

The aim of the project is innovative as it explores the role of self-regulation skills in protecting students from negative effect of academic stress on their school well-being. The problem of academic stress is highly important because schools the most important source of stress among adolescents whose well-being has been deteriorating in the last decade. Previous studies suggest that self-regulation can play a role in supporting adolescents' overall subjective well-being, however, the research exploring the relationship between self-regulation, academic stress and school well-being is limited.

Students' school-related well-being is an important problem, and finding ways to improve it is crucial to students' development. Students who feel safe and valued at school are more likely to feel positive about learning and engaged in classroom activities, tend to have better attendance and grades, and supportive relationships with peers and teachers. However, adolescents who experience poor school well-being may be at greater risk of dropping out of school, which can have long-term negative consequences for their future.

A group of 200 adolescents attending 4th and 8th grade of primary schools will participate in the study. They will fulfill validated questionnaires on self-regulation, perceived academic stress, and school-related well-being. The collected data will be analyzed by means of statistical analyses.

The results can be used to guide interventions that aim to promote better academic and psychological well-being in students, and to plan further studies. The study can contribute to a deeper understanding of the complex interplay between the factors that affect student school-related well-being, and ultimately, help to improve educational practices and policies.