Positive and Negative Emotions in Post-Secondary Students

# Abstract

This case study, conducted at a Maltese post-secondary school, was guided by Bradburn’s Subjective Wellbeing (SWB) theory, which suggests that individu- als define wellbeing based on personal experiences. According to SWB theory, wellbeingisinfluencedbypositivefactorsthatevokepositiveemotionsand negative factors that lead to negative emotions. The study aimed to understand students’ perceptions of wellbeing, identify positive and negative factors influ- encingit,andproposerecommendationsforimprovementwithintheschool. Using a qualitative interpretative approach, the researcher conducted 12 semi- structuredinterviewswitha convenience sampleofstudents,analysingdata with the Braun-Clark method. Findings were categorised into three themes: personalfactors,socialfactors,andcognitivefactors.Themostfrequentlycited negative factors were workloads, deadlines and examination failure, while the most frequently cited positive factor was teacher support. Students recom- mended reducing workloads and deadlines, organising sports and extracurric- ular activities, upgrading gym equipment, and promoting counselling services. In a final reflection, the researcher discusses how teachers, as the highest-rated positivefactoratschool,couldhelpaddressthemostsignificantnegativefac- torsthatareworkloadsanddeadlines,byfosteringagrowthmindset,promot- ing resilience through positive psychology, and equipping students with effec- tive coping skills.

# Keywords

Coping,Cognitive,Resilience,PositivePsychology,GrowthMindset

# Introduction

This case study was conducted in a local post-secondary school that highly prior- itisesthewellbeingofitsmembers.Recognisingthatstudentsdeservethebest

educational services possible, the school consistently strives to foster greater well- being. This study utilises a student-centred approach to explore how the schoolcan develop initiatives once it understands students’ perceptions in this regard.

## Post-SecondaryEducationinMalta

A post-secondary school in Malta can be considered as the stepping-stone be- tweencompulsoryeducationandtertiaryeducation([Eurydice,2023a](#_bookmark23)).Like all educationlevels,thisstageaimstoenablestudentstoacquireacademicknowledge andpreparethemtobecomeactivecitizenswhocaneffectivelynavigatesocio- economic realities while avoiding inequity, poverty, discrimination, marginalisa- tionand exclusion([European Union, 2021](#_bookmark22)). However, achieving thisgoal requires that the education system prioritises the health of students and their wellbeing, recognisingthatthesehavebecomeevenmorepronouncedanddemanding([Eu-ropean Union, 2021](#_bookmark22)).

## TheNeedtoFosterWellbeing

The need to foster wellbeing among student populations in schools has always been paramount. Evidence of this is found even in national important documents liketheEducationAct([LegislationMalta,2022](#_bookmark28)).The*MalteseMentalHealthStrat- egy*2020-2030revealsthat oneinfour Maltese adolescents aged 15 and aboveex- perience wellbeing-related issues ([Office of the Deputy Prime Minister, 2019](#_bookmark34)). It should be noted that students who attend post-secondary schools fall within this category, as most of them are between 16 and 18 years old. Hence, schools mustbe mindful of this statistic and prioritise fostering wellbeing among their student populations.

Furthermore, a local study carried out in 2022 by the National Statistics Office (NSO) reported that only 25.5% of adolescents aged between 16 and 17 years feel that their overall life satisfaction is high ([NSO, 2024](#_bookmark32)). Arecent local study carried out among medicine and pharmacy students at the University of Malta revealed that eight percent of them thought of suicide due to academic stressors ([Blundell&Degiovanni, 2024](#_bookmark6)). These statistics underscore the ongoing commitment to pri- oritising wellbeing. Therefore, this study is dedicated to exploring the perceptions of students in a particular post-secondary school to set the foundations for strate- gically implementing more measures to foster higher wellbeing. The study values the voices of the students and aims to proceed following the guidelines of the Di- rectorates for Education, which recommend the adoption of effective pedagogical approaches within the curriculum that both reflect and accommodate diversity ([Directorates of Education, 2021](#_bookmark20)). This approach ensures effectiveness with all students who require different kinds of attention and support.

Initiatives aimed at fostering greater wellbeing must be customised to suit the individuals availing of the services ([Gatt, 2022](#_bookmark25)). Thus, emphasising the signifi- cance of initially examining the perceptions and requirements of these students in their scholastic setting ([Bettencourt et al., 2021](#_bookmark5)) is of utmost importance.

## TheoreticalFramework

Recognising and appreciating each student as a distinct human being with unique strengthsand needs,thisstudyisguidedbyBradburn’stheoryonSubjectiveWell- being(SWB)([Bradburn,1969](#_bookmark8)).SWBtheorywaschosenoveralternativewellbeing frameworksbecauseitemphasisestheindividual’spersonalperceptionoftheir own wellbeing, capturing the nuanced interplay between positive and negative af- fect.Thisisparticularlyrelevanttothestudyasitalignswiththediverseandin- dividualised nature of students’ experiences, which are shaped by various per- sonal, social, and educational contexts([Ahanonu& Jooste, 2016;](#_bookmark3)[Cefai& Cooper,2011;](#_bookmark13)[Sfeatcu et al., 2014](#_bookmark41)). By focusing on how individuals perceive and evaluate their own lives, the SWB framework provides a more tailored and student-centredapproach to understanding wellbeing, making it an ideal lens for exploring the unique andsubjectivenature ofwellbeingamongpost-secondarystudents.

Students in a post-secondary school, particularly those studying academic sub- jects rather than vocational ones, may have varying perceptions of wellbeing com- pared to individuals of their same age who lead different lifestyles. [Bradburn(1969)](#_bookmark8)proposed thistheory as ameansofunderstanding wellbeing by considering the balance between positive and negative factors that influence it. According to Bradburn, wellbeing is determined by the presence of positive emotions and the absence of negative ones. To explore the subjective wellbeing of students, this study adopts this framework to investigate the factors contributing to positive and negative emotions. Additionally, Bradburn’s theory has been widely used in pre- vious research studies and has proven useful in educational settings ([Adler &Seligman, 2016](#_bookmark2)).

## TheResearchGap

Numerouslocalstudieshaveinvestigatedthesubjectivewellbeingofstudentsdur- ing compulsory education ([Askell Williams et al., 2013;](#_bookmark4)[Cefai& Camilleri, 2011;](#_bookmark12)[Cefai et al., 2014;](#_bookmark15)[Cefai& Cooper, 2017;](#_bookmark14)[Debono, 2018;](#_bookmark19)[Haber, 2020;](#_bookmark27)[Sammut,2007](#_bookmark38))andtertiaryeducation([Borg&Cefai,2014;](#_bookmark7)[Camilleri&Galea,2017;](#_bookmark10)[Cauchi&Degiovanni,2015;](#_bookmark11)[Mamoetal.,2012](#_bookmark29)).However,therehasbeenlimitedresearch on the post-secondary years, particularly among students in academic pro- grammes rather than vocational ones. This gap in research motivated this study, which was conducted in one of Malta’s largest post-secondary schools, where no prior studies in this domain have been undertaken. By listening to students’voices, the educators of this school, who consistently strive to promote wellbeing, can enhance their knowledge and implement effective strategies to foster higher levels of wellbeing ([Cefai& Cooper, 2011](#_bookmark13)).

# Objectives

The main aim of this case study was to understand what post-secondary school students who attend this school, understand by the term “wellbeing”. Guided by [Bradburn’s(1969)](#_bookmark8)SWBtheory,theobjectivewastoidentifytheirperceived

positivefactorsthatelicitpositiveemotions,contributingtotheirhigherwellbe- ing,andtodetecttheirperceivednegativefactorsthatelicitnegativeemotions, resultinginloweringtheirwellbeing.Ultimately,thestudysoughttogathersug- gestions and recommendations from students on how the school can enhance greaterwellbeing.Toexploretheseobjectives,themainresearchquestionwas: Whatdo post-secondaryschoolstudentsunderstandbythe term“wellbeing”?

Thethreesubsidiaryquestionswere:

1. What positive factors do students believe contribute to positive emotions that promote wellbeing?
2. Whatnegativefactorsdostudentsthinkgeneratenegativeemotionsthat consequently decrease wellbeing?
3. Whatinitiativesorprocessesdostudentssuggestorrecommendtothe schooltoenhancetheoverallwellbeingofthe students?

# Methodology

The case study employed an interpretivist philosophical stance. Interpretivism, as anepistemology,necessitatesstudyinghumansassocialactors([Saundersetal.,2007](#_bookmark39)).Inthiscontext,theinterpretivistapproachallowedtheexplorationofstu- dents’ lived experiences, identities, and relational dynamics, shedding light on the subjectiverealitiesunderlyingtheirperceptionsofwellbeing.Recognisingthe value of multiple perspectives, this approach facilitated a holistic understanding. Theinvestigationadoptedaninductiveapproachtogaindeeperinsightsintothe research context. Qualitative research aligns with the interpretivist stance, recog- nisingthatknowledgeissociallyconstructedandsubjective,influencedbystu- dents’ interpretations and experiences ([Saunders et al., 2007](#_bookmark39)). Thus, the study fol- lowed an interpretivist inductive research approach.

## TheResearchProcess

Twelve semi-structured interviews were conducted with students who were se- lected using the convenience sampling method after consulting and deliberating withtheHeadofSchool.Toensurehonestandcandidresponses,severalmeasures were implemented. Participants were assured of their anonymity and confidenti- ality throughout the research process, emphasising that their identities would notbe disclosed in any reports or publications. They were also informed that their participation was entirely voluntary and that they could withdraw at any time without any repercussions. To further enhance honesty, the interviewer deliber- ately selected students whom she does not teach and whom she encountered cas- ually near the school’s canteen. Before the interviews, the interviewer explicitly requested that the participants provide the most honest responses possible, em- phasisingtheimportanceoftheirtruthfulinsightsfortheresearch.Additionally, a form was provided containing comprehensive details about the aim of the study, the identity of the researcher, the research process, and their rights, including the assuranceofnon-judgmentalandunbiasedanalysis.Theinterviewswereaudio-

recordedandtranscribedverbatim,andacopywasprovidedtotheparticipants to verify the accuracy of the information and further build trust in the research process.

## TheAnalysisStage

TheBraun-Clarke([Braun& Clark,2006](#_bookmark9))thematicanalysis methodwas employed to analyse the interview data. The transcripts were read multiple times, significant dataunitswerecoded,themesweregenerated,outofwhichthemostsignificant oneswereselected,andfinally,theaccountwaswritten,presentingthefindings.

# Findingsand Discussion

## Theme1:PersonalFactors

The findings reveal that students place a significant emphasis on personal factors when defining and evaluating their wellbeing. Students mentioned mental health, physical health, proper nutrition, balanced lifestyle, time availability, emotions, and quality of life as essentialelements. These factors resonate with the conceptof hedonic wellbeing, which focuses on personal happiness and life satisfaction,an idea traced back to ancient philosophy. [Cho and Yu (2020)](#_bookmark18)elaborate on he- donic wellbeing as an individual’s perception of themselves and their surround- ings, linking it to positive emotions and satisfaction. Similarly, [Orth et al. (2022)](#_bookmark36)discusshedonicwellbeing’srelationshipwithmentalwellness,highlightingitsrole in enabling individuals to feel good about their lives. This is contrasted with eu- daimonic wellbeing, which is oriented towards achieving purpose and optimal functioning, further underscoring that wellbeing involves more than merely feel- ing good; it includes living well.

Historically, the term *wellness* emerged in the 17th century as a state oppositeto illness, signifying an absence of disease ([Scaria et al., 2020](#_bookmark40)). This term fell out of frequent use until the mid-20th century, when it was revitalised through the World Health Organisation’s (WHO) definition, which expanded the under- standing of wellbeing to include physical, mental, and social dimensions. The [WHO’s (1947)](#_bookmark43)definition underscores that wellbeing is not merely the absence of illness but a holistic state of health and fulfilment. This broad view aligns closely with the students’ responses in this study, as they frequently highlighted the im- portance of mental and physical health alongside a balanced diet and lifestyle.

The students’ emphasis on a balanced diet as part of their wellbeing reflects public healthpriorities within theMaltese context. Thepolicy document, *A WholeSchoolApproachtoAHealthyLifestyle:HealthyEatingandPhysicalAc- tivity Policy* ([MEDE, 2015](#_bookmark30)), advocates for the integration of healthy eating and physical activity within schools. This document aligns with findings in the current study, where students identify a balanced diet as a contributor to positive emo- tions and enhanced wellbeing. The policy’s focus on nutrition is crucial, given the high rates of overweight and obesity among Maltese youth, as highlighted by the HealthMinistry([MEDE,2015](#_bookmark30)).Theemphasisondiet reflectsstudents’awareness

of how physical health and lifestyle choices impact mental and emotional wellbe- ing, resonating with the WHO’s holistic view of health.

Furthermore, this study’s findings support the link between nutrition and aca- demic performance, as outlined by [MEDE (2015),](#_bookmark30) which suggests that improved nutrition is associated with better learning abilities and, subsequently, academic success. Interestingly, students in this study also highlighted poor academic per- formance as a negative factor, which is consistent with research indicating that academicsetbackscanleadtostress,anxiety,and adiminishedsenseofwellbeing. Thus, students’ responses reflect an understanding of the interconnectedness of personal factors such as diet, physical health, and mental wellbeing.

Educators and policymakers should prioritise initiatives that address specific negative factors identified by students, such as poor mental and physical health, unbalanced lifestyles, and inadequate nutrition. Integrating holistic health educa- tion into school curriculums and supporting policies like the Maltese Healthy Eat- ing and Physical Activity Policy can help combat issues like unhealthy diets and sedentary habits. Additionally, raising awareness about the connection between nutrition, mental wellbeing, and academic performance can mitigate the detri- mental impact of poor lifestyle choices, which students linked to stress, reduced energy, and negative emotions.

## Theme2:SocialFactors

The findings reveal that students place high importance on relationships with teachers,family,friends,andthesupportofferedbyschoolstructureslikeguid- anceservicesandextracurricularactivities.Thesesocialconnectionsplayacritical role in shaping students’ wellbeing and providing a supportive foundation during challengingtimes.Student8explained:“Thefirstpositivefactorisotherpeople who are ready to hear you, especially when you have problems, like your girl- friend,motherandfathersupportme.SupporthelpsalotandIamsorryforthose whodon’thaveit as honestly,Idon’t know howI wouldcopeifIwasby myself.” Moststudentshighlightedthepositiveimpactofteachersontheirwellbeing.A student described: “I think that a big factor in school that raise the level of wellbe- ing are teachers. There are certain teachers that you can tell that they really try theirbesttoraiseourmoraleandmotivateusinschoolandhelpusnevertogive upinstudiesalthoughtheyacknowledgethatit’shard”–Student10.Thisaligns with[OECD(2015)](#_bookmark33)findings,whichindicatethat71%ofstudentswithgood teacherrelationshipsenjoyschoolmore.Teachers’support,empathy,andmoti- vationfosterapositiveschoolenvironment,underscoringOpper’s(2014)claim that“teachersmattermoretostudentachievementthananyotheraspectof schooling” (p.1). Teacherswho listen, understand, and show empathy contribute notonlytoacademicsuccessbutalsototheemotionalresilienceofstudents,en-

hancingtheiroverallwellbeingatschool.

Family and friends were frequently cited by students as pillars of their wellbe- ing.Atthisage,peerrelationshipsareparticularlysignificant,withstudents

identifying friends as central to their sense of wellbeing. Research by [Abela et al.(2024),](#_bookmark1)[Ahanonu& Jooste (2016),](#_bookmark3) and [Chattu et al. (2020)](#_bookmark17)supports this, noting that meaningful connections with family, peers, and educators are crucial for pos- itive emotional health. Participants highlighted that supportive social interactions provide them with a sense of belonging and security, which are essential for their wellbeing.

This study also indicates that guidance and counselling services contribute pos- itively to students’ wellbeing. Participants described how these services provide a safe space for students to explore their feelings and gain support, which alignswith [Eurydice’s (2023b)](#_bookmark24)description of counselling as offering time and space for reflection. The availability of such resources underscores the school’s commit- ment to supporting students emotionally, beyond academics.

The school’s commitment to fostering wellbeing through extracurricular activ- ities further supports social connections. Students reported that school clubs, such asphotography,drama,and sports,uplifttheirwellbeingbycreatingapositive atmosphere at school. As Student 5 observed, “The activities continue increasing thewellbeingbecausethereisexcitementintheschoolandthereispositivity.” Participantsdescribedhowtheseactivitiesallowthemtoformbondswithpeers, explore interests, and engage in non-academic pursuits that contribute to emo- tional wellbeing.

On the negative side, hostile family dynamics such as parental conflict and cha- otichomeenvironmentswereidentified as suppressingwellbeing.Despite being older, students are still affected by family conflicts, as noted by [Abela and Walker(2014),](#_bookmark0)whostatethatparentalfightingunderminesasenseofsecurity.Student 12’scomment,“Thebiggestthingthatupsetsourwellbeingareparentsfighting or substance abuse at home,” highlights how these environments disrupt their emotional balance, causing stress and distress.

Peer conflicts and bullying also emerged as social factors negatively impacting wellbeing. This aligns with research by [Cefai et al. (2024),](#_bookmark16) which indicates that bullying can lead to physical, social, and emotional difficulties, with long-term effects on mental health, self-esteem, and school engagement. This study’s find- ings reflect that bullying can lead to anxiety, school avoidance, and lower aca- demic performance, reinforcing the need for anti-bullying measures to ensure a safe learning environment.

Finally, this study reveals how social comparison, when a student is being com- paredtosiblingsorpeers, affectsstudents’self-esteemand emotionalwellbeing. AccordingtotheSocialComparisonTheory([Gibbons&Buunk,1999](#_bookmark26))andEx- pectancy Value Theory ([Wigfield& Eccles, 2000](#_bookmark44)), such comparisons can lead to feelingsofinadequacy,disappointment,andreducedself-worth.Thesefindings suggestthatsocialcomparison,whetherintentionalorunintentional,canbedet- rimentalto students’confidenceandoverallwellbeing.

Strengtheningrelationshipsbetweenstudentsandtheirteachers,families,and peerscandirectlyaddressnegativefactorssuchaslackofsupport,parental

conflict,bullying, and socialcomparison. Schoolsshouldinvestinteacher training to enhance empathy and support for students, while family engagement pro- grammes can help alleviate the impact of hostile home environments. Anti-bully- ingcampaignsareessentialtocounteractthephysicalandemotionaldifficulties caused by peer conflicts. Expanding access to guidance services and extracurricu- lar activities can mitigate feelings of isolation and foster a sense of belonging, ad- dressing students’ concerns about limited emotional support.

## Theme3:CognitiveFactors

The findings indicate that cognitive stressors such as workloads, deadlines, and stress are significant factors that negatively impact students’ wellbeing. Nine outof the twelve students interviewed mentioned these elements as sources of nega- tive emotions, creating mental strain that hinders their overall wellbeing. These insights align with existing literature, which consistently identifies cognitive stressors, especially academic workload and deadlines, as detrimental to student wellbeing([Abelaetal.,2024;](#_bookmark1)[Cefai&Cooper,2017;](#_bookmark14)[Cefaietal.,2024;](#_bookmark16)[MEDE,2017;](#_bookmark31)[Ogrodniczuk et al., 2021;](#_bookmark35)[Pascoe et al., 2019](#_bookmark37)).

Workload emerged as a predominant stressor in this study. Students noted that heavy academic demands limit their time for relaxation and personal interests, leading to stress and frustration. Student 11’s reflection, “When I have too much work and I can’t have time for myself… I feel stressed,” highlights the conflict between academic responsibilities and the need for personal time. This sentimentis echoed in the work of [Cefai& Cooper (2017),](#_bookmark14) who emphasise that excessive academic workload can cause a build-up of stress, leading to emotional exhaus- tion. Similarly, [Abela et al. (2024)](#_bookmark1)argue that high workloads disrupt students’ mental wellbeing, reducing their ability to focus, engage, and maintain a healthy work-life balance.

Participants also described how deadlines contribute to student stress by creat- ing a sense of urgency and pressure to perform within limited time frames. They explained how meeting multiple deadlines often forces them to prioritise aca- demic tasks over other aspects of their lives, leading to a reduction in time for social interactions, rest, and leisure activities. This pattern of time constraint is explored by [Pascoe et al. (2019),](#_bookmark37) who found that time pressure associated with strict academic deadlines can lead to heightened stress levels, decreased life satis- faction,andpoorer mentalhealth outcomes. In addition, [Ogrodniczuk et al.(2021)](#_bookmark35)report that constant deadline pressure can generate a cycle of stress, as stu- dents often feel that they must sacrifice personal wellbeing to meet academic ex- pectations. Students explain that this feeling of “time scarcity” exacerbates mental strain, making it difficult for them to balance school with other pursuits that could potentially enhance their wellbeing.

Stress itself is both a consequence and a catalyst in this equation. The pressures of academic workload and deadlines contribute to a continuous cycle of stress, negatively affecting students’ emotional and cognitive functioning. [MEDE (2017)](#_bookmark31)

underscores that prolonged exposure to stress due to academic demands can dis- rupt cognitive processes, leading to difficulties in concentration, problem-solving, and decision-making. Additionally, [Cefai et al. (2024)](#_bookmark16)report that academic stress often correlates with symptoms of anxiety and depression, especially when stu- dents perceive that their workload is overwhelming. This aligns with the notion that cognitive stressors not only generate immediate negative emotions but also create lasting effects that impair both mental health and academic performance. [Ogrodniczuk et al. (2021)](#_bookmark35)further argue that sustained academic stress can lead to burnout, a state characterised by emotional exhaustion, depersonalisation, and a reduced sense of personal accomplishment.

Addressingacademicworkload,strictdeadlines,andstressorsiscrucialtore- ducenegativeemotionsandmentalstrainreportedbystudents.Policiesthatpro- mote balanced workload distribution, more flexible deadlines, and stress manage- ment initiatives can directly counteract the time pressure and feelings of over- whelmidentifiedinthefindings.Incorporatingrelaxationandmindfulnesspro- grammes into school schedules can help students better manage stress and reduce itslong-termimpacts,suchasburnout.Ensuringstudentshavetimeforpersonal andleisureactivitiescanalleviatethestrainofexcessiveacademicdemandsand improve their overall wellbeing.

**Generalisability**

Thefactorsandrecommendationsidentifiedinthisstudy,whilederivedfrom studentsatasinglepost-secondaryschool,havethepotentialtobegeneralisable toother post-secondaryinstitutionsin Maltadue tosharedcontextual,cultural, and educational structures. Malta’s post-secondary schools operate within a rela- tivelyuniformeducationalframeworkguidedbynationalpoliciesandcurricular standards, which influence student experiences acrossthe sector. Key themessuch astheimpactofpersonalhealth,socialconnections,andcognitivestressorsare likely to resonate broadly, as these challenges are not unique to one institution but are reflective of broader societal and educational trends. Therefore, implementing these recommendations at a national level could address common stressors faced by Maltese post-secondary students, improving wellbeing outcomes across insti- tutions.Furtherresearchinvolvingamorediversesampleofschoolscouldvali- dateandrefinethesefindingstoensuretheyaddresstheneedsofstudentsacross different educational settings.

# Conclusion

The first research question sought to explore post-secondary school students’ un- derstanding of the term *wellbeing*. Students consistently highlighted mental and physical health, proper nutrition, balanced lifestyle, time availability, emotionsand quality of life as essential components of their overall wellbeing. Asubsidiary question aimed to uncover the positive factors that generate positive emotions which enhance students’ sense of wellbeing. Students identified teacher supportas the most significant positive factor within the school environment, followed by

family, environment, friendships, personal time, mental and physical health, diet, lifestyle,andoverallqualityoflife.Thenextsubsidiaryquestionexploredtheneg- ative factors that generate negative emotions which diminish their wellbeing. Stu- dents most frequently cited workloads and deadlines, followed by academic chal- lenges,stress,anxiety,negativeinfluences,andhealthissues.Beyondschool-re- lated pressures, students also recognised that strained family relationships and chaotic home environments impacted their academic and personal lives. The final researchquestionsoughttoexplorestudents’suggestionsforinitiativesthatthe schoolcouldimplementtoenhancetheirwellbeing.Studentsrecommendedthat educators minimise workloads and deadlines, improve gym facilities, organisemoresportstournaments,andoffer awiderrangeofengagingextracurricularac- tivities.

While certain factors, such as workloads and deadlines, were perceived nega- tively, it is important to note that these elements are not inherently detrimental. Since teachers were cited as the highest positive factor at school, the school might consider implementing strategies through educators to help students better man- age and reframe academic challenges such as workloads and deadlines. Based on the study’s findings, the school could organise training sessions on time manage- ment, organisational skills, resilience, and positive psychology. Educators could also receive training to guide students in adopting a growth mindset, helping them reframe stressors and view challenges as opportunities for personal growth,thereby extending their zone of proximal development ([Vygotsky, 1978](#_bookmark42)).

Asstudents progressthrough their studiesand futurecareers, workloadsand deadlineswillnaturallyincrease.Therefore,byequippingstudentswithessential coping skills and fostering open communication about academic expectations, ed- ucatorscancreateasupportiveenvironmentthatreducesstress.[MEDE(2017)](#_bookmark31)sim- ilarlyrecommendsestablishingclearcommunicationtomanageworkloadexpecta- tions,whichcanhelp alleviate pressuresand promote abalancedlearningenviron- mentconducivetowellbeing.Cultivatingaculturerootedinpositivepsychology andagrowthmindsetencouragesstudentstoapproachchallengeswithoptimism andresilience([Dwecketal.,2014](#_bookmark21)).Lastly,implementingrecommendationssuchas enhancinggym facilities,organisingmoresportstournaments,andofferingengag- ingextracurricularactivitiescouldfurtherupliftstudents’wellbeing.

The study’slimitations includea tight timeframeof only fourmonths,whichre- stricted the depth of exploration. Another limitation regards the inability of ensur- ingcompletehonestyinresponsesduringthesemi-structuredinterviews.Addition- ally,potentialbiasesmayhavearisenfromstudentsbeinginterviewedbyateacher withintheschoolsetting,whichmighthaveinfluencedtheirresponses.Recommen- dations for future research include conducting a quantitative study using a stand- ardised subjective wellbeing test to provide a broader measure of students’ overall wellbeing.Moreover,afollow-upstudycouldbeconductedtoexploretheoutcomes of these initiatives, potentially contributing to a more comprehensive understand- ing of strategies that effectively support student wellbeing.

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