



# Reflections on the methodological development and utility of the kidscreen-52 quality of life questionnaire: A Trans-disciplinary Methodologization

Filip Kachnic\*

Department of Education, Institute for Research and Development of Education, University of Charles, Myslikova, Prague 1, Czech Republic.

**Received:** 21-Jul-2022, Manuscript No. AERR-22-69884; **Editor assigned:** 25-Jul-2022, PreQC No. AERR-22-69884 (PQ); **Reviewed:** 08-Aug-2022, QC No AERR-22-69884; **Revised:** 15-Aug-2022, Manuscript No. AERR-22-69884 (R); **Published:** 25-Aug-2022, DOI: 10.51268/2736-1888.22.10.066.

## ABSTRACT

**The purpose of this study is to critically explore the methodology for item generation used in the development of the KIDSCREEN-52 quality of life questionnaire. The reason for conducting this study is the long-standing need for methodological insights both in cross-cultural health-related survey research and educational research of immigrant children. Our research questions were: (1) What methodological principles do emerge in evidence-based educational research of immigrant children? and (2) In which ways are these methodological principles present in the methodology of Kidscreen-52?**

**Keywords:** KIDSCREEN-52, Quality of life research, Educational research, Immigrant children, Trans-disciplinary methodologization.

## INTRODUCTION

The purpose of this study is to critically explore the methodology for item generation used in the development of the KIDSCREEN-52 quality of life questionnaire (Barkmann et al., 2021; Bollweg et al., 2020; Bullinger et al., 2006; Ravens-Sieberer et al., 2008; Ravens-Sieberer et al., 2014; Robitail et al., 2006; Nassar-McMillan et al., 2002). The reason for conducting this study is the long-standing need for methodological insights both in cross-cultural health-related survey research and educational research on immigrant children (Perneger et al., 1999; Dickson-Swift et al., 2008; Shivayogi, 2013; Punch, 2012; Liamputtong, 2007; Liamputtong, 2008). Our research questions were: (1) what

methodological principles do emerge in evidence-based educational research of immigrant children? and (2) In which ways are these methodological principles present in the methodology of Kidscreen-52? The final interconnection analysis revealed three overarching elements: (1) Kidscreen focus groups enabled peer interactions by involving relational authenticity, a concept found in educational research, and (2) due to their inherent group dynamics the Kidscreen focus groups increased verbal and non-verbal expressions, and (3) by covering a greater range of experiences the Kidscreen focus groups have enhanced reflexivity that is instrumental for capturing cross-cultural

experiences of vulnerable children populations (Patton, 2004; Noddings, 2015; Sha et al., 2020; Punch, 2012).

## METHODOLOGY

Due to the cross-disciplinary uniqueness of our study, we have adopted the intrinsic case study design. To answer the first research question, we conducted a rapid review of the evidence-based literature relevant to immigrant children. To answer the second research question, we have conducted an analytical methodological comparison of the item generation in Kidscreen-52 based on (McPhee et al., 2018).

The rapid review adhered to the following procedure: (1) we used google scholar search, (2) keywords used: "kid-screen", "migrant", "immigrant", and "vulnerable". Inclusion criteria: (a) studies had to report empirical data, b) studies had to be related or reference to immigrant children in school context, © studies had to discuss methodological approaches and (d) data corresponded to our definition of immigrant children (all-encompassing terms including any type of migration experience of children and adolescents aged 7 to 18) (Mbuagbaw et al., 2020; Herdman et al., 2002; Arksey et al., 2005). Four most important databases (Web of Science, PubMed, Psyc INFO, and ERIC) in the fields of education, psychology and social sciences research were searched (citations were excluded). The search included only articles written in English and published between 2015 and 2022. The decision to focus on this period was based on increasing interest in refugee education caused by the Syrian refugee influx in 2015 (Gifford et al., 2007; Ostrand, 2015).

## RESULTS AND DISCUSSION

Our research questions were: (1) What methodological principles do emerge in evidence-based educational research on immigrant children? and (2) In which ways are these methodological principles present in the methodology of Kidscreen-52?

### First research question

The rapid review identified 48 outputs, detailing the nature and extent of methodology to conduct research with immigrant children. We identified 7 referenced studies that met our inclusion criteria. They highlighted the following three methodological principles:

1. Providing relational authenticity (Noddings, 2013; Noddings, 2015;

Perneger et al., 1999).

2. Ensuring higher level of reflexivity (Sharkey et al., 2021; Liamputtong, 2007; Liamputtong, 2008).
3. Enhancing verbal and non-verbal expression (Punch, 2012).

### Second research question

The previously identified methodological principles occurred mainly in the Kidscreen-52 focus groups that were used to generate survey items (Harkness, 2007; Bullinger et al, 2006).

1. By enabling peer interactions the Kidscreen-52 focus groups have provided relational authenticity.
2. By covering a greater range of experiences the Kidscreen-52 focus groups have enhanced reflexivity that is instrumental for capturing cross-cultural experiences of vulnerable children populations (Punch, 2012).
3. By providing group dynamics the Kidscreen-52 focus groups have served as a catalyst for verbal and non-verbal expression (Morgan, 1996).

## CONCLUSION

Researchers often are in need of adapting survey items age-appropriately. Focus groups utilized for item generation of Kidscreen-52 demonstrated the potential to encourage age-appropriate conversations. According to Detmar focus group have the ability to increase the amount of verbal and non-verbal expressions. This is particularly instrumental for immigrant children experiencing silent periods or selective mutism.

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