

SCHOOL ORGANIZATIONAL CLIMATE SEEMS TO PLAY A MAIN ROLE IN ELEMENTARY-SCHOOL TEACHERS' OCCUPATIONAL HEALTH.

IT IS ESSENTIAL TO DEVELOP INTERVENTIONS AIMED AT CONTEXTUAL VARIABLES, PARTICULARLY REGARDING THE PROMOTION OF SOCIAL SUPPORT NETWORKS AMONG TEACHERS.



Being an elementary school teacher in Portugal: What are the main risk and protection factors to teachers' occupational health?

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INTRODUCTION

Teaching has been considered a **high-risk of ill-health profession**¹, associated with an imbalance of demands and resources which lead to an ongoing confrontation with persistent stressors².

The experience of chronic stress impacts teachers' occupational health, but also the classroom and students themselves³.

Since **most teaching-specific stressors seem to be social and emotional related**, Social and Emotional Learning interventions to promote teachers' occupational health have lately increased⁴.

However, intervention and research have **mainly focused on intraindividual factors**, giving little emphasis to the study of the **impact of contextual factors** on occupational health⁴.

AIM

To understand the main contextual and individual risk and protection factors, perceived by Portuguese elementary-school teachers, to their occupational health.

METHODOLOGY

Ten focus group interviews were conducted with sixty-six elementary-school teachers (90.9% female, $M = 45.56$ years, $SD = 5.56$).

The interviews lasted approximately 2 hours and groups ranged between 4 and 9 participants. The same two researchers were present across the interviews.

After *verbatim* transcription of the recorded audios, an inductive content analysis was performed with NVivo 11. Validity of the data was ensured through inter-rater reliability ($K > .80$).

CONCLUSIONS

Teachers who perceive **more supportive relationships** with colleagues and with the school management team perceive **fewer risk factors**.

Teachers who perceive **more risk factors at the social-context level** (i.e., little perceived control) seem to **compensate through the development of individual protection factors**.

The perception of **higher risk factors at the school level** seems to lead teachers to **seek and value more the supportive relationships** among colleagues and with the school management team.

While the higher perception of **risk factors on the social-context level** seems to promote the development of protection factors at the individual level; when the perception of risk factors is centered on the **school context**, there seems to be an **increase of risk factors at the individual level**.

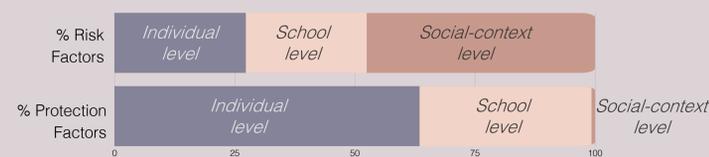
MAIN RESULTS

Main results, presented in the following graphics, were analyzed regarding three main levels:

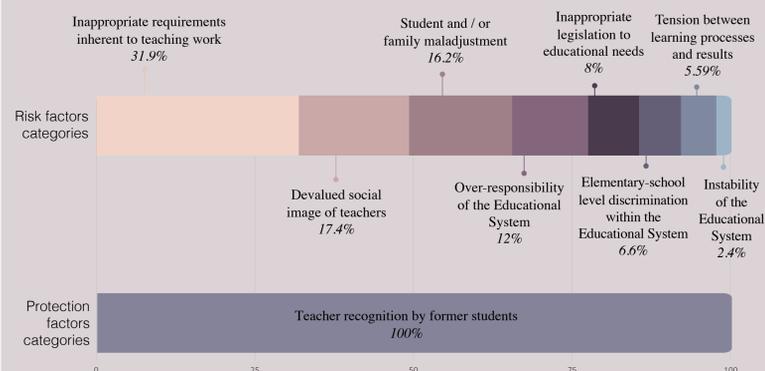
Individual level (referring to aspects related to teachers' own perceived characteristics);

School level (perceived features regarding teachers' own school and / or school group);

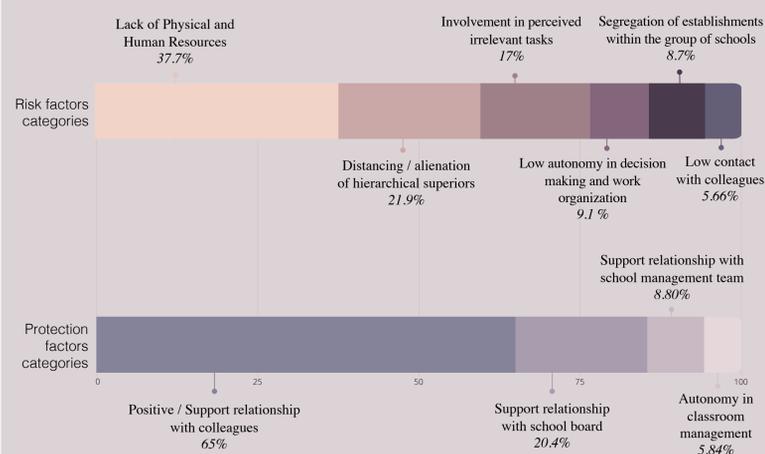
Social-context level (concerning aspects that teachers referred on a macro / national context, involving not only educational agents but the general community).



Social-context level



School level



Individual level

