INDIRECT EFFECTS OF MATERIAL CONDITIONS ON CHILDREN'S RELATIONAL AND SUBJECTIVE WELL-BEING

SİMGE SEVER

BOĞAZİÇİ UNIVERSITY

2020

INDIRECT EFFECTS OF MATERIAL CONDITIONS ON CHILDREN'S RELATIONAL AND SUBJECTIVE WELL-BEING

Thesis submitted to the

Institute for Graduate Studies in Social Sciences

in partial fulfillment of the requirement for the degree of

Master of Arts

in

Clinical Psychology

by

Simge Sever

Boğaziçi University

2020

DECLARATION OF ORIGINALITY

I, Simge Sever, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date .....17.08.2020.....

ABSTRACT

Indirect Effects of Material Conditions

on Children's Relational and Subjective Well-Being

The current study aimed to explore the factors through which children's material deprivation affects their subjective well-being. Children's relational experiences with their families, friends, teachers, people in their neighborhood and their time use experiences were defined as mediator variables. Secondary analysis of the collected data with 1885 Turkish children, aged 10 and 12-years-old, was conducted. The data was collected as part of a multinational research survey called Children's Worlds. The participants were recruited from the state schools in Istanbul using stratified sampling method. Children were asked to fill a questionnaire and the survey included only children's own appraisals, perceptions, and experiences with their immediate surroundings. The results showed that children's satisfaction with their experiences at school, neighborhood, with their family, friends and their time use play a significant mediating role in the relationship between their material deprivation and subjective well-being in general. There was a significant difference according to age; 10-years-old children were found to have higher levels of subjective well-being in comparison to 12-years-old children. In terms of gender differentiation, girls were found to be showing higher levels of satisfaction with their close relationships in comparison to boys. The current study makes a considerable contribution to the field as it is the first study addressing the indirect effects of children's material deprivation on their subjective well-being in different areas of their lives in a Turkish sample.

ÖZET

Maddi Koşulların Çocukların İlişkisel ve Öznel İyi Olma Hali Üzerindeki Dolaylı Etkileri

Bu çalışma çocukların maddi yoksunluğunun öznel iyi oluş halleri üzerinde rol oynayan dolaylı etkileri keşfetmeyi amaçlamaktadır. Çocukların aileleriyle, arkadaşlarıyla, öğretmenleriyle, mahalleleriyle olan ilişkisel ve zaman kullanımı deneyimleri aracı değişkenler olarak tanımlanmıştır. 10 ve 12 yaşlarındaki 1885 Türk çocuğunun katılımıyla toplanan verilerin ikincil analizi yapılmıştır. Veriler Çocukların Dünyaları: Çocukların İyi Oluş Hali Uluslararası Anketi adlı çok uluslu bir araştırma anketinin parçası olarak elde edilmiştir. Katılımcılar, Millî Eğitim Bakanlığı'nın belirlediği okul hizmet puanlarına göre sınıflandırılmış olan İstanbul'daki devlet okullarındaki öğrencilerden seçilmiştir. Çalışma anketi çocukların yakın çevreleriyle olan deneyimlerine dair yalnızca öznel değerlendirmelerini içermektedir. Sonuçlar, çocukların okulda, mahallede, aileleriyle, arkadaşlarıyla olan deneyimlerinden ve zaman kullanımından duydukları memnuniyetin, maddi yoksunluk ile öznel iyi oluş halleri arasındaki ilişkide önemli bir aracı rol oynadığını göstermiştir. Yaşa göre önemli farklar bulunmuş olup; 10 yaş grubu çocukların, 12 yaş grubu çocuklara kıyasla daha yüksek düzeyde öznel iyi oluş hali gösterdikleri saptanmıştır. Yakın ilişkilerden duyulan memnuniyetin kız çocuklarında erkek çocuklarına göre daha yüksek düzeyde olduğu bulunmuştur. Bu çalışma, çocukların maddi yoksunluğunun yaşamlarının farklı alanlarındaki öznel iyi oluş hali üzerindeki dolaylı etkilerini Türkiye örnekleminde ele alan ilk çalışma olması nedeniyle alana önemli bir katkı sağlamaktadır.

ACKNOWLEDGMENTS

First and foremost, I would like to convey my heartfelt thanks to all the children involved in this study. Their contribution is countless. I would also like to thank Children's Worlds project team for their priceless effort to understand more about how a good childhood may be possible. A wealth of studies carried out by the members of the team contributed a lot to my work and clinical understanding.

I would like to express my gratitude to my advisor, Assoc. Prof. Serra Müderrisoğlu, for giving a place to me in that project at first and for her support and exceptional guidance from beginning to the end. I would like to thank Assist. Prof. Nur Soylu Yalçınkaya for her inspiring suggestions and encouragement. I would also like to thank Prof. Emre Erdoğan for his involvement in this thesis.

I would like to convey my gratitude to The Scientific and Technological Research Council of Turkey (TUBITAK) for supporting me financially throughout the master education. Thanks to contribution of the council, I have found an opportunity to focus on my research.

Special thanks to Yusuf and my lovely friend Ümit, for their enormous assistance throughout whole process. Your existence made it much more enjoyable.

I would like to express my appreciation to my friend and colleagues, Gökçe, İpek and Betül, for sharing all the load and joy in that difficult road. My special thanks go to one of my sweetest friends, Sevde, for her coloring existence in my life.

I would like to convey my gratitude to my life-long teachers, Seda and Metin Yıldırım, for their belief in me and the warmth they seed in me when I was a child, which still continues to grow. I feel lucky for having had the chance to be their student.

My deepest thanks go to my parents, Nedim Sever and Şennur Sever, for their enduring and unconditional love. Thank you for your support each time I find it difficult to cope with the surprising edges of the life.

I owe a special thanks to my sister, Fatma Gülsüm, for always being there for me. Your infinite compassion gives me the strength.

Finally, Anıl Yapıcı, thank you for all the sunshine you bring into my life…

To a better childhood for the children of the world

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION 1

CHAPTER 2 LITERATURE REVIEW 3

2.1 Social indicators movement 3

2.2. Concept of childhood 5

2.3 Acceptance of children's rights 6

2.4 Childhood as a special period with its own characteristics 9

2.5 Changes in the direction of research on child well-being indicators 11

2.6 Definition and measurement of subjective well-being 12

2.7 Indicators of children's subjective well-being 14

2.8 The current study 31

CHAPTER 3 METHOD 35

3.1 Participants 35

3.2 Procedure 35

3.3 Measures 36

CHAPTER 4 RESULTS 43

4.1 Descriptive statistics 43

4.2 Correlations among study variables 43

4.3 Supplementary Analyses 50

4.4 Mediation Analyses 53

CHAPTER 5 DISCUSSION 69

5.1 Gender and age 69

5.2 Material deprivation and subjective well-being in school 73

5.3 Material deprivation and subjective well-being in family 78

5.4 Material deprivation and subjective well-being with friends out of school 79
5.5 Material deprivation and subjective well-being in neighborhood 80
5.6 Material deprivation and subjective well-being with time use 82
5.7 Limitations, strengths and suggestions for further studies 84
APPENDIX A: SURVEY QUESTIONNAIRE 88
APPENDIX B: SURVEY QUESTIONNAIRE (TURKISH) 100
APPENDIX C: ETHICS COMMITTEE APPROVAL 116
APPENDIX D: OUTPUT FOR MEDIATION ANALYSES OF FRIEND RELATIONSHIP AT SCHOOL 118
APPENDIX E: OUTPUT FOR MEDIATION ANALYSES OF RELATIONSHIP WITH TEACHERS 120
APPENDIX F: OUTPUT FOR MEDIATION ANALYSES OF ACADEMIC ACHIEVEMENTS 122
APPENDIX G: OUTPUT FOR MEDIATION ANALYSES OF RELATIONSHIP WITH PARENTS 124
APPENDIX H: OUTPUT FOR MEDIATION ANALYSES OF SAFETY AT HOME 126
APPENDIX I: OUTPUT FOR MEDIATION ANALYSES OF FRIEND RELATIONSHIPS OUTSIDE SCHOOL 128
APPENDIX J: OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES IN THE NEIGHBORHOOD 131
APPENDIX K: OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES WITH TIME USE 134

APPENDIX L: OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES WITH DOMAINS OF THEIR LIVES 137

REFERENCES 141

LIST OF TABLES

Table 1. Descriptive Statistics for Study Variables 45

Table 2. Intercorrelations among the Variables Related to Subjective Well-Being at School Context 46

Table 3. Intercorrelations among the Variables Related to Subjective Well-Being at Family Context 47

Table 4. Intercorrelations among the Variables Related to Subjective Well-Being with Friends 48

Table 5. Intercorrelations among the Variables Related to Subjective Well-Being at Neighborhood 49

Table 6. Intercorrelations among the Variables Related to Subjective Well-Being with Time Use 51

Table 7. Differences in Study Variables According to Age 52

Table 8. Differences in Study Variables According to Gender 53

LIST OF FIGURES

Figure 1. The mediating role of friend relationships and feelings of safety at school in the relationship between material deprivation and subjective well-being 55

Figure 2. The mediating role of relationship with teachers in the relationship between material deprivation and subjective well-being 56

Figure 3. The mediating role of satisfaction with academic success in the relationship between material deprivation and subjective well-being 58

Figure 4. The mediating role of children's relationship with their parents in the relationship between material deprivation and subjective well-being 59

Figure 5. The mediating role of children's perception of safety at home in the relationship between material deprivation and subjective well-being 62

Figure 6. The mediating role of relationships with friends in the relationship between material deprivation and subjective well-being 64

Figure 7. The mediating role of children's satisfaction with the people, services, activity places and feelings of safety in their area 64

Figure 8. The mediating role of how children use their time in the relationship between material deprivation and subjective well-being 66

Figure 9. The mediating role of children's satisfaction with various domains of their lives in the relationship between material deprivation and subjective well-being 68

CHAPTER 1

INTRODUCTION

Social indicators have been important to keep track of community welfare and policies. Although the history of the studies on this date back to much earlier, use of the term has increased with the publication of the book "Social Indicators" by Bauer (1966, as cited in Land & Ferriss, 2007, p. 518). Accordingly, the studies of social indicators have gained importance for the follow-up of changes in society (Land, 1971).

When it comes to monitoring the situation of children, the “World Children Situation Reports” published by The United Nations Children’s Fund (UNICEF) since 1979 can be shown as an important step. It can be said that these reports have some basic indicators about the survival and development of children, making the traceability of the children’s situation easier (Ben-Arieh, 2000). Following these annual reports, various local, regional, national and international initiatives led by many researchers, public institutions and non-governmental organizations have tried to reach more reliable information about the situation of children (Ben-Arieh and George, 2001). In line with these reports, the adoption of the Convention on the Rights of the Child by the United Nations in 1989 (The United Nations Children’s Fund [UNICEF], 1989) accelerated the work in the field.

The recognition that children have rights as a separate group from adults has increased the belief that childhood should be considered and followed as a period in itself; in line with this, the need for new indicators to monitor children’s situations have become inevitable. From this point of view, it can be said that the adoption of the Convention on the Rights of the Child has led the way in searching for positive

indicators that contribute to well-being of children other than the indicators that take children's situations of survival or participation in education as basis of their well-being (Ben-Arieh, 2007; Melton, 2005).

Ben-Arieh (2007) states that the studies working on investigation of children's status have increased and, children's subjective evaluations about their own lives as a method of study gained a considerable acceptance. Also it was highlighted that development of indicators as to be used by community workers and policy makers has come into prominence so that the practices that can contribute to the happiness of children can be included in the agenda of policy makers (Ben-Arieh, 2007). Align with these aims, important changes are reported to occur in the field of child indicators such as shifting toward taking children as "unit of analysis" and having a more "child centered approach" (Ben-Arieh, 2010, p. 12).

Considering that one of the aims of developing social policies is to raise people's well-being, revealing how children are affected when their material resources are limited may help in developing social policies aimed at children's well-being (Gross-Manos, 2017). Since also it is stated that children's material deprivation may appear as a risk factor (Bradley & Corwyn, 2002) for their development in various domains, exploring the indirect effects of material deprivation that children suffer on their well-being in their relational experiences with family, friends, teachers, people in their neighborhood and the way they use their time has been focus of the current study.

CHAPTER 2

LITERATURE REVIEW

2.1 Social indicators movement

Statistical indicators were started to be used to track social trends for a long time ago. The report of *Recent Social Trends in the United States,* which is published during President Hoover administration in 1933 can be given as an example (Zill et al., 1983 as cited in Ben-Arieh, 2008, p. 3). Also studying children's well-being through use of quantitative data is not new as to be shown in "State of the Child" reports, dating back to 1940s (Ben-Arieh and George, 2001). Yet, it is thought that the roots of recent studies of child well-being indicators reside in "social indicators movement", which occurred in an atmosphere of active social change during 1960s (Ben-Arieh, 2008).

In the beginning of 1960s, American Academy of Arts started a process to develop ways of measurement to identify changes in the society and to evaluate certain projects and their consequences. The outcomes of the process were reported in a book by Bauer (1966) with the title of *Social Indicators* (Land & Ferriss, 2007). He was among the people who mentioned for the first time the concept "social indicators" as to identify systematic evidences using quantitative data to evaluate where the societies stand in regard to principles and aims they have (Bauer, 1966 as cited in Ben-Arieh, 2008, p. 4). These can contain measurement of unemployment rates, longevity, physical well-being status, registration in school rates and satisfaction with life in general (Land & Ferriss, 2007).

In general terms, social indicators movement seems to be fueled with a motivation to gather data which shows nations' social, financial and demographic

features (Land & Ferriss, 2007) to evaluate the degree to which social policies were applied as they were stated (Ben-Arieh, 2007).

Social indicators were aimed to be useful in showing the changes societies encounter. In other words, social indicators were seen valuable for bringing accountability to the social policies applied in societies (Land and Ferriss, 2007). Throughout the 1960s and 1970s, emphasis was placed on the definition and consideration of objective measures, development of indicators for youth education which includes measurement of learning experience happening outside of school, and collection of data which reflect family relations (Ben-Arieh, 2008). Also, Campbell and Converse's work on quality of life measures which include assessment of one's ambitions, expectancies and satisfaction with life should be effective on the current well-being studies (Berger, 1974).

The concept "quality of life" highlighted the need for subjective evaluation of people's satisfaction with their lives in different domains other than assessing merely the ways to make societies more prosperous (Land & Ferriss, 2007, p. 519). So, notion of quality of life took place in social policy agendas as to include novel goals with multiple domains to identify problems and take right action for the better conditions (Land & Ferriss, 2007). Therefore, social indicators may be conceived as an essential instrument for officials trying to promote the well-being of individuals they work for. It becomes possible to monitor social changes taken place in the course of time, which affect people's well-being so that needed actions can be taken (Lippman, 2007).

Through this movement, many social scientists and officials believed in that well-established social indicators could bring a good opportunity to monitor the situations of social groups incorporating situations of children and families (Land,

2000). From these reasons, it would be reasonable to evaluate the social indicators movement as the roots of child well-being indicators movement. Throughout time, the child indicators movement had been evolved with the evolutions in the concept of childhood. Therefore, it is worth mentioning the changes in the concept of childhood in a more detailed way.

2.2. Concept of childhood

According to Semerci et al. (2012) it is possible to evaluate the process of change in concept of childhood in three historical steps. Firstly, in pre-modern era, children were accepted as part of the adults' worlds. In other words, they were not seen as a special protected and educated social group. Yet, since eighteenth century, children's becoming part of heavy work load and of being seen as the objects to be exploited promoted reactions in favor of protecting children. This could be initiator of the process which will strengthen the idea that children should be taken care of as a special group. In other words, children were started to be seen as a special group who are under risk and as people who need special care.

In the twentieth century, however, which is called as the century of childhood and child welfare, protective measures related to childhood increased comprising the structure of family as well. It gained acceptance that children should be protected and supported within the structure of family to prevent any possible harm. Nevertheless, the care for them seems to be stemmed mainly from the idea that they were the subjects of the future. From this perspective, they were accepted as the children of the society or the state (Semerci et al., 2012). In relation to that, Boli-Bennett and Meyer (1978) state that childhood as a distinct group from adults' worlds comes under regulation of nation-states in modern era. In other words, children are

protected as a special social group more than they are in the past, yet also they become more dependent on the ideology of the states. They are educated as potential members of the society to become rational, capable and successful citizens, who will contribute to national development in the competitive world system (Melton, 2005).

At the next stage in the evolution of childhood concept, children started to be seen as individuals independent from social and political ideals. Therefore, studies of childhood gain importance as something in its own right. Child well-being approach manifests itself as the product of this new perspective. Children are no longer seen as the subject of the future, but individuals as having rights and value to live independent from ideals of the family and the state which they are a member of (Semerci et al., 2012). To monitor the conditions they face while they are still child, child well-being studies gained speed so that the right actions can be incorporated into policy agendas. Therefore, it should be said that importance given to accountability play an important role in the acceleration in the field of child well-being studies. Along with these, theoretical and methodological developments in the field gave rise to the number of studies aiming to identify child well-being indicators and it is worth mentioning them in detail below (Ben-Arieh 2008).

2.3 Acceptance of children's rights

It was not too long ago that children were having a similar place with adults in social life. They were exposed to harsh working conditions as being part of the adult life. In the course of time, a variety of international and national laws served to the idea that children need for special education programs and protection as a special social group. It was accepted that they should be taken under protection until the age of eighteen to prevent any harm coming from the family as well as the society. Social protection

agencies, schools and sport centers for children have contributed to improvement of the protection mechanism for children.

In 1989, The United Nation's Convention on the Rights of the Child (CRC) could be a global product of this process. Its focus on variety of childen's rights such as cultural, political, and social, made it explicit that children as a special social group have separate rights than adults and they should be protected with a special care (Semerci et al., 2012). In addition to the protection principle, the Convention defines the participation of children in social life as part of the children's rights. Their right to have a voice in the issues that affect them contributes to improvement of childhood perception. (Semerci et al., 2012). In parallel with their right to be involved in the organization of social life, the fields of autonomy they have should increase through set of choices that will be accessible to them in regard to their education, personal and social life (Melton, 2005). In line with these, it is argued that they should be given a room for participating in child well-being studies as well. In other words, it is claimed that if children have a right to be treated as equal citizens in a society, then well-being studies should be encouraged in a way that children's own voices could be heard regarding quality of their own life (Ben-Arieh, 2005). As a consequence of this, the idea that children and their conditions should not be seen as the objects to be observed from the outside strengthened. Their participation in the studies of well-being aiming to understand their own life gained a considerable importance (Semerci, et al., 2012). For many years, however, it has been considered difficult or problematic both methodologically and ethically to work with children. The reliability of the data to be obtained from children has been questioned because of the prevalence of opinions that children have not yet reached the maturity that will enable them to make sense of their own experience and make correct evaluations

(Docherty & Sandelowski, 1999). In addition to questioning the reliability of taking children's subjective perceptions as a basis of study, ethical considerations were also limiting the study with children with a view that they can be exposed to any harm (Andresen, Bradshaw, & Kosher, 2019). However, increasing studies in this area show that even the capacity of eight-year-old children to understand and share their experiences has been developed and they can be used as participants through right measuring techniques. There are many studies on this, which show that taking evaluations of children about their lives as data is reliable, accurate and necessary (Soffer & Ben-Arieh, 2014; Andresen, Fegter, Hurrelmann, & Schneekloth, 2017). Parallel to this, the convention, too, has enriched the idea that children have capacity to be part and agent of the studies regarding their own life (Andrews & Ben-Arieh, 1999).

The article 29 in the Convention seems to be very parallel with the ideals that define the aim of child well-being studies as "the development of child's personality, talents and mental and physical ability to their fullest potential." (Ben-Arieh et al., 2001, pg. 36). In other words, developing children's capacity to live as competent individuals in society seems to be fueled by the CRC (Melton, 2005).

Another dimension which the CRC brings about appear to be owning a child-centered approach, which seems to be influential on establishing the framework of child well-being studies. As regard to this, children were started to be viewed as "unit of analysis" (Ben-Arieh, 2008b, p. 8), which strengthens the idea that well-being studies should focus on children's own experiences instead of family welfare, for instance. Therefore, it was suggested that measurement techniques should be organized in a way that children's own voices can be heard instead of family reports.

Another key principle that the CRC implies was the need for comprehensive contemplation of child development. In other words, the view that children's lives should be considered multi-dimensional putting equal emphasis on various sites of their life was highlighted. Accordingly, well-being studies should be conceptualized with an ecological approach focusing on integration of various domains of their lives (Melton, 2005; Ben-Arieh et al., 2001; Ben-Arieh, 2008b). As a product of the holistic approach, need for new measurement methods was emphasized to include evaluation of other domains. This could be a valuable contribution of the CRC to child well-being studies having an impact on creation of new indicators to monitor (Ben-Arieh, 2008b).

The other CRC contribution to the improvement of studies on child well-being indicators could be through its putting child well-being approach into policy agenda. This way, more data to depict children's life and their perception regarding it has been called (Ben-Arieh, 2008a). That is to say, principles that are set by the Convention can be conceived as valuable tools guiding child well-being studies and policies aiming to improve well-being of children (Melton, 2005). In other words, the fact that child well-being indicators are called for evaluation of policy implementations escalated the studies in the field (Ben-Arieh, 2008a).

2.4 Childhood as a special period with its own characteristics

One of the most important steps in developing child indicators was to accept childhood as a special period in itself. The well-being of children was generally measured by the education they receive and future professional attainment they will have. However, this situation may cause their life conditions and experiences to be overlooked while they were still children. While developing the indicators that

reflect the well-being of the child, the perspective that positions children as adults of the future prevents the evaluation of childhood as a period with its own characteristics (Ben-Arieh, 2008b).

The tendency to see childhood as a process of preparation for their future lives brings about being result oriented. For example, one of the most common research subjects is about the impact of children's socioeconomic status on their future careers. Although the future-oriented approach is important as well, childhood with its different characteristics is an important period in itself that deserves exploration in detail. Therefore, it can be said that to see childhood as a process that need to be evaluated on its own rather than as a set of factors affecting the child's future will provide a more holistic perspective (Ben-Arieh, 2000).

In parallel with the ideas above, it is possible to see children as active agents. Most researchers position children as a member of the family when collecting information, which may lead to the identification of children's experiences by the status of their families. In other words, the status of families may overshadow the personal experiences of children. For example, even if the socioeconomic status of a family is moderate or higher, the resources allocated to the child in that family may be insufficient. Therefore, it becomes possible that the facts of the family may not always coincide with the facts of the child. This divergence draws attention to the need to take children directly as “unit of observation” in research (Ben-Arieh, 2018b, p. 8). In parallel with the fact that the Convention on the Rights of the Child emphasizes the necessity to listen to the voice of children, it is acceptable and valuable to ask them directly about their experiences (Casas, 2011). Showing the importance of this, it should be mentioned that in a qualitative study, even though children were not asked about their negative experiences in school domain, they were

found to be eager to mention their dissatisfaction regarding their relational experiences in the school context. This supports the idea that research on children's well-being should be conducted giving a space for their own voices (Newland, DeCino, Mourlam, & Strouse, 2019). These theoretical developments are thought to be giving new directions in the research of child well-being indicators (Ben-Arieh, 2010) and they will be now addressed.

2.5 Changes in the direction of research on child well-being indicators

Changes in the perception of childhood, acceptance of children's rights and strengthening the idea of treating childhood as a period in itself have contributed to emergence of changes in the field. Also; some improvements in methodological area such as increasing use of intercultural comparative data (Bradshaw, Hoelscher, & Richardson, 2007), strengthening perception of need for children's subjective participation (Ben-Arieh , 2005) and policy-makers' call for applicable indicators of child well-being (Ben-Arieh, 2008a) have been effective in changing the direction of studies in this field. Following these, Ben-Arieh makes an emphasis on the changes that emerged during time and it is worth elaborating on them (Ben-Arieh, 2010).

Firstly, he states that children's leading a sheltered and protected life was a priority for traditional studies, and for this reason the identification of possible risk factors had been the focus of studies. This orientation had brought with it a focus on negative factors in children's lives. However, the detection of positive factors has become the new focus of child well-being research with the awareness that children have the right to access their best potentials beyond their basic survival rights. As a result of increased interest in measuring children's quality of life, indicators showing

child mortality rates and school enrollment have been found to be insufficient, although they remain important (Aber & Jones, 1995).

Another important change has been toward investigating children's well-being with a child-centered perspective while they are still children. In other words, instead of future-oriented assessment, children's childhood experiences became a focus of exploration. It is, of course, still important to aim for children to be good citizens and creative individuals in the future but having solely future-oriented perspective would be ignoring the fact that children are still members of the society. Taking only future-oriented perspective would be also ignoring the fact that they still can have a creative and ethical existence while they are children. In alignment with these, importance of child-centered approach in child well-being studies gained acceptance (Ben-Arieh, 2007).

As a result of the changes mentioned above, the shift of research scope to positive indicators beyond survival rates has created new areas to be investigated (Ben-Arieh & George, 2001). While traditional research focuses on the health status of children and participation rates in education, research focusing on positive indicators has started to include study areas such as child civil life skills, safety and child activities. In addition, children's relational experiences were found to be very important in determining the quality of their lives, as well (Lippman, Moore, & McIntosh, 2011).

2.6 Definition and measurement of subjective well-being

The view that psychological health is not just about the absence of pathological factors but also about existence of positive elements which one can aspire in life gained strength in the field in the last 25 years (Park, 2004; Diener, 1994). In line

with this, for depicting a broader picture of well-being of children and adolescents, positive indicators became important to study. Even though subjective well-being measures and studies gained prevalence in adult population, studies on measurement of subjective well-being of youth does not go back that far (Dinisman, Montserrat, & Casas, 2012). Therefore, it would not be wrong to say that arguments regarding the definition and structure of measuring the subjective well-being among children and adolescents has not reached consensus.

In studies with adult population, there are suggestions that subjective well-being comprises both hedonistic and eudemonic aspects of life (Deci & Ryan, 2008). While happiness and joy were meant by hedonistic aspect, eudemonic tradition implies one's personal growth and satisfaction with life. Research especially with child population had been mostly in line with hedonistic aspect since it was thought that cognitive appraisals were too complex and abstract for youth (Casas, 2011). Yet it was understood well that children were able to make evaluations of their life experiences. Aligned with this, recent studies under Children's Worlds project create an example of administering life satisfaction scales while studying with children (Casas, 2018).

Life satisfaction measures gained an acceptance to be used as an indicator of subjective well-being. It is even stated that life satisfaction questionnaires give researcher an advantage to collect data which is more stable and consistent over time in comparison to data based on momentary affective states (Park, 2004; Diener, 1994).

Studies revealed that the construct of life satisfaction was highly correlated with children's health conditions, behavioral problems, psychological disorders and personal features (Park, 2004). Also, it was observed that it represents the subjective

evaluation of individuals. In other words, objective and external situations can create different reactions on people according to their dispositions, temperament, and various other factors. Yet, independent of the environmental situation itself, life satisfaction measures give the researcher an opportunity to gather information regarding one's own evaluations and appraisals of the external conditions. Considering the subjective well-being studies with children, it would not be incorrect to say that administering life satisfaction questionnaires could be in line with the principles of the convention on children's rights. In other words, children's subjective evaluations of their life experiences offer them a room for reflecting on their lives and give the social policy makers tools to work on for increasing children's subjective well-being through their satisfaction of life.

2.7 Indicators of children's subjective well-being

2.7.1 Children's material conditions

Studies that look at the relationship between children's material well-being and subjective well-being are increasing but studies so far have shown different results. Although many studies reveal that there is a positive relationship between children's material well-being and subjective well-being (Main & Bradshaw, 2012), there are also studies that do not find a significant relationship between them (Knies, 2012). One reason for the diversity may be due to the differences in the way the material resources of children are measured. Until recently, the material status of the children had been defined taking basis of their families' income or parental reports (Kaye-Tzadok et al., 2017). Yet, instead of this, the view that children's material resources should be asked directly to themselves has been strengthened (Main, 2014).

According to the studies conducted on this subject, when the material sources of the children were asked directly to them, it was found to be in a stronger relationship with children's subjective well-being (Pople et al., 2014). As Main (2014) states, this could be due to the fact that household income indirectly affects children's subjective well-being through perceived material deprivation and other life domains that affect children's subjective well-being. To be clearer in exploring children's well-being, the importance of conducting studies based on their own reports has been demonstrated compared to taking the reports of families or income situations as a basis (Main & Bradshaw, 2012; Crous, 2017).

When asked directly to children, a positive correlation was found between their material well-being and general subjective well-being (Dinisman & Ben-Arieh, 2016). Accordingly, the more financial resources children have, the greater their satisfaction with life is expected. However, there are examples that show that this linear relationship is not always the case. For example, in the child well-being survey study conducted in South Korea (Sarriera, Casas, Bedin, Strelhow, Gross-Manos, & Giger, 2015) it was found that the good material well-being status of children could not predict the increase of subjective well-being status after a certain point. To explain this, researchers have suggested the *Easterlin paradox*: set point hypothesis (Easterlin, 1974 as cited in Main, 2014, p. 5). Accordingly, it is suggested that the strength of the relationship between the material well-being and subjective well-being of the children decreases after a point as the improvement in the material well-being of the children increases. Therefore, it is thought that the research and steps to be taken for poverty prevention are more important than the aim of increasing material wealth (Ryan & Deci, 2001).

Child well-being study conducted in a South African sample can be given as an example of a study in which contrasting findings were presented (Savahl, Adams, Isaacs, September, Hendricks, & Noordien, 2015). Although the material well-being of children in South Africa was not good enough, their report of subjective well-being was found to be high. This result was explained by the view that children in South Africa could show habituation against the conditions of poverty. However, all these results create question marks about the clarity of the relationship between children's material well-being and subjective well-being, and it is clear that further research is required (Dinisman & Ben-Arieh, 2016).

2.7.2 Subjective well-being indicators in school context

The school environment, where the significant amount of children's time passes, is an important development area for children. For this reason, it would be appropriate to think that schools are not just a place where academic knowledge is acquired, but as a context in which children establish important relationships. Moreover, schools can be considered as a place to create a sense of self through a variety of experiences like closeness with peers and teachers, academic success or any stressful situations like exposure to bullying (Kutsar & Kasearu, 2017; Newland, DeCino, Mourlam, & Strouse, 2019). In this way, it is possible to define schools as a place where children are active participants and their rights to feel respected should be ensured. Protecting and applying children's rights require their voices to be heard, making them feel safe and creating a peaceful field for them to flourish (Kutsar & Kasearu, 2017).

It is stated that how satisfied children are with their school is found to be highly associated to their life satisfaction in general (Rees, Goswami, & Bradshaw, 2010; Oriol, Torres, Miranda, Bilbao, & Ortúzar, 2017). This finding was supported

by another study carried out with children aged 12 years old (Newland et al., 2015). In that study, more specifically, having a supportive relationship with teachers was found to be a substantial contribution to children's well-being. Also in line with that, it is highlighted that children who have low levels of satisfaction with their self-image and emotional well-being tend to seek more support from their teachers.

In another study with 10 and 12 age groups of children, the contribution of children's school and family satisfaction to their well-being in general was examined and it was found that school satisfaction contributed more (Oriol et al., 2017). According to a comparison between age groups, it was found that school satisfaction in the 12-year-old group predicts general life satisfaction more than in the 10-year-old group. Accordingly, it can be said that the friendship at school context and children's relationship with teachers started to be more of a determinant as of the pre-adolescent period (Oriol et al., 2017), and it is stated that children feel less satisfied as they age in school context; yet this change occurs more drastically for boys than girls (Kutsar and Kasearu, 2017).

2.7.2.1 Material conditions and satisfaction with school

Children's well-being at school and in their relationships with their friends were reported to be linked with their material resources. For instance, what they wear, how frequently they could afford participating in school activities were highly affected by their material deprivation status and these were stated as affecting their well-being at school context (Ridge, 2002).

According to Andresen and Fegter (2011), children who suffer poverty in family are much more in need for social and supportive relationships outside of home such as in schools or other institutions. Therefore, it is highlighted that observing and

being aware of those children by school officials are especially important for well-being of these children.

Children's material deprivation was found to have a predictive value for the possibility to be exposed to bullying at school. Several studies showed that children who were exposed to various forms of bullying had a disadvantaged family history in terms of families' financial status (Tiliouine, 2015; Currie et al., 2009; Bradshaw et al., 2017).

2.7.2.2 Relationship with friends

The Children's Society report (2012) shows that children's well-being is highly linked to how safe they feel in relationships with peers at school. Other findings also support this link showing that children's general subjective well-being is highly explained by whether they are exposed to bullying and how safe they feel at school (Lee & Yoo, 2015). Another study by Rees, Goswami and Pople (2013) show that children reporting low subjective well-being also report that they are suffering from bullying at school. Also there is a study showing that even in case of holding children's material situation constant, there is a link between their low level of subjective well-being and experience of being bullied (Bradshaw et al., 2017).

Research done about dynamics of bullying at school gained prevalence recently among multidisciplinary fields (Elamé, 2013). Accordingly, definition of bullying extended to contain more than physical torment. Other than physical torture, passive types of bullying like intentionally irritating treatments cause the victims to feel socially isolated (Tiliouine, 2015). Another definition of bullying by Olweus (1993 as cited in Tiliouine, 2015) includes all forms of attack whether it is physical or psychological, casuing the victims to feel fear, anxiety and discomfort.

Among the types of bullying, being exposed to social exclusion or feeling socially isolated was found to be highly associated with low subjective well-being (Gross-Manos & Ben-Arieh, 2017) and it was found by a cross-cultural study that children's feeling of isolation by their classmates declines with age (Kutsar and Kasearu, 2017). Yet along with this, their perception of friends' being nice and feelings of safety also decline as they age.

It has been suggested that exposure to bullying has a negative effect on the health of children (Olweus & Breivik, 2014) along with the direct effects on school well-being (Kutsar and Kasearu, 2017). Accordingly, children's sense of belonging to the school and how peaceful they feel in their classes were found to be directly affected (Pryce & Frederickson, 2013).

One of the possible reasons for the relationship between child exposure to bullying and low subjective well-being may be because exposure to bullying may have a reducing effect on subjective well-being or vice versa; children with low subjective well-being may be more prone to be victimized, for instance, in case of lack of social skills. Or children with low subjective well-being could be more likely to perceive as if they were exposed to bullying or recall more memories related to any forms of harassment at school (Bradshaw, Crous, Rees, & Turner, 2017). Another reason could be that children get exposed to bullying and feel unhappy at the same time because they may suffer from economic constraints (Rees, 2019).

Gender differentiation was found regarding how children experience the bullying. Girls were found to be more likely to suffer passive forms of bullying such as slander or mocking while boys were found to suffer more exposure to physical harassment (Carbone-Lopez, Esbensen, & Brick, 2010; Bradshaw et al., 2017). Another study by Tiliouine (2015) found that boys were more likely to be victims of

physical harassment; but there were no gender differences found in victimization of passive bullying. Studies also showed that boys, in general, have more probability to be exposed to any kind of bullying in comparison to girls (Bradshaw et al., 2017; Currie et al., 2009).

As for the age differences, studies comparing 10 and 12-years-old children showed that frequency of being bullied decreases as children get older (Currie et al., 2009; Bradshaw et al., 2017).

2.7.2.3 Relationship with teachers

In a cross-country study, children's relationship with teachers has been found having a considerable effect on children's satisfaction with school (Kutsar and Kasearu, 2017). In line with this finding, also a qualitative study showed that teacher's fair attitude toward children occurs to be important for their happiness at school (Newland, DeCino, Mourlam, & Strouse, 2019). In this study, children reported that they give importance to be listened to by their teachers and they find it helpful for feeling accepted and cared for. Children also reported that when they feel disapproved or confused by their teachers, their satisfaction with school considerably decreases (Newland et al., 2019).

Teachers' unfair, confusing or rejecting attitudes were perceived by children as decreasing their happiness at school. For instance perception of teachers' unequal attitudes were found to be diminishing children's trust and well-being. Also, teachers' behaving in a way that they, themselves, potentially would not approve, was found unfair by children and they reported this as making them feel confused (Newland et al., 2019).

A cross-cultural study by Kutsar and Kasearu (2017) showed that, children's perception of teachers' fair treatment and attention to them declines by age. This could be, as stated, due to children's increased expectancies; and maybe becasue their relationality becomes more complex and critical as they get older.

2.7.2.4 Academic achievement

In a study by Armstrong, Boyden, Galappatti, and Hart (2004), it was found that children's academic achievements were positively linked to their well-being. There are also some cross-cultural studies showing that there was a negative relationship between children's academic achievements and their satisfaction with school life. Accordingly, in some countries, children had high levels of school success but they reported low level of satisfaction with their school experience; in other countries, on the contrary, it was revealed that children showed relatively lower academic success, but they lived a happier school life (Currie et al., 2009; The Organization for Economic Cooperation and Development [OECD], 2012).

The results above reveal once again that the factors that make children happy in school should be examined from children's own perspective. Apparently, academic achievement indicators are not enough to express the school satisfaction of children. On the contrary, it should be aimed to ensure well-being of children in school beyond the interest of academic success, and this is needed both for now and their future health and happiness. Layard and Hagell (2015) underlined this requirement by putting forward the notion of "schools-for well-being", through which they aimed to create the well-being policy at schools in order to increase not just intellectual capabilities of children but also their life skills and psychological

health; and for this, they highlighted the need for assessing children's well-being systematically at school.

2.7.3 Subjective well-being indicators in family context

Family is accepted as an important context for children to develop well and flourish to accomplish their identity in harmony through feeling loved and accepted by its members (UNICEF, 1989). There is a study showing predictive effect of children's familial relationships on their subjective well-being later in their life as well (Parkes, Sweeting, & Wight, 2016). Therefore, it is very essential to understand implications of family relationships on children's well-being now and in the future. Yet there is limited research exploring the association between familial relationships and children's well-being from children's own perspective (Dinisman et al., 2017).

Studies until now show that relationships in children's lives take an important role in sustaining their well-being. Especially their familial relationships were found to be very important for the variation in their subjective well-being (Rees, 2019; Oriol et al., 2017) and it was depicted as a most essential part of their life in a study with children aged 8 to 17 (Rees et al., 2013). Moreover, it was highlighted that children value their relationships with their family (The Children's Society, 2012) and report that they feel good as long as they feel secure and respected by family members (Camfield & Tafere, 2009).

In a qualitative study (Navarro, et al., 2017) an intriguing finding shows that children who report low levels of subjective well-being point out more to their friend relationships while they attribute more to their relationship with family when they report higher levels of subjective well-being. Therefore, flourishing effect of

supportive and peaceful family environment seems to have important implications on reinforcing children's positive affect and appraisals.

A differentiation in children's satisfaction with their family was found according to age and gender. Accordingly, girls and older children were found to be stating lower well-being in comparison to boys and younger children, respectively (Main, 2014).

2.7.3.1 Material conditions and satisfaction with family

Children were found to be reporting lower well-being in family context when they suffer more material deprivation. For instance, children with less material deprivation stated that they were treated more fairly by their parents (Main, 2014). However, the important diversity occurs according to the way of measuring child's material situation. When household income is taken as indicator of material conditions, there is no significant relationship found. Instead, when children's material deprivation status is defined as the items they lack, then a significant correlation between their subjective well-being in family context and their material deprivation is revealed (Main, 2014). Yet, it is also stated that parents' financial availability could affect the opportunities that children can be offered and this may have a mediating role between children's perceived material deprivation and their family well-being (Main, 2014).

One study supports the idea that family well-being is defined by family actions like socialization and interactions with its environment, which are predicted by material resources of the family. In line with this, child, as a member of family, appears to be influenced by the dynamics created both within the family and familial interactions with its environment (Jurczyk & Klinhardt, 2014, as cited in Dinisman et

al, 2017). Therefore, it is important to note that social policies aiming to increase family access and affordability would also be increasing child's well-being.

There are studies that can set an example for determining effect of children's material resources on their relationships with their parents. In a study by Camfield and Tafere (2009), it was revealed that the fact that children have clean clothes or adequate educational materials creates the feeling that they are valued and cared for by their parents. Therefore, it can be argued that material resources that children have indirectly affect the quality of their relations with their parents. Also there is a study showing that children's relationship with their parents play a mediating role in the relationship between children's material deprivation and their later subjective well-being (Parkes, Sweeting, & Wight, 2016).

According to a study by Main (2014), a relationship was found between children's material deprivation status and how they spend time together with family members. Accordingly, children with less material deprivation stated that they had more fun activities with their family members together. Also, spent time at home learning together was found to be positively influenced by material resources of the family and to be supportive of child's well-being. In line with these results, it is stated that economic resources of a family influence the parent-child relationship through time spent together (Parkes et al., 2016).

2.7.3.2 Relationship with family members

Children report that they prefer to take an active role in decisions taken in the family. This way they feel listened to and cared for even if the final decisions occur to be different from theirs (Andresen & Gerarts, 2014). When they feel restricted to take active role in decision-making procedure and limited in their agency, they tend to

look for support more from their friends in comparison to their family, which is evaluated as a decrease in their family satisfaction (Gonzalez et al., 2015).

Safety at home was highlighted by children in a study by Camfield and Tafere (2009) as a basic survival need. Children who found home as a safe place reported having a higher level of subjective well-being (Lee & Yoo, 2015). For instance, children who report having family conflict were found to be having low subjective well-being (Rees et al., 2013). Also it was stated doing fun activities together with family members had a considerable effect on making children feel safe (González et al., 2019).

Research shows that activities done together with family members have an increasing effect on development of feelings of affection, warmth and trust among family members (McAuley, Mackeown, & Merriman, 2012). Children who have fun doing activities with their family report higher level of subjective well-being (Rees, 2019; Lee & Yoo, 2015). It is also added that, learning together at home was linked with school satisfaction as well as with satisfaction with family.

In a qualitative study, it is stated that children who have poor conditions tackle with problems better when they feel trust toward their parents and feel supported by them (Bradshaw, Hoelscher, & Richardson, 2007). Andresen et al. (2012) also highlights mediating role of good familial relationships in the association between child material deprivation and their ability to cope with difficulties.

2.7.4 Subjective well-being indicators in the context of friendship relationships out of school

2.7.4.1 Material conditions and satisfaction with friends

Children's material resources were found to be related to the quality of their friendships (Ridge, 2002; Parkes et al., 2016). It was found that children of families with less material resources have less probability to have supportive friendships, in turn having a lower level of subjective well-being (Parkes et al., 2016).

The impact of children's material resources on the quality of their relationships with their friends has been revealed by Main (2013) as well. For example, children saw having mobile phones, televisions or computer games as a necessity for adapting to activities and conversations with their friends. They reported that their limited material resources cause them to engage in that sharing less frequently, leading to increase the fear of being left alone.

2.7.4.2 Relationship with friends from out of school

It is suggested that how happy children feel in their relationality is a factor that directly affects their overall subjective well-being (The Children's Society, 2012). To be more specific, friendships help children feel satisfied in many ways. For example, supportive friendships with trust were stated to be reinforcing the development of self-confidence and identity in children, which increase their satisfaction with life (Currie et al., 2009)

Children's peer relationships were found to be linked with how frequently they spend time together doing extracurricular activities and seeing each other (Lee & Yoo, 2015). It was found that spending time with peers like engaging in conversations or playing together have a positive effect on children's subjective well-

being (Huebner, Suldo, Smith, & McKnight, 2004; Nickerson & Nagle, 2004). Moreover, in a qualitative study by Newland et al. (2019) it was stated that activities with peers feed the sense of fun, increasing their well-being at school.

There was a correlation between children's subjective well-being and the number of friends they have (Rees et al., 2013). Accordingly, it was shown that children having more friends and who have an opportunity to play with them were more likely to have a higher level of subjective well-being (Rees, 2019).

2.7.5 Subjective well-being indicators for the area children live in

2.7.5.1 Material conditions and satisfaction with neighborhood

A study by Gross-Manos (2017) show that there is an association between children's material deprivation and dissatisfaction from the area they live in. Accordingly, it is stated that children with low levels of material resources are more likely to live in neighborhoods with poor qualities, which has an important effect on children's low level of happiness with the area they live in. This statement could be supported by another study finding showing the link between neighborhoods with poor qualities and low subjective well-being (Curtis et al., 2013). Also, a study by Midouhas, Kuang and Flouri (2014) draw attention to the effects of areas with poor conditions on difficulties in children's emotional well-being.

Studies reveal that the insufficiency of children's material resources affect their relations with the people where they live. For instance, there are children reporting that they are not loved and feel isolated by the people in the neighborhood due to the poverty they suffer (Camfield & Tafere, 2009). Another study also suggests that children's social involvement in the region they live is restricted by their disadvantageous financial status (Ridge, 2002).

In a study by Newland et al. (2015) the relationship between children's satisfaction with the area they live in and their well-being was displayed. It was stated that children's perceived quality of the neighborhood could be attributable to their perception of familial resources. In other words, children's perceived quality of neighborhood may be representing the constraints of their financial resources for them, which in turn affecting their evaluation of subjective well-being.

2.7.5.2 People, services and activity places in the nearby area

In a study by Newland et al. (2015) the relationship between children's satisfaction with the area they live in and their well-being was displayed. Another study also reveals that there is a strong correlation between children's satisfaction with neighborhood and subjective well-being (Bradshaw et al., 2013). More precisely, Gross-Manos (2017) state that children's satisfaction with the services in their neighborhood has a predictive value for their happiness with the region they live in.

It was found that to the extent that children have access to safe places to play and walk, their subjective well-being increases (Lee & Yoo, 2015). Safety outside the home was valued by children in another study by Camfield and Tafere (2009) as a very important component of their well-being. Feelings of distrust and lack of safety in the neighborhood were linked with decrease in their subjective well-being (Eriksson, Hochwalder, & Sellstrom, 2011).

2.7.6 Subjective well-being indicators for time use

2.7.6.1 Material conditions and satisfaction with time use

According to an analysis of World Vision Survey by Andresen and Fegter (2011), it has been proposed that there are children who spend time both at home and outside

enrolling in extracurricular courses like playing instruments and doing sports. There are also children coming from families with high income, who are heavily engaged in leisure activities which also contribute to their school achievement. Also, there are the ones who spend most of the time watching television at home. Those children appear to be coming from families with low income, and their leisure activities mostly are not in line with school learning. This inequality regarding children's families' socioeconomic status manifests itself in ways children use their spare time, which directly or indirectly affects their well-being.

It is suggested that the material resources that children have emerge as a factor affecting how they use their time and to what degree they are satisfied with it (Camfield & Tafere, 2009). Parallel to this, it was also stated that children who reside in countries with high income tend to do sports, watch television and spend time on computer more frequently. It can be said that the effects of material resources appear through children's social participation and access to possessions needed for play (Camfield & Tafere, 2009).

Children with less material deprivation reported that they have more options regarding how to spend their free time (Main, 2014). Yet it is stated that the association between children's material resources and their satisfaction with time use would have been much stronger than found. The weak association was explained by the probability that children of middle-class families who have enough material resources may not use their time as they wish under the pressure of academic success, decreasing their satisfaction with how they spend their time.

2.7.6.2 Time use opportunities

It is revealed that how children use their time is linked to their subjective well-being. More precisely, it is found that spending time in organized activities such as participating in team sports is highly associated with children's subjective well-being (Abdallah, Main, Popel, & Rees, 2014).

Research findings show that children's participation in housework has a potential to increase their personal development and feelings of belonging to the family (Rodríguez, Peña, & Inda, 2011; as cited in González et al., 2015). Yet other research findings (Promundo, 2008; as cited in González et al., 2015) reveal that doing chores was depicted as an area in which children do not have much options to choose or complain. As a result of this, they may take it as a punishment. Therefore; lack of agency in sharing their preferences regarding what kind of household chores they want to do and perception of doing chores as punishment decrease the chance of fueling the feelings of intimacy and trust toward family members, which in turn affecting their satisfaction with their time use and life experiences. More research is needed to reveal clearer results on this subject.

2.7.7 Gender and age

There are mixed results as to whether subjective well-being varies according to the gender of the children. Some studies have shown that girls report lower subjective well-being than boys (Main, 2014; Bradshaw & Keung, 2011; Lee & Yoo, 2015) along with other studies revealing that girls have higher subjective well-being in comparison to boys (Casas et al., 2013). It is suggested that the diversity may be due to the differences in specific domains (Dinisman & Ben-Arieh, 2016). For instance,

in the domain of school and relationships with people, girls report higher levels of subjective well-being in comparison to boys (Bradshaw et al., 2011).

There are also studies suggesting that gender differences are observed according to the type of subjective well-being scale used. Accordingly, it was emphasized that when multi-item measurement is used, girls are found to be more satisfied. When perception of children's general life satisfaction is asked, however, there is no significant difference in terms of children's gender (Casas et al., 2013).

A variety of research show that older children in comparison to younger ones are found to have lower subjective well-being (Klocke, Clair, & Bradshaw, 2014; Main, 2014; Lim, Cappa, & Patton, 2017; Dolan, Peasgood, & White, 2008). Research also demonstrates that children's subjective well-being is found to be decreasing at the beginning of adolescence period (Proctor, Linley, & Maltby, 2009).

The reason for decrease in children's subjective well-being as they get older could be explained by the fact that their views regarding life and their subjective experiences are getting more realistic, making them feel less satisfied with their lives (Tiliouine, 2015).

2.8 The current study

The present study is secondary analysis, mainly involving mediation analysis to explore the effect of material deprivation on children's subjective well-being through numerous mediators. The data was collected as part of the second wave of Children's Worlds, the International Survey of Children's Well-Being (ISCWeB)[1], which is a multinational research survey. The aim of the project is to gather representative data

[1] For more information visit: www.isciweb.org.

to explore children's subjective well-being based on their subjective assessment. It includes an international survey that examines the life satisfaction of children around the world. A quantitative approach was used to measure perceptions and assessments of children aged 8, 10 and 12 with three different questionnaires revised for three different age groups. For the purpose of ease with the analysis, the current study used data gathered from children aged 10 and 12 since the questionnaire for 8-year-old children were much different from the rest.

The data of the current study was collected by taking children's own perceptions and assessments regarding their daily lives, their environment, their relationships with others, and their general life satisfaction, aiming to create an awareness regarding children's subjective well-being.

Research makes an emphasis on need for studies investigating different domains of children's lives such as their satisfaction with time use, neighborhood, and material resources to focus on some initiatives to be taken at a micro-level (Bradshaw et al., 2013). It is stated that happiness of individuals should not be considered independent from the welfare of countries and the social policies it will develop.

Findings show that countries with higher material well-being have a potential to raise happier children. It was highlighted that there is a relationship between countries' objective well-being indicators such as material resources, safety, environmental factors, and children' subjective well-being (Bradshaw et al., 2013). So, it would not be inconvenient to state that children's well-being also should be conceived as a social concern beyond an individual issue (Ben-Arieh, 2008a).

Looking at the factors that affect children's happiness, their relational experiences were found to be particularly important in determining the quality of

their lives (Lippman, Moore and McIntosh, 2011). Moreover, as Bronfenbrenner (1979) suggests, looking at children in light of their interaction with the immediate surrounding will draw a more holistic picture of factors that play a role in their well-being. Accordingly, the effect of contexts the child is in, such as family, friends, school; their relational experiences in these contexts, and their perceptions regarding their time use and the area they live in have become important to understand. Therefore, considering these, in the current study the effects of children's relationships and their material conditions on their subjective well-being will be examined. More specifically, their relational experiences and satisfaction with specific domains of their lives will be treated as mediating factors that are thought to be playing role in the association between their material conditions and subjective well-being.

Hypotheses were formulated as follows:

Hypothesis 1: A significant age difference will be expected in terms of children's satisfaction with domains of their lives and satisfaction with life in general. Children aged 12 years will show a lower level of satisfaction with their life than children aged 10 years.

Hypothesis 2: Children's satisfaction with life in the domains of relationships and the frequency they suffer bullying will significantly differ according to gender. Girls are expected to be satisfied more in relationships, and boys are expected to report more frequently of getting exposed to bullying at school.

Hypothesis 3: Children's perceptions regarding their relationships with their friends at school will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 4: Children's perceptions of their relationships with teachers will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 5: Children's perceived academic achievement will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 6: Children's perceptions of their relationships with their family will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 7: Children's perceptions of their relationships with friends outside the school will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 8: Children's satisfaction with their experiences in the local area they live will mediate the relationship between their material deprivation and satisfaction with life in general.

Hypothesis 9: Children's time use experiences will mediate the relationship between children's material deprivation and satisfaction with life in general.

Hypothesis 10: Children's satisfaction with school, family and friend relationships, the neighborhood they live in and time use will mediate the relationship between their material deprivation and satisfaction with their life in general.

CHAPTER 3

METHOD

The data of this study was gathered by the second wave of the Children's Worlds survey[2], which includes 53.000 children aged 8 to 12 years old from 15 countries.

3.1 Participants

In the current study, participants were 1885 Turkish children aged 10 and 12-year-old (912 boys, 973 girls). Children were recruited from the state schools in Istanbul using stratified sampling method. Since there would be diversity among the schools in terms of the qualifications they have, an indicator established by Ministry of National Education (MoNE) was used for stratification of schools. The indicator was developed to determine qualification scores using different indicators such as the performance of graduates and the neighborhood's level of development where the schools are located. Statistics show that 60% of the primary schools had relatively higher scores, 30% had moderate and 10% had lower average scores. Accordingly, schools were stratified based on the three levels of development criteria (lower, medium, higher) and sample was created in proportion to stratification of schools.

3.2 Procedure

Data collection of this study was conducted using a questionnaire filled out by children. The students participating in the study were informed that they could terminate the study at any time during the survey process and have the right not to

[2] This thesis uses child well-being data from the Turkish research team's sample which is part of the ISCWeb project. The team is composed of Serra Müderrisoğlu, Ph.D., Abdullah Karatay, Ph.D., Pınar Uyan-Semerci, Ph.D., Başak Akkan, Ph.D. Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) is a multinational research survey aiming to gather representative data to explore children's subjective well-being. For more information visit: www.isciweb.org.

answer the questions they did not want. They were also assured that their confidentiality will be protected within the scope of the study. Active consent was obtained from children before participation in the study. Also, permissions for the study were taken from Ministry of Education (see Appendix C). While children were answering the questions on the paper, survey team had been in classes to help children when they had questions or did not understand the questions. The survey took approximately 30 minutes to complete.

3.3 Measures

Original questionnaires were provided in English by the project coordinator with additional information explaining the purpose and intended meaning of each question. The questionnaires in the survey were translated from English into Turkish by Turkish research team[3] considering language and cultural differences and the back translation was approved by the core team of Children's Worlds. A pilot study was conducted to make sure that the questionnaire questions were clear and understandable.

For the purpose of hearing children's own voice, children were directly asked to assess their own well-being in the following domains: in the relationships with their family, friends; in the neighborhood they live, in school, and with their time use. The survey included only children's own appraisals and perceptions using questions of agreement, satisfaction and frequency.

[3] Turkish research team is composed of Serra Müderrisoğlu, Ph.D., Abdullah Karatay, Ph.D., Pınar Uyan-Semerci, Ph.D., Başak Akkan, Ph.D.

3.3.1 Children's overall subjective well-being

Personal Well-Being Index-School Children (PWI-SC), seven item index (Cummins and Lau, 2005) was developed for assessing subjective well-being in school-aged children. The English version of this 7-item scale was translated to Turkish by the Turkish research team. Items cover children's and adolescents' satisfaction with different life domains: living standards, health, accomplishments in life, relationships, feeling safe, feeling connected to community and security later in life (see Appendix A, B). Children were asked to rate each item on a scale ranging from 0 (*not at all satisfied*) to 10 (*totally satisfied*) and the scale is computed using total scores. Due to the psychometric properties of the scale, total scores were transformed into 0-100 by dividing sum of items by 0.7. It has been evaluated as having strong psychometric properties by Casas and Rees (2015). In the present study, the scale has shown an acceptable internal consistency, with reliability coefficient (Cronbach's alpha) .82.

3.3.2 Material deprivation indicators

Children were asked if they have access to some materials. To explore children's level of material deprivation, following items were chosen for asking whether they have access to: "clothes in good condition to go to school", "a computer at home", "the Internet", "mobile phone", "own room", "books to read for fun", "family car for transportation", "own stuff to listen to music", "television at home". In addition to these, three more items were included as to represent Turkish sample and these are: whether they have "own clothes" and "own bed", and whether "home is heated well". The scale is an adapted version of the original material deprivation index by Main and Bradshaw (2012) and take place under the title "money and things that you

have" in the Children's Worlds project questionnaire module (see Appendix A, B). Items were asked in a dichotomous response format as 0 is for "*no*" and 1 is for "*yes*". Material deprivation index was created summing the reverse scores given to all the twelve items as to imply the maximum material deprivation score as 12 and minimum as 0. The scale has shown an acceptable internal consistency reliability coefficient (Cronbach's alpha) .68.

3.3.3 Subjective well-being at school

For the purpose of exploring possible indirect effects of children's perceived material deprivation on their subjective well-being in school setting, three concepts were defined as mediating factors: Relationship with friends, relationship with teachers and satisfaction with academic achievements.

Relationship with friends: defined by bullying they are exposed to and the satisfaction with their classmates. An index consisting of the frequency children were exposed to both physical and passive forms of bullying in their school in the last month was created with following items: "hit by other children in school", "left out by other children in class", "exposed to slander by other children in class", "exposed to mocking by other children in class". Children were asked to rate each item on a 4-point Likert scale ranging from 0 (*never*) to 3 (*more than three times*). Scores given to each item were coded as "never" to be represented by 0 and the rest by 1. Then the total scores were computed summing the scores given to the four items as to imply maximum score as 4 and minimum as 0. The internal consistency reliability coefficient (Cronbach's alpha) was .68.

Also other mediator variables were defined separately as follows "I feel safe at school" with 5-point Likert scale ranging from 0 (*I do not agree*) to 4 (*Totally*

agree) and satisfaction with “Other children in class” with 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

Relationship with teachers: was defined by two separate variables: “My teachers treat me fairly” and “My teachers listen to me and take what I say into account”, which are measured on a 5-point Likert scale ranging from 0 (*I do not agree*) to 4 (*Totally agree*).

Academic achievements: defined by two questions asking children’s satisfaction with “Your school marks” and “Things you have learned” which are measured on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

Subjective well-being at school: was defined with combination of two questions of satisfaction with “Your school experience” and “Your life as a student” measured on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*). A total score was created by summing scores of these two items and internal consistency reliability coefficient (Cronbach’s alpha) was .74.

3.3.4 Subjective well-being with family

For the purpose of exploring possible indirect effects of children’s perceived material deprivation on their subjective well-being in family setting, mediating factors were defined as follows: Doing activities with family members, feeling listened to by them, perceiving fair treatment by parents and feeling safe at home.

Perceived activity was measured by three items asking how often in the past week children spent time with family members doing the following things: “talking together”, “having fun together” and “learning together”. Response scale ranged from 0 (*not at all*) to 3 (*every day*). Activity score was defined by summing three

items together and internal consistency reliability coefficient (Cronbach's alpha) was .67. Children were also asked how much they agree with "My parents or the people who look after me listen to me and take what I say into account", "My parents or the people who look after me treat me fairly" and "I feel safe at home" on a response scale ranging from 0 (*I do not agree*) to 4 (*Totally agree*).

Subjective well-being at family was defined with combination of two questions of satisfaction with "The people who live with you?" and "Your family life?" on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*). A total score was created by summing scores of these two items and internal consistency reliability coefficient (Cronbach's alpha) was .64.

3.3.5 Subjective well-being with friends out of school

For the purpose of exploring possible indirect effects of children's perceived material deprivation on their subjective well-being with friends, mediating factors were defined as follows: Frequency of activities with friends, perceiving friends as nice people and perception of having enough friends.

Perceived activity was composed of three items asking how often in the past week children spent time with their friends from out of school doing the following things: "talking together", "having fun together" and "learning together". Response scale ranged from 0 (*not at all*) to 3 (*every day*). Activity score was computed by summing three items together and internal consistency reliability coefficient (Cronbach's alpha) was .67.

Children were also asked how much they agree with "My friends are usually nice to me" and "I have enough friends" on a response scale ranging from 0 (*I do not agree*) to 4 (*Totally agree*).

Subjective well-being with friends was defined by their satisfaction with "Your friends" on a response scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

3.3.6 Subjective well-being in neighborhood

For the purpose of exploring possible indirect effects of children's perceived material deprivation on their subjective well-being in neighborhood, mediating factors were defined as follows: satisfaction with the people and services in the area, activity places, and feeling safe.

Children's satisfaction with people and services in their area were asked with following items: "How satisfied are you with the people who live in your area?" and "How you are dealt with when you go to the doctors?" on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

Their subjective perceptions regarding activity places in their area were asked with the following items: "How satisfied are you with the outdoor areas children can use in your area?" on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*) and "In my area there are enough places to play or to have a good time" on a response scale ranging from 0 (*I do not agree*) to 4 (*Totally agree*). Scores of agreement question were transformed into 11-point Likert scale and scores of two items were summed. Alpha coefficient for this scale was .60.

As for feelings of safety following item was asked: "I feel safe when I walk in the area I live in" on a response scale ranging from 0 (*I do not agree*) to 4 (*Totally agree*). Subjective well-being in neighborhood was defined by children's satisfaction with "The area where you live, in general?" on 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

3.3.7 Subjective well-being with time use

For the purpose of exploring possible indirect effects of children's perceived material deprivation on their subjective well-being with time use, mediating factors were defined as follows: Taking classes outside school, doing sports, helping with housework, watching TV at home and using computer.

Children were asked how often they spend time doing the following activities when they are not at school: "Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, …)", "Playing sports or doing exercise", "Helping up around the house", "Watching TV at home", and "Using computer" on a response scale ranging from 0 (*Rarely or never*) to 3 (*Everyday or almost everyday*).

Subjective well-being with time use was defined by the question "How satisfied are you with how you use your time" on a 11-point Likert scale ranging from 0 (*Not at all satisfied*) to 10 (*Totally satisfied*).

CHAPTER 4

RESULTS

4.1 Descriptive statistics

Firstly, a descriptive analysis was carried out and the results were displayed in Table 1. In general, children reported high levels of satisfaction with their relationships with family, friends, and teachers. Their satisfaction with the area they live in and how they use their time was also high. As it is prevalent in child well-being studies, the satisfaction scores were negatively skewed, gathering at the positive end of the distribution. The distribution of variables showed non-normality, therefore; following analyses were conducted taking this into account.

4.2 Correlations among study variables

Since the divergence from normality in the distribution of the variables, Spearman correlations as one of the non-parametric correlation tests were carried out among study variables (Field, 2013). The results of correlation analyses are displayed below for each context. It should be noted that, even though significant relationships have been found taking p value at .05, the small effect should be approached with caution.

4.2.1 School context

Table 2 shows the correlations among study variables for the context of subjective well-being at school context. Accordingly, children who were materially deprived were more likely to have lower subjective well-being ($r_s = -.27$, $p < .001$), have lower level of satisfaction with school ($r_s = -.08$, $p < .01$), were more prone to be exposed to bullying ($r_s = .15$, $p < .001$), less likely to feel safe at school ($r_s = -.07$, $p < .01$), less likely to feel satisfied with classmates ($r_s = -.06$, $p < .01$), less likely to perceive

teachers fair (rs = -.06, $p < .01$), less likely to perceive teachers attentive ($r_s = -.08$, $p < .01$), less likely to feel satisfied with school marks ($r_s = -.14$, $p < .001$). Yet there was no significant correlation found between children's material deprivation and satisfaction with the things learned ($r_s = -.04$, $p > .05$).

Children's subjective well-being was found significantly and positively related to their satisfaction with school ($r_s = .58$, $p < .001$), negatively related to exposure to bullying ($r_s = -.30$, $p < .001$), positively correlated to feeling safe at school ($r_s = .33$, $p < .001$), positively correlated to satisfaction with classmates ($r_s = .43$, $p < .001$), positively related to perceiving teachers fair ($r_s = .30$, $p < .001$), positively related to perceiving teacher attentive ($r_s = .34$, $p < .001$), positively related to satisfaction with school marks ($r_s = .41$, $p < .001$) and positively related to satisfaction with the things learned ($r_s = .46$, $p < .001$). Moreover, all the hypothesized mediators for the school context were found significantly correlated to each other (see table 2).

Table 1. Descriptive Statistics for Study Variables

Variables	Mean	SD	Min	Max
Material deprivation	2.65	2.12	.00	12.00
PWI-SC	91.88	12.63	.00	100.00
School Variables				
Exposure to bullying	1.69	1.38	.00	4.00
School satisfaction	17.85	3.74	.00	20.00
Feelings of safety at school	3.34	1.12	.00	4.00
Satisfaction with classmates	8.00	2.58	.00	10.00
Fair treatment by teachers	3.05	1.34	.00	4.00
Feeling listened to by teachers	3.24	1.09	.00	4.00
Satisfaction with school marks	8.00	2.70	.00	10.00
Satisfaction with the things learned	9.23	1.73	.00	10.00
Family Variables				
Activity with family	6.40	2.10	.00	9.00
Family satisfaction	19.07	2.60	.00	20.00
Parents listen to	2.95	1.24	.00	4.00
Parents treat fairly	3.02	1.43	.00	4.00
Feeling safe at home	3.56	1.02	.00	4.00
Friend Variables				
Activity with friends	5.07	2.37	.00	9.00
Friends being nice	3.15	1.18	.00	4.00
Having enough friends	3.38	1.33	.00	4.00
Neighborhood Variables				
Satisfaction with people in the area	7.80	3.06	.00	10.00
Satisfaction with doctors	8.90	2.25	.00	10.00
Satisfaction with activity places	13.92	6.09	.00	20.00
Feeling safe in the area	2.48	1.41	.00	4.00
Satisfaction with neighborhood	8.75	2.35	.00	10.00
Time Use Variables				
Taking classes outside	1.25	1.18	.00	3.00
Doing sports or exercise	2.11	1.09	.00	3.00
Helping in housework	1.64	1.16	.00	3.00
Satisfaction with time use	8.84	2.07	.00	10.00

Note: N = 1885

Table 2. Intercorrelations among the Variables Related to Subjective Well-Being at School Context

	Variables	1	2	3	4	5	6	7	8	9	10
1	Material deprivation	-	-.27***	-.08**	.15***	-.07**	-.06*	-.06*	-.08**	-.14***	-.04
2	PWI-SC		-	.58***	-.30***	.33***	.43***	.30***	.34***	.41***	.46***
3	Satisfaction with school			-	-.32***	.40***	.42**	.37***	.37***	.46***	.58***
4	Exposure to bullying				-	-.23***	-.32***	-.19***	-.23***	-.22***	-.25***
5	Feeling safe					-	.23***	.44***	.46***	.25***	.33***
6	Satisfaction with classmates						-	.23***	.22***	.30***	.36***
7	Fair treatment by teachers							-	.47***	.31***	.32***
8	Finding teachers attentive								-	.32***	.35***
9	Satisfaction with school marks									-	.40***
10	Satisfaction with the things learned										-

Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.2.2 Family context

Table 3 shows the correlations among study variables for subjective well-being at family context. Accordingly, children who were materially deprived were less likely to feel satisfied with their families (r_s = -.10, p < .01), less likely to spend time doing activity with family members (r_s = -.19, p < .001), less likely to perceive parents listening and attentive to them (r_s = -.17, p < .001), less likely to perceive parents fair (r_s = -.17, p < .001) and less likely to feel safe at home (r_s = -.13, p < .001).

Children who had higher levels of subjective well-being were more likely to feel satisfied with their family (r_s = .41, p < .001), spend time doing activities with family members (r_s = .44, p < .001), find their parents attentive (r_s = .33, p < .001), perceive their parents fair (r_s = .28, p < .001) and feel safe at home (r_s = .35, p < .001). Moreover, all the hypothesized mediators for the family context were found significantly correlated to each other (see table 3).

Table 3. Intercorrelations among the Variables Related to Subjective Well-Being at Family Context

	Variables	1	2	3	4	5	6	7
1	Material deprivation	-	-.27***	-.10**	-.19***	-.17***	-.17***	-.13***
2	PWI-SC		-	.41***	.44***	.33***	.28***	.25***
3	Satisfaction with family			-	.33***	.29***	.24***	.26***
4	Doing activity together				-	.36***	.26***	.22***
5	Perceiving parents attentive					-	.49***	.37***
6	Perceiving parents fair						-	.38***
7	Feeling safe at home							-

Note: *** p < .001, ** p < .01, * p < .05

4.2.3 Friend relationships outside school context

Table 4 shows the correlations among study variables for the context of subjective well-being with friends. Accordingly, children who were materially deprived were less likely to feel satisfied with their friends (r_s = -.12, p < .001), less likely to spend time doing activities together (r_s = -.24, p < .001), less likely to find their friends nice (r_s = -.17, p < .001) and less likely to perceive as having enough friends (r_s = -.19, p < .001).

Children who had higher levels of subjective well-being were more likely to feel satisfied with their friends (r_s = .47, p < .001), more likely to spend time doing activities together (r_s = .31, p < .001), more likely to perceive their friends nice (r_s = .40, p < .001) and more likely to perceive as having enough friends (r_s = .33, p < .001).

Table 4. Intercorrelations among the Variables Related to Subjective Well-Being with Friends

	Variables	1	2	3	4	5	6
1	Material deprivation	-	-.27***	-.12***	-.24***	-.17***	-.19***
2	PWI-SC		-	.47***	.31***	.40***	.33***
3	Satisfaction with friends			-	.24***	.55***	.37***
4	Doing activity together				-	.24***	.23***
5	Perceiving friends nice					-	.55***
6	Having enough friends						-

Note: *** p < .001, ** p < .01, * p < .05

4.2.4 Neighborhood

Table 5 shows the correlations among study variables for the context of subjective well-being at neighborhood. Accordingly, children who were materially deprived were less likely to feel satisfied with the area they live in (r_s = -.18, p < .001), less

likely to feel satisfied with people in the area (r_s = -.07, p < .01), less likely to feel satisfied with the doctors (r_s = -.10, p < .01), less likely to feel satisfied with the activity places (r_s = -.29, p < .001) and less likely to feel safe in the area (r_s = -.25, p < .001).

Also, children who had higher levels of subjective well-being were more likely to feel satisfied with the area they live in (r_s = .48, p < .001), with the people (r_s = .41, p < .001), with the doctors (r_s = .44, p < .001), with the activity places (r_s = .43, p < .001) and were more likely to feel safe in the neighborhood (r_s = .33, p < .001). Moreover, all the hypothesized mediators were significantly correlated to each other (see table 5).

Table 5. Intercorrelations among the Variables Related to Subjective Well-Being at Neighborhood

	Variables	1	2	3	4	5	6	7
1	Material deprivation	-	-.27***	-.18***	-.07**	-.10**	-.29***	-.25***
2	PWI-SC		-	.48***	.41***	.44***	.43***	.33***
3	Satisfaction with the area in general			-	.46***	.32***	.48***	.36***
4	Satisfaction with the people				-	.31***	.37***	.29***
5	Satisfaction with the doctors					-	.29***	.18***
6	Satisfaction with the activity places						-	.53***
7	Feeling safe in the area							-

Note: *** p < .001, ** p < .01

4.2.5 Time use

Table 6 shows the correlations among study variables for the context of subjective well-being with time use. Accordingly, children who were materially deprived were less likely to feel satisfied with their time use (r_s = -.08, p < .01), less frequently taking classes outside school time (r_s = -.12, p < .001), less frequently doing sports or exercise (r_s = -.09, p < .01), less frequently watching Tv at home (r_s = -.22, p < .001) and less frequently using computer (r_s = -.30, p < .001). Yet there was no significant

correlation found between children's material deprivation and the frequency of helping with housework (r_s = .00, p > .05).

Also, children who had higher levels of subjective well-being were more likely to feel satisfied with their time use (r_s = .59, p < .001), more frequently taking classes outside school time (r_s = .15, p < .001), more frequently doing sports or exercise (r_s = .11, p < .001), more frequently watching TV at home (r_s = .11, p < .001) and more frequently using computer (r_s = .11, p < .001). Yet there was no significant correlation found between children's material deprivation and the frequency of helping with housework (r_s = .01, p > .05).

4.3 Supplementary Analyses

Non-parametric tests were conducted to explore the differences in children's satisfaction with domains of their lives according to gender and age groups. Since the distribution of study variables diverge from normality, a non-parametric Mann-Whitney U test was conducted for the analysis of age and gender differences. In thes analyses, mean ranks were compared between the groups (see table 7 and 8).

Table 6. Intercorrelations among the Variables Related to Subjective Well-Being with Time Use

	Variables	1	2	3	4	5	6	7	8
1	Material deprivation	-	-	-.08**	-	-.09**	.01	-	-
			.27***		.12***			.22***	.30***
2	PWI-SC		-	.59***	.15***	.11***	.01	.11***	.11***
3	Satisfaction with time use			-	.14***	.11***	.03	.03	.04
4	Taking classes outside school time				-	.25***		.04	.08**
							.07**		
5	Doing sports or exercise					-	.01	.19***	.25***
6	Helping with housework						-	.10***	.07**
7	Watching TV at home							-	.36***
8	Using computer								-

Note: *** $p < .001$, ** $p < .01$

4.3.1 Age Differences

Parallel to the first hypothesis, A Mann-Whitney test showed that 10-years-old children's general subjective well-being scores were significantly higher than those of 12-years-old children, $U = 29.94$, $z = -8.02$, $p < .001$. The frequency of getting expose to bullying at school was significantly higher for 10-years-old children, $U = 36.52$, $z = -2.41$, $p < .05$ and they were found to feel significantly safer at school, $U = 40.92$, $z = -2.25$, $p < .05$. Children aged 10-years-old find their teacher fair significantly more than children aged 12-years-old do, $U = 36.84$, $z = -4.81$, $p < .001$ and they find their teachers attentive significantly more than children aged 12-years-old do, $U = 38.34$, $z = -4.61$, $p < .001$. 10-years-old children were also found to be more satisfied than 12-years-old children with school, $U = 33.02$, $z = -9.54$, $p < .001$, more satisfied with friends, $U = 41.04$, $z = -2.82$, $p < .01$, more satisfied with the neighborhood they live in, $U = 35.62$, $z = -7.92$, $p < .001$, more satisfied with their time use, $U = 31.71$, $z = -11.29$, $p < .001$. Yet, there was no significant difference found between two age groups in terms of satisfaction with family, $U = 42.55$, $z = -.58$, $p > .05$.

4.3.2 Gender differences

A Mann-Whitney test showed that there was no significant difference between boys and girls in terms of their level of general life satisfaction, $U = 37.73$, $z = -.82$, $p > .05$. Parallel to our second hypothesis, the frequency of getting hit by peers were significantly higher for boys than girls, $U = 38.00$, $z = -4.34$, $p < .001$. Boys also found to be feeling excluded by peers more than girls, $U = 40.44$, $z = -2.22$, $p < .05$. Along with that, boys were found to be satisfied more than girls with their classmates, $U = 38.85$, $z = -4.34$, $p < .001$.

Girls were found to be satisfied more than boys with people they live together, $U = 41.01$, $z = -3.37$, $p < .01$, with their teachers, $U = 41.91$, $z = -2.06$, $p < .05$, and with their relationships in general, $U = 40.05$, $z = -3.74$, $p < .001$. There was no significant difference between boys and girls in terms of feeling safe in neighborhood, $U = 41.22$, $z = -.91$, $p > .05$.

Table 7. Differences in Study Variables According to Age

	10-years-old (N = 867)	12-years-old (N = 1018)			
Variables	Mean Rank	Mean Rank	U	Z	P
PWI-SC	98.45	79.35	29.94	-8.02	.000
Exposure to bullying	92.08	86.30	36.52	-2.41	.020
Feeling safe at school	95.75	91.01	40.92	-2.25	.025
Finding teachers fair	97.58	86.83	36.84	-4.81	.000
Finding teachers attentive	98.85	88.48	38.34	-4.61	.000
Satisfaction with school	104.87	83.21	33.02	-9.544	.000
Satisfaction with family	93.72	92.66	42.55	-.58	.561
Satisfaction with friends	97.34	91.25	41.04	-2.82	.005
Satisfaction with neighborhood	102.82	85.83	35.62	-7.92	.000
Satisfaction with time use	106.71	81.97	31.71	-11.29	.000

Table 8. Differences in Study Variables According to Gender

Variables	Boy (N = 912) Mean Rank	Girl (N = 973) Mean Rank	U	Z	P
PWI-SC	86.94	88.89	37.73	-.82	.411
Being hit by peers	97.84	87.63	38.00	-4.34	.000
Feeling excluded by peers	94.60	90.13	40.44	-2.22	.026
Feeling safe in neighborhood	93.13	90.93	41.22	-.91	.360
Satisfaction with people lived together	90.61	96.01	41.01	-3.37	.001
Satisfaction with classmates	98.95	88.56	38.85	-4.34	.000
Satisfaction with teachers	91.61	95.75	41.91	-2.06	.039
Satisfaction with the relationships in general	89.56	97.46	40.05	-3.74	.000

4.4 Mediation Analyses

The indirect effects of children's material deprivation status on their subjective well-being was analyzed with PROCESS macro (Hayes, 2013) with model 4 on SPSS using bias-corrected bootstrapping confidence intervals taking 5000 samples as basis. Accordingly, the following parallel mediation results will be unstandardized coefficients based on computation of 95% confidence intervals.

Also, moderated mediation analysis conducted with model number 7 with age as a moderating factor showed that age of children creates a significant difference in the results. Also literature supports the idea that age is a variable creates significant differences in their subjective well-being scores. Therefore; age was added as a covariate in parallel mediation models.

The data of the current study was not normally distributed as it is very common among studies working on children's subjective well-being (Crous, 2017; Kutsar & Kasearu, 2017; Gross-Manos, 2017; Newland, Lawler, Giger, Roh, & Carr, 2015). To deal with non-normality, bias-corrected bootstrapping method for the analysis of mediation models were used as it is preferred in other studies with similar

cases (Gross-Manos, 2017; Newland et al., 2015). Fortunately, bias-corrected bootstrapping method for the analysis of mediation models is a robust way to handle with non-normal data with the assumption that the data will have representative properties of population (Hayes, 2013). Our data was collected through stratified random sampling and has a size large enough to represent the population in question.

4.4.1 Subjective well-being at school context

4.4.1.1 Friend relationships at school

The third hypothesis examined the mediating role of children's relationships with their friends at school (see Figure 1 and Appendix D). The results showed that material deprivation predicted perceived frequency of exposure to bullying positively, $b = .11$, $p < .001$; predicted feelings of safety at school negatively, $b = -.05$, $p < .001$; and predicted perceived satisfaction with their classmates negatively, $b = -.16$, $p < .001$.

Perceived frequency of exposure to bullying predicted subjective well-being negatively, $b = -.94$, $p < .001$; feelings of safety at school predicted subjective well-being positively, $b = 1.90$, $p < .001$; and satisfaction with classmates predicted subjective well-being positively, $b = 1.61$, $p < .001$, controlling for all the variables in the model.

The total effect of material deprivation on subjective well-being was significant, $b = -1.82$, $t = -13.13$, $p < .001$. The direct effect of perceived material deprivation on subjective well-being was also significant, $b = -1.37$, $t = -11.19$, $p < .001$. The indirect effect of perceived material deprivation on subjective well-being through perceived exposure to bullying was significant, $b = -.10$, 95% CI [-.16, -.05]; through feelings of safety at school was significant, $b = -.10$, 95% CI [-.18, -.05];

through satisfaction with classmates was also significant, *b* = -.25, 95% CI [-.39, -.13], controlling for all the other mediators in the model.

A pairwise comparison of indirect effects (Hayes, 2013) showed that satisfaction with classmates (*b*= -.25) has a stronger mediating effect than the feelings of safety at school (*b* = -.10) and perceived exposure to bullying (*b* = -.10) in the relationship between material deprivation and subjective well-being.

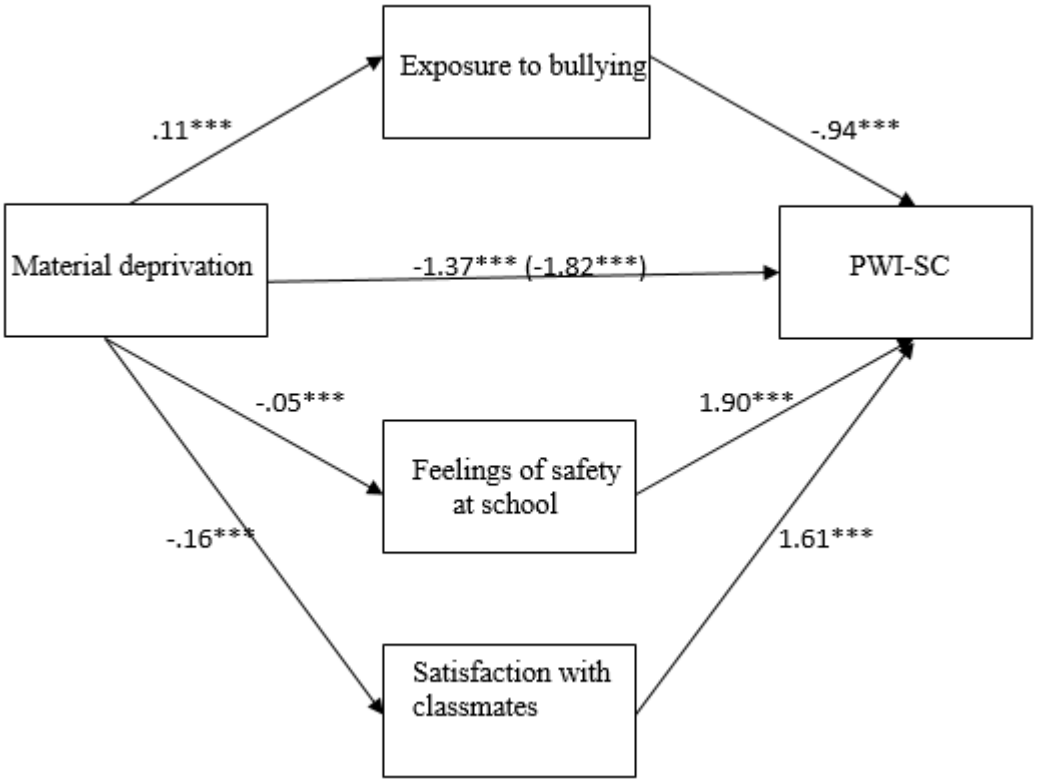

Figure 1. The mediating role of friend relationships and feelings of safety at school in the relationship between perceived material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.4.1.2 Relationship with teachers

The next hypothesis about mediating role of children's perceptions of their teachers' treatment toward them was examined (see Figure 2 and Appendix E). The results revealed that material deprivation predicted children's perception of teachers' fair

treatment toward them negatively, $b = -.07$, $p < .001$ and predicted perception of being listened to by teachers negatively, $b = -.03$, $p < .01$.

Perceived fair treatment by teachers predicted subjective well-being positively, $b = 1.02$, $p < .001$, and also perception of being listened to by teachers predicted subjective well-being positively, $b = 3.03$, $p < .001$, controlling for all the other variables in the model.

The total effect of material deprivation on subjective well-being was significant, $b = -1.81$, $t = -13.07$, $p < .001$. The direct effect of material deprivation on subjective well-being was also significant, $b = -1.64$, $t = -12.56$, $p < .001$. The indirect effect of material deprivation on subjective well-being through perceived fair treatment by teachers was significant, $b = -.07$, 95% CI [-.12, -.02]. The indirect effect through perception of being listened to by teachers was also significant, $b = -.10$, 95% CI [-.20, .02], controlling for all the other variables in the model.

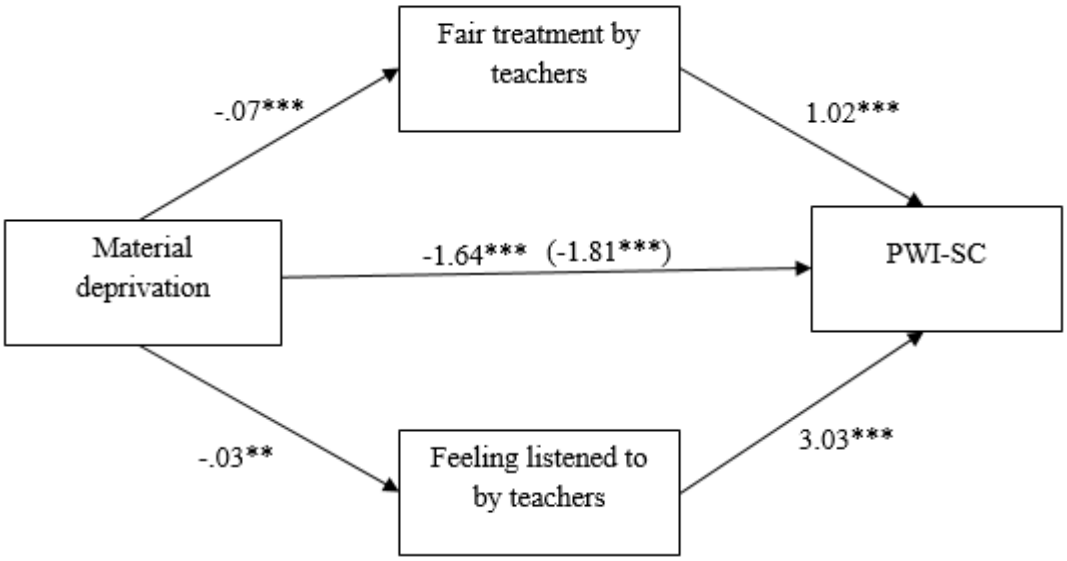

Figure 2. The mediating role of relationship with teachers in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.4.1.3 Academic achievements

The hypothesis about mediating role of children's satisfaction with academic achievement was examined (see Figure 3 and Appendix F). The results revealed that material deprivation predicted children's satisfaction with school marks they get negatively, $b = -.27$, $p < .001$; and predicted satisfaction with the things learned at school negatively, $b = -.07$, $p = < .01$.

Subjective well-being was predicted by satisfaction with school marks positively, $b = 1.17$, $p < .001$, and also predicted by satisfaction with the things learned at school positively, $b = 2.36$, $p < .001$, controlling for all the variables in the model.

The total effect of material deprivation on subjective well-being was significant, $b = -1.78$, $t = -13.02$, $p < .001$. The direct effect of material deprivation on subjective well-being was also found significant, $b = -1.30$, $t = -10.77$, $p < .001$. The indirect effect of material deprivation on subjective well-being through satisfaction with school marks was significant $b = -.31$, 95% CI [-.44, -.20]; through satisfaction with the things learned was also significant, $b = -.16$, 95% CI [-.31, -.05], controlling for all the other variables in the model.

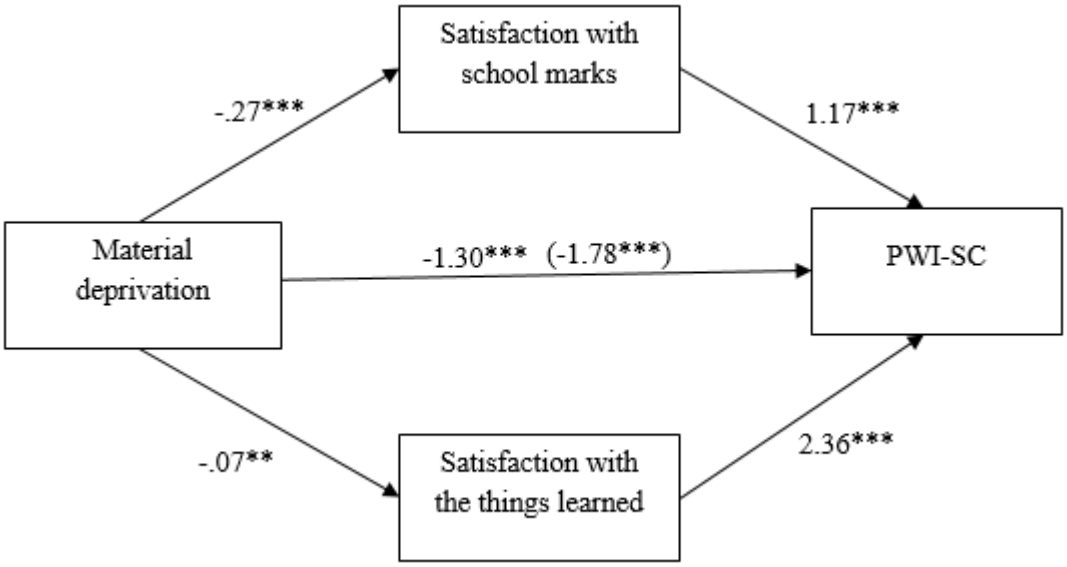

Figure 3. The mediating role of satisfaction with academic success in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.4.2 Subjective well-being at family context

4.4.2.1 Relationships with parents

The sixth hypothesis examined the mediating role of children's perceptions regarding their relationships with their parents (see Figure 4 and Appendix G). The results showed that material deprivation predicted perceived frequency of activity with parents negatively, $b = -.20$, $p < .001$; predicted the feelings of being listened to by parents negatively, $b = -.10$, $p < .001$.

Subjective well-being was predicted by perceived frequency of activity with parents positively, $b = 1.99$, $p < .001$; and predicted by the feelings of being listened to by parents positively, $b = 1.60$, $p < .001$, controlling for all the variables in the model.

The total effect of material deprivation on subjective well-being was significant, $b = -1.77$, $t = -12.89$, $p < .001$. The direct effect of material deprivation

on subjective well-being was also significant, b = -1.22, t = -9.63, p < .001. More importantly, the indirect effect of material deprivation on subjective well-being through perceived frequency of activity with parents was significant, b = -.40, 95% CI [-.53, -.28]; through the feelings of being listened to by parents was also significant, b = -.16, 95% CI [-.24, -.09], controlling for all the other variables in the model.

A pairwise comparison of indirect effects showed that perceived frequency of activity with parents (b= -.40) had a stronger mediating effect 95% CI [-.37, -.11] than the feelings of being listened to by parents (b = -.16) in the relationship between material deprivation and subjective well-being.

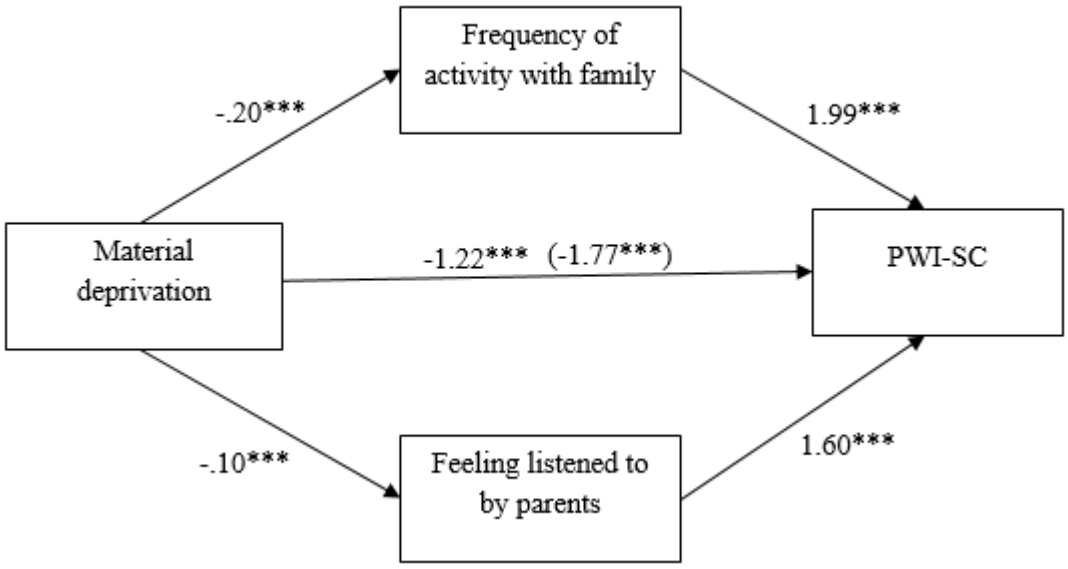

Figure 4. The mediating role of children's relationship with their parents in the relationship between material deprivation and subjective well-being
Note: *** p < .001, ** p < .01, * p < .05

4.4.2.2 Safety at home

The mediating role of children's perception of safety at home was also examined (see Figure 5 and Appendix H). The results showed that material deprivation predicted

perception of being treated fairly by parents negatively, $b = -.11$, $p < .001$; and predicted the feelings of safety at home negatively, $b = -.06$, $p < .001$.

Subjective well-being was predicted by perception of being treated fairly by parents positively, $b = 1.07$, $p < .001$; and by the feelings of safety at home positively, $b = 2.08$, $p < .001$, controlling for all the variables in the model.

Total effect of material deprivation on subjective well-being was found significant, $b = -1.67$, $t = -12.26$, $p < .001$. The direct effect of material deprivation on subjective well-being was also significant, $b = -1.45$, $t = -10.86$, $p < .001$. More importantly, the indirect effect of material deprivation on subjective well-being through perception of being treated fairly by parents was significant, $b = -.11$, 95% CI [-.19, -.05]; through the feelings of safety at home was also significant, $b = -.11$, 95% CI [-.20, -.04], controlling for all the other variables in the model.

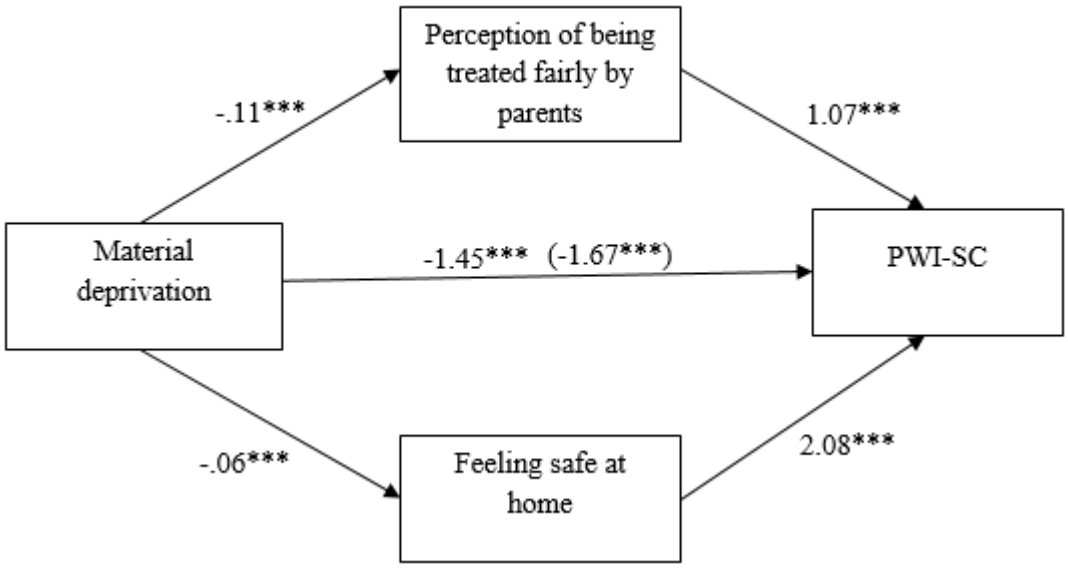

Figure 5. The mediating role of children's perception of safety at home in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.4.3 Subjective well-being with friends outside school context

The hypothesis about mediating role of children's perceptions regarding their friend relationships outside school context was examined (see Figure 6 and Appendix I). The results showed that material deprivation predicted perceived frequency of activity with friends negatively, $b = -.24$, $p < .001$; predicted the perception of friends' being nice negatively, $b = -.10$, $p < .001$; and predicted the perception of having enough friends negatively, $b = -.10$, $p < .001$.

Subjective well-being was predicted by perceived frequency of activity with friends positively, $b = .84$, $p < .001$; predicted by perception of friends' being nice positively, $b = 1.95$, $p < .001$; and predicted by perception of having enough friends positively, $b = 1.36$, $p < .001$, controlling for all the variables in the model.

Total effect of material deprivation on subjective well-being was significant, $b = -1.73$, $t = -12.77$, $p < .001$. The direct effect of material deprivation on subjective well-being was also significant, $b = -1.19$, $t = -9.16$, $p < .001$. More importantly, the indirect effect of material deprivation on subjective well-being through perceived frequency of activity with friends was significant, $b = -.21$, 95% CI [-.29, -.12]; through perception of friends' being nice was significant, $b = -.20$, 95% CI [-.31, -.11]; and through perception of having enough friends was also significant, $b = -.14$, 95% CI [-.24, -.04], controlling for all the other variables in the model.

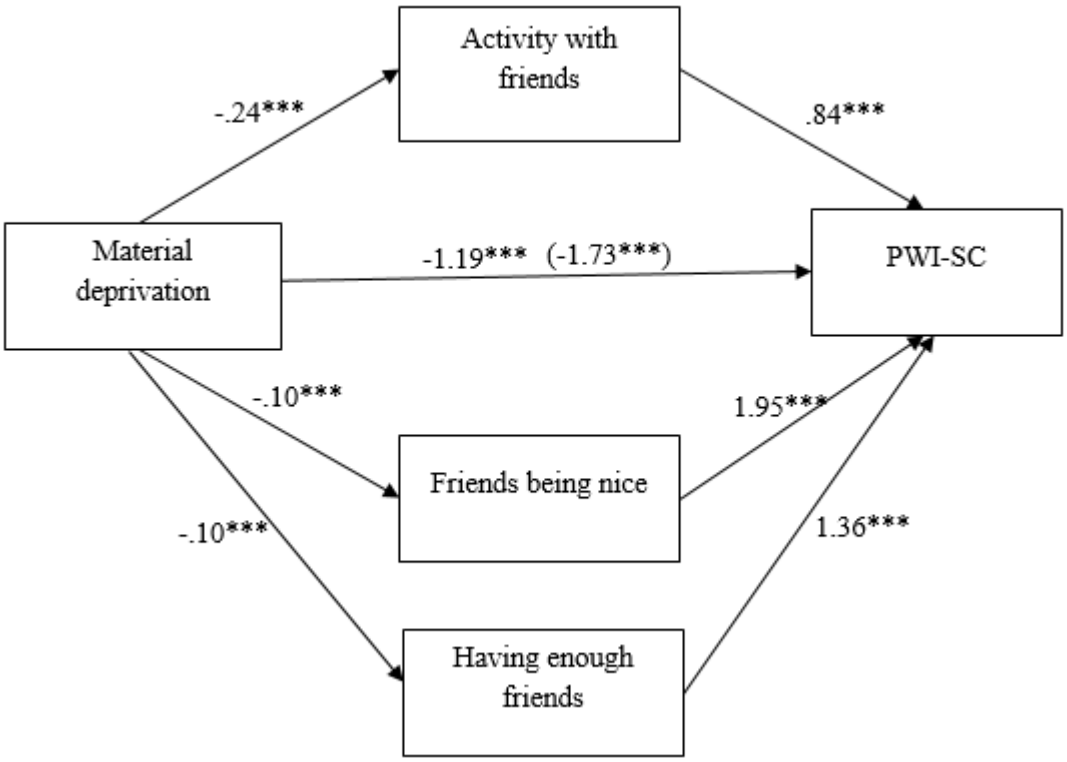

Figure 6. The mediating role of relationships with friends in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

4.4.4 Subjective well-being at neighborhood

The hypothesis regarding mediating role of children's satisfaction with the local area they live in was examined (see Figure 7 and Appendix J). The results revealed that material deprivation predicted satisfaction with the people in the area negatively, $b = -.15$, $p < .001$; predicted satisfaction with doctors negatively, $b = -.14$, $p < .001$; predicted satisfaction with the activity places in the area negatively, $b = -.96$, $p < .001$; and predicted feelings of safety negatively, $b = -.17$, $p < .001$.

Subjective well-being was predicted by satisfaction with the people in the area positively, $b = .91$, $p < .001$, by satisfaction with doctors positively, $b = 1.28$, $p < .001$; by satisfaction with the activity places positively, $b = .35$, $p < .001$; yet it was

not significantly predicted by feelings of safety in the neighborhood, $b = .18$, $p > .05$, holding constant all the other variables in the model.

The total effect of material deprivation on subjective well-being was significant, $b = -1.70$, $t = -12.46$, $p < .001$. The direct effect of material deprivation on subjective well-being was also significant, $b = -1.02$, $t = -8.11$, $p < .001$. The indirect effect of material deprivation on subjective well-being was significant through all the mediators except the mediator related to safety in the neighborhood. Mediation through satisfaction with people in the area, $b = -.14$, 95% CI [-.23, -.06]; through satisfaction with doctors, $b = -.18$, 95% CI [-.30, -.09]; through satisfaction with activity places $b = -.34$, 95% CI [-.50, -.20] were significant, holding constant all the other variables in the model. Yet it was not significant through feelings of safety, $b = -.03$, 95% CI [-.12, .05].

A pairwise comparison of indirect effects showed that satisfaction with activity places ($b = -.34$) had a stronger mediating effect than satisfaction with people in the area ($b = -.14$, CI [.04, .38]).

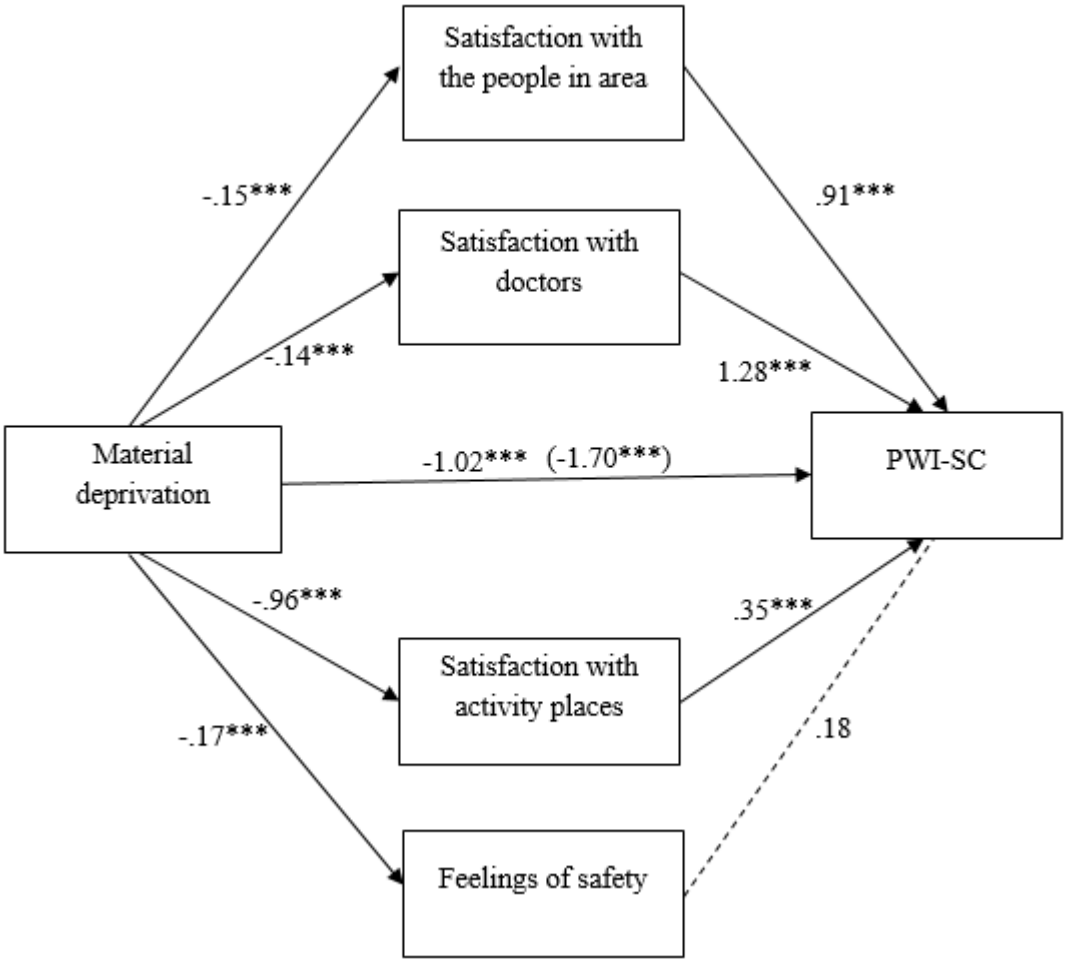

Figure 7. The mediating role of children's satisfaction with the people, services, activity places and feelings of safety in their area
Note: *** $p < .001$, ** $p < .01$, * $p < .05$, --- p > .05

4.4.5 Subjective well-being with time use

Our nineth hypothesis examined the mediating role of how children spend their time (see Figure 8 and Appendix K). The results showed that material deprivation predicted perceived frequency of taking classes outside school negatively, $b = -.07$, $p < .001$; predicted perceived frequency of doing sports or exercise negatively, $b = -.05$, $p < .001$; predicted perceived frequency of watching TV at home negatively, $b = -.08$, $p < .001$; predicted perceived frequency of using computer negatively, $b = -.16$, $p < .001$; but did not predict significantly perceived frequency of helping with housework, $b = -.00$, $p > .05$.

Subjective well-being was predicted positively by perceived frequency of taking classes outside school, $b = .70$, $p < .001$; by perceived frequency of watching TV at home, $b = 1.50$, $p < .001$. Yet it was not significantly predicted by perceived frequency of doing sports or exercise, $b = .33$, $p > .05$, by frequency of helping with housework, $b = .12$, $p > .05$ and by frequency of using computer, $b = .28$, $p > .05$, controlling for all the variables in the model.

The direct effect of material deprivation on subjective well-being was significant, $b = -1.61$, $t = -10.86$, $p < .001$. Total effect was also found significant, $b = -1.84$, $t = -13.08$, $p < .001$. More importantly, the indirect effect of perceived material deprivation on subjective well-being through perceived frequency of taking classes outside school was significant, $b = -.05$, 95% CI [-.09, -.02] and through frequency of watching TV at home was significant, $b = -.12$, 95% CI [-.22, -.03] as it was expected. Yet it was not significant through frequency of doing sports or exercise, $b = -.02$, 95% CI [-.06, .02], was not significant through frequency of helping with housework $b = -.00$, 95% CI [-.01, .01]; and was not significant through frequency of using computer, $b = -.04$, 95% CI [-.16, .07], controlling for all the other variables in the model.

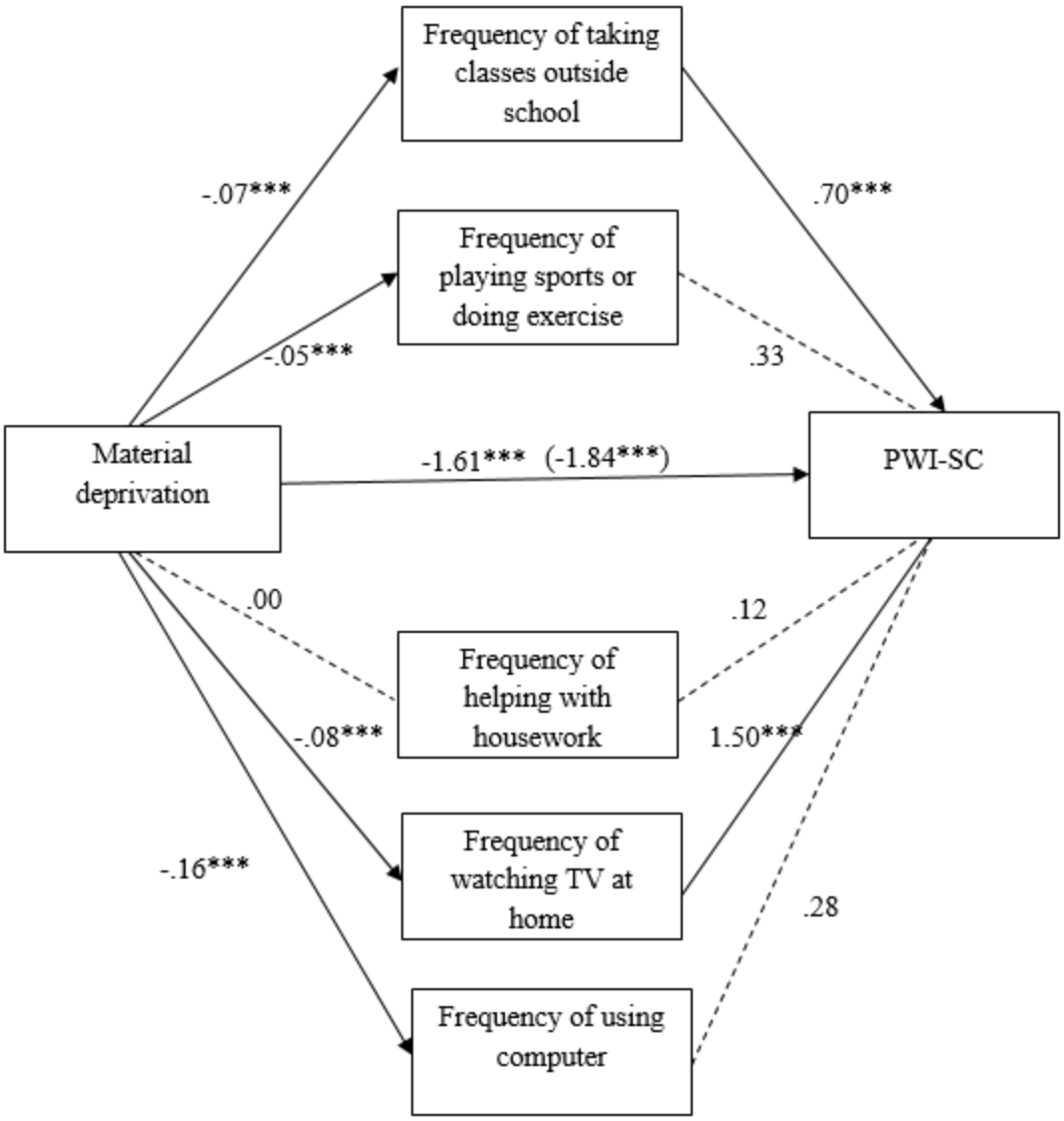

Figure 8. The mediating role of how children use their time in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$, --- $p > .05$

4.4.6 Mediating role of satisfaction with specific domains of life

The hypothesis about mediating role of children's satisfaction with the various domains of their lives was examined (see Figure 9 and Appendix L). The results revealed that material deprivation predicted satisfaction with school negatively, $b = -.21$, $p < .001$; predicted satisfaction with family negatively, $b = -.18$, $p < .001$; predicted their satisfaction with their friends negatively, $b = -.18$, $p < .001$, predicted

satisfaction with the area they live in negatively, $b = -.28$, $p < .001$; and predicted satisfaction with how they use their time negatively, $b = -.14$, $p < .001$.

Subjective well-being was positively predicted by satisfaction with school, $b = .59$, $p < .001$, by satisfaction with family, $b = 1.18$, $p < .001$; by satisfaction with friends, $b = .87$, $p < .001$; by satisfaction with the area they live in, $b = .70$, $p < .001$; and by satisfaction with their time use $b = 1.93$, $p < .001$, holding constant all the other variables in the model.

The direct effect of material deprivation on subjective well-being was significant, $b = -.79$, $t = -8.26$, $p < .001$. Total effect was also significant, $b = -1.74$, $t = -12.52$, $p < .001$, controlling for all the other variables in the model. More importantly, in parallel to our last hypothesis, the indirect effect of material deprivation on their subjective well-being in general was significant through all the mediators in the model. Mediation through satisfaction with school, $b = -.13$, 95% CI [-.21, -.06]; through satisfaction with family, $b = -.21$, 95% CI [-.35, -.10]; through satisfaction with friends, $b = -.15$, 95% CI [-.24, -.08]; through satisfaction with the area they live in, $b = -.20$, 95% CI [-.30, -.11]; and through satisfaction with their time use $b = -.27$, 95% CI [-.42, -.15] were significant, holding constant all the other variables in the model.

A pairwise comparison of indirect effects showed a significant difference among two mediators, 95% CI [.02, .29]. Satisfaction with time use ($b = -.27$) was found having a stronger mediating effect than satisfaction with school ($b = -.13$), in the relationship between material deprivation and their subjective well-being.

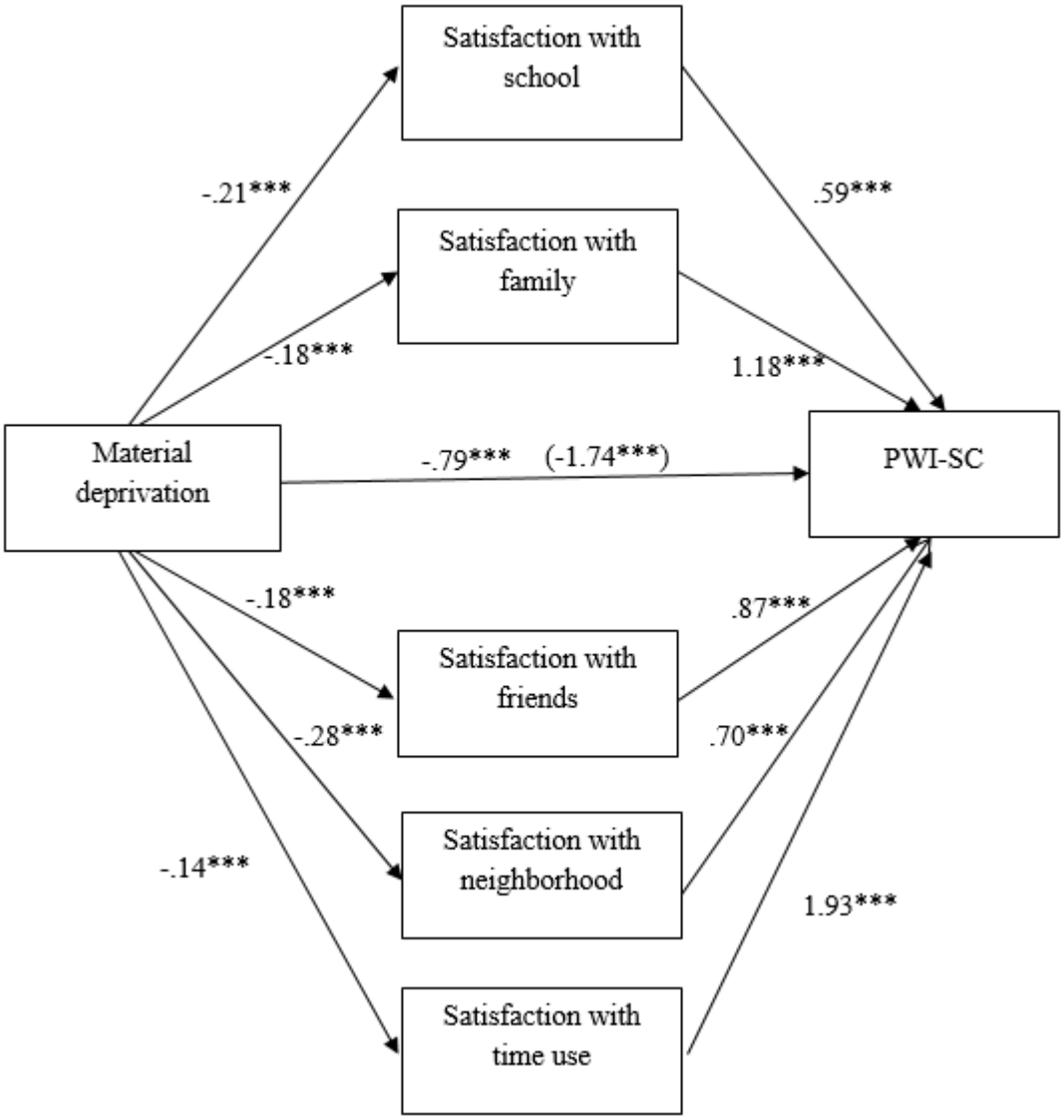

Figure 9. The mediating role of children's satisfaction with various domains of their lives in the relationship between material deprivation and subjective well-being
Note: *** $p < .001$, ** $p < .01$, * $p < .05$

CHAPTER 5

DISCUSSION

Research has shown that children's connection with their immediate surroundings and its quality have significant implications on their well-being (Bronfenbrenner,1986; Lee & Yoo, 2015; Terry & Huebner, 1995). In line with this, the aim of the current study was to see how these immediate interactions will be affected by children's material deprivation and how these affect their subjective well-being.

Descriptive analyses showed that there was a tendency among children to report high levels of satisfaction with domains of their lives. Previous research has also revealed similar results showing children's tendency to deliver positive responses to the well-being questionnaires (Casas, 2011; Gross-Manos, 2017; Savahl et al., 2015; Crous, 2017; Kutsar & Kasearu, 2017). Therefore, following analyses were carried out considering skewed distribution of the study variables.

5.1 Gender and age

Findings of our study showed that there was no significant difference between children's subjective well-being in general according to gender. Previous research has revealed mixed results about differences in children's general life satisfaction according to gender. There were study findings showing that girls had higher levels of subjective well-being than boys (Casas, Bello, Gonzalez, & Alique, 2013) while some other findings display boys as having higher levels of subjective well-being than girls (Main, 2014; Bradshaw & Keung, 2011; Lee & Yoo, 2015). For the reason of this, some researchers stated that there would be a gender difference according to the life domains which are measured (Dinisman & Ben-Arieh, 2016). Therefore; in

the current study when we looked at the differences in children's satisfaction with specific life domains, it was found that girls reported more satisfaction with their relationships with people they live together, with their teachers, and with people in general. The only relational area in which boys report more satisfaction was with the classmates. Overall, girls' having more satisfaction with their relationships are noteworthy. Previous research had already emphasized that girls were found to be reporting more satisfied in their relational domain of lives than boys (Bradshaw, Keung, Rees, & Goswami, 2011). Taking these into account, it yields great importance to open a room for boys to define themselves and feel more integrated with their relationships with close people to them.

In school context, it was stated that boys were more frequently get exposed to bullying at school in comparison to girls, yet there was a differentiation according to gender in terms of the type of bullying they get exposed to. It was reported that boys were to suffer more from physical violence while girls had to deal with more passive forms of bullying like being excluded (Carbone-Lopez, Esbensen, & Brick, 2010; Bradshaw et al., 2017). In the current research, what we have found was supporting the view that boys much more frequently suffer bullying than girls. Moreover, boys were also found to report more than girls being exposed to passive forms of bullying as well. This highlights the need for taking cautious steps to prevent harm among boys.

There was a significant difference between children's satisfaction with their lives in general according to age. 10-years-old children were found to have higher levels of subjective well-being in comparison to 12-years-old children. This has been already supported by a variety of research (Klocke, Clair, & Bradshaw, 2014; Main, 2014). It was suggested that the decrease in children's subjective well-being as they

get older could be related to the fact that their evaluation of subjective experiences get more realistic and complicated, causing them to feel less satisfied with specific domains of their lives (Tiliouine, 2015). Therefore; we looked at the areas two age group differed from each other, to understand more the nature of the change as they get older.

Accordingly, eventhough they suffer bullying at school more than older children, children aged 10-years-old were found to be feeling safer at school than 12-years-old children. Also, the findings of our study showed that younger children were more satisfied with their school experience than older children. In parallel with this result, it was also stated by Kutsar and Kasearu (2017) that children suffer less bullying but at the same time feel less satisfied with school as they get older. It was also highlighted by another study that school satisfaction had a stronger predictive power for general life satisfaction of children aged 12-years-old than for children aged 10-years-old (Oriol et al., 2017). In the current research, the decrease in children's overall subjective well-being could be explained partly by the decrease in their school satisfaction considering the increasing effective power of children's school experiences on their subjective well-being as they get older. Also, the findings of our study revealed that younger children were found to have more satisfying friend relationship than older ones. This could be another important factor that creates differences on children's subjective well-being related to age since it is known that friend relationships gain more importance during pre-adolescent period (Oriol et al., 2017).

Moreover, results of the current study showed that children aged 10-years-old were found to perceive their teacher fair and attentive more than older children. Similar results were also found in a cross-cultural study by Kutsar and Kasearu

(2017), showing that children's perception of their teachers differ as they get older. This would be explained by an increase in children's expectancies in their relationships as they get older, causing them to feel less satisfied.

Also, it was stated that children's level of satisfaction with their family decreases as they get older (Main, 2014). The findings of the current research did not show a significant difference between children's level of family satisfaction according to age. It would be valuable to run longitudinal studies to see any change in children's familial relationships and satisfaction with it. Maybe age range in the current study was not enough to see change in that domain of their lives.

Considering the changes brought about by the onset of adolescence, decrease in general satisfaction towards the age of 12 should be evaluated thoroughly (Oriol et al., 2017) as our findings also show overall satisfaction of children reduced toward age 12. Considering it as a transition period, perhaps there may be benefits in maintaining some routines at school context such as ensuring teacher stabilization, developing programs which aim to strengthen friend relationships, keeping teachers' attention on creating a more supportive and warm environment to promote adolescents' well-being at school.

Maybe more importantly, considering the general decrease in their subjective well-being as they get older, the provided findings would shed light on the things that could be evaluated for making the change in their subjective well-being less radical. Therefore, quality of relationships with family, friends, teachers, and people in the area they live should be taken into consideration thoroughly to improve children's satisfaction with their lives.

Another main issue had to do with children's material resources and its' both direct and indirect effect on their subjective well-being. Correlational analyses

showed that there was a considerable association between children's material resources and their level of satisfaction in both general and specific domains of their lives. Therefore; we intended to understand more about the ways that children's material deprivation affect their subjective well-being and discussion regarding the results of mediation models will be provided below.

5.2 Material deprivation and subjective well-being in school

As hypothesized, there were significant indirect effects of children's material deprivation on their subjective well-being at school context through their relationships with friends, teachers and their satisfaction with academic achievements.

In line with one of our hypotheses, the results showed that material deprivation increased frequency of exposure to bullying, consistent with previous research (Tiliouine, 2015; Currie et al., 2009; Bradshaw et al., 2017) and decreased satisfaction with children's classmates and feelings of safety at school. Moreover, bullying was found to have a decreasing effect in parallel with previous research (Lee & Yoo, 2015; Rees et al., 2013, Bradshaw et al., 2017) and satisfaction with classmates was found to have an increasing effect on children's subjective well-being. In addition to these, safety at school was found to have an increasing effect on children's subjective well-being as it was also showed in the annual report of The Children's Society (2012). Considering the results of the current study and previous findings, friend relationships and safety at school appear to be playing an essential role in children's subjective well-being. Therefore, taking some initiative steps to handle bullying at schools and supporting peer relationships would be beneficial to increase children's subjective well-being at school and in general.

The indirect effect of perceived material deprivation on subjective well-being through exposure to bullying, children's satisfaction with their classmates and feelings of safety at school were also significant. In other words, the findings reveled that children's financial resources have a power to shape their relationships with friends and feelings of safety, which in turn affecting their subjective well-being. Taking direct effect of material deprivation on children's subjective well-being into consideration, maybe at first improving children's material resources should be aim of policy makers. Moreover, taking the indirect effect of poverty into consideration, children's peer relationships should be aimed to be improved as to be affected by poverty at minimum. Systems that will minimize the effects of inequality among children would help support the positive peer relationships. For instance, expenses for school activities and educational materials could be afforded by educational system so that inequality in children's financial resources would not interfere with their participation in organized activities and relationship with peers (Ridge, 2002).

Considering the troubling effects of bullying on victims; policy makers should focus on developing programs to prevent it. Moreover, it was suggested that exposure to bullying in childhood had considerable effects on the later lives (Ttofi, Farrington, Lösel, & Loeber, 2011; Wolke & Lereya, 2015). Taking these into account, it is of great importance to develop methods that will be effective in preventing and tackling bullying. There are some pioneering programs to combat bullying at schools like "Reduction of violence in schools", conducted by European Union (Tiliouine, 2015) or work by UNICEF showing the steps which help create supportive environments in schools (World Health Organization [WHO], 2019).

Moreover, while direct forms of bullying like physical violence appear to be more visible, subtler forms of passive bullying should be explored as well to take

initiative and preventive steps (Tiliouine, 2015). It was stated that children who were exposed to passive bullying victimization tend to have less social skills to establish strong relationships with their peers (Bradshaw, Sawyer, & O'Brennan, 2009). For instance, shyness was found to be linked with social isolation (Newland et al., 2019). Therefore; some intervention programs developed in school system could aim increasing children's social skills needed for dealing with the problems in school context and daily life (Tiliouine, 2015).

Also as a suggestion for further study it should be said that bullying at school was examined in the current study, yet the other forms of bullying like harassment among siblings and within family; and harassment through online platforms were not examined since they were not included in the scope of the current study; yet further study may include these to see the effects of various types of bullying on children's well-being to be able to tackle them.

It was stated that children's subjective well-being at school was highly linked with the quality of their relationship with teachers (Newland et al., 2015). Moreover, it was highlighted that children who had low levels of subjective well-being were prone to seek more supportive relationship with their teachers beside the relationships at home. The findings of the current study were consistent with previous statements showing that positive and supportive relationships with teachers had increasing effect on children's subjective well-being. It was found that children's perception of teachers' having fair attitudes toward them increased their subjective well-being. A qualitative study by Newland and colleagues (2019) also had supported the current finding. It had been stated that perceiving teachers as unfair caused children to find difficulty in having trust on them, in turn decreasing their subjective well-being at school.

Moreover, in the current study it was revealed that children's feeling listened to by the teachers had a considerable increasing effect on their subjective well-being. It was suggested that feeling listened to by teachers help children feel accepted and cared (Newland et al., 2019). These results show that children's well-being in school is supported when they feel that their voices are heard, their ideas are taken into consideration and that they are active members of the institutions and society (Kutsar & Kasearu, 2017). Accordingly, it is especially important for teachers to apply their professions considering the rights of children for well-being of children. For this reason, trainings that teachers will periodically participate in can be suggested within the scope of educational institution and system. For instance, aiming to increase teachers' relational skills has been found to be highly effective in improving child results (Reeves & Le Mare, 2017; Waajid, Garner, & Owen, 2013). Teachers' observations regarding their relationship with children and creating a warm environment seems to be particularly important for both children's learning process and well-being.

Research had showed that children's satisfaction with their experiences at school had a predictive power for their subjective well-being in general (Rees et al., 2010) and children's satisfaction with school was found to be affected by their material resources (Ridge, 2002). Consistent with previous research (Camfield & Tafere, 2009), the results of the current study revealed that children's material deprivation decreased their perception of teachers' being fair and attentive to them. These results could be suggesting that decrease in children's perception of teachers' being fair and attentive would be the projection of the inequality they suffer. In other words, the feeling that teachers are unfair toward them could be resonating with the feeling of financial inequality among children. In a study by Andresen and Fegter

(2011) it was showed that children with poor material conditions tend to seek more supportive relationships in school. Therefore; it is very important to pay attention to the gap between children's expectancies and what they perceive as unfair and unattentive. To be able to say more and in detail about this, it would be better to study more on children's perception of the things they do not find fair in a school context to improve their well-being and relationships with teachers. Beside this, the current results could be saying about the possible prejudice that teachers have toward children according to their financial resources as well. This could also create another area to study regarding the reasons behind differences in teachers' attitudes toward children and the effect of this inclination on children's well-being.

Also, the indirect effect of children's material deprivation on their subjective well-being through children's perception of teachers' being fair and attentive was found significant in the current study. Considering this finding, it could be aimed to create an environment in which children feel fairly treated and being listened regardless of their financial status.

Research had showed that children's satisfaction with academic learning was linked with their subjective well-being (Armstrong et al., 2004). The findings of the current study were consistent with the previous research. The results revealed that children's satisfaction with school marks and with the things learned at school increased their well-being in general. There were other research findings that seem to be contrasting what we have found, showing a negative association between children's school success and their satisfaction with school experiences (Currie et al., 2009; OECD, 2012). These contrasting results show the importance of studying children's well-being from their own perspective since it seems that academic success was not a good enough indicator per se to signal well-being. Instead what

matters seem to be children's feeling and evaluations on their own experiences. The results also showed that children's material deprivation significantly decreased their satisfaction with school marks and with the things learned at school. These show the need for developing policies which will support children with financial limitations in their learning process.

5.3 Material deprivation and subjective well-being in family

Consistent with previous research (Main, 2014), our study findings revealed that children's material deprivation was significantly linked with the relationship with their family. Accordingly, children's material deprivation decreased the frequency of spending time doing activities with family and children's well-being was predicted by activity done with family. Previous research showed that spending time for learning together at home was found to be affected by material resources of family and found to be a significant predictor of children's well-being (Parkes et al., 2016). Also it was known that engaging in activities outside with family members were improving children's well-being yet opportunities had been found to be limited by financial resources of families (Jurczyk & Klinhardt, 2014 as cited in Dinisman et al., 2017). Considering the indirect effect found in the current study, it is important to note that social policies aiming to increase affordability and family access to facilities would also be increasing children's well-being.

Moreover, current study findings revealed that feeling listened to by parents increased children's subjective well-being. Previous research suggested that children value being active participant in the decisions taken in the family, which help them feel cared more (Andresen & Gerarts, 2014).

The current finding also showed that children's material deprivation had a significant and negative indirect effect on children's subjective well-being through perception of care by parents. It should be studied more to understand possible reasons behind decreasing effect of children's material deprivation on their perception of being listened to and cared.

Another dimension was about how safe and fair children feel in the relationship with their parents. The findings of the current study revealed that children's perception of being treated fairly by parents and feeling safe at home were significant predictors of their subjective well-being and these were found to be negatively affected by children's material deprivation. Previous research had shown that children with less material deprivation reported more frequently that they feel treated fairly by their parents (Main, 2014).

Also it was stated that children give importance to feel secure and respected by family members (Camfield & Tafere, 2009). Research had shown that children with material deprivation handle problems more easily if they feel trust toward their parents and feel supported by them (Bradshaw et al., 2007); therefore, it gains a great importance to promote the ways that children feel more satisfied with their family relationships.

5.4 Material deprivation and subjective well-being with friends out of school

Our study findings revealed that children's friend relationships were significantly linked with their material resources. Accordingly, children's material deprivation was found to be decreasing the frequency they spend time engaging in activities with peers. Also, it was found that spending time with peers have a significant predictive role for their subjective well-being.

Previous research showed that it was important for children's well-being to have a quality time with peers for sharing, playing and talking together (Huebner et al., 2004). Children had reported that when their material resources did not allow them to participate in activities with friends, they had a fear of being excluded (Main, 2013). It was also added that through trust relationships with peers, development of self-identity and confidence were supported (Currie et al., 2009). In parallel with this, the current study showed that children's perception of having nice and enough friends had an increasing effect on their subjective well-being.

All these results, consistent with previous research (Ridge, 2002; Parkes et al., 2016), show the significant effect of children's financial resources on the quality and satisfaction of their peer relationships. Considering the significant indirect effects of material deprivation, it should be highlighted that social policies should promote the ways and facilities for children to gather and spend quality time together.

5.5 Material deprivation and subjective well-being in neighborhood

An analysis of children's material deprivation's indirect effects on their subjective well-being through the satisfaction with the area they live in revealed significant results. Accordingly, the people in the area, the services like health staff and activity places were significant factors that were affected by children's material deprivation negatively and they were the factors that significantly and positively affect children's subjective well-being. Yet perception of safety at neighborhood was not found as a significant mediating factor eventhough it was found to be negatively affected by children's material deprivation.

Previous research had shown the significance of perceiving the neighborhood as a safe place for children's well-being (Eriksson et al., 2011). It was revealed that children's feeling safe outside the home was important for their happiness (Camfield & Tafere, 2009). The reason behind the fact that feeling safe was not found as a significant mediator in the current study could be about the effects shared by other mediating factors in the model. For instance, satisfaction with activity places, which was found to be a significant mediator, could be carrying the effects of perception of safety. A study by Lee and Yoo (2015) had shown that children's access to safe places to play and walk had increasing effect on their subjective well-being; therefore, it could be reasonable to think that satisfaction with activity places in the current research model could have already contained the satisfaction with safety as well. The key term here may be the sense of agency through which children feel more satisfied with the area they live in and their access to activity places would be helpful in supporting that. A study by Andresen and colleagues (2019) revealed significant findings that was consistent with the idea above. Accordingly, it was showed that when children feel agent in their area, their satisfaction with neighborhood increase even if they feel unsafe.

Regarding children's sense of agency in neighborhood, there is another factor that should be evaluated as well. It was stated that parents' feelings of trust in the area they live in are important for their children to use those areas freely and safely (Veitch, Bagley, Ball & Salmon, 2006). Otherwise protective behavior of parents would restrict children's activity, in turn their sense of agency. Considering these and the significant mediating role of having access to activity places, the ways to promote their sense of agency should be put into practice. For instance, increasing the quality and the number of places which will make it possible for them to play and

socialize especially in the areas with poor qualities may be one of the steps to be taken (González et al., 2019).

Previous research had highlighted the association between the neighborhoods with poor qualities and difficulties in children's emotional well-being (Curtis et al., 2013; Midouhas et al., 2014). Moreover, children's financial resources were found to be significantly linked with the quality of and satisfaction with the area they live in (Gross-Manos, 2017). Current study revealed consistent findings with the previous research. Children's material deprivation was found to be negatively affecting their satisfaction with the services and people in the neighborhood. In a study by Camfield and Tafere (2009), it was found that limitations in children's material resources had an influence on their relationship with the people in the area. Accordingly, they reported that they feel isolated. In other words, their disadvantageous financial status appears to be restricting their social involvement.

When previous and the current research considered together, it would not be wrong to state that children's well-being should not be evaluated solely within the borders of micro-systems in which children endure their lives. The areas they live and socialize appear to be having a significant role on their well-being; therefore, environments should be redesigned as to serve for improvement of children's agency, in turn their subjective well-being.

5.6 Material deprivation and subjective well-being with time use

An analysis to see the effects of children's material deprivation on their subjective well-being through the frequencies and the ways they use their time was carried out. The results revealed that the frequency of children's taking classes outside school and watching television at home were playing significant mediating role in the

relationship between children's material deprivation and subjective well-being. Previous research was consistent with the findings of the current study. A cross-cultural study by Newland and colleagues (2015) showed that children's financial resources had a predictive power on the frequency or probability that they can have access to extracurricular activities and have opportunity to watch television at home.

Moreover, having options to spend time outside home or school were found to be predicting children's subjective well-being (Abdallah et al., 2014). Having options to spend time taking classes outside school brings the options to socialize as well (Camfield & Tafere, 2009). In parallel with this, suggestions by Andresen and Fegter (2011) were intriguing. Accordingly, they state that children need adults around them to depend on. In other words, children of the families that were short of providing enough care tend to seek support from external resources. Considering the improving effect of having alternative places and adults to depend on outside home, especially for children with financial difficulties, institutions in which children spend their time with peers and dependable adults would help them increase their well-being. In line with this, social policies may give a room for that in their agendas to increase the numbers of institutions in which children use their spare time in a supportive environment.

In the current research, the frequency of playing sports or doing exercise and frequency of using computer were also found to be affected negatively by children's material deprivation. Yet they were not found to be significant factors that affect children's subjective well-being. One of the reasons behind this may be regarding the probability that children of middle-class families who have enough material resources yet not enough option to play outside or use computer as they wish under

the pressure of academic success, which decreases the contribution of these activities to their subjective well-being (Main, 2014).

The current research also revealed that children's material deprivation did not significantly predict the frequency of helping with housework. Moreover, frequency of helping with housework did not significantly affect the subjective well-being of children as well. Previous research had revealed mixed results on this. There were some findings showing that children's participation in housework have a supportive effect on their personal development and on their feelings of belonging to family, in turn increasing their subjective well-being (Rodriguez et al., 2011 as cited in González et al., 2015). Along with this, there were also other research findings revealing that when children did not feel the right to choose, doing chores had a potential to be perceived as restricting factors of their well-being (Promundo, 2008 as cited in González et al., 2015). Considering mixed results and current findings, more research is needed from the perspective of children to reveal clearer results on this subject.

5.7 Limitations, strengths and suggestions for further studies

In this study only school children were included for the reason of access; yet this limits the generalizability of the findings to the other children who are not attending school for various reasons and to the children who do not belong to 10-12 age range. Also, eventhough it was planned to include private schools into the sample of the study; it was not achieved, which also add some limitation to the generalizability of the findings. In addition to that, eventhough representative data was tried to be gathered for Istanbul, it should not be enough to have a say about the rest of the country.

As for the scales, it should be said that for the explorative purpose of the study, variables put into mediation analyses were chosen relying on a variety of research. Yet for the generalizability of the findings, standardized scales could be established for the evaluation of children's subjective well-being in the domains related to their experiences in family, school, neighborhood contexts, friend relationships and the way they use their time. Domain specific subjective well-being scores were computed with limited number of items, further research would develop the ways to measure with more items.

Although with the piloting and qualitative meetings with children regarding what and how to ask about their life, instruments may have limitation of adult-centric perception since it has not been so long that children were accepted as main informants (Crous, 2017).

Also, as the nature of mediational models, causality through directional relationships were defined taking literature into account, yet it should be kept in mind that directions would be reverse according to nature of the study questions. Also, since the data collected in an observational method, it would be misleading to define some variables as the cause of others.

However, given the scarcity of studies on subjective well-being of children with this age group, it is considered that the contribution of this study to the field is greater than its limitations. Firstly, it can be said that this study makes a valuable contribution to the literature as it is the first study addressing the indirect effects of children's material resource deprivations on their subjective well-being in different areas of their lives from their own perspectives. While there are studies examining the relationship between children's material deprivations and positive well-being

situations, this study looks at the factors thought to possibly mediate this relationship and for this purpose the study contributes new models to the field.

The results obtained from this study are valuable as they can be used by researchers to create new models and by clinical practitioners and policy makers to take initiative steps for children's well-being in different domains of their lives. For this, our model to explore the relationship between children's perceptions of their material deprivation and subjective well-being was fitting well the data gathered from 1885 children.

Exploring children's well-being from their own eyes is an important contribution to the field. Research show that data gathered through children's own evaluations of their lives were much more associated with their well-being in comparison to data gathered with adult perspective. It was revealed that there was a discrepancy between child and adult views regarding well-being of children (Ben-Arieh, 2010). Also, considering the fact that children in this age group were not made the focus of research until recently, the current study made a considerable contribution to the field.

The present study developed a predictive model through which one may gain an insight regarding the relationship between children's material deprivation and their subjective well-being. These findings may serve for application of new interventions especially in the realm of children's material well-being to improve their life satisfaction.

Also, the current research findings remind us the need for considering the multifaceted domains affecting children's well-being. Multidisciplinary work may be operationalized by comprising various groups of workers such as health workers,

policy makers, school officials and social workers to create better conditions for child well-being.

APPENDIX A

SURVEY QUESTIONNAIRE

(TO BE READ)

We are a group of researchers at the University of XX

interested in knowing the opinions and points of view of young people of your age.

We would be very grateful if you would answer this questionnaire for us. It is ANONYMOUS, in other words, no one will know your answers.

There are no right or wrong answers, we are only interested in knowing your choices, opinions, and feelings. This questionnaire is confidential (we won't know who you are and we won't pass on any information you give us).

You don't have to answer any questions you don't want to.

For each question, please tick the box or circle the number of the option that best corresponds to your personal situation or position.

Name of school: _____

Town: _____ State school ☐ Part-funded ☐ Private ☐

School year: Today's date: .... /...../2012

You

1. I am _____ years old.

2. I am a: Boy ☐ Girl ☐

3. I live in the town or city of:

……
…….

4. I was born in this country: Yes ☐ No ☐

(If "no", name of the country: ……..)

Your home and the people you live with

5. Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you

I always sleep in the same home	☐
I usually sleep in the same home, but sometimes sleep in other places (for example a friends or a weekend house)	☐
I regularly sleep in two homes with different adults	☐

6. Which of the following best describes the home you live in most of the time?

I live with my family	☐
I live in a foster home	☐
I live in a children's home	☐
I live in another type of home	☐

7.This question is about the people you live with.

Please tick all of the people who live in your home(s).

- ***If you <u>always</u> live in the same home, please just fill in Column A.***
- ***If you live <u>regularly</u> in more than one homes with different adults, please fill in Columns A and B.***

Column A: First home you live regularly		**Column B: Another home / Another place you live regularly**	
Mother	☐	Mother	☐
Father	☐	Father	☐
Mother's partner	☐	Mother's partner	☐
Father's partner	☐	Father's partner	☐
Grandmother	☐	Grandmother	☐
Grandfather	☐	Grandfather	☐
Brothers and sisters	☐	Brothers and sisters	☐
Other children	☐	Other children	☐
Other adults	☐	Other adults	☐

8. How much do you agree with each of these sentences?	I do not agree	Agree a little bit	Agree some what	Agree a lot	Totally agree	Don't know
I feel safe at home	☐	☐	☐	☐	☐	☐
I have quiet place to study at home	☐	☐	☐	☐	☐	☐
My parents (or the people who look after me) listen to me and take what I say into account	☐	☐	☐	☐	☐	☐
We have a good time together in my family	☐	☐	☐	☐	☐	☐

My parents (or the people who look after me) treat me fairly	☐	☐	☐	☐	☐	☐

9. How satisfied are you with each of the following things in your life?	0 = Not at all satisfied										10 = Totally satisfied
The house or flat where you live?	0	1	2	3	4	5	6	7	8	9	10
The people who live with you?	0	1	2	3	4	5	6	7	8	9	10
All the other people in your family?	0	1	2	3	4	5	6	7	8	9	10
Your family life?	0	1	2	3	4	5	6	7	8	9	10

10. How often in the past week have you spent time doing the following things with your family?	Not at all	Once or twice	Most days	Every day	Don't know
Talking together	☐	☐	☐	☐	☐
Having fun together	☐	☐	☐	☐	☐
Learning together	☐	☐	☐	☐	☐

Money and things you have

11. Which of the following things do or don't you have?	No	Yes	Don't know
Clothes in good condition to go to school in	☐	☐	☐
Access to computer at home	☐	☐	☐
Access to Internet	☐	☐	☐
Mobile phone	☐	☐	☐

Your own room	☐	☐	☐
Books to read for fun	☐	☐	☐
A family car for transportation	☐	☐	☐
Your own stuff to listen to music	☐	☐	☐
A television at home that you can use	☐	☐	☐

12. How satisfied are you with all the things you have?

0 = Not at all satisfied										10 = Totally satisfied
0	1	2	3	4	5	6	7	8	9	10

13. How often do you worry about how much money your family has?

Never	Sometimes	Often	Always	Don't know
☐	☐	☐	☐	☐

Your friends and other people

14. How much do you agree with each of these sentences?	I do not agree	Agree a little bit	Agree some what	Agree a lot	Totally agree	Don't know
My friends are usually nice to me	☐	☐	☐	☐	☐	☐
I have enough friends	☐	☐	☐	☐	☐	☐

15. How satisfied are you with each of the following things in your life?	0 = Not at all satisfied										10 = Totally satisfied
Your friends?	0	1	2	3	4	5	6	7	8	9	10
The people who live in your area?	0	1	2	3	4	5	6	7	8	9	10
Your relationships with people in general?	0	1	2	3	4	5	6	7	8	9	10

16. How often in the past week have you spent time doing the following things with your friends apart from at school?	Not at all	Once or twice	Most days	Every day	Don't know
Talking together	☐	☐	☐	☐	☐
Having fun together	☐	☐	☐	☐	☐
Meeting to study (apart from at school)	☐	☐	☐	☐	☐

The area where you live

17. How much do you agree with each of these sentences?	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree	Don't know
In my area there are enough places to play or to have a good time	☐	☐	☐	☐	☐	☐
I feel safe when I walk in the area I live in	☐	☐	☐	☐	☐	☐

18. How satisfied are you with each of the following things about the area where you

0 = Not at all satisfied										10 = Totally satisfied
How you are dealt with when you go to the doctors?	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
The outdoor areas children can use in your area?	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
The area where you live, in general?	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

School

19. How much do you agree with each of these sentences?	I do not agree	Agree a little bit	Agree some what	Agree a lot	Totally agree	Don't know
My teachers listen to me and take what I say into account	☐	☐	☐	☐	☐	☐
I like going to school	☐	☐	☐	☐	☐	☐
My teachers treat me fairly	☐	☐	☐	☐	☐	☐
I feel safe at school	☐	☐	☐	☐	☐	☐

20. How often, if at all, in the last month have you been	Never	once	2-3 times	More than 3 times	Don't know
Hit by other children in your school?	☐	☐	☐	☐	☐
Left out by other children in your class?	☐	☐	☐	☐	☐

21. How satisfied are you with each of the following things in your life?	0 = Not at all satisfied										10 = Totally satisfied
Other children in your class?	0	1	2	3	4	5	6	7	8	9	10
Your school marks?	0	1	2	3	4	5	6	7	8	9	10
Your school experience?	0	1	2	3	4	5	6	7	8	9	10
Your life as a student?	0	1	2	3	4	5	6	7	8	9	10
Things you have learned?	0	1	2	3	4	5	6	7	8	9	10
Your relationship with teachers?	0	1	2	3	4	5	6	7	8	9	10

How you use your time

22. How often do you usually spend time doing the following activities when you are not at school?	Rarely or never	Less than once a week	Once or twice a week	Everyday or Almost every day	Don't know
Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, …)	☐	☐	☐	☐	☐
Reading for fun (not homework)	☐	☐	☐	☐	☐
Helping up around the house	☐	☐	☐	☐	☐
Doing homework	☐	☐	☐	☐	☐
Watching TV or listen to music	☐	☐	☐	☐	☐
Playing sports or doing exercise	☐	☐	☐	☐	☐
Using a computer	☐	☐	☐	☐	☐

More about you

23. How satisfied are you with each of the following things in your life?	0 = Not at all satisfied										10 = Totally satisfied
How you use your time?	0	1	2	3	4	5	6	7	8	9	10
The freedom you have?	0	1	2	3	4	5	6	7	8	9	10
Your health?	0	1	2	3	4	5	6	7	8	9	10
The way that you look?	0	1	2	3	4	5	6	7	8	9	10
Your own body?	0	1	2	3	4	5	6	7	8	9	10
What you do in your free time?	0	1	2	3	4	5	6	7	8	9	10
How you are listened to by adults in general?	0	1	2	3	4	5	6	7	8	9	10
Your self-confidence?	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole?	0	1	2	3	4	5	6	7	8	9	10

24. In the past year, ...	No	Yes
…have you moved house?	☐	☐
…have you changed local area?	☐	☐
…have you changed schools?	☐	☐
…have you lived in another country for over a month?	☐	☐

25. Are you living with the same parents or carers that you lived with one year ago?	**No**	**Yes**
	☐	☐

How you feel about yourself

26. How satisfied are you with each of the following things in your life?	0 = Not at all satisfied										10 = Totally satisfied
About how safe you feel?	0	1	2	3	4	5	6	7	8	9	10
With the things you want to be good at?	0	1	2	3	4	5	6	7	8	9	10
About doing things away from your home?	0	1	2	3	4	5	6	7	8	9	10
About what may happen to you later in your life?	0	1	2	3	4	5	6	7	8	9	10
With your preparation for the future	0	1	2	3	4	5	6	7	8	9	10

27. Overall, how happy have you been feeling during the last two weeks?	0 = Not at all happy										10 = Totally Happy
	0	1	2	3	4	5	6	7	8	9	10

Your life and your future

28. Here are five sentences about how you feel about your life as a whole. Please tick a box to say how much you agree with each of the sentences

	0 = Not at all agree										10 = Totally agree
My life is going well	0	1	2	3	4	5	6	7	8	9	10
My life is just right	0	1	2	3	4	5	6	7	8	9	10
I have a good life	0	1	2	3	4	5	6	7	8	9	10

I have what I want in life	0	1	2	3	4	5	6	7	8	9	10
The things in my life are excellent	0	1	2	3	4	5	6	7	8	9	10

29. Please answer the following questions about children's rights	No	Not sure	Yes
I know what rights children have	☐	☐	☐
I know about the children's rights convention	☐	☐	☐
I think in my country, adults in general respect children's rights	☐	☐	☐

30. Imagine you are already an adult: at this age how much do you think you would like other people to appreciate the following qualities about you?

	0 = Not at all										10 = Very much
Your friendliness	0	1	2	3	4	5	6	7	8	9	10
Your relationships with people	0	1	2	3	4	5	6	7	8	9	10
Your money	0	1	2	3	4	5	6	7	8	9	10
Your power	0	1	2	3	4	5	6	7	8	9	10
Your family	0	1	2	3	4	5	6	7	8	9	10
Your personality	0	1	2	3	4	5	6	7	8	9	10
Your kindness	0	1	2	3	4	5	6	7	8	9	10
Your image	0	1	2	3	4	5	6	7	8	9	10

31. Below is a list of words that describe different feelings and emotions. Please read each word and then tick a box to say how much you have felt this way during the last two week

	0 = Not at all										10 = Extremely
Satisfied	0	1	2	3	4	5	6	7	8	9	10
Happy	0	1	2	3	4	5	6	7	8	9	10
Relaxed	0	1	2	3	4	5	6	7	8	9	10

Active	0	1	2	3	4	5	6	7	8	9	10
Calm	0	1	2	3	4	5	6	7	8	9	10
Full of energy	0	1	2	3	4	5	6	7	8	9	10

Finally

We are currently testing this questionnaire and we would be interested in hearing your opinions to help us improve it.

32. Please tell us whether you agree with the following sentences about the questionnaire.

	I do not agree	I agree	I Don't know
The questionnaire is too long	☐	☐	☐
In the questionnaire I am asked things that I think are important	☐	☐	☐

Thank you very much for participating!!!!

Thank you very much for participating!!!!

APPENDIX B

SURVEY QUESTIONNAIRE

(TURKISH)

Bizler senin ve yaşıtlarının yaşamlarınıza dair görüşlerini öğrenmek isteyen Boğaziçi Üniversitesi'nden araştırmacılarız.

Bu anketi bizim için doldurursan çok seviniriz. Tüm cevapların gizli tutulacaktır. Hiç kimse sorulara verdiğin cevabı öğrenmeyecektir. Bu anketteki soruların doğru ya da yanlış cevapları yok, biz sadece senin düşüncelerini öğrenmek istiyoruz. Senin adını kaydetmeyeceğiz, verdiğin cevapları da kimseye söylemeyeceğiz.

İstemediğin soruyu cevaplamak zorunda değilsin.

Lütfen her soru için senin durumunu en iyi anlatan kutucuğu ya da sayıyı işaretle.

Çok teşekkürler!! ☺

İsim:_____

Okulun Adı: _____

Şehir: _____ Devlet okulu ☐ Özel okul ☐

Okul grubu: Tarih: ...../...../2013

Sen

1. Yaşım:_____

2. Cinsiyetim: **Erkek** ☐ **Kız** ☐

3. Yaşadığım şehir:

……
…….

4. Türkiye'de doğdum: Evet ☐ Hayır ☐

(Cevabın 'HAYIR' ise doğduğun ülkenin adı:
……..)

Evin ve ailen

5. Bazı çocuklar yaşadıkları tek ev vardır. Bazı çocuklar ise düzenli olarak iki farklı evde yaşarlar. Aşağıdaki cümlelerden sana uygun olanını seçer misin?

Her zaman aynı evde yaşıyorum ☐

Aynı evde yaşıyorum ama bazen başka bir evde yattığım da oluyor (büyükannemlerin evi, arkadaşımın evi gibi) ☐

Düzenli olarak iki farklı evde yaşıyorum ☐

('hafta içi annemle, haftasonu babamla' gibi)

6. **Aşağıdaki cümlelerden hangisi senin yaşadığın yeri en iyi tarif ediyor:**

Ailemle yaşıyorum ☐

Koruyucu aile?? yanında yaşıyorum ☐

Yuvada/Sevgi evi/Kurumda?? yaşıyorum ☐

7. Bu soru beraber yaşadığın kişilerle ilgili: Lütfen evinde birlikte yaşadığın herkesi işaretle:

Anne	☐
Baba	☐
Üvey anne	☐
Üvey baba	☐
Anneanne	☐
Babaanne	☐
Büyükbaba	☐
Dede	☐
Amca	☐
Dayı	☐
Teyze	☐
Hala	☐
Kardeşler (Abla, abi, kız kardeş, erkek kardeş)	☐
Başka çocuklar	☐
Başka bir yetişkin	☐

b. Bazı çocuklar anne babaları ayrılmış olduğu için 2 ayrı evde birden yaşıyorlar (örneğin: hafta içi anneleriyle, haftasonu babalarıyla yaşıyorlar).

Sen düzenli olarak (örneğin haftasonları) BAŞKA bir evde yaşıyor musun?

Evet ☐ Hayır ☐

Evet ise bu 2. evde kimlerle yaşıyorsun?

Anne	☐
Baba	☐
Üvey anne	☐
Üvey baba	☐
Anneanne	☐
Babaanne	☐
Büyükbaba	☐
Dede	☐
Amca	☐
Dayı	☐
Teyze	☐
Hala	☐
Kardeşler (Abla, abi, kız kardeş, erkek kardeş)	☐
Başka çocuklar	☐
Başka bir yetişkin	☐

8. Aşağıdaki cümlelere ne kadar katılıyorsun?

	Kesinlikle **katılmıyorum**	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Evde kendimi güvende hissediyorum.	☐	☐	☐	☐	☐	☐
Evde ders çalışacak sessiz bir yerim var.	☐	☐	☐	☐	☐	☐
Annem babam benim dediklerimi dinlerler ve dikkate alırlar.	☐	☐	☐	☐	☐	☐
Ailemle birlikteyken güzel zaman geçiririz.	☐	☐	☐	☐	☐	☐
Annem babam bana karşı adil davranırlar.	☐	☐	☐	☐	☐	☐

9. Şu anki yaşamında aşağıdakilerden ne kadar memnun olduğunu işaretlermisin?

0 = ***Hiç memnun değilim***	**10=** ***Tümüyle memnunum***

Yaşadığın evden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Evinde beraber yaşadığın insanlardan ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Sizlerle beraber yaşamayan ailenin diğer üyelerinden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

Aile yaşamınızdan ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

10. Son BİR HAFTA içinde aşağıdaki aktiviteleri ailen ile birlikte ne sıklıkta yaptın?

	Hiç	1-2 gün	Çoğu gün	Her gün	Bilmiyorum
Sohbet etmek	☐	☐	☐	☐	☐
Birlikte eğlenmek	☐	☐	☐	☐	☐
Birlikte birşeyler öğrenmek (ders çalışmak ya da ders dışında beraber bir şeyler öğrenmek)	☐	☐	☐	☐	☐

Sahip olduğun şeyler

11. Aşağıdakilerden sahip olduğun ya da olmadığın şeyleri işaretler misin?

	Yok	Var	Bilmiyorum
▪ İyi durumda olan bir okul forman var mı?	☐	☐	☐
▪ Evde kullanabileceğin bir bilgisayar var mı?	☐	☐	☐
▪ Evde internet bağlantısı var mı?	☐	☐	☐
▪ Cep telefonun var mı?	☐	☐	☐
▪ Kendi odan var mı?	☐	☐	☐
▪ Zevk için okuduğun kitapların var mı?	☐	☐	☐
▪ Ailenin arabası var mı?	☐	☐	☐
▪ MP3 çalar gibi sana ait müzik dinleyebileceğin aletlerin var mı?	☐	☐	☐
▪ Evde televizyon var mı?	☐	☐	☐

▪ Kendine ait yatağın var mı?	☐	☐	☐
▪ Senin bedenine uygun kışlık palto, çizme/botun var mı?	☐	☐	☐

	Hayır	Evet	Bilmiyorum
▪ Haftada en az 2-3 kez et ya da balık yiyor musun?	☐	☐	☐
▪ Düzenli kahvaltı ediyor musun?	☐	☐	☐
▪ Yaşadığın ev yeterince ısınıyor mu?	☐	☐	☐
▪ Yaşadığın ev seni rahatasız edecek kadar kalabalık mı?	☐	☐	☐
▪ Yaşadığın ev güvenliği olan bir sitede mi?	☐	☐	☐

12. Yattığın oda için aşağıdaki cümlelerden hangisi uygundur?

☐ Tek başıma ayrı bir odada yatıyorum.

☐ Başka biriyle (kardeş, akraba gibi) ayrı bir oda yatıyorum.

☐ Tek başıma salon/oturma odası gibi bir odada yatıyorum.

☐ Başka birileri (kardeş, akraba gibi) ile salon/oturma odası gibi bir oda yatıyorum.

13. Sahip olduğun şeylerden ne kadar memnunsun? (Paran ve sahip olduğun eşyalardan)

0 = Hiç memnun değilim										**10 = Tümüyle memnunum**
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

14. Ailenin maddi durumu ile ilgili ne sıklıkla endişeleniyorsun?

Hiç bir zaman	Bazen	Sıklıkla	Her zaman	Bilmiyorum
☐	☐	☐	☐	☐

Arkadaşların ve çevrendekiler

15. Aşağıdaki cümlelere ne kadar katılıyorsun?

	Kesinlikle **katılmıyorum**	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Arkadaşlarım bana iyi davranırlar.	☐	☐	☐	☐	☐	☐
Yeterince arkadaşım var.	☐	☐	☐	☐	☐	☐

16. Şu anki yaşamında aşağıdakilerden ne kadar memnun olduğunu işaretlersin?

	0 = *Hiç memnun değilim*										***Tümüyle* = 10 *memnunum***
Arkadaşlarından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Mahallende yaşayanlardan ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Genel olarak insanlarla olan ilişkilerinden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

17. Geçen hafta OKUL DIŞINDA aşağıdaki aktiviteleri **arkadaşların ile birlikte ne sıklıkta yaptın?**

	Hiç	1-2 kez	Çoğu gün	Her gün	Bilmiyorum
Sohbet etmek	☐	☐	☐	☐	☐
Birlikte eğlenmek	☐	☐	☐	☐	☐
Okul dışında birlikte ders çalışmak için buluşmak	☐	☐	☐	☐	☐

Yaşadığın mahalle

18. Aşağıdaki cümlelere ne derece katılıyorsun?

	Kesinlikle **katılmıyorum**	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Yaşadığım yerde (mahalle, site vb.) oyun oynayacak ya da güzel zaman geçirilecek yerler var.	☐	☐	☐	☐	☐	☐
Yaşadığım yerde sokakta dolaşırken güvende hissederim.	☐	☐	☐	☐	☐	☐

19. Şu anki yaşamında mahallen ile ilgili aşağıda yazan şeylerden ne kadar memnun olduğunu işaretler misin?

	0 = *Hiç memnun Değilim*										***Tümüyle* = 10 *memnunum***
Doktora gittiğinde sana gösterdiği ilgiden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Yaşadığın yerdeki park gibi çocukların dışarıda oynayabileceği yerlerden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Genel olarak yaşadığın yerden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

Okul

20. Aşağıdaki cümlelere ne kadar katılıyorsun?

	Kesinlikle **katılmıyorum**	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinikle katılıyorum	Bilmiyorum
Öğretmenlerim söylediğim şeyleri dinliyorlar ve dikkate alıyorlar.	☐	☐	☐	☐	☐	☐
Okula gitmeyi seviyorum.	☐	☐	☐	☐	☐	☐
Okuldaki öğretmenlerim bana karşı adil davranıyorlar (ayrımcılık yapmıyorlar).	☐	☐	☐	☐	☐	☐
Okulda güvende hissediyorum.	☐	☐	☐	☐	☐	☐

21. Aşağıdakiler GEÇEN AY içinde ne sıklıkta oldu?

	Hiç	Bir kez	2-3 kez	3 kezden fazla	Bilmiyorum
Sınıfında seninle alay edildi mi?	☐	☐	☐	☐	☐
Okulundaki bir çocuk sana vurdu mu?	☐	☐	☐	☐	☐
Okuldaki çocuklar tarafından iftiraya uğradın mı?	☐	☐	☐	☐	☐
Sınıfındaki diğer çocuklar tarafından dışlandın mı?	☐	☐	☐	☐	☐

22. Şu anki yaşamında okulla ilgili aşağıda yazan şeylerden ne kadar memnun olduğunu işaretler misin?

	0 = *Hiç memnun değilim*										***Tümüyle* = 10 *memnunum***
Sınıfındaki diğer çocuklardan ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Derslerinde aldığın notlardan ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Okul deneyiminden ne kadar memnunsun? (okulda yaptıklarından ve okulda nasıl hissettiğin)	0	1	2	3	4	5	6	7	8	9	10
Öğrencilik yaşamından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Okulda öğrendiklerinden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Öğretmenlerinle olan ilişkilerinden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

Zamanını nasıl kullanıyorsun?

23. Okulda olmadığın zamanlarda aşağıda aktiviteleri ne sıklıkta yapıyorsun?

	Çok ender ya da hiç	Haftada birden az	Haftada 1-2 kez	Her gün ya da her güne yakın	Bilmiyorum
Okulda görmediğiniz konularda ders almak (örneğin müzik dersi, dans dersi, dil dersi, bir spor dalı dersi gibi)	☐	☐	☐	☐	☐
Keyif için kitap okumak (ders için değil)	☐	☐	☐	☐	☐
Ev işlerine yardım etmek (temizlik, bulaşık, yemek yapmak gibi)	☐	☐	☐	☐	☐
Ev ödevlerini yapmak	☐	☐	☐	☐	☐
Televizyon izlemek, müzik dinlemek	☐	☐	☐	☐	☐
Spor yapmak (futbol oynamak gibi)	☐	☐	☐	☐	☐
Bilgisayarda zaman geçirmek	☐	☐	☐	☐	☐
Kardeşlerime ya da başka bir aile bireyine bakmak	☐	☐	☐	☐	☐

Seninle ilgili

24. Aşağıda yazan şeylerden ne kadar memnun olduğunu belirtir misin?

0 = *memnun değilim*	***Hiç***	***Tümüyle* = 10 *memnunum***

Zamanını nasıl kullandığından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Sahip olduğun özgürlüklerden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Sağlığından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Dış görünüşünden (nasıl göründüğünden) ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Kendi bedeninden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Boş zamanlarında yaptıklarından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Yetişkinlerin seni dinlemesinden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Kendine olan özgüveninden ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10
Hayatından ne kadar memnunsun?	0	1	2	3	4	5	6	7	8	9	10

25. Son bir yıl içinde

	Hayır	**Evet**
… taşındınız mı?	☐	☐
… taşınma yüzünden okul değiştirdin mi?	☐	☐
… bir aydan uzun bir sure için başka bir ülkede yaşadın mı?	☐	☐

26. Bir yıl önce beraber yaşadığın ebeveynlerinle hala beraber yaşıyor musun?

☐ **HAYIR** ☐ **EVET**

Kendin hakkındaki duyguların

27. Aşağıdaki şeylerden ne kadar memnun olduğunu belirtir misin?

	0 = *Hiç memnun değilim*										***Tamamen* = 10 *memnunum***
Kendini ne kadar güvende hissetiğinden	0	1	2	3	4	5	6	7	8	9	10
İyi olmak istediğin şeylerde ne kadar iyi olduğundan	0	1	2	3	4	5	6	7	8	9	10
Ev dışında yaptığın şeylerden	0	1	2	3	4	5	6	7	8	9	10
İleride hayatında olabilecek şeylerden	0	1	2	3	4	5	6	7	8	9	10
Geleceğe hazırlıklı olma durumundan	0	1	2	3	4	5	6	7	8	9	10

28.

	0 = *Hiç mutlu değilim*										***Tümüyle* = 10 *mutluyum***
Son 2 haftadır kendini ne kadar mutlu hissediyorsun?	0	1	2	3	4	5	6	7	8	9	10

29. Aşağıda hayatınla ilgili 5 cümle var. Lütfen her cümleye ne kadar katıldığını gösteren sayıyı işaretle.

	0 = *Hiç katılmıyorum*										***Tamamen* = 10 *katılıyorum***
Hayatım iyi gidiyor.	0	1	2	3	4	5	6	7	8	9	10
Hayatım tam olmasını istediğim gibi.	0	1	2	3	4	5	6	7	8	9	10

İyi bir hayatım var.	0	1	2	3	4	5	6	7	8	9	10
Hayattan istediğim şeyler hayatımda var.	0	1	2	3	4	5	6	7	8	9	10
Hayatımdaki şeyler mükemmel.	0	1	2	3	4	5	6	7	8	9	10

30. Aşağıdaki cümlelere ne kadar katılıyorsun**?**

	Hayır	Emin Değilim	Evet
Çocukların ne tür haklara sahip olduğunu biliyorum.	☐	☐	☐
Çocuk Hakları Sözlemesini biliyorum.			
Ülkemde yetişkinlerin çocuk haklarına saygı gösterdiğini düşünüyorum.	☐	☐	☐

Hayatın ve geleceğin

31. Bir an için yetişkin olduğunu farz et: Aşağıda bir takım özellikle sıralanıyor. Yetişkin olarak sahip olabileceğin bu özelliklerin başkaları tarafından ne derece beğenilmesini isterdin?

0 = *Hiç* ***Çok* = 10**

Arkadaş canlısı oluşun	0	1	2	3	4	5	6	7	8	9	10
İnsanlarla olan ilişkilerin	0	1	2	3	4	5	6	7	8	9	10
Paran	0	1	2	3	4	5	6	7	8	9	10
Gücün	0	1	2	3	4	5	6	7	8	9	10
Ailen	0	1	2	3	4	5	6	7	8	9	10
Kişiliğin	0	1	2	3	4	5	6	7	8	9	10
İyilikseverliğin	0	1	2	3	4	5	6	7	8	9	10
Nasıl göründüğün	0	1	2	3	4	5	6	7	8	9	10

31. Aşağıda duyguları belirten bazı sözcükler var. Lütfen her birini oku ve SON 2 HAFTADA bu duyguyu ne kadar hissettiğini işaretle.

0 = *Hiç* ***Çok* = 10**

Memnun	0	1	2	3	4	5	6	7	8	9	10
Mutlu	0	1	2	3	4	5	6	7	8	9	10
Rahat	0	1	2	3	4	5	6	7	8	9	10
Canlı	0	1	2	3	4	5	6	7	8	9	10
Sakin	0	1	2	3	4	5	6	7	8	9	10
Enerjik	0	1	2	3	4	5	6	7	8	9	10

Ve sonunda…

Biz bu anketi halen geliştirmeye çalışıyoruz. Bu anketi daha iyi hale getirmek için senin düşüncelerini de duymak isteriz.

33. Lütfen anketle ilgili aşağıdaki cümlelere ne derece katıldığını bize söyler misin?

	Katılmıyorum	Katılıyorum	Bilmiyorum
Anket çok uzun	☐	☐	☐
Ankette önemli olduğunu düşündüğüm konular ile ilgili sorular var	☐	☐	☐

Katıldığın için çok teşekkürler!!!

Katıldığın için çok teşekkürler!!!

APPENDIX C

ETHICS COMMITTEE APPROVAL

BOĞAZİÇİ ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) Toplantı Tutanağı
2013/5

21.10.2013

Doç. Dr. Serra Müderrisoğlu
Psikoloji Bölümü, Boğaziçi Üniversitesi
Bebek, İstanbul 34342
e-posta: serra@boun.edu.tr

Sayın Araştırmacı,

"Çocuğun Öznel İyi Olma Hali - Istanbul Örneklemi" başlıklı projeniz ile yaptığınız Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) 2013/68 kayıt numaralı başvuru 21.10.2013 tarihli ve 2013/5 sayılı kurul toplantısında incelenerek etik onay verilmesi uygun bulunmuştur.

Saygılarımızla,

Prof. Dr. Hande Çağlayan (Başkan)
Moleküler Biyoloji ve Genetik Bölümü,
Fen-Edebiyat Fakültesi, Boğaziçi Üniversitesi,
İstanbul

Yrd. Doç. Dr. Özgür Kocatürk
Biyo-Medikal Mühendisliği Enstitüsü
Boğaziçi Üniversitesi,
İstanbul

Prof. Dr. Betül Baykan-Baykal
Nöroloji Bölümü, İstanbul Tıp Fakültesi ,
İstanbul Üniversitesi,
İstanbul

Yrd. Doç. Dr. Özlem Hesapçı
İktisadi ve İdari Bilimler Fakültesi,
İşletme Bölümü, Boğaziçi Üniversitesi,
İstanbul

Prof. Dr. Yeşim Atamer
Hukuk Fakültesi, İstanbul Bilgi Üniversitesi,
İstanbul

Yrd. Doç. Dr. Ekin Eremsoy
Psikoloji Bölümü, Doğuş Üniversitesi,
İstanbul

T.C.
İSTANBUL VALİLİĞİ
İl Milî Eğitim Müdürlüğü

Sayı : 59090411/44/3680260 04/12/2013
Konu: Doç. Dr. Serra MÜDERRİSOĞLU

Sayın: Doç. Dr. Serra MÜDERRİSOĞLU
Boğaziçi Üniversitesi Psikoloji Bölümü

İlgi: a) 18.11.2013 tarihli dilekçeniz.
b) Valilik Makamının 03.12.2013 tarih ve 3659817 sayılı oluru.

İlgi (a) dilekçeniz ile **"Çocuğun Öznel İyi Oluş HAli İstanbul Örneklemi"** konulu araştırma çalışmanıza ilişkin anket çalışması isteminiz ilgi (b) Valiliğimiz Onayı ile uygun görülmüştür.

Bilgilerinizi ve ilgi (b) Valilik Onayı doğrultusunda gerekli duyurunun tarafınızdan yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini rica ederim.

M. Nurettin ARAS
Müdür a.
Şube Müdürü

EKLER:
Ek-1 Valilik Onayı.
2 Anket Soruları.

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır
Evrak teyidi http://evraksorgu.meb.gov.tr adresinden 0f9f-0dea-3f62-9344-492a kodu ile yapılabilir.

NOT: Verilecek cevapta tarih, numara ve dosya numarasının yazılması rica olunur.
STRATEJİ GELİŞTİRME BÖLÜMÜ E-Posta: sgb34@meb.gov.tr,
ADRES: İl Milli Eğitim Müdürlüğü D Blok Bab-ı Ali Cad. No:13 Cağaloğlu
Telefon: Snt.212 455 04 00 Dahili: 239

APPENDIX D

OUTPUT FOR MEDIATION ANALYSES OF FRIEND RELATIONSHIP AT SCHOOL

```
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : Bullying
   M2  : SchoolSa
   M3  : Satisfie

Covariates:
 GROUP

Sample
Size:  1470

**************************************************************************
OUTCOME VARIABLE:
 Bullying

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,172       ,030      1,813     22,409      2,000   1467,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      1,670       ,196      8,502       ,000      1,285      2,055
TwelveIt       ,106       ,017      6,270       ,000       ,073       ,139
GROUP         -,113       ,071     -1,581       ,114      -,253       ,027


OUTCOME VARIABLE:
 SchoolSa

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,112       ,013      1,208      9,303      2,000   1467,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,855       ,160     24,046       ,000      3,541      4,170
TwelveIt      -,053       ,014     -3,861       ,000      -,080      -,026
GROUP         -,138       ,058     -2,370       ,018      -,252      -,024
```

```
**************************************************************************
OUTCOME VARIABLE:
 Satisfie

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,177       ,031      6,223     23,625      2,000   1467,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     10,266       ,364     28,208       ,000      9,552     10,980
TwelveIt      -,155       ,031     -4,960       ,000      -,216      -,094
GROUP         -,703       ,132     -5,316       ,000      -,962      -,444

**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,582       ,339     91,874    150,125      5,000   1464,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     85,455      2,022     42,259       ,000     81,488     89,422
TwelveIt     -1,368       ,122    -11,185       ,000     -1,608     -1,128
Bullying      -,940       ,199     -4,724       ,000     -1,331      -,550
SchoolSa      1,901       ,237      8,033       ,000      1,437      2,365
Satisfie      1,606       ,108     14,924       ,000      1,395      1,817
GROUP        -2,766       ,516     -5,365       ,000     -3,778     -1,755

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,818       ,138    -13,132       ,000     -2,089     -1,546

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,368       ,122    -11,185       ,000     -1,608     -1,128

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,450       ,090      -,633      -,284
Bullying      -,099       ,028      -,159      -,050
SchoolSa      -,101       ,033      -,174      -,044
```

APPENDIX E

OUTPUT FOR MEDIATION ANALYSES OF RELATIONSHIP WITH TEACHERS

```
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : Teachers
   M2  : Teache_1

Covariates:
 GROUP

Sample
Size:  1527

**************************************************************************
OUTCOME VARIABLE:
 Teachers

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,131       ,017      1,702     13,260      2,000   1524,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,895       ,187     20,869       ,000      3,529      4,262
TwelveIt      -,065       ,016     -4,048       ,000      -,097      -,034
GROUP         -,248       ,068     -3,663       ,000      -,382      -,115

**************************************************************************
OUTCOME VARIABLE:
 Teache_1

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,118       ,014      1,064     10,696      2,000   1524,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,946       ,148     26,743       ,000      3,656      4,235
TwelveIt      -,034       ,013     -2,691       ,007      -,059      -,009
GROUP         -,218       ,054     -4,068       ,000      -,323      -,113
```

```
**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,471       ,222    110,972    108,637      4,000   1522,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     90,960      1,862     48,846       ,000     87,307     94,612
TwelveIt     -1,641       ,131    -12,561       ,000     -1,897     -1,385
Teachers      1,024       ,235      4,368       ,000       ,564      1,485
Teache_1      3,027       ,297     10,204       ,000      2,445      3,609
GROUP        -2,894       ,551     -5,249       ,000     -3,975     -1,812

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,811       ,139    -13,070       ,000     -2,083     -1,539

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,641       ,131    -12,561       ,000     -1,897     -1,385

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,170       ,057      -,290      -,066
Teachers      -,067       ,026      -,126      -,026
Teache_1      -,104       ,044      -,200      -,024
(C1)           ,037       ,045      -,047       ,131

Specific indirect effect contrast definition(s):
(C1)          Teachers  minus   Teache_1
```

APPENDIX F

OUTPUT FOR MEDIATION ANALYSES OF ACADEMIC ACHIEVEMENTS

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : Satisfie
   M2  : Satisf_1

Covariates:
 GROUP

Sample
Size:  1544

**************************************************************************
OUTCOME VARIABLE:
 Satisfie

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,337       ,114      6,081     98,652      2,000   1541,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     12,705       ,350     36,258       ,000     12,017     13,392
TwelveIt      -,265       ,030     -8,757       ,000      -,325      -,206
GROUP        -1,524       ,127    -11,964       ,000     -1,774     -1,274

**************************************************************************
OUTCOME VARIABLE:
 Satisf_1

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,213       ,045      2,746     36,628      2,000   1541,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     11,232       ,235     47,699       ,000     10,770     11,694
TwelveIt      -,069       ,020     -3,407       ,001      -,109      -,029
GROUP         -,703       ,086     -8,207       ,000      -,871      -,535

..........................................................................
```

```
**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,581       ,338     92,438    196,056      4,000   1539,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     65,749      2,276     28,893       ,000     61,286     70,213
TwelveIt     -1,303       ,121    -10,770       ,000     -1,540     -1,066
Satisfie      1,174       ,105     11,128       ,000       ,967      1,381
Satisf_1      2,355       ,157     15,006       ,000      2,047      2,663
GROUP         -,461       ,522      -,883       ,377     -1,486       ,563

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,777       ,136    -13,023       ,000     -2,045     -1,510

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,303       ,121    -10,770       ,000     -1,540     -1,066

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,475       ,099      -,675      -,292
Satisfie      -,311       ,061      -,436      -,202
Satisf_1      -,163       ,065      -,301      -,050
(C1)          -,148       ,078      -,296       ,016

Specific indirect effect contrast definition(s):
(C1)          Satisfie  minus   Satisf_1
```

APPENDIX G

OUTPUT FOR MEDIATION ANALYSES OF RELATIONSHIP WITH PARENTS

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : Activity
   M2  : ParentsL

Covariates:
 GROUP

Sample
Size:  1479

**************************************************************************
OUTCOME VARIABLE:
 Activity

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,210       ,044      3,923     34,215      2,000   1476,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      7,900       ,288     27,425       ,000      7,335      8,465
TwelveIt      -,199       ,025     -7,974       ,000      -,247      -,150
GROUP         -,328       ,105     -3,134       ,002      -,533      -,123

 **************************************************************************
 OUTCOME VARIABLE:
  ParentsL

 Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,177       ,031      1,406     23,741      2,000   1476,000       ,000

 Model
              coeff         se          t          p       LLCI       ULCI
 constant     3,156       ,172     18,301       ,000      2,818      3,495
 TwelveIt     -,100       ,015     -6,696       ,000      -,129      -,071
 GROUP         ,051       ,063       ,821       ,412      -,071       ,174
```

```
**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,543       ,295     95,736    154,403      4,000   1474,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     86,581      1,786     48,487       ,000     83,078     90,083
TwelveIt     -1,217       ,126     -9,630       ,000     -1,465      -,969
Activity      1,999       ,136     14,670       ,000      1,731      2,266
ParentsL      1,598       ,228      7,022       ,000      1,151      2,044
GROUP        -3,417       ,519     -6,577       ,000     -4,435     -2,398
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,773       ,138    -12,886       ,000     -2,043     -1,503

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,217       ,126     -9,630       ,000     -1,465      -,969

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,556       ,084      -,729      -,400
Activity      -,397       ,067      -,537      -,273
ParentsL      -,159       ,038      -,240      -,091
(C1)          -,237       ,068      -,378      -,112

Specific indirect effect contrast definition(s):
(C1)          Activity  minus   ParentsL
```

APPENDIX H

OUTPUT FOR MEDIATION ANALYSES OF SAFETY AT HOME

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : ParentsT
   M2  : HomeSafe

Covariates:
 GROUP

Sample
Size:  1496

**************************************************************************
OUTCOME VARIABLE:
 ParentsT

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,175       ,031      1,897     23,556      2,000   1493,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      2,876       ,200     14,401       ,000      2,485      3,268
TwelveIt      -,103       ,017     -5,941       ,000      -,137      -,069
GROUP          ,193       ,072      2,657       ,008       ,050       ,335
```

```
**************************************************************************
OUTCOME VARIABLE:
 HomeSafe

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,127       ,016       ,936     12,264      2,000   1493,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,560       ,140     25,377       ,000      3,285      3,835
TwelveIt      -,055       ,012     -4,529       ,000      -,079      -,031
GROUP          ,072       ,051      1,413       ,158      -,028       ,172

**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,412       ,169    109,714     76,053      4,000   1491,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     96,025      1,829     52,514       ,000     92,438     99,612
TwelveIt     -1,447       ,133    -10,859       ,000     -1,708     -1,186
ParentsT      1,073       ,213      5,046       ,000       ,656      1,491
HomeSafe      2,079       ,303      6,865       ,000      1,485      2,673
GROUP        -4,084       ,552     -7,394       ,000     -5,167     -3,000

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,672       ,136    -12,259       ,000     -1,939     -1,404

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,447       ,133    -10,859       ,000     -1,708     -1,186

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,225       ,050      -,332      -,134
ParentsT      -,110       ,034      -,185      -,050
HomeSafe      -,114       ,042      -,206      -,045
(C1)           ,004       ,057      -,106       ,124

Specific indirect effect contrast definition(s):
(C1)          ParentsT  minus   HomeSafe
```

APPENDIX I

OUTPUT FOR MEDIATION ANALYSES OF FRIEND RELATIONSHIPS

OUTSIDE SCHOOL

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : FriendsA
   M2  : FriendsN
   M3  : FriendsE

Covariates:
 GROUP

Sample
Size:  1505

**************************************************************************
OUTCOME VARIABLE:
 FriendsA

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,215       ,046      5,347     36,342      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      5,936       ,333     17,816       ,000      5,282      6,589
TwelveIt      -,244       ,029     -8,506       ,000      -,300      -,188
GROUP         -,050       ,121      -,415       ,678      -,288       ,187
**************************************************************************
OUTCOME VARIABLE:
 FriendsN

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,182       ,033      1,278     25,874      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,514       ,163     21,578       ,000      3,195      3,834
TwelveIt      -,101       ,014     -7,179       ,000      -,128      -,073
GROUP         -,022       ,059      -,367       ,714      -,138       ,094
```

```
**************************************************************************
OUTCOME VARIABLE:
 FriendsE

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,195       ,038      1,122     29,758      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      3,807       ,153     24,949       ,000      3,508      4,106
TwelveIt      -,101       ,013     -7,713       ,000      -,127      -,076
GROUP         -,040       ,055      -,718       ,473      -,149       ,069

**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,492       ,242    102,435     95,874      5,000   1499,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     90,000      1,821     49,428       ,000     86,428     93,572
TwelveIt     -1,193       ,130     -9,159       ,000     -1,449      -,938
FriendsA       ,842       ,116      7,267       ,000       ,614      1,069
FriendsN      1,953       ,293      6,655       ,000      1,377      2,529
FriendsE      1,360       ,313      4,340       ,000       ,745      1,974
GROUP        -3,737       ,530     -7,049       ,000     -4,777     -2,697
```

```
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,733       ,136    -12,772       ,000     -1,999     -1,467

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,193       ,130     -9,159       ,000     -1,449      -,938

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,540       ,079      -,700      -,391
FriendsA      -,205       ,042      -,292      -,130
FriendsN      -,197       ,050      -,298      -,107
FriendsE      -,138       ,052      -,248      -,043
(C1)          -,009       ,058      -,120       ,108
(C2)          -,068       ,065      -,194       ,065
(C3)          -,059       ,083      -,224       ,104

Specific indirect effect contrast definition(s):
(C1)          FriendsA  minus   FriendsN
(C2)          FriendsA  minus   FriendsE
(C3)          FriendsN  minus   FriendsE
```

APPENDIX J

OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES IN THE NEIGHBORHOOD

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : SatisPeo
   M2  : Satisfie
   M3  : Activity
   M4  : AreaSafe

Covariates:
 GROUP

Sample
Size:  1505

**************************************************************************
OUTCOME VARIABLE:
 SatisPeo

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,106       ,011      9,049      8,613      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      8,941       ,434     20,603       ,000      8,090      9,792
TwelveIt      -,149       ,038     -3,981       ,000      -,223      -,076
GROUP         -,260       ,158     -1,653       ,099      -,570       ,049
```

```
**************************************************************************
OUTCOME VARIABLE:
 Satisfie

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,163       ,026      4,342     20,392      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     10,496       ,301     34,913       ,000      9,906     11,085
TwelveIt      -,140       ,026     -5,380       ,000      -,191      -,089
GROUP         -,445       ,109     -4,073       ,000      -,659      -,230

**************************************************************************
OUTCOME VARIABLE:
 Activity

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,339       ,115     32,353     97,740      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     20,310       ,821     24,750       ,000     18,700     21,919
TwelveIt      -,964       ,071    -13,587       ,000     -1,103      -,825
GROUP        -1,470       ,298     -4,932       ,000     -2,054      -,885

**************************************************************************
OUTCOME VARIABLE:
 AreaSafe

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,250       ,063      1,875     50,092      2,000   1502,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      2,964       ,198     15,005       ,000      2,576      3,351
TwelveIt      -,170       ,017     -9,935       ,000      -,203      -,136
GROUP         -,001       ,072      -,010       ,992      -,141       ,140
```

```
**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,584       ,341     88,813    129,413      6,000   1498,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     78,099      1,925     40,562       ,000     74,322     81,876
TwelveIt     -1,018       ,125     -8,114       ,000     -1,264      -,772
SatisPeo       ,908       ,091      9,983       ,000       ,730      1,086
Satisfie      1,279       ,124     10,347       ,000      1,037      1,522
Activity       ,350       ,053      6,637       ,000       ,246       ,453
AreaSafe       ,182       ,207       ,881       ,379      -,223       ,587
GROUP        -2,687       ,500     -5,370       ,000     -3,669     -1,706

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,700       ,137    -12,456       ,000     -1,968     -1,433

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,018       ,125     -8,114       ,000     -1,264      -,772

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,683       ,104      -,895      -,494
SatisPeo      -,136       ,044      -,229      -,059
Satisfie      -,179       ,056      -,304      -,084
Activity      -,337       ,076      -,491      -,192
AreaSafe      -,031       ,042      -,112       ,051
```

APPENDIX K

OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES WITH TIME USE

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : Frequenc
   M2  : Freque_1
   M3  : Freque_2
   M4  : Freque_3
   M5  : Freque_4

Covariates:
 GROUP

Sample
Size:  1436

**************************************************************************
**************************************************************************
OUTCOME VARIABLE:
 Frequenc

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,175       ,030      1,376     22,512      2,000   1433,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      2,287       ,173     13,195       ,000      1,947      2,626
TwelveIt      -,073       ,015     -4,810       ,000      -,102      -,043
GROUP         -,330       ,063     -5,237       ,000      -,453      -,206

**************************************************************************
OUTCOME VARIABLE:
 Freque_1

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,099       ,010      1,104      7,138      2,000   1433,000       ,001

Model
              coeff         se          t          p       LLCI       ULCI
constant      2,236       ,155     14,409       ,000      1,932      2,541
TwelveIt      -,050       ,014     -3,680       ,000      -,076      -,023
GROUP          ,022       ,056       ,393       ,694      -,088       ,133
```

```
**************************************************************************
OUTCOME VARIABLE:
 Freque_2

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,018       ,000      1,338       ,223      2,000   1433,000       ,800

Model
              coeff         se          t          p       LLCI       ULCI
constant      1,749       ,171     10,233       ,000      1,413      2,084
TwelveIt      -,003       ,015      -,203       ,839      -,032       ,026
GROUP         -,041       ,062      -,657       ,512      -,162       ,081
**************************************************************************
OUTCOME VARIABLE:
 Freque_3

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,252       ,063       ,566     48,534      2,000   1433,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      2,276       ,111     20,466       ,000      2,058      2,494
TwelveIt      -,078       ,010     -8,071       ,000      -,097      -,059
GROUP          ,186       ,040      4,611       ,000       ,107       ,265
```

```
**************************************************************************
OUTCOME VARIABLE:
 Freque_4

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,336       ,113       ,961     91,051      2,000   1433,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      1,876       ,145     12,953       ,000      1,592      2,160
TwelveIt      -,156       ,013    -12,393       ,000      -,181      -,132
GROUP          ,198       ,053      3,768       ,000       ,095       ,301

**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,375       ,140    117,166     33,282      7,000   1428,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant    100,735      1,970     51,135       ,000     96,870    104,599
TwelveIt     -1,613       ,148    -10,864       ,000     -1,904     -1,322
Frequenc       ,697       ,251      2,775       ,006       ,204      1,191
Freque_1       ,328       ,288      1,141       ,254      -,236       ,892
Freque_2       ,117       ,249       ,469       ,639      -,372       ,606
Freque_3      1,490       ,400      3,722       ,000       ,705      2,275
Freque_4       ,283       ,310       ,915       ,360      -,324       ,891
GROUP        -3,934       ,593     -6,637       ,000     -5,096     -2,771

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,841       ,141    -13,080       ,000     -2,117     -1,565

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI
     -1,613       ,148    -10,864       ,000     -1,904     -1,322

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOTAL         -,228       ,070      -,377      -,099
Frequenc      -,051       ,020      -,094      -,017
Freque_1      -,016       ,017      -,054       ,015
Freque_2       ,000       ,004      -,010       ,008
Freque_3      -,117       ,049      -,223      -,031
Freque_4      -,044       ,059      -,166       ,071
```

APPENDIX L

OUTPUT FOR MEDIATION ANALYSES OF CHILDREN'S EXPERIENCES WITH DOMAINS OF THEIR LIVES

```
**************************************************************************
Model  : 4
    Y  : PWISC
    X  : TwelveIt
   M1  : WellBein
   M2  : WellBe_1
   M3  : Satisfie
   M4  : SatisAre
   M5  : Satisf_1

Covariates:
 GROUP

Sample
Size:  1524

**************************************************************************
OUTCOME VARIABLE:
 WellBein

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,222       ,049     12,521     39,269      2,000   1521,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     22,312       ,507     44,014       ,000     21,318     23,307
TwelveIt      -,210       ,044     -4,758       ,000      -,296      -,123
GROUP        -1,475       ,184     -8,010       ,000     -1,836     -1,114
```

```
**************************************************************************
OUTCOME VARIABLE:
 WellBe_1

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,147       ,022      5,919     16,781      2,000   1521,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     19,939       ,349     57,206       ,000     19,255     20,623
TwelveIt      -,175       ,030     -5,786       ,000      -,235      -,116
GROUP         -,127       ,127     -1,002       ,317      -,375       ,122

**************************************************************************
OUTCOME VARIABLE:
 Satisfie

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,179       ,032      3,925     25,186      2,000   1521,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant      9,706       ,284     34,197       ,000      9,149     10,262
TwelveIt      -,175       ,025     -7,092       ,000      -,223      -,127
GROUP         -,119       ,103     -1,157       ,247      -,322       ,083
```

```
**************************************************************************
OUTCOME VARIABLE:
 SatisAre

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,270       ,073      5,187     59,698      2,000   1521,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     11,305       ,326     34,647       ,000     10,665     11,945
TwelveIt      -,278       ,028     -9,786       ,000      -,333      -,222
GROUP         -,716       ,119     -6,038       ,000      -,948      -,483

**************************************************************************
OUTCOME VARIABLE:
 Satisf_1

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,238       ,057      3,736     45,817      2,000   1521,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     11,399       ,277     41,166       ,000     10,856     11,943
TwelveIt      -,141       ,024     -5,876       ,000      -,189      -,094
GROUP         -,828       ,101     -8,228       ,000     -1,025      -,630
**************************************************************************
OUTCOME VARIABLE:
 PWISC

Model Summary
          R       R-sq        MSE          F        df1        df2          p
       ,783       ,612     54,082    342,090      7,000   1516,000       ,000

Model
              coeff         se          t          p       LLCI       ULCI
constant     32,026      2,069     15,476       ,000     27,967     36,085
TwelveIt      -,786       ,095     -8,258       ,000      -,973      -,600
WellBein       ,594       ,064      9,213       ,000       ,467       ,720
WellBe_1      1,175       ,086     13,620       ,000      1,006      1,344
Satisfie       ,872       ,104      8,354       ,000       ,668      1,077
SatisAre       ,697       ,093      7,529       ,000       ,515       ,878
Satisf_1      1,935       ,115     16,760       ,000      1,708      2,161
GROUP         -,708       ,397     -1,784       ,075     -1,487       ,070
```

********** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **********

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI
-1,736	,139	-12,524	,000	-2,008	-1,464

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
-,786	,095	-8,258	,000	-,973	-,600

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	-,950	,159	-1,279	-,659
WellBein	-,125	,040	-,210	-,057
WellBe_1	-,206	,066	-,349	-,092
Satisfie	-,153	,042	-,246	-,078
SatisAre	-,193	,048	-,294	-,107

REFERENCES

Abdallah, S., Main, G., Pople, L., & Rees, G. (2014). *Ways to well-being: Exploring the links between children's activities and their subjective well-being*. London, UK: The Children's Society.

Aber, J. L., & Jones, S. (1995). Indicators of positive development in early childhood: Improving concepts and measures, presented at Cross-Cutting Issues; Population, Family, and Neighborhood; Social Development and Problem Behaviors conference, University of Wisconsin-Madison, 1995. Institute for research on poverty.

Andresen, S., Bradshaw, J., & Kosher, H. (2019). Young children's perceptions of their lives and well-being. *Child Indicators Research*, *12*(1), 1-7.

Andresen, S., & Fegter, S. (2011). Children growing up in poverty and their ideas on what constitutes a good life: Childhood studies in Germany. *Child Indicators Research*, *4*(1), 1-19.

Andresen, S., Fegter, S., Hurrelmann, K., & Schneekloth, U. (Eds.). (2017). *Well-being, poverty, and justice from a child's perspective: 3rd World Vision Children Study* (Vol. 17). Cham, Germany: Springer.

Andresen, S., & Gerarts, K. (2014). Reconstructing children's concepts: Some theoretical ideas and empirical findings on education and the good life. In D. Stoecklin & J. M. Bonvin (Eds.), *Children's rights and the capability approach* (pp. 85-107). Dordrecht: Springer.

Andresen, S., Hurrelmann, K., & Schneekloth, U. (2012). Care and freedom: Theoretical and empirical aspects of children's well-being in Germany. *Child Indicators Research*, *5*(3), 437-448.

Andrews, A. B., & Ben-Arieh, A. (1999). Measuring and monitoring children's well-being across the world. *Social Work*, *44*(2), 105-115.

Armstrong, M., Boyden, J., Galappatti, A., & Hart, J. (2004). *Piloting methods for the evaluation of psychosocial programme impact in Eastern Sri Lanka: Final report for USAID*. Oxford, UK: Refugee Studies Centre.

Ben-Arieh, A. (2000). Beyond welfare: Measuring and monitoring the state of children: New trends and domains. *Social Indicators Research*, *52*(3), 235-257.

Ben-Arieh, A. (2005). Where are the children? Children's role in measuring and monitoring their well-being. *Social Indicators Research*, *74*(3), 573-596.

Ben-Arieh, A. (2007). *Measuring and monitoring the well-being of young children around the world*. Paris, France: United Nations Educational, Scientific, and Cultural Organisation.

Ben-Arieh, A. (2008a). Indicators and indices of children's well-being: Towards a more policy-oriented perspective. *European Journal of Education*, *43*(1), 37-50.

Ben-Arieh, A. (2008b). The child indicators movement: Past, present, and future. *Child Indicators Research*, *1*(1), 3-16.

Ben-Arieh, A. (2010). Developing indicators for child well-being in a changing context. In C. McAuley & W. Rose (Eds.), *Child well-being: Understanding children's lives* (pp. 129-142). London, UK: Jessica Kingsley.

Ben-Arieh, A., & Goerge, R. (2001). Beyond the numbers: How do we monitor the state of our children? *Children and Youth Services Review*, *23*(8), 603-631.

Ben-Arieh, A., Kaufman, N. H., Andrews, A. B., George, R. M., Lee, B. J., & Aber, L. J. (2001). *Measuring and monitoring children's well-being*. Dordrecht, Netherlands: Springer.

Berger, B. (1974, July). The human meaning of social change [Review of the book *The human meaning of social change*, by A. Campbell & P. E. Converse]. *Contemporary Sociology*, *3*(4), 326-328.

Boli-Bennett, J., & Meyer, J. W. (1978). The ideology of childhood and the state: Rules distinguishing children in national constitutions, 1870-1970. *American Sociological Review*, *43*(6), 797-812.

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, *53*(1), 371-399.

Bradshaw, J., Crous, G., Rees, G., & Turner, N. (2017). Comparing children's experiences of schools-based bullying across countries. *Children and Youth Services Review*, *80*, 171-180.

Bradshaw, J., Hoelscher, P., & Richardson, D. (2007). An index of child well-being in the European Union. *Social Indicators Research*, *80*(1), 133-177.

Bradshaw, J., & Keung, A. (2011). Trends in child subjective well-being in the United Kingdom. *Journal of Children's Services*, *6*(1), 4-17.

Bradshaw, J., Keung, A., Rees, G., & Goswami, H. (2011). Children's subjective well-being: International comparative perspectives. *Children and Youth Services Review*, *33*(4), 548-556.

Bradshaw, J., Martorano, B., Natali, L., & De Neubourg, C. (2013). Children's subjective well-being in rich countries. *Child Indicators Research*, *6*(4), 619-635.

Bradshaw, C. P., Sawyer, A. L., & O'brennan, L. M. (2009). A social disorganization perspective on bullying-related attitudes and behaviors: The influence of school context. *American Journal of Community Psychology*, *43*(3-4), 204-220.

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1986). Recent advances in research on the ecology of human development. In R. K. Silbereisen, K. Eyferth, & G. Rudinger (Eds.), *Development as action in context* (pp. 287-309). Heidelberg, Germany: Springer.

Camfield, L., & Tafere, Y. (2009). 'No, living well does not mean being rich': Diverse understandings of well-being among 11–13-year-old children in three Ethiopian communities. *Journal of Children and Poverty*, *15*(2), 119-138.

Carbone-Lopez, K., Esbensen, F. A., & Brick, B. T. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice*, *8*(4), 332-350.

Casas, F. (2011). Subjective social indicators and child and adolescent well-being. *Child Indicators Research*, *4*(4), 555-575.

Casas, F. (2018). Introduction to the special section on children's subjective well-being. *Child Development*, *90*(2), 333-343.

Casas, F., Bello, A., González, M., & Aligué, M. (2013). Children's subjective well-being measured using a composite index: What impacts Spanish first-year secondary education students' subjective well-being? *Child Indicators Research*, *6*(3), 433-460.

Casas, F., & Rees, G. (2015). Measures of children's subjective well-being: Analysis of the potential for cross-national comparisons. *Child Indicators Research*, *8*(1), 49-69.

Children's Society. (2012). *The good childhood report: A review of our children's well-being*. London, UK: Children's Society.

Crous, G. (2017). Child psychological well-being and its associations with material deprivation and type of home. *Children and Youth Services Review*, *80*, 88-95.

Cummins, R. A. (2000). Personal income and subjective well-being: A review. *Journal of Happiness Studies*, *1*(2), 133-158.

Cummins, R. A., & Lau, A. L. (2005). *Personal wellbeing index–school children*. Melbourne, Australia: Deakin University Press.

Currie, C., Zanotti, C., Morgan, A., Currie, D., De Looze, M., Roberts, C., ... & Barnekow, V. (2009). *Social determinants of health and well-being among young people.* Copenhagen, Denmark: WHO Regional Office for Europe.

Curtis, S., Pain, R., Fuller, S., Khatib, Y., Rothon, C., Stansfeld, S. A., & Daya, S. (2013). Neighborhood risk factors for common mental disorders among

young people aged 10–20 years: A structured review of quantitative research. *Health & Place*, *20*, 81-90.

Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, *9*(1), 1-11.

Diener, E. (1994). Assessing subjective well-being: Progress and opportunities. *Social Indicators Research*, *31*(2), 103-157.

Dinisman, T., Andresen, S., Montserrat, C., Strózik, D., & Strózik, T. (2017). Family structure and family relationship from the child well-being perspective: Findings from comparative analysis. *Children and Youth Services Review*, *80*, 105-115.

Dinisman, T., & Ben-Arieh, A. (2016). The characteristics of children's subjective well-being. *Social Indicators Research*, *126*(2), 555-569.

Dinisman, T., Montserrat, C., & Casas, F. (2012). The subjective well-being of Spanish adolescents: Variations according to different living arrangements. *Children and Youth Services Review*, *34*(12), 2374-2380.

Docherty, S., & Sandelowski, M. (1999). Focus on qualitative methods: Interviewing children. *Research in Nursing & Health*, *22*(2), 177-185.

Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, *29*(1), 94-122.

Elamé, E. (2013). *Discriminatory bullying: A new intercultural challenge*. Venice, Italy: Springer.

Eriksson, U., Hochwälder, J., & Sellström, E. (2011). Perceptions of community trust and safety–consequences for children's well-being in rural and urban contexts. *Acta Paediatrica*, *100*(10), 1373-1378.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Thousand Oaks, CA: Sage.

González, M., Gras, M. E., Malo, S., Navarro, D., Casas, F., & Aligué, M. (2015). Adolescents' perspective on their participation in the family context and its relationship with their subjective well-being. *Child Indicators Research*, *8*(1), 93-109.

González-Carrasco, M., Casas, F., Ben-Arieh, A., Savahl, S., & Tiliouine, H. (2019). Children's perspectives and evaluations of safety in diverse settings and their subjective well-being: A multi-national approach. *Applied Research in Quality of Life*, *14*(2), 309-334.

Gross-Manos, D. (2017). Material well-being and social exclusion association with children's subjective well-being: Cross-national analysis of 14 countries. *Children and Youth Services Review*, *80*, 116-128.

Gross-Manos, D., & Ben-Arieh, A. (2017). How subjective well-being is associated with material deprivation and social exclusion in Israeli 12-year-olds. *American Journal of Orthopsychiatry*, *87*(3), 274-290.

Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. London, UK: The Guilford Press.

Huebner, E. S., Suldo, S. M., Smith, L. C., & McKnight, C. G. (2004). Life satisfaction in children and youth: Empirical foundations and implications for school psychologists. *Psychology in the Schools*, *41*(1), 81-93.

Kaye-Tzadok, A., Kim, S. S., & Main, G. (2017). Children's subjective well-being in relation to gender—What can we learn from dissatisfied children? *Children and Youth Services Review*, *80*, 96-104.

Klocke, A., Clair, A., & Bradshaw, J. (2014). International variation in child subjective well-being. *Child Indicators Research*, *7*(1), 1-20.

Knies, G. (2012). *Life satisfaction and material well-being of children in the UK* (Report No. 2012-15). Colchester, UK: University of Essex.

Kutsar, D., & Kasearu, K. (2017). Do children like school–Crowding in or out? International comparison of children's perspectives. *Children and Youth Services Review*, *80*, 140-148.

Land, K. (2000). Social indicators. In E. F. Borgatta, & R. V. Montgomery (Eds.), *Encyclopedia of sociology* (pp. 2682–2690). New York: Macmillan.

Land, K. C. (1971). On the definition of social indicators. *The American Sociologist*, *6*(4), 322-325.

Land, K. C., & Ferriss, A. L. (2007). The sociology of social indicators. In C.D. Bryant & D.L. Peck (Eds.), *The handbook of 21st century sociology: A reference handbook* (pp. 518-526). Thousand Oaks, CA: Sage.

Layard, R., & Hagell, A. (2015). *Healthy young minds: Transforming the mental health of children*. New York: Sustainable Development Solutions Network.

Lee, B. J., & Yoo, M. S. (2015). Family, school, and community correlates of children's subjective well-being: An international comparative study. *Child Indicators Research*, *8*(1), 151-175.

Lim, M. S. C., Cappa, C., & Patton, G. C. (2017). Subjective well-being among young people in five Eastern European countries. *Global Mental Health*, *4*, 1-10.

Lippman, L. H. (2007). Indicators and indices of child well-being: A brief American history. *Social Indicators Research*, *83*(1), 39-53.

Lippman, L. H., Moore, K. A., & McIntosh, H. (2011). Positive indicators of child well-being: A conceptual framework, measures, and methodological issues. *Applied Research in Quality of Life*, *6*(4), 425-449.

Main, G. (2013). *A child-derived material deprivation index* (Doctoral dissertation). University of York, Great Britain.

Main, G. (2014). Child poverty and children's subjective well-being. *Child Indicators Research*, *7*(3), 451-472.

Main, G., & Bradshaw, J. (2012). A child material deprivation index. *Child Indicators Research*, *5*(3), 503-521.

McAuley, C., McKeown, C., & Merriman, B. (2012). Spending time with family and friends: Children's views on relationships and shared activities. *Child Indicators Research*, *5*(3), 449-467.

Melton, G. B. (2005). Treating children like people: A framework for research and advocacy. *Journal of Clinical Child and Adolescent Psychology*, *34*(4), 646-657.

Midouhas, E., Kuang, Y., & Flouri, E. (2014). Neighborhood human capital and the development of children's emotional and behavioral problems: The mediating role of parenting and schools. *Health & Place*, *27*, 155-161.

Navarro, D., Montserrat, C., Malo, S., González, M., Casas, F., & Crous, G. (2017). Subjective well-being: What do adolescents say? *Child & Family Social Work*, *22*(1), 175-184.

Newland, L. A., DeCino, D. A., Mourlam, D. J., & Strouse, G. A. (2019). School climate, emotions, and relationships: Children's experiences of well-being in the Midwestern US. *International Journal of Emotional Education*, *11*(1), 67-83.

Newland, L. A., Lawler, M. J., Giger, J. T., Roh, S., & Carr, E. R. (2015). Predictors of children's subjective well-being in rural communities of the United States. *Child Indicators Research*, *8*(1), 177-198.

Nickerson, A. B., & Nagle, R. J. (2004). The influence of parent and peer attachments on life satisfaction in middle childhood and early adolescence. *Social Indicators Research*, *66*, 35-60.

Olweus, D., & Breivik, K. (2014). Plight of victims of school bullying: The opposite of well-being. In A. Ben-Arieh, F. Casas, I. Frønes, & J. Korbin (Eds.), *Handbook of child well-being* (pp. 2593-2616). Dordrecht, Netherlands: Springer.

Organization for Economic Cooperation and Development. (2012). Results in focus: What 15-year-olds know and what they can do with what they know. Retrieved from https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf

Oriol, X., Torres, J., Miranda, R., Bilbao, M., & Ortúzar, H. (2017). Comparing family, friends, and satisfaction with school experience as predictors of SWB

in children who have and have not made the transition to middle school in different countries. *Children and Youth Services Review*, *80*, 149-156.

Park, N. (2004). The role of subjective well-being in positive youth development. *The Annals of the American Academy of Political and Social Science*, *591*(1), 25-39.

Parkes, A., Sweeting, H., & Wight, D. (2016). What shapes 7-year-olds' subjective well-being? Prospective analysis of early childhood and parenting using the Growing Up in Scotland study. *Social Psychiatry and Psychiatric Epidemiology*, *51*(10), 1417-1428.

Pople, L., Raws, P., Mueller, D., Mahony, S., Rees, G., Bradshaw, J., … & Keung, A. (2014). *The good childhood report 2014*. London, UK: The Children Society.

Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. *Journal of Happiness Studies*, *10*(5), 583-630.

Pryce, S., & Frederickson, N. (2013). Bullying behavior, intentions, and classroom ecology. *Learning Environments Research*, *16*(2), 183-199.

Rees, G. (2019). Variations in children's affective subjective well-being at seven years old: An analysis of current and historical factors. *Child Indicators Research*, *12*(1), 141-160.

Rees, G., Goswami, H., & Bradshaw, J. (2010). *Developing an index of children's subjective well-being in England*. London, UK: Children's Society.

Rees, G., Goswami, H., & Pople, L. (2013). *The good child-hood report 2013*. London, UK: The Children's Society.

Reeves, J., & Le Mare, L. (2017). Supporting teachers in relational pedagogy and social emotional education: A qualitative exploration. *International Journal of Emotional Education*, *9*(1), 85-98.

Ridge, T. (2002). *Childhood poverty and social exclusion: From a child's perspective*. Bristol, UK: Policy Press.

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, *52*(1), 141-166.

Sarriera, J. C., Casas, F., Bedin, L., Abs, D., Strelhow, M. R., Gross-Manos, D., & Giger, J. (2015). Material resources and children's subjective well-being in eight countries. *Child Indicators Research*, *8*(1), 199-209.

Savahl, S., Adams, S., Isaacs, S., September, R., Hendricks, G., & Noordien, Z. (2015). Subjective well-being amongst a sample of South African children: A descriptive study. *Child Indicators Research*, *8*(1), 211-226.

Semerci Uyan, P., Müderrisoğlu, S., Karatay, A., Ekim Akkan, B., Kılıç, Z., Oy, B., & Uran, Ş. (2012*). Eşitsiz bir toplumda çocukluk: Çocuğun "iyi olma hali"ni anlamak: İstanbul örneği*. İstanbul, Turkey: İstanbul Bilgi Üniversitesi Yayınları.

Soffer, M., & Ben-Arieh, A. (2014). School-aged children as sources of information about their lives. In A. Ben-Arieh, J. Cashmore, G. Goodman, & G. B. Melton (Eds.), *Handbook of child research* (pp. 555-574). London, UK: Sage.

Terry, T., & Huebner, E. S. (1995). The relationship between self-concept and life satisfaction in children. *Social Indicators Research*, *35*(1), 39-52.

Tiliouine, H. (2015). School bullying victimization and subjective well-being in Algeria. *Child Indicators Research*, *8*(1), 133-150.

Ttofi, M.M., Farrington, D. P., Lösel, F., & Loeber, R. (2011). Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict and Peace Research*, *3*(2), 63–73.

United Nations Children's Fund. (1989). *Convention on the rights of the child*. Retrieved from https://digitalcommons.ilr.cornell.edu/child/8/

Veitch, J., Bagley, S., Ball, K., & Salmon, J. (2006). Where do children usually play? A qualitative study of parents' perceptions of influences on children's active free play. *Health & Place*, *12*(4), 383-393.

Waajid, B., Garner, P. W., & Owen, J. E. (2013). Infusing social emotional learning into the teacher education curriculum. *International Journal of Emotional Education*, *5*(2), 31-48.

Wolke, D., & Lereya, S. T. (2015). Long-term effects of bullying. *Archives of Disease in Childhood*, *100*(9), 879-885.

World Health Organization. (2019). *School-based violence prevention: A practical handbook*. Geneva: World Health Organization.