

Testing different measures of Well-being in Brazilian Children

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Introduction

- There is an international debate on measuring children's well-being considering that few researchers have investigated the construct of well-being on childhood.
- Different measures of well-being are found in literature, but few related to its use with children.
- Studies point to the importance of taking into account the views of children when researching for their own well-being (Bradshaw, Keung, Rees, & Goswami, 2011).



Objective

- This study aims to test different measures of well-being in a Brazilian children sample.



Method

■ Sample:

- 2,130 Brazilian students:
 - ✓ 45% boys and 55% girls
 - ✓ Public and private schools
 - ✓ 5 cities in the State of *Rio Grande do Sul*
- Age:
 - ✓ Between 9 and 13 years old ($M = 11.02$, $SD = 1.03$).



Instruments

Scale	Items	Measure
SLSS – Student Life Satisfaction Scale Huebner (1991)	7 items (5-point scale)	from <i>strongly disagree</i> to <i>very much agree</i>
BMSLSS – Brief Multidimensional Students' Life Satisfaction Scale Seligson, Huebner, & Valois (2003)	5 items (11-point scale)	from <i>completely dissatisfied</i> to <i>completely satisfied</i>
PWI-SC – Personal Wellbeing Index School Children Cummins & Lau (2005)	7 items (11-point scale)	from <i>completely dissatisfied</i> to <i>completely satisfied</i>

Procedure

- Participants were contacted through public and private schools belonging to the cities in the sample.
- The final survey participants were volunteer students who returned a term of free and clear consent signed by them and by their parents or guardians.
- The questionnaires were applied collectively in a classroom provided by each school.
- All ethical requirements for research with human beings were followed.



Results

■ Reliability Analysis: Cronbach Alpha

Scale	Items	Scale Alpha	Alpha if Item deleted
SLSS	1. My life is going well	.346	.206
	2. My life is just right		.204
	3. I would like to change many things in my life		.518
	4. I wish I had a different kind of life		.538
	5. I have a good life		.224
	6. I have what I want in life		.178
	7. My life is better than most kids		.183

■ Scale Alpha goes to **.805** without items 3 and 4

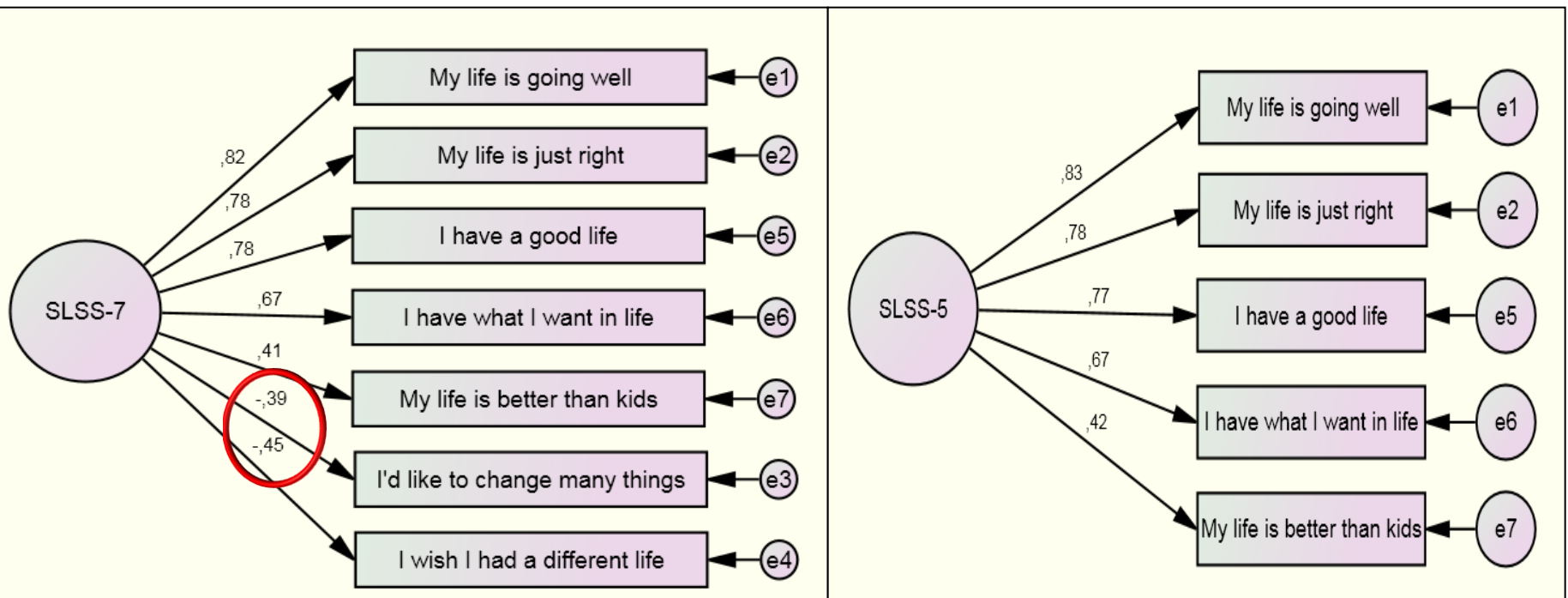
■ Reliability Analysis: Cronbach Alpha

Scale	Items	Scale Alpha	Alpha if Item deleted
BMSLSS <i>Satisfaction with...</i>	1. Your family life	.646	.598
	2. Your friends		.586
	3. Your school experience		.581
	4. Yourself		.582
	5. The area you live in general		.623

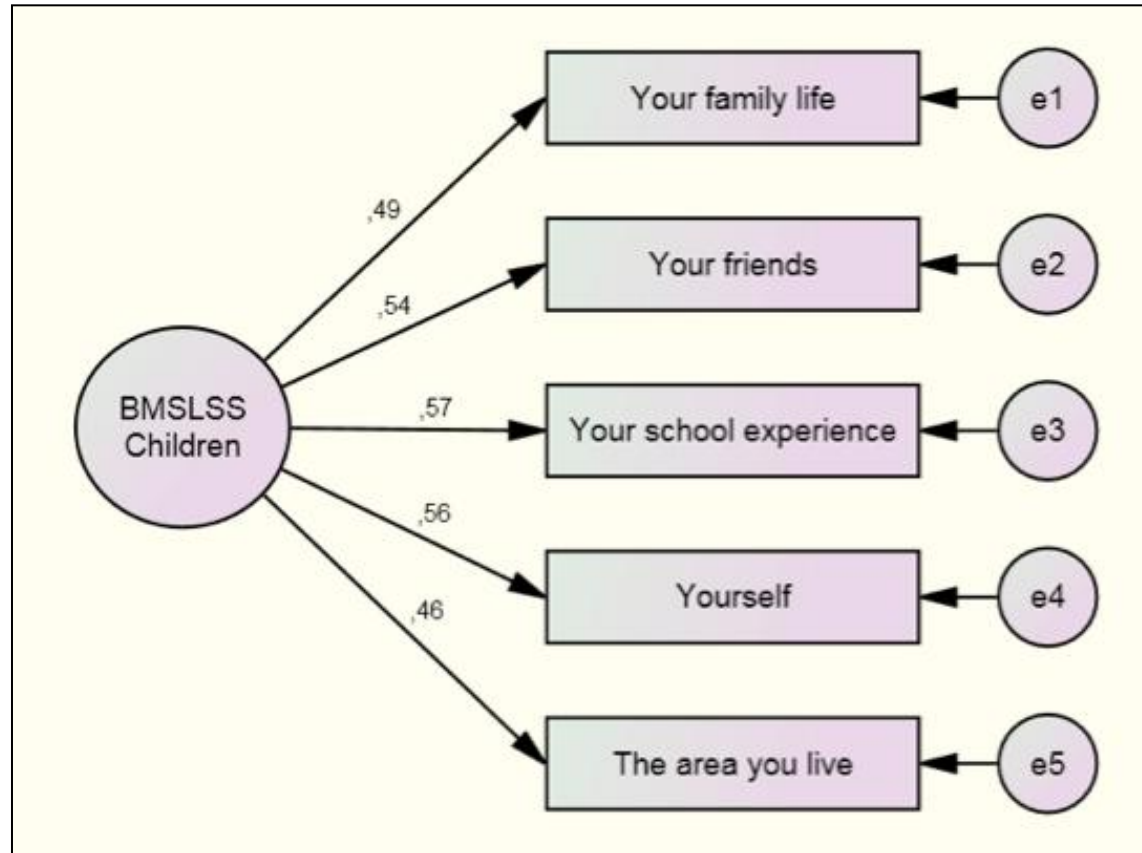
■ Reliability Analysis: Cronbach Alpha

Scale	Items	Scale Alpha	Alpha if Item deleted
PWI – SC <i>Satisfaction with...</i>	1. All the things you have	.703	.681
	2. Your health		.691
	3. The things you want to be good at		.648
	4. Your relationships with people in general		.678
	5. How safe you feel		.636
	6. Doing things away from your home		.679
	7. What may happen to you later in your life		.666

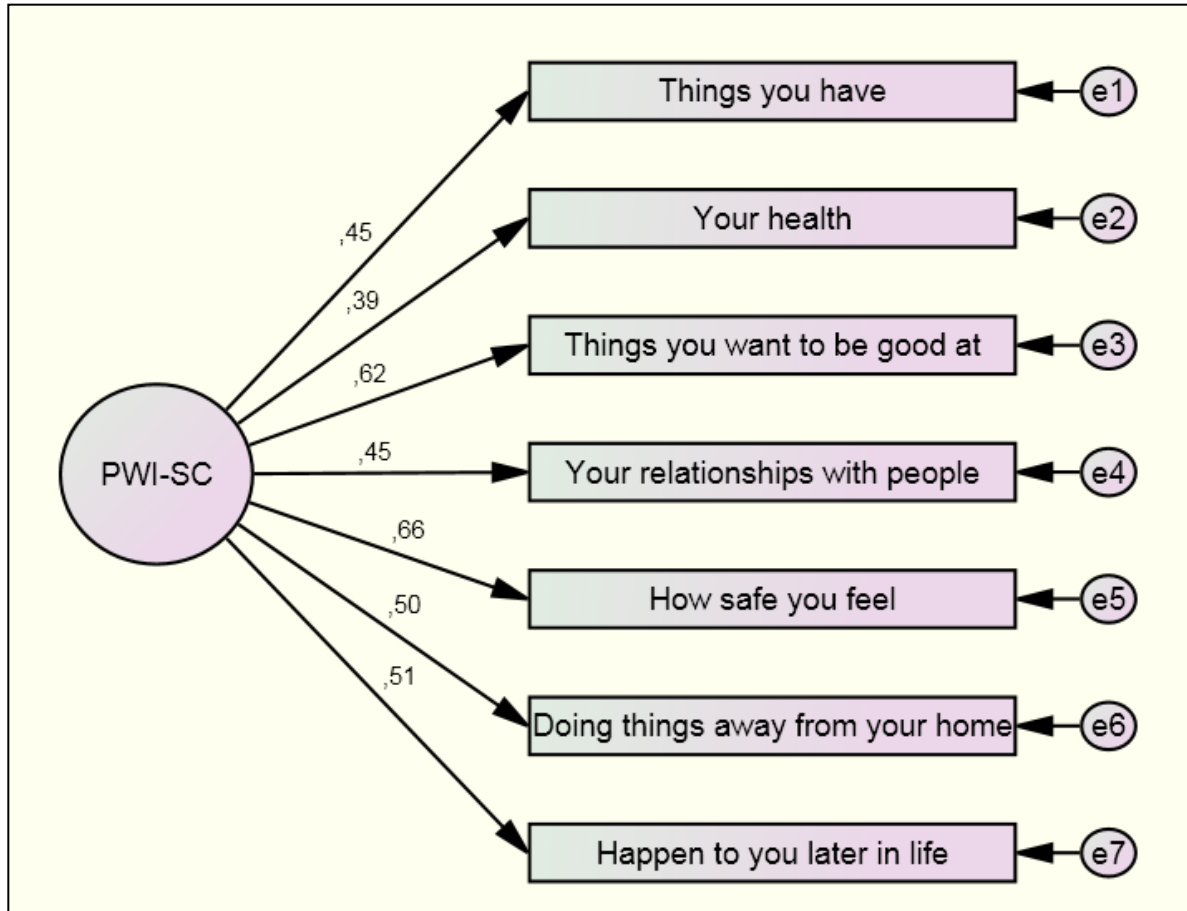
Confirmatory Factor Analysis (CFA)



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Confirmatory Factor Analysis(CFA)

	χ^2	<i>df</i>	<i>p</i>	<i>NFI</i>	<i>TLI</i>	<i>CFI</i>	<i>RMSEA (C.I.)</i>
SLSS (7 items)	537.15	14	.001	.893	.842	.895	.132 (.123 – .142)
SLSS (5 items)	140.30	5	.001	.964	.931	.966	.113 (.097 – .129)
BMSLSS	10.84	5	.055	.991	.990	.995	.023 (.001 – .043)
PWI-SC	36.37	14	.001	.982	.983	.989	.027 (.030 – .047)

Discussion

- Two items of the SLSS ('I would like to change many things in my life' and 'I wish I had a different kind of life') appear to have some understanding problem with the children in the Brazilian sample.
- Good fit index of the confirmatory models of the PWI and BMSLSS scales were found. The SLSS with 5 items also has good fit index.
- With these data in hand, researchers can advance in development studies for this age group taking into account the responses from the most affected part, the children themselves .



Contributions

- The proper fit of the scales' models are important for future research using these scales with Brazilian Children, taking into account the items that presented good performance in the sample.
- Despite the good adjust of the scales, it is important to consider that cultural differences can have an effect on these results and that more research can be undertaken in this respect, since these relations tend to be established differently in other cultures.

References

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THANK YOU!

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