



The Perceived Stress Scale i a higher education context: a Rasch-based construct validity study

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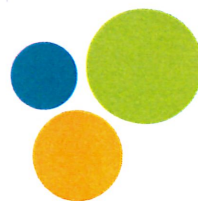
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Paper presentation

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The Perceived Stress Scale in a higher education context: a Rasch-based construct validity study

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Background: The Perceived Stress Scale (PSS-10; Cohen, Kamarck & Mermelstein, 1983) is one of the most used for measurement of perceived stress in clinical and research contexts, and is available in numerous languages. A substantial number of factor-analytic studies of the PSS-10 have pointed to a 2-factor structure (Lee 2012). However, few have employed Item Response Theory or focused on the issue of differential item functioning in the study of the construct validity and psychometric properties of the two subscales of the PSS-10. Method: Polytomous Rasch and graphical loglinear Rasch analysis (Christensen, Kreiner & Mesbah, 2013; Kreiner & Christensen, 2002, 2004, 2007) were conducted with a data sample of 1549 university students (first term technical and second term psychology) who completed the Danish consensus translation of the PSS-10 (Eskildsen et al. 2016). Results: Fit to the Rasch model was rejected, as was unidimensionality of the scale. After elimination of item 6, two subscales were found each to fit graphical loglinear Rasch models; a 5-item scale measuring perceived stress (PS-5) and a 4-item scale measuring lack of perceived control (LPC-4, reversed items). The PS-subscale fit a model adjusted for local response dependence between items and differential item functioning (DIF) for two items relative to gender and academic discipline/semester respectively. The LPC-subscale fit a model adjusted for local response dependence between items, as well as DIF for one item relative to age. The results have implications for research and other employment of the PSS, and underlines the usefulness of a Rasch-based approach.

ID: 238 / ED4: 2

Paper presentation

Topics: Educational Psychology

Creating assessment tool for students' well-being in primary school

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The purpose of this study was to develop a model of well-being in primary school and construct a survey for measuring well-being taking into account participants' age and school context. Students' well-being together with academic achievement is considered to be important criteria of successful schooling in modern education. Well-being in school age predicts living outcomes such as health, performance and personal relationships (Diener, & Ryan, 1999; Kansky, Allen, & Diener, 2016). However there are no so many studies on representative samples about students' well-being in primary school. In this study the model of well-being in primary school includes satisfaction with school, positive and negative affect toward school, physical well-being, and relationships with classmates. The Survey of well-being was based on previously existed instruments. All instruments were translated in Russian according adaptation standards. The sample consisted of 846 3rd grade students. All students were tested frontally in classrooms. The Survey of well-being consisted of brief demographic questionnaire, Brief Adolescents' Subjective Well-Being in School Scale (Tian, Wang, Huebner, 2015), Classmates' Friendship Relationships Questionnaire (Turilova-Miščenko, Raščevska, 2008), and two questions for physical well-being. The results show appropriate psychometric properties of all instruments: reaction and discrimination indices, reliability (Cronbach's Alpha). The factorial validity of questionnaires was established. The relations between different well-being aspects were analyzed. The implication of well-being survey for research and practice will be discussed.