



RESEARCH PAPER

Urdu Translation of Stirling Children Emotional and Psychological Well-Being Scale in Pakistan

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ABSTRACT

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The present study was conducted on translation and standardization of the Stirling children emotional and Psychological Well-being Scale in the Urdu language. It was earlier established by the Liddle and Carter (2015). Translation process acquired with back translation and qualitative item analysis were completed by the linguistic experts. Subsequently, it was applied on the 500 samples of the school children. A total of (n=250) boys and (n=250) girls were recruited in the study. The sample was collected through convenience sampling from the school in Hyderabad city of Pakistan in December 2018. The respondents' ages ranged from 10-18 years. (Mean =13.68, SD =1.29). Cronbach's alpha reliability of (SCWBS) was measured. The reliability coefficients of the (r=0.77) indicate its reliable status. This scale provides a useful tool for education professionals to assess well-being from a positive psychological perspective.

Introduction

The Mental health is a vital component of health and according to World Health Organization (2021). Schools can play a significant role in teaching social and emotional skills. Many parts of the world education system have adopted now advance intervention to endorsement to well-being needs of school children recommended by the World Health Organization in 2014. Whereas the notion of psychological well-being and resilience shares common psychological features involved in positive human functioning (Ambreen and Malik 2021). According to Stewart (2008) stated that Psychological well-being is the ability to maintain a sense of autonomy, self-acceptance, personal growth, purpose in life and self-esteem. The psychological well-being is fundamentally focused on two basically views, that of the hedonic and the eudemonic persuasions. Ryan and Deci (2001) described the two approaches. Hedonic wellbeing/Positive emotional state, (PES) it is primarily concerned with the immediate states of pleasure and happiness, and Eudemonic /positive emotional outlook,(PEO) which is involved with the actualization of human potentials Liddel & Carter(2015).

Research findings suggested schools play a dynamic part in enhancing the intellectual, physical, social, emotional, moral development and students psychological well-being quite simply to maximize the human potentials for a prosperous and full and meaningful life (Fredrickson, 2010; Visvanathan,2021). Moreover, investigation conducted by Akram and Rana (2013), indicates that schooling affects children attitude and behavior and can positively impact that for children to promote children well-being and social-cultural adaptation. Besides, schools facilitating universal promotion based interventions. Moreover, children with good emotional health possessed a positive lifestyle; are well adjusted at home and in the classroom.

In addition, student association with teachers and schools develop sense of warmth, emotional-responsiveness, problem-solving skills, pro-social behavior, the positive transition from one stage to another Weare(2015).In Pakistan, researcher and mental health practitioner are struggling hard to raise the educational standard. There is dire need to fill the gap either translating or adopting the already available tool. To address this need present paper aimed to adapt SCWBS into Urdu language and make reliable and validate it in our culture through psychometric testing.

Stirling Children Emotional and Psychological Well-Being (SCWBS)

The Stirling Children's Well-being Scale (SCWBS) was developed by Liddle and Carter at United Kingdom in 2015. It is based on positive psychological principle. It is a standardized, it is a comprehensive positive word scale of emotional and psychological well-being in children aged eight to 15 years. This scale consists of 15 items and comprises of two subscales that is a positive emotional state (PEO) and positive emotional outlook (PEO) each consists of 6 items. Moreover, this scale carries social appraisal sub-scale in follow to establish whether any participant's scores have a response set or mainly socially desirable answers. The social appraisal sub-scale composed of 3 items. All items on the scale are rated on a 5-point Likert-based scale. The reliability coefficients of original version were found ($\alpha = 0.79$).

Material and Methods

Prior to the commencement of the study, permission was taken from original authors.

Formulation of The Expert Board

An expert board comprising of four linguistic specialist and in addition, two PhD Professors of psychology having to experience in test construction and adaptation and researcher herself involved.

Step 1 Forward Translation

For the forward translation of the scale, the two bilingual experts were given the prior version to translate the scale into Urdu. After a while an expert panel was convened, and each item's translations were examined. A draught for the reverse translation was developed based on the ideas and opinions of specialists.

Step 2 Backward Translation

In the second step, the Urdu version of SCWBS was given to another group of resting of two bilingual experts and they translated it into English.

During the expert panel's meeting, all translations were placed and analysed. For the sake of precision, all translated items were critically scrutinised and their content compared to an original form of SCWBS. Furthermore, the revised Urdu scales were further validated by linguistic experts. This procedure includes the meaning and structure of the scale and its items making appropriate adaptation suitability for Pakistani cultural. Afterwards, The preliminary study received the final draught.

Step 3 Pilot Study

The sample included 60 male (n=30) and female (n=30) high school students. The sample was taken from two schools in the city of Hyderabad, Pakistan, using a convenience sampling technique. The participants ranged in age from 10-18 years old. (Mean =13.68) SD (1.29) and they were studying in grade-VI and VII. The final Urdu-translated versions were used to assess the item's complexity, appropriateness, and uniqueness of content. Finding from the pilot study, three of the items were identified as potentially incomprehensible through observation during data collection processes. The meanings of the items were reassessed and confusion of participants was related to the unfamiliarity of the words. English word included in items numbers (9, 11, and 14) and item no 8 is also to some extent not easy it is recommended explain it during administration processes. Hereafter the scrutinize was made and some recommendation was carried out and the firm drafts as arranged in order to check the standardization.

Step 4 Full Study

Procedure

After receiving permission from the Schools management in operating Hyderabad city to conduct this study. Participants were informed about the objective of the survey they ensure to be confident, as the information obtained will be kept highly confidential and participation is voluntary. Moreover, the information and data obtained will be used only for research purpose. Rapport were develop with students to reduce anxiety and guide them if they had any queries and carefully complete the questionnaire without skipping any of the statement Urdu version of SCWBS was administrated along with personal information form to gather demographic characteristic of participant like age, gender, class, mother tongue during class hours. It took only 10 minutes to complete. The researcher personally visited all the sampled schools to get authentic responses under close observation.

Sample

With regard to determining the processes standardizations of SCWBS the sample of 500 school students (boys = 250 girls = 250) were taken. The data was collected through convenience sampling technique from schools of Hyderabad in October 2018. Age of the responded ranged from 10 to 18(M = 13.49 years, SD = 1.33).

Results and Discussion

Table 1
Gender Descriptive

	Frequency	Percent
Female	250	50
Male	250	50
Total	500	100.0

Total Participants 500 out of which 250 boys and 250 are the girls.

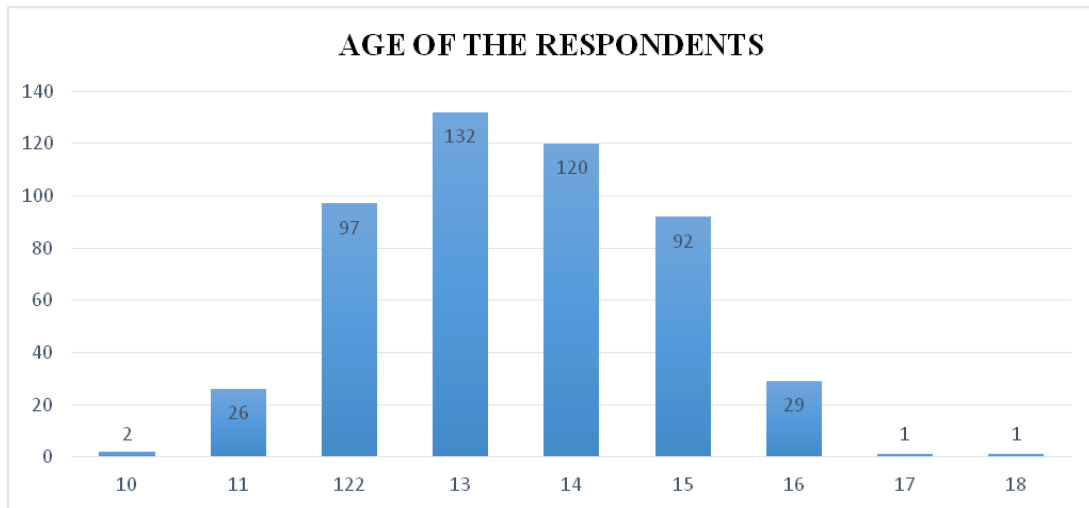


Figure 1 Age of the Participants

Representing the age distribution of the Participants. Most of the students are of 12, 13 and 14 and 15 years of age.

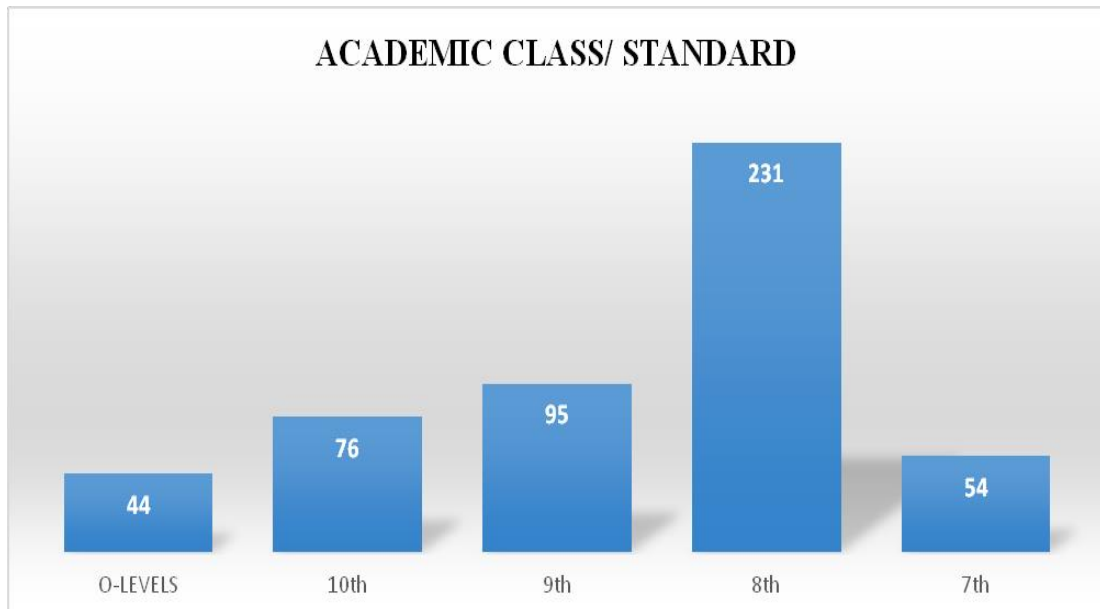


Figure 2: Academic class / standard

Representing that the majority of Participants are from the 8th and 9th class and 10 classes.

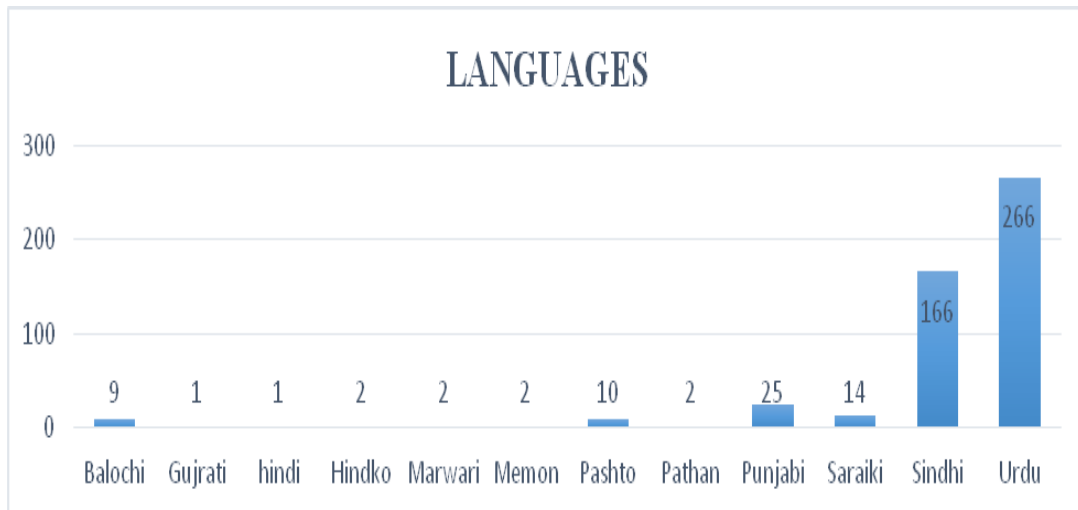


Figure 3 Mother Tounge: Mostly participants belong to Urdu language families and secondly participants from families with mother tongue Sindhi language. 432 children with these two languages total out of 500

Table 2
Class/grade of the students

Class	Frequency	Percent
O Levels	44	8.8
10 th	76	15.2
7 th	54	10.8
8 th	231	46.2
9 th	95	19
Total	500	100.0

Table 2 representing that the most of student are from 8th class which comprised of 46.2 % and 9th class have share 19 % and 10 class have 15.2 % of a total sample of 500.

Table 3
Students' Results

Result	Frequency	Percent
A	217	43.4
B	166	33.2
C	73	14.6
D	44	8.8
Total	500	100.0

Table 3 representing that 217 participants have A grade which are 43.4 % of total sample of 500 and 166 Participants with B Grade which are 33.2 % of the total sample of 500 and 73 participants with C grade which are 14.6 % of the total sample of 500 and 44 participants with C Grade which are 8.8 % of total sample of 500.

Table 4
Means and Standard Deviations for scores of Participants on the SCWBS and its subscales

Scales	N	Minimum	Maximum	Means	Std. Deviations
SCWBS Total	500	15	60	46.31	7.11
PES	500	8	30	23.56	4.18
PEO	500	6	30	22.74	3.92

Table 6 is presenting des Mean = (22.74) Std. Dev. = (3.92) N= (500) decriptive statistics i.e. means and standard deviation.

Reliability Analysis

Cronbach's alpha is a measure of internal consistency of items with in the measure. This is employed as the most important measure of test reliability. A maximum value indicates that all items in a scale sample the same content area.

Table 5
Reliability of Alpha Coefficient for Scores of Participants on the SCWBS and its Subscale Positive emotional state and Positive emotional outlook (N=500)

Scales	No. of Items	Cronbach Alpha
SCWBS	12	0.77
PES	6	0.74
PEO	6	0.71

As shown in Table 5Cronbach's alpha values of the SCWBS ($\alpha = 0.77$), was found which indicates the reliable status of scale.

Discussion

The aim of this paper was to assess Standardization and Urdu translation of Stirling Psychological well being Scale in Pakistan. The SCWBS is single dimension scale with two subscales such as positive emotional state (PES) and positive emotional outlook (PEO) are the main aspect to assess the psychological well-being of students within any school setting in Pakistan. Findings of present research support the literature of Steward,2008 Liddel &Carter,2015; Fredrickson,2010.The descriptive statistics of the study indicates that the mean score for all 500 participants was 46.31 and standard deviation of 7.11, this result consistent with the original version SCWBS mean 44.14 and SD 7.55.The lowest possible score is 15 and the highest possible score is 70. Furthermore, the overall measure indicated adequate internal consistency of score Cronbach's alpha of 0.77 which is consistent with original SCWBS finding 0.79 finding consistent with original SCWBS's Ian & Carter (2015), Indonesian veriosn of SCWBS and Benagli veriosn 2016.

Moreover,this investigation has made an important contribution in the area of psychological well- being as it has contributed adopted and translated indigenou reliable measure in Urdu, which can be useful for school professionals that can assess

the psychological well-being effectiveness for children aged from 8 to 16 years within positive psychological perspective as well promotion of mental health of school children in Pakistan.

Implications

This study fills the existing gap by providing the translated version and reliable scale of psychological well being. The measure is presented for use by educational psychologist concerned in endorsement and assessment of the emotional and psychological development and well-being of children and the accomplishment of program.

Conclusion

To conclude Stirling psychological wellbeing scale original version was translated into Urdu language, which is national language. Finding of current research suggested that SCWBS is a standardized measure and it can be used in any school setting.

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