MEASURING A SOCIO-EMOTIONAL WELL-BEING AND RESILIENCE IN PRE-SCHOOL CHILDREN
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1 Introduction

“A child’s present and future well-being is a purpose of all direct and indirect participants in education” (NOX, 2011, p. 52).

The context of the institution of early and pre-school education, such as kindergarten presents very important factor in monitoring, identifying and promoting the well-being of children, especially in the case of socio-emotional well-being and resilience. However, there is a very small number of objective, valid and reliable measuring scales that are available for use within preschool teachers’ work. Therefore, the main goal of this study was to validate Socio-emotional well-being and resilience scale for pre-school children (Positive Development and Resilience in Kindergartenalltag (PERIK, Mayr & Ulich, 2009).

Subjects. The study included N=112 pre-school teachers who are observing pre-school children behavior by using this scale. The total of N=1792 children (939 girls and 853 boys) with a mean age of M = 4.891 years have been observed at six dimensions: Making contact and social performance (EI); Self-control and thoughtfulness (SA); Emotional stability and coping with stress (ES); Task orientation (TO); and Pleasure in exploration (PE).

Instrument. After obtaining rights for using Scale of Positive Development and Resilience in Kindergarten (Mayr & Ulich, 2009.) and conducted back translation, some original items (N=13) were added to the existing ones in original scale. Applied scale was consisted of previously mentioned 6 categories, of which each had 8 items (only Self-assertiveness had 9).

Procedure. After obtaining informed consent of randomly chosen kindergarten principals, data was collected in kindergartens from Primorsko-goranska, Istarska, and Zagrebacka county. All preschool teachers received the same instructions for using the observing scale.

2 Methods

3 Results

Table 3. The four main factors made up principal components (1 = Self-control and thoughtfulness, 2 = Emotional stability and coping with stress, 3 = Making contact and social performance, 4 = Task orientation, 5 = Pleasure in exploration)

<table>
<thead>
<tr>
<th>Component</th>
<th>PERIK</th>
<th>EI</th>
<th>SA</th>
<th>ES</th>
<th>TO</th>
<th>PE</th>
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</thead>
<tbody>
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<td>0.795</td>
<td>0.532</td>
<td>0.313</td>
<td>0.313</td>
<td>0.214</td>
<td>0.217</td>
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<tr>
<td>2</td>
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<td>0.473</td>
<td>0.257</td>
<td>0.257</td>
<td>0.157</td>
<td>0.157</td>
</tr>
<tr>
<td>3</td>
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<td>0.214</td>
<td>0.157</td>
<td>0.157</td>
<td>0.095</td>
<td>0.095</td>
</tr>
<tr>
<td>4</td>
<td>0.217</td>
<td>0.217</td>
<td>0.157</td>
<td>0.157</td>
<td>0.095</td>
<td>0.095</td>
</tr>
</tbody>
</table>

Exploatory factor analysis with Varimax rotation resulted in a final scale consisting of five subscales with a structure almost identical to those from the original study with the exception of subscale Task orientation, which is not retained. In addition, age and gender differences in the assessed dimensions showed the expected direction, except for specific and unexpected results associated with a significant decrease in the pleasure in exploration between three-year and four-year olds. Finally, the contribution of this study is mostly related to the definition of valid measuring instrument that has applicable function within the work with pre-school children, and provided significant further research directions in this area.

4 Discussion & Conclusion

Key words: the observation scale, pre-school teachers, pre-school children, resilience, socio-emotional well-being

References