

LA RELLEVÀNCIA DE L'EXPERIÈNCIA
RELACIONAL PER AL BENESTAR SUBJECTIU DE
LA INFÀNCIA:
ANÀLISI DE L'ENTORN FAMILIAR, ESCOLAR I
LOCAL

Maria Josep Corominas Pérez

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TESI DOCTORAL

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Mari Corominas Pérez

2020



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ANÀLISI DE L'ENTORN FAMILIAR, ESCOLAR I LOCAL**

Mari Corominas Pérez

2020

PROGRAMA DE DOCTORAT EN PSICOLOGIA, SALUT I QUALITAT DE VIDA

Tesi dirigida per la Dra. Mònica González-Carrasco i el Dr. Ferran Casas Aznar

Tutor: Dr. Ferran Casas Aznar

Memòria presentada per optar al títol de doctora per la Universitat de Girona

LA PREGUNTA MÉS DIFÍCIL (24 de març de 2017),

de Carles Capdevila Plandiura (1965-2017)

COM ESTÀS? Ens ho deixem anar de forma rutinària, sense pensar-hi, sovint ni ens aturem per esperar resposta. Està previst que es resolgui amb un “Bé” automàtic, o com a molt un “Vaig fent”, buits de significat.

Però quan et passen coses, sobretot si no en tens control, que és com realment passen les coses quan passen, qualsevol “Com estàs?” passa a ser la pregunta més difícil. I també la més dura. Et col·loca davant del mirall, et forada, t’esclafa amb tot el pes de l’interrogant, et posa el cap i el cor a cent per hora mentre et quedes sense paraules, per excés o per defecte, de tant que diries i de tan poc que et veus amb cor de dir. O se’t fa un nus a la gola o se’t dispara l’atac d’incontinència. O totes dues coses alhora: esclar que xerraries, però la resposta és tan complexa que se t’ennuega, es fa bola.

L’autor de la pregunta moltes vegades ni s’ho imagina, tot el que desencadena. Sovint és el contrari, confia superar la trobada amb un tràmit senzill, educat, sense conseqüències, i ignora tota l’allau d’emocions que provocarà. Només qui ha patit una bona colla de “Com estàs?” dels que se’t claven com un ganivet sap que aquesta pregunteta d’aparença innocent és una arma blanca esmoladíssima, de les que tallen encara que no sigui la intenció del que l’ha desenfundat de sobte.

Tu ja t’ho preguntes, com estàs, no fas res més, i tens respostes aproximades, variables, depenen de factors interns i externs i de com t’ho agafes a cada minut. Però quan t’ho demana l’altre, allò agafa una dimensió diferent. És una crida a verbalitzar aquell “Com estàs?” en aquell precís moment, i la veu alta ho convertirà en més veritat. Allò quedarà dit, fixat ni que sigui només per un instant. Per això és una pregunta tan impertinent com necessària, tan dura com alliberadora, tan mortal com vital.

Que significatiu haver llegit, sense esperar-ho, aquest escrit durant el treball de camp de l'Enquesta de Benestar Subjectiu de la Infància a Barcelona de l'any 2017. Dedico aquesta tesi doctoral als 3.971 infants que varen respondre aquest "com estàs" tan especial i que representaven gairebé 30.000 infants nascuts els anys 2006 i 2007 (entre els 10 i 12 anys).



La Dra. Mònica González Carrasco i el Dr. Ferran Casas Aznar, de la Universitat de Girona,

DECLAREM:

Que el treball titulat *La rellevància de l'experiència relacional per al benestar subjectiu de la infància: Anàlisi de l'entorn familiar, escolar i local*, que presenta la Mari Corominas Pérez per a l'obtenció del títol de doctora, ha estat realitzat sota la nostra direcció.

I, perquè així consti i tingui els efectes oportuns, signem aquest document.

Ferran Casas
Aznar - DNI
36907788X
(TCAT)

Digitally signed by
Ferran Casas Aznar -
DNI 36907788X (TCAT)
Date: 2020.06.18
18:39:53 +02'00'

Mònica
González
Carrasco - DNI
40336383H
(TCAT)

Firmado
digitalmente por
Mònica González
Carrasco - DNI
40336383H (TCAT)
Fecha: 2020.06.20
14:05:53 +02'00'

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Corominas, M., González-Carrasco, M., & Casas, F (2020). *Analysing factors for an optimum play environment using children's subjective well-being indicators*. Manuscrit presentat per a la seva publicació a una revista JCR.

Agraïments

Gràcies a “qui” ha estat possible aquesta tesi doctoral? Com va escriure en Francesc Torralba¹, “l’agraïment és reconèixer el treball, l’esforç de l’altre mostrant-li gentilment que ha valgut la pena, que no ha estat endebades, que ha donat fruit”.

Primer de tot, recordant el maig de 2016, dono les gràcies a l’Institut Infància i Adolescència de Barcelona per haver-me seleccionat per formar part de l’equip i haver pogut contribuir en el que s’ha convertit l’Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) dins el programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona”, el qual és una de les actuacions destacades del Focus Infància i Ciutadania 2017-2020 de l’Ajuntament de Barcelona per avançar en el dret d’ésser escoltats i el protagonisme ciutadà d’infants i adolescents.

Molt especialment, vull fer arribar la meva gratitud a la Laia Pineda i, també, la Maria Truñó. Per tot l’esforç institucional perquè l’Institut Infància i Adolescència de Barcelona pogués col·laborar amb la Universitat de Girona i, així, poder desenvolupar aquesta tesi dins el programa d’ajuts per a investigadors/es en formació de la Universitat de Girona cofinançat a parts iguals per entitats externes (modalitat B de la convocatòria IFUdG2017-2020). Ha estat un plaer participar en un programa nou de recerca i desenvolupament com el Parlen i treballar amb l’equip de l’Institut. A més d’haver après de forma més directa o indirecta de totes les persones que han treballat amb l’Institut, vull fer un reconeixement personalment imprescindible a la Natàlia González i la Joana Pagès, per tota l’autenticitat en el treball de camp de l’EBSIB, imprescindible per transmetre el significat del que estàvem fent. També a la Laia Curcoll per la intenció comunicativa que ha aportat al Parlen. I, per descomptat, a la Laia Pineda per la seva contribució essencial i, també, tot l’acompanyament per tirar la tesi endavant amb la màxima satisfacció i independència possible.

¹ Torralba, F. (2013). *Un mar d’emocions*. Angle Editorial.

En segon lloc, però no menys rellevant, sinó per una qüestió cronològica, també vull donar les gràcies a la Universitat de Girona per atorgar-me un ajut predoctoral a partir de la convocatòria IFUdG2017-2020 que explico en el paràgraf anterior. Més concretament, agraeixo tota l'orientació de la Mònica González i en Ferran Casas per convertir les preguntes originals en la tesi que finalment defensaré. De la Mònica i en Ferran, n'admiro la perseverança i la mirada sàvia. Aprecio que acceptéssiu la meva proposta de tesi el curs 2016/2017 i que, des de llavors, hagueu vetllat per la meva formació com a investigadora formant part de l'equip de recerca que coordineu (l'Equip de Recerca en Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida, ERIDIQV) i participant en projectes de recerca com la tercera onada del projecte internacional Children's Worlds i l'estudi longitudinal del benestar subjectiu des dels 9 fins als 16 anys. També agraeixo el finançament econòmic de l'ERIDIQV per assistir i participar al *5th International Congress of Clinical and Health Psychology on Children and Adolescents* 2019 (Oviedo). A més, tot i que el finançament complet era per part de l'Institut Haruv de Jerusalem, també agraeixo el suport de l'equip per assistir i participar al *7th Haruv International PhD Workshop on 'Child Maltreatment'* 2019 (Jerusalem).

De l'ERIDIQV, també he après de totes les persones que en formen part. Vull donar especialment les gràcies a la Meriam Boulahrouz, per tota la simpatia i totes les converses. Sent nova a la universitat, també voldria agrair l'acollida de la mateixa Meriam, la Rosa, la Gemma, la Merche, la Glòria i la Georgina. Entre totes, crec que hem aconseguit estar més satisfetes amb la nostra vida universitària. També voldria donar les gràcies a la professora Carme Montserrat, per la seva disponibilitat i amabilitat.

Així mateix, també agraeixo tota la formació i els ajuts complementaris que he rebut de l'Escola de Doctorat: els d'assistència i participació a la *9th European Conference on Positive Psychology* 2018 (Budapest) i les Jornades Doctorials Transfrontereres 2019 (Girona) per promoure l'activitat emprenedora d'investigadors/es predoctorals. També haver pogut formar

part del comitè organitzador de les IV Jornades d'Investigadors Predoctorals de la universitat (2020). A més, no voldria oblidar-me de tota l'atenció incondicional de la professora M^a Eugènia Gras com a coordinadora del Programa de Doctorat en Psicologia, Salut i Qualitat de Vida.

Per últim, al Departament de Psicologia, també voldria agrair-li l'experiència docent a l'assignatura "Competències acadèmiques i professionals integrades 2" (cursos 2018/2019 i 2019/2020). Especialment, al professor Carles Rostan, per l'entesa i l'oportunitat d'iniciar el "Projecte Mirall" de l'Institut Santa Eugènia. Tan necessari per ampliar les expectatives vitals dels adolescents de l'institut com la mirada de les estudiants de psicologia. De forma intangible, també té a veure amb la raó de ser d'aquesta tesi doctoral.

*

Abans d'acabar els agraïments també voldria compartir que aquesta tesi bàsicament ha estat possible gràcies a les persones que m'han acompanyat durant la meua vida. Qui millor saben que haver pogut fer una tesi així no és fruit d'un regal, sinó conseqüència dels desitjos i esforços de molt temps.

Les amigues de tota la vida. Sobretot la Daisy, per les converses profundes. També les amistats que he anat fent pel camí. És inevitable que pensi en la Dra. Anna Casellas; que bé haver-te conegut quan estudiàvem psicologia a la UAB. També la Sílvia i el Raül, amb qui treballant junts al Consell vaig aprendre que la recerca també hauria de ser de servei públic.

I la meua família. La meua mare, el meu pare i el meu germà, per tot. La Laura. La Nuri, el Josep, la Gemma, el Joan i la Padrina. També el Martí i la Marina, els petits experts davant de qui m'ha resultat més difícil defensar aquesta tesi. I, com sabeu, el Xavi, també per tot; t'estimo, ara comença el millor.

Llista d'abreviatures

BCN: Barcelona (abreviatura per fer referència a l'Observatori 0-17 Barcelona)

BMSLSS: *Brief Multidimensional Students' Life Satisfaction Scale*

CDI: Convenció dels Drets de l'Infant

CEB: Consorci d'Educació de Barcelona

CW-SWBS: *Children's Worlds-Subjective Well-Being Scale*

EBSIB: Enquesta de Benestar Subjectiu de la Infància a Barcelona

ERIDIQV: Equip de Recerca en Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida

JCR: *Journal Citation Reports*

LDOIA: Llei dels Drets i les Oportunitats en la Infància i l'Adolescència

NESE: Necessitats Educatives de Suport Educatiu

ODS: Objectius de Desenvolupament Sostenible

PWI-SC: *Personal Wellbeing Index-School Children*

SWB: *Subjective Well-Being*

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2. Resums en català, castellà i anglès

2.1. Resum

El dret col·lectiu dels infants d'ésser escoltats sense cap mena de discriminació justifica l'anàlisi del benestar subjectiu de la infància, és a dir, afavorir que quan es prenguin decisions que afectin el desenvolupament personal i social dels infants es tinguin en compte les avaluacions cognitives i afectives que ells mateixos fan sobre les seves vides, les circumstàncies que afecten les seves vides i els contextos on viuen (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Casas, 2019; Casas & González-Carrasco, 2019; Convention on the Rights of the Child, 1989; Llei dels drets i les oportunitats en la infància i l'adolescència, 2010; Savahl, 2017; UN Committee on the Rights of the Child, 2009).

Des d'un enfocament conceptual ecològic, el benestar subjectiu de la infància és conseqüència de les condicions de vida dels infants, però també de l'experiència relacional i el suport social que té lloc en l'entorn familiar, escolar i local de cada infant (Garbarino, 2014; Holte et al., 2014; Main & Besemer, 2014; Redmond, 2014; Thompson, 2014; Wintersberger, 2014). És per aquestes raons que aquesta tesi doctoral pretén contribuir al coneixement i la promoció de la infància amb l'anàlisi i identificació de les experiències relacionals més rellevants per al benestar subjectiu de nens i nenes.

S'analitza l'Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) de l'any 2017, la qual es basa en el qüestionari del projecte de recerca internacional Children's Worlds, s'emmarca dins el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" i forma part de "l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona" (Institut Infància i Adolescència de Barcelona, 2017c, 2019e). Amb un mètode de mostreig basat en la selecció de centres educatius i orientacions de recerca ètica amb infants, 3.971 infants van respondre l'EBSIB (edat mitjana=10,7; $sd=,7$).

Amb relació a la rellevància de l'experiència relacional per al benestar subjectiu de la infància, s'han identificat tres resultats o conclusions principals:

- Pel que fa a l'entorn familiar, la importància de sentir-se adequadament escoltat per les persones adultes i gaudir de temps en família per al benestar subjectiu de la infància. Tant Casas, Bello, González-Carrasco i Aligué (2013, 2012) com Lee i Yoo (2015), respectivament, ja havien identificat la rellevància de l'escolta adulta i disposar de temps en família, però no que fossin dels components més rellevants per al benestar de la infància.
- Quant a l'entorn escolar, la importància de les escoles en la confiança de rebre suport dels companys/es en cas de tenir un problema, component que contribueix a la satisfacció amb la vida escolar. D'acord amb Jiang, Kosher, Ben-Arieh i Huebner (2014), aquesta conclusió té implicacions per als processos d'aprenentatge, la convivència escolar i la prevenció de diferents tipus d'assetjament, així com la participació en els centres educatius.
- Amb referència a l'entorn local, la importància dels entorns de joc per afavorir el benestar subjectiu de la infància. Els entorns de joc es podrien considerar un component clau al costat d'altres ja identificats com l'habitatge, la seguretat, l'assetjament escolar, els assoliments escolars i les interaccions socials; la llibertat d'escollir i l'autopercepció; o bé el suport social, les amistats i l'elecció sobre l'ús del temps (Bradshaw & Rees, 2017; Dinisman, Fernandes, & Main, 2015; Lee & Yoo, 2017).

Posar de manifest que l'experiència relacional és un factor rellevant del benestar subjectiu de la infància és necessari per comprendre adequadament l'impacte de les desigualtats socials en la seva qualitat de vida i reconèixer la funció clau del suport social. Aquest reconeixement afavoreix que es tinguin en compte components psicosocials essencials en la valoració d'intervencions universals o bé dirigides a infants en situacions de risc social.

Paraules clau: drets infància, benestar subjectiu infància, experiència relacional, suport social, desigualtats socials, Children's Worlds, EBSIB

2.2. Resumen

El derecho colectivo en la niñez a ser escuchado sin discriminación justifica el análisis del bienestar subjetivo de la infancia, es decir, favorecer que cuando se tomen decisiones que afectan el desarrollo personal y social de los niños se tengan en cuenta las evaluaciones cognitivas y afectivas que ellos mismos hacen sobre sus vidas, las circunstancias que afectan sus vidas y los contextos donde viven (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Casas, 2019; Casas & González-Carrasco, 2019; Convention on the Rights of the Child, 1989; Llei dels drets i les oportunitats en la infància i l'adolescència, 2010; Savahl, 2017; UN Committee on the Rights of the Child, 2009).

Desde un enfoque conceptual ecológico, el bienestar subjetivo de la infancia es consecuencia de las condiciones de vida de los niños, pero también de la experiencia relacional y el apoyo social que tiene lugar en el entorno familiar, escolar y local de cada niño (Garbarino, 2014; Holte et al., 2014; Main & Besemer, 2014; Redmond, 2014; Thompson, 2014; Wintersberger, 2014). Es por estas razones que esta tesis doctoral pretende contribuir al conocimiento y la promoción de la infancia con el análisis y la identificación de las experiencias relacionales más relevantes para el bienestar subjetivo de niños y niñas.

Se analiza la Encuesta de Bienestar Subjetivo de la Infancia en Barcelona (EBSIB) del año 2017, la cual se basa en el cuestionario del proyecto de investigación internacional Children's Worlds, se enmarca en el programa "Hablan los niños y niñas: el bienestar subjetivo de la infancia en Barcelona" y forma parte del "Observatorio 0-17 BCN: vidas y derechos de la infancia y la adolescencia en la ciudad de Barcelona" (Institut Infància i Adolescència de Barcelona, 2017c, 2019e). Con un método de muestreo basado en la selección de centros educativos y orientaciones de investigación ética con niños, 3.971 niños respondieron la EBSIB (edad media=10,7; $sd=,7$).

Con relación a la relevancia de la experiencia relacional para el bienestar subjetivo de la infancia, se han identificado tres resultados o conclusiones principales:

- En cuanto al entorno familiar, la importancia de sentirse escuchado por las personas adultas y disfrutar de tiempo en familia para el bienestar subjetivo de la infancia. Tanto Casas, Bello, González-Carrasco y Aligué (2013, 2012) como Lee y Yoo (2015), respectivamente, ya habían identificado la relevancia de la escucha adulta y disponer de tiempo en familia, pero no que fueran de los componentes más relevantes para el bienestar de la infancia.
- En cuanto al entorno escolar, la importancia de las escuelas en la confianza de recibir apoyo de los compañeros/as en caso de tener un problema, componente que contribuye a la satisfacción con la vida escolar. De acuerdo con Jiang, Kosher, Ben-Arieh y Huebner (2014), esta conclusión tiene implicaciones para los procesos de aprendizaje, la convivencia escolar y la prevención de diferentes tipos de acoso, así como la participación escolar.
- Con referencia al entorno local, la importancia de los entornos de juego para favorecer el bienestar subjetivo de la infancia. Los entornos de juego se podrían considerar un componente clave junto a otros ya identificados como la vivienda, la seguridad, el acoso escolar, los logros escolares y las interacciones sociales; la libertad de escoger y la autopercepción; o bien el apoyo social, las amistades y la elección sobre el uso del tiempo (Bradshaw & Rees, 2017; Dinisman, Fernandes, & Main, 2015; Lee & Yoo, 2017).

Poner de manifiesto que la experiencia relacional es un factor relevante del bienestar subjetivo de la infancia es necesario para comprender el impacto de las desigualdades sociales en su calidad de vida y reconocer la función clave del apoyo social. Este reconocimiento favorece que se tengan en cuenta componentes psicosociales esenciales en la valoración de intervenciones universales o bien dirigidas a niños y niñas en situaciones de riesgo social.

Palabras clave: derechos infancia, bienestar subjetivo infancia, experiencia relacional, apoyo social, desigualdades sociales, Children's Worlds, EBSIB

2.3. Summary

The collective right of children to be heard without discrimination justifies the analysis of the children's subjective well-being (SWB), that is, to encourage that when making decisions that affect the personal and social development of children taken into account the cognitive and affective evaluations that they themselves make about their lives, the circumstances that affect their lives and the contexts where they live (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Casas, 2019; Casas & González-Carrasco, 2019; Convention on the Rights of the Child, 1989; Llei dels drets i les oportunitats en la infància i l'adolescència, 2010; Savahl, 2017; UN Committee on the Rights of the Child, 2009).

From an ecological conceptual approach, the children's SWB is a consequence of their living conditions, but also of the relational experience and social support that take place in the family, school and local environment of each child (Garbarino, 2014; Holte et al., 2014; Main & Besemer, 2014; Redmond, 2014; Thompson, 2014; Wintersberger, 2014). It is for these reasons that this doctoral thesis aims to contribute to the knowledge and promotion of childhood with the analysis and identification of the most relevant relational experiences for the children's SWB.

The Barcelona Survey of Children's SWB of the year 2017 is analysed, which is based on the questionnaire of the international research project Children's Worlds, is framed in the program 'The children have their say: The children's SWB in Barcelona', and is part of the 'Observatory 0-17 BCN: lives and rights of childhood and adolescence in Barcelona city' (Institut Infància i Adolescència de Barcelona, 2017c, 2019e). Using a sampling method based on the selection of educational centres and ethical research guidelines with children, 3,971 children answered the survey (mean age=10.7; $sd=.7$).

In relation to the relevance of the relational experience for the children's SWB, three main results or conclusions has been identified:

- Regarding the family environment, the relevance of feeling adequately heard by adults and enjoying family time for the children's SWB. Both Casas, Bello, González-Carrasco and Aligué (2013, 2012) and Lee and Yoo (2015), respectively, had already identified the relevance of adult listening and having family time, but not that they were part of the most relevant components of child well-being.
- Regarding the school environment, the relevance of schools in the confidence of receiving support from peers in case of having a problem, a component that contributes to satisfaction with school life in childhood. According to Jiang, Kosher, Ben-Arieh and Huebner (2014), this conclusion has implications for learning processes, school coexistence and bullying prevention, as well as participation in schools.
- With reference to the local environment, the relevance of play environments to favour the children's SWB. Play environments could be considered a key factor alongside others already identified such as housing, security, school bullying, school achievements, and social interactions; freedom of choice and self-perception; or social support, friendship, and choice about time use (Bradshaw & Rees, 2017; Dinisman, Fernandes, & Main, 2015; Lee & Yoo, 2017).

Showing that the relational experience is a relevant factor of the children's SWB is necessary to adequately understand the impact of social inequality on their quality of life and to recognize the key role of social support. This recognition favours that essential psychosocial components are taken into account in the evaluation of universal or targeted interventions for children in situations of social risk.

Keywords: children's rights, children's subjective well-being, relational experience, social support, social inequality, Children's Worlds, EBSIB

3. Introducció general

Per poder contribuir al coneixement i la promoció del benestar de la infància avançant cap a una societat del benestar millor, aquesta tesi doctoral es basa en quatre temes principals, els quals es justifiquen i es desenvolupen a continuació com a introducció general. En primer lloc, s'argumenta per què és pertinent el coneixement i la promoció del benestar de la infància: el posicionament en perspectiva de drets es deu a l'interès superior d'escoltar l'infant sense cap mena de discriminació, com s'identifica a la Convenció sobre els Drets de l'Infant (CDI) (Convention on the Rights of the Child, 1989). En segon lloc i com a conseqüència del dret de l'infant d'ésser escoltat, s'argumenta que el què s'analitza és el benestar dels infants a partir dels seus punts de vista, en perspectiva psicosocial. D'aquesta manera, s'identifica l'experiència relacional més rellevant per al benestar subjectiu de la infància partint del coneixement previ generat pel projecte de recerca internacional Children's Worlds (Andresen, Ben-Arieh, Bradshaw, et al., 2020), del qual forma part l'Equip de Recerca en Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida (ERIDIQV), de la Universitat de Girona. En tercer lloc, es dona a conèixer on i quan s'ha escoltat els infants per tal d'analitzar el seu benestar. Essent a la ciutat de Barcelona l'any 2017, es fa una exposició breu de l'estat de la infància a aquesta ciutat amb indicadors de caràcter objectiu, els quals formen part de "l'Observatori 0-17 BCN, vides i drets de la infància i l'adolescència a la ciutat de Barcelona" (Institut Infància i Adolescència de Barcelona, 2017c). I, en darrer lloc, es presenta de quina manera s'ha escoltat els infants per analitzar el seu benestar: l'Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) s'emmarca dins el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" (Institut Infància i Adolescència de Barcelona, 2019e).

3.1. El deure d'escoltar els infants per conèixer el seu benestar

Aquesta tesi doctoral es posiciona cap a una perspectiva de drets perquè, d'acord amb Stoecklin i Bonvin (2014), els drets dels infants com a col·lectiu són una realitat social. És per aquest motiu que els autors plantegen que, des de la recerca, l'atenció als drets humans que els infants tenen reconeguts jurídicament és una perspectiva inspiradora perquè es capaci la infància. Es considera que, en termes generals, la CDI està intrínsecament lligada al benestar de la infància, però que la mateixa convenció no garanteix el benestar dels infants directament, ja que requereix d'una implementació constant prestant atenció a les capacitats i aspiracions no desenvolupades en els llocs concrets on els infants viuen, aprenen i juguen (Lundy, 2014; Mekonen & Tiruneh, 2014; Melton, 2014).

Que l'infant té dret a expressar la seva opinió i que aquesta sigui tinguda en compte en tots els assumptes que l'afectin s'identifica a l'article 12 de la CDI (Convention on the Rights of the Child, 1989). També en perspectiva de drets i des de la recerca, conèixer el benestar subjectiu de la infància té un interès superior perquè tots els infants tenen dret a ser escoltats sense cap mena de discriminació per afavorir, al màxim, el seu desenvolupament personal i social quan es prenguin decisions que els afectin en algun aspecte de les seves vides (article 12, article 2, article 6 i article 3, respectivament, de la CDI). A més, l'Observació General número 12 del Comitè dels Drets de l'Infant de les Nacions Unides de l'any 2009 planteja el desplegament de l'article 12 sobre el dret de l'infant d'ésser escoltat en diferents contextos i situacions, com ara les famílies i els sistemes de protecció, els sistemes de salut i educatius o bé els espais lúdics i culturals (UN Committee on the Rights of the Child, 2009). Més recentment, en el marc dels Objectius de Desenvolupament Sostenible (ODS) 2015-2030, també de les Nacions Unides, es parteix de l'escolta i atenció dels infants i adolescents per assolir o aconseguir els objectius identificats, ja sigui en salut i benestar com en educació, però

també en igualtat de gènere i acció per al clima, entre d'altres (UNICEF Catalunya & UNICEF España, 2018; UNICEF España, 2020).

D'acord amb la CDI, mitjançant l'article 10 de la Constitució espanyola de l'any 1978, Espanya ratifica la necessitat del dret de l'infant d'ésser escoltat per a la seva dignitat, els drets inviolables que li són inherents i el lliure desenvolupament com a persona (Constitució espanyola, 1978). Així mateix, a Catalunya, la Llei dels drets i les oportunitats en la infància i l'adolescència (LDOIA) de l'any 2010, a partir del seu article 7, el qual reafirma el dret de l'infant d'ésser escoltat, apunta que, en l'àmbit social, les administracions públiques han de facilitar que els infants i adolescents siguin escoltats, com a col·lectiu, en les decisions ciutadanes que els afectin (article 53.2). A més, la LDOIA també apunta que les administracions públiques han d'establir procediments destinats a recollir les opinions dels infants i adolescents amb relació a les polítiques, normes, projectes, programes o decisions que els afectin (article 34.2). Així, doncs, les accions derivades del dret de l'infant d'ésser escoltat faciliten el dret de participació: la LDOIA també anota que els infants i adolescents tenen el dret de participar plenament en els nuclis de convivència més immediats i en la vida social, cultural, artística i recreativa del seu entorn. És per aquest motiu que els poders públics haurien d'oferir les oportunitats necessàries perquè els infants i adolescents s'incorporin progressivament a la ciutadania activa, d'acord amb el seu grau de desenvolupament personal (article 34.1) (Llei dels drets i les oportunitats en la infància i l'adolescència, 2010).

En el context local de la ciutat de Barcelona, amb la Carta de ciutadania (Carta de drets i deures de Barcelona) de l'any 2010 també es reafirma el dret dels infants i adolescents a opinar i expressar-se (article 22.c), així com el de participar en l'elaboració del projecte de ciutat (article 22.e) (Carta de ciutadania: Carta de drets i deures de Barcelona, 2010). A més, com a capital de Catalunya i en la defensa dels drets humans i dels pobles, la Carta Municipal de Barcelona de l'any 1998 modificada el 2014 planteja que tots els centres educatius del Consorci

d'Educació de Barcelona (CEB), dins el marc de l'ordenació curricular, haurien de prestar una atenció especial a l'ensenyament de continguts referits als drets humans i també a les organitzacions internacionals que tinguin el foment de la pau, la cooperació i la solidaritat com a objectius principals (article 126) (Llei de la carta municipal de Barcelona, 2014). Pel que fa al marc de l'ordenació curricular del sistema educatiu no universitari, el dret de l'infant d'ésser escoltat és un dels pilars de l'educació en valors socials i cívics (educació primària) i l'educació en cultura i valors ètics (educació secundària). En aquest sentit, per exemple, les competències de l'àrea d'educació en valors socials i cívics es refereixen a les capacitats que permeten, als infants, viure plenament i contribuir al benestar dels qui els envolten, des d'una dimensió personal, interpersonal i també social (Generalitat de Catalunya, 2015b, 2015a).

En aquesta línia, la mesura de govern de l'Ajuntament de Barcelona "Focus infància i ciutadania 2017-2020: marcs, reptes i actuacions municipals destacades", dins l'eix dels drets de participació en la vida social i comunitària, identifica el repte d'avançar en el dret de l'infant d'ésser escoltat i el protagonisme ciutadà d'infants i adolescents. "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" és una de les tres actuacions destacades del repte, la qual es basa en una enquesta per conèixer el benestar subjectiu dels infants, un procés participatiu de retorn i cointerpretació de resultats per formular propostes de millora del seu benestar i, per últim, la creació d'un grup d'infants corresponsables de presentar la seva agenda de propostes perquè incideixi en la política local (Ajuntament de Barcelona, 2017b).

3.2. La comprensió del benestar dels infants des de la seva perspectiva

De forma introductòria, d'acord amb la significació o el sentit de la paraula, el benestar és la situació en què es troben satisfetes les necessitats de tots els àmbits de la vida humana, incloent-hi els aspectes físics, emocionals i socials (TERMCAT Centre de terminologia, 2020). És a dir, partint de que les persones se sentin bé, el benestar social és la situació d'una societat en què les persones i els grups que la formen tenen cobertes les necessitats bàsiques, gaudeixen

de les màximes possibilitats de desenvolupament personal i no estan subjectes a discriminació (Institut d'Estudis Catalans, 2019). En aquest sentit, la societat del benestar és el sistema social en què la societat en el seu conjunt –i no tan sols l'Estat o el govern– es fa corresponsable en la provisió del benestar al conjunt de ciutadans, vetlla pels seus drets civils, polítics i socials, i promou els serveis socials necessaris per garantir-los (Fundació enciclopèdia catalana, 2010).

Pel que fa al benestar de la infància i l'adolescència, com exposen Ben-Arieh, Casas, Frønes i Korbin (2014), el benestar constitueix el marc conceptual principal per valorar l'estat de la infància dins la societat, essent sensible a la seva vulnerabilitat com a col·lectiu, ja que els infants tenen un risc especial envers les tendències adverses historicoculturals, generacionals i de gènere. A més, el benestar de la infància és un concepte que engloba tant la vida dels infants en el present o l'actualitat (curt termini) com les seves aspiracions o expectatives a mig i llarg termini. Així, doncs, la recerca orientada a la presa de decisions sobre el benestar de la infància tracta d'analitzar i identificar els riscos que els infants poden viure, però també el que els aporta seguretat. En aquest sentit, d'acord amb González Rey (2019), analitzar el benestar de la infància a partir de l'escolta adulta possibilita que els infants expressin i construeixin els seus punts de vista sobre el seu benestar, integrant les emocions i els processos simbòlics que se'n deriven. D'aquesta manera, s'avança en la teoria de la subjectivitat, la qual reflecteix les realitats humanes i els processos socials dins un plantejament historicocultural. És a dir, els punts de vista dels infants s'expliquen per la seva identitat i situació social, però també els esdeveniments i les formes de vida actuals.

Més concretament, com expressen Casas et al. (2014a), la psicologia social aporta una perspectiva psicosocial per a l'anàlisi del benestar de la infància, és a dir, facilita que es puguin considerar tant els factors o processos d'origen personal o psicològic com els d'origen social, ja siguin interaccions, relacions o bé influències que tenen un impacte en el benestar de la infància. D'aquesta manera, la psicologia social contribueix a identificar què és favorable per

al desenvolupament dels infants reconeixent-ne el rol actiu a l'hora d'avaluar el seu propi benestar, aspecte que amplia la validesa ecològica del coneixement generat i les intervencions que se'n deriven, ja que permet trobar solucions que responen a les problemàtiques i necessitats dins el mateix context on viuen els infants. En aquest sentit, d'acord amb Casas (2016), els indicadors subjectius sobre la qualitat de vida de la infància aporten resultats inesperats, aspecte que suggereix que el benestar subjectiu de les generacions més joves no es coneix suficientment ni en profunditat. És per aquest motiu que proposa més debats conceptuals, noves recerques i més difusió dels resultats per comprendre la qualitat de vida dels infants de diferents contextos socioculturals i països del món. A més, la perspectiva psicosocial actualment se situa com un dels pilars de la promoció de la salut. Com explica Casas (2020), el benestar subjectiu actua com a motor i promotor de la salut, ja que permet articular-ne els condicionants personals i socials establint connexions entre el benestar personal i les dinàmiques relacionals, organitzacionals i comunitàries, a més d'afavorir la promoció i la prevenció de la salut en el seu sentit més ampli.

A més, des d'un enfocament ecològic (Bronfenbrenner & Evans, 2000; Garbarino, 2014), convé tenir en compte que quan s'analitza el benestar subjectiu de la infància no hi ha relacions de causa i efecte simples que funcionin de la mateixa manera per a tots els infants i en qualsevol situació. El procés de desenvolupament de l'infant depèn dels sistemes socials, culturals, polítics i econòmics que constitueixen la seva situació o el seu entorn social. És a dir, el que explica el curs del procés de desenvolupament de la vida d'un infant no és simplement la presència o absència d'una determinada influència negativa o positiva, sinó l'acumulació de riscos (o adversitats) i actius (o suports protectors). Així mateix, com apunta el mateix Garbarino, si bé pot identificar-se una relació important entre les adversitats socials i les seves conseqüències negatives, davant d'adversitats socials, els infants no mostren resultats negatius en totes les situacions. Aquest fenomen s'explica per la capacitat dels entorns dels infants de

proveir-los d'experiències relacionals enriquidores malgrat les adversitats socials i/o la capacitat dels mateixos infants d'adaptar-se a les circumstàncies adverses. Tanmateix, els infants que no poden afrontar les adversitats socials a partir dels suports protectors del seu entorn es troben en una situació de vulnerabilitat personal i social encara més rellevant. En aquest sentit, hi ha diferents treballs acadèmics que han analitzat els suports familiars, educatius i socials que influeixen la satisfacció amb la vida dels infants, així com el rol dels suports en trajectòries de vida tant positives com d'altres que han presentat dificultats (Bowers et al., 2011; Oberle, Schonert-Reichl, & Zumbo, 2011).

En termes generals, amb una perspectiva psicosocial i un enfocament ecològic, diferents recerques i avaluacions empíriques han analitzat el benestar econòmic o material de la infància focalitzant-se en el treball infantil en els països "pobres" i les desigualtats de condicions de vida en els països "rics" (pobresa i exclusió social) (Lyon & Rosati, 2014; Main & Besemer, 2014; Redmond, 2014; Wintersberger, 2014). També hi ha recerques i avaluacions sobre els infants com a consumidors en les societats de consum, els costos de la criança o els efectes d'intervencions econòmiques i materials (Aizer & Doyle, 2014; Bradbury, 2014; Brusdal & Frønes, 2014). Així mateix, l'enfocament ecològic també dona importància a les experiències i les relacions interpersonals o xarxes socials dels infants en microsystemes, és a dir, els seus entorns més immediats (l'entorn familiar, escolar i local). En aquesta línia, els infants viuen en entorns de relacions i, per tant, analitzar el benestar dels infants requereix atendre la naturalesa i la funció de l'experiència relacional i de suport social que contribueix al seu benestar. És a dir, a part de les condicions de vida, la qualitat de les relacions interpersonals dels infants amb les persones del seu entorn també impacta en la perspectiva dels infants sobre la seva vida i el seu benestar (Garbarino, 2014; Holte et al., 2014; Thompson, 2014).

Conseqüentment, la generació de coneixement sobre el benestar de la infància té en compte: (a) les condicions de vida dels infants; (b) les percepcions, avaluacions i aspiracions

dels infants sobre la seva pròpia vida (el seu benestar subjectiu); i també (c) les percepcions, avaluacions i aspiracions sobre la vida dels infants d'altres agents socials rellevants, com ara les famílies, els professionals que en tenen cura o bé la ciutadania en general (Ben-Arieh et al., 2014). En aquest sentit, el benestar subjectiu de la infància generalment es defineix com un concepte ampli, el qual inclou les avaluacions cognitives i afectives que els infants fan sobre les seves vides, les circumstàncies que afecten les seves vides i els contextos on viuen (Savahl, 2017). D'acord amb Casas (2019) i com han plantejat Casas i González-Carrasco (2019) en la línia de Cummins (2014), l'acord teòric més compartit sobre el benestar subjectiu és la teoria tripartita, a partir de la qual s'entén que el benestar subjectiu de les persones, també en el cas dels infants, és el resultat d'articular avaluacions cognitives elevades de la vida, afectes positius alts i afectes negatius baixos. A més, d'acord amb Holte et al. (2014), es considera que el benestar subjectiu dels infants s'afavoreix mitjançant una vida agradable (gaudint de relacions i aficions), bona (dedicant-se a diferents activitats) i significativa (formant part de grups de persones o xarxes socials), la qual és conseqüència de processos de socialització i identitat. Així mateix, d'acord amb Atkinson, Fuller i Painter (2012), el benestar subjectiu de la infància no pot tenir cap expressió ni millora sense considerar el context on les relacions socials tenen lloc. És a dir, ja sigui per gaudir d'un balanç d'avaluacions afectives sobre les negatives, per assolir el potencial i expressar autonomia o bé per mobilitzar diferents recursos materials, socials i psicològics, els punts de vista dels infants són necessàriament emergents amb relació a un context específic o entorn local.

Per últim, gràcies al projecte de recerca internacional Children's Worlds, hi ha un qüestionari per analitzar el benestar subjectiu de la infància, així com els efectes de les condicions de vida sobre el seu benestar (Andresen, Ben-Arieh, Bradshaw, et al., 2020). Children's Worlds és un dels projectes principals de la *International Society for Child Indicators*: una xarxa internacional de persones que es dediquen a la recerca i la presa de

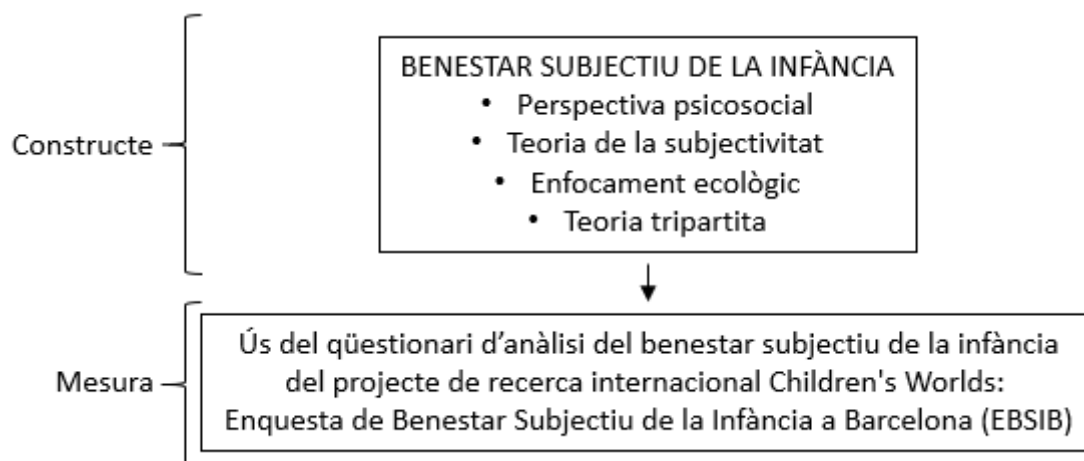
decisions en l'àmbit de la infància, la qual té com a objectiu donar suport i promoure la col·laboració, així com integrar i difondre els resultats de la recerca per desenvolupar i utilitzar indicadors del benestar de la infància (Andresen, Ben-Arieh, Casas, et al., 2020). El propòsit de Children's Worlds és obtenir la visió més àmplia possible sobre la vida i el benestar dels infants, des de les seves perspectives i els seus punts de vista, plantejant-los preguntes perquè avaluïn la seva vida en conjunt i diferents aspectes específics de la mateixa. En termes generals, en el marc de Children's Worlds s'han identificat tant la diversitat de condicions de vida dels infants entre i dins dels països, com les diferències entre i dins dels països pel que fa al benestar subjectiu de la infància (Rees, 2017).

La Figura 1 mostra el plantejament conceptual i l'instrument d'anàlisi del benestar dels infants en perspectiva psicosocial. Com s'argumenta anteriorment, el benestar subjectiu de la infància s'ha analitzat a partir de components de la teoria de la subjectivitat, l'enfocament ecològic i la teoria tripartita. L'instrument per mesurar el benestar subjectiu de la infància és una adaptació del qüestionari d'anàlisi del benestar subjectiu de la infància del projecte de recerca internacional Children's Worlds: l'EBSIB. En aquest sentit, quan s'utilitza la tècnica de qüestionari per analitzar el benestar subjectiu, convé tenir en compte el biaix d'optimisme vital: quan es pregunta a persones de qualsevol edat sobre la seva vida, generalment es donen avaluacions elevades, però els infants solen mostrar puntuacions encara més altes que les persones adultes, ja que l'optimisme acostuma a disminuir amb l'edat (Casas, 2011; Casas, Bello, González-Carrasco, Aligué, et al., 2012; González-Bueno et al., 2010). Per tant, la pregunta és si els infants comparteixen un benestar subjectiu alt perquè són infants o bé si, malgrat ser infants, difereixen en les seves avaluacions; és a dir, si hi ha diferents raons o motius perquè els infants es mostrin més o menys satisfets amb la seva vida (Ben-Arieh, Dinisman, & Rees, 2017). És a dir, com que els infants acostumen a fer avaluacions positives, cal garantir una estratègia analítica que consideri el biaix de l'optimisme vital per identificar els àmbits de

la vida i grups d'infants que necessiten de més atenció i suport (Ben-Arieh et al., 2017; Casas, 2011; Casas, Bello, González-Carrasco, Aligué, et al., 2012; González-Bueno et al., 2010; Institut Infància i Adolescència de Barcelona, 2017e).

Figura 1

Plantejament conceptual i instrument d'anàlisi



3.3. L'estat de la infància a la ciutat de Barcelona l'any 2017

A continuació es presenten algunes dades d'indicadors de caràcter objectiu disponibles i rellevants sobre l'estat de la infància a la ciutat de Barcelona l'any 2017, ja que és el context i el moment temporal de l'enquesta analitzada: l'EBSIB. A banda dels indicadors objectius exposats a continuació, l'estat de la infància a la ciutat de Barcelona des de l'any 2017 i en endavant inclou altres dimensions i fonts que integren el Sistema Integral d'Indicadors d'Infància i Adolescència de Barcelona, de "l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona" (Institut Infància i Adolescència de Barcelona, 2017c). Per exemple, indicadors de naturalesa subjectiva derivats de l'EBSIB (l'enquesta es basa en el qüestionari d'anàlisi del benestar subjectiu de la infància del projecte de recerca internacional Children's Worlds) i el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona". Per a més informació, poden consultar-se les publicacions sobre les "Dades Clau

d'Infància i Adolescència a Barcelona" dels anys 2017, 2018 i 2019 (Institut Infància i Adolescència de Barcelona, 2018b, 2019b, 2020a, 2020d).

Context sociodemogràfic

D'acord amb el padró municipal d'habitants de l'any 2017 (Ajuntament de Barcelona, 2017c), el 15,1% de la població de la ciutat de Barcelona estava constituïda per infants i adolescents d'entre 0 i 17 anys (245.144 de 1.625.137 habitants). Entre la població infantil i adolescent, en proporcions i mides similars, el 33,8% tenia entre 0 i 5 anys (82.782), el 33,8% entre 6 i 11 anys (82.885) i el 32,4% entre 12 i 17 anys (79.477). Pel que fa al sexe, el 48,7% eren dones –nenes o noies– (119.283) i el 51,3% homes –nens o nois– (125.861). Quant a la nacionalitat, el 15,6% tenia nacionalitat estrangera (38.252). A més, l'1,7% dels infants i adolescents tenia alguna discapacitat legalment reconeguda (4.113).

Sobre els domicilis o les llars amb infants i adolescents d'entre 0 i 17 anys, també d'acord amb el padró del mateix any, al 23,5% de les llars hi vivien infants i adolescents (154.854 de 658.375). Segons el nombre d'infants i adolescents, el 54,5% eren llars amb un únic infant o adolescent (84.353 de 154.854), el 36,4% amb dos (56.415) i el 9,1% amb tres o més (14.086). A més, segons l'estructura de les llars, al 12,8% hi havia una única persona adulta (19.800 de 154.854), al 55,9% dues (86.638) i al 31,3% tres o més (48.416), ja fossin de 18 a 64 anys o bé majors de 65 anys.

Context socioeconòmic

D'acord amb la distribució territorial de la renda familiar disponible per càpita a la ciutat de Barcelona de l'any 2017 (Ajuntament de Barcelona, 2018a) i el padró del mateix any, el 31,9% dels infants i adolescents d'entre 0 i 17 anys residia a barris on les rendes familiars mitjanes acostumen a ser baixes (14,0% molt baixes i 17,9% baixes), el 48,6% a barris on les rendes familiars mitjanes acostumen a ser intermèdies (el 25,6% mitjanes-baixes i el 22,9% mitjanes-

altes)² i el 19,5% a barris on les rendes familiars mitjanes acostumen a ser altes (6,0% altes i 13,5% molt altes). Així mateix, d'acord amb Navarro-Varas, Porcel, Cruz i Pruna (2018), de manera transversal a tota la ciutat de Barcelona, el 30,8% dels infants i adolescents es trobava en situació de risc de pobresa o exclusió social (indicador AROPE), ja que els ingressos familiars de les seves llars es trobaven per sota del 60% de la mediana, residien a llars amb intensitats de treball molt baixes o bé es trobaven en situació de privació material severa.

En aquest sentit, però, hi havia diferències importants pel que fa les privacions materials dels infants i adolescents segons el districte de residència: els districtes de les Corts, Sarrià-Sant Gervasi i l'Eixample presentaven menys privació material infantil (ja sigui ítem per ítem com de manera acumulativa) i, per contra, als districtes de Ciutat Vella i Nou Barris hi havia més proporció d'infants que patia carència de necessitats bàsiques. Així mateix, com a reflex del context socioeconòmic, el sobrecost de l'habitatge gairebé afectava 4 de cada 10 infants al districte de Ciutat Vella i 3 de cada 10 als districtes de Nou Barris i Sants-Montjuïc (Navarro-Varas et al., 2018).

Context socioeducatiu

D'acord amb l'Estadística de la mobilitat obligada per raó d'estudis no universitaris del curs 2016/2017 (Generalitat de Catalunya, 2018b), el 97,6% dels infants i adolescents d'entre 6 i 15 anys que residia a la ciutat de Barcelona també hi estudiava (122.300 de 125.350), mentre que el 2,4% estudiava fora de la ciutat (3.050). Així mateix, del total d'alumnat a la ciutat de Barcelona, entre el 91,0%-92,2% era resident a la ciutat de Barcelona (entre 122.300 i 123.955 de 134.420), mentre que el 7,8%-9,0% no (entre 10.465 i 12.120). A més, d'acord amb l'Estadística de l'ensenyament del mateix curs (Generalitat de Catalunya, 2017a), a la ciutat de Barcelona, hi havia 82.073 infants matriculats a l'educació primària, el 10,7% dels quals amb motius de necessitats específiques de suport educatiu (NESE): el 2,5% presentava necessitats

² Arrodoniment (no truncament) a un decimal, motiu pel qual: $25,6+22,9=48,6$ ($25,64+22,94=48,58$).

educatives especials (2.077: diferents tipus de discapacitats, retard del desenvolupament, trastorns de l'espectre autista o trastorns greus de conducta) i el 8,2% necessitats educatives específiques (193: altes capacitats; 1.726 incorporació tardana al sistema educatiu; 3.043 situacions socioeconòmiques desfavorides; i 1.741 trastorns de l'aprenentatge). A l'educació secundària obligatòria, hi havia 55.248 adolescents matriculats, el 10,5% dels quals amb motius de NESE: el 2,0% presentava necessitats educatives especials (1.090) i el 8,5% necessitats educatives específiques (4.692).

Pel que fa a l'assoliment de les competències bàsiques a l'educació primària de l'any 2017, també a la ciutat de Barcelona, l'11,0% dels infants avaluats no va assolir la competència en llengua catalana, l'11,1% en llengua castellana, el 9,6% en llengua anglesa i el 12,2% en matemàtiques (Generalitat de Catalunya, 2017b). Així mateix, a l'educació secundària l'any 2017, es calcula que entre el 8,5-12,0% dels adolescents no va assolir alguna de les competències bàsiques (competències lingüístiques en llengua catalana, castellana i anglesa, així com competència matemàtica). En aquest sentit, hi ha tres grans grups de districtes segons el percentatge de no assoliment al final de l'educació obligatòria: 1) Ciutat Vella, Nou Barris i Sants-Montjuïc (més d'un 15% de no assoliment); 2) Sant Martí, Horta-Guinardó i Sant Andreu (entre 11%-14% de no assoliment); i 3) Sarrià-Sant Gervasi, les Corts, Gràcia i l'Eixample (entre 3-9% de no assoliment) (Institut Infància i Adolescència de Barcelona, 2019c).

3.4. El programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona”

“Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona” és un programa de l'Ajuntament de Barcelona iniciat l'any 2016 (en curs) i desenvolupat per l'Institut Infància i Adolescència de Barcelona, dins l'Institut d'Estudis Regionals i Metropolitans de Barcelona des de l'any 2019. Des dels punts de vista dels infants i amb el seu protagonisme (Institut Infància i Adolescència de Barcelona, 2016, 2017d), el programa es defineix com a un

instrument local per tal de conèixer i poder millorar el benestar de la infància, el qual s'inspira de criteris per a l'avaluació de necessitats socials i l'elaboració de plans d'intervenció psicosocial (Blasco, 2009; Casado, 2009; Fernández-Ballesteros, 1995; Generalitat de Catalunya, 2019; Gracia, Herrero, & Musitu, 2002). En aquesta línia, també seguint orientacions de recerca ètica amb infants (Graham, Powell, Taylor, Anderson, & Fitzgerald, 2013; UNICEF Office of Research-Innocenti, 2017), els infants són tractats com a informants clau o experts de les seves vides (primera fase del programa: EBSIB contestada per 3.971 nens i nenes), investigadors que aprenen (segona fase: procés participatiu mitjançant tallers de retorn i cointerpretació dels resultats per formular propostes de millora) i ciutadans actius (tercera fase: mitjançant l'Agenda dels infants, obertura de diàlegs per part d'un Grup Altaveu d'infants/adolescents amb persones adultes, professionals d'entitats socials, representants de l'administració i també de partits polítics). Pel que fa a la primera edició del programa, la primera fase d'enquesta es va dur a terme l'any 2017, la segona fase de tallers de retorn l'any 2018 i, per últim, la tercera fase a partir de l'Agenda dels infants principalment entre els anys 2018 i 2020 (Corominas, Curran, & Pineda, 2020).

En termes generals, es tracta d'una aproximació metodològica mixta per analitzar el benestar subjectiu de la infància amb un procediment seqüencial, en el qual s'aprofundeixen els resultats obtinguts mitjançant la metodologia d'enquesta (prioritat quantitativa) amb la utilització posterior de metodologies qualitatives amb grups d'enfocament apropiats al context escolar (integració en la interpretació de dades). Així mateix, l'aproximació metodològica mixta articula una metodologia d'investigació-acció en la tercera fase del programa (Creswell & Plano Clark, 2017; Fàbregues, Meneses, Rodríguez-Gómez, & Paré, 2016; Meneses et al., 2018; Teddlie & Tashakkori, 2008). De la primera fase d'enquesta en concret, l'Institut Infància i Adolescència de Barcelona va elaborar reculls específics de les notícies i els reportatges als

mitjans de comunicació sobre el procés del treball de camp i els primers resultats de l'EBSIB (Institut Infància i Adolescència de Barcelona, 2017i, 2017j).

Pel que fa als resultats, amb el programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona” es pretén aportar evidència científica per identificar els marges de millora en el benestar subjectiu de la infància, els impactes negatius de determinades condicions de vida i les experiències significatives que generen benestar. Les 10 conclusions més rellevants es relacionen a continuació (Corominas, Curran, et al., 2020; Institut Infància i Adolescència de Barcelona, 2017e, 2019e, 2019d, 2019a):

1. Tot i l'elevat benestar manifestat pels nens i nenes de 10 a 12 anys, s'observen marges de millora en la satisfacció amb la vida global i en àmbits concrets: el temps (temps lliure disponible i ús del temps), la llibertat personal, la vida escolar i l'escolta adulta.
2. Es corrobora l'impacte negatiu d'algunes condicions de vida: l'estructura de llar monoparental, el context socioeconòmic desfavorable (més risc dels infants d'origen estranger) i les necessitats específiques percebudes (dificultats físiques, d'aprenentatge o per malaltia).
3. S'identifica la rellevància de determinades experiències durant la infantesa. Els infants es mostren significativament més satisfets amb les seves vides quan pensen que s'ho passen bé amb la seva família, tenen suficients amics i amigues, els seus pares o mares els donen llibertat per fer el que volen, se senten segurs a l'escola, disposen de temps per relaxar-se o parlar amb la família, i disposen de temps per jugar o passar temps a l'aire lliure.
4. No és possible “prototipar” els infants gens o poc satisfets amb la vida, però sí identificar condicions i experiències que impacten en el seu benestar (en correspondència amb la segona i tercera conclusió).

5. L'autoestima, la bona salut i gaudir del temps lliure són els tres elements clau perquè els infants es mostrin satisfets amb ells mateixos o personalment.
6. Acompanyament i escolta adultes, temps en família i llibertat són els tres elements clau perquè els infants es mostrin satisfets amb el seu entorn familiar.
7. El benestar dels infants a l'escola no només es vincula als aprenentatges, sinó que també a les relacions amb els companys, les amistats i les mestres, així com a sentir-s'hi segurs.
8. Per a la satisfacció amb el barri i la ciutat en general es necessiten espais de joc i bones relacions veïnals, a més de barris nets i segurs per desplaçar-se amb llibertat.
9. Els infants són conscients de l'existència de desigualtats socials, els diferents rols de gènere i les dificultats dels infants amb orígens estrangers.
10. Com més satisfacció amb la vida durant la infantesa, més felicitat, més optimisme i millors expectatives de futur.

Amb relació també als resultats, com s'exposa a l'apartat anterior, indicadors de naturalesa subjectiva derivats de l'EBSIB dins el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" formen part del sistema d'indicadors de "l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona". A més, es poden aportar dades i coneixement sobre l'estat de la infància a diferents plans de l'Ajuntament de Barcelona, com el *Compromís ciutadà per a la sostenibilitat 2012-2022*, l'*Estratègia d'inclusió i reducció de les desigualtats socials 2017-2027* i el *Pla per a la justícia de gènere 2016-2020*, entre d'altres identificats a l'*Informe sobre localització dels ODS 2030 a Barcelona* (Ajuntament de Barcelona, 2015, 2016, 2018b, 2019a). L'ús aplicat de l'EBSIB respon al propòsit de promoció de la infància en base a dades. D'acord amb O'Hare (2014), la promoció de la infància en base a dades és un terme per referir-se a l'ús de dades, estadístiques i coneixement per millorar la discussió i el debat sobre temes rellevants per al benestar de la infància. D'aquesta manera, s'utilitzen dades per augmentar la comprensió i conscienciació

pública dels problemes i necessitats que tenen els infants, així com per defensar una agenda pública per fer els canvis necessaris per millorar la seva qualitat de vida.

En aquest sentit, “l’Agenda dels infants” recull les 11 demandes identificades per millorar el seu benestar, les quals inclouen 115 propostes dirigides específicament a l’Ajuntament (i els poders públics en general), les escoles (i el sistema educatiu en un sentit ampli), les famílies (o els cuidadors principals) o bé els mateixos infants (Institut Infància i Adolescència de Barcelona, 2018a, 2018c). A continuació es relacionen les 11 demandes a partir de les quals s’articulen les dades, estadístiques i coneixement del programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona” per millorar la discussió i el debat sobre temes rellevants per al benestar de la infància:

1. “Tenir més temps per gaudir en família”.
2. “Menys temps d’estudi (fora de l’escola) i més temps lliure per jugar i estar amb els amics i amigues”.
3. “Sentir-nos més segurs i segures, i rebre més suports quan tenim problemes”.
4. “Més escolta i prendre’s seriosament el que diem”.
5. “Més llibertat i més confiança en les nostres capacitats”.
6. “Participar en les decisions de l’escola i canviar les maneres d’aprendre”.
7. “Lluitar decididament contra el *bullying* i prevenir-lo”.
8. “Cuidar-nos millor, hàbits saludables i satisfacció amb el propi cos”.
9. “Que tothom tingui el que necessita i donar més valor a les coses que tenim”.
10. “Més vida amb la gent del barri i espais per trobar-nos amb altres nens i nenes”.
11. “Fer més coses a l’aire lliure, en una ciutat més verda”.

4. Objectius del conjunt del treball

Partint d'una perspectiva de drets i des de la psicologia social, l'objectiu principal de la tesi doctoral és identificar les experiències relacionals més rellevants per al benestar subjectiu de la infància des d'un enfocament ecològic, és a dir, analitzant els entorns més immediats de l'infant (el familiar, l'escolar i el local). D'aquesta manera es pretén contribuir al coneixement i la promoció del benestar de la infància: partint del coneixement previ generat pel projecte de recerca internacional Children's Worlds (Andresen, Ben-Arieh, Bradshaw, et al., 2020) i utilitzant l'Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) de l'any 2017 com a mitjà, la qual s'emmarca dins el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" i forma part de "l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona" (Institut Infància i Adolescència de Barcelona, 2017c, 2019e).

Més enllà de la recerca aplicada desenvolupada en paral·lel en el marc de l'EBSIB i l'ajut predoctoral IFUdG2017-2020 cofinançat a parts iguals per la Universitat de Girona i l'Institut Infància i Adolescència de Barcelona, el treball presentat com a resultat de la tesi és recerca bàsica al costat de l'Equip de Recerca en Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida (ERIDIQV) de la Universitat de Girona amb el propòsit que sigui el màxim d'aplicable possible tant a nivell acadèmic com professional.

Els objectius específics de la tesi es relacionen a continuació, els quals es corresponen amb els tres "estudis" presentats a l'apartat de resultats:

1. Estudi 1. Pel que fa a l'entorn familiar, analitzar i identificar les experiències relacionals més rellevants perquè els infants estiguin satisfets amb la seva vida global. La hipòtesi principal és que els infants que se senten més escoltats per les persones adultes del seu entorn i que gaudeixen de temps en família es mostraran més satisfets amb la seva vida global.

- 1.1. Analitzar el benestar subjectiu de la infància segons els indicadors basats en el component cognitiu.
 - 1.2. Analitzar el benestar subjectiu de la infància segons els indicadors del component afectiu.
 - 1.3. Analitzar el benestar subjectiu de la infància segons els indicadors de relacions interpersonals en diferents entorns.
 - 1.4. Analitzar el benestar subjectiu de la infància segons els indicadors de participació en activitats en diferents entorns.
 - 1.5. Analitzar el benestar subjectiu de la infància segons els indicadors de característiques sociodemogràfiques i educatives.
2. Estudi 2. Pel que fa a l'entorn escolar, analitzar i identificar les experiències relacionals més rellevants perquè els infants estiguin satisfets amb la seva vida escolar. La hipòtesi principal és que els infants de centres educatius on hi ha major confiança de rebre suport per part dels companys/es en cas de tenir un problema es mostraran més satisfets amb la seva vida escolar.
 - 2.1. A nivell de centres educatius, conèixer el benestar subjectiu de la infància a l'escola mitjançant els indicadors de satisfacció amb la vida d'estudiant, aprenentatges escolars, companys/es de l'escola i amistats.
 - 2.2. A nivell de centres educatius, analitzar si el benestar subjectiu de la infància a l'escola es relaciona amb les percepcions escolars (seguretat a l'escola, suport dels docents, atenció dels docents, suports dels companys/es, escolta dels docents i autonomia com a alumne).
 - 2.3. A nivell de centres educatius, analitzar si el benestar subjectiu de la infància a l'escola i les percepcions escolars es relacionen amb l'estat afectiu individual (afectes positius i negatius).

- 2.4. A nivell de centres educatius, analitzar si la composició socioeconòmica dels centres es relaciona amb el benestar subjectiu de la infància a l'escola, les percepcions escolars i l'estat afectiu individual.
3. Estudi 3. Pel que fa a l'entorn local, analitzar i identificar les condicions per garantir entorns de joc que afavoreixen el benestar subjectiu de la infància. La hipòtesi principal és que hi ha conjunts d'infants que gaudeixen d'entorns de joc més favorables i que, conseqüentment, es mostraran més satisfets amb la seva vida global.
 - 3.1. Conèixer el grau de compliment de les condicions per garantir entorns de joc favorables per al benestar subjectiu de la infància.
 - 3.2. Analitzar els grups d'infants que comparteixen entorns de joc similars.
 - 3.3. Identificar desigualtats socials analitzant els grups en funció del sexe, el lloc de naixement o origen, el context socioeconòmic i la percepció de necessitats especials.

5. Metodologia

El treball dut a terme es guia d'orientacions metodològiques en ciències socials i de la salut pel que fa a l'aplicació, desenvolupament i adaptació d'instruments de mesura d'acord amb els avenços en l'acció de mesurar, els nous models de mesura, les tècniques i indicadors psicomètrics, així com la manera concreta d'aplicar-los i interpretar-los (Abad, Olea, Ponsoda, & García, 2011). A més, l'apartat sobre el mètode es guia d'orientacions per publicar i comunicar recerques quantitatives que responen a dissenys no experimentals de tipus observacional (Appelbaum et al., 2018) i orientacions per comunicar estudis observacionals de la declaració *Strengthening the Reporting of Observational Studies in Epidemiology* (Vandenbroucke et al., 2007; von Elm et al., 2008).

El mitjà o recurs metodològic per analitzar el benestar subjectiu de la infància és l'Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) de l'any 2017 (Institut Infància i Adolescència de Barcelona, 2017h). Així, doncs, es tracta d'un mètode no experimental, ja que s'analitza el benestar subjectiu de la infància en la situació social i personal actual dels infants, sense manipular intencionalment les condicions de vida o variables independents que expliquen la qualitat de vida en la infància ni utilitzar cap tipus d'intervenció que tingui la intenció de millorar el benestar social de la infància en general ni de cap grup d'infants amb condicions de vida adverses. Amb una aproximació metodològica d'enquesta i transversal, en el disseny de la mostra es consideren el districte educatiu i la titularitat del centre com a variables d'estratificació inicials (el marc mostral és la matrícula escolar), però també el context socioeconòmic del barri on resideix l'infant com a variable d'estratificació o anàlisi a posteriori, ja que és una característica o variable coneguda de desigualtat social de la població objectiu. La validesa interna de la recerca es garanteix mitjançant el disseny d'una mostra probabilística (és a dir, d'una mida suficient per representar els infants d'acord amb els estrats establerts i amb una selecció necessàriament aleatòria per evitar biaixos de selecció o qualsevol

tipus de discriminació), mentre que la validesa del constructe es procura garantir amb l'ús d'un qüestionari ja creat i utilitzat satisfactòriament pel projecte de recerca internacional Children's Worlds per analitzar del benestar subjectiu de la infància. La intenció és garantir la validesa externa de la recerca: que el coneixement generat sobre el benestar subjectiu de la infància sigui extrapolable i generalitzable a la totalitat d'infants del marc mostral i la població objectiu (Arnau Graf, 2010; Cea D'Ancona, 2004; Fàbregues et al., 2016; León & Montero, 2003; Meneses et al., 2018; Rojas, Fernández, & Pérez, 1998).

5.1. Recollida de dades

Pel que fa a l'ús d'un qüestionari com el de Children's Worlds i l'EBSIB com a tècnica de recollida de dades sobre el benestar subjectiu d'infants d'entre 10 i 12 anys, hi ha diferents recerques prèvies –incloses les de l'Equip de Recerca en Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida (ERIDIQV) de la Universitat de Girona– que reconeixen els infants com a unitats d'observació i donen valor als seus punts de vista elaborant estadístiques amb la intenció d'influir la presa de decisions a favor de la infància (Casas, 2016). A més, reconeixent els infants com a participants actius, s'han identificat, conjuntament amb ells, els formats més adequats de qüestionari per analitzar el seu benestar (Casas, González-Carrasco, Navarro, & Aliqué, 2013; González-Carrasco et al., 2015). D'acord amb Conrad i Kreuter (2016), un disseny de qüestionari adequat garanteix la comprensió de les preguntes, el record de la informació preguntada, el seu judici i avaluació per part dels infants, així com la selecció d'una resposta representativa. A més, l'anàlisi el benestar subjectiu de la infància a partir d'una aproximació metodològica quantitativa amb els infants com a informants clau mitjançant qüestionaris implica que la recerca respecti el seu context i que els instruments siguin adequats (Rodríguez-Pascual, 2017).

En aquest sentit, com que els infants són d'una generació nadiua digital i també per garantir l'emmagatzematge instantani i de qualitat de les respostes, el qüestionari va

administrar-se en línia mitjançant l'ús dels ordinadors disponibles als centres educatius (68,2%) i tauletes electròniques facilitades per l'equip de treball de camp de l'EBSIB (31,9%); només el 5,3% dels qüestionaris va finalitzar-se utilitzant la versió en paper del qüestionari a causa de problemes puntuals amb la connexió a internet dels centres (Corominas et al., 2019b). Les sessions de treball de camp van ser d'una hora de durada (presentació inicial a tot el grup-classe, introducció del primer bloc de preguntes en grup, suport individualitzat durant tot el qüestionari i cloenda). El qüestionari estava disponible en català (elecció per part d'un 80% dels infants enquestats) i castellà (20%). Per evitar el biaix de mesura, s'explicitava que si els infants no volien respondre una pregunta podien deixar-la sense resposta, és a dir, "en blanc" (estratègia per evitar respostes poc fiables) i que si no entenien una pregunta podien demanar suport a l'equip de treball de camp (en el cas de preguntes freqüents, es donaven orientacions generals en veu alta per evitar la dependència envers les persones de l'equip de treball de camp i afavorir l'autonomia progressiva dels infants per respondre l'enquesta). Addicionalment, el qüestionari incloïa un apartat final a partir del qual es demanava l'opinió de l'infant sobre el qüestionari per tal de poder tenir-la en compte en el disseny de qüestionaris posteriors (si considerava que eren preguntes importants per a ell/a, si el qüestionari –en línia– era fàcil de respondre o si era avorrit; a més de preguntes obertes demanant els aspectes que li havien agradat més o menys i què li agradaria preguntar o que li preguntessin). A més, és destacable que els docents van valorar el tractament que els infants van rebre per part de l'equip de treball de camp com a molt adequat (mitjana de 4,5 sobre una escala de cinc punts).

Després d'un primer missatge institucional del Consorci d'Educació de Barcelona (CEB) presentant el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" i demanant la seva col·laboració, la recollida de dades de l'enquesta es va dur a terme a 52 centres educatius d'educació primària de la ciutat de Barcelona des del mes de gener fins al mes d'abril de l'any 2017 (de forma excepcional, un centre educatiu va sol·licitar fer la

sessió el desembre de 2016 perquè a inicis del 2017 no hauria tingut l'aula d'informàtica disponible per obres internes del centre). Seguint orientacions de recerca ètica amb infants (Corominas, 2017; Corominas & Pineda, 2018; Graham et al., 2013; Institut Infància i Adolescència de Barcelona, 2017f; UNICEF Office of Research-Innocenti, 2017), un equip estable i coordinat de treball de camp de quatre persones (normalment tres a cada sessió) va desenvolupar les sessions de recollida de dades considerant els aspectes tècnics de les enquestes en línia administrades a grups d'infants als centres educatius, però també garantint escolta activa, comprensió lectora i acompanyament emocional (Institut Infància i Adolescència de Barcelona, 2017g).

D'acord amb les orientacions de recerca ètica amb infants, no hi va haver pagaments econòmics per als centres educatius del treball de camp ni les famílies dels infants enquestats; el benefici era la segona fase del programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona” (procés participatiu als centres educatius mitjançant tallers de retorn i cointerpretació dels resultats per formular propostes de millora), la qual complementa i pot integrar-se al currículum d'educació primària en valors socials i cívics. D'aquesta manera, es va garantir que l'experiència dels infants dins la recerca no es limitava a respondre un qüestionari: com a informants clau, es van retornar els resultats als infants adequadament perquè poguessin contribuir a l'anàlisi i fer propostes de millora del seu benestar (Institut Infància i Adolescència de Barcelona, 2017b). D'altra banda, d'acord amb la normativa aplicable aleshores (Llei orgànica de protecció de dades personals, 1999; Llei orgànica de protecció jurídica del menor, 1996) i en la mateixa línia que l'actual (Llei orgànica de protecció de dades personals i garantia dels drets digitals, 2018; Reglament europeu relatiu a la protecció de les persones físiques pel que fa al tractament de dades personals, 2016), no es va requerir el consentiment informat familiar perquè el programa era promogut per una administració pública en compliment de les seves competències (en aquest cas, l'Ajuntament de Barcelona).

Tanmateix, les famílies dels infants estaven informades i podien refusar la participació del seu fill o filla a partir d'un document elaborat per l'Institut Infància i Adolescència de Barcelona i que els equips directius dels centres educatius s'encarregaven d'entregar a les famílies d'acord amb els procediments habituals del centre educatiu (respectant l'autonomia del centre, els equips directius no lliuraven el document a les famílies quan consideraven que el consentiment informat estava garantit per una autorització prèvia que el centre demana a l'inici del curs escolar per a aquest tipus d'activitat). Així mateix, el consentiment últim de respondre el qüestionari era de l'infant després d'escoltar la presentació de l'equip de treball de camp, amb la qual s'informava del propòsit de l'enquesta i es comunicava que era voluntària i anònima.

5.2. Procediment de mostreig

D'acord amb la fitxa tècnica de la mostra i la informació de registre de l'enquesta (Ajuntament de Barcelona, 2017a; Institut Infància i Adolescència de Barcelona, 2017a), es va utilitzar un mètode de mostreig basat en la selecció de centres educatius (*school-based sample method*). En metodologia d'enquestes en població infantil o adolescent, utilitzar mètodes de mostreig basats en la selecció de centres educatius és el més recomanable per evitar biaixos de selecció relacionats amb el context socioeconòmic i cultural de la família de l'infant, però també per optimitzar la logística del treball de camp (Cochran, 1977; Lohr, 2010; UNESCO & Ross, 2005). En el cas de Barcelona o Catalunya, un mètode de mostreig basat en la selecció de centres educatius permet representar la població infantil i adolescent general perquè l'escolarització entre els 5 i 15 anys és obligatòria i universal, essent al voltant del 97% (Generalitat de Catalunya, 2018a). La població mostrejada va ser el conjunt d'infants matriculats als cursos de cinquè i sisè d'educació primària a la ciutat de Barcelona l'any 2017 (els anys de naixement dels quals són el 2006 i 2007), amb una població de 27.372 infants, de manera que el 2,4% aproximat d'infants residents a Barcelona i escolaritzats fora de la ciutat no formaven part del marc mostral (Generalitat de Catalunya, 2017a, 2018b).

Cedida pel CEB el mes de setembre del 2017, el marc mostral era la llista de centres educatius amb alumnat als cursos de cinquè i sisè a la ciutat de Barcelona (matrícula provisional del curs 2016/2017), la qual incloïa el nombre d'alumnes i els grups-classe (26.890 alumnes; 324 centres educatius); no s'hi va poder incloure el 2% aproximat d'infants escolaritzats a centres educatius totalment privats per falta d'accés a la matrícula provisional. Pel que fa a la mostra, en primer lloc, a efectes de representació i considerant la mida dels centres educatius, el marc mostral va estratificar-se pels deu districtes educatius de la ciutat de Barcelona (Ciutat Vella, l'Eixample, Sants-Montjuïc, Les Corts, Sarrià-Sant Gervasi, Gràcia, Horta-Guinardó, Nou Barris, Sant Andreu i Sant Martí) i la titularitat del centre educatiu (pública o privada concertada). En segon lloc, quan un centre educatiu era seleccionat aleatòriament (unitat primària del mostreig per conglomerats), si tenia un o dos grups-classe, quedaven seleccionats directament, i quan n'hi havia tres o més, dos d'ells se seleccionaven aleatòriament. Aquest tipus de selecció es va dur a terme per no sobrerrepresentar els infants de centres educatius amb tres o més grups-classe.

Així mateix, com a unitats secundàries i últimes d'anàlisi s'incloïa tot l'alumnat de cada grup-classe (mitjana de 25 alumnes per grup-classe). Cada estrat, sota criteris de selecció aleatòria simple, tenia un nivell de confiança del 95% assumint una variància màxima de $p=q=50\%$. Prenent com a referència els supòsits de recerques similars (Martin, Mullis, & Hooper, 2016), es va augmentar la mida de la mostra d'acord amb els supòsits d'error de no resposta o manca de resposta (un 3%) i, també, d'homogeneïtat dels centres educatius ($D_{eff}=1,2$). Un nombre similar d'infants van ser seleccionats per districte educatiu mitjançant una estratègia no proporcional (subgrups de prop de 400).

L'error definitiu va ser de l'1,4% per a tota la mostra (l'error mostral del total de la mostra és inferior al de cada districte perquè la mostra total integra els diferents districtes). La mida de la mostra prevista era de 3.940 infants de 50 centres educatius, però es van afegir dos

centres educatius addicionals aleatoris perquè l'error de no resposta (o manca de resposta) que es va observar durant el treball de camp (6%) era superior a l'assumit inicialment (3%). Dels 50 centres educatius inicials, 40 constituïen la selecció original, vuit la primera substitució i dos la segona substitució; els quals complien els mateixos criteris d'estrat i selecció aleatòria. D'entre els centres educatius addicionals contemplats, van acceptar dos dels cinc previstos (el motiu de no acceptació principalment va ser temporal, ja que era l'últim tram del treball de camp i les dates disponibles eren limitades). És a dir, els 52 centres educatius del treball de camp són el resultat de contactar amb 67 centres; els centres educatius del treball de camp suposen el 77,6% dels centres contactats.

L'edat mitjana dels infants participants va ser de 10,7 (SD=,7), dels quals el 49,4% eren nenes i el 50,6% nens, seguint la mateixa proporció que la població de referència mostrejada. El nombre d'infants matriculats en els grups-classe del treball de camp era de 4.237 (52 centres educatius) i el nombre d'infants enquestats va ser de 3.971 (52 centres educatius). És a dir, el 93,7% dels infants matriculats en els grups-classe del treball de camp van ser enquestats. La participació dels infants va ser inclusiva i sense criteris d'exclusió explícits: dels 266 infants matriculats que no van respondre l'enquesta (6% de no resposta), 6 eren absències injustificades al centre educatiu (absentisme habitual), 193 absències justificades al centre educatiu principalment per malaltia puntual (el treball de camp es va dur a terme durant l'hivern i l'inici de la primavera), 21 eren infants amb motius de Necessitats Educatives de Suport Educatiu (NESE) (convé aclarir que els infants amb NESE van respondre el qüestionari, però aquests 21 no van poder fer-ho per dificultats acusades), 24 eren de famílies que van refusar la participació del seu fill o filla (durant les sessions van fer les activitats indicades pels docents) i, per últim, de 22 casos de no resposta no se'n va poder documentar el motiu durant el treball de camp.

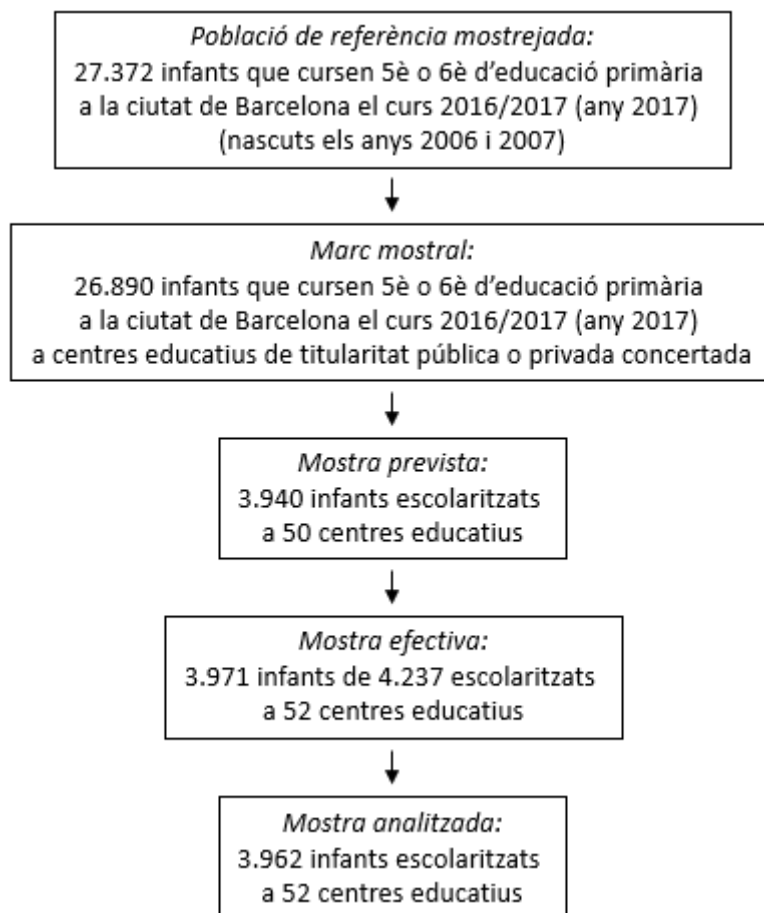
Així mateix, és important destacar que cap infant va refusar respondre el qüestionari de forma directa. Tanmateix, algun infant no va poder continuar responent el qüestionari perquè

havia viscut esdeveniments vitals estressants molt recents que emergien quan es responia el qüestionari (per exemple, mort d'algun progenitor). Aquestes situacions es van atendre adequadament per l'equip de treball de camp amb el suport de l'equip docent proper a la sessió. D'altra banda, les respostes de nou qüestionaris no van poder analitzar-se perquè els infants havien respost a menys del 60% de les preguntes, aspecte que interferia en la qualitat de l'anàlisi (mostra analitzada: 3.962). Els factors d'elevació i pesos de mostreig es van calcular mitjançant procediments de dissenys mostrals similars (LaRoche, Joncas, & Foy, 2016).

La Figura 2 mostra el procediment de mostreig exposat anteriorment, des de la població de referència mostrejada fins a la mostra analitzada, indicant el marc mostral, la mostra prevista i la mostra efectiva.

Figura 2

Procediment de mostreig



5.3. Instruments

A partir del qüestionari de l'EBSIB (Institut Infància i Adolescència de Barcelona, 2017h), el qual es basa en el qüestionari d'anàlisi del benestar subjectiu de la infància del projecte de recerca internacional Children's Worlds (Andresen, Ben-Arieh, Bradshaw, et al., 2020), a continuació es relaciona el conjunt d'instruments considerats a l'hora de desenvolupar l'anàlisi de dades. Mitjançant la Taula 1 es presenten les variables analitzades i s'hi especifiquen els "estudis" de la tesi doctoral en els quals s'han utilitzat, ja que és on se'n pot consultar la definició i operacionalització completa en cada cas.

Com s'exposa al primer estudi i essent aplicable a la resta d'estudis presentats, es va dur a terme una anàlisi factorial confirmatòria de l'escala *Children's Worlds-Subjective Well-Being Scale* (CW-SWBS), la qual es basa en la *Students' Life Satisfaction Scale* (Huebner, 1991), per poder utilitzar-la com a instrument o indicador d'anàlisi de la satisfacció amb la vida global. A més, els indicadors que mesuren el benestar subjectiu o la satisfacció amb la vida per àmbits són ítems utilitzats pel projecte de recerca internacional Children's Worlds que deriven de la *Personal Wellbeing Index School Children* (PWI-SC) (Cummins, & Lau, 2005), la *Brief Multidimensional Students' Life Satisfaction Scale* (BMSLSS) (Seligson, Huebner, & Valois, 2003) i plantejaments desenvolupats per Casas, Bălțătescu, Bertran, González-Carrasco i Hatos (2013) i Casas, Sarriera et al. (2012). De la mateixa manera, els indicadors que mesuren els afectes positius i negatius són ítems utilitzats pel projecte de recerca internacional Children's Worlds que deriven de la teoria dels afectes (Barrett, & Russell, 1998; Russell, 2003). Per últim, els indicadors que tenen relació amb l'experiència relacional i la participació en activitats dins l'entorn familiar, escolar i local són ítems creats i utilitzats pel projecte de recerca internacional Children's Worlds.

Taula 1*Variables analitzades*

	Estudi 1: benestar subjectiu global	Estudi 2: benestar subjectiu escolar	Estudi 3: condicions/ entorn joc
CARACTERITZACIÓ DELS INFANTS			
Edat, sexe i origen a partir del lloc de naixement dels pares o mares	X		X
Tipologies de famílies	X		
Context socioeconòmic del barri on viu l'infant i índex de privació-riquesa familiar	X		X
Percepció de necessitats especials	X		X
Titularitat del centre educatiu i localització respecte de la llar	X		
Centre educatiu		X	
Composició socioeconòmica dels infants del centre educatiu		X	
INDICADORS DE BENESTAR SUBJECTIU			
Satisfacció amb la vida global: <i>Children's Worlds-Subjective Well-Being Scale (CW-SWBS)</i>	X		X
Satisfacció amb la vida per àmbits (component cognitiu)	X	X: específiques estudi	X: específiques estudi
Afectes positius i negatius (component afectiu)	X	X	X: específiques estudi
INDICADORS D'EXPERIÈNCIA RELACIONAL I FREQUÈNCIA D'ACTIVITATS			
Entorn familiar	X		X: específiques estudi
Entorn escolar	X	X: específiques estudi	X: específiques estudi
Entorn local	X		X: específiques estudi
Activitats fora del centre educatiu	X		X: específiques estudi

5.4. Anàlisi de dades

Corresponents a cada un dels tres estudis presentats, per a l'assoliment dels objectius plantejats en el marc de la tesi doctoral s'han dut a terme tres anàlisis estadístiques principals mitjançant el programa IBM SPSS 25.0.

Estudi 1. Anàlisi multivariant

Com recomanen Hair, Tatham, Anderson i Black (1999), després d'una anàlisi descriptiva i també d'una altra d'explorària i confirmatòria, es va utilitzar l'anàlisi de regressió múltiple com a forma d'analitzar la relació entre la satisfacció amb la vida global com a indicador criteri i diferents conjunts d'indicadors predictors (indicadors específics basats en el component cognitiu del benestar subjectiu de la infància, altres basats en el component afectiu, indicadors de tipologies de relacions interpersonals, indicadors de freqüència d'activitats fora del centre educatiu i indicadors de característiques sociodemogràfiques o educatives). Es va analitzar si la mitjana de satisfacció amb la vida global varia segons el conjunt de predictors. L'estimació es va fer mitjançant el mètode pas a pas, és a dir, es va identificar l'indicador que explica la major part de la variància i la resta va afegir-se fins que no hi hagués variables significatives addicionals (la significació estadística era al .01, no es va identificar multicol·linealitat i no hi havia casos influents). Es va utilitzar l'estadístic "R quadrat ajustat" per contrastar la hipòtesi que la variació explicada pel model és superior a l'explicada per la mitjana. Per interpretar els resultats, es van considerar els indicadors amb major significació estadística i pràctica.

Estudi 2. Anàlisi multinivell

Com que l'objectiu era conèixer si l'entorn escolar té efecte en el benestar subjectiu escolar dels infants i les dades disponibles s'agrupen per centres educatius, es va adoptar una estratègia analítica basada en ajustar i interpretar una anàlisi multinivell en cinc etapes, seguint els passos definits per Pardo, Ruiz i San Martín (2007), ja que l'estructura de les dades

disponibles és similar a la proposada pels autors del procediment. En primer lloc, es va realitzar una anàlisi de la variància amb un factor d'efectes aleatoris (Model 1) per explorar si hi ha diferències entre centres educatius pel que fa a la mitjana dels indicadors de satisfacció analitzats (vida d'estudiant, aprenentatges, companys/es de l'escola i amistats). En segon lloc, una anàlisi de regressió amb mitjanes com a resultats (Model 2) va mostrar si les diferències entre els centres educatius en els indicadors de satisfacció analitzats poden atribuir-se a les percepcions escolars dels infants de cada centre educatiu. En tercer i quart lloc, una anàlisi de la covariància amb un factor d'efectes aleatoris (Model 3) i una anàlisi de regressió amb coeficients aleatoris (Model 4) van mostrar si la relació diferencial entre els indicadors de satisfacció analitzats i les percepcions escolars de cada centre educatiu es relacionen amb l'estat afectiu personal de cada infant. I, finalment, una anàlisi de regressió amb mitjanes i pendents com a resultats (Model 5) va mostrar si la relació diferencial entre els indicadors de satisfacció analitzats, les percepcions escolars de cada centre educatiu i l'estat afectiu personal de cada infant es relaciona amb la composició socioeconòmica dels infants de cada centre educatiu. Va identificar-se la informació estadística rellevant per a cada model (paràmetre, estimació mitjana, error típic, graus de llibertat, valor T, valor Wald Z i significació o valor p).

Estudi 3. Anàlisi de clústers

Com també recomanen Hair et al. (1999), després d'una anàlisi descriptiva breu dels indicadors analitzats, es va desenvolupar una anàlisi de clústers per identificar grups homogenis de casos dins les dades disponibles perquè la seva agrupació o estructura no es coneixia prèviament. D'aquesta manera, a més de disposar d'informació de compliment de cada indicador (anàlisi descriptiva), es van identificar grups d'infants considerant com es relacionen tots els indicadors analitzats de benestar subjectiu de la infància (i relacionats) pel que fa a les condicions o entorns de joc. El mètode per a l'anàlisi de clústers va ser el de "K mitjanes actualitzades", ja que és útil per provar diferents tipus de models o prototips. El nombre de

clústers assumits va ser de tres, ja que l'opció de dos clústers oferia grups genèrics o semblants, i l'opció de més clústers no oferia informació pràctica a causa de respostes centrals similars entre grups i per la mida reduïda dels grups. Es va acceptar la primera iteració i el criteri de convergència de 0,5. Es van identificar les adhesions al clústers i les distàncies entre els centres finals dels clústers (1-2: 7,606; 1-3: 6,043; 2-3: 5,873), de manera que es podrien identificar els casos atípics, el quals també són informatius. A més dels clústers identificats, es va analitzar si hi havia diferències estadístiques en els resultats de l'indicador de satisfacció amb la vida global. Finalment, es van aplicar proves de khi quadrat a les variables analitzades de caracterització dels infants definides a la Taula 1.

6. Resultats

6.1. Estudi 1. *The Importance of Feeling Adequately Heard by Adults and Enjoying Time With Family in Relation to Children's Subjective Well-Being*

Abstract

It is essential to take children's subjective well-being (SWB) into account to give attention to children's lives. The aim of this article is to analyse children's SWB according to domain-based indicators of the cognitive component of SWB and indicators of the affective component of SWB, as well as indicators of interpersonal relationships in different contexts and activities outside school, besides sociodemographic and educational characteristics. This is developed through the answers of a probabilistic sample of children from Barcelona city in 2017 (mean age=10.7) to an adapted preliminary version of the third International Survey of Children's Well-Being, promoted by the Children's Worlds project, which includes the Children's Worlds-Subjective Well-Being Scale (CW-SWBS), based on the Students' Life Satisfaction Scale by Huebner (1991). It is found that, although children typically do high evaluations of their lives, children's SWB is even higher when children display better scores in domain-based cognitive SWB and affective SWB (55.07% and 42.75% of the CW-SWBS-5' variability is explained, respectively), as well as in interpersonal relationships (39.42%). Activities outside school (11.52%) and sociodemographic and educational characteristics (4.76%) seem to have low, but critical contributions to children's SWB. Therefore, promoting better evaluations of cognitive domains (especially feeling adequately heard by adults) and enjoying relationships (especially with family members) both could improve all children's lives. Furthermore, activities outside school, and, in particular, sociodemographic and educational characteristics, both could be used

to identify children in situations of social risk (Corominas, González-Carrasco, & Casas, 2020c)³.

Keywords: children, subjective well-being, ISCWeB, CW-SWBS, SLSS, microsystems

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Corominas, M., González-Carrasco, M., & Casas, F. (2020). The importance of feeling adequately heard by adults and enjoying time with family in relation to children's subjective well-being. *Child Indicators Research*, 13(1), 193-214. <https://doi.org/10.1007/s12187-019-09680-0>

Introduction

The importance of taking children's subjective well-being (SWB) into account

The United Nations Convention on the Rights of the Child (UNCRC) affirms that both family and State should give attention to the following aspects of children's lives: health and safety, material security, education and socialization, and the sense of being loved, valued and included in families and societies (McAuley & Rose, 2010). Even in rich countries, income inequality and unequal opportunities among children increased (Hudson & Kühner, 2016; Toczydlowska & Bruckauf, 2017), resulting in the need to put them at the heart of equitable progress; leave no child behind; improve data collection on violence, early childhood, migration and gender; use these data to improve policy in national contexts; and commit to sustainable development (Brazier, 2017). Guided by the 12th article of the UNCRC and its General Comment No. 12 (CRC/C/GC/12) regarding the right of the child to be heard, this may involve asking children 'how they are' and taking them also into account when making decisions.

In the local context of Barcelona city, the Childhood and Citizen Focus 2017-2020 blueprint, which is a mid-term childhood policy framework, includes 'The Children Have Their Say Programme' (Barcelona City Council, 2017a). Taking the interest and utility of knowing children's SWB as a starting point (Bradshaw, 2015; Casas, 2016; Casas & Rees, 2015), the purpose of the programme is to analyse children's SWB using the responses given by a probabilistic sample of Year 5-6 primary school students (mean age=10.7) in 2017 to an adapted preliminary version of the third wave of the International Survey of Children's Well-Being (ISCWeB), promoted by the Children's Worlds project.

Examining children's strengths, assets, and abilities, allows to identify the factors of a positive developmental trajectory and value the core elements necessary for children's SWB to prosper (Pollard & Lee, 2003). Children's SWB is generally defined as an umbrella

concept, which includes the cognitive and affective evaluations that children make about their lives, the circumstances affecting their lives and the context in which they live (Savahl, 2017). Authors such as Diener define SWB based on life satisfaction, positive and negative affect, while Cummins and Veenhoven have underlined the influence of affective components on children's SWB (Casas, 2018). Life satisfaction, positive and negative affect have substantial loadings on a latent SWB factor, which supports the generalizability of a hierarchical structural conceptualization of SWB (Busseri, 2018).

According to the optimism bias, when people of any age are asked about their lives in a survey, they typically report high evaluations, but children tend to display even higher scores than adults, since optimism decreases with age (Casas, 2011). Therefore, the question is whether 'children share high common SWB simply because they are children' or whether and how, in spite of being children, they differ in their appraisals of their lives; that is to say, whether there are different reasons for being more or less satisfied (Ben-Arieh et al., 2017). Children's SWB is essential for promoting positive development, but also for identifying risks, and it seems to be influenced by housing, safety, bullying, school achievements and social interactions (Dinisman et al., 2015). The freedom to choose and self-perception (Lee & Yoo 2017), but also social support, friendliness and choice about time use, have all been reported as important factors contributing to children's SWB (Bradshaw & Rees, 2017).

Prior results from the Children's Worlds project

An overall analysis of the Spanish and Catalan samples in the Children's Worlds project also permits to expose that religion explained little of children's variance in SWB (Kosher & Ben-Arieh, 2017), and that children who lived in a welfare state reported higher satisfaction with regard to material resources and safety (Uyan-Semerici et al., 2017). Gross Domestic Product and inequality did not appear to be relevant factors predicting children's SWB (Lee & Yoo, 2015), and sociodemographic characteristics explained a low percentage

of the variance (Dinisman & Ben-Arieh, 2016). However, lower material resources and higher social exclusion were related to lower children's SWB (Sarriera et al., 2015, Gross-Manos, 2017). Economic and material resources explained some variation in social exclusion (Crous & Bradshaw, 2017), being deprivation negatively related to psychological well-being (Crous, 2017).

From the first wave (2011/2012) of 14 participating countries, it was found that children's context of living, the ways they spend their time and their life evaluations are important to their SWB (Rees & Dinisman, 2015). Life changes had a negative effect; that is, moving house, living in another country, and changing area, school or the people they live with (Montserrat et al., 2015). The strongest predictors of children's SWB were relationships, school, gender, and quality of neighbourhood (Lawler et al., 2010). The nature of their relationship with their immediate context, such as frequency of family activities, peer activities, and neighbourhood safety, was the most strongly related to children's SWB (Lee & Yoo, 2015). Greater perceived participation was related to higher children's SWB, and there were variations by gender (Grigoraş et al., 2018). Girls who perceived having greater participation in family decisions displayed higher scores (González-Carrasco, Gras, et al., 2015). And children could have different points of view: some were very satisfied overall, others displayed low satisfaction with outdoor activities, or different levels of satisfaction with health and safety (Yoo & Ahn, 2017).

From the second wave (2013/2014) of 21 participating countries, it was found that in the cases of low SWB, girls' SWB was driven by relational factors such as satisfaction with peers, whilst for boys it was by school (Kaye-Tzadok et al., 2017). Regarding family, children living with both parents evaluated their family and SWB higher than those living with a single parent or in separated families (Dinisman et al., 2017). Regarding education, satisfaction 'with other children in your classroom' was important to children's SWB, while satisfaction

‘with your life as a student’, ‘your relationship with teachers’, ‘your school marks’ and ‘things you have learned at school’ displayed separate, but also important contributions (Casas & González-Carrasco, 2017). Children’s school SWB also decreased by age and depends on how teachers and other children in school treat them, and how safe a child feels at school (Kutsar & Kasearu, 2017). Children reporting having been bullied displayed lower SWB, and this was related to age, gender and deprivation (Bradshaw et al., 2017). Regarding activities outside school, although their relationship with children’s SWB was not analysed specifically, it was found that playing sports, watching television and using computers were more common among all children, although girls spent more time helping out at home, doing homework and reading (Rees, 2017b).

For the Spanish findings, in the first wave, according to Dinisman and Rees (2014), the 12-year-old sample scored very high on most children’s SWB scales. The Spanish mean for the Students’ Life Satisfaction Scale (SLSS) was 8.42, while the overall mean for all countries was 7.73. Of the domain-based cognitive SWB indicators also used by ‘The Children Have Their Say Programme’, they were scored between 8 and 9 points, the highest scores being satisfaction with ‘health’, ‘people you live with’, ‘friends’ and ‘things you have’, and the lowest with ‘freedom’. Children scoring highest in SWB lived in semi-urban contexts, were born in Spain, had not repeated any school year, lived in a one-family household, had two adults at home with a paid job, had parents with at least secondary education, and had more material and cultural belongings at home. They reported that they had never worried about money, thought other people treated them well, felt greater personal safety, felt heard, reported doing daily activities together with their family, did physical exercise every day, had been told that children have rights, had experienced fewer important recent changes in their lives, and felt their time was well organized (Casas, Bello, et al., 2012, 2013). Living with two parents was related to higher satisfaction with school, interpersonal relationships, leisure

time, health and self-perception than living with one parent or 'in care' (Dinisman et al., 2012). And, in the second wave, according to Rees and Main (2015), for the 10-12-year-old sample, SLSS was 9.02, while the overall mean for all countries was 8.92. The sample had a lower percentage of children with low SWB (2.80%) compared to other country samples, but a medium percentage with high SWB (56.80%). Of the domain-based cognitive SWB indicators also used by 'The Children Have Their Say Programme', they were scored between 8 and 9 points, the highest scores being satisfaction with 'all the things you have', 'health' and 'people you live with', and the lowest with 'life as a student' and 'classmates'.

Rationale for understanding children's SWB in the local context

Positive psychology, ecological theory, social psychology, and sociology are useful for understanding children's SWB (Ben-Arieh et al., 2014). From positive psychology, it is understood that children's SWB and happiness are accomplished through a pleasant (enjoying relationships and hobbies), good (being engaged in activities) and meaningful life (being part of something), which is the consequence of socialization and identity processes (Holte et al., 2014). And ecological theory recognizes that children are active participants who create subjective and meaningful representations of their experiences in microsystems, that is, the immediate contexts that most influence development (Garbarino, 2014). However, children can minimize contextual factors and overlook ecological levels of analysis (mesosystems, exosystems, and macrosystems), because 'like a fish swimming in water, we take the contexts of our lives for granted' (Kloos et al., 2012). Likewise, social psychology focuses on the social representation of childhood, but also on children's social problems or needs from beliefs, attitudes, stereotypes, perceptions, evaluations and aspirations (Casas et al., 2014). And sociology applies the concept of generation to children to link childhood with structural and relational approaches (Gaitán, 2014; Qvortrup, 2014), while children's SWB is also included in some societal indicators systems (Domínguez-Serrano & del Moral Espín, 2018).

The ISCWeB provides the opportunity to analyse children's evaluations and perceptions of their own lives through general and specific survey questions, such as their satisfaction with life or their feelings and emotions, and their satisfaction with their immediate context. Systematic questions regarding different contexts are used to identify interpersonal relationships, and also the activities they are involved in. Moreover, to be coherent with previous results, gender, birth/origin, family affluence and type of family are known. And to be rigorous with the setting of the research, neighbourhood income is added as a substitute for Gross Domestic Product, while information about schooling is also explored (perceived specific needs because it is an inclusive educational system, and type of school and location).

Therefore, the aim of this article is to analyse children's SWB according to domain-based indicators of the cognitive component of SWB and indicators of the affective component of SWB, as well as indicators of interpersonal relationships in different contexts and activities outside school, besides sociodemographic and educational characteristics. It is necessary to identify actions that may have an impact on children's socialization and identity processes in their living spaces in order to promote favourable debates and appropriate policies. The research questions are listed below.

- To what extent do domain-based cognitive indicators contribute to children's SWB?
- To what extent do positive and negative affect indicators contribute to children's SWB?
- To what extent do different interpersonal relationship indicators contribute to children's SWB?
- To what extent do indicators of activities outside school contribute to children's SWB?
- To what extent do sociodemographic and educational characteristics contribute to children's SWB?

Considering the prior literature review, the overall hypothesis is that the higher the scores of the aforementioned indicators, the higher the levels of SWB (or the opposite for

negative affect). For sociodemographic characteristics, a lower SWB could be expected among girls, children born abroad, those not living with both parents and those living in low-income neighbourhoods or with families with low affluence.

Method

Sampling design

A school-based sampling method was employed because schooling is compulsory and 97% of children are at school (Government of Catalonia, 2017a). The target population was children in Years 5-6 of primary school in Barcelona city in 2017, a population of 27,285 students (Government of Catalonia, 2017b). The Children's Worlds project analyses Years 3, 5 and 7, and 'The Children Have Their Say Programme' Years 5-6 in order to adjust the sample to the final years of primary education in Barcelona city. Ceded by the Barcelona Education Consortium in September 2017, the sample framework was the list of schools with Year 5-6 students in Barcelona city, which included the number of students and class groups (26,890 students; 324 schools). The 2% of children in privately-funded schools were not included due to a lack of access to provisional enrolment. Firstly, for purposes of representation, the sample framework was stratified by the ten municipal districts, type of school (subsidized, and general state), and size (one, two, and three or more class groups per year). Secondly, when a school was randomly selected, if it had one or two class groups, they were directly selected, and when there were three or more, two of them were randomly selected. All students in each class group were included (mean of 25).

Each stratum, under simple random selection, has a confidence level of 95% and a 5% margin of error, assuming a maximum variance of $p=q=50\%$. The sample size was initially increased because of non-response error (3%) and conglomerate homogeneity ($Deff=1.2$) assumptions. A similar number of children were selected by municipal district using a non-proportional strategy (subgroups of around 400). The sample error was 1.4% for the whole

sample. The intended sample size was 3,940 children from 50 schools, but two extra random schools were added because the observed non-response error during the fieldwork was higher than initially assumed. Of the 50 initial schools, 40 are the first random selection, 8 the first substitute, and 2 the second substitute. Of the extra schools, there are two of the five selected. The number of children considered in the fieldwork was 4,237 (52 schools) and the number of surveyed children was 3,971 (52 schools). That is, the 93.72% of the children considered in the fieldwork were surveyed. The children's participation was inclusive and without any explicit exclusion criteria (no response was principally due to justified school absences). Sampling weights were accurately calculated using the TIMSS and PIRLS procedures because their sampling design is very similar (Joncas & Foy, 2011).

Data collection took place in the schools from January to April 2017 (one school in December 2016 for logistic reasons). In accordance with legal regulations, family consent was not required because the research was promoted by a public administration in compliance with its competences, although families, teachers and children were well informed (Organic Law, 1996, 2011). The Barcelona Education Consortium sent a first institutional message to schools asking for collaboration, and ethical standards were followed (Graham et al., 2013). There were no payments for fieldwork schools and surveyed children (benefits included participatory workshops in 2018, where the class groups interpreted the survey results and make proposals to improve children's SWB). A coordinated stable fieldwork team of four interviewers (three in each session) conducted the sessions considering the technical aspects of online surveys administered to groups of children in schools, but also guaranteeing active listening, reading comprehension, and emotional accompaniment. They explained that the purpose was to know 'how they are' and that their collaboration was voluntary, that they could not answer questions they did not want to, and that all their responses were anonymous because their names and surnames were not requested.

Sample characteristics

Age, gender and birth/origin. The mean age of participants was 10.7 ($sd=.7$), of whom 49.43% were girls, and 50.57% boys, this being the same proportion as the target population. 90.23% were born in Catalonia/Spain (for 75.13% both parents were born in Catalonia/Spain), and 9.77% were born in another country (for 75.42% both parents were born in another country). The birth/origin of 8.56% was not reported, and this subgroup was not used for statistical analysis.

Type of family. 76.66% of participants lived in a family nucleus with two parental figures, 5.05% with one parent, and 18.35% in two family nuclei of different characteristics (frequency between the two nuclei and parental figures varied). Children living with one parent saw other people in the family not living with them more frequently. Note that type of family was not reported by 6.03%, and this subgroup was not used for statistical analysis.

Neighbourhood income and family affluence. Neighbourhood income was a constructed variable from the intersection between ‘What neighbourhood do you live in?’ and the ‘Family Income Index’, an indicator of the mean income level of residents in the 73 neighbourhoods of Barcelona city (Barcelona City Council, 2017b). The fieldwork team identified all the neighbourhoods after the children orally informed them of the street name (no postal address was registered due to data protection). There were small differences between the surveyed sample and the target population because ‘neighbourhood income’ was not a sampling variable in the school-based sampling method, and the number of children selected by districts was non-proportional (Table 1).

Table 1

Distribution of neighbourhood income

	Target Population	Surveyed Sample	Difference SS-TP
Low-income	39.52%	46.73%	7.21%
Middle-income	40.87%	39.42%	-1.45%
High-income	19.61%	13.85%	-5.76%

Family affluence was based on the sum of the responses to six items: number of automobiles, whether they had an individual bedroom, number of computers, number of bathrooms, they had a dishwasher, and number of holidays abroad last year (Boyce et al., 2006; Currie et al., 2008). A total between 0-4 (9.81%) was considered low family affluence; from 5-9 (67.53%), middle family affluence; and from 10-13 (22.66%), high family affluence. Family affluence was not reported by .96%, and this subgroup was not used for statistical analysis. Family affluence is related to whether there are income due to work at home and the frequency with which the child is concerned about money, as well as the material goods available to the child (home internet access, two pairs of shoes, school supply, or sports equipment). The mean difference in family affluence according to neighbourhood income is significant at the .01 level (children from neighbourhoods with low income: mean=6.98, $sd=2.15$; middle: mean=7.78, $sd=2.05$; and high: mean=8.99, $sd=1.94$).

Perceived special needs. 22.31% of the participating children perceived they had at least one personal difficulty or illness, or, in other words, special needs (Government of Catalonia, 2015). 3.91% expressed 'having a major visual or auditory difficulty, or some type of malformation (wearing glasses not included)', 7.81% 'having a learning difficulty (for example, dyslexia, attention deficit, hyperactivity)', and 14.15% 'having a long-term illness (for example, diabetes, an allergy, asthma, growth delay, epilepsy)'. Who reported perceiving special needs had headaches, stomachache, back pain or insomnia more frequently in the previous six months.

Type of school and location. 39.98% of children attended subsidised schools, and 60.02% to general state schools, being the same proportion than the target population. In relation to school location, the home of 63.38% was in the same district where children were studying, of 24.01% was in a different district, and of 12.61% was outside the city.

Conceptualization

Children's SWB

This was measured using the Children's Worlds Subjective Well-Being Scale (CW-SWBS), based on the SLSS (Huebner, 1991). This scale measures context-free subjective well-being through 11 point-scales, where 0 means 'do not agree at all' and 10 'totally agree'. Confirmatory Factor Analysis using the original items did not fit well enough [$\chi^2=1072.611$, $df=14$, CFI=.951, RMSEA=.138 (.131-.145)]. When excluding items 6 ('I enjoy my life') and 7 ('I am happy with my life'), the resulting reduced version displayed good fit indexes [$\chi^2=21.107$, $df=3$, CFI=.999, RMSEA=.039 (.024-.055)], so this version is the one used here. The CW-SWBS-5 showed an excellent internal consistency ($\alpha=.916$), and a similar mean and distribution for its items. The mean was 8.97 ($sd=1.34$), the median 9.4, and the 5th percentile 6.2 (Table 2). Regarding validity, the CW-SWBS-5 showed an acceptable correlation of .689 with the Overall Life Satisfaction single-item indicator, and a moderate correlation with 'I feel positive about my future' (.559) and 'How satisfied are you with what may happen later in your life?' (.451).

Table 2

Descriptive analysis of the CW-SWBS-5

Scale and items	NR/DK	Mean	<i>sd</i>	5 th p.	25 th p.	50 th p.	75 th p.	95 th p.
CW-SWBS-5	.78%	8.97	1.34	6.2	8.6	9.4	9.8	10.0
<i>My life is going well</i>	.45%	9.15	1.37	6	9	10	10	10
<i>My life is just right</i>	.58%	8.71	1.80	5	8	9	10	10
<i>I have a good life</i>	.44%	9.27	1.39	7	9	10	10	10
<i>The things in my life are excellent</i>	.44%	8.48	1.76	5	8	9	10	10
<i>I like my life</i>	.34%	9.27	1.46	6	9	10	10	10

Note. NR/DK (No response/Don't know).

Domain-based cognitive SWB

This was measured using 15 domain-based indicators of the cognitive component of SWB taken from the Personal Wellbeing Index School Children, PWI-SC (Cummins & Lau, 2005), the Brief Multidimensional Students' Life Satisfaction Scale, BMSLSS (Seligson et

al., 2003), and others from the Children's Worlds project (for instance, Casas, Sarriera, et al., 2012; Casas et al., 2013). These items use 11 point-scales, where 0 means 'not at all satisfied' and 10 'totally satisfied'. The highest means are for satisfaction with 'health', 'things-have', 'people-live-with', 'house', 'friends' and 'things-learned', and the lowest with 'free-time', 'freedom', 'life-as-student' and 'heard-by-adults'. Note that the median for all the items was 9 or 10 (with the exception of 'free-time'), which means that more than the half were very satisfied; and that the 5th percentile was usually 6 or less, which means that being none or little satisfied was infrequent (Table 3). Exploratory factor analysis was developed first (the unweighted least squares method was used to extract the factors, one factor being selected by parallel analysis, and the rotation process was orthogonal). The initial factor explained 32.31% of total variance, and when the principal component analysis was applied with 8 fixed factors based on correlations with varimax rotation, they explained 76.97% of variance. These were coherent with the contribution of each item to the initial factor and the microsystems defined in ecological theory, which include psychological and health aspects, family and house/material, other children and school, as well as time use and neighbourhood. Although the factors included coherent domains, the constructed variables were not used in the regression models because each factor only had three, two or one indicator/s.

Table 3

Descriptive analysis of indicators of domain-based cognitive SWB (sorted by mean)

Indicator	Source	Factor	NR/DK	Mean	<i>sd</i>	5th p.	25th p.	50th p.	75th p.	95th p.
health	A	Health	.52%	9.37	1.25	7	9	10	10	10
things-have	A	House/Material	.17%	9.27	1.26	7	9	10	10	10
people-live-with	B	Family	.18%	9.22	1.36	7	9	10	10	10
house	C	House/Material	.05%	9.15	1.39	7	9	10	10	10
friends	B	Other Children	.13%	9.03	1.46	6	9	10	10	10
things-learned	C	School	.19%	8.98	1.35	6	8	9	10	10
safety	A	Psychological	.47%	8.88	1.46	6	8	9	10	10
body	C	Health	.80%	8.87	1.73	5	8	10	10	10
neighbourhood	B	Neighbourhood	.11%	8.67	1.78	5	8	9	10	10
classmates	C	Other Children	.31%	8.64	1.67	5	8	9	10	10
time-use	A	Time Use	.68%	8.58	1.55	6	8	9	10	10
heard-by-adults	C	Psychological	.39%	8.49	1.85	5	8	9	10	10
life-as-student	C	School	.22%	8.43	1.71	5	8	9	10	10

Indicator	Source	Factor	NR/DK	Mean	<i>sd</i>	5th p.	25th p.	50th p.	75th p.	95th p.
freedom	A	Psychological	.32%	8.16	2.03	4	7	9	10	10
free-time	C	Time Use	.42%	7.83	2.25	3	7	8	10	10

Note. Source: A=PWI-SC, B=BMSLSS, and C=the Children's Worlds project.

Affective SWB

This was measured by means of 6 indicators of the affective component of SWB taken from Russell's Core Affect theory (Russell, 2003) and used in the Children's Worlds project. These items use 11-point scales, where 0 means 'not at all' and 10 'all the time' during the previous two weeks. Positive affect items showed the highest means, and more than half reported being very happy and full of energy, while more than a quarter considered themselves to be very calm. In relation to the negative responses, no more than a quarter said they were very stressed, bored or sad (Table 4). Exploratory factor analysis was conducted. The initial factor explained 23.10% of the total variance, and two factors by means of principal components analysis, 55.63%. These were coherent with the contribution of each item to the initial factor and core affect theory. The constructed variables were not used in the regression models because each factor only had three indicators.

Table 4

Descriptive analysis of indicators of affective SWB (sorted by mean)

Indicator	Factor	NR/DK	Mean	<i>sd</i>	5th p.	25th p.	50th p.	75th p.	95th p.
happy	Positive	.41%	8.98	1.47	6	8	10	10	10
full-of-energy	Positive	.41%	8.76	1.90	5	8	10	10	10
calm	Positive	.40%	7.20	2.67	1	5	8	9	10
stress	Negative	.47%	4.14	3.34	0	1	4	7	10
bored	Negative	.37%	3.58	3.26	0	0	3	6	10
sad	Negative	.44%	2.75	2.79	0	0	2	5	9

Interpersonal relationships

These were measured by means of 21 indicators used in the Children's Worlds project related to interpersonal relationships between the child and family, other children, in school, and in neighbourhood (5 point-scale, where 0 means 'I do not agree' and 5 'I totally agree'). Means were always above 3.4, that is, more than half agreed

somewhat, a lot or totally, whereas less than a quarter usually did not agree or agreed only a little. Note that where ‘No response’ and ‘Do not know’ were above 4%, this coincided with a mean of below 4 (Table 5). Reliability analysis was developed, and items on interpersonal relationships had very good internal consistency ($\alpha=.870$). See appendix for a view of how the items were worded.

Table 5

Descriptive analysis of interpersonal relationships indicators (sorted by mean)

Indicator	NR/DK	Mean	<i>sd</i>	I do not agree	Agree a little bit	Some-what	Agree a lot	Totally agree
family_care-about	1.04%	4.82	.52	.4%	.5%	2.3%	10.0%	86.8%
family_safe-home	.95%	4.76	.58	.3%	.9%	3.6%	13.4%	81.9%
family_help	.99%	4.71	.62	.5%	1.0%	3.0%	17.5%	78.0%
school_safe-school	2.34%	4.65	.71	.9%	1.4%	4.9%	17.2%	75.6%
children_friends-enough	1.06%	4.61	.78	1.2%	1.9%	5.0%	18.3%	73.5%
children_friends-well-together	.68%	4.57	.74	.7%	1.7%	6.5%	22.8%	68.4%
family_good-time	.60%	4.52	.78	1.0%	1.9%	6.7%	25.2%	65.2%
children_friends-support	2.51%	4.49	.88	2.0%	2.6%	6.3%	22.4%	66.8%
school_help	1.75%	4.49	.79	.8%	2.0%	8.4%	25.5%	63.4%
children_friends-nice	.57%	4.47	.78	.7%	2.0%	7.9%	28.8%	60.6%
family_heard	1.34%	4.45	.81	.9%	2.4%	8.0%	28.3%	60.5%
school_care-about	3.01%	4.39	.85	1.3%	2.6%	8.5%	31.4%	56.2%
school_heard	2.58%	4.35	.89	1.6%	3.0%	10.2%	29.5%	55.7%
children_classmates-support	2.17%	4.35	.86	1.4%	2.7%	9.2%	33.1%	53.6%
neighbourhood_safe-area	1.05%	4.25	.95	2.0%	4.0%	11.9%	30.7%	51.4%
family_freedom	2.51%	4.14	.99	2.3%	4.5%	15.8%	31.3%	46.0%
neighbourhood_kind	10.00%	3.97	1.11	4.2%	7.2%	17.2%	30.9%	40.6%
school_choice	6.57%	3.75	1.13	5.0%	9.3%	21.1%	35.0%	29.6%
neighbourhood_freedom	4.39%	3.66	1.27	8.5%	11.3%	18.0%	29.7%	32.4%
neighbourhood_help	9.07%	3.50	1.39	12.9%	12.8%	17.4%	24.7%	32.1%
neighbourhood_heard	17.31%	3.44	1.32	12.4%	12.1%	21.0%	28.4%	26.2%

Activities outside school

This was measured by means of 12 indicators used in the Children’s Worlds project related to the frequency with which children participate or are engaged in activities outside school (6 point-scales, where 0 means ‘never’ and 6 ‘every day’). Note that participants were asked about ‘frequency of participation’ but not about ‘time use’ (the amount of time spent on particular activities). More than half reported that they did homework, watched television and spend time with family at least five days a week; and

more than half did sports, played outside, did home chores, used social media, played electronic games and took care of family members at least three days a week. More than a quarter reported doing nothing, doing extra-classes and working with the family twice a week or less (Table 6). According to Rees (2017), this type of question set could have some gaps and omissions, so continuous revision is recommended. See the appendix for a view of how the items were worded.

Table 6

Descriptive analysis of activities outside school indicators (sorted by mean)

Indicator	NR/DK	Mean	<i>sd</i>	Never	Less than once a week	Once or twice a week	Three or four days a week	Five or six days a week	Every day
homework	.50%	5.07	1.19	1.4%	1.5%	8.9%	17.0%	19.2%	51.9%
watch-tv	.62%	4.79	1.48	4.9%	3.9%	11.5%	14.6%	16.8%	48.3%
family-time	.69%	4.58	1.48	2.9%	7.7%	15.8%	16.2%	17.1%	40.4%
sports	.67%	4.26	1.50	5.2%	6.0%	22.1%	22.3%	13.0%	31.5%
playtimeoutdoors	.51%	4.12	1.53	4.8%	11.2%	22.1%	18.8%	15.4%	27.8%
home-chores	.42%	4.10	1.52	5.0%	11.4%	20.6%	21.3%	14.7%	27.0%
social-media	.54%	4.07	1.83	15.5%	7.2%	14.7%	13.9%	14.8%	34.0%
electronic-games	.51%	3.76	1.72	13.2%	11.6%	23.4%	14.7%	12.3%	24.8%
care-family	.65%	3.72	1.99	22.7%	12.6%	10.2%	10.6%	12.1%	31.8%
nothing-resting	.69%	2.91	1.76	28.2%	21.4%	18.5%	10.0%	6.4%	15.5%
extra-classes	.52%	2.35	1.61	50.6%	5.2%	21.8%	10.4%	5.2%	6.9%
working-family	.83%	1.73	1.41	71.2%	11.6%	4.8%	3.6%	3.4%	5.3%

Data quality and analytical strategy

The questionnaire was administered online through school computers (68.17% of the cases) or electronic tablets (31.87%). Only 5.31% ended up using the paper version due to Internet connection. The initial presentation was made to the whole group, introducing the first block of questions, and the survey was completed with individualized support by the fieldwork team. The questionnaire was available in Catalan (80% preference) and Castilian Spanish (20%). The group sessions lasted one hour (more than 97.5% were able to finish on time, although one hour is rather a long time for this age). The teachers viewed the fieldwork team's treatment of the children as

very satisfactory (mean of 4.5 on a five-point scale).

The collected data are considered trustworthy, departing from the fact that children are competent informants when the instruments are appropriate and the practices respectful with their contextual situations (Casas, González-Carrasco, et al., 2013; González-Carrasco, Malo, et al., 2015; Rodríguez-Pascual, 2017). In post-data collection, only nine questionnaires were excluded because less than 40% of the items were responded to (analysed sample=3,962). In the 'No response' and 'Do not know' options, the children did not express their opinion and these were not included in the data analysis, this leads to different 'gl2 indicators' in the multiple regression models. For interpretation purposes, 11-point scales were transformed into three categories according to data distribution ('Very satisfied' corresponded to 9-10 points, which are the mode and median; 'Quite a lot satisfied' to 7-8, which have the same quantity of answers; and 'None or little satisfied' to 0-6, where the number of responses diminishes).

In accordance with Hair et al. (1999), after descriptive analysis, exploratory and confirmatory factor analysis and principal component analysis of the different indicators, multiple regression analysis was used as a way of analysing the relationship between children's SWB as the criterium indicator and different sets of predictor indicators (domain-based cognitive SWB, affective SWB, interpersonal relationships, activities outside school, and sociodemographic and educational characteristics). It is analysed whether the mean of children's SWB varies according to the sets of predictors. Estimation was by means of the stepwise method, that is, the indicator that explains most variance was identified, and the rest were added until there were no additional significant variables (statistical significance at .01, multicollinearity was not observed and there were no influential cases). The adjusted R squared was used to contrast the

hypothesis that the variation explained by the model is higher than that explained by the mean. To interpret the results, indicators with major change in R squared were taken into account (practical significance). Note that different sets of predictor indicators were used in the analysis because they have different meanings and the aim was to identify their specific contribution; otherwise, some indicators could cover the critical contribution of others. Moreover, since data for quantitative variables do not have a normal distribution, as well as using an initial multiple regression analysis due to there being little difference and it being habitual, the continued use of logistic models is also recommended (Ferrer-i-Carbonell & Frijters, 2004).

Results

With regard to indicators of domain-based cognitive SWB (Table 7), a model with 13 of the 15 indicators contributes to 55.07% of the CW-SWBS-5 scale's variance. The indicators with the highest contribution are 'heard-by-adults' (adjusted R squared: .271) and 'safety' (adds .104). The adjustment addition of 'time-use', 'body' and 'house' ranges from .052 to .028; and of 'classmates', 'life-as-student' and 'people-live-with' from .017 to .010. Although 'freedom', 'things-have', 'friends', 'health' and 'free-time' modify the adjusted R square from .006 to .002, their practical contribution is not evident. The domains with no statistical contribution are 'things-learned' and 'neighbourhood'.

Table 7

Contribution of domain-based cognitive SWB to children's SWB

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
(constant)	.017					
heard-by-adults	.104	< .001	.271	.271	.271	< .001
safety	.082	< .001	.375	.375	.104	< .001
time-use	.096	< .001	.428	.427	.052	< .001
body	.103	< .001	.464	.464	.037	< .001

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
house	.086	< .001	.493	.492	.028	< .001
classmates	.067	< .001	.510	.509	.017	< .001
life-as-student	.082	< .001	.523	.522	.013	< .001
people-live-with	.099	< .001	.533	.532	.010	< .001
freedom	.055	< .001	.540	.539	.006	< .001
things-have	.079	< .001	.544	.543	.004	< .001
friends	.062	< .001	.547	.546	.003	< .001
health	.069	< .001	.550	.549	.003	< .001
free-time	.031	< .001	.552	.551	.002	< .001

Concerning the affective SWB indicators (Table 8), a model with the six affect indicators contributes to 42.75% of the CW-SWBS-5 scale’s variance. The strongest contribution is with ‘happy’ (adjusted R squared: .387). The adjustment addition of ‘sad’ and ‘full-of-energy’ ranges from .015 to .014. Although ‘calm’, ‘bored’ and ‘stressed’ modify the adjusted R squared from .009 to .001, their practical contribution is not evident.

Table 8

Contribution of affective SWB to children’s SWB

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
(constant)	3.990					
happy	.461	<.001	.387	.387	.387	<.001
sad	-.047	<.001	.402	.401	.015	<.001
full-of-energy	.087	<.001	.416	.415	.014	<.001
calm	.048	<.001	.424	.424	.009	<.001
bored	-.020	<.001	.427	.426	.003	<.001
stress	-.016	.004	.428	.427	.001	.004

Concerning interpersonal relationships (Table 9), a model with 12 of the 21 indicators contributes to 39.42% of the CW-SWBS-5 scale’s variance, the most significant being ‘We have a good time together in my family’ (adjusted R squared: .165), along with ‘I have enough friends’, ‘My parents give me enough freedom’, and ‘I feel safe when I walk around in the area I live in’ (adds between .093 and .031).

Table 9

Contribution of interpersonal relationships to children's SWB

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
(constant)	.626					
family_good-time	.265	<.001	.165	.165	.165	<.001
children_friends-enough	.288	<.001	.259	.258	.093	<.001
family_freedom	.166	<.001	.304	.304	.046	<.001
neighbourhood_safe-area	.145	<.001	.335	.334	.031	<.001
family_safe-home	.273	<.001	.359	.357	.023	<.001
family_heard	.145	<.001	.371	.369	.012	<.001
school_safe-school	.115	<.001	.380	.378	.009	<.001
children_friends-nice	.134	<.001	.386	.384	.006	<.001
school_heard	.086	.001	.390	.388	.004	<.001
neighbourhood_freedom	.065	<.001	.393	.391	.003	<.001
family_help	.108	.004	.395	.393	.002	.002
children_classmates-support	.075	.007	.397	.394	.002	.007

Concerning activities outside school (Table 10), a model with 4 of the 12 indicators contributes to 11.52% of the CW-SWBS-5 scale's variance, 'Relaxing, talking or having fun with family' being the most significant (adjusted R squared: .097).

Table 10

Contribution of activities outside school to children's SWB

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
(constant)	7.107					
family	.237	<.001	.097	.097	.097	<.001
homework	.106	<.001	.107	.106	.010	<.001
playtimeoutdoors	.089	<.001	.114	.114	.008	<.001
electronic-games	-.035	.004	.116	.115	.002	.004

Finally, concerning sociodemographic and educational characteristics (Table 11), living in two family nuclei with a greater frequency of a single parent, low family affluence, perceived special needs, not living in one family with two parental figures, not being born in Spain and the parents neither, or low neighbourhood income, all contribute to lower CW-SWBS-5 (4.76% of the CW-SWBS-5 scale's variance). This

low percentage means that there are very few children with these characteristics who are not sufficiently satisfied with their lives.

Table 11

Contribution of sociodemographic and education characteristics to children's SWB

	Beta	p-value	R squared	Adjusted R squared	Change	p-value
(constant)	8.921					
two-family-nuclei-with-a-greater-frequency-of-a-family-with-one-single-parent	-.476	<.001	.018	.017	.018	<.001
low-family-affluence	-.313	<.001	.029	.028	.011	<.001
perceived-special-needs	-.285	<.001	.038	.037	.010	<.001
not-living-in-one-family-with-two-parental-figures	-.229	<.001	.043	.042	.005	<.001
not-born-in-Spain-and-parents-neither	-.154	.002	.047	.045	.004	.001
low-neighbourhood-income	-.131	.004	.050	.048	.003	.004

Discussion

Taking into account the optimism bias, the question is whether 'children share high common SWB simply because they are children' or whether and how, in spite of being children, there are different reasons to be more or less satisfied (Casas, 2011; Ben-Arieh et al., 2017). Through the analysis developed here, children's SWB measured by CW-SWBS-5 would appear to be related to both domain-based cognitive SWB and affective SWB (55.07% and 42.75% of variance explained, respectively). Children's SWB is higher when domain-based cognitive evaluations have higher scores; being satisfaction with 'heard-by-adults', 'safety', 'time-use', 'body' and 'house' the ones that most contribute. Children's SWB is also related to affect indicators; being 'happy' the one that most contributes. In addition, children's SWB seems to be related to interpersonal relationship indicators (39.42%), and the ones with the highest contributions are 'We have a good time together in my family', 'I have enough friends',

‘My parents give me enough freedom’, and ‘I feel safe when I walk around in the area I live in’. Children’s SWB seems to be low but statistically related to indicators of activities outside school (11.52%); being ‘Relaxing, talking or having fun with family’ the one that most contributes, and to sociodemographic and educational characteristics (4.76%), while none of the latter makes any important contribution. Further research could add some age-adapted psychological and social well-being scales based on previous theories (Ryff & Keyes, 1995; Keyes, 1998) for a better comprehension of children’s SWB.

The results for children’s SWB in Barcelona city in 2017 are similar to those found by different authors using the Children’s Worlds project databases, but with some new and suggestive findings. Previous results suggested that children’s SWB was influenced in different countries by housing, safety, bullying, school achievements and social interactions (Dinisman et al., 2015), and in relation to domain-based cognitive SWB, by the freedom to choose and self-perception, but also social support, friendliness, and choice about time (Bradshaw & Rees, 2017; Lee & Yoo, 2017). The analysis carried out here has identified satisfaction with ‘heard-by-adults’ (also in Casas, Bello, et al., 2012, 2013), ‘safety’, ‘time-use’, ‘body’ and ‘house’ to add. In fact, being satisfied with ‘heard-by-adults’ and ‘safety’ may have a similar significance to self-perception, while ‘time-use’ may be similar to freedom to choose and choice about time, whereas housing may still make some type of contribution to children’s SWB. In relation to affective SWB, which is part of SWB (Casas, 2018; Busseri, 2018), this analysis shows that happiness makes the highest affect contribution to children’s SWB. It is important to recognize that children who are satisfied with their lives are feeling happy, and that children may feel sad, bored or stressed without subsequently making a negative evaluation of their lives. Further research could focus on affective SWB in

context with school lives and their interpersonal relationships, as well as body and health.

As regards interpersonal relationships, frequency of family and of peer activities and neighbourhood safety were identified as being important (Lee & Yoo, 2015). In this analysis, ‘We have a good time together in my family’, ‘I have enough friends’, ‘My parents give me enough freedom’, and ‘I feel safe when I walk around in the area I live in’ displayed a significant contribution to children’s SWB, and all of them showed associations with family, other children and neighbourhood. This suggests that apart from family, the other children play an important role in socialization and identity processes of children, as well as feeling free and safe in the place they live, especially in school. In relation to activities outside school, it was found that sports, watching television and using computers games are the most frequent activities (Rees, 2017b; Rees & Dinisman, 2015), while doing homework and talking with family can be added according the analysis. Mainly, just as Lee and Yoo (2015) posited, what is striking is that only spending time with family seems to have a critical contribution to children’s SWB.

In relation to sociodemographic and educational characteristics, it was found that, although exosystems and macrosystems have a low statistical relation with children’s SWB, being deprived of economic and material resources could be critical (Sarriera et al., 2015; Crous, 2017; Crous & Bradshaw, 2017; Dinisman & Ben-Arieh, 2016; Gross-Manos, 2017; Lee & Yoo, 2015). In Barcelona city in 2017, a child who lived in a neighbourhood with low income tended to express a lower SWB than children who lived in richer neighbourhoods. And children from less affluent families, or, in other words, who are deprived, tend to express a lower SWB than those from a more affluent family. As observed in previous Spanish samples (Casas, Bello, et al., 2012,

2013; Dinisman et al., 2012), children with foreign origins tend to express a lower SWB than those without. And children who do not live in a family nucleus with two parental figures also tend to express a lower SWB (Dinisman et al., 2017).

Three results can be highlighted that have not been reported in previous articles related to the Children's Worlds project: (a) children with perceived special needs tend to be less satisfied, meaning that more targeted analysis is needed for this group, starting with a systematic review of the literature; (b) type of school and location seem not to be related to overall children's SWB, although this relationship could be analysed in domain-based cognitive SWB indicators, such as self-perception related to school and time (Bradshaw et al., 2017; Casas & González-Carrasco, 2017; Kutsar & Kasearu, 2017); and (c) at 10-12-years-old, gender seems to be unrelated to overall children's SWB, although domain-based cognitive SWB indicators could manifest gender differences (González-Carrasco, Gras, et al., 2015; Grigoraş et al., 2018), and it must be considered whether gender differences exist among other ages or types of children (Lawler et al., 2010; Montserrat et al., 2015; Kaye-Tzadok et al., 2017; Yoo & Ahn, 2017).

Some strengths have been identified to promote positive development (Pollard & Lee, 2003), as well as some children's problems or needs (Ben-Arieh et al., 2014; Casas et al., 2014). By way of support for policy and the development of services (McAuley & Rose, 2010), as observed by the pattern in the Spanish samples (Dinisman & Rees, 2014; Rees & Main, 2015), there is a priority margin for improvement in some domain-based cognitive SWB indicators (Table 2). That is, since a vast majority of children are very satisfied with specific indicators, the small percentages of those who are not are valuable because they indicate children in vulnerable situations (Brazier, 2017). This is the case with 'health', or 'things-have', 'people-live-with' and 'house', or

‘friends’ and ‘things-learned’. What is more, other evaluated domains have an even greater margin for strategic improvement, as the percentage of ‘very satisfied’ responses moves away from 100% (‘heard-by-adults’, ‘life-as-student’, ‘freedom’ and ‘free-time’). In addition, domain-based cognitive SWB indicators with reciprocal statistical correspondence suggest potential improvement effects in these domains (Table 3). For instance, between ‘life-as-student’ and ‘things-learned’; between ‘health’ and ‘body’; between ‘freedom’, ‘heard-by-adults’ and ‘safe’; between ‘classmates’ and ‘friends’; and between ‘time-use’ and ‘free-time’. It is also worth noting that the data suggest life satisfaction and aspirations have different meanings (Table 2).

By improving their satisfaction, domain-based cognitive SWB indicators with the highest contribution to children’s SWB could have a great impact on their SWB (Table 7). This is the case when it comes to satisfaction with ‘heard-by-adults’, ‘safety’, ‘time-use’, ‘body’ and ‘house’. Thus, following the 12th article of the UNCRC and their General Comment No. 12 (CRC/C/GC/12), about the right of the child to be heard, that children feeling adequately heard by the adults around them could be the first step to giving attention to children’s lives and improving their well-being and, indirectly therefore, their security. Moreover, when children are satisfied with their life, they are happy and have a more positive perception of specific interpersonal relationships such as ‘We have a good time together in my family’, or activities outside school, such as ‘Relaxing, talking or having fun with family’ (Table 8, 9, 10). That is the reason why we should all take adequate account of the quality and quantity of time that parents spend with their children. And by extension, the closest people in their lives.

On the other hand, although not a determining factor, despite children’s optimism bias, it is more likely that children express lower SWB when (a) living in two family nuclei with a greater frequency of a single parent, (b) their family is less affluent,

(c) they have perceived special needs, (d) they do not live in a family nucleus with two parental figures, (e) they were not born in Spain and neither were their parents, or (f) their neighbourhood income is low (Table 13). Therefore, promoting better evaluations of cognitive domains (especially feeling adequately heard by adults) and enjoying relationships (especially with family members) both could improve all children's lives. Furthermore, activities outside school, and in particular sociodemographic and educational characteristics, both could be used to identify children in vulnerable situations. Further research must focus on SWB of children affected by social inequalities.

Note that data was collected through an adapted preliminary version of the third wave of the ISCWeB using a probabilistic sample of Year 5-6 students. The findings can be generalized to the target population (Year 5-6 students in Barcelona city in 2017) due to sampling design, and could be a reference for exploring children's SWB in a society similar to Barcelona city. The findings cannot be assumed to pertain to younger children, because they could have different needs or problems, and neither to adolescents because they are also in another phase of their education. Given that a self-response questionnaire was used, it is recommended that other sources also be taken into account when making decisions for improving children's lives. This was the first time the survey has been used with a specific sample in Barcelona city, and data collection should be carried out periodically to find out whether there are changes over time. This is a cross-sectional study and no cause-effect relationship can be established. It could be timely and consistent to use the questionnaire as a research technique for assessing social or educational interventions based on quasi-experimental designs. Finally, it makes sense to state that if we want to gain an in-depth understanding of children's SWB, it is also necessary to use other research techniques that improve their

reflection and participation.

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Appendix

Table 1

Interpersonal relationships items

Identification	Writing
children_classmates-support	If I have a problem at school other children will help me
children_friends-enough	I have enough friends
children_friends-nice	My friends are usually nice to me
children_friends-support	If I have a problem, I have a friend who will support me
children_friends-well-together	Me and my friends get along well together
family_care-about	There are people in my family who care about me
family_freedom	My parents give me enough freedom
family_good-time	We have a good time together in my family
family_help	If I have a problem, people in my family will help me
family_heard	My parents listen to me and take what I say into account
family_safe-home	I feel safe at home
neighbourhood_freedom	I have enough freedom to do what I want in my local area
neighbourhood_help	If I have a problem there are people in my local area who will help me
neighbourhood_kind	Adults in my local area are kind to children
neighbourhood_heard	Adults in my area listen to children and take them seriously
neighbourhood_safe-area	I feel safe when I walk around in the area I live in
school_care-about	My teachers care about me
school_choice	I have enough choice about what I do at school
school_help	If I have a problem at school my teachers will help me
school_heard	My teachers listen to me and take what I say into account
school_safe-school	I feel safe at school

Table 2

Activities outside school items

Identification	Writing
nothing-resting	Doing nothing or resting (apart from sleeping at night)
playtimeoutdoors	Playing or spending time outside
sports	Playing sports or doing exercise
electronic-games	Playing electronic games (on a computer or other device)
social-media	Using social media (on a computer, tablet or phone)
watch-tv	Watching TV
care-family	Taking care of brothers or sisters or other family members
home-chores	Helping out around the house (household chores)
family-time	Relaxing, talking or having fun with family
working-family	Working with family (e.g. family business, family farm)
extra-classes	Doing extra classes / tuition when not at school
homework	Doing homework and studying

6.2. Estudi 2. *Children's School Subjective Well-Being: The Importance of Schools in Perception of Support Received From Classmates*

Abstract

Besides educational results indicators, a comprehensive view of childhood should include children's opinions on their well-being in school. The objective is to know whether school subjective well-being varies according to the school they attend, which would justify identifying related factors at the school level (school perceptions, individual affection and socioeconomic composition). It is analysed given the 3,962 answers of children from Barcelona city (mean age=10.7) in 2017 to the International Survey of Children's Well-Being. The multilevel analysis shows that classmates play an essential role in the school experience: in those schools where more children are very satisfied with life as student, children have more confidence in receiving support from their classmates if they have a problem and feel less stressed. This has important implications for learning, coexistence and participation. Further research is required focusing on social inequality, as well as the impact of educational experience to educational results (Corominas, González-Carrasco, & Casas, 2020b)⁴.

Keywords: children, subjective well-being, classmates support, schooling, ISCWeB

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Corominas, M., González-Carrasco, M., & Casas, F. (2020b). *Children's school subjective well-being: The importance of schools in perception of support received from classmates*. Manuscript presentat per a la seva publicació a una revista JCR.

Introduction

Why we should guarantee children's well-being in schooling and education?

The United Nations Convention on the Rights of the Child (UNCRC) states that both families and the State must educate and socialise (McAuley & Rose, 2010). According to Marguerit, Cohen and Exton (2018), all countries belonging to the Organization for Economic Co-operation and Development (OECD), not to mention any others, are found wanting when it comes to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities (the fourth Sustainable Development Goal, SDG). In this regard, the Political Incidence Team belonging to UNICEF's Catalonia Committee and the Spanish UNICEF Committee (2018) have prioritized the goal of quality education, together with ensuring healthy lives and promoting well-being (the third SDG).

In practically all OECD countries, there is nearly universal coverage of basic education, as enrolment rates attained or exceed 95% (OECD, 2019). In Spain specifically, there were around 3,000,000 pupils in primary education in 2018 (Spanish Ministry of Education Culture and Sports, 2018), while for the Catalan education system this figure was around 500,000 (Department of Education, 2018a). In both aforementioned education systems, the goal of primary education is to facilitate the learning of oral expression, comprehension techniques, reading, writing, numeracy, and cultural skills. Social skills, work and study habits, artistic sense, creativity, and affectivity are also developed at this stage, as children's individual needs are taken into consideration for the purpose of developing their personalities and preparing them for secondary education (Mullis, Martin, Goh, & Prendergast, 2017).

According to the 2016 Progress in International Reading Literacy Study, and similarly to same studies for mathematics and science (Martin, Mullis, Foy, & Hooper, 2016; Mullis, Martin, Foy, & Hooper, 2016, 2017), Spain was one of the highest achieving countries for Year 4 pupils (usually aged 9-10) for the period 2011-2016, along with Austria, Bulgaria,

England, Hungary, Ireland, Italy, Lithuania, Norway, Slovenia, and Sweden. In addition to the Catalan overall results included in these studies (Department of Education, 2018b), in a 2017 standard assessment test, Year 6 pupils in Barcelona city obtained results that were slightly above the mean in literacy and mathematics (Department of Education, 2017). However, according to Barcelona Institute of Childhood and Adolescence (2016, 2019), pupil segregation exists in schools located in municipal districts with a lower socioeconomic status, and children attending these schools require school guidance programmes. To this end, and within the framework of the Barcelona city Neighbourhood Plan, new roles for psychosocial professionals have been incorporated into these schools.

Schools play an important role in improving emotional well-being for 21st-century children, since teachers help raise their self-esteem and motivation by being a role model, mentor and educator (Choi, 2018). For Jiang et al. (2014), the UNCRC constitutes a framework for promoting children's well-being in schooling and education by affording them provision, protection and participation rights. Regarding provision rights, schools should be easily and readily accessible to all children and provide them with opportunities for development (related to the right to education, the goals of education included in the UNCRC, and knowing their rights). As for protection rights, schools should protect children from physical, mental or any other danger (the right to protection from all forms of violence). And, finally, in terms of participation rights, schools need to ensure children have a variety of participation and self-determination rights (freedom of expression and association) (United Nations, 1989).

Therefore, when addressing the SDG of 'Quality education' and 'Ensure healthy lives and promote well-being', and considering the previous framework for promoting children's well-being in schooling and education, one issue is whether 'children's school subjective well-being (SWB)' should be integrated together with educational results indicators to better understand the school lives of children. Besides educational results indicators, a

comprehensive view of childhood should include children's opinions on their well-being in school and education in order to promote that in schools. This represents an opportunity for improving schooling, teacher training, and the identification of educational problems or needs. A relevant question, then, is whether we must depart from the premise that 'children's school SWB' is the same in all schools, or otherwise assume that it varies according to the school, which would justify identifying the related factors involved at the school level.

What should we consider when promoting 'children's school SWB'?

Children's SWB, that is, their satisfaction with life and different aspects of their lives - including satisfaction with school experience and other school aspects, referred to here as children's school SWB- usually decreases with age (Casas & González-Carrasco, 2018). It may also vary according to gender, home context, family/peer/teacher relationships, school context, and neighbourhood quality, rather than gross domestic product or income inequality (Newland et al., 2018). In prior studies, children who knew their rights demonstrated higher SWB than those reporting otherwise (Casas et al. 2018). And with regard to children's school SWB, Casas and González-Carrasco (2017) underlined that, in children's minds, satisfaction with life as a student and satisfaction with school experiences extend far beyond the boundaries of the school. When satisfaction with teachers and peers is high, children consider school as one world, and when one of the two dimensions does not provide enough satisfaction, they represent school as two different worlds.

In different countries, including Estonia, Germany, Malta, Norway, Poland, Romania, Spain and the UK, in cases of low SWB, girls' SWB was driven by relational factors such as satisfaction with peers, whilst for boys, school was the main factor (Kaye-Tzadok, Suk Kim, & Main, 2017). Children's school SWB has also been found to decrease with age and depend on how their teachers and schoolmates treat them, as well as how safe they feel at school (Kutsar & Kasearu, 2017). Corominas, González-Carrasco and Casas (2020) suggested that

children's voices being adequately heard by adults, including teachers, could be the first step to giving attention to children and improving their SWB.

In addition to school satisfaction, bullying is also a relevant issue in children's SWB (Dinisman, Fernandes, & Main, 2015; Lawler, Newland, Giger, & Roh, 2010). Children who report having been bullied at school display lower SWB, this being related to being older, a girl and deprived (Bradshaw, Crous, Rees, & Turner, 2017). In their study, Savahl et al. (2018) found that although some children being bullied presented acceptable levels of life satisfaction, they may still be at risk, as there it may have adverse psychological outcomes. Zarate-Garza et al. (2017) suggested that chronic peer victimization could have physiological and mental health consequences, and that physiological response to stress is critical.

In relation to school perceptions, and considering that children make relevant groups of friends from the networks created with classmates (Ivaniushina & Alexandrov, 2017), support from family and friends predict satisfaction with life and with school experience in children aged 10-12, support from friends being a more important predictor than family support (Oriol, Torres, Miranda, Bilbao, & Ortúzar, 2017). According to Holder and Coleman (2015), children's friendships are closely associated with children's well-being, greater self-worth and coping skills later in life. They found that children who enjoy close friendships experience higher levels of happiness, life satisfaction and self-esteem and lower levels of loneliness, depression and victimization. The group socialization theory of development (Harris, 1995; López-Larrosa, 2015) holds that parents do not have important long-term effects on the development of a child's personality. This is because socialization is context-specific and, outside the home, takes place in children and adolescents' peer groups, where intra- and intergroup processes are responsible for transmitting culture and environmentally modifying personality.

In relation to schooling and considering the influence of affection on SWB (Russell, 2003), Kutsyuruba, Klinger and Hussain (2015) found that a positive school climate, a safe

school environment and favourable well-being are all critical to children's academic, emotional and social needs. They therefore stress the importance of remembering that children's educational experience occurs in classrooms, peer groups, the school, the school board, and the neighbourhood. Sancassiani et al. (2015) found that targeting social and emotional competences and attitudes about oneself, others and school is useful for enhancing healthy behaviours, promoting psychological well-being and improving academic performance. Meanwhile, Cheney et al. (2014) argued that psychological interventions in schools are related to social and emotional aspects of learning, as well as cognitive, behavioural and social skills.

De-Róiste et al. (2012) emphasized the relevance of school participation for children, and identified positive relationships between school participation, health and well-being. Participation in school was associated with school pleasure and higher perceived academic performance, better self-rated health, higher life satisfaction and greater reported happiness. Upadaya and Salmela-Aro (2013) highlighted that a high level of school engagement is positively associated with academic success and children's well-being, and negatively associated with children's ill-being. John-Akinola and Nic-Gabhainn (2014) also suggested that school participation is relevant for improving the school socio-ecological environment, relationships, and positive health and well-being outcomes of children.

Finally, in line with the sociology of education, which identifies patterns, causes and consequences of inequalities in education (Collet-Sabé, 2019, from Bonal and Bellei), as well as the peer effect in educational results (Yeung & Nguyen-Hoang, 2016), this article adopts the perspective that these differences may also be observed in children's school SWB. In relation to the socioeconomic composition of a school's pupils, peer effect has been found to differ according to peer characteristics (Gottfried, 2014). Children who share a school and neighbourhood show similar levels of educational results (Levine & Painter, 2008), while attending a school with children from more educationally disadvantaged families can result in

lower educational results (Chesters & Daly, 2017). However, some findings contradict the argument that disadvantaged socioeconomic children bring down the academic level of the class or the school (Hornstra, Peetsma, Volman, & van der Veen, 2015).

Objectives and hypotheses

The main objective of this article is to determine whether children's school SWB varies according to the school they attend, which, if found to be the case, would justify identifying related factors at the school level. Therefore, there is a need to ascertain whether differences exist between schools in relation to pupils' school satisfaction and identify related factors such as school perceptions, individual affection and the socioeconomic composition of pupils attending the school. The specific objectives and hypotheses are presented below:

- Objective 1: At the school level, to determine the level of children's school SWB measured through the following indicators: satisfaction with 'your life as a student', 'things you have learned at school', 'other children in your class', and 'friends'.
 - o Hypothesis 1: Children will report different degrees of satisfaction with their life as a student, things learned at school, children in their class and friends according to the school they attend.
- Objective 2: At the school level, to determine to what extent children's school SWB is related to school perceptions through indicators measuring agreement with levels of school safety, teacher support, teacher attention, classmates support, being heard by teachers, and school autonomy.
 - o Hypothesis 2: Children in schools where there are higher mean scores for school satisfaction will display higher mean scores for all school perceptions (school safety, teacher support, teacher attention, classmates support, being heard by teachers and school autonomy).
- Objective 3: At the school level, to determine to what extent children's school SWB and school perceptions are related to higher or lower scores on individual affection.

- Hypothesis 3: Children in schools where there are higher mean scores for school satisfaction and school perceptions will report higher individual scores for positive affection (being happier, fuller of energy or calmer) and lower scores for negative affection (being less sad, bored or stressed).
- Objective 4: At the school level, to determine whether the socioeconomic composition of pupils at the school is related to school satisfaction, school perceptions and individual affection.
 - Hypothesis 4: Children in schools where there are higher mean scores for school satisfaction and school perceptions, as well as higher mean scores for individual positive affection and lower mean scores for individual negative affection, attend schools with a higher socioeconomic composition of pupils.

Method

Research design

The research employed a cross-sectional survey: children's school SWB was measured using the answers given by children aged 10-12 to an adapted preliminary version of the third International Survey of Children's Well-Being (Children's Worlds project, 2019). Data collection took place in Barcelona city in 2017 as part of the programme 'The Children Have Their Say', which is included within the childhood policy framework 'A Blueprint for Childhood and Citizen Focus 2017-2020' (Barcelona City Council, 2017). The most applicable items from the survey were selected according to the references presented in the previous section regarding children's school SWB (see 'Instruments section').

Participants

The sampling design and sample characteristics for the survey are detailed in Corominas et al. (2020). It comprises a probabilistic sample of Year 5 and 6 pupils (the last years of primary education) in Barcelona city in 2017 (mean age=10.7, $sd=.7$). A total of 3,962 surveys were analysed from 52 different schools and 170 different class groups. When a

school had one or two class groups, all were selected (42 schools), and when there were more than two class groups, two were selected randomly (10 schools).

The socioeconomic composition of pupils at the schools was constructed via the question ‘What neighbourhood do you live in?’, which was cross-referenced with the ‘2017 Family Income Index’ (Barcelona City Council, 2019). The ‘2017 Family Income Index’ is an indicator of the mean income level of residents in the 73 neighbourhoods of Barcelona city. A numerical value corresponding to the family income of the neighbourhood where the child is living is assigned to each child. This was therefore used to calculate the mean income of the children at each school. Three categories were created according to the thresholds established by the source that provides the Family Income Index. This variable has been constructed for multilevel analysis, and the table below shows its relationship with gender, birth, and type of school (Table 1).

Table 1

Description of the socioeconomic composition of schools

		Schools with children with a low family affluence index	Schools with children with a medium family affluence index	Schools with children with a high family affluence index
Overall sample	N schools	22	23	7
	N children	1,467	1,801	694
	% children	37.0%	45.5%	17.5%
Gender	% girl	49.3%	49.4%	49.7%
	% boy	50.7%	50.6%	50.3%
Born in Spain and parent/s also	% no	36.6%	32.4%	13.0%
	% yes	63.4%	67.6%	87.0%
Type of school	% general state	47.2%	49.5%	0.0%
	% subsidised	52.8%	50.5%	100.0%

Instruments

Children's school SWB

This was measured using 4 indicators that are derived from a proposal for items on satisfaction with school (Casas et al. 2013) and the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) (Seligson, Huebner, & Valois, 2003). Those indicators related to school satisfaction are 'satisfaction with your life as a student', 'things you have learned at school' and 'other children in your class' (classmates). Satisfaction with 'your friends' is derived from the BMSLSS. They were measured using 11-point scales, where 0 meant 'not at all satisfied' and 10 'totally satisfied'. In this research, the median for the items was always 9 or 10, which means that more than a half of the children were very satisfied. And the value for the 5th percentile was usually 6 or less, which means that dissatisfaction was reported only infrequently (Table 2).

Table 2

Descriptive analysis of school satisfaction indicators (sorted by mean)

Indicator (satisfaction with...)	Mean	<i>sd</i>	5th p.	25th p.	50th p.	75th p.	95th p.
Friends	9.03	1.46	6	9	10	10	10
Things-learned-at-school	8.98	1.35	6	8	9	10	10
Classmates	8.64	1.67	5	8	9	10	10
Life-as-a-student	8.43	1.71	5	8	9	10	10

School perceptions

This was measured using 6 indicators related to the child's interpersonal relationships at school (5-point scales, where 0 meant 'I do not agree' and 5 'I totally agree'). All mean scores were above 3.7, meaning that more than a half of the children agreed a lot or totally with the items, while less than a quarter usually did not agree or agreed only a little (Table 3).

Table 3

Descriptive analysis of school perception indicators (sorted by mean)

Indicator	Mean	<i>sd</i>	I do not agree	Agree a little bit	Some-what	Agree a lot	Totally agree
'I feel safe at school' (<i>schoolsafety</i>)	4.66	.71	.9%	1.4%	4.9%	17.2%	75.6%
'If I have a problem at school my teachers will help me' (<i>teachersupport</i>)	4.49	.79	.8%	2.0%	8.4%	25.5%	63.4%
'My teachers care about me' (<i>teacherattention</i>)	4.38	.85	1.3%	2.6%	8.5%	31.4%	56.2%
'If I have a problem at school other children will help me' (<i>otherchildrensupport</i>)	4.35	.86	1.4%	2.7%	9.2%	33.1%	53.6%
'My teachers listen to me and take what I say into account' (<i>heardteachers</i>)	4.35	.89	1.6%	3.0%	10.2%	29.5%	55.7%
'At school I have opportunities to make decisions about things that are important to me' (<i>schoolautonomy</i>)	3.74	1.13	5.0%	9.3%	21.1%	35.0%	29.6%

Affection

This was measured using 6 indicators derived from Russell's Core Affect Theory (Russell, 2003). An 11-point scale was used, where 0 meant 'not at all' and 10 'all the time' during the previous two weeks. Positive Affect items showed the highest means (more than a half of the children reported being very happy and full of energy, and more than a quarter very calm). In relation to Negative Affect, no more than a quarter said they were very stressed, bored or sad (Table 4).

Table 4

Descriptive analysis of affection indicators (sorted by mean)

Indicator	Mean	<i>sd</i>	5th p.	25th p.	50th p.	75th p.	95th p.
Happy	8.98	1.47	6	8	10	10	10
Full-of-energy	8.76	1.90	5	8	10	10	10
Calm	7.20	2.67	1	5	8	9	10
Stress	4.14	3.34	0	1	4	7	10
Bored	3.58	3.26	0	0	3	6	10
Sad	2.75	2.79	0	0	2	5	9

Data analysis

Since the aim is to determine whether the individual school has an effect on children's school SWB and the data are grouped by school, the adopted analytical strategy is based on adjusting and interpreting a multilevel analysis in five stages with SPSS, following the steps defined by Pardo, Ruiz and San-Martín (2007). The structure of the data used in this article is similar to theirs. Firstly, an *one-way analysis of variance with random effects* (Model 1) shows whether there are mean differences in children's school SWB between schools. Secondly, a *regression analysis with means as outcomes* (Model 2) shows whether mean differences in children's school SWB between schools can be attributed to the mean school perceptions of children belonging to each school. Thirdly and fourthly, a *one-way analysis of covariance with random effects* (Model 3) and a *regression analysis with random coefficients* (Model 4) show whether the differential relationship between children's school SWB and school perceptions of each school are related to the individual affection reported by each child. And finally, a *regression analysis with means and slopes as outcomes* (Model 5) shows whether the differential relationship between children's school SWB and school perceptions in each school and their relationship with the individual affection reported by each child depends on the socioeconomic composition of the pupils attending the schools. All relevant statistical information for each model is provided in 'Results section' (parameter, mean estimate, standard error, degrees of freedom, T value, Wald Z value, and p-value).

It should be noted that although the data are grouped into class groups by school, an analysis of differences between class groups was discarded due to the absence of sufficient internal statistical mean differences between class groups in each school. Besides that, the children also gave their general opinion of the school rather than of their concrete classroom experience.

Results

Are there differences in children's school SWB between schools?

In the survey conducted, the children reported that they were more satisfied with their life as a student, things learned at school, children in their class and friends depending on the school they attended. That said, differences between schools were somewhat greater for satisfaction with 'life as a student' and 'things you have learned at school' than for satisfaction with 'other children in your class' and 'your friends'. At the school level, variance existed within schools for each of the satisfaction domains analysed (that is, there were children with different levels of satisfaction in the same school) and, at the same time, this variance within school also varied between schools (that is, children with higher or lower levels of satisfaction used to attend the same schools). A model considering level of satisfaction by school effect is better than one without because mean school satisfaction can differ significantly. Table 5 shows mean levels of school satisfaction and their standard deviations.

- At the school level, the school mean for satisfaction with 'life as a student' was 8.42 ($sd = .05$). Variance within schools was 2.80, and variance between schools was .09 (Table 6). Therefore, 3.0% (coefficient of intraclass correlation, IC) of variance between schools corresponded to school mean differences.
- At the school level, the school mean for satisfaction with 'things you have learned at school' was 8.98 ($sd = .04$). Variance within schools was 1.77, and variance between schools was .05 (Table 6). Therefore, 2.6% (IC) of variance between schools corresponded to school mean differences.
- At the school level, the school mean for satisfaction with 'other children in your class' was 8.63 ($sd = .04$). Variance within schools was 2.78, and variance between schools was .05 (Table 6). Therefore, 1.8% (IC) of variance between schools corresponded to school mean differences.

- At the school level, the school mean for satisfaction with ‘your friends’ was 9.01 ($sd=.03$). Variance within schools was 2.15, and variance between schools was .03 (Table 6). Therefore, 1.5% (IC) of variance between schools corresponded to school mean differences.

Table 5

Mean school satisfaction (from lowest to highest according to the first variable)

School	Satisfaction-with-life-as-student		Satisfaction-with-things-learned-at-school		Satisfaction-with-classmates		Satisfaction-with-friends	
	Mean	<i>sd</i>	Mean	<i>sd</i>	Mean	<i>sd</i>	Mean	<i>sd</i>
1	7.27	2.12	8.37	1.65	8.14	1.72	8.73	1.43
2	7.43	2.63	8.61	1.70	8.54	1.72	9.10	1.40
3	7.79	1.94	8.28	1.80	7.83	2.38	8.32	1.95
4	8.04	1.46	9.02	1.34	8.91	1.09	9.07	1.14
5	8.06	1.75	8.97	1.41	9.06	1.28	9.24	1.35
6	8.07	1.94	8.90	1.37	8.22	1.94	8.88	1.65
7	8.11	2.05	8.81	1.56	8.35	1.79	8.61	2.03
8	8.12	1.25	8.69	1.29	8.53	1.47	8.94	1.16
9	8.13	1.74	8.79	1.40	8.43	1.66	9.04	1.25
10	8.13	1.75	8.81	1.38	8.58	1.42	9.06	1.36
11	8.17	2.02	8.74	1.49	8.15	2.03	9.00	1.70
12	8.20	1.93	8.74	1.46	8.27	1.91	8.70	1.79
13	8.24	2.36	9.00	1.89	8.76	1.32	8.79	1.34
14	8.25	2.03	8.64	1.86	8.57	1.97	8.92	1.83
15	8.26	1.83	9.00	1.47	8.52	2.12	8.56	1.63
16	8.27	1.59	8.85	1.22	8.69	1.48	9.24	1.15
17	8.27	1.82	8.80	1.34	8.31	1.79	8.90	1.50
18	8.30	2.13	9.08	1.64	8.30	2.11	8.75	1.96
19	8.32	1.74	8.48	1.91	8.60	1.77	8.88	1.64
20	8.33	1.59	8.88	1.20	8.46	1.67	9.04	1.53
21	8.35	1.43	9.09	1.19	8.61	1.59	9.20	1.08
22	8.35	1.86	9.16	1.24	8.49	2.02	8.73	1.81
23	8.37	1.55	9.26	1.05	8.90	1.22	9.18	1.04
24	8.37	1.60	8.99	1.14	8.55	1.90	8.85	1.87
25	8.37	1.78	8.69	1.76	8.44	1.94	9.06	1.53
26	8.43	2.09	8.83	1.39	8.51	1.94	9.04	1.60
27	8.43	2.16	9.05	1.12	9.24	1.30	9.57	0.75
28	8.46	1.72	9.15	1.15	9.32	1.04	9.24	1.11
29	8.50	1.15	8.71	1.18	8.44	1.76	9.23	0.99
30	8.50	1.63	8.87	1.55	8.50	1.89	8.47	2.15
31	8.52	1.86	8.96	1.34	8.74	1.63	9.23	1.27
32	8.53	1.59	9.29	1.10	8.90	1.20	9.38	0.94
33	8.55	1.55	9.41	0.83	8.66	1.45	9.07	1.42
34	8.57	1.12	8.82	1.40	8.69	1.19	9.05	1.33
35	8.60	1.67	9.07	1.38	8.39	1.96	8.96	1.61
36	8.60	1.14	8.90	1.32	8.77	1.57	8.94	1.12
37	8.63	1.63	9.00	1.28	8.11	1.88	8.79	1.61
38	8.63	1.11	9.46	0.87	8.83	1.77	8.46	2.35
39	8.63	1.24	9.03	0.90	9.04	1.02	9.32	0.86
40	8.65	1.73	8.86	1.75	8.51	2.06	8.69	1.99

School	Satisfaction-with-life-as-student		Satisfaction-with-things-learned-at-school		Satisfaction-with-classmates		Satisfaction-with-friends	
	Mean	<i>sd</i>	Mean	<i>sd</i>	Mean	<i>sd</i>	Mean	<i>sd</i>
41	8.66	1.61	9.08	1.27	8.78	1.83	9.27	1.00
42	8.67	1.59	9.12	1.39	8.54	2.01	8.86	1.87
43	8.73	1.63	9.52	0.97	9.36	1.56	9.39	1.27
44	8.74	1.90	9.42	1.03	8.69	1.94	8.78	1.97
45	8.76	1.28	9.00	1.21	9.35	0.92	9.41	0.96
46	8.80	1.13	9.08	0.89	8.72	1.29	8.88	1.30
47	8.81	1.21	9.18	1.10	9.17	1.08	9.35	1.13
48	8.82	1.19	9.11	1.03	8.76	1.51	9.06	1.56
49	8.90	1.39	9.26	1.31	8.79	1.74	9.17	1.19
50	8.94	1.75	9.55	1.24	8.88	1.96	9.55	1.04
51	9.00	1.47	9.59	1.14	8.79	1.44	9.23	1.40
52	9.13	1.00	9.25	0.96	8.77	1.33	9.14	1.12

Table 6

Results of one-way analysis of variance with random effects (Model 1)

Model	1	
Parameter	Intercept	
Satisfaction-with-life-as-student	Estimate	8.42
	Std. Error	.05
	<i>df</i>	51,812
	t	168.909
	p-value	< .001
Satisfaction-with-things-learned-at-school	Estimate	8.98
	Std. Error	.04
	<i>df</i>	46,640
	t	237.376
	p-value	< .001
Satisfaction-with-classmates	Estimate	8.63
	Std. Error	.04
	<i>df</i>	45,762
	t	207.283
	p-value	< .001
Satisfaction-with-friends	Estimate	9.01
	Std. Error	.03
	<i>df</i>	44,530
	t	258.467
	p-value	< .001

Model		1	
Parameter		Residual	School_dif Variance
Satisfaction-with- life-as-student	Estimate	2.80	.09
	Std. Error	.06	.02
	Wald Z	44.188	3.516
	p-value	.000	.000
Satisfaction-with- things-learned-at- school	Estimate	1.77	.05
	Std. Error	.04	.02
	Wald Z	44.166	3.202
	p-value	.000	.001
Satisfaction-with- classmates	Estimate	2.78	.05
	Std. Error	.06	.02
	Wald Z	44.147	2.741
	p-value	.000	.006
Satisfaction-with- friends	Estimate	2.15	.03
	Std. Error	.05	.01
	Wald Z	44.165	2.517
	p-value	.000	.012

Can differences in children's school SWB between schools be attributed to school perceptions at each school?

Some specific school perceptions contributed to statistically significant mean differences between schools in children's school SWB. Children in schools with a higher school SWB also displayed, at the school level, a higher mean in some specific school perceptions (school safety, teacher support, teacher attention, classmates support, and heard by teachers). One of the children's school perceptions (school autonomy) was not statistically related to any of the indicators related to school satisfaction considered here.

- At the school level, the school mean for satisfaction with 'life as a student' was related to 'If I have a problem at school other children will help me' (intersection=5.46; coefficient=.68; p-value=.016) (Table 7).
- At the school level, the school mean for satisfaction with 'things you have learned at school' was related to 'My teachers care about me' (intersection=5.65; coefficient=.76; p-value=.000), 'If I have a problem at school my teachers will help me' (intersection=4.88;

coefficient=.92; p-value=.000), ‘My teachers listen to me and take what I say into account’ (intersection=5.56; coefficient=.79; p-value=.000), and ‘I feel safe at school’ (intersection=4.95; coefficient=.87; p-value=.004) (Table 7).

- At the school level, the school mean for satisfaction with ‘other children in your class’ was related to ‘My teachers care about me’ (intersection=5.66; coefficient=.68; p-value=.001), and ‘If I have a problem at school other children will help me’ (intersection=3.81; coefficient=1.11; p-value=.000). Note that school variance is not statistically significant (p-value=.098) (Table 7).
- At the school level, the school mean for satisfaction with ‘your friends’ was related to ‘If I have a problem at school other children will help me’ (intersection=4.56; coefficient=1.03; p-value=.000). Note school variance is not statistically significant (p-value=.239) (Table 7).

Table 7

Results of regression analysis with means as outcomes (Model 2)

Model	2		
Satisfaction-with-life-as-student	Parameter	Intercept	(Sm_classmatessupport)
	Estimate	5.46	.68
	Std. Error	1.20	.28
	<i>df</i>	67,257	67,145
	t	4.551	2.472
	p-value	< .001	.016
Satisfaction-with-things-learned-at-school	Parameter	Intercept	(Sm_teacherattention)
	Estimate	5.65	.76
	Std. Error	.68	.15
	<i>df</i>	59,682	59,448
	t	8.356	4.940
	p-vale	.000	.000
Satisfaction-with-things-learned-at-school	Parameter	Intercept	(Sm_teachersupport)
	Estimate	4.88	.92
	Std. Error	.83	.19
	<i>df</i>	59,007	59,132
	t	5.865	4.946
	p-value	.000	.000
Satisfaction-with-things-learned-at-school	Parameter	Intercept	(Sm_heardteachers)
	Estimate	5.56	.79

	Std. Error	.65	.15
	<i>df</i>	60,233	60,339
	t	8.589	5.296
	p-value	.000	.000
	Parameter	Intercept	(Sm_schoolsafety)
	Estimate	4.95	.87
	Std. Error	1.34	.29
	<i>df</i>	56,264	56,358
	t	3.693	3.009
	p-value	.001	.004
	Parameter	Intercept	(Sm_teacherattention)
	Estimate	5.66	.68
	Std. Error	.82	.19
	<i>df</i>	60,671	60,403
	t	6.914	3.636
Satisfaction-with-classmates	p-value	.000	.001
	Parameter	Intercept	(Sm_classmatessupport)
	Estimate	3.81	1.11
	Std. Error	.89	.20
	<i>df</i>	69,238	68,997
	t	4.309	5.460
	p-value	.000	.000
	Parameter	Intercept	(Sm_classmatessupport)
	Estimate	4.56	1.03
	Std. Error	.73	.17
	<i>df</i>	73,278	72,986
Satisfaction-with-friends	t	6.250	6.129
	p-value	.000	.000

Model		2	
	Parameter	Residual	School_dif (Sm_classmatessupport)
	.		Variance
Satisfaction-with-life-as-student	Estimate	2.80	.08
	Std. Error	.06	.02
	Wald Z	44.191	3.352
	p-value	.000	.001
	Parameter	Residual	School_dif (Sm_teacherattention)
	.		Variance
	Estimate	1.78	.03
	Std. Error	.04	.01
Satisfaction-with-things-learned-at-school	Wald Z	44.194	2.624
	p-value	.000	.009
	Parameter	Residual	School_dif (Sm_teachersupport)
	.		Variance
	Estimate	1.77	.03

	Std. Error	.04	.01
	Wald Z	44.194	2.620
	p-value	.000	.009
	Parameter	Residual	School_dif (Sm_heardteachers)
	.		Variance
	Estimate	1.77	.02
	Std. Error	.04	.01
	Wald Z	44.190	2.460
	p-value	.000	.014
	Parameter	Residual	School_dif (Sm_schoolsafety)
	.		Variance
	Estimate	1.77	.04
	Std. Error	.04	.01
	Wald Z	44.181	3.030
	p-value	.000	.002
	Parameter	Residual	School_dif (Sm_teacherattention)
	.		Variance
	Estimate	2.78	.04
	Std. Error	.06	.01
	Wald Z	44.176	2.463
Satisfaction-with-classmates	p-value	.000	.014
	Parameter	Residual	School_dif (Sm_classmatessupport)
	.		Variance
	Estimate	2.78	.02
	Std. Error	.06	.01
	Wald Z	44.172	1.655
	p-value	.000	.098
	Parameter	Residual	School_dif (Sm_classmatessupport)
	.		Variance
Satisfaction-with-friends	Estimate	2.15	.01
	Std. Error	.05	.01
	Wald Z	44.211	1.177
	p-value	.000	.239

Is the differential relationship between children’s school SWB and school perceptions of each school related to the individual affection experienced by each child?

Children in schools with higher means for school satisfaction and some specific higher means for school perceptions reported feeling different levels of affection. Specifically, children in schools expressing higher mean school satisfaction with ‘life as a student’, given a

higher school mean for ‘If I have a problem at school other children will help me’, reported feeling less stressed.

- There is a statistically significant relationship: between schools, where the school mean for satisfaction with ‘life as a student’ (mean=6.48) has correspondence with ‘If I have a problem at school other children will help me’ (coefficient=.64; p-value=.020) and, individually within schools, ‘feeling less stressed’ (coefficient=-.20; p-value=.026). Note that variability between schools has decreased slightly, from 0.075 (Model 2) to 0.067 (Model 3) (Table 8).

Table 8

Results of one-way analysis of covariance with random effects and regression analysis with random coefficients (Models 3 and 4)

Satisfaction-with-life-as-student						
Model	Parameter	Estimate	Std. Error	df	T	p-value
1	Intercept	8.98	.038	46,640	237.376	< .001
2	Intercept	5.46	1.20	67,257	4.551	< .001
	(Sm_classmatessupport)	.68	.28	67,145	2.472	.016
3	Intercept	6.48	1.25	65,807	5.193	< .001
	(Sm_classmatessupport)	.64	.27	67,818	2.392	.020
	(Stress)	-.20	.09	57,993	-2.287	.026
4	Intercept	9.20	.32	12,452	28.416	< .001
	(Stress)	-.19	.08	17,335	-2.331	.032

Satisfaction-with-life-as-student						
Model	Parameter	Estimate	Std. Error	Wald Z	p-value	
1	Residual	2.80	.06	44.188	.000	
	School_dif	Variance .09	.02	3.516	.000	
2	Residual	2.80	.06	44.191	.000	
	School_dif (Sm_classmatessupport)	Variance .08	.02	3.352	.001	
3	Residual	2.80	.06	44.197	.000	
	Intercept (Stress)	Variance .07	.02	3.239	.001	
4	Residual	2.80	.06	44.174	.000	
	Intercept (Stress)	NE (1, 1)	.19	0.00		
		NE (2, 1)	-.07	.02	-2.990	.003
		NE (2, 2)	.02	.01	2.219	.027

Does the differential relationship between children’s school SWB and school perceptions of each school and its relationship with the individual affection experienced by each child vary depending on the socioeconomic composition of the pupils attending the schools?

Finally, according to this statistical analysis, the socioeconomic composition of the schools (low, medium or high) did not contribute to the identified relationship (Table 9).

Table 9

Results of regression analysis with means and slopes as outcomes (Model 5)

Parameter	Estimate	Std. Error	df	t	p-value
Intercept (Satisfaction-with-life-as-student)	-0.40	9.11	24,801	-0.044	.965
<u>Schools_lowfamilyaffluence</u>	1.06	0.88	29,311	1.211	.235
Sm_classmatessupport	2.12	2.05	25,694	1.034	.311
Stress	1.50	2.32	33,691	0.648	.521
Sm_classmatessupport * Stress	-0.37	0.52	35,17	-0.703	.487
Schools_lowfamilyaffluence * Stress	-0.25	0.22	38,315	-1.174	.247
Intercept (Satisfaction-with-life-as-student)	6.99	6.96	18,529	1.004	.328
<u>Schools_mediumfamilyaffluence</u>	-0.11	0.64	8,561	-0.172	.868
Sm_classmatessupport	0.53	1.6	18,25	0.331	.744
Stress	-0.36	1.80	28,307	-0.202	.841
Sm_classmatessupport * Stress	0.04	0.42	27,799	0.093	.926
Schools_mediumfamilyaffluence * Stress	-0.01	0.16	11,408	-0.054	.958
Intercept (Satisfaction-with-life-as-student)	1.89	8.57	23,4	0.22	.828
<u>Schools_highfamilyaffluence</u>	-1.15	1.15	15,435	-1	.333
Sm_classmatessupport	1.70	1.99	22,541	0.859	.4
Stress	1.04	2.17	32,786	0.478	.636
Sm_classmatessupport * Stress	-0.29	0.50	31,454	-0.576	.569
Schools_highfamilyaffluence * Stress	0.34	0.28	19,102	1.204	.243

Discussion

The importance of schools in children’s perception of support received from classmates

Bearing in mind the theoretical background of this article, quality in education is closely linked to the promotion of children’s well-being, and teachers serve as role models, mentors and educators in the promotion of children’s school SWB (Choi, 2018; Jiang et al., 2014; Marguerit et al., 2018; Political Incidence Team belonging to UNICEF's Catalonia Committee, & Spanish UNICEF Committee, 2018). Indeed, as the results of this article

suggest, learning-related and classmate-related dimensions are equally essential to a good school experience; that is, school should represent a unique harmonic world in children's minds (Casas & González-Carrasco, 2017).

Some research has already reported that negative attitudes attached to different school subjects were negatively related to school SWB (Fries, Schmid, & Hofer, 2007), and that high-performing girls and boys in mathematics also manifested high enjoyment and low anxiety and boredom (Jang & Liu, 2012). In this article, it is argued that, beyond educational results (Department of Education, 2017, 2018b; Martin et al., 2016; Mullis et al., 2016, 2017; Mullis, Martin, Goh, et al., 2017; Barcelona Institute of Childhood and Adolescence, 2016, 2019), knowing children's relationship with their teachers and classmates helps us to understand their school experience (Kaye-Tzadok et al., 2017; Kutsar and Kasearu, 2017; Newland et al., 2018). For a child, being adequately heard by adults, including teachers, could be the first step in giving attention to children and improving their SWB (Corominas et al. 2020). This analysis also reveals that classmates play an essential role in the school experience, since in those schools where more children have confidence in receiving support from their classmates if they have a problem, children are more satisfied with life as a student and feel less stressed (mean score for satisfaction with life as a student=6.48; coefficient of classmates support=.64, p-value=.02; coefficient of stressed =-.20, p-value=.026).

This finding could be explained by the group socialization theory of development posited by Harris (1995), as interpreted by López-Larrosa (2015). That is, interpersonal relationships developed in the socialization process at school are important for both school and overall SWB. Some research has already revealed that peer interaction plays a particularly important role in children's school SWB, since functional relationships with peers have been reported to be a major source of satisfaction, while destructive friction in peer groups is considered a core source of anxiety and distress by pupils (Pyhältö, Soini, & Pietarinen, 2010). Moreover, social support can be considered to be predictive of pupils'

investment and interest in personal work and success, although only when pupils pursue achievement and future goals (Hernandez, Oubrayrie-Roussel, & Prêteur, 2016). In relation to affection or stress, some research has also already shown perceived peer acceptance to contribute to lower levels of social anxiety, as well as self-consciousness (Mallet & Rodriguez-Tomé, 1999). Additionally, in order to integrate education and mental health in schools, some resilience-based interventions are currently protocolled in Europe from a whole school approach to promote a culture of mental well-being and prevent mental disorders by enhancing resilience capacities in adolescents aged 12-14 (Las-Hayas et al., 2019). Keeping this in mind, what can we do to ensure that all children treat each other well and support one another at school? Alongside educational results indicators, what importance should we give to children's school SWB indicators?

Implications for learning

In order to provide children with more opportunities for development in accordance with their right to education and UNCRC's educational goals (United Nations, 1989), when considering the actions of classmates, it may be relevant to promote interventions targeting social and emotional competences and attitudes about oneself, others and the school, which will be based around creating a positive school climate and a safe school environment (Cheney et al., 2014; Kutsyuruba et al., 2015; Sancassiani et al., 2015). What is more, a first step could be to create more favourable conditions for socializing with classmates and friends, aspects related to children's SWB (Holder & Coleman, 2015; Ivaniushina & Alexandrov, 2017; Oriol et al., 2017). In relation to educational results, this analysis reveals that it is relevant to consider that, at the school level, satisfaction with 'things you have learned at school' is related to teachers' actions ('My teachers care about me', 'If I have a problem at school my teachers will help me', 'My teachers listen to me and take what I say into account', and 'I feel safe at school'). This shows that teachers' actions have an impact on children's learning processes and are therefore relevant to learning. Some research has already posited

that social anxiety is positively associated with a greater self-reported likelihood of approaching teachers for support (Leeves & Banerjee, 2014), and that the higher the children perceive conditional support from their teacher, the lower their self-perceived school competence (Hascoët, Pansu, Bouffard, & Leroy, 2018). Other findings support the notion that maintaining a positive teacher–pupil relationship and encouraging teachers in the role of positive motivators could be effective in prevention and intervention programmes aimed at offsetting the decline in individual school self-concept and achievement motivation (Bakadorova & Raufelder, 2014).

Implications for coexistence

In order to shield children from danger in accordance with the commitment to protect them from all forms of violence (United Nations, 1989), when considering the actions of classmates and how these relate to bullying, the favourable perception of peers may be an indicator of the school experience, either individually or as a group. This link is crucial, because bullying is not always clearly observable in the school environment, but carries high risks and long-term health outcomes (Bradshaw et al., 2017; Dinisman et al., 2015; Lawler et al., 2010; Savahl et al., 2018; Zarate-Garza et al., 2017). Moreover, from this analysis, it is pertinent to consider that, at the school level, satisfaction with ‘other children in your class’ is related to ‘My teachers care about me’, ‘If I have a problem at school other children will help me’; the same than in the case of satisfaction with ‘your friends’. This suggests that teachers have an important role in pupils’ interpersonal relationships established in the classrooms and their contribution to children’s school SWB in a broad sense. In addition, some other research has suggested that pupils’ psychosocial characteristics and the social climate in the classroom may affect academic achievement (Bennacer, 2000), and that collective efficacy or joining together could be useful for understanding academic achievement in some types of schools (Pina-Neves, Faria, & Rätty, 2013).

Implications for participation

One strategy for improving provision and protection rights (United Nations, 1989) could be the promotion of participation and self-determination in schools (De-Róiste et al., 2012; John-Akinola & Nic-Gabhainn, 2014; Upadaya & Salmela-Aro, 2013). On the one hand, as explained previously, this analysis reveals that, at the school level, ‘My teachers listen to me and take what I say into account’ is related to satisfaction with ‘things you have learned at school’. However, from this analysis, and also at the school level, ‘At school I have opportunities to make decisions about things that are important to me’ is not related to any school satisfaction indicator. This may be due to the fact that ‘At school I have opportunities to make decisions about things that are important to me’ is the school perception with the lowest score (see ‘Table 3’). Thus, when an action has a low prevalence, although it will not have any statistical effect, it is important to take note of the low frequency because it informs that children do not perceive having enough autonomy at school.

Limitations and further research

Finally, these results reveal that children’s school SWB may vary depending on which school they attend, since there are statistically significant mean differences between schools in relation to children’s satisfaction with ‘their life as a student’ and ‘things learned at school’, as well as with ‘children in their class’ and ‘friends’. This would justify asking children ‘how they are’ at school, so as to know related factors and understand more about their lives at school. However, differences between schools in children’s school SWB are only partially attributable to the variables analysed in this article and caution is required when generalizing the results. For instance, it might be advisable to know children’s self-concept (Galindo-Domínguez, 2019), since adolescents with high self-concept show significantly higher scores in satisfaction with life and positive affect and lower scores in negative affect (Ramos-Díaz, Rodríguez-Fernández, & Antonio-Agirre, 2017), and there are significant differences between self-esteem and socioeconomic status in some samples (Taberero, Serrano, & Mérida, 2017).

Moreover, social inequalities have an impact on aspects of children's schooling and education (Collet-Sabé, 2019; Chesters & Daly, 2017; Gottfried, 2014; Hornstra et al., 2015; Levine & Painter, 2008; Yeung & Nguyen-Hoang, 2016). However, based on this analysis, in any type of school with a different socioeconomic composition and so possibly depending on other environmental factors, pupils are satisfied (or dissatisfied) with their life as a student if they perceive that other children will help them if they have a problem at school, this school perception being related to feeling less stressed on a day-to-day basis. Further research is therefore required with other types of measures to focus on the school SWB of children affected by social inequalities.

Taking all of the above into account, it would be advisable to carry out further research, also qualitative, to enquire about children's school SWB and promote it among children themselves. In the context of this analysis, further research could focus on the integrated analysis of educational results and children's school SWB indicators for a more adjusted comprehension of schooling and education. In all schools with high educational results, are all children very satisfied with their life as a student, the things learned at school and their classmates? What happens in schools with low educational results? In other words, how school SWB is part of the educational experience and impacts to educational results? There is also a need to develop multilevel analysis that accounts for socioeconomic composition and peer effect and integrate it in greater depth.

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6.3. Estudi 3. *Analysing Factors for an Optimum Play Environment Using Children's Subjective Well-Being Indicators*

Abstract

Children's play environments are linked to their subjective well-being (SWB) (United Nations, 2013; Van Gils, 2014), but this has not been thoroughly studied. This article has three aims: to identify factors that can ensure an optimum play environment in relation to children's SWB; to analyse the most relevant groups of children that share similar play environments; and to focus on social inequality according to gender, background, and conditions of poverty and disability. The analysis was performed using the indicators included in the Children's Worlds international research project, and the participants comprised 3,962 children living in Barcelona in 2017 (mean age=10.7). Regarding the results, most children reported an overall lack of age-appropriate rest, freedom from peer discrimination, feeling safe within local neighbourhood, and having enough freedom of choice. On the positive side, children displayed low stress and boredom, high satisfaction with their free time, and reported being able to spend time or play outside almost every day, all of which contributing to a high SWB. Girls, children living in poverty or from foreign geographical or cultural backgrounds experienced this in a lesser extent. The conclusions contribute new knowledge to psychosocial interventions to improve children's play environments and well-being (Corominas, González-Carrasco, & Casas, 2020a)⁵.

Keywords: play environment, children's subjective well-being, child's rights, Children's Worlds, social inequality

5

Corominas, M., González-Carrasco, M., & Casas, F. (2020a). *Analysing factors for an optimum play environment using children's subjective well-being indicators*. Manuscrit presentat per a la seva publicació a una revista JCR.

Introduction

A child's right to play and how it relates to children's subjective well-being (SWB)

Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) states that 'States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts' (United Nations, 1989). Furthermore, General Comment Number 17 (United Nations, 2013) encourages the provision of the necessary and appropriate preconditions and opportunities for fulfilment of Article 31, ensuring an optimum play environment. A child is considered to have an optimum play environment when they are free from stress, can move around freely and safely within their local neighbourhood, have space and opportunities to play outdoors, and opportunities to participate with other children in games, sports or other recreational activities (for a complete definition, see Table 1). Groups of children who require special attention in order to protect their rights under Article 31 are girls, children from minority backgrounds, children living in poverty, and children with disabilities. Although the UNCRC is intrinsically linked to the well-being of children, the convention itself does not directly ensure it. This is because the UNCRC is not sufficiently implemented, given that more attention needs to be paid to factors such as the settings in which children live, study and play (Lundy, 2014; Mekonen & Tiruneh, 2014; Melton, 2014). Thus, the conditions for an optimum play environment also contribute to the 2030 Sustainable Development Goals (SDG), especially regarding health and well-being, and sustainable cities and communities (United Nations, 2015).

There is growing evidence that satisfying leisure activities contribute to children's SWB (Malo, Viñas, González-Carrasco, Casas, & Alsinet, 2018; Rees, 2017a, 2018; Sarriera et al., 2014; Adams & Savahl, 2017; Savahl et al., 2019), although not much of the research on children's SWB has focused specifically on play environments. Among the exceptions, Van

Gils (2014) showed that conditions encouraging or inhibiting children's play can be correlated with children's SWB. This is based on the approach that play is related to developing various qualities (the developmental approach), but also enjoying life, or being creative without a productive aim (the cultural approach). In a broad context and in various ways, children's play affects sensory and motor development and physical health, emotional and psychological development, development of sociability and self (or identity), and cognitive development and learning. In this regard, children's SWB is usually defined as the set of cognitive and affective evaluations that children make regarding their lives, the circumstances affecting their lives and the context in which they live (Savahl, 2017). Children's SWB can therefore have no expression or enhancement without considering the place where interactions occur: whether this means enjoying an overall balance of positive over negative affective evaluations, fulfilling potential and expressing autonomy, or utilizing a range of social, material and psychological resources, it is necessarily emergent in relation to a certain place or local area (Atkinson, Fuller, & Painter, 2012).

Children are considered knowledgeable actors in relation to their SWB and, in the context of research on play, it is claimed that the best understanding of play is from their own perspective. Although case studies and qualitative research have already been conducted, quantitative research approaches surveying children about their play environments would also be valuable in this respect (Evans & Horton, 2016; Holloway & Valentine, 2000; Woodyer, Martin, & Carter, 2016). For example, Hart et al. (1996) concluded that providing children with different opportunities or forms of exploration and self-expression has positive effects on their development of self-concept and identity, their autonomy, social competence and social responsibility, community identity and development, and self-determination. Moreover, the International Play Association recommends recognizing global and local frames of reference in children's play. This is what Roland Robertson termed *glocalization* in 1995, the fusion of

universal and localized trends in the continual creation of new realities of children's play (McKendrick, Loebach, & Casey, 2018a, 2018b).

What do we know about children's play in public spaces and SWB in the local context of Barcelona?

In line with previous arguments for different locally-sourced research, children's play in public spaces in the local context of Barcelona requires explanation because of the local angle of this approach. For example, the '2030 Plan for play in Barcelona public spaces', with context-specific development in poorer areas of the city, has three strategic axes: 1) to develop more and better play spaces in the urban environment (play infrastructure); 2) to stimulate street and outdoor leisure and physical activity (play uses); and 3) to promote a paradigm shift and give play momentum in the city (Barcelona City Council, 2019b, 2019c). Apart from leisure areas (such as parks and squares) and school environments (including playgrounds), there are 865 exclusive play areas for children under 12, having a mean surface area of 176 m². Furthermore, 99% of children have a play area within 10 minutes' walking distance of their home, and 74% of play areas are within 5 minutes' walking distance from a school. However, according to the current research, almost 2 out of 10 children aged 10-12 say they do not have an outdoor space close to home in which to play safely, around half think there are not enough spaces to play and have fun in their neighbourhood, and almost 4 out of 10 do not play or spend enough time outdoors (2 days a week or less) (Barcelona City Council, 2018; Cortés & Truñó, 2019).

Furthermore, although studies have been conducted on play in public spaces in Barcelona, none have specifically analysed children's SWB. Research has already been conducted on the importance of exposure to green spaces for neurological, cognitive and behavioural development (Amoly et al., 2015; Dadvand et al., 2015, 2018, 2017), as well as the way in which children and adolescents use, adopt and choose public spaces to play in the city.

Martori, Apparicio and Séguin (2019) used spatial modelling and the ‘2030 Plan for play in Barcelona public spaces’ to conclude that there are no important spatial disparities in terms of access to children’s playgrounds in Barcelona, although they recommended increasing the number of playgrounds in areas with low income populations to reduce potential congestion, giving concrete examples of districts or areas to be improved.

In addition, Pinheiro de Almeida and Gonçalves Siebra (2015) conducted a qualitative study in three squares of one Barcelona district using non-participant observations and structured questionnaires administered to 8-12 year-olds, and noted that children and preteens value having larger play spaces, other children to play with, and play options that enhance their motor skills, among other things. Furthermore, Guitart Ortiz, Prats Ferret and Baylina Ferré (2014) used a qualitative and inclusive methodological approach in a different Barcelona neighbourhood with 14-15 year-old participants, and found that adolescents prefer public spaces with spacious new buildings and modern designs, due to what they can do there and because they are less frequented by adults, giving them peace and privacy. Moreover, they found that girls’ use of public space is more restricted than that of boys.

From a gender perspective, Pérez-Tejera, Valera and Anguera (2018) used systematic observation and polar coordinate analysis of relationships throughout Barcelona, and found that there are gender and cultural differences in the everyday use of open public spaces: women tend to take on traditional gender roles (being more engaged in caregiving roles with children and elders than in any other given activity, or with people of their same age group). They also found that women from minority backgrounds make less use of parks. Pérez del Pulgar, Anguelovski and Connolly (2020) used ethnographic and archival analysis in two new parks in two different districts of Barcelona and found that historical social inequality could be remediated by using green spaces to produce socio-natures and relational well-being.

Main aims

The aim of this article is to consider children's right to play and its connection with children's SWB. This involves analysing certain factors identified by General Comment Number 17 for an optimum play environment from an adapted version of the third edition of the International Survey of Children's Well-Being, promoted by the Children's Worlds project (Andresen et al., 2020; Rees, 2017b). Given the academic interest in children's play environments and the scarcity of academic articles focusing on children's SWB indicators derived from quantitative approaches, this article is intended to share results and discussions from a local context to contribute to the global and international perspective. Collecting population-based quantitative data through surveys can offer new approaches for learning about and improving children's play environments in a systematic way. This study on factors relating to children's play environments using SWB indicators has been developed with available local data, but could be replicated in local contexts in other countries for a comparative and improved vision. This step may be possible using the surveys applied worldwide by the third edition of the Children's Worlds international research project.

The main aim of this article is to identify the conditions or factors that ensure an optimum play environment in connection with children's SWB and other related indicators. The second aim is to analyse the most relevant groupings of children that share a similar play environment in order to better understand the nature of and connections found in children's engagement in play. And, finally, regarding children requiring particular attention, the third aim, which concerns those groups of children that require special attention, is to focus on social inequality, analysing the most relevant groups of children that share similar play environments by gender, background, and the conditions of poverty and disability.

Method

Participants

Children aged 10-12 participated in a cross-sectional survey: an adapted version of the third edition of the Children's Worlds questionnaire. Data collection took place in Barcelona in 2017 as part of the 'Children Have Their Say: Children's SWB in Barcelona' programme (Barcelona City Council, 2017). It comprised a probabilistic sample of pupils from the last two years of primary education: Year 5 and 6 (mean age=10.7, $sd=.7$). A total of 3,962 questionnaires from 52 different schools were analysed. Guidelines for ethical research with children were followed. A stable and coordinated fieldwork team of four interviewers (usually three in each session) led the data collection sessions, taking responsibility for the technical aspects of online surveys administered to groups of children in schools, as well as ensuring active listening, reading comprehension and providing emotional support. There were no financial or material rewards for schools or families. Although, under current regulations, informed family consent was not required, as the research was promoted by the public administration, families were still informed and given the option to refuse their children's participation.

Gender and children from minority backgrounds (birth/origin). The mean age of participants was 10.7 ($sd=.7$). With regard to gender, 49.43% of participants were girls and 50.57% boys, an equivalent proportion to the target population. As for origin, 90.23% were born in Spain (75.13% of whom had two parents born in Spain), and 9.77% were born abroad (75.42% of whom had two parents born abroad).

Children living in poverty: Family affluence and neighbourhood income. Family affluence was based on the collation of responses to six items: number of cars owned, having an individual bedroom, number of computers, number of bathrooms, having a dishwasher, and number of holidays abroad last year (Boyce, Torsheim, Currie, & Zambon, 2006; Currie et al.,

2008). A total between 0 and 4 (9.81%) was considered low family affluence; from 5 to 9 (67.53%), medium family affluence; and from 10 to 13 (22.66%), high family affluence.

Neighbourhood income is a constructed variable which was created from the intersection between ‘What neighbourhood do you live in?’ and the ‘Family Income Index’, an indicator of the mean income level of residents in the 73 neighbourhoods of Barcelona (Barcelona City Council, 2019a). The fieldwork team identified all the neighbourhoods after the children orally informed them of their street name (no postal address was registered for data protection compliance). The index source also establishes a set of thresholds, according to which, 46.73% of the children were from lower income neighbourhoods, 39.42% were from medium income neighbourhoods, and 13.85% were from higher income neighbourhoods. The mean difference in family affluence by neighbourhood income is significant at a level of 0.01 (children from neighbourhoods with low income: $M=6.98$, $sd=2.15$; medium: $M=7.78$, $sd=2.05$; high: $M=8.99$, $sd=1.94$).

Children with disabilities: Perceived special needs. 22.31% of the children felt they had at least one personal difficulty or special need. Of these, 3.91% expressed ‘having a major visual or auditory difficulty, or some kind of malformation’ (needing glasses excluded), 7.81% ‘having a learning difficulty’ (for example, dyslexia, attention deficit, hyperactivity), and 14.15% ‘having a long-term illness’ (for example, diabetes, an allergy, asthma, growth delay, epilepsy). Children who self-reported special needs reported having had headaches, stomachache, back pain or insomnia more frequently than the other children in the sample in the previous six months.

Instruments and procedure

The starting point for evaluating the context for fulfilling children’s right to play in relation to their SWB was the set of 13 factors identified by General Comment Number 17 for

an optimum play environment. Subsequently, each factor was conceptually associated with 25 indicators from an adapted version of the third edition of the Children's Worlds questionnaire. These indicators were related to domain-based cognitive SWB, affective SWB, interpersonal relationships and activities outside school. Table 1 relates each factor with the available indicators; note that three factors do not have available indicators.

Table 1

Factors for an optimum play environment and proposed indicators

FACTOR	INDICATOR
1. Freedom from stress.	1.1. Feeling stressed ^a
	1.2. Feeling bored ^a
2. Freedom from social exclusion, prejudice or discrimination.	2.1. If I have a problem at school other children will help me ^b
	2.2. I have enough friends ^b
3. An environment secure from social harm or violence.	3.1. How often are there fights between children in your school? ^c
	3.2. How often are there fights between people in your local area? ^c
4. An environment sufficiently free from waste, pollution, traffic and other physical hazards to allow them to circulate freely and safely within their local neighbourhood.	4.1. I feel safe when I walk around in the area I live in ^b
	4.2. How satisfied are you with the area where you live? ^d
5. Availability of rest appropriate to their age and development.	5.1. Doing nothing or resting -apart from sleeping at night- ^e
	5.2. Relaxing, talking or having fun with family ^e
	5.3. Doing homework and studying ^e
	5.4. Doing extra classes / tuition when not at school ^e

FACTOR	INDICATOR
6. Availability of leisure time, free from other demands.	<p>6.1. How satisfied are you with how much free time you have to do what you want? ^d</p> <p>6.2. How satisfied are you with how you use your time? ^d</p> <p>6.3. Watching TV ^e</p>
7. Accessible space and time for play, free from adult control and management.	<p>7.1. In my area there are enough places to play and have a good time ^b</p> <p>7.2. Playing electronic games -on a computer or other device- ^e</p>
8. Space and opportunities to play outdoors unaccompanied in a diverse and challenging physical environment, with easy access to supportive adults, when necessary.	<p>8.1. Is there a place in your home or very near it where you can play safely outside? ^f</p> <p>8.2. Playing or spending time outside ^e</p>
9. Opportunities to experience, interact with and play in natural environments and the animal world.	Not available
10. Opportunities to invest in their own space and time so as to create and transform their world, using their imagination and languages.	<p>10.1. My parents give me enough freedom ^b</p> <p>10.2. I have enough choice about what I do at school ^b</p> <p>10.3. I have enough freedom to do what I want in my local area ^b</p>
11. Opportunities to explore and understand the cultural and artistic heritage of their community, participate in, create and shape it.	Not available
12. Opportunities to participate with other children in games, sports and other recreational activities, supported, where necessary, by trained facilitators or coaches.	<p>12.1. How often do you see your friends - not including when you are at school- ^e</p> <p>12.2. Playing sports or doing exercise ^e</p> <p>12.3. Using social media -on a computer, tablet or phone- ^e</p>

FACTOR	INDICATOR
13. Recognition by parents, teachers and society as a whole of the value and legitimacy of the rights provided for in article 31.	Not available

Note. a (frequency scale where 0 indicates not at all and 10 indicates all the time, over the last two weeks); b (agreement scale with five options where the first represents 'I do not agree' and the last represents 'I totally agree'); c (frequency scale with four options where the first represents 'Every day' and the last represents 'Less often than that'); d (satisfaction scale where 0 represents not at all satisfied and 10 represents completely satisfied); e (frequency scale with six options where the first represents 'Never' and the last represents 'Every day'); f (yes/no/not sure options).

Moreover, the Children's Worlds Subjective Well-Being Scale (CW-SWBS) was also used, based on the Students' Life Satisfaction Scale (Huebner, 1991). This scale measures context-free SWB through an 11 point-scale, where 0 represents 'do not agree at all' and 10 represents 'totally agree'. Confirmatory Factor Analysis using the original seven items did not return a good enough fit [$\chi^2=1072.611$, $df=14$, $CFI=.951$, $RMSEA=.138$ (.131-.145)]. When items 6 ('I enjoy my life') and 7 ('I am happy with my life') were excluded, the resulting reduced version displayed good fit indices [$\chi^2=21.107$, $df=3$, $CFI=.999$, $RMSEA=.039$ (.024-.055)], so that is the version used here. The CW-SWBS-5 showed an excellent internal consistency ($\alpha=.916$), and a similar mean and distribution for its items. The overall mean for the psychometric scale was 8.97 ($sd=1.34$), the median was 9.4, and the 5th percentile was 6.2. Regarding validity, the CW-SWBS-5 showed an acceptable correlation of .689 with the Overall Life Satisfaction single-item indicator, and a moderate correlation with 'I feel positive about my future' (.559) and 'How satisfied are you with what may happen later in your life?' (.451).

Data analysis

In accordance with Hair, Tatham, Anderson and Black (1999), firstly, a brief descriptive analysis of the indicators was conducted. Following this, a cluster analysis was performed to identify homogenous groups of cases within the indicator data, as the grouping or structure was

not previously known. The method chosen for cluster analysis was updated K-means, since it can be used to test a different number of models or prototypes. A set of three clusters was adopted, since using two clusters is too generic, and more clusters do not offer practical information, as there can be too many similar central responses between clusters, as well as resulting in cluster sizes that are statistically too small. The number of iterations was 1, and the convergence criterion was 0.5. Cluster membership and distances between final cluster centres were available (1-2: 7.606; 1-3: 6.043; 2-3: 5.873). Moreover, the differences in CW-SWBS-5 results were checked for the analysed clusters. Finally, Chi-Square Tests were applied to the analysed ex post facto variables (see Participants section). IBM SPSS 25.0 was used.

Results

Children's play environments indicators

Descriptive statistics of children's SWB and other related indicators alongside their means and standard deviations are shown in Table 2. According to the distribution of results, 30% of surveyed children were quite stressed, and 22% were quite bored (responses from 7 to 10). Almost half of the children (46%) did not totally agree that other children would help them if they had a problem at school, and a little over a quarter (27%) did not totally agree that they had enough friends. More than a third (37%) answered that there were frequent fights between children in their school, and 12% answered that there were frequent fights between people in their local area (responses of almost every day and every day). Almost half (49%) did not totally agree with feeling safe walking around their local area, and 34% were not sufficiently satisfied with their local area (responses of 8 or lower). More than two thirds (69%) reported insufficient rest and 26% having fun with their family infrequently (two days per week maximum), whereas 73% reported doing schoolwork and 12% doing extra classes five days per week minimum.

Moreover, 52% were not sufficiently satisfied with their amount of free time, and 40% were not sufficiently satisfied with how they spent their time, whereas 65% frequently watched

television. Almost half of the children (46%) did not totally agree that there were enough places in their local area to play and have a good time, and 37% played computer games frequently. Almost two out of every ten children (18%) said they did not have a space close by to play safely outside, and 43% played outside infrequently. Almost half (53%) did not totally agree that their parents gave them enough freedom, 71% did not totally agree that they had enough choice about what to do at school, and 67% did not totally agree that they had enough freedom to do what they want in their local area. Finally, outside school, 67% saw their friends, 32% played sports, and 37% used social media infrequently.

Table 2

Descriptive statistics of children's SWB and related indicators

INDICATOR	n	Min. to max.	Mean	<i>sd</i>
1.1. feeling stressed	3,934	0 to 10	4.14	3.353
1.2. feeling bored	3,937	0 to 10	3.58	3.256
2.1. classmate support	3,878	1 to 5	4.35	0.859
2.2. enough friends	3,920	1 to 5	4.61	0.773
3.1. school fights	3,614	1 to 4	2.80	0.998
3.2. local area fights	2,264	1 to 4	3.58	0.806
4.1. safe local area	3,915	1 to 5	4.23	0.968
4.2 local area satisfaction	3,954	0 to 10	8.67	1.794
5.1 resting	3,924	1 to 6	2.90	1.753
5.2. fun with family	3,922	1 to 6	4.58	1.467
5.3. schoolwork	3,929	1 to 6	5.11	1.163
5.4. extraclasses	3,928	1 to 6	2.34	1.601
6.1. free time satisfaction	3,933	0 to 10	7.84	2.260
6.2. use of time satisfaction	3,923	0 to 10	8.59	1.545
6.3. TV	3,926	1 to 6	4.78	1.491
7.1. local area spaces	3,907	1 to 5	4.14	1.166
7.2. computer games	3,929	1 to 6	3.75	1.718
8.1. safe play outdoor space	3,665	0 to 1	0.82	0.384
8.2. outdoor play	3,929	1 to 6	4.13	1.526
10.1. parent freedom	3,863	1 to 5	4.16	0.987
10.2. school freedom	3,723	1 to 5	3.74	1.130
10.3. local area freedom	3,786	1 to 5	3.66	1.267

INDICATOR	n	Min. to max.	Mean	<i>sd</i>
12.1. being with friends	3,922	1 to 6	4.30	1.485
12.2. sports	3,927	1 to 6	4.08	1.819
12.3. social media	3,954	1 to 6	3.06	1.540

The three most relevant children's play environments and their SWB

Table 3 displays the results of the cluster analysis and the three groups or clusters of children that share a similar play environment related to children's SWB: the first cluster includes 1,975 children (50% of the total sample), the second cluster 1,138 (29%), and the third 849 (21%). Note that the analysis of variance in the results is coherent with cluster centres for each indicator and the subsequent differentiation (F indicator was higher when there were different central responses for each cluster and lower when these were equal).

There are four indicators with different central responses for each cluster of children: 'feeling stressed', 'feeling bored', 'free time satisfaction' and 'outdoor play' indicators. Children in the first cluster displayed low levels of stress and boredom (central responses=2), high levels of satisfaction with their free time (central response=9), and usually played or spent time outside five or six days a week (central response=5). Children in the second cluster displayed middling levels of stress and boredom (central responses=7); medium satisfaction with their free time (central response=8), and reported playing or spending time outside three or four days a week (central response=4). Children in the third cluster displayed low levels of stress and boredom (central responses=6 and 3, respectively), low satisfaction with their free time (central response=6), and reported playing or spending time outside once or twice a week (central response=3).

There were four specific indicators for which the central response results for the first cluster were higher than for the second and third clusters (see central responses in Table 3 for 'classmate support', 'local area satisfaction', 'use of time satisfaction', and 'being with friends')

indicators). There was one specific indicator where the central response results for the second cluster is lower than for the first and third groups (see central responses in Table 3 for ‘local area fights’ indicator). And there were another eight specific indicators where the central response results for the third cluster were lower than for the first and second clusters (see central responses in Table 3 for ‘enough friends’, ‘resting’, ‘fun with family’, ‘TV’, ‘computer games’, ‘school freedom’, ‘local area freedom’, and ‘sports’ indicators). In addition, there were eight indicators with the same central response results in each cluster (see central responses in Table 3 for ‘school fights’, ‘safe local area’, ‘schoolwork’, ‘extraclases’, ‘local area spaces’, ‘safe play outdoor space’, ‘parent freedom’, and ‘social media’ indicators).

Table 3

Cluster centres of the three identified clusters

	1 (n=1,975)	2 (n=1,138)	3 (n=849)	F	Sig.
1.1. feeling stressed	2	7	6	1230.215	0.000
1.2. feeling bored	2	7	3	3077.114	0.000
2.1. classmate support	5	4	4	115.378	0.000
2.2. enough friends	5	5	4	97.194	0.000
3.1. school fights	3	3	3	20.998	0.000
3.2. local area fights	4	3	4	10.049	0.000
4.1. safe local area	4	4	4	126.296	0.000
4.2 local area satisfaction	9	8	8	144.634	0.000
5.1 resting	3	3	2	39.487	0.000
5.2. fun with family	5	5	4	272.017	0.000
5.3. schoolwork	5	5	5	15.678	0.000
5.4. extra clases	2	2	2	1.949	0.143
6.1. free time satisfaction	9	8	6	824.464	0.000
6.2. use of time satisfaction	9	8	8	325.639	0.000
6.3. TV	5	5	4	54.190	0.000
7.1. local area spaces	4	4	4	106.596	0.000
7.2. computer games	4	4	3	76.111	0.000
8.1. safe play outdoor space	1	1	1	28.355	0.000
8.2. outdoor play	5	4	3	219.247	0.000
10.1. parent freedom	4	4	4	130.710	0.000
10.2. school freedom	4	4	3	85.256	0.000

	1 (n=1,975)	2 (n=1,138)	3 (n=849)	F	Sig.
10.3. local area freedom	4	4	3	182.881	0.000
12.1. being with friends	5	4	4	51.603	0.000
12.2. sports	4	4	3	56.708	0.000
12.3. social media	3	3	3	73.827	0.000

Note. Indicators with equal central response values are marked in grey

Note 2. The F tests should be used only for descriptive purposes, since the clusters were chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.

Table 4 shows the CW-SWBS-5 descriptive statistics by cluster and post hoc tests. The CW-SWBS-5 mean for the first cluster (9.420) was 0.7 points higher than for the second cluster (8.753), and 1.2 points higher than for the third (8.215). The CW-SWBS-5 mean for the second cluster (8.753) was 0.5 points higher than for the third cluster (8.215).

Table 4

CW-SWBS-5 descriptive statistics by identified clusters and post hoc tests

Cluster	Mean	sd	Std. Error	Mean			Sig.
				Cluster	Difference (I-J)	Std. Error	
1	9.420	0.7826	0.0177	2	.6666*	0.0470	0.000
				3	1.2046*	0.0520	0.000
2	8.753	1.4092	0.0419	1	-.6666*	0.0470	0.000
				3	.5380*	0.0574	0.000
3	8.215	1.8197	0.0630	1	-.5380*	0.0574	0.000
				2	-1.2046*	0.0520	0.000
Total	8.971	1.3477	0.0215				

Note. *=The mean difference is significant to 0.05.

Social inequality reflected in children's play environments

Finally, the disaggregated results for the three identified clusters by gender, geographic or cultural origin (by identifying whether children and their parent/s were born in Spain),

socioeconomic context (using family affluence and neighbourhood income variables), and perceived special needs are shown in Table 5.

The first cluster included fewer girls (46.3%) than boys (53.1%) ($\chi^2 = 26.036$; $p < .001$). By geographical and cultural origin, the second cluster included more children who were born abroad or who have parents born abroad (32.6%) than who were born in Spain and have two parents born in Spain (26.8%) ($\chi^2 = 14.079$, $p < .001$). By socioeconomic context, the first cluster included fewer children with low family affluence (43.9%) than high family affluence (53.2%). Likewise, the second cluster included more children with low family affluence (33.8%) than with high family affluence (27.0%) ($\chi^2 = 10.466$, $p = .033$). Furthermore, the first cluster included fewer children who lived in low income neighbourhoods (46.7%) than in high income neighbourhoods (52.6%). Likewise, the second cluster included more children who lived in low income neighbourhoods (30.8%) than in high income neighbourhoods (24.6%) ($\chi^2 = 13.471$, $p = .009$). Finally, by perceived special needs, the first cluster included fewer children perceiving personal special needs (45.4%) than those who did not (51.1%) ($\chi^2 = 9.297$, $p = .010$).

Table 5

Disaggregation of the results for the three identified clusters by gender, geographical or cultural origin, socioeconomic context, and perceived special needs

		1	2	3	Total
Gender	Girls	46.3%	29.3%	24.5%	100.0%
	Boys	53.1%	28.3%	18.5%	100.0%
Born in Spain and parent/s too	No	48.6%	32.6%	18.8%	100.0%
	Yes	51.0%	26.8%	22.3%	100.0%
Family Affluence	Lower	43.9%	33.8%	22.3%	100.0%
	Medium	49.7%	28.6%	21.7%	100.0%
	Higher	53.2%	27.0%	19.8%	100.0%
Neighbourhood Income	Lower	46.7%	30.8%	22.5%	100.0%
	Medium	52.2%	27.7%	20.1%	100.0%
	Higher	52.6%	24.6%	22.8%	100.0%

		1	2	3	Total
Perceived special needs	No	51.1%	27.9%	21.0%	100.0%
	Yes	45.4%	31.7%	23.0%	100.0%

Note. The percentages commented in the text are marked in grey.

Discussion

Children's play environment in relation to their SWB

In terms of their contribution to improving conditions for an optimum play environment in relation to children's SWB, we have observed several factors that apparently negatively affect children's play environments, and could have an effect on sensory and motor development and physical health, emotional and psychological development, development of sociability and the self (identity), and cognitive development and learning (Van Gils, 2014). Firstly, regarding the indicator on children getting an appropriate amount of rest for their age and development (fifth factor), 69% of children in the sample reported seldom doing nothing or simply resting (excluding sleeping at night). One solution to this could be to listen more closely to children's needs and provide them with more opportunities to enjoy time with their families, which is a contributing factor to their SWB (Corominas, González-Carrasco, & Casas, 2020).

Regarding the indicator on living free from social exclusion, prejudice, or discrimination (second factor), 46% of children in the sample did not completely agree that other children would help them if they had a problem at school. Furthermore, children see how they are treated by their schoolmates as having a strong influence on their SWB at school, and there may be a correlation between children not perceiving their classmates as supportive and their perception of not having enough friends to play with (Casas & González-Carrasco, 2017; Kutsar & Kasearu, 2017).

Thirdly, regarding the indicator on living in an environment sufficiently free from waste, pollution, traffic and other physical hazards to allow them to move around freely and safely

within their local neighbourhood (fourth factor), 49% did not completely agree with feeling safe walking around their local area. This inhibitory condition for an optimum children's play environment directly affects children's SWB, since perceptions of safety in the surrounding area and satisfaction with safety predict higher levels of satisfaction with life as a whole (González-Carrasco, Casas, Ben-Arieh, Savahl, & Tiliouine, 2019).

Finally, regarding the indicator on opportunities to invest in their own space and time to create and transform their world, using their imagination and language (tenth factor): 53% did not completely agree that their parents gave them enough freedom, 71% did not completely agree that they had enough choice about what to do at school, and 67% did not completely agree that they had enough freedom to do what they want in their local area. Therefore, although more specific data analysis regarding sense of freedom and participation in different contexts in relation to children's SWB could be required, we already know that greater perceived participation in family decisions is related to higher SWB in children (González-Carrasco et al., 2015).

The three most relevant children's play environments and their SWB

Our results have identified conditions that promote children's play. Around 50% of the children in the sample (first cluster) displayed low stress and boredom (first factor, regarding freedom from stress), high satisfaction with their free time (sixth factor, regarding availability of leisure time, free from other demands), and usually played or spent time outside five or six days a week (eighth factor, regarding having space and opportunities to play unaccompanied outdoors in a diverse and challenging physical environment). Therefore, this cluster reflects the most common play environment for children, and children belonging to this cluster responded with significantly higher results for the SWB psychometric scale used, CW-SWBS-5: they reported being very satisfied with their own life, and more so than the other children in the sample.

However, 29% of children (second cluster) displayed medium levels of stress and boredom, medium levels of satisfaction with their free time, and played or spent time outside three or four days a week. They reported seeing fights between people in their local area at least once a week, that is, more often than the children in the other clusters. This factor negatively affects children's play environments and is related to the indicator on living in a safe environment free from social harm or violence (third factor). These children displayed moderate results for life satisfaction when using the CW-SWBS-5, which were significantly lower than for children from the first cluster.

Reflecting on another children's play environments, 21% of the children in the third cluster displayed low stress and boredom levels, but also low levels of satisfaction with their free time, and only played or spent time outside once or twice a week. Furthermore, the children in this cluster reported playing computer games once or twice a week, that is, less frequently than the children in the other clusters. This relates to the indicator on accessible space and time for play, free from adult control and monitoring (seventh factor). Moreover, these children played sports or did exercise once or twice a week, which was again less frequently than the children in the other clusters. This relates to the indicator on opportunities to participate with other children in games, sports and other recreational activities, and supported, where necessary, by trained facilitators or coaches (twelfth factor). In relation to CW-SWBS-5, moderate results were returned on the indicator on life satisfaction, a little lower than those for children in the second cluster and much lower than those for children in the first cluster.

The main characteristics of each of these three clusters are in line with prior research on children's SWB: the way that children spend their leisure time affects their well-being, intrinsic motivation, satisfaction with leisure activities, with activities related to interpersonal relationships and the leisure structure that these factors relate to. Free time is considered an essential aspect of children's psychosocial development, and the activities pursued by children

aged between 8 and 12 may vary across countries, depending in part on whether these countries have high or low incomes (Adams & Savahl, 2017; Malo et al., 2018; Rees, 2017a, 2018; Sarriera et al., 2014; Savahl et al., 2019). Following on from our results and the ensuing discussion, play environment could be considered one of the assets or risk factors for children's SWB, alongside others that have identified previously, such as housing, safety, bullying, academic achievement, and social interactions; freedom to choose and self-perception; and social support, friendliness, and choice about spending time (Bradshaw & Rees, 2017; Dinisman, Fernandes, & Main, 2015; Lee & Yoo, 2017).

Social inequality reflected in children's play environments

Considering social inequality by gender, we find that there were fewer girls in the first cluster, which represented the most favourable play environment.

By socioeconomic context, the second cluster contained more children with low family affluence than high family affluence, more children living in low income than high income neighbourhoods, and more children born abroad with parents born abroad than children born in Spain with parents born in Spain. This means that children living in poverty or from a foreign geographical or cultural background were more likely to be stressed, bored, and less satisfied with their free time, and less likely to play or spend time outside than the rest of children in the sample. Moreover, the play environments experienced by the children in the second cluster were linked to contexts with higher levels of social harm or violence, as they saw fights between people in their local area more often than the children in other clusters. It is worth noting that we do not assume the groups of children living in poverty and those from a foreign geographical or cultural background to be the same, even if the children from a foreign geographical or cultural background are at higher risk of poverty than local children (Abdul-Rida & Nauck, 2014).

Finally, there were fewer children who felt they had personal special needs in the first cluster than in the other clusters. Each of these distinctions and its implications are relevant and require attention in order to fulfil children's right to play (United Nations, 2013).

Final reflections, limitations, and next steps

In summary, ensuring an optimum play environment for children will guarantee an increase in their SWB. The current study contributes to identifying indicators for an optimum play environment in relation to children's SWB, as well as analysing the most relevant clusters or groups of children who share similar play environments, centred on social inequality. All of this helps to advance knowledge in psychosocial intervention tackling social and community issues, and promote social welfare and quality of life (Evans & Horton, 2016; Hart et al., 1996; Holloway & Valentine, 2000; McKendrick et al., 2018a, 2018b; Woodyer et al., 2016). As noted by the United Nations (2013), data collection and research on children's right to play can inform planning processes, and provide a basis for measuring progress in the implementation of Article 31 regarding children's right to play.

The core research presented here is intended to be applicable in analysing the conditions for an optimum play environment for children in Barcelona, in relation to their SWB. Specifically, it can be applied to identify key indicators for the '2030 Plan for play in Barcelona public spaces' regarding the conditions for play uses of public space beyond the play infrastructure (Barcelona City Council, 2019b, 2019c; Cortés & Truñó, 2019). Furthermore, the core research contributes to research previously carried out in the same local context by integrating children's SWB in the context of play (Amoly et al., 2015; Dadvand et al., 2015, 2018, 2017; Guitart Ortiz et al., 2014; Martori et al., 2019; Pérez-Tejera et al., 2018; Pérez del Pulgar et al., 2020; Pinheiro de Almeida & Gonçalves Siebra, 2015).

This study has some limitations. Firstly, the benchmarks or indicators for any given factor are never complete because the indicators and factors were developed independently.

However, this exercise is necessary because it helps to identify the indicators for analysing an optimum play environment for children in relation to their SWB. Some of these need refining and still others can be incorporated. For instance, the current edition of the Children's Worlds questionnaire does not provide indicators for the ninth factor (opportunities to experience, interact with and play in natural environments and the animal world), the eleventh factor (opportunities to explore and understand the cultural and artistic heritage of their community, and create, shape, and participate in it), and the thirteenth factor (recognition by parents, teachers and society as a whole of the value and legitimacy of the rights provided for in article 31). Secondly, as Casas and Frönes (2019) argue, to understand children's well-being we must report the multifaceted perspective of well-being (objective, subjective, developmental and eudemonic well-being) throughout childhood in a longitudinal approach. But this analysis is cross-sectional, based on the SWB of children in Year 5 and 6 (mean age=10.7), and results and conclusions cannot be generalized for children of all ages and all facets of well-being. Thirdly, it is an initial exploratory approach to investigate what opportunities cluster analysis offers in relation to children's play environments. More research is needed to interpret the impact of the characteristics of children's play environments on their SWB, and more scientific evidence is needed to inform decision-making that reduces social inequality. For instance, by working with samples specifically comprised from more economically impoverished neighbourhoods or children with disabilities to discover what they need to improve their opportunities for play.

Conflict of Interest

The authors of this article declare no conflict of interest.

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7. Discussió i conclusions generals

7.1. Discussió sobre els resultats més rellevants

L'objectiu principal de la tesi doctoral és identificar les experiències relacionals més rellevants per al benestar subjectiu de la infància des de la psicologia social i un enfocament ecològic, és a dir, analitzant els entorns en els que els infants viuen i creixen. Amb els resultats de cada un dels tres estudis inclosos en aquesta tesi s'evidencia la rellevància de l'experiència relacional per al benestar subjectiu de la infància: tant l'entorn familiar, l'escolar com el local contribueixen a la perspectiva dels infants sobre la seva vida i tenen efectes destacables sobre el seu benestar. En coherència amb la definició de benestar subjectiu i el coneixement previ generat pel projecte de recerca internacional Children's Worlds (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Casas, 2019; Casas & González-Carrasco, 2019; Savahl, 2017), s'argumenta que el benestar subjectiu de la infància és conseqüència de les condicions de vida, però també de l'experiència relacional i el suport social que té lloc a l'entorn més immediat de l'infant (Garbarino, 2014; Holte et al., 2014; Main & Besemer, 2014; Redmond, 2014; Thompson, 2014; Wintersberger, 2014).

A mode de síntesi, els resultats més rellevants dels tres estudis presentats com a resultat de la tesi es relacionen a continuació conjuntament amb els elements de la discussió més destacables:

- Estudi 1. El benestar subjectiu de la infància mesurat amb la *Children's Worlds-Subjective Well-Being Scale* (CW-SWBS) és més elevat quan les puntuacions són més elevades en els indicadors específics del component cognitiu i també els indicadors específics del component afectiu (55,07% i 42,75% de la variabilitat de la CW-SWBS-5, respectivament). A més, els indicadors de relacions interpersonals (39,42%) mostren aportacions rellevants sobre el benestar subjectiu de la infància, mentre que les activitats fora del centre educatiu (11,52%) i les característiques sociodemogràfiques i educatives

(4,76%) mostren aportacions baixes, però significatives. Per tant, promoure que els infants puguin fer millors avaluacions dels àmbits cognitius (especialment sentir-se adequadament escoltats pels adults) i gaudir de les relacions (sobretot amb la família) podria millorar la vida de tots els infants. A més, amb els indicadors de participació en activitats fora de l'escola i de context socioeconòmic es poden identificar infants en situació de risc social. En congruència amb la recerca prèvia, és destacable que Casas, Bello, González-Carrasco i Aligué (2013, 2012) ja havien identificat que sentir-se adequadament escoltats pels adults contribueix al benestar subjectiu de la infància, però no que fos el component més rellevant. Així mateix, pel que fa a les relacions interpersonals, Lee i Yoo (2015) també havien identificat la rellevància i contribució de disposar de temps amb la família per al benestar subjectiu de la infància, però no que se situés com a un dels components més rellevants. D'altra banda, que la manca de benestar material condiciona negativament el benestar subjectiu de la infància també corrobora resultats anteriors (Crous, 2017; Crous & Bradshaw, 2017; Dinisman & Ben-Arieh, 2016; Gross-Manos, 2017; Bong Joo Lee & Yoo, 2015; Sarriera et al., 2015).

- Estudi 2. Els companys/es de l'escola tenen una funció essencial en l'experiència escolar dels infants: en els centres educatius on més infants estan molt satisfets amb la vida escolar, els infants mostren més confiança en rebre suport dels seus companys/es en cas de tenir un problema i se senten menys estressats (mitjana de la satisfacció amb la vida d'estudiant=6.48; coeficient suport companys=.64, coeficient estrès=-.20). Tot i que les desigualtats socials tenen un impacte negatiu en l'escolarització, en centres educatius amb composicions socioeconòmiques diferents, els infants estan satisfets amb la vida escolar si perceben el suport dels companys/es, aspecte que es relaciona amb sentir-se menys estressat. D'acord amb la concepció proposada per Jiang, Kosher, Ben-Arieh i Huebner (2014), en perspectiva de drets, aquesta conclusió té implicacions

importants per als processos aprenentatge, la convivència escolar i la prevenció de diferents tipus d'assetjament, així com per a la participació en els centres educatius. D'acord amb la recerca prèvia, ja s'havia posat de manifest que, a part de l'aprenentatge, és rellevant tenir en compte la relació amb els companys/es per comprendre l'experiència escolar dels infants (Casas & González-Carrasco, 2017; Kaye-Tzadok, Kim, & Main, 2017; Kutsar & Kasearu, 2017; Newland et al., 2018). Més específicament, Pyhältö, Soini i Pietarinen (2010) també havien conclòs que la interacció entre iguals juga un paper especialment important en el benestar subjectiu escolar de la infància, essent la fricció una font principal d'inseguretat o inquietud per als infants.

- Estudi 3. Els resultats mostren que un nombre important d'infants informen d'una manca global de descans adequada a l'edat (el 69% dels infants analitzats diu no fer res o descansar poc sovint), de trobar-se lliures de discriminació entre iguals (el 46% no està totalment d'acord amb que els companys/es l'ajudaran en cas de problemes a l'escola), de sentir-se segurs al barri on viuen (el 49% no se sent totalment segur quan passeja pel barri on viu) i de disposar de llibertat suficient per triar allò que vol fer (per exemple, el 67% considera que no disposa de llibertat suficient per fer el que vol al barri o la zona on viu). D'altra banda, els infants solen mostrar estrès i avorriments baixos, alta satisfacció amb la quantitat de temps lliure de la qual disposen i informen que poden jugar o passar temps a l'aire lliure gairebé tots els dies. Aquests factors contribueixen positivament al benestar subjectiu, però en una proporció menor en el cas de les nenes i també en el cas dels infants que viuen en situació de pobresa o amb orígens geogràfics o culturals estrangers (aquests dos últims grups també veuen baralles entre persones del barri on viuen amb més freqüència que els altres infants). Aquest estudi posa de relleu la rellevància de garantir entorns de joc favorables per al benestar subjectiu dels infants.

des d'un enfocament local. En correspondència amb la recerca prèvia, les Nacions Unides ja havien manifestat la necessitat de desenvolupar recerques per analitzar el compliment del dret de l'infant a jugar (UN Committee on the Rights of the Child, 2013), així com Van Gils (2014) havia argumentat que les condicions o els elements que promouen o inhibeixen el joc dels infants es vinculen a la protecció i promoció del seu benestar. D'altra banda, diferents resultats i conclusions en el marc del projecte de recerca internacional Children's Worlds permeten identificar els factors o les condicions de l'entorn de joc dels infants i la seva relació amb el benestar subjectiu de la infància (Andresen, Ben-Arieh, Bradshaw, et al., 2020). Fins i tot, l'entorn de joc es podria considerar un dels factors rellevants per al benestar subjectiu de la infància, al costat d'altres ja identificats com són l'habitatge, la seguretat, l'assetjament escolar, els assoliments escolars i les interaccions socials; la llibertat d'escollir i l'autopercepció; o bé el suport social, les amistats i l'elecció sobre l'ús del temps (Bradshaw & Rees, 2017; Dinisman, Fernandes, & Main, 2015; Lee & Yoo, 2017).

7.2. Conclusions i contribució de la tesi doctoral

Tenint en compte que l'objectiu principal és identificar les experiències relacionals més rellevants per al benestar subjectiu de la infància mitjançant l'anàlisi dels entorns més immediats de l'infant (el familiar, l'escolar i el local), cada un dels tres estudis presentats com a resultat de la tesi eren necessaris per a l'assoliment d'aquest objectiu. Cada estudi aporta conclusions específiques per a cada un dels entorns analitzats, de manera que poden integrar-se per valorar l'estat de la infància i comprendre el benestar dels infants des de la seva perspectiva. A continuació es relacionen les conclusions generals de la tesi:

- Des de la perspectiva dels infants, ja sigui en l'entorn familiar, escolar com local, els components psicosocials més rellevants per al seu benestar són: (a) no sentir-se estressat però tampoc avorrit, (b) sentir-se adequadament escoltat per les persones adultes, (c) la

qualitat i quantitat de temps en família, (d) el suport percebut dels companys/es del centre educatiu, (e) la disponibilitat de temps lliure per triar-ne l'ús, (f) jugar o passar temps a l'aire lliure habitualment (fora del centres educatiu) i (g) que els entorns dels infants siguin lliures de violències.

- Pel que fa a l'entorn familiar, per a què tots els infants estiguin satisfets amb la seva vida global és necessari que se sentin adequadament escoltats per les persones adultes i que gaudeixin de temps en família. A banda del context socioeconòmic i/o material i la percepció de tenir necessitats especials, l'estructura familiar també afecta el benestar dels infants: els infants de llars monoparentals tendeixen a mostrar-se menys satisfets amb la vida global, tot i que no és una condició que determini totalment l'avaluació del seu benestar, doncs també depèn de les relacions i suports socials del seu entorn.
- Pel que fa a l'entorn escolar, amb independència del context socioeconòmic dels centres educatius, per a què tots els infants estiguin satisfets amb la seva vida escolar és necessari que els centres generin entorns de confiança, que tots els infants d'un grup-classe o centre percebin que rebran el suport dels seus companys/es en cas de tenir un problema. A més, aquesta dinàmica es relaciona amb que els infants se sentin menys estressats, aspecte favorable per a la salut i el benestar. En perspectiva de drets, aquest entorn de confiança escolar és important per a la convivència a l'escola i la prevenció de diferents tipus d'assetjament, però també per facilitar els processos d'aprenentatge i la participació dels infants al centre educatiu.
- En perspectiva local, per a què tots els infants tinguin un entorn de joc favorable per al seu benestar és necessari que se sentin poc estressats i avorrits, molt satisfets amb la quantitat de temps lliure i que juguin o passin temps a l'aire lliure (fora del centre educatiu) pràcticament cada dia, però també que no percebin baralles entre els adults del barri on viuen. Les nenes i els infants que viuen a barris de rendes baixes i/o amb

privació material, però també els que tenen pares o mares nascuts a l'estranger, informen d'entorns de joc menys favorables per al seu benestar. Pel que fa a la primera condició envers l'estrès, d'acord amb la conclusió anterior, la convivència a l'escola pot limitar els entorns de joc dels infants, ja que els infants que es troben en situacions de violències a l'escola poden trobar-se sense amics suficients fora de l'escola per jugar i socialitzar-se.

- L'anàlisi del benestar subjectiu de la infància implica tenir en compte les condicions de vida, però també l'entorn relacional per no subestimar l'efecte de les desigualtats socials i, al mateix temps, reconèixer la funció clau de l'experiència relacional i el suport social en el benestar subjectiu de la infància. Aquest reconeixement afavoreix la consideració dels components psicosocials essencials per al benestar de la infància en la valoració d'intervencions públiques i socials universals o bé dirigides a infants que es troben en situacions de risc social.

7.3. Implicacions acadèmiques i professionals

El conjunt de la tesi doctoral podria tenir algunes implicacions acadèmiques, així com professionals, ja que pot utilitzar-se per argumentar intervencions públiques o socials en perspectiva de drets, és a dir, a favor dels drets de l'infant. Breument, a continuació s'anomenen algunes possibles implicacions:

Implicacions acadèmiques o de recerca

- S'aporten dades i coneixement sobre el benestar subjectiu de la infància de Barcelona al projecte de recerca internacional Children's Worlds, projecte a partir del qual va desenvolupar-se l'Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB) de l'any 2017 i el programa "Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona" (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Institut Infància i Adolescència de Barcelona, 2019e).

- Els resultats i conclusions poden contribuir al plantejament de noves preguntes de recerca (sobre les desigualtats socials, l'experiència escolar o els entorns de joc) i opcions d'anàlisi (multivariant, multinivell o clústers) en el marc de la mostra catalana de la tercera onada de Children's Worlds (Andresen, Ben-Arieh, Bradshaw, et al., 2020; Casas & González-Carrasco, 2020).
- Els resultats i les conclusions poden contribuir a la selecció i priorització d'indicadors de benestar subjectiu de la infància de sistemes d'observació existents i propers com "l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona" o el reactivat "Observatori dels drets de la infància" de Catalunya (Generalitat de Catalunya, 2020; Institut Infància i Adolescència de Barcelona, 2017c).
- Els resultats i les conclusions poden utilitzar-se com a antecedent de recerques qualitatives per tal d'obtenir argumentacions en profunditat sobre el benestar de la infància i propostes de millora del seu benestar des del punt de vista dels infants i/o les persones adultes que en tenen cura, ja sigui mitjançant entrevistes qualitatives o bé grups de discussió (Institut Infància i Adolescència de Barcelona, 2017b).

Implicacions d'aplicabilitat professional

- La rellevància de gaudir de temps en família (qualitat i quantitat de temps) per al benestar subjectiu de la infància sensibilitza sobre les dificultats de conciliació familiar i laboral d'alguns pares i/o mares, aspecte que pretén millorar-se amb el "Pacte per a la reforma horària" de Catalunya (Pacte per a la Reforma Horària, 2017).
- El reconeixement de l'infant com a informant clau de la seva experiència escolar suposa ampliar la mirada per analitzar els resultats educatius, component que podria integrar-se a l'estratègia "Escoles d'evidència: la recerca per a la millora educativa" de la Fundació Jaume Bofill en col·laboració amb l'Institut Català d'Avaluació de Polítiques

Públiques i el Departament d'Educació de la Generalitat de Catalunya (Fundació Jaume Bofill, 2019).

- A part de la infraestructura lúdica, per garantir entorns de joc favorables per al benestar subjectiu dels infància convé prestar atenció als factors o condicions que influeixen l'ús lúdic de l'espai públic, aspecte que complementa i pot integrar-se al desenvolupament del “Pla del joc a l'espai públic de Barcelona amb horitzó 2030” (Ajuntament de Barcelona, 2019b).
- L'impacte de les desigualtats econòmiques i/o materials en el benestar manifestat pels infants justifica l'existència d'ajuts específics per a la infància. Per exemple, les prestacions socials de caràcter econòmic als infants de famílies en situació de risc social reconegudes per la llei catalana de serveis socials (Llei de serveis socials, 2007).

7.4. Limitacions i futures línies de recerca

Per últim, el treball defensat com a resultat de la tesi doctoral presenta algunes limitacions que s'haurien de tenir en compte a l'hora de valorar i millorar la recerca en endavant:

- Amb relació al primer estudi i el benestar subjectiu de la infància, com a ampliació, a part d'analitzar les condicions de vida i les experiències relacionals que contribueixen a la satisfacció amb la vida global, també seria pertinent una anàlisi en profunditat per àmbits per identificar-ne les condicions i experiències rellevants per al benestar subjectiu de la infància. En aquest sentit, per exemple, en perspectiva de gènere, tot i que no s'observen diferències estadísticament significatives en la satisfacció amb la vida global de nens i nenes de 10 a 12 anys, una anàlisi per àmbits permet concloure que les nenes estan menys satisfetes que els nens amb el segures que se senten, el propi cos i les amistats; a més, que els nens estan menys satisfets que les nenes amb la seva vida escolar i els aprenentatges que fan a l'escola (Corominas, González-Carrasco, & Casas,

2018, 2019a; Institut Infància i Adolescència de Barcelona, 2019a). En el marc de la tesi, hi ha les tres publicacions esmentades dins aquest paràgraf, les quals es converteixen en un punt de partida per continuar l'anàlisi del benestar subjectiu de la infància per àmbits, especialment amb perspectiva de gènere i un enfocament integrat des de la salutogènesis i la psicologia de l'educació.

També amb relació al primer estudi presentat, és necessari dur a terme una anàlisi específica de l'efecte o l'impacte de les condicions de vida en el benestar subjectiu de la infància. Per exemple, els infants que perceben dificultats personals o necessitats especials acostumen a estar menys satisfets tant amb la vida global com per àmbits, especialment amb la seva vida escolar (Corominas, s.d.; Institut Infància i Adolescència de Barcelona, 2019a). Així mateix, les mancances materials també impliquen que els infants es mostrin menys satisfets amb la vida global i per àmbits: les condicions de vida amb les quals es troben fan que percebin menys llibertat per fer el que volen, menys escolta adulta per part dels seus entorns o que no puguin passar-ho tan bé amb la seva família com els infants sense mancances materials (Corominas & Pineda, s.d.; Institut Infància i Adolescència de Barcelona, 2019a). En el marc de la tesi, també hi ha les tres publicacions esmentades en aquest paràgraf, les quals es converteixen en un punt de partida per continuar i millorar l'anàlisi del benestar subjectiu de la infància des d'una orientació de diversitat i inclusió educativa, així com de desigualtats socials des de la psicologia de la intervenció social.

Un altra limitació d'aquesta tesi és que el benestar subjectiu de la infància a la ciutat de Barcelona no s'ha pogut analitzar en comparació al de Catalunya i altres contextos territorials perquè els resultats de la tercera onada del projecte de recerca internacional Children's Worlds de l'any 2018 encara no estaven disponibles en el moment de desenvolupament de la tesi. Aquest tipus d'anàlisi permetrà conèixer

elements compartits i diferencials de la ciutat de Barcelona amb Catalunya i altres contextos territorials, els quals poden facilitar l'aprofundiment de les preguntes de recerca presentades en el marc de la tesi, però també el plantejament de noves preguntes. En aquest sentit, per les circumstàncies sobrevingudes i excepcionals viscudes per la crisi econòmica i social sorgida per la Covid-19, és recomanable integrar les dades disponibles derivades de l'EBSIB de l'any 2017 i Children's Worlds de l'any 2018 per a l'avaluació i justificació de les necessitats i els problemes de la infància abans de la Covid-19. A més, d'aquesta manera, es podrà enfocar la recerca amb infants sobre el seu benestar (noves recollides de dades) per conèixer si durant i/o després de l'experiència consegüent a la Covid-19 ha empitjorat la qualitat de vida de la infància o els infants amb situacions prèvies o emergents de risc social.

- Pel que fa al segon estudi presentat i la valoració de l'experiència escolar per part dels infants, per comprendre la convivència escolar en un sentit ampli, també és convenient apropar-se al fenomen de l'assetjament escolar i analitzar-lo amb relació al benestar subjectiu de la infància. Amb les dades disponibles mitjançant l'EBSIB de l'any 2017, es mostra l'impacte negatiu de la violència entre companys/es de l'escola en el benestar subjectiu dels infància i que hi ha infants sense els suports personals i socials per afrontar aquest tipus d'adversitats (Corominas, 2020)⁶. El conjunt de variables sobre violència entre companys/es a l'escola forma part del 10% de variables de l'EBSIB que no s'havien analitzat en el marc del treball defensat com a resultat de la tesi, però, per la rellevància ètica del fenomen, en el marc de la tesi també es disposa de la publicació esmentada dins aquest paràgraf com a punt de partida per ampliar l'anàlisi de l'assetjament escolar i el benestar subjectiu de la infància.

⁶ La publicació és conseqüència de la participació al 7th *Haruv Institute International PhD Workshop*, a Jerusalem.

A més, també caldria desenvolupar més recerca sobre l'experiència escolar dels infants afectats per desigualtats socials, així com sobre l'impacte d'aquesta experiència escolar en els resultats educatius. En aquest sentit, podrien re-utilitzar-se les dades provinents de l'avaluació externa de sisè d'educació primària de competències bàsiques, del Consell Superior d'Avaluació del Sistema Educatiu (Generalitat de Catalunya, 2017b). Això no significa que l'anàlisi conjunt dels resultats educatius de competències bàsiques i els indicadors de benestar subjectiu de la infància s'hagi de dur a terme necessàriament amb les dades de l'EBSIB de l'any 2017, sinó que en la planificació de noves sèries temporals de l'EBSIB podria formalitzar-se la petició i/o col·laboració amb l'Administració responsable de l'avaluació externa de sisè d'educació primària.

- Amb referència a la rellevància dels entorns de joc per al benestar subjectiu de la infància, en la línia de les reflexions i propostes finals d'aquest tercer estudi, per poder dur-ne a terme una anàlisi més completa caldria incorporar, almenys, dues noves preguntes al qüestionari de Children's Worlds i l'EBSIB: 1) sobre el temps de joc en espais naturals i/o amb animals, i 2) sobre l'accés a oportunitats culturals i/o artístiques dirigides a infants (per exemple, en ambdós casos a l'últim bloc de preguntes sobre la freqüència de temps dedicat a diferents activitats fora del centre educatiu). També seria important aprofundir i ampliar l'anàlisi dels entorns de joc en perspectiva de gènere, dels infants amb necessitats especials o dels que viuen en contextos socioeconòmicament més empobrits. A més, per comprendre millor la rellevància dels entorns de joc per al benestar subjectiu de la infància, d'acord amb el reconeixement per part de la psicologia social del rol actiu dels infants a l'hora d'avaluar el seu propi benestar, també és rellevant considerar que el benestar subjectiu de la infància no pot tenir expressió ni millora sense considerar el context on les relacions interpersonals

tenen lloc, és a dir, que el benestar subjectiu de la infància és necessàriament emergent amb relació a un context específic o entorn local (Atkinson et al., 2012).

- Per últim, inherentment a la millora de la recerca amb infants sobre el seu benestar, enlloc de re-analitzar l'EBSIB de l'any 2017 excessivament, és necessari pensar i proposar nous moments temporals per tornar a preguntar “com esteu” als infants. La generació de coneixement sobre el benestar dels infants, tot i que sigui des de la seva perspectiva, com s'exposa al marc conceptual de la tesi, també depèn de les percepcions, avaluacions i aspiracions sobre la vida dels infants per part de les famílies, els professionals que en tenen cura o bé la ciutadania (Ben-Arieh et al., 2014). En aquest sentit, com que la recerca amb infants sobre el seu benestar és una decisió des de la perspectiva adulta per respondre a les necessitats i les problemàtiques de la infància d'acord amb l'agenda pública, quin és el millor moment per tornar a preguntar “com esteu” als infants i conèixer l'impacte de la crisi per la Covid-19 en la vida i el benestar subjectiu de la infància? Actualment, diferents iniciatives de recerca estan analitzant com la crisi per la Covid-19 ha afectat i impactat en les vides dels nens, nenes i adolescents a curt termini (Institut Infància i Adolescència de Barcelona, 2020c), les quals aportaran coneixement i evidència per a la formulació de noves preguntes de recerca necessàries per donar una resposta responsable i ètica al moment històric que estem vivint. D'una banda, el nou qüestionari de l'EBSIB no podrà ser el mateix que el de l'any 2017, necessàriament haurà d'incorporar la mirada derivada de les recerques socials d'urgència per la Covid-19 i el corpus de coneixement en el marc de l'EBSIB de l'any 2017 i el programa “Parlen els nens i nenes: el benestar subjectiu de la infància a Barcelona” dins “l'Observatori 0-17 BCN: vides i drets de la infància i l'adolescència a la ciutat de Barcelona”. A més, per continuar fent recerca ètica amb infants, el nou qüestionari també haurà de ser sensible als retorns i les contribucions dels infants que

van respondre l'EBSIB de l'any 2017, ja que van informar dels aspectes del qüestionari que els havien agradat més i menys, a part del que els agradaria preguntar o que els preguntessin. De l'altra, per garantir que s'escolta els infants sense cap mena de discriminació, caldrà mantenir o bé ampliar el procediment de mostreig de l'enquesta. Amb l'EBSIB de l'any 2017 es va preguntar "com esteu" a un nombre suficientment ampli d'infants perquè representessin la ciutat de Barcelona per districtes educatius i tipologies d'escola i, tenint en compte la mida dels centres educatius, la selecció va ser aleatòria per evitar una mostra de centres per contactes o voluntària que fos esbiaixada de la realitat social. Però, per estendre la pràctica educativa derivada de l'EBSIB, seria possible que, més enllà dels infants dels centres de la mostra, els infants d'altres centres poguessin respondre el qüestionari amb un altre tipus d'acompanyament? Més enllà de l'anàlisi estadística de les dades, podria ser una estratègia perquè tots els infants fossin escoltats pels seus entorns més propers. En un moment de previsible augment de la pobresa i eixamplament de les desigualtats socials, com reflexionava en Jaume Funes, "la privació (material o econòmica) augmenta la necessitat d'escolta" (Institut Infància i Adolescència de Barcelona, 2020b). En definitiva, com ja es va desenvolupar després de l'EBSIB de l'any 2017, seguint orientacions de recerca ètica amb infants i en línia amb el currículum d'educació en valors socials i cívics, és totalment necessari retornar els resultats de l'enquesta als infants perquè els interpretin i puguin fer propostes de millora per contribuir a l'ara ja iniciada "Agenda dels infants" (Institut Infància i Adolescència de Barcelona, 2018a). D'acord amb la Llei dels Drets i les Oportunitats en la Infància i l'Adolescència (LDOIA) és una oportunitat lícita i necessària perquè els infants i adolescents s'incorporin progressivament a la ciutadania activa d'acord amb el seu grau de desenvolupament personal (Llei dels drets i les oportunitats en la infància i l'adolescència, 2010).

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