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INTERCULTURAL INTERDISCIPLINARY
WELLBEING IN SCHOOLS FOR HEALTH

Developing a holistic, context-specific model to study young people's wellbeing in Kazakhstan

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VIII International Research-to-Practice Conference

UNIVERSITY OF CAMBRIDGE

NAZARBAYEV UNIVERSITY Graduate School of Education

Student Wellbeing and Engagement in Kazakhstan

This project is funded jointly by:

BRITISH COUNCIL

Newton–Al-Farabi Partnership Programme

Aims of the research:

- Universals versus contextual factors
- To adapt Western scales of wellbeing to provide a culturally sensitive and appropriate instrument that will assist in identifying and then improving students' wellbeing in secondary schools.

…builds on previous work on student wellbeing in the UK carried out at the Faculty of Education

National and international reports on child wellbeing

- An assumption of international and regional comparability…

- OECD Multi-dimensional Review of Kazakhstan (OECD, 2016)
- World Happiness Report (Helliwell, Layard, & Sachs, 2015)
- Children's Worlds project (Pople, Rees, Main, & Bradshaw, 2015)
- Child well-being in Kazakhstan (UNICEF, 2012)

UNICEF Wellbeing Indicators

Assessing educational well-being

COMPONENTS	INDICATORS
Participation	Preschool participation rate (% of those aged between 4 years and the start of compulsory education who are enrolled in preschool)
	Further education participation rate (% of those aged 15 to 19 enrolled in further education)
	NEET rate (% aged 15 to 19 not in education, employment or training)
Achievement	Average score in PISA tests of reading, maths and science literacy

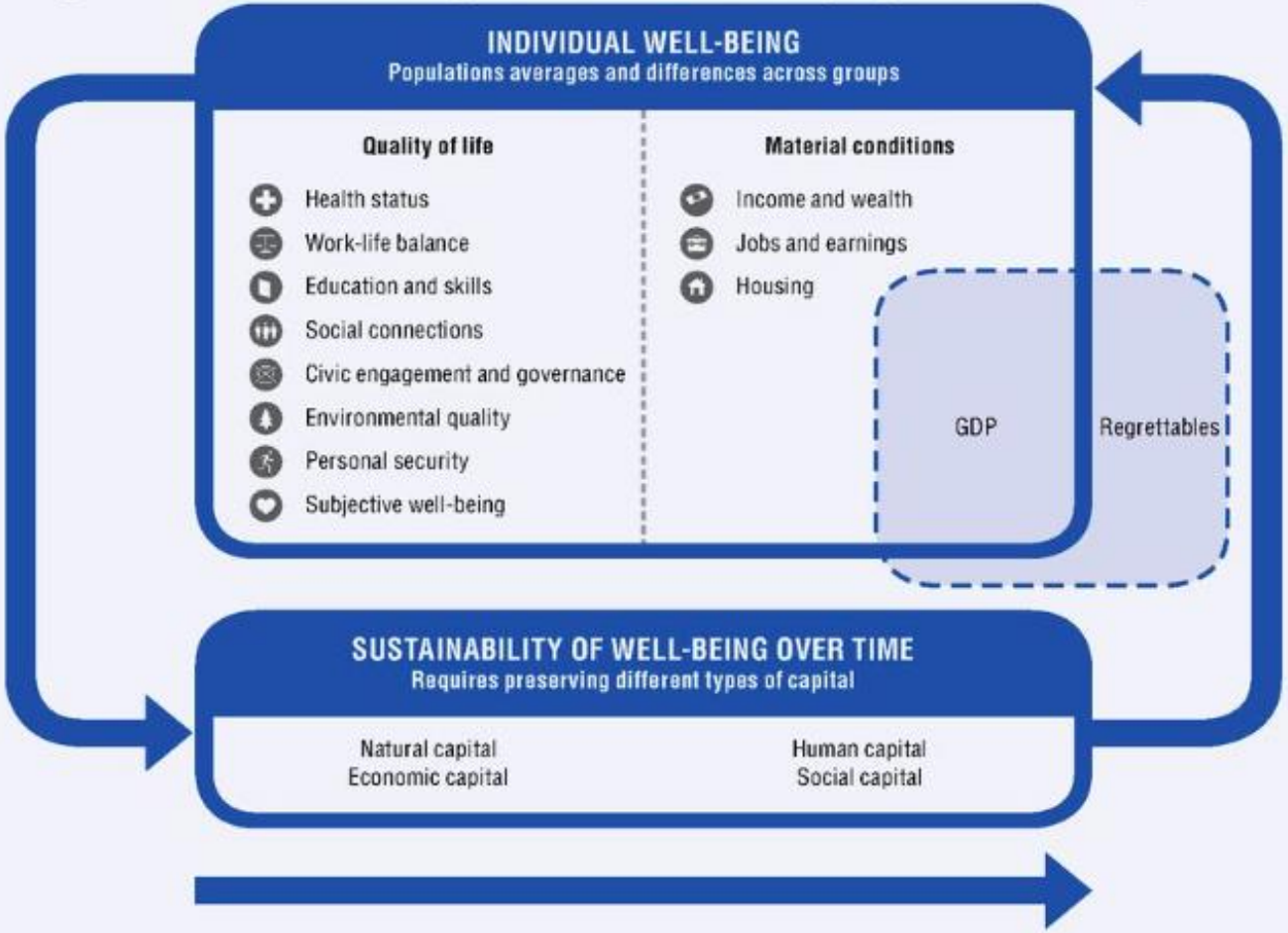
Also:

- Material wellbeing
- Health & safety
- Family and peer relationships
- Behaviors and risks

Child well-being in Kazakhstan (UNICEF, 2012)

OECD Wellbeing Indicators

Figure 2.4. **OECD well-being framework for developing countries comparison**



Multi-dimensional Review of Kazakhstan (OECD, 2016)

The good news …

- Kazakhstan ranks 43rd out of 142 in Gender Gap Index
- Economic growth since 2000 has generated 2.3 million jobs.
- Labor force participation ages 15-65 at 78.5% (71.1% average OECE)
- Percentage of rural population with access to electricity at 100%
- Basic education and adult literacy is universal
- Decreasing rate of homicides (9/100000)
- Nutritional well-being rates: 79% for infants, 82% for children
- Etc.

Sources: OECD (2016) and UNICEF (2012)

… and the bad news

- Kazakhstan ranks 126th out of 175 countries in Corruption Perception Index
- 15% rural houses do not have access to improved water resources.
- Low performance of students in PISA 2012.
- Preschool enrollment remains low at 53.2% (below 80% average).
- Teachers received 60% of the national salary wage.
- Life expectancy at birth is low at 71.62 years (average in the region 76 years)
- Increasingly high rates of suicide 30/100000 population (x3 OECE average)
- 1/5 Kazakhstani does not have someone to count on
- Etc.

Sources: OECD (2016) and UNICEF (2012)

Psychological Wellbeing: Hedonic Approaches - Subjective Wellbeing (Feelings)

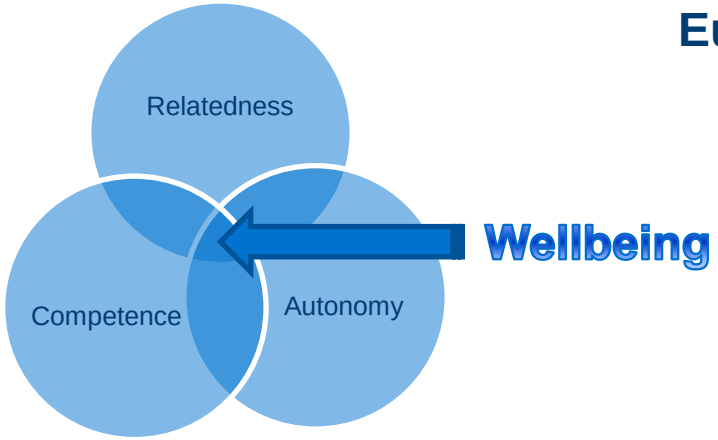
Hedonism

Aristippus of Cyrene (c. 435-356 BC)

'Subjective well-being is a broad category of phenomena that includes people's emotional responses, domain satisfactions, and global judgments of life satisfaction.'

Diener et al, 1999

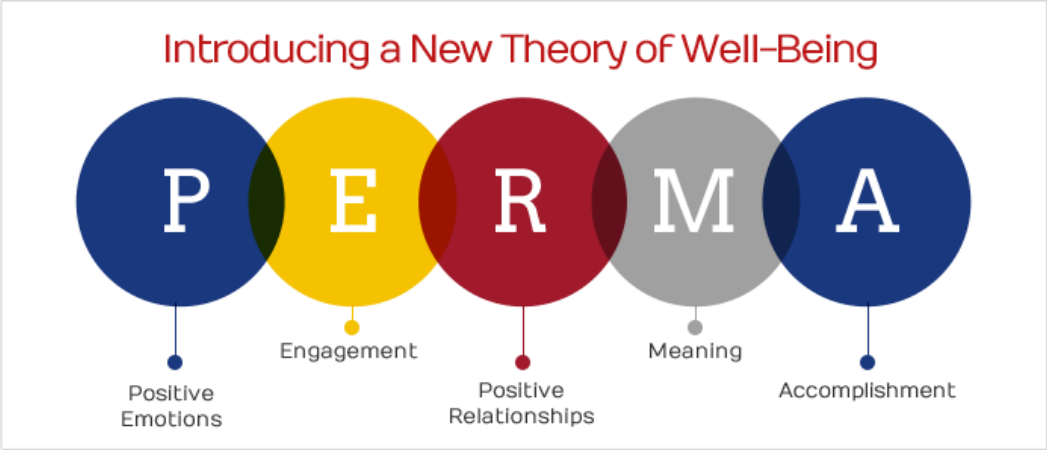
Psychological Wellbeing: Eudaimonic Approaches (Functioning)

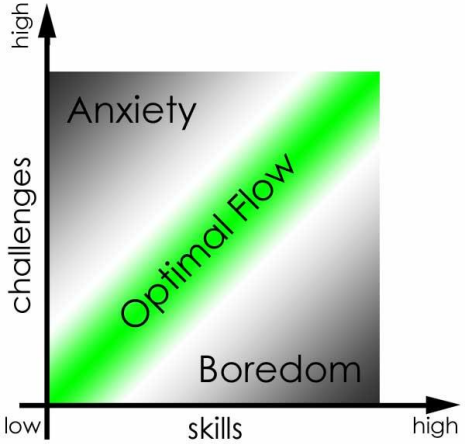


Eudaimonia: Activity expressing virtue

Aristotle (384–322 BC)

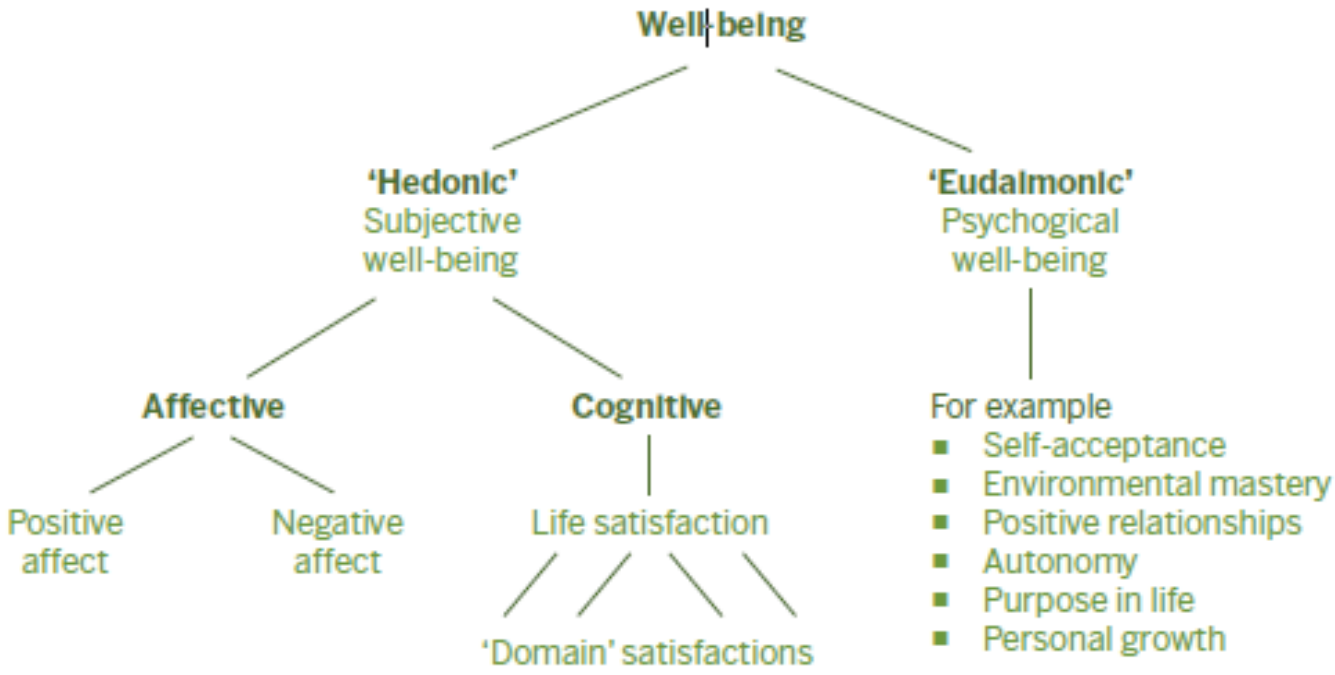
K70.2 Eros & Eudaimonia





One model of Psychological Wellbeing

Figure 1: Components of self-reported well-being



Reproduced from The Good Childhood Report 2013

Phase 2 Wellbeing Model

Project Research Questions

- How well do existing models of (educational) wellbeing apply in the context of Kazakhstan?

- How do schools define and contextualise the wellbeing of students throughout the academic year, especially in vulnerable populations or those under extreme academic stress?

Overall Research Design

- **Phase 1** (May 2015): scoping visit to examine the performance of a UK wellbeing scale and **to conduct the first inquiry into how wellbeing in schools is conceived and managed**
- **Phase 2** (November 2015): **application of improved and contextualised wellbeing scale** and more detailed inquiry into the constructs of wellbeing in Kazakhstan
- **Phase 3** (April 2016): **second application of wellbeing scale** to the same students to assess how wellbeing changes over a school year
- **Phase 4** (November 2016): **final application of the wellbeing scale** to assess its year-on-year validity

Regions visited in Kazakhstan

Phase 2 locations
E Kazakhstan
S Kazakhstan
W Kazakhstan
Akmola

Phase 2 Participants: 2403 Students in 20 Schools

School type	N	Language of instruction			Gender		Age	
		Kazakh	Russian	Uzbek	Male	Female	Mean	Standard deviation
Selective	765	374	391	0	258	650	15.9	1.13
Urban mainstream	1186	637	458	91	514	556	15.8	1.18
Village mainstream	360	338	22	0	168	175	16.0	0.94
Multigrade small school	92	54	38	0	46	43	15.3	1.39

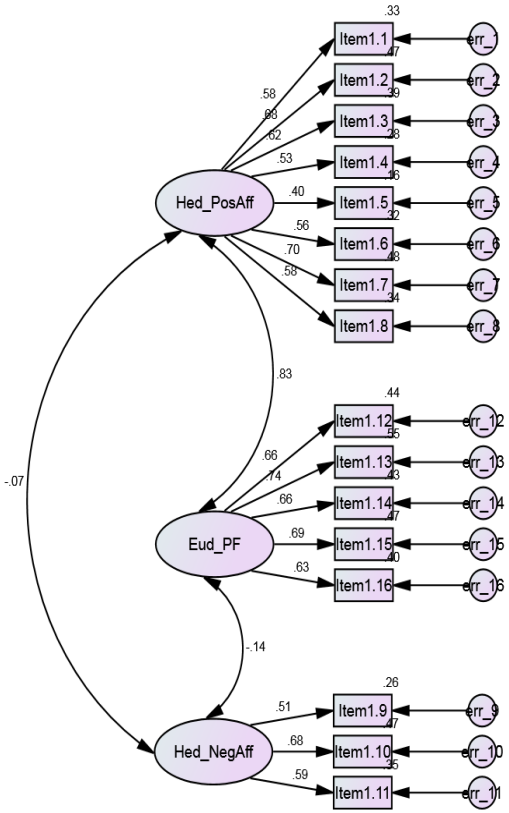
Wellbeing Model (68)

- Psychological (39)
  - Hedonic (17)
    - Positive Affect (8)
    - Negative Affect (3)
    - Life Satisfaction (2)
    - Personal Beliefs (4)
  - Eudaimonic (22)
    - Perceived Functioning (5)
    - Autonomy (3)
    - Competence (6)
    - Relatedness (6)
    - Resilience (2)
- Physical (12)
  - Health outcomes / behaviours / risks
- Resources (17)
  - Social Support (9)
  - Environment (8)

Scale		Example Item	Source
Psychological: Hedonic	Positive Affect	Feeling things are fun	How I feel about myself & School (McLellan & Steward, 2015)
	Negative Affect	Feeling ashamed	PANAS (Watson, Clark & Tellegen, 1988)
	Life Satisfaction	I feel like my life is going well	Student's Life Satisfaction Scale (Huebner, 1991)
	Personal Beliefs	My personal beliefs give meaning to my life	World Health Organisation Quality of Life (WHO, 1995)
Psychological: Eudaimonic	Functioning	Feeling successful	How I feel about myself & School (McLellan & Steward, 2015)
	Autonomy	I generally feel free to express my ideas & opinions	Basic Psychological Needs Scale – General (Deci & Ryan, 2000)
	Competence	Often, I do not feel very competent	Basic Psychological Needs Scale – General (Deci & Ryan, 2000)
	Relatedness	I really like the people I interact with	Basic Psychological Needs Scale – General (Deci & Ryan, 2000)
	Resilience	When things go wrong in my life it generally takes me a long time to get back to normal	European Social Survey Wellbeing Module (Huppert et al, 2009)

Original Scale P1 Items	Psychological Wellbeing Components		
	1	2	3
Hed +	0.770		
Hed +	0.754		
Hed +	0.642		
Hed +	0.584		
Hed +	0.523		
Hed +	0.509		
Hed +	0.482		
Hed +	0.454		
Eud F		0.772	
Eud F		0.768	
Eud F		0.683	
Eud F		0.673	
Eud F		0.515	
Hed -			0.771
Hed -			0.757
Hed -			0.725

P1 Wellbeing Items: Confirmatory Factor Analysis



Fit Statistic	Value	Criteria
X^2/df	10.585	<5
RMSEA	0.063	<0.06
CFI	0.910	>0.95
TLI	0.879	>0.95
Hoelter 0.05	282	>200

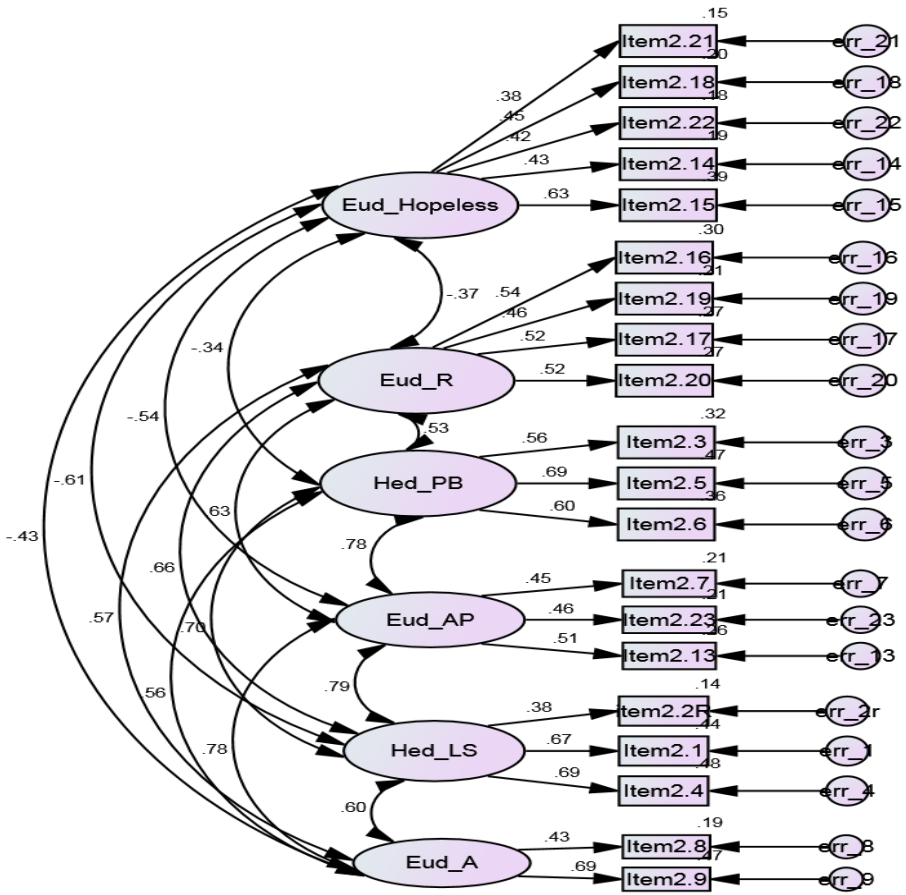
New Items	Psychological Wellbeing Components (part A)					
	1	2	3	4	5	6
Hed PB	0.765					
Hed PB	0.712					
Hed PB	0.606					
Eud R		0.741				
Eud R		0.633				
Eud R		0.629				
Eud R		0.423				
Eud R			0.657			
Eud R			0.598			
Eud Res			0.586			
Eud C			0.578			
Eud C			0.439			

Component 3 – Negatively worded items conveying hopelessness

New Items	Psychological Wellbeing Components (part B)					
	1	2	3	4	5	6
Eud A				0.619		
Eud Res				0.576		
Eud C				0.510		
Hed LS					-0.727	
Hed LS					0.526	
Hed PB	0.439				0.517	
Eud C						0.698
Eud A						0.620
Eud A						0.492

Component 4 – adaptive performance

New Wellbeing Items: CFA



Fit Statistic	Value	Criteria
X^2/df	5.316	<5
RMSEA	0.042	<0.06
CFI	0.910	>0.95
TLI	0.878	>0.95
Hoelter 0.05	540	>200

Psychological Wellbeing Scales

Scale	α	Number Items	Mean	Standard Deviation
Hedonic Positive Affect	0.80	8	3.99	0.59
Hedonic Negative Affect	0.62	3	2.90	0.80
Hedonic Life Satisfaction	0.41	2	3.78	0.79
Hedonic Personal Beliefs	0.68	4	4.10	0.56
Eudaimonic Perceived Functioning	0.81	5	3.88	0.66
Eudaimonic Autonomy	0.45	2	3.87	0.78
Eudaimonic Adaptive Performance	0.47	3	3.85	0.67
Eudaimonic Relatedness	0.58	4	4.00	0.60
Eudaimonic Hopelessness	0.59	5	2.63	0.68

Psychological Wellbeing

Hedonic

Eudaimonic

Positive Affect

Negative Affect

Life Satisfaction

Personal Beliefs

Perceived Functioning

Autonomy

Competence

Relatedness

Resilience

Hopelessness

Adaptive Performance

Conclusions

- Original P1 instrument still sound for psychological wellbeing
- Revised psychological wellbeing model:
  - Reasonable for 3 of 4 hedonic dimensions (SWB)
  - A work in progress for eudaimonic dimensions
  - Parallels discussion in literature so some cultural universals re wellbeing constructs
- Slightly revised (whilst still permitting RM in an academic year) version used in P3 leading to final instrument for testing in P4
- Consistency of response options in P4 may improve consistency across elements of the model. Fewer items may address parsimony issues
- School engagement in relation to wellbeing measures still for analysis

For Further Information

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http://www.educ.cam.ac.uk/research/academicgroups/psychology/research/projects/kazwellbeing/