



Children's Worlds National Report South Korea

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1. Introduction

The aim of this report is to provide the results from descriptive analysis of the Children's Worlds survey conducted in South Korea in late 2013 and early 2014. In this report, we also provide information on the survey method used in the study. After this initial report, we plan to analyze more detailed aspects of children's well-being in Korea. The future effort will also include comparative analyses of children's well-being across the countries participating in the international project.

1.1 The context of children's lives in Korea

External influences

South Korea a peninsular in East Asia, facing Japan across the East Sea and facing China across the Yellow Sea. To the north across the DMZ, is North Korea⁵. For administrative purposes South Korea is divided into sixteen regions. As of 2012, the population of the Republic of Korea (South Korea) is about 50 million⁶. In 2010, children and young people aged 0 to 19 years old numbered 11.2 million, which is 23.4% of the population of South Korea.

The 2005 census has shown that one half of the population practices a religion. There are three dominating religions in South Korea. About 21% of the population are Buddhists, 17% are Protestants, and 10% are Catholics.³ The vast majority of ethnic groups in South Korea are Koreans. In recent years, the number of foreigners migrating to South Korea has been increasing. As of 2013, about 3% of the population are estimated as being foreign-born⁷.

South Korea's GDP per capita was \$30,613 in 2013.⁸ South Korea is known for achieving unprecedented economic success in last a half century. Even in last 20 years, GDP per capita has increased 300% from \$10,599 in 1993 to \$30,613 in 2013. Koreans take pride in the significant economic growth that the country has shown over the past few decades from a war-torn developing country to a developed country in Asia. Strong work ethics and diligence are considered to be important values in our society. As a society, there is a heavy emphasis on children's well-becoming, rather than the current well-being⁹. Children are asked to devote their time to obtain the necessary skills that the parents perceive to be critical in succeeding as adults. For example, there is a heavy emphasis on the importance of learning a second language, such as English or Chinese even though the primary language is Korean. Due to the heavy emphasis on academic achievement, South Korean children's level of overall academic achievement, according to PISA, was ranked at the 5th among OECD countries¹⁰.

Parents view their role as managers who carefully organize multiple extracurricular activities for their children and chauffeur their children to these activities. Women often quit their job to support children's school adjustment and to manage their organized extracurricular activities¹¹. During the

⁵ Korea.net (<http://www.korea.net/AboutKorea/Korea-at-a-Glance/Facts-about-Korea>)

⁶ Statistics Korea (http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1009)

⁷ Statistics Korea (http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=2915)

⁸ OECD 「<http://stats.oecd.org/>」 2014.10.

⁹ Lee, B. J., et al. (2013). What does composite well-being index of children tell us about Korean children's quality of life? Seoul, Korea: Save the Children Korea.

¹⁰ OECD. (2012). PISA 2012 results: Organization for Economic Co-operation & Development.

¹¹ Ripley, A. (2013). The smartest kids in the world: And how they got that way. New York, NY: Simon and Schuster.

early years, children take lessons in arts, music, sports, and language (English and/or Chinese). However, as the children become older, they are more likely to receive private tutor that is expected to enhance their school grade, and their scores for the college entrance exam. Parent's perception of a "successful parent" is often evaluated by how well the child does academically in school, and ultimately which university the child entered.

Student activities that are irrelevant to college entrance are considered to be peripheral by parents and are often discouraged. Particularly social participation of children and adolescents is not encouraged within the society. There has not been much social or political efforts to hear their opinion. However, there have been improvements in securing children's and adolescent's rights. Ordinance of student rights, which guarantees students' basic right including right to be safe (banning corporal punishment and school violence), have privacy, not to be discriminated, and free express oneself, have been implemented in several local governments. Reducing incidents of child maltreatment has received much social and political attention, and new laws are being enacted and discussed to prevent future incidents.

Children in South Korea are heavily influenced by the media in several ways. The expansion of smart phones has altered the way children communicate with other people. Children rely heavily on text messaging when communicating with others. Smart phones have also altered the way children spend their free time. Korean children spend about an average of 113 minutes a day using smart phones¹². The vast majority of the time is spent on online games. Boys spend a greater amount of time playing games online than girls⁸. Having a personal computer at home with internet access is very common in Korean households. Thus, children often spend time using smart phones or computers during their free time. The Korean government has been concerned about the internet addiction among children and adolescents and has required to shut down online games between 12:00AM and 06:00AM for children under 16.

Korean pop culture has become internationally popular. Korean pop artists have been travelling abroad on concert, and Korean TV entertainment and drama have received much attention in other countries. As a result, there are a large number of children who idolize pop artists and dream of becoming a world-renown idol or entertainer¹³. Even those who are not interested in the entertainment world are heavily influenced by TV and pop culture. Despite the heavy influence, there is less emphasis on adult monitoring of age-appropriate content exposure¹⁴.

Family and Child Policies

Various family and child policies have received much attention in political discussions. One of the key social issues that is continuously being discussed in Korea is the low fertility rate in Korea and policies that could encourage women to have more children. In 2010, fertility rate in Korea was 1.23 (OECD average is 1.74), which is very low among the OECD countries. Considering the fact that the fertility rate was 4.53 in the 1970s, the drop in fertility rate has been drastic¹⁵. Family and child policies to

¹² Chang, S.J., Kim, M.Y., & Lee, J.W. (2014). Actual conditions of mobile internet utilization. Seoul, Korea: Korea Internet Security Agency.

¹³ So, Y. H. & Hyun, O.-K. (2001). Children's Sex, Age, Self - Esteem and Entertainers Idolization. The Korean Journal of Community Living Science,12(2), 89-104.

¹⁴ Lee, S.-S. (2009). "Characteristics and Issues of Deliberation on Broadcasting for the Youth Protection." Journal of Media Law, Ethics and Policy Research, 8(2), 83-126.

¹⁵ ECD. (2011). Society At a Glance 2011: Oecd Social Indicators: Organisation for Economic Co-operation & Development

improve the low fertility rate are being discussed and implemented. However, the newly implemented policies have not been able to make a significant impact.

The emphasis on the improvement of fertility rate has also brought other changes in family and child policy discussions. The focus of family and child policy has shifted from selectivism to universalism. Previously most child policy was focused on addressing children with specific needs, such as poverty, disability, and illness. As a result, various programs and policies (e.g., means-tested after-school programs, vouchers for meals, and vouchers for rehabilitation services) have been implemented to address these specific needs. All Korean children have received compulsory education for both elementary and middle-school and is covered by universal health insurance. However, more recent policies and programs such as mandatory medical and developmental examination, free child care, and school lunch have been developed to cover all children in Korea.

Some Koreans question the cost-effectiveness of these universal programs and criticizes that fundamental changes need to be made within the society. The emphasis of hard working employees have created a social environment where parents work long hours, which leaves them very little time to spend with their children. Children whose parents both work are often reared by their grandparents or spend long hours in child care and private institutions (e.g., tutoring, extracurricular activities), which also increases the cost of child rearing.

Thus, children's quality of life is being raised as an important issue lately. Korean children's well-being and happiness is in the lowest tier among OECD countries. For example, South Korea was ranked at 64th when children were asked how happy they were in school¹⁶. Other indicators such as suicide rates among children and adolescents have also shown that children in Korea are not happy¹⁷. The government is making various efforts to improve Korean children's mental health and well-being by eliminating academic testing in elementary schools, prohibiting 'proactive learning'¹⁸ in schools, monitoring the mental health conditions of school-aged children, and changing college entrance procedures. However, the policy impact is yet to be determined.

South Korea is also a signatory of the UN Conven on the Rights of the Child.

Education System

Full-time compulsory education starts at six years in primary school and ends at 14 in middle school. The primary school is for 6 years. Children move to middle school at age 12. Middle school is for 3 years. Most children move to high school at 15. High school drop out rate is very low in South Korea at about 1.8% in 2012. Korea is also known for having a high entrance rate to higher education. In 2013, about 70% of the high school graduates entered higher education.¹⁹

Children can receive free public education up to middle school. However, there are expenses associated with school uniforms, textbooks, and afterschool activities. The completion rate of upper secondary program in Korea is 95%, which is very high among OECD countries²⁰. The proportion of

¹⁶ OECD. (2012). PISA 2012 results: Organization for Economic Co-operation & Development.

¹⁷ Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

¹⁸ Some schools taught advanced curriculum that were above the grade level. There were criticisms that this proactive education pressured children to learn the curriculum in advance at private institutions before advancing to their respective grade level. Thus, the government banned schools for teaching content beyond the children's grade level.

¹⁹ Statistics Korea (http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=2939)

²⁰ OECD. (2014). Education at a Glance 2014. Organization for Economic Co-operation & Development.

children entering college after graduating from high school is 70.9% in 2014²¹, which is also very high among OECD countries.

While public education is provided to all children at a minimal cost, there are private elementary and middle schools with high tuitions. These schools often have English immersion education, which is preferred by parents in higher SES. In terms of high school education, there are schools with entrance exams and admission processes, and general schools with minimum requirement. The major purpose of heavy investment during elementary and middle school years on private education is to first enter these prestigious high schools that are known to send their graduates to better universities. Students spend long hours preparing for high school admission, and longer hours preparing for college.

While children with special needs can receive inclusive education in regular schools, some schools operate separate classrooms while some parents of children with special needs prefer their children to be in separate schools for children with disabilities. Laws have been enacted to promote inclusive education in Korean schools, and have made some progress. Children with disabilities have a separate admission processes for entering college and receive inclusive college education, as well. However, the competitive nature of Korean schools, especially middle and high schools, has been a major barrier in effectively implementing inclusive education programs for children with special needs.

Family environment

Families in Korea are mostly nuclear families. Most households consists of two parents who are married. The average number of children in the household is 1.64²². Although many grandparents participate in child rearing, especially when the child is young, a few of them live together as an extended family. Only 30% of elders over 65 live with their children²³. Those who live with their married adult children often cited to take care of grandchildren as their main reason for living together. However, those who do not live with their grandparents meet with them less frequently. For example, 31% of elders reported that they met with their grandchildren 1-2 times a year, and 32% reported that they met 1-2 times per every 3 months²⁴.

Single parent family consists of 9.4% of all households. The divorce rate of Korea was 2.6 in 2008, which is relatively high compared to other OECD countries²⁵. Among all marriages, 15-17% of them were remarriages after a divorce. Family structure is becoming more complex. Moreover, people's perception about divorce and remarriage are more positive than the past, and institutional changes (e.g., government helping single-parent families collect child support from their divorced spouse) are being made to better support single parent families.

There is a heavy concentration of families living in the city areas with a large proportion of Korean population living in the Seoul Metropolitan area. Approximately 46.1% of the population in Korea live

²¹ Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

²² Kim, M.S., et al. (2013). Actual conditions of children in Korea. Seoul Korea, Korea Institute of Health and Social Affairs.

²³ Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

²⁴ Chang, S.J., Kim, M.Y., & Lee, J.W. (2014). Actual conditions of mobile internet utilization. Seoul, Korea: Korea Internet Security Agency.

²⁵ OECD. (2014b). OECD Family database. Organization for Economic Co-operation & Development.

in urban areas²⁶. As a result, regional inequality in access to key services and resources between urban and rural area exist²⁷. Also the vast majority of Koreans live in apartment buildings²². The cost of living is high in the Seoul Metropolitan area, particularly in areas with better school districts, and is becoming a major social issue.

Child labor is prohibited in Korea. According to the Labor Standards Act, children 15 or older can be employed for paid labor. Approximately 7.7% of children between the ages of 15~19 participate in economic activities²². Children spend an average of 18 minutes a day on household chores²². Parents' expectation for children to participate in household chores is not high. This expectation does not greatly vary by child gender.

Everyday life

Elementary school students in Korea spend about 5 to 6 hours in school, while middle school students spend about 7 hours in school. Most children go to school between 8:30 and 9:00AM. Elementary school children in lower grades come home between 1:00PM and 2:00PM, while older children come home between 2:00PM and 3:00PM. Middle school children come home between 3:00PM and 4:00PM.

When school is over, children typically spend time in school-based afterschool programs, community child welfare centers, and private educational institutions. The time returning home largely depends on the number of hours parents work and the amount of private education the children receives. Approximately 77.4% of school-aged children receive education in private institutions to learn arts and sports, English, math, and other academic subjects²⁸. After they return home, children would normally eat dinner, do their homework, and spend time watching TV, playing online games, and chatting with friends on the phone. On average, children spend about an hour a day with their family of which half is spent on family meals²⁹. However, since this is an average over the course of a week, less time is spent during the week days, and more time is spent during the weekends. Having dinner together as an entire family during the weekdays is challenging due to parents' long work hours and children's busy schedules.

Families who do spend meaningful together mostly spend them during the weekends. Families would often go to museums, parks, trips to rural areas, markets, and concerts together. This is when most families have quality time together. Families also travel a lot during vacations and holidays. Some families would often travel abroad to various countries during this time. However, children's time spent with family differs by family structure and their economic status³⁰.

Unequal Childhoods

After the Asian economic crisis in 1997, the economic inequality in Korea has grown. Economic inequality between children in high SES and low SES is quite evident. Children in high SES are often indulged with material goods, receive private education in expensive institutions, and have frequent trips abroad. On the other hand, children in low SES are more likely to use public after school

²⁶ Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

²⁷ Ministry of Health and Welfare. (2014). 2014 Health and Welfare Statistics Annual Report. Ministry of Health and Welfare.

²⁸ Kim, M.S., et al. (2013). Actual conditions of children in Korea. Seoul Korea, Korea Institute of Health and Social Affairs.

²⁹ Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

³⁰ Chin, M-J. (2008). Family Structure and children's time use. *Family and Culture*, 20(3), 187-211.

programs or stay at home and experience material hardship including food insecurity. As a result, there are growing concerns about educational inequality and low social mobility.

However, several programs have been implemented to address socioeconomic inequality in children. For example, the government has implemented an integrative welfare program entitled, “Dream Start.” This program is a comprehensive case management program that specifically targets at-risk children from birth to age 12³¹. Child community welfare centers are also implemented in communities to take care of children while their parents are working. Vouchers are provided to low-income children to prevent hunger and malnutrition.

More recently, increase in the number of multicultural children and their adjustment in Korean school system is receiving public attention. Multicultural families in Korea typically consist of Korean male being married to a foreign bride. In 2031, 8.3% of all marriages in Korea were marriages of multicultural families³². Approximately, 67,500 children from multicultural families are in the Korean school system, and 10,000 children are either foreign-born children or have parents who are both foreigners³³. The adjustment of children from multicultural families, particularly those who were born and raised in other countries, is a major concern. School readiness, language proficiency, and social exclusion are some of the major factors associated with their maladjustment³⁴.

1.2 Sampling strategy and outcomes

The South Korea sample was designed to achieve a nationally representative sample of children in the 3rd grade (aged 8), the 5th grade (aged 10), and the 7th grade (aged 12). Children in the 3rd and 5th grades are in primary schools and those in the 7th grade are in middle schools. Each age group’s total sample size was set at about 2,500. The primary sampling unit was schools.

The Korea sample is a stratified cluster sample. First, a complete list of schools in Korea was stratified into 16 strata representing geographical regions of the country. Second, a target number of schools was selected for each stratum based on the estimated class group size and the proportion of the general child population in that stratum. Third, within each stratum, schools were selected with uniform probability within each stratum. Fourth, within each school one class group was randomly selected with uniform probability. In some schools a second class group was added if there were insufficient numbers of children with parental consent in the first class group.

The survey instruments were mailed to the schools that agreed to participate in the survey. The survey was administered by homeroom teachers. The completed survey forms were mailed back to the survey agency. A survey administration education tool kit was provided to the teachers. Consent forms were given to both children and parents. Only those consented to participate were included in the study. The survey began in late 2013 and was completed by February 2014.

³¹ Oh, J.S. & Chung, I.J. (2013). Introduction to Child Welfare. Seoul, Korea: Hakjisa.

³² Statistics Korea. (2014). E-Country Index. Accessed from <http://www.index.go.kr/>

³³ Ministry of Education. (2014). 2014 Korean Education Statistics. Accessed from <http://kess.kedi.re.kr/index>

³⁴ Hwang, S.Y. & Ko, J.W. (2013). A study on the school adaptation of the children from multicultural families. Korean Journal of Care Management, 8, 99-117.

Table 1 shows the resulting sample by stratum. After data cleaning, there are a total of 7,467 children in the study sample with 2,432 in the 8 year old group, 2,438 in the 10 year old group, and 2,597 in the 12 year old group.

Table 1: Achieved sample by stratum (Numbers)

	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
8 Y.O	2,432	387	117	138	142	88	48	101	578	70	85	114	101	98	129	186	50
10 Y.O	2,438	375	128	135	140	87	72	101	569	82	76	108	109	91	141	180	44
12 Y.O	2,597	411	153	142	136	94	72	92	563	96	93	161	89	86	161	164	84
Total	7,467	1,173	398	415	418	269	192	294	1,710	248	254	383	299	275	431	530	178

Weights have been developed so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population. Table 2 shows the result of weighted sample.

Table 2: Weighted sample by stratum (Numbers)

	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
8 Y.O	2,432	415	139	117	137	83	82	58	653	72	78	108	91	85	117	165	33
10 Y.O	2,438	410	142	121	137	85	82	58	638	76	79	106	95	90	119	167	34
12 Y.O	2,597	437	157	134	144	94	86	65	668	78	82	111	102	97	129	178	35
Total	7,467	1,262	438	372	418	262	250	181	1,959	226	239	325	288	272	365	510	102

1.3 Note on statistical analysis

All differences referred to in the document have been subject to statistical testing. A p-value below 0.05 was noted as significant.

2. Results

2.1 The participants

Age and gender

The children’s ages ranged from 8 to 12 year-olds. About 53% of the sample are girls.

Table 3: Age by gender (Numbers)

	8 year-old	10 year-old	12 year-old	Total
Boy	1,155	1,210	1,114	3,480
Girl	1,277	1,228	1,483	3,987
Total	2,432	2,438	2,597	7,467

Country of birth

The study finds that 0.9% of the children in the sample were not born in South Korea.

2.2 Your home and the people you live with

Children aged 10 and 12 were asked who they lived with. All children responded that they slept in the same homes, which means they had no second homes. Most of the children (90.6%) lived with both parents, while 8.7% lived with one parent – of which, 6.0% were living with a lone mother and 2.7% were living with a lone father. Only 0.7% of children answered they were living with ‘others’. These groups consisted of children who were living with their grandparents or relatives, and children in institutions.

Table 4: Family type in first home (10 & 12 year-old) (%)

Family type	%
Mother and father	90.6
Lone mother	6.0
Lone father	2.7
Other	.7
Total	100.0

Among the five questions about children’s views of their home and family, children were most in agreement with the statement ‘I feel safe at home,’ (mean =3. 32) and least in agreement with, ‘My parents/carers listen to me and take what I say into account.’ (mean=3. 11). See Table 5 for more details.

Table 5: Home and family (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe at home	1.1	4.3	12.4	26.4	55.8
I have a quiet place to study at home	2.0	6.3	17.5	25.9	48.3
My parents/carers listen to me and take what I say into account	1.9	6.3	16.5	29.4	45.9
My parents/carers treat me fairly	2.3	6.0	15.5	26.7	49.4
We have a good time together in my family	1.7	6.1	14.8	25.6	51.8

There were some significant differences in children's responses on their home and family. Boys agreed more with the statement, 'I feel safe at home,' while girls agreed more with the statements, 'My parents/carers listen to me and take what I say into account' and 'My parents/carers treat me fairly.' Children aged 10 were most in agreement with all five statements, but the children's level of agreement significantly decreased in the older age group (age 12), except for the statement 'I feel safe at home'.

Table 6: Variations in questions about home and the people you live with (All age groups) (Means)

	Feel safe	Place to study	Parents listen	Parents fair	Good time together
Gender					
Boy	3.36	3.10	3.07	3.11	3.18
Girl	3.28	3.14	3.14	3.19	3.22
Year group					
8 year-old	3.25	3.15	3.03	3.14	3.27
10 year-old	3.38	3.26	3.24	3.24	3.29
12 year-old	3.32	2.96	3.07	3.07	3.05
Total	3.32	3.12	3.11	3.15	3.20

The results of the three questions about time spent with family were summarized in Table 7. Children spent more time in talking together with family, while spending less time in learning something together. 77.6% of the children said they talk with the family most days or every day, while less than a half (48.3%) said they learn with the family most days or every day.

Table 7: Time spent with family in the past week (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do family: Talk together	2.7	19.7	35.3	42.3
How often do family: Have fun together	8.9	41.5	28.4	21.2
How often do family: Learn together	16.4	35.2	26.1	22.2

The mean scores of the questions about time spent with family were compared by children's gender and age group. There were significant differences between boys and girls in their time spent 'talking together' and 'having fun together' with the family. The age group differences are all significant and the mean scores are linear, meaning they are increasing or decreasing as the children grow older. The older age group tended to 'talk together' more, while 'having fun together' and 'learning together' less with family.

Table 8: Variations in time spent with family (All age groups) (Means)

	Talk together	How often do family: Have fun together	Learn together
<i>Gender</i>			
Boy	2.11	1.57	1.55
Girl	2.22	1.66	1.53
<i>Year group</i>			
8 year-old	2.14	1.74	1.87
10 year-old	2.18	1.68	1.63
12 year-old	2.19	1.44	1.15
Total	2.17	1.62	1.54

Also, children aged 8 were asked to rate their satisfaction with their homes and the people they live with using a five point emoticons scale, which was transformed into a scale ranging from zero to four. Children were most satisfied with 'all the other people in their family' and least satisfied with 'their family life.'

Table 9: Satisfaction with home and the people you live with (8 year-old) (%)

	0	1	2	3	4
The house or flat where you live	.4	.5	5.0	23.1	70.9
The people you live with	.4	.8	5.2	18.3	75.3
All the other people in your family	.1	1.1	3.8	15.5	79.5
Your family life	.7	.7	7.0	24.4	67.2

Children aged 10 and 12 were asked the same questions using an 11-point scale ranging from zero to 10. They were most satisfied with ‘all the other people in their family.’ The item they were least satisfied with was somewhat different from children aged 8 – ‘the house or flat where they live,’ although the overall response pattern was very similar.

Table 10: Satisfaction with home and the people you live with (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The house or flat where you live	.2	.2	.3	.6	1.6	4.8	3.8	9.1	13.9	13.4	52.1
The people you live with	.2	.1	.2	.8	1.2	3.4	2.8	6.0	10.6	13.5	61.3
All the other people in your family	.2	.1	.1	.5	1.0	3.1	2.4	5.3	8.4	13.3	65.7
Your family life	.3	.2	.4	.7	1.4	4.0	3.4	6.7	12.1	16.7	54.1

Some variations in their satisfaction with home and family life were found by family type. Children living with both parents were most satisfied with all four items, followed by children living with a lone mother.

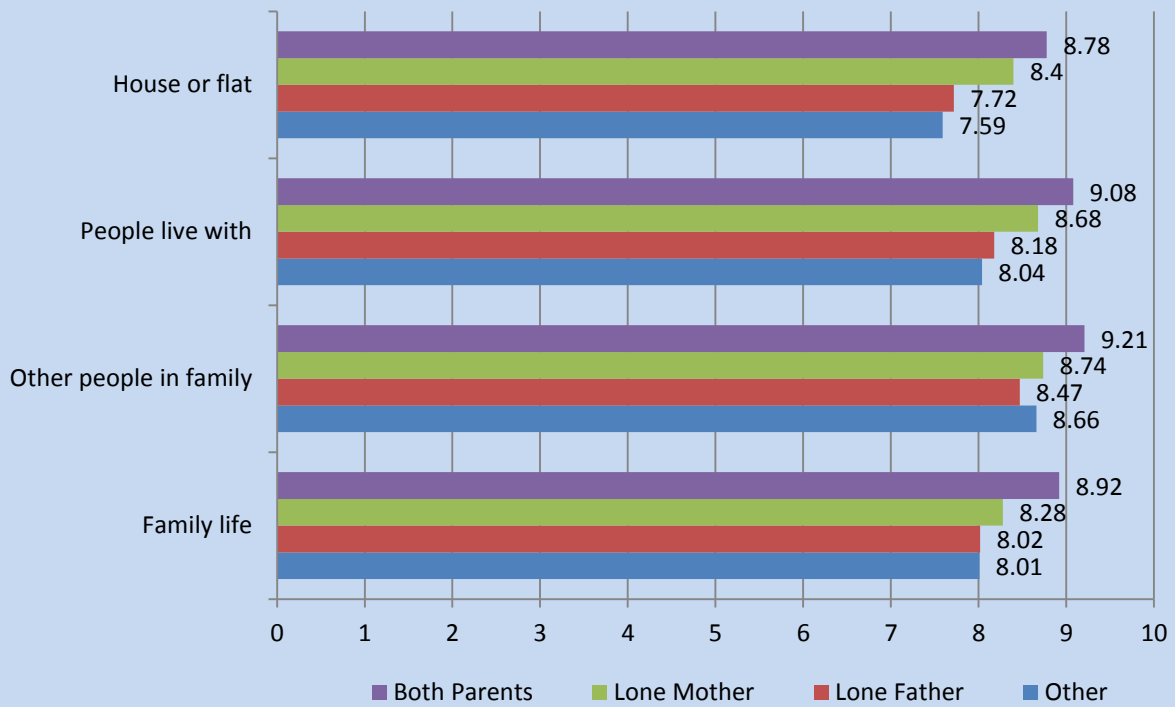


Figure 1: Satisfaction with aspects of family and home by family type (10 & 12 year-old)

2.3 Money and things you have

Children were provided with a list of items and asked whether they had each item. For children aged 8, a list was constructed of five items and for children aged 10 and 12, a list was constructed of nine items. For all items except 'own room', more than 90% of children said they owned the items. The item with the highest rate of ownership was 'clothes in good condition to go to school in' for all age groups.

Table 11: Things you have (All age groups) (%)

	8 year-old	10 & 12 year-old
Mobile phone	-	.90
Own room	-	.89
Books to read for fun	-	.96
Own stuff to listen to music	-	.90
Clothes in good condition to go to school in	.99	.99
Access to a computer at home	.96	.96
Access to the Internet	.95	.97
Family car for transportation	.92	.93
Television that can use	.96	.96

Among items in the provided list, 80.8% of 8 year-old children were lacking none out of five items, and 67.1% of 10 and 12 year-olds lacked none of the items, and only a small portion of the children (less than 5%) lacked more than three items.

Table 12: Number of items lacked by children (All age groups) (%)

	8 year-old % lacking out of five items	10 & 12 year-old % lacking out of nine items
None	80.8	67.1
One	13.5	19.3
Two	3.9	9.1
Three	1.3	2.2
Four	.3	.9
Five or more	.1	1.5
Total	100.0	100.0

There were significant variations in number of items lacking by gender, age groups and family type. Boys lacked significantly more items than girls for all age groups and some significant differences were also found between children aged 10 and aged 12. Children of the older age group lacked less items. Children living with both parents lacked significantly less items than children in other family types. Children in other family types lacked nearly twice as many items as children living with both parents.

Table 13: Variations in number of items lacking (All age groups) (Mean)

	8 year-old	10 & 12 year-old
<i>Gender</i>		
Boy	0.31	0.68
Girl	0.24	0.50
<i>Age group</i>		
10 year-old		0.65
12 year-old		0.51
<i>Family type</i>		
Mother and father		0.53
Lone mother		0.99
Lone father		1.02
Other		1.19
All	0.27	0.58

Children were asked to rate the satisfaction they felt with things they have. For children aged 8, a 5-point Likert scale was used and for children aged 10 and 12, an 11-point scale was used. The mean scores of happiness were 3.49 for 8 year-old children and 8.53 for older aged groups of children. 60.7% of 8 year-olds were happy with things they had at the highest level, while 43.2% of 10 and 12 year-olds felt happiest with things they had.

Table 14: How happy do you feel with the things you have (8 year-old) (%)

	0	1	2	3	4
8 year-old	.3	1.5	8.1	29.3	60.7

Table 15: How happy do you feel with the things you have (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
10 & 12 year-old	.3	.1	.4	1.1	2.1	5.1	4.0	9.2	15.9	18.5	43.2

There were significant variations in satisfaction with the things they have by gender, age group, and family type. Girls were more satisfied with the things they have for all age groups and 10 year-olds were more satisfied with their possessions than 12 year-olds. Children living with both parents were significantly more satisfied than children in other family types.

Table 16: Variations in satisfaction with the things you have (All age groups) (Means)

	8 year-old	10 & 12 year-old
<i>Gender</i>		
Boy	3.40	8.60
Girl	3.56	8.48
<i>Year group</i>		
10 year-old		8.81
12 year-old		8.27
<i>Family type</i>		
Mother and father		8.60
Lone mother		8.11
Lone father		7.63
Other		7.27
All	3.49	8.53

Table 17 shows the pattern of getting pocket money for children aged 12. More than half of the children said they got pocket money regularly (weekly or monthly), while 33.2% of children got pocket money irregularly. 14.3% of children did not get pocket money at all.

Table 17: Pocket money (12 year-old) (%)

	%
I don't get pocket money	14.3
I get pocket money, but not regularly	33.2
I get pocket money every week	28.3
I get pocket money every month	24.2
Total	100.0

The vast majority (98.9%) of 12 year-old children responded that there was at least one adult with a paid job in their household.

Table 18: How many adults that you live with have a paid job? (12 year-old) (%)

	%
None	1.1
One	39.4
Two	53.9
More than two	5.6
Total	100.0

2.4 Your friends and other people

All age groups of children were asked about their views on friends. 38.8% of children 'totally agreed' that their friends were usually nice to them and 38.5% 'agreed a lot' with the same statement. Only 1.2% did not agree with the statement. Also, the majority of children agreed more or less that they had enough friends.

Table 19: Friends (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My friends are usually nice to me	1.2	5.7	15.9	38.5	38.8
I have enough friends	1.6	5.3	14.7	29.8	48.6

Children aged 8 were asked to rate their satisfaction level with friendships and other relationships using a 5-point emoticons scale. They were most satisfied with their friends (mean=3.43) and least satisfied with their relationship with people in general (mean=3.02).

Table 20: Satisfied with friendships and other relationships (8 year-old) (%)

	0	1	2	3	4
Satisfaction with: Your friends	1.2	2.2	8.0	29.9	58.8
Satisfaction with: The people in your area	1.2	4.1	19.3	35.5	40.0
Satisfaction with: Your relationships with people in general	1.7	4.6	21.5	34.3	38.0

The same questions were applied to the children aged 10 and 12 using an 11-point scale. Analogous to the younger children, they were most satisfied with their friends (mean=8.55). However, their least satisfaction in the relationship was with the people in their area (mean=7.78).

Table 21: Satisfied with friendships and other relationships (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Your friends	.4	.2	.6	1.0	1.6	4.5	4.1	9.8	16.5	17.0	44.3
The people in your area	.7	.5	1.1	1.7	2.9	11.4	7.6	13.3	15.6	14.2	31.0
Your relationships with people in general	.3	.3	.4	1.3	1.8	8.4	5.4	11.0	16.8	19.2	35.1

Table 22 summarizes how often children of all age groups spend time with their friends. Most of the children responded that they talked together with their friends every day (52.8%) or most days (31.0%) and they had fun together with their friends every day (43.9%) or most days (29.2%). However, only one third of children said they met to study together every day (17.8%) or most days (16.4%).

Table 22: How often do you spend time with friends (All age groups) (%)

	Not at all	Once or twice	Most days	Every day
How often do friends: Talk together	3.1	13.1	31.0	52.8
How often do friends: Have fun together	5.4	21.5	29.2	43.9
How often do friends: Meet to study together	37.9	27.9	16.4	17.8

Figure 2 shows the frequency of talking with friends outside school for children of all age groups. The frequency of talking with friends outside school increased as children grow older. More than a half of 12 year-old children talked with friends outside school every day, while the proportion of ‘every day’ becomes smaller for the younger age groups.

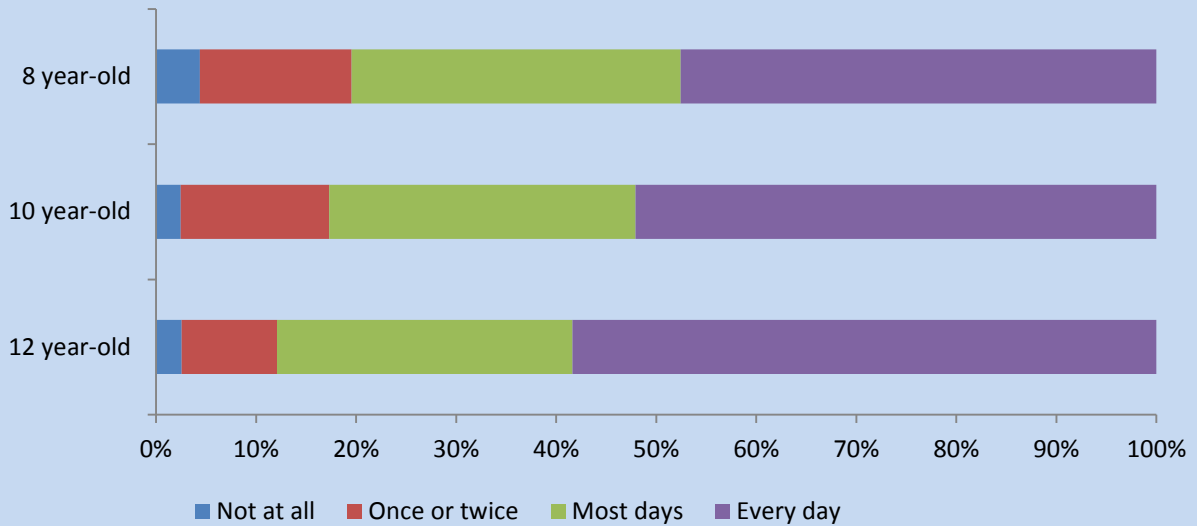


Figure 2: Frequency of talking with friends outside school by age group (All age groups) (%)

The frequency of having fun with friends outside school was not linear among age groups. The responses of 8 year-olds and 12-year olds present the similar pattern. They had fun with friends outside school more frequently than children of age 10.

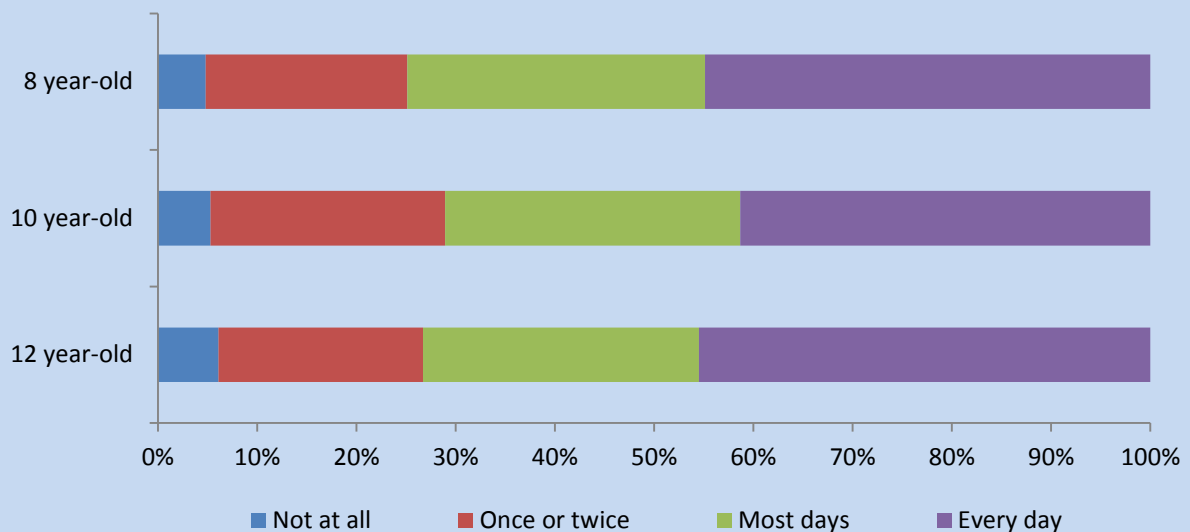


Figure 3: Frequency of having fun with friends outside school by age group (All age groups)

The frequency of meeting friends to study outside school was the highest for 12 year-olds and the lowest for 10 year-olds.

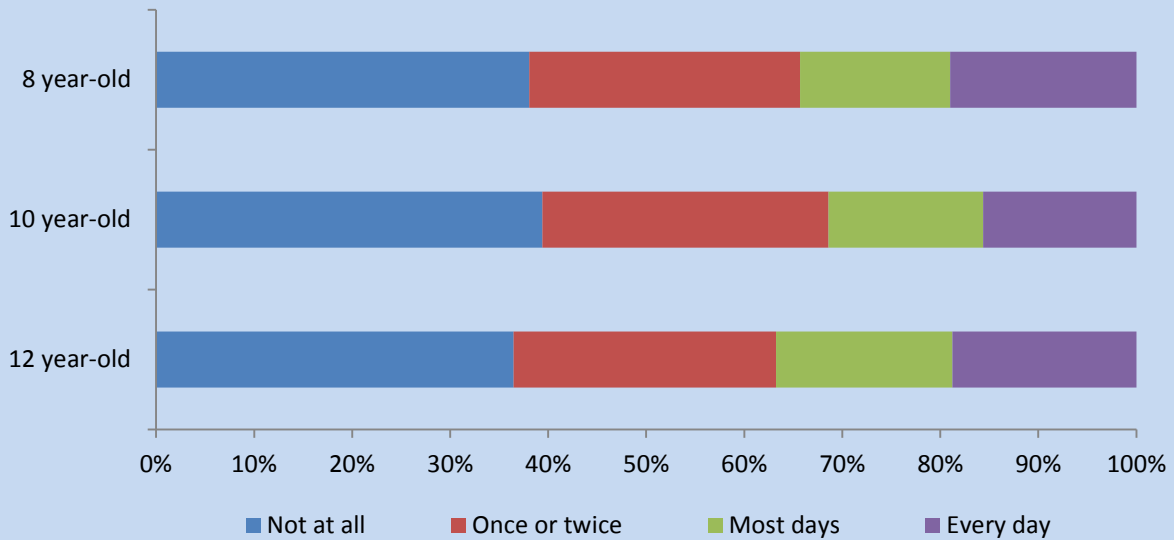


Figure 4: Frequency of meeting friends to study outside school by age group (All age groups) (%)

2.5 The area where you live

Table 23 presents children’s views of their local area for all age groups. 6.7% of children did not agree with the statement ‘In my area there are enough places to play or to have a good time’, while 30.2% totally agree with the same statement. Also, 8.3% responded that they did not agree with the statement ‘I feel safe when I walk in the area I live in’ and only 18.5% totally agree with the same statement, indicating there were more concerns on their safety than a place to play within the area.

Table 23: Views about local area (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
In my area there are enough places to play or to have a good time	6.7	13.3	24.3	25.5	30.2
I feel safe when I walk in the area I live in	8.3	19.0	30.0	24.2	18.5

There were some gender and age differences in their agreement to the above statements. Boys are more likely to agree strongly with both statements than girls. Their agreement rate tends to decline with age, although differences between children aged 8 and those aged 10 were not significant for the statement ‘I feel safe when I walk in the area I live in’.

Table 24: Variation in views about area (All age groups) (Means)

	Enough places to play or to have a good time	I feel safe when I walk in the area I live in
Gender		
Boy	2.69	2.42
Girl	2.51	2.12
Year group		
8 year-old	2.89	2.39
10 year-old	2.80	2.46
12 year-old	2.09	1.93
Total	2.59	2.26

The next three questions covered children's satisfaction with their local area. Children aged 8 were asked to rate their satisfaction with their local area using a 5-point scale ranging from zero to four. Their satisfaction level seemed to be high, especially with 'the area you live in general', 60.1% scoring the maximum. 54.9% scored the maximum on their satisfaction with 'how you are dealt with at the doctors', and 49.7% scored the maximum on the satisfaction with 'the outdoor areas children can use in your area'

Table 25: Satisfaction with local area (8 year-old) (%)

	0	1	2	3	4
How you are dealt with at the doctors	.5	1.4	12.1	31.0	54.9
The outdoor areas children can use in your area	2.0	4.0	14.0	30.4	49.7
The area you live in general	1.0	2.5	10.9	25.4	60.1

Children aged 10 and 12 were asked the same questions but using an 11-point scale. The satisfaction with 'how you are dealt with at the doctors' was the highest among three questions (mean=8.25), while satisfaction with 'the outdoor areas children can use in your area' was lower than the other two (mean=7.34).

Table 26: Satisfaction with local area (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you are dealt with at the doctors	.4	.3	.3	.9	1.7	8.8	5.4	12.0	16.9	14.6	38.8
The outdoor areas children can use in your area	2.7	1.2	2.3	3.0	4.0	10.7	7.9	11.8	15.2	12.2	28.8
The area you live in general	.7	.6	1.0	1.8	2.4	9.5	6.4	10.4	16.9	15.6	34.6

There were some significant variations by gender and age. Girls tend to be more satisfied with their local area than boys and satisfaction level of children increased with age. There were also variations according to material deprivation. Children who lacked more basic items were less likely to be satisfied with their local area. This indicates a possible link between poverty and vulnerable neighbourhoods.

Table 27: Variations in satisfaction with local area (10 & 12 year-old) (Means)

	How you are dealt with at the doctors	The outdoor areas children can use in your area	The area you live in general
Gender			
Boy	8.50	7.61	8.25
Girl	8.03	7.12	7.75
Year group			
10 year-old	8.72	7.94	8.49
12 year-old	7.80	6.78	7.50
Material deprivation (Items lacked)			
None	8.31	7.53	8.14
One	8.18	7.17	7.88
Two or more	8.00	6.69	7.32
Total	8.24	7.35	7.98

2.6 School

Children's views about school were very positive. Almost half of children totally agreed that they feel safe at school (48.8%) and their teachers treat them fairly (48.4%). They were least in agreement with 'I like going to school', 42.4% totally agreed with the statement.

Table 28: Views about school (All age groups) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers listen to me and take what I say into account	1.5	5.6	15.4	32.2	45.2
I like going to school	3.0	7.0	17.2	30.3	42.4
My teachers treat me fairly	2.1	5.4	15.3	28.8	48.4
I feel safe at school	2.5	6.1	15.5	27.1	48.8

Table 29 summarises variations in agreement with these four statements. Boys had less positive views about school than girls, although the gender difference in 'I feel safe at school' was not significant. Children's level of agreement with all four statements was significantly lower among children aged 12. The difference between children aged 8 and aged 10 was significant only in 'I like going to school.'

Table 29: Variations in views about school by gender and age group (All age groups) (Means)

	My teachers listen to me and take what I say into account	I like going to school	My teachers treat me fairly	I feel safe at school
Gender				
Boy	3.09	2.95	3.10	3.15
Girl	3.19	3.09	3.22	3.13
Year group				
8 year-old	3.26	3.07	3.29	3.28
10 year-old	3.28	3.17	3.29	3.28
12 year-old	2.91	2.84	2.92	2.87
Total	3.14	3.02	3.16	3.14

Children of age 10 and 12 were asked to rate their satisfaction with six aspects of school life, using an 11-point scale. They were most satisfied with their relationship with teachers (mean=8.29), while least satisfied with their school marks (mean=7.04).

Table 30: Satisfaction with school (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Other children in your class	.8	.5	.7	1.7	2.8	7.3	6.5	12.5	16.8	14.7	35.7
Your school marks	2.9	1.1	2.4	3.6	5.7	12.0	8.9	12.4	15.7	13.8	21.3
Your school experience	.5	.2	.7	1.4	2.6	8.5	5.6	11.1	17.1	15.3	37.0
Things you have learned	.7	.5	.5	1.5	2.7	8.1	6.1	10.6	15.8	14.8	38.8
Your life as a student	1.1	.9	.8	2.1	2.8	8.2	5.6	11.7	15.3	14.4	37.1
Your relationship with teachers	.6	.5	.9	1.4	2.1	7.1	5.0	9.8	15.2	16.8	40.8

Children aged 8 were provided with a shorter list of school satisfaction and asked to rate their satisfaction with each of items using a 5-point emoticons scale. Among four items, they were most satisfied with their school experience (mean=3.36). Similar to older age groups, they were also least satisfied with their school marks (mean=3.05).

Table 31: Satisfaction with school (8 year-old) (%)

	0	1	2	3	4
Other children in your class	1.1	2.9	11.7	34.6	49.7
Your school marks	1.6	4.7	16.4	41.5	35.7
Your school experience	.7	2.4	11.9	29.9	55.1
Your relationship with teachers	.9	2.6	12.8	32.5	51.2

Boys were more satisfied than girls in school and the differences were significant in all aspects of school. Also, children in younger age groups (age 10) were more satisfied with school than those in older age groups (age 12). Children who had higher levels of maternal deprivation were less likely to be satisfied with school. Differences were significant among three groups of maternal deprivation in the first three items, (other children in your class, your school marks, and your school experience) but only significant between children who lacked none of the items and others in the last three (things you have learned, your life as a student, and your relationship with teachers).

Table 32: Variation in satisfaction with school (10 & 12 year-old) (Means)

	Other children in your class	Your school marks	Your school experience	Things you have learned	Your life as a student	Your relationship with teachers
Gender						
Boy	8.27	7.22	8.37	8.36	8.20	8.40
Girl	7.86	6.88	7.96	7.97	7.82	8.20
Year group						
10 year-old	8.37	7.97	8.75	8.81	8.63	8.75
12 year-old	7.75	6.16	7.59	7.53	7.41	7.87
Material deprivation (Items lacked)						
None	8.20	7.18	8.30	8.24	8.17	8.39
One	7.88	6.88	7.94	7.97	7.71	8.17
More than one	7.56	6.55	7.67	7.94	7.56	8.00
Total	8.05	7.04	8.15	8.15	8.00	8.30

Among children aged 8, girls were significantly more satisfied with school, except for the 'other children in your class' item.

Table 33: Variations in satisfaction with school (8 year-old) (Means)

	Other children in your class	Your school marks	Your school experience	Your relationship with teachers
Boy	3.27	2.98	3.29	3.12
Girl	3.31	3.11	3.43	3.47
Total	3.29	3.05	3.36	3.31

Being bullied (hit and being left out by other children)

16.3% of children had experienced being hit by other children in their school more than once and 6.3% of children had experienced being left out by other children in their class more than once.

Table 34: Bullying frequency in the last month (All age groups) (%)

	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	83.7	8.1	4.6	3.6
Left out by other children in your class	93.7	3.5	1.5	1.3

There were significant differences in bullying experiences by gender and age groups. Boys were more likely to have experienced being hit by or left by other children in school. Their experiences of bullying decreased as children got older.

Table 35: Variations in bullying (All age groups) (Means)

	Hit by other children in your school	Left out by other children in your class
Gender		
Boy	.37	.12
Girl	.20	.09
Year group		
8 year-old	.47	.17
10 year-old	.25	.09
12 year-old	.14	.05
Total	.28	.10

For children aged 10 and 12, variations in bullying experiences by family type and material deprivation were explored. There were significant differences only between children from lone mother and those from lone father families in the frequency of being hit. Also, children from both parents were less likely to be left out than children from lone father families, but they were not significantly different from children in other family types. There were also significant differences between children who lacked none or one of items and children who lacked two or more items. Children who lacked two more items were likely to experience more bullying both in terms of being hit and being left out by other children than their counterparts.

Table 36: Variations in bullying (10 & 12 year-old) (Means)

	Hit by other children in your school	Left out by other children in your class
Family type		
Mother and father	.19	.06
Lone mother	.15	.13
Lone father	.33	.17
Other	.40	.22
Material deprivation (Items lacked)		
None	.16	.06
One	.20	.08
Two or more	.32	.14
Total	.19	.07

2.7 Time use

The most common use of time was doing homework followed by watching TV. Taking part in organized leisure time activities was relatively uncommon (Table 37).

Girls are more likely to help with housework, spend time doing homework, and watch TV. Boys are more likely to play sports or exercise, use a computer, and take classes outside of school time. Differences in activities were most pronounced between 12 year-olds, who are in middle school and 8 and 10 year-olds, who are in elementary school. Particularly, 12 year-olds are more likely to watch TV and use a computer, whereas 8 and 10 year-olds are more likely to read for fun, take classes outside school, play sports or exercise, do homework, and spend time helping with housework. On the other hand, 10 year-olds were less likely to read for fun and more likely to watch TV and use computers than 8 year-olds (Table 38).

Table 37: Time use spending time in the following activities (All age groups, except items marked with *, 12 year-old only) (%)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost
Taking classes outside school time	28.2	8.7	28.4	34.7
Taking part in organized leisure time activities (like clubs and groups) *	83.2	9.6	5.6	1.6
Reading for fun	14.6	18.3	35.2	31.9
Helping with housework	7.4	20.7	46.9	25.1
Doing homework	2.7	7.1	24.6	65.7
Watching TV	3.0	7.2	25.3	64.5
Playing sports or doing exercise	6.4	16.8	35.3	41.4
Using a computer	20.8	26.2	32.1	20.9
Just being by myself *	14.0	26.3	34.5	25.2
Taking care of brothers, sisters, other family members or people you live with*	41.2	17.3	22.7	18.8

Table 38: Variation in time use (All age groups) (Means)

	Classes outside school	Reading for fun	Helping with housework	Doing homework	Watching TV	Sports or exercise	Using a computer
Gender							
Boy	1.75	1.87	1.84	2.49	2.48	2.35	1.75
Girl	1.65	1.82	1.95	2.57	2.54	1.92	1.34
Year group							
8 year-old	1.96	2.22	1.91	2.64	2.34	2.30	1.35
10 year-old	1.94	2.04	1.95	2.65	2.54	2.26	1.57
12 year-old	1.22	1.31	1.84	2.33	2.65	1.82	1.67
Total	1.70	1.84	1.90	2.53	2.51	2.12	1.53

10 and 12 year-old children are more satisfied with what they do in their free time than with how they use their time (Table 39).

Table 39: Satisfaction with time use (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
How you use your time	.9	.5	1.1	2.0	3.3	8.8	7.8	13.3	14.3	11.2	36.7
What you do in your free time	.5	.4	.9	1.4	2.6	8.1	6.0	11.1	13.6	13.7	41.7

Sixty-five percent of 8 year-olds scored maximum on satisfaction with their use of time (Table 40).

Table 40: Satisfaction with time use (8 year-old) (%)

	0	1	2	3	4
How you use your time	1.3	1.7	7.9	23.9	65.2

Among 10 and 12 year-olds, boys were more likely to report satisfaction with time use for both measures, whereas 8 year-old girls were slightly more satisfied with their time use than their counterparts. 10 year-olds were much more satisfied with their time use and what they do in their free time than 12 year-olds.

Table 41: Variations in satisfaction with time use (Age groups as indicated) (Means)

	How you use your time (10 & 12 year-old)	Satisfaction with: What you do in your free time (10 & 12 year-old)	How you use your time (8 year-old)
Gender			
Boy	8.15	8.41	3.43
Girl	7.67	8.01	3.57
Year group			
10 year-old	8.48	8.73	-
12 year-old	7.34	7.70	-
Total	7.89	8.20	3.50

2.8 Your life and your future

Ten questions on satisfaction with life and future were asked to 10 and 12 year-olds. The highest levels of satisfaction were in health and the things that they want to be good at. The lowest were with appearance, their body, and self-confidence.

Table 42: Satisfaction with life and future (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
The freedom you have	1.2	.7	1.5	2.8	3.6	8.6	7.7	11.5	12.5	12.6	37.3
The amount of opportunities you have (12 year-old only)	1.2	.6	1.5	3.6	4.0	11.3	9.6	14.1	16.6	10.7	26.7
Your health	.5	.3	.7	1.4	2.2	6.9	5.6	9.9	14.2	14.8	43.7
The way that you look	1.8	1.5	1.7	3.0	5.2	12.9	8.6	13.5	15.3	1.5	26.1
Your own body	1.4	1.3	1.9	3.2	5.4	11.8	8.1	11.6	14.3	10.8	30.4
How you are listened to by adults in general	.6	.7	1.2	2.1	2.8	8.1	6.7	11.1	14.9	15.7	36.1
Your self-confidence	1.0	.7	1.3	2.2	4.3	8.4	7.2	11.4	15.0	12.9	35.6
The things you want to be good at	.5	.3	.6	1.6	2.4	8.3	6.4	12.2	16.4	14.0	37.4
Doing things away from your home	.4	.4	.6	1.4	2.0	9.0	7.0	12.7	17.5	13.3	35.7
What may happen to you later in your life	.5	.3	1.0	1.8	2.3	9.7	6.3	11.9	17.0	13.8	35.4

8 year-olds were also asked about their satisfaction with life and future. They were most likely to be satisfied with their health and what they do in their free time. On the other hand, they were least likely to be satisfied with their appearance and how they are listened to by adults in general.

Table 43: Satisfaction with life and future (8 year-old) (%)

	0	1	2	3	4
The freedom you have	1.9	3.2	12.6	28.2	54.0
Your health	.5	1.8	7.8	25.3	64.6
The way that you look	2.4	3.5	17.0	33.4	43.8
Your own body	1.5	3.1	13.8	29.0	52.6
What you do in your free time	1.3	1.7	7.9	23.9	65.2
How you are listened to by adults in general	1.3	3.4	13.5	33.0	48.8
How safe you feel	.5	1.9	10.5	27.4	59.7

Overall, girls scored less on all the items related to satisfaction with life and future than boys at the level of statistical significance. This result indicates that boys are more satisfied with life and future than girls. In addition, 10 year-olds have higher level of satisfaction with life and future across all items when compared to that of 12 year-olds at the level of statistical significance.

Table 44: Variation in satisfaction with life and future (10 & 12 year-old) (Means)

	Freedom	Opportunities	Health	Appearance	Body	Listened to by adults	Self-confidence	The things you want to be good at	Doing things away from your home	Later in life
Gender										
Boy	8.01	7.73	8.49	7.54	7.73	8.15	8.14	8.41	8.31	8.26
Girl	7.67	7.14	8.22	6.97	7.11	7.87	7.59	7.87	7.85	7.79
Year group										
10 year-old	8.35	.	8.80	7.78	8.05	8.46	8.39	8.68	8.61	8.52
12 year-old	7.33	7.39	7.92	6.72	6.79	7.57	7.32	7.60	7.55	7.53
Total	7.82	7.39	8.35	7.23	7.39	8.00	7.84	8.12	8.06	8.01

Approximately 41% of children responded 'yes' to the question 'I know what rights children have.' Just over a quarter (26.1%) responded 'yes' to the question 'I know about the children's rights convention', and approximately 35% responded 'yes' to the question 'I think in my country adults in general respect children's rights.'

Table 45: Children’s rights (All age groups) (%)

	No	Not sure	Yes
I know what rights children have	10.1	48.7	41.2
I know about the children's rights convention	39.5	34.3	26.1
I think in my country adults in general respect children's rights	15.7	49.4	34.9

10 and 12 year-old children were asked a set of questions about changes that may have happened to them in the past year. As shown in Table 46, 19% of children had moved houses in the last year, 7% had changed their local area, 7% changed their local school, and 3% had lived abroad for more than a month in the last year. Approximately 8% of children were not living with the same parents or carers that they lived with a year ago.

Table 46: Changes in children’s lives (10 & 12 year-old) (%)

	No	Yes
In the past year have you moved house?	81.2	18.8
In the past year have you changed local area?	93.1	6.9
In the past year have you changed schools?	92.7	7.3
In the past year have you lived in another country for more than a month?	96.7	3.3
Are you living with the same parents or carers you used to live with one year ago?	8.3	91.7

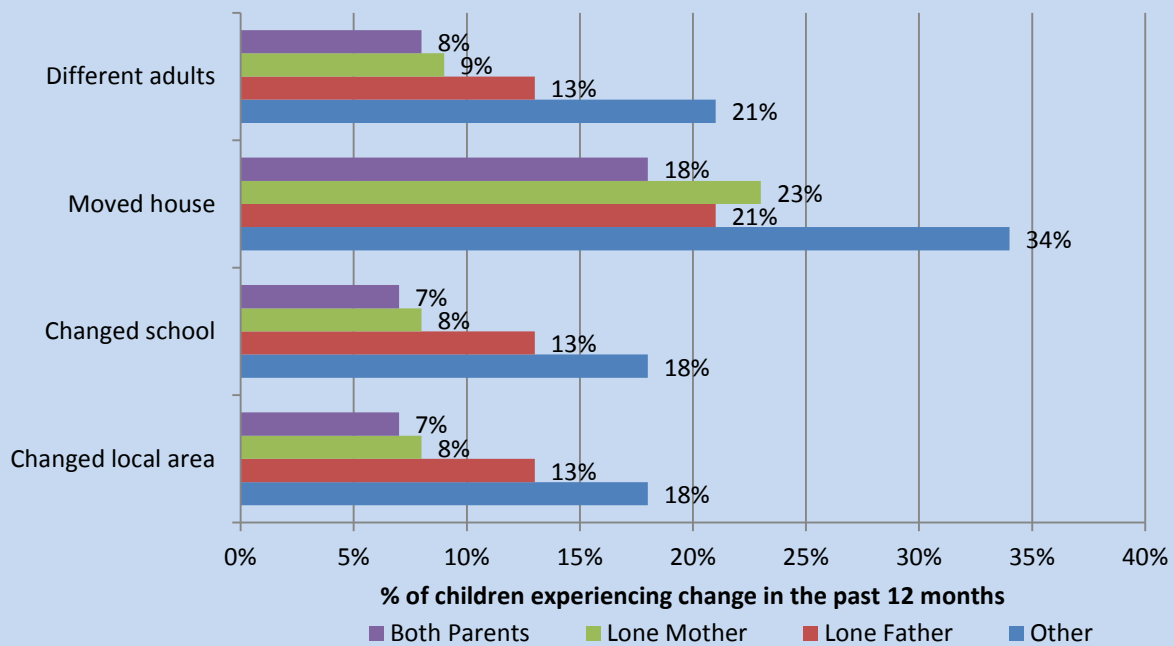


Figure 5: Recent experiences of change by family structure (10 & 12 year-old) (%)

2.9 overall subjective-well-being

The Children's Worlds survey included a variety of different measures asking about overall subjective well-being. Detailed information about these measures can be found in the Methods section in the General Introduction (page 2).

Overall life satisfaction (OLS)

Children who are 10 and 12 year-olds are asked to rate their overall life satisfaction ('life as a whole') using an 11-point scale, and children who are 8 year-olds are asked to use a 5-point emoticons scale. On life as a whole, 39.1% of 10 and 12 year-olds were totally satisfied with their life, and 60.6% of 8 year-olds score maximum on the overall life satisfaction scale.

Table 47: Overall life satisfaction (10 & 12 year-old) (%)

	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	.8	.6	1.2	1.8	3.1	8.3	5.8	10.1	14.2	15.2	39.1

Table 48: Overall life satisfaction (8 year-old) (%)

	0	1	2	3	4
Your life as a whole	1.7	3.0	9.4	25.4	60.6

The Student's Life Satisfaction Scale

A reduced 5 items version of Huebner's Student's Life Satisfaction Scale was used in the survey, and children aged 10 and 12 were asked to respond using an 11-point scale ranging from 'do not agree' to 'totally agree'.

Table 49: SLSS items (10 & 12 year-old) (%)

	0	1	2	4	3	5	6	7	8	9	10
My life is going well	.5	.4	.9	2.4	4.5	9.4	7.8	14.3	15.1	12.5	32.1
My life is just right	.7	.5	1.4	3.1	5.4	10.4	8.1	12.7	14.0	13.8	29.8
I have a good life	.6	.5	1.1	2.1	4.6	8.8	6.4	11.3	14.9	13.8	35.9
I have what I want in life	.7	.6	1.4	3.1	3.7	9.9	7.3	11.6	14.6	14.2	32.8
The things in my life are excellent	.6	.7	1.3	2.4	4.6	9.5	6.9	12.1	13.6	14.0	34.4

The five items that were found to form a single factor of subjective well-being were utilized. The scale was formed by making a scale by summing all of the items and transforming the scale from zero to 100. The distribution of responses on this scale is shown in Figure 6. Approximately 23% of children scored highest possible levels of satisfaction with all of the indicators used. In general, just over 10% of children reported low levels of satisfaction, scoring the mid-point or below of the SLSS.

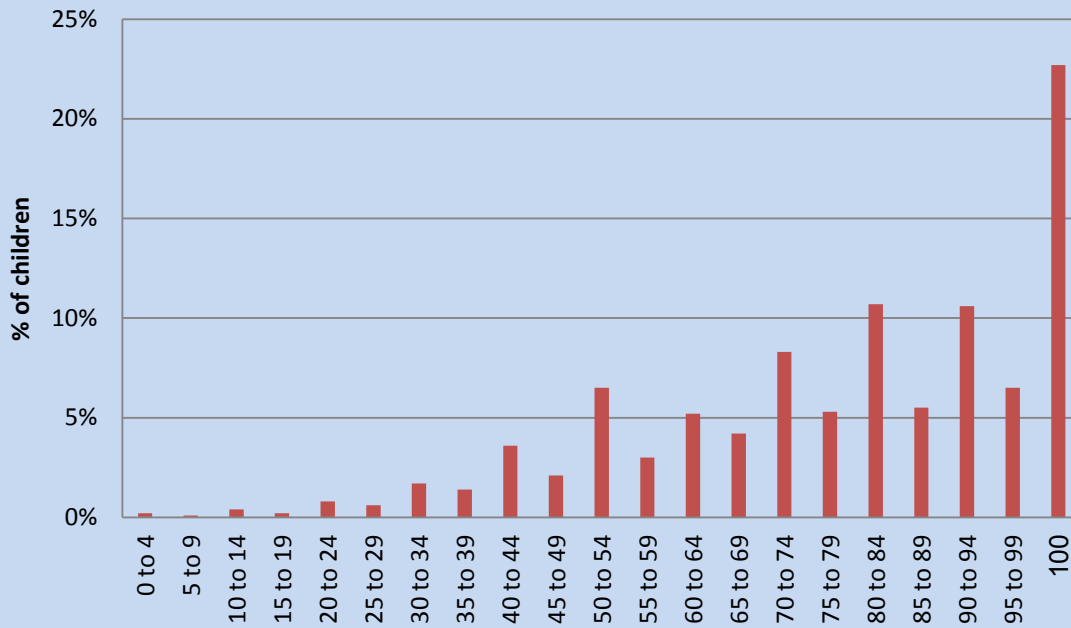


Figure 6: Distribution of scores on the SLSS (10 & 12 year-old) (%)

The same questions were asked of children aged 8 but using a 5 point emoticons scale. Just about half of the children answered ‘totally agree’ to all of the items in the scale.

Table 50: SLSS items (8 year-old) (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My life is going well	2.1	6.5	15.0	28.3	48.1
My life is just right	2.5	5.0	15.8	27.0	49.6
I have a good life	1.8	5.3	12.2	23.1	57.6
I have what I want in life	3.4	7.0	18.5	28.4	42.6
The things in my life are excellent	2.3	5.3	14.9	25.4	52.1

Brief Multidimensional Student Life Satisfaction Scale

The scale is a sum of five scores –family life, friends, school experience, local area and body – transformed so that it is from zero to 100. The distribution of scores is shown in Figure 7.

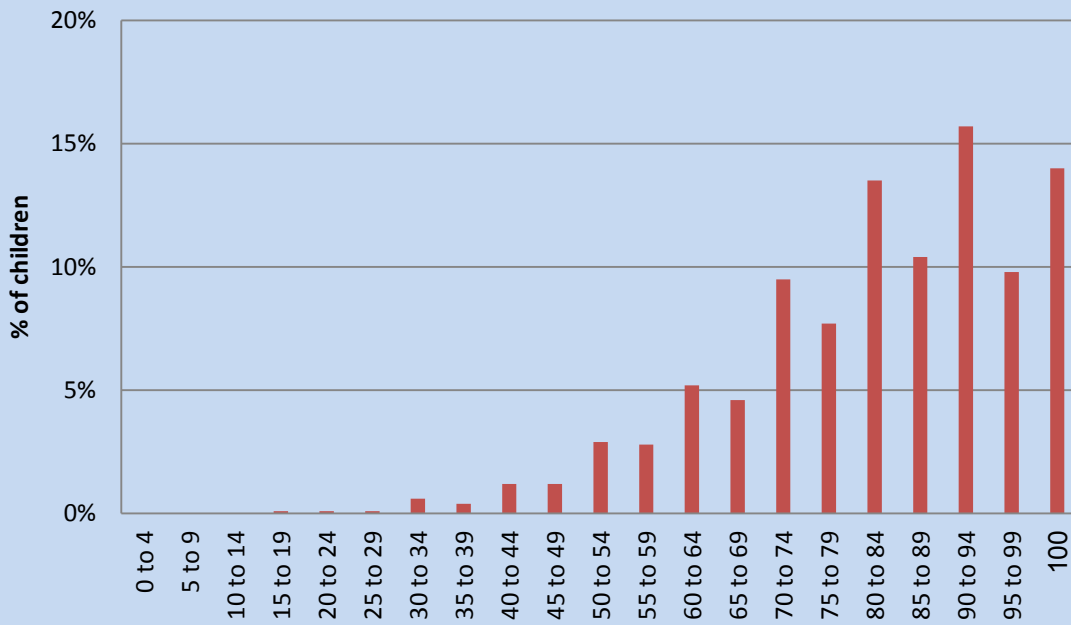


Figure 7: Distribution of scores on the BMSLSS (10 & 12 year-old) (%)

Personal Well-being Index – School Children (PWI-SC7)

Similar to the previous measures, we created a composite score by summing the seven item scores of the PWI-SC7 and transforming them so that the score ranges from zero to 100. The distribution of scores is shown in Figure 8. Approximately 15% of the children scored the maximum.

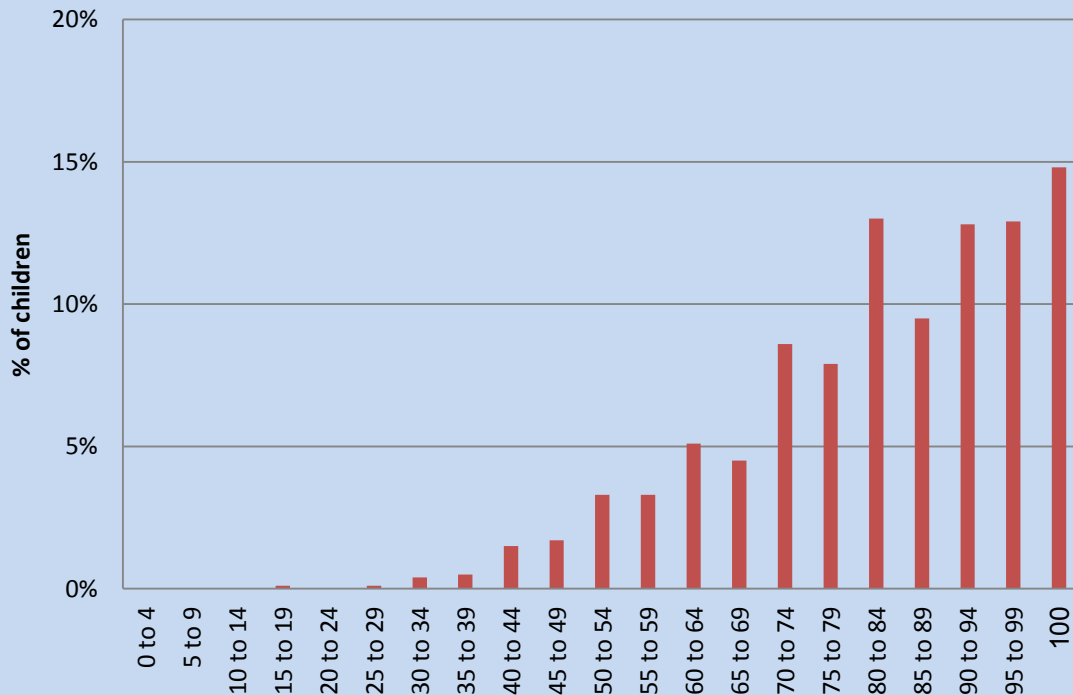


Figure 8: Distribution of scores on the PWI-SC (10 & 12 year-old) (%)

Adapted PWI-SC9

An adapted version of the PWI-SC which includes two additional items relating to time use and life as a student is calculated. The distribution for this nine item scale is shown in Figure 9. Approximately, 13% of students scored the maximum of 100.

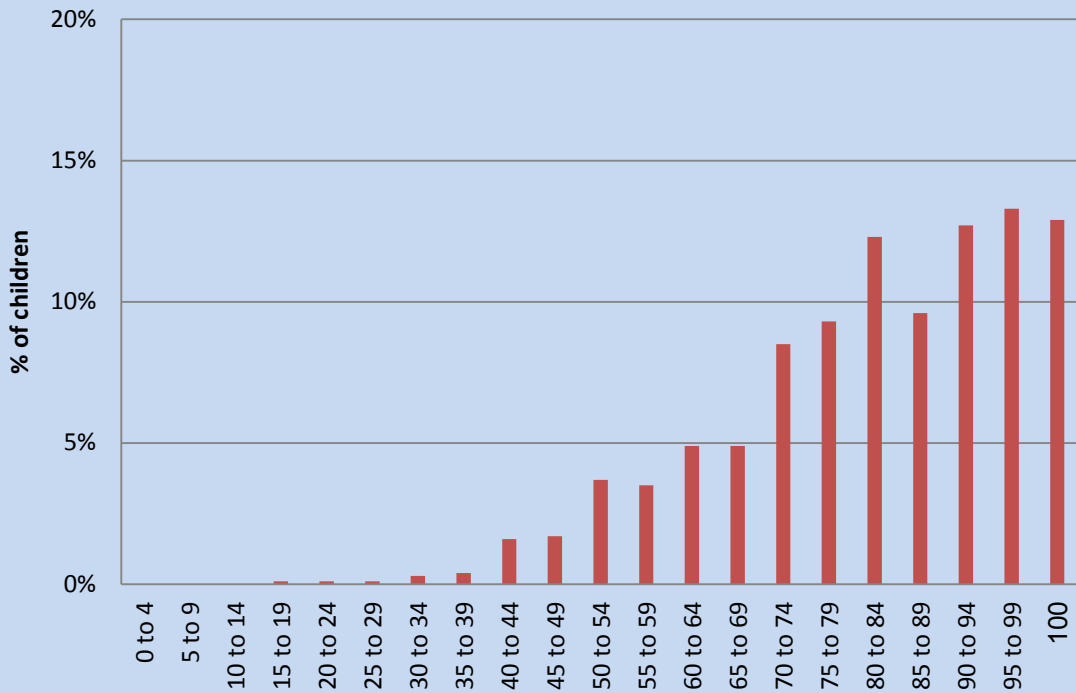


Figure 9: Distribution of scores on the adapted PWI-SC9 (10 & 12 year-old) (%)

Positive Affect

Six questions on positive affect were asked to 10 and 12 year-old children. Children were asked how often in the last two weeks they had felt satisfied, happy, relaxed, active, calm, and full of energy. Each item is scored on a scale of 0 to 10. The overall scale is created by summing the item scores and then transforming the scale so that it ranges from 0 to 100. The overall distribution is shown in Figure 10 with 20.2% scoring the maximum.

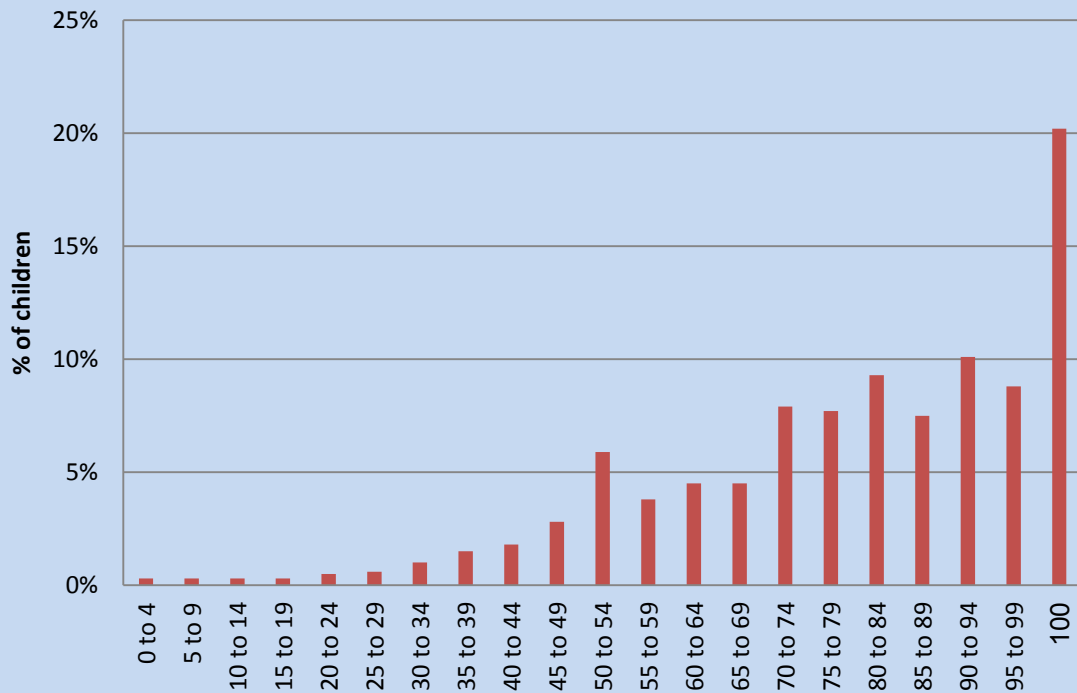


Figure 10: Distribution of scores on the Positive Affect scale (10 & 12 year-old) (%)

Variations in overall subjective well-being

Table 51 below presents variations in overall subjective well-being for 10 and 12 year-olds, according to age group, gender, family structure and material deprivation.

There was a mixed pattern of gender differences. Significant gender differences were found on all measures of subjective well-being with boys tending to have higher well-being than girls.

For all six measures, there were significant differences in subjective well-being between 10 year-olds and 12 year-olds. 10 year-olds demonstrated having a higher well-being than 12 year-olds.

Children living with both parents had the highest levels of subjective well-being whichever measure was used. Other family types (i.e., lone mother, lone father, and other) did not significantly differ between each other in relation to subjective well-being.

Finally, there were significant associations between all of the measures of subjective well-being and material deprivation. As one can see from Table 51, children with higher levels of material deprivation tended to have substantially lower levels of subjective well-being.

Table 51: Variations in different measures of subjective well-being (10 & 12 year-old) (Means)

	OLS	SLSS	BMSLSS	PWI-SC7	PWI-SC9	Positive affect
Gender						
Boy	79.8	79.8	83.7	83.9	83.6	80.6
Girl	76.8	75.7	80.2	80.3	79.8	75.9
Year group						
10 year-old	83.0	83.9	86.2	86.1	86.1	83.8
12 year-old	73.6	71.8	77.7	78.0	77.3	72.7
Family structure						
Mother and father	78.8	78.3	82.6	82.5	82.2	78.7
Lone mother	72.2	72.2	75.7	76.7	76.2	72.1
Lone father	69.2	66.4	73.1	75.1	74.1	68.8
Other	76.7	73.7	75.3	77.8	77.1	74.9
Material deprivation (Items lacked)						
None	79.9	79.5	83.6	83.8	83.4	79.7
One	75.7	75.4	79.7	79.2	78.9	75.5
Two or more	73.2	71.7	76.2	76.4	76.1	73.9
Total	78.2	77.6	81.8	81.9	81.5	78.1

3. Conclusions

This report presents the findings of an initial descriptive analysis of South Korea Children's Worlds dataset. The findings included children's own reports on their life in home, with family, with material things, with their friends, in neighborhood, and in school. The report also presents the findings on children's subjective well-being measured by OLS (Overall Life Satisfaction), SLSS (The Student's Life Satisfaction Scale), BMSLSS (Brief Multidimensional Student Life Satisfaction Scale), PWI-SC (Personal Well-being Index-School), and Positive Affect scale.

The results show that most Korean children live with two parents and report that they feel safe at home. For many Korean children, owning necessary material things is not a problem. When they were asked if they owned 10 things that are considered to be important during the contemporary childhood, only a small portion of the children (less than 5%) lacked more than three items.

Most Korean children are happy with their friends and satisfied with places where they live in. Children's views about school were also very positive. Almost half of children totally agreed that they feel safe at school and their teachers treat them fairly. While school bullying is not a problem for most children, however, significant portion of children experience bullying. About 16% children hit by other children in school at least once and about 6% children reported that they were left out by other children in class. For Korean children, the most common use of time was doing homework followed by watching TV. When asked about their life and future, 10 and 12 year olds children reported the highest levels of satisfaction with health and the things they want to be good at. They reported the lowest levels with appearance, their body, and self-confidence. Many Korean children experience changes in their lives. Among the 10 and 12 year old study population, about 19 percent reported that they moved house in the past year and about 7 percent changed schools.

Most children aged 8 to 12 years old in South Korea are relatively satisfied and happy with their lives. On life as a whole, about 40% of the 10 and 12 year-olds and 60% of the 8 year-olds were totally satisfied with their life. In general, around 5% to 10% of the 10 and 12 year olds group reported being relatively unhappy scoring the mid-point or below of various measures asking about subjective well-being of children.

There are some important and interesting differences in children's well-being responses by age group, gender, family structure, and material deprivation. When asked about various aspects of their home and family, the level of positive response was the lowest among the older age group (age 12). In general, girls tends to spend more time with family than boys. As children get older, they spend less time with family.

The level of material deprivation was significantly different by gender, age and family type. Boys lacked significantly more items than girls for all age groups. Children of the older age group lacked less items. Children living with both parents lacked significantly less items than children in other family types. There were also significant variations in satisfaction with the things they have by gender, age group, and family type. Girls were more satisfied with the things they have for all age groups than boys and 10 year-olds were more satisfied with their possessions than 12 year-olds. Children living with both parents were significantly more satisfied than children in other family types.

There were some significant variations in satisfaction with local area and school by gender and age. Girls tend to be more satisfied with their local area than boys and satisfaction level of children increased with age. In general, boys were more satisfied with school than girls. The level of school satisfaction decreases as children get older. There were also significant differences in bullying experiences by gender and age groups. Boys were more likely to have experienced being hit by or left by other children in school. Their experiences of bullying decreased as children get older.

There were some significant variations in time use by gender. Girls are more likely to help with housework, spend time doing homework, and watch TV. Boys are more likely to play sports or exercise, use a computer, and take classes outside of school time. Satisfaction with life and future differs significantly by gender and age. Boys and younger children were more satisfied with life and future than girls and older children.

There were some significant variations in the levels of subjective well-being across gender, age, family type, and material deprivation. Across all measures, boys reported higher level of well-being than girls. Those living with two parents and with less material deprivation tend to have higher levels of subjective well-being.

Table 52 below shows mean life satisfaction scores, standard deviations, and percentages below the mid-point for all questions asked about satisfaction with different aspects of life in the 12 year olds group. The response items in Table 52 are ordered by mean scores from the highest to the lowest. As one can see, the aspects of life that Korea children are more satisfied with tend to be in various close relationship areas, such as family, friends, and teachers. However, children tend to report lower levels of satisfaction in the aspects of freedom, time use, and self-confidence. The lowest four mean scores are in the aspects of the outdoor areas they can use, body, appearance, and school marks. It is striking to find out that a quarter of children in Korea are relatively unhappy with their school marks at that age.

Table 52: Satisfaction with different aspects of life (12 year-old) (Mean and SD)

	Mean	Std. Deviation	% below mid-point
All the other people in your family	8.9	1.6	2.3%
The people you live with	8.8	1.7	3.2%
Your family life	8.6	1.8	3.9%
The house or flat where you live	8.5	1.9	3.9%
Your friends	8.4	1.8	4.6%
All the things you have	8.3	1.9	5.4%
Your relationships with people in general	8.0	1.9	4.5%
Your health	7.9	2.1	6.9%
Your relationship with teachers	7.9	2.1	6.2%
How safe you feel	7.8	2.0	5.3%
How you are dealt with at the doctors	7.8	2.0	4.7%
What you do in your free time	7.7	2.2	7.6%
Other children in your class	7.7	2.2	8.1%
The things you want to be good at	7.6	2.1	7.5%
Doing things away from your home	7.6	2.1	6.8%
How you are listened to by adults in general	7.6	2.2	8.7%
Your school experience	7.6	2.1	7.8%
Things you have learned	7.5	2.2	8.7%
The area you live in general	7.5	2.2	8.2%
What may happen to you later in your life	7.5	2.2	7.6%
The amount of choice you have in life	7.4	2.4	10.9%
Your life as a student	7.4	2.4	10.9%
The people in your area	7.4	2.2	8.6%
The freedom you have	7.3	2.5	12.5%
How you use your time	7.3	2.3	10.7%
Your self-confidence	7.3	2.4	12.8%
The outdoor areas children can use in your area	6.8	2.6	16.9%
Your own body	6.8	2.6	17.7%
The way that you look	6.7	2.5	17.2%
Your school marks	6.2	2.6	24.1%

Concluding comments

The main purpose of this report is to present brief descriptive findings of the survey items included in the study. A more detailed examination of the data will be pursued using various multivariate methods in the future. Future analyses will also include comparisons of Korean children's well-being to that of their counterparts in the other countries participating in the Children's Worlds project.