



# What is wellbeing and how to measure it

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# What is Mental Wellbeing

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- Mental wellbeing is a positive state i.e. more than the absence of mental illness and encompasses a person's emotional, psychological and social state of being. It is biopsychosocial.
- A positive mental state enables people to cope with life's challenges - key aspects of mental wellness include:
  - Resilience – coping with stress and emotional challenges and other life challenges – bouncing back.
  - Positive emotions - feeling happy and satisfied with life.
  - Self-acceptance - health self-esteem and self-acceptance - recognising one's strengths and weaknesses.
  - Positive relationships – healthy, supportive and meaningful relationships.
  - Self-care - looking after one's health and wellbeing
  - Managing stress - Developing effective strategies for coping with stress
  - Mindfulness – adopting a positive mindset to stay focused on the present



# Project Definition of Mental Wellbeing

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- Mental wellbeing can be summed up as feeling good and functioning well as an individual and a member of society. It is the outcome of biopsychosocial factors and is dynamic, relational and occurs within a culture, place and time. Mental wellbeing includes emotional wellbeing (including happiness and confidence, and the opposite of depression/anxiety); psychological wellbeing (including resilience, mastery, confidence, autonomy, attentiveness/involvement and the capacity to manage conflict and solve problems); and social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).





# Mental Wellbeing, Happiness and Quality of Life

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- Mental Wellbeing is often associated with happiness and quality of life.
- There are two types of happiness identified in the scholarly literature
- Hedonic happiness - immediate gratification, emotional wellbeing, minimal discomfort.
- Eudaemonic happiness – having meaning and a purpose in life, being able to realise one’s own potential, feeling involved and being able to plan for the future.
- Hedonic happiness is emotional and can vary frequently.
- Eudaemonic happiness is more cogitative and stable.
- Measurers of subjective happiness and subjective quality of life are highly correlated but subjective health is strongly related to subjective happiness, and socioeconomic circumstances, social cohesion and empowerment with subjective quality of life.



# How Can we Test Our Programme Theory – Tools and Participants

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- Surveys – main carers, teachers, pupils.
- Psychometric measures/indicators– main carers, teachers, pupils.
- FGDs – main carers and other community members.
- Qualitative interviews – purposive samples of main carers, teachers, pupils.
- Observation, qualitative and quantitative in the classroom and the playground.
- Intervention school and control school

# When will we do the research?

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- Baseline (intervention and control schools) – carers survey and psychometric measures and community FGDs, teachers survey, psychometric measures and FGDs, pupils survey, psychometric measures (grade 4 and above), and FGDs. Data on pupils' attainment.
- Process evaluations (intervention schools) – qualitative (critical realist interviews with teachers and pupils, observation), at intervals across the school year, psychometric tools (grade 4 and above) after the mindfulness intervention has been delivered (12 weeks).
- End-of-line (intervention and control schools)



# Main Carers Survey and FDGs, Community FGDs

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- Question to understand the context in which children and adolescents live their daily lives – in the home and the community including violence against women and children, socio-economic circumstances and the challenges of daily life, the behaviour of children and adolescents, the wellbeing of the main carer, their views about the school their children go to and what challenges their children face at school and in the community, levels of trust in the community, children's and adolescents mental wellbeing and physical health.



# Teachers – Survey, Psychometric Measures, FGDs and Interviews

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- School climate, classroom climate, challenges pupils face, challenges teachers face, teachers' mental wellbeing and physical health, satisfaction with job and with life in general pupils' mental wellbeing and physical health. how they think that they and their pupils will benefit from mindfulness intervention etc. Mindfulness.
- During the intervention – what has changed since the introduction of the SBMP. School/classroom climate. Acceptability of the mindfulness intervention. Psychometric tests. Mindfulness.



# Pupils

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- School climate, classroom climate, challenges they face at school, challenges they face at home and in the community, peer-peer relations, teacher–pupil relations, mental wellbeing. Mindfulness.
- During the intervention what has changes since the beginning of the school year, how they have they changed, how have other pupils and teachers changed, why have things changed etc. Acceptability of the mindfulness intervention. Classroom climate & psychometric indicators. Mindfulness.
- Attendance, academic achievement, acceptability



# Psychometric Indicators

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- A standardised set of questions used by psychologists to measure psychological traits, abilities, characteristics or behaviours.
- Assumed to measure an underlying trait that can only be observed by behaviour e.g. intelligence.
- They are standardised so that the measure is reliable and valid.
- They provide a structured scoring system that allow for quantification of individual performance or characteristics
- Objective in the sense that they do not rely on subjective judgement or interpretation of the administrator
- Standard administration

# Psychometric Indicators Carers and Teachers

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- Main carers, Cantril's ladder, malaise scale/ MH screening tool, Child Behaviour Check List
- Teachers, School climate, Cantril's ladders, job satisfaction. Malaise scale/ MH screening tool. Pro-social Behaviour subscale of the Strengths and Difficulties Questionnaire – Teachers Version, Peer Relationship Problems of the subscale of the SDQ – Teachers Version, Emotional Symptoms subscale of the SDQ Teacher Version, behaviours and emotional engagement of children
- Pupils (grade 4 and above) Cantril's ladder, classroom climate, psychometric indicators



# Measures Used in a Recent Trial of a SBMP in Spain (CA 7-12 years) - Pupils

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- **Mindfulness skills** – Child and Adolescent Mindfulness Measure (10 items).
- **Psychological inflexibility** – Avoidance and Fusion Questionnaire Youth, Shortform (8 questions)
- **Emotion regulation** 7-item Emotional Regulation subscale of the social Competence Scale
- **Wellbeing** Trait-anxiety subscale of the State-Trait Anxiety Inventory for Children (20 items)
- **Life satisfaction** Students Life Satisfaction Scale

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