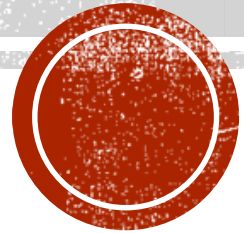
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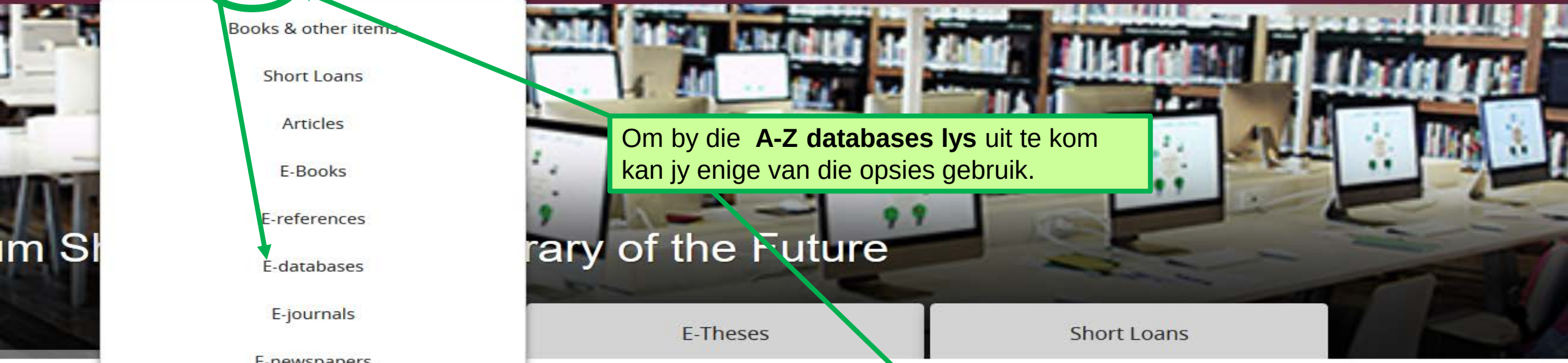
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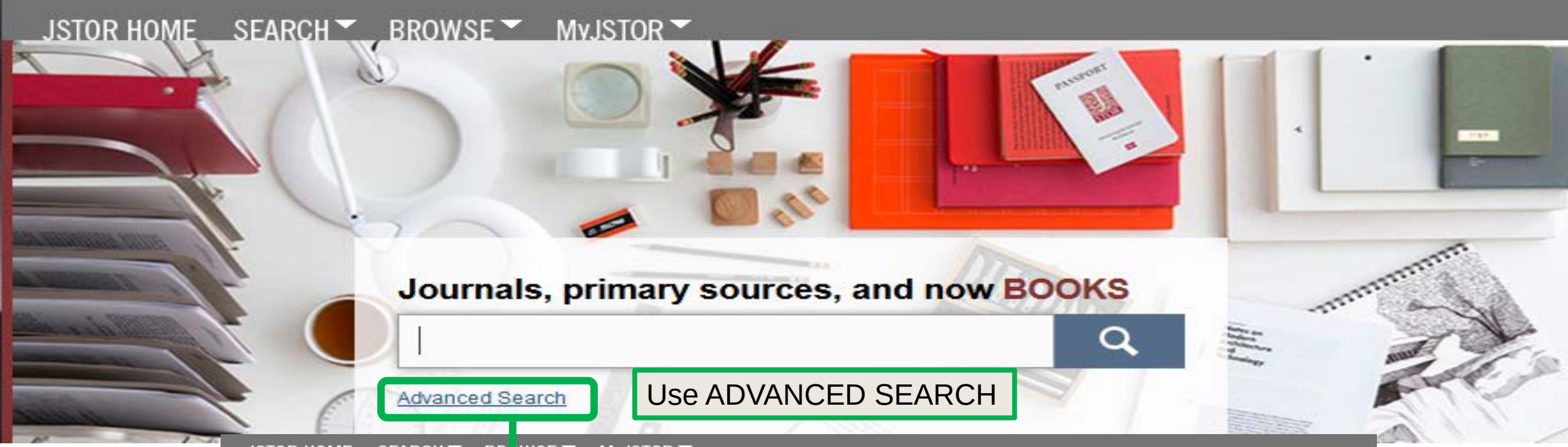
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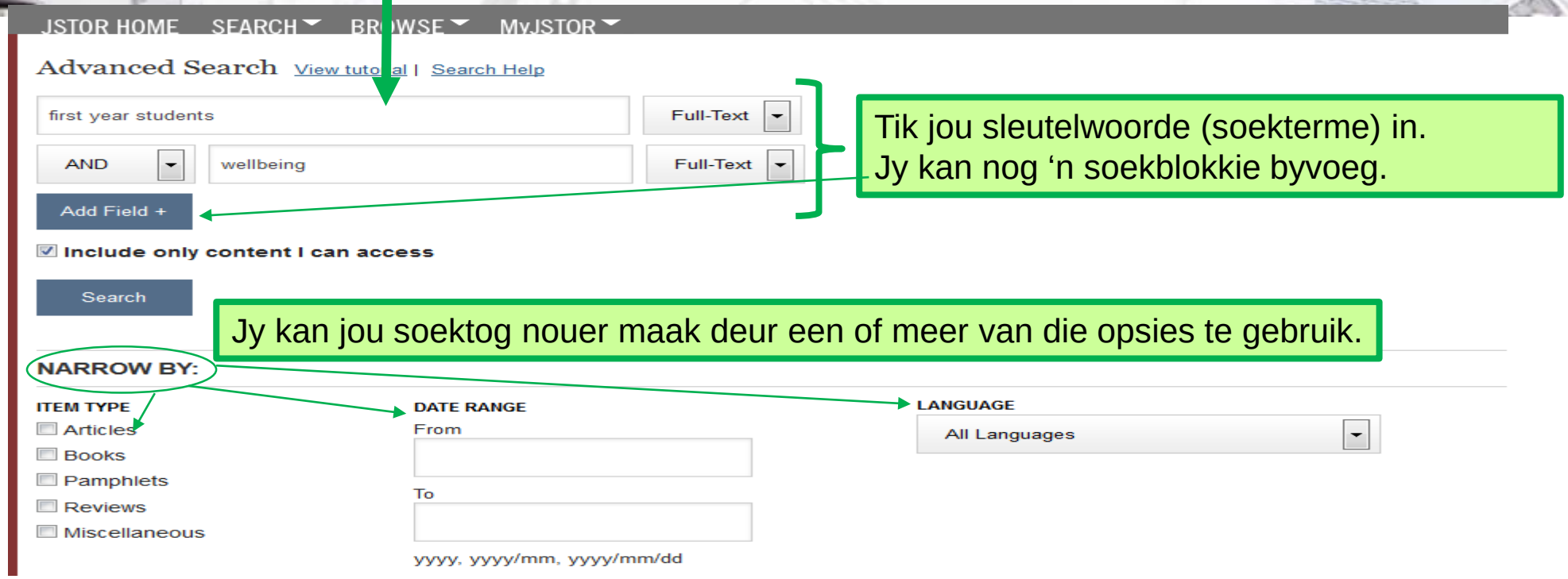
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STUDENT PERCEPTION AS MODERATOR FOR STUDENT WELLBEING

KAREN VAN PETEGEM, ANTONIA AELTERMAN, YVES ROSSEEL, BERT CREEMERS

Social Indicators Research, Vol. 83, No. 3 (September 2007), pp. 447-463

...and the moderating role that **student** perception of interpersonal teacher behaviour has. From an interpersonal perspective on teaching, the relationship between teacher **wellbeing** , percep tions of interpersonal teacher behaviour, and **student wellbeing** is examined. Grade 9 **students** of technical and vocational training...

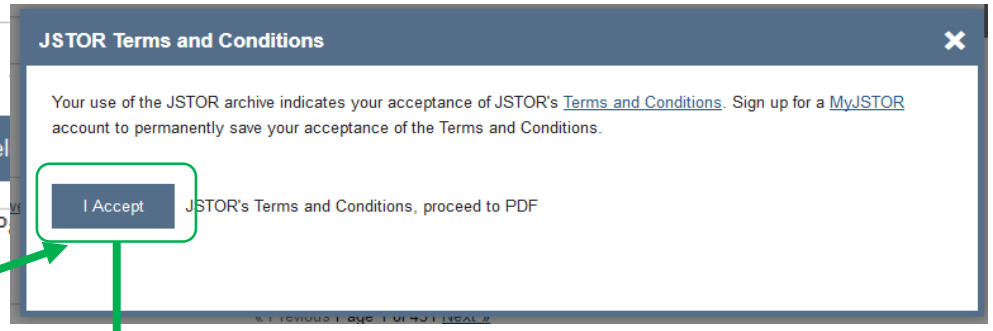
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The Influence of Student Characteristics and Interpersonal Teacher Behaviour in the Classroom on Student's Wellbeing

Karen Van Petegem, Antonia Aelterman, Hilde Van Keer, Yves Rosseel

Social Indicators Research, Vol. 85, No. 2 (Jan., 2008), pp. 279-291

...Abstract **Student wellbeing** can be considered a major output indicator of quality of education. A positive classroom climate can contribute to a higher sense of **wellbeing** . Interpersonal relationships between teachers and **students** are an important aspect of the classroom climate. This study investigated how **student wellbeing was predicted by student**...



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KAREN VAN PETEGEM, ANTONIA AELTERMAN, YVES ROSSEEL and BERT CREEMERS

STUDENT PERCEPTION AS MODERATOR FOR STUDENT WELLBEING

(Accepted 28 August 2006)

ABSTRACT. Student motivation as well as student perception of interpersonal teacher behaviour are linked to the sense of wellbeing at student level. However, while most of the variance in the measurement of student wellbeing was situated at student level, eleven percent of variance was found at classroom level. In this article we focus on this variance at classroom level and the moderating role that student perception of interpersonal teacher behaviour has. From an interpersonal perspective on teaching, the relationship between teacher wellbeing, perceptions of interpersonal teacher behaviour, and student wellbeing is examined. Grade 9 students of technical and vocational training schools are participating in this study. In the analyses a distinction is made between teaching academic subjects and teaching vocational subjects. There appears to be a direct link between the wellbeing of the teachers of academic subjects and the wellbeing of their students. Students who perceive their academic teacher as leading, helpful and friendly score higher on wellbeing, while wellbeing decreases when an academic teacher is perceived as strict and admonishing.The relationship between the teacher of vocational subjects who typifies himself as strict and admonishing, and the wellbeing of his students, is moderated by student perceptions of teacher interpersonal behaviour. A direct relationship between the wellbeing of the vocational teacher and the wellbeing of students is not found. Only when the vocational teacher's wellbeing is high and student perceptions of uncertain or dissatisfied interpersonal teacher behaviour is low, does student wellbeing increase. We conclude that for vocational subjects, student perceptions of interpersonal teacher behaviour are crucial moderators. Finally, students who are highly motivated to learn practical subjects, have a higher score on student wellbeing. By contrast, the fact that education is inherently obligatory has a negative influence on student wellbeing.

KEY WORDS: classroom climate, interpersonal teacher behaviour, student perceptions, student wellbeing, teacher perceptions, teacher wellbeing