Prediction of academic well-being based on school atmosphere and identity, family communication patterns and social-emotional competence of secondary school students in Sari city

Fatemeh. Bagheri Khalili[1], Mozhgan. Sepah Mansoor*[2] & Afsaneh. Ghanbari Panah[3]

1. PhD student in educational psychology, Central Tehran Branch, Islamic Azad University, Tehran, Iran
2. ***Corresponding Author:** Professor of psychology department Central Tehran Branch, Islamic Azad University, Tehran, Iran
3. Assistant Professor of Psychology Department, Central Tehran Branch, Islamic Azad University, Tehran, Iran

ABSTRACT

Background and Aim: Students with academic well-being are more successful than their peers in overcoming adversities and academic stress due to having a balance of emotional and academic functions. Therefore, the aim of the current research was to predict academic well-being based on school atmosphere and identity, family communication patterns, and social-emotional competence of secondary school students in Sari city. **Methods:** The present study was a descriptive and correlational study. The statistical population of the present study consists of all the students of the second secondary level of Sari city in the academic year 2020-21. After explaining the objectives of the research and getting the participation and cooperation of the subjects, the questionnaires were distributed among the students, and by discarding the distorted data, 369 people remained and were examined as the research sample. The research tools include Tominen-Sweeney et al.'s academic well-being questionnaire (2012), Lee et al.'s school climate and identity questionnaire (2017), Ritchie and Fitzpatrick's family communication pattern questionnaire (1990), and Zhu and Ji's emotional and social competence questionnaire (2012). **Results:** The findings show that there is a significant relationship between academic well-being with school atmosphere and identity (r=0.72), family communication patterns, dialogue orientation (r=0.43) and social emotional competence of students (r=0.69). According to the results of the regression analysis, 39% of the variance of academic well-being It can be explained by the predictor variables of school atmosphere and identity, emotional competence of students, and orientation of dialogue and listening, that atmosphere and identity contributes 43% in predicting academic well-being and is the best predictor of academic well-being in students. **Conclusion:** Holding psycho-social empowerment workshops for secondary school students, considering that they are going through the challenging period of adolescence, can lead to the improvement of social-emotional competence in students and finally higher academic performance.

How to Cite This Article:
Bagheri Khalili, F., Sepah Mansoor, M., & Ghanbari Panah, A. (2023). Prediction of academic well-being based on school atmosphere and identity, family communication patterns and social-emotional competence of students. *Jayps. 4*(10), 207-215.

Introduction

Today, with the growing trend of research in the field of mental health and well-being, the movement of positive psychology has gained increasing momentum. The attention of educational experts to the study of positive education in progress and learning environments, emphasizing the link between well-being and academic success, is increasing significantly (Salehzadeh & Shokri 2018). Wiedland et al., (2018) believe that if we pay attention to students' academic and emotional functions in educational planning at the same time, it will lead to various school-related consequences, including students' attachment to the school environment. Academic well-being is one of the most recent concepts in positive psychology, often described as a multidimensional construct (Wiedlund & Tominen, 2018). Tominen and Salemla (2012) developed the concept of academic well-being with the aim of linking emotional and academic functions as well as improving the relationship between the learner and the school; They defined the dimensions of academic well-being based on 4 dimensions of school burnout, conflict with school assignments, academic satisfaction and school value. School burnout as one of the components of academic well-being includes fatigue due to school demands (academic fatigue), pessimistic attitude towards school, and student's feeling of inadequacy (Vidlana & Tominin, 2018). Another component of academic well-being is engagement with schoolwork, which includes energy in school (motivational), commitment to school (cognitive) and involvement in schoolwork (behavioral). The third component of academic well-being is academic satisfaction. Researchers believe that school satisfaction can be a protective and enabling factor for successful performance in school, increased learning and psychological well-being. On the other hand, not being satisfied with it can act as a risk factor and make people tend to risky behaviors. (Shabani et al., 2022; Veiskarami, 2019). The fourth component of academic well-being is school value, which is usually defined as students' perception of studying in school and includes intrinsic and extrinsic value (Wiedlund & Tominen, 2018). Various studies have shown that the value of school leads to academic progress, positive relationships with classmates, and closeness to academic goals (Tominen et al., 2012).

Among the variables affecting academic well-being are environmental variables, and in this regard, according to Bronfen Bruner, family and school are important social institutions that are placed in the microsystem and the relationships in these systems are two-way and affect each other through activities and close relationships. (Ramazanpour et al., 2019). The variable that can predict the academic well-being of students in the family dimension is family communication patterns. Dimensions of family communication patterns refer to how family members communicate with each other and how people interpret family communication. (Ehiyaduzandeh & Yousefi, 2017) two dimensions of conformity orientation and dialogue orientation have been identified in family communication patterns. The research showed that the communication dimension through the problem-oriented strategy and the conformity dimension through the emotion-oriented strategy have a positive and negative effect on students' adaptation, respectively. (Ahmadi, Eshairi, and Namour, 2022; Janbozorgi, Darbani, and Parsakia, 2020).

The emotional atmosphere of the family can predict academic burnout, which is one of the components of academic well-being. A family atmosphere based on support and empathy in which the child knows that he will not be judged by the family when he is unable to cope with academic issues, and that it is not attributed to his mental and personality disabilities, reduces the risk factors associated with academic burnout. (Chen & Zhang, 2020). Talebi's research (2021) on the role of family communication patterns in students' motivation to progress and adaptation showed that family communication patterns had a direct and indirect relationship with students' motivation to progress and academic adaptation played a mediating role in this relationship. Tajalli and Ardalan's research (2010) showed that the family environment can lead to the improvement of academic adjustment in children by creating open and extensive communication and encouraging children to express their feelings and participate in discussion and exchange of opinions. Xing (2012) examined the relationship between family flexibility and academic well-being and

reached the conclusion that family flexibility is considered as one of the factors responsible for increasing well-being. In fact, when an atmosphere full of love and warmth dominates the family and the relationship between the family and children is formed in a friendly and emotional environment, the level of well-being of the family's children will also increase (Hasanpour, Alizadeh Mousavi, and Mohammadipour, 2022).

In the school aspect, what is considered as an effective variable is the atmosphere and identity of the school. Over the past decade, studies on the role of school climate and environment in students' well-being have received attention (Newland et al., 2019). School climate is based on patterns of people's experiences in school life and reflects the values, norms, goals of interpersonal relationships, teaching methods, learning and organizational structure within the school (Ordek & Dermes, 2022). According to social identity theory and self-determination theory, a person can internalize the basic characteristics of the group he values (school climate) into his own identity (school identity). The atmosphere and the identity of the school are two distinct but consistent structures. School climate refers to the fact that students perceive the school as a group, and school identity indicates the importance of the group to students (Yanko Yu et al. 2022). Burkar (2016) investigated the positive school climate and its effect on students' well-being. The results showed that the school environment helps to understand and develop a high level of mental health in students.

Ming Ti Weng et al. (2020) showed in a research that classroom atmosphere has a positive relationship with social competence, academic motivation, and academic engagement, and it can also have a positive effect on students' academic adjustment. Tang and Ray Nold (2018) showed that communication patterns in schools as well as school identity (connection and belonging to school) predict students' negative well-being. When students have a positive perception of their classroom environment, they will perform better and have more positive attitudes towards their learning, which makes them more enthusiastic about learning. Also, the change in students' motivation is related to the social and psychological context of the school (Hillman, 1990). Viskarmi et al.'s research (2018) showed

that the psycho-social atmosphere of the classroom plays an important role in predicting academic enthusiasm and academic well-being. Mehna and Tale Pasand (2019) found in a research that environmental support increases the well-being of students. The research of Yaqoubi and Zoghi Padayar (2017) showed that students who have a higher sense of belonging to school believe that they can handle the homework of a lesson and are interested in that lesson and are aware of its importance and application in the future. They will most likely try to master that subject and feel competent and capable and enjoy higher academic well-being. Therefore, if the school has a happy and safe environment, it will reduce the student's desire to be absent from school, increase interest in studying, increase academic progress and increase academic well-being. On the other hand, students should create a clear conceptualization about the school atmosphere and educational activities. They also have to learn to negotiate with this new environment, which has new demands and demands from them that are often not made clear by the school or parents. These demands include educational activities, teacher's expectations, acquisition of new intrapersonal abilities such as independence, responsibility, self-control, interpersonal relationships, cooperation and coping with new changes; A concept that can largely answer these demands is the concept of social and emotional competencies (Magdalena, 2013). The Center for Educational Cooperation (2008) considers social emotional competence to be a set of skills to recognize and manage emotions, develop interest and concern for others, create positive relationships, make responsible decisions, and face challenging situations. Meg Dalna's research (2013) showed that social emotional competence and related interventions can have positive effects on school adaptation. Wang et al.'s research (2019) showed that social emotional competence can meaningfully predict academic progress, academic emotions, learning interests and interpersonal attitudes and relationships. Hashemian's research (2021) showed that teaching social emotional competence can increase academic well-being. Brahman and Mosivand (2021) showed that the perception of social competence is effective on school well-being through emotional and moral maturity. Mentz, Bear, Young (2018) showed in a

research that social emotional competence can create a more intimate classroom atmosphere in which students feel accepted, supported and valued. It can also have a significant effect on academic progress, and an important part of this effect is the contribution of positive academic emotions. (Wong & Yang, 2019). Students with higher social emotional competence tend to show higher self-regulation and make responsible decisions. Therefore, these students have a higher understanding of the importance of learning and probably do not suffer from academic burnout due to fatigue, dislike of teachers, or disobedience to studies, and accordingly, they are interested in studying and able to retain it. In general, high social emotional competence can help students in academic and career success (Wong & Yang, 2019).

Today, students in educational environments face various demands, obstacles, pressures and challenges (such as low grades, hard and inflexible lessons, school stress, cold classroom environment); In addition, rapid cognitive and social changes occur during adolescence. Therefore, various researchers believe that the most reliable way to prevent these injuries is to empower students and rely on students' abilities (Moradi & Morteza, 2016), and academic pedagogy plays a major role in this field. Students with academic well-being are more successful than their peers in overcoming adversities and academic stress due to having a balance of emotional and academic functions (Eckles & Roser, 2009). The present research examines the predictors of the academic well-being variable, which can help empower students to cope with the pressures of academic life. In fact, in the current research, by adopting a comprehensive approach, the role of each dimension of family (communication patterns), school (school atmosphere and identity) and individual (emotional-social competencies) is examined in the academic well-being of students.

Method

The current research is a descriptive and correlational study. The statistical population of the present study consists of all secondary school students of Sari city in the academic year (2020-21), of which 400 people were selected using the multi-stage cluster method from the education and training of Sari city. After explaining the objectives of the research and getting the participation and

cooperation of the subjects, the questionnaires were distributed among the students, and by discarding the distorted data, 369 people remained and were examined as the research sample. The criteria for entering the research included studying in education schools of Sari city, the second secondary level. Exit criteria included not attending all training sessions, not cooperating with the researcher, and not answering the research questions.

Materials

1. Academic well-being questionnaire: Tominen-Swini et al. (2012): compiled the academic well-being scale by modeling and combining the four dimensions of school value, burnout towards school, academic satisfaction and involvement in school assignments. This scale is a self-assessment questionnaire that questions the degree of agreement or disagreement of the respondent with 31 items on the Likert scale. Tominen Sweeney et al. (2012) calculated Cronbach's alpha values for school value, school burnout, academic satisfaction, and involvement in school work as 64, 77, 91, and 94, respectively. Also, Moradi, Soleimani Khashab, Shahabzadeh, Sabaghizadeh and Dehghanizadeh (2015) psychometrically evaluated this questionnaire among Iranian teenagers and obtained the mean square root error of approximately 0.6. The reliability of the questionnaire was 88.73, 85.85, 73.88, and 73.88 for school value, school burnout, academic satisfaction, and involvement in school work.

2. School atmosphere and identity questionnaire: This questionnaire was designed by Lee et al. (2017) and has 38 questions with the components of students' relationship with each other, staff's relationship with students, school emphasis, shared values and approaches, and school identity. The validity and reliability of the school atmosphere and identity questionnaire has been investigated by the creators of this questionnaire (Lee et al., 2017) on Australian students, and the results indicate the acceptable validity and reliability of this questionnaire. In Iran, Kadivar and Imamqolivand (2019) investigated the psychometric indicators of this questionnaire in a research. The results of the confirmatory factor model of the first stage showed that the reliability and validity values of the components as well as the factor loadings of all observable variables are acceptable. Second-order factor analysis was conducted to examine the correlation and moderation of the relationship between the components and the school itself. The results showed that the convergence validity value of the model was equal to 44.00 and the overall model fit criterion was equal to 50.00, which was an indication of the good and strong fit of the model. Cronbach's alpha values for the components of students' relationship with each other, staff's relationship with students, school emphasis, common

values of staff and students and the whole scale were obtained as follows: 0.78, 0.86, 0.71, 0.81, and 0.92. (Imamogholi Vand & Kadivar, 2019).

3. Family Communication Patterns Questionnaire: This tool is a self-assessment questionnaire designed by Ritchie and Fitzpatrick (1990) and questions the level of agreement or disagreement of the respondent with 26 items that are about the state of family communication in a 5-point range. 4 is equivalent to completely agree and a score of zero is equivalent to completely disagree. The first 15 items are related to the dialogue orientation dimension and the next 11 items are related to the conformity orientation. Each subject gets two scores from this tool. A higher score in each scale means that the subject perceives more dialogue or harmony in the family, respectively. Koerner and Fitzpatrick (2002) have reported favorable content, criterion and construct validity and reliability (Cronbach's alpha, and retest) of this scale. In Iran, Kourosh Nia (2008) obtained the reliability of this tool using Cronbach's alpha coefficient of 0.87 for the dimension of dialogue and listening and 0.81 for the dimension of conformity.

4. Emotional and Social Competence Questionnaire: The emotional-social competence questionnaire was designed and compiled by Zhou and Ji in (2012) in order to measure the emotional-social competence in students. This questionnaire has 25 questions and 5 components of self-awareness, social awareness, self-management, relationship management, and responsible decision-making, and based on a six-point Likert scale, it measures emotional-social competence in students. Zhu and Li (2012), in several studies with students of

different nationalities, investigated the validity and reliability of this questionnaire. The results showed that the proposed model of social-emotional competence has a good fit. Also, acceptable validity and reliability have been reported in these studies. Imamqoli Vand and Kadivar (2018) investigated the psychometric indicators of this scale. The results showed that the questionnaire has an acceptable internal consistency and Cronbach's alpha coefficients in its subscales are between 77./ and 80./. The reliability of the questionnaire was obtained through revalidation of 86.001, which was significant at the level of 0.001.

Implementation

After explaining the objectives of the research and getting the participation and cooperation of the subjects, the questionnaires were distributed among the students, and by discarding the distorted data, 369 people remained and were examined as the research sample. Finally, the research data were analyzed with SPSS software, Pearson correlation test and regression analysis.

Results

According to the regression assumptions, such as the normality of the statistical data, the continuity of the variables, and the existence of a correlation between the predictor variables and the criterion variables, the statistical method of multivariable regression was used. Among the 369 students studied, 139 (37.7) were boys and 230 (62.3) were girls. Also, 37.1% were in tenth grade, 0.32% were in eleventh grade, and 30.9% were in twelfth grade.

Table 1. Correlation coefficients between research variables					
Variables	1	2	3	4	5
1. Orientation of conversation	1				
2. Alignment orientation	-.180**	1			
3. School atmosphere and identity	.519**	-.096	1		
4. Social-emotional competence	.568**	-.035	.683**	1	
5. Academic well-being	.432**	-.03	.72**	.69**	1

*p<0.05, **p<0.01

The findings obtained from the Pearson correlation analysis between the studied variables in the above table show that there is a significant positive correlation between the communication pattern of communication orientation and academic well-being ($p < 0.01$ and R = 0.432); There is no significant correlation between the correlation pattern of

conformity orientation with academic well-being ($p < 0.05$ and R = -0.03); There is a significant positive correlation between school climate and identity with academic well-being ($p < 0.01$ and R = 0.720). There is a significant positive correlation between social emotional competence and academic well-being ($p < 0.01$ and R = 0.690) in the sample group.

Table 2. Regression coefficients for predicting academic well-being based on school identity climate, family communication pattern, and social-emotional competence								
Step	**Variable**	**SS**	**df**	**MS**	**F**	**R**	**R²**	**Sig.**
1	School atmosphere and	765.98887	1	765.98887	52.41	0.534	0.35	0.001

	identity						
2	Social emotional competence	54.134434	2	27.14343	48.06	0.551	0.38	0.001
3	Orientation of conversation	938.188695	3	563.26956	46.67	0.61	0.39	0.001

The results of the regression analysis in Table 2 show that the regression of school atmosphere and identity, family communication patterns and social-emotional competence with academic well-being is statistically significant. In other words, the score of school atmosphere and identity components, family communication patterns and social emotional competence explain part of the variance of academic well-being (F=46.676, α=0.001). This result shows that the regression coefficients are significant and there is sufficient evidence to confirm the hypothesis. Also, based on this table, the three variables of school atmosphere and identity, social-emotional competence, and communication orientation were included in the regression. In the first step, the atmosphere and identity of the school was entered into the equation, which was able to predict 35% of the variance of the academic well-being score. In the second step, with the inclusion of the communication orientation variable, this amount reached 38%, and finally, with the inclusion of the school atmosphere and identity variable into the equation, in total, these three variables predict 39% of the variance of the academic well-being score.

Table 3. Step-by-step regression results of atmosphere and identity of the school, family communication patterns and social emotional competence on academic well-being					
Predictor variable	B	SE	Beta	T	Sig.
School atmosphere and identity	1/34	0/311	0/43	5/841	0/001
Social emotional competence	0/32	0/171	0/21	0/662	0/001
Orientation of conversation	0/98	0/192	0/12	4/045	0/001

Also, according to Table 3, according to beta coefficients, the variable of school atmosphere and identity has the most contribution in predicting academic well-being (Beta = 0.43), then the variable of social-emotional competence has a contribution of 21% in predicting academic well-being. Finally, the variable of communication orientation contributes 12 percent to the prediction of academic well-being. Therefore, among the variables included in the regression equation, the social-emotional competence variable is the best predictor of academic well-being.

Conclusion

The current research was conducted with the aim of predicting academic well-being based on school atmosphere and identity, family communication patterns and emotional-social competence of students. The findings show that there is a significant relationship between academic well-being and the school's atmosphere and identity, family communication patterns, dialogue orientation, and social emotional competence of students. In other words, the higher the scores of students in the variables of school atmosphere and identity, communication orientation and social emotional competence, the higher the level of academic well-being.

According to the results of the regression analysis, 39% of the variance of academic well-being can be explained by the predictor variables of school identity, students' emotional competence, and communication orientation; Atmosphere and identity contributes 43% in predicting academic well-being and is the best predictor of academic well-being in students.

This finding is in line with the research of Burkar (2016), Wang et al. (2020), Ray Nold (2018), Mohanna and Taal Pasand (2019), Veiskarami (2018), Yaqoubi and Zoghi Paydar (2017). The atmosphere of the school shows itself in the feelings and attitudes that exist about a school and are expressed by students, teachers and employees, and this feeling can affect the level of learning and motivation of students. When people understand that their psychological needs are not satisfied in a certain context, they do not understand the goals and values of that context and, as a result, do not move in the direction of the goals of that context. On the other hand, when they have a sense of belonging to the school, they are able to do the homework of a lesson and are interested in that lesson and are aware of its

importance and application in the future. They will most likely try to master that subject and feel competent and capable and enjoy higher academic well-being.

Also, the findings of the present study showed that social-emotional competence has a significant contribution in predicting academic well-being. This finding is consistent with the research of Wang and Zaxi (2019). which showed that social emotional competence can create a more intimate classroom atmosphere in which students feel accepted, supported and valued. It is also consistent with the researches of Meg Dalna (2013), Hashemian (2021), Brahman and Mousavand (2021), Yang (2018), Mentz, Baer and Yang (2018). In explaining the effect of social-emotional competence on academic well-being, it can be said that. Students with higher social emotional competence tend to show higher self-regulation and make responsible decisions. Therefore, these students have a higher understanding of the meaning of learning and probably do not suffer from academic burnout due to fatigue, dislike of teachers, or academic disobedience (Zaksi Yang et al. 2019).

Also, this competence is directly related to adaptation and performance, in fact, a student who has high social emotional competence is able to create and maintain a network of social relationships and the ability to successfully regulate it; This student is successful in many cognitive, social and social relationship regulation factors that may be important in organizing scientific work and performance. These students are better able to self-regulate their behavior and recognize their emotions. According to Yang's research (2019), a major part of the impact of emotional competence on academic well-being is the contribution of positive academic emotions. In addition, these students usually set high academic goals for themselves, are self-regulated, organize their approach to work, and get higher grades. They also use problem-solving skills to overcome obstacles and make decisions about academics and personal relationships. Therefore, it is conceivable that this basic regulation process will be extended in other similar and different fields.

The present research also showed that the orientation of dialogue has a significant contribution in predicting academic well-being (Beta = 12%). This finding is in line with the research of Cheng and Zhang (2020) and Xing (2012), Ahyazadeh and Yousefi (2017) and shows that the emotional atmosphere of the family can predict academic burnout and academic well-being. In fact, when an atmosphere full of love and warmth dominates the family and the relationship between the family and children is formed in a friendly and emotional environment, the level of well-being of the family's children will also increase. On the other hand, the family environment can lead to the promotion of academic adaptation in children by creating open and extensive communication and encouraging the expression of feelings and participation of children in discussion and exchange of opinions.

In the present study, school identity climate predicts the academic well-being of students to a large extent. Therefore, it is suggested that the trustees of education, being aware of the effective role of the school and classroom atmosphere, using appropriate educational strategies, expressing expectations from students in a clear manner and reducing students' confusion and creating a lively atmosphere in order to increase the academic well-being of students. Holding psycho-social empowerment workshops for secondary school students, considering that they are going through the challenging period of adolescence, can lead to the improvement of social-emotional competence in students and finally higher academic performance.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

References

Ahmadi, F., Ashayeri, H., & Namvar, H. (2022). Developing a conceptual framework for critical thinking orientation based on executive functions and learning styles in higher education: Experts' perspectives. Journal of Adolescent and Youth Psychology, 3(3), 68-83. (In Persian)

Borkar, V. N. (2016). Positive school climate and positive education: Impact on students well-being. Indian Journal of Health and Wellbeing, 7(8), 861-862.

Brahman, M., & Musivand, M. (2021). The Relationship between Social Competence, Heresy and School Welfare: The Mediating Role, Emotional and Moral Maturity of Adolescents in Schools. Journal of Educational Psychology, 17(1), 212-175.

Chen, X., Zhong, J., Luo, M., & Lu, M. (2020). Academic Self-Efficacy, Social Support, and Professional Identity Among Preservice Special Education Teachers in China. Frontiers in Psychology, 11, 374.

Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation and stage-environment fit. In R. M. Lerner & L. Steinberg (Eds.), Handbook of Adolescent Psychology (3rd ed., pp. 404-434). John Wiley & Sons.

Ehya-Konandeh, M., & Yousefi-Farideh, F. (2017). The relationship between family communication patterns and adjustment to university: The mediating role of coping strategies. Family Research Quarterly, 13(50), 273-291. (In Persian)

Emamgholi-Vand, F., Kadioor, P., & Sharifi, H. P. (2019). Psychometric indicators of the dual identity and school identity questionnaire. Journal of Educational Measurement, 9(35), 107. (In Persian)

Hasanpour, A., Alizadeh-Mousavi, I., & Mohammadi-Pour, M. (2022). The mediating role of self-criticism between emotional self-regulation and adolescent procrastination. Journal of Adolescent and Youth Psychology, 3(2), 457-467. (In Persian)

Heilman, P. S. (1999). Classroom Climate Factors Related to Student Motivation and Effort. (Doctoral dissertation). University of South Dakota.

Janbozorgi, F., Darbani, S. A., & Parsakia, K. (2020). The structural model of predicting family health based on communication patterns and self-efficacy with the mediating role of self-compassion in women. Psychology of Woman Journal, 1(3), 53-68.

Mohanna, S., Talebpasand, S., Mohammadrezaei, A., & Mohammadifar, M. A. (2019). The relationship between school climate and academic performance: The mediating role of learning emotion. Proceedings of the 3rd Conference on Psychology, Educational Sciences and Sociology of Iran, Tehran. (In Persian)

Newland, L. A., DeCino, D. A., Mourlam, D. J., & Gabrielle, A. (2019). School Climate, Emotions, and Relationships: Children's Experiences of Well-Being in the Midwestern U.S. International Journal of Emotional Education, 11(Special Issue), 67-83.

Ördek İnceoğlu, S., & Aslan, D. (2022). A Study of the Validity and Reliability of the Preschool School Climate Scale (PSCS). Pedagogika, 145(1), 22–41.

Ramazanpour, A., Koroshnia, M., Mehrayr, A. H., & Javidy, H. (2010). The relationship between family communication patterns and school belonging with academic resilience through academic self-regulation. Journal of Psychological Models and Methods, 10(37), 225-246. (In Persian)

Salehzadeh, P., Shakouri, O., & Fathabadi, J. (2017). Health-oriented academic lifestyle: Novel ideas in educational psychology. Journal of Educational Psychology, 13(46), 30-1. (In Persian)

Shoebani, Z., Sadeghi, J., Homayouni, A., & Ghasemnejad Basra, H. (2022). Structural relationships of emotional self-regulation with chemistry performance through learning motivation in students. Journal of Adolescent and Youth Psychology, 3(3), 240-247. (In Persian)

Stan, M. M. (2013). Social and Emotional Competence-Predictors of School Adjustment. Procedia - Social and Behavioral Sciences, 76(15), 29-33.

Tajalli, F., & Ardalan, E. (2010). The relationship between dimensions of family communication patterns with self-efficacy and academic adjustment. Journal of Psychology, 53(1), 62-78. (In Persian)

Talabi Khansari, L. (2021). A structural model of the relationship between family communication patterns and students' motivation for progress with an emphasis on the mediating role of academic adjustment. Journal of Educational Management and Perspective, 3(2), 69-75. (In Persian)

Tong, L., Reynolds, K. J., Lee, E., Zhang, L., & Xu, Y. (2019). School Relational Climate, Social Identity, and Student Well-Being: New Evidence from China on Student Depression and Stress Levels. School Mental Health, 11(3), 509-521.

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2012). Achievement goal orientations and academic well-being across the transition to upper secondary. Learning and Individual Differences, 22(3), 290-305.

Veiskarami, H., Khalili-Geshnigani, Z., Alipour, K., & Alavi, Z. (2019). The mediating role of learning enthusiasm in predicting students' academic well-being based on the psychological-social class atmosphere of students. Journal of Cognitive Strategies in Learning, 7(12), 149-168. (In Persian)

Wang, M.-T., Degol, J. L., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological

wellbeing: A systematic review and meta-analysis. Developmental Review, 57, 100925.

Widlund, A., Tuominen, H., & Korhonen, J. (2018). Academic Well-Being, Mathematics Performance, and Educational Aspirations in Lower Secondary Education: Changes within a School Year. Education Sciences, 9(4), 297.

Xing, R. (2012). Well-being in Adolescents: The Impact of Family and Academic Achievement. (Psychology Master's thesis collection). Retrieved from https://scholarworks.umass.edu/theses/1032/

Ya'qubi, A. Q., Zoghi-Paydar, M. R., Farhadi, M., & Yousefi, B. (2020). Predicting academic well-being based on school belonging and mental vitality with the mediating role of goal orientation in students. Journal of School and Educational Psychology, 9(2), 53-71. (In Persian)

Yu, Y., Ng, J. H.-Y., & Wu, A. M. S. (2022). Psychometric Properties of the Abbreviated Version of the Dual School Climate and School Identification Measure-Student (SCASIM-St15) among Adolescents in China. International Journal of Environmental Research and Public Health, 19(24), 16535.