
PSYCHOLOGICAL WELL-BEING IN CHILDREN: DEVELOPING A CHILDREN'S PSYCHOLOGICAL WELL-BEING INVENTORY

¹Mufied Fauziah, ²Aprilia Setyowati, ³Agung Budi Prabowo

¹Ahmad Dahlan University
mufied.fauziah@bk.uad.ac.id

²Ahmad Dahlan University
aprilia.setyowati@bk.uad.ac.id

³Ahmad Dahlan University
agungbudiprabowo@bk.uad.ac.id

Abstract

This study aims to generate a standardized and measurable inventory of children's psychological well-being for children in the age 9 to 12 years old. This inventory was developed based on the theory of Carol D. Ryff which stated that psychological well-being comprised 6 dimensions, autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. This study adapted Gregory's stages in developing inventory namely defining the Inventory, Determining the Scale, Constructing the items, Testing the Items, Revising the Inventory, Developing criteria. The validity and reliability test was conducted to eighty-one 4th and 5th grade students of an elementary school in Sleman, Yogyakarta. The result of this study was in the form of children's psychological well-being inventory using Guttman scale by 'yes' and 'no' answer option. The validity test was done by using product moment analysis by 5% level of significance. By the validity test, there were thirty-four valid items out of fifty items. The reliability test was done by using alpha Cronbach analysis. The obtained score was 0.779 which means that the inventory was reliable. The inventory possessed some criteria which divided into 5 criteria, very high (25.50- 34), high (19.84-25.5), medium (14.17-19.84), low (8.5-14.17) and very low (0 - 8.5). This study suggested the teacher to use this inventory as the basis to provide an accurate service in assisting the students to meet their psychological well-being.

Keywords: development, inventory, children's psychological well being

INTRODUCTION

Elementary school is the first formal education for children. Learning Environment within the elementary school is the basis for the next education, so it is important to create a safe and joyful environment for children. A joyful and safe environment allows students to develop their social, intellectual, physical, and emotional. For that reason, well-being becomes the center of attention for the committee of and all parties who involved in education. Well-being is the main theme of the implementation of education in millennial era. Hooper (2012) states that well-being assists children in facing demands from the family, school, and peer environment because it helps students to be a confidence and a brave risk-taker individual. If the students' well being is fulfilled, the implementation of optimal education will be reached. This proves that it is essential for the counselors to pay attention to the students' well-being.

Well-being is a term that is often used to show someone's quality of life. Of course, everyone possesses different standard of quality of life, consequently, assessing each individual's well-being will be different since it is subjective. Although

there is no guideline to be generalized regarding a *good life quality*, basically a healthy human is those who can optimize his/her potential to reach a *good life quality* according to his/her subjective views. Psychological well-being defined as a self-evaluation concerning someone's level of competences which is known from his/her own hierarchy of purpose (Lawton, 1996). That statement describes that the level of psychological well-being for each individual is determined by his/her own standard. Each person owns the satisfaction standard for his/her life, and it may differ from the other people.

Psychological well-being is more than a life satisfaction and the balance between positive and negative aspects, instead, it involves the perception of experience throughout facing the life challenges (Keyes, Shmotkin & Ryff, 2002). Ryff & Keyes (1995) defines psychological well-being as a stimulus to explore self-potency thoroughly. That stimulus can make an individual capitulates to the situation. It leads to someone low level of psychological well-being, or it may lead someone to improve his/her life condition so he/she will possess higher psychological well-being. O'Brien (2008) states that well-being is the goal of education because, from education,

students will gain the ability to participate in the society. Consequently, it is essential to have a balance among the purpose of competing, preparing students for the working world or the higher education, and educating the students for better life.

Based on the description above, the researchers are interested in developing an inventory of children's psychological well-being. The inventory of well-being can be utilized by the elementary school counselor and teacher in assessing the children's psychological well-being.

RESEARCH METHOD

In developing the inventory of children's psychological well being, this study adapted the development model of Gregory (2011) namely:

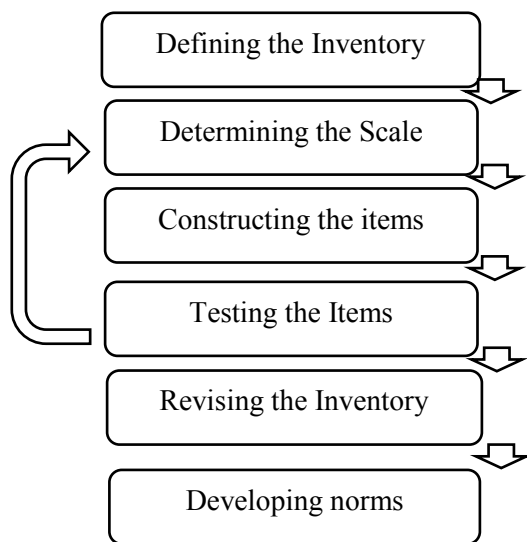


Figure 1. The Stage in developing the inventory of children's psychological well-being (adapted from Gregory,2011)

The sample of this study was the fourth and the fifth-grade students in MI Al- Islam Tempel. The sample of this study was eighty students by the age ranged from 9-12 years old (9 years old =20%, 10 years old =52.5%, 11 years old= 22.5%, and 12 years old= 5%).

The instrument validity in this study is done by the construct validity. This was done by the expert judgment to gain feedback regarding the congruity of the blueprint description based on the theory being used, feedbacks about the contents, language, and the relevance of the statements. The validity construct was done by using product moment analysis through SPSS 23 for windows. The instrument reliability was tested by using Cronbach Alpha analysis through SPSS 23 for windows. To determine the criteria for this inventory, this study used the standard score criterion that shows the range of an individual from the mean based on the standard deviation. Standard

score criteria are obtained by using percentile point through SPSS 23 for windows.

RESULT AND DISCUSSION

The inventory is developed based on the Ryff's statement cited and developed by Compton & Edward: 2003 who explain six aspects to define psychological well-being:

Table 1 Children' psychological well-being Indicators

Aspects	Indicator
<i>Autonomy</i>	Independence and determine the fate by themselves. Ability to resist social pressure. Ability to regulate behavior.
<i>Environmental Mastery</i>	Feelings of mastery and competence. Ability to select a conducive situation and environment to gain.
<i>Personal Growth</i>	Capacity to grow and develop the potential. Cultivate self' knowledge and effectiveness within self-transformation from time to time. Openness towards new experiences.
<i>Positive Relation</i>	Close, warm, and intimate in establishing a relationship with other people. Care of the others' well-being. Possess empathy and affection for others.
<i>Purpose in life</i>	Understanding of the purpose and the meaning of life. Understanding of the purpose and the direction in life.
<i>Self-Acceptance.</i>	Positive self-evaluation. Ability to admit some self-aspects. Ability to accept someone' negative and positive quality in a balanced view.

The scale used in this study was Guttman scale by two option of answers, 'YES' and 'NO'. Guttman scale owns a clear (firm) and consistent answer options towards a problem being questioned. Besides, few answer option eases the elementary school students to choose an answer corresponds to their conditions.

The blueprint of the inventory is developed based on six aspects and 16 indicators so it generates 50 statement items. The aspect of autonomy comprises number 1, 2, 3, 17, 18, 19, 33, 34, 35, and 49. The aspect of Environmental Mastery comprises number 4, 5, 20, 21, 36, 19, 33, 34, 35, and 37. The aspect of personal growth comprises number 6,7,8,22,23,24,38,39, and 40. The aspect of Positive Relation comprises number 10, 11, 25, 26, 27, 41, 42, 35 43. The aspect of Purpose in life comprises number 12, 13, 28, 29, 44, 19, 33, 34, 35, and 45. The aspect of Self-Acceptance comprises number 14, 15, 16, 30, 31, 32, 46, 47, 48 50.

The item is tested by using content validity and construct validity. Content validity was done by the expert of children guidance and counseling. Based on the feedback from the experts, there were 12 statements need to be revised to match the characteristic of language development of elementary school students. The construct validity was done by using product moment test. An item considered as 'valid' if the score is > 0.220 , the data were obtained as follow:

Table 2 Validity test

No. of Item	Pearson score	Description
Item 1	-0.021	invalid
Item 2	0.119	invalid
Item 3	0.341	Valid
Item 4	0.00	invalid
Item 5	0.260	Valid
Item 6	0.374	Valid
Item 7	0.065	invalid
Item 8	0.323	Valid
Item 9	0.272	Valid
Item 10	0.240	Valid
Item 11	0.284	Valid
Item 12	0.00	invalid
Item 13	0.316	Valid
Item 14	0.243	Valid
Item 15	0.449	Valid
Item 16	0.419	Valid
Item 17	0.251	Valid
Item 18	0.103	invalid
Item 19	0.377	Valid
Item 20	0.370	Valid
Item 21	0.480	Valid

Item 22	0.459	Valid
Item 23	0.203	invalid
Item 24	0.180	invalid
Item 25	0.141	invalid
Item 26	0.362	Valid
Item 27	0.468	Valid
Item 28	0.268	Valid
Item 29	0.413	Valid
Item 30	0.065	invalid
Item 31	0.312	Valid
Item 32	0.373	Valid
Item 33	0.296	Valid
Item 34	0.121	invalid
Item 35	0.325	Valid
Item 36	0.432	Valid
Item 37	-0.277	Valid
Item 38	0.539	Valid
Item 39	0.277	Valid
Item 40	0.238	Valid
Item 41	-0.085	invalid
Item 42	0.143	invalid
Item 43	0.309	Valid
Item 44	0.351	Valid
Item 45	0.202	invalid
Item 46	-0.065	invalid
Item 47	0.453	Valid
Item 48	0.167	invalid
Item 49	0.234	Valid
Item 50	0.510	Valid

Based on the validity test, there are sixteen items considered as invalid because the pearson score is less than 0.220. So the validity is conducted again by omitting sixteen invalid items which result in as follow:

Based on the result of the reliability test, the coefficient of Cronbach alpha reliability α was 0.779 which means that the inventory is reliable.

After the validity and the reliability is tested, the psychological well-being inventory is gained by the 34 items as follow:

Table 3 Children' psychological well-being -

Aspects	Items	
	Favorable	Unfavorable
Autonomy	1, 2, 29	3, 17, 18
Environmental Mastery	5, 19, 20, 30	4
Personal Growth	6, 8, 22, 31	7, 21
Positive relation	9, 10, 11, 32	23, 24

Purpose in life	13, 25, 26	12
Self-Acceptance.	14, 15, 28, 33, 34	16, 27

Criteria are determined by the total valid and reliable item by using mean and standard deviation as follow:

Table 4 The result of Categorization

Criteria	Score
Very High	25.50 - 34
High	19.84 - 25.50
Medium	14.17 – 19.84
Low	8.5 - 14.17
Very low	0 – 8.5.

Psychological well-being is a subjective term, each individual may possess a different definition of well-being. Someone may say his life is in well-being state, however, another person may say that the state of the first person has not been in well-being state. Ryff (1989) defines psychological well-being as a condition where an individual possess positive attitude towards himself and others, can make decisions and regulate behavior by himself, can create and regulate a compatible environment for his need, possess purpose in life and make their life to be more meaningful, and attempts to explore and develop himself.

Psychological well being is defined as a self-evaluation regarding someone competence' level, which is known from the hierarchy of that person' purpose (Law,1996: 328). That statement describes that the level of psychological well-being for each individual is determined by his/her own standard. Each person owns the satisfaction standard for his/her life, and it may differ from the other people.

Bradburn (1969) explains that psychological well-being is an individual' subjective feeling obtained from his/her daily experiences. That subjective feeling can be divided into two types, positive and negative feeling which is affected by other people opinion. Ryff & Keyes (1995) defines psychological well-being as an individual' stimulus to explore self-potency thoroughly. That stimulus may lead someone gives up to the condition so his psychological well-being is low, or it may encourage someone to make improvements in his life so his psychological well-being becomes high.

Children psychological well-being is determined by subjective assessment and their learning experiences. There is no certain criterion that a certain condition can be defined as the reason for children well-being because its nature is subjective. This inventory will assist in assessing children

psychological well-being by each child subjective criterion.

CONCLUSION AND SUGGESTION

This children psychological well-being is developed to generate a psychological well-being instrument that is suitable for the elementary students' language ability. Out of fifty items developed, thirty-four items are valid by the score of product moment >0.220 . The result of the reliability test obtained 0.779 a score of Cronbach alpha which means the inventory is reliable. It can be concluded that children' psychological well-being inventory is good to use. However, this inventory is developed and tested limited to the level of elementary school, there is a big possibility to develop this inventory by adjusting its statement items with the age character in the higher level of education. This inventory can be utilized by the school teacher or counselor to provide an accurate service in assisting the students meet their psychological well-being.

REFERENCES

- Bradburn, N. M. 1969. *The Structure of Psychological Well-Being*. Chicago: Aldine Publishing Company
- Gregory, R. J. 2011. *Psychological Testing. History, Principles, and Application*. 6th Edition. Pearson Education, Inc. USA.
- Hooper, Jeni. 2012. *What Children Need to Be Happy, Confident and Successful: Step by Step Positive Psychology to Help Children Flourish*. London: Jessica Kingsley Publisher
- Keyes, C.L.M., Shmotkin, C., Ryff, C.D. 2002. Optimizing Well-Being: *The empirical encounter of two traditions*. *Journal of Personality and Social Psychology*.
- Lawton, M. P. 1996. Quality of life and affect in later life. In C. Magai & S. McFadden (Eds.), *Handbook of emotion, adult development and aging* (pp. 327-348). Orlando, FL: Academic Press.
- O'Brien, Maeve. 2008. *Well-Being and Post-Primary Schooling: A Review of the Literature and Research*. Dublin: NCCA
- Ryff, Carol D. 1989. Happiness is Everything, or Is It? *Explorations on the Meaning of Psychological Well-Being*. "Journal of Personality and Social Psychology". Vol 57: 1069-1081.
- Ryff, Carol D. and Keyes, Corey Lee M. 1995. The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology*, Vol. 69, No.4, 719-727.