

Children's Worlds National Report

GREECE



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1. Introduction

This report collates the results from the third wave of the Children's Worlds: International Survey on Children's Well-Being (ISCWeB) which was conducted in Ioannina, Region of Epirus, Greece in 2018. The report provides a concise descriptive account of the context in which the survey was administered, the sampling strategy and preliminary descriptive results.

This research study was conducted by staff based at the University of Bielefeld and Liverpool Hope University and post-graduate students based at the University of Ioannina. Funding for the conduct of the study was provided by the University of Bielefeld.

Detailed analyses of children's well-being in Greece will be completed after this initial report. Future studies will also include comparative analyses of children's well-being across the countries participating in the international project.



1.1 Context and population¹

Population

According to the 2011 census the country's permanent the population of the Hellenic Republic (Greece) is about 10,815,197 inhabitants. As of 2011, the population of the regional unit of Ioannina (Periphery of Epirus) is about 167,901 (392,055).⁴

Geography

Greece is located on the southern tip of the Balkan Peninsula in Southeast Europe. Greece borders by land with Albania to the northwest, North Macedonia and Bulgaria to the north, and Turkey to the northeast. Greece has the longest coastline on the Mediterranean Basin

⁴ Hellenic Statistical Authority (<http://www.statistics.gr/el/statistics/-/publication/SAM03/->)

with Aegean Sea to the east of the mainland, the Ionian Sea to the west, the Cretan Sea and the Mediterranean Sea to the south. The country is divided into nine regions among which the Epirus region where the study took place.

Ioannina consists the largest regional unit of Epirus. The regional unit of Ioannina borders with Albania in the north, and the regional units of Kastoria in the northeast, Grevena and Trikala in the east, Arta in the southeast, Preveza in the south and Thesprotia in the southwest and west. It is a mountainous region, dominated by the Pindus mountains that cover the eastern part of the regional unit. Also, it is subdivided into 8 municipalities, namely, Dodoni, Ioannina, Konitsa, Metsovo, North Tzoumerka, Pogoni, Zagori, Zitsa.

Children

In 2011, the number of children and youths between the ages of 0 and 18 years were about 2.122.544 which consists of approximately 19.6% of the population in Greece. The number of children between the ages of 0 and 14 is 1.489.558, which is about 13.83% of the total population (male 767,245/female 722,313).⁵ Data on the number of children at the age of 10 are not available.

Religion

Greek Orthodox Christianity is the dominant religion in Greece with a proportion of 90% of the population⁶. About 1% of the population are Roman Catholics, 3% are other Christian, and 2% are Muslims. A 2% of the population are unaffiliated to a religion. Orthodox religious instruction in primary and secondary schools, at government expense, is mandatory for all students, although non-Orthodox students may exempt themselves by turning in a statement requesting exemption. However, public schools offer no alternative activity or non-Orthodox religious instruction for these children.

Ethnicity

The vast majority of the population in Greece are considered to be ethnic Greek. However, it is difficult to quantify the ethnic diversity of the Greek population since the collection of data concerning ethnic, linguistic, and religion of the minorities was abolished in 1951. Though Greece does not collect official data on ethnicity, it does disaggregate foreign nationals by citizenship. According to the 2011 census, there were around 912,000 permanent foreign residents in Greece, including Albanians (480,851), Bulgarians (75,917), Romanians (46,524), Pakistanis (34,178), Georgians (27,407), Ukraine (17,008) as well as smaller groups from the UK, Cyprus, Poland, Russia, India, Bangladesh, Germany, Egypt, Moldova and the Philippines. However, these figures do not reflect the substantial proportion of undocumented workers in the country (estimated by one study at the time of the census to make up a third of the actual immigrant population) or naturalized individuals born outside Greece who have later Greek citizenship. As of May 2018, Greece was hosting than 60,000 refugees, primarily from Syria, Iraq, Pakistan and Afghanistan.⁷

⁵https://www.indexmundi.com/greece/demographics_profile.html

⁶"[Religious Belief and National Belonging in Central and Eastern Europe](#)". Pew Research Center. 10 May 2017. Retrieved 2019-10-20.

⁷<https://minorityrights.org/country/greece/>

Economic context

Greece's GDP per capita was \$29,592 in 2018.⁸ Greece has been suffering from the economic crisis of 2008 more than any other European country⁹. Eurostat data¹⁰ show that persons “at risk of poverty” – measured by the At-Risk-of-Poverty Rate (ARPR) as the share of people with a household income below 60% of the national median equivalised household income – increased from 19.7% to 22.1% in Greece. After 2008, the crisis had already played an unbridled effect on the living conditions of those inhabiting in Greece, suggesting the need to better investigate these effects with specific reference to the most vulnerable groups, such as children. The implications and consequences of the economic crisis on children's wellbeing are disproportionate and those consequences of living in poverty during childhood tend to persist beyond this period (Bradbury et al., 2001, Duncan et al., 1997).

Education

In Greece, state education is free from pre-primary school to university. It's compulsory between the ages of 4 and 15 (Law B' 2569/27.06.2019 and articles 2, & 3 of Law 1566/1985). Children receive pre-primary education for 2 years, primary education for 6 years and then move to middle school at age 12. They go to lower secondary school for 3 years and, if they choose so, they attend upper secondary school for 3 years. Although the legal system will punish a parent or guardian who fails to enroll or supervise the child's education (Article 458 Penal Code), there is a high rate of early school leaving from Greek schools, before the completion of their mandatory Education (Transition Observatory, 2006, 2008)¹¹. In Greece the vast majority of schools are public/state schools. The number of private schools in Greece is considerably small¹²

Children's Rights

Greece has signed the UN Convention on the Rights of the Child in 1990.¹³

⁸ OECD Data (<https://data.oecd.org/greece.htm#profile-economy>)

⁹ D'Agostino, A., Gagliardi, F., Giusti, C., Potsi, A. (2019). Investigating the impact of the economic crisis on children's wellbeing in four European countries, *Social Science Research*, <https://doi.org/10.1016/j.ssresearch.2019.06.013>.

¹⁰ Data available at <http://ec.europa.eu/eurostat/web/income-and-living-conditions/data/database>

¹¹ Nikolaou, S. – M., Papa, M., Gogou, L. (2018). Early School Leaving in Greece and Educational Inequality: Actions and Policies against Educational and Social Exclusion. *European Journal of Social Science, Education and Research*, 5(1), 212–220.

¹² Papapolydorou, M. (2010). Educational inequalities in Greece, Sweden and the United Kingdom: A comparative analysis of the origins. In *Changing Educational Landscapes: Educational Policies, Schooling Systems and Higher Education - A Comparative Perspective* (pp. 119-134). Springer Netherlands. https://doi.org/10.1007/978-90-481-8534-4_8

¹³ UN Treaty Body Database (https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?CountryID=68&Lang=EN)

1.2 Sampling: Strategy and outcome

The population for the study included children attending primary schools within the Prefecture of Ioannina of the Periphery of Epirus in Greece.

Our study took place at the regional unit of Ioannina (with a total number of 8.646 primary school students) where most of the students of the region of Epirus are to be found. The selection is purposeful with regard to access assurance and budget restraints. We focus on primary schools in those units where the age groups of 8-, 10-, and 12- year-olds are to be met. We aimed to achieve a representative sample of 1000 ten year olds and after the data cleaning process 850 questionnaires remained in the study. We collected our data from 4th-graders. Private schools and schools for children with special needs were excluded. A total of 84 schools were included in the sampling frame. The final sample consisted of 27 schools, those who agreed to take part to the research. Two classes in each school were selected to participate in the study.

Consent forms were given to parents. Children whose consent were agreed by their parents and who gave their oral consent were included in the study. The survey was implemented between April 2018 and June 2018.

Sampling pool	Total	Male	Female
Regional unit IOANNINA	4.704	2.164	2.018
4 th -graders	1.453	747	706

Schools: Ioannina: 84

Stratification of the sample

In order to select the children participating to the study we took into consideration two major determinants:

1. The equal selection of children from rural and urban areas of the region (of), and
2. The equal number of participants from both sexes

In Greece, there are major diversities between urban and rural areas. Schools situated in rural areas are often “second-class” schools as they are disadvantaged in terms of resources. Greek rural areas are usually poorer compared to urban ones and their residents’ main occupation is either agriculture or pastoralism. ‘Public schools in poorer areas are considerably less well equipped in terms of infrastructure than public schools located in more prosperous areas...’ (Katsikas and Kavadias 1994, cf. Tsakloglou and Cholezas 2005: 4).

2. Results

2.1 The participants

Age and gender

Following the research protocol of Children's Worlds, the proportion of children by age and gender are presented in Table 3. Approximately 50,5% of children were female, and 48,6% were male.

Table 3. Age by gender (Numbers, (%))¹⁴

10 year-old	
Boy	48.6 (413)
Girl	50.5 (429)
Total	100 (842)

2.2 Your home and the people you live with

Most children in Greece live in the same home every day. Thus, we did not include the question that asked whether the child lives in the same home or in different homes.

The vast majority of children (97.2%) lived with their family while 2.4% of children lived in other types of home (Table 4).

Table 4. Home type (%)¹⁵

I live with my family	97.2
I live in a foster home	0.4
I live in a children's home	0.6
I live in another type of home	1.4
Total	99.6

Tables 5 shows the level of satisfaction with the people you live with (0 to 10 points for 10-year-olds). Approximately, 74.4% of 10-year-olds reported the highest level of satisfaction.

¹⁴Missing values 0.9% (8)

¹⁵Missing values 0.15%

Table 5. Satisfaction with the people you live with (%)¹⁶

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	-	-	0.5	0.5	0.5	1.1	0.4	2.4	4.9	14.4	74.4

Among the six questions about children's views of their home and family, we have used for our study only four of them. Based on our data, children agreed the most with the statement "If I have a problem, people in my family will help me." ($m = 3.73$) and agreed the least with, "My parents and I make decisions about my life together." ($m = 3.08$) (Table 6).

Table 6. Variations in questions about home and family (means)

	Family help problem	Good time together	Feel safe	Make joint decision
10 year-old	3,73	3,66	3,77	3,08

2.3 The home where children live

We asked children, "How satisfied are you with the home that you live in?" 75.4% of 10-year-old children scored 10 points on a 0-10 scale (Table 7).

Table 7. Satisfaction with the house or flat where you live (%)¹⁷

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	-	0.5	0.2	0.5	0.2	0.9	1.1	2.2	5.3	12	75.4

When 10-year-old children were asked if they had their own room or a place to study, 55.9% of children had their own room and 84.6% of children had a place to study (Table 8).

Table 8. Things you have (%)

Whether you have ...	10 year-old
Own room ¹⁸	55.9
Place to study ¹⁹	84.6

2.4 Friends

When we asked children about their satisfaction with friends, 56.1% of 10-year-olds responded with 10 points (0-10 scale) indicating that they are very satisfied.

¹⁶ Missing values 1.2%

¹⁷ Missing values 1.6%

¹⁸ Missing values 0.8%

¹⁹ Missing values 0.6%

Table 9. Satisfaction with your friends (%)²⁰

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.2	0.1	0.6	1.1	0.7	1.5	2.2	5.8	10	20.9	56.1

Children were asked about their views on friends based on three statements (see table) where more than half of the children responded “totally agree” (Table 10). Particularly, children had the highest level agreement on the item “I have enough friends” ($m = 3.50$) whereas the item “My friends are usually nice to me” ($m = 3.28$) had the lowest level of agreement.

Table 10. Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends ²¹	1.5	2.2	7.3	21.3	66
My friends are usually nice to me ²²	1.5	5.1	9.2	30.9	50.7
If I have a problem, I have a friend who will support me ²³	3.4	3.6	6.6	17.1	62.9

2.5 School

Children’s views about school were very positive. On a scale of 0 to 10, more than half of 10-year-olds responded 10 points (very satisfied) regarding their life as a student and the things they have learned (Table 11). In contrast, less than half of them are totally satisfied by their classmates.

Table 11. Satisfaction with school life (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student ²⁴	1.5	0.6	0.6	0.7	0.6	2.7	2.7	4.4	9.8	19.6	55.9
Things you have learned ²⁵	0.4	0.7	0.4	0.2	0.1	0.7	0.9	2.2	4.5	19.5	68.9
Other children in your class ²⁶	1.3	0.7	0.5	0.8	1.3	2.9	4.2	5.9	12.4	23.6	44.6

In relation to children’s views about schools, more than 40% of children totally agreed with items “If I have a problem at school, my teachers will help me,” “My teachers listen to me and take what I say into account,” and “I feel safe at school.” However, only 38.9% of

²⁰ Missing values 0.7%

²¹ Missing values 1.6%

²² Missing values 2.6%

²³ Missing values 6.4%

²⁴ Missing values 0.9%

²⁵ Missing values 1.4%

²⁶ Missing values 1.8%

children responded “totally agree” to the item “At school I have opportunities to make decisions about things that are important to me” (Table 12).

Table 12. Views about school (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
If I have a problem at school, my teachers will help me ²⁷	2.1	4.4	10.6	21.6	59.8
If I have a problem at school, other children will help me ²⁸	2.8	6.8	14.2	29.3	41.5
My teachers listen to me and take what I say into account ²⁹	3.2	6.1	11.1	22.9	50.8
At school I have opportunities to make decisions about things that are important to me ³⁰	10.1	7.5	15.4	20.9	38.9
I feel safe at school ³¹	1.9	3.5	5.1	15.5	71.8

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

In terms of bullying, 13.3% of children had experienced being hit, 27.8% of children were called unkind names, and 18.5% of children had experienced being left out more than once by other children (Table 13).

Table 13. Bullying (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school ³²	66.8	16	8.1	5.2
Called unkind names by other children in your school ³³	43.1	23.5	15.6	12.2
Left out by other children in your class ³⁴	60.9	15.2	6.6	11.9

2.6 The area where children live:

The next two questions covered children’s satisfaction with their local area. On a scale of 0-10, 55.8% of children rated the highest level of satisfaction with their local area (Table 14).

²⁷ Missing values 1.5%

²⁸ Missing values 5.3%

²⁹ Missing values 5.9%

³⁰ Missing values 7.1%

³¹ Missing values 2.2%

³² Missing values 3.9%

³³ Missing values 5.5%

³⁴ Missing values 5.4%

Table 14. Satisfaction with local area (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live ³⁵	0.5	0.4	0.4	0.8	0.8	1.9	0.8	3.1	10.6	23.1	55.8

Children's views of their local area are presented in Table 15. The majority of children asked (59.5%) "Totally agree" with the item "There are enough places to play or to have a good time".

A fewer proportion of children totally agreed with the items "If I have a problem there are people who will help me" (44%) and "I feel safe when I walk" (48%).

Table 15. Views about local area (%)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk ³⁶	2.2	4.4	14.4	28.9	48
There are enough places to play or to have a good time ³⁷	4.4	6.1	8.7	19.3	59.5
If I have a problem there are people who will help me ³⁸	8.4	8.4	11.5	20.8	44

2.7 Money and the things children have³⁹

When children were asked, "How often do you worry about how much money your family has?" 30% of children responded, "never", while a 63.7% have had concerns about their financial situation (Table 16).

Table 16. How often do you worry about how much money your family has? (%)⁴⁰

10 year-old	
Never	30.9
Sometimes	36.2
Often	13.5
Always	14
Total	94.7

³⁵ Missing values 2%

³⁶ Missing values 2.1%

³⁷ Missing values 2%

³⁸ Missing values 6.9%

³⁹ Greece used Scale B to measure material and economic circumstances.

⁴⁰ Missing values 5.3%

Nevertheless, high proportions of children in Greece were found to be satisfied with all the things they have (Table 17) and to have sufficient amount of material possessions (Table 18). Specifically, 72.7% of children are totally satisfied with the things they have.

Table 17. Satisfaction with all the things you have (%)⁴¹

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	0.4	0.2	0.4	0.5	0.5	0.2	0.9	0.9	6.9	15.8	72.7

Children were asked whether they have certain types of material possessions. With the exception of a mobile phone and pocket money to spend on yourself, more than 90% of children possessed the specific material goods. The findings indicate that most children in Greece enjoy material possessions (Table 18).

Table 18. The things children have (%)

Which of the following do you have	10 year-old	
	No	Yes
Clothes in good condition ⁴²	0.2	99.1
Enough money for school trips and activities ⁴³	4.6	95.1
Access to the Internet at home ⁴⁴	8,7	90.9
The equipment/things you need for sports and hobbies ⁴⁵	8	91.6
Pocket money/ money to spend on yourself ⁴⁶	23.8	75.5
Two pairs of shoes ⁴⁷	2.7	96.5
A mobile phone ⁴⁸	47	52.2
The equipment/things you need for school ⁴⁹	1.5	97.7

When children were asked do you have enough food to eat each day, less than 0.2% of children in Greece responded that they never have enough food (Table 19).

⁴¹Missing values 0.6%

⁴²Missing values 0.7%

⁴³Missing values 0.4%

⁴⁴Missing values 0.4%

⁴⁵Missing values 0.4%

⁴⁶Missing values 0.7%

⁴⁷Missing values 0.8%

⁴⁸Missing values 0.8%

⁴⁹Missing values 0.8%

Table 19. Do you have enough food to eat each day? (%)⁵⁰

10 year-old	
Never	0.2
Sometimes	2.9
Often	9.4
Always	85.2
Total	97.8

Moreover, on the material possessions of children in Greece, 55.9% sleep in a room on their own and 96.9% of the children's family owns at least one car.

In addition, more than 94.9% of children travel away on holiday with their family at least once a year. Moreover, 94.4% of the children's family own at least one computer, and almost 100% of children have a washing machine in their home (Table 20).

Table 20. Descriptive statistics on material possessions (10 years-old) (%)

How many bathrooms are in your home? ⁵¹	
None	0.5
One	44.7
Two	43.8
More than two	10.6
Do you sleep in your own room or do you share a room? ⁵²	
I sleep in a room on my own	55.9
I sleep in a room that I share with other people	43.3
Does your family own a car, van or truck? ⁵³	
No	2.4
One	34
Two	48.7
Three or more	14.2
In the last 12 months, how many times did you travel away on holiday with your family? ⁵⁴	
Not at all	4.5
Once	14.7
Twice	21.5
More than twice	58.7

⁵⁰ Missing values 2.2%⁵¹ Missing values 0.5%⁵² Missing values 0.8%⁵³ Missing values 0.7%⁵⁴ Missing values 0.6%

How many computers do your family own? ⁵⁵	
None	5.1
One	44.7
Two	30.1
More than two	19.6
Does your home have a washing machine? ⁵⁶	
No	0.5
Yes	98.2
Total	98.7

2.8 Time use

When children were asked about their level of satisfaction with their use of time and free time, 63.3% of the 10 year-olds reported the maximum score on satisfaction with their use of time (Table 21). However, 59.5% of children were completely satisfied (score=10) with their free time they have to do what they want.

Table 21. Satisfaction with time use (%)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time ⁵⁷	0.4	0.1	0.4	-	0.5	0.7	0.7	3.4	7.6	21.6	63.2
How much free time you have to do what you want ⁵⁸	0.6	-	0.2	0.5	0.9	1.7	1.8	3.3	10.1	20.1	59.5

2.9 Subjective well-being: how children feel about their lives

The Children's Worlds survey includes a variety of different measures asking about overall subjective well-being.

Overall life satisfaction (OLS)

Children of 10-years-old are asked to rate their overall life satisfaction using an 11-point scale. On life as a whole, 83.2% of 10-year-olds were completely satisfied with their life.

Table 22. OLS (Overall Subjective Well-Being)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole ⁵⁹	-	-	0.1	0.1	0.5	0.9	0.9	0.9	2.4	9.9	83.2

⁵⁵ Missing values 0.5%

⁵⁶ Missing values 1.3%

⁵⁷ Missing values 1.4%

⁵⁸ Missing values 1.3%

⁵⁹ Missing values 1.1%

Children's Worlds Subjective Well-Being Scale (CW-SWBS)

CW-SWBS scale is a reduced version of Student's Life Satisfaction Scale, developed by Huebner (1991). This scale is based on six statements about children's overall life satisfaction, and children are asked to indicate how far they agree with each statement. In the Children's Worlds survey, children aged 10 were asked to respond using an 11-point scale ranging from "do not agree" to "totally agree" (Table 23). The questions used in this analysis comprised of:

- I enjoy my life.
- My life is going well.
- I have a good life.
- The things that happen in my life are excellent.
- I like my life.
- I am happy with my life.

Table 23. CW-SWBS items (%)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life ⁶⁰	0.6	-	0.3	0.5	0.5	1.9	1.3	3.5	7.7	14.6	68.8
My life is going well ⁶¹	0.3	-	0.3	0.5	0.3	1.6	1.8	2.4	5.1	16	71.1
I have a good life ⁶²	0.4	0.6	0.4	0.5	0.2	1.2	0.9	2.1	3.6	11.9	77.9
The things that happen in my life are excellent ⁶³	0.6	0.1	0.5	0.7	0.9	1.7	1.2	3,7	8.7	25.6	55.5
I like my life ⁶⁴	0.6	0.2	0.4	0.7	0.6	0.8	0.7	1,3	3.6	9.8	80.6
I am happy with my life ⁶⁵	0.7	0.2	0.2	0.4	0.5	1.3	0.2	2,2	2.6	11.8	79.5

The six items that were found to form a single factor of subjective well-being were utilized. The distribution of each individual items are provided in Table 23. The means and standard deviations of the scale-items as well as of the overall scale is shown in Figure 1.

⁶⁰Missing values 0.3%

⁶¹Missing values 0.6%

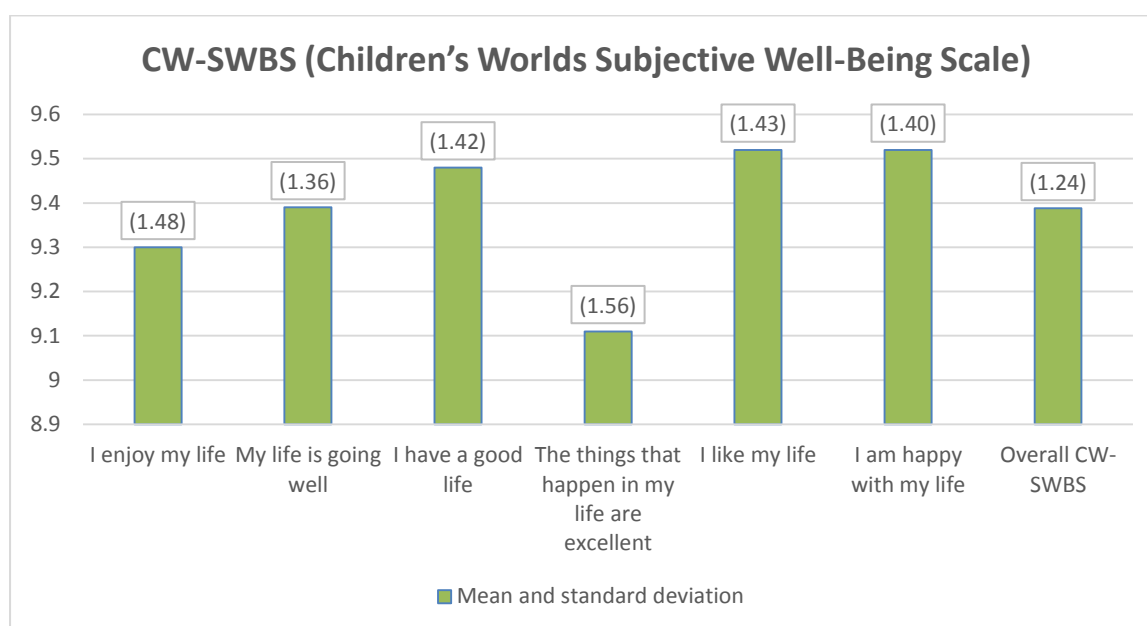
⁶²Missing values 0.3%

⁶³Missing values 0.8%

⁶⁴Missing values 0.7%

⁶⁵Missing values 0.4%

Figure 1. Means and standard deviations of the Children's Worlds Subjective Well-Being Scale



Children's Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS)

Children's Worlds Domain Based Subjective Well-Being Scale, originally proposed by Seligson, Huebner and Valois, consists of five domains – family, friends, school, living environment and self. An adapted version of this scale was calculated using the questions about satisfaction with family life, friends, school experience, local area and body. The total score was calculated by summing these five items and transforming it so that the score ranges from zero to 100. The distribution of the scores for individual items are presented in Table 24. The items with the lowest levels of satisfaction were “the way that you look” followed by “your life as a student”. The distribution of means and standard deviations for each item and for the overall scale is shown in Figure 2.

Table 24. CW- DBSWBS items (%)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with ⁶⁶	-	-	0.5	0.5	0.5	1.1	0.3	2.3	4.9	14.3	74.4
Your friends ⁶⁷	0.2	0.1	0.6	1.1	0.7	1.5	2.3	5.8	10	20.9	56.1
Your life as a student ⁶⁸	1.5	0.6	0.6	0.7	0.6	2.7	2.7	4.4	9,8	19.6	55.9
The area where you live ⁶⁹	0.5	0.3	0.3	0.8	0.8	1.9	0.8	3.1	10.6	23.1	55.8
The way that you look ⁷⁰	0.6	0.1	0.3	0.1	0.2	1.1	1.2	1.8	5.3	15.1	69.3

⁶⁶ Missing values 1.2%

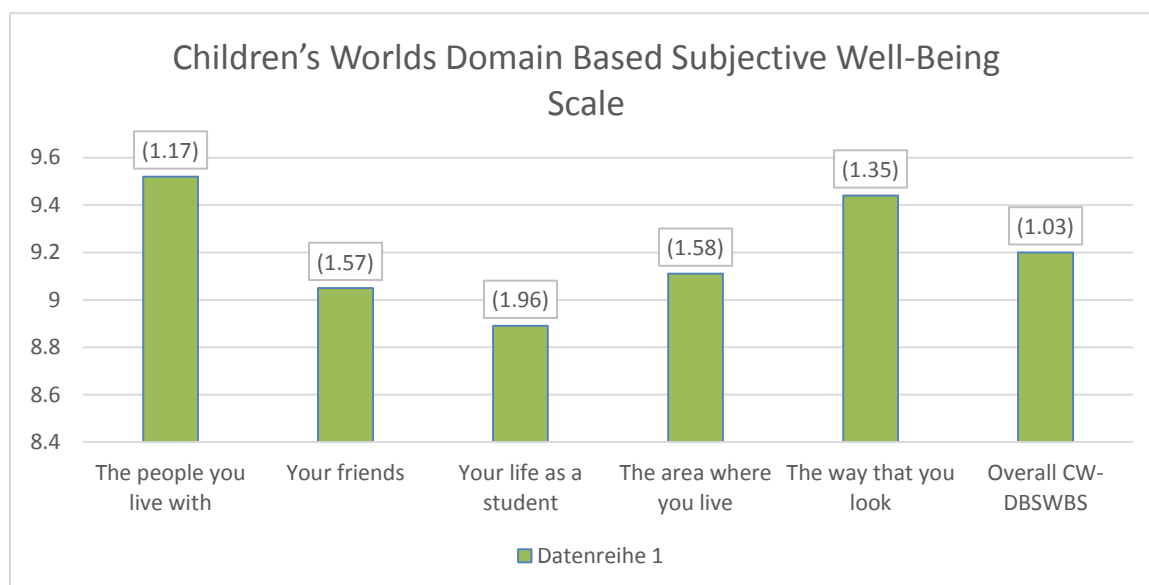
⁶⁷ Missing values 0.7%

⁶⁸ Missing values 0.9%

⁶⁹ Missing values 0.2%

⁷⁰ Missing values 4.9%

Figure 2. Means and standard deviations of the Children's Worlds Domain Based Subjective Well-Being Scale



Children's Worlds Positive and Negative Affects Scale (CW-PNAS)

Six items measuring affective subjective well-being: positive and negative affect (derived from Barrett and Russell's measures, 1998) was asked to 10-year-old children. Children were asked how often in the last two weeks they had felt happy, sad, calm, stressed, full of energy and bored. CW-PAS includes items such as happy, calm, and full of energy, which measures positive affect while CW-NAS includes items such as sad, stressed and bored, which measures negative affect. The distribution of individual items are presented in Table 25. Each item is scored on a scale of 0 to 10. According to Table 25, almost every third child participating in the survey has felt very often stressed.

Table 25. CW-PNAS items (%)

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy ⁷¹	0.1	0.7	0.2	-	0.2	0.8	1.1	2	7.1	18.6	68.8
Calm ⁷²	1.4	0.8	0.4	1.2	0.9	4	3.5	7.7	12	21.3	45.9
Full of energy ⁷³	0.7	0.1	0.1	0.4	0.6	1.5	2	2.5	6.2	13.3	71.4
Sad ⁷⁴	28.5	15.4	11.5	10.6	5.8	9.9	4.1	3.4	4.1	2.8	3
Stressed ⁷⁵	18.9	8	9.1	5.7	4.7	7.6	5.6	10.4	8	9.3	11.5
Bored ⁷⁶	33.7	11.1	8.4	6	5.4	6.9	5.4	7.6	5.1	3.4	5.5

⁷¹ Missing values 0.4%

⁷² Missing values 0.9%

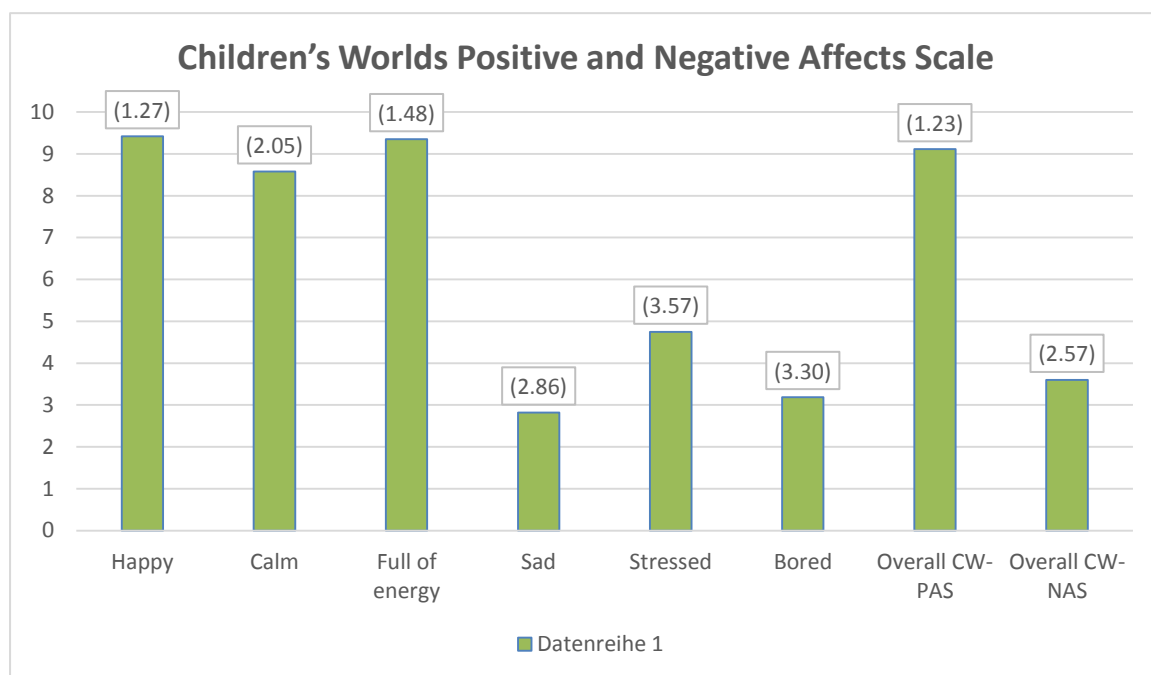
⁷³ Missing values 1.2%

⁷⁴ Missing values 0.9%

⁷⁵ Missing values 1.2%

⁷⁶ Missing values 1.5%

Figure 3. Means and standard deviations of the Children’s Worlds Positive and Negative Affects Scale



Children’s Worlds Psychological Subjective Well-Being Scale (CW-PSWBS)

Children’s Worlds psychological subjective well-being was measured using six items (based on Ryff, 1989). In the Greek study the scale was not included apart from the item “I feel positive about my life”. The distribution of CW-PSWBS for individual item is presented in Table 26.

Table 26. CW- PSWBS items (%)

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am											
I am good at managing my daily responsibilities											
People are generally pretty friendly towards me											
I have enough choice about how I spend my time											
I feel that I am learning a lot at the moment											
I feel positive about my future ⁷⁷	0.8	0.7	0.1	0.4	0.9	1.2	1.5	2.4	8.2	26	56.7

⁷⁷ Missing values 1.1%

2.10 Children perceptions about children's rights

When children were asked about their rights, approximately 79.9% of children responded "yes" to the question "I know what rights children have." On the other hand, only 12.4% responded "yes" to the question "I know about the children's rights convention" (Table 27).

Table 27. Children's rights (%)

	10-year-olds	
I know what rights children have ⁷⁸	No	3.7
	Not sure	15.9
	Yes	79.9
	Total	99.5
I know about the UN Convention on the Rights of the Child ⁷⁹	No	12.4
	Not sure	36.7
	Yes	50.2
	Total	99.3

3. Conclusions

This report presents the findings of an initial descriptive analysis of Greece's Children's Worlds dataset. We found that most children in Greece live with both parents at their home (92.5%). 84% of the children live with at least one sibling and 12% to 15% of the children cohabit with at least one grandparent in the same household. The vast majority of children were satisfied with the people they live and the housing where they live. The majority of the children consider that if they have a problem, people in their family will help them, they have good time together in their family and they feel safe at home. Less children agreed with the statement "My parents and I make decisions about my life together". 15% of the children declared that there isn't a place in their home where they can study.

When asked about their friends, children were generally satisfied with their friends and generally agreed with the statements about their friends (I have enough friends; my friends are usually nice to me; if I have a problem, I have a friend who will support me).

Similarly, children's view about their school were also generally positive. Bullying at school is an issue for a number of children. Being called unkind names were the most common form of bullying experienced by children in Greece. Specifically, 29% of the children were at least once hit by other children in their school, 51% of them were called unkind names and 33% have been left out by other children in their class.

Children's level of satisfaction with the area where they live were generally high, as 55% of children reported the highest level of satisfaction. When children's views about local area

⁷⁸ Missing values 0.5%

⁷⁹ Missing values 0.7%

were analysed, we found that about 17% of the children feel that if they have a problem there aren't people in the area they live in who will help them.

When asked about money and the things they have, the majority of the children (63%) worried about how much money their family has. Their concerns about their financial situation should be regarded under the prism the socio-economic crisis that Greece faced during the data collection leading to a sharp rise in unemployment and a higher risk of poverty for the households.

Children were also asked whether they have certain types of material possessions. For many children, owning necessary material things was not a problem. With the exception of a mobile phone and pocket money to spend on yourself, more than 90% of children and their family owned the specific material goods that were asked in the survey. In addition, they also reported high levels of satisfaction with the things that they have. In terms of time use and free time, the majority of 10-year-olds were satisfied with how they used their time and the free time they have to do what they want.

Overall, children were very satisfied with their lives. Children showed a bit lower levels of satisfaction on "the way they look" when compared with other domains. In terms of positive and negative affects, children were less likely to feel calm when compared with other domains of positive affect, and less likely to feel sad when compared with other domains of negative affect. It is worth mentioning, that every third child participating in our survey has very often felt stressed.
