

School climate & well-being : Teachers and students perceptions

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School climate : definition



- Focusing on **improving a school's climate** should bring many benefits. One of these benefits is **improved well-being** among the school's members.
- No consensus over a definition of school climate, so here's a proposition :

The **school climate reflects the **subjective perceptions** of all members of a school community regarding the **quality of relationships, norms, and physical and educational environments** in which they interact.**

Pressia, F., América, M., Baudoin, N., Galand, B., & Baye, A. (08 July 2025). *Vers une conceptualisation du climat scolaire* [Paper presentation]. Actualité de la Recherche en Éducation et Formation (AREF). <https://hdl.handle.net/2268/334377>

Physical environment
(institutionnal)

Normative environment
(security)

Relational environment
(social)

Academic environment

School Climate

Literature

Methodology

Results

Summary

Discussion

1



School climate : definition



The **school climate** reflects the **subjective perceptions** of **all members** of a school community regarding the **quality of relationships**, **norms**, and **physical** and **educational environments** in which they interact.

- There is a lack of multi-informant studies on school climate. There is a discrepancy between the definition, the measures, and the information sources explored in the literature
- There could be discrepancies between teachers' and students' perceptions of school climate.
- We still don't know whether teachers' perception of school climate are relevant to address students outcomes and vice versa

Literature
Methodology
Results
Summary
Discussion

2

3



Teachers and students well-being



Teachers

➔

Well-being

(Burn-out)
Maslach et al., 1996

Personal accomplishment +

Emotional exhaustion -

Depersonalization -

Students

➔

Well-being

Diener et al. 2017

Satisfaction +

Positive emotions +

Negative emotions -

➤ Models validated through CFA's for primary and secondary teachers and students

Literature
Methodology
Results
Summary
Discussion

3

4



Taking into account two perceptions



- Studies often explore only the students **or** the teachers point of view
- School climate is often explored only at the individual **or** school level

Use of **multilevel analysis**, including measures of **teachers and students** perceptions of school climate

The goal: Identify whether **teachers'** perceptions of school climate are related to **students'** well-being, controlling for students' perceptions and **vice versa**

[Literature](#)
[Methodology](#)
[Results](#)
[Summary](#)
[Discussion](#)

4

5



A representative sample



Data collection:

- ✓ **Online** and **paper** questionnaires
- ✓ Scales adapted from PISA, TALIS and QES-web questionnaire

- ✓ April to May 2022
- ✓ Conducted by the DGPSE under the supervision of the research team

Teachers:

- ✓ Stratified representative random sample of **1445** teachers
- ✓ **637** primary school teachers – **91** schools
- ✓ **808** secondary school teachers – **40** schools

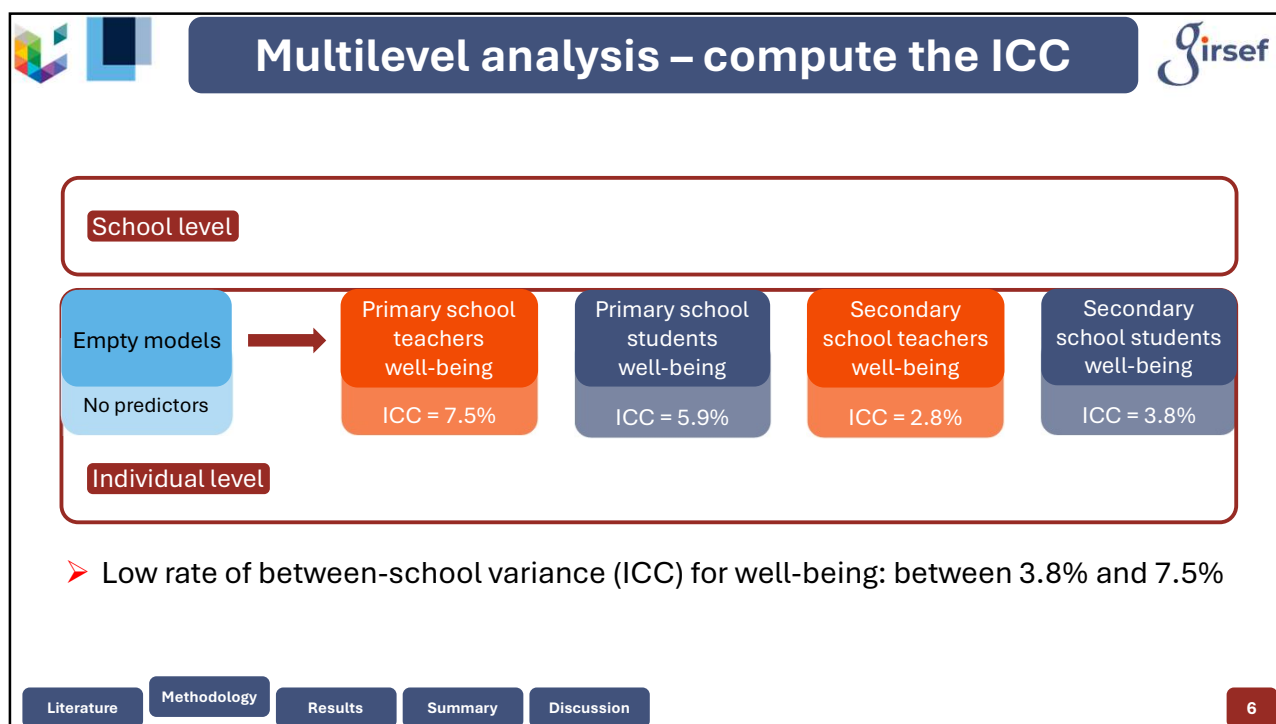
Students:

- ✓ Stratified representative random sample of **4083** students
- ✓ **1712** primary school students – **92** schools
- ✓ **2371** secondary school students – **45** schools

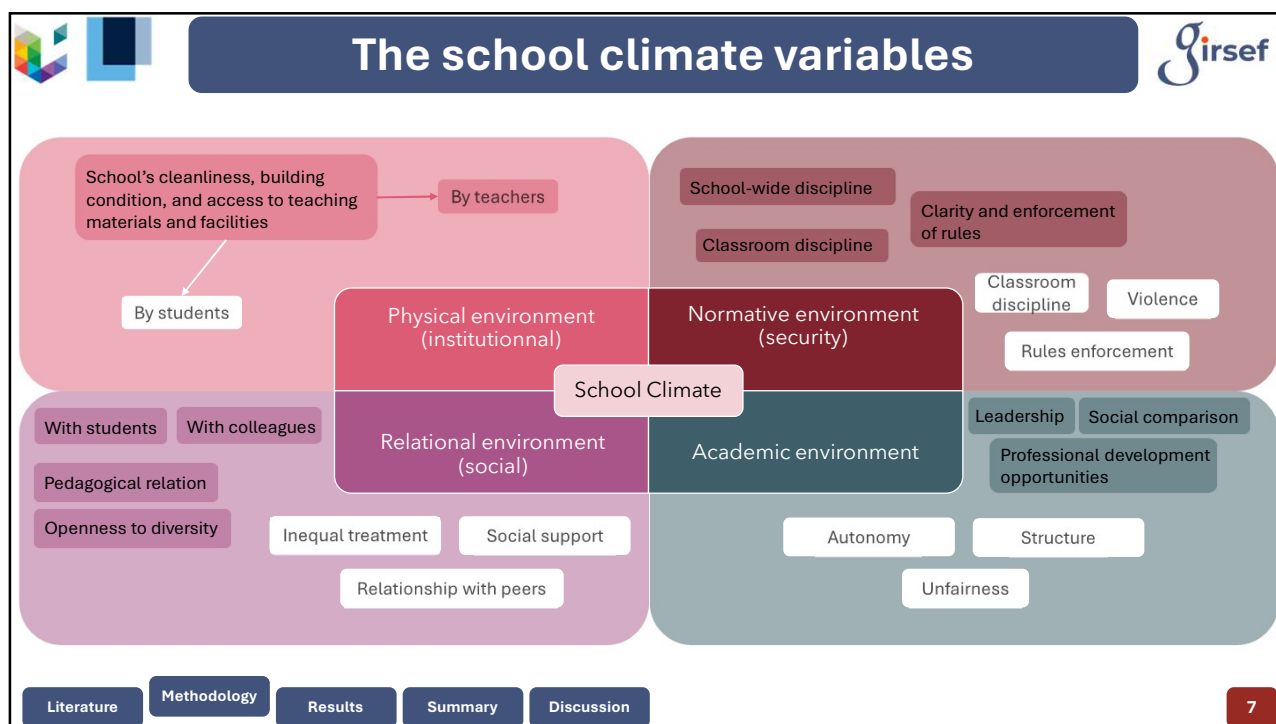
[Literature](#)
[Methodology](#)
[Results](#)
[Summary](#)
[Discussion](#)

5

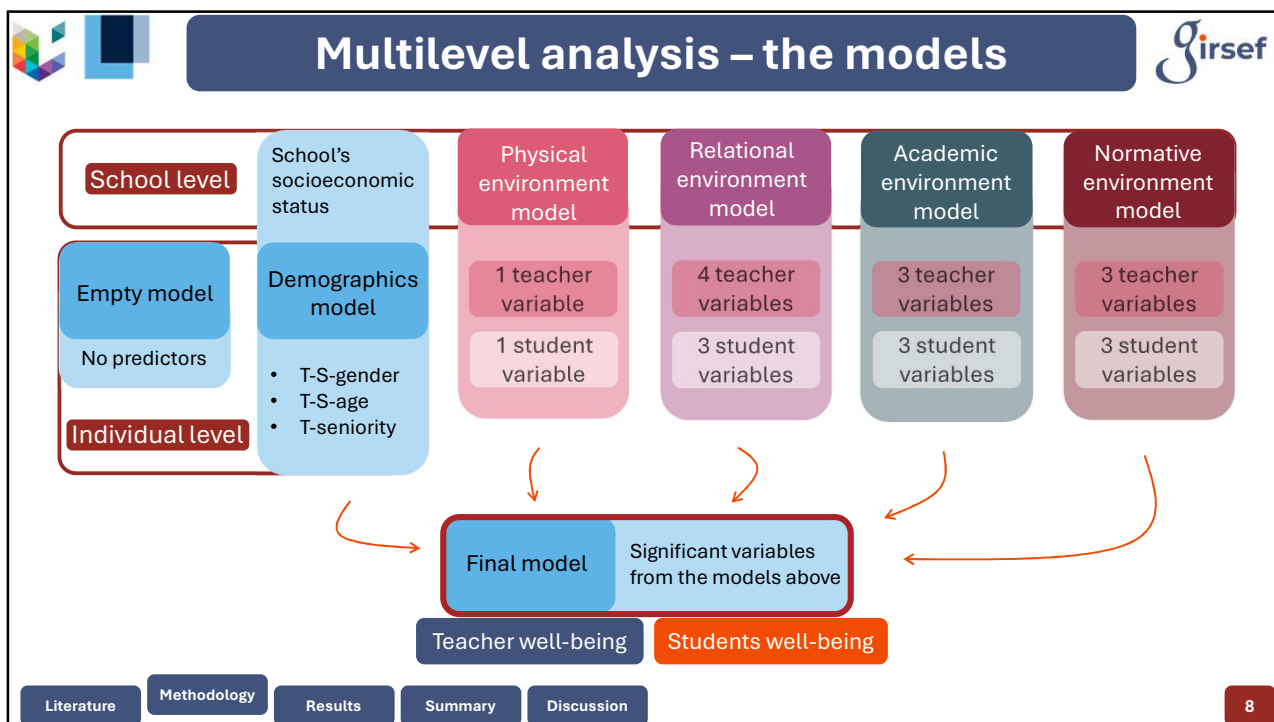
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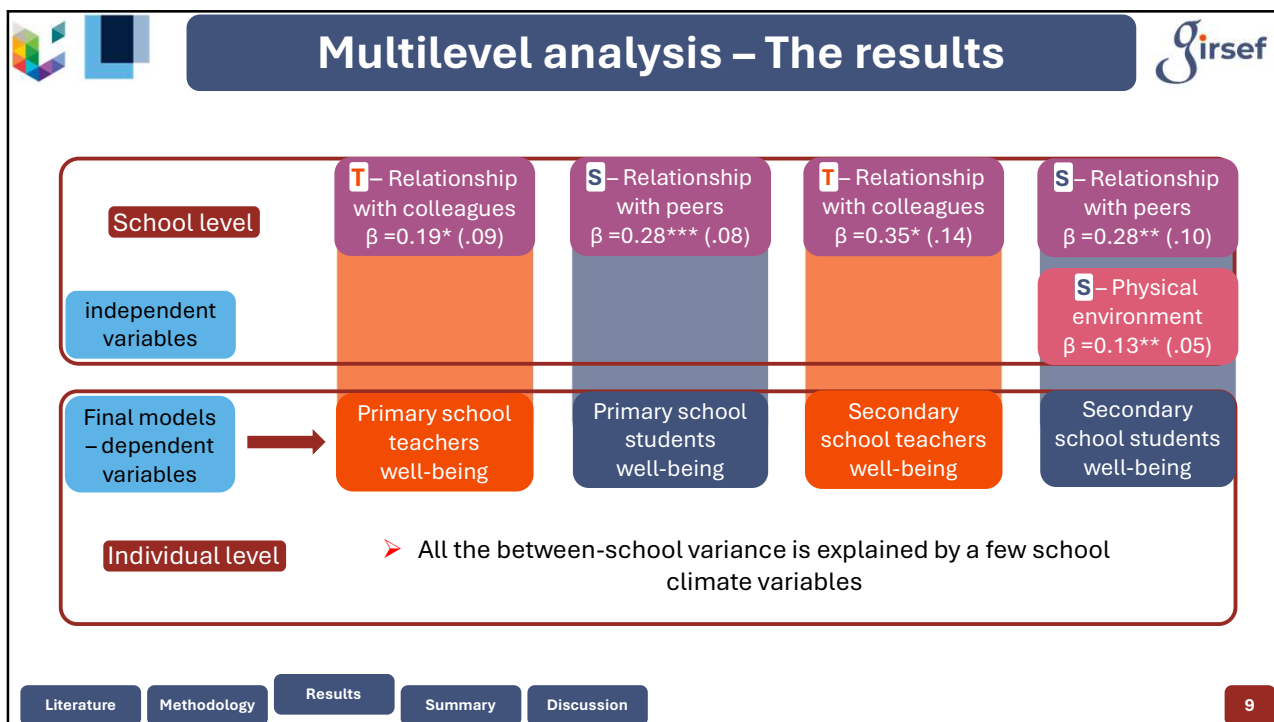
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8



9



10



No cross-group effect



- Teachers and students shares same paterns of relation between school climate and well-being. Among all the variables included, both measures are only related to the quality of relationship.
- **School differences** on well-being scores only accounts for **3-8%** of variance
- **No cross-group effect.**

School climate perceptions of teachers are not related to students' well-being and vice versa

Literature
Methodology
Results
Summary
Discussion

10

11



Looking forward



- The **phrasing** of school-climate measures: instead of « I feel supported by the leadership» use « In this school, teachers are supported by the leadership»
- **Lack of longitudinal or quasi-experimental research** limits our ability to identify the direction of the relation between school climate and well-being

Literature
Methodology
Results
Summary
Discussion

11

12



Looking forward

2 possible interpretations

- You need to interrogate every member of the school to measure school climate
 - Risk to infer that school climate is the average of every member's perception
- Depending on the outcome you aim for (teacher well-being/student well-being), you only need to interrogate one source of information.
 - As teachers and students display perceptions of school climate which are not related to each other's well-being, it would be more efficient to interrogate only one group given the aim of the intervention

Literature
Methodology
Results
Summary
Discussion

12

13




Thank you! Any questions?

Slides are available here →




14