

Dagmar Kutsar

Insights into 'extreme positive'

(ISCWeB 2nd Round, all age groups and countries)
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A research observation:

Children's responses about subjective well-being divert from normal distribution towards positive extreme

- Is this an evidence that could serve a special interest?
- Is this an indicator that could be analysed?

"I like going to school"
(the item from ISCWeB, agreement scale: 0...4)



- 'Liking school' is a positive indicator of subjective wellbeing related to school
- The 'liking school' concept combines subjective realities and objective conditions in the child's lifeworld
- 'Liking school' is a social phenomenon

Insight into 'extreme positive' (general and country mean % of total agreement): example of 8yrs old children

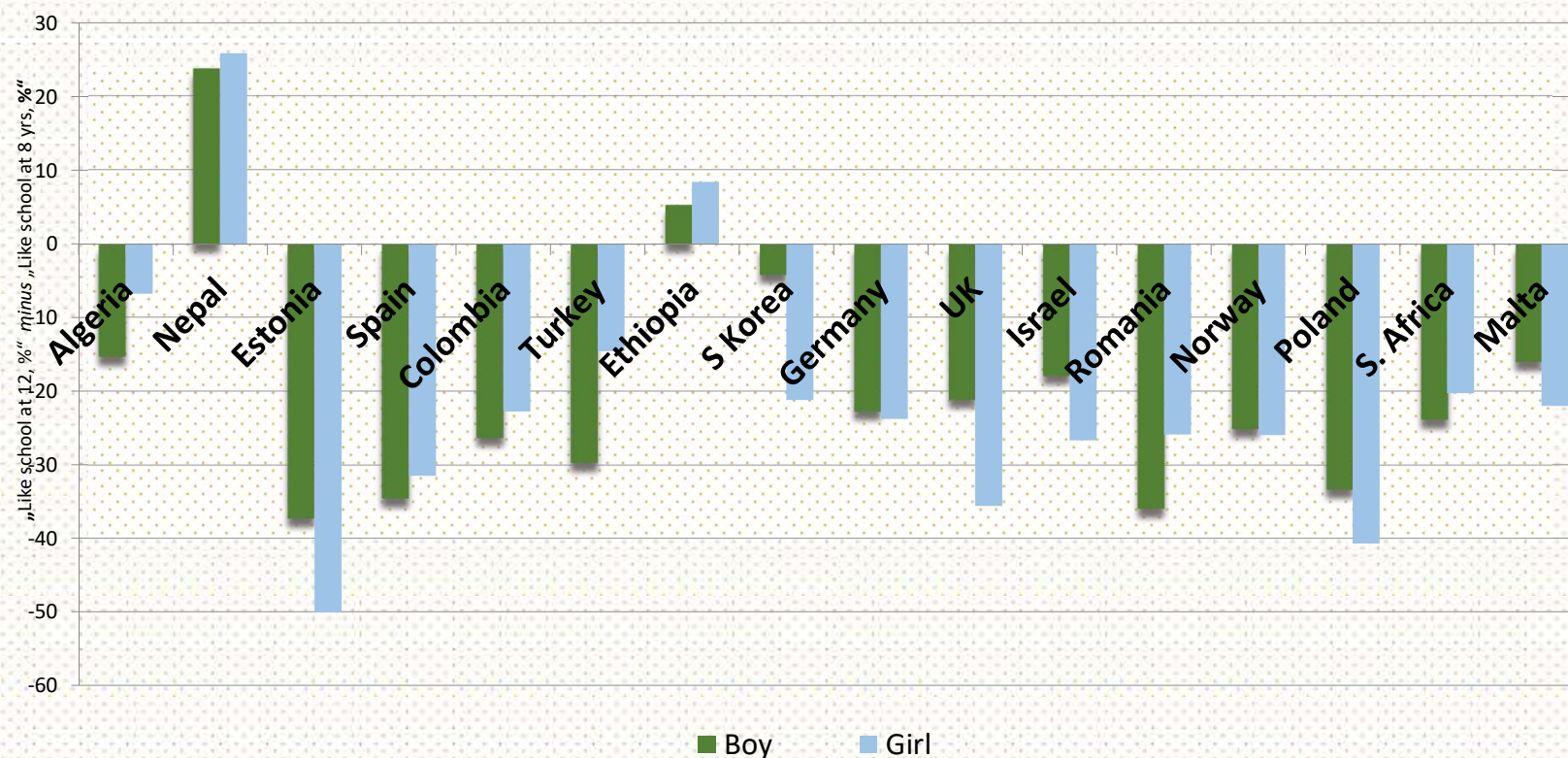


Age group	Statement	Mean	S.D.	Min	Max
8-years old	I like going to school	61.5	14.2	36.1	86.1
	I feel safe at the school	67.3	10.2	44.5	78.5
	Teachers listen to me and take what I say into account	60.7	8.4	41.1	76.9
	Teachers treat me fairly	64.1	8.9	43	77.5
	Never left out by other children	58.3	13.1	38.3	89.5
	My friends are usually nice to me	55.2	7.9	34.8	64

- Can 'liking school' (extreme positive agreement with the statement) be crowded *in* or *out* across genders, time and countries?
- What are the determinants of 'crowding *in* or *out*'?

„I like going to school”: Crowding in or out?

(differences in percentage points in total agreement with the statement of 8 and 12 years old respondents by gender and country)



Sources of wellbeing in school: crowding in or out? (8-10 yrs and 10-12 yrs, difference in % points)



	Dif. Teachers listen 8-10	Dif. Teachers listen 10_12	Dif. Teachers are fair 8_10	Dif. Teachers are fair 10_12	Dif. School safe 8_10	Dif. School safe 10_12	Dif. Not left out by classmates 8-10	Dif. Not left out by classmates 10-12	Dif. Friends nice 8-10	Dif. Friends nice 10-12
Algeria	-4,8	-17,2	4,7	-17,8	-0,8	-14,1	2,86	10,81	-10,9	-8
Nepal	2,1	7,1	9,9	8,6	6,6	6,7	0,37	10,09	3,5	1,1
Estonia	-7,2	-15,5	-9,2	-20,0	-8,7	-14,4	9,4	10,38	-3,7	-9,6
Spain	-9,1	-17,3	-5,1	-15,0	-2,4	-21,2	8,51	13,54	-4,6	3,6
Columbia	-14,0	-17,8	-9,4	-15,7	-7,4	-12,5	4,77	1,16	-9,5	-9,3
Turkey	-1,7	-14,8	7,0	-15,7	-3,7	-9,3	6,71	1,49	3,5	-6,8
Ethiopia	2,4	-8,0	-0,4	-4,7	4,2	-8,0	-4,44	0,75	-5,4	-7,9
S Korea	0,7	-19,7	0,4	-20,8	-0,8	-21,2	5	2,43	4,6	-11,2
Germany	-8,0	-18,3	-7,1	-21,1	-2,9	-15,1	15,84	1,82	0,5	-9,2
UK	-3,8	-25,4	-3,3	-32,6	-2,2	-20,2	8,03	7,34	2,2	1,1
Israel	-17,7	-13,6	-10,7	-8,6	-10,5	2,4	6,24	10,67	-7,1	-3,8
Romania	-8,0	-13,0	-2,4	-19,6	-4,0	-13,4	19,62	3,64	-8,7	-2,9
Norway	-10,2	-16,7	-6,6	-16,6	-5,7	0,0	6,64	5,29	3,2	1,6
Poland	-9,2	-22,0	-12,3	-22,2	-10,6	-11,7	4,19	2,77	-8,1	-9,1
S Africa	-9,3	-7,3	-9,5	-6,2	-5,6	-8,2	-9,72	4,47	-9	-9,1
Malta	2,3	-17,7	3,1	-14,4	-4,8	-1,8	-7,06	10,95	-4,5	1,9

- Crowding *out* from the extreme positive group is more common than crowding *in* across age and countries
- Crowding out is more intense from 10 to 12 yrs (compared to 8-10 yrs)
- Crowding out tendency varies across wellbeing sources and countries
 - Teachers carry *crowding-out* potentials
 - Not left out by classmates carries *crowding-in* potentials
 - Feeling safe at school is the universal predictor of crowding in or out from the group who very much like going to school across countries

Read more:

Kutsar, D. & Kasearu, K. Do children like school – crowding in or out? An international comparison of children's perspectives.

Forthcoming in: *Children and Youth Services Review* (2017)