

# Teachers' well-being in French-speaking Belgium: Elaborating a typology using Q methodology.

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## 1 Context



Increasing **complexity of the teaching profession** (expectations, managerial practices, dealing with the diverse needs of pupils) (Tardif & Lessard, 2004 ; Zhang et al., 2024)  
→ **Low levels of well-being** at work and high levels of **work-related stress** (Piot, 2023 ; Zhang et al., 2024)  
→ Significant **shortage of teachers** in OECD countries (OECD, 2005, 2020) and in Belgium (Dupriez & Mahiat, 2023 ; Lafontaine et al., 2024)  
Changes in initial teacher training: an opportunity to consider the role of well-being in the curriculum as a subject of study  
→ **Need for a positive approach to teachers' well-being** (Goyette & Martineau, 2018 ; Jaillet et al., 2023)

## 2 Theory



### General conceptions of well-being

- Subjective well-being** (Diener, 1984)
  - Positive and negative emotions
  - Satisfaction with life
- Psychological well-being** (Ryff, 1989)
  - Self-acceptance
  - Positive relations with others
  - Autonomy
  - Environmental mastery
  - Purpose in life
  - Personal growth
- Job demands-resources** (Bakker & Demerouti, 2007)

### Issues in the studies of teachers' well-being

- Challenges in defining and measuring the concept of teachers' well-being due to its multidimensional nature** (Chen et al., 2024 ; Hascher & Waber, 2021)
- General concepts of well-being used (not applied to teachers)
  - Components of well-being defined by ill-being
  - Confusion between the correlates and determinants of well-being
  - Measurement tools unsuitable for the educational context

## 3 Methods



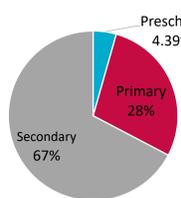
### Research questions

- What is the definition of well-being as perceived by teachers in the French-speaking Belgium?
- To what extent is the perception of well-being among teachers in French-speaking Belgium linked to their psychological health at work?

### Sample

**Online survey** conducted between April and December 2025 among teachers in French-speaking Belgium (N=205)

- Convenience sample
- Mean age: 43.66y /  $\sigma$  : 10.39y



- Distribution by  $\varphi/\sigma$  : 72.68% / 27.32%

### Instruments



Facteurs à classer	Catégories
La satisfaction de son poste	Travail
La satisfaction de son salaire	Travail
La satisfaction de son statut	Travail
La satisfaction de son horaire	Travail
La satisfaction de son lieu de travail	Travail
La satisfaction de son statut social	Travail
La satisfaction de son statut professionnel	Travail
La satisfaction de son statut académique	Travail
La satisfaction de son statut de parent	Travail
La satisfaction de son statut de citoyen	Travail
La satisfaction de son statut de membre de la communauté	Travail
La satisfaction de son statut de membre de la famille	Travail
La satisfaction de son statut de membre de l'équipe	Travail
La satisfaction de son statut de membre de la société	Travail
La satisfaction de son statut de membre de l'humanité	Travail
La satisfaction de son statut de membre de la planète	Travail
La satisfaction de son statut de membre de l'univers	Travail
La satisfaction de son statut de membre de la vie	Travail
La satisfaction de son statut de membre de la nature	Travail
La satisfaction de son statut de membre de la culture	Travail
La satisfaction de son statut de membre de l'histoire	Travail
La satisfaction de son statut de membre de l'avenir	Travail
La satisfaction de son statut de membre de l'humanité	Travail
La satisfaction de son statut de membre de la planète	Travail
La satisfaction de son statut de membre de l'univers	Travail
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La satisfaction de son statut de membre de la nature	Travail
La satisfaction de son statut de membre de la culture	Travail
La satisfaction de son statut de membre de l'histoire	Travail
La satisfaction de son statut de membre de l'avenir	Travail

- Socio-occupational variables
- Well-being factors (n=38, identified in a prior systematic review) to be ranked (-3 → 3) according to their importance (**q-sort method**) (Stephenson, 1953)
- Psychological well-being at work questionnaire (PWW) (Dagenais-Desmarais, 2010)

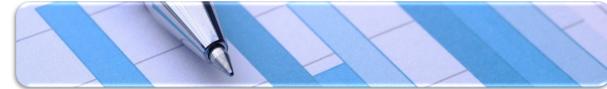
### Analysis

Quantitative analysis with R 4.5.3: descriptive, correlation, regression and ordinal analysis (PCA with Varimax rotation) using the "qmethod" package (Zabala, 2015)



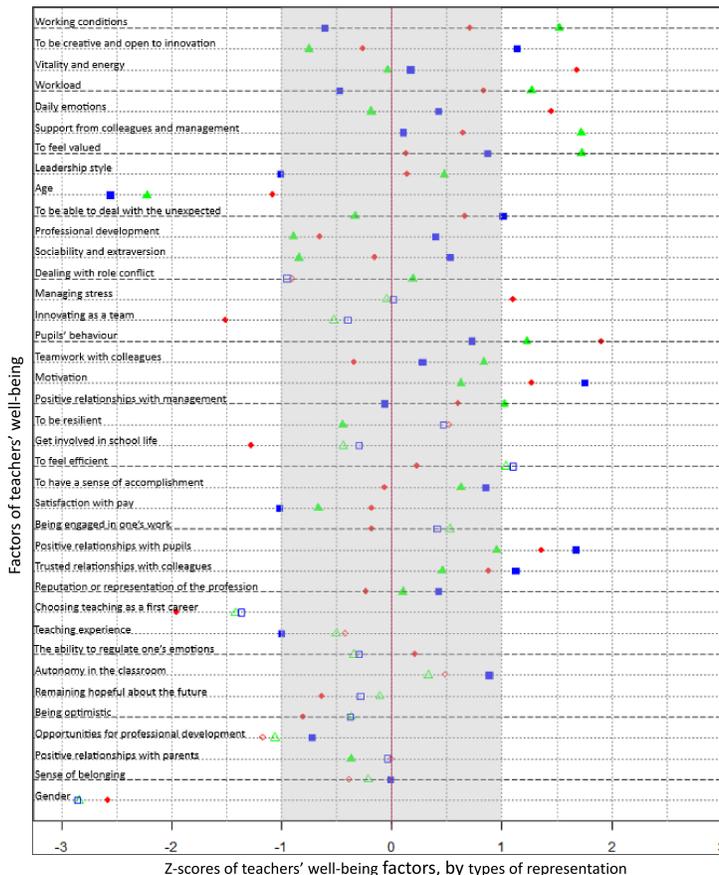
→ **Identifying different ways of thinking (= typology) on teacher well-being using the Q methodology**

## 4 Results



### 1 Q-sort analysis

Dot plot of the three types of representation of teachers' well-being (N=205)



### How to read the plot ?

**Legend**  
Type 1 ◆ Type 2 ▲ Type 3 ■  
Full form: distinguishing item ◆  
Empty form: non-distinguishing item ◇  
**Note**  
➢ Items are ranked from bottom to top according to their ability to distinguish types  
➢ The closer the points are, the more consensus there is on the items

### Identified 3 types of representation

Type	Explained variance	N of flagging Q-sort	Labelling
Type 1	15.71%	65	Personal resources
Type 2	13.38%	54	Working conditions
Type 3	13.20%	56	Personal engagement

### Typology definition

Type	Type definition
Type 1	Well-being is based on vitality and energy, daily emotions and stress managing
Type 2	Well-being is based on working conditions, workload, pupils' behavior, support and recognition
Type 3	Well-being is based on creativity and innovativeness, coping, motivation and positive relationships with pupils and colleagues

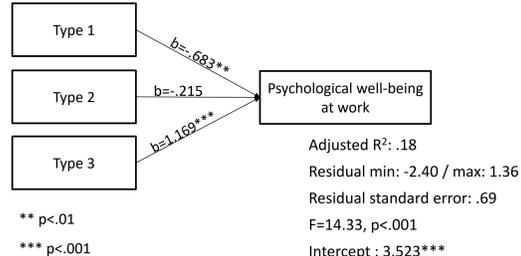
### 2 Correlation analysis

Correlations between the loadings of the q-sorts (= participants) on the types and the score of psychological well-being at work (N=205)

	Type 1	Type 2	Type 3
Type 2	-.21*		
Type 3	-.23*	-.34*	
PWW	-.26*	-.12	.38*

\* Significant correlation at  $p < .05$

### 3 Regression analysis



## 5 Conclusions



### 1 There is no consensus among teachers on the definition of well-being. It appears to be based on 3 different approaches (types)

- Type 1 focuses on personal resources
- Type 2 focuses on working conditions
- Type 3 focuses on a personal attitude toward work characterized by commitment

### 2 The way of thinking appears to predict psychological well-being at work

- Teachers who are closer to Type 3 tend to have higher levels of psychological well-being
- Conversely, teachers who are closer to Type 1 appear to have lower levels of psychological well-being

### Limitations

- Cross-sectional study
- Classical social desirability bias in surveys
- Factor loadings are not latent scores (secondary use). Conclusions should be generalized with caution

### Perspectives

- Upon confirmation, the results can guide the development of assessment scales that are fully tailored to teachers' experiences
- The typology can guide the development of well-being training programs, based on the factors most closely linked to psychological health at work

## 6 References



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