

Samband mellan välbefinnande och lärande hos finlandssvenska barn och ungdomar

Johan Korhonen, Åbo Akademi

Upplägg/ Outline

- Definition av välbefinnande/ Conceptualization of well-being
- Samband mellan välbefinnande och akademiska utfall/ Linking academic well-being to educational outcomes
- Interindividuella skillnader i intraindividuell utveckling/ Interindividual differences in intraindividual development of academic well-being
- Samspel mellan generellt, akademiskt och ämnesspecifikt välbefinnande/ Interplay between general, academic and subject-specific well-being

Well-being

- Well being can be conceptualised as:
 - a **multidimensional** concept consisting of both cognitive and emotional factors
 - consisting of both **positive** and **negative** dimensions
 - a **multilevel** concept

General well-being

Life satisfaction

Depressive
symptoms

Academic/school well-being

School engagement

School burnout

Subject-specific well-being

Math interest

Math anxiety

Linking academic well-being to educational outcomes

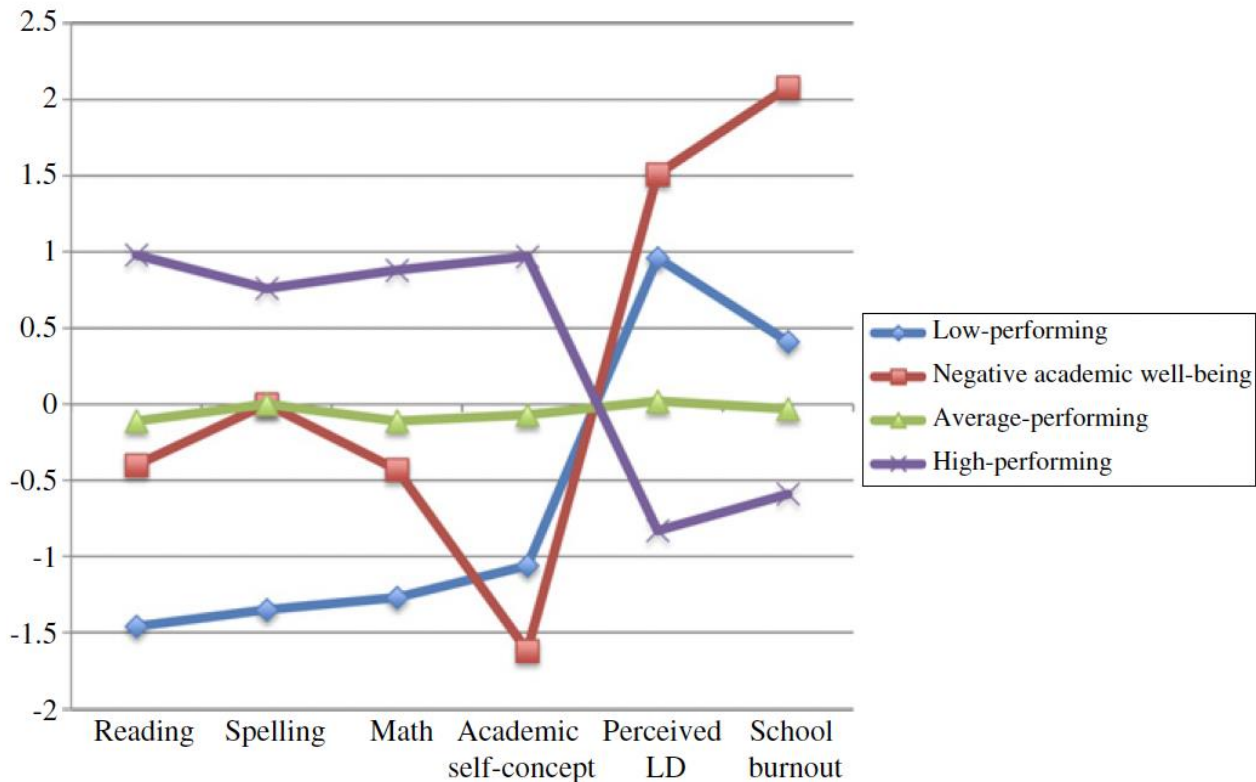


Fig. 2. Students' latent mean scores on performance and well-being scales as a function of group membership.



Learning difficulties, academic well-being and educational dropout:
A person-centred approach[☆]

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Table 4

Academic performance and well-being groups by dropout status.

Group	In education	Dropout	Total
Low performance	186	19 (9.3%)	205
Adj. residual	−5.7	5.7	
Negative ac. well-being	73	5 (6.4%)	78
Adj. residual	−1.8	1.8	
Average performance	467	9 (1.7%)	476
Adj. residual	1.9	−1.9	
High performance	391	2 (0.5%)	393
Adj. residual	3.6	−3.6	
Total	1117	35 (3%)	1152

Linking academic well-being to educational outcomes



Learning difficulties, academic well-being and educational dropout:
A person-centred approach[☆]

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<https://doi.org/10.3389/fpsyg.2018.00297>

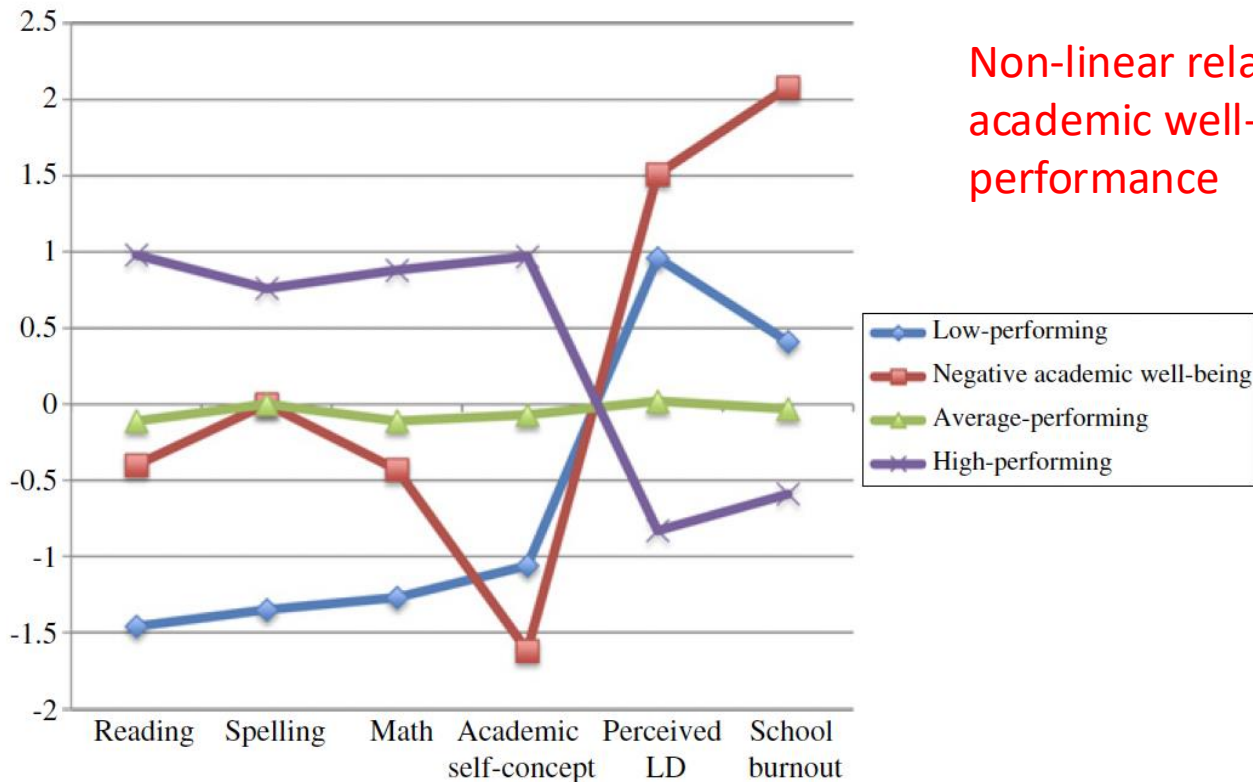


Fig. 2. Students' latent mean scores on performance and well-being scales as a function of group membership.

Academic Well-Being, Mathematics Performance, and Educational Aspirations in Lower Secondary Education: Changes Within a School Year

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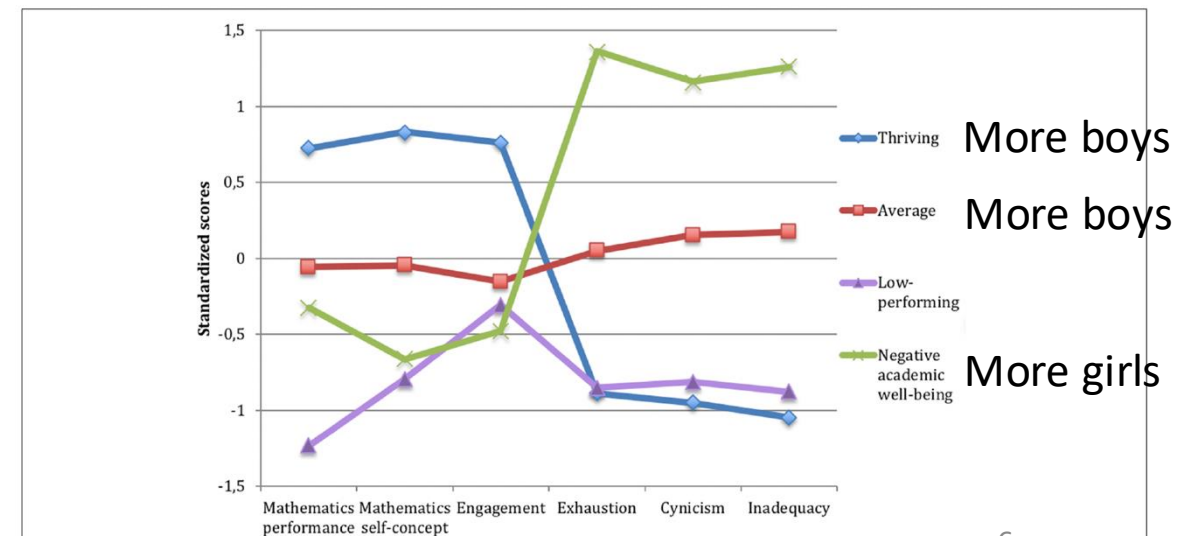


FIGURE 2 | Ninth grade students' latent mean scores on mathematics performance and academic well-being scales as a function of group membership.

Linking academic well-being to educational outcomes



Gendered pathways to educational aspirations: The role of academic self-concept, school burnout, achievement and interest in mathematics and reading



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ARTICLE INFO

Article history:
Received 7 July 2015
Received in revised form 22 August 2016
Accepted 30 August 2016

Keywords:
Educational aspirations
Gender
Mathematics
Reading
School burnout

ABSTRACT

The aim of this study was to examine lower secondary school students' ($N = 1152$) pathways to educational aspirations. The study used multi-group structural equation modelling to investigate the predictions of academic self-concept, school burnout, achievement, and interest in mathematics and reading, in relation to educational aspirations for boys and girls. While certain factors were influential for students' academic aspirations irrespective of gender, some interesting differences also emerged. Academic self-concept and interest in reading predicted educational aspirations for both groups. However, gendered pathways emerged in how achievement and interest in mathematics predicted educational aspirations. Interest in mathematics predicted girls' educational aspirations, whereas mathematics achievement was a significant predictor for boys. School burnout had negative indirect effects through interest in reading and mathematics in both groups, but for girls, there was also a direct positive effect on educational aspirations.

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Gendered pathways from academic performance, motivational beliefs, and school burnout to adolescents' educational and occupational aspirations



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ARTICLE INFO

Keywords:
Aspirations
Gender
Mathematics
Reading
School burnout

ABSTRACT

This study examined Finnish 9th-graders' ($N = 966$) pathways to educational and occupational aspirations considering two academic domains: mathematics and reading. Multi-group structural equation models were conducted to investigate how domain-specific performance and motivational beliefs (self-concept and interest), and more general school burnout (exhaustion, cynicism, and inadequacy) relate to boys' and girls' aspirations. Performance in both domains was related to girls' educational aspirations, but only mathematics was linked to boys' aspirations. Positive within-domain relations from girls' motivational beliefs were also found, but their reading self-concept was negatively linked to their math-related occupational aspirations. For boys, only math-related motivational beliefs were associated with their aspirations. Lastly, school burnout was both directly and indirectly linked to students' aspirations. Overall, the study demonstrated the importance of including several factors when investigating students' aspired educational degrees and occupational plans and, also, the added value of examining educational and occupational aspirations across academic domains.

<https://doi.org/10.1016/j.learninstruc.2016.08.006>

<https://doi.org/10.1016/j.learninstruc.2019.101299>

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Figure 1 is a path diagram of a structural equation model. It shows latent variables (circles) and observed variables (squares). The latent variables are READ, SBO, ASC, MATH, R INT, M INT, and EDU. The observed variables are b1, b2, b3, b4, b5, b6, b8, b9, ls1p, lsop, s1, s2, s3, s4, s5, s6, s7, s8, m1, m2, m3, m4, r1, r2, r3, r4, r5, r6, r7, r8, r9, r10, r11, r12, r13, r14, r15, r16, r17, r18, r19, r20, r21, r22, r23, r24, r25, r26, r27, r28, r29, r30, r31, r32, r33, r34, r35, r36, r37, r38, r39, r40, r41, r42, r43, r44, r45, r46, r47, r48, r49, r50, r51, r52, r53, r54, r55, r56, r57, r58, r59, r60, r61, r62, r63, r64, r65, r66, r67, r68, r69, r70, r71, r72, r73, r74, r75, r76, r77, r78, r79, r80, r81, r82, r83, r84, r85, r86, r87, r88, r89, r90, r91, r92, r93, r94, r95, r96, r97, r98, r99, r100. The path coefficients are shown on the arrows. The error variances are shown in small squares next to the observed variables.

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Linking academic well-being to educational outcomes

School burnout had a negative indirect effect on educational aspirations through subject-specific motivational beliefs

Exhaustion had a direct positive effect on aspirations

A. Widlund, et al.

Learning and Instruction 66 (2020) 101299

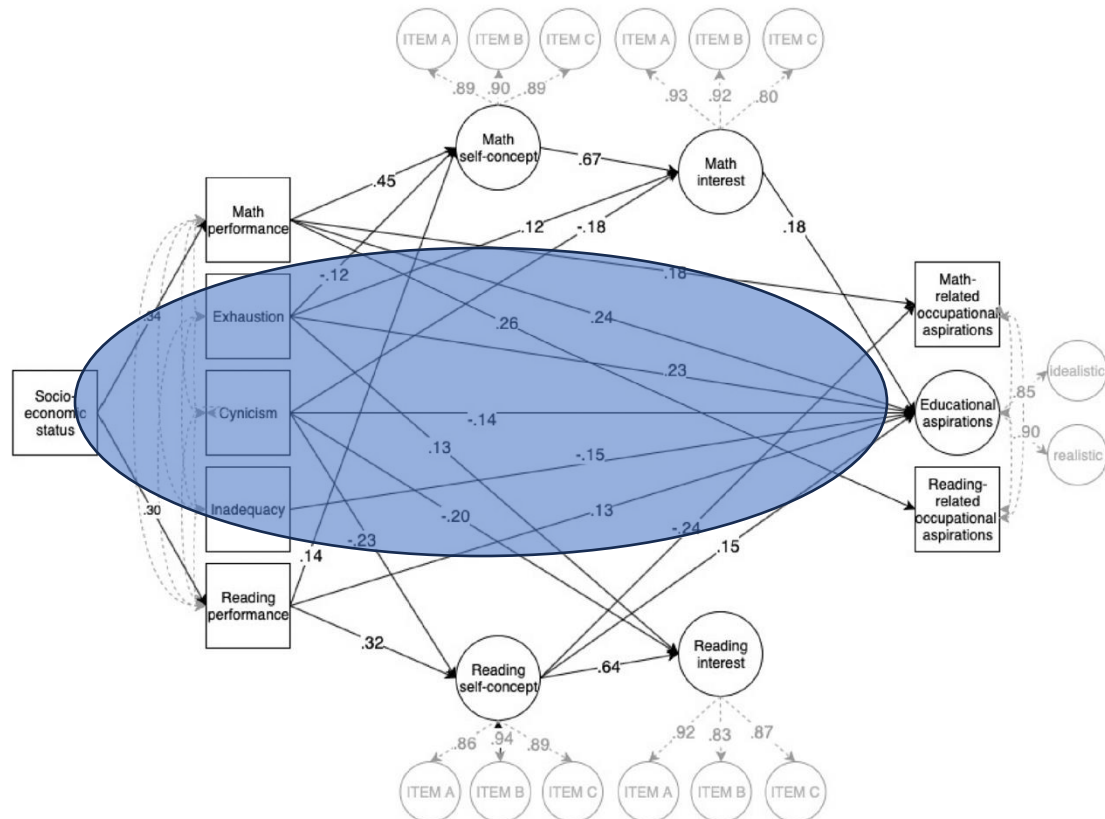


Fig. 3. Empirical model: girls' significant ($p < 0.05$) pathways to educational and occupational aspirations.

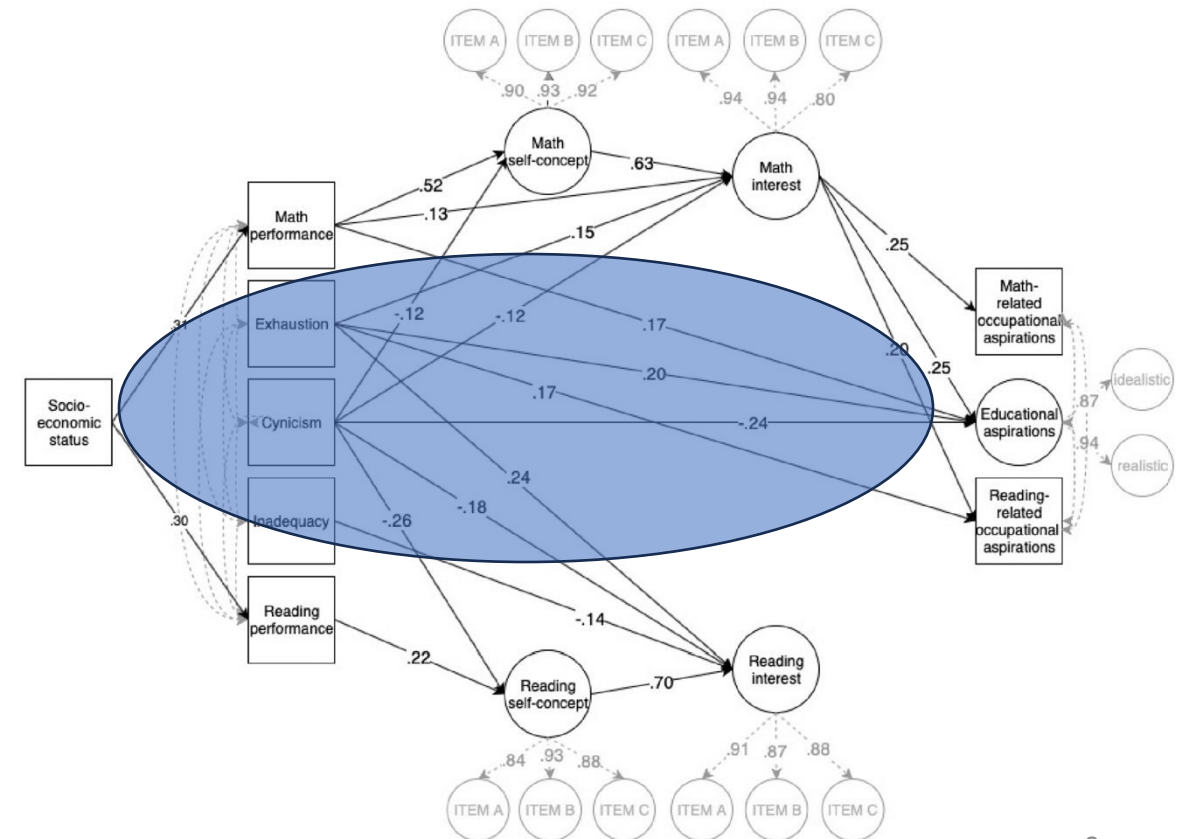


Fig. 2. Empirical model: boys' significant ($p < 0.05$) pathways to educational and occupational aspirations.

Linking academic well-being to educational outcomes

Received: 8 February 2022

Accepted: 31 August 2022

DOI: 10.1111/bjep.12548



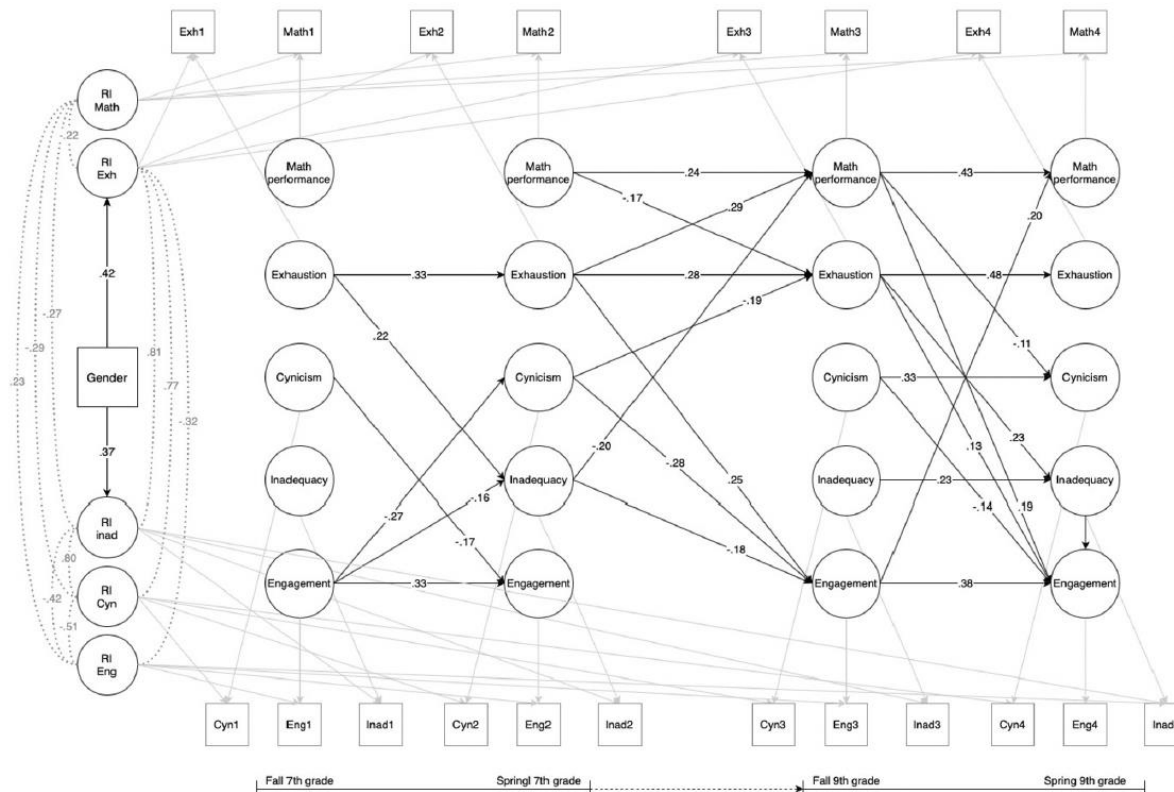
ARTICLE

Reciprocal effects of mathematics performance, school engagement and burnout during adolescence

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WIDLUND ET AL.

Anna Widlund^{1,2} | Heta Tuominen^{2,3} | Johan Korhonen¹



1. How are mathematics performance and school engagement related over time?
2. How are mathematics performance and school burnout related over time?
3. How are school engagement and burnout related over time?

The overall relation between students' mathematics performance, engagement and burnout is rather reciprocal, and the relations become more prominent over time

FIGURE 1 Random intercept cross-lagged panel model for mathematics performance, school engagement, exhaustion, cynicism, and inadequacy.

<https://doi.org/10.1111/bjep.12548>

Interindividual differences in intraindividual development of academic well-being

Contemporary Educational Psychology 66 (2021) 101997



Contents lists available at ScienceDirect

Contemporary Educational Psychology

journal homepage: www.elsevier.com/locate/cedpsych



- Aim: to investigate long-term developmental profiles of school engagement and burnout across lower and upper secondary education, and how they relate to students' performance and educational aspirations
- $N = 1131$, 7th – 11th grade
- Method: Growth mixture model in two steps
 - examination of the functional form of change across the sample using latent growth models (LGM)
 - class identification using latent profile analysis (LPA; see Petras & Masyn, 2010)

Development of school engagement and burnout across lower and upper secondary education: Trajectory profiles and educational outcomes

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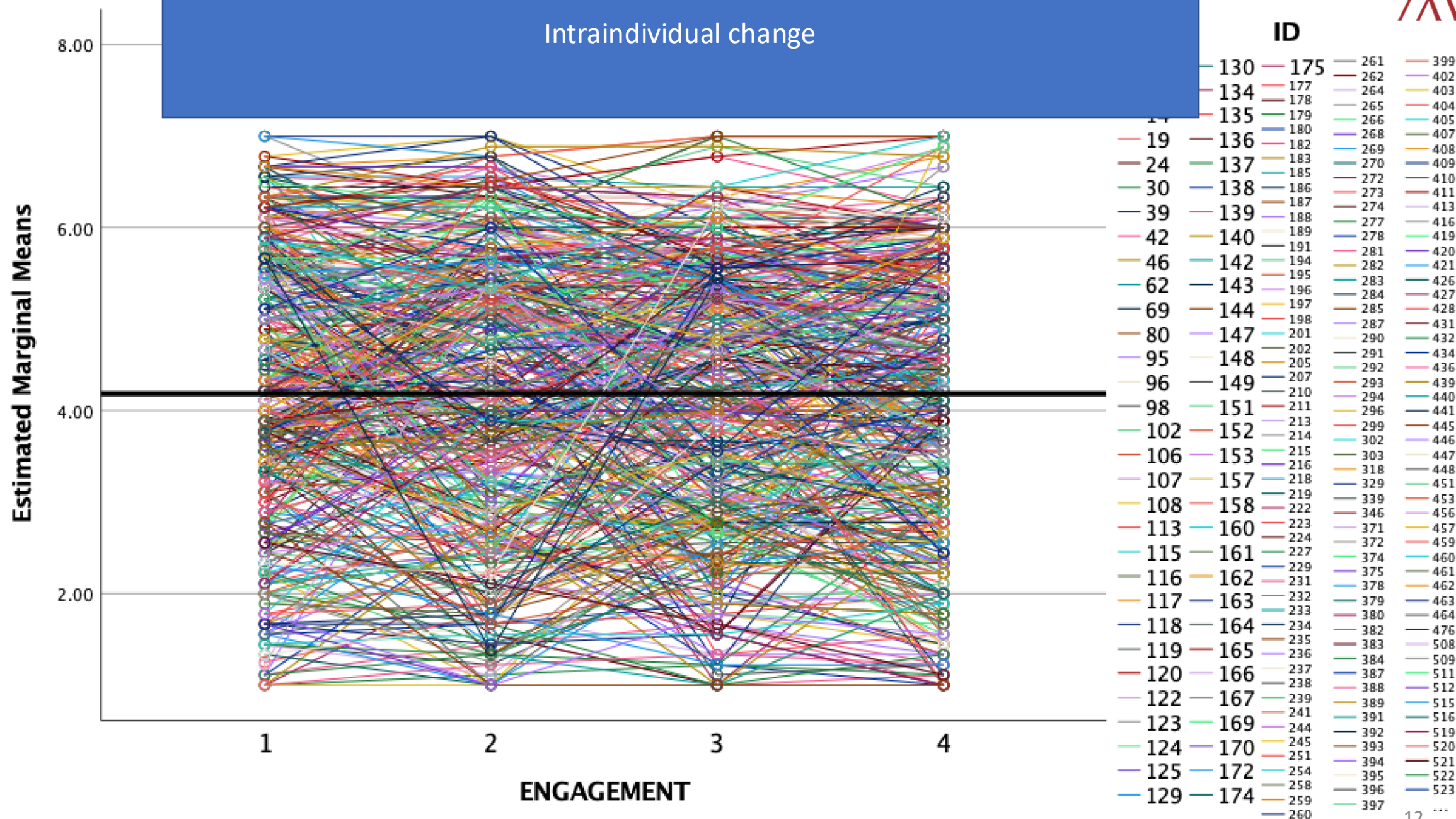
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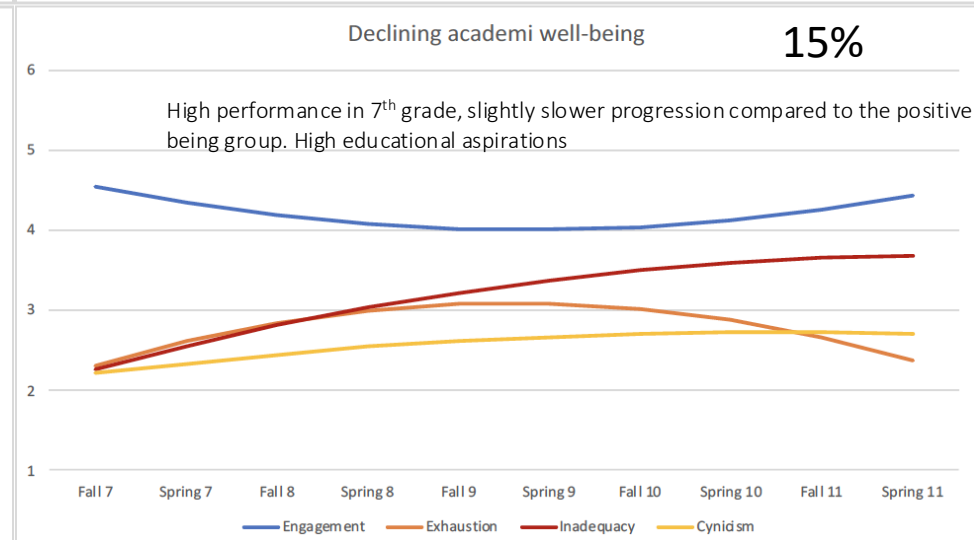
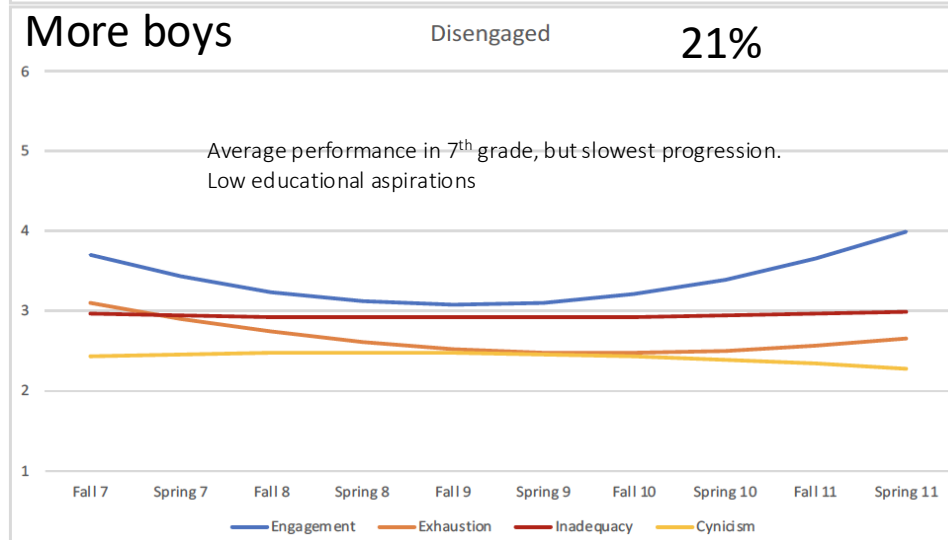
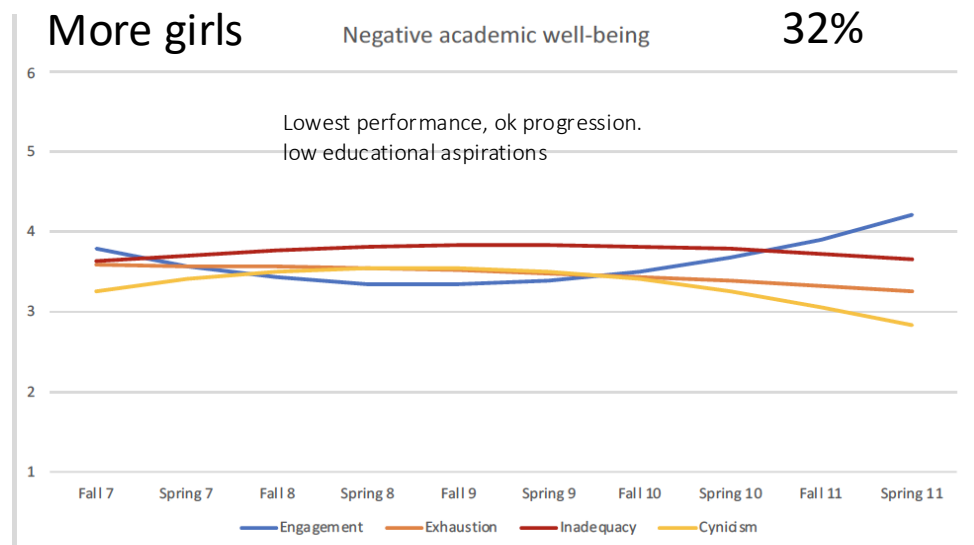
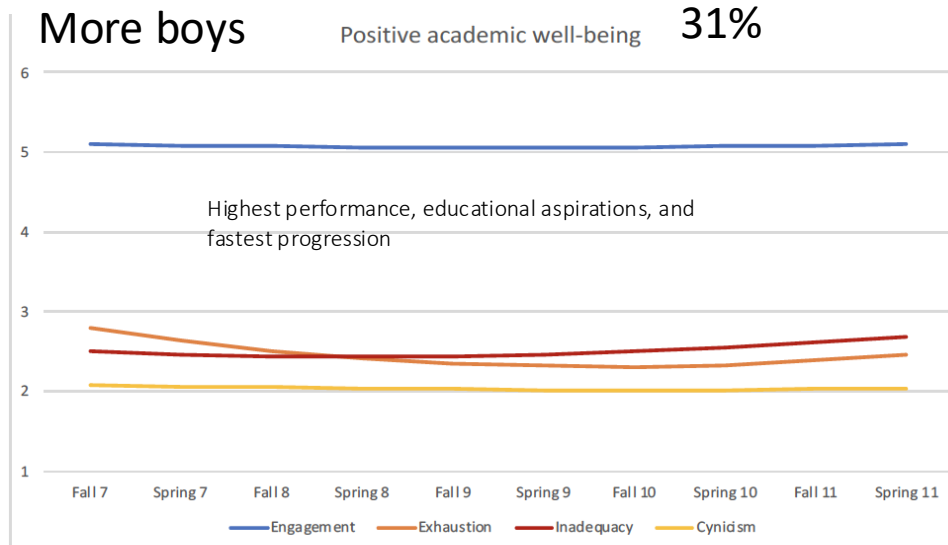
Keywords:

School engagement
School burnout
Academic well-being
Developmental trajectories
Educational transitions
Mathematics performance

ABSTRACT

Inter- and intraindividual differences in Finnish adolescents' developmental trajectories of school engagement and burnout (exhaustion, inadequacy, and cynicism) and their associations with students' concurrent progression in mathematics performance and educational aspirations were investigated in an accelerated longitudinal study design spanning ages 13–17 ($N = 1131$, 50.9% girls). Growth mixture modeling analyses identified four distinct trajectory profiles: *Positive academic well-being* (high and stable engagement, low and stable burnout), *Negative academic well-being* (low U-shaped engagement, increased burnout), *Disengaged* (low U-shaped engagement, but also low and stable burnout), and *Declining academic well-being* (declining but U-shaped engagement, increasing burnout). Most students experienced a positive change in their trajectories after entering upper secondary education. Furthermore, students in the *Positive academic well-being* group performed better and progressed faster in mathematics and reported higher educational aspirations. Students in the *Declining academic well-being* group started out with high performance and aspirations, but they progressed at a slower rate in mathematics and lowered their aspirations over time. The *Disengaged* students' performance progressed at the slowest rate of all groups, and they had one of the lowest educational aspirations overall. Lastly, students in the *Negative academic well-being* group performed the lowest in mathematics, and had one of the lowest aspirations for future educational degrees.





Interindividual differences in intraindividual development of academic well-being

SAMSYN, 2021-2025: Developmental dynamics of well-being, motivation and performance during grades 4-8 (ages 10-14)

PI: Dr. Anna Forsman

	4 th grade fall	4 th grade spring	5 th grade fall	5 th grade spring	6 th grade fall	6 th grade spring	7 th grade fall	7 th grade spring	8 th grade fall	8 th grade spring
Cohort 1	X	X	X	X	X	X				
Cohort 2			X	X	X	X	X	X		
Cohort 3					X	X	X	X	X	X

- Measuring students' well-being (general and school-related), motivational beliefs (expectancies, value-beliefs, achievement goals), performance, and aspirations).
- Teachers' occupational well-being, motivation, and teacher collaboration
- Parents' well-being, educational values, family functioning, education etc.



Interindividual differences in intraindividual development of academic well-being



- 1) What kinds of school well-being profiles can be found among elementary school students (grades 4-6)?
- 2) How stable are such profiles during one school year?
- 3) How do stability and change in students' school well-being profiles relate to school performance and gender?

All students who participated at least once across the two time points were included in this study, resulting in a total of 870 students in the fourth ($N = 301$, 159 girls and 133 boys), fifth ($N = 281$, 142 girls and 129 boys), and sixth ($N = 288$, 158 girls and 123 boys) grade. The students came from 13 different elementary schools across two Swedish-speaking municipalities,

Interindividual differences in intraindividual development of academic well-being



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School Well-Being Profiles Among Elementary School Students – Stability and Relations to Academic Performance

AUTHORS
Linda Österholm, Anna Widlund, Johan Korhonen

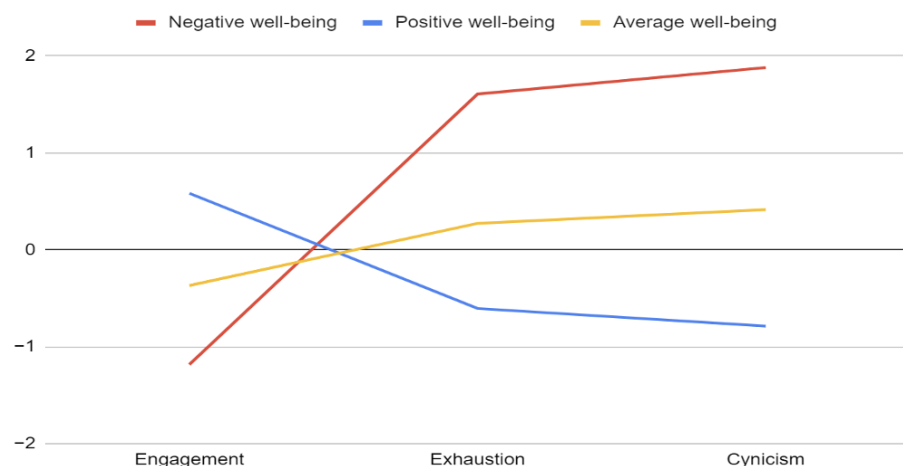


Fig 1. Standardized Time Invariant Values of the Well-being Profiles

No gender differences in profile membership
Higher math performance in more positive well-being profiles

<https://doi.org/10.31219/osf.io/62epc>

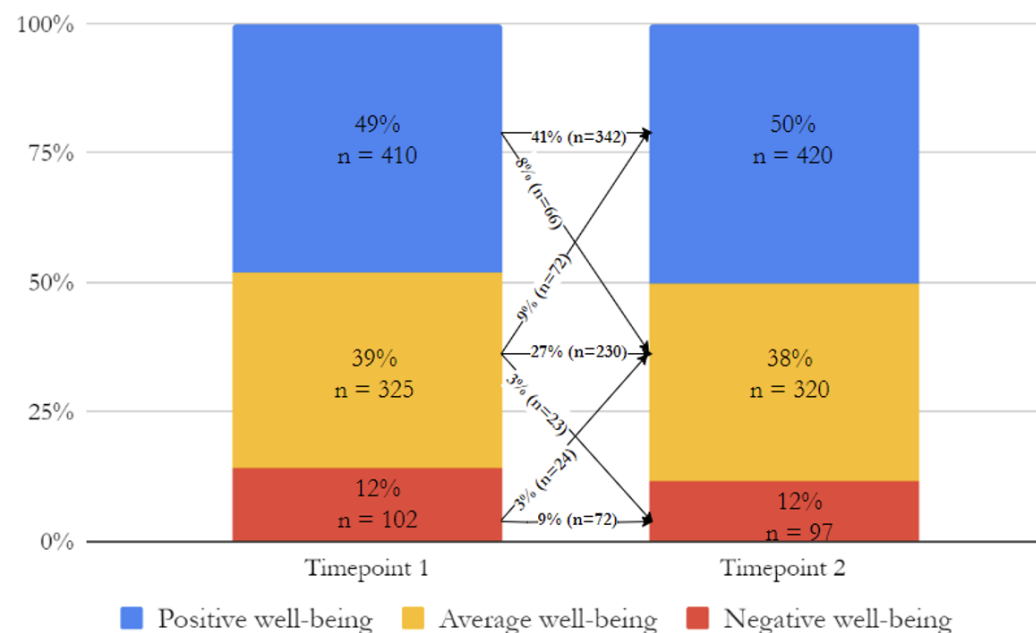
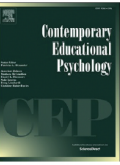


Fig 2. Profile Proportions and Transition

Note. Only transitions with probabilities $\geq .10$ are illustrated in Figure 2.



Motivational profiles in mathematics – stability and links with educational and emotional outcomes

Anna Widlund^{a,b,*}, Heta Tuominen^b, Johan Korhonen^a

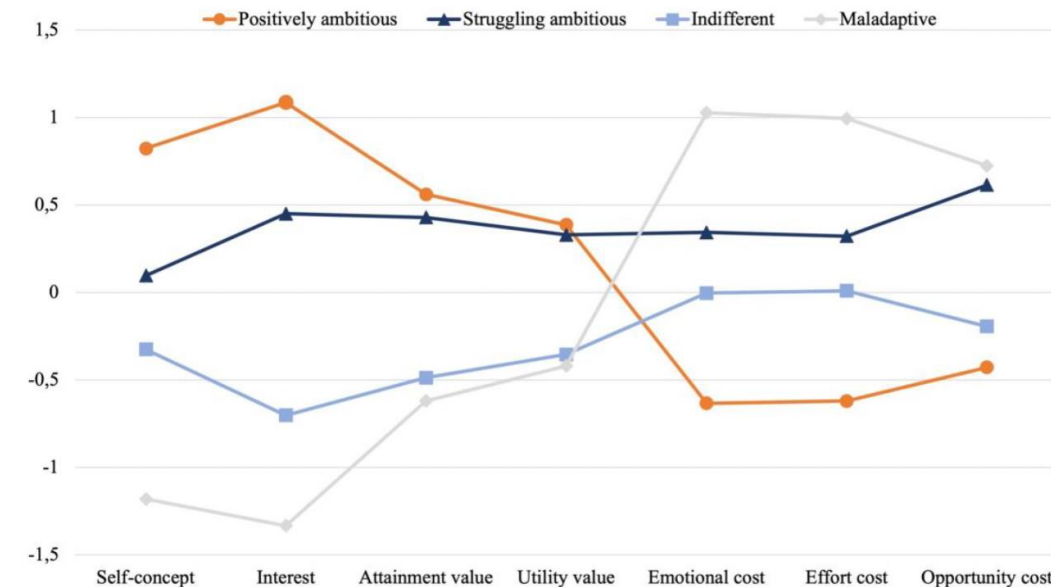
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Interplay between general, academic and subject-specific well-being

Figure 1

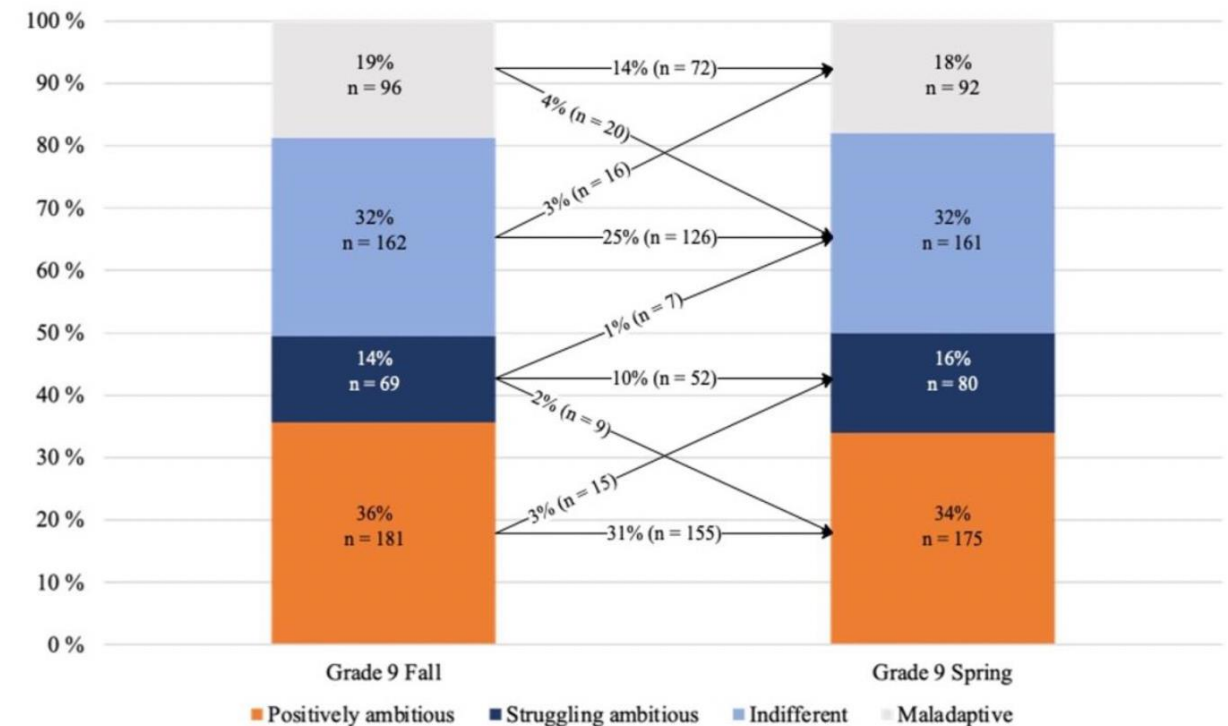
Motivational Profiles in Mathematics among Ninth-Graders



Positive transitions were related to more positive well-being & negative transitions were related to more negative well-being

Figure 2

Proportions of Students in Latent Profiles and for each Transition.



Summaring

- Tydligt samband mellan välbefinnande och lärande redan i de lägre årskurserna
- Starkaste samband mellan ämnesspecifikt välbefinnande och lärande
- Könsskillnader i välbefinnande (till pojkarnas fördel) börjar framträda i slutet av “lågstadiet”
- Förändringar på en “nivå” av välbefinnande har effekter på andra nivåer och på lärande.
- I de högre årskurserna går välbefinnande och lärande **inte** alltid hand i hand