

Health and Well-Being in Education: A Global Imperative

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ABSTRACT

Healthy children and adolescents are more likely to receive high-quality education. Similarly, healthy kids and teenagers learn more effectively. The best health and wellbeing instruction begins early and increases gradually as students get older. Foundational education for health and well-being (FEHW) programs in primary schools, which are adapted to the various requirements and developmental stages of learners, are essential to establishing the foundation for children and very young adolescents to have healthy, satisfying lives. With the help of organizations like the World Bank, the World Health Organization, and the Institute of Medicine, the field has advanced significantly in the last fifty years on a worldwide scale. Strategic concepts establish operational structures, while competency frameworks direct career and educational trajectories. All of these must be adjusted to reflect local, national, and international realities. Its multidisciplinary and transdisciplinary atmosphere, as well as the chance to accomplish treatments that truly improve people's lives, attract talented and driven individuals. Based on merit, the area is open to professionals from a wide range of backgrounds and is highly competitive worldwide. Its competencies align with population needs assessments and the development of plans and services. As a result, its instructional design is evidence-based and needs-based. More extensive school health initiatives have recently been created, such as the WHO's "health promoting school" and the "coordinated school health program" in the United States. They concentrate on the implementation of health education and promotion in schools. To organize and assess school development programs, however, a theoretically grounded model based on the sociological concept of well-being is required. The School Well-Being Model evaluates well-being as a whole in a school context and is founded on Allard's sociological theory of welfare. Teaching, education, learning, and accomplishments are all related to well-being, which we will address in this paper. wellbeing and health in education.

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KEYWORDS: Health, Well- Being, Education, Global Imperative, Children, Adolescents, Learners, Physical, Mental Health, Secondary Education, Education Contributes, Ending Vicious Cycles, Lifting People, Increased Health, Accessing Clean Water, Health-Promoting Schools

INTRODUCTION

Education develops students' health-related awareness, skills, and positive attitudes. It encourages students to stay healthy, reduce dangerous behavior, and improve their health, among other things. Through health education programs and training, students acquire skills that will help them lead healthier lives. In health education, mental, emotional, and social health are all important subjects. The outcome is the fact that they work to promote health, prevent illness, and refrain from negative behavior. To help children make healthier

decisions as they grow older and throughout their lives, schools place a strong emphasis on the value of health.

Using information, skills, and behavior modification to promote physical, mental, and emotional well-being is the goal of the broad and ever-evolving subject of health and wellness education. It covers a broad range of subjects, such as mental health awareness, substance abuse prevention, sleep hygiene, stress management, exercise, diet, and sexual health.

Empowering people to take charge of their own health and make wise decisions that advance general well-being is the goal of health and wellness education. Health educators assist people create healthy behaviors, set reasonable objectives, and navigate the complicated healthcare system by offering knowledge, tools, and support.

Promoting a holistic approach to health that takes into account the interdependence of the mind, body, and spirit is the goal of health and wellness education, which goes beyond only preventing illness or treating its symptoms. The significance of self-care, self-compassion, and self-advocacy in preserving optimum health and quality of life is emphasized. [1]

A high-quality education increases the likelihood that children and young people will be healthy, and healthy people are better learners.

There are many obstacles that students around the world must overcome in order to complete their education and prepare for their futures. Some of these have to do with their health and welfare. By lowering health-related obstacles to learning, such as gender inequality, HIV and other STIs, early and unplanned pregnancy, violence and discrimination, and malnutrition, UNESCO seeks to improve the physical, mental, and overall well-being of all students during and after their education.

It is obvious how education affects health and wellbeing. Through education, students acquire the knowledge, values, and attitudes necessary to make wise decisions, live happy, healthy lives, and interact positively with others. Academic performance and attendance at school might be negatively impacted by poor health. All children and youth must attend safe, inclusive schools that promote their health in order to study.

According to statistics, moms with greater levels of education had better nutrition and vaccination rates for their kids while also lowering HIV infections, maternal mortality, and avoidable child deaths. All females completing elementary school would save 98,000 lives by reducing maternal deaths by two thirds. If all females finished secondary school, there would be a two-thirds decrease in child marriages and a rise in the use of contemporary contraceptives. UNESCO defines education for health and well-being as robust, health-promoting educational systems that incorporate school health and well-being as an essential component of their everyday work. Only then will our students be ready to study, grow, and create sustainable, peaceful, and healthy futures for everybody. [2]

Five ways Education Contributes to Health and Well-Being:

1. Ending vicious cycles

There is a strong relationship between water, sanitation, health, hunger, poverty, and education. In order to help families and communities overcome the cycles of poverty, hunger, and illness, education is vital. People can have more possibilities to develop their abilities and skills, improve their employment prospects, and earn the money they need to meet their families' nutritional needs through education. Additionally, education can assist communities and people in gaining the knowledge necessary to lessen the causes of hunger.

2. Lifting people out of poverty

The key to boosting prosperity and permanently eradicating poverty is education. According to the Global Education Monitoring Report, if every kid in low-income nations graduated from school with a rudimentary understanding of reading, 171 million people could be lifted out of poverty. This equates to a 12% reduction in world poverty. Furthermore, just one additional year of education can raise both individual and national prosperity: the annual GDP can rise by 0.37% and an individual's earnings can rise by up to 10%.

3. Ending hunger

Millions of people still go hungry even though the globe produces enough food to meet everyone's nutritional needs, as Amartya Sen showed. In fact, according to the World Food Programme's most recent statistics, over 821 million people do not eat enough.

Food waste, poverty, inequality, war, lack of access to education, and crises brought on by climate change are all directly linked to hunger. Families with low educational attainment are more likely to experience hunger and hunger-related illnesses. This isn't just because they had to decide between funding their kids' education and purchasing food due to a lack of cash and opportunity to get it. This is also related since their chances of finding employment, providing for their families, and escaping the poverty and hunger traps are diminished when they lack academic abilities. Furthermore, studies by the World Food Programme demonstrate that children who are malnourished do worse in school, finding it extremely difficult to focus and having less learning opportunities.

4. Increased Health

Campaigns for education have been essential in preventing sickness. One important line of defense against the effect and spread of AIDS, for example, is education. There is mounting evidence that young

people with greater levels of education are less likely to engage in casual intercourse and more likely to use condoms than their less educated peers in nations with serious epidemics. For sexual and reproductive health care services to combat gender-based violence and inequality, comprehensive sexuality education programs must be developed through systematic educational processes. In addition to increasing secondary school enrollment, this has a deterrent effect on adolescent pregnancy and child marriage.

Lastly, higher education systems must support the training of experts in health and welfare promotion. Scaling up educational programs to create multidisciplinary service delivery teams, which comprise a carefully balanced mix of clinicians, community health workers, and health managers, is "clearly urgent and essential," according to the World Health Organization.

5. Accessing Clean Water

Through education, people can acquire the knowledge and skills necessary to assert, defend, and help create improved health and hygiene conditions in their local communities and, more broadly, throughout their nations. Building the capacity of parents, families, teachers, and students has a direct impact on daily living and can facilitate the pursuit of culturally relevant community solutions. [3]

Barriers to advancing well-being and integrated health

The inertia of a large public health system that has prioritized physical health as the end objective is one of the main obstacles. Physical health is manageable since it is tangible, quantifiable, intelligible, and factual. In light of this fact, practitioners will inevitably be under pressure to advance aims that align with national physical health objectives and goals, which will guide procedures for allocating funds and other resources.

The unpredictable nature of dealing with aspects of health that are ethereal, seem unquantifiable, and have little to no standard explanation is another challenge. Each aspect of health must be appropriately defined, applied, and have a method of justifiable, trustworthy measurement in contrast to this pitiful unpredictability in order to be a valid endpoint for health education programmers. For many of the most important health domains, this has not yet occurred. In addition to having a positive impact on physical and mental health outcomes, high levels of spiritual, emotional, and social well-being can also boost the desire to participate in healthy activities, which is the real goal of health education. Even if every school participates in health promotion and health education programs, school health-related

activities could be improved by emphasizing cognitive performance and implementing appropriate Health Promoting School (HPS) framework components. Using dynamic tools that complement the curriculum and providing teachers with opportunities for professional development are also essential. The paper's recommendations include ways to improve health promotion and health education as well as a potential framework for putting traffic safety education (TSE) programs into schools.

Education in Health and Psychological Wellness

Providing people with health-related knowledge and awareness is the foundation of health education. Because people are so driven to raise their educational standards, health education plays a vital function in modern culture. When people are properly informed about their health concerns, public health can advance. Students' efforts to advance their health rise over time when they are inspired to do so. Students' conduct and academic performance improve when they have access to health education.

Students' awareness of health education increases when they have a strong desire to learn about their health. Enrollment and education-related courses are required of the pupils. Students must be in good physical and mental health in order to achieve well academically. Students give improving their health a lot of thought while they are physically capable. On the other hand, students are not expected to raise their health standards while they are physically ill. Although health education is essential for people, it should be enhanced throughout time to improve people's behavior and knowledge. Students learn how to enhance their physical and mental well-being when they are exposed to health education. Students who are physically well have the stamina to learn more effectively and perform better in both extracurricular and academic settings.

However, students may have difficulties in raising their level of health if they are unaware of health education. In industrialized nations, those who create educational policies prioritize the health education of students. Students in wealthy countries are far more adept at improving their health in this way.

Therefore, because they are not given a proper education that promotes health, kids in poor countries are less productive in their health. Improving students' health and raising their awareness of health issues are the main goals of health education. When compared to pupils who are not pushed to enhance their mental health, those who have strong mental health perform more productively. The researchers talked about psychological well-being and health education separately, but they didn't come up with a

way to assess how health education affects students' psychological well-being directly.

Review of Literature:

In order to highlight significant challenges affecting the connection between mental health and education, this study explores several current theories about mental health, wellness, and schooling. Although this research focuses specifically on concepts and practices in England, the conclusions have broader worldwide implications because schools around the world are expected to address children's and adolescents' mental health needs (WHO, 2017). [4]

Environmental influences are described by Bronfenbrenner (1994) as a setting for child development. By using this ecological theory, Bronfenbrenner highlights how crucial it is to examine children in a variety of settings in order to have a more thorough understanding of their development. The microsystem, or the individual's experience in situations that are closely relevant to them, is the level that is closest to the child. The home and school environments are examples of microsystems. Although families and schools are separate microsystems for children, their interactions will have an impact on how the children develop. Ensuring children have a positive school experience as they acquire the necessary cognitive skills is crucial. According to research, positive emotions or feelings of pleasure serve as both markers of wellbeing and the foundation for future well-being development. Negative emotions, on the other hand, will limit one's capacity for thought and conduct and diminish the source of learning and adaptability. [5]

From elementary school through high school, kids spend a significant amount of time in school. Indonesian youngsters spend an average of five to eight hours a day in school, engaging with staff, teachers, and peers. Schools can have an affect on a child's well-being in both positive and negative ways, depending on the situation. According to Greenberg et al. (2003), schools serve as crucial settings for teaching a variety of life skills as well as fostering interpersonal connections and identity development. On the other hand, students may encounter stress related to schoolwork and other adverse situations that really lower their subjective well-being. [6]

Hedonic and eudaimonic viewpoints are two different philosophical stances that have historically served as the foundation for the idea of well-being. Proponents of the hedonic perspective emphasize the cognitive and affective domains and define well-being as the state of feeling good. While the affective domain reflects both positive (e.g. joy) and negative (e.g. anxiety) emotions associated to school, the cognitive

domain expresses contentment with life and school. The eudaimonic view's proponents frequently define well-being as performing well in school and concentrate on a variety of areas that reflect the best possible student functioning, like school engagement (Thorsteinsen & Vittersø, 2018). However, the multifaceted nature of student well-being cannot be fully captured or evaluated by either a hedonic or eudaimonic perspective alone (Thorsteinsen & Vittersø, 2018). This flaw could lead to the exclusion of crucial domains while assessing the construct. To provide a more comprehensive measure of students' well-being at school, an integrative mapping of the domains that are available in the body of existing work is required. [7]

It could be necessary for individual teachers and schools as a whole to incorporate a number of novel ideas into their management and instructional strategies in order to better support health and well-being and meet the goals of these reforms. According to a qualitative study on teacher-student connections, teachers believed that their close relationships and more discussion of subjects outside of the classroom helped students' mental health (Maelan, Tjomsland 2018). However, only data from teachers were gathered for this study. In fact, a large portion of the literature on the importance of school personnel to student well-being has thus far tended to minimize "school staff" to "teachers" and overlook the expanding range of support positions in schools and their potential to contribute to students' well-being. [8]

The need for students to have an alternative to teaching staff when it comes to choose who to approach was emphasized, even though this study showed that both teaching and support personnel can be seen as approachable. This might be because of the professional aspect of the teacher-student interaction, which views teachers as authoritative figures and may make it challenging to bring up delicate subjects (Hargreaves, 2000). This demonstrates the necessity of having support personnel committed to health and wellbeing. Furthermore, the primary distinction between how teaching and support staff were perceived was how helpful it was to establish trustworthy relationships with students by providing them with time and space for well-being. This could help to promote well-being in the educational system. It is believed that this time and location gave support staff members a better understanding of the backgrounds of the kids, which could help them be more proactive in addressing health and wellbeing concerns. [9]

In recent years, there has been a significant increase in the amount of research on wellbeing and concern

for the welfare of teachers and pupils. Students' perceived mental health crisis, teachers' and students' high levels of stress in the age of high-stakes testing, and the shortcomings of neoliberal educational policy based on purported links between economic growth and high reading, math, and science scores have all contributed to the worry (Spratt, 2017). [10]

Thus, the emphasis of the educational goals conveyed to educators and learners is on "doing well" in accordance with neoliberal educational principles. In our work, teachers acknowledge that "doing well" has numerous protective benefits for some people, but they also see that focusing on education's limited definition of success damages relationships between instructors and students as well as their ability to be inclusive and adaptable. According to Wilson et al. (Citation 2023a), these are the cornerstones of "being well." According to the teachers in our most recent study, a more expansive concept of "doing well" would emerge if "being well" were made the educational priority. Despite the neoliberal approach's assumption that "being well" leads to "doing well," the opposite is actually true. [11]

Objectives:

- To Evaluate and Understand the concept of health and wellness
- To Develop life skills for achieving enhanced Learning Outcomes related to health and wellness.

Result and Discussion:

Health-Promoting Schools and Systems:

The eight global standards are a framework of interrelated components (Fig.1) That include community collaborations (standard 4), governance structures (standards 1–4), and school operations (standards 5–8). A systems approach guarantees the sustainable promotion of health and well-being policies, methods, and resources in all facets of school life. This calls for capacity-building, distributed leadership models, cross-sectoral cooperation, participatory procedures, and efficient monitoring and assessment. [12,13]

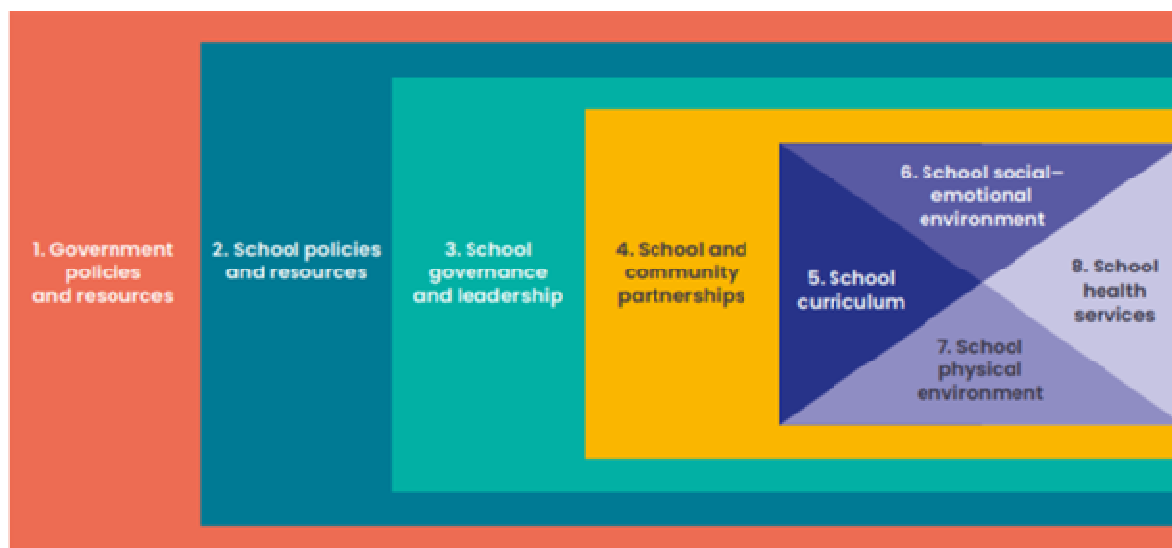


Figure 1: The eight global standards for health-promoting schools and systems (Source: <https://unesdoc.unesco.org/>)

- To Study the Role of Health and well- being in Education

Research Methodology:

This study's overall design was exploratory. The research paper is an endeavor that relies on secondary data collected from reliable sources, including newspapers, textbooks, journals, and the internet. The research design of the study is mostly descriptive. Around the world, a lot of research has been done on school well-being employing participants from different school levels, genders, tactics, and factors that influence school well-being. Reviewing the concept of school well-being, the topic, the tools, and the variables affecting school well-being in Indonesia is the goal of this essay. The impact of school well-being on pupils will be beneficial and help to improve their quality both academically and extra-curricular, making it a topic worth investigating further. This study searched Schi-Hub, Pub Med, Science Direct, Google Scholar, and Open Knowledge Access as part of a research review methodology. According to the study's findings, schools can implement a number of tactics to enhance the academic wellbeing of their pupils, such as setting up seating arrangements for students according to gender and offering a variety of intra-curricular and extracurricular activities. To find out which factors have the biggest effects on school well-being, the next researcher must likewise test or search for the determinants that influence it.

Conceptions of Wellbeing:

The term "wellbeing" is widely used in academic and popular discourse across a wide range of fields and specialties. Eareaut and Whiting (2008) have mapped its expansion in the UK since the 1970s, adding several interpretations to it but not much in common beyond the statement "it's a good thing." Some people interpret the absence of critical analysis and uncertainty surrounding wellbeing as the function and usage of wellbeing discourse. According to these scholars, the term "wellbeing" has gained significant policy impact from a critical discourse standpoint. [14]

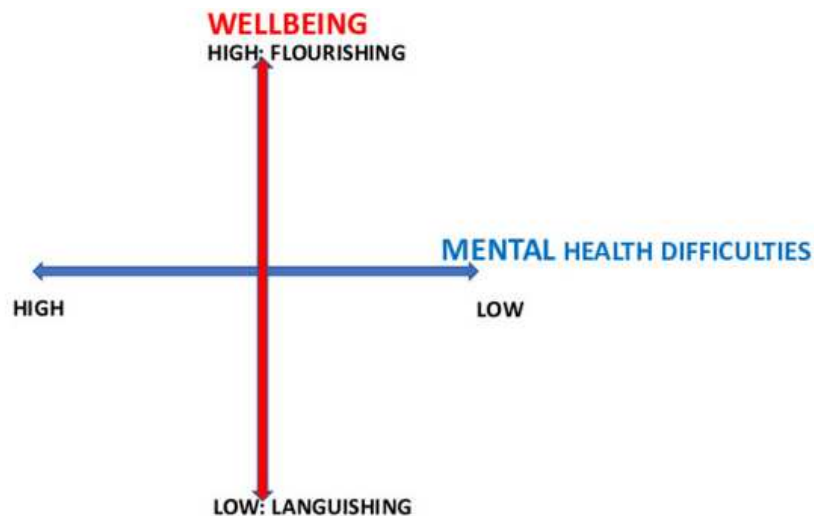


Figure 2: Dual-factor model of wellbeing and mental health difficulties [Source: wileyonlinelibrary.com]

According to modern positive psychology, wellbeing is a complicated idea that can be divided into two categories: subjective wellbeing, which is related to subjective experiences, and objective wellbeing, which is defined as having the resources to meet fundamental needs in terms of social norms and values. Many concepts, including happiness and thriving, are linked to subjective wellbeing and are frequently used interchangeably. A focus on emotions (hedonic wellbeing) and what is considered to be the best functioning that constitutes a "good life" (eudaimonic wellbeing) are distinguished within the context of subjective wellbeing. [15]

Some wellbeing models, like the PERMA model, which covers P for positive feelings, E for engagement, R for relationships, M for meaning, and A for accomplishments, combine hedonic and eudaimonic forms. The intricacy of wellness in the context of child protection has been addressed by others. These notions of wellbeing, however, are primarily focused on individuals (see to Figure 3) [16]. This has led to criticism that the idea of wellbeing places too much emphasis on how individuals feel and behave and not enough on the social groups and communities that they are a part of. This suggests that the ecological wellbeing framework's collective measures of social relationships need to be expanded. Similar to this, Taylor (2011) has questioned the focus on marketized and individualized wellbeing, which takes away from the collective social provision of material conditions that greatly influence individual wellbeing. His view of wellbeing is relational, contextual, and a process rather than merely an outcome. This critique of individual wellbeing is unduly centered on rational cognitive action, minimizes emotions, and ignores people who live "well enough" yet fall short of the "wellbeing ideal." In such an ecological, social, and relational approach to wellbeing, schools undoubtedly play a big part. [17, 18]

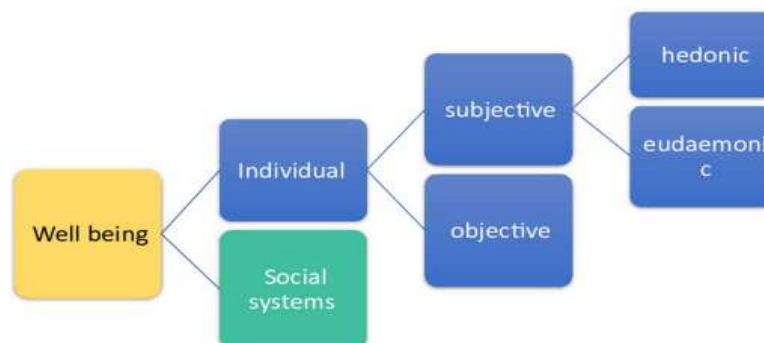


Figure 3: Types of wellbeing [Source: wileyonlinelibrary.com]

Allardt's model of well-being has served as the foundation for the development of a conceptual model of school well-being known as the School Well-being Model (Figure 4). By using the research on school evaluation and school health, it has been tailored to the educational environment. According to this approach, learning and achievement, teaching and education, and well-being are all interrelated. "Teaching and education" has an impact on all aspects of wellbeing and is linked to learning. Health education is a crucial component of education that aims to improve students' health literacy. Here, the School Well-being Model (Figure 4) is shown from the perspective of the student. Although it would appear somewhat comparable to teachers and other school staff, several of the indicators in the well-being categories would need to be modified. It would also be necessary to replace "teaching and education" with more appropriate supplemental education. "Learning" could be enhanced by professional accomplishments. [19,20]

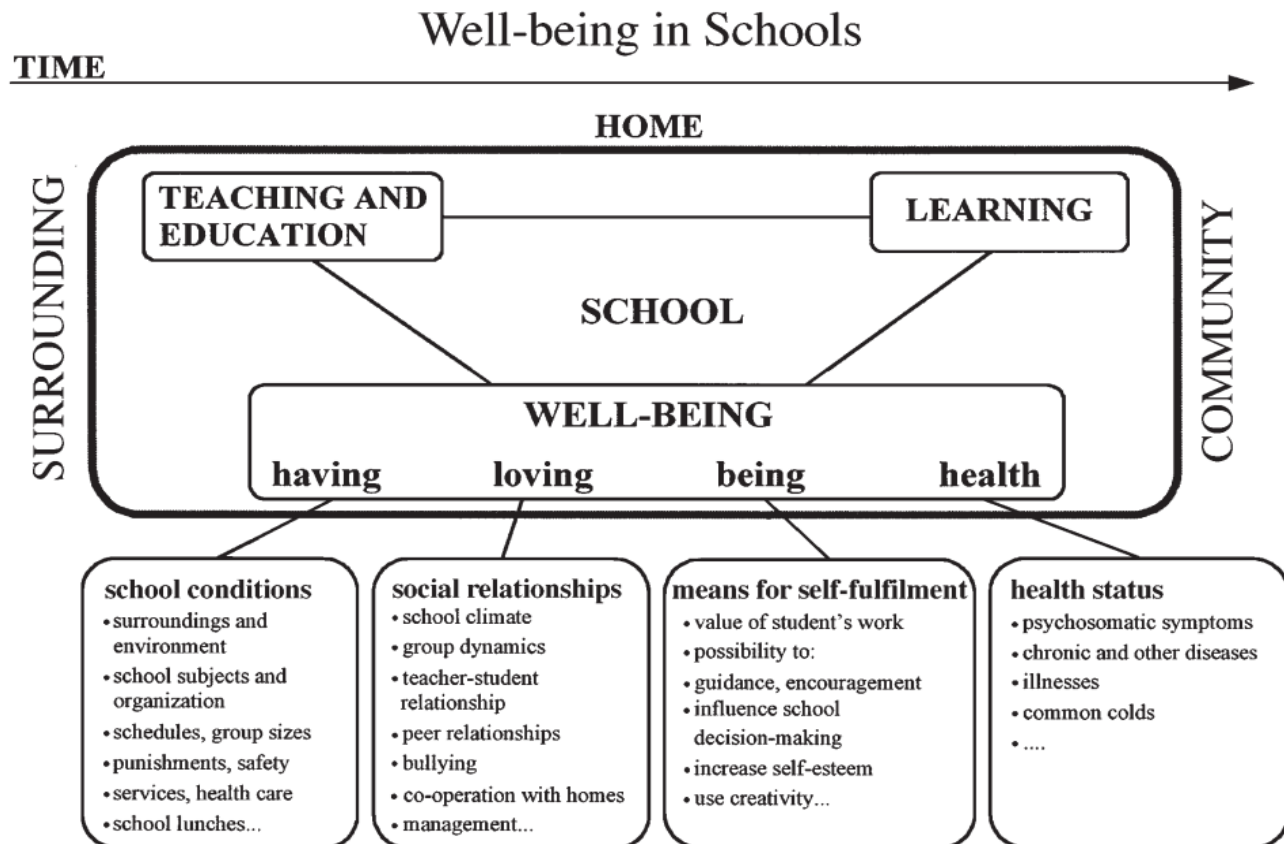


Figure 4: The School Well-being Model. [21]

Health and Well-Being Aspects



Figure 5: Dimensions of Health and Well-being

"A conscious, intentional process that necessitates an individual's awareness and decision-making for a more fulfilling lifestyle." Swarbrick developed an eight-dimensional model of wellness in order to provide a strong framework for wellness initiatives. These encompass the following: financial, occupational, spiritual, social, intellectual, emotional/mental, and environmental. This methodology's strength-focused approach to establishing and strengthening new habits in people's everyday routines and habits has been found to be its most successful aspect. There are close relationships between these eight dimensions. When these eight factors are combined, the result is optimal wellness. See Fig. 5 as well.

Physical wellness: This dimension encompasses all aspects of health that are related to the physical attributes of the body, such as diet, exercise, weight control, personal hygiene, alcohol and tobacco use, diseases and how to prevent them, and more.

Spiritual well-being: Every person has a unique spiritual well-being. It is all about reaching out and raising awareness of one's meaning and purpose for being in this world, as well as developing a meaning for life that extends beyond one's physical self. By improving your relationships with nature, yourself, and other people, you may bring harmony and calm into your life.

Social Wellness: We need to keep up our ties with friends, family, and coworkers since we are social animals. One of the finest ways to improve your social graces is to get engaged in your community and contribute.

Emotional well-being: The emotional component emphasizes acknowledging and embracing one's feelings. It involves a person's emotional intelligence, which allows them to comprehend and control their own emotions in response to their surroundings. Your capacity to identify and accept a broad spectrum of emotions in both yourself and other people is essential to emotional wellness.

Financial wellness: This includes all facets of financial well-being, including competence and understanding in managing expenditure and budgeting. Emotional stress can be brought on by financial uncertainty. As a result, being financially aware and prepared is crucial.

Occupational Wellness: This encompasses all aspects of health related to job satisfaction or career satisfaction. That entails a profession that will enrich and fulfill one personally. To avoid professional stress, it is better to pick a career that fits with our personal values, interests, and beliefs than to pick one that doesn't fulfill us.

Intellectual wellness: A person's creative, fascinating psychological endeavors are revealed by their intellectual component. This idea means learning throughout one's life and applying what one has learnt to spread it around the world. People will be able to pursue their passions and keep opening doors for others by helping and supporting others. [22]

A worldwide imperative for health and well-being in education

In this regard, the United Nations (UN) acknowledges that education is crucial to children's worldwide development and a major contributor to the health of young people. While our Unesco Chair on Educational Health and Sustainable Development is specifically focused on addressing the Sustainable Development Goals (SDGs), with special attention to SDG3 regarding the promotion of "good health and wellbeing" and SDG4 to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," the UN agency UNESCO is focused on putting the educational commitments set by the UN "2030 Agenda for Sustainable Development" into action (Figure 6). Due to socioeconomic disadvantages, vulnerable social groups are more likely to develop unhealthy behaviors in Southern Italy, where schoolchildren live. The Unesco Chair's school-based activities aim to prevent harmful habits and promote wellbeing among these students.

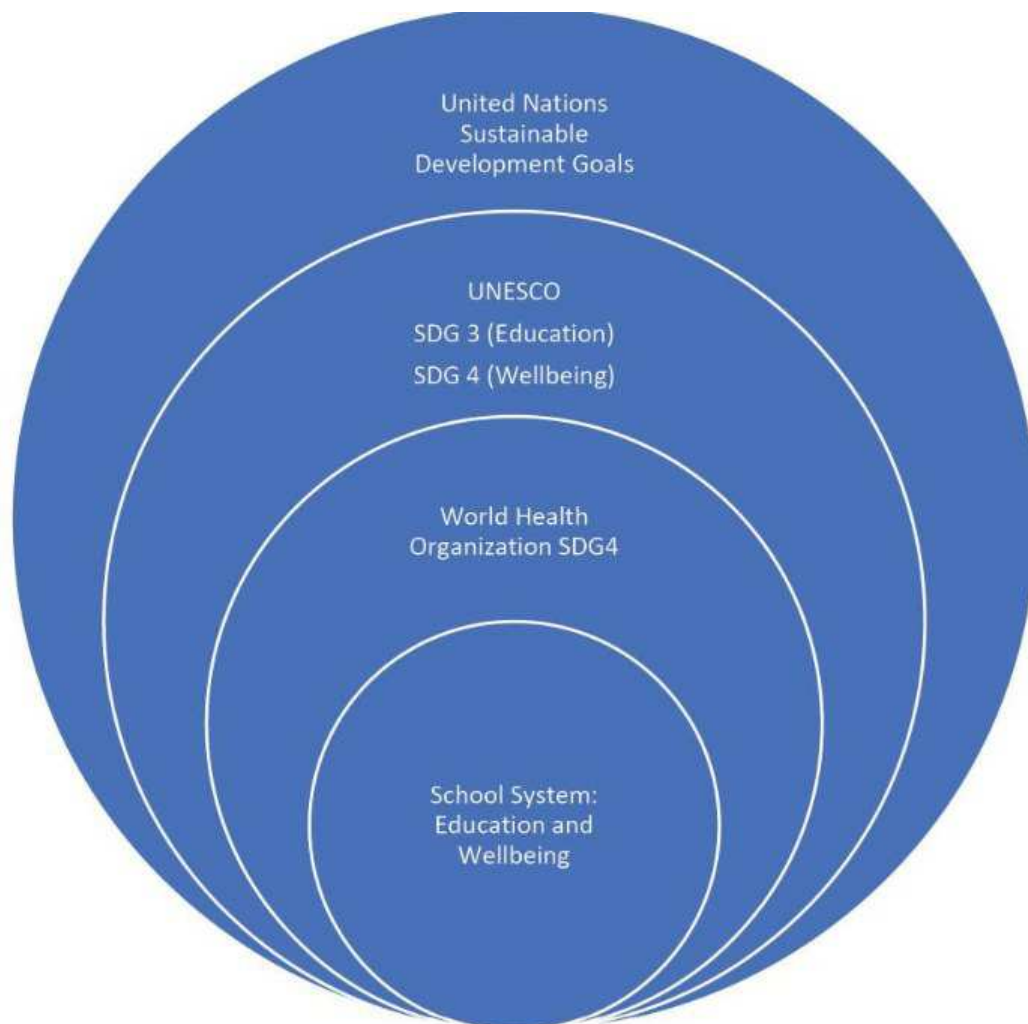


Figure 6: School System: education and wellbeing promotion in the frame of Sustainable Development Goals (SDGs) set by the United Nations (Source: <https://pmc.ncbi.nlm.nih.gov/>)

The improvement of children's physical, mental, and social health should be the main priority of educational systems, in addition to students' academic success, when considering holistic individual development. Since educators have the chance to positively impact students' lifelong learning and strive to lessen health disparities among young people, we believe that schools may be the best place to showcase educational health-related solutions. [23]

Conclusion:

Schools have a significant role in promoting students' wellbeing and mental health. Academic accomplishment is one aspect of the learning process that will benefit from students' well-being. As a result, it is critical that policymakers include student well-being in educational objectives beyond academic success. A good school is one that fosters both academic success and student well-being. Give staff members and instructors the information and abilities they need to better support the wellbeing of their students. Assisting children' well-being in school also involves fostering school collaboration with the parent community and other support communities. Lesson plans that emphasize techniques to promote health and well-being are taught to students in educational institutions at all levels. It is well acknowledged that people can significantly contribute

to the accomplishment of both personal and professional goals when they actively enhance their health and well-being. Participation in sports and physical activities, the implementation of targeted programs, the creation of safe environments, the encouragement of leadership, collaboration, and parental support, the emphasis on lifelong healthy eating habits, the midday meal program, and the maintenance of sociable terms and relationships with others are all factors in educational institutions that contribute to the promotion of health and well-being.

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