Psychological Well-Being of Youth Inventory on Domestic Violence Victims: Rasch Model Analysis

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Abstract

Domestic violence is a long-standing phenomenon in society with physical and psychological impacts on the victims, witnesses and observers. This research, therefore designed an instrument to examine the psychological well-being of adolescents living with parents experiencing domestic violence. The instrument designed, was tested with 30 students of the vocational high school in Padang City, and analyzed using rasch models. The test results describe that the instrument is feasibility utilized to measure the psychological well-being of adolescents living with domestic violence victims with a reliability value of 0.89 and 0.91 for individuals.

Keywords: Psychological well-being, domestic violence, rasch model, youth

Introduction

Family is the smallest social miniature in a community which comprises of adults, adolescents and children with each responsible of the well-being of the other (Kurniawan, 2015; Tutwiler, 2017). Its problems are quite worrisome to the community (Afdal, 2015; Berg, Kiviruusu, Karvonen, Rahkonen, & Huurre, 2017; Tseng & Hsu, 2018). The most rife phenomenon is the discovery of cases of violence (Herzberger, 2019; Roberson & Wallace, 2016), carried out against wives (women) and their children (Anjani, 2016; Borneo, 2016; Merung, 2016; Rasool, 2016; Utama Hs, 2017). This does not only affect the perpetrators (Cantos, Goldstein, Brenner, O'Leary, & Verborg, 2015; Mcmurran & Gilchrist, 2008; Ulloa & Hammett, 2016) but also victims, witnesses and observers (Kimball, 2016; Mardiyati, 2015; Montgomery, Just-Østergaard, & Jervelund, 2019; Novianti, 2008; Ulloa & Hammett, 2016; Van der Kolk, 2017). Domestic violence on victims, especially family members, has a profound physical and psychological impact (Afdal, 2015).

According to the 2017 Women's Commission data in Indonesian, domestic violence/ personal relations, and violence against wives was ranked first with over 5,784 cases, which was followed by 2,171 courtship violence cases, 1,799 cases of violence against girls and the remaining were attributed to ex-husband, ex-boyfriend, and against domestic workers (Azriana, Chuzaifah, Y., Nurherwati, S., Indraswari, & Amiruddin, 2017).

Similarly, a report from the electronic media Antara Sumbar in 2018 reported that violence against women in the city of Padang was predominately domestic (Nasution, 2018) with 73 cases in 2017 (Utama Hs, 2017). Reports from the West Sumatra News electronic media which were also reported by the

Chairperson of the Padang Pariaman Family Welfare Consultation Institution (*Lembaga Konsultasi Kesejahteraan Keluarga/LK3*), stated that family issues were related to domestic violence (Redaksi, 2018).

Domestic violence affects both victims and perpetrators (Espinoza & Warner, 2016). Its impact comprises of direct victims, and witnesses such as parents (Callaghan, Alexander, Sixsmith, & Fellin, 2018). Its various forms on children in the household include physical, psychological, sexual and social violence, which means that its greatly affects them in the family (Cook et al., 2017; Katz, 2016; Kimball, 2016). Kondisi psikologis anak yang tinggal dengan orang tua KDRT Seringkali mendapatkan stresor dari kondisi keluarga (Perkins, Wood, Varjas, & Vanegas, 2016). Such conditions are also influenced by other factors which triggers the emergence and symptoms of stress in individuals (Alizamar et al., 2018). Stress tends to arise due to pressure or tension which comes from dissonance between a person and the surrounding environment (Zola, Fadli, & Ifdil, 2018).

The impact of domestic violence on children both physically and psychologically includes wounds, bruises, lumps, ashamed of meeting other people, alienating themselves from the environment, and the loss of relations such as its perpetrators and victims (Anggraeni, 2013). In addition, children living with violent parents have psychological problems (Anderson & Saunders, 2003; Callahan, Tolman, & Saunders, 2003; Ham-Rowbottom, Gordon, Jarvis, & Novaco, 2005; Tolman & Rosen, 2001; Victor, Grogan-Kaylor, Ryan, Perron, & Gilbert, 2018) and tent to be always unhappy. The research findings also explain that they experience psychological trauma (Mardiyati, 2015). According to Hupper, psychological well-being is showed to have a well-functioning state of life which is a combination of feelings and proper self-functioning (Megawati & Megawati, 2015).

However, the psychological well-being of adolescents living with domestic violent parents, are yet to be identified. The existing instruments are related to the measurement of Psychological Well-Being of students (children and adolescents) with reading difficulty(Lindeblad, Svensson, & Gustafson, 2016) using an instrument known as the Back Youth Inventory. Furthermore, other existing instruments related to victims of domestic violence measures the comparison of socio-economic status, social support, mental status of women victims using domestic violance inventory (Vameghi, Akbari, Majd, Sajedi, & Sajjadi, 2018). Studies related to this topic uses its inventory (Avdibegovic, Brkic, & Sinanovic, 2017; Cunha & Goncalves, 2016; White & Satyen, 2015) with no instruments measuring the psychological well condition of adolescents living with domestic violence parents. Based on this, it is necessary to have a measurement instrument to identify the condition of the psychological well-being of respondents, such as children. Therefore, this article discusses the instruments for measuring the psychological well-being of adolescents experiencing domestic violence.

Method

This instrument measures the condition and psychological well-being of adolescents with a specific population experiencing domestic violence. This instrument was developed using the theory of psychological well-being based on the following self-acceptance, positive relations with others, environmental mastery, purpose in life, personal growth and autonomy (López-Torres Hidalgo et al., 2010; Ryff, 1984; Ryff & Singer, 2008). This instrument contains measurements of the psychological well-being and condition of adolescents living domestic violent parents. This instrument consists of a total of 50 items which were all positive statements, analyzed using the Rasch model. However 8 items were not utilized, therefore, only 42 items with a reliability value of 0.89 and 0.91 for a person. The sampling were 30 students (17 girls and 13 boys) chosen based on the criterium questionare of domestic violance victims. The data is accessible at osf.io/mv6e8.

Results and Discussion

Validity

The validity of an instrument means the extent to which it is measured . Hence, the validity of this instrument examines the extent to which it measures the psychological well-being of adolescents. its analysis uses a PCA (Principal Component Analysis) of residuals which analyzes the extent to which the diversity of instruments should be measured. PCA analysis has two parameters, the first is the total raw variance in observation value (<20%) with both consisting of total raw unexplained variance values (<15%) (Linacre, 2011). This is detailed in table 1.

Table 1. Standardized Residual variance in Eigenvalue units = Item information units

```
                                            Eigenvalue  Observed      Expected
                                                        100.0%        100.0%
Total raw variance in observations    =     76.9101  100.0%          100.0%
  Raw variance explained by measures  =     26.9101   35.0%           35.7%
    Raw variance explained by persons =      7.2747    9.5%            9.6%
    Raw Variance explained by items   =     19.6353   25.5%           26.0%
  Raw unexplained variance (total)    =     50.0000   65.0%  100.0%   64.3%
    Unexplned variance in 1st contrast =     6.7363    8.8%   13.5%
    Unexplned variance in 2nd contrast =     5.1573    6.7%   10.3%
    Unexplned variance in 3rd contrast =     4.4602    5.8%    8.9%
    Unexplned variance in 4th contrast =     4.1814    5.4%    8.4%
    Unexplned variance in 5th contrast =     3.4074    4.4%    6.8%
```

Based on Table 1, it is seen that the total raw variance result is 35.0% which is not much different from the expected value of 35.7%. This shows that the minimum unidimensional requirement of 20% has been fulfilled based on criteria (Linacre, 2011). The results of the unexplained variance of all (1st to 5th) are below 15% which shows that the level of independence of items in the instrument is good. Therefore, this result states that the unidimensional requirements which illustrates what this instrument measured, such as the Psychological Well-Being of adolescents living with violent parents are measured.

Item Validity

The measure item reveals a statistical fit, with the parameters used to show the match between infit and outfit from the mean square using a middle squared value of 1.0 or the ideal range 0.5> MNSQ<1.5, Z-standardized values with a square value of 0.0 or with an ideal range of -2.0> ZSTD<+2.0 (Bond, Fox, & Lacey, 2007; Boone, Staver, & Yale, 2013; Sumintono & Widhiarso, 2015) and Point Measure Correlation (Pt Mean Corr) with a value range of 0.4 <Pt Measure Corr <0.85 (Sumintono & Widhiarso, 2015). A more detailed information is seen in table 2.

Table 2. Item Statistic (Outfit MNSQ. Outfit ZSTD, Pt Measure Corr

No	Number of Item	Construct Item	Outfit MNSQ	Outfit ZSTD	PT Measure Corr	Inform.
Self Acceptance						
1	15	Remain grateful even though the family is not harmonious	1.84	2.8	.33	Not used
2	17	Keep listening to other people's talk about parents	1.71	2.4	.06	Not used
3	33	Aware of the shortcomings that are owned, including family conditions	1.07	.4	.26	Used
4	16	Able to understand other people's talk on family	1.20	.9	.39	Used
5	18	Parental fights at home do not interfere with well-being	1.00	.1	.22	Used
6	34	Feel worthy of being treated well by others	.77	-1.0	.30	Used
7	1	Learn many things about life	.64	-1.4	.43	Used
8	19	Parenting patterns make adults mature to face problems	1.43	1.7	.44	Used
9	35	Accepting family conditions that are being experienced	1.11	.5	.44	Used
Positive Relations With Others						
10	2	Easily familiar with new people	1.32	1.3	.21	Used
11	20	Speak well to others even when they are angry	1.14	.6	.69	Used
12	36	Parents motivate to care for friends that are suffering	.77	-.9	.46	Used
13	3	Confidence in establishing closeness with other people	.68	-1.4	.29	Used
14	21	With the present conditions, it's normal to be friends with anyone	.78	-.9	.63	Used
15	37	Take pleasure in seeing others happy	.68	-1.3	.49	Used
16	42	Friendships last a long time even though family conditions are problematic	.86	-.5	.57	Used
17	4	Participate in activities carried out in the home environment	1.20	.9	.39	Used
18	22	Parents participate in every activity that	1.25	1.1	.44	Used

		requires their presence				
19	38	Opinions are heard during classroom activities.	1.43	1.7	.44	Used
Autonomy						
20	5	Plan something that is carried out, thanks to parental support	1.14	.6	.69	Used
21	23	Capable of carrying out plans made even though they are constrained by costs	.63	-1.7	.67	Used
22	39	Keep expressing opinions despite conflicting with the opinions of many people	.79	-.9	.54	Used
23	43	Not affected by mockery and ridicule about family	1.38	1.5	.44	Used
24	6	Able to make decisions without being influenced by others	1.13	.6	.30	Used
25	24	Feel proud of parents and help in choosing and making independent decisions	.83	-.6	.65	Used
26	40	Look for various information before making a decision	.50	-2.4	.72	Used
27	7	Ask the opinions of close friends people on family conditions	1.93	3.1	-.01	Not used
28	25	Think of the good and bad ways of solving family problems	.75	-1.0	.58	Used
29	41	Able to determine a way out of every problem	.73	-1.2	.51	Used
Purpose in Life						
30	8	Ensure the family is better before fixing	.88	-.4	.39	Used
31	26	Have life goals	.63	-1.2	.70	Outlier (Not Used)
32	44	Trying to improve self competence	.86	-.5	.57	Used
33	9	Able to live life well despite parental problems	1.07	.4	.26	Used
34	27	The current family condition is a valuable lesson for	.77	-.9	.63	Used
35	45	Gained a lot of experience while trying to help improve family conditions	.67	-1.4	.60	Used
Personal Growth						
36	10	Able to socialize with other people	.50	-2.5	.68	Used
37	28	Family circumstances make a useful experience in future	.59	-1.8	.46	Used
38	46	Receive input from friends to help improve family conditions	1.76	2.6	.31	Not used
39	11	Love to learn many positive things	.45	-2.5	.69	Not used
40	29	Determined to make parents proud	1.52	1.7	.26	Not used
41	47	Looking for additional income to help the family income	1.26	1.1	.49	Used
Environmental Mastery						
42	12	Able to avoid people that make you uncomfortable	.77	-.9	.46	Used
43	30	Capable of carrying out activities , even though there are a lot of distractions	1.00	.1	.41	Used
44	48	Able to study properly despite the poor learning facilities	1.01	.1	.49	Used
45	13	Accepted in friendship groups despite knowing about family conditions	2.07	3.5	.17	Not used
46	31	Understand the treatment of classrooms	1.15	.7	.25	Used
47	49	Try not to be emotional assuming your friend alludes to the conditions at home	1.18	.8	.51	Used
48	14	Complete the tasks given by the teacher despite living in an non-conducive environment	.92	-.3	.57	Used
49	32	Able to study well at home even irrespective of any form of interference	.56	-2.0	.52	Used
50	50	Keep trying to make the task as good as possible to acquire good grades	.91	-.2	.55	Used

Table 2 shows that 5 items were misfit because MNSQ and ZSTD outfits its value, while the PT Measure Correlation passed the ideal range, of 7, 13, 15, 17, 46. Furthermore, item 11 is misfit because its MNSQ and ZSTD passed the ideal range. Item number 29 MNSQ outfit misfit, while the PT Measure Correlation passed the ideal range. Furthermore, the MNSQ, and ZSTD outfit along with the PT Measure Correlation items, each passes through the ideal range. Therefore , items are maintained because they are still very good at measuring the psychological well-being of students. Based on explanation, the items considered not to be used numbers 7, 11, 13, 15, 17, 29 and 46.

Person Validity

The determination and validity of respondent instruments using variable maps shows the distribution and ability of respondents on the left and the distribution of difficulty levels of items on the right (Sumintono & Widhiarso, 2015). This is seen in Figure 1.
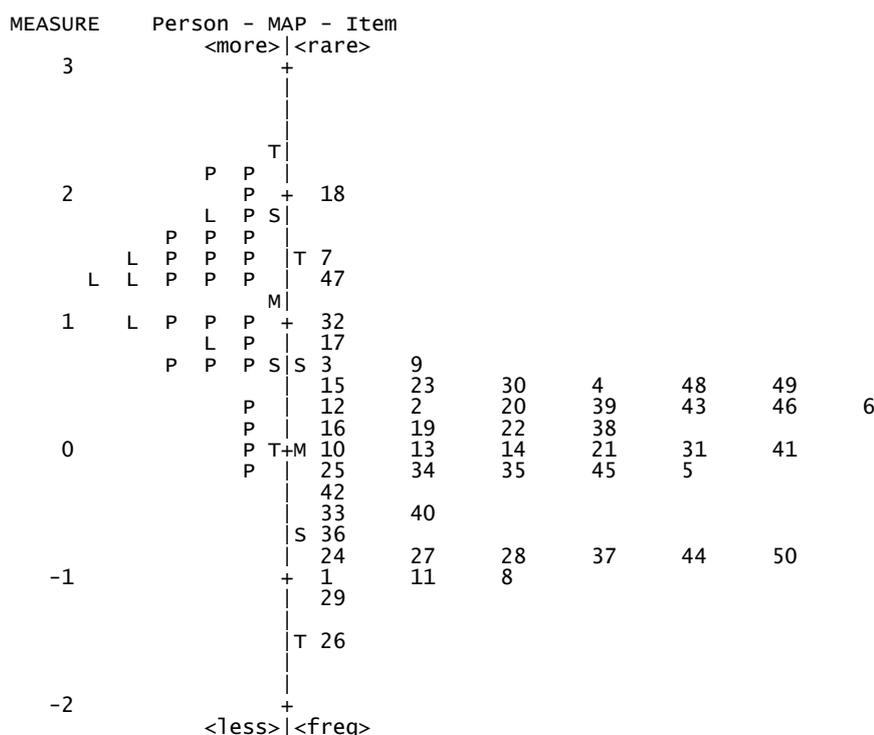
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MEASURE     Person - MAP - Item
                <more>|<rare>
   3                   +
                       |
                       |
                       |
                      T|
             P   P     |
   2                 P  +  18
             L   P    S|
         P   P   P     |
       L P   P   P    |T 7
     L L   P   P   P   |  47
                      M|
   1     L P   P   P   +  32
             L   P     |  17
           P   P   P S|S 3      9
                       |  15    23    30    4     48    49
                     P |  12    2     20    39    43    46    6
                     P |  16    19    22    38
   0                 P T+M 10   13    14    21    31    41
                     P |  25    34    35    45    5
                       |  42
                       |  33    40
                      |S 36
                       |  24    27    28    37    44    50
  -1                   +  1     11    8
                       |  29
                       |
                      |T 26
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  -2                   +
                <less>|<freq>
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Figure 1. Person Map

Based on Figure 1, the first left wright map shows that there are three students (women) with higher level of ability (more than +2 logit). While the lowest level of respondent's ability is below 0 logit which shows that their respondent's ability to answer questions is high. Secondly, on the right wright map explains the distribution of item logit values, with item 18 having the highest difficulty level (+2.04 logit), conducted by 3 students with the above ability (+2 logit) which means that students have the probability to work on this problem correctly. Meanwhile, item number 26 is a problem that almost all students tend to carry out correctly, a low logit value (-1.49 logit) or means that the question is too easy compared to the respondent's ability. It quotes that students have goals in life. Thirdly, comparing the distance between M-S-T (mean, 1SD and 2SD) in the variable maps above shows that on the left side of the map the distribution of students' ability is smaller than the level of item effectiveness on the right. In this context a person's ability shows little diversity compared to items. This means that the level of ability of respondents in working on instruments is high, which means that the instrument tends to measure the ability high, medium and low respondents. In conclusion, based on the results of misfit items and a person's ability, 8 items were aborted, namely 7, 11, 13, 15, 17.26, 29 and 46.

Reliability

Reliability means the consistency or stability of a measurement instrument. The information on the reliability of people and items is seen in the summary statistics in table 3.

Table 3. Summary of 30 Measured Person

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--------------------------------------------------------------------------------
|          TOTAL                          MODEL      INFIT       OUTFIT    |
|          SCORE    COUNT    MEASURE    S.E.     MNSQ   ZSTD   MNSQ   ZSTD |
|------------------------------------------------------------------------------|
| MEAN     191.1     50.0      1.20      .19     1.04   -.1    1.00   -.3 |
| P.SD      18.6      .0        .61      .01      .49    2.3    .45    2.2 |
| S.SD      18.9      .0        .62      .01      .50    2.4    .46    2.3 |
| MAX.     219.0     50.0      2.23      .22     2.33    5.1   2.14    4.6 |
| MIN.     145.0     50.0      -.21      .17      .35   -4.6    .34   -4.7 |
|------------------------------------------------------------------------------|
| REAL RMSE    .21 TRUE SD    .57  SEPARATION  2.78  Person RELIABILITY  .89 |
|MODEL RMSE    .19 TRUE SD    .58  SEPARATION  3.10  Person RELIABILITY  .91 |
| S.E. OF Person MEAN = .11                                                 |
--------------------------------------------------------------------------------

Person RAW SCORE-TO-MEASURE CORRELATION = 1.00
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .91  SEM = 5.47
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Table 4. Summary of 50 Measured Item

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--------------------------------------------------------------------------------
|          TOTAL                          MODEL      INFIT       OUTFIT    |
|          SCORE    COUNT    MEASURE    S.E.     MNSQ   ZSTD   MNSQ   ZSTD |
|------------------------------------------------------------------------------|
| MEAN     114.7     30.0       .00      .24      .98   -.2    1.00   -.1 |
| P.SD      12.9      .0        .72      .02      .39    1.5    .39    1.5 |
| S.SD      13.0      .0        .72      .02      .40    1.5    .40    1.5 |
| MAX.     137.0     30.0      2.04      .32     2.00    3.3   2.07    3.5 |
| MIN.      73.0     30.0     -1.49      .21      .41   -2.8    .45   -2.5 |
|------------------------------------------------------------------------------|
| REAL RMSE    .26 TRUE SD    .67  SEPARATION  2.58  Item   RELIABILITY  .87 |
|MODEL RMSE    .24 TRUE SD    .67  SEPARATION  2.78  Item   RELIABILITY  .89 |
| S.E. OF Item MEAN = .10                                                   |
--------------------------------------------------------------------------------

Item RAW SCORE-TO-MEASURE CORRELATION = -.99
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The table 3 can be simplified as shown in table 5.

Table 5. Summary Statistics Measured Person and Item

Summary Measured	Statistics	Measure	MNSQ		Reliability	Cronbach Alpha (KR-20)
			INFIT	OUTFIT		
Measured Person		1.20	1.04	1.00	.91	.91
Measured Item		.00	.98	1.00	.89	

Table 4 shows that the mean values of 30 and 50 people are 1.20 and .00 respectively, which is above the mean item. Furthermore, their reliability scores are .91 and.9, which shows that the quality of the answers provided by the respondent is excellent and the quality of the items used in the measurement is also good. The cronbach alpha value (KR-20) is .91 which indicates that the interaction between people and item is good. Besides that, the sensitivity value of people + 1.04 logit (INFIT MNSQ) answer pattern and the sensitivity value is +1.00 logit (MNSQ OUTFIT). While the item has a +.98 logit (INFIT MNSQ) sensitivity value with an overall value of +1.00 logit (MNSQ OUTFIT) which indicate that it is still in the

ideal range (+0.5> MNSQ<+1.5) (Sumintono & Widhiarso, 2015). This shows that the items have a very good quality for the conditions of measurement performed (Bond & Christine M. Fox, 2015; Boone et al., 2013; Sumintono & Wahyu Widhiarso, 2015) which indicates that 30 people are serious in working on the instrument.

Conclusions

This instrument meets the validity and reliability requirements of, both item and individuals. A total of 8 items were considered misfit while 7, 11, 13, 15, 17.26, 29 and 46 were utilized.

Acknowledgments

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