*
>
> *My kids come from school, talking about wellbeing mindfulness lessons. They taught me how to be resilient. They taught me how to be assertive. (P4D)*

Another group of parents shared a different version of teaching and learning practices that did not enhance their children's skills. Attention to students' talents was not seen as a priority by those parents. They complained of overloaded teachers who came in and out of classes without paying major attention to the needs of the students. One parent raised absent teachers and wasted time for the students with no alternative plan to compensate for this learning time loss. Other parents expressed the absence of challenging tasks for students.

Teachers also expressed their views concerning teaching and learning. Positive reported practices included adopting a developmental approach to plan lessons and engage with students. Students in kindergarten were targeted through physical play, character-building activities, and connection opportunities with their natural and social environments. Older students were targeted through more critical thinking skills, applied learning, and trips to the outside community to build their exposure to the world around them and enhance their independence. Some teachers also mentioned differentiated learning as a way of respecting students'

differences. One teacher referred to the 21st Century Skills and ADEK's Student Competency Framework as useful guides for teachers to plan lessons and coordinate with other teachers.

> *We differentiate between the students that are in our school in a way that we can deal with the talented students in a particular programme which is totally different from the low achievers which are following a different programme and that will lead for both of them to achievement marks and that will lead to their happiness. (T4A)*

The gain of any skills or relationships within teaching and learning came with extra loads for both students and teachers. Some parents discussed the pressure for excessive content and a continuous stream of assessments to the degree that students could lose their social and physical life balance. The problem was exacerbated as the students got older. The traditional and rote learning observed by some parents made dependence on books and memorisation still the norm in some schools as reported by parents.

> *As I told you, starting from Grades 6 or 7, really from Grade 6, the study pressure is high, and there is no opportunity to do anything else besides studying. The system becomes focused on exams. Every day, there are exams, you see! So, he is having exams from the first day to the last day in the school year. (P6A)*

When the teaching and learning theme was discussed, teachers brought to the attention their teaching load. Some teachers reported covering an extensive curriculum that prioritises quantity versus quality. Some Arabic language teachers shared the issue of having minimal sessions to teach, for example, in comparison to the English language subject, and therefore it was difficult for them to make a significant improvement in their students' progress. Other teachers teaching non-core subjects such as art, drama, and moral education highlighted the challenge of covering many classes, and therefore opportunities to build deep relationships or strong social rapport with students were minimal. Figure 4.29 captures the word maps of teachers and parents concerning teaching and learning practices.
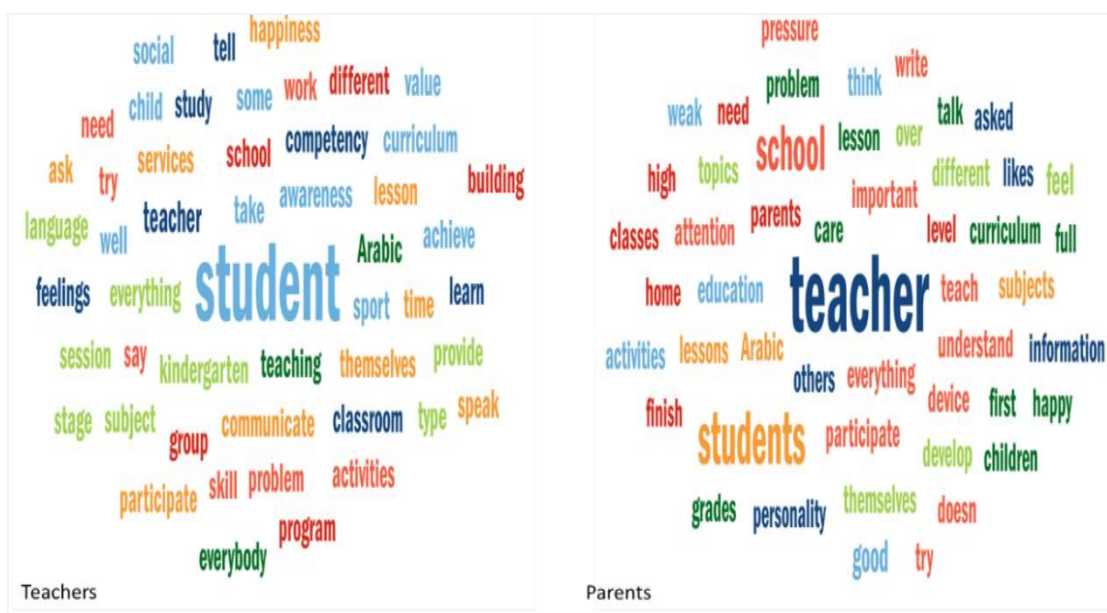
Figure 4.29: Teaching and Learning Word Maps from Teachers' and Parents' Interviews

2) Curriculum relevance:

Various participants suggested practices concerning the curriculum theme. Within this theme,

six subthemes were extracted as outlined in Table 4.28.

Table 4.28: Curriculum Relevance Subthemes Content Frequencies from Teachers' and Parents' Interviews

| Curriculum Relevance Subthemes | Parents | | | Teachers | | | Total |
| | Frequency | | | Frequency | | | Frequency |
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Importance of Extra-curricular Activities	17	30	47	12	37	49	96
Relevant Curriculum	10	28	38	11	12	23	61
Engaging Curriculum	8	24	32	11	16	27	59
Arabic Language	5	14	19	1	20	21	40
Moral Education	4	3	7	5	8	13	20
Comparison Between Curricula	3	5	8	3	3	6	14
Total	47	104	151	43	96	139	290

Parents and teachers spoke expansively about the importance of extra-curricular activities in the lives of students at school. Parents appreciated the activities offered by their children's schools because they contributed to many aspects of student wellbeing. For instance, one Emirati parent found extra-curricular activities helpful in discovering students' talents and interests. The National Anthem, which was played every morning, was described as a promoter of patriotism and belonging to this country. Physical activities were found to reduce health-related risks and enhance students' engagement and teams' interactions. One parent expressed seeing more and more attention given to meditation and mindfulness as programmes offered to students in assemblies and other times. One parent described her children's school as proactive in assigning a person to plan and monitor extra-curricular activities because of their relevance. The COVID-19 lockdown was beneficial for parents to observe 'virtually' some of the extra-curricular activities offered to their children and to watch the effect it had on them in real-time. Extra-curricular activities were seen by some parents as beneficial to the children and also to themselves because they reassured them of a safe, healthy, and engaging environment for their children while parents were away or busy at work.

There are integrated activities that bring up the students' talents and performance, it's very complimentary things in the school starting from the school broadcasting, the morning national Anthem that instils in them the principles of patriotism, and belonging to the homeland, as well as instilling in them the values of the Quran and Hadeeth. (P2A)

His interaction with his schoolmates, for example, the school provides certain activities in which they interact with each other, and this interaction creates a kind of communication among them and help them to benefit from their experiences. (P3D)

They usually dedicate a fun day every week or two weeks. A sports day or a day to celebrate a particular occasion. Many occasions and many movies, but they all contribute positively on the students. They come back happy that day, feeling they enjoyed themselves, forgot studying and broke the routine. (P9A)

Participating teachers related that extracurricular activities contributed positively to enriching students' skills and experiences in schools. Some teachers shared that student who benefitted from additional activities looked happier and well-adjusted in the school. One teacher shared his school experience in organising activities that gathered students with their family members and the school personnel. Some teachers voiced that celebrating activities such as international and national days helped drive cultural awareness and diversity acceptance.

> *The most important elements are providing activities for students, not any activities, cultural activities, recreational activities, and to do activities such as a sport day, cultural day, professional day, or a day of activities that remove boredom. (T2A)*

In the parents' group, there were some participants who were not satisfied with the type of extra-curricular offered in their children's schools. Some parents expressed that schools could favour academics over students' engagement in other activities that were judged important to them. Some parents, especially those with children in schools with different curricula, highlighted differences in activity provision. Few parents brought up paying additional fees for their children to benefit from any extra-curricular activities. The provision of these activities was interpreted as a business and a way to make more money out of parents.

> *Frankly, the American and British systems pay attention to non-academic activities, contrary to the ministry curriculum schools. (P9A)*

> *They offer clubs and similar things. And always the money side prevails over everything. Always asking to pay. (P10D)*

Other subthemes brought up under the curriculum theme were the extent of curriculum relevance and engagement with more comments received from Al Ain parents and teachers. Parents highlighted their opinions about how their children's curricula allowed them to choose their preferred activities and develop many skills simultaneously. Parents thought that schools should pay attention to making their curricula as engaging as possible to promote students'

appreciation of learning. Having curricula developed while taking into consideration the developmental needs of the students were also shared as relevant. Teachers commented on the importance of providing a curriculum that served all students' needs and interests. Teachers following the British curriculum expressed the usefulness of having Personal, Social, Health, and Emotional Education (PSHE) as a subject to support their students' rounded acquisition of needed knowledge, skills, and understanding.

> *When you provide gifted students with enrichment activities. you are giving them the chance to enhance their wellbeing. (T1D)*

> *we are trying to enrich the curriculum as much as we can. We do not depend on the curriculum itself. We enrich it by adding external materials under the same title to increase their knowledge. (P5D)*

In terms of challenges with the curriculum, some parents expressed that their children's schools do not cover the whole curriculum, which they could interpret as a weakness in planning. The pressure some older students could face because of the charged curriculum-related requirements and examinations was seen as an issue adversely affecting their health and wellbeing.

A subtheme brought up by the majority of Al Ain parents and teachers concerned the Arabic language. Some parents from Arabic origins indicated their interest in seeing more quality teaching and better curriculum design when it came to the Arabic language. Some parents made their choices of schools based on how much the latter catered for Arabic and Islamic Education. Parents who chose international curricula expressed their satisfaction when schools attempted to provide Arabic lessons in animated and engaging ways that promote students' liking of the language. Arabic subject teachers, on the other hand, expressed difficulties they faced concerning their subject. Some felt that schools did not prioritise Arabic. Teaching materials and aids for teachers were not available in comparison to their English subject counterparts and

teacher training was not equitably provided. The inclusion of the Arabic subject as part of EmSAT (MoE 2020), the national standardised assessment of the UAE, was a welcome for participating Arabic language teachers to change the current attitudes and provision towards Arabic.

> *I want to maintain the Arabic language, because of that I didn't choose other curricula; I choose the school that provides the curriculum of the Ministry of Education and preserves the language. (P12A)*
>
> *There was a big interest in the Arabic language and the Quran in the early phase, and this is relevant to me. As a first basis in KG, children have Arabic and Quran, and I have found that there is a great interest in that in my child's school. (P6A)*
>
> *The time allocated to the Arabic subject is very short; similar to Social Studies: one session per week meaning only 45 minutes. There is a complete curriculum that must be taught to students so how can we apply all of these things? (T5A)*

Moral Education also emerged as a subtheme when discussions with parents and teachers rotated around the curriculum relevance. Few parents described it as wellbeing curriculum with varying degrees of details about it. Some teachers also mentioned the introduction of Moral Education as a good addition to instil universal values within students. A participant, who was a Moral Education teacher, emphasised the activity-based nature of the curriculum, which, in her view, enhanced its adoption by students.

> *It's a wellbeing lesson and topics pertaining to: I'm a good person, self-esteem, topics about how to be a good citizen, topics about anxious thoughts, topics about what makes you happy in life. (P4D)*

Given the multitude of curricula that parents were familiar with through their children's schools, a comparison between the different curricula came up. Regarding content, the Indian curriculum was described as heavy by some parents. The British and the American curricula were seen by few parents as incorporating a variety of content and activities that made them more engaging than other curricula. The MoE curriculum was described by parents as simpler and narrower in

options compared to other curricula. Homework-related type and quantity were also mentioned.

Figure 4.30 captures the word maps of teachers and parents concerning curriculum practices.

> *The British if following the European system which does not have a lot of homework ... Most of the of the lessons are taught in class, and the students do the activities and homework in the school. Even the activities and homework are all research-based, based on information taken from the Internet, they do not bring books back home. Whereas the Indian schools have books and homework following the traditional system.*

Figure 4.30: Curriculum Relevance Word Maps from Teachers' and Parents' Interviews

3) Student support:

Various participants suggested practices concerning student support themes. Within this theme, four subthemes were extracted as outlined in Table 4.29. Parents shared various views on how teachers and other school personnel were attentive to their children's needs and identified them promptly.

One parent gave the example of her child's teacher, who suspected and reported a low vision issue within the child. Another parent appreciated how the teacher was firm and did not tolerate any behaviour-related issues between students, which led to an early referral to the school

counsellor. Another parent was unsure about the attitudes of her son's teachers towards his hyperactivity in class.

Table 4.29: Student Support Subthemes Content Frequencies from Teachers' and Parents' Interviews

Student Support Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Support Provision	29	27	56	23	11	34	90
Identification of need for support	16	18	34	17	9	26	60
Quality of Support	13	10	23	13	2	15	38
Impact of Support	3	9	12	8	1	9	21
Total	61	64	125	61	23	84	209

Students with lower attainment than their peers were mentioned as groups that did not necessarily receive appropriate and early identification and support. Most teachers considered part of their duties to identify needs within students; needs were identified as academic, social, behavioural, and emotional. Most teachers shared that they involved counsellors as soon as they identified the need. A support teacher who participated in the interview indicated extensive training was directed towards teachers, and a whole-school plan was enacted to ensure accurate and early identification of need.

> *Teachers don't take any behaviour lightly. They try to dig deep and to really understand it and act on it and acting on it can be by them or early referring to the school counsellor. (P4D)*

> *There is some kind of neglect of students generally. There is interest in the hard-working students and neglect of the weak and the average students. (P5A)*

Support provision was a subtheme that accompanied needs identification. Some parents mentioned that their children were provided with effective support to deal with their emotional

needs. Counselling support specialists could make a difference in the experience of the students.

Few parents explained that their children did not confide in them every issue and their children's

schools were effective in listening to their children and providing them with the right support

after engaging and consulting with parents.

> *They have specialists (counsellors) who sit and talk to the student about his problem,*
> *even if the student was involved in any problem whether he was guilty or victim, the*
> *school handles it. (P2A)*

Quality of support and impact of support were additionally identified subthemes with regards to

student support. Some parents shared that not all school support was effective and resulted in

positive outcomes for their children. Follow-up and evaluation of the support were missing for

these parents. Other parents thought the quality of support provided to their children helped

them overcome academic difficulties, make social and emotional gains, and like their school.

> *My son became relaxed after that, because in the beginning he used to tell me he did not*
> *like the school and did not want to go. I do not know, like before he did not have friends,*
> *and now it is the opposite, with friends that he can visit at their homes, like peers in the*
> *school, and he can go to them at home. (P5A)*
>
> *We need to go many times to the school and call the school administration to ask for a*
> *change of seat, the change gets done for a short while and then she is returned back to*
> *the same seat. (P3A)*

Figure 4.31 captures the word maps of teachers and parents with respect to student support.
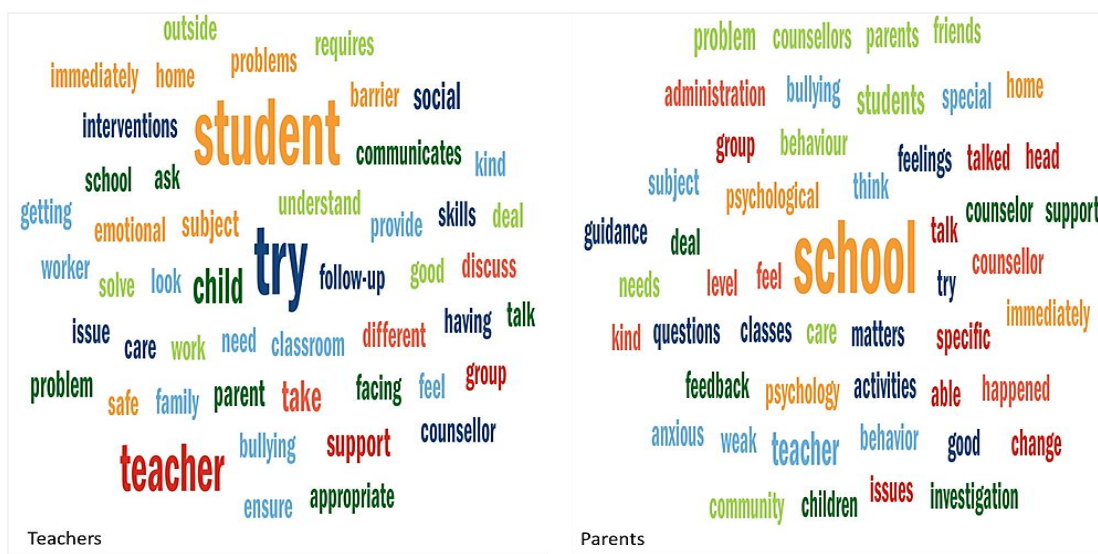
**Figure 4.31: Student Support Word Maps from Teachers' and Parents'
Interviews**

4) School ethos towards wellbeing:

A theme was identified as part of teachers' and parents' interviews and was labelled school ethos towards wellbeing. The term ethos is adopted in this context to capture "the unique, pervasive atmosphere or mood of the organisation, which is brought about by activities or behaviour, primarily in the realm of social interaction" (Allder 1993, p.69). A positive school ethos can provide students and other staff a favourable experience independent from other factors related to student or school characteristics (Graham 2012). Within this theme, four subthemes were extracted as outlined in Table 4.30.

Table 4.30: Student Ethos Subthemes Content Frequencies from Teachers' and Parents' Interviews

Student Ethos Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Importance of Wellbeing	31	34	65	46	38	84	149
Personalized Approach to Wellbeing	22	13	35	25	24	49	84
Multiple Dimensions to Wellbeing	9	22	31	15	23	38	69
Student Voice	8	10	18	19	23	42	60
Total	70	79	149	105	108	213	362

Parents described their children's schools in positive, neutral, or negative positions towards wellbeing. Many parents stated an increasing interest and noticeable change in the school's focus on wellbeing. Some parents related this feeling to the type of communication they received about their children, the terminology used by their children and the level of activities they saw offered in addition to subject learning. From the opposite end, other parents felt their schools were narrow in their interest and provision of activities that could enhance students' learning and engagement. Pressure from studies was a felt as a pressure and toll not just by children.

> *You can spot it through the existing communication and the existing understanding. Even through the parents meeting, conferences, or even through the school notifications ... you feel there is an interest in matters not only academic but in other life matters. (P7D)*

> *Students are enjoying themselves very much. I find this school so special in these things. I don't know about other schools but not all the schools do the same. But in our school, they really care about student psychology, love of the school, how to be happy and to have the ability of giving and let him/her have a room for creativity. (P7A)*

> *They apply pressure and more pressure, and it is all lessons after lessons. We would have a maximum of one trip and one sports event, but actual activities are not there. (P3A)*

In a very similar trend, teachers expressed a range of positive and negative positions about their schools' interest and experience of wellbeing. One teacher described her experience in her

current school as 'beautiful' compared to her previous schools because of all the focus on student wellbeing. One teacher expressed her appreciation of being trusted and empowered to try things and introduce a change that benefitted students. Other teachers expressed more openness in working with other colleagues, sharing information, and striving with the administration towards one common goal. Some other teachers were not feeling the same positive ethos. They talked instead of instability feelings that limited their productivity and expression. One teacher thought a school's ethos towards wellbeing should touch the whole school community, but minimal attention was paid to the teachers' comfort. Another group of teachers saw the concept of student wellbeing as more of the responsibility of other staff such as the social worker, the counsellor, or the Moral Education teacher.

> *Very beautiful at my current school and I would say I didn't find the same measure in my previous school, so there's a big difference in the main every school function, I think yes, I think a lot of focus on student wellbeing at my current school. (T2D)*

> *There is also sense of instability, whenever someone doesn't perform well. This kind of instability makes the team and the rest of the teachers again as a kind of a Domino effect. (T1D)*

> *I think the Moral Education teacher has the opportunity to engage in such topics with them. (T6D)*

> *I think no one cares about teachers!! A teacher is always placed on the side – the teacher is the last thing they think about (T6D)*

Parents and teachers also raised schools' position towards personalising student wellbeing. Few parents mentioned receiving personalised communications about their children, which indicated that teachers and school administrators knew their children well. Other parents commended their children were offered a variety of extracurricular activities to suit their interests. The majority of participating parents did not feel wellbeing was targeted from schools on a student's individual basis. One parent interpreted this lack of personalisation to the large number of

students in these schools. There was a shared feeling that teachers' interest was typically placed on the hard-working or high-achieving students with attention shifted to students who behaved poorly or disrupted school order. The profitability goal of these schools was also discussed as a leading cause not to engage in personalised students' experiences.

> *Due to the huge numbers of students, they achieve wellbeing through discipline and rules more than they achieve it by building personality. (P1D)*

> *Schools… The big concern or importance in their point of view is just the financial profit. This means they don't have, they don't have the readiness to spend or cost to do any resources or activities that give some kind of health and psychological happiness to the student. (P8D)*

> *it's everything at the macro level and the meso level, it's not at the specific level of that children. Because a relationship has not been created. (P9D)*

> *The school that they attend has more than four thousand students. So, … everything is much standardised and not personalised. (P9D)*

As for teachers, they believed in the importance of knowing students on an individual basis and relating to them. Teachers also brought up the topic of cultural diversity that characterised the UAE. It was seen as a trigger to provide personalised experiences to students. Teachers also appreciated the attention their school leadership paid to them and students equally. Some teachers, on the other hand, highlighted differences in teachers' positions towards making the time to engage and care about students in personalised ways. These teachers generally taught many classes.

> *I may not consider myself a professional nor a distinguished teacher in my teaching, but I am distinguished in hearing in listening to my students. (T5A)*

> *The student didn't matter because my school will only interfere if somebody beats up somebody in, you know, in break time and that's it. (T7D)*

The interviews with parents and teachers revealed that schools had different positions with regards to the scope of wellbeing. Some parents acknowledged that their children's schools

covered the health, education, and psychological aspects of their children. They felt they were in good hands. The choice of activities and the breadth of engagement opportunities offered to students indicated how much schools dealt with wellbeing as a multi-dimensional concept. Some parents felt their children's schools were changing but not at a satisfactory speed.

> *The nurse is aware of my child's health state, for instance, if he runs and gets tired, he can go to the nurse to examine him with a specific medical device that we have given to her. Therefore, these matters make me reassured that in the end, the child is in a good psychological state, physical condition, health condition, and also his education is good. (P1D)*

> *I do not feel there is any discussion concerning the psychological status or anything outside the lesson scope. They never talked to me about that. (P10A)*

The perceptions of teachers were similar to parents. Most of them felt that their schools were developing a more holistic understanding and position towards wellbeing. Students' happiness was seen more in the guidance of school leaders to student wellbeing besides academic outcomes. One last but important subtheme that was identified concerning school ethos was about student voice. Parents thought schools were expected to listen to their children and consider their interests and opinions. One parent expressed her approval by giving her daughter the option of choosing her own activities, which reflected positively on her emotions, engagement levels, and academic achievement. Parents saw themselves as their children's voice protectors if their children were not able to express their opinions. Giving students an opportunity to voice their thoughts and develop their expression skills was viewed as a necessary for child development. One parent recalled the effect of not listening to her child in a bullying-related incident. He became withdrawn from his lessons and other school activities. His grades were badly affected. She blamed the school for not acting.

> *They're small kids, but their opinion count, their opinion counts a lot. (P5D)*

If they do plays, they take turns and speak. They encourage them. Even for KG children, they encourage them through Show and Tell, by taking a toy and talking about it. This gives her the courage not to be shy, and talk comfortably. Even if she makes a mistake, nobody will laugh at her. (P9A)

All teachers believed in students having and using their voice. Listening to students had a positive effect on the student-teacher relationship, as teachers described. The older the students got, the more opportunities teachers created for self-expression and opinion voicing. Concerning COVID-19 emergency education provision, one teacher commented on the necessity of establishing platforms for students to hear each other and tell what they thought. Some teachers felt that student voice was not strongly enabled in their schools. They thought it was linked to the leadership style and needed instead to be exercised more for student wellbeing promotion. One teacher commented that creating multiple layers of people through which students were expected/required to voice their opinion resulted in reduced student happiness.

For me, I feel it is about considering the student as an entity, as a thinking brain that works to prove his existence. So, we must make him feel that your existence is evident and we want to hear you, as long as we have 1,2,3 to follow. (T3D)

Until the subject reaches the administration, there are many levels the student goes through without feeling happy. (T4D)

Figure 4.32 captures the word maps of teachers and parents regarding school ethos towards wellbeing.
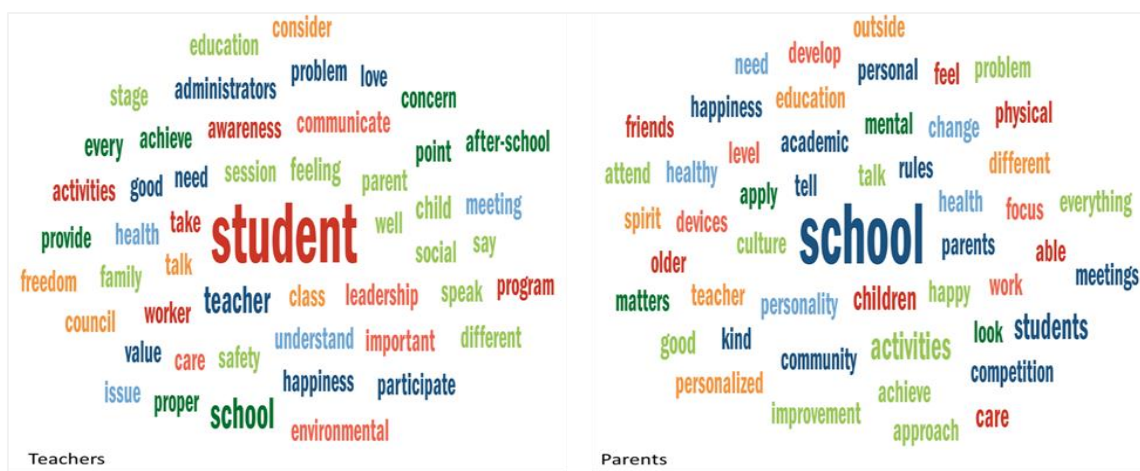
Figure 4.32: School Ethos Towards Wellbeing Word Maps from Teachers' and Parents' Interviews

5) School culture:

Parents and teachers raised four subthemes that are linked to the school culture theme. Table 4.31 summarises these subthemes and their frequencies between the different cities and the different groups. As denoted in Chapter Four, school culture characterises the set of values, attitudes, beliefs, and assumptions adopted by the school community and influences leadership, teaching, and learning practices (Robbins & Alvy, 2009).

Table 4.31: School Culture Subthemes Content Frequencies from Teachers' and Parents' Interviews

School Culture Subthemes	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Wellbeing Culture	13	10	23	7	4	11	34
Caring Culture	12	23	35	25	35	60	95
School Values	7	17	24	11	15	26	50
Celebration of Wellbeing	2	8	10	5	5	10	20
Total	34	58	92	48	59	107	199

A welcoming environment open to all cultures, nationalities, religions, and abilities was expressed as a positive feature of schools promoting wellbeing. One parent described her children's school as an international school that was welcoming to everyone. The extent to which students were made welcome and accepted was evidenced by parents who acknowledged the celebration of all cultural days and events. Teachers described inclusion as a positive aspect that added value to everyone, not just students with special needs and disabilities. Other teachers warned that terms such as inclusion and equality could be misleading, especially when the private school system was concerned. One teacher conveyed that she encouraged her older students to welcome new students and make them feel welcome. Another teacher highlighted that the UAE's practice of dedicating specific years to shine the light on certain issues or values was useful for creating common directions for all the community.

> *Wellbeing raising awareness about inclusion in the school, where students then feel accepted and it's happened to quite, quite a bit with the year of tolerance being celebrated and you know everything else, so automatically, I think the wellbeing has gone up because the students are feeling more accepted than before. (T2D)*

In addition to a welcoming feature, parents and teachers expressed the importance of a caring school culture that enhances the sense of belonging within the school community. The notion of care was connected to receiving frequent communications from school administrators or teachers to relay their children's updates. Coffee mornings or regular gatherings were also seen as an expression of care to keep in touch with parents. Teachers' care towards children was also shared, particularly by teachers working with younger children. Teachers associated providing care with making students comfortable. One teacher stressed the importance of nurturing trust and confidentiality as student rights in the teacher-student relationship. While agreement about

the importance of care was common among participants, not all school cultures were exemplary. Some parents indicated a lack of empathy from their children's schools.

> *The same role that a mother has in the house because I, the child is with me for a good six hours. I mean, I may be in the classroom with a child only for 40 minutes. But if I'm the kind of teacher the child feels, she or he can come up to me and tell me that there is a problem. (T8D)*

> *Even if you did complain, either about pressure, or study workload, or anything at all, there is no listening ear. As in, this is the way things work, the "system", whether you like it or not. (P6A)*

The subtheme of school values was equally identified as an important feature of the school culture. Many parents noted the importance of dealing with students based on equality, non-discrimination, respect, and honesty. Morning assemblies were described as good opportunities to focus on raising values among students. Values were considered useful to build students' personalities and boost positive emotions and behaviour. Teachers also talked about the importance of a school culture of positive values as this improved their work environment. Respect, cooperation, empathy, and non-discrimination were valued and expected by teachers. When positive values were not shared, some parents felt powerless to support their children to enjoy school and stay engaged.

> *In terms of educational level, the teachers there are distinguished of embedding the spirit of brotherhood and love among the students (P2A)*

> *There is a favouritism for some students and injustice to others. The chances are not fairly distributed for everyone. The student feels there is discrimination, and you hear words like why they did not pick me? is it because I have a low voice or I do not have enough self-confidence, at the end there is favouritism. It is not done based on nationality. It is done according to who are you? Who is the most smart or clever? Who is the outspoken? Who is the best? (P10 A)*

School cultures were also described as valuing and celebrating wellbeing. International Days such as Happiness Day and Mother's Day were common practices in schools. National events

were also considered opportunities to promote common values and cultural understanding. Few parents mentioned that their children were encouraged by their teachers to showcase their achievements and share them with their peers. Appreciation certificates were common practice to reinforce good behaviours and academic performance. One mother talked with appreciation about her children's school encouraging students to evaluate and improve their own wellbeing through student councils. Some schools used their newspaper to celebrate and promote people working to enhance their performance, talents, and overall school climate.

> *For the achievement side of things, we award certificates to students, once a week and for two children..., once a week for looking at the holistic view and approach to how they do things. (T3A)*

Figure 4.33 captures the word maps of teachers and parents regarding school culture theme.
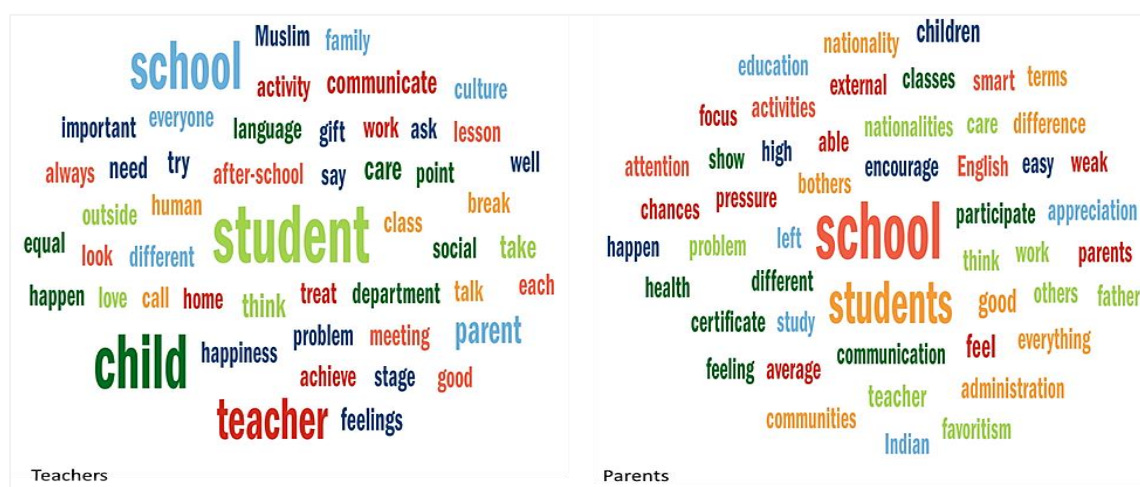
Figure 4.33: School Culture Word Maps from Teachers' and Parents' Interviews

6) School environment:

From parents' and teachers' interviews, four common subthemes were identified, and a fifth emerged from teachers concerning the importance of appropriately resourced working conditions. As explained in Chapter Four, the school environment comprises physical,

academic, and social components and features that define how school operations are planned and managed (Kutsyuruba et al. 2015). Table 4.32 outlines the identified subthemes and their frequencies from the conducted content analysis.

The provision of a safe and healthy environment was considered important by parents and teachers. According to some parents, their children's schools were active in ensuring nutritious meals, supervised canteens, and appropriately developmental knowledge about a healthy lifestyle. Parents of younger children cared about having separate break times from older students to ensure their safety from any potential risk of bullying. Safe playgrounds were also highlighted as needed to ensure the physical development of their children.

Table 4.32: School Environment Subthemes Content Frequencies from Teachers' and Parents' Interviews

School Environment Subthemes	Parents Frequency			Teachers Frequency			Total Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Safety and Health Environment	11	37	48	15	44	59	107
Human Resources	17	21	38	48	41	89	127
Enjoyable Environment	9	22	31	10	35	45	76
Infrastructure	9	18	27	6	16	22	49
Working Conditions	-	-	-	15	14	29	29
Total	46	98	144	94	150	244	388

Discipline was also judged to be important to maintain order and safety. Some parents did not object to having students kept in school for a longer time if it helped in restoring order and preventing bullying. The use of cameras was also welcomed for additional security. Schools were also complimented for keeping parents appraised of their children's nutrition and safety.

For food, you can say that in the canteen they are given attention to ensure that meals are healthy, and they prevent the unhealthy meals which had been taken care of since a long time. (P10A)

We have to fill up the health record of the students every year … so they will have regular check-up. they have a nurse in the school so they will have regular check-up, they have a clinic in the school. (P11A)

Differences in views were noticed between parents concerning bullying. Some parents expressed their dissatisfaction with the level of protection provided to students. They felt that students could resort to violence as a way to protect themselves from bullying. Some teachers agreed that bullying could be a serious issue if the school did not consider it thoroughly.

The availability and quality of human resources were identified subthemes by parents and teachers. Parents expected to see qualified teachers and effective leadership in the school. They also talked about other specialists such as the counsellor, the inclusion head, and the year head to ensure their children were well cared for and supported. Examples of challenges expressed by parents included teachers who were not qualified, a limited number of counsellors to cover all needs, and teachers who left in the middle of the school year without proper and timely replacement.

They have specialists (counsellors) who sit and talk to the student about his problem, even if the student was involved in any problem whether he was guilty or victim, the school handles it. (P2A)

I see the principal, for example, in my son's school always welcomes students at the entrance. I always like this side. (P5A)

Only one psychologist is not enough for the whole school. We currently have two, one for the secondary and the other for the primary. Yet, I consider that it is not enough based on the size of the school. Our school is large, so we expect more psychologist. (P7A)

When talking about the school environment, parents stressed that besides having safe and healthy environments, they should also be enjoyable. Playgrounds, for instance, were discussed

in the context of young children. Parents of older students equally discussed equipped and usable classrooms and labs. Parents mentioned the increasing use of technology in schools, but few cautioned its use without proper awareness and training. Attractive environments were considered necessary to enhance satisfaction and enthusiasm levels with schools.

> *They feel there is no attractive environment, they don't find anything that pleases them, or considered enthusiastic to them. They feel things are simple. (P10D)*

The school landscape in the UAE includes schools of different sizes and shapes. Parents and teachers discussed the subtheme of school infrastructure. Parents looked for modern and highly equipped classrooms and facilities in the school. They believed that due to their children spending a relatively long time in these schools, they should be comfortable. Some parents shared that their children's schools encouraged students to utilise other spaces, together with the typical classrooms, to promote learning. A couple of parents mentioned libraries, seen as the schools' commitment to reading and developing literacy skills. Some relatively old schools did not have appropriate or engaging facilities as the ones seen in newly built schools. Some private schools were thought to be adding new students without thinking of students' comfort, so classrooms became crowded.

> *The school itself, the environment, and the setup of the classroom, the lighting, the space, the swimming pool, the facilities that all really contributes, all contributes to the wellbeing of students. (P5D)*

> *The school accepted many students, and added more classes, and after that, they had no space to put them. The teacher finds himself in a class with a large number of students, with no resources available. The teacher should have good results, and he should satisfy both the management and the parents. (P10D)*

The COVID-19 pandemic brought its own set of challenges and opportunities. Some teachers mentioned facing difficulties to secure technology resources and develop their digital skills at

the beginning of the lockdown. Teachers working in schools used to digital provision for teaching and learning adapted relatively quickly than others.

> *School iPads are compulsory for all the students. They use it as soon as they get to the school. (T2A)*

The last subtheme, working conditions, concerning the school environment was initiated by teachers. Examples of positive working conditions included providing the necessary resources and materials to facilitate effective teaching and receiving regular training that helped them develop their knowledge and skills. Some of the teachers appreciated the understanding and flexibility they got from their schools when they faced family circumstances. Teachers also stressed the need to contribute to decision-making and expressing their opinions, especially in matters that were related to their subjects, classes, and professional development.

> *We have meetings between parents, teachers and governing bodies. We have committees, and we give our opinions and views of staff. And then we'll all get together and decide what is the best way forward. It's not just him saying this is what has to happen in and so that it. We do give our input and say, Okay, this is what we need to do and so on. (T3A)*

On the other hand, some teachers raised concerns regarding teacher treatment. Given the diversity in teachers' backgrounds present in the private sector, few teachers identified disparities in their treatment concerning salaries and job pressures. Some teachers faced issues regarding access to the right resources to enrich their lessons. "Fighting over four computers to serve twenty teachers" was an example shared by one teacher. Few Arabic language teachers compared their training opportunities to other teachers and stressed that these opportunities were inferior. Having non-Arab principals and school leaders that did not speak Arabic affected the quality of communication with Arab teachers. Other teachers raised concerns about the many and last-minute non-teaching tasks they were asked to carry and the lack of clear agreements to

indicate their rights and responsibilities. Some teachers referenced deeply distressing incidents when parents and students explicitly told them that they were paying their salaries. Thus, respect for the teaching profession was not guaranteed.

In all private schools, or most schools unfortunately do not respect the entity of the teacher. (T2A)

Unfortunately, this course is offered in our school in English only. It is not clear to Arabic speaking teachers nor do they give sufficient importance to their lack of familiarity due to language limitations. (T5A)

The administrator does not appear all the time in his castle and everyone is afraid of him. (T5A)

Indian teachers or the Indian curriculum, specifically I don't know if you're aware but our salary structures are very different from that of other nationalities. (T8D)

Figure 4.34 captures the word maps of teachers and parents concerning the school environment theme.
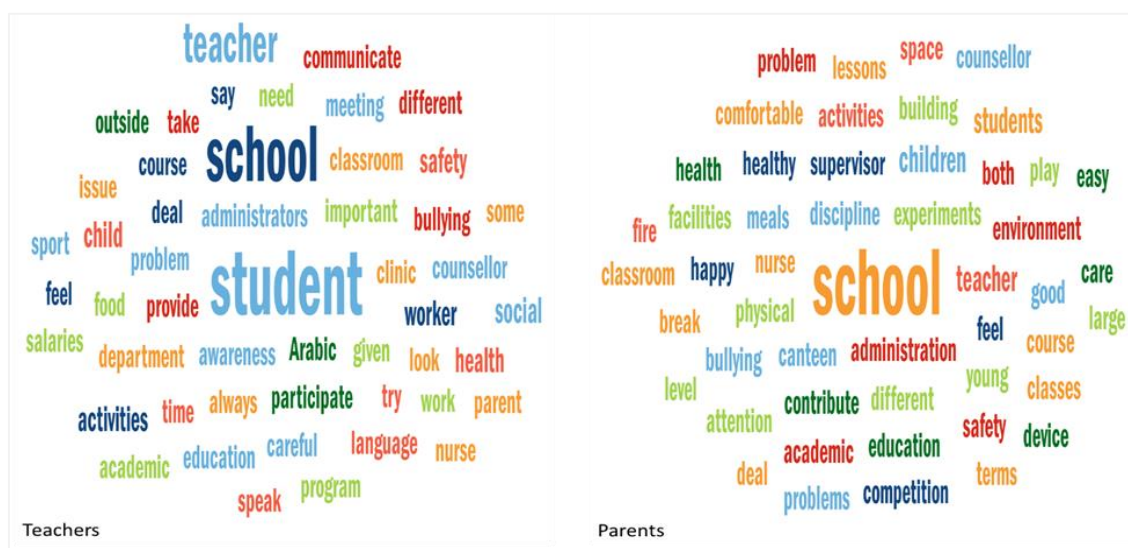
Figure 4.34: School Environment Word Maps from Teachers' and Parents' Interviews

7) School-parent relationships:

Based on analysis of parents' and teachers' interviews, the relationships between schools, school personnel, and parents were identified as the main theme. Table 4.33 outlines the frequencies from the conducted content analysis by group and city.

Table 4.33: School-Parent Relationships Theme Content Frequencies from Teachers' and Parents' Interviews

School-Parent Relationships Theme	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Total	32	57	89	20	44	64	153

Communication was reported by parents as the backbone of the school-parent relationships. Positive practices noted by parents included receiving regular communication from their children's schools. Personalised emails were interpreted as valuing the relationship and looking for solutions directly linked to the student and family circumstances. Some parents appreciated physically talking to school principals who were accessible and ready to listen to their experiences. Some parents shared that they were active through parent councils and parent groups and saw their roles in raising collective concerns or suggestions for improvement. Particular channels of communication with teachers were valued the most by parents, especially parents of younger students. One particular parent mentioned receiving training from school about their wellbeing programmes. The school arranged regular parent sessions to meet with experts.

> *There is a cooperation between us and the school administration. They listen to us, yes, they may convince us, or we may convince them. But at the end, you feel welcomed as a family and you are listened to. The communication is good, there is good administration and teaching staff. (P7A)*

The principal was on the court yard and all over the school greeting the kids, speaking with parents, doing a great job creating a relationship. (P9D)

Some parents raised concerns regarding communication from schools, noting that they were rarely contacted to report anything other than academic or behaviour issues about their children. One parent voiced that the school avoided sharing the inspection report, which signalled a low level of transparency. Another parent shared that schools were willing to listen but not necessarily act on parents' recommendations.

I am not telling that they don't communicate or whatever it is but they more often come to the negative aspect. (P11A)

They talked about systems in place, the channels available for parents, but actually they knew nothing about parents' level of satisfaction with what they were getting regarding the channels, regarding the opportunities, regarding the flexibility. (P9D)

Teachers insisted on having regular communication with parents because they knew their children best. A few teachers shared a sense of duty to be accessible to parents by sharing their private contact details with them. The COVID-19 pandemic was seen as a great opportunity for teachers to know more and engage with their students' parents, see up close their living conditions, and observe parental support efforts to their children. The relationship between teachers and parents of students with special needs was seen as vital to ensure unified goals and direction of intervention. Few teachers expressed sympathy with their school administration to protect them from angry or dissatisfied parents. Some teachers equally talked about certain parents who were not committed to communication and engagement because of their busy schedules.

It's part of the parent handbook, it is called Toolkit child wellbeing and safety, it is in the parent handbook as well before the parents enrol the children, they're given the handbook to explain about children's health and wellbeing, this is what we look for, this is what we want. (T3A)

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Everybody goes to work and come back tired, assuming the education is all done by the school. They wrongly assume that the child comes from the school and he knows, understands everything and he has done the homework. They understand wrongly, because the education process is shared by the school, parents, and the child himself. (T6D)

Figure 4.35 captures the word maps of teachers and parents concerning school-parent relationships.
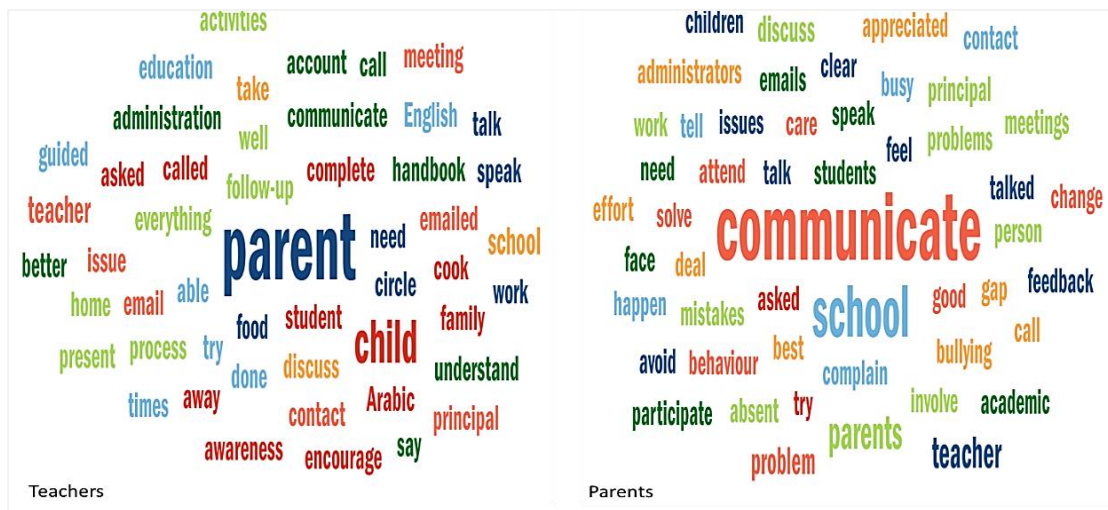
Figure 4.35: School-Parent Relationships Word Maps from Teachers' and Parents' Interviews

8) A Systematic approach to student wellbeing:

Table 4.34 presents the content analysis frequencies from the theme: a systematic approach to student wellbeing and identified school practices related to student wellbeing. The analysis results are sorted by participating group and city.

Table 4.34: Systematic Approach to Student Wellbeing Theme Content Frequencies from Teachers' and Parents' Interviews

Systematic Approach to Student Wellbeing Theme	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Total	35	27	62	15	32	47	109

Parents shared varying experiences from their children's schools regarding how schools conducted their learning, teaching, and other educational programmes. One parent mentioned the importance of collaboration between parents and schools to stay informed about the changing school conditions and to monitor their children's progress. One parent suggested that schools and parents develop a platform, identify wellbeing main parameters of assessment, and then apply and monitor them. Another parent wanted to be provided with reports on what was offered to their children that were age and gender relevant. One parent raised the use of social media by schools. While she found social media was useful to share knowledge about school-based activities and events, she questioned the marketing effect behind it. She also raised the issue of displaying the same students all the time. Few parents pointed to involving students in discussing their wellbeing.

> *Some of the things are done well by the administration, and sometimes they conduct surveys to know what the majority thinks. They do not just listen from a parent or two. That is why they develop and conduct the survey. (P4A)*

> *The school, they do quite a number of activities, but what matters is really the feedback of the students. It's not a matter of doing something just for the sake of doing it, but doing it and then looking at the results. And look…. looking at the impact on the students. (P5D)*

How teachers looked at their schools' approach to managing student wellbeing was also dependent on the teacher and the school. One teacher described her school as one integrated system that works effectively and efficiently together. Another teacher described the usefulness of the feedback, planning, implementation, and evaluation strategy followed in their school. Some teachers accentuated their role in providing feedback about students. Similar to parents, some teachers stressed referring back to students to seek their opinions.

It's something qualitative, I mean, you cannot measure, I mean, it's not the quantity or to give marks or to, so you just have to evaluate from the point of view of the kids. How do you see the kids? How do you..., I think you have to interview the kids and to see all the aspects, you know, because kids usually they don't lie. (T6A)

We work together with our senior management and with our parents to come up with the best possible ways to help our children in our classes. (T3A)

Figure 4.36 captures the word maps of teachers and parents concerning a systematic approach to student wellbeing.
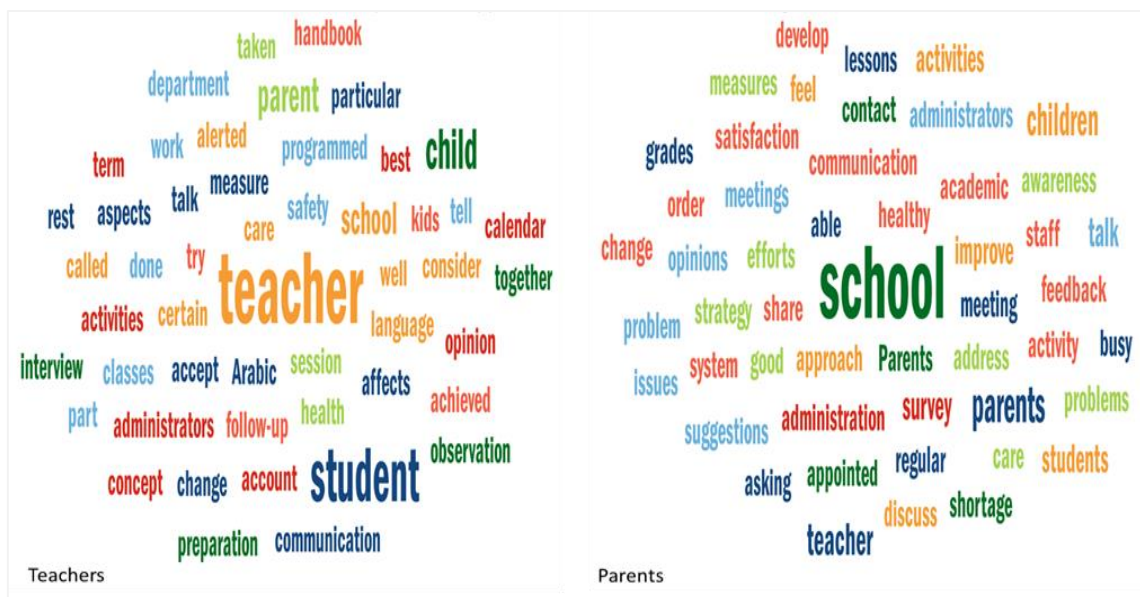
Figure 4.36: School-Parent Relationships Word Maps from Teachers' and Parents' Interviews

Practices-related findings from school leaders

School leaders' perceptions about their schools' practices concerning student wellbeing were captured around four main themes:

- Safe and healthy environment: the importance of providing an environment that catered to the basic and developmental needs of the students was noted. Health-aspects of the

environment included healthy food and healthy lifestyle awareness. Mental health was stressed in particular as an important factor to be assessed and identified. One leader emphasised the importance of security in all areas of the school to ensure the safe mobility and activity of students. Another school leader indicated a link between safe and secure provision and school financial resources.

- Qualified people to offer support: One school leader mentioned the appointment of a wellbeing officer in the school to oversee the status of wellbeing for both students and staff. One leader stressed the collective work of teachers, support personnel, and counselling specialists to identify and offer academic and non-academic support. One school leader expressed that effective and well-planned teaching with appropriate resources could lead to academic and non-academic outcomes. Another leader shared that teachers received the training, and additional focus was placed by the administration team to induce them to wellbeing values and practices. Teacher development includes aspects of student wellbeing assessment and promotion.

- Extra-curricular activities and wellbeing targeted support: In one school, a targeted session about stress management was offered to students as required. Another leader mentioned Personal and Community Education sessions (PACE) to support and empower students.

- Working with parents, students, and other stakeholders: Leaders recognised the importance of working with parents and the wider community members to ensure a clear and common vision was in place concerning wellbeing. One leader emphasised the involvement of students in matters and decisions about their learning targets. Raising their awareness about their rights and duties could help clarify expectations and increase their school life engagement. Parents and students were engaged through student and parent

councils. One leader explained the engagement of the school's governing board by sharing pastoral plans and regularly updating them about students' outcomes.

School leaders were also asked to identify factors that enabled or hindered their school practices concerning student wellbeing promotion. The main enablers rotated around the school vision, the school community, and the school environment. Two school leaders mentioned having an inclusive vision that focused on building student character. The school leader from the IB curriculum shared that the Learner Profiler's attributes helped instil common values among their students and contribute to creating cohesive cohorts. Another leader mentioned the school leadership team's role in driving student wellbeing promotion in the school by securing the needed resources and holding the necessary accountability mechanisms. Parental involvement was equally considered an enabler, together with extra activities that students could engage with. A school leader who represented the Arabic language department in the school stressed the need to include teachers from all departments to ensure consistent and equal engagement from all teachers. One school leader highlighted the importance of establishing equality and combatting favouritism and discrimination within the school community. Job stability was mentioned as an enabler, given that schools invested in their teachers and did not want to lose them easily. The school environment promoted student and staff wellbeing and enhanced their engagement and productivity.

In terms of factors that hindered student wellbeing promotion, school leaders mentioned the absence of designated wellbeing personnel. The latter was seen as a champion to raise awareness and develop capacity around student wellbeing. With reference to schools that had such roles, these specialised staff were seen as important in coordinating and aligning efforts to optimise focus and success around wellbeing. One school leader indicated the pressure that teachers could

go through from additional work and charged schedules, which negatively affected their performance. One leader considered having teachers who did not see the importance of developing students' personal and emotional skills as one of the main hindering factors. Given the time teachers spent with their students, the promotion of student wellbeing can be accelerated by working on teachers and teaching. Besides teachers, the principal believed parents were the second factor to assess their attitudes and readiness to drive student wellbeing forward.

### 4.3.2.4 Findings about Student wellbeing and related policies

The literature reviewed in Chapter Two revealed that educational policies could provide a clear definition and purpose about promoting student wellbeing to different stakeholders. They can incorporate the input of relevant individuals and parties when developing the policy or implementing it (Graham (2017). Student wellbeing policies can also indicate areas of good practice and roles and responsibilities towards promoting student wellbeing (New Zealand Education Review Office 2015, Thorburn 2014). In the UAE, there is no standalone student wellbeing policy, but a collection of national and local educational and non-educational policies exist that cover some aspects of student wellbeing. In this research, the views of various stakeholders from the cities of Dubai and Al Ain were explored to better understand their perceptions about policies that linked directly or indirectly to student wellbeing and the roles they perceived important in applying student wellbeing in schools. Parents and teachers were engaged through in-depth interviews. Students' contribution was facilitated through three open-ended questions in a targeted questionnaire. School leaders were sent electronic semi-structured questionnaires. Table 4.35 outlines the questions reserved for each group.

Table 4.35: Questions in Relation to Student Wellbeing and Policies

Questions to parents	Questions to teachers	Questions to school leaders	Questions to students
Who do you think is responsible to apply/ oversee the wellbeing of students in schools?	Who do you think is responsible to apply/ oversee the wellbeing of students in schools?	What policies/ plans on the level of the UAE/ your emirate can you refer to when it comes to student wellbeing?	What can you do as a student to improve your wellbeing in school?
How do you see your role in enhancing your children's wellbeing as students?	How do you see your role in enhancing the wellbeing of your students?	What messages are provided through these policies with respect to student wellbeing?	What can your school do to improve the wellbeing of their students

Policies-related findings from parents and teachers

The interviews from parents and teachers revealed three main themes concerning the topic of policies. Figure 4.37 captures the content frequencies of these themes from parents' and teachers' perspectives. Findings results for each theme are presented below.
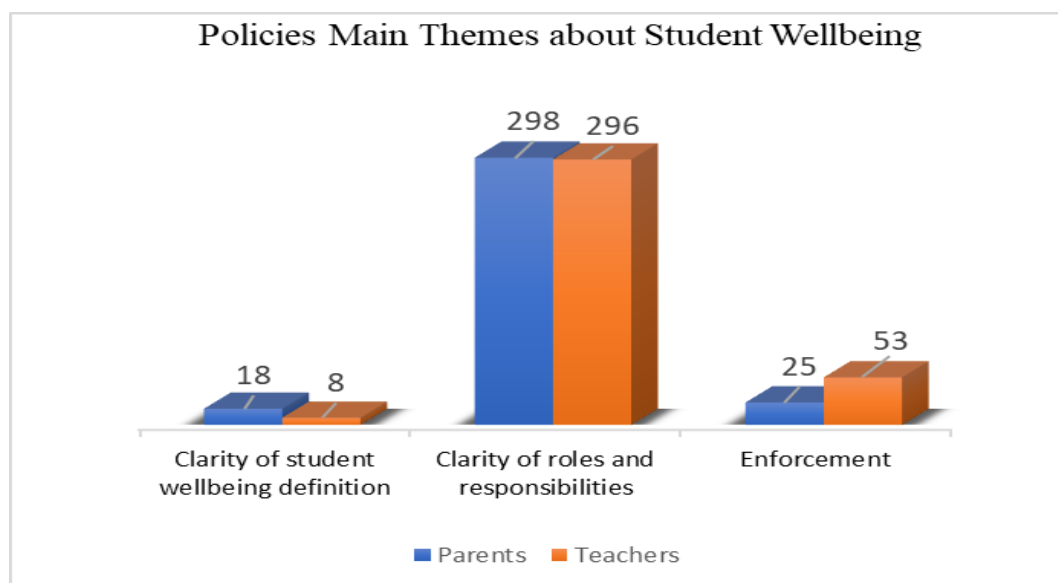
Figure 4.37: Policies in Relation to Student Wellbeing Main Themes from Teachers' and Parents' Interviews

II) Clarity of student wellbeing definition:

Parents and teachers in both cities discussed the availability of a clear definition through the government's policy documentation. The content frequency distribution is shared below (Table 4.36).

Table 4.36: Clarity of Student Wellbeing Definition Theme Content Frequencies from Teachers' and Parents' Interviews

Clarity of Student Wellbeing Definition Theme	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Total	15	3	18	4	4	8	26

Parents stressed the fact that the concept of wellbeing was elusive. Most of them began hearing it in the UAE in the context of education. Mixed views were shared about wanting something more for their children than just the traditional knowledge acquisition at school. One parent alluded to the simplicity of the goals parents and schools pursued when it came to students. The goals focused mainly on getting them to the best university. One parent explained that what children knew about wellbeing far exceeded what parents knew about it. A call to have a clear language about wellbeing in general and student wellbeing was conveyed. Another parent commented on how the private education system worked and how its practices could hinder the development of student wellbeing. For this parent, to drive student wellbeing, personalisation was key. Schools needed to understand that every student is different in their own ways. Another parent, working in a government authority, described student wellbeing as a serious matter as a process and an outcome. She explained that for wellbeing to be effective, several layers of awareness and interventions needed to be in place. All students were entitled to have good

wellbeing. Some, like those with mental health issues, would need more attention and support. Reference to the tiered approach of intervention and support for students with special educational needs was mentioned. She stressed that every child was entitled to get what they needed.

> *It's all about relationships, and it's all about love, it's all about sensations, it's all about feelings, it's not about compliance with rules, with regulations, with wishful thinking, it's about human beings in a relationship. (P9D)*

> *There is no conviction, awareness, or awareness of the importance of this concept. (P8D)*

> *Definitely. I think parents need to understand what means the wellbeing of the child, that she should be happy emotionally and physically, everything. (P6D)*

Teachers agreed that wellbeing was gaining attention in education because of the political drive from the UAE's top government officials and entities. Some teachers indicated that messages about what to prioritise were still not clear. One teacher shared that value was always given to certain subjects, and now everything else was important. The example of the Moral Education programme was given as a reference of the government to introduce the change. Another teacher said that in order to know how to promote student wellbeing correctly, teachers needed guidance. The notion of promoting and assessing happiness was not straightforward, and it did not rest in the sole hands of the teachers.

> *It's such a large topic in that sense, because and yet it is something that a lot of people may dismiss, but as educators, it is driving the system, the, the school, the government, the KHDA, everybody ensures that this has to be highest. (P8D)*

Figure 4.38 shows the word maps of teachers and parents concerning clarity of the definition of student wellbeing.
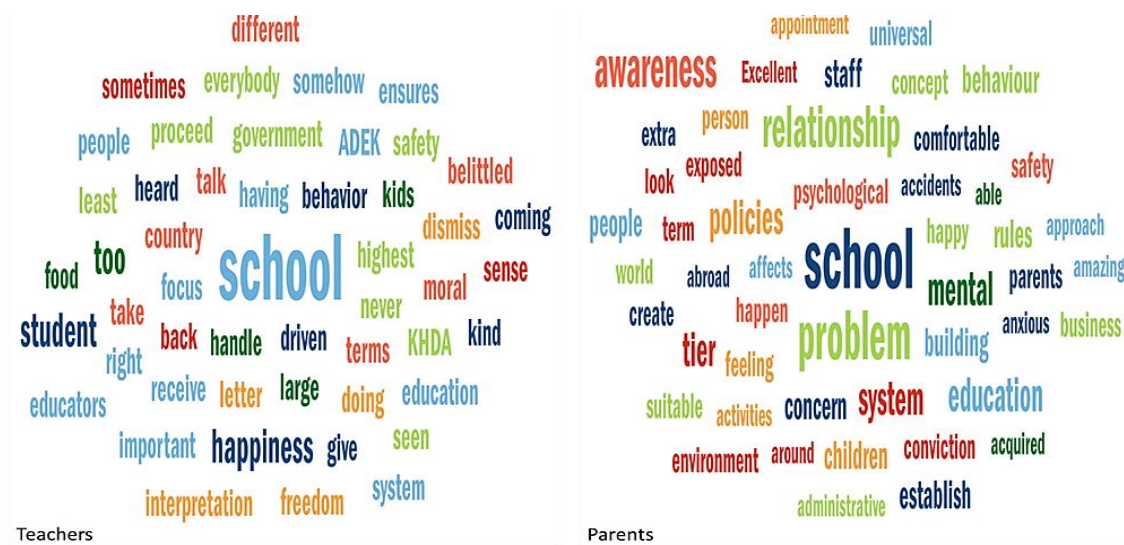
**Figure 4.38: Clarity of Definition of Student Wellbeing Word Maps from Teachers'
and Parents' Interviews**

III) Clarity of roles and responsibilities:

The theme of roles and responsibilities identified seven subthemes as depicted in Table 4. 37. School administrators were seen to hold various roles and responsibilities to ensure student wellbeing promotion in schools. According to parents, the school administrators were accountable to cooperate with parents, teachers, and other staff to ensure a clean, safe and orderly environment, provide equitable and quality learning experience, support students with additional needs, and monitor teachers. One parent mentioned the need for a comprehensive strategy to drive wellbeing and school administrators to be held accountable for it. Teachers were of the view that school administrators were responsible for driving the system to support wellbeing more positively and in a consistent manner in the school.

Teachers brought up the issue of the school leadership to ensure that appropriate capacity building was planned and delivered in the school.

Table 4.37: Clarity of Roles and Responsibilities Theme Content Frequencies from Teachers' and Parents' Interviews

Clarity of Roles and Responsibilities Subthemes	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Roles and Responsibilities of School administrators	51	39	90	26	61	87	177
Roles and Responsibilities of Principals	11	17	28	13	10	23	51
Roles and Responsibilities of Teachers	11	22	33	44	60	104	137
Roles and Responsibilities of Counsellors	4	2	6	5	9	14	20
Roles and Responsibilities of Other staff	4	2	6	9	11	20	26
Roles and Responsibilities of Parents	53	82	135	14	23	37	172
Roles and Responsibilities of Students	-	-	-	4	7	11	11
Total	134	164	298	115	181	296	594

The responsibility of administrators regarding student wellbeing was seen as important in facilitating communication channels and processes and resourcing the school and classrooms to produce enriching and engaging learning settings.

> *Cooperative responsibility between both school and parents, as the school plays a big role in assisting parents to understand their child potentials and in how to utilise those potentials to make the child living a happy life with the children of his age. (P2D)*

> *The school administration has accountability. At the end, they have the bigger share, they setup the system, they follow up on these parameters that all…. This is all the part of their responsibility, measures possibility and if in the future the schools are also rated against this new, I don't know… this new attribute called wellbeing, and then this is automatically the reputation of their schools. (P5D)*

> *when the leadership is focused on wellbeing it shows. It shows that the way they behave itself and students so that is the first thing. (T2D)*

> *They have to consider it as a major aspect for their success. If I am a successful school, I have to think about the wellbeing of my students, as a major aspect in my action plan or my development plan. So, I can improve it. (T4A)*

Principals were also considered key players in driving student wellbeing forward. Parents described principals as first liners, gatekeepers, and 'fathers' in charge of leading the school, ensuring needs were met, and synergy established through various human structures. Teachers brought attention to the role of the principal in defining the culture of the school and the extent to which it was inclusive and positive. Teachers also shared the role of the principals towards them as teachers. Principals were responsible for ensuring teachers' comfort, wellbeing, and development.

> *There is no doubt that principals are very important (the first line) because they are the ones who convey the spirit to teachers and those concerned. (P1D)*

> *If you have a principal that is really aware and experienced and assumes students' wellbeing and teachers' wellbeing as well and the other stuff is really a key, a key element in all. (P9D)*

> *making the teachers feel good. Or happy in their environment, not obliged to be working because they have no other option maybe. (T1D)*

The role of teachers was seen by parents as crucial. Teachers knew best their students and could make a difference in students' lives. Parents expected teachers to improve their children's skills and ensure their understanding. Parents stressed the importance of equal treatment of students on the part of teachers. Parents questioned the level of accountability at which teachers were held, particularly in the private school system, but at the same time, parents empathised with teachers because of their workload and pressure. Teachers were aware of their roles as they directly connected with students and had the power to influence them. Teachers viewed their roles as multi-fold: observer, listener, communicator, supporter, and champion.

> *The teacher has a big role honestly and from my point of view. He/she has to communicate with the child, and has to observe him/her. The teacher has to notice the child. (P4A)*

I see that teachers have to have the culture of education that enables them to contain and understand all sorts of children. I mean, I see it as a weakness when a teacher complains to the mother and father about their child. You are a teacher, that means you should know how to deal with the child in the school as part of your responsibility. Do not come to me complaining that you child is such and such in the school. This is my view. (P5A)

You kind of have to relate to them, do not come to them as this person who is going to install, you know, all these amazing, you know, traits in them and he's going to educate their minds and their souls. That's not going to happen because if some but he does not accept, like me as an adult. (T7D)

I think if we see wellbeing as a pyramid, the trust that the child has, the state of being happy in your classroom, if it's there, then the learning is better, than their reaction to us better than their growth is better. (T8D)

The role of the counsellors and other staff in promoting student wellbeing was raised by parents and teachers. Some parents called for a change in the counsellor's role, from just fixing student problems and behaviours to ensuring positive health and wellbeing. Teachers saw in counsellors the source of support and expertise they could reach out to if they did not know how to help a student. Other individuals mentioned by both groups of participants included the school nurse, the bus attendant, the security guard, and the service carers.

The existence of many counsellors must be the norm. i.e., for each child, a session or two. It does not matter the state of the student whether bad or good. The counsellor must have a record for each student, not for only particular behavioural cases. (P1D)

When the responsibility of parents was raised, parents saw themselves as important players. Parents believed they could support their children and teachers in providing key information and enforcing the child's learning outside school. They considered themselves role models that students could follow when aiming for healthy lifestyles, showing interest in reading, and celebrating religious and cultural rituals. Some expressed guilt in not choosing the 'best' school for their children because of the high school fees and the lack of time spent with their children.

I think I can help kids, I can help my kids with regards to their wellbeing. I have to spend time helping them with their homework. I have to spend time with them, checking them, asking them when they come home from you know from school. (P8A)

For the parents, our son is our project, this boy, this is the element that we establish for the community and to be part of the community. (P10D)

Honestly, as a parent, I was looking for a school with a good reputation and at the same time with suitable fees that I can pay for my kids at the same time without causing an effect on my lifestyle at house or effect on my way of dealing with them. (P12A)

Teachers considered parents important as well. Parents needed to dedicate time to listen to their children, understand their concerns, and work closely with teachers. Teachers felt that not all parents cared enough, and the responsibility of the child was sometimes lost between the school and the family. On the other side, some teachers raised the issue of parents who over imposed their views and ways on the school. Some parents were perceived to look for issues that did not exit.

The role of parents is probably one of the most important roles, because if the student feels that their parents understand them, that's more than half the battle won for them you know. (T2D)

A parent has his role to communicate with the school, and to understand the teacher, we all mistake because we are human beings, so he does not stop the teacher for every mistake and goes to complain about the teacher in the ministry. (T5A)

A final role that emerged in this section was identified by teachers and involved students. Students were expected to respect others and contribute to their educational experience. Teachers indicated that some students behaved carelessly and did not abide by the rules and the cultural norms set in the school. The community cohesion spirit was essential to span all individuals in the school, including students. Figure 4.39 shows the word maps of teachers and parents concerning roles and regarding student wellbeing.

Figure 4.39 Student Wellbeing-Related Policy Enforcement Theme Content Frequencies from Parents and Teachers' interviews

IV) Enforcement

The extent to which the various student wellbeing-related policies were perceived to be enforced was extracted from teachers' and parents' interviews. The act of policy enforcement means strengthening the application of the policy through different means such as guidance or regulations. Table 4.38 shares the content frequencies of parents and teachers in each city.

Table 4.38: Student Wellbeing-Related Policy Enforcement Theme Content Frequencies from Parents and Teachers' interviews

Student Wellbeing-Related Policy Enforcement Theme	Parents			Teachers			Total
	Frequency			Frequency			Frequency
	Dubai	Al Ain	Total	Dubai	Al Ain	Total	Total
Total	16	9	**25**	22	31	**53**	**87**

Parents expressed the views that wellbeing as a term was not well used in schools, so they were not clear how much the relevant educational authorities were enforcing it. One parent stated that she could relate some inspection elements to the school environment, particularly safety and protection, but she did not feel that evaluating student wellbeing-related outcomes was clearly enforced within schools. The issue of holding schools accountable for student wellbeing was also touched upon by parents. Some felt that schools abided by the health and safety regulations but did not do so when it came to students' emotional and psychological needs or students' satisfaction. Parents familiar with the MoE curriculum expressed the stress it generated in students and teachers to complete the content.

> *It's the first time I hear this term, from you, I have neither heard it from the school, nor it has a certain evaluation in the school, there is no specific department in the school to be in charge of it. No one in the school takes care of it, maybe they practice it, but not in a clear manner. (P3D)*

> *The inspection.... What I heard about it is that it involves mostly the school's environment such as health measures, the building condition, education from inside, and care and treatment of children. Do you see what I mean? The inspection is mostly on external matters and not for example on education levels in the school or the satisfaction of students about their school*

Teachers' comments focused mostly on school inspections. They felt that schools focused on meeting the inspection requirements and improve their ratings. There was a degree of pressure on teachers to implement the requirements and plan for the school's visit. Some teachers expressed that some tension was also felt between departments that scored better than those in the same school. Some teachers expressed that school evaluations involved achievement data scrutiny, which made academic performance a priority for schools. Few teachers also noted that mainly 'Western' teams conducted school inspections, which could influence how inspection teams saw the values, interactions, and ways teaching and learning were performed in schools with other international curricula. Besides the inspection policy, some teachers mentioned other

policies that could affect student wellbeing, such as the Student Behaviour policy, the teacher-student ratio rules, and the Student Competency Framework in the Emirate of Abu Dhabi. The Student Wellbeing Census, the wellbeing survey administered to students in Dubai schools, was also brought up by few teachers. The teachers did not feel students were answering correctly and suggested other ways to engage with students about their wellbeing. The Moral Education curriculum was also mentioned. Teachers preferred to see more guidelines to schools about it. Arabic language teachers also brought the issue of the limited subject time allocation in international curriculum schools and the pressure of providing quality and extensive achievement in Arabic. One teacher questioned the relationship with the education authorities and requested a more unified and common direction that clarified what was expected from education and educators.

> *I only deal with Science as a subject! I do not know, they only give me a report on how your lesson was, how you teach your class, what are your teaching strategies. (T6D)*

> *If the schools are just going to be aiming for grades because then they will have a better rate inspection because data is very important. It's one of the biggest factors when it comes to inspection and then you will be able to increase your fee so you see this, it's all linked, it's a cycle. (T7D)*

> *If an Indian system is gauged with a British yardstick or with a foreign yardstick, it will always fall short. (T8D)*

Figure 4.40 shows the word maps of teachers and parents concerning policy enforcement.

Figure 4.40: Student Wellbeing-Related Policy Enforcement Word Maps from Teachers' and Parents' Interviews

Policies-related findings from school leaders

Participating school leaders were asked to identify UAE national or local policies concerning student wellbeing. Identification of policy documents/ plans related to student wellbeing from the six leaders included several nominations. The UAE School Inspection Framework was indicated by five leaders. One leader specifically mentioned standard Two: Students' personal and social development and their innovation skills, and Standard Five: The protection, care, guidance, and support of students as main standards related to student wellbeing. Only one leader mentioned the National Strategy for Wellbeing 2030 but with no details about its scope or programmes. One leader referred to the Moral Education Curriculum as an initiative that supported schools in developing students' values and character. The child protection line was mentioned by one leader as an important service to protect children from abuse. One Dubai-based leader mentioned the Student Wellbeing Census run by KHDA to measure student wellbeing.

Concerning these identified policies, one leader defined the message gained from them as establishing a balanced learning environment for students. She felt the Inspection Framework was bringing schools' attention to providing a physical and social environment that catered to the needs of students. Another Al Ain-based leader described that the message from these policies rotated about developing students categorised as culturally responsive, autonomous, compassionate, and collaborative. The needs of students were to be met while offering emotional growth and appropriate social interaction. The link to the academic side of learning was through preparing students for post-school options. One leader shared that these policies clarified the country's priorities for individuals: a good healthy life on the physical and psychological levels, empowerment, growth and development, self-development, inter-community communication, good life skills, and positive thinking. The leader described the Dubai Student Wellbeing Census as a government tool that helped raise awareness around wellbeing in students, teachers, schools, and parents. The same leader felt the census was a good step, but schools needed to do more to assess their student wellbeing levels.

Policies-related findings from students

As part of their questionnaire, students were asked to describe their role in promoting their wellbeing in the school context. The majority of comments were about joining activities offered by their schools. Students shared that the school's activities and events contributed to enhancing their interactions with others and using their time constructively. It also helped them discover and develop their interests. Some students focused on paying care to their health by proposing to eat more healthily, sleep better, exercise more, and stress less. Students also mentioned improving their relationships with others and strengthening their friendship with their peers.

Students also referenced connecting with teachers more often and seek their support and guidance. Students expressed that they could be more helpful to others, open, respectful, and accepting. Some students linked their responsibility towards focusing more on their learning. Gaining time management skills was voiced by some students to control stressful conditions. Controlling negative emotions and promoting positivity were equally mentioned. A minor group referred to practicing religious rituals, performing meditation, and community outreach. Figure 4.41 presents the word map of students concerning their role in promoting their wellbeing.

Figure 4.41: Students' Roles and Responsibilities from Students' Open-Ended Questions

Students were also asked about the role of their schools in promoting their wellbeing. Having a wide range of activities was suggested by students as a high expectation from their schools. Some students called for their schools to raise awareness about wellbeing and explain it to them in ways they could relate to and understand. Students requested from their schools to allow them a voice and listen to their opinions and concerns. Specific programmes to promote mental health were regarded as the schools' responsibility to offer. Students described their schools' role to understand their teachers better and stop hiring and firing them so often. They also wanted their

schools to provide compassionate counsellors that did not just punish or dismiss students. A physically clean, safe, and attractive environment that is bully-free was expected to be availed by schools. Some students focused on the schools' role to meet students' needs and offer a balanced schedule that reduced pressure on students. Figure 4.42 presents the word map of students concerning the schools' role in promoting their wellbeing.
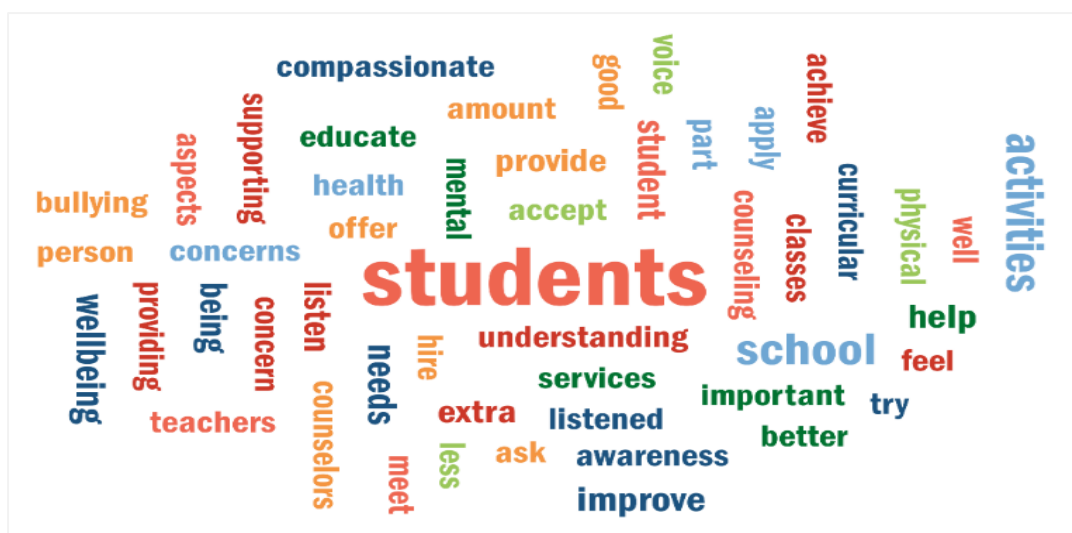
Figure 4.42: Schools' Roles and Responsibilities from Students' Open-Ended Questions

4.3.2.5 Findings about stakeholders' recommendations

In-depth interviews with parents and teachers and semi-structured interviews with school leaders resulted several recommendations to better define and operationalise student wellbeing. One question was asked to parents, teachers, and school leaders:

Q: I am interested to hear your recommendations on how to accomplish better conceptualisation and practice of student wellbeing in schools:

a. Recommendation with respect to parents

b. Recommendations with respect to teachers

c. Recommendation with respect to school administrators

d. Recommendation with respect to educational authorities

The themes elicited from the various participants with regards to each stakeholder were common. Tables 4.39, 4.40, 4.41, and 4.42, presented below, summarise the main themes and ideas from the proposed recommendations.

Table 4.39: Participants' Recommendations with Respect to Parents

Recommendations with respect to parents	
Theme	**Main recommendations**
Awareness about wellbeing and student wellbeing	• Awareness can be given through workshops or courses. • Awareness should include fathers and mothers. • Awareness could be provided by schools, educational authorities, and through self-learning. • Awareness can emphasise wellbeing meaning, child needs, and the notion that every child has their own potential.
More effective communication with schools	• Parents can receive more communication from schools about their children's wellbeing and academic performance. • Parents can be allowed to attend classes and see how their children are learning and interacting with others. • Parents are expected to give updated information to schools and teachers about any changes in the family circumstances that can affect the students' education and learning engagement.
Stronger relationships with children	• Parents can understand better what their children like and dislike. • Parents can observe their children more to know what is affecting their lives. • Parents can develop in their children the love of knowledge, reading, and respect for others. • Parents can communicate with their children and treat them in a developmentally appropriate way. • Parents should take care of their children's mental health and seek support when needed. • Parents should not compare their children. Every child is different. • Parents can make themselves available to their children through quality time.

Table 4.40: Participants' Recommendations with Respect to Teachers

Recommendations with respect to teachers	
Theme	**Main recommendations**
Awareness about wellbeing and student wellbeing	• Teachers need more awareness to better understand wellbeing dimensions and its operationalisation through teaching. • Teachers need more awareness on how to identify and measure student wellbeing. • Teachers suggest having a curriculum and guidelines on tried and tested programmes in student wellbeing promotion.
More effective communication with parents and others	• Teachers should ensure regular communication with parents. • Teachers should communicate with other teachers to ensure optimal scheduling and minimum pressure on students. • Teachers can provide instructional hints to parents for the latter to be able to support their children from home.
Stronger relationships with children	• Teachers should treat students in a more equitable manner. • Teachers should treat students with kindness and respect. • Teachers should comprehend students at a personal level. • Teachers should value students' opinions. • Teachers should respect students' confidentiality.
Capacity building	• Teachers should be well qualified and have appropriate pedagogies that suit students' needs and characteristics. • Teachers should have training on child psychology, inclusion, child protection, and mental health. • Teachers should be connected to professionals that can advise them on wellbeing matters. • Teachers should remember that they are learners. • Teachers should share and apply good practice about teaching and learning.
Teaching effectiveness	• Teachers should encourage every student to participate regardless of their abilities. • Teachers should have more patience with students and identify triggers for changes in their moods and behaviours. • Teachers should apply scientific approaches and develop the learning skills of students. • Teachers should balance the use of technology and other teaching tools. • Teachers should consider individual differences of students. • Teachers should have good self-control and be able to manage their stress. • Teachers should have good lesson planning and variation in the activities.

Table 4.42: Participants' Recommendations with Respect to School Administrators

Recommendations with respect to school administrators	
Theme	**Main recommendations**
Awareness about wellbeing and student wellbeing	• Administrators need to be well informed of the concept of student wellbeing and its importance in the education field. • Administrators should provide parents, teachers, and students with information about wellbeing through social media and other channels.
More effective communication with parents and others	• Administrators should connect more with parents and involve them in school improvement plans. • Administrators should recognise the voice of students and include them more in decisions related to them and their wellbeing.
Positive environment for learning and teaching	• Administrators should increase the number of activities. • Administrators should equip schools with proper facilities and equipment. • Administrators should have the appropriate people for teaching, leading, counselling, and support. • Administrators should acknowledge students' rights to security, care, and fun activities (recreation is conducive to learning).
Teacher targeted recommendations	• Administrators should appreciate their teachers more. • Administrators should adopt an inclusive approach to managing the school by involving other members of the school community. • Teacher wellbeing is as important as student wellbeing. • Administrators need to provide teachers with the suitable resources.

Table 4.41: Participants' Recommendations concerning Educational Authorities

Recommendations with respect to educational authorities	
Theme	**Main recommendations**
Wellbeing definition	• Authorities should provide a definition that guide schools in their understanding of student wellbeing. This definition is appropriate for the UAE's cultural context. • Authorities should provide a framework for wellbeing in schools. • Authorities can develop wellbeing indicators that guide schools in assessing their performance and interventions towards student wellbeing.
Awareness about wellbeing and student wellbeing	• Authorities should raise awareness for principals and senior leaders on how to promote student wellbeing effectively in schools.

Enforcement	• Authorities should review the regulations about the number of counsellors in schools. • Authorities should give importance to teacher wellbeing. • Authorities should ensure principals' appointment is conditioned on having child psychology-related qualifications. • Authorities should orient school evaluations towards the effectiveness of schools' identification of students' issues and their success in helping students develop skills to deal with these issues. • Authorities should consider solutions for schools with old or unsuitable facilities that do not serve students' learning. • Authorities should increase the level of schools' accountabilities to push them to react to and eliminate bullying. • Authorities can encourage more partnerships between private and public schools to exchange practice and benefit from schools' facilities. • Authorities can review the rules on classroom sizes. • Authorities should revisit the school fees policy to ensure parent wellbeing is also considered.
Communication with stakeholders	• Authorities should listen more to teachers and students. • Authorities should identify and celebrate cultural values and nuances to enrich students' educational experiences

4.3.2.6 Summary of Phase 2 Qualitative Data Analysis Findings

This previous section presents the findings from analysing qualitative data collected from 22 parents, 15 teachers, six school leaders and 92 students via open-ended interviews, semi-structured questionnaires and open-ended questions respectively. Student wellbeing conceptualisation findings generated five main themes concerning general wellbeing meaning or definition, student wellbeing meaning or definition, participants' position towards student wellbeing, student wellbeing determinants, and terminology knowledge about wellbeing. Practices around student wellbeing generated eight main themes concerning: teaching and learning, school ethos towards wellbeing, school culture, school environment, student support, curriculum relevance, school-parent relationships, and a systematic approach to student wellbeing promotion. The findings from policies and their relevance to student wellbeing

conceptualisation and practices revealed three main themes: clarity of student wellbeing definition, clarity of roles and responsibilities of the different stakeholders, and enforcement matters around student wellbeing relevant policies.

4.4 Results Triangulation

This research has generated several datasets. Every dataset was analysed first based on the qualitative or quantitative paradigm it represented. Triangulation is a means to bring the outcomes from the different data collection methods together and relate them in a more synergistic way (Moran-Ellis et al. 2006). Triangulation is used in this context in a broader sense than just checking for result comparison (Creswell 2014). The adoption of the pragmatic view in this study allows for extending the interpretation of triangulation to reveal the different dimensions of the student wellbeing phenomenon and to accentuate the complicated nature of the social world.

From the early steps of integrating multiple theories and combining various data collection methods and samples, the researcher extends the process to triangulation of the results in order to engage in understanding the multiple and complex facets of student wellbeing. The Comparative tables (4.43, 4.44 and 4.45) present results triangulation from different conducted analyses in relation to the three pillars of the research: student wellbeing-related policies, conceptualisation and practices. Table 4.43 Shares the results triangulation with respect to student wellbeing related policies.

Table 4.43: Results triangulation of Student Wellbeing Related Policies		
Phase: 1 Qualitative **Through policy document analysis**	**Phase: 2 QualitativeThrough open-ended interviews with parents and teachers, semi-structured questionnaires with school leaders and open-ended questions with students**	**Phase: 2 Quantitative Through survey questionnaire**
• There is an increasing shift in grounding wellbeing promotion among individuals and groups as an arching policy priority in the UAE. • Education is a key enabler in wellbeing-related policies. In addition to a general focus on science and technology, students are to be equipped with wellbeing sensitisation and skill building, character development, identity awareness and nationally adopted values to serve the cultural and social diversity defining the UAE. • There is no standalone student wellbeing policy document on national or local government levels and there is no direct and available definition of wellbeing or student wellbeing. • The first-rate education system mentioned in the National Agenda (2014) is not defined but emphasis is linked to the use of technology and teaching reform. The indicators set for the NA are academic in nature and heavily linked to international assessments and graduation. • The UAE School Inspection Framework specifically details two sets of student outcomes: achievement outcomes and personal and social	Three main themes were identified from interviews with parents and teachers: 1) clarity of student wellbeing definition, 2) clarity of roles and responsibilities and 3) policy enforcement. • Wellbeing was seen by many participants as an elusive and broad term that was being increasingly heard in the schools' context and from enacted policies as in the case of teachers. Participants stated that the concept still needed clarification. Some confusion existed among teachers to determine what priorities to focus on given the various existing policies and also the initiatives seen recently targeting the work of schools (the Moral Education Programme was given as an example). • Clarity of roles and responsibilities: student wellbeing responsibility was seen spread across many stakeholders. Participants particularly had clear expectations about the roles and responsibilities that should be consummated by school administrators, principals, teachers, parents, counsellors and students. • Policy enforcement: school inspection was seen as the main enforcement mechanism, but it was described as focusing more on safety and health issues, and less so in holding schools' accountable to	n/a

development outcomes. The link between these outcomes and their effect on each other is not stated, which relays a dual attention in the tracking of these outcomes and results in an ambiguity of who is in charge of promoting student wellbeing in schools. • The overall rating of the school is dependent on aspects of students' achievement and not on personal, emotional and social outcomes. • There is no clear link between the Moral Education Programme (MEP) (2016) and the School Inspection Framework. The adoption of MEP as a curriculum can limit its value appreciation by students. • Legislations that organise schools' operations do not mention wellbeing but cover aspects of safety, child protection, counselling and parental involvement which are important to student wellbeing. • ADEK's Student Competency Framework (SCF) and KHDA's Student Wellbeing Census (DSWC) translate local governments' vision and aims; however, the effect of these policies on student wellbeing and their integration with other policies are not perspicuous.	students' emotional and psychological outcomes or students' satisfaction. • School leaders mentioned some policies with respect to student wellbeing, but not all national and local relevant policies. Assessment of wellbeing was raised as an issue. • Students saw their schools could play a major role in the promotion of their wellbeing by providing activities and awareness-raising about wellbeing and a clean, safe, and attractive environment with stress on bully-free settings. Students also expected their schools to listen to their opinions and concerns, in addition to availing specific programmes that promote mental health. Students requested their schools to provide compassionate counsellors that listened to them instead of dismissing their concerns. A balanced schedule and identification and response to students' needs were also requests from students to reduce school related pressures. • Recommendations shared from participants included provision of a clear and UAE- culturally appropriate student wellbeing definition and a student wellbeing framework with goals and indicators for schools to follow.	

The triangulation of results on student wellbeing conceptualisation among the various stakeholders is presented next in Table 4.44.

Table 4.44: Results Triangulation of Student Wellbeing Conceptualisation

Phase: 1 Qualitative Through policy document analysis	Phase: 2 Qualitative Through open-ended interviews with parents and teachers, semi-structured questionnaires with school leaders and open-ended questions with students	Phase: 2 Quantitative Through survey questionnaire descriptive data and factor analysis (M means Mean)
• There is no standalone student wellbeing policy document on national or local government levels and there is no direct and available definition of wellbeing or student wellbeing. • Legislations that organise schools' operations do not mention wellbeing but cover aspects of safety, child protection, counselling and parental involvement which are important to student wellbeing. • The UAE National Wellbeing Strategy 2031 promotes happiness as well as healthy lifestyles, safety and positive interactions with family and others. • The UAE Moral Education Programme emphasises character and values building such as honesty, tolerance, resilience, and perseverance among students, in addition to building the capability of thriving in different situations and challenging contexts. • The UAE Law on Child's Rights brings forward	5 main themes were identified from parents and teachers' interviews: 1) General wellbeing meaning, 2) Student wellbeing meaning, 3) Student wellbeing determinants, 4) Position towards wellbeing, and 5) Wellbeing terminology. • Wellbeing was understood as a multidimensional concept, interchanged with happiness and diminished with worry and anxiety and the risk of being fired. Participants stressed achieving a balance to deal with everyday challenges, in addition to having material wellbeing and resources that provided minimum level of security and fulfilment. • Student wellbeing meaning was associated with happiness/positive emotions, negative emotions, relationships, health, material things/resources, life satisfaction, achievement, security and safety, meaning/purpose, and engagement. Wellbeing was seen as pre-requisite for academic achievement. • Student wellbeing determinants included mainly age, personality traits and dispositions, family's cultural background and to a lesser degree gender.	• Students gave highest importance to being safe in school (M= 6.27), having a safe and healthy environment (M=6.19), having appropriate academic skills (M=6.15), having appropriate emotional and social skills (M=6.12), and developing a purpose to their lives (M=6.09). • Parents gave highest importance to being safe in school (M=6.31), having a safe and healthy environment (M=6.18), being respected by others in school (M= 6.15), having appreciation (M=6.10) and mentally healthy (M=6.03). • Teachers gave highest importance to having a safe and healthy environment (M=6.58), being respected by others in school (M=6.52), having appreciation (M=6.52), having support when needed (M=6.48) and developing a purpose to their life (M=6.45). • The results of the principal component analysis with respect to

various dimensions of wellbeing: health and safety, financial protection, education and community participation and child voice. • The Dubai Student Wellbeing Census covers mainly social and emotional wellbeing. Questions in relation to happiness, satisfaction with life and school, stress and anxiety in relation to school and relationships with others inside and outside the school are covered.	• A high degree of importance was held about student wellbeing due to its multidimensional nature. The importance was also born because of the national political interest about happiness and wellbeing. The strong link between student wellbeing and human development and capital was raised. • school leaders emphasised social and emotional dimensions of wellbeing, connections with others, progress in learning, happiness, engagement, and health and safety. • Students mentioned health, both physical and mental, and life satisfaction. They expressed absence of negative emotions and presence of happiness and positive emotions. To a lesser degree, they talked about relationships, engagement in school and after school activities and achievements. Three other themes that were also identified were to have access to material things and resources, security and safety, and meaning/purpose. • Participants recommended more awareness about student wellbeing.	conceptualisation identified 5 significant factors: Factor 1: Resilience, Strength and Purpose Factor 2: Inclusion and Recognition Factor 3: Satisfaction and Happiness Factor 4: Relationships and Cultural Identity Factor 5: Students' Capabilities

The triangulation of results on student wellbeing practices among the various stakeholders is presented next in Table 4.45.

Table 4.45: Results Triangulation of Student Wellbeing Practices

Phase: 1 Qualitative Through policy document analysis	Phase: 2 Qualitative Through open-ended interviews with parents and teachers, semi-structured questionnaires with school leaders and open-ended questions with students	Phase: 2 Quantitative Through survey questionnaire descriptive data and factor analysis (M means Mean)
• The Moral Education Programme was recently launched to align the country's efforts in promoting its wellbeing efforts in the education sector through targeting moral and ethics cognition and developing universal character building. • In the absence of a student wellbeing standalone policy or framework, the existing education legislations in Dubai and Abu Dhabi regulate schools to establish safety policies guidelines and provide healthy environments. Measures are encouraged to be in place to involve parents and listen to them. • The UAE Inspection framework clarifies the role of the teachers in	• 8 main themes were identified from parents and teachers' interviews: 1) school environment, 2) school ethos towards wellbeing, 3) school culture, 4) teaching and learning, 5) curriculum relevance, 6) student support, 7) school-parent relationships, and 8) systemised approach towards student wellbeing. • The school environment and culture were perceived important by parents from health, safety and values contexts. A well-resourced environment and qualified people were stressed as important with varying examples of positive and negative practices. Schools could do more about student respect and treatment in more equitable manners. • Teaching was seen as effective to student wellbeing through facilitating knowledge acquisition and sharing between students. Teachers needed to know their students' needs and adapt their teaching strategies to be age-appropriate and engaging. • Curriculum relevance was judged by the type and amount of extra-curricular activities offered by schools with various views about their affordability, and the content design and delivery based on students' ages and needs. The limited lesson schedule of the Arabic language subject in comparison to English, and the and the traditional, non-engaging teaching strategies did not support	• Parents of children in the primary phase were the highest group to speak to their children in a frequent manner about their school matters (75.6% every day and 21.0% few times a week). 10.6% parents of the oldest group of children (Grade 10 to 12) indicated that they rarely or never spoke with them about school events. • 63.4% of parents indicated their children participated in school-based activities and 59.5% of them indicated their children's participation in external activities after school hours or in the weekend. • 52.5% of students perceived a link between their curriculum and their wellbeing, whereas 38.5% did not see this link and 9% were not sure. • 92% of teachers stated that they taught about wellbeing in direct and indirect ways. • 70.8% of teachers received some training about student wellbeing. • Students associated highest practice to listening to parents (M=5.37), sharing of knowledge and working together by teachers (M=5.37), creation of engaging classroom interactions (M=5.31), promoting values of respect and caring (M=5.29) and the provision of a school environment that ensures

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supporting the learning experiences of students and the role of leaders in ensuring positive school ethos and the learning environments are safe and accessible. Aspects of care, protection and support are prominent in the Inspection Framework. • The indicators set for the NA are academic in nature and heavily linked to international assessments and graduation. They do not signal to schools any importance in reviewing and designing their practices to be more wellbeing oriented. • Despite the existence of an expansive frame of policies that touches student wellbeing in direct and indirect ways, there is limited integration and link between them which creates some confusion within the school community to know what to	Arabic language promotion within students. A positive school ethos enables the voice of students to be heard. • Participants emphasised the importance of support provision as active equity and inclusion practices, but some criticised support quality and lack of follow up. • Mixed views were shared from parents and teachers about a positive school ethos to student wellbeing. This could be judged by the level of students' enjoyment in learning and by the level of pressure exerted by schools on their students. The perceived position regarding student's wellbeing affected the responsibility played by teachers along with other personnel such as the counsellor. • Parents wanted more engagement with schools in matters related to their children in the form of communication, consultation and wellbeing training. A more systematic and strategic view of student wellbeing was recommended. • School leaders shared importance with regards to the school environment and inclusive practices in enforcing positive student wellbeing. the absence of a designated wellbeing personnel could affect wellbeing advocacy, planning and monitoring in the school. Recommendations included increasing communication with parents and building the capacity of teachers in both teaching and wellbeing skills domains. Interest in teacher wellbeing and their working conditions was also highlighted.	relaxation and enjoyment (M=5.18). • Parents associated highest practice to the provision of a school environment that ensures relaxation and enjoyment (M=5.93), promoting values of respect and caring (M=5.77), facilitating a welcoming culture (M=5.69) and welcoming parents as essential partners (M=5.66). • Teachers associated highest practice to listening to parents (M=6.16), promoting values of respect and caring (M=6.12), facilitating a welcoming culture (M=6.12) and school leaders and teachers being role models of positive wellbeing (M=6.11). • The results of the exploratory factor analysis with respect to practices identify 5 factors: Factor 1: School Ethos, Culture, and Environment Factor 2: Systematic Approach to Student Wellbeing Factor 3: Teaching and Learning Factor 4: Curriculum Relevance Factor 5: School-Parent Relationships

prioritise in terms of practice.		

4.5 Chapter Summary

This chapter synthesises the study findings from the various applied data collection methods. From the policy document analysis, it is apparent that an expansive frame of policies in the UAE federal and levels impacts on student wellbeing in direct and indirect ways. A clear intention of grounding wellbeing as a priority and a way of life is increasingly seen in the most adopted national policies. The older issued child right legislations and educational policies do not explicitly use the terminology of student wellbeing and do not provide a clear definition about it. In comparison to other countries, the UAE and the local educational governments do not emphasise a standalone student wellbeing policy or framework. The promotion of student wellbeing is not covered in the National Agenda but partially emphasised in the UAE Inspection Framework. In the latter, students' academic achievements and not students' personal and social development outcomes are linked to the overall school inspection rating, which sends a signal to private schools to prioritise academic achievement over non-academic achievement of students. Initial attempts to evaluate student wellbeing has been launched in Dubai through a self-reported Dubai Student Wellbeing Census questionnaire. The understanding of students filling these questionnaires about their wellbeing is not evidenced. The roles of the various stakeholders to promote student wellbeing are not clearly stated.

With the purpose of developing a questionnaire that provides the basis for the Student Wellbeing Evaluation & Enhancement Tool, review of available theoretical and empirical literature was used to identify several subconstructs regarding student wellbeing. For the conceptualisation

domain or meta construct, subconstructs of subjective, physical, psychological, cognitive, and material wellbeing were identified. For the practices domain or meta construct, subconstructs in relation to school culture, people, environment and resources, teaching, learning and curriculum as well as parent and student voices and a systematic approach to student wellbeing promotion were identified. These subconstructs were further dissected to develop items for the survey questionnaire to apply with parents, teachers and students (Grades 8-12/ Year 9-13).

To study the perceptions of various stakeholders about student wellbeing conceptualisation and practices in the UAE private schools, a survey questionnaire was developed and applied. The same questionnaire was the basis of a proposed tool that was tested for factor identification and later on for validity, reliability and measurement model fitness by multiple factor analysis methods. The recorded perceptions from 122 students, 358 parents and 137 teachers showed that the majority of parents talked to their children about their school activities on a frequent basis with more communication to the benefit of parents from primary students. Teachers perceived themselves as teaching about student wellbeing in both direct and indirect ways, but around 30% of participating teachers stated they had never received training in relation to wellbeing. Around half of the students did not see a link between wellbeing and their curriculum. Common and different aspects of student wellbeing conceptualisation and practices were given importance by the different groups. Commonalities and variations in stakeholders' perceptions is important to evaluate to be able to provide appropriate student wellbeing promotion plans and programmes. The EFA results confirmed multidimensional components of both conceptualisation and practices. Significant conceptualisation factors were CP - Resilience, Strength and Purpose, CI - Inclusion and Recognition, CH - Satisfaction and Happiness, CR - Relationships and Cultural Identity and CC - Students Capabilities). Significant practices factors

were PE - School Ethos, Culture and Environment, PS - Systematic Approach to Student Wellbeing, PT - Teaching and Learning, PC - Curriculum Relevance and PR - School-Parent Relationships. The results of the CFA indicated that SWEET is psychometrically sound in terms of its reliability, convergent and discriminant validity.

This chapter also presents the qualitative data collected from various stakeholders and using different data collection methods. 22 parents and 15 teachers were engaged through in-depth interviews (nine questions). 92 answers were received from students from Grade 8/ Year 9 to Grade 12/ Year 13 to three open-ended questions as part of their questionnaire. Semi-structured questionnaires were used to engage with six school leaders. Participants represented two relevant cities in the UAE: Dubai and Al Ain. An extensive number of themes were elicited and were common among the various stakeholders. Student wellbeing conceptualisation findings generated five main themes concerning general wellbeing meaning or definition, student wellbeing meaning or definition, participants' position towards student wellbeing, student wellbeing determinants, and terminology knowledge about wellbeing. Practices around student wellbeing generated eight main themes concerning: teaching and learning, school ethos towards wellbeing, school culture, school environment, student support, curriculum relevance, school-parent relationships, and a systematic approach to student wellbeing promotion. The exploration findings from policies revealed three main themes: clarity of student wellbeing definition, clarity of roles and responsibilities of the different stakeholders, and enforcement matters around student wellbeing relevant.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents a critical discussion of the findings shared in Chapter Four in comparison to the adopted theoretical framework and the consulted relevant literature. The significance of this chapter lies in presenting new understanding and insights that emerged as a result of examining student wellbeing conceptualisation and practices in the context of the private schools in the UAE.

The main research question targeted in this study is: how is student wellbeing captured in the UAE policy framework and what perceptions do the relevant stakeholders hold towards its conceptualisation and practices within the private school sector?

The following sections provides synthesis and detailed discussions pertinent to each of the considered five sub-questions in this research.

5.2 Discussions

5.2.1 Discussions about Research Sub-Question 1: The Student Wellbeing Policy Frame

Discussions in this section are central to the first research sub-question, which addresses:

RQ1: What policy frame guides the conceptualisation and practices of student wellbeing in the context of private schools in the Emirates of Abu Dhabi and Dubai?

The purposefully selected twelve policy documents resulted in the identification of a number of strengths and gaps that affect the conceptualisation and practices of student wellbeing in the

UAE context in general and particularly the private school landscape in Dubai and Abu Dhabi. The findings from interviews with parents, teachers, and school leaders triangulated with the policy document analysis produce a clear picture about current student wellbeing policy's status. The main themes are shared below:

- **An increasing grounding of wellbeing in the recent national and local government policies**

The twelve visited policy documents were conceived over several years (2008 to 2019), and this partly explains the explicit use of the term wellbeing in the recently adopted ones and the lack of any reference to it in the earlier policy references. Two of the analysed latest national policies: The National Wellbeing Strategy 2031 and the UAE Centennial 2071, are forward-thinking policies that pave the way and draw the roadmap for the UAE towards an oil-free era. Both policies ground the notion of wellbeing as an important outcome in the lives of individuals and groups. They also emphasise the government's shifting role in planning its interventions to achieve more for the citizens. This aligns with international movements seen in other countries to find alternative ways to evaluate people's quality of lives besides the GDP and to enable individuals and communities to be happier and more satisfied with their lives (Aitken 2019; Dalingwater 2019; Hogan et al. 2015; Maxwell et al. 2008; Mintrom 2019). For the communities' pillar, the UAE Centennial 2071 aspires towards happier communities guided by shared values. Wellbeing dimensions figuring in this pillar include healthy lifestyles, happiness and positivity, safety, work engagement, productive citizenship, awareness about future uncertainties, and holding family and other relationships based on respect and acceptance. These dimensions align with the PERMA theory of wellbeing (Seligman 2011), which signals five

building blocks to happiness: positive emotions, engagement, relationships, meaning, and accomplishment.

The National Wellbeing Strategy 2031 lays down a practical direction towards promoting happiness and wellbeing within UAE communities in an integrated and unified way. It specifies the need to empower individuals with wellbeing concepts and practices and the role of governments in planning and coordinating their initiatives to enhance wellbeing. As educational authorities, MoE, KHDA, and ADEK are expected to mainstream wellbeing in their activities and policies. One of the focal drivers in this wellbeing promotion and mainstreaming in the UAE is the appointment of the Minister of State for Happiness and Wellbeing to oversee the management of the National Programme for Happiness and Positivity. While the UAE was not the first country in directing its policies towards complementing its economic efforts along with its social priorities and targets, it is nevertheless considered a pioneer in dedicating a national programme and a high political figure to unify and accelerate individual, community and government level efforts towards happiness and life satisfaction. The UAE government's shift towards embracing wellbeing as the backbone of its policy agenda aligns with Howlett's view (2019) of the impact of globalisation on the content and design of the policies. Being a country host to multiple cultural backgrounds, the UAE is considered a strategic leader in embracing wellbeing as a way of life and a universal language among its residents.

- **Education is a significant enabler to wellbeing**

The UAE Centennial 2071 signals education as a fundamental pillar in the pursuit of this long-term vision. Aiming for an advanced and a leading education system, the latter balances two main aspects: driving science, technology, and engineering from one side and reinforcing

national ethics and values from the other side. The use of the word 'national' is key here and can be linked to the diverse social quilt characterising the UAE. The search for a common cloth of values and ethics that can guide people's relations despite the different cultural, social, and economic backgrounds is an approach adopted by the UAE to optimise understanding and harmony between individuals and ensure their commitment, buy-in, and participation in the country's vision (Hogan et al. 2015; Wallace & Schmueker 2012). Anticipated education-related outcomes from the UAE Centennial 2071, are that people aspire to be open to learning, experience, and optimism. The National Wellbeing Strategy 2031 engages with the school communities though the Well Schools Network. The Network aims to build skills and provide a platform to share good practices between schools. It is true that the National Wellbeing Strategy 2031 targets all groups of the community, including parents and schools, however, the strategy does not provide a definition for wellbeing. Moreover, the Well Schools Network's voluntary nature does not guarantee all UAE schools take part in it. In alignment to the existing literature, education is highly regarded in the UAE as a capability to facilitate wellbeing and human development, particularly for children which agrees with recommendations from several researchers (Kellock 2020; Sen 1999).

- **Loose link between child's rights and wellbeing**

Beside the UAE Centennial 2071 and the National Wellbeing Strategy 2031, an important national child-focused policy is the law on Child's Rights (2016). The law aligns to a great extent with the Convention on the Rights of the Child (CRC), and promotes several rights that, when combined, contribute to child wellbeing. Examples of such rights appearing in the law include an adequate living standard, health and safety, access to education and social protection,

and enabling child's participation and opinion expression. As Ben Arieh (2008) explains, notions of non-discrimination, resources availability, and dealing with the best interest of the child indicate commitment to child-centred development and wellbeing. The law does not cite or define wellbeing with the expectation that families, teachers, and other professionals dealing with children can conceptualise it as they see fit. Some schools may refer to this law in their child protection policies, but a thorough awareness about this law to students, parents, teachers, and school personnel is not provided. Literature has shed light on the link between students' satisfaction and respect of adults to their rights (Casaa, Gonzalez-Carrasco & Luna 2018; Kosher & Ben Arieh 2017). Children who reported to have higher subjective wellbeing also knew about their rights and the CRC and believed adults respected their rights. Examination of the existing student wellbeing frameworks adopted in other countries such as Australia and New Zealand indicates these frameworks were underpinned by the CRC.

- **Absence of a student wellbeing policy or framework**

The UAE national government and the Dubai and Abu Dhabi local governments do not have a standalone student wellbeing policy or framework. In comparison, other countries such as Australia, New Zealand, and Ireland have adopted such frameworks to clarify the meaning of student wellbeing and guide schools on effective ways to implement it. New Zealand opted to provide key indicators for the included framework elements to facilitate schools' commitment and implementation. In the case of Australia, the Australian Student Wellbeing Framework acts as a national tool to steer schools towards the importance of wellbeing and how to link it with learning.

The interviews with parents and teachers noted the lack of such framework to guide the various stakeholders on this particular topic. In the conversations held, wellbeing was perceived to be an elusive, and although the broad term was being increasingly heard especially by Dubai parents and teachers, not all participants were familiar with it. Student wellbeing was understood as a personalised concept that depended considerably on relationships students had in their schools. Teachers in Dubai and Al Ain were able to reference the national policy interest in wellbeing and its cascading down to schools. Some parents working in the government and health fields were more aware than other parents about the government's focus on wellbeing. Most of the school leaders referred to the UAE Inspection Framework as the main policy source for their interpretation of student wellbeing. Some confusion was shared by teachers on what priorities to focus on given the various initiatives seen recently targeting the work of schools (the Moral Education Programme was provided as an example). A need for a definition of student wellbeing was stressed coupled with the need for general increased awareness. The recommendations placed by various stakeholders to the educational authorities were focused on providing a student wellbeing definition to guide schools in their understanding of the concept and a framework for student wellbeing in schools. A set of indicators was also suggested to guide schools in assessing their performance and interventions towards student wellbeing. A critical look at the lack of a national student wellbeing policy or framework in the UAE signals a gap in the environment that influences schools' inputs, processes and outputs as complex social systems (Hoy & Miskel 2013). In reference to Scheerens (2013), a student wellbeing policy provides a means of communication and constant feedback between the schools and the outer environments. Contrary to this, confusion about student wellbeing meaning, responsibilities and guidance regarding practice can risk lack of effective implementation. From

a cross-cultural point of view, the limited familiarity about the term wellbeing was in contrast to the study of Graham, Powell and Truscott (2016) which indicated common knowledge and reference about the term, but a continuous confusion about its scope and practice.

- **Student wellbeing as a lost priority among other educational priorities**

With regards to direct educational policies, few of them mention explicitly the wellbeing concept. The National Agenda (NA) (2014) is the most influential reference to the work of the various educational authorities and directs or prioritises direction for schools. However, although the NA calls for a first-rate education system, it does not provide clear guidance of the meaning behind a first-rate education system. The specified indicators created for NA tracking and monitoring concerning schools include graduation rates, average scores in TIMSS and PISA, and highly qualified teachers and effective leaders, but the relationship between these indicators and enhancing student wellbeing is not stated.

The UAE School Inspection Framework is another policy signpost for schools. The 2015 established framework combines six educational outcomes and provision that schools watch for and incorporate in their daily school management and teaching and learning. The aim of the framework is to enable NA achievement and to showcase educational quality performance for schools. None of the standards refers explicitly to student wellbeing. The framework specifies two groups of outcomes: a) students' achievement and b) students' personal and social development and their innovation skills. Personal development is framed to schools through students' attitudes and behaviours, relationships, and health and safety lifestyles. Expected attitudes manifest in self-reliance and self-discipline and the renouncement of bullying. Conscious understanding about others and relating to them are also mentioned in the framework.

Social development is framed in the interaction of the students with other cultures and people in their communities. In its present content and format, the Inspection Framework does not provide a student wellbeing definition that encompasses its multiple dimensionalities as depicted in the various theories. For instance, Diener's Subjective Wellbeing Theory posits that subjective wellbeing is relevant to people and reflects their own cognitive and affective evaluations of positive emotions, negative emotions, and life satisfaction (Kuppens, Realo & Diener 2008; Lucas, Diener, & Suh 1996; Silva et al. 2015). The representation of student outcomes in these two separate sets (achievement versus personal and social development) present them as two separate outcomes. In addition, several references in literature accentuate that wellbeing and life satisfaction of children and youth are intertwined with academic, social, and emotional outcomes (Aldridge et al. 2016; Ashdown & Bernard 2012; Langford et al. 2014; OECD 2018; Seligman et al. 2009; Seligman 2011; Suldo et al. 2013).

One last relevant educational policy is the Moral Education Programme (MEP) (2016) and its application in schools. MEP aims to further instil a UAE-relevant set of values and attributes to prepare the next generation of students as 'citizens of the world' (Moral Education Website 2017). MEP is presented in the form of a curriculum targeting students during their schooling years and focuses on building a set of morals and values around tolerance, resilience, and cohesiveness. Students are also exposed to building their capacity to thrive in different situations and interact with their larger community. MEP is designed as a tool to ground wellbeing aspects in the education field. The scope presented in MEP revolves around the importance of morals and character building and does not cover other aspects of student wellbeing. Moreover, MEP is provided in the form of a curriculum that schools choose to offer as one standalone subject or

integrated within subjects. The provision model can create some tension as to who is responsible to oversee student wellbeing promotion among teachers.

The interviews with parents and teachers were triangulated with the above analysis. Parents indicated that dealing with the private schools should ensure a good service that treated their children in very individualistic ways, however, this was not a consistently realised expectation. There were queries regarding outcomes set by private schools in terms of their comprehensiveness and the extent to which they catered to the needs and interests of students. There were calls from parents to limit service 'standardisation' because "all students are entitled to have good wellbeing". Teachers' input about the current policy frame concerning student wellbeing was insightful. While acknowledging the interest in the concept of wellbeing in the recent policies, some teachers stressed that messages about what to prioritise were not clear. Referring to the School Inspection Framework and the NA, a clear priority was given to certain subjects and educational aspects such as students' attainment and progress.

This is in line with the study of Samnøy et al. (2020), which aimed to explore teachers' perceptions regarding their role in fostering student wellbeing. Teachers expressed their role in developing students' learning and wellbeing and providing them with safe and favourable environments for interaction and development. Teachers also raised concerns about maintaining a balance between students' academic achievement and their social and emotional development. Due to the difference in students' abilities and needs, some would achieve below average in comparison to their peers. Some students may be affected by mental health issues and cannot tolerate the pressure from overly high academic expectations.

More confusion on how to handle student wellbeing by schools amid other priorities was raised by Powell and Graham (2017). The authors used the word ad-hoc to refer to the state of practice concerning student wellbeing due to the absence of a clear definition and a theoretical base to support it. Effective policy formulation would lead to a clear definition and identification of roles and responsibilities for practice. A student wellbeing policy could also shift focus from the typically assumed purpose of education of preparing students for the labour market to expanding the focus to include a wider range of outcomes.

- **Room to clarify and enhance roles and responsibilities about student wellbeing**

Various examined policies assigned roles and responsibilities around student wellbeing promotion. For instance, Resolutions N. 26/ 2013 Organising Regulations of Private Schools in Abu Dhabi (adopted by ADEK) and Resolution N. 2/ 2017 regulating Private Schools in Dubai (adopted by KHDA) do not mention wellbeing explicitly but holds schools responsible for providing certain protection mechanisms that ensure students' safety, protection, and access to support. KHDA's resolution affirms the right of students with special needs to enrolment and curriculum engagement and participation. ADEK's resolution calls for certain principles to be adhered to by all schools and call for the respect of the school community, including students, and the adoption of care and compassion cultures. The UAE Law on Child's Rights holds a great responsibility on parents to secure children's needs and social protection. The law states that schools should ban all forms of violence against children and devise ways to engage children in learning and avoid student dropout.

Interviews with parents, teachers, and students clarified their expectations about roles and responsibilities concerning student wellbeing. Besides the responsibility of assuring resources

and a safe and healthy environment for effective teaching and learning, school administrators were expected to enforce the involvement of parents and oversee a strategy to drive wellbeing promotion in the school. Principals, in particular, were expected to be the front liners and 'father figures' of their students. Setting a positive culture that supports wellbeing was seen as part of the principal's responsibilities. Teachers were expected to know their students well and facilitate their learning and mastering of skills. Equitable treatment of students was highlighted as essential by teachers to ensure student wellbeing. Parents called for a more proactive role of counsellors to work with all students, not just problematic ones and teachers expressed the need to collaborate with them more often to optimise students' support. Parents associated an essential responsibility to themselves by working closely with teachers, providing safety and security to their children, and being role models. The duty to choose the right school among the multiple choices and fees was also highlighted. Teachers mentioned variation in parents' responsibilities from overprotected and over-demanding to overly laid back and indifferent. The school-family responsibility balance in the case of private schools was not always clear. Students were seen as being expected to respect others and contribute actively to their learning experience.

Students considered that their schools could play a major role in the promotion of their wellbeing. The most important role was about the provision of activities and awareness-raising about wellbeing. Students also expected their schools to listen to their opinions and concerns, in addition to availing specific programmes that promote mental health. A clean, safe, and attractive environment was seen as the responsibility of schools, with stress on bully-free settings. Students requested their schools to provide compassionate counsellors that listened to them instead of dismissing their concerns. A balanced schedule and identifying and responding

to students' needs were also requests to reduce school-related pressures. Students also expressed responsibilities towards themselves. They perceived their responsibilities in taking care of their health and safety, joining activities organised by their schools, and connecting with peers and teachers. They also perceived they played a role in handling their study load, contributing to their community, and supporting others. The child-adult relationship was highlighted in literature as a controversial issue that can affect acquisition of capability by children and students. For example, Biggeri (2007) and Kellock (2020) raise the issue of adults limiting children's capabilities. Sen (2007) describes a form of tension that children can face under the control of adults.

The multitude of roles and responsibilities indicated by the various stakeholders illustrates the layers of support within the children's or student's environment. As depicted by the Social Ecological Systems Theory and as explained by participants, safety, security, stable relationships, and understanding are expected mainly from the people who belong to the microsystem or closest layer. The rapport between parents and teachers, parents and school leaders or teachers and professionals reflect the mesosystem. Parents' familiarity with the wellbeing terminology and their knowledge of certain interventions indicates the effect of the exosystem.

5.2.2 Discussions about Research Sub-Question 2: Constructs to Include in the Proposed Tool (SWEET)

Discussions in this section are around the nature of the constructs that were used for wellbeing conceptualisation and practices operationalisation. The dedicated research question was:

RQ2: What constructs can be used to develop a Student Wellbeing Evaluation & Enhancement Tool regarding student wellbeing conceptualisation and practices?

The literature review conducted for this research showed that several definitions, scales, questionnaires, and frameworks were proposed to identify relevant factors and operational constructs of wellbeing concerning students (Aulia et al. 2020; Graham et al. 2014; Kurniastuti & Azwar 2014; Tian, Wang & Huebner 2015). Because of the multi-dimensional aspects of wellbeing and the various elements building it (Diener et al. 1985; Huta 2016; Malmsjo, Scott & Kimberly 2012; OECD 2019; Seligman 2011; Seligman 2018), no single instrument was found to be encompassing operational aspects of both student wellbeing conceptualisation and practices. The purpose of the developed student wellbeing scales generally falls under two main headings: either validate child-based measurement scales for one general or multiple dimensions of wellbeing (Kern et al. 2015; Kern et al. 2016; Tomyn & Cummins 2010; Tomyn et al. 2017; White & Murray 2015; Waters, Barsky & McQuaid 2012), or study relationships between student wellbeing and other constructs (Bradshaw et al. 2011; Casas et al. 2013; Dinisman & Ben Ariah 2015; Donat et al. 2016; Klocke et al. 2014; Tobia et al. 2018). It was also noticed that multiple models and frameworks for interpreting and promoting student wellbeing in schools were available with reference to several practices (Education Services Australia 2018; Ireland Department of Education and Skills 2018; New Zealand Education Review Office 2015; McCallum & Price 2016; Soutter, O'steen & Gilmore 2013). However, no studies were found to show evidence of validity of these frameworks or models.

Considering the pragmatic nature of this research, developing a tool to evaluate the conceptualisation and practices of student wellbeing can be a practical contribution to propose.

As Soutter, O'Steen, and Gilmore (2013) elucidate, there is increasing attention to measuring and assessing student wellbeing despite the continuous challenge of narrowly defining it in the education field. The authors further explain that "[w]ith broader conceptualisations emerging, positively-framed models are needed that integrate theoretical and empirical scholarship across disciplines, that represent a more holistic view of student well-being, and that address well-being's relationships with enhancing educational experiences" (Soutter, O'Steen & Gilmore 2013, p.497).

Practice concerning student wellbeing in education is constantly under trial and evolution. The conducted literature review showed that several practices existed in schools that contributed to student wellbeing enhancement before more recent methods were introduced. Counselling and guidance, positive youth development, pastoral care, and health promotion are examples of such programmes. After being heavily promoted in these disciplines, the transfer of wellbeing from other fields to education has alluded that it is a new concept. However, the reality is that many practices in educational management and teaching and learning processes can be organised to promote academic, social, emotional, and personal outcomes. Positive education (PE) is a relevant example that gained momentum in the last years (Donaldson et al. 2015; Rusk and Waters 2013; Seligman & Adler 2018; Seligman & Adler 2019). PE is heavily present in the UAE context through the National Wellbeing Strategy 2031 initiative of the Well Schools Network. The benefits from adopting an approach that aligns with PE are being monitored internationally, and some positive impact is being shared (Donaldson et al. 2015; Rusk and Waters 2013). Some practice models to operationalise PE are also shared (Noble & McGrath 2015). The risk that might involve UAE schools is to link the promotion of wellbeing to the sole

belief and pursuit of PE. In line with what White and Murray (2015) posit, PE is presented as a new concept, but in reality, all aspects of school practices can be linked to wellbeing.

Besides investigating scales and questionnaires used with stakeholders other than students, the literature review has shown minimal sources (Graham et al. 2014). As stakeholders affecting student wellbeing, it is significant to see how student wellbeing is perceived from their side. Developing a tool that can accommodate more than one group of stakeholders and comparing them can be useful to schools to evaluate the perceptions of their school community members. Moreover, the literature review has shown that social and cultural factors affect how wellbeing is interpreted and practiced concerning students (Eleni Petkari & Ortiz-Tallo 2018; Govorova, Benítez & Muñiz 2020; Sabolova et al. 2020). In particular, the individualism versus collectivist natures of the society under study can affect the level of certain wellbeing dimensions and their correlates (Tov & Diener 2013). The proposed tool can help understand what elements of student wellbeing are linked to its conceptualisation and what aspects can be identified in promoting and enhancing student wellbeing in UAE private schools. As depicted in the policy document analysis findings, there is no single source for UAE schools and stakeholders to understand what constitutes student wellbeing or what practices lead to promoting it.

This research put to the test the grouping and integration of various theories from different fields (psychology, sociology, economics and politics, social systems, education, etc.), to deduce subconstructs about student wellbeing and verify their use in the empirical literature (see Appendix B7). Conceptualisation subconstructs initiated from the theories and found to be evidenced by research included: subjective wellbeing, physical wellbeing, psychological wellbeing, cognitive wellbeing, and material wellbeing. A resulting 31 question items were

included in the survey questionnaire for further testing. Practices subconstructs linked to the theories and evidenced through scholarship included: school culture, school environment and resources, school people, teaching, learning and curriculum, student and parent voices and involvement and lastly a systematic approach to promoting student wellbeing in the school setting. A resulting 36 question items were included in the survey questionnaire for further testing.

5.2.3 Discussions about Research Sub-Question 3: Underlining Factors for the Proposed Tool (SWEET)

Discussions in this section highlight the significant factors that were identified for SWEET. SWEET is proposed to represent a tool that schools can utilise to evaluate their levels of student wellbeing conceptualisation and practices among various stakeholders. The evaluation results could then enhance their student wellbeing awareness and practices accordingly. Given that schools operate as social systems where the various stakeholders can affect and be affected, this tool is tested on more than one type of stakeholders (in this study, students in Grade 8/ Year 9 to Grade 12/ Year 13, parents, and teachers were targeted). The dedicated research question was:

RQ3: What are the factors that underline the Student Wellbeing Evaluation & Enhancement Questionnaire (SWEET)?

The search for the significant factors was conducted using factor analysis. Some instruments were reviewed but they mainly measured some aspects of student wellbeing as reported by the students themselves. For instance, the EPOCH Measure of Adolescent Wellbeing (Kern et al. 2016) and the Satisfaction with Life Scale for Children (Gadermann, Schonert-Reichl & Zumbo 2010) were tested on children with sound psychometric properties. Given that no similar

instrument exists to cover the same topic, the researcher did not have a single source of comparison. For the sake of using a positive approach to the tool, all items were phrased positively (Soutter, O'Steen & Gilmore 2013, p.497). The use of no-reverse coding is a decision that was taken by other researchers when developing wellbeing-related tools (Renshaw, Long & Cook 2013). However, any further testing of the tool can entail using differently phrased items, as suggested by Solís Salazar (2015). The extraction of student wellbeing factors resulted in five latent factors for each of the two domains: conceptualisation and practices.

- **Factors underlining student wellbeing conceptualisation**

The five conceptualisation latent factors accounted for 75.099% of the total variance explained. To the researcher's knowledge, no other instrument exists that measures the same domain, and so comparison of explained variance with similar tools was not possible. Three items from a total of 31 were omitted. These were: 'Being physically fit', 'Having support when I need', and 'Developing active relationships within my community (inside and outside the school)'. The conceptualisation domain is explained by five latent factors, two of these factors (2 and 3) are subjective wellbeing factors, while factors (1, 4, and 5) are psychological in nature.

Factor 1 was labelled Resilience, Strength, and Purpose. This group of elements align with what Noble and McGarth (2015) describe in their PROSPER framework (encouraging positivity, focusing on strengths and fostering a sense of purpose). It also aligns with McCallum & Price's Model of Holistic Wellbeing (2016) (positive leadership, positive strengths, positive communication and positive emotion). In order to develop a purpose in their life, students need to promote a positive outlook of the future and control any feelings that can lead to negative thoughts or lack of confidence. Achieving any future oriented purpose necessitates from

students the development of certain strengths such as effective self-expression skills to be able to interact with others, share their work, and voice their feelings and views. As an additional capability, students need to have equitable learning opportunities along with their peers. It is also noted that having fun can boost students' engagement and creativity.

Factor 2 was labelled Inclusion and Recognition. Students need to be included by others in the school. Recognition by others manifest in being trusted, respected, listened to, and appreciated. Being mentally healthy is a capability that helps students make the right decisions in their relationships. The recognition is partly covered in the EPOCH Measure of Adolescent Wellbeing instrument through the connectedness element. This factor aligns strongly with the results of Graham et al.'s study (2014) which targeted primary and secondary students' understanding of wellbeing and found out that students appreciated equality, voice, privacy, respect, and support from others.

Factor 3 was labelled Satisfaction and Happiness. Students need to be happy in school, and part of that happiness is linked to a fundamental right of being treated equitably with their peers. Part of the basic capabilities they need to have is to be safe. Safety, happiness, and impartial treatment can affect students' satisfaction with their life in school. The element of happiness aligns with that of the EPOCH scale and life satisfaction aligns with the Satisfaction with Life Scale for Children. Happiness and satisfaction from a theoretical point of view are well connected to hedonism, Subjective Wellbeing Theory and PERMA theory. Happiness, safety and satisfaction are also favourable wellbeing aspects that were indicated by students and adults in Graham et al.'s study (2014).

Factor 4 was labelled Relationship and Cultural Identity. Students need to possess active relationships with their peers and teachers with whom they spend the majority of their time at school. In addition, Student wellbeing can be linked to opportunities for students to connect with their social and cultural background and have exposure to other cultures and world views. Spiritual and meditative routines constitute another type of relationship. These relationships can assist students in having challenging experiences and opportunities. The relationship component is manifested to a large degree in the theoretical and empirical research. The Ecological Systems Theory, the Social Constructivism Theory and the Social Systems for school Model emphasise healthy and supportive relationships as essential to student wellbeing and development. The Student Wellbeing Model (Soutter, O'steen & Gilmore 2013) and McCallum & Price's Model of Holistic Wellbeing equally promote supportive relationships within the school boundaries and within the community.

Factor 5 was labelled Student's Capabilities. Resources and a safe and healthy environment enable students to work towards having appropriate academic skills, having appropriate emotional and social skills, and developing responsible attitudes and behaviours. In line to the findings from the study conducted by Domínguez-Serrano, Moral-Espin and Galvez Munoz (2019), children's perceptions of what constitutes capabilities in their context identified three most relevant capabilities: physical and mental health, education and training capabilities. This factor demonstrates a strong alignment to the Capability Approach as a theoretical foundation.

- **Factors underlining student wellbeing practices**

The five practices' latent factors accounted for 71.407% of the total variance explained. To the researcher's knowledge, no other instrument exists that measures the same domain, and so

comparison of the explained variance with similar tools was not possible. All 36 items were loaded, and none were omitted. Table 5.27, shared in Chapter Five, shows the practices' latent factors and their item loading.

Factor 1 was labelled School Ethos, Culture, and Environment (PE). Part of a positive school ethos is to consider important and complementary wellbeing and academic outcomes. Student wellbeing is about students, and their active involvement is a sign of a good school ethos respective of wellbeing. Wellbeing cannot be noticed unless it becomes a central theme within people's interactions in the school. An open and welcoming culture is considered an inclusive and equitable culture. Generally, a school culture favourable to wellbeing is based on values of respect, trust, and integrity within its community. The school environment supports student wellbeing when it supports their safety and accessibility. In the spirit of positivity and happiness, the school environment can leverage relaxation and enjoyment for students. Policies are part of the school environment and can emphasise good ethics, protection, care, and support. The school leaders, as overseers of the school ethos, culture, and environment, need to be committed to wellbeing in school. Noble and McGrath's call (2016) for a positive culture supports a unified valuing of wellbeing promotion. Kellock's study (2020) shared students' request for a safe and a nurturing environment.

Factor 2 was labelled Systematic Approach to Student Wellbeing (PS). For wellbeing to be promoted effectively, it has to be seen and interpreted as a multidimensional construct. As an individual concept, the school needs to personalise wellbeing according to every student's characteristics. In order to have student wellbeing promoted in a smooth and sustainable manner, the school must celebrate and share its wellbeing successes. Additionally, school leaders can

establish clear goals and expectations to improve wellbeing of all the students. For accurate and effective support planning and implementation, students ought to be included in decision-making activities. Evidence-based methods and tools can be used to assess student wellbeing plans of action. As part of capacity building, the school should provide appropriate training and development to teachers for enhancing their students' wellbeing; some needs calling for targeted initiatives to be implemented to improve student wellbeing. A final element is reporting on student wellbeing to various stakeholders in an accurate and transparent manner. This factor aligns with the Social Systems for Schools as it highlights the importance of a system-approach to student wellbeing promotion. It also aligns with the proposed Promoting & Responding Triangle to Wellbeing from New Zealand Education Review Office (2016). The latter endorses a whole school and seamless approach that is based on a strong sense of collaboration and accountability between the various stakeholders. The individual and system improvement are the driver for learning and teaching processes and planning for a tiered model of wellbeing supportive interventions. Furthermore, compatibility with regards to this factor is also witnessed with respect to White's steps to implement wellbeing policy in schools. He calls for a unifying vision, constructive partnerships and suitable measurement to monitor change in an objective manner that supports continuous planning, intervention and monitoring.

Factor 3 was labelled Teaching and Learning (PT). Teachers should be committed to their students' wellbeing, or they will not make time for it. Teachers spend a relatively long time with students, so along with school leaders, they can act as role models in demonstrating positive wellbeing. As part of learning and teaching, teachers should promote opportunities where students can further develop their skills and enhance their wellbeing. As part of teams, teachers can share knowledge and work together to benefit their students. In addition, teachers can work

to create positive and engaging classroom interactions. As far as students are considered, they can deal with their peers in a helpful and respectful way and inspire each other. Teaching and learning can be enabled by a school curriculum that encourages engagement and reflection among students. This factor aligns with the Social Constructivism Theory by stressing the importance of the social nature of learning and how it can lead to people's growth and prosperity.

Factor 4 was labelled Curriculum Relevance (PC). A relevant curriculum can be covered in different settings and made as practical as possible, so it is important that the school provides facilities and resources that promote learning while enjoying physical engagement and participation. A relevant curriculum also connects with the students' real-life experiences and provides multiple learning pathways for all abilities and interests. The school curriculum needs to be challenging, yet not overly demanding, to keep engagement and motivation levels high. Students in need of support must be identified in an accurate and timely manner, with support accessible when needed. Homework should be assigned reasonably and be effective in supporting students.

Factor 5 was labelled School-Parent Relationships (PR). A school that is committed to student wellbeing promotion makes parents feel welcome in the school and treats them as essential partners of the school community. Parents ought to be listened to by the school because of their intimacy with their children. If needed, parents should be supported and guided. The shared responsibility between the school and the parent compels them to work together to promote and enhance student wellbeing.

5.2.4 Discussions about Research Sub-Question 4: Stakeholders' Perceptions

Discussions in this section revolve around stakeholders' views and perceptions about student wellbeing conceptualisation and practices. The dedicated research question was:

RQ3: What are the perceptions of parents, teachers, school leaders, and students about student wellbeing conceptualisation and practices in UAE private schools?

To answer this question, both quantitative and qualitative data collection methods were used. A total of 358 parents, 137 teachers, and 122 students from Grades 8/ Year 9 to Grade 12/ Year 13 participated in completing the developed questionnaire, the basis for the Student Wellbeing Evaluation & Enhancement Tool. A total of 22 parents and 15 teachers participated in open-ended interviews. 6 school leaders completed a semi-structured questionnaire through email. 92 students communicated their perceptions through three open-ended questions. The dual locations: Dubai and Al Ain, selected to reach the participants, constituted simultaneously a challenge and an opportunity to better understand the stakeholders' experiences. Some of the common aspects included the national policies, the federal education system, and the presence of the international curricula. Different aspects included the local governments' strategic plans, educational authorities' priorities and initiatives, and the socio-economic-cultural mix in the population of the two cities. Discussions are facilitated through the below themes.

- **Perceptions about student wellbeing conceptualisation**

For conceptualisation, parents and teachers identified 5 main themes: 1) General wellbeing meaning, 2) Student wellbeing meaning, 3) Student wellbeing determinants, 4) Position towards wellbeing, and 5) Wellbeing terminology.

Regarding the general wellbeing meaning, it was understood as a multidimensional concept. Happiness was mentioned by Dubai parents more than any other group and was frequently interchanged with wellbeing. Both Dubai parents and teachers talked more about being satisfied with some aspects of life, for example - family and work. Physical, mental, and psychological health were identified across the participants in Dubai and Al Ain. Teachers stated that wellbeing diminished with worry, anxiety, and the risk of employment termination. Peaceful and contented life were terms used by parents who stressed achieving a balance to deal with everyday challenges and having material wellbeing and resources that provided a minimum level of security and fulfilment. In line with what Ruggeri et al. (2020) noted, happiness and life satisfaction can be easily substituted in people's interpretations of wellbeing. In the UAE, the main programme overseeing the nations' move to a wellbeing grounded approach is the National Programme for Happiness and Positivity. In addition, the Dubai Plan 2021 is centred around the aims of cultivating 'Happy, Creative & Empowered People'. The wellbeing interpretation of teachers highlighted the absence of negative emotions brought by work pressure and employment instability. This highlight links to the working conditions of these teachers within the private sector (as opposed to the public sector). While negative emotions are empirically validated aspects of subjective wellbeing that are distant from positive emotions (Kuppens, Realo & Diener 2008; Silva et al. 2015), teachers reference to this particular construct brings attention to the absence of any teacher wellbeing policies in the UAE. Parents also mentioned that minimum requirements of resources had to be available for wellbeing to be meaningful, this finding aligning with Western and Tomaszewski's (2016) description of objective wellbeing. The financial element plays a major role for parents who come to the UAE to work, live, and

save for their future and having the financial security to assume their responsibilities towards their families is paramount in shaping their satisfaction and emotions.

The student wellbeing meaning was well covered by the teacher and parent participants through 10 subthemes: 1) Happiness/positive emotions, 2) negative emotions, 3) relationships, 4) health, 5) material things/resources, 6) life satisfaction, 7) achievement, 8) security and safety, 9) meaning/purpose, and 10) engagement. Student wellbeing meaning was interpreted using words such as joy, delight, and fitting. Relationships as a subtheme was understood as being close to parents, fitting in, belonging, and sharing with friends and teachers. Health was seen as important to wellbeing to be achieved through physical activities and psychological support. Both teachers and parents dedicated importance to having resources and material support at home and in the school environment. A link to minimal provision and child rights was established, with wellbeing seen as a pre-requisite for academic achievement. Challenging learning opportunities were coupled with the need to provide targeted and adequate support, whilst safe and comfortable environments were identified as necessary to promote engagement and school enjoyment. Parents stressed the importance for their children to think about the future and know what they want and be active members of their community.

The views of school leaders about student wellbeing meaning were aligned to parents and teachers in agreement of the relevance of social and emotional dimensions of wellbeing, connections with others, progress in learning, happiness, engagement, and health and safety. With reference to Graham et al.'s study (2014), the relational dimension of student wellbeing along with the environmental dimension are international common facets shared by school leaders and teachers.

Defining their own wellbeing in the school context, students stressed physical and mental health and life satisfaction. They expressed the absence of negative emotions and the presence of happiness and positive emotions. To a lesser degree, they talked about relationships and the importance of having supportive peers. They cautioned against the danger of bullying and their engagement with school and after-school activities, and their responsibility towards achievement. Some students talked about the priority to strike a balance between school requirements and their personal plans. In comparison to the findings from the study of Domínguez-Serrano, Moral-Espin, and Galvez Munoz (2019) where children identified three most relevant capabilities in relation to physical and mental health and education and training capabilities, it is apparent that the basic needs of safety and health in addition to attention to educational performance, happiness and engagement with others are commonly shared expectations from students across various cultural aspects.

The ten identified subthemes parallel to a great extent the conceptualisation elements embedded in the theoretical framework underpinning this study. For instance, life satisfaction and the positive and negative affect bring in motion the Subjective Wellbeing Theory (Diener 1984). Relationships, academic achievement, engagement with learning, a clear purpose to the future, and link with the community align with PERMA's building blocks (Seligman 2011). Parents and teachers emphasised the importance of having access to resources and material support at home and in the school environment and receiving challenging and appropriately supported learning experiences. These resources and the learning experience bring forward the components of the Capability Approach (Sen 1993; 1999). To be able to learn and develop (functioning), students need to be rendered capable through a balanced learning experience that is made possible with the right resources and material support. The importance of health

emphasises the literature about health and wellbeing relationship (Jessie-Lee et al. 2017; Svalastog et al. 2017; WHO 2006). When comparing students' definition of student wellbeing to that of parents, teachers, and school leaders, students' answers tend to focus on one dimension of wellbeing that perhaps was their priority at the time of the survey completion. That period was influenced by COVID-19 pandemic and was characterised by school lockdowns and emergency distance learning provision. The multi-dimensionality aspect of student wellbeing was not present on an individual basis among students, but rather it was captured collectively. The temporal looks at wellbeing and how people continuously define their satisfaction in proportion to their esteemed needs aligns with what was suggested by Kopsov (2019).

Regarding student wellbeing determinants, parents associated types and levels of care and learning needs that depended on the students' age. Younger students were seen as vulnerable and needing safety, security, and affectionate relationships. Teenage students were perceived to need more psychological and emotional guidance. Teachers described their relationships with younger students to be warm and caring. They expressed giving more trust, independence, and responsibility towards older students. Parents raised personality traits as a trigger for teachers to understand their students better and diversify teaching accordingly. Every family's own cultural background influenced its own beliefs, customs, and values manifested in its unique practices of religion, language, traditions, and social habits. Some concern was raised regarding adapting too much of other cultures at the expense of their own. Teachers saw cultural differences as an opportunity that had to be dealt with sensitively. Gender as a determinant was mentioned vaguely in reference to different interests in physical activities in favour of boys and engagement in learning in favour of girls. Compared to relevant empirical studies that looked into the effect of age on wellbeing, the study shows age is a factor that shapes students'

wellbeing and requires from teachers and parents different relationship strategies and age-appropriate responsibilities as per need. Subjective wellbeing is perceived to decrease by age, whereas psychological wellbeing is perceived to do so conversely (Gonzalez et al. 2017; Liu et al. 2016; Ryff 1989; Walker 2009). The study also shows that personality traits are important to identify and respond to accordingly, which is in line with Raynor's and Levine's claim that personality traits can affect people's behaviours and decisions in either protective or deterring ways (Raynor & Levine 2009). Parents' and teachers' views about cultural backgrounds and their importance in defining or enhancing student wellbeing were relevant. The study of the relationship between wellbeing and culture was conducted by some researchers. For example, Diener et al. (2010a) infer that material aspects of wellbeing are usually judged by people from a cognitive perspective and, therefore, people agree on the importance of this aspect irrelevant of their background. On the other hand, psychological and social aspects relate more to emotional perspectives, where people tend to differ. As part of the Capability Approach, the conversion factors can be linked directly to characteristics and traits of people that affect their use of resources and realization of functioning (Sen 1992). These conversion factors can be personal, social, or geographical. The UAE is an excellent example where communities from individualist and collectivist natures co-exist. One of the main focuses in the UAE policies targets adopting common, nationally driven values that shape students' character-building efforts. Another important purpose presented in the MEP is to get students to know the UAE culture and other cultures. It is crucial for schools to acknowledge the differences in the backgrounds of students' families and teachers, and to work towards an ethos that accepts and appreciates all cultures to promote individual and collective elements of wellbeing.

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With regards to <u>participants' position towards wellbeing,</u> student wellbeing was highly viewed as important by parents. This importance was mainly due to its multidimensional nature and its broad effect on students' lives. The importance was also resulting from the national political interest in happiness and wellbeing. The strong link between student wellbeing and how it led to human capital development was raised. Some disagreement was noticed regarding who was accountable for student wellbeing. Teachers justified student wellbeing importance because of its link to student achievement. Dubai parents raised issues concerning the standardisation or 'one size fits all' model adopted by some private schools when dealing with students, despite the personalised nature of student wellbeing. Both parents and teachers commented on the competitive inclination of the private sector and the national educational priority guided by the dominance of examinations and assessments. Some parents did not see student wellbeing in the same way schools did. More teachers thought they agreed with their schools' interpretation and approach about student wellbeing. Enablers for a positive position towards wellbeing included supportive teachers, pro-wellbeing political direction, the UAE's cultural diversity, and economic wellness in addition to COVID-19 circumstances. Barriers mentioned by participants that can hinder common positions about student wellbeing included language barriers (e.g., Expat teachers teaching Arab students) and limited communication between parents and schools. Other barriers include differences in views between the parent and the teacher on what constituted the student's best interest. Given the lack of an adapted student wellbeing framework, having clear accountabilities between the school and the families can be challenging in private schools. This subtheme highlights the importance of having a good level of awareness that considers a culture-related understanding of student wellbeing and effective communication between the different stakeholders. The stakeholder position towards wellbeing is a relevant

finding for this study because it shows that different stakeholders can agree on the importance towards wellbeing but can differ with respect to their expectations and priorities.

Wellbeing terminology was a theme that emerged in the interviews with parents and teachers. Dubai teachers and parents seemed more familiar with the wellbeing term and associated words such as resilience and positivity compared to Al Ain parents. Few parents relayed that their children were seen as more equipped with the terminology in comparison to parents. Teachers indicated schools sometimes did not use the word explicitly but communicated it to parents through other means. Teachers raised the notion of having specific concepts and priorities promoted by the government and could be mixed up with student wellbeing. An example of such priorities was the inclusion of students with special needs. The study of Graham, Powell and Truscott (2016) in some Catholic schools in Australia picked up on the same level of confusion that stakeholders can have towards wellbeing as a term and concept. The authors rationalised that the lack of a national student wellbeing policy document did not affect the use of the term wellbeing in schools, (as the case in this study), but affected the level of clarity teachers and other school staff had about the scope of wellbeing; this ambiguity having the potential to negatively influence practice. The findings from this study raise a common recommendation voiced by Oades et al. (2020) with respect to paying attention to the language around wellbeing and promoting wellbeing literacy which can be useful from a cross-cultural perspective.

The survey administered to parents, teachers, and students contained the same set of question items regarding student wellbeing conceptualisation (31 items). Additional questions were added to better understand the participants' contexts around student wellbeing. The survey

results showed that parents of children in the primary phase spoke to their children about school matters frequently (75.6% every day and 21.0% few times a week). 10.6% of parents of the oldest group of children (Grades 10 to 12) indicated that they rarely or never spoke with them about school events. This example of parent-child communication about the child's school day shows the level of interest parents hold towards their children's experiences and the information they can get to intervene if needed. The frequent level of attention noticed with students in the primary phase aligns with parents' perceptions that students in this age phase require care and warm relationships, shared in the interviews. The rarity or lack of communication pronounced more with older students can signify trust and encouragement of independence. However, assuming that everything is well if the student does not reach out can leave some mental, academic, or behavioural issues untreated.

Marsh (1997) notes how parents can support their children in participating in activities that promote a rich educational experience and enhance students' overall engagement. In this research, parents and students both indicated high participation in school-based activities (63.4% of parents and 67.2% of students) and leisure activities outside school hours or on weekends (59.5% of parents and 69.7% of students). The author notes that while some private schools provide extra-curricular activities free of charge, other schools provide a charge that can add to parents' financial burdens.

The survey results showed common and distinct aspects of what students, teachers, and parents considered highly important in their student wellbeing conceptualisation. Parents, teachers, and students agreed that having a safe and healthy environment was important for student wellbeing conceptualisation. Kellock's study (2020) aligns with the findings from this particular question

concerning the importance of the environment in students' experiences. Students and parents also agreed about the importance of feeling safe. Students equally listed some capabilities such as having appropriate skills, having emotional and social skills, and developing a purpose for their lives. The significance of capabilities in student learning and development is examined by several researchers (Domínguez-Serrano, Moral-Espin & Galvez Munoz 2019; Kellock 2020; Schweiger et al. 2016). In addition to the above, parents associated high importance for their children to be respected by others and appreciated. Teachers similarly indicated that students needed to be respected by others in school, appreciated, and supported. The list of these capabilities is significant in providing students the freedom to excel. The relationship element of student wellbeing is highly present among parents and teachers, as compared to students.

In relation to student wellbeing conceptualisation, the interviews, the open-ended questions, and the survey showed that the importance of student wellbeing was recognised by students, parents, teachers, and school leaders. The increasing attention to wellbeing in the policy arena and other perceived enablers resulted in more parents and teachers, especially from Dubai, being familiar with the wellbeing terminology. Student wellbeing meaning covered several subjective, psychological, and objective elements that are well pinned in the theoretical framework. In addition to student wellbeing meaning, the identified themes of general wellbeing meaning, the position towards student wellbeing, wellbeing terminology, and student wellbeing determinants provided a range of insightful experiences in the UAE context that are worth considering for future exploration. The conceptualisation domain factors underlying SWEET agree to a large degree with the themes extracted from the interviews.

- **Perceptions about student wellbeing practices**

Around student wellbeing practices, interviews with parents, teachers, and school leaders identified eight main themes: 1) school ethos towards wellbeing, 2) school culture, 3) school environment, 4) teaching and learning, 5) curriculum relevance, 6) student support, 7) school-parent relationships, and 8) systemised approach towards student wellbeing.

When it came to describing the type of <u>school ethos</u> that influence student wellbeing, parents were divided. Some parents, especially in Dubai, felt an increasing interest and noticeable change in the school's focus on wellbeing because of the type of communication received and the activities offered. Other parents, commenting on how their children were reacting to their schools, felt the schools offered a narrow view towards happiness and engagement of their children. Instead, these schools focused more on raising pressure about studying. Given the transient nature of work in the UAE, teachers commented on the differences in schools' ethos when they moved between schools, including the level of openness and acceptance they felt. Wellbeing is all about how individuals "feel and do', but this level of personalisation was not consistently felt among parents and teachers. In some schools, participants thought they prioritised order and rules above else that led to better student engagement. On the contrary, others perceived a high level of personalisation that considered the students' interests and views and a breadth of wellbeing dimensions such as physical, cognitive, emotional, and social dimensions. One particular concern was raised about schools' limited effectiveness regarding giving equal attention to students from different abilities. Some parents attributed the lack of provision of programmes and activities to promote student wellbeing to the school's prioritisation of increasing profits instead of students and families. The school ethos is a well-

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mentioned notion in the Social Systems Model for Schools. Hoy & Miskel 2013 alluded to school ethos as an unwritten culture in schools that affected people's interactions and the overall school system's responsiveness to change. A positive school ethos towards wellbeing tends to both an individual and collective need. One particular aspect linked to school ethos is the voice of students. While parents and teachers agreed on its relevance for students, they shared different experiences on how schools facilitated student voice as part of a positive school ethos. Student voice is an important concept included in some of the developed student wellbeing policies and frameworks (examples of Australia and New Zealand). The study of Graham et al. (2014) confirmed the importance of student voice in conceptualising their wellbeing and promoting it. Along with student voice, students stress the importance of having equality, privacy, respect, and support from others. Kellock (2020) explained that student capabilities can be controlled by adults in their lives and therefore giving them the opportunity to be listened to and participate in matters that concern them is beneficial for their wellbeing.

Along with a positive school ethos, a school culture that is welcoming, caring, and based on supportive and inclusive values was a theme shared among the participants. Schools that were open and welcoming to everyone were seen as conducive to student wellbeing promotion. The international nature of private schools helped in celebrating cultural events throughout the year. Inclusion of students regardless of their abilities and backgrounds was also recommended in pro-wellbeing school cultures. Empathy and care were related to a positive culture, and examples of care included organised coffee mornings and frequent gatherings with families. Teachers' care of their students was seen as part of good teaching because teachers needed to know their students well and support them. Issues concerning discrimination and favouritism were picked up by few parents and stressed the need to address them because of their negative

effect on their children's educational experience. This is in line with what Field, Kuczera, and Pont (2007) concluded about equitable treatment of students and its effect on engagement, health, and wellbeing in the school context.

The school environment was perceived as important by parents from health and safety perspectives. Good arrangements to separate younger students from older students in activities and break times and having disciplinary policies and measures were seen as important to combat bullying among students. Mothers of younger children commented on the importance of having well-equipped playgrounds and other facilities for fun and play. A well-resourced environment and qualified people were stressed as important, with varying examples of positive and negative practices. Schools did not always have qualified teachers and effective leadership in the school. Specialists that contribute to identifying and monitoring students' needs, and their teachers could be short in numbers. Few parents mentioned limited access to digital and non-digital material that could enrich their children's learning. Teachers had their own perceptions of a favourable environment that looked into their own needs for work and development. The input from school leaders indicated shared importance regarding school environment and inclusive practices in enforcing positive student wellbeing. The absence of designated wellbeing personnel could affect wellbeing advocacy, planning, and monitoring in the school.

Research on the significance of the school environment and its relationship with the wellbeing of students and other members of the school community confirmed similar findings. Students require feeling safe and healthy to learn (Amedeo et al. 2008; Moore et al. 2003). For learning to occur in positive and supportive ways, access to resources such as qualified teachers, digital and non-digital educational materials, and school facilities should be considered by schools

(OECD 2016). The emphasis on appropriate and engaging spaces aligns with the study of Kellock and Sexton (2017), which highlighted the significance of students' own interpretation of their learning spaces and how they can shed light on making them more functional and engaging at the same time.

For teaching and learning, subthemes concerning teaching effectiveness, teacher treatment of students, and building students' skills were identified by parents and teachers. Teaching was seen as effective to student wellbeing through facilitating knowledge acquisition and sharing between students. Participants gave examples of certain teaching strategies and methods that could promote student wellbeing, such as collaborative learning and project-based learning. Few teachers referred to the Student Competency Framework (SCF) and the 21st Century skills to guide good teaching and learning, although they referenced the need to understand their students' needs and adapt their teaching strategies to be age-appropriate and engaging. Some teachers shared their happiness of working as teachers because it positively changed other people's lives. Some parents raised the issue of teachers' inability to establish order and discipline in the classroom, leading to bullying incidence. A few parents also raised the memorisation style of learning that was still practiced in some schools, and more so in certain subjects. A few parents also commented on the inadequacy of support provided by teachers, commenting that teacher themselves were not able to provide support because other specialists were assigned to do so. Regarding teacher treatment of students, parents stressed experiencing a continuum of behaviours from genuine care and warmth to possible incidents of discrimination and neglect. Teachers also expressed an issue with the load they had to cover as part of their roles and responsibilities and their need to be guided and developed concerning wellbeing skills. The survey results indicated that Arabic language teachers particularly stressed their heavy

curriculum content and the limited lessons compared to the amount of time allowed for other core subjects. The subthemes of teaching effectively, dealing with students, and building their skills are intertwined and contribute to both student and teacher wellbeing. Teaching and learning involve a high degree of relationships that have cognitive and emotional consequences for many stakeholders. Rereferring to the Social Constructivism Theory (Vygotsky 1978), learning can happen on two levels or phases. First, through social interactions, then through individual internal processing. The need to move from the traditional teacher-led style of teaching can improve students' engagement in their own learning. The emphasis on an orderly and engaging classroom from parents aligns with Holfve-Sabel's (2008) claim that students' needs, and expectations can be negatively affected if the teacher's authority is not enforced in the classroom. The issue of teachers load aligns well with Samnøy et al.'s study (2020) that highlighted teachers' concern of setting a balance between their responsibilities to fulfil expectations around student academic achievement and their belief in targeting other aspects of student development.

The relevance of the curriculum to student wellbeing was also brought up as a theme in the various discussions with parents and teachers. Curriculum relevance was judged by the content design and delivery based on students' ages and needs and the type and amount of extra-curricular activities offered by schools with various views about their affordability. In few schools, parents suggested introducing specific programmes to promote emotional wellbeing and improve mental health, such as meditation and mindfulness. In addition to having a relevant curriculum, parents stressed the importance for their children to access an engaging curriculum. Engagement with the curriculum could be achieved through appropriately challenging content related to students' interests and needs. The limited lesson schedule of the Arabic language

subject compared to English and the traditional, non-engaging teaching strategies did not support Arabic language promotion among students. In contrast to what the researcher hypothesised based on the Moral Education Programme (MEP) policy document analysis, the Moral Education curriculum was brought up by very few parents and teachers. One parent described it as the wellbeing curriculum, while teachers thought it was useful to develop common but needed universal values within students. In the survey directed to students, an exploration of students' perception about the curriculum and its link to wellbeing promotion was conducted. 52.5% of students perceived a link between their curriculum and their wellbeing, whereas 38.5% disagreed, with 9% uncertain. The teachers' group was of the view that 92% of teachers taught wellbeing in direct and indirect ways. Given the multitude of international curricula in the UAE, the extent to which each curriculum promotes student wellbeing is not clear and needs further investigation.

The support processes offered by schools were considered important practices by the various participants. Participants emphasised the importance of support as active equity and inclusion practices, but some criticised support quality and lack of follow-up. Examples of teachers proactively identifying students' needs and working with parents were provided. Equally, some parents criticised teachers' inability to deal with certain behavioural and cognitive needs. The link between inclusion and equity is heavily presented in the UAE's policies (KHDA 2017). It is also included in the UAE School Inspection Framework to ensure schools develop their practices with regard to students who need further support. While inclusion is occurring, its provision and outcome quality can differ among schools. Support provision and complexity can also differ among students according to the type and severity of their needs. Raising awareness

and building the capacity among schools and families can result in better support planning and provision for students with particular needs.

As far as parent relationships are concerned, their involvement with various school personnel was identified as important to the wellbeing of students with varying degrees of satisfaction. Communication was a significant enabler in this relationship. Most parents indicated their wish to receive better communication to inform them of their children's progress, development, and support in a proper and timely manner. According to some parents, some schools waited until problems occurred to reach out to parents. From the teachers' side, communication with parents was crucial to advance teaching and learning. However, not all parents are engaged in their children's education in the same fashion. The parent-teacher and parent-school relationships bring to the front the mesosystem element of the Ecological Systems Theory. In alignment with what McGrath and Noble (2016) posit, parents know best their children, so schools ought to listen and partner with them regarding student-related decisions.

A final but significant theme was identified with respect to school practices and their relationship to student wellbeing. A systematic approach to dealing with student wellbeing promotion was needed but mostly missing as per the views of parents and teachers. Parents acknowledged that schools were generally responsive to their concerns, but the approach was not regular, and it was person-based more than it was system-based. One parent shared the view of working together with the school to set certain objectives concerning student wellbeing, establish the plan, and monitor the changes. Teachers' perceptions differed among themselves as some promoted very integrated and working systems with regular feedback about student wellbeing, while others expressed the need to engage students more in assessing their own

wellbeing and suggesting areas for change and improvement. The Social Systems for Schools confirm the need to see the work of schools being affected by the way inputs, processes, and outputs interact together and with other external systems. If student wellbeing outcomes such as their wellbeing knowledge, skills, and participation are seen as system outputs along with others such as students' achievement, parent satisfaction, job satisfaction and change in student number, etc., it becomes feasible for schools to identify actions to apply in their environment and consequently decide on the needed inputs. Parents' and teachers' call for a systematic approach is also confirmed by recent literature on the whole-school approach to manage and enhance student wellbeing. White (2016), for instance, lists a vision for commitment to wellbeing, leadership, and governance for sustainable strategic planning, partnerships, and capacity building, in addition to measurement, evidence-based interventions, and communications to monitor progress. Noble and McGrath (2016) and Seligman and Adler (2019) promote a rounded and strategic approach that covers various elements of the school system to ensure realistic and long-term results.

The results of the survey questionnaires shared some interesting perceptions from participants about what schools provided as practices to enhance student wellbeing. Students associated highest practice with listening to parents (M=5.37), sharing of knowledge by and working together with teachers (M=5.37), creation of engaging classroom interactions (M=5.31), promoting values of respect and caring (M=5.29), and the provision of a school environment that ensures relaxation and enjoyment (M=5.18). Parents associated the highest practice with the provision of a school environment that ensures relaxation and enjoyment (M=5.93), promoting values of respect and caring (M=5.77), facilitating a welcoming culture (M=5.69), and welcoming parents as essential partners (M=5.66). Teachers associated the highest practice

with listening to parents (M=6.16), promoting values of respect and caring (M=6.12), facilitating a welcoming culture (M=6.12), and school leaders and teachers being role models of positive wellbeing (M=6.11). Every group of participants related to the practices that have impact on their identified 'group' and they do not necessarily pay attention or monitor other practices. The literature review and voices of the various stakeholders in this research show that there is a need for a whole-school and systematic approach to school practices to ensure comprehensive and effective student wellbeing promotion.

In summary of the student wellbeing practices, the results from the interviews and the survey showed that multiple practices could contribute to enhancing student wellbeing in schools. The themes emerging from the qualitative data collection exercise indicate eight themes that encompass school ethos, school culture, school environment, teaching and learning, curriculum relevance, and support provision. In addition, school-parent relationships and a systematic approach to student wellbeing promotion were identified. The discussions pointed to a continuum of practices that interconnect together and influence each other. These practices are similar to what is required in a system that prioritises good teaching and learning and educational effectiveness. Collaboration between the different parties, including students as capable agents with opinions, can help in driving changes and promoting their wellbeing. The whole school and systematic approach can reduce the variation of dealing with student wellbeing in UAE private schools, as described by the participating stakeholders. The practices domain factors underlying SWEET triangulate agree to a large degree with the themes extracted from the interviews.

- **Recommendations from Stakeholders'**

This research is considered an opportunity where stakeholders can voice their views, concerns, and equally their suggestions to improve the policy-conceptualisation and practice triad on student wellbeing. Given the absence of any national student wellbeing policy or framework, these recommendations can be useful to deliver to decision-makers in the education field. As seen in the above discussed qualitative and quantitative data findings, stakeholders have common views and also distinct perceptions when it comes to student wellbeing, based on their backgrounds and rapport with students. Policy and community development research show that the identification of the relevant stakeholders and exploring their perceptions about student wellbeing, directly and indirectly, influence policy formulation and implementation effectiveness (OECD 2018; Thomas & Grimes 2008). This section discusses these proposed recommendations, which are directed to the following stakeholders: 1) parents, 2) teachers, 3) school administrators, and 4) educational authorities.

With respect to parents, raising awareness about wellbeing through workshops or courses is recommended. It should preferably be provided by schools, educational authorities, and through self-learning targeting both fathers and mothers. In addition to awareness, effective communication with schools is essential, as parents can receive more information regarding their children's wellbeing and academic development. A form of communication could be through parents' attendance in their children's classes to observe how they learn and socialise with other peers. Parents are also responsible for informing and updating the school staff regarding any circumstantial change within the family that could affect the child's focus and learning abilities and are recommended to build strong relationships with their children, such as

understanding their needs, likes, and dislikes as well as observing them closely to identify what affects their lives constantly. Parents can instil the passion within their children to seek knowledge and treat others with respect and should also know how to communicate with their children and converse with them appropriately, appreciating their developmental age. Lastly, parents need to create a safe space for their children, so they are in a mentally safe environment and ensure they receive quality time and attention.

Regarding teachers, awareness programmes should also be provided in order to better understand wellbeing dimensions and how to embed them in teaching, as well as how to identify and measure student wellbeing. To increase awareness, teachers can benefit from exposing themselves to curricula and guidelines that promote student wellbeing. Teachers are also encouraged to communicate more effectively and frequently with the parents, as well as offering them some tips and guides on how to support them at home. Proper communication with other teachers is vital to ensure correct schedule planning and to minimise pressure on the children. In addition, building stronger relationships with the student body is strongly recommended, such as treating them with kindness, respect, equity, honouring their confidentiality, and valuing their opinions. It is recommended that teachers be well qualified and have proper pedagogies that are suitable for every student's personalised needs. They should be well versed in child psychology, mental health, inclusion, and child protection. Teachers should have connections to professionals who can advise them on wellbeing matters. It is important that teachers acknowledge that they are also learners and should share good practice. It is also vital for teachers to teach effectively, such as encouraging all students to participate. They should be patient and recognise any triggers or mood swings that student portray. Also, teachers are responsible for keeping their emotions under control and manage their stress appropriately. They

should apply scientific approaches to enhance students' learning skill; this can be done via technology and other learning tools. They should plan their lessons effectively and vary the activities and exercises they give to their students. Teachers should observe and recognise the differences in their student's abilities and skills.

In addition to parents and teachers, school administrators are also encouraged to be informed and well versed with the concept of student wellbeing and its importance in the education field. They should provide wellbeing resources and information to parents, teachers, and students through social media and other platforms. Effective communication should be applied between administrators and the parents, such as involving them in school improvement plans. Administrators should provide a platform for students and have them more engaged in decision-making concerning their wellbeing. A positive environment for learning and further development should be provided to the students. This includes equipping the school with the required facilities, increasing student activities, and employing suitable people for teaching and supporting. Administrators should ensure students' rights to security, care as well as entertainment. It is the administrators' role to ensure effective teaching, which can be done through appropriately crediting the teachers and staff members, as teacher wellbeing is as important as student wellbeing. Adopting a participatory approach to managing the school is also recommended where different members of the school community discuss, plan, and monitor collectively.

Finally, participants raised a number of recommendations to educational authorities who should provide a clear definition of wellbeing that is appropriate and aligns with the UAE's cultural context. For example, building wellbeing frameworks for schools can help guide schools in

assessing performance and interventions towards student wellbeing. Awareness campaigns targeting principals and senior leaders on promoting student wellbeing in schools are also a recommended role for education authorities. Regarding enforcement, authorities should vitalise teacher wellbeing, as well as review the protocols involving the number of counsellors in schools. They should also ensure that principals be qualified in child psychology. School evaluations should be centralised toward the effectiveness of schools' identification of student issues and their success in directing the students to develop skills in order to overcome their own issues. In addition, schools should be held more responsible for ensuring the elimination of bullying. Authorities can also encourage collaboration between private and public schools to exchange positive practices and benefits. Classroom sizes and school fee policy should be revised to ensure parent wellbeing. Lastly, it is vital that authorities prioritise both teachers' and students' opinions and suggestions, as well as identify cultural values that will enrich their educational experiences.

The different groups of participants contributed with several suggestions that reflect their role in the ecological systems surrounding the students. As depicted in the Ecological Systems Theory, parents particularly and families, in general, represent the first and most essential systems that support and enable children's development and transition to schools. Parents' need for awareness of student wellbeing is important to be able to present and support the child's right to wellbeing in their schools. The protection of children's wellbeing, as a right, cannot be facilitated without strong communication between parents and their children's schools, which can vary, as seen in the interviews. Parent-child and teacher-child relationships are essential for wellbeing promotion as they provide the child with the required trust, support, and means to develop and transform. Communications refer to the mesosystem's connection means. The role

of governments through its laws and initiatives is additionally important and contributes to clarifying any ambiguities in relation to wellbeing and sharing expectations from the school community at a macro system.

The need for teachers to know better their students and have the appropriate competencies to serve the academic and non-academic needs of their students bring to the forefront the relevance of the Social Constructivism Theory. The teachers' role in promoting better wellbeing lies in considering all factors affecting the students' physical and mental status, and then assisting students in pursuing new knowledge and placing what they have learned into the context of their own lives.

Whites' (2016) suggested steps to implement a student wellbeing policy in schools aligns to a great extent with the above recommendations. For instance, the role of the leaders in ensuring a pro-wellbeing vision and commitment in resources and plans is essential. Communications with the rest of the school community and partnerships with experts in the field of wellbeing can boost positives conceptualisation and practice. Interventions in the form of evidence-based programmes can ensure equitable inclusion and positive impact on all students.

5.2.5 Discussions about Research Sub-Question 5: Proposed Tool (SWEET) Psychometric Testing

This section presents the results achieved regarding the research question:

RQ5: Is the Student Wellbeing Evaluation & Enhancement Tool (SWEET) psychometrically sound for the use of schools to evaluate their student wellbeing conceptualisation and practices?

Based on the factorial structure for student wellbeing conceptualisation and practices extracted through principal component analysis (CPA), a confirmatory factor analysis (CFA) was conducted to test the model/ tool and assess the convergent and discriminant validity as well as the construct reliability. Based on the Modification Indices, the model/ tool was revised until the one with the best fit was attained. For that, deletion of items with loading lower than 0.5 was organised. Further 3 items from the conceptualisation domain were removed, and a total of 25 items were used in the final version of the proposed tool. A further 6 items were removed from the practices domain, and a total of 30 items were used. The obtained SWEET as a tool that combines the conceptualisation and practices about student wellbeing is psychometrically sound in terms of its reliability, convergence, and discriminant validity. Since a thorough literature review was conducted before the questionnaire development, only a small number of items were removed from the last adopted tool model (a total of 6 conceptualisation items and 6 practices items were removed). The proposed tool is a starting point to support schools in better understanding student wellbeing and how it is conceptualised and operationalised from the perspective of the school community.

The tool is inclusive in how it allows more than one group of stakeholders to complete it. It enables comparison between groups' understanding about the concept. The initial questionnaire was completed in both Arabic and English, which indicates its strength in capturing the perceptions from people with different cultural backgrounds. SWEET also showed that a positive relationship could be evidenced between student wellbeing conceptualisation and practices. The way people understand the meaning and scope of student wellbeing can be influenced and impact the various practices that occur at the school level.

The factorial structure in the conceptualisation domain was successful in explaining 75.099% of the total variance, whereas the practices' factorial structure was successful in explaining 71.407% of the total variance. The results show that there is room to improve the tool with more subconstructs that can explain better student wellbeing conceptualisation and practices. The tool was also applied to older students (Grade 8/ Year 9 to Grade 12/ Year 13), and it can be studied further to be expanded and tested on younger students. The tool can also benefit from looking into any moderating factors that affect the strength between the conceptualisation and practices.

Table 5.1 presents the hypotheses attached to sub-question 5 and their closure status based on the findings.

Table 5.1: Study Hypotheses Conclusions

Null Hypothesis	Analysis Results	Hypothesis Conclusion
The measurement model of the student wellbeing <u>conceptualisation</u> domain significantly achieves a good fit to the data (all the items are significant reflective indicators of the linked constructs of the conceptualisation).	Hypothesis is retained	The measurement model of the student wellbeing <u>conceptualisation</u> domain significantly achieves a good fit to the data.
The measurement model of the student wellbeing <u>practices</u> domain significantly achieves a good fit to the data (all the items are significant reflective indicators of the linked constructs of the practices).	Hypothesis is retained	The measurement model of the student wellbeing <u>practices</u> domain significantly achieves a good fit to the data.
The SWEET measurement model with conceptualisation and practices constructs are psychometrically sound.	Hypothesis is retained	The SWEET measurement model with conceptualisation and practices constructs are psychometrically sound.

5.3 Chapter Summary

This chapter delineates critical discussions around the findings presented in Chapter Four and situates the significance of this research with respect to the study's theoretical underpinning and relevant literature. Findings to help answer the research main question as well as the sub-questions show significant alignment with almost all of the selected theories. Findings also indicated strong compatibility with empirical relevant research in addition to some results that reflect contextual characteristics of the private UAE policy framework and the private school system.

Research sub-question 1 about the current UAE policy framework in relation to student wellbeing emphasised the relevance of the Social Systems Model for Schools and the connection and influence of the external environment on the inputs, teaching and learning processes and the outputs as expected and implemented by schools. The sub-question findings also agree with international research that accentuates the importance of a student wellbeing policy or framework to define wellbeing from an educational perspective, determine roles and responsibilities around its promotion and enhancement, and guide practices around its promotion along with academic achievement.

Research sub-question 2, 4 and 5 highlighted subcontracts that can be considered in the development of a questionnaire fit for this particular topic. Through factor analysis, 10 factors were extracted to serve the basis for the Student Wellbeing Evaluation & Enhancement Tool (SWEET). This research tested and brought to demonstration a link between a multi-disciplinary collation of theories along with subconstructs used empirically in the form of scales, surveys and compiled effective practices. The five conceptualisation factors and the five practices

factors created a psychometrically sound tool: SWEET, bringing together the domains of student wellbeing conceptualisation and practices, as two domains traditionally studied distinctly. As a result, the study proved effective in bringing a number of theories to the proximity of student wellbeing: the typically referenced hedonism, Subjective Wellbeing Theory and the Ecological Systems Theory, in addition to the increasingly referenced PERMA Theory of Wellbeing and the Capability Theory and extending to the tentatively approached Social Systems for Schools Model and the Social Constructivism Theory.

Research sub-question 4 brought to the front the voices of important stakeholders at a unique time (start of COVID-19 lockdown) and from a unique ecosystem (the UAE private education system). The economic, social and cultural diversity in this ecosystem showed common themes between the stakeholders in some instances and opposing priorities and expectations in other instances, which renders the student wellbeing topic an important agenda for research, policy and practice.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The conclusion chapter helps recapitulate the study's purpose and its main findings. The chapter is useful in consolidating the study's achievement and its contribution to further development of knowledge in the field of student wellbeing conceptualisation and practices. The first section summarises the study and its main findings. The second section identifies the main implications of the study and its limitations. These are followed by recommendations on the level of policies, programmes and further research, and finally, the contribution from the research and the researcher's concluding notes are added.

6.2 Summary of the Research

In this study, the researcher aimed to investigate the current status of student wellbeing policy frame nationally and in two Emirates of the UAE: Dubai and Abu Dhabi, in addition to exploring the perceptions of various stakeholders with regards to student wellbeing conceptualisation and practices in the private school sector. The researcher attempted to develop a Student Wellbeing Evaluation & Enhancement Tool (SWEET) to help schools self-evaluate their conceptualisation and practices and improve their student wellbeing promotion actions. Conceptualisation can be simply interpreted as a process by which an abstract idea is defined and clarified through the use of components or dimensions. Practices refer to the actual operation of a concept.

The theoretical framework used to underpin this research reflects the multidisciplinary and the interconnectedness of the fields in which wellbeing is relevant. Hedonism and Eudaimonia are

philosophical theories that are widely referenced in the conception of happiness and wellbeing. According to Hedonism, the ultimate good in this life is reached through an experience of pleasure and positive feelings. Eudaimonia from another side looks to people's functioning and sociality. From psychology, Diener's Subjective Wellbeing Theory depicts the person's evaluation of life satisfaction and the positive and negative affect. Seligman's PERMA Theory of Wellbeing presents five building blocks that are stipulated to make people happy and thriving. These building blocks are positive emotions, engagement, relationships, meaning and accomplishment. Sen's Capability Approach was also used to emphasise the importance of capabilities leading to functionings and development. The Capability Approach gives weight to what students need to optimise the development of these capabilities. The Ecological Systems Theory presents the supportive role of the various layers that surround the child and the interactions that happen between and within these layers. These interactions can culminate in protective or risk factors for the child which consequently affect his/ her wellbeing. The Social Constructivism Theory and the Social Systems for Schools present the educational theoretical dimension. The theories depict how wellbeing connects with teaching and learning and how it can be socially constructed as part of the school system with its various inputs, processes and outputs.

Consulted literature indicated that wellbeing is being considered in the national policy agendas of an increasing number of countries to measure and improve peoples' lives in addition to the GDP index and its economic significance. Wellbeing in general and student wellbeing in particular are not easy to define because of the lack of a clear theoretical underpinning and the influence derived from various disciplines. The absence of a specific student wellbeing policy or framework can render it difficult for schools to interpret it in a broad and comprehensive

manner. While traditional interventions exist that can lead to student wellbeing enhancement, more recent educational movements such as the 21ˢᵗ century skills and positive education are emphasising the need for a broader view of skills and values to be incorporated in education so that the latter leads to more holistic student outcomes and preparedness for life in the future. A whole school and systematic approach towards promoting and enhancing student wellbeing is being adopted to establish more effective work in this field. Previous research that studies student wellbeing conceptualisation and practices from the views of multiple stakeholders and in light of the policy framework was not found. Very limited studies about student wellbeing are available in the UAE context.

A conceptual framework of student wellbeing conceptualisation and practices was established. A sequential multilevel triangulated mixed methods design was applied. Data was collected through two phases. The first phase involved policy document analysis and literature review of relevant scales, questionnaires and empirical studies in relation to student wellbeing conceptualisation and practice. The second phase included concurrent conduction of a survey questionnaire (358 parents, 137 teachers and 122 students where 92 students contributing with short answers to three open-ended questions in the questionnaire) and interviews (22 parents, 15 teachers and six school leaders).

6.3 Key Findings of the Study

The following key findings were generated from this research:

- The findings with respect to the policy frame that was based on the analysis of 12 policy documents indicated that wellbeing is increasingly becoming a national way of life for

individuals, communities and governments in the UAE. Education is seen as an important enabler for wellbeing and a significant driver of the country's quest for growth and development. Equally noticed is the successive introduction of various policies in the form of curricula and competency frameworks that highlight the relevance of non-academic skills, values, and competencies to shape students' educational outcomes. Despite the interest shown in wellbeing promotion, there is no standalone student wellbeing framework or policy document that avails a student wellbeing definition to provide guidance for schools on the meaning of student wellbeing and suggestions for possible programmes and practices to enhance provision for their students. Almost all educational policies do not explicitly mention wellbeing, with the exception of the student wellbeing census that Dubai organised on a yearly basis from 2017 to measure the wellbeing of students in grades 6 to 12. The School Inspection Framework describes social and personal development outcomes but no link to students' achievement outcomes is highlighted. The school ratings are affected by students' achievements and so schools tend to prioritise this type of outcomes over others. Educational legislation from Dubai and Abu Dhabi places some responsibilities on parents and schools, but there are no clearly communicated roles and responsibilities to effectively promote and enhance the wellbeing of students in schools. As opposed to students' achievement indicators, schools do not have available tools for assessing how student wellbeing is understood by the various stakeholders and what practices in the schools can affect its enhancement.

- A questionnaire was devised to combine the domains of student wellbeing conceptualisation and practices based on a total 31 question items for conceptualisation

and a total of 36 question items for practice. The question items can be directly linked to the theoretical framework underpinning the study.

- Quantitative findings indicated that not all parents talked to their children about their school events on a daily basis, with less frequent communication happening with older students. In comparison to teachers and students, parents were less familiar with regard to the existence of a wellbeing officer in their children's school. Around 30% of participating teachers stated they had never received training in relation to wellbeing. Around half of the students did not see a link between wellbeing and their curriculum. Safety and having a safe and healthy school environment in addition to acquiring academic, social and emotional skills and being respected and appreciated were given high importance among the three groups. In relation to practices, stakeholders identified listening to parents, welcoming cultures, positive value promotion and the teachers' role in creating favourable learning environments as priorities to support wellbeing.

- The survey questionnaire was used as a basis for the development of a Student Wellbeing Evaluation & Enhancement Tool (SWEET), a proposed model to be used by schools to evaluate their conceptualisation and practices. Factor analysis was used to test its psychometric properties and to confirm the multidimensional structure of both conceptualisation (CP - Resilience, Strength and Purpose, CI - Inclusion and Recognition, CH - Satisfaction and Happiness, CR - Relationships and Cultural Identity and CC - Students Capabilities) and practices (PE - School Ethos, Culture and Environment, PS - Systematic Approach to Student Wellbeing, PT - Teaching and Learning, PC - Curriculum Relevance and PR - School-Parent Relationships).

- Qualitative findings regarding student wellbeing conceptualisation indicated a multi-disciplinary perspective to student wellbeing from parents and teachers, but differences existed as to which dimensions were more important than others. Some participants were familiar with the concept of wellbeing and could explain it better than other participants who had not encountered it before. Relationships, happiness and access to material things and resources were mentioned the most by parents and teachers with respect to students' capacity to flourish. Health and engagement were seen as essential to be able to learn and develop in the school context. Relationships provided students with a sense of belonging and fitting. As for students, definition of their wellbeing in the school context focused on health in particular, in addition to life satisfaction and the absence of negative emotions. Stressful conditions and bullying were the main issues they faced that could negatively affect their wellbeing. Focus on certain determinants was also raised between parents and teachers. Student wellbeing manifestation and promotion requirements altered according to age (example teacher-student relationship, importance of play, contact with community etc.). Understanding of the cultural background of the students was also raised as important in the context of the UAE. The meaning of student wellbeing exhibited by parents can be different from that of the schools. Parents stressed the fact that they did not want a one size fit all treatment for their children.

- Qualitative findings regarding student wellbeing practices recognised that participants perceived a link between student wellbeing and academic achievement; they wanted to see more offered to students that included more than just preparation to access university. The school environment and ethos were consistently mentioned by the participants. Safety and healthy lifestyles were seen as essential and systems to combat bullying were

identified as an area in need of review and development. Giving students a voice and listening to their concerns and ideas was commonly noted by parents and teachers. Teachers also related student's wellbeing to their own and requested that more attention to be given to their needs in this area. The availability of human and physical resources in the school were mentioned as important by both parents and teachers, particularly with regard to the capacity to ensure effective teaching and support. Mixed responses were noted about the level and frequency of communication that was held between parents and schools. Parents and teachers recognised that as wellbeing is a complex concept it needs to be addressed in a systematic manner. The role of teachers was also emphasised because it leads to facilitating knowledge acquisition and engagement of students. However, parents wanted to see teachers exert more efforts to know their students better and to adapt their teaching strategies and methods to respond to their students' needs. Specific focus was given to the teaching of the Arabic language because of the limited subject allocated time and the heaviness of the content. Extra-curricular activities were seen as useful to raise students' engagement and expand their interest. The volume of findings from school leaders was limited in comparison to teachers and parents. They specified the importance of the school environment in promoting engaging learning experiences and commented on the importance of having inclusive practices that involve every student.

- Qualitative findings raised a number of recommendations from participants that converged towards better awareness and guidance to promote student wellbeing through clear indicators and prioritisation, enhanced school-parent communication, and building the capacity of teachers in both teaching and wellbeing.

6.4 Study implications

The aims of the study were multi-fold and centred on examining the policy frame of student wellbeing in Dubai and Abu Dhabi Emirates, in addition to exploring the perceptions of various stakeholders about student wellbeing conceptualisation and practice. A proposed product of this study is a Student Wellbeing Evaluation & Enhancement Tool (SWEET) to guide schools in evaluating student wellbeing conceptualisation and practices among their school communities. Based on the findings of the study, a set of implications for the implementation of policy, practice, theory, and research are presented below.

- The importance of a clear and coherent policy frame on student wellbeing: the results of the study highlighted a number of policies that affect student wellbeing conceptualisation and practices directly, but they do not provide a clear definition of student wellbeing, and do not provide schools with cohesive guidance on how to promote it in schools along with other educational priorities. A clear and targeted student wellbeing policy or framework can bridge policy formulation and implementation and clarify the roles and responsibilities of the different stakeholders.

- The position of student wellbeing as a right and as an educational priority outcome: The results of the study indicated that student wellbeing is not clearly and explicitly stated as a right. The Law on the Child's Rights that protects and promotes the rights of children until the age of 18 years does not refer to wellbeing. The UAE Inspection Framework presents, as part of its standards, a set of personal and social development outcomes along with the students' achievements. However, there is no clear link between achievements and personal and social development outcomes.

- Variation of student wellbeing conceptualisation among stakeholders: The findings from the study captured varying views from students, parents, teachers, and school leaders about student wellbeing conceptualisation. The meaning of student wellbeing depends on participants' awareness and how the latter interprets general wellbeing. Student wellbeing is seen as multi-dimensional in alignment with the adopted theoretical framework used for the study, but these dimensions differ between stakeholder groups and among participants from the same group. Various determinants were identified that could affect the conceptualisation of student wellbeing. Objective, subjective, and psychological dimensions for student wellbeing were identified.

- A whole school and capability-driven approach in dealing with student wellbeing: A positive school ethos raises commitment towards wellbeing for each and every student and gives it importance alongside academic achievements. A welcoming and caring school culture is open to everyone irrespective of their backgrounds or abilities. The school environment is important to secure appropriate resources in addition to safety and health-oriented policies and processes. Teaching and learning are core to developing students in a holistic way while benefitting from a relevant and engaging curriculum. Student support can facilitate access, participation, and enrichment of the overall learning experience. Parents are essential elements that require engagement and support from schools. Finally, the promotion of student wellbeing is not effective and sustainable without a systematic approach dependent on goals, planning for action, implementing decisions based on evidenced needs, and monitoring and review.

- Correlation between student wellbeing conceptualisation and practices: The study findings showed that student wellbeing conceptualisation and practices are correlated.

This finding is important for further study of any possible moderator variables that can influence this correlation. The findings are also important for planning and monitoring programmes that optimise the change in one or both domains.

- A model presentation to operationalise the constructs of conceptualisation and practices: The study found out it is possible to evaluate student wellbeing conceptualisation and practices with the use of a proposed model/tool. A total of 31 items presented the conceptualisation domain, and 36 items presented the practices domain. The conducted factor analysis helped determine a psychometrically sound tool incorporating 25 items for conceptualisation and 30 items for practice.

- Accountability of the private school system towards student wellbeing promotion: The study findings showed a continuum of quality provision that was available from the private schools to enhance the wellbeing of their students. The views shared by some participants showed that schools worked towards a standardised mode and a one size fits all model that provides the minimum for the students. In other instances, parents and teachers gave impressive counts of the commitment of their schools towards student wellbeing and the breadth of opportunities they devise to enhance it for every student. It is important that educational authorities capture and evaluate this continuum of provision within schools.

- A cultural perspective on student wellbeing: The context of the UAE provided an interesting cultural case for this study. Participants relayed their views based on their cultural and social backgrounds. The study showed that people endorsed the visionary approach of the UAE and its wellbeing-driven direction. They were also aware and

reflective of how their own culture interprets student wellbeing and considered it a part of student wellbeing conceptualisation.

- A multi-disciplinary theoretical framework: the study pushed for the use of a number of theories/ models from various disciplines. In addition to philosophy, psychology, and sociology, the study was underpinned by theories from education, economics/ politics, and social systems. The study acknowledged the challenge of the overlap that can be present when using various theories and a rich array of variables were identified and used to ensure balance and validity. The literature review did not result in research using educational theories forming the basis of student wellbeing study, instead, this research used the Social Constructivism Theory. The findings of the study showed some limited benefit from the theory, particularly with respect to teaching and learning. Further research on potential education-based theories that can benefit the study of wellbeing is recommended.

6.5 Study Limitations

During the planning and conduction of this study, the researcher was aware of several limitations that needed consideration; these were mitigated as much as possible through the deployment of a variety of strategies. The main limitations are stated below:

- There is no local definition adopted for student wellbeing, so international literature was used to develop the questionnaire and inform interview protocols.

- The lockdown of schools as a result of COVID-19 pandemic limited the application of the originally designed methodology. In order to proceed with the study and expand participant outreach, the researcher reverted to a new scope that included private schools

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in two cities of the UAE: Dubai and Al Ain. While generalisation of the findings to all Emirates and to the public-school sector are not possible, the inclusion of participants from the two Emirates contributed to better policy document analysis and collection of views that reflected the economic, social and cultural characteristics of every location.

- The sampling method for the survey questionnaire was mainly convenience and snowballing based. The sampling method and size are the main challenges faced during the conduction of this research because of the COVID-19 induced lockdown. The factor analysis rules regarding sample size and characteristics recommend large samples and complete sets of data. Extending the participant recruitment to Al Ain beside Dubai helped in increasing the participation response.

- Direct access to students was not possible because of the COVID-19 circumstances, so open-ended questions via an online survey questionnaire were utilised. Student participation consent was sought passively by connecting with parents and schools and requesting their permission to include students. Ample information was given for participants to understand the purpose of the study and their expected contributions.

- Survey questionnaire data was collected through an online link. The participants' familiarity and ease of use can affect the response rate and the reported answers. To mitigate this limitation, the email address of the researcher was provided and participants were encouraged to communicate with her if they had any questions or concerns.

- The interviews were conducted online and the majority of them were conducted with cameras off due to the interviewees' preferences. The limitation effect of not being able to access the participants' non-verbal cues was controlled by making sure the questions

were well understood by the participants and by providing summary notes before moving between questions.

- The findings from the survey questionnaire were cross-sectional, which provided a one-time snapshot of student wellbeing conceptualisation and practices. The answers could have been affected by the survey period, which occurred during the first months of the COVID-19 pandemic. There was no way of knowing if students' answers were influenced by their parents or other family members. To countereffect this limitation, the researcher provided ample explanation to the parents and the importance of having students' own views.

- The use of an additional researcher to organise, conduct, and analyse the interviews can limit data collection consistency in terms of interview duration, potentially added questions, and the language utilised. Intensive consultations before and after the interviews were organised between the two researchers. Data analysis using MAXQDA occurred simultaneously to discuss and clarify any doubts before coding.

- The study did not include all stakeholders that influence student wellbeing. As shown in Chapter 2, the stakeholder map is broad and includes many layers. For practicality reasons and to reduce bias potential, a conscious decision was to include only the most influential groups in the microsystem of the child.

6.6 Recommendations

Based on the study's findings, the following recommendations are proposed using the triad of policy-conceptualisation-practices employed throughout the thesis:

1. Development of a Student Wellbeing Policy/ Framework: The conducted literature review and the policy document analysis, as well as the unveiled stakeholders' perceptions, indicate a need for a standalone student wellbeing policy or framework. This document should include a clear definition of student wellbeing and the guiding principles behind the promotion of student wellbeing in schools. The document should align with the other relevant policies such as the National Wellbeing Strategy 2031, The Moral Education Programme (MEP), the UAE School Inspection Framework, and the Law on Child's Rights to provide a theoretical basis to underpin definition and practice guidelines. These guidelines should emphasise a whole school, systemised approach to address student wellbeing. The roles and responsibilities of the various stakeholders should be clarified. The opportunity the UAE has in the form of the National Programme for Happiness and Positivity can be utilised in driving all educational authorities to work on the development and implementation of the policy or framework. This document should be devised on a national scale to present a unified position on the level of the nation and to enable alignment with other relevant national policies. It is strongly recommended that the document is developed using a participatory approach, where the voices of all stakeholders are heard and contributions from all who are concerned are included.

2. Grounding of Wellbeing across all educational policies: As the policy document analysis showed, older educational policies did not explicitly cover student wellbeing, which limited awareness of this concept and created some confusion regarding its priority and alignment with other educational expectations. Review of these policies, ensuring coherence between them and aligning them with the proposed student wellbeing policy/

framework will provide clarity and direction for schools. The grounding exercise helps to identify areas of contradiction or gaps within the existing policies.

3. Update of the School Inspection Framework: In its 2015-2016 version, the School Inspection Framework does not provide a strong link between students' achievements and students' personal and social development. In addition, not all student wellbeing dimensions are captured in the framework. An update of the UAE School Inspection Framework with less focus on student achievement data and an increased focus on student accomplishments in academic and non-academic areas can direct schools towards broader attention to students' development in various areas and encourage more personalisation of learning. In addition, school-parent relationships should be reviewed as they directly affect student wellbeing.

4. Review and update of teacher and parent-related policies: Students belong to ecological systems of support and care starting from the intimate home surrounding to the larger school environment and then to the wider community. Student wellbeing does not exist in a vacuum but is related to, is affected by, and has effect on the wellbeing of other parties. In particular, policies around teacher wellbeing, teacher training and development, and teacher working conditions affect teachers. These in turn directly influence teachers' capacity to address issues of student wellbeing. Additionally, policies around employment flexibility conditions, family guidance and counselling, and social protection are important to the wellbeing of families. This research showed the high level of accountability parents feel towards choosing a suitable private school for their children while maintaining their other financial obligations. In a few cases, participating parents placed their children in different schools to balance their financial capacities with their

children's educational needs. COVID-19 has unearthed vulnerabilities around families' financial securities and limited the ability to adapt in a sustainable manner. A macro view can help improve student wellbeing whilst taking into consideration the enablers and barriers generated by the various systems.

5. Raising awareness about student wellbeing: The study showed a variation in the way people understand and recognise wellbeing in general and student wellbeing in particular. The various stakeholders expressed the need for increased awareness to adjust the concept of student wellbeing from an abstract notion to a more tangible and operationalised construct. Educational authorities, with the support of health and social entities should collaborate to ensure that clear awareness messages, accompanied by appropriate resources are disseminated to support this shift in understanding. Awareness of student wellbeing should be presented in the form of a right that has to be activated based on the needs and the characteristics of the child. Awareness should prompt the need to listen to children and students about their wellbeing and avoid a top-down approach that is solely guided by adults. Cultural awareness and sensitivity around the topic of wellbeing must be considered and accommodated for the process of change to be effective.

6. Building teacher competency around student wellbeing: For student wellbeing to be enhanced, effective and quality teaching should be provided (Graham, Powell & Truscott 2016; OECD 2017; Samnøy et al. 2020). As part of teacher approval and licensing, teachers should be requested to build their competencies around the promotion of student wellbeing. This includes increasing knowledge, attitudes, skills, and understanding. Teacher education and teacher licensing requirements in favour of a better understanding of student wellbeing conceptualisation and practices could be introduced and professional

development opportunities available to teachers in the UAE should be reviewed and expanded with more focus on student wellbeing. The private school sector would benefit from showcasing more effective programmes and practices that help teachers and others build a better understanding of the subject.

7. Development of a systematic plan of action for student wellbeing promotion in schools: Schools should be requested to develop a systematic plan of action that identifies their steps towards enhancing their students' wellbeing. Educational authorities should provide schools with plan guidelines, using specific performance indicators for monitoring and evaluation purposes.

6.7 Personal Gains

Reflecting on the personal gains from this study, the researcher recalls the long hours pondering over a suitable and engaging topic to consider. Student wellbeing was chosen because of its relevance in the education field, but it was never imagined that it would have such magnitude and implication because of the COVID-19 pandemic. The inclusive education concept is quite appealing, yet it can be elusive to adopt. In general, the interest in wellbeing in general and particularly student wellbeing is gaining momentum, but the meaning and operationalisation are unclear. Inspired by the Index for Inclusion (Booth & Ainscow 2000), the researcher wanted to develop a model that promotes the study of wellbeing conceptualisation and practices and contributes to the UAE body of research.

By walking this journey, the researcher acquired deep knowledge of wellbeing from many disciplines and how these disciplines interconnect and influence each other to shape human life.

Besides this knowledge, skills such as critical research review, advanced statistical analysis, and organisational and problem-solving skills were gained.

The topic of wellbeing is very close to the researcher at both professional and personal levels. The researcher's work is in school inspections and educational policy analysis. This research was thought-provoking in that it enabled the researcher to learn about student wellbeing from outside the inspection zone and hear it directly from the affected people: students, parents, teachers, and school leaders. The research experience identified people's concerns and suggestions, questions and answers, disappointments, opportunities, frustrations, and happy moments. The interviews felt emotionally demanding at some points and it was very touching to receive thank-you notes from several people for bringing this topic to open debate. Personally, balancing family, professional, and study commitments was a challenging yet fulfilling task. The researcher used the information gained about wellbeing to enhance and enrich her goals and relationships with her family members, friends, and work colleagues.

The study of student wellbeing empowered the researcher to appreciate her work with students with special educational needs and disabilities (SEND), or students of determination as they are known in the UAE, even more. From an equity and social justice perspective, it is crucially important to assess the wellbeing of this group of students in particular as many of them have difficulty sharing their voices or thoughts regarding their satisfaction and feelings. This research will optimistically drive this researcher and others to better serve the wellbeing of students, especially those with special needs.

Life is a journey, and wellbeing adds value, essence, and beauty along the way.

6.8 Study Contributions

The topic of student wellbeing is important as it can lead to individual and collective short and long-term benefits. Its significance has also climbed due to the impact of COVID-19. It is believed that post the pandemic education may not be the same as it used to be. This research builds on this opportunity to bring attention to the topic of student wellbeing and offer the following contributions:

➢ The study brings together the policy-conceptualisation-practice perspectives. One single Australian study was found to combine the policy-conceptualisation topic (Graham et al. 2014), so this study contributes to the research basis in the UAE and international contexts.

➢ The study presents an integrated and multi-disciplinary theoretical framework that can be successfully applied in the education field. Theories from the disciplines of philosophy, psychology, economics and politics, sociology, education, and social systems were brought together to enrich the scope of this study and provide various variables for further examination. These theories are aligned with the adopted conceptual framework.

➢ The conceptual framework presented in Chapter Two to guide the conception and conduction of this research proved to be effective as all areas of the framework were analysed and covered and deemed appropriate to arrive at the needed results. This conceptual framework can be applied by other researchers. After the completion of the research, the conceptual framework for student wellbeing conceptualisation and practice has been adjusted and refined, as shown in Figure 6.1.
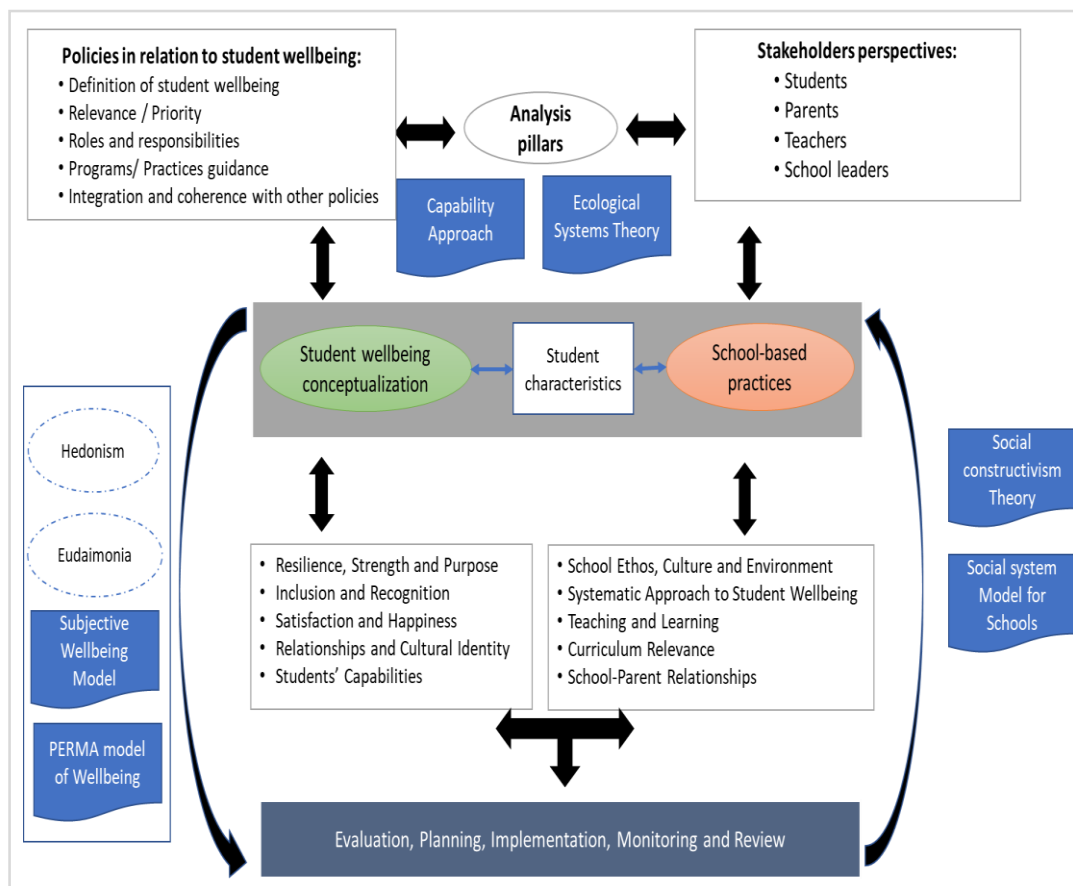
Figure 6.1: The Final Conceptual Framework for Student Wellbeing Conceptualisation and Practices

➤ The study presents thorough UAE-based policy analysis literature on student wellbeing encompassing national and local policy documentation. This literature can be useful to UAE and non-UAE studies for comparative purposes.

➤ The voices of parents, teachers, students, and school leaders were captured in this study. The study showed that the adoption of policies is not sufficient to ensure all stakeholders are informed and able to implement change effectively. Stakeholders have different expectations and needs, which have to be taken into consideration during policy

formulation, implementation, and evaluation. This study can provide an initial step towards the future active participation of these stakeholders.

➢ The study produced a psychometrically tested and validated tool: The Student Wellbeing Evaluation & Enhancement Tool (SWEET), to support UAE private schools in operationalising student wellbeing conceptualisation and practices. SWEET explains a good margin of the total variance, was tried in both English and Arabic, and covers three groups of stakeholders. Table 6.1 presents the English version of the proposed SWEET.

Table 6.1: Student Wellbeing Evaluation & Enhancement Tool

Purpose: The Student Wellbeing Evaluation & Enhancement Tool (SWEET) can be used as a self-evaluation tool by schools to investigate how parents, teachers or students (Grade 8/12) understand student wellbeing and which practices they associate to its promotion in a particular school. The results can be used as an input for planning and/or monitoring of the school's strategies and interventions towards student wellbeing promotion.		
Instructions: SWEET form can be circulated to one or more groups for completion. Parents with more than one child at the school can fill one form per child.		
School name: …………………………………………	**Date of completion:** ……………………………….	
Section 1: General information about the person completing the tool		
Parent: 1. Yes 2. No	Teacher: 1. Yes 2. No	Student: 1. Yes 2: No
Gender: 1. Male 2. Female	Gender: 1. Male 2. Female	Gender: 1. Male 2. Female
Nationality Group: List	Nationality Group: List	Nationality Group: List
Child's grade: ……. Child's gender: 1. Male 2. Female	Grades taught:	Grade:
Curriculum: List	Curriculum: List	Curriculum: List
Section 2: Student wellbeing conceptualisation		
This section is about finding what determines (your child's/ your students'/ your) wellbeing/ quality of life in the school context. Please indicate how much each statement is a part of student wellbeing, using a scale of 1-7:		

1	2	3	4	5	6	7	0
Not a part of student wellbeing	**Minor Part**	**Small Part**	**Moderate Part**	**Large Part**	**Major Part**	**Extremely important part of student wellbeing**	**I don't know**

Resilience, Strength and Purpose	1	2	3	4	5	6	7	0
1. Having fun								
2. Equitable opportunities of learning								
3. Developing resilience and a capacity to recover when facing difficulties								
4. Developing self- expression skills								
5. Developing control over negative feelings								

	1	2	3	4	5	6	7	0
6. Developing a positive look to the future								
7. Developing a purpose to life								

Inclusion and Recognition	1	2	3	4	5	6	7	0
8. Being included by others in school								
9. Being trusted by others in school								
10. Being respected by others in school								
11. Being listened to in school								
12. Being mentally healthy								
13. Having appreciation								

Satisfaction and Happiness	1	2	3	4	5	6	7	0
14. Being happy in school								
15. Being treated equitably to their peers in school								
16. Being safe in school								
17. Being satisfied with their life in school								

Relationships and Cultural Identity	1	2	3	4	5	6	7	0
18. Connect with their cultural and social background								
19. Having exposure to world views, cultures and values								
20. Having challenging experiences and opportunities								
21. Developing spiritual/ meditation routines								
22. Developing active relationships with peers								
23. Developing active relationships with teachers								

Students' Capabilities	1	2	3	4	5	6	7	0
24. Having resources								
25. Having a safe and a healthy environment								
26. Having appropriate academic skills								
27. Having appropriate emotional and social skills								
28. Developing responsible attitudes and behaviours								

Section 3: Student wellbeing-related practices

This section aims to determine the extent to which various practices are applied by the school to promote and enhance students' wellbeing. Please indicate how much each of the below statements is applied by your school, using a scale of 1-7:

1	2	3	4	5	6	7	0
Not at all applied	Applied rarely	Applied in few cases	Applied in some cases	Applied often	Applied most of the time	Applied all the time	I don't know

School Ethos, Culture and Environment	1	2	3	4	5	6	7	0
1. The school considers student wellbeing as important as their academic outcomes								
2. The school considers students as active partners in promoting and enhancing their wellbeing								
3. The school is welcoming and open to diversity (in cultures, religions, abilities, new students…)								
4. The school promotes values such as respect, trust, and integrity within its community								
5. The school holds wellbeing as a central theme within people's interactions in the school								

	1	2	3	4	5	6	7	0
6. The school's physical environment supports students' safety and accessibility								
7. The school's learning environment reflects relaxation and enjoyment								
8. The school's policies emphasize good ethics, protection, care and support								
9. School leaders are committed to wellbeing in school								

Systematic Approach to Student Wellbeing	1	2	3	4	5	6	7	0
10. The school interprets student wellbeing as a multi-dimensional concept (there are different types of wellbeing)								
11. The school personalizes wellbeing and sees it different within students								
12. The school celebrates and shares its wellbeing successes								
13. School leaders establish clear goals and expectations to improve wellbeing to all								
14. Students are included in decisions regarding their support planning and review								
15. The school uses appropriate methods and tools to measure its student wellbeing								
16. The school provides appropriate training and development to teachers to enhance their students' wellbeing								
17. The school implements targeted initiatives to enhance its student wellbeing								
18. The school reports on its student wellbeing in an accurate and transparent way								

Teaching and Learning	1	2	3	4	5	6	7	0
19. Teachers are committed to their students' wellbeing								
20. School leaders and teachers are role models in demonstrating positive wellbeing								
21. Teachers promote opportunities where students can develop further their skills and enhance their wellbeing								
22. Teachers share knowledge and work together to benefit their students								
23. Teachers work to create positive and engaging classroom interactions								
24. Students help, respect and inspire each other								
25. The school curriculum provokes engagement and reflection among students								

Curriculum Relevance	1	2	3	4	5	6	7	0
26. The school provides facilities and resources that promote active living and learning								
27. The school curriculum connects with the students' real-life experiences								
28. The school curriculum provides multiple learning pathways for all abilities and interests								
29. The school curriculum is challenging, yet not overly demanding								
30. Students in need of support are identified in an accurate and timely manner								
31. Students access support when needed								
32. Homework is assigned reasonably and is effective in supporting students								

School-Parent Relationships	1	2	3	4	5	6	7	0
33. Parents are welcomed in the school as essential partners to the school								

community								
34. Parents are listened to by the school								
35. Parents are guided and supported by the school								
36. The school and parents work together to promote and enhance student wellbeing								

Please add any comments/ suggestions that can help the school reach a better understanding and promotion of student wellbeing:

➢ The study contributes to the UAE-based repertoire of mixed methods research. The sequential multilevel triangulated mixed methods design proved effective in accommodating the complexity of this study and the various levels it targeted. The phased approach helped to explore the current status of policies and incorporate the gained knowledge into shaping data collection instruments for the second phase. Triangulation was observed throughout the research design and conduction on the theory, methodology, and data collection and analysis components. The use of the survey, the open-ended interviews with parents and teachers, the semi-structured interviews with school leaders, and the open-ended questions with students provided rich data for analysis. Results integration was also performed to help shape the discussions and recommendations.

6.9 Future Research Recommendations

- The proposed Student Wellbeing Evaluation and Enhancement Tool (SWEET) can be further tested on a larger random sample and across the private school sector in other Emirates. It can also be tested in other contexts.

- SWEET can be further improved using possible moderation variables.

- SWEET can be combined with student wellbeing measurement scales to assess the effectiveness of the schools' action plans.

- The study can be replicated in the public-school sector in the UAE. Although some consulted policies are common, other differences exist in the curriculum, the target group, and the school resources and practice in general.

- The study can be extended to students in other school phases. Different data collection methods can be used to ensure students participate and share their perceptions.

- The study can be replicated in other international contexts.

- Further studies around student wellbeing can be conducted to include other stakeholders such as decision-makers and other educational and health professionals.

- Comparative research can be conducted on the relationship between the international curricula and student wellbeing in the UAE context. Curriculum relevance was shown in literature utilising SWEET to influence student wellbeing practices. Any relevant findings from these comparisons can be used to share good practices between schools.

- The study of student wellbeing conceptualisation and practices can be further improved inferentially by considering attributes such as gender, educational status, location, school fees, and school curriculum.

6.10 Concluding Thoughts:

The internationally observed practice from the majority of countries is to acknowledge school effectiveness mainly through students' cognitive performance measures and with respect to their achievement in their academic curriculum. If education is desired to be a human development enabler and a capability promoter within children and young people regardless of their

backgrounds, abilities and interests, then student wellbeing needs to be critically considered by all educational systems and policy makers.

Policies are important in driving both student wellbeing conceptualisation and practice. There are multiple stakeholders concerning student wellbeing who do not necessarily hold the same views or priorities. Inclusion and involvement of stakeholders, particularly students, are essential for understanding the status of student wellbeing conceptualisation and practice.

Student wellbeing conceptualisation and practices are continually changing domains affecting each other. The better we understand the complexity, value, and opportunities around student wellbeing, the more school practices could be focused and directed. The results of student wellbeing practice inform how the school community understands student wellbeing with this tenet being first and foremost about each and every student. Therefore, students' personal and learning characteristics interconnect and fuse together with family and school characteristics to influence student wellbeing conceptualisation and practices. Student wellbeing conceptualisation is multi-dimensional and includes subjective, psychological, and objective dimensions. It takes into consideration what resources the child has and what capabilities can be built to optimise functioning. Student wellbeing practices are closely related to inclusive and high-quality practices that complement and solidify a broad set of outcomes. These practices optimise the school's social system components from ethos, culture, and environment to aspects of teaching, learning, support, and curriculum design and delivery.

Parents are essential to the success of any student's wellbeing promotion, so their engagement and involvement are paramount. Student wellbeing promotion is not a one-time action but rather a continuous and systematic approach of evaluation, planning, implementation and monitoring.

The COVID-19 pandemic played a significant role to this thesis development as well as to the national and international education sector. With all the inequalities and inadequacies seen, the urge to reform public and private education around wellbeing-centred experiences that promote health, safety, resilience, participation and expression is more important than ever.

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APPENDICES

Appendix A 1: The Student Copy of the Student Wellbeing Questionnaire

Dear Student,

My name is Samia Dhaoui. I am a doctorate student in the Education Program at the British University in Dubai. I am doing a research to learn how secondary students in Dubai and Al Ain private schools understand their wellbeing or the quality of their lives in the school context. I hope that this study can recommend tools and strategies to schools to evaluate and enhance your wellbeing experience and the experience of the other students.

I am not going to ask your name or the name of your school, and your answers will not be shared with others. There are no right or wrong answers, and it will take you around 10 minutes to complete the questions. Your participation is really important, but you can choose not to participate. You can also withdraw at any time you want.

If you have any questions, you can communicate them to the researcher through: 20171024@buid.student.ac.ae, or the Director of Research: Prof. Eman Gaad through: eman.gaad@buid.ac.ae.

Thank you very much for your time and support. Please start with the survey now by answering the below questions.

Section one: General information about the participant

---

1. What is your gender?

   1.   Male   2. Female

2. What is your age?

1- 13 years	2- 14 years	3- 15 years
4- 16 years	5. 17 years	6. 18 years
7- 19 years		

3. What is your nationality?

Drop box of nationalities.

4. In which Emirate do you live?

   1. Dubai   2. Abu Dhabi (Al Ain)

5. In which grade are you studying?

1. Year 9/ Grade 8   2. Year 10/ Grade 9   3. Year 11/ Grade 10
4. Year 12/ Grade 11   5. Year 13/ Grade 12

6. Which curriculum are you studying in this school?

1-UK	2-Indian	3-American
4-International Baccalaureate (IB)	5-Ministry of Education	6-French
7-Iranian	8-SABIS	9-Philippine
10-Pakistani	11-German	12-Applied technology
13-Russian	14-Japanese	15-Canadian
16-Other (Please specify) _____		

7. Do you participate in any of the extra-curricular activities offered by the school?
1. Yes   2. No

8. Do you participate in any leisure activities outside the school hours or in the weekends? (can be sports, arts, literature, cultural, social…)

1.Yes   2. No

9. Do you have difficulties in learning or get support for your learning in this school?

1. Yes   2. No   3. I don't know

10. **Do you have a person that you can go to regarding your wellbeing in school?**

1. Yes   2. No   3. I don't know

11. Does your curriculum cover any content in relation to wellbeing?

1. Yes   2. No   3. I don't know

Section two: Questions about student wellbeing conceptualisation

This section is about finding what determines your wellbeing/ quality of life in the school context from your perspective.

Please indicate how much each statement makes your life good (you consider it part of your wellbeing): Choose from 1 to 7 where 1 means **Not a part of my wellbeing,** while 7 means **Extremely important part of my wellbeing,** and 0 indicates: I do not know.

1	2	3	4	5	6	7	0
Not a part	Minor Part	Small Part	Moderate Part	Large Part	Major Part	Extremely important part	I don't know

	1	2	3	4	5	6	7	0
1-Being happy in school	❑	❑	❑	❑	❑	❑	❑	❑
2-Being treated equitably to peers in school.	❑	❑	❑	❑	❑	❑	❑	❑
3-Being safe in school.	❑	❑	❑	❑	❑	❑	❑	❑
4-Being satisfied with life in school.	❑	❑	❑	❑	❑	❑	❑	❑
5-Being included by others in school.	❑	❑	❑	❑	❑	❑	❑	❑
6-Being trusted by others in school.	❑	❑	❑	❑	❑	❑	❑	❑
7-Being respected by others in school.	❑	❑	❑	❑	❑	❑	❑	❑
8-Being listened to in school.	❑	❑	❑	❑	❑	❑	❑	❑
9- Being physically fit.	❑	❑	❑	❑	❑	❑	❑	❑
10-Being mentally healthy.	❑	❑	❑	❑	❑	❑	❑	❑
11-Having resources (technology, books, facilities, access to professionals…).	❑	❑	❑	❑	❑	❑	❑	❑
12-Having a safe and a healthy environment.	❑	❑	❑	❑	❑	❑	❑	❑
13-Having opportunities to connect with their cultural and social background.	❑	❑	❑	❑	❑	❑	❑	❑
14-Having exposure to world views, cultures and values.	❑	❑	❑	❑	❑	❑	❑	❑
15-Having appropriate academic skills.	❑	❑	❑	❑	❑	❑	❑	❑
16-Having appropriate emotional and social skills (such as problem solving, dealing with others, decision making…).	❑	❑	❑	❑	❑	❑	❑	❑
17-Having fun.	❑	❑	❑	❑	❑	❑	❑	❑
18-Having equitable opportunities of learning to achieve their maximum potential.	❑	❑	❑	❑	❑	❑	❑	❑
19-Having support when needed.	❑	❑	❑	❑	❑	❑	❑	❑
20-Having appreciation.	❑	❑	❑	❑	❑	❑	❑	❑
21-Having challenging experiences and opportunities.	❑	❑	❑	❑	❑	❑	❑	❑
22-Developing spiritual/ meditation routines.	❑	❑	❑	❑	❑	❑	❑	❑
23-Developing active relationships with peers.	❑	❑	❑	❑	❑	❑	❑	❑
24-Developing active relationships with teachers.	❑	❑	❑	❑	❑	❑	❑	❑
25-Developing active relationships within their community (inside and outside the school).	❑	❑	❑	❑	❑	❑	❑	❑
26-Developing resilience and a capacity to recover when facing difficulties.	❑	❑	❑	❑	❑	❑	❑	❑
27- Developing self- expression skill.	❑	❑	❑	❑	❑	❑	❑	❑
28-Developing responsible attitudes and behaviours (for example towards health,	❑	❑	❑	❑	❑	❑	❑	❑

behaviour, relations, learning and activities…).							
29-Developing control over negative feelings.	❏	❏	❏	❏	❏	❏	❏	❏
30-Developing a positive look to the future.	❏	❏	❏	❏	❏	❏	❏	❏
31-Developing a purpose to their life.	❏	❏	❏	❏	❏	❏	❏	❏

Section three: This section is about your views on what your school offers to promote and enhance the wellbeing of the students.

How much is each of the below statements applied by your current school to promote and enhance the wellbeing or quality of life of the students:

Please choose from 1 to 7 as 1 means **Not at all applied,** while 7 means **Applied all the time,** and choose 0 **if you don't know**.

1	2	3	4	5	6	7	0
Not at all applied	Applied rarely	Applied in few cases	Applied in some cases	Applied often	Applied most of the time	Applied all the time	I don't know

	1	2	3	4	5	6	7	0
1-The school considers student wellbeing as important as their academic outcomes.	❏	❏	❏	❏	❏	❏	❏	❏
2-The school interprets student wellbeing as a multi-dimensional concept (there are different types of wellbeing).	❏	❏	❏	❏	❏	❏	❏	❏
3-The school personalises wellbeing and sees it different within students.	❏	❏	❏	❏	❏	❏	❏	❏
4-The school considers students as active partners in promoting and enhancing their wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
5-The school is welcoming and open to diversity (in cultures, religions, abilities, new students…)	❏	❏	❏	❏	❏	❏	❏	❏
6-The school promotes values such as respect, trust, and integrity within its community.	❏	❏	❏	❏	❏	❏	❏	❏
7-The school holds wellbeing as a central theme within people's interactions in the school.	❏	❏	❏	❏	❏	❏	❏	❏
8-The school celebrates and shares its wellbeing successes.	❏	❏	❏	❏	❏	❏	❏	❏
9-The school's physical environment supports students' safety and accessibility.	❏	❏	❏	❏	❏	❏	❏	❏
10-The school's learning environment reflects relaxation and enjoyment.	❏	❏	❏	❏	❏	❏	❏	❏
11-The school provides facilities and resources	❏	❏	❏	❏	❏	❏	❏	❏

that promote active living and learning.								
12-The school's policies emphasise good ethics, protection, care and support.	❏	❏	❏	❏	❏	❏	❏	❏
13-School leaders are committed to wellbeing in school.	❏	❏	❏	❏	❏	❏	❏	❏
14-School leaders establish clear goals and expectations to improve wellbeing to all.	❏	❏	❏	❏	❏	❏	❏	❏
15-Teachers are committed to their students' wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
16-School leaders and teachers are role models in demonstrating positive wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
17-Teachers promote opportunities where students can develop further their skills and enhance their wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
18-Teachers share knowledge and work together to benefit their students.	❏	❏	❏	❏	❏	❏	❏	❏
19-Teachers work to create positive and engaging classroom interactions.	❏	❏	❏	❏	❏	❏	❏	❏
20-Students help, respect and inspire each other.	❏	❏	❏	❏	❏	❏	❏	❏
21-The school curriculum provokes engagement and reflection among students.	❏	❏	❏	❏	❏	❏	❏	❏
22-The school curriculum connects with the students' real-life experiences.	❏	❏	❏	❏	❏	❏	❏	❏
23-The school curriculum provides multiple learning pathways for all abilities and interests.	❏	❏	❏	❏	❏	❏	❏	❏
24-The school curriculum is challenging, yet not overly demanding.	❏	❏	❏	❏	❏	❏	❏	❏
25-Students in need of support are identified in an accurate and timely manner.	❏	❏	❏	❏	❏	❏	❏	❏
26-Students access support when needed.	❏	❏	❏	❏	❏	❏	❏	❏
27-Students are included in decisions regarding their support planning and review.	❏	❏	❏	❏	❏	❏	❏	❏
28-Parents are welcomed in the school as essential partners to the school community.	❏	❏	❏	❏	❏	❏	❏	❏
29-Parents are listened to by the school.	❏	❏	❏	❏	❏	❏	❏	❏
30-Parents are guided and supported by the school.	❏	❏	❏	❏	❏	❏	❏	❏
31-The school and parents work together to promote and enhance student wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
32-The school uses appropriate methods and tools to measure its student wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
33-The school provides appropriate training and development to teachers to enhance their students' wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
34-The school implements targeted initiatives to enhance its student wellbeing.	❏	❏	❏	❏	❏	❏	❏	❏
35-The school reports on its student wellbeing in an accurate and transparent way.	❏	❏	❏	❏	❏	❏	❏	❏

36-Homework is assigned reasonably and is effective in supporting students.	❏	❏	❏	❏	❏	❏	❏	❏

Section four: Please share your opinions with respect to the following questions:

1- How would you define your wellbeing as a student?

2- What can you do as a student to improve your wellbeing in school?

3- What can your school do to improve the wellbeing of their students?

End of the Questionnaire
Thank you for your participation.

Appendix A 2: Parents and teachers Demographics Sections in the Student Wellbeing Questionnaire

A. Parents Demographics Section

> **Section one: General information about the participant**

1. What is your gender?

      1.   Male   2. Female

2. What is your age?

1. Less than 25	2. 25 to 34	3. 35 to 44
3. 45 to 55	5. 56 to 64	6. 65 or older

3. What is your nationality?

> Drop box of nationalities.

4. What is your education level?

1-Below high school   2-High school graduation certificate or equivalent
3-Some university/ college education   4-University bachelor degree or equivalent
5-Master's degree   6-Doctorate degree

5. Where do you live?

   1.   Dubai   2. Abu Dhabi (Al Ain)

6. In which grade is your child enrolled in the school?

1. KG 1/2 - FS2/Year 1   2. Grade 1/ Year 2- Grade 5/ Year 6

3.Grade 6/ Year 7- Grade 9/ Year 10   4. Grade 10/ Year 11- Grade 12/ Year 13

7. What curriculum (or curricula) are offered in your child's school?

1-UK   2-Indian   3-American
4-International Baccalaureate (IB)   5-Ministry of Education   6-French
7-Iranian   8-SABIS   9-Philippine
10-Pakistani   11-German   12-Applied technology
13-Russian   14-Japanese   15-Canadian
16-Other (Please specify) _____

8. Is your child participating in any extra-curricular activities inside the school?

   1. Yes   2. No

9. Is your child participating in any leisure activities outside school hours or in the weekends? (can be sports, arts, literature, cultural, social…)

   1. Yes   2. No

10. Does your child have any educational difficulties or disabilities that affect his/her learning and require additional educational support?

1. Yes   2. No   3. I don't know

11. How often do you sit with your child to talk about his/her school day activities?

1.Every day/ evening   2.Few times a week   3.Few times a month
4.Rarely   5.Never

12. Has your child's school assigned a person to hold the role of a wellbeing lead/ officer?

1. Yes   2. No

B. Teachers Demographics Section of the Student Wellbeing Questionnaire

Section one: General information about the participant

1. What is your gender?

1. Male   2. Female

2.What is your age?

1. Less than 25   2. 25 to 34   3. 35 to 44
4. 45 to 55   5. 56 to 64   6. 65 or older

3.What is your nationality?

Drop box of nationalities.

4. What is your education level?

1-Below high school   2-High school graduation certificate or equivalent

3-Some university/ college education   4-University bachelor degree or equivalent

5-Master's degree   6-Doctorate degree

5. Where do you live?

1. Dubai   2. Abu Dhabi (Al Ain)

6. For how long have you been working as a teacher (both inside and outside the UAE)?

1. First year   2. 1 to 2 years   3. 3 to 5 years
4. 6 to 10 years   5. 11 to 15 years   6. 16 to 20 years
7. More than 20 years

7. What curriculum (or curricula) are offered in your current school?

1-UK   2-Indian   3-American

4-International Baccalaureate (IB)   5-Ministry of Education   6-French

7-Iranian   8-SABIS   9-Philippine

10-Pakistani   11-German   12-Applied technology

13-Russian   14-Japanese   15-Canadian

16-Other (Please specify) _____

8. Do you have students with special educational needs (such as those with learning difficulties or gifted and talented)?

      1.   Yes   2.No

9. Has your school assigned a person to hold the role of a wellbeing lead/ officer?

      1.   Yes   2. No

10. Are you directly / indirectly responsible for teaching students about wellbeing?

      1.   Yes directly   2. Yes indirectly   3. No

11. Have you received any form of training about student wellbeing (whether in this school or other schools)?

      1.   Yes   2. No.

Appendix A 3: The Student Copy of the Student Wellbeing Questionnaire

<div dir="rtl">

أعزائي الطلاب الأفاضل

تحية طيبة وبعد،،

أتطلع إلى تعاونكم في المشاركة في هذه الاستبانة التي تم إعدادها كجزء من بحث تجريه الباحثة سامية الضاوي لنيل شهادة الدكتوراه في التربية من الجامعة البريطانية في دبي، وتهدف إلى سبر التصورات المسبقة لدى طلاب المدارس الخاصة بدبي والعين عن مفهوم "جودة حياة الطلبة"، بالإضافة إلى التعرف على آرائكم تجاه ما تقدمه المدارس الخاصة لتعزيز جودة حياتكم كطلاب في المراحل الدراسية المختلفة.

ستتم الاستفادة من معلومات الدراسة في إجراء دراسة تحليلية معمقة لتحديد المفاهيم المشتركة حول جودة حياة الطلبة لدى بعض المعنيين، وتقديم صورة محلية عن جودة حياة الطلبة من الواقع الذي يتميز بتنوع الثقافات وتعدد المناهج التعليمية المطبقة فيه. تأمل الدراسة في تقديم أدوات ومنهجيات تساعد المدارس في رفع جودة حياة أبنائنا الطلبة إلى مستويات عالية، وتمكنهم من التعلم المتكامل والاستعداد لبناء مستقبل واعد لهم ولمجتمعهم.

أتعهد بعدم طلب معلومات شخصية متعلقة بالمشاركين أو المدارس في الاستبانة وعدم إطلاع أي طرف آخر على الإجابات المقدمة. وأؤكد أن استخدامي للمعلومات سيكون في سياق تحليل الإجابات والاستفادة من نتائج التحليل لغرض هذه الدراسة فقط. لا توجد إجابات صحيحة أو خاطئة، ويستغرق تعبئة الاستبانة حوالي 10 دقائق. كما يمكنكم الانسحاب من المشاركة في أي وقت تقررونه.
إذا كانت لديكم أسئلة أو استفسارات حول الاستبانة، فالرجاء التواصل معي عبر البريد الالكتروني:
20171024@student.buid.ac.ae أو مع المدير المشرف على هذا البحث في الجامعة: البروفيسور إيمان جاد على البريد الإلكتروني: eman.gaad@buid.ac.ae

إذا كنت تدرس في مدرسة من المدارس الخاصة وترغب في المشاركة، الرجاء الإجابة عن الأسئلة التالية:

القسم الأول: معلومات عن المشارك

1. الجنس:

○ ذكر   ◉ أنثى

2. العمر:

○ 13 سنة   ○ 14 سنة   ○ 15 سنة
○ 16 سنة   ○ 17 سنة   ◉ 18 سنة
○ 19 سنة

3. الرجاء تحديد الجنسية:

اختيار من قائمة الجنسيات

4. تعيش في إمارة:

◉ دبي   ○ أبو ظبي (العين)

1. تدرس في أي صف:

</div>

السنة 9/ المرحلة 8 ⊙   السنة 10/ المرحلة 9 ⊙   السنة 11/ المرحلة 10 ⊙

السنة 12/ المرحلة 11 ⊙   السنة 13/ المرحلة 12 ⊙

6. ما هو المنهج التعليمي الذي تدرسه في مدرستك الحالية؟ (يمكن اختيار أكثر من إجابة)

☐ البريطاني	☐ الهندي	☐ الأمريكي
☐ الباكالوريا الدولية	☐ منهاج وزارة التربية والتعليم	☐ الفرنسي
☐ الإيراني	☐ سابيس (SABIS)	☐ الفلبيني
☐ الباكستاني	☐ الألماني	☐ التكنولوجيا التطبيقية
☐ الروسي	☐ الياباني	☐ الكندي

☐ أخرى (حدد)...

7. هل تشارك في أية أنشطة لاصفية/إضافية داخل المدرسة؟

نعم ⊙   لا ⊙

8. هل تشارك في أية أنشطة بعد انتهاء دوام المدرسة أو في أيام العطلات (مثل الأنشطة الرياضية أو الثقافية أو الاجتماعية)؟

نعم ⊙   لا ⊙

9. هل تواجه أية صعوبات تعليمية خاصة أو إعاقة تستوجب حصولك على دعم إضافي لتجاوز أي عوائق تعليمية؟

نعم ⊙   لا ⊙   لا أعرف ⊙

10. هل يوجد في مدرستك شخصا بدور مسؤول أو أخصائي جودة الحياة؟

نعم ⊙   لا ⊙   لا أعرف ⊙

11. هل لمنهج المدرسة أي علاقة أو صلة بجودة الحياة

نعم ⊙   لا ⊙   لا أعرف ⊙

القسم الثاني: أسئلة متعلقة بمفهوم جودة الحياة

الهدف من هذا القسم هو التعرف على مفهومك لجودة حياتك في المدرسة من خلال مجموعة من العوامل المقدمة. يرجى تحديد اجاباتك تجاه كل عامل من العوامل التالي باستخدام المقياس التالي: 1: ليست جزءا من جودة حياة الطلبة و7: جزء مهم جدا من جودة حياة الطلبة، و0 إذا لم يكن لديك علم.

0	7	6	5	4	3	2	1
لا أعرف	جزء كبير جدا	جزء كبير	جزء فوق الوسط	جزء متوسط	جزء صغير	جزء ضئيل	ليست جزءا

0	7	6	5	4	3	2	1	العبارات
☐	☐	☐	☐	☐	☐	☐	☐	1- إحساس الطالب بأنه سعيد في المدرسة
☐	☐	☐	☐	☐	☐	☐	☐	2- إحساس الطالب بأنه يلقى معاملة عادلة في المدرسة
☐	☐	☐	☐	☐	☐	☐	☐	3- إحساس الطالب بالأمان في المدرسة

❏	❏	❏	❏	❏	❏	❏	❏	4- رضا الطالب عن حياته في المدرسة
❏	❏	❏	❏	❏	❏	❏	❏	5- إحساس الطالب بالانخراط في المجتمع المدرسي
❏	❏	❏	❏	❏	❏	❏	❏	6- إحساس الطالب بأنه محل ثقة الآخرين في المدرسة
❏	❏	❏	❏	❏	❏	❏	❏	7- إحساس الطالب بأنه يحظى باحترام الآخرين في المدرسة
❏	❏	❏	❏	❏	❏	❏	❏	8- إحساس الطالب بأن المدرسة تهتم بوجهات نظره وآرائه
❏	❏	❏	❏	❏	❏	❏	❏	9- أن يكون الطالب لائقاً بدنياً
❏	❏	❏	❏	❏	❏	❏	❏	10- أن يكون الطالب متمتعاً بصحة نفسية عالية
❏	❏	❏	❏	❏	❏	❏	❏	11- حصول الطالب على المصادر والموارد اللازمة (مثل المصادر التقنية، أو الكتب أو المرافق التعليمية أو مهنيين متخصصين...)
❏	❏	❏	❏	❏	❏	❏	❏	12- حصول الطالب على بيئة آمنة وصحية
❏	❏	❏	❏	❏	❏	❏	❏	13- حصول الطالب على فرص ترسخ من ارتباطه بخلفيته الثقافية أو الاجتماعية
❏	❏	❏	❏	❏	❏	❏	❏	14- تعزيز فهم الطالب ووعيه للقضايا العالمية والثقافات الأخرى وقيمها
❏	❏	❏	❏	❏	❏	❏	❏	15- تمكين الطالب من فرص لتطوير مهارات أكاديمية عالية
❏	❏	❏	❏	❏	❏	❏	❏	16- تمكين الطالب من فرص لتطوير مهارات اجتماعية وعاطفية (كحل المشكلات والتعامل مع الآخرين واتخاذ القرارات)
❏	❏	❏	❏	❏	❏	❏	❏	17- توفير أجواء مرحة وممتعة للطالب في المدرسة
❏	❏	❏	❏	❏	❏	❏	❏	18- حصول الطالب على فرص تعلم متكافئة تمكنه من تحقيق أقصى إنجازات ممكنة
❏	❏	❏	❏	❏	❏	❏	❏	19- الحصول على الدعم اللازم عند الحاجة
❏	❏	❏	❏	❏	❏	❏	❏	20- حصول الطالب على التقدير
❏	❏	❏	❏	❏	❏	❏	❏	21- حصول الطالب على فرص وخبرات تعلم توفر له مستويات تحدي ملائمة
❏	❏	❏	❏	❏	❏	❏	❏	22- تطوير الطالب لقيم وممارسات أخلاقية قويمة
❏	❏	❏	❏	❏	❏	❏	❏	23- تطوير الطالب لعلاقات إيجابية نشطة مع أقرانه
❏	❏	❏	❏	❏	❏	❏	❏	24- تطوير الطالب لعلاقات إيجابية قوية مع المعلمين
❏	❏	❏	❏	❏	❏	❏	❏	25- تطوير الطالب لعلاقات سليمة ومفيدة مع أعضاء المجتمع من حوله
❏	❏	❏	❏	❏	❏	❏	❏	26- تطوير الطالب لمستوى عال من المرونة والقدرة على التأقلم مع الصعوبات
❏	❏	❏	❏	❏	❏	❏	❏	27- تطوير الطالب لمهارات عالية للتعبير عن نفسه وأفكاره
❏	❏	❏	❏	❏	❏	❏	❏	28- تطوير الطالب لمواقف وسلوكيات مسؤولة (مثلا حول صحته وعلاقاته وتعلمه ونشاطاته...)
❏	❏	❏	❏	❏	❏	❏	❏	29- تطوير الطالب لقدراته للتحكم بالمشاعر السلبية
❏	❏	❏	❏	❏	❏	❏	❏	30- تطوير الطالب وترسيخه لرؤية إيجابية بعيدة المدى للمستقبل
❏	❏	❏	❏	❏	❏	❏	❏	31- تطوير الطالب لأهداف حياتية قوية وطموحة

القسم الثالث: أسئلة حول دور مدرستك في تعزيز ورفع جودة حياة الطلبة

الهدف من هذا القسم هو التعرف على رأيك فيما تقدمه المدرسة لتحسين جودة حياتك في المدرسة. يرجى تحديد درجة موافقتك على العبارات التالية باختيار الرقم الأقرب إلى إجابتك، حيث 1 يعني **غير مطبق تماماً** و7: **مطبق تماماً**، و**0** إذا لم يكن لديك علم.

ما مدى تطبيق مدرستك لكل عبارة من العبارات التالية بهدف تعزيز ورفع جودة حياة الطلبة فيها:

0	7	6	5	4	3	2	1

العبارات	غير مطبق تماماً (1)	مطبق بشكل ضئيل (2)	مطبق بعض الشيء (3)	مطبق بشكل معتدل (4)	مطبق أحياناً كثيرة (5)	مطبق بشكل كبير (6)	مطبق تماماً (7)	لا أعرف (0)
1- تتعامل المدرسة مع جودة حياة الطلبة كجزء أساسي من جودة مخرجاتهم التعليمية	❏	❏	❏	❏	❏	❏	❏	❏
2- تنظر المدرسة إلى جودة حياة الطلبة على أنها ذات سياقات وأبعاد متعددة مرتبطة بحياة الطلبة	❏	❏	❏	❏	❏	❏	❏	❏
3- تتعامل المدرسة مع جودة حياة الطلبة على أنها تتنوع وتختلف بين طالب وآخر	❏	❏	❏	❏	❏	❏	❏	❏
4- تعتبر المدرسة الطلبة جزءا فاعلا ونشطا في تعزيز وتطوير جودة حياتهم	❏	❏	❏	❏	❏	❏	❏	❏
5- ترحب المدرسة بالجميع وتعبر عن انفتاحها بالتحاق الطلبة فيها من مختلف القدرات والاحتياجات والثقافات	❏	❏	❏	❏	❏	❏	❏	❏
6- ترسخ المدرسة قيم الاحترام والثقة المتبادلة والنزاهة كسمات أساسية للمجتمع المدرسي	❏	❏	❏	❏	❏	❏	❏	❏
7- تركز المدرسة على "جودة الحياة" كمحور أساسي في التعامل بين مختلف أعضاء مجتمع المدرسة	❏	❏	❏	❏	❏	❏	❏	❏
8- تحتفي المدرسة بالنجاحات التي تحققها في الرفع من "جودة الحياة" وتعلن عنها باعتزاز	❏	❏	❏	❏	❏	❏	❏	❏
9- توفر المدرسة بيئة مدرسية تحافظ على سلامة الطلبة وسهولة وصولهم إلى كافة الخدمات والمرافق المدرسية	❏	❏	❏	❏	❏	❏	❏	❏
10- توفر المدرسة بيئة موائمة لتلبية اهتمامات الطلبة وتحقيق متعة التعلم لديهم.	❏	❏	❏	❏	❏	❏	❏	❏
11- توفر المدرسة مرافق ومصادر مدرسية تعزز التعلم النشط	❏	❏	❏	❏	❏	❏	❏	❏
12- تتبنى المدرسة وتطبق سياسات ترتكز على توفير أخلاقيات مدرسية عالية وحماية الطلبة ورعايتهم	❏	❏	❏	❏	❏	❏	❏	❏
13- تلتزم القيادة المدرسية بالتحسين المستمر لجودة حياة مجتمع المدرسة	❏	❏	❏	❏	❏	❏	❏	❏
14- تضع القيادة المدرسية أهدافا واضحة وتوقعات محددة لتحسين جودة الحياة المدرسية والحد من أي عوائق تؤثر فيها	❏	❏	❏	❏	❏	❏	❏	❏
15- يلتزم المعلمون بالرفع من جودة حياة طلبتهم	❏	❏	❏	❏	❏	❏	❏	❏
16- تحرص القيادة المدرسية والكادر التعليمي على أن يكونوا قدوة حسنة للمجتمع المدرسي في جودة الحياة	❏	❏	❏	❏	❏	❏	❏	❏
17- يوفر المعلمون الفرص اللازمة لطلبتهم لتطوير معارفهم ومهاراتهم بما يساهم في تعزيز جودة حياتهم	❏	❏	❏	❏	❏	❏	❏	❏
18- يعمل المعلمون بشكل تشاركي وجماعي بهدف رفع انجازات وجودة حياة جميع طلبة المدرسة	❏	❏	❏	❏	❏	❏	❏	❏
19- يعمل المعلمون على خلق جو من التفاعل الإيجابي داخل غرفة الصف الدراسي وإشراك الطلبة في تعلمهم	❏	❏	❏	❏	❏	❏	❏	❏
20- يعمل الطلبة على نشر وتفعيل قيم التعاون والاحترام والتشجيع فيما بينهم	❏	❏	❏	❏	❏	❏	❏	❏
21- تقدم المدرسة منهاجا تعليميا يحفز الطلبة على المشاركة في الحياة المدرسية والتفكير ملياً في تعلمهم	❏	❏	❏	❏	❏	❏	❏	❏
22- تقدم المدرسة منهاجا تعليميا يتضمن خبرات تعلم واقعية مرتبطة بحياة الطلبة	❏	❏	❏	❏	❏	❏	❏	❏
23- تقدم المدرسة منهاجا تعليميا متنوع المسارات للطلبة من جميع القدرات والاهتمامات	❏	❏	❏	❏	❏	❏	❏	❏
24- تقوم المدرسة بتكييف المنهاج التعليمي لتوفير مستويات تحدي مناسبة لجميع الطلبة	❏	❏	❏	❏	❏	❏	❏	❏

❑	❑	❑	❑	❑	❑	❑	❑	25- تقوم المدرسة بتحديد الاحتياجات الفردية للطلبة بشكل دقيق وسريع
❑	❑	❑	❑	❑	❑	❑	❑	26- توفر المدرسة الدعم اللازم لتلبية احتياجات الطلبة الفردية
❑	❑	❑	❑	❑	❑	❑	❑	27- تشرك المدرسة الطلبة في القرارات المتعلقة بتلبية احتياجاتهم الفردية
❑	❑	❑	❑	❑	❑	❑	❑	28- ترحب المدرسة بأولياء الأمور كجزء أساسي من المجتمع المدرسي
❑	❑	❑	❑	❑	❑	❑	❑	29- تصغي المدرسة لآراء ومقترحات وملاحظات أولياء الأمور
❑	❑	❑	❑	❑	❑	❑	❑	30- تقدم المدرسة الإرشاد والدعم اللازمين لأولياء الأمور
❑	❑	❑	❑	❑	❑	❑	❑	31- تعمل المدرسة بشكل تشاركي مع أولياء الأمور للرفع من جودة حياة أبنائهم
❑	❑	❑	❑	❑	❑	❑	❑	32- تستخدم المدرسة الطرق والأدوات اللازمة للتعرف على جودة حياة طلبتها وقياس مستوياتها
❑	❑	❑	❑	❑	❑	❑	❑	33- تقوم المدرسة بتدريب وتطوير الكادر التعليمي حول الأساليب والطرق التي ترفع من جودة حياة الطلبة
❑	❑	❑	❑	❑	❑	❑	❑	34- تقوم المدرسة بإطلاق وتنفيذ المبادرات التي تدعم تحسين جودة حياة الطلبة في المدرسة
❑	❑	❑	❑	❑	❑	❑	❑	35- تقدم المدرسة تقارير بناءة وشفافة حول جودة حياة طلبة المدرسة
❑	❑	❑	❑	❑	❑	❑	❑	36- يتم إسناد الواجبات المنزلية بشكل معقول يؤدي إلى دعم الطلبة

القسم الرابع: الأسئلة المفتوحة

يرجى التعبير عن رأيك:

1. برأيك كيف تعرَّف جودة حياة الطلبة ضمن نطاق المدرسة:

_____

_____

2. كيف ترى دورك في تعزيز جودة حياتك في المدرسة:

_____

_____

3. برأيك كيف يمكن للمدرسة الرفع من جودة حياة الطلبة فيها:

_____

_____

شكرا على المشاركة
نهاية الاستبيان

Appendix A 4: Parents and teachers Demographics Sections in the Student Wellbeing Questionnaire (Arabic Version)

<u>أولا: المعلومات العامة الخاصة بأولياء الأمور المشاركين في الاستبيان</u>

1. الجنس:

◉ أنثى   ○ ذكر

2. العمر:

○ بين 35 و44 سنة   ○ بين 25 و34 سنة   ○ أصغر من 25 سنة

◉ أكبر من 65 سنة   ○ بين 55 و64 سنة   ○ بين 45 و54 سنة

3. الرجاء تحديد الجنسية:

| اختيار من قائمة الجنسيات |

4. المستوى التعليمي

○ بعض التعليم الجامعي   ○ شهادة تعليم ثانوي أوما يعادلها   ○ دون شهادة ثانوية

○ درجة دكتوراه   ◉ درجة ماجستير   ○ شهادة بكالوريوس جامعي أو ما يعادله

5. تعيش في إمارة:

○ أبو ظبي (العين)   ◉ دبي

6. في أي صف يلتحق ابنك/ابنتك؟ ....

○ Grade 1/ Year 2- Grade 5/ Year 6   ○ ○ KG 1/2 - FS2/Year 1

◉ Grade 10/ Year 11- Grade 12/ Year 13   ○ Grade 6/ Year 7- Grade 9/ Year 10

7. المنهاج التعليمي الذي يتعلمه ابنك/ابنتك:

☑ الأمريكي   ☑ الهندي   ☐ البريطاني

☐ الفرنسي   ☐ منهاج وزارة التربية والتعليم   ☐ الباكالوريا الدولية

☐ الفلبيني   ☐ سابيس (SABIS)   ☐ الإيراني

☐ التكنولوجيا التطبيقية   ☐ الألماني   ☐ الباكستاني

☐ الكندي   ☐ الياباني   ☐ الروسي

☐ أخرى (حدد)...…………………………

8. هل يشارك ابنك/ابنتك في أية أنشطة لاصفية/إضافية داخل المدرسة؟

◉ لا   ○ نعم

9. هل يشارك ابنك/ابنتك في أية أنشطة بعد انتهاء دوام المدرسة أو في أيام العطلات (مثل الأنشطة الرياضية أو الثقافية أو الاجتماعية)؟

○ لا   ○ نعم

10. هل يواجه ابنك/ابنتك أية صعوبات تعليمية خاصة أو إعاقة تستوجب حصوله على دعم إضافي لتجاوز أي عوائق تعليمية؟

○ لا أعرف   ◉ لا   ○ نعم

11. كم مرة تقريبا تجلس مع ابنك/ ابنتك للحديث حول نشاطاته في المدرسة؟

◯ بعض المرات في الأسبوع   ◯ كل يوم/ مساء

◯ نادرا   ◯ بعض المرات في الشهر

◯ لا يحدث إطلاقا

12. هل عينت مدرسة ابنك/ ابنتك شخصا بدور مسؤول أو أخصائي جودة الحياة؟

◯ لا   ◯ نعم

ثانيا: المعلومات العامة للمعلمين المشاركين في الاستبيان

1. الجنس:

⦿ أنثى   ◯ ذكر

2. العمر:

◯ بين 35 و44 سنة   ◯ بين 25 و34 سنة   ◯ أصغر من 25 سنة

⦿ أكبر من 65 سنة   ◯ بين 55 و64 سنة   ◯ بين 45 و54 سنة

◯ 19 سنة

3. الرجاء تحديد الجنسية:

┌─────────────────────────┐
│ **اختر من قائمة الجنسيات** │
└─────────────────────────┘

4. تعيش في إمارة:

◯ أبو ظبي (العين)   ⦿ دبي

5. المستوى التعليمي

◯ بعض التعليم الجامعي   ◯ شهادة تعليم ثانوي أوما يعادلها   ◯ دون شهادة ثانوية

◯ درجة دكتوراه   ⦿ درجة ماجستير   ◯ شهادة بكالوريوس جامعي أو ما يعادله

6. منذ متى وأنت تعمل في مجال التدريس بشكل عام (سواء داخل أو خارج دولة الإمارات)؟

◯ من 3 إلى 5 سنوات   ◯ من سنة إلى سنتين   ◯ سنتي الأولى

⦿ من 16 إلى 20 سنة   ◯ من 11 إلى 15 سنة   ◯ من 6 إلى 10 سنوات

◯ أكثر من 20 سنة

7. ماهي المناهج التعليمية التي تقدَمها مدرستك الحالية؟ (يمكن اختيار أكثر من إجابة)

☑ الأمريكي   ☑ الهندي   ☐ البريطاني

☐ الفرنسي   ☐ منهاج وزارة التربية والتعليم   ☐ الباكالوريا الدولية

☐ الفلبيني   ☐ سابيس (SABIS)   ☐ الإيراني

☐ التكنولوجيا التطبيقية   ☐ الألماني   ☐ الباكستاني

☐ الروسي ☐ الياباني ☐ الكندي

☐ أخرى (حدد)..........................

8. هل تدرَس طلبة لديهم احتياجات تعليمية خاصة (مثلا الطلبة ذوي الصعوبات التعلمية أو ذوي القدرات والموهوبين)

○ نعم ○ لا

9. هل عينت مدرستك شخصا بدور مسؤول أو أخصائي جودة الحياة؟

○ نعم ◉ لا

10. هل تدرَس طلبتك عن جودة الحياة بشكل مباشر أو غير مباشر؟

○ نعم بشكل مباشر ◉ نعم بشكل غير مباشر ◉ لا

11. هل تلقيت أي تدريب أو تطوير مهني حول جودة حياة الطلبة (سواء في هذه المدرسة أو غيرها)؟

○ نعم ○ لا

Appendix A 5: Open-Ended Interview Protocol with Parents about

Introduction:

- Thank you for your willingness to participate in this interview. As I have previously mentioned, my study looks into how student wellbeing is understood and practiced in private schools in the UAE, based on the analysis of the policy frame and the perspective of various stakeholders. I am hoping to propose through this study a conceptual framework of student wellbeing in the UAE context, and a practical tool that schools can use to self-evaluate their understanding and practices towards student wellbeing.
- The interview will last approximately half an hour and will help me explore further the perspective of parents in relation to student wellbeing meaning and the role of their children's schools in promoting the wellbeing of their students.
- I would like to ensure your anonymity as well the anonymity of your children and their school. A copy of this interview transcript can be shared with you upon your request.
- It is always possible to withdraw from the interview if you wish to do so.
- I would like to get your consent to audio- record the interview.

Section 1: Demographic questions:

Interview context:	Interviewee information:
- Date: - Time: - Method (face to face/ online/ telephone): - Name of interviewee: - Language used to conduct the interview:	- City: - Number of years in the UAE: - Total number of children: - Number of children in private schools: - School curriculum (a) attended by children: - Nationality: - Employment status: - Educational status:

Section 2: Student wellbeing conceptualisation:

1. You may have heard mentioning of wellbeing these days. Can you tell me what does it mean from your perspective?
2. If we refer to your children's wellbeing in particular as students, how would you define it?
3. From your point of view to what extent do you think your understanding/ definition of your children's wellbeing is similar to or different than that of the school?
   Probe: can you explain more? (Can you give me examples?)

Section 3: School's practices in promoting and enhancing Student wellbeing:

The subject of wellbeing has been studied by different researchers and they see it as a multi-dimensional concept that includes several elements such as: happiness, life satisfaction, relationships with others, engagement with work and activities, achievements and having meaning to life. Based on what I described just now:

4. From your experience with your children's school, can you tell me what does the school do to enhance your children's wellbeing as students? Could you give me examples please?
5. In your opinion, what elements /factors are helping the school to enhance the wellbeing of your children?

Section 4: Roles and responsibilities:

6. Who do you think is responsible to apply/ oversee the wellbeing of students in schools?
7. How do you see your role in enhancing your children's wellbeing as students?

Section 5: Recommendations:

8. I am interested to hear your recommendations on how to accomplish a better conceptualisation and practice of student wellbeing in schools:
    - Recommendation with respect to parents
    - Recommendations with respect to teachers
    - Recommendation with respect to school administrators
    - Recommendation with respect to educational authorities

9. Do you think of any other questions that could be added/ included with respect to student wellbeing conceptualisation or practice?

Closing:
- Thank the interviewee.
- Summarise main points.
- Explain what happens next for data transcription and analysis.
- Offer to share transcript and open the channel to receive any more input if available about the topic.

Appendix A 6: Open-Ended Interview Protocol with Parents about

افتتاحية المقابلة:

- شكرا لقبول الدعوة للمشاركة في هذه المقابلة. كما تم شرحه سابقا، تهدف هذه الدراسة إلى التعرف على مفهوم جودة حياة الطلبة وكيفية تطبيقها في المدارس الخاصة في دولة الإمارات وذلك من منظور السياسات المعتمدة وآراء العديد من المعنيين. آمل من خلال هذه الدراسة إلى التوصل إلى طرح إطار مفاهيمي لجودة الحياة والذي يعكس الواقع المحلي للإمارات، وكذلك أدوات واستراتيجيات تطبيقية يمكن للمدارس استخدامها لتقييم ممارساتها في مجال تعزيز وتطوير جودة حياة طلبتها.
- تستغرق المقابلة تقريبا نصف ساعة وذلك للتعرف أكثر على منظور أولياء الأمور لجودة حياة أبنائهم في المدارس ودور الأخيرة في تعزيزها وتطويرها.
- أؤكد على الحفاظ على سرية بياناتك الشخصية وأي معلومات قد تدل على أبنائك أو مدرستهم، كما يمكن إرسال نسخة من نص المقابلة إليكم عند رغبتكم بذلك.
- يمكنكم الانسحاب من المقابلة في أي وقت ترغبون بذلك.
- قبل البدء، هل يمكن أخذ موافقتكم للتسجيل الصوتي للمقابلة؟

القسم الأول: معلومات عامة

معلومات عامة عن المشارك (المستجيب)	معلومات عامة عن المقابلة
- مكان الإقامة: - مجموع السنوات في الإمارات: - عدد الأبناء: - عدد الأبناء في المدارس: - المنهج المتبع في المدرسة: - الجنسية: - الحالة العملية: - المستوى التعليمي:	- التاريخ: - التوقيت: - طريقة المقابلة (مباشرة/ رقمية/ على الهاتف): - اسم المستجيب: - اللغة المستخدمة في المقابلة:

القسم الثاني: مفهوم جودة الحياة:

1. قد تكون سمعت حديثا عن جودة الحياة في هذه الأيام، فما هو مفهوم جودة الحياة من وجهة نظرك؟
2. إذا رجعنا إلى جودة حياة الطلبة في نطاق المدارس، فما هو مفهومكم لها؟
3. حسب رأيك، هل رؤيتك لجودة حياة أبنائك مشابهة أو مغايرة لرؤية المدرسة؟ ماهي أوجه التشابه والاختلاف؟
   توجيه: هل يمكن تقديم شرح إضافي؟ هل يمكن تقديم بعض الأمثلة؟

القسم الثالث: ممارسات المدارس لتطوير وتعزيز جودة حياة الطلبة:

لقد تمت دراسة موضوع جودة الحياة من طرف العديد من الباحثين، واستخلصوا بشكل عام إلى أن جودة الحياة عبارة عن مفهوم مركب ولديه جوانب متعددة تشمل السعادة، والرضا عن الحياة، والصحة البدنية والنفسية، والعلاقات مع الآخرين، والانغماس في العمل، والإنجازات وإيجاد معنى للحياة.... بالرجوع إلى الجوانب التالية التي ترتبط بجودة حياة أبنائك في المدرسة:

4. ماذا الذي تقدمه المدرسة لتطوير وتحسين جودة حياة أبنائك فيها؟ هل يمكن أن تعطيني أمثلة من فضلك؟
5. حسب رأيك، ماهي العوامل التي تراها مفيدة للمدرسة لتطوير وتحسين جودة حياة أبنائك؟

القسم الرابع: الأدوار والمسؤوليات

6. هل يمكن أن توضح لي على من تقع مسؤولية تطبيق جودة الحياة في المدارس؟

7. حسب رأيك، ما هو دورك في تطوير جودة حياة أبنائك في المدرسة؟

القسم الخامس: الاقتراحات والتوصيات:

8. أود كثيرا التعرف على آرائك حول الوصول إلى فهم أعمق وتطبيق أكثر فعالية لجودة حياة الطلبة في المدارس وعند مختلف المعنيين:

ماهي اقتراحاتك/ توصياتك تجاه أولياء الأمور

ماهي اقتراحاتك/ توصياتك تجاه المعلمين

ماهي اقتراحاتك/ توصياتك تجاه المسؤولين في المدارس

ماهي اقتراحاتك/ توصياتك تجاه الهيئات التعليمية

9. هل ترغب بإضافة أي سؤال تظنه مهما ويفيد في هذا البحث لتحقيق فهم وتطبيق أفضل لجودة حياة الطلبة في المدارس؟

نهاية المقابلة:

- شكر المستجيب على المشاركة
- تلخيص لأهم نقاط المقابلة
- إعطاء فكرة للمستجيب عن الخطوات التالية من حيث كتابة نص المقابلة والتحليل
- اقتراح إرسال نص المقابلة وعرض التواصل من طرف المستجيب إذا كانت لديه أي إضافات أخرى قد تثري البحث

Appendix A 7: Semi-Structured Interview Questionnaire for School

Introduction:

- My name is Samia Dhaoui and I am a doctorate student at the British University in Dubai.
- Thank you for your willingness to participate in this questionnaire. My study looks into how student wellbeing is understood and practiced in UAE-based private schools with reference to the policy frame and the perspective of various stakeholders. I am hoping to propose through this study a conceptual framework of student wellbeing that is reflective of the UAE, and a practical framework that schools can use as a tool to self-evaluate their understanding and practices of student wellbeing.
- This questionnaire uses mainly open questions to help me explore further the perspective of school leaders in relation to student wellbeing meaning and the role of their schools in promoting the wellbeing of their students. The principal or a designated senior management team member are kindly encouraged to complete the questionnaire.
- I would like to ensure anonymity of the school and the school leader. A copy of the study thesis can be shared upon the school's request.
- It is always possible to withdraw from the questionnaire or leave questions unanswered if you wish to do so.
- Once completed, kindly save your answers and return it back through email: 20171024@student.buid.ac.ae
- In case extra clarification is needed, please feel free to contact me at the above email or my supervisor Prof. Eman Gaad at: eman.gaad@buid.ac.ae

Background information:

1. *Respondent:*

Gender	Nationality	Educational level	Role in the school

Number of years as a leader in the school	Number of years in the UAE	Any particular training in wellbeing? Please list

2. *School:*

City	Phases present	Curriculum taught	Number of students	Number of teachers	Does the school have a designated person for wellbeing

Student wellbeing conceptualisation:

1. You may have heard mentioning of wellbeing these days. Can you tell me what does it mean from your perspective?

2. If we refer to student wellbeing in particular and in the school context, how would you define it?

Student wellbeing practices:

3. Can you provide examples of what is being done in your school to promote and develop student wellbeing?

4. Can you list what facilitates the promotion and development of student wellbeing in your school?

5. Can you list what hinders the promotion and enhancement of student wellbeing in your school?

6. Do you seek other stakeholders' views when it comes to student wellbeing promotion and development in your school? Can you provide examples?

Policy context of student wellbeing:

7. What policies/ plans on the level of the UAE/ your Emirate can you refer to when it comes to student wellbeing?

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8. What messages are provided through these policies with respect to student wellbeing?

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Recommendations:

9. I am interested to know your views on how to accomplish a better conceptualisation and practice of student wellbeing in the UAE private schools. What suggestions/ recommendations would you like to share:

With respect to students	
With respect to parents	
With respect to teachers	
With respect to school leaders	
With respect to education authorities	

10. Are there any other aspects of student wellbeing that were missing in the questions?

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End of questionnaire. Thank you for your valuable contribution.

Appendix A 8: Semi-Structured Interview Questionnaire for School Leaders on Student Wellbeing (Arabic Version)

افتتاحية الاستبيان:

- اسمي سامية الضاوي وأنا طالبة دكتوراه في برنامج التربية في الجامعة البريطانية في دبي.
- شكرا لقبول الدعوة للمشاركة في هذا الاستبيان. تهدف هذه الدراسة إلى التعرف على مفهوم جودة حياة الطلبة أو كما يطلق عليها البعض مفهوم "رفاهية الحياة"، وكيفية تطبيقها في المدارس الخاصة في دولة الإمارات وذلك من منظور السياسات المعتمدة وآراء المعنيين. آمل من خلال هذه الدراسة إلى التوصل إلى طرح إطار مفاهيمي لجودة الحياة قابل لعكس الواقع المحلي الإماراتي، وكذلك اقتراح أدوات واستراتيجيات تمكن المدارس من تقييم أداءها وتحديد أولوياتها من أجل تعزيز وتطوير جودة حياة طلبتها.
- يستخدم هذا الاستبيان بشكل أساسي أسئلة مفتوحة للمساعدة في استكشاف نظرة قادة المدارس فيما يتعلق بمعنى جودة حياة الطلبة ودور المدارس في تعزيزها وتطويرها. يرجى من مدير المدرسة تعبئة الاستبيان بشكل مباشر أو ترشيح عضو من فريق القيادة العليا للقيام بذلك.
- أود التأكيد على الحفاظ على سرية بياناتك الشخصية وعدم الإدلاء بأي معلومات قد تدل عن هوية المدرسة أو إدارتها. كما يمكن، عند الطلب، مشاركة نسخة من أطروحة الدراسة بعد الانتهاء منها.
- يمكنكم الانسحاب من الاستبيان في أي وقت أو ترك أسئلة دون إجابة إذا كنتم ترغبون بذلك.
- بمجرد الانتهاء، يرجى حفظ إجاباتك وإعادتها مرة أخرى عبر البريد الإلكتروني:
  20171024@student.buid.ac.ae

معلومات عامة

المشارك			
الدور المنوط به في المدرسة	المستوى الأكاديمي	الجنسية	الجنس
هل تلقيت أي تدريب حول جودة الحياة؟ الرجاء التحدد من حيث النوع والعدد	مجموع السنوات كعضو قيادي في هذه المدرسة	مجموع السنوات في الإمارات	

المدرسة				
هل يوجد في المدرسة شخص متخصص في مجال جودة الحياة؟	عدد المعلمين	عدد الطلاب	المناهج التي تقدمها المدرسة	المراحل التعليمية الحالية في المدرسة

المفاهيم المتعلقة بجودة حياة الطالب

1. قد تكون سمعت عن جودة أو رفاهية الحياة هذه الأيام، فما هو تعريف مفهوم جودة الحياة من وجهة نظرك؟

2. إذا أشرنا إلى مفهوم جودة حياة الطلبة في نطاق المدارس، ما هو مفهومكم لها؟

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ممارسات المدارس لتطوير وتعزيز جودة حياة الطلبة:

3. هل يمكن أن تعطيني من فضلك أمثلة عما تقدمه مدرستك لتعزيز وتطوير جودة حياة الطلبة فيها؟

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4. ماهي العوامل التي تسهل من تعزيز وتطوير جودة حياة الطلبة في مدرستك من وجهة نظرك؟

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5. ماهي العوامل التي تعيق من تعزيز وتطوير جودة حياة الطلبة في مدرستك من وجهة نظرك؟

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6. هل تستمع إلى وتتعامل مع أطراف معنية أخرى عندما يتعلق الأمر بتعزيز جودة حياة الطلبة وتطويرها في مدرستك؟ هل يمكنك تقديم أمثلة؟ (أولياء أمور، طلبة، مدرسون، آخرون...)

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الإطار السياساتي لجودة حياة الطلبة:

7. ما هي السياسات / الخطط على مستوى الإمارات العربية المتحدة / إمارتك التي يمكنك الرجوع إليها عندما يتعلق الأمر بجودة حياة الطلبة؟

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8. ماهي الرسائل المقدمة من خلال هذه السياسات والخطط فيما يتعلق بجودة حياة الطلبة؟

الاقتراحات

9. أود كثيرا التعرف على آرائك حول كيفية الوصول إلى فهم أعمق/ تصور أفضل وتطبيق أكثر فعالية لجودة حياة الطلبة في المدارس الخاصة بدولة الإمارات العربية المتحدة. ماهي التوصيات والاقتراحات التي يمكن أن تقدمها لمختلف المعنيين:

تجاه الطلبة	
تجاه أولياء الأمور	
تجاه المعلمين	
مديري وإداريين المدارس	
تجاه الهيئات التعليمية	

10. قبل اختتام الاستبيان، هل هناك جوانب بشأن جوة حياة الطلبة لم يتم التطرق في هذا الاستبيان وتراها من وجهة نظرك مهمة؟ إذا كانت الإجابة نعم، الرجاء التحديد:

نهاية الاستبيان. شكرا على المشاركة.

Appendix A 9: Student Wellbeing Questionnaire Teacher Survey

A questionnaire to investigate teachers' understanding of their students' wellbeing is presented below. The content validity will be conducted based on the consensus obtained from consulted experts and specialists to question ratings in terms of relevance, clarity, intrusion and essentiality, and using the following scale:

Evaluation Criteria	Description	Rating scale
Relevance	How important is the question to student wellbeing conceptualisation and practice?	1: not relevant 2: somewhat relevant 3: quite relevant 4: very relevant
Clarity	How clear are the words used?	1: not clear 2: needs some revision 3: very clear
Intrusion	How intrusive can the question be perceived?	1: not intrusive 2: somewhat intrusive 3: very intrusive
Essentiality	How essential is the question?	1: not essential 2: useful, but not essential 3: essential

Kindly review the survey questions and indicate your evaluation based on relevance, clarity, intrusion and essentiality.

Name:	Date:

Dear teacher,

This survey is part of a suggested doctoral research conducted by Samia Dhaoui, a student at the British University in Dubai, about student wellbeing conceptualisation and practice in Dubai private schools (K to Grade 12/ Year 13). The researcher is keen to know how you understand your students' wellbeing, how you define it and how you evaluate it. The researcher wants to know more what you perceive is on offer in your school to promote student wellbeing, and your suggestions/ expectations to improve it.

I would like to ensure you that your answers will be 'anonymous', which means your name is not going to be asked or traced back, and your answers will be seen only by the researcher. There are no right or wrong answers. It takes around 20 minutes to complete the questions. Your answers are really important to help better understand student wellbeing conceptualisation and practice in Dubai. If you are interested to participate, please click on the below link, with your preferred language. Remember it is always possible to withdraw at any moment from the survey.

If you have any questions, you can communicate them to the researcher through: 20171024@buid.student.ac.ae, or the Director of Research: Prof. Eman Gaad through: eman.gaad@buid.ac.ae.

By completing and submitting this online survey, you fully agree to participate in it.

Please insert any comments you have about the introduction text to the survey:

Section 1: Demographics					
A. Teacher demographics		Relevance (1 to 4)	Clarity (1 to 3)	Intrusion (1 to 3)	Essentiality (1 to 3)
What is your gender?	1. Male 2. Female				
What is your age?	1. Less than 25 2. 25 to 34 3. 35 to 44 4. 45 to 55 5. 56 to 64 6. 65 and older				
What is your nationality	List of nationalities				
What is your education level?	1. High school or below 2. University degree 3. Masters or above				
Do you have a teaching certificate?	1. Yes 2. No				

How long have you been teaching (in total)?	……………… (number of years)				
Are you a?	1. Homeroom teacher 2. Subject teacher				
What curriculum do you teach?	List of curricula				
Have you received any professional development in relation to wellbeing?	1. Yes 2. No				
How long have you been teaching in this school?	……………… (number of years)				
Do you hold any leadership responsibilities in the school?	1. Yes 2. No				
On a scale from 1 to 10, how much would you rate your personal wellbeing at the present time:	1……………………..10				
Are there any other variables you suggest adding with respect to students? If yes, add them below:					

Section 2: Student wellbeing conceptualisation					
C. The meaning of student wellbeing can differ from one person to another. Several statements are presented below. Please indicate the extent to which each statement makes the lives of your students "good" and have a better quality in your opinion, using the scale 1 to 10 where: 1……………………………………………………………………………10 Not important at all Extremely important					
……………. adds to the quality of my students' lives:	Score (1 to10)	Relevance (1 to 4)	Clarity (1 to 3)	Intrusion (1 to 3)	Essentiality (1 to 3)
1. Being happy					
2. Being equal to others					
3. Being safe					

4. Being satisfied					
5. Being culturally connected					
6. Being trusted					
7. Being respected					
8. Being listened to					
9. Being healthy physically					
10. Being healthy mentally					
11. Having resources (technology, books, facilities)					
12. Having a strong identity					
13. Having affiliation to his/ her cultural and social values					
14. Having understanding of world views and values					
15. Having appropriate academic and non-academic skills to succeed in / after school					
16. Having fun					
17. Having opportunities of learning and achievement as others					
18. Having support when needed					
19. Having appreciation					
20. Having challenging experiences					
21. Developing spiritual/ meditation routines					
22. Developing active relationships with peers					
23. Developing active relationships with teachers					
24. Developing active relationships within the community					
25. Developing resilience					
26. Developing capabilities of expression					
27. Developing striving attitudes and behaviours					

28. Developing control over negative feelings					
29. Developing a positive look to the future					
30. Developing a purpose to their life					
31. Other (specify)					

D. From the list of statements shared above which five statements rank high in your opinion in defining student wellbeing:

List of statements to be ranked.

1st in importance	2nd in importance	3rd in importance		4th in importa

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Section 3: Student wellbeing evaluation						

E. Please indicate the level of your agreement to whether each statement is effectively realised for your students in the school, by using the 7-point scale explained below:

1	2	3	4	5	6	7
totally disagree	highly disagree	slightly disagree	neutral	slightly agree	highly agree	totally agree

…. Is effectively realised for my students in the school:	Score (1 to 7)	Relevance (1 to 4)	Clarity (1 to 3)	Intrusion (1 to 3)	Essentiality (1 to 3)
1. Being happy					
2. Being equal to others					
3. Being safe					
4. Being satisfied					
5. Being culturally connected					

6. Being trusted					
7. Being respected					
8. Being listened to					
9. Being healthy physically					
10. Being healthy mentally					
11. Having resources (technology, books, facilities…)					
12. Having a strong identity					
13. Having affiliation to his/ her cultural and social values					
14. Having understanding of world views and values					
15. Having appropriate academic and non-academic skills to succeed in / after school					
16. Having fun					
17. Having opportunities of learning and achievement as others					
18. Having support when needed					
19. Having appreciation					
20. Having challenging experiences					
21. Developing spiritual/ meditation routines					
22. Developing active relationships with peers					
23. Developing active relationships with teachers					
24. Developing active relationships within the community					
25. Developing resilience					
26. Developing capabilities of expression					
27. Developing striving attitudes and behaviours					
28. Developing control over negative feelings					
29. Developing a positive look to the future					

30. Developing a purpose to their life					
31. Other (specify)					
Do you think the scale (1 to 7) is appropriate to capture parents' evaluation of their student wellbeing?					

Section 4: Student wellbeing practice						
*. Please indicate the level of your agreement to whether each statement is provided by your school to promote and enhance the wellbeing of its students, by using the following scale:						

1		2	3	4	5	6		7
to Tally disagree		Highly disagree	Slightly disagree	Neutral	Slightly agree	Highly agree		Totally agree

The school embraces and provides the following practices to promote and enhance the wellbeing of its students:	Score (1 to 7)	Relevance (1 to 4)	Clarity (1 to 3)	Intrusion (1 to 3)	Essentiality (1 to 3)
A shared understanding of wellbeing:					
1. Student wellbeing is integral to their academic outcome					
2. Student wellbeing is multi-dimensional					
3. Student wellbeing is individualised					
4. Student wellbeing is dynamic and continuously changing					
5. Students should be consulted in matters relevant to their wellbeing					
The school culture embeds wellbeing:					
6. The school reflects welcome and openness to diversity (in cultures, religions, abilities, new students…)					
7. The school values respect, trust, and integrity within its community					
8. The school holds its students and staff able and responsible					

9. The school celebrates and shares its wellbeing success					
The environment enables student wellbeing:					
10. The school's physical environment supports students' safety					
11. The school's physical environment is accessible					
12. The school's learning environment reflects relaxation and enjoyment					
13. The school provides facilities and resources that promote active living and learning					
14. The school's policies emphasise good ethics, protection, care and support					
People facilitate wellbeing:					
15. Leaders are committed to wellbeing in school					
16. Leaders establish clear goals and expectations to realise wellbeing					
17. Teachers are committed to their students' wellbeing					
18. Leaders and teachers are role models of positive wellbeing					
Teaching and learning empower student wellbeing:					
19. Teachers promote opportunities where students can develop further their skills					
20. Teachers share knowledge and work together to benefit their students					
21. Classroom interactions are positive and engaging					
22. Students are constantly discovering their strengths, interests, and learning styles					
23. Peers help, respect and inspire each other					
The Curriculum strengthens student wellbeing:					

24. The curriculum is rich and provokes engagement and reflection					
25. The curriculum connects with the students' real-life experiences					
26. The curriculum strengthens progression and rewards life learning					
27. The curriculum is challenging, yet not overly demanding					
Support is a right:					
28. Students in need of support are identified in an early manner					
32. Students access support when needed					
33. Students benefit from support					
34. Students decide on their support					
Student wellbeing is part of the family wellbeing					
35. Parents are welcomed in the school					
36. Parents are listened to					
37. Parents are guided and supported					
38. The school and parents work together to promote student wellbeing					
The school plans, manages and measures student wellbeing					
39. The school measures its student wellbeing					
40. The school plans its student wellbeing					
41. The school manages its student wellbeing					
42. The school reports its student wellbeing					

G. Please indicate which area of practice the school practices best and worst when it comes to student wellbeing promotion: Areas:			
Understanding	Culture	Environment	
Teaching and learning	Curriculum	Support	

Planning, managing & evaluation			
Best area of practice for the school: …………………. Worst area of practice for the school: ………………….			
Do you think the scale (1 to 7) is appropriate to capture parents' evaluation of their student wellbeing? Do you think of any other area that has not been highlighted?			

Section 5: Teacher's voice
H. This section is designed to know your opinion about student wellbeing in your own words:

What is student wellbeing:

What is your role in your students' wellbeing?

What can your school do to improve the wellbeing of its students?

End of the questionnaire.

Please submit before you leave. Thank you for your time.

Appendix A 10: Research Ethics Approved Form

Research Research Ethics Form (Low Risk Research)

To be completed by the researcher and submitted to the Dean's nominated faculty representative
on the Research Ethics Committee

i. **Applicants/Researcher's information:**

Name of Researcher /student	Samia Dhaoui
Research Title	Development of a Framework for Student Wellbeing Conceptualisation and Practice Based on Policy Analysis and Stakeholders' Perspectives: Context of Dubai
Contact telephone No.	+971507337609
Email address	20171024@student.buid.ac.ae
Date	15 June 2019

ii. **Summary of Proposed Research:**

| BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid): | This thesis explores how student wellbeing is understood and practiced in Dubai schools from the perspectives of various stakeholders and in light of the current relevant policies. Student wellbeing is gaining importance in education but still lacks clear conceptualisation proper to its social and cultural context, and schools do not have enough guidance to promote it effectively and measure its outcomes. An exploratory sequential mixed methods approach is proposed to collect both qualitative and quantitative data. Collection methods include analysis of relevant policy documents that affect student wellbeing in education, health, and the social sector. Data from school inspection reports and Dubai Student Wellbeing Census would be analysed for possible correlation. Surveys are proposed to target students (grades 9 and |

	up), teachers, and parents through convenience sampling. Interviews with school principals, and focus groups with parents, students and teachers are also proposed to validate quantitative data findings. The study is expected to provide a conceptual model of student wellbeing that is relevant to the political, social, and cultural context of Dubai. The study will test an integrated theoretical framework based on the merging of various theories and models in relation to wellbeing, childhood development, learning and policy and institutionalisation. An important addition from the study is the proposal of a framework that guides schools to better conceptualise and operate student wellbeing.
MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc…): *The 'Main Ethical Consideration(s) of the Project' section should include information about how the research/er will access schools; questions about parents' consent and data security as this will involve school children.*	• Through official letters approved by BUiD, the Ministry of Education (MoE) and the Knowledge and Human Development Authority in Dubai (KHDA) will be informed about the research purpose, the need of the researcher to access the schools in the sample (around 3 public schools and 17 private schools), and the data collection methods (existing data, questionnaires, focus groups, and interviews). Evidence of non- objection to the research conduction and to schools access will be sought from the two entities. • Permission to gain access to schools in the sample will be sought through BUiD approved letters to the principal of each and every school. In addition to the research purpose and data requirements, schools will be included in identifying the possible benefits and risks that could arise in the research, will be assured of minimal disruption to their sites and schedules,

	and the researcher's adherence to BUiD's ethics procedures at all times when dealing with the different participants. The researcher will suggest to nominate a school personnel to act as a study coordinator, and to discuss and resolve any matters in relation to the study conduction.
	• Because data collection involves dealing with students from grades 9 and above in the form of questionnaires and focus groups, particular attention will be exerted to ensure their dignity as children is always respected, and their safety and welfare are prioritised in all research procedures.
	• A consent form, in the form of a letter, targeting parents will be prepared to get their approval regarding their children's participation in the study (questionnaires and focus groups). The letters will be communicated through the school. The consent form informs them about the research purpose and potential benefits and risks, the role of their children in data provision, the uses and storage of data, and the rights of their children to anonymity and withdrawal at any moment they want. Agreement with the principal to facilitate the collection of signed copies of the parent consent forms by teachers will be sought.
	• Based on parent consent confirmation, students will be targeted for further questionnaire explanation and study merits. Students' assent to take part of the study will be sought using appropriate language and methods.

	- Consent forms for teachers, parents and school leaders will be prepared to explain the purpose of the study, the data required, its uses and storage, as well as their rights to privacy and anonymity, and option to withdraw. - In the end of the questionnaires (students and teachers), participants will be asked to indicate their interest to be part of the focus groups, and to provide their names for easy access. Parents will be asked about their interest in participating in the focus groups, and will be requested to provide their names and contact details. - At the end of the focus groups (with students, teachers and parents) and the interviews (with principals), participants will be asked if they would like to receive sessions transcripts. Participants will be encouraged to respect confidentiality of the other attendees. - School principals will offered the possibility to share with them the study's main conclusions and recommendations if they wish to. - No photographs will be taken, and no material will be collected from participants that can identify them or could be offensive to them. - Privacy and anonymity of schools and participants will be held during the research conduction and reporting, and data will only be used for this research. - During data collection and analysis, data in the form of paper will be stored in a locked cabinet. Electronic data will be saved in a separate personal

	machine accessed only through a password held by the researcher. • After research is reported and approved, paper based evidence will be shredded. Electronic data, including consent forms, and contact details will be deleted. • In case the researcher makes use of other researchers to conduct part of the focus groups and interviews, the latter will have the necessary qualifications and experience to conduct them properly and ethically.

DURATION OF PROPOSED PROJECT (please provide dates as month/year):	Activity	Proposed time frame
	Submit proposal	March 2019
	Defend proposal	July 3, 2019
	Adjust based on defense recommendations	July-August 2019
	Update literature review	August to September 2019
	Conduct document analysis	September to December 2019
	Update and finalize instruments	November 2019
	Pilot questionnaires	December 2019
	Administer questionnaires	January to February 2020
	Analyze quantitative data	March 2020
	Conduct interviews and focus groups	April to June 2020
	Analyze qualitative data	July to August 2020
	Write up and review thesis	September to November 2020

Date you wish to start Data Collection:	Data collection for piloting is proposed for December 2019. Data collection will start in January 2020.
Date for issue of consent forms:	Consent forms to participate in surveys will be issued in January 2020. Consent forms to participate in focus groups and individual interviews will be issued in April 2020.

iii.   Declaration by the Researcher:

I have read the University's policies for Research and the information contained herein, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Research Policy (9.3 Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: _____Samia Dhaoui_____

Signature: _Samia_   Date: _____15/06/2019_____

If the research is confirmed as not medium or high risk, it is endorsed HERE by the Faculty's Research Ethics Committee member (following discussion and clarification of any issues or concerns)*…………………………………….…and forwarded to the Research Office to be recorded.

I confirm that this project fits within the University's Research Policy (9.3 Policies and Procedures Manual) and I approve the proposal on behalf of BUiD's Research Ethics Committee.

Name and signature of nominated Faculty Representative: _Professor Abdulai Abukari_____

Signature: _____*Abdulai Abukari*_____   Date: _____17.06.2019_____

Name and signature of Dean of Research: ___Professor Ashly Pinnington_____

Signature: _____*Ashly Pinnington*_____   Date: _____23.06.2019_____

iv.   If the Faculty's Research Ethics Committee member or the Vice Chancellor considers the research of medium or high risk, it is forwarded to the Research Ethics Officer to follow the higher-level procedures.

* *If the Faculty representative is the DoS, the form needs the approval of the Chair of the Research Ethics Committee.*

Appendix A 11: BUiD's Permission Letter

9/18/2019

To whom it may concern

This is to certify that Mrs Samia Dhaoui with Student ID number 20171024 is a registered full-time student in the Doctor Of Education offered by The British University in Dubai since September 2017.

As part of fulfilling the requirements of her PhD programme, Mrs. Dhaoui is currently preparing her research thesis under the proposed title: Development of a Framework for Student Wellbeing Conceptualisation and Practice: A School Level Tool Based on Policy Analysis and Stakeholders' Perspectives in the Context of Dubai.

Mrs. Dhaoui would require access to a sample of 15 private schools in Dubai to collect data through surveys and interviews. She also needs access to part of the Wellbeing census results for further analysis that supports her research questions.

Any information given will be used solely for academic purposes.

This letter is issued on Mrs Dhaoui's request.

Yours sincerely,

Dr. Amer Alaya
Head of Student Administration

Appendix A 12: Parent Consent Form

Dear Parent

Ms. Samia Dhaoui is a student at the British University in Dubai (ID: 20171024), and she is currently conducting a doctoral thesis research to explore how student wellbeing is conceptualised and applied in UAE-based private schools. Data is collected from various parties such as school leaders, teachers, parents, and students (grades 8 and above).

You are invited to take part and participate in this study. Please read the information below carefully before agreeing to give your consent to participate.

Statement	Explanation
Study thesis title:	Development of a Framework for Student Wellbeing Conceptualisation and Practice Based on Policy Analysis and Stakeholders' Perspectives: Context of the UAE Private Schools
Participant's role in the study:	• You will be asked to contribute to a survey, and/ or an interview. The questions will revolve about the meaning of wellbeing, what the school is currently doing to promote it among students, and what can be done further to support it in UAE-private schools. • The survey will take approximately 30 minutes to be completed. Some demographic questions will also be asked. • The interview will take approximately 30 minutes to be completed. Permission to audio tape will be requested from the parent. • Survey and interview conduction logistics will be done through online correspondence to effectively plan for them.
Risks and benefits:	• No personal or sensitive information will be asked from the participants. • The interview will provide a comprehensive picture of the perceptions of various stakeholders about student wellbeing and its priorities, and will come up with recommendations to improve the ability of the system to promote and support student wellbeing in a more effective way.
Voluntary participation	• You can withdraw at any time you wish. • You can skip answering any questions you want.
Confidentiality	• No information will be reported that can identify you, the students, or the school. • Study field data will only be accessed by the researcher. • All collected data will be kept locked and destroyed after the thesis write up and approval.
For further enquiries:	• You can contact Samia Dhaoui at: 050-7337609 or at: 20171024@student.buid.ac.ae • You can contact the Director of Research: Prof. Eman Gaad through: eman.gaad@buid.ac.ae

If you agree to your participation, please tick the following statements, and provide your signature:

• I agree to take part in the survey [   ]
  I agree to take part in an interview session [   ]

Name: …………………………………………….

Contact phone number: ………………… Contact e-mail:……………….……………………

Signature: …………………………… Date: ……/ …….../ 2020

نموذج موافقة ولي الأمر على المشاركة في دراسة خاصة بأطروحة دكتوراه

التاريخ: ....

السادة أولياء الأمور   المحترمون

أنا الباحثة: سامية الضاوي، ملتحقة كطالبة في برنامج الدكتوراه في التربية ضمن الجامعة البريطانية في دبي (رقم الطالب: 20171024)، وأقوم حاليا بإعداد أطروحة دكتوراه للتعرف أكثر على مفهوم جودة حياة الطلبة وكيفية تطبيقها ودعمها في جملة من المدارس الحكومية والخاصة في دبي. يتطلب البحث جمع بيانات من مجموعة من المعنيين منهم مدراء المدارس (أو من يمثلهم)، والمدرسون، وأولياء الأمور والطلبة في الصف التاسع أو أعلى.

نرجو منكم الموافقة على المشاركة في هذه الدراسة. الجدول التالي يقدم معلومات مفصلة على الدراسة ونأمل أن تساعدكم في اتخاذ القرار حول مشاركتكم.

العبارة	التفاصيل
اسم أطروحة الدكتوراه:	تطوير إطار عمل لفهم وتطبيق جودة حياة الطلبة في مدارس دبي في ضوء تحليل السياسات ذات العلاقة ومنظور المعنيين
دور المشارك في الدراسة:	• مشاركتكم مطلوبة ضمن استبيان، كما يمكن أن تشاركوا في نقاش معمق مع الباحث. تتمحور الأسئلة حول فهمكم لجودة الحياة لدى الطلبة، وماهي الممارسات الحالية التي تقوم بها المدرسة لتعزيزها بين الطلبة، وماهي الاقتراحات التي يمكن تقديمها للنهوض بها في دبي. • تستغرق تعبئة الاستبيان 30 دقيقة، ومن بين الأسئلة المطروحة أسئلة ديموغرافية عامة. • تستغرق المقابلة تقريبا 30 دقيقة، وسوف يتم طلب التسجيل الصوتي للنقاش من المشارك. • سوف يتم تنظيم الخطوات المطلوبة لإجراء الاستبيان والمجموعات النقاشية/ المقابلات بالتنسيق مع المدرسة لضمان فعالية التخطيط.
الخطر والمنفعة من الدراسة:	• لن يتم طلب معلومات خاصة أو حساسة من المشاركين. • تأمل الدراسة في تحديد توجهات مختلف المعنيين حول جودة حياة الطلبة وأولوياتها في مجتمع دبي، والوصول إلى مقترحات يمكن لنظام المدارس الخاصة في دولة الإمارات أخذها في الاعتبار لتطوير ممارستهم بخصوص جودة حياة الطلبة.
المشاركة الاختيارية:	• يمكنكم الانسحاب من المشاركة في الدراسة في أي وقت ترغبون بذلك. • يمكنكم عدم الإجابة على أي سؤال عند الرغبة بذلك.
السرية:	• لن يتم نشر أي معلومات تؤدي إلى التعرف عليكم أو على الطلبة أو على المدرسة. • البيانات التي تجمع من المشاركين يطلع عليها الباحث فقط. • تحفظ البيانات من طرف الباحث بحيث لا تكون عرضة لاطلاع الآخرين، ويتم إتلافها بعد الانتهاء من الدراسة واعتماد رسالتها.
لمزيد من المعلومات:	• الرجاء التواصل مع صاحبة الدراسة: سامية الضاوي على: 0507337609، أو على: <u>20171024@student.buid.ac.ae</u> • يمكن التواصل مع مدير البحث: الأستاذ إيمان جاد على: <u>eman.gaad@buid.ac.ae</u>

إذا وافقتم على المشاركة في الدراسة، الرجاء تعبئة المربعين أدناه، والتوقيع في المكان المحدد:

• أوافق على المشاركة في الاستبيان   ☐

• أوافق على المشاركة في المقابلة   ☐

الاسم: ....   رقم الهاتف: ....   البريد الإلكتروني:

التاريخ: ..../......./2020   التوقيع: ....

Appendix B 1: English Interview Transcript sample

Parent 6 Dubai (P 6 D)

Interviewer (I) / Interviewee (P 6 D)	Transcription
I	We will talk about wellbeing, how you understand the quality of life of your children in school. What makes the life of your children in school good? Like what what makes it good? How do you know that it is good? So, in that perspective, OK? Yeah. So, I'll just start with a few questions. First of all, are you based in Dubai?
P 6 D	Yes, I am
I	Yeah. OK and can I know the number of years you have been in the UAE?
P 6 D	20
I	20 years musha Allah. The total number of children you have?
P 6 D	Three
I	The number of children in private schools who are now in private schools like from kindergarten to grade 12/ 13?
P 6 D	OK, 2.
I	Two. OK. Are they in the same private school or are they in different schools?
P 6 D	They are in the same private school.
I	Same private school. What is the curriculum of the school?
P 6 D	British curriculum
I	And in which grades are they?
P 6 D	One of them is in grade four, and the other one is in grade 9
I	Nine, OK so when we are talking, I am interested to know actually your experience with regards… I mean your two daughters. for example, let's say if you have a different experience, then it's important to share it, because maybe what makes life good for the one in grade 9 is maybe different you know than in grade 4. So, if you have any experience with the two girls. I mean I would be very interested to know. Your nationality (…..)?
P 6 D	Pakistani.
I	OK, employment status? Are you working now?
P 6 D	No no no, I am not
I	OK, can I know your educational background? what, what did you study?
P 6 D	I have done my graduation, the university level.
I	Univ…. what is the specialty like what is the programme?
P 6 D	I just had general arts, in that subjects. And that curriculum where you do economics, art, Islamic studies, all the so subjects and you finished grade14, so it's basic University. No specialisation.
I	OK yeah, so (…) have you heard about the word wellbeing before like in any context, news, school, other people… any anywhere?
P 6 D	I, maybe in school, Yeah maybe in school. Children school.
I	Ok, yeah. Can you tell me what it means when you hear the word wellbeing? What does it mean to you like in general? I'm not talking about your children now. like the

	word wellbeing or the quality of life, how do you interpret it? If you can give me examples?
P 6 D	Ammmm, to be happy. For me it is to be happy. When I think about the word wellbeing is to be happy to be satisfied (,,,,,,,), Yeah that is it happy
I	Yeah. So, happiness and satisfaction ….
P 6 D	Happiness, happiness, exactly.
I	OK. Now if we take it, you know like to the context of your children, they are going to school, they are spending a lot of time in in school. How do you see their quality of life? how do you define it?
P 6 D	In school? They are. They are happy in school generally you mean by the wellbeing in school, yeah? They're happy in school, specially the primary one, she is much happier, but the secondary one, I would say because they have their own ups and downs at this level, when they are 14-year-old, they are facing different challenges in life. So maybe small things really matter in school, somebody just not talking nicely to them. All these things trigger them and then it makes them stuck. But the one in grade 4, they are right now, not so much you know mature and they're OK. They're happy to play with everybody, but as they grow older, yes, it is difficult. To be really happy in school all the time.
I	Uhm. So let's say, Well…..,. Let's a take a given day, for example, after they come back from school. How do you know about their wellbeing? How do you like… you know like how was their day? If their day is good? If not good, how do you know as a mother?
P 6 D	OK, once they come back from school, nobody wants to talk a lot they are so tired. They are hungry. But, after.. you can see from their faces if you know other than hunger and other than tiredness. If something is bothering them, they would speak up. They will speak up, not immediately, but after little while they will say something is there. Not the elder one, you have to go and talk to her, the one in grade 9 and asked what is there bothering you because you can see from her face expressions. Maybe she doesn't want to eat. Maybe she stays longer in her room. She's taking a shower; she's not coming down then I know that there's something bothering her. And the smaller one. I think she will speak up. She will speak up
I	Yeah. Maybe more open, more direct with the yeah with her expressions.
P 6 D	But they don't want, sometimes they don't want to speak out because they're scared and Mama will come to the school and talk to everybody. What is going on wrong Hhhhhh with her daughter. So, they didn't tell me.
I	Hhhhh OK, again, just in line to what you said (…..) actually the subject of wellbeing has been studied by different you know like people and in different fields and, the general agreement is that it is a multi-dimensional concept. It's not just one thing, actually it is composed of different dimensions. You mentioned happiness, life satisfaction. Also, they related to relationships with others, engagement with work, activities, achievements I goals, you know like in any field, even academic field, having meaning to life. So, all of these you know like besides mental health, physical health. So, all of these actually constitute the wellbeing of the person. So again, like if we're talking about a school conte…. context, then happy in school physically, active mentally, you know like engage in doing things that have you know like meaning to them. OK, so. does? Does this definition actually make sense to you like in terms of how we see wellbeing and how we see… we see it in schools?
P 6 D	Yeah, yeah. This should be emotionally physically happy. What are they doing physically and emotionally, yeah as long as they happy with practice

I	Yeah. So, again like from this broad definition, can you tell me again from your experience with your children in their school. Can you tell me what the school does actually to promote, to develop to enhance the wellbeing of your children? Can you give me examples and then what do you think is good is doing up, It is actually contributing to better wellbeing for my children? If you can think of examples.
P 6 D	Ammm!!. What they do in secondary they have their , you know assemblies , where they would talk to the children if there is anything going on like being or something, they would make it a general topic. I din…. I don't think they pickup specifically in the assemblies and tell that some child has done whatever. But they generally speak about things in topics in the assemblies. And, what else do they do for the wellbeing? Hhhh they had they had they have the good PE sessions. PE exercises and physically they try to make the children do physical exercises, so they have those happy hormones releasing in all those stuffs. And in primary, they have lots of stuff. In primary, they have, because till grade Six they have their nice IPC topic, that they include everything; math, English, science where they will introd… interact with children, where they have their more projects and they will have time to speak up. In primary, I think it's much more as comparatively to secondary. Yeah, more ……
I	Again Uhm Again, from your experience with the school, do you think you have the same understanding of wellbeing for your children as the school, like you mentioned happiness, you mentioned satisfaction and then we mentioned you know like, so do you think the school has this understanding to wellbeing or the quality of life in of their students you assume or do you think it's different like you see the same thing in in different way are the same way?
P 6 D	They tried to do it. They try to make the children happy, there very accountable for the happiness of if that if there is something is bothering the child, they would listen, and they will try to figure it out. It works, it works in the school. Yes, it works. Pay… I'm ready satisfied with the Primary but with the Secondary. I think it's the child as well at this age, where they're done known about how as they're growing up, what's going inside, how to deal with their emotions and everything. So, in Secondary!!!……, I don't think it's so much of the wellbeing, they do so much for the wellbeing of the child as comparatively in the primary, I feel more. If I am wrong hhhh
I	Uhm, yeah, again. I mean, I know, now we mentioned a few one, but again, what other aspects do you think does the school you know like can do? Can pay attention to so that children or students have better day let's say at school or life in school?
P 6 D	Life in school, , maybe they should have more you know, different clubs. I think they don't have sufficient clubs for secondary. Maybe they' a lot of studies that one, but they don't have enough clubs within the school timing. They have their own PE there…, I think that maintained basketball clubs, but in the school, they don't focus a lot on swimming. So maybe swimming is a good option to make children happy, you know? But I personally. They, don't they…, maybe they need to introduce more of the exercise. But I don't know as the children grow older, maybe they don't want to do it, so the school can do everything about it. But maybe, they can have departments which are very approachable for every child to come and, you know, come and tell what is bothering them in the school. What are the complications with the teacher? Maybe it can have if there is a Department like that, you know for the wellbeing for the school children. There are counsellors. There are counsellors in school. They have counsellors where the children can go and talk, but maybe it could be an open much more open and vaster field where it's easier for children to go and talk to them. Very welcoming for children maybe.

Parent 8 Al Ain (P 8 A)

I	Okay, now we're going to start the questions about the student wellbeing conceptualisation. There is a lot of talk about wellbeing these days. Can you tell me what it means from your perspective?
P 8 A	For me, my perspective with regards to wellbeing it's how you feel about yourself, the way you deal with people, the way you deal with your family. The way you deal with you know, with, with happening, or whatever is happening in your surroundings and at the same time also wellbeing it means that you, you have this you have this mindfulness in your..., on what you are, what you are feeling and how you are dealing with the people. And of course, life conditions and circumstances.
I	Uhm. okay. Okay, what about your children wellbeing, how do you define it?
P 8 A	I think I can define the wellbeing of the kids like I can probably divide it into you know, into like, three, wellbeing like physically, emotionally and socially. Yes. Physically wellbeing, they are healthy, they're eating the right kind of food. They don't have anything sickness, they are healthy that's it. Emotionally, emotionally they are like, I know I can say that they know how to express their feelings, if they are upset, they are angry, or they're hungry, those kinds of emotion and those kind of, of things. That what I can say emotional wellbeing. Social wellbeing, I can tell you that how they are coping with the people around them. If we are going to talk about the school, if we're going to talk about the environment in the school, how they are coping with the, with the people and the environment in the school, especially with regards to bullying or how they're coping with their studies in the school or are they participating or they are not participating or any problem with regards to the area.
I	From your experience with your children's school, can you tell me what the school does to enhance your children's wellbeing as students, could you give me some examples also?
P 8 A	okay. During the first student..., during the first school year of my, eldest I did not have any problems encountered there as problems. But, but the youngest, the youngest I have, I had encountered more problems for him in the school compared to the elder so the, the usual problems I have encountered that, you know, affects him affects him was mostly in the school because his formation period was really in, in the, in the school. So, there are times he's coming home he's crying. He said that I don't..., he refuses to go back to school. Because he said somebody is trying to bully him. The word he uses Mama, somebody is making fun of me. Somebody's laughing at me. Somebody is taking my, my food. So, during those times, he really like maybe the first second, first grade or second grade or through third grade. He was really crying every day and he said I don't want I don't want to go to school. So that time in the three years, if you would say wellbeing and you know, how he, how he feels about the environment in the schools in those three years. He felt, the really very bad, very bad in the sense that it pushed him. He doesn't want any more school he wants; he just wants to stay home. So, we approached the, the, the aaa principal, or the people that administration there who's in charge for the class for the children there, and they were able to give us some, some ways that they can monitor (….) with regards to you know, the behaviour of his classmates with

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	him. So, they did the investigation. They really found out that there was like four or five kids who we're doing that to him.
I	They did the investigation?
P 8 A	Yes, they did an investigation. Because, because if it's one time or two times, we don't mind it's natural, it's normal. That the kid will feel that one but it's like on the first grade, second grade or throughout third grade. He kept from continuing every day he will come he will cry. He doesn't want to go to school.
I	Oh, and for all these three years, school didn't watch this. They didn't try to study this.
P 8 A	Actually, on the first year, we, we ignored it. Because I was thinking that it's normal, we just assure him that no, it's normal, it's, if the people.., kids really, will really take your food but you can.., you know you have to share your food, those kinds of things. Then on the second year, we already raised it up in the administration. Okay, they did something, but it was not that they did, they did not do the investigation, but they did something to, to, to monitor how is, how are the classmates are dealing with my son. It went well for several months but after that it came back again. Until the third year now as (…..) is in grade four, until the third-year grade three. Very, we really went five times, six times to admin people. It's really, it's really affecting him already to the point that he's saying, I don't want to go to the school anymore. last year, we really, we really me and my husband, we really ask that, the guidance counsellor, then the teachers that to give us the report and feedback. Before two years we did not receive any feedback at all. With regards to the, with regards to whatever they have done. But last year, they, they did an investigation, and we demand feedback from them. So, every two weeks or every week that we involve already the guidance counsellor there. That, that this is happening and this is happening for how many years but we did not.., we were speaking that this is happening to our child, but the process on how they, they deal with it was a little bit slow.
I	Uhm, okay, what about the other parts? Your, your eldest son is how many years old? And he is in which grade?
P 8 A	My eldest, he is already in grade six now.
I	Okay. from your point of view to what extent do you think that your understanding or your, your definition for your children's wellbeing is similar or different than what that in the school?
P 8 A	I think we, we. I think my understanding with regards to wellbeing, and you know, the school's wellbeing is different. But there are similarities, different in the sense like, of course, I'm a parent, I will not be there with my children. So, the whole how many hours they will be there in that environment I will not be able to monitor. So, the teachers are going to be the ones who are going to see their behaviour, there, and their adjustment. Similar in the sense that like, for example, eating healthy, I'm happy to it. Okay, I totally agree with them with regards to participating in sports, exercises, encourage the children to do more reading, to do more writing improve themselves in, you know, social activities healthy food like that, that kind of similarities. But, of course, with regards to the wellbeing of the children, this school will do that part, I will do my part but to say that we have the same definition, I, for me for me, in my opinion, it's really different similar in some aspects, but not totally. What we call. I think different with regards to discipline, can we say discipline can be, can be involved with regards to the wellbeing of the children emotionally, right? Yes, discipline in the sense that discipline, I can discipline my kids here at home, and for sure they're going to listen to me. But I have reports coming from the teacher, so, so

	and feedback. When we go, when, when you know when we meet them, that my son is not behaving well.

Teacher 6 Al Ain (T 6 A)

I	Can we speak full language of you know like student's well-being in, in your school? Is there a language of you know like student wellbeing or wellbeing in general?
T 6 A	No, I don't think it's any in my, in my school was something different than any other school. So, I just hope that in the future, they will accentuate more, you know, towards this, this wellbeing. I mean, it was not, not something to..., I mean nobody told us okay. We have some sample. Yeah, it was, it was actually..., I remember now it was a kind of letter coming from ADEK like two three years back about the safety of the kids in school, about how you should handle the, the students, in which way terms of behaviour I mean, do not touch the student, did not talk in a certain way. But that one just was, just the part of this what we understand from wellbeing, in my opinion.
I	Would you tell me how you're helping your school enhance the wellbeing of their students?
T 6 A	I think very important is the excellence in teaching and learning. I mean, very good lessons to attract students then the school should create a positive environment So, I mean, to let the kids feel..., I mean school is like the second home you know for them, if they feel well at home, and if the school is their second home means they'll feel also good in school. So, safety and good teaching and learning and probably maybe a good suitable environment
I	Okay. Yeah. Now if we take the schools, you describe them as second home, if I asked you, for example, to name me, who is responsible, really to promote and enhance and develop student wellbeing in the school context. Who would you think of?
T 6 A	Well, I think in, in our school, we were having the team of middle leaders, and we were having, let's say, weekly meetings with the principal. I think, definitely the principal, the middle leaders and eventually might be a coordinator or some, somebody having this attribution in the school which is specified toward wellbeing, which eventually will keep the contact with the Minister of Education, whatever is coming from there and instruct their teachers through professional development meetings about this issue. for example, as a head of department, each head of department usually has a certain of teachers..., number of teachers on their, his or her wing. So, of course, we are..., I mean, I used to take all these problems and have department meetings and discuss in a very friendly manner with my, my colleagues. And I mean, accept their ideas and discuss them and try to find the best practices out of them you know.
I	Do you think student wellbeing is important?
T 6 A	Oh, yes Because as I said, without feeling well and safe you don't have results, I mean achievements. I mean, you have to be.., to feel the earth under your feet, you know, be stable, and then can build on that. So, the learning you know, if the students are not feeling well in the school, which is their second home, I consider then all the others are a little bit shaking. So, you cannot build something consi... consistent on that foundation, you know?
I	Do you think student wellbeing is well understood?
T 6 A	No, no, definitely. There is a lot of room for improvement. And because, you know, I was just remembering the ADEK framework for inspection. They were having something about the students develop..., self-development and attainment and

	progress and whatever it was there. But I don't think the schools are really looking after this concept wellbeing as a, as a total, it's something..., there are only parts, parts of it in focus, focus.
I	When it comes to wellbeing and from your experience for the parents actually, do you think it is a priority for parents?
T 6 A	Oh, yes, I mean..... as a parent, what do you have the most precious in this life, if not your kids.

Teacher 7 Dubai (T 7 D)

I	So, now if I asked you to give me examples like let's say you entered this class and or you're dealing with these students. Can you tell that this student has for example high or positive wellbeing versus another one?
T 7 D	Well it shows because normally, I, I personally as a teacher, creating a routine in the classroom was very important to me. So, as the beginning of the year, I made a I created the routine which each and every single class that I had and then. So, for example my students they come in in the morning I stand by the door, I actually shake hands of you know of all my students, you know when they sit down they have their own seating plan so I know that they said here and here and here and there they all have to get up get their books so once this routine is actually shook and there's something wrong with it I know there's something is off. So, if I actually reach out and get my hand to shake someone's hand and then they just they seem like they're thinking about something else and they're not focused or you know during the lesson if they just they're just looking out the window, I know there's something wrong and you know so this is just kind of like if the routine goes you know in the no arrived way. I knew something, yeah yeah It does make sense
I	So, based on your view, can you tell me what your school actually is doing to enhance and develop the student wellbeing?
T 7 D	To be honest nothing because for my school it was mostly about let's keep the parents happy if they're happy they will pay and that's it. The student didn't matter because my school will only interfere if somebody beats up somebody in you know in break time and that's it. As long as that's not happening we don't have to do anything about it and it's ridiculous because in my school we had a team of assistant heads right who are responsible for wellbeing so we had people from from from some Arab countries and then we have people Westerns you know from the UK. And you kind of realise that the outlook towards wellbeing or what is right and what is wrong and in the same classroom is very different. So, for the Western assistants you know people who are involved with behaviour, if the student is not late to class then they're fine, if the student, if the student did not report, or their dad being, I mean, and they know that that's not going to happen because you know most students and also I mean, I think 100% of the students in my school were Muslim. I actually know, know 100% we had like a couple, but like, Oh so there, there will be no drinking problems no drug problems no you know no major issues and no no teen pregnancy as they see in the UK schools so as long as these things are not happening the kids are fine. It should not be the case because I have students who like they told me that their parents actually never hugged them since they were I don't know like six years old. It sounds really outlandish to me but when I think about it, my parents did not hug me either, because they were busy they had two jobs and they had you know other things going on. So, it you know the thing is like what's important to our child and it's important to its

	wellbeing might differ completely from what's important to you as an adult you know for us I don't we just want to say we want a stable job stable pay you know, we are able to provide for your family and loved ones and that's it. Really, you know the rest is all you know negotiable but for students and children in general they they, they were there it varies it varies a lot and sadly my school wasn't doing much to do to provide these things. We had no bullying initiative once where they had students drove posters of you know, how to I mean stop bullying and blah blah and that was it really in my, in my three years of being in that school, really that's it.

Appendix B 2: Arabic Interview Transcript samples

Parent 8 Dubai (P8D)

I	لو اسألك شو مفهوم جودة الحياة (Wellbeing) من وجهة نظرك يعني ككلمة كمصطلح؟
P 8 D	جودة الحياة، أن الواحد بيستمتع بالوقت بتاعه سواء بالعمل سواء بالراحة، لابد من توفر الأساليب والوسائل الهي تساعدني إني أنا استغل واستمتع بالوقت بتاعي بشكل أن يكون أن يكون في إنتاجية. ده المفهوم بشكل بسيط يعني عن المفهوم بتاع حضرتك السألتيني عنه.
I	طيب لو جينا على جوده حياة الطلبة في نطاق المدارس يعني، كيف تفهمها يعني أو كيف ممكن نعرفها؟
P 8 D	على حسب ما يخطر بذهني آلان، أن تكون حياة يستطيع، تستطيع المدرسة توفير كل السبل والإمكانيات، إن هي تستخرج كل ما في الطالب من قدرات وتوظفها ليه، بحيث أن هو يقدر يستمتع بوقته ويقدر يمارس هواياته، يقدر يكون عايش حياة نفسيه سويه، كل طلباته بتكون المدرسة فيما يخصها بتوفر له هذا الجانب.
I	هل ممكن تعطيني أمثلة دكتور، كيف تعرف أنه ابنك مثلاً عنده حياة جيدة في المدرسة، كيف تعرف كولي أمر؟
P 8 D	كولي أمر يفترض أن الناحية العلمية، تكون المدرسة تهيأ له السبل أن يكون يستغل قدراته العقلية في استيعاب المواد العلمية المختلفة. الشيء الثاني بتكون بتوفر له المدرسة المصادر والوسائل الهو يقدر يلم بها أي قدرات أو أي مواهب أو أي ميول عام. تكون بيئة جاذبة عنده. يكون في عنده راحة نفسية في المكان الهو موجود فيه. دا بشكل بسيط.
I	اهم. هو تأكيد يمكن لكلامك دكتور طبعاً موضوع جودة الحياة يعني هو موضوع قديم جديد، بمعنى حتى الفلاسفة وعلماء النفس الكل يمكن درسوه. في تقريباً شبه اتفاق على أنه هو مفهوم مركب، يعني مفيش شيء فقط الهو يحدد جودة الحياة، يعني ممكن في السعادة، الرضا عن الحياة، الصحة البدنية، العلاقات مع الاخرين، الإنجاز في العمل، يكون الشخص عنده معنى وأهداف، ويعني
P 8 D	هو، هي المصطلحات النفسية حضرتها كلها مفيش فيها درجة اليقين، هي رؤية بزاوية معينه. كل عالم أو كل فرد بينظر لها من زاوية تختلف عن الأخرى، لذلك مفيش هنا يقين في المفاهيم والمصطلحات النفسية أبداً.
	صحيح، صحيح، أنا أتفق معك يعني أن ممكن شيء يعني لشخص، وفيه في اليوم غير مثلاً معني آخر في يوم ثاني. نعم. طيب لو نيجي على المدرسة، ما أعرف يمكن اهني أنا حسألك على مدرسة الولدين، يعني هو حلو أنه يمكن نفس المنهج لكن مدرستين مختلفتين، وعندك حتى أعمار مختلفة. شو الي تقدمه المدرسة لتطوير وتحسين جودة حياة أبنائك؟ يعني لو تعطيني أمثله مثلاً تقول أنه أوكي أنه المدرسة تقدم هذا، هذا حقيقة يضيف أو يعني يؤثر في جوده حياة ابنائي؟
P 8 D	والله المدرسة بتاعة ابني الصُغير بتوفر له على حسب أنا كولي أمر، بتوفر له الإمكانيات والمصادر resources الهو يقدر من خلاها بينمي قدراته العقلية والذهنية. المدرسة بتوفر له المدرسين الهم عندهم قدرة على تبسيط وتوصيل المعلومة المتعلقة بالمنهج الدراسي، في نفس الوقت بتقدم له أنشطة، سواء أنشطة ترفيهية، أنشطة تعليمية، على سبيل المثال: كانوا عاملين لهم يوم في الكشافة لإبراز الأدوار القيادية عندهم، فده كان متوفر في المدرسة الهي فيها ابني الصغير. على عكس المدرسة بتاعت ابني الكبير، نظام تقليدي يعني هي مدرسة مدرس حصة خلاص روحوا. لا في أنشطة ولا في متابعة ولا في اهتمام حتى مفيش فيها أخصائي نفسي
	أوكي، طيب هل يعني رؤيتك أنت ولا مفهومك لجودة حياة أبنائك يعني هل تحسها مشابهة أو مغيرة لرؤية المدرسة؟ يعني كم تتفق كولي أمر مع مفهوم جودة الحياة وأهمية جودة حياة ابنك يعني في المدرسة؟ يعني أوجه التشابه والاختلاف؟
P 8 D	بين رؤيتي أنا والمدرسة تقدمه؟ !إزي ما قلت لحضرتك عن أن يمكن أنا بتفق في المدرسة الفيها ابني الصغير إنها هي بتقدم له المتطلبات أو الحد الأدنى للمتطلبات أن يكون Wellbeing، الحياة سعادة أو صحة نفسية جيدة. لكن ابني الكبير المدرسة زي ما قلت لحضرتك النظام تقليدي، مفيش فيها المراعاة الهي في الناحية النفسية ولا السعادة ولا... مدرس حصة مع السلامة روحوا. مفيش فيها أي وسائل بستهاه الطالب أن هو يكون عايش حياة مدرسية سعيدة يعني.

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شو هي العوامل المهمة أو المقومات اللي إذا طبقتها المدرسة حتوفر للطلاب جودة حياة؟	I
هي أول شيء إنك تفرضي قوانين للمدرسة، قوانين للمدرسة أو...، وتحطي إطار، إطار لمنهاج المدرسة أو، مثلاً لو حكينا عن التنمر، لما المدرسة بتحط اخصائي اجتماعي مثلاً، لما تجيه مشكلة وما عارف يضبط هَايِ المشكلة من عند طالب، أو ما عارف كيف يلاقي الحل مع أولياء الأمور، هَايِ تعتبر مشكلة كبيره، وسقط عامل من عوامل الجودة اللي هي الحالة النفسية للطلاب. إن كان المتنمرين أو المتنمر عليهم، لأنه الاثنين خسرانين في كلتا الحالات، في كلتا الحالات الأثنين خسرانين. المتنمر عليهم راح يخسروا، نفسيتهم راح تتعب، وما عاد راح يحبوا لا أنشطة ولا دراسة ولا شيء بالمرة. والمتنر عليهم بطبعهم عندهم نقطة، عندهم مشكلة في البيت خارج المدرسة الخلاتهم يتنمروا على الناس، فيعني بقول لك مثلاً هَايِ نقطة مهمة كثير، إنه مثلاً المدرسة بتحاول تلاقي، توفر جودة نفسية وصحيه، وصحية للطلبة، هَايِ من أهم النقاط. مثلاً لما تحطي أنتِ مرافق زي ما حكيتي أنشطة.	T 2 A
أهم	I
أنشطة ترفيهية للطلاب، مثلاً أنتِ لما تروحي على مدرسة ما بتلاقي ألعاب في رياض الأطفال، لا بتلاقي مثلاً أحنا نقول بالـ English, Cycle area، اللي هي area تبع bicycle والولاد يلعبوا فيها، لا بتلاقي مثلاً منطقة رمل اللي هي لولاد في ها العمر مثلاً محتاجين أنهم يلعبوا بالرمل وهَايِ الأشياء، ما بتلاقي منطقة ألعاب مثل الحدائق الموجودة برا في الإمارة يعني، ما بتلاقي. يعني كيف المدرسة هَايِ بتحبي الطالب، راح تلاقي الطالب يحب ها الـ.. المدرسة. لو فرضنا أحنا في مرحلة الـ KG وها الشيء، أنا المدرسة الكنت بشتغل قديمة فيها ما فيها هَايِ الاشياء. الطالب بيفوت على الصف، اتصوري أنتِ الطالب بيفوت على الصف في الـ KG يدرس يدرس يدرس، يطلع في الـ break يلاقي ساحة يلف فيها يلف يلف وبعدين يرجع للصف.	T 2 A
المقومات الأساسية اللي أنتِ شعرتي أنها بالفعل توفرها بساعد على جودة حياة الطلاب؟	I
التواصل، التواصل مع الأهل ومع أولياء الامور ومع الطلبة، طريقة التواصل والتعامل بتفرق. بتفرق كثير يعني. لما ولي الأمر يحاول يتواصل مع المدرسة والمدرسة تستقبلهُ بصدر رحب وتشوف وتسجل، يعني لما أنتِ تلاقي المدير أو أي حدا في الإدارة العليا يعني بيجي يقابل ولي الأمر، بيمسك دفتر ويسجل نقاطك، هَايِ نقطة مهمة جداً مثلاً، أنتِ بتحسي كولية أمر إنه هَايِ المدرسة مهتمة في اللي أنتِ البتقوليه وقاعد، هذا المقابلك، قاعد بيكتب في النقاط اللي أنتِ بتقوليها. في حين بيقابلك حدا ثاني في إدارة مدرسة ثانية بتحسيه مش مهتم، أه، أوكي شكراً أه إن شاء الله نشوف، اه إن شاء الله نشوف بارك الله فيك خلاص وبعدين ما في شيء ما يصير شيء، فهتمي كيف؟ يعني التواصل بين، التواصل الصحيح بين الإدارة وولي الأمر أو الطالب كمان إيلهُ، إيله دخل كبير في نجاح المؤسسة كاملة. لأنه النقاط السلبية اليقولوها أولياء الامور لما تتفاداها المدرسة بتترفع على فكرة على فكرة من مستواها	T 2 A
من وجهة نظرك، مين المسؤول عن تطبيق جودة الحياة في المدارس؟	I
مش شخص واحد الإدارة كاملة	T 2 A
بمعنى	I
هو فريق عمل واحد وفريق عمل واحد، فريق عمل واحد يعني لازم اختيار أعضائه بتكون يعني دقيقة، مشان ينجح ها الفريق وتنجح جودة الحياة في المدرسة. فريق العمل اللي هي من الإدارة العليا من المدير، لرؤساء الاقسام، لمنسقين المواد، للأخصائي الاجتماعي، ويجي دور المعلم. يعني أنتِ لو وفرتي إدارة كويسة، للإدارة العليا ثم للإدارة الوسطى كانت أعضائها كمان كويسين وإيلهم خبرة وإيلهم دراية يعني بهاي الاشياء فأكيد الإدارة الوسطى ما راح يختار معلمين إلا يعني قد المستوى، فهي سلسلة بتبع بعض عرفتي، لو صار في خلل في هاي السلسلة ما راح ما راح يكون، ما راح يكون في نجاح لكن كلهُ يعتمد على الإدارة العليا اللي هي، الإدارة العليا اللي هي المدير والمالك والـ HR، هَي الادارة البنسميها	T 2 A
حسب رأيك هل بتعتقدي إنه للمعلم دور في تعزيز وتحسين جودة حياة الطلاب في المدرسة؟	I
(صمت) إيلهُ أدوار، مستحيل ما إيلهُ أدوار إيلهُ أدوار من جميع النواحي، يعني حابة أحكي لك أمثلة يعني فما مش عارفة، مثلاً لا، مثلاً من ناحية الـ.. نروح للتنمر، أنتِ المنسق العام كيف راح يعرف إنه في تنمر من طالب على الطالب. كيف راح يعرف؟ لو المعلمة ما كانت مراقبة صفها، لو المعلمة صار عندها تنمر وهي مش دارية بها الموضوع أو منشغلة عليه أو ما انتبهت، واللي هي المفروض المعلمة تكون مثل العين على صفها. فكيف راح يوصل الموضوع للمنسق؟ كيف راح يوصل الموضوع للأخصائي؟ كيف راح يوصل الموضوع لولي الأمر؟ راح يصير التنمر مرة واثنين وثلاثة والمعلم ماعندهُ خبر. ونفسية الطالب راح يعني للأسوأ، وما حد عندهُ خبر بالموضوع، فبالعكس هنا بيجي دور المعلم كبير. مثلاً لو فرضنا أحنا على الـ...، لا إله إلا الله محمد رسول الله الأنشطة وهَاي الاشياء داخل الصف، أنا حكيت لك أنها كلها سلسلة مترابطة مع بعض، مثلاً زي ما المدرسة تحاول توفر أنشطة في المدرسة أو أنشطة خارجية، المعلم نفس الشي، لازم يوفر، بتكون عندهُ. لازم يوفر أنشطة، بتكون.. جودة في الأنشطة البيوفرها يعني للطالب، ما ما تدعي للملل أو للضجر أو هيك شيء. شو بنحكي، لو فرضنا على الصحة، لا المعلم إيلهُ دور كبير، إيلهُ كبير كثير المعلم، لأنه هو راح يكون الوسيط بين الطلبة واللي إن كان الاخصائي الاجتماعي أو للإدارة الثانية	T 2 A

Appendix B 3: MAXQDA Interview Analysis

	P 7 A	P 8 A	P 9 A	P 10 A	P 11 A	P 12 A
Codes	(1 Document, 3 Coded Se...	(1 Document, 2 Coded Se...	(1 Document, 1 Coded se...	(1 Document, 3 Coded Se...	(1 Document, 6 Coded Se...	(1 Document, 0 Coded Se...

Codes list:
- Happiness/positive emotions
- Negative emotions
- Life satisfaction
- Health
- Relationships
- Achievement
- Meaning/ purpose
- Engagement
- Security and safty
- materials things/ resources
- Wellbeing Terminology
- Uncommon terminology in school
- Personal knowledge
- Common terminology
- Unfamilier terminology
- Wellbeing Determinants
- Generation differences
- Personality
- background
- Age
- Gender
- Culture
- Position towards wellbeing
- Wellbeing Importance
- Important comparison with academic ou...
- Comparison of views
- similarties
- Differences in views
- Common Understanding of Student Wel...
- enablers
- barriers
- Values

P 7 A:

there is effective communication educationally and academically, not only academically. The student is happy and achievement benefits that we, as parents, could see it and find it in our kids

the environment in terms of morals, ethics and in dealing with students is the most important matters that could be thought about

The student should have a goal to achievement. Why is he/ she learning? It is not about learning and memorizing some scientific subjects and it is important to get good grades. At the end, he/ she would take part in society

P 8 A:

but really kids now they need , they have to have a good wellbeing more than writing, reading and counting. They will learn it later in life but you know, if they are emotionally stable, they feel better about themselves. They are healthy, they are active. You know, we can see them happy more compared to, compared to counting, writing and reading.

🗋 Memo 164

more than counting writing the name or reading our kids really need, you know, this kind of program in the school because this

P 9 A:

not just education. He should also practice sports

P 10 A:

They did not say that he was absent-minded during the lesson, or why he was sad or why he was not paying attention and why his grades were dropping. When we go to the reasons, we might find that was due to psychological issues or he might be upset for some specific reason

The most important thing that the schools care about is the student academic standard and if there is an issue, change or a problem related to it

The important points that had been discussed in the parent's meetings. Usually, the main focus of the parents' meetings is on the

P 11 A:

school I think when it comes to the level of wellbeing they consider more of like academic. Academic is very important for them from the school of considered as a wellbeing for the student they too have to study well, they have to improve they have to perform well. This is more important as a wellbeing of the student from the school perspective.

🗋 Memo 56

my child, as a student is more of like general wellbeing not only academic levels

performance | 22 Branches

it's very complimentary things in the school starting from the school broadcasting, the morning national Anthem that instil

sometimes they organize sports activities and built teams of students. What are the elements /factors would help the scho

that is number one. Number two, he should select carefully the leaders or coordinators that will carry out the

his behavior, and his dealing with his classmate. Then the school works on developing his personality, to discover the

so the one that should play an essential role in my opinion, is the teacher. I think it is

and what are the plan for the future. The parent community also acts as a link between the parents

about the curriculum, about the subjects, how the child has to perform how much level like depends on each

what they find the drawbacks from each and every school so the school will be more vigilant and improve

Even I have discussed this issue with the school in the parents' meetings, but They change nothing.   Frankly, there

We have already some experience with regard to those points. Everything could be tested. In recent years the school

There should be interest from the teacher to care about the child in general, not just his marks. Recommendations

Uses of the term "wellbeing" that is communicated in your child's school? Is it a common term in school?

performance

is considered to be the wellbeing of the child. Conceptualization Determinants Age: No, يعني up as

of the — child

they have to have good feedback to the parents from the school. Yeah. It is okay.

student. The second part is to support laboratories that have to have a very large role, because

developed. His passing from a stage to another, while gaining knowledge, that's most important among all. For example, I

was good. Started from the PE activities, Physical education, school competitions, and interschools competition, can promote the

I see that if a child is not moving forward or his performance is weak, I would consult the

is weak, I would consult the family to find a way together to improve his level. So, if that

in school. But in my kids' school, they only come up when there is a clear problem. Policies Who

is?. they have huge concern how can I finish the curriculum before the academic year comes to end, so

and his condition in the classroom, assess if he achieves or not, follows and pays attention or not? Does

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information on the Internet. For example, sometimes my daughter asks me to help her in her assignment, but I refuse, and I ask her to put more effort because I want her to improve her performance. Even I have discussed this issue with the school in the parents' meetings, but They change nothing.

Frankly, there are enough labs in the school, but the students don't practice the experiments by themselves, particularly in chemistry and biology, as we used to do during my high school studied. I don't know whether the school doesn't provide the materials or such things for the experiments. Particularly in chemistry, the child must see the chemical reactions by himself to stick in his brain. But in my child's school, they show them most of the experiments as videos and they only perform simple experiments. So, the school is considered quite weak on the practical side. I am against this and I mentioned this point many times in parent meetings.

Negatives

Activities are missed, which we miss in the Emirates in general, and in my children's school. Activities are not enough, and that is what the school wasn't able to fulfill. Praise to be to Allah Lord of the Worlds. I am very satisfied with the school.

Quality of education in school, I mean the curriculum in schools, they do not study the entire curriculum but extract from. I can say that the school lacks coverage of the curriculum, because they may teach the children some lessons in scientific subjects in particular in math, physics and chemistry and do not cover the entire curriculum. Yes. because this affected my children who started their university studies, they were very weak in math and in physics.

What are the elements /factors would help the school to enhance the wellbeing of your children?

Of course, it is affected, of course, in everything related to the students. Activities in the school give them a goal. The school gives more care to the academic side, and it did not teach activities or skills to students. For example, the student who is distinguished in Physics, the school should help him to share in a competition or anything that could develop his talent or upscale him. But No, I don't see our school like that. Maybe only one teacher who saw the talent of my son and helped him to upscale with this skill when he asked him to fix for him a small solar system cell and he gave it to him after he fixed it as a gift and that made my son so happy and proud of himself. He was in grade 9 or 10, so it's very simple as a material value but it's highly appreciated as a moral value or distinctive character for the boy. So when you

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Appendix B 4: Demographics Tables for the Quantitative Data Part

Table 1: Participants' Age Group Distribution

Age group	Students	Parents	Teachers
	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
13-16	59 (48.4%)	-	-
17-19	63 (51.6%)	-	-
20-24	-	1 (0.3%)	1 (0.7%)
25-34	-	76 (21.2%)	31 (22.6%)
35-44	-	204 (57%)	77 (56.2%)
45-54	-	65 (18.2%)	24 (17.5%)
55-64	-	12 (3.4%)	4 (4.2%)
Total	122 (100%)	358 (100%)	137 (100%)

Table 2: Participants' Nationality Group Distribution

Nationality Groups	Students	Parents	Teachers	Total
	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
UAE	13(11.6%)	104 (29.1)	-	117(19%)
Arabs	37 (33%)	130 (36.3%)	66 (48.2%)	233 (37.8%)
Asian	58 (51.8%)	69 (19.3%)	34 (24.8%)	161 (26%)
African		4 (1.1%)	4 (2.9%)	8 (1.3%)
North American/ European	14(12.5%)	42 (11.7%)	33 (24.1%)	89 (14.4%)
Missing		9 (2.5%)	-	9(1.5%)
Total	122 (100%)	358 (100%)	137 (100%)	617(100%)

Table 3: Participants' Applicable Curriculum Distribution

Curriculum	Students	Parents	Teachers	Total
	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
UAE	3 (2.5%)	31(8.7%)	11 (8%)	45 (7.3%)
UK	59 (48.3%)	98 (27.4%)	52 (38%)	209 (33.9%)
USA	16 (13%)	163 (45.5%)	45 (32.8%)	224 (36.3%)
IB	3 (2.5%)	8 (2.2%)	2 (1.5%)	13 (2.1%)
Indian	35 (28.7%)	15 (4.2%)	23 (16.8%)	73 (11.8%)
Other	6 (5%)	43 (12%)	4 (2.9%)	53 (8.6%)
Total	122 (100%)	358 (100%)	137 (100%)	617 (100%)

Table 4: Participants' Educational Level Distribution

Educational levels	Parents Frequency (Percent)	Teachers Frequency (Percent)	Total Frequency (Percent)
Below high school	6 (1.7%)	-	6 (1.2%)
High school graduation certificate or equivalent	30 (8.4%)	1 (0.7%)	31 (6.3%)
Some university/ college education	36 (10.1%)	3 (2.2%)	39 (6.8%)
Bachelor's degree or equivalent	189 (52.8%)	72 (52.6%)	261 (52.7%)
Master's degree	73 (20.4%)	57 (41.6%)	130 (26.3%)
Doctorate degree	23 (6.4%)	4 (2.9%)	27 (5.5%)
Missing	1(0.3%)	-	1 (0.2%)
Total	358 (100%)	137 (100%)	495 (100%)

Table 5: Participating Students by Grade Levels

Students' Grades	Frequency (Percent)
Grade 8/ Year 9	23 (18.9%)
Grade 9/ Year 10	16 (13.1%)
Grade 10/Year 11	16 (13.1%)
Grade 11/Year 12	41 (33.6%)
Grade 12/ Year 13	26 (21.3%)
Total	122 (100%)

Table 6: Participating Teachers' Experience

Teaching Experience	Total years of teaching experience Frequency (Percent)
First year	1 (0.7%)
1 to 2 years	3 (2.2%)
3 to 5 years	20 (14.6%)
6 to 10 years	48 (35%)
11 to 15 years	36 (26.3%)
16 to 20 years	12 (8.8%)
More than 20 years	17 (12.4%)
Missing	-
Total	137 (100%)

**Table 7: Special Educational Needs Among Participating Students, Parents'
Children and Teachers' Classes**

Special Educational Needs	Students Frequency (Percent)	Parents Frequency (Percent)	Teachers Frequency (Percent)	Total Frequency (Percent)
Yes	27 (22.1%)	64 (17.9%)	96 (70.1%)	187 (30.3%)
No	87 (71.3%)	286 (79.9%)	41 (29.9%)	414 (67.1%)
I don't know	8 (6.6%)	8 (2.2%)	-	16 (2.6%)
Total	122 (100%)	358	137 100 %	617 (100%)

Appendix B 5: Demographics Tables for the Qualitative Data Part

Table 8: Participating Parents' Background Information

Parents' Background Information		Dubai	Al Ain
Gender	Male	3	-
	Female	7	12
Nationality Group	UAE	1	1
	Arab	4	7
	South Asian	1	2
	North American/ European	3	2
	African	1	-
Number of years in the UAE	Born in the UAE	2	2
	1-10	1	1
	11-20	6	6
	21-30	-	2
	30 or more	1	1
Educational level	Some college/ Diploma	2	1
	Bachelor	3	10
	Master	3	1
	Doctoral	2	-
Work status	Working	7	8
	Not working	3	4
Total		**10**	**12**

Table 9: Background Information about Participating Parents' Children

Parents' children Background Information		Dubai	AL Ain
Families by number of children	1 child	1	-
	2	1	1
	3	5	6
	4 or more	3	5
	Total (families)	**10**	**12**
Number of children in private schools	1 child	2	2
	2	6	3
	3	2	4
	4 or more	-	3
	Total (children)	**20**	**32**
Children's gender	Male	12	10
	Female	8	22
	Total (children)	**20**	**32**
	Pre-KG – KG2	1	6
	Grade 1 - 5	7	11
	Grade 6 - 9	5	10
	Grade 10 -12	7	5
	Total (children)	**20**	**32**

Number of children by curriculum enrolment	Ministry of Education	5	5
	American (USA)	4	7
	British (UK)	7	7
	International Baccalaureate (IB)	3	-
	Indian	-	10
	Others	1	3
	Total (children)	**20**	**32**
Schools' fee range	Below 10 K	-	4
	10- Below 20 K	3	1
	20- Below 40K	2	6
	40- Below 60K	3	1
	More than 60K	2	-
	Total (families)	**10**	**12**

Table 10: Participating Teachers' Background Information

Teachers' Background Information		Dubai	Al Ain
Gender	Male	1	3
	Female	7	4
Nationality Group	UAE	-	-
	Arab	5	3
	South Asian	2	1
	African	-	1
	North American/ European	1	2
Number of years in the UAE	Born in the UAE	1	-
	1-10	4	-
	11-20	2	6
	21-30	1	-
	30 or more	-	1
Number of years of teaching	3 - 5	2	-
	6 - 10	3	2
	11 - 15	1	2
	16 - 20	1	2
	20 and more	1	1
Number of years in the current school	1-2	1	1
	3 - 5	2	1
	6 - 10	4	
	11 - 15	-	3
	16 - 20	1	1
	20 and more	-	1
Educational level	Some college/Diploma	-	1
	Bachelor	6	4
	Master	1	2
	Doctoral	1	-

Curricula	UAE	2	-
	American	3	4
	British	2	2
	International Baccalaureate (IB)	-	-
	Indian	1	1
	SABIS	-	-
Phase	KGs	-	1
	Primary	3	3
	Secondary	5	3
Specialisation	Subject teacher	5	3
	Home teacher	2	3
	Support teacher	1	1
Leadership position in the school	Yes	4	5
	No	4	2
Total		**8**	**7**

Table 11: Students' Background Information

Students' Background Information		Dubai	Al Ain
Gender	Male	45	8
	Female	28	10
	Missing	1	-
Grade	Grade 8/Year 9	3	-
	Grade 9/ Year 10	15	-
	Grade 10/ Year 11	15	-
	Grade 11/ Year 12	21	2
	Grade 12/ Year 13	20	16
Nationality Group	UAE	9	-
	Arab	8	15
	Asian	47	2
	North American/ European	9	1
	African	-	-
Curricula	MoE	-	2
	American	11	2
	British	28	12
	International Baccalaureate (IB)	1	-
	Indian	31	1
	Others	3	1
Total		**74**	**18**

Table 12: School Leaders' Background Information

School Leaders' Background Information		Dubai	Al Ain
Gender	Male	1	1
	Female	2	2
Nationality Group	UAE	-	1
	Arabs	2	1
	Asian	1	-
	African		-
	North American/ European		1
Number of years in the UAE	Born	-	1
	1-less than 10	1	-
	10- less than 20	1	1
	20-less than 30	-	1
	30 years or more	1	-
Number of years in the current school	1-2	1	-
	3-5	1	2
	6-10	1	1
	11 or more	-	-
Curricula	UAE	-	-
	American	1	2
	British	1	1
	International Baccalaureate (IB)	-	1
	Indian	-	-
	Other	1	-
Educational level	Bachelor	1	1
	Master	1	2
	Doctoral	1	-
Leadership position in the school	Principal	-	1
	Vice principal	-	2
	Section Head	4	
Wellbeing unit/ designated wellbeing personnel in the school	Yes	1	2
	No	2	1
Training on wellbeing/student wellbeing	Yes	2	1
	No	1	2
	Total	3	3

Appendix B 6: Standardised Factor Loadings, Composite Reliability and Variance Extracted for Each Factor

Variable	Items	Loadings	S.E.	C.R.	P-value	CR	AVE
Satisfaction and Happiness	CH4	.876				0.680	0.894
	CH3	.745	.039	17.862	***		
	CH2	.844	.044	22.003	***		
	CH1	.827	.047	21.251	***		
Inclusion and Recognition	CI4	.858				0.658	0.906
	CI3	.782	.042	19.311	***		
	CI2	.761	.042	18.514	***		
	CI5	.813	.045	20.610	***		
	CI6	.839	.042	21.775	***		
Students Capabilities	CC4	.816				0.648	0.902
	CC3	.777	.043	21.167	***		
	CC2	.810	.044	19.203	***		
	CC1	.764	.049	17.677	***		
	CC5	.854	.049	20.804	***		
Relationships and Cultural Identity	CR3	.865	.064	18.498	***	0.630	0.894
	CR2	.737	.065	15.350	***		
	CR1	.755					
	CR5	.843	.061	17.936	***		
	CR6	.760	.061	15.904	***		
Resilience, Strength and Purpose	CP4	.850				0.683	0.928
	CP2	.867	.043	23.071	***		
	CP1	.821	.049	20.961	***		
	CP5	.853	.050	22.387	***		
	CP6	.795	.045	19.846	***		
	CP7	.770	.049	18.887	***		
School Ethos, Culture and Environment	PE1	.762				0.577	0.915
	PE3	.666	.057	13.793	***		
	PE4	.788	.049	16.764	***		
	PE5	.617	.076	12.640	***		
	PE6	.722	.048	15.123	***		
	PE7	.833	.057	17.908	***		
	PE8	.780	.050	16.558	***		
	PE9	.875	.056	19.029	***		

Variable	Items	Loadings	S.E.	C.R.	P-value	CR	AVE
Systematic Approach to Student Wellbeing	PS2	.743				0.667	0.923
	PS5	.838	.066	17.364	***		
	PS6	.868	.067	18.083	***		
	PS7	.786	.071	16.156	***		
	PS8	.841	.066	17.449	***		
	PS9	.819	.069	16.913	***		
Teaching and Learning	PT1	.820				0.674	0.925
	PT2	.868	.055	21.415	***		
	PT3	.863	.051	21.246	***		
	PT5	.792	.052	18.655	***		
	PT6	.746	.055	17.126	***		
	PT7	.832	.051	20.061	***		
Curriculum Relevance	PC1	.814				0.595	0.898
	PC2	.792	.059	18.220	***		
	PC4	.752	.060	16.956	***		
	PC5	.803	.062	18.555	***		
	PC6	.793	.060	18.211	***		
	PC7	.665	.067	14.440	***		
School-Parent Relationships	PR1	.822				0.752	0.923
	PR2	.809	.052	19.183	***		
	PR3	.912	.052	23.150	***		
	PR4	.919	.055	23.445	***		

Note: NA is for items with the weight fixed to 1, *** denotes p-value < 0.001.

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Appendix B 7: Reviewed Sources for SWEET Survey Development

Instrument/ Source And type	Purpose	Year of adoption and coverage	Meta construct targeted	Sub constructs
The Health Behaviour in School-aged Children (HBSC) Study. Survey Students (ages of 11, 13 and 15) World Health Organisation (2016)	To investigate patterns of key health behaviours, health indicators and contextual variables	1984- First round of survey conduction Internationa l (49 countries and regions across Europe and North America)	Conceptualisa tion (Health-oriented but contextual factors are considered)	HBSC-2013/14 (variable scales of 4 and more points): • Health factors: eating/ activities/outcomes/ body image/ health complaints & satisfaction. • Sexual health/ risk behaviours/ substances • Injuries and bullying • Life satisfaction • Family and friends • School (liking school/ pressure/ academic achievement/ relationship with peers/ relationship with teachers) • Social media use • Puberty • Social inequality and status
The Student Life Satisfaction Scale Scale Children age 7-14 Huebner (1991); Jiang & Huebner (2017)	to measure global life satisfaction in children	1991	Conceptualisa tion	(6-point Likert scale) • My life is going well. • My life is just right. • I would like to change many things in my life. • wish I had a different kind of life. • I have a good life. • I have what I want in life. • My life is better than most kids
The Personal Wellbeing Index – School Children Index Students (Key stages 2, 3 and 4) Cummins & Lau (2005); Tomyn.	Happiness measurement	2005	Conceptualisa tion	(0 to 10-point scale) • standard of living • health • life achievements • personal relationships • personal safety • community connectedness • future security

Fuller Tyszkiewicz & Cummins (2013)				
The UNICEF Child Well-being Index Index Built on determined indicators and collection of some primary data UNICEF (2007)	Comparison between European countries based on wellbeing selected indicators	2007	Conceptualisation	(Mainly through indicators) • Material wellbeing • Health and safety • Educational wellbeing • Family and peer relationship • Behaviours and risks • Subjective wellbeing
International Survey of Children's Wellbeing Survey Students (ages of 8, 10 and 12) Children's Worlds (2020)	Measurement of children's own perceptions and evaluations of their well-being	2011 Internationa l (20 countries)	Conceptualisation	• Living situation • home and family relationships • Money and economic circumstances • Friends and other relationships • Local area • School • Time use • Overall subjective well-being • Children's rights • changes in children's lives and qualities aspired to for the future (for older children)
The Student Subjective Wellbeing Questionnaire (SSWQ) Survey Students in Grades 6 to 8 Renshaw, Long & Cook (2014)	To develop a short and multi-level students' subjective wellbeing instrument *(healthy and successful living at school)*	2014	Conceptualisation	4 subscales: • school connectedness: cared for & relating to others. • academic efficacy: meeting demand • joy of learning: positive emotions & engagement with tasks
Social and Emotional Health Survey for High School Students Survey	To develop an instrument to measure *positive psychosocial development (*covitality construct)	2014	Conceptualisation	5 subscales (51 original items reduced to 12): • Belief in self: self-efficacy, self-awareness, and persistence • belief-in-others: school support, peer support, and family support

Students in Grades 9-12 You et al (2014)				• emotional competence: emotional regulation, empathy & behavioural self-control • Engaged living: gratitude, zest, and optimism
The Australian Child Wellbeing Project National Survey Students in Years 4, 6 and 8, including marginalised groups. Redmond et al (2016)	Measurement of children's perspectives of their wellbeing based on certain domains identified through qualitative research	2014	Conceptualisation	• Family • Friends • School • Community • Health • Money and material wellbeing • Cross cutting themes include: feeling good, optimism, bullying, closeness of relationships
The Student Wellbeing Model Framework Can be used by parents, teachers and school administrators for discussion and monitoring. (Soutter, O'steen & Gilmore 2013)	A suggested framework with student wellbeing indicators derived from educational policy analysis and a qualitative case study of high school students in a New Zealand school	2013	Conceptualisation and practice	• Having • Being • Relating • Feeling • Thinking • Functioning • Striving
Wellbeing in schools Research Project Survey Students and teachers in three Catholic	Understanding of how wellbeing in schools is currently understood by students and teachers	2014	Conceptualisation and practice	Conceptualisation: • Being happy • Being safe • being loved • being trusted • being respected • being listened to • being healthy • looking after myself

school districts Graham et al (2014)				• helping others • having a great environment • having privacy • having a say • Relationships with others Practice: • <u>Importance of student wellbeing to teacher</u> • Meditation at school • Being in a Catholic school • <u>Teacher's relationships with students</u> • <u>Students' inclusion in school</u> • Existing <u>policy is sufficient to guide and support student wellbeing.</u> • It would be helpful to have more <u>guidance with student wellbeing.</u> • <u>Additional programmes</u> related to student wellbeing are helpful in schools
The PISA 2018 Wellbeing Framework Framework 15-year-old students OECD (2019a)	creating international benchmarks of student well-being across OECD and partner countries	2015	Conceptualisation	• Well-being in terms of how fit and healthy students are, the education and skills they have, and how they feel about themselves and their lives (self) • Well-being in terms of the <u>environment a student is exposed to at school</u> (school environment) • Well-being in terms of the living environment and circumstances outside of school experienced by a student (out-of-school environment).
The Wellbeing Indicator Framework (New Zealand) Framework Schools New Zealand Education Review Office (2015)	evaluation indicators for student wellbeing for use in all mainstream primary and secondary schools to identify and respond to needs	2013	Conceptualisation and practice	Conceptualisation: Student wellbeing outcomes • Physically active • Included • Socially and emotionally competent • Resilient • Safe and secure • Nurtured and cared for • Confident in their identity • Achievement and success • Belonging and connectedness Practice: Three main indicator groups • A **Culture of Wellbeing**: Values and Practice o <u>School's stated aspirations</u> and objectives for wellbeing

				○ <u>Wellbeing values</u> underpin school's actions. ○ <u>Leaders are role models</u> and committed to wellbeing. ○ Partnerships with students and others are active in promoting wellbeing. ○ <u>Improvement is responsive to wellbeing monitoring.</u> • **Learning, teaching and curriculum**: ○ <u>Focus on student wellbeing and student achievement.</u> ○ Focus on individual needs and abilities. ○ Wellbeing outcomes are integrated in curriculum and teaching. ○ Teacher parent partnerships • **Systems, people and initiatives**: ○ <u>Proactive and responsive systems</u> and programmes ○ <u>Promoting students' agency and participation</u>
Australian Student Wellbeing Framework Framework Schools Education Council. (2013)	A list of evidence-based practices that support schools understand student wellbeing and promote it for their students	2018	Conceptualis ation and practice:	Conceptualisation: • Included • Safe • Respected • Connected Practice: • <u>Leadership</u> and their role in building wellbeing <u>supportive environments</u> • Inclusion: a <u>welcoming school culture</u> that values, diversity, and fosters positive, respectful relationships. • Student Voice: Students are <u>active participants</u> in their own learning and wellbeing. • Partnerships: <u>Families and communities collaborate as partners</u> with the school to support student learning, safety and wellbeing. • <u>Support:</u> School staff, students and families share and cultivate an <u>understanding of wellbeing</u> and <u>support for positive behaviour</u> and how this supports effective teaching and learning

Hearts & Minds Parent Survey (KHDA) Survey Parents of students in Dubai private schools KHDA (2017b)	Measuring parent's perspective on certain wellbeing indicators of their children (in line with the indicators included in Dubai Student Wellbeing Survey)	2018-2019	Conceptualis ation and practice	• Support provisions to students • Safety, happiness and optimism • <u>Parent involvement in school</u> • <u>Importance of wellbeing in comparison to academic achievement</u> • Health • Relationship with child • Child's relationships in school • Academic ability and schoolwork • Purpose • Bullying • Worry
The UAE National Strategy for Wellbeing 2031 Strategy UAE Official Government Portal (2021)	To promote and integrate wellbeing on the levels of the individual, society and country	2019	Conceptualis ation and practice	• Lifelong skills • Positive thinking (flexibility, positive feelings, balanced purposeful happy life) • Mental health • Active health lifestyle

Appendix C 1:Comparison of International Student Wellbeing Policies and Frameworks

Country	Ireland	Australia	New Zealand	Scotland	England
Document title	Wellbeing Policy Statement and Framework for Practice	Australian Student Wellbeing Framework	Wellbeing Indicator Framework	Curriculum for Excellence	The Education Inspection Framework
Type	Policy statement and framework to guide practice	Guiding framework	Guiding framework	Curriculum document	Quality assurance framework
Developer	Department of Education and Skills	Department of Education, Skills and Employment	Education Review Office	Developed by a Curriculum Review Group Overseen by Education Scotland	The Office for Standards in Education, Children's Services and Skills (Ofsted)
Year of development	2018	2018	2013	First published in 2004 Implemented since 2010	2019
Purpose	Ensure effective implementation of a whole school ethos and approach to promote student wellbeing and enable the recognition of Ireland as a leader in this field	Support school leaders, teachers, students, and parents to build positive and inclusive learning environments	Indicators serve as a tool for schools to review their practices and identify the needs of their students	Provide a flexible and learner-centred curriculum framework to ensure students (3-18) are provided opportunities to develop the knowledge, skills, and attributes for adaption, critical thinking, and flourishing	To inform government, learners, parents, and institutions about quality of education, training, and care, against a specific set of standards that consider relevant government policies and legislation
Definition of wellbeing	Realisation of one's potential resilience to deal with stresses Physical health Sense of purpose	Connection to others Safety and security	Positive feelings and attitude positive relationships at school Resilience	Nurtured Active Respected Responsible Included Safe	Wellbeing is not used as a term, but there is a reference to personal development, behaviour, and attitudes. Personal development:

	connection and belonging to a wider community	Active participation in learning Achievement of outcomes (academic, physical, social, emotional)	Self-optimism High level of satisfaction with learning experiences Safety and security	Healthy Achieving	Enable the learner to develop personal interests and talents beyond the academic/ vocational development Physical and mental health Character building such as resilience and independence Preparation of the learner to modern life and success (responsibility, citizenship, etc.) Behaviour and attitudes: Positive attitudes and commitment to education Punctuality and attendance Bullying and discrimination-free environments and respectful relationships
Link to existing theories/ models/ instruments	Bronfenbrenner's Ecological Model of Human Development (1979)	United Nations Convention on the Rights of the Child	United Nations Convention on the Rights of the Child		
Policy /Framework elements	First part: key policy messages: Student wellbeing definition Roles and responsibilities of schools (self-evaluation and promotion) Second part: practice status and guidance	Vision Guiding principles Description of key elements and practice guidance: Leadership Inclusion Student voice Partnerships Support	Three main parts: Culture of wellbeing Learning, teaching, and Systems, people, and initiatives Three domains of support: Leadership Partnerships	Health and wellbeing are combined and included in 6 specific areas: Mental, emotional, social, and physical wellbeing Planning for choices and changes Physical education, physical activity, and sport Food and health Substance misuse Relationships, sexual health, and parenthood	Inspection is conducted in four areas: Quality of education Behaviour and attitudes Personal development Leadership and management

	Culture and environment Curriculum, teaching, and learning Policy and planning Relationships and partnerships		Improvement and responsiveness		
Form of guidance.	A list of evaluation indicators for every element based on student wellbeing outcomes. Measurement data High-level actions	Effective practices are shared for each element	A list of evaluation indicators for every element based on student wellbeing outcomes. Self-review questions	Health and wellbeing responsibilities will reside with personal and social education, physical education and home economics teachers (teaching and assessment), and pedagogical responsibility for all teachers	
Monitoring / Enforcement schemes	A Wellbeing Steering Committee has responsibility for the oversight of the implementation, coordination, and review with the support of technical and advisory groups	Not specified	The draft indicators represent the first stage of a three-stage evaluation project to assist schools in promoting and responding to student wellbeing	Three wellbeing National Qualifications in the form of Awards to be completed by students	Graded judgments on all four areas

Appendix C 2: Wellbeing Overview from Various Disciplines

Before landing in education, wellbeing has been scrutinised through different disciplinary lenses. This overlap can present its own set of challenges and opportunities when wellbeing conceptualisation and practice are visited concerning students. Wellbeing interpretation in health, economics, sociology, and psychology fields, are described next.

a) Health perspectives:

Since 1946, the World Health Organisation (WHO) mentioned in its constitution the term wellbeing as part of its definition of health: "the state of complete mental, physical and social wellbeing not merely the absence of disease or infirmity." (WHO 2006, p. 1). A strong link exists between health and wellbeing (Cho et al. 2011; Diener & Chan 2011; Elliot 2016), but wellbeing is a broader construct than just a healthy body. In schools, wellbeing through healthy practice is very much endorsed by international organisations, and initiatives in the likes of "health-promoting schools" have been encouraged (WHO 2017a). Such initiatives aim in general to promote healthy environments, health-oriented curricula, and school health services. One advantage of these initiatives is to emphasise healthy living instead of mental issues usually associated with youth in the school settings (Hewitt et al. 2018). Targeting wellbeing through health policies and practices may be useful because it symbolises wellbeing as an outcome, but it can also hinder the separation wellbeing applications from healthy ones.

b) Economic perspectives:

Economics is one of the disciplines that has triggered the revival of wellbeing from individual and nation standpoints in recent years. While it is true that income is related to wellbeing, it is more and more apparent that traditional economic frameworks cannot fully solve the ever-growing problems of poverty, inequality, and environmental and political concerns (Oström 2012). After the crisis of 2008, the Commission on the Measurement of Economic Performance and Social Progress recommended a shift from a focus on production and wealth to a global aim of sustainable human wellbeing (Stiglitz, Sen & Fitoussi 2009). McGregor and Pouw (2017) argued that the economy had to be seen in a new light that incorporated social and cultural

factors, along with the natural and built environment, and not limited to the to the economy's typical view as a process of resource allocation.

Nussbaum and Sen (1993) proposed the capabilities approach to wellbeing, relating wellbeing to what a person could achieve if he/she were given certain favourable factors in his/ her environment (Nussbaum & Sen 1993). A proposed list of ten universal components was suggested (Nussbaum 2000): life; bodily health; bodily integrity; senses, imagination and thought, emotions; practical reason; affiliation; other species; play; and control over one's environment (political and material). Many countries' national and international policies have adopted the capabilities approach to shape their plans and strategies on wellbeing. The use of the capabilities approach is still timidly used in the education field (Soutter 2013). Regardless, it promotes contemplation of what factors could favour enhancing student wellbeing in the school environment.

c) **Sociological perspective:**

From a sociological perspective, wellbeing is not just seen from a subjective individual angle but focuses more on the social relationships and challenges people encounter and how people function as part of a larger group (Gallagher, Lopez & Preacher 2009). Several studies show a positive correlation between social interactions such as political engagement, activism, sports club participation, and relationships with friends and families to subjective and psychological wellbeing (Helliwell & Putnam 2004; Klar & Kasser 2009; Wann & Pierce 2005). Keyes (1998) stressed the difficulty of separating the private and public aspects of people's lives. People's natural inclination is to be within social structures, and social wellbeing is as important as subjective and psychological wellbeing. Social wellbeing is about optimal functioning in society. There is an increasing push towards social and emotional learning (SEL) in schools as part of a holistic education that leads to positive student outcomes (Zins et al. 2007). Schools are viewed first as social places that offer learning and teaching, and these are both social processes. Elias (2006) described SEL as a process of gaining competencies that led to understanding and managing emotions, dealing with others with trust, acceptance and caring, and being responsible in challenging situations.

d) Psychological perspective:

Positive psychology could be best described as a movement (White 2016), and a new way of looking at psychology. The term was first announced by Seligman in 1998 as the president of the American Psychological Association (Rao, Donaldson, & Doiron 2015), suggesting that psychology had so far focused on dealing with mental issues and dysfunction. In recent times, a proactive stance should prevail to prevent these issues from happening, by strengthening humans' positive aspects (Norrish &Vella-Brodrick 2009; Seligman 2002; Seligman & Csikszentmihalyhi 2000).

Positive psychology has revived the notion of happiness by looking at positive experiences at three points of time: the past, by focusing on wellbeing and life satisfaction; the present, by contemplating notions of happiness and flow; and the future, by visualising hope and optimism (Hefferon & Boniwell 2011; Seligman & Csikszentmihalyi 2000). An advantage of positive psychology lies in combining individual factors (creativity, engagement, etc.) to subjective states (happiness, optimism, etc.) and to other traits that help people function within wider social groups (altruism, citizenship, etc.). In relation to hedonism and eudemonia, positive psychology combines both to reflect on life in terms of its pleasures, meaningfulness, and engagement (Hefferon & Boniwell 2011). The adoption of PERMA as the building elements of wellbeing and their responsiveness for operationalisation and measurement has significantly interest in positive psychology and its application in various disciplines, including education (Rusk & Waters 2013; Seligman 2011; Seligman & Adler 2018; White 2016).

Since the beginning of positive psychology adoption, Seligman has recognised the challenges it faces. There are issues in applying and measuring it in light of its changing and developing nature from childhood to adulthood. Positive psychology still lacks a biological and neuroscience explanation to back it up. The notion of rendering positive psychology a reality utilising tested, reliable, and sustainable practices is still in the infancy stages. The aspiration is to enable the study of individual strengths and the enabling conditions to predict the outcomes (Seligman and Csikszentmihalyi 2000). The study of wellbeing conceptualisation has started mainly with adults in focus, but increasingly child-focused wellbeing scholarship is being synthesised.

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Appendix C 3: Traditional Approaches to Promoting Student Wellbeing in Schools

Schools differ in the way they approach student wellbeing. These approaches range from universal strategies to stand-alone interventions that target specific students. Some examples of approaches from literature are shared below:

- **Pastoral Care:**

Pastoral care stems from Christian traditions of providing guidance, welfare, and support to the needy. It has been heavily implemented by schools in England and then imitated in countries following British education (Hearn et al., 2006). Pastoral care has evolved in purpose and practice from a controlling and leading style into a more proactive intervention that aims to anticipate issues students might face during their development (Calvert 2009). In the Australian context, Cross, Lester, and Barnes (2014) posited that pastoral care had embedded a more inclusive stance by linking it to the school's curriculum and teaching processes, and through empowering students to grow confidence and make their own decisions. Schuhmann1 & Damen (2018) discussed the application of pastoral care in non-religious environments and proposed a more inclusive look into carers' work when orienting 'clients' to the concept of what is 'Good' for them. The 'Good' is influenced by spiritual reasoning and ethical, political and existential factors. Recently, pastoral care is promoted as a foundational base to serve wellbeing in schools (Daniel 2019), but it still holds an inclination to health practices and outcomes (Schuhmann1 & Damen 2018). A team is in charge of delivering pastoral care with support from other school people such as teachers and teaching assistants.

- **Student Counselling and Guidance:**

Student counselling and guidance are prominent in American schools. The origin of student counselling and guidance is linked to vocational education and training. The focus was directed towards dealing with social and emotional issues and developing vital skills through vocational training (Gysbers 2000). According to national agendas, guidance programmes planned and prioritized social and economic issues such as substance abuse, violence and

family issues (Gysbers 2005). Pastoral care, counselling, and guidance have expanded from individual targeted support to a comprehensive school approach that is integrated with the education programme. A major focus has been increasingly given to career guidance where it starts at the middle school phase with planning and engagement with the students and their parents. It involves making high school course selections and meeting the requirements of students' post-school pathway goals. The guidance programmes are centralised around the school counsellors and do not necessarily evoke a proactive and systematic approach to student wellbeing development.

- **Health Promoting Schools:**

International organisations such as WHO and UNICEF advocate for 'Health Promoting Schools' (HPS) (WHO 2017) as the whole school approaches to promote healthy environments, health-oriented curricula, and school health services. The Health Promoting Schools initiative, launched in the 1980s, was a way to expand practice from merely providing health education courses and conducting the usual healthcare services or targeting certain disruptive mental issues. It adopted an organisational approach that involved stakeholders such as students, teachers, parents, and other community groups (Samdal & Rowling 2012). The Health Promoting Schools programme considered health as significant predictor of students' learning. While the programme provided a clear rationale and evaluation indicators, implementation has not been necessarily straightforward. Samdal and Rowling (2012) evaluated some implementation practices and stressed the need to adopt a theoretical underpinning to ensure effective implementation. Eight elements were shared including: a) School preparation and planning for the initiative, b) establishing a policy and institutional anchoring, c) capacity building and development, d) updating leadership and management practices, e) establishing supporting environment and processes, f) promoting student participation, g) building partnerships and networking, and h) ensuring sustainability. Empirical evaluations of HPS programmes show contradictory effects. HPS can lead to some positive changes in the health status and perception within students, better academic results, and higher life satisfaction (Jessie-Lee et al. 2017; Lee et al. 2006), but evidence-based guidance into how to implement it and evaluate it and how to integrate it with other running initiative is still needed (Lee et al. 2006).

- **Positive Youth Development:**

Positive Youth Development (PYD) targets both youth's weaknesses and strengths improve their inner resilience and build their social and emotional skills (Durlak 1997, Damon 2004). It is based on an ecological view to identifying risk and protective factors to support adolescents in their development. It opposes the belief that the adolescent phase is difficult and problematic. Shek et al. (2019) mentioned that several models of PYD exist and have been applied in various cultural contexts. Similarities between the models include a) focusing on the strengths of adolescents and young people; b) consideration of plasticity attributes of development; c) building internal developmental competences; and d) using external developmental opportunities. A meta-analysis review conducted by Taylor et al. in 2017 to gauge the effectiveness of PYD initiatives showed that social and emotional programmes contribute to improving student mental health, social skills, and academic outcomes. These improvements are sustainable and last for years (based on revisited interventions from 2011). PYD encourages the involvement of diverse members of the community. The link between PYD and wellbeing is seen through key development domains within PYD: competence, confidence, connection, character, caring, and contribution (Lerner 2004; Ng & Vella-Brodrick 2019).

- **Socio-Emotional Learning (SEL):**

SEL can be defined as "children's ability to learn about and manage their own emotions and interactions in ways that benefit themselves and others, and that help children and youth succeed in schooling, the workplace, relationships, and citizenship" (Weissberg, Durlak, Domitrovich, & Gullotta 2015, p. 4). Historically, a meeting was held at the Frazer Institute in 1994 between educators and child- matters advocates and aimed to develop coordinated approaches to enhance students' emotional and social skills besides their academic skills (Weissberg et al., 2015). A model under the name the Collaborative for Academic, Social, and Emotional Learning (CASEL) was concatenated. Similar to other focused interventions, such as mindfulness, SEL unites the focus on academic and non-academic skills, leading to social, emotional, and behavioral outcomes (Durlaket al. 2011). SEL is backed up by a

model with five core competencies that can promote student development: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. SEL is a popular approach, but SEL-based interventions do not necessarily result in sustainable or positive results equally distributed across all students (Jones & Doolittle 2017).

Appendix C 4: Educational Entities' Strategic Visions, Missions and Goals

The difference in the governance scope of each of the educational entities: MoE, ADEK and KHDA, has influence on the type of visions and strategies they prioritise. The table below outlines the current vision, mission and strategic goals of each entity (MoE 2021b; ADEK 2021a; KHDA 2021).

The common aspects of the visions of MoE and ADEK focus on a knowledge-based economy and innovation promotion, which are prioritised by the national leading figures of the country. In the pursuit of alternative resources to replace oil depletion, the UAE government has shifted towards a human capital discourse as a way of creating more sustainable social and economic development trajectories (Ferroukhi et al. 2013; Morgan & Ibrahim 2019). KHDA's vision of lifelong learning is more in line with the international policy discourse largely backed up by International Organisations such as OECD, UNESCO and the World Bank. Since its inception in the early seventies, lifelong learning keeps changing in meaning, scope and modalities of application (UNESCO 2016). The mission accompanying KHDA's vision signals quality, accessibility, human development and community engagement as elements to facilitate the realisation of the lifelong learning vision. Jakobi (2012) and Ioannidou (2014) raise the issue of applying global values and principles with respect to lifelong learning without bringing it through the lens of the local context. Considering that KHDA serves international educational institutions and curricula from around the world, adopting such vision and mission can be practical to all and attractive to international investors considering the context of Dubai.

As far as strategic goals are concerned, the MoE specifies inclusive practices and excellence in institutional governance and provision. This emphasises the high stake attached to reducing the gaps between the performance of the public sector in comparison to the private sector. Particular focus is paid to the leadership and teachers' role in school effectiveness and school improvement (Bert, Creemers & Reezigt 2005; Mincu 2013; OECD 2012; OECD 2019a).

Visions, Missions and Strategic Goals of MoE, ADEK and KHDA (ADEK 2021a; KHDA 2021; MoE 2021c)

	Ministry of Education (MoE)
Vision	"Innovative education for a knowledgeable, pioneering and global society"
Mission	Develop an innovative Education System for a knowledge and global competitive society, that includes all age groups to meet future labour market demand, by ensuring quality of the ministry of education outputs, and provision of best services for internal and external customers.
Goals	Ensure inclusive quality education including pre-school education. Achieve excellent leadership and educational efficiency. Ensure quality, efficiency and good governance of educational and institutional performance, including the delivery of teaching. Ensure safe, conducive and challenging learning environments. Attract and prepare students to enrol in higher education internally and externally, in light of labour market needs. Strengthen the capacity for scientific research and innovation. Provision of quality, efficient and transparent administrative services. Establish a culture of innovation in an institutional working environment
	Abu Dhabi Department of Education and Knowledge (ADEK)
Vision	"Education First": A comprehensive education system with competitive, innovative, entrepreneurial and global opportunities which contributes to a knowledge-based economy
Mission	To produce world-class learners who embody a strong sense of culture and heritage and are prepared to meet global challenges.
Goals	Build an attractive education environment to make Abu Dhabi a pioneer regional and International Education Hub Enhance the quality of education outcomes in all levels and for all learners. Enhance alignment of education outcomes to meet Abu Dhabi labour market needs and socio- economic priorities, which would boost the prosperity of the Emirate. Provide distinctive and appropriate opportunities for all learners. Contribute in achieving the national agenda for sciences, technology, and innovation through developing an efficient and effective ecosystem of education research
	The Knowledge and Human Development Authority (KHDA)
Vision	"Lifelong learning to fulfil Dubai's aspirations"
Mission	To assure quality and to improve accessibility to education, learning and human development, with the engagement of the community.
Goals	The Knowledge and Human Development Authority (KHDA) is responsible for the growth and quality of private education in Dubai. We support schools, universities, parents, students, educators, investors and government partners to create a high-quality education sector focused on happiness and wellbeing.

The basics of ensuring safety and conducive environments to learning are also highlighted. As for learning outcomes that are strategically targeted, they are academically driven. This is evidenced by the adoption of certain indicators such as school graduation rates, PISA average scores and rate of completion of the foundation year when students move to university. The outcomes are mainly linked to the labour market preparation, which limits partially the greater purpose that can be achieved from education by preparing students to shape and take part in their futures (Bundick & Tirri 2014; Malin et al. 2013; Moran 2016). ADEK's strategic goals are largely aligned with the goals of MoE with a focus on inclusion and accessibility, student outcomes that satisfy the labour market requirements, and dedication to innovative research and practice. ADEK additionally aims to be an attractive education hub for international educational providers, given the fact that it oversees the private sector. In contrast, KHDA's goal is rather quality and growth-oriented and collaborative in nature with the various stakeholders in the sector. Support and engagement with stakeholders can be beneficial in enhancing education monitoring and policy formulation and implementation (Didham & Ofei-Manu 2020; Lysgaard, Reid & Van Poeck 2016). The clear mentioning of happiness and wellbeing signals the strategic intention to nurture this aim, but no further indicators and programmes are mentioned at this high level to indicate how happiness and wellbeing are to be accomplished.

From the brief exploration of the strategic visions and directions exhibited by the three educational entities, major alignment is seen between MoE and ADEK whereas KHDA adopts a broader direction towards lifelong learning and realisation of quality, growth, happiness and wellbeing. This can be partially linked to the responsibility of both MoE and ADEK in overseeing the public educational sector and hence the prioritisation of the needs of the labour market to shape and guide the expected outcome for students, particularly Emirati students. KHDA's entire focus on the private sector drives a different approach to promote effective ways of educational provision. Whether educational entities deal with private or public educational sectors, they have considerably a large base of stakeholders to satisfy their needs and interests.