




Teaching in Focus #30

The teachers' well-being
conceptual framework:
Contributions from TALIS 2018



Teaching & Learning

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- The purpose of the OECD teachers' well-being conceptual framework is to guide data collection and analyses that tackle the complex relationship between working conditions and teachers' well-being, and how they are linked to teachers' performance.
 - The framework acknowledges teachers' well-being as a multi-dimensional concept that addresses issues concerning teachers' cognitive, subjective, social, physical and mental well-being.
 - TALIS 2018 indicators such as levels of stress, sources of stress, and motivation to continue teaching have the potential to provide data to the categories already identified by the framework.
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The working conditions of teachers and school leaders play a crucial role in shaping the prestige of the profession. Unmanageable job demands and stressful working conditions can lead to low job satisfaction and well-being, low levels of job commitment, and burnout. Thus, it is important to acknowledge that improved working conditions can be an asset to retaining teachers and attracting strong candidates to the profession.

What is TALIS?

The Teaching and Learning International Survey (TALIS), established in 2008, is the first major international survey of teachers and school leaders on different aspects affecting student learning. It gives a voice to teachers and school leaders, allowing them to provide input into educational policy analysis and development in key areas.

The international target population for TALIS 2018 is lower secondary teachers and their school leaders in mainstream public and private schools. For the 2018 survey, a representative sample of 4 000 teachers and their school principals from 200 schools were randomly selected in each country. Across all survey components, approximately 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies.

An OECD average is estimated based on the arithmetic average of lower secondary teacher data across the 31 OECD countries and economies participating in TALIS. The report refers to the average teacher "across the OECD" as equivalent shorthand for the average teacher "across the 31 OECD countries and economies participating in TALIS".

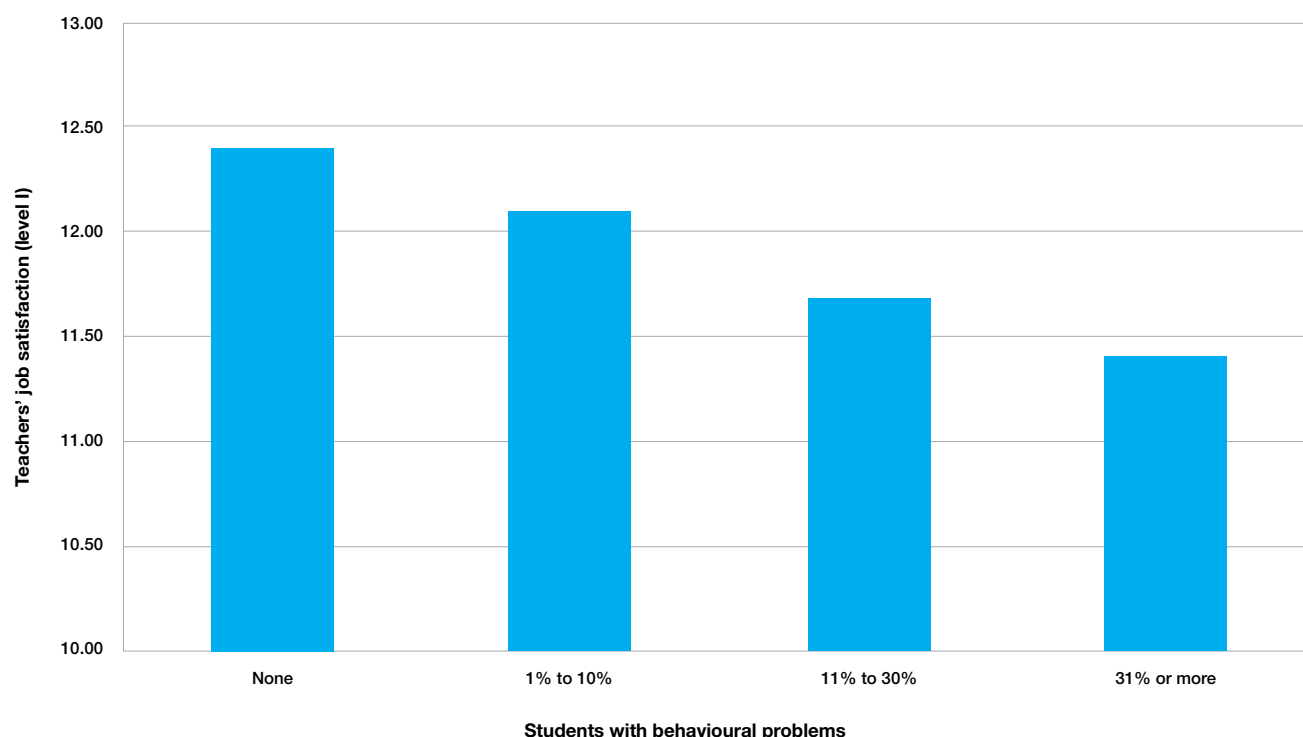
More information is available at www.oecd.org/education/talis.

TALIS 2013 has already produced some relevant evidence that supports the relationship between working conditions and teachers' sense of satisfaction by finding that it may not be the number of students in a class but the type of students that has the largest association with teacher's self-efficacy and job satisfaction. Figure 1 shows the strong influence that students with behavioural problems can have on job satisfaction: the higher the proportion of students with behavioural problems, the lower the levels of teachers' job satisfaction.

The OECD has decided to explore the issues that link the relationship between national policies and school contexts with teachers' well-being, and the implications that teachers' well-being can have for classroom practices and students' well-being. The goal of the conceptual framework is to ground and guide the analysis of OECD instruments, such as the Programme for International Student Assessment (PISA) and TALIS, in areas related to teachers' well-being and quality teaching as reported by teachers

Figure 1. Teachers' job satisfaction and the proportion of students with behavioural problems

Teachers' job satisfaction level in lower secondary education according to the percentage of students with behavioural problems¹



1: Data on class size and students with behavioural problems are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Figure 7.6, <http://dx.doi.org/10.1787/9789264196261-en>.

Towards a conceptual framework of teachers' well-being

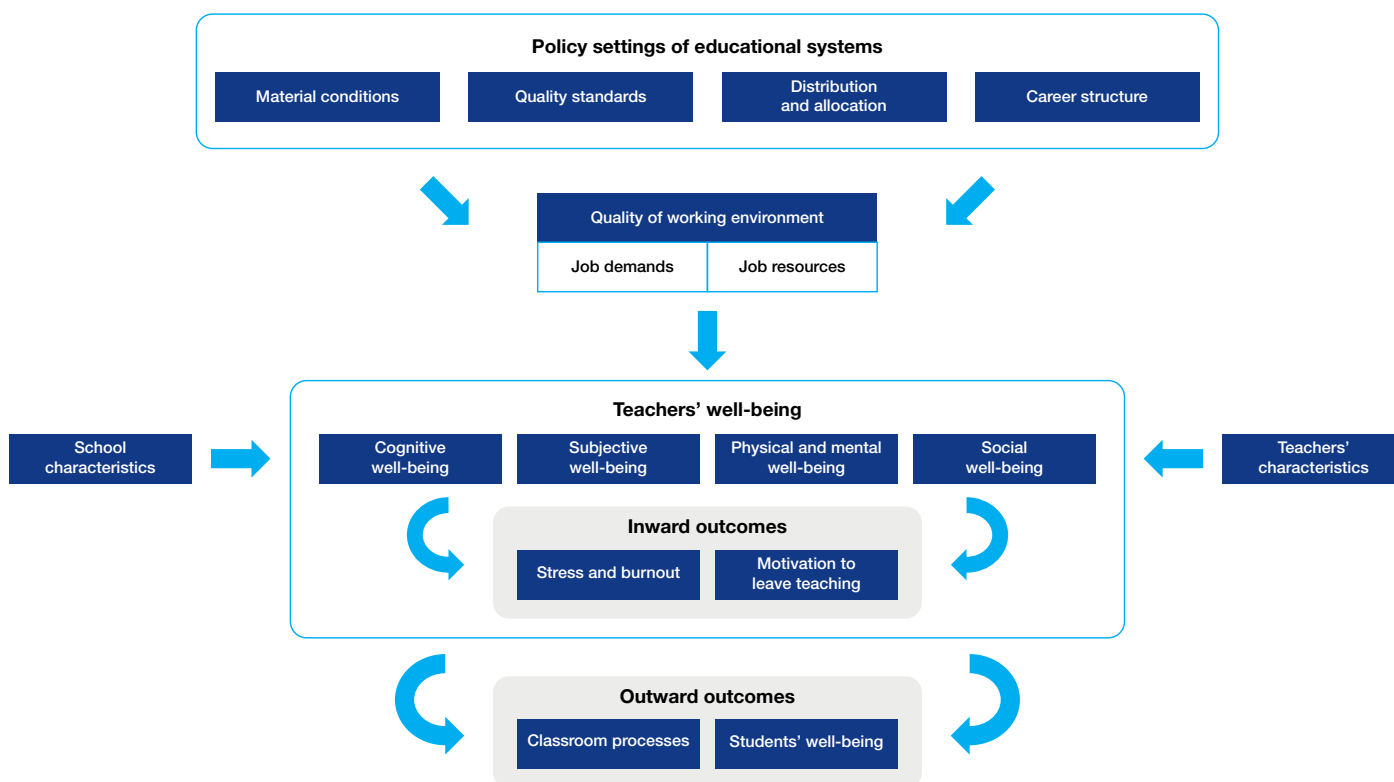
The concept of well-being used in this study is work-related and corresponds to the concept of occupational well-being, which refers to the meaning and satisfaction that individuals get from their work. The conceptual framework defines teachers' occupational well-being; as "teachers' responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession" (Viac and Fraser, 2020, p. 18).

The purpose of the conceptual framework is not just limited to understanding the factors associated with teachers' occupational well-being; it also provides a pathway for exploring the possible consequences of high/low levels of well-being for teachers' performance.

Figure 2 shows the teachers' occupational well-being framework, which seeks to respond to three crucial research questions:

- 1. Which working conditions shape teachers' occupational well-being?** (upper level of Figure 2): The impact of working conditions takes place both at the system and the school level. At the school level, the quality of the working environment also has a significant impact on teachers' occupational well-being and this can be broken down into job demands (e.g. workload, performance evaluation) and job resources (e.g. training opportunities, level of autonomy).
- 2. What are the core components of teachers' occupational well-being?** (middle section of Figure 2): The framework defines teachers' occupational well-being based on four key dimensions: cognitive well-being (ability to keep new information and concentrate on their work), subjective well-being (particular feelings or emotional states, satisfaction and purpose with their work), physical and mental well-being (psychosomatic symptoms and complaints), social well-being (quality and depth of working relationships with stakeholders).
- 3. What are the expected outcomes of teachers' occupational well-being?** (bottom section of Figure 2): The core dimensions of teachers' occupational well-being have two immediate inward outcomes for teachers: one that is related to teachers' work engagement and their willingness to stay in the profession, and one that is related to teachers' levels of stress and burnout. Teachers' occupational well-being also has outward outcomes in terms of classroom processes (e.g. support for students, frequency of feedback) and direct outcomes on students' well-being (e.g. students' motivation and attitude towards learning, students' self-efficacy).

Figure 2. Conceptual framework for teachers' occupational well-being



Source: Viac, C. and P. Fraser (2020), "Teachers' well-being: A framework for data collection and analysis", *OECD Education Working Papers*, No. 213, <https://doi.org/10.1787/c36fc9d3-en>.

TALIS 2018 contribution to the teachers' occupational well-being framework

The goal of the conceptual framework is to ground and guide the analysis of OECD instruments in areas related to teachers' well-being and quality teaching.

In the case of TALIS, the 2018 questionnaires included new indicators specifically targeted at the inward outcomes of teachers' well-being: stress and burnout and the motivation to leave teaching. Figure 3 shows the specific indicators with these dimensions.

The upcoming report, *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, will display results concerning all the indicators shown in Figure 3. Teachers' experience of stress and burnout will be explored by looking at the national means of these indicators across the 48 countries and economies participating in TALIS, while also examining how they vary across schools and teachers' characteristics.

It is also important to note that TALIS 2018 asked teachers directly about their sources of stress (Figure 3). These questions are crucial as they allow the aspects of teachers' working conditions frequently reported as a source of stress to be identified, which will help guide policy interventions in the issues that significantly affect teachers' well-being.

Finally, the motivation to leave teaching will be explored in TALIS 2018 through the indicator of how many years they want to continue working as a teacher. TALIS 2018 will provide an age breakdown of the results in order to identify if younger groups of teachers are particularly likely to express a desire to continue in the profession.

Figure 3. Teachers' well-being, stress and motivation to leave teaching: Snapshot from the TALIS 2018 teacher questionnaire

Stress and burnout	In your experience as a teacher at this school, to what extent do the following occur?	<p>I experience stress in my work.</p> <p>My job leaves me time for my personal life.</p> <p>My job negatively impacts my mental health.</p> <p>My job negatively impacts my physical health.</p>
	Thinking about your job at this school, to what extent are the following sources of stress in your work?	<p>Having too much lesson preparation.</p> <p>Having too many lessons to teach.</p> <p>Having too much marking.</p> <p>Having too much administrative work to do (e.g. filling out forms).</p> <p>Having extra duties due to absent teachers.</p> <p>Being held responsible for students' achievement.</p> <p>Maintaining classroom discipline.</p> <p>Being intimidated or verbally abused by students.</p> <p>Keeping up with changing requirements from authorities.</p> <p>Addressing parent or guardian concerns.</p> <p>Modifying lessons for students with special needs.</p>
Motivation to leave teaching	Thinking about your job at this school, to what extent are the following sources of stress in your work?	Please write a number in years

Source: OECD (2018), *Teaching and Learning International Survey (TALIS): Teacher Questionnaire*, www.oecd.org/education/school/TALIS-2018-MS-Teacher-Questionnaire-ENG.pdf.

The bottom line

The OECD teachers' occupational well-being framework contributes to understanding and measuring the occupational well-being of teachers between and within systems. It provides a pathway to explore the association between the quality of working environments and teachers' levels of occupational well-being. It also covers the association of teachers' occupational well-being with the quality of learning environments (measured by classroom quality processes and association with students' well-being) and teachers' stress levels and motivation to continue teaching.

The upcoming report, *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, will be able to contribute data to some of the categories of the conceptual framework by describing the levels of stress of teachers, the sources of stress, and by exploring teachers' desire to continue or leave their work.

Visit

www.oecd.org/education/talis/

Contact

Pablo Fraser (pablo.fraser@oecd.org)

For more information

Viac, C. and P. Fraser (2020), “Teachers’ well-being: A framework for data collection and analysis”, *OECD Education Working Papers*, No. 213, OECD Publishing, Paris, <https://doi.org/10.1787/c36fc9d3-en>.

OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/1d0bc92a-en>. This report explores the knowledge and skills dimension of teacher and school leader professionalism.

OECD (2018), *Teaching and Learning International Survey (TALIS): Teacher Questionnaire*, OECD, Paris, www.oecd.org/education/school/TALIS-2018-MS-Teacher-Questionnaire-ENG.pdf.

OECD (forthcoming), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris. This report will be published in early 2020 and will focus on prestige, career opportunities, collaborative culture, and responsibility and autonomy.

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