

Examining School Well-being Among Fifth and Eighth Grade Primary School Pupils and Their Teachers

The doctoral dissertation deals with the conceptual definition of school well-being and its empirical study among primary school pupils.

The chapters of the first part contain the concept and components of subjective well-being, and student and school well-being, as well as the characteristics of its study. Based on the review, school well-being is a complex, multifactorial concept. It is the impact of emotions, experiences, practices, and personality factors experienced at school on pupils' subjective well-being and the result of the interaction of environmental and personal factors.

In the second part of the dissertation the aim of our research is presented and the methods and results of the measurements are characterized. The aim of the research is to examine the factors influencing school well-being of primary school (5th and 8th grade) pupils ($N = 419$) and to compare results with the opinion of teachers ($N = 55$) about school well-being. The research hypotheses were set along the hypothesized components of school well-being and the background variables included in the study.

The components of school well-being were examined using an adapted questionnaire that was found to be reliable. It distinguished five factors of school well-being: relationship to school, school self-efficacy, social problems, anxiety, and physical complaints. After including additional questionnaires, the obtained factors were compared with the elements of life satisfaction, subjective well-being, social support, test anxiety and class atmosphere. The processing of the open-ended questions of the questionnaires supplemented the results with additional information and allowed for a more accurate interpretation. Teachers were assessed with the same method in the same time period, and the components of school well-being were compared along the answers to open-ended and closed-ended questions.

With the help of the results, more information can be obtained about the Hungarian characteristics of school well-being. The exploration of the factors provides an opportunity to create and develop school conditions that support the progress of students.