

A stakeholder perspective on adolescents' needs for support to cope with school-related stress

Wilhsson, M.¹, Svedberg, P.¹, Nygren, JM.¹

¹School of health and welfare , Halmstad University, Halmstad, Sweden.

Abstract

Background; Adolescents' experiences of stress have increased in recent decades and is associated with an increase of psychosomatic symptoms and poorer academic achievement. Identification of ways to support adolescents' handling of school related stress is a major challenge to promote their health and academic achievement. The purpose of this study was to describe the stakeholder's perspectives on services that are needed for supporting adolescents in secondary school when coping with school-related stress.

Methods; Representatives from the school health service and school management organization (n=23) from five secondary schools and parents (n=4) were recruited by snowball sampling. Interviews were analyzed by qualitative content analysis with an inductive approach.

Results; The study highlight different aspects of stakeholders' perceptions of what is needed to support adolescents who experience school-related stress. Described are actions such as highlighting and changing organizational and contextual structures and developing the dialogue between the school and the home. Other described actions are to support adolescents' abilities to plan and visualizing how time is used and to strengthen their adolescents' belief in their own abilities.

Conclusions; Our findings could be used in schools for developing interventions from a salutogenic approach to promote adolescents' health in the present and for the future.

Key words: secondary school adolescent, coping, school-related stress.

BACKGROUND

Adolescents' experiences of stress have increased in recent decades (Thorsen et al., 2016; Antonsson et al., 2014; Wiklund et al., 2012; Currier et al. 2009). Current international research shows that stress among adolescents is associated with health problems such as psychosomatic symptoms and poorer academic achievement (Gustafsson et al., 2010, Inchley & Currie, 2016, Saab & Klinger, 2010, Wallburg, 2014, Östberg et al., 2015). The latter has become an important determinant for the occurrence of stress among adolescents (Roy, et al., 2015) and the emerging responsibilities that come with the transition to adulthood have become major stressors that have a negative effect on adolescents' health outcomes (Bor et al., 2014, Inchley & Currie, 2016, Roy et al., 2015). This means that both the health and education of adolescents are important challenges in society today and that sustainable conditions for adolescents in and outside of school are crucial to their well-being during childhood and their chances of entering adulthood with good life opportunities.

School health promotion has become an important part of a school's remit (Swedish National Agency for Education, 2010:800). A health-promoting school provides a healthy environment, school health education, school health services and programs for counselling, social support and mental health promotion (World Health Organization, 1998, 2000). The main objective of the school health services in Sweden is to provide medical, psychological, psychosocial and special education services in order to support environments that promote students' learning, development and health (Swedish National Agency for Education, 2010:800; Gustafsson, et al., 2010). All Swedish schools have a school health service organization that includes professionals such as the school management, school physicians and nurses, psychologists, social workers, guidance counselors, ordinary teachers and special education teachers.

There is limited research that focuses on the perspectives of parents and professionals in secondary schools on what could support adolescents in coping with school-related stress. Such perspectives are needed to enable a discussion about and the development of health promotion work in schools, which involves the different levels and competencies of the school organization and which are based on salutogenic perspectives on how to cope with school-related stress (Braun-Lewensohn et al, 2017, Eriksson & Lindström, 2008) and on the health assets of the adolescents (Morgan 2007).

The purpose of this study was thus to describe the stakeholder's perspectives on services that are needed for supporting adolescents in secondary school when coping with school-related stress.

METHOD

Design and settings

The study has a descriptive design and qualitative content analysis with an inductive approach was used (Graneheim and Lundman, 2004). The Regional Ethical Review Board in Lund, Sweden (Dnr 2013/55), formally approved the study. The study took place in a medium-sized municipality in southern Sweden and involved stakeholders from the five largest secondary

schools in the municipality. The schools' catchment areas represent both urban and rural areas with socioeconomic characteristics representative of the municipality. The participants were recruited by a snowball sampling procedure that entailed participants being identified by previous participants (Polit & Beck, 2014). The recruitment of participants started with a high-level organizational perspective beginning with the director of the municipality's schools. Recruitment continued until the previous participants were unable to identify any further stakeholder roles. A total of 23 representatives from the school health service and school management organization were interviewed: four school nurses, four counselors, three special education teachers, one school director, four headmasters, three teachers, two student counselors and two school coaches. We also interviewed four parents of children aged 11-16. All stakeholder roles were represented by both women and men with several years of work experience. The parents were equally represented by women and men.

Data collection

Data were collected through interviews with stakeholders at their work places (30-45 minutes) and with parents by telephone (20-25 minutes). The interviews started with the questions – *What kind of support do you think adolescents need to cope with school-related stress? What opportunities and barriers are there in relation to this support?* The interviews were conducted by two researchers MW and SP, and were digitally audio recorded.

Data analysis

The interviews were transcribed verbatim, and the analysis began by reading through all the interviews in order to be familiar with the text. The text was then divided into meaning units, which were condensed into short sentences and then coded. Codes with similar content were sorted into categories. All authors participated in the analysis process for the trustworthiness of the results in the study. The authors represent an interdisciplinary team with experiences in caring science and medical science.

RESULTS

The results highlight different aspects of the participants' perceptions of what is needed to support adolescents who experience school-related stress. The participants describe actions to be taken: at an organizational level - *Highlighting and changing organizational and contextual structures*, at a relational level - *Developing the dialogue between the school and the home*, and at an individual level - *Supporting one's own ability to plan and visualizing how time is used and Strengthening their belief in their own ability*.

Highlighting and changing organizational and contextual structures

The first category includes the participants' perceptions of it being important to highlight and change the organizational and contextual barriers as well as the possibilities that can exist within and without the context of the school is the first category. The participants point out that the possibilities for creating and implementing new efforts to support adolescents at school are limited by a lack of resources and financial restrictions. Some of the informants speak of a resignation and frustration due to these restrictions that influence their work and thus their possibilities for creating a school that benefits the adolescents' health and learning. Several of the informants state that the lack of resources leads to difficulties in maintaining a long-term strategy for supporting the health of adolescents and creating a health-promoting school environment.

Budget, the budgets are currently far too short-term. It's important that all who can change the organization of schools are united ... the decision-makers only think of the financial aspects (special education teacher).

Financial resources in terms of money and the availability of qualified staff are described as important for generating support services that can reduce the adolescents' experiences of school-related stress. The barriers are related to the financial situation and thus resources in terms of staff and the time they have for supporting the adolescents is limited according to the informants. They understand that the resources are limited and that there are other possibilities that they should work with in order to change the school situation for both the staff and the adolescents.

It's all about money. It may perhaps be necessary to restructure the school in order for it to suit the financial situation (teacher).

The informants also speak of economic restraints or the availability of staff as not being the greatest barrier to supporting the health of the pupils. They say instead that the greatest obstacle is the lack of a unified view among school staff about how the school environment is to be organized in terms of teaching and the support needed for strengthening the health of the adolescents. The problems, according to the informants, are due to each professional category in the school having different perspectives thus leading to difficulties in cooperation between the various professions.

Large school, many different teachers ...many different ideas from people who want to have it their own way ... a collegial consensus is needed (headmaster).

There is not always sufficient resolve and motivation among the staff to work with new procedures that are formed to create a health-promoting school environment that meets the adolescents' needs for support in their learning and their health situation. In order for a change to be made and for new procedures to be able to be implemented then all staff at the school have to be motivated for and be involved in the changes. This is not the case in schools in general today, which is a major problem.

To find time and that there also needs to be staff who want to work with this (social worker).

Developing the dialogue between the school and the home

The second category includes the informants' perceptions about a mutual and well-functioning dialogue between the home and the school being important for supporting the adolescents in coping with school-related stress. Both staff in the school and parents maintain that the dialogue between the home and the school should work as a link for the parents to gain an understanding of what is expected of their child and gain knowledge about what happens in school. The dialogue between the home and the school is similarly described as a link for the school staff to receive information what happens outside the school hours because this can influence how the adolescents feel and their situation in school. A well-functioning dialogue should be able to facilitate parents in being supportive for the adolescents with homework and planning schoolwork. The informants have a common view that a developed, functioning and mutual dialogue is needed for supporting the adolescents in coping with their schoolwork and thus reducing their school-related stress. On the other hand, parents and

school staff have different views on how the dialogue should be developed. The parents' view is that the dialogue and collaboration with the does not always work satisfactorily, which causes them frustration. They feel that they are not given access to important information from the school, that they are not given the possibility of participating in their child's schooling and that they are not given the possibility to be supportive for their child.

Feedback is important, that there is a dialogue between parents and the school ...it shouldn't fall between the cracks. Communication is the be-all and end-all (parent).

The staff had a similar view in terms of lacking a dialogue and collaboration with the parents. The staff also spoke in terms of a lack of interest but then concerning the parents and their involvement in their child's life at school. The school staff maintained that it is the parents who have the ultimate responsibility for their child's future and that the school is an important collaborator in giving the pupils theoretical knowledge for the future.

More parents who are involved. It's basically the parents' responsibility, parents build the foundation and the school's task is to further develop it (social worker).

Supporting the ability to plan and visualizing how time is used

The third category includes the informants' perceptions about how structure and planning can support the adolescents in coping with stress. They maintain that the adolescents have difficulties in reflecting about their own time and that they are not aware of how they use their time. The latter's difficulties in dealing with and structuring their time can be a reason for them experiencing stress according to the informants. Experiences of stress create in turn feelings of not having control and power over one's time, which results in a negative reinforcement of the stress they feel. The adolescents need support in limiting the amount of time they use for being active on social media, thus receiving support in finding time for homework and thus not feeling stressed.

The pupils need help to think about their time, how much they use for various activities during the day (teacher).

The informants perceive that the adolescents often express frustration about not having control over their own time and about using too great a part of their leisure time on schoolwork. This frustration can lead to them giving up and not caring about planning their time.

Talking about time, creating awareness about actually owning quite a lot of one's own time, it's just a question of what one does with it (special education teacher).

The informants' view is that it is important to encourage the adolescents to take time to prioritize and plan activities that promote their health. Many adolescents do not prioritize their basic needs such as sleep, food and activity. It is common, according to the informants, that the adolescents do not eat breakfast due to a lack of time, which can affect their concentration and performance during the day.

.... Hope that they go to bed in time, that they are thoroughly rested for the morning ... children don't get enough sleep today. That the children regain their diurnal rhythm for the sake of their health (school nurse).

The informants think that the adolescents are often stressed because of their schoolwork, which generates symptoms such as headaches, stomach pain and sleeping problems. They think that it is important for the adolescents to be able to wind down through prioritized and individual activities they have selected themselves.

That they have time to have leisure time, meet others, exercise and be social (school nurse).

It is important that the adolescents participate in the planning of their time by discussing what "time" actually means to them and what want to fill their time with. Their ability to reflect can increase through these discussions and thus their ability for structuring and planning their time.

Involve the pupils in the planning of their studies ... more as a discussion where the pupils feel that they are taking part (teacher).

The informants state that the adolescents do not have the ability to plan their time and that this is something they need help with in school and/or from their parents. The informants think that the school needs to formulate a structure for how they can support the adolescents when the former are aware that there is often a great deal of homework and tests that are to be done within a limited period of time.

Time to sit down and give them the tools to help the pupils plan their time. They can't do it themselves (teacher).

Adolescents live most often in the present, which can lead to them having difficulties planning their time far ahead, sometimes only a week ahead. It's important that adolescents get the opportunity to independently practice planning their time, not only for being able to deal with their situation at present but also to gain positive experiences that creates a lesson for the future.

The pupils should be given the chance to plan their time, an experience for life ... that pupils get a habit of reflecting. Many just live for the day (school coach).

In order to support the adolescents in coping with school-related stress, the informants speak of the importance that the teachers have long-term plans for the future homework and tests as well as clarifying what is expected of the adolescents and that they are provided with the opportunity to participate in the planning of the schoolwork. Participation concerns the adolescents' views needing to be listened to and respected by the staff who work in the school.

Make them involved and have a better planning and greater transparency about what is expected of the pupil (parent).

The informants believe that adolescents need explicitness and not too many different choices at school but also a limit to the number of choices even in their leisure time. This entails a balance at the same time as the schools want to increase the adolescents' participation and possibilities for them to take responsibility, based on the choices they have made.

The pupils feel better if they are guided all the way. There shouldn't be too many choices, there'll be more time if you choose fewer. Good to have choices but a balance is needed (headmaster).

The informants stated that the adolescents were not able to limit their own use of social media, which took a lot of their time both during school hours and outside of school hours. They spend a greater part of their time on social media and this can be seen in terms of insufficient sleep and difficulties in concentrating on homework, which has a negative influence on their school day. It is important that the adults close to the adolescents help them to limit their use of social media. The informants speak of a parental responsibility for setting limits for their children, but at the same time it can be difficult for parents to limit the use of social media because they do not always have insight into the adolescents' use of it.

The parents have to limit, have to limit the adolescents' use of social media or cell phones ... they can't do it themselves. They need help from an adult (teacher).

Strengthening their belief in their own ability

The informants maintain, in this second category at the individual level, that it is important to back-up the adolescents in their belief in their own ability in order to support them in coping with school-related stress. Their view is that many adolescents have low self-esteem and that they need support for strengthening their belief in their own resources to cope with stress in school. Many of the adolescents have a need to seek confirmation and support for what they do in school is good enough. If the pupils feel that they have the ability to manage their schoolwork and if they are confirmed in what they do, then their self-esteem can be strengthened and their motivation for schoolwork increase. The informants thought that the adolescents sometimes appeared to be "lost" in their school situation and that they needed guidance and to feel security from the adults around them.

Find a structure and feel secure with their studying, that they feel that "I can do this"(social worker).

It is also important that the adolescents are given support in allowing themselves to be satisfied with their achievements at school. The informants felt that the adolescents found it difficult to set limits themselves for how much or little time they should use for the schoolwork. They find it difficult to determine the limit for what they feel that they are expected to do.

That they feel satisfied with what they've done in school (school coach).

The adolescents need support in dealing with different situations that they have to face in school and a self-belief to dare to take initiatives and be involved in the everyday life of the school. This would reinforce them in becoming more secure and more independent in making their own decisions based on their own needs and also to request help from the school, as a part of strengthening their trust in their own ability.

Get the pupils to come up with what they want to do, many don't have the ability because they've not been trained to make their own decisions (special education teacher).

Many adolescents do not have an adult who they can trust and rely on and who is interested in listening to them when they need to talk about things that bother them. The informants' perception is that the adolescents do not always choose to or can talk with their parents and instead seek and choose another adult outside of the home. This entails the school having an important function in providing adolescents with access to adults who listen to and confirm them.

It's important that there is an adult who they can trust. It doesn't have to be a social worker, doesn't matter which profession, it can be for example a janitor, as long as they're seen (social worker).

DISCUSSION

The present study aimed at describing the stakeholders' perspectives on what is needed in order to support adolescents in secondary school in coping with school-related stress. The study generated four categories at different levels that describe different types of support that emerged as being important for encouraging adolescents to cope with school-related stress. Some of the stakeholders in the present study perceived that there are organizational and contextual barriers that prevent health promotion in schools. Perspectives that are expressed by the teaching staff and that are different in comparison to those with other professional roles among the school staff sometimes result in a lack of cooperation and a reduced motivation to work with health promotion in schools. These barriers suggests that interventions supported by a clear commitment from the whole school organization are needed (Sansolis & Egberg Mikkelse, 2011), as well as a common culture that is founded on a comprehensive understanding of the meaning of health interventions (Jourdan et al., 2011; Jourdan et al., 2010). The school staff in the present study perceived an increasing workload and it has been shown that even the least demanding health promotion initiative could be perceived as additional negative pressure and could have a negative impact on the wellbeing of the school staff (Sansolis & Egberg Mikkelse, 2011). The stakeholders in the present study identified a key opportunity for introducing support and this was a restructuring of the teaching, pedagogy and health initiatives in school to adapt activities to the existing resources. A paradigm change among staff and school management is needed in order for schools to meet the adolescents' needs for support (Jourdan et al., 2011; Jourdan et al., 2010). Methods and theories about how to promote health in schools should be based on earlier research, and professionals in schools need knowledge and support on how to work with interventions both at an individual and a general level among adolescents. There is unfortunately a lack of evidence-based school programs and those that do exist have very limited or no effect on promoting adolescents' mental health (Shulte-Körne, 2016; Petersen et al., 2010; Reuterswärd & Lagerström, 2010). At the interpersonal level, the meaning of the dialogue between the school and the home in order to promote the adolescents' ability to cope with school-related stress was described. The parents' spoke of the importance of mutual communication between the school and the home and that there was a lack of information from the school. It was important for the parents to receive information regularly about what was going on at school regarding activities and homework in order for them to be able to support their children in planning their schoolwork. At the same time, the school professionals perceived that parents were generally not sufficiently involved in their children's schoolwork. In order to reduce stress in school, the relationship between teachers and adolescents and a good school climate are also important for the adolescents' health (Shulte-Körne, 2016). It is known from research that involving parents can have a positive effect on motivation and well-being at school as well as the

adolescents learning outcomes (Osstam & Hooge, 2013; Patall et al. 2008). Schools and teachers are considered to be in a key position when it comes to furthering parental involvement and ensuring an effective exchange of information about life at school and home. It is argued that teachers have a key position in facilitating such a parental involvement and it is clear that schools find it important to establish parental involvement, but are still not sure about how to deal with this (Oostam & Hooge, 2013; Menheere & Hooge, 2010).

At the individual level, the meaning of supporting adolescents' abilities to plan and visualize their available time and to strengthen their belief in their own abilities was described. The stakeholders perceived that adolescents have difficulties in planning their time and structuring their schoolwork, which is in line with previous research where the number of hours adolescents spend on homework correlates with perceived demands on performance and triggers school-related stress (Brown, 2011; Roy, et al., 2015). The result from the present study shows that adolescents have insufficient confidence in their own abilities to perform in school, and this causes feelings of stress. Academic support from parents concerns being involved and encouraging adolescents to trust in their own capacity to perform at school (Raufelder et al., 2015). Involving parents in their adolescents' schoolwork in a way that is both encouraging for the adolescents and supports their relationship, has a positive impact on the adolescents' stress, self-esteem and self-reported health (Randell et al., 2016; Nygren et al., 2014). The result in the present study indicates that adolescents had difficulties in planning their schoolwork and reflecting on how they use their time. This leads to the increasing trend of school-related stress and burnout (Salmela-Aro et al. 2012, Walburg 2014) among adolescents and must be taken seriously in order to prevent mental illness and psychiatric problems in adulthood (Patel et al., 2007).

Discussion of method

The methodological approach, the precise description of the analysis as well as the use of quotations contributes to the credibility and trustworthiness of our results (Granheim & Lundman, 2004). A weakness of using snowball sampling is the risk of ending up with a sample that is limited to a small network within a single organization (Polit & Beck, 2014). However, in this study the stakeholders involved were from different schools located in both urban and rural areas representing the variety of socioeconomic characteristics of the municipality. In qualitative content analysis it is important to have variation and diversity in the material (Granheim & Lundman, 2004). In this study stakeholders were from different professional backgrounds and represented different components of the school organization and thus contributed to developing a comprehensive knowledge from different perspectives. The results from this study contribute with valuable knowledge for various professionals in schools and parents and not least for policy makers. Findings from this qualitative analysis could provide rich contextual understanding of stakeholder's perspective nationally. Thus it is likely that results from the study can be transferred to similar school context internationally in spite of the fact that the school organizations may not be the same as in Scandinavia.

Conclusion and implication and for school nurses

The study describes the views of stakeholders and has given a view of opportunities and barriers for working with support and promoting adolescents' health in school at different levels. The school staffs' opportunities for working with health promotion at an organizational level is affected by a lack of resources and guidelines for creating a common vision in their work. The dialogue between the schools and the homes at a relational level is important for stakeholders for supporting adolescents in managing their schoolwork. The result also indicates, at an individual level, that adolescents need to be supported in their belief in their

own ability to handle their schoolwork, planning their time and also in visualizing how time can be allocated to prevent feelings of stress.

The school environment where adolescents spend most hours of their day is thus an important arena for introducing health promotion interventions that reduce school-related stress. Our findings in this study could be used by school nurses, educational professionals and policy makers in schools in the development of interventions that takes a salutogenic approach at organizational, relational and individual levels to promote adolescents' health.

Acknowledgement

The authors would like to thank all participants who kindly agreed to give up their time to be interviewed. We are also in gratitude to Sofia Persson (SP) for her contribution to the planning and implementation of interviews.

References

- Antonson, C., Thorsén, F., Sundquist, K., & Sundquist, J. (2014). Stress-Related Symptoms in Swedish Adolescents: A Study in Two Upper Secondary Schools. *Journal of Educational and Developmental Psychology*, 4(2), 65.
- Bor, W., Dean j., A, Najman, J. & Hayatbakhsh. (2014). Are child and adolescents mental health problems increasing in the 21 st century? A systematic review. *Australian & New Zealand Journal of Psychiatry*.
- Braun-Lewensohn, O., Idan, O., Lindström, B., & Margalit, M. (2017). Salutogenesis: Sense of Coherence in Adolescence. In *The Handbook of Salutogenesis* (pp. 123-136). Springer International Publishing.
- Brown, S. L., Nobling, B. D., Teufel, J., & Birch, D. A. (2011). Are kids too busy? Early adolescents' perceptions of discretionary activities,
- Currie, C., Zanotti, C., Morgan, A., Currie, D., de Looze, M., Roberts, C., ... & Barnekow, V. (2009). *Social determinants of health and well-being among young people*. Health Behaviour in School-aged Children (HBSC) study: international report from the, 2010:271.
- Eriksson, M., & Lindström, B. (2008). A salutogenic interpretation of the Ottawa Charter. *Health promotion international*, 23(2), 190-199.
- Graneheim, U.H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Educ Today* 24(2) 105-112.
- Gustafsson, J. E., Allodi Westling, M., Åkerman, A., Eriksson, C., Eriksson, L., Fischbein, S., ... & Persson, R. S. (2010). *School, learning and mental health: A systematic review*. Kungliga Vetenskapsakademien.
- Inchley, J., & Currie, D. (2016). *Growing up unequal: gender and socioeconomic differences in young people's health and well-being*. Health Behaviour in School-aged Children (HBSC) study: international report from the 2013/2014 survey.
- Jourdan, D., McNamara, P. M., Simar, C., Geary, T., & Pommier, J. (2010). Factors influencing the contribution of staff to health education in schools. *Health Education Research*, 25(4), 519-530.
- Jourdan, D., Stirling, J., McNamara, P. M., & Pommier, J. (2011). The influence of professional factors in determining primary school teachers' commitment to health promotion. *Health promotion international*, 26(3), 302-310.
- Lazarus, R. and Folkman, S. (1984). *Stress, Appraisal and Coping*. New York: Springer Publishing Company.
- Menheere, A., & Hooge, E. H. (2010). Parental involvement in children's education: A review study about the effect of parental involvement on children's school education with a focus on the position of illiterate parents. *Journal of European Teacher Education Network*, 6, 144-157.
- Morgan, A., & Ziglio, E. (2007). Revitalising the evidence base for public health: an assets model. *Promotion & Education*, 14(2_suppl), 17-22.
- Nygren, K., Bergström, E., Janlert, U., & Nygren, L. (2014). Adolescent self-reported health in relation to school factors: a multilevel analysis. *The Journal of School Nursing*, 30(2), 114-122.

Oostdam, R., & Hooge, E. (2013). Making the difference with active parenting; forming educational partnerships between parents and schools. *European Journal of Psychology of Education*, 28(2), 337-351.

Patall, E.A., Cooper, H., & Robinson, J. C. (2008). Parental involvement in homework: A Research Synthesis. *Review of Educational Research*, 78(4), 1039-1101.

Patel, V., Flisher, A. J., Hetrick, S., & McGorry, P. (2007). Mental health of young people: a global public-health challenge. *The Lancet*, 369(9569), 1302-1313.

Petersen S, Bergström E, Cederblad M, Ivarsson A, Köhler L, Rydell A-M, Stenbeck M, Sundelin C, Häggglöf . (2010). Barns och ungdomars psykiska hälsa i Sverige: en systematisk litteraturöversikt med tonvikt på förändringar över tid [Trends in Child and Adolescent Mental Health in Sweden. A systematic review], Stockholm: The Health Committee of the Royal Swedish Academy of Sciences

Polit, D.& Beck, T. (2014). *Nursing Research Generating and Assessing Evidence for Nursing Practice*. Lippincott Williams and Wilkins

Randell, E., Jerdén, L., Öhman, A., & Flacking, R. (2016). What is Health and What is Important for its Achievement? A Qualitative Study on Adolescent Boys' Perceptions and Experiences of Health. *The Open Nursing Journal*, 10, 26.

Raufelder, D., Hoferichter, F., Ringeisen, T., Regner, N., & Jacke, C. (2015). The perceived role of parental support and pressure in the interplay of test anxiety and school engagement among adolescents: Evidence for gender-specific relations. *Journal of Child and Family studies*, 24(12), 3742-3756.

Reuterswärd, M., & Lagerström, M. (2010). The aspects school health nurses find important for successful health promotion. *Scandinavian journal of caring sciences*, 24(1), 156-163.

Roy, K., Kamath, V. G., & Kamath, A. (2015). Determinants of adolescent stress: A narrative review. *European Journal of Psychology and Educational Studies*, 2(2), 48.

Saab, H., & Klinger, D. (2010). School differences in adolescent health and wellbeing: Findings from the Canadian Health Behaviour in School-aged Children Study. *Social science & medicine*, 70(6), 850-858.

Salmela-Aro, K., & Tynkkynen, L. (2012). Gendered pathways in school burnout among adolescents. *Journal of adolescence*, 35(4), 929-939.

Sansolios, S., & Mikkelsen, B. E. (2011). Views of parents, teachers and children on health promotion in kindergarten—first results from formative focus groups and observations. *International Journal of Pediatric Obesity*, 6(S2), 28-32.

Schulte-Körne, G. (2016). Mental health problems in a school setting in children and adolescents. *Deutsches Ärzteblatt International*, 113(11), 183.

Swedish National Agency for Education. SFS 2010:800. Stockholm: Government Offices of Sweden

Thorsen, F., Antonson, C., Sundquist, J., & Sundquist, K. (2016). Perceived Stress and Psychiatric Symptoms in Swedish Upper Secondary School Students. *Journal of Educational and Developmental Psychology*, 6(2), 183.

Walburg, V. (2014). Burnout among high school student: A literature review. *Children and Youth Service Review*. 42, 28-33.

WHO (1998). *Global School Health Initiative. Health-promoting Schools. A healthy setting for living, learning and working*. Geneva: World Health Organization.

WHO (2000). *Local Action Creating Health Promoting Schools*. Geneva: World Health Organization.

Wiklund, M., Malmgren-Olsson, E. B., Öhman, A., Bergström, E., & Fjellman-Wiklund, A. (2012). Subjective health complaints in older adolescents are related to perceived stress, anxiety and gender—a cross-sectional school study in Northern Sweden. *BMC public health*, *12*(1), 993.

World Medical Association Declaration of Helsinki (2008), Ethical Principles for Medical Research involving human subjects.

Östberg, V., Almqvist B, Y., Folkesson, L., Låftman Brolin, S., Modin, B., & Lindfors, P. (2015). The Complexity of stress in Mid-Adolescent Girls and Boys. Finding from the Multiple Methods School Stress Support Study. *Child Indicators Research*. *8*, 403-423.