

**ENHANCING WELL-BEING THROUGH
ENGLISH GRAMMAR: A CASE STUDY OF
HIGHER SECONDARY SCHOOL STUDENTS**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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By

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ABSTRACT

Title: Enhancing Well-being through English Grammar: A Case Study of Higher Secondary School Students

In addition to the learning needs of English language students, their psychological well-being remains an important consideration in English language teaching. This study aimed to investigate the impact of integrating Seligman's (2011) PERMA model into the teaching of English grammatical tenses on both PERMA-based sentences construction and the well-being of higher secondary school students in Pakistan. The study employed a quasi-experimental, mixed-methods case-study design. The sample included 50 female students from a private college in Rawalpindi, divided into an experimental group (n=25) receiving a PERMA-based intervention through using techniques of CLT, and a control group (n=25) taught through the non-PERMA example sentences. The results of paired t-test analysis of the pre- and post-test quantitative data showed both groups had similar mean scores with no significant differences ($p > 0.05$). After the intervention, the experimental group showed significant improvements across all elements compared to the control group ($p < 0.001$). These results indicate that the intervention was highly effective. Additionally, qualitative analysis of semi-structured interviews indicated a noticeable enhancement in students' well-being, as they reported increased positive emotions, deeper engagement in enjoyable activities, stronger relationships, a clearer sense of meaningful life, and a greater ability to set and achieve regular, small goals. The findings suggest that incorporating well-being principles into the English language teaching can create a more holistic and engaging learning environment, benefiting both academic performance and overall well-being.

Key Words: PERMA model, English grammatical tenses, Communicative Language Teaching (CLT), well-being, positive education,

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DEDICATION

This thesis is dedicated to my beloved mother, Ms. Khalida Manzoor, whose unwavering care, encouragement, and love have been my constant source of strength. It is also dedicated to my dear students, who deserve an educational environment that nurtures their well-being alongside academic growth.

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LIST OF ABBREVIATIONS

PERMA: Positive emotions, Engagement, Relationships, Meaning, Achievement

ELT: English Language Teaching

CLT: Communicative Language Teaching

ESL: English as a Second Language

EFL: English as a Foreign Language

PP: Positive Psychology

PE: Positive Education

PPI: Positive Psychology Intervention

SWB: Subjective Well-being

CHAPTER 1

INTRODUCTION

1.1 Understanding Well-being and Positive Education

Positive psychology investigates the elements that drive optimal performance across people, communities, and organizations (Gable & Haidt, 2005). It emerged as a new field of psychology in 1998 when Martin Seligman selected it as his focus during his presidency at the American Psychological Association. Positive psychology stands against the traditional psychological approach that focused solely on disease treatment by advocating strength development and personal power expansion. According to Seligman (2002):

Psychology is not only about disease, weakness and damage but also about strength and virtue. It's not only about repairing what is wrong; it's also about building what is right. It's not only about illness or health; it's also about work, education, insight, love, growth and play. Positive psychology ... attempts to bring the best aspects of the scientific method to bear on the unique issues presented by human behavior in all its complexity (p. 4).

The evolution of the concept of “well-being” has accelerated in recent decades, largely due to the pioneering work of Martin Seligman, who is often hailed as the father of positive psychology. Seligman defines well-being as part of the “good life” through his PERMA model in his major work *Flourish* (2011). Well-being stands as a real construct made up of five genuine elements which integrate Positive emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA). Many people confuse the term ‘well-being’ with ‘mental health’ but they differ distinctively from one another. The term mental health describes how the brain regulates itself emotionally yet mental well-being exists as a broader measure that determines full positive functioning throughout life (Seligman, 2011).

PERMA model built by Seligman has gained substantial empirical support and has proven to be influential in various fields, including education, workplace, and mental health initiatives. These researches lay emphasis on the critical role that well-being plays in enhancing life satisfaction and effectiveness in various contexts.

Similarly, in the field of education the need for incorporating the concept of well-being in academics emerged and it led to the concept of positive education.

Aligned with the concept of positive psychology, Positive Education (PE) is defined as “the bringing together of the science of positive psychology with best practices in teaching, to encourage and support schools and individuals to flourish” (Norris, 2015, p. xxvii). As an approach of teaching, PE aims to promote well-being along with academic learning, without putting one at the expense of the other. Fundamentally, PE emphasizes student welfare while also supporting academic success, and deliberately combines positive psychology techniques together with strong pedagogical approaches. An Australian study, for instance, supported this notion when Noble, Wyatt, McGrath, Carbines, and Leone in 2008 found a positive correlation between increased well-being of the students and the wellness driven efforts.

1.2 Integrating Well-Being in Higher Secondary Education for Female Students in Pakistan

Students come to the classroom with an aspiration to learn and acquire knowledge but they also bring along all the life’s highs and lows in their minds. Over the course of an academic year, multiple cases of such students can be observed who seem to be grievously affected by the stressors like self-doubt, feeling unmotivated, pessimism, unstable relationships with friends and family, lack of ambition and purpose in life and pressure of better academic performance etc. All these factors collectively impair the well-being of the students. Adolescents experiencing social and academic problems are more vulnerable to develop deep depression which predisposes them to school failure and interpersonal difficulties (Eley and Stevenson, 2001; Seroczynski, Cole, & Maxwell, 1997).

The soaring figures of such cases among students worldwide is alarming. Approximately 280 million people in the world have depression. (World Health Organization, 2023). Depression is about 50% more common among women than among men (World Health Organization, 2023). The risk of developing depression exists in both genders; however, adolescent girls have been reported to experience depression two times more than boys (Wade, Cairney, & Pevalin, 2002). Specifically, in the context of Pakistan where gender discrimination is a serious issue and girls are raised differently than boys, the problem of a compromised well-being of girls is more

evident. A recent study conducted in Pakistan in 2022 also showed that anxiety and depression is more prevalent in female students. Overall 53.2% participants reported anxiety and depression out of which 78.8% were females (Ibbad, Baig, Ahmer, & Shahid, 2022).

Promoting well-being in the Pakistani education system is of crucial importance for several justifiable reasons. Firstly, positive well-being is a fundamental human right, and this is especially pivotal in educational settings. Research demonstrates that students with high well-being show better academic performance and are simultaneously better equipped to lead greater educational achievements. Therefore, students must be provided with thriving conditions in their learning environments not only because greater well-being produces better academic outcomes but also because it is their basic human right (Seligman et al., 2009).

It is becoming crucial, with every passing day, to address the multiple problems that students and our society face as a whole. Such an issue is combatting the mental health challenges. For this reason, positive education serves as the rescuer which blends traditional education with the principles of positive psychology, focusing on developing the strengths of students, their well-being, and resilience. Curricular integration of well-being and mental health reform practices help resolve the existing mental health crisis of Pakistani youth. An overwhelming number of female students demonstrate higher anxiety levels and increased neuroticism and stress and depression risk factors according to Volkov and Abaturova (2022). The increasing concern demonstrates a clear need for educational changes dedicated to supporting female students' emotional and psychological health (Gunasinghe et al., 2018). Thus, integrating well-being principles into the curriculum structures is the way through which educational institutions can nurture resilience and improve academic performances of students, leading to their overall well-being.

1.3 Fostering Well-being through ELT

Many layers of history connect the English language firmly to the educational framework that exists in Pakistan. It has prospered in Pakistan since the country's inception, establishing itself as an official language (Zaidi & Zaki, 2017). The English language occupies a dominant status in society and earns both importance and respect for becoming the cause of social and professional advancement and for getting into

higher education programs (Haidar, 2018). Abbas et al. (2021) emphasize that the educational system of Pakistan plays a vital role in asserting the significance of English by teaching it as a subject and using it as the medium of instruction at higher education levels.

The language prospered across Pakistan from the beginning of its existence establishing a position of authority as a formal language (Zaidi & Zaki, 2017). The English language occupies a dominant status in society and earns both respect and importance for achieving social and professional advancement and entrance to higher education programs (Haidar, 2018). The Pakistani educational system supports English language importance by implementing English as both subject instruction and educational medium during higher education, according to Abbas et al. (2021). Education in Pakistan mandates English as a core subject beginning from students' first school experiences until they graduate (Channa, 2017). Within the Pakistani education system English takes a dual position by being mandatory for students and serving as the main instructional language in multiple educational institutions. The educational curriculum needs English as an official subject because it helps students develop skills needed to succeed in a globalized world where they must understand both English language proficiency and communication skills (Dafouz & Smit, 2014). The Pakistani educational system values English as an essential subject because it enhances writing abilities and general language proficiency which students need for academic and workplace success (Haider, 2018).

There is no doubt that English language and its teaching are crucial in the Pakistani education system. Additionally, studies have revealed that Pakistani students are experiencing severe mental health issues for various reasons. By addressing these two factors, the importance of English language and the mental health challenges, we can find a solution to improve students' mental well-being by integrating them together. This approach can be used to address the urgent issue of improving students' mental health by using well-being practices into the teaching of the English language, leading us to the proposition that there is a dire need of utilizing the techniques of improving well-being of students by inculcating it into the curriculum of English subject.

English Language Teaching (ELT) has the potential to create substantial improvements in students' mental health by implementing the PERMA model as an educational framework because ELT offers different teaching approaches that help learners express themselves freely and also develop creativity by personally relating

with the subject matter better than other curriculum subjects. These advantage points regarding Seligman's PERMA model can add value to grammar teaching by applying its core principles for improving student learning and holistic wellness.

1.4 Enhancing Well-being through English Grammatical Tenses

Grammar is of prime importance in any language. Its significance grows when one learns a second language. In Pakistan, focus on grammar in English language teaching is very critical because it creates the basis for efficient communication and language proficiency. According to research, Pakistani students understand the importance of grammar and believe it is essential for learning English as a second language (Rauf, 2023). This emphasis on English grammar is positively reflected in the leaning attitudes of Pakistani students who are driven primarily by practical benefits of acquiring this language (Khalid, 2016).

Within the English curriculum English grammar particularly grammatical tenses stand central and schools dedicate extensive focus to them. The focus on grammatical tenses exists throughout educational facilities ranging from public schools to private institutions to selected madrassas (Rahman, 2001). Grammatical tenses are also a major focus in the annual compulsory English exams administered by all educational boards in Pakistan. For this reason, grammar, and especially tenses, is not just an academic but rather an indispensable requirement for students' overall knowledge of the language and their prospects of success in all fields.

However, the example sentences used for practicing tenses are often-time removed from the immediate reality of the students, and do not relate to the personal life or likes and dislikes of the students. At best, the traditional methods use example-sentences which are plucked at random from a multiplicity of topics from daily life, which tend to be rather general in nature. This study proposes an innovative approach which relies on improving the well-being of the students by teaching English tenses through examples based on positive psychology. Specifically, it attempts to explore whether the use of example-sentences based on the guiding principles of Seligman's (2011) PERMA Model (Positive emotion, Engagement, Relationships, Meaning, and Accomplishment) has a positive impact on the well-being of higher-secondary level female students. By incorporating example sentences built on the PERMA framework,

the study aims to enhance the well-being of higher-secondary level female students while simultaneously improving their grammatical proficiency.

Furthermore, the application of the PERMA model in teaching English language has been supported by studies that give prominence to its ability in improving language proficiency. It is equally significant to highlight that Mofang's study proves the use of PERMA model in enhancing English listening and speaking for college students and hence supports positive educational interventions in language learning environment (Mofang & Chen, 2021). This gives credibility to the notion that students will perform better academically if they find a purpose and meaning in the things they are studying.

1.5 Problem Statement

Effective pedagogy in today's world requires not only improving content-based and skill-focused knowledge of learners, but also tending to their mental health and emotional well-being. This is more so in the case of English Language Teaching (ELT), where the focus remains on improving the language-related skills of the students, and where content from diverse domains of life can be used to ensure positive psychological benefits. In this regard, Positive Psychology (PP), which prioritizes well-being and personal growth, offers insightful concepts that can be included into ELT practices. More specifically, the use of example sentences during grammar instruction that are linked to well-being related themes, especially with regard to the teaching of tenses, has the potential to improve both the acquisition of language and the overall well-being of students. However, ELT in Pakistani classrooms remains mostly focused on de-contextualized and impersonalized examples, specifically with regards to the teaching of grammar. Additionally, little research effort has gone into the extent to which PP-based grammar teaching practices could bear an effect on the mental well-being of students in Pakistan. Therefore, this study aims to bridge the gap between ELT and PP by examining whether the teaching of English grammar tenses through well-being-focused examples can bear a positive effect on the well-being of higher secondary level female students.

1.6 Research Objectives

- i. To evaluate the impact of PERMA-based English tense instruction on the sentence construction of higher secondary level female students.
- ii. To explore the effect of PERMA-based approach on the overall well-being of higher secondary level female students.

1.7 Research Questions

- i. What is the impact of PERMA-based English tense instruction on the wellbeing-related sentence construction of higher secondary level female students?
- ii. What are the perceptions of the higher secondary level female students about the effect of PERMA-based approach on their overall well-being?

1.8 Significance of the Study

Studies continue to investigate English Language Teaching separately from well-being but there exists a scarcity of evidence which explains their combined impact on the students' emotional and psychological well-being. This PERMA model-based teaching is expected to promote mental well-being and contribute to the overall betterment of the emotional health of intermediate-level female students in Pakistan, all while improving the grammatical and language acquisition of the students. The PERMA model fosters practical use through its domain-specific nature that provides detailed information to help teachers meet students' well-being requirements or the classroom environment (Kern et al., 2015).

This research is utilizing a holistic approach to learning by combining language learning experience with psychological well-being of students in a way that it fosters betterment in their mental health under the influence of positive psychology. It integrates the well-being approach into the academic syllabus seamlessly, which makes it easier for the teachers and students to keep practicing well-being exercises side by side. The students may adapt to subconsciously practicing well-being by learning from the teaching of PERMA based tenses, taught and promoted by the teachers because students look up to their educators and emulate what they teach and profess.

1.9 Delimitations

The study is delimited to single educational institution as the researcher is a teacher at Punjab Group of Colleges. Additionally, the sample of the study delimited to only female participants as the institute under research is an all-girls college. It is to be noted that the study focused only on the adolescent girls because they tend to experience depression and anxiety two times more than boys (Wade, Cairney, & Pevalin, 2002). Lastly, with respect to the theoretical framework used, several theoretical models exist but this research is specifically focusing on Seligman's (2012) PERMA Model.

1.10 Chapter Breakdown

This study consists of five chapters. The First Chapter covers a detailed overview of the entire study, named Introduction. The research incorporates a thematic literature review of prior studies that address relevant themes in Chapter Two. The entire process of data collection, methodology used, and data analysis is covered in detail in Chapter Three, Research Methodology. Chapter Four, Data Analysis, provides detailed statistical

Descriptive analysis about PERMA-sentence construction and reflexive thematic analysis of pre and posttest interview data. Chapter Five, named Discussion and Conclusion explores both the findings and achievement of objectives while elaborating future research recommendations within the field of study.

1.11 Conclusion

This chapter begins by introducing the background of the study for the readers which gives a description of well-being and positive education. It also explains the necessity of its integration into higher secondary education in Pakistan. Chapter further introduces the concept of fostering wellbeing in ELT, specifically English grammar tenses. It also includes the problem statement that is stated along with the research objective, research questions and significance of the study. The delimitations of the study are provided at the end followed by an organizational structure of the thesis, outlining the components of each chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This section presents an extensive literature review which collects information from various academic publications, articles, dissertations together with credible websites and some scholarly journals. It examines studies about incorporating positive psychology into different educational settings through the PERMA well-being model; particularly centered on teaching and learning English. The review begins by defining fundamental concepts related to well-being, positive psychology, positive education as well as their historical evolutions. Several studies within this segment highlight the immediate need for making adolescent well-being a vital component of current educational system. A significant portion of the review focuses on positive psychology interventions, thoroughly analyzing PERMA-based studies across different educational levels, especially in ESL/EFL classrooms. Additionally, it discusses how positive psychology functions within grammar instruction and presents evidences that support a positive impact of language learning on students' wellbeing. Finally, the chapter throws light on research that employs the teaching methodology using the weak version of CLT in language learning, particularly grammar instruction, as well as enhancing the well-being of students through language learning. At the end of the chapter, the summary is presented that synthesizes the reviewed literature to establish a consolidated basis for the upcoming research.

2.2 The Concept of Well-being

Multiple prominent academics have established and explained well-being through different conceptual frameworks. Well-being definitions differ across researchers and fields of study (Oades & Mossman, 2017). According to Slade et al. (2017) well-being represents "the discipline aimed at advancing a good and worthwhile existence." The interpretation of this concept has undergone major changes since its early beginnings. Well-being initially focused only on physical health but it did not extend past illness absence. The traditional idea of well-being has evolved itself into an

integrated approach that addresses the combined facets of social life and psychological and emotional health.

The World Health Organization regarded wellbeing as being physically, socially and mentally whole which is superior to mere disease or infirmity freedom. The research was conducted in 1948. These new definitions paved the basis of a radical change. The medical field which had previously centered its attention on studying diseases for centuries, has now started to embrace a balanced combination of psychological and emotional components in understanding complete human health. Abraham Maslow became among the earliest psychologists to study “wellbeing” through his exploration of self-actualized individual traits in 1962. According to Maslow (1987, pp. 117-118) wellbeing stands as the basic need which drives people universally to achieve growth personally while attaining freedom and recognizing their individuality in pursuit of optimal self-realization. This laid the conceptual foundation for further researches that studied well-being, while diving into understanding an individual’s journey toward fulfillment and internal satisfaction. Psychologists Ed Diener along with others refined the concept in the 1980s and 1990s through the development of subjective well-being (SWB) by letting people self-report their happiness and satisfaction (Linton et al., 2016). According to Diener (2000, p. 34) SWB functions as cognitive and affective evaluations of people’s lives. The method emphasized that people should determine well-being by assessing their personal lived experiences and viewpoints. In a complementary, yet wider point of view, Felce and Perry (1995) established a wider definition of well-being by explaining it through subjective and objective features. Well-being encompasses both objective descriptors and subjective evaluations regarding physical health and material possessions alongside social relationships and emotional state with personal development level and sense of meaningful activity factored by one’s own set of values (Felce and Perry, 1995, p.60).

Building on these frameworks, Dodge et al. (2012) came up with an explanation for ‘well-being’ through their work which concludes that the balance point between an individual’s resource pool and the challenges they face, is well-being. In the modern times, the recent studies have explored well-being through two different aspects: eudaimonic and hedonic, both of these perspectives focus on pursuing the “good life.” Positive psychology in particular has dedicated major efforts to evaluating hedonic well-being. It prioritizes happiness, pleasure, and pain avoidance (Oades & Mossman, 2017). However, positive psychology is equally concerned with eudaimonic well-being

(Kern et al., 2015), rooted in Aristotle's belief that true happiness relies on action that brings meaning, fulfillment, and self-actualization (Gale et al., 2013). thereby, despite the several definitions, current ones affirm the merging of hedonic and eudaimonic happiness to provide a comprehensive perspective of well-being (Norris et al., 2013).

There is major point of criticism against the widely accepted idea of achieving well-being that being in a positive state necessarily means the absence of negative emotions (Dewaele et al., 2019; Lomas & Ivztan, 2016). Nonetheless, elements such as well-being and distress are said to coexist and even depend on one another in accordance with the complementary principle, which holds that well-being encompasses both pleasant and negative experiences (Ryff & Singer, 2003).

This study examines well-being through the PERMA Model of positive psychology which serves like a primary framework of Martin Seligman. Dr. Martin Seligman redirected psychological research during his inaugural address to lead the American Psychological Association toward understanding positive and healthy aspects rather than illness and pathologies in 1998. This shift marked the beginning of researches that directed toward positive psychology interventions making life worthwhile, while also defining quantify and producing wellbeing (Rusk & Waters, 2015). He defines well-being as "a multifaceted construct that encompasses five core elements, represented by the acronym PERMA: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment" (Seligman, 2013). The five PERMA components are intrinsically motivating and foster well-being (Seligman, 2013). The three self-directed goals represent individual pursuits with distinct meanings and independent measurements leading to a comprehensive system for understanding how to achieve life satisfaction (Seligman, 2013).

2.3 The Approach of Positive Psychology

The area of psychology that focuses on human flourishing and growth is called positive psychology (PP) (Seligman & Csikszentmihalyi, 2000). Its primary objective is to promote human values, character strengths (Froh, 2004), and actions that make life "worth living" (Park & Peterson, 2008, p. 85). Well-being, thankfulness, contentment with life, optimism, flow, joy, resilience, and individual strengths are the primary goals of Positive Psychology (MacIntyre, 2016; Seligman & Csikszentmihalyi, 2000). Mihaly Csikszentmihalyi and Martin Seligman define Positive Psychology as the

scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life.

Despite this PP's origins are disputed, the fundamental ideas of PP may be traced to the theories of humanistic psychologists as well as past philosophers such as William James, Carl Rogers, and Abraham Maslow (Froh, 2004; Peterson, 2006). PP is often said to be formalized in 1998 at the same time that APA moved from simply eradicating illness to maximizing human well-being (MacIntyre, 2016; Seligman and Csikszentmihalyi, 2000). This marked the beginning of researches and studies of human flourishing on a more systematic level.

Prior to the start of 21st century, conventional psychology concentrated mainly on identifying and treating disorders, sometimes known as the disease model. However, numerous experts within the field dispute this narrow view because they believe assistance for individuals should transcend solving their problems alone. Although significant progress has been made in prioritizing pathology, we have not been able to ascertain what it is that makes life worthwhile (Peterson, 2006). Having said that, Positive psychology (PP) lacks indication towards disregarding the subject of human struggles (Seligman & Csikszentmihalyi, 2000), rather it demands a balance of focus and interest, equal consideration on building the best things in life and repairing the worst, and moderate attention to fulfilling the lives of healthy people and to those looking for healing, the distressed. (Peterson, 2006, p.5).

Thompson (2022) argues that positive psychology should also cover the human capacity to maintain emotional well-being despite the setbacks, major trauma, and the ups and downs of everyday life (p. 368). Positive psychology can be contested into two groups, according to Fredrickson (2002): primary enhancement and secondary enhancement in life. The latter seeks to achieve peak functioning and human potential while the former concentrates on achieving optimal functioning and enjoyment. Furthermore, Gable and Haidt (2005) upheld the belief that the study of the conditions and processes contributing to the thriving or optimal functioning of people, groups, and institutions is positive psychology (p. 104) in light of the complexity of human nature. One year later, Peterson (2006) made the claim using evidence-based research that the scientific study of what goes right in life, from birth to death and at all stops in between (p. 4) is positive psychology. Ultimately, positive psychology evolved into “the

empirical study of how people thrive and flourish [and a] study of the ordinary human strengths and virtues that make life good” (Mercer & MacIntyre, 2014, p. 154).

In fact, the Positive Psychology was criticized, too and the most persuasive critic was that of the distinction between good and bad emotions. Lomas and Ivtzan have also noted serious flaws with conventional positive psychology of which the inherent flaw of ignoring the importance of negative emotions in favour of good ones is paramount. More so, they point out that in the human experience; negative emotions can sometimes trigger perseverance and personal growth (Lomas & Ivtzan, 2016). Ivtzan and Lomas also remark that it is so important to acknowledge these negative emotions as an essential part of being human. On the other hand, their research indicates that a person ‘can become resilient and develop personally’ if he learned to accept the ‘dark side’ of his life which is trauma or misfortune (McGee et al, 2022). From this dialectical side, flourishing is regarded as a complicated equilibrium between the positive and the negative side of life rather than absence of negative things (Bhawuk & Pandey, 2022). Overall, positive psychology does not reject the existence of problems or assert that eliminating negative feelings is the most ultimate way to address human issues. Rather, it brings the emphasis on giving individuals the abilities and assets they need to overcome difficulties, enjoy and prosper in life, and reach their full potential.

Educational settings right now require students’ well-being to be a top priority because they experience persistent pressures throughout their academic time period. Infusing positive psychology into the educational and language learning curricula can go a long way in developing into their character and ultimately their mental health. By promoting positive emotions, resilience, and personal strengths, this approach not only fosters optimal learning but also helps students better manage the challenges they encounter in life. The approach of positive psychology concentrates on developing personal strengths which enhances students both academically and emotionally (Schiavon et al., 2020). Interventions like gratitude exercises and mindfulness practices have been shown to reduce stress and anxiety, leading to better mental health of students (Tejada-Gallardo et al., 2021). In summary, positive psychology in the curriculum deserves to be integrated into the curriculum, particularly in order to promote students’ well-being, both in academic terms and psychological terms.

2.4 Positive Education

It was said by Albert Einstein that “Education is what remains after one has forgotten what one has learned in school.” In 2009 research (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009), this critical perspective of formal schooling was reflected where parents were questioned in regards to their plans for their children. Unsurprisingly, most respondents focused on traits known to impact well-being for example happiness, contentment, health, satisfaction and confidence. Alternatively, when asked about what schools generally teach, parents indicated more achievement-oriented points like accomplishment, thinking abilities, literature, math, and discipline etc. The difference between these two lists indicates that even though the importance of typical subjects taught at school cannot be compromised, but many educational systems place an excessive amount of emphasis on educating students for the workforce and future careers, while ignoring their overall well-being and life’s happiness.

Positive Education (PE) is defined as the bringing together of the science of positive psychology with best practices in teaching, to encourage and support schools and individuals to flourish. (Norrish, 2015, p. xxvii). As an educational approach, PE attempts to place well-being alongside academic courses without compromising one over the other. Fundamentally, PE is truly dedicated to advancing academic progress as well as learner well-being, intentionally marrying the best methods of teaching with the most empirically substantiated practices from positive psychology. IPEN- The International Positive Education Network takes help of metaphor of double helix in order to identify how education’s (DNA) ‘double helix’ must have two intertwined strands where Academics (assuring the complete use of potential in intellect) and Well-being must be of equal significance. IPEN emphasizes that character along with academics are mutually reinforcing and complimenting; with character strengths and wellbeing positively impact upon academic success and vice versa.

Waters (2011, p. 77) asserts that Positive education also works on the precept that the skills and mindsets that promote positive emotions, positive relationships, and character strengths also promote learning and academic success. (Bernard & Walton, 2011). Similarly, Seligman et al. (2009, p. 295) argue that the study on well-being be made part of school syllabus ‘as a cure to depression; as an engine to increase life satisfaction; and as a tool in aiding in better learning and more creative thinking.’

Despite such approving claims, it has become apparent that some important problems remain to be addressed, given that Positive Education (PE) is still in its early

stages. For instance, PE selection for a specified situation relies on contextual variables of attitudes, resources, and limits, which indicates that there is no one-size-fits-all strategy for PE incorporation. Additionally, concerns also include arguments about the moral, political, and interpretive aspects of well-being (Ecclestone & Hayes, 2009), the strength and limitations of the proof supporting long-term efficacy of such initiatives (Spence & Shortt, 2007), and concerns that a focus on well-being may bring a detraction from traditional academic subjects (Benninga, Berkowitz, Kuehn, & Smith, 2006). For PE to be successfully integrated into the curriculum and teaching, the to successfully include PE into teaching, educators must recognize its value, believe they are competent of administering it, and believe it can be sustained without becoming an added load. If academics and well-being are to be combined in education at any level, these matters need to be addressed, with teacher development programs employed as a major component in this process.

Ultimately, education should focus on more than simply academic accomplishment; it should also value students' emotional and mental wellbeing. Since teachers interact directly with students, they must deal with psychological aspects too such as motivation and anxiety (Helgesen, 2016). Therefore, it is both logical and essential to include student well-being concerns into lesson planning and curriculum design, assuring a more holistic approach to education.

2.5 Why is Adolescent Students Well-being an Urgent Priority?

The age at which the student joins high school is very sensitive for an individual's psychological growth, and therefore, efforts have to be directed to addressing issues such as stress, anxiety and depression. This is not easy to treat given the fact that the period is characterized by physical, mental and biological transformation of an individual. If not diagnosed and tended to properly, and if their condition is severe enough, psychiatric disorders in a person can make a difference in every aspect of one's life from getting bad grades in school to using drugs and may even develop suicidal tendencies. Studies have revealed that the prevalence of problems like anxiety, depression and stress are more common among girls than the boys. A different study done in a secondary girl's school in Abha, Saudi Arabia revealed that 42% of the girls had depression with 68% of the total school girls complaining of anxiety and about half the total school girls had stress. In another recent survey of

adolescent students in public school in rural Rawalpindi, 25% were found to be at least at the risk level of psychosocial distress.

By Shorey, Ng, and Wong (2022) a systematic review and meta-analysis was conducted that analyzes prevalence of major depressive disorder globally, with or without dysthymia and elevated depressive symptoms in adolescents. The evidence compiles information from 72 publications that came out between 2001 and 2020, and presented a point prevalence of 34% for elevated depressive symptoms, 8% for MDD, and 4% for dysthymia. The results point to a significant upward trend of the incidence of DS year by year and within two decades, increasing from 24% in 2001-2010 to 37% in 2011-2020. The same study reveals relatively higher prevalence in Middle East, Africa and Asia and finds female adolescent more prone to depression than male. To support their argument, the authors call for research and policies that address depressive symptoms with preventive educational and supportive interventions before becoming an official clinical depression.

In Pakistan, the absence of schools' influence on adolescents' mental health is one of the most disregarded topics in scientific studies as well as in the health system. Khalid, Qadir, Chan, & Schwannauer (2018) underscored the need for more focus on this matter by conducting a study which is one of the few large scale, school-based studies on adolescents' mental health in Pakistan. It was carried out at a school in Rawalpindi in order to learn about the presence of depression and anxiety and life satisfaction among 1, 124 students from 11 - 18 years of age. 17.2% of respondents as per the study, had the probable depression and 21.4 had the probable anxiety; the girls had the higher level of anxiety than the boys. Age had a significant influence on depressive symptoms and subjective well- being, while both depression, anxiety, and poorer subjective well-being were related to poor economic status, lower education level and negative life events. The study aims at providing the conceptualization of adolescent mental health and offers guidelines for policy development on the assessment, prevention and effective intervention of mental health in teenagers in Pakistan.

A similar such cross-sectional study conducted in Pakistan by Ibbad et. al. (2022) focuses on the proportion, Risk factors and association of these mental health issues among high school students in Karachi. This study was conducted during October and November 2020 with a total of 400 students from both government and private educational institutions. The findings highlighted a high level of anxiety and

depression at 53.2% among the students; with females and students from government schools being the most affected. The study revealed further that students with regards to mental health problems developed these issues especially if they have family history of such disorders. Further, students with housewife as a mother were less likely to report anxiety and depression, this contradicts some of the other study. Consequently, the study stresses the necessity for early identification, school-based interventions, and youth's support for mental health issues reported by adolescents.

2.6 Empirical Research on Positive Psychology Interventions in Schools

The first empirical investigation of positive psychology education was the Positive Psychology Programme (Seligman et al., 2009) It was to show how positive psychology techniques can help increase learning, well-being, engagement at school. For the study, 347 students of grade 9 were randomly allocated to classrooms that included the positive psychology curriculum and to the classes that did not practice this curriculum. In the results, students, part of the positive psychology program, showed higher engagement, learning and satisfaction at school. A two-year follow-up survey revealed that students who had participated earlier had their well-being improved a lot more through the eleventh grade in non-honors subjects. As per reported by both the teachers and parents, these students had also developed improved social skills. Conclusion being that increased well-being and improved learning are mutually beneficial.

At the University of Pennsylvania, Alejandro Adler (2016) carried out three investigations on Positive Psychology Education for his PhD dissertation. It was held in Bhutan and involved 8,385 students from 18 secondary schools. Larger-scale replication research involving 70 secondary schools and 68,762 pupils was conducted in Mexico. In Peru, second replication research was carried out with 694 secondary schools on an even greater size, 694,153 students participated in this survey. Each of the three experiments included randomly assigning the schools to either a control group that was not given positive psychology treatments even in the slightest or a treatment group that received the treatment. The ten principles which form the basis of well-being served as core elements for positive psychology interventions. In all three investigations, students from schools participating in the treatments demonstrated

higher well-being allegations and outperformed others in standardized national tests during the program's completion. Twelve months later, another test as follow up was administered. The results of whom showed that academic achievements and student wellbeing kept showing substantial progress. to Adler's research, "teaching well-being in schools on a large scale is both feasible and desirable, regardless of social, economic, or cultural contexts" (Adler, 2016, p. 2).

2.7 Exploring PERMA Framework

The fundamental base of well-being according to Seligman's PERMA well-being theory consists of five essential components for achieving success in life. Seligman describes "flourishing" as the human desire to fully experience life while deriving purpose and pleasure from its endeavors beyond mere existence. Seligman thought that the core concept of well-being could be broken down into these five components as each of them contributes to well-being in a different way and to a different extent, despite the fact that well-being is an individualized notion and that people experience it in various ways (Seligman, 2011).

2.7.1 The Five Pillar of PERMA

Fredrickson (2001) elaborated that for emotions to be considered positive, must involve pride, pleasure, love, hope, curiosity, compassion, amusement, and gratitude. Such are important markers for growth and may be developed or learnt to improve wellbeing. Through this practice people learn to actively experience good emotions so they can integrate them within their daily life activities as well as their future goals. These feelings help people to develop resilience and protect against damage from negative feelings (Tugade & Fredrickson 2004).

Positive Emotions: Positive emotions can be developed through connecting with others, creative endeavors, and appreciating what you have. Also, a meaningful time spent with those you love (Kok et al., 2013) enhances bonds and provides emotional strength. Participating in hobbies and creative endeavors which you like (Conner et al., 2018) not only improves your mood but also gives you a sense of achievement. Music containing uplifting and inspiring elements according to Juslin &

Sakka (2019) can increase your mood by producing positive emotions. Furthermore, according to Emmons & McCullough (2003) focusing your thoughts on things you are grateful for and emphasizing positive aspects of your life can transform your perspective on gratitude which leads to emotional well-being and resilience. All in all, these behaviors create a happy emotional state that also brings personal fulfillment.

Engagement: Such an experience where individuals get to fully utilize their talents, strengths, and focused effort to complete a difficult task. It complies with the concept of “flow” that Csikszentmihalyi (1989) gave. It maintains a balance between challenge and skill. One has to be conscious of their greatest strengths in order to experience flow (Csikszentmihalyi & LeFevre, 1989). Flow is characterized as losing a touch with the present surrounding and completely immersing oneself in an activity. To put it in another way, it involves being in the moment and giving the task at hand your whole attention. When people apply their strongest character strengths, the more the chances of experiencing the flow.

Relationship: Relationships in the PERMA Model have an important part in improving well-being because they give experiences that lead to emotions of joy, support, love, and being valued by others. This element bases itself on the notion that humans are innately social animals (Seligman, 2011). Since, relationships provide purpose also meaning to life, investing time and effort in building positive relationships can bring significant improvement in overall well-being. Meaningful relationships are fostered by our measure of love that we can offer, show compassion, practice kindness, empathize, make self-sacrifices, and work together in unity.

Meaning: Often achieved from building, being a part of or contributing to something that is larger than oneself. Several societal institutions, including religion, politics, family, work, science, organizations, community, justice and social causes, provide avenues to achieving the sense of purpose. According to research, people with a sense of purpose tend to live for long, feel greatly satisfied with the way they are living, also have lesser health complications (Kashdan et al., 2009).

Accomplishment: Achievement, mastery or competence is defined as being able to accomplish objectives, master skills, and have the willingness and the ability to do something (or get it done). This makes individuals feel successful, as they can reflect

upon their life with a feeling of pride and contentment (Seligman, 2012). Achievement requires tenacity and a will to achieve objectives. But real thriving and well-being occur when people seek objectives for personal development or progress rather than for material gain, and when their accomplishments are motivated by internal motivation (Quinn, 2018). According to research, accomplishing meaningful goals such as personal growth leads to higher levels of well-being instead of focusing on material pursuits such as earning money or chasing fame.

2.8 PERMA Researches at Different Educational Levels

Sedeh and Aghaei (2024) carried out research to determine the usefulness of the PERMA model in improving the psychological well-being of university students. The study addresses a major problem that approximately 46% of university students suffer from mental health problems, and their well-being happens to be lower than that of the general population. The study included 64 undergraduate and graduate students aged 21 to 27 from the Educational and Psychology Department of Azad University of Isfahan (Khorasgan) Branch in Iran. The study used a semi-experimental method and compared an intervention group, which got six sessions based on Seligman's PERMA model, to a control group. The results showed no significant difference between the groups in the pre-test. However, the intervention group exhibited substantial increases in well-being in both the post-test ($P = 0.03$) and follow-up ($P = 0.001$). These findings confirm the PERMA model's effectiveness in fostering positive psychological outcomes, notably improving students' well-being through positive emotions, engagement, relationships, meaning, and accomplishment.

In their 2018 study, Au and Kennedy investigated how effectively a Flourishing Life program built on the PERMA model may enhance the mental health and general well-being of secondary school pupils in Hong Kong. With rising concerns about students' mental health, the researchers sought to provide them with strategies to deal with such problems. A survey with 495 students and follow-up focus-group interviews with 8 students were part of the study's quasis technique. According to the findings, students in Grades 8 and 9 (Forms Two and Three) gained more benefit from the curriculum than students in Grade 7 (Form One). Overall, students reported that the program had been beneficial to them. The results validate the implementation of a

whole-school approach that incorporates positive psychology into the curriculum in order to successfully enhance students' wellbeing.

To enhance the well-being of university students in Pakistan, Green (2022) developed *The Good Life*, a strengths-based intervention utilizing the PERMA model. The intervention's main aim was to assist participants in developing all 24-character strengths by motivating them to identify strengths in others and focus on strengthening their own areas of weakness. A control group (n = 91) and an experimental group (n = 91) participated in this three-wave longitudinal research. According to quantitative data, the experimental group reported greater scores of well-being both at the 6-month's follow-up and after the entire intervention. Qualitative results showed how each PERMA dimension (positive emotion, engagement, relationship, meaning and achievement) was improved by participants using their character strengths. The study showed the result that interventions that focused on comparable well-beings might be beneficial in crises like the COVID-19 pandemic and indicated the long-term effectiveness of intervention in a collective community like Pakistan.

2.9 PERMA & Positive Psychology's Interventions in ESL/EFL Classrooms

Researches have proven it in the past the Positive Psychology's Interventions in ESL and EFL classroom settings has brought positive changes in the well-being of students as well as the teacher all while improving their language learning and teaching experiences respectively.

2.9.1 PERMA for Students

Rogers conducted a 2022 study which agreed with previous investigations by Seligman et al. (2009) and Gush & Greeff (2018) on how PPIs positively affect mental health without impacting scholastic performance. Qualitative data was collected through semi-structured interviews together with questionnaires while the researchers applied a constant comparative method to analyze participant responses. Participants in the experimental group showed positive responses based on qualitative data according to findings even though quantitative analysis did not reveal significant improvements in well-being and language proficiency and mental health. The participants underwent Positive Psychology Interventions constructed from the PERMA model which made them more positive while improving their academic engagement. He studied 130

students who were enrolled in an Intensive English Program (IEP) at a university in the United States; 95 of the students provided useable data. The research sample contained 80 students in the experimental group combined with another group of 50 students in the control group. While the control group adhered to the regular curriculum, the experimental group received Positive Psychology Interventions (PPIs) based on the PERMA model, which were included into 25% of their language instruction time. Researchers collected information at three separate stages: before the semester started and during the entire semester and after its conclusion. The Flourishing Scale together with the GAD-7 and PHQ-9 formed the quantitative data collection instruments. Level Achievement Tests (LATs) were used internally to evaluate language skills. Researchers used semi-structured interviews along with questionnaires to gather qualitative data which received analysis through constant comparison methodology. The participants implemented Positive Psychology Interventions (PPIs) from the PERMA model which resulted in them becoming more positive and motivated regarding their academic work. Language proficiency stayed the same as compared to the control group, indicating that the interventions did not hinder language acquisition even though PPIs accounted for 25% of class time. This result proved the stance taken up by Seligman (2019) and Gush and Greeff's study in 2018.

In the 2022 project, Cheng investigated the application of the PERMA framework to increase both Chinese college students' English listening and speaking proficiency, as well as their psychological well-being. 240 students participated in the study, which was carried out at S University in Western China. They were split into two groups: the experimental group (EG) and the control group (CG). The CG received the standard training of language learning, the EG underwent a 14-week intervention which was based on the PERMA model, emphasizing Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The pre-test and post-tests administered to measure the improvements in language skills of the participants found the results where EG surpassed the CG in both listening as well as speaking proficiency. The study also showed that apart from gaining better proficiency at language, the EG exhibited substantial improvements in the enhancing the overall well-being of the participants, specifically in being able to manage anxiety, relationships, and engagement.

Shahid, Gurmani, and Kalhoro (2023) provide valuable insights into how emotions influence the listening comprehension skills of ESL learners in Pakistan. The study employs a phenomenological approach in research design which focused on

subjective experiences of participants in order to explore how negative emotions like anxiety, frustration, apprehension, and fear impede the comprehension, while positive emotions including hope, resilience, joy, and confidence improve the comprehension levels. Classroom observations and interviews gave the results which revealed that the role of teacher's support and self-assurance of students fosters emotional well-being and this directly impacts acquisition of language.

2.9.2 PERMA for Teachers

In addition to helping students, the PERMA model and positive psychology treatments in ESL/EFL classes also improve the wellbeing of the teachers. According to several studies, it has been made evident that teachers who use the techniques of positive psychology have also reported being more fulfilled in their work, feeling less burned out, and having a greater sense of purpose which benefits both the teacher and their students in the context of a classroom.

Shanmugam and Hidayat (2022) explored the influence of Seligman's PERMA well-being theory on the well-being and grit of Malaysian English as a Second Language (ESL) teachers. This research focused on PERMA framework effects on teacher well-being along with grit and investigated positive emotion's mediation between these constructs. A total of 91 primary ESL teachers from Kuala Lumpur participated in the research which applied multiple regression and mediation analysis to process the findings. This research showed that PERMA strongly affected teachers' well-being and grit through engagement and accomplishment while engagement proved to be a vital predictor of teachers' well-being. Positive emotion served as a partial mediator which connected the relationship between grit and well-being results. Research findings demonstrate that adopting the PERMA framework presents opportunities to strengthen the workplace well-being and professional resilience of ESL teachers thus bringing positive outcomes for their students' learning experience.

In 2024, Minh systematically reviewed recent studies (2019-2024) to assess how the PERMA model measures well-being among EFL teachers. This review applies PRISMA guidelines to synthesize data obtained from 10 studies which explore the five PERMA components that include Positive Emotions, Engagement, Relationships, Meaning, and Achievement. The review reveals that all components of the PERMA model lead to enhanced well-being for EFL teachers which improves their mental and

physical health, job satisfaction, motivation levels and professional effectiveness. For example, positive emotions were found to be the reason behind improved mental health of teachers, while their relationships with students relied on engagement which resultantly fostered a positive classroom environment. The analysis underlines the necessity of integrating these elements into educational development initiatives as well as school regulations to enhance instructor wellness. Minh (2024) emphasizes that additional research must use wider databases to study how the model applies to different educational settings and cultures.

2.10 Language Teaching Methodologies

A language teaching method represents a systematic set of procedures which effectively teach a second or foreign language (Celce-Murcia, 2001; Brown, 2007). An appropriate selection of the teaching method in English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching directly influences students' motivation, engagement and successful acquisition of language. Teaching approaches for second language instruction need to match student learning targets because these factors determine both proficiency level and fluency achievement (Rubenfeld, Sinclair & Clément, 2007).

Historically, two predominant methodologies of teaching have received significant attention of the researchers: The Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). GTM provides ordered instruction of grammar rules yet CLT makes communication skills the essential focus of learning. While GTM is a common instructional method in English language teaching context in Pakistan at higher secondary level, in this study, the focus has been centered upon one of the two versions of the CLT approach i.e. the weak version, to effectively acquire language learning and teaching besides benefitting from the PERMA-based grammar instruction using this technique.

2.10.1 Grammar Instruction in the Grammar Translation Method (GTM)

Teaching with Grammar Translation Method (GTM) creates a base for students that strengthens their grammatical accuracy that nevertheless leads to a compromised ability communicative competence. Students using the GTM find spontaneous

communication challenging as well as develop speaking anxiety because they receive scarce opportunities to practice conversation in their target language. A study conducted in Indonesia during 2013 discovered that students abstained from English conversation because they lacked practical speaking opportunities while being worried about their English pronunciation which had probably been affected by Traditional Grammar teaching methods. In Pakistan, the Grammar Translation Method (GTM) is still widely practiced in schools for teaching English grammar (Haque, Mahmood, & Tahir, 2021). Research also shows that while GTM remains dominant, the Communicative Language Teaching (CLT) approach often produces better grammar learning outcomes (Kirn & Baig, 2021).

2.10.2 Grammar Instruction in Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) has been classified in two distinct forms: the strong and weak versions, as outlined by Howatt (1984). The strong version focuses on ‘using English to learn it,’ promoting communication as the key mechanism by which learners acquire language. The weak version, on the other hand, advocates for ‘learning English to use it,’ in which learners first receive instruction in language structures and then apply them in real-life communication (Howatt, 1984). This distinction is particularly significant in shaping classroom practice, especially in non-native learning contexts. While CLT, in general, promotes grammar learning through real and meaningful use, this study adopts the weak version of CLT. This approach aligns for students who learn better when they get structured input and clear instructions first before engaging in communicative tasks. Even in its weak form, CLT employs language use in conversations, dialogues, storytelling, and interactive exercises, in contrast to the conventional Grammar Translation Method (GTM), which emphasizes the memorization of rules (Thompson, 1996; Larsen-Freeman, 2011). Teachers further personalize lessons by utilizing students’ interests, backgrounds, and experiences (Brown, 2007). Thus, the weak version of CLT employed in this study provides a balance between structure and communication, offering students both structural instructions and contextual use of grammar.

2.11 Integrating Positive Psychology and PERMA in English Grammar

Integrating Positive Psychology and the PERMA model into teaching of English grammar not only increases student engagement and motivation, but it also helps to reduce mental stress and improves many aspects of their personality. This strategy allows the students to build a sense of well-being and personal development while also learning a language.

This approach has been explored in the book *Innovations in Language Teacher Development* where Marc Helgesen in the chapter 13, “Jobs, Careers, and Callings: Adapting Positive Psychology Tasks for Use in ESL/EFL and Other Language Classes and Teacher Education,” introduces an innovative approach to teacher development by incorporating positive psychology concepts into ESL/EFL teaching. By using Sonja Lyubomirsky’s ‘Eight Steps Toward a More Satisfying Life’ Helgesen develops classroom activities which promote both emotional growth and well-being of students. These psychological concepts fit perfectly into Helgesen’s grammar instruction as he builds a connection between language learning and emotional development. He combines emotional awareness with language practice through many microteaching tasks (Table 1).

Different tasks in this program promote well-being through the PERMA approach by building positive emotions through gratitude exercises and fostering engagement through interactive activities along with strengthening relationships through collaborative work while allowing students to connect language proficiency to personal development for meaningful experiences and gaining accomplishment by achieving language and emotional resilience skills. The abovementioned tasks teach students a complete approach regarding language learning, which only develops them linguistically but also enhances their emotional well-being.

Table 1:

Illustrative Positive Psychology Interventions (PPIs) for Enhancing Language Learning and Well-Being Through Grammar (Helgesen, 2016; Fresacher, 2016)

Positive Psychology's Concept	Grammatical Application in Classroom	Examples
Remembering good things in your life	Applied in Past Tenses	I gave water to the thirsty cat.
Notice good things as they happen, mindfulness	Applied in Present Tenses	Describing how you enjoy eating your favorite fruit.
Random acts of kindness	Teaching Imperatives & Direct/Indirect Speech	Giving your bus seat to someone else and saying, "Please sit."
Health and habits	Teaching good habits using Modal Auxiliaries	You ought to walk after meals to aid digestion.
How to deal with stress	Teaching Habits, Tenses (present, past)	Talking to your friend regarding something stressful in your life.
Three good things	Teaching Past and Present Tenses	Participant wrote, "When I cooked dinner, my family was pleased."

2.12 Research Gap

Through an in-depth review of the previous studies from all relevant perspectives, the research gap has been identified as the restricted use of positive psychology in Pakistani education, with particularly little study on the application of the PERMA model in teaching English grammar. This gap presents an opportunity for future research the chance to investigate and create interventions that involve well-being strategies through English grammar instruction, both internationally and within the Pakistani educational system.

2.13 Conclusion

This chapter comprehensively discussed the researches about bringing positive psychology into educational settings using Martin Seligman's PERMA model (2011). The literature review analyzed three pivotal concepts namely, well-being and positive psychology alongside positive education. The impactful role of the well-being of adolescents within the educational context is demonstrated through different research investigations. The chapter also reviewed studies that analyzed how schools can apply the PERMA model within ESL/EFL learning environments specifically focusing on student emotional well-being and engagement levels. Additionally, it discussed the CLT methods. The role of teachers in creating and maintaining a supportive learning environment by using the positive psychology's techniques was also addressed. Empirical researches were discussed that showed how the PERMA model has proven effective at different educational levels. Finally, the chapter revealed an absence of research about the integration of positive psychology's PERMA Model to English grammar teaching, specifically within Pakistan.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This study is quasi-experimental research that explores the impact of integrating PERMA Model into teaching English grammatical tenses. Specifically, it aims to enhance the overall well-being of female higher-secondary school students through ELT. This chapter starts by describing the theoretical framework, then elaborates on the research design, followed by data collecting and its procedure, as well as the study's participants. subsequently the data is extensively analyzed. It also describes in detail the general process of the activities and finally addresses the ethical consideration that guided the study.

3.2 Research Design

This research is a case study. A case study is a research method that involves an in- depth, contextual examination of a specific individual, group, organization or phenomenon within a real-world setting (Yin, 2018). Case studies may use a quasi-experimental approach, enabling researchers to examine changes before and after an intervention without having full experimental control (Creswell, 2018). By combining rich descriptive data with structured comparisons, case studies offer nuanced insights into the real-world application of interventions (Merriam & Tisdell, 2016). While case studies are generally longitudinal and in-depth, in this research a quasi-experimental design with mixed methodology was considered to be sufficient since the researcher is an insider in the study by virtue of having been a part of the same institution as a teaching faculty member.

Quasi-experimental research design resembles the experimental research design but is not completely experimental in nature (Campbell, 1979). It is a strong method of study that enables the researcher to determine cause-and-effect relationships when true experimentation is not possible or appropriate (Baldwin, 2023). In the domain of education, quasi- experimental research has been used to compare teaching techniques and educational programs, establish the effects of school-based interventions, and

identify variables that affect students' learning and academic performance (Sukino, 2016). Therefore, this design was used because it presents a more profound and fuller view of the research problem, develops and combines the data collected from the qualitative and quantitative approaches, improves and enriches the results and comprehension, and exploits the advantages while avoiding the drawbacks of the individual designs (Creswell & Clark, 2017).

3.3 Research Instruments

This research employed a pretest-posttest quantitative instrument in order to carry out the experiment efficiently and bear results with noticeable contrasts pre and post the intervention. The pretest-posttest design functions as an established quantitative research instrument which enables researchers to understand treatment effects by measuring results before and after the intervention period. This research design shows high effectiveness when used in educational and psychological research to evaluate instructional strategies or therapy intervention effectiveness. The research method begins with initial measurement using pretests to gauge participant status before the intervention followed by posttests that gauge outcome changes (Mariano & Ancheta, 2021).

Moreover, a qualitative research tool of interviewing, specifically semi-structured interviews was also used in order to collect the data. The semi-structured interviews function widely in qualitative studies for examining participants' feelings together with their perceptions and life experiences (Holloway, 2014). The method enables the interviewer to probe additional issues without restrictions on pre-designated core questions.

While the qualitative tool helped in determining the statistical significance of the impact of PERMA-based model on the students' sentence construction, the qualitative tool facilitated a deeper insight into the ways in which the students' psychological well-being was enhanced.

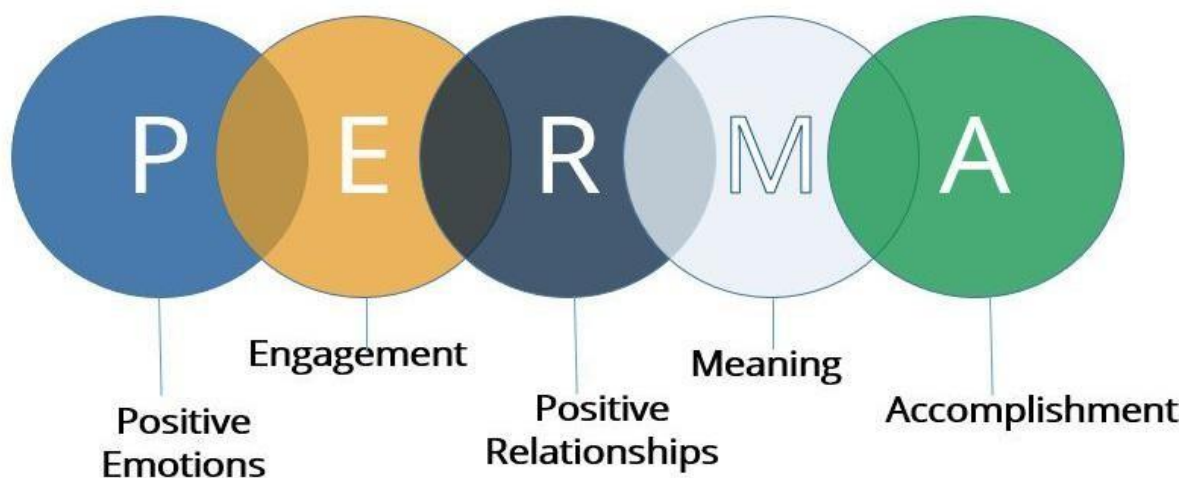
3.4 Theoretical Framework

PERMA model is one of the most well-developed models in the field of positive psychology, which has been applied in various studies to define and measure well-being (Minh, 2024). The PERMA model which Martin Seligman introduced contains Positive Emotions, Engagement, Relationships, Meaning and Accomplishment as essential elements that define well-being (Morris, 2024). PERMA is now the most popular theoretical model in the field of positive psychology as well as the one that has been most supported by empirical knowledge in various domains.

This study utilizes the PERMA Model as its theoretical framework to explore the influence of its integration in the classroom teaching of English grammatical tenses. And examine its potential impact on the well-being of female students at higher secondary level. Seligman (2018) defined well-being as a variable that has five components, which are all parts of the whole but none of which is well-being per se. These are Positive emotion, Engagement, Relationships, Meaning, and Accomplishment are abbreviated as PERMA (Seligman, 2018, page 35). PERMA is the latest in theories of psychological well-being; compared with SWB and PWB theories, it not only targets happiness, as does SWB, or aims at personal growth, as does PWB, but also pays attention to accomplishment to assess the success that individuals have experienced (Seligman, 2018)

Figure 1:

Five Elements of the PERMA-Model



All the aspects of PERMA have some role to play in increasing the positivity as well as the ability to learn. Research on PERMA has made it possible for each of the factors to be assessed with great precision and that there are standard scales which can be used in enhancing the learner's performance (Seligman, 2011, 2018). Following are the five elements of PERMA as defined by Martin Seligman in 2011, each contribute to enhancement of over-all well- being of a person.

Table 2:

Key Elements of PERMA and their Descriptions

PERMA Elements	Description of Seligman's PERMA Elements
Positive Emotion	The experience of positive feelings and emotions, such as satisfaction, gratitude, joy, pleasure and happiness.
Engagement	The experience of being so immersed in an activity that one forgets about the surroundings and loses the track of time.
Relationship	The quality and quantity of a person's social relationships with others.
Meaning	Using your strengths and virtues to the service of a purpose and cause bigger than one's own self.
Achievement	A sense of accomplishment and success a person gets from working hard towards set goals.

Though these five elements do not embrace all the conditions that positively determine well-being, they are intertwined and form a paradigm that underpins well-being in positive psychology. In general, studies on PERMA have supported the theoretical construct and the applicability of PERMA as a factor for the improvement of personal as well as academic performance, constantly validating it as a strong theoretical model. Given its strong foundational construct, this study utilizes Seligman's PERMA Model of well- being through its five interconnected components, as its theoretical framework.

3.5 Data Collection

The time allotted to the experiment was 14 weeks, with a break of one week after every week of treatment. The break was intended to give the students sufficient time to reflect on the examples used and thoughtfully internalize the concept that how PERMA- based example sentences might influence their own well-being. First week was utilized in collecting the pretest quantitative data i.e. Example sentences assessment from both control group and experimental group. While the pretest semi-structured interviews were only conducted in the experimental group. Likewise, the last week was utilized to collect the posttest data from the control and experimental group. The intervention began on October 25,2024 and concluded on January 31, 2025.

During the intervention, the students were taught grammatical tenses 2 days a week. The length of a lecture spanned 25 minutes on each day. The first 10 minutes of each lecture were given to teaching the students of the treatment group through PERMA-based sentences by explaining the rules of each tense, whereby, the rest of the time the students practiced the respective tenses via discussions and storytelling (CLT techniques) which were based on the PERMA-Based topics. Where they shared their past and present experiences and future endeavors which were in relevance to PERMA elements. Meanwhile, the other group was taught sentences through the practice already in vogue at the school. Each week, with a week for break, allowed the instructor to teach two types of tenses to each group, and the entire course of teaching twelve tenses, therefore, required a complete 12 weeks of experimentation.

Table 3 :

Overview of Experiment's Schedule

Experiment Duration	Class Schedule	Lecture Duration	Total Teaching Hours (without breaks)	Tenses per Week	Tenses Taught
14 weeks	2 days a week	25 minutes per class	6 weeks × 50 min = 300 min	2 tenses per week	12 tenses

Table 4:*Weekly Breakdown of Tenses*

Weeks	Tenses Covered
Week 2	Present Simple, Present Continuous
Week 4	Present Perfect, Present Perfect Continuous
Week 6	Past Simple, Past Continuous
Week 8	Past Perfect, Past Perfect Continuous
Week 10	Future Simple, Future Continuous
Week 12	Future Perfect, Future Perfect Continuous

In addition, semi-structured interviews were conducted pre and post intervention (see Appendix C). The questions of these semi-structured interviews stand valid and reliable as they are designed in light of framework of the PERMA Model. As part of the pretesting calibration and post-testing comparison, the students were questioned individually before and after the experiment utilizing the qualitative research technique. Before and after the study, open-ended questions were given to talk with respondents and obtain unbiased facts about a subject. Five students, who make up one-fifth of the 25 students in the experimental group, were chosen for interviews based on their good attendance and active participation in the class. To ensure the validity and reliability of the PERMA-based sentences for the experiment group, they were reviewed by a positive psychology lecturer of NUML's Psychology Department as an inter-rater for the clarity and relevance to the purpose of the study (see Appendix G).

Furthermore, pre and posttest assessment was done to gauge the ability of students to internalize PERMA based sentences after the experiment (see Appendix D). Before and after the intervention, all 25 students in the experimental group were instructed to make three sentences for each tense. To reduce researcher bias and ensure reliability, half of the test papers were graded by another English teacher from the same institution.

3.6 Research Participants

The participant pool composed of students of Punjab Group of Colleges, a private college in Rawalpindi. A total of 50 students comprised the participant pool of the experiment, specifically females, as already mentioned, all within the age bracket of 16-18 years old. Two groups, 25 students in each section, were selected based on the pre-existing sections of the students, making them the naturally occurring groups of the study. One of the sections was assigned to the experiment group, and the other section, the control group. The experiment group received the intervention. On the other hand, the control group did not receive the intervention. Additionally, the researcher participated in the research as an English subject teacher.

3.7 Research Variables

This study examined two main variables: one independent and one dependent. The independent variable was the type of instruction used to teach English grammar tenses, specifically, PERMA-based instruction for the experimental group and non-PERMA-based instruction for the control group. The dependent variable was the well-being of higher secondary female students. The independent variable was expected to have a positive influence on the dependent variable. Some intervening variables were controlled in the experiment to ensure that they do not alter the results of the experimental study. These include the age of the participants (16-18 years), teaching methodology, and duration of the intervention which remained consistent across both groups. In addition to these variables, the difference of prior grammar knowledge was controlled by specifically including second-year intermediate students in the study who had cleared their first year's examination. This

ensured that their competence in grammatical tenses was well built and they possessed requisite grammatical knowledge to practice tenses through the CLT method of English language teaching. However, one non-controllable variable was the students' prior knowledge and competence in practicing PERMA elements. PERMA is basically a practice that one keeps doing in life even without a proper introduction to its field of study. Thereby, some students might have been at better level of practicing PERMA already as compared to the others. This variable was, however, controlled to some extent by conditioning pre-treatment interviews as described in section 3.5.

3.8 Procedure of Teaching

The researcher taught PERMA-based examples of tenses to the experiment group (see Appendix A), whereas the control group was taught the non-PERMA based examples of tenses which were taken from Wren and Martin's High School Grammar and Composition for reference (see Appendix B). Students in the control group received instruction through the 'weak version' of CLT, according to the method's procedure. The researcher began by explaining the rules of each tense in all the lectures using non-PERMA-based examples and students practiced the tenses using them in CLT driven techniques of discussions and storytelling.

On the other hand, during the introduction phase of grammar instruction, following the 'weak version' of CLT, the researcher presented the rules of tenses explicitly and then gave the PERMA-based example sentences. Later on, the students were made to engage in the CLT-oriented techniques such as interactive discussions and storytelling sessions. As part of the main framework of the study, the students were given PERMA-linked topics in their discussion sessions, for example, using the present tense, the students discussed about their hobbies which brought joy and happiness followed by talking about their habits that helped increase their hopefulness etc. Alongside, the technique of storytelling was practiced using the past tense, whereby the student's shared instances of building and maintaining positive relationships and exchanged narratives about their regular accomplishments. Furthermore, the future tense was utilized to talk about their life objectives.

This version of CLT for grammar instruction ensured that students not only learned the grammatical rules but also utilized them in significant, real-world contexts, enhancing both linguistic accuracy, proficiency in communication and enhanced well-being by learning from experiences of other participants and by discussions based on the PERMA-based topics.

3.9 Data Analysis Procedure

This research study combines quantitative and qualitative evaluation techniques to measure changes undergone by experiment group participants because of the intervention. The data methods enable researchers to analyze two areas: PERMA-based tense sentence construction abilities and overall student well-being changes from the intervention approach.

3.9.1 Quantitative Analysis

This research applied paired t-test evaluation to assess how the intervention modified PERMA-based sentence construction abilities among students. While the control group received no intervention, the experimental group participated in the intervention, and a comparative analysis was conducted to assess the outcomes.

Additionally, a descriptive statistical analysis was employed using the SPSS Software to assess the ability of participants of the experiment group to construct PERMA- Based sentences in the post-test assessment. The methods used for carrying out the descriptive statistical analysis were measures of central tendency whereby, the mean, median and standard deviations of all five PERMA Elements were calculated.

Moreover, frequency distribution was also employed to check how many students made the PERMA-Sentences. The steps followed in this method are (i) Organizing the data (ii) Creating frequency table (iii) Interpreting the results. As per the requirement of the procedure of conducting frequency distribution the data was collected followed by preparation to create an organized data for analysis (Guetterman, 2019). In the next step three categories were created i.e. High, Medium and Low by assigning the numerical ranges to each category (Maswar, 2017) whereby, if the students made between 30-36 PERMA- Sentences, they belonged to the High category. Likewise, 25-29 PERMA-based sentences belonged to the medium category and lastly, any number of total PERMA-Sentences below 25 belonged to the Low category, depicting a low impact on the internalization of PERMA- sentence making ability of students.

3.9.2 Qualitative Analysis

Reflexive Thematic Analysis was conducted following the six essential steps proposed by Braun and Clark (2022). The interviews were transcribed, and as per the first step, the data was regularly reviewed to ensure a deeper familiarization. Which in turn helped in generating of codes, the second step, which are closely aligned with the interview responses. The next three steps, namely, searching for themes, reviewing the themes and naming the themes have been covered in one step by employing a Top-down Approach (Braun & Clark, 2022). This approach utilized the preexisting themes of the framework to carry out the analysis. The predefined themes in this analysis are guided by the 5 elements of the theoretical framework of PERMA, Positive Emotions,

Engagement, Relationships, Meaning and Achievement are used in this analysis, since the primary goal of the analysis is to measure the improvements and developments occurring with regards to these elements. RTA also focuses on researcher's interpretations which serve as a qualitative data analysis technique all while revisiting the transcriptions a number of times for accuracy and credibility. Conclusively, a total of 13 different codes were created across 5 themes aligning with PERMA elements, with each theme carrying, see Table 5.

Table 5 :

Themes, Codes and their Brief Description.

Themes	Codes	Description
Positive Emotions	Instances of Happiness	Number of instances that brought joy and happiness.
	Instances of Gratitude	Frequency of expressing thankfulness.
	Activities to Foster Optimism	Hobbies and activities that enhance optimism.
Engagement	Enjoyable Activities	Frequency of engaging in enjoyable tasks.
	Complete Immersion	Extent to which Ability to be fully absorbed in tasks for satisfaction.
Relationships	Appreciation towards Family	Complimenting or showing regard to family
	Helping Friends	Instances of helping friends and the nature of help provided.
	Helping Strangers	Instances of assisting strangers in need.
Meaning	Identification of Purpose	Determining if participants discovered their life's purpose.
	Steps Towards a Meaningful Life	Actions taken towards practicing their life's purpose.

Themes	Codes	Description
Achievement	Setting Goals Regularly	Frequency and nature of setting small goals regularly.
	Celebrating Achievements	Whether participants celebrate and how they celebrate small accomplishments.
	Source of Motivation	The nature of driving force that pushes the participants to set regular goals.

This qualitative analysis offered valuable insights into student's states of well-being pre and post the experiment. The validity of the analysis was maintained through member checking, in which participants reviewed the findings and confirmed the accuracy of their perspectives. The study-maintained reliability by controlling researcher bias through consistent interpretation reviews aimed at preserving research objectivity.

3.10 Ethical Considerations

Johnson and Christensen (2004) outlined four core ethical requirements for researchers which included gaining consent from participants, allowing people to withdraw from the project and protecting their confidentiality and ensuring anonymity. The researcher has devoted special attention toward proper ethical compliance. Before conducting the data collection, the Head of educational institution granted his agreement through a Letter of Permission (Appendix E). To conform to the ethics of conducting any research, the researcher informed about the experiment to all the participants of both groups prior to the experiment and took their consent prior to the experiment as well as ensured their anonymity during the pre and posttests assessments and semi-structured interviews. The informed consent form allowing parents to approve their child's research participation is included as Appendix F. All participants in the experiment received the option to withdraw their participation at any time. To prevent the data from being used against the respondents or for any other reason, the names of the research participants have not been disclosed.

3.11 Conclusion

This chapter explained thoroughly the research methodology adopted for the investigation of the impact of PERMA-based tense instruction on the sentence construction and overall well-being of the higher secondary school students. Along with that, it described data collection tools and methods in light of the scope of the study and selected theoretical framework. The next chapter covers a detailed data analysis and interpretation of results.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected to examine the impact of teaching grammatical tenses through PERMA-based example sentences on the well-being of higher secondary school students and their ability to reproduce PERMA-based sentences. The analysis is based on the pre and posttest assessment of the grammatical sentences and semi-structured interviews. The first section of the chapter reports the quantitative analysis from pre-tests conducted with both control and experimental groups, while pre-test carried out in the experimental group only. The second section presents post-tests analyses of the qualitative data gathered from experimental group and quantitative data of both control and experimental groups. To analyze the qualitative data obtained from the responses of semi-structured interviews, Reflexive Thematic Analysis was employed across all the themes of PERMA-model across both pre and post-test analysis. The analysis of semi-structured interviews aims to answer the research question which explores the impact of PERMA- Based instruction on the overall well-being of participants and their perception of the PERMA-based instruction of tenses. For the analysis of quantitative data, Paired t- tests and Descriptive Statistics were used to compare the pre-test results in the first section and post-test results in the second section. Additionally, Frequency Distribution Method was employed to assess students' ability to construct PERMA-based sentences in the post-test results of the experimental group.

4.2 Qualitative Analysis: Reflexive Thematic Analysis of Pretest Data

The wellbeing of students and their perception of PERMA-based tense instruction was analyzed using the reflexive thematic analysis of the semi-structured interviews. Conducted in-person with 5 participants, each interview lasted between 15-20 minutes and aimed to elicit information about their wellbeing in accordance with the PERMA Model. The interviews were transcribed simultaneously both before and after the experiment (see Appendix H). This part of the Analysis chapter employed the

fundamental method of reflexive thematic analysis to identify, evaluate and delineate the patterns or concepts developing from the data. This analysis linked the results to the detailed perspectives of the participants which delivered the study outcomes that aligned with the depth of their experiences.

4.2.1 Positive Emotions: Instances of Happiness

Before the intervention, most of the students mentioned that they didn't experience any happy moment in the entire month while one of them faced a challenging time. Student 1 stated, *"The past month was really problematic for me, so I don't think there was such a really happy moment,"* showing that she did not actively recognize happiness in her daily life and focused more on the challenges that came her way. Student 4 failed to recall any instances of happiness as shown by their response, *"No, I can't remember anything like that."* It shows her lack of awareness about experiencing positive emotions through simple everyday practices. Student 3, following the same pattern as of the students mentioned earlier, found it difficult to pinpoint specific happy instances, stating, *"As long as I remember, not a particular instance that made me happy."* Meanwhile, Student 5 gave a slightly different response and could only recall one instance: *"I went to a wedding where I got to meet my cousins, whom I didn't meet for a long time, so I really felt happy,"* suggesting that although she felt happiness but it was tied to occasional reunions rather than experiencing happiness consciously on a daily basis. Among the two who could recall a happy instance, Student 2 linked her happy memory directly to her birthday celebration: *"It was my birthday, and my parents gave me a great surprise."* This shows that before the intervention, happiness was not frequently experienced or actively noticed and practiced in everyday life, and when it was, it was only tied to special occasions. They barely allowed themselves to experience happiness frequently and made no efforts to enhance their well-being.

4.2.2 Positive Emotions: Instances of Gratitude

Students, before the intervention, either didn't not experience or experienced minimal instances of recognizing and expressing gratitude in their daily lives. Some students either didn't seem to give importance to feeling gratitude or only associated it

with major events. The participants lacked depth with regard to the gratitude-oriented instances, signaling that it was not an active part of their daily thought process. Student 1 stated, “I was quite busy, so I didn’t focus on such things that made me grateful,” showing that gratitude was not something they consciously practiced. Student 4, when asked about sharing the instances of gratitude, she had nothing to share, highlighting a lack of well-being with respect to experiencing gratitude. However, Student 3 mentioned being grateful for having a supportive family but could not provide any specific instances, she shared, “Probably sitting with my parents, spending time with them. I was grateful for that,” but also admitted that this only happened twice or thrice a month, showing that she did not practice gratitude often. It was limited to the context of spending time with her family and it did not extend to other parts of her daily life. Students 2 showed a slight difference by mentioning that she felt grateful in the past month for having a family that tries to keep her happy.

Post-intervention, there was a noticeable shift in students’ ability to acknowledge the importance of gratitude as well as to practice it. They shifted their understanding of it beyond only acknowledging their family’s role and began appreciating a wider range of experiences, including friendships, personal growth, and even for the good things they learned. Student 1, who previously could not recall any instance of gratitude, now shared about her gratefulness for her friend’s emotional encouragement: “My friend motivated me towards life and towards academic things. I think that was the moment I felt grateful.” Similarly, Student 2, who earlier expressed general gratitude towards family only, now mentioned about a teacher who appreciated her. It is important to note that the student seems to have become more aware of how small experiences of gratitude can also enhance her well-being, she shared,

My teacher thanked me because I helped in a difficult task, she thanked me and praised me so much. I felt grateful that she is my teacher. She is really good.

4.2.3 Positive Emotions: Activities that Foster Optimism

Before the intervention, most of the students either had no activities that helped them stay optimistic or did not think about having such activities entirely. Student 2 admitted, “No, there is no activity like that. I have not thought about it before,” highlighting that optimism was not something she actively worked on. Student 5 gave

a similar response, *“There isn’t any specific habit.”* showing that she did not have any structured lifestyle to maintain a positive mindset. Moreover, student 4 relied on external factor to boost her hope and optimism rather than personal practices, stating, *“Whenever I feel low or I am in my tough time, I just call my friend and that’s all,”* indicating that she was dependent on others to lift her mood rather than engaging in activities that were self-driven in fostering optimism in life. Student 3 was among the few who had been practicing a good method to improve optimism, she mentioned, *“There are podcasts on YouTube which are very helpful for you to be optimistic. So probably that. I watch them often.”* On the other hand, Student 1 had been practicing a slightly more structured approach by engaging in activities that reflected upon enhancing optimism,

Not an everyday activity, but I can say a weekly activity like penning down all my thoughts and observations that I’ve made throughout the week and working on them, like what are the positive and what are the negative sides of all those observations. And how I can change the negative ones into the positive ones in the future.

This response suggests that while she had some awareness of habit that build optimism, but she did not have the habit of performing them consistently.

4.2.4 Engagement: Enjoyable Activities

Before the intervention, most students told having limited engagement in activities they truly enjoyed. Some did not have any hobbies where they spent a good time, while others were infrequent in such activities. Student 1 identified poetry as something she liked, *“I do poetry sometimes... but no other activity as such, just poetry,”* but also admitted being infrequent in it, *“twice a month may be... I don’t write so often.”* Student 4 had expressed a love for sketching and painting but also mentioned that she did that once in almost six months, showing that she rarely spends time in an activity she loves and enjoys, *“I love to draw things. Sketching and painting. I do it in six months.”* Student 3, however, could not identify any hobbies at all, stating, *“Hobbies and activities... not really. I’m not such a person with hobbies and activities,”* suggesting a lack of activities and hobbies which nurture personal interests and which

contribute to well-being. Some students reported about the activities they enjoyed, but they not have more than one hobby. Student 2 mentioned cycling as her main hobby, saying, *“I love cycling, and I fully enjoy doing it.”* While Student 5 expressed her passion for cooking, sharing,

I really enjoy cooking, so much that I cook after two to three days, it's a sort of distraction from everyday hustle. So, I really enjoy it... no, no other hobby apart from this one

However, both students did not mention any other activities, which indicates a lack of multiple sources of enjoyable engagement which may lead to increased well-being.

4.2.5 Engagement: Complete Immersion

Before the intervention, most students shared limited instances where they were fully absorbed in an activity they enjoyed or which they found important enough to spend their time in. Student 1 when asked about the how frequently she is absorbed in the activities she enjoys and her feelings during and after this activity, she responded,

Like, twice maybe, and then I just get absorbed in doing so, but I don't write often so yeah, not so often I guess...and to be honest, I feel a little rough or you can say a little gloomy sometimes but after writing it, I feel glad may be... that I wrote poem.

It depicts that even though she has an activity that keeps her fully absorbed but it often leaves her feeling gloomy during the activity. Student 3 experienced complete absorption only while preparing for a speech competition, but she described the process as stressful, with relief and satisfaction coming only after winning, *“Yeah, there was a speech competition, so I got fully absorbed in that. Preparing for it day and night... In the process, it was horrible because I had a shortage of time. But after that, I won. So obviously I felt good.”* This indicates that her immersion was driven more by external pressure than personal enjoyment. Whereas, Student 2 and 5 showed that consistent engagement in an enjoyable and passion-driven activity contributed to better well-

being. Student 2, who loved cycling, reported experiencing complete immersion daily and described her emotions: *"I feel very happy, very immersed and it is mental peace for me, and I really needed it daily."* Meanwhile, Student 5 told that she was completely immersed in the preparation of a Bait-Bazi competition and when asked how she felt during and after, she responded, *"I felt motivated, and I won. I really felt great, and I got the satisfaction that I can do it."*

4.2.6 Relationships: Appreciation Towards Family

Students' responses showed that they expressed minimal appreciation toward their family members, and the students who did compliment their family, it was based on their appearances or specific actions rather than a consistent practice of showing appreciation. Student 1 for example, recalled complimenting her sister when she got ready and her mother when she cooked food but admitted that it was not a habit, saying, *"Yeah, I complimented my sister on getting dressed up, and she became really happy. I also complimented my mother on making some delicious food for me."* Similarly, Student 2 felt grateful for having a supportive family but admitted that she did not actively express it to her family, stating that she is grateful for having the family that tries to keep her happy. Student 3 too admitted that she appreciated her family very less rather mostly complimented her friends instead, though she did recall one instance where she thanked her parents for their emotional support, saying, *"As I mentioned before that, you know, when I sat with my parents, I appreciated them for you know, being emotionally supportive. That's it."* In contrast, Student 4 frequently complimented her mother on her cooking and her younger brother on his appearance, explaining, *"I compliment my mother on her cooking skills almost daily. I also compliment my younger brother a lot after he gets ready."* Student 5 mentioned she complimented her sister often but she didn't really extend this habit to other family members. These responses suggest that for most students, appreciation towards family was either occasional, directed at select individuals, or not actively practiced at all.

4.2.7 Relationships: Helping Friends

Before the intervention, students generally helped their friends, but their understanding of helping was often limited to academic support or emotional

consolation. Student 1 admitted helping her friends only in class tests, saying, *“I think I’ve helped my friends in the class tests, so I’ve helped them in explaining all the exercises that they were not able to understand on their own.”* This suggests that her assistance was situational and based on immediate academic needs rather than a broader habit of helping friends in different aspects of life. Student 2 also mentioned an academically focused form of help, explaining, *“Yes, there was a Re-Sendup exam of my friend. She was facing a lot of problems in accounting, so I helped her with it.”* This response shows a specific, task-oriented approach to helping rather than an ongoing habit of providing support in different ways. Student 3, on the other hand, seemed to perceive helping as something related to providing emotional support, she stated, *“Not often, but once I guess because a class fellow of mine was crying because of, you know, friendship problems, so I consoled her.”* Such compassionate behavior demonstrates empathy yet fails to involve practical support for friends above comforting them emotionally. Student 4 initially misunderstood the concept of helping friends, believing that helping was only necessary during major problems. She admitted, *“Honestly, I used to think that helping friends is only when they are in a sad mood or in a very big trouble.”* However, she eventually recognized that even small compassionate gestures such as note sharing and small assistances for friends hold value. Student 5, like Student 3, offered emotional support after witnessing her friend experiencing a panic attack as he stated *“Yeah, my friend had a panic attack and I really helped her through that.”* While this was a meaningful form of assistance, her response also showed that she did not consider other, everyday forms of help as equally valuable. These responses indicate that before the intervention most of the students associated helping friends with some academic oriented tasks or providing emotional support during crises, rather than seeing it as a regular and proactive behavior.

4.2.8 Relationships: Helping Strangers

Pretest responses of the students mostly showed that there were limited instances where students helped any stranger and even if they did they did infrequently. Their understanding of helping unfamiliar people was often limited to spontaneous acts rather than a deliberate effort to be kind to others. Some students admitted that they did not think about helping strangers, while others felt indifferent when given the opportunity to assist someone. Student 1 reported not helping any stranger in the past

month. It suggests that helping unfamiliar people or strangers was not a part of her everyday routine or something she considered doing actively and mindfully. Similarly, Student 3 admitted,

No, not really, it is something that I'm not proud of as I did get a chance, definitely, I would not at all lie, but, you know, I just felt like there is no need, I just felt off to help people.

This response reflects that Student 3 made a conscious decision to avoid helping others, which indicates that either she lacked the motivation or did not find it much important to help the stranger in need. However, some students did recall helping strangers in certain situations. For example, Student 2 mentioned,

Yes, I helped a stranger as I got my monthly from my father, so I gave her some money, so I helped her and I also helped a poor girl in the market because she was hungry, so I gave her a packet of chips.

These responses indicate that she associated helping strangers mainly with financial assistance. Student 4 provided a kind of help that was different from what other students did, she recalled and stated, “*Yeah, I helped an old man crossing the road, and he thanked me, and it was a great feeling.*” This highlights that acts of kindness were present but not a regular or actively pursued habit. Student 5, like Student 1 and 3, did not recall helping a stranger at all, stating, “*No, because I didn't get a chance to.*” Her response conveys the idea that either she may have overlooked the opportunities to help others, or that she did not consider doing small acts of kindness for strangers as significant enough to be mentioned. Overall, the pre-intervention responses suggest that students did not prioritize helping strangers unless it was a rare, spontaneous act.

4.2.9 Meaning: Identification of Purpose

Most students demonstrated difficulty in defining their life purpose at the beginning because they linked this goal solely to professional achievements and individual accomplishments. While some students had an idea of what they wanted to

do, they had not taken any steps toward it, and others were uncertain about their purpose altogether. Student 1 linked her purpose exclusively to career aspirations, stating, *“For me, the purpose or aim in my life is to qualify in ACCA, I can say so that’s the biggest aim of my life.”* She believed that achieving her professional goal would bring her happiness. Student 2, in the similar manner identified her purpose in life relating it to academic success, explaining, *“I have a goal to become a lawyer. So, I really want to achieve my goal by working hard.”* When she was asked what according to her would make her life meaningful, she repeated, *“I think becoming a lawyer will make my life meaningful.”* These responses indicate that both students defined purpose only in terms of professional accomplishment, without reflecting on deeper aspects of meaning which delves in having a purpose larger than one’s own self. Student 3 had no concrete purpose towards life but showed a general inclination toward helping others. She said, *“Related to purpose... not really, just that I remain good with everyone and help ease their pains.”* On the other hand, Student 5 was the only one who had a vision that extended beyond personal success. She shared that she wanted to help people by opening an NGO of her own. However, when asked if she had started working toward this goal, she admitted not having started anything yet in pursuance of her purpose in life. This response suggests that while she had a strong purpose in mind, she lacked a plan or motivation to act in this regard.

4.2.10 Meaning: Steps Towards a Meaningful Life

Before the intervention, most students had not taken any concrete steps to make their lives meaningful. While they had some understanding of their purpose, they lacked efforts that involved solid efforts to fulfill it. Student 1 had previously associated the concept of a meaningful life with academic and career success, stated that her purpose in my life is to qualify in ACCA. However, when asked about the steps she had taken in the past month to work on her purpose, she admitted taking no steps in this regard. Student 2 expressed a goal to become a lawyer yet failed to take substantial first steps toward achieving this objective. This suggests that while she had an aim in mind, she had not actively worked toward it yet which may indicate a low well-being as she was not taking making her life meaningful seriously. Student 3 expressed that she wanted to help others while making their life less painful but it was not a specifically established life purpose, according to her. However, her response to whether she had

taken any steps toward this was minimal, as she only recalled helping her friend in her emotionally tough times. This indicates that her understanding of taking steps towards a meaningful life was still unclear and also passive. Student 4, who wished to travel the world and experience different cultures, had not made any efforts toward this goal, admitting, *“Not really, none. I haven’t done anything to work on it.”* This suggests that her purpose was more of a distant dream rather than objective that really would make her life meaningful. Student 5 had set an aim to open an NGO initially to help people but had also not taken any concrete steps toward it. This shows that while she had a meaningful vision, she had not yet begun working toward it in any way. Overall, the pre-intervention responses reveal that students were either unaware of the steps that are needed to make their lives meaningful or did not find making active efforts to move toward their goals as important.

4.2.11 Achievement: Setting Regular Small Goals

Before the intervention, students were not in habit of setting small, achievable goals in their daily lives. Their responses suggested that either they were inconsistent in setting goals or when they did, it was tied to external pressures, such as academic pressure. For example, when asked about what small goals she had set in the past month, Student 2 replied, *“I was facing difficulty in two chapters of accounting, and they were very difficult so I really wanted to do it, and I did it, it felt great.”* Her response indicates that while she did set a goal related to her studies, it was one that is driven by a problem she encountered rather than her regular practice of setting small goals. Student 3, on the other hand, shared in her response that she had set a goal to reduce her overthinking, stating, *“A small target I set was not to overthink, just for my sake, so I am on that mission already.”* Unlike the other students, it was a personal goal, highlighting the fact that self-awareness of how setting small goals at personal level could positively impact her overall well-being. Talking about Student 4, she admitted that she did not have the habit of setting small goals regularly. Meanwhile, Student 5 also did not frequently set small goals, but she had recently set a target of maintaining personal boundaries, explaining, *“I really get attached to people, and now I know how to set boundaries and I set the target to maintain boundaries.”* However, when she was asked if it was fully achieved, she mentioned having achieved it to a little extent but not

fully. This indicates that while she had set a goal, she still lacked confidence to follow through.

4.2.12 Achievement: Celebrating Small Achievements

Before the intervention, students did not consider celebrating their small achievements as important. Many perceived the idea of progress as something to be acknowledged and celebrated only when something huge is achieved rather than appreciating smaller steps along the way. Student 1, for instance, made some efforts for controlling her anger and acknowledged that she did achieve some level of progress too, however, when asked whether she considered celebrated this achievement in any way, she responded,

Yeah, I have a lot of anger issues and I just react so often, so I have controlled them and practiced not to react on everything that's happening to me and I don't think it's an achievement as such, so I didn't celebrate it.

This indicates that she did not consider acknowledging her personal growth, which could impact her motivation for setting more such goals over time. Student 2 had a more task-based idea of goal-setting and worked on an academic goal and completed that task. However, like Student 1, she too did not celebrate her small achievement. This suggests that she viewed this instance of achieving goal as just another task to be completed rather than something to take pride in. Furthermore, student 3 set a small goal of reducing her overthinking but unlike the first two students, she acknowledged the progress she made and rewarded herself for it, sharing, “*You know, I have lessened my overthinking... also, I'm a foodie, so I, you know, gave myself a good treat.*” This response indicates that she understood the importance of self-recognition slightly better than others, even though it was not an established habit that she practiced often. Student 4 and 5, on the other hand, admitted that they did not have the habit of setting goals frequently. The data collected before the intervention shows that the students did not celebrate their small wins on a consistent basis, and most did not even consider their achievements worthy of any acknowledgment.

4.2.13 Achievement: Sources of Motivation

Before the intervention, students' responses showed that they derived their motivation for setting goals mostly from external factors. Their motivation either relied on academic pressures, societal expectations, or making their family happy, rather than having an internal desire of improving oneself. Some students already had a general understanding of what particularly motivated them but they did not reflect on it. For instance, Student 1 mentioned that her past experiences where she was taken for granted were her biggest motivation, saying, "All my past experiences and how people have taken me for granted or how people have treated me is the biggest motivation for me to achieve this goal." This suggests that her motivation for setting her goal of personal development stemmed from a negative place rather than focusing on various positive motivations around her. Unlike the first student, Student 3's desire to succeed stemmed from her aspiration to advance and fulfill personal goals rather than seeking recognition from outside influences. She used self-reinforcing strategies to motivate herself, stating,

I feel like when you achieve one goal then the motivation for another comes because you know you have achieved one goal so you just feel more inclined towards the next goal.

Student 4, however, lacked a proper source of motivation as she only mentioned making her parents proud in this regard. Her response reflects she relied on external validation more than a self-driven motivation. On the other hand, when Student 5 was asked about her source of motivation, admitted, she mentioned, "*There isn't any specific motivation, I guess.*" This suggests that she had not consciously pondered upon what drives her to set and achieve her regular goals. Overall, before the intervention, students seemed to have been largely motivated by external factors such as family expectations, social validation, or even past experiences in a case, rather than being driven by personal aspirations for growth and self-improvement.

4.3 Comparison of Mean Scores before Treatment

The comparison of mean scores before treatment for each control and experimental group is presented below. This analysis covers 5 elements of PERMA in

sentences construction. By examining these scores, initial differences between the groups were analyzed.

4.3.1 Positive Emotions

The paired samples statistics in Table 6 indicate the pretest scores for positive emotions in both the control and experimental groups. The results show that both groups had similar number of sentence construction related to positive emotions before the experiment. The control group had a mean score of 0.48, while the experimental group had a mean score of 0.52, indicating a clear similarity between them. The standard deviations for the control and experimental groups are 0.65 and 0.71, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 6 :

Pretest Statistics of Positive Emotions Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.48	0.65	0.130	0.23	0.81
Pretest Experimental Group	25	0.52	0.71	0.143		

The t-test result for the difference between the pretest positive emotions of the two groups ($t = 0.23$, $p = 0.81$) indicates that the difference is not statistically significant, as the p-value is much greater than the 0.05 threshold. While the t- value close to 0 suggests that the difference between the control group and the experimental group is minor. Overall, the results indicate that both groups started with similar number of sentences constructed for positive emotions, before the experiment, ensuring a fair comparison for the later analysis.

4.3.2 Engagement

The results displayed in table 7 show that although the mean scores of both groups are a bit different, the difference is very small. The control group had a mean score of 0.28, while the experimental group had a mean score of 0.32, indicating a clear

similarity between them. The standard deviations for the control and experimental groups are 0.61 and 0.47, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 7 :

Pretest Statistics of Engagement Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.28	0.61	0.122	0.32	0.74
Pretest Experimental Group	25	0.32	0.47	0.095		

The t-value is 0.32 and the p-value is 0.74. Since the p-value is much higher than 0.05, it means the difference is not statistically significant. In simple words, control group and the experimental group were at the same level in terms of Engagement based sentence construction, so they started from a similar point.

4.3.3 Relationships

The results displayed in table 8 show that although the mean scores of both groups are a bit different, the difference is very small. The control group had a mean score of 0.28, while the experimental group had a mean score of 0.32, indicating a clear similarity between them. The standard deviations for the control and experimental groups are 0.61 and 0.47, respectively, indicating some variation in scores but a clear similarity within the SD of each group

Table 8 :

Pretest Statistics of Relationships Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.45	0.76	0.122	0.32	0.74
Pretest Experimental Group	25	0.40	0.64	0.095		

The t-value is 0.32 and the p-value is 0.74. Since the p-value is much higher than 0.05, it means the difference is not statistically significant. In simple words, control

group and the experimental group were at the same level in terms of Engagement based sentence construction, so they started from a similar point.

4.3.4 Meaning

This table provides an analysis of scores measuring of Meaning oriented sentences for an experimental group and control group. The table 9 indicates a very slight difference in the mean scores of the pretest of control group (0.04) and the pretest of experimental group (0.08).

Table 9 :

Pretest Statistics of Meaning Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.04	0.20	0.040	0.56	0.57
Pretest Experimental Group	25	0.08	0.27	0.055		

The t-value of 0.569 and a p-value of 0.574 demonstrate that this change is not statistically significant since the p-value is >0.05 . The value of 0.56 is showing that the difference between the averages of both groups is very small and is not because of any influence. The results indicate that both groups were almost equal in their construction of Meaning based sentences before the experiment started.

4.3.5 Achievement

This paired statistical analysis of table 10 provides an analysis of scores measuring of Achievement oriented sentences for both experimental group and control group. The table indicates a very slight difference in the mean scores of the pretest of control group (0.34) and the pretest of experimental group (0.32).

Table 10 :*Pretest Statistics of Achievement Oriented Sentences*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.34	0.70	0.233	0.21	0.83
Pretest Experimental Group	25	0.32	0.62	0.125		

The t-value of 0.214 and a p-value of 0.832 demonstrate that this change is not statistically significant since the p-value is greater than 0.05. The t-value of 0.214 is showing that the difference between the averages of both groups is very small and is not because of any influence. The results indicate that both groups were almost equal in their construction of Achievement- based sentences before the experiment started.

4.3.6 Overall Comparison of Pretest Control Vs. Pretest Experimental Group

This paired statistical analysis of table 11 provides an analysis of overall comparison of pretest control vs. pretest experimental group. The table indicates a very slight difference in the mean scores of the pretest of control group (1.92) and the pretest of experimental group (1.64). The SD of control group's pretest and experimental group's pretest is recorded to be 1.038 and 1.036, and SE Mean to be 0.208 and 0.207, respectively.

Table 11 :*Overall Comparison of Pretest Control Vs. Pretest Experimental Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	1.92	1.038	0.208	0.979	0.337
Pretest Experimental Group	25	1.64	1.036	0.207		

The t-value of 0.970 and a p-value of 0.337 demonstrate that this change is not statistically significant since the p-value is much higher than 0.05. The t-value of 0.979 is showing that the difference between the averages of both groups is very small and is not because of any influence. The results indicate that both groups were almost equal

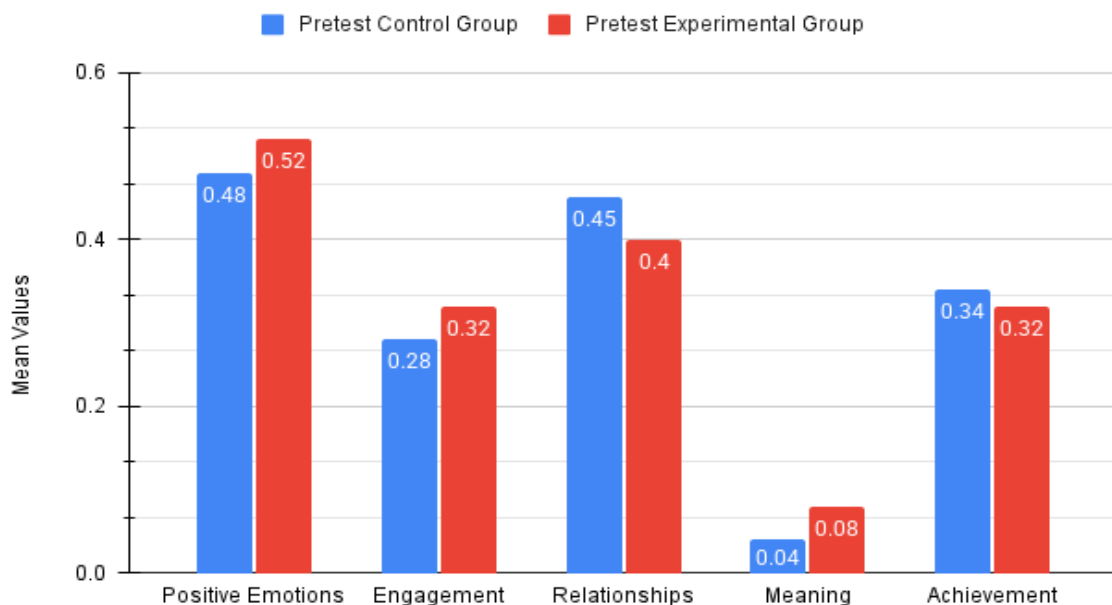
in their construction of PERMA-based sentences before the experiment started. The results have been graphically shown below.

The results have been graphically represented below. The visual representation of bar graph shows that pretest-test scores of both groups are almost similar. Each bar represents the mean value of each PERMA-based sentences constructed.

Figure 2 :

Comparison of Pretest Control Group & Pretest Experimental Group

Mean Values of Pretest Control Group and Pretest Experimental Group



4.4 Comparison of Mean Scores after Treatment

The comparison of mean scores after treatment for each control and experimental group is presented below. This analysis covers 5 elements of PERMA in sentences construction. By examining these scores, post experiment differences between the groups were analyzed.

4.4.1 Positive Emotions

The paired samples statistics show a significant difference between the posttest positive emotion scores of the experimental group (Mean = 4.56) and the control group (Mean = 0.44). The standard deviations for the experimental and control groups are 1.32 and 0.65, respectively. The SE Mean stands at 0.130 for control group and 0.265

for experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention on the posttest of experimental group.

Table 12 :

Posttest Statistics of Positive Emotions Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	0.44	0.65	0.130	14.4	0.00
Posttest Experimental Group	25	4.56	1.32	0.265		

The t-test result for the difference between the posttest scores ($t = 14.4$, $p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05 threshold. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the experimental group experienced a significantly higher increase in positive emotions related sentence construction after the intervention as compared to the control group, highlighting its effectiveness on the sentence construction of students.

4.4.2 Engagement

The paired samples statistics show a significant difference between the posttest positive emotion scores of the experimental group (Mean = 3.40) and the control group (Mean = 0.40). The standard deviations for the experimental and control groups are 1.38 and 0.57, respectively. The SE Mean stands at 0.115 for control group and 0.276 for experimental group. The comparatively higher values of posttest of experimental group suggest that the intervention may have had a positive effect on the posttest of experimental group.

Table 13 :

Posttest Statistics of Engagement Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	0.40	0.57	0.115	10.8	0.00
Posttest Experimental Group	25	3.40	1.38	0.276		

The t-test result for the difference between the posttest scores ($t = 10.8, p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05 threshold. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the experimental group experienced a significantly higher increase in engagement related sentence construction after the intervention as compared to the control group, highlighting its effectiveness on the sentence construction of students.

4.4.3 Relationships

This table 14 provides an analysis of scores measuring of relationship-oriented sentences for an experimental group and control group. The table indicates a very high difference in the mean scores of the pretest of control group (0.48) and the pretest of experimental group (9.56). The standard deviations for the experimental and control groups are 2.36 and 0.65, respectively. The SE Mean stands at 0.131 for control group and 0.473 for experimental group.

Table 14 :

Posttest Statistics of Relationships Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	0.48	0.65	0.131	18.9	0.00
Posttest Experimental Group	25	9.56	2.36	0.473		

The t-test result for the difference between the posttest relationship scores ($t = 18.9, p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05 threshold. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the experimental group showed a significantly higher improvement in relationships-oriented sentence construction as compared to the control group, showing the effectiveness of the intervention.

4.4.4 Meaning

This table 15 shows the statistical analysis of meaning oriented posttest scores of controls and experimental group involving 25 participants. The paired samples t-test shows a significant difference between the post-test scores for the experimental group ($M = 4.76$, $SD = 1.85$) and the control group ($M = 0.08$, $SD = 0.28$). The comparatively higher values of posttest of experimental group suggest a clear effect of intervention on the posttest of experimental group.

Table 15 :

Posttest Statistics of Meaning Oriented Sentences

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	0.08	0.28	0.055	12.4	0.00
Posttest Experimental Group	25	4.76	1.85	0.371		

The t-value of 12.4 and a p-value of 0.000, indicates a highly significant positive change. as the p-value is well below the 0.05 threshold. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that the intervention was extremely effective in enhancing participants' ability of constructing meaning or purpose-oriented sentences, while the control group did not receive any intervention.

4.4.5 Achievement

The table 16 shows the statistical analysis of achievement-oriented posttest scores of controls and experimental group involving 25 participants. The paired samples t-test shows a significant difference between the post-test scores for the experimental group ($M = 5.56$, $SD = 1.75$) and the control group ($M = 0.36$, $SD = 0.56$). The SE Mean of the control group and experimental group is 0.114 and 0.352. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention on the posttest of experimental group.

Table 16 :*Pretest and Posttest Statistics of Achievement in Control Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	0.36	0.56	0.114	14.2	0.00
Posttest Experimental Group	25	5.56	1.75	0.352		

The t-value of 14.2 and a p-value of 0.000, indicates a highly significant positive change. as the p-value is well below the 0.05. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that the intervention was extremely effective in enhancing participants' ability of constructing achievement-based sentences in the experimental group.

4.4.6 Overall Comparison of Posttest Control Group Vs. Posttest Experimental Group

This paired statistical analysis of table 17 provides an overall comparison of posttest control group vs. posttest experimental group. The table indicates a huge difference in the mean scores of the posttest of control group (1.72) and the posttest of experimental group (30.92). The SD of control group's pretest and experimental group's pretest is recorded to be 0.936 and 2.272, and SE Mean to be 0.187 and 0.454, respectively.

Table 17 :*Overall Comparison of Pretest Control Vs. Pretest Experimental Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Posttest Control Group	25	1.72	0.936	0.187	59.60	0.00
Posttest Experimental Group	25	30.92	2.272	0.454		

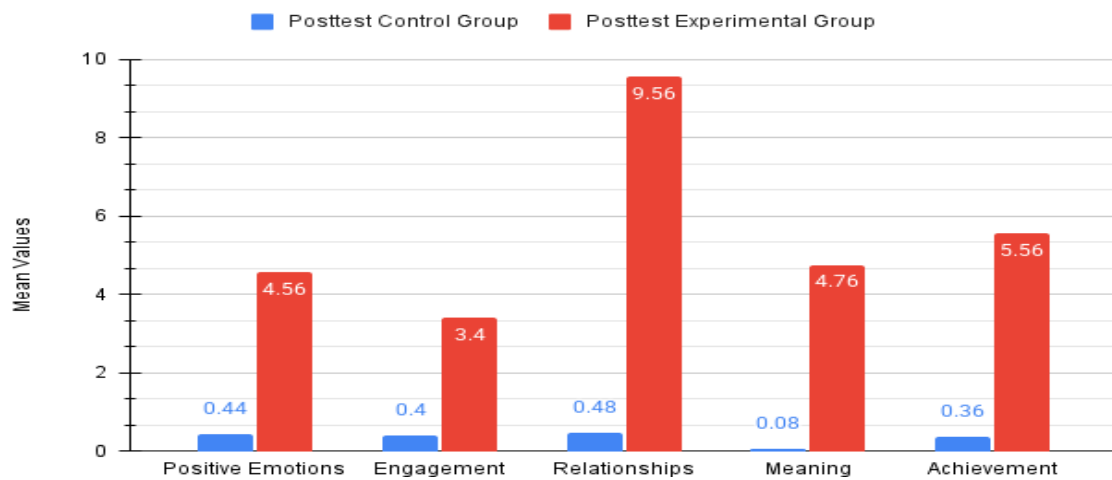
The t-value of 59.6.0 and a p-value of 0.000, indicates a highly significant positive change. as the p-value is well below the 0.05. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that

the intervention was extremely effective in enhancing participants' ability of constructing PERMA-based sentences in the experimental group.

Figure 3 :

Comparison of Posttest Control Group & Posttest Experimental Group

Mean Values of Posttest Control Group and Posttest Experimental Group



The results have been graphically represented below. The visual representation of bar graph shows that posttest-test scores of both groups had a huge difference. Each bar represents the mean value of each PERMA-based sentences constructed.

4.5 Comparison of Pretest Control Group Vs Posttest Control Group

The comparison of control group's pre and posttest mean scores is presented below. This analysis covers 5 elements of PERMA in sentences construction. By examining these scores, pre and post differences between the control group were analyzed.

4.5.1 Positive Emotions

The paired samples statistics in Table 18 indicate the pretest scores for positive emotions in both the control group. The results show that both groups had similar number of sentence construction related to positive emotions before and after the experiment, even though control group did not receive any intervention. The pretest mean score was recorded to be 0.48, while the posttest's mean score was 0.44,

indicating a clear similarity between them. The standard deviations for the pretest and posttest are 0.650 and 0.653, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 18 :

Pretest and Posttest Statistics of Positive Emotions in Control Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.48	0.653	0.1306	0.21	0.83
Posttest Control Group	25	0.44	0.650	0.1301		

The t-test result for the difference between the pretest and posttest of positive emotions-based sentences ($t = 0.21$, $p = 0.83$) indicates that the difference is not statistically significant, as the p-value is much greater than the 0.05. While the t- value being close to 0 suggests that the difference between the pretest and posttest is minor. Overall, the results indicate that students constructed similar number of sentences for positive emotions pre and posttest, ensuring no noticeable change in their performance without the intervention.

4.5.2 Engagement

The paired samples statistics in Table 19 indicate the pretest and posttest scores for engagement-based sentences in the control group. The results show that both had similar number of sentence construction related to engagement in pre and posttest, even though control group did not receive any intervention. The pretest mean score was recorded to be 0.28, while the posttest's mean score was 0.40, indicating a clear similarity between them. The standard deviations for the pretest and posttest are 0.61 and 0.57, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 19 :*Pretest and Posttest Statistics of Meaning in Control Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.28	0.61	0.122	0.72	0.47
Posttest Control Group	25	0.40	0.57	0.115		

The t-test result for the difference between the pretest and posttest of engagement-based sentences ($t = 0.72$, $p = 0.47$) indicates that the difference is not statistically significant, as the p-value is much greater than the 0.05. While the t- value being close to 0 suggests that the difference between the pretest and posttest is minor. Overall, the results indicate that students constructed similar number of sentences for engagement in pre and posttest, ensuring no noticeable change in their performance without the intervention.

4.5.3 Relationships

The paired samples statistics in Table 20 indicate the pretest and posttest scores for relationships in control group. The results show that both had similar number of sentence construction related to relationships in pre and posttest, even though control group did not receive any intervention. The pretest mean score was recorded to be 0.45, while the posttest's mean score was 0.48, indicating a clear similarity between them. The standard deviations for the pretest and posttest are 0.76 and 0.65, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 20 :*Pretest and Posttest Statistics of Relationships in Control Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.45	0.76	0.15	1.39	0.17
Posttest Control Group	25	0.48	0.65	0.13		

The t-test result for the difference between the pretest and posttest of relationships-based sentences ($t = 1.39$, $p = 0.17$) indicates that the difference is not

statistically significant, as the p-value is much greater than the 0.05. While the t- value being close to 0 suggests that the difference between the pretest and posttest is minor. Overall, the results indicate that students constructed similar number of sentences for relationships in pre and posttest, ensuring no noticeable change in their performance without the intervention.

4.5.4 Meaning

The paired samples statistics in Table 21 indicate the pretest and posttest scores for meaning based sentences of control group. The results show that both had similar number of sentence construction related to meaning, even though control group did not receive any intervention. The pretest mean score was recorded to be 0.04, while the posttest's mean score was 0.08, indicating a clear similarity between them. The standard deviations for the pretest and posttest are 0.20 and 0.27, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 21 :

Pretest and Posttest Statistics of Meaning in Control Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.04	0.20	0.040	0.56	0.57
Posttest Control Group	25	0.08	0.27	0.055		

The t-test result for the difference between the pretest and posttest of meaning-based sentences ($t = 0.56$, $p = 0.57$) indicates that the difference is not statistically significant, as the p-value is much greater than the 0.05. While the t- value being close to 0 suggests that the difference between the pretest and posttest is minor. Overall, the results indicate that students constructed similar number of sentences for meaning pre and posttest, ensuring no noticeable change in their performance without the intervention.

4.5.5 Achievement

The paired samples statistics in Table 22 indicate the pretest and posttest scores for achievement in the control group. The results show that both had similar number of sentence construction related to achievement, even though control group did not receive any intervention. The pretest mean score was recorded to be 0.34, while the posttest's mean score was 0.36, indicating a clear similarity between them. The standard deviations for the pretest and posttest are 0.54 and 0.56, respectively, indicating some variation in scores but a clear similarity within the SD of each group.

Table 22 :

Pretest and Posttest Statistics of Achievement in Control Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	0.34	0.54	0.108	0.49	0.62
Posttest Control Group	25	0.36	0.56	0.113		

The t-test result for the difference between the pretest and posttest of relationships-based sentences ($t = 0.49$, $p = 0.62$) indicates that the difference is not statistically significant, as the p-value is much greater than the 0.05. While the t- value being close to 0 suggests that the difference between the pretest and posttest is minor. Overall, the results indicate that students constructed similar number of sentences for relationships in pretest and posttest, ensuring no noticeable change in their performance without the intervention.

4.5.6 Overall Comparison of Pretest Control Vs. Posttest Control Group

This paired statistical analysis of Table 23 provides an analysis of overall comparison of pretest control vs. posttest control group. The table indicates a very slight difference in the mean scores of the pretest of control group (1.88) and the posttest of control group (1.72). The SD of control group's pretest and control group's posttest is recorded to be 1.09 and 0.93, and SE Mean to be 0.21 and 0.18, respectively.

Table 23 :

Overall Comparison of Pretest Control Vs. Pretest Experimental Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Control Group	25	1.88	1.09	0.21	0.582	0.566
Posttest Control Group	25	1.72	0.93	0.18		

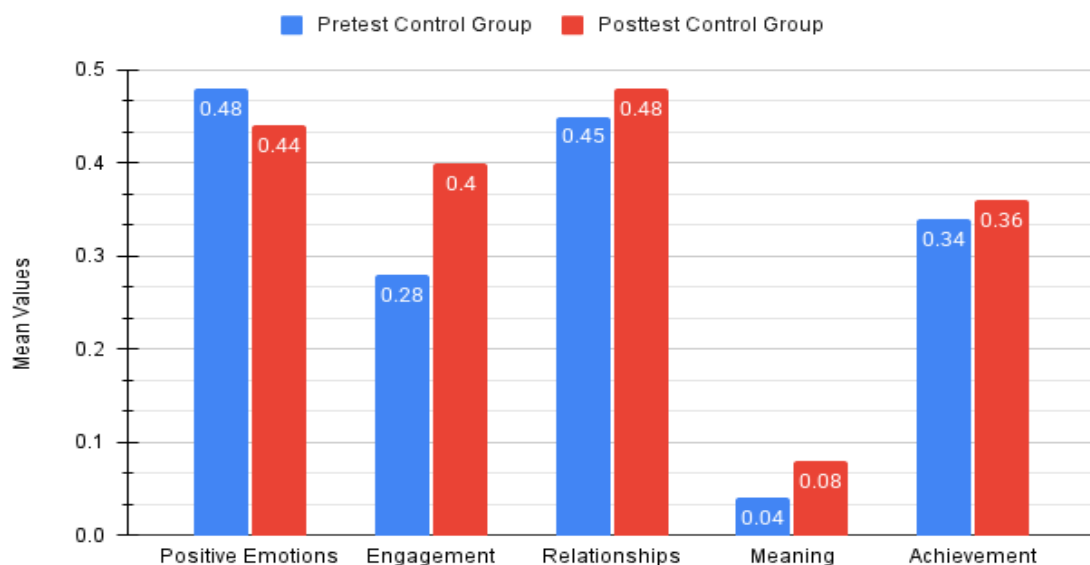
The t-value of 0.582 and a p-value of 0.566 demonstrate that this change is not statistically significant since the p-value is >0.05 . The t-value of 0.582 is showing that the difference between the averages of both groups is very small and is not because of any influence. The results indicate that both groups were almost equal in their construction of PERMA-based sentences pre and post experiment since control group did not receive the intervention.

The results have been graphically represented below. The visual representation of bar graph shows that pretest and posttest scores of control groups are almost similar. Each bar represents the mean value of each PERMA-based sentences constructed.

Figure 4 :

Comparison of Pretest Control Group & Posttest Control Group

Mean Values of Pretest and Posttest Control Group



4.6 Comparison of Pretest Experimental Group Vs Posttest Experimental Group

The comparison of mean scores before and after treatment for experimental group is presented below. This analysis covers 5 elements of PERMA in sentences construction. By examining these scores, pre and post experiment differences between the groups were analyzed.

4.6.1 Positive Emotions

The paired samples statistics show a significant difference between the pretest and posttest mean scores of positive emotions-based sentences in the experimental group with Mean = 0.52 and Mean = 4.56, respectively. The standard deviations for the pretest and posttest of the experimental group are 0.71 and 1.32, respectively. The SE Mean stands at 0.143 for pretest and 0.265 for posttest of experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention as compared to the pre-intervention values.

Table 24 :

Pretest and Posttest Statistics of Positive Emotions in Experimental Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	0.52	0.71	0.143	13.34	0.00
Posttest Experimental Group	25	4.56	1.32	0.265		

The t-test result for the difference between the pretest and posttest scores ($t = 13.34$, $p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the posttest of positive emotions related sentence construction experienced a significantly higher increase as compared to the pretest, highlighting the effectiveness of intervention on the sentence construction of students.

4.6.2 Engagement

The paired samples statistics show a significant difference between the pretest and posttest mean scores of engagement-based sentences in the experimental group with Mean = 0.32 and Mean = 3.40, respectively. The standard deviations for the pretest and posttest of the experimental group are 0.47 and 1.38, respectively. The SE Mean stands at 0.095 for pretest and 0.276 for posttest of experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention as compared to the pre-intervention values.

Table 25 :

Pretest and Posttest Statistics of Engagement in Experimental Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	0.32	0.47	0.095	10.9	0.00
Posttest Experimental Group	25	3.40	1.38	0.276		

The t-test result for the difference between the posttest scores ($t = 10.9$, $p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05 threshold. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the experimental group experienced a significantly higher increase in engagement related sentence construction after the intervention as compared to the control group, highlighting its effectiveness on the sentence construction of students.

4.6.3 Relationships

The Table 26 provides an analysis of scores measuring of relationship-oriented sentences for pretest and posttest of experimental group. The table indicates a very high difference in the mean scores of the pretest of experimental group (0.40) and the posttest of experimental group (9.56). The standard deviations for the pretest and posttest groups are 0.64 and 2.36, respectively. The SE Mean stands at 0.129 for control group and 0.472 for experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention as compared to the pre-intervention values.

Table 26 :*Pretest and Posttest Statistics of Relationships in Experimental Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	0.40	0.64	0.129	17.88	0.00
Posttest Experimental Group	25	9.56	2.36	0.472		

The t-test result for the difference between the posttest relationship scores ($t = 17.88$, $p = 0.00$) indicates that the difference is statistically significant, as the p-value is well below the 0.05 threshold. And the t-value shows the difference between the averages of both group, which is very high. This suggests that the posttest of experimental group showed a significantly higher improvement in relationships-oriented sentence construction as compared to its pretest, showing the effectiveness of the intervention.

4.6.4 Meaning

The Table 27 provides an analysis of scores measuring of meaning oriented sentences for pretest and posttest of experimental group. The table indicates a very high difference in the mean scores of the pretest of experimental group (0.08) and the posttest of experimental group (4.76). The standard deviations for the pretest and posttest groups are 0.27 and 1.85, respectively. The SE Mean stands at 0.055 for control group and 0.370 for experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention as compared to the pre-intervention values.

Table 27 :*Pretest and Posttest Statistics of Meaning in Experimental Group*

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	0.08	0.27	0.055	12.55	0.00
Posttest Experimental Group	25	4.76	1.85	0.370		

The t-value of 12.55 and a p-value of 0.00, indicates a highly significant positive change. as the p-value is well below the 0.05 threshold. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that the intervention was extremely effective in enhancing participants' ability of constructing meaning or purpose-oriented sentences.

4.6.5 Achievement

The Table 28 provides an analysis of scores measuring of meaning oriented sentences for pretest and posttest of experimental group. The table indicates a very high difference in the mean scores of the pretest of experimental group (0.32) and the posttest of experimental group (5.56). The standard deviations for the pretest and posttest groups are 0.62 and 1.75, respectively. The SE Mean stands at 0.125 for control group and 0.352 for experimental group. The comparatively higher values of posttest of experimental group suggest a clear effect of intervention as compared to the pre-intervention values

Table 28 :

Pretest and Posttest Statistics of Achievement in Experimental Group

Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	0.32	0.62	0.125	14.48	0.00
Posttest Experimental Group	25	5.56	1.75	0.352		

The t-value of 14.48 and a p-value of 0.000, indicates a highly significant positive change. as the p-value is well below the 0.05. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that the intervention was extremely effective in enhancing participants' ability of constructing achievement-based sentences.

4.6.6 Overall Comparison of Pretest Experimental Group Vs. Posttest Experimental Group

This paired statistical analysis of table 29 provides an overall comparison of pretest experimental group vs. posttest experimental group. The table indicates a huge difference in the mean scores of the pretest of experimental group (1.64) and the posttest of experimental group (30.92). The SD of pretest and posttest is recorded to be 1.036 and 2.271, and SE Mean to be 0.207 and 0.454, respectively.

Table 29:

Overall Comparison of Pretest Control Vs. Pretest Experimental Group

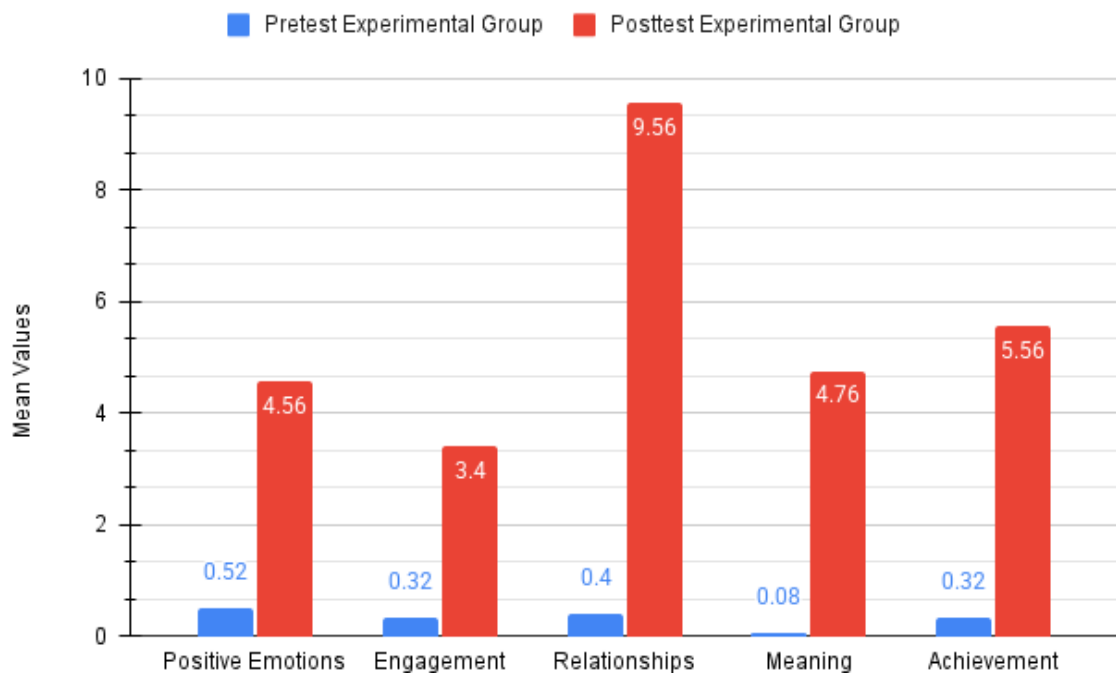
Groups	N	Mean	SD	SE Mean	t- value	Sig. (p)
Pretest Experimental Group	25	1.64	1.036	0.207	63.63	0.00
Posttest Experimental Group	25	30.92	2.271	0.454		

The t-value of 63.63 and a p-value of 0.000, indicates a highly significant positive change. as the p-value is well below the 0.05. And the high t-value shows a considerable difference between the averages of both groups. These results suggest that the intervention was extremely effective in enhancing participants' ability of constructing PERMA-based sentences in the experimental group.

The results have been graphically represented below. The visual representation of bar graph shows that pretest and posttest scores of both groups had a huge difference. Each bar represents the mean value of each PERMA-based sentences constructed.

Figure 5:

Comparison of Pretest Control Experimental & Posttest Experimental Group

Mean Values of Pretest and Posttest Experimental Group

4.7 Descriptive Statistical Analysis: PERMA-Based Sentence Construction

The total number of PERMA-Sentences constructed by students for each element in post-test assessment has been demonstrated through tables in this portion. Mean, Median and Standard Deviations are calculated for the sentences made across five elements of PERMA.

4.7.1 Descriptive Statistics of Positive Emotions-Based Sentences

The table 30 presents a descriptive statistical analysis of positive emotions-based sentence constructed by students. A total of 25 students made Positive Emotions based sentences in the post-test assessment, generating 144 sentences in total. The mean (M) value of sentences per student is 5, which represents the average number of P.E. based sentences by each student. The median (Md) of the data is also 5, which means that half of the students made fewer than 5 sentences related to P.E. while the other half contributed more than 5 P.E. sentences.

Table 30 :*Descriptive Statistics of Positive Emotions- Based Sentences*

PERMA Element	Students Contributed	Total Sentences	M	Md	Min Sentences	Max Sentences	SD
Positive Emotions	25	144	5	5	2	6	1.33

The minimum number of sentences recorded is 2 for this element, while the maximum is 6, indicating that the sentences made by students under this particular element varied within this range. The value of standard deviation (SD) is 1.33, a low standard deviation suggests the data is not very spread out. There weren't many students who wrote a very high or very low number of P.E. sentences compared to the average indicating a consistent level of sentence construction regarding positive emotions. The data analysis shows consistent patterns from students' responses and low standard deviation from the mean.

4.7.2 Descriptive Statistics of Engagement-Based Sentences

The descriptive statistical analysis of engagement-based sentence constructed by students is exhibited in Table 31. The analysis shows that 25 students made Positive Emotions based sentences in the post-test assessment and a total 85 sentences were made by all students. The mean (M) value of sentences per student is 4, which shows the average number of engagement-based sentences by each student. The median (Md) of the data is 5, representing that half of the students made fewer than 5 sentences related to Engagement while the other half contributed more than 5 engagement sentences. The minimum number of sentences recorded is 1, while the maximum is 6, indicating that the sentences made by students under this particular element varied within this range.

Table 31 :*Descriptive Statistics of Engagement- Based Sentences*

PERMA Element	Students Contributed	Total Sentences	M	Md	Min Sentences	Max Sentences	SD
Engagement	25	85	4	5	1	6	1.38

The value of standard deviation (SD) is 1.38, suggesting that the data is not very spread out. There weren't many students who wrote a very high or very low number of Engagement sentences compared to the average indicating a consistent level of sentence construction regarding positive emotions.

4.7.3 Descriptive Statistics of Relationships-Based Sentences

The descriptive statistical analysis of relationships-based sentence constructed by students is exhibited in Table 32. The analysis shows that a total of 25 students contributed to 239 relationships-based sentences in the post-test assessment. The mean (M) number of sentences for each student is 10, indicating average sentences made under this element. The median (Md) is also 10.

Table 32 :*Descriptive Statistics of Relationships-Based Sentences*

PERMA Element	Students Contributed	Total Sentences	M	Md	Min Sentences	Max Sentences	SD
Relationships	25	239	10	10	2	13	2.36

The minimum number of sentences made by the students is 2, whereas the maximum is recorded 13, showing a variation in students' responses within this range. The value of standard deviation (SD) is 2.36, suggesting a moderate spread out of data around the mean. Overall, the data indicates uniform student responses that deviate only slightly from the mean value.

4.7.4 Descriptive Statistics of Meaning-Based Sentence

The table 33 presents descriptive statistical data on meaning-based sentence constructed by students (S1-S25). A total of 25 students contributed to 119 sentences related to meaning in the post-test assessment. The mean (M) value of sentences per student is 5, which depicts the average number of meaning-based sentences per student. The median (Md) of the data is 5, representing fewer than 5 sentences related to meaning made by half of the students while also showing that the other half constructed more than 5 meaning-based sentences. The minimum number of sentences recorded is 1, while the maximum is 7, indicating a relatively small variation in range.

Table 33:

Descriptive Statistics of Meaning- Based Sentences

PERMA Element	Students Contributed	Total Sentences	M	Md	Min Sentences	Max Sentences	SD
Meaning	25	119	5	5	1	7	1.85

The standard deviation (SD = 1.85) reflects a moderate extent of variation in meaning- based sentences, highlights the fact that where most students contributed around 5 sentences in meaning-based sentence construction, some students constructed slightly more or less. Analysis shows that a consistent pattern is reflected in students' tendency to construct meaning-based sentences in the posttest assessment

4.7.5 Descriptive Statistics of Achievement-Based Sentences

Table 34:

Descriptive Statistics of Achievement-Based Sentences

PERMA Element	Students Contributed	Total Sentences	M	Md	Min Sentences	Max Sentences	SD
Achievement	25	139	6	6	3	10	1.76

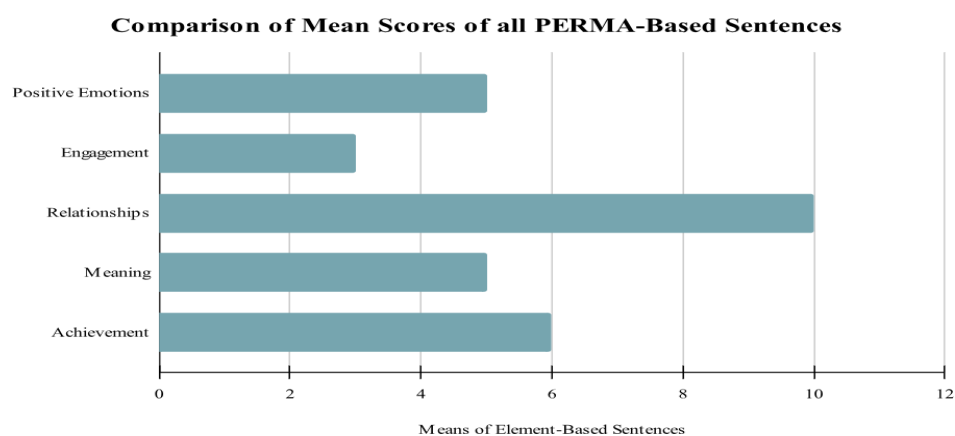
The table 34 presents descriptive statistical data on achievement-based sentence constructed by students (S1-S25). 25 students constructed 139 sentences in pertinence to meaning. The mean (M) sentences constructed per student is 6, referring to the average number of achievement-based sentences per student. The median (Md) of the data is also 6, representing fewer than 6 sentences related to achievement made by half of the students while also showing that the other half constructed more than 5 meaning-based sentences. The minimum number of sentences recorded is 3, while the maximum is 10, indicating some variation in the sentences constructed by students related to this PERMA element. The standard deviation ($SD = 1.76$) reflects a moderate extent of variation in constructed sentences that include the element of achievement. This highlights the fact that where most students contributed around 6 sentences in achievement-based sentence construction, some students constructed slightly more or less than 6. Analysis shows that a balanced distribution of meaning-based sentences constructed in the posttest assessment.

4.8 Comparison of Mean Scores of all PERMA-Based Sentence Constructions

On average, students constructed the highest number of sentences (mean = 10) related to Relationships, indicating that the element of relation from the PERMA Model influenced them the most. They preferred writing about building a better relationship with the family, friends and with society as general.

Figure 6 :

Comparison of Mean Scores of all PERMA-Elements based Sentences



Both Positive Emotions and Meaning-related sentences demonstrated a similar moderate level of emphasis with identical mean scores of 5. Achievement oriented sentences had a slightly higher mean of 6, suggesting students wrote more about their future goals, previous achievements or celebrating their successes etc. In contrast, Engagement and sentences containing two or more elements of PERMA in one sentence had the lowest means, $M=3$ for both, indicating that students expressed fewer thoughts about being fully absorbed in activities and hobbies or very few students combined multiple elements in single sentences. This comparison highlights that students prioritized relationships-oriented sentences the most, while engagement and mixed elements received the least contribution in the posttest assessment.

4.9 Frequency Distribution and Statistics

In the Table 35, the data set reveals that out of 25 participants, 18 participants (72%) made the greatest number of PERMA-Sentences out of 36, thus fall in the “High Category”. 6 participants (25%) fall in “Medium Category” as they made 25-30 PERMA- Sentences. And 1 participant (3 %) fall in “Low Category”, constructing less than 25 sentences. This indicates that most participants made the maximum number of PERMA sentences.

Table 35 :

High, Medium and Low Frequencies of PERMA Sentences

		Students making PERMA Sentences	Percentage
Valid	High (>30)	18	72%
	Medium (25 - 30)	6	25%
	Low (<25)	1	3%

4.10 Qualitative Analysis: Reflexive Thematic Analysis of Posttest Data

This part of the Analysis deals with the reflexive thematic analysis to identify, evaluate and delineate the patterns or concepts developing from the posttest data. This

analysis linked the results to the detailed perspectives of the participants which delivered the study outcomes that aligned with the depth of their experiences.

4.10.1 Positive Emotions: Instances of Happiness

After the intervention, a stark shift in the perception of students was visible with regards to finding happiness in everyday instances. Student 1, who previously reported experiencing no happiness, now stated, *“I got ready for some function, and I got complimented on my makeup. I felt very nice about it,”* showing an increased awareness of happiness in small, everyday interactions. Student 2, who had only associated feeling happiness with her birthday before, now mentioned instances which reflect her deeper understanding of how one can create happiness on their own: *“I helped a girl who was hungry, so I bought her food. There was also a function at my college, and I participated in extracurricular activities for the first time. I was very happy and excited.”* Student 3, who initially struggled to recognize happiness, now shared multiple experiences:

I did a speech a few days back, and I got a lot of appreciation from the audience. I also visited my grandparents and had a very good conversation with them. And in class, we started having discussions about positivity while learning tenses, and I felt happy regarding that.

This response demonstrates a significant shift from struggling to identify happiness to recognizing it in achievements and relationships. She even highlighted feeling happy about learning positivity in her classes. Similarly, Student 4, who initially reported no happy instances in the entire month, now stated,

As I helped a stranger. She is almost a stranger for me as she was just a random student from my college. She was a disabled person so I helped her by carrying her bag. I took it to her class so I felt happy on that and then I just helped my mother in cooking so I felt happy in that too and then I set a target to start something that I can't explain here so after pursuing and working on it, I felt very happy that I did something.

Unlike before, she now associated happiness with acts of kindness and providing help to mother. It indicates that she made efforts to improve her well-being.

Student 5, whose happiness was previously limited to meeting her cousins at a wedding, now shared,

My father was out of station. He came back last week, and I got to spend time with him, and that made me really happy. Also, I won the final of a quiz competition in college, and I really worked hard for it, so when I won, that made me really happy.

This response suggests a better awareness regarding recognizing happiness which is evident through her response that even though she found happiness through an achievement, she also has begun associating it family relationships and time spent with them. It indicates that she has actively tried to improve her well-being.

The intervention appeared to influence changed how students perceived and experienced happiness, based on their responses. Previously, they couldn't recall happy instances or linked them only to some celebratory occasions, in the entire month prior to intervention. Afterward, they acknowledged happiness very actively by finding joy in getting compliments, helping others, and personal growth. This shift enhanced their awareness as well as their well-being, since they started engaging in practices that nurtured it.

4.10.2 Positive Emotions: Instances of Gratitude

Post-intervention, there was a noticeable shift in students' ability to acknowledge the importance of gratitude as well as to practice it. They shifted their understanding of it beyond only acknowledging their family's role and began appreciating a wider range of experiences, including friendships, personal growth, and even for the good things they learned. Student 1, who previously could not recall any instance of gratitude, now shared about her gratefulness for her friend's emotional encouragement: "My friend motivated me towards life and towards academic things. I think that was the moment I felt grateful." Similarly, Student 2, who earlier expressed general gratitude towards family only, now mentioned about a teacher who appreciated her. It is important to note that the student seems to have become more aware of how small experiences of gratitude can also enhance her well-being, she shared,

My teacher thanked me because I helped in a difficult task, she thanked me and praised me so much. I felt grateful that she is my teacher. She is really good.

While pre-intervention responses mainly concerned getting material benefits, the post-intervention responses focused on minor acts of everyday gratitude. Student 4, who initially did not practice gratitude, recalled how she felt grateful for her own health, *“I had strange medical things happening...that I am having a cardiac arrest... doctor told it was anxiety...I felt so much grateful that I’m fine and will manage it.”* Similarly, Student 3, began to express gratitude towards the positivity which flowed from her relationships with family, friends and teachers: *“I have a family who appreciates me, I have good friends, and my teachers, that makes me feel grateful. There are very good people around me.”* Moreover, she began engaging in self-affirmations as a way to practice gratitude:

I say some sentences to myself in my head like ‘trust your intuition,’ ‘believe in myself,’ ‘don’t overthink,’ so you know, practicing things like these makes me a lot more hopeful.

Student 5, who seemed unaware of the importance of practicing gratitude as she had been unable to identify any instances previously, now experienced gratitude for the quality time she spent with her father: *“My father was out of station. He came back last week, and I got to spend time with him, and that made me really happy.”* It indicates that her efforts towards experiencing positive emotions through frequent practice, improved her well-being to some extent.

The intervention shifted students’ understanding of practicing gratitude. In. Before the experiment, most of the students didn’t consider practicing gratitude important and reported minimal to no instances of gratitude leading to feeling emotionally positive. Whereas, post-intervention results suggest that the students have created instances of experiencing gratitude and that too more frequently. This shift indicates an improvement in their awareness regarding experiencing this positive emotion as well as their well-being.

4.10.3 Positive Emotions: Activities that Foster Optimism

Students' responses showed varying levels of improvement after the intervention. Some students had developed hobbies or activities that fostered optimism, while others at least became aware of its importance. For example, Student 3, who previously used to listen to podcasts, now began actively working on changing her thought patterns, marking significant progress in her perception of improving her well-being through experiencing positive emotions more frequently:

The problem with me was I used to overthink a lot. So, what I started doing as a coping mechanism was that I say some sentences to myself in my head like 'trust your intuition,' 'I believe in myself,' 'don't overthink.' So, you know, practicing things like these makes me a lot more hopeful.

Student 5, who previously had no structured habit in this regard, during and after the intervention discovered that talking to her mother helped her stay optimistic. She shared in this regard, *"I have started talking to my mother more than before. Whenever I feel stuck recently in anything, I speak to my mother, and that conversation makes me feel optimistic."* It shows that she now began seeing positive conversations as a way to enhance her optimism. Student 2, despite not developing any sort optimism-building habits even after the intervention, at least became aware of the need to develop one. She expressed, *"No, not yet but I want to,"* which shows that a shift did occur in her mindset. However, Student 4, who previously was dependent on calling her friend in challenging times to remain optimistic, admitted that she had not developed any new habit due to a busy schedule, saying, *"Unfortunately, no. I didn't think about it because I don't get the time, and I was so much busy in my own things, tests, and stuff like that that I didn't start it."* Similarly, Student 1, who had been engaged in self-reflecting activity to garner optimism before, did not report any change, admitting, *"I didn't work on it yet. I need to develop such habits, but there are not any such habits till now."* Even though she had not yet developed a new habit, she now was more aware of the importance of such hobbies and activities.

The intervention helped students to become more aware of the importance of fostering optimism. The analysis shows that the students established daily practices such as self-affirmations together with meaningful family communication while others understood the need for it. Even though not all students developed new habits or

activities in this regard, their increased awareness still indicated a positive shift toward building optimism in daily life.

4.10.4 Engagement: Enjoyable Activities

Following the intervention, the students showed considerable changes in their participation with enjoyable activities and development of new hobbies. Student 1, who previously used to write poetry as her hobby but did not do write so often, started doing it more consistently and found it to be a channel to release her emotions. She also started doing ‘dressing-up’ as she developed an interest for doing makeup and getting ready. She shared:

Getting ready sometimes, dressing up, that makes me happy and I enjoy it...Just dressing up and writing poetry, nothing more and I started doing more poetry, and it also made me feel really good, like I am relieving my stress, expressing through words.

Student 2, who initially only engaged herself in cycling, developed a new habit of reading novels, stating, “*I have also developed the habit and kind of a hobby of reading novels every day, and it also helps me improve my English.*” This shows how her interests expanded beyond a psychical activity, depicting a positive outcome of the intervention. Student 3, who had no hobbies previously, she developed a new interest in journaling, explained:

A few months back, I did not have any activity in particular. I was just a jolly and happy person, but now, this month, I have started journaling, and that very much helps.

Her answer shows her discovery of a new activity that brings her joy while demonstrating its positive influence on her emotional well-being. Moreover, Student 4, who previously practiced her hobby of sketching only twice a year, began doing it more frequently and also started a new activity. She revealed that both sketching and spending time outdoors with her brother have become more frequent after the intervention. It indicates that a consistency was emerging in doing things she enjoyed. Student 5, who enjoyed only cooking before the intervention, although continued doing

that but also rekindled her interest in reading books. She stated, “*Cooking was always something I loved, but apart from that, I have started reading a lot again. I had stopped reading some months ago, but I started again this month.*”

4.10.5 Engagement: Complete Immersion

After the intervention students discovered additional opportunities for complete absorption in their activities while increasing their frequency of involvement. Student 1, who previously wrote poetry only occasionally and developed a new enjoyable activity of dressing up, described her emotions during the activity:

I felt happy, doing so makes me happy, and once I am done, I feel satisfied that I have done a good job and also, I started doing more poetry, and it also made me feel really good, like I am relieving my stress, expressing through words.

This indicates a clear shift in her emotions towards writing poetry from feeling gloomy to seeing this activity as a source of relieving stress, while feeling happy during dressing up. Student 2, who initially only cycled, had now developed an additional activity of reading novels, described the experience of being fully absorbed, saying, “I was fully absorbed in reading a novel, it was very interesting so, yeah.” When asked how she felt during and after, she explained, “I forgot about the surroundings and felt enjoying, and it was very mentally peaceful for me.” She also expressed feeling very relaxed, very happy and fresh. Student 3, who previously mentioned only being fully immersed in a speech competition, had now discovered journaling as an activity where she lost track of time:

As long as I can remember, it was only journaling where I feel fully absorbed. You know, during that activity, you feel very peaceful, and after that, you feel like your mind is clear with every thought. Also, very nice.

This shows that she had found a new meaningful way to engage herself completely in an activity that brought her both relaxation and clarity. Student 4, who used to sketch only twice a year, now reported sketching more often and also picked up a new activity and described her experience of being fully absorbed, saying, “Like twice

or thrice this happened that I forgot about my surrounding in sketching.” When asked how she felt during the activity, she expressed, “I feel like... peacefulness, calmness, and yeah, very peak happiness feeling.” After completing the activity, she stated, “I just feel fully satisfied and also accomplishment that I made it finally.” Student 5 described how deeply she was immersed in her new activity, saying,

I read at night, and this time of reading lasts for hours because I enjoy reading, so I am fully absorbed... It makes me feel relieved after all the hustle and bustle of the day when I read, it refreshes me because your mind's empty, and you don't have to think about academics or anything.

All in all, the students started doing their favorite activities more often and even found new hobbies where they could fully focus and enjoy. After the intervention students discovered additional opportunities for complete absorption in their activities while increasing their frequency of involvement.

4.10.6 Relationships: Appreciation Towards Family

After the intervention, there occurred a shift in responses of students and they mentioned how they were able to recognize and express appreciation toward their families more easily and frequently. Student 1, who used to compliment her family members rarely, now developed the habit of actively appreciating them. She recalled an instance, “*My father was getting ready for his friend's wedding, so I complimented him. I don't often compliment people, but I am developing this habit.*” This shows that she not only developed an increased awareness regarding its importance but also started making deliberate efforts to appreciate family members more often. Talking about the Student 2, who already had this habit of feeling grateful for her family and appreciating them, started appreciating her family more than before after the intervention, she shared, “*My brother won his competition, running competition, so I appreciated him. My cousin was wearing a beautiful frock, and she was looking very pretty, so I appreciated her.*” This response suggests that she developed a new awareness of appreciating the people in her family a bit more and how it affects the relationships in a positive manner. Moreover, Student 3, through this response showed that she may

have developed a self-awareness that motivated her to show appreciation to the family members instead of taking their care and efforts for granted. She explained,

I compliment my family a lot less than I compliment my friends, so I started improving on that like recently, my mother hosted a family dinner, so I made sure to compliment her regarding food or how she looked like or how she hosted, so yeah.

This response suggests that the student developed an awareness about making intentional efforts to express appreciation towards family members rather than taking their care and efforts for granted. Student 4, who already had a habit of complimenting her mother and brother, maintained her practice, saying, *“I am in a habit of complimenting people, so it is the same. I compliment daily and very often.”* This suggests that her expressions of appreciation were already strong before the intervention, and she continued to practice them regularly. Student 5, who previously mentioned that she complimented her sister only in the month prior to intervention, now reported an increase in how often she has started expressing appreciation towards her family as a whole. This highlights that the intervention may have helped her become more aware of the importance of showing appreciation, which led to an increase in the frequency of appreciation towards the family.

Overall, this analysis reflects that the students may have developed a deeper understanding of the role of appreciating one’s family and the importance of verbalizing the appreciation for them as it fosters a stronger relationship with the family and enhances an emotional well-being for both students and their loved ones.

4.10.7 Relationships: Helping Friends

After the intervention, students seemed to have understood what it means to help their friend i.e. recognizing small and everyday acts of kindness as valuable contributions. Their approach to helping evolved into a habitual practice throughout their everyday activities while they previously relied on waiting for major situations to arise. Student 1, who previously only helped friends with academics, acknowledged that she had not helped anyone recently, stating, *“I think I am the friend who needs help and I think haven’t helped anybody lately.”* This suggests that Student 1 developed an awareness regarding her own emotional state and needs, rather than a lack of

willingness to help others. Student 2 developed his knowledge about assisting friends by moving beyond academic support to include being generous and kind. She explained,

Yes, I helped my classmate while she didn't bring her lunch, so I gave her my lunch and I gave my notes to my friend and my friend had her re-sendup, so I taught her on the phone.

This shows a shift from only considering academic help as substantial to also considering small acts of lending support as necessary too in daily life. Moreover, Student 3, who earlier only recalled helping her friends emotionally once, began noticing and appreciating her own self for the efforts she did in helping her friends more frequently. She shared, “*Whenever they need me, I do help them. I don't really help them in studies, but you know, they do deal with some emotional states, so I quite often get to help them.*” This suggests that she became more aware of her role in providing emotional support and recognized it as a form of assistance rather than something insignificant. Student 4, who initially had the belief that help can only be provided when they are in need in extreme situations. This showed a clear transformation in her understanding. She stated,

After the tenses' classes and discussions, I realized that small things are also help so, if like that, I gave my notes to a classmate because she lost her own. I filled water bottles of five-six classmates in one time when I went to drink water.

Her answer illustrates a fundamental change in her understanding since she recognizes that ordinary little acts of assistance as equally meaningful contributions to society rather than focusing only on providing help when some issue arises. Student 5, who previously helped only in emotional situations, also expanded her approach to helping friends in practical ways. She recalled,

Yes, there's this friend of mine who happens to be my neighbor too and two weeks back, her parents weren't home, so she came over to my place and I made her a good meal and also, I shared my book with a classmate because she lost hers, so I gave mine to her.

This shift indicates that she became more mindful of helping in different aspects of life rather than limiting it to emotional support alone. The students adopted an extended perspective for helping others which strengthened their relationships while making their friendships more beneficial for one another. Through the intervention students gained improved knowledge about how small actions of kindness support the creation of strong relationships.

4.10.8 Relationships: Helping Strangers

Students developed increased awareness about assisting strangers after the intervention while actively looking for opportunities to help others. Through the intervention the students learned that kindness happens in various ways because small actions bring positive in their mental well-being. Student 1, who had previously not helped any strangers, now recalled an instance where she tried to assist someone, saying, *“Yeah, in college, one of my college fellows whom I didn’t know, but she needed something very urgently, and I tried my best to get her that thing.”* This reflects a shift from not helping the strangers entirely or minimally to actively recognizing when someone needed help and stepping forward to assist them. Student 2, who had earlier helped strangers by giving food and money, continued and strengthened this habit. She explained, *“Yes, I asked my mom to cook food for the security guard, and I also gave money to a poor man from my pocket money and I also planned further to help many.”* This statement demonstrates that there occurred clear growth in her understanding of helping others, as she moved beyond single acts of helping strangers to planning contributions in this area for the future also. Student 3 did not show any changes in behavior regarding helping strangers after completing the intervention thus reflecting a small alteration in her attitude. She simply responded, *“No. No such instance.”* Few participants displayed a shift in mindset as their willingness toward helping strangers increased but other students demonstrated limited ability to embrace this behavioral change at this stage. Student 4 went from merely helping an elderly person walk across the street to giving aid to someone who has disabilities. She explained,

As I helped a stranger. She is almost a stranger for me as she was just a student from my college. She was a disabled person, so I helped her by carrying her bag. I took it to her class, so I felt happy on that instance.

Her response shows her developing capacity to identify and address the needs of strangers which indicates an enhanced empathy and proactive way of approaching such situations. Student 5, who previously stated that she had not helped any stranger, actively sought out opportunities to assist unfamiliar individuals. She shared,

Once I went out, and there was this person with a disability, she was carrying a sack, and it was difficult for her, so I helped her in carrying it to a nearby place. She asked me to drop it there and yes, there's this lady in my neighborhood, and she doesn't have anyone to support her, and so I gave her food that I cook whenever I got a chance. I guess... thrice I sent her food as I cook often.

Her responses highlight increased awareness and active assistance toward the needy people, showing positive development in her proactive kindness. Through the intervention students became more aware of helping strangers thus becoming more willing to intervene when the strangers needed help.

4.10.9 Meaning: Identification of Purpose

After the intervention, students developed a broader understanding of what would make their life more meaningful and expanded their understanding of this concept beyond academic and professional achievements. Student 1, whose idea of a meaningful life previously revolved around success in career, changed her view by associating self-improvement to a meaningful life. She shared,

A meaningful life is the one where one has developed a good personality like working on the weak points of the personality and making them into strong characteristics and I think maybe self-grooming and avoiding all the negative thoughts, behaviors, and quitting all the toxic surroundings, etc., and living a peaceful life will make my life meaningful.

Student 2, who initially believed her only purpose in life was to become a lawyer, redefined her understanding of a meaningful life to include helping the humanity. She explained, *“I used to think that academic activities will make my life meaningful, but now apart from that I think helping needy people will make my life meaningful.”* This shift in her perspective suggests that she no longer viewed a meaningful life as something personal but as something that revolves around helping the ones in need. Student 3, who earlier reported feeling like having no clear purpose, identified a better sense of direction in life by supporting people who face emotional challenges. She shared,

Not clearly a purpose, but I want to carry it forever in my life. So, I do feel like my purpose of life is to maybe make people feel like they are worth it and to bring mental stability in their lives and, you know, to just overall ease their pains.

This shift reflects a transformation from an unclear understanding of purpose of life to taking conscious steps that align with making life more meaningful. Moreover, Student 5, who previously had a vision of opening an NGO but had not taken any action to pursue her purpose, began making clear progress. She explained, *“I have talked to my teacher about it, and she motivated me. My teacher actually has this charity organization of hers, and she guided me about all the procedures.”* Her transition from simply having a dream to actively working toward achieving it shows that her well-being in terms of giving life a meaning got somewhat better.

4.10.10 Meaning: Steps Towards a Meaningful Life

Following the intervention, Student 1, developed a new outlook regarding meaningful life while she had previously taken no action as reported in the pretest interviews. She stated, *“I have started distancing myself from the toxic people recently, that’s I guess the small steps I am taking slowly.”* This signals towards the new awareness that the student understood that personal growth and emotional well-being contribute to a meaningful life, rather than the previously perceived notion that just academic or career success bring meaning and purpose to life. Student 2 demonstrated

a progress because she started actively working on pursuing her purpose in contrast to what she had reported in the pre-intervention interviews. She shared,

I think helping needy people will make my life meaningful so I want to teach the children of poor people and for that I plan to teach the son of my maid after my exams, free of cost.

This represents a transformation in her understanding of a meaningful life, from focusing only on her career to incorporating acts of kindness for the society and to help the humanity. Moreover, Student 3, who earlier only mentioned helping a friend emotionally, now expressed a stronger will and better actions to supporting the people around her in their tough times, explaining,

Almost every day, I have tried to help the friends and close ones around me, to listen to them attentively and hug my friends so they feel better and oh yeah, I tried giving a little snack like a gift to one of the classmates to cheer her up because she was a little down.

This change demonstrates her growth from just acknowledging the aim of helping others to actively making small efforts of kindness on a daily basis for her closed ones. Furthermore, Student 4, who had not taken any action toward her passion for travelling the world in the pretest interview, after the intervention reported working on it in small ways. She shared in the posttest interview she bought a map and put that in her room, on the wall, and she also googled about the different festivals and celebrations of different countries. While this may seem like a small step, it reflects a shift in her mindset, from only dreaming about a meaningful life in sense of travelling the world to actively motivating herself for her interest with concrete efforts. Lastly, Student 5, who had wanted to open an NGO but had not taken any steps toward it, finally took substantial steps to bring her aim into action. She stated,

I have talked to my teacher about it, and she motivated me. My teacher actually has this charity organization of hers, and she guided me about all the procedures and I donated some amount from my pocket money for a poor family and I gave it to that teacher to donate for the family.

After the intervention, students became more active in taking small yet meaningful steps toward their making their lives more meaningful by bringing their life's purpose into action. Students gained better knowledge about integrating purposeful actions in their daily activities instead of waiting to fulfill them in the future.

4.10.11 Achievement: Setting Regular Small Goals

After the intervention, Student 2 broadened her understanding with respect to the nature of small goals to be set and it went beyond academics this time. It was now based upon caring for the needy people consistently, she explained, *"Yes, I set a target that I will give food to my security guard daily."* Student 3, who previously worked on reducing overthinking, began introspecting her perspectives related to her family relations which impacted her positively, she shared,

These days I can only do some small goals so, recently just, I did this small goal. Basically, there is this thing of which I am not so proud of, I mean my parents being a bit overprotective when it comes to me. So, you know, I said to myself three-four days ago that no, they are doing it for my betterment at the end of the day and basically counseled myself to not think in this way. Also, you asked about achieving it, so yeah, I started thinking about it in a positive way so that is achievement, I guess.

Student 4, who previously admitted that she did not set any small goals, now became more active in her efforts towards self-improvement. She shared, *"I set a target to control my anger issues and also do dieting and I think I have achieved 30-40%, not fully because a lot is left and it is a start, but I did these goals."* Student 5, who previously did not set any kind of goals on a regular basis, began making small changes in her lifestyle. She stated, *"I had set two goals and I improved my sleeping schedule and I have cut down eating junk food."* Unlike before, when she was uncertain in her conviction towards achieving her goal, she now spoke with more confidence and clarity about her progress in this aspect.

Students indicated a considerable change after the intervention in terms of developing the habit of setting small goals and implementing actively. More students

actively set small goals in different areas of their life which involves betterment of personal habits, emotional regulation, and progress in academics.

4.10.12 Achievement: Celebrating Small Achievements

After the intervention, Student 1, who did not think of newly developed habit of controlling her anger as an achievement, showed a stark shift in her mindset. She explained, *“Yeah, I have a lot of anger issues and I just react so often, so I have controlled them and practiced not to react on everything that’s happening to me.”* However, she still did not consider celebrating her progress in this matter, indicating that while she did show some improvement in her personal growth, she had not yet fully developed the habit of recognizing and celebrating her small progresses and goals. Contrary to this, Student 2 began recognizing her efforts for helping the deserving people around her. She explained, *“Yes, I set a target that I will give to my security guard daily.”* Unlike before, when she had dismissed the idea of celebrating her small academic success in any way, she now understood that she herself should acknowledge such efforts, she said, *“Yes, I looked at a mirror and smiled at myself and I said, ‘Well done, very good job.’”* This shift suggests that a better understanding of self-recognition may have developed in her, indicating towards a better well-being than before in this regard. Moreover, Student 3, who had previously rewarded herself for overcoming her habit of overthinking to some extent, continued to acknowledge her progress. She described her recent goal and her celebration in these words,

These days I can only do some small goals so, recently just I did this small goal. Basically, there is this thing that and I am also not so proud of it, I mean my parents being a bit overprotective when it comes to me. So, you know, I said to myself three- four days ago that no, they are doing it for my betterment, at the end of the day. And basically, counseled myself to not think in this way. And yeah, you also asked about achieving it, so yeah, I started thinking about it in a positive way so that is achievement, I guess.

Contrary to her mindset before the intervention, she had now begun to set small yet serious goals related to her thinking pattern, depicting a better stage of self-development and also self-recognition. Student 4, who previously had no habit of setting goals often,

started actively working on self-improvement. She shared that she had set a target to control her anger issues and also to start dieting. When she was asked whether she was successful in achieving this set target, she responded having achieved it 30-40%, even though she still did not explicitly celebrate her progress. Lastly, Student 5, who previously did not set any kind of goals regularly, had now started focusing on making small changes in her daily life. She explained,

I had set two goals. So, I have improved my sleeping schedule and I have cut down eating junk food and I celebrated it with an oatmeal. I made myself an oatmeal as a healthy food. It was really good.

Unlike before, she now considered small achievements as important and took steps to reward herself as a form of celebration. Analysis depicts that due to the intervention, the students became more aware of their accomplishments and became more enthusiastic about celebrating their progress, which evidently brought a positive change in their well-being.

4.10.13 Achievement: Sources of Motivation

After the intervention, Student 1, whose source of motivation previously was stemming from negative experiences of the past, now had started emphasizing self-improvement, saying, *“The thought of trying to work on myself and to make myself better in my personality motivates me.”* This shift from a reactive sort of a motivation to proactive type of a motivation suggests that an increased self-awareness became a reason of a positive change in her well-being. Student 2, on the other hand, was initially motivated only by the expectations of her parents, now started acquiring motivation from positive sources from her everyday life. She explained, *“the discussion we had while learning tenses in the classroom, really motivated me to set goals and achieve them, it made me really feel good.”* Furthermore, Student 3 continued pursuing journaling and introspection as her main source of motivation, but now it showed more clarity. She shared,

As you know the family goal that I mentioned, they don't deserve being less appreciated by me and I came across this thought while journaling, so that was

my main motivation that I should not treat them the way they don't deserve, as simple as that.

This response indicates that she had developed better introspection through journaling and used it as a source of motivation to make her personal relationships better. Student 4, who previously had no proper motivation apart from just making her parents proud, now began developing a sense of motivation that stemmed from what she was learning in her classroom. She explained, *“While learning new types of tenses, everyone was telling about what goal they set and all, so my heart also wanted to set goals, so that motivated me.”* Unlike before, she now felt motivated by class discussions among peers and developed a personal desire to achieve her goals. Moreover, Student 5, who had previously found it difficult to derive motivation, now started considering her newly established desire for self-improvement as her source of motivation. She shared, *“You know the class discussion to improve tenses, we all were sharing our goals in the future tense class, so that gave me the push that okay, let's try if I can do this or not and I improved a little.”* This analysis highlighted the importance of PERMA-Based tenses instruction which involved the discussion and storytelling techniques of CLT approach because many students suggested that these classes turned out to be their source of motivation for improving themselves and setting new goals to improve their well-being.

4.11 Conclusion

This study evaluates both pre-test and post-test semi-structured interviews combined with pre- & post-test PERMA-Sentence construction assessment through descriptive statistical analysis and reflexive thematic analysis. The data examination facilitated an investigation into the impact of PERMA-based tense instruction on the well-being of higher secondary school students. The results of the statistical analysis with paired t-tests confirmed the two groups showed similar test results prior to intervention but the experimental group received significant improvements after intervention ($p < 0.001$). This result demonstrates the effectiveness of the intervention. The interviews revealed a positive impact on student well-being because students showed improvements across dimensions of positive emotions, engagement and relationships, purpose and goal-setting. Research findings confirm that the integration

of well-being principles in English language education helps students achieve academic objectives while developing their overall personal growth.

CHAPTER 5

DISCUSSION & CONCLUSION

This discussion evaluates whether implementing the PERMA model as an English grammar teaching approach leads to enhanced well-being in students. The research sought to understand the impact of teaching grammatical tenses through PERMA-based examples on students' general well-being by utilizing Positive Emotions, Engagement, Relationships, Meaning, and Achievement principles. A descriptive statistical analysis method was used by the study to evaluate student performance in PERMA-based sentence construction for tenses. A Frequency Distribution Analysis was performed to determine the PERMA-based sentence construction ability of the students in the post test and categorized the students based on the number sentences made.

The study employed a quasi-experimental approach to assess the changes in the well-being of students and for this purpose pretest and posttest designs was used. Qualitative data were studied with Reflexive Thematic Analysis (RTA), aimed to comprehend students' changing views as a result of the intervention. This chapter discusses the impact of PERMA-based English tense instruction on students' sentence construction skills and elaborates on their perspectives regarding the influence of this teaching approach on their well-being. It explains the findings of the analysis and discusses the result by aligning it with previous research on positive psychology in education. Furthermore, the chapter addresses the recommendation for future researches and policy makers along with briefing about the limitations and conclusion of the study.

5.1 Key Findings: Impact of PERMA-Based Tense Instruction on Sentence Construction

The paired t-test based statistical analysis of the research results demonstrates a comparison of mean scores of different PERMA Elements-based sentences across pre and posttests of control group and experimental group. The statistical results showed big differences between the experimental group and the control group after the intervention. Prior to the intervention both the groups had similar scores across all

PERMA-Based sentences, positive emotions, engagement, relationships, meaning, and achievement. There were no significant differences found between these groups since their p-value was greater than the threshold of 0.05), which means both groups started at the same level. But after the intervention (in the posttest), the experimental group showed a lot of improvement and did much better than the control group in every area ($p < 0.001$). For example, the experimental group got an average score of 30.92 for overall performance, while the control group only got 1.72. Similar differences were seen in other PERMA-based sentences, e.g. Positive emotions (4.56 vs. 0.44) Engagement (3.40 vs. 0.40) Relationships (9.56 vs. 0.48) Meaning (4.76 vs. 0.08) Achievement (5.56 vs. 0.36) These results show that the intervention helped the participants a lot. Also, when we looked at changes within each group from pretest to posttest, we saw no big changes in the control group ($p > 0.05$). This means outside factors didn't affect the results. However, the experimental group had big improvements in all areas ($p < 0.001$), especially in relationships ($t = 17.89$) and overall performance ($t = 59.60$). This shows that the intervention was very effective.

The results of descriptive statistical analysis indicate that the element that received the highest number of sentences is relationships, with an average of 10. This means that the element of relationships garnered the interest of students more than any other element of PERMA. The second most common type of sentence constructed by the students was related to achievement, averaging at 6. This shows a great number of students preferred writing about their goals and accomplishments in their sentences. While the meaning- oriented sentences along the element of positive emotions reached the average of 5 each, suggesting that students exhibited a moderate interest in writing about meaningful and purposeful life and expressing about positive emotions such as happiness, gratitude, joy, hope, optimism etc. The lowest means among all, placed at 3, were assigned to engagement- based and mixed-element sentences. This means students wrote very few sentences about being deeply engaged in hobbies or activities that one enjoys. Also, the last category, which is not an element of PERMA but represents the sentences which contained two or more elements of PERMA, was also assigned the lowest mean. It indicates that maximum of the sentences made belonged to one of the elements separately but only a few students made sentences where they wrote about two elements in relation to each other. Moreover, the Frequency Distribution Analysis yielded the results where 75% of the experimental group students (total participants 25) exhibited receptiveness and adaptability to a considerable extent in constructing

PERMA-based sentences. The findings equate with the study's first research question and objective, showing that there had been a significant impact on students' sentence construction post intervention. This study also indicates that the majority of students showed willingness to include this experimental teaching technique in their language learning. This method enabled the students to create PERMA-based sentences pertinent to real-life contexts which were both meaningful and relatable for them, thus increasing their ability to construct these sentences effortlessly.

5.2 Key Findings: Effect of PPERMA-Based Tense Instruction on the Well-Being of Students

The qualitative analysis of the study performed on the semi-structured pre and posttest interviews of 5 students, who received the intervention, highlighted a very positive response towards PERMA-based grammar instruction. Every student participating in the experiment and who later on were interviewed, demonstrated positive changes in their well-being across many PERMA elements by developing strong reception towards positive emotions, building better relationships and finding meaning in their lives. The results of the qualitative analysis revealed that a noticeable improvement was observed in overall well-being of students. Before the intervention, students could not either remember instances or shared only a single instance from the past month when they felt happy, grateful, or hopeful. However, following the intervention, students had acquired a noticeable awareness of these emotions, they deliberately cultivated situations where they experienced happiness, also extended their gratitude to friends and family more than before, and some maintained their optimism through journaling, self-affirmations or discussing matters with parents to get optimistic guidance. In a similar vein, students originally participated in a limited number of activities or hobbies that they fully enjoy or did not practice such activities at all in the first place, but as the intervention went on, they began to engage in such activities such as cooking, cycling, writing poetry and some even developed new hobbies such as reading, journaling and dressing up or doing makeup. Additionally, students felt more immersed, more focused in the work at hand and also in their hobbies or activities they enjoy, which improved their level of engagement leading to better wellbeing. The intervention also had a positive impact on the relationships of students. Students previously exhibited little appreciation and regard towards their family, showed limited

or no account of helping their friends and random strangers in need. Whereas after the intervention the students intently appreciated their family more, acknowledged even small acts of help for their friends and consciously helped some strangers more than before. Moreover, students' understanding of making life meaningful enhanced and they started to see the purpose of life extending beyond academics to include personal development and societal contributions, and they started making little but significant efforts in the direction of a building a meaningful life. Lastly, students learned to create attainable small goals more regularly and they also started recognizing successes big or small as important and worthy of celebration. They also became successful in redirecting their sources of motivation from external factor towards more personal factors such as self-development and self-improvement. These findings suggest that PERMA- based grammar instruction enhances the wellbeing of students with regards to experiencing more positive emotions, developing the habits of being fully engaged in enjoyable activities, strengthening familial, friendship oriented and social relationships. The intervention helped some students give meaning to their life and increased their self-belief by achieving small goals.

5.3 Discussion

This study aimed to examine the impact of integrating the PERMA model with teaching English grammar, specifically the teaching of grammatical tenses, in order to enhance the well-being of higher secondary school students. The research's findings present a beneficial insight into the effectiveness of positive psychology interventions inculcated into language learning, in particular Seligman's PERMA model, to enhance both linguistic proficiency as well as overall well-being of students.

5.3.1 PERMA-based Sentence Construction for Tenses

The results of the study show that using PERMA-based instruction of grammatical tenses had a strong and positive effect on how proficiently students made PERMA-based sentences. Before the intervention, both the experimental group (which received PERMA- based tense instruction) and the control group (which received regular instruction of tenses) had similar scores across all the elements e.g. positive emotions, engagement, relationships, meaning, and achievement. This means both groups started at the same level, which makes the later results more trustworthy (Field,

2018). After the intervention, the experimental group showed great improvement compared to the control group. For example, their average score in sentence construction after the intervention was 30.92, while the control group only scored 1.72. This big difference ($t = 59.604$, $p = 0.000$) shows the intervention positively influenced students in making the PERMA-based sentences. The students showed great receptiveness towards the intervention highlighting that teaching instruction that involves well-being fostering activities, improves their academic performance and language learning skills. (Seligman, 2011). The experimental group also improved a lot in positive emotions (4.56 vs. 0.44), engagement (3.40 vs. 0.40), and relationships (9.56 vs. 0.48). The students in the experimental group also scored much higher in the areas of meaning (4.76 vs. 0.08) and achievement. This shows that when students feel their learning is meaningful and they believe they can succeed, they do better in language skills (Dörnyei & Ryan, 2015). On the other hand, the control group didn't show any major changes in their scores. This means that traditional teaching methods that do not involve well-being related learning, doesn't garner as much interest of students in language learning environments (Seligman et al., 2009). In short, teaching tenses using the PERMA model helped students become better at making sentences that were related to their real life and also revolved around their well-being.

Additionally, the study exhibited a clear inclination of students towards writing about relationships such as family, friends, teachers, neighbors and other general societal relations. The students placing a strong emphasis on relationships can be ascribed to personal nature of sentences allowing students to freely referring their real-life experiences into the sentence construction assessment. This observation relates is in line with research of Savignon (2002) on communicative language teaching that contextualized learning improves the engagement of students as well as enhances their retention of grammatical structures. Next to relationships, the highest mean score of achievements depicts that students have a great predilection for writing about their aims and goals, doing hard work, pursuing aspirations, resilience in face of failure and also celebrating their achievements big or small and rewarding oneself for of every kind. The emphasis on Achievement by the students underscores the significance of goal-setting and individual achievement in development of adolescents (Seligman, 2011; Fredrickson 2001). Meaning-based and Positive Emotions-based sentences had an equal mean of 5, indicating a moderate preference for writing about making life more meaningful and a purposeful and also about their experiences of positive emotions. This

is in line with Kern et al. (2015) who argue that giving purpose to one's life increases psychological health and academic motivation. However, the data indicates that students wrote less frequently about being deeply absorbed in their interests and hobbies. It suggests that students have little awareness of the idea of "flow" (Csikszentmihalyi, 1989) and the significance of being completely immersed in activities that provide happiness and contentment. The reason may stem from the conventional emphasis on academic success within the Pakistani educational environments, where students often lack chances to participate in hobbies or activities that promote a feeling of flow (Haidar, 2018; Abbas et al., 2021).

Another central discovery of this research showed that students displayed a rapid adaptability towards developing PERMA-based sentences easily. In contrast to teaching of grammar in the with the conventional way, with the non-PERMA example sentences. The PERMA-based example sentences enabled the students to use their own experiencing and make learning experience more personalized, thereby making the grammar classes more engaging and productive for the students. Similarly, studies have maintained that embedding positive psychology into the educational settings that are closer to the real-life practices, facilitates better learning outcomes by improving motivation and emotional resilience (Gregersen, 2012; Adler, 2016). This observation is evident in the results obtained from the Frequency Distribution Analysis which revealed that 72% of students (18 out of 25) constructed the highest number of PERMA-based sentences (>30) and only 1 out of 25 students made less than 25 PERMA-based sentences out of 36, in the posttest assessment. This result suggests that the PERMA-based tense instruction was well-received by the students and that they were able to internalize the concepts of positive psychology through the teaching of grammatical tenses. This suggests that the PERMA-based tense instruction was well-received by the students and that they were able to internalize the concepts of positive psychology through the teaching of grammatical tenses. In addition, this also demonstrates the potential for PERMA-based tense instruction to enable students to construct PERMA-based sentences effortlessly and thus improve students' linguistic proficiency and emotional well-being simultaneously. Because the continuous practice of construction of positive sentences not only reinforced students' grammar skills, but also improved their perception of personal well-being which got translated into their real-life based sentence construction, with the added benefit of increased interest and engagement of students. The findings of this study are in line with previous research

applying PERMA model to an educational context. For example, Adler (2016) whose research which has been discussed in the literature review, conducted large scale studies in Bhutan, Mexico and Peru which proved that interventions based on the PERMA model of positive psychology positively affected students' well-being and learning outcomes.

5.3.2 Effect of PERMA-based Tense Instruction on the Well-being of Students

The findings of the qualitative analysis' of semi structured interviews evidently suggest that the PERMA-based tense instruction positively influenced students' well-being. The majority of students interviewed prior to the intervention reported no recent instances of experiencing positive emotions such as acknowledging their happiness in daily life, and even if they did, it was associated with a celebration, gathering, or ceremony. Similarly, no one was found to be habitually practicing gratitude for the positive things that happened throughout the day; their instances of gratitude were associated with celebrations or any kind of achievement; and finally, among all the emotions, optimism was the least practiced, and the students didn't bother cultivating optimism in their lives. Post-intervention, an increased awareness of these emotions was observed among the students and they proactively started pursuing opportunities where they could practice these emotions more frequently on a daily basis. They became more conscious than before of improving their well-being by fostering positive emotions. For instance, students expressed satisfaction and experienced a positive change in their lives when they started acknowledging the compliments they received, when they started assisting others more, or when they achieved any personal objectives. To an extent, the change supports Fredrickson's (2001) broaden- and-build theory, where it was asserted that positive emotions foster growth and development in people. The emotions like joy, love, or gratitude help people think more openly and creatively, hence broaden their thought process, while also strengthening their skills, relationships, and resilience (build). These benefits last even after the emotions fade. The students' increased capacity to recognize and foster such positive emotions are also in line with Seligman's (2011) results, which underscore the significance of positive emotions in improving the overall well-being of people.

Students reported feeling more engaged in activities they enjoyed, suggesting a potential positive influence of the intervention. This sense of engagement, marked by

complete immersion, absorption in activities and losing the track of time, not only brings satisfaction during the activity but also feeling of accomplishment afterwards. Before the intervention, many students reported practicing a few or practicing no hobbies at all, and those who reported being engaged in activities such as cycling, cooking and poetry did so infrequently. After the intervention, however, the students began to participate more actively in hobbies such as poetry writing, cycling or cooking while others even developed new enjoyable activities like journaling, reading novels, dressing up and doing makeup. The increased ability of the students to be engaged in such activities is due to the concept of ‘flow’, where people are completely immersed in activities that give them joy and pleasure (Csikszentmihalyi, 1989) and subsequently positively affect their well-being. This study’s result which illustrates that students find satisfaction when their engagement flourishes through enjoyable activities is in concert with Conner et al. (2018) who found that individuals who spend more time on enjoyable leisure activities, it makes them feel fulfilled and ultimately reduces their stress. The ability of students to experience flow in their hobbies and activities they find pleasurable, suggests that the PERMA-based approach improved their overall well-being.

The intervention also had a significant impact on students’ relationships with their family, friends, teachers as well as on their relationships with strangers in general who needed help. Prior to the intervention, students showed little appreciation for their family members and often superficial (e.g., compliments on physical appearance). They did not actively work to strengthen these bonds. They also helped friends only in the limited sense of helping with their studies or simply being there for them during emotionally trying times which suggests that they only considered helping friends and classmates in hard times and didn’t acknowledge and practice the everyday small gestures of assistance one provides to their friends to strengthen the friendship bonds positively. And in terms of helping strangers, many did not consider helping them and those who did, did so only occasionally. Following the intervention, students started to show more appreciation and gratitude towards their family members and started taking the initiatives to assist their friends and strangers in need, more frequently. This agrees with Lyubomirsky’s (2008) research that supports the idea that acts of kindness and gratitude improve interpersonal relationships and well-being. They started appreciating their parents and siblings more than they had in the past, and the students who did not do it regularly made it a goal to continue developing this habit in a more conscious

manner. It also helped the students to understand that they can improve their relationship with friends without having to do something very large, for example, by refilling the friend's water bottle or preparing a meal for a friend whose mother was away were small gestures to foster strong bonds. This shift reflects how much importance positive relationships hold in improving well-being of individuals (Seligman, 2011; Fredrickson 2001). Many students began to identify opportunities to help the strangers at different places like in the market, at their campus, or even on the street outside their homes. This indicates that they became more cognizant, which in turn provided them with improved sense of self-development and the joy that is derived from having more fulfilling relationships in all aspects of life. The results from Shahid et al. (2023) are consistent with the students' new-found commitment to assisting others, who found that positive emotions such as optimism, resilience and confidence enhance emotional well-being and language learning. Thus, it is evident that the PERMA-based approach PERMA model may have played a role in supporting students' increased sense of well-being and the development of a sense of how to build better social relationships.

Moreover, the intervention indicates a positive influence in students' understanding of a meaningful life and what their purpose in life is. The students' increased emphasis on finding a direction toward their purpose in life matches Seligman's (2011) theory of meaning which requires individuals to use their strengths towards serving greater causes. Before the intervention, most students defined their purpose in terms of academic success or their aspirations for building a great profession. While a few students had taken some steps toward achieving such goals but these efforts did not bring a sense well-being or a sense of practicing their purpose in life. After the intervention, the students started to see their purpose as bigger than just achieving academic goals and building a profession to come up to the expectations of their parents. They saw it as helping the humanity and serving those who are in dire need of help, since there exists a relation between being prosocial in life and achieving experiencing happiness (Steger, 2008). Students also started considering helping the people around them to improve their mental health as something that could give meaning to their life. One of the students made efforts to keep herself motivated on the path to fulfil the purpose of her life, which is travelling the whole world and another thought of opening an NGO to positively contribute to the society, in order to make her life purposeful. It also fits with what Kashdan et al. (2009) asserted, that having a sense

of purpose is important for feeling happiness and being satisfied with life. This suggests that the PERMA-based approach not only contributed to the overall well-being of students but also offered them a sense of direction that can bring satisfaction in their lives.

The last element of PERMA, achievement, also exhibited positive results after intervention since students began making efforts to set and achieve regular goals and even celebrated their small wins. Before the intervention, students rarely set small, achievable goals on a regular basis, and when they did, it was mainly related to academic success. The students did not have the awareness that achievements can be inculcated into daily life by setting small achievable goals which extend beyond the academic context. Since setting and achieving such meaningful goals enhances well-being (Quinn, 2018). Following the intervention, students began to set regular goals and started seeing the practice of celebrating their small wins in whatever ways that pleased them as highly important of their own well-being. The results of this study with respect the element of Achievement aligns with the ideas of Seligman (2011) who suggested that an increased ability to set and achieve goals is a key component in enhancing their well-being. It suggests that the PERMA-based approach may have not only contributed to improvements in students' overall well-being but also encouraged the students to do some effort to achieve pride and satisfaction more often.

Moreover, students discovered that the tense learning sessions, which involved PERMA-based class discussions and storytelling activities to practice different tenses, provided them with objective and kept them motivated to practice various PERMA elements that therefore may have contributed to their better well-being. Researches by Seligman (2011) have suggested that the implementation of the positive psychology principles in the educational setting supports the improvement in students' general well-being as well as their learning motivation. Research by Kern et al. (2015) also demonstrates that PERMA-based interventions led to emotional and social development in learners. Thus, the findings of the analysis address the second research question and objective of this study that students did experience a significant positive change in their well-being post intervention. Moreover, the effect of PERMA-based grammar instruction was observed to be favorable on their well-being, highlighting the intervention's effectiveness in enhancing the overall well-being and learning experience of students.

5.4 Limitations and Recommendations for Future Research

The study was limited to sample size of only 50 students, all of whom were females belonging to the same institution. This sample size is considerably small. Since this research is a case study, it focused only on a small group of students and its findings are not meant not be generalized either. However, future researches could use a more diverse and a comparatively large group to see how well the PERMA based method is able to work under different situations.

The second limitation of this study involved the use of self-reported data, which may have been biased. Consequently, it could be that the data does not represent the actual effect of the intervention. Other methods can also be used to improve future research such as having teachers observe students and noting any change in behavior or performance. More accurate and objective results can also be obtained from standardized well-being assessments like specially designed tests or surveys.

Thirdly, the study was carried out for a relatively short period of 14 weeks, it may not have been enough time to capture the real effect due to PERMA based approach. With a longer time period, researches can look at whether the positive outcomes from the study are sustained over time or do students need additional support to maintain their well-being and progress in academics.

Lastly, In the study, the external inputs such as prior mental health status, social and economic conditions, dynamics of family, have not been considered which may have influenced students' well-being and learning outcomes. The future researches should focus on controlled comparisons or detailed background assessments of the participants.

5.5 Recommendations for Policy and Practice

The findings of the study also have implications for language teaching and policy practice. Educational institutions and policymakers should bring into practice the student- centered methods of learning aligning with the principles of Communicative Language Teaching (CLT). These methods of teaching utilize real-life teaching strategies that yield positive outcomes by promoting active participation and engagement of the students. Teachers should be trained through regular workshops to practice these methods which allow students to improve their grammatical and communicative competence. Moreover, these workshops are useful for teachers to

equip themselves with skills and knowledge to incorporate positive psychology interventions and PERMA elements into the classroom as well as the lesson plans. Educational policymakers must include positive psychology within their national curricula specifically through the PERMA model framework to achieve academic success along with emotional well-being (Seligman, 2011). Positive education should be adopted by schools through the use of a ‘whole school approach’ where positive education practices are embedded across all subjects and school activities. This aligns with the International Positive Education Network (IPEN) model and its dual focus concept i.e. academic achievement and well-being (Norrish, 2015). These policies and strategies can help governments and educational institutions implement holistic learning environment that give the students space and opportunity for progressing in well-being as well as in academics.

5.6 Conclusion

This research aimed to explore the impact of PERMA-based tense instruction on the sentence construction of higher secondary school students. It also examined the effect of PERMA-based instruction of tenses on the well-being of students. It bridged the research gap in English Language Teaching (ELT) by integrating the PERMA model into teaching of grammatical tenses, an area that had previously received little attention, particularly in Pakistani higher secondary education. This study provided empirical evidence of the effectiveness of PERMA elements in improving both the grammatical proficiency and overall well-being of students with the teaching of the grammar through implementing PERMA elements.

The study findings indicate that it is necessary to bring together the wellbeing-based approaches in language teaching. According to results, the PERMA-based tense instruction impacted both, grammatical proficiency of the students, while enhancing their well-being simultaneously. Moreover, previous researches on communicative language teaching and positive psychology are in line with the outcomes of this study whereby students quickly adopted the personalized and meaningful sentence construction of the tense. All in all, this study presents a sustainable as well engaging alternative to traditional teaching method by integrating well-being principles into grammar instruction.

Therefore, in conclusion, it is recommended that there should be a whole language learning approach that solidifies not only the grammatical learning but the overall well-being of students too. It bridges an existing gap in research and provides a novel approach to grammar instruction, and it paves the way for further research regarding the implementation of well-being-based language teaching methods. Potential researches with bigger and diverse sample sizes and longer interventions can build on the findings of the present study to ensure that language learning does not only revolve around improving the proficiency but also enhances the well-being of students with equal passion.

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APPENDICES

Appendix A: PERMA-Based Example Sentences for Experimental Group

Simple Present Tense:

1. She finds joy in reading novels in her free time.
2. I don't reply to messages while spending time with my family.
3. She listens to her friends' problems very attentively.
4. Students often pick up the litter from the floor to help the elderly sweeper.
5. Sarah and Ali want to work in the organization that rescues hurt animals.
6. We must not belittle our achievements no matter how small they are.

Present Continuous Tense:

1. The old lady is thanking the young boy for helping her cross the road.
2. She is learning to paint in her free time.
3. My friends are going for a walk to lessen the exam-stress.
4. I am preparing lunch for my friend because her mother is not in town.
5. I am feeling proud of myself for feeding the hungry cat.
6. The teacher is appreciating her for improving her scores.

Present Perfect Tense:

1. You have made really good friends through your kind behavior.
2. They have courageously complained about the bully to the administration.
3. She has spent the whole day in writing new poems.
4. The doctor has devoted his life to the service of humanity.
5. My teacher has thanked me for carrying her heavy books up the stairs.
6. Her daughter has started a small business from her savings.

Present Perfect Continuous Tense:

1. I have been giving myself a chocolate for completing the task on time.
2. I have been playing with my pet cat a lot.

3. My friend has been motivating me since I failed the test.
4. I have been writing stories for three years in order to become a writer one day.
5. She has been raising funds to support the education of poor children.
6. They have been helping their relatives financially in difficult times.

Simple Past Tense:

1. He did not give up despite losing the competition several times.
2. Imran was fully engaged in making a painting for his new house.
3. I was so involved in reading the novel that I didn't hear the doorbell.
4. They raised awareness about the mental health issues in their college.
5. She wished to travel the whole country on a motorbike.

Past Continuous Tense:

1. Aimun was smiling with joy upon meeting her friend.
2. He was researching for hours to learn more about his favorite field.
3. I was enjoying seeing the old family pictures with my sister today.
4. She was helping the maid in preparing dinner for the guests.
5. The people were praising the boy for saving the injured dog.
6. My colleagues were congratulating me on getting the promotion.

Past Perfect Tense:

1. I bought an ice cream for myself after completing the preparation of the test.
2. She had lost track of time while playing with her nephew.
3. Lisa had a habit of going on leisurely walks to feel relaxed.
4. Alina had ended friendship with the new girl due to her unkind personality.
5. The family had taken great care of the grandmother after her surgery.

Past Perfect Continuous Tense:

1. I had been exercising every day to improve my health.
2. Rabia had invited her friend over to celebrate her success in the exams.

3. My father had been supporting our neighbor financially since he got fired.
4. He had been feeding the poor daily since last year.
5. The students had been raising charity to pay the college fee of the needy classmate.

Future Simple Tense:

1. The mother will not stop her son in choosing the field of his interest.
2. He will thank his colleague for lending him the umbrella during the hailstorm.
3. My friend will teach the poor children free of cost.
4. I will call you in the evening to help you in the preparation of the test.
5. The feeling of accomplishment will be unmatched once I learn to drive.

Future Continuous Tense:

1. She will be writing a heartfelt thank-you note to her friend for her help.
2. Ahmad will be refilling the water pot regularly for the birds.
3. I will be distributing sweaters among poor families in the winter.
4. Nida will be studying hard to get admission into the best university.

Future Perfect Tense:

1. She will have felt peaceful while sitting in the fresh air of the park.
2. By the end of next week, I will have successfully completed two assignments.
3. The old lady will have enjoyed her time gardening the backyard.
4. His father will have appreciated him for helping the poor people.

Future Perfect Continuous Tense:

1. She will have been setting small goals to improve her grades.
2. Will she have been helping the old neighbor by doing the dishes?
3. I will have been assisting my sister with her project every evening.
4. You will not have been putting off reading good books this year.
5. The students will have been feeding the poor people, by the end of this year.

Appendix B: Traditional Example Sentences of Tenses for Control Group

Present Simple Tense

1. He drinks tea every morning.
2. Honey is sweet.
3. There she goes.
4. Immediately the Sultan hurries to his capital.
5. When does the coffee house reopen?

Present Continuous Tense

1. The boys are playing hockey.
2. I am reading 'David Copperfield'.
3. My uncle is arriving tomorrow.
4. He is always running out into the road.
5. I am thinking of going to Malaysia.

Present Perfect Tense

1. It has just struck ten.
2. Mr. Hari has been to Japan.
3. I have finished my work.
4. We have lived here for ten years.
5. Have you read 'Gulliver's Travels'?

Present Perfect Continuous Tense

1. He has been sleeping for 5 hours.
2. I have been watering the garden.
3. They have been building the bridge for several months.
4. It has been reacting this way since the accident with the motor.
5. They have been playing since four o'clock.

Past Simple Tense

1. I received his letter a week ago.
2. He left school last year.
3. He studied many hours every day.
4. She always carried an umbrella.
5. I didn't sleep well.

Past Continuous Tense

1. We were listening to the radio all evening.
2. It was getting darker.
3. When I saw him, he was playing chess.
4. He was always grumbling.
5. The light went out when I was reading.

Past Perfect Tense

1. I had seen him 5 years before.
2. When I reached the station, the train had started.
3. I had done my exercise when Hari came to see me
4. I had written the letter before he arrived.
5. I had finished my homework before I went to bed.

Past Perfect Continuous

1. At that time, he had been writing a novel for two months
2. The baby had been crying all morning.
3. It had been raining for hours before the storm finally passed.
4. She had been working on the project for six months before she got promoted.
5. They had been studying English for three years before they moved to the U.S.

Simple Future Tense

1. It will be Eid in a week.
2. I shall be twenty next Saturday.
3. I think Pakistan will win the match.
4. We will know our exam results in May.
5. I'm sure Helen will get first position.

Future Continuous Tense

1. I suppose it will be raining when we start.
2. He will be meeting us next week.
3. This time tomorrow, I will be sitting on the beach in Singapore.
4. The postman will be coming soon.
5. I will be staying here till Saturday.

Future Perfect Tense

1. I shall have written my exercise by then.
2. He will have left before you go to see him.
3. By next year, I will have graduated from college.
4. I will have eaten dinner by 10 pm.
5. By the time she turns 30, She will have traveled to 20 countries.

Future Perfect Continuous Tense

1. By next March we shall have been living here for four years.
2. I'll have been teaching for twenty years next July.
3. By 2028, she will have been teaching English for 5 years
4. She will have been working as a cleaning woman for a decade next July.
5. They will have been investing for 5 years tomorrow eve.

Appendix C: Pre-Intervention Semi-Structured Interview Questions

Positive Emotions

1. Can you share the instances where you felt happy in the past month?
2. Describe the events that made you really grateful in the past month?
3. What are some everyday activities help you remain optimistic?

Engagement

1. What are the activities and hobbies that you fully enjoy doing?
2. Describe the time/times in the past month where you were so absorbed in these activities that you forgot about your surroundings?
3. What are the distractions that keep you from being fully absorbed in tasks that you enjoy?

Relationships

1. When did you compliment your family members in members and why?
2. How have you helped your friends or classmates in the past one month?
3. Could you describe instances from the past week when you offered help to a stranger in need?

Meaning

1. What is your idea of a meaningful life?
2. What is your purpose in life that will make it more meaningful?
3. What steps have you taken recently to keep you motivated for your purpose in life?

Achievement

1. What were the big or small targets that you set and achieved in the past month?
2. How did you celebrate after achieving those goals?
3. What motivates you to set these goals?
4. What motivates you to achieve your goals?

Appendix C: Post Intervention Semi-Structured Interview Questions

Positive Emotions

1. Can you share the instances where you felt happy in the past month?
2. Describe the events that made you really grateful in the past month?
3. Which activities have you developed that help you remain optimistic?

Engagement

1. What are the activities and hobbies that you fully enjoyed doing in the past month?
2. Describe the time/times in the past month where you were so absorbed in these activities that you forgot about your surroundings?
3. How did you manage the distractions that kept you from being fully absorbed in these activities?

Relationships

1. When did you compliment your family members in members & why?
2. How have you helped your friends or classmates in the past one month?
3. Could you describe instances from the past week when you offered help to a stranger in need?

Meaning

1. What is your idea of a meaningful life now?
2. What purpose in life have you developed that will make it more meaningful?
3. What steps have you taken recently to keep you motivated for your purpose in life?

Achievement

1. What were the big or small targets that you set and achieved in the past month?

2. How did you celebrate after achieving those goals?
3. What motivated you to set these goals?
4. What motivated you to achieve your goals?

Appendix D: Pre-& Post-test Sentence Construction Assessment

Q: Make 3 Sentences for each of the tenses given below. Present Indefinite Tense:

1.
2.
3.

Present Continuous Tense:

1.
2.
3.

Present Perfect Tense:

1.
2.
3.

Present Perfect Continuous Tense:

1.
2.
3.

Past Indefinite Tense:

1.
2.
3.

Past Continuous Tense:

1.
2.
3.

Past Perfect Tense:

1.
2.
3.

Past Perfect Continuous Tense:

1.
2.
3.

Future Indefinite Tense:

1.
2.
3.

Future Continuous Tense:

1.
2.
3.

Future Perfect Tense:

1.
2.
3.

Future Perfect Continuous Tense:

1.
2.
3.

Appendix E: Permission Letter to Conduct Research

Permission Letter to Conduct Research

The Principal,
Punjab College, PCW-2, Commercial Market,
Rawalpindi.

Date: December 31, 2024

Subject: Permission to Conduct Experimental Research

Respected Sir,

I, Nimrah Manzoor, am employed as an English Lecturer at your esteemed institute, Punjab College, PCW-2, Commercial Market, Rawalpindi. Respectfully, I would bring to your attention that I want to conduct research for my MPhil Linguistics thesis entitled as "Enhancing Well-being through English Grammar: A Case Study of Higher Secondary School Students." The research will be conducted on the students of Intermediate Part-II. The data will be collected in the form of pretest and posttest. Total time duration will be 6 weeks, whereby 2 lectures of 20 minutes each week will be conducted to teach PERMA-based example sentences of grammatical tenses.

I am writing this letter to seek your permission for the aforementioned research. This research will be conducted under the guidance of my supervisor, Dr. Aziz Ullah Khan, NUML, Islamabad.

I shall be highly thankful to you for the approval of my request.

Regards,
Nimrah Manzoor
Master of Philosophy
English Linguistics, NUML


31/12/24
Allowed for research.

Appendix F: Inform Consent Form

PARTICIPATION INFORMATION FORM: PARENTS

Thesis Topic: Enhancing Well-being through English Grammar: A Case Study of Higher Secondary School Students

Researcher's Name: Nimrah Manzoor

Supervisor's Name: Dr. Aziz Ullah Khan

This research is being conducted as part of the researcher's MPhil studies in Linguistics at National University of Modern Languages

The study aims to apply PERMA-based tense instruction in English Grammar at Higher Secondary level in Pakistan. It seeks to examine the influence of this approach in enhancing well-being of students through quasi experimentation.

This study will involve:

- Pre-test and post-test analysis of your daughter's interviews
- Post-test evaluation of the construction of PERMA-based sentences of all tenses
- Teaching of PERMA-based tense' sentences to your daughter

Please note:

- Your daughter's participation in this research is entirely voluntary.
- You have the right to withdraw your daughter from the study at any time without providing a reason.
- You may request the removal of your daughter's data as long as it is feasible, and personal information will be securely deleted.
- Your daughter's responses during teaching will remain anonymous and confidential.
- All data files will be securely stored, and the researcher will ensure compliance with data protection regulations.
- You can contact the researcher during and after your daughter's participation via email at nimrah.manzoor@gmail.com
- If you have any concerns about this research, you may reach out to the project supervisor, Dr. Aziz Ullah Khan, at azizkhan@numl.edu.pk

CONSENT FORM: PARENTS

Thesis Topic: Enhancing Well-being through English Grammar: A Case Study of Higher Secondary School Students

Researcher's Name: Nimrah Manzoor

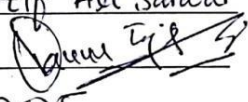
Supervisor's Name: Dr. Aziz Ullah Khan

- I have been informed about this research project and understand its purpose. I have had the opportunity to ask questions, and my concerns have been addressed.
- I understand that my child is free to withdraw from the research at any time without providing a reason.
- I acknowledge that the school administration has granted permission for this study and that my child's participation or non-participation will not affect their studies or relationship with the school.
- I understand that observations will be recorded, and I have the right to request that recordings be stopped at any time.
- I confirm that my child's name will not be used in the research report.
- I understand that the collected data will be securely stored.
- I am aware that the data may be used for academic articles.

Please encircle your preferred options below:

- I agree / do not agree to my child's participation in the classroom and interviews.
- I agree / do not agree to my child being recorded.
- I would like / would not like to receive a copy of the summary of results.

Parent's Name: Atif Ali Sarwar

Parent's Signature: 

Date: 06/01/2025

Appendix G: Inter-Rater's Feedback

INTER-RATER'S REVIEW: PERMA-based Example Sentences for English Grammar Tenses

Thesis Topic: Enhancing Well-being through English Grammar: A Case Study of Higher Secondary School Students

Researcher's Name: Nimrah Manzoor

Supervisor's Name: Dr. Aziz Ullah Khan

This research is being conducted as part of the researcher's MPhil studies in Linguistics at National University of Modern Languages. The study aims to apply PERMA-based tense instruction in English Grammar at Higher Secondary level in Pakistan. It seeks to examine the influence of this approach in enhancing well-being of students through quasi experimentation.

Inter-rater's Review:

The PERMA-based example-sentences provided for all 12 tenses of English grammar have been thoroughly reviewed with respect to their clarity, appropriateness and relevance to the PERMA Model of Martin Seligman (2011). The feedback has been listen below:

- The PERMA-based example sentences stand in relevance to the model proposed by Martin Seligman in 2011.
- The aspects of all the five elements of PERMA, positive emotions, engagement, relationships, Meaning and Achievement are present in the example sentences across all the tenses.
- The researcher has been advised to make at least five sentences in each tense where each sentences belongs to the five elements of PERMA.

Inter-rater's Name: Ms. Fatima Naqvi

Designation: Lecturer of Positive Psychology

Department: Applied Psychology

Institute: NUML, Islamabad.

Date: January 2, 2025


Inter-rater's Signature

Appendix H: Pre and Posttest Semi-Structured Interview Transcriptions

Interview 1

Researcher: Can you share instances from the past month where you felt really happy?

Student 1: The past month was really problematic for me, so I don't think so there was such a really happy moment.

Researcher: Okay, please tell me about the events that made you really grateful in the past month?

Student 1: No again. Because I was quite busy, so I didn't focus on such things that made me grateful.

Researcher: Alright. So can you name the everyday activity or activities or habits that help you remain optimistic?

Student 1: Not everyday activity, but I can say a weekly activity like penning down all my thoughts and observations that I've made throughout the week and working on them like what are the positive and what are the negative sides of all those observations. And how I can change the negative ones into the positive ones in the future.

Researcher: Alright, so uh, I would like to know about your thoughts on teaching positive emotions in your courses?

Student 1: I surely think that there should be such topics that should teaching about bringing out our positive emotions and let us practice all those emotions.

Researcher: Why do you think so?

Student 1: Because I think we are dealing with so much negativity around us all the time that we forget to remain positive most of the time.

Researcher: What are some activities or hobbies that you fully enjoy doing?

Student 1: For me, I guess it is poetry. I do poetry sometimes. So, I can say, yeah, that is an activity that I like.

Researcher: Any other hobby?

Student 1: No, I don't think so. I guess just writing poetry.

Researcher: Okay now, tell me how often you experienced being fully absorbed in writing poetry?

Student 1: Like, twice may be. I love doing poetry whenever I get time and then I just get absorbed in doing so but I don't write often so yeah, not so often I guess.

Researcher: Okay, can you please tell me how did you feel or the emotions you experienced while being fully immersed in that activity and while and after completing it too?

Student 1: To be honest, I feel a little rough or you can say a little gloomy also sometimes but after writing it, I guess, I feel glad may be, you can say that I feel happy that I wrote a poem.

Researcher: Very right. Okay, were there any distractions that kept you from giving your full attention to that task, or were you completely, fully absorbed that you forgot about the surroundings?

Student 1: Yes, there were distractions. Like my mobile phone is the biggest distraction, honestly.

Researcher: Any other distraction other than mobile?

Student 1: Family, I leaving the activity and getting up when my mother calls to do work and like help her.

Researcher: You mean that daily house chores keep you from being fully absorbed in doing poetry?

Student 1: Yeah, exactly.

Researcher: Okay, now I want to know your opinion regarding the need to incorporate lessons about being fully absorbed in enjoyable activities in your courses?

Student 1: I think there is a need to- to bring such topics in our course.

Researcher: That help students be fully absorbed?

Student 1: Yeah.

Researcher: So what do you think would be the output of it, any positive output of teaching being fully absorbed in any tasks that students enjoy?

Student 1: Maybe a sense of joy or satisfaction that a person can feel after doing so. Like the students who do not have hobbies can get help and they can also enjoy and feel happy.

Researcher: Very right. Thank you.

Researcher: Moving on, can you recall any instance from the past month where you complimented a family member of yours?

Student 1: Yeah, I complimented my sister on getting dressed up, and she became really happy.

Researcher: Any other instance, apart from that?

Student 1: I complimented my mother on making some delicious food for me.

Researcher: Great, okay tell me have you helped any friend or a classmate of yours when she was in need past month?

Student 1: I think I've helped my friends in the class tests so I've helped them in explaining all the exercises that they were not able to understand on their own.

Researcher: Okay? Any other instance that you remember apart from this one?

Student 1: I don't think so.

Researcher: Okay. So, could you describe a time in the past month where you offered help to a stranger?

Student 1: Not really. I don't think I helped any stranger.

Researcher: Alright. Please tell what do you think that is there any need, according to you, that there should be more lessons in your courses that teach how to build and maintain better societal relationships? Is there a need for it?

Student 1: Yeah, exactly. There is a need so that I can build better relationship with others in the society and be in good books of others.

Researcher: And why do you think there is need for it?

Student: I guess, because we all are struggling in many relationships and students sometimes don't know what should be done to make relationships good again.

Researcher: Okay, let's talk about a meaningful life. What do you think is a meaningful life? Or what does a meaningful life look like?

Student 1: I think... maybe... being successful academically. Achieving academic goals.

Researcher: Alright. So have you identified your purpose that will make your life meaningful?

Student 1: For me, the purpose or aim in for my life is to qualify in ACCA, I can say so that's the biggest aim of my life.

Researcher: Okay so when you have achieved the aim of ACCA— What do you think would be your aim for the rest of your life, or what will make your life meaningful after that?

Student 1: Maybe that I have all the things that I needed to achieve, like umm happy and what can I say... A happy life, I can say.

Researcher: Tell me what have you planned to fulfill that purpose in life?

Student 1: I guess, studying hard? Yeah, that's all.

Researcher: Alright, so what small steps have you taken recently to achieve that aim in life?

Student 1: Not really, because I was really busy recently, so I don't think so.

Researcher: Okay, what is your opinion on incorporating lessons about making life meaningful in your courses?

Student 1: Yes, it should be taught because you know students grow up and still don't know how to make life meaningful.

Researcher: Okay, perfect. So what were the targets or goals that you set in the past?

Student 1: For me, as I am a- I think I was a people pleaser. So for me, I set a target of saying no to people easily. So that's one goal I focused on in the past month.

Researcher: To what extent have you achieved it?

Student 1: I am trying, little progress but I keep trying you know.

Researcher: Have you celebrated your little progress in that goal?

Student 1: Not yet, because I think that I have not completely changed myself. So when I'll change that, I'll- I'll surely celebrate.

Researcher: Okay, is there any other goal, maybe a small goal, that you have achieved in the past month, other than this one?

Student 1: I don't remember.

Researcher: Okay. Can you tell me what motivates you to achieve your goals? The small goals you set on and off.

Student 1: All my past experiences and how people have taken me for granted or how people have treated me is the biggest motivation for me to achieve the goal.

Researcher: And you think there is a need to incorporate lessons about teaching the importance of celebrating achievements in your courses?

Student 1: Yeah, surely there is a need so that people, the students, or the people, can celebrate their goals and more and get motivation from it to achieve more goals.

Researcher: Okay, perfect. Thank you.

Interview 2

Researcher: Please tell me about the instances from the past month where you felt happy?

Student 2: Yes, it was my birthday, and I was very happy. My parents gave me a great surprise, and my brother also gave me a present. It was a watch, and I was very happy by that.

Researcher: Any other instances apart from that?

Student 2: No really.

Researcher: Okay, can you describe the events that made you really grateful in the past month?

Student 2: Yes, I was grateful for having the family that tries to keep me happy.

Researcher: Okay, but apart from that, any other instance?

Student 2: No.

Researcher: Okay. What are some everyday activities you do which make you feel very optimistic in tough times?

Student 2: No, there is no activity like that. I have not thought about it before.

Researcher: Okay, I would like to know what are your thoughts on teaching positive emotions by incorporating them in your courses?

Student 2: There should be such ways where teachers teach why should we remain happy and how to be happy. And how to survive hard days.

Researcher: I would like to know what are the activities or hobbies that you fully enjoy doing?

Student 2: I love cycling, and I fully enjoy doing.

Researcher: So, has there been any other activity apart from cycling, which you enjoy?

Student 2: Not really activity other than cycling.

Researcher: Okay, tell me how often you were so fully absorbed in cycling in the past month that you forgot about your surrounding?

Student 2: I do cycle 30 minutes daily and I forget about my problems while I do cycle.

Researcher: Okay, perfectly, fine. So how did you feel being fully immersed in that activity & after completing it?

Student 2: I feel very happy, very immersed. And it is a mental peace for me, and I really needed it daily.

Researcher: Okay, so are there any distractions that keep you from being fully absorbed in activities that you enjoy?

Student 2: I guess my cell phone.

Researcher: You use your mobile phone during cycling?

Student 2: No, but it just distracts me, because I was just like, “let’s finish this and then check the mobile phone.” Like this.

Researcher: Okay, right. I get that. I want to know that what is your opinion on incorporating lessons in your courses that promote being fully absorbed in enjoyable activities?

Student 2: I think that because there should be teachers should teach a relax time and being fully absorbed in hobbies. Because we feel happy and satisfied.

Researcher: Can you recall an instance from the past month where you complimented a family member of yours?

Student 2: Yes, my sister, she is a little bit weak in English, but she worked a lot hard. She worked very hard, and she got first position. So I complimented her and also gifted her chocolates.

Researcher: Very right. Okay, can you tell how often have you helped a friend/s in the past month??

Student 2: Yes, there was a Re-Sendup exam of my friend. She was facing a lot of problems in accounting, accounting solutions, you know? so I helped her with it.

Researcher: Okay. Is there any other instance, apart from helping her in studies, where you helped her in tough times, or any other one, any other friend?

Student 2: Not really.

Researcher: Okay, you couldn’t help her. Okay, right, could you describe a time in the past month where you offered help to a stranger/s?

Student 2: Yes, I helped a stranger. I got my monthly from my father, so I gave her some money, so I helped her.

Researcher: Okay, very right. But has there been any other instance apart from that?

Student 2: Yes, I also help poor girl in the market. She was hungry, so I gave her a packet of chips.

Researcher: Okay, I want to know what is your opinion on incorporating lessons about building better relationships in your courses?

Student 2: Yes, they should be.

Researcher: Okay. But why do you think so there is a need for it?

Student 2: There is a need for it. I think that, yes, there should be. Because we forget to show kindness and help strangers. Teachers can tell us to do it and we keep in mind to do it.

Researcher: Okay, talking about meaningful life, what do you think is a meaningful life?

Student 2: Meaningful life is a life for which we have a lot of goals, which we have to achieve.

Researcher: Have you identified your purpose in life that will make your life meaningful?

Student 2: I have a goal to become a lawyer. So I really want to achieve my goal by working hard.

Researcher: Okay, when you have achieved that goal of becoming a lawyer, you will have a great life ahead, hopefully- so what do you think will make your life meaningful after you have achieved that?

Student 2: I think becoming a lawyer will make my life meaningful.

Researcher: Okay, so tell me what small steps have you taken recently to achieve that purpose in life?

Student 2: No steps really.

Researcher: Okay, why do you think about incorporating lessons in your courses where you learn about making life meaningful?

Student 2: There should be because, because you students don't know what will make them and their life meaningful.

Researcher: What were the targets or goals that you set and achieved in the past month?

Student 2: I was facing a difficulty in two chapters of accounting, and they were very difficult. So, I really wanted to do it, and I did it. So, it was a great.

Researcher: Okay, did you celebrate when you had achieved it?

Student 2: No, not really.

Researcher: Very right. Tell me what motivates you to achieve your goals? Could be small goals or bigger goals. Is there any motivation?

Student 2: My parents, I just look at my parents and I see that they are, they are hoping a lot from me, so I should do this for them.

Researcher: I want to know your opinion now; do you think there is a need to incorporate lessons in your courses where you learn about importance of celebrating achievements?

Student 2: Yes, they should be they should learn to celebrate. It will make them motivated to do more stuff like more goals and fulfilling them. They should rather reward themselves.

Researcher: Right. Thank you so much.

Interview 3

Researcher: Can you share the instances where you felt happy in the past one month?

Student 3: As long as I can remember, not a particular instance that made me happy.

Researcher: Alright, can you describe the events that made you really grateful in the past month?

Student 3: Probably sitting with my parents. Spending time with them. I was grateful for that.

Researcher: Okay. How often did you spend time with your parents in the last month?

Student 3: The routine is very hectic because of college, so I get to sit with them quite less, so maybe twice or thrice a month.

Researcher: Okay. Any other instance that made you feel grateful, other than this one?

Student 3: Not really.

Researcher: Okay. What are some everyday activities that help you remain optimistic in your tough times?

Student 3: There are podcasts on YouTube which are very helpful for you to be optimistic. So probably that. I watch them often.

Researcher: Okay. What is your opinion on the need to include teaching positive emotions in your courses?

Student 3: I feel like there is a severe need, because we are so negative today. So it would be really good if, you know, they teach how to be positive.

Researcher: Alright, what are the activities and hobbies that you fully enjoy doing?

Student 3: Hobbies and activities... not really. I'm not such a person with hobbies and activities.

Researcher: Okay, so has there been any time in the past one month where you were so fully absorbed any activity that you felt like you forgot about your surroundings?

Student 3: Yeah... Definitely, I cannot forget it at all. There was a speech competition, so I got fully absorbed in that. Preparing for it day and night.

Researcher: Alright, so how did you feel while preparing for it, and how did you feel after you had done it?

Student 3: In the process, it was horrible because I had shortage of time. But after that I won. So obviously I felt good.

Researcher: Right. Were there any distractions that kept you from giving full attention to that task?

Student 3: Generation Z! We cannot live without mobile phones. So, you know, we always have mobile on our side table, so mobile was a distraction.

Researcher: Okay, what is your opinion on incorporating lessons that promote being fully absorbed in enjoyable activities in your courses?

Student 3: I don't feel like there is a need for everything to be taught, because, you know, it comes from within. So, no.

Researcher: Can you recall any instance from the past month where you complimented a family member of yours?

Student 3: As I mentioned before that, you know, when I sat with my parents, I appreciated them for, you know, being emotionally supportive. That's it.

Researcher: Okay. So how often have you helped a friend or a classmate in the past month?

Student 3: Not often but once I guess. A class fellow of mine was crying because of, you know, friendship problems, so I consoled her.

Researcher: Very well. Could you describe a time in the past month when you helped any strangers?

Student 3: Not really. Something that I'm not proud of.

Researcher: Alright, was that because you didn't get a chance, or you did get a chance, but you didn't feel like doing it?

Student 3: No, I did get a chance. Definitely, I would not at all lie, but, you know, I just felt like there is no need. I just felt off to help people.

Researcher: Okay, so do you think there is need of teaching hoe to build better relationships by incorporating it in the lessons?

Student 3: I guess, yes. Because there are many students who struggle with societal relationships and they should be taught how to make them better also, you know, how to work on your own behaviors with others.

Researcher: Okay, what, according to you, a meaningful life looks like?

Student 3: A meaningful life to me, is when you don't hurt anybody, because at the end of the day, when you are sitting alone, you know, with peace... that okay, I am in my good books, that is what matters to me, and that is what meaningful life looks like to me.

Researcher: Alright. So, talking about the purpose of life, have you identified what your purpose of life is?

Student 3: Related to purpose... not really, just that I remain good with everyone and help ease their pains.

Researcher: What steps have you taken recently to achieve that purpose in life?

Students 3: As I mentioned, helping my friend in her emotional times.

Researcher: Alright, what is your opinion about including lessons in your courses that teach about making life more meaningful by finding your purpose?

Student 3: It would be good to have such lessons, but I don't really feel a crucial need for it, so, no.

Researcher: Okay, what were the targets or goal that you set and achieved in the past month?

Student 3: A small target I set was not to overthink, just for my sake, so I am on that mission already.

Researcher: Okay, did you celebrate when you had achieved that goal to some extent?

Student 3: You know, I have lessened my overthinking... also I'm a foodie, so I, you know, gave myself a good treat.

Researcher: Okay, so what motivates you to achieve your goals?

Student 3: I feel like when you achieve one goal, then the motivation for other comes, because you know you have achieved one goal, so you just feel more inclined towards the next goal. So, you do better.

Researcher: Okay. And do you think such lessons should be incorporated in your courses where students are motivated to celebrate their small wins?

Student 3: Not really, because when you have achieved a small win, that celebration from you will come out automatically. So, teachers don't have to teach for that.

Researcher: Okay. Thank you so much. Perfect.

Interview 4

Researcher: Can you share any instances from the past month where you felt happy?

Student 4: In the past month...no, I can't remember anything like that.

Researcher: Can you describe any event that made you really grateful in the past one month?

Student 4: No.

Researcher: No? you cannot think of anything?

Student 4: No, there's nothing.

Researcher: What are some everyday activities or habits that help you remain optimistic?

Student 4: Whenever I feel low or I am in my tough time I just call my friend and that's all.

Researcher: Okay and what are your thoughts on teaching positive emotions in your courses by incorporating it into the lessons?

Student 4: Yes, I agree because there are a lot of these students facing many difficulties in their life. They know they want to be happy but they don't know how to do that.

Researcher: You mean the students do not know how to practice these emotions but they do know that there is a need for it.

Student 4: Yes.

Researcher: Thank you.

Researcher: Okay now tell me about the activities and hobbies that you fully enjoy doing?

Student 4: I love to draw the things, sketching and painting.

Researcher: Okay, and how often have you sketched, painted, or drawn anything in the past month?

Student 4: I do it in almost six months.

Researcher: Okay, that means it's not very often - twice a year?

Student 4: Yeah

Researcher: So, apart from sketching, painting, has there been any other activity in the past month where you were so absorbed in something that you forgot about your surroundings?

Student 4: No, nothing as such.

Researcher: Okay. Tell me, how do you feel while you are sketching or painting, since you are so fully absorbed in it? So, how does it feel during the activity?

Student 4: I feel so satisfied. So happy and it's like an emotion I can't explain in words.

Researcher: Very good. And how do you feel after you've completed it?

Student 4: It's like a great job I have done, my satisfaction level is at its peak.

Researcher: That's great. Are there any distractions that prevent you from being fully absorbed in painting, sketching, or drawing?

Student 4: As I do it from my mobile phone and as soon as I received a notification, I got distracted and I hate this thing.

Researcher: What is your opinion on incorporating lessons that promote being fully absorbed in enjoyable activities in your courses?

Student 4: Yeah, there is a need. There should be some activities. Because we are so much into cramming and studying same boring way that if we get taught in a way that we also do things we like, we will feel very much happy and peak level satisfaction.

Researcher: Can you recall any instance from the past month where you complimented a family member of yours?

Student 4: Yeah, I complimented my mother last month on her cooking skills.

Researcher: How often do you do that?

Student 4: Almost daily.

Researcher: Okay. Is there anyone else in your family who gets complimented everybody other than your mother?

Student 4: Yeah, there is my younger brother whom I compliment a lot after he gets ready.

Researcher: Okay. How often have you helped a friend or a classmate in a tough time in the past month?

Student 4: Yeah, I consoled my friend because she was crying for some personal reasons and I was there to calm her down and console her.

Researcher: Is there any other way you helped a friend other than consoling in the past month?

Student 4: No, I can't remember any situation or something like that.

Researcher: Could you describe a time in the past month where you offered help to a stranger?

Student 4: Yeah, I helped an old man crossing the road and he thanked me and it was a great feeling.

Researcher: Has there been any other instance other than helping the elderly man?

Student 4: No.

Researcher: Okay. And what is your opinion on incorporating lessons about building better relationships in your courses?

Student 4: It's not just a need, it's a great need to add some lessons in our courses to build a better relationship because our generation is so messed up, they don't know how to maintain a good relationship.

Researcher: Okay, Thank you.

Researcher: Please tell what is the idea of a meaningful life to you? **Student 4:** For me, it's like that you are satisfied for what you have done. **Researcher:** So, have you identified your purpose in life?

Student 4: Yes, I want to go on a world tour.

Researcher: What small steps have you taken recently to achieve that purpose in life?

Student 4: Not really, none. I haven't done anything to achieve it.

Researcher: Okay. And I want to know what is your opinion on incorporating lessons about making life meaningful in your courses?

Student 4: Yeah, there is a great need as we are the students of intermediate and still we don't know what to pursue in life, what is the purpose of our life, we are still confused that what should we choose afterwards and what is the proper specific meaning of our life. We don't know.

Researcher: Okay. Right.

Researcher: What were the targets that you set in the past month?

Student 4: I am not in the habit of setting targets so often.

Researcher: What motivates you to achieve the bigger goals if you do not set the smaller ones?

Student 4: Just to make my parents feel proud of me.

Researcher: Do you think is there a need for some lessons to be taught in the courses where students are motivated to achieve their goals?

Student 4: Yes, there is a need to motivate students to achieve their goals and their targets, there is a great need.

Researcher: Okay. And is there also a need where students should be taught how to celebrate their wins, big or small?

Student 4: Yeah, there is a need because when a student achieves their goals or their target, there should be some appreciation some celebration for them just to motivate them more to achieve their goals.

Researcher: Okay, thank you.

Interview 5

Researcher: Can you share the instances where you felt happy in the past one month?

Student 5: Yeah, I went to a wedding where I got to meet my cousins, whom I didn't meet for a long time, so I really felt happy.

Researcher: Any other instance that made you feel happy?

Student 5: No, there's not any.

Researcher: Can you describe the events that made you feel really grateful in the past month?

Student 5: In the past month particularly, no. I don't think so.

Researcher: What are some everyday activities or hobbies that help you experience hope and optimism in your tough time?

Student 5: There isn't any specific habit. **Researcher:** You're not practicing any habits?

Student 5: No.

Researcher: Okay. And what are your thoughts on teaching positive emotions in your courses?

Student 5: No, I don't think because it's not something that needs to be taught.

Researcher: Could you tell me about your activities or hobbies that you really enjoy doing?

Student 5: I really enjoy cooking, so much that I cook after two to three days, it's a sort of distraction from everyday hustle. So, I really enjoy that.

Researcher: Any other hobby apart from cooking?

Student 5: No.

Researcher: Alright. Has there been a time in the past month where you were so absorbed in the activity that you love, that you forgot about your surroundings?

Student 5: Yeah, there was this competition in our college of Bait-bazi and I participated in that because I love doing that, and I was so absorbed in preparing for that.

Researcher: Okay. How did you feel during that activity while preparing for the competition?

Student 5: As I said, I love it and I felt motivated, and I won, I really felt great and I got the satisfaction that I can do it.

Researcher: So, were there any distractions that kept you from giving your full attention to the competition or the activity that you were fully absorbed in?

Student 5: Mobile phone, I would say. **Researcher:** Okay, that's understandable.
Student 5: Yeah.

Researcher: And do you feel like there is a need that students should be taught through lessons regarding being fully engaged in such activities because they give you satisfaction?

Student 5: No, because when you are really into something, you do it with your heart and it comes from within.

Researcher: Can you recall any instance from the past month where you complimented a family member of yours?

Student 5: Yeah, I complimented my sister and I do that really often.

Researcher: Any other instance?

Student 5: No.

Researcher: Okay. Have you helped a friend or a classmate in her tough time in the past month?

Student 5: Yeah, my friend had a panic attack and I really helped her through that.

Researcher: So, there is just one incident?

Student 5: Yes.

Researcher: Okay. Can you describe a time in the past month where you offered help to a stranger?

Student 5: No, because I didn't get a chance to.

Researcher: Okay. And do you feel like there should be such lessons in your courses where students are taught how to maintain and build better societal relationships?

Student 5: Yeah, as I speak of societal relationships so, there's a lot of negativity around us, in our generation, in like youth so, I think they should be included in our course.

Researcher: If I ask you about meaningful life, tell me what does a meaningful life look like to you?

Student 5: Achieving my academic goals along with making my parents proud.

Researcher: Okay. Once you've achieved your academic goals as you said, you'll definitely have a life ahead of yours, how will you make the rest of your life meaningful?

Student 5: I want to help people by opening a NGO of mine. **Researcher:** Okay. Have you taken any steps to achieve that? **Student 5:** Not yet.

Researcher: Okay. I want to know about your opinion that should such lessons be included where making life meaningful and teaching students how to develop and pursue a purposeful life is taught?

Student 5: Yeah, I think they should be included because when you have a purpose for whole life you get a clear direction for whole life and if they are included in the syllabus or lessons, they really help people to achieve their goals.

Researcher: What were the targets or goals that you set in the past month?

Student 5: I really get attached to people and now I know how to set boundaries and I set the target to maintain boundaries.

Researcher: Okay, so that was the target you set?

Student 5: Yeah.

Researcher: Did you achieve that?

Student 5: Sort of achieved that, not really.

Researcher: Okay. Since you've said that you somehow achieved it, have you celebrated it or thought of celebrating it?

Student 5: Yeah, I did.

Researcher: How?

Student 5: Treating myself with a good meal.

Researcher: As you said that you set a target in the past month, so what motivates you to set goals?

Student 5: There isn't any specific motivation I guess.

Researcher: Okay. Are you habitual of setting goals on monthly or weekly basis?

Student 5: No.

Researcher: Not at all?

Student 5: Right.

Researcher: Okay. What is your opinion about inclusion of such topics in your subjects and courses where students are taught to set regular targets and then achieving them?

Student 5: I really think that they should be included because they give you a sense of accomplishment and motivate you to do more and more.

Researcher: Okay. And should celebrating the small targets and small wins be also taught in the subjects?

Student 5: I think they should because people really don't know how to enjoy small achievements, they are always looking forward to the bigger ones but even the smaller one is a big win.

Researcher: Okay, Thank you so much.

Posttest Semi-Structured Interview Transcriptions

Interview 1

Researcher: Can you share instances from the past month where you felt happy?

Student 1: Yeah, in the past month when I got ready for some function, I got complimented that I did good makeup and I felt very nice about it.

Researcher: Can you tell me about any instance that made you feel grateful in the past month?

Student 1: My friend motivating me towards life and towards academic things. I think that was the moment I felt grateful.

Researcher: Were you grateful for having such a friend?

Student 1: Yes, absolutely.

Researcher: Have you developed any new activity or habit that helps you remain optimistic?

Student 1: I didn't work on it yet. I need to develop such habits but there are not any such habits till now.

Researcher: What are your thoughts on learning about positive emotions in your English course through tenses?

Student 1: It was a nice different experience, I mean, but I couldn't change a lot in me. I guess maybe I need more time, a lot of time to change a lot to feel happy and grateful and optimistic.

Researcher: Okay, what were the activities/hobbies that you fully enjoyed in the past month?

Student 1: Getting ready sometimes, dressing up, that makes me happy and I enjoy it.

Researcher: Has there been a time in the past month where you were so fully absorbed in getting ready that you forgot about your surrounding?

Student 1: Just dressing up and writing poetry. Nothing more.

Researcher: okay and how did you feel during those activities and after?

Student1: I felt happy, doing so makes me happy and once I am done, I feel satisfied that I have done a good job. And also I started doing more poetry and it also made me feel really good, like I am relieving my stress expressing through words.

Researcher: Were there any distractions that kept you from being fully absorbed in those activities?

Student 1: Mobile phone was the only distraction but I... I tried not to focus on it much and switched it off. So yeah, that's little progress, I guess.

Researcher: What are your thoughts on learning about positive emotions in your English course through tenses?

Student 1: It was a nice different experience, I mean, but I couldn't change a lot in me. I guess maybe I need more time, a lot of time to change a lot to feel happy and grateful and optimistic.

Researcher: What are your thoughts on learning about being fully absorbed in enjoyable activities through your English course?

Student 1: I think it helped in a way that it started coming into my mind more that I should do the activities that I love.

Researcher: Can you recall an instance in the past month where you complimented a family member or a friend?

Student 1: Yeah, my father was getting ready for his friend's wedding so I complimented him. I don't often compliment people but I am developing this habit.

Researcher: How often have you helped a friend in her tough times in the past month?

Student 1: I think I am the friend who needs help. I haven't helped anybody lately.

Researcher: It's fine. Could you describe a time in the past month where you offered help to a stranger?

Student 1: Yeah in college, one of my college fellows whom I didn't know but she needed something very urgently and I tried my best to get her that thing.

Researcher: Please tell me what is your idea of a meaningful life?

Student 1: A meaningful life is the one where one has developed a good personality. Like working on the weak points of the personality and making them into strong characteristics.

Researcher: Basically becoming a better version of oneself?

Student 1: Yeah.

Researcher: Have you identified your purpose in life that makes your life meaningful?

Student 1: Maybe self-grooming and avoiding all the negative thoughts, behaviors and quitting all the toxic surroundings etc. and living a peaceful life.

Researcher: Okay so, tell me what steps have you taken so far that motivate you to keep pursuing that purpose?

Student 1: I have started distancing myself from the toxic people recently, that's I guess the small steps I am taking slowly.

Researcher: Very right, moving on, can you tell me, were there any small targets that you set in the past month and if you achieved them or not?

Student 1: Yeah, I have a lot of anger issues and I just react so often so I have controlled them and practiced not to react on everything that's happening to me.

Researcher: Did you celebrate it when you achieved that goal?

Student 1: I don't think it's an achievement as such so I didn't celebrate it.

Researcher: What motivated you to think about achieving that goal?

Student 1: The thought of trying to work on myself and to make myself better in my personality. I actually learned during the class discussions of our tenses class, like others were doing so much in life so, I too should try.

Interview 2

Researcher: Can you share instances from the past month where you felt happy?

Student 2: I helped a girl, she was hungry so, I bought her food and there was an event in my college, kind of function so, I participated in extra curriculum activities for the first time. So, I was very happy and excited.

Researcher: Very right, Okay. Can you describe the events that made you really grateful in the past month?

Student 2: Yes, my teacher thanked me because I helped in a difficult task, she thanked me and praised me so much. I felt grateful that she is my teacher. She is really good. And also the class discussion activity and the story telling activity of the class we did while studying the tenses helped me develop positive habits. So, I am grateful.

Researcher: Okay and have you developed any new everyday habits or activities that help you remain optimistic?

Student 2: No, not yet. But I want to.

Researcher: Can you please tell me about the activities or hobbies that you fully enjoy?

Student 2: As I told you in my previous interview that my hobby is cycling so, I love cycling and other than that, I have also developed the habit and kind of a hobby of reading novel every day and it also helps me improve my English.

Researcher: Okay, very good. Has there been a time in the past month where you were so fully absorbed in these activities that you enjoy that you forgot about your surroundings?

Student 2: Yes, I was fully absorbed in reading a novel, it was very interesting so, yeah. That's why.

Researcher: How often did you find yourself being fully absorbed in it?

Student 2: Very often. I read it happily and I do that almost daily.

Researcher: Okay. How did you feel during that activity and after completing that?

Student 2: I forgot about the surroundings and felt enjoying and it was a very mentally peaceful for me.

Researcher: Okay and after completing that hoe did you feel?

Student 2: I feel very relaxed and very happy and fresh.

Researcher: Okay. Were there any distractions and how did you help yourself from those distractions?

Student 2: Yes, there was a distraction of my mobile phone and I have forced myself to not check my mobile phone while I was reading my novels.

Researcher: Can you recall an instance from the past month where you complimented a family member of yours?

Student 2: Yes, there are many instances but for now, I remember few. My brother won his competition - running completion so, I appreciated him and my cousin was wearing a beautiful frock and she was looking very pretty so I appreciate her.

Researcher: Okay. How often have you helped a classmate in the past month?

Student 2: Yes, I helped my classmate while she didn't bring her lunch so, I gave her my lunch and I gave my notes to my friend and my friend had her re sendup so, I taught her on the phone.

Researcher: Okay. But don't you think these are the activities that every student does and helped their classmate with such activities and you have been doing that previously too, right? So why are you mention them right now specifically?

Student 2: After the class discussion we had so, I learned that I should appreciate myself on the small achievement so, yes, I noted them.

Researcher: Okay, very right. Can you describe any time in the past month where you offered help to strangers?

Student 2: Yes, I asked my mom to cook a food for security guard and I also gave money to a poor man from my pocket money and I also planned further to help many.

Researcher: What does a meaningful life look like to you?

Student 2: I used to think that the academic activities will make my life meaningful but now part from that academic achievement, I think helping the needy people will make my life meaningful.

Researcher: Okay. And what do you aim to do in your life that will make it meaningful?

Student 2: I want to teach the children of poor people.

Researcher: Alright. And have you taken any steps so far to teach the children of poor people?

Student 2: Yes, I plan to teach the son of my maid after my exams, free of cost.

Researcher: Okay. Could you please tell me if you had set any small targets in the past month and did you achieve them?

Student 2: Yes, I set a target that I will give to my security guard daily.

Researcher: And did you celebrate after achieving that goal?

Student 2: Yes, I looked at a mirror and smile at myself and I said that well done, very good job.

Researcher: Okay and were there any other targets that you set apart from this one?

Student 2: Not really.

Researcher: Okay. Could you please tell me what exactly motivated you to set small targets and achieve them?

Student 2: The class discussion we had when we were learning tenses, that really motivates me to set goals and achieve them and it makes me really feel good.

Researcher: Okay, so feeling good made you set a target and achieve it?

Student 2: Yeah.

Researcher: Okay, Thank you so much. I also want to know your opinion regarding the inclusion of positive emotions and the importance of being fully absorbed in hobbies and achieving them and setting small targets, should that be taught to students through their syllabus?

Student 2: Yes, I really think that teaching of all these positive emotions and building good relations and engaging in hobbies and achieving small targets should be taught in our syllabus.

Researcher: And while you were learning tenses and when you were involved in class discussions, apart from learning about all these emotions and good manners and habits, how did it help you in your improvement of English?

Student 2: It helped me to improve my English spoken.

Researcher: Okay. What about grammar?

Student 2: Yes, I really improve my English grammar.

Researcher: Okay, thank you so much.

Interview 3

Researcher: Can you tell me how often have you felt happy in the past month?

Student 3: Specifically, in the past month, I felt happy quite often.

Researcher: Can you share the instances that made you feel happy?

Student 3: As long as I can remember, I did a speech a few days back. So, the topic was that I share what I have learned from college. I got a lot of appreciation from audience for that. Then I went to my grandparents this month and I had a very good conversation with them, on that I felt happy. Also this new thing happened in our class that we have started having discussions in class about, you know, positivity when we learnt tenses, I felt happy regarding that.

Researcher: Very, well. Can you describe events that made you feel grateful in that past month?

Student 3: So all the things I felt happy about, I also felt grateful too obviously. Just you know that I have a family who appreciates me, I have good friends and my teachers, that makes me feel grateful. There are very good people around me.

Researcher: That's great. Have you developed new activities or habits in the past month that increased your optimism?

Student 3: Okay so, the problem is with me was I used to overthink a lot. So what I started doing as a coping mechanism was that I say some sentences to myself in my head like "trust your intuition", "I believe in myself", "don't overthink", so you know it's practicing things like these that makes me a lot hopeful person.

Researcher: How often were you doing these activities prior to this month?

Student 3: I do skip some of the days but I try to practice it regularly.

Researcher: Moving on, can you please tell me about your hobbies or activities that you fully enjoy?

Student 3: So few months back, I did not have any activity in particular. I was just a jolly and happy person but now I have started journaling and that very much helps.

Researcher: Did you start journaling this month or you were doing it before that too?

Student 3: No no, this month, not before that.

Researcher: Has there been a time in the past month when you have been fully absorbed in the activities you enjoy, so much that you forgot about your surroundings?

Student 3: As long as I can remember, it was only journaling. Nothing else.

Researcher: Okay, and how did you feel during that activity and after that activity?

Student 3: You know during that activity, you feel very peaceful and after that you feel like your mind is clear with every thought. Also, very nice.

Researcher: And, were there any distractions and did you try controlling those distractions to remain fully absorbed in that activity?

Student 3: The distraction is only mobile phone and journaling is a very fun activity so I don't think I have to deal with the distraction so no.

Researcher: Okay very good, and can you tell me any instance where you complimented the people around or mainly your family members?

Student 3: I compliment my family a lot less than I compliment my friends so I started improving on that. Recently, my mother hosted a family dinner so I made sure to compliment her regarding food or how she looked like or how she hosted so yeah.

Researcher: How often have you complimented people in the past one and a half month?

Student 3: As I mentioned, I quite often compliment my friends but my family very less which is something I am not proud of.

Researcher: So have you seen any difference in your habit of giving compliments like the month prior to this one and then present month?

Student 3: Yeah definitely, because when you get aware that, oh shit, I don't compliment my family as much as they deserve so you feel bad, right? So, obviously I do feel a difference a lot more now.

Researcher: Very well, now tell me how often have you helped your classmates in the past month?

Student 3: Whenever they need me, I do help them. I don't really help them but you know they do deal with some emotional states so I quite often get to help them.

Researcher: Could you describe a time in the past month where you offered help to a stranger?

Student 3: No. No such instance.

Researcher: Right. Can you tell me what does a meaningful life look like to you?

Student 3: Meaningful life is when you are not hurting anybody. In the end of the day you are good in your own books.

Researcher: Okay, so have you identified your purpose in life or what will make your life meaningful?

Student 3: Not clearly a purpose but I want to carry it forever in my life. So, I do feel like my purpose of life is to maybe make people feel like they are worth it and to bring mental stability in their lives and you know to just overall ease their pains.

Researcher: So, have you taken steps to move forward to achieving that meaningfulness in life?

Student 3: Ah yes, in the past month, I think almost every day I have tried to help the friends and close ones around me to listen to them attentively, and hugging my friends so they feel better, and oh yeah, I tried giving a little snack like a gift to one of the classmates to cheer her up because she was a little down. Because I have been aware lately so every day I make sure I do these little things because you know there are a lot of people in college and your surroundings which need that.

Researcher: Very right. And what source of motivation pushed you to develop this purpose in life?

Student 3: I am naturally like that but you know these recent class discussions and where others shared stories so, I felt like I should start doing it more but it was already there in me to kind of give therapy to people.

Researcher: Okay, very right. Can you please tell me what were the targets or goals that you set in the past month and did you achieve them? They can be small or they can be big.

Student 3: Yeah, these days I can only do some small goals. So, recently just I did this small goal. Basically, there is this thing that and I am also not so proud of it, I mean my parents being a bit over protective when it comes to me. So, you know, I say to myself three-four days ago that no, they are doing it for my betterment, at the end of the day. And basically, counselled myself to not think in this way. And yeah you also asked about achieving it, so yeah, I started thinking about it in a positive way so that is achievement I guess.

Researcher: Did you celebrate when you achieved that goal?

Student 3: Yeah, yeah, I did. I am a very foodie person so whenever I will achieve something small even and I will order something good to eat, so yeah.

Researcher: But did you celebrate this recent achievement also?

Student 3: Oh, no, no. I didn't really celebrate it but yeah I just appreciated myself so I guess that is also an achievement, so yeah that.

Researcher: What motivated you to achieve that goal?

Student 3: As you know the family goal that I mentioned, they don't deserve being less appreciated by me and I came across this thought while journaling, so that was main motivation that I should not treat them the way they don't deserve, as simple as that.

Researcher: Very right. Thank you so much.

Interview 4

Researcher: Can you tell me how often have you felt happy in the past month?

Student 4: I felt quite often hopeful in the last month.

Researcher: Okay, as you said you felt happy often, can you share the instances that made you feel happy in the past month?

Student 4: As I helped a stranger. She is almost a stranger for me as she was just a student from my college. She was a disable person so I helped her by carrying her bag. I took it to her class so I felt happy on that instance and then I just helped my mother in cooking so I felt happy in that too and then I set a target to start something that I can't explain here so after pursuing and working on it, I felt very happy that I did something.

Researcher: Very right, so please tell me what made you feel really grateful in the past month?

Student 4: Oh yes yes, I had strange medical things happening and I got very much scared that I am having a cardiac arrest or something, as in, the pain was that bad so I went to the hospital and they did an ECG and I was told I was totally fine and it was just a random anxiety problem. I felt so much grateful that I am alright and it was a relief.

Researcher: Right, so any other instances apart from this one where you felt grateful?

Student 4: I have very huge issue of migraine, so whenever there's a family issue, I get migraine so what happened that last week... yeah last week I got such a worse headache but this time I promised to me that I will check from doctor so when I checked it from doctor, I was so grateful that I can handle it that I will just try to think positive and it will go away.

Researcher: Okay, I want to know have you developed any activities or habits that helped you be optimistic?

Student 4: Unfortunately, no. I didn't think about it because I don't get the time and I was so much busy in my own things, tests and stuff like that that I don't start it.

Researcher: Alright, that's fine.

Researcher: Have you identified hobbies and activities that you fully enjoy?

Student 4: Yes, I did. I have started sketching more from the last time and I have started going outside on a walk with my brother. He didn't listen before but I take him and now he goes happily.

Researcher: Very well, can you tell me, how many times in the past month you were so fully absorbed in these activities that you forgot about the surroundings?

Student 4: Like twice or thrice this happened that I forgot about my surrounding in sketching.

Researcher: Okay, and how did you feel during that activity?

Student 4: I feel like...peacefulness, calmness and yeah very peak happiness feeling.

Researcher: Okay, and after that activity how do you feel?

Student 4: I just feel fully satisfied and also accomplishment that I made it finally.

Researcher: Very right. And how did you control your distractions?

Student 4: My phone used to be distraction for me, the notifications again and again. So, I closed the wifi in mobile and copied sketch from the picture in gallery.

Researcher: That's great.

Researcher: Can you please tell me often have you complimented your family members in this month?

Student 4: I am in a habit of complimenting people so it is same. I compliment day and very often.

Researcher: Right, so can you recall any instances where you helped a friend or classmate of yours, whenever they needed help?

Student 4: Honestly, I used to think that helping friends is only when they are in sad mood or in a very big trouble but I realized that after like the tenses classes and discussions that small things are also help. So, if like that like I gave my notes to a classmate because she lost her own. I filled water bottles of five-six classmates in one time when I went to drink water.

Researcher: Tell me, what does a meaningful life look like to you?

Student 4: For me it is like enjoy your entire life by following your passions.

Researcher: Okay and how do you want to follow your passions that will make it meaningful?

Student 4: My passion is like, traveling the entire world and learning things, cultures, seeing beautiful places about the countries and all that.

Researcher: okay and have you taken any steps to achieve that aim in life?

Student 4: Yes, yes. I tried to motivate me so I bought a map and put it in my room, on the wall and I googled and enjoyed the festivals and celebrations of different countries, so yup, that I did.

Researcher: That's great.

Researcher: Let's talk about smaller goals now. Tell me what were some small targets or goals that you set and achieved in the past month?

Student 4: I set target to control my anger issues and also do dieting.

Researcher: Have you achieved them?

Student 4: Yeah, I think I have achieved 30-40%, not fully because a lot is left and it is start but I did these goals.

Researcher: Did you celebrate after achieving these goals to some extent?

Student 4: Yes, I hung out with my brother one day when I did not do anger and I felt so happy that wow I controlled my anger. I and my brother went out to have soup from market outside our home.

Researcher: Right, and what motivated you to set these targets?

Student 4: While learning new type of tenses, everyone was telling about what goal they set and all so my heart also wanted to set goals so that motivated me.

Interview 5

Researcher: Can you share instances from the past month where you felt really happy?

Student 5: Yes, my father was out of station. He came back last week and I got to spend time with him and that made me really happy.

Researcher: Any other thing apart from this one?

Student 5: Yeah, I won the final of quiz competition in college and I really worked hard for it so when I won, that made me really happy.

Researcher: Okay, any other instance from that?

Student 5: Yes, one more that I made a new friend who I love spending time with and that makes me really happy.

Researcher: That's great. Anything that made you really grateful in the past month?

Student 5: All things that I am happy about made me grateful as well.

Researcher: Very well. Okay, now tell me what are everyday activities or habits that you practice that make you more optimistic?

Student 5: Well, talking to my mother. I have started talking to my mother than before. Whenever I feel stuck recently in anything, I speak to my mother and that conversation makes me feel optimistic.

Researcher: Okay, please share about your activities that you fully enjoy, have you developed any new activity?

Student 5: Cooking it was previously but apart from that, I have started reading a lot. I had stopped reading some months ago but I started again this month.

Researcher: That's great. Can you tell about the times where you have been so fully absorbed in these activities that you forgot about your surroundings?

Student 5: I read at night and this time of reading lasts for hours because I enjoy reading so I am fully absorbed.

Researcher: How do you feel during that activity and after that activity?

Student 5: It makes me feel relieved after all the hustle bustle of the day when I read, it refreshes me. Because your mind's empty and you don't have to think about academics or anything.

Researcher: So there were distractions previously as you mentioned, have you worked on them?

Student 5: Yes, mobile phone. And I have started consciously avoiding it more so it helps me stay phone free.

Researcher: Great, can you recall instances from the past month where you complimented a family member of yours?

Student 5: I do compliment my friends and family a lot. I am in the habit of complimenting people, generally.

Researcher: Alright, has it increased or decreased or remained same as before, in the past month?

Student 5: Yeah, a lot more now, in this month whole month.

Researcher: Have you helped a friend or a classmate whenever they were in need in this month?

Student 5: Yes, there's this friend of mine who happens to be my neighbor too. Two weeks back, her parents weren't home so she came over to my place and I made her a good meal.

Researcher: Any other instance where you helped a class mate in their tough time?

Student 5: Yes, I shared my book with a class mate. She lost hers so I gave mine to her.

Researcher: That's nice, could you describe a time in the past month where you offered help to strangers in the past month?

Student 5: Once I went out and there was this person with disability. She was carrying a like a sack and it was difficult for her so I helped her in carrying it to a nearby place. She asked me to drop it there.

Researcher: Any other instance?

Student 5: Yes, there's this lady in my neighborhood and she doesn't have anyone to support her and so I gave her food that I cook whenever I got a chance. I guess... thrice I sent her food as I cook often.

Researcher: And that increased in the past month? **Student 5:** Yup, I was actively trying to help people more. Meaning:

Researcher: Right, moving on, can you tell me what does a meaningful life look like to you?

Student 5: I really dreamt of opening an NGO. Although, it was my childhood dream but I really hope to fulfill it.

Researcher: How do you plan to achieve it and have you taken any steps to keep you motivated towards it?

Student 5: I have talked to my teacher about it and she motivated me. My teacher actually has this charity organization of hers and she guided me about all the procedures. I also donated some amount from my pocket money for a poor family and I gave it to that teacher to donate for the family.

Researcher: That's great. Any other steps?

Student 5: No. Just this.

Researcher: Moving on, could you tell me about any small targets that you set in the past month and if you have achieved them?

Student 5: I had set two goals. So I have improved my sleeping schedule and I have cut down eating junk food.

Researcher: Good, and did you celebrate after achieving those goals?

Student 5: Yeah, with an oatmeal. I made myself an oatmeal as a healthy food. It was really good.

Researcher: And what exactly motivated you to set and achieve these goals, specifically in the past month?

Student 5: You know the class discussion to improve tenses, we all were sharing our goals in the future tense class, so that gave me the push that okay let's try if I can do this or not. And I improved a little.

Researcher: Alright, thank you so much.