

Development and Preliminary Validation of the Student Well-Being at School Questionnaire (SWBSQ)

Opracowanie i wstępna walidacja Kwestionariusza Dobrostanu Szkolnego Ucznia (KDSU)

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Abstract: School well-being is an essential indicator of students' emotional and social functioning, and there remains a need to further develop instruments that capture its multidimensional nature and encompass the most relevant domains within the school context. The aim of this study was to develop and evaluate the psychometric properties of the Student Well-Being at School Questionnaire (SWBSQ). Based on theoretical and empirical analyses, four dimensions of school well-being were identified: Student–Teacher Relationships, Peer Relationships at School, School Success, and General Attitude Toward School. A total of 571 Polish secondary school students aged 14–20 participated in the study. Exploratory factor analysis confirmed the four-dimensional structure of the SWBSQ. All subscales demonstrated satisfactory internal consistency and acceptable mean inter-item correlations. Convergent and discriminant validity analyses confirmed the relationships of the SWBSQ with quality of school life, joy of learning, extraversion, empathy, and school achievement. The results suggest that the SWBSQ is a reliable and valid tool for assessing students' subjective well-being at school and can be applied in both research and educational and psychological practice.

Keywords: school well-being, psychometric validation, questionnaire development, exploratory factor analysis, adolescent well-being, secondary school students

Abstrakt: Dobrostan szkolny stanowi istotny wskaźnik emocjonalnego i społecznego funkcjonowania uczniów, a nadal istnieje potrzeba dalszego rozwijania narzędzi umożliwiających zbadanie jego wielowymiarowego charakteru oraz najważniejszych obszarów funkcjonowania uczniów w kontekście szkolnym. Celem niniejszego badania było opracowanie oraz ocena właściwości psychometrycznych Kwestionariusza Dobrostanu Szkolnego Ucznia (Student Well-Being at School Questionnaire – SWBSQ). Na podstawie analiz teoretycznych i empirycznych wyodrębniono cztery wymiary dobrostanu szkolnego: relacje uczeń–nauczyciel, relacje rówieśnicze w szkole, sukces szkolny oraz ogólny stosunek do szkoły. W badaniu uczestniczyło 571 polskich uczniów szkół średnich w wieku od 14 do 20 lat. Eksploracyjna analiza czynnikowa potwierdziła czterowymiarową strukturę SWBSQ. Wszystkie podskale wykazały zadowalającą spójność wewnętrzną oraz akceptowalne średnie korelacje między pozycjami. Analizy trafności zbieżnej i różnicowej potwierdziły związki SWBSQ z jakością życia szkolnego, radością ucznia się, ekstremsją, empatią oraz osiągnięciami szkolnymi. Uzyskane wyniki sugerują, że SWBSQ jest rzetelnym i trafnym narzędziem do oceny subiektywnego dobrostanu uczniów w szkole i może być wykorzystywany zarówno w badaniach naukowych, jak i w praktyce edukacyjnej oraz psychologicznej.

Słowa kluczowe: dobrostan szkolny, walidacja psychometryczna, opracowanie kwestionariusza, eksploracyjna analiza czynnikowa, dobrostan młodzieży, uczniowie szkół średnich



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INTRODUCTION

Well-being occupies an important place in psychology and public health, and research on this topic is both international and interdisciplinary in nature (Aulia 2018; Karaś 2019). The World

Health Organization (1948) defined health as “a state of complete physical, mental, and social well-being and not merely the absence of disease,” emphasizing the broad and multidimensional nature of this phenomenon. In psychology, well-being is conceptualized within two main traditions: the hedonic approach, which focuses on pleasure, life satisfaction, and positive emotions, and the eudaimonic approach, which emphasizes personal growth, meaning, autonomy, and optimal functioning (Ryff 1989; Diener 1984). More recent integrative frameworks, such as Seligman’s PERMA model (2011), highlight five key components of well-being: positive emotions, engagement, relationships, meaning, and accomplishment.

Well-being can also be examined in relation to specific life domains, such as material, occupational, or social well-being (Sirgy 2021). One of the key domains during childhood and adolescence is school well-being, as school constitutes a primary developmental environment in which students spend a significant part of their day (Nikel 2024; Tobia et al. 2019). It is within the school context that students experience success and support as well as challenges and stress, all of which shape their well-being, motivation, and psychosocial functioning. Therefore, school well-being encompasses not only the absence of educational difficulties but also the presence of positive experiences, engagement, and relationships that foster development (Nikel 2024).

1. STUDENT WELL-BEING AT SCHOOL

Student well-being at school is an important focus of psychological and educational research, as it significantly predicts students’ quality of life as well as their physical and mental health (Hascher 2012; Kiuru et al. 2020). It reflects cumulative school experiences, although their impact depends on individual perception rather than on a simple sum of events (Hascher 2012).

Contemporary approaches emphasize that schools should not only develop academic competencies but also support motivation, social relationships, and students’ sense of agency (Kizeweter 2016). Within the hedonic perspective, school well-being is defined as satisfaction with school and the balance between positive and negative emotions related to the school context (Tian 2008; Kiuru et al. 2020), including experiences related to relationships, learning, and classroom climate.

In contrast, eudaimonic approaches highlight its multidimensional structure (Clement 2010; Hascher 2012). Existing models converge on identifying key components such as positive attitudes toward school, social relationships, engagement, achievement, and the absence of negative experiences (Hascher 2012; Engels et al. 2004; Konu et al. 2002; Renshaw et al. 2015; Hossain et al. 2023). Integrative frameworks, such as PERMA (Seligman 2011) and EPOCH/EPOCH-S (Kern et al. 2016; Buerger et al. 2023), further combine hedonic and eudaimonic perspectives, emphasizing engagement, relationships, optimism, perseverance, and happiness.

2. ASSESSING STUDENTS' WELL-BEING AT SCHOOL

The most common method for assessing school well-being is the use of questionnaires, although most instruments primarily adopt a hedonic approach focused on school satisfaction and emotional experiences (Currie et al. 2012). Examples include the HBSC scales measuring school satisfaction and stress, the Development and Well-Being Assessment based on parent reports (Gutman and Vorhaus 2012), and the Subjective Well-Being in School Scale (Tian 2008), which assesses satisfaction and affect across three subscales.

Other instruments adopt eudaimonic or integrative perspectives. These include the School Well-Being Profile (Konu et al. 2015), which assesses school conditions, relationships, self-fulfillment, and health, and integrative tools such as the EPOCH-S (Buerger et al. 2023), which is based on engagement, relationships, optimism, perseverance, and happiness. Additional measures, such as the Questionnaire on School Well-Being (Tobia and Marzocchi 2015), incorporate multiple informant perspectives, while the Student Subjective Well-Being Questionnaire (Renshaw et al. 2015) assesses connectedness, joy of learning, purpose, and academic efficacy.

In summary, the available tools enable the study of various aspects of school well-being—from simple measures of satisfaction and stress to multidimensional models integrating both hedonic and eudaimonic perspectives. However, several important limitations remain. Most existing methods focus primarily on satisfaction and emotional experiences (Currie et al. 2012; Gutman and Vorhaus 2012; Tian 2008). Relatively fewer instruments explicitly address the social dimension of school well-being (Renshaw et al. 2015; Tian 2008), and those that do

often assess school relationships more generally, without clearly distinguishing between relationships with peers and relationships with teachers (Buerger et al. 2023; Konu et al. 2015). Moreover, some instruments extend beyond the school setting to include out-of-school factors (Konu et al. 2015), making it difficult to clearly distinguish school-specific well-being from broader influences, such as physical health or family circumstances. These limitations suggest the value of further developing school-focused instruments that capture key domains of students' functioning within the school context. Such an instrument could provide education professionals and school practitioners with a comprehensive yet practical tool for assessing, within a single framework, the key areas of students' functioning that contribute to their well-being at school.

3. STUDY AIM

The aim of this study was to develop and conduct a preliminary validation of a new instrument for measuring students' well-being at school—the Student Well-Being at School Questionnaire (SWBSQ). The questionnaire was designed not only to assess students' overall school well-being but also to capture its specific dimensions, thereby enabling the identification of areas requiring additional support.

The preliminary validation process was conducted in four stages. First, a literature review was used to identify key factors influencing student well-being in the educational context. Second, test items were developed based on these factors. Third, the factor structure of the SWBSQ was examined using exploratory factor analysis (EFA), and the reliability of the total score and subscales was assessed. Finally, convergent and discriminant validity were examined in relation to existing measures of student well-being, school functioning, and personality functioning, while criterion validity was examined in relation to academic outcomes.

4. METHOD

4.1. Participants and Procedure

The study included 571 secondary school students from nine public educational institutions in Poland. Participants ranged in age from 14 to 20 years ($M = 17.10$, $SD = 1.26$). The sample consisted of 177 girls (31%), 349 boys (61.1%), and 45 students who identified as “other” (7.9%). Participants were recruited from the participating schools using a convenience sampling procedure. The sample size was sufficient to detect correlations of $r > .13$ between variables, at a significance level of $\alpha = .05$ and statistical power of $1 - \beta = .80$.

The study was conducted online using Google Forms, and participants did not receive any compensation for their participation. Prior to data collection, informed consent was obtained from parents or legal guardians, as well as from school authorities. Students were informed about the purpose of the study, its voluntary nature, and the assurance of full anonymity. The study protocol was approved by the Institutional Review Board of the Psychological and Educational Support Center No. 1 in Wrocław. Additionally, the data were drawn from two research projects previously registered on the AsPredicted platform.

4.2. Questionnaire Development

4.2.1. Dimensions of Student Well-Being at School

The Student Well-Being at School Questionnaire (SWBSQ) was developed based on numerous studies examining students’ functioning within the school environment, which identified key factors underlying their development, adaptation, and sense of well-being. Reviews of the literature on student and school well-being emphasize that positive functioning at school is a multidimensional construct encompassing emotional, cognitive, and social components (e.g., Hascher 2008; Nikel 2024; Papuda-Dolińska et al. 2025; Tian et al. 2015). Drawing on these findings, as well as analyses of research on factors determining the well-being of shy students (Nikel 2023), four key dimensions of school well-being were identified:

Student–Teacher Relationships – This dimension encompasses students’ perceptions of teacher support, understanding, and acceptance, as well as teachers’ emotional availability and

perceived fairness. Relationships with teachers are a key predictor of students' academic engagement and satisfaction with school (e.g., Kizeweter 2016; Nikel 2023; Papuda-Dolińska et al. 2025; Randolph et al. 2010).

Peer Relationships at School – This dimension refers to the quality of social interactions within the classroom, including a sense of belonging, acceptance, and support from peers. Positive peer relationships are a key protective factor in students' emotional and social development (e.g., Hossain et al. 2023; Kizeweter 2016; Papuda-Dolińska et al. 2025; Randolph et al. 2010).

School Success – This dimension is understood more broadly than traditional school achievement. It encompasses not only objective learning outcomes (e.g., grades) but also subjective aspects of student functioning, such as a sense of academic efficacy, enjoyment of learning, and feelings of personal growth and knowledge acquisition (e.g., Hossain et al. 2023; Costa et al. 2024). In this way, school success is conceptualized not only as a cognitive component but also as an emotional and motivational aspect of well-being (e.g., Hossain et al. 2023; Nikel et al. 2024; Renshaw et al. 2015).

General Attitude Toward School – This dimension encompasses students' emotional attitudes toward school as an institution, their level of satisfaction with participation in school life, and their perception of school as a place that fosters growth and provides a sense of safety. It reflects a global evaluation of the school experience and serves as an overarching indicator of school well-being (e.g., Hossain et al. 2023; Papuda-Dolińska et al. 2025; Randolph et al. 2010; Renshaw et al. 2015).

The four identified dimensions recur across theoretical concepts and empirical studies on school well-being; however, existing tools vary in the extent to which they allow for their simultaneous measurement within a single questionnaire. Moreover, the conceptual framework adopted in the SWBSQ aligns with Tian et al.'s (2015) theoretical model of school well-being, which emphasizes its multifaceted nature, encompassing components such as achievement, school management, teacher–student relationships, peer relationships, teaching, and academic learning. This structure served as the basis for the next stage: generating test items representing each of the four dimensions of student well-being at school.

4.2.2. Questionnaire Items

The development of the Student Well-Being at School Questionnaire (SWBSQ) was based on four key factors essential to students' functioning at school. Drawing on previous research on school well-being, school climate, and students' subjective well-being (Lodi et al. 2019; Renshaw et al. 2015; Tian et al. 2015), 20 test items were created, with five items representing each of the four dimensions of school well-being. A short version of the questionnaire was designed to function as a screening tool and to be suitable for longitudinal studies, which require brief and easy-to-complete measures.

Each item was designed to be clear and unambiguous for students aged 9–18 and referred exclusively to school experiences. The language of the statements was adapted to reflect Polish educational realities and school practices. The content validity of the items for each factor was evaluated by two psychologists with extensive experience in educational psychology. Cohen's Kappa coefficient indicated the following levels of agreement between the expert judges: school success $\kappa = .60$, peer relationships $\kappa = 1.00$, student–teacher relationships $\kappa = 1.00$, and general attitude toward school $\kappa = 1.00$. The average kappa across all items was $\kappa = .90$. Sample items included: School Success – *I am satisfied with my school grades*; Student–Teacher Relationships – *There are teachers at my school I can talk to when I have problems*; Peer Relationships at School – *I like spending time with my school friends*; and General Attitude Toward School – *I like my school*. Students responded using a five-point Likert scale ranging from 1 (*never*) to 5 (*always*). This scoring allowed for the calculation of both an overall school well-being score (ranging from 20 to 100 points) and subscale scores (ranging from 5 to 25 points). The final list of test items is presented in Table 1.

4.3. Measures of Criterion and Concurrent Validity

4.3.1. School Achievement

School achievement was assessed using a question from the international HBSC (Health Behaviour in School-aged Children) study. This question was validated in an international project by researchers from Austria, Norway, and Canada (Felder-Puig et al. 2012), and its

validity has also been confirmed in research conducted in Poland (Mazur 2015). It is a widely recognized measure of students' subjective assessment of their own achievement, with reference to the perceived teacher evaluation. Students responded to the question: *What do you think your teacher thinks about your achievement at school compared to other students in your class?* by selecting one of four response categories: *below average*, *average*, *good*, or *very good*.

4.3.2. Students' Quality of Life at School

School well-being was assessed using the Polish version of the KIDSCREEN instrument (Mazur et al. 2008; Ravens-Sieberer et al. 2005), which measures health-related quality of life in children and adolescents. The study utilized the subscale assessing student functioning at school, which includes six items regarding school experiences during the past week. An example item is: *Did you have a good time at school?* Students responded on a five-point Likert scale, ranging from 1 (*never*) to 5 (*always*).

4.3.3. Joy of Learning

The Subjective School Well-Being Questionnaire – Polish version (SSWQ-PL; Zadworna et al. 2023) was employed. This instrument assesses students' subjective well-being within the school context and comprises four subscales: School Connectedness, Joy of Learning, Educational Purpose, and Academic Efficacy. In the present study, the Joy of Learning subscale was used as an indicator of concurrent validity.

4.3.4. Personality Functioning in Students

To further assess students' functioning, two subscales from the Big Five Personality Questionnaire for Children (Oleś 2010) were used: empathy and extraversion. The empathy scale reflects the tendency to understand and share others' emotions, as well as the willingness to respond in a supportive and kind manner. The extraversion scale refers to the tendency to establish social contacts, sociability, and a positive attitude in relationships with others. Example items include: *When someone succeeds, I'm happy for them* (empathy) and *I prefer*

being with others rather than being alone (extraversion). Students indicated the extent to which they agreed with each statement using a four-point scale: 1 – *definitely not true*, 2 – *somewhat not true*, 3 – *somewhat true*, and 4 – *definitely true*.

5. ANALYSIS

5.1. Exploratory Factor Analysis

Descriptive statistics for the study variables are presented in Table 2. Subsequently, an exploratory factor analysis (EFA) was conducted. The data met the assumptions required for factor analysis—the KMO measure of sampling adequacy was .93, indicating excellent data quality, and Bartlett's test of sphericity was statistically significant ($\chi^2 = 7483$, $p < .001$), confirming that the correlations among variables were sufficiently high to justify factor extraction. The results of the analysis showed that all items—except for one related to school success—had factor loadings exceeding .30, which was adopted as the minimum threshold for theoretical significance. As expected, the items grouped into four factors corresponding to the conceptually defined dimensions of school well-being (see Table 1). Together, the four factors explained 67.5% of the total variance: the first factor (relationships with teachers) accounted for 26.3% of the variance, the second (relationships with peers) for 18.2%, the third (school success) for 12.0%, and the fourth (general attitude toward school) for 11.0%. The resulting factor structure was both statistically and theoretically coherent—all factors included an adequate number of items (at least four with strong loadings) and were clearly interpretable within the conceptual framework of school well-being.

5.2. Internal Consistency

The internal consistency of the Student Well-Being at School Questionnaire (SWBSQ) was assessed using Cronbach's *alpha* (α), McDonald's *omega* (ω), and the mean inter-item correlation for the overall scale and its four subscales: relationships with teachers, relationships with peers, school success, and general attitude toward school. Both the total scale score and the individual subscale scores demonstrated satisfactory internal consistency (see Table 2).

5.3. Criterion-Related, Convergent and Discriminant Validity Measures

The convergent, discriminant, and criterion-related validity of the Student Well-Being at School Questionnaire (SWBSQ) was assessed. Pearson's r correlations were calculated between the SWBSQ total score (and its four subscales: Student–Teacher Relationships, Peer Relationships at School, School Success, and General Attitude Toward School) and other measures of students' school well-being and socio-emotional functioning (see Table 2). The results indicated that the SWBSQ demonstrated strong convergent validity with other instruments measuring subjective well-being in the school context. Specifically, the SWBSQ total score correlated strongly with the KIDSCREEN School Functioning subscale and the Joy of Learning subscale from the SSWQ-PL, confirming that the instrument captures a similar psychological construct—student well-being in the school environment.

At the subscale level, all four SWBSQ dimensions (relationships with teachers, relationships with peers, school success, and general attitude toward school) showed moderate to strong correlations with both KIDSCREEN and SSWQ scores, further supporting their consistency with existing indicators of school functioning. Discriminant validity was supported by low to moderate correlations between the SWBSQ and the Empathy and Extraversion scales from the Big Five Personality Questionnaire for Children. These findings suggest that, although modestly related to personality dimensions, the SWBSQ measures a distinct construct that specifically reflects school-based experiences rather than general temperamental traits.

Regarding criterion-related validity, SWBSQ scores were positively correlated with school achievement, indicating that higher levels of school well-being are associated with better school functioning. The strongest association with school achievement was observed for the School Success subscale, further confirming the construct validity of this dimension.

6. DISCUSSION

The aim of this study was to develop and conduct a preliminary validation of the Student Well-Being at School Questionnaire (SWBSQ)—a new instrument designed to measure students' school well-being, encompassing the emotional, social, and cognitive aspects of school functioning (e.g., Hascher 2008; Nikel 2024; Papuda-Dolińska et al. 2025; Tian et al. 2015).

The scale was constructed to capture key dimensions of students' well-being, including their relationships with teachers and peers, their sense of school success, and their general attitude toward school. The study involved conducting a factorial analysis of the questionnaire and assessing its reliability, as well as its convergent, discriminant, and criterion-related validity in relation to existing measures of well-being and personality functioning. Additionally, it examined which variables uniquely contribute to explaining overall school well-being and its individual components, while controlling for sociodemographic variables such as age and gender. The findings are discussed in the context of the SWBSQ's psychometric properties.

Exploratory factor analysis revealed a four-factor structure of the Student Well-Being at School Questionnaire (SWBSQ), encompassing the following dimensions: Student–Teacher Relationships, Peer Relationships at School, School Success, and General Attitude Toward School. The resulting structure proved theoretically coherent and consistent with the conceptual assumptions regarding the multidimensional nature of school well-being (e.g., Hascher 2008; Nikel 2024; Papuda-Dolińska et al. 2025; Tian et al. 2015). Items loading on the first factor reflect positive and supportive relationships with teachers, characterized by trust, acceptance, and a sense of understanding (Kizeweter 2016; Nikel 2023; Papuda-Dolińska et al. 2025; Randolph et al. 2010). The second factor captures peer relationships, emphasizing social acceptance, cooperation, and a sense of belonging within the classroom group (Hossain et al. 2023; Kizeweter 2016; Papuda-Dolińska et al. 2025; Randolph et al. 2010). The third factor, School Success, pertains to students' perceived competence, achievement, and satisfaction with their own academic performance (Hossain et al. 2023; Costa et al. 2024). The final factor, General Attitude Toward School, describes students' emotional and motivational attitudes toward learning, as well as their overall satisfaction with being part of the school community (Hossain et al. 2023; Papuda-Dolińska et al. 2025; Randolph et al. 2010; Renshaw et al. 2015). The analysis confirmed that all questionnaire items effectively differentiated the assessed areas and formed a coherent measurement structure.

Reliability analysis of the Student Well-Being at School Questionnaire (SWBSQ) demonstrated high internal consistency for both the overall score and the individual subscales (Field 2009). All dimensions exhibited homogeneous response patterns, indicating that the items within each subscale coherently measure the intended theoretical constructs related to

school well-being. Moreover, the analysis of mean inter-item correlations confirmed an appropriate level of internal consistency while preserving sufficient content diversity across items (Ponterotto and Ruckdeschel 2007). These findings suggest that both the overall SWBSQ score and its four subscales provide reliable measures of different dimensions of students' school well-being, providing stable and replicable results.

Analyses of convergent, discriminant, and criterion-related validity for the SWBSQ confirmed that the instrument consistently and theoretically reflects constructs related to school well-being. Both the overall score and the individual subscales demonstrated significant positive relationships with established measures of school and psychological functioning, including overall quality of school life, enjoyment of learning, and school performance. This suggests that students reporting higher levels of school well-being also perceive their school experiences more positively, experience greater satisfaction with learning, and are observed to function better in the school environment (Hossain et al. 2023; Kizeweter 2016; Nikel 2024; Papuda-Dolińska et al. 2025). Additionally, discriminant validity analyses showed that although associations between the SWBSQ and personality traits such as empathy and extraversion were statistically significant, they were weak, and for some subscales non-significant. This pattern indicates that while personality may be modestly related to school experiences, school well-being represents a construct distinct from general personality functioning (Hossain et al. 2023; Costa et al. 2024). Overall, the weak or absent associations with non-school-related variables support the discriminant validity of the SWBSQ.

7. LIMITATIONS

The results of this study should be interpreted in light of several important limitations. First, the cross-sectional design prevents determination of the direction of causal relationships between variables such as quality of school life, enjoyment of learning, empathy, extraversion, school performance, and school well-being. Second, all data were collected through student self-reports, which may introduce potential biases, including subjective assessments, social desirability, and limited self-reflection. The absence of data from other informants (e.g., teachers or parents) and the lack of observational measures limit the ability to establish the validity of the instrument. Third, the study was conducted in a single cultural and geographic

context, which may restrict the generalizability of the findings to other student populations. Fourth, although the sample met the minimum requirements for factor analysis, it was not fully balanced with regard to demographic variables such as gender and age. This imbalance may have influenced the results, particularly those concerning the social and emotional well-being factors. Finally, despite satisfactory indicators of validity and reliability, further testing of the scale is necessary through replication studies, validation with different measurement tools, and longitudinal analyses. Future studies, including those aimed at establishing normative data, should also examine the stability of the factor structure using confirmatory factor analysis (CFA) and assess the test–retest reliability of the instrument.

SUMMARY AND CONCLUSION

This study aimed to develop and conduct a preliminary validation of a tool for measuring school well-being. Exploratory analyses confirmed the scale’s factor structure, and reliability tests demonstrated strong internal consistency for both the overall score and the subscales, indicating good internal consistency. Analyses of convergent, discriminant, and criterion-related validity showed that the scale appropriately reflects relationships with existing measures of school well-being and student personality functioning, while criterion-related validity was supported by associations with school achievement, confirming its utility for psychological and educational research.

The study results have both practical and theoretical significance. First, the scale can be used to assess and monitor school well-being in both research and educational practice. Its multidimensional structure allows for the identification of specific areas requiring support and the monitoring of changes resulting from educational interventions. Second, the findings can assist students, psychologists, educators, and school administrators in planning more targeted actions based on identified areas of difficulty—such as providing additional support for school success, strengthening relationships with peers and teachers, or improving students' overall attitudes toward school. Thus, the tool serves not only as a measure of well-being but also as a basis for developing strategies to enhance the student experience within the school environment. Further research—including longitudinal and cross-cultural studies—is needed to

confirm the tool's reliability and validity across diverse educational contexts and to inform effective strategies for supporting the well-being of children and youth in educational settings.

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Table 1. *Final List of Questionnaire Items and Their Factor Loadings Across the Four Dimensions of School Well-Being.*

Questionnaire Items	Factor			
	1	2	3	4
Factor 1: Student–Teacher Relationships				
Q15 There are teachers at my school I can talk to when I have problems	.91	.04	-.05	-.10
Q19 I trust my teachers	.86	.02	.03	.04
Q3 There are teachers at my school I can count on when things are difficult	.85	.04	.05	-.08
Q11 I feel that teachers at my school treat students fairly	.69	-.05	.07	.18
Q7 I like my teachers	.68	-.02	.15	.20
Factor 2: Peer Relationships at School				
Q14 I like spending time with my school friends	-.01	.85	.06	-.01
Q6 I like my school peers	-.10	.81	-.06	.31
Q2 I feel accepted by my school peers	-.22	.76	.14	.24
Q18 I have friends at school I can rely on	.25	.76	.06	-.31
Q10 I can count on my school friends when I have problems	.28	.75	.01	-.25
Factor 3: School Success				
Q1 I am satisfied with my school grades	-.03	-.04	.90	-.15
Q13 I can do my schoolwork on my own	-.10	.22	.67	.07
Q5 The things I learn at school are interesting to me	.32	-.04	.45	.23
Q9 I have recently learned something new at school	.24	-.001	.45	.28
Q17 I enjoy doing my schoolwork	.28	.21	.21	.22
Factor 4: General Attitude Toward School				
Q12 I like my school	.40	.10	.18	.52
Q16 There is a good atmosphere at my school	.48	.22	-.03	.49
Q8 I am satisfied with my school	.36	.09	.26	.48
Q20 My school has everything I need for learning	.44	-.08	.10	.46
Q4 I feel safe at my school	.36	.24	.06	.37

Note. Q = Questionnaire Items

Table 2. *Descriptive Statistics, Correlations and Reliability Indices for the Study Variables.*

	1	2	3	4	5	6	7	8	9	10
1. Overall Well-Being at School	1									
2. Student–Teacher Relationships	.86**	1								
3. Peer Relationships at School	.73**	.43**	1							
4. School Success	.84**	.64**	.50**	1						
5. General Attitude Toward School	.90**	.76**	.49**	.71**	1					
6. Quality of School Life	.73**	.61**	.42**	.66**	.71**	1				
7. Joy of Learning	.58**	.44**	.30**	.68**	.52**	.67**	1			
8. Extraversion	.28**	.14	.34**	.24*	.21*	.28**	.23**	1		
9. Empathy	.24**	.18*	.24*	.24**	.14	.15*	.21*	.26**	1	
10. School Achievement	.29**	.22**	.14**	.38**	.25**	.34**	.25**	.11	-.02	1
11. <i>M</i>	65.9	15.5	18.2	15.3	16.2	16.6	7.73	7.65	9.24	2.50
12. <i>SD</i>	15.9	5.18	4.97	4.01	5.08	5.42	3.16	2.42	1.84	.89
13. Range	20-100	5-25	5-25	5-25	5-25	6-30	4-16	3-12	3-12	1-4
14. <i>n</i>	571	571	571	571	571	183	183	183	183	571
15. <i>Skewness</i>	-.313	-.208	-.621	-.209	-.307	.101	.644	-.137	-1.09	.086
16. <i>Kurtosis</i>	-.204	-.750	-.262	-.102	-.556	-.284	-.213	-.522	2.17	-.73
17. Cronbach's α	.94	.91	.88	.76	.89	.88	.88	.76	.67	-
18. McDonald's ω	.94	.91	.88	.77	.89	.89	.89	.77	.70	-
19. <i>MIC</i>	.41	.66	.58	.38	.61	-	-	-	-	-

Note. * $p < .05$; ** $p < .001$. MIC = mean inter-item correlation

Supplemental Material 1

Kwestionariusz Dobrostanu Szkolnego Ucznia

Co sądzisz obecnie o swojej sytuacji szkolnej?

1 Nigdy	2 Prawie nigdy	3 Czasami	4 Często	5 Zawsze
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1. Jestem zadowolony/a ze swoich ocen szkolnych	1	2	3	4	5
2. Czuję się akceptowany/a przez uczniów ze swojej klasy	1	2	3	4	5
3. W mojej szkole są nauczyciele, na których mogę liczyć w trudnych sytuacjach	1	2	3	4	5
4. W swojej szkole czuję się bezpiecznie	1	2	3	4	5
5. Rzeczy, których uczę się w szkole interesują mnie	1	2	3	4	5
6. Lubię uczniów ze swojej klasy	1	2	3	4	5
7. Lubię swoich nauczycieli szkolnych	1	2	3	4	5
8. Jestem zadowolony/a ze swojej szkoły	1	2	3	4	5
9. Ostatnio w szkole nauczyłem/am się czegoś nowego	1	2	3	4	5
10. Mogę polegać na swoich przyjaciółach szkolnych w trudnych sytuacjach	1	2	3	4	5
11. Mam poczucie, że nauczyciele w mojej szkole traktują uczniów sprawiedliwie	1	2	3	4	5
12. Lubię swoją szkołę	1	2	3	4	5
13. Potrafię rozwiązywać zadania klasowe	1	2	3	4	5
14. Lubię spędzać czas z kolegami i koleżankami szkolnymi	1	2	3	4	5
15. W mojej szkole są nauczyciele, z którymi mogę porozmawiać o swoich trudnościach	1	2	3	4	5
16. W mojej szkole panuje dobra atmosfera	1	2	3	4	5
17. Zadania i projekty klasowe sprawiają mi przyjemność	1	2	3	4	5
18. W swojej szkole mam przyjaciół, na których mogę polegać	1	2	3	4	5
19. Mam zaufanie do nauczycieli ze swojej szkoły	1	2	3	4	5
20. Moja szkoła ma wszystko, co jest potrzebne do nauki	1	2	3	4	5

Student Well-Being at School Questionnaire

What do you think about your current situation at school?

1 Never	2 Almost never	3 Sometimes	4 Often	5 Always
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1. I am satisfied with my school grades	1	2	3	4	5
2. I feel accepted by my school peers	1	2	3	4	5
3. There are teachers at my school I can count on when things are difficult	1	2	3	4	5
4. I feel safe at my school	1	2	3	4	5
5. The things I learn at school are interesting to me	1	2	3	4	5
6. I like my school peers	1	2	3	4	5
7. I like my teachers	1	2	3	4	5
8. I am satisfied with my school	1	2	3	4	5
9. I have recently learned something new at school	1	2	3	4	5
10. I can count on my school friends when I have problems	1	2	3	4	5
11. I feel that teachers at my school treat students fairly	1	2	3	4	5
12. I like my school	1	2	3	4	5
13. I can do my schoolwork on my own	1	2	3	4	5
14. I like spending time with my school friends	1	2	3	4	5
15. There are teachers at my school I can talk to when I have problems	1	2	3	4	5
16. There is a good atmosphere at my school	1	2	3	4	5
17. I enjoy doing my schoolwork	1	2	3	4	5
18. I have friends at school I can rely on	1	2	3	4	5
19. I trust my teachers	1	2	3	4	5
20. My school has everything I need for learning	1	2	3	4	5