

**CHILDREN'S
WORLDS**



Differences between Jewish and Arab children in Israel in their overall Subjective Well-Being and satisfaction with life domains

Edna Shimoni - The Hebrew University & Central Bureau of Statistics
Ben-Arieh - The Hebrew University & Haruv Institute

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About studies on children's Subjective Well-Being (SWB)

- * Lack of political importance given to the younger population's point of view
- * → Limited number of studies on children's Subjective Well-Being (SWB)

The Israeli study - (ISCWeB - International Survey of Children's Well-Being), 2012

- * Examined the relationships between interpersonal relationships of children in life domains and their overall SWB by nationality, gender and grade
- * Life domains:
 1. Home and family
 2. Friends and other people
 3. Teachers and friend at school
 4. Community and living area
 5. Emotional domain

Two theoretical approaches

- * **The Quality of Life approach** which refers to positive aspects of life and defines subjective well-being (SWB) as people's satisfaction with their life as a whole and with certain life domains (Campbell, Converse, & Rodgers, 1976)
- * **The Ecological Systems Theory** (Bronfenbrenner, 1979) which highlights how children interact with their environments and play an active role in creating their well-being

The research questions

The main question examined the relationships between interpersonal relationships of children in four life domains and their overall SWB.

The other questions examined whether there are:

- (1) differences in overall SWB and satisfaction with life domains by nationality, gender and grade
- (2) differences by gender within each national group
- (3) differences by nationality in the strength of the contribution of every life domain to the overall SWB

Cultural differences and social and economic gaps

- * The Arab society - collectivist community within a Jewish western-individualist society
- * The collectivist culture of Arab society vs. individualistic Jewish society
- * Social status - Arab women and children
- * Gender & age roles –
 - * Arab women
 - * Arab children

The research population, design, sample & tool

- * The Research Population
- * The Research Design - a convenience sample
- * The Tool - a self-administered questionnaire

SWB measures

OLS – Overall Life Satisfaction

How satisfied are you with your life as a whole?

SLSS - Student Life Satisfaction Scale, (Huebner, 1991):

- * My life is going well
- * My life is just right
- * I wish I had a different kind of life
- * I have a good life
- * I have what I want in life

SWB measures

PWI-SC9 - Personal Well-being Index – School Children, (Cummins et al, 2003) - How satisfied are you with:

- * All the things you have;
- * Your health;
- * The things you want to be good at;
- * Your relationships with people in general;
- * How safe you feel;
- * Doing things away from home;
- * What may happen to you later in your life;
- * How you use your time;
- * Your school experience;

Results:

Mean scores of SWB measures

Measures & Items	Total	Gender		Nationality	
		Boys	Girls	Jews	Arabs
OLS	9.13	9.10	9.16	9.09*	9.27*
SLSS-5	3.35	3.32	3.37	3.37**	3.26**
My life is going well	3.43	3.40	3.47	3.41*	3.51*
I don't wish I had a different kind of life	3.11	3.09	3.13	3.23***	2.72***
I have what I want in life	3.31	3.27	3.35	3.30	3.35
PWISC9	8.71	8.60***	8.81***	8.70	8.72
Satisfied with how I use my time	8.60	8.50*	8.69*	8.65	8.43

T-tests: *p < .05, **p < .01, ***p < .001

Mean scores differences by nationality

Home and family domain:

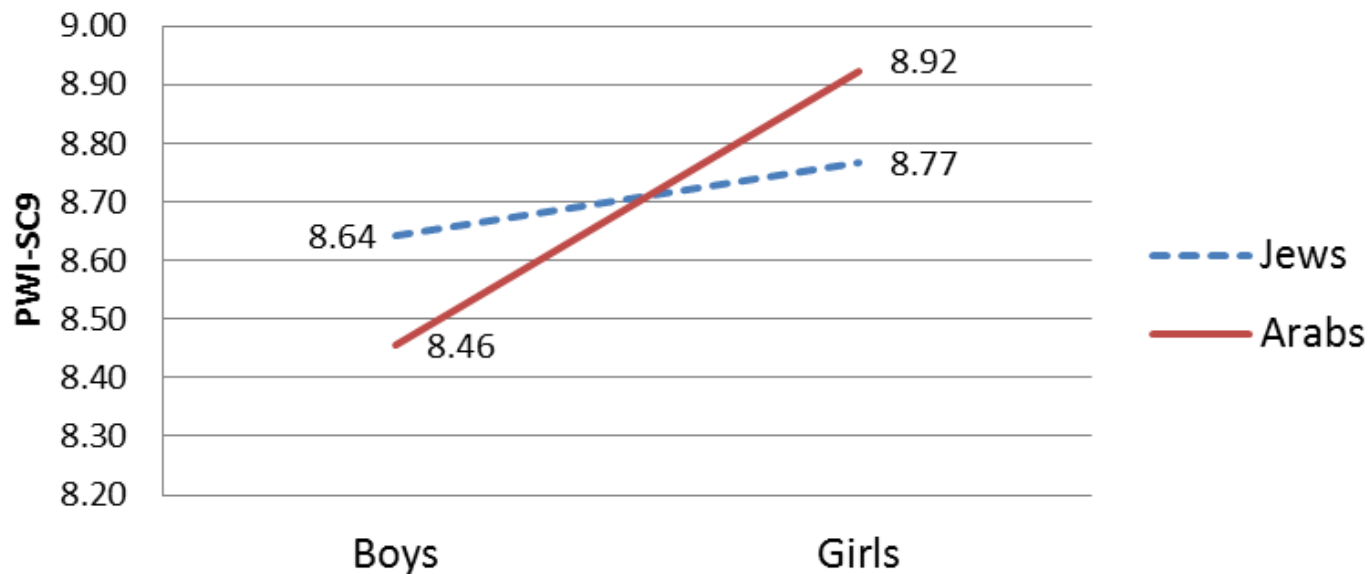
- * Had fun together (Cohen's $d=0.72$);
- * Spent time together (Cohen's $d=0.60$);
- * Learned together (Cohen's $d=0.52$);
- * Ate dinner together (Cohen's $d=0.52$);
- * Visited relatives together (Cohen's $d=0.51$);

Emotional domain:

- * I feel I have freedom enough to be outside the home without adults (Cohen's $d=-0.43$);
- * Satisfied with the way that I look (Cohen's $d=0.25$);

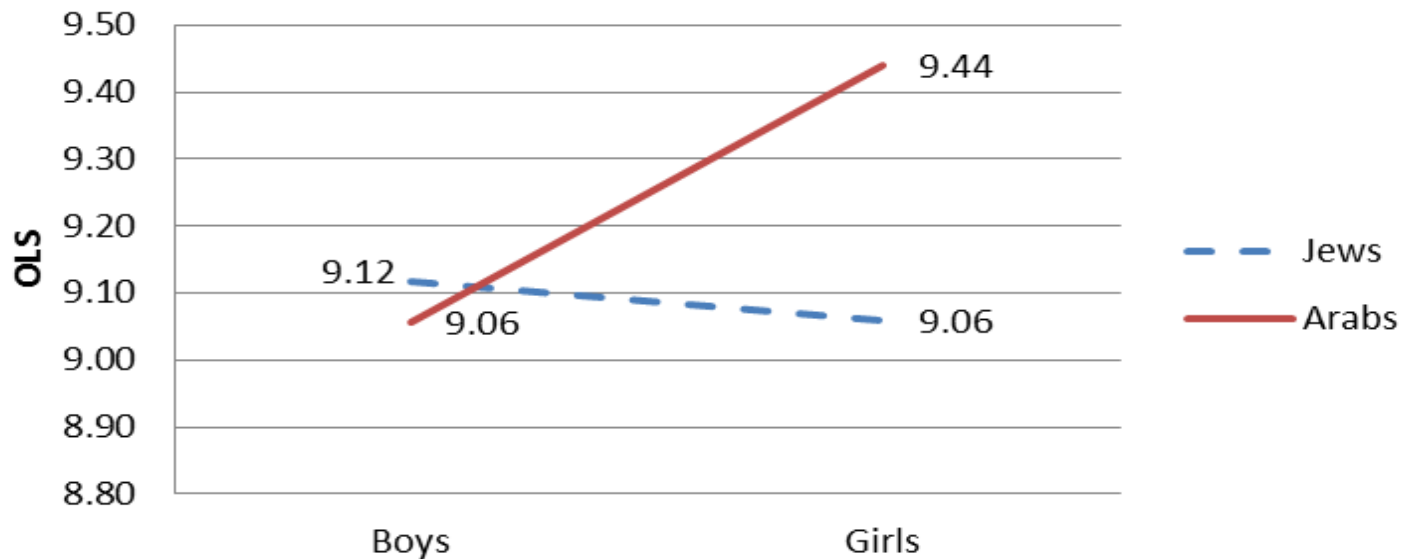
SWB– PWI-SC9

An interaction between gender and nationality on PWI-SC9



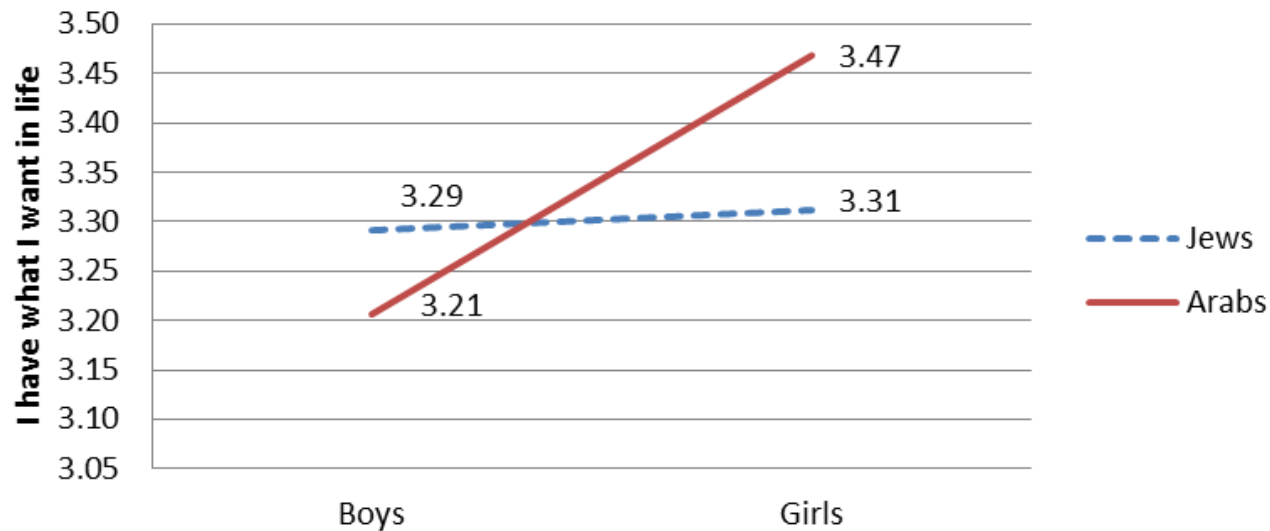
Satisfied life as a whole - OLS

An interaction between gender and nationality on OLS



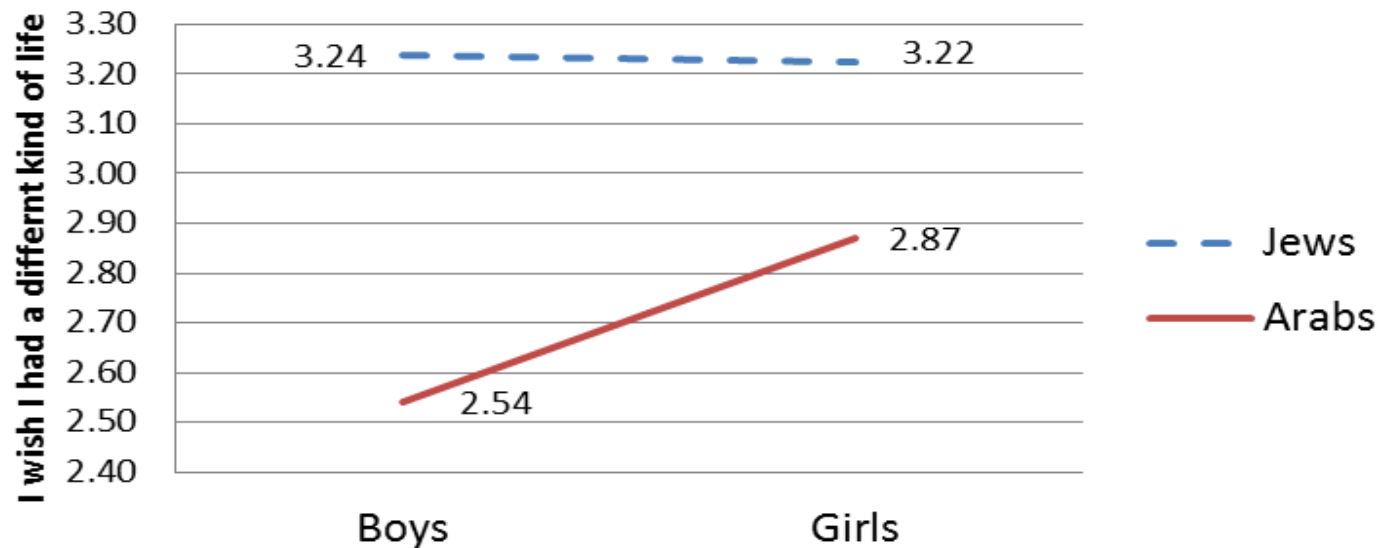
I have what I want in life – SLSS5

An interaction between gender and nationality on SLSS

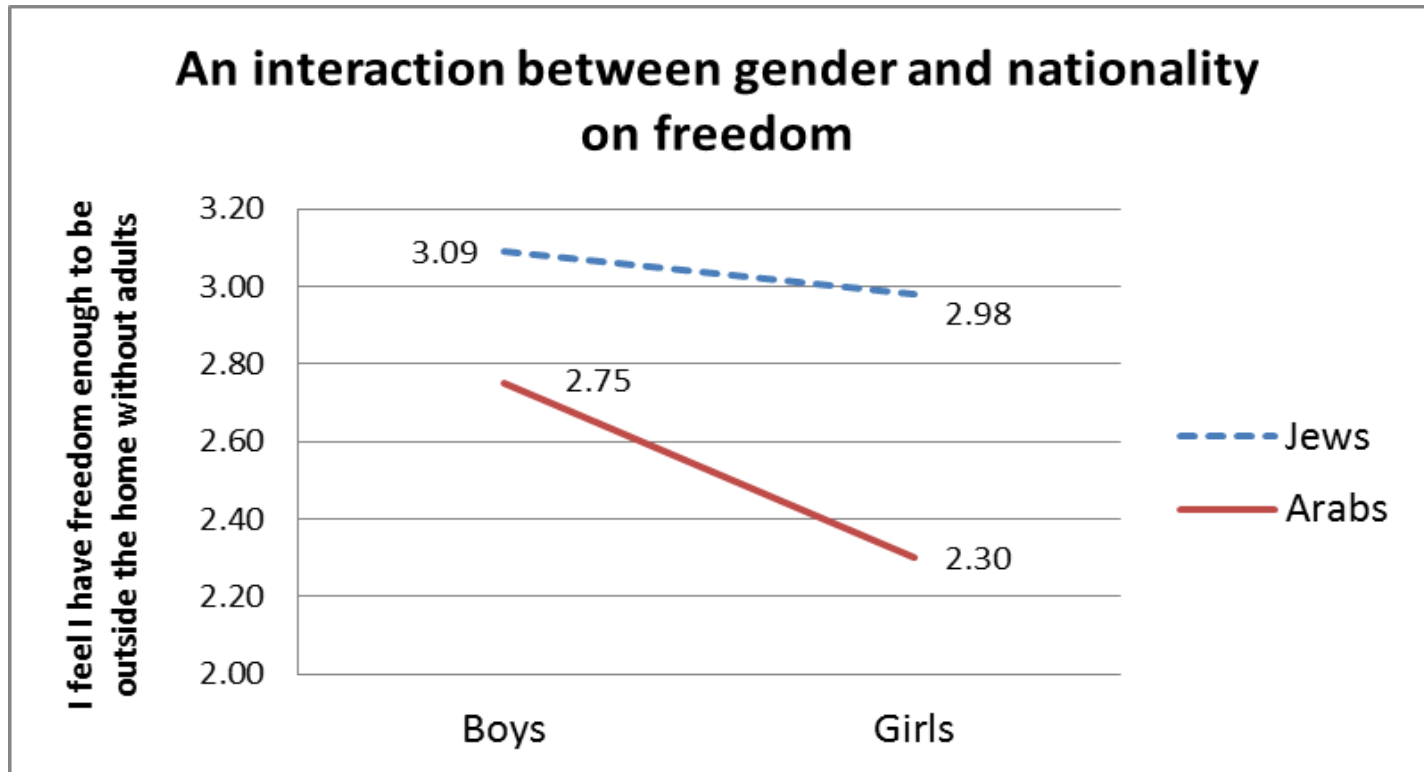


I wish I had a different kind of life – SLSS5 (in reverse)

An interaction betewwn gender and nationality on SLSS

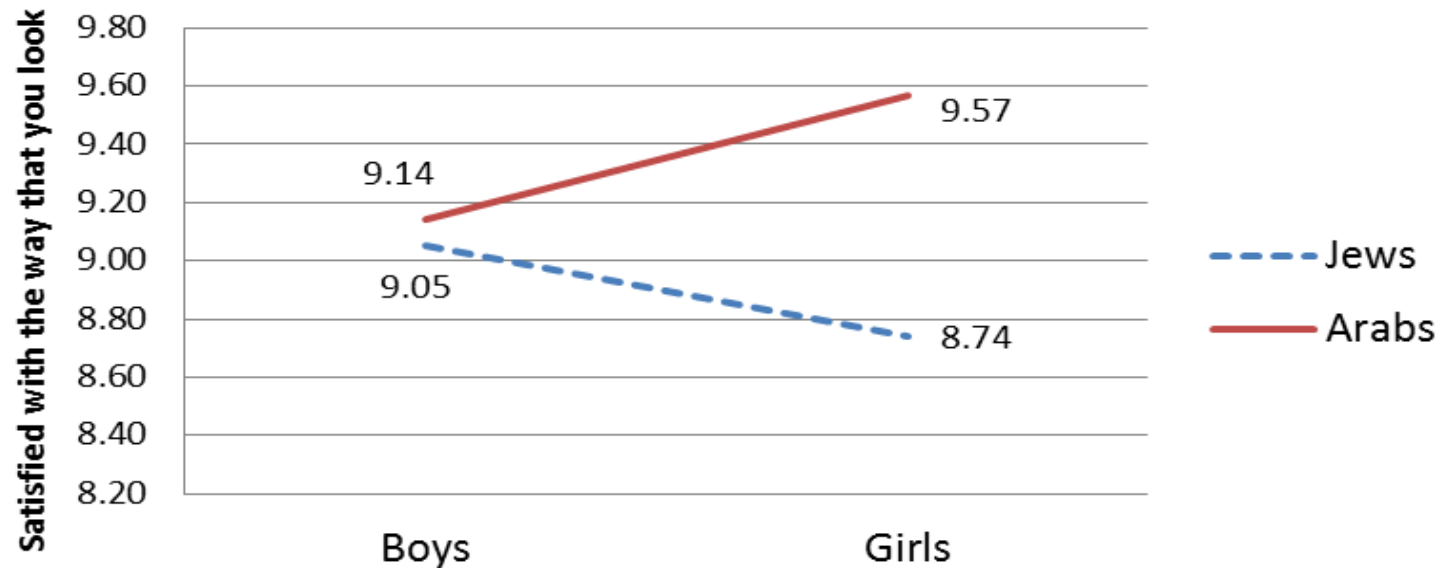


I feel I have freedom enough to be outside the home without adults



Satisfied with the way that I look

An interaction between gender and nationality on appearance



Implications for theory, practice and policy

The contribution of this study to theory involves its attempts:

- * to enrich the knowledge on children's SWB in Israel
- * to identify the most contributing factors to children's quality of life
- * to have a better understanding of the associations between the life domains and overall SWB from children's point of view

Implications for theory, practice and policy

- * Creating a multi-cultural comparison
- * Home and family domain is the most important
- * Family activities
- * Recommendations

Implications for theory, practice and policy

- * Identifying groups of children in Israel with low well-being
- * Arab boys vs. Arab girls
- * The protected factor

Implications for theory, practice and policy

- * Greater degree of autonomy for Arab boys
- * School functionality

Implications for theory, practice and policy

- * Risk factor amongst Jewish girls
- * Developing special programs of intervention and treatment
- * Importance of maintaining cultural sensitivity

Thank you 😊



ednas@cbs.gov.il ednas07@gmail.com