

PUBLIKATIONEN

PEER-REVIEWED JOURNAL ARTICLES

- 2023 **Morinaj, J., & Held, T.** (2023). Stability and change in student well-being: A three-wave longitudinal person-centered approach. *Personality and Individual Differences, 203*, 112015. <https://doi.org/10.1016/j.paid.2022.112015>
- Haldimann, M., **Morinaj, J., & Hascher, T.** (2023). The role of dyadic teacher–student relationships for primary school teachers' well-being. *International Journal of Environmental Research and Public Health, 20*(5), 4053. <https://doi.org/10.3390/ijerph20054053>
- Martin, A., **Mori, J., Froehlich, D.E.** (2023). Career development of early-career researchers via distributed peer mentoring networks. *Merits, 3*(3), 569–582. <https://doi.org/10.3390/merits3030034>
- 2022 **Morinaj, J., & Hascher, T.** (2022). On the relationship between student well-being and academic achievement: A longitudinal study among secondary school students in Switzerland. *Zeitschrift für Psychologie, 230*(3), 201–214. <https://doi.org/10.1027/2151-2604/a000499>
- Froehlich, D., **Morinaj, J., Guias, D., & Hobusch, U.** (2022). Newly qualified teachers' social support and its role for their well-being: A design-based research study. *Frontiers in Psychology, 13*, 873797. <https://doi.org/10.3389/fpsyg.2022.873797>
- 2021 **Morinaj, J., de Moll, F., Hascher, T., Hadjar, A., Grecu, A., & Scharf, J.** (2021). School alienation among adolescents in Switzerland and Luxembourg: The role of parent and peer supportive attitudes toward school and teacher autonomy support. *Youth & Society, 1–26*. <https://doi.org/10.1177/0044118X211043>
- Schmid, A., **Morinaj, J., & Hascher, T.** (2021). On the relation between school alienation and social school climate. *Swiss Journal of Educational Research, 43*(3), 451–463. <https://doi.org/10.24452/sjer.43.3.8>
- Hadjar, A., Grecu, A., Scharf, J., de Moll, F., **Morinaj, J., & Hascher, T.** (2021). Changes in school alienation profiles among secondary school students and the role of teaching style: Results from a longitudinal study in Luxembourg and Switzerland. *International Journal of Educational Research, 105*, 101697. <https://doi.org/10.1016/j.ijer.2020.101697>
- 2019 **Morinaj, J., Hadjar, A., & Hascher, T.** (2019). School alienation and academic achievement in Switzerland and Luxembourg: A longitudinal perspective. *Social Psychology of Education, 23*, 279–314. <https://doi.org/10.1007/s11218-019-09540-3>
- Marcin, K., **Morinaj, J., & Hascher, T.** (2019). The relationship between alienation from learning and student needs in Swiss primary and secondary schools. *Zeitschrift für Pädagogische Psychologie, 34*(1), 35–49. <https://doi.org/10.1024/1010-0652/a000249>
- 2018 **Morinaj, J., & Hascher, T.** (2018). School alienation and student well-being: A cross-lagged longitudinal analysis. *European Journal of Psychology of Education, 34*(2), 273–294. <https://doi.org/10.1007/s10212-018-0381-1>
- 2017 **Morinaj, J., Scharf, J., Grecu, A. L., Hadjar, A., Hascher, T., & Marcin, K.** (2017). School alienation: A construct validation study. *Frontline Learning Research, 5*, 36–59. <https://doi.org/10.14786/flr.v5i2.298>
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BEITRÄGE IN BÜCHERN (PEER-REVIEWED)

- 2023 Braas, L., Grecu, A., **Morinaj**, J., Hascher, T., & Hadjar, A. (2023). Trägt Unterrichtsqualität zur Prävention von Entfremdung vom Lernen bei? Empirische Befunde hinsichtlich der Sekundarstufe in der Schweiz und Luxemburg. In F. Lauer, C. Jöhren, N. McElvany, M. Becker, & H. Gaspard (Hrsg.), *Jahrbuch der Schulentwicklung (Band 22)* (pp. 247–278). Beltz Juventa
- 2022 **Morinaj**, J., & Hascher, T. (2022). Well-being of primary and secondary school students in Switzerland: A longitudinal perspective. In R. McLellan, C. Faucher, & V. Simovska (Eds.), *Wellbeing and Schooling: Cross Cultural and Cross Disciplinary Perspectives* (pp. 67–85). Springer.
https://doi.org/10.1007/978-3-030-95205-1_5
- 2019 **Morinaj**, J., & Hascher, T. (2019). The longitudinal relation between student well-being and academic achievement. In L. Castelli, J. Marcionetti, A. Plata, & A. Ambrosetti (Eds.), *Well-being in education systems* (pp. 273–277). Hogrefe Editore.
- Morinaj**, J., Marcin, K., & Hascher, T. (2019). School alienation, student learning and social behavior in challenging times. In S. A. Karabenick & T. C. Urdan (Series Eds.) and E. N. Gonida & M. S. Lemos (Guest Eds.), *Advances in Motivation and Achievement Series (Vol. 20): Motivation in Education at a Time of Global Change: Theory, Research, and Implications for Practice* (pp. 205–224). Emerald Group Publishing Limited.
<https://doi.org/10.1108/S0749-742320190000020010>
- 2018 Hascher, T., **Morinaj**, J., & Waber, J. (2018). Schulisches Wohlbefinden: Eine Einführung in Konzept und Forschungsstand. In K. Rathmann & K. Hurrelmann (Eds.), *Leistung und Wohlbefinden in der Schule: Herausforderung Inklusion* (pp. 66–82). Beltz Juventa.
- 2017 **Morinaj**, J., & Hascher, T. (2017). Student well-being and school alienation. In J. Marcionetti, L. Castelli & A. Crescentini (Eds.), *Well-being in education systems* (pp. 56–61). Hogrefe Editore.

BEITRÄGE IN BÜCHERN (IN PRESS)

- Hascher, T., & **Morinaj**, J. (in press). Switzerland: Secondary Education – Access. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.
- Mejeh, M., & **Morinaj**, J. (in press). Switzerland: Secondary Education – Special Educational Needs and Disabilities. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.
- Morinaj**, J., & Hascher, T. (in press). Switzerland: Secondary Education – Assessment. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.
- Morinaj**, J. (in press). Switzerland: Secondary Education – Bilingualism and Multilingualism. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.
- Morinaj**, J., & Aegerter, A. (in press). Switzerland: Secondary Education – Curriculum. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.

Morinaj, J., & Hadjar, A. (in press). Switzerland: Secondary Education – Government, Policy and the Role of the State. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.

Morinaj, J., & Mehej, M. (in press). Switzerland: Secondary Education – Digital Technologies and Online Learning. In M.T, Tatto & I. Menter (Eds.), *BECS Bloomsbury Education and Childhood Studies*. Bloomsbury Publishing.

IN PRESS/ANGENOMMENE/EINGEREICHTE MANUSKRIPTE

Hascher, T., & **Mori, J.** (in press). Teacher and student well-being: Theoretical reflections and perspectives. In G. Hagenauer, R. Lazarides, & H. Järvenoja, EARLI Book Series: Motivation and Emotion in Learning and Teaching across Educational Contexts – Theoretical and Methodological Perspectives and Empirical Insights.

Krummenacher, I., Guidon, I., Hascher, T., **Morinaj, J.**, Mansfield, C. & Beltman, S. (submitted). Understanding professional challenges and coping strategies within the resilience process that support teacher well-being. A qualitative study with Swiss teachers.

Held, T., & **Morinaj, J.** (submitted). The role of teacher instructional quality in student motivation: A longitudinal study of student motivational profiles.

Steuer, G., Grecu, A. L., & **Morinaj, J.** (submitted). Error climate and alienation from teachers: A longitudinal analysis in primary school.

Hascher, T., & **Morinaj, J.** (submitted). Student well-being, perceived teacher justice and teacher error management.

Saxer, K., Schnell, J., **Morinaj, J.**, & Hascher, T. (submitted). The role of teacher–student relationships and student–student relationships for secondary school students' well-being in Switzerland.

Morinaj, J., & Hascher, T. (submitted). Schuldistanz und Schulabsentismus.

VORTRÄGE AUF KONFERENZEN

2023 **Mori, J.**, Aegerter, A., & Hascher, T. (2023, August). *Teacher justice perception and school alienation in Swiss primary and secondary schools*. Symposium: The phenomenon of school alienation under the magnifying glass. European Association for Research on Learning and Instruction (EARLI 2023). Thessaloniki, Greece.

Held, T., **Mori, J.**, & Hascher, T. (2023, August). *Stability and change in students' motivation profiles: The role of the instructional design*. European Association for Research on Learning and Instruction (EARLI 2023). Thessaloniki, Greece.

Steuer, G., Grecu, A., & **Mori, J.** (2023, August). *Error climate and alienation from teachers: A longitudinal analysis in primary school*. Symposium: Implications of different responses to errors: Perspectives from several educational contexts. European Association for Research on Learning and Instruction (EARLI 2023). Thessaloniki, Greece.

Krummenacher, I., Guidon, I., Hascher, T., **Mori, J.**, Mansfield, C., & Beltman, S. (2023, August). *Understanding the resilience process that supports teacher well-being: What can we learn for teacher education?* Symposium: Well-being in school as a hope in challenging times:

Insights from various perspectives. European Association for Research on Learning and Instruction (EARLI 2023). Thessaloniki, Greece.

Schnell, J., Saxer, K., **Mori**, J., & Hascher, T. (2023, August). *The relationship between well-being, engagement, and achievement of Swiss secondary school students*. EARLI JURE Conference. Thessaloniki, Greece

Saxer, K., Schnell, J., **Mori**, J., & Hascher, T. (2023, August). *The role of teacher–student and student–student relationships for well-being in secondary education*. EARLI JURE Conference. Thessaloniki, Greece

2022 **Morinaj**, J., & Hascher, T. (2022, September). *School alienation and students' academic achievement*. International Conference on Motivation (ICM), Dresden, Germany. <https://sig8meetssig16-dresden.de/>

Saxer, K., Rohner, K., **Morinaj**, J., & Hascher, T. (2022, September). *Student Well-Being-Increasing Intervention Program in Secondary Education*. 2nd International Conference on Mindfulness in School and Education 2021, Zürich, Switzerland.

Morinaj, J., & Hascher, T. (2022, September). *School alienation and its association with student well-being and student learning and social behaviors*. Congress of the Swiss Society for Educational Research (SGBF). Lausanne, Switzerland.

Krummenacher, I., Guidon, I., Hascher, T., & **Morinaj**, J. (2022, September). *Teacher resilience – What can we learn for teacher education?* Congress of the Swiss Society for Educational Research (SGBF). Lausanne, Switzerland.

Schnell, J., Saxer, K., **Morinaj**, J., & Hascher, T. (2022, July). *Student Well-Being, Personal Optimism and Emotion Regulation among secondary school students in Switzerland*. EARLI JURE Conference, Porto, Portugal.

Hascher, T., & **Morinaj**, J., Krummenacher, I., Guidon, I., Beltman, S., Mansfield, C. (2022, June). *Understanding the resilience process from teachers' perspectives*. 10th International SELF-Conference.

2021 **Morinaj**, J., de Moll, F., Hascher, T., Hadjar, A., Grecu, A., & Scharf, J. (2021, August). *The role of parents, peers, and teachers in school alienation among adolescents*. European Association for Research on Learning and Instruction (EARLI). <https://www.earli.org/EARLI2021>

Morinaj, J., & Hascher, T. (2021, September). *Well-being of primary and secondary school students: A longitudinal perspective*. European Conference on Educational Research (ECER), Geneva, Switzerland. <https://eera-ecer.de/ecer-2021-geneva/>

2020 **Morinaj**, J., & Hascher, T. (2020, September). *Investigating the longitudinal association between school alienation and students' academic achievement*. International Conference on Motivation (ICM), Dresden, Germany. <https://sig8meetssig16-dresden.de/> (Conference canceled).

Morinaj, J., & Hascher, T. (2020, August). *Investigating the longitudinal association between student well-being and academic performance*. Congress of the Swiss Society for Educational Research (SGBF). Basel, Switzerland.

Morinaj, J., & Hascher, T. (2020, August). *Well-Being of Primary and Secondary School Students: A Longitudinal Perspective*. European Conference on Educational Research (ECER), Glasgow, Scotland. <https://eera-ecer.de/ecer-2020-glasgow/> (Conference canceled).

- Augustin, T., **Morinaj**, J., & Hascher, T. (2020, July). *Students' motivational profiles in mathematics in the context of lower education*. JURE Conference, Porto, Portugal. <https://www.earli.org/JURE2020> (Conference canceled).
- 2019 **Morinaj**, J., & Hascher, T. (2019, November). *The Longitudinal Relation between Student Well-Being & Academic Achievement*. 2nd International Conference on Well-being in Education Systems. Locarno, Switzerland.
- Hascher, T., & **Morinaj**, J. (2019, September). *Alienation from Learning and Student Achievement: A Longitudinal Perspective*. European Conference on Educational Research (ECER). Hamburg, Germany.
- Hascher, T., & **Morinaj**, J. (2019, August). *The role of teacher justice and error culture for alienation from teachers*. European Association for Research on Learning and Instruction (EARLI). Aachen, Germany.
- Morinaj**, J., & Hascher, T. (2019, June). *Alienation from Learning and Achievement: A Longitudinal Perspective*. Congress of the Swiss Society for Educational Research (SGBF). Basel, Switzerland.
- 2018 **Morinaj**, J., & Hascher, T. (2018, August). *Primary and secondary students' well-being and school alienation*. 16th International Conference on Motivation (ICM). Aarhus, Denmark.
- Morinaj**, J., Marcin, K., & Hascher, T. (2018, June). *School alienation and student classroom participation*. Congress of the Swiss Society for Educational Research (SGBF). Zürich, Switzerland.
- Morinaj**, J., & Hascher, T. (2018, Februar). *Schulentfremdung und Mitarbeit im Unterricht*. Conference of Society for Empirical Educational Research (GEBP). Basel, Switzerland.
- Morinaj**, J., & Hascher, T. (2018, November). *Student well-being and school alienation*. International Conference on Well-being in Education Systems. Locarno, Switzerland.
- 2017 **Morinaj**, J., Marcin, K., & Hascher, T. (2017, June). *School alienation in primary and secondary school in the Swiss canton of Bern: Individual factors*. Congress of the Swiss Society for Educational Research (SGBF). Fribourg, Switzerland.
- 2016 **Morinaj**, J. (2016, September). *Schulentfremdung in der Schweiz und in Luxemburg: Eine Studie zur Konstruktvalidität*. Pre-Conference of the German Society of Education, Section of Empirical Educational Research (AEPF). Rostock, Germany.
- Morinaj**, J. (2016, September). *Schulentfremdung in der Schweiz und in Luxemburg: Eine Analyse der Situation von Kindern und Jugendlichen in Primarschulen und Sekundarschulen 2015 bis 2018*. 81st Conference of the German Society of Education, Section of Empirical Educational Research (AEPF). Rostock, Germany.
- Morinaj**, J. (2016, August). *School alienation in Switzerland and Luxembourg: A construct validation study*. International Pre-Conference on Motivation (ICM). Thessaloniki, Greece.
- Morinaj**, J., Marcin, K., & Hascher, T. (2016, June). *Schulentfremdung in der Schweiz und in Luxemburg: Eine Analyse der Situation von Kindern und Jugendlichen in Primarschulen und Sekundarschulen 2015 bis 2018*. Congress of the Swiss Society for Educational Research (SGBF). Lausanne, Switzerland