

Teacher's well-being and school performance - an analysis based on organizational climate in polish diaspora schools

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Introduction. Contemporary research on organizational functioning increasingly emphasizes the importance of intangible resources, such as employee well-being, interpersonal relationships, and organizational climate. In educational institutions, these factors play a particularly important role, as school performance is not solely determined by structural arrangements but is largely shaped by teachers' experiences and perceptions. Teacher well-being has become a central topic in educational and occupational psychology. It is typically defined as a subjective evaluation of life quality, encompassing both emotional and cognitive components (Diener, 1984; Ryff, 1989). In the teaching profession, well-being is especially important due to high emotional demands, social responsibility, and the relational nature of work. Previous research indicates that lower levels of well-being are associated with burnout and reduced professional effectiveness (Maslach, Schaufeli, & Leiter, 2001; Skaalvik & Skaalvik, 2017). Organizational climate is defined as a set of shared perceptions of employees regarding their work environment, including management practices, organizational procedures, and interpersonal relations (Schneider & Reichers, 1983; Schneider et al., 2013). It reflects how employees interpret their organizational reality and is considered a key determinant of work outcomes (Patterson et al., 2005). Polish diaspora schools constitute a unique research context. These institutions operate outside Poland, often in multicultural environments and under diverse organizational conditions. Teachers in such schools may be formally employed or engaged as volunteers, which creates a specific organizational dynamic that may influence both well-being and climate perception. **Teacher Well-Being as an Individual and Organizational Resource.** Teacher well-being can be understood not only as an individual characteristic but also as an organizational resource that contributes to school effectiveness. Within the Job Demands-Resources (JD-R) model, well-being is treated as a psychological resource that helps individuals cope with job demands and maintain engagement (Bakker & Demerouti, 2007). Empirical studies show that teachers with higher well-being demonstrate greater engagement, better relationships with students, and higher teaching effectiveness (Skaalvik & Skaalvik, 2017). Conversely, low well-being is associated with burnout and reduced job performance (Maslach et al., 2001). In the present study, well-being was operationalized using the WHO-5 Well-Being Index, which focuses on positive aspects of mental functioning, including mood, vitality, and interest in daily activities. **Organizational Climate as an Indicator of School Performance.** Organizational climate is one of the key indicators of organizational quality. It encompasses employees' perceptions of various aspects of the work environment, such as leadership style, communication, interpersonal relations, and organizational structure. Research indicates that a positive organizational climate is associated with higher job satisfaction, increased engagement, and better organizational outcomes (Parker et al., 2003; Patterson et al., 2005). In this study, organizational climate was measured using the model developed

by Rosenstiel and Boegel (adapted by Durniat, 2012), which conceptualizes climate as a multidimensional construct. Methodology. The study employed a quantitative design using an online survey method. The sample consisted of 102 teachers working in Polish diaspora schools. Research tools: - WHO-5 Well-Being Index - Organizational Climate Questionnaire (Rosenstiel & Boegel, Polish adaptation) Research objectives: - To examine the relationship between teacher well-being and organizational climate - To identify differences in climate perception depending on employment status Results. The results revealed statistically significant positive correlations between teacher well-being and all examined dimensions of organizational climate, particularly: - interpersonal relations; - leadership style; - work organization; - communication; - opportunities for professional development. No statistically significant differences were found between employed teachers and volunteers in terms of organizational climate perception. Discussion. The findings confirm previous research indicating that organizational climate functions as an important resource supporting employee well-being (Bakker & Demerouti, 2007; Patterson et al., 2005). The lack of differences between employment forms may be explained by the specific nature of Polish diaspora schools, where social relationships and identification with the organizational mission play a crucial role. Practical Implications. The results suggest that: - organizational climate should be treated as a key indicator of school performance - management practices should focus on improving communication and relationships - teacher well-being should be considered a strategic organizational resource Limitations: - purposive sampling - lack of control for country-level differences - cross-sectional design Conclusions. Teacher well-being is significantly related to organizational climate, indicating that psychological and relational factors should be incorporated into the evaluation of school performance. Supporting teacher well-being may contribute to improving the overall quality of educational institutions. References Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model. *Journal of Managerial Psychology*, 22(3), 309-328. Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422. Parker, C. P., et al. (2003). Psychological climate and work outcomes. *Journal of Organizational Behavior*, 24, 389-416. Patterson, M. G., et al. (2005). Organizational climate and productivity. *Journal of Organizational Behavior*, 26, 379-408. Ryff, C. D. (1989). Happiness is everything? *Journal of Personality and Social Psychology*, 57(6), 1069-1081. Schneider, B., & Reichers, A. (1983). On the etiology of climates. *Personnel Psychology*, 36, 19-39. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388. Skaalvik, E. M., & Skaalvik, S. (2017). Teacher stress and self-efficacy. *Teaching and Teacher Education*, 67, 152-160. Durniat, K. (2012). Organizational climate questionnaire adaptation. *Polish Journal of Applied Psychology*.