

# INCTE 2019

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4th International Conference on Teacher Education

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## Assessment alternatives of teachers' well-being and school climate on students' achievements

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### Abstract

Well-being is learnable, well-being and academic achievement are not mutually exclusive, rather, they are mutually reinforcing students' success. The main goals of this paper are twofold: first, to focus on and analyse how the school conceptual framework, methods and instruments affect students' achievements, and second, to analyse the impact of the teachers' well-being conceptual framework on students' achievements. Recently scholars have paid attention to the overall climate of a school and its associated factors, like physical, structural, personal, as well as the staff specificities and the ethos and cultural elements that, in an interactive way, are included in a specific dynamic process. That gives a specific identity to the organization, which in turn, impacts some of these various educational factors in general and student academic performance. School climate is a broad term which encompasses teacher-student relations; disciplinary climate; student-related and teacher-related factors affecting school climate; teacher morale. In addition, the school climate encompasses the quality of teacher-student relations; the climate in a classroom, discipline management, quality of the relationship between students and their teachers, values promoted and shared between teachers and student, and among students themselves. Therefore, school climate is one of the most important factors for an effective school and a student's academic success or failure and is highly correlated with teachers' and students' well-being. Well-being is a meta-construct that encompasses all aspects of healthy and successful living, including psychological, emotional, spiritual economic, physical, and other domains. Therefore, in this paper we would incorporate the meaning of school climate, conceptual framework used by scholars, data collection instruments and their role on student's achievement on the one hand, and teachers' well-being, theoretical models, instruments and their relationship with students' achievement, on the other hand.

**Keywords:** school climate, teacher well-being, academic performance, students' achievement.

### Resumo

O bem-estar pode ser aprendido, o bem-estar e o desempenho acadêmico não são mutuamente exclusivos, pois, pelo contrário, reforçam o sucesso dos alunos. Os principais objetivos deste artigo são: primeiro, debruçar-se sobre e analisar como a estrutura conceptual, os métodos e os instrumentos escolares afetam o sucesso dos alunos e, segundo, analisar o

impacto do quadro conceptual do bem-estar dos professores nas realizações dos alunos. Recentemente, os estudiosos têm dedicado atenção ao ambiente global de uma escola e aos seus fatores, sejam físicos, estruturais, pessoais, assim como às especificidades da equipa e a aspetos culturais e sociais que, de forma interativa, são incluídos num processo dinâmico específico. Tal atribui uma identidade singular à organização, que, por sua vez, afeta alguns desses vários fatores educacionais em geral e o desempenho académico dos alunos. O ambiente escolar é um termo amplo que abrange as relações professor-aluno; o ambiente disciplinar; fatores relacionados com o aluno e o professor que influenciam o ambiente escolar; o estado moral do professor. Além disso, o ambiente escolar engloba a qualidade das relações professor-aluno; o clima na sala de aula, a gestão da disciplina, a qualidade da relação entre os alunos e os seus professores, os valores promovidos e partilhados entre professores e alunos e entre os próprios alunos. Portanto, o ambiente escolar é um dos fatores mais importantes para uma escola eficaz e para o sucesso ou fracasso académico de um aluno, além de estar altamente correlacionado com o bem-estar dos professores e dos alunos. O bem-estar é um meta-construto que engloba todos os aspetos da vida saudável e bem-sucedida, incluindo os domínios psicológico, emocional, espiritual, económico, físico e outros. Portanto, neste trabalho incluiremos, por um lado, o significado de ambiente escolar, o enquadramento conceptual utilizado pelos estudiosos, os instrumentos de recolha de dados e o seu papel na realização do aluno, e, por outro, o bem-estar dos professores, modelos teóricos, instrumentos e a sua relação com os alunos.

**Palavras-chave:** o ambiente da escola, o bem-estar dos professores, desempenho académico, resultados dos alunos.

## 1 Introduction

The construct and meaning of school climate can be traced back 100 years ago by Perry in 1908. The scientific study of school climate was not undertaken until the 1950s with the birth of organizational climate research (Zullig, Koopman, Patton, & Ubbes, 2010). By the late 1970s, researchers were attempting to associate school climate with student outcomes in schools. In the early and mid-1990s, studies focused on individual classes or teachers (Griffith, 1995; Stockard & Mayberry, 1992, in Zullig et al., 2010). However, recently the overall climate of a school is generated by physical, structural, personal factors as well as the staff specificities, and the ethos and cultural elements that, in an interactive way, are included in a specific dynamic process and organizational identity which has impact on to the educational system and student academic performance (Blaya, 2006).

School climate is a broad term which encompasses teacher-student relations, disciplinary climate, student-related factors, teacher-related factors and teacher morale. The school climate encompasses not only norms and values but also the quality of teacher-student relations, classroom atmosphere, discipline management, quality of the relationship between students and their teachers, values promoted and shared between teachers and student and among students themselves (Blaya, 2006). A growing body of empirical research indicates that positive school climate is associated with and/or predictive of academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention (Cohen, 2017). Therefore, school climate is one of the

most important factors for an effective school and a student's academic success or failure and highly correlated with teachers well-being and student well-being (Van Horn, 2003).

Well-being is a meta-construct that encompasses all aspects of healthy and successful living, including psychological, emotional, spiritual, economic, physical, and other domains (Blaya, 2006). Well-being can be learned and students' academic performance do not preclude each other; rather, they mutually reinforce students' success (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Teacher well-being is another preliminary issue in the education life and work-related well-being incorporated and conceptualized unified concepts of: (1) Affective well-being; (2) Professional well-being; (3) Social well-being; (4) Cognitive well-being, and (5) Psychosomatic well-being (Marcionetti, Castelli, & Crescentini, 2017; Van Horn et al., 2004).

Collie et al. (2015) provided a conceptually and practically sound taxonomy of Teacher well-being, which can be applied to the understanding of teacher real life is called work type of domain-specific well-being or work-related well-being incorporating three major constructs : workload level (relating to work stress), organizational-level stress: relating to school/university-level issues, and student-related well-being: relating to student behavior (Collie et al., 2015).

For the purposes of this paper scholarly scientific work and their findings shall be addressed on: how the school conceptual framework, methods, instruments affect students' achievements, and the impact of the teachers' well-being conceptual framework on students' achievements.

## **2 Meaning and conceptual constructs of school climate**

What defines and composes school climate has been a challenge, and the discrepancies in the literature are well documented, ranging in definition from affective to contextual domain both objectively and subjectively (Zullig et al., 2010). There is not one universally agreed-upon definition, construct and measurement of school climate. Some writers have focused on the subjective nature of school climate, and others have suggested that it is an "objective" facet of school life (Cohen, McCabe, Michelli, & Pickeral, 2009). However, school climate is more than individual experience. It is a group phenomenon that is larger than any one person's experience. Specifically, Cohen et al. (2009) suggested school life refers to the level of safety a school provides, the kind of relationships that exist within, and the larger physical environment in addition to the shared vision and participation in that vision by all. Notably, this definition includes both social and physical aspects of school climate and implies the whole school as the appropriate measurement unit. School Climate is a multidimensional construct encompassing interpersonal, organizational, and instructional dimensions (Loukas, Suzuki, & Horton, 2006).

Regarding the conceptual framework of school climate, educators and researchers have acknowledged that complex sets of elements make up school climate (Cohen, McCabe, Michelli, & Pickeral, 2009). For instance, historically identified common school climate

domains measuring such construct are: order, safety, and discipline; academic outcomes; social relationships; school facilities and school connectedness (Zullig et al., 2010). Van Houtte (2005) and Maier (2010) evidenced that there are three conceptual frameworks that have comprised organizational climate theory: multiple measurement-organizational attribute; a perceptual measurements-organizational attribute; and the personal attributes. Maier (2010) also suggested two levels of conceptualizing school climate framework: a school-level property with each stakeholder within the school experiencing the school's climate through their experience with the school; individual-level property (an individual-level property, each individual could experience and be influenced by the atmosphere in a different manner).

Thapa et al. (2013) illustrated five essential domains of school climate: (1) Safety (e.g., rules and norms, physical safety, social-emotional safety), (2) Relationships (e.g., respect for diversity, school connectedness/engagement, social support, leadership, and students' race/ethnicity and their perceptions of school climate), (3) Teaching and Learning (e.g., social, emotional, ethical, and civic learning; service learning; support for academic learning; support for professional relationships; teachers' and students' perceptions of school climate), (4) Institutional Environment (e.g., physical surrounding, resources, supplies), and (5) the School Improvement.

### **3 The meaning and construct of teacher well-being**

Well-being is perhaps the most widely used construct among behavioural scientists, psychologists, and mental health professionals. Two broad psychological traditions have historically been employed to explore well-being. On the one hand, the hedonic view equates well-being with happiness and is often operationalised as the balance between positive and negative affect and a longer and healthier life (Diener & Chan, 2011; Ryan & Deci, 2001). The eudemonic perspective (autonomy, environmental mastery, personal growth, purpose in life, self-acceptance and positive relation with others), on the other hand, assesses how well people are living in relation to their true selves (Ryff & Singer, 2008).

Regarding the conceptual framework in the literature, well-being is best characterized as a profile of indicators across multiple domains, rather than as a single factor (Adler, 2017). There are both theoretical and practical reasons for approaching well-being as a multidimensional construct across valued life domains (Huppert & So, 2013). On the theoretical side, well-being is an abstract construct that includes both feeling good (hedonic well-being) and functioning well-eudemonic well-being (Huppert, 2014). However, in the practical side it should be addressed specific task domain (Collie, 2014). For instance Collie et al. (2015) proposed work type of domain-specific well-being or work-related well-being incorporating three major constructs : workload level, relating to work stress, organizational-level stress, relating to school/university-level issues, and student-related well-being, relating to student behavior.

Seligman (2011) delineates five domains of life that people pursue as ends in themselves: positive emotion, engagement or flow, positive relationships, meaning or purpose, and

achievement, or PERMA. At the schools' context, Saaranen (2015) has developed the teachers well-being including the four (4) dimensions: the pupil/student, health care services, cooperation between school and homes and the occupational well-being of school staff (Saaranen, 2015). The Organization for Economic Cooperation and Development (OECD) has created the Your Better Life Index, comprised of 11 domains considered essential to quality of life (housing, income, jobs, community, education, environment, governance, health, life satisfaction, safety, work-life balance). The index allows countries and individuals to identify the domains that are most important to them (Kerényi, 2011).

The results of the study of Aelterman et al., (2007) put forward four major constructs of teacher well-being which compose organizational framework (highly useful to understand the effects of interpersonal teacher-student stressors on teacher well-being); teacher-student-interactions perceptions (influenced by many interacting factors that are present both inside and outside the school environment); the need for relatedness (the value of teacher-student relationships for teachers is that teachers have a basic need for relatedness with their students and internalize interpersonal experiences; mental representational models (contain sets of beliefs and feelings regarding the self, the student, and the self-student relationship on different levels of generalization and the emotional responses in daily interactions with students (Spilt, Koomen, & Thijs, 2011). However, Van Horn et al.'s (2004) conceptualization of work-related well-being incorporates unified concepts of: (1) affective well-being: job satisfaction, organizational commitment, emotional exhaustion/fatigue; (2) professional well-being: aspiration and competence at work, autonomy ; (3) social well-being: depersonalization towards colleagues, quality of social functioning at work; (4) cognitive well-being: the capacity to take up new information at work, ability to concentrate at work; and (5) psychosomatic well-being: health complaints such as headaches, stomach aches and symptoms of possible cardiovascular issues (Locarno, 2017).

#### **4 Psychometric properties/tools of school climate**

Researchers and practitioners seek to use measures to understand a range of interdependent areas or “constructs” related to school climate, including student safety, school connectedness, and school environment. Measures include behavioral data such as attendance or disciplinary infractions, perceptions or feelings reported by students, teachers, school staff, and families, and standardized observational tools used for classroom-level climate measures (Winter, 2017). Some influential, reliable and valid assessment scales after reviewing literature are presented as follows:

Halpin and Croft in 1962 created Organizational climate surveys/Organizational Climate Description Questionnaire (OCDQ) which was the first measurement of organizational climate to be applied to educational institutions. It assessed teachers' and administrators' perceptions of school climate on teacher subscales (i.e. Collegial Behavior, Committed Behavior, and Disengaged Behavior) and administrator subscales (i.e. Supportive Behavior, Directive Behavior, and Restrictive Behavior); subsequent school identification into one of six categories resulted (i.e., open, closed, paternal, familiar, controlled, and autonomous). Finlayson in 1973 expanded the OCDQ and included the students being asked about their

perceptions of other students as well as teachers (Maier, 2010). The OCDQ-RM is a valid and reliable assessment tool of 50-item, Likert questionnaire that measures six dimensions of openness with Alpha coefficients which are: Supportive (.96), Directive (.88), Restrictive (.89), Collegial (.90), Committed (.93), and Disengaged (.87) (Maier, 2010). Another assessment tool of school climate healthy is Organizational Health Inventory (OHI-RM). This is a 45-item, Likert questionnaire, that assesses six dimensions of a school's health along with their Alpha coefficients: Academic Emphasis (.94), Teacher Affiliation (.94), Principal Influence (.92), Collegial Leadership (.94), Resource Support (.96), and Institutional Integrity can be utilized.

The National Association of Secondary School Principals (NASSP) developed the Comprehensive Assessment of School Environments (CASE) School Climate Surveys (1986), which included ten scales: (1) teacher-student relationships, (2) security and maintenance, (3) administration, (4) student academic orientation, (5) student behavioral scales, (6) guidance, (7) student-peer relationships, (8) parent and community-school relationships, (9) instructional management, and (10) student activities. Additionally, each stakeholder group (i.e. student, teacher, parent, school administrator, school staff, and community members) should be asked to participate in a school climate study (NASSP) (Maier, 2010). Besides these, School climate assessed by the Schools and Staffing Survey (SASS) was created in 1985 by the National Center for Educational Statistics (NCES) with four components: the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey (Maier, 2010). Moreover, Trickett & Moos, 1974 developed the Classroom Environment Scale (CES) instrument used to measure school climate, is nine scales, each made up of ten items presented in a true/false response format to assess the structure of junior high and high school classrooms (Angelika, Richard, & John, 2004). The nine scales are grouped into three dimensions: Involvement, Affiliation and Teacher Support scales; the personal growth/goal orientation dimension contains the Task Orientation and Competition scales; and the system maintenance and change dimension contains the Order and Organization, Rule Clarity, Teacher Control and Innovation scales. Reliability data for the scales range from 0.67 to 0.86 (Angelika et al., 2004).

Finally, qualitative methods, specifically visual ethnography, provide a more contextualized, evidentiary description of what is being studied in addition to the numerical results (Maier, 2010).

## **5 Assessment tools of school teacher well-being**

Assessment tools of school teacher well-being can be addressed by different instruments/tools. Assessment on Subjective Well-Being has relied almost exclusively on self-report assessment to address overall satisfaction of an individuals' and Self-report measures of the scale appear to possess adequate psychometric properties (Edward Diener, 2009). The Teacher Well-Being Scale (TWBS) is a 16-item instrument developed by Collie et al. (2015) that measures three factors of well-being: workload well-being; organizational well-being; and student interaction well-being.



The positive psychology model, Seligman's PERMA model of flourishing are five sub constructs and three items per subscale that make up well-being are: (P)ositive emotions: general tendency to feel contentment and joy;  $\alpha = 0.90$ ); (E)ngagement (being absorbed or interested in an activity, state of flow;  $\alpha = .58$ ), (R)elationships: feeling loved, supported, and valued by others;  $\alpha = 0.86$ ); (M)eaning: sense of direction and purpose in life;  $\alpha = 0.91$ ), and (A)ccomplishment: feelings of mastery, achievement;  $\alpha = 0.79$  (Goodman et al., 2018; Seligman, 2018). Marcionetti, Castelli and Crescentini (2017) also recommended both qualitative and quantitative instruments.

## **6 Impact of school climate on students' achievement**

Nowadays there has been increased interest on the topic of school climate and its impact on students' academic performance and social-emotional development (Bear, Yang, & Pasipanodya, 2015). For example, positive school climate is associated with improved outcomes for students, both academic and a healthy school climate is also associated with higher attendance, better psychological health (Winter, 2017). School climate plays a unique and important role in shaping students' academic well-being as well as general well-being and health (Rathmann et al., 2018).

Research on indicators of school climate (teacher control, demands, autonomy, interaction, goal setting and orientation, teaching quality) and academic well-being (satisfaction with school, helplessness in major school subjects) were reported from students and results showed that academic well-being is strongly related to self-rated health (Rathmann et al., 2018).

Meta-analysis studies done by Thapa et al., 2013, on the evidence of the relationship between school climate and academic outcomes will be discussed in detail and presented as follows.

*Safety:* Feeling safe socially, emotionally, intellectually, and physically is a fundamental need. However, there is a great deal of research that has shown that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school's climate (Thapa et al., 2013). School climate has a profound impact on students' mental and physical health and it has been shown to affect middle school students' self-esteem (Kuperminc, Leadbeater, & Blatt, 2001). Zullig et al. (2010) illustrates a sustained positive school climate promotes student social, mental and emotional development, and behavioral and learning outcomes, while guaranteeing both physical and social safety.

*Rules and Norms:* Research underscores the importance of school rules and perceived fairness in regard to dealing with students' behaviour. There is evidence that schools in which rules are effectively enforced or schools with better discipline management have lower rates of student victimization and student delinquency (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005). Research shows how rules are enforced; meaning the extent to which they are consistently and fairly enforced is another factor that shapes how safe people feel in school (Thapa et al., 2013) and if students perceive a better structured school,

fair discipline practices, and more positive student-teacher relationships, the probability and frequency of subsequent behavioral problems is lower (Gregory & Cornell, 2009).

*Relationships:* The patterns of norms, goals, values, and interactions that shape relationships in schools provide an essential area of school climate and one of the most important aspects of relationships in schools is how connected people feel to one another (Thapa et al., 2013).

*Students' Race and Ethnicity and Their Perceptions of School Climate:* Thapa et al. (2013) has shown that race itself is a significant factor in explaining the variation in perceptions of school climate and positive school climate has been considered important for racial minority and poor students.

*Teaching and Learning:* School leaders and teachers should strive to clearly define the sets of norms, goals, and values that shape the learning and teaching environment (Thapa et al., 2013). Research supports the notion that a positive school climate promotes students' abilities to learn and it promotes also cooperative learning, group cohesion, respect, and mutual trust and directly related to academic achievement (Thapa et al., 2013).

*Social, Emotional, Civic, and Ethical Education:* Educators like parents are always teaching social, emotional, civic, and ethical as well as intellectual lessons, intentionally or not (Higgins-D'Alessandro, 2011). Also character education programs lead to higher achievement scores for elementary school students (Benninga, Berkowitz, Kuehn, & Smith, 2003) and socio-moral emotional learning programs have resulted in impressive gains in test scores and in increasing the academic emphasis of elementary and middle school students (Thapa et al., 2013).

*Service Learning:* Implementing learning activities beyond the classroom is an effective way to incorporate civic education into a school, and these activities in turn promote student learning. Encouraging active and collaborative learning through authentic projects is most effective in an environment with a civic mission that encourages trusting relationships between all members of the school community (Bandura, 2001; Morgan, Streb, & Morgan, 2017; Thapa et al., 2013)

*Teachers' and Students' Views of School Climate:* A study by Mitchell, Bradshaw and Leef (2010) conducted regarding student and teacher perceptions of overall school climate and academic emphasis. It was found that teachers were more sensitive to classroom-level factors, such as poor classroom management and proportion of students with disruptive behaviors, whereas students' perceptions were more sensitive to school-level factors, such as student mobility, student-teacher relationships, and principal turnover.

*Institutional Environment:* This section includes studies on the institutional environment, which can be broadly categorized in two aspects: (a) school connectedness/engagement and (b) physical layout and surroundings of school as well as resources and supplies. There is a growing body of research that suggests that school connectedness is a powerful predictor of and/or is associated with adolescent health and academic outcomes (Dorn, Dahl, Woodward, & Biro, 2017; MacNeil, Prater, & Busch, 2009).

*The School Improvement Process:* School climate is an important factor in the successful implementation of school reform programs (Gregory et al., 2007; Guo & Higgins-D'Alessandro, 2011). In their most recent summary of work, (Bryk, Sebring, Allensworth, Luppescu, & Easton, n.d.) have stated the major ways that support or undermine school improvement efforts: (a) professional capacity); (b) order, safety, and; (c) parent-school-community ties; and (d) instructional guidance which are essential to effective school climate improvement (Bryk et al., n.d.). Study carried out by (Greenway, 2017) based on the definition of the National School Climate Council, focuses on three key areas of school climate on students' academic performance: interpersonal relationships, teaching and learning practices, and organizational structures.

*Improving interpersonal relationships:* The school leaders to focus when working to improve school climate and creating conducive teacher's work environment, peer relationships, and feeling of inclusion and respect are important aspects too (Greenway, 2017). Research found that the teachers' work environment, and teachers' relationship with each other and school administrators are best indicators of school climate change (Guo, 2012).

*Teaching and Learning Practices:* Curriculum alignment and planning is essential to create a positive climate in a school (Guo, 2012). Effective teachers alter, adjust, and change their instruction depending on who is in the classroom and the extent to which those students are achieving (Gräbel, 2017).

*Organizational Structures Research:* Research indicates that instructional leaders do have an impact on student achievement, though indirectly (Greenway, 2017; Hallinger, 2005). Effective, forward-thinking leaders understand that creating a vision is at the heart of what they do (Greenway, 2017).

## **7 The role of teacher well-being on students' achievement**

The factors influencing teachers' well-being can be divided into three categories: factors related to the person, to the profession and the workplace, and to society (Aelterman et al., 2007). Schools are uniquely conducive to these opportunities and expand their focus beyond academic learning to also include the promotion of character and well-being (Adler, 2017). Three studies conducted experimental studies and the result indicated that students in the intervention schools reported significantly higher well-being and they performed significantly better on standardized national exams at the end of a 15-month intervention and better results for both well-being and academic performance (Adler, 2017).

Other study indicated the wellbeing of a student at school is linked to three factors: factors related to the person (sensory, motor, cognitive, and relational skills), factors related to occupation (self-care, productivity at school, leisure), and factors related to a relational and physical context. The interaction of these three factors determines whether it is possible for the students to participate, actively and satisfactorily, in the different school activities, and to therefore be included in the classroom and in the school (Marcionetti, Castelli, & Crescentini, 2017).

## 8 Conclusions

From scholarly scientific work review we have concluded that the idea of school is very vast and to measure school climate is still a complex issue. School is not strictly based on a physical environment but also it's a setting or a place of education that includes the teachers, students, administrative staff and that all of these interact with one another that affect the learning process in general, teachers' well-being and students' academic performance in particular. The direct positive link between school climate and students' academic performance can be utilized by individuals and practitioners using various models and instruments in assessing whether school climate foster students' academic performance or not; if the school climate is positive, students likely achieve their academic goals. Another general conclusion drawn from the findings is that as researchers' paid attention to teachers' well-being on students' achievement and its relationship with student achievement. An interesting thing from the findings to note is the inference that the more teachers' well-being has an impact on their work and students' achievement.

In addition, the overall review of current trends in student achievement was reviewed based on some core domains. Finally, this review of the scholarly works informs us what defines and composes the school climate and teachers' well-being; how to measure the two big constructs and what role they play on students' academic performance.

## Competing interests

The authors declare that they have no financial or personal relationship(s) that may have inappropriately influenced them in writing this article.

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