

ASSESSMENT OF THE SCHOOL COMMUNITIES OCCUPATIONAL WELL-BEING USING THE WELL-BEING AT YOUR WORK INDEX

Project implementation period: 2020

Objective of the research. To adapt The Well-being at Your Work index form for Lithuanian school communities and to assess their occupational well-being.

Tasks

1. To estimate general psychometric characteristics of The Well-being at Your Work index form for Lithuanian school communities.
2. To assess occupational well-being of the participating school communities using The Well-being at Your Work index form.
3. To assess The Well-being at Your Work index form results' differences according to general information and on available actions promoting occupational well-being variables.

Methodology. The study used the Well-Being at Your Work Index Questionnaire. The questionnaire was used with permission of the researchers of the University of Eastern Finland (T. Saaranen et al.). The research was organized among the European Network of Health Promoting Schools in Lithuania. The respondents' questionnaires were conducted in April-September 2020, using web-based and paper-based questionnaires. 460 questionnaires were analyzed. The psychometric characteristics of the questionnaire were assessed by calculating reliability and performing exploratory and confirmatory factor analysis. The occupational well-being of the participating schools was also assessed.

Results. The results of the research showed that the original structure of the questionnaire was confirmed. The reliability of the questionnaire was evaluated based on sum variables with Cronbach's alpha coefficients, which were good. Assessing the situation of occupational well-being of the members of the Lithuanian school communities which participated in the study, it was found that inadequate physical work factors, high urgency and pace of work, insufficient information technology skills and lack of activities to support personal resources at work cause the most problems. One third of employees expressed the need for development these factors. Work management and time use, co-operation and information, atmosphere at work and appreciation of others' work were rated the most favorably. Workers on temporary contract type and holding a part-time, as well as primary schools' workers rated physical work factors better than others. Subject teachers were less satisfied with their substantive competence and interaction compared to other respondents. Women and older workers rated their ability to perform tasks during working hours worse than men and younger workers. Older workers also rated their work atmosphere worse and were more dissatisfied with their information technology skills.

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