

RESEARCH ARTICLE

Validation of the Korean Teacher Well-Being Scale (K-TWBS): For secondary school teachers

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한국판 교사 안녕감 척도의 타당화: 중등교사를 대상으로

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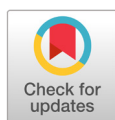
ABSTRACT

This study aims to validate the Teacher Well-Being Scale developed by Collie (2014), which is to measure teacher well-being for Korean teachers. For this purpose, the reliability of the scale and its three sub-factors were confirmed using a sample of 338 middle and high school teachers, and both convergent validity with the TSWQ and discriminant validity with the MBI have been verified. The result of the study is as follows. The reliability of the teacher well-being scale was analyzed to be .925 (.830~.868). According to the factor analysis using the maximum likelihood method with orthogonal rotation, the scale was mapped into three factors with an eigenvalue of 1 as the standard. The factor loading for each factor was above .3, and it was confirmed that all 16 questions were loaded on the intended factors. Lastly, as a result of checking the convergent validity and discriminant validity with other scales, significant results were obtained. The K-TWBS validated in this study measures the well-being of teachers in Korea and identifies the relationship between the characteristics of the teaching profession and each of both the positive resources and well-being of teachers. Such identification is expected to possibly contribute to the prevention of psychological dysfunction in teachers as well as the improvement of teachers' strengths and resources.

Key words: Teacher well-being, teacher well-being scale, well-being, scale validation, validation

Introduction

Teachers are professionals and have a high level of stress due to mental labor. That may leads them to experience higher levels of negative emotions than other human service workers or office



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workers (Cherry, 1979; Maslach et al., 1996). According to a variety of domestic and international statistics and studies, many teachers are experiencing stress and burnout, and even some are in a state of mental and psychological crisis (Baek, 2021; Collie, 2014; Vazi et al., 2011). In 2017, a survey titled with 'teachers' job stress and health status' was conducted on 1,617 teachers working for elementary and middle schools to general and specialized high schools across the country. One of the noteworthy to focus on the survey result is that 28% of all teachers had probable depression and 11.9% had definite depression. Such rates were found to be higher than those of the general population (Jang, 2017). In fact, it has been revealed that many teachers are considering retirement due to difficulties with student guidance and miscellaneous tasks (Kim & Hwang, 2012). It is also reported that increasing number of teachers are in a state of serious mental and psychological crisis which would be possibly followed by suicide (Choi, 2023). Reflecting this phenomenon, there have been many studies on stress, burnout, and depression that teachers experience.

Stress, burnout, and depression are not only representative indicators of psychological maladjustment but also concepts that represent the negative extremes of well-being (Collie, 2014; Parker, 2012; Renshaw et al., 2015). However, in the 21st century, there has been a paradigm shift toward positive psychology which requires the emphasis on improving well-being, positive aspects of mind and affect existing within individuals, rather than reducing negative aspects so-called problem symptoms such as depression and phobias which had been mainstream in psychology (Peterson & Park, 2003). Positive psychology believes that weaknesses and strengths coexist in all humans and environments. It emphasizes a comprehensive evaluation including adaptive indicators measuring strength and resources in addition to maladaptive indicators measuring weaknesses (Wright & Fletcher, 1982). Scientific research is being actively conducted on well-being, positive aspects of mental health. This is because clients could find ways to survive even in hopeless situations by identifying and encouraging the bright and positive aspects that exist within themselves (Lopez & Snyder, 2008). Especially in occupational environments, successful and healthy functions such as positive emotions and prosocial relationships may be more important than negative indicators (Van Horn et al., 2004). In addition, occupational well-being is a key element in general well-being (Song et al., 2020; Rath & Harter, 2011). According to a global research conducted by Gallup, among the five areas that make up well-being, the most powerful one in determining an individual's general well-being is job-related well-being (Song et al., 2020; Rath & Harter, 2011).

The psychological difficulties experienced by teachers are due to the characteristics of the teaching profession, such as infringement of teachers' rights and stress in the process of dealing with school violence. Therefore, in order to provide practical and effective counseling intervention for teachers, it is necessary to explore variables that can affect teachers' well-being. That means it is required to study the variables of teacher well-being by approaching it from the concept of flourish, which is a domain-specific yet integrated well-being that reflects the characteristics of the teaching profession. And for this, a valid and reliable measurement tool that can understand teachers' well-being should be developed by priority (Cho, 2011; Collie, 2014; Renshaw et al., 2015; Seo, 2012).

Theoretical Background

Well-Being

Well-being is one of the positive emotional indicators and an adaptive extreme concept in contrast to stress and burnout. It also means functioning healthily as a human by encompassing not only physical health but also mental happiness. Early well-being research was conducted divided into three categories: subjective well-being, psychological well-being, and social well-being. Subjective well-being is an individual's cognitive and emotional evaluation of life satisfaction, meaning as 'life satisfaction and happiness' from a hedonistic perspective (Diener, 1984, 2000; Ryan & Deci, 2001). It consists of three components: life satisfaction, the presence of positive mood, and the absence of negative mood, together often summarized as happiness (Ryan & Deci, 2001). In contrast, psychological well-being extends the concept of subjective well-being, and it refers not only to an individual's evaluation of life satisfaction, but also to more multidimensional areas such as autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness (Ryff & Keyes, 1995). In brief, psychological well-being explains how you function (Ryff, 1989; Ryan & Deci, 2001). While subjective well-being and psychological well-being are concepts that focus on functioning as an intrapersonal situation, social well-being is a concept that extends beyond the tradition of intrapersonal eudaimonism to interpersonal relationships. Social well-being consists of five sub-factors such as social integration, social acceptance, social contribution, social actualization and social coherence. Thus, social well-being is an individual's evaluation of the environment which he or she belongs to, and how they function within. In other words, social well-being is what you can experience in social or interpersonal relationship (Keyes, 1998).

Meanwhile, Seligman (2011) believed that the concept of subjective well-being or happiness, which has been widely used, is closely related to pleasant mood which can be temporary. For this reason, the level of happiness could possibly vary depending on the respondent's mood at the time of measurement. Accordingly, positive psychologists including Keyes and Seligman introduced flourish as an alternative concept. Based on an integrative perspective, well-being has been conceptualized as flourish and defined as 'being open and immersed, experiencing positive emotions, and functioning healthily' (Hupport & So, 2013; Ryan & Deci, 2011). The components of flourish have been categorized in various ways in previous studies (Collie, 2014; Diener et al., 2010; Hupport & So, 2013; Keyes, 2002). Common properties derived from those studies have expanded further the concept of well-being by integrating subjective, psychological, and social well-being. So flourish is a more general evaluation of life. It also refers to a state where an individual's happiness is continuously prosperous, and to a happy and abundant life with nothing more to wish for, nothing to rise to, and nothing to fill (Seligman, 2011). Therefore, the life should aim to increase flourish rather than just happiness which is a rather simple meaning.

Occupational Well-Being

Flourish, well-being from an integrated perspective, is classified as general well-being and it is in one axis of well-being research. On the other hand, another axis named context-specific or domain-specific well-being also reveals its importance. Among them, occupational well-being is especially emphasized. Unlike general well-being, occupational

well-being focuses on domain-specific well-being. Occupational well-being is related to occupation and work. It is what you feel within the specific context of your job (Warr, 1994), a state that combines physical and mental happiness, and health related to your job, and lastly awareness of achieving organizational goals.

Satisfaction with worklife plays an important role in mental health and life satisfaction. Several previous studies also show a very high correlation between job satisfaction and well-being (Hart, 1999; Kelloway & Barling, 1991; Song et al., 2020). Some scholars even consider that an individual's general well-being consists of occupational well-being and non-occupational well-being (Danna & Griffin, 1999).

So far, occupational well-being has been measured using job satisfaction measurement scales since job satisfaction and well-being have been highly correlated (Bowling & Zelazny, 2021; Braun et al. 2018; Kim, 2021; Lee & Kang, 2022; Oh & Ahn, 2013; Van Horn et al., 2004). Job satisfaction is one of the major elements and indicator of both occupational and general well-being (Danna & Griffin, 1999; Diener et al., 1999; Veenhoven, 1991). It is also a major factor in increasing well-being (Kim et al., 2001; Rice et al., 1979). And in a study targeting teachers, job satisfaction was found to be influenced by psychological well-being (Hwang & Jang, 2012).

On the other hand, some scholars point out that using job satisfaction to measure occupational well-being is problematic in several aspects. First, job satisfaction only evaluates feelings about co-workers, pay, or the job, so it lacks measuring accurately occupational health in depth (Wright & Cropanzano, 2000). Second, job satisfaction measures only cognitive judgement about how happy an individual feels with their job. Recently integrative perspective requires that cognitive evaluation and emotional states and even social well-being should be integrated. In contrast, job satisfaction tends to put emphasis only on cognitive evaluation neglecting accurate measurement of emotional and social well-being (Wright et al., 2002). Lastly, job satisfaction aims to figure out how much employees can devote themselves to working for the organization and ultimately to increase the productivity of the organization. It also aims to prevent increase of expense and productivity decline. In other words, job satisfaction is an approach from the perspective of the organization rather than individual development and happiness, and it has a different intention compared to the occupational well-being (Oh & Ahn, 2013).

Teacher Well-Being

Teacher well-being is a domain-specific well-being in contrast to general well-being, and is an approach from the perspective of occupational well-being or job-related flourish. Because teaching can be challenging due to the complex nature of the job (Collie, 2014). Teacher well-being can be defined as a teacher's positive evaluation of his or her work environment (school environment), and that of whether or not functioning healthily and successfully at work based on self-efficacy, positive emotions, and prosocial relationships (Renshaw et al., 2015; Van Horn et al., 2004). Teacher well-being is related to students' emotional development (Kim et al., 2014), school adaptation (Lee, 2013), and improved academic motivation (Collie et al., 2015; Duckworth et al., 2009; Jang & Lee, 2014). On the other hand, the more psychologically burnt-out and depressed a teacher is, the lower his or her emotional commitment to educational activities is (Lee, 2013, 2015). The dysfunction makes a negative impact on students' emotional development, school adaptation, and academic self-efficacy (Doyle, 2015; Lee, 2013, 2015). Therefore, it is important for teachers to maintain an appropriate level of well-being for their own adaptive lives and the emotional development of students.

There have been many studies on teachers' well-being over the past few decades, but most of them have focused on negative functions such as stress and burnout. Measures of well-being for teachers include the Teacher Stress Scale (Khu & Kim, 2014; Kim, 1991; Lee, 2006) and the Maslach Burnout Inventory (Kang, 1996; Kim et al., 2012; Kim, 1991; Song & Yang, 2015). Meanwhile, in the 2000s, research on teacher well-being has been actively conducted from a positive psychology perspective, and the well-being scale, a positive indicator, is being used as a measurement tool. However, most of the studies used subjective well-being scales or psychological well-being scales, which had been developed for general adults. Using the general well-being scale to measure teacher well-being showed the following limitations. First, well-being, a complex construct, is measured in a single dimension called life satisfaction, and therefore does not reflect the multidimensional human life (Renshaw et al., 2015). Single scale can't be enough to measure both cognitive and emotional well-being. In addition, teachers' psychological well-being had a low correlation with their perceived socioeconomic status, expertise, and social support (Kim, 2001). Lastly, the psychological well-being showed low significant effect on job satisfaction (Collie, 2014). The psychological well-being of a specific group of teachers, unlike that of general adults, has a structure that reflects the unique characteristics of the teaching society (Yang, 2003).

Driven by the need to understand teachers' unique well-being structures, a happiness scale for teachers was developed in Korea as well (Cho, 2011; Jeon et al., 2015; Lim et al., 2014). However, they do not measure integrated well-being or domain-specific well-being of teaching profession. Additionally, the subjects of the studies only included preschool teachers. Therefore, for more effective prevention and intervention against low level of teachers' well-being, domain-specific teacher well-being scale is necessary. And the scale should reflect an integrated perspectives of well-being, be statistically valid, and provide information on what characteristics of the teaching profession have a positive and negative impact on teachers' well-being.

According to the study by Yang (2003), teacher well-being has a different structure from that of general adults. Van Horn et al. (2004) categorized the structure of teachers' professional well-being into five dimensions: emotional well-being, professional well-being, social well-being, cognitive well-being, and mental and physical well-being.

Collie(2014) found from previous studies that three factors, including work stress, organizational-level stress, and student-related stress had been frequently identified as sources of stress for teachers (Clunies-Ross et al., 2008; Collie et al., 2012; Klassen & Chiu, 2011), and she developed a teacher well-being scale has a three-factor structure of workload well-being, organizational well-being, and student interaction well-being. The first factor, workload well-being, relates to issues associated with workload and associated pressure. The second factor, organizational well-being, relates to teachers' perceptions of the school as an organization including perceptions of school leadership and the culture towards teachers and teaching. The third factor, student interaction well-being, relates to teachers' interactions with students (perceptions of student behavior, motivation, etc.) (Collie, 2014).

In this study, we will introduce and validate Collie's (2014) TWBS.

The research questions are as follows.

First, what is the content validity of the Korean version of the Teacher Well-being Scale(K-TWBS)?

Second, what is the construct validity of the Korean version of the Teacher Well-being Scal (K-TWBS)?

Third, what is the criterion validity of the Korean version of the Teacher Well-being Scale(K-TWBS)?

Methods

Participants

This study analyzed data from 350 middle school and high school teachers in 11 cities including metropolitan cities and a special city, and counties across the country. To collect data, an e-mail was sent to teachers informing them the outline and necessity of the study, and then a total of 400 test sheets were mailed to 18 schools that revealed its will to participate. Among the 350 test sheets collected, 338 ones were used for analysis, excluding the questionnaires of 12 people who showed insincere responses. The demographic information of teachers who participated in the study are presented in Table 1.

Table 1. Demographic Information (n = 338)

		n(%)
gender	male	138(40.8)
	female	200(59.2)
region	metropolitan cities	243(71.9)
	small and medium cities	65(19.2)
	counties	30(8.9)
school level	middle schools	109(32.2)
	high schools	229(67.8)
educational experience	5 years or less	108(31.9)
	6 to 10 years or less	56(16.6)
	11 to 15 years or less	46(13.6)
	16 to 20 years or less	42(12.4)
	21 to 25 years or less	37(10.9)
	26+ years	49(14.6)
Whether or not there is a homeroom teacher	homeroom teacher	210(62.1)
	Non-homeroom teacher	128(37.9)
Sum		338(100)

Instruments

Korean Teacher Well-Being Scale(K-TWBS)

Teacher well-being is teacher's positive evaluation on their working environment in school, and their healthy functioning as a teacher. TWBS was developed to measure teacher well-being of elementary and middle school teachers in Canada by Collie. For this study, it was modified and validated to suit the Korean situation. Collie (2014) constructed a teacher well-being scale with three-factors of workload well-being, organizational well-being, and student interaction well-being.

Workload well-being is related to workload and the pressure that teachers feel about it. The six sub-items included in workload well-being are on the tasks required of teachers, such as grading and evaluation, attending meetings, and overtime work.

Organizational well-being refers to how teachers perceive the school principal's leadership and the organizational culture of their school. The organizational well-being factor consists of six sub-items. It evaluates relationships and communication between teachers and school administrators, support and recognition from school administrators,

teachers' participation in decision-making, and appropriate implementation of procedures and rules.

Student interaction well-being reflects how teachers perceive the teacher-student relationship, student behavior, student motivation, and classroom management. It consists of four sub-items.

In brief, K-TWBS consists of 16 items in 3 factors and it is a 7-point Likert scale: very negative (1 point), mostly negative (2 points), somewhat negative (3 points), neutral (4 points), somewhat positive (5 points), mostly positive (6 points), and very positive (7 points). In this study, the reliability coefficients (Cronbach's α) for each factor are as follows; .830 for workload well-being, .868 for organizational well-being, and .859 for student interaction well-being (Table 2).

Table 2. Items and reliability of teacher well-being scale

Sub factor	Item	Number of Items	Cronbach's α
workload well-being	1, 4, 7, 10, 12, 15	6	.830
organizational well-being	2, 5, 8, 11, 13, 16	6	.868
student interaction well-being	3, 6, 9, 14	4	.859
total		16	.925

Scale for Verifying Criterion Validity

To verify criterion validity of teacher well-being, following 3 scales were used. The first one is the Mental Health Continuum-Short Form (K-MHC-SF), which was developed by Keyes et al. (2008), and adapted and validated by Lim et al. (2012). MHC-SF integrated the concepts of subjective, psychological, and social well-being to form a single construct. K-MHC-SF consists of 14 questions measuring social well-being (5 questions), psychological well-being (6 questions), and emotional well-being (3 questions).

The second one is the Teacher Subjective Well-being Scale (TSWQ) developed by Renshaw et al. (2015). A teacher's subjective well-being is the teacher's self-perception of whether he or she is functioning healthily and successfully at work. The TSWQ consists of 8 questions in 2 factors measuring school bonding (4 questions) and teaching efficacy (4 questions).

The last one is Maslach Burnout Inventory (MBI) which was developed by Maslach and Jackson (1981), and Kim (2011) revised and used for Korean teachers. Burnout is the concept representing the negative extreme of well-being, so it is considered to be an appropriate criterion of discrimination (Collie, 2014; Parker, 2012; Renshaw et al., 2015). The MBI consists of 18 items in three factors measuring emotional exhaustion (5 items), depersonalization (5 items), and reduced personal accomplishment (8 items).

Analysis

To verify the content validity of the TWBS, the items were first translated by an expert group consisting of six teachers who were counseling psychology master's and doctoral students. After translating the items, Collie, the developer of the scale, reviewed them. Based on the developer's answers, a group of experts went through a mutual consultation three times. In addition, a bilingual (English and Korean) went through a back translation for the items, which got final confirmation from the developer and a counseling psychology professor in order to finalize the questions.

SPSS 23.0 was used to verify the construct validity of the confirmed items. Cronbach- α was analyzed for each scale for the reliability of the data, and exploratory factor analysis was performed to verify the validity. For factor analysis,

the maximum likelihood method with orthogonal rotation (Varimax) was used and an eigenvalue of 1 was used as the standard to confirm the number of factors. Lastly, to verify the convergent and discriminant validity, correlation coefficient analysis with other scales was conducted.

Results

Content Validity Verification

For the translation, an expert team was formed including one doctoral Korean language teacher majoring in counseling psychology, two master's degree English teachers, two Korean language teachers, and one social studies teacher, all of whom also majored in counseling psychology. The expert team was divided into two teams and each translated the scale items respectively. They compared two versions of translation and discussed the unmatched translation of items in reference to the original developer of the scale. The translated items were verified by two experts who had completed a doctoral course in counseling psychology to determine whether each item conveys the intended meaning well as well as explains its factor significantly.

The revised and translated version of the scale was back-translated into English again by a Korean-English bilingual and underwent a second content validity verification. Subsequently, the back-translated version was reviewed by one native English teacher and one Korean English teacher working at a foreign language high school in order to further confirm the linguistic, idiomatic, experiential, and conceptual homogeneity of the scale items (Beaton et al., 2000).

After the 4th and 5th content validity verification by the developer in which the back-translated scale items were reviewed and modified, the final version of back-translation was confirmed. Lastly, the final version of scale translated into Korean was completed through consultation among a professor and master's and doctoral students of the counseling psychology department. The finally confirmed items are in Table 3.

Table 3. Items of teacher well-being scale

sub factor	Item	Content
workload well-being	3	학생평가업무(지필, 수행, 과제점검, 수업태도 평가 등)
	4	주어진 시간 내에 수업 및 업무를 완수하기(정규 교육과정, 방과 후 활동)
	7	수업과 관련된 여러 업무(담당업무, 비품주문, 공문처리)
	13	수업 관련 업무를 위한 시간 외 근무
	14	교수 과업(teaching tasks)을 완수하기 위한 노력
	16	회의 및 여러 학교행사 참여를 위한 시간 외 근무
organizational well-being	2	학교관리자(교장, 교감)와의 관계
	9	학교관리자(교장, 교감)의 지지
	10	내 수업에 대한 인정
	11	학교 규칙 및 절차
	12	학교 구성원(학생, 동료교사, 관리자)간의 의사소통
	15	학교 차원 의사결정에의 참여
student interaction well-being	1	내 수업에 참여하는 학생과 나와의 관계
	5	학생의 행동
	6	학생의 동기
	8	교실 관리 및 수업운영

Construct Validity Verification

Item Analysis

Total of 350 middle and high school teachers from 11 domestic cities and counties participated in the study for validation of Korean version of teacher well-being scale, for which the 16 items of 3 factors with content validity were used. Among the collected data, 338 questionnaires were used excluding 12 whose response were insincere lest they affect the result of the study. They were analyzed into the mean, standard deviation, correlation between items and total scores, and reliability when removing items. The result of the item analysis are presented in Table 4. The mean of the 16 items ranged from 4.39 to 5.77 out of 7, and the standard deviation ranged from .837 to 1.459. For each item, the correlation between the each item and the total score was above .4 for all items. There were no items that had a significant impact on overall reliability when examining the reliability when removing each item one at a time. As a result, the scale was judged to be suitable for factor analysis, so it was conducted to verify the construct validity of the scale.

Table 4. Result of item analysis of teacher well-being scale

Subfactor	Item number	Mean	S.D.	Correlation	Reliability without item
workload well-being	3	4.45	1.331	.603	.923
	4	5.21	1.349	.462	.927
	7	4.59	1.416	.610	.923
	13	4.46	1.459	.647	.921
	14	5.33	1.234	.644	.921
	16	4.39	1.408	.671	.921
org anizational well-being	2	5.09	1.129	.587	.923
	9	4.80	1.309	.734	.919
	10	5.07	1.111	.741	.919
	11	4.77	1.240	.753	.918
	12	5.27	1.192	.608	.922
	15	5.33	1.126	.672	.921
student interaction well-being	1	5.77	.837	.597	.923
	5	5.22	1.262	.689	.920
	6	5.15	1.243	.665	.921
	8	5.47	1.138	.590	.923

Exploratory Factor Analysis

Factor analysis was conducted to verify the construct validity of teacher well-being scale. Before factor analysis, reliability was analyzed using Cronbach's α value. For exploratory factor analysis, SPSS 23.0 was used and maximum likelihood method using orthogonal rotation (Varimax) was performed. As a result of the analysis, the number of factors determined based on the eigenvalues and scree diagram was found to be the same three factors as the original scale by Collie (2014), and the factor loading value was more than .3 for all items. In the rotated factor matrix, three factors represent approximately 56% of the variance of the scale. The factor loading values of the three factors are all above .3 as presented in Table 5.

Table 5. Exploratory factor analysis results

Sub factor	Item number	Factor 1	Factor 2	Factor 3	Reliability of sub factor	Reliability
workload well-being	3	.295	.217	.499	.830	.926
	4	.238	.249	.342		
	7	.176	.225	.475		
	13	.231	.213	.736		
	14	.192	.164	.394		
	16	.269	.098	.878		
organizational well-being	2	.596	.200	.247	.868	
	9	.640	.310	.241		
	10	.626	.245	.265		
	11	.698	.211	.320		
	12	.465	.282	.342		
	15	.497	.258	.111		
student interaction well-being	1	.210	.484	.170	.859	
	5	.238	.871	.231		
	6	.254	.874	.177		
	8	.112	.457	.206		

Rotated sum of square loadings for each factor: Work – 12.28%, Organization – 17.79%, Student – 26.04%

The Cronbach's α was .926 for all 16 items, and the reliability of sub factors demonstrated a very good range from .830 to .868. In the exploratory factor analysis to verify construct validity, the factor loading value of the items, the reliability of all items, and reliability of sub-factors all were acceptable levels.

Criterion Validity Verification

To verify the criterion validity of K-TWBS, the correlation of the scale with 3 different scales that measure similar construct; the teacher subjective well-being scale, the mental health continuum-short form, and the Maslach burnout inventory.

Convergent Validity

In the literature on teachers, teacher well-being has been examined to be associated with teacher subjective well-being. Teacher subjective well-being scale was developed by Renshaw et al. (2015) and consists of 8 items. It consists of school bonding, teaching efficacy, and enjoyment of teaching. To verify convergent validity, the teacher subjective well-being scale was translated into Korean and then back-translated into English for this study. After verification of content validity, it was finally confirmed by the scale developer. The teacher subjective well-being scale was supposed to be used only to verify convergent validity with the Korean teacher well-being scale (K-TWBS), so it only went through the translation process without further validation.

The mental health is another construct associated with teacher well-being. Keyes and his co-workers developed MHC-SF to measure well-being integrating subject, psychological, and social well-being (Keyes et al., 2008). K-MHC-SF,

which consists of 14 items, was validated domestically for the general public (Lim et al., 2012). The construct measured by K-MHC-SF conceptually relates to the K-TWBS based on the theoretical basis, so that we determined to verify convergent validity between two scales.

Table 6 demonstrates the result of correlation analysis for convergent validity. The result presents that there has been a correlation and all factors were significant. In particular, among the factors that make up K-TWBS, workload well-being and organizational well-being all has shown a high correlation of .4 or higher, except for that with professor well-being of the subjective teacher well-being scale.

Table 6. Convergent validity for each factor of the scale

	1	2	3	4	5	6	7	8	9
1									
2	.705 **								
3	.621 **	.461 **							
4	.446 **	.408 **	.289 **						
5	.489 **	.474 **	.261 **	.696 **					
6	.444 **	.415 **	.314 **	.732 **	.814 **				
7	.470 **	.518 **	.262 **	.548 **	.554 **	.586 **			
8	.392 **	.387 **	.306 **	.492 **	.477 **	.628 **	.697 **		
9	.428 **	.461 **	.304 **	.574 **	.475 **	.529 **	.641 **	.601 **	

** : $p < .01$

1: workload well-being, 2: Organizational well-being, 3: Student interaction well-being, 4: Emotional well-being, 5: Social well-being, 6: Psychological well-being, 7: School bonding, 8: Teaching efficacy, 9: Enjoyment of teaching.

In the case of student interaction well-being, which is a factor of K-TWBS, the correlation with K-MHC-SF and the teacher subjective well-being scale was low (below .4). All though student interaction well-being factors relates to teachers' professional specialties, since both K-MHC-SF and the teacher subjective well-being scale either measures only general well-being, or there have few items measuring relationship with students. For this reason, the correlation between the scale of criterion and the student interaction well-being is considered to have been low.

In addition, K-TWBS has shown a significant positive correlation with teachers' subjective well-being at .570 and with K-MHC-SF at .530 as presented in Table 7. The result of analyzing the correlations between sub-factors and between all items of the scale has shown that all three scales are measuring affective characteristics related to teachers' well-being.

Table 7. Convergent validity between scales

	Teacher well-being	Teacher subjective well-being	Mental well-being
Teacher Well-being			
Teacher Subjective Well-being	.570 **		
Mental Health Continuum-Short Form	.530 **	.675 **	

** : $p < .01$

Discriminant Validity

According to a previous study, teacher well-being is negatively correlated with teacher burnout (Vazi et al., 2011). Maslach Burnout Inventory (MBI) was originally developed for general public (Maslach et al., 1996) but revised and validated for Korean teachers (Kang, 1996; Kim, 1991). 4 items from original inventory were removed through factor

analysis on the validation (Kim, 2011). Accordingly, this study used an 18 items of MBI. A correlation analysis was conducted to verify discriminant validity, and the result is shown in Table 8 and Table 9.

Table 8. Discriminant validity for each factor of the scale

	Workload well-being	Organizational well-being	Student interaction well-being	Emotional depletion	Dehumanization	Achievement decrease
Workload well-being						
Organizational well-being	.705 **					
Student interaction well-being	.621 **	.461 **				
Emotional depletion	-.459 **	-.382 **	-.113 *			
Dehumanization	-.375 **	-.385 **	-.313 **	.426 **		
Achievement decrease	-.417 **	-.434 **	-.396 **	.307 **	.557 **	

** : $p < .01$, * : $p < .05$

Table 9. Discriminant validity between scales

	Teacher well-being	Teacher burnout
Teacher well-being		
Teacher burnout	-.584 **	

** : $p < .01$

The student interaction well-being of K-TWBS has shown a significant correlation with the emotional exhaustion of MBI. Workload well-being and organizational well-being has been significantly correlated with most sub factors of MBI. In particular, workload well-being has shown a highly negative correlation of more than -.4 with emotional burnout and decreased sense of accomplishment, and organizational well-being with decreased sense of accomplishment. These results suggest that the stress from work at school, the structure or the members of the organization has a high impact on teachers' burnout.

In addition, all factors of K-TWBS has shown a correlation of less than -.4 with the dehumanization of MBI. Additionally, organizational well-being has shown a low correlation of less than -.4 with emotional burnout, and student interaction well-being with decreased sense of achievement. On the other hand, student interaction well-being and emotional burnout has shown very low correlation of -.113. Examining the discriminant validity between the two scales, K-TWBS and MBI has shown a significantly negative correlation at -.584.

As a result of considering both the correlation between the sub-factors of the two scales and the correlation between the scales, K-TWBS shows high discriminant validity.

Conclusion and Discussion

In this study, the teacher well-being scale developed by Collie (2014) was translated into Korean and the Korean version of the teacher well-being scale (K-TWBS) was validated for domestic middle and high school teachers. The results of this study are summarized and discussed as follows.

First, to validate K-TWBS, we went through an item adaptation process. During the adaptation process, the contents of the original items were compared with the back-translated items, verified by several experts, and finalized after a review by the original author.

Second, the item characteristics and reliability were confirmed. As a result of the analysis, the mean, correlation, and reliability for each item all showed appropriate levels. The reliability of K-TWBS, confirmed through Cronbach's α value, was found to be high for both the overall scale and subscales. The overall reliability was .926, and the subscale reliability of workload well-being was .830, organizational well-being was .868, and student interaction well-being was .859. The subscale reliabilities of this study were similar to those of previous research (Collie, 2014): .850 for workload well-being, .890 for organizational well-being, and .820 for student interaction well-being. Therefore, the TWBS scale used in this study can be considered suitable for use as a scale to measure the well-being of Korean teachers.

Third, exploratory factor analysis was conducted to examine the factor structure of the teacher well-being scale. As a result of performing the maximum likelihood method using Varimax, three factors were found to be most appropriate, similar to previous research (Collie et al., 2015), and these three factors explained 56% of the total variance. Therefore, all three factors are judged to explain sufficiently the well-being of domestic teachers.

Fourth, evidence of the convergent and discriminant validity of K-TWBS was collected by examining the degree of correlation between teachers' subjective well-being, mental well-being, and teacher burnout. K-TWBS showed a statistically significant positive correlation with both the sub-factors of teacher subjective well-being and the sub-factors of mental well-being at the significance level of .01. Additionally, it showed a statistically significant negative correlation with the sub-factors of teacher burnout at the significance level of .05. Through this, K-TWBS appears to validly measure domain-specific well-being considering teachers' professional specialties as well as subjective and psychological well-being at an integrated level. Additionally, the finding of a negative correlation with teacher burnout shows evidence to support the above content. Therefore, K-TWBS validated in this study can be helpful to identify the cause of teachers' difficulties and make the appropriate prevention strategies.

The implications of this study is as follows. First, K-TWBS allows measuring teacher well-being in an integrated approach. Most of the well-being studies conducted on teachers in Korea were based on narrow sense of subjective well-being or psychological well-being. However, the recent research stream on well-being emphasizes more integrated one including all of subjective, psychological, and social well-being (Keyes, 2005). Furthermore, flourish as a single concept of general well-being has emerged recently and many researches on it are being actively conducted (Seligman, 2011). The K-TWBS validated in this study measures the integrated well-being felt by teachers in the teaching profession and will enable a more multifaceted approach to teacher well-being.

Second, K-TWBS measures domain-specific teacher well-being for teachers in Korea. The concept of well-being has continued to develop, and research on domain-specific or context-specific well-being, which is distinct from general well-being, is being actively conducted in foreign countries (Collie, 2014; Danna & Griffin, 1999). However, to date, most studies on teacher well-being in Korea have been conducted using scales to measure general well-being (Cho, 2011; Hwang & Jang, 2012; Kim et al., 2014; Lee, 2010; Lee, 2013; Yang, 2003). And the well-being measurement tool created for middle and high school teachers based on a sufficient theoretical foundation for occupational well-being has not been developed or validated in Korea so far. Since K-TWBS measures teachers' well-being in the context of the teaching profession, it will help to more accurately understand what characteristics of the teaching profession affect teachers' well-being and identify the positive resources teachers need to adapt to the teaching profession.

Third, K-TWBS is expected to demonstrate the strengths of positive psychological evaluation. Existing stress and burnout measures are limited to identifying human weaknesses. Since the traditional counseling approach also started from evaluating negative functioning, it only focuses on reducing the causes or problem symptoms of dysfunction. However, in humans and the environment where strengths and weaknesses coexist (Wright & Fletcher, 1982), a biased approach can ultimately distort the reality. So it is necessary to evaluate these two perspectives in a comprehensive way to have a balanced counseling perspective (Lopez & Snyder, 2008). Therefore, K-TWBS could not only help to predict and confirm teachers' psychological dysfunction, and to establish appropriate treatment plans, but also play a role in preventing psychological dysfunction by contributing to promoting strengths and resources.

Lastly, K-TWBS could turn the page of teacher well-being research in Korea. Compared to other countries, research on teacher well-being in Korea is still in its infancy stage, and a well-being scale has recently been developed for preschool teachers (Jeon et al., 2015), but the well-being scale for middle and high school teachers is nonexistent because it hasn't been developed or validated. Therefore, K-TWBS can be an appropriate tool when studying variables of teacher well-being of domestic middle and high school teachers. In addition, it can offer a necessary theoretical basis for developing a scale suitable for domestic situations. In particular, it is meaningful in that this study can provide ideas in identifying the factor structure of teacher well-being and the suitability of factors. In this way, the results of this study will be used as base for subsequent research on teacher well-being of Korean teachers.

From these conclusions, suggestions for subsequent research are as follows.

First, although the scale was through several adaptation tasks and various verification procedures, additional verification procedures are required. Additional construct validity verification is needed with more data, such as confirmatory factor analysis based on a structural equation model. Furthermore, the validity of the scale should be verified targeting not only middle school teachers but also elementary school teachers. Identifying structural relationships with other variables will help to secure evidences of validity as well.

Second, K-TWBS does not include factors related to social recognition and evaluation of teachers or to relationships with parents. However, teachers' psychological crisis is fairly related to parents' infringement of teaching rights (Chung, 2014; Kim & Hwang, 2012). In addition, mass media's negative view of education, criticism from the society, and feelings of isolation from the community also affect teachers' sense of well-being (Lee, 2006; Lim, 1990; Yoon, 1999). Therefore, if additional research is conducted on the sub-factors of teacher well-being in this regard, it could help to develop a teacher well-being scale that is more valid for domestic situations.

Conflicts of Interest

The author(s) declared no conflicts of interest.

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Appendix

문 항	교직의 특성	매우 부정 적	대체 로 부정 적	약간 부정 적	보통	약간 긍정 적	대체 로 긍정 적	매우 긍정 적
1	내 수업에 참여하는 학생과 나와의 관계	①	②	③	④	⑤	⑥	⑦
2	학교관리자(교장, 교감)와의 관계	①	②	③	④	⑤	⑥	⑦
3	학생평가업무(지필, 수행, 과제점검, 수업태도 평가 등)	①	②	③	④	⑤	⑥	⑦
4	주어진 시간 내에 수업 및 업무를 완수하기(정규 교육과정, 방과 후 활동)	①	②	③	④	⑤	⑥	⑦
5	학생의 행동	①	②	③	④	⑤	⑥	⑦
6	학생의 동기	①	②	③	④	⑤	⑥	⑦
7	수업과 관련된 여러 업무(담당업무, 비품주문, 공문처리)	①	②	③	④	⑤	⑥	⑦
8	교실 관리 및 수업운영	①	②	③	④	⑤	⑥	⑦
9	학교관리자(교장, 교감)의 지지	①	②	③	④	⑤	⑥	⑦
10	내 수업에 대한 인정	①	②	③	④	⑤	⑥	⑦
11	학교 규칙 및 절차	①	②	③	④	⑤	⑥	⑦
12	학교 구성원(학생, 동료교사, 관리자)간의 의사소통	①	②	③	④	⑤	⑥	⑦
13	수업 관련 업무를 위한 시간 외 근무	①	②	③	④	⑤	⑥	⑦
14	교수 과업(teaching tasks)을 완수하기 위한 노력	①	②	③	④	⑤	⑥	⑦
15	학교 차원 의사결정에의 참여	①	②	③	④	⑤	⑥	⑦
16	회의 및 여러 학교행사 참여를 위한 시간 외 근무	①	②	③	④	⑤	⑥	⑦