

Adaptation of the Social Well-being Scale for Teachers and School Staff

Marian Bilbao¹, Verónica López², Javier Torres-Vallejos³, Paula Ascorra⁴
y Darío Páez⁵

¹*Universidad Alberto Hurtado, School of Psychology, Chile*

^{2,4}*Pontificia Universidad Católica de Valparaíso, School of Psychology, Chile*

^{2,4}*Center for Research in Inclusive Education, Chile*

³*Universidad Santo Tomás, School of Psychology, Chile*

⁵*Universidad Andres Bello, Faculty of Education and Social Sciences, Chile*

Social well-being is the assessment of social functioning, which plays a key role in mental health. In the school context, teachers and school staff can promote students' well-being, but it is related to their own. To assess their social well-being, the Keyes social well-being scale was adapted to the school context. Psychometric properties were analyzed in 899 teachers and school staff in Valparaíso, Chile. The results suggest that 22 items are suitable for use, showing good fit to the data. Smaller school size and school participation are associated with higher social well-being. The adapted scale can be a useful tool to measure socio-affective variables of adults in the school community.

Keywords: social well-being, validity, reliability, teachers, school staff.

Adaptación de la Escala de Bienestar Social para profesores y personal escolar

El bienestar social es una evaluación del funcionamiento social, juega un papel clave en la salud mental. En el contexto escolar, maestros y personal escolar pueden promover el bienestar de los estudiantes, pero está relacionado con el suyo. Para evaluar su bienestar social, fue adaptada la escala de bienestar social de Keyes al contexto escolar. Se analizaron las propiedades psicométricas en 899 maestros y personal escolar de Valparaíso, Chile. Los resultados sugieren que 22 ítems son adecuados para ser utilizados, mostrando buen ajuste a los datos. Escuelas de menor tamaño y la participación en ella se asocian con mayor bienestar social. La escala adaptada puede ser una herramienta útil para medir variables socioafectivas de los adultos de la comunidad escolar.

Palabras clave: bienestar social, validez, confiabilidad, docentes, personal escolar

Marian Bilbao  <https://orcid.org/0000-0002-5984-4908>

Verónica López  <https://orcid.org/0000-0001-7405-3859>

Javier Torres-Vallejos  <https://orcid.org/0000-0002-4229-7768>

Paula Ascorra  <https://orcid.org/0000-0001-9449-8273>

Darío Páez  <https://orcid.org/0000-0002-8459-6037>

All correspondence regarding this article must be addressed to PhD. Marian Bilbao. Email: mbilbao@uahurtado.cl

Adaptação da escala de bem-estar social para professores e funcionários da escola

O bem-estar social é a avaliação do funcionamento social, desempenha um papel fundamental na saúde mental. No contexto escolar, os professores e a equipe escolar podem promover o bem-estar dos alunos, mas isso está relacionado ao seu próprio bem-estar. Para avaliar seu bem-estar social, a escala de bem-estar social de Keyes foi adaptada ao contexto escolar. As propriedades psicométricas foram analisadas em 899 professores e funcionários da escola em Valparaíso, Chile. Os resultados sugerem que 22 itens são adequados para uso, mostrando boa adequação aos dados. O tamanho menor da escola e a participação na escola estão associados a um maior bem-estar social. A escala adaptada pode ser uma ferramenta útil para medir variáveis socioafetivas de adultos na comunidade escolar.

Palavras-chave: bem-estar social, validade, confiabilidade, professores, funcionários da escola

Adaptation de l'échelle du bien-être social des enseignants et du personnel scolaire

Le bien-être social est l'évaluation du fonctionnement social et joue un rôle clé dans la santé mentale. Dans le contexte scolaire, les enseignants et le personnel de l'école peuvent promouvoir le bien-être des élèves, mais celui-ci est lié à leur propre bien-être. Pour évaluer leur bien-être social, l'échelle de bien-être social de Keyes a été adaptée au contexte scolaire. Les propriétés psychométriques ont été analysées auprès de 899 enseignants et membres du personnel scolaire à Valparaíso, au Chili. Les résultats suggèrent que 22 éléments peuvent être utilisés et qu'ils sont bien adaptés aux données. La taille réduite des écoles et la participation scolaire sont associées à un bien-être social plus élevé. L'échelle adaptée peut être un outil utile pour mesurer les variables socio-affectives des adultes de la communauté scolaire.

Mots clés: bien-être social, validité, fiabilité, enseignants, personnel scolaire.

This study was sponsored by project FONDECYT 1140960, FONDECYT 1221952, FONDECYT 1230581, FONDECYT Postdoctorado 3210525, SCIA ANID CIE160009 and ANILLO ATE230072.

Since the movement of Positive Psychology began in the last decade, subjective well-being has been the objective of multiple research initiatives in the last decade, among them within the school contexts (Waters et al., 2015). Subjective well-being is defined as a general assessment that people make about their lives, the events that happen to them, and about the circumstances in which they live (Diener, 2006). Research has shown that subjective well-being is positively associated with individual positive mental health and plays a key role in reducing the devastating effects of mental illnesses, anonymity, social marginality, and poverty (Diener et al., 2009; Helliwell et al., 2013; Keyes, 1998; Keyes, 2013; United Nations Development Program, 2012).

Research on positive mental health posits the relevance of social aspects in the construction of a person's well-being. The argument is that developing the interpersonal skills that allow attaining an optimal level of collective functioning allows a sustainable level of subjective well-being in life (Bilbao et al., 2011; NSW Mental Health Commission, 2014) and a good level of psychological functioning (Keyes, 2012; 2013). Regarding the social component of well-being and positive mental health, Keyes and her team proposed social well-being as a fundamental construct to maintain it. They defined it as the assessment of our social functioning and of the society in general (Keyes, 1998; Keyes 2012; Keyes, 2013). Social well-being makes a significant contribution to the construction of a life with meaning and purpose, putting our person in context, relating us in a significant way with others and making us feel that we belong in a social world (Keyes, 1998, 2013). Confirming empirically the role of social well-being as an antecedent of personal well-being and as a framework that favors positive micro-social processes, da Costa et al (2020) study show that an inclusive and participatory organizational culture, close to a high social wellbeing in the organization, are directly associated with individual well-being.

This positive organizational culture was indirectly associated with individual wellbeing through psychosocial factors like low stress, high role autonomy, social support from peers and supervisors' high-quality leadership (for a global review see Oyanedel & Paez, 2023).

Social well-being can be applied to the school context. For example, high levels and a good quality of community social support can explain the sense of well-being in the school community. Schools that have a relational system that reinforces the formation of bonds can have direct impact in reducing the level of stress in individual mental health problems, and at a social level, on violent or anomic social climates. Positive relationships among the members of the school community also affect learning processes (Alonso-Martirena, 2017; Arslan, 2018; Bilbao et al., 2011; Ryff, 1995).

Conversely, school dis-engagement relates to the rupture of membership in social networks and to the loss of security in local contexts (Alonso-Martirena, 2017). Consequently, a school in which its members feel un-engaged may attain low levels of academic performance, low levels of subjective well-being among its members, more violent school climates and a higher level of perception of subjective uneasiness (Benbenishty & Astor, 2005; Bilbao et al., 2014; Wang & Degol, 2016).

Hence, making the adults of school communities promoters of subjective well-being and positive mental health should be a focal point of our societies and educational systems. However, there is evidence to suggest that teachers and school staff are not having a great time themselves at schools. On the one hand, current accountability policies, which pend resource allocations on students' learning outcomes as measured through high-stakes standardized testing, have created a punitive policy environment (Cohen & Moffit, 2009) in which teachers feel highly stressed. This has had negative psychological consequences for them (Pillay et al., 2005), such as an increase in medical leaves, teacher turnover and exit (Ewing & Smith, 2003; Singh & Billingsley, 1996; von der Embse et al., 2016). On the other hand, and internationally, the work of teachers has become more complex, requiring

constant updating of disciplines, pedagogies, and technologies, while at the time responding to demands from students, management team, agents, and the community. This situation has led to an increase in teacher stress, turnover, and burnout (Pillay et al., 2005). In this matter, Ewing and Smith (2003) reported that between 25% and 40% of initial teachers in Western countries leave their jobs during the first years of work. The explanation given relates to the enormous overload that teachers currently have and the scarce personal support they receive, which translates into low levels of well-being. Singh and Billingsley (1996) found that factors such as stress, exhaustion, work overload and job dissatisfaction contribute to teacher burnout, while factors such as administrative support and reasonable role expectations decrease a teacher's odds of abandoning his/her job and increase his/her well-being.

In Chile, the implementation of education policy has led to an important transformation of teachers' work environment, and changes in their level of social wellbeing would be expected. The modernizing and technocratic perspective (Redondo, 2002) adopted by the State of Chile, has focused its work on administrative processes focused on standardization, rendering of accounts, technification of teaching roles, to the detriment of professional, reflective and autonomous practices (Assael et al. 2011). According to Robalino (2005), the prescriptive model with which education operates is seriously undermining the professional autonomy of teachers, since it transforms teachers into bureaucrats who operate in school where decisions are constantly made by people outside the school. Cornejo (2009) has shown detrimental effects of Chilean teachers' working conditions in their wellbeing and mental health.

Given these antecedents, it seems pertinent to study the social well-being construct as proposed by Keyes (1998) in the school context. The instrument proposed by Keyes (1998) to measure social well-being defines it as people's valuation of the circumstance and functioning of society (Blanco & Díaz, 2005). Keyes (1998) suggests that social well-being is composed of: i) social integration, defined as the perception

that our environment facilitates getting social support and inclusion; ii) social acceptance, defined as a positive valuation that people have about the social environment; iii) social contribution, defined as the perception that the environment makes room for one to contribute with something useful; iv) social actualization or the valuation that the social environment is evolving to improve; and v) social coherence or the perception that one is able to understand and control the environment.

In the school literature, the above components have been studied separately. For example, research on school belonging has shown that belonging is a fundamental aspect of mental health at school (Baumeister & Leary, 1995; Shochet et al., 2011). Pro-social values (Jennings, & Greenberg, 2009), teacher-student positive relationships (Hamre, & Pianta, 2001), and happiness (Haase et al., 2012; Waters et al., 2015) have also been studied in the school context. Altogether, these different studies suggest that the components of social well-being in the school context do play an important role in students' and teachers' lives.

However, it is important to consider not only teachers, but also the rest of the adults of a school, might be affected by the highly demanding conditions of school work depicted above. Research on school staff has shown that their occupational well-being affects and is affected by working conditions, by the quality of relationships with the working community –including teachers- and by self-perceived professional competence (Saaranen et al., 2006). Hence, it is necessary to study both teachers' and school staff's social well-being, understood as the valuation of the circumstance and functioning their schools.

Given that the construct of school social well-being is context-dependent, teachers' and school staff's school social well-being is related to the activities, responsibilities, and ways of life that teacher and school staff's work takes in school organizations (Bang, 2014). Therefore, certain characteristics of the school organization that have shown positive associations with school improvement efforts, such as school size (Kuziemko, 2006) and participation and autonomy in

school management and decision-making processes (Lu et al., 2015), should be expected to be associated with higher levels of school social well-being.

In order to assess teachers and school staff's social well-being at school, we adapted Keyes's Social Well-being Scale to the school context by replacing the words "world" and "community" with "this school" and "school community". The purpose of this study was to assess the reliability, and structural validity of this adapted instrument, as well as its relationship with a set of criteria for convergent validity.

Method

Design

We adapted Keyes' instrument to measure social well-being (1998) in a school context, studying its psychometric properties.

Participants

We used a two-stage sample. The first stage involved piloting the prompts. One hundred participants were intentionally sampled, including teachers, educational assistants, and staff from three municipal schools from the city of Quillota, Region of Valparaiso, Chile.

Once the adaptation of the original scale was finished, in the second stage we used a probabilistic, stratified sample of schools in one of the main regions of Chile (Valparaiso), with a proportional allocation to strata according to the school's relative size: small (up to 25 teachers) and large (26 teachers or more) schools.

We contacted and obtained responses from 78 public schools in Valparaiso, drawn out of the universe of 390 schools in the Region of Valparaiso, Chile. The response rate in those schools was 93.4%, resulting in a final sample of 899 participants in these schools including teachers (82%), school staff (12.1%), and educational assistants (5.9%). 76% of participants were female, 30.8% had worked 1-5 years in that profession, and 30.3% had 26 or more years of work experience

Measures and Instruments

Social well-being in school

Keyes's original (1998) scale, translated by Blanco and Díaz (2005), was adapted to the school context. The original scale consists of 33 items and uses a five-point Likert scale, from 1 (I strongly disagree) to 5 (I strongly agree). It assesses the following five dimensions (Cronbach's alpha coefficients are for this sample):

Social integration. Measures the degree to which people feel that they have something in common with other people within their social reality and that they belong to it. For instance: I feel that I am an important part of my community. Items 1, 2, 3, 4, 5, 6 and 7 ($\alpha = .81$).

Social acceptance. Generalized assessment of society by means of people's qualities in terms of trust, using the degree to which we accept others. For instance: I think people are not trustworthy. Items 8, 9, 10, 11, 12, 13, 14 and 15 ($\alpha = .67$).

Social contribution. People's assessment of their own social worth. This assessment includes the belief in being a key member of society and reflects the degree to which a person thinks that what he or she is doing is important to society. For instance: I think I can contribute something to the world. Items 16, 17, 18, 19, 20, 21 ($\alpha = .75$).

Social actualization. Assessment of the potential of society, based on the belief that it will evolve towards a better future. Healthier people have expectations about the state of affairs and the future of society. For instance: I see society as being in a steady state of development. Items 22, 23, 24, 25, 26 and 27 ($\alpha = .69$).

Social coherence. Assessment of the perception of the quality, organization, and functioning of the social world, including being aware of and understanding social events and the functioning of society. For instance: I don't understand what's going on in the world. Items 28, 29, 30, 31, 32 and 33 ($\alpha = .57$).

The adaptation of the Social Well-being Scale to the school context was conducted on the standardized version, as reported by Bilbao et al. (2011) on a Chilean nationwide sample. In this study, the goal of the adaptation was to tune the instrument for the educational context, looking for how valuable is the school to its community members, by replacing the words “world” and “community” with “this school” and “school community.”

School size and participation in school management processes

Data were collected on the size of the school, dichotomized in small (up to 25 teachers) and large (26 teachers or more) schools. We also collected information about the participants' collaboration in a) the design, b) implementation and c) evaluation of the school's annual school improvement plan. Answers to these three questions were dichotomized (No = 0; Yes = 1) and summed. An overall index indicates the degree of participation in school management processes.

Procedure

Ethics committee authorization was obtained from the second author's institution. Schools were contacted upon having received permission from the Municipality's Department of Educational Administration. All participants signed an informed consent form, endorsed by the School of Psychology of the Pontificia Universidad Catolica de Valparaiso. The surveys were delivered in sealed envelopes to school principals, who distributed and collected them. Approximately one week later, research team members collected the completed surveys enclosed in sealed envelopes, to protect the confidentiality of responses. The estimated time to complete the survey was 15 minutes.

To assess the pertinence of the prompt phrasing, five educational psychologists initially reviewed the adaptation of the questionnaire. Subsequently, we conducted a pilot study with 100 participants to evaluate its initial psychometric properties as well as the reliability of the original dimensionality. . Finally, we administered the final version of the adapted instrument to a larger number of participants.

Data Analysis

We used SPSS 20.0 to analyze the psychometric properties of the instrument. To study its reliability, we analyzed the internal consistency of each dimension using Cronbach's alpha coefficient with the sample of 100 participants. To analyze construct validity with the sample of 899 participants, we conducted a Confirmatory Factor Analysis (CFA) in AMOS 5.0. Goodness of fit of the model was assessed using the following indexes: (a) Chi Squared (χ^2); (b) The ratio between Chi Squared and the degrees of freedom (χ^2 / df), since χ^2 is sensitive to sample size (Jöreskog & Sörbom, 1993); (c) Comparative Fit Index (CFI); (d) Incremental Fit Index (IFI); (e) Root Mean Square Error of Approximation (RMSEA); and (f) Standardized Root Mean Square Residual (SRMR). For the indicator (χ^2 / df), values below 3 are usually accepted as indicators of good model fit (Schermelleh-Engel et al., 2003). According to Hu and Bentler (1999), CFI and IFI above .90, and values equal to or below .07 for RMSEA, indicate good model fit. The analyses showed misbehavior in some items, as low contribution to dimension reliability and low factor loadings (below 0.5). Consequently, we decided to eliminate them from the final version of the scale.

Finally, we correlated the school social well-being total score with convergent indicators using Point biserial's correlation coefficient (Kornbrot, 2014), such as school size and level of participation in the school improvement plan, expecting a higher degree of well-being in smaller schools having a higher degree of participation. We wanted to test whether, in general, social well-being in school is related to school size and level of participation rather than to their separate factors.

Results

Piloting and construction of the adapted instrument

The Social Well-being Scale for Adults, adapted to the school context, was piloted using an intentional sample of 100 participants, resulting in an initial Cronbach's alpha coefficient of .81.

Corrected item-scale correlation revealed low coefficients for items 5 ("If I had something to say, I think people would not take it seriously") and 33 (It is easy for me to predict what can happen in the future in this school. These items also did not correlate in their respective dimensions. For this reason, we excluded both items in the final version of the instrument. Therefore, the Social Well-being Scale for adults, adapted for the school context, was finally construed with 31 items ($\alpha = .92$) (see Table 1).

Table 1

Dimensions and their respective items for the tested version of the School Social Well-being Scale, and for the final proposed version (N = 899)

Dimensions	Items, tested version [Figure 1]	Items, final proposed version [Figure 2]
Social integration	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 7
Social acceptance	8, 9, 10, 11, 12, 13, 14, 15	8, 9, 10, 11, 12, 13
Social contribution	16, 17, 18, 19, 20, 21	17, 18, 19
Social actualization	22, 23, 24, 25, 26, 27	22, 23, 26
Social coherence	28, 29, 30, 31, 32	28, 29, 30, 31, 32

Note: In all instances, we use the numbers of the original scale when referring to the items being analyzed.

Psychometric properties

The final version of the adapted instrument contained the 31 items that showed good behavior in the pilot study. The adaptation of the Social Well-being Scale to the school context (SWBSC) was administered to a second sample of 899 participants (teachers and school staff).

Reliability

The adaptation of the 31-item SWBSC for adults showed a Cronbach's alpha reliability index of .93 for the full scale.

The social integration dimension had an alpha of .69, and its internal correlations ranged between .02 to .55. However, item 6 ("I don't feel belonging to any group in this school") was the only item with no significant (greater than .30) internal correlations. By dismissing this item, the Cronbach's alpha rose to .81, a high reliability index compared to Keyes' (1998) original Well-being Scale as validated in Chile by Bilbao et al. (2011), with a Cronbach's Alpha of .71.

The social acceptance dimension had an alpha of .89, with internal correlations ranged between .13 to .71. All items showed a significant correlation, except item 15 ("People from this school do not expect anything in return when they do a favor"). By dismissing this item, the alpha of the social acceptance dimension rose to .92, higher than the value reported by Bilbao et al. (2011) for the validated version in Chile (.82).

The social contribution dimension exhibited correlations between .16 and .82. Group correlations between items 17, 18 and 19 were low with items 20 and 21, with an alpha of .79, similar to that obtained with the validated version in Chile (.81). In general, valuations were largely both positive and negative.

In correlations that belong in the social actualization dimension, items 22 and 25 exhibited correlations below .3, with an alpha of .74, greater than what was obtained in Chile (.55). Items in this dimension correlated with scores in the range .16 to .59, with item 25 ("I don't think that institutions such as the Municipality or the Government improve my life at this school") exhibiting a low correlation. By dismissing item 25, Cronbach's alpha rose to .76.

The social coherence dimension had an alpha of .89, greater than that exhibited by the version validated in Chile (.54). This dimension exhibited high internal correlations, ranging from .45 to .65 at the whole scale level.

In summary, in the reliability analyses, we dismissed items 6, 15 and 25 rising Cronbach's alpha to .94 for the full scale with 28 items.

Internal Structure validity

Factorial validity of the 28-item scale was tested using Confirmatory Factor Analysis (CFA). We used the maximum likelihood estimation method, following the bootstrap procedure to check that the estimators were not being affected by the lack of normality, deeming them robust (Byrne, 2016).

The results revealed that the five-factor model did not have adequate fit ($\chi^2 = 2126.294$, $p = .000$; $\chi^2 / df = 6.328$; CFI = .891; IFI = .891; RMSEA = .077 [.074, .080]); SRMR = .087. Thus, we decided to dismiss items 16, 20, and 21 because the remaining items shared several covariances (resulting from a content analysis of the items with the highest correlations between them were performed to control for their effect), suggesting the existence of a different factor. In addition, items 14, 24, and 27 showed low factor loadings (below 0.5), suggesting poor relevance for their respective dimensions. For these reasons, we decided to dismiss these six items (items 14, 16, 20, 21, 24, and 27) that shared the condition of being constraint items with low factor loadings (Figure 1).

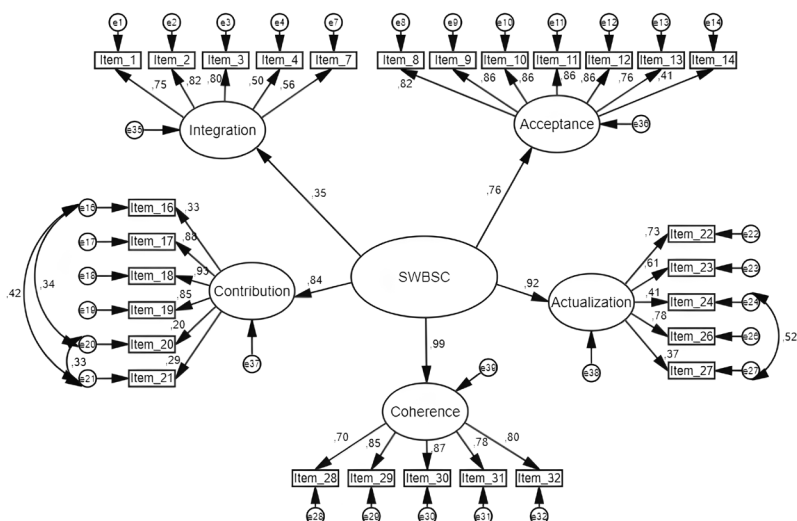


Figure 1. Confirmatory Factor Analysis (CFA) for Subjective Well-Being for School Context Scale

The final model, with 22 items (alpha = .94), showed an adequate fit ($\chi^2 = 1163.073$, $p = .000$; $\chi^2 / df = 5.335$; CFI = .935; IFI = .935; RMSEA = .069 [.066, .073]; SRMR = .063) (Figure 2). Although χ^2 / df and RMSEA were higher than recommended for a good fit model, they can still be considered suitable for the current sample (Schermerle-Engel et al., 2003).

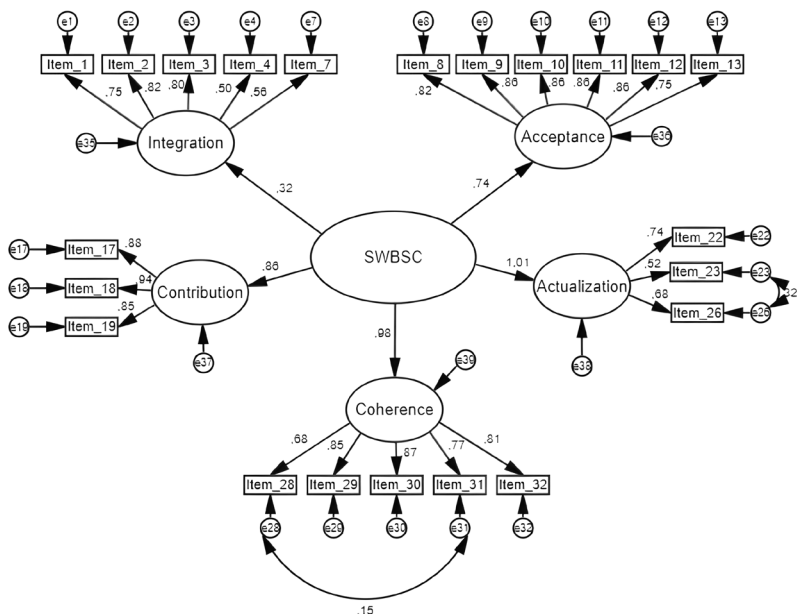


Figure 2. Confirmatory Factor Analysis (CFA) for Subjective Well-Being for School Context Scale dismissing constraint items

The final 22-item version of the Social Well-being Scale, adapted to the school context, which we named the School Social Well-being Scale (SWBSC), was composed of the following five dimensions:

- Social integration, conformed by five items (1, 2, 3, 4, and 7), with an alpha of 0.81 and significant correlations between items ranging from .46 to .70.

- Social acceptance, conformed by six items (8, 9, 10, 11, 12, and 13), with an alpha of .93 and correlations between items ranging from .72 to .83.
- Social contribution, conformed by three items (17, 18, and 19), with an alpha of .92 and correlations between items ranging from .80 to .88).
- Social actualization, conformed by three items (22, 23, and 26), with an alpha of .73, with correlations between items ranging from .50 to .64.
- Social coherence, conformed by five items (28, 29, 30, 31, and 32), with an alpha of .90 and correlations between items ranging between .66 and .79.

Convergent validity

Finally, we correlated the total score of the 22-item SWBSC with school size (0 = small; 1 = large) and with the degree of participation in the school improvement plan. As expected, a smaller school size was highly associated with higher degrees of social school well-being ($r = -.90$, $p < .00$), and higher levels of participation was associated with higher levels of social school well-being ($r = .19$, $p < 0.01$).

Discussion

The Social Well-being Scale (Keyes, 1998) was originally designed to assess the well-being of the subject as a member of society. However, it is possible to assume that social well-being is not only a construct aimed at assessing a person's general assessment of their place and contribution in society as a whole but can also be circumscribed to specific mesosystems such as the school (Inozu & Sahinkarakas, 2016; Reupert, 2017). In this study, we show that it is possible to assess teachers' and school staffs' social well-being at school, by way of adapting Keyes's

(1998) original social well-being instrument to the school context. By replacing the words “world” and “community” by “this school” and “this school community”, it becomes a robust instrument to measure the social well-being of teachers and school staff as part of an educational team, as an organization composed *of and through* people (Leis et al., 2017; Prieto, 2001).

Thus, we can count on another instrument, which allows for the detection of weaknesses and strengths of school teams, according to psychosocial variables. The adapted instrument shows adequate degree of internal consistency and a factor structure composed of five factors. Although the distribution of the items in this five-factor structure is not exactly the same as in the original instrument, the proposed distribution tested in this adapted instrument show adequate goodness-of-fit.

Adapted to the school context, social integration refers to the perception of clarity and degree of control that an educational agent has over the functioning of his/her school. Social contribution represents the sense of being useful given the dynamics of the educational institution. Social integration refers to the perception that teachers and other educational workers have about their similarity with peers and to the sense of belonging in the school community. Social acceptance refers to the evaluation and positive attitude towards other people who make up the school institution. Social actualization concerns the perception that the school evolves in a positive way (Blanco & Díaz, 2005; Keyes, 1998).

These aspects are inter-related, since the contribution that a subject can provide to his/her community depends on his/her understanding of the internal logic and the objectives of the school, on his/her perception that there are valuable people and opportunities to become integrated, and finally, that the school evolves in a positive way.

In this study, the scores were higher in participants working in smaller schools, which probably represent a higher degree of cohesion and tighter bonds. Findings also suggest that a higher degree of participation in school improvement processes is associated having a

higher degree of global well-being (Cicognani et al., 2008; Cocognani et al., 2015). This is probably because the psycho-affective variables of the dimensions are framed by a conception of the school as a community (Rogoff et al., 2001). Therefore, the aim is to foster the richness and potential of the sense of community – which implies values such as respect, trust and cooperation – for the quest to meet the objectives and tasks that have been defined as distinctive features of the school, where participation in the school community plays a central role (Prieto, 2001). Organizational studies show that an integrated, resourceful and participatory institutional culture, are associated with an emotional climate of trust and positive affect, conducive to high social wellbeing (da Costa et al., 2020).

Table 1 (column to the right) presents the final proposed adaptation of the Social Well-being Scale, to be used as a measure of school social well-being. This final version is composed of five dimensions and 22 items. This instrument has some advantages, such as the short amount of time to administer it and the possibility of administering it collectively. However, further studies are needed to warrant generalizability. Although the instrument is an adaptation of a scale used internationally, we do not know whether the suitable psychometric properties reported in this article can be generalized to other countries, cultures and contexts, nor if there is structural invariance across teachers from all grade levels and types of schools. Therefore, we recommend further examination of its psychometric properties across and within countries, cultures, types of schools and types of informants.

This instrument can be used for policy and practice. In the context of policymaking and policy evaluation, the instrument may be used as a means to evaluate teachers' and school staff's social wellbeing in different school contexts. In this regard, it could help elucidate the consequences of accountability measures and its effects on teachers' and school staff's social well-being at school, along with other measures of psychological functioning, mental health problems, teacher turnover, and teachers leaving the school system (von der Embse et al., 2016).

It could also be used within data-driven approaches that seek to identify and assess evidence-based practices that foster positive school climates, by bringing teachers' and school staff's experience in schools as a relevant component for improving school climate, reducing school violence, and fostering positive education (Wang & Degol, 2016; Waters et al., 2015).

Thus, this study contributes with an adapted instrument, by providing psychometric data that justify its use for research and intervention purposes. The final version that we recommend using can be downloaded from the following URL www.paces.cl, or by request to the first author. We invite researchers to use the instrument in future research in order to understand teachers and school staff social well-being, and how their appraisal of their own social well-being at school affects teacher's subjective well-being, mental health, school climate, school achievement, and other relevant outcome variables of interest for the development of human resources and organizational development within the school communities.

Despite the potential of this study, it is important to point out some limitations. First, this study did not included a probabilistic sample and it considered only teachers of one region of Chile, making it difficult to generalize the results. In addition, different types of validity (such as predictive validity evidence) and internal consistency estimators should be tested in the future, considering the recent advances in this field (Kyriazos & Poga-Kyriazou, 2023). Despite this limitations, our results represent an advance in the development and adaptation of psychometric tests that allow the evaluation of social well-being in different contexts, especially in the school organization. It provides elements that allow understanding that a sense of school community should be addressed for future interventions in the educational field, both in research and in practice.

References

- Alonso-Martirena, Y. (2017). An engagement-based school experience as a premise of wellbeing. *Procedia - Social and Behavioral Sciences*, 237, 654-660. <https://doi.org/10.1016/j.sbspro.2017.02.037>
- Arslan, G. (2018). School-based social exclusion, affective wellbeing, and mental health problems in adolescents: A study of mediator and moderator role of academic self-regulation. *Child Indicator Research*, 11, 963-980. <https://doi.org/10.1007/s12187-017-9486-3>
- Assaél, J., Budnik, J., Cornejo, R., Chávez, R., González López, J., Redondo, J. M., Rojo, J., Sánchez Edmonson, R., & Sobarzo-Morales, M. (2011). La empresa educativa chilena. *Educação y Sociedade*, 32, 305-322. <https://doi.org/10.1590/S0101-73302011000200004>
- Bang, C. (2014). Estrategias comunitarias en promoción de salud mental: Construyendo una trama conceptual para el abordaje de problemáticas psicosociales complejas. *Psicoperspectivas*, 13(2), 109-120. <https://doi.org/10.5027/psicoperspectivas-Vol13-Issue2-fulltext-399>
- Benbenishty, R., & Astor, R. A. (2005). *School violence in context: Culture, neighborhood, family, school, and gender*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195157802.001.0001>
- Bilbao, M., Oyanedel, J., Ascorra, P., & López, V. (2014). *Bienestar subjetivo y rendimiento escolar: Rol del bienestar social y la satisfacción con la vida*. Fondo de Investigación y Desarrollo en Educación. Retrieved from: www.sgdce.mineduc.cl/descargar.php?id_doc=201604111338120
- Bilbao, M., Techio, E., Zubieta, E., Cárdenas, M., Páez, D., Barrientos, J. & Blanco, A. (2011). Bienestar subjetivo y psicológico-social: El impacto de la violencia colectiva. In D. Páez, C. Martin, J. González-Castro, N. Basabe & J. de Rivera (Eds.), *Superando la violencia colectiva y construyendo cultura de paz* (pp. 207-246). Editorial Fundamentos.

- Blanco, A., & Díaz, D. (2005). El bienestar social: Su concepto y medición. *Psicothema*, 17(4), 582-589.
- Baumeister, R., & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497. <https://doi.org/10.1590/S0101-73302009000200006>
- Byrne, B.M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications and programming*. ImprintRoutledge. <https://doi.org/10.4324/9781315757421>
- Cicognani, E., Pirini, C., Keyes, C., Joshanloo, M., Rostami, R., & Nosratabadi, M. (2008). Social participation, sense of community and social wellbeing: A study on American, Italian and Iranian university students. *Social Indicators Research*, 89, 97-112. <https://doi.org/10.1007/s11205-007-9222-3>
- Cicognani, E., Mazzoni, D., Albanesi, C., & Zani, B. (2015). Sense of community and empowerment among young people: Understanding pathways from civic participation to social well-being. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 26, 24-44. <https://doi.org/10.1007/s11266-014-9481-y>
- Cohen, D. K., & Moffit, S. L. (2009). *The ordeal of equality: Did federal regulation fix the schools?* Harvard University Press.
- Cornejo, R. (2009). Condiciones de trabajo y bienestar/males-tar docente en profesores de enseñanza media de Santiago de Chile. *Educação & Sociedade*, 30(107), 409-426. <https://doi.org/10.1590/S0101-73302009000200006>
- da Costa, S., Martínez-Moreno, E., Díaz, V., Hermosilla, D., Amutio, A., Padoan, S., Méndez, D., Etchebere, G., Torres, A., Telletxea, S., & García-Mazzieri, S. (2020). Belonging and social integration as factors of well-being in Latin America and Latin Europe organizations. *Frontiers in Psychology*, 11, 604412. <https://doi.org/10.3389/fpsyg.2020.604412>

- Diener, E. (2006). Guidelines for national indicators of subjective well-being and ill-being. *Journal of Happiness Studies*, 7(4), 397-404. <https://doi.org/10.1007/s10902-006-9000-y>
- Diener, E., Lucas, R., Schimmack, U., & Helliwell, J. (2009). *Well-being for public policy* Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195334074.001.0001>
- Ewing, R., & Smith, D. (2003). Retaining quality beginning teachers in the profession. *English Teaching: Practice and Critique*, 2, 15-32.
- Haase, C., Poulin, M., & Heckhausen, J. (2012). Happiness as a motivator: Positive affect predicts primary control striving for career and educational goals. *Personality and Social Psychology Bulletin*, 38(8), 1093-1104. <https://doi.org/10.1177/0146167212444906>
- Hamre, B., & Pianta, R. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638. <https://doi.org/10.1111/1467-8624.00301>
- Helliwell, J., Layard, R., & Sachs, J. (Eds.) (2013). *World Happiness Report 2013*. Retrieved from http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1-55. <https://doi.org/10.1080/10705519909540118>
- Inozu, J., & Sahinkarakas, S. (2016). Exploring relations between pre-service English teachers' psychological and social well-being and their perceptions of positive classroom environment. *Eurasian Journal of Applied Linguistics*, 2(2), 79-93. <https://doi.org/10.32601/ejal.461020>
- Jennings, P., & Greenberg, M. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>

- Jöreskog, K., & Sörbom, D. (1993). *LISREL 8: Structural equation modeling with the SIMPLIS Command language*. Scientific Software International Inc.
- Keyes, C. L. M. (1998). Social well-being. *Social Psychology Quarterly*, 61(2), 121-140. <https://doi.org/10.2307/2787065>
- Keyes, C. L. M. (Ed.) (2013). *Mental well-being. International contributions to the study of positive mental health*. Springer. <https://doi.org/10.1007/978-94-007-5195-8>
- Keyes, C. L. M. (2012). Toward a science of mental health. In C. R. Snyder y S. J. López (Eds.). *Handbook of Positive Psychology* (pp. 89-96). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195187243.013.0009>
- Kornbrot, D. (2014). *Point biserial correlation*. Wiley StatsRef: Statistics Reference Online. <https://doi.org/10.1002/9781118445112.stat06227>
- Kuziemko, I. (2006). Using shocks to school enrollment to estimate the effect of school size on student achievement. *Economics of Education Review*, 25(1), 63-75. <https://doi.org/10.1016/j.econedurev.2004.10.003>
- Kyriazos, T., & Poga-Kyriazou, M. (2023). Applied Psychometrics: Estimator Considerations in Commonly Encountered Conditions in CFA, SEM, and EFA Practice. *Psychology*, 14(5), 799-828. <https://doi.org/10.4236/psych.2023.145043>
- Leis, M., Rimm-Kaufman, S. E., Paxton, C. L., & Sandilos, L. E. (2017). Leading together: Strengthening relational trust in the adult school community. *Journal of School Leadership*, 27(6), 831-859. <https://doi.org/10.1177/1052684617027006>
- Lu, J., Jiang, X., Yu, H., & Li, D. (2015). Building collaborative structures for teachers' autonomy and self-efficacy: The mediating role of participative management and learning culture. *School Effectiveness and School Improvement*, 26(2), 240-257. <https://doi.org/10.1080/09243453.2014.888086>
- NSW Mental Health Commission. (2014). *Living Well: Putting people at the centre of mental health reform in NSW. Journey 4 infographic 1*.

- NSW Mental Health Commission. www.health.nsw.gov.au/mentalhealth/reform/Publications/living-well-strategic-plan.pdf
- Oyanedel, J. C., & Paez, D. (2021). Social Belongingness and Well-Being: International Perspectives. *Frontiers in Psychology*, 12, 735507. <https://doi.org/10.3389/fpsyg.2021.735507>
- Pillay, H., Goddard, R., & Wills, L. (2005). Well-being, burnout and competence: Implications for teachers. *Australian Journal of Teacher Education*, 30, 22-33. <https://doi.org/10.14221/ajte.2005v30n2.3>
- Prieto, M. (2001). *Mejorando la calidad de la educación: Hacia una resignificación de la escuela*. Ediciones Universidad Católica de Valparaíso.
- Redondo, J. (2002). La salud laboral docente en el contexto de los requerimientos actuales en educación. *Docencia*, 18, 52-67.
- Reupert, A. (2017). A socio-ecological framework for mental health and well-being. *Advances in Mental Health*, 15(2), 105-107. <https://doi.org/10.1080/18387357.2017.1342902>
- Robalino, M. (2005). Actor o protagonista: Dilemas y responsabilidades sociales de la profesión docente. *Revista Prelac*, 1, 7-23.
- Rogoff, B., Turkkanis, C. G., & Bartlett, L. (2001). *Learning together: Children and adults in a school community*. Oxford University Press.
- Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, 4, 99-104. <https://doi.org/10.1111/1467-8721.ep10772395>
- Schermelleh-Engel, K. Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research*, 8(8), 23-74.
- Saaranen, T., Tossavainen, K., Turunen, H., Kiviniemi, V., & Vertio, H. (2006). Occupational well-being of school staff members: A structural equation model. *Health Education Research*, 22(2), 248-260. <https://doi.org/10.1093/her/cyl073>

- Shochet, I., Smith, C., Furlong, M., & Homel, R. (2011). A prospective study investigating the impact of school belonging factors on negative affect in adolescents. *Journal of Clinical Child & Adolescent Psychology*, 40(4), 586-595. <https://doi.org/10.1080/15374416.2011.581616>
- Singh, K., & Billingsley, B. S. (1996). Intent to Stay in Teaching: Teachers of Students with Emotional Disorders Versus Other Special Educators. *Remedial and Special Education*, 17(1), 37-48. <https://doi.org/10.1177/074193259601700105>
- United Nations Development Program [UNDP]. (2012) *Subjective well-being: The challenge to re-think development*. Retrieved from: http://www.cl.undp.org/content/chile/es/home/library/human_development/publication_3.html
- von der Embse, N.P., Pendergast, L. L., Segool, N., Saeki, E., & Ryan, S. (2016). The influence of test-based accountability policies on school climate and teacher stress across four states. *Teaching and Teacher Education*, 59, 492-502. <https://doi.org/10.1016/j.tate.2016.07.013>
- Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315-352. <https://doi.org/10.1007/s10648-015-9319-1>
- Waters, L., White, M., Wang, L., & Murray, A. (2015). Leading whole-school change. In M. White & A. Murray (Eds.), *Evidence-based approaches in positive education* (pp. 43-64). Springer. https://doi.org/10.1007/978-94-017-9667-5_3

Recibido: 29/01/2020

Revisado: 26/08/2023

Aceptado: 04/10/2023