IMPACT OF CLASSROOM WELLBEING ON STUDENT LEARNING: BHUTANESE STUDENTS' PERCEPTIONS

Kinley Seden, Sonam Wangmo, Kinzang Dorji and Wangmo
Samtse College of Education, Royal University of Bhutan, Bhutan

Abstract

This qualitative research explored students' perceptions of classroom wellbeing and examined its impact on student learning. Participants consisted of twelve students from Samtse College of Education, selected using a purposive sampling technique. The data points were semi-structured interviews and classroom observations and were analysed using a thematic approach. The study's findings revealed that classroom wellbeing plays a significant role in enhancing student learning and confirm that various educational elements directly exert an influence on students' wellbeing and their learning.

Keywords: classroom wellbeing, student learning, student perception, interpersonal relationship, lecturer's competence, learning environment

Introduction

Classroom wellbeing is a fundamental aspect of everyday teaching. Researchers across the world acknowledge the importance of classroom wellbeing (Putwain, 2019, Schonert-Reichl, 2017). McLeod and Wright (2015) claim that wellbeing has acquired currency and potency in education and noted that the call for addressing students' wellbeing is gaining attention and importance, leading to a rise in research in this important area (see Collings, 2014, González-Zamar, Ortiz Jiménez, Sánchez Ayala, & Abad-Segura, 2020).

Wellbeing is described generally as a state of mind in which individuals can realize their own abilities to respond to change, challenge and adversity. Classroom wellbeing encourages emotional security further creating conducive atmosphere for learning and emotional development (Bucholz & Sheffler, 2009, World Health Organization [WHO], 2004). In this study, we will follow our own definition of classroom wellbeing, namely, 'a classroom that empowers the learners and creates conducive and safe learning environment by ensuring transparent teaching, learning and assessment practices for the learners'.

The existing body of knowledge notes the importance of promoting wellbeing (González-Zamar, et al., 2020, Houghton, & Anderson, 2017). Recognizing the importance of and to promote classroom wellbeing in Bhutan, education policies emphasize the need to translate Gross National Happiness (GNH) principles and values including, among other elements, love, compassion, and

social responsibility in the teaching and learning process (Ministry of Education [MoE], 2009). Moreover, higher education colleges in Bhutan have been identified as a key institutional and relational settings for promoting adult learners' social and emotional wellbeing (MoE, 2019).

Aligning to MoE's initiatives and to materialize its goals, the Royal University Bhutan has established Happiness and Wellbeing centers in the colleges with the aim to enable self-empowerment, offer mentoring, academic guidance, career counseling and assistance to the individuals who are experiencing challenges in their social, emotional and academic lives (Samtse College of Education [SCE], 2020). However, despite such initiatives and with the increase in the wellbeing related research, there is still a persistent lack of clarity on how wellbeing is understood and addressed within the context of higher education (Goss, Cuddihy, & Michaud-Tomson, 2010). More specifically in Bhutan, there has been little evidence-based direction on how to systematically define, plan, and address effective wellbeing programmes particularly at a higher education level. Although a Happiness and Wellbeing centre has been established in SCE, owing to the lack of effective direction, lecturers and students in general are not able to handle and cope with classroom situations effectively neither they could translate GNH principles and values into classroom practices (Sherab, Maxwell & Cooksey, 2016).

Promotion of Student Wellbeing in Higher Education in Bhutan

The Royal University of Bhutan was established to consolidate the management of higher education in Bhutan. It is an autonomous university with nine constituent colleges and two affiliated private colleges with a total of 9701 students and 357 teaching faculty. SCE is one of the two teacher preparation colleges with 831 students and 48 teaching faculty.

Inspired by the values and principles of GNH, lecturers can practice aspects of the four pillars of GNH (i.e. environmental conservation, socio-economic development, preservation and promotion of cultures and good governance) and the nine principles respectively (i.e. psychological wellbeing, health, education, time use, cultural diversity and resilience, good governance, community vitality and ecological diversity and resilience) in their classrooms that promote student wellbeing. GNH is an index used to measure the collective happiness and wellbeing of a population with wellbeing defined as the measure to empower the learner by creating safe learning environment. Although GNH and wellbeing are two different concepts, they are closely related and share the same purpose. Higher education in Bhutan is about translating teaching learning activities that embed GNH values and principles to promote classroom wellbeing. Therefore, it is imperative that higher education place their role in the larger context of students' wellbeing to find ways to transmit GNH principles and values to ensure optimum classroom wellbeing (MoE, 2019).

Understanding Classroom Wellbeing

Although the concept of wellbeing is complex (Allardt, 1989) and poorly defined (McLeod & Wright, 2015), many terms describe aspects of classroom wellbeing, such as physical, psychological, cognitive, social and economic (Powell, Graham, Fitzgerald, Thomas & White, 2018). According to WHO (2004), wellbeing is described as a state of mind in which individuals are able to realize their own abilities, cope with the normal stresses of life, work productively and fruitfully and are able to make a contribution to their communities. Bucholz and Sheffler (2009) suggested that wellbeing in the classroom encourages emotional security, creating a conducive atmosphere for learning and emotional development. Further, Gilbert (2007) termed wellbeing as a psychological immune system, or cognitive ability to respond well to change, challenge, and adversity. Following the above ideas, in this study, classroom wellbeing was described as a classroom that empowers the learners and creates conducive and safe learning environment including transparent teaching, learning and assessment practices for the learners.

Relationship between Classroom Wellbeing and Student Learning

Research indicates that a positive education can contribute to a higher sense of wellbeing (González-Zamar, et al., 2020, Putwain, 2019) and facilitate a classroom wellbeing that can lead to higher student achievement (Uline & Tschannen-Moran, 2008).

Likewise, previous studies showed that emotions are critical for student learning, quality of teaching and learning and as well as for wellbeing of both lecturers and students (Lincoln & Kearney, 2019). Associated with these ideas, research revealed factors such as interpersonal relationships among self, teachers, friends, and peers, impacts the teachers' and students' ability to handle classroom learning situations (Hattie, 2009; Powell et al, 2018; Roffery, 2012). When teachers failed to manage the social and emotional demands of teaching, damage could happen to students' self-image, academic achievement and behaviour (Marlowe & Page, 2005, Schonert-Reichl, 2017). However, classrooms with an atmosphere of mutual respect that allowed students to express themselves, supported deep learning and positive social and emotional development that were crucial for their wellbeing and learning (Potter, 2017, Stronge, 2018, Struthers, Perry, & Menec, 2000).

Marzano and Marzano (2003) asserted that behaviour and classroom wellbeing were two variables that potentially have the greatest impact on student learning, stating that teachers should develop effective classroom rules to manage behaviour and improve achievement. Supporting this idea, Pianta and La Paro (2003) reported that an optimal classroom environment was characterized by low levels of conflict and disruptive behaviour, smooth transitions from one type of activity to another, appropriate expressions of emotion, respectful communication and problem solving, strong interest and focus on task, and supportiveness and responsiveness to individual differences and students' needs. To develop and maintain healthy relationships with the students, lecturers must discover appropriate ways to express their feelings and assist students to express theirs in

classroom settings (Hargreaves, 2000). As one of the most significant adults in many students' lives, lecturers have a responsibility to establish practices that support the overall wellbeing of students and their learning (Janson & King, 2006). In sum, research stressed that for academic achievement, there is a direct link between teachers' approaches and student wellbeing (Van-Petegem, Aelteman, Rosseel, & Creemers, 2007).

Likewise, Putwain (2019) asserted that the physical conditions of a classroom exerted an influence on student wellbeing. Hammond (2004) also identified learning environments as a central component of students' overall experience that can impact not only their learning but also their personal wellbeing. Further, studies (Long, Ibrahim & Kowang, 2014; Matzler & Woessmann, 2010) indicated that lecturers' competencies in teaching, including subject knowledge, clarity of presentation and interaction with students are all positively correlated to students' satisfaction in terms of learning outcomes, which was directly related to students' achievement. Hence, the importance of lecturers' role in optimizing classroom wellbeing was brought to the forefront.

To conclude, a major finding from the literature is that wellbeing factors are crucial in enhancing student wellbeing (Pianta, La Paro, Payne, Cox, & Bradley, 2002). However, while the idea of promoting wellbeing is widely embraced, the means of implementing it has varied.

Given the initiatives and issues of education in Bhutan and the literature above, relatively little is known about the effects of classroom wellbeing on student learning in Bhutanese higher education. Therefore, there is a critical need for an empirical research to explore the impact of classroom wellbeing on student learning in the context of Bhutanese higher education institutions. A study on twelve students' perception of classroom wellbeing in relation to student learning was conducted at SCE with the aim to explore the impact of classroom wellbeing on student learning. We sought to answer the following research questions:

What are students' perceptions of classroom wellbeing in relation to student learning?

How does classroom wellbeing impact student learning?

Method

Research Design and Data Collection Procedures

The study was conducted using a qualitative phenomenological design guided by an interpretive paradigm. Qualitative phenomenology is appropriate for this study as it allows the researchers to study individuals' lived experiences (Creswell & Creswell, 2013), while the interpretive paradigm enables the researcher to seek people's interpretations, perceptions, meanings and understanding of a social phenomenon (Mason, 2018). These approaches proved useful for this study as it made us to explore the issue from the participants' point-of-view.

Semi-structured interviews and classroom observation were used to collect the data to

describe the impact of classroom wellbeing on student learning. Semi-structured interviews were the primary research tool used to solicit in-depth information about students' perception of classroom wellbeing. Twelve interviews, lasting between 30-45 minutes, were conducted to elicit each participant's experiences, feelings and convictions about the theme in question (Mason, 2018) (See Appendix A). Semi-structured interviews allowed the researchers to ensure that the relevant contexts were brought into focus so that situated knowledge could be constructed, reconstructed and produced (Mason, 2018). Further, five non-participatory classroom observations were also made before and after individual interviews. Non-participant observation allowed for gathering primary data on some aspects of social world without interacting directly with its participants (Williams, 2008), to gather 'live' data from naturally occurring social situation (Cohen, Manion & Morrison, 2007) and to record interpretations and judgements of the situations (Cohen et al., 2007). Data collection took place over a three-month period.

Research Context, Participants and Ethics

The research was conducted at one of the constituent colleges of Royal University of Bhutan. The participants were undergraduate and postgraduate students consisting of six males and six females from SCE. Creswell and Creswell (2013), Mason (2018) and Guest, Bunce and Johnson (2006) suggest that a participant range between five to 20 is sufficient for a study such as this one. A purposive sampling strategy was employed to select the participants (Cohen et al., 2007). Consent was obtained, and pseudonyms were assigned. Approval for conducting this research was granted by the Office of the Dean of Research and Industrial Linkages.

Data Analysis

Interview data were transcribed and analyzed manually using a thematic approach (Creswell, 2007). The interview data were read and coded. The codes were interpreted and described to form meanings of the original texts. The data for the current study was dense; therefore, winnowing patterns were generated (Flick, 2013). Guest, MacQueen and Namey (2012) posit that, when the data are rich, and cannot all be used, winnowing is essential for the study. To test the credibility of the analysis, the four researchers examined and coded the interview transcripts jointly to avoid misinterpretation of the data and accordingly, the apparent categories of the findings were identified. Further, the data from classroom observations and observation notes were triangulated with the interview data.

Results

In conceptualizing classroom wellbeing and its relation to learning, the findings revealed a diverse range of factors that impacted students. These were categorised into six themes: 1)

lecturer competence; 2) physical environment; 3) classroom behaviour management; 4) interpersonal relationships; 5) instructional resources; and 6) classroom wellbeing.

Lecturer Competence

As in any classroom, the teacher needs to establish a learning environment that is effectively suited to learning. In this study, the students reported competence of a lecturer as a major source of classroom wellbeing, specifically, regarding lesson preparation and use of appropriate instructional methods and assessment tools. Students shared that most teachers came to class prepared, used various methods and appropriate assessments for diverse learners. Nine students directly conveyed that some lecturers included activity and assignment choices to encourage diversity. In the same vein, classroom observation data supported the idea that lecturers engaged students in the learning. For example, a tutor started the session by activating the students' prior knowledge, and initiated brainstorming and discussion exercises which were reported to be effective learning strategies by the students. One student summed up the concept of competence as follows:

> As we are in a tertiary education, I feel that the competency of the tutor is very important. The main purpose of going to class is to gain some knowledge and if the tutor is not competent, there is no point going to the class. Then, it would be better for us to study on our own. So, I feel the lecturer competence is very important. (S1)

Although many participants agreed with the above statement, five students expressed their dissatisfaction about some lecturers' use of instructional strategies, pointing out that lecturers appeared to come unprepared and used a lot of PowerPoint slides which they found to be redundant. Moreover, these lecturers read the slides rather than explain the meaning of the material contained on them. These five students perceived that such teaching approaches have a negative impact on their wellbeing and learning. For example, S2 revealed:

> Basically, most lecturers use PowerPoint and also, the same old PowerPoint, which affects our wellbeing and learning. They could use some other apps/technology that could make learning more exciting.

Supporting the appropriate use of more technology in instruction, half of the students expressed their inclination for technologically oriented, interactive or discovery-based lessons.

Another aspect of lecturer competence was teacher partiality. Several students voiced their discomfort and demotivation towards learning when the lecturer showed partiality. Students suggested that a small number of lecturers provided help and awarded good marks to students they favoured. For example, S3 said, "a small number of lecturers' award high grades to the ones they like, regardless of their performance especially in coursework". The same student also linked such bias to the teacher's recognition of students:

> When they mark, I don't know what kind of idea they are using but I personally feel that

their mark is based on who they like. At times, I feel like knowing all the students in the class especially names have a negative impact on our wellbeing.

This statement indicated such attitude of the teachers negatively impacts the overall wellbeing of students which in turn affects their learning.

Students also reported that they experienced stress when lecturers assigned many assignments in an untimely manner, so that they were not able to meet academic deadlines, hence, leading to sleepless nights which hampered assignment quality. Students also stressed that some lecturers tended to assign independent learning activities without clear instructions or guidance. These issues, according to the S5, hinder classroom wellbeing and learning:

Without a clear guiding framework, it becomes difficult for us to proceed with those activities and hinders our learning outcomes. This type of situation, in fact, drains out our interest in learning and attending those classes.

Further, students added that some lecturers are hard to reach outside of class for help. However, students also reported that a small number of lecturers created opportunities for students to talk and express opinions.

Students also mentioned cultural aspects of social and emotional wellbeing and reported the importance of having lecturers they could trust and relate to. For example, four students claimed that they cannot learn well from lecturers who are 'rude' and 'unapproachable', attitudes that did not allow them to express their views and raise questions. In this way, they indicated their preference for lecturers who were open, supportive and approachable. Under such situations, students felt satisfied, stress-free, included, accepted, nurtured, supported, encouraged and motivated. Supporting these ideas, classroom observation data showed most of the class students opening up to lecturers who were encouraging and supportive. This finding indicated the importance of having supporting lecturers that students could connect with. Further, participants also pointed out that rewards, such as awarding marks for participation, made them want to participate more. This finding suggested that such lecturer qualities promote student wellbeing and, subsequently, better learning.

Physical Environment

All twelve participants identified and acknowledged the physical environment was consistently identified and acknowledged by students as an important aspect of classroom wellbeing. The same group of students expressed that "environmentally, we have comfortable classroom tables and chairs, setting is done in groups, which helps them learn from their peers and also lecturers." This statement by S3 reflected the feelings expressed by the group regarding size of the classrooms, "I enjoy big classrooms which allows us to move around and talk to each other rather than just doing our individual work". Although all participants stated that they generally have a good classroom setting, they recommended the need for air conditioning and a sound

system. However, the same group of students claimed that the sound of the fans interfered with the audibility of lecturers and created an unhealthy environment for the learning processes. The finding revealed that good physical environment has a crucial role in enhancing both classroom wellbeing and learning experiences while absence of such facilities negatively impacts their wellbeing.

Classroom Behavior Management

Students recognized behavior management as central to ensuring their wellbeing. The findings of this study show that all lecturers developed classroom rules to communicate expectations to students. However, the findings also implied that, at times, these rules were not executed effectively. Four students highlighted that some lecturers were not particular with the classroom rules. For example, a few lecturers showed up late which, according to the students, disrupted the classroom wellbeing, pointing out that punctuality was as important for lecturers as it was for students. Further, three students shared their concern about some lecturers not adhering to the original work plan. They said that by the mid-semester, some lecturers did not adhere to what was reflected in the introductory work plan. Through these actions, participants indicated that lecturers' punctuality and integrity played a significant role in promoting classroom wellbeing.

Interpersonal Relationships

Students described the interpersonal relationships between lecturers and students are an important factor in determining classroom wellbeing, believing that positive relationships in the classroom exerted a direct influence on students' wellbeing. In this study, all the participants reported their fondness for a class that promoted good relationship, defined as one that was based on team spirit, cooperation and collaboration between peers and tutors. Consistent with this concept, one of the students said, "[a] good relationship is important and absence of it would discourage them from attending the class and learning would be difficult." Similarly, another student said that positive relationships motivated him to attend classes as it made him feel accepted and included.

Further, students reported that they preferred classes in which lecturers were open to suggestions and to interaction and debates, as well those who were positive, organized, confident and compassionate towards the students. On the other hand, students pointed out a range of lecturers' actions that hampered student wellbeing, which included actions such as scolding, being stern and strict, unequal treatment of student, inconsistent approach to the enforcement of classroom rules, favoring students (teacher partiality) and a lack of interactive and creative teaching. The result suggested that positive interpersonal relationships between lecturers and students were of paramount importance in building trusting relationships that garner greater classroom wellbeing and student learning.

Instructional Resources

Students cited instructional resources as crucial components of their wellbeing and ensuring effective teaching and learning. They also opined that classroom wellbeing factors such as good learning environment, and teaching learning resources in and outside of the classroom directly influenced student outcomes. Additionally, they felt that library facilities needed improvement as it was difficult to find books appropriate to their needs. Likewise, the books that were available barely provided required information. Consequently, they felt handicapped, as indicated in a quote by S2, "In the library, there are resource constraints because when we go there to look for a particular book, there is no book. Such facilities need improvement". Students also reported that a few lecturers recommended additional online reading websites and online E-books. Besides, the instructors shared lecture notes, PowerPoint slides, videos, and personal books that are useful for enhancing academic achievement which in turn leads to positive classroom wellbeing.

Classroom Wellbeing

Classroom wellbeing had a critical role on student learning. When asked about supportive relationships from the teachers, students reflected that classroom wellbeing elements such as inclusion, love, care, etc. contributed to learning. Students also added that for effective learning to take place, the learners should be provided with a conducive environment in the class that equipped learners with physical, psychological, emotional and academic need and render equal opportunities. One student said classroom wellbeing defined our learning, through conducive classroom environments based on positive student-teacher relationships project the outcome of their learning. Students pointed out that factors that make student-to-teacher and student-to-student relationships strong were students being well-known, personally acknowledged, recognized and cared for. S5 explained:

> With the time and context, I think the need for classroom wellbeing has become more crucial. Children need more love and care than just bookish knowledge. They need to be made to feel included, encouraged, motivated and supported. For a teacher, it has now become more important to know every child in the class intimately. The mental wellbeing of child needs more attention in today's classroom. The wellbeing of the classroom will not only help in developing the child holistically, but it can also prevent a child from being engaged in unaccepted social issues like drug addicts, robbery, and gang fights.

Students also expressed that negativity in the class inhibits their learning. Lecturers' unapproachability and unfriendly nature added to it. Students also identified peers as a source of support for their wellbeing in the class and outside of class constantly providing encouragement, guidance, cooperation, acknowledgement and appreciation. However, certain acts also hindered wellbeing such as being mocked, lack of support and appreciation, disregard and not respecting opinions or views during the class. Conclusively, students in this study valued supportive

relationships from the lecturers and their peers in the form of love, care, guidance, and encouragement as significant aspects of their wellbeing.

Discussion

The present study focused on an investigation of key areas important to the make-up classroom wellbeing within higher education settings with a view to promote effective student learning. The term wellbeing still defies easy definition in a growing body of research, but often reflects multi-dimensional views of the researchers (Dodge, Daly, Huyton, & Sanders, 2012; Putwain, 2019). We contextualized the term as being directly associated to student learning related to teaching, learning and assessment, which are three dimensions of the academic world. These dimensions depend on lecturers' competence and are critical for ensuring positive classroom wellbeing for the student learning experience.

The present study found that the students uniformly identified six themes including lecturer competence, physical environment, classroom behaviour management, interpersonal relationships, instructional resources and classroom wellbeing as factors that exerts influence on student wellbeing and on their learning, respectively. These findings were relatively predictable, given earlier research. Long et al. (2014) and Matzler and Woessmann (2010) reported lecturers' competencies as being positively correlated to student's satisfaction in terms of learning outcomes. Current finding reinforced these views and indicated that competence of a lecturer and their enthusiasm for subject as a major source of classroom wellbeing. Specifically, concerns were expressed regarding lesson preparation such as upgrading PowerPoint slides to fit current needs and use of relevant instructional methods and assessments to promote creative and effective teaching learning.

Hinton, Miyamoto and Della-Chiesa (2008) indicated that fear and stress could disrupt learning while positive emotions drive learning and students' wellbeing. In addition, an atmosphere of mutual respect made students feel relaxed in asking questions and expressing their thoughts and feelings as crucial for student learning (Stronge, 2018). These statements were corroborated in our finding on physical environment, as our participants indicated that lecturers' emotions related to classroom conduct affected their learning. For example, students confessed that sessions that were open, free, encouraging and rewarding make them want to participate as opposed to classes conducted by lecturers who were often stern, rude, biased and/or unprepared. This finding emphasized the importance of having supportive lecturers that they could relate with.

Marzano and Marzano (2003) asserted that behaviour and classroom wellbeing are two variables that could have the greatest impact on student learning. They further found that teachers' actions in their classrooms had significant impact on student achievement and their wellbeing. Supporting Marzano and Marzano, the findings here showed that, when lecturers failed to adhere to and/or manage classroom rules, such actions (or inactions) impacted student wellbeing negatively and adversely affected learning achievement, suggesting that lecturers' integrity and

punctuality played a significant role in promoting classroom wellbeing. This finding indicates that lecturers' behaviours can have a strong influence in supporting the purposes of Happiness and Wellbeing centre as they use this powerful tool to promote classroom wellbeing.

Interpersonal relationships played a key role in enhancing student wellbeing These relationships underlined the extent to which students' understanding of wellbeing are conceptualised in social-emotional and relational aspects. Other studies pointed out the key role that interpersonal relationships play (Hattie, 2009; Roffery, 2012). These studies provided more subtle insights into how interpersonal relationships function both implicitly and explicitly within a higher education context. It is now understood that the quality of relationships in an institute can impact students' overall wellbeing and lecturers' and students' ability to handle classroom learning situations (Roffery, 2012), supporting, for example, their deep learning and positive social and emotional development (Schonert-Reichl, 2017). Schonert-Reichl further elaborated that when lecturers failed to manage social and emotional demands of teaching, students' academic achievement and behaviour, both suffered. Our results further built on this evidence suggesting that it was the quality of the interpersonal relationships that lecturers embodied in the daily activities of classroom including quality of care, love and readiness to support that students perceived to be the most critical. This result of our study aligned with the core principles and values of GHN, which is to promote love, compassion, patience, tolerance, contentment, harmony and social responsibility. Furthermore, this finding provided a useful indicator for practitioners working with students to develop qualities that are essential for their wellbeing and learning.

The study concluded that lecturers' competence in terms of lesson delivery, using appropriate instructional methods, unbiased assessment practices, maintaining positive interpersonal relationship, positive approach and good classroom behavioural management can effectively promote classroom wellbeing and heighten students' satisfaction with higher education life and can support a better learning environment at higher education institutions. This finding connected with Muzenda (2013) and Long et al. (2014) who found positive correlations between lecturers' competence and level of students' satisfaction in academic achievements. It also supported the idea of our classroom wellbeing definition that "a classroom that encourages emotional security, creates conducive and safe learning environment as well as ensures transparent teaching, learning and assessment practices is crucial," which can lead to students wanting to open up and appreciate learning.

Conclusion

The results from the current study suggested that an extended version of our proposed study definition could represent the way students perceive classroom wellbeing in higher education. However, we proposed the need for students and lecturers to undergo fundamental

changes to materialize the goals and aspirations of the Happiness and Wellbeing centre as well as principles and values of GNH to achieve greater classroom wellbeing.

The study also concluded that classroom wellbeing can have a significant role on student learning. Classroom wellbeing factors such as lecturer competence, interpersonal relationship, lecturer's behaviour management, and physical environment were pertinent to determining student learning. The students also claimed to have experienced benefits when classroom wellbeing was ensured through factors like having access to positive learning environment, appropriate teaching and learning materials, and a technological-based classroom.

Finally, this study contributed to the theory development in the field with the notion that it was useful to pay attention to varied features of classroom wellbeing and their impact on student learning with a hope that education at all levels can be improved for the benefits of students, educators and society at large. Concurrently, it may also inform and guide policy makers at national and institution levels in framing policies related to the classroom wellbeing considering the understanding of educators and students at all levels of education.

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Appendix A: Interview Questions

1) Tell me something about classroom wellbeing.

2) What makes you feel welcome/unwelcome in the classroom?

4) What is your ideal class setting?

5) How would you describe your experience of being a student in terms of your wellbeing?

6) What makes you feel included /excluded in the class?

8) Is there anything stressful about being a student in that particular class?

9) What encourages you to do best or keeps you from doing best in the class?

11) How do your feelings about the teacher/peer/classmates affect your learning in the class?

12) Do you think classroom wellbeing has impact on learning? IF Yes and No…. How and why?

About the authors

Kinley Seden, PhD is a lecturer at the Department of Social Science, Samtse College of Education. Her research interests include psychology of teaching learning and assessment practices, gender and education, teacher education, and professional development.

Sonam Wangmo, M.A. is a lecturer in Department of Professional Practice. Her research interests include issues related to families and children: developing a scope and sequence of parent involvement in the children's learning and development, and investigations of the role of play in children's learning and development.

Kinzang Dorji, PhD is a lecturer at the Department of Science Education. His research interests include educational teaching and learning, bio-assessment of stream and river health (stream ecology), and health and wellbeing.

Wangmo, M.Ed is a lecturer at the Department of Language. She is involved in developing modules for Master of English Language studies. Her research interest includes areas related to language and education.