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Discovering New Frontiers  
in Quality-of-Life Research

# Adolescents' perception on their participation in the family context and its relationship with their well-being

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# 1. Introduction (I)

- We analyse the social participation of adolescents within the family context and their personal well-being, adopting a psychosocial approach.
- Participation in the family context refers to the possibilities for teenagers of (Casas, Gonzalez et al. 2008; UNICEF, 2003):
  - **openly communicate their views and interests** of their families
  - **be involved in decisions** that affect both themselves and their family
  - **assume some responsibilities at home** that are consistent with their developmental stage.
- The family is the first place where children and adolescents learn to participate (UNICEF, 2003)



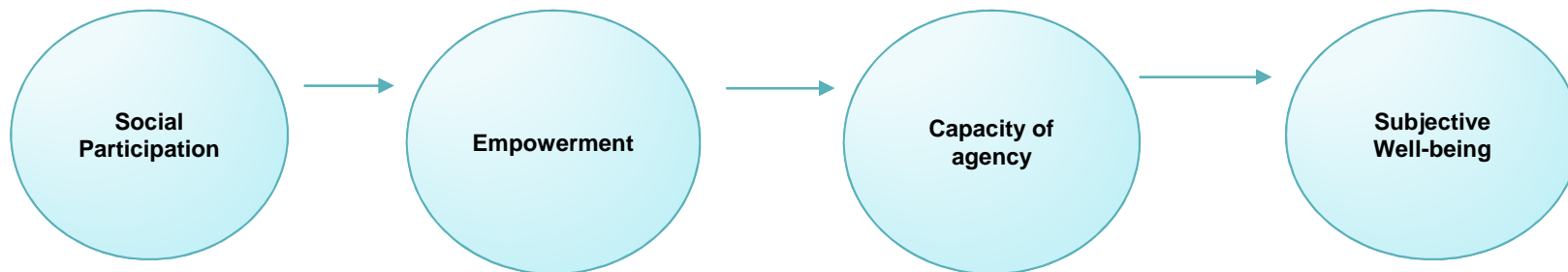
Adapted from R. Nimi's powerpoint presentation at UNICEF's Global Lifeskills Workshop in Salvador (Bahia), Brazil, June 2002.

# 1. Introduction (II)

- Although the Committee of Ministers of the Council of Europe adopted Recommendation No. R (98) 8 on *children participation in family and social life*, only very few programs exist to encourage participation of children and adolescents in the family context (Casas, González et al., 2008).
- Social participation is one of the most difficult rights to implement (Hammarberg, 2007). In a United Nations (2010) document, the reluctance of many families to the right of the child to be heard and to express their views at home is reviewed.
- In the research field, some authors have linked the participation of children and adolescents with certain family dynamics:
  - **Relationships** (Meil, 2006; Ward, 2008; Davey, 2010).
  - **Helping with housework** (Promundo, 2008; Rodríguez, Peña & Inda, 2011; Maganto, Bartau & Etxeberría, 2003).
  - **Autonomy** (Butler, Robinson & Scanlan, 2005).

# 1. Introduction (III)

- Studies on the influences and relationships between social participation and personal well-being are very scarce.
- Alkire's (2005) theoretical contributions underline the relationship between the triad of *well-being-agency-empowerment*.



- Navarro (2011) proposed a theoretical model that explains how the relationship between social participation and personal well-being is concerned with three interrelating factors:
  - (a) *Adolescents' role with regard to social participation.*
  - (b) *Their aspirations for change.*
  - (c) *The attitudes and expectations of key adults in the adolescents' lives with regard to them and their social participation.*

### Objectives

- To explore which **variables predict the adolescent's perception on the participation in the family context.**
- To explore the relationship between the **adolescent's perception on the participation in the family context** and their **subjective well-being.**

### Hypothesis

Adolescents perceiving that they participate in the family life will have higher scores in all subjective well-being scales.

## Sample

- Representative sample of Spanish **1st year students** in the secondary compulsory education.
- The final sample: **5406 adolescents** (mean **age = 12.09**, SD = 0.68)

	<b>N</b>	<b>%</b>
<b>Boys</b>	2686	49.7
<b>Girls</b>	2720	50.3
<b>TOTAL</b>	5406	

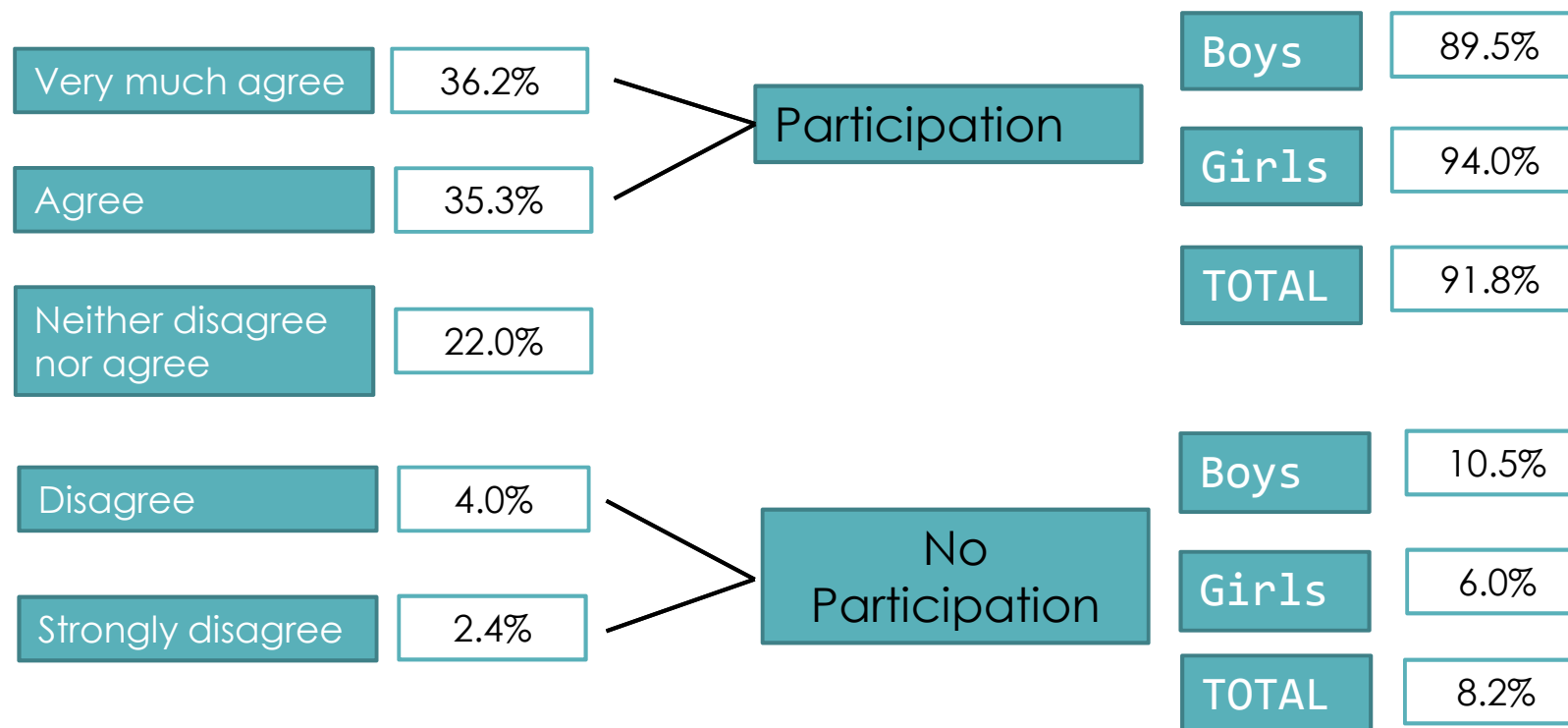
# Instruments

- **Variables:**
  - Dependent: **I can participate in the decision making at home**
  - Independent:
    - Gender
    - Agreement with **I have my own space at home** and **we have a good time together in my family**
    - Frequency of **talking together, having fun together, learning together, helping with housework** and **taking care of siblings or other family members.**
    - Satisfaction with **the people who live with you, available personal space at home** and **how you are listened to.**
  - **SWB:**
    - **Overall Life Satisfaction.** Single-item scale (0-10)
    - **Personal Well-being Index** (PWI, Cummins et al., 2003)
    - A short adapted 5-item version of the **Student Life Satisfaction Scale** (SLSS, Huebner, 1991) ( $\alpha=.80$ )
- ✓ **Scales:** Satisfaction (0-10); Agreement (1= 'strongly disagree' to 5= 'very much agree'); and frequency (1= 'never' to 4= 'every day').

## Instruments (II)

### Dicotomization of the variable PARTICIPATION

I can participate in the decision making at home



\* Statistically significant differences according to gender: girls expose to participate more than boys ( $p .000$ )



# Analysis

- Gender differences among the two groups (participation versus no participation) were examined using the **Chi-square test**.
- Gender differences in the other variables were examined using the **T Test**.
- **Spearman Correlation** was used to explore the relationship between the participation item and the rest of variables.
- **Logistic regression** was used to explore which variables predict the adolescent's perception on the participation in the family context (for the whole sample and by gender).
- **Multivariate Analysis of Variance (MANOVA)** was used to explore the relationship between the adolescent's perception on the participation in the family context and their subjective well-being.

## Descriptive statistics

<i>Agreement</i>		<b>Mean</b>
<b>I have my own space at home</b>	Boys	4.51
	Girls	4.53
	<b>Total</b>	<b>4.52</b>
<b>We have a good time together in my family</b>	Boys	4.46
	Girls	4.54*
	<b>Total</b>	<b>4.50</b>

<i>Frequency</i>		<b>Mean</b>
<b>Talking together</b>	Boys	3.71
	Girls	3.74
	<b>Total</b>	<b>3.73</b>
<b>Helping with housework</b>	Boys	3.19
	Girls	3.40*
	<b>Total</b>	<b>3.30</b>
<b>Having fun together</b>	Boys	3.17
	Girls	3.20
	<b>Total</b>	<b>3.19</b>
<b>Learning together</b>	Boys	3.01
	Girls	3.08*
	<b>Total</b>	<b>3.05</b>
<b>Taking care of brothers or sisters or other family members</b>	Boys	2.95
	Girls	2.95
	<b>Total</b>	<b>2.95</b>

\*  $p < .005$

## Descriptive statistics (II)

<i>Satisfaction</i>		<b>Mean</b>
<b>The people who live with you?</b>	Boys	9.31
	Girls	9.46*
	<b>Total</b>	<b>9.39</b>
<b>The available personal space at home ?</b>	Boys	9.11
	Girls	9.21*
	<b>Total</b>	<b>9.16</b>
<b>How you are listened to?</b>	Boys	8.57
	Girls	8.69*
	<b>Total</b>	<b>8.63</b>

	<i>Subjective Well-being</i>	<b>Mean</b>
<b>OLS</b>	Boys	91.87
	Girls	91.68
	<b>Total</b>	<b>91.77</b>
<b>PWI</b>	Boys	89.31
	Girls	90.15*
	<b>Total</b>	<b>89.73</b>
<b>SLSS5</b>	Boys	81.39
	Girls	81.91
	<b>Total</b>	<b>81.65</b>

\*  $p < .005$

## Correlations

	Participation at home	
		$r^2$
I have my own space at home	Boys	.296
	Girls	.311
	<b>Total</b>	<b>.303</b>
We have a good time together in my family	Boys	.347
	Girls	.332
	<b>Total</b>	<b>.342</b>
Frequency of talking together	Boys	.151
	Girls	.176
	<b>Total</b>	<b>.164</b>
Frequency of having fun together	Boys	.355
	Girls	.326
	<b>Total</b>	<b>.342</b>
Frequency of learning together	Boys	.321
	Girls	.315
	<b>Total</b>	<b>.319</b>

	Participation at home	
		$r^2$
Frequency of helping with housework	Boys	.132
	Girls	.127
	<b>Total</b>	<b>.136</b>
Frequency of taking care of brothers or sisters or other family members	Boys	.096
	Girls	.106
	<b>Total</b>	<b>.100</b>
Satisfaction with the people who live with you	Boys	.234
	Girls	.228
	<b>Total</b>	<b>.233</b>
Satisfaction with available personal space at home	Boys	.247
	Girls	.280
	<b>Total</b>	<b>.264</b>
Satisfaction with how you are listened to?	Boys	.288
	Girls	.312
	<b>Total</b>	<b>.300</b>
<b>Gender</b>	<b>Total</b>	<b>.058</b>

\* All the correlations are statistically significant at .005

## Logistic Regression (Total sample)

Variables in the equation						
	B	E.T.	Wald	gl	Sig.	Exp(B)
I have my own space at home	.592	.071	68.642	1	.000	1.807
We have a good time together in my family	.422	.079	28.294	1	.000	1.524
Frequency of having fun together	.382	.109	12.206	1	.000	1.466
Frequency of learning together	.369	.090	16.924	1	.000	1.447
Satisfaction with the people who live with you?	.130	.038	11.589	1	.001	1.139
Satisfaction with how you are listened to?	.158	.032	24.118	1	.000	1.172
Gender	-.581	.150	15.048	1	.000	.559
Constante	-6.160	.463	177.113	1	.000	.002

Model fit					
-2LL	x2	df	p	R <sup>2</sup> (Cox y Snell)	R <sup>2</sup> (Nagelkerke)
1409.727	559.638	7	.000	.141	.341

Classification Table			
Observed	Prediction		PORCENTAGE CORRECTLY PREDICTED
	NO PARTICIPATION	PARTICIPATION	
NO PARTICIPATION	187	91	67.3
PARTICIPATION	435	2959	87.2
<b>OVERALL PERCENTAGE</b>			<b>85.7</b>

## Logistic Regression (Boys)

Variables in the equation						
	B	E.T.	Wald	gl	Sig.	Exp(B)
I have my own space at home	.579	.091	40.890	1	.000	1.784
We have a good time together in my family	.394	.097	16.472	1	.000	1.483
Frequency of having fun together	.462	.135	11.651	1	.001	1.587
Frequency of learning together	.323	.112	8.282	1	.004	1.381
Satisfaction with the people who live with you?	.138	.049	8.040	1	.005	1.148
Satisfaction with how you are listened to?	.129	.040	10.480	1	.001	1.138
Constante	-6.525	.587	123.494	1	.000	.001

Model fit					
-2LL	x2	df	p	R <sup>2</sup> (Cox y Snell)	R <sup>2</sup> (Nagelkerke)
853.223 <sup>b</sup>	309.302	6	.000	.157	.332

Classification Table			
Observed	Prediction		PORCENTAGE CORRECTLY PREDICTED
	NO PARTICIPATION	PARTICIPATION	
NO PARTICIPATION	126	52	70.8
PARTICIPATION	287	1340	82.4
<b>OVERALL PERCENTAGE</b>			<b>81.2</b>

## Logistic Regression (Girls)

Variables in the equation						
	B	E.T.	Wald	gl	Sig.	Exp(B)
I have my own space at home	.626	.116	29.042	1	.000	1.871
We have a good time together in my family	.521	.130	16.110	1	.000	1.683
Frequency of learning together	.526	.137	14.832	1	.000	1.693
Satisfaction with the people who live with you?	.122	.061	4.045	1	.044	1.130
Satisfaction with how you are listened to?	.217	.055	15.753	1	.000	1.243
Constante	-6.411	.715	80.442	1	.000	.002

Model fit					
-2LL	x2	df	p	R <sup>2</sup> (Cox y Snell)	R <sup>2</sup> (Nagelkerke)
555.459b	224.470	5	.000	.113	.332

Classification Table			
Observed	Prediction		PORCENTAGE CORRECTLY PREDICTED
	NO PARTICIPATION	PARTICIPATION	
NO PARTICIPATION	60	40	60.0
PARTICIPATION	155	1612	91.2
<b>OVERALL PERCENTAGE</b>			<b>89.6</b>

# MANOVA (I)

**Multivariate Analysis of Variance of PWI, SLSS and OLS for gender and participation**

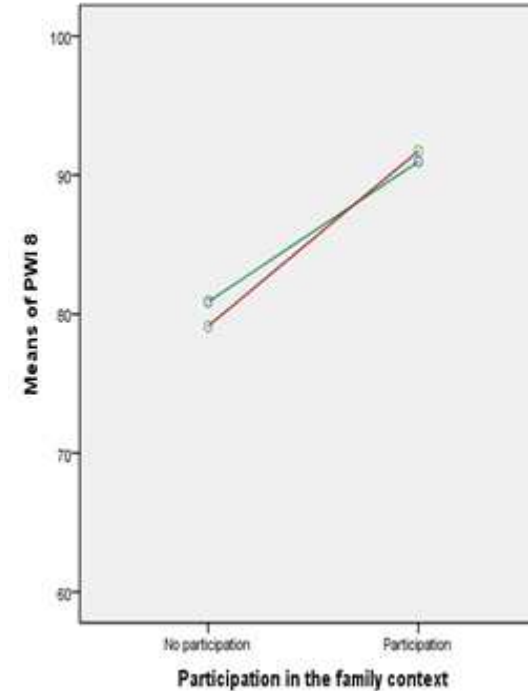
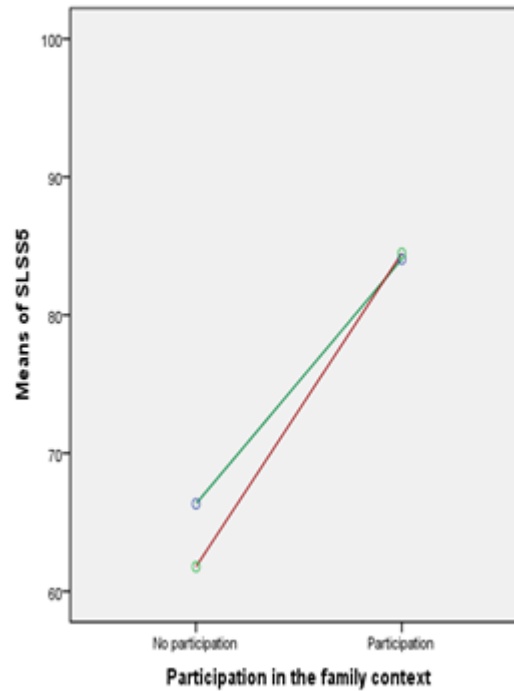
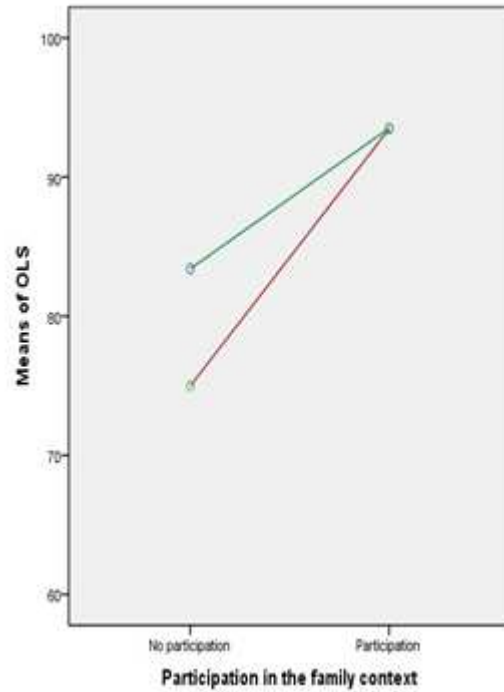
	Dependent Variables	Sum of Squares	DF	Mean Square	F	Sig.
<b>Gender</b> ( $p < .005$ )*	PW18	74.663	1	74.663	.810	.368
	SLSS5	1283.795	1	1283.795	4.279	.039
	OLS	5349.506	1	5349.506	25.965	.000
<b>Participation</b> ( $p < .005$ )*	PW18	38303.590	1	38303.590	415.707	.000
	SLSS5	121435.439	1	121435.439	404.725	.000
	OLS	60747.183	1	60747.183	294.853	.000
<b>Gender and Participation</b> ( $p < .005$ )*	PW18	474.347	1	474.347	5.148	.023
	SLSS5	1837.836	1	1837.836	6.125	.013
	OLS	5213.116	1	5213.116	25.303	.000

\* Wilks' Lambda

- Adolescents stating they agree they participate in decision-making at home score higher on the PWI, the SWLS and the OLS than those that disagree (PWI:  $M^{\text{agree}} = 91.37$ ,  $M^{\text{disagree}} = 80.24$ ; SLSS:  $M^{\text{agree}} = 84.27$ ,  $M^{\text{disagree}} = 64.65$ ; OLS:  $M^{\text{agree}} = 93.49$ ,  $M^{\text{disagree}} = 80.30$ ).



## MANOVA (II)



— Boys  
— Girls

## 5. Final Considerations

According our results:

- Relationships: To **have a good time together with the family, learning together, to be satisfied with the people who live with you** and **with how you are listened to** are predictors of perception of participating in the family life. The **frequency of having fun together** is not a predictor for the girls, but it is for boys.

- Helping with housework: Nor **helping with housework**, neither **taking care of siblings or other family members** show to be predictors of the perception of participating in the family life.

- Autonomy: **Perceiving to have an space at home of his or her own** is also a predictor for the perception of participation in family life.

- Adolescents having higher perception of participating in family life also score higher in subjective well-being indicators.



- A new partnership between adults and children and young people, listening to their opinions and taking them into account is needed.
- More research is needed on the participation in family life and on its relationship with adolescents' subjective well-being.

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