



BELANGRIJKE JOB DEMANDS EN JOB RESOURCES IN RELATIE TOT HET WELBEVINDEN EN DE VERLOOPINTENTIE VAN LEERKRACHTEN

Eva Vekeman, Melissa Tuytens en Geert Devos

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Eva Vekeman & Melissa Tuytens

Promotor: Geert Devos

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Voor meer informatie over deze publicatie Eva.Vekeman@UGent.be; Melissa.Tuytens@UGent.be

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Voorwoord

In dit rapport worden de resultaten van een onderzoek naar ‘Personeelsbeleid vanuit schoolperspectief’ gerapporteerd. Dit onderzoek kadert binnen het Steunpunt voor Onderwijsonderzoek. De dataverzameling werd uitgevoerd door onderzoekers aan de Universiteit van Gent van augustus 2017 tot september 2019. Dit rapport is het vierde deelrapport gebaseerd op deze dataverzameling. In dit onderzoeksrapport focussen we specifiek op het welbevinden en de verloopintentie van leerkrachten. Daarmee proberen we een zicht te geven op de resultaten met betrekking tot onderzoeksvraag 2 uit het meerjarenprogramma: ‘Hoe is de relatie tussen de diverse componenten van schoolleiderschap, personeels- en strategisch beleid, structurele en culturele kenmerken van scholen en van leerkrachten (bv. carrièrefase, functie) met hun welbevinden en professioneel leren?’. Professioneel leren komt nog niet aan bod in dit rapport, maar wordt behandeld in een volgend rapport.

Dit rapport bestaat uit twee onderdelen. In een eerste gedeelte wordt een Nederlandstalige beleidssamenvatting voorzien waarin de hoofdpunten van de onderzoekspaper worden toegelicht. Er wordt zowel aandacht besteed aan theorie, onderzoekszopzet, resultaten en discussie. In het tweede onderdeel is de integrale Engelstalige paper terug te vinden.

In een eerder onderzoeksrapport SONO/2019.OL2.3/2 (Tuytens, Vekeman & Devos, 2019) werd ingegaan op hoe scholen de strategische planning en het personeelsbeleid op elkaar afstemmen. We gebruiken de resultaten van dit voorgaande rapport om de scholen uit onze steekproef in twee groepen in te delen op basis van hun personeelsbeleid: excellent strategische scholen en matig strategische scholen. Deze twee groepen scholen worden vergeleken met elkaar m.b.t. welbevinden en verloopintentie van leerkrachten.

Op basis van alle onderzoeksresultaten uit de verschillende onderzoeksrapporten binnen deze onderzoekslijn wordt een eindrapport geschreven dat de belangrijkste conclusies voor de volledige onderzoekslijn omvat, alsook aanbevelingen voor het beleid en de praktijk. Dit eindrapport wordt voorzien voor eind augustus 2020.

Beleidssamenvatting

Inleiding en theoretisch kader

Het lerarenberoep is een bijzonder stressvol beroep (Liu & Onwuegbuzie, 2012). Het uitstromen van leerkrachten uit het lerarenberoep is dan ook een wereldwijd probleem (Chang, 2009). Daarnaast wijst onderzoek ook op een lager welbevinden bij leerkrachten (Klassen et al., 2013). Kenmerken van de job en de omgeving van de job die mogelijk als stressvol worden ervaren, worden omschreven als 'job demands' (Demerouti, Bakker, Frieheilm & Schuafeli, 2001). Er zijn uiteraard ook positieve kenmerken van de job en omgeving van de job, die een positief effect kunnen hebben op welbevinden. Deze kenmerken worden dan omschreven als 'job resources' (Demerouti et al., 2001). Hoewel er veel studies zijn die focussen op het welbevinden van leerkrachten, identificeren we toch drie hiaten in onderzoek hieraan gerelateerd:

- 1) Er is weinig kwalitatief onderzoek dat focust op hoe leerkrachten zelf job demands en job resources percipiëren (Corin & Björk, 2016).
- 2) We vinden weinig studies terug die de link leggen tussen (personeels)beleid in scholen en job demands en job resources zoals ervaren door leerkrachten.
- 3) Er is meer onderzoek nodig dat ingaat op hoe schoolleiders welbevinden kunnen stimuleren en hoe dit gerelateerd is aan personeelsbeleid in de school.

In deze studie willen wij tegemoet komen aan deze hiaten. Meer specifiek zullen we de perceptie van leerkrachten omtrent hun welbevinden en verloopintentie onderzoeken met daarbij aandacht voor de job demands en job resources die zij zelf ervaren. We onderzoeken ook of deze percepties verschillen naargelang de school een meer strategisch personeelsbeleid voert. Er is hierbij ook aandacht voor de acties die schoolleiders zelf ondernemen om welbevinden te stimuleren. Hiervoor zullen we, op basis van een eerdere studie (Tuytens, Vekeman & Devos, 2019), de percepties van leerkrachten vergelijken in 'excellent' strategische scholen ten opzichte van 'matig' strategische scholen. Onderstaand gaan we eerst dieper in op de theoretische concepten in deze studie.

Welbevinden van leerkrachten. Het definiëren van welbevinden is ambigue. Sommige onderzoekers conceptualiseren welbevinden op een negatieve manier door te focussen op negatieve emoties zoals burn-out, emotionele uitputting, depressieve gevoelens (bvb. Skaalvik & Skaalvik, 2018), terwijl andere onderzoekers focussen op de individuele positieve perceptie van de job zoals positieve sociale relaties en openbloeien op het werk (bvb. Desrumaux et al., 2015). In lijn met onderzoek van Engels, Aelterman, Van Petegem & Schepens (2004), definiëren wij welbevinden van leerkrachten als een positieve emotionele staat die het resultaat is van de som van specifieke contextfactoren enerzijds en persoonlijke noden en verwachtingen ten opzichte van de school anderzijds.

We bekijken dan ook het welbevinden van leerkrachten binnen de specifieke school waarin ze lesgeven.

Verloopintentie van leerkrachten. Lerarenverloop is een overkoepelend begrip dat het vertrek uit het lerarenberoep aanduidt (Ingersoll, 2001). Dit omvat zowel leraren die vertrekken uit een bepaalde school naar een andere school, als leraren die het lerarenberoep an sich verlaten. Vaak wordt omwille van pragmatische redenen niet het eigenlijke verloop onderzocht, maar wordt gekeken naar de verloopintentie van leraren als valide proxy van het eigenlijke verloop (Sun & Wang, 2016). Omdat het onderscheid tussen de intentie om de school te verlaten en de intentie om het lerarenberoep te verlaten relevant is (Kukla-Acevedo, 2009), zullen wij in deze studie ook beide concepten meenemen.

Onderzoek heeft eerder uitgewezen dat een laag welbevinden bij leraren kan leiden tot meer stress en verhoogde verloopintenties (Høigaard, Giske & Sundsli, 2012). In deze studie kunnen wij echter geen uitspraken doen omtrent de causale relaties tussen welbevinden en verloopintentie van leraren omwille van de kwalitatieve aard van onze studie. We behandelen beide dan ook als afzonderlijke constructen.

Job demands-resources model (JD-R model). Dit model stelt dat in alle beroepen er twee categorieën van jobkenmerken zijn, namelijk job demands en job resources (Demerouti et al., 2001). Job demands worden gedefinieerd als die fysische, sociale of organisatorische aspecten van de job die aanhoudende fysische of mentale inspanning vragen. Omdat deze aspecten dus aanhoudende inspanning vragen, worden ze verondersteld verband te houden met fysische of psychologische kosten en kunnen ze leiden tot emotionele uitputting. Job resources verwijzen dan naar die fysische, sociale of organisatorische aspecten van de job die helpen bij het bereiken van doelen, die job demands en de gevolgen ervan reduceren en die persoonlijke groei en ontwikkeling stimuleren. Gebaseerd op het JD-R model kunnen we dus veronderstellen dat job resources het welbevinden van leerkrachten verhogen en de verloopintentie verlagen en dat job demands het welbevinden verlagen en de verloopintentie verhogen (Skaalvik & Skaalvik, 2018).

Human Resource Management (HRM) in relatie tot welbevinden en verloopintentie van leraren. De primaire focus van HRM literatuur lag op de relatie tussen HRM en de prestatie van de organisatie (bvb. Becker & Huselid, 1998). De laatste jaren is er echter ook meer aandacht voor uitkomsten van HRM voor personeelsleden binnen de organisatie (bvb. Appelbaum, Bailey, Berg & Kalleberg, 2000). Zo is er al vastgesteld dat HRM kan leiden tot een verhoogd welbevinden (Van De Voorde, Paauwe & Veldhoven, 2012) en een verlaagde verloopintentie (Wheeler, Harris & Harvey, 2010). We weten bovendien dat de relatie tussen HRM en welbevinden sterker is voor HRM-systemen dan voor individuele HRM-praktijken (Van De Voorde, et al., 2012). Er is ook onderzoek dat vaststelt dat HRM job

resources beïnvloedt en zo ook welbevinden beïnvloedt (Snape & Redman, 2010). De relatie tussen HRM en welbevinden is echter complex (Peccei, 2004) en onderzoek naar deze relatie in de publieke sector is schaars (Vermeeren, 2014). Hierdoor blijft het tot op heden onduidelijk hoe HRM in scholen gerelateerd is aan welbevinden en verloopintentie van leraren. In deze studie willen we dan ook nagaan of strategisch HRM of strategisch personeelsbeleid, zoals we dit definieerden in onze eerste studie (Tuytens, Vekeman & Devos, 2019), een verschil maakt voor deze uitkomsten. Hierbij zullen we excellent strategische scholen vergelijken met matig strategische scholen. Het verschil tussen deze twee groepen van scholen zit hem in de mate waarin personeelspraktijken afgestemd zijn op de strategische planning en de individuele noden van leerkrachten. Matig strategische scholen zijn scholen die maximaal 2 personeelspraktijken afstemmen op de strategische planning binnen de school én de individuele noden van leerkrachten. Excellent strategische scholen worden daarentegen gekenmerkt door het afstemmen van minstens 3 personeelspraktijken met de strategische planning binnen de school én de individuele noden van leerkrachten¹.

Onderzoeksvragen

Deze studie wil de perceptie van leerkrachten omtrent hun welbevinden en verloopintentie relateren aan job demands, job resources en aan HRM in scholen. Daarnaast probeert deze studie ook inzicht te bieden in de manier waarop schoolleiders het welbevinden van leerkrachten stimuleren. Hiervoor stellen we volgende onderzoeksvragen voorop:

- 1) Hoe percipiëren leraren hun welbevinden en verloopintentie?
 - a. In hoeverre zijn de percepties van leraren omtrent hun welbevinden en verloopintentie gerelateerd aan leerkrachtkenmerken?
 - b. In hoeverre zijn de percepties van leraren omtrent hun welbevinden en verloopintentie verschillend in excellent en matig strategische scholen?
- 2) Welke job resources en job demands melden leerkrachten gerelateerd aan hun welbevinden en verloopintentie?
 - a. In hoeverre zijn job resources en job demands die leraren melden gerelateerd aan leerkrachtkenmerken?
 - b. In hoeverre zijn job resources en job demands die leraren melden verschillend in excellent en matig strategische scholen?
- 3) Wat doen schoolleiders om het welbevinden van leraren te stimuleren?

¹ Deze tweedeling is louter gebaseerd op de mate waarin de 5 personeelspraktijken afgestemd zijn op het strategisch beleid van de school en de individuele noden van leerkrachten en heeft dus niet de intentie iets te willen zeggen over de kwaliteit van onderwijs die geboden wordt in de desbetreffend school.

- a. In hoeverre is wat schoolleiders doen om het welbevinden te stimuleren verschillend in excellent en matig strategische scholen?

Onderzoeksmethode

Deze studie maakt deel uit van een groot casestudie onderzoek omtrent 'Personeelsbeleid vanuit schoolperspectief'. Binnen dit onderzoek werden diepgaande casestudies uitgevoerd in 12 basisscholen en 12 secundaire scholen. Scholen werden bewust gekozen in functie van de onderzoeksdoelstelling. Enerzijds werd een oproep gelanceerd aan alle Vlaamse scholen. In deze oproep werd gevraagd om scholen aan te melden die reeds een specifieke aanpak hanteren met betrekking tot 1 of meerdere personeelspraktijken. Op basis van deze oproep konden zo 14 scholen geselecteerd worden. Anderzijds, selecteerden we 10 scholen op basis van eerdere onderzoekservaring die we hadden binnen de school m.b.t. personeelsbeleid. Verder werden deze scholen gestratificeerd op basis van een aantal demografische kenmerken zoals onderwijsnet, schoolgrootte, leerlingpopulatie (OKI), ligging van de school en onderwijsvorm (voor de secundaire scholen). Deze 24 scholen werden gedurende één volledig schooljaar onderzocht op basis van verschillende databronnen. In totaal werden 194 semigestructureerde interviews afgenomen met verschillende actoren binnen de school (bv. schoolleiders en leerkrachten) en (indien relevant) ook op bovenschools niveau (bv. coördinerend directeur van de scholengemeenschap). Verder werden in totaal 66 observaties uitgevoerd van relevante gebeurtenissen voor het personeelsbeleid en de strategische planning binnen de school (bv. personeelsvergadering) en werden verschillende relevante schooldocumenten opgenomen in de analyse (bv. visieteksten). Deze dataverzameling liet ons toe om een zo volledig mogelijk beeld te krijgen op het strategisch- en personeelsbeleid van scholen, schoolkenmerken en schoolleiderschap. Om de verzamelde data te verwerken werd stapsgewijs te werk gegaan. In een eerste stap werden alle afgenomen interviews systematisch getranscribeerd en gecodeerd. Daarna werd op basis van de interviewleidraad een set van categorieën gecreëerd die gebruikt werd om de interviews te coderen. Verder werd telkens na het coderen van een interview (of een reeks van interviews) een samenvatting gemaakt per case (cf. 'interim case summary' (Miles & Huberman, 1994)). Deze samenvatting werd systematisch na het uitvoeren van verdere interviews aangevuld. In een volgende stap werd op basis van de samenvatting en de gecodeerde citaten een caserapport uitgewerkt per school waarin de resultaten van de verticale analyse gedetailleerd werden gerapporteerd. Indien relevant, werd ook aanvullende informatie uit de observaties en verzamelde documenten gerapporteerd in het caserapport.

De resultaten binnen dit onderzoeksrapport zijn gebaseerd op de data van deze diepgaande casestudies. Voor onderzoeksvraag 1 en 2 werden specifiek de interviews met leerkrachten gebruikt om de perceptie op hun welbevinden, verloopintentie, job demands en job resources te meten. Hierbij werd per school telkens minstens één TABD-leerkracht,

één TADD-leerkracht en één vastbenoemde leerkracht bevestigd. In totaal, werden data gebruikt van 86 leerkrachten voor deze specifieke studie. Het gaat hierbij om 53 vrouwen en 33 mannen met een gemiddelde ervaring in de school van 9,5 jaren. Er zijn 23 TABD-leerkrachten, 24-TADD leerkrachten en 39 vastbenoemde leerkrachten in onze steekproef. De steekproef omvat 11 zij-instromers in het lerarenberoep. Om het welbevinden van leerkrachten in kaart te brengen, werd de vraag 'Voelt u zich goed op school?' gesteld. Verloopintentie werd bevestigd via volgende vragen: 'Zou u liever lesgeven op een andere school?' en 'Zou u liever een andere job uitoefenen?'. De resultaten van onderzoeksvraag 3 zijn gebaseerd op de interviews met de schoolleider (n=24) waarbij gevraagd werd: 'Hoe stimuleert u het welbevinden van leraren?'.

De data werden geanalyseerd volgens een duidelijk stappenplan:

1) Alle interviews werden getranscribeerd en gecodeerd in Nvivo.

2) De relevante codes voor dit onderzoek werden bestudeerd per leerkracht en per school. Hierbij werd een score toegekend per leerkracht voor hun welbevinden en verloopintentie waarbij 0 staat voor een laag welbevinden en lage verloopintentie; 0.5 staat voor een wisselend welbevinden waarbij de leerkracht zowel positieve als negatieve emoties omschrijft en een wisselende verloopintentie waarbij de leerkracht aangeeft soms te overwegen om de school of de job te verlaten; en 1 staat voor een hoog welbevinden en een hoge verloopintentie.

3) De informatie omtrent job demands en job resources die leerkrachten vermelden, werd verzameld in MS Excel. Hierbij werden deze job demands en job resources in eerste instantie zeer specifiek overgenomen, waarna een clustering plaatsvond van demands en resources in categorieën (bvb. team, schoolleider, doelgroep). Deze categorieën werden daarna in 3 domeinen ondergebracht: schoolgerelateerde factoren, jobgerelateerde factoren en andere factoren.

4) De data werden verder geanalyseerd om de specifieke onderzoeksvragen te beantwoorden. Hierbij werd gebruik gemaakt van o.a. Fisher Exact Test, ANOVA en verdere kwalitatieve analyses. **We hielden bij de keuze van onze tests rekening met het feit dat we met een kleine steekproef te maken hebben.**

Doorheen het analyseproces van de data, werden beslissingen en interpretaties steeds door de verschillende onderzoekers binnen het team in overleg genomen. Onderzoekers gingen hiervoor eerst onafhankelijk van elkaar aan de slag met de data om deze te coderen en te analyseren waarna overleg volgde om ervoor te zorgen dat beslissingen en interpretaties op dezelfde manier gebeurden. Dit werd ook steeds gecontroleerd door de onderzoekers en indien nodig, bijgestuurd.

In de Nederlandstalige beleidssamenvatting werden omwille van beknoptheid geen citaten ter illustratie van de resultaten opgenomen, maar deze zijn steeds te raadplegen in het Engelstalige rapport.

Resultaten

Onderzoeksvraag 1: Hoe percipiëren leraren hun welbevinden en verloopintentie?

Tabel a geeft een overzicht van de scores voor welbevinden en verloopintentie van alle leraren in onze studie. Hierbij merken we dat de meerderheid van leerkrachten in onze steekproef (n=64) in het algemeen een hoog welbevinden rapporteert. Ongeveer een vierde van de leerkrachten in de steekproef (n=21) geeft aan dat hun welbevinden varieert en verwijst zowel naar positieve als negatieve emoties. Slechts één leerkracht geeft aan een ronduit laag welbevinden te ervaren. Wat verloopintenties betreft, zien we dat de meeste leerkrachten in onze steekproef aangeven noch naar een andere school te willen (n=76), noch uit het lerarenberoep te willen stappen (n=69). Slechts 7 leerkrachten geven aan soms van school te willen veranderen en 16 leerkrachten melden dat ze soms twijfelen om uit het lerarenberoep te stappen. Een heel kleine minderheid in deze studie rapporteert dat ze wel de intentie hebben om van school te veranderen (n=3) of om helemaal uit het lerarenberoep te stappen (n=1). Binnen onze steekproef vinden we geen significante verschillen met betrekking tot welbevinden en verloopintentie tussen basis- en secundair onderwijs.

Tabel a. Frequenties van scores welbevinden en verloopintentie

	Welbevinden ^a	Verloopintentie	
		Naar een andere school ^b	Uit het lerarenberoep ^c
Hoog (score 1)	64 (74.4%)	3 (3.5%)	1 (1.2%)
Basisscholen	27 (65.9%)	2 (4.9%)	1 (2.4%)
Secundaire scholen	37 (82.2%)	1 (2.2%)	0 (0%)
Matig (score 0.5)	21 (24.4%)	7 (8.1%)	16 (18.6%)
Basisscholen	14 (34.1%)	3 (7.3%)	10 (24.4%)
Secundaire scholen	7 (15.6%)	4 (8.9%)	6 (13.3%)
Laag (score 0)	1 (1.2%)	76 (88.4%)	69 (80.2%)
Basisscholen	0 (0%)	36 (87.8%)	30 (73.2%)
Secundaire scholen	1 (2.2%)	40 (88.9%)	39 (86.7%)
Totaal	86 (100%)	86 (100%)	86 (100%)

Noot. ^aFisher exact test (welbevinden x onderwijsniveau): $p=0.077$; ^bFisher exact test (verloopintentie andere school x onderwijsniveau): $p=0.884$; ^cFisher exact test (verloopintentie uit beroep x onderwijsniveau): $p=0.215$.

Onderzoeksvraag 1a: In hoeverre zijn de percepties van leraren omtrent hun welbevinden en verloopintentie gerelateerd aan leerkrachtkenmerken?

De resultaten in Tabel b tonen dat enkel het welbevinden van leerkrachten gerelateerd is aan bepaalde leerkrachtkenmerken **in onze steekproef**. Meer bepaald stellen we vast dat het welbevinden van leerkrachten samenhangt met geslacht en met statuut. Specifiek blijkt dat het welbevinden van leerkrachten **in deze studie** meer fluctueert bij vrouwen en bij leerkrachten in een vaster statuut (TADD of benoeming). Er werd geen verband gevonden tussen verloopintentie en leerkrachtkenmerken.

Tabel b. Relaties tussen welvinden score en leerkrachtkenmerken

		Welbevinden			Fisher exact test
		Laag	Matig	Hoog	p-waarde
Leerkracht-kenmerken					
Gender	Man	3.0%	12.1%	84.8%	0.038*
	Vrouw	0%	32.1%	67.9%	
Statuut	TABD	4.3%	8.7%	87.0%	0.029*
	TADD of benoemd	0.0%	30.2%	69.8%	
Zij-instromer	Nee	1.3%	26.7%	72.0%	0.371
	Ja	0.0%	9.1%	90.9%	

Noot. * significant als $p \leq 0.05$

Onderzoeksvraag 1b: In hoeverre zijn de percepties van leraren omtrent hun welbevinden en verloopintentie verschillend in excellent en matig strategische scholen?

Om op deze onderzoeksvraag een antwoord te geven, hebben we het percentage leerkrachten met een hoog welbevinden en lage verloopintentie per school berekend. Hierbij gingen we na of er verschillen vast te stellen zijn **in onze steekproef** tussen excellent en matig strategische scholen. Tabel c geeft hiervan een overzicht. Hierbij stellen we vast dat gemiddeld genomen het percentage leerkrachten met een hoog welbevinden en lage verloopintenties hoger is in excellent strategische scholen in vergelijking met matig strategische scholen. We willen er hier wel op duiden dat de verschillen in percentages soms wel eerder minimaal zijn en **dit in onze kleinere steekproef die in totaal 86 leerkrachten bedraagt**. Voor welbevinden zien we wel dat in alle secundaire scholen die excellent strategisch zijn alle leerkrachten een hoog welbevinden rapporteren. Bovendien zien we in deze scholen dat geen enkele leerkracht ook de intentie rapporteert om van school te veranderen.

Tabel c. Percentage leerkrachten in de school met hoog welbevinden en lage verloopintentie opgesplitst voor excellent en matig strategische scholen

		Percentage leraren met hoog welbevinden (score 1)	Percentage leraren met lage verloopintentie uit de school (score 0)	Percentage leraren met lage verloopintentie uit het beroep (score 0)
EXCELLENT STRATEGISCH (10)				
	CASE			
Basisscholen (5)	A	83.3%	83.3%	66.7%
	D	66.7%	100%	100%
	E	33.3%	100%	66.7%
	F	100%	100%	66.7%
	G	33.3%	66.7%	100%
Secundaire scholen (5)	3	100%	100%	75%
	4	100%	100%	100%
	8	100%	100%	100%
	9	100%	100%	66.7%
	11	100%	100%	100%
<i>Gemiddelde totaal</i>		81.7%	95%	84.2%
MATIG STRATEGISCH (14)				
	CASE			
Basisscholen (7)	B	75%	80%	80%
	C	66.7%	66.7%	100%
	H	100%	100%	75%
	I	66.7%	100%	75%
	J	33.3%	100%	33.3%
	K	33.3%	100%	66.7%
	L	66.7%	66.7%	66.7%
Secundaire scholen (7)	1	80%	80%	100%
	2	75%	75%	75%
	5	75%	75%	100%
	6	66.7%	100%	66.7%
	7	66.7%	100%	66.7%
	10	40%	80%	80%
	12	100%	75%	100%
<i>Gemiddelde totaal</i>		67.5%	85.6%	72.4%

Note: Percentages worden gepresenteerd i.p.v. het aantal leerkrachten met score 1 omdat het aantal bevroegde leraren per school verschilt (van 3 tot 6 leraren)

Onderzoeksvraag 2: Welke job resources en job demands melden leerkrachten gerelateerd aan hun welbevinden en verloopintentie?

Tijdens de interviews met leerkrachten hebben we bevestigd wat hun welbevinden en verloopintentie bepaalt. Uit hun antwoorden kunnen we afleiden welke zaken zij als job demands en welke zij als job resources benoemen. Tabel d heeft een overzicht van het aantal gemelde job demands en job resources in drie grote domeinen: 1) schoolgerelateerde factoren, 2) job gerelateerde factoren en 3) andere factoren.

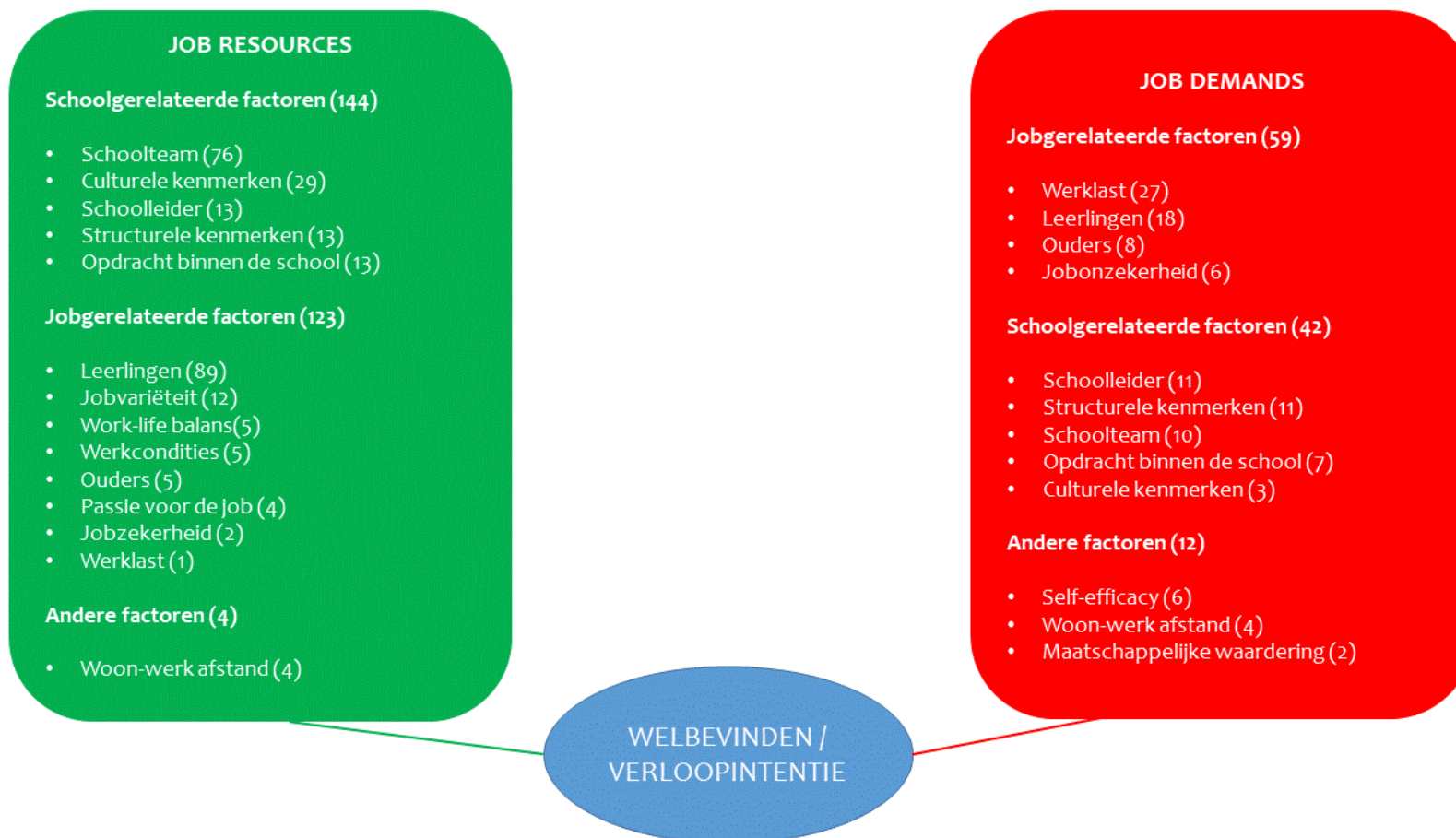
Tabel d. Aantal genoemde job resources en job demands per domein

	Domeinen		
	<i>Schoolgerelateerde factoren</i>	<i>Jobgerelateerde factoren</i>	<i>Andere factoren</i>
Job resources	144	123	4
<i>Basisscholen</i>	58	53	2
<i>Secundaire scholen</i>	86	70	2
Job demands	42	59	12
<i>Basisscholen</i>	24	33	8
<i>Secundaire scholen</i>	18	26	4

Uit deze tabel kunnen we afleiden dat de meerderheid van job resources schoolgerelateerd zijn, terwijl de meerderheid van job demands jobgerelateerd zijn. Er worden iets meer job resources en minder job demands gerapporteerd door leerkrachten secundair onderwijs dan leerkrachten basisonderwijs. We moeten echter opletten met het overinterpreteren van de verschillen in deze cijfers, aangezien de verschillen vaak minimaal zijn.

Figuur 1 heeft een meer gedetailleerd overzicht van de verschillende job resources en de job demands die door leerkrachten werden aangehaald. Er zijn vijf schoolgerelateerde factoren die aangehaald worden door leerkrachten als job resources én ook als job demands. Tabel e verduidelijkt welke schoolgerelateerde factoren precies aangehaald worden. De jobgerelateerde factoren worden toegelicht in Tabel f. De weinige andere factoren zijn terug te vinden in Tabel g.

Figuur 1. Overzicht van domeinen en thema's bij job resources en job demands aangehaald door leerkrachten in relatie met hun welbevinden en verloopintentie



Noot. Aantallen tussen haakjes: het aantal leerkrachten dat dit aanhaalt. De domeinen en thema's werden gerangschikt volgens aantal keer dat ze voorkomen.

Tabel e. Schoolgerelateerde job resources en job demands

Schoolgerelateerde factor	Job resource	Job demand
<i>Schoolteam</i>	<ul style="list-style-type: none"> - Een aangename sfeer (n=52) - Steun van collega's (n=13) - Passen in het team (n=7) - Constructieve samenwerking (n=4) 	<ul style="list-style-type: none"> - Geen aangename sfeer (n=3) - Dysfunctionerende collega's (n=3) - Geen constructieve samenwerking (n=2) - Gebrek aan steun van collega's (n=1) - Niet passen in het team (n=1)
<i>Culturele kenmerken</i>	<ul style="list-style-type: none"> - Autonomie (n=15) - Passen in de schoolcultuur (n=12) - Participatie (n=2) 	<ul style="list-style-type: none"> - Niet passen in de schoolcultuur (n=3)
<i>Schoolleider</i>	<ul style="list-style-type: none"> - Steun (n=7) - Waardering (n=5) - Innovativiteit (n=1) 	<ul style="list-style-type: none"> - Gebrek aan leiderschap (n=6) - Top-down beleid (n=1) - Gebrek aan waardering (n=1) - Gebrek aan steun (n=1)
<i>Structurele kenmerken</i>	<ul style="list-style-type: none"> - Kleinschaligheid school (n=6) - Schoolinfrastructuur (n=4) - Jong schoolteam (n=2) - Directiewissel (n=1) 	<ul style="list-style-type: none"> - Vooral vrouwelijke leerkrachten in de school (n=3) - groei van leerlingpopulatie (n=3) - Kleinschaligheid school (n=1) - Beperkte infrastructuur (n=1) - Uitval van collega's (n=1) - Fusie met andere school (n=1) - Directiewissel (n=1)
<i>Opdracht binnen de school</i>	<ul style="list-style-type: none"> - Opdracht is afgestemd op eigen noden (n=8) - Gevarieerde opdracht (n=5) 	<ul style="list-style-type: none"> - Opdracht matcht niet met diploma (n=3) - Opdracht als klastitularis (n=2) - Te weinig gevarieerd (n=1) - Opdracht matcht niet met eigen noden (n=1)

Tabel f. Jobgerelateerde job resources en job demands

Jobgerelateerde factor	Job resource	Job demand
<i>Leerlingen</i>	- Leerlingen iets leren (n=35) - Enthousiasme en motivatie van leerlingen (n=33) - Goede relatie met leerlingen (n=21)	- Moeilijk te managen klasgroepen (n=8) - Leerlingen met hoge zorgnoden (n=7) - Gebrek aan enthousiasme en motivatie van leerlingen (n=3)
<i>Werklast</i>	- Weinig planlast in deze school (n=1)	- Werk stopt nooit, veel administratie (n=27)
<i>Ouders</i>	- Waardering door ouders (n=5)	- Hoge verwachtingen (n=5) - Kritiek van ouders (n=3)
<i>Jobvariëteit</i>	- Jobvariëteit (n=12)	/
<i>Jobzekerheid</i>	- Jobzekerheid (n=2)	- Jobonzekerheid (n=6)
<i>Work-life balans</i>	- Combinatie met gezin (n=5)	- Combinatie met gezin (n=2)
<i>Werkcondities</i>	- Werkcondities (vakantie, salaris) (n=5)	/
<i>Passie voor de job</i>	- Lesgeven als roeping (n=4)	/

Tabel g. Andere job resources en job demands

Andere factoren	Job resource	Job demand
<i>Woon-werk afstand</i>	- Goed doenbaar (n=4)	- Grote afstand (n=4)
<i>Self-efficacy</i>	/	- Het gevoel hebben niet te voldoen (n=6)
<i>Maatschappelijke waardering</i>	/	- Negatieve perceptie (n=2)

Onderzoeksvraag 2a: In hoeverre zijn job resources en job demands die leraren melden gerelateerd aan leerkrachtkenmerken?

Om deze onderzoeksvraag te beantwoorden bekeken we via one-way Anova tests of er significante verschillen waren in het aantal job resources en job demands die leerkrachten aanhalen naargelang hun gender, statuut of al dan niet zij-instromer. Hierbij werden voor geslacht en statuut geen significante verschillen gevonden tussen mannen/vrouwen en tijdelijke/vaste leerkrachten met betrekking tot het aantal job resources en job demands die zij aangeven. Wel vonden we dat zij-instromers meer job resources aanhalen dan de leerkrachten die rechtstreeks het lerarenberoep instroomden. Hierbij zien we dat zij vooral aanhalen dat de balans tussen werk en gezin door hen als positiever wordt ervaren in het lerarenberoep dan in hun voorgaande carrière.

Onderzoeksvraag 2b: In hoeverre zijn job resources en job demands die leraren melden verschillend in excellent en matig strategische scholen?

We berekenden het gemiddelde aantal job resources en job demands die door leerkrachten per school genoemd werden. Hiervan is een overzicht opgenomen in Tabel h. Hierbij gingen we na of we een verschil kunnen vaststellen tussen excellent en matig strategische scholen. We merken hierbij zo goed als geen verschil tussen het gemiddeld aantal job resources dat leerkrachten melden in excellent en matig strategische scholen. We merken wel een licht verschil in het aantal gemelde job demands tussen excellent strategische scholen (net geen 1) en matig strategische scholen (meer dan 1). Dit verschil blijkt vooral te liggen in het aantal schoolgerelateerde factoren die als job demands aangehaald worden in excellent strategische scholen (gemiddeld 0.2) en matig strategische scholen (gemiddeld 0.7). Vooral de schoolleider en de opdracht binnen de school worden vaker als job demand genoemd in matig strategische scholen.

Tabel h. Gemiddeld aantal job resources en job demands genoemd door leerkrachten in excellent strategische scholen en matig strategische scholen

		Gemiddeld aantal genoemde job resources	Gemiddeld aantal genoemde job demands
EXCELLENT STRATEGISCHE SCHOLEN (10)			
Basisscholen (5)	CASE A	2.33	0.83
	CASE D	3.33	1.67
	CASE E	2.67	2.33
	CASE F	2.67	1.33
	CASE G	2.00	1.33
Secundaire scholen (5)	CASE 3	3.75	0.50
	CASE 4	3.25	0.25
	CASE 8	4.00	0.67
	CASE 9	3.67	0.33
	CASE 11	4.25	0.75
Total		3.19	0.99
MATIG STRATEGISCHE SCHOLEN (14)			
Basisscholen (7)	CASE B	3.00	0.75
	CASE C	3.67	2.00
	CASE H	3.00	2.25
	CASE I	3.00	1.33
	CASE J	2.00	4.00
	CASE K	2.67	2.33
	CASE L	3.00	0.33
Secundaire scholen (7)	CASE 1	2.40	0.60
	CASE 2	2.75	0.50
	CASE 5	4.00	1.00
	CASE 6	4.00	2.00
	CASE 7	2.00	3.33
	CASE 10	3.60	2.20
	CASE 12	4.25	0.75
Total		3.09	1.67

Onderzoeksvraag 3: Wat doen schoolleiders om het welbevinden van leraren te stimuleren?

In de interviews met schoolleiders werd expliciet bevraagd hoe zij het welbevinden van leerkrachten trachten te stimuleren in hun school. Hierbij merken we op dat meer dan

de helft van de schoolleiders (n=15) aangeeft dat dit niet steeds gemakkelijk is. Zij verwijzen hierbij naar het feit dat de job van leraar een hoge werklast en veel druk met zich meebrengt. Hiervoor verwijzen schoolleiders (n=12) enerzijds naar schoolkenmerken (bvb. de leerlingpopulatie, de schoolgrootte, schoolinfrastructuur) of externe eisen (bvb. centrale innovaties). Anderzijds verwijzen een aantal schoolleiders (n=3) ook naar persoonlijke kenmerken van leerkrachten (bvb. veeleisend zijn voor zichzelf) die welbevinden onder druk plaatsen. De schoolleiders geven wel aan dat zij via verschillende acties het welbevinden van hun leerkrachten proberen te stimuleren. Een overzicht hiervan is te vinden in Tabel i.

Tabel i. Overzicht van factoren aangehaald door schoolleiders (n=24) om het welbevinden van leerkrachten te ondersteunen

Stimulerende factoren voor welbevinden	Totaal aantal	Basis-scholen	Secundaire scholen
<i>Personeelspraktijk</i>			
Waardering	14	6	8
Opdrachttoewijzing	9	6	3
Leerkrachtevaluatie	6	4	2
Totaal	29	16	13
<i>Leiderschapsacties</i>			
Monitoring van het welbevinden	8	1	7
Betrokkenheid tonen	7	2	5
Werkdruk verlagen	5	3	2
Vertrouwen/autonomie geven	4	2	2
Steun bieden	2	1	1
Structuur bieden/consequent zijn	2	1	1
Totaal	28	10	18
<i>Culturele en structurele schoolkenmerken</i>			
Een aangename teamsfeer stimuleren	8	5	3
Een comfortabele werkomgeving creëren	5	1	4
Participatie faciliteren	3	0	3
Een professionele leergemeenschap opzetten	2	2	0
Totaal	18	8	10
<i>Strategische planning</i>	8	3	5
Algemeen totaal	83	37	46

De factoren die directeurs aanhalen, kunnen in een aantal categorieën onderverdeeld worden. Een eerste categorie omvat concrete personeelspraktijken

waarnaar de schoolleiders verwijzen om welbevinden te stimuleren. De meest genoemde praktijk is waardering van leerkrachten. Ook de personeelspraktijken ‘opdrachttoewijzing’ en ‘leerkrachtevaluatie’ worden benut door directies om welbevinden te stimuleren.

De tweede categorie omvat acties die schoolleiders zelf ondernemen binnen de manier waarop zij leidinggeven in de school. Een aantal directeurs vertrouwen op een expliciete bevraging van het welbevinden van leerkrachten om dit zo te kunnen monitoren. Directies geven ook aan dat het belangrijk is om betrokkenheid te tonen op wat leraren doen in hun klaspraktijk en in de school. Zij proberen ook de werkdruk te verlagen en leerkrachten te vertrouwen/autonomie te geven. Ook steun geven en structuur bieden, worden aangehaald. Bij deze categorie valt het wel op dat directeurs in basisscholen minder leiderschapsacties aanhalen dan directeurs in secundaire scholen.

Een derde categorie omvat het optimaliseren van culturele en structurele schoolkenmerken. Hierbij komt het stimuleren van een goede teamsfeer het meest aan bod, gevolgd door het creëren van een comfortabele werkomgeving. Participatie stimuleren en het opzetten van een professionele leergemeenschap worden minder genoemd.

Als laatste categorie komt strategische planning aan bod. Acht schoolleiders geven expliciet aan dat het stimuleren van welbevinden van leerkrachten deel uitmaakt van de strategische planning van de school. In deze scholen is welbevinden (zowel van leerlingen en leerkrachten) vaak een kernelement in de schoolvisie en een belangrijke prioriteit waar aan gewerkt wordt.

Onderzoeksvraag 3a: In hoeverre is wat schoolleiders doen om het welbevinden te stimuleren verschillend in excellent en matig strategische scholen?

Om deze onderzoeksvraag te beantwoorden, berekenden we per factor het aantal schoolleiders die deze factor aanhaalde en maakten we hierbij een opsplitsing tussen excellent strategisch en matig strategische scholen. Tabel j biedt een overzicht van deze gegevens. Hierbij merken we op dat schoolleiders in excellent strategische scholen over het algemeen iets meer factoren aanhalen dan de schoolleiders in matig strategische scholen. Gemiddeld genomen vermelden schoolleiders in excellent strategische scholen 4 tot 5 factoren, terwijl de leiders in matig strategische scholen 2 tot 3 factoren aanhalen. Hierbij bekeken we specifiek welke factoren door 20% meer schoolleiders aangehaald werden. Bij de personeelspraktijken worden ‘waardering’ en ‘leerkrachtevaluatie’ meer genoemd door schoolleiders in excellent strategische scholen. Qua leiderschapsacties merken we op dat schoolleiders in matig strategische scholen meer verwijzen naar het geven van vertrouwen en autonomie, terwijl schoolleiders in excellent strategische scholen meer verwijzen naar het bieden van structuur/consequent zijn. Schoolleiders in excellent strategische scholen zetten ook meer in op het opzetten van een professionele leergemeenschap om het welbevinden te stimuleren en welbevinden maakt in deze scholen vaker deel uit van de strategische planning.

Tabel j. Overzicht van factoren genoemd door schoolleiders in excellent strategische scholen (n=10) en matig strategische scholen (n=14)

Stimulerende factoren van welbevinden van leraren	Aantal schoolleiders in excellent strategische scholen	Aantal schoolleiders in matig strategische scholen
<i>Personeelspraktijken</i>		
Waardering*	9 (90%)	5 (36%)
Opdrachttoewijzing	4 (40%)	5 (36%)
Leerkrachtevaluatie*	4 (40%)	2 (14%)
<i>Leiderschapsacties</i>		
Monitoring van het welbevinden	4 (40%)	4 (29%)
Betrokkenheid tonen	3 (30%)	4 (29%)
Werkdruk verlagen	3 (30%)	2 (14%)
Vertrouwen/autonomie geven*	0 (0%)	4 (29%)
Steun bieden	1 (10%)	1 (7%)
Structuur bieden/consequent zijn*	2 (20%)	0 (0%)
<i>Culturele en structurele schoolkenmerken</i>		
Een aangename teamsfeer stimuleren	4 (40%)	4 (29%)
Een comfortabele werkomgeving creëren	2 (20%)	3 (21%)
Participatie faciliteren	2 (20%)	1 (7%)
Een professionele leergemeenschap opzetten*	2 (20%)	0 (0%)
<i>Strategische planning *</i>	5 (50%)	3 (21%)
Algemeen totaal	45	38

Noot. Tussen haakjes: het percentage schoolleiders binnen de groep van excellent of matig strategische scholen die een factor aanhalen; * toont dat er een verschil is van minstens 20% tussen beide groepen.

Discussie

Perceptie van leerkrachten over hun eigen welbevinden en verloopintentie. De resultaten van onderzoeksvraag 1 tonen aan dat de meerderheid van de leerkrachten positief refereren naar hun welbevinden in de school. De meerderheid wil ook liefst in de school blijven lesgeven en hebben geen intentie om de job van leraar op te geven. Dit resultaat is in lijn met eerder onderzoek (o.a. Aelterman, Engels & Verhaeghe, 2003; Vekeman, Devos, Valcke & Rosseel, 2017;). Ook het recente TALIS-onderzoek vond

soortgelijke resultaten (Van Droogenbroeck, Lemblé, Bongaerts, Spruyt, Siongers, & Kavadias, 2019). Dit betekent echter niet dat de leraren in onze studie helemaal geen stress of fysieke/emotionele belasting ervaren gerelateerd aan hun job (wat trouwens ook in het TALIS-onderzoek voor Vlaanderen werd gerapporteerd (zie Van Droogenbroeck, et al., 2019)). We zien dan ook dat leraren in het algemeen wel degelijk een aantal job demands rapporteren in onze studie. Wat de samenhang betreft tussen welbevinden en verloopintentie van leraren en de mate van strategisch personeelsbeleid in de school, merken we dat het aantal leerkrachten met een hoge score voor welbevinden hogere is en de verloopintentie lager is in de excellent strategische scholen. Ook ander onderzoek heeft eerder een verband gevonden tussen personeelsbeleid en welbevinden/verloopintentie (Snape & Redman, 2010). Onze studie toont meer specifiek aan dat een strategische invulling van personeelsbeleid (i.e. zowel rekening houden met de individuele noden van leraren als met de strategische planning van de school) loont voor het welbevinden/verloopintentie van leraren.

Job demands en job resources in relatie tot welbevinden/verloopintentie. De resultaten van onderzoeksvraag 2 tonen dat er job demands en job resources geformuleerd worden door leerkrachten in drie domeinen: 1) schoolgerelateerde factoren, 2) jobgerelateerde factoren en 3) andere factoren. De meerderheid van resources wordt gemeld bij de schoolgerelateerde factoren (bvb. schoolteam, schoolleider), terwijl de meerderheid van demands jobgerelateerde factoren zijn (bvb. werkdruk, jobonzekerheid). Dit resultaat is gelijklopend met eerder onderzoek door Aelterman en collega's (2003). In onze studie vonden we dat het schoolteam een belangrijke resource is voor leerkrachten. Struyve, et al. (2019) vonden eerder ook al dat het sociaal netwerk van leerkrachten verloopintentie kan verlagen. Ook het contact met leerlingen blijkt uit onze studie cruciaal. Dit werd eerder ook aangetoond door Skaalvik & Skaalvik (2015). De factor 'werkdruk' wordt het meest genoemd als job demand die het welbevinden beïnvloedt, wat in lijn is met eerder onderzoek (o.a. Betoret & Artiga, 2010). We merken hier dat leerlingen ook vaak genoemd worden als job demand waarbij bijvoorbeeld verwezen wordt naar moeilijke klassen, hoge zorgnoden, gebrek aan enthousiasme. Eerder onderzoek (o.a. Betoret & Artiga, 2010) toonde dit ook al aan. Uit onze studie blijkt niet meteen een verschil in het aantal gemelde job resources door leerkrachten in excellent of matig strategische scholen. Wel merken we dat leerkrachten in matig strategische scholen meer schoolgerelateerde job demands vermelden (bvb. gebrek aan steun door schoolleider, gebrek aan waardering, de opdracht in de school). We stellen dus vast dat leerkrachten in matig strategische scholen minder transformationeel leiderschap ervaren dat investeert in de motivatie van leerkrachten en een ondersteunende omgeving creëert in de school (Hallinger, 2003). Deze vaststelling is ook in lijn met ons eerder onderzoek (Tuytens, Vekeman & Devos, 2020) dat een verband vaststelde tussen strategisch personeelsbeleid en transformationeel leiderschap. Ook toont onze analyse aan dat leerkrachten in matig strategische scholen hun opdracht in de school meer als een job demand ervaren. Dit is in lijn met ons eerder

onderzoek (Tuytens, Vekeman & Devos, 2019) waarin drie matig strategische scholen geïdentificeerd werden die geen rekening houden met de individuele noden van leerkrachten bij opdrachttoewijzing. In deze drie scholen melden nu ook meerdere leraren hun opdracht als job demand in deze studie.

Wat doen schoolleiders om welbevinden te stimuleren? Hoewel schoolleiders aangeven dat er bepaalde barrières zijn bij het stimuleren van het welbevinden (zoals het feit dat lesgeven een belastende job is), hechten zij toch veel belang aan acties die het welbevinden kunnen bevorderen. Hiervoor verwijzen zij zowel naar personeelsbeleid, leiderschap, culturele en structurele schoolkenmerken en strategische planning. Hierbij merken we dat de acties waar zij naar verwijzen gelijklopen met wat Leithwood, Day, Sammons, Harris & Hopkins (2006) als vier sets van effectieve leiderschapskwaliteiten beschrijven: 1) visie en richting geven (cfr. Strategisch planning), 2) leerkrachten ondersteunen (cfr. Leiderschap en personeelsbeleid), 3) de school (re)organiseren (cfr. Schoolkenmerken) en 4) het lesprogramma managen (cfr. Leiderschap). Onze studie toont ook aan dat schoolleiders in excellent strategische scholen meer acties aanhalen om het welbevinden te stimuleren dan schoolleiders in matig strategische scholen. Schoolleiders in excellent strategische scholen verwijzen hierbij ook expliciet naar personeelspraktijken als waardering en leerkrachtevaluatie om dit te bewerkstelligen. Schoolleiders in matig strategische scholen refereren meer aan het geven van autonomie en vertrouwen aan leerkrachten, terwijl de schoolleiders in excellent strategische scholen het belangrijker vinden om consequent te zijn en structuur te bieden. Deze schoolleiders benadrukken ook het belang van een professionele leergemeenschap onder leraren voor hun welbevinden. Het welbevinden van leerkrachten maakt er ook meer deel uit van de strategische planning. Deze bevindingen zijn in lijn met eerder onderzoek van Dou, Devos & Valcke (2017) die vaststelden dat leerkrachtautonomie an sich niet voldoende is om welbevinden van leerkrachten te stimuleren, maar dat wellicht een combinatie van factoren nodig is hiervoor (zoals waardering en structuur).

Suggesties voor vervolgonderzoek. Hoewel we in deze studie een grote groep leraren geïnterviewd hebben omtrent hun welbevinden en verloopintentie, is het mogelijk dat deze groep niet volledig representatief is voor de Vlaamse leraar omwille van onze steekproeftrekking van 24 specifieke scholen. Toekomstig onderzoek kan dus meer scholen en meer leerkrachten betrekken om onze resultaten te valideren, wat zeker interessant zou zijn voor het onderscheid tussen excellent strategische en matig strategische scholen. In toekomstig onderzoek kunnen ook meer variabelen betrokken worden zoals bijvoorbeeld persoonlijke kenmerken van leerkrachten (bv. doelmatigheidsbeleving).

Implicaties. We menen dat onze studie bijdraagt aan een beter begrip van welbevinden en verloopintentie van leerkrachten en de link hiervan met strategisch personeelsbeleid. Onze studie toont namelijk aan dat scholen die erin slagen een

strategisch personeelsbeleid te installeren hiermee ook bijdragen aan het welbevinden van leerkrachten en de verloopintentie bij leerkrachten kunnen verlagen. We erkennen dat dit geen gemakkelijke opgave is voor scholen, maar menen dat het belangrijk is dat scholen zich hiervan bewust zijn en zo zicht krijgen op de concrete acties die kunnen bijdragen aan het welbevinden van hun team.

Research paper: Important job demands and job resources in relation to teachers' wellbeing and turnover intention

Introduction

A number of recent studies in different countries reveal that teaching is a particularly stressful occupation (e.g. Desrumaux et al., 2015; Liu & Onwuegbuzie, 2012) and repeatedly reveal that teacher attrition (i.e. the departure of teachers from their teaching jobs) has become a global problem (Chang, 2009; Hong, 2010; Ingersoll, 2001). Reduced teacher wellbeing (e.g. higher levels of burnout (Betoret, 2009) and negative affect, depression, and psychosomatic responses (Skaalvik & Skaalvik, 2015) might be the result of high job demands and long-term teacher stress. These processes may in turn result in lower job satisfaction (Desrumaux et al., 2015), lower levels of commitment and engagement (e.g. Klassen et al., 2013), and increased motivation to leave the teaching profession (Skaalvik & Skaalvik, 2011) or actual leaving (Weiss, 1999). Aspects of the work and the work environment that may be stressful are often termed 'job demands' (Demerouti, Bakker, Friedhelm & Schaufeli, 2001). However, wellbeing is not only affected by job demands but is also related to positive aspects of the work, which are often termed as 'job resources' (Demerouti et al., 2001). Positive relations with colleagues and the school administration as well as the feeling of doing a meaningful job have been found to be positively associated with teachers' engagement and wellbeing and negatively related to teacher stress (e.g., Hakanen et al., 2006; Skaalvik & Skaalvik, 2015). Although there exists a relatively large body of research on teachers' wellbeing and factors associated with it (Bermejo-Toro, Prieto-Ursúa & Hernández, 2016), we identify three main gaps in current educational research.

First, existing studies investigated often a specific set of job resources and job demands -identified based on theory and previous research- in relation to teachers' wellbeing (and related outcomes such as 'engagement' and/or 'turnover intention'). Skaalvik and Skaalvik (2018), for instance, investigated teachers' perception of three possible job resources (i.e. 'supportive colleagues', 'collective school culture' and 'value consonance') and three job demands (i.e. 'time pressure', 'discipline problems' and 'low student motivation') in relation to teachers' wellbeing, engagement and motivation to quit. This study showed, for instance, that job demands strongly predicted lower teacher well-being, whereas job resources more moderately predicted higher well-being. Teacher wellbeing was in turn predictive of higher engagement and lower motivation to leave the profession. Yet, until now, only a few studies (e.g. Shernoff, Mehta, Atkins, Torf & Spencer, 2011; Skaalvik & Skaalvik, 2015) mapped which job demands and job resources teachers perceive themselves in relation to wellbeing based on a qualitative research methodology instead of a survey methodology. Actually, although the job demands-resources (JD-R)

model is a widely applied and well-recognized framework for measuring psychosocial working conditions, there is still a need for methodological contributions including more objective as well as qualitative ways to assess these conditions (Corin & Björk, 2016; Demerouti, 2014). Second, as far as we know, few studies examined teachers' perception of job resources and job demands in relation to the extent to which a set of HR practices is installed strategically in their school. Based on the current literature, we might expect that HRM influences job resources (e.g. better 'job autonomy' or 'job variety') (Boxall & Macky, 2009; Snape & Redman, 2010), thereby having a positive effect on teacher's wellbeing and negative effect on their intent to turnover. Yet, until now, we do not know whether differences in perceived job resources and job demands could be noticed based on the extent of HR practices installed strategically within teachers' school (i.e. taking into account both the strategic planning within the school and teachers' individual needs). Third, until now, scant educational researchers examined what school leaders perceive as stimulating factors (or 'resources') for teachers' wellbeing. Based on research until now, we expect that school leaders might influence teachers' wellbeing in different ways (e.g. leadership style, HR practices, culture) (e.g. Konu, Viitanen & Lintonen, 2010). However, as far as we know, few studies examined whether the approach of school leaders in stimulating teachers' wellbeing is different according to the extent to which HRM is installed strategically within the school.

In the present study we try to tackle these research challenges using a qualitative design. More specifically, we aim with this study to examine: 1) teachers' perception of their own wellbeing and turnover intention, 2) teachers' perception of job demands and job resources related to wellbeing and turnover intention and 3) what school leaders do to stimulate teachers' wellbeing in their school. Besides taking into account a set of teacher characteristics, this study will also explore whether both teachers' and school leaders' perceptions are different according to the extent to which HRM is strategic within their school. Based on a previous qualitative study², teachers and school leaders within 'excellent' strategic and 'moderate' strategic HRM schools are compared.

² Tuytens, M.; Vekeman, E. & Devos, G. (2020). Strategisch personeelsbeleid in Vlaamse scholen. Een exploratieve studie. Steunpunt Onderwijsonderzoek, Gent.

Theoretical framework

Teachers' wellbeing and turnover intention

As stated earlier, this study will focus both on teachers' wellbeing and turnover intention. Many studies have reported that unsatisfactory levels of wellbeing increase teacher stress, and may lead to feelings of burnout and increased turnover intentions (e.g. Høigaard, Giske & Sundsli, 2012). With this study we do not aim to explore the causal relation between wellbeing and turnover intention because of the qualitative nature of our study that does not allow us to draw conclusions on causality between these variables. In what follows both teacher outcomes will be defined as two separate constructs.

Teachers' wellbeing. Defining teacher's wellbeing is ambiguous. While some researchers conceptualise and measure teachers' wellbeing negatively by focusing on negative emotional states (e.g. burn-out, emotional exhaustion, depressed mood or psychosomatic response) (e.g. Skaalvik & Skaalvik, 2018), other researchers define teachers' wellbeing as an individual's subjective positive experience at work by focusing, for example, on positive social relations at school, interpersonal fit at work, thriving at work and possible effects of wellbeing (e.g. Desrumaux et al., 2015; McInerney et al., 2018). In line with other researchers (e.g. Engels, Aelterman, Van Petegem & Schepens, 2004; Van Petegem, Creemers, Rosseel & Aelterman, 2005), we define teachers' wellbeing as a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand. This definition mentions 'a positive emotional state' which means we incorporate a positive connotation instead of focusing on negative emotional states. Moreover, this definition refers to a kind of harmony between the person and the school which means we look at wellbeing of teaching within a specific school.

Teachers' turnover intention. The umbrella term 'teacher turnover' is used to describe 'the departure of teachers from their teaching jobs' (Ingersoll, 2001, p. 500), referring to teachers who move within ('migration') and/or leave from the teaching profession ('attrition'). Yet, as studying actual teacher turnover is an extremely complex phenomenon given the uncontrollable impact of external factors and its underlying dimensions (Mayer, Dixon, Kline, Kostogriz, Moss & Rowa, 2017), several scholars suggested to investigate 'turnover intention' instead. Hence, turnover intention has been studied extensively (both inside and outside the educational field), especially as turnover intention has been found to be a valid proxy of actual turnover (Griffeth, Hom, & Gaertner, 2000; Sun & Wang, 2016). Since many researchers defined turnover as one's desire, willingness or willfulness to leave the organisation (e.g. Tett & Meyer, 1993), in

most educational studies, turnover intention is operationalised as the sum of ‘leavers’ (i.e. teachers leaving the teaching profession) and ‘movers’ (i.e. teachers moving to another school) (e.g. Skaalvik & Skaalvik, 2011; You & Conley, 2015). Nevertheless, different studies show ‘leavers’ and ‘movers’ cannot be seen as a homogenous group (Cochran-Smith, 2004; Kukla-Acevedo, 2009). Hence, instead of generally assessing the extent to which teachers recently considered relocating to a different school or leaving their jobs and going into a different profession, in this study ‘intention to leave’ and ‘intention to move’ will be treated as two different constructs.

Job demands and job resources

The job demands–resources (JD–R) model proposes that in all occupations one may distinguish between two categories of work characteristics: ‘job demands’ and ‘job resources’ (Demerouti et al., 2001). Demerouti and colleagues (2001) define job demands as “those physical, social, or organizational aspects of the job that require sustained physical or mental effort” (p. 501). Because job demands require sustained effort they are supposed to be associated with physical or psychological costs and may therefore result in emotional exhaustion (Demerouti et al., 2001). Job resources, on the other hand, refer to physical, psychological, social, and organizational aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development (Demerouti et al., 2001). Furthermore, according to the JD–R model two relatively independent processes can be identified: (a) a health impairment process in which job demands may lead to exhaustion and negative affect and (b) a motivational process in which job resources may increase job satisfaction and engagement (Bakker & Demerouti, 2014). The JD–R model also proposes an interaction between job demands and job resources (Bakker & Demerouti, 2007). For instance, social support (a job resource) may buffer the negative effect of job demands on teacher wellbeing and engagement. Thus, relying on the JD–R model we might expect that job resources increase teacher wellbeing and reduce teachers’ turnover intention, whereas job demands may decrease teacher wellbeing and increase teachers intention to leave or move (Skaalvik & Skaalvik, 2018).

Job demands. The worldwide documentation of high teacher stress has led researchers to explore ‘job demands’ or aspects of the work and the work environment that may be stressful. Job demands which are identified in teacher research include time pressure (also termed work overload), discipline problems (also termed pupil misbehavior), low student motivation, large student diversity, conflicts with colleagues, lack of administrative support, value conflicts, and role ambiguity (e.g. Betoret & Artiga, 2010; Collie, Shapka & Perry, 2012; Fernet, Guay, Senécal & Austin, 2012; Hakanen, Bakker & Schaufeli, 2006; Kokkinos, 2007; Shernoff et al., 2011; Skaalvik & Skaalvik, 2011; 2015).

Job resources. Next to research focusing on teacher stress, research on teacher engagement and job satisfaction has identified some potential job resources. The job resources explored in previous studies include teacher autonomy, positive and supportive relations with colleagues as well as with the school administration and the parents, perceived fairness, teachers' opportunities for learning and development, value consonance, and collective culture (Collie & Martin, 2017; Hakanen et al., 2006; Simbula et al., 2011; Skaalvik & Skaalvik, 2011).

Human resource management (HRM) in relation to teachers' wellbeing and turnover intention

Although the primary focus of much of the HRM literature has been on the relationship between HRM and organisational performance (or the impact that individual human resource (HR) practices and systems of HR practices have on various aspects of firm performance) (e.g. Becker & Gerhart, 1996; Becker & Huselid, 1998), during the past decades research has also focused more directly on worker outcomes. As a result several studies investigated the impact that HR practices have on employee attitudes and behaviour at work (e.g. Appelbaum, Bailey, Berg & Kalleberg, 2000). Relying on both streams in research, we might conclude that HRM increases performance and employee wellbeing (Van De Voorde, Paauwe & Veldhoven, 2012) and decreases turnover intention (e.g. Wheeler, Harris & Harvey, 2010). Although according to some authors (e.g. Appelbaum, 2002) it is difficult to draw any definitive conclusions about the effects of HRM on employee wellbeing, a review of the literature suggests that the HR practices that are adopted by organisations have a significant impact on the wellbeing of their workforces and that this impact tends, on the whole, to be more positive than negative (Peccei, 2004). Moreover, we know that the relationship between HRM and employee wellbeing appears to be stronger with HRM systems than for single HR practices (e.g. for 'recruitment and selection' or 'professional development') (Van De Voorde et al., 2012). More specifically, studies indicate that HRM influences job resources (e.g. better 'job autonomy' or 'job variety') (Boxall & Macky, 2009; Snape & Redman, 2010), thereby stimulating wellbeing and lowering employees' intention to turnover. According to Peccei (2004) the positive effects of HRM on wellbeing, however, are more complex than is normally assumed in the literature. In particular, results indicate that the constellation of HR practices that help to maximize employee wellbeing, are not necessarily the same as those practices that lead to high performance in organisations.

Yet, until now, many of the studies investigating the link between HRM and wellbeing (and/or turnover intention) were carried out in a private sector context. Actually, research with respect to the HRM and wellbeing relationship within the public sector context is scarce (Vermeeren, 2014). Overall, within the public sector literature little attention has been paid to HRM (Knies, Boselie, Gould-Williams & Vandenabeele, 2018).

Nevertheless, there are several indications that certain public sector characteristics cause that public and private sector organizations cannot be managed in the same way (Knies et al. , 2018). As a result, it remains largely unclear to what extent HRM in schools is related to teachers' well-being and turnover intention. While some studies exist examining the relationship between single isolated HR practices (e.g. rewards) and teachers wellbeing and/ or turnover intention (e.g. Ford, Urick & Wilson, 2018; Liu, 2012), only a handful explored the relationship between a set of HR practices and teachers' wellbeing and/or turnover intention. Vekeman, Devos, Valcke and Rosseel (2018) found, for instance, that teachers' job satisfaction and turnover intention is respectively higher and lower in schools according to their development-oriented HR approach. Yet, this study wants to investigate whether a balanced approach in HRM (i.e. aimed at achieving individual goals, on the one hand, by taking into account the needs of individual teachers, and organisational and societal goals, on the other hand, by aligning HR practices with strategic planning in the school) (Boselie, 2014) is related to teachers' wellbeing and turnover intention by exploring to what extent teachers' perceptions of their own wellbeing and turnover intention (and job resources and job demands related to it) are different in excellent and moderate strategic schools.

Purpose of study

This study aims to shed light on teachers' perception of wellbeing and turnover intention and related job demands and job resources using a qualitative research design. The majority of teacher wellbeing studies has relied on quantitative methods, including highly structured rating scales with fixed response options (Shernoff et al., 2011). Open-ended methods that allow teachers to elaborate on the meaning and phenomena of wellbeing from their perspective has the potential to provide a more in-depth understanding of their experience of wellbeing and intention to turnover. Furthermore, in line with previous research on teacher wellbeing and turnover, in this study we will take into account some demographic teacher characteristics (e.g. teacher's statutory position) when interpreting the study results. Moreover, as far as we know, this study is one of the first exploring to what extent teachers' perceptions of job demands and job resources related to wellbeing and turnover intention are different in excellent compared to moderate strategic schools. Finally, this study aims to shed light on school leaders' approaches in stimulating teachers' wellbeing and explores whether this approach is different in excellent compared to moderate strategic schools. Actually, this study aims to answer the following research questions:

1. How do teachers perceive their own wellbeing and intention to turnover?
 - a. To what extent are teachers' perceptions of their own wellbeing and intention to turnover associated with teacher characteristics?

- b. To what extent are teachers' perceptions of their own wellbeing and turnover intention different in excellent and moderate strategic schools?
2. Which job resources and job demands do teachers mention in relation to their personal wellbeing and turnover intention?
 - a. To what extent are the job resources and job demands teachers mention associated with teacher characteristics?
 - b. To what extent are job resources and job demands mentioned by teachers different in excellent and moderate strategic schools?
3. What do school leaders do to stimulate teachers' wellbeing in their school?
 - a. To what extent is what school leaders perceive as stimulating for teachers' wellbeing different in excellent and moderate strategic schools?

Methods

Data collection

This study is part of a larger case study on human resource management from a school's perspective. For this research project we used a multiple case study design in order to deepen the understanding about strategic human resource management in elementary and secondary schools. More specifically, a sample of schools was used that was purposefully chosen. In this regard, we aimed to select schools that were particularly interesting based on one of their human resource practices and hence, had a high potential of being meaningful and enriching for this study. This means that we were not pursuing a representative, random sample, but we used a *stratified purposeful sample* (Miles & Huberman, 1994). When selecting schools, we looked for an equal representation of schools based on demographic characteristics (e.g. school size; educational umbrella organisation; pupil population (OKI), school location and type of education (ASO/TSO/BSO). We selected a sample of 24 schools in total, in essence 12 elementary schools and 12 secondary schools (see Table 1).

In order to identify particularly interesting schools in light of their human resource practices, our case selection was twofold: 1) we launched a call to all Flemish schools to participate in the study through a newsletter that was sent out to all Flemish schools by the Ministry of Education. In this call, we asked to identify schools that had a specific approach of one or more human resource practices that are under investigation through an online form. In this form, we requested information about the specific approach of one or more HR practices and several characteristics of the school (elementary or secondary, school size, student population, etc.). 2) we selected schools based on our prior knowledge of the school. In essence this involved schools that already participated in previous studies

that were performed in our research group. The focus of these previous studies was specifically on one of the human resource practices that are put forward in this study (e.g. teacher assignment, teacher evaluation, teacher recruitment). For the selection of our cases, first we looked at the schools that were identified through the call. In total, 14 schools were selected based on the call. This involved 8 elementary and 6 secondary schools. After this selection, we added 10 schools (4 elementary and 6 secondary schools) to our sample based on our experiences with these schools through prior research on one of the HR practices.

To get a good insight in the schools' human resource management and related factors (such as leadership, school context, etc.), we investigated the 24 cases throughout one entire school year using interviews, observations and documents. First, a pilot study in 4 cases (2 elementary schools and 2 secondary schools) was carried out during school year 2017-2018. Second, based on the same format of the pilot study, 20 cases (10 elementary schools and 10 secondary schools) were investigated during the following school year (from August 2017 until August/September 2018). Interviews were used as the main source of data collection. Observations and documents were gathered as a complementary data collection procedure in support of data triangulation. In total, we conducted 194 interviews with on average 8 interviews per school. In each school, three semi-structured interviews were conducted with the school leader (at the beginning, in the middle and at the end of the school year). This approach gave us the chance to get insight in important moments related to HRM during the school year and time to gain deep insight in the different HR practices, strategic planning and schools' characteristics and context (see Appendix I). Moreover, during the school year, we conducted interviews with teachers in each school (see Appendix II). If relevant for HR-practices, we also conducted interviews with (teacher) leaders, members of the school board, etc.

The results of this study are based on this large data collection. To answer research question 1, 1a, 2 and 2a, we relied on the data we collected during the interviews with teachers only. More specifically, we focused on the interviews with school members with a teaching assignment³ and ensured that for every school minimum 3 teachers were included: 1) (when present in the school) a teacher with a temporary position of definite duration (i.e. TABD) (cf. 'Teacher 1' in results section), 2) a teacher with a temporary appointment of continuous duration (i.e. TADD) (cf. 'Teacher 2' in results section) and 3) a teacher with a tenured position (cf. 'Teacher 3' in results section). When more teachers per category were interviewed within the school, these teachers were also included (cf. Teacher 1a/b, Teacher 2a/b, Teacher 3a/b in results section). In total 86 teacher interviews were used (41 in primary education and 45 in secondary education) for this study. This sample consists of 53 female and 33 male respondents with an average teaching

³ Teachers with a teaching assignment and other function within the school (e.g. coordinator, mentor) were also included unless the extra function extended a halftime appointment.

experience in the school of 9.5 years (min.: < 1 year; max.: 40 years). At the time of the interview 23 teachers had TABD, 24 teachers had a TADD (or had a perspective to attain this position within the current school year) and 39 teachers had a tenured position. The majority of the interviewed teachers were first career teachers (n=75). Yet, we also interviewed 11 second career teachers (i.e. 'zij-instromers'). Furthermore, in order to answer research question 1, 1a, 2 and 2a we focused on the interview questions for teachers which were asked in order to measure teacher characteristics (e.g. years of experience within the school, statutory position, career) and teacher outcomes (e.g. wellbeing, turnover intention). To get insight in teachers' wellbeing and turnover intentions, the following questions were asked: 'Do you feel well at school?', 'Would you prefer to teach in another school?', 'Are you happy with your job as a teacher?', 'Would you prefer to have another job?', 'Do you feel at home within the teacher team?', 'What mainly ensures that you come to work every day with pleasure?'

In order to answer the research question 1b, 2b, 3 and 3b, also the interview data with school leaders, observations and documents were used. In order to answer research question 3 we zoomed in on what school leaders perceive as stimulating factors for teachers' wellbeing within their school. Therefore, we analysed the answers of school leaders on the following interview question: 'What do you do in order to stimulate teachers' wellbeing in the school?'. What we exactly used from the interviews with school leaders, observations and documents in order to answer research question 1b, 2b and 3b will be discussed more in detail in the following section (cf. data analysis research question 1b, 2b and 3b).

Data analysis

In order to analyse the data we followed a clear step-by-step plan. First, all interviews were systematically transcribed and coded using Nvivo (i.e. a qualitative research software tool). Second, based on the interview protocol, sets of categories (or nodes) (e.g. wellbeing, turnover intention) were created in Nvivo. The interviews were coded based on these categories in order to structure the text and to reduce the data. Third, after coding each interview or set of interviews an 'interim case summary' (Miles & Huberman, 1994) was adjusted or refined. An interim case summary is a provisional product of varying length that provides a synthesis of what the researcher knows about the case and also indicates what may remain to be found out. In our study the case summary presents (a) a review of findings, (b) a careful look at the quality of data supporting them, (c) the agenda for the next interview(s). The review of findings in the summary was ordered based on the different codes in Nvivo (cf. Appendix IV for case summary format). Fourth, based on the final case summaries (approximately 35 pages per case) and the coded interviews in Nvivo a detailed case report (on average 25 pages) was written for each school in which we reported on the within-case analysis for the different central variables (i.e. school's internal

and external context, school characteristics, HR practices, school leadership, teacher characteristics and teacher outcomes (i.e. wellbeing and turnover intention). When relevant, we added extracted information from the observations and documents to the interim case summary and case reports. As both the analysis of the observations and documents were mainly supplementary to the interviews, the predefined categories were also used to analyse the documents and observations (Bowen, 1997). After we carried out these steps in our data-analysis, a systematic approach was followed in order to answer the research questions of this specific study. In what follows this approach will be discussed for each research question in detail.

Research question 1

First, in order to answer research question 1 ('How do teachers perceive their own wellbeing and intention to turnover?') we analysed the text fragments which were coded in Nvivo with the following nodes: 'wellbeing' and 'turnover intention'. Based on these nodes and the information that was summarized in the case summaries, teachers' wellbeing, intent to move to another school and intent to leave the teaching profession were scored respectively using the scoring scheme in Table 2 and 3.

Table 2. Scoring scheme teachers' wellbeing

0	Low	The teacher indicates his/her wellbeing is low by referring in general to negative emotions about teaching in the school.
0.5	Moderate	The teacher indicates that his/ her wellbeing fluctuates by referring to positive and negative emotions about teaching in the school.
1	High	The teacher indicates that his/ her wellbeing is high by referring in general to positive emotions about teaching in the school.

Table 3. Scoring scheme teachers' turnover intention

0	Low	The teacher indicates he/she has not the intention to leave the teaching profession / to move to another school.
0.5	Moderate	The teacher indicates he/she has sometimes the intention to leave the teaching profession /to move to another school.
1	High	The teacher indicates that he/she has often the intention to leave the teaching profession / to move to another school.

Both scoring schemes were developed based on the existing literature. The scoring scheme for teachers' wellbeing is based on Engels and colleagues' (2004) definition of wellbeing. The scoring scheme for teachers' turnover intention was developed inspired by the work of Spector, Dwyer & Jex (1988) and Carmeli & Weisberg (2006).

Table 1: Demographic characteristics of cases

CASE	SCHOOL LEVEL	SCHOOL SECTOR	NUMBER OF STUDENTS	SES	LOCATION	EDUCATIONAL TRACK
1	SE	KOV	950	1.06	urban	TSO/BSO/KSO
2	SE	GO	250	1.04	urban	ASO/TSO/BSO
3	SE	POV	380	2.23	urban	TSO/BSO
4	SE	KOV	1700	0.90	urban	TSO/BSO/DBSO
5	SE	KOV	280	0.48	rural	ASO
6	SE	KOV	840	0.59	urban	ASO/TSO/BSO
7	SE	KOV	670	1.11	urban	ASO
8	SE	GO	540	1.83	urban	TSO/BSO/DBSO
9	SE	KOV	780	0.64	urban	TSO/BSO
10	SE	KOV	1100	0.29	semi-urban	ASO
11	SE	GO	360	0.60	semi-urban	TSO/BSO
12	SE	POV	320	0.37	rural	ASO/TSO
A	PE	KOV	300	0.30	rural	/
B	PE	OVSG	160	0.26	rural	/
C	PE	KOV	440	0.38	semi-urban	/
D	PE	GO	280	0.54	rural	/
E	PE	KOV	240	0.11	semi-urban	/
F	PE	OVSG	320	0.83	semi-urban	/
G	PE	GO	580	3.32	urban	/
H	PE	KOV	190	0.21	urban	/
I	PE	OVSG	290	0.88	rural	/
J	PE	OKO - FOPEM	200	0.32	urban	/
K	PE	KOV	250	1	urban	/
L	PE	KOV	370	0.27	rural	/

Note. Number of students are rounded. Bold numbers indicate large number of pupils (for elementary more than 270 pupils; for secondary more than 600 pupils) or high SES level (for elementary larger than 0.83; for secondary larger than 0.94) – School level: secondary education (SE), primary education (PE). School sector: KOV (Katholiek Onderwijs Vlaanderen), GO (Gemeenschapsonderwijs), POV (Provinciaal Onderwijs), OVSG (Onderwijsvereniging van Steden en Gemeenten), OKO-FOPEM (Overleg Kleine Onderwijsverstrekkers – Federatie van Onafhankelijke Pluralistische Emancipatorische Methodescholen) Educational tracks: general (ASO), vocational (BSO), technical (TSO) and part-time vocational (DBSO) secondary education , Leadership team: Yes (leadership team available), No (no leadership team available)

Research question 2

Second, in order to answer research question 2 ('Which job resources and job demands do teachers mention in relation to their personal wellbeing and turnover intention?') also the text fragments in Nvivo were analysed which were coded with the following nodes: 'wellbeing' and 'turnover intention'. More specifically, based on the various demands and resources teachers mentioned related to wellbeing and turnover intention, a set of factors were created in MS Excel (e.g. workload, team atmosphere, ...). As some factors (e.g. 'support by colleagues') were mentioned as a demand by one or more teacher(s) and as a resource by (an)other teacher(s), for each individual teacher we indicated in the Excel sheet whether this factor was mentioned as a demand (indicated with '0') or as a resource (indicated with '1'). After a longlist of factors was created, the first and second author of this study discussed whether this longlist of factors could be clustered in categories. After a detailed discussion, each factor (e.g. 'support by colleagues' or 'team atmosphere') was clustered in a broad theme (e.g. 'school team') and those different themes were clustered in 3 domains (i.e. 'school related factors', 'job related factors' and 'other factors').

Research question 1a and 2a

In order to investigate to what extent are teachers' perceptions of their own wellbeing and turnover intention, on the one hand, and job demands and resources, on the other hand, are associated with teacher characteristics (cf. research question 1a and 2a) statistical analyses were used. This was possible as we could rely on a total sample of 86 teachers. In order to answer research question 1a, Fishers' exact test were performed. This test (for small samples) is used in order to examine whether the proportions of teachers' wellbeing and turnover scores (i.e. 0; 0.5 or 1) are different depending on the value of teachers' gender (0: male teacher; 1: female teacher), statutory position (0: TABD; 1: TADD or tenure) and career (0: first career teacher, 1: second career teacher). In order to answer research question 2a one-way ANOVA tests were performed for a set of three teacher characteristics (i.e. gender, statutory position, career). This test is used in order to examine possible differences in the average amount of job demands and job resources mentioned by: female versus male teachers; TABD versus TADD/tenured teachers and first career versus second career teachers.

Research question 1b, 2b and 3a

In order to answer research question 1b, 2b and 3a we focus on possible differences in the results of research questions 1, 2 and 3 between two groups of schools: 'excellent strategic schools' and 'moderate strategic schools'. The difference between these two groups of schools lies in the extent to which HR practices are aligned with school's strategic

planning and individual needs of teachers and has not the intention to suggest any difference in educational quality. Moderate strategic HRM schools are schools characterised by the alignment of 2 or less HR practices with school's strategic planning and individual needs of teachers while excellent strategic schools are characterised by the alignment of 3 or more HR practices with school's strategic planning and individuals needs of teachers. Based on a previous qualitative study (Tuytens, Vekeman & Devos, 2020) -in which the same cases were investigated- we could classify schools in one of the two groups. In the previous study for each of the 24 cases a score was given to each human resource practice under investigation. This score was based on several data sources (namely, interview data from the principal, interview data from teachers, documents, observations). This scoring contained three categories per HR practice based on the literature (Boselie, 2014): 0, 0.5 or 1. A score '0' indicates that a human resource practice is not aligned with strategic planning nor with individual needs. A score '0.5' shows that a human resource practice is aligned with strategic planning OR with individual needs. A score '1' demonstrates that a human resource practice is aligned with strategic planning AND individual needs. Details about this scoring per human resource practice can be found in the earlier research report. When we look at the scoring of these cases, we notice that 10 out of the 24 schools align 3 or more HR practices (or in other words: 3, 4 or 5 HR practices) with the strategic planning of schools and the individual needs. As only a minority of schools could be classified in this group, we labelled this group as 'excellent strategic schools'. On the other hand, we noticed that 14 out of the 24 schools align 2 or less HR practices (or in other words: 0, 1 or 2 HR practices) with the school's strategic planning and individual needs of teachers. The term 'moderate strategic' was here purposefully chosen. Only in one out of the 14 schools none of the HR practices were aligned with strategic planning and individual needs. Yet, in this school and in all other schools of this 'moderate group' we see that they try to align HR practices with the strategic planning OR the individual needs. Therefore, we use the term 'moderate' (compared to excellent) as these schools show clear efforts to install HRM strategically but do not (yet) succeed in a balanced approach.

Research question 3

Finally, in order to answer research question 3 ('What do school leaders do to stimulate teachers' wellbeing in their school?'), Nvivo text fragments were analysed which were coded with the node 'wellbeing' in the interviews with school leaders. More specifically, based on the various factors mentioned by school leaders in order to stimulate teachers' wellbeing, a set of factors was created in MS Excel (e.g. 'rewards', 'supporting teachers'). For each individual school leader we indicated in the Excel sheet which factor was mentioned. After a longlist of factors was created, the first and second author of this study discussed how this longlist of factors could be clustered in categories. After a detailed discussion, each factor (e.g. 'rewards', 'supporting teachers') was clustered in a

one of the following four domains: 1) human resource management; 2) leadership actions; 3) structural and cultural school characteristics; 4) strategic planning.

Data validity

In this study, we took different steps to establish the validity of the interview data. First, we used multiple data sources to strengthen the validity of the interview data (Stake, 1995). In particular, we drew on interview data, observations as well as documents provided by the school. When differences were encountered between the information based on the interviews and the information we extracted based on the observations and/or document analysis, we asked school principals during the 2nd or 3rd interviews for possible explanations. This approach helped us to confirm or adjust our earlier interpretations. Second, the triangulation of perceptual viewpoints of both principals, teachers and other relevant actors within the HR process helped to validate the responses from the different subgroups (Patton, 1990). In most of the cases the perceptual viewpoints of principals, teachers and other relevant actors were in general like-minded. When we encountered a different perceptual viewpoint, we asked the principal or other respondents for possible explanations in the following interviews. Based on these explanations we could confirm or adjust our interpretations. Moreover, when we encountered one perceptual viewpoint which deviated extremely from other viewpoints in the school, we did not include this perspective in our further analysis. Yet, when we encountered a difference in perceptual viewpoints it was mostly related to a certain aspect we talked about in the interviews (e.g. personal experience with the principal, a certain situation which occurred in the past). We never experienced that the inclusion of a deviating perceptual viewpoint would change the score of the cases as we used multiple data sources (i.e. interviews, observations and documents) to finally score the data. In other words, by making use of data triangulation a deviating viewpoint could be always placed in perspective. Third, in order to draw valid conclusions from the data, considerable time was spent to reading, re-reading and discussing the interviews within the research team which -according to Patton (1990)- also increases validity. By cross-checking decisions and interpretations within the research team including researchers with a large experience and expertise in studying leadership and school policy in Flemish education, we ensured that the conclusions accurately reflected the data. Cross-checking decisions and interpretations within the research team took place in different stages of the analytical process. In the first place, the coding scheme was developed within the research team. Based on the pilot study we discussed the coding within the research team which led to small changes. Some overlapping codes, for example, were deleted and more detailed (sub)codes were added (e.g. a distinction was made between ‘content of strategic planning’ and ‘process of strategic planning’). Moreover, substantive differences between codes that closely match were discussed substantially and a common approach was decided. In the second place, considerable time was spent to reading, re-reading and

discussing the interviews when a detailed case report was written for each school based on the interim case summary. As such also the within-case analysis (which includes also an interpretation of codes) was discussed within the research team. Finally, in terms of member checks (Creswell, 2012), we sent each case report to the school principal. We asked all principals to read the case report and asked them explicitly to inform us when they encountered possible misinterpretations. Although not all principals responded to this request, we received 16 replies from principals which all were positive.

Results

Research question 1: How do teachers perceive their own wellbeing and intention to turnover?

As stated earlier, we scored each teacher individually for wellbeing and turnover intention. Table 4 provides an overview of these scores for teachers' wellbeing, intention to move and intention to leave for all teachers.

Table 4. Frequencies of wellbeing and turnover scores

	Wellbeing ^a	Turnover intention	
		Intention to move to another school ^b	Intention to leave the teaching profession ^c
High (score 1)	64 (74.4%)	3 (3.5%)	1 (1.2%)
Primary schools	27 (65.9%)	2 (4.9%)	1 (2.4%)
Secondary schools	37 (82.2%)	1 (2.2%)	0 (0%)
Moderate (score 0.5)	21 (24.4%)	7 (8.1%)	16 (18.6%)
Primary schools	14 (34.1%)	3 (7.3%)	10 (24.4%)
Secondary schools	7 (15.6%)	4 (8.9%)	6 (13.3%)
Low (score 0)	1 (1.2%)	76 (88.4%)	69 (80.2%)
Primary schools	0 (0%)	36 (87.8%)	30 (73.2%)
Secondary schools	1 (2.2%)	40 (88.9%)	39 (86.7%)
Total	86 (100%)	86 (100%)	86 (100%)

Note. ^aFisher exact test (wellbeing x educational level): $p=0.077$; ^bFisher exact test (intention to move x educational level): $p=0.884$; ^cFisher exact test (intention to leave x educational level): $p=0.215$.

As stated earlier, in this study we do not aim to explore the causal relation between wellbeing and turnover intention because of the qualitative nature of our study that does not allow us to draw conclusions on causality between these variables. Yet, Fisher exact tests show that based on this data collection teachers' wellbeing level is associated with teachers' level of intention to move ($p = 0.004$). The higher teachers' level of wellbeing, the lower teachers' level of intention to move. No significant association could be found between teachers' wellbeing and intention to leave ($p=0.135$) nor between intention to leave and move ($p=0.294$). Moreover, Table 4 provides an overview of the wellbeing and turnover scores for primary and secondary teachers separately. However, no significant

differences could be noticed between primary and secondary education for teachers' wellbeing, intention to move and intention to leave (cf. note in Table 4). In what follows the different scores in Table 4 will be discussed and illustrated with quotes from teachers.

Teachers' wellbeing

Inspecting the wellbeing scores for the interviewed teachers within this study we see that these scores point at the fact that the majority of teachers (n=64) refer in general to positive emotions about teaching in the school. In other words, the majority of the interviews point at a high level of teachers' wellbeing.

“Yes, I feel good at this school ... I feel at home and teacher colleagues support me as a beginning teacher. That's a nice feeling.” (Teacher 1, school C)

“I feel very good here at school. I think that has already become clear during the interview. I feel appreciated. I feel at home here. I have colleagues here that I can work well with. I can do what I like to do. That is very important to me.” (Teacher 2, school 8)

Approximately a quarter of the interviewed teachers (n=21) indicates their wellbeing fluctuates by referring to positive and negative emotions about teaching in the school.

“Yes, I feel good but I used to be better. In the past month I was absent for a couple of days. I still do not believe I did have had a burnout. I can't let go.” (Teacher 2, school 7)

“On the one hand I feel good at school. I like my class, my children. On the other hand, I think you also noticed it already, there are certain things which bother me. Sometimes I think: ‘Come on, handle it!’. I have also colleagues who struggle with the same and say: ‘Okay, I'll only focus on my class’. I don't want to be like that. We are a school in which we don't do that. I often try not to reason like that but it isn't always easy.” (Teacher 3, school J)

Finally, only one interview in secondary education points to a low level of wellbeing as this teacher refers in general to negative emotions about teaching in the school.

“I feel I need a school where I feel good. Now the school is close to my home but that doesn't really matter. I need appreciation and I need to see that my effort makes sense. Now I teach a course because I need to teach it. In the future, I want to enlarge my expertise ... This school is also big. My dream is to teach in vocational education in the future. I did my internship in vocational education and I fell in love with this kind of education. It interests me to teach small classes and to have a say in class councils. Now I'm just sitting there and cannot really decide. Here they only look at students' test scores but attitude is also important. In vocational education, I believe, there is more room for that.” (Teacher 1, school 10)

Teachers' turnover intention

When we look at how teachers perceive their own intention to turnover it is clear that in general most teachers want to stay teaching in their own school and do not have the intention to leave the teaching profession. In other words, based on this data collection we might conclude that both teachers' intention to move and teachers' intention to leave is rather low. The majority of teachers (n=76) indicate that they do not have the intention to move to another school or the intention to leave the teaching profession (n=69).

"I absolutely want to stay in this school. Absolutely! ... I don't have the intention to leave the teaching profession either. These are long days. When I come home I need to make a lot of preparations. Although I was warned for that, it is still more than I expected. Yet, I think this will be better within a couple of years. But for now it is still the best job I can imagine! I like to do the extra work for what I get in return." (Teacher 1, school B)

Less than a quarter of the teachers indicate that they have sometimes the intention to turnover. Actually, only 7 teachers indicate that they have sometimes the intention to move to another school and 16 teachers indicate that they have sometimes the intention to leave the teaching profession.

"I still doubt whether I'll stay in teaching. I like to teach and actually I like it a lot more than the job I did before. Although I think I wouldn't function anymore in an office I'm not sure I'll stay in teaching until retirement. I miss job security. I don't have a family now but I can imagine when I need to run a family it will be different." (Teacher 1, school 2)

Finally, only a small minority of the interviewed teachers indicates that they often have the intention to leave the teaching profession or to move to another school. More specifically, only 3 teachers indicate that they often have the intention to move to another school.

"I'm still searching for a school for May and June, this school year. Also next school year is still an open question. With what I experienced here I don't know really whether I want to stay here. I'm not convinced that this school is the right place for me. ... I got the chance to know the school better and I experienced that some aspects wrung. ... Everything is different here: meetings, cooperation with colleagues, organizational matters, ... Because it is so different I struggled with it because it takes a lot of energy. ... I'm tired because I put a lot of effort in it." (Teacher 1a, school A)

Only one teacher in primary education states that she often has the intention to leave the teaching profession.

“All this makes that I ask myself: ‘Maybe there is something else outside education waiting for me?’. I’m honest about that and actually [name principal] also knows that. ... I believe I could mean something somewhere ...” (Teacher 3, school J)

Research question 1a. To what extent are teachers’ perception of own wellbeing and intention to turnover associated with teacher characteristics?

Results of the Fishers’ exact tests showed that only for teachers’ wellbeing significant associations could be found with teacher characteristics. No significant associations could be found between teachers’ gender, statutory position or career with teachers’ turnover intentions. Yet, the results show that a significant association could be found between teachers’ gender and teachers’ wellbeing ($p=0.038$), on the one hand, and teachers’ statutory position and teachers’ wellbeing ($p=0.029$), on the other hand. More specifically, we see that teachers’ wellbeing fluctuates more often (i.e. moderate score of 0.5) when they are female or have a permanent position (i.e. TADD or tenure). Table 5 displays a summary of these test results.

Table 5. Associations between wellbeing score and teacher characteristics

		Wellbeing			Fisher exact test
		Low	Moderate	High	p-value
Teacher characteristics	Gender				
	Male	3.0%	12.1%	84.8%	0.038*
Female	0%	32.1%	67.9%		
Position	TABD	4.3%	8.7%	87.0%	0.029*
	TADD or tenure	0.0%	30.2%	69.8%	
Career	First career	1.3%	26.7%	72.0%	0.371
	Second career	0.0%	9.1%	90.9%	

Note. * significant at $p=0.05$; TABD: temporally position of definite duration; TADD: temporary appointment of continuous duration; first career teacher: teachers who start teaching after teaching training; second career teacher: career changers who left their current jobs to become a teacher.

Research question 1b. To what extent are teachers’ perceptions of own wellbeing and turnover intention different in excellent and moderate strategic schools?

In order to answer research question 1b we calculated the average percentage of teachers with a high wellbeing score and a low intention to move / intention to leave score per school and looked for possible differences in these percentages between excellent and moderate strategic schools (see Table 6 for an overview)⁴. In general, Table 6 shows that the average percentage of teachers with a high wellbeing score and low intention to move

⁴ Statistical analyses to test possible significant differences between these two groups are not reliable because of the small sample size ($n=24$ schools) and the fact we only interviewed 3 or 4 teachers within each school (which makes aggregation at the school level difficult).

/ intention to leave score is higher in the group of excellent strategic schools compared to the group of moderate strategic schools.

Table 6. Percentage of teachers mentioning job resources and job demands in excellent strategic schools and moderate strategic schools

		Percentage of teachers with high wellbeing (score 1)	Percentage of teachers with low intention to move (score 0)	Percentage of teachers with low intention to leave (score 0)
EXCELLENT STRATEGIC SCHOOLS (10)				
Primary schools (5)	CASE A	83.3%	83.3%	66.7%
	D	66.7%	100%	100%
	E	33.3%	100%	66.7%
	F	100%	100%	66.7%
	G	33.3%	66.7%	100%
Secondary schools (5)	3	100%	100%	75%
	4	100%	100%	100%
	8	100%	100%	100%
	9	100%	100%	66.7%
	11	100%	100%	100%
<i>Average total</i>		81.7%	95%	84.2%
MODERATE STRATEGIC SCHOOLS (14)				
Primary schools (7)	CASE B	75%	80%	80%
	C	66.7%	66.7%	100%
	H	100%	100%	75%
	I	66.7%	100%	75%
	J	33.3%	100%	33.3%
	K	33.3%	100%	66.7%
	L	66.7%	66.7%	66.7%
Secondary schools (7)	1	80%	80%	100%
	2	75%	75%	75%
	5	75%	75%	100%
	6	66.7%	100%	66.7%
	7	66.7%	100%	66.7%
	10	40%	80%	80%
	12	100%	75%	100%
<i>Average total</i>		67.5%	85.6%	72.4%

Note: Percentages are presented instead of the amount of the score 1 per school as the amount of interviewed teachers per school differs (from 3 to 6 teachers per school). 66.7% means for example 2 teachers out of the 3 interviewed within the school.

First, for wellbeing we see that in the group of strategic schools on average 81.7% of the teachers within the school report a high level of wellbeing compared to 67.5% in the group of moderate strategic schools. Moreover it is striking that all secondary school teachers in the excellent strategic group report a high level of wellbeing (i.e. all 100%). Primary school teachers within the group of excellent strategic group seem to perceive their own wellbeing in a less unanimous way. Second, looking at teachers' intention to

move we notice that on average more teachers report a low level of intention to move in the group of excellent strategic schools (i.e. 95%) compared to the group of moderate strategic schools (i.e. 85.6%). Although this is a small difference it is again striking that all secondary school teachers in the group of excellent strategic schools report that they do not have the intention to move to another school. Third, Table 6 shows that on average more teachers report that they never had the intention to leave the teaching profession in the group of excellent strategic schools (i.e. 84.2%) compared to the group of moderate strategic school (i.e. 72.4%).

Research question 2: Which job resources and job demands do teachers mention in relation to their personal wellbeing and turnover intention?

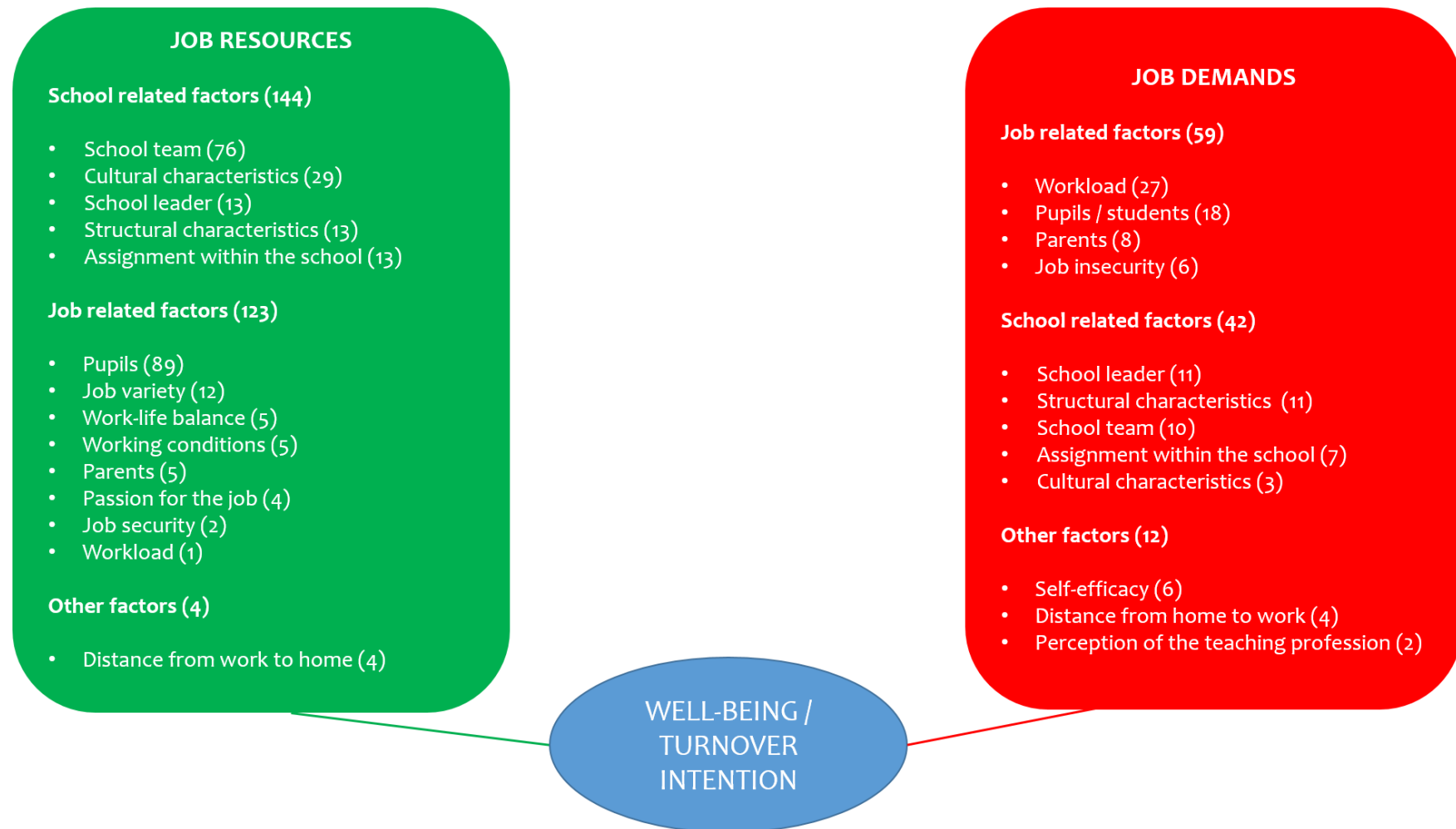
As stated above, we discussed during the interviews which job demands and job resources teachers experience related to their own wellbeing and turnover intention. Table 7 and Figure 1 (based on Table X in Appendix V) gives an overview of the job demands and job resources which were mentioned during the interviews which are clustered in three main domains: 1) school related factors; 2) job related factors and 3) other factors.

Table 7. Amount of mentioned job resources / demands per domain

	Domains		
	<i>School related factors</i>	<i>Job related factors</i>	<i>Other factors</i>
Job resources	144	123	4
<i>Primary schools</i>	58	53	2
<i>Secondary schools</i>	86	70	2
Job demands	42	59	12
<i>Primary schools</i>	24	33	8
<i>Secondary schools</i>	18	26	4

In general Table 7 shows that the majority of resources that teachers mention seem to be related to the school (n=144). In contrast, we see that the majority of demands that teachers mention during the interviews are related to the job (n=59). Table 7 also gives an overview of the amount of resources and demands mentioned per educational level. This overview indicates that in general in secondary schools more resources (and less demands) related to the school and the job were mentioned compared to primary schools. However, as in general in Table 7 the differences in amount of job resources and job demands are rather small, we should be prudent to overestimate these findings. Therefore, we discuss in what follows the three domains in resources and demands in detail according to the total occurrence of the specific job demand/resource. Within each domain (e.g. ‘school related factors’) different themes of job demands and job resources (e.g. ‘school team’) will be discussed (see Figure 1). Moreover, these different themes consists of underlying factors (e.g. ‘support from colleagues’). All underlying factors mentioned by teachers will be reported in the text. Yet, only interview quotes will be included for those factors that were mentioned by more than 2 teachers.

Figure 1. Overview of domains and themes in job-demands and job-resources mentioned by teachers related to teachers' personal wellbeing and turnover intention.



Note. Numbers between brackets: the amount of teachers mentioning this job demand or job resource during the interviews. Job demands and job resources are clustered in 3 domains of factors (e.g. job related factors) which are ranked according to the amount of job-demands/job-resources mentioned within each domain.

School related factors

In total we identified 5 school related factors which seem to work both as job demand and job resource for teachers: 1) school team (mentioned 76 times as resource and 10 times as demand), 2) cultural characteristics (mentioned 29 times as resource and 3 times as demand), 3) school leader (mentioned 13 times as resource and 11 times as demand), 4) structural characteristics (mentioned 13 times as resource and 11 times as demand) and 5) assignment within the school (mentioned 13 times as resource and 7 times as demand). In what follows these 5 school related factors will be discussed.

School team. Looking across the interviews we notice a large group of teachers (n = 76) perceive several aspects related to the school team as a job resource. Looking more closely to what exactly is perceived as a job resource we see that teachers mention: a nice atmosphere within the team (n=52), support from colleagues (n=13), a personal fit within the teacher team (n=7) and a constructive collaboration with colleagues (n=4) as job resource.

Example quotes for school team as school related resource

Nice atmosphere within the team (n=52)	<i>“The atmosphere within the team here at school, that’s why I like to work at this school.” (Teacher 1, school E)</i>
Support from colleagues (n=13)	<i>“What else [is a reason why I like to work here]? The principal is accessible. For every question you can turn to the principal but also to other colleagues. [...] When I have a question I get a lot of support. When I don’t know how to explain something to pupils I can always ask advice from my colleagues within my department.” (Teacher 1, school 4)</i>
A personal fit within the teacher team (n=7)	<i>“Besides that I feel good at this school, I feel part of the teacher team.” (Teacher 1, school 9)</i>
A constructive collaboration with colleagues (n=4)	<i>“At first when I started teaching I had a lot of difficulties with the administrative work. It was a letdown especially because I didn’t had a match with the principal either. [...] Then I made a switch in my career for a while but I started again as a teacher. I learned to deal with the administration. [...] And now I have a very good match with the colleague who teaches in the same grade as me. She takes care of certain things and I do the same. If you have a colleague in the same year who you can collaborate with, it is fun. We are always ready on time and we interact in a good way.” (Teacher 1, school K)</i>

Yet, although only by a minority of teachers (n = 10), we also see that aspects related to the school team are mentioned as sources of stress or job demands. More specifically

we notice that more than two teachers mention the absence of a nice atmosphere within the team (n=3) and the presence of dysfunctional teachers within the team (n=3).

Example quotes for school team as school related demand

<p>Absence of nice atmosphere (n=3)</p>	<p><i>“At the end of the school year we always have a diner with the team because we need to stay at school until 3h15 in the afternoon. A lot of teachers leave exactly at 3h15 ... they think: ‘Okay, vacation, we leave’. Often I have the feeling that teachers’ wellbeing in our team depend on the amount of work they have. The less they need to do, the happier they are. [...] Sometimes we have a teambuilding activity. But what happens then? Again those same subgroups in the team become visible than. And when this does not occur, you get a frustrating day. Once I sit on a go cart with someone and thought: ‘What am I doing here?’. That way you don’t get a bond.”</i></p>
<p>Presence of dysfunctional teachers within the team (n=3)</p>	<p><i>“We don’t have a lot of choice [when selecting new teachers]. That is such a pity. I miss good teachers. In the past you got motivated and inspired by interns. That is over now. I want to be fertilized by motivated teachers again. Sometimes I have the feeling some teachers decide to become a teacher without a clear conviction. That’s a pity.” (Teacher 3, school J)</i></p>

Finally less than three teachers refer to an unconstructive collaboration with teacher colleagues (n=2), a lack of support of the team (n=1) and a feeling of misfit within the teacher team (n=1).

Cultural characteristics. Aspects related to schools’ cultural characteristics are perceived as job resources by teachers (n=29). More specifically, the interviews show that teachers perceive the autonomy they get (e.g. in their teaching approach, in planning, in the development of projects, in pushing pupils) as an important job resource (n= 15).

“I see myself in the teaching profession for a long time provided that I still get chances to work on systems, contents, ... As long as I get the autonomy to challenge myself and to try new things I think I’ll stay in teaching. [...] I’m someone who needs some challenges and I get them at the moment and actually I always got them here in this school.” (Teacher 3a, school 12)

Moreover, teachers also mention that a fit within the school culture (e.g. fit within the school’s vision, commitment towards school’s historical cultural, fit with the specific group of pupils within the school) is a job resource for their own wellbeing (n=12).

“One of the things I like about teaching is that I can teach in this school. I could choose my final internship school and I chose this school. This school fits me. It fits with who I am and where I live. I never lived in another neighborhood. [...] It is the school culture and also the team.” (Teacher 1, school G)

Finally, also two teachers mention that they experience a high degree of participative decision-making which works as a job resource for their own wellbeing.

Only a few teachers (n=3) mention that aspects related to the cultural characteristics of the school are experienced as job demands. More specifically, we see that these three teachers refer to a misfit with the school’s culture.

“I experienced this year that I miss something in this school. I have the feeling that I can’t use my talents. There are few opportunities within this school to do that and I experienced that this would be possible in other schools. [...] Teaching is really a job for me but maybe not in this setting.” (Teacher 1, school C)

School leader. Teachers mention aspects related to the school leader about as much as a job resource (n=13) than as a job demand (n=11). On the one hand, we see that teachers state that support (n=7) and appreciation giving by their school leader (n=5) works clearly as a job resource.

Example quotes for school leader as school related resource

Support by the school leader (n=7)	<i>“If I could stay here I would be very happy. [...]the principal makes the difference. I have the feeling she supports me. If I punish pupils for instance she supports me. That is very important.” (Teacher 2, school 11)</i>
Appreciation by the school leader (n=5)	<i>“I have the feeling that I’m an established value in the school. I feel they are satisfied with me. [...] I feel the principal is satisfied. I can feel that because of a couple of things. Often I get appreciation. For example: ‘Wow, good job!’ An appreciation with small words. You feel appreciated by the principal.”(Teacher 3a, school 5)</i>

Also one teacher mentions that his/her school leader’s innovativeness works as an energizer (of job resource).

On the other hand, the interviews indicate that a lack of leadership (e.g. lack of control, lack of a long-term vision, indecisiveness) is mentioned by teachers as a disastrous job demand related to aspects of the school leader (n=6).

“Yes, I feel good at this school. However, at this moment it is quite heavy because many different things have been started. Last year but also this year. The new curriculum, the new evaluation approach, differentiation, ... All those things started during the

past months and now we need to bring this in practice. That is a lot and actually I'm done with it. Often I have the feeling we lost the straight line. [...] Actually, I think that is the biggest stumbling block in this school. The principal team starts up a lot of new things at the same time but after a while it is pushed aside again for something else. A long term vision is absent." (Teacher 2, school K)

Furthermore two teachers mention that top-down management by the school leader is also perceived as a job demand next to a lack of appreciation by the school leader (n=1) and a lack of support by the school leader (n=1).

Structural characteristics. As for school leadership, teachers mention aspects related to structural characteristics of the school about as much as job resources (n=13) than as job demands (n=11). On the one hand the interviews indicate that teachers perceive the small scale of the school (n= 6) and the school's infrastructure (n=4) as job resources.

Example quotes for structural characteristics as school related resource

Small scale of the school (n=6)	<i>"They told me in teacher education that a big school would not fit me and that's true. I don't function that well in a large school. I feel lost there and here I don't have that. [...] I like to work in this school. I like the atmosphere. I can talk to everyone." (Teacher 3a, school I)</i>
School's infrastructure (n=4)	<i>"Yes, I like to be here. [...] I have a nice classroom with all the equipment I need. I have a smartboard, for instance." (Teacher 2, school C)</i>

Moreover, also a young teacher population (n=2) and a recent turnover of the principal (n=1) are mentioned as job resources.

On the other hand, we notice that teachers perceive a predominantly female teacher population (n=3) and the increase of the pupil population at school (n=3) as important job demands.

Example quotes for structural characteristics as school related demand

Female teacher population (n=3)	<i>"There are a lot of female teachers and then you get the stereotype situation: there is a lot of gossip and there are some subgroups within the team. Female teachers are not that direct in communication as male teachers. At school there are only a few male teachers." (Teacher 1, school 12)</i>
Increase of pupil population (n=3)	<i>"Yes, there is still work to be done. We also have an external coach. Many teachers show burnout symptoms. I also have had it. We all want it, but it can't be the same as before. We</i>

	<i>used to have 15 or 16 children. Okay, now we have 21 or 22. That is a small difference but it has a lot of consequences for the teaching practice and methods you can use.” (Teacher 3, school J)</i>
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Moreover, the following job demands were each mentioned by one teacher only: small scale of the school, limited infrastructure, absence of teachers because of illness, a fusion with another school and a recent turnover of the principal.

Assignment within the school. A final school related factor that is mentioned by teachers is the assignment within the school. On the one hand, teachers perceive their own assignment within the school as a job resource (n = 13). More specifically, they refer to the fact that they have an assignment which is aligned with their needs (n=8) or ensures variety in the job (n=5).

Example quotes for assignment within the school as school related resource

Assignment aligned with needs (n=8)	<i>“I feel good at this school. There is a good atmosphere and I always had the feeling that I want to teach in 3rd grade. I got that chance now and I believe that is also why I feel so good.” (Teacher 1, school F)</i>
Assignment which ensures variety in the job (n=5)	<i>“I started as a co-teacher in order to support a classroom. With this assignment I learn a lot. I like that and it is a very varied job.” (Teacher 1, school H)</i>

On the other hand, the interviews show that the assignment within the school can be also perceived as a job demand (n=7). In this regard teachers refer to the fact they have an assignment that does not match their diploma (n=3).

“Also the fact that I teach geography now [has a negative effect on my wellbeing]. I like it and it is challenging but I could never have imagined in advance how much work is involved. I have 7 classes which I teach for one hour. Every week I come home with a pile of paperwork. So, do I feel good at school? Yes, but I will also feel better if I can teach the course according to my diploma. A course I want to teach.” (Teacher 2, school 7)

Finally also some teachers refer to the fact they are assigned as class teacher (n=2), the assignment does not ensures variety in the job (n=1) or does not meet individual needs (n=1).

Job related factors

Next to the school related factors we also identified a set of job related factors which seem to work both as job demand and job resource for teachers: 1) pupils (mentioned 89 times as resource and 18 times as demand), 2) workload (mentioned 1 time as resource and 27 times as demand), 3) parents (mentioned 5 times as resource and 8 times as demand), 4) job variety (mentioned 12 times as job resource only), 5) job security (mentioned 2 times as resource and 6 times as demand), 6) work-life balance (mentioned 5 times as resource only), 7) working conditions (mentioned 5 times as resource only) and 8) passion (mentioned 4 times as resource only). In what follows these 8 job related factors will be discussed.

Pupils. Looking across the interviews, we notice that teachers often mention aspects related to pupils as job resources (n= 89). It is striking to see that almost half of the interviewed teachers (n=35) mention that the fact that they can teach pupils something works as a job resource. Moreover, teachers refer to pupils enthusiasm and motivation (e.g. receiving positive feedback, experiencing that pupils enjoy the prepared lessons, etc.) (n=33) and a good relationship with their pupils (n=21) as main job resources.

Example quotes for pupils as job related resource

Teaching pupils something (n=35)	<i>“I like it when I see they learn from you ... when you see they make progression. This doesn’t mean they all become math cracks but I like it when I see that they develop or approach things in a different way.” (Teacher 3a, school 12)</i>
Pupils’ enthusiasm and motivation (n=33)	<i>“Why I like working in this school? The pupils ... Experiencing that your pupils are happy to see you. Or when you meet them during the weekend and they wave at you and hug you. That’s why. And also the feeling that you can teach them something.” (Teacher 1a, school A)</i>
Good relationship with pupils (n=21)	<i>“I think this might be clear already. Yes, I feel very good at this school. [...] The pupils are the main reason why I want to do anything else. Certainly my pupils. The relationship I have with them, the way they interact with me ...” (Teacher 3, school 8)</i>

Although this occurs less often, teachers also state during the interviews that factors related to pupils work as a job demand (n= 18). More specifically, we see that teachers refer to class groups which are difficult to manage (e.g. pupils who don’ behave, big classes) (n=8), pupils with high care needs (n=7) and pupils’ lack of enthusiasm and motivation (n=3).

Example quotes for pupils as job related demand

<p>Class groups which are difficult to manage (n=8)</p>	<p><i>“Colleagues are important but also the class you teach. Last year I had a difficult class and sometimes I thought: ‘I hope they behave today’. I experienced this influences your wellbeing when you have difficult classes.” (Teacher 1, school D)</i></p>
<p>Pupils with high care need (n=7)</p>	<p><i>“I like to teach in this school. [...] Yet, last year it was a very tough year for me. I ran into some frustrations. I experienced I needed more support to care for one child with high needs. I experienced you stand alone as a teacher. We had a lot of conversations and meetings but for me it was a daily struggle to care for that child.” (Teacher 3a, school H)</i></p>
<p>Pupils’ lack of enthusiasm and motivation (n=3)</p>	<p><i>“I get appreciation from the principal and colleagues but from pupils you cannot expect that. That is a concrete sore point. As a teacher you do so much for pupils but they do not appreciate that really. Sometimes you get the appreciation only if you meet them years later ...” (Teacher 3a, school 5)</i></p>

Workload. In contrast with the previous factor, we notice that workload is mentioned almost only as a job demand. Actually 27 teachers mention workload as a stressor by referring to the fact that the job never stops, there is a lot of administration involved with the job, etc.

“I don’t know if I’ll be able to teach until my retirement. At this moment my job and my class means everything to me but I can’t handle all other tasks that I need to do outside my class. It is starting to be difficult for me.” (Teacher 3a, school B)

“Besides teaching we have a lot of work. I also need to work during the weekends and late at night. Sometimes I want a nine to five job, arriving at home and don’t need to think about anything.” (Teacher 2, school 6)

Only one teacher in primary education mentions that the limited workload in his/her school works as a job resource, as illustrated by the following quote:

“I certainly don’t want to teach in another school. We all say that when we would teach in another school we would be surprised of all the paperwork many schools ask. In a lot of schools it’s the norm that everything should be on paper.” (Teacher 3b, school B)

Parents. The aspects related to parents are mentioned both as job demands (n= 8) and job resources (n=5). More specifically, we see that parents’ high expectations (n=5) and their criticism on teachers’ work (n=3) are perceived as job demands.

Example quotes for parents as job related demand

<p>Parents' high expectations (n=5)</p>	<p><i>"Some parents think that I need to take care of their child only. Sometimes I think: You have two children at home and you are happy that vacation is over? We have the whole day 23 children we should take care of. [...] We do everything for our children but some parents don't show any appreciation at all." (Teacher 2, school H)</i></p>
<p>Parents' criticism (n=3)</p>	<p><i>"It seems that everyone is a teacher, also those without a diploma. Parents in the first place ... Criticism of parents is also one thing which makes me don't feel good." (Teacher 2, school 7)</i></p>

In contrast, some teachers (n= 5) mention that when parents appreciate teachers' work this clearly works as an energizer or job resource.

"I like to come to school because I like my job. [...] Parents who mail me: 'Teacher, nice what you did!'. We don't get those messages everyday but they make the difference. I enjoy that." (Teacher 3a, school L)

Job variety. In contrast with the previous factors teachers mention 'job variety' only as a job resource (n= 12).

"It is a challenging job. Every day is different. It is not a boring job, not at all." (Teacher 2, school 6)

Job security. Although 6 teachers mention job insecurity as a job demand we notice that also two teachers state that the teaching job provides a certain security and that is perceived as a job resource. More specifically we see that those teachers who refer to job insecurity are teachers with TABD and those who refer to job security are teachers with TADD.

"I don't like the fact that the job is so insecure. I feel at home now but I know that it stops after this contract. After this, I need to start all over again in a new school. Moreover, this year I work in another school network than last year so the hours of these two jobs are not added together. I believe I'll get TADD within 10 years or so. That's frustrating and that is also a reason why I already applied for another job outside education in the past." (Teacher 1, school H)

Work-life balance. Work-life balance is mentioned both as a job resource (n=5) and job demand (n=2). Although five teachers state that the teaching job can be combined with a family life, we notice that also two teachers indicate that the teaching job is hard to combine with a family life.

“This job is really different compared with my previous job [in the private sector]. I have two half days no lessons. You can plan your work as you want to. [...] That is very flexible and for my family this is a dream. I need to be here only at 8h30. [...] I don’t need to lie about that. That is the nice thing about teaching. In the past I need to wake up at 5 a.m. and I arrived at home at 6 p.m.” (Teacher 2, school 9)

Working conditions. Some teachers (n=5) state that the working conditions related to the teaching job (e.g. vacation, salary) work as a job resource.

“Vacation is a big advantage of the teaching job. At this moment vacation means still ‘time to work’. It creates time to prepare some things and to reflect on what I could improve in the future. So, at this moment vacation is not real vacation but maybe in the future it will be. That is a big advantage. That pulls me up.” (Teacher 1, school 9)

“I applied already for other jobs but I experienced the salary is often a lot lower.” (Teacher 1, school H)

Passion. In total 4 teachers mentioned that their passion for teaching is a clear resource for their wellbeing. Actually, they refer to the fact that teaching is a calling.

“I like to come to school every day. In the past [as a pupil] I also liked to come to school. The best teachers were real role models for me ... I also thought: ‘I want to become like that’. Being a teacher that is really a passion for me.” (Teacher 1, school 5)

Other factors

As a small set of resources/ demands did not fit within the previous two domains a third domain of factors was identified which we called ‘other factors’. In total we identified 3 remaining factors which seem to work as a resource and/or demand: 1) distance from home to work (mentioned 8 times), 2) self-efficacy (mentioned 6 times) and 3) perception of the teaching profession (mentioned 2 times).

Distance from home to work. While some teachers (n=4) mention the small distance from home to work as a job resource, we notice also some teachers (n=4) state that the large distance between their home and school works as a job stressor.

“I feel good at this school. [...] I love what I can do and I got the chance to do this for a whole school year. This year I can work fulltime and it is a school close to home which I know very good. Which I support completely. What can I wish more?” (Teacher 2, school 12)

“I waste a lot of time by traveling. [...] I like teaching here a lot but if I could have a job which is closer to my home I’ll move to a school which is nearby.” (Teacher 1, school 5)

Self-efficacy. Self-efficacy is a second factor which is only mentioned as a demand. Actually some teachers (n=6) refer to the fact that they often don’t believe that what they perform within the classroom is enough.

“Sometimes you are stuck with something you can’t handle. I know that my principal knows what I’m doing. I know she would say: ‘You are doing fine, don’t doubt about yourself. She trusts me but this does not take away my feelings of uncertainty sometimes.’” (Teacher 3, school D)

Perception of the teaching profession. Finally two teachers mention that the current negative perception of the teaching profession works as a demand for their own wellbeing.

“It is also the perception of the teaching profession. You must have a very thick skin. I learned to ignore the continuous flow of misinformation about education. I no longer shrug my shoulders at quotes like: ‘Teachers only work 21 hours or they have always vacation’.” (Teacher 2, school 7)

Research question 2a. To what extent are the job resources and job demands teachers mention associated with teacher characteristics?

To answer research question 2a, one-way ANOVA tests were performed for a set of three teacher characteristics (i.e. gender, statutory position, career). First, we examined possible differences in the average amount of job demands and job resources mentioned by female and male teachers. The one-way ANOVA test showed there are no significant differences in the amount of resources ($F(1, 84)=0.000$, $p=0.998$) or demands ($F(1,84) = 0.959$, $p=0.330$) based on gender. Also when we test for possible differences in the amount of resources or demands related to the school, the job or other factors no significant differences were found. Moreover, no significant differences in the amount of resources ($F(1,84)=0.655$, $p=0.412$) or demands ($F(1,84)=0.408$, $p=0.525$) were found between teachers with TABD or teachers with TADD/tenure. Also here, when we test for possible differences in the amount of resources or demands related to the school, the job or other factors no significant differences were found. Finally, we examined possible differences in the average amount of demands and resources mentioned by first career and second career teachers. While the one-way ANOVA test showed there are no significant differences in the amount of demands mentioned by first career versus second career teachers ($F(1,84)=0.887$, $p=0.349$), the analysis pointed to significant differences in the amount of resources mentioned by first career versus second career teachers ($F(1,84)=4.063$, $p=0.045$). More specifically, we found second career teachers mention on average more resources related to the job than first career teachers ($F(1,84)=4.587$, $p=0.035$). No significant differences in the amount of resources or demands related to the school or related to other factors were found between first and second career teachers. It is striking, for example, that four out of the five teachers mentioning ‘work-life balance’ as a resource are second career teachers. These teachers all stress that the teaching job makes it easier to combine work with a family life compared to their previous job in another sector (i.e. most of the time the private sector).

“We teach lessons for 20 or 25 hours. Okay, you also have work besides teaching to prepare your lessons but you can do that at home. You can do that at your leisure. I don’t mind. My kids go to sleep and I start. And, actually, I don’t perceive that as working ... but that is my personal idea. Today I have a half day off. I never had that before. I was used to work days of 17-18 hours. [...] Okay, a lesson day of 8 hours is tiring but stand in front of a door for 20 hours and wait because your VIP is in his bed and you have to stay there. That was tiring in my job as a bodyguard. That was my job and I didn’t think about it.” (Teacher 1, school 8)

“At this moment I’m doing something I always wanted to do. And, this job also creates peace, also in my family life. In my previous jobs I worked long days and I had a lot of stress. I had to reach sales figures. That is a lot different now.” (Teacher 1, school G)

Research question 2b: To what extent are job resources and job demands mentioned by teachers different in excellent and moderate strategic schools?

In order to answer research question 2b we calculated the average amount of job resources and job demands mentioned by teachers per school and looked for possible differences between excellent and moderate strategic schools (see Table 7 for an overview).

Table 7. Average amount of job resources and job demands mentioned by teachers in excellent strategic schools and moderate strategic schools

		Average amount of job resources mentioned	Average amount of job demands mentioned
EXCELLENT STRATEGIC SCHOOLS (10)			
Primary schools (5)	CASE A	2.33	0.83
	CASE D	3.33	1.67
	CASE E	2.67	2.33
	CASE F	2.67	1.33
	CASE G	2.00	1.33
Secondary schools (5)	CASE 3	3.75	0.50
	CASE 4	3.25	0.25
	CASE 8	4.00	0.67
	CASE 9	3.67	0.33
	CASE 11	4.25	0.75
Total		3.19	0.99
MODERATE STRATEGIC SCHOOLS (14)			
Primary schools (7)	CASE B	3.00	0.75
	CASE C	3.67	2.00
	CASE H	3.00	2.25
	CASE I	3.00	1.33
	CASE J	2.00	4.00
	CASE K	2.67	2.33
	CASE L	3.00	0.33
Secondary schools (7)	CASE 1	2.40	0.60
	CASE 2	2.75	0.50

CASE 5	4.00	1.00
CASE 6	4.00	2.00
CASE 7	2.00	3.33
CASE 10	3.60	2.20
CASE 12	4.25	0.75
Total	3.09	1.67

Table 7 shows no clear differences are noticed for the average amount of job resources mentioned by teachers. Yet, when we zoom in on the average amount of demands we see that on average teachers within the moderate strategic schools mention more than one demand ($M=1.67$) compared to teachers in excellent strategic schools mentioning on average less than one demand ($M=0.99$). Although these are only small differences further analysis of the data shows that teachers in excellent strategic schools mention on average less school related demands ($M=0.20$) compared with moderate strategic schools ($M=0.69$). No clear differences are found between the average job related demands and other related demands between excellent and moderate strategic schools.

A further analysis shows us that in moderate strategic schools all underlying factors (i.e. team, school leader, structural characteristics, cultural characteristics and assignment within the school) are more often experienced as demands compared with excellent strategic schools (see Table 8). Yet, for factors related to the school leader and assignment within the school these differences are most pronounced. In what follows we will zoom in on these two underlying factors.

Table 8. Average amount of school related demands mentioned by teachers in excellent strategic schools and moderate strategic schools

	Excellent strategic schools	Moderate strategic schools
<i>Team</i>	0.08	0.14
<i>School leader</i>	0.03	0.20
<i>Structural characteristics</i>	0.06	0.18
<i>Cultural characteristics</i>	0.03	0.04
<i>Assignment within the school</i>	0.00	0.14

School leader

The analysis of research question 2 showed teachers perceive a lack of leadership (e.g. lack of control, lack of a long-term vision, indecisiveness) ($n=6$), the presence of top-down management ($n=2$), a lack of appreciation by the school leader ($n=1$) and a lack of support by the school leader ($n=1$) as demands. It is striking to see that expect for one teacher (in school E) all these demands were mentioned by teachers within moderate strategic schools (i.e. school B, H, J, K and school 2, 7 and 10).

Assignment within the school

As stated earlier, we noticed that the assignment within the school can be perceived as a demand. More specifically, teachers refer to the fact they have an assignment that does not match with their diploma (n=3), they are assigned as class teacher (n=2), the assignment does not ensure variety in the job (n=1) or does not meet individual needs (n=1). It is striking to see that these demands were all mentioned by teachers within moderate strategic schools (i.e. school H, school 1, 2, 7 and 10).

Research question 3: What do school leaders do in order to stimulate teachers' wellbeing?

As stated above, we also discussed during the interviews with school leaders what they do in order to stimulate the wellbeing of teachers within their school. First of all, it was striking to notice that more than the half of the school leaders (n=15) mentioned during the interview that it is not always easy to stimulate teachers' wellbeing. In the first place, school leaders (both in primary and secondary education) indicate that they are aware of the fact that teachers have to deal with a lot of pressure and a high workload (n=12) caused by specific school characteristics (e.g. large school, increasing student population, limited infrastructure, ...) or external demands (e.g. innovations that need to be implemented in response to educational policy).

“Teachers' wellbeing is not really good in this school. [...] That is caused by the fact we don't have a young teacher team and our organisation does not provide many chances to compensate teachers. [...] At our school all teachers need to do surveillance. That is necessary to make it run smoothly and it does but this asks a lot of effort from teachers. [...] I know, within our school they don't have much free time.” (Principal, school 1)

“A lot of teachers had a burn-out in this school. That is a real concern of me. People are on the edge ... So much is demanded of them. [...] How come that teachers get a burn-out? [name teacher], for example, last year she taught lessons and she could take care of pupils with care needs. Last year we had less pupils with high care needs. This year the workload for her is very large. In addition we have the new curriculum we need to implement. She is also involved in that. She can't manage it anymore.” (Principal, school H)

In the second place, some school leaders also mention that a lot of teachers set the performance level high for themselves (n=3) which makes it difficult sometimes to stimulate their wellbeing.

“We as a team set the bar always higher. That is a mistake we make. Even if I point it out to them, they make this mistake again because the team decides to do it anyway.”

[...] I intend to guard that even more in the future and to say: ‘Stop, we don’t do that.’
(Principal, school J)

“Teachers in this school set the bar high for themselves and this also causes a feeling of high workload. Teachers sometimes put pressure on themselves. For the exams, for instance, since they prepare a lot of exam questions they also have to a lot of work to correct the exams.” (Principal, school 5)

Nevertheless, we also notice school leaders refer to different factors in order to stimulate teachers’ wellbeing. Table 9 gives an overview of the factors they mentioned during the interviews clustered in 4 domains: 1) human resource management (HRM); 2) leadership actions; 3) cultural and structural characteristics and 4) strategic planning.

Table 9. Overview of factors mentioned by school leaders (n=24) stimulating teachers’ wellbeing

Stimulating factors of teachers’ wellbeing		Total amount	Amount in primary schools	Amount in secondary schools
HRM				
	Rewards	14	6	8
	Assignment	9	6	3
	Teacher evaluation	6	4	2
	Total	29	16	13
Leadership actions				
	Monitoring teachers’ wellbeing	8	1	7
	Showing commitment to teachers	7	2	5
	Lowering workload of teachers	5	3	2
	Trusting teachers / providing autonomy	4	2	2
	Supporting teachers	2	1	1
	Creating structure / being consequent	2	1	1
	Total	28	10	18
Cultural and structural school characteristics				
	Stimulating a nice team atmosphere	8	5	3
	Creating a comfortable work infrastructure	5	1	4
	Facilitating participative decision making	3	0	3
	Building a professional learning community	2	2	0
	Total	18	8	10
Strategic planning				
	Total	8	3	5
General total		83	37	46

Table 9 provides also an overview of the factors that were mentioned by principals per educational level. This overview indicates that in general in school leaders in secondary education (n= 46) mentioned more factors in order to stimulate teachers' wellbeing compared to primary schools (n=37). However, as in general in Table 9 the differences in amount factors are rather small, we should be prudent to overestimate these findings. Therefore, in what follows these factors will be discussed according to the amount of times they were mentioned by school leaders in general. Yet, when we notice striking differences between primary and secondary schools for specific underlying factors, we will mention this in the text.

Human resource management

Looking at the interviews we notice that a lot of school leaders state that human resource management within the school helps to stimulate teachers' wellbeing (n= 29). Actually school leaders refer to one or more of the following HR practices: rewards (n=14), assignment (n=9) and teacher evaluation (n=6) as a source to stimulate teachers' wellbeing.

Example quotes

Rewards (n=14)	<i>“Teachers’ wellbeing, I try to stimulate that in different ways. [...] But I will also say what I like about the teachers. I attach great importance to giving compliments. At the team meeting in August, for example, we provide food and drinks which are linked to our annual theme. It looks like something unimportant but that motivates people. For Teachers’ Day, for instance, I made some music for teachers with pupils within the school and all teachers receive a present with a personal message to each teacher from me. [...] I think those things make it fun for teachers. Also, when they did something within the school, I’ll thank them. I will not forget that. Yes, teachers’ wellbeing is a priority for me.” (Principal, school D)</i>
Assignment (n=9)	<i>“Last year also a teacher had a burn-out. When she returned, she started part-time and this year she will do the same. She said it works for her and she needed some rest. I respect that ... I know it is a difficult and tiring job.” (Principal, school C)</i>
Teacher evaluation (n=6)	<i>“I experience that during a performance appraisal conversation a lot of personal issues are discussed. Teachers like it that you listen to them. They get the chance to ventilate or they can apply something in a gentle way. That is beneficial for the relationship between teachers and the principal but it also gives a perspective on teachers’ wellbeing.” (Principal, school 1)</i>

Leadership actions

Besides human resource management, we also notice that many school leaders in this study refer to one or more leadership actions (n=28) in order to stimulate the wellbeing of teachers within their school. More specifically they refer to fact that they: 1) monitor teachers' wellbeing regularly using wellbeing surveys (n=8); 2) show commitment to what teachers do within their classrooms and within the school (n=7); 3) try to lower the workload of teachers as much as possible (n=5); 4) build trust within their relationship with teachers or provide teachers with a lot of autonomy (n=4); 5) support teachers when necessary (n=2) and 6) create structure for teachers or try to be consistent (n=2).

Example quotes

<p>Monitor teachers' wellbeing (n=8)</p>	<p><i>"We did a wellbeing survey with 90 questions. I found it very interesting. [...] We based this survey on one that was used in another school in order to have a certain bench mark. [...] It was surprising to see that the results were almost the same. [...] This survey included various questions. [...] The results made me reflect ... Teachers also included questions for me and I experienced that sometimes teachers have perceptions about things I did not expected. We learned a lot based on these survey results and we decided to formulate concrete action points based on that. Amongst other things these points were: creating structure and implementing performance appraisal conversations on a regular basis."</i> (Principal, school 9)</p>
<p>Showing commitment to teachers (n=6)</p>	<p><i>"I try to make a walk within the school and talk with teachers in an informal way. I ask also things which are not related to the school. For example, I heard that a teacher will become father for the second time. I send him a message immediately. I know he had a difficult year ... his wife had a miscarriage. [...] Just asking how they are doing after a couple of weeks. Or keep in touch when people get sick. One teacher who stayed at home because of a hernia said recently: 'I appreciated your messages'."</i> (Principal, school 2)</p> <p><i>"My door is always open. When they want to say something, they know they can come to me. [...] We discuss it or they just ventilate and we don't discuss it. I think those are important things. I have the feeling that they are not afraid of me. That is important."</i> (Principal, school 6)</p>
<p>Lowering workload (n=5)</p>	<p><i>"It is only the third week and I see teachers are already dissatisfied. You can go to a classroom and I can imagine you would be surprised also. Some pupils do not belong here. [...] They should be in special education. [...] Teachers get two hours of support but that is not enough. I try to reduce the</i></p>

	<p>workload as much as possible. I guide pupils to the classroom and help pupils to empty their school bag. [...] Or I take care of pupils who do not behave within the classroom.” (Principal, school K)</p> <p>“I think you [as a principal] should try to feel when you can do that [linking school priorities to professional development] and how far you can go. That’s the story of the ‘elastic string’. You should feel that ... It works like that with students but also with teachers. That’s human. I saw that a lot of people have really stretched out their ‘string’ this year. Me too ... that’s because the school has expanded a lot. [...] That’s why I limited professional development a bit this year. Yet, in this way I have the space and the opportunity to really organise professional development a bit wider next year because it will be a less busy year for teachers too.” (Principal, school 8)</p>
Trusting teachers / providing autonomy (n=4)	<p>“The wellbeing survey showed that teachers are satisfied. I was happy with that. [...] It is also striking that 6 teachers asked for a transfer to this school from another school. [...] One teacher asked to come to our school in his last year for his retirement. He couldn’t hold it in his previous school. He needs to drive each day for 120 kilometers now to come to our school. Another teacher asked for a transfer to this school and asked me whether he could start a music band with students in this school. [...] I jump into those kinds of questions.” (Principal, school 12)</p>
Supporting teachers (n=2)	<p>“[I try to] support teachers. Also when they want to try something else. I’ll will always stimulate their initiative and support them in that when possible.” (Principal, school I)</p>
Creating structure / being consequent (n=2)	<p>“The bar is set high here and maybe I’m strict but this ensure there is also structure and a clear management for teachers. It is clear for teachers and there exists no chaos.” (Principal, school F)</p>

Table 9 shows that school leaders in secondary schools mention more leadership actions (n=18) compared to school leaders in primary schools (n=10). When we zoom in on the specific underlying leadership actions it is striking to see that this difference is especially present for ‘monitoring teachers’ wellbeing’. Actually, it seems that the school leaders in secondary schools in our study monitor teachers’ wellbeing more often or refer to that as a way to stimulate teachers’ wellbeing. Yet, it is important to state here that some school leaders in primary education mentioned during the interview that they plan to monitor teachers wellbeing in the future (e.g. in school L) or that teachers’ wellbeing is monitored by a survey from the municipality (e.g. in school I) or the school board (e.g. school K) but that they do not attach great importance to those survey results.

Cultural characteristics

Furthermore, we notice three quarters of the school leaders (n= 18) stimulate teachers' wellbeing indirectly by putting effort in the optimisation of certain structural and/or cultural school characteristics. More specifically, school leaders refer to the fact they: 1) try to stimulate a nice team atmosphere within the school (n=8) (e.g. using teambuilding activities); 2) create a comfortable work infrastructure (n=5); 3) facilitate participative decision making of teachers within the school (n=3); 4) put effort in building a professional learning community (PLC) (n=2).

Example quotes

<p>Stimulating a nice team atmosphere (n=8)</p>	<p><i>“It was a heavy year for teachers but we had a lot of fun also. I think it is extremely important to celebrate the end of the school year always with a nice activity for teachers. You need to look back with a feeling of satisfaction. [...] I notice there is a nice atmosphere within the team. I notice that on those activities. Next week there will be a week full of activities for teachers and students. [...] We will end this week with a diner and a quiz. [...] In the past those activities were not relaxing for teachers. We searched for a solution for that. Now, a couple of teachers lead a working group focused on those activities.” (Principal, school 8)</i></p>
<p>Creating a comfortable work infrastructure (n=5)</p>	<p><i>“I stimulate teachers to consult each other. I say laughing: ‘Get together with a coffee. It is nice to do that here in a comfortable setting instead of at home alone at your desk’. We also invest in a quite working space now ... next to the teachers’ room. In that room there are 5 computers but you can work on your one device also of course. They can isolate themselves from the teachers’ room to discuss. Those are also things we try to do [in order to stimulate teachers’ wellbeing].” (Principal, school 3)</i></p>
<p>Facilitating participative decision making (n=3)</p>	<p><i>“We have a [name] team within our school [focused on wellbeing]. This team can decide about things in collaboration with the leadership team. [...] I also asked the team to discuss what we can do to let teachers know we think about them when they are on sick leave for a long period. The team decided to deliver flowers to those teachers. [...] A lot of teachers appreciated that. That is important.” (Principal, school 3)</i></p>
<p>Building a professional learning community (n=2)</p>	<p><i>“In my opinion a teacher must feel good within his job. This means they should also feel good within the team. I talk with teachers when they only feel good within their class and not within the team. Okay, we are here to work ... I don’t want to create a school culture in which everyone goes to the bar on</i></p>

Friday evenings together ... That is not necessary but you should feel good at work to perform well. [...] In this regard, for me collaboration, team teaching, learning from each other, ... is important.” (School principal, school A)

Strategic planning

Finally, 8 school leaders state explicitly during the interview that school’s strategic planning is strongly related to teachers’ wellbeing. Actually these school leaders refer to the fact that wellbeing (of pupils and teachers) are the core of the school’s vision or is an important priority or school goal they work on.

“Wellbeing of all teachers is important. Actually, that is our school vision. We put pupils’ wellbeing central but also wellbeing of teachers and the leadership team. [...] Wellbeing is actually a core team within the way we work. I’m strongly convinced about the importance of that. When pupils and teachers are happy to come to school they will learn, they will collaborate and they will do things that are sometimes difficult.” (Principal, school D)

“A priority in our strategic planning of this year is human resource management and teachers’ wellbeing. This school exists already 23 years. I’ll be honest, since the last year there is a lot dissatisfaction amongst teachers within this school. [...] There are some points we need to work on as a team but there are also some points I need to work on. We will focus on those points this year.” (Principal, school J)

Research question 3a: To what extent is what school leaders do in order to stimulate teachers’ wellbeing different in excellent and moderate strategic schools?

In order to answer research question 3a we calculated the amount of factors mentioned by school leaders per school and looked for possible differences between excellent and moderate strategic schools (see Table 10 for an overview). Table 10 shows that in general more factors were mentioned by school leaders in excellent strategic schools in order to stimulate teachers’ wellbeing (n=45) compared to the amount of factors mentioned by moderate strategic school leaders (n=38). Actually this means that excellent strategic principals mention on average between 4 and 5 factors (i.e. 45 factors in 10 schools) while in moderate strategic schools principals mention between 2 and 3 factors (i.e. 38 factors in 14 schools). Since this result does not provide insight in what excellent and moderate school leaders exactly do different in order to stimulate teachers’ wellbeing a more detailed analysis was necessary. This analysis shows that certain factors were mentioned more / less within the group of excellent strategic schools compared to the group of moderate strategic schools. More specifically, Table 10 indicates that within all four domains identified earlier (i.e. HRM, leadership actions, school characteristics and strategic planning) the amount of certain factors differs a least 20% between the group of excellent strategic schools and moderate strategic schools.

First, related to HRM, we notice that excellent strategic school leaders refer more to the HR practices ‘rewards’ and ‘teacher evaluation’ in order to stimulate teachers’ wellbeing. While 90% of the excellent strategic school leaders refer to the fact that rewarding teachers helps to stimulate wellbeing, only 36% of the moderate strategic principals mentioned this factor during the interviews. Moreover, only 14% of moderate strategic principals stated during the interview that the evaluation of teachers encourages teachers’ wellbeing, while 40% of the excellent strategic principals referred to this factor.

Second, related to the leadership actions, it is striking to see that 29% of the school leaders in moderate strategic schools refer to the fact it is important to trust teachers or provide them with a lot of autonomy while no single excellent strategic principal referred to this factor in relation to teachers’ wellbeing. We notice, though, that principals in the group of excellent strategic schools state during the interviews they trust their teachers and value teachers’ autonomy⁵. Moreover, the analysis of research question 2 also shows that some teachers in excellent strategic schools refer to teacher autonomy as a resource for wellbeing (cf. research question 2). Yet, this analysis indicates that excellent strategic principals do not mention ‘trust’ or ‘autonomy’ explicitly as a stimulating factor when we asked them what they do in order to stimulate teachers’ wellbeing. In contrast, we see that some principals (20%) in excellent strategic schools refer to creating structure or being consistent in decisions while no single moderate strategic principal referred to this factor. In this regard, it is interesting to notice that some teachers in the group moderate strategic schools complained about the lack of leadership within the school (cf. research question 2) which causes dissatisfaction within the team. This result suggests that while principals in moderate strategic schools perceive ‘trust’ and ‘autonomy’ as a stimulating factor for teachers wellbeing it might be perceived by teachers as a lack of leadership and structure within the school.

Third, when we look at the domain of structural and cultural school characteristics we notice that in two excellent strategic schools (20%) the principal referred to building a professional learning community in order to stimulate teachers’ wellbeing. In none of the moderate strategic schools the principal referred to that factor.

Finally, Table 10 shows that half of the excellent strategic schools (50%) refer to the fact that strategic planning within the school helps to pay attention to teachers’ wellbeing, while only 30% of the principals within the moderate strategic schools refer to this factor.

⁵ For more information, see: Tuytens, M., Vekeman, E. & Devos, G. (2020). De rol van culturele schoolkenmerken en schoolleiderschap voor strategisch personeelsbeleid. Steunpunt Onderwijsonderzoek, Gent.

Table 10. Overview of factors mentioned by school leaders in excellent strategic schools (n=10) and moderate strategic schools (n=14)

Stimulating factors of teachers' wellbeing		Amount of school leaders in excellent strategic schools mentioning this factor	Amount of school leaders in moderate strategic schools mentioning this factor
<i>HRM</i>			
	Rewards*	9 (90%)	5 (36%)
	Assignment	4 (40%)	5 (36%)
	Teacher evaluation*	4 (40%)	2 (14%)
<i>Leadership actions</i>			
	Monitoring teachers' wellbeing	4 (40%)	4 (29%)
	Showing commitment to teachers	3 (30%)	4 (29%)
	Lowering workload of teachers	3 (30%)	2 (14%)
	Trusting teachers / providing autonomy*	0 (0%)	4 (29%)
	Supporting teachers	1 (10%)	1 (7%)
	Creating structure / being consequent*	2 (20%)	0 (0%)
<i>Cultural and structural school characteristics</i>			
	Stimulating a nice team atmosphere	4 (40%)	4 (29%)
	Creating a comfortable work infrastructure	2 (20%)	3 (21%)
	Facilitating participative decision making	2 (20%)	1 (7%)
	Building a professional learning community	2 (20%)	0 (0%)
<i>Strategic planning*</i>		5 (50%)	3 (21%)
General total		45	38

Note. Between brackets: percentage of school leaders within the group of excellent/moderate strategic schools mentioning a specific factor; * indicates that there is a least a difference of 20% between the group of excellent strategic schools and moderate strategic schools.

Discussion

By using a qualitative research design, the aim of the study was to gain insight in: 1) teachers' perception of wellbeing and turnover intention; 2) teachers' perception of job demands and job resources related to wellbeing and turnover intention and 3) what school leaders do in order to stimulate teachers' wellbeing. Moreover, this study also explored whether both teachers' perceptions and school leaders' approaches are different according to the extent to which HRM is strategic within their school. Based on a previous qualitative study, teachers within 'excellent' strategic and 'moderate' strategic

HRM schools are compared. In what follows, the results of the different research questions central in this study will be discussed.

Teachers' perception of own wellbeing and turnover intention. The results of the 1st research question ('How do teachers perceive their own wellbeing and intention to turnover?') show that the majority of teachers in this study refer in general to positive emotions about teaching in the school. Moreover, the majority of interviews point at the fact that teachers want to stay teaching in their own school and never have the intention to leave the teaching profession. In other words, based on this data collection we might conclude that teachers in general perceive their own wellbeing as high and their turnover intention as low. The fact that teachers in general refer to positive emotions about teaching within their school is in line with previous qualitative and quantitative studies on wellbeing of teachers (e.g. Aelterman, Engels & Verhaeghe, 2003; Skaalvik & Skaalvik, 2015; Vekeman, Devos, Valcke & Rosseel, 2017). These studies show, for example, that teachers report being "all in all, satisfied with their job". Also, the recent TALIS-study demonstrated that Flemish teachers have a positive wellbeing and not many turnover intentions Van Droogenbroeck, Lemblé, Bongaerts, Spruyt, Siongers, & Kavadias, 2019). Yet, as we approach in this study teachers' wellbeing as an individual's subjective positive experience of working within their own school, this result does not imply that teachers in our study do not experience any stress or physical or emotional exhaustion in relation to teaching. A study by Skaalvik & Skaalvik (2015) showed, for example, that teachers are satisfied with their job -in general- but at the same time experience a high degree of stress and that many teachers showed severe physical and emotional exhaustion. As it was not the aim of this study to examine teachers' stress level or level of exhaustion we cannot really comment on teachers' level of stress and/or exhaustion. Nevertheless, this study shows -as discussed in the following section- that different demands put pressure on teachers' positive emotions about working in their school. Furthermore, this study points at the fact that $\frac{3}{4}$ of the teachers included in this study (i.e. 88.4%) never have the intention to move to another school. This means that teachers feel in general good about teaching in their own school and confirms the results previous studies pointing at mean low scores for intention to move (Jones et al., 2013; McInerney et al., 2015; OECD, 2020; Pogodzinski et al., 2013). In comparison with the amount of teachers reporting they have sometimes the intention to move to another school (i.e. 8.1%), teachers more often report to have sometimes the intention to leave the teaching profession (i.e. 18.6%). Nevertheless, still a large majority of teachers in this study (i.e. 80.2%) report they never have the intention to leave the teaching profession. This result might be surprising given the fact research shows a lot of teachers leave the teaching profession. Yet, the fact teachers in this study report in general low levels of intention to leave the teaching profession confirms the findings of previous studies on teachers' turnover intentions in primary and secondary education (McInerney et al., 2015; Høigaard, Giske, & Sundslid, 2012; OECD, 2020; Vekeman et al., 2017; You & Conley, 2014).

Teacher characteristics and teachers' perception of wellbeing and turnover intention. Looking at the extent to which teachers' perceptions of wellbeing and turnover intention is associated with teachers' characteristics (cf. research question 1a), this study shows only teachers' gender and statutory position seems to be associated with teachers' wellbeing score. No significant associations had been found between other teacher characteristics and teachers' turnover intention based on this study. Actually, the results showed that female teachers more often report that their wellbeing fluctuates (by referring to positive and negative emotions about teaching in the school) compared to the male teachers interviewed in this study. Because of the specific approach taken in this study to measure teachers' level of wellbeing (i.e. 3 categorical scores instead of a continuous variable), it is difficult to compare these results with previous research. Moreover, conflicting evidence has been found regarding the relationship between gender and teachers' wellbeing (Crossman & Harris, 2006). Some studies have suggested that men and women exhibit similar levels of satisfaction. Yet other studies indicate higher levels of satisfaction among male teachers while others found female teachers exhibit higher levels of job satisfaction than male teachers. Moreover, the results of this research question showed that teachers with TADD or tenure more often report that their own wellbeing fluctuates (by referring to positive and negative emotions about teaching in the school) compared to teachers with TABD. Also here it is rather difficult to compare these results with previous studies because of the specific approach used to measure teachers' wellbeing and the fact that results in other studies are ambiguous in this regard. While some studies show teachers' level of job satisfaction is high regardless of their contractual status (e.g. OECD, 2020), other studies point to the fact that teachers with a fixed contract (i.e. TADD or tenure) report in general higher levels of wellbeing (Aelterman et al., 2003).

Schools' strategic approach in HRM and teachers' perception of wellbeing and turnover intention. The results of research question 1b ('To what extent are teachers' perceptions of own wellbeing and turnover intention different in excellent and moderate strategic schools?') showed that the average percentage of teachers with a high wellbeing score and low intention to move / intention to leave score is higher in the group of excellent strategic schools compared to the group of moderate strategic schools. This finding supports what the majority of studies have showed up to now: HRM stimulates wellbeing and lowers turnover intentions (through better job resources (e.g. 'job autonomy' or 'job variety')) (Boxall & Macky, 2009; Snape & Redman, 2010). More specifically, this study suggests that a balanced approach in HRM (i.e. aimed at taking into account the needs of individual teachers and aligning HR practices with strategic planning in the school) (Boselie, 2014) is related to higher levels of teachers' wellbeing and lower levels of turnover intention. Since there are scant studies available exploring this specific relationship, it is difficult to compare these results with previous studies. Yet, this result

confirms partially the results of Vekeman and colleagues' (2018) study showing that teachers' job satisfaction and turnover intention is respectively higher and lower in schools which align their HRM heavily with the individual needs of teachers (i.e. developmental approach in HRM). More specifically, Vekeman et al. (2018) found that for teachers in schools which do not take into account the individual needs of teachers through their HRM, lower levels of P-O (Person-Organisation) fit increased teachers' turnover intentions. However, in contrast with this study, the study of Vekeman and colleagues (2018) did not find evidence for the fact that teachers' job satisfaction and turnover intention is respectively higher and lower in schools which align their HRM heavily with the strategic planning of the school.

Job demands and job resources related to wellbeing and turnover intention. The results of the 2nd research question ('Which job resources and job demands do teachers mention in relation to their personal wellbeing and turnover intention?') showed that teachers mentioned different job demands and job resources during the interviews which could be clustered in three main domains: 1) school related factors; 2) job related factors and 3) other factors. Looking at these three domains of factors, this study indicated that the majority of resources mentioned by teachers seemed to be related to the school (e.g. school team, cultural and structural school characteristics, school leader, assignment within the school), whereas the majority of mentioned demands are related to features of the job (e.g. workload, pupils/students, parents, job insecurity). This result is in line with previous work by Aelterman and colleagues (2003) stressing that factors stimulating teachers' wellbeing can be mainly situated at the school level. In what follows, we will discuss the most important findings of this research question zooming in on the resources and demands mentioned by the majority of teachers during the interviews.

First, this study showed that teachers mention different resources in relation to their wellbeing. More specifically, the interviews showed that teachers refer to school related factors (e.g. support from colleagues, autonomy, fit with school culture, appreciation by the school leader, small scale of the school, assignment aligned with needs), job related factors (e.g. pupils enthusiasm and motivation, appreciation by parents, job variety, working conditions) and other factors (e.g. small distance from home to work). Looking at the domain in which most factors were mentioned (i.e. school related factors), we found -partially in line with the results of Aelterman et al. (2003)- that the factors related to the school team (i.e. nice atmosphere with the team; support from colleagues, a personal fit within the teacher team and a constructive collaboration with colleagues) were mentioned by the majority of teachers as a school related resource. This result confirms previous research (e.g. Struyve, Daly, Vandecandelaere, Meredith, Hannes & De Fraine, 2016; Thomas, 2019) showing that being socially connected to other educators or teachers within the school is associated with a reduction in (predictors of) teachers' intention to leave the teaching profession. Moreover, when we look at all resources mentioned by teachers (apart from the clustering in domains) it was striking to

see that the factor 'pupils' (as a job related resource) is most often mentioned as a resource. More specifically, we found that teachers refer to the fact that they can teach pupils something, pupils are enthusiastic and motivated and the fact that they have a good relationship with their pupils. This confirms the findings of Skaalvik & Skaalvik's (2015) study showing that teachers primary source of job satisfaction is working with children, the actual process of teaching, and seeing their pupils learn and develop.

Second, we found -though in a lesser extent than resources- teachers mention different demands related to wellbeing and turnover intention. Also here both school related factors (e.g. absence of nice atmosphere within the team, misfit with school's culture, lack of leadership, increase of pupil population at school, assignment which do not match the diploma), job related factors (e.g. difficult class groups, workload, high expectations of parents, job insecurity) and other factors (e.g. large distance between home and work, low self-efficacy) could be identified. Looking at the domain in which most factors were mentioned (i.e. job related factors), we found that the workload was mentioned by the majority of teachers as a job related demand. Also when we look at all demands mentioned by teachers (apart from the clustering in domains) we see that the factor 'workload' is most often mentioned as a job demand. This result is in line with previous research pointing at the fact that teachers perceive workload (also termed work overload or time pressure) as an important job demand related to teachers' wellbeing (e.g. Betoret & Artiga, 2010; Collie et al. 2012; Fernet et al. 2012, 2013; Hakanen et al., 2006; Shernoff et al. 2011; Skaalvik & Skaalvik 2011, 2015). Next to workload, we noticed that factors related to 'pupils' are the second most mentioned group of demands. More specifically, this study showed teachers refer to class groups which are difficult to manage (e.g. pupils who don't behave, big classes), pupils with high care needs and pupils' lack of enthusiasm and motivation. Also this confirms the findings of previous studies pointing at the fact that disrupting student behavior (Fernet et al., 2012), pupil misbehavior (Hakanen et al., 2006), managing behavioral problems (Shernoff et al., 2011) or student misbehavior-demotivation (Betoret & Artiga, 2010) have been found to be important job demands related to teachers' wellbeing.

Teacher characteristics and teachers' perception of demands and resources. The results of research question 2a ('To what extent are the job resources and job demands teachers mention associated with teacher characteristics') showed that only a significant association could be found between the average amount of job demands and job resources mentioned and teachers' career (i.e. first versus second career teacher). More specifically, in line with previous research suggesting that second career teachers have additional resources compared to first career teachers (e.g. Tigchelaar and colleagues in Troesch & Bauer, 2020), we found that second career teachers mention on average more job resources than first career teachers. More specifically, we found that four out of the five teachers mentioning 'work-life balance' as a resource are second career teachers. More specifically, those teachers referred to the fact that the teaching job makes it easier

to combine work with a family life compared to their previous job in another sector. No significant difference in the amount of resources or demands could be found based on gender. Also this finding confirms previous research showing that this demographic variable does not lead to differences in reasons for challenges and strains (Skaalvik & Skaalvik, 2015). Finally, also no significant difference in the amount of resources or demands could be found between teachers with TABD or teachers with TADD or tenure. As far as we know this is the first study investigating a possible difference in the amount of resources or demands between teachers with a temporally versus a more fixed contract. Yet, the fact that no difference has been found is consistent with Skaalvik & Skaalvik's (2015) study showing that the perceived sources of job satisfaction and stress are the same for teachers regardless of age and experience.

Schools' strategic approach in HRM and teachers' perception of demands and resources. Zooming in on to what extent job resources and job demands mentioned by teachers are different in excellent and moderate strategic schools (research question 2b), we found that in general no clear differences could be noticed in the average amount of job resources mentioned by teachers. However, the analysis showed that on average teachers within the moderate strategic schools mention more school related demands compared to teachers in excellent strategic schools. An inspection of the demands that were mentioned in both groups showed that teachers within moderate strategic schools mentioned more demands related to the school leader and the assignment within the school (e.g. assignment which do not match their diploma, being assigned as a class teacher) compared to teachers with excellent strategic schools. First, a more detailed analysis showed that teachers in moderate strategic schools refer to a lack of leadership, lack of support by the school leader, a lack of appreciation by the school leader and principal's top-down management. We believe this might suggest that teachers in moderate strategic schools point more often to the absence of a transformational leader which invests enough time in communicating a clear and shared vision, places motivation and commitment of teachers central, emphasises the understanding of teachers' needs in order to increase their capacity and creates an supportive culture for learning in the school (Hallinger, 2003; Leithwood, 1992). This also confirms the results of previous studies pointing at a coexistence of transformational leadership and strategic human resource management (e.g. Tuytens, Vekeman & Devos, 2020; Vekeman, Devos & Valcke, 2016). Second, the analysis pointed to the fact that teachers in moderate strategic schools are less happy with their assignment within the school. A couple of teachers refer for instance to the fact they have an assignment that does not match with their diploma, they are assigned as class teacher, the assignment does not ensures variety in the job or does not meet their individual needs. According to us, this result confirms the results of a previous study (Tuytens, Vekeman & Devos, 2019) which identifies three schools (i.e. school 2, 7 and 10) within the group of moderate strategic schools which do not take into account the individual needs of teachers when assigning them to the classroom. Although

in five schools (i.e. school H, 1, 2, 7 and 10) the assignment within the school was mentioned as a demand, it is not surprising to see that only in school 2, 7 and 10 this demand was mentioned by more than one teacher.

What school leaders do in order to stimulate teachers' wellbeing. Although we noticed that more than half of the school leaders stated that it is not always easy to stimulate teachers' wellbeing, the results of research question 3 ('What do school leaders do in order to stimulate teachers' wellbeing') showed that school leaders try to stimulate teachers' wellbeing through a various set of factors. More specifically, we found that school leaders refer to: 1) human resource management (e.g. rewards and assignment); 2) leadership actions (e.g. showing commitment, supporting teachers); 3) cultural and structural characteristics (e.g. team atmosphere, creating a comfortable work environment) and 4) strategic planning. In general, most factors that principals refer to in order to stimulate teachers' wellbeing can be linked to four sets of leadership qualities and practices which have identified based on syntheses of evidence on successful leadership collected in both school and non-school contexts (Leithwood, Day, Sammons, Harris & Hopkins, 2006): 1) building vision and setting directions (cf. strategic planning); 2) understanding and developing people (cf. 'showing commitment' as a leadership action and HRM); 3) redesigning the organisation (cf. structural and cultural characteristics); 4) and managing the teaching and learning programme (cf. 'supporting teachers' as a leadership action).

Schools' strategic approach in HRM and school leaders' approach towards teachers' wellbeing. This analysis we carried out in order to answer research question 3a ('To extent is what school leaders do in order to stimulate teachers' wellbeing different in excellent and moderate strategic schools?'), showed that school leaders in excellent strategic schools mentioned in general more stimulating factors compared to school leaders in moderate strategic schools. First, we noticed that 'rewards' and 'teacher evaluation' are more often mentioned as stimulating factors for teachers' wellbeing by school leaders in excellent strategic schools. A clear explanation for this result cannot be found based on previous research. Yet, it seems that school leaders in excellent strategic schools are more aware of the fact that those HR practices –in contrast with other HR practices such as recruitment and selection, assignment and professional development- might lead to an explicit appreciation of teachers' work which has –in turn- a positive effect on teachers' wellbeing. Second, it was striking to see that school leaders in moderate strategic schools more often refer to the importance of 'trusting teachers / providing teachers with autonomy' while school leaders in excellent strategic schools more often refer to the fact that being 'consistent / providing structure' is important for teachers' wellbeing. This finding is in line with earlier research of Dou, Devos & Valcke (2017) who found that teacher autonomy itself is not sufficient to stimulate teachers' job satisfaction and indicate that it might be necessary to combine this with other conditions such as accountability and incentives. Third, the analysis showed that school leaders in excellent

strategic schools invest in building a professional learning community (PLC) within the school in order to stimulate teachers' wellbeing. This result is in line with earlier research pointing at the fact that PLC's can make a major contribution to teachers' wellbeing (Webb, Vulliamy, Sarja, Hämäläinen & Poikonen, 2009) and our previous study showing that excellent strategic schools are characterised by a strong PLC (Tuytens, Vekeman & Devos, 2020). Finally, it was interesting to see that teachers' wellbeing is more often part of the school's strategic planning in excellent strategic schools. In this regard, Roffey (2012) indicated that it is important for schools to not only aim for student wellbeing in their strategic planning, but to link this to teacher wellbeing, as teacher wellbeing goes hand in hand with student wellbeing.

Limitations and suggestions for further research. As always in research, this study has limitations and needs follow-up in other studies. Although in comparison with other qualitative studies on teacher wellbeing (e.g. Shernoff et al., 2011; Skaalvik & Skaalvik, 2015) we interviewed a relatively large number of teachers (n= 86) our data may not be representative for all schools in Flanders. Given the sample of 24 schools and a relatively small number of teachers in each school, we believe future research might include more schools and teachers. This might help also to validate the conclusions of this study which should be interpreted in a prudent way as we sometimes found only small differences between the moderate and excellent strategic group of schools. Moreover, we believe it could be interesting to use other case selection procedures than the one we used in this study. In general we found teachers' rate their own wellbeing relatively high and turnover intention relatively low. Although this finding is in line with previous research, we believe this might be also explained by the stratified purposeful sample we used in this study. As we aimed to select schools that were particularly interesting based on one of their human resource practices (and hence had a high potential of being meaningful and enriching for this study), it might be that we oversampled schools with satisfied teachers. Furthermore, given the fact that this study is based on a larger data collection procedure the interview protocol included only a limited set of interview questions devoted to teachers' wellbeing and turnover intentions. While we believe we were able to provide an accurate perspective of teachers' wellbeing and turnover intentions with this set of interview questions, future studies might use more fine-grained interview questions. This might enable future researchers, for instance, to get also a more detailed picture on the role of personal resources within teachers' wellbeing besides job demands and job resources. Actually, in line with recent studies pointing to the importance of personal resources in the JD-R model (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007), some recent studies have started to consider some personal resources of teachers (e.g. self-efficacy) in relation to aspects of wellbeing (Vera, Salano & Lorente, 2012; Bermejo-Toro et al., 2016). Vera and colleagues (2012) found, for instance, that the higher the self-efficacy, the higher the job resources and the lower the burnout over time. Moreover, we believe it might be also interesting to investigate the relationship between teachers' wellbeing and

strategic human resource management by conceptualizing and measuring teachers' wellbeing negatively, focusing on negative emotional states such as burn-out or emotional exhaustion. This might enable us to get insights in what causes teacher stress exactly and how HRM might decrease or even increase that stress level. Finally, it would be interesting to integrate both perceptual data on teachers' turnover intentions and objective information on actual turnover in further research. In this study we did not examine actual leaving or moving; we merely asked about the intention for leaving or moving among teachers who had not yet left or moved. Nevertheless, in order to make research on actual turnover, Flemish government should keep track of more detailed information (e.g. on actual 'movers' and 'leavers') and ensure this data is accessible for researchers in the future.

Implications. Despite these limitations and research challenges for the future, we can deduct both theoretical and practical implications. In the first place, the results of this study confirm in several ways what we already know about teachers' wellbeing and restresses, for instance, the need of: reducing the workload of teachers, a supportive school leader, a good team atmosphere, etc. Yet, we believe that the current study also contributes to research on teachers' wellbeing through its link with strategic human resource management. As far as we know, this is one of the first studies which explores whether differences in perceptions of wellbeing and turnover, on the one hand, and perceived job resources and job demands, on the other hand, could be noticed based on the extent of HR practices installed strategically within teachers' school (i.e. taking into account both the strategic planning within the school and teachers' individual needs). Although we might be prudent to overestimate this study's findings, we believe this study suggests that schools implementing SHRM foster teachers' wellbeing. Although we recognise the advantages of SHRM, we also acknowledge this is not an easy task for schools. Nevertheless, we believe this study implies that principals, who wish to retain happy teachers, need to become aware of school related resources and demands teachers perceive in order to take clear actions (when possible) to improve the wellbeing of teachers. This study shows, for example, that principals should be aware of the importance of the school team (i.e. atmosphere, fit of teachers within the team, support within the team). Moreover by including also the perspective of principals in this study (cf. research question 3), this study implies that principals might try to stimulate teachers' wellbeing through evaluating and rewarding teachers, by providing structure to teachers, by building a professional learning community and through a school's strategic planning focused on wellbeing.

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Appendices

Appendix I: Theme setting initial meeting with school leader

- Jaarplanning
 - o Strategisch schoolbeleid
 - o Rekrutering en selectie
 - o Opdrachttoewijzing
 - o Professionele ontwikkeling
 - o Leerkrachtevaluatie
 - o Beloningsmogelijkheden

- Belangrijke actoren
 - o Schoolteamleden (leidinggevend, leidinggevende leerkrachten, andere)
 - o Schoolbestuur
 - o Scholengemeenschap

- Beschikbare documenten
 - o Schoolvisie/pedagogisch project
 - o Schoolwerkplan
 - o Onthaalbrochure nieuwe leerkrachten
 - o Nascholingsplan
 - o Evaluatiereglement
 - o Functiebeschrijving
 - o Schoolreglement
 - o Voorbeeld van vacature
 - o Verslagen (bv. van selectie/rekrutering, evaluatieverslag)
 - o Andere?

Appendix II: Interview protocol – school leaders and teachers

LEIDRAAD DIRECTIES:

- Schoolstructuur:
 - o Samenstelling schoolbestuur (hoeveel scholen, welke scholen (niveau en locatie))
 - o Relatie met schoolbestuur
 - o Samenstelling scholengemeenschap
 - o Samenwerking scholengemeenschap
- Culturele erfgoed:
 - o Hoelang bestaat de school al?
 - o Zijn er de voorbije tien jaren grote veranderingen in de school geweest?
 - o Zijn er belangrijke zaken in de geschiedenis van de school die nog steeds een invloed hebben op de werking vandaag?
- Arbeidsmarkt
 - o Tekort aan leerkrachten?
 - o Scholen in de buurt die concurrentieel zijn bij het aantrekken van leerkrachten?
- Institutionele context:
 - o Beleid:
 - Welke aspecten in uit het onderwijsbeleid zijn cruciaal (stimulerend of beperkend) voor de strategische planning en personeelsbeleid dat u kan voeren in de school?
 - o Vakbond
 - Hoe is de verhouding met de vakbondsafgevaardigden binnen de school?
- Schoolleiding:
 - o Ervaring
 - o Hoe zou u goed leiderschap omschrijven?
 - o Welke eigenschappen moet een leider in uw functie idealiter bezitten?
 - o Welke zijn uw sterke punten als u deze eigenschappen bij uzelf bekijkt?
 - o Welke zijn uw werkpunten als u deze eigenschappen bij uzelf bekijkt?
 - o Wat zijn uw belangrijkste taken als schoolleider binnen de school?
 - o Zijn er andere leidinggevenden binnen de school?
 - o Hoe worden de taken verdeeld onder de leidinggevenden? Weten leerkrachten bij wie zij waarvoor terecht kunnen?
 - o Hoe verloopt de samenwerking tussen de leidinggevenden?

- Schoolkenmerken:
 - Formeel overleg:
 - Welke formele overlegmomenten zijn er binnen de school?
 - Leerkrachtparticipatie:
 - Hoe worden leerkrachten betrokken bij de strategische planning en het personeelsbeleid?
 - Professionele leergemeenschap:
 - Hoe zou u de relatie of de sfeer tussen de leerkrachten omschrijven?
 - Wat is uw visie op samenwerking?
 - Wat vindt u belangrijke voorwaarden voor samenwerking?
 - Hoe wordt samenwerking gestimuleerd op school (formeel en informeel)?
 - Gezamenlijke verantwoordelijkheid
 - Gedeprivatiseerde praktijk
 - Reflectieve dialoog
 - Leerkrachtautonomie:
 - Hoe belangrijk vindt u de autonomie van leerkrachten en op welke vlakken?
 - Hoe tracht u die autonomie te stimuleren?
 - Gedeelde visie:
 - Kunt u de visie van de school omschrijven?
 - Hoe is deze tot stand gekomen?
 - Hoe draagt u deze uit als schoolleider?
- Schoolbeleid:
 - Strategische planning:
 - Wat zijn op dit moment de cruciale schooldoelen waar u aan werkt?
 - Hoe zijn deze doelen tot stand gekomen?
 - Hoe evalueert u of u de doelen bereikt?
 - Worden deze doelen aangepast? Wat is dan de aanleiding?
 - Hoe probeert u de concrete doelen te bereiken?
 - Personeelsbeleid:
 - Hoe pakt u selectie aan?
 - Hoe pakt u de opdrachttoewijzing aan?
 - Hoe pakt u leerkrachtevaluatie aan?
 - Hoe pakt u professionele ontwikkeling aan?
 - Hoe pakt u de waardering/beloning van leerkrachten aan?
- Uitkomsten en leerkrachtkenmerken
 - Lerarenverloop?
 - Wat is voor u een goede leerkracht?
 - Hoe tracht u het welbevinden van leerkrachten te stimuleren?

LEIDRAAD LEERKRACHTEN:

- Leerkrachtkenmerken: (alle leerkrachten)
 - Welk vak heeft u binnen de school?
 - Welke andere taken neemt u op zich binnen de school?
 - Hoelang heeft u al les binnen de school? (vastbenoemd?)
 - Hoelang bent u al leerkracht?
 - Hoe zou u uw rol als leerkracht in de dagdagelijkse lespraktijk omschrijven?
 - Wat zijn uw sterke kanten als leerkracht?
 - Wat zijn uw werkpunten als leerkracht?
 - Kunt u leerlingen goed motiveren in uw lessen?
 - Heeft u het gevoel dat u uw klassen goed in de hand kan houden? Een goed klasmanagement kan hanteren?
 - Kunt u gemakkelijk werk- en evaluatievormen toepassen in uw klassen die tegemoet komen aan de noden van de leerlingen?
- Schoolbeleid: (alle leerkrachten)
 - Strategische planning:
 - Wat zijn op dit moment de cruciale doelen waar de school aan werkt?
 - Hoe gebeurt dit?
 - Personeelsbeleid:
 - Selectie: (beginners en TADD)
 - Hoe vond uw aanwerving in de school plaats?
 - Welke vragen werden gesteld tijdens het sollicitatiegesprek?
 - Was u zelf tevreden over de manier van aanwerving?
 - Hoe bent u opgevangen tijdens uw beginperiode hier als leerkracht?
 - Opdrachttoewijzing: (TADD en ervaren)
 - Hoe gebeurt de opdrachttoewijzing aan leerkrachten in de school?
 - Wanneer wordt deze gecommuniceerd?
 - Leerkrachtevaluatie: (TADD en ervaren)
 - Heeft u een functiebeschrijving gekregen?
 - Zijn er op regelmatige basis functioneringsgesprekken?
 - Worden er ook evaluatiegesprekken gehouden?
 - Hoe verzamelt de directie informatie over uw praktijk/uw functioneren?
 - Is er een specifieke evaluatie geweest naar aanleiding van uw TADD-aanstelling?
 - Vindt u zelf dat u voldoende feedback krijgt omtrent uw functioneren? (formeel/informeel)

- Professionele ontwikkeling: (alle leerkrachten)
 - Hoe belangrijk vindt u professionele ontwikkeling zelf als leerkracht?
 - Hoe wordt deze gestimuleerd in de school?
- Waardering – beloning (alle leerkrachten)
 - Hoe weet u of men uw werk in de school waardeert?
 - Heeft u zelf het gevoel gewaardeerd te worden?
 - Krijgt u ook beloningen? Welke?
- Afstemming personeelsbeleid (TADD en ervaren)
 - Heeft u zelf het gevoel dat de verschillende aspecten van personeelsbeleid afgestemd zijn op elkaar? Voorbeeld?
- Schoolleiding: (alle leerkrachten)
 - Wat zijn de sterke punten van de schoolleider?
 - Wat zijn werkpunten van de schoolleider?
 - Ondersteunt uw schoolleider uw dagelijkse (les)praktijk? Hoe doet hij/zij dit?
 - Vertrouwt u de schoolleider?
 - Weet u waarvoor u bij de schoolleider terecht kan?
- Schoolkenmerken: (alle leerkrachten)
 - Formeel overleg:
 - Welke formele overlegmomenten zijn er binnen de school?
 - Leerkrachtparticipatie:
 - Hoe worden leerkrachten betrokken bij de strategische planning en het personeelsbeleid?
 - Professionele leergemeenschap:
 - Hoe zou u de relatie of de sfeer tussen de leerkrachten omschrijven?
 - Hoe wordt samenwerking gestimuleerd op school (formeel en informeel)?
 - Komen leerkrachten bij elkaar in de klas?
 - Overlegt u vaak met collega's? Waarover? Wanneer?
 - Vindt u zelf samenwerking belangrijk?
 - Leerkrachtautonomie:
 - Kan u voldoende zelf beslissen over uw klaspraktijk?
 - Gedeelde visie:
 - Kunt u de visie van de school omschrijven?
 - Hoe wordt deze gecommuniceerd naar leerkrachten en leerlingen, ouders?
 - Is het personeelsbeleid van de school ook afgestemd op de visie van de school? Hoe merkt u dit?
- Uitkomsten leraarniveau: (alle leerkrachten – behalve laatste twee vragen enkel TADD/ervaren)

- Voelt u zich goed op school?
- Zou u liever lesgeven op een andere school?
- Bent u tevreden in uw job als leraar?
- Zou u liever een andere job uitoefenen?
- Voelt u zich thuis in het lerarenteam?
- Wat zorgt er vooral voor dat u dagelijks met plezier komt werken?
- Hoe probeert u als leraar bij te blijven met de nieuwe ontwikkelingen?
(formeel en informeel leren)
 - Vakontwikkelingen
 - Meer algemene ontwikkelingen in onderwijs
- Welke veranderingen in de klas hebt u recent doorgevoerd? Wat was de aanleiding hiervoor?

Appendix III: Observation scheme

Datum, tijdstip, plaats van observatie, activiteit, aanwezigen:

Beschrijvende gegevens (acties, gedrag, gesprek)	Reflectieve informatie (eigen bedenkingen, ideeën, vragen, bezorgdheden)

Appendix IV: Case summary format

Variabele	Deelvariabele	Wat we al weten...
INTERNE CONTEXT	Onderwijsnet	Vooraf gekend
	Onderwijsniveau	Vooraf gekend
	Schoolstructuur	Grootte en complexiteit schoolbestuur en scholengemeenschap: Info uit interviews, observaties en documenten
	Schoolgrootte	Vooraf gekend zie: http://onderwijs.vlaanderen.be/nl/nl/onderwijsstatistieken/themas- onderwijsstatistieken/leerlingenaantallen-basis-en- secundair-onderwijs-en-hbo5
	Leerlingpopulatie	Vooraf gekend zie: http://www.agodi.be/sites/default/files/atoms/files/ Publicaties_Leerlingenkenmerken_Overzicht_2016- 2017_bao.pdf http://www.agodi.be/sites/default/files/atoms/files/ Publicaties_Leerlingenkenmerken_Overzicht_2016- 2017_sec.pdf

	Culturele erfgoed	Normen en waarden, historiek, identiteit, leeftijd: Info uit interviews, observaties en documenten
	Schoolligging	Vooraf gekend
	Schooltype	Vooraf gekend
	Middelen	Vooraf gekend zie: http://www.agodi.be/nieuwe-omkadering-basisonderwijs Niet voor secundair onderwijs?
	Schoolprestatie	Doorlichtingsverslag indien aanwezig, databundel leerlingen (gegevens over prestaties van leerlingen in vervolgonderwijs, gegevens over instroom/uitstroom)
EXTERNE CONTEXT	Arbeidsmarkt	Info uit interviews, observaties en documenten
	Institutioneel – beleid	Info uit interviews, observaties en documenten

	Institutioneel – vakbond	Info uit interviews, observaties en documenten
SCHOOL- LEIDING	Ervaring	Info uit interviews, observaties en documenten
	Transformationeel	Info uit interviews, observaties en documenten
	Instructioneel	Info uit interviews, observaties en documenten
	Administratief	Info uit interviews, observaties en documenten
	Ondersteuning	Info uit interviews, observaties en documenten
	Gedeeld	Info uit interviews, observaties en documenten
SCHOOLKEN MERKEN	Formeel overleg	Info uit interviews, observaties en documenten
	Leerkrachtparticipatie	Info uit interviews, observaties en documenten

	Professionele leergemeenschap	Info uit interviews, observaties en documenten
	Leerkrachtautonomie	Info uit interviews, observaties en documenten
	Vertrouwen	Info uit interviews, observaties en documenten
	Gedeelde visie	Info uit interviews, observaties en documenten
SCHOOL- BELEID	Strategisch	Info uit interviews, observaties en documenten
	Personeelsbeleid	REKRUTERING EN SELECTIE Info uit interviews, observaties en documenten OPDRACHTTOEWIJZING Info uit interviews, observaties en documenten LEERKRACHTEVALUATIE Info uit interviews, observaties en documenten

		<p>PROFESSIONELE ONTWIKKELING</p> <p>Info uit interviews, observaties en documenten</p> <p>WAARDERING EN BELONING</p> <p>Info uit interviews, observaties en documenten</p>
LEERKRACHT - KENMERKEN	Demografisch	Info uit interviews, observaties en documenten
	Functie	Info uit interviews, observaties en documenten
	Carrièrefase	Info uit interviews, observaties en documenten
	Vak	Info uit interviews, observaties en documenten
	Statuut	Info uit interviews, observaties en documenten
	Onderwijsopvattingen	Info uit interviews, observaties en documenten
	Doelmatigheidsbeleving	Info uit interviews, observaties en documenten

UITKOMSTEN LERAAR-NIVEAU	Welbevinden	Info uit interviews, observaties en documenten
	Professioneel leren	Info uit interviews, observaties en documenten
	Lerarenverloop	Info uit interviews, observaties en documenten (o.a. databundel personeel)
	Interactie tussen leraren	Info uit interviews, observaties en documenten
	Veranderingen in de klas	Info uit interviews, observaties en documenten

Appendix V

School related factors (n=186)								
	School team	Cultural characteristics	School leader	Structural characteristics	Assignment within the school			
<i>Job resource</i>	76	29	13	13	13			
Primary school teachers	34	4	5	6	9			
Secondary school teachers	42	25	8	7	4			
<i>Job demand</i>	10	3	11	11	7			
Primary school teachers	6	2	7	8	1			
Secondary school teachers	4	1	4	3	6			
Total	86	32	24	24	20			
Job related factors (n=182)								
	Pupils	Passion	workload	Job variety	Job security	Work-life balance	Working conditions	Parents
<i>Job resource</i>	89	4	1	12	2	5	5	5
Primary school teachers	40	0	1	5	1	1	1	4
Secondary school teachers	49	4	0	7	1	4	4	1
<i>Job demand</i>	18	0	27	0	6	0	0	8
Primary school teachers	12	0	12	0	3	0	0	6
Secondary school teachers	6	0	15	0	3	0	0	2
Total	107	4	28	12	8	5	5	13
Other factors (n=16)								
	Self-efficacy	Distance home to work	Perception of the teaching					
<i>Job resource</i>	0	4	0					
Primary school teachers	0	2	0					
Secondary school teachers	0	2	0					
<i>Job demand</i>	6	4	2					
Primary school teachers	5	3	0					
Secondary school teachers	1	1	2					
Total	6	8	2					