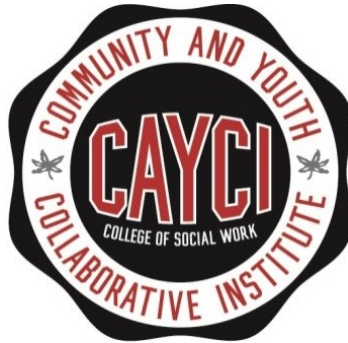


Community and Youth Collaborative Institute
School Experience Surveys



**Technical Report: Student
Psychological Wellbeing**
Teacher/Staff Version

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STUDENT PSYCHOLOGICAL WELLBEING

Teacher/Staff Version

I. Definition of Construct

The *Student Psychological Well-Being* scale measures teachers'/staff's perceptions of students' overall mental health.

II. Relevance for Practice

Psychological well-being has been shown to significantly influence students' ability to achieve in school. While this factor has been primarily studied in the college setting (see Pritchard & Wilson, 2003; Ruus et al., 2007), research has shown that students of all ages are more likely to achieve in school if they are psychologically well-adjusted and have positive outlooks towards life.

III. Scale Description and Instructions

A. Items

1. My students have positive mental health.
2. My students have self-confidence.
3. My students feel they have a sense of purpose.
4. My students feel they have control over their actions.

B. Response Options

Response options for each item include the following:

- 1 = Almost never
- 2 = Sometimes
- 3 = Half of the time
- 4 = Frequently
- 5 = Almost always
- * "Do Not Know"

C. Instructions for Respondents

We are interested in learning about your perceptions of your students' psychological wellbeing. For each of the following statements, please fill in the ONE circle that best represents your answer.

D. Instructions for Scale Administrators

Surveys can be self-administered or administered to teachers/staff in person or online. Explain that the purpose of the survey is to learn more about their perceptions about their students, school, and community. They should select one answer per request, and make a choice based on the answer that best reflects how they feel. They may submit the survey when they have completed it.

If administered in person, look through the finished surveys to make sure that teachers/staff didn't miss any items or questions. Please remember that they do not have to answer every question, but do encourage them to complete as much of the survey as possible, reminding them their answers will help the school know how to best support its students and personnel.

IV. Scoring Procedures

An average of the response scores from the 4 items should be calculated and used as an indicator of general student well-being as perceived by teachers/staff. Higher scores indicate that teachers/staff perceive students' overall mental health to be more positive.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 683 school staff members from various elementary schools (52.6%), middle schools/junior high schools (17.1%) and high schools (30.3%) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (86.7%), with the remainder reporting non-teaching duties (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (54.2%) or 11-20 (26.2%) to over 20 years (19.6%). Staff members (72.2% female) almost all identified themselves as Caucasian (94.4%). The participants varied in age with 11.3% reporting they were under 30 years of age, 41.6% indicated they were 30-44, and 47.1% were 45 years or older. Data on these staff members were collected as part of a needs assessment within each school's improvement planning process. Some data were collected using an on-line instrument, whereas others were collected via paper/pencil survey. School administrators informed teachers and school staff of the survey and distributed the surveys in a meeting or through mailboxes or provided the staff with a link to the online survey. All completed paper/pencil surveys were returned to a specified location in the building or to a person who was identified as the lead. All versions of the survey were anonymous. The final sample described above includes only those individuals who completed every scale item, meaning that 46 staff members who responded to one or more of the items with "Do Not Know" were omitted. Less than 4.4% of the staff members selected the "Do Not Know" response option for any of the scale items.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample ($N = 683$)	3.69	.99	1.00-5.00	.93
Gender				
Males ($n = 148$)	3.48	.96	1.25-5.00	.94
Females ($n = 493$)	3.75	.99	1.00-5.00	.92
Age				
Less than 30 years ($n = 77$)	3.56	.91	1.00-5.00	.93
30-44 years ($n = 284$)	3.73	.96	1.00-5.00	.92
45 years and above ($n = 322$)	3.65	1.06	1.25-5.00	.94
Amount of Experience at the School				
1-10 years ($n = 370$)	3.61	.98	1.00-5.00	.92
11-20 years ($n = 179$)	3.73	1.02	1.50-5.00	.92
More than 20 years ($n = 134$)	3.78	1.03	1.25-5.00	.95
Role as Staff Member				
Teaching ($n = 592$)	3.68	.98	1.00-5.00	.92
Non-Teaching (e.g., support staff, administrators) ($n = 91$)	3.63	1.14	1.00-5.00	.95
School Level				
Elementary ($n = 359$)	3.86	1.02	1.00-5.00	.93
Middle School/Junior High ($n = 117$)	3.52	.95	1.25-5.00	.93
High School ($n = 207$)	3.43	.93	1.25-5.00	.92

Notes. Group specific data omits staff who did not indicate their status. The only two significant ($p > .05$) group comparisons were gender and school level. The effect sizes (η^2) indicated that gender group membership accounted for 1.3% of the variance in the scores while school level group membership accounted for 4.1% of the variance in the scores. Follow-up comparisons showed that the elementary school staff reported higher scores than the other 2 groups which did not differ from one another.

C. Maximum Value Percentages and Classification of Scores

<u>Percentages</u>		<u>Classification of Scores</u>		
Maximum Value	½ SD	Excelling	Emerging	Needs Improvement
73.8%	9.9%	> 84	84 - 64	<64

Notes. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which staffs' experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus ½ SD percentage. Based on these cut points, schools may determine where they stand on staffs' perceptions of students' well-being relative to normed data.

D. Relationships between Student Well-Being Scale Score and Other Staff Perception Constructs

Construct ^a	<i>r</i> =
Student Academic Motivation	.609
Student School Connectedness	.502
Student Academic Press	.365
Student Internalizing Behaviors	.570
Student Externalizing Behaviors	.538
Student Social Skills	.761
Student Safety	.609
Support for Students' Basic Needs	.519
Families and Caregivers' Support for of Learning	.554
Family History	.426
Family Support for Prosocial Activities	.490
Services and Supports	.142
Community Supports for Positive Youth Development	.288
Learning Supports	.302
Student Physical Activity and Nutrition	.596

Notes. ^a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). All relationship are significant ($p < .01$).

E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.80 (Scientific Software International, Inc., Chicago). The CFA model specified that the 4 items loaded on a single latent Student Internalizing Behaviors factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.

The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B $\chi^2 = 10.00$, $df = 2$, $p = .006$; RMSEA = .078 (90% CI = .035-.130), SRMR = .014; CFI = 1.00, TLI = .99. The table on the next page presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .76. The modification indices did not suggest any major areas of local strain.

Item	Loading	Uniqueness
My students have positive mental health	.81	.35
My students have self-confidence	.92	.16
My students feel they have a sense of purpose	.92	.15
My students feel they have control over all their actions	.84	.29

VII. Past and Future Scale Development

An initial version of the Student Well-Being scale included 2 additional items: “My students have positive self-esteem” and “My students feel empowered.” Results from preliminary analyses indicated that this item did not fit well with the other scale items. Thus, the current recommendation is to use the 4-item version of the measure as described in this report. Future scale development work should involve testing the psychometric properties of the scale with a larger sample of non-teaching staff (e.g., school administrators, support staff) and validating the Spanish version of this scale.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the Student Well-Being scale. The use of this measure could provide valuable information about the importance of supporting psychological well-being.

VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Initiative School Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.
- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Pritchard, M.E. & Wilson, G.S. (2003). Using Emotional and Social Factors to Predict Student Success. *Journal of College Student Development*, 44(1), 18-28.
- Ruus V., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E. & Veisson, A. (2007). Students’ well-being, coping, academic success and school climate. *Social Behavior & Personality*, 35(7), 919-936.

IX. Recommended Citation of Scale

When using the scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Community Surveys: Teacher/School Staff Student Psychological Well-Being Scale. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Community Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.