

Occupational Well-being Balance at Schools in Finland and Estonia

*Professor, Kerttu Tossavainen, PhD, University of Eastern Finland,
Faculty of Health Sciences, Department of Nursing Science, Finland,*

*Head of Health Promotion Department, Tiia Pertel, MD, Health Promotion Department,
The National Institute for Health Development, Estonia,*

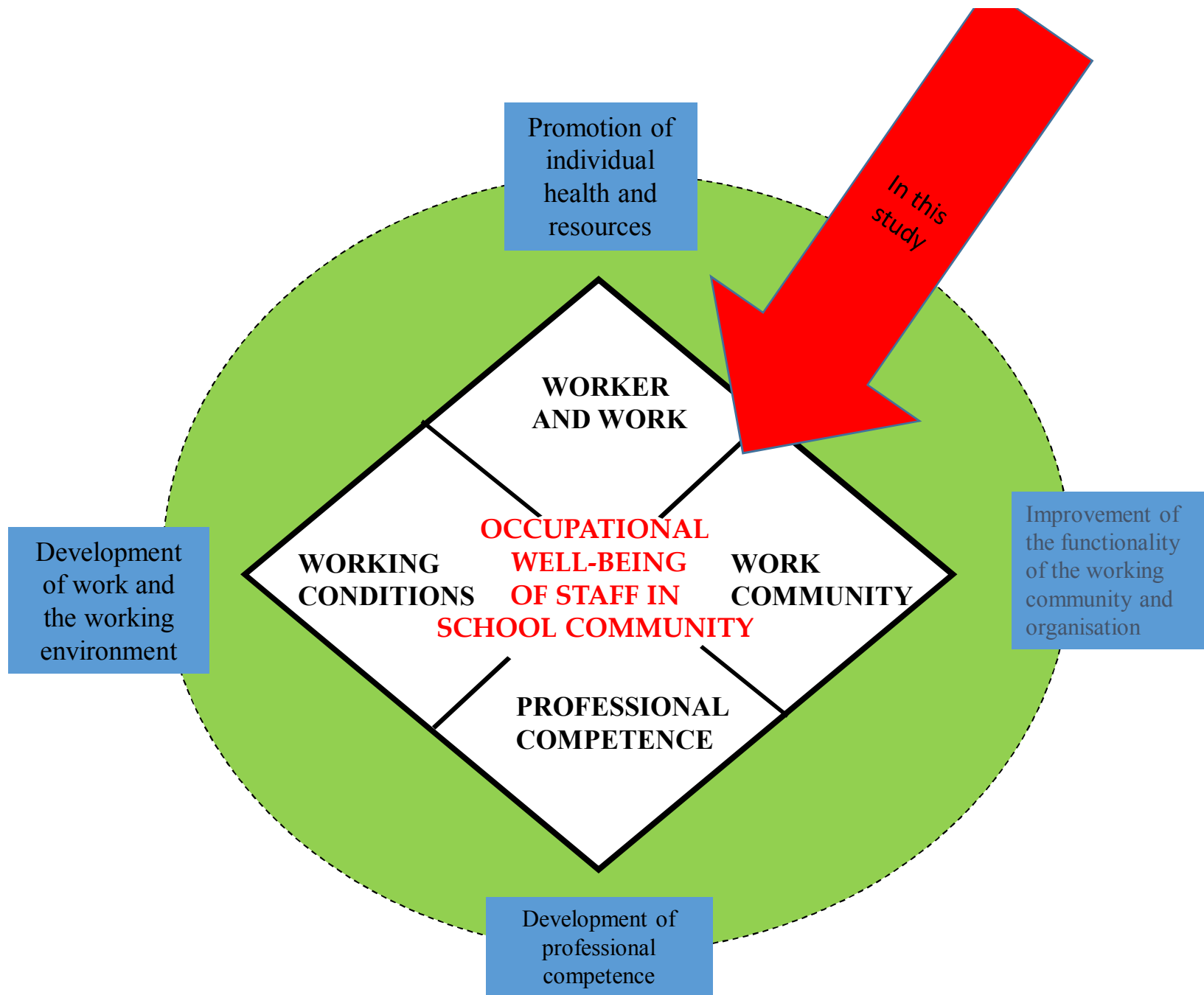
*Doctoral student, Sari Laine, MSc, University of Eastern Finland,
Faculty of Health Sciences, Department of Nursing Science, Finland,*

*University Lecturer, Terhi Saaranen, Docent, PhD, University of Eastern Finland,
Faculty of Health Sciences, Department of Nursing Science, Finland*





*“Promoting the Occupational Well-Being of School Staff
—Action Research Project in Finland and Estonia, 2009–2014”*



Purpose and study questions

The specific research questions were as follows:

- (1) How has the occupational well-being of staff on individual and work community levels and activities promoting occupational well-being been developed in Finland between 2010 and 2013?
- (2) How have the aspects of occupational well-being (worker and work, working conditions, professional competence and working community) changed as evaluated by staff members during development activities in 2010-2013?

Methods

Questionnaire

- *the Wellbeing at your work index questionnaire*
 - background information
 - the occupational well-being of staff on individual and work community levels and activities promoting occupational well-being
 - the opinions and development needs of the different aspects of occupational wellbeing (working conditions, working community, worker and work, professional competence)

Data

The baseline survey in 2010:

- 486 persons in Finland and 1330 persons in Estonia
- The responding rate was 55 % in Finland and 67 % in Estonia

The final survey in 2013:

- 545 persons in Finland and 974 persons in Estonia
- The respondent rate was 57 % in Finland and 52 % in Estonia

Data analysis

- Background information → using descriptive statistics, the Mann-Whitney U-test
- The aspects "worker and work" , "working conditions", "working community" and "professional competence"
 - using descriptive statistics
 - sum variables were formulated based on the factor analyse
 - one-way analysis of variance , two-sided variance analysis

Table I. School community staff members' evaluations of occupational well-being and actions employed to maintain the ability to work in Finland (*year 2010 n=486 and year 2013 n=545*) and Estonia (*year 2010 n=1330 and year 2013 n=974*)

Variables	Finland		Finland			Estonia		Estonia		
	2010		2013		p-value	2010		2013		p-value
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
Subjective occupational well-being at current workplace compared to the highest possible level	3,81	0,77	3,82	0,84	0,566	3,71	0,71	3,68	0,71	0,331
General well-being of the staff in the working community	3,42	0,77	3,44	0,85	0,339	3,61	0,63	3,58	0,62	0,297
Satisfaction with the occupational well-being actions available to me	2,93	0,98	3,17	0,91	0,000	3,62	0,77	3,40	0,80	0,000
Satisfaction with the occupational well-being actions available in the working community	3,08	0,98	3,26	0,95	0,002	3,65	0,75	3,57	0,73	0,005

p-value=Mann-Whitney Test

Table II. Occupational well-being in the Finnish and Estonian schools:

Means and standard deviations (SDs) of the sum variables of the aspects of working conditions, working community, worker and work, and professional competence, in Finland (2010: $n=486$ and 2013: $n=545$) and Estonia (2010: $n=1330$ and 2013: $n=974$)

Means and standard deviations (SDs) of the sum variables of the aspects	Finland		Finland		p-value*	Estonia		Estonia		Estonia	
	2010		2013			2010		2013			
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	p-value*	p-value**
Working conditions											
Working space postures and equipment	2,91	0,97	3,23	0,86	0,000	3,62	0,75	3,44	0,76	0,000	0,000
Physical factors	2,88	0,86	3,10	0,85	0,000	3,71	0,77	3,51	0,78	0,000	0,000
No chemical and biological factors	3,62	1,18	3,70	1,17	0,331	4,18	1,06	4,15	0,99	0,429	0,193
Permanent working site	3,79	1,55	3,94	1,41	0,097	4,24	1,17	4,13	1,26	0,037	0,007
Working community											
Working atmosphere and appreciation of others' work	3,76	0,71	3,87	0,77	0,022	3,97	0,62	3,94	0,59	0,226	0,005
Cooperation and information	3,55	0,74	3,64	0,74	0,056	3,85	0,65	3,81	0,65	0,126	0,011
Work management and time use	3,29	0,77	3,46	0,76	0,001	3,93	0,71	3,87	0,68	0,034	0,000
Worker and work											
Workload	3,30	0,81	3,37	0,77	0,170	3,75	0,76	3,65	0,83	0,002	0,004
Activities supporting personal resources at work	2,73	0,93	2,85	0,96	0,044	3,16	0,92	2,78	0,98	0,000	0,000
Functioning of occupational health care	2,89	0,94	3,07	0,90	0,002	3,07	0,95	2,94	0,92	0,001	0,000
Urgency and pace of work	2,62	1,00	2,73	1,12	0,120	3,16	1,18	3,00	1,14	0,001	0,001
Professional competence											
Substantive competence and interaction	3,76	0,65	3,83	0,65	0,121	3,90	0,54	3,85	0,56	0,044	0,012
Adequacy of education	2,86	0,97	2,98	0,98	0,056	3,54	0,93	3,50	0,84	0,292	0,024
Satisfaction with IT skills	3,26	1,21	3,29	1,15	0,700	3,16	1,16	3,19	1,12	0,470	0,935

Note. p-value* = one-way analysis of variance was used to test whether the changes of means in Finland ($p \leq 0,05$ statistically nearly significant; $p \leq 0,01$ statistically significant; $p \leq 0,001$ statistically highly significant) were statistically significantly different from those in the partner countries according to the sum variables.
p-value**= two-sided variance analysis that was used to test the statistical significance of data from Finland and Estonia between the baseline and final survey.

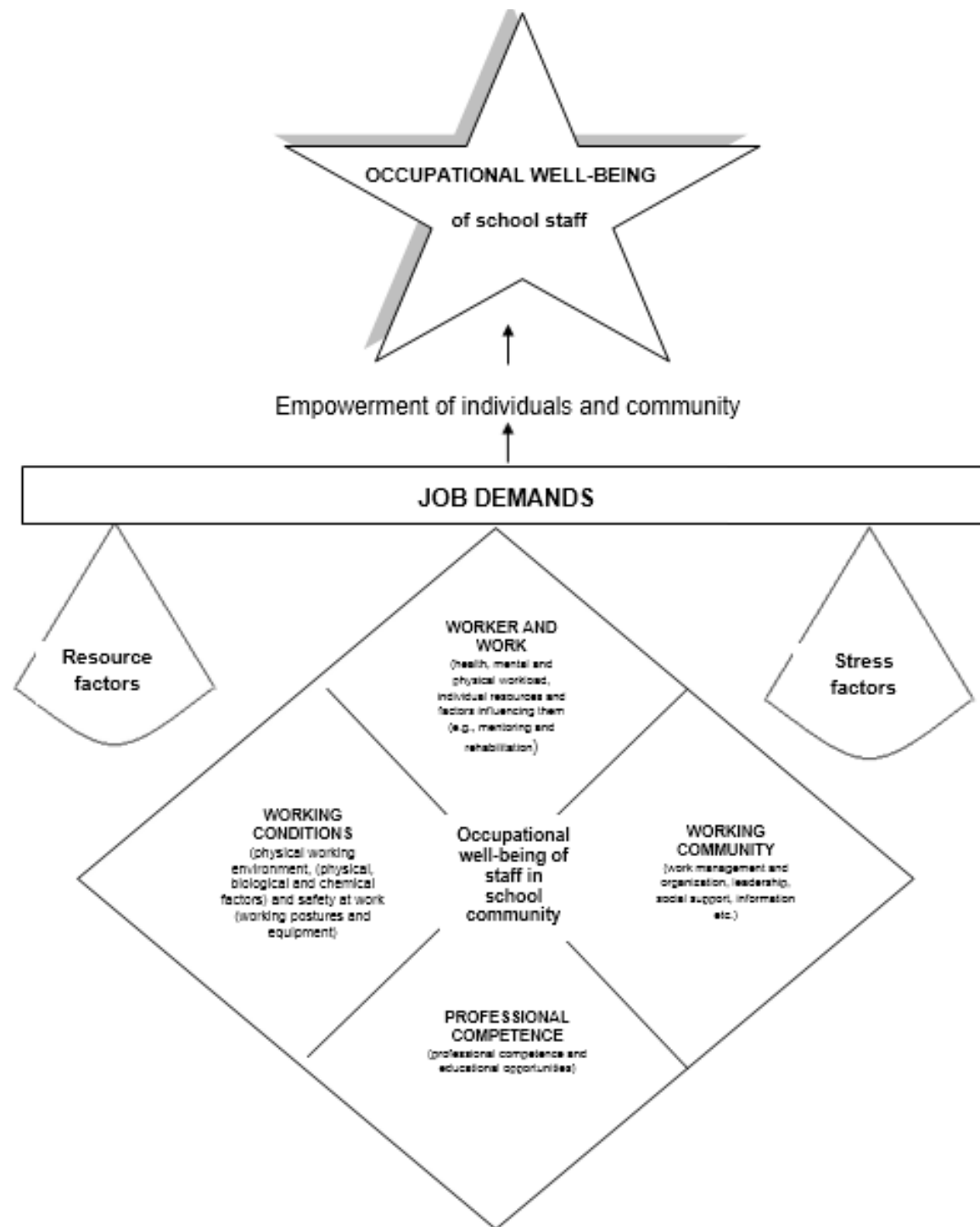
Conclusion

- the Estonian schools were more satisfied with their occupational well-being than their counterparts at the Finnish schools

However the development activities have helped to increase satisfaction with occupational well-being especially at the Finnish schools

→ For example, according to this study, workload has decreased and time management has improved in the Finnish schools.

- Occupational well-being of school communities is founded on a balance of workload and resource factors in relation to job demands. Development activities can be used to strengthen resource factors and diminish workload factors.



Thanks to
the Participants
and Have
a Nice
Summertime

