

Which dimensions of school climate are directly associated with teachers' well-being?

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Why ?

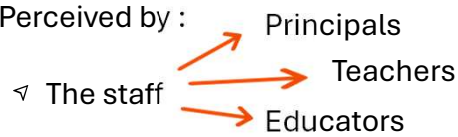
- **Shortage** and **attrition** of teachers across multiple countries
 - ✓ Providing them with **good working condition** help improve their occupational **well-being** and incentivizes them to stay in the profession (OECD 2020; 2024)
- School climate is seen as a **leverage** to improve teachers well-being (Gray et al., 2017)
- Many educational systems across the world have set the **improvement** of school climate indicators as **objectives** for the schools (Belgium, USA, UK, France)
 - France: <<https://www.education.gouv.fr/cid2765/ climat-scolaire-et-prevention-des-violences.html>>
 - Belgium : <<https://pactepourunenseignementdexcellence.cfwb.be/thematiques/bien-etre-a-lecole/>>
 - Quebec : <<https://www.mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation2020-2025.pdf>>
 - USA : <<https://schoolclimate.org/school-climate/>>

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What is school climate ?

✓ Multidimensional concept

✓ Perceived by :



✓ The students/pupils

✓ The parents

✓ Shared perception of various characteristics of the school

Wang & Degol (2016) : 4 dimensions :

- Academic climate
- Community climate
- Safety climate
- Institutional climate

Zullig et al. (2010) : 8 dimensions :

- Positive student-teacher relationship
- School connectedness
- Academic support
- Order and discipline
- School physical environment
- School social environment
- Perceived exclusion/privilege
- Academic satisfaction

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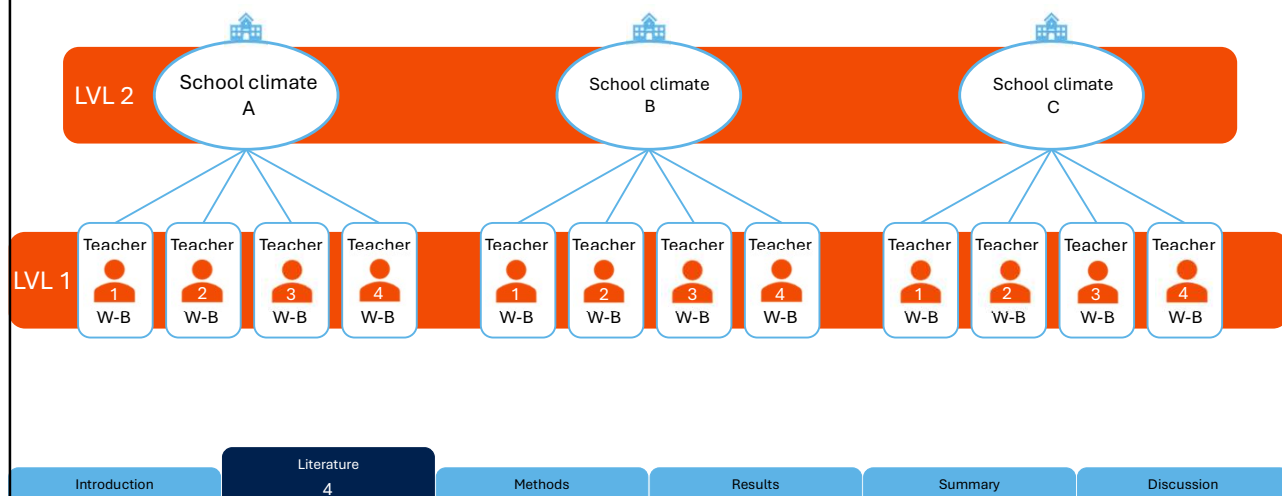
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What is school climate ?



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To study school climate





↙ No consensus about content and measure of school climate

→ Include a large variety of variables



↙ Often explored at the individual **or** the school level **only**

→ Use of **multilevel** analysis

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What is well-being ?



No clear, consensual definition of what is well-being. Only consensus :
it is multidimensional (Hascher & Waber, 2021)



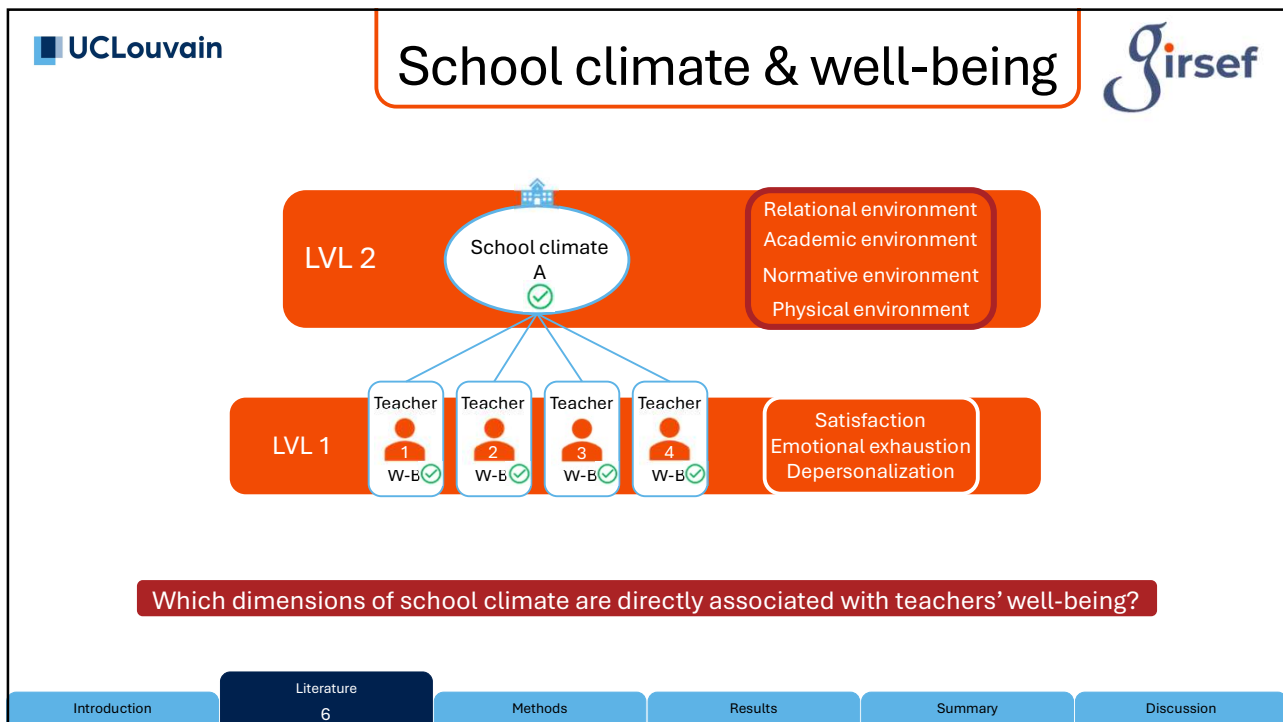
Includes both broad appraisal of their **life satisfaction** and specific **emotions**, positive or negative, in reaction of various events/circumstances in their life

In this study, conceptualized via the concept of **Burnout** :

- ↙ Satisfaction
- ↙ Emotional exhaustion
- ↙ Depersonalization

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UCLouvain Girsef

Methods

Data collection :

- ✓ Online questionnaire
- ✓ Scales adapted from PISA, TALIS and QES-web questionnaire
- ✓ April to May 2022
- ✓ Conducted by the DGPSE (Educational Inspection Service) under the supervision of the research team

Sample :

1445 teachers across 131 schools

- ✓ Use of a Stratified Random Sampling method
- ✓ 55.9% are secondary school teachers
- ✓ 80.3% are women
- ✓ 58.2% 31 to 50 years old
- ✓ 51.3% between 11 and 30 years of experience

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UCLouvain **Relational environment** **girsef**

With students
 $\alpha = .832$ 4 Items
 e.g. My relationships with the students are good.

With school leadership
 $\alpha = .779$ 8 Items
 e.g. The administration cares about my quality of life at school.

With colleagues
 $\alpha = .743$ 4 Items
 e.g. I share teaching materials.

With parents
 $\alpha = .809$ 7 Items
 e.g. If I organize an activity involving parents, they attend.

Openness to diversity
 $\alpha = .706$ 4 Items
 e.g. Some staff members make racist or inappropriate comments about people's origins.

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UCLouvain **Academic Environment** **girsef**

Social comparison
 $\alpha = .780$ 7 Items
 e.g. In this school, it is important to show others that you are a good teacher.

Control vs Autonomy
 $\alpha = .864$ 8 Items
 e.g. The administration tries to control everything in the school.

Professional development opportunities and attitudes toward innovation
 $\alpha = .776$ 7 Items
 e.g. Training sessions for the entire educational team are organized.
 e.g. Most teachers at this school are open to change.

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UCLouvain

Normative environment

girsef

Clarity and enforcement of rules
 $\alpha = .824$ 6 Items
 e.g. This school has clear rules regarding student behavior.

School- wide discipline
 $\alpha = .808$ 7 Items
 e.g. b) Disruption in the classrooms.
 e) Fights between students.

Classroom discipline
 $\alpha = .819$ 4 Items
 e.g. Students cannot concentrate on their work.

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Physical environment

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School's cleanliness, building condition, and access to teaching materials and facilities
 $\alpha = .815$ 7 Items
 e.g. a) The classrooms are clean and pleasant.
 g) Teaching materials are accessible and sufficient.

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Well-being

Satisfaction

$\alpha = .937$ 9 Items

e.g. I find my job very important and motivating.

Depersonalization

$\alpha = .646$ 5 Items

e.g. I feel like I've become more insensitive to others since I started this job.

Emotional exhaustion

$\alpha = .820$ 4 Items

e.g. I feel emotionally drained by my work.

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Analyses

Scales validation :

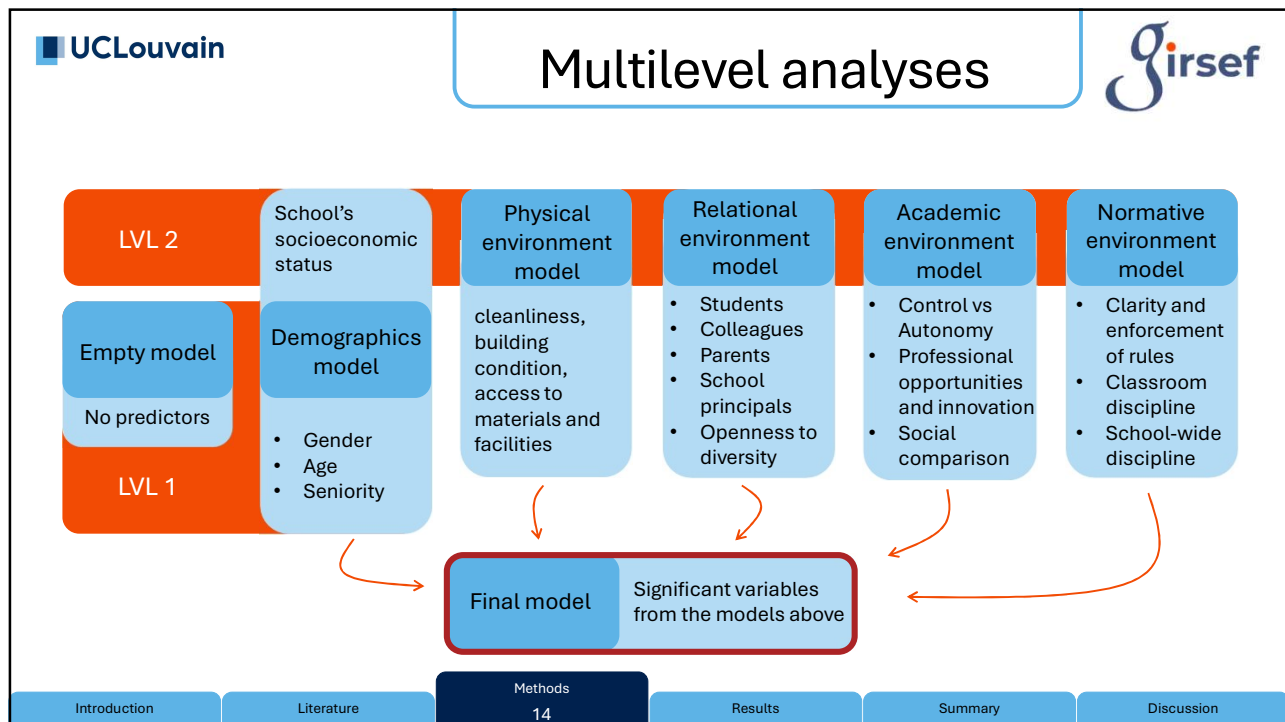
- ✔ Confirmatory factor analysis for each scale (R)
- ✔ Internal consistency (R)

Multilevel Analysis :

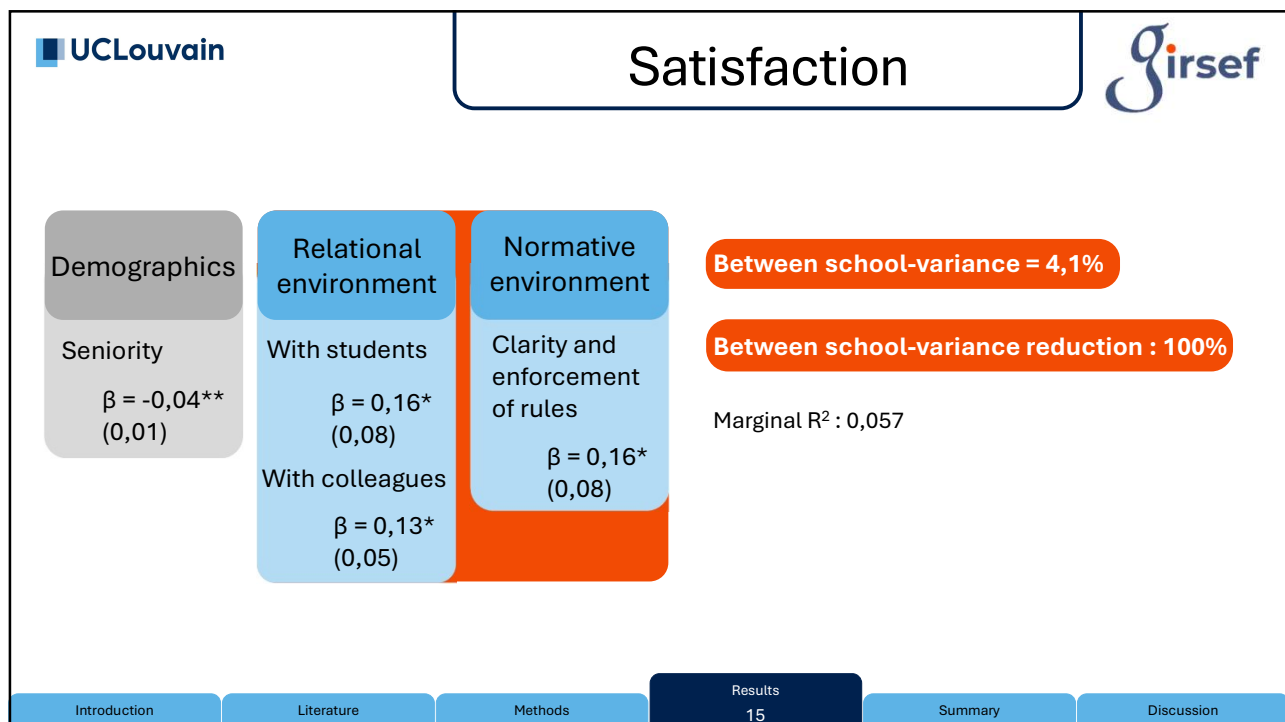
- ✔ For each 3 dependent variables
- ✔ Separate analysis for primary and secondary school teachers
 - No difference was found between the results of both groups*
- ✔ On the whole sample

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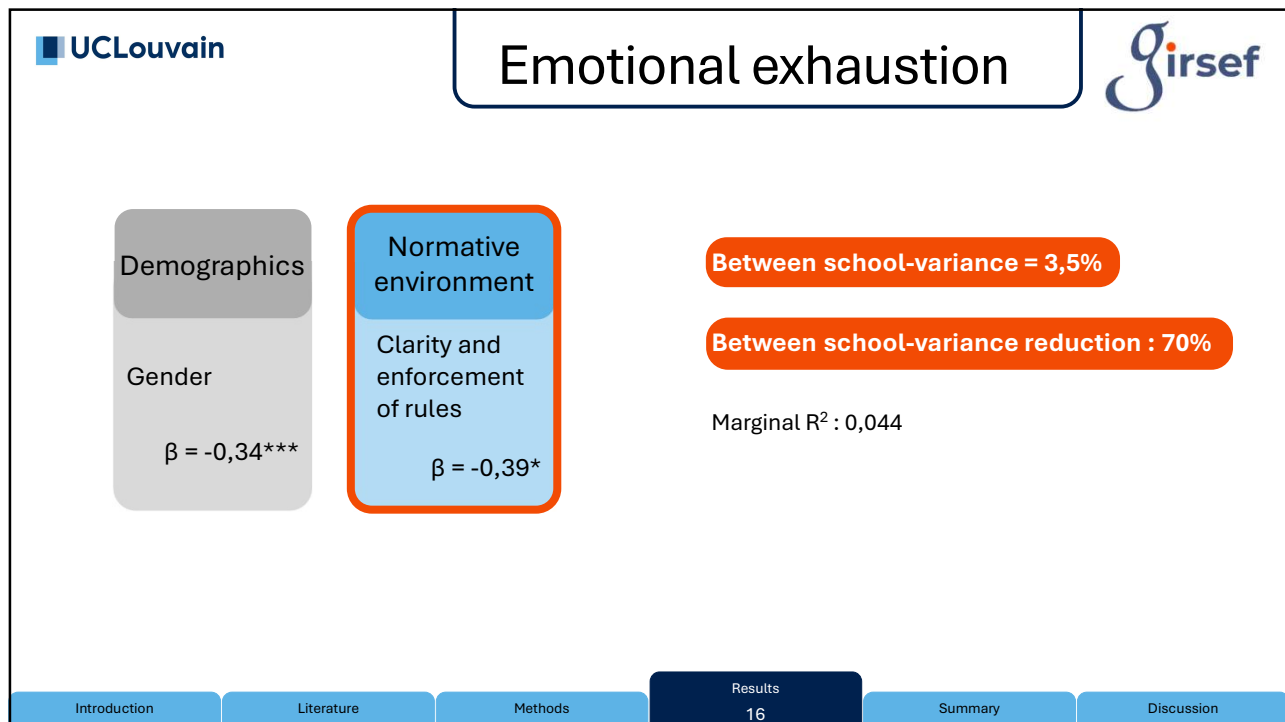
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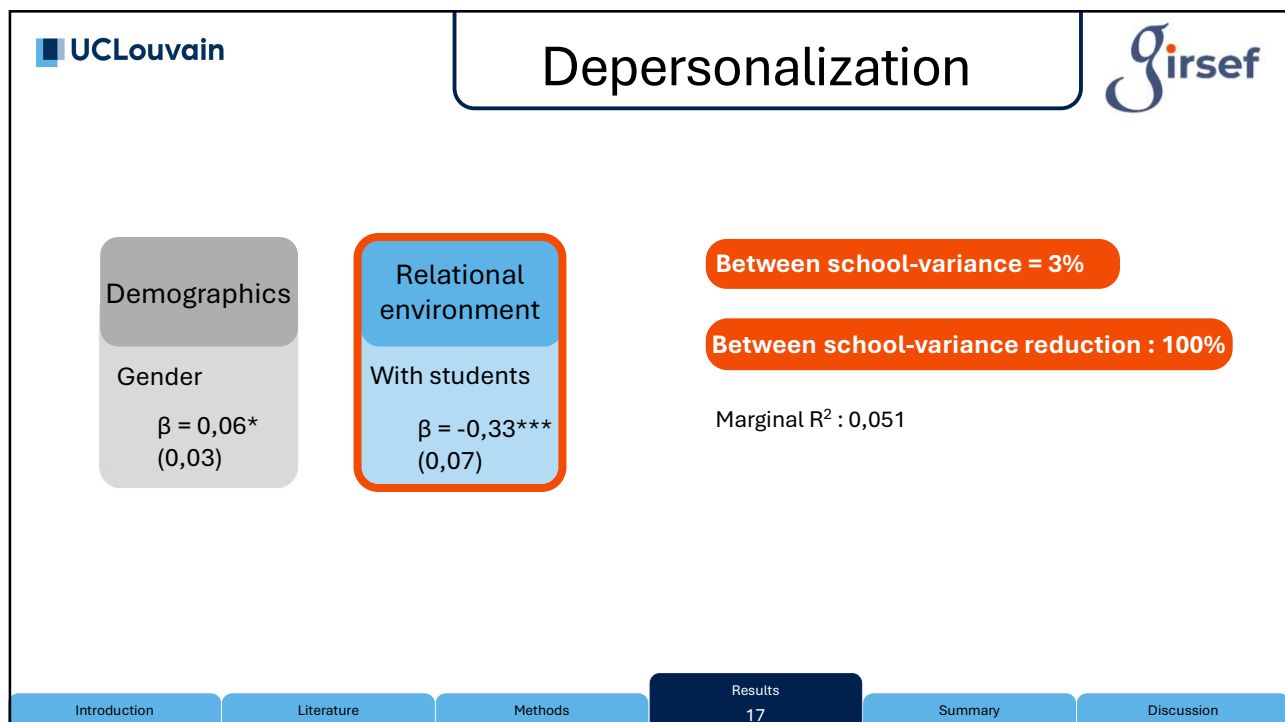
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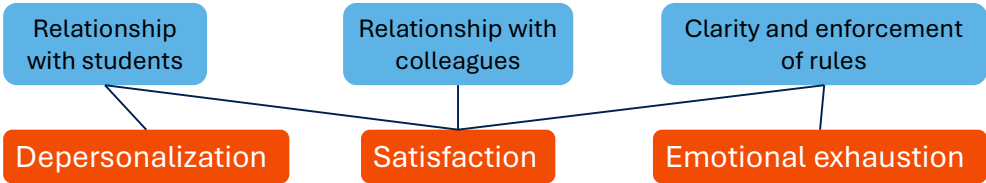
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To summarize



- Multilevel analysis on data collected among 1445 teachers in 130 schools
- Empty models : compute the ICC of the dependent variables
- 3 out of 12 school climate variables explained school variations in well-being



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To discuss



Teacher's well-being only slightly vary between schools (3 to 4%). Is it still **relevant** to address the school level ?

Results from collective climate analyses (ML) cannot be inferred from analyses of individual perceptions (OLS)

Similar results among **primary** and **secondary** school teachers

Design : Use of a longitudinal design to identify wich characteristics of the school's climate **impacts** teachers' well-being

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Thank you ! Any questions ?

