

THE SUBJECTIVE WELL-BEING
OF CHILDREN IN PUBLIC PRIMARY SCHOOLS

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THE SUBJECTIVE WELL-BEING
OF CHILDREN IN PUBLIC PRIMARY SCHOOLS

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DECLARATION OF ORIGINALITY

I, Şeyda KARAN, certify that

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Date 16.06.2019

ABSTRACT

The Subjective Well-Being of Children in Public Primary Schools

The purpose of this study was to investigate and understand the school well-being of Syrian and Turkish children in relation to their well-being at home and in environmental conditions. In this explanatory mixed method study, participants were 2nd grade children, aged 7 to 10, born in Turkey or Syria, and enrolled at 7 public primary schools in Zeytinburnu district of Istanbul. Birth country and gender were taken as demographic background variables. For the quantitative phase, the International Questionary of Children's Well-being-ISCWeB was used as the instrument. Quantitative results showed that participants' average subjective well-being scores of school, as well as home and environmental conditions were above average. Moreover, these scores were found not to be independent from each other and they were positively correlated. Some significant differences were identified among groups. For the qualitative phase, child-oriented pictures displaying conditions of happiness and unhappiness were used as the instruments. Qualitative analyses brought along new indicators beyond the ones covered in the ISCWeB questionnaire. Qualitative results offered explanatory perspective to the quantitative results where a greater number of differences in school well-being were identified in the lives of Syrian and Turkish children. Findings provide parents, teacher practitioners, decision makers and the public with an in-depth perspective about the school well-being of children.

ÖZET

İlkokul Bağlamında Çocuğun Öznel İyi Olma Hali

Bu çalışmanın ana amacı çocukların okul ortamındaki öznel iyi olma hallerini, ev ve çevre koşullarındaki öznel iyi olma halleri ile ilişkili olarak anlamak ve araştırmaktır. Bu açıklayıcı karma yöntem çalışmasında, 126 katılımcı çocuk vardır. Bu çocuklar İstanbul Zeytinburnu ilçesindeki 7 ilköğretim okuluna kayıtlı olan ikinci sınıf çocuklarıdır. Çocukların tamamı 7-9 yaşları arasında olup Türkiye ve Suriye doğumlulardır. Bu çalışmada, önemli demografik bilgilerden biri olan cinsiyet de bağımsız değişken olarak kabul edilmiştir. Nicel aşamada araştırma aracı olarak Uluslararası Çocukların Refahı çalışma grubunun sunduğu ISCWeB anketi uygulanmıştır. Nicel sonuçlar, katılımcıların okuldaki ortalama öznel iyi olma halleri puanlarının yanı sıra ev ve çevre koşullarında iyi olma halinin de ortalamanın üzerinde olduğunu gösterdi. Ayrıca, bu öznel iyi olma hali alanlarının birbirinden bağımsız olmadığı ve aralarında pozitif olarak korelasyon olduğu tespit edildi. Gruplar arasında bazı istatistiksel farklar gözlemlendi. Nitel analizler, ISCWeB anketinde yer alanların ötesinde yeni göstergeler getirdi. Nitel sonuçlar, nicel sonuçlara açıklayıcı bir bakış açısı sundu. Nitel kısımda, Suriyeli ve Türk çocukların yaşamlarında daha fazla sayıda farklılık bulunmuştur. Bulgular, ebeveynleri, öğretmenleri, yetkilileri ve kamuoyunu çocukların refahı hakkında bilgilendirmeye yönelik olarak sunulmuştur.

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CHAPTER 1

INTRODUCTION

My motivation to apply M.A degree in the field of Primary Education was to understand children better in their interaction with the society. Throughout my undergraduate education in the field of Early Childhood and Education, I have been questioning my view about the child and childhood. I have begun to consider children as active individuals who have rights to take part in decision-making process about their current and future lives. The area of research related to early intervention in childhood afforded me with the hope to strengthen children in their current conditions. I felt responsible to empower and give a voice to children in the society. Thanks to this motivation, I planned to conduct a study involving children as active and competent agents during research process in order to challenge adult-centric perspectives that reflect the dominant voice in childhood studies.

Moreover, the ecological theory of Bronfenbrenner (1979) posits that children's development and life satisfaction depends not only on caregivers but also systems interacting with the child from micro to macro levels. Inspired by this theoretical stance, I wanted to benefit from school context to study *with* children in light of the role of school as a crucial social community which builds strong connections between children's family life and wider society.

I desired to work with Syrian children in my research as one of the vulnerable groups in Turkish society. One of the most important considerations in children's development and education is their current and future well-being. Along with their material needs, education, health, housing and environmental conditions, interpersonal

relations, risk and protection constitute the cornerstones of their well-being construction (Ben-Arieh, 2008). However, Syrian children have limited opportunities to reach these services due to their status being “under temporary protection” and lack of representation of their voices and awareness on their rights. Syrian individuals in Turkey have the basic needs of health and nutrition, education, and accommodation (Akpınar, 2017). Besides, they are documented to be struggling with the language barrier, integration into the society, and limited support mechanisms (Mercan Uzun & Bütün, 2016).

In order to have a better understanding of the effects of migration, factors related to pre, during and post migration need to be examined (Mercan Uzun & Bütün, 2016). Before the migration, Syrian people may have experienced the traumatic effects of war environment, lost their relatives, and left behind their homes and social networks and environments (Hassan, Ventevogel, Jefee-Bahloul, Barkil-Oteo, & Kirmayer, 2016). During the migration processes, they might have suffered from unfavorable transportation services (i.e. travelling in crowded vehicles without enough oxygen), lost their relatives on the way, experienced adverse living conditions with limited nutrition and disadvantageous health conditions, and they may have been exposed to violence (Hassan et al., 2016). After the migration, housing, nutrition, exclusion from society, limited social services, language barrier and inadequate access to education services are known to be the major challenges for Syrians (Hassan et al., 2016).

Since 2011, Syrian individuals have had to leave their homes behind in order to escape from the internal conflicts. Turkey, one of the most proximal countries, has continued to play an important role in the migration of Syrian people given its neighboring geographical location. According to 2019 data of General Directorate of

Migration, Turkey hosts 3.630.767 million Syrian refugees. As the country with the largest number of Syrian refugees, Turkey has been working to accommodate the relevant needs and address the changes in the composition of the society. Nevertheless, the rapid alteration in the population of Turkey requires a more comprehensive and long-term consideration of the current and expected outcomes in the society in terms of economic, political, socio-cultural and geographical aspects. To this end, the experiences of Syrian individuals with Turkish society need to be observed and understood in depth through various studies, as there is dearth of research focusing on experiences of Syrian individuals in the country of migration, especially with children. Furthermore, relevant research should focus on experiences of Syrians not as a separate group so as not to perpetuate a deficit perspective based on race, but rather along with Turkish people who share the same sociocultural spaces with them. Therefore, relevant research may portray a more inclusive thus in-depth picture when it involves individuals from both cultural groups. Contributing to this gap, children from both Syria and Turkey were included in this study as they were not independent from each other in many of the major shared common spaces such as schools, streets, or neighborhoods.

Syrians legal residence status in Turkey is identified as “temporary protected status”. The status of temporary protection is defined as a practical and complementary solution for migrating individuals so as not to delay individual status determination procedures. According to General Directorate of Migration Management in Turkey, 269.000 people has been living in the camps of *AFAD* (Disaster and Emergency Management of Turkey) in 10 cities whereas 2.313.000 (85%) people has been staying out of camps in various cities since 2016. The main cities refugees live include districts of Şanlıurfa, Hatay and İstanbul. Out of the total number, 1.182.261 are children who

constitute the largest sub-group within the refugee population in Turkey. In addition, it is reported that Syrians in Turkey have high birth rates. For example, more than 200.000 children have been born since 2011. Considering the challenging life conditions of refugee individuals, specifically children, researchers state that the future of refugee children are not clear (Emin, 2016) and this may create a “lost generation” (No Lost Generation Initiative, 2014). This alarming situation points to the urgent call to address the needs of Syrian children in domains of education, protection, health and nutrition and socialization in order to ensure a robust construction of well-being (Emin, 2016). Even though the policies in 2012 regards Syrians as temporary, the urgency of situation propels the impetus to develop policies with more permanent solutions in the long-term. To this end, the first legal regulation was put in practice in 2014, and stated that documented Syrian refugees can benefit from health, education and social support services.

Since 2013, there have been many attempts to address the educational needs of Syrian children. In 2014, the provision of education services for non-Turkish residents was officially standardized and legally assured by political circular letter. Moreover, educational policies in regards to inclusive services for Syrian children were laid out in 2015-2019 strategic plans (Emin, 2016). Even though education is the fundamental right for every individual without any discrimination guaranteed by the Universal Declaration of Human Rights in 1948, Syrian children may not be able to achieve this right easily all the time. When Syrian children had the legal ground to enroll in public schools of Turkey, the doors of socialization with Turkish citizens were opened for them and their parents. However, even though policies attempt to serve their needs, life experiences of Syrian people reflect the limitations of the implementation of these provisions.

Current and future lives of children need to be constructed wide scope by considering the quality of education environment and relevant services. There have been various initiatives of the state and non-governmental organizations (NGOs) towards the provision of quality-based education to address the challenges of language barrier and teacher capacity. Even though the assumption of temporary accommodation of Syrian people in Turkey leads to educational attempts such as providing Arabic curriculum at Temporary Education Centers (TEC), the likelihood of their long-term residence propels the educational policies more towards integrated education with Turkish children and Turkish curriculum in public schools (MoNE, 2014). Even though there were no obstacles to attend public schools, Syrian families generally preferred to enroll their children in TECs for their Arabic curriculum. This preference was to do with the lack of culturally and linguistically responsive curricula in public schools and integration problems stemming from the unfavorable attitudes of Turkish students, parents and teachers in public schools (İstanbul Bilgi Üniversitesi, 2015; HRW, 2015). However, MoNE plans to close all TECs by the end of 2019.

According to 2019 year data related with children born in Syria, 61.39% (643.058 students) of school-aged children are enrolled in Turkish public schools. Among these children, 33.9% (32.198 students) of children are enrolled in early childhood education centers. In primary education, enrolment rate of school aged children increases to the 95.50%. MoNE has taken substantial steps in increasing attendance rate of Syrian children to early childhood and primary education in order to foster overall inclusion of these children in the society via public schools (Emin, 2016). However, data on factors affecting the quality of education and provision of services for Syrian children are limited. For instance, there is a lack of teachers trained to work with

this population. Moreover, there are obstacles in the implementation of educational services such as language barrier, limited curriculum and educational materials, lack of a coherent integrated coordination, necessities with regard to physical infrastructure of schools, and child laboring (Emin, 2016).

Even though public education programs can serve the needs of children, schools are not necessarily the most ideal context to meet the needs of refugee children considering the centralized education system of Turkey with the language of instruction being Turkish. In the study of ÇOÇA (2015), researchers aimed to understand the experiences of Syrian students and Turkish teachers in various schools across İstanbul. Researchers conducted interviews and focus group discussions with teachers, administrators and children themselves related to their basic needs and challenges. The study revealed problems such limited demographic data of Syrian people, school registration challenges, language barrier, limited support services for teachers, lack of psychosocial support mechanisms for children, limited socio-economic support for parents and children, challenges in regards to social integration and adaptation, and lack of parent involvement in schools (ÇOÇA, 2015). Even though such problems may create major bottlenecks in construction of well-being domains, supporting both Syrian and Turkish children in this integration process may provide a buffering effect against these problems.

In development phases of thesis study, child well-being approach as identified as the most appropriate and beneficial tool to understand children's school well-being in relation to their well-being at home and environment. Child well-being is an approach which regards children's quality of life and satisfaction as a priority in raising capabilities of children in domains of well-being (Uyan Semerci, Müderrisoğlu, Karatay,

Ekim Akkan, Kılıç, Oy, Uran, 2012). The most important purpose of child well-being understanding is to raise capabilities of children with self-realizations and develop conditions for better life quality and happiness in their lives (UNICEF, 2015).

Conceptualization of child well-being draws upon the holistic and multidimensional view to child development while designating the child in the center as the subject of the study (Fattore, Mason & Watson, 2005). Child well-being approach perceives children active individuals and social actors in the construction of their own subjective well-being (SWB) in relation to social issues, resources and relations. It emphasizes individuality and agency of child (UNICEF, 2015) and takes the child's perception, experiences and voice to center of concern.

Drawing upon child well-being approach as a conceptual tool, this study aimed to understand the factors that make Syrian and Turkish children feel subjectively well at public primary schools in relation to their home and environmental conditions. In this study, domains of overall well-being such as education, material conditions and relations were included and studied in regards to children's well-being in school as it pertains to their well-being in home and environment. In this regard, the study operated from the subjective well-being standpoint because children's voice and participation were the only data sources taken into account and that children expressed their own school well-being and well-being in the home and environment with their own perceptions.

CHAPTER 2

LITERATURE REVIEW

2.1 Conceptualization of well-Being

Well-being studies investigate important aspects of child development field. Even though the term “well-being” is a widely studied concept in the field of child development, there is inconsistency in the definition and conceptualization of the term (Pollard & Lee, 2002). This inconsistency actually may stem from the dynamic conceptualization of the well-being concept. Specifically, in the past, well-being researchers tended to focus on the children’s disorders, deficits and disabilities in relevant studies. However, more current studies of well-being emphasize the positive aspects of child development, including children’s strengths and abilities to thrive as well as the positive traits and conditions that foster children’s well-being (Pollard & Lee, 2002).

It is difficult to systematically review child well-being literature due to the variations in the definition of the concept (Pollard & Lee, 2002). The term well-being has been studied in various disciplines for different age groups, cultures, communities. Thus, it is not surprising that various definitions of well-being exist with either overlapping or different sub concepts within the term. On the other hand, there are some definitions which are more comprehensive in that they include multiple domains and influences (Pollard & Lee, 2002). Following are some examples of such definitions of the well-being term: “A multidimensional construct incorporating mental/ psychological, physical, and social dimensions” (Columbo, 1986); “The ability to successfully, resiliently, and innovatively participate in the routines and activities deemed significant

by a cultural community. Well-being is also the states of mind and feeling produced by participation in routines and activities” (Weisner, 1998); “Children’s health and well-being is directly related to their families’ ability to provide their essential physical, emotional, and social needs” (Schor, 1995); “General view of the person’s feelings regarding his/her life circumstances, including personal problems and some questions about family” (Keith & Schalock, 1994); “As self-esteem, purpose in life, and self-concept of academic ability (self-confidence)” (Martinez & Dukes, 1997), as cited in Pollard and Lee (2002: p. 65). These definitions share similarities in representing relatively consistent and unified aspects of the definition of well-being, such as the concept being multi-dimensional and taking the complexity in the lives of children and in their relationships.

While drawing upon the above-mentioned definitions, in this study, the term child well-being was specifically derived from the conceptualization of Turkish study group (Uyan Semerci et al., 2012). In this regard, the study regarded child well-being as an approach that aims to increase children’s quality of life and satisfaction, and enhance their ability in the domains of well-being. Besides the conditions children have, this definition of well-being gives a hope to empower children in their own conditions. Moreover, it reminds the possibility of feeling satisfied in any context thanks to factors buffering negative conditions. Therefore, it is important to regard overall well-being as a construction of many factors such as health, education, material conditions or relations. Factors forming well-being are interrelated and support each other to explain overall well-being. Moreover, it values the individuality of children that children become active participants and data sources in understanding their own well-being.

2.2 Indicators and well-being

Dictionary definition of indicator (Oxford Dictionaries, 2017) is “A thing that indicates the state or level of something.” Indicators of well-being may have descriptive (academic grades, health status) or predictive forms (future anxiety) to state the situation of a phenomenon. Moreover, garnering indicators under specific categories constructs domains of well-being such as health or education. To exemplify, education is one of the domains of child well-being and the rate of early school dropout is an indicator of the education domain.

Indicators and domains can be used as input or outcome in understanding the status of children in the realm of social policies or intervention (Ben-Arieh & Frønes, 2011). According to the argument of social indicator researchers, when consistently collected and carefully and comprehensively measured, social indicators contribute to monitoring the status or quality of life of groups in society such as children and families (Fattore, Mason, & Watson, 2007). Accordingly, social indicators have gained the role to form perceptions and understanding of individuals in their personal lives and society. In other words, long-established social indicators may become strategic tools in understanding and/or supporting the status or life quality of groups within a society (Frønes, 2007).

Importantly, social indicators are deemed necessary and beneficial tool in development of social policies related to well-being of groups of individuals, as they can detect changes and trends over time which enables to plan and implement policies in relevant directions (Ben-Arieh, 2008). If today’s children will determine the future societal conditions, searching for and refining well-being indicators of children has the potential to influence social change (Frønes, 2007). Especially in times of complexity

and change, as the status of Syrian refugees in Turkey, social indicators may become beneficial tool for reporting and social planning by shedding light on the state of the present and possible future consequences (Frønes, 2007). Hence, considering the role of indicators in tracking changes along various dimensions of well-being, they are beneficial tools for enabling and evaluating policy implementation (Frønes, 2007).

Social indicators and “the movement of child indicators” (Ben-Arieh et al., 2001) have added important perspectives to the understanding and methodology of current child well-being studies. This movement carries six basic adaptations related with the view of child and the studies of child well-being (Ben-Arieh, 2010). Even though the child indicator movement does not leave the previous perspectives behind, it has begun to give much more attention to new perspectives. Therefore, this movement suggests focusing on the current well-being of the child while paying attention to the positive aspects in the life of child as reflected in children’s subjective well-being (SWB) and capabilities. Moreover, current indicators need to cover new fields such as participation or SWB rather than covering only conventional domains such as education or health. Contrary to previous studies taking children as only the intent of the research via other people within their immediate environment, current studies need to position children as the center of the research and direct agents who directly share and participate on behalf of themselves. In other words, there is a need to hear and consider the voice of children during all phases of studies. Investigating child well-being cannot be thought and followed as separate from creating spaces for children to express themselves in regards to matters of concern for their own well-being. Finally, child indicator movement aims to develop national and comparative international indexes in order to support policy makers for developing child-focused policies (Ben-Arieh, 2010).

The field of child development includes many sub disciplines, such as neuroscience, epigenetic, psychology and sociology. Even though the focus of these disciplines may differ, they contribute to each other so as to understand and observe child development in a holistic manner, as social structures and biological processes act jointly in the development of a child (McEwen & McEwen, 2017). Sociologic and biologic perspectives need to consider that there is gene-environment interaction in the development of a child. Therefore, genetic factors as well as the conditions of environment, specifically inequalities of poverty, affect overall development (McEwen & McEwen, 2017). This necessitates understanding child well-being in the context of issues surrounding child poverty.

2.3 Child poverty and well-being

Chronic poverty poses an accumulative cluster of risk factors that jeopardize child well-being and generate toxic stress for healthy development. Toxic stress is the model which emerges from the correlated effects of biology and environment (McEwen & McEwen, 2017). It takes social circumstances, experiences, and relationships into account during the process of brain and body development, which affects later educational and occupational outcomes of an individual. In general, toxic stress mechanism postulates that activation in the biological stress is elicited by adverse social conditions in the case of limited support mechanisms as well as weak self-regulation of emotions and behaviors (McEwen & McEwen, 2017). Therefore, social changes, challenges and conditions causing adversities in the well-being areas of individuals such as housing, environment, relations, health, risk factors and education interact with the emergence of toxic stress on brain development, which may affect cognitive performance and self-

regulation. In the study of Woodhead, Dorman and Murray (2014), vulnerable groups suffering from poverty share similar characteristics such as experiencing inequalities in household wealth, living in rural locations, belonging to a particular ethnic and/or language minority group, being affiliated with low social class or status, and the level of parental education. Thus, such characteristics may exacerbate social adversities thereby perpetuating toxic stress, which consequently hamper children's construction of healthy and happy well-being.

Adversities experienced in early years generate cumulative risks in the processes of complex life course leading to intergenerational transmission of poverty (McEwen & McEwen, 2017). Poverty poses major risk factors for parents to demonstrate or raise their capabilities in child rearing. Parents from impoverished households may feel depressed to effectively care for their children due to the lack of material, psychological and social resources. Individuals living in socially adverse conditions may not have the resources to raise their children in a developmentally and physically appropriate manner in the areas such as housing, nutrition, education and relationships. Consequently, these children may inadvertently carry the same conditions to their future to raise their children when they become parents. Such a presumption resonates with the relevant research documenting that the level of adversity and stress affects the nature of brain and body development, self-regulation capacity, cognitive performance, school readiness, later academic performance and occupational success (McEwen & McEwen, 2017). Social inequalities in the lives of children stemming from poverty pose persistent obstacles to fully demonstrate their potential development (Woodhead, Dorman & Murray, 2014).

On the other hand, at the expense of limitations of poverty, there are individual variations in response to environmental stress with differences in sensitivity and resilience against risk factors (McEwen & McEwen, 2017). Even in conditions of poverty, social interventions focusing on, for instance, resources for caregiving, social and community support, may change the outcomes positively, when plasticity of the developing brain and the resilience mechanism of children are taken into account (McEwen & McEwen, 2017). Therefore, there is a need to understand individuals' perceived poverty in order to figure out how poverty and inequality is understood and experienced by children based on their existing conditions they live by (Woodhead, Dorman & Murray, 2014). The importance of this perspective leads researchers to look into children's SWB.

In order to understand the situation of children living in poverty, generalizations about their well-being based on social structures they live in should be avoided. Poverty may refer to a concept with different associations in the lives of children, because child poverty includes not only material deprivations but also attributions of children to their possessions about their physical, psychological and cognitive situation. In addition, measuring child poverty merely based on family income is controversial, because children, in a large extend, do not benefit proportionately from a household income due to lack of access and control over family income (Minujin, Delamonica, Davidziuk, & Gonzalez, 2006).

Multilayered problems of child poverty include not only income issues but also different deprivations in relation to income of a household, such as access to social and emotional resources in the environment of a child. Therefore, studies working with children from impoverished backgrounds need to take a more comprehensive, self-

reflective and rather subjective look into issues of poverty from the perceptions of children, not necessarily relying solely on income-associated attributions of poverty.

Importantly, the issue of poverty needs to be examined from a holistic stance because poverty is likely to associate with many risk factors which may hinder children's construction of their healthy and happy well-being. Children may experience deprivation in essential material conditions, exclusion in society and vulnerability to cope with risks against brain and body development (Minujin et al., 2002). Availability and accessibility of goods and perception of children about their possessions provide a key approach to better perceive their material well-being (Minujin et al., 2006). Therefore, in order to understand the conditions of children in poverty, both quantifiable variables (i.e., income, expenses, and access to basic services such as health, education and entertainment) and qualitative variables (i.e., to what extent children happy with their material resources) need to be delineated (Minujin et al., 2006).

In light of the aforementioned importance of understanding social and material aspects of child poverty in child well-being studies, this study targeted a population of children with low social and economic capital. To this end, Zeytinburnu was purposefully chosen as the context of this study as one of the low socioeconomic districts of İstanbul. Public primary schools in Zeytinburnu are known to include large number of refugee children who migrated from Syria or Afghanistan. Parents of these children are mostly workers in the textile industry and usually share common work places with natives of the district. During the initial screenings of the study, both groups of children born in Syria and Turkey had reported that they had limited material opportunities. Therefore, it was deemed important aspect of this study to investigate the relation between poverty and children's well-being.

2.4 Capability approach and well-being

The study of Ben-Arieh and Fronese (2011) takes the “Capability Approach” of Amartya Kumar Sen (1999) into account in constructing a framework for understanding child well-being. Capability approach argues that the function and utility of resources depend on the meanings attributed to them as well as the preferences and possible strategies of individuals to benefit from them in their local contexts (Ben-Arieh & Fronese, 2011). From this regard, capability approach capitalizes on the freedom to act and choice on individual resources, as it emphasizes individual’s preferences and possible strategies (Ben-Arieh & Fronese, 2011). The concept of well-being also emphasizes the value and meanings of individuals or groups attributed to resources, conditions and specific contexts of circumstances. Therefore, understanding of specific contexts as well as resources in relation to social and physical environment influences the well-being of individuals or groups with special needs. In general, capability approach and child well-being are both dynamic concepts because they are shaped based on the development of child throughout life in which new contexts emerge to assign new values to resources and commodities (Ben-Arieh & Fronese, 2011). The value children attribute to the resources in their specific contexts shape their capabilities in order to benefit from these resources in construction of their well-being. Even though well-being and capability approach are not the same concepts, well-being can be positioned and understood within the framework of the capability approach.

2.5 Gender and well-being

Studies of child well-being offer inconsistent findings for a gender effect (Kaye-Tzadok, Kim, & Main, 2017). Even though some studies found differences (Bradshaw, Keung, Rees, & Goswami, 2011) in well-being scores and outcomes across genders, some studies reported no significant gender differences (Huebner, Seligson, Valois, & Suldo, 2006; Seligson, Huebner, & Valois, 2003). In some studies, girls usually demonstrated higher SWB (Casas, Bello, Gonza'lez, & Aligue, 2013; Cummins, 2014; Tomy & Cummins, 2011) whereas in some studies boys scored higher SWB (Bradshaw & Keung, 2011; Rees, Bradshaw, Goswami, & Keung, 2010). These studies which did not have a cross-cultural focus do not offer conclusive evidence for gender effect. However, cross-cultural studies of gender assumed a common pattern for a gender effect. Such studies comparing children of different cultures concluded that the amount of gender inequality predicted differences in well-being (Kaye-Tzadok, Kim, and, & Main, 2017).

Besides, as a cross-cultural study, the first wave of Children's World Study (2015) found that girls had higher SWB than boys. On the other hand, it was concluded that measurement tools in the evaluation of SWB might lead to differences in the cognitive processing of girls and boys in the perceptions of well-being. Therefore, there is a need to use qualitative tools in child well-being studies to ascertain whether or not a gender effect exists.

2.6 Domains of well-being

Similar to the index of resources determining standards of living, sets of domains provide a detailed window into a more comprehensive understanding of child well-being (Frønes, 2007). Domains emerge with indicator development via objective (i.e., income

or birth rate) and subjective measurements (i.e., life satisfaction) covering general administrative or institutional patterns (Frønes, 2007). These domains differ based on contexts, aim of the policy makers or target groups. Nevertheless, in general, well-being domains include physical, psychological, cognitive, social and economic areas (Frønes, 2007). Scores on each domain contribute to understanding well-being profiles of individuals (Frønes, 2007). Expansion of indicators and domains becomes possible with the elaboration of analyses on measurements (Frønes, 2007). For example, studies investigating the effects of growth or recession on children's well-being would work with a broad set of indicators (Frønes, 2007).

How domains are defined determines the scores and interpretation of data, as domains can vary in accordance with the administrative organization, institutional differentiation in society, kinds of theories or political perspectives as well as societal values (Frønes, 2007). Actually, there is still a need to determine a core set of positive indicators of child well-being in various domains (Pollard & Lee, 2002). To gather domain-based comparative results of well-being in the world, several attempts have been made by some important organizations and researchers including OECD (2009a), Bradshaw et al. (2006a/b), Richardson et al. (2008), Child Well-being Study Group (2012) and ISCWeB. Even though each domain seems to be a separate part of well-being, there is a need to arrive at a holistic viewpoint in understanding and evaluating child well-being.

Besides international comparative datasets, attempts of Turkish researchers (Uyan Semerci et al., 2012) have provided Turkey-oriented indicators to the domains of well-being. These share similar points with indexes of OECD (2009) and European Commission (2008) in terms of domains such as material, health, education, housing and

environment conditions, risk and SWB. However, indicators of these domains differ to a certain extent based on the Turkish context. For example, OECD index questions the possession of a private room as an indicator of housing and environment domain, while Turkish data identifies having private bed as an indicator of the same domain. Differences in indicators of well-being exist in studies conducted in particular contexts and this study is based on the indicators of well-being in Turkish study group (Uyan Semerci et al., 2012). It was also expected that new indicators may emerge based on variations in different contexts even within the same country, as was presumed with Syrian children enrolled in the same classrooms with Turkish children.

Within the scope of this study, Syrian and Turkish children's school well-being as well as their well-being in the home and environment were examined. In order to form the composites of well-being in school, home and environment, indicators pertinent to the domains of education, material well-being, home and environment conditions, and relations were derived from the agreement and satisfaction items of ISCWeB. As this study aimed to empower children's voice and enable their active participation in order to understand their well-being from their own eyes, it was conducted with subjective well-being approach. In other words, in contrast to the dominant tendency in the literature where children's well-being is explored through the perspectives of others in their immediate, this study worked with children directly and explored their well-being by eliciting their subjective thoughts thereby capitalizing on their voice and sharing. Thus, children's subjective well-being became the most appropriate approach that guided the study. In this process, in addition to the domains forming school well-being and well-being in the home and environment, details/indicators of other domains were closely considered in order to better understand children's overall well-being concept.

2.6.1 Subjective well-being

Subjective well-being (SWB) is a difficult domain of well-being to make distinctive definition due to its multidimensional aspects. The study of Uyan Semerci et al. (2012), recommends benefitting from the definition of Diener (2000) and Ben Zur (2003) in which SWB is defined as it pertains to life satisfaction and positive affect. Changes in current child view suggest to look for positive aspects of development; yet, this does not mean that the absence of negative circumstances guarantees positive development (Diener, 2009). In any case, children need to feel satisfaction and positive affect in life. However, even in negative circumstances, children can manage to become happy and satisfied with their capabilities and attributions to situations. Therefore, researchers need to examine positive affect and life satisfaction in the experiences of children in order to understand their SWB.

Diener (2009) points to the importance of emotional and cognitive aspects on SWB. It is important to elaborate on cognitive and emotional processes in life satisfaction of children in order to better understand their SWB. Such an elaboration requires us to take the considerations of children in their relationships. Children experience and learn their capacities and resist problems in their relationships within their environments. According to SWB perspective, well-being in relations need to be understood by the attribution of children to their selves beyond the quality of relationships.

SWB domain is cornerstone of the well-being literature, because it cross-cuts all other domains of child well-being. SWB is related with how child regards all other domains in his/her own life. On the other hand, the quality of all other domains affects the attribution of children in the SWB. Therefore, their perceptions may offer unique and

precious insights with regard to understanding overall well-being. Irrespective of the quality of any domain, children may regard their conditions as satisfying or dissatisfying with their own cognition and emotions. This, at the same time, hints at the importance of subjective information in indicator development. Pre-requisites of experiencing satisfaction from life depend on the quality of other domains. Therefore, researchers need to take a holistic approach where all domains of well-being are explored in light of SWB of children.

2.6.2 Education

Education is an important cornerstone of children's today's lives and future standards of living (Bradshaw, Hoelscher, & Richardson, 2007). Quality of education predicts the future socio-economic status of individuals. However, it is also important to consider the current educational experiences of children for their current well-being. Indicators of well-being in education are in an interaction with family, environment, participation, relationship, health, risk & security and SWB of children across cultures. Specifically, material well-being, hence issues related to economic and social deprivation determines the extent to which children reach to and remain in education services in Turkey. Child labor leads children to work in risky conditions, drop out from school, limit their relationships and participation in society, all of which consequently affect their SWB negatively (Uyan Semerci et al., 2012). Moreover, education institutions are limited in accommodating and serving the educational needs of children from different social, economic and cultural backgrounds. This generates the necessity to evaluate the effects of education domain on child well-being as it is in interaction with all other domains (Uyan Semerci et al., 2012).

Well known international education indicators cover school attendance rates, quality of education services and staff, academic achievement and contribution to future life. Aside from these international indicators, perceptions and reflections of children related to indicators of education need to be explored in order to their attributions to their well-being in school together with overall well-being (Uyan Semerci et al., 2012). The study of Uyan Semerci et al. (2012) underlines the need to include family support and teacher attitudes to the indicators of education. These two additions are important to prepare the child and school for each other during the education process.

The individual right to education and participation in education services, thus attending schools, are among the effective ways of becoming part of a wider society. According to the United Nations' 22nd Article and number 5395 Turkish law on child protection, each child, regardless of the nation, can benefit from the protection rights. Along the same vein, 26th Article states that everyone has education right. However, Syrian children started to benefit from this right after many regulations. When the residence of Syrian people in Turkey were thought as more permanent, 2014/21 numbered politic decision of Turkish Grand National Assembly (TGNA) became the first phase to give the public education right to Syrian children. However, because of the limited allocation of resources such as transportation as well as the issues about language barrier and socio-economic conditions, many Syrian children cannot benefit from their education right (ÇOÇA, 2015). This limits the early socialization and adaptation opportunities of these children and their parents. As a result, they may experience various psychosocial challenges, such as being subject to peer bullying, post-traumatic stress disorder, delayed or limited physical growth and psychological problems (UNESCO, 2011). Therefore, Syrian children's SWB in education services in

Turkey is important to study in order to identify the indicators that influence their school experiences. Because the status of school well-being could be intertwined with the status of well-being in home and environment conditions, relevant research needs to cover these external contexts beyond the school as well.

2.6.3 Home and Environment Conditions

As a domain, home and environment conditions affects children's well-being to a large extent. Home is the place in which children spend most of their time. On the other hand, environment refers to the neighborhood of children covering not only physical features but also perceptions of children about the quality of environment and their relations within this environment. Neighborhood includes both home and other social places within the community that children visit and spend their time in, such as school, market, mosque, museum, parks, playground and shopping centers. The physical quality of home and environment conditions determine the extent to which whether or not children have appropriate playing, socializing, resting, and studying spaces (Daniel & Ivatts, 2005). Depending on their conditions, home and environment may affect children's cognitive, physical, and social development. Therefore, structure and quality of home and neighborhood is argued to be an important determinant in child well-being (Coultan and Corbin, 2006).

Comparative indexes in child well-being studies give specific importance to the domain of home and environment conditions (OECD, 2009a; Bradshaw et al., 2006a/b; Richardson et al., 2008) because home and environment conditions share many important aspects with other well-being domains. In particular, material well-being determines the physical conditions of home and environment. Depending on the material

well-being and physical conditions of home and environment, children may experience risk or security; children's educational opportunities and facilities depend on the available study environment at home, and qualities of the school in the neighborhood. On the other hand, this domain affects health, participation right of children, relations and construction of SWB. Such important and reciprocal connections among domains reflect the importance of home and environment conditions in studying children's well-being.

Comparative well-being studies state that household crowdedness (i.e., the number of individuals living in the household) poses a threat to the quality of home and environment conditions (OECD, 2009a), Bradshaw et al., 2006a/b, Richardson et al., 2008, Child Well-being Study Group, 2012) Results of the child well-being study in Turkey (Uyan Semerci et al., 2012) point several aspects of home and environment domain as the negative conditions of house, the security perception of neighborhood and school and resources of neighborhood as the parts of domain of home and environment conditions. These subtitles of domain have relationship with the need/income ratio perception, educational status, age and gender (Uyan Semerci et al., 2012).

Rapid alteration in the population of Turkey has some potential effects in the lives of individuals living in Turkey. Effects of this change surrounds not only Turkish citizens but also refugees' themselves in their interactions with society from micro to macro systems. In the microsystem, people come together within neighborhood in schools, mosques, shopping centers or streets. In the macro system, new regulations offered by government officials in serving the needs of this population affect individuals living in Turkey. Children are the significant agents to study with, as they inevitably interact with other children in public schools. In addition, schools as well as home and

neighborhoods are the social environments in which children connect their micro lives with the wider society (Bronfenbrenner, 1979). Therefore, in this study it was considered important to study with children social settings such as school, home, and neighborhood. To this end, this study was conducted in public primary schools within a specific neighborhood involving children born in Syria and Turkey.

2.6.4 Material Well-being

Material well-being is one of the most reflective domains of overall child well-being. In accordance with the current well-being literature, there is an emphasis on the need to regard positive aspects of life instead of deprivations or deficits (Ben-Arieh, 2010). However, the Turkish study group (Uyan Semerci et al., 2012) when elaborating on the material well-being domain of Turkish population, gives priority to children's material deprivations and survival needs beyond positive aspects of the life. This is because Turkey is a country in which allocation of material resources differs in a large extent among not only cities but also within neighborhoods. İstanbul in particular reflects this major difference among people in terms of household income and education status (TÜİK, 2009). Therefore, İstanbul was specifically chosen as a suitable city to study children's well-being in order to draw inferences with regard to the representatives of material well-being in Turkey (Uyan Semerci et al., 2012).

Material well-being is regarded as the most important domain in the well-being comparison of countries, as nearly all well-being indexes share similar indicators to represent material well-being. Besides, most indicators constructing material well-being helps evaluate overall well-being given that the poverty and material deprivation influence children's physical, cognitive and psycho-emotional development (WHO,

2002). Moreover, children in poverty are disadvantaged in terms of environmental conditions, relations, education, health, participation and SWB. Due to material deprivation, support mechanisms around children are limited which consequently impedes resilience against deprivations (Müderrisoğlu, 2010).

Based on the material well-being indexes of Child Well-being Study Group (Uyan Semerci et al., 2012), material well-being domain can be elaborated under three components: (1) material deprivation indicators, (2) perception on material condition indicators, (3) security indicators. Data related with these aspects of material well-being were gathered with multiple techniques such as interviews or observations beyond reviewing governmental statistics about material conditions.

2.6.5 Relations

Relationship domain is an important domain in construction of child well-being. Children are individuals who construct their well-being by means of their relations with environments and resources within these environments (Bradshaw, Hoelscher and Richardson, 2007). The quality of relationships with children's close environment, such as family members, peers, teachers becomes determinant in their current and future lives (Uyan Semerci et al., 2012). The ecological model of Bronfenbrenner (1979) claims that the important proportion of human development occurs within the effects of systems from micro to macro level. In general, these systems cover the close relationships and circumstances while considering the reciprocal effects of society's economic, cultural, social, ideological aspects on these systems (Bronfenbrenner, 1979). Relations within especially micro system of children with their parents, siblings, peers, teachers and neighbors play an important role in the construction of child well-being (Uyan Semerci

et al., 2012). In some cases, macro system may play an important role in the lives of individuals in terms of policies and legislations. For instance, the war and conflict environment in Syria have caused many families to lose their family members and migrate to other countries. The ones coming Turkey could benefit from the rights within the borders of governmental legislations. Therefore, it is important to emphasize the ecological systems from micro to macro in order to understand the situation of these

Indicators of relations domain focus on the quality of the reciprocal relationships especially within the family and school environment. In this relationship, the opportunities provided by parents or school members in children's lives generate important indicators with respect to material well-being, educational opportunities, health issues, home and environment conditions, risk and security and perception of child in the construction of SWB (Uyan Semerci et al., 2012). Because relations domain requires to take the environment of child into consideration, there are contextual differences in the respective indicators among countries. In Turkey, the well-being study of Uyan Semerci et al. (2012) focuses on the relationships with family, peers and school environment. Especially these areas require qualitative methodologies to understand the reflections of children on these relations. Thus, this study also examined relations within the contexts of school, home, and environment. In these contexts, children's relations with friends, teachers, family members, and others within environment contribute children's well-being.

2.6.6 Participation

Participation is the right which is guaranteed under the United Nations Convention on the Rights of the Child (20 November, 1989). In the 14. And 15. Articles of the

UNCRC, the definition of the participation right states to respect child's freedom in his/her thoughts, conscience and religion, and agree with the child's freedom of association and assembly in a peaceful manner. In the 31. Article of UNCRC, participation right is regarded in terms of its contribution on the participation of each child to his/her social life with developmentally and contextually appropriate ways, such as leisure time activities, play and entertainment opportunities, cultural and art activities.

The right of participation was one of the least mentioned, questioned and developed issue until the acceptance of UNCRC. Participation right emphasizes the individuality and citizenship of children and have newly begun to take place on the agenda of researchers and activists (Uyan Semerci et al., 2012). Conceptualization of participation depends on the definition of child and childhood. Child well-being approach regards the child as an individual who has the power to act with his/her agency. Therefore, it is essential to conceptualize the child with his/her subjective individuality beyond the consideration that child's knowledge is limited, therefore he/she needs to be protected by adults (Uyan Semerci et al., 2012). In terms of child well-being perspective, participation right claims that children should have a voice and fully participate in the issues related with their lives (Uyan Semerci et al., 2012).

Childhood and well-being studies in Turkey are limited in terms of emphasizing the participation right (Uyan Semerci et al., 2012). Objective and subjective indicators in the domain of participation merit investigations. This study regards indicators of participation domain under two aspects: (1) the right to participate in activities, (2) the right to have a voice in decisions related with child's life. These aspects of participation are addressed in the contexts of family, school and society. For example, questions of participation right address the thoughts of children about structure of the lessons in

schools, the right to design bedroom at home or the right to reject participating a sport club in the neighborhood.

Not only objective indicators but also subjective indicators need to be garnered in further refinement of the participation domain. Limited relevant data gathered by quantitative methods speak to the need to give more emphasis to qualitative ones. Ideally, qualitative methods may help elaborate on the participation domain in detail by eliciting subjective thoughts of participants.

2.6.7 Risk and security

In child well-being studies, risk is defined as anything which threatens the physical, socio-emotional and cognitive development of a child (Uyan Semerci et al., 2012). Risk factors include not only objective indicators such as poverty, unhealthy living conditions, and dangers of neighborhood but also the perception of children about circumstances and conditions that they regard as risky. Thus, researchers need to consider the subjective perspectives of children regarding what constitutes risks and security for them.

On the other hand, alterations in the definition of childhood lead to question the borders of risk and the protection needs of children. Such a questioning is likely to be stemming from the current perspective in childhood studies that emphasizes the power of children in their survival beyond considering them solely dependent on the protection of adults. Therefore, the domain of risk and security require researchers to think about children's capabilities despite the existence of risk and security conditions surrounding their lives (Sen, 1985). Risk is the reality of any time and any place in the history of childhood. Mostly, risks emerge as connected with deprivations in other domains of

well-being such as material deficiencies, home and environment conditions together with health threats, limitations in education quality, relations within specific social environments and attributions to the subjective well-being as the result of risk factors (Uyan Semerci et al., 2012).

Regarding the context of Turkey, the well-being study of Uyan Semerci et al. (2012) took four main factors into consideration under the domain of risk and security: Child death, accidents in the home and environment, child labor, child abuse and maltreatment. In the scope of this study, the domain of risk and security was not elaborated deeply. However, children's statements about this domain were included in the qualitative part.

2.6.8 Health

Physical and psychological health of children is an indispensable part of their well-being. In general, there are objective indicators for evaluating health conditions, such as nutrition and vaccination. However, researchers need to explore and understand the subjective reflections of children on their health (Uyan Semerci et al., 2012). It is worth examining as to whether children feel happy and satisfied based on their attributions to their health conditions. Otherwise, without considering children's own attributions to their life quality in regard to their health condition would portray an incomplete picture of their overall well-being (Hogan and Msall, 2008).

Similar to other domains of well-being, health domain needs to be evaluated in relation to other domains. Specifically, material conditions together with socio-economic conditions may influence health domain. Especially, poverty brings along many risk factors to children's lives which may threaten health conditions (Starfield, 1989), such

as limited or improper nutrition, unsafe home conditions in health aid, and lack of availability of health services (Uyan Semerci et al., 2012). Therefore, health domain also needs to be examined with a holistic viewpoint to have more refined understanding of child well-being.

Available national and international comparative data help study health conditions quantitatively. Moreover, objective aspects of health domain share similar indicators internationally to a large extent. Indexes of well-being, such as OECD, European Commission and The Study Group of Child Well-being in Turkey (Uyan Semerci et al., 2012) have important indicators in health domain. These indicators include developmental perspective and track health situation through rates of child death and illnesses and follow children's hygiene and eating related habits such as washing hands and nutrition preferences (Uyan Semerci et al., 2012). Qualitative methods may not be conducive to produce new indicators in health domain, and yet, they may be useful in understanding the attributions of children to their health conditions in relation to their overall well-being.

2.7 Significance of the study

Well-being studies aim to support relevant interventions that focus on enhancing the development of children. This generates the need to evaluate children in their own context with the help of international domains and indicators of well-being. International domains and indicators of well-being provide comparative data such as mortality rate in health domain whereas observing children within their own localities contributes to the development of new indicators as better tools of monitoring child well-being in particular contexts.

Even though there are various sets of well-being domains and indicators such as the US Child Well-Being Index or The Well-being of Children in the UK, this study draws from and emphasizes the domains and indicators of child well-being based on the study conducted in Turkey (Uyan Semerci et al., 2012). Operating by international comparative indexes, Turkish researchers (Uyan Semerci et al., 2012) aimed to determine indicators of child well-being from children's perspectives in order to contribute to nation-wide monitoring of children's well-being in Turkish context. Their study focuses on eight domains: (1) Material well-being, (2) education, (3) health, (4) risk and security, (5) home and environment, (6) participation, (7) relations and (8) subjective well-being (SWB).

The data gathered directly from children about their own well-being provide an opportunity to draw a comprehensive picture of their SWB. Domains of well-being share similarities with each other, hence interrelated, which leads to a more nuanced understanding of children's overall well-being. Therefore, all domains contribute to each other in a way that help explain the status of children's well-being better. For instance, material well-being is considered as one of the signs of education domain, because limited material support available for educational purposes decreases the chance of receiving quality education in school.

This research specifically focused on the subjective reflections of children for the school well-being in relation to the well-being at home and environmental conditions. School, home and environment are the places in which children spent most of their times. These places are the bridges for children to build connection between their family life and wider society. Therefore, it was important to examine well-being as it exclusively pertained to school, home and environment. Children were from Turkey and

Syria and selected from a socioeconomically disadvantaged community of İstanbul. Thus, selecting children from the same neighborhood, age group, and socio-economic background helped better control the extraneous variables. On an important note, socioeconomic background referred to children's parents sharing the same or similar jobs rather than equality in family income. In addition, classifying children as "Turkish" and "Syrian" in this study did not refer to ethnicity; instead, these terms referred to the birth country.

Research in regards to child well-being indicators are relevant and applicable to the work of child advocacy groups, policymakers, researchers, media and service providers (Ben-Arieh, 2008). Studying child well-being creates awareness among not only children and parents but also professionals, general public, decision makers and opinion leaders. Better captured needs lead to more responsive services for people. Even though Turkey is the country which allocates the largest monetary help for Syrian people, these supports need to be distributed logically. Therefore, research with Syrian and Turkish school-age children has the potential to propel politicians, communities and non-governmental organizations to develop and deliver more meaningful support mechanisms. To this end, policy makers and NGOs need to understand conditions and outcomes of children's lives for a better portray of their well-being (Ben-Arieh, 2008).

The indicators of SWB may differ in accordance with participants and contexts within which they are situated. Differences in the construction of well-being may be observed even within a country based on region and population variations. Therefore, investigating Turkish children attending public schools along with Syrian children so as to determine emergent child well-being indicators merits its own research.

2.8 Aim of the study

The main interest of this study was to investigate and understand the SWB of Syrian children coming from war environment and Turkish children where both group of children were enrolled in the same regular public primary school context. SWB focused on children's school well-being in relation to their well-being in home and environment. As of 2019, there are 493.250 Syrian students enrolled in schools from preschool to high school grades. This population constitutes %62 of children who need to be enrolled in schools. Primary schools have the highest rate of schooling with 96.30%. These children share similar school environment and neighborhood despite their various backgrounds. In their increasing relationships at school environment, researchers need to take all children into account in order to draw a more detailed picture of their experiences. This will help understand how children make meaning of their life conditions, how they reflect on their well-being and what they share in their well-being domains.

In this study, well-being in the school, and home and environmental conditions were the main domain of exploration in the SWB of children. These domains were formed as composites by means of grouping indicators related with each domain from the survey ISCWeB-International Survey of Children's Well-being (Children's World Project, 2011). Within these domains, material well-being, education, and relations were included. Domains and indicators constructing these well-being areas were explored in a holistic manner in relation to all domains in order to understand the overall SWB of children.

Children's role as participants shows that the study could only be SWB oriented because children themselves were the source of the data. In the scope of the study, it was more manageable to elaborate on domains composing home and environment, and

school. Within these domains, material well-being, education, and relations were included. Moreover, in this study, birth country was thought to be a possible factor that could affect SWB of children. Therefore, this factor was taken as an independent variable in order to detect differences, if any, among participants. Gender was considered as a demographic background variable. Therefore, whether variations of children based on gender and birth country would create differences in children's SWB was investigated.

Specifically, research questions of the quantitative phase aimed to understand how Turkish and Syrian children scored in the school well-being and well-being in the home and environmental conditions. Moreover, they helped present summary statistics based on answers of children in the domains of well-being via ISCWeB in order to detect differences or similarities among independent variables. Besides, qualitatively, the study aimed to understand how children evaluated the SWB domains and indicators, and identify any emergent child well-being indicators based on the perspectives of children. This contributes to future research wherein questionnaire or instruments specific to the Syrian population living in Turkey can be developed. In addition to international datasets, detecting indicators of well-being from Syrian children in Turkish Primary Schools was aimed with the intention that new datasets could be composed to better monitor their situation for future studies.

2.9 Research questions

1. What are the average subjective well-being (SWB) scores of children in school well-being and well-being at home and environment conditions?
2. Is there a correlation between scores of these well-being areas with respect to

gender and birth country variations?

3. What kind of relationship exists between these well-being areas with respect to gender and birth country variations?
4. What indicators can be inferred with regard to school well-being and well-being at home and environment conditions based on children's reflections of happiness versus unhappiness?
5. Are there any emergent SWB indicators in school well-being and well-being at home and environment conditions with respect to characteristics of the sample?

CHAPTER 3

METHOD

3.1 Design of the study

This was a mixed method design study. Mixed method design involves collecting, analyzing, and mixing both quantitative and qualitative data in a single and series of studies. The combination of quantitative and qualitative approaches leads to a better understanding of research problems. This is because mixed method design benefits from the strengths of both approaches and encourages the use of multiple views and paradigms (Creswell & Plano Clark, 2007).

According to the classification of Creswell and Plano Clark (2007), there are four major types of mixed methods designs: (1) Triangulation, (2) embedded, (3) explanatory and (4) exploratory designs. Explanatory design was chosen as the mixed method type of this study, which was a two-phase design in which qualitative data supported and built on the quantitative results. This design helped better understand the quantitative results by means of qualitative data. As a procedure, while the first phase included collection and analyses of quantitative data, the second phase included the same for qualitative data. Qualitative phase was carried out in connection with the results of the quantitative phase. Actually, in explanatory mixed-method design, the greater emphasis is on the quantitative method. Qualitative results aim to explain why or how quantitative results came about.

3.2 Sample of the study

In accordance with the 2017 statistics of the Zeytinburnu District National Education Directorate, there were 14 public primary schools and across these schools 3590 were enrolled to the 2nd grade. In terms of citizenship status, 217 of these children were Syrian and 3373 were Turkish. 7 schools were selected by convenience sampling.

Classes which include children born in Syria were determined with the help of school directors. In the participant selection, there was a criterion to become participant that children born in Syria needed to have at least for 2 years of experience as being enrolled in Turkish schools. This was necessary in order to communicate with them in Turkish.

Participants included 126 children from Syria (N = 64) and Turkey (N = 62) who were enrolled the 2nd grade at these schools. In the selection of participants, gender distribution for Turkish and Syrian children was aimed to be equal to each other. In total, 36 boys and 26 girls born in Turkey and 37 boys and 27 girls born in Syria participated the study. However, it was not possible to have equal number of participants in terms of both gender and birth country, as this equality would require eliminating some of the convenient participants born in Syria. Therefore, equal gender distribution was ensured regardless the birth country.

In participant selection of the explanatory design, same children were involved in both quantitative and qualitative phases. In the quantitative phase, there were a total of 126 2nd grade children from Syria and Turkey. In the qualitative phase, there was a subset of children (N = 11) who were randomly selected from the initial quantitative phase. Thus, 3 boys and 2 girls born in Syria, and 2 boys and 4 girls born in Turkey participated in the qualitative phase of the study.

3.2.1 Demographic information about the participant children and their families

126 2nd grade Turkish and Syrian children participated in the study across 7 public primary schools of Zeytinburnu district of İstanbul. The mean age of children was 8.23 years ($SD = .761$) ranging from 7 to 10 years old.

Regardless of the birth country, all children reported that they lived with their families. In order to understand the sibling composition, the number of siblings as well as sibling order of participants was questioned. Children born in Syria had older ($N = 46$) and younger ($N = 55$) siblings compared to children born in Turkey who had less old ($N=37$) and younger ($N=37$) siblings. Moreover, nearly half of Syrian children were at the middle of their sibling order whereas two-thirds of Turkish children were either the first, the last or the only child of the family (Table 1).

Children were asked the job of mother, father, grandparents, siblings and other adults at home in order to understand family income. 14 job types emerged and these included textile worker, handworker at home, cleaning women, seller, advertiser, security worker, bank employer, worker, jeweler, dentist, accountant, engineer, sport coordinator and manager (see Table 2).

Older siblings of 20 Syrian children had a role in the family income whereas the older siblings of 6 Turkish children worked for the family income. Regardless of the birth country, most mothers did not have a job and 50% of fathers was textile workers. Thus, there was a similarity in socio-economic status of parents based on their job status. However, this similarity does not mean that it would necessarily guarantee the equality in the family income of participants, as salaries of parents may differ from one another. Besides, family size may affect the allocation of resources among family members.

All children were asked which language they preferred to use in their communication with teachers, friends and family members. Based on the language variation in Turkey, Turkish, Kurdish, Arabic and other options were available for children to report. All children who were born in Turkey reported that they only spoke Turkish with their teachers, friends and family members whereas children born in Syria varied in their language preferences (see Table 3).

Table 1. Children Characteristics

		Born in Turkey	Born in Syria
Age	Mean	7.87	8.58
	SD	0.461	0.832
	Min.	7	7
	Max.	9	10
Gender	Boy	36	37
	Girl	26	27
Live with	Mother	62	62
	Father	58	58
	Mother and father	58	58
	Older sibling	37	46
	Younger sibling	32	55
	No sibling	11	1
	Other children	1	4
	Grandmother	11	6
	Grandfather	6	2
Other adults	9	15	

Another important point was the proximal equality of socio-economic situation in this district. This district is famous for having various opportunities in textile industry. Regardless of the birth country, most children reported that their parents or siblings were textile workers. Therefore, it was expected that there was not a significant difference in job types among participants. Family income was expected to differ based on birth

country. However, children were not asked about their family income in order not to make them feel uncomfortable. Instead of asking children about their family income, their household economic status was determined based on the materials they had, such as computer, car or school clothes.

Table 2. Employment Status of People Living at Home

		Born in Turkey	Born in Syria
Job of mother	Not have a job	41	50
	Textile Worker	9	2
	Handworker at home	2	7
	Seller	2	0
	Advertiser	1	0
	Security Worker	1	0
	Bank employee	1	0
	Cleaning woman	3	1
	Worker	1	2
Job of father	Not have a job	1	2
	Textile Worker	24	36
	Cleaning Man	0	2
	Seller	8	3
	Worker	18	14
	Jeweler	2	0
	Engineer	1	0
	Sport coordinator	1	0
	Accountant	3	0
Employment status of other adults	Dentist	0	1
	Manager	0	1
Employment status of other adults	Employed	10	11
	Unemployed	5	4
Employment status of siblings	Employed	6	20
	Student	31	38
	Employed and student	2	7

Besides, opportunities or limitations of the district for children was important to identify in order to better understand their overall well-being. For instance, there are seven *Bilgi Evi* (Study Centers) in 13 neighborhoods of Zeytinburnu District and most of

the children born in Syria reported that they would go to these places in their spare times in order to socialize and receive support for their homework with the help of teachers and computers. Therefore, even though children reported that they had limited material conditions at home, they would fulfill some of their needs thanks to these opportunities. As stated before, material well-being as well as home and environment conditions of children are important determinants in their overall well-being. Therefore, the results of this study need to be regarded in this context.

Table 3. Language Preferences in Social Environments

		Born in Turkey	Born in Syria
In the family	Turkish	62	5
	Arabic	0	33
	Turkish and Arabic	0	26
With friends	Turkish	62	37
	Arabic	0	1
	Turkish and Arabic	0	26
With teachers	Turkish	62	63
	Arabic	0	1
	Turkish and Arabic	0	0

3.2 Measures

For the quantitative phase of this study, ISCWeB questionnaire was used. The questionnaire includes 70 items divided into sections covering individual characteristics, home and people lived with, money and possessions, friends and other people, local area, school, time spent, and life in general. There were four main types of items: (1) Fact-based items, (2) frequency items, (3) agreement items, and (4) satisfaction items. Fact based items include age, gender, ethnicity, birth place, and the number of people living at home. Under frequency items, children's time spent on certain areas were

questioned across four-point scale including ‘Rarely or never’, ‘Less than once a week’, ‘Once or twice a week’, ‘Every day or almost every day’, and ‘Don’t know’. Agreement items included the statements of children to understand the extent of their agreement with five-point scale with the following response options: ‘I do not agree’, ‘Agree a little bit’, ‘Agree somewhat’, ‘Agree a lot’, ‘Totally agree’, and ‘Don’t know’. Under satisfaction items, children are asked how happy they are with various aspects of life as presented across five-point emotion scale (See Appendix A, B).

As the instrument of qualitative phase, in-depth interviews with 11 children were conducted. These children were the ones who already had participated the quantitative phase. In the interviews, there were pictures (See Appendix C) presented to children and these pictures were redesigned based on the pictures used in the study of Turkish Study Group (Uyan Semerci et al., 2012). Pictures aimed to gather children’s relevant comments and interpretations and were prepared as gender based (10 boy-oriented, 10 girl-oriented pictures) in order to better project the life of the participant child. There are five happy and five unhappy children pictures representing a child in general life, at home, in the school and in the neighborhood. There were open ended questions which were specifically prepared to understand the life of the participating children (See Appendix D, E). For instance, some questions included “Why does he/she happy/unhappy in the home? What kind of home he/she has?” It was expected that projections of children could reflect their life without harming the child by taking his/her in the center of the issue.

3.3 Variables

Independent variables of the study were birth country (Turkey or Syria), and gender (boy or girl). Gender was regarded as only a demographic background variable. The study basically examined whether or not these variables had an effect on subjective well-beings and if yes, to what extent such an effect varied in the school well-being and well-being at home and in an environment. Moreover, possible interactions between these variables were investigated.

Although there were many questions in the questionnaire, it was reasonable to merge some questions into one. There are eight domains to explain overall SWB. Yet, this study specifically investigated the school well-being in relation to the well-being at home and environment. Child well-being domains and indicators support each other in order to better understand overall SWB.

In the construction of home, environment, and school composites, related items of ISCWeB questionnaire were selected and summed. Pre-defined parts of ISCWeB questionnaire helped select items for each composite. ISCWeB questionnaire had specific titles for the group of questions referring these parts, such as the parts “your home and the people you live with” for the home composite, “your friends and other people” and “the area where you live” for the environment composite, and “school” for the school composite. These composites constitute the dependent variables of this study. In questionnaire, types of questions included in forming composites were satisfaction and agreement questions with five-point Likert scale. Although there are different statements in the Likert scales of agreement and satisfaction questions, both types were organized in a way that higher Likert score implied higher SWB. Thus, it was meaningful to sum satisfaction and agreement questions to construct a new composite variable.

One might doubt whether the choice of sub-questions in the formation of the composite scores is appropriate. To measure the reliability between these sub-questions, Cronbach's α (alpha) was calculated for each composite score. The home composite consisted of 7 items ($\alpha = .65$), environment composite consisted of 10 items ($\alpha = .53$), the School composite consisted of 8 items ($\alpha = .67$). Descriptive statistics of these composites were presented in Table 4.

All questions to create a composite score were satisfaction and agreement questions with five-point Likert scale. Although there are different statements in the Likert scales of agreement and satisfaction questions, both types were organized in a way that higher Likert score implied higher SWB. Thus, it was meaningful to sum satisfaction and agreement questions to construct a new composite variable.

One might doubt whether the choice of sub-questions in the formation of the composite scores is appropriate. To measure the reliability between these sub-questions, Cronbach's α (alpha) was calculated for each composite score. The home composite consisted of 7 items ($\alpha = .64$), environment composite consisted of 10 items ($\alpha = .53$), the School composite consisted of 8 items ($\alpha = .67$). Moderate reliabilities were observed for each composite which enables to conduct statistical analysis with these composites. In the composite of home, the item "I have a quiet place to study at home" was deleted because reliability analysis showed that it decreased the Cronbach's alpha value from .64 to .56.

Table 4: Items of Composites

Composites	Cronbach ALPHA
Home	0.64
I feel safe at home	
My parents/carers listen to me and take what I say into account	
We have a good time together in my family	
My parents/carers treat me fairly	
Satisfaction with: The house or flat where you live	
Satisfaction with: The people you live with	
Satisfaction with: All the other people in your family	
Satisfaction with: Your family life	
Environment	0.53
My friends are usually nice to me	
I have enough friends	
Satisfaction with: Your friends	
Satisfaction with: The people in your area	
Satisfaction with: Your relationships with people in general	
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	
Satisfaction with: How you are dealt with at the doctors	
Satisfaction with: The outdoor areas children can use in your area	
Satisfaction with: The area you live in general	
School	0.67
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	
Satisfaction with: Other children in your class	
Satisfaction with: Your school marks	
Satisfaction with: Your school experience	

3.4 Procedure

Data were collected between April 2018 and June 2018. Children were asked to complete Children's World Questionary in the first phase of the study. Then, they were asked to attend interview for the second phase of the study. In data collection, I played an active role in conducting with children to complete the quantitative and qualitative parts. In order to make sure that children understood the questionaria; I invited each child individually to the study place; I read a each item in the questionaria; I asked to

each child rephrasing items in their own understanding. Then, children scored their answers for each item. In the qualitative phase, data were collected with individual interview sessions with children in their schools.

The permissions of Boğaziçi University Ethics Committee (INAREK), the İstanbul Provincial National Education Directorate and Zeytinburnu District National Education Directorate were obtained (see Appendix F). School administrations of İstanbul Zeytinburnu districts were contacted in order to ask for their cooperation to collect data from public schools. Informed consent (see Appendix G, H, I) was presented to parents and children's verbal assent was obtained.

Informed consent was offered to 193 students in 2nd graders of 7 public primary schools. Based on the approval of students, screening version of questionnaires (see Appendix J, K) was introduced to 165 students in order to understand children's comprehension levels. Specifically, this enabled to screen Syrian children who were comfortable using Turkish language to participate in the study. Since the number of available children born in Syria was limited, all available were invited to the study.

Firstly, in the quantitative phase, there were 126 participants. Researcher took each child individually to conduct the questionnaire and read each question to the child appropriately. This helped children become more comfortable in understanding and answering the questions. Completing each questionnaire took approximately 30 minutes. In order to make sure that children understand each questionnaire item, sentences were repeated. Questions which were unanswered or answered as "don't know" were categorized as missing data.

In the qualitative part, there were 11 children as a subgroup of the first phase children. These children were selected with convenient sampling among the seven

schools. An in-depth interview with each individual child was conducted (see Appendices F, G). Each interview took around 20-25 minutes and audio-recorded for transcription. The data gathered in this phase supported the quantitative data. Picture based interview questions were prepared as related with the quantitative questionnaire in order to better understand well-being of children. Therefore, while quantitative data helped understand overview well-being of Turkish and Syrian children via the questionnaire, qualitative data helped take the voice of individual child in the process of interpretation of quantitative data.

3.5 Quantitative data analysis

The questionnaire conducted in this study includes many questions covering all domains of SWB. As the focus of this study was to learn the school well-being of children in relation to the well-being at home and in the environmental conditions, the questions related with these domains were selected to create composites.

In accordance with the composites of home & environment and school, statistical analyses were conducted. In these analyses, average scores of participants and correlations among these composites were calculated. Then, assumptions of statistical tests were checked in order to determine which tests (parametric or non-parametric) to use. Although the normality assumption of ANOVA was sometimes violated at some levels of the independent variables, as ANOVA is robust to normality violations (especially when the sample size is large enough as in this study), parametric tests were conducted to determine the possible differences among the levels of independent variables.

3.6 Qualitative data analysis

In the qualitative data analysis, various analysis types share common steps such as breaking down the data to the smaller units, categorizing, finding possible codes, connecting them and searching for emerging codes (Corbin & Strauss, 2008). In the analysis of qualitative data, there are constant and theoretical comparisons in order to compare variations in the data and elaborate on dimensions of categories (Corbin & Strauss, 2008). In this study, coding paradigms of the grounded theory helped analyze data.

Familiarization with data was enabled through multiple readings of the interview transcripts in order not to miss important points that could contribute to the overall meaning. Because codes and themes need to reflect the story in a holistic way, qualitative data were evaluated in a contextual manner without ignoring individuality of children.

In this study, qualitative data were in the form of voice recordings of interviews. Interview questions were arranged based on the projective pictures which were designed to reflect children's own lives in specific SWB domains, such as general life, home, school, friends and neighborhood. Therefore, there were already themes constructing specific interview questions based on the ISCWeB questionnaire. Additionally, there were questions such as "what do happy and unhappy children think about each other and what are your thoughts about the lives of these children" so as to give space to children to reflect their additional thoughts. In order to analyze data, these audio-taped interviews and children's sharings to open ended questions were transcribed.

Qualitative data was analyzed through systematic design drawn from the grounded theory. The reason why the systematic approach type of analysis was chosen

for this study was to reach the common thematic categories and patterns shared by participants on the individual basis, and compare them with the data elicited from other participants in the sample. In this analysis, open coding, axial coding and selective coding helped organize data gathered by the interviews. In open coding, each transcript was analyzed sentence by sentence or group of sentences carrying particular ideas. Then, codes were constructed around certain ideas or concepts. In this process, memos were written for each transcript analysis in order to benefit from researcher's interpretations. In axial coding, codes were reviewed in an organized and holistic way with respect to paying attention to the similarities and differences in each transcript. In selective coding these concepts were organized into central categories (Strauss and Corbin, 1998). Eventually, Nvivo software program was used in order to generate codes and memos in an organized way.

3.7 Mixed method analysis

In sequential explanatory design, the aim of the analysis is to benefit from the first phase of data analysis to inform the second database. The essential question to decide for mixed methods analysis was "what results from the quantitative analysis could be followed further in the qualitative phase?" Firstly, the quantitative data was analyzed based on independent variables. Then, similarities and differences between quantitative and qualitative data were identified. Therefore, the themes and codes that emerged from qualitative analysis were questioned with respect to results of the quantitative analysis. Similar themes helped better understand and contribute to the quantitative analyses.

CHAPTER 4

RESULTS

In this study, quantitative data came from the ISCWeB questionnaire which included various questions related with all domains of well-being. Even though answers of children to all questions were gathered, only some of them were included in the study. It was not possible to analyze and integrate all parts of questionnaire within the scope of this thesis study. In this study composites of home, environment, and school were formed as aligned with the research questions and analyzed for group differences so as to infer possible indicators of SWB.

Qualitative data were gathered via open-ended interview questions. In these interviews, children's perceptions about happiness and unhappiness were questioned via projected pictures. Even though interview instrument focused on all domains of SWB, segments related with the composites of home, environment, and school were focused in the analyses.

In this chapter, first I present the results of quantitative part. Following these parts, qualitative findings are presented under relevant sub sections. In presenting mixed results, similarities and differences between quantitative and qualitative results are presented.

4.1 The average of participants' SWB scores in the composites

Based on the 5-point Likert scale, the average SWB scores of participants in the composites of home, environment, and school were similar to each other scored as "above average" (Table 5).

Table 5. Average Composite Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Home	125	2	4	3.36	0.429
Environment	125	2	4	3.16	0.431
School	126	2	4	3.47	0.453
Valid N (listwise)	124				

Note: 5-point Likert scale of composite items: 0 = Very Low, 1 = Below Average, 2 = Average, 3 = Above Average, 4 = Very High SWB Score.

4.2 Relationship between the composite scores in the SWB of children

Conceptualization of well-being suggests that domains of well-being are related and interconnected with each other. Each domain helps look other dimensions of well-being in a holistic way. Thus, it was expected that SWB composites of school, home, and environment were positively correlated with each other.

When Pearson correlations between composite variables were calculated, statistically significant correlations were observed between each pair (see Table 6). This indicates that composite variables are not independent from each other.

Table 6. Pearson Correlations Between the Composite Variables

Variable (N = 3)	Home	Environment	School
Home			
Environment	.599**		
School	.491**	.619**	

Note: ^a Composite = the average scores per variable.

** $p < .01$.

4.3 Relationship between the composite scores in the SWB of children based on gender

When each gender was investigated separately, similar results were obtained. In particular, strong correlations between composite variables were observed for boys (see Table 7). On the other hand, the magnitude of correlations for girls was observed to be

lower. Moreover, there was no significant correlation between home and school for girls (see Table 8).

Table 7. Pearson Correlations Between the Three Composite Variables for Boys

Variable (N = 3)	Home	Environment	School
Home			
Environment	.653**		
School	.634**	.684**	

Table 8. Pearson Correlations Between the Three Composite Variables for Girls

Variable (N = 3)	Home	Environment	School
Home			
Environment	.525**		
School	.256	.450**	

4.4 Relationship between the composite scores in the SWB of children based on birth country

When the birth country differences were investigated, positive correlations between composites were observed. Correlations of composite scores of children born in Turkey varied from moderate to strong (see Table 9). On the other hand, composite scores of children born in Syria showed that there were stronger positive correlations among composites (see Table 10).

Table 9. Pearson Correlations Between the Three Composite Variables for Children Born in Turkey

Variable (N = 3)	Home	Environment	School
Home			
Environment	.486**		
School	.463**	.628**	

Table 10. Pearson Correlations Between the Three Composite Variables for Children Born in Syria

Variable (N = 3)	Home	Environment	School
Home			
Environment	.709**		
School	.536**	.611**	

4.5 Differences across the groups in the SWB composites

Possible main effects of the birth country and gender as well as their interactions on the three composite scores were explored. To test these effects, separate 2 (birth country) x 2 (gender) ANOVA's were conducted between subjects.

A common assumption violation when conducting an ANOVA is using the test when data are not normally distributed. Especially when analyzing ordinal data, it is unlikely to find a normal distribution. However, ANOVA is quite robust to normality violations and it gives proper results especially when the sample size is big enough. Thus, ANOVA was run even if the assumption of normality is violated.

A 2 x 2 between subjects ANOVA was conducted to see the effects of birth country and gender on the home composite score. Levine's test showed that there is no significant difference between group variances, $p > .1$. A significant effect of born country was observed, $p < .05$. In particular, children born in Turkey ($M=3.43$, $SD=.42$) scored significantly higher than children born in Syria ($M=3.29$, $SD=.43$). Neither an effect of gender, nor an interaction between the independent variables was observed, $p > .10$ (Figure 1).

A 2 x 2 ANOVA was conducted to detect whether gender or born country had any effect on environment scores. There were no main effects of gender and born country, $p > .10$. No interaction was observed, $p > .10$ (Figure 2).

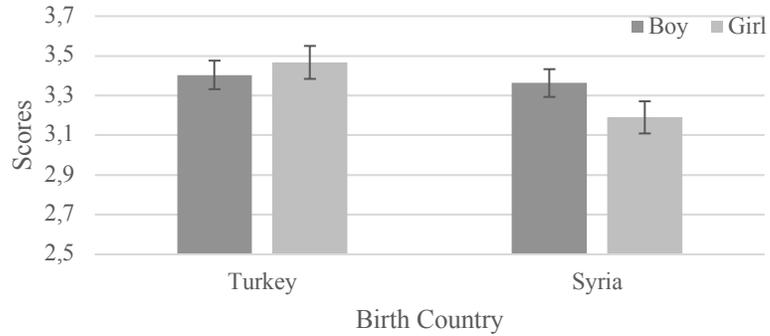


Fig. 1 Children's scores of home composite score based on birth country and gender. Error bars represent ± 1 standard error of the mean.

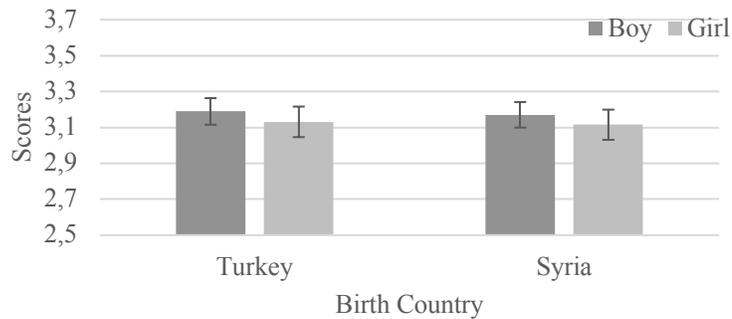


Fig. 2 Children's scores of environment composite score based on birth country and gender.

A 2 x 2 ANOVA was conducted to detect whether birth country and gender had any effect on school composite scores. Levine' test of equality of variances demonstrated that no significant difference between group variances, $p > .1$. Similar to the previous analysis, children born in Turkey ($M=3.48$, $SD=.49$) did not differ from children born in Syria ($M=3.46$, $SD=.42$), $p > .1$. Also, boys' scores for school ($M=3.47$, $SD=.52$) was not significantly different from that of girls ($M=3.47$, $SD=.34$), $p > .1$. No interaction between birth country and gender was found, $p > .1$ (Figure 3).

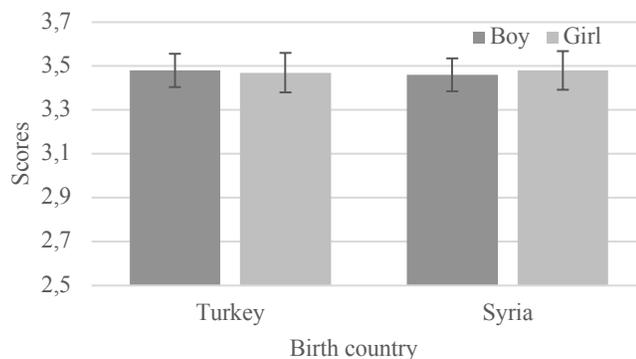


Fig. 3 Children's scores of school composite score based on birth country and gender. Error bars represent ± 1 standard error of the mean

4.6 Having access to material items

Scores of having access to material items were summed and averaged for every independent variable group (Turkey-Syria, Boys-Girls, Turkey: Boys-Girls, Syria: Boys-Girls, Girls: Turkey-Syria, Boys: Turkey-Syria). Children could get at a maximum of 11 points from items assessing the extent of material access. Results showed that children in all groups gathered approximately 7 points. Even though the scores in each item differed across groups, total material access of children were the same and identified to be at the medium level across all participant groups. However, possessing a personal bed was not added to the sum score of having access to material items due to its difference in coding. Questioning the existence of personal bed was determinant indicator to observe existence of child poverty among children. To illustrate, Syrian children did not have a personal bed in either bedroom or sofa (See Appendix L).

4.7 Out of school activities

How children spend their time is an important indicator of their overall well-being. Even though attending school provides equal opportunities for children, frequency of participating in out of school activities varies depending on the material well-being of children as well as their home and environment conditions¹. Moreover, multiple 2-way ANOVAs were conducted to see whether gender and birth country had any effect on “how often do you spend time with” type of questions. In addition, 2-way ANOVAs rather than separate t-tests helped search for possible interactions.

A significant effect of the birth country on the frequency of time spent for helping housework was detected. Children born in Syria ($M = 2.64, SD = .72$) helped with housework significantly more than children born in Turkey ($M = 1.89, SD = 1.16$), $F(1,122) = 17.13, p < .001$, partial $\eta^2 = .12$. No significant effect of gender or an interaction was found, $p > .10$. Birth country also had a significant effect on time spent watching TV. In particular, children born in Turkey ($M = 2.31, SD = .67$) spent more time watching TV than children born in Syria ($M = 1.95, SD = 1.04$), $F(1,121) = 5.18, p < .05$, partial $\eta^2 = .04$. Neither an effect of gender nor an interaction was observed, $p > .10$. Birth country, but not gender, had a significant effect on the frequency of taking care of family members. Children born in Syria ($M = 2.46, SD = 1.11$) reported spending more time for taking care of family members than children born in Turkey ($M = 1.31, SD = 1.41$), $F(1,120) = 21.16, p < .001$, partial $\eta^2 = .15$. There was also an interaction between birth country and gender, $F(1,120) = 8.08, p < .01$, partial $\eta^2 = .06$.

¹ Appendix M presents the percentages of out of school activities based on gender and birth country

Independent samples t-tests showed that Syrian boys ($M = 2.70$, $SD = .85$) spent more time for taking care of family members than Syrian girls ($M = 2.12$, $SD = 1.34$), $t(71) = 1.14$, $p < .05$. However, this effect was reversed for Turkish children. Turkish girls ($M = 1.72$, $SD = 1.43$) spent marginally more time than Turkish boys ($M = 1.03$, $SD = 1.34$) for taking care of family members, $t(59) = 1.93$, $p < .05$.

A significant effect of gender and interaction with birth country was found for the frequency of computer use. Boys ($M = 1.15$, $SD = 1.20$) spent significantly more time with a computer than girls ($M = .75$, $SD = 1.09$), $F(1,122) = 3.91$, $p < .05$, partial $\eta^2 = .03$. However, this effect mainly held true for Turkish children. Turkish boys ($M = 1.53$, $SD = 1.21$) allocated more time for computer use than Turkish girls ($M = .69$, $SD = 1.09$), $t(60) = 2.80$, $p < .01$. Neither an effect of birth country nor an effect of gender among Syrian children was observed, $p > .10$. Moreover, boys ($M = .92$, $SD = 1.10$) allocated marginally more time than girls ($M = .58$, $SD = .93$) for taking classes outside school time, $F(1,122) = 3.20$, $p = .08$, partial $\eta^2 = .03$. No effect for the birth country or an interaction was found, $p > .10$. Both gender and birth country had an impact on the time allocated for playing sports or doing exercise. Boys ($M = 2.23$, $SD = .89$) was found to spend more time with sports and exercise than girls ($M = 1.62$, $SD = 1.18$), $F(1,122) = 11.58$, $p < .01$, partial $\eta^2 = .09$. Moreover, Turkish children's frequency of doing sports or exercise ($M = 1.81$, $SD = 1.10$) was significantly less than that of Syrian children ($M = 2.14$, $SD = 1.01$), $F(1,122) = 3.97$, $p < .05$, partial $\eta^2 = .03$. There was no interaction between gender and birth country, $p > .10$.

Neither an effect of gender nor an effect of birth country was found for two questions: (1) The frequency of time spent for reading for fun and (2) the frequency of time spent for doing homework, $p > .10$.

4.8 Results of qualitative phase

In this sequential mixed method study, qualitative phase followed the completion of the quantitative phase. In particular, the aim of the qualitative methodology was to better explain the quantitative data. Besides, qualitative part provided a participation right to children so as to better explain themselves with their own words. The main research questions of the qualitative phase were two-fold: (1) what indicators can be inferred with regard to SWB in the school, home, and environment based on children's reflections of happiness versus unhappiness? (2) Are there any emergent SWB indicators in the composites of school, home, and environment with respect to characteristics of sample?"

In the ISCWeB questionnaire, there were various question types such as agreement, satisfaction and frequency all of which help evaluate children's SWB in a holistic way. Yet, given their functional construct, quantitative questionnaire could not encapsulate open-ended questions which would enable children the possibility to reflect their additional thoughts. "Having material items", and "Out of school time activities" of the ISCWeB questionnaire provided descriptive ground to understand children's well-being in home and environment contexts. These interconnected parts helped build connections between quantitative aspects of contextual descriptions and statements of children. On the other hand, in the qualitative part, child-friendly and semi-structured interviews allowed a space for children to articulate their subjective reflections which consequently helped me identify emerging indicators of SWB domains.

Qualitative part also helped better explain the existing indicators and domains in the quantitative part as children gave relevant examples from their own lives. 11 children participated the qualitative part of the study. Children answered semi structured interview questions via interpreting projective pictures. As I had expected, their

statements proved that they related projective pictures with their own lives. For instance, while interpreting pictures upon the semi-structured questions, children used such phrases as “like my home”, “like my school”, “in my family...” which was a strong indicator that they associated the pictures, hence their relevant statements and sharings, with their own lives. Table 11 presents the gender and birth country demographics of children so as to follow cited statements accordingly.

Table 11. Gender and Birth Country Demographics of Participants of Qualitative Part

	Boy	Girl
Born in Turkey	TR-B1, TR-B2	TR-G1, TR-G2, TR-G3, TR-G4
Born in Syria	SR-B1, SR-B2, SR-B3	SR-G1, SR-G2

Qualitative part of the study focused on the perspectives of children regarding their perceptions about being happy or unhappy in the contexts of school, home, and environment. Similar to the comparative well-being indexes, material conditions, relations and education have become the main areas to explain the SWB perceptions of children under the composites of school, home, and environment. Drawing from such a methodological trend, this part of the chapter reports the results gathered from the analysis of the qualitative part regarding happy and unhappy child. This dichotomy of happiness versus unhappiness is explored within the context of the investigated composites (i.e., school, home, environment)

4.8.1 School

School is the place in which children spent most of their time after home. It is an important place for socialization and integration to community. Thus, perceptions of children about school life can imply important indicators in regards to their overall well-

being. For this study group, school was one of the important places for children within their neighborhood. Therefore, these children’s home and environment conditions were not independent from their school well-being or *vice versa*. The quantitative results showed no significant difference among children in the school composite. The qualitative results, on the other hand, elaborated on children’s SWB in the school composite through their reflections about happiness and unhappiness with regard to school environment. Particular indicators mentioned by children with regard to their school well-being are presented on Table 12.

Table 12. Indicators in the School Well-Being

School	Happy Child	Unhappy Child
Education	Academic Success depends on: Relations with teacher, following classroom rules, following academic duties, earning good grades, being successful, academic capability of teacher	Not liking the school Disrupting Lessons Coming Late Cheating in Courses
Relations	Being clean Collaboration between teachers and children Communicating with teacher in a good way, Not to be complained to the teacher	Being Dirty Being complained to the authorities Injustice of teachers Injustice of friends Wrongful behaviors of a child
Material Conditions	Big, Beautiful School Garden with Play opportunities, Restrooms, Activity Materials Availability and Accessibility	Crowdedness Dirtiness

Children described characteristics of a happy child in school by referring to being successful in academic terms, completing academic tasks, earning good grades, simply being smart. On the other hand, they described the characteristics of an unhappy child by referring to disliking lessons, not studying, not paying attention to lessons, disrupting lessons, cheating during exams and coming late to class. As seen from these characteristics, children paid substantial attention to academic achievement and persistence of a child in attaining academic achievement to feel happy.

Besides, material condition of school was an indicator of making children happy or unhappy. Children expressed happiness especially if the school is big enough, not crowded, looks beautiful, has restrooms, garden for play time and, clean classrooms as well as various activity materials. On the other hand, crowdedness and dirtiness of classes were described as the characteristics of an unhappy child. In addition, even though material and physical opportunities were available in the school, some children reported that they were not accessible for them:

SR-G1: “There is a garden, but they're not allowed to play there. There are also activity packages in their classrooms, but they cannot play with them”.

The kind of relationship in the school is important for overall happiness of children. In schools, friends and teachers are the main people children interact with. Especially in primary public schools, one classroom teacher leads the class instead of many branch teachers. Characteristics of peers and collaborative activities seemed to determine children’s happiness or unhappiness. At school, the kind of friends that would make children feel happy were described as being lovely, helpful, clean, successful, thoughtful and collaborative. The opposites of such characteristics, complaining peers to teacher and unfair acts among peers were some of the reported causes of unhappiness:

TR-G1: For example, once in the school, we played burning ball together. I have a friend who is such a bad person, he treats everyone badly. There is another child. I was very sorry for him. Now, there was a ball. Bad child said that this ball is mine. He said you’re not involved in the game to another child. He did a little unfair to my friend and said "I don't want to play". This game was founded by all children, and the ball belonged to the teacher. So, everyone could play in the game with the teacher's ball.

However, in some cases, children blamed the projected unhappy child for damaging positive relationship with friends:

R: “How is Zeynep's relationship with friends”?

TR-G2: “Very bad... Because Zeynep swearing to her friends. That's why she was unhappy”.

R: “What did her friends say to her”?

TR-G2: “And they said that you're a loser”.

Another important person in school relationships of children is teacher. Teachers carry various roles in children’s lives as the person who cares and educates, and teachers can be considered as a formal authority figure for them. Depending on the kind of relationships, these roles of teachers vary to a large extent, which seemed to account for children’s happiness or unhappiness. Children reported that peer relationships at school emerge based not only on reciprocal interactions between children and teachers but also the behavior of particular children or teachers.

Children described particular characteristics of teachers that seemed to be important in making them feel happy. These included teachers who answer the child without getting angry, allow the child to serve as class president, appreciate the child, make fun activities during lessons, create ample opportunities for play, reading books, singing, speak in a positive way, knows her/his topic well, let children for outdoor activities, take attention of the children, not avoid punishments, give a voice to children, help the study, welcome questions about lessons, and behave in accordance with the necessities of being a teacher.

Besides, child-oriented ways of having good relationship with teachers were reported as listening to lesson, following and listening to teacher, not making the teacher scream or get angry, not chitchatting with friends during lessons, completing homework, not disturbing others during the class, good communicating manners with the teacher, not to be complained to the teacher by peers. However, as seen from the indicators mentioned by children, precondition of having a good relationship with teachers was to regard the teacher as the authority figure and meet his/her expectations in the classroom:

R: How do children behave in the school for a good relationship with teacher?
TR-G1: I know a lot about it because my class has the same thing. For example, to listen to the teacher, for example, not to shout the teacher, not to make the teacher angry, to listen to the teacher, not to talk to her friends, to obey the teacher.

Children also expressed expected characteristics and behaviors of teachers to establish good and affirmative relationships:

R: “What kind of behaviors of teacher makes the child happy”?

SR-G2: “For example, she teaches the lessons, she loves, and she does not punish them... She gives a voice to the child”.

Moreover, children considered themselves as having the ability to evaluate the academic performance of teachers while mentioning pre-requisites of establishing good relationship with teachers:

TR-B1: “The teacher is very knowledgeable and therefore the students are very smart”.

SR-B3: “His teacher is good and he knows a lot”.

Children also pointed to reciprocal positive relationship between children and teachers in establishing good communication ground with them:

R: How is Zeynep's relationship with her teacher? What are they doing with their teacher?

TR-G2: The teacher and the children are doing activities, sometimes the teacher plays with them, they read books, they do their homework, they sing.

On the other hand, participants listed some indicators to define the situation of unhappy child related with the relations with teachers. In this relationship, children attributed the reasons of feeling unhappy to teachers to a large extent. Reasons were listed as ignorin the child, preventing or ignoring his/her right to have a say, not giving permission to play outside, getting angry, treating unfair, beating, and teaching ineffectively:

SR-G1: "This child is telling the teacher something. The teacher does not listen".

SR-G2: "The teacher's acting a little bad... For example, does not give the voice, shouting".

SR-B2: "His teacher punished him unfairly".

On the other hand, some children blamed projected unhappy child due to not doing homework, not following lesson, coming to class late, and cheating:

TR-G2: So bad, she is lazy... Her teacher calls him "complete the exam." Instead of taking the exam, she talks to someone else. When she doesn't know a question during the exam then she pushes a friend away and lifts up her lunch box standing at the table and she looks at the answer of question from her friend.

SR-B3: "He's not good at his courses. He doesn't read books, he doesn't do sports, and he doesn't listen to the teacher. He doesn't go back to class when the time comes".

However, even though teachers would try to make the child feel happy, children may insist with their unhappy moods:

R: "How are their relationship with teacher?"

SR-B3: “A little bit good... His teacher is trying to make sure he's all right. He wants her to study, but he's not working”.

Some children criticized teachers for their teaching ability and pointed to lack of pedagogical or academic ability as the cause unhappiness. Some children shared their suggestions in order to have better relationships with teachers:

SR-B2: “Her teacher cannot teach a lesson in a good way. The teacher never likes her”.

TR-G2: “She wants his teachers to give the assignment less. When she has two days of vacation (weekend), she wants to have no homework”.

SR-G2: “He wants to have another teacher instead of existing one”.

R: “What kind of teacher she wants”?

SR-G2: “The one who is good”.

The kind of relationships at school shapes the risk and security perceptions of children. In their schools, children reported that negative relationships with friends and teachers may result in risk factors such as being beaten, bullied and excluded. Positive relations such as being a loyal friend, active listening, participation opportunities and being individually cared by teachers emerged as supportive factors for feeling happy.

In this part, children shared their thoughts within the context of school. Children carry the effects of school to many contexts such as academic success, relations, and material conditions or *vice versa*. These dimensions of school seemed to influence the contexts of home and environment. The parts below present the ways in which dimensions of school affect children’s well-being.

4.8.2 Home and environment

Well-being indicators at home and in environment cover many important aspects of overall well-being. Therefore, children's perceptions with regard to the home and environment composite plays an important role in their well-being. Environment is the place in which home, school and neighborhood exist. In these places, home and environment conditions, material conditions, relations, and education were taken as explanatory dimensions of school well-being.

In order to understand perceptions of participants about their environment, projective pictures of happy and unhappy child in the school, home and neighborhood was used. In this study, even though school was taken as a particular category of qualitative analysis, it was also considered as one of the places of home and environment composite. Based on the similarities or differences in the codes generated from the transcripts of children, SWB indicators in home and environment have emerged. These indicators are explained in conjunction with material conditions, relations, and education domains.

When the indicators in the composite of home and environment were analyzed, it was observed that indicators of well-being in the quantitative and qualitative part overlapped with each other. This illustrated that qualitative data for this composite were similar with the indicators in the ISCWeB questionnaire to a large extent. Besides, particular indicators mentioned by children are presented on Table 13. Even though no significant quantitative results were observed among children, the table presents the differences in the qualitative reflections of children on their SWB in the domain of home and environment.

Table 13. Emergent SWB Indicators in the Composite of Home and Environment

Home and Environment	Happy Child	Unhappy Child
General	Existence of family members Academic Success Being Clean	Death of Family Members Unhealthiness of Family Members Limited living time spent in neighborhood Being dirty Risks
Relations	Social Network (Relatives, Neighbors) Speaking Turkish Fluently Following rules of parents Participation right Positive relationship within environment	Rules Limited Turkish Speaking Ability Complaints
Material Conditions	Personal Bedroom/Bed Quality of Materials Availability vs Accessibility Economically affordable shopping areas	

4.8.2.1 Home

In general, the reports of children about being happy or unhappy in the home were shaped around specific themes including material conditions and relations. The most reported material condition of home to feel happy for was to have a personal room for each family members. However, in some cases children reported that they may share the same room with siblings. Besides usual material necessities of home such as having kitchen, toilet or saloon, children emphasized the necessity of a garden, TV room and homework room. Even though they mentioned similar material necessities such as sofa, TV, doors, windows, computer, tablet or toys, a child from Syria group added a luxury of having housemaid. For this child, family's material capability to have a housemaid may serve to ease up the responsibilities of mother and create more opportunities to spend time with her at home:

SR-B1: “A castle with 10 rooms. He has 9 siblings, each with a separate room.

Her parents have rooms and a maid lives in the house. Her mother can also watch a movie”.

In general, material situation of unhappy child was defined as being poor and unable to afford to buy expensive or attractive things. On the other hand, the most stated material limitation at home that would make children feel unhappy was the lack of a personal bedroom. However, even if children were to have a personal room at home, the quality status of the room such as whether it’s being dirty, small or in shabby conditions was a determinant in their happiness. Moreover, sleeping on the carpet at home and the absence of materials such as computer, tablet, TV or mobile phone were mentioned as factors and disadvantages that would make them feel unhappy. In addition,, conditions of the existing materials such as having old or degenerated items were also determinant in their happiness.

Another important common issue with regard to well-being at home was the availability and accessibility of material conditions. Limited availability or lack of access to materials and/or items at home seemed to play a role in their feelings of unhappiness:

TR-G4: “She has a small room. There's a big living room in the house, but they don't let her in”.

R: So, how do you think this unhappy Zeynep is spending the day at home, how does he spend his time at home?

TR-G2: She can't watch television at home. The child cannot stand up when her mother cleaning up so that the floors do not get dirty. She's not touching the windows.

Relations are another important aspect of happiness at home. The effects of relations at home were categorized around the frequency and kind of activities, communication with family members, and attributions of family members to each other.

Qualities of having good relationship within family were reported as being listened and paid attention by family members, having no rules at home, parents taking their wishes and desires seriously and not having physical intervention and bullying. On the other hand, negative relations within family such as constant intervention, insult, complaining among family members were the reasons of being unhappy at home. Children reported that the value given to them within family was related with their academic success. If the child is successful enough and accepts the rules of parents and teacher, parents may appreciate them in a kind way. In general, their academic capability and success were reported to be the main factors in determining the quality of their relationships with their parents.

Children established causal relationship between being successful and having a participation right. Their statements hinted at the perception that if the child is successful enough, he/she deserves the right of participation in the family. Moreover, another reported factor determining the participation right was the content of topic. If the issues were out of the consideration of children such as business, they could not expect the right to participate. Nevertheless, they shared their desire to participate all issues related with their own lives:

R: Do you think they're asking Yusuf when they're deciding on something?
SR-B2: Sometimes yes, sometimes no. Yes, as I did: I was going to Gaziantep with my grandfather. When we were at home, my father asked me, "Are you sure?" I said yes, too. They ask me for such a decision.
R: So, in what subjects do they not ask?
SR-B2: They don't ask on the issues out of my consideration.

All children reported that living with all family members in the home environment was the reason to be happy at home context. However, some children

shared that not having any sibling, the death of family member and having family members struggling with health issues would cause their unhappiness at home:

SR-B1: “He has no sibling, his house is small, his mother is dead, and he has only his father”.

TR-G3: “Maybe her sibling or her mother has a history of illness”.

4.8.2.2 Environment

Environment includes settings like home, school and neighborhood. Home environment conditions determining happiness or unhappiness are presented above. In addition to this, children’s perceptions about their neighborhoods were examined in terms of time spent at the neighbourhood, material conditions, risk and security and relations at the community with others.

Many children shared that time spent in neighborhood is longer if the child feels happy and safe there. However, children born in Syria usually related the duration of the time they spent in neighborhood with their migration experiences and time of their migration to their new neighbourhood. This seemed to be related with their current memories about their moving and migration to the new neighborhood. They also stated that unhappy children would want to move to new places in order to make friends, play, and live in homes with better conditions such as one with a personal room.

Children emphasized that the neighborhood of happy child was full of nature such as gardens, trees and fresh. On the other hand, unhappy child would have smaller gardens, old and shanty houses in the neighborhood. They listed the places which would make them feel happy such as parks, playing centers, stores, markets, groceries, bazaar and workplaces. However, even though children born in Syria desired to have cheaper

groceries to feel happy, a child born in Turkey stated that there would need to be a shopping center in the neighborhood of a happy child:

SR-G2: “Shops, parks. There are grocery stores and these stores are not too expensive. That's why she feels good”.

TR-G2: “Houses, parks, schools, companies, playgrounds, shopping center, games etc”.

Children’s relationship with others in the neighborhood seemed to be determinant in their feelings of happiness. They listed the desired characteristics of the people in the neighborhood as being nice, helpful, talking nicely, being very good, fair, enjoyable, and similar to them, and loving. When questioning about the relations with others in the neighborhood, children preferred to mention from their peers instead of adults. However, a few children born in Syria gave examples illustrating the relations among adults.

SR-G2: She feels good because people live there. People are nice to them. She gets no complaints by others, has friends. When she comes from school, she sees friends. Then she puts his bag in the house and plays with them.

SR-G1: “They are very good people. They help mothers...They're helping the neighbors, talking well”.

Besides, some children from the Syrian group mentioned from the kinds of negative relations with adults:

SR-G2: “There are some bad guys...For example, they once complaint about us...They hit the ground like this, so they make a sound [from upstairs to down stairs]”.

Social network is one of the important factors in the happiness of people (Bronfenbrenner, 1979). However, children from Syria reported that they suffer from the

limitations of social network in their neighborhood. They did not have relatives in their neighborhood which seemed to be one of the causes of unhappiness for them:

SR-G2: “They have no relatives. I mean, she always sits at home, she needs to have some time [years of residence]. They [friends] are not being nice to him”.

The statement of this particular child points to the limitations of social network due to the absence of not only relatives but also neighbors. Some children reported that the cause of limited social network was the result of their limited time spent in this environment.

The most important social network of children in the neighborhood was their circle of friends. The characteristics of neighborhood friends and the activities done together were determinant to make them feel happy or not in the neighborhood. Children reported that they usually met at parks, school, and gardens or in their own homes to play or study together. Their conversations in these places addressed their lessons, next day plans, and comments about other friends or memories. Besides these, there were the reports of participants related with the reasons of being unhappy based on the relations with neighbourhood friends. For instance, children born in Syria attributed the possible cause of their limited circle of friends in the neighbourhood to the limited time they spent in their new community:

SR-G2: “...He always sits at home, he needs much more time [years of residence] to have friends”.

It also seemed that the limited time spent in their new environment results in limited practice of Turkish language and this was assumed by a child as the cause of limited friendship:

SR-B3: “My conversation is not very good in Turkish. Some Syrian children can become friends with Turks”.

Children mentioned essential conditions to make friends in the neighborhood as being “successful”, “clean” and “well-behaved”. One of the children defined being “well-behaved” as obeying and respecting the rules of parents, being clean, successful:

SR-B3: He is a good boy who is diligent and is clean. If the child goes out into the garden does not pollute himself. If his mother called... For instance, after I went downstairs, my mother called me. Now I need to go upstairs. When the mothers call for them, the children in our neighborhood do so... Their behaviors are good; and the lessons are good; and have a good conversation, hardworking and decent children. My Turkish speaking ability is not so good. Some Syrian children can become friends with Turkish ones.

Moreover, being listened, taken into consideration and collaborative decision making with play peers were other important indicators of feeling happy in the neighborhood:

SR-B3: This kid was happy while coming from school, and walking on the sidewalk. He looked at the kids around and called them, but the kids behaved as if they did not hear him... If he changes her neighborhood, he has nice friends. They take him a little bit more into consideration.

TR-G4: “For example, they talk about which ice cream they will take... For example, while the girl does not want to eat chocolate ice cream, their friends force her to eat chocolate ice cream. Then they hit her”.

In general, children shared similar definitions about the characteristics of peers in the neighbourhood that would make them feel unhappy in their relationship such as a friend who beats, complains, does not listen, does not play, excludes from play, bullies, looks dirty, and ridicules:

R: What are they talking about with friends?
SR-B2: You must go. I never like you...
R: And what do they do with friends when they get together?
SR-B2: They don't include him.
R: What subjects do they argue the most?
SR-B2: Yusuf's lessons are very bad. They, for example, he abuses friends' brother or breaks the game while playing, fighting.

Another important indicator of feeling happy or unhappy in the environment was the risk and security perception of children. Their reported fears in the neighborhood includes the existence of robbers, fights among family members, cars and other transportation vehicles in the streets and the possibility of armed conflicts with weapons:

SR-B3: "He's scared. His friends aren't listening. The possibility of gun conflict fact is frightening him".

In conclusion, in this explanatory mixed method study, subjective statements of children serve to better explain the findings of the quantitative phase and add additional information beyond the quantitative instrument. Within the scope of this study, I chose to include those statements of children only related with school well-being, well-being at home and environment. In general, children's subjective statements covered and overlapped with the dimensions of ISCWeB questionnaire. Moreover, statistical difference in the home well-being between Syrian and Turkish children was better understood and corroborated in the subjective statements. Children established connections among the dimensions of what makes them feel happy or unhappy at home, school, and environment. In the discussion part below, I elaborate on the results in detail in light of the relevant literature by situating the current findings within the broader literature.

CHAPTER 5

DISCUSSION

Literature related with history and sociology of childhood has challenged and re-shaped my perspectives about the fundamental concepts of child, childhood, education, and development. In the beginning years of my undergraduate education in early childhood education, I considered myself as a candidate teacher who would follow national education curriculum of MoNE. Rather than learning various strategies to apply the national curriculum, I found myself questioning and challenging the dominant and adult centered view of childhood in development and education. In our courses, we discussed the rights of children beyond basic rights such as health or nutrition. For instance, the right to participate in children's lives opens many doors to children themselves, such as establishing a daily routine and arranging educational materials in learning environments. I arrived at the understanding that based on capabilities and individuality of children, there are many children and childhoods in the world. Fortunately, I arrived to such a realization in the beginning periods of my higher education life. Then, I tried to adopt an approach where I would not directly take the ideas and suggestions related with children's development and education as undebatable facts. Instead, I aimed to challenge these ideas under the conditions and realities of our context. This necessitated paying a substantial attention to the literature related with the sociology of childhood.

My motivation to apply to the Master's program in early childhood education was to make something good for children. However, I rejected the role of an authority in this contribution. I did not want to serve the needs of children which were deemed "good" by authorities. As a matter of fact, I refrained from underestimating universal

issues in the development of a child. Yet, I desired to go beyond traditional issues. In identifying children's needs, I aimed to benefit from a holistic approach taking children's overall development into consideration while giving value to the individuality of children. In this respect, child well-being seemed a beneficial approach for this study to understand the needs of children and contribute to their lives. Child well-being approach gives priority to the overall development of children while giving importance to support their capabilities. Besides universal needs of children, such as education or health, child well-being approach addresses the areas of participation, material access, risk and security, and relations. At the same time, I desired to make the voice of children heard and get visible in understanding their current lives, needs and future expectations. Thus, child well-being approach and its child-centered instruments afforded the opportunity to conduct this study from the perspectives of children.

Unfortunately, some children in the world have emergent needs due to unstable conditions such as natural disasters, wars or scarcity. In this regard, Syrian refugee children living in Turkey can be considered as one the most vulnerable population around the world. Given the urgency of their needs and risky conditions, I wanted to conduct this study with Syrian children. In the post-migration contexts of school and community, I aimed to understand their current well-being and needs with a view to support their capabilities and overall well-being. Even though studying with Syrian children has become a hot research topic these days, I desired to study with them along with their peers from Turkey, rather than recruiting Syrian children as an exclusive group. This desire stemmed from my caution that I was careful not to make them feel as a particular vulnerable group who needs to be studied separately from their own context,

as their own context co-occurs with their peers from Turkey. Therefore, this study involved children born in Turkey and Syria at the same time and as a mixed group.

In many countries, early childhood period covers the ages from birth to 8 to 10 years. In Turkey, preschool education period is regarded as early childhood period. Due to the recent primary level education regulations in Turkey with “4+4+4” system, six year olds are enrolled in primary schools. Therefore, within the scope of this study, I preferred to study with children aged 6 to 8 who were enrolled in the first and second grades of primary schools. School is the first formal environment in the lives of majority of children enrolled in Turkish primary schools. School is the bridge between family life and community. Thus, well-being in the school may have important effects on overall well-being of children. Moreover, conditions of home and environment may have effects on children’s well-being at school. This reciprocal relationship between school and home and environment well-being led me to study children’s school well-being in relation to their well-being at home and environment. Undeniably, school well-being is not independent from the well-being at home and in environment. Therefore, I aimed to get holistic understanding of well-being in the contexts of school, home and environment.

This was a sequential mixed method study in which qualitative results were used to better explain quantitative results. The main reason of choosing this methodology was to do with the sample. 2nd grade children were the participants of this study. It was intended that the study would be conducted with a holistic methodology in order to consider not only the statistical results but also personal reflections of children. Even though children were grouped based on their gender and birth country in the quantitative part, all of them were considered as individual participants with their valuable

reflections and sharings in the qualitative part. Therefore, children were given the chance to become an individual participant with their agency instead of being an ordinary member of a particular group who were solely being tested. However, this does not mean that group variations were not considered in the qualitative part. Rather, statements of children in the qualitative part were considered at both individual level and group level.

Unlike some qualitative studies such as case studies, the depth of exchanges and interactions between children and me was limited to some extent. Our interaction occurred during answering questionnaire of the first phase of the study and interviews during the qualitative part. As a positive aspect of participant selection of explanatory mixed method study, children of qualitative phase were the sub-group of quantitative phase. Therefore, children were familiar with me for the qualitative part thanks to being together at each school at least 3 days and completing questionnaire together.

In this explanatory study, children's statements related with composite of home, environment, and school helped better understand the quantitative results. Moreover, they revealed new indicators via children's statements on these composites. Actually, indicators in the ISCWeB questionnaire were taken as a basis upon which to build new indicators. Building upon the previous related study (Uyan Semerci et al., 2012) conducted in Turkey in which new indicators to explain SWB of children living in Turkey context were searched, this thesis study have introduced new indicators to the current state of knowledge regarding well-being of children in Turkey . The previous study had added new parts to the ISCWeB questionnaire with regard to contextual factors. For instance, personal room of a child was replaced with the item "Having personal bed". As the researchers indicated, many children did not even have a personal bed. The

situation of Syrian children was worse in the sense that none of them had personal bed in either bedroom or other rooms in their home. Girls born in Turkey exceeded boys in having personal room in their bedroom. In the qualitative statements, all children regarded having personal bed in the bedroom as a priority in order to feel happy in the home.

School is the first formal place in the lives of many children. School functions as a bridge between family life in the community and formal life. Children are expected to follow the courses and curriculum prepared by the state with the guidance of teachers and school administration. It can be argued that children are exposed to some extent the effects of macro system in their schools. As the ecological theory of Bronfenbrenner (1979) states, children and their families build new connections from their micro system (i.e. home and family) to the macro system (i.e. curriculum, formal language of a country). For instance, even though minority groups in a society maintain their native languages in the micro system, children and families may have to learn the formal language of the state in order to connect their lives with macro system in schools. Moreover, schools, hospitals, or other public institutions offer an opportunity to meet with people living in the same country even though their gender, ethnicity or religion are different. Therefore, school, home, and environment are important contexts in the lives of children to better understand their well-being. Therefore, I needed to examine school well-being of children in relation to these contexts.

Before summarizing the results of school well-being, it is important to describe home and environment conditions of children. Among 39 districts of İstanbul, I selected the Zeytinburnu as a research site. Zeytinburnu district was one of the crowded districts with Syrian population. There was proximal equality of socio-economic status in terms

of job types in the area that nearly all people were engaged in the textile industry. However, the salary of children's parents were not known because I only asked job types of parents to children. Objective data of parental income did not exist in the data. There might have been differences in parent salaries based on experience, ethnic identity, gender or age. However, delineating the effects of these factors were beyond the scope of this study.

Socio-economic conditions of children were reported by their subjective statements instead of objective indicators which might be gathered by parents or school administrators. It was important to regard the subjective reflections of children instead of questioning monthly household income. Nevertheless, the job types of parents were asked to children in order to confirm the assumption that parents of most children in this study shared the similar job types (74% of mothers: Not Have Job, 80% of fathers: Textile workers or workers). Thus, job status of parents pointed to the low SES. Moreover, it is possible that the parent salaries might differ based on gender or birth country. However, instead of questioning this directly, questions about material items of a child at home as well as speaking about leisure time activities provided the data related with material well-being of children. Moreover, objective indicators of family income may not represent the material situation of the child because family income is not always divided into the number of people in family. Therefore, it was necessary to question the material items and opportunities children had.

Even though children reported similar job types for their parents, their percentages of having material items and relevant qualitative statements differed to some extent based on gender and birth country. In terms of birth country, it was expected that individuals coming from Syria would have difficulty in finding well-paid jobs and

accommodation opportunities. However, given that there were no data about the salaries of parents, there might be differences in the family income based on experience, gender, ethnicity or age of parents even though they were shared similar job types. Especially, children born in Syria stated that they desired better accommodation opportunities in which they would have at least a personal bed. Moreover, some services in neighborhood seemed to address children's to some extent. For instance, Zeytinburnu district, where this study was conducted, has 7 *Bilgi Evi* (Information Center) where children benefit from computers and internet to complete their homework and have leisure time activities with the guidance of teachers. Half of the children born in Turkey reported that they had computer at home while most children born in Syria did not. Regardless, the rate of internet access was high for all children. Children born in Syria and half of the children born in Turkey tried to close this gap by attending *Bilgi Evi*. In fact, 48% of children born in Turkey had computer at home whereas 20% of Syrian children had computer at home. However, Turkish children lagged behind the children born in Syria in terms of internet usage. 86% of Syrian children reported that they used internet whereas the percentage of internet usage was 72 percent for Turkish ones. This is because 42% of Syrian children attended *Bilgi Evi*. However, the percentages of having a personal bed differed based on birth country. All children born in Syria reported that they did not have a personal bed neither in personal room nor as sofa. Among children born in Turkey, girls were the highest proportion (12%) in terms of having personal bed in personal room.

Existence of child poverty was evaluated with regard to having access to material items by birth country and gender. Moreover, qualitative statements of children related with their materiality contributed to the understanding about their material well-being.

The study of Sarriera et al. (2015) investigated the material resources and children's subjective well-being in eight countries. They found that limited material resources was associated with the lowest average of well-being. In their study, children from all countries scored higher for the item "having clothes in good condition to go to school". However, access to computer at home, access to internet, and having a family car were among the items that varied across countries (i.e. lowest scores: Uganda, Algeria, South Africa; Highest scores: Israel, Brazil, South Korea, Spain, and England).

Study of Montserrat et al. (2015) illustrated that critical changes in life were negatively correlated with overall SWB. The study concluded that negative effects of critical changes in SWB came from the material conditions in which low material conditions might be the reason to change the place of living or the result of critical changes in life. In this study, material conditions of children were found to determine the SWB of all children. Moreover, children in this study were inferred to live in low socio-economic conditions. Due to their refugee status and forced displacement history, children born in Syria might have experienced critical changes in their lives which may have resulted in experiencing more difficulties in their life. Even though Syrian children had worse socio-economic conditions, this did not create significant difference in material conditions when compared to Turkish children. Therefore, material conditions of both groups were regarded similar in the study.

The study of Montserrat, Dinisman, Bălțătescu and Casas (2015) investigated the effects of critical changes in the lives of children as in the case of Syrian children in Turkey. Their study found that well-being in material conditions, leisure time activities, school, and relations were affected from the critical changes in life. These critical changes were regarded as moving house, living in new neighborhood, change of school,

and change of caregivers. Negative effects of these critical changes were found as factors decreasing the overall well-being of adolescents. In the case of Syrian population in Turkey, critical changes (change of neighborhood, school or country) have the potential to affect overall well-being of children.

Critical changes in the lives of Syrian population brought along many responsibilities to parents to in adapting to their new environment. Syrian children were also actors in this challenging adaptation process in their home and environment and broader society. As the study of Rees (2017) indicates, limited welfare of Syrian children affected how these children spent their times at home. In a related vein, one of the findings of this present study shows that children born in Syria significantly exceeded children born in Turkey in the frequency of helping housework and taking care of family members. The statements of children showed that being able to help housework was a conscious function of children that would make them feel happy at home. One child even shared tha happy child’s family would have a housemaid so that his mother could watch a television. It was maybe the case this child considered his mom as in need of a help. Thus, his solution was to have a housemaid. However, in reality, his family was unlikely to afford a housemaid. Hence, children might regard themselves as responsible for caring or helping family members. In addition, it was found that Syrian boys spent more time than Syrian girls for caring and helpibg while the opposite was true for the Turkish children.

The study of Gross-Manos (2017) offered a cross-national analysis on the association of material well-being and social exclusion with children’s SWB based on the second wave data of ISCWeB including Turkey as one of the participant countries. According to results, lower material well-being and higher social exclusion were found

to be associated with lower SWB. Moreover, analyses showed that higher social exclusion has much more ability to explain the variance in children's SWB. However, limited material conditions of children were correlated with social exclusion (Gross-Manos, 2017). In this study, Syrian and Turkish children had already shared the common socio-economic conditions even though children coming from Syria might more disadvantaged to some extent. Therefore, it was not expected to encounter social exclusion based on material conditions in their own context. The most stated factors effecting children's social relations were academic success and physical appearance (being clean or dirty) for all children regardless of the birth country and gender.

Crous (2017)'s study, which included Turkey in the second wave dataset of ISCWeB, examined the relationship between children's psychological well-being and material deprivation together with the type of home. The study aimed to confirm the hypothesis which assumed an overlap between "being deprived or not" materially and having "low or not low" psychological well-being across participating countries. It was found that material deprivation was related with low psychological well-being. Even though some countries are more affluent than Turkey, like the UK, Spain and Nepal, it was found that the rates of deprived children were less in Turkey (Crous, 2017). This interesting finding may be related with children's higher expectations about material conditions when compared to their countries' socio-economic standards. More than 40% of children not living with a family scored low psychological well-being (Crous, 2017). Even though children in this thesis study live in low socio-economic conditions, their type of home might have a buffering effect for their well-being, because all children reported that they lived with their both parents.

The type and frequency of out of school activities was another important dimension of home and environment conditions, education as well as relations. How children spent their out of school time was evaluated with regard to gender and birth country. Rees (2017) investigated children's activities and time use based on the variations between and within countries. Turkey was one of the participating countries in this study. Rees (2017) evaluated activities of children around three categories: (1) Helping around the home and caring for family members, (2) educational time use, and (3) leisure time activities. The study that determinant factors in how children spent their time were the differences in the welfare of the country and gender. Among 16 countries, Ethiopia, Nepal and Algeria had the highest rates in household-related work. South Africa, Romania and Spain shared similar proportions between household-related works and leisure time activities. Other countries, including Turkey, had higher percentages for leisure time activities.

Moreover, this study observed a gender effect in some of the out of school activities. For example, boys spent more time taking classes outside the school time. Even though a few children reported taking swimming and music courses, most of them meant attending *Bilgi Evi* for these courses. This finding may be due to parents' gender-based preferences in allowing their boys to be outside after school time while keeping girls mostly at home. However, children's qualitative statements did not hint at such kind of exclusion for taking courses outside the school.

Gender effect was only observed in the frequency of playing sports or doing exercise. Boys were significantly higher than girls in these activities. In some activities, interactional effects of gender and birth country were observed. For example, the frequency of computer usage was observed significantly higher for boys than girls.

However, this effect mainly applied to the Turkish group in that Turkish boys allocated significantly higher time to computer usage than Turkish girls.

Activities related to learning such as doing homework, taking additional courses, learning with family and peers were among the most popular activities for all children. This finding coheres with findings of the study conducted by Rees (2017) where no difference was found among groups in the frequency of activities such as reading for fun and doing homework. All children in this thesis study reported that they liked to be busy with education activities in their out of school time. Some leisure time activities included watching television and using computer. Children born in Turkey significantly differed from others in the frequency of watching TV. Most countries in the study of Rees (2017) had high rates for watching television except for Nepal and Ethiopia. These countries had limited access to television as in the case of Syrian children in this study. Moreover, in sports and exercises, it was found that Syrian children spent significantly more time than Turkish ones. They usually meant football in their statements. This finding might be related with Syrian children's limited leisure time activities in the home such as limitation of computers when compared to Turkish children. Thus, they might spend more time playing football as an outdoor activity. This finding also echoes the study of Rees (2017) that Nepal and Ethiopia were the countries with highest rate of sport and lowest rates of computer usage.

After describing material conditions and type of activities in the lives of children, it is important to discuss well-being in contexts of school, home and environment. In this study, home and environment composites reflected one of the important dimensions of overall well-being. Indicators observed in these composites covered all related domains and indicators in the ISCWeB questionnaire. Moreover, children's qualitative statements

that reflect indicators of well-being are parallel with the previous study conducted in Turkey in terms of having personal bed versus sleeping on carpet, social relations within environment, and general material conditions in the home and environment. The indicators of well-being mentioned by children was relatively different to some extent when compared to the content of quantitative questionnaire. Children went beyond the availability of material items in their home by mentioning the necessity of accessibility and high-quality matters of materials for their satisfaction. Beyond the quantitative existence of materials, children stated that they could not benefit from these materials when they needed due to restrictions in the home.

Another important dimension of well-being in the home and environment was about relations including the interactions with siblings and parents, health of family members, and social network in the neighborhood. Specifically, children born in Syria reported that they suffered from loneliness due to their limited proficiency in Turkish language and limited social network. The lack of relatives in the neighborhood was an important factor against their happiness. One of the negative effects of migration is to leave relatives behind. Relatives might be killed in war, not want to migrate to the same place, or pass away during migration. In the new living place, it takes a long time and effort to successfully integrate to the society. Even though schools offer the opportunity for children to be part of new community, parents may have limited chance in this respect. Even though Syrian children's Turkish speaking ability was good, they stated that their parents did not know Turkish. Therefore, children felt that it was not enough to speak on their own in order to establish social network in the neighborhood. Parents could play a role in building relations via home visits, activities with other neighborhoods. However, low Turkish language proficiency of Syrian parents hinders

their desire to build social relations within their environment. On the other hand, children shared that their parents wanted from children to teach them Turkish. Therefore, most Syrian children reported that they spoke Turkish at home.

School composite is another important aspect of this study to better understand children's overall well-being. In this composite, subjective perceptions of children about education, relations and material conditions were taken into consideration. Even though indicators in this composite covered the ISCWeB indicators and were parallel with the study conducted in Turkey, there were some differences in findings revealed in this study. Children questioned the quality of education by means of academic capability of teacher and offered examples of both positive and negative nature in this respect. 8 years old children's statements about the pedagogic and academic quality of teacher show their agency and critical evaluation capacity. This is contrary to the common sense that these children might be regarded as passive individuals in the education system. For the quality of education, children mentioned from their reciprocal relations with peers and teacher at school. At some points, some students blamed their peers for not obeying the rules of teacher while others blamed teachers for not giving value to them. This differentiation may stem from children's developing perspectives in social life. On the other hand, in reference to the material conditions of school children desired a garden with play opportunities, fun and engaging activity materials beyond the regular course books and accessibility of available material items in classroom.

The study of Kutsar and Kasearu (2017) investigated the factors which affect the positive or negative attitudes of children toward school. They found that when children grow up from 8 to 12 years of age, the rates of liking school decreased in many countries. Turkey, as a participant country, was found to follow the same trend of

gradual decrease in school liking as children age up. 10 and 12 years of boys in Turkey were found to be riskier than girls in this trend, as disliking school could be a possible cause of dropping out the school. Factors affecting these results were identified as relationship with teachers and friends and feeling of safety at school. In this regard, SWB in school was constructed around these dimensions. This thesis study supports the study of Kutsar and Kasearu (2017) in that the factors that determined school liking were related with relations with teachers, friends and material conditions of school. Children did not refer to safety issues at schools during interviews. However, they scored above average on the item “how safe a child feels”.

I did not observe any significant difference in the school well-being and well-being in environment across groups in terms of neither gender nor born country. However, Syrian and Turkish children differed significantly from each other in the well-being at home. At the beginning of this study, stories of Syrian people reflected on media and literature inadvertently led me to expect significant differences in the well-being of these children compared to Turkish peers. Therefore, I wanted to choose Zeytinburnu as the research site because qualities of this site in terms of job types, conditions of buildings and overall neighborhood characteristics seemed equal for its residents. Even though there were no data from adults about their salaries or living conditions in this district, statistical results and statements of children pointed to some differences based on the birth country. As discussed in the parts related with material conditions and out of school time activities of children, Syrian children fell behind the Turkish ones in this respect.

Material conditions of home and relations at home were stated as factors constructing home well-being. Items in the questionnaire related with home well-being

included issues such as safety at home, quality of family relations, and satisfaction with the place of living and family members. The qualitative statements of Syrian children did not single out a negative factor at home that is caused by parents or other family members. Therefore, safety at home might not include the risk of abuse. Instead of this, safety might be related with the physical conditions of home such as the qualities of materials to feel safe with. Moreover, children stated that they felt unhappy due to limited relations with family members. This might be due to the time constraints of parents working intensively in order to get rid of the negative conditions that they may be living in. In general, the qualities of home might make children feel dissatisfied with their conditions at home.

Lee and Yoo (2015) conducted a study to examine how family, school, and community factors were related to SWB of children. They looked at the patterns among these contexts across nations as well. Their results were found to be parallel with the results of this study with regard the effects of these context on the SWB of Syrian and Turkish children. In this study, it was found that there were strong correlations between the composites of home, environment, and school for Turkish and Syrian children. The study of Lee and Yoo (2015) reached their results after controlling country and culture variations. This particular aspect of this study might be regarded important in explaining the similarities between Syrian and Turkish children.

With regard to role of gender in well-being studies, results of the Kaye-Tzadok, Kim and Main (2017)'s study pointed to similar results. Their study showed that there was not any significant difference in the SWB related with family and school in terms of gender. In my study, there was no correlation between the well-being at home and school for girls. This finding may be due to the items in the composites of home and

school which share similar concepts such as safety, relations, and satisfaction in these places.

Actually, non-significant results were also important because I assumed that children's SWB in early years might be independent from their gender and birth country. Children who participated in this study shared similar conditions. Hence it was expected that there would be no significant difference in each composite. Even though all children shared similar contextual conditions which might shape their SWB in the home and environment as well as school, this similarity did not bring the same results in the well-being at home. Public primary schools and the conditions of neighborhood were similar for each child living in the Zeytinburnu district. However, differences began in the material conditions of home. Even though there might be other factors that led to this difference, material conditions emerged as the outstanding factor in this study.

The comparative study conducted by Wilmes and Andresen (2015) about "Good Childhood" between Nepal and Germany emphasized the need for more explorative research to refrain from looking different contexts with westernized eyes. Therefore, they supported the parts of ISCWeB questionnaire such as the items "My life is going well" and "I have a good life". These items offered children the opportunity to consider their lives with their own definitions attributed to these items. For instance, one child might think that her life is going well in a village without the need to have a computer. On the other hand, another child might think that her life is going well because she has a personal room with a PlayStation. Therefore, these parts of the well-being study were important to understand SWB of children in their own considerations without any pre-defined questions such as "playing usually with parents" or "having a computer". Such

pre-defined statements may not fit with the realities of their cultural context to understand their SWB.

Objective indicators of well-being such as family size or material variety were not sufficient to make conclusions about well-being. This does not mean to devalue these indicators. Rather, I added the details to these objective indicators while taking children's attributions to their ownings and conditions as stated in the capability approach. Children living in Zeytinburnu district might lack many resources such as gardens, parks, stores or luxury homes. However, their well-being scores in the conditions of this district was above average. Therefore, it is important to consider children's well-being with capability approach in that children make the conditions of their life in their own well-being.

Moreover, my aim was not exclusively to learn the current SWB of children. I also wished to help children become aware of their own well-being and empower them through speaking about their capabilities. Therefore, the parts of qualitative phase helped reflect their capabilities in their own well-being. When we talked about the well-being of unhappy children, they suggested many strategies to cope with the conditions of their lives. For instance, they suggested that children feeling unhappy should read books, do homework or play outside. Besides suggestions, they mentioned from their own capabilities to make the unhappy child feel better such as helping with neighborhood orientation, helping with homework, or buying ice-cream. These examples may be multiplied. Still, the important point is to consider that children have their own capabilities to raise their well-being within the conditions that they are situated.

CHAPTER 6

CONCLUSION

The main research interest of this study was to investigate and understand the SWB of Syrian children and Turkish children. Specifically, home, environment, and school were formed as composites. These composites included particular indicators from the overall domains of SWB so as to understand SWB concepts in a holistic manner. Another purpose of the study was to identify whether there were emergent indicators of SWB specific to Syrian and Turkish children. In this study, variations in children's SWB were evaluated based on gender and birth country. However, the overall SWB was thought to depend mostly on the material conditions of children. In order to eliminate the effect of this factor, all children were chosen from similar socio-economic conditions. This enabled to have much precise observation in regards to the effects of gender and birth country. Results of this study have potential implications and suggestions for education, and social policies. Besides, several limitations of this study need to be stated for future replications and issues of generalizability of findings. Such issues were presented below.

This study has several limitations with regard to data collection and analyses. Even though several goals were aimed at the beginning of this study, unforeseen limitations that occurred during the study process did not allow to achieve them. Firstly, my original aim was to elaborate on all domains of well-being so as to better understand children's circumstances. However, upon the advice of my committee members, I needed to narrow the focus to specific domains in a more coherent and convincing argument. This led me to study school well-being in conjunction with the well-being at home and in the environment. These areas of well-being were formed as composites

including the parts of material conditions, relations, and education. Even though such a narrowing of the focus of the study contributed to coherence and depth of this study, not delineating all domains of well-being in an exhaustive manner portrays a limited picture of the well-being of children in reality.

The language barrier between some children and me was another limitation. In order to communicate with children during the study process, I put a condition on participant eligibility that children born in Syria needed to be enrolled in Turkish primary schools at least two years and would have to successfully complete the screening version of questionnaire. However, this condition limited the recruitment scope, thus the sample size, whereby many potential children could have participated. Therefore, the results of this study can only apply to those children who met these requirements.

Participants in this study were the children's themselves instead of parents, teachers, or other authorities. This may raise the question of confirming the reliability of their statements. However, in order to prove the reliability of their statements, I conducted each questionnaire and interview individually so that children would not have any difficulty. During this process, I gave additional time to children if necessary. Moreover, I checked their understanding by asking them to paraphrase questions. Such precautions were likely to have solidified the reliability of children's subjective statements.

There are methodological limitations of this study as well. Mixed method studies need to elaborate on quantitative and qualitative part in depth. Therefore, it was necessary to focus on both parts simultaneously. However, it required strenuous effort to constantly focus on these parts and analyses therefore took a great amount of time to complete.

In the quantitative part, my aim was to reach the highest number of children. However, in order to have similar number of children born in Turkey and Syria, I limited my participants with respect to the accessible children born in Syria. I implemented the ISCWeB questionnaire to each participant individually because I wanted to make sure that participants, especially Syrian children, understand each question and respond accordingly. Even though, it may seem that taking each child individually limit the independency of the child, I tried to decrease the anxiety of children for answering questions as I provided them reminders and statements of assurance, such as “there is no personal information”, “no one will know who answered these questions”, “there is no right or wrong answer”, “you can skip any questions”, “you can quit any time”. Moreover, this study gave a participation right to the students. To illustrate, after screening questionnaire, I invited participants in front of the class teacher and no one deny this invitation. However, when they came to the room in which the questionnaire was implemented, I asked them again whether or not they want to participate. Some of them rejected to be participant and they could not articulate this near classroom teachers. Even though it seems that the number of participants decreased, I was glad that some children could use their right to participate.

6.2 Implications

There are several implications of this study for children, schools, families, and governmental officials. In my first contact with schools, school administration requested from me to share the results of the study. They wanted to benefit from the results to support their children in a better way. This attention of school administrations was important in conducting this study with such a motivation. Therefore, results of this

study have the potential to inform and contribute to knowledge at various levels, such as education practices for children, system of public schooling school, families with young children and undeniably policy makers.

Children used their participation right during the data collection processes. Each child participated to this study with his or her own approval. Children shared their thoughts for their own well-being through open-ended question. Indeed, children thought and shared solutions to their problems during interviews. Therefore, their right to participate in this study became functional in their decisions related with school, community, and home life. This might be the first experience for many children to experience consciously thinking about their needs such as sitting place in the class, quality of teachers, existence of school garden, leisure time activities in neighborhood and opportunities at home.

Subjective statements of children about their lives offer many ideas to families and school administrators. Families and teachers might consider the thoughts of children in their decisions about the content of course materials, home and classroom physical design and leisure time activities. Parents and teachers might feel discouraged due to limited material conditions they had. However, children were open to speak about them. Irrespective of the material conditions, parents and teachers need to include children to the decision processes at school and home.

Social policies need to carefully consider children's needs at home and environment and school. Even though children benefit from similar conditions in public primary schools and environment, lives at home may be different from many aspects. As shown in the results of this study, well-being at home was significantly different among Syrian and Turkish children. Therefore, improving home conditions need to be taken as

a priority agenda in intervention studies. Children's homewell-being is not independent from their overall well-being. Therefore, it is necessary to improve the conditions of home. Children expressed their desires such as gardens, play areas and various educational materials. Especially MoNE need to allocate resources to build play areas in primary schools. In addition, educational resources need to be not only restrained to paper-based materials but also to videos or games. Lastly, in the community, municipalities need to arrange safer streets and play areas for children with gardens in the environment.

6.3 Suggestions

The scope of this study was limited to the population in the Zeytinburnu district of İstanbul. Other study groups can cover different districts of İstanbul or the entire city with all of its districts. Moreover, future studies need to cover all domains of SWB with detailed analyses. This study was conducted at schools. However, neighborhood observation, interviews with parents and officials in the district may help better understand children's well-being.

Most children stated that they usually spent their out of school time in *Bilgi Evi*. Material conditions of these institutions were important for children. Therefore, children can be visited and observed in these capacities. Even though children were asked individually about their relations with friends, this cannot provide rich and comprehensive data to understand their relations with friends. Specifically, future researches should observe Syrian and Turkish children together in different social contexts such as school garden or community areas in order to have a refined understanding of their relations and how their well-being is influenced from these

relations. This approach would also help identify new indicators that can contribute to future well-being studies with children coming from disadvantaged backgrounds.

APPENDIX A

CHILDREN'S WORLDS, THE INTERNATIONAL SURVEY OF CHILDREN'S
WELLBEING QUESTIONNAIRE

**CHILDREN'S WORLDS, THE INTERNATIONAL SURVEY OF CHILDREN'S
WELL-BEING (ISCWEB) QUESTIONNAIRE**

[v1]: [3]

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: 8-year-olds

today's date:/...../2012

4. I was born in this country: Yes No

(If “no”, name of the country:)

4.1. Who lives with you in your home?

4.2. What are the occupations of people living in your home?

Mother:

Father:

Siblings:

Others:

Baba:

4.3. What is the language you speak in the school with friends? (Turkish, Arabic or other)

4.4. What is the language you speak in the school with teachers? (Turkish, Arabic or other)

4.5 What is the language you speak in the home? (Turkish, Arabic or other)

Your home and the people you live with

5. 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
▪ I feel safe at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I have a quiet place to study at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ My parents (or the people who look after me) listen to me and take what I say into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ We have a good time together in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ My parents (or the people who look after me) treat me fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How happy you feel with ...					
▪ The house or flat where you live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The people who live with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ All of the other people in your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your family life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Money and things you have

8. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Access to computer at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Access to Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A family car for transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A television at home that you can use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How happy you feel with all of the things you have?

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Never	Sometimes	Often	Always	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your friends and other people

11. 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
▪ My friends are usually nice to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I have enough friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How happy you feel with ...					
▪ Your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The people who live in your area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your relationships with people in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Meeting to study (apart from at school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The area where you live

14. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I feel safe when I walk in the area I live in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How happy you feel with ...					
▪ How you are dealt with when you go to the doctors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The outdoor areas children can use in your area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The area where you live, in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School

16. 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
▪ My teachers listen to me and take what I say into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I like going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ My teachers treat me fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I feel safe at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Left out by other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How happy you feel with ...					
▪ Other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your school marks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your school experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your relationship with teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How you use your time

19. 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 everyday	Don't know
▪ Taking classes outside school time on matters different than at school (like music, sports, dancing, languages, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Reading for fun (not homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Helping up around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Doing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Playing sports or doing exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Using a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

More about you

20. How happy you feel with...

					
▪ The freedom you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The way that you look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your own body?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ What you do in your free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ How you are listened to by adults in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ How safe you feel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Your life as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your life and things in life

21. 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
▪ My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The things in my life are excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Please answer the following questions about children's rights	No	Not sure	Yes
▪ I know what rights children have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I know about the children's rights convention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ I think in my country, adults in general respect children's rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Look carefully: Next item has to be answered from 0 to 10!!

Up to now, are you happy with your overall life?	0 = Not at all happy										10 = Totally happy											
	0	1	2	3	4	5	6	7	8	9	10	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.

24. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the questionnaire I am asked things that I think are important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for participating!!!!
Thank you very much for participating!!!!

APPENDIX B

CHILDREN’S WORLDS, THE INTERNATIONAL SURVEY OF CHILDREN’S
WELLBEING QUESTIONNAIRE (TURKISH VERSION)

**CHILDREN’S WORLDS, THE INTERNATIONAL SURVEY OF CHILDREN’S
WELL-BEING QUESTIONNAIRE**

[v1]: [3]

Ben senin ve yaşıtlarının yaşamlarınıza dair görüşlerini öğrenmek isteyen bir araştırmacıyım.

Bu anketi benim için doldurursan çok sevinirim. Tüm cevapların gizli tutulacaktır. Hiç kimse sorulara verdiği cevabı öğrenmeyecektir. Bu anketteki soruların doğru ya da yanlış cevapları yok, biz sadece senin düşüncelerini öğrenmek istiyorum. Senin adını kaydetmeyeceğim, verdiği cevapları da kimseye söylemeyeceğim.

İstemediğin soruyu cevaplamak zorunda değilsin.

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

Çok teşekkürler!! ☺

Okulun Adı: _____ *[s001]*

Şehir: _____ *[s002]*

Devlet okulu (1) Özel okul (2) *[s003]*

Okul grubu: **8 Yaş Grubu** Tarih:/...../2018 *[s004]*

Sen:

1. Yaşım: _____ *[s005]*

2. Cinsiyetim: **Erkek** (1) **Kız** (2) *[s006]*

3. Yaşadığım şehir:

..... [s007]

4. Türkiye’de doğdum: Evet (1) Hayır (2) [s008]

(Cevabın ‘HAYIR’ ise doğduğun ülkenin adı:

.....) [s009]

4.1. Evinde seninle birlikte kimler yaşıyor?

4.2. Evinde seninle birlikte yaşayan kişiler hangi işi yapıyorlar? (Meslek? Öğrenci?)

Anne:

Baba:

Kardeşler:

Diğer:

4.3. Okuldaki arkadaşlarınla hangi dilde konuşuyorsun? (Türkçe, Arapça)

4.4. Öğretmenlerin ile hangi dilde konuşuyorsun? (Türkçe, Arapça)

4.5. Ailen ile hangi dilde konuşuyorsun? (Türkçe, Arapça)

Evin ve ailen

5. Aşağıdaki cümlelere ne kadar katılıyorsun?

	Kesinlikle katılmıyorum	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Evde kendimi güvende hissediyorum.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (9) [s043]
Evde ders çalışacak sessiz bir yerim var.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (9) [s044]

Annem babam (ya da bana bakan diğer kişiler) benim dediklerimi dinlerler ve dikkate alırlar.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s045]
Ailemle birlikteyken güzel zaman geçiririz.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s046]
Annem babam (ya da bana bakan diğer kişiler) bana karşı adil davranırlar.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s047]

6.



Yaşadığın evden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	Bilmiyorum <input type="checkbox"/> ₍₉₎ [s048s]
Evinde beraber yaşadığın insanlardan ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s049s]
Sizlerle beraber yaşamayan ailenin diğer üyelerinden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s050s]
Aile yaşamınızdan ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s051s]

7. Geçen hafta aşağıdaki aktiviteleri ailen ile birlikte ne sıklıkta yaptın?

	Hiç	1-2 gün	Çoğu gün	Her gün	Bilmiyorum
• Sohbet etmek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s052]

• Birlikte eğlenmek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s053]
• Birlikte bir şeyler öğrenmek (ders çalışmak ya da ders dışında beraber bir şeyler öğrenmek)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s054]

Sahip olduğun şeyler

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

	Yok	Var	Bilmiyorum
▪ İyi durumda olan bir okul forman var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s056]
▪ Evde kullanabileceğin bir bilgisayar var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s057]
▪ İnternete erişimin var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s058]
▪ Ailenin arabası var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s062]
▪ Evde televizyon var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s064]
▪ Kendine ait yatağın var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s065]
▪ Senin bedenine uygun kışlık palto, çizme/botun var mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s066]

	Hayır	Evet	Bilmiyorum
▪ Haftada en az 2-3 kez et ya da balık yiyor musun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s067]
▪ Düzenli kahvaltı ediyor musun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s068]
▪ Yaşadığın ev yeterince ısıyor mu?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s069]
▪ Yaşadığın ev seni rahatsız edecek kadar kalabalık mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s070]
▪ Yaşadığın ev güvenliği olan bir sitede mi?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₉₎ [s071]

9. Yattığın oda için aşağıdaki cümlelerden hangisi uygundur? [s072]

- ₍₁₎ Tek başıma ayrı bir odada yatıyorum.
- ₍₂₎ Başka biriyle (kardeş, akraba gibi) ayrı bir oda yatıyorum.
- ₍₃₎ Tek başıma salon/oturma odası gibi bir odada yatıyorum.
- ₍₄₎ Başka birileri (kardeş, akraba gibi) ile salon/oturma odası gibi bir oda yatıyorum.

10. Sahip olduğun şeylerden ne kadar mutlusun? (sahip olduğun eşyalardan, oyuncaklar vb.) [s073s]

				
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)

11. Ailenin maddi durumu ile ilgili ne sıklıkla endişeleniyorsun? [s074]

Hiç bir zaman	Bazen	Sıklıkla	Her zaman	Bilmiyorum
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (9)

Arkadaşların ve çevrendekiler

12. Aşağıdaki cümlelere ne kadar katılıyorsun?

	Kesinlikle katılmıyorum	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
• Arkadaşlarım bana iyi davranırlar.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (9) [s076]
• Yeterince arkadaşım var.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (9) [s077]

13. Şu anki yaşamında aşağıdakilerden ne kadar mutlusun?

					
Arkadaşlarından ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s078s]
Mahallende yaşayanlardan ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s078s]
Genel olarak insanlarla olan ilişkilerinden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s078s]

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

	Hiç	1-2 gün	Çoğu gün	Her gün	Bilmiyorum
• Sohbet etmek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s081]
• Birlikte eğlenmek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s082]
• Okul dışında birlikte ders çalışmak için buluşmak	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s083]

Yaşadığın çevre

15. Aşağıdaki cümlelere ne kadar 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.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s084]
Yaşadığım yerde sokakta dolaşırken güvende hissedirim.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s085]

16.

					
Doktora gittiğinde sana gösterdiği ilgiden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s087s]
Yaşadığın yerdeki park gibi çocukların dışarıda oynayabileceği yerlerden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s088s]
Genel olarak yaşadığın yerden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s089s]

Okul**17. Aşağıdaki cümlelere ne kadar katılıyorsun?**

	Kesinlikle katılmıyorum	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Öğretmenlerim söylediğim şeyleri dinliyorlar ve dikkate alıyorlar.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s090]
Okula gitmeyi seviyorum.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s091]
Okuldaki öğretmenlerim bana karşı adil davranıyorlar (ayrımcılık yapmıyorlar).	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s092]
Okulda güvende hissediyorum.	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎	<input type="checkbox"/> ₍₉₎ [s093]

18. Aşağıdakiler GEÇEN AY içinde ne sıklıkta oldu?

	Hiç	Bir kez	2-3 kez	3 kezden fazla	Bilmiyorum
• Sınıfta seninle alay edildi mi?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s094]
• Okulundaki bir çocuk sana vurdu mu?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s095]
• Sınıftaki diğer çocuklar tarafından dışlandı mı?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s097]

19. Okulda...



Sınıfındaki diğer çocuklardan ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s098s]
Derslerinde aldığın notlardan ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s099s]
Okul deneyiminden ne kadar mutlusun? (okulda yaptıklarından ve okulda nasıl hissettiğin)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s100s]
Öğretmeninle olan ilişkiden ne kadar mutlusun?	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₅₎ [s103s]

Zamanını nasıl kullanıyorsun?

20. 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, kursa katılmak (örneğin müzik kursu, dans kursu, spor kursu gibi)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s104]
• Eğlenmek için bir şeyler okumak (ödev için değil!)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s106]
• Ev işlerine yardım etmek (temizlik, bulaşık, yemek yapmak gibi)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s107]
• Ev ödevlerini yapmak	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s108]
• Televizyon izlemek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s109]
• Spor yapmak (futbol oynamak gibi)	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s110]
• Bilgisayarda zaman geçirmek	<input type="checkbox"/> ₍₁₎	<input type="checkbox"/> ₍₂₎	<input type="checkbox"/> ₍₃₎	<input type="checkbox"/> ₍₄₎	<input type="checkbox"/> ₍₉₎ [s111]

• Küçük kardeşine bakmak	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (9) [s113]
--------------------------	------------------------------	------------------------------	------------------------------	------------------------------	-------------------------------------

Seninle ilgili

21.



Sahip olduğun özgürlüklerden ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s115s]
Sağlığından ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s117s]
Dış görünüşünden ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s118s]
Kendi bedeninden ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s119s]
Boş zamanlarında yaptıklarından ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s120s]
Yetişkinlerin seni dinlemesinden ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s121s]
Kendini güvende hissetme düzeyinden ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s122s]
Genel olarak hayatından ne kadar mutlusun?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5) [s123s]

.....

Ve sonunda...

Biz bu anketi halen geliřtirmeye alıřıyoruz. Bu anketi daha iyi hale getirmek iin senin dşüncelerini de duymak isteriz.

25. Lütfen anketle ilgili ařağıdaki cümlelere ne derece katıldığını bize söyler misin?

	Katılmıyorum	Katılıyorum	Bilmiyorum
Anket ok uzun	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (9) [s164]
Ankette önemli olduğunu düşündüğüm konular ile ilgili sorular var	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (9) [s165]

APPENDIX C

PICTURES OF QUALITATIVE INTERVIEW FORM









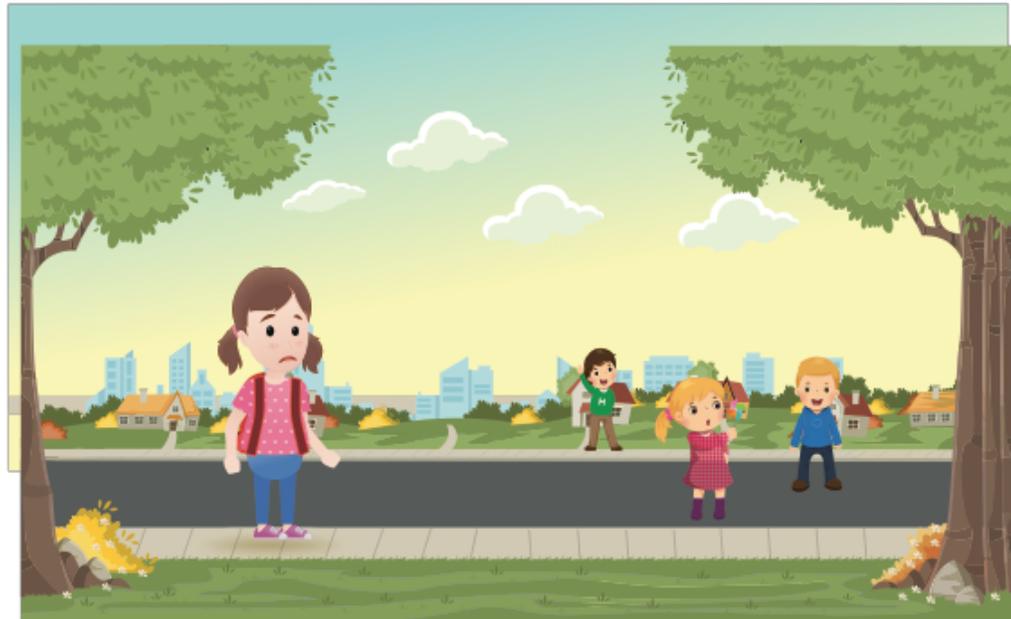












APPENDIX D

PICTURE BASED INTERVIEW QUESTIONS

In the interview, the narrative process will be followed by presenting the pictures to the child (general / home-family / school / friends / neighborhood environments) reflecting the Happy / Unhappy child rather than directing the questions to all participants in a structured way. Therefore, the examples of the questions found here will be used as an option to examine in more depth the specific interpretations of the children's narrative process and flow. The number and intensity of the questions presented in this sense should not be misleading.

	Happy/Unhappy
General	Child's Age, Name, How she/he feels? Why? What could be happened? How is her/his life? What are her/his capabilities or limitations? What does he/she think about self? What about future? What do others think about him/her? Do you want to be friend with him/her?
Home-Family	Why does he/she happy/unhappy in the home? What kind of home he/she has? What does he/she have in the home? Who lives in the home? What about his/her relations in the home? Does he/she have a voice? What others think about his/her family?
School	What kind of school/class does he/she have? Why is she/he happy/unhappy in the school? What does he/she do during the school time? Does she/he have a voice? What about relations with peers and teachers?
Friends	Why does she/he feel happy/unhappy with friends? What do peers think about him/her? Do others want to be friend with him/her? What do they do with friends? Does she/he have a voice? What kind of friends does he/she wants?
Neighborhood	What kind of neighborhood? Why happy or unhappy there? How long does she/he live

	there? Does he/she want to move? What kind of home does she/he have in this place? What kind of people live there? What about relations with others?
--	---

What does this happy child think about the unhappy child in general, about his family, home, school, friends, and his place of residence?

What does this unhappy child think of in general about the happy child, his family, home, school, friends, and his place of residence?

- Is it something they want to tell each other?

- Anything you want to tell them?

Thank you so much for taking this much time for me. I want you to think of things that make you happier in this life. If you want, let me write here with colored pencils, and then you can do whatever you want with those crayons.

APPENDIX E

PICTURE BASED INTERVIEW WITH CHILDREN (TURKISH VERSION)

Görüşmede, soruların yapılandırılmış şekilde tüm katılımcılara yönlendirilmesinden ziyade, Mutlu/Mutsuz çocuk genel/evde-ailesiyle/okulda/arkadaşlarıyla/mahallede ana başlıkları verilerek çocuğun anlatım süreci izlenecektir. Dolayısıyla buradaki soru örnekleri bu anlatım süreci ve akışına uygun olan durumlarda belli yorumları daha derinlemesine incelemek amacıyla seçimli olarak kullanılacaktır. Bu anlamda sunulmuş olan belgedeki soru sayısı ve yoğunluğu yanıltıcı olmamalıdır. Görüşmede kullanılan resimler ek olarak verilecektir.

	Mutlu-Mutsuz
Genel	Çocuğun Yaşı, Adı. Nasıl Hissettiği (Neden? Niçin? Ne olmuş olabilir? Hayatı nasıldır? Neler yapar/yapamaz? Kendi hakkında ne düşünüyor? Gelecek hakkında ne düşünüyor? Büyüyünce ne olmak ister? Başkaları çocuk hakkında nasıl düşünüyor? Arkadaşı olmak ister misin?
Ev-Aile	Neden evde mutlu/mutsuz? Evi nasıldır? Evde kendine ait neleri vardır? Evde kimler vardır? Neler yapıyor evde? Evdekilerle ilişkileri nasıldır? Evde söz hakkı var mıdır? Ailede yakın/uzak hissettiği kişiler kimlerdir? Kendisi ve Başkaları ailesi hakkında ne düşünüyor?
Okul	Okulu/sınıfı nasıldır? Okulda neden mutlu/mutsuz? Okulda günü nasıl geçiyor? Okulda/sınıfta neler vardır? Okulda söz hakkı var mıdır? Kişilerle (öğretmen-arkadaş) ilişkileri nasıldır?
Arkadaşlar	Neden mutlu/mutsuz hissediyor? Arkadaşları onun hakkında ne düşünüyor? Onunla arkadaş olmak istiyorlar mıdır? Arkadaşları ile neler yapıyorlardır? Lakabı var mı? Nasıl arkadaşları vardır? Arkadaşları yanında söz sahibi mi? Kimlerle arkadaş olmak ister? Arkadaşları hakkında ne düşünüyor? Başkaları arkadaşları hakkında ne düşünür?

Mahalle	Nasıl bir mahallede yaşıyordur? Neden burada mutlu/mutsuz hissediyor? Ne zamandır bu mahallede yaşıyor ve sık sık ev değiştirir mi? Nasıl evler vardır burada? Nasıl insanlar vardır? Dışarıda neler oluyordur? Mahallede çocuklarla ilgili neler vardır? Mahallede en çok nerelerde vakit geçiriyordur? Mahalle hakkında kendisi/başkaları nasıl düşünüyordur? Kendisi/başkaları bu mahallede yaşamak/taşınmak isterler mi?
----------------	--

-Bu mutlu çocuk mutsuz çocuk hakkında, onun ailesi, evi, okulu, arkadaşları, oturduğu yer gibi konularda genel olarak neler düşünüyordur?

-Bu mutsuz çocuk mutlu çocuk hakkında, onun ailesi, evi, okulu, arkadaşları, oturduğu yer gibi konularda genel olarak neler düşünüyordur?

-Var mı birbirlerine söylemek istedikleri bir şey?

-Senin onlara söylemek istediğin bir şey var mı?

Bana bu kadar zaman ayırdığın için çok teşekkür ederim sana. Bizim çocuklarla ilgili başka söylemek istediğin bir şey yoksa son olarak seni, bu hayatta en çok mutlu eden şeyleri düşünmeni istiyorum. İstersen önce bir say ben buraya renkli kalemle yazayım, sonra da bu boya kalemleri ile saydıklarınla ilgili istediğin bir çalışma yapabilirsin...

APPENDIX F

THE PERMISSIONS OF BOĞAZIÇI UNIVERSITY ETHICS COMMITTEE-INAREK

T.C.
BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Altı Kurulu

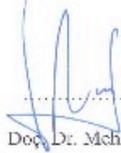
Sayı: 2018-16

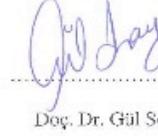
25 Nisan 2018

Şeyda Uçar
Temel Eğitim

Sayın Araştırmacı,

"İlkokul Bağlamında Çocuğun Öznel İyi Olma Hali" başlıklı projeniz ile ilgili olarak yaptığımız SBB-FAK 2018/16 sayılı başvuru İNAREK/SBB Etik Altı Kurulu tarafından 25 Nisan 2018 tarihli toplantıda incelenmiş ve uygun bulunmuştur.


Doç. Dr. Mehmet Yiğit Gürdal


Doç. Dr. Gül Sosay


Dr. Öğr. Üyesi İnci Aylhan


Dr. Öğr. Üyesi Bengü Börküm


Dr. Öğr. Üyesi Nur Yeniğeri

APPENDIX G

INFORMED CONSENT FOR PARENTS

Institution of the thesis study: Boğaziçi University
Thesis Title: The Subjective Well-being of Children in Primary School
Thesis Advisor: Assist. Prof. Ersoy ERDEMİR
Thesis Advisor E-Mail: ersoy.erdemir@boun.edu.tr
Thesis Advisor Phone: +90 212 359 45 58
Thesis Student Information: Şeyda UÇAR (KARAN)
Thesis Student E-Mail: seyda.ucar@boun.edu.tr
Thesis Student Mobile Phone: +90 506 298 98 48

Dear Parent,

Your daughter / son is asked to participate in the questionnaire conducted by Şeyda Uçar, a graduate student of the Early Childhood Education Program at Bogazici University. In this study, it is investigated what makes a child happy and miserable in various environments of his school, such as classrooms, corridors, canteen etc. with his friends. For this purpose, a questionnaire will be applied to the children who agree to participate in the study.

In the first step of the study, the questionnaire, which is expected to take 15-20 minutes, will be presented to your child individually. In the second step, the researcher and your child will have an in-depth interview with certain pictures. In the first step, the children will be asked questions that the child will answer. In the second stage, by looking at the pictures presented to him, he will be expected to make comments on the people in these paintings that reflect his thoughts about him. Participant children always have the right to ask and challenge questions about this or any other subject in the interviews. Each participant has the freedom to leave work at any time. The information of all children and families participating in the interviews shall be kept confidential and shall not be shared with any person, institution or organization.

Research will only include the willing children who have permission from the parents. As a researcher, I would like your permission for your child's participation in the study.

This research is carried out for a scientific purpose and the confidentiality of the participant information is based on. Participation in this questionnaire is entirely optional. In your participation, you have the right to take your consent at any stage of the study without showing any reason. In this study, we do not want to evaluate your children academically or for a different purpose. If you would like to receive additional information about the research project, please contact the Assist. Prof. Ersoy Erdemir, an associate professor at Boğaziçi University, Department of Basic Education (Phone: 02123594558, Address: Boğaziçi University, Faculty of Education, 34342 Bebek, İstanbul).

I have read and understood the Informed Consent Form I have received. I do not see any obstacles in the child's participation in this research.

I, (participant's name) read the text above, and I fully understood the scope and purpose of the work I wanted my child to join, the responsibilities that I voluntarily took on me. I had the opportunity to ask about the study. I understood that my child could leave this work at any time and without having to state any reason, and that she would not experience any negativity if she left it.

I don't want to receive / receive an instance of the form (in this case the researcher stores this copy).

Name and Surname of Participant:

.....

Signature:

.....

Address (if available, Phone Number, Fax Number):

.....

.....

Date (day / month / year): / /

The Name and Surname of the Participant's Guardian, if any:

.....

Signature:

APPENDIX H

INFORMED CONSENT FOR PARENTS (TURKISH VERSION)

KATILIMCI BİLGİ ve ONAM FORMU

Tez Çalışmasının Bağlı Olduğu Kurum: Boğaziçi Üniversitesi
Tez Çalışmasının Adı: Çocukların İlkokulda İyi Olma Hali
Tez Danışmanı: Yrd. Doç. Dr. Ersoy Erdemir
E-mail adresi: ersoy.erdemir@boun.edu.tr
Telefonu: +90 212 359 45 58
Tez Öğrencisinin Adı: Şeyda UÇAR (KARAN)
E-mail adresi: seyda.ucar@boun.edu.tr
Telefonu: +90 506 298 98 48

Sayın Veli,

Kızınızın/oğlunuzun bir araştırma kapsamında yürütülen Çocuğun İyi Olma Hali Araştırması için Boğaziçi Üniversitesi Temel Eğitim Ana Bilim Dalı Erken Çocukluk Eğitimi Programı Yüksek Lisans öğrencisi Şeyda Uçar tarafından yürütülecek olan anket çalışmasına katılması istenmektedir.

Bu çalışmada bir çocuğu okulunun sınıf, koridor, kantin gibi çeşitli yerlerinde arkadaşları ile birlikteyken mutlu ve mutsuz eden şeylerin neler olduğu araştırılmaktadır. Bunun için de çalışmaya katılmayı kabul eden çocuklara bir anket uygulanacaktır.

Çalışmanın ilk adımında ortalama 15-20 dakika sürmesi öngörülen anket çalışması çocuğunuza bireysel olarak araştırmacı eşliğinde sunulacaktır. İkinci adımda ise çocuğunuz ile belli resimler üzerinden derinlemesine bir görüşme yapılacaktır. İlk adımda çocuğun kendisini düşünerek cevaplayacağı sorular yöneltilirken ikinci aşamada resimlere bakarak bu resimlerde yer alan kişiler üzerinden kendi ile ilgili düşüncelerini yansıtaacağı yorumlar yapması beklenecektir. Katılımcı çocukların, görüşmelerde her zaman için bu ya da herhangi başka bir konu ile ilgili olarak soru sorma ve itiraz etme hakları olacaktır. Her katılımcı istediği an çalışmayı bırakma özgürlüğüne sahip olacaktır. Görüşmelere katılan tüm çocukların ve ailelerin bilgileri gizli tutularak hiç bir kişi, kurum ya da kuruluş ile paylaşılmayacaktır.

Araştırmaya yalnızca velisinin izni olan istekli çocukların dahil olabileceğini belirtir, çocuğunuzun katılımı için izninizi rica ederim.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu araştırmada çocukları akademik ya da farklı bir alan dahilinde değerlendirmeye tabii tutmadığımızı belirtmek isteriz. Araştırma projesi

hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Temel Eğitim Bölümü Öğretim Üyesi Yrd. Doç. Dr. Ersoy Erdemir ile temasa geçiniz (Telefon: 02123594558, Adres: Boğaziçi Üniversitesi, Eğitim Fakültesi, 34342 Bebek, İstanbul). Bir örneğini almış olduğum Bilgilendirilmiş Onam Formu' nu okumuş ve anlamış bulunuyorum. Çocuğın bu araştırmaya katılmasında herhangi bir engel görmemekteyim.

Ben, (katılımcının adı), yukarıdaki metni okudum ve çocuğumun katılması istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı çocuğum istediği zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğini ve bıraktığı takdirde herhangi bir olumsuzluk ile karşılaşmayacağını anladım.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı:.....

İmzası:.....

Adresi (varsa Telefon No, Faks No):.....

Tarih (gün/ay/yıl):...../...../.....

Varsa Katılımcının Vasisinin Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX I

INFORMED CONSENT FOR PARENTS (ARABIC VERSION)

الإضافة الأولى : معلومات المشارك و طلب الموافقة
. البحث الافتراضي للمؤسسة التابعة لجامعة بوازجتشي
. اسم الدراسة الافتراضية : وضع الأطفال الجيد في المدرسة الابتدائية
. مستشار البحث : الدكتور : ارسى ارديمير
البريد الالكتروني ersoy.erdemir@boun.edu.tr
رقم الهاتف : 02123594558
اسم الطالبة : شيذا أوتشار
البريد الالكتروني seyda.ucar@boun.edu.tr
رقم الهاتف : 05062989848

..ولي الأمر

نطلب منكم السماح لأطفالكم المشاركة في البحث الذي تقوم به طالبه الدراسات العليا شيذا أشار. حول وضع الطفل
. الجيد خلال برنامج التعليم الأساسي للطفولة المبكرة

في هذا البحث .. سيتم دراسته وضع الطفل في الصف .. في الممر .. في اليوفيه مثلا ، وفي أماكن مختلفة وعندما
يكون الطفل مع رفاقه هل هو سعيد أم حزين وماهي أسباب ذلك . سيتم تطبيق استبيان حول الأطفال الراغبين
. المشاركة في هذه الدراسة

. في الخطوة الأولى سيتم تقديم استبيان للطفل يستغرق حوالي 15 إلى 20 دقيقة بشكل فردي مع وجود الباحث
الخطوة الثانية سيتم اجراء مقابلة مع طفل من خلال صور. في هذه الخطوة سيطلب من الطفل الإجابة عن الأسئلة
بمراحلتين .. الأولى اثناء النظر إلى الصور وتفاعله معها والثانية سيطلب منه تفسير التعليقات التي تعكس أفكاره
حول ما يوجد في هذه الصور. وقد تستغرق الخطوة الثانية وسطيا مايقارب 25-30 دقيقة. يملك الأطفال المشاركين
الحق في طرح الأسئلة أو الاعتراض علي أي امر فيما يتعلق بالمقابل أو أي امر اخر. سيكون لكل مشارك حريه
مغادرة العمل في أي لحظة أو وقت. معلومات جميع الأطفال المشاركين في المقابلات و آباؤهم ستكون سرية وسيم
الاحتفاظ بها ولن تتم مشاركتها مع أي شخص او مؤسسة أو منظمة

. نرجو منكم السماح لطفلكم المشاركة بالاستبيان شاكرين تعاونكم

يتم هذا البحث لغرض علمي بحت ، وسرية معلومات المشاركين بندا أساسيا . وتعتبر المشاركة بهذا البحث تطوعيه
. بالكامل. ولايحق ترك العمل بدون تقديم سبب بأي مرحلة من المراحل

نود الإشارة إلى ان هذا البحث لا يؤهل الأطفال المشاركين الاستحقاق شهادة أكاديمية أو نوعا من التمييز
إذا رغبتكم بالحصول على مزيدا من المعلومات حول موضوع هذه الدراسة يرجى التوصل مع وزاره التعليم
الاساسي بجامعةبوازجتشي واستشارة الدكتور إرسوي ارديمير. علر رقم الهاتف : 02123594558 في جامعه
بوازجتشي في إسطنبول

قبل توقيع هذا الطلب ، نحو الاستفسار حول هذه الدراسه في حال وجود أي سؤال . وبعد ذلك أيضا يمكنكم الاتصال
على الرقم (5062989848)
.. لقد تمت قراءه هذا الطلب و تم فهم مافيه وحصلت على نسخه منه

انا (المشارك) قرأت النص أعلاه وادركت تماما نطاق البحث والغرض منه والمسؤوليات التطوعيه لمشاركته طفلي ..ووجدت امكانية الاستفسار حول دراسه وفهمت انني استطيع ترك المشاركة انا و طفلي بدون ذكر أسباب ولن أواجه أي سلبية نتيجة لذلك

. حصلت على نسخة /لا أريد الحصول على نسخة (في هذه الحالة يحق للباحث الاحتفاظ بهذه النسخة)

..... اسم المشارك وكنيته

..... التوقيع

..... العنوان (في حال وجوده) ورقم الهاتف والفاكس

..... / / التاريخ (يوم/شهر/سنه)

..... اسم والد/ة المشارك وكنيته

..... التوقيع

..... / / التاريخ (يوم/شهر/سنه)

..... اسم الباحث وكنيته

..... التوقيع

..... / / التاريخ (يوم/شهر/سنه)

APPENDIX J

SCREENING VERSION OF QUESTIONNAIRE

How old are you? _____

In which city is your school? _____

a) Do the shoes you're wearing belong to you? Yes No

b) Did you stitch the clothes you wore? Yes No

c) Did you choose to be a girl or a boy? Yes No

d) You want to go to a movie today, but your parents won't be able to take you to the movies today. How would you feel?

What would be your answer between 1-5?

1= 5=
Totally Unhappy Totally Happy
1 2 3 4 5

e) Think you love pizza and you eat pizza for dinner! But this pizza wasn't one of the best pizzas you've ever had. How would you feel?

What would be your answer between 1-10?

0= 10=
Totally Unhappy Totally Happy
0 1 2 3 4 5 6 7 8 9 10

f) You want to go out to the school garden with friends, but it's raining. How do you feel?

Which of the following faces would be appropriate?

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) "Eating fish is always good". How do you agree with this sentence?

What would be your answer according to the table below?

	Totally Agree	Agree a little bit	Agree somewhat	Agree a lot	Totally Agree	Don't Know
Eating fish always good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of Trial Questions (Read to children)

Now we will talk to you about how to answer the questions in this questionnaire.

- Read the first questions: age, province, a, b, c.

The next questions are about different situations. We want you to think about every situation and write how you would feel if you were in that situation.

❖ **d item:** "You want to go to a movie today, but your parents won't be able to take you to the movies today. How would you feel?"

● Please write it down on how you would feel if you were in such a situation on the following line. ● What would your answer be between 1 and 5?

● "1" means that you are so unhappy, you are completely unhappy, you feel bad, you don't feel happy.

As the numbers increase from "1", your happiness is increasing: a little happier, happily, and very happy. "5" means you are feeling very happy or completely happy.

● Generally, when you feel happier, bigger numbers are appropriate, smaller numbers are appropriate when you feel unhappy.

● Once you find the number that fits your emotion, you can round it up or cross it over.

● Do you have any question?

❖ **e item:** "You like pizza food and think you're having pizza for dinner! But this pizza wasn't one of the best pizzas you've ever had. How would you feel?"

● Please write it down on how you would feel if you were in such a situation on the following line.

● Now look at the numbers below, the numbers are moving from 0 to 10. Which would be your answer?

● "0" means that you are very unhappy, you are completely unhappy, you feel bad, you do not feel happy. As the numbers increase from 1, your happiness is increasing: a little happier, happily, and very happy. "10" means you are feeling very happy or

completely happy.

- Generally, when you feel happier, bigger numbers are appropriate, smaller numbers are appropriate when you feel unhappy.
- Once you find the number that fits your emotion, you can round it up or cross it over.
- Do you have any questions?
- ❖ **f item:** “*You want to go out to the school garden with your friends, but it's raining. How do you feel?*”
- Please write it down on how you would feel if you were in such a situation on the following line.
- Now, in this question, we want you to choose a face that suits your senses instead of choosing a number. First face, a crying face, not happy at all. The second face, he's not too happy. The third face is neither happy nor sad. The fourth face is laughing, so happy. Fifth percent have a big smile, very very happy.
- You can mark the face that suits your senses.
- Do you have any question?
- ❖ **g item:** In this article, we would like to know if you have agree with the sentence I will read to you. “*Eating fish is always very good.*”
- “**I strongly disagree**” it seems like the opposite of what the sentence is saying.
- “**I agree a little bit**” it shows that you think the sentence is a little true, but very few.
- “**I agree somewhat**”. It says you think the sentence is true.
- “**Agree a lot**” You are satisfied with what the sentence states, but not quite because you may have little doubt. You may not be sure that it is correct.
- “**Totally Agree**” There is no doubt that you fully agree with the sentence, just as you think.
- “**Don't Know**” says you don't have any thought.
- You can mark the number that indicates what you think about the sentence, you can take that number round or cross it on the number.
- Do you have any questions?

APPENDIX K

SCREENING VERSION OF QUESTIONARY (TURKISH)

Kaç yaşındasın? _____

Okulun hangi ilde bulunuyor? _____

a) Giydiğin ayakkabılar senin mi? Evet Hayır

b) Giydiğin kıyafetleri sen mi diktin? Evet Hayır

c) Kız ya da erkek olmayı sen mi seçtin? Evet Hayır

d) Bugün sinemaya gitmeyi istiyorsun ama anne-baban bugün seni sinemaya götüremeyecekler. Nasıl hissederdin?

Cevabın 1-5 arasında ne olurdu?

1= Hiç mutlu değil 5= Çok mutlu
1 2 3 4 5

e) Pizza yemeği çok sevdiğini ve akşam yemeğinde pizza yediğini düşün! Ama bu pizza yediğin en iyi pizzalardan biri değildi. Nasıl hissederdin?

Cevabın 0-10 arasında ne olurdu?

0= Hiç mutlu değil 10= Çok mutlu
0 1 2 3 4 5 6 7 8 9 10

f) Arkadaşlarıyla okulun bahçesine çıkmak istiyorsun ama yağmur yağıyor. Nasıl hissederdin?

Aşağıdaki yüzlerden hangisi cevabına uygun olurdu?



g) “Balık yemek her zaman çok iyidir.” Bu cümleye ne kadar katılıyorsun?

Aşağıdaki tabloya göre cevabın ne olurdu?

	Kesinlikle katılmıyorum	Çok az katılıyorum	Biraz katılıyorum	Çok katılıyorum	Kesinlikle katılıyorum	Bilmiyorum
Balık yemek her zaman çok iyidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Deneme Sorularının Açıklaması (Çocuklara okunacak)

Şimdi sizlerle bu anketteki soruları nasıl cevaplayacağımızı konuşacağız.

- ilk soruları okuyun: yaşın, il, a,b,c

Bundan sonraki sorular farklı durumlarla ilgili. Her durumu düşünüp, o durumda olsaydınız ne hissederdiniz, onu yazmanızı istiyoruz.

❖ **d maddesi:** “Bugün sinemaya gitmeyi istiyorsun ama anne-baban bugün seni sinemaya götüremeyecekler. Nasıl hissederdin?”

- Lütfen aşağıdaki satıra böyle bir durumda olsaydınız nasıl hissederdiniz, onu yazın.
- Cevabınız 1 ile 5 arasında ne olurdu?
- “1” çok mutsuzsunuz, tümüyle mutsuzsunuz demek, kötü hissediyorsunuz, hiç mutlu hissetmiyorsunuz. Sayılar 1’den arttıkça mutluluğunuz daha artıyor demek: birazcık daha mutlu, bayağı mutlu, ve çok mutlu gibi. “5” çok mutlu ya da tümüyle mutlu hissediyorsunuz demek.
- Genelde, daha mutlu hissettiğinizde daha büyük sayılar uygun oluyor, daha mutsuz hissettiğinizde daha küçük sayılar uygun oluyor.
- Senin hissettiğin duyguya uyan sayıyı bulunca onu yuvarlak içine alabilirsin ya da üzerine çarpı koyabilirsin.
- Sorunuz var mı?

❖ **e maddesi:** “Pizza yemeği çok seversin ve akşam yemeğinde pizza yediğini düşün! Ama bu pizza yediğin en iyi pizzalardan biri değildi. Nasıl hissederdin?”

- Lütfen aşağıdaki satıra böyle bir durumda olsaydınız nasıl hissederdiniz, onu yazın.

- Şimdi aşağıdaki sayılara bakın, sayılar 0'dan 10'a kadar gidiyor. Sizin cevabınız hangisi olurdu?
 - “0” çok mutsuzsunuz, tümüyle mutsuzsunuz demek, kötü hissediyorsunuz, hiç mutlu hissetmiyorsunuz. Sayılar 1'den arttıkça mutluluğunuz daha artıyor demek: birazcık daha mutlu, bayağı mutlu, ve çok mutlu gibi. “10” çok mutlu ya da tümüyle mutlu hissediyorsunuz demek.
 - Genelde, daha mutlu hissettiğinizde daha büyük sayılar uygun oluyor, daha mutsuz hissettiğinizde daha küçük sayılar uygun oluyor.
 - Senin hissettiğin duyguya uyan sayıyı bulunca onu yuvarlak içine alabilirsin ya da üzerine çarpı koyabilirsin.
 - Sorunuz var mı?
 - ❖ **f maddesi:** “*Arkadaşlarınla okulun bahçesine çıkmak istiyorsun ama yağmur yağıyor. Nasıl hissedersin?*”
 - Lütfen aşağıdaki satıra böyle bir durumda olsaydınız nasıl hissederdiniz, onu yazın.
 - Şimdi bu soruda, bir sayı seçmek yerine sizin duygunuza uygun bir yüzü seçmenizi istiyoruz. İlk yüz, ağlayan bir yüz, hiç mutlu değil. İkinci yüz, o da pek mutlu değil. Üçüncü yüz, ne mutlu, ne de üzgün. Dördüncü yüz gülüyor, bayağı mutlu demek ki. Beşinci yüzde büyük bir gülümseme var, çok çok mutlu.
 - Sizin duygunuza uygun olan yüzü işaretleyebilirsiniz.
 - Sorunuz var mı?
 - ❖ **g maddesi:** Bu maddede size okuyacağım cümleye katılıp katılmadığınızı öğrenmek istiyoruz. “*Balık yemek her zaman çok iyidir.*”
 - “**Kesinlikle katılıyorum**” cümlelerin söylediğinin tam tersi gibi düşündüğünüzü gösteriyor.
 - “**Çok az katılıyorum**” cümlelerin az da olsa doğru olduğunu düşündüğünüzü gösteriyor, ama çok az.
 - “**Biraz katılıyorum**” cümlelerin doğru olduğunu düşündüğünüzü gösteriyor.
 - “**Çok katılıyorum**” cümlelerin söylediği şeyden memnun olduğunuzu, ama tam olarak değil çünkü az da olsa biraz şüpheniz olabilir. Tam doğru olduğundan emin olmayabilirsiniz.
 - “**Kesinlikle katılıyorum**” cümleye tamamen katıldığınızı, aynen sizin de öyle düşündüğünüzü gösteriyor, hiç bir şüpheniz yok.
 - “**Bilmiyorum**” cümle hakkında bir görüşünüzün olmadığını gösteriyor.
 - Cümle hakkında düşündüğünüzü gösteren sayıyı işaretleyebilirsiniz, o sayıyı yuvarlak içine alabilirsiniz ya da sayının üzerine çarpı koyabilirsiniz.
 - Sorunuz var mı?
- Artık, size dağıtacağımız anketi nasıl dolduracağımızı biliyorsunuz! Şimdi kullandığımız sayfaları kenara koyabiliriz ve başlayabiliriz.

APPENDIX L

ACCESS TO MATERIAL ITEMS BY BIRTH COUNTRY AND GENDER

		Turkish		Syrian	
		Boy	Girl	Boy	Girl
Whether has: Clothes in good condition to wear school in	Yes	88.9	100	94.6	92.6
	No	11.1	0	5.4	7.4
Whether has: Access to a computer at home	Yes	54.3	38.5	24.3	14.8
	No	45.7	61.5	75.7	85.2
Whether has: Access to the Internet	Yes	72.2	73.1	89.2	81.5
	No	27.8	26.9	10.8	18.5
Whether has: Family car for transportation	Yes	44.4	50	32.4	22.2
	No	55.6	50	67.6	77.8
Whether has: Television that can use	Yes	97.2	100	81.1	74.1
	No	2.8	0	18.9	25.9
Whether has: Own bed	Yes	52.8	65.4	51.4	18.5
	No	47.2	34.6	48.6	81.5
Whether has: Own winter clothes like jacket, boot	Yes	97.2	100	94.6	88.9
	No	2.8	0	5.4	11.1
Whether eats: Meat, Fish, Chicken Usually	Yes	61.1	61.5	55.6	44.4
	No	38.9	38.5	44.4	55.6
Whether has: Regular Breakfast	Yes	94.4	84	91.9	85.2
	No	5.6	16	8.1	14.8
Whether has: Warm Climate in the Home	Yes	94.1	96.2	75	68
	No	5.9	3.8	25	32
Whether Has: Crowded Home	Yes	8.3	3.8	13.5	14.8
	No	91.7	96.2	86.5	85.2
Whether lives: home at Site with Security	Yes	5.6	3.8	5.4	3.7
	No	94.4	96.2	94.6	92.6
Personal Bed in the Bedroom		8.3	23.1	0	0

Not Personal Bed in the Bedroom (Sibling or others)	52.8	61.5	64.9	48.1
Personal Bed in the Sofa	5.6	0	0	0
Not Personal Bed in the Sofa (Sibling or others)	33.3	15.4	35.1	51.9
Personal Bed in the Bedroom	8.3	23.1	0	0

APPENDIX M

OUT OF SCHOOL ACTIVITIES BASED ON GENDER AND BIRTH COUNTRY

	Country	Gender	Rarely or Never	Less than once a week	Once or twice a week	Everyday or almost
How often spend time: Taking classes outside school time	Turkish	Boy	63.9	0.0	30.6	5.6
		Girl	73.1	7.7	19.2	0.0
	Syrian	Boy	51.4	0.0	40.5	8.1
		Girl	66.7	0.0	29.6	3.7
How often spend time: Reading for fun	Turkish	Boy	2.8	11.1	41.7	44.4
		Girl	7.7	3.8	38.5	50.0
	Syrian	Boy	2.7	5.4	29.7	62.2
		Girl	3.7	3.7	33.3	59.3
How often spend time: Helping with housework	Turkish	Boy	27.8	11.1	25.0	36.1
		Girl	11.5	7.7	34.6	46.2
	Syrian	Boy	5.4	0.0	18.9	75.7
		Girl	3.7	0.0	25.9	70.4
How often spend time: Doing homework	Turkish	Boy	0.0	0.0	0.0	100.0
		Girl	0.0	0.0	7.7	92.3
	Syrian	Boy	0.0	0.0	2.7	97.3
		Girl	0.0	0.0	0.0	100.0
How often spend time: Watching TV	Turkish	Boy	2.8	8.3	47.2	41.7
		Girl	0.0	3.8	57.7	38.5
	Syrian	Boy	18.9	5.4	35.1	40.5
		Girl	15.4	0.0	61.5	23.1
How often spend time: Playing sports or doing exercise	Turkish	Boy	11.1	2.8	47.2	38.9
		Girl	34.6	15.4	30.8	19.2
	Syrian	Boy	8.1	0.0	43.2	48.6
		Girl	22.2	3.7	37.0	37.0
How often spend time: Using a computer	Turkish	Boy	30.6	13.9	27.8	27.8
		Girl	65.4	11.5	11.5	11.5
	Syrian	Boy	62.2	5.4	24.3	8.1
		Girl	63.0	0.0	29.6	7.4
How often spend time: Taking care of family members	Turkish	Boy	61.1	0.0	13.9	25.0
		Girl	36.0	8.0	4.0	52.0
	Syrian	Boy	8.1	0.0	5.4	86.5
		Girl	26.9	0.0	7.7	65.4

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