



THE DEVELOPMENT OF PSYCHOLOGICAL WELL-BEING PROGRAMME BASED ON SIX FACTOR MODEL PSYCHOLOGICAL WELL-BEING RYFF (1989)

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Abstract

The aims of this study were to develop and validate a Psychological Well-Being Programme for primary school children based on 6 Factor Model Psychological Well-Being by Ryff (1989). This Program encompassed 6 sub programme and 8 activities developed along the concept and components of the 6 Factor Model Psychological Well-Being by Ryff(1989). The design method used in this study involved a descriptive approach involving expert judgment. In addition, literature review was used to examine the need for developing of Psychological Well-Being Programme and to justify usage the 6 Factor Model Psychological Well-Being by Ryff (1989). The instruments used to determine the content validity of the programme as advocated by Jamaludin (2002) is a modification from Russell (1974). The sample of the study comprised six experts in the field of counseling and psychology. A statistical software was used to analyze the descriptive statistics of the collected data which revealed promising results. The values computed for the content validity were high, ranging from 80% to 93%. These findings reinforce the Six Factor Model Psychological Well-Being by Ryff(1989) in the design of Psychological Well-Being Programme for primary school children in Malaysia. Implications of the findings are discussed.

Keywords: Psychological Well-Being, child counseling and Ryff (1989).

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INTRODUCTION

Malaysia is a country that has a dense population of about 29,947.6 million, of this total, 7,799 million (26%) were children aged from 0 to 14 years (Jabatan Perangkaan Malaysia, 2013). Based on these statistics show a quarter of the population is comprised of children. This is a challenge to the state in the next generation of potential catalysts to bring the State towards progress. Hence, focus and sensitivity to the well-being of children should be emphasized especially in terms of psychology, as psychological well-being is a way of life towards a balance between the physical, mental and spiritual well-integrated to achieve optimum life and can be achieved by individuals (Myers *et al.*, 2000). Therefore, the school is the best location in the building talents, abilities, potential, interests and personality of children (Li, 2012). Accordingly, the module or programme, which aims to increase this matter is very important, this fact supported some previous findings (eg., Li *et al.*, 2012; LeBlanc and Ritchie, 2001; Hancock, 2011; William *et al.*, 2003, 2010). In respect of interest, the Psychological Well-Being Programme developed by following the correct programme development procedure and based on strong theory can be used in the

schools to help increase the level of child psychological well-being in Malaysia.

Psychological Well-Being Programme

Psychological Well-Being Programme carried out by 8 sessions included an introductory session and termination of each week of the session will be held. The overall programme duration is 20 hours and each session is 2 hours 30 minutes depending on the activity being undertaken. The programme can accommodate the number of participants to about 20 -30 students from primary school. This programme can be implemented in a group counseling in a classroom setting or a small hall. The aims of Psychological Well-Being Programme is to provide opportunities for students - primary school ranging from children to improve the psychological aspects that include cognitive, emotional and behavioral and increased life satisfaction and self-esteem through structured play to generate the skills and knowledge through the participation programme. To develop the programme content, the researcher used the Six Factor Model Psychological Well-Being by Ryff (1989). For the systematic development of the programme, the researchers used a module construction procedure submitted by Sidek (2001).

The procedures were chosen because they suggest a systematic approach in the development process and are suitable for use in the Malaysian context. The main objective of the Psychological Well-Being Programme is to help children: (a) achieve psychological well-being through self-acceptance, (b) achieve psychological well-being through autonomy, (c) achieve psychological well-being through positive relationships with others, (d) achieve psychological well-being through controlled environment, (e) achieve psychological well-being through life's purpose and (f) To achieve prosperity through the development of self-psychology

Literature Review

Psychological Well Being Programme Development Needs

For centuries various mechanisms identified to address mental disorders in order to ensure the psychological well-being can be achieved among others by implementing various programs to promote health (Li *et al.*, 2012). However, the programs implemented over the short term in nature and focuses on children who have a chronic problem alone (Hancock, 2011). Most children of school level often experience various emotional and behavioral problems as a result of the collapse of the family system, modernization and urbanization. Thus primary school children should be given early exposure to levels of psychological well-being at optimal levels. The study conducted on a group of American students have children approaching their teens who actively seek their identity usually build a high identity, optimism, high self-esteem, lack of feeling useless and less delinquency behavior (Philips and Pittman, 2007). In addition, the selection of sample in common among children due to interaction study participants at each other. This is because previous studies show that children learn from imitation and the relationship with the environment. Similarly, a study conducted by Finstuen (2010) using the experimental program on the effect of art activities on self-concept and psychological well-being that the level of anxiety, stress and behavioral disorders among children could be reduced after the program ends.

Justification of Six Factor Model Psychological Well- Being by Ryff (1989)

Based on the theories of psychological well-being raised by well-known figures, this study has chosen the theory of psychological well-being Ryff (1989, 1995) as the base model. This is because the theory is incomplete because Ryff based philosophical background and a strong theoretical guidance including counseling theories such as Maslow, Rogers and Erikson. It also discusses the theory of psychological well-being is a dimension which focuses on the characteristics that are interrelated and overlap among the six proposed dimensions. This theory is supported by extensive research that suggests differences based on demographic profile, social and personal factors influence the psychological well-being. Therefore, in accordance with the objectives of the study to improve psychological well-being of children through the implementation of Well-Being Psychology program developed by researchers. Ryff and Heidrich (1997) affirms the influence of life experience as an important factor for the psychological well-being of a person, including children.

This theory is consistent with the child as the child of a small range of life experiences, especially with parents, family and friends. A study related psychological well-being by Waterman (2007) argues that individuals will experience increased well-being if they were aware of the goals themselves in accordance with the requirements themselves.

Theoretical Foundation of Psychological Well-Being Programme

The good programme development should be based on the theory for each content programme built. In the development of the Psychological Well-Being Programme, researcher using the Six Factor Model Psychological Well- Being by Ryff (1989) as the basis, particularly in terms of content, structure, and sequence of programme. This theory is very important because it is the cornerstone of the strength psychological well-being programme. Ryff (1989) have built a model of psychological well-being is to integrate some components of the theory of Maslow's concept of self-perfection, the full functionality of Rogers, Jung formulation concepts individuality, Allport maturity concept, Erikson's psychosocial stage, the basic trend of Buhler concept, the executive personality Neugarten and the concept of mental health Jahoda (Ryff 1989a, 1989b, 1995; Ryff and Keyes, Ryff and Singer, 1995 and 1996). Based on this theory, Ryff (1989, 1995) conceptualize psychological well-being in six components of self-acceptance, positive relations with others, purpose in life, autonomy, environmental mastery and self-development. This theory suggests that the full dimensions related positively related functionality (Zainal, 2012). Figure 1 shows the development framework of Psychological Well-Being Programme based on 6 Factor Model Psychological Well-Being by Ryff (1989).

Objectives of the Study

This study has three objectives:

1. To develop a Psychological Well-Being Programme for primary school children based on 6 Factor Model Psychological Well- Being by Ryff (1989).
2. To examine the needs of Psychological Well-Being Programme development based on literature review.
3. To determine the content validity of the Psychological Well-Being Programme.

Research Design, Instruments and Procedure

The research method used in this study was based on quantitative approach carried out through a survey; the instrument to determine the content validity of the module as advocated by Jamaludin (2002) is a modification of Russell (1974). The synthesis of the current, relevant literature had helped the researchers in developing the Psychological Well-Being Programme based on the 6 Factor Model Psychological Well- Being by Ryff (1989) that contains 8 sub modules and 8 activities include ice breaking and conclusion. The survey was administered to determine two types of validity of the module: i) face validity, and ii) content validity. The face validity of the Psychological Well-Being Programme was examined by a language expert from the National University of Malaysia

(UKM), and a language expert from Islamic Science University of Malaysia (USIM). The experts worked through the initial draft and made several recommendations to improve the syntax, sentence structure, and nomenclature of the module. All the suggestions were followed by revising the initial draft to ensure the proposed programme would be appropriate for the target population. The next step followed involved validating the module contents by a panel of experts. The panel in this study consisted of six experts, which was deemed sufficient, as Othman (2004) states that six to nine experts are adequate in examining the constructs and items of an instrument of a study.

and suggestions by the experts for improving all these materials were rated along a continuum of scales, ranging from 1 (strongly disagree) to 10 (strongly agree). To determine the value of the validity of the programme contents, the raw data were computed as follows: total scores of the individual experts ratings were divided by the overall score of the rating. The calculated value based on this procedure would highlight the level of validity of a research programme, the content validity is deemed high if the value exceeds 70% (Sidek and Jamaludin, 2005).

Table 1. Content validity percentages of the Psychological Well-Being Programme for primary school children based on 6 Factor Model Psychological Well-Being by Ryff (1989) as advocated by Jamaludin (2002)

No.	Statements	Content validity Percentages (%)	Experts' judgment
1.	The contents of the programme meet the target population.	93.0	Accepted
2.	The contents of the programme can be implemented successfully.	86.6	Accepted
3.	The contents of the module are appropriate with the planned duration.	93.0	Accepted
4.	The contents of the programme can help to increase the level of psychological well-being.	80.0	Accepted
5.	The content of this programme can change the thinking, emotions and behavior of children towards a more prosperous	80.0	Accepted
	Overall content	86.5	Accepted

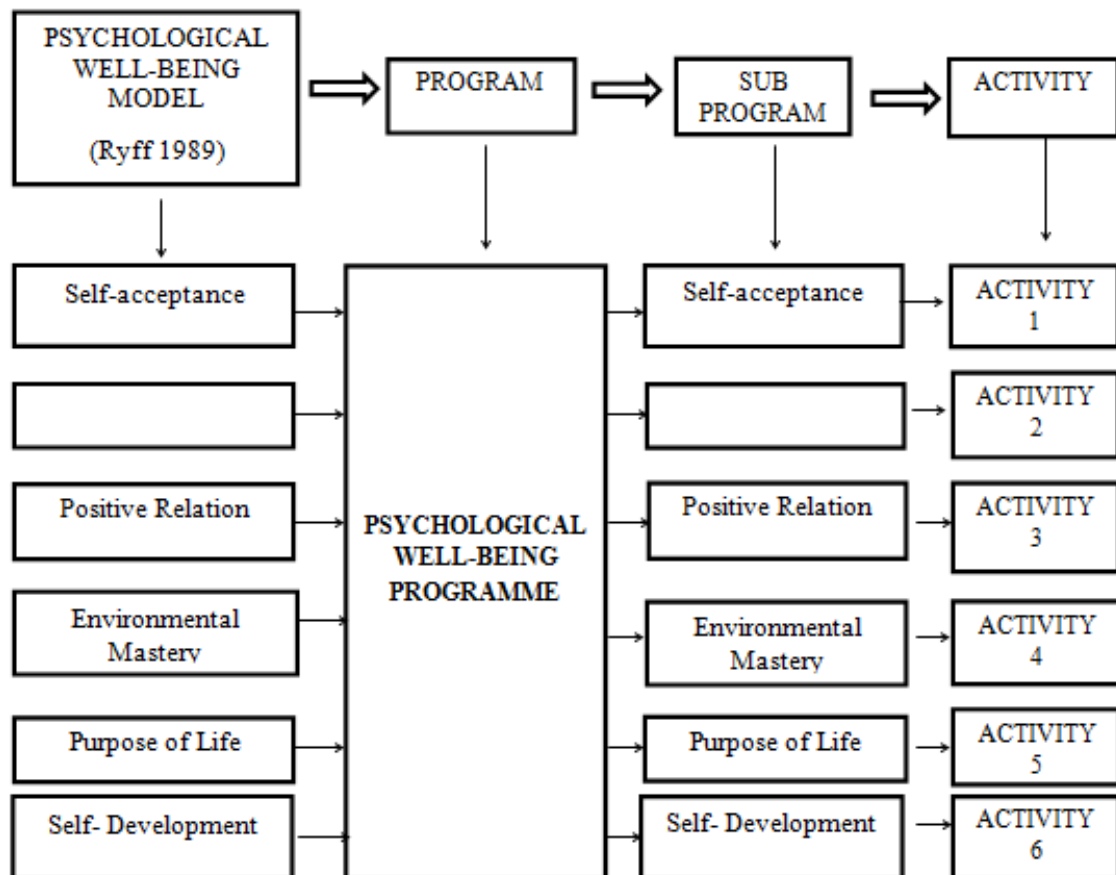


Figure 1. Development framework of Psychological Well-Being Programme based on 6 Factor Model Psychological Well-Being by Ryff (1989)

The six experts were chosen because of their vast experience and expertise in psychology, counseling, module development, and teaching. Each of these experts was given a copy of a complete Psychological Well-Being Programme, which essentially consisted of an introduction to the study, a manual of the programme, and a host of related appendices. Critiques

Participants

The participants who voluntarily participated in this study were drawn from some public universities in Malaysia as they are experts who have in-depth knowledge and vast experience in teaching the subject matter. Before selecting a sample

(participants), researchers ensured credibility of the participants in the relevant fields, particularly child counseling and expert in psychological well-being.

Findings

Raw data elicited from the panel of experts were processed in a statistical software. The following Table 1 summarizes the computed values for the overall content and five statements with respect to the integrity of the programme. Table 1 indicates that the validity value for the overall content of the the Psychological Well-Being Programme based on the 6 Factor Model Psychological Well- Being by Ryff (1989) was high at 86.5 percent, comfortably exceeding the recommended threshold value of 70 percent. In term of individual statements, all of them achieved high validity values, ranging from 80 percent to 93 percent. Effectively, the conditions as suggested by Jamaludin (2002) is a modification from Russell (1974), which had been employed by the researchers for the programme construction, were strongly validated. Thus, the finding showed that the overall content validity of the programme was high that could be applied to relevant students.

DISCUSSION

In developing the Psychological Well-Being Programme based on the 6 Factor Model Psychological Well- Being by Ryff (1989), the researchers first reviewed the relevant, established literature of psychological well-being, particularly the theoretical concepts, principles, and techniques that were founded by Ryff (1989). All information obtained has helped researchers to develop the programme that comprises eight (8) sub programme and 8activities. All these sub programmes and activities, which are based on Model Psychological Well-Being by Ryff (1989). From the theoretical and practical perspectives, these outcomes would have a profound impact on the relevant body of knowledge related to psychology in general, child counseling, and psychological well-being in particular. For such an impact to be more meaningful, the content validity of the programme has to be verified prior to its adoption lest the effects would be spurious.

This assertion is best echoed by Sidek (2005) who states that there are three vital criteria that reflect the worthiness of a development module. These measures are the content validity, reliability, and usability of the programme; among these, content validity is the most important factor in determining the strength of the construct built into the tool. Achieving high content validity is difficult as a programme that is to be developed would entail a thorough review on related literature (Aziz *et al.*, 2013). Through this process, only then a programme can be developed effectively to suit the intended needs of a specific segment of a society, such as student groups. In light of this specific requirement, the researchers adopted five relevant statements or conditions as outlined by Jamaludin (2002). Then, the content validity of the group guidance programme was appraised by six experts along these five determinants of relevancy. The results of the appraisal indicate that the group guidance module has high content validity based on the unanimous, unequivocal agreement of all experts involved. Hence, a programme that has high content validity and innovative craftsmanship would benefit

practitioners in dealing with psychological well-being of primary school children. The benefits of Psychological Well-Being Programmeare further boosted by its efficacy in achieving short-term goals, and by its inherent nature to get immediate feedback from counseling practitioners. It is envisioned that the Psychological Well-Being Programmewhen used judiciously and persistently would help intended children to achieve the increasing levels of psychological well- being. Hopefully, the Psychological Well-Being Programmeof this kind would be embraced by the relevant stakeholders (i.e., policymakers and the decision makers, course coordinators or counselor educators, practicing counselors, researchers, and counseling students or trainees) in earnest to foster thepsychological well-being in practicing child counseling in Malaysia.

Recommendations

Following the promising preliminary results, namely the high content validity of the Psychological Well-Being Programme based on the 6 Factor Model Psychological Well- Being by Ryff (1989), the researchers propose three recommendations as follows:

1. Conducting a pilot study to examine the usability of the programme when used.
2. Conducting an experimental research to examine the effects of the Psychological Well-Being Programme.
3. Promoting Psychological Well-Being Programme to the counseling practitioners in the development of child psychological well- being so that more research should be conducted on a larger scale in the context of Malaysia.

Conclusion

In this study, the researchers has demonstrated that a Psychological Well-Being Programme based on the 6 Factor Model Psychological Well- Being by Ryff (1989) is feasible. Moreover, the programme developed has been validated to possess high content validity through expert judgment. Thus, the programme reported in this study, will act as a catalyst for more research on psychological well-being and child counseling specifically. In a nutshell, the lessons learned from this study will encourage counseling practitioners to adopt such an approach to develop a diverse range of programme of psychological well-being, benefitting profession counselor and Malaysian society.

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