

Examining the Relationships and the Effects of Gender and Grade on Seven Widely Used Well-Being Scales



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Objectives

Scales measuring well-being used to be categorized into subjective and psychological well-being scales.
Few studies previously verified the relationships between the two types of scales.
This study attempted to explore the relationships among seven widely used well-being scales.
We examined the gender and grade effects on these scales.

Participants

One hundred ninety-seven university students participated in this study.

	Freshman	Sophomore	Junior	Senior	Total
Female	11	11	48	24	94
Male	9	9	55	30	103
Total	20	20	103	54	197

Measurement Scales

1. Satisfaction With Life Scale (SWLS)
2. Positive and Negative Scale (PANAS)
3. Flourishing Scale (FS)
4. the short version of Psychological Well-being Scale (PWBS)
5. the 5-item World Health Organization Well-Being Index (WHO-5)
6. Oxford Happiness Questionnaire short-form (OHQ-SF)
7. WHO Quality of Life-BREF (WHOQOL-BREF)

Analysis

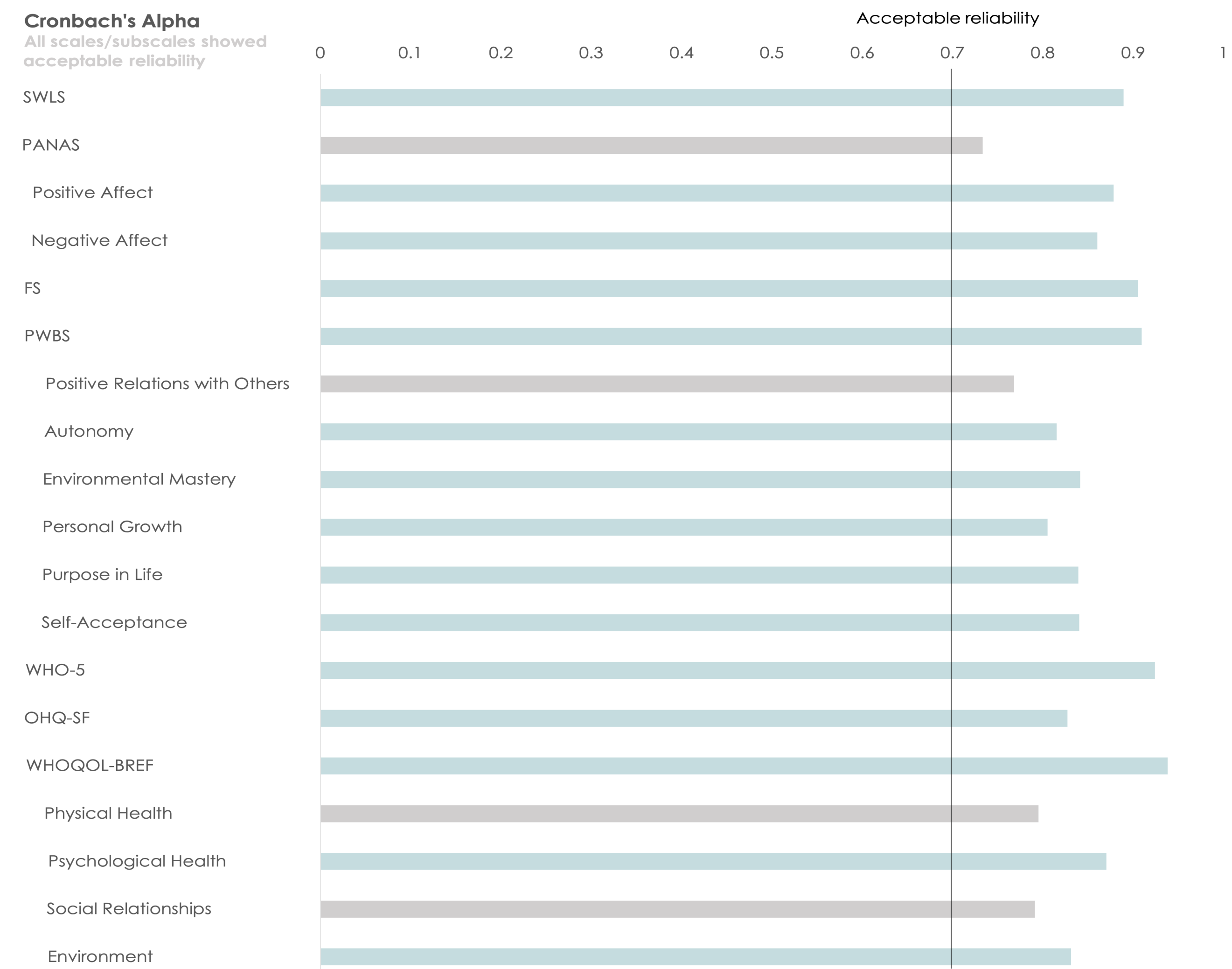
We examined the internal consistency of these scales by using Cronbach's alpha.

Exploratory factor analysis was conducted to explore the relationships between these scales.

Independent t-test and one-way ANOVA were used to examine these scales' gender and grade effects.

Result

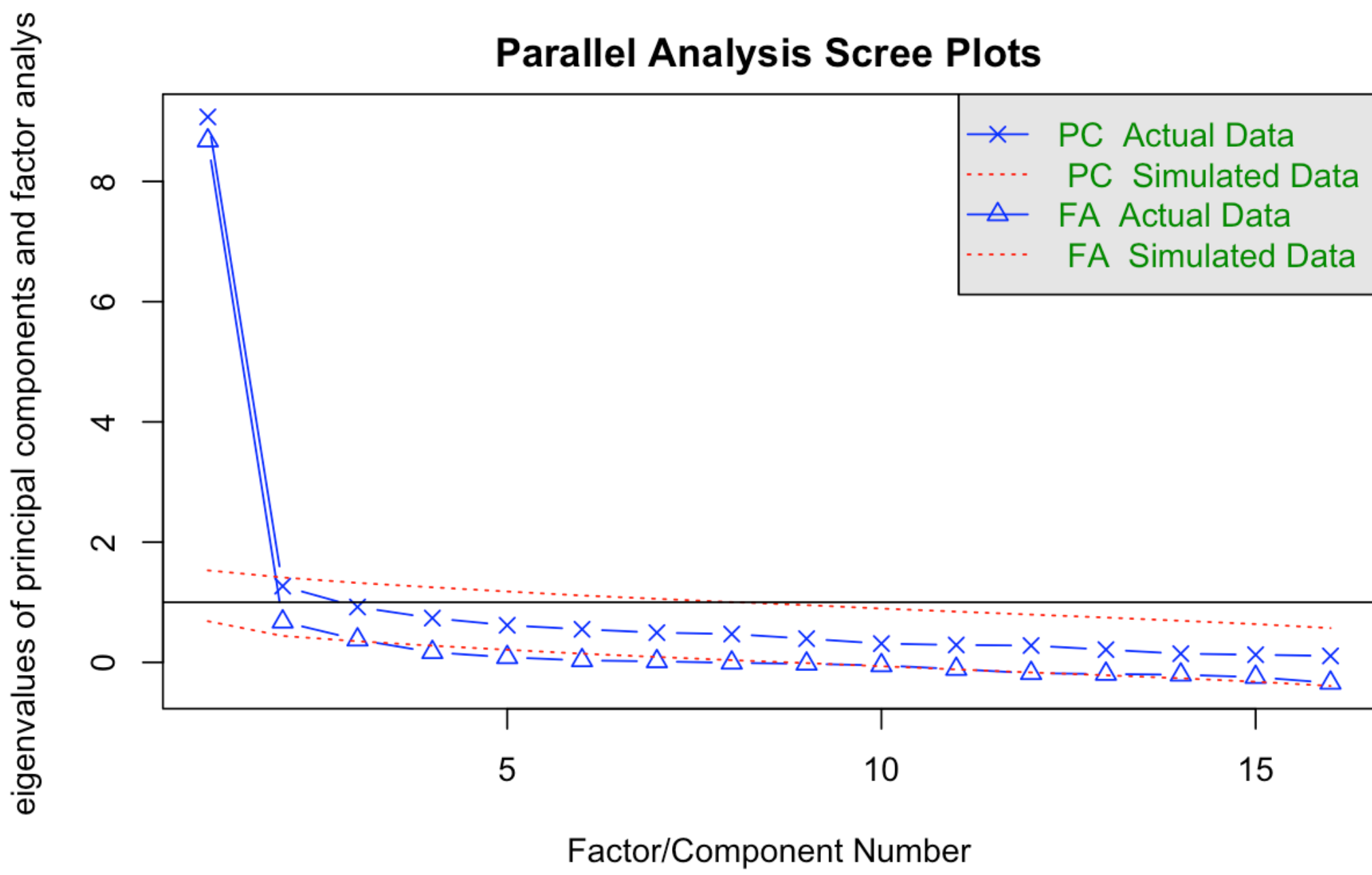
1. All scales/subscales showed acceptable reliability.



2. We found a two-factor structure on the seven scales.

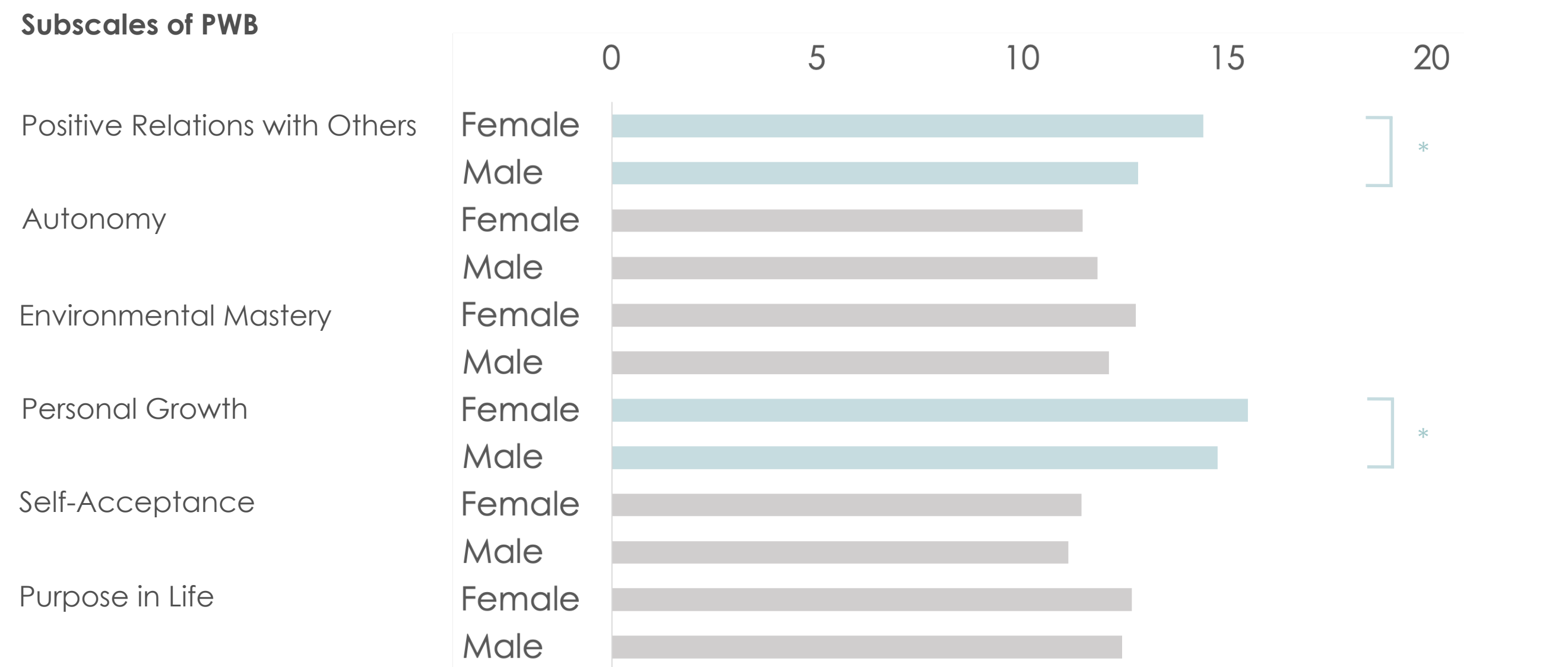
SWLS, Negative Affect of PANAS, WHO-5, OHQ-SF, and four domains of WHOQOL-BREF loaded on Factor 1. Positive Affect of PANAS, FS, and all subscales of PWBS loaded on Factor 2.

The two factors can be named **subjective well-being** and **psychological well-being**, respectively.

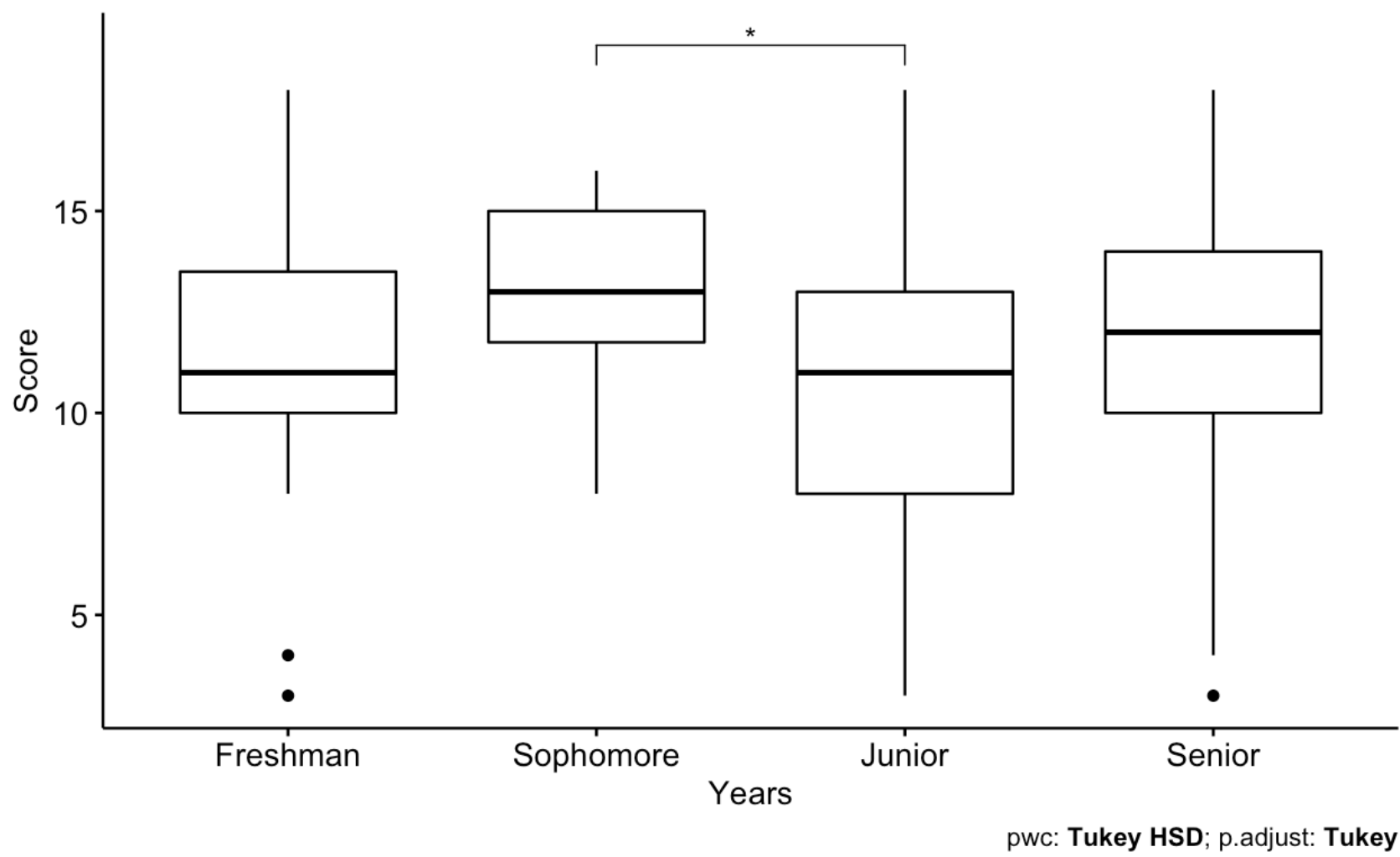


	Factor1	Factor2
SWLS	0.60	
PANAS		
Negative Affect	-0.79	
Positive Affect		0.54
WHO-5	0.83	
OHQ-SF	0.55	0.44
WHOQOL-BREF		
Physical Health	0.69	
Psychological Health	0.66	
Social Relationships	0.51	
Environment	0.60	
FS		0.64
PWBS		
Positive Relations with Others		0.51
Autonomy		0.49
Environmental Mastery		0.49
Personal Growth		0.69
Self-Acceptance		0.65
Purpose in Life		0.83
Factor correlation	0.66	

3. Females reported higher scores than males on two subscales of PWBS (positive relations with others [14.43 vs. 12.83, $p<.001$] and personal growth [15.51 vs. 14.77, $p=.042$]).



4. We found grade effects only on the self-acceptance subscale of PWBS ($F(3, 193) = 2.84, p=.039$).



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Conclusion

1. All scales/subscales have acceptable internal consistency reliability.
2. The two-factor model suggests these scales measured two types of well-being: **subjective well-being** and **psychological well-being**.
3. Females reported higher scores on positive relations and personal growth, showing that females tend to have better social relationships and personal development.
4. In addition, we found grade effects on self-acceptance, suggesting that students fluctuated in satisfaction with themselves during their university years.