

Inkluderede studier FAGFÆLLEBEDØMT

	Reference	Abstract
1	<p>Aldridge, J. M., Fraser, B. J., Fozdar, F., Ala'i, K., Earnest, J., & Afari, E. (2016). Students' perceptions of school climate as determinants of wellbeing, resilience and identity. <i>Improving Schools</i>, 19(1), 5-26.</p>	<p>This study examined the relations between school climate variables and students' feeling of wellbeing, life satisfaction, ethnic identity, moral identity and resilience. Furthermore, the study also examined the interrelationships between these five outcome variables. Six aspects of the school climate were measured: teacher support, peer connectedness, school connectedness, affirming diversity, rule clarity and reporting and seeking help. The participants included 2202 students, the data from whom included 2122 cases that were complete and usable (1058 boys and 1059 girls) from six public high schools in Perth, Western Australia. These data were analysed by means of structural equation modelling (SEM) analysis. All six school climate factors were related to student wellbeing. These relations were primarily indirect (with the exception of teacher support, school connectedness and affirming diversity which had a direct influence), mediated through the students' sense of ethnic and moral identity, resilience and life satisfaction.</p>
2	<p>Aldridge, J. M., McChesney, K., & Afari, E. (2018). Relationships between school climate, bullying and delinquent behaviours. <i>Learning Environments Research</i>, 21(2), 153-172.</p>	<p>Given that schools are, potentially, powerful sites for influencing adolescent behaviour, it is important that there is greater understanding of the psychosocial aspects of the school climate that can be leveraged for this purpose. The research reported in this article used structural equation modelling (with data from a sample of 6120 students at Australian high schools) to examine the influence of the psychosocial school-level environment on students' self-reported experiences of bully victimisation (i.e. being victims of bullying) and engagement in delinquent behaviours. Further, we examined whether bully victimisation mediated the relationships between school climate variables and delinquent behaviours. School connectedness and rule clarity were negatively associated with both bully victimisation and delinquency ($p < 0.05$), and teacher support was negatively associated with bully victimisation ($p < 0.01$), confirming the importance of these aspects of the school-level environment. However, affirming diversity and reporting and seeking help both had positive influences on bully victimisation ($p < 0.05$), raising concerns about the ways in which these aspects of the school-level environment might have been promoted. Importantly, bully victimisation was found to mediate the influence of five of the six school climate constructs on delinquent behaviours ($p < 0.001$). This study advance our</p>

		understanding of how specific aspects of the school climate influence the prevalence of bullying and delinquent behaviour, adding weight to the call for educators to actively monitor and enhance psychosocial aspects of the school climate in order to improve student behavioural outcomes.
3	Allen, K. A., & McKenzie, V. L. (2015). Adolescent mental health in an Australian context and future interventions. <i>International Journal of Mental Health, 44</i> (1-2), 80-93.	This article presents an overview of the literature on mental health in the adolescent population in Australia and includes the prevalence and epidemiology of mental health issues and an analysis of a range of school-based interventions. The presence of mental illness in young people has become a major health problem globally, and increasing interest has been toward showing how Australian youths in the general population are specifically affected. It is becoming increasingly difficult to ignore the implications for mental illness in adolescents, and particularly in minority populations. Particularly troubling are reported suicide rates in this age group over the last decade. This article argues that the average age of onset for mental illness is falling, signifying that schools are fast becoming important environments for early identification and intervention programs. In recent years, a rapid increase in research has investigated the relationship between school connectedness and psychopathology. Empirical studies on school belonging and loneliness reveal considerable evidence that social connections play an essential role in the prevention of mental health issues and in the fostering of wellbeing. This article explores Australian studies on mental illness and its prevention and intervention in secondary schools. The article contributes to existing literature of mental illness in adolescents and has important practical implications for future intervention. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
4	Angus, R., & Hughes, T. (2017). School Climate, Connectedness and Academic Achievement: Examining Positive Impacts from High School Mentoring Services. <i>Education Leadership Review of Doctoral Research, 4</i> , 69-84.	Schools regularly implement numerous programs to satisfy widespread expectations. Often, implementation is carried out with little follow-up examining data that could help refine or determine the ultimate worth of the intervention. Through utilization of both descriptive and empirical methods, this study delved into the long-term effectiveness of a locally developed mentoring program implemented within a large Southwest Urban School District. Findings from the study support the success of the local efforts. Additionally, they reveal several factors that could help guide future research while also contributing to the success of mentoring efforts being implemented within our nation's schools.

5	<p>Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., & Aritzeta, A. (2016). Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach. <i>Journal of adolescence</i>, 53, 1-9.</p>	<p>The aim of the study was to analyze whether gender, age, peer attachment, and class-level emotional intelligence could predict adolescents' psychological well-being by applying a multilevel approach. The sample comprised 2182 secondary school students from the Basque Country (northern Spain) (from 118 classrooms, 51.6% girls), aged between 12 and 18 years. A two-level model (with students nested into classes) was used to analyze the influence of three level-one covariates (gender, age, and peer attachment) and one level-two covariate (class-level emotional intelligence) on the positive affect component of psychological well-being. The results showed an overall decrease in well-being as adolescents grow older, and an increase linked to a higher peer attachment. Furthermore, class-level emotional intelligence showed a positive relationship with students' well-being. This group-level covariate also strengthened the effect of peer attachment on the well-being. The advantages of using a multilevel approach for predicting mental health and psychological adjustment are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
6	<p>Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. <i>Health Education</i>.</p>	<p>Purpose: The purpose of this paper is to provide a critical perspective on the international evidence on promoting young people's social and emotional well-being in schools. The challenges of integrating evidence-based interventions within schools are discussed and the need for innovative approaches to research and practice are considered in order to support more sustainable approaches that can be embedded into the everyday practice of school systems. Design/methodology/approach: A common elements approach to intervention development and implementation is explored. A case study is presented on piloting this approach with post-primary students, based on consultations with students and teachers concerning their needs in supporting youth social and emotional well-being. Findings: The integration and sustainability of evidence-based social and emotional skills programmes within the context of whole school systems is far from clearly established. Research on the use of a common elements approach to evidence-based treatment and youth prevention programmes is presented and the application of this method to the development and implementation of social and emotional learning interventions is considered. Preliminary case study findings are presented exploring this approach in school-based intervention development for post-primary school students. Research limitations/implications: The potential of adopting a common elements approach is considered; however, more rigorous research is needed to identify the most potent strategies for social and emotional skills development. Originality/value:</p>

		Identifying a common set of evidence-based strategies for enhancing adolescents' social and emotional skills could lead to innovative approaches to intervention delivery that would extend the impact and reach of evidence-based practice across diverse educational systems and school settings.
7	Belfi, B., Goos, M., De Fraine, B., & Van Damme, J. (2012). The effect of class composition by gender and ability on secondary school students' school well-being and academic self-concept: A literature review. <i>Educational research review</i> , 7(1), 62-74.	In the field of educational effectiveness research, the influence of a class' student body on students' individual achievement scores has been a popular research interest for many years. Yet, few studies have focussed on the effects of class composition on students' non-achievement outcomes, and up to now, hardly any attempts have been made to summarize the findings of previous studies on this topic by conducting a literature review. The current study tries to fill in this gap and focuses on the effects of class composition in secondary education in terms of ability and gender on students' school well-being and academic self-concept. The results of this literature review indicate that ability grouping is beneficial for strong students' school well-being, but rather detrimental for the school well-being of weak students. The reverse holds for students' academic self-concept. Furthermore, our results show that single-sex classes are advantageous for girls' school well-being and academic self-concept. As for boys, the results are inconclusive. (Contains 2 tables.)
8	Bizumic, B., Reynolds, K. J., Turner, J. C., Bromhead, D., & Subasic, E. (2009). Abstract. <i>Applied Psychology</i> , 58(1), 171-192.	Many studies have demonstrated that organisations exert a powerful impact on their members, but the mechanisms through which this occurs are not well understood. In the present paper, using social identity and self-categorisation theories as theoretical frameworks, we explore the role that social identity plays in affecting individual well-being of staff (N=113) and students (N=693) in two Australian high schools. Well-being includes positive aspects of personal functioning, such as self-esteem, positive affect, and job involvement, but also negative aspects, such as depression, anxiety, loss of emotional control, aggressive and disruptive behaviour. In line with predictions, social identification was significantly related to, and mediated the relationship between, organisational factors and individual psychological well-being. This work provides a bridge between social psychological concepts and the clinical and educational domains. It reinforces the need to integrate the role of the social self and social identity processes in understanding the (individual) psychology of the person. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
9	Blank, L., Baxter, S., Goyder, E., Naylor, P. B., Guillaume,	This paper reports on a systematic review of the published literature on the effectiveness of whole-school behavioural interventions, which aim to promote emotional and social well-being

	L., Wilkinson, A., & Chilcott, J. (2010). Promoting well-being by changing behaviour: a systematic review and narrative synthesis of the effectiveness of whole secondary school behavioural interventions. <i>The Mental Health Review</i> , 15(2), 43.	among young people in secondary education. The findings are based on 27 studies of varying designs with some limitations. The results suggest that the literature is not well developed, and has a substantial skew towards interventions conducted in the United States. However, it does suggest that conflict resolution training is successful in promoting pro-social behaviours in the short term, and that the use of peer mediators may be effective for longer-term outcomes. The evidence relating to preventing bullying and disruptive behaviour is more varied, with evidence of mixed effectiveness being identified for the roles of the community, teachers, young people, external agencies and parents. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
10	Burckhardt, R., Manicavasagar, V., Batterham, P. J., & Hadzi-Pavlovic, D. (2016). A randomized controlled trial of strong minds: A school-based mental health program combining acceptance and commitment therapy and positive psychology. <i>Journal of school psychology</i> , 57, 41-52.	To date, most early intervention programs have been based on emotion regulation strategies that address dysfunctional cognitive appraisals, problem-solving skills, and rumination. Another emotion regulation strategy, 'acceptance' training, has largely been overlooked. To examine the efficacy of this strategy, a school-based mental health program combining positive psychology with acceptance and commitment therapy (Strong Minds) was evaluated in a randomized controlled trial with a sample of 267 Year 10 and 11 high-school students in Sydney, Australia. Mixed models for repeated measures examined whether the program led to reductions in symptoms amongst students who commenced the program with high depression, anxiety, and stress scores, and increased wellbeing scores amongst all students. Results demonstrated that compared to controls, participants in the Strong Minds condition with elevated symptom scores (n = 63) reported significant reductions in depression (p = .047), stress (p = .01), and composite depression/anxiety symptoms (p = .02) with medium to strong effect sizes (Cohen's d = 0.53, 0.74, and 0.57, respectively). Increased wellbeing (p = .03) in the total sample and decreased anxiety scores (p = .048) for students with elevated symptoms were significant for Year 10 students with medium effect sizes (Cohen's d = 0.43 and 0.54, respectively). This study tentatively suggests that including the emotion regulation strategy of acceptance in early intervention programs may be effective in reducing symptoms and improving wellbeing in high school students. Further research to investigate the generalizability of these findings is warranted. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
11	Cadime, I., Pinto, A. M., Lima, S., Rego, S., Pereira, J., &	The main goal of this study was to examine the relationship among burnout, engagement, well-being, and academic performance in Portuguese secondary school pupils. The existence of

	Ribeiro, I. (2016). Well-being and academic achievement in secondary school pupils: The unique effects of burnout and engagement. <i>Journal of adolescence, 53</i> , 169-179.	gender related differences in these relationships was also investigated. The sample was composed of 489 pupils who attended an academic track at secondary school. Results of multi-group structural equation modelling indicated that higher levels of cynicism towards studies were associated with lower academic achievement. Exhaustion was not uniquely related to the adolescents' academic achievement or well-being. However, higher levels of engagement, namely dedication and vigour, were related to higher levels of well-being. Moreover, vigour was also uniquely associated with academic achievement. The results were similar for boys and girls. Implications for intervention and future research are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
12	Capone, V., Donizzetti, A. R., & Petrillo, G. (2018). Classroom relationships, sense of community, perceptions of justice, and collective efficacy for students' social well-being. <i>Journal of Community Psychology, 46</i> (3), 374-382.	A review of literature suggests a lack of studies analyzing the correlates of school context to social well-being (SWB). By integrating the perspective of community psychology and social cognition, this study uses structural equation model to examine the effect of classroom climate, classroom sense of community, collective efficacy, and justice beliefs on students SWB. The study involves 390 high school students (58.6% females) between the ages of 13 and 20 years. The results show that classroom relationships as indicator of classroom climate and sense of community are associated with collective efficacy. Furthermore, collective efficacy, sense of community, and relational and procedural justice correlate with SWB. We discuss the implications of this finding for the positive development of adolescents and school-based intervention programs. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
13	Chhuon, V., & Wallace, T. L. (2014). Creating connectedness through being known: Fulfilling the need to belong in US high schools. <i>Youth & Society, 46</i> (3), 379-401.	A multidisciplinary body of literature has established that students' affective relationships with teachers are associated with important academic and developmental outcomes. In this article, we explored late adolescents' active interpretations of what we call "being known" in high school. Distinct from a generalized perception of the school environment, namely, sense of school belonging, the concept of being known may provide a cohesive and efficient framework for understanding the intersections of developmental tasks, psychosocial perceptions, and effective teaching. Our focus group data with adolescents ("M" = 16.65 years old, "N" = 77) yielded three robust findings (a) moving beyond "just teach" teacher relationships; (b) providing instrumental support; and (c) engaging a benefit-of-the-doubt treatment of students. We examined each of these key themes to probe how connectedness is created or undermined

		through the moment-by-moment experiencing of relational structures characterized by students' perceptions of being known by adults in an educational context.
14	De Pedro, K. T., Gilreath, T., & Berkowitz, R. (2016). A latent class analysis of school climate among middle and high school students in California public schools. <i>Children and Youth Services Review, 63</i> , 10-15.	Research has shown that a positive school climate plays a protective role in the social, emotional, and academic development of adolescent youth. Researchers have utilized variable centered measures to assess school climate, which is limited in capturing heterogeneous patterns of school climate. In addition, few studies have systematically explored the role of race and gender in perceived school climate. This study utilizes a latent class approach to assess whether there are discrete classes of school climate in a diverse statewide sample of middle and high school youth. Drawing from the 2009–2011 California Healthy Kids Survey, this study identified four latent classes of school climate: Some caring, connectedness, and safe; negative climate; high caring, participation, and safe; and positive climate. The findings indicated that race and grade level significantly predicted school climate class membership. Black students were three times more likely to be members of the negative school climate class, when compared to White students. Gender did not significantly predict school climate class membership. The results of this study provide school climate researchers and educators with a nuanced picture of school climate patterns among middle and high school students. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
15	Diseth, Å., & Samdal, O. (2014). Autonomy support and achievement goals as predictors of perceived school performance and life satisfaction in the transition between lower and upper secondary school. <i>Social Psychology of Education, 17</i> (2), 269-291.	A self-determination theory perspective on motivation assumes that basic need support is a prerequisite for motivation, achievement, and well-being in several domains of life. In the present cross-sectional study, a representative sample of 2,594 Norwegian students in their final year of lower secondary education and their first year of upper secondary education responded to a survey measuring the students' perceptions of their teachers' autonomy support, the students' personal achievement goals, perceived school performance, and life satisfaction. The purpose was to investigate the structural relation between these variables, as well as grade level and gender differences. The results showed that all achievement goals (mastery, performance approach and performance avoidance) were positively predicted by autonomy support. Perceived school performance and life satisfaction were predicted by autonomy support and achievement goals, but there were some grade and gender specific relations. Furthermore, students in their first year of upper secondary education had a higher mean level of all motivational variables. Finally, mastery goals were more important for girls than boys, whereas performance goals were more important for boys than girls. In conclusion,

		both academic achievement (perceived school performance) and life satisfaction may be considered as important indicators of adjustment to life, and they are related to the students' perception of teachers' autonomy support as well as the students' own motivation for learning. However, the mean level of these variables is partly accounted for by grade level and gender.
16	Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. <i>Journal of Research on Adolescence</i> , 21(1), 225-241.	Considerable strides have been made in the past decade in recognizing the centrality of the cultural context of schooling to adolescent development. In this review, adopting a developmental systems conceptualization of schooling, we focus on selected new research findings from the past decade regarding how (a) teachers, curricular tasks, and classroom environments; (b) aspects of the school as an organization; and (c) district policies and practices can play an instrumental role in adolescents' intellectual and social-emotional development.
17	Gase, L. N., Gomez, L. M., Kuo, T., Glenn, B. A., Inkelas, M., & Ponce, N. A. (2017). Relationships among student, staff, and administrative measures of school climate and student health and academic outcomes. <i>Journal of school health</i> , 87(5), 319-328.	Background: School climate is an integral part of a comprehensive approach to improving the well-being of students; however, little is known about the relationships between its different domains and measures. We examined the relationships between student, staff, and administrative measures of school climate to understand the extent to which they were related to each other and student outcomes. Methods: The sample included 33,572 secondary school students from 121 schools in Los Angeles County during the 2014-2015 academic year. A multilevel regression model was constructed to examine the association between the domains and measures of school climate and 5 outcomes of student well-being: depressive symptoms or suicidal ideation, tobacco use, alcohol use, marijuana use, and grades. Results: Student, staff, and administrative measures of school climate were weakly correlated. Strong associations were found between student outcomes and student reports of engagement and safety, while school staff reports and administrative measures of school climate showed limited associations with student outcomes. Conclusions: As schools seek to measure and implement interventions aimed at improving school climate, consideration should be given to grounding these efforts in a multidimensional conceptualization of climate that values student perspectives and includes elements of both engagement and safety.
18	Gini, G., Marino, C., Pozzoli, T., & Holt, M. (2018). Associations between peer victimization, perceived teacher unfairness, and	Negative relationships within the classroom, both with peers and teachers, can be very stressful for adolescents and are often found to be associated with a variety of negative outcomes. In this study, we investigated the concurrent role of peer victimization and perceived teacher unfairness in explaining psychosocial problems in a sample of 1378 Italian students (353 middle school students, Mage=12.61, SD=0.69, and 1025 high school students,

	adolescents' adjustment and well-being. <i>Journal of school psychology, 67, 56-68.</i>	Mage=14.92, SD=0.81). Structural equation modeling showed that both peer victimization and perceived teacher unfairness were positively associated with reports of more frequent psychological and somatic problems, and negatively related to satisfaction with friends and sense of safety. Only perceived teacher unfairness showed a significant association with satisfaction with school. Results of multi-group modeling demonstrated measurement invariance (total scalar invariance) across both gender and school-level groups. Some gender and school-level differences in the regression coefficients were found. In general, associations between the risk factors and adolescents' problems were stronger for girls and for higher school students. Findings confirmed that both peer victimization and perceived teacher unfairness are significant risk factors within the classroom microsystems. Implications for school psychologists are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
19	Gorard, S., & See, B. H. (2011). How can we enhance enjoyment of secondary school? The student view. <i>British Educational Research Journal, 37(4), 671-690.</i>	This paper considers enjoyment of formal education for young people aged 14 to 16, largely from their own perspective, based on the view of around 3000 students in England. The data include documentary analysis, official statistics, interviews and surveys with staff and students. Enjoyment of school tends to be promoted by factors such as successful social relationships, small classes, variation in learning and students having some control of their learning. Enjoyment tends to be inhibited by perceived lack of respect or concern by teaching staff and passive pedagogy. For some disengaged students, a work or college environment with more adult relationships appears to restore enjoyment and enthusiasm. Enjoyment, unlike attainment, for example, is not particularly stratified by the standard student background variables. Nor is there evidence of a clear school effect. This means that enjoyment should be easy to enhance more widely, positively affecting the learner identities of all young people, including the more reluctant learners. (Contains 4 tables.)
20	Graham, A., Powell, M. A., & Truscott, J. (2016). Facilitating student well-being: relationships do matter. <i>Educational Research, 58(4), 366-383.</i>	Background: Alongside academic and vocational goals, schools are increasingly being called upon to address student well-being. Existing evidence suggests that strong relationships and a sense of connectedness in school communities are important for fostering subjective well-being. However, identifying the specific nature of such relational dynamics, and accommodating the "personal" within school cultures increasingly dominated by "performance" narratives, remains a problematic task. Purpose: This paper draws on Honneth's recognition theory to offer fresh insight into how relationships act to facilitate and limit the

		<p>experience of well-being at school. We suggest that such an approach holds considerable potential for developing teachers' understanding of the tacit and explicit ways they and their students experience being cared for, respected and valued and the ways in which such actions impact on well-being. Design and methods: The paper reports the qualitative findings from a large mixed-method study, involving students and staff across primary and secondary schools in three regions of Australia. The qualitative phase involved focus groups with 606 primary and secondary students and individual interviews with 89 teachers and principals. Results: Across the focus groups and interviews, students and teachers placed substantial emphasis on the importance of relationships, while reporting differences in their views about "which" relationships support well-being. Alongside this, there were differences in the importance teachers and students placed on each of the three strands of Honneth's recognition theory (translated for this study as being cared for, respected and valued) for influencing student well-being. Conclusions: The findings affirm the critical role that relationships play in promoting well-being in the context of schools. Using recognition theory to analyse students' and teachers' views and experiences of well-being provides much greater insight into "how" these relationships are enacted--this being through the mutual experience of being cared for, respected and valued--within the context of schools.</p>
21	<p>Gray, J., & Hackling, M. (2009). Wellbeing and retention: A senior secondary student perspective. <i>The Australian Educational Researcher</i>, 36(2), 119-145.</p>	<p>Non-completion of senior secondary schooling continues to be a matter of concern for policy makers and practitioners in Australia today. Despite the efforts of governments to improve participation and retention rates, 30% of students drop out of school before completing Year 12. Further, some students remain at school, just biding their time until graduation. Within this context, we investigate whether the wellbeing of the students is a key factor in supporting senior students in deciding to continue at school. The article reports on the first phase of a two-year study of factors impacting on quality retention and participation of 250 Year 11 students from two school communities. This initial phase focuses on the senior students' perspective of their wellbeing in Year 11, and includes our development of a suite of scales to measure the impact of students' social connectedness and academic engagement on academic achievement and retention. Data from the survey of students are enriched through student focus groups. The article identifies critical dimensions of what students regard as a healthy senior school culture; that is, a culture conducive to a positive and productive experience in terms of their</p>

		retention, participation and achievement. Implications for school and system policy and governance are proposed. (Contains 6 tables, 1 figure and 1 endnote.)
22	Greenwood, L., & Kelly, C. (2018). A systematic literature review to explore how staff in schools describe how a sense of belonging is created for their pupils. <i>Emotional and Behavioural Difficulties</i> , 24(1), 3-19.	Pupils have been found to be more motivated, engaged and dedicated to their education if they experience a sense of belonging in their school environment. This systematic literature review aimed to explore descriptions of how staff in secondary schools create a sense of belonging for their pupils. Databases, including PsycINFO: Ovid online, Education Resources Information Centre (ERIC), Applied Social Sciences Index & Abstracts (ASSIA) and EBSCOhost were searched for relevant qualitative research studies. PRISMA guidelines were followed, to identify, screen and select relevant research papers, resulting in 5 studies being screened against a recognised scoring framework. The current systematic literature review identified methods that were perceived to be useful when supporting pupils to develop a sense of belonging within their secondary school environment, both at the individual staff and whole school, systemic level. Limitations of the review are identified and directions for further research are also discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
23	Holopainen, L., Lappalainen, K., Junntila, N., & Savolainen, H. (2012). The role of social competence in the psychological well-being of adolescents in secondary education. <i>Scandinavian Journal of Educational Research</i> , 56(2), 199-212.	This study examines the relationship between social competence and psychological well-being of adolescents. The role of academic learning disabilities with social competence and psychological well-being was also studied. The sample (n = 412; 207 girls and 205 boys), one complete age group (mean age 15.5 years), was followed from last year of comprehensive school to their first, second and third year of secondary education in a Finnish city. Psychological well-being is related to increased cooperation skills and decreased levels of impulsivity and disruptiveness. Furthermore, cooperation skills predict the third year psychological well-being, when the strong influence of psychological well-being in the first year was controlled for. Academic learning disabilities (reading and mathematical difficulties) were related neither with psychological well-being nor social competence. (Contains 1 table and 1 figure.)
24	Horstmanshof, L., Punch, R., & Creed, P. A. (2008). Environmental correlates of wellbeing among final-year high school	In Australia there is widespread community concern about the wellbeing of adolescents, particularly at the important time of approaching the transition from school to post-school life. However, few studies have focused on the wellbeing of Australian Year 12 students. This paper reports on a study investigating wellbeing among 377 Year 12 students in three public high schools in eastern Australia. The study explored wellbeing in terms of environmental and

	students. <i>Australian Journal of Psychology</i> , 60(2), 101-111.	personality variables and investigated whether the school setting provided environmental elements that enhance adolescent wellbeing in ways similar to those provided by employment for adult wellbeing. The results indicated that school contributed significantly to adolescent wellbeing by providing time structure, access to the wider society, and social contact. Personality variables were found to be significant predictors of life satisfaction and affective wellbeing. The findings have implications for the enhancement of environmental features that may optimise the wellbeing of adolescents at school. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
25	Hurd, N. M., Hussain, S., & Bradshaw, C. P. (2018). School disorder, school connectedness, and psychosocial outcomes: Moderation by a supportive figure in the school. <i>Youth & Society</i> , 50(3), 328-350.	The current study examined whether students' perceptions of school disorder influenced their psychosocial outcomes directly and indirectly via connectedness to school. The current study also explored moderation by the presence of a supportive figure in the school and investigated gender differences. Participants were 28,104 high school students. Results indicated that students' perceptions of school disorder predicted more externalizing behaviors and internalizing symptoms directly and indirectly via reduced connectedness to school. Perceived school disorder also indirectly predicted lower academic grades. The presence of a supportive figure in the school lessened the detrimental influence of school disorder on student outcomes. Results also indicated that male students may stand to benefit more from the protective influence of a supportive figure in the school.
26	Hutters, C. og Murning, S. (2013): Klasserumsklima som betingelse for elevernes læring i gymnasiet. I DpT. Temanummer: Samværrets pædagogik. 2013, nr. 3. Dansk pædagogisk Tidsskrift.	Artiklen diskuterer hvordan gymnasieelever gensidigt lærer af hinanden i gymnasiernes gruppearbejde. De diskuterer, hvordan dette kan bidrage til inklusion. Hutters og Murning problematiserer samtidig, om gymnasiet med sin vægt på individuel performance (endnu) ikke anerkender den form for læring, der foregår i elevernes gensidige samvær. Vægten i artiklen er på, hvilken rolle forskellige former for samvær kan spille for læring
27	Kim, D. H., & Kim, J. H. (2013). Social relations and school life satisfaction in South Korea. <i>Social Indicators Research</i> , 112(1), 105-127.	This study pays special attention to adolescents who are at the critical stage of social, cognitive and emotional development and their satisfaction with school life which is important for their educational experience and adult life. The purpose of this study is to examine how students' relationships with friends, teachers and parents are associated with their school life satisfaction. We conducted hierarchical linear modeling with nationally representative data on 3,790 high school seniors in the consideration of different school types (general and vocational

		high schools) reflecting the contextual characteristics of South Korean education system. Our findings show that all those relations are associated with school life satisfaction and that some distinctive dimensions of each relation matter for students' school life satisfaction. In particular, teacher-student relationship was found to shape students' satisfaction with school life both at individual and school level. In spite of several limitations, the broad investigation of students' social relations provided a policy implication for improving adolescents' satisfaction with their school lives.
28	Krane, V., Ness, O., Holter-Sorensen, N., Karlsson, B., & Binder, P. E. (2017). 'You notice that there is something positive about going to school': how teachers' kindness can promote positive teacher-student relationships in upper secondary school. <i>International Journal of adolescence and Youth</i> , 22(4), 377-389.	This study aimed to obtain students' first-person perspectives of their experience of positive teacher-student relationships (TSRs) in upper secondary school. We also explored their experiences of qualities of TSRs concerning students' mental health and dropout from upper secondary school. We used a qualitative and participative approach, whereby key stakeholders were included as co-researchers. Seventeen students participated in semi-structured individual interviews and focus groups. Interview data were analysed via thematic analysis. Participants' experiences were clustered around five themes: (1) it takes two: mutual responsibility in TSRs, (2) don't be unfair: negative experiences challenge TSRs, (3) talk to us: bonding and problem solving through conversation, (4) help us: adapting to students' academic and personal needs, and (5) we need kind teachers: the importance of teachers' demeanour. The findings demonstrated the value of positive TSRs and illustrated the ways in which they promote students' well-being at school. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
29	Lapan, R. T., Wells, R., Petersen, J., & McCann, L. A. (2014). Stand tall to protect students: School counselors strengthening school connectedness. <i>Journal of Counseling & Development</i> , 92(3), 304-315.	In an urban sample of 5,595 students in Grades 7-12, the authors found that (a) personalized counseling services that were responsive to student needs enhanced school connectedness, (b) risk factors (e.g., poverty, mobility rates, limited English proficiency) were associated with lower school connectedness scores, and (c) responsive counseling services acted as a protective factor that reduced some of the negative effects of risk factors on school connectedness, and consequently, student success in academic and nonacademic areas. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
30	Makara, K. A., & Madjar, N. (2015). The role of goal structures and peer climate	Students' social goals--reasons for engaging in interpersonal relationships with peers--are consequential for students' interactions with their peers at school and for their well-being. Despite the salience of peer relationships during adolescence, research on social goals is

	<p>in trajectories of social achievement goals during high school. <i>Developmental psychology</i>, 51(4), 473.</p>	<p>generally lacking compared with academic goals, and it is unknown how these social goals develop over time, especially among high school students. The aim of the study was to assess trajectories of students' social goals and to determine how relevant individual and contextual variables predicted initial levels and trajectories of students' social goals. Participants were 9th through 12th grade students (N = 526) attending a U.S. high school. Students filled out surveys of their social goals (social development, social demonstration-approach, and social demonstration-avoidance) 6 times across 2 school years. Nonlinear growth curve analyses and piecewise growth curve analyses were used to assess trajectories of social goals across time. Students' initial levels of social goals differed based on their gender, grade level, prior achievement, and perceptions of classroom goals structures and peer climate. Furthermore, despite substantial stability over time, the shapes of these goal trajectories were predicted by students' gender, grade level, and perceptions of classroom goal structures and peer climate. In particular, students who perceived an increase in performance-avoidance classroom goals maintained higher demonstration social goals and decreased in developmental social goals over time, and students who perceived an increase in positive peer climate decreased in demonstration-avoidance social goals. Implications and directions for future research on social goals are discussed.</p>
31	<p>Mansfield, C. (2012). Rethinking motivation goals for adolescents: Beyond achievement goals. <i>Applied Psychology</i>, 61(4), 564-584.</p>	<p>For the past two decades the prime focus of motivation research in adolescence has been concerned with achievement goals, namely mastery and performance goals. In the real life learning contexts in which students participate, however, such goals are inextricably linked to other goals such as social goals and broader life and future goals. Moreover, goals are not pursued in isolation but as components of complex and dynamic motivational systems which individuals shape to suit context and purpose. Using a multiple goals perspective, and focusing on both why students want to achieve at school (achievement goals) and what goals students are trying to achieve at school (goal content), this paper presents findings from a study investigating the goals of 29 secondary school students (juniors, ages 12–13, and seniors ages 16–17). With data gathered during focus group interviews, the study shows that students pursue multiple goals and that those goals are related to four main goal domains, those being future goals, achievement goals, social goals, and personal well-being goals. Furthermore, the study reveals relationships between goals in particular domains and highlights the important role played by future goals in adolescents' motivation at school. Methodological challenges in</p>

		investigating multiple goals for adolescents are discussed. The findings suggest that to further understanding about multiple goals for adolescents, future research should consider multiple goals across the four domains and more closely examine the role of future goals in influencing other goals and adolescents' motivation at school. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
32	Mcgraw, K., Moore, S., Fuller, A., & Bates, G. (2008). Family, peer and school connectedness in final year secondary school students. <i>Australian Psychologist</i> , 43(1), 27-37.	The study aim was to investigate Australian Year 12 students' sense of connectedness to their schools, families, and peers, and examine associations between connectedness and emotional wellbeing. Year 12 students (492 male, 449 female) from 10 secondary schools in Victoria, Australia participated in Phase 1 of the study. Of these, 204 participants (82 male, 122 female) returned surveys 1 year later; 175 of these were attending tertiary education institutions. The study found high levels of depression, anxiety and stress among Year 12 students, with higher negative affect associated with lower levels of family, peer and school connectedness. Negative affect 1 year after leaving school was predicted by negative affect and peer connectedness at Year 12. Results suggest there are significant numbers of at-risk young people in their final year of school, who feel lonely and disconnected from peers, and who maintain concerning levels of depression, anxiety and stress in first year of university. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
33	Murning, S. (2013): Social differentiering og mobilitet i gymnasiet: Kulturel praksis, sociale positioner og mulighed for inklusion. København: Aarhus Universitet.	Abstract: Denne afhandling handler om social differentiering og kulturel praksis i gymnasieskolen, og om elevernes arbejde med at finde sig til rette i gymnasiet. 70% af en ungdomsårgang vælger i dag en gymnasial uddannelse, og flere gymnasier oplever udfordringer med at inkludere den brede elevgruppe. Dette har ført til en øget opmærksomhed på relationen mellem social baggrund og uddannelse. Afhandlingen sætter fokus på hvordan denne relation viser sig som kulturelle praksisser i en konkret uddannelsessammenhæng. Den handler om elevernes arbejde med at finde sig til rette i og positionere sig som legitim deltager i en gymnasieklasse, i spændet mellem social baggrund, klasserumskultur og elevpraksisser. Afhandlingens grundlag er etnografiske observationer og interviews af 46 elever i fem gymnasiale klasser i begyndelsen af gymnasiet. Et centralt fokus er hvordan gymnasiekulturen sætter forskellige betingelser for de forskellige elevers interesse for uddannelsen, deltagelsesstrategier, elevkategorisering og fællesskabsdannelser, og hvordan dette er knyttet til social klasse. Samt hvordan eleverne navigerer i dette. Hvad vil det sige at starte i gymnasiet, hvordan bliver man gymnasieelev, hvilke positioneringsmuligheder er tilgængelig for de

		<p>forskellige elever, og hvordan er dette knyttet til social klasse og klasserumskulturen.</p> <p>Link: https://vbn.aau.dk/ws/portalfiles/portal/226175263/Afhandling_Susanne_Murning_maj13.pdf</p>
34	<p>Nitza, A., & Dobias, B. (2015). Connectedness is key: The evolution of a process-driven high school program. <i>Perspectives in Peer Programs</i>, 26(1), 33-44.</p>	<p>This article discusses a collaborative project to improve freshman transition into a high school and to increase connectedness among high school students. What started out for the authors, a high school guidance counselor and a counselor educator, as two independent projects on similar topics, evolved in a scholarly partnership that seeks to link theory with practice in direct, relevant, and meaningful ways. Through their scholarly partnership, the authors: (1) examine the evolution of the program to include a process orientation that emphasizes relationship development; (2) review the literature regarding the components of school connectedness and describe the specific combination of strategies employed by the school to meet them; and (3) discuss the implications for theory, research, and future program development.</p>
35	<p>Phan, H. P., Ngu, B. H., & Alrashidi, O. (2016). Role of student well-being: A study using structural equation modeling. <i>Psychological reports</i>, 119(1), 77-105.</p>	<p>The present study explored the effects of academic and social self-efficacy beliefs on students' well-being at school, academic engagement, and achievement outcome. Well-being at school is conceptualized as a central mediator of students' engagement and learning in achievement contexts. It was hypothesized that well-being at school would mediate the effects of social and academic self-efficacy beliefs on engagement and achievement outcome. This research focus has credence and may provide grounding for educational–social interventions. A cohort of 284 (122 girls, 162 boys) Year 11 secondary school students participated in this correlational study. A theoretical-conceptual model was explored and tested using structural equation modeling. Subsequent structural equation modeling analyses provided moderate support for the hypothesized model. The results showed that both academic and social self-efficacy depended on each other in their effect on well-being at school. Both academic engagement and well-being at school served as partial mediators of the effects of academic and social self-efficacy on academic engagement. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
36	<p>Powell, M. A., Graham, A., Fitzgerald, R., Thomas, N., & White, N. E. (2018).</p>	<p>Until recently, children and young people's perspectives have been largely overlooked in considering optimal approaches to supporting their wellbeing at school. This article reports student views on the meaning of 'wellbeing' and how this is best facilitated, gathered as part of</p>

	Wellbeing in schools: what do students tell us?. <i>The Australian Educational Researcher</i> , 45(4), 515-531.	a large, national research project aimed at understanding and improving approaches to wellbeing in schools. The data reported here were gathered through 67 focus groups, involving 606 primary and secondary school students, across three Catholic school regions in different Australian states. Students provided rich accounts of how they view their wellbeing, conceptualised across three interconnected themes of 'being', 'having' and 'doing'. They identified relationships with self, teachers, friends, peers and significant others, as central to their wellbeing. The findings point to immense potential in accessing and utilising children and young people's views for change and reform in schools in the area of student wellbeing.
37	Riekie, H., Aldridge, J. M., & Afari, E. (2017). The role of the school climate in high school students' mental health and identity formation: A South Australian study. <i>British Educational Research Journal</i> , 43(1), 95-123.	The well-documented increase in student mental health issues in Australia and growing recognition of the need for education to play a part in students' identity formation prompted this study. The research reported in this article sought to identify specific elements of the school climate that were likely to influence the interplay of adolescent health and development and students' identity formation. The aim was two-fold. First, the study examined the relationships between students' perceptions of the school climate and self-reports of wellbeing, resilience and moral identity; and, second, the interrelationships between the three outcome variables were explored. Two surveys, one to assess students' perceptions of features of the school climate, and another to assess students' wellbeing, resilience and moral identity, were administered to 618 Year 11 students from 15 independent schools in South Australia. Structural equation modelling was used to investigate hypothesised relationships between students' perceptions of their school climate and self-reports of wellbeing, resilience and moral identity. Our results indicated statistically significant and positive relationships between school-climate factors and each of the three outcome variables. Further, indirect relationships (mediated largely by resilience) were found between school-climate factors and students' wellbeing. Our findings could be used to guide schools in building tangible, purposeful environments that engender well-balanced, positive, resilient citizens with strong moral identities. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
38	Simmons, C., Graham, A., & Thomas, N. (2015). Imagining an ideal school for wellbeing: Locating student	This article explores the significance of actively engaging with students in school about matters that concern them. The discussion draws upon data from a large-scale mixed methods study in Australia that investigated how "wellbeing" in schools is understood and facilitated. The qualitative phase of the research included semi-structured focus group interviews with 606

	voice. <i>Journal of Educational Change</i> , 16(2), 129-144.	students, aged between 6 and 17 years, which incorporated an activity inviting students to imagine, draw and discuss an ideal school that promoted their wellbeing. These data reveal how capable students are of providing rich, nuanced accounts of their experience that could potentially inform school improvement. While varying somewhat across the age range involved, students identified creative ways that pedagogy, the school environment and relationships could be improved, changed or maintained to assist their wellbeing. They placed particular emphasis on the importance of opportunities to "have a say" in relation to these matters. Such findings challenge deeply entrenched assumptions about who has the authority to speak on matters of student wellbeing, while also highlighting the potential of more democratic, participatory and inclusive approaches to change and improvement in schools.
39	Soutter, A. K., Gilmore, A., & O'Steen, B. (2011). How do high school youths' educational experiences relate to well-being? Towards a trans-disciplinary conceptualization. <i>Journal of Happiness Studies</i> , 12(4), 591-631.	Educational research and practice could benefit from and contribute to multidisciplinary study of well-being. In particular, research on the well-being of youth within and beyond school may benefit students, educators, administrators, and the community. This review provides a conceptual framework that (a) integrates research on well-being from economics, sociology, psychology and the health sciences, (b) organises this literature within seven domains of inquiry: Having, Being, Relating, Thinking, Feeling, Functioning, and Striving, and (c) highlights research pertinent to senior high school level educational experiences. This framework provides an important foundation from which further research on well-being can be developed. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
40	Soutter, A. K., O'Steen, B., & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student well-being indicators. <i>International Journal of Adolescence and Youth</i> , 19(4), 496-520.	The importance of student well-being to positive youth development is widely accepted, despite little consensus on what it means for youth to be well in school. The student well-being model (SWBM) provides a framework for the development of student well-being indicators based upon a case study of a New Zealand secondary school involving critical analysis of New Zealand education policies, and qualitative investigation into New Zealand students' and teachers' perspectives and experiences on well-being. This exercise illustrates a process that can be replicated elsewhere to capture the academic, social and cultural milieu of individual schools and to support effective monitoring of student well-being in practice. Future research agendas based on the SWBM, such as psychometric analysis of the SWBM, as well as explorations of its viability as a practical pedagogical tool to facilitate reflection upon, identification of, communication about, and enactment and monitoring of student well-being

		are discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
41	Stiglbauer, B., Gnambs, T., Gamsjäger, M., & Batinic, B. (2013). The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time. <i>Journal of school psychology, 51</i> (2), 231-242.	In line with self-determination theory and Fredrickson's (2001) broaden-and-build theory of positive emotions, this study adopts a positive perspective on students' school experiences and their general psychological functioning. The reciprocal effects of positive school experiences and happiness, a dimension of affective well-being, are examined over the course of an academic year. Data were collected from 215 secondary school students at 5 measurement occasions. The results of longitudinal cross-lagged structural equation modeling support the notion of an upward spiral of positive school experiences and happiness over time. Positive school experiences had a stable lagged effect on happiness, and, in turn, happiness had a lagged effect on future positive school experiences. (Contains 3 tables and 3 figures.)
42	Suldo, S. M., McMahan, M. M., Chappel, A. M., & Loker, T. (2012). Relationships between perceived school climate and adolescent mental health across genders. <i>School Mental Health, 4</i> (2), 69-80.	The current study explored the relationship between school climate perceptions and self-reported mental health among 415 high school students. Mental health was defined comprehensively via indicators of positive functioning (life satisfaction) and psychopathology (internalizing and externalizing problems). Regression analyses indicated that students' perceptions of six dimensions of school climate (sharing of resources, order and discipline, parent involvement, school building appearance, student interpersonal relations, and student-teacher relations) accounted for a total of 15–22 % of the variance in indicators of their mental health, above and beyond between-school differences in outcomes. Bivariate links emerged between positive perceptions of each school climate dimension and better mental health. Parent involvement was the most consistent unique predictor of mental health. Worse perceptions of the peer interpersonal relations, equal sharing of school resources, and physical appearance of one's school building uniquely predicted greater psychopathology (externalizing and internalizing problems, respectively), whereas teacher-student relations were particularly associated with wellness (among girls only). Across indicators, school climate was more highly associated with girls' mental health. Directions for future research and implications for educators are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
43	Suldo, S. M., Gelley, C. D., Roth, R. A., & Bateman, L. P. (2015). Influence of peer	Modern definitions of complete mental health include both positive and negative indicators of psychological functioning. We examined the associations between peer relationships (victimization and receipt of prosocial acts) and multiple indicators of mental health that

	<p>social experiences on positive and negative indicators of mental health among high school students. <i>Psychology in the Schools</i>, 52(5), 431-446.</p>	<p>represent subjective well-being (i.e., life satisfaction, positive and negative affect) and psychopathology (general internalizing symptoms and externalizing problems--aggressive behavior) among 500 high school students in Grades 9 to 11. Peer experiences explained the most variance in positive affect ($R^2 = 18\%$) and internalizing psychopathology ($R^2 = 19\%$). Different types of peer experiences drove these effects, with relational victimization particularly salient to internalizing psychopathology and prosocial acts by peers most predictive of positive affect. Moderation analyses indicated that peers' prosocial acts did not serve a protective role in the associations between victimization and mental health. Instead, the presence of overt victimization negated the positive associations between prosocial acts and good mental health (high life satisfaction, low internalizing psychopathology). Understanding these associations illuminates the range of student outcomes possibly impacted by victimization and suggests that both limiting peer victimization and facilitating positive peer experiences may be necessary to facilitate complete mental health among high school students.</p>
44	<p>Suldo, S. M., Thalji-Raitano, A., Kiefer, S. M., & Ferron, J. M. (2016). Conceptualizing high school students' mental health through a dual-factor model. <i>School Psychology Review</i>, 45(4), 434-457.</p>	<p>Mental health is increasingly viewed as a complete state of being, consisting of the absence of psychopathology and the presence of positive factors such as subjective well-being (SWB). This cross-sectional study analyzed multimethod and multisource data for 500 high school students (ages 14–18 years, $M = 15.27$ years, $SD = 1.0$ years) to examine how mental health, defined in a dual-factor model, relates to adjustment. Relevant outcomes within self-determination theory include academic adjustment, social adjustment, identity development, and physical health. A dual-factor model was supported through identification of four groups: complete mental health (62.2% of sample), vulnerable (11.4%), symptomatic but content (11.4%), and troubled (15%). Results extend the importance of high SWB to optimal functioning during middle adolescence, as students with complete mental health (high SWB, low psychopathology) reported better outcomes than vulnerable students (low SWB despite low psychopathology) in terms of academic attitudes, perceptions of overall physical health, social support and satisfaction with romantic relationships, and identity development. Among students with elevated psychopathology, those with high SWB (symptomatic-but-content group) reported greater academic self-perceptions, perceived physical health, social support and satisfaction with romantic relationships (as well as less peer victimization), and identity development than their peers with low SWB (troubled group). Main effects of SWB in multilevel models that controlled</p>

		for psychopathology and demographic covariates further illustrate the additive value of SWB in mental health assessments in terms of explaining unique variance in student adjustment in all four domains examined. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
45	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. <i>Review of educational research, 83</i> (3), 357-385.	For more than a century, there has been a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create ever safer, more supportive and engaging K-12 schools. This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.
46	Thomas, N., Graham, A., Powell, M. A., & Fitzgerald, R. (2016). Conceptualisations of children's wellbeing at school: The contribution of recognition theory. <i>Childhood, 23</i> (4), 506-520.	[Correction Notice: An Erratum for this article was reported in Vol 24(1) of <i>Childhood: A Global Journal of Child Research</i> (see record 2017-06817-011). In the original article, there were some errors in the funding statement. The corrected funding statement is given in the erratum.] A large study in Australian schools aimed to elucidate understandings of 'wellbeing' and of factors in school life that contribute to it. Students and teachers understood wellbeing primarily, and holistically, in terms of interpersonal relationships, in contrast to policy documents which mainly focused on 'problem areas' such as mental health. The study also drew on recognition theory as developed by the social philosopher Axel Honneth. Results indicate that recognition theory may be useful in understanding wellbeing in schools, and that empirical research in schools may give rise to further questions regarding theory. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
47	Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2012). Achievement goal orientations and academic	The aim of this study was to examine students' (N = 579) achievement goal orientation profiles, the temporal stability of these profiles across the transition to upper secondary education, and profile differences in academic well-being (i.e., school value, school burnout, schoolwork engagement, satisfaction with educational choice). By means of latent profile analysis, four

	well-being across the transition to upper secondary education. <i>Learning and individual differences</i> , 22(3), 290-305.	groups of students with distinct motivational profiles were identified: indifferent, success-oriented, mastery-oriented, and avoidance-oriented. Motivational profiles were relatively stable across the transition; half of the students displayed identical profiles over time and most of the changes in the group memberships were directed towards neighboring groups. Regarding group differences, indifferent and avoidance-oriented students showed less adaptive patterns of motivation and academic well-being than did mastery- and success-oriented students. Both mastery- and success-oriented students were highly engaged in studying and found their schoolwork meaningful, although success-oriented students' stronger concerns with performance seemed to make them more vulnerable to school burnout. (Contains 9 tables and 3 figures.)
48	Tuominen-Soini, H., & Salmela-Aro, K. (2014). Schoolwork engagement and burnout among Finnish high school students and young adults: Profiles, progressions, and educational outcomes. <i>Developmental psychology</i> , 50(3), 649-662.	Applying a person-centered approach, the primary aim of this study was to examine what profiles of schoolwork engagement and burnout (i.e., exhaustion, cynicism, inadequacy) can be identified in high school (N = 979) and among the same participants in young adulthood (ages ranging from 17 to 25). We also examined gender differences, group differences in academic and socioemotional functioning and long-term educational outcomes, and temporal stability in the group memberships. Latent profile analysis identified 4 groups of students in high school. Both "engaged" (44%) and "engaged-exhausted" (28%) students were engaged and doing well in school, although engaged-exhausted students were more stressed and preoccupied with possible failures. "Cynical" (14%) and "burned-out" (14%) students were less engaged, valued school less, and had lower academic achievement. Cynical students, however, were less stressed, exhausted, and depressed than burned-out students. Six years later, engaged students were more likely than predicted by chance to attend university. In young adulthood, 4 similar groups were identified. Configural frequency analysis indicated that it was typical for engaged students to stay in the engaged group and for engaged-exhausted students to move into a more disengaged group. The results on broadband stability from adolescence to young adulthood showed that 60% of the youth manifested stable engaged and 7% stable disengaged patterns, whereas 16% displayed emergent engagement and 17% emergent disengagement patterns. Overall, the findings demonstrate that adolescence is not a uniform time for either school engagement and well-being or disengagement and distress.
49	Ulriksen, L.; Murning, S.; Ebbensgaard, A. B. (2009):	Abstract: På baggrund af interview med i alt 135 elever fordelt på det almene gymnasium, handelsgymnasiet (hnx), teknisk gymnasium (htx) og den toårige højere

	Når gymnasiet er en fremmed verden. Eleverfaringer - social baggrund - fagligt udbytte. Frederiksberg: Samfundslitteratur. 234 s.	forberedelsekseksamen (hf) analyserer bogen, hvilke forhold som kan bidrage til at forklare, hvorfor elever, hvis forældre ikke har en gymnasial uddannelse, har vanskeligere betingelser for at få et højt fagligt udbytte i gymnasiet. Analysen går ind i elevernes vanskeligheder med at forstå kriterierne for deltagelsen i undervisningen, at forstå sproget, betydningen de sociale relationer i klassen og uden for skolen, og betydningen af lærerne og undervisningen. Bogen afsluttes med anbefalinger til lærere, ledere og det politisk/administrative niveau med fokus på, hvad der kan gøres for at gøre elevernes faglige udbytte større.
50	Zullig, K. J., Huebner, E. S., & Patton, J. M. (2011). Relationships among school climate domains and school satisfaction. <i>Psychology in the Schools, 48</i> (2), 133-145.	This study investigated the magnitude of the relationships between eight school climate domains and a measure of global school satisfaction among 2,049 middle and high school students. Tests of moderator effects were conducted to determine if the magnitude of the relationships between the school climate domains and school satisfaction differed as a function of students' gender, grade, age, GPA, or SES. Multiple regression analyses suggested that five school climate domains are significantly related to school satisfaction (p less than 0.01): Academic Support (beta weight = 0.17), Positive Student-Teacher Relationships (0.12), School Connectedness (0.11), Order and Discipline (0.13), and Academic Satisfaction (0.12). In addition, the importance of the school climate variables to students' school satisfaction appeared invariant across the demographic variables and academic performance levels. The inclusion of school climate and school satisfaction measures may form a foundation for more comprehensive assessments for understanding and monitoring the experiences of students in schools. (Contains 4 tables.)
51	Ågård, D. (2014): Motiverende relationer. Lærer-elev-relationens betydning for gymnasieelevers motivation. Aalborg: Aalborg Universitetscenter	Ph.d. afhandlingen "Motiverende relationer" undersøger et problem, som ser ud til at præge aktuel gymnasieundervisning, idet der i stigende grad rapporteres om, at mange elever udviser svigtende motivation i forhold til deres skolearbejde og deres undervisning. Den anlægger det synspunkt, at der er en sammenhæng mellem elevers motivation og deres oplevelse af relationen til deres lærere og undersøger følgende forskningsspørgsmål: Hvilken betydning har relationen mellem lærer og elev for gymnasieelevers motivation i praktisk undervisning? Link: https://www.gymnasieforskning.dk/wp-content/uploads/2016/09/Dorte-Agard-ph.d.-afhandling-2-014-Motiverende-relationer.pdf

Inkluderede IKKE FAGFÆLLEBEDØMT

52	<p>Danmarks Evalueringsinstitut. (2019). Elevtrivsel på de gymnasiale uddannelser. Danmarks Evalueringsinstitut. Retrieved from https://www.eva.dk/sites/eva/files/2019-01/Elevtrivsel på de gymnasiale uddannelser_Layoutet_180119_3. udg.pdf</p>	<p>Mange elever oplever svære perioder i gymnasiet, og elever der ikke trives har svært ved at rykke sig fagligt. Det er en helt central opgave for gymnasierne at skabe læringsmiljøer og lærer-elevrelationer, der fremmer elevernes faglige og sociale trivsel. rapporten undersøger, hvordan de gymnasiale uddannelser kan arbejde med at forbedre den faglige og sociale trivsel for alle elever.</p>
53	<p>Murning, S. og Hutters, C. (2014): Klasserumskultur, inklusion og fraværsbekæmpelse. Tværgående erfaringer fra 12 udviklingsprojekter i gymnasiet</p>	<p>Denne rapport samler op på de tværgående erfaringer i arbejdet med 12 udviklingsprojekters afprøvning af initiativer og tiltag, der kan styrke klasserumskultur, inklusion og fraværsbekæmpelse. Projekterne har fået forsøgs- og udviklingsmidler af Undervisningsministeriet som led i et indsatsområde i den gymnasiale udviklingsplan omkring klasserumskultur, inklusion og fraværsbekæmpelse. Grundlaget for rapporten er dels de 12 udviklingsprojekter, der i perioden december 2012 til maj 2014 er udført af 14 gymnasieskoler rundt omkring i landet, og dels det arbejde, som forfatterne har bidraget med gennem et følgeforskningsarbejde med det formål at facilitere, kvalificere og analysere skolernes erfaringer og god praksis fra udviklingsarbejdet. Et særligt fokus i arbejdet med at facilitere, kvalificere og analysere de tværgående erfaringer fra projektet har været at sikre inddragelse og undersøgelse af elevernes perspektiver på, hvad der skaber en god klasserumskultur. Herunder også hvilken betydning klasserumskulturen og oplevelsen af inklusion har for elevernes fastholdelse, motivation og læring. Det er imidlertid ikke forfatterne, der har stået for indsamlingen viden om dette - men derimod de 14 deltagende</p>

		skoler selv. LINK: https://www.cefu.dk/media/413879/rapport_klasserumskultur_inklusion_og_frav_rsbeke_mpe.pdf
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