Perception of teachers working in schools with high and low levels of effectiveness in the Basque Autonomous Community (BAC), Spain

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Abstract

In the introduction is carried out a theoretical review of studies related to school effectiveness and improvement. The scientific literature has been used as a basis for designing a questionnaire to collect teachers' perceptions in relation to training and educational innovation projects and plans, methodology, attention to diversity and student monitoring, evaluation, school organisation and management, leadership, school climate, family-school-community relations, and gender socialisation. In all, 372 teachers rated the items of the questionnaire on a Likert scale from 0 to 10 and the differences found between the perceptions of male and female teachers in high- and low- efficacy schools in the Basque Autonomous Community (BAC) are highlighted. To conclude, the limitations, future lines and contributions of the study are discussed.

Keywords

Teachers; perceptions; school improvement; gender.

Percepción de las profesoras y de los profesores de escuelas de alta y baja eficacia de la Comunidad Autónoma Vasca (CAV), España

Resumen

En la introducción se realiza una revisión teórica de estudios vinculados a la eficacia y mejora escolar. La literatura científica ha servido como base para diseñar un cuestionario que recoja las percepciones del profesorado en relación a proyectos y planes de formación e innovación educativa, metodología, atención a la diversidad y seguimiento al alumnado, evaluación, organización y gestión del centro, liderazgo, clima escolar, relaciones familia-escuela-comunidad, y socialización de género. En total, 372 docentes han valorado en una escala Likert de 0 a 10 los ítems del cuestionario y se destacan las diferencias halladas entre las percepciones de las profesoras y los profesores de escuelas de alta y baja eficacia de la Comunidad Autónoma Vasca (CAV). Para concluir, se discuten las limitaciones, líneas futuras y contribuciones del estudio.

Palabras clave

Profesorado; percepción; mejora escolar; género.

Introduction

Research into school effectiveness is a vital benchmark for studying quality and equity in education (Blanco, 2009). Since the publication of the Coleman Report in 1967, many studies have tried to identify the factors associated with student learning, using a diverse range of methodologies and research designs (Murillo, 2005). School Effectiveness (SE) is associated with personal development and the school's social functions, particularly those linked to social change and the promotion of justice and equity. Nevertheless, although the concept of SE encompasses the personal, cognitive and social facets of education, most studies focus solely on cognitive factors (Barba, 2007).

López-Cobo and González-López (2011) grouped the elements involved in improving school effectiveness into factors such as the school itself, the school management, teaching-learning, students' opinions and the family and school environment. In a review of studies analysing effective school processes, Reynolds et al. (2016) described a number of different proposals that remain in use today, including the one developed by Marzano (2007), which proposes the following factors: 1) leadership and cooperation among practitioners; 2) curricular offer adapted to the time available for learning; 3) safe and orderly class atmosphere; 4) fostering success and frequent monitoring; 5) participation of families and the community; and 6) effective instruction. In a previous work, in which the authors reviewed studies on educational effectiveness in several different countries from the 1970s onwards, a series of future research avenues were identified, including the need to focus primarily on teaching and teachers, the importance of conducting more longitudinal studies and the need to pay greater attention to the specificity of each individual context (Reynolds et al., 2014).

The present study analyses teachers' perceptions of school effectiveness in schools located in the BAC, taking a range of different associated criteria (Lizasoain, 2020) and areas into account, as described below.

Teacher training and professional development are crucial to improving teaching quality and student learning and development, placing the centre of change in the school itself in order to generate a true culture of learning (Murillo & Krichesky, 2015). Since the publication of the report by McKinsey & Company (2007), there has been general agreement regarding the idea that an education system is only as good as its teachers (Jarauta et al., 2014; Mourshed et al., 2010). Moving beyond the diverse range of proposals linked to teacher training (Escudero-Muñoz, 2017; Darling-Hammond et al., 2020), some authors emphasise the importance of encouraging teachers to engage in reflexive processes designed to transform and improve their teaching practice (Escudero-Muñoz et al., 2018; Peña, 2012; Saiz-Linares et al., 2019).

According to the TALIS (Teaching and Learning International Survey) 2018 (OECD, 2020), which surveyed teachers and management teams from secondary schools in 48 different countries, between 2013 and 2018, the most commonly engaged in professional development activities were linked to student assessment practices, teaching pupils with special educational needs (SEN) and teaching transversal skills. Participants claimed to need more training in: teaching SEN pupils (22%), Information and Communication Technology (ICT) skills (18%) and teaching in multicultural or multilingual contexts (15%).

Methodology has also been linked to student achievement (Hattie, 2009; Kyriakides et al., 2010; Slavin, 2013). However, according to Bartau-Rojas et al. (2017), although teaching methodology is considered a key factor in school effectiveness, no one methodology has been found to stand out from the rest in terms of its effect on this factor. Innovations exist in many different fields (language, mathematics, transversal skills) and some schools have their own in-house methodologies that they have been perfecting for many years and which are adapted to the specific needs of their students and environment (group work, cooperative learning, competence-based learning, project-based learning, etc.). Moreover, half of the schools analysed claimed to use ICT as a teaching resource. According to Santiago et al. (2014), half of the teachers interviewed claimed that ICT was generating innovations in their teaching practice. In the context of the OECD countries (2020), in general, teachers believe they are proficient in the use of the teaching methodologies they employ (96%), the assessment of student learning (94%), disciplinary measures for students (92%), the amount of homework that should be set (91%) and the subject content (84%).

The SE movement also provides information about associations between student learning outcomes and institutional contexts (at the school and classroom levels) (Granvik-Saminathen et al., 2018; Reynolds et al., 2014; Scheerens, 2016). In this field, several studies have focused on highly effective schools with different socioeconomic and cultural profiles (Bryk et al., 2010; Sampson, 2011). Unequal outcomes may be due not only to teacher qualifications, the facilities and resources available, the type of school itself and the area in which it is located (rural, urban, east, west) (Clark, 2014), but also to large-scale differences that exist between schools themselves (Zirkel, 2008). Consequently, inequalities need to be studied in more detail and closer attention must be paid to the equity of education systems from the perspective of the schools themselves and their characteristics and contexts.

The OECD (2020) highlights the fact that immigrant students scored lower than their non-immigrant counterparts in the majority of participating countries, both before and after controlling for economic, social and cultural status (ESCS). For their part, Granvik-Saminathen et al. (2018) found that, in schools with a greater percentage of immigrant students, teachers perceived a lower level of effectiveness (in terms of leadership and cooperation between

teachers, among others), which in turn resulted in poorer student outcomes, particularly in more segregated schools. Other qualitative studies report that, in schools with high numbers of immigrant students, it is important to focus on different cultures, the relationship with families and student empowerment (Hajisoteriou et al., 2018; Simon-Rueda & Barrios-Fernández, 2019; Zirkel, 2008).

Intxausti-Intxausti et al. (2017) studied attention to diversity in highly effective schools in the BAC, with special emphasis on organisation. Practices identified included (among others) inclusive actions such as teaching support in the classroom, heterogeneous groups, internal coordination between different practitioners, a more collaborative outlook on teaching practice and the idea that providing support is a shared teaching responsibility. Nevertheless, certain obstacles to inclusion were also identified, such as possible irregularities in student admissions procedures, performance-based student grouping and special programmes for students with low academic performance. In a subsequent study, the same authors highlighted the strong sense of defencelessness felt in some schools, as well as the belief that more support, commitment and stable, collaborative leadership by the management team and representatives of the administration would contribute to improving effectiveness (Intxausti-Intxausti et al., 2022). These findings support the proposal made by Fullan (2019) regarding the importance of consensus-based, well-aligned and collaborative interventions involving schools, municipalities and the administration, all working to improve consistency at each level in order to overcome the feeling of defencelessness and vulnerability expressed by some schools, and to enhance and optimise professional and school-wide contexts and conditions. One of the challenges outlined in the report on the schooling of immigrant students (Gobierno Vasco, 2018) is the need to improve the effectiveness of planning and admission control instruments in order to mitigate the influence of external factors such as residential distribution, promote inter-sectoral measures, articulate innovative and effective projects with specific resources and provide more training specially adapted to schools' specific needs. This last aspect has also been highlighted by other authors (Gallego & Rodríguez, 2007; López-Cobo & González-López, 2011) as one of the key variables in determining the quality of educational inclusion. López-Cobo and González-López (2011) argue that it is important to pay attention to lifelong teacher training as a means of improving schools, and that it is also necessary to identify the specific educational support needs of students in the teaching-learning process.

Other factors closely linked to school effectiveness and improvement include assessment, organisation-management and leadership. There is a growing consensus regarding the positive impact of distributed leadership on school outcomes (Bolívar et al., 2013; Harris, 2008; Harris & Jones, 2017; Hernández-Castilla et al., 2017; López-Sáenz, 2021). Hallinger and Heck (2011) found that successful schools can be classified in accordance with various predominant patterns of school improvement, and argue that these patterns of increased learning may be linked to characteristics of the school context, as well as to changes in collaborative, learning-oriented leadership and the school's academic capacity. In another study analysing teachers' perceptions of distributed leadership and educational change, the authors found a direct, positive association between the two variables (Amels et al., 2020).

Hajisoteriou et al. (2018) explored the perceptions of diverse members of the school community regarding school improvement and effectiveness in culturally diverse schools, identifying certain factors that were associated with success (listening to what students have to say, social-emotional and culturally-receptive teaching, and greater engagement of students' families) and which had implications for school leadership, the construction of successful professional communities and improved intercultural competencies in the school environment. Bellei et al. (2020) explored the factors that explained long-term educational

effectiveness in schools previously identified as highly effective and located in low-income areas, concluding that effectiveness is a fragile achievement that is impacted by a variety of different processes. Some of these processes are external, such as transformations in the local context (demographic changes and changes in the dynamics of the school market) and educational policies and programmes, and others are internal, such as the role played by the school administration, management team and leadership teams, how teaching is organised and the school culture.

Research carried out in developed countries has found that school climate has a significant effect on students' learning outcomes (Etxeberria-Sagastume et al., 2017). This implies that school climate may potentially help determine schools' academic level, regardless of their sociocultural environment, and may therefore be a potential factor for promoting equal learning opportunities. The concept of school climate encompasses a variety of different aspects, ranging from organisation (formal structure and mechanisms) to the set of meanings, expectations and values shared by members of the school community regarding their tasks, relationships and environment (Peñalva-Vélez et al., 2015). Etxeberria-Sagastume et al. (2017) studied the best practices employed in highly effective schools, in terms of academic climate, social relations and organisational structure, finding that the development of a good school climate was associated with greater teacher engagement in the educational task, more teamwork and a higher level of participatory management.

According to the TALIS 2018, 81% of teachers described the climate at their school as collaborative and characterised by mutual support, and 87% said that there was a good sense of fellowship and camaraderie among teachers (even though this was not enough in itself to foster collaboration). However, one out of five reported the total absence of these variables. The vast majority of teachers (90%) said they felt satisfied with their job and enjoyed working at their current school, 83% said they would recommend their school as a good place to work and only 20% said they would move to another school if given the opportunity (OECD, 2020).

In terms of family-school-community relations, many studies have reported a positive correlation between the involvement of parents in their children's education and school and academic outcomes (Bolívar, 2006; Egido, 2015; Epstein, 2011; Reparaz & Naval, 2014). Álvarez-Blanco (2019) carried out a review of the principal models for explaining family-school collaboration, highlighting the one proposed by Epstein (2011), which identifies six different participatory channels: 1. Support and training for parents; 2. Communication; 3. Voluntary work; 4. Learning at home; 5. Decision making; and 6. Collaborating with the community.

One key aspect worth highlighting is communication channels, which should be open and bidirectional (Garreta & Llevot, 2015), and in which ICT plays an increasingly important role (Macia, 2019). However, there is some difference of opinion regarding the extent to which families should be involved, with some teachers and management teams arguing that there are certain spaces (the classroom) and areas (education, management) in which families have no part to play (Andrés & Giró, 2016). Teachers' ideas regarding family involvement and their past experience in this area generally determine the approach taken by schools to this issue. According to Egido (2015), family engagement encompasses both communicative and collaborative aspects, which represent two different ways of participating (Reparaz & Naval, 2014) determined by the nature of the action (formal or informal) and whether it is collective or individual (Giró et al., 2014). The latest educational reforms reflect an evolution in family engagement mechanisms towards individual models and privatisation dynamics that directly affect outcome-oriented engagement (Egido, 2015). Participation (particularly in collective actions) has been observed to drop as students move up the education system, being

greatest during the pre-school years, then decreasing throughout primary and dropping sharply in secondary school (Llevot & Bernard, 2015).

Finally, in terms of the gender perspective in schools, in the Basque Country we are currently witnessing a concerted legislative effort towards promoting gender equality, as reflected in recent policies and the Equality Plans proposed by the education authorities (Gobierno Vasco, 2019). There is a consensus regarding the idea that teacher training (both initial and specialist) should include the gender perspective in all its proposals and areas since, despite the high level of engagement by teachers in training activities, one area requiring special attention is training in equity and diversity (Gobierno de España, 2019). In general, studies have observed a positive attitude among teachers towards coeducation in their schools and reference classrooms, although female teachers tend to be more aware of problems linked to gender discrimination (Aierbe-Barandiaran et al., 2024; Azorín, 2014; Rebollo et al., 2011; Rodríguez-Miguel et al., 2023).

Aierbe-Barandiaran et al. (2024) found that management teams, inspectors and teachers working at the primary level in the BAC reported different coeducational activities in accordance with the effectiveness level of their school, although said activities were not always included in plans and programmes. Differences were found to exist between both schools and teachers in terms of their engagement levels and their assessment of gender socialisation. These differences are mostly due to personal (age, gender, teaching experience and number of years at current school) and contextual factors (size of the school, ESCS, immigration and high or low school effectiveness). In light of these results, the authors highlight the need to focus on structural or organisational aspects, experienced-based and contextualised training proposals and the need to involve the entire educational community, conclusions drawn also by other studies (Aristizabal et al., 2018; Ceballos, 2014; Feu & Abril, 2020) that stress the importance of the effective coordination of initiatives and plans and the assessment of their true impact (Ugalde et al., 2019).

The main aim of the present study is to explore what teachers working in the BAC think about: training and educational innovation projects and plans; methodology; attention to diversity and student monitoring; assessment; school organisation and management; leadership; school climate; family-school-community relationships; and gender socialisation. The specific aims were: 1) To explore teacher perceptions in accordance with the effectiveness level of their school: high (HE) or low (LE); 2) To compare the perceptions of male and female teachers working in HE schools; and 3) To compare the perceptions of male and female teachers working in LE schools.

Methodology

The Basque Institute for Research and Evaluation in Education (ISEI-IVEI, 2025b) carries out Diagnostic Assessments (DAs) once every two years in all schools in the Basque Autonomous Community (BAC) in order to analyse student competencies and implement improvements in the education system. In collaboration with the ISEI-IVEI and based on a census sample of the most recent DAs, we used a multilevel regression analysis technique (ISEI-IVEI, 2025a; Lizasoain, 2020) to select 21 highly effective (HE) schools and 19 schools with a low level of effectiveness (LE). These schools participated in a broader study in which interviews were held with education inspectors and management teams. To explore teachers' perceptions, an online questionnaire was designed (see Appendix). The questionnaire, validated by a committee of experts, comprises 70 items rated on a Likert-type scale ranging from 0 to 10. A total of 372 responses were received (see Table 1), with a reliability of $\alpha = .97$.

Table 1.

Participating teachers who responded to the questionnaire

Effectiveness	Female teachers	Male teachers		N	
HE	92	32	124	233	
	85	24	109		372
LE	34	8	42	139	
	70	27	97		

Data analysis (multilevel regression to identify schools based on their level of effectiveness, reliability analysis of the questionnaire and Mann-Whitney U-test to compare teachers' perceptions) was carried out with IBM SPSS Statistics software.

This study complies with the ethical and confidentiality aspects in accordance with the current legislation "Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales" (Gobierno de España, 2018); as well as, with the current regulations of the Ethics Committee for Research Involving Human Subjects (CEISH) of the University of the Basque Country (UPV/EHU, 2025).

Results

In relation to the first aim, teachers from HE schools rated assessment more highly than their counterparts from LE schools (*M* (*SD*) = 7.25 (1.90) vs 6.67 (2.47); *Z* = -2.203; *p* = .028). They also rated the items shown in Table 2 more highly.

Table 2.

Perception of teachers working at schools with high (HE) and low (LE) effectiveness levels

Items	Effectiveness	*M*	*SD*	*Z*	*p*
Teachers participate in the design of training actions	HE	6.05	2.24	-2.330	.020
	LE	5.35	2.68		
Human resources are managed appropriately so as to enable good attention to diversity (educational therapist, heterogeneous groups, two teachers in the classroom, etc.)	HE	6.65	2.62	-3.062	.002
	LE	6.01	2.57		
The Diagnostic Assessment is seen as an opportunity to improve	HE	6.22	2.62	-2.498	.012
	LE	5.47	2.95		
Teachers participate in the management and organisation of the school	HE	6.98	2.32	-4.796	.000
	LE	5.79	2.64		
Students are involved in resolving conflicts linked to peaceful coexistence	HE	6.80	2.43	-3.502	.000
	LE	5.92	2.67		
The school only contacts families when there is a problem	HE	5.06	3.15	-2.446	.014
	LE	4.24	3.24		
The school encourages families to participate in decision-making processes	HE	6.50	2.09	-2.694	.007
	LE	5.73	2.58		
Teachers participate in gender equality training	HE	6.05	2.24	-4.423	.000
	LE	5.35	2.67		
The school assesses gender equality among students	HE	6.03	3.04	-2.587	.010
	LE	5.18	3.19		

In response to our second aim, we observed that female teachers from HE schools rated assessment higher than their male counterparts (*M* (*SD*) = 7.53 (1.50) vs 6.98 (1.91); *Z* = -1.958;

p = .047). Table 3 shows the statistically significant differences observed in other items of the questionnaire.

Table 3.
Perception of teachers working at highly effective (HE) schools in accordance with gender

Items	Teachers	M	SD	Z	p
Teachers have a positive attitude to training actions	Female	7.33	1.67	-2.208	.027
	Male	6.73	1.89		
You as a teacher use ICT as a source of information	Female	7.93	2.03	-2.489	.013
	Male	8.36	2.15		
Students use ICT (computer applications, radio, television, etc.) as a working tool	Female	6.14	2.80	-2.472	.013
	Male	7.09	2.55		
Students' needs are detected early and action is taken in a timely fashion	Female	7.89	1.83	-2.726	.006
	Male	7.27	1.76		
Teachers and families collaborate to respond to students' diverse needs	Female	7.60	1.90	-2.229	.026
	Male	7.18	1.49		
Diversity in the classroom is used as a teaching and learning opportunity	Female	7.11	2.00	-2.533	.011
	Male	6.45	1.90		
Assessment criteria are agreed upon by the entire teaching staff or by teaching teams	Female	7.36	2.45	-2.033	.042
	Male	6.96	1.95		
Time is used to its best advantage in the classroom	Female	7.29	1.85	-2.705	.007
	Male	6.91	1.77		
There is a climate of trust at the school	Female	7.72	1.83	-2.019	.043
	Male	7.17	1.80		

In relation to the third aim, Table 4 shows the statistically significant differences observed between female and male teachers working in LE schools.

Table 4.
Perception of teachers working at schools with low effective levels (LE), in accordance with gender

Items	Teachers	M	SD	Z	p
You as a teacher explain contents to your students	Female	7.92	2.33	-2.531	.011
	Male	7.40	1.50		
Human resources are managed appropriately so as to enable good attention to diversity (educational therapist, heterogeneous groups, two teachers in the classroom, etc.)	Female	6.17	2.29	-2.454	.014
	Male	7.20	1.45		
Time is used to its best advantage in the classroom	Female	8.09	1.48	-3.766	.000
	Male	6.91	1.77		
Relations between teachers and students are positive	Female	8.06	1.52	-2.065	.039
	Male	7.91	1.17		
Over the past year, any difficulties linked to school-family relations have been dealt with satisfactorily	Female	7.61	1.66	-2.130	.033
	Male	7.18	1.51		
Teachers encourage families to get involved in their children's teaching-learning process at home	Female	7.45	1.80	-2.304	.021
	Male	7.13	1.23		

Discussion and conclusions

Consistently with that reported by other studies (Amels et al., 2020; Harris et al., 2021 López-Cobo & González-López, 2011; López-Sáenz, 2021), these results indicate that teachers value the areas and topics covered by the questionnaire. Nevertheless, they also suggest that some of these areas are assessed more positively in HE than in LE schools, with female teachers also rating them more highly than their male counterparts.

HE schools perceive assessment as an opportunity for improvement, with female teachers rating this aspect more highly than their male colleagues. Rodríguez-Gallego et al. (2019) highlight the importance of assessment for improving the quality of education and claim that ongoing qualitative assessment through rubrics may facilitate the analysis of daily progress in the classroom and at home, along with student attitudes, competency acquirement, classwork and student engagement (Rodríguez-Gallego et al., 2019). Other authors argue that 'work corners' may help foster reflexive teaching practice (Colén-Riau et al., 2015). For his part, Escudero-Escorza (2019) highlights the importance of assessing teachers also.

Campos-García (2022) points out that teachers are calling for more tools designed to help them adapt teaching methodologies to diverse student bodies; they are also asking for more training in how to teach transversal skills and digital competencies, how to promote peer observation and feedback programmes, and how to design promotion systems (both in terms of hierarchy and task diversification) that recognise and reward involvement and commitment to improving teaching performance. This may be why teachers from HE schools value the following aspects more positively than their counterparts from LE schools: management of human resources to respond to diversity; participation in the management and organisation of the school; and participation in the design of training activities.

In this sense, several studies (Azpillaga-Larrea et al., 2021; Lizasoain et al., 2016) argue that training should respond to collective needs rather than to teachers' personal motivations, highlighting the need to ensure the basic conditions (stability of the team, administrative support, planning and management) required to foster processes that turn schools in organisations that learn, contribute to teachers' professional growth and help optimise student outcomes.

Some authors have found that in HE schools, students participate more in conflict resolution processes (Etxeberria-Sagastume et al., 2017; González-Benito, 2018; UNICEF, 2018). According to Peñalva et al. (2012), education for peaceful coexistence is a priority; a key quality factor that seeks to ensure a positive climate both in the classroom and at a school-wide level. A climate of peaceful coexistence is recognised as one of the factors that most affects the quality of the teaching-learning process and the social and emotional development of both teachers and students. Despite this, however, the assessment of peaceful coexistence is more widespread in secondary than in primary schools. Some studies argue that fostering aspects such as contact, cooperation and multiculturalism help raise awareness and improve the school climate (Lahoz i Ubach & Cordeu-Cuccia, 2020; Schwarzenthal et al., 2020).

Authors who have studied the relationship between school climate, bullying (Acosta et al., 2019; Van der Meulen et al., 2019) and various mediating factors (school connection, peer attachment, assertiveness, empathy, self-benefiting cognitive distortions, etc.), have observed that students who perceive a positive school climate report fewer incidents of physical, emotional and cyber bullying, and higher levels of school connection, peer attachment, assertiveness and empathy. In this sense, several programmes aimed at fostering peaceful coexistence at school and in the classroom have been designed and assessed (Ortega-Ruiz & Córdoba-Alcaide, 2017; Peñalva-Vélez & Vega-Osés, 2019; Peñalva-Vélez et al., 2015). From this perspective, one suggestion would be to include disciplinary

management in initial and lifelong teacher training, along with the development of associated social and emotional competencies, such as coping, working with groups in the classroom, mediation, conflict resolution and positive disciplinary measures (Bravo-Sanzana et al., 2020).

In relation to family-school-community relations, teachers from HE schools stated more frequently than their LE counterparts that their school only contacted families when difficulties arose, and that families were encouraged to participate in decision-making processes. Egido (2015) argues that, although differences of opinion exist regarding the degree to which families should be involved in the everyday life of the school, there is a consensus among the educational community regarding the fact that parents' participation is vital to the achievement of school success. Azpillaga-Larrea et al. (2014) point out that HE schools attach greater value than LE schools to family-school-community collaboration; specifically, in HE primary schools in the BAC, teachers believe that their school adapts more to families' needs and encourages parents' involvement in decision-making processes (Aierbe-Barandiaran et al., 2023).

It seems that there is a greater commitment to gender socialisation among HE than among LE schools, since teachers from the former claim to participate more in gender equality training and state that gender equality among students is assessed (Angulo et al., 2017; Aristizabal et al., 2018; Azpillaga-Larrea et al., 2021; Ugalde et al., 2019). Feu and Abril (2020) conclude that, when dealing with issues of gender equality in schools, it is important to work in a bottom up manner in order to guarantee the inclusion of the gender perspective in both educational practices and policies and the culture of the school itself.

The results presented here should be interpreted with caution since the voluntary sample of teachers was fairly small, meaning that the conclusions drawn cannot generalised. Another limitation is the lower level of participation among teachers from LE schools in comparison with their counterparts from HE schools, and the higher number of female than male teachers in the sample (although this is nothing more than a reflection of the greater proportion of women than men working in the education system).

To conclude, the present study provides a useful self-diagnosis tool for exploring what teachers think about the education system, as well as for identifying strengths, limitations, weakness and areas in which there is room for improvement. Future studies may wish to explore students' and families' perceptions of the same aspects, in order to enable a more global and comprehensive diagnosis that will contribute to improving the quality of the education provided to young people today.

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Appendix

Scale for measuring teachers' perceptions of the education system, quality and school improvement

Please rate from 0 to 10 the degree to which...

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

1. Your school's training actions are designed in accordance with a previous assessment of real needs

    0   1   2   3   4   5   6   7   8   9   10

2. Training actions are evaluated

    0   1   2   3   4   5   6   7   8   9   10

3. The training received is put into practice

    0   1   2   3   4   5   6   7   8   9   10

4. Teachers have a positive attitude to training actions

    0   1   2   3   4   5   6   7   8   9   10

5. Teachers participate in the design of training actions
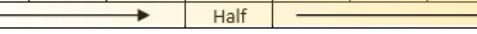
    0   1   2   3   4   5   6   7   8   9   10

6. Teachers have the opportunity to receive training in those areas in which they need it most

    0   1   2   3   4   5   6   7   8   9   10

7.   Teachers participate in gender equality training

       0   1   2   3   4   5   6   7   8   9 10

Please rate from 0 to 10 how frequently, in your everyday practice in the classroom….

0	1	2	3	4	5	6	7	8	9	10
Never				→	Half				→	Always

8.   You as a teacher explain contents to your students

       0   1   2   3   4   5   6   7   8   9 10

9.   Students engage in projects

       0   1   2   3   4   5   6   7   8   9 10

10.   Students work in pairs or groups

       0   1   2   3   4   5   6   7   8   9 10
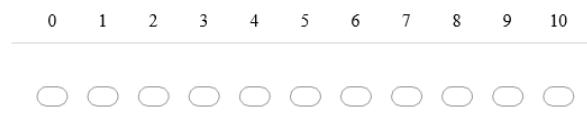
11.   Students work individually

       0   1   2   3   4   5   6   7   8   9 10

12.   Students explain a topic

       0   1   2   3   4   5   6   7   8   9 10

13.   You as a teacher use Information and Communication Technology (ICT) as a source of information

       0   1   2   3   4   5   6   7   8   9 10

14. You as a teacher use ICT as a support during class (Power Point presentation, digital whiteboard, video games, etc.)

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

15. Students use ICT (computer applications, radio, television, etc.) as a working tool

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Please rate from 0 to 10 the degree to which...

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

16. Students are divided into heterogeneous groups

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

17. Students' needs are detected early and action is taken in a timely fashion

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

18. You have difficulties responding to diversity in the classroom

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

19. The educational community shares a common view of the importance of inclusion

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

20. Teachers and families collaborate to respond to students' diverse needs

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

21. Diversity in the classroom is used as a teaching and learning opportunity

0 1 2 3 4 5 6 7 8 9 10

22. You have difficulty individually monitoring all your students

0 1 2 3 4 5 6 7 8 9 10

23. Human resources are managed appropriately so as to enable good attention to diversity (educational therapist, heterogeneous groups, two teachers in the classroom, etc.)

0 1 2 3 4 5 6 7 8 9 10

24. Your school has strategies in place to foster gender equality

0 1 2 3 4 5 6 7 8 9 10

Please rate from 0 to 10 the degree to which...

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

25. Teachers are evaluated at your school

0 1 2 3 4 5 6 7 8 9 10

26. The Diagnostic Assessment is seen as an opportunity to improve

0 1 2 3 4 5 6 7 8 9 10

27. Assessment criteria are well defined

0 1 2 3 4 5 6 7 8 9 10

28. Assessment criteria are agreed upon by the entire teaching staff or by teaching teams

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
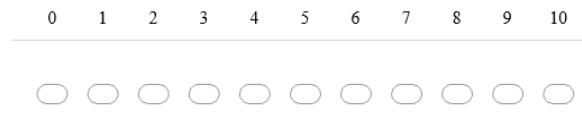
29. Students and their families are informed of the assessment criteria used

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

30. The school assesses gender equality among students

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Please rate from 0 to 10 the degree to which…

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

31. A lot of time is wasted at your school on bureaucratic tasks and/or unproductive meetings

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

32. Time is used to its best advantage in the classroom

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

33. New teachers are provided with orientation and support in their teaching activities

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

34. Teachers participate in the management and organisation of the school

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

35. You have received support when experiencing difficulties

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

36. Your school has serious coordination problems

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

37. Management responsibility is distributed proportionally between men and women

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Please rate from 0 to 10 the degree to which…

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

38. The management team does its work properly

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

39. The management team delegates tasks and responsibilities

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

40. The management team supports and fosters teachers' initiatives

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

41. You feel engaged in and a sense of belonging to your school

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

42. The management team seeks to foster teachers' leadership skills

       0   1   2   3   4   5   6   7   8   9   10

Please rate from 0 to 10 the degree to which...

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

43. The specific training you have received is sufficient to enable you to cope with the challenges of peaceful coexistence at your school

       0   1   2   3   4   5   6   7   8   9   10

44. There are problems linked to teacher relations

       0   1   2   3   4   5   6   7   8   9   10

45. Relations between teachers and students are positive

       0   1   2   3   4   5   6   7   8   9   10

46. Relations among students are satisfactory

       0   1   2   3   4   5   6   7   8   9   10

47. There is a climate of trust at your school

       0   1   2   3   4   5   6   7   8   9   10

48. Students are involved in resolving conflicts linked to peaceful coexistence

       0   1   2   3   4   5   6   7   8   9   10

49. You have witnessed gender discrimination at your school (involving either students or teachers)

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

50. In the event of a conflict, the management team gets involved and supports those concerned

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

51. The educational community is aware of and agrees with the values that your school aims to promote, and puts them into practice

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Please rate from 0 to 10 the degree to which…

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

52. Over the past year, any difficulties linked to school-family relations have been dealt with satisfactorily

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

53. You school adapts to families' needs (immigration, diverse family models, ICT use, social exclusion, etc.)

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

54. Families feel satisfied with your school

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

55. In general, your school only contacts families when there is a problem

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

56. Teachers encourage families to get involved in their children's teaching-learning process at home

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

57. Families get involved in school activities (talks, trips, sports events, etc.)

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

58. Your school encourages families to participate in decision-making processes

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

59. Your school has specific initiatives designed to encourage fathers to become more involved in their children's education

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

60. Your school collaborates with other groups and associations in its local environment

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Almost finished; thank you for your collaboration. Before sending in the questionnaire, please rate your school globally in the following 10 areas or general issues:

0	1	2	3	4	5	6	7	8	9	10
Very negative			Negative		Neutral	Positive		Very positive		

61. Training and Innovation Projects and Plans

0   1   2   3   4   5   6   7   8   9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

62. Methodology
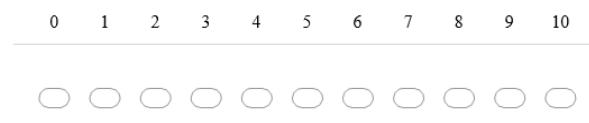
0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

63. Attention to Diversity and Student Monitoring

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

64. Assessment

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

65. School Organisation and Management

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

66. Leadership

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

67. School climate

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

68. Family-School-Community Relations

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

69. Gender Socialisation / Coeducation

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

That's it. Thank you very much once again for your time and collaboration.

70.   If you wish to add a comment or suggestion before sending in your answers, please do so below: