

MAPPING TEACHER PROFILES: INTEGRATING PSYCHOLOGICAL WELL-BEING AND PEDAGOGICAL PRACTICE

Branda, M.¹, Vecchio, L.P.¹, HBSC Lombardy Group 2022²; Velasco, V.¹

¹University of Milano-Bicocca, Psychology Department

²DG Welfare Lombardy Region (Italy)

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TEACHER WELL-BEING: A CORNERSTONE FOR EDUCATION

As we know, teaching has become increasingly complex: reforms, digitalization, rising social expectations. Teachers are increasingly expected to adopt a **proactive attitude** toward their **professional role**, moving from being mere transmitters of knowledge to becoming facilitators and promoters of learning (Jourdan, 2016).

This shift entails a greater investment of personal and emotional resources, which may in turn affect their **well-being**.

By Health Promoting Schools approach, teacher well-being is not only essential for their own **health**, but also for the sustainability of educational innovation and the success of **student outcomes** (WHO, 1998).



TEACHERS PROFESSIONAL PRACTICE: A CHALLENGE

From a professional perspective, teachers are also required to continuously invest in their **professional development**, engaging in new practices and adopting innovative methodologies.

Continuous training is strategic, but often misaligned with **teachers' real needs** (Moeini, 2008; Agathangelou et al., 2022).

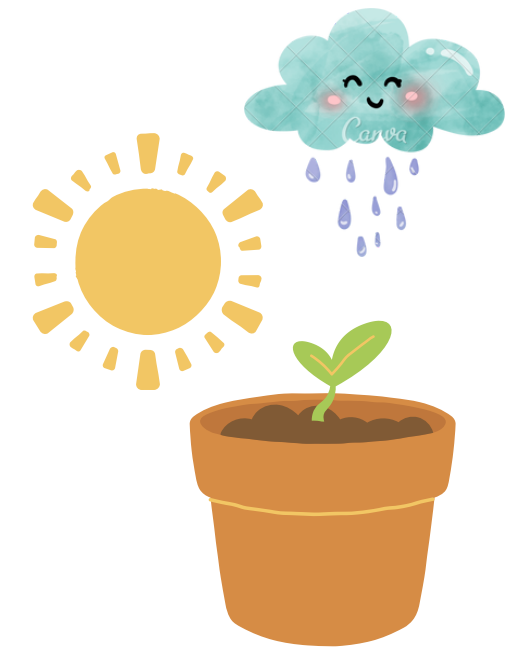
Alongside professional development, **job satisfaction** also play a crucial role. Access to high-quality and relevant training can enhance teachers' motivation and engagement, yet its potential is often undermined by barriers such as insufficient time, scarce resources, and limited institutional support (Srivastava & Satyendra Gupta, 2025).



TWO SEPARATE PATHS... OR ONE SHARED JOURNEY?

Although much of the literature has traditionally examined **teacher well-being** and **professional development needs** and **job satisfaction** as distinct constructs, growing evidence suggests that they are deeply interconnected and should not be conceptualized in isolation (Briner & Dewberry, 2007; OECD, 2018; Pyhältö et al., 2020).

- Teachers with higher well-being engage more in professional learning (OECD, 2018, 2019)
- Meaningful professional development boosts resilience, motivation, and teachers' identity (Opfer & Pedder, 2011; Jourdan, 2016)
- Teachers who engage in meaningful professional development report higher job satisfaction, as it enhances competence, confidence, and motivation (Srivastava & Satyendra Gupta, 2025)



**...integrating perspectives
for healthy schools**

STUDY GOAL

MAPPING TEACHERS PROFILE

Despite this evidence, much of the literature on teacher profiling continues to treat well-being and professional development as separate dimensions, overlooking the importance of considering teachers' diverse psychological well-being and professional development needs.

These dimensions are often consider not by teachers' perspective.

This study aims to address this gap in the literature by mapping teachers' profiles and gaining a deeper understanding of different "**profile of teachers.**"



METHOD

A **person-centered approach** captures heterogeneity, mapping teacher profiles by combining well-being professional development needs and job satisfaction (Pyhältö et al., 2020).

Three steps:

1. Conducting Latent Class Analysis to identify Well-Being Teachers Profiles
2. Conducting Latent Profile Analysis to identify Professional Needs Profile
3. Conducting Configural Frequency Analysis (von Eye & Mair, 2008) to identify “typical” and “atypical” configuration between Well-Being Teachers Profile and Organizational-Professional Development Needs Profiles.



THE STUDY

HBSC - LOMBARDY TEACHERS SURVEY



Health Behaviour in School-aged Children (HBSC) is a “cross-national research study into the health and well-being of adolescents across Europe and North America, conducted in collaboration with the World Health Organization (WHO) Regional Office for Europe”



In the Lombardy Region of Italy, the University of Milano-Bicocca, in collaboration with the Regional School Office and Regional Government – Health sector, organizes a concurrent survey dedicated to teachers

All teachers from the classes participating to HBSC are invited. The survey includes measures such as health and wellbeing dimensions, working conditions, health promotion training, practices and representations.

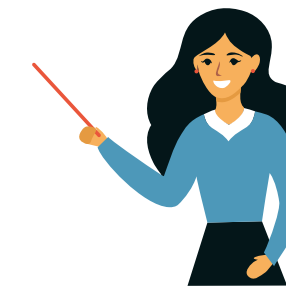


THE STUDY

TEACHERS SAMPLE



5,846 teachers from the Lombardy Region, Italy

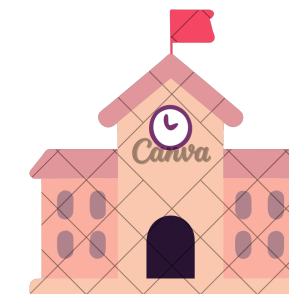


- 70.1% Female
- 29.7% Male
- 0.2% Other



Mean = 46 years old (SD = ± 11)
Mean = 16 years as teachers (SD = ± 12)

64% Permanent employees



- 48% Middle school
- 52% High School
 - 40% Lyceum
 - 40% Technical institute
 - 20% Professional institute

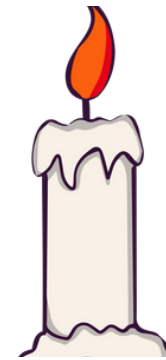
WELL-BEING TEACHERS PROFILE

- **Burnout** → emotionally exhaustion, depersonalization and professional realization
- **Engagement**
- **Job satisfaction**



BURNOUT (4,2%)

High burnout
Low engagement
Low satisfaction



SLOWLY BURNING (20,2%)

High exhaustion
Moderate engagement
Moderate PR



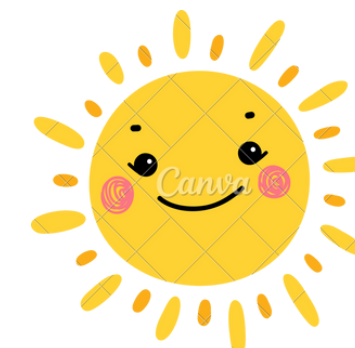
SPRING WITHOUT FLOWERS (20,4%)

High-moderate exhaustion
Moderate PR
Low engagement
High satisfaction



RAINBOW (12%)

A risk burnout
High engagement
High satisfaction

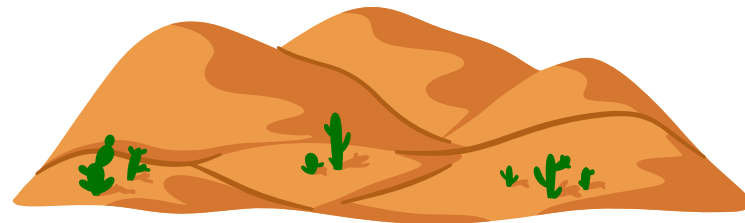


SHINING (43,2%)

Low burnout
High engagement
High satisfaction

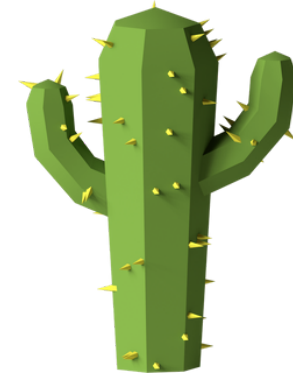
PROFESSIONAL DEVELOPMENT PROFILES

- **Professional Development Needs:** e.g. TIC, Multicultural Skills, Didactical Training Needs
- **Organizational Needs:** e.g. Time for teaching, Salary, Relationship with colleagues



DISSATISFIED AND DISINTERESTED (8,8%)

Very low professional development needs (in Curriculum, Administration), very low satisfaction in organizational conditions



SATISFIED BUT RESISTANT TO CHANGE (6,5%)

Very low professional development needs, high satisfaction in organizational conditions



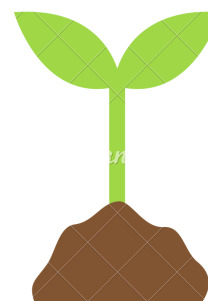
SATISFIED BUT RETREATED (25,6%)

Low professional development needs, high satisfaction in organizational conditions



STUCK IN MIDDLE, BUT DISSATISFIED (25,5%)

Moderate professional development needs (soft skills), low satisfaction (salary)



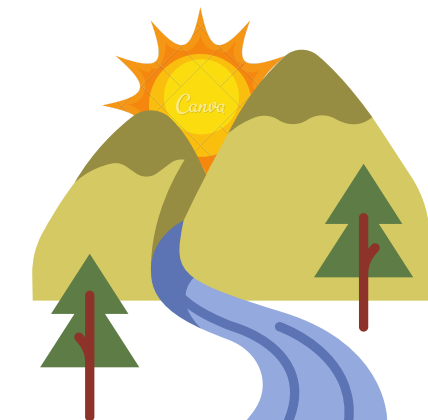
IT COULD BE BETTER (5%)

High professional development needs, low satisfaction (in time for teaching)



CURIOUS AND SATISFIED (23,3%)

Moderate-high professional development needs (in soft skills), high satisfaction



EXCELSIOR (4,3%)

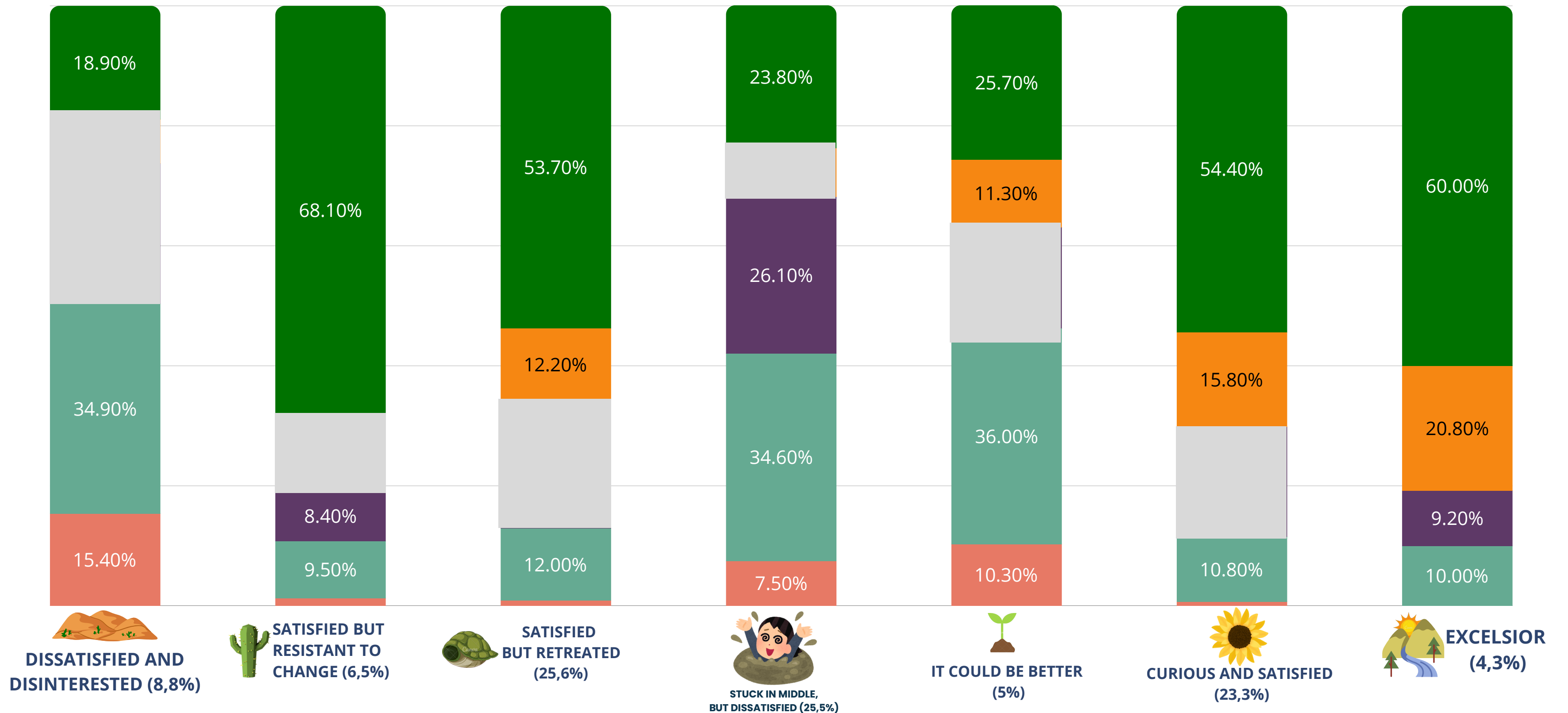
Very high professional development needs, very high satisfaction

WELL-BEING AND PROFESSIONAL DEVELOPMENT TYPES AND ANTITYPES

• Configural Frequency Analysis (von Eye & Mair, 2008)

Statistically Significant Configuration (p <.05)

● Burnout ● Slowly Burning ● Spring without Flowers ● Rainbow ● Shining

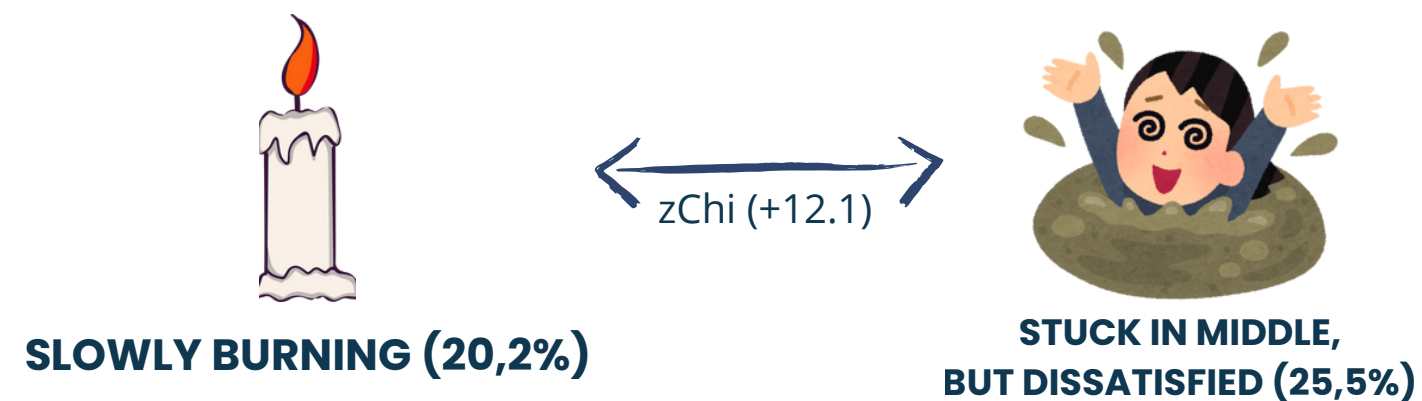


GENERAL PICTURE: WORK ORGANIZATIONAL CONDITIONS MATTERS

As showed in literature, configurations confirmed the relashioship between **job satisfaction** and **wellbeing** (Skaalvik & Skaalvik, 2017)



AMBIVALENT PROFILES: THE ROLE OF PREVENTION



“Slowly fading out”

Low satisfaction but moderate professional development needs

Engagement as predictor of **teacher confidence in professional training** (Fiorilli et al., 2020)

THE COMFORT ZONE: INSIDE OR OUTSIDE?



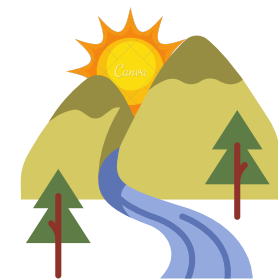
SHINING (43,2%)



**SATISFIED BUT RESISTANT
TO CHANGE (6,5%)**



RAINBOW (12%)



**EXCELSIOR
(4,3%)**

In the literature, high job satisfaction is associated with a certain **teaching stability**: satisfied teachers perceive less urgency to change or take risks (Day & Gu, 2007).

Satisfied but Resistant prefer the metacognitive approach (individual, reflective strategies), less inclined to fully participatory practices. A methodological comfort zone that maintains control and stability. Teachers who remain more on the metacognitive side often have a good sense of personal efficacy, but tend to maintain **strong control over the teaching process** (Vermunt & Verloop, 1999; Donche et al., 2013).

Overinvested profile

- Highly satisfied and actively engaged in their work.
- Invest a lot in training and professional growth.
- Despite high engagement, they are at risk of **overcommitment** and **potential burnout** (Siegrist, 1996; Bakker & Demerouti, 2007)

Driven to development,
Grounded with the Context

LIMITATIONS, IMPLICATION & FUTURE RESEARCH



Limitations

- Cross-sectional data: no causal inference possible
- Self-reported measures may reflect perceived rather than actual practices

Implications

- “Comfort zone” teachers may benefit from targeted strategies encouraging participatory practices
- Risk groups (e.g., dissatisfied, low-engagement) are less likely to self-activate and may need proactive outreach

Future Research

- Longitudinal studies to explore trajectories
- Deeper analysis of hybrid profiles: how stability (metacognition) interacts with innovation (participation)
- Literature review about facilitators and barriers of school change
- Explore interventions: can life skills increase openness among “resistant but satisfied” teachers?



Report HBSC Teachers

Delbosq, S., Velasco, V., Vecchio, L.P. (2023)

Yes, it's in Italian... 
consider it cultural immersion!



THANK YOU FOR ATTENTION!

m.branda@campus.unimib.it



Health and Sustainability Lab

