TEACHER AND SCHOOL CHARACTERISTICS: MODERATING EFFECTIVENESS OF SCHOOL SOCIO-EMOTIONAL INTERVENTIONS?

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TEACHER AND SCHOOL CHARACTERISTICS

- Previous research shows that **teacher attitudes and school support** affect the learning habits of children and classroom climate.

  (Ashton, 1985; Enochs et al, 2000)

- Research of school implementation context on SEL programs shows that **classroom climate affects the implementation quality**, while organizationally healthy schools provide **greater commitment of teachers** and pupils outcomes.

  (Kam, Greenberg and Walls, 2003; Domitrovich et al, 2008)

- Social and emotional skills **buffer risk factors** by enabling children to engage in school, follow classroom rules and relate to teachers and peers.

  (Zins et al., 2004)

AIM:

- problematize the **importance of the teacher** and **school role** and its moderator effect on effectiveness of prevention interventions delivered in schools

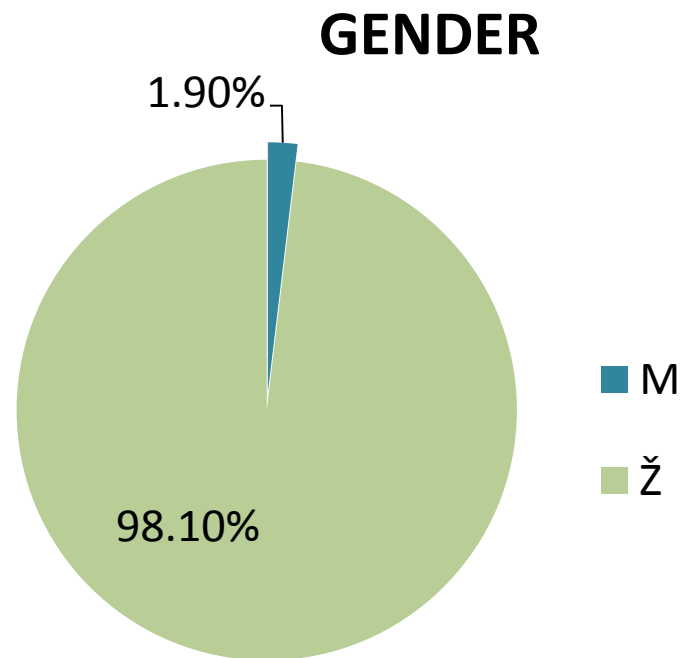- **RESEARCH OF TEACHER AND SCHOOL CHARACTERISTICS:**

  Teacher burnout, school psychosocial climate, sense of professional effectiveness and feelings at workplace were assessed
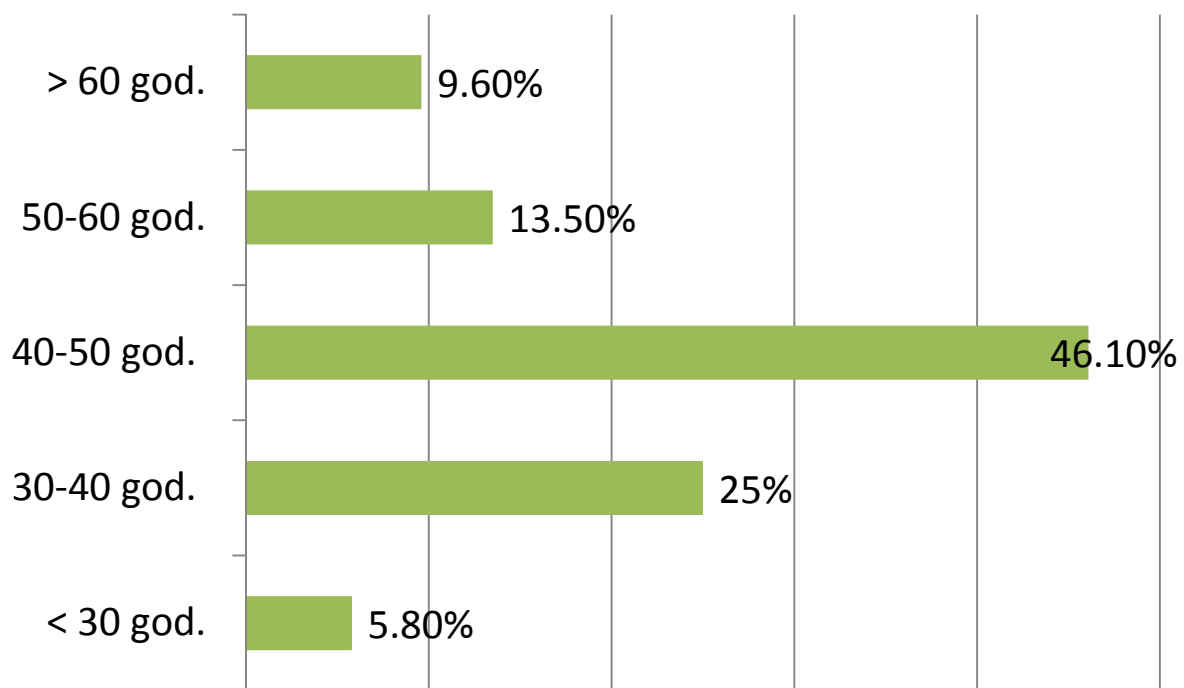
- **Two samples:**
  - **2012. - 15 SCHOOLS (3 sites), 60 teachers (half in experimental and half in control conditions)**

  - **2014. - 5 SCHOOLS (Zagreb only), 20 teachers (half in experimental and half in control conditions)**

SAMPLE 2012. - 15 SCHOOLS

GENDER

1.90%

98.10%

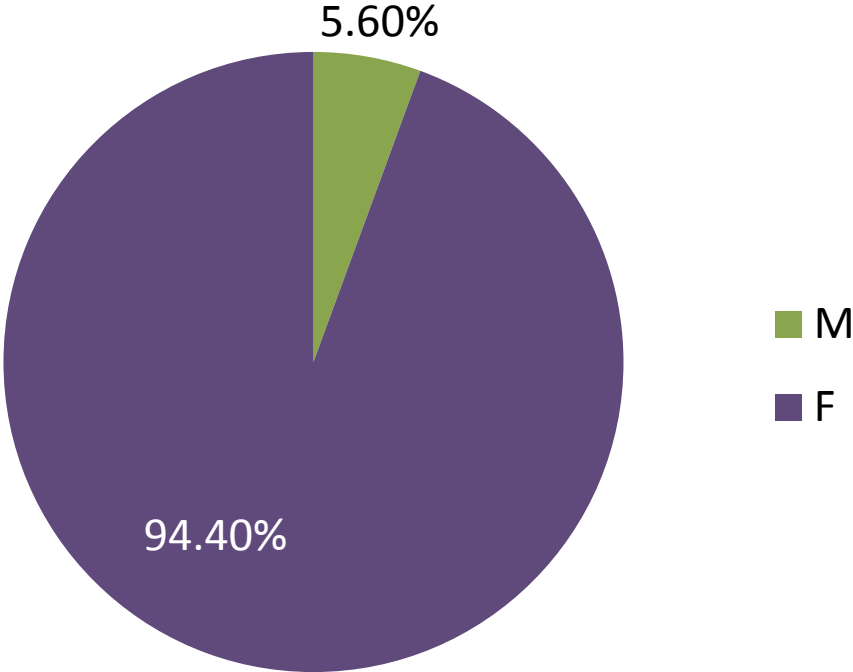- ■ M
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AGE OF TEACHERS

Age	Percentage
> 60 god.	9.60%
50-60 god.	13.50%
40-50 god.	46.10%
30-40 god.	25%
< 30 god.	5.80%

SAMPLE 2014. - 5 SCHOOLS

GENDER

5.60%

94.40%

■ M
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AGE OF TEACHERS

50-60 god.	27.80%
40-50 god.	38.90%
30-40 god.	28%
< 30 god.	5.60%
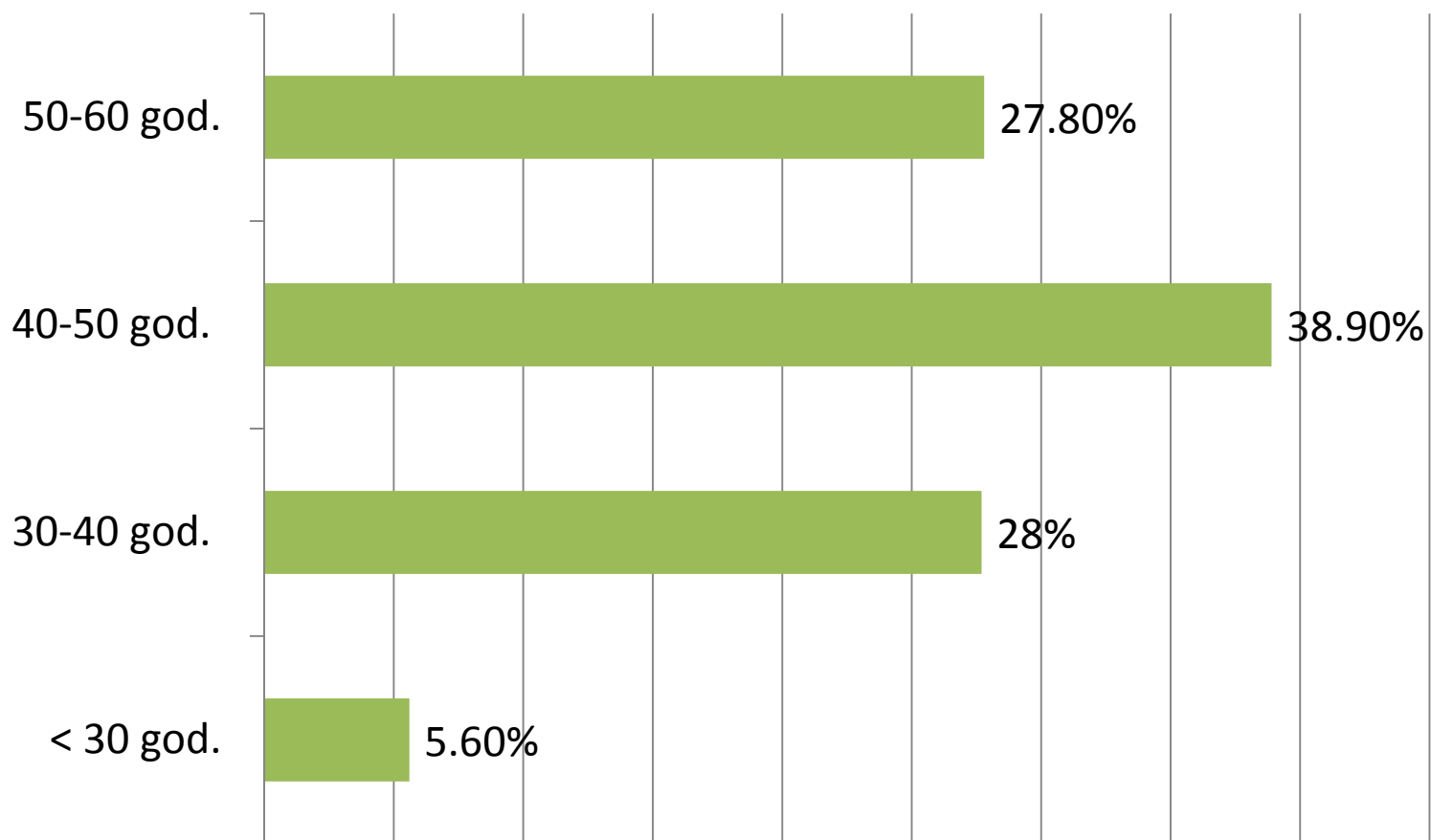
TEACHER AND SCHOOL ROLE MODERATOR EFFECT ON EFFECTIVENESS OF INTERVENTIONS DELIVERED IN SCHOOLS

- PATHS program delivery - **science based preschool and school universal prevention program focused on the development and promotion of SE competences**

  (Greenberg, M., Kusche, C., Domitrovich, Cortes, R.

  Prevention Research Center, Penn State University, USA)

- **No moderator effects** of teacher and school characteristics were find on the effectiveness of two years PATHS program delivery

LEVEL OF COLLECTIVE EFFECTIVENESS

How many teachers and other colleagues at your workplace feel the need to:

- Feel responsible to help colleagues do their best?
- Are willing to take risks to make this school better?
- Take responsibility for improving the school?
- Help maintain discipline in the entire school, not just in their classrooms or offices?
- Are eager to try new ideas?
- Are really trying to improve their work with students in this school?
- Feel responsible that all students learn?
- Feel responsible to teach students self-control and other social skills?
- Set high standards for themselves?
- **1-5 scale**

	N	M	SD
Exp	26	3,42	,68
Control	27	3,53	,66
	53	3,48	,66
Exp	10	3,28	,87
Control	8	3,33	,59
	18	3,33	,74

WORKPLACE FEELINGS

- I feel emotionally drained from my work.
- I feel used up at the end of the workday.
- I feel fatigued when I get up in the morning and have to face another day on the job.
- Working with students all day really is a strain for me.
- I deal very effectively with the problems of my students.
- I feel burned out from my work.
- I feel I'm positively influencing my students' lives through my work.
- I feel very energetic.
- I feel frustrated by my job.
- Working directly with students puts too much stress on me.
- **1-7 scale**

	N	M	SD
Exp	26	5,88	,74
Control	27	5,80	,75
	53	5,84	,76
Exp	10	6,10	,57
Control	8	5,99	,48
	18	6,05	,52

PROFESIONALISM OF SCHOOL

- This school really works at developing students' social skills
- Teachers and other professional staff have a "can do" attitude
- When making important decisions, this school always focuses on what's best for student learning
- All the teachers and professional staff are encouraged to "stretch and grow"
- This school has well-defined learning expectations for all students
- Teachers and other professional staff are continually learning and seeking new ideas
- This school sets high standards for academic performance
- **1-4 scale**

	N	M	SD
Exp	22	3,11	,36
Control	26	3,04	,28
	45	3,08	,31
Exp	10	2,90	,28
Control	8	3,00	,40
	18	2,94	,33

o In both observed cohorts **no differences** in collective effectiveness, level of school profesionalism and teacher burn out within teachers from experimental and control conditions

CHALLENGES WITH MEASUREMENT:

- socially desirable answers of teachers (sense that they are being controlled or supervised)
- need for direct objective observations
- need for different measures of teacher burnout and psychosocial climate
- need for measurement of socio-emotional competencies of teachers and analysis of mediator or moderator role of competencies on effectiveness

Observed differences:

Collective effectiveness	SDQ_ EMOTIONAL SYMPTOMS	X2	Df	p
Low	1,30			
Middle	1,43	3,79	1	,023*
High	1,58			
Collective effectiveness	**SDQ_ PEER PROBLEMS**	**X2**	**Df**	**p**
Low	1,23			
Middle	1,24	7,98	2	,000**
High	1,51			

- Interpretation: teachers who experience more emotional symptoms of pupils and more peer problems of pupils report on higher effectiveness – does that make them organize and collaborate with colleagues?

MENTAL HEALTH AND WELLBEING

- Conference on mental health in Helsinki 2009 has accepted European Pact for Mental Health and Wellbeing that addresses five priorities for action:

  – Prevention of depression and suicide
  – **Mental health of youth and investment of preventive activities in education**
  – **Mental health within workplace**
  – Mental health of old generation
  – Addressing stigma and social exclusion

CONCLUSION AND RECOMMENDATIONS

- IMPORTANCE OF SENZIBILIZING TEACHERS ABOUT MENTAL HEALTH ISSUES

- IMPORTANCE OF INVESTMENT IN MENTAL HEALTH OF TEACHERS AND OTHER SCHOOL PERSONNEL (PROGRAMS, SUPPORT GROUPS, ASSISTANTS IN THE CLASROOM)

- IMPORTANCE OF EVIDENCE-BASED PROGRAMS OF SOCIO-EMOTIONAL DEVELOPMENT

- RESEARCH OF TEACHERS' NEEDS AND NEEDS OF EDUCATIONAL SYSTEM