**English Summaries**

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Earlier research on the connections of students' motivational beliefs with different dimensions of teachers' self-efficacy is scarce. In this article, we examine the relationship between the different dimensions of self-efficacy (class learning climate, behaviour management, collaboration with the home) of teachers (n=40) to the students' (n=842) two motivational beliefs (agency beliefs, control expectancy beliefs). We also aim to find out if these connections are different in classes with and without a special emphasis (e.g. music or sports) after considering some background factors. We analysed the data with multilevel modelling. Different dimensions of teachers' self-efficacy were associated with the students' beliefs in their opportunities to learn in their school environment. Further, the connections of the teachers' self-efficacy dimensions on the investigated motivational beliefs appeared different in different classes. Also, the teachers' background factors were shown to have statistically significant associations for the students' motivational beliefs. These results offer new aspects to the factors which might result in different learning motivations of students in classes with and without special emphasis. Our results indicate that in future research it might be reasonable to pay attention to the teacher's role, when differences in learning between students in classes with and without special emphasis are examined.

*Descriptors:* agency beliefs, basic education, classes with a special emphasis, control expectancy beliefs, teacher's self-efficacy

In socially shared regulation during collaborative learning, establishing common learning goals is crucial for success. This study, involving 94 seventh-grade students in 30 groups, examines collaborative group goal and strategies setting. Repeated questionnaires were analyzed using qualitative content analysis, and it revealed that while most student groups successfully set shared goals during collaborative learning, they encountered challenges in establishing shared strategies in almost half of the learning situations. The majority of the set goals were performance-oriented, with only a few groups formulating high-level learning objectives. Resource management strategies were predominantly planned for implementation. The findings emphasize the importance of providing students with support in both individual and group-level goal and strategy setting.

*Descriptors:* collaborative learning, goal setting, learning strategies, socially shared regulation of learning

**Härkönen, Saaga – Raudaskoski, Sanna. 2024. Parental agency in discussions of adolescent smartphone usage. The Finnish Journal of Education 55 (4), 382–396.**

The study examines the parents' agency in relation to the adolescents' smartphone use. The data was collected with the method of empathy-based stories. Three central interaction frameworks were found, within which parents were given two different positions of action: one describing successful and the other unsuccessful agency. In the "Seeking a conversational connection" interaction framework a parent that sought consensus and another parent who had used up all interactional resources. The "Intervening in adolescent smartphone usage" interaction framework included a parent who observed smartphone use from the sidelines and a parent who interrupted the adolescent's use of the smart phone. The "Smartphone usage either connects or separates" interactional framework involved a parent who shared the usage with the adolescent or was excluded altogether from the interaction. The study highlights practices that can emerge around a young person's smartphone use and the potential for parental agency within them, emphasizing that there is no single solution to the challenges that smartphones bring to parenting. The findings provide families with practical tools that can be also used in educational settings.

*Descriptors:* adolescent, agency, empathy-based stories, interaction framework, parenthood, positioning, smartphone

**Honko, Mari – Söyrinki, Sini – Pöyhönen, Sari – Ahola, Sari. 2024. "In Finland, you need to be 'overeducated' to get a job." Meanings of education in adult immigrants' texts for the national language proficiency test. The Finnish Journal of Education 55 (4), 397–415.**

The article examines adult immigrants´ (n= 362) attitudes on the topic of education in their writings that were produced as part of the National Certificates of Language Proficiency. The texts were analysed using thematic content analysis and quantification of themes. The observed thematic categories and attitudinal patterns were in addition statistically examined in relation to the writers' backgrounds (education, employment, age, gender, length of residency in Finland and writing proficiency). The results indicated strong support for and confidence in education. Education was seen primarily in terms of the educational benefits that it brings, especially for employment. Men and writers with the writing proficiency level B1 or above were more likely to write about negative, reserved or ambivalent attitudes towards education. There was little discussion of alternatives to education as a way of coping in Finland. The results suggest that in Finland, there is a need to discuss further the realisticity of educational requirements in working life and the ways to take adult immigrants' former knowledge and skills better into account.

*Descriptors:* adults, confidence in education, education, immigrants, writing

**Jysmä, Eerika. 2024. Effects of school-based positive psychology interventions on pupils' well-being: A meta-analysis. The Finnish Journal of Education 55 (4), 416–433.**

This meta-analysis aims to find out how positive psychology interventions implemented at the elementary school level have affected pupils' well-being. The matter is examined from the perspective of PERMA theory and character strengths, since the interventions included in the analyses supported pupils' well-being through character strengths, the elements of PERMA theory or both. 22 intervention studies met the inclusion criteria and were included in the analysis. Based on this meta-analysis, positive psychology interventions can improve pupils' well-being and commitment to schoolwork. The effect sizes varied from very small to small. The largest effects came from engagement and hope. The main result of the subgroup analyses was that lesson interventions seem to work better than writing interventions. However, to achieve a more reliable understanding of how positive psychology interventions affect pupils' well-being, more research is needed. This meta-analysis describes what kinds of interventions have been carried out in this field

and what results have been achieved. Based on the results, teachers are encouraged to incorporate positive psychology into their teaching to enhance students' mental well-being and engagement in schoolwork.

*Descriptors:* intervention, meta-analysis, positive psychology, school, well-being

**Korsström, Fanny – Alanko, Katarina. 2024. Does bullying lead to increased school avoidance or school absence? A systematic literature review. The Finnish Journal of Education 55 (4), 434–451.**

Bullying might have severe negative consequences for children and youth who are bullied. Such consequences are school avoidance and school absence. The aim of this systematic review is to explore the longitudinal relationship between bullying, school avoidance and school absence. The literature search was made in PsycInfo and ERIC. Ten articles were included in this review. Four articles focused on school avoidance and six on school absence. The results indicated an association between bullying and school avoidance over time. Being bullied may lead to school absence up until two years later. The association was mediated by classroom participation, experiencing violence, and mental wellbeing. More longitudinal studies are needed in order to understand the consequences of bullying on school non-attendance. This review highlights the importance of preventing and intervening in cases of bullying and school absenteeism.

*Descriptors:* bullying, longitudinal study, school absence, school avoidance, school non-attendance