

A MULTIDIMENSIONAL ASSESSMENT OF THE WELL-BEING OF NDCFC STUDENTS

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ABSTRACT

This study explores the well-being of 17 students enrolled at the Notre Dame Center for Catechesis (NDCFC) during the academic year 2023–24. Utilizing a descriptive-quantitative research design, the researchers adapted the survey questionnaires and PACES model from the study conducted by Torres et al. (2023). The questionnaire consisted of five distinct domains that encompassed many aspects of well-being, specifically: physical, emotional, cognitive, economic, and social. The researchers employed the inter-rater approach in order to maintain the validity and reliability of the questionnaire. The data were gathered via Google Forms and assessed utilizing a 5-point Likert scale and were subsequently treated using mean. The study revealed that respondents “often” exhibited a favorable state of well-being across the affective, cognitive, and social domains. On the contrary, respondents must emphasize the enhancement of their physical well-being, as they may not always be in ideal physical condition. Furthermore, respondents' economic well-being has continually suffered from severe poverty and financial problems, depriving them of a state of sound economic prosperity, and requiring intervention. The study's findings have led to the following recommendations: a. incorporate physical education into the curriculum; b. conduct a thorough evaluation and redistribution of the curriculum for students to be afforded sufficient opportunities for rest and recreation, task completion, and knowledge and skill enhancement; c. educate and provide students with nourishing dietary options; d. improve the support system among students in both face-to-face and online platform; and e. offer comprehensive support regarding financial literacy and academic assistance that will benefit both students and their families.

Keywords: NDCFC, PACES, Well-Being.

INTRODUCTION

Notre Dame Center for Catechesis (NDCFC) envisions a holistic formation program of Catechists/Religious Educators with a deep sense of God committed to the Mission of God's Reign. It seeks to form mission-oriented communicators of the Christian faith promoting a life of dialogue, peace, and reconciliation (NDCFC Vision-Mission Statement, Brochure 2021)

The formation process focuses on the formation of missionary discipleship through the four (4) pillars of formation: 1. Commitment to a sense of purpose to encounter Christ as they are; 2. Growth in self-knowledge towards maturing in faith; 3. Passion for God's mission having a basic grasp of the vocation of the laity doing the mission of God by becoming a presence of the reign of God; 4. Community integration by learning to live with differences and become agents of evangelization in solidarity with those in the margins.

They are being formed in the actual community living because discipleship happens in the community. Growth in self-knowledge also happens in the community of learners. As a community of disciples, they have their encounter with Jesus and this is the beginning of catechesis, learning the way of life of Jesus to participate in the mission of God with a joyful disposition. The student catechists have to be catechized before being catechists (GDC 239) to become credible witnesses of the faith.

However, the NDCFC formation and missionary engagements have been altered due to the COVID-19 pandemic. There is a significant number of student-catechists who dropped out due to the adverse effects of the pandemic. Some were able to manage and cope with the severities of flexible online learning. The pandemic brought many confounding effects on the well-being of youth, such as loneliness, isolation, and loss of motivation. Moreover, some experienced violence and abuse at home. Mostly, the youth have taken their sentiments and grief to social media. This resulted in a difficulty in quantifying how much their well-being has been affected by this pandemic. Thus, asking, "How are you" shows that the effects are not negligible.

Well-being is a positive state experienced by individuals and societies, and is influenced by social, economic, and environmental conditions (Ruggeri et al., 2020). It is a multidimensional concept that encompasses various aspects of human life, including physical, mental, emotional, and social health. The exploration of the multidimensional nature of well-being involves definitions, concepts, and measurement of well-being. The concept of well-being goes beyond

the absence of mental illness and includes experiencing positive emotions, developing one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships. Positive mental health is synonymous with subjective well-being. Well-being is strongly linked to happiness and life satisfaction. Carol Ryff's model of psychological well-being consists of six key factors that contribute to well-being, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Different forms of well-being are often closely interlinked, with improved physical well-being associated with improved emotional well-being, and better economic well-being associated with better emotional well-being (Ruggeri et al., 2020). Well-being plays a central role in ethics as what a person ought to do depends on what would make someone's life get better or worse. Measuring well-being is an important aspect of understanding it.

Well-being comprises eight interdependent dimensions, namely physical, intellectual, emotional, social, spiritual, vocational, financial, and environmental (Sfeatcu et al., 2014). Each dimension is essential for overall well-being and can be improved with conscious and consistent effort. The Physical dimension of wellness deals with the proper functioning of the body and maintaining a healthy lifestyle through nutrition, exercise, and rest. The Emotional dimension necessitates self-reflection, emotional regulation, and the ability to cope with stressors and challenges. The Intellectual dimension challenges the mind to learn new things and engage in critical thinking. The Social dimension involves building relationships, fostering connections with others, and contributing to one's community. The Spiritual dimension relates to one's values, beliefs, and purpose in life. The Environmental dimension focuses on promoting a healthy environment by protecting natural resources and reducing pollution. Lastly, the Vocational dimension refers to finding meaning and satisfaction in one's work and achieving work-life balance. Improving wellness requires a holistic and multidimensional approach that considers all eight dimensions. By embracing the dimensions of wellness and working towards improvement in each area, individuals can achieve positive well-being and improve their overall quality of life (Sfeatcu et al., 2014).

This research investigates the physical, emotive, cognitive, economic, and social components of the well-being of NDCFC students adopting the PACES model from the study of (Torres and Madera, 2023) which aims to develop new approaches in the formation process considering the total well-being of each student. The richness of diversity of cultures and backgrounds of the

student-catechists adds colors and flavors to the content and substance of the formation process. Their differences are an opportunity to exercise acceptance with reverence and celebration of each other's uniqueness. Hence, NDCFC strives to make a positive difference and impact like a pebble on the pool by forming gospel-driven missionary catechists as leaven and wounded healers in our society today. The holistic self-care program is of great help in the realization of the NDCFC's vision and mission.

METHODOLOGY

The present study provides a comprehensive description of the well-being of a sample consisting of 17 students enrolled at the Notre Dame Center for Catechesis during the academic year 2023-24. The researchers employed a descriptive quantitative study design. This study employs the PACES model adapted from the research study of Torres and Madera (2023.) Further, the survey questionnaires utilized in this study were also derived from the research conducted by Torres and Madera (2023). The questionnaire consisted of five distinct domains that encompassed many aspects of well-being, specifically: physical, emotive, cognitive, economic, and social. The researchers employed the inter-rater approach in order to establish and maintain the validity and reliability of the questionnaire. The data collection for this study involved making use of Google Forms to provide online survey questionnaires to the study participants. The respondents' well-being was measured by assigning numerical values, which were then used for statistical computation and subsequent analysis. The findings of the research were evaluated and analyzed in the subsequent manner:

5 - Always: This designation indicates that the action or statement being evaluated on the scale is constantly or almost always true or appropriate.

4 – Often: This denotes that the activity or statement indicated in the scale is observed on a regular basis, though not necessarily constantly.

3 - Sometimes: This indicates that the activity or statement indicated in the scale happens infrequently or sporadically.

2 - Seldom: This indicates that the activity or statement mentioned in the scale occurs rarely or is seldom true or appropriate.

1 - Never: This indicates that the activity or statement stated in the scale does not occur, is not true, or is not applicable.

Scale	Scale Interval	Verbal Interpretation
5	4.21 - 5.00	Always
4	3.41 -4.20	Often
3	2.61 - 3.40	Sometimes
2	1.81 -2.60	Seldom
1	1.00 - 1.80	Never

Table 1. Scale, scale interval and verbal interpretation

Table 2 *Profile of Respondents*

Respondents		%
First Year	8	48
Second Year	9	52
TOTAL	17	100

Table two shows the profile of respondents. The respondents were chosen using stratified random sampling and included both the first and second-year NDCFC students. There were 17 respondents in total with 8 first-year and 9 second-year respondents.

The data generated by the research instrument were recorded, analyzed, and interpreted by using mean.

RESULTS AND DISCUSSIONS

This section presents a comprehensive analysis, interpretation, and discussion of the data collected from the research exploration.

Perceptions of NDCFC students on Well-Being

	Domains	Mean	Interpretation
1	Physical	2.9	Sometimes
2	Affective	4.2	Often
3	Cognitive	3.7	Often
4	Economic	1.2	Never
5	Social	3.9	Often

Overall Mean	3.18	Sometimes
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Table 3 *Perceptions of NDCFC students on well-Being*

Table 3 presents the overall perspective of students enrolled in the NDCFC program about their well-being. Based on the average score of 3.18, students indicated a moderate level of well-being in their reports. The participants in the study indicated that they frequently had a positive state of well-being in the areas of affective, cognitive, and relationships, as indicated by mean scores of 4.2, 3.7, and 3.9 respectively. On the contrary, it is imperative for respondents to enhance their physical well-being, as they sometimes encounter a state of good physical health, as indicated by the mean score of 2.9. Conversely, the economic well-being of the respondents necessitates intervention, as they have never experienced a state of sound economic well-being due to prevailing poverty and financial concerns.

The present study investigates the comprehensive well-being of students enrolled at the Notre Dame Center for Catechesis (NDCFC). The research conducted an evaluation of the comprehensive well-being of students, encompassing five distinct dimensions: physical, affective, cognitive, economic, and social (Norozi, 2023). The evaluation of physical well-being encompassed various dimensions, including vitality, physical health, affective aspects of physical activity, and cognitive aspects of physical activity. The measurement of affective well-being encompassed the assessment of positive emotions, optimism, and resilience. Ling et al. (2022) investigated the cognitive well-being of students by examining indicators such as the joy of studying, school connectedness, and liking towards subjects and the school. Additionally, the researchers evaluated self-well-being by measuring self-worth and self-esteem. The evaluation of economic well-being encompassed the examination of financial stability, concerns regarding finances, and the fulfillment of fundamental and educational necessities. On the other hand, social well-being was gauged by considering the quality of familial connections, neighborhood interactions, school affiliations, and peer relationships (Ling et al., 2022). Furthermore, the research encompassed an examination of the individual, societal, ecological, and metaphysical aspects of spiritual well-being and existential outlook. The examination of various aspects of student well-being, encompassing academic, psychological, personal, physical, social, and spiritual dimensions, holds considerable importance due to its association with health and behavioral patterns that can have lasting effects into adulthood and impact other aspects of a student's present life.

It is important to adopt a holistic and comprehensive approach to wellbeing. The emphasis on personal responsibility and strengths, with a belief in the ability to exert personal control, engenders a positive attitude and strengthens internal motivation (Norozi, 2023). Effective well-being programs and policies should not only focus on the psychological states of students, but also establish the connection between their psychological states and the ultimate state of the world. Biesta's three aims of school education – qualification, socialization and subjectification – provide a nuanced perspective for integrating holistic and comprehensive wellbeing in children's school lives (Norozi, 2023). Subjectification encourages children to explore their Individuality with implications for comprehensive and holistic Wellbeing. To integrate holistic and comprehensive wellbeing in students' school lives, a framework founded upon the fundamental principles of multidimensionality and interconnectedness should be adopted. Holistic and comprehensive wellbeing goes beyond feeling healthy, happy, mindful, or resilient. It involves inclusion, belonging, peacefulness, and human rights. It is a nuanced concept of wellbeing that includes meaningful learning and challenges. The significance of holistic and comprehensive wellbeing is that its identified dimensions are framed to facilitate engagement with education and wellbeing as an outcome of education (Norozi, 2023).

Perceptions of NDCFC students on physical well-being

Domains	Mean	Interpretation
Physical	2.9	Sometimes
Freedom from Physical Pain	2.6	Sometimes
Time for Relaxation	2.5	Seldom
Good Nutrition	2.8	Sometimes
Quality Sleep	3.3	Sometimes
Sports and Physical Activities	3.3	Sometimes

Table 4 *Perceptions of NDCFC students on physical well-being*

Table 4 presents the general perception of NDCFC students on physical well-being. Respondents reported that their physical well-being is characterized as "sometimes," with a mean score of 2.9. The term "sometimes" indicates that the behavior or statement mentioned in the scale occurs

infrequently or irregularly. For the domain “freedom from physical pain,” the mean of 2.6 indicates that students occasionally experience bodily pain, such as headaches, backaches, and stomachaches. The respondents demonstrate a limited amount of leisure time available for relaxation as indicated by the mean value of 2.5. In relation to the domains of nutrition, sleep quality, and engagement in sports and physical activities, the participants concur that they possess these attributes to a moderate extent, as indicated by the mean scores of 2.8, 3.3, and 3.3 respectively.

Physical well-being, which refers to the state of one's physical health, is essential for students. It has been found that regular physical activity, freedom from physical pains, good nutrition, and ample quality sleep has multiple benefits for physical, mental, cognitive, and psychosocial health that contribute to learning (Kohl, 2013). Experimental evidence supports that physical activity benefits children and young adults and is crucial for their growth and development. Good health is essential for learning and academic performance, and school-based physical activity, including physical education and sports, is designed to increase physical activity while also improving motor skills and development, self-efficacy, and general feelings of competency and engaging children socially. Physical activity has a positive impact on the overall psychological health and social engagement of every student. A physically fit and healthy student is more likely to have better attendance, focus, and academic achievement than an unhealthy student (Blaine, 2023). Neglecting physical well-being can lead to a reduction in the quality and quantity of work produced (Wt. Admin, 2019). Furthermore, physical well-being is a foundation for comprehensive high-quality education, and developing a routine for physical activity lowers the risk of obesity, heart disease, high blood pressure, and other life-altering diseases and conditions (Smith, 2017, Flaherty, 2023). In fact, physical well-being is essential for students to build a healthier and stronger body for a longer life. Promoting physical activity and quality physical education in schools can lead to psychosocially healthier children who are more likely to engage in physical activity as adults, which is critical for continued physical activity across the life span (Kohl, 2013). Overall, physical well-being is important for students as it contributes to their overall health, academic performance, and quality of life (Blaine, 2023).

Research has shown that physical well-being has a significant impact on academic performance. Physically active students have higher graduation rates, tend to get better grades, and perform better on standardized tests. Several factors, including diet, hydration, exercise, sleep, and substance use (such as alcohol and drugs), can affect cognitive functioning and

academic performance (Wt. Admin, 2019). This relationship between physical well-being and academic performance holds true for all age groups, including university students. Physical activity, fitness, and adiposity have been found to be related to standardized measures of academic performance (Blaine, 2023). However, few studies have investigated the relationship between physical well-being and academic performance in the context of the educational environment. Physically active students tend to have better cognitive performance, including memory, attend school more frequently, and exhibit better classroom behaviors such as on-task behavior. Increasing physical activity and physical fitness may improve academic performance, and time in the school day dedicated to recess, physical education class, and physical activity in the classroom may facilitate academic performance. Interventions entailing aerobic physical activity have the greatest impact on academic performance, while all types of physical activity contribute to enhanced academic performance with the exception of activities involving flexibility alone. Interventions using small groups may also enhance academic performance (Blaine, 2023). Both habitual and single bouts of physical activity contribute to improved academic performance. Acute exercise has been found to be robustly related to increased attention, while participation in physical activity is related to disciplinary behaviors, time on task, and academic performance. Higher-fit children demonstrate less reliance on environmental cues or teacher prompting and allocate greater resources to a given task.

Regular exercise and a healthy diet have numerous benefits for students that extend beyond academic performance (Wardle, 2023). In addition, incorporating WHO guidelines on physical activity into school curricula can improve life trajectories and support the development of lifelong healthy habits in students (Flaherty, 2023). Regular physical activity during the school day can also improve students' mental health and school attendance (Flaherty, 2023, Kohl, 2013). Furthermore, physically active classroom lessons can improve academic achievement among students in various subjects such while regular exercise can also help in maintaining stable BMI among students (Blaine, 2023). The benefits of regular exercise and a healthy diet extend beyond the school years as well. Regular physical activity has long-term effects on adult morbidity and mortality, resulting in lower rates of chronic diseases and premature death (Kohl, 2013).

Perceptions of NDCFC students on affective well-being

Domain	Mean	Interpretation
Affective	4.2	Often
Joy of learning	4.3	Always
School connectedness	4.4	Always
Emotional health	4.1	Often
Spiritual health	4.2	Often

Table 5 *Perceptions of NDCFC students on affective well-being*

Table 5 presents the affective well-being of students enrolled at NDCFC. In relation to the concept of the joy of learning, it is evident that students have a sense of enjoyment in their educational pursuits, as shown by a mean score of 4.3. Additionally, they also display a strong sense of connection with their school and peers, as seen by the highest mean score of 4.4 among all the domains. Regarding emotional health, while being ranked the lowest among all domains, students frequently encounter healthy emotional well-being, as seen by the mean score of 4.1. Finally, students have a strong level of spiritual well-being, as indicated by the average score of 4.2.

Affective well-being refers to the subjective experience of health and happiness, including both mental and physical health, emotional safety, and a feeling of belonging, purpose, achievement and success. It is different from other types of well-being in that it specifically focuses on emotional experiences and feelings. Affective well-being is one aspect of overall well-being, which can also include physical health, mental health, and academic or social well-being (Hossain et al., 2022). The concept of affective well-being is related to emotions and feelings, and includes subjective experiences such as happiness, joy, and positive experiences. It is often measured through subjective reports of happiness or life satisfaction. Affective well-being is also a component of emotional wellness, which involves the development of a child's capacity to experience, regulate, and express emotions, and the ability to form close, secure interpersonal relationships. Furthermore, affective well-being is distinct from other types of well-being that have been studied in EFL instructors, such as fulfillment (Stewart-Brown, 1998). The eudaimonic view of well-being conceptualizes it as functioning

well at school and focuses on a range of domains representing optimal student functioning, while the hedonic view conceptualizes it as the state of feeling good and focuses on cognitive and affective domains. However, neither view alone can comprehensively capture or assess the complex nature of student well-being (Hossain et al., 2022).

Research has shown that affective well-being has a significant impact on students' academic performance and overall life satisfaction. For example, gratitude, hope, and emotional regulation are facets of well-being that can improve academic performance (Stewart-Brown, 1998). Emotional regulation, in particular, enables students to get along with peers and teachers, exhibit prosocial behaviors, and adapt to new classrooms. Furthermore, affective well-being gives students a competitive advantage both inside and outside the classroom. Gratitude, specifically, is associated with higher GPAs, life satisfaction, and social integration. It is also positively correlated with students' satisfaction with school and helps them pursue intrinsic goals. Students with high levels of hope can make adaptive attributions and overcome failure by making corrections (Stewart-Brown, 1998). In addition to academic achievement, satisfaction with being in school in a general way affects students' subjective well-being. The quality of experiences a student has in different parts of the school premises also affects their subjective well-being. However, researchers have not reached a shared understanding of what student well-being entails, resulting in fragmented work. Nonetheless, student well-being is a critical educational agenda due to its wide-reaching benefits for students in performing better at school and later as adults (Hossain et al., 2022). Efforts to measure and monitor student well-being have increased, and so has the number of student well-being domains proposed. However, unreasonable academic expectations and constant testing can negatively impact student well-being (Hossain et al., 2022), while poor staff well-being can have a knock-on effect on students' own well-being. It is, therefore, essential to recognize affective well-being as an essential outcome of 21st-century education and to prioritize it along with academic achievement.

Affective well-being among students is influenced by a variety of factors, including social and emotional elements that impact their mental health, behavior, and academic performance. Engaging the whole student in the educational process fosters positive growth, leading to academic achievement and well-being (Stewart-Brown, 1998). One factor that influences affective well-being among students is school-related social support (Hossain et al., 2022).

Positive, high-quality relationships between learners and their educators can create a secure foundation in the educational setting, enabling them to explore, participate, and learn academic material more effectively. The interpersonal behavior of an educator has the potential to affect the educational process, learners' well-being, and academic outcomes. The constructive connection between teacher-student relationships and learners' social-emotive well-being has been frequently established, as how teachers treat students affects how students treat each other (Fang, 2022). Self-system factors play a role in the relationship between school-related social support and subjective well-being among students (Hossain et al., 2022). However, further investigation is required to explore the factors influencing affective well-being among students, as they have received less attention compared to educators' well-being (Fang, 2022).

Perceptions of NDCFC students on cognitive well-being

Domain	Mean	Interpretation
Cognitive	3.7	Often
Academic efficacy	3.5	Often
Task Completion	3.4	Sometimes
Extra-curricular Activities	3.6	Often
High Grades	3.9	Often
Mastery of learning inputs and skills	3.9	Often

Table 6 *Perceptions of NDCFC students on cognitive well-being*

Table 6 provides an analysis of the cognitive well-being of students enrolled in the NDCFC program. The average rating of 3.7 given by the participants indicates a positive state of cognitive well-being. It is frequently seen that students commonly demonstrate high levels of academic efficacy, as evidenced by the average score of 3.5. According to the findings, students occasionally struggle to meet deadlines when it comes to completing various duties such as assignments, projects, reports, and recitals. This observation is supported by the mean score of 3.4, which is the lowest among all domains of the affective well-being. According to the students' responses, they demonstrate active engagement in extracurricular activities, as indicated by a mean score of 3.6. While it is frequently observed that students regularly attain excellent grades and demonstrate mastery of learning inputs and skills, it is noteworthy that

these two factors are strongly interconnected and possess the same mean value of 3.9, which is the highest among all domains.

Cognitive well-being and academic performance have been linked in various studies. Cognitive well-being involves information processing, self-management, self-monitoring abilities and emotional responses, with links to both cognition and well-being going both ways (Luhmann, 2017). One study showed that psychosocial well-being in schools can affect educational achievement, with bullying linked to cognitive and educational outcomes (Luhmann, 2017). Another study found that students with high levels of cognitive ability can get a greater sense of achievement from the learning process, which can enhance their psychological health and indirectly improve their academic performances (Shi & Qu, 2021). Additionally, cognitive ability has a significant effect on academic performance, and personality characteristics and psychological health partially mediate the relationship between cognitive ability and English academic performance. However, there is limited information available on the relationship between cognitive well-being and academic performance specifically, although cognition and well-being have been shown to be linked in children and adolescents (Shi & Qu, 2021). Overall, while cognitive well-being's specific relationship with academic performance requires further research, it is clear that cognitive well-being and academic performance are linked in various ways.

To promote cognitive well-being in students, it is essential to understand the factors that contribute to it. Cognitive ability is one of the significant factors that can impact cognitive well-being in students, as it can have a significant positive effect on academic achievement (Shi & Qu, 2022). Self-discipline is another crucial factor that contributes to cognitive well-being, as it plays a partially mediating role between cognitive ability and academic achievement. Planning is also an important factor that affects cognitive well-being, as students with higher levels of self-regulation, self-planning, and self-monitoring maintain a better and more stable mood when faced with stressful situations. Moreover, constructing a learning cycle system of planning-execute-persistence-adjustment can help students carry out learning activities efficiently and achieve better academic performances (Shi & Qu, 2021). Students who have self-planning and self-control can produce behavioral results that promote learning. It is because self-planning and self-control are internal and external conditions that satisfy psychological stability. Additionally, memory ability, representational ability, information

processing ability, logical reasoning ability, and thinking conversion ability are the five ability values that affect academic achievement. Furthermore, the mediating effect of self-discipline on academic achievement is stronger in the condition of higher planning, which suggests that planning has a moderating effect on the mediating role of self-discipline on academic achievement (Shi & Qu, 2022). Therefore, to promote cognitive well-being in students, it is essential to focus on enhancing cognitive abilities, self-discipline, and planning skills. These skills can help students achieve better academic performances and maintain psychological stability.

Poor cognitive well-being can have far-reaching negative consequences on students. The most apparent of these is poor academic performance and learning outcomes (Allerhand et al., 2014). Students who experience cognitive difficulties are often unable to retain information or apply critical thinking skills necessary to excel in their coursework. Another consequence of poor cognitive well-being is decreased focus and attention span. Students who struggle in this area may find it difficult to maintain attention and focus on tasks, leading to a further decline in academic performance. Additionally, poor cognitive well-being may put students at risk of developing mental health issues such as social anxiety. Students who struggle to keep up with academic demands and have difficulty focusing may feel overwhelmed and anxious about their academic performance. In some cases, these feelings can escalate into social anxiety, which can greatly impact a student's well-being and quality of life (Allerhand et al., 2014). It is important to note that struggles with mental health conditions can also affect cognitive well-being in students. For instance, conditions such as depression and anxiety can affect brain function and lead to cognitive difficulties. Poor cognitive well-being can have significant negative consequences for students and should be addressed as a priority to ensure optimal academic performance and overall well-being (Allerhand et al., 2014).

Perceptions of NDCFC students on economic well-being

Domain	Mean	Interpretation
Economic	1.2	Never
Family's Financial Stability	1.1	Never
Provision of School Needs	1.2	Never
Provision of Basic Needs	1.4	Never
Financial Security	1.3	Never
Freedom from Financial Worries	.6	Never

Table 7 *Perceptions of NDCFC students on economic well-being*

Table 7 presents a comprehensive examination of the economic well-being of students, who are currently participating in the NDCFC program. The average rating of 1.2 is cause for concern, as it suggests that students do not typically experience economic prosperity. Regarding the financial stability of participants' families, it is indicated that their families have consistently lacked a steady income, as demonstrated by a mean score of 1.1. The data collected from students indicates that there is a significant challenge in meeting their basic-school-needs, as evidenced by a mean score of 1.2. The participants in the study also indicated that they struggle to meet their fundamental necessities, as indicated by the average score of 1.4, despite it being the highest among all aspects of economic well-being. The financial security of students at NDCFC is significantly poor, as indicated by a mean value of 1.3. The student-respondents constantly had problems with finances, as indicated by the average score of 0,6, representing the lowest across all aspects of economic wellbeing.

Economic well-being is a complex concept that depends on several factors, including income, education, and employment opportunities. Education plays a significant role in improving economic well-being by providing individuals with the knowledge and skills needed to succeed in the job market (Rogers, 2022).

Improving economic well-being can positively affect students' academic success. Inflation and other financial burdens can negatively impact students' ability to focus on their studies. By easing these financial burdens, students are better able to direct their attention towards their coursework, leading to improved academic performance (Wei, 2022). In fact, research

has shown that improving economic well-being can have a direct correlation with students' academic success. Students who come from families with higher levels of income tend to have higher academic achievement than those from lower-income families (Wei, 2022). It is important to consider the economic circumstances of students and their families in order to create an environment that fosters academic success (Barbayannis et al., 2022).

The relationship between economic well-being and mental health among students is a complex issue that has been studied from various perspectives. Needy students are particularly susceptible to psychological problems, including those that adversely impact physical health (Wei, 2022). In colleges and universities, students with low economic well-being often have relatively low mental health. Additionally, pre-existing family economic challenges and income inequality may be drivers of negative mental health outcomes for youth, further compounding the issue of economic well-being and mental health (Jones et al., 2023). Moreover, widespread job loss, especially in low-income job sectors, may also contribute to negative mental health outcomes for youth. A study conducted in low-poverty and mid-poverty schools found that students who experienced parent job loss had a higher prevalence of mental health problems. In high-poverty schools, only persistent feelings of sadness or hopelessness were associated with parent job loss and mental health (Wei, 2022). The text also reveals that having gone hungry is an indicator of mental health problems among students. Economic well-being is indirectly related to mental health problems among students through its association with hunger and poverty. School-level poverty has been linked to mental health problems among students, indicating that economic well-being may have an impact on the mental health of students as well. Nonetheless, research suggests that improving economic well-being among students can positively impact their academic success and overall well-being (Hb et al., 2007).

Perceptions of NDCFC students on social well-being

Domain	Mean	Interpretation
Social	3.9	Often
Social health	4.1	Often
Communication through social media	3.4	Sometimes
Support System Family/guardian	4.2	Often
Support System Friends	3.8	Often
Support System Teachers	4.2	Often

Table 8 *Perceptions of NDCFC students on social well-being*

Table 8 provides a complete analysis of the social well-being of students currently enrolled in the NDCFC program. The mean rating of 3.9 demonstrates a positive state of social well-being among the entire student population. In relation to social health, students demonstrate a notable degree of social wellness, as indicated by the mean score of 4.1. Conversely, the utilization of social media is reported as "sometimes," with a mean score of 3.4. These may be related to the school policy stating that students are only permitted to use their phones on Saturdays and Sundays. In addition, students reported having a strong support system, especially with family and instructors, as shown by the shared mean of 4.2, the highest score across all categories. The mean of 3.8, which can be translated as "often," also shows that students had a strong support system with friends.

Social well-being refers to the state of society and its functioning, and is an essential factor that contributes to an improved quality of life. Social well-being comprises five domains: social integration, social acceptance, social contribution, social actualization, and social coherence (Mph, 2017). Social integration represents the quality of an individual's relationship with society and community. Social acceptance involves the way society is perceived through the character and qualities of others as a generalized category. Social actualization is the assessment of society's potential and trajectory. Social coherence is the perception of the quality, organization, and operation of the social world, including a concern for acquiring knowledge about it. Societal well-being also refers to the ability to participate in an active community or culture. Social well-being is a critical factor that contributes to overall well-being, on par with physical and mental well-being. It also enhances social efficacy and social

performance, improving how individuals interact with others. Authenticity is a critical component of social well-being, as it involves developing meaningful relationships with others through communication, creating one's emotional support network, and having healthy relationships (Mapp, 2023).

Social well-being is crucial for students as it has a significant impact on their overall well-being, academic success, and future career. Social isolation and lack of support can negatively affect student's emotional state and increase the risk of mental health problems (Mapp, 2023). In contrast, students who feel connected to others and have positive relationships with peers or adults are more likely to have better mental health outcomes. Moreover, social well-being has an effective role in the efficacy of medical sciences students who have the responsibility to provide health care services in the future (Mph, 2017). Students' social well-being status is considered a capital for society, as it contributes to the betterment of their communities and nations (Mph, 2017; Mapp, 2023). Feedback, privacy, and transparency play a vital role in social well-being, which makes it important for students to have healthy relationships and connections with their peers and adults. Social well-being also affects students' health and safety, end-of-life responsibilities, experiences with discrimination, and intrinsic worth and potential (Mapp, 2023). Social participation, sense of community, and social coherence are key factors contributing to social well-being in students. Studies have shown that social and emotional learning can improve student's well-being, enhance intrinsic motivation, decrease disciplinary problems, increase academic achievement, and improve school satisfaction, leading to their flourishing as individuals, communities, and nations (Oman, 2021; Mph, 2017). Determining and measuring social well-being among schoolchildren is a complex task as it involves many different types of factors that may vary across cultures or countries (Miravet et al., 2021b). Nevertheless, leaders should prioritize social well-being as they recognize their moral obligation to nurture the students within their stewardship (Mapp, 2023). In conclusion, social well-being is an important aspect for students as it enables them to learn better, induces positive emotions that enhance cognitive perspectives, and contributes to a better society. (Mapp, 2023; Mph, 2017).

Social isolation among students has been shown to have significant consequences on their physical and psychological health, academic performance, and personal development (Miravet et al., 2021b). According to the World Health Organization, social well-being is an

important component of overall health, along with physical and mental aspects (Mph, 2017). Research indicates that high social well-being is associated with better physical and mental health outcomes among students. Students who view themselves as healthy and integrated with others tend to have high social well-being status, while those who are socially isolated often struggle with poor mental health and academic performance. Social well-being is built on maintaining healthy relationships and having meaningful interactions with others, which in turn contributes to having a sense of community (Mapp, 2023). Studies have shown that social well-being improves students' social and emotional skills, attitudes, and behaviors such as student self-efficacy, self-esteem, and mindset (Oman, 2021; Miravet et al., 2021b). Moreover, a student's well-being status has been linked to improved academic performance, behavior, social integration, and satisfaction, highlighting the crucial role of social support in facilitating student success. Schools have an essential role in supporting students to make healthy lifestyle choices and understand the importance of well-being in their lives and academic performance (Mapp, 2023). It is essential for educators to recognize the impact of social isolation on students' academic and personal development and work towards creating a supportive and inclusive learning environment that fosters positive relationships among students (Douwes et al., 2023).

CONCLUSION AND RECOMMENDATIONS

The overall findings of the study revealed a modest level of well-being which can be described as "sometimes". Frequently, participants exhibited a favorable state of well-being across the affective, cognitive, and social domains. Conversely, it is crucial for respondents to prioritize the improvement of their physical well-being, as they can sometimes have a lack of optimal physical health. Furthermore, the intervention becomes imperative in light of the respondents' economic well-being, which has been consistently undermined by prevalent poverty and financial challenges, thereby depriving them of a condition of solid economic prosperity.

The study findings have led to the formulation of the following suggestions:

To improve students' physical health and wellness, it is recommended that physical education be strengthened within the academic curriculum. It is also suggested for NDCFC to provide students with extra personal activity time and examine the overall community flow of life and

make adjustments when necessary.

It is recommended that the curriculum be thoroughly evaluated and redistributed to ensure that students have a healthy balance of relaxation and recreation, task completion, and skill development.

It is imperative to impart knowledge to students regarding the significance of nutrition and to offer them access to nourishing dietary options and balanced diet.

The school may enhance the support system among students by encouraging the cultivation of healthy, strong and harmonious relationships both through online platforms and face-to-face interactions.

The school may facilitate in offering comprehensive support in the area of financial literacy, with a particular focus on promoting responsible financial stewardship, facilitate the enrollment of students into various government initiatives such as the UNIFAST, and identify suitable funding agencies that may provide financial assistance for educational needs intended to benefit students and their families.

Conduct similar research on a broader and larger population to improve the reliability and validity of the findings.

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