

# Longitudinal Study of Teacher Climate, Well-Being and Engagement in a Technical-Professional Context

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School teacher commitment in technical-vocational schools is fundamental to improve well-being, educational quality and relationships in the Chilean educational context. This longitudinal study examines how school climate, emotional well-being and teacher self-efficacy are related to the level of educators' commitment throughout the academic year. The research included 108 teachers with an average age of 40.6 years in technical-vocational schools in Chile. Multiple regression and structural equation models (SEM) were used at two points in time (April and December 2024) to evaluate the associations between school climate, emotional well-being, teaching-related emotions, self-efficacy and school engagement.

The results show that the predictive model of teacher school engagement changes throughout the year. At the beginning, enjoyment is a predominant variable in the level of engagement ( $\beta = 0.38$ ,  $p < 0.001$ ). However, toward the end of the year, anger becomes a significant predictor ( $\beta = -0.23$ ,  $p < 0.05$ ). In addition, emotional well-being and self-efficacy were found to remain critical factors in teacher engagement. These findings underscore the relevance of supporting teachers emotionally and pedagogically to strengthen their school engagement and, consequently, enhance the learning experience of students. Practical implications include the development of teacher support programs and school climate intervention strategies to promote an effective and satisfying educational environment.

*Keywords:* Teacher Well-Being, Self-Efficacy, School Engagement, School Climate, Teacher Emotions.

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