Exploring Student and Teacher Perspectives on Well-being Development: A Mixed-methods Investigation

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Attaining and sustaining student well-being is an essential goal in educational practice. Schools have a strategic role to play in developing students' well-being. This study aims to examine the role of schools in developing student well-being and to explore students' and teachers' opinions about such development. This study used a mixed-method sequential explanatory design. Quantitative data was collected from one thousand nine hundred and seventy-two students from eleven junior high schools in East Java Province, Indonesia. Qualitative data were collected from four students and four teachers. Descriptive analysis and regression analysis techniques were used to analyse the quantitative data, while thematic analysis was used to analyse the qualitative data. The hypothesis that school climate affects students' well-being was accepted. This study also found that three school climate characteristics affect students' well-being: a sense of belonging, harmonious relationships, and positive student-teacher interactions. The results of this study suggest

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that the development of students' well-being can be promoted by creating a school climate that fits these three criteria. This research was only conducted at the secondary level. The use of subjects at various levels of education, ranging from the level of primary education to higher education, needs to obtain more in-depth information about the development of student well-being in school toward the future.

Introduction

Recently, there has been an increasing trend of research on the well-being of students in schools. This trend is based on efforts to address the high levels of bullying occurring in schools (Chen, 2021; Webb, 2021), which results in low levels of student well-being (Andreou, 2020; Arslan, 2021) and a high level of student stress at school (Rutkowska, 2021; Willis et al., 2021). Studies have shown that students' well-being affects their academic success (Ling et al., 2022; Waters et al., 2019). These data suggest that school education programs should focus on the development of academic achievement and the development of students' well-being. It means schools have an essential and strategic role in developing students' well-being.

Research on developing students' well-being follows three main trends. First, the study emphasises the importance of the school environment. Positive teacher-student relationships, favourable classroom climate, and school policies prioritising well-being are essential to enhance students' well-being (Lv et al., 2022; Malberg Dyg & Wistoft, 2018). Second, research encourages students' active participation in developing their well-being (Riele et al., 2017; Schwartz et al., 2021). Students have valuable insights into their experiences, and researchers involve them in designing strategies and interventions that meet their needs (Danker et al., 2019; Halliday et al., 2019). Lastly, research that uses technology as a tool to monitor and improve students' well-being. Mobile apps, wearable sensors, and online platforms collect data and provide timely interventions (Moilanen et al., 2018; Panesi et al., 2020). The three trends of the study aim to ensure that there is a strengthening of the role of the school environment, active student involvement, and the utilisation of technology and support for students' psychological well-being.

Further study on the development of well-being in students is very strategic and urgent for the following reasons. Firstly, high well-being is associated with improved student academic achievement (Clarke, 2020; Ling et al., 2022). By conducting this study, it is possible to identify factors that affect student achievement and design appropriate interventions. Secondly, this study helps to understand the factors that influence students' social and emotional relationships, promote positive social skills, and create an inclusive school environment. Finally, this study is also crucial in preventing student mental health problems. By understanding risk factors and through focused research, it is possible to design effective interventions to prevent and address student mental health problems. Overall, research on the development of students' well-being provides a holistic approach to education, promotes students' overall well-being, and provides a strong foundation for their future growth and success.

Literature review

Student well-being refers to holistic health and happiness within an educational environment. This concept encompasses various aspects of students' lives, including physical, emotional, social, and psychological well-being. It also includes academic engagement, social relationships with peers and teachers, and students' ability to cope with challenges and manage emotions effectively (Graham et al., 2016; Morinaj & Hascher, 2019). This approach emphasises addressing students' needs beyond academics to create a positive learning environment supporting overall growth. By prioritising student well-being, schools can enhance

academic outcomes, reduce the risk of mental health issues, and foster a positive school culture that benefits the entire learning community.

Studies examining the role of schools in developing well-being have been conducted by many researchers (Beard et al., 2021; González-Gallardo et al., 2022). The study examines school environment factors that affect student well-being, including analysing school programs and policies related to well-being development. The study results explain that schools are supportive environments and promote students' well-being. The research can also help identify strengths and weaknesses in existing approaches and develop effective strategies and interventions to improve students' well-being in schools. Focusing on the role of schools can satisfactorily achieve the educational goal of creating an inclusive and supportive school environment that is a solid foundation for students' psychological well-being and development.

Other studies have actively involved students as partners in designing strategies and interventions for their psychological well-being (Erden-Basaran, 2021; Olsen, 2017). In the study, students are objects and subjects with valuable experiences and views on their well-being. Students are allowed to share their thoughts, needs, and experiences related to psychological well-being and are involved in the planning and implementing appropriate programs. Through this participatory research, students actively participate in problem-solving and feel responsible for their psychological well-being. Researchers can better understand students' needs and preferences by involving students directly and designing more relevant and effective programs and interventions. This participatory research promotes student empowerment and strengthens their role in developing optimal psychological well-being.

Other research focuses on the role of technology in developing students' psychological well-being (Moilanen et al., 2018; Panesi et al., 2020). This type of research investigates using social media, mobile applications, and online platforms to influence students' psychological well-being. This type of research aims to understand the positive and negative impacts of technology use on students' psychological well-being and identify strategies for using technology that can improve their well-being by analysing students' patterns of technology use, content consumed, and online social interactions. The study provides insights into how technology affects students' mental health, social relationships, and self-esteem.

Based on the explanation of the relationship between school climate and student well-being, it can be concluded that the school climate has a strategic role in developing student well-being. Thus, the hypothesis proposed in this study is that school climate affects student well-being. Positive student perceptions of the school climate will result in their high well-being and vice versa.

Research problem

This study has three main objectives: to analyse the effect of school climate on students' psychological well-being, to understand students' views on developing their psychological well-being, and to understand teachers' views on strategies for developing students' well-being at school. The results of this study provide valuable insights into the design of educational programs and policies that support the effective development of the well-being of students in the school. Three research questions following these objectives:

(1) How does school climate (sense of belonging, student relations, student-teacher relations, educational climate, and interpersonal justice) affect students' well-being?
(2) How do the students perceive the development of their well-being at school?
(3) What are the teachers' strategies for developing students' well-being at school?

Methods

The method section outlines four main study points related to research design, research subject and procedure, data collection, and data analysis. The explanation of the four points is as follows:

Research design

A mixed-methods sequential explanatory design is used in this study. The chosen method aims to investigate the relationship between school climate and student well-being and identify alternative school climates that can promote student well-being. The first phase involved collecting quantitative data on school climate and student well-being. Subsequently, theoretical testing on the influence of school climate on well-being was performed. Qualitative data was obtained from students and teachers in the second stage to gather their perceptions of well-being development strategies implemented at the school. The findings from this stage elaborate on the results of the first stage.

Research subject and procedure

Two forms of data were gathered for this research project. Firstly, quantitative data was collected from a cohort of 1972 students, purposely selected based on class representation, from 11 junior high schools in the East Java region of Indonesia. Before finalising the research data, the students were requested to declare their consent to participate as research subjects. The subsequent section comprises qualitative data from four students and four selected teachers using a purposive sampling technique. These participants were sourced from four educational institutions.

Data collection

Data were obtained through scales and interviews. The school climate scale and the well-being scale were used in data collection. The school climate scale consists of 22 items that reveal five dimensions: relationships among students (α=.83), relationships between teachers and students (α=.87), educational climate (α=.76), feelings of belonging (α=.88), and interpersonal justice (α=.76) (Grazia & Molinari, 2020). The well-being scale consists of 16 items that can reveal four indicators: the joy of learning (α=.82), connectedness to school (α=.76), academic efficacy (α=.80), and academic confidence (α=.80) (Renshaw, 2018). The selection of the two scales is based on the consideration of student subjects and has a satisfactory level of reliability. Interviews on the development of well-being at school were conducted with four students and four teachers. The results of the interviews were used to provide explanations for the data obtained through psychological scales. Questions to students focused on the reasons why a sense of belonging, student relations and student-teacher relations can make them feel well-being in school. The questions to teachers focused on how they created these three conditions so as to make students feel well-being in school.

Data analysis

Descriptive analysis and regression analysis techniques were used to analyse quantitative data obtained from the scale, while thematic analysis was used to analyse qualitative data obtained through interviews. Quantitative research uses regression analysis to test the theoretical model of the influence of the school environment on student well-being. Tests were conducted simultaneously and partially. Thematic analysis was performed to categorise the subject's answers according to the themes that emerged from the statements given by the informants.

Results

In this section, three findings have described the description of research variables based on subject demographic data, simultaneous and partial regression analysis testing results, and qualitative data analysis results from students and teachers about developing well-being at school.

Profile of the research subject

The data in this section is a description of the three variables based on the demographic conditions of the subjects. Demographics include gender, school type, grade, age, and parents' occupation. The complete data is contained in Table 1.

Table 1. Profile of the subject (N=1972)

Profile of research subject	N	%	Well-being		School climate	
			Mean	SD	Mean	SD
Gender						
Male	994	50.41	56.61	13.85	87.28	10.41
Female	978	49.59	58.69	11.72	87.94	11.07
School type						
Public school	861	43.66	54.00	16.29	104.06	13.68
Private school	1111	56.34	60.47	8.412	101.90	12.13
Grade						
The first grade	644	32.66	55.07	16.01	90.87	9.197
Second grade	581	29.46	59.85	10.54	87.77	10.58
Third grade	747	37.88	58.15	11.01	84.67	11.28
Age						
12 years old	358	18.15	58.28	14.18	90.99	9.05
13 years old	546	27.69	55.96	14.49	89.64	10.01
14 years old	674	34.18	58.85	11.18	85.85	10.98
15 years old	366	18.56	57.53	11.57	84.82	11.29
16 years old	28	1.42	54.82	13.27	83.92	12.82
Father						
Professional	233	11.82	56.93	13.27	87.76	10.78
Businessman	1039	52.69	58.60	12.38	88.07	10.75
Labour	198	10.04	58.00	12.08	87.94	9.92
Farmer	285	14.45	55.58	14.05	86.74	10.62
Other	217	11.00	55.80	13.45	86.11	11.43
Mother						
Housewife	1004	50.91	58.11	12.27	88.06	10.45
Professional	227	11.51	55.96	14.01	87.96	10.60
Businessman	476	24.14	58.38	13.21	87.63	11.15
Labour	33	1.67	60.84	10.60	89.48	8.78
Farmer	79	4.01	55.74	14.00	85.97	11.53
Other	153	7.76	55.11	13.36	84.57	11.08

Table 1 shows that the number of research subjects is demographically balanced regarding gender, school type, and year. In terms of age, most issues were 13 and 14 years old. Concerning parental occupation, it is known that the father works as a business person, while the mother is mainly employed as a housewife. The highest average student well-being is in private schools, and the lowest is in public schools. In the variable of school climate, the highest average is students in public schools, and the lowest is students aged 16 years.

School climate and student well-being

The test of the hypothesis using regression analysis techniques showed a value of R=.321, R2=.109 p<.001. This result means that school climate significantly affects students' well-being. School climate predicts a student's well-being by 10.9%. Further analysis showed that three school climate indicators significantly affect student well-being: the sense of

belonging, student relationships, and student-teacher relationships. Two other indicators were unrelated to student well-being: educational climate and interpersonal justice. The complete data are shown in Table 2.

Table 2. Results of school climate analysis on well-being

Variables	Unstandardised Coefficient		Standardised Coefficient
	β	Std. Error	B
Sense of belonging	.822	.109	.204**
Student relations	.542	.097	.131**
Student-teacher relations	.293	.130	.063*
Educational Climate	.213	.123	.047[ns]
Interpersonal justice	-.097	.123	-.021[ns]

level of significance **=.001, *=.005, [ns]=no significant

Table 2 shows that the three most dominant indicators of school climate that affect students' well-being are the sense of belonging, relationships with other students, and relationships between students and teachers. The other indicators (educational climate and interpersonal justice) have no effect. In addition, the results of this hypothesis testing are explained in more detail through qualitative data obtained from four students and four teachers.

Sense of belonging

The sense of belonging to the school is the most dominant aspect of the school climate that affects student welfare. The regression analysis results showed the value of β=.204 p<.001. This result aligns with the opinions expressed by students 1 and 4, who stated that they would behave in a way that the school could be proud of, while students 2 and 3 said they would respect school property. The complete statement of the subject is presented in the following expose:

> *I try to maintain the school's good name by maintaining my attitude and behaviour outside school. I also try not to do anything that defames the school's good name (Student 1, male, 16 years old).*
> *One of the proofs that I feel ownership of the school is my behaviour of always maintaining school facilities and trying not to damage them (Student 2, female, 15 years old).*
> *I always maintain school facilities and feel happy using school uniforms and alma mater. It proved that I felt a sense of belonging to the school (Student 1, male, 16 years old).*
> *The best way I can show that I feel ownership of the school is to try to improve my achievement scores so that the school has a high score. In addition, I also try to excel in various competitions (Student 4, female, 16 years old).*

These four ideas show that the harmonious relationship among pupils is essential in developing well-being. In developing the well-being of students in schools, this idea is supported by the notion of four teachers. The four teachers emphasised the importance of learning with different methods to develop students' sense of belonging to the school. The complete statements of the four teachers are presented below:

> *In our school, there are several steps in fostering a feeling of belonging to the school. Among them are inviting students to actively protect the environment and school honour, gathering students and alums in organisations under the auspices of the school, and holding alumni meeting activities (Teacher 1, male, 31 years old).*
> *As a teacher, I strive to teach and apply the five principles of maintaining the school. The five principles are attitudes and behaviours towards schools: cleanliness, beauty, togetherness, example, and order in the school environment. (Teacher 2, female, 42 years old).*

I usually have discussions with students about why students feel uncomfortable at school or also about the behaviour of the destruction of school facilities. I typically give students plenty of time to share all their grievances so that I can analyse and provide solutions appropriately. After that, I gave directions that the school was their home, so it was inappropriate for them to feel uncomfortable in school and to destroy facilities (Teacher 3, female, 30 years old).

I teach students about the value of character to increase a sense of belonging to school, aiming to foster students' positive attitudes. One of the strategies is collaborate with parents. Parents are asked to monitor and direct students to behave and behave positively to maintain the good name of the school (Teacher 4, female, 44 years old).

Student relations

Relationships between students at school are the second dominant factor affecting students' psychological well-being. The regression analysis results showed that the value of $\beta=.131$ $p<.001$. This result aligns with the opinions expressed by the four students who stated that they had interacted and socialised comfortably during their time at school. The complete statements of the subjects are presented below:

I have always been good friends with other students. I try to have a wide range of relationships. I also try not to quarrel with other students, both at and outside of school (Student 1, male, 16 years old).

While at school, I felt that I had never felt any social gap because students are required to socialise well with fellow students in this school. In this school, the learning made it easier for me to understand the subject matter given by the teacher (Student 2, female, 15 years old).

In building social relationships, I interact positively with friends, help each other, help each other and respect each other and try to create a friendly atmosphere with friends in the classroom (Student 3, male, 16 years old).

One of the ways we relate well in school is our habit of sharing assignments in group assignments. I think togetherness and cohesion in the classroom are important factors for making friends (Student 4, female, 15 years old).

The harmonious relationship between the pupils is an essential factor in the development of the well-being of the pupils. This idea supports four teachers in developing students' psychological well-being in schools. They stated: "There are four strategies for developing harmonious student interaction. The strategy is to give group tasks, understand the importance of tolerance, arrange seats in turns, and conduct learning with peer teaching methods. The whole idea of the four teachers is presented in the following exposition of their work:

Some activities to create harmonious relationships among students include inviting congregational prayers, giving schoolwork in groups, and holding activities handled by students (Teacher 1, male, 31 years old).

At school, I still find the attitude of senior students arrogant. Therefore, I provide an understanding of the importance of mutual respect and respect for fellow students to both seniors and juniors (Teacher 2, female, 42 years old).

One strategy I often use to harmonise relationships between students is rolling seats. In addition to increasing the effectiveness of learning in the classroom, this strategy can also make relationships between friends harmonious because students will be paired with other students randomly (Teacher 3, female, 30 years old).

In my learning, I often use peer teaching so that students are more familiar and there is intense interaction between students. This friendship will trigger a sense of comfort in learning in class (Teacher 4, female, 44 years old).

Student-teacher relations

The teacher-student relationship at school is the third factor influencing students' psychological well-being. The regression analysis results showed that the value of β=.063 p<.005. This result aligns with the opinions expressed by the four students as they interact positively with the teacher, as evidenced by obedience to the teacher's orders, feeling helped when experiencing difficulties, and greeting the teacher when meeting the teacher. In the following expose, the complete statement of the issue can be presented:

> *I try to be active when learning in class, listen to what is conveyed by the teacher, respect every teacher's order, and usually give greetings and respects when meeting with the teacher (Student 1, male, 16 years old).*
> *When I have difficulty following the lesson, the teacher guides me until I understand the task. The teacher cared, so I didn't miss classes with other friends (Student 2, female, 15 years old).*
> *When I meet the teacher, I always say hello, and when the teacher invites me to talk to me, I usually use polite words to show that I appreciate my teacher (Student 3, male, 16 years old).*
> *As a student, I always obeyed the teacher's orders, listened to the teacher's explanations in class, and tried not to hurt the teacher's heart (Student 4, female, 15 years old).*

The harmonious relationship between students and teachers is essential in developing student well-being. This idea is supported by the notion of four teachers in developing students' psychological well-being in schools. Teacher 1's statement states that it gives students freedom of opinion, teacher 2 seeks to know students' character deeply, and Teachers 3 and 4 emphasise the importance of example in interacting with students. The complete statements are presented in the following expose:

> *The strategy I use to cultivate positive communication with students is to give students an opinion during the learning process. In addition, I also try to help with problems faced by students, both academic and non-academic (Teacher 1, male, 31 years old).*
> *To create positive communication with students, in teaching, I try to recognise students' characteristics and always appreciate every student's achievement. Thus, students feel comfortable interacting with me (Teacher 2, female, 42 years old).*
> *I have a principle that teachers should be a source of inspiration for students, so what I usually do is to set an example and trust in students. Thus, students will feel comfortable interacting with the teacher (Teacher 3, female, 30 years old).*
> *I usually show a positive attitude and enthusiasm in building positive communication with students in every lesson. In addition, I also try to learn more about students' interests and needs. I also use a fun learning model to make students more comfortable interacting with me (Teacher 4, female, 44 years old).*

The three types of qualitative data obtained from four students and four teachers can be summarised as follows: 1) Students' sense of belonging is indicated by the attitude and behaviour of maintaining the good name of the school and maintaining school facilities. Teachers try to instil positive values to love the school; 2) cooperation and mutual help between students show harmonious relationships. Teachers create learning strategies that support harmony among students, and 3) Positive student-teacher interaction is characterised by students greeting and following teacher orders. Teachers design learning to encourage interactive communication.

Discussion

The study's results indicate that the hypothesis regarding the correlation between school climate and student well-being is supported. The school climate, which features a feeling of belonging, harmonious student relationships and positive teacher-student interactions and

rapport, are the three key indicators influencing the students' well-being the most. Qualitative data from interviews with both students and teachers bolster these findings. In other words, enhancing students' well-being by optimising the role of teachers in establishing a school climate fulfils these three requirements.

Findings on the impact of school climate on student well-being indicate that it is essential for schools to direct their attention to creating a positive and inclusive school climate to increase students' sense of belonging to a school, encourage cooperation and friendship among students, and promote positive interactions between teachers and students (Dyrbye et al., 2019; Mangestuti et al., 2022). By understanding and applying these findings, schools can plan programs and policies emphasising aspects of the school climate that significantly influence student well-being. For example, schools can host diverse clubs and extracurricular activities covering a range of students' interests and talents. This way, students feel valued and supported in pursuing their passions while fostering collaboration and positive interactions. Additionally, schools must implement solid and transparent policies to prevent and handle bullying cases in the school environment. It will ensure safety guarantees for students and promote a friendly and supportive school climate that nurtures student well-being.

In contrast to previous studies, this study makes a new contribution to understanding the relationship between school climate and student well-being. However, previous research has acknowledged the role of school climate in developing student well-being (Crowley et al., 2021; Varela, 2021). This study provides new understanding by identifying the three most dominant indicators of school climate: students' feelings of belonging to school, harmonious relationships between students, and positive interactions between teachers and students. These findings emphasise understanding the key elements that need attention in creating a school climate that supports student well-being. In addition, the novelty of the results of this study lies in the incorporation of mixed method approaches that combine quantitative and qualitative data to understand the impact of school climate on student well-being. In this study, a mixed approach made it possible to see the extent to which school climate affects student well-being quantitatively. It provided a deeper understanding of the relationship between the two variables. It is integrating quantitative and qualitative data results in a comprehensive understanding of the role of school climate in the development of student well-being.

Furthermore, the results of this study provide valuable insight into the factors that influence student well-being in schools. The existence of a student's sense of belonging to school is a strong indicator of affecting student well-being. It suggests that when students feel a strong emotional attachment and identity to school, they experience better psychological well-being (Prati et al., 2018; Vang & Nishina, 2022). In addition, harmonious relationships between students also play an essential role in improving student well-being. If the students feel a sense of social support and warmth among classmates, they tend to feel happier and more satisfied with their school experience (Darling, 2021; Shochet, 2021). Positive interaction between teachers and students is also crucial in influencing student well-being. When students feel cared for, listened to, and supported by the teacher, it can increase students' sense of competence, self-esteem, and motivation (Leverett et al., 2022; Zheng, 2022). The findings have significant psychological implications for creating a school climate supporting student well-being.

The results of this study have important implications for students and teachers. For students, the results emphasise the importance of a positive and inclusive school climate in improving their well-being. Students need to realise that feeling a sense of belonging to the school, establishing harmonious relationships with fellow students, and interacting positively with teachers can help them feel happier and more satisfied and support healthy psychological development. This implication also invites students to actively participate in creating a positive

school climate and maintaining good relationships with classmates and teachers. Meanwhile, for teachers, the results of this study highlight the importance of their role in creating a supportive classroom climate and building positive interactions with students. Teachers must develop good interpersonal skills, provide individualised attention to students, and create an inclusive learning environment (de Carvalho et al., 2021; Zheng, 2022). These implications reinforce the importance of the teacher's role in supporting students' well-being and motivating them to continuously improve positive relationships and interactions within the school environment.

Conclusion

The research, which was conducted using a mixed method approach, found that the three criteria of school climate that can develop students' well-being are a sense of belonging, student relationships, and student-teacher relationships. This finding requires schools to create an academic atmosphere to develop student well-being in these three conditions. In other words, principals and teachers are responsible for building and maintaining a school climate that supports student well-being.

This study points to the importance of creating a positive, inclusive, and supportive school environment to enhance students' psychological well-being in secondary schools. This study's academic recommendations should focus on safety, social support, and positive relationships between students and teachers. Encouraging positive social interactions and providing good role modelling is also essential. Prioritising the integration of psychological well-being within the curriculum and fostering collaboration between teachers, school staff, parents, and students is necessary. By following these recommendations, schools can create a supportive environment and appropriate learning strategies to improve students' psychological well-being in secondary schools.

Research on the development of student well-being that only focuses on junior secondary school students has limitations in generalising the findings to other school levels. Consideration must be given to developmental differences amongst students from various school levels, and in-depth coverage of well-being aspects pertinent to different age groups is necessary. The sample is limited to a particular age group, and school may also limit broader conclusions. Therefore, further research that includes a variety of age groups and schools at various levels needs to be conducted to gain a more comprehensive and applicable picture of improving students' overall well-being.

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