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Degree of *Master* in Didactics.

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Declaration of Originality

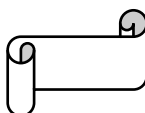
I, Aouad Halima Ismahane, do hereby declare that the current research study developed by me and titled “ Well-being and university students’ academic achievement” encompasses an original research work as part of the Master studies.

I have acknowledged all the resources from where I took information and ideas that helped in improving my study. I further confirm that my work have not been submitted neither been previously published in anywhere or by anyone else.

Date : 12/06/2024

Name : AOUAD Halima Ismahane.

Signature:



Dedication

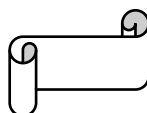
To my cherished Mother and Father

To my brother, and sisters

To my family, and friends

Whom gave me the strength, courage, support, and the hope in every step I took,

I dedicate this work for you.



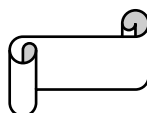
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I would like to give my warmest thanks and acknowledge my supervisor Dr. K. BELASKRI, who supported me, motivated me, and made a lot of efforts to achieve this study and make it possible.

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Abstract

Nowadays, the term “well-being” has become one of the most crucial and controversial areas of interest in the human life around the globe, especially in the life of university students. In the context of higher education, well-being needs to be given importance due to its strong correlation with the learners’ academic success; since their overall well-being impacts academic achievement, and their academic accomplishment influence their overall wellness. The current research study, aims to shed lights and examine the interplay between well-being and academic achievement among the English Language Department students, at Dr Moulay Tahar Saida University. It identifies the key factors influencing well-being and achievement, and explores the availability and effectiveness of support systems within the English Language Department, Dr Moulay Tahar Saida University. To improve the investigation, we opt for the Mixed-method approach; where both qualitative and quantitative methods are used. We employ different research tools including students’ questionnaire containing both close and open-ended questions delivered to 116 students, unstructured interviews conducted with 3 English language teachers, and a classroom observation. A number of findings are uncovered; first, there is a strong relationship between the EFL learners well-being and academic success. Students asserted that their overall wellness affects their academic pursuits and their academic pressure impact their overall well-being. Second, the internal and the external factors, such as self-esteem and university setting, appeared to be key factors influencing their overall well-being and academic performance. Finally, the available support systems within the university is affecting students well-being positively, while the lack of the important support systems have a huge impact on their overall wellness and success. As a result, the overall well-being of students is influenced by their academic goals, and their academic performance is greatly impacted their wellness, which means that there is strong relationship between the EFL learners well-being and academic achievement. At the end of the research study, we suggested some recommendations for the learners, teachers, and administrators to fulfill the Dr Moulay Tahar Saida University students’ well-being and academic success.

Keywords : Well-being, academic achievement, internal and external factors, support systems, University EFL learners

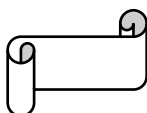
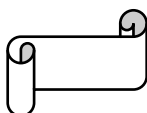
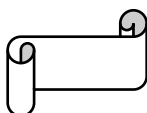


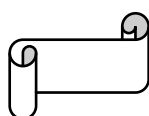
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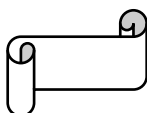


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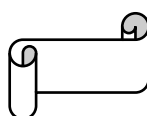
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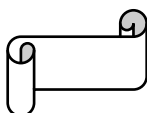
List of Acronyms

APA	American Psychological Association.
CSBA	California School Boards Association.
EFL	English Foreign Language.
GPA	Grade Point Average.
ICT	Information and Communication Technology.
IQ	Intelligent Quotient.
MBA	Master of Business Association.
MHEW	Mental Health and Emotional Well-Being.
TD	Travaux Dirigés.
TTU	Technique de Travail Universitaire.



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General Introduction

General Introduction

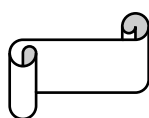
Well-being has been a global matter of concern, which can impact all humans' aspect of life. It has developed significantly over the years, until it covers nowadays all the different areas of our lives such as: the physical, emotional, mental, psychological, social, and the financial aspects. It has become linked in a harmonious way, which can affect and be affected by the smallest details. As we dive into the depths, it is significant to highlight where well-being is of paramount importance: its importance in higher educational context. Due to the importance of the topic of well-being and academic achievement, but it was not widely discussed in the desired manner. For this reason, it motivated me to do my research study about "the well-being and university students' academic achievement" at Dr Moulay Tahar Saida University especially in the Algerian context due to its significance in the students' lives and its potential impact on the society nowadays. The university students' academic pursuits can be more challenging in several ways. It can be impacted by students' emotional and mental health, financial stress, psychological inquiries, physical wellness, and social connection with their environment that may influence their overall well-being.

It has been noticed from various research studies, that the intricate relationship between well-being and academic achievement plays a pivotal role in students' academic journey. Students may face many obstacles that are strongly related to some internal and the external factors. For that reason, it is crucial to recognize how these factors impacts the students. Research has shown that the learners who experience lack of mental and emotional support, low self-esteem, health issues and body image, social and financial issues, as well as anxiety and depression may struggle from academic focus and low performance that directly lower their level of well-being. That is why it is very important to support the learners by providing the essential support systems that help to improve their well-being and academic success as well.

In light of the preceding information, the current research study aims to shed light and examine the interplay between well-being and academic achievement among the English Language Department students at Dr Moulay Tahar Saida University, to identify the key factors that influence the students' well-being and academic performance, and to explore the availability and effectiveness of support systems within Saida university.

To achieve the aim of the study, we raised three research questions as follow:

1. What is the nature of the relationship between well-being and academic achievement of the students of the English language department?



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2. What are the key factors (both internal and external) that significantly influence the overall well-being of students of English?
3. Are there any existing support systems within the Dr Moulay Tahar Saida University, and to what extent do they contribute in the improvement of the overall well-being and academic success of the EFL learners?

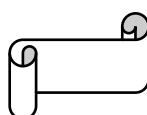
To answer these research questions, we also formulated these research hypotheses as follow:

1. There is a positive correlation between well-being and academic achievement of the English language department students.
2. The internal and external factors influence the EFL learners' well-being and academic achievement; including academic responsibilities, lack of support systems within the university, and the financial problems they face.
3. The lack of support systems at university increases the burden of students, negatively affecting their well-being and impeding their academic achievement.

The research study is divided into three chapters. The first chapter was about the review of the related literature, that began with a brief introduction summary about the topic discussed. As it introduced and defined the important concepts related to the study of well-being and academic achievement, followed by an explanation of the nature of the relationship between well-being and academic achievement and its importance on the students' academic lives. Besides, it showed the different categories of well-being (physical, psychological, mental and emotional, social, financial) that impact the learners lives. Then, it introduced the internal and external factors that effect and affect the learners' well-being and academic success, and the importance of the support systems in the higher education due to its benefits on the students' overall wellness.

The second chapter detailed the methodology used and data design. We introduced the population of the study, the research site, and the methodology used to conduct the study, as well as the research instruments that held the (questionnaire, interview, observation) helped in the data collection.

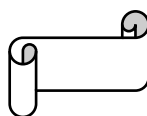
Concerning the research methodology and design, we relied on the mixed-methods research. The study was conducted qualitatively and quantitatively; as the closed-ended questions from "the students' questionnaire" helped in gathering the numerical and quantitative data, while the open-ended questions from "the students' questionnaire" and "the teachers' interview" and observations from "the classroom observation" this can be served in



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collecting the data qualitatively. The questionnaire was delivered to 116 learners from the English Language Department from different levels, i.e. Master and License students. The interview was intended to 3 English language department teachers on average, that took about 20 to 30 minutes each. As well as, we conducted a classroom observation which the researcher was a member of the sample population, thus acted as a participant observer.

The third chapter was concerned with the data analysis and discussion. In this chapter, we summarized the research findings, discussion and interpretation of the results, as well as the recommendations suggested by the researcher to raise awareness about the importance of the well-being and academic success.



Chapter One
Review of the Related
Literature

1.1 Introduction

The intersection of well-being and academic achievement has garnered an increasing attention in the realm of higher education, during the last decades particularly in the context of the Algerian universities. As the pursuit of academic excellence becomes ever more demanding, understanding the intricate relationship between students' well-being and scholastic success holds a paramount significance. This chapter covers largely the theoretical part concerning the university students' well-being and academic achievement, then descriptions of well-being, academic achievement, and types of well-being. As well as the factors influencing the learners well-being, and finally the support systems within the higher education concluded by a summary of this included chapter.

1.2 Well-being and Academic Achievement

The students' academic and personal lives in general are terribly impacted for only two reasons: their overall "well-being" and "academic achievement", in what follow we will give a definition and an introduction about these two different terms:

1.2.1 Definition and Introduction to Well-being

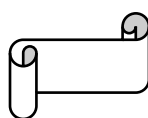
According to the Oxford English dictionaries the well-being is the state of being healthy, happy, or prosperous; physical, psychological, or moral welfare.

As said above the well-being is the right of every human being to feel wonderful and great, and enjoy a sense of reassurance and security in his daily life and in all aspects of life of all kinds. It can also affects and touches various types and forms inside each individual; including the physical, psychological, emotional state...etc

For example, if an individual suffers from physical problems or other diseases as it hinders his physical condition and prevent him from exercising or even feeling normally, his psychological and emotional state will be hindered and he will be completely affected. This entails that the overall well-being of individuals is related to the different states that can effect and affect their lives in general.

As Michaelson, Mahony, & Schifferes (2012), stated in their work « Measuring well-being: a guide for Practitioners » that people's feelings, social and personal functioning, and overall life assessment can all be considered aspects of their well-being, this means that the concept of well-being encapsulates the holistic state of an individual, encompassing both their internal and external wellness, which in turn exerts influence upon their personal disposition and shapes their attitudes and behaviors throughout the course of their life journey.

Historically speaking, it was developed two different complementary paradigms in the field of well-being. One is known as "hedonism", and it was first put forth by the greek



philosopher Aristippus, who promoted maximizing life's pleasure and held that happiness was the culmination of one's hedonic experiences. Aristotle called the other paradigm « Eudemonism », and he defined happiness as the highest good and well-lived life (Ryan and Deci, 2001). This advocates that the well-being depends on the balance between the pleasure of life and the personal development, that ultimately leads to feeling good and fulfilled life.

This is quiet similar to the university students' academic lives; because they are keen on a temporary and non-permanent focus in their studies, which leads to a permanent impact on their overall well-being. As Lipson and Eisenberg (2018), indicated a research study that well-being plays an important role in students' performance and drop out rates.

To sum-up, the well-being is the feeling of being happy and healthy in all the different states of an individual as for the university students. Furthermore, the learners well-being encompasses all the states (physical, emotional, psychological...) can be affected by the one and only factor that is the academic achievement either positively or negatively.

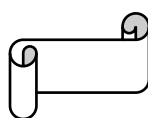
1.2.2 Definition and Introduction to Academic Achievement

According to Steinmayr et al (2014), stated by the Oxford bibliographies, academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Depending on the definition above, the academic achievement is the feeling of purpose and fulfilment in the academic pursuits. It signifies the extent of proficiency and accomplishments reached by students in their educational endeavors; and it is contingent upon the students' capacity for success within their academic milieu, reflective of their attained objectives, knowledge, skills, and the educational impact garnered during their university learning experience.

As it can be defined as the final destination for students, which represents their achievement and success due to their efforts made during their academic pursuits. As stated by Shoukat et al (2013), academic achievement is a gauge of how well students perform particular tasks in a subject following a learning experience, that advocates the proficiency level accomplished by the learner from the information been taught.

The term “academic”, is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than particular or technical skills. While the term “achievement”, is something which someone has succeeded in doing, especially after a lot of efforts (Collins Dictionary). This can be serve as a reward for considerable efforts expended, and it can be affected by the overall well-being by leading to success or failure.



Notice that the academic achievement of the university students can be affected by the efforts they make during their educational pursuits and from the learning experience they gain. As from their overall well-being since it is correlated to one another; it impacts their academic success, and on the other hand their academic success impacts their overall well-being deeply.

1.2.3 Well-being and Academic Achievement Relationship

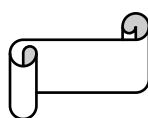
One shared characteristic is that the well-being consists as the number one influencer in students' academic achievement, and the academic performance is the first factor that shapes their overall wellness. This means that the relationship between well-being and academic achievement is intricate and mutually reinforcing.

It is evident that enquiring just the academic knowledge and experience, is not sufficient for the university students' academic journey, as for their life in general. Students must find a balance among their studies and their well-being, due to the huge impact they have on one another in a different way.

It is very important to focus on the well-being, as it helps to develop the learners' critical thinking, concentration, skills, attitudes toward learning, and metacognition functioning that affect the academic engagement and boost the motivation, since the academic success is depending on the well-being and works together as a balance. According to European Commission, Directorate-General for Education, Youth, Sport and Culture, Cefai, Caravita, and Simões, (2021) there is a general agreement in the fields of education and well-being that acquiring academic knowledge alone is insufficient for children and young people to develop into engaged adults.

Furthermore, the relationship between the both of them is complementary and interconnected, and can be either positive or negative. For instance, if the students experience a positive well-being state, it will clearly impacts their academic success positively by increasing their motivation, performance, and engagement in the academic activities. However, if they experience a negative well-being, it will shapes their academic performance in a negative way that may leads to failure, that is similar to Quinn and Duckworth's study found that "participants reporting higher well-being were more likely to earn higher final grades, even when controlling for IQ, age, and the previous year's GPA" (2007, p.1). On more recent findings, they stated that "have consistently linked to academic achievement with well-being (p.1), and children higher in subjective well-being earn higher grades" (p.5).

In short, several studies have illustrated the strong relationship between the well-being and academic achievement, in which they influence one another and play a major role in the students' academic lives.



1.3 Categories of Well-being

There are various types of well-being, that play a pivotal role in influencing the learners' overall well-being and shaping their academic accomplishments, that can be defined as follow:

1.3.1 Physical Well-being

According to the Australian National university the physical well-being is the ability to maintain a healthy quality of life, that allows us to get the most out of our daily activities without endue fatigue or physical stress. It includes taking care of our bodies and recognizing that our daily habits and behaviors have a significant impact on our overall health, well-being, and quality of life.

Apparently, physical health is the enjoyment of energy and activity, that encourages daily movements and interactions in normal life. As it is the case with students, it encourages them to carry out more physical activities such as sports in the university, and to rush into the academic engagement in all sorts, that impacts their academic success positively.

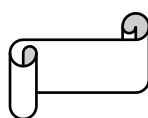
The California school boards association (CSBA) declared that the physical health of students significantly impacts their ability to achieve academic success. Students with and at risk for significant health problems such as asthma, obesity, poor nutrition, lack of physical activity, and poor oral health face numerous challenges and barriers to fulfilling their potential and achieving academic success. This entails that the students who face many health issues, may have many difficulties in engaging and participating in academic skills and in achieving success unlike those who enjoy of a good health.

It has been shown that the students with greater levels of fitness have a better chance of succeeding academically (Castelli et al., 2007 ; Van Dusen et al., 2011 ; Srikanth et al., 2015). Equivalent to Castelli et al. (2014), have shown that there is a direct and a positive correlation between executive function and physical fitness, which may eventually affect academic performance. It implies that being physically fit enhance to various cognitive functions such as concentration, planning, and problem solving thus leading to achieving success.

Taking care of the physical health and wellness of the learners is very important, because of its relevance and huge effect on their academic accomplishments.

1.3.2 Psychological Well-being

Psychological well-being is the total enjoyment and feeling of psychological comfort and happiness, which motivates a human being to enjoy life and feel reassurance. It is also one of the most powerful reasons that affects a person's mind and feelings, which central their overall well-being, similarly Jagad (2020), defined the psychological well-being "as the extent



to which people feel that they have meaningful control over their life and their activities” (p.434).

As is the case with the university students, their psychological health is what governs their overall well-being and academic achievement in a deep way. For example, if they possess the comfort, happiness, positive emotions, self-esteem, and self-worth, they probably will experience a high level of psychological wellness that positively affects their academic performance and guides to their goals.

As stated by Ryff and Singer (2006), a person with a high degree of psychological well-being makes an effort to have a purpose in life, experiences personal growth and development over time, and feels as though they have control over their environment (environmental mastery). In simple terms, the students with a high and positive psychological wellness are goal-oriented that enables them to open up to the learning experiences and development of skills, as well as give them the confidence to shape their environment in a successful and meaningful way.

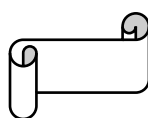
However, some of the learners may face a low level of psychological well-being that generally comes from their inner self; personality traits, thoughts, emotions, and more specifically their academic life. Uncertainty about one’s future, employability, and success are some of the contributing factors to students distress, as is the distance between one's primary source of support and their academic stress (Ibrahim et al., 2013 ; Sarokhani et al., 2013).

The psychological well-being of students is very important during their academic journey, and likewise their academic success in general, is what controls their overall wellness.

1.3.3 Mental and Emotional Well-being

It is widely known that the mental well-being is the enjoyment of comfort, tranquility, and sound thinking away from all negative thoughts, that harmfully affect the overall well-being of an individual and more specifically their emotional state. On the other hand, the emotional well-being pertains to the health of an individual’s emotions, encompassing feelings and thoughts with a profound impact on the mental health since each one is related to the other.

Mental and emotional well-being (MHEW) can have a serious impact on learning (Canadian Council on Learning (CCL), 2009). When mental and emotional well-being are correlated and compromised, the learning becomes more challenging to students; because when the learner is mentally healthy he can manage stress and anxiety issues and becomes more productive and creative in his learning experiences, as well as being emotional stable helps in managing feelings effectively and contribute to the development of the cognitive skills towards learning.



Nevertheless, the learner who face mental health issues such as stress, depression, and anxiety, and a low emotional wellness level may impact their learning negatively. That is to say, it leads to maintaining cognitive functioning problems that may made difficulties in concentration, memorization, critical thinking abilities, and also some behavioral issues which will be reflected by hindering their learning outcomes and ends in failure.

The mental and emotional well-being have a huge impact on the learning process, that must be prioritized in the learning environment, in line with the American Psychological Association claiming that:

“The mental health is the state of mind characterized by emotional well-being, good behavioral adjustment, relative freedom from anxiety, and disabling symptoms, and capacity to establish constructive relationships and cope with ordinary demands and stresses of life” (APA dictionary of psychology).

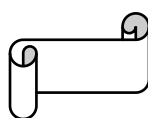
1.3.4 Social Well-being

According to Boston University, social well-being is building and maintaining healthy relationships and having a meaningful interactions with those around you. And having a sense of belonging while valuing diversity; it involves open communication, boundary settings, and mutual respect regardless of our differences. Social well-being for students is to enjoy pure social relationships with their classmates, teachers, the university family, and also their family far from all problems and negatives.

It is natural and important to have a healthy social environment around them, because it will positively impacts their academic success and encourage them to make efforts and engage in all academic activities, though engaging in different roles and interacting with peers, students might also enhance their academic performance (Cicognani, 2014 ; Gräbel, 2017 ; Samad et al., 2019). In contrast, the students who do not have positive social connections and stayed isolated, may not necessarily make improvements during their academic pursuits.

Furthermore, the learners’ key factor in having a joyful and fulfilling life and academic success, is enjoying of a strong and healthy social connections and gaining support from all their surroundings, similar to the work of Seligman and Diener (2012) discovered the key factor that make distinct the most happiest students from the others was their shared attribute of having intimate and meaningful inter-relationships with others. Also Rath and Harter (2010) research discovery about the five essential elements of well-being revealed that individuals with minimum of four friends tend to experience greater happiness, improved health, and increased engagement.

For that reason, it is important for the learners to have a self-determination based on the self-determination theory. As they must have a control over their overall lives and



surroundings; by experiencing the sense of belonging, safety, and a strong social connections with their environment, that would help them to enjoy a high level of well-being and a perfect academic performance.

1.3.5 Financial Well-being

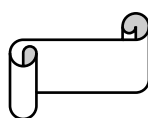
Sabri and Falahati (2012), described the financial well-being as the condition of being financially sound, content, and without any stress, determined subjectively by an individual's assessment of their financial status. In other words, it is the feeling of comfort and reassurance in all matters pertaining to financial aspects, and being completely free and over control of a financial literate that is related to any life aspect.

In the realm of higher education, it has been found that the financial well-being is one of the major difficulties that threaten students' academic lives, and their overall well-being. Leila and Laily (2011), claimed that three important factors contribute to the financial well-being of students: financial difficulties, financial literacy, and financial socialization, and resolving these three aspects promote to the financial stability of students and leads them to success.

To outline, it can be affected by the financial problems such as insufficient money to meet all necessary needs, lack of financial income, or even lack of any financial family support. The students who do not have a good understanding of a financial concept can not have an informed decisions to save and budge their money, as well as the financial socialization experiences gained from the school to manage their money, and the financial support from parents that helps in enhancing their financial well-being.

Similarly, Sabri et al., (2010) in their research study among Malaysian college students demonstrated the vast majority of learners experience financial problems. While they did not notable gender variations in financial struggles, they did found that higher financial literacy correlated with improved financial habits and fewer financial issues. Additionally, their findings indicated that individuals with more exposure to financial education tend to experience fewer financial challenges.

The financial well-being impacts the university students' lives deeply; including academic accomplishment, mental health, and overall well-being. The financial stress affects learners academically by making it harder for them to concentrate, develop their skills, and engage in any academic activities which leads to experience some stressors and low wellness state, as some of the financial education support may help in enhancing some of these challenges.



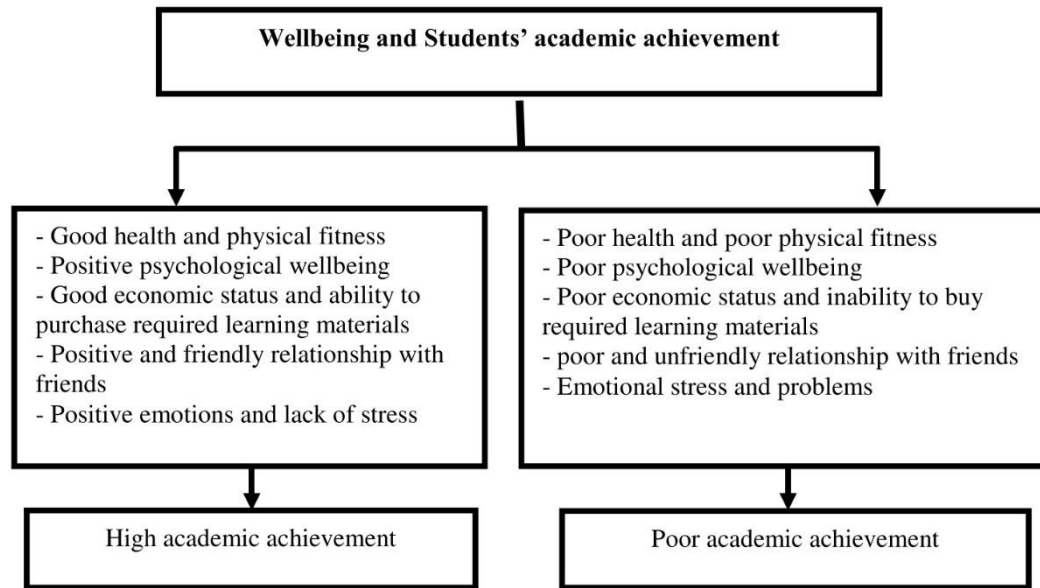


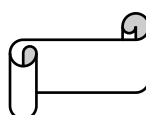
Figure 1.1. Well-being and academic achievement (Anchunda, H.Y., & Anchunda, S.(2023) p.14).

1.4 Factors Influencing Well-being and Academic Achievement

Factors that affect students' well-being include academic pressure, family circumstances, side-activity pressure, financial situation, loneliness, self-esteem, personality, coping strategies, authenticity, self-support for autonomy, emotional repair, ability to regulate distress and despondency, relationship commitment, group memberships, self-identification with the university, time pressure, uncertainty regarding university, materialism, belief in social complexity, depression, stress, time use, social connections, health and body image, positive school climate, and feelings around school and education (Sybren et al., 2022 ; Brett et al., 2022 ; Hülya et al., 2022). This entails that the students' well-being can be impacted by various factors that can be divided into two different categories:

1.4.1 Internal Factors

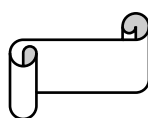
The mental health plays a pivotal role in influencing students' well-being and academic achievement. This factor encompasses the learners thoughts, ideas, feelings, and their overall behavior that impact their psychological state, resulting in a negative thinking that may affects their cognitive patterns. And these cognitive patterns impact their academic life which enables them to cope with their studies and experience stress and anxiety, as well as Costa et al., (2017) argued that the young students experience a range of symptoms and pain as a result of the adjustment to academic life and the excessive demands placed upon them, which can make it challenging to go about their daily lives.



Students' self-worth greatly influences their thinking and performance; as it shifts from the interior to the exterior shaping their wellness and behaviors. Those who experience a low self-worth they may face a low self-esteem, low self-efficacy, and low self-acceptance that impact their character, as well as their academic performance. Ghaderi (2010), claimed that individuals who felt unable to handle life's unavoidable problems also experience higher levels of anxiety when considering how they would handle these obstacles when they arose. Students' with low self-efficacy were also found to have higher levels of anxiety, which entails that learners who suffer from it come from their lack of courage and ability to deal with life's problems and academic obstacles, and thus raises their anxiety and depression level and decreases their self-esteem and self-acceptance, possibly leading to failure and a state of poor well-being.

Emotional stability is a critical internal factor that deeply influence learners' well-being; when the students possess and emotional stability they may have the courage and resilience to face all the stressors and obstacles of their daily lives as for academic pursuits. Moreover, it helps them to enjoy of a healthy environment: good relationships with their families, peers, teachers, which gives them the strengths to give away all their gains and efforts to engage in academic activities to achieve their goals. It has been identified that the emotional stability have a huge impact on the students' learning styles and their academic success (Zhong, 2022 ; Smith et al., 2021 ; Ulmanen et al., 2016). In a similar vein Kumaravelu (2018), claimed that students who possess emotional stability are inclined to demonstrating a performance goal mindset and a heightened sense of proficiency, consequently fostering increased enthusiasm for learning, this means that students who do not have emotional stability are more likely to be unable to face all the difficulties they experience in their daily and academic lives and unfortunately this what makes them fail.

Health and body image of the students have been a subject to a myriad in various universities around the world. It was revealed that students with a good health and healthy body image contributes to mental well-being and self-esteem leading to experience a high level of motivation, energy, and cognitive functions, and by the end it elevates their academic performance. According to Gillen (2015), individuals who have a favorable body image indicated experiencing reduced depression, elevated self-esteem, and refrained from engaging in unhealthy dieting practices. Scientists have demonstrated that there is a positive correlation between students' academic achievement in school and their regular engagement in moderate to intense physical fitness (Centeio et al., 2018 ; Mc Pherson et al., 2018). In other words, the students who have positive body image and engage in physical activities tend to perform better academically, but if it is neglected it will be shown negatively.



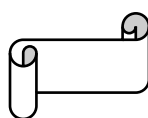
In short, the overall well-being of the students and their academic achievement is affected by several internal factors which are: mental health, self-worth, emotional stability, health and body image that have an imaginative impact on their mind, emotions, personality traits, and academic success.

1.4.2 External Factors

Academic pressure is one of the strongest external factors that affects in particular students' mental and physical health, and in general their overall well-being and academic accomplishment. The higher level of academic pressure generates stress, anxiety, frustration, depression, and puts them in a dangerous psychological state that consequently leads to decreased motivation, creativity, and hinders their critical thinking abilities that results academic failure, as well as Shah (2023) said “the negative consequences of academic pressure can include stress, anxiety, depression, low self-esteem, sleep problems, and even academic burnout” (p.2). Furthermore, what contributes learners' to academic pressure is their higher expectations from teachers coping strategies, and achieving good grades and performance, which ultimately results in frustration and low well-being, as it was affirmed that exam pressure and academic achievement are majors factors in decreases well-being and mental health (Giota & Gustafsson,2017 ; Högberg et al., 2020).

Time management issues is one of the major faced problem by students. Most of the time, learners do not find appropriate ways to manage their time and separate their normal and academic lives, and that is why they fall into time management issues that makes them unbalanced and affects negatively their well-being and academic achievement. It was revealed that poor time management points to students feeling overwhelming, decrease motivation, sleep disturbance, social connections problems, problems in personal development and cognitive functions, which eventually results in poor academic performance. However, it was noted on a research work by Ritchell (2022), that students who effectively manage their time are more prone to encountering enhanced proficiency, greater opportunities in their future careers and overall contentment with their academic progress.

Social connections of the learners play an important role in their lives, which is represented by their relationships with their surroundings that are their families, classmates, and teachers. For instance, positive relationships with their families enhance their self-confidence and build their distinctive personality that strengthens their interactions with everyone around them because it raises their level of enthusiasm and thus their overall wellness, as it was stated that the quality of a child's relationship with their parents in many nations is associated with lower rates of anxiety and depression, as well as higher well-being (Francis et al., 2020 ; Marquez & Main, 2021). Moreover, peer influence and student-teacher



relationship shape their mental and emotional health, if it is positive it will foster their engagement, motivation, sense of belonging, and cognitive patterns that streets to success, quiet similar to Singh et al., (2013), who declared that it is critical to recognize that teachers have the greatest impact on students' socioemotional and academic outcomes while they are in the classroom and that there may be a connection between teacher and students' well-being.

Financial situation of students always impact and affects their overall well-being. It was shown from various research studies that the learners who face financial constraints may struggle from mental, physical, emotional, and academic issues, due to the amount stress and anxiety they experience in their daily lives to meet all their needs including providing food, academic resources (technological aids, textbooks), and other personal demands directing them to the lack of learning experiences and failure in achieving their goals. According to the words of Xue et al., (2020) that financially distressed college students struggle academically and experience emotional distress and unbalanced personality development, for this reason it is crucial to provide support systems in higher education .

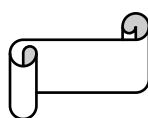
To recap, the external factors that greatly affects the well-being of students and their academic success are reflected in them internally, and the same is true of internal factors as they effect them externally.

1.5 Support Systems

“Student support services are the various programs, resources, and initiatives that universities provide to help you achieve their academic goals and enrich their campus life. They can range from campus facilities and resources, to academic support services, to cultural integration programs, and more” (Global Admissions, n.d.).

As mentioned above, the support systems in higher education are represented by all the factors and methods orgnized and used by the universities, professors, and even peers who encourage and support each other in all their fields of study, aiming to achieve their academic goals and success. Also it touches their personal development and overall well-being, which these support systems may include all the counseling services, mentorship programs, career guidance, mental health services, financial assistances, academic achievement advising, and even some support from the teachers and classmates to maintain a high well-being state and academic accomplishment.

It is natural that most of the students from different parts of the world suffer from some difficulties, and experience some stressors and low well-being state when they enter the university since it is related to many factors. They may face several educational challenges during their academic journey, which it was claimed that the significant stressors associated with university life include the anxiety of adjusting to a new lifestyle after entering a university (Ostroff and Atwarter, 2003 ; Julal, 2013). Also Julal (2013), indicated in his



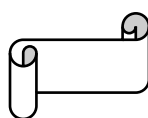
research work that increased academic demands, tight financial constraints, unemployment, and strained personal relationships can all serve as triggers for these stress factors, due to this facts it is very important that all universities are keen to provide support systems for their learners.

The purpose behind the provision of supportive systems is to grant students with psychological and emotional comfort. For instance, students can find solutions to their faced problems during their daily lives as for their studies, due to the support systems that enables them to experience self-growth and development as achieving academic goals, according to Chao et al., (2018), students can learn autonomous problem-solving and Self-determination while still achieving self-regulation and learning outcomes. In addition, to helping students prepare for social and academic challenges, counsellors in higher educational institutions offer many other benefits to their clients by encouraging and helping them with their career planning, and supporting them in having an honest conversations about their issues with their parents or guardians (Abiola and Paul, 2019 ; Jackson, 2017), because it is crucial for learners to promote an emotional and academic support inside and outside the university.

Moreover, a high percentage of the university students seek for financial aid during their academic career, due to the financial obstacles they face and negatively results in effecting their overall wellness and academic success, as argued by Duniway (2012), financial assistance offered by a university is essential to ensuring that students stick with their studies and earn their degrees. Likewise, scholarships afforded by the university play a pivotal role in students' academic life, since it motivates them to make efforts and provide the best as well as developing their skills and abilities which guides them to achievement, that mentioned by Ganem and Manasse (2011), that scholarships are one of the best indicators of students' perseverance, advancement, and timely graduation.

On the contrary, the lack of supportive systems in universities impacts the overall well-being of learners, especially the motivation and engagement in achieving their goals, similarly Eisenberg et al., (2007) commented that a number of important barriers prevent students from seeking assistance including a lack of resources, cultural differences, and social stigma. As well as it was revealed from various research studies that the African's university students face huge number of well-being issues and obstacles in their academic and daily routines, because of the lack of support systems and the non-appreciation of the importance of the well-being in learners lives.

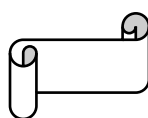
Gaining the support from different angles is crucial for the university students, in which it helps them in achieving success and increasing their level of overall well-being. That is why



Dr. Seligman suggested the PREMA theory of well-being that helps in enhancing the academic achievement of the learners; containing the five building blocks as follow:

- a. Positive emotion:** the students must have a positive emotions in the university setting, that is gained from the support systems from the university, teachers, peers, and their family members.
- b. Relationships:** the students personal lives and environment impacts deeply their overall well-being and focus, so enjoying a strong and positive relationship with teachers, peers, and family and receiving support from them is important to increase their motivation and developing their academic skills.
- c. Engagement:** the availability of support systems in each university, the strategies and methodologies used by teachers in the classroom plays a pivotal role in shaping the learners academic success and increasing their classroom engagement.
- d. Meaning:** the students must have a meaningful lives by receiving the support from their families, peers, friends, teachers, and the university, that will certainly help in enhancing their wellness and enjoying a healthy positive life.
- e. Accomplishment:** the role of the teachers and the university in general is to provide the academic support services for their learners, that will shows in their academic achieving goals and enhancing well-being.

In brief, the support systems within the higher education play such a key role in shaping and improving the students' personal and academic lives, and the absence of it affects their overall well-being, hindering their ability to maintain academic performance. Which is one of the major faced problems in the Algerian higher education.



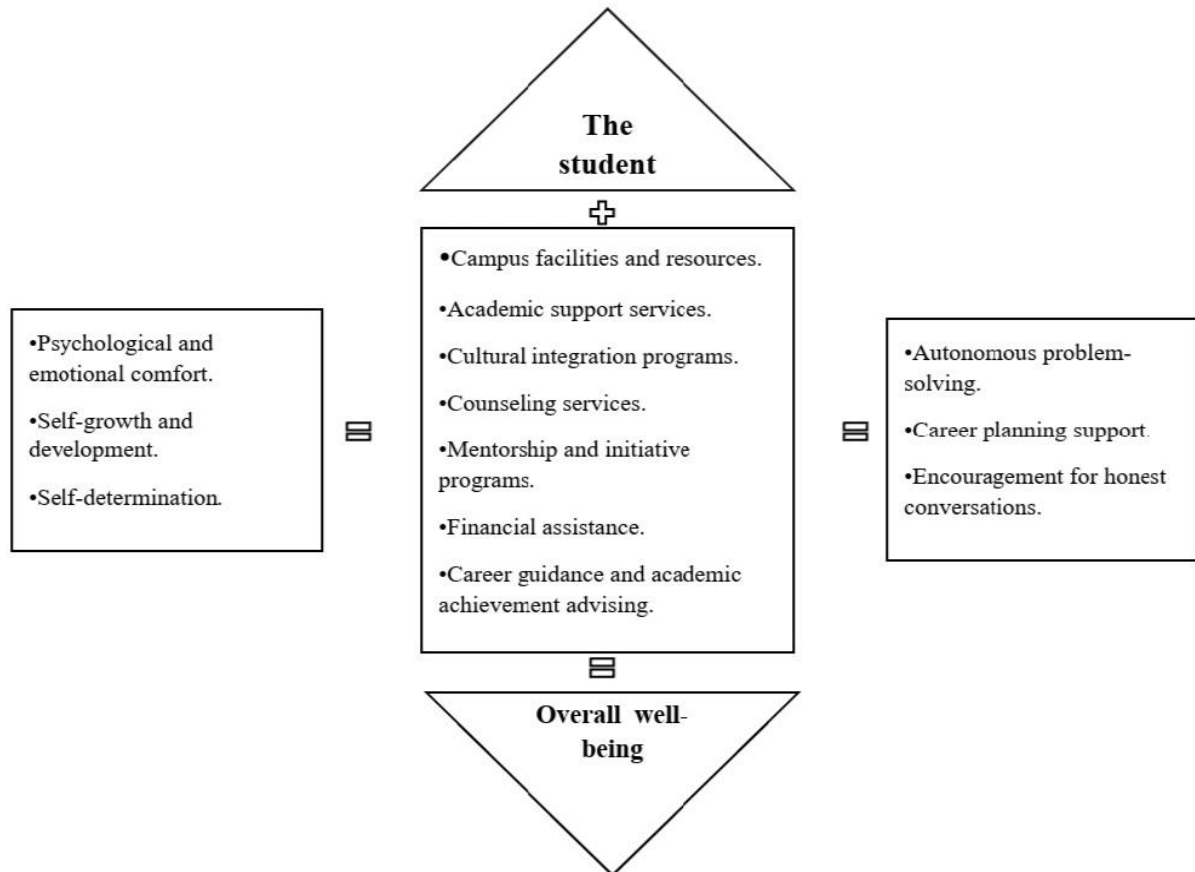
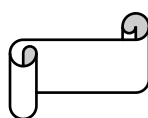


Figure 1.2. The importance of support systems in higher education (Aouad, H. I., 2024).

1.6 Conclusion

The initial chapter of the research study was a theoretical aspects concerning the well-being and university students' academic achievement. It started with an introduction, defining both the well-being and academic achievement and their connection in shaping the learners lives. Subsequently, we showed the different types of well-being that importantly related to students' wellness, followed by an exposition of factors influencing both well-being and academic success, drawing by previous research. Finally, it explored the support systems within higher education and its significance. The forthcoming chapter will focus on the methodology employed to gather data for the current study on Dr Moulay Tahar Saida University EFL learners.



Chapter Two
Research Methodology and
Design

2.1 Introduction

The first chapter was the theoretical part of this study that included the background information and the findings of previous related researchers, while this chapter encompasses the research methodology used in this study. It introduces the participants and the sampling of the research study and the setting, also it presents the research tools and instruments comprising students' questionnaire, teachers' interview, and classroom observation. Then we outlines the study's methodology; quantitative, qualitative, and mixed-method and concludes with a brief summary.

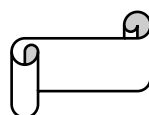
2.2 The Aim of the Study

According to scholars the research aim emphasizes what needs to be achieved within the scope of the research, by the end of the research process (formulating research aims and objectives, n.d.). While conducting this research investigation, we aim to examine the interplay between well-being and academic achievement among the English Language Department students' of Dr Moulay Tahar Saida University. Aiming to achieve the research objective that significantly search to investigate the correlation between the well-being of university students and their academic attainment, by identifying the key major factors (internal and external) that influence both their overall wellness and academic success, and by exploring the availability and effectiveness of support systems within the Saida university (counseling services, mentorship programs, academic resources). That will probably occur by the end of the research study in the results and findings, by confirming or disconfirming the study research.

2.3 Population and Sampling

The population refers to the entire targeted group of people, events, or things of interest that the researcher wishes to investigate (Sekaran and Boujje, 2006). On the other hand, the sampling is a finite part of the statistical population whose properties are studied to gain information about the whole (Webster, 1985). The population and sampling of this research study is the English Language Department EFL learners and the English language university teachers; we have chosen one hundred and sixteen students selected randomly from the whole English language department from different academic levels (License and Master students). Also we have selected randomly three English language teachers to collect data from and help in improving the research study.

We select the current targeted population due to their higher level of engagement and cooperation in various research investigations, their possession of higher level of knowledge and experiences concerning to the topic. And their known interests in prioritizing the well-



Methodology and Design

being and mental health over everything from my experiences with them as an English language student, that will certainly help in enhancing the validity of the research study and resulting valuable variables.

2.3.1 The Students

To enhance this research study, we asked questions to one hundred and sixteen EFL learners from the whole English language department from Master and License levels. To study and examine the connection between their overall well-being and academic accomplishment in the university context, we collected data using a questionnaire that was delivered to them by the researcher in the English language department.

2.3.2 The Teachers

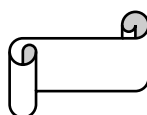
To continue the study, we have chosen 3 English language teachers from the university for conducting interviews. And to gather data about the students' well-being and academic performance in the classroom settings from the teachers perspectives, their experiences in the teaching process, and from their intricate relationships with their learners.

2.4 The Research Site

It is commonly known that the setting in a research study is the place where the investigation were conducted, as it can be a school, university, company, or any social space. In a research paper, describing this setting accurately is crucial since the results and their interpretation may depend heavily on it (Editage Insights, 2022). As it should encompass all the environmental factors that have been conducted as the place of the study, the time and the period.

The study took place at Saida University Dr Moulay Tahar which is located in the Nasr City within the wilaya of Saida, Algeria. Specifically, the research was carried out in the English language department focusing on English as a foreign language (EFL) learners well-being and academic achievement during the academic year 2023-2024.

As a researcher and an English language student in the English language department, I chose the university of Dr Moulay Tahar Saida because it has been my study place for many years. The topic of well-being and academic achievement motivated me and splashed across my mind through the experiences I lived in the department and the university during all my academic years, as well as through my classmates experiences of well-being, mental health issues, and academic achievement and many students there that suffer from. And the university setting is one of the reasons that affected me; that is enveloped in somber greyness that presents an ambiance devoid of comfort and sort of lacking the vibrancy and resources crucial for academic growth, as well as the absence of some support systems, this setting

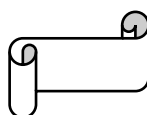


encourages and raises the questions about the EFL learners wellness and academic achievement according the university space.

2.5 The Research Methodology

“Research methodology is a way of explaining how a research intends to carry out our research, it is a logical systematic plan to resolve a research problem. Moreover, in it, we examine the different approaches that researchers typically take to analyze their research problems and the reasoning behind them; it is essential that researchers understand both methodology and research methodology”(Kothari, 1990, p.8.). In the current research study, we gradually relied on and used the both methods : qualitative and quantitative. We depended on the quantitative methodology because it indicated gathering data through the structured questions from the “ students’ questionnaire”, since we applied the close-ended questions that counts on addressing the numerical and quantitative values that aim to classify the variables from the students’ responses. And the reliance on the qualitative method that typically involved collecting opinions, insights, perspectives, and observations from the “teachers’ interviews” and the direct participant “classroom observation”, as well as the “students’ questionnaire” from the open-ended questions that will give a deeper understanding of data.

The mixed-method research is the composition between the quantitative and the qualitative data; to make the best research study findings and results, to improve the aim behind conducting the investigation. It is a clear departure from the limits and practices of those traditions, particularly those associated with quantitative methods, as it blends qualitative and quantitative methods in ways that capitalize on the strengths of both (Harwell, 2011). It is used by the majority of the researchers, due to its helpfulness in the collection of data. We used the mixed-method research to collect a valuable insights of data, and also to obtain a meaningful results findings that will strengthens the study. The quantitative method (students’ questionnaire) was used to present and interpret numerical data and to test some defined statements, while the use of qualitative research aimed to describe and define the observed data, as well as to narrate and explain the auditory data. To conclude, we depended on the mixed-method study to conduct a rich and an in-depth context data.



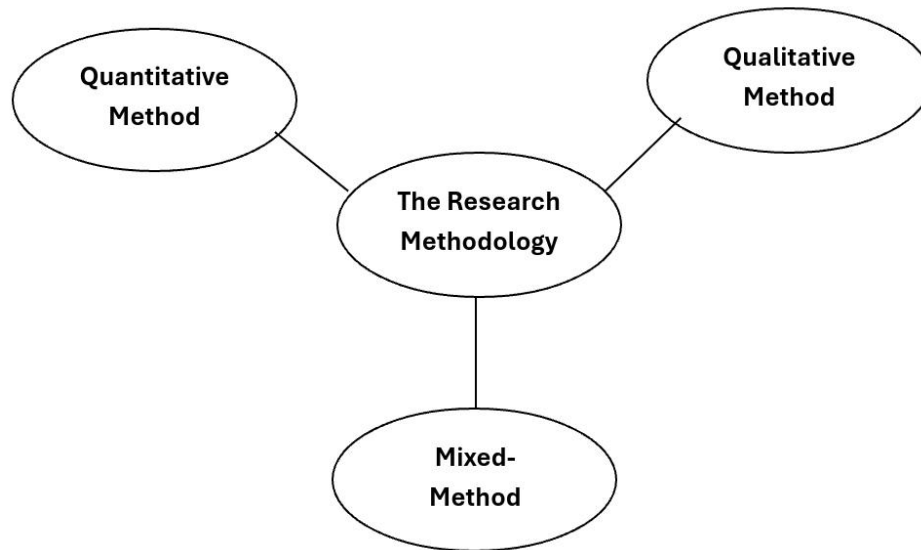


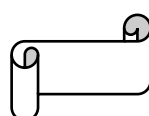
Figure 2.1. Conceptual framework about the research methodology (Aouad, H. I., 2024).

2.6 The Research Instruments

The term research instrument refers to any tool that a researcher may use to collect or obtain data, measure and analyze data that is relevant to the subject of their research. The format of a research instrument consists of questionnaires, surveys, interviews, check-lists, or simple tests. The choice of which specific research instrument tool to use will be decided on by the researcher; it will also be strongly related to the actual methods that will be used in the specific study (discoverphds, n.d.). As it is widely known and used in the scientific research by scientists and researchers to make discoveries and New research studies, as well as in the educational process by the teachers and the students while investigating in their studies. It is used to collect data and analyzing it and to result a coherent information that needs to answer the general research questions, the research aim and objectives, and to justify the research hypothesis.

The majority of the well-designed studies employ three primary research instruments: questionnaire, interview, and observation; as it is known by the base of the research triangle that the researchers used it in conducting their studies and substantiate the research objectives underlying the investigation. Wiersma (2000), named strengthening method between this data as “triangulation” and described as a “qualitative cross validation” can be implemented between the various data sources or data collection methods.

All these three methods were extremely suitable for use as it will strengthen the data obtained each other (Patton, 1980 ; Marohaini, 1996 ; 1998).



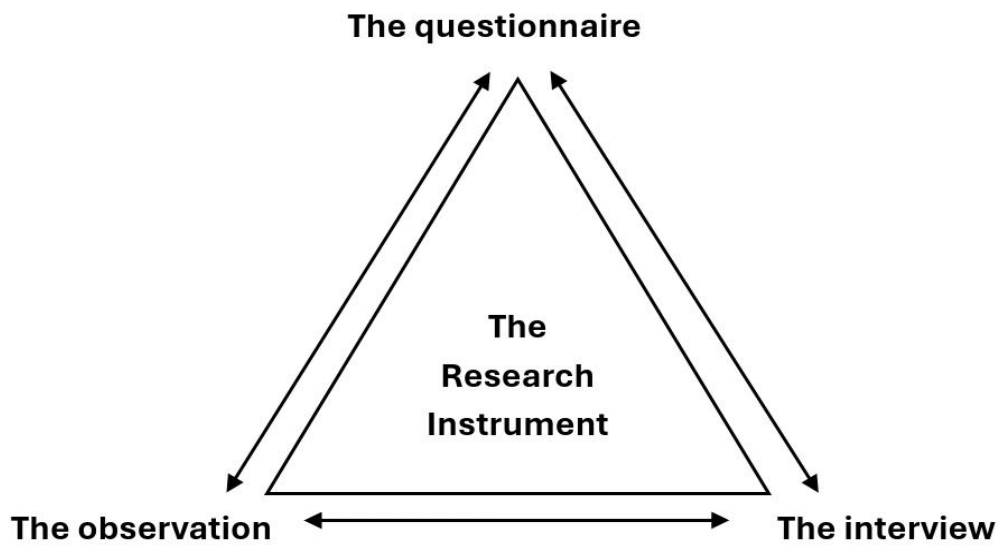


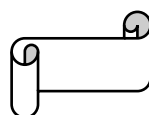
Figure 2.2. Conceptual framework about the research instruments (Aouad, H. I., 2024).

2.6.1 Students' questionnaire

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents, and may be qualitative or quantitative and can be conducted online, by Phone, on paper, or face-to-face, and questions do not necessarily have to be administered by the researcher present. Questionnaires feature either open or closed questions and sometimes employ a mixture of both; open-ended questions enable respondents to answer in their own words in a much or a little detail as they desire, and closed questions provide respondents with a series of predetermined responses they can choose from (CintTM, 2022).

In the current research study, the research formed the questionnaire that was intended for the English language department EFL learners, that were one hundred and sixteen (116) students collected randomly in a paper version delivered in the English department.

The questionnaire comprised of a 16 questions, encompassing a blend of closed and open-ended inquiries administered to students. The questions : 3, 11, 12, 14, and 15 were open-ended; wherein participants were allowed to provide unrestricted responses to the presented questions by articulating their thoughts and writing down their opinions. By contrast, the remaining questions were all closed-ended in which students were asked to chose answers from the predefined series of responses.



The first section was a question about the students gender. And the second section was questions about the students' well-being and academic achievement, in which they were asked to give an in-depth answers by sharing their opinions and experiences.

2.6.2 Teachers' Interview

An interview is a qualitative research method that relies on asking questions in order to collect data. The aim behind the interviews is to systematically gather data from the individuals or the selected groups, eliciting honest and direct responses to all inquiries, devoid of any impediments introduced by the researcher.

We made an unstructured interview which is known as the most flexible type of interview, in which questions were an open-ended questions that gave the freedom and comfort to the interviewees to answer all the asked questions with a detailed answers that facilitated the collection of data.

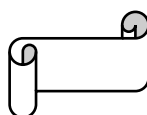
The interview was intended to 3 English language department teachers on average, the interviews took about 20 to 30 minutes, each. The questions was divided into two sections, the first section was a background information about the teachers years of teaching experiences, and the second section aimed to explore the relationship between well-being and academic achievement of students from teachers perspectives, teaching experiences, classroom observation, and their connections with their learners. In addition, they were asked to give an advices and recommendations about what they will to see in the future in the university setting to help the EFL learners taking care of their overall well-being and it positively shaping their academic success.

2.6.3 Classroom Observation

Observational research is a research technique where the researcher observe participants and phenomena in their most natural settings, this enables researchers to see their subjects make choices and react to situations in their natural setting as opposed to structured settings like research Labs or focus groups (Delve, 2020). This technique is highly valued by many researchers that enables the collection of data in a transparent manner, devoid of ambiguity.

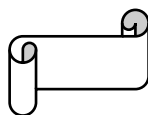
From the different types of research observations, we conducted a participant observation to whom were part of the observed population. We arranged the classroom observation after attending several sessions with Master two didactics students of the English language department of the psychology and psychopedagogy modules that facilitated the flow of the data collection and analysis.

2.7 Conclusion



Methodology and Design

This chapter was a descriptive part of the research study. We began with a brief reminder of the aim of the current research study, and started to introduce the population and sampling and the research site indicated in the studied investigation. Then moved to explain the research methodology and research instruments used for the mixed-method research to the questionnaire, interview, and observation chosen to analyze and interpret the collected data that will be discussed on the third chapter.



Chapter Three

Data Analysis and Discussion

3.1 Introduction

The second Chapter of this study was concerned with the methodology data design and analysis was a descriptive part of the research study, as we have described all the methods and tools conducted to collect the data. While the current chapter aims to analyze and interpret the data collected by the researcher and provide some recommendations to confirm or disconfirm the research hypotheses. Then we will conclude with a brief summary about the whole studied chapter.

3.2 Results / Findings

In the current research study, the data that we are going to analyze will be discussed in two different ways: the qualitative and the quantitative. On the one hand, the qualitative part is going to discuss the teachers' interview, the classroom observation, and the open-ended students' questionnaire analysis. On the other hand, the quantitative part of the study is going to discuss the students' close-ended questionnaire analysis as well.

3.2.1 Students' Questionnaire

Question One : What is your gender ?

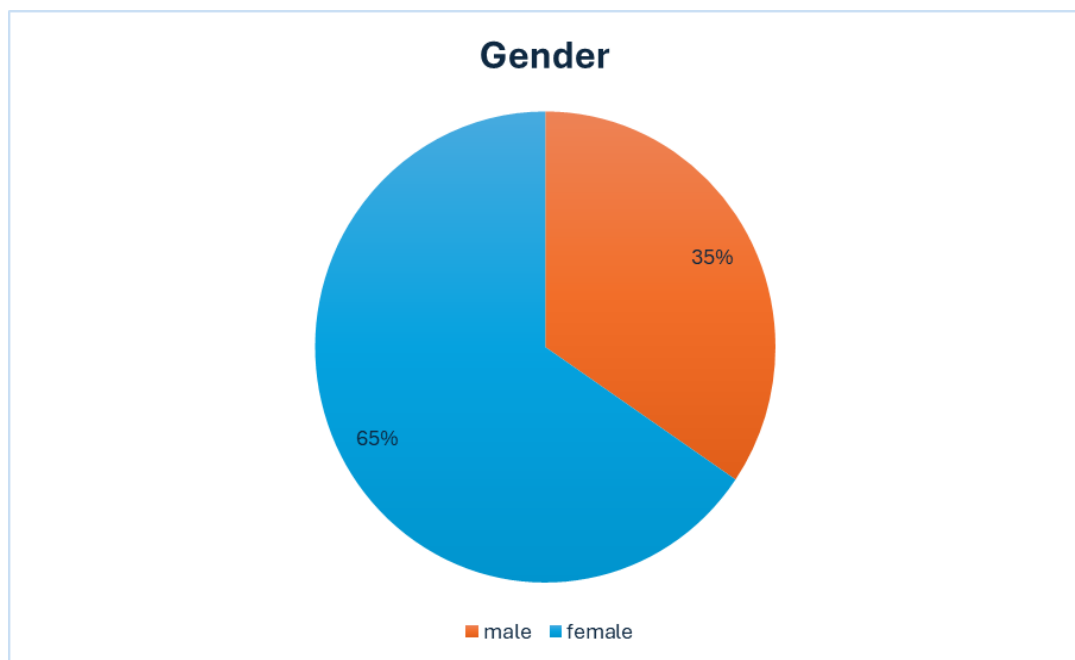
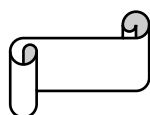


Figure 3.1. The participants' gender.

The pie chart above presents the gender of the participants in this research study. It was shown that 65% of the students are females questioned students, and 35% of the informants are males. This entails that the majority of the participants were females, as they were more collaborative than the males.

Question Two : How would you rate your overall well-being ?



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The graph shows the rate of the students' well-being from their responses. 51,3% out of the questioned students rate their state of well-being as "good", among 14,2% of the students rate they are having a "poor" well-being state, and 17,7% other students rate their well-being as "fair". This entails that a wide range of the participants enjoy of a high level of well-being state.

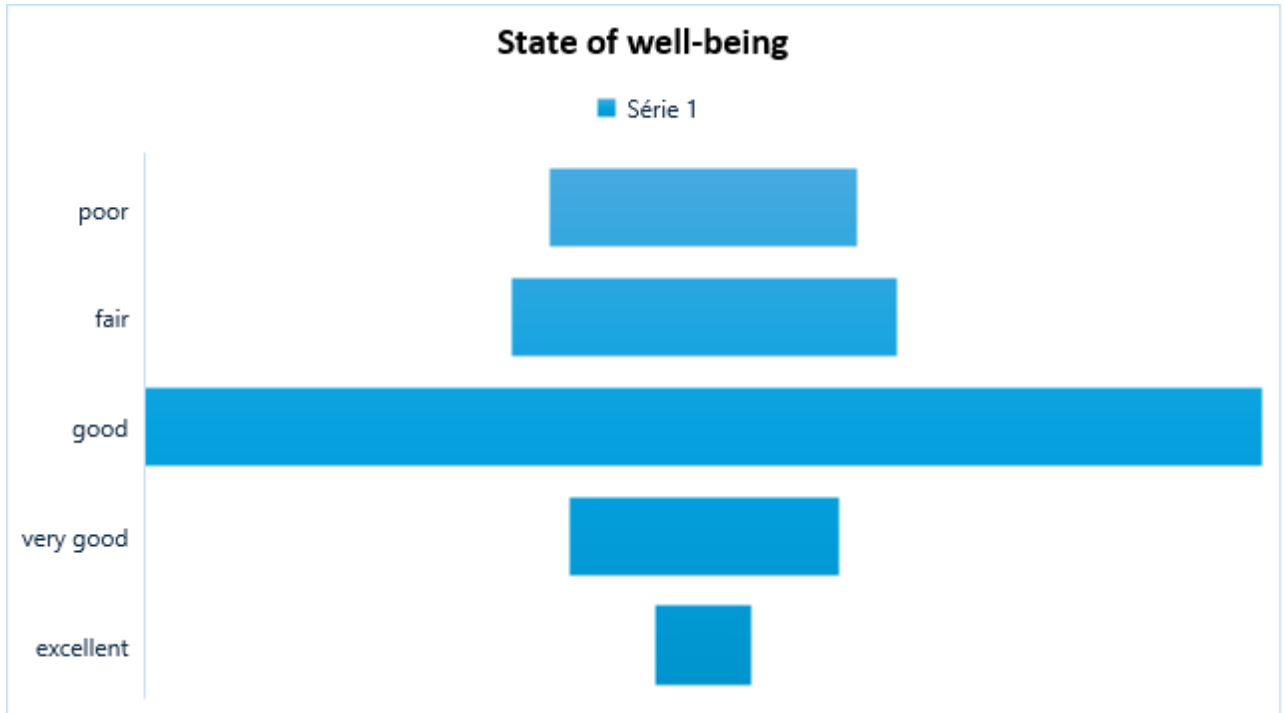
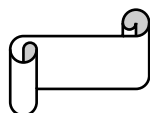


Figure 3.2. The participants' state of well-being.

Question Three : How often do you experience stress or anxiety related to academic responsibilities ?

Options	Number of students	Percentages
Never	8	7,07%
Rarely	19	16,81%
Sometimes	46	21,14%
Often	10	8,84%
Always	30	39,85%
Total	113	100%



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Table 3.1. The participants' experience of stress and anxiety.

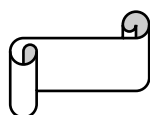
In this question, we aimed to know the participants' experiences of stress and anxiety related to their academic responsibilities. As it is shown in the table above, 39,85 % of the questioned students always experience the feeling of stress and anxiety, and 21,14 % sometimes experience that sense. However, 7,07 % claimed that they never experience the feeling of stress and anxiety. This clearly entails that the majority of the participants go through the feeling of stress and anxiety associated with their academic duties during their educational journey.

If yes, why ?

The learners expressed their experiences as follow:

- The lack of support from teachers and from classmates, also the lack of support systems within the university.
- Owing to my dissatisfaction with the learning process, and I always get disappointed from my marks and grades despite the efforts I make.
- The charge of the studies and the time management issues, it is always not enough to learn and practice the English language at the same time.
- Because I always feel that I have problems in my English language skills.
- The reason I feel stressed and anxious is my health problem.
- The absence of interpersonal connections with peers and teachers, and the fear of facing them so I feel isolated.
- The university setting and the department is too much poor from comfort.
- Due to the academic pressure from the assignments, exams, and the feeling of not being prepared all the time.
- Fear of Public speaking, underperforming, and unrealistic expectations especially from being wrong.
- It depends on my daily life responsibilities ; family, personal issues, and work life balance.
- Maybe from overthinking and seeking for perfection in academic pursuits.

From the EFL learners comments above, it is noticeable that their stress and anxiety issues are quiet associated with the lack of support systems within the university. Lack of support from their teachers, from the university (lack of health assistance, lack of psychological and mental offices, and lack of academic guidance), as well from the lack of support from peers and poor connections with them.



Question Four : How would you describe your social connections and relationships with peers ?

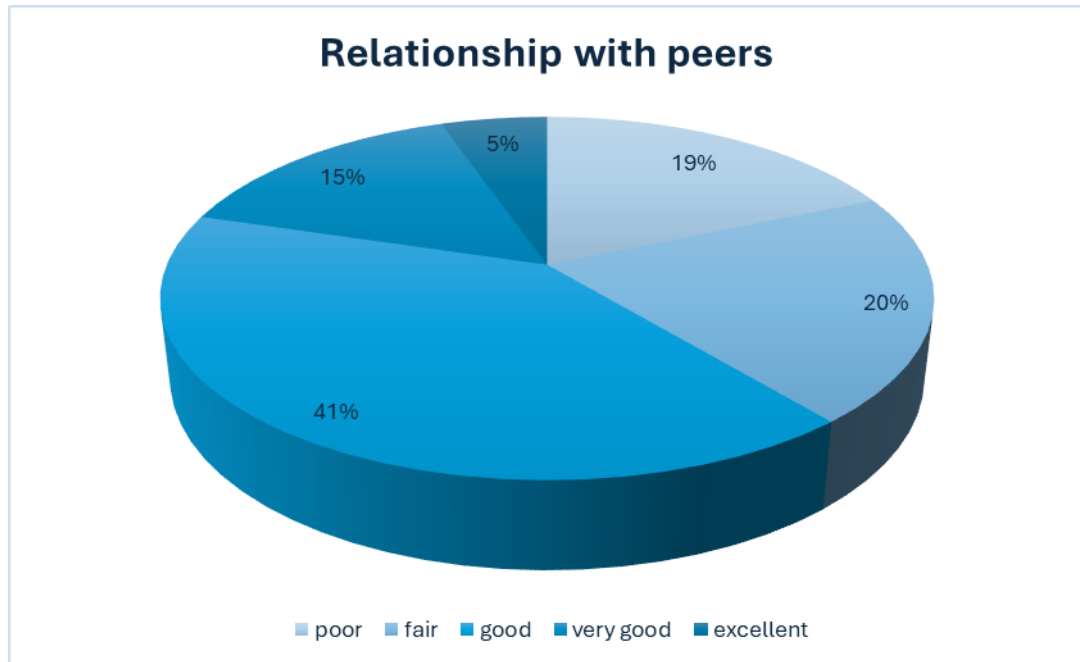


Figure 3.3. The participants' social connections with peers.

As it is shown above, the wide range of the participants who forms 46 (41%) have a good social connections with their peers, and 20% of the questioned students claimed that their relationships with peers are “fair”. However, 21 students (19%) have a poor connections with their classmates, that entails the majority of participants benefit from a positive social connections with their peers.

Question Five : How would you rate your relationships with teachers ?

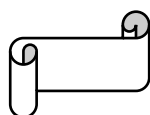
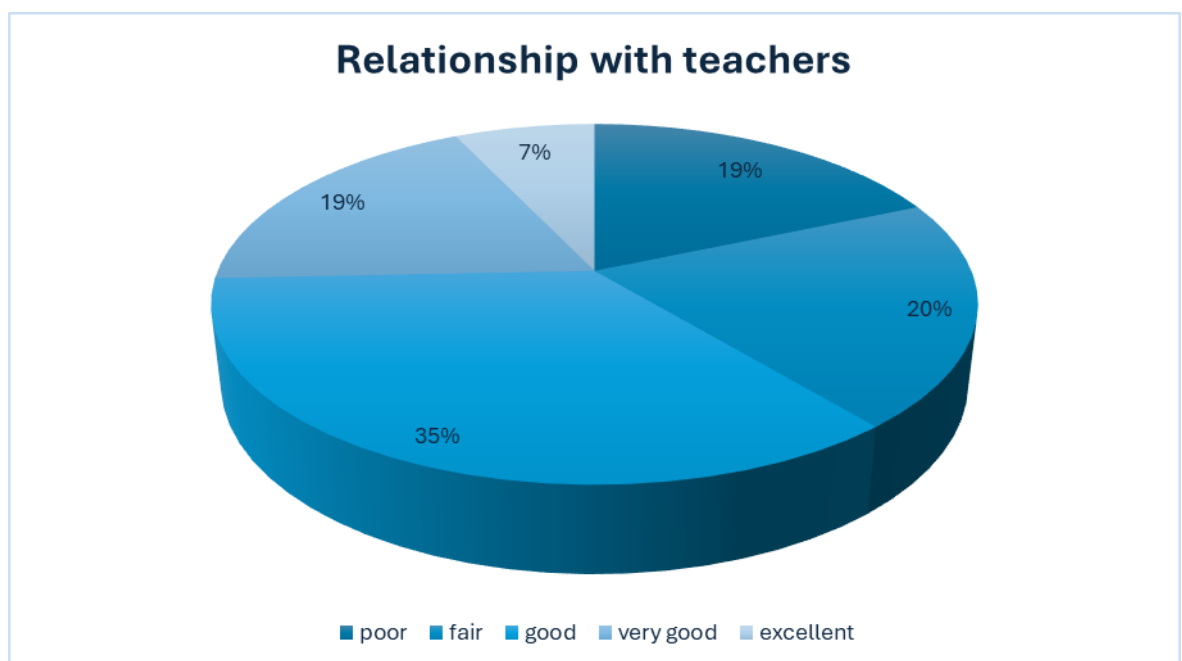


Figure 3.4. The participants' relationships with teachers.

In the pie chart above, it is shown that the wide range of the students' have a good relationships with their teachers. However, 19% of the students claimed that they have a "poor" connections with their professors, and the other 20% also state they have a "fair" connections with them.

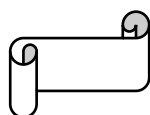
Question Six : How often do you attend classes and participate in academic activities ?

Options	Number of students	Percentages
Never	7	6,19%
Rarely	10	8,84%
Sometimes	28	24,77%
Often	9	7,96%
Always	59	52,21%
Total	113	100%

Table 3.2. The participants' attendance and academic activities engagement.

The table above revealed that a percentage of 6,19 % of the participants stated that they never attended their classes and never engaged in academic activities, 8,84 % of the participants rarely engaged in classroom activities, and 7,96% of the students often go to the university. However, the wide range majority of the participants 24,77 % claimed that they sometimes attend, and the other 52,21% are always present in classes and get always engaged in the academic activities. This illustrates that the majority of the participants are actively attending their classes, participating in academic activities, and engaging in their studies.

Question Seven : Do you find any difficulties in engaging in the classroom environment or in sharing your opinions ?



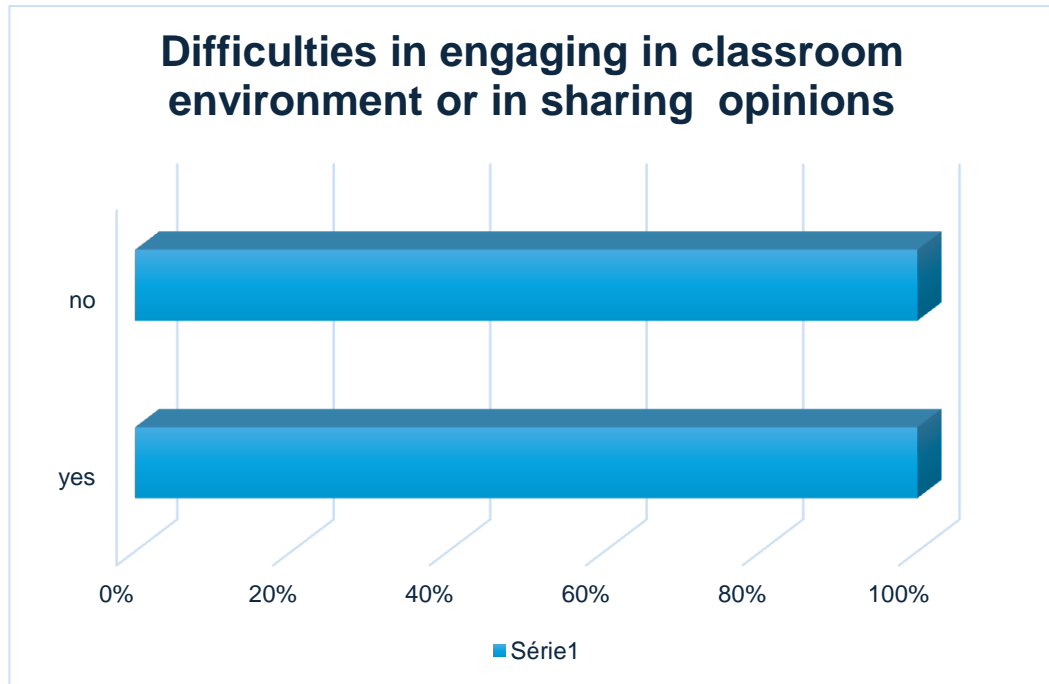
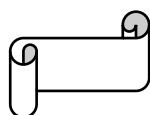


Figure 3.5. The participants' difficulties in engaging in classroom environment or in sharing opinions.

We can notice that there is a sort of balance between the two responses. 49, 56% of the students confirmed that they face many difficulties in interacting in the classroom environment as they find obstacles in sharing their opinions and thoughts, while the 50,44% of the other students do not face any difficulties in engaging in classroom atmosphere nor in sharing their ideas.

Question Eight : How often do you experience a sense of purpose and fulfilment in your academic pursuits ?

Options	Number of students	Percentages
Never	12	10,61%
Rarely	21	18,58%
Sometimes	59	52,21%
Often	6	5,30%
Always	15	13,27%
Total	113	100%



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Table 3.3. The participants' experience of sense of fulfilment in their academic pursuits.

According to the table above, I found that the vast majority of the students 52,21% sometimes experience the sense of purpose or fulfilment during their academic pursuits, at the same time 5,30% of the informants often experience the feeling of fulfilment during their academic journey. While 13,27% always experience the sense of purpose and satisfaction, and a percentages of (18,58 % / 10,61%) claimed that they rarely and never experienced it.

Question Nine : Do you derive satisfaction from your learning experience ?

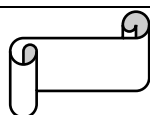


Figure 3.6. The participants' satisfaction in learning experience.

The current question was especially included by the researcher to see if the learners derive satisfaction in their academic journey from their learning experience. The EFL learners answer differently ; 56,64% were satisfied with their learning experience during their academic pursuits. While 43,36% nearly half of the questioned students were extremely unsatisfied, as they derive disappointment and unfulfilment from their learning experiences.

Question Ten : To what extent do you think your overall well-being impacts your academic performance ?

Options	Number of students	Percentages
Extremely unlikely	2	1,76%



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Unlikely	9	7,96%
Neutral	42	37,16%
Likely	32	28,31%
Extremely likely	28	24,77%
Total	113	100%

Table 3.4. The participants' well-being impact on their academic performance.

From the table above, 53,08% of informants claimed that their overall well-being deeply impacts their academic performance, and 37,16% were neutral about whether its impact them academically or not. However, the small remaining number of students did not state that their wellness influence their academic success, which entails that the overall well-being of the EFL learners affects their whole academic performance.

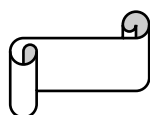
Question Eleven : Are there any initiatives or programs at the university that you believe positively impact both well-being and academic success ?

Options	Number of students	Percentages
Yes	17	15,04%
No	96	84,96%
Total	113	100%

Table 3.5. The participants' view on the impact of the existing initiative programs at the university on their well-being and academic success.

Concerning this question, we aimed to know whether there are any existing initiative programs at the university that may positively impacts the well-being and academic achievement of the students. I noticed that most of the informants 84,96 % claimed that there are no existing initiatives at the university that could impact their well-being and academic performance positively. While the small range of the informants 15,04% believed that there is some sorts of programs that affects both their well-being and academic success.

What are they ?



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The informants who claimed that there are initiative programs, specify their answers as follow:

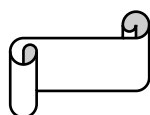
- The conferences and the competitions are very inspirational.
- Yes, the workshops and the academic clubs.
- The sport competitions.....etc
- Spoken debates (oral expressions) and written expressions (creative writing).
- I found some of them positively impacts such as civilization, translation, psychology, cognitive psychology, TTU¹ module.....
- Any module of course, really it depends on teachers approaches and methods that could encourage us or demotivate us.
- I think the university should improve the skills of the students with cultural activities and programs.
- There are no programs.
- Because there are no programs or initiatives at all.

From the comments above, the small range of the informants who stated that there are some sorts of initiatives within the university, confirmed that the programs and modules studied are more helpful to impact their well-being and academic success, besides the workshops and conferences programed by the university.

Question Twelve : Are there any specific well-being practices you engage in to enhance your academic focus ?

As it is shown in the figure 3.7, 31% of the wide range of the questioned students stated that they engage and participate in some specific well-being practices to enhance their academic focus, while 69% do not engage in any well-being practices. This entails that the majority of the participants refrained from participation in activities conducive to their overall well-being, thereby diminishing their capacity to concentrate on academic pursuits.

¹ TTU is a french abbreviation that stands for ‘technique de travail universitaire’ which means in English university work technique that serves to introduce the students to the different techniques facilitating the advancement of their studies productively.



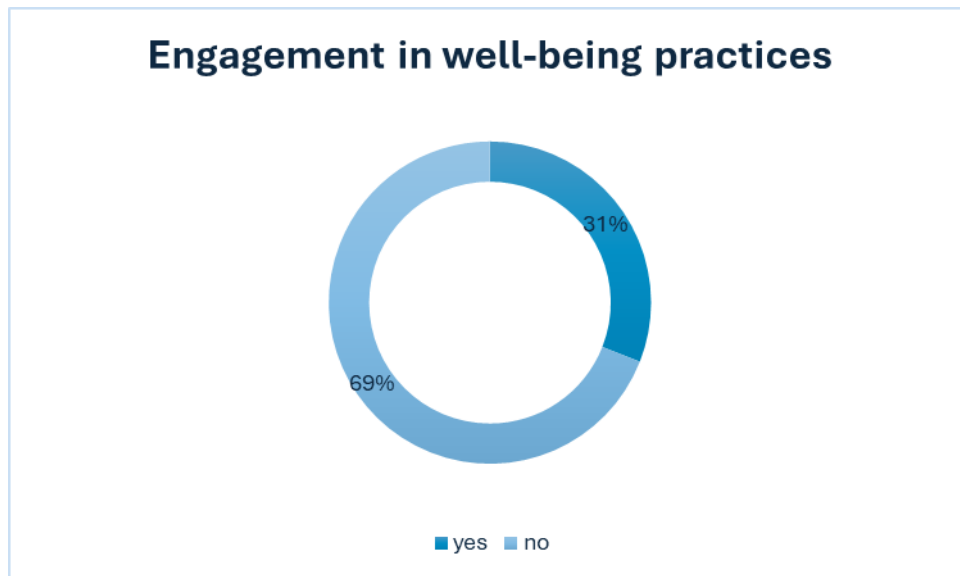


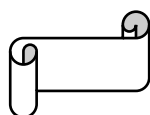
Figure 3.7. The participants' engagement in well-being practices.

What are they ?

The students who claimed that they practice some activities, specify their answers as follow:

- Group work, oral sessions, communication ; all these can help to enhance academic focus.
- Like set clear goals : I define what I want to achieve academically and break it down into smaller manageable tasks.
- Talking to someone and exchange ideas help me to feel at ease.
- Meetings between teachers and students to share information and enhance learning.
- Using computers and internet in a positive way, especially while having assignments and presentations.
- I try my best to do anything to increase my academic focus like revising my lessons and do some activities.
- Working out, cleaning my mind, communicating with colleagues, and setting up a proper outline for my studies.
- Reading books, and summarizing my understanding.
- Sport, mediation, learning methodologies and strategies, learning about pedagogy since we are future teachers, and applying what I learn in real life situations.
- Role plays, debates, gamification, and participation in the classroom.
- Focus on the positive objects in learning.

From the comments above, the students do participate in some active involvements like playing sports, the use of ICT tools, and participating in some group communication to enhance their learning process.



Question Thirteen : Are there any support services or resources you think the university could provide to improve both well-being and academic success ?

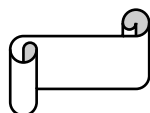
We could obtain varied answers that we summarize as follow:

- I think a library full of books, where students can improve themselves and their skills.
- Yes, they should provide ICT equipment and provide different workshops for students to enhance creativity.
- Yes, the university should provide sport practices and the clubs of knowledge to enhance our learning.
- Maybe mental health awareness, and focus on the importance of well-being before academic success itself.
- Social and financial support.
- Materials and opportunities to students, especially researchers to do their best and improve their studies.
- Academic support from the teachers and the university in general.
- Yes, support services such as counseling services like the most of the educational institutions, and provide support for mental health and stress management and personal issues.
- Provide the university with psychologists for help, and reduce some psychological events to raise awareness among Students.
- To provide libraries, green spaces and relaxation places where students can go in their free time and release stress, classroom equipment to motivate students, role plays and theatres to practice the English language.
- Like providing scholarships to students and motivate them to give their best always.

From the comments above, the participants listed down all the support services and resources that they believe that Dr Moulay Tahar Saida University could provide it to them in the near future to improve their well-being and academic success.

Question Fourteen : Are you satisfied with the university setting, and how does it affects your overall well-being and academic performance ?

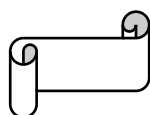
The graph shows the EFL learners satisfaction with the university setting. I found that 29,2% of the questioned students are completely satisfied with the university environment, while the majority of the respondents 70,8% are clearly not satisfied with the university space and setting. The students were asked about how the university setting can impact their well-being and academic achievement, bellow are some of their comments:



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- It affects it negatively; increasing my stress, anxiety, and depression that most of the times lead to dissatisfaction with my academic achievement.
- It makes me always stressed and unhappy.
- It affects it in bad way always.
- Our university lack of a lot of services and resources.
- Makes me feel uncomfortable and not feeling myself most of the times.
- It decreases my motivation and makes me not able to give my best and to develop my skills.
- I am not satisfied with it, cause there is a bad treatment.
- I do not like the setting at all, there is nothing working and you feel like you enter an abundant place.
- Often, there are overlaps in the sessions and with other groups, which really creates a bad learning atmosphere and also the lack of materials.
- I am not satisfied, I think it impacts my overall well-being negatively and lower my academic achievement.
- Because it is boring and bring sadness.

These comments show and claim the negative emotions and experiences of the learners towards the university's academic environment that clearly impact their academic accomplishments negatively. As it affects their mental health causing them stress, anxiety, and depression issues impacting deeply their overall well-being. Additionally, they have necessitated on the lack of the necessary materials, facilities, resources, the absence of the engaging environment that increase motivation and creativity.



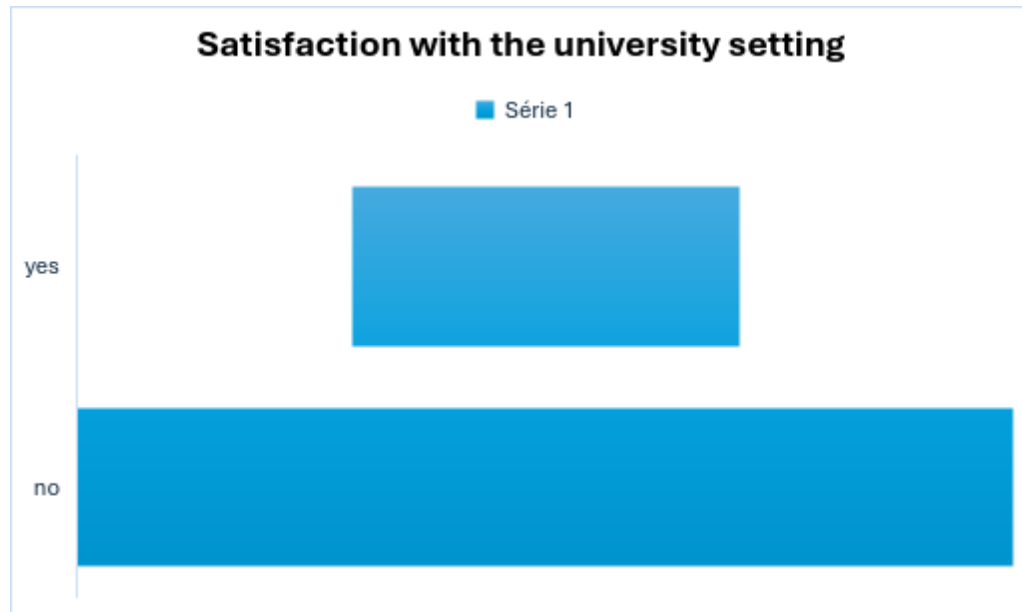
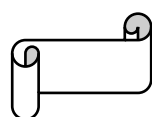


Figure 3.8. The participants' satisfaction with the university setting.

Question Fifteen : Are there any other external and internal factors that impact your overall well-being and academic performance ?

Many students gave their answers, they can be summarized as follow:

- I think that motivation is a factor that impact my well-being and academic performance, it starts from the internal and goes to the external.
- Yes, the external factors are the university setting and the poor support systems and services, while the external factors are the relationships with peers, teachers, and the teaching programs that decrease my motivation and sense of low self-esteem.
- Family issues perhaps and the stressful situations with my classmates at the university and colleagues at work gets me unwell and impacts my academic success.
- Lack of support from teachers, peers, and even parents.
- Mental health issues and depression.
- Financial difficulties.
- Sometimes being shy to talk in the English language, since I have no places to improve my skills.
- The strategies used by the teachers and the insufficiently provided information the students need to take from the class.
- The educational environment: peers, teachers, the classroom size, the classroom colors, and the amphitheatre equipment.



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These comments reveal the students internal and external factors that influence their well-being and academic performance; which they have stated that motivation, mental health issues, and the self-esteem problems are the internal factors that believe it affects their performance and skill development. While the external factors consists of the university setting, the lack of support systems, poor social connections with peers and teachers, and the strategies used by educators that decrease their well-being state.

Questions sixteen : Do you encounter any financial difficulties in your educational pursuits that impact your overall well-being and academic achievement ?

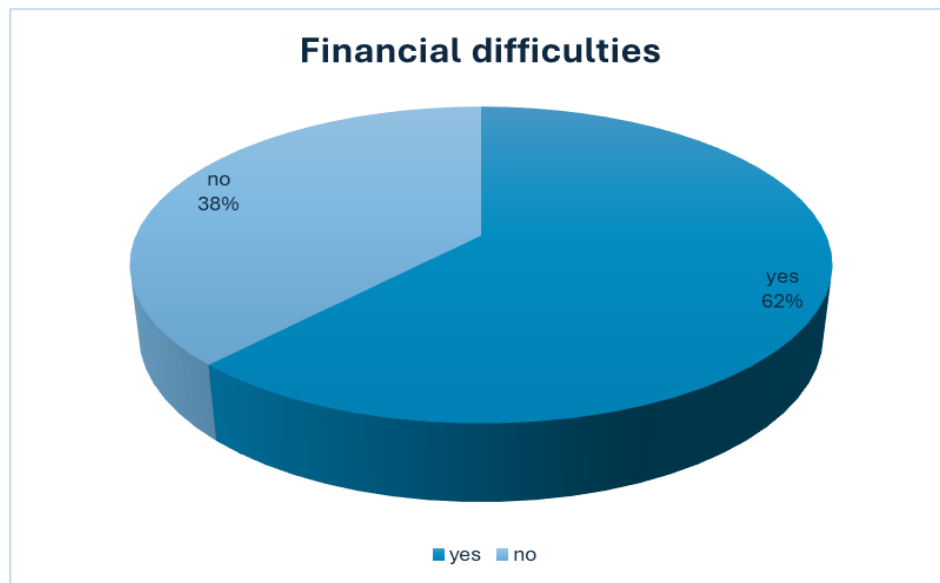


Figure 3.9. The participants' financial difficulties.

The current question aimed to figure out the students' financial difficulties encountered in their educational pursuits that impact their overall well-being and academic achievement. As it is shown in the graph bellow, the wide range of the students face financial difficulties that impact both their academic achievement and well-being in general that are 62% informants. While the 38% of students claimed that they do not face any financial obstacles that may cause them well-being issues or academic failure.

3.2.2 Teachers' Interview

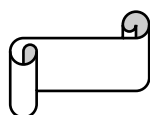
Background Information : years of teaching experience?

-Teacher "A » said: « I am a novice teacher actually, I do have only one and a half year of experience ».

-Teacher « B » said: « Eleven years ».

-Teacher « C » said: « This year is my twelfth year ».

Question One : from your perspective, what role does well-being play in shaping students' academic success ?



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-Teacher » A » said: « when we are talking about the mental, physical, economic, and social status; they do really impact students' success even when they are in class, especially for the introvert learners they do not participate, they are shy and they keep hiding. Also the financial issues ; the wealthy students are normal while the others affects their self-esteem ».

-Teacher » B » said: « I think it is a little bit complicated when students are considered to be young adults because they are young and growing up at the same time since well-being is a mixture between the physical and the cognitive. For me it is hard for them to separate their personal life and academic success, as they fall into stressful period where they loose well-being ».

-Teacher « C » said: « Well-being is very important, as it has to do with the students' emotions and state of mind which can effect them negatively or positively. If their well-being is giving importance it is going to be reflected in a good way, and if it is neglected(maybe not enjoying life as students or not having good academic experience) it is going to reflect failure ».

Question Two : In your interactions with learners, have you observed any specific challenges related to their well-being that might affect their academic performance ?

-Teacher « A » said: « Yes, the students' personal lives might affects their well-being as a results they can not engage in learning so they fail ».

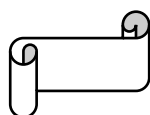
-Teacher « B » said: « In the classroom the teacher is the first factor that may affect learners. If the teacher give them respect, value, and importance they are going to be affected by in the classroom and in society. The other factor is the family environment because the parents are responsible in giving them the power and wellness ».

-Teacher « C » said: « Yes, one of the major things i have observed is the students' lack of communication; they do not communicate their needs and as a results teachers can not know them and respond to it. The other thing the students do not have places to learn in our department there is no quiet environment to work and to perform ».

Question Three : Do you think there are any effective strategies or support systems within the university to support their well-being?

-Teacher « A » said that there is a kind of health and psychological assistance at the university, but concerning the economic part there is a kind of scholarships and it is not enough for the students. As a teacher s/he always doing his/her best to create a relaxing atmosphere to students.

-Teacher « B » confirmed that there are no support system within the university. S/he proposed a solution strategy that is « real world projects » where teachers should allow them



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take responsibility for conducting external investigation, making decisions, and ultimately achievement academic success through gaining respect and satisfaction.

-Teacher « C » emphasized the first the first thing to do is the importance of understanding students' needs, preferences, what the university lacks and how they want it to be, as advocates for aligning inventions with students' learning styles to ensure relevance for their education. Also s/he insists to provide the internet in the department to help all the students meet their needs and academic success.

Question Four : How does the current educational environment overlook the students' well-being, and what improvements do you think could be made?

-Teacher « A » highlighted the several key points regarding the impact of recent changes on students'; including shift in mentality, the influence of technology, and the economic difficulties caused by the pandemic faced by the families in supporting their children financially especially when it comes to online learning. Additionally, the emotional issues, the sense of isolation, and financial constraints on residency students, as s/he mentioned that the university should provide the technological aids for the learners.

-Teacher « B » believed that most of the teachers lack the care for their students' well-being, merely giving the lesson and leave without showing interests in students' absences or personal circumstances. S/he called all the teachers to make more attention to students' well-being and to foster the sense of security in their academic life.

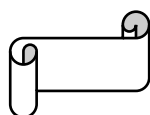
-Teacher « C » insists on understanding the students' needs on teaching quality, preferred teaching methods, and communication improvement. Also s/he called the university to take into consideration the setting since it does not reflect the English department and bring only sadness; by creating spaces to read, relax, perform, support creativity, and by creating a colorful environment and offices for help.

Question Five : Have you ever found any beneficial methods or approaches in fostering students' well-being and academic accomplishments?

-Teacher « A » said: « from my experience as a student, yes I apply some kind of approaches. Thus I always take care of my students, pay attention to their behaviors, supporting them psychologically, and always being flexible and giving help if needed ».

-Teacher « B » said: « oral sessions and performances are the most beneficial methods ; because I noticed that my students have talents especially when it comes to improvising games, as they are courageous and capable in perform directly without any preparations ».

-Teacher « C » said: « I always prioritize open communication and availability for my learners, by creating an equal and supportive environment where they feel free to express



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themselves without pressure. This fosters trust, confidence, and academic improvements among students ».

Question Six : In your experience, how do students react to academic stress, and how this stress can impacts their overall well-being and learning outcomes?

-Teacher « A » emphasized the huge impact of academic stress on students, particularly during exams and presentations, as suggested that teachers play a crucial role in alleviating this stress. S/he advocated for providing psychological support and creating a relaxed learning atmosphere through informal tasks.

-Teacher « B » highlighted how academic stress is caused by factors such as absences, the fear of being late, and uninspiring teaching methods leading to disengagement and plagiarism. S/he proposed a limited classroom activities and re-evaluating evaluation methods.

-Teacher « C » underscored the systematic issues contributing to students' stress, including a lack of emphasis on learning and inadequate resources at the university. S/he advocated for raisins awareness on the importance of learning instead of just « getting the year close » and providing libraries and learning spaces to encourage academic success.

Question Seven : What advice or recommendations would you give to educators, administrators, or policymakers aiming to enhance the well-being and academic achievement of university students?

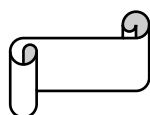
-Teacher « A » emphasized the importance of treating students well and respecting them, being patient and guiding them effectively, helping them financially, and helping them with equipment, technological aids, and with opportunities by participating in national and international events.

-Teacher « B » suggested reforming the evaluation system, removing irrelevant elements like attendances and traditional presentations, while advocating for the provision of technological and expressive platforms like theatres and libraries.

-Teacher « C » insisted on the significance of prioritizing learning by optimizing program schedule, creating conducive study environment, considering architectural design of the university, and actively involving students in decision making by taking into consideration their need.

Question Eight : In your opinion, how does the financial difficulties or social environment impact students' well-being and academic achievement?

-Teacher « A » emphasized the significant impact of financial issues on students' well-being and academic performance, and teacher « C » underscored the necessity of providing students with essential tools and resources such as technological support and access to academic materials to support their well-being. While teacher « B » highlighted the importance of social



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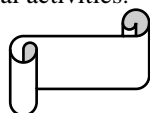
environment like family and teacher support in fostering a positive learning atmosphere, also s/he called for the equal treatment between students that effect their well-being in general. The teachers agreed on several key point, including the importance of providing access to essential resources and aids, addressing financial difficulties, and recognizing the significance of the social support in cultivating a positive learning environment. Furthermore, they demonstrated awareness of their students' well-being and underscored the necessity for comprehensive support to be provided.

3.2.3 Classroom Observation

One of the most important research instruments is the research observation this is used by the majority of scientists and researchers to analyze and collect coherent data. In this research study, we used a participant classroom observation aiming to observe the students' well-being and behaviors classroom and how it impacts their academic achievements and performances, as it took place in two different module sessions. The first observation took place on the psychology module session; the teacher started by asking the learners if they were doing well then moved by introducing that day lesson. The teacher did a well detailed explanation and gave many examples to illustrate the topic for them to make an oral discussion and exchange of ideas. Most of the students appeared disengaged with the teacher, occasionally off-task and out of topic: some of them were pretending that they were listening to their teacher and classmates just to get rid of the teacher attention and to avoid falling into a discussion, it was shown that they were feeling insecure and afraid of the public speaking. The others were talking with their friends, sleeping, putting their heads down just to avoid the eyes contact with the teacher. However, just a few students seemed actively engaged by sharing their ideas, thoughts, and opinions concerning the topic, as the teacher was completely engaged with the students who participated and at the same time paid attention to those who were out of topic. S/he was changing the topics to get all students engagement, and this technique was effective to get the students engaged and exchanging ideas. Also, the teacher worked to support the learners based on their needs; the active ones were completely encouraged to share their opinions with their classmates and benefited from it and seemed comfortable with the interaction with the teacher, while the passive learners were just receiving the teachers' support.

The second observation took place on the TEFL module session, the teacher started by asking the students if they were ready to perform their presentations for the second TD² hour. Then moved by introducing the lesson and proceeded to distribute printed copies of the lesson

² TD is a french abbreviation that stands for 'travaux dirigés' which means in English directed studies or tutorial sessions during which students perform practical activities.



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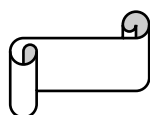
to the students, allowing them to follow along as the teacher conducted a detailed explanation of the lesson and elucidating each word and concept while providing illustrative examples. The teacher engaged in a deep comprehensive discussion of the topic with the students by fostering a profound interaction characterized by the use of questioning techniques. Open ended questions were posed to the students, allowing and facilitating the exchange of opinions and experiences. Most of the students were actively engaged within the teacher, by following on the papers and listening to the teacher explanation of the lesson, they additionally contributed by sharing their perspectives and personal experiences related to the topic under discussion. However, just few of them were disengaged. The second TD hour was a presentation session ; the teacher introduced a classroom activity wherein selected some students to do a presentation and assume the role of an instructor by selecting a topic and delivering the lesson to their classmates to develop their skills on teaching and challenging them if they were capable of doing the task. It was clearly shown that the presenters exhibited feelings of unease and apprehension, characterized by stress, shyness, and insecurity. Their reluctance to speak and present in the presence of their classmates stemmed from the sense of fear and discomfort. Consequently, they yielded the opportunity to present to others, despite their proficiency in delivering presentations, as evidence by their utilization of data show. After this observation and perceiving these sessions we found that the well-being of the students is affected by various factors such as: engagement and interaction in the classroom atmosphere, issues of public speaking and self-esteem among students, pressure and high expectations, and the individuals' needs and preferred learning styles that impacts their academic success and performance.

3.3 Discussion and Interpretation

In this section, we will interpret and discuss all the findings gained from the students' questionnaire, teachers' interview, and the classroom observation analysis to give a lucid exposition for the readers on the well-being of the students of the English language department and their academic achievement at Dr Moulay Tahar Saida University.

3.3.1 Students' Questionnaire

In the questionnaire analysis, it was revealed that there is a strong correlation between well-being and university students' academic achievement due to all the learners agreements on the impact of their overall well-being on their academic performance. In the context of the students' well-being level; there have been a differentiation among the leaners, when few numbers of them suffer from a low well-being level, while the majority enjoy of a high well-being level due to their enjoyment of a good social connections with

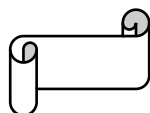


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their peers and teachers that generally impacts and increase their motivation in the classroom, which is similar to Fairlamb (2020) when he claimed that there is a likelihood that each student will establish a healthy interpersonal relationships, have stronger problem solving skills and higher creativeness, that he claimed to be related to achieving higher academic outcomes. But all of these illuminated the fact that the students do experience the sense of stress and anxiety related to their academic responsibilities and other external and internal factors; like the intense responsibility of the studies and time management, the lack of support systems and facilities within the university, the lack of support from the teachers and classmates, dissatisfaction with the grades and learning process, the language practice issues and the fear of public speaking, health problems, the university setting and uncomfortable department, that causes a deep influence in their self-esteem in their normal life and the impact in their academic journey. In this vein, Ramalingam (2013) state that there is a significant relationship between anxiety, depression, and stress scores that are negatively related to self-esteem level of participants.

It was noted that the half of the students found various difficulties in engaging in the classroom environment, activities, participation, and in sharing thoughts and opinions within their teachers and either classmates, due to their anxiety and depression status and the sense of insecurity caused by their speaking skill issues. While the other half claimed that they do not face any of these difficulties. However, a huge range of students derive satisfaction from their learning experiences, but they do rarely experience a sense of fulfilment and purpose in their academic pursuits according to its relation with the dissatisfaction in academic marks and grades, not with standing their consistent attendance and active participation in all the class sessions they often find themselves confused and demoralized. Our university students are not satisfied at all with the university setting; since it lacks various materials as it does not encourage their learning process, but rather spread boredom in their souls even though they do participate in some specific practices to release stress.

The hypotheses on the availability of initiative programs and facilities within the Saida university and its impact of well-being and academic achievement of students was also tested. Generally speaking there are no initiatives or programs at the Saida University that the students believe may positively impact both their well-being and academic success at the same time. As they suggested many support services and resources that they necessitated the university to provide as soon as possible for them to improve their well-being in general and academic accomplishments; including the relaxation spaces, the theatres, the libraries, hoping to take it into consideration for better change. There are a

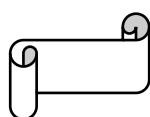


wide range of the students that face many financial obstacles that is considered as the major factor impacting the academic success. In a contemporary UK study McCloud (2022), found that less income, more loan income, more total expected difficulties were all associated with more symptoms of depression in students.

3.3.2 Teachers' Interview

The interview revealed that the university students' well-being is strongly related to their academic success. From the teachers perspectives the well-being plays a pivotal role in shaping their academic achievement; because it is related to various factors that might be either external or internal such as mental, emotional, physical, social, and economic aspects. Also the feeling of stress and anxiety that is caused by their academic responsibilities including the exams, presentations, the absences, the fear of being late and unprepared, financial difficulties, the uninspiring coping strategies used by the teachers in the classroom, the lack of emphasis on learning and inadequate resources at the university that leads to huge impact on their overall wellness, as Robotham (2008) stated in his work « the stress among higher education students : towards a research agenda » that the most variables that create stress among Students are examinations, transition to university, getting education in different countries, financial problem and stress related to study. However, there are several well-being challenges that affect the students academically. According to the teachers experiences; the lack of communication for example when students do not communicate their thoughts and opinions and do not share their needs with teachers, so the teachers can not know them and respond to their needs, the lack of learning places and quiet environment to perform tasks and students can not develop their skills, the lack of balance in their personal lives, and consequently when the teachers prioritize the value and respect of their learners, it fosters academic focus and motivation, positively impacting student achievement.

Moreover, it was claimed that there is a lack of support systems within the university, even though there is a kind of health support and psychological support, but it is not helpful and not enough for the learners. As the teachers are always making efforts by implementing some effective strategies including creating a relaxing atmosphere, implementing real world projects instead of the boring presentations, understanding the students' needs, paying attention to their behaviors and being flexible and available with open communication, and supporting them psychologically because the current educational environment overlooks the students' well-being especially for some teachers who lack the care for their learners.

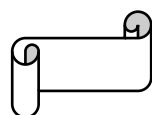


By the end of the interview questions, the teachers gave a sort of advices and recommendations to educators, administrators, and policymakers to enhance the well-being and academic achievement of the learners like emphasizing the significance of treating students well with care and respect, exercising patience, and offering effective guidance, as well as providing financial assistance and technological resources. Additionally, facilitating participation in national and international events, revising the evaluation system to eliminate extraneous components such as attendance requirements and traditional presentations. Ensuring access to libraries and theatres, prioritizing learning and streaming program schedule, and addressing architectural design of university and accommodating students' needs in decision making processes.

3.3.3 Classroom Observation

Based on the classroom observation, I was observed that classroom presentations significantly impact students' well-being and academic performance. These presentations contribute to the development of stress, anxiety, and depression among learners, consequently diminishing their self-esteem and reducing their overall interest in learning. In this regard, Chivers and Schoolbred (2007) counted a number of common problems and disadvantages which arise when working on an oral presentation: many students feel anxious about speaking to a small group, many students can not use visual aids skillfully and properly especially computer-related aids, and students suffer from a lack of ideas and information for their presentations especially when presenting in a large groups. Now, it is imperative for educators to prioritize the well-being of students as their primary concerns. Secondly, they should refrain from imposing pressure on students make oral presentations, and instead empowering them to assume control over their performances, and allowing them to make decisions regarding their presentations to enhance their weaknesses and encouraging self-challenge. Lastly, educators are required to employ a diverse ways of strategies, methodologies, and classroom activities to ensure active participation of all the students.

Additionally, they should incorporate all the four skills of language (listening, reading, speaking, writing) the create the creativeness among students and to foster their language proficiency and fluency level. Also they must take into account the use of the technological resources, because it has such an importance nowadays especially in the young adults lives since it requires them to stay in touch with the world and make them interested in learning. As it is quiet similar to the previous research by MBA education management et al., (2015), state that schools should revise present teaching programs, practices, and



resources, and ICT should be integrated into all levels of an educational system from classrooms to ministries for use in management, teaching, and learning activities.

3.4 Recommendations

The recommendations directly serve as the proposed solutions for tackling any given problem. In this research study, we will suggest some recommendations for the EFL learners at the University of Saida, the teachers, and the administration staff aiming to enhance the Saida university students' well-being and academic achievement as follow:

I. For Learners:

➤ Engage in academic activities:

Students should be provided with opportunities to engage in various academic activities ; including role plays, performances, workshops, conferences, and all the relevant events in order to maintain involvement in their academic endeavors, enhance their learning process, develop their skills, and address any language proficiency or public speaking concerns they may have.

➤ Communicate their needs:

The students are encouraged to consider the significance of their needs, since it is related to their overall well-being to enhance their academic success. This encompasses the necessity for a change in the coping strategies / methodologies used by teachers, the establishment of libraries to foster reading habits, the provision of theatres to develop performance skills, and the consideration of the university's environment including classroom equipment upgrades, technological support enhancement, adjustments of wall colors and windows, restructuring the English department, provision of relaxation areas, and architectural redesign of the university.

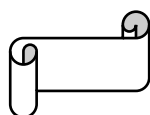
II. For Teachers:

➤ Prioritizing students' well-being:

Teachers are obligated to prioritize the students' well-being above the pursuits of academic teaching. This entails supporting learners, fostering relationships with them, demonstrating flexibility without resorting the harshness, and being accessible to address both academic and personal concerns.

➤ The use of different strategies:

They ought to employ varied coping strategies and methodologies to facilitate sustained student engagement and foster language proficiency development. Such approaches encompass integrating technology into the classroom, fostering open debates for experience and ideas exchange, and prioritizing the incorporation of collaborative group work.



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- Removing irrelevant elements:

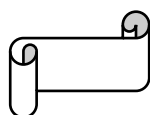
Consider reforming the evaluation system in light of its unfavorable reception among all the students. This reformation should entail a shift away from emphasis on attendance metrics, eliminating the traditional presentations methods and academic pressure. Instead, students should be empowered to choose their own presentations, while the implementation of real world projects to foster both students' well-being and academic achievement.

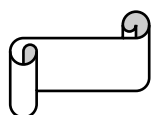
III. For Administrators / University:

- Raise awareness regarding the importance of students' well-being in their academic pursuits.
- Offer up a counseling services, mentorship programs, and guidance to support both students' academically and mentally.
- Offer health and psychological assistance services at the university to facilitate students' discussions about their issues.
- Increase the allocation of Scholarships for learners to foster their motivation and learning engagement.
- Provide libraries at the university to enhance their reading habits.
- Create theatres and quiet environment where learners can practice their language.
- Take into account the program schedule and work in optimizing it.
- Consideration of university setting ; that is to say the redesigning of the architectural design particularly with the English department, by providing more joyful colors and change the walls colors, provide more classrooms to students, renewing the classrooms equipment, and create a vibrant atmosphere.
- Offer up a relaxation areas for learners in their free time, aiming to improve their well-being and alleviating stress.
- Provide the technological resources and internet access within the university.
- Allocate additional resources to support EFL learners especially researchers, including funding for the acquisition of articles and books.

3.5 Conclusion

The current chapter has analyzed all the data collected from the students' questionnaire, teachers' interview, and classroom observation. The researcher has discussed and interpreted all the findings, and provide some recommendations that show how can the teachers and administrators take care of the Saida University EFL learners well-being and academic achievement, aiming and hoping for change and a solution to the problems addressed of the problem studied.





General Conclusion

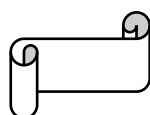
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Well-being is critical in achieving the academic success during the educational pursuits. The students who possess a high level of well-being, are more likely to accomplish academic achievement. It can lead to increasing their motivation and creativity, and in developing their cognitive functioning that boost the problem-solving skills, as well as in improving their self-esteem that enhance their performance. In contrast, the students who do not enjoy a high level of well-being, are more at risk to suffer from mental and health issues, decreasing motivation and engagement in academic activities, and in experiencing a low self-esteem that may determine their pursuits into failure. This means that the connection between well-being and academic achievement go hand in hand, as each influences the other significantly, shaping students' academic outcomes towards either success or failure.

The students' well-being and academic performance are impacted by several factors. These factors can be classified into two types: 1. Internal : that come from their inner-self, and 2. External : that come from their exterior-self shaping their lives immediately. For that reason it has been shown that the support systems within the university setting are important in improving the learners' academic success, as well as in increasing their overall well-being.

To respond to the research questions, we employed the questionnaire with the students, an interview with the teachers, and a classroom observation at the English language department at Dr Moulay Tahar Saida University. These research instruments were used to collect data that could be analyzed both quantitatively and qualitatively to achieve the research goals to confirm or disconfirm the hypothesis.

The first hypothesis suggested that there is a positive correlation between well-being and academic achievement among the English language department students is confirmed from the students' responses and teachers' perspectives. The students' overall well-being impact their academic success, as their academic success influence their overall wellness. The second hypothesis, suggested that the internal and external factors effect the EFL learners well-being and academic performance; including academic responsibilities, lack of support systems within the university, and the financial problems the students face is confirmed. The students' responses, the teachers' experiences, and classroom observation affirmed that the learners financial obstacles, dissatisfaction with grades and learning process, academic responsibilities, stress and anxiety, uninspiring coping strategies used by the teachers in the classroom, lack of communication between students and teachers, lack of learning places and quiet environments, lack of support from teachers and classmates, as well as the lack of support systems, facilities, and inadequate resources at the Saida university are the factors that impact the students well-being and academic success. Finally, the last hypothesis claimed that



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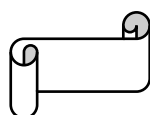
there is a lack of support systems and programs within the university, and the existing support systems have a limited impact on the students is confirmed. The research instruments affirmed that the existing support systems at Dr Moulay Tahar Saida University had a limited influence on the students, but the lack of the support systems, facilities, and initiative programs had a huge effect on their overall wellness as they can not seek for help (psychologically, mentally, emotionally, financially), as it unabled them to seek for career and academic guidance that shape their academic performance.

The findings confirmed that there is a strong relationship between the EFL learners well-being and academic achievement; in which the overall well-being impact the students' academic goals, and their academic achievement shapes their overall wellness. Besides, the key factors (the internal and external) such as the self-esteem and the university setting play a pivotal role in influencing the well-being and academic performance of the EFL students. Finally, the lack of support systems within the university have a huge impact on the learners wellness and success negatively.

After the analysis and interpretation of the collected data, we gained a significant findings that helped suggesting some recommendations for the EFL learners, teachers, and administrators to take into consideration. That are cited as follow:

The learners must engage in the academic activities and communicate their needs openly that help them in fostering their learning process and increasing their level of well-being. Teachers, on the other hand, should prioritize their learners' well-being and using different strategies and removing irrelevant elements that reinforce their academic engagement. The administrators or the university must plays a crucial role in raising awareness about their students' well-being and academic success, offering counseling services and mentorship programs, providing health and psychological assistance services, increasing scholarships opportunities, enhancing the academic resources as the libraries and theaters, optimizing the program schedule, offering a relaxation spaces and providing the technological resources. Additionally, they must take into consideration the university setting and redesigning the English language department space, as well as allocate additional resources to the researchers such as the funding for acquiring books and articles needed to improve the EFL learners well-being and academic achievement.

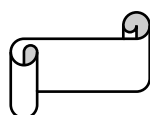
Our study found that the well-being and the academic achievement of the English language department students have a strong relationship, in which each one impact the other deeply. More specifically, the learners' overall wellness is affected by their academic pursuits, and



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their academic goals is impacted by their well-being both inside and outside the university setting. Our research study highlights that prioritizing students' well-being and increasing awareness on its importance, may help learners on developing their academic performance, achieving their academic goals, and enjoying of a high level of well-being. Also, the provision of support systems and the adjustment of the university setting according to students' needs, may decrease their faced issues and increasing engagement. However, the study was limited due to the lack of previous research studies and references related to the topic, and the time constraints.

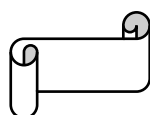
Due to the limitations, we was unable to expand on the research study and the topic at hand concerning the students' well-being and academic achievement, especially to jump deeply into their overall well-being concerning the university setting and support systems. Thus, future studies about this field can explore the influence of the university setting and the support systems on the Dr Moulay Tahar Saida University students' overall well-being.



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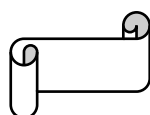
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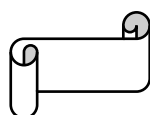
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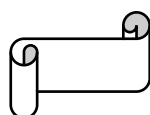
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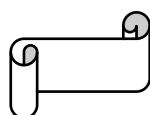
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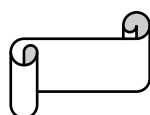
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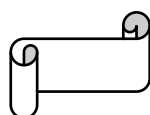
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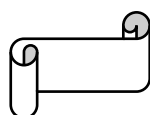
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APPENDICES

Appendix A

Students' Questionnaire

Dear Participants,

Thank you for participating and giving your time to answer the questionnaire of my research study; that examines the relationship between well-being and academic achievement among the English Language Department students at Dr Moulay Tahar Saïda University. Your valuable insights will contribute to a better data analysis.

The Questionnaires:

1.your gender:

Male Female

2.How would you rate your overall well-being?

Poor Fair Good Very good Excellent

3.How often do you experience stress or anxiety related to academic responsibilities?

Never Rarely Sometimes Often Always

If yes, why

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4.How would you describe your social connections and relationships with peers?

Poor Fair Good Very good Excellent

5.How would you rate your relationships with teachers?

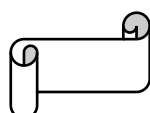
Poor Fair Good Very good Excellent

6.How often do you attend classes and participate in academic activities?

Never Rarely Sometimes Often Always

7.Do you find any difficulties in engaging in the classroom environment or in sharing your opinions?

Yes No



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8.How often do you experience a sense of purpose or fulfilment in your academic pursuits?

Never Rarely Sometimes Often Always

9.Do you derive satisfaction from your learning experience?

Yes No

10.To what extent do you think your overall well-being impacts your academic performance?

Extremely Unlikely Unlikely Neutral Likely
 Extremely Likely

11.Are there any initiatives or programs at the university that you believe positively impact both well-being and academic success?

Yes No

12.Are there any specific well-being practices you engage in to enhance your academic focus?

Yes No

What are they ?

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13.Are there any support services or resources you think the university could provide to improve both well-being and academic success?

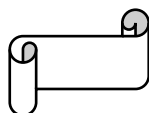
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14.Are you satisfied with the university setting, and how does it affects your overall well-being as well as your academic achievement?

Yes No

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15.Are there any external and internal factors that impact your overall well-being and academic performance?



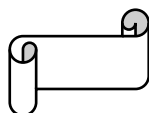
APPENDICES

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16. Do you encounter any financial difficulties in your educational pursuits that impact your overall well-being and academic achievement?

Yes No

Thank you for your cooperation.



Appendix B

Teachers' Interview

Hello dear teachers,

Thank you for participating in this interview, that serves to examine the interplay between well-being and academic achievement at Dr Moulay Tahar Saida University among the English language department students. Your valuable insights will contribute to a better data analysis.

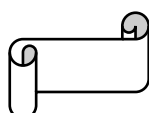
Background Information

1. Years of teaching experience:

Questions :

1. From your perspective, what role does 'well-being' play in shaping students' academic success?
2. In your interaction with learners, have you observed any specific challenges related to their well-being that might affect their academic performance?
3. Do you think there are any effective strategies or support systems within the Saida university to support their well-being?
4. How does the current educational environment overlook the students' well-being, and what improvements do you think could be made?
5. Have you ever found any beneficial methods or approaches in fostering students' well-being and academic accomplishment?
6. In your experience, how do students react to academic stress, and how this stress can impacts their overall well-being and learning outcomes?
7. What advice or recommendations would you give to educators, administrators, or policymakers aiming to enhance the well-being and academic achievement of university students?
8. In your opinion, how does the financial difficulties or social environment impact students' well-being and academic achievement?

Thank you for time and answers.



Résumé

De nos jours, le terme « bien-être » est devenu l'un des domaines d'intérêt les plus cruciaux et les plus controversés de la vie humaine à travers le monde, en particulier dans la vie des étudiants universitaires. Dans le contexte de l'enseignement supérieur, le bien-être doit être pris en compte en raison de sa forte corrélation avec la réussite scolaire de l'apprenant; puisque leur bien-être général a un impact sur la réussite scolaire, et que leur réussite scolaire influence leur bien-être général. L'étude de recherche actuelle vise à faire la lumière et à examiner l'interaction entre le bien-être et la réussite scolaire des étudiants du département de langue anglaise de l'Université Dr Moulay Tahar Saida. Il identifie les facteurs clés qui influencent le bien-être et la réussite scolaire, et explore la disponibilité et l'efficacité des systèmes de soutien au sein du département de langue anglaise de l'Université Dr Moulay Tahar Saida. Pour améliorer l'enquête, nous optons pour l'approche méthode mixte ; où des méthodes qualitatives et quantitatives sont utilisées. Nous utilisons différents outils de recherche, notamment un questionnaire destiné aux étudiants contenant des questions fermées et ouvertes posées à 116 étudiants, des entretiens non structurés menés avec 3 professeurs d'anglais et une observation en classe. Un certain nombre de découvertes sont découvertes; Premièrement, il existe une relation étroite entre le bien-être des apprenants EFL et la réussite scolaire. Les étudiants ont affirmé que leur bien-être général affecte leurs études et que leur pression académique a un impact sur leur bien-être général. Deuxièmement, les facteurs internes et externes, tels que l'estime de soi et le contexte universitaire, semblent être des facteurs clés influençant leur bien-être général et leurs résultats scolaires. Enfin, les systèmes de soutien disponibles au sein de l'université affectent positivement le bien-être des étudiants, tandis que l'absence de systèmes de soutien importants a un impact énorme sur leur bien-être général et leurs résultats académiques. En conséquence, le bien-être général des étudiants est influencé par leur réussite scolaire, et leurs performances académiques ont un impact considérable sur leur bien-être général, ce qui signifie qu'il existe une relation étroite entre le bien-être des apprenants EFL et la réussite scolaire. À la fin de l'étude de recherche, nous avons proposé quelques recommandations aux apprenants, aux enseignants et aux administrateurs afin d'assurer le bien-être et la réussite scolaire des étudiants du département de langue anglaise de l'Université Dr Moulay Tahar Saida.

Mots clés : Bien-être, réussite scolaire, facteurs internes et externes, systèmes de soutien, apprenants EFL universitaires.

ملخص

في أيامنا هذه، أصبح مصطلح "الرفاهية" أحد أهم مجالات الاهتمام وأكثرها إثارة للجدل في حياة الإنسان حول العالم، وخاصة في حياة طلاب الجامعات. في سياق التعليم العالي، يجب إعطاء الرفاهية أهمية كبيرة نظرًا لارتباطها القوي بالنجاح الأكاديمي للمتعلم؛ نظرًا لأن رفاهيتهم العامة تؤثر على التحصيل الأكاديمي، كما يؤثر تحصيلهم الأكاديمي على صحتهم العامة. تهدف الدراسة البحثية الحالية إلى تسليط الضوء ودراسة التفاعل بين الرفاهية والتحصيل الأكاديمي لدى طلاب قسم اللغة الإنجليزية بجامعة الدكتور مولاي الطاهر سعيدة. ويحدد العوامل الرئيسية التي تؤثر على الرفاهية والتحصيل الأكاديمي، ويستكشف مدى توفر وفعالية أنظمة الدعم داخل قسم اللغة الإنجليزية بجامعة الدكتور مولاي الطاهر سعيدة. لتحسين التحقيق، نختار نهج الأسلوب المختلط؛ حيث يتم استخدام الأساليب النوعية والكمية. نحن نستخدم أدوات بحث مختلفة بما في ذلك استبيان الطالب الذي يحتوي على أسئلة مغلقة ومفتوحة تم تسليمها إلى 116 طالبًا، و مقابلات غير منظمة أجريت مع 3 مدرسين للغة الإنجليزية، ومراقبة الفصل الدراسي. تم الكشف عن عدد من النتائج. أولاً، هناك علاقة قوية بين رفاهية متعلمي اللغة الإنجليزية كلغة أجنبية والتحصيل الأكاديمي. أكد الطلاب أن صحتهم بشكل عام تؤثر على مساعيهم الأكاديمية وأن ضغطهم الأكاديمي يؤثر على رفاهيتهم بشكل عام. ثانيًا، يبدو أن العوامل الداخلية والخارجية، مثل احترام الذات والإعداد الجامعي، هي عوامل رئيسية تؤثر على رفاهيتهم العامة وأدائهم الأكاديمي. وأخيرًا، تؤثر أنظمة الدعم المتاحة داخل الجامعة على رفاهية الطلاب بشكل إيجابي، في حين أن الافتقار إلى أنظمة الدعم المهمة له تأثير كبير على صحتهم بشكل عام ونجاحهم الأكاديمي. ونتيجة لذلك، يتأثر الرفاه العام للطلاب بتحصيلهم الأكاديمي، ويؤثر أدائهم الأكاديمي بشكل كبير على صحتهم، مما يعني أن هناك علاقة قوية بين رفاهية متعلمي اللغة الإنجليزية كلغة أجنبية والتحصيل الأكاديمي. وفي نهاية الدراسة اقترحنا بعض التوصيات للمتعلمين والأساتذة والإداريين لتحقيق رفاهية الطالب الجامعي لجامعة الدكتور مولاي الطاهر سعيدة وتحصيله الأكاديمي.

الكلمات المفتاحية: الرفاهية، التحصيل الدراسي، العوامل الداخلية و الخارجية، أنظمة الدعم، متعلمي اللغة الانجليزية كلغة أجنبية في الجامعة.