

Standardization of Indian Scale of Adolescence Well-being

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Abstract

Well-being has been gaining a special attention and significance at the contemporary time both in scientific research as well as popular literature. Though there is no dearth of well-being scales, there are very few that provide holistic measure and fewer that meet the psychometric properties and rarely any that are designed for adolescents, and scarcely any that is standardized for Indian adolescents. Hence, the main objective of the project was to standardize the instrument of Indian Scale of Adolescence Well-being (ISAW) with specific aims to develop an instrument to measure the well-being, to develop a norm for well-being, and to measure the well-being of Indian adolescents. The project was divided into three phases. Phase I involved assembly of the initial item pool and evolving the basic scale. At the first step various indicators and core dimensions of well-being were identified from the literature. An initial set of items that measure each facet within every dimension of this broad range of well-being constructs was assembled. This resulted in 117 items distributed into 16 dimensions. This 117-item scale was named s Indian Scale of Adolescence Well-being (ISAW). The items were translated into Hindi, Telugu and Odia by a panel of language experts for confirmation. Back translation for the same was also done by another panel of experts. In addition to this, the scale on Subjective Well-being (Nagpal & Sell, 1985) was also translated into above languages as the scale was selected to establish the criterion validity. In Phase II, a pilot study was conducted on a sample of 793 adolescents of age group 15 to 20 years. The data were analysed using Rough set Theory with a specific algorithm. The analysis indicated that out of 117 items a total of 11 items were found to be strong enough to predict the well-being measured with 117 items. Out of the 16 identified dimensions, the above 11 items represented 7 dimensions. In Phase III, the main study was conducted to standardize the scale. The main study consisted of administration of 117 items Well-being Scale on a sample of 3698 adolescents from metropolitan city-Delhi and Cosmopolitan city-Hyderabad, and one developing city -Brahmapur, Odisha. The data of 427 individual participants were irregular and were deleted before the data analyses. The final sample consisted of 3271 participants. In addition to this, Subjective Well-being

Inventory was also administered on the same sample for the purpose of establishing validity. Further the scale with 11 items that evolved through Rough set Theory was administered on 10% of randomly selected sample. From the rough set theory a shorter version of 15 item ISAW with 12 dimensions was developed and the norm for the scale was developed. The validity of the test was also established. To date, well-being scale used in adolescent population has been general well-being scale. The items in general well-being scale may not necessarily be relevant for adolescent population. The strength of the instrument over the generic instruments is that they may be more responsive to the needs of adolescents and, as such, may have greater sensitivity. ISAW may be used by Psychologists, Educationists, Medical professionals for screening, diagnostic and intervention purposes. The scale is short and user friendly.