

Experiences of measurement and intervention in psychosocial risk with teachers in Germany. Difficulties and achievements in the process.

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Santiago de Chile, November 7th, 2017



Baden-Württemberg
Ministerium für Kultus, Jugend und Sport

Ministerium für
Schule und Weiterbildung
des Landes Nordrhein-Westfalen



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Why assessment of psychosocial factors?

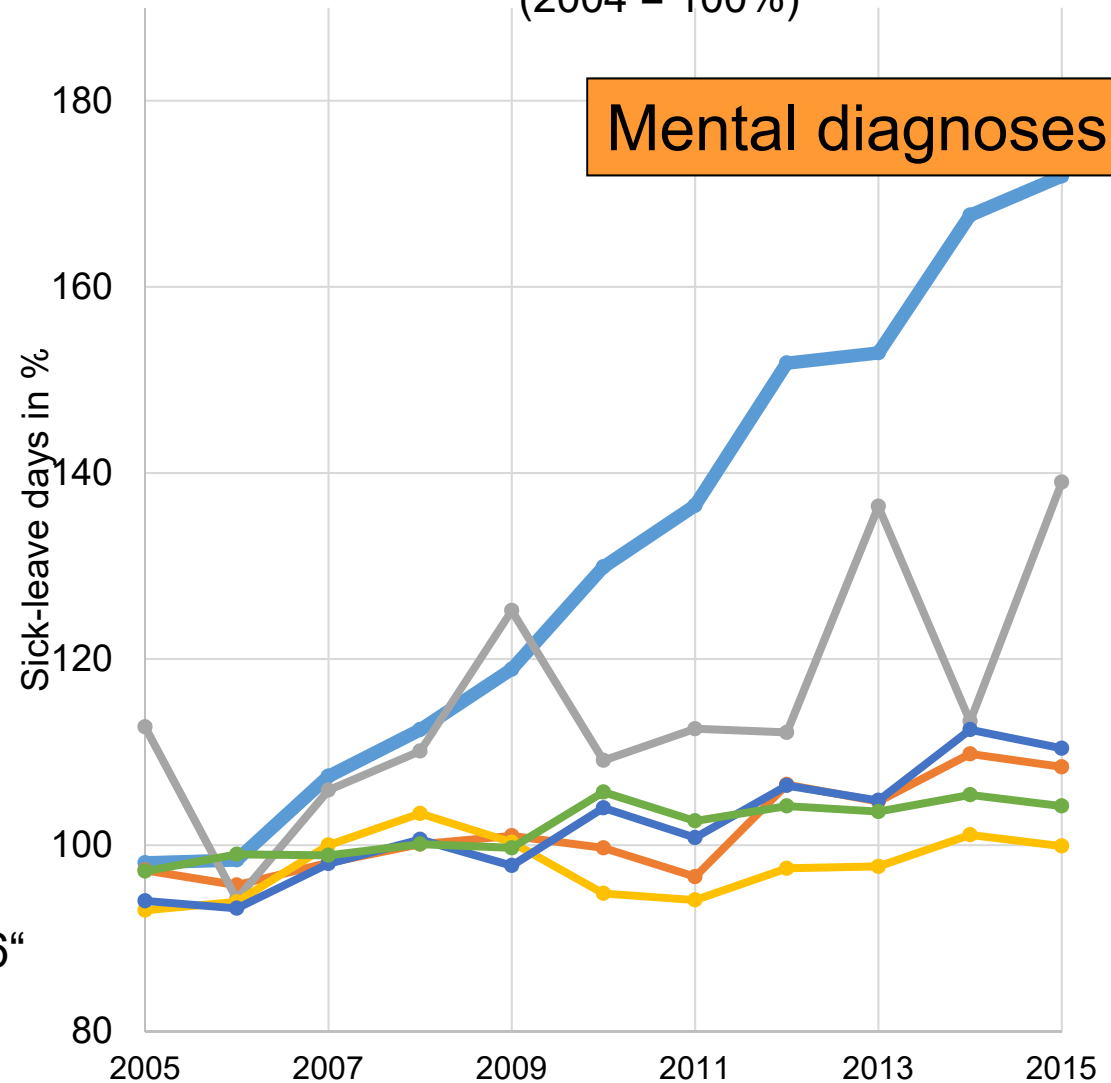
- Legal obligation (assess, prevent, document, evaluate risks) in any profession (lawsuit on this)
- Humanitarian aspect / responsibility for the health of employees
- Economic aspect (higher productivity, less sick leave)



Legal Obligation and economic/humanitarian challenge

Germany 2004-2015 (AOK)
Source: „Fehlzeitenreport 2016“

Days of sick-leave by
disease group 2004-2015
(2004 = 100%)

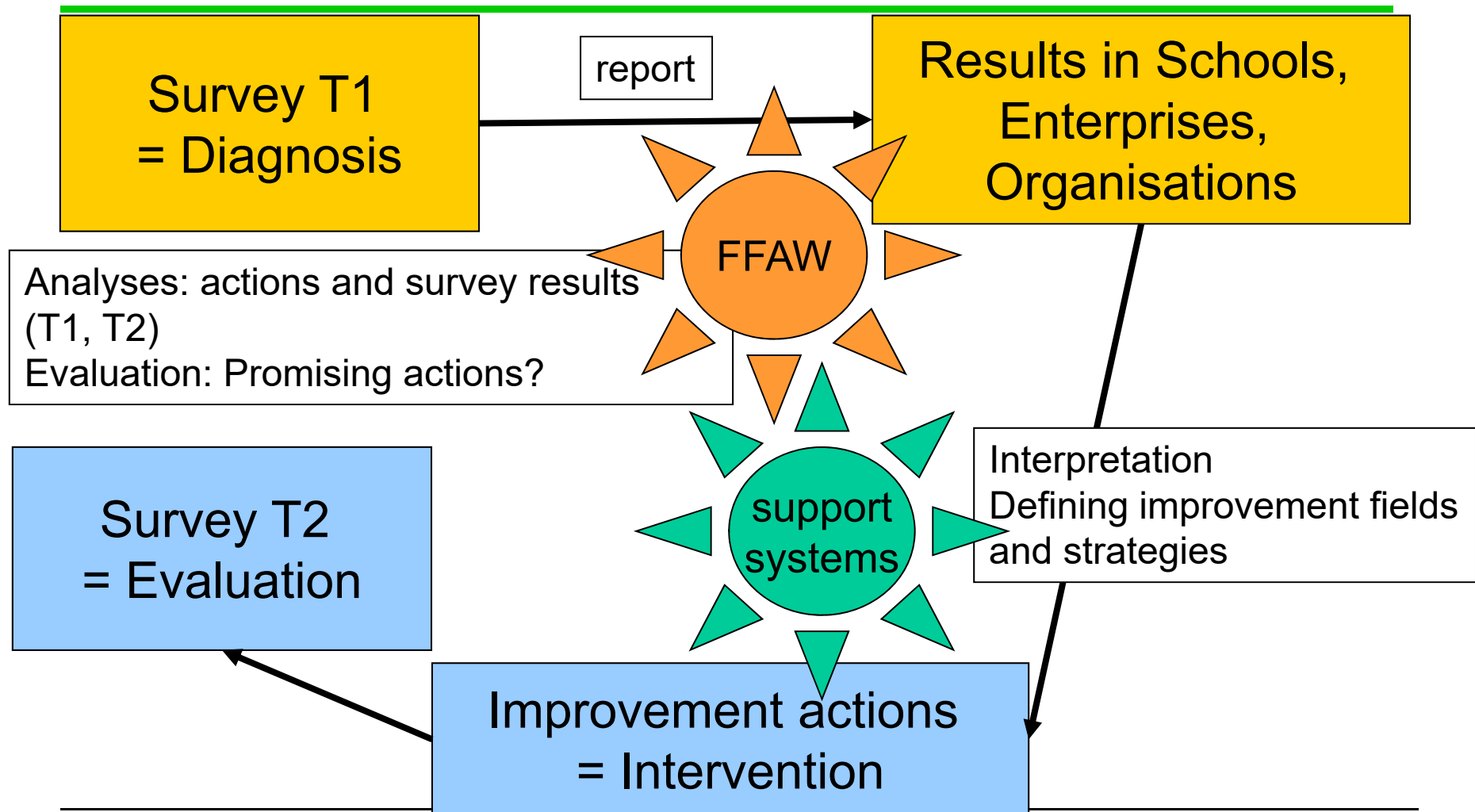


Mental diagnoses

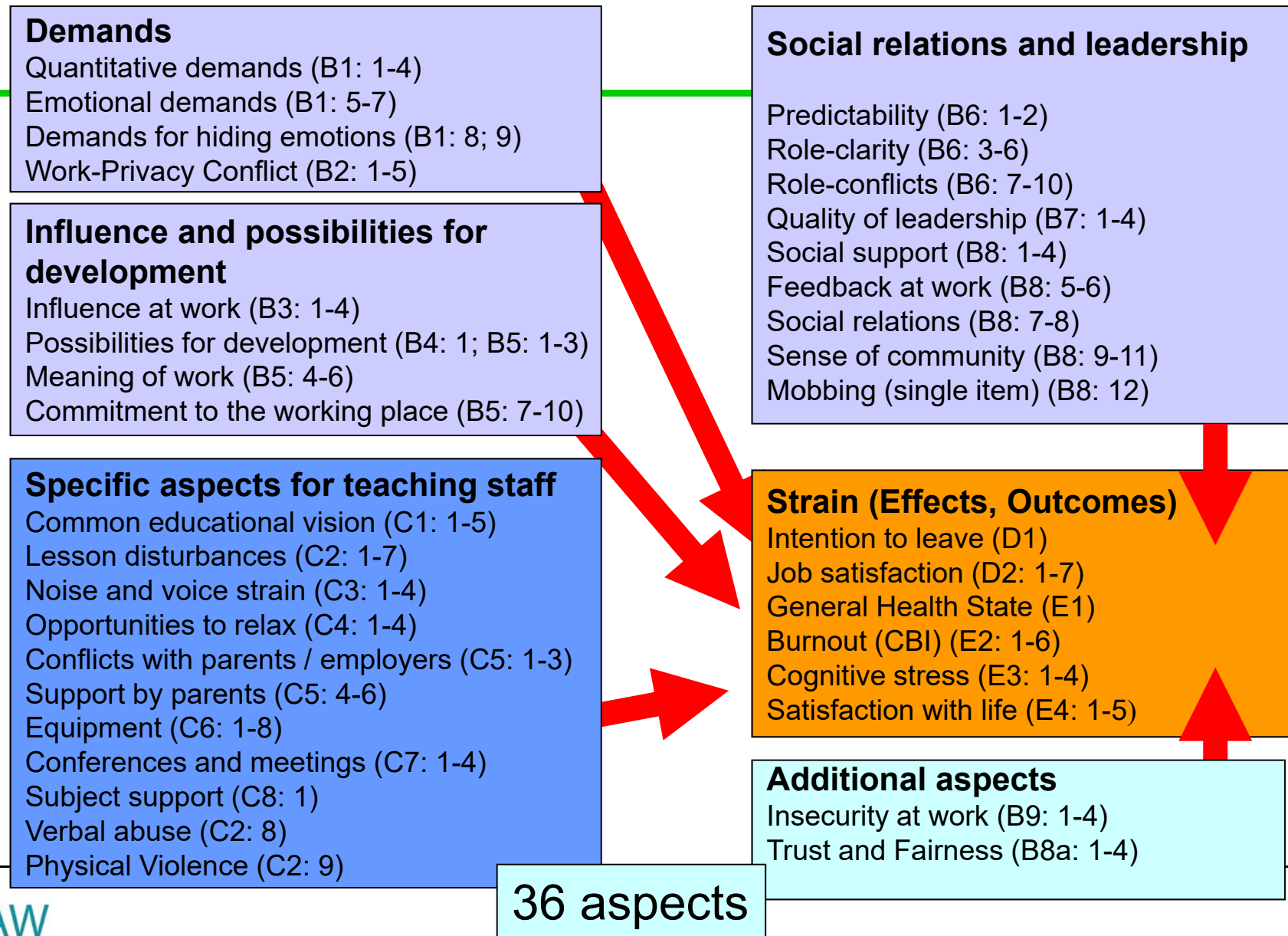
Cardiovascular (orange), Respiratory (grey)
Digestive tract (yellow), Musculoskeletal (blue)
Injuries (green)

Assessment, improvement, evaluation

Process and actors



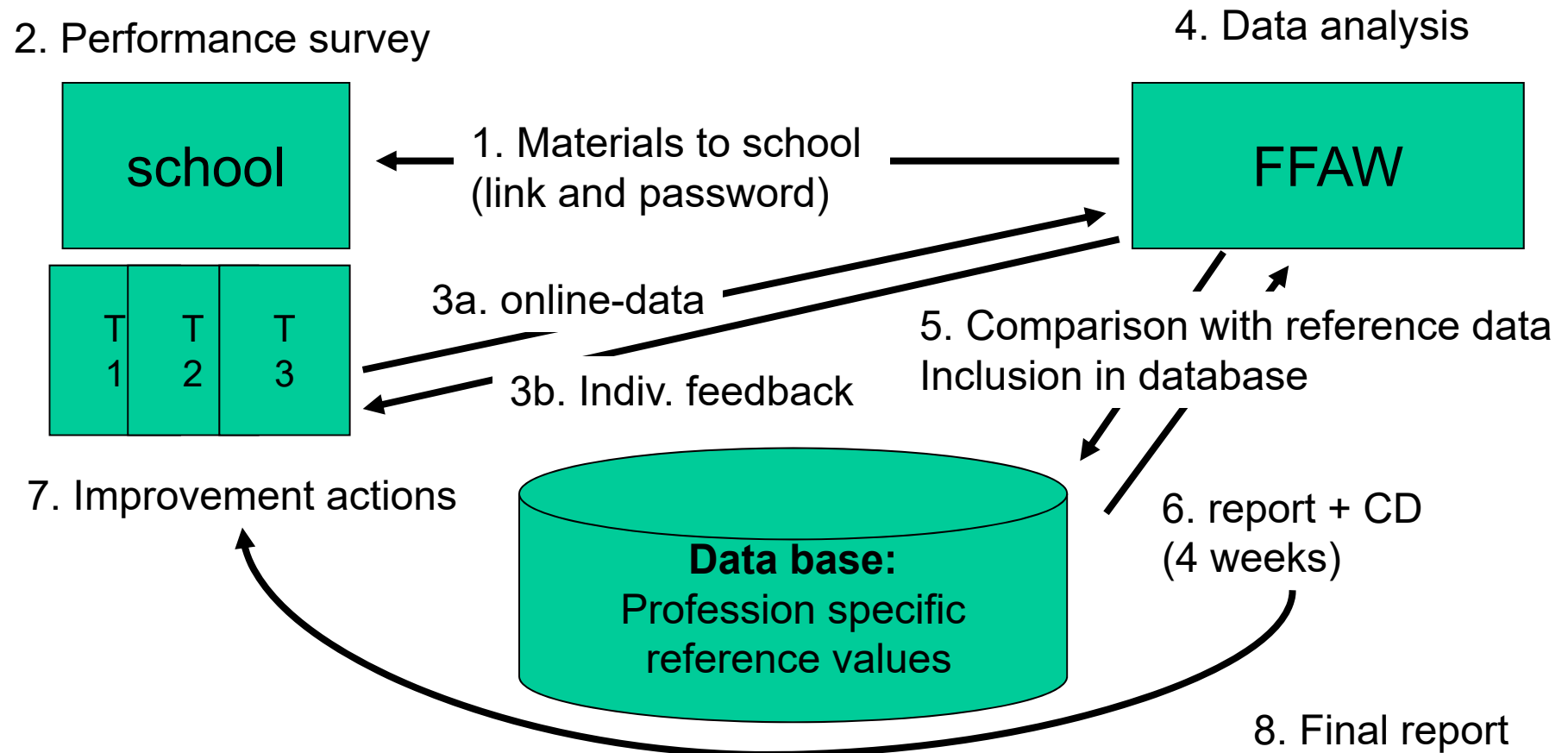
Content of COPSOQ-teachers questionnaire



Teachers / schools surveyed

- 4.200 schools, 110.000 teachers in region Baden-Württemberg, participation 55.000 (2008-2010), 2nd round 2015-2019
- 6.200 schools, 160.000 teachers in Region Nordrhein-Westfalen (2011-2018)
- 500 schools in Europe (30 countries, 21 languages), 2011, 5.000 participants
- Some smaller projects in ca. 100 schools in Germany and Austria
- > 150.000 teachers, > 10.000 schools

Performance of online survey



Results and ideas for improvement on 4 different levels (for all aspects)

- a) **single teacher:** individual direct feedback
- b) **single school:** mean values compared to mean of school type or national or international mean
- c) **subgroups comparisons** (age, gender, ...)
- d) **all teachers** (compared to other professions)

-> improvement strategies on these 4 levels

a) Individual level

a) Individual feedback (personal result)

Thank you very much for your participation!

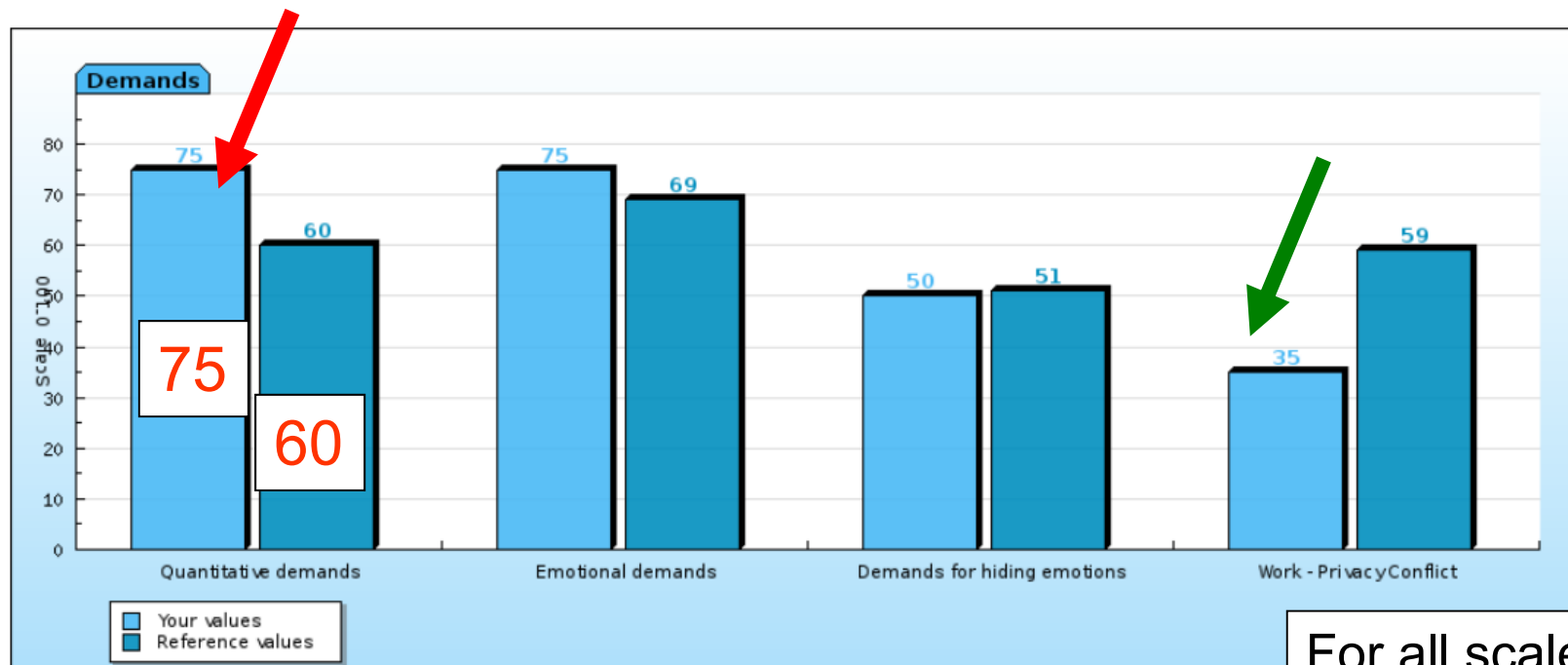
Your individual results: "Survey on psychosocial factors at work" of 30.08.11

In the following graphics the personal answers that you have just given are compared with the average values for other teaching staff questioned.

The mean values (values from 0-100) are in each case given graphically as bars. You can see from this diagram on which charts particularly good or bad evaluations have been given. Please note that high values always mean "a lot". Whether that is to be evaluated positively or negatively depends on the content of the chart (e.g. "a lot" of burnout or "a lot" of disturbances in the lesson is bad but "a lot" of

► This page is not saved. If you want to print out or keep your individual results, please click on the button "Print" or "Save".

Quantitative demands
MN = 75, Reference = 60



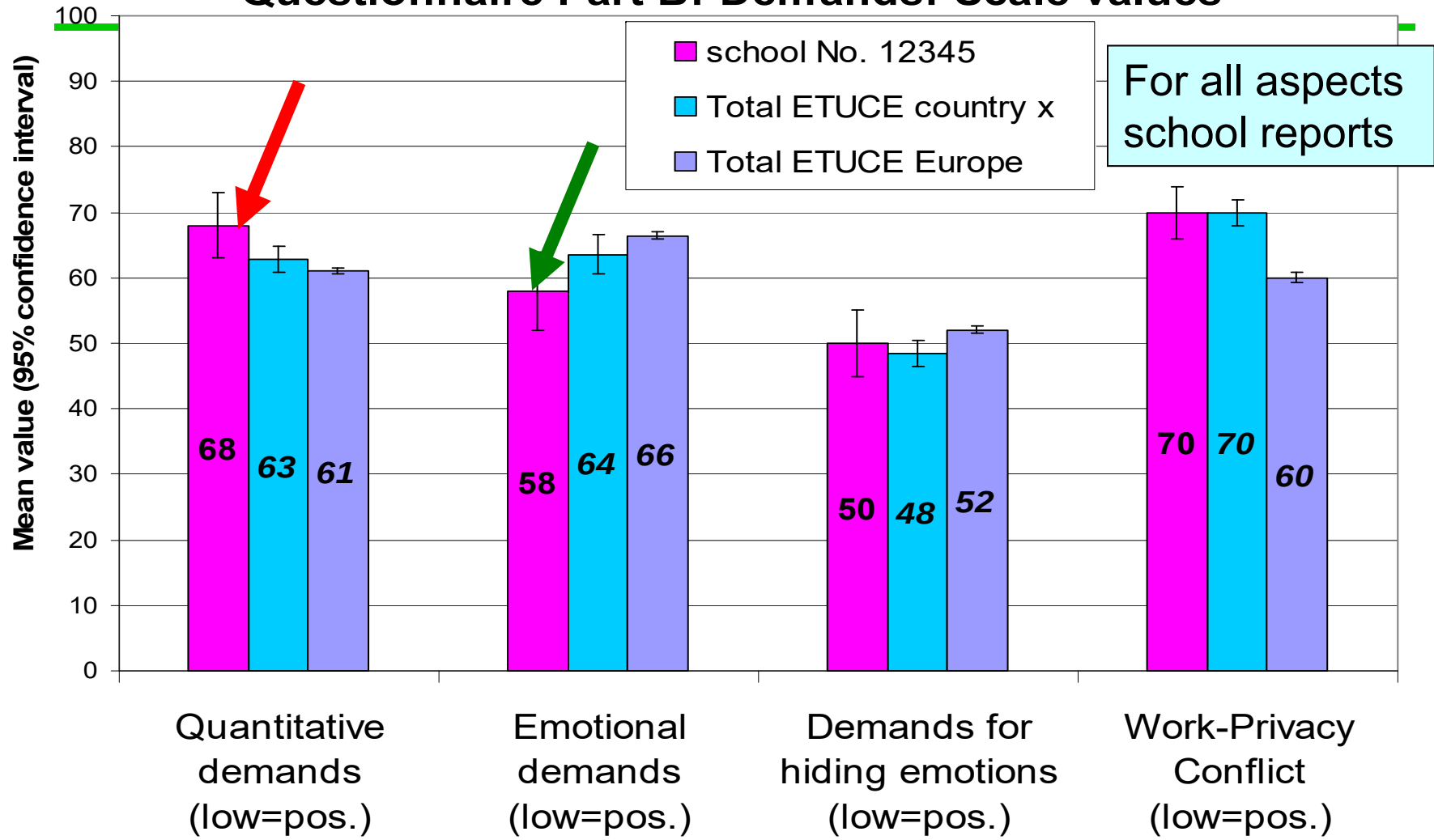
For all scales.
Print, save or delete.

Influence and possibilities for development

b) School level

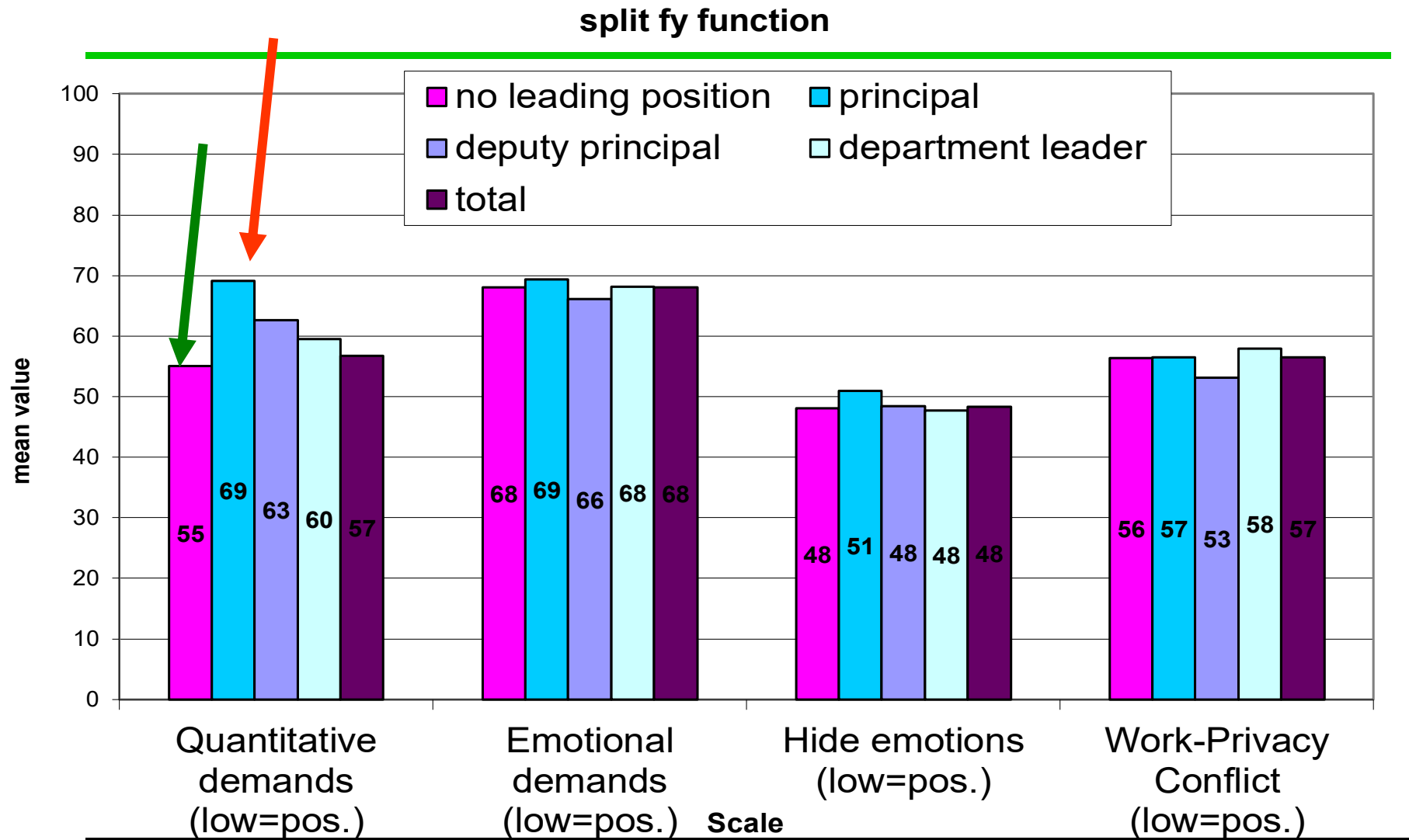
b) school report: comparison of school mean with reference values (national and Europe)

Questionnaire Part B: Demands: Scale values

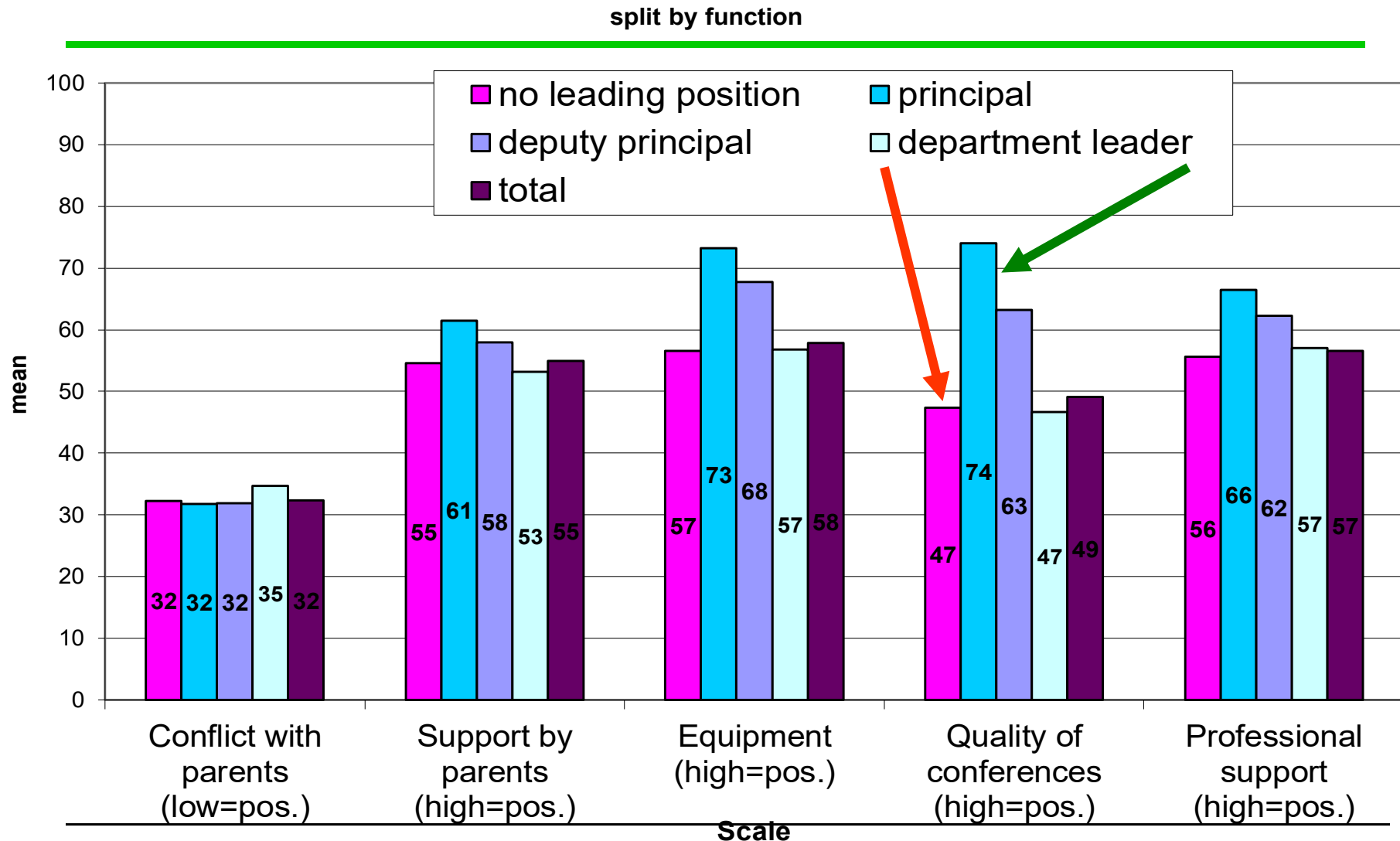


c) Subgroup level

c) Subgroup comparison: principals, deputies and teachers without leading position



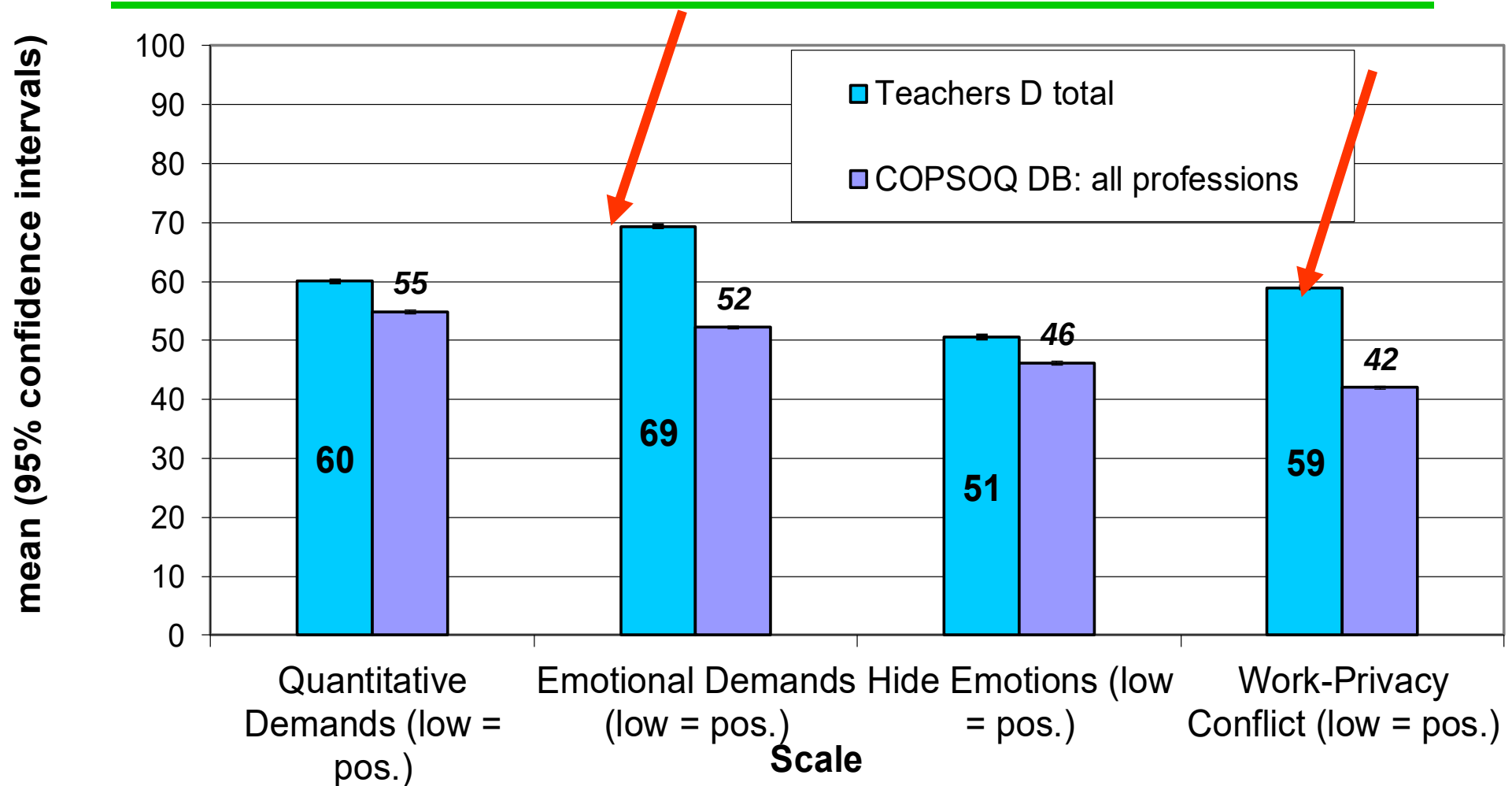
c) Subgroup comparison: principals, deputies and teachers without leading position



d) Total level

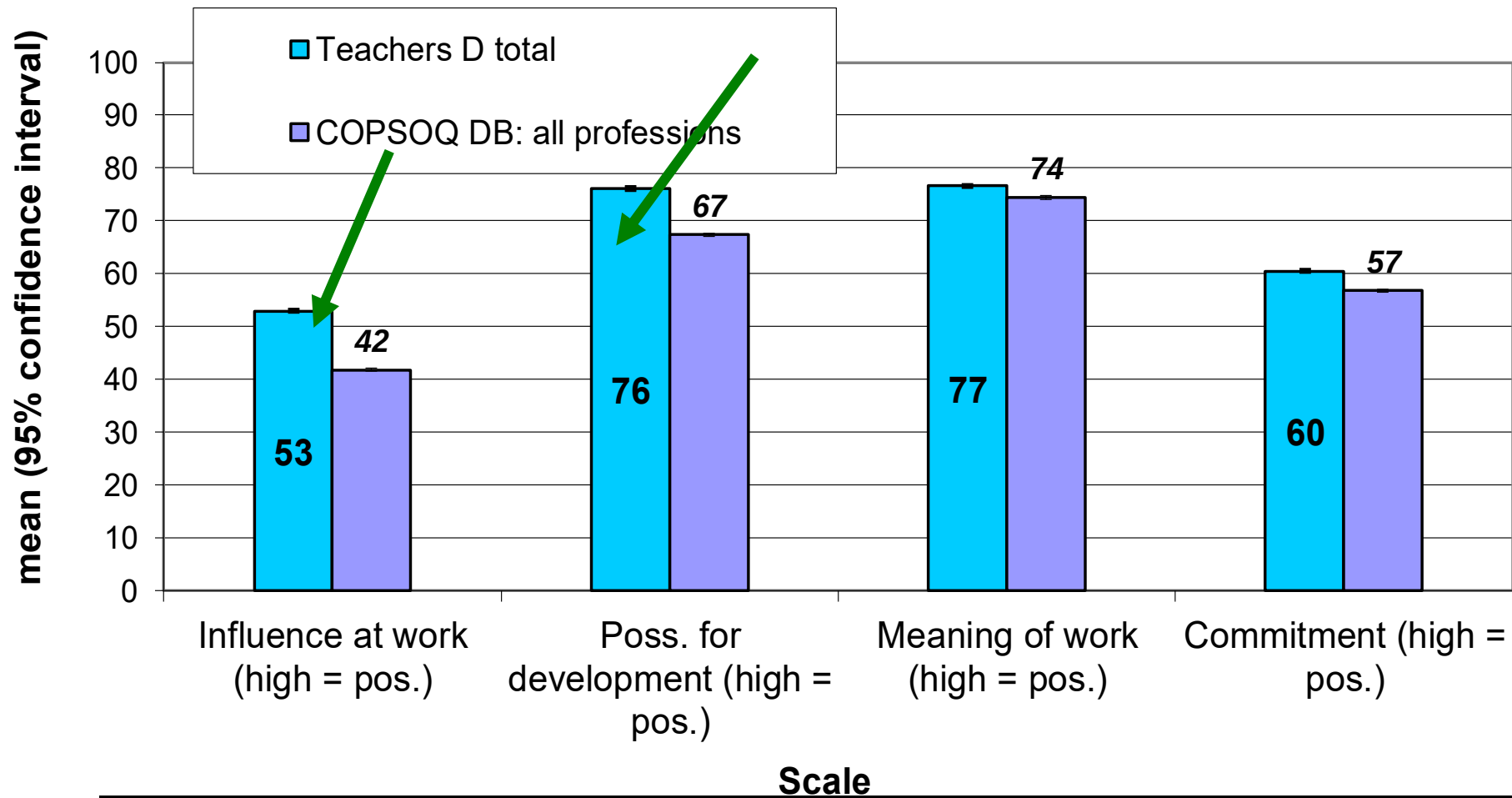
d) All teachers vs all professions (COPSOQ database Germany)

Scale values: Demands

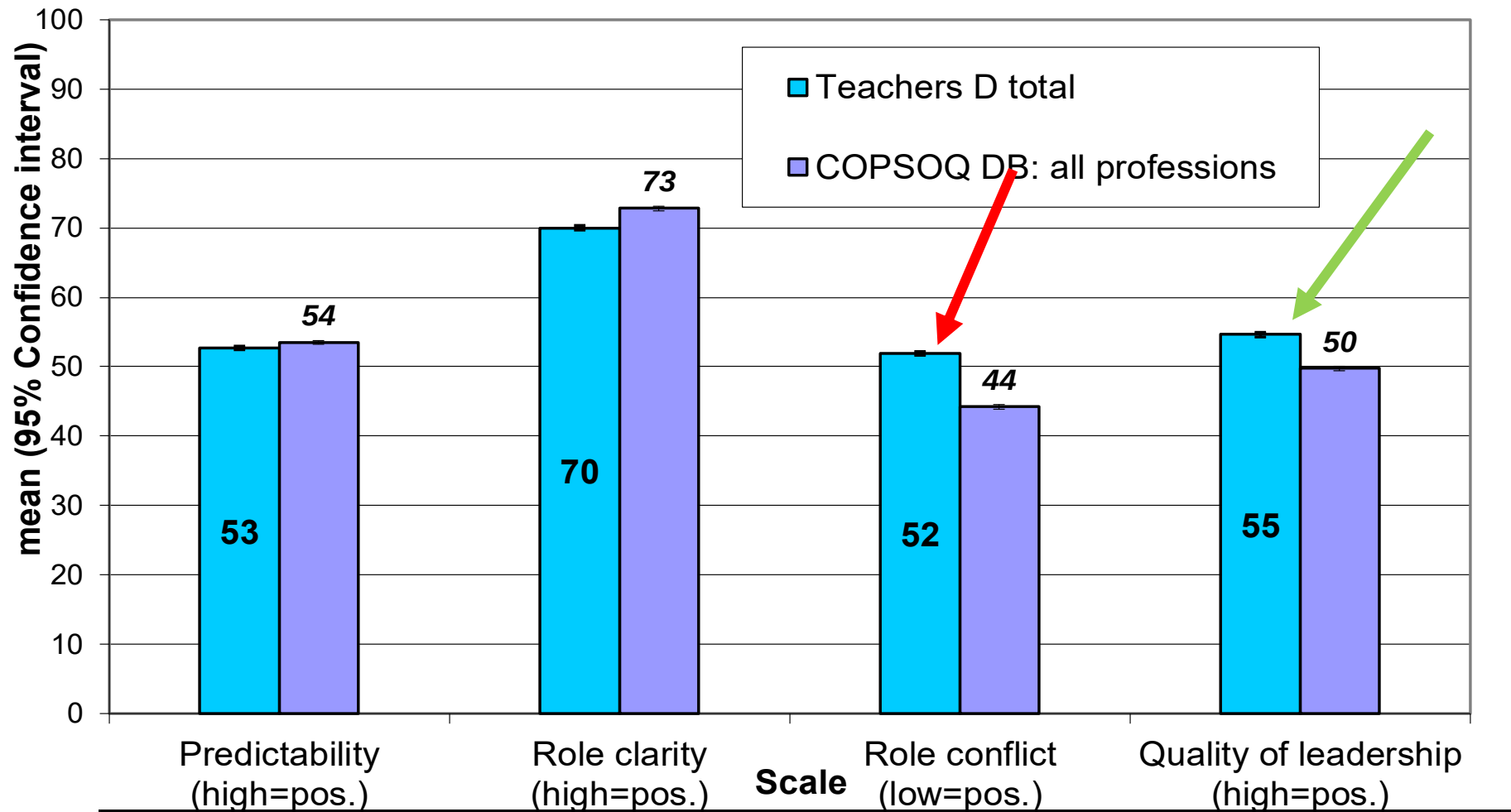


d) All teachers vs all professions (COPSOQ database Germany)

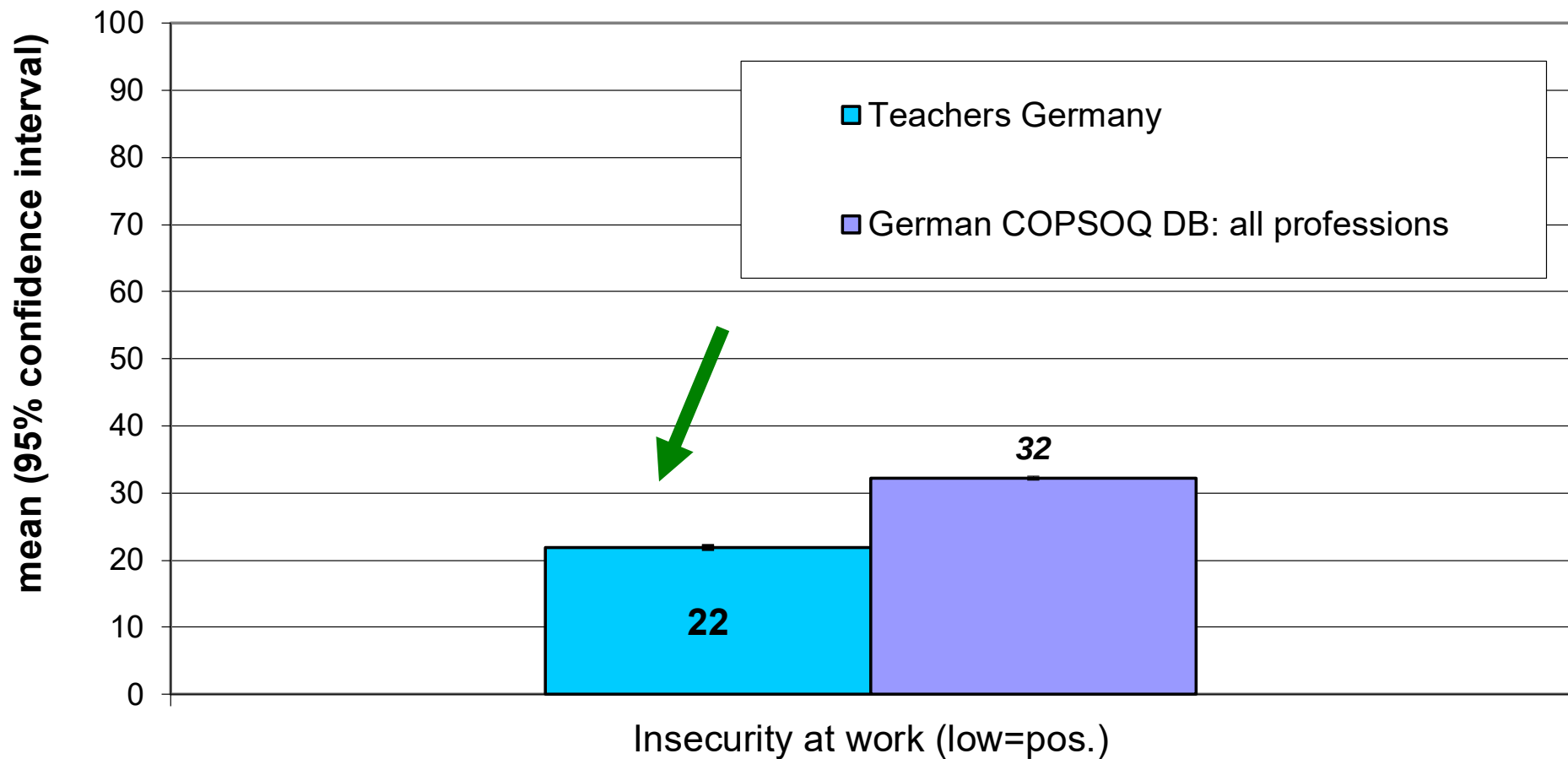
Influence and development



d) All teachers vs all professions
(COPSOQ database Germany)
Social relations and leadership

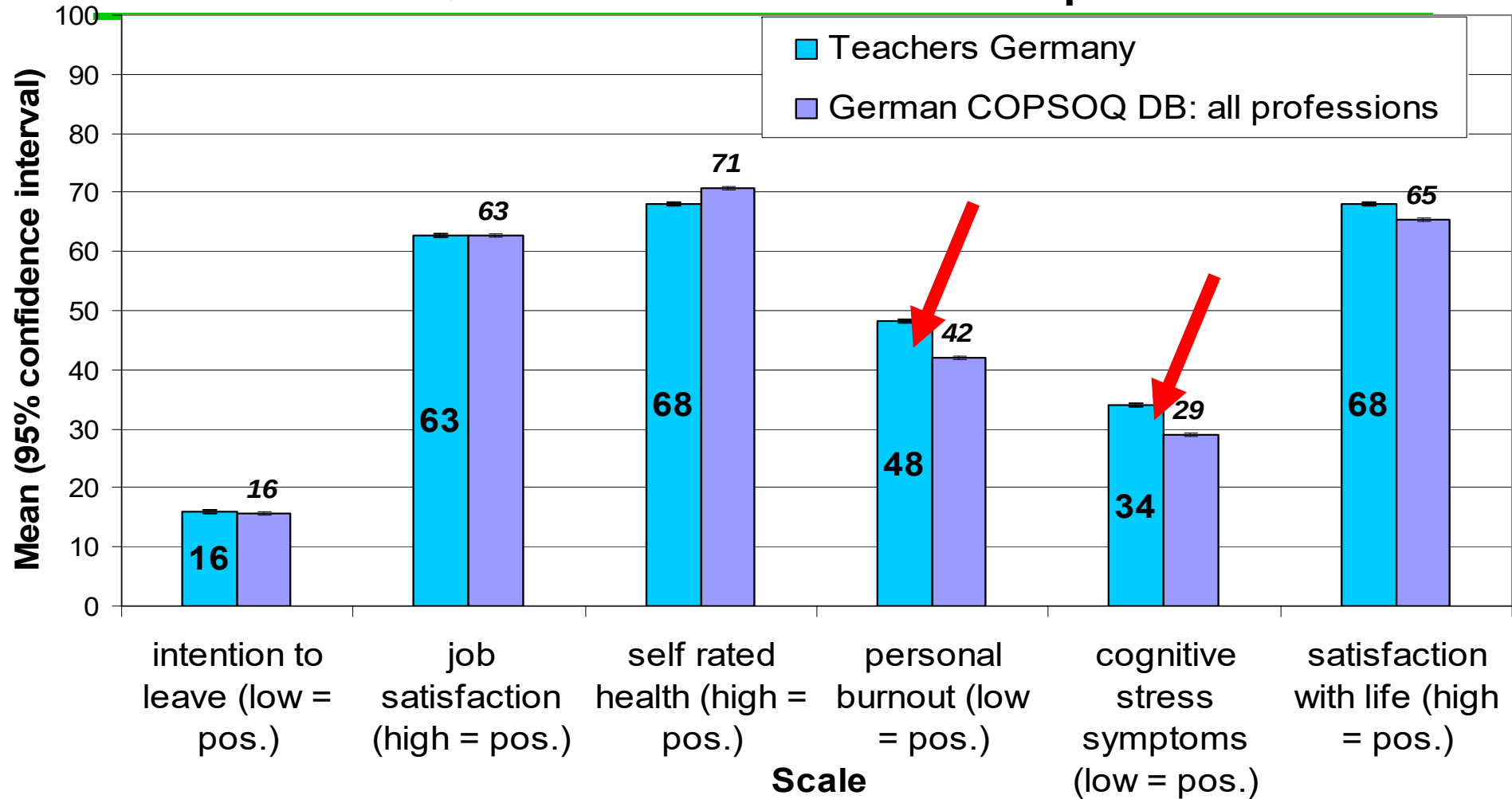


d) All teachers vs all professions
(COPSOQ database Germany)
Scale: Insecurity at work

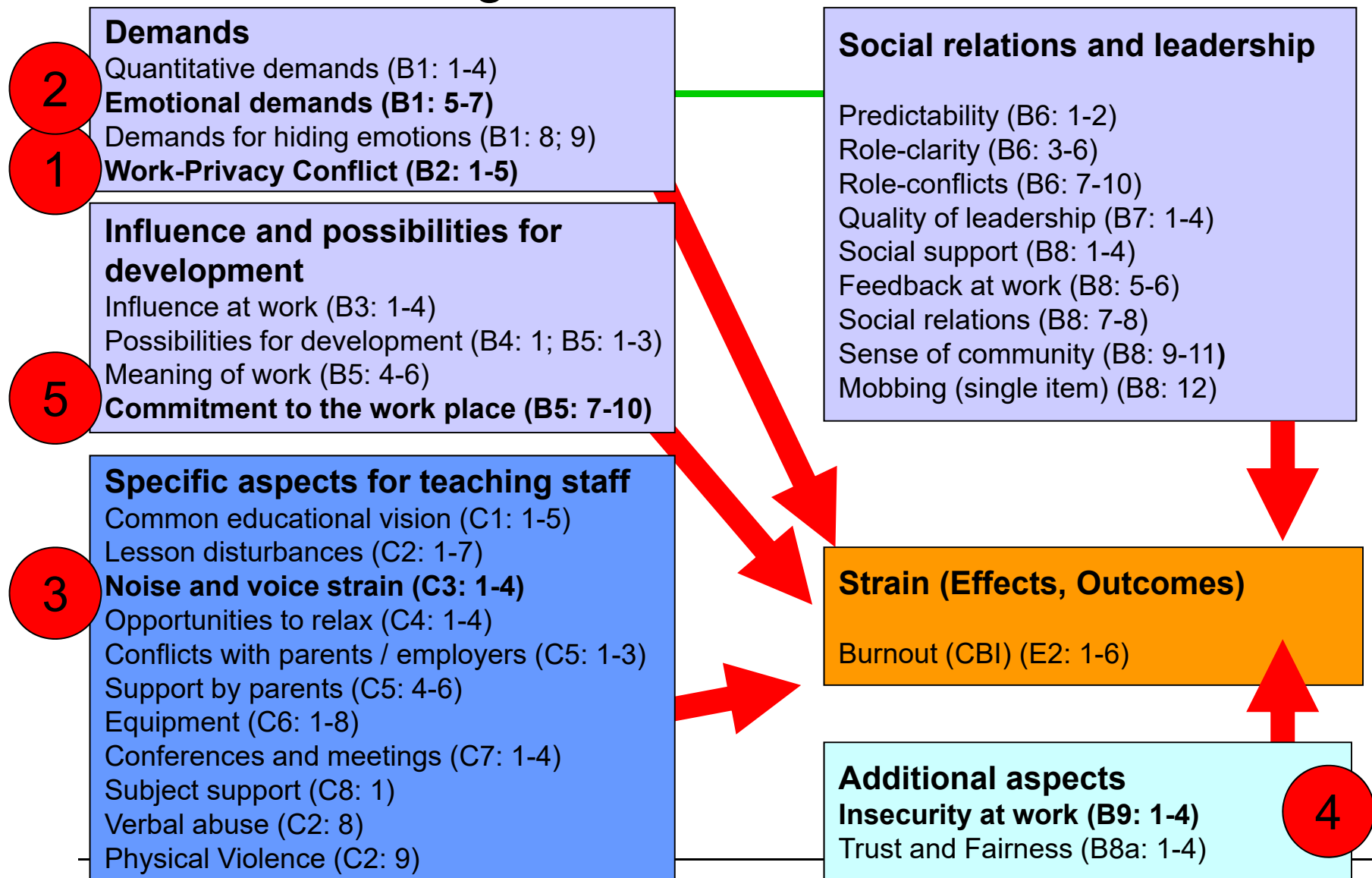


d) All teachers vs all professions (COPSOQ database Germany)

COPSOQ outcomes: teachers and all professions

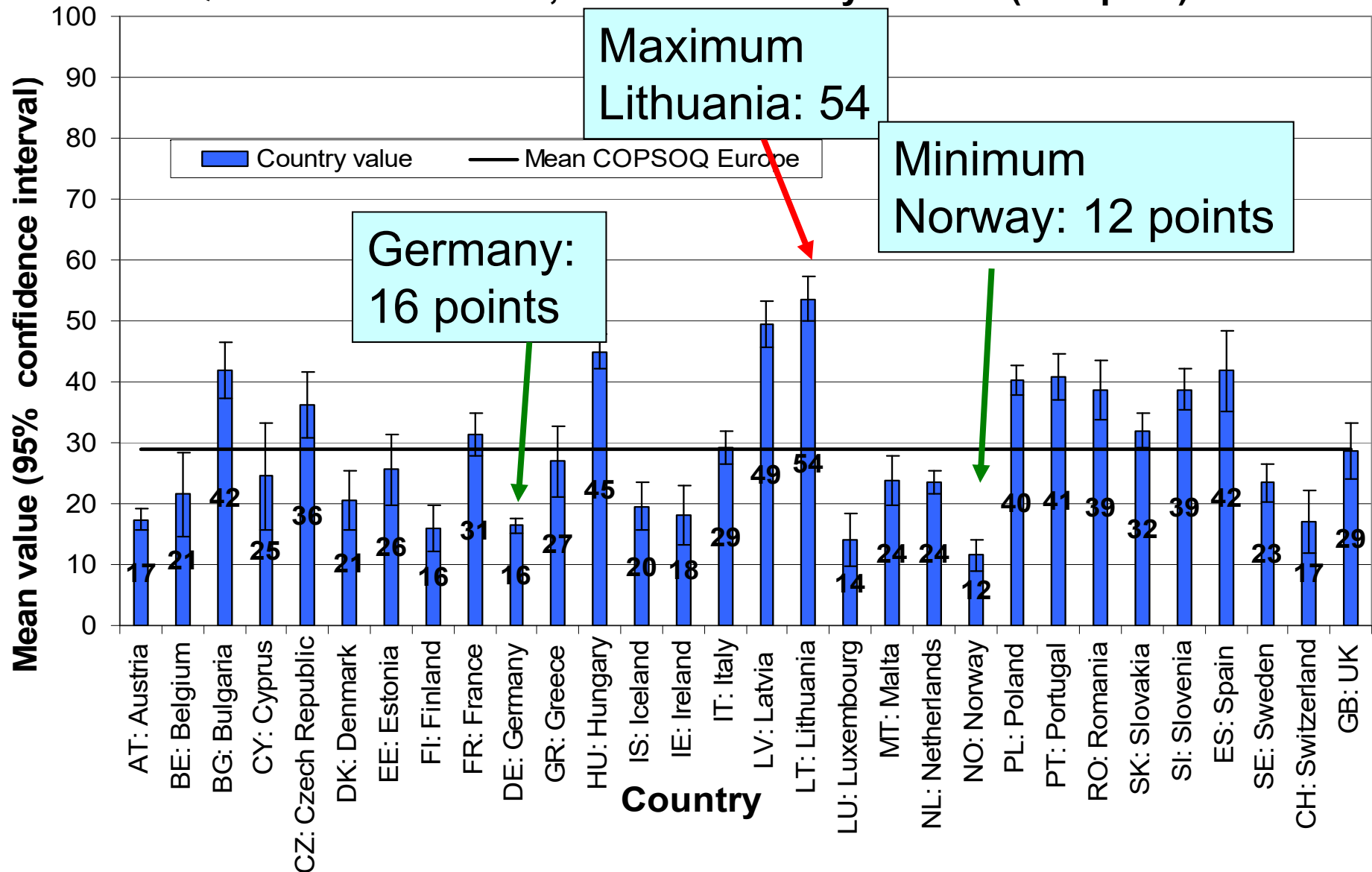


Low insecurity compensates (partly) high emotional demand and high WPC. Model: burnout, $R^2=0.47$



But not everywhere...(European ETUCE study)

Questionnaire Part B, Scale: Insecurity at work (low=pos.)



Result levels = Action levels

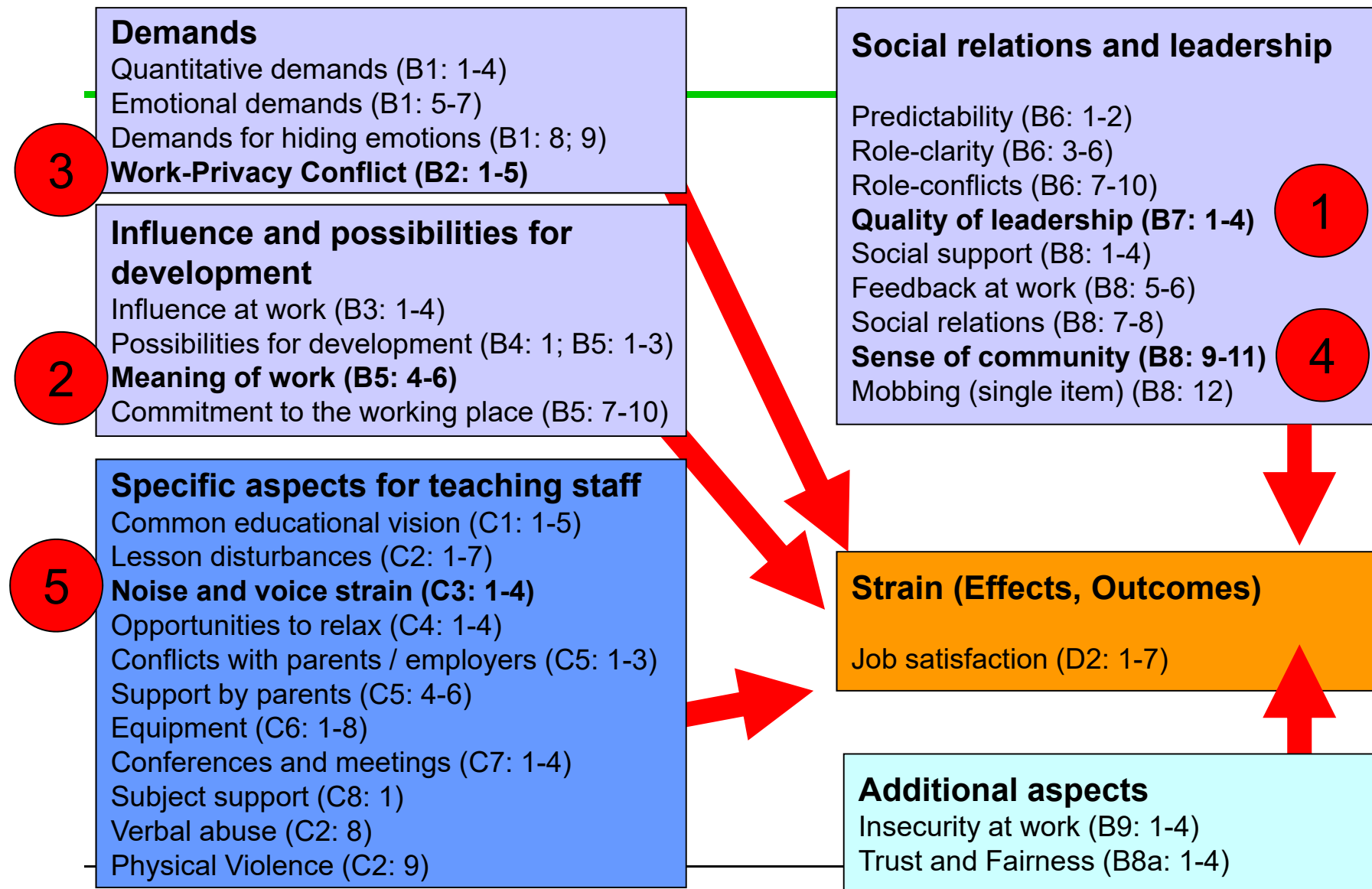
4 levels of results, 4 levels for prevention strategies, improvement actions

- a) Personal level, single teacher
 - What can I do? Healthy life in general, voice training (offered in BW), personal coaching (offered in BW), making myself strong (independent of workplace, no COPSQOQ-assessment needed)
 - Problem: outcome based, not affecting (adverse) workplace conditions
- b) Single school level
 - What are the main improvement fields “for this school”? to be answered by principals and teachers together and documented.
 - Problem: no time, no persons, (believe) no money (but often there is some, i.e. several schools with noise-control assessment and noise reduction in building!)
 - only some schools working successful with results, no structured evaluation yet – we do not know, what has been successfully tried

4 levels of results, 4 levels for prevention strategies, improvement actions

- c) Subgroup level (above school level)
 - Comparison between subgroups, specific intervention programmes, i.e. anti-violence-training in NRW for teachers in schools for mentally handicapped pupils
 - Problems. None, good allocations strategy. Improvement would be to select schools
 - d) Teacher level (national or in Germany: regional level)
 - Comparison to other professions, in NWR: specific programme against high WPC, in BW specific training of principals in leadership quality.
 - Problems. None, improvement would be to select schools
-

Model: job satisfaction, BW, $R^2=0.61$



Important actors / key factors

- School authorities (ministry, regional and local authorities)
- Unions (often the ones pushing towards risk assessment)
- Professionals (school psychologists, occupational physicians, ...)
- Valid, reliable, independent and anonymous measurement
- Results in detail and on different levels
- Priorities are based on data! Allocation of resources!
- Support systems helping schools
- Evaluation of improvement actions (re-assessment)

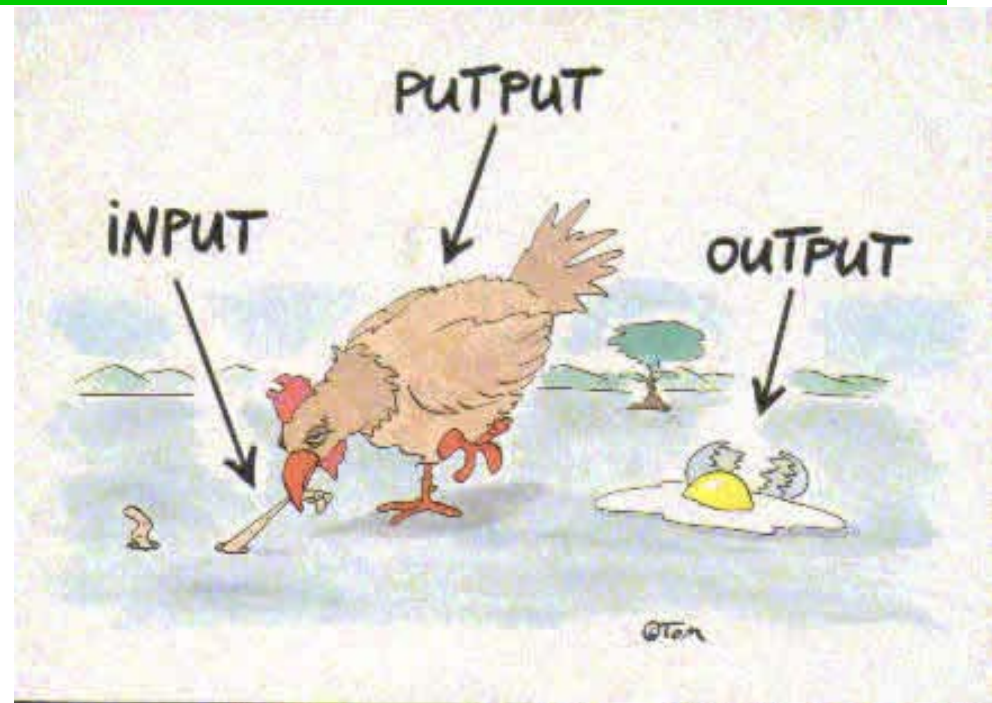
Thank you for your attention!

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ETUCE survey „Still warm“: if you want to try:
teacher-copsoq.eu
login: ETUCE, Password: test123

Thank you for your attention!

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