From general well-being to school well-being: a systematic review

Del bienestar general al bienestar escolar: una revisión sistemática
Do bem-estar geral ao bem-estar escolar: uma revisão sistemática
从总体幸福感到学校幸福感：系统综述

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Abstract

School well-being has a growing interest in educational research and practice, although its multidimensional nature and the imprecision in its definition limit its knowledge and make more in-depth study necessary. The aim was to deepen the understanding of the construct of school well-being identifying perspectives, models and definitory elements. A systematic review of 53 bibliographic sources from internationally databases (APA, PsycInfo, ERIC, Scopus, WoS) was conducted. PICO approach for formulating the eligibility criteria and searching for research questions, and PRISMA-compliance systematic review recommendations were followed. There were included articles and papers conferences, from 2000 to 2020, with the keywords school wellbeing or well-being, in English, French, Portuguese and Spanish languages. Topics related to health and illness, work, university, and social, economic, politic, or cultural issues were excluded. Information was analysed descriptively using the meta-narrative. The characteristics of the studies (methodology, participants, years of publication and countries) were presented; the perspectives classically linked to school well-being as a subjective (hedonic) and psychological (eudemonic) concept as well as the social well-being were explained; and the factors that operationalize it were identified.

Keywords: School well-being, student well-being, childhood, literature review, metanarrative.

Resumen

El bienestar escolar presenta un creciente interés en la investigación y práctica educativa, aunque su naturaleza multidimensional y la imprecisión de su definición limita su conocimiento y hace necesario un estudio más profundo. El objetivo fue ahondar en su comprensión identificando perspectivas, modelos y aspectos definitorios. Se realizó una revisión sistemática de 53 documentos de bases de datos internacionales (APA, PsycInfo, ERIC, Scopus, WoS). Se uso el enfoque PICO para formular criterios de elegibilidad y buscar preguntas de investigación, y las recomendaciones PRISMA para revisiones sistemáticas. Se incluyeron artículos y ponencias de conferencias revisados por pares de las áreas de educación y psicología, publicados entre 2000 y 2020, con las palabras clave school y wellbeing o well-being, publicados en inglés, francés, portugués y español. Se excluyeron temas de salud y enfermedad, trabajo, universidad y cuestiones sociales, económicas, políticas o culturales. La información se analizó descriptivamente mediante metanarrativa.

Se presentaron las características de los estudios (metodología, participantes, años de publicación y países); se explicaron las perspectivas clásicamente vinculadas al bienestar escolar como concepto subjetivo (hedónico) y psicológico (eudaimónico), incorporando el bienestar social; y se identificaron factores que lo operacionalizan. Se plantean limitaciones relacionadas con la evidencia incluida (sesgo de publicación, uso de publicaciones sobre bienestar general) y relativas a los procesos de revisión (filtro lingüístico). En definitiva, los componentes subjetivo, psicológico y social deben recibir una atención diferenciada, pero interconectada, superando la visión restrictiva de estudios previos y permitiendo el desarrollo de propuestas educativas integradoras que promuevan el bienestar escolar.

Palabras clave: Bienestar escolar, bienestar del estudiante, infancia, revisión de sistemática, meta-narrativa.

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Resumo

O bem-estar escolar é de interesse crescente na investigação e prática educacional, embora a sua natureza multidimensional e definição imprecisa limite a sua compreensão e exija um estudo mais aprofundado. O objetivo era aprofundar a sua compreensão através da identificação de perspetivas, modelos e definição de aspetos. Foi realizada uma revisão sistemática de 53 documentos de bases de dados internacionais *(APA, PsycInfo, ERIC, Scopus, WoS)*. A abordagem PICO foi utilizada para formular critérios de elegibilidade e pesquisa de questões de investigação, e as recomendações PRISMA para revisões sistemáticas. Incluímos artigos revistos por pares e artigos de conferência dos campos da educação e da psicologia, publicados entre 2000 e 2020, com as palavras-chave *school* e *wellbeing* ou *well-being*, publicados em inglês, francês, português e espanhol. Foram excluídas questões de saúde e doença, trabalho, universidade e questões sociais, económicas, políticas ou culturais. A informação foi analisada de forma descritiva utilizando metanarrativa.

Foram apresentadas as características dos estudos (metodologia, participantes, anos de publicação e países); foram explicadas as perspetivas classicamente ligadas ao bem-estar escolar como um conceito subjetivo (hedónico) e psicológico (eudaimónico), incorporando o bem-estar social; e foram identificados fatores que o tornam operacional. Existem limitações relacionadas com as provas incluídas (parcialidade de publicação, utilização de literatura de bem-estar geral) e relacionadas com os processos de revisão (filtro linguístico). Em suma, os componentes subjetivo, psicológico e social devem receber uma atenção diferenciada, mas interligada, superando a visão restritiva de estudos anteriores e permitindo o desenvolvimento de propostas educativas integradoras que promovam o bem-estar escolar.

Palavras-chave: Bem-estar escolar, Bem-estar do estudante, infância, revisão de literatura, meta-narrativa.

摘要

在教育研究及实践方面，人们对学校幸福感这一主题表现出了越来越多的兴趣。但是其多维度的本性和定义的不准确性限制了我们对该议题的认知，因此对它进行更深入的研究尤为必要。该研究的目标聚焦在确定能够定义学校幸福感的观点视角、类型和内容，从而加深我们对它的理解。我们对国际数据库（APA、PsycInfo、ERIC、Scopus、WoS）内的 53 篇文档进行系统综述。通过信息格式化检索方式 PICO 为系统综述制定选择标准，寻找研究问题，得到 PRISMA（系统综述和荟萃分析优先报告的条目）推荐。研究涵盖发布于 2000 年至 2020 年间关于教育和心理领域的文章及会议发言，涉及的所有综述都含有"school（学校）"、"wellbeing（幸福感）"或"well-being（幸福感）"关键词，语言包含英语、法语、葡萄牙语和西班牙语。健康与疾病、工作、大学、社会问题、经济、政治和文化主题的综述被排除在外。研究通过元叙事的方法对信息进行描述性分析，呈现出这些研究的特点（方法论、参与者、发表时间和国家）。同时研究还融合了社会幸福感来阐释与学校幸福感相关的经典评论，如主观（享乐主义）和心理（幸福）层面的观点。除此之外，该研究还找出了可以影响学校幸福感的因素。当然该我们也考虑到了由证据（发表偏差、社会幸福感发布资料的使用）引发的研究局限性和与综述过程（语言筛选）相联的一些问题。总之，研究认为主观、心理和社会成分应受到区别但内在相连地对待，以此来克服先前研究的局限眼光，推动有助于学校幸福感的一体教学设想和建议的发展。

关键词： 学校幸福感、学生幸福感、童年、系统综述、元叙事

Conceptualizing and operationalizing the school well-being is a topic of growing interest at the scientific-academic level and from the government agencies (Anderson & Graham, 2015; Ramírez-Casas del Valle & Alfaro-Inzunza, 2018; Tian et al, 2013), although there are still some gaps regarding this construct (Jiang et al., 2016; Putwain et al., 2019; Steinmayr et al., 2018; etc.) compared to the existing literature on well-being in adulthood (Alfaro et al., 2016).

With the emergence of positive psychology, the way human well-being is understood and studied has experienced a shift, moving beyond the research tradition focused on pathology, unhealthiness, or discomfort

(Briggs et al., 2010; McLellan & Steward, 2015; Renshaw & Chenier, 2019). Following Seligman and Csikszentmihalyi (2000), several authors point out that positive psychology has generated a growing interest in the study of the character, virtues, happiness, and optimal functioning (Shoshani y Slone, 2013), since people can achieve well-being by building their strengths (Jiang et al., 2016). This results in better outcomes by emphasizing the improvement of indicators of subjective well-being rather than focusing on psychopathology or mental illness (Evans et al., 2018). Keyes (2006) notes that the research supports the hypothesis that health is not only the absence of illness, but also the presence of higher levels of subjective well-being.

Although most of the studies refer to *subjective well-being* (Renshaw & Chenier, 2019; Steinmayr et al., 2018), there are other relevant concepts, such as *psychological well-being* or *social well-being* (Blanco & Varela, 2007, as cited in Alfaro et al., 2016; Goldberg et al., 2019; Keyes, 2006), that should be considered.

Renshaw et al. (2014) provide a possible general definition of well-being pointing out that it is "a metaconstruct that encompasses all aspects of healthy and successful living, including psychological, economic, physical, and other domains" (p. 2). Regarding other areas, beyond the psychological and Physical, Keyes (2006) initiated the study of social well-being because he considered that the social dimensions of individual functioning in life, i.e., the relationships and the functioning in society and in social groups, were not considered. Thus, he defined it as "individuals' perceptions of the quality of their relationships with other people, their neighborhoods, and their communities" (p.5). Blanco and Varela (2005, p. 582) affirm that "psychological well-being has focused its interest on personal development, on the style and way of facing life's challenges, on effort and the desire to achieve our goals". Starting from the concept of general well-being enable the researchers to situate the construct in different perspectives, to facilitate the criteria for its definition, and to

offer models for its study. Even so, it is worth asking whether these definitions are valid in a specific context, such as the school context.

In the school context, all the above translates into a growing number of studies focused on the perception and appraisal of life experience, and on how to make students feel comfortable to achieve optimal learning (Alonso-Tapia & Nieto, 2019; Steinmayr et al., 2018). Thus, the incorporation of measures and strategies to promote non-academic competences that add value to the classic focus on academic performance and the achievement of positive results (Gregory et al., 2019). The commitment is on introducing measures of educational variables focused on the academic development and the behavioural skills, together with those that improve the quality of the learning environment and health, and the socio-emotional skills (García-Escalera et al., 2020; Zhang, 2016), the school climate (Alonso-Tapia & Nieto, 2019; Briggs et al., 2010; Llorent et al., 2021), the motivation (Briggs et al., 2010) and the students' interests (Zhang, 2016) and their engagement with school (Inman et al., 2020; Zhang, 2016), among others.

The main issue is how to unify all these variables under one single concept or how to assesses them together in a way that enable the scientific and school community to comprehend how pupils experience, value and feel their school life. Several terminological approaches have been made, but there is still no clear and unique definition of the concept of well-being in childhood (Tobia et al., 2019), nor is there one for school well-being, since it depends on the theoretical and methodological background of each research (Konu et al., 2010; Kutsar et al., 2019). In this sense, three options could be proposed: the first is to transfer what has been studied on adult general well-being to the research about students' school well-being; the second is to continue the current research trend giving voice to students, as the main character of their scholar experiences, to define the construct from their viewpoint (Ramírez-Casas del Valle & Alfaro-

Inzunza, 2018); or, finally, to use an strategy that combine the two previous ones.

To respond to this reflection, a study is required that improves the comprehension of this complex construct and that focuses on inquiring the perspectives, models and variables involved in its definition. Specifically, this paper aims to: (a) analyse descriptively the scientific literature on well-being in the school population over the last 20 years; (b) study the perspectives classically linked to the concept of well-being and its impact on the definition of school well-being; and (c) identify, from the theories and models of school well-being, the factors that enable its operationalization.

Method

A systematic descriptive review was conducted using meta-narrative to identify the research traditions that are relevant to the study questions (Xiao & Watson, 2019). Previously, DARE (*Database of Abstracts of Reviews of Effects*) was consulted. It mainly collects information about systematic review in the field of health. The terms *school* AND *wellbeing* were entered, finding only four papers from 2007 and 2008 that studied the social, emotional, and mental wellbeing of children in Primary Education, or the effectiveness of the interventions to promote mental wellbeing. In addition, PROSPERO database was referred to locate systematic reviews in various areas of knowledge, including education. In this case, the terms *school wellbeing/well-being* were introduced, resulting in one study focused on the concept of general and individual quality of life in childhood.

Given the absence of a review protocol on school well-being an attempt was made to provide a registration number in PROSPERO, but it does not currently accept registrations for literature reviews, nor does it provide a registration number for literature reviews. The registration was possible on the OSF website [https://osf.io/tuyvp/?view_only=2e4d3ac3e7 3e4e3896bb3f7ae096d2aa]. It should also be pointed out that this study followed the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Protocols*, Moher et al., 2009) recommendations for elaborating a protocol through a 27-items checklist. In addition, the PICO approach (García-Perdomo, 2015; Santos et al., 2007) was used to formulate and search for the research questions.

Formulation of the research problem

The lack of a uniform definition of school well-being that lay the foundations to its operationalization prevents a comprehensive understanding of the construct that consider students' own perception of what it means for them to find well at school. Despite the increase in scientific production on this topic, no other review had been found that deals with defining the concept, interrelationships, and implications of subjective, psychological, and social well-being in students' life. Therefore, a systematic review is demanded to provide a theoretical and practical insight that will enable future researchers and educational practitioners to engage in developing and implementing school well-being measurement tools. The results they report could lead to intervention proposals that focus on what the students experience, value, and define as feeling good in their schools.

The application of the PICO strategy (García-Perdomo, 2015) aided to frame the research questions (What criteria are used to define school wellbeing? What definitions are provided from these criteria? What aspects do they include? What models and theories are linked to each criterion?). Three of the four PICO elements were employed to define the keywords and filters (see table 1).

Table 1. PICO strategy for the specification of research questions, inclusion/exclusion criteria and keywords

Element	Description	Keywords/Filters
Participants	Studies referred to children or teenagers in school (primary and secondary school pupils, or their international equivalences) were chosen. Those referring to children's or teenagers' general wellbeing were excluded.	School
	Also, studies analysing teachers' or families' perceptions of their students' or children's wellbeing were included, while those referring to professional wellbeing (or burnout) or quality of family life were excluded.	
Interventions	In general, studies on school wellbeing with an ex-post-facto design or theoretical content were selected. Publications on programs and interventions were non discarded, because of their possible contribution to the theoretical and operational definition of the term.	Wellbeing; well-being
Comparison	This criterion is not relevant in this analysis.	
Results	Attention was paid to how the studies defined the concept of school well-being in their theoretical background, with reference to other texts, and in their conclusions. Reference to theories and models, and identification of the approach adopted for the design of instruments, were considered. Theoretical papers, empirical studies and interventions were included.	Article; review; book; conference paper.

Note: The selection was based on the use of Boolean operators: P (school) AND I (Wellbeing). Filters by document type were established.

Searches were conducted between July and September 2020, using the following inclusion criteria: (a) belong to the areas of education and psychology; (b) have been published between 2000 and 2020; (c) respond to the keywords *school* and *wellbeing* or *well-being*; (d) be peer-reviewed articles and conference papers; and (e) be published in English, French, Portuguese, and Spanish languages. The exclusion criteria focused on the thematic content, discarding those related to health and illness, work, university, and social, economic, political, or cultural issues (e.g., *public health, clinical psychology, job satisfaction, higher education, minority, and ethnic groups,* etc.).

Search and study selection

Scientific papers extracted from four internationally recognized databases with studies published or available online on 31/10/2020 were included. These databases were *Education Resource Information Centre* (ERIC), *American Psychological Association PsycInfo* (APA PsycInfo), *Scopus* and *Web of Science* (WoS). The same Boolean operators ("*school* AND (wellbeing* OR well-being**) were used in all the databases. Likewise, the *Google Scholar* database was consulted for grey literature to address possible bias in the presentation of the research results through published material from government agencies, or institutional reports, among others. Figure 1 shows the steps of identification, screening, selection, and inclusion of bibliographic sources.

Regarding the number and procedure applied by the reviewers, the general recommendations of García Perdomo (2015) to systematic reviews, and those specific to the meta-narrative of Xiao and Watson (2019) were followed. The procedure was sequenced so that the first author made an initial revision

of the study titles and abstracts, in line with the agreed research strategy, and searched the grey literature for studies that might meet the inclusion criteria. Subsequently, the other two authors independently assessed the eligibility of all the studies identified by the first author, through a collaborative Excel document. There were no discrepancies in the identification and selection of studies, as the focus was expressly on two research questions, which guided the analysis: what perspective are used to investigate the school well-being? How is this construct operationalised? Furthermore, a consensus among the three reviewer was achieved on the decision of excluding those papers which, although containing cross-cutting information on the concept of school well-being, were not their main issue. This was the case for articles focusing on life satisfaction, happiness, school engagement, school relationships, school climate, academic stress, self-concept and school performance or efficacy.

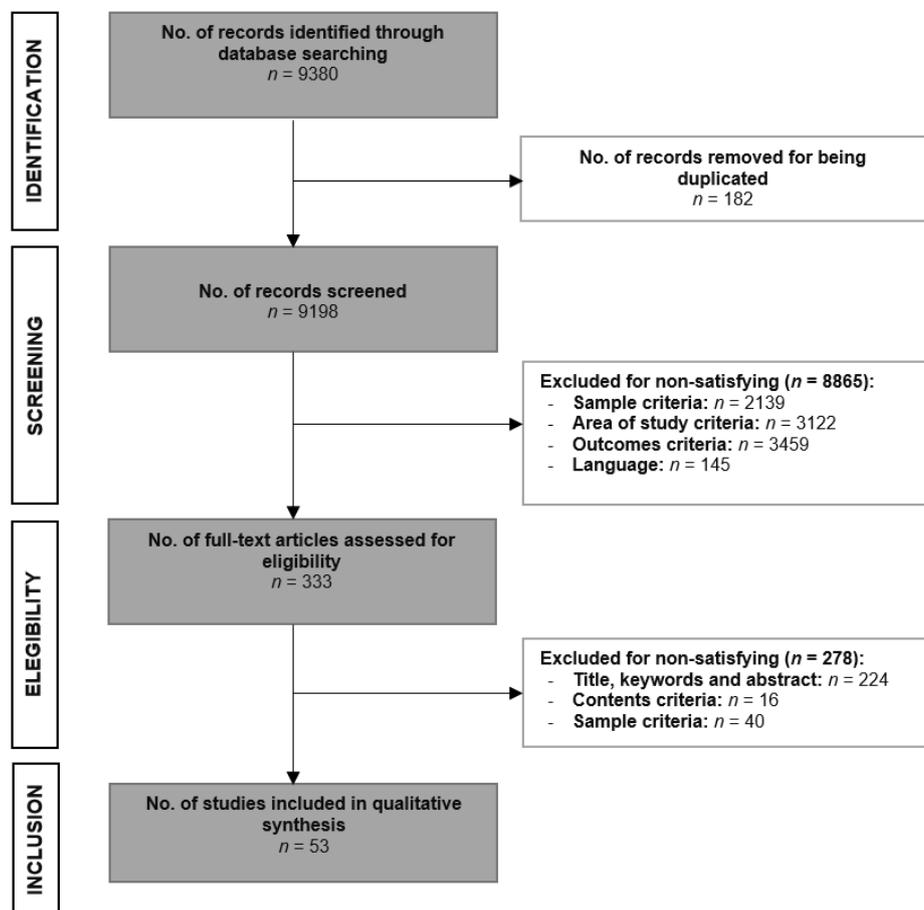Figure 1. Flow Diagram of the systematic review

Figure 1 shows the steps of the identification, screening, selection, and inclusion of the bibliographic sources. In the initial identification phase, 9380 documents were retrieved and exported to Excel to search for matches ($n = 182$). 9198 documents were selected according to the population of interest (students), the area of knowledge (education), the topic (school well-being) and the language (English, French, Portuguese and Spanish), excluding 8865 documents; that is, those that did not meet the sample criteria (adult population, elderly, family, non-school age children, specific vulnerable groups such as ASD, ADHD…), areas of study (medicine, arts and humanities, computational sciences,

business, engineering, mathematics, environmental sciences…), results (specific disturbances such as depression, anxiety, mental illness; attitudes toward health; medical students; socio-economic factors;…). A total of 333 studies were assessed with attention to their title, keywords and abstract, content and target population. Finally, the 53 articles that conform the final sample of included studies were analysed descriptively to answer the research questions

Collecting information from studies

To obtain the data, a registration protocol was created using an Excel sheet with the variables and data of interest (see appendix); that is, authorship, title and year of publication, type of publication (theoretical, empirical study, intervention), study design, methodology and characteristics of the sample (sample size, age, education stage and country). The statistical results reported by the studies analysed were not considered, as they were not of interest of the present research. The collection and synthesis of the information allowed the descriptive analysis (frequencies) of the variables described in the systematic review and its visual representation through figures (a map and comparative graphs).

A two-phase analysis was operated, with the support of the program MAXQDA 2020 (Kuckartz, 2020). In the Phase 1, the information in each article was segmented and an initial *memoing* was conducted. The main ideas of the research questions were highlighted, and the coding process was initiated. A two-step process was conducted: the *decoding,* which was used to reflect on each passage, and the *encoding*, to determine the most appropriate code and to label them. In the Phase 2, analytical categories were inductively inferred from codes and code sets, considering only the data in the documents. From these, a sequential reading of the text was carried out and a cyclical process of allocating categories, creating additional ones, reorganizing, and establishing the system of categories was followed until the theoretical saturation was reached (Figure 2).

Figure 2. Word cloud extracted from the set of studies on school well-being analysed.

Results

Descriptive analysis of the literature on school well-being

The 53 reviewed studies spanned the period between 2002 and 2020. Most of them were found in the years 2017-2020 ($n = 23$) and 2012-2016 ($n = 23$), compared to 2007-2011 ($n = 3$) and 2002-2006 ($n = 4$), which reflects the increased interest in the topic.

As can be seen in Figure 3, where it is represented the presence of studies on school well-being by countries in a different chromatic range, the largest number of research in the last 20 years have been carried out in China ($n = 14$) and Australia ($n = 10$), followed by United States ($n = 6$), Finland ($n = 4$), Chile ($n = 3$), and England ($n = 3$). Two studies have been conducted in Estonia, Germany, Slovakia, and Turkey, and one study was found in the remaining highlighted countries (Belgium, Canada, Croatia, Georgia, Greece, Hungary, Ireland, Israel, Italy, Latvia, the Netherlands, Portugal, Romania, Spain, and Sweden). The publication by Stasulane et al. (2017) involved several of the countries referred above (Croatia, England, Estonia, Georgia, Germany, Greece, Hungary, Latvia, Portugal, Slovakia, and Spain).

Figure 3. Distribution of the study on well-being in the world.
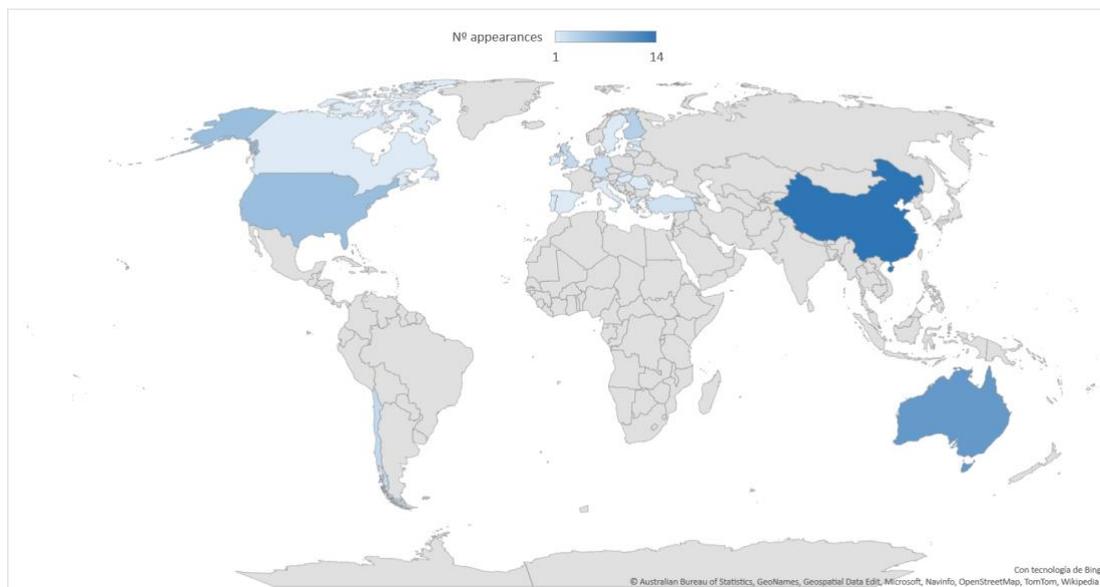
The sample comprised students from different educational stages [Primary Education ($n = 17$), lower and upper Secondary Education ($n = 22$) or both stages ($n = 13$) according to UNESCO's classification], although in three of them other actors (teachers and/or school heads) were also present, and one focused exclusively on these agents. In Primary Education, there was a balance of longitudinal and cross-sectional quantitative studies, instrument design/validation studies and qualitative studies ($n = 4$ in all cases). The studies in Secondary Education were mostly quantitative cross-sectional ($n = 13$) and validation of structural equation models ($n = 8$). Indeed, most of the Structural Equation Modelling studies were conducted with secondary school students, some of them using a cross-sectional methodology ($n = 6$) and others longitudinal ($n = 2$) (Figure 4).

Figure 4. Participants according to the type of study
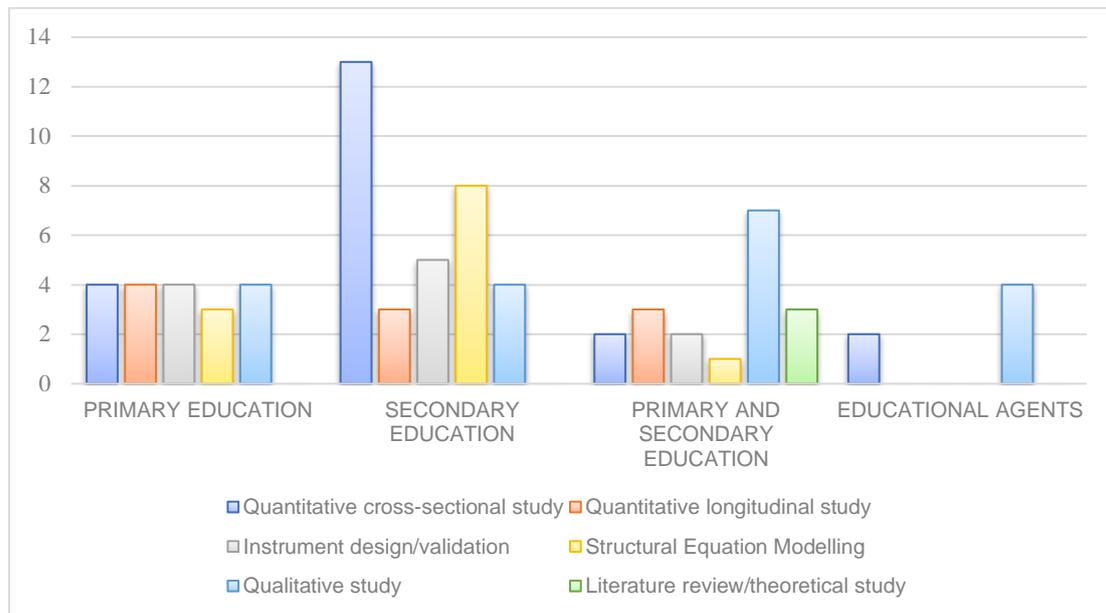
Regarding the type of study by year, Figure 5 shows an increased attention to and use of qualitative research ($n = 11$), with a greater presence between 2015-2019. Furthermore, the interest in the design and the validation of instruments for assessing school well-being ($n = 12$) and its validation through structural equation modelling ($n = 12$) has been maintained over the years. The quantitative longitudinal studies ($n = 10$) and, to a greater extension, the cross-sectional ones ($n = 19$), are the preferred research designs, as contrasted to a lesser presence of literature reviews and theoretical studies ($n = 3$). Four of the studies based on Structural Equation Modelling and included in that category in Figures 4 and 5 were also taken in the category of longitudinal studies. There is also a 2016 study that uses a mixed design (qualitative and quantitative cross-sectional), so it has been included in both categories.

Figure 5. Distribution according to the type of studies between 2000-2020
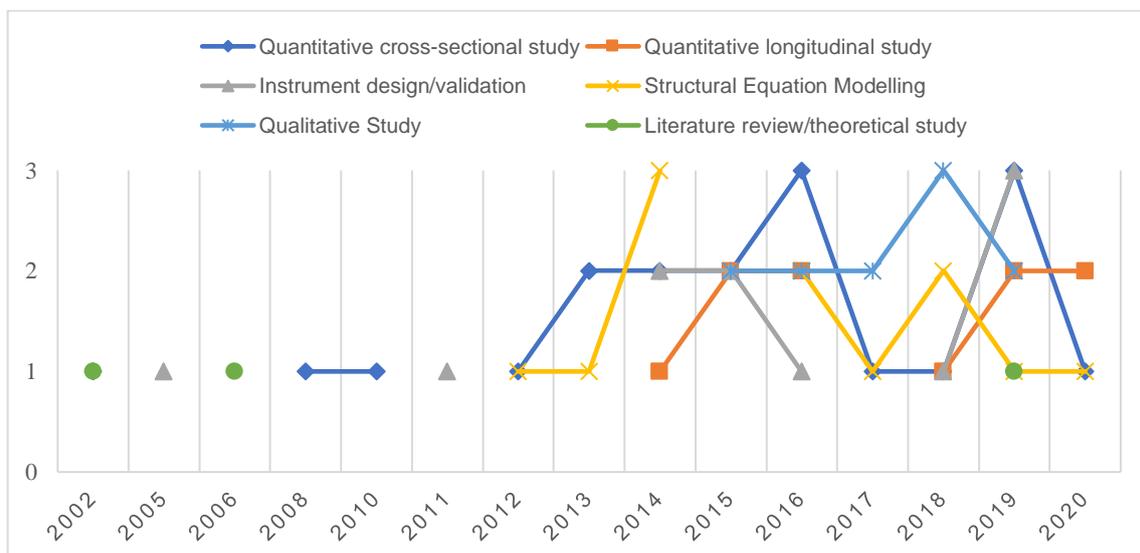
The main objective of the studies, except for the theoretical ones, was to analyse the construct of well-being directly (*n* = 27), its relationship with other relevant concepts and/or educational agents (*n* = 20) or its defining concepts (life satisfaction, affects, happiness, positive psychological functioning) (*n* = 7). From the analysis of these articles, it was possible to obtain, in a direct or transversal way, information on the approaches used to define well-being, and on the models and theories involved in its definition and, thus, to answer the research questions.

Which approaches are used to define school well-being?

In the literature reviewed it has been found that, although there are studies whose central focus is student well-being at school, there are also others that refer to child well-being and use the school environment as the context in which the instruments are applied. In the case of the former, school well-being was conceptualised under the characterisation of *dynamism-statism*, which results from the *subjective evaluation of the student's experience at school*, while the latter refer to aspects of general well-being that are transferred to the school population. When analysing the perspectives used to define school well-being, both the first and the second typology of studies have been considered.

The concept of *dynamism-statism* takes two general points of view to define well-being by most studies (Blaskova & McLellan, 2018; Goldberg et al., 2019; McLellan & Steward, 2015; Stasulane, 2017; Steinmayr et al., 2018; Svane et al., 2019): the eudemonic and the hedonic. Before going further into the analysis of these classically dichotomous concepts, it should be notice that most of the definitions provided are based on the models described by leading authors such as Deci and Ryan, Diener, Keyes, or Ryff, and their colleagues, in their statements of the generic concept of well-being that, in many cases of those presented below, have been adopted to refer to the school perspective.

From the eudemonic approach, psychological well-being is referred as a *continuous and dynamic process* of individual enhancement that strives for full and engaged functioning (Steinmayr et al., 2018; Tian et al., 2014) and the development of human potential (Alfaro et al., 2016; McLellan & Steward, 2015) through the satisfaction of the basic psychological needs (Erylmaz, 2012; Su et al., 2019). The hedonic approach, relating to subjective well-being (Alfaro et al., 2016; Gregory et al., 2020; Huynh & Stewart-Tufescu, 2019; Konu et al., 2010; Renshaw et al., 2014; Seligson et al., 2005) alludes to a state or relatively *stable* characteristic (Evans et al., 2018), even to the achievement of a homeostatic balance that ensures a stable mood (Tomyn & Cummins, 2011; Tomyn et al., 2014), and in which the individual stands in terms of happiness (Alfaro et al., 2016; Evans et al., 2018; Simmons et al., 2015; Zhang, 2016). This state is assessed through judgments about one's school life (Satici, 2020; Shoshani & Slone, 2013; Tian et al., 2014; Tian, Du, & Huebner, 2015). Stasulane (2017) notes that the affective domain of well-being is less stable over the time because it depends on the experiences of each person with positive and negative emotions, but he claims that the assessment of satisfaction is more stable.

The individual's *experiences and judgements* about them are always produced in specific context, in this case, the school (Blaskova & McLellan, 2018; Pietarinen, 2014; Powell et al., 2018; Ramírez-Casas del Valle & Alfaro-Inzunza, 2018; Satici, 2020; Sarason, 1997, as cited in Tian, Pi, Huebner, & Du, 2016; Tian, Tian, & Huebner, 2016). The school is considered a relevant source of subjective well-being (Steinmayr et al., 2018; Thomas et al., 2016), with a significative impact in childhood (Powell et al., 2018; Stasulane, 2017; Tobia et al., 2019). It has even come to be regarded as "one of the most important specific domains facilitating adolescents' lifelong development and overall subjective well-being" (Tian, Zhao y Huebner, 2015, p. 138) or "an antecedent or causal factor

in determining important (educational) outcomes as well" (Tian et al., 2014, p. 356).

The *subjective appreciation of the experience* appears as a major element in the definition of school well-being since knowing how students feel requires attention to their self-perception of their school experience and life (Jiang et al., 2016; Powell et al., 2018; Stasulane, 2017; Su et al., 2019; Tian, Zhao, & Huebner, 2015; Tobia et al., 2019). It involves going further into their thoughts and feelings toward the school (Putwain et al., 2019; Stasulane, 2017), into their expectations and their sense of belonging toward it (Anderson & Graham, 2015; Cocorada et al., 2019; Liu et al., 2015; Satici, 2020; Thomas et al., 2016; Van Petegem et al., 2008). Thus, this construct is understood as a personal (Konu et al., 2010), emotional (Holfve-Sabel, 2014) and internal state. Also note that, in some definitions (e.g., Konu et al., 2010; Liu et al., 2016; Putwain et al., 2019), the subjective concept of school well-being is used in opposition to its objective meaning, rather than based on the differentiation between subjective and psychological well-being.

In short, it could be said that school well-being implies attending to both the most stable elements of children's life and their relationships with the school environment, and to those aspects that can vary according to the pupils' valuation of the various components of their school life. It involves collecting information on affects and the satisfaction with school life, as well as on their sense of self-fulfilment. Therefore, one of the definitions that best captures this idea is the one presented in Svane et al. (2019, p. 212), referring to the New South Wales Department of Education and Communities which, in 2015, pointed out the need to provide a definition of school well-being that embraces, jointly, "both the hedonic – experiencing positive emotions – and the eudemonic – flourishing and functioning well –" and to The Victorian Curriculum and Assessment Authority, in 2016, which defines it as

> having 'good mental and physical health, including attachment, positive affect and self-

regulation, being able to manage emotions productively and build resilience and persistence, being adaptable and confident and experiencing feelings of satisfaction and happiness' (p. 4).

As a complementary definition, in Van Petegem et al. (2008, p. 280) is taken up Engels et al.'s (2004) definition of school well-being as "a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand". From this definition they draw different key components: (a) the positive connotation of dynamism and change, emphasising the *positive emotional state* as opposed to the deficit model; (b) the context-person balance (*harmony*) which, in the school environment, refers to the mutual adaptability of school-student, as "most students feel good about school when they are able to adjust to its expectations and demands. Likewise, the school itself must make every effort to meet the needs of its students".

Conceptualizing it from this point of view, its understanding as a unitary structure is reject and, indeed, it is posited as multidimensional concept (Jiang et al., 2016; Liu et al., 2015; Steinmayr et al., 2018), whose operationalization depend on the approach that is taken, whether hedonic, eudemonic, or a combination of both (Svane et al., 2019), and the importance of the influence of spaces, people and activities on the school experience (Alfaro et al., 2016; Kutsar et al., 2019) and which, as detailed below, some define as *social well-being* (Goldberg et al., 2019; Keyes, 2006).

How is school well-being operationalized?

One way of operationalising school well-being is considering the different theoretical models that conceptualise it, as well as those that consider it indirectly or through some of its components.

The starting point adopted by the main models of school well-being is to be found in two proposals on general well-being: the General Theory of Subjective Well-being by

Diener et al. (1984, 1999, as cited in Alfaro et al., 2016; Chen et al., 2020; Liu et al., 2015; Seligson et al., 2005; Steinmayr et al., 2018; Tian, Du, & Huebner, 2015; Tian, Wang, & Huebner, 2015; Tian et al., 2013; Tian, Tian & Huebner, 2016; Tian et al., 2017) and the Six-Factor Model of Psychological Well-being of Ryff (1989, as cited in Burke & Minton, 2019; McLellan & Steward, 2015; Stasulane, 2017). The first, from a subjective (hedonic) well-being approach, differentiates satisfaction with life (in global terms, SV, and in various domains, SD) and affects or emotions (positive and negative). The second model, developed by Ryff under a psychological approach (eudemonic), allude to six major domains: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relationships.

Regarding this second conceptual framework, some authors also mention the Self-Determination Theory of Ryan and Deci, developed in 1985, to understand the relevance of the satisfaction of the basic psychological needs for school well-being (Erylmaz, 2012; Jiang et al., 2016) or, in general, about school well-being (Kiuri et al., 2020; McLellan & Steward, 2015; Tian et al., 2014; Tian, Pi, Huebner, & Du, 2016; Tian, Zao, & Huebner, 2015). These basic psychological needs are defined in terms of competency (effective interaction with the environment), relationships (sense of belonging and connection with the school and its members), and autonomy (willingness and approval of one's own behaviour) (Erylmaz, 2012; Kiuri et al., 2020; Tian et al., 2014; Tian, Tian & Huebner, 2016).

This differentiation is further reflected in the models of school well-being. From a subjective point of view, the Tripartite Model of School Well-Being by Tian (2008, as cited in Tian et al., 2013, 2014; Tian, Wang, & Huebner, 2015) stands out. This model is conceptualized in line with the proposal of Diener and his collaborators, in 1999, for the adult population, by distinguishing the cognitive component (school satisfaction) and the affective one (positive affects experienced in the institution and absence of negative affects). The psychological approach is not explicitly mentioned in the theories or models of school well-being, but some recent models include it along with the subjective elements, such as the PERMA Model (Seligman, 2011, as cited in Burke & Minton, 2019) and the School Well-being Model by Konu and colleagues (Konu & Rimpelä, 2002; Konu et al., 2010). In the case of the former, Seligman places special emphasis on the eudemonic approach, gathered in four domains (E - engagement, R - positive relationships, M – Meaning, and A – Accomplishments/achievements), plus one referred to the hedonic approach (P- Positive emotions). In the model of Konu et al. (Konu & Rimpelä, 2002; Konu et al., 2010) four dimensions are presented: two of them linked to subjective well-being (school conditions, social relationships), one to psychological well-being (self-fulfilment) and one to health.

As shown in Figure 6, Hascher, in 2008 (cited in Tobia et al., 2019) also assessed well-being at school in six dimensions, such as enjoyment at school, positive academic self-esteem, problems at school, somatic complaints and reactions at school and depressed mood towards school. These dimensions were considered affective aspects by several authors (Konu et al., 2010; Putwain et al., 2010).

Figure 6. Categories and codes on theories and models operationalising general and school well-being
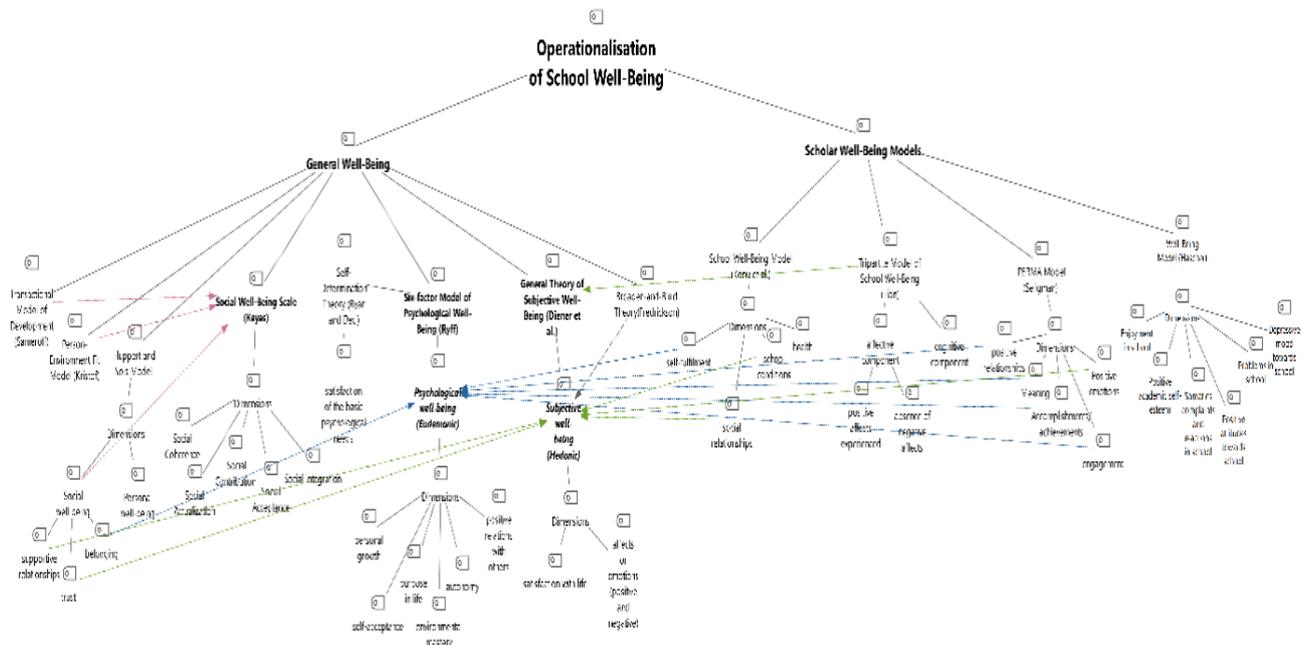
Other models and proposals have been considered for their relevance to explain the key elements of well-being (affect, interactions…), although they do not address school well-being directly. These are the Fredrickson's Broaden-and-Build Theory (1998, 2001, as cited in Renshaw et al., 2014; Su et al., 2019; Tian et al., 2013), the Kristof's Person-Environment Fit Model (1996, as cited in Van Petegem et al., 2009) and the Sameroff's Transactional Model of Development (2009, as cited in Kiuru et al., 2020).

The Fredrickson's Broaden-and-Build Theory provides a theoretical underpinning to the comprehension of subjective well-being in terms of affects. It argues that experiencing positive or negative emotions will have impact on academic learning, influencing aspects such as attention, cognition, and action competence.

The Kristof's Person-Environment Fit Model alludes to the importance of the balance or *harmony* between the context and the person, which implies to consider the students' capacity to adapt to the school (to their expectations and demands) and, likewise, the school's ability to satisfy the student's needs. Along this line, Sameroff's Transactional

Model of Development has been referred in the literature due to its relevance in the understanding of the interdependent effects between the teenagers and their environment (including the school), and the influence of this relationship on their well-being, especially, in the social component.

Indeed, alongside the classic differentiation between subjective and psychological well-being, Keyes (1998, as cited in Keyes, 2006) introduce a third way of defining it, denominated *social well-being*, which concerns the valuation of the circumstances and the functioning in society, and which has been considered in subsequent publications as an independent term (Burke & Minton, 2019; Goldberg et al., 2019; Tobia et al., 2019), as well as interrelated (Holfve-Sabe, 2014) or combined with the emotional component (Gregory et al., 2019; Gregory et al., 2020; Powell et al., 2018; Powell & Graham, 2017).

This new element is introduced in Huppert and So's Model (2013, as cited in McLellan & Steward, 2015) which is made up by a personal and the social well-being. Personal well-being includes emotions, life satisfaction, vitality, resilience, self-esteem, and positive functioning). Social well-being, which consists

of supportive relationships, trust and belonging, the first two being related to subjective well-being and the latter to psychological well-being.

Discussion

The aim of this study has been to broaden the comprehension of school well-being, given the existence of multiple ways of undertaking it, according to the different approaches, theories, and models. Even though the literature has shown that well-being in the school context is conceptually based on the proposals on general well-being, the reality of the schools and the differential characteristics of the group studied make scarcely viable the direct transfer of the theoretical corpus from the adult population to the world of childhood and youth, and from society to the school context. Hence, firstly, an increasing in the number of qualitative studies has been notice, which enable students to actively participate in the research process by giving their opinion on what they understand school well-being to mean (Blaskova & McLellan, 2018; Huynh & Stewart-Tufescu, 2019) and what impacts on this construct (McLellan & Steward, 2015). Measuring school well-being with the existing indicators prevent the students from contributing their subjective and dynamic viewpoints and, indeed, from capturing the full richness and complexity of their school life (Powell et al., 2018). Secondly, a considerable number of longitudinal studies are noteworthy, which may be reflecting the importance of attending to developmental changes in childhood schooling and how this may impact on their well-being (Benavente et al., 2018; Liu et al., 2016; McLellan & Steward, 2015).

What is important is to distinguish not two, but three central and interconnected elements of school well-being, which are the subjective, the psychological and the social. Focus on subjective well-being implies considering both the students' thoughts and opinions of their school experience (cognitive component), and the positive and negative emotions that arise from their experience at school (affective component). Furthermore, this valuation will

be related to dynamic processes of self-fulfilment that have an impact on their well-being at school, such as their personal growing, their skills development and the pursuit and orientation towards life purposes, in a volitive and autonomous manner.

The attention to the subjective and psychological components in a more comprehensive definition of school well-being must, necessarily, be accompanied by a third element, the social, since this construct represents a socially and culturally influenced process (Ramírez-Casas del Valle & Alfaro-Inzunza, 2018) and, in addition, it should be noted that "the social environment of a 'perfect' school would secure the physical, social and mental well-being of both children and teachers" (Kutsar et al., 2019, p. 63). This element is taken off from the classic definitions that come out of the hedonic and the eudemonic traditions and, although it is contained in them, it must be recognized as a dimension in its own right, which seems complex. Social well-being is significant (Goldberg et al., 2019), given the influence of other agents and contexts on the valuations of the school environment since, as Konu and Lintonen (2006, as cited in Tobia et al., 2019) report, both teacher-student and student-student relationships, and family-school relationships, are equality relevant.

Ultimately, based on this theoretical approach, it is proposed to give equal importance to the subjective, psychological, and social elements, in a differentiated but interconnected manner. This implies overcoming the restrictive view of some previous studies that have measured it from a purely hedonic perspective, or even assessed concepts related to general well-being inferring from their results information about school experiences.

Limitations and future lines of research

Some limitations of this systematic review and its results should be highlighted. Considering the PRISMA 2020 checklist (Page et al., 2021) related to the discussion of the results, it is possible to highlight two main

types of limitations: those related to the evidence included in the review and those related to the review processes used.

Firstly, the possibility of having fallen into a publication bias by focusing the research exclusively on publications available in databases, which led to the invisibility of the so-called "fugitive literature" (Sánchez-Meca, 2010, p. 56). Also, the exclusion of studies that only focus on one or several aspects related to school well-being (e.g., school climate or engagement, self-concept, academic efficacy, performance...) may have been a limitation in relation to the evidence included in the review, as such papers could be providing additional information on those terms specifically related to school well-being. However, as McLellan and Steward (2015) point out "well-being is often used interchangeably with other terms such as 'happiness', 'flourishing', 'enjoying a good life' and 'life satisfaction', and these all carry different underlying meanings and emphases" (p. 307). In the same vein, the use of some work referring to child or adolescent well-being in general can be mentioned as another limitation. Despite recognizing that they also tend to consider the school component as it is an environment in which children and adolescents occupy an important part of their daily lives (Chen et al., 2020; Tian, Tian, & Hubner, 2016), the information they provide is of a very generalist nature "encapsulating different variables" (McLellan & Steward, 2015, p. 321), without the theoretical and analytical depth intended in this study. However, it should be noted that this action has been deliberate considering the limited number of studies focusing on school well-being compared to the bulk of existing knowledge on the general well-being of this population.

Secondly, a limitation of the review process relates to the linguistic filter used. Although studies from different countries around the world were selected and analysed, the publication had to be written in English, Spanish, French or Portuguese. There could be interesting studies in other languages that have not been included here. One example is the case of China, a country from which numerous publications have been collected (Jiang et al., 2016; Liu et al., 2015; Su et al., 2019; Tian, Chen, & Huebner, 2013; Tian, Du, & Huebner, 2013; etc.), which could indicate that it is a topic of widespread importance in this country.

Finally, we conclude by referring to the future of this line of research. School well-being is a topic of broad global significance that requires not only an empirical-theoretical approach, but also an orientation towards the development of programmes for its holistic improvement. These programmes or interventions should explicitly teach well-being skills to students (Zhang, 2016), paying special attention to variables that may be implicated in improving the school experience, such as demographic variables (gender, age, grade), personal variables (personality, achievement, and motivation levels), objective environmental variables (school rules, infrastructure, classroom size, teacher demographics) and subjective environmental variables (perceived social support from teachers, families and peers) (Tian et al, 2013; Tian, Pi, Huebner, & Du, 2016). Moreover, it is necessary to further explore the defining elements of positive school experience by introducing qualitative measures to inquire into the students' discourse, as well as quantitative measures to delineate what they do and do not consider important in defining their well-being at school. The final purpose is to achieve the most accurate diagnosis of the potentialities and difficulties of schools in guaranteeing students' school well-being, to guide improvement actions.

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Appendix 1.

Table 2

Characteristics of the research included in the systematic review.

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
Alfaro, J., Guzmán, J., García, C., Sirlopú, D., Reyes, F., & Varela, J.	Psychometric properties of the Spanish version of the Personal Wellbeing Index-School Children (PWI-SC) in Chilean School Children.	2016	Empirical study	Chile	1096 students	Primary Education	Quantitative	Instrument design/validation	Subjective well-being; life satisfaction; PWI-SC; school children; psychometric properties
Anderson, D.L., & Graham, A.P.	Improving student wellbeing: having a say at school.	2015	Empirical study	Australia	9874 students, 18 principals and 778 teachers	Primary and Secondary Education	Mixed	Longitudinal study	Student wellbeing; participation; student voice; recognition theory; childhood studies
Benavente, D.M., Cova, F., Pérez-Salas, C.P., Varela, J.J., Alfaro, J., & Chuecas, J.	Propiedades psicométricas de la Escala Breve de Bienestar Subjetivo en la Escuela para Adolescentes (BASWBSS) en una muestra de adolescentes chilenos	2018	Empirical study	Chile	1332 students	Secondary Education	Quantitative	Instrument design/validation	Psychometric properties; subjective wellbeing in school; adolescence
Blaskova, L.J., & McLellan, R.	Young people's perceptions of wellbeing: The importance of peer relationships in Slovak schools.	2018	Empirical study	Slovakia	20 students	Primary Education	Qualitative	Cross-sectional study	Wellbeing; transcendental phenomenology; participatory research; young people; primary education; peer relationships; Slovakia
Briggs, M.K., Gilligan, T.D., Staton, A.R., & Barron, K.E.	A collaborative approach to evaluating well-being in the middle school setting.	2010	Empirical study	USA	159 students and 150 families	Secondary Education	Quantitative	Cross-sectional study	Middle Schools, Life Satisfaction, Wellness, School Counseling, Evaluation Methods, Well Being, Counseling Techniques, Interdisciplinary Approach, Educational Research, Student Motivation, Educational Environment, Student Attitudes, Student Development
Burke, J., & Minton, S.J.	Well-being in post-primary schools in Ireland: the assessment and contribution of character strengths.	2019	Empirical study	Ireland	2822 students	Secondary Education	Quantitative	Cross-sectional study	Positive psychology; well-being; positive education; PERMA profiler; VIA character strengths
Chen, X., Tian, L., & Huebner, E.S.	Bidirectional relations between subjective well-being in school and prosocial behaviours	2020	Empirical study	China	634 students	Primary Education	Quantitative	Longitudinal study with SEM (school	Subjective well-being in school; prosocial behavior; bidirectional

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
	among elementary school-aged children: a longitudinal study							well-being and prosociality)	relations; elementary school-aged children
Cocorada, E., Farças, A.D., & Orzea, I.E.	From resilience to wellbeing at school among romanian students. examining the role of social-economic status.	2019	Empirical study	Romania	507 students	Secondary Education	Quantitative	Cross-sectional study	Achievement; resilience; secondary school; socio-economic status; wellbeing;
Eryilmaz, A.	A model of subjective well-being for adolescents in high school.	2012	Empirical study	Turkey	255 students	Secondary Education	Quantitative	Cross-sectional study SEM (satisfaction of basic needs and subjective school well-being)	Subjective well-being; satisfaction of needs; strategies; adolescent
Evans, P., Martin, A.J., & Ivcevic, Z	Personality, coping, and school well-being: an investigation of high school students	2018	Empirical study	USA	328 students	Secondary Education	Quantitative	Longitudinal study SEM (personality, coping and school well-being)	Personality; coping; well-being; school satisfaction
Goldberg, J.M, Clarke, A.M., ten Klooster, P.M., Schreurs, K.M.G., & Bohlmeijer, E.T.	Wellbeing and Social Safeness Questionnaire (WSSQ): Initial psychometric assessment of a short digital screening instrument for primary school children	2019	Empirical study	The Netherlands	1468 students	Primary Education	Quantitative	Instrument design/validation	Wellbeing; social safeness; questionnaire; digital; primary schools; secondary schools
Gregory, T., Dal Grande, E., Brushe, M., Engelhardt, D., Luddy, S., Guhn, M., Gadermann, A., Schonert-Reichl, K.A., & Brinkman, S.	Associations between school readiness and students wellbeing: A six-year follow up study.	2020	Empirical study	Australia	3906 students	Primary Education	Quantitative	Longitudinal study	Child development; social and emotional wellbeing; life satisfaction; optimism; internalising behaviour; subjective wellbeing
Gregory, T., Engelhardt, D., Lewkowicz, A., Luddy, S., Guhn, M., Gardermann, A, Schonert-Reichl, K, & Brinkman, S.	Validity of the middle years development instrument for population monitoring of student wellbeing in Australian school children.	2019	Empirical study	Australia	51574 students	Primary and Secondary Education	Quantitative	Instrument design/validation	Social and emotional skills; Student wellbeing; psychometric properties; population monitoring; education; middle childhood
Holfve-Sabel, M.-A.	Learning, interaction and relationships as components of student well-being: differences between classes from student and teacher perspective.	2014	Empirical study	Sweden	1540 students	Primary Education	Quantitative	Cross-sectional study SEM (student learning, interaction between students, interaction with the teacher)	Students' well-being; social relationships; teacher opinion; classroom climate; socialisation Interact
Huynh, E., & Stewart-Tufescu, A.	'I get to learn more stuff': Children's Understanding of	2019	Empirical study	Canada	21 students	Primary Education	Qualitative	Cross-sectional study	Wellbeing; student-teacher relationship; children's perceptions; middle school

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
	Wellbeing at School in Winnipeg, Manitoba, Canada.								
Jiang, H., Sun, P., Liu, Y., & Pan, M.	Gratitude and late adolescents' school well-being: the mediating role of materialism.	2016	Empirical study	China	764 students	Secondary Education	Quantitative	Cross-sectional study	Gratitude; materialism; school well-being; school satisfaction; affect
Keyes, C.	Subjective well-being in mental health and human development research worldwide: An introduction.	2006	Theoretical study	USA					
Kiuru, N., Wang, M.-T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R.	Associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions.	2016	Empirical study	Finland	848 students	Primary and Secondary Education	Quantitative	Longitudinal study	Early adolescence; school well-being; Interpersonal relationships; academic achievement; educational transition
Konu, A. & Rimpelä, M.	Well-being in schools: A conceptual model.	2002	Theoretical study	Finland		Primary and Secondary Education	Qualitative		School; theory; well-being
Konu, A.I., Lintonen, T.P., & Autio, V.J.	Evaluation of well-being in schools – a multilevel analysis of general subjective well-being.	2002	Empirical study	Finland	93367 students	Secondary Education	Quantitative	Cross-sectional study	Foreign Countries, Junior High Schools, Schools, Students, Well Being
Kutsar, D., Soo, K., & Mandel, L.	Schools for well-being? Critical discussions with schoolchildren.	2019	Empirical study	Estonia	55 students	Primary Education	Qualitative	Cross-sectional study	Subjective well-being; school environment; school dislike; bullying; children's perspective
Liu, W., Mei, J., Tian, L, & Huebner, E.S.	Age and gender differences in the relation between school-related social support and subjective well-being in school among students	2016	Empirical study	China	2158 students	Primary and Secondary Education	Quantitative	Longitudinal study	School-related social support; subjective well-being in school; gender; age; students
Liu, W., Tian, L., Huebner, E.S., Zheng, X., & Li, Z.	Preliminary development of the elementary school students' subjective well-being in school scale.	2015	Empirical study	China	1516 students	Primary Education	Quantitative	Instrument design/validation	Elementary school students; subjective well-being in school; school satisfaction; positive affect in school; negative affect in school; scale development
McLellan, R., & Steward, S.	Measuring children and young people's wellbeing in the school context.	2015	Empirical study	England	5170 students	Primary and Secondary Education	Quantitative	Cross-sectional study	Wellbeing; students
Pietarinen, J., Soini, T., & Pyhältö, K.	Students' emotional and cognitive engagement as the determinants of well-being and achievement in school.	2014	Empirical study	Finland	170 students	Primary and Secondary Education	Quantitative	Cross-sectional study SEM (cognitive engagement, school well-being -	Emotional and cognitive engagement; subjective well-being; learning outcomes

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
								cynicism, anxiety, prosperity at school - and emotional engagement)	
Powell, M.A., & Graham, A.	Wellbeing in schools: Examining the policy-practice nexus.	2017	Empirical study	Australia	71 teachers and 18 principals	Primary and Secondary Education	Qualitative	Cross-sectional study	Student wellbeing; social and emotional wellbeing; schools; education policy; pastoral care
Powell, M.A., Graham, A., Fitzgerald, R., Thomas, N., & White, N.E.	Wellbeing in schools: what do students tell us?	2018	Empirical study	Australia	606 students	Primary and Secondary Education	Qualitative	Cross-sectional study	Student wellbeing; relationships; student voice; children's rights; recognition theory; childhood studies
Putwain, DW., Loderer, K., Gallard, D.C., & Beaumont, J.	School-related subjective well-being promotes subsequent adaptability, achievement, and positive behavioural conduct.	2019	Empirical study	England	539 students	Primary Education	Quantitative	Longitudinal study SEM (school well-being, adaptivity, achievement and behavior)	School-related wellbeing; adaptability; achievement; behavioural misconduct
Ramírez-Casas del Valle, L., & Alfaro-Inzunza, J.	Discursos de los niños y niñas acerca de su bienestar en la escuela.	2018	Empirical study	Chile	36 students	Primary Education	Qualitative	Cross-sectional study	Childhood wellbeing; children discourse; qualitative research; student wellbeing
Renshaw, T.L., & Chenier, J.S.	Screening for student subjective wellbeing: an analog evaluation of broad and targeted models.	2014	Empirical study	USA	1002 students	Primary and Secondary Education	Quantitative	Instrument design/validation	Screening; school mental health; student subjective wellbeing; assessment
Renshaw, T.L., Long, A.C.J., & Cook, C.R.	Assessing adolescents' positive psychological functioning at school: development and validation of the student subjective wellbeing questionnaire.	2019	Empirical study	USA	335 students	Secondary Education	Quantitative	Instrument design/validation	Subjective wellbeing; positive psychology; protective factors; risk factors; measurement
Satici, B.	Social exclusion and adolescent wellbeing: Stress, school satisfaction, and academic self-efficacy as multiple mediators.	2020	Empirical study	Turkey	328 students	Secondary Education	Quantitative	Cross-sectional study	Social exclusion; stress; academic self-efficacy; school satisfaction; wellbeing
Seligson, J.L., Huebner, E.S., & Valois, R.F.	An investigation of a brief life satisfaction scale with elementary school children.	2005	Empirical study	USA	518 students	Primary Education	Quantitative	Instrument design/validation	Quality of life; life satisfaction; measurement; elementary school students
Shoshani, A., & Slone, M.	Middle school transition from the strengths perspective: young adolescents' character strengths, subjective well-being, and school adjustment.	2013	Empirical study	Israel	417 students and 13 teachers	Primary Education	Quantitative	Cross-sectional study	School; transition; adjustment; strengths; well-being; adolescents
Simmons, C., Graham, A., & Thomas, N.	Imagining an ideal school for wellbeing: Locating student voice	2015	Empirical study	Australia	606 students	Primary and	Qualitative	Longitudinal study	Relationships; participation; qualitative research; student

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
						Secondary Education			wellbeing; school improvement; student voice
Stasulane, A.	Factors Determining Children and Young People's Well-being at School	2017	Empirical study	Croatia, Estonia, Georgia, Germany, Greece, Hungary, Latvia, Portugal, Slovakia, Spain, and the United Kingdom	213 students and 41 focus group	Primary and Secondary Education	Qualitative	Longitudinal study	Well-being; domains of well-being; longitudinal study; school; education sustainability and unsustainability
Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L	School-related and individual predictors of subjective well-being and academic achievement.	2018	Empirical study	Germany	767 students	Secondary Education	Quantitative	Cross-sectional study SEM (Satisfaction with life, school climate, anxiety, self-efficacy and interest).	Subjective well-being (SWB); academic achievement; school climate; self-efficacy; interest; test anxiety
Su, T., Tian, L., & Huebner, E.S.	The reciprocal relations among prosocial behavior, satisfaction of relatedness needs at school, and subjective well-being in school: A three-wave cross-lagged study among Chinese elementary school students.	2019	Empirical study	China	1018 students	Primary Education	Quantitative	Longitudinal study	Prosocial behavior: satisfaction of relatedness needs at school; subjective well-being in school; reciprocal relations; elementary school students
Svane, D., Evans, N., & Carter, M.A.	Wicked wellbeing: Examining the disconnect between the rhetoric and reality of wellbeing interventions in schools	2019	Theoretical study	Australia		Primary Education		Literature review	Wellbeing; schools; evidence-based practice; wellbeing interventions; literature review; school wellbeing
Thomas, N., Graham, A., Powell, M.A., & Fitzgerald, R.	Conceptualisations of children's wellbeing at school: The contribution of recognition theory	2016	Empirical study	Australia	18 principals and 71 teachers; 606 students	Primary and Secondary Education	Qualitative	Cross-sectional study	Children; recognition theory; relationships; schools; student wellbeing
Tian, L, Wang, D., & Huebner, E.S.	Development and validation of the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS).	2015	Empirical study	China	1072 students	Secondary Education	Quantitative	Instrument design/validation	Brief; subjective well-being in school; adolescents; scale development and validation
Tian, L., Chen, H., & Huebner, E.S.	The longitudinal relationships between basic psychological needs satisfaction at school and school related subjective well-being in adolescents.	2014	Empirical study	China	576 students	Secondary Education	Quantitative	Longitudinal study SEM (school well-being and basic psychological needs)	Basic psychological needs; satisfaction at school; School-related subjective well-being; Adolescents; Longitudinal

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
Tian, L., Du, M., & Huebner, E.S.	The effect of gratitude on elementary school students' subjective well-being in schools: the mediating role of prosocial behavior	2015	Empirical study	China	706 students	Primary Education	Quantitative	Cross-sectional study	Gratitude; Prosocial behavior; Subjective well-being in school; Mediational role; Elementary school students
Tian, L., Liu, B., Huang, S., & Huebner, E.S.	Perceived social support and school well-being among Chinese early and middle adolescents: the mediational role of self-esteem	2013	Empirical study	China	361 students	Secondary Education	Quantitative	Cross-sectional study SEM (school satisfaction, positive school affect, negative school affect, parental support, peer support, teacher support, self-esteem).	School well-being; early adolescents; middle adolescents; perceived social support; self-esteem
Tian, L., Pi, L., Huebner, E.S., & Du, M.	Gratitude and adolescents' subjective well-being in school: the multiple mediating roles of basic psychological needs satisfaction at school.	2016	Empirical study	China	881 students	Secondary Education	Quantitative	Cross-sectional study SEM (school well-being, satisfaction of basic psychological needs, and teacher and peer support).	Gratitude; basic psychological needs satisfaction at school; subjective well-being in school; multiple mediational role; adolescent
Tian, L., Tian, Q., & Huebner, E.S.	School-related social support and adolescents' school-related subjective well-being: the mediating role of basic psychological needs satisfaction at school.	2016	Empirical study	China	1476 students	Secondary Education	Quantitative	Cross-sectional study SEM (teacher support, peer support, autonomy, relationship, competence, school-related subjective wellbeing)	School-related social support; Basic psychological needs satisfaction at school; School-related subjective well-being; Mediation; Gender invariance; Age group invariance; Adolescence
Tian, L., Yu, T., & Hubner, E.S.	Achievement goal orientations and adolescents' subjective well-being in school: the mediating roles of academic social comparison directions.	2017	Empirical study	China	883 students	Secondary Education	Quantitative	Cross-sectional study SEM (mastery goals; performance-oriented goals; performance avoidance goals; upward academic social comparison; downward academic social comparison; subjective well-being in school; emotional stability)	Achievement goal orientations; academic social comparison directions; subjective well-being in school; mediation; adolescents
Tian, L., Zhao, J., & Huebner, E.S.	School-related social support and subjective well-being in school among adolescents: The role of self-system factors.	2015	Empirical study	China	1316 students	Secondary Education	Quantitative	Longitudinal study	School-related social support; scholastic competence; social acceptance; subjective well-

Author(s)	Title	Year	Type of publication	Country	Participants	Education Stage	Methodology	Study design	Keywords
									being in school; moderated mediation; adolescent
Tobia, V., Greco, A., Steca, P., & Marzocchi, G.M.	Children's wellbeing at school: a multi-dimensional and multi-informant approach.	2019	Empirical study	Italy	1038 students	Primary Education	Quantitative	Cross-sectional study	School wellbeing; child wellbeing; primary school; middle school; multi-informant questionnaire
Tomyn, A.J., & Cummins, R.A.	The subjective wellbeing of high-school students: Validating the Personal Wellbeing Index-School Children.	2011	Empirical study	Australia	351 students	Secondary Education	Quantitative	Instrument design/validation	Subjective wellbeing; adolescents; Personal Wellbeing Index; high-school; students
Tomyn, A.J., Fuller Tyszkierwicz, M.D. & Norrish, J.M.	The Psychometric equivalence of the Personal Wellbeing Index School-Children for indigenous and non-indigenous Australian adolescents	2014	Empirical study	Australia	8762 students	Secondary Education	Quantitative	Instrument design/validation	Indigenous Australians; subjective wellbeing; adolescents; Personal Wellbeing Index; psychometric equivalence
Van Petegem, K, Aelterman, A., Van Keer, H., & Rosseel, Y.	The influence of student characteristics and interpersonal teacher behaviour in the classroom on student's wellbeing	2008	Empirical study	Belgium	594 students	Secondary Education	Quantitative	Cross-sectional study	Student wellbeing; Classroom climate; Interpersonal teacher behaviour; Multilevel analysis; Achievement
Zhang, Y.	Making students happy with wellbeing-oriented education: case study of a secondary school in China.	2016	Empirical study	China	1 principal, 1 vice-principal, 2 curriculum leaders, 6 teachers	Secondary Education	Qualitative	Cross-sectional study	Positive education; students' wellbeing; happy schools; secondary schools in China; school leadership