Indonesian Adaptation and Psychometric Properties of the Revised 16 Item Version College Student Subjective Well-Being Questionnaire

Rembulan[1]

[1] Master of Psychology Department, Faculty of Psychology, Padjadjaran University, Indonesia

[1]rembulan21001@mail.unpad.ac.id

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Abstract

The College Student Subjective Well-being Questionnaire (CSSWQ) is a scale by Renshaw (2016) which consists of 16 items and is constructed based on 4 dimensions which aim to measure the college student well-being. This study aims to evaluate the psychometric properties Indonesian of the CSSWQ. The study participants were 291 undergraduate students with a minimum age of 18 years. This research is divided in three steps: First, estimating reliability through internal consistency by Cronbach's Alpha values. The results show that the CSSWQ is reliable and have acceptable reliability (α=.913). Second, provide the validity based on test content with CVI by involving 9 experts, the results show that all items and overall scale the test contest as expected. Third, provide the construct validity with first order and second-order CFA, the results show that the data are in accordance with the structural model and all items on the CSSWQ scale have a significant aspect on the college student well-being construct. Based on the result, it is concluded that the Indonesian CSSWQ scale provides reliable results and is supported by adequate evidence of validity.

Keywords: psychometric testing, college student well-being, confirmatory factor analysis, content validity index, subjective well-being questionnaire

Introduction

Student stress has increased significantly since the beginning of the millennium, primarily due to the rising cost of tuition, academic pressure to meet minimum grade requirements, attendance expectations, and financial difficulties that sometimes lead to student debt. (Woodrow, 2000; Cooke et al., 2004). As a consequence, the demand for student counseling services has surged (Thorley, 2017), although the availability of these services remains limited ("Uni counselling services challenged by growing demand," 2014).

Numerous studies have reported high levels of depression, anxiety, and stress among undergraduate students (Bayram & Bilgel, 2008; Dahlin et al., 2005). Contributing factors include fear of failure, extended study duration, social pressures, and a lack of social support, all of which negatively impact students' subjective well-being (Jones & Johnston, 1997; Tully, 2004; Swickert et al., 2002). Students who struggle with emotional regulation and coping with life events tend to report lower levels of subjective well-being, which may disrupt their academic performance and personal development (Nisfiannor et al., 2004).

The transition to university life often marks a peak period of psychological distress, particularly during the first semester. This is largely due to the need to adjust to new responsibilities, a more diverse social environment, and heavier academic demands compared to secondary school (Bewick et al., 2010). Low levels of student well-being have been linked to reduced academic engagement, difficulties in building social relationships, lower graduation rates (Salzer, 2012), and even worsening physical and psychological health problems (Lucas, 2018). As such, monitoring students' well-being is essential.

To specifically assess the well-being of university students, Renshaw and Bolgino (2014) developed the College Student Subjective Well-Being Questionnaire (CSSWQ), a 15-item self-report scale later revised to 16 items by Renshaw (2016a). The CSSWQ is based on four dimensions: academic satisfaction, academic efficacy, school connectedness, and college gratitude. The instrument has demonstrated strong internal reliability ($\alpha = .92$) and has been successfully adapted to other cultural contexts, including a validated Turkish version (Renshaw & Chenier, 2016; Renshaw & Arslan, 2016).

Although several instruments have been used to assess well-being in the Indonesian context, such as the Psychological Well-Being Questionnaire and the PERMA Scale, none are specifically designed to capture the unique experiences and challenges of university students. In this regard, the CSSWQ is considered a highly relevant tool for this population.

An initial Indonesian adaptation of the CSSWQ was conducted by Akmal et al. (2021). However, their study did not fully follow the adaptation procedures outlined by the International Test Commission (ITC) and lacked sufficient psychometric evaluation, including backward translation, reconciliation, multi-method reliability testing, readability assessment, and content-based validation. The absence of these steps increases the risk of items being culturally inappropriate or unclear to respondents.

Therefore, the present study aims to re-adapt the revised 16 item version of the CSSWQ to the Indonesian context following the ITC guidelines and to examine its psychometric

properties based on the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999).

Literature Review

College Student Well-Being

Well-being is a concept that refers to various aspects of healthy and successful human functioning, encompassing psychological, intellectual, emotional, physical, social, and spiritual domains (Biglan et al., 2012; Renshaw, 2016b; Adams et al., 2000). In the context of higher education, college student subjective well-being is defined as students' self-assessment of factors that influence their comfort and happiness throughout their university experience (Renshaw, 2020; Diener et al., 2009; Renshaw, 2016a).

College student well-being also reflects students' ability to function effectively in response to academic demands and the extent to which the institution supports them in doing so (Fraillon, 2004). Education plays a vital role in strengthening, supporting, and maintaining this well-being (Beckett, 2000). Students with high levels of well-being are better able to learn, comprehend information effectively, and engage in healthy social behaviors (Awartani et al., 2008). Optimal education requires a balance between the student's capacity for effective functioning and the institution's ability to provide the resources needed for healthy development. Thus, well-being includes both eudaimonic indicators (such as positive functioning and personal growth) and hedonic indicators (such as the presence of positive affect, the absence of negative affect, and life satisfaction).

In short, college student well-being refers to a student's ability to function effectively in academic life, feel comfortable and content, experience positive learning environments, and build healthy communication with all stakeholders within the university, thereby avoiding negative emotional experiences during their studies.

Academic Satisfaction

Academic satisfaction refers to students' subjective evaluation of their overall educational experience, reflecting the alignment between their academic expectations and the reality they encounter (Chen & Lo, 2012; Jaradeen et al., 2012). Renshaw (2016a) defines academic satisfaction as an individual's subjective view of the quality of their academic life,

including feelings of contentment and enjoyment regarding their experiences and achievements in college.

Academic satisfaction is closely related to the quality of student learning and is a dynamic process influenced by both institutional characteristics within the educational context and how students perceive and interpret their learning environment (Kantek et al., 2012; Astin, 1999). The evaluation of academic satisfaction involves multiple institutional factors, such as teaching quality, the integration of theory and practice, assessment systems, faculty interaction, curricular activities, learning management, and the availability of facilities and resources (Lee, 2009).

Although academic satisfaction is expected to promote academic performance and positive social engagement on campus, low levels of satisfaction may lead students to withdraw from learning activities. This can result in financial loss as well as negative impacts on students' physical and psychological well-being (Ramos et al., 2015).

Academic Efficacy

Academic efficacy refers to students' self-belief in their ability to successfully complete tasks and achieve academic goals (Renshaw et al., 2015; Bandura, 1997; Schunk & Ertmer, 2000). It involves confidence in one's capacity to manage learning activities and meet academic expectations, both personal and external (Baron & Byrne, 2004). Individuals with high academic efficacy believe they can work hard, persist through challenges and failures, and remain committed to their academic goals (Sharma & Nasa, 2014). Students with high self-perceived efficacy are more likely to engage actively in lectures and classroom activities (Schunk et al., 2012).

Academic efficacy is closely associated with an individual's ability to attain the desired level of success in academic tasks (Schunk & Pajares, 2002). As a combination of motivation, self-confidence, self-awareness, emotions, and cognition, academic efficacy can foster various positive psychological outcomes in students (Ahmed et al., 2013). Students with strong academic efficacy are more likely to adopt effective coping strategies when facing academic challenges and obstacles (Paciello et al., 2016). When students are motivated to achieve academic success, actively engaged in learning, and equipped with positive coping strategies, their subjective well-being is likely to improve.

School Connectedness

School connectedness is defined by Renshaw (2015) as students' perception of enjoying their college experience and feeling connected to their institution. It also includes the belief that peers and instructors care about their learning and about them as individuals ("School connectedness helps students thrive," 2022). When students feel connected, they tend to be more engaged and academically active (APA, 2012) and they are more likely to perform better, including achieving higher scores on assignments and exams, attending class more regularly, and staying enrolled for longer periods (Klem & Connell, 2004; Barber & Olsen, 1997).

School connectedness is characterized by a positive attitude toward education, a sense of belonging in the academic environment, and strong relationships with university staff and fellow students (Weiss et al., 2005). It reflects the extent to which students feel they are part of their campus community (Water & Cross, 2010), involving support from instructors, a sense of safety, belonging, discipline, and enjoyment in the campus environment (Libbey, 2004). Students who feel more connected to their campus tend to achieve greater academic success, as they experience more happiness and satisfaction during their undergraduate studies (Monahan, et al., 2010).

In summary, school connectedness refers to students' perceptions of comfort and connection within the campus environment, and the belief that they are accepted by faculty, staff, and peers. This perception ultimately promotes active engagement in various learning activities in higher education.

College Gratitude

Gratitude is generally defined as the quality of being thankful, appreciative, and inclined to reciprocate kindness (Emmons, 2004a). It involves recognizing, appreciating, and expressing thanks for positive experiences, as well as acknowledging and not taking for granted the goodwill received from others (Emmons, 2004b). Gratitude has also been described as a feeling of wonder, thankfulness, and appreciation for life (Snyder & Lopez, 2005).

Renshaw (2016b) defines college gratitude as students' emotional expression of thankfulness for the opportunity to pursue higher education. It is an emotion that may evolve into an attitude, moral value, habit, and personality trait that influences how students cope with academic challenges. This sense of gratitude fosters happiness, comfort, and learning

motivation. Students who possess college gratitude tend to be happier and report higher levels of well-being because they view college life not as a burden, but as an opportunity for personal growth.

From these definitions, gratitude can be understood as a sense of thankfulness for a life perceived as sufficient and for kindness received from others. In the context of college gratitude, it refers specifically to a feeling of appreciation and joy arising from the college experience.

Research Methodology

This study employed a cross-sectional design, in which participants were observed only once without any intervention. The collected data were analyzed using a descriptive quantitative approach. The aim of this study was to adapt and validate the College Student Subjective Well-Being Questionnaire (CSSWQ) from English into Indonesian. Accordingly, various psychometric property assessments were conducted to gather evidence of validity and to determine the reliability of the Indonesian-adapted version of the CSSWQ.

Research Instruments

The variable examined in this study is college student well-being. Renshaw and Bolognino (2014) define college student well-being as students' self-assessment of various internal aspects that influence their comfort and happiness during their time in higher education. Pleasant experiences and positive feelings during college are reflected in the following indicators:

a. Commitment to engaging in the learning process.
b. Feelings of happiness and satisfaction with academic achievements.
c. Diligence and the ability to complete academic tasks effectively.
d. A sense of belonging within the campus environment.
e. The ability to present oneself positively and build good relationships with peers, lecturers, and academic staff.
f. Enthusiasm for the opportunity to learn new things in higher education.
g. Gratitude for the support provided by peers and lecturers in academic activities.
h. The ability to be oneself within the university setting.

Research Material

The instrument adapted in this study is the Revised version of the College Student Subjective Well-Being Questionnaire (CSSWQ), a typical performance test developed by Renshaw in 2014 and revised in 2016 (Friedenberg, 2011). The revised CSSWQ consists of 16 items measuring four main domains which are academic satisfaction, academic efficacy, school connectedness, and college gratitude.

Although the CSSWQ was previously adapted into Indonesian by Akmal et al. (2021), that adaptation did not fully adhere to the guidelines set by the International Test Commission (ITC). As a result, some items may be culturally less relevant for Indonesian students—for example, item number 8 was found to require splitting. In addition, reliability estimates were not reported in the previous study. Therefore, this study conducted a re-adaptation of the CSSWQ in strict accordance with ITC guidelines, in order to minimize linguistic and cultural bias between the original and Indonesian versions of the instrument.

The adaptation process involved forward and backward translation, followed by reconciliation by bilingual experts in linguistics and psychological constructs. As a result of this process, the original 16 item CSSWQ was adapted into a 17-item version in Indonesian. The change in the number of items was due to the splitting of item 8, as recommended during the reconciliation process. The Indonesian version of the CSSWQ uses a 7 point Likert scale, ranging from “strongly disagree” to “strongly agree.”

Population and Sampling Technique

The population of this study consists of undergraduate students enrolled in public and private universities in Indonesia who are at least 18 years old, currently active in their studies, and not on academic leave. The sampling technique used is non-random sampling through convenience sampling, with a minimum sample size of 200 participants.

Research Prosedur

The adaptation procedure involved forward translation, reconciliation, and backward translation. During the forward translation phase, the original questionnaire was translated from English into Indonesian by two bilingual translators. One translator did not have a background in psychology (non-content expert), while the other was familiar with the psychological constructs measured by the instrument (content expert). After both initial drafts were produced, a discussion was held to reach consensus. In cases where discrepancies arose between the

translations, a reconciliation process was conducted to determine the most appropriate wording. Next, the reconciled Indonesian version was translated back into English during the backward translation phase. This stage also involved two different translators who met the same criteria as those in the forward translation phase.

Data Collection

Data were collected using an online questionnaire for one week. After that, participants who agreed to continue were asked to complete a retest one week after the initial assessment.

Data Analysis Technique

Qualitative analysis was conducted through a readability test involving six prospective participants, all of whom were undergraduate students ranging from first year to final year levels. The purpose of the readability test was to gather feedback on item wording, grammar, response options, and clarity of item content.

Quantitative analysis of the instrument was based on item discrimination (corrected item total correlation) and item difficulty (mean scores). Reliability was estimated using test-retest, split-half, and coefficient alpha methods. Content validity evidence was obtained using the I-CVI and S-CVI methods, involving nine expert panelists from the fields of psychometrics, sociocultural psychology, educational psychology, and clinical psychology. Validity evidence based on internal structure was analyzed using confirmatory factor analysis (CFA). Validity evidence based on relationships with other variables was examined by correlating the adapted CSSWQ scores with GPA and a subjective well-being (SWB) scale.

Results and Discussion

Research Findings

A total of 291 undergraduate students participated in this study. The distribution included 80 students (27%) in their first semester, 107 (37%) in the third semester, 80 (27%) in the fifth semester, 17 (6%) in the seventh semester, 4 (1%) in the ninth semester, and 3 (1%) in the eleventh semester.

Readability Test

Based on the results of the readability test, it was found that items number 2, 3, 10, 11, and 15 still contained words or phrases that were difficult to understand. Therefore, these items

were revised, and the revised versions were further discussed with expert panelists during the content validity indexing (CVI) process.

Item Analysis

Statistical analysis was performed using JASP version 16.4 to examine the corrected item-total correlation and item mean values. The corrected item-total correlation ranged from 0.427 to 0.681, indicating that all items in the CSSWQ fell into the excellent category in terms of their ability to discriminate between participants' responses (Popham, 2008). This means that all items effectively differentiated between students who rarely experience well-being and those who frequently do during their time in university (Renshaw, 2020). Therefore, all items were recommended to be retained in the instrument, and no items were removed.

Reliability

Of the 291 participants in this study, 68 completed the second test, with a one-week interval between the two sessions. Based on the results of the Pearson correlation test, the correlation between the first and second administrations of the CSSWQ was $r = 0.532$, $p = .000$, which indicates a statistically significant positive correlation.

Reliability estimation using the split-half method involved dividing the instrument into two parts and correlating respondents' scores from the first part with those from the second. The correlation was then corrected using the Spearman-Brown formula. The first part consisted of items 1 to 9, and the second part consisted of items 10 to 17. Using SPSS version 26, the reliability coefficient calculated by the Spearman-Brown formula was $r = 0.903$. This result indicates that both halves of the instrument consist of equivalent items.

Reliability estimation using the Cronbach's alpha method with a 95 percent confidence interval yielded the following results.

Table 1. Cronbach's Alpha Reliability Estimates

Subscale / Scale	N	Estimate	Lower Bound	Upper Bound
Academic satisfaction	4	0.807	0.769	0.841
Academic efficacy	4	0.772	0.773	0.807
Scholl connectedness	4	0.747	0.696	0.791
College gratitude	5	0.830	0.797	0.859
College student well-being (overall)	17	0.913	0.898	0.927

Validity Evidence Based on Content Validity

Expert evaluations of item relevance for the CSSWQ scale were calculated using the Content Validity Index (CVI) approach, with the results shown in Table 9. The I-CVI values for all items were ≥ 0.78, indicating that all items are valid (Shi, Mo, & Sun, 2012). These results demonstrate that each item in the CSSWQ adequately represents the intended test content and aligns with the conceptual framework of the instrument. Validity at the scale level was assessed using both the S-CVI/Ave and S-CVI/UA methods. The S-CVI/Ave was 0.99 and the S-CVI/UA was 0.94, indicating that the CSSWQ is valid overall.

Validity Evidence Based on Construct Validity

The results of the first-order confirmatory factor analysis (CFA) showed that the model met all fit criteria: p-value > 0.05, CFI < 0.90, RMSEA < 0.08, and SRMR < 0.06. This indicates that the model demonstrated acceptable fit. In addition, all factor loadings were greater than 0.60 with p-values less than 0.05, suggesting that all items significantly contributed to the measurement of their respective dimensions. Thus, the first-order CFA model is considered appropriate for measuring the hypothesized construct.

The second-order CFA was conducted using the 17-item CSSWQ scale with four dimensions, tested on a sample of 291 students. The model produced the following results: chi-square p-value < .001 ($p < 0.05$), CFI = 0.858 (CFI ≤ 0.90), RMSEA = 0.099 (RMSEA > 0.08), and SRMR = 0.084 (SRMR > 0.06). These results indicate that the model did not meet the standard goodness-of-fit criteria, and therefore model modification was necessary. Based on the modification indices output, correlations were added between measurement errors for certain items, as detailed in Table 2.

Table 2. Residual Covariances of the Second-Order CFA Model

Measurement Error	Estimate	Std.Error	p
Item 2 ↔ Item 11	-0.062	0.032	0.050
Item 8 ↔ Item 9	0.082	0.061	0.179
Item 9 ↔ Item 17	0.145	0.048	0.003
Item 2 ↔ Item 6	0.445	0.073	0.000
Item 14 ↔ Item 15	0.184	0.046	0.000
Item 12 ↔ Item 16	0.296	0.078	0.000
Item 13 ↔ Item 17	0.207	0.046	0.000

Item 7 ↔ Item 9	0.260	0.057	0.000
Item 4 ↔ Item 13	0.151	0.046	0.001
Item 7 ↔ Item 8	0.190	0.057	0.000

Following model modifications, the second-order CFA model achieved acceptable fit, with the following indices: chi-square p-value < .001 ($p < 0.05$), CFI = 0.927 (CFI ≥ 0.90), RMSEA = 0.074 (RMSEA < 0.08), and SRMR = 0.058 (SRMR < 0.06). Although the chi-square p-value suggests a lack of fit, this statistic is known to be sensitive to sample size and degrees of freedom. As the sample size increases, the likelihood of obtaining a significant chi-square also increases. Therefore, the chi-square result may be disregarded in favor of other fit indices. Based on the CFI, RMSEA, and SRMR values, the model meets the criteria for good fit. Accordingly, the second-order CFA model of the CSSWQ can be considered a well-fitting model. Figure 1 presents the path diagram of the second-order CFA model for the CSSWQ.

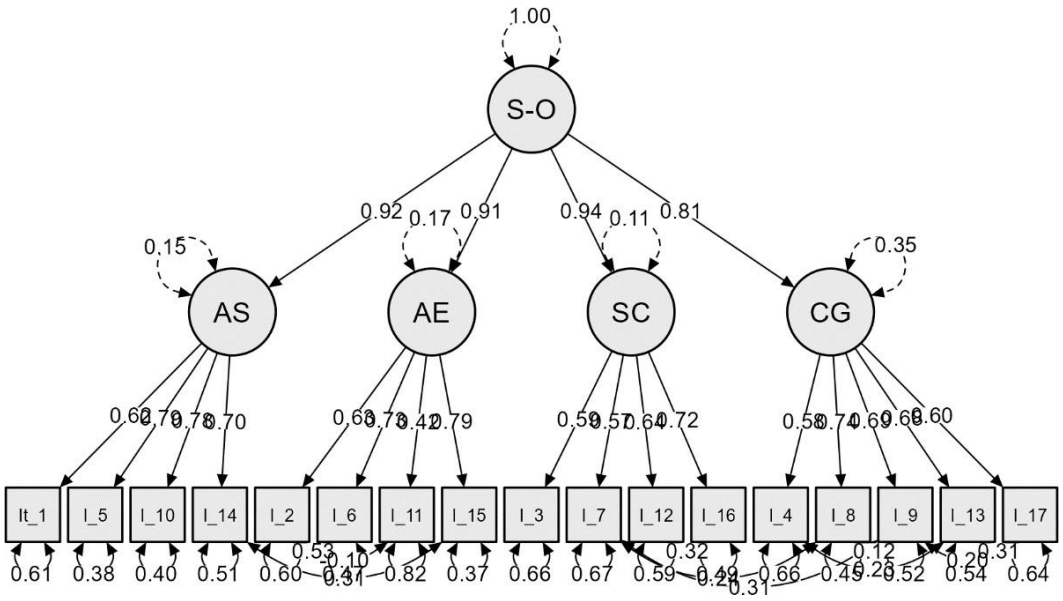


Figure 1. Second Order CFA Model

In the second-order model, each item and each dimension has a factor loading that indicates whether the indicators and factors contribute significantly to measuring their respective latent constructs, namely the CSSWQ. Detailed factor loading values for the indicators of the CSSWQ are presented in Table 3 below.

Table 3. *Factor Loadings* and *Second-Order Loadings*

Factor	Indicator	Item	Std. Estimate	p
Academic Satisfaction	Item 1	Saya memiliki pengalaman akademik yang menyenangkan di kampus	0.621	0.000
	Item 5	Saya merasa senang dengan pencapaian yang saya peroleh selama berkuliah	0.788	0.000
	Item 10	Saya puas dengan pencapaian akademik saya sejak saya mulai kuliah	0.776	0.000
	Item 14	Sejauh ini, Saya merasa puas dengan proses belajar di perguruan tinggi yang dijalani	0.699	0.000
Academic Efficacy	Item 2	Saya tergolong mahasiswa yang pekerja keras di kelas	0.632	0.000
	Item 6	Saya adalah mahasiswa yang rajin	0.727	0.000
	Item 11	Saya adalah mahasiswa yang teroganisir dan dapat bekerja secara efektif	0.422	0.000
	Item 15	Saya belajar dengan baik di kelas	0.792	0.000
Scholl Connectedness	Item 3	Saya merasa menjadi bagian dari kampus tempat saya berkuliah saat ini	0.586	0.001
	Item 7	Orang-orang di kampus ini ramah kepada saya	0.574	0.001
	Item 12	Saya dapat menjadi diri saya sendiri ketika di kampus	0.639	0.002
	Item 16	Mahasiswa lain di kampus ini menyukai diri saya apa adanya	0.715	0.001
College Gratitude	Item 4	Saya merasa bersyukur bisa melanjutkan pendidikan di perguruan tinggi	0.584	0.000
	Item 8	Saya merasa bersyukur memiliki dosen yang bersedia membantu saya	0.744	0.000
	Item 9	Saya merasa bersyukur memiliki teman yang bersedia membantu saya	0.690	0.000
	Item 13	Saya merasa bersyukur memiliki kesempatan untuk bisa mempelajari hal-hal baru	0.677	0.000
	Item 17	Saya berterima kasih kepada orang-orang yang sudah membantu saya dalam perkuliahan	0.598	0.000
	Second-Order Factor Loadings			

Factor	Indicator	Item	Std. Estimate	p
CSSWQ	Academic Satisfaction		0.922	0.000
	Academic Efficacy		0.912	0.000
	Scholl Connectedness		0.945	0.002
	College Gratitude		0.809	0.000

Based on Table 3, the first-order factor loadings ranged from 0.422 to 0.792 with p-values less than 0.05, indicating that all items significantly contributed to measuring the latent construct of the CSSWQ indirectly through their respective dimensions. The second-order factor loadings ranged from 0.809 to 0.945 with p-values less than 0.05, meaning that all dimensions significantly contributed to measuring the overall construct of the CSSWQ directly. These results support the conclusion that the model is appropriate for measuring the hypothesized theoretical structure.

Validity Evidence Based on Relations to Other Variables

Validity evidence based on relationships with other variables aims to analyze the correlation between CSSWQ test scores and external variables that serve as sources of validity evidence. In this study, the external variables were GPA scores and scores on the Subjective Well-Being scale. Correlation analysis was conducted using data from 211 of the total 291 participants, as 80 of the participants were first-semester students who had not yet received GPA scores.

A Spearman correlation test was conducted to examine the relationship between CSSWQ scores and GPA. The results showed a statistically significant correlation between CSSWQ scores and the criterion variable (GPA), with $r = 0.229$ and $p = 0.000$, indicating $p < \alpha$. This suggests a positive correlation in the expected direction. Although the correlation coefficient of 0.229 indicates a small relationship, it still supports the validity of the CSSWQ in relation to academic performance.

Conclusions

This study adapted the revised version of the College Student Subjective Well-being Questionnaire (CSSWQ) into the cultural and linguistic context of Indonesia. A total of 291 undergraduate students participated in this study, with 68 of them completing a retest. The

adaptation and validation process followed the guidelines of the International Test Commission (ITC, 2017) and the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999).

A mixed-method approach was employed. The qualitative phase focused on translation and decentering, involving bilingual experts and a panel of professionals from various fields of psychology (psychometrics, sociocultural, educational, and clinical) to ensure translation quality. Subsequently, reliability testing and multiple sources of validity evidence were analyzed quantitatively to ensure the equivalence of the adapted version with the original instrument.

Based on the adaptation steps and validation procedures conducted, the Indonesian version of the CSSWQ was found to be equivalent to the original format. This indicates that the adaptation process was successful and that the revised CSSWQ can accurately measure college student well-being in the Indonesian context.

For future research, it is recommended to expand the sample size to better represent the broader population of Indonesian college students, which would support the development of normative data. In addition, involving bilingual participants is encouraged to enable cross-cultural comparisons and provide further psychometric equivalence across language formats. Researchers should also examine the modification indices more closely to further explore the theoretical foundations of the student well-being construct. For higher education practitioners, the revised version of the CSSWQ can serve as a useful tool to assess students' well-being and inform policy decisions related to academic programming and student support services.

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Authors' contributions

Please add a short description about all authors contributions.

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Please add a short description about availability of data and material.

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