

Children's Worlds National Report

Algeria



Habib Tiliouine¹

Monsif B. Tiliouine²

¹Laboratory of Educational Processes & Social Context (Labo-PECS),

² Department of Computer Science, Université des Sciences et de la Technologie

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1. Introduction

This report presents the results from the 4th wave of the Children's Worlds survey, the Covid-19 supplement, conducted in Algeria in November -December, 2021. The aim of the report is to give a brief descriptive overview of the conduct and content of the survey and of key findings. It will be followed by more detailed analysis of particular aspects of the survey in Algeria and analysis comparing the results in Algeria with those from other countries participating in the international project.

1.1. Context and population

Algeria is situated in North Africa and is the largest country of this latter continent. It is populated with about 45 million inhabitants. The most populated regions are those on the Mediterranean coastal areas. About 99% of Algerians are Muslims.

Children and young people aged 0 to 19 years old represent 37% and those aged 5 to 14 years old represent 17% of the population of Algeria³.

The Algerian economy continues to be dependent on petroleum and natural gas exports. The hydrocarbons sector accounts for roughly 60% of budget revenues, 30% of GDP and over 95% of export earnings. GDP per capita was estimated in 2014 at \$7.816 in 2016 it was the 6th largest GDP in Africa and the 55th in the world⁴. Despite the negative effects of the Covid-19 pandemic, and the complicated international context (e.g., the war in Ukraine), the economic prospects of Algeria look somewhat positive. For instance, growth forecasts for the Algerian economy in 2022 have been revised upwards by the International Monetary Fund (IMF), to 2.4% instead of the 1.9% previously estimated. The Algerian economy has achieved a growth of 4% in 2021, according to the IMF. The country's income is increasing as a consequence of hydrocarbon sector price rises in international markets. In 2021 unemployment was estimated at 13.4% according to the IMF and is expected to fall to 9.8 in 2023 (IMF outlook 2022, See also: <https://www.imf.org/en/search?q=Algeria&sort=relevancy>).

1.2. The Covid-19 context in Algeria

Algeria has known its first case of Covid-19 on the 25th of February, 2020. This world pandemic spread rather quickly in the country to reach 716 contaminated persons and a death toll of 44 by the end of March, 2020. By the end of 2020 alone, there were 99,610 contaminations, and a death toll of 2,756. As in other places in the world, the pandemic disrupted greatly life in this country and led to many lockdowns in response to the

³ Office National des Statistiques (ONS). Structure de la population par Sexe et l'âge (in 01/07/2013), http://www.ons.dz/IMG/pdf/demographie_algerienne2013.pdf, p.8

⁴International Monetary Fund. [World Economic Outlook Database, April 2019](#).

successive contamination waves. Data collection of the present survey occurred before the latest complete close down of schools of 10 days, starting from the 21th of January, 2022, mainly because a surge of infections with both Delta and the Omicron variants of the virus. Since then, the situation has improved gradually and almost no new cases are currently reported.

1.3. Sampling: Strategy and outcome

The schools recruited in the present wave have been solely chosen from the city of Oran and its suburbs and have targeted children of 1st year Middle School (age 10-11). Schools were randomly selected with the help of the Directorate of Education of Oran, who usually retain detailed lists of schools to represent the diverse regions of the city. The aim was to reach 1,000 children. However, that period was tense with recurrent lockdowns because of Covid-19 spread.

Schools were selected from the different locations of the city. Oran is the second most populated area in Algeria and known as the capital city of the West of the country. It is a coastal Province (2,121 sq. kms) of the Mediterranean Sea and populated with about 3 million inhabitants. It has a Mediterranean mild weather.

It should be stressed that because of the pandemic, specific arrangements were adopted by Algerian schools, such as: class groups were reduced to the half –generally 15 students per classroom), and school time also reduced to half a day. Administration of the questionnaires was conducted within these harsh conditions and many of the school headmasters completely refused to admit the researchers in their schools because of those restrictions. However, all our questionnaires were completed during school time and inside classrooms before the latest Covid-19 lockdown of January, 2022.

2. Results

2.1. The participants:

Age and gender

The children's ages ranged from 9 to 15 years old (Mean age: 11.25, Standard deviation: .92) (Table 1). 54% of the samples were aged 11 years old, which is close to the normal age for a 1st year Middle school student. A wide age range in each school year is found in Algerian schools and some students are kept in schools despite the fact that they are double the appropriate age. Compulsory schooling age ends at 16. Table 1 indicates also that girls outnumbered boys

Table 1: Age by gender (Numbers)

	9 Years old	10 Years old	11 Years old	12 Years old	13 Years old	14 years old	15 years old	Total
Girl	1	88	239	82	13	2	2	427
Boy	2	41	201	100	26	13	6	389
Total	3	129	440	182	39	15	8	816

Table 2 shows that more than 66% of the children say they live in apartments and houses without a garden or an open space.

Table 2: Type of residence (percentages)

At present, where do you live?	In an apartment	In a house without a garden or open space	In a house with a garden or open space	In a different place
Which of the following best describe the home that you live in?	43	23.6	13.2	20.2

-Missing answers: .7%

2.2. The home and the people children live with

All, but 2.4% of the children said that they do not live with their families. The remainder lived in residential care (.5%), or in another family (2%) (Table 3).

Table 3: Home type (%)

	With my family, in our home	With my family, but at a different place (not at our regular home)	With my family, but in more than one home, because my parents live in different homes	With my family, but in more than one home, because my family has more than one home	In residential care	In a family different than mine
Which of the following best describe the home that you live in?	75.5	6.1	7.7	8.4	4.	2

-Missing answers: .9%

When asked about their family members, it is important to notice that about 54.2% of the children totally agree that they find in their families someone who cares about them and around half of them gave similar answer to the statement 'If I have a problem, people in my family will help me' and the remaining 3 statements (Table 4).

No differences between gender groups are noticed except in answers about the 1st statement 'There are people in my family who care' in which boys had marginally higher means ($p < .05$).

Table 4: Satisfaction with home and the people you live with (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
There are people in my family who care about me	9	7.5	9.6	19.7	54.2
If I have a problem, people in my family will help me	6.3	8.6	14.6	17.8	52.7
We have a good time together in my family	5.4	8.7	14	21.8	50.1
My parent(s) listen to me and take what I say into account	5.6	8.3	15.5	18.6	52.1
My parents and I make decisions about my life together	9.7	9.2	13.2	20.8	47.1

-Missing answers range: 3.1-4%

2.3. Money and possessions

Children were asked a set of questions about things they had. 83.4% of the children say they have clothes in good condition to wear, 77.1% have two good pairs of shoes and 67 % have the equipment they need for school, but only 40.8% have their own room and the same proportion have devices for video-classes. However, only 53% have a mobile phone and 61.6% have access to the Internet at home and 59.1% have enough money for school trips and activities (Table 5). No differences between boys and girls are noticed in these items.

Table 5: Things you have (%)

	%
Own room	40.8
Clothes in good condition	83.4
Enough money for school trips and activities	59.1
Access to the internet at home	61.6
The equipment/things you need for sports and hobbies	67
Pocket money / money to spend on yourself	64.4
Two good pairs of shoes	77.1
A mobile phone	53
The equipment/things you need for school	82.4
Access to computer or a tablet when needed	55.3
Devices (e.g. microphone and camera) for video-classes	39.2

A place in your home where you can study	72.1
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-Missing answers range: .1 - 2.9%

Children were asked about the number of devices (computer, laptops, tablets, smartphones etc) are available for their personal use. Table 6 indicates that 16.6% have no such devices and 13.2% have 5 or more of these devices.

Table 6: Number of devices (computer, laptops, tablets, smartphones etc) for personal use (%)

0	1	2	3	4	5 and more
16.6	28.8	20.5	11.6	9.3	13.2

Missing: 23.9%

Furthermore, children were asked if they had their own devices and 56.5% of them gave a positive answer.

Table 7: Own devices

	Yes	No
Do you have your own device?	56.5	43.5

- Missing answers: 5.6%

If yes, they were asked to identify the type of device they own. 39.6% of them have smartphones, 23.4% have tablets and 18.4% have computers (Table 8).

Table 8: Type of devices available (%)

If yes, which of the following do you have (you can choose more than one answer)?	%
Computer	18.5
Handy/Smartphone	39.6
Laptop	12
Tablet	23.4
Others	8

Finally, children were asked to rate their happiness with the devices they use to get in touch with other people. Answers revealed that only 37.9% of them chose the extreme positive end, and one in 3 gave scores equal or lower than 5 (Table 9).

Table 9: Happiness with their devices (%)

	0	1	2	4	3	5	6	7	8	9	10
How happy are you with the devices that you have to get in touch with other people?	14.4	2.6	3	2.6	2.6	8.1	5.4	6.1	8.1	9	37.9

-Missing answers: 7.5%

Regarding food availability during the lockdown, only 56.8% of the children answered that they had enough food, meanwhile 4.4% said they never had sufficient food each day at

home (Table 10). No differences are registered between boys and girls in the answers to this question.

Table 10: Food availability during the lockdown (%)

	Never	Sometimes	Often	Always	Don't know
10. During the lockdown did you have enough food to eat each day?	4.4	18.8	20	56.8	3.3

-Missing answers: 3.3

2.4. Availability and sources of information about Coronavirus

Children were asked questions on the availability and the sources of information concerning the Coronavirus pandemic. Table 11 shows that 19.1% of the respondents only totally agree that they have enough information about the Coronavirus and 15.5% do not agree at all with this statement. As for the main sources of this information, they are as follows: The news (40%), teachers (39%), family members (39%), social media (35%), and other children (17%). Meanwhile, 19% totally agree that they speak together about the Coronavirus in their homes, 24.5% have their opinions about this virus taken seriously in their homes. And 34.4% watch news about the Coronavirus at their homes. Finally, 21.4% of the respondents think that a lot of the news about the Coronavirus are unreliable (Table 11). Differences between boys and girls are not significant in all the items cited in Table 11.

Table 11: Information availability and sources about the Coronavirus (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
I have enough information about the Coronavirus	15.5	19.5	27.9	18	19.1
We speak together about the Coronavirus in my home	19.8	20.3	19.4	21.8	18.9
My opinions about the Coronavirus are taken seriously in my home	14.8	17.4	21.3	22.1	24.5
I received a lot of information about the Coronavirus from my family members or caregivers	9.2	12	16.2	24	38.6
I received a lot of information about the Coronavirus from other children	27.3	19.4	23.5	12.5	17.3
I received a lot of information about Coronavirus from teachers	9.9	10.7	16.8	23.5	39.1
I received a lot of information about Coronavirus through social media (Instagram. WhatsApp. Facebook. etc.)	19.1	8.6	18.2	19.1	35

We watch news about the Coronavirus at my home	15.5	11.8	17.3	21	34.4
I received a lot of information about the Coronavirus through the news	8	14.6	15.5	22.1	39.8
I think that a lot of the news about the Coronavirus are unreliable	24.4	17.4	23.6	13.5	21.4

-Missing answers range: .1.3 - 3.7%.

2.5. Comparing life before and after Coronavirus

A decreasing trend in the level of satisfaction with how time is used, school learning, relationships with friends and relationships with the people they live with is noticed when children are asked to rate these aspects before and during the Coronavirus (Table 12). A marginally significant difference favouring girls is noticed in satisfaction with the relationships with people they live with before and during the Coronavirus ($p < .05$). This means that girls expressed higher satisfaction than boys in this latter question.

Table 12: Satisfaction before and during the pandemic with time use, school learning, relationships with friends and people they live with (%)

BEFORE the Coronavirus	0	1	2	4	3	5	6	7	8	9	10
With how I normally spent my time	8.4	2.1	3	3.3	2.8	10.1	3.5	6	6.9	8.9	44.8
With the things I used to learn at school	5.1	2.4	2.9	2.8	2.9	7.4	4	5.5	7.9	12.1	47.1
With the relationships I had with my friends	6.4	3.4	2.9	2.9	3.8	7	4.8	6.3	8.4	10.1	44.2
With the relationships I had with people I live with	7.6	1.3	1.8	1.6	2.6	6.3	3.6	3.9	6	10.6	54.7
DURING the Coronavirus											
With how I normally spent my time	16.8	6.3	4.5	5.8	4.9	12.6	7.5	6.2	5.2	5.8	24.5
With the things I used to learn at school	9.8	3.5	3.1	5	5.2	8.9	4.4	6.3	7.9	10.9	34.8
With the relationships I had with my friends	13.3	3.2	3.7	4.6	5.1	8.9	7.4	5.1	6.5	7.9	34.6
With the relationships I had with people I live with	8.9	1.1	1.5	2.4	4.1	5.5	5.6	5.9	6.3	9.9	48.8

-Missing answers range: 2 -3.3

2.6. Daily life under Covid-19 pandemic

Children were asked seven questions to describe their life under the Covid-19 pandemic.

Almost 70% of them confirmed that they had to stay at home and not attend schools for many days. About 65% of them had to be very careful because somebody was considered at high risk of getting very ill if they got infected, half of them had somebody they knew got infected, but 68% of them were not themselves nor somebody in their homes infected. Interesting to note that 35% had somebody in the family infected with Coronavirus and that half of the children confirm that people in their residential area were in lockdown (Table 13). It should be noted that the country went through four Covid-19 waves and the questions did not specify exactly which period of the pandemic was targeted.

Table 13: Daily life during the Covid-19 (%)

	Yes	No	Not Sure
Everybody in my city/town/village was in lockdown for many days	50.4	25.7	23.8
Me or somebody in my home got infected with Coronavirus	27.2	68.2	4.6
Somebody in my family (not living with me) got infected with Coronavirus	34.9	53.3	11.8
Somebody I know got infected with Coronavirus (e.g.: from my neighborhood or in a friend’s family)	50	33	17
At home we had to be very careful because somebody was considered at high risk of getting very ill if they got infected with the Coronavirus	64.8	23.4	11.8
I had to stay at home for many days	68.9	22.5	8.6
I could not attend school for many days	67.3	24.2	8.5

-Missing answers range: 3.3% -6%

About one fifth of the participants confirmed that they had to move to another home during the Coronavirus period. This may reflect the local situation of Oran which benefitted from a vast program of housing. Thousands of families which were living in vulnerable areas (old buildings and informal residences) were offered new homes.

During the pandemic, all employees of the public sector continued to receive their wages, but people in some other large sectors, mainly those in the informal economic sector, did not receive any financial compensation. This may explain why 27% of the respondents said that at least one of their parents did not receive money from the government and only 20% had at least one of their parents receive money from the government.

It seems that Coronavirus has had a profound effect on the children. One third of the respondents had to stay in quarantine once and 28% more than once because they caught the virus. Finally, 63.5% said there were times when they had to be in their homes all day (including the garden, yard or balcony. if available), while 67% said sometimes they were only allowed to leave their homes for a few hours during the day. This may indicate that the Coronavirus profoundly disrupted normal life in Algeria, as in most of the contaminated regions of the world (Table 14).

Table 14: Family situation during the Coronavirus (%)

	Yes	No	Not sure
My family had to move to another home	20.7	71.5	4.7
I had to be in quarantine once	36.6	53	10.4
I had to be in quarantine more than once	27.7	60.1	12.2
At least one of my parents was forced/had to stop working and receive money from the government	19.8	64	16.2
At least one of my parents was forced to stop working and did not receive money from the government	27.2	58.5	14.3
My school was closed during lockdown	74.7	13.2	7.1
There were times where I had to be in my home all day because of the Coronavirus	63.5	26.7	9.8
There were times where I was only allowed to leave my home for a few hours during the day because of the Coronavirus	67.1	23.2	9.6

-Missing answers range: 3.1% -8.8%

We asked children about their time schedule during the Coronavirus. 31.7% totally agree that they were able to make their own time schedule, 20.4% gave the same answer regarding the opportunity for them to sleep longer, meanwhile 48.5% and 35.7% respectively gave that answer with relation to having more time to spend with their families and having learned new methods of doing schoolwork over web (Table 15). No significant differences between boys and girls are found in these aspects.

Table 15: Time organisation during the Coronavirus (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
I can make my own time schedule	24.9	14.3	16.2	12.9	31.7
I can sleep longer	21.3	18	23.3	17	20.4
I can spend more time with my family	7.6	8.1	14.7	21.1	48.5
I have learned new methods of doing schoolwork over web	20	10.9	15.4	18	35.7

-Missing answers range : 2.3-2.8%

A quarter of the respondents do not feel that neither the Coronavirus, nor the family's money problems and feelings of safety represent major problems that should be solved (Table 16). A marginally significant difference was noticed with relation to feelings of safety during the Coronavirus in favour of boys ($p < .05$).

Table 16: Major problems that should be solved (%)

	0	1	2	4	3	5	6	7	8	9	10
The Coronavirus	24.2	3.9	2.6	3.8	4.5	10.2	6.6	4.9	4.3	6	29
My family's money problems	27.2	5.7	4.2	3.6	4.7	11.6	5.7	5.6	5.6	6.2	19.8
My feelings of safety during the Coronavirus	22.9	4.1	4.1	4.3	3.8	10.8	6.8	5.6	5.3	4.9	27.4

-Missing answers range: 3.3-5.4%

We also asked children about the Covid-19 vaccination in the country, and notable is that 58% confirm that some people have already been vaccinated and 24.6% confirm the project of vaccinating children, and 42.7% of the respondents refuse getting vaccinated (Table 17).

Table 17: Coronavirus vaccination (%)

	Yes	No	Not sure
Are some people already getting vaccinated in your country?	58	15.2	26.7
In your country will children get vaccinated in the near future?	24.6	29.5	45.9
Would you like to get the vaccine as soon as possible?	28.4	42.7	28.9

-Missing answers range: 3.2- 3.3%

2.7. Feelings of Safety

Half of the number of the respondents totally agree that they feel safe at home, but a lower proportion give similar ratings regarding safety at school (18.4%), the area where they live (22%), and their friends (23%). Notable also is that a lower percentage of children (10%) totally agree that they feel alone, and only a quarter of the respondents totally agree with the statement 'I feel protected from the Coronavirus (Table 18). Girls have higher means in feelings of safety at school ($p < .001$).

Table 18: Feelings of safety (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
I feel safe at home	7.7	9.2	11.8	21.4	49.8
I feel safe at school	13.6	19.2	27.2	21.6	18.4
I feel safe when I walk around in the area I live in	14.6	19.9	23.4	20.2	21.9
I feel safe with my friends	12.8	17.4	25.9	20.4	23.4
I feel alone	48.6	18.3	15.1	8.2	9.8
I feel protected from the Coronavirus	20.4	16.8	22.3	15.1	25.4

-Missing answers range: .4% - 4.2%

18% of the respondents totally agree that they feel bored, 39.5% miss their friends, 52% missed their relatives and 8.1% totally agree that they have problems with siblings (Table 19). No differences between gender groups are noticed with regard top these aspects.

Table 19: Other personal feelings (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
I feel bored	25.4	21.8	21	13.6	18.3
I miss my friends	11.6	12.4	16	20.6	39.5
I miss my relatives (e.g. grandparents, a parent living or working far from home)	12.6	7.7	9.6	18.2	51.9
I have problems with siblings	65.1	10.1	10.6	6.2	8.1

-Missing answers range: 1.7% - 2.8%

2.8. Feelings of worry

Only one fifth of the children declare not having any worries about the Coronavirus situation, while 36.7% are extremely worried by that situation. Also extremely worried are 28% that they may get infected, 36% that people they know may get infected and 34 % that they may infect other people with the Coronavirus. Moreover, 19.3% are extremely worried that they may get bad school marks because of the Coronavirus situation, 21.8% about the money their families have during the Coronavirus period and 23.9% about the changes in their lives as students because of the Coronavirus situation (Table 20). No gender differences are noticed regarding these issues.

Table 20: Levels of worry during the month preceding data collection (%)

	0	1	2	3	4	5	6	7	8	9	10
By the Coronavirus situation	21.4	2.3	3.1	3.3	4.4	7.1	5.3	5.1	6.3	5.1	36.7
That I may get infected by the Coronavirus	30.2	3.5	4.6	4	5	6.8	5.5	3.6	5	3.8	27.9
That people I know may get infected by the Coronavirus	20.1	3	3	4.8	4.4	6.1	4.6	6	6	6.3	35.8
That I may infect other people with the Coronavirus	31.5	4.2	3	2.2	3.1	5.2	3.9	3.5	4.7	4.4	34.2
That I may get bad school marks because of the Coronavirus situation	38.1	4.9	3.1	4.4	3.3	8.5	3.9	4.1	4.4	6	19.3
The money my family has during the Coronavirus period	18.3	5.1	3.9	6.1	5.7	12.9	7.3	6.5	6.6	5.7	21.8
The changes in my life as a student because of the Coronavirus situation	21.2	2.9	3.7	3.4	5.7	13.7	5.4	5	8.8	6.3	23.9

-Missing answers range: 1.6 -3.8%

2.9 Time use

The most common use of time is watching movies or series on the TV, computer or another device (41.7%) and playing or hanging out inside the house (41.4%), then learning and doing homework (33.6%) and then taking care of siblings or others (34.5%) and helping around the house (33.5%) and reading (30.3%). The least common activities are spending time on my

own (10.6%), playing or hanging out outside (17.2%) and meeting with friends online (e.g. on the computer, zoom or any other way) (18.8%) (Table 21). Girls spend more time than boys in helping around the house ($p<.001$) and learning and doing homework ($p<.01$) and boys were higher in watching movies or series on the TV, computer or another device ($p<.05$), doing things they did not do for a long time ($p<.005$), playing games on the computer, mobile phone or devices ($p<.001$), playing or hanging out outside ($p<.001$) and playing sports or doing exercise ($p<.001$).

Table 21: Time use (%)

	Never	Less than once a week	Once or twice a week	3 or 4 days a week	5 or 6 days a week	Everyday
Helping around the house	17	11.4	15	15.5	7.5	33.5
Taking care of siblings or others	21.1	12.1	14	10	8.3	34.5
Learning and doing homework	13.4	11.3	19.7	12.9	9	33.6
Watching movies or series on the TV, computer or another device	9.4	9.7	14.2	12.8	12.2	41.7
Using social media (Facebook, Instagram, TikTok, etc.) on the computer, mobile phone or other devices	28.7	8.7	12.3	13.4	8.8	28.1
Speaking with people on the phone or any other way (such as using WhatsApp)	29.3	9.8	14.5	13.3	6.8	26.3
Meeting with your friends online (e.g. on the computer, zoom or any other way)	45.1	10.2	11.4	8.8	5.7	18.8
Doing things I did not do for a long time (such as hobbies, games etc.)	21.1	12.1	18.3	14.3	10.5	23.7
Playing games on the computer, mobile phone or devices	24.2	11.7	14.8	13.8	8.6	26.9
Spending time on my own	42.6	18.4	14.7	7.8	5.9	10.6
Playing or hanging out inside the house	13.4	9.9	14.1	13.4	7.8	41.4
Playing or hanging out outside	33	12.8	16.4	12.6	7.9	17.2
Reading	14.6	12.3	16.9	14.1	11.8	30.3
Playing sports or doing exercise	18.4	11.4	18.5	15.6	10.4	25.7
Doing new things I did not do before the Coronavirus	27.2	10.8	18.4	12.3	9.4	22
Going to religious schools	28.6	8.7	12.5	9.3	10.6	28.3

-Missing answers range: 1.2 - 6.9%

2.10. School and learning during the Coronavirus

Just about 30% of the number of the participating children chose the maximum answer to the statement ‘My teachers care about me’ and ‘If I have a problem at school my teachers will help me’ and ‘My teachers listen to me and take what I say into account’. Lower scores were given to statement concerning other children: ‘If I have a problem at school other children will help me’ and ‘There are a lot of arguments between children in my class’. 26.9% chose the extreme positive end regarding the statement: ‘At school I have opportunities to make decisions about things that are important to me’ (Table 22).

No differences between boys and girls are noticed regarding these 6 questions.

Table 22: Views about the school (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
My teachers care about me	15	31.1	21.5	21.1	29.3
If I have a problem at school my teachers will help me	11	17.3	20.8	21.4	29.6
If I have a problem at school other children will help me	17.3	18.9	27.3	16.6	19.8
There are a lot of arguments between children in my class	20.8	19.8	23.9	14.6	20.9
My teachers listen to me and take what I say into account	9.9	15.7	23.4	21.8	29.2
At school I have opportunities to make decisions about things that are important to me	16.5	16.1	22.6	17.9	26.9

-Missing answers range: 1.8 – 3.6%

Children were asked on how they did learn during the Coronavirus, when schools were closed. Table 23 shows that about two thirds of the children learned with parents or people who were looking after them, 46.4% through the Internet, 37.3% with friends, and 20.5% followed online classes and surprisingly 20.5% did not study at home at all. Other ways (not specified) were chosen by 13% of the respondents (Table 23).

Table 23: Learning during the Coronavirus (when schools were closed) (%)

	%
Online classes with teachers	20.5
Learning by searching the Internet	46.4
Learning with parents or people that are looking after you	63.5
Learning with my friends	37.3
Other ways	12.6
I did not study at home	20.5

About 30% of the respondents totally agree that during the Coronavirus, when schools were closed, they managed to continue with learning from home and 17.4 do not agree at all with the statement (Table 24). Girls have marginally higher means on this question ($p < .05$).

Table 24: Learning from home (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
During the Coronavirus, when schools were closed, I managed to continue with my learning from home	17.4	11.6	24.4	16.7	29.9

Missing: 2.1%

Learning online is conditioned with the existence of the Internet. Table 25 shows that only 28.6% of the children had always access to the Internet. Meanwhile, 13% said that it happened that they could not access the Internet for an entire day and 15% always had problems with the Internet connection while having a class over web. Boys have marginally more frequent access to the Internet ($p < .05$) and say it happened more frequently to them not to access the Internet for an entire day ($p < .05$) compared to girls.

Table 25: Access to the Internet (%)

During Coronavirus...	Never	Sometimes	Often	Always
How often did you have access to the Internet?	17.1	31.6	22.8	28.6
How often did it happen that you could not access the Internet for an entire day?	28.2	30.5	28.2	13.1
How often did you have problems with the Internet connection while having a class over web?	31.6	34.5	18.8	15.1

-Missing answers range: 1% - 3.9%

Children were further asked about their feelings regarding their teachers' advice, classmates, wishes to return to school and the help they received from the family members (Table 26). More than 40% of the children always missed their teachers' advice, their classmates and about half of them wished to go back to school and one third said they had close family members helping them in school work. Girls missed their teachers' advice and wished that they could go back to school during the Coronavirus more than boys ($p < .001$).

Table 26: Feelings towards the school during the Coronavirus (%)

	Never	Sometimes	Often	Always
How often did you miss your teachers' advice?	13.2	18.9	24.3	43.6
How often did you miss your classmates?	10.7	18.5	27	43.8
How often did you wish that you could go back to school?	14.7	17.3	20.2	47.8
How often did your parent or a sister/brother help you with schoolwork?	18.6	23.3	23.4	34.7

-Missing answers range: 1.6 - 4.7%

2.11. Peers and friends during Coronavirus

We asked children also about their friendships. 10% of them do not agree with the statement that they have enough friends, 6% also gave the same response regarding that friends are not at all nice to them, a close proportion (7%) gave the same answer about ‘Me and my friends get along well together’, and 11% have the similar tendency towards ‘If I have a problem, I have a friend who will support me’ (Table 27). Girls were marginally superior to boys in one item only: ‘Me and my friends get along well together’ (p<.05).

Table 27: Variations in Friends (%)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	9.8	13.9	18.3	20.3	37.8
My friends are usually nice to me	6.4	13.6	19.9	19.9	40.2
Me and my friends get along well together	7.1	11.1	19.4	21.9	40.5
If I have a problem, I have a friend who will support me	11	10.2	18.5	19.8	40.6

-Missing answers range: 2.3 to 2.8%

A variety of questions explored how children kept in touch with each other, to what extent they have rewarding friendship, and the frequency of bullying during the Coronavirus. The most common way for keeping in touch with friends during the lockdown was meeting each other in person (43%), followed by social media (Instagram, Facebook, TikTok or any other) (36%), Video calls (Hangout, Skype etc.) (26%) and WhatsApp messages (24%) and 30% said they did not keep in touch with friends (Table 28).

Table 28: Ways of keeping in touch with friends during the Coronavirus the lockdown

	%
Calls	43
Video calls (Hangout. Skype...)	26.3
WhatsApp audios	20
WhatsApp messages	24.3
Social media (Instagram. Facebook. TikTok or any other)	36.4
Meeting each other in person	42.9
Not at all	30.1
Other ways	9.7

Being bullied (hit, called unkind names and being left out by other children

Three questions were used to explore school bullying. The results indicated that 34% of children had experienced being hit at least once by other children at school, 48% had been called unkind name, and 44% experienced being left out by other children in the class at least once (Table 29). Boys are much more likely than girls to have experienced being called unkind names by other children at school (p<.005) and in being left out by other classmates (p<.01), but no gender differences in being hit by other children in the school.

Table 29: Frequency of bullying in the last month (%)

	Never	Once	2 or 3 times	More than 3 times
Hit by other children in your school	65.9	18.6	9.4	6.1
Called unkind names by other children in your school	52.2	21.1	13.1	13.6
Left out by other children in your class	55.6	17.4	11.5	15.5

-Missing answers range: 2.6 - 3.4%

2.12 The use of Social Media

We asked children about the type of social network/media users (Instagram, Facebook, WhatsApp, TikTok, Snapchat, etc.) they are. Answers indicate that 24% of children never use social networks and 17.5% are a very high user of social networks (Table 30). No gender differences reach a significant level with respect to this.

Table 30: Use of social networks (%)

I never use social networks	I am a low user of social networks (I seldom use it)	I am a medium user of social networks (I use it sometimes)	I am a high user of social networks (I use it often)	I am a very high user of social networks (I use it all the time)
24.4	15.8	24.3	18	17.5

-Missing answers: 1.7%

Another question targeted to what extent the experience of children in managing the online meeting platforms (e.g. Zoom, Microsoft Teams, Google Meet etc.). 44% say that they manage quite easily these platforms, while 17% do not have these skills (Table 31).

Table 31: Experience in managing the online meeting platforms (%)

I am unable to manage	I am able to manage, but with some difficulty	I am able to manage quite easily
27.1	28.6	44.4

-Missing answers: 1.7%

2.13 Social support during the Coronavirus

Social support has been explored and answers show that 'some of the people' the child lives with are the most frequent source of this support, followed by teachers and then friends (Table 32). No significant differences between boys and girls are noticed with this regard.

Table 32: Sources of social support during the Coronavirus (%)

During the Coronavirus, I felt well-supported by...	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
Some of my friends*	27.2	22.9	24.1	12.2	13.6
Some of my teachers**	5.4	14	18.9	21.2	20.6
Some people I live with***	10	6.4	13.3	18.8	51.5

*Missing answers: 9.9%, ** Missing answers: 9.7%, *** Missing answers: 3.1%

Related to social support issues, children’s responses indicated that one third of them totally agree that their relationship with some members of their family became closer, one fourth of them did not agree at all that their relationship with friends was affected during the pandemic and about half of them chose the latter answer regarding making new friends with other children online during this period (Table 33). There were no significant differences between boys and girls regarding these last questions, except that boys were more likely to make new friends online during the Coronavirus ($p < .01$).

Table 33: Effects of Coronavirus on children’s relationships (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
During the coronavirus, I became closer to some members of my family	19.6	13.9	16.9	17.6	32.1
My relationships with my friends was affected during the Coronavirus	25.5	19.6	25.2	13.9	15.8
I made new friends with other children online during the Coronavirus	44.7	9.6	14	12.9	18.9

-Missing answers range : 1.8- 2.3%

2.14. Subjective well-being: How children feel about their lives

The Children’s Worlds questionnaire included a variety of different measures asking about overall subjective well-being, mainly, the single-item: Overall life satisfaction (OLS), and the multi-item scales: Children’s Worlds Subjective Well-Being Scale (CW-SWBS), CW-PNAS (Children’s Worlds Positive and Negative Affects Scale) and Children’s Worlds Psychological Subjective Well-Being Scale (CW-PSWBS).

2.14.1. Overall life satisfaction (OLS) and happiness

I start with the simplest single-item measure where children say how satisfied they are with their life as a whole on an 11-point scale. 51.7% of the respondents scored the maximum of 10 (Table 34). No significant differences were noticed between gender groups⁵.

Table 34: Overall life satisfaction (%)

	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	5.2	.9	1.8	3.4	2	6.5	4.2	5	9.2	10.2	51.7

- Missing answers: 2.6%

⁵ Girls: Mean: 8.11, SD 2.85; Boys: Mean: 7.82, SD 3.

We also asked children to rate their happiness before and during the Coronavirus. A wide discrepancy is noticed in this respect, 50.3% scored the maximum happiness before and 19.9% only gave those scores during the Coronavirus (Table 35). Furthermore, there are no differences between boys and girls.

Table 35: Happiness with life as whole before and during Coronavirus

	0	1	2	3	4	5	6	7	8	9	10
Thinking about how your life was <u>before</u> the Coronavirus, how happy were you with your life as whole?	12.1	2.5	2.5	2.6	2.3	5.7	4	3.3	6.4	8.2	50.3
Thinking about how your life <u>now during</u> the Coronavirus, how happy are you with your life as whole?	16.9	3.4	5.3	3.9	6.3	12.2	8.1	8.7	8.8	6.5	19.9

-Missing answers range: 2.7-2.8%

2.14.2. Children’s Worlds Subjective Well-Being Scale (CW-SWBS)

CW-SWBS consists of 6 items measuring cognitive subjective well-being. Table 36 displays the distribution of the scores in each item. Generally, less than half of children indicated that they had the highest possible levels of satisfaction with all of the indicators used.

The six questions were found to form a good indicator with a single underlying factor⁶, thus a scale was formed by summing and averaging all of the items and transforming the scale from 0-100. 22.7% is the proportion of children in the tail (scoring the mid-point or below) of the CW-SWBS (Table 36).

No significant differences were noticed between girls and boys in the scale (Girls: Mean 73.6, SD 27.9) and boys: Mean 72.5, SD 27.1).

Table 36: Children’s Worlds Subjective Well-Being Scale (CW-SWBS) items (%)

	0	1	2	4	3	5	6	7	8	9	10
I enjoy my life	9.4	2.5	3.1	3.2	3.1	8	5.7	5.9	8.6	8	42.4
My life is going well	5.6	2.9	3.1	3.4	4.4	7.4	5.4	5.3	8	9	45.6
I have a good life	6.2	1.8	3.4	3.3	5.1	7.5	3.9	5.5	7.2	10	46
The things that happen in my life are excellent	5.7	1.4	3.7	4.8	5.1	9.8	5.3	6.6	7.7	12.2	37.6
I like my life	6.2	1.7	2.5	3.4	5	7.6	5	3.7	7.2	9.2	48.3
I am happy with my life	11	2	3.8	3.3	3.9	9.2	4.3	3.8	4.3	7.1	47.5

- Missing answers range: 1.3% -3.6%

2.14.3. CW-PNAS (Children’s Worlds Positive and Negative Affects Scale)

CW-PNAS consists of 6 items measuring affective subjective well-being: Positive and negative affect. The distribution of the scores on the items is displayed in Table 37. As

⁶The reliability coefficient (Alpha Cronbach) of the scale reached .91. The principal component factor analysis indicates a one factor solution explaining 70.4% of the variance and loadings on the single factor ranging from: .72 to .89.

expected, the positive affect items have higher scores on the positive end, and a reversed trend is noticed in the negative affect items. The 3 positive items: Happy. Calm and Full of energy, were pulled together to create the Positive Affect (PA) Scale and the 3 negative ones: Sad. Feeling distressed and Bored created the Negative Affect (NA) Scale⁷. The correlation between these two scales reached: $-.24$ ($p < .000$). No significant differences were found between boys and girls in both scales⁸.

Table 37: Children’s Worlds Positive and Negative Affects Scale items (%)

	0	1	2	4	3	5	6	7	8	9	10
Happy	11.5	2.8	1.4	2.8	2.4	7.8	5.1	6.3	8	8.6	43.4
Sad	39.5	8	8.8	5.9	6.4	10.6	3.4	3.7	3	2.9	7.7
Calm	9.8	3.1	6	3.9	4.6	12.5	8.5	8.1	7.6	7.1	29
Feeling stressed	29	6	6.1	6.9	7	9.7	6.4	5.7	4.6	5.3	13.3
Full of energy	8.9	1.8	2.4	3.4	5.4	7.1	6.8	8.1	7.5	11.8	37
Bored	32.6	6.8	6.2	5.6	5.5	7.3	5.3	4.4	5.1	4.9	16.4

- Missing answers range: 2.2%- 7.6%

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

The Children’s Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) contains 6 items measuring psychological subjective well-being. With the exception of item 6, less than 50% of the respondents chose the highest end of the scale (Table 38).

The six items form a good indicator with a single underlying factor⁹, thus a scale was formed by summing and averaging all of the items and transforming the scale from 0-100. 21.3% is the proportion of children in the tail (scoring the mid-point or below) of the CW-PSWBS. Unlike previous scales, girls (73.7, SD 23.7) had higher mean scores compared to boys (69.7, SD 24.3), ($t = 2.33$, $p = .02$).

Table 38: Children’s Worlds Psychological Subjective Well-Being Scale (CW-PSWBS) (%)

	0	1	2	4	3	5	6	7	8	9	10
I like being the way I am	11	2	3.8	3.3	3.9	9.2	4.3	3.8	4.3	7.1	47.5
I am good at managing my daily responsibilities	8	2.2	3.2	4	4.1	10.5	5.7	4.5	9.2	11.2	37.4
People are generally friendly towards me	5.8	2.2	2.7	3.7	4	8.4	5.2	6.6	11.1	12	38.1

⁷ The principal component factor analysis of the 6 items confirmed a two-factor solution, explaining together 56.2% of the total variance: The negative affect (NA) and the Positive (PA), factor loadings on the respected factor ranged from .70 to .76 (Table 37).

⁸ The Mean of boys in PA= 67.18, SD 24.43 and in NA= 37.42, SD 27.19). The Mean of girls in PA: 68.4, SD 25.57, and in NA= 36.29, SD 26.5).

⁹ The reliability coefficients Alpha Cronbach of CW-PSWBS reached .82. The principal component factor analysis indicates a one factor solution explaining 53.45% of the variance and loadings on the single factor ranging from: .65 to .77.

I have enough choice about how I spend my time	9.1	2.9	3.6	4.2	3.7	9.6	8	7.5	8.6	10.7	32.1
I feel that I am learning a lot at the moment	7.2	2.7	3.1	3.5	5.7	6.8	5.7	5.6	9.1	8.4	42.1
I feel positive about my future	6	1.6	2.4	2.7	3.2	7	4.9	5	6.2	11.1	50

- Missing answers range: 1.3 to 3.6

2.15. The Fear of Covid-19 (FCV-19S)

The Fear of Covid-19 Scale (FCV-19S) was used to assess children’s fear of COVID-19. This is a seven-item scale borrowed from Ahorsu , Lin, Imani, et al. (2020¹⁰).

The distribution of the scores on the 7 items of the FCV-19S is displayed in Table 39. The psychometric performance of the scale was found satisfactory¹¹ . When gender groups were compared, girls expressed significantly higher levels of fear of Covid-19 compared to boys $t(785) = 2.62, p = .009$. Whereas, there was a negative correlation between age and FCV: $r = -.079, p < .03$

Table 39: The Fear of Covid-19 Scale (FCV-19S) items (%)

	I do not agree at all	I agree a little	I agree somewhat	I agree a lot	I totally agree
I am very afraid of the Coronavirus	28.6	17.7	20.2	12.4	21.1
It makes me uncomfortable to think about the Coronavirus	29	21.2	18.9	12.2	18.7
My hands become sweaty when I think about the Coronavirus	50.6	16.8	13.8	7.9	10.9
I am afraid of losing my life because of the Coronavirus	31.1	14.5	16.5	9.2	28.7
When I watch news and stories about the Coronavirus on the TV and social media. I become nervous or anxious	33.2	17.6	18.3	13.1	17.7
I cannot sleep because I’m worrying about getting the Coronavirus	57.7	12.8	11.9	9.2	8.63
My heart races (beats very fast) when I think about getting the Coronavirus	43.4	17	15.3	10.8	13.5

-Missing answers range: 1.1 to 2.2%.

Children who experienced being in quarantine at least once (N=276) have higher fear levels of Covid than those with no such experience (N=396): ($t = 3,173, p = .002$).

¹⁰ Ahorsu, D. K., Lin, C.-Y., Imani, V., Saffari, M., Griffiths, M. D., & Pakpour, A. H. (2020). The fear of COVID-19 scale: Development and initial validation. *International Journal of Mental Health and Addiction*, 1– 9. <https://doi.org/10.1007/s11469-020-00270-8>

¹¹ Cronbach $\alpha = .84$ with significant inter-item and total- item correlations. Principal component factor analysis confirmed a single factor solution, explaining 51.52% of the variance and factor loading ranging between .69 and .76.

Additionally, higher fear of Covid correlated positively with, successively: feeling lonely ($r=.12$, $p<.001$, $N=756$); missing friends ($r=.13$, $p<.001$, $N=763$), and with missing relatives during the pandemic: ($r=.11$, $p<.003$, $N=772$).

3. Conclusions and recommendations

1-It should be stressed in the beginning that exploring children's evaluations of different aspects of their lives may lead to very important conclusions. Many significant variations are not readily noticeable in children's everyday life and can be detected using approaches such as the current one. Furthermore, these variations can be deeply enrooted in the socio-cultural and the economic contexts in which children live and may echo the socialization processes in which they are brought up. Listening to children's own discourses should therefore be encouraged and treated as a crucial source of information for researchers, educators and policy makers alike.

With the present sample of children, it has been confirmed that most children are relatively positive about all aspects of their life, for instance more than half of the children have chosen the extreme positive satisfaction rating of 10 in 'The people you live with', 'Your health' and 'Your life as a whole'. The lowest concerned: 'Satisfaction with the things you have' (10.5%), 'The freedom you have' (31%) and How you use your time (33.8%). Similarly, the highest mean response concerned 'Your health' (8.25), and 'How you are listened to by adults in general' (7.48). In contrast, the lowest means were in 'The freedom you have' (6.63) and 'Your friends' (6.98) (Table 40).

The distribution of the ratings confirms also this interesting trend. 24.8% and 24.4% of the scores have been successively below the mid-point of 5 in 'The area where you live' and 'The freedom you have'. Meanwhile, the lowest concern 'Your health' (12.7%), and 'How you use your time' (16.5 %) (Table 40). These variations should be thoroughly investigated in the future.

Table 40: Satisfaction with diverse aspects of life (% Means, Standard Deviations (SD) and percentage below the mid-point)

	0	1	2	3	4	5	6	7	8	9	10	N	Mean	SD	% below mid-point score
The people you live with	13.8	2	2.8	2.8	2.8	6	4.8	3.8	5.5	5.4	50.3	785	7.08	3.74	18.9
The house you live in	7.9	5.5	3	3.2	3.7	7.1	3.4	4.8	6.1	8.8	46.5	787	7.19	3.51	23.1
The area where you live	7.4	4.3	3.7	4.6	4.8	7.5	4.8	7	8.1	8.4	39.5	788	6.95	3.40	24.8
About how safe you feel	4.5	2	2.6	4.4	5.2	7	5.9	4.8	8.3	9.2	43.1	796	7.25	3.3	18.7
Your friends	7.6	1.4	4.1	3.9	5.8	9.2	5	8.1	8.7	9.9	36.2	774	6.98	3.25	22.8
How you use your time	6	2.3	2.1	3.2	4.9	11.3	7.7	7.3	9.4	12	33.8	778	7.10	3.07	16.5

The way you look	7	1.3	2.9	2.9	4.5	7.8	7.3	5.5	7.9	8.2	44.6	782	7.38	3.19	18.6
The things you have	6.9	1.4	1.7	3.7	5.5	8.2	7.4	7.6	9	8.2	10.5	781	7.26	3.13	19.2
The freedom you have	10.1	1.5	4	5	3.8	8.4	7.9	10.1	10.6	7.7	31	784	6.63	3.33	24.4
What may happen later in your life	8.6	2.3	2.5	2.3	5	7.5	6.5	7.9	8.8	9.5	39.1	775	7.13	3.29	20.7
How you are listened to by adults in general	7.9	1.3	2.3	2.8	3.4	5.8	6.6	7.1	8.9	9.1	44.9	789	7.48	3.19	17.7
Your health	3.4	1	2.4	2.1	3.8	2.9	4.3	6.1	8.2	9	56.9	793	8.25	2.73	12.7

-Missing answers range: 2.5% - 5.1%

2-It is also noticed from the data that many children are victims of poverty and material deprivation which may have bad effects on their health and safe development. For instance, 56.8% of the children only answer that they have enough food to eat, meanwhile 4.4% said they never have enough food to eat each day at home during the lockdown (Table 10).

Moreover, 17% of the children say they do not have clothes in good condition to wear, 23% do not have two good pairs of shoes and 33% do not have the equipment they need for school, and 28% do not have place in their home where they can study and only 40.8% have their own room. Lacking necessities life can have enduring effects on the child.

The Internet has also been proved important for communication and learning during the Coronavirus lockdown periods. But unfortunately, only 28.6% of the children have access to the Internet without interruption (Table 25). Furthermore, data indicate that that 24% of children never use social networks and only 17.5% are a very high user of social networks (Table 30). No gender differences reach a significant level with respect to this. Another question targeted to what extent children can manage the online meeting platforms (e.g. Zoom, Microsoft Teams, Google Meet etc.). 44% say that they manage quite easily these platforms, while 17% do not have these skills (Table 31).

With relation to devices (such as: computers, laptops, tablets, smartphones, etc), 16.6% of the children have no such tools for personal use and 39.6% of those devices are smartphones (Table 6). Only 43.5% are averagely happy with the devices they use to get in touch with other people (Table 9). An effort by decision makers to narrow the inequalities between children in material life facilities seems urgently needed. Introducing all children to advanced communication and e-learning techniques should be a pmriority.

3-Another aspect where children report relatively high satisfaction relate to family life and family relationships. With the exception of lower satisfaction with opportunities to participate with parents in decisions about their life (47.1%), more than half of the children gave their total agreement to statements: 'If I have a problem, people in my family will help me' (52.7%), 'We have a good time together in my family' (50.1%), 'My parent(s) listen to me and take what I say into account' (52.1%) (Table 4). Moreover, one third of the children

totally agree that their relationship with their family members became closer during the pandemic (Table 33).

Answers indicate also that the people the child lives with are the most important source of social support during the Coronavirus, followed by teachers, then friends (Table 32). Coronavirus has apparently led families to get closer together. For instance, one third of the participants totally agree that their relationships with some members of their family members became closer (Table 33), 52% of them say they miss their relatives (Table 19), and 38.6% totally agree that they received 'a lot of information about the Coronavirus from their family members or caregivers (Table 11). The crucial role of the family in the child's life is understandable because the family remains the principal institution where children grow up and are cherished.

Despite this, the big number of unsatisfied children with family life should be well studied in the future, mainly those belonging to poor families. Data shows that 22% of the children are extremely worried about the money their families have during the Coronavirus period (Table 20). The child may be confronted to other conflicts at home, mainly conflicts with siblings. It was specifically noticed that 8.1% of the respondents totally agree that they have problems with siblings (Table 19).

A marginally significant difference favouring girls is noticed only in satisfaction with the relationships with people they live with before and during the Coronavirus ($p < .05$). However, gender differences remain an interesting issue to detect further in the future.

4- Maintaining good relationships with peers and building rewarding friendships facilitates the integration of the child in the community and lead to healthy development. With respect to this, 10% of the current sample do not agree with the statement that they have enough friends, 6% also gave the same response regarding 'My friends are usually nice to me', a close proportion (7%) gave the same answer about 'Me and my friends get along well together', and 11% have the similar tendency towards 'If I have a problem, I have a friend who will support me' (Table 27). Girls were marginally superior to boys in 'Me and my friends get along well together' ($p < .05$).

A variety of questions explored how children kept in touch with each other, to what extent they had rewarding friendship, and the frequency of bullying during the Coronavirus. The most common way for keeping in touch with friends during the lockdown was meeting each other in person (43%), followed by social media (Instagram, Facebook, TikTok or any other) (36%), Video calls (Hangout, Skype etc.) (26%) and WhatsApp messages (24%). 30% said they did not keep in touch with friends (Table 28).

Social support has been explored and answers show that 'some of the people' the child lives with are the most frequent source of this support, followed by teachers and then friends (Table 32). No significant differences between boys and girls are noticed with this regard.

Related to social support issues, children's responses indicate that one third of the children totally agree that their relationship with some members of their family has become closer, one fourth of them do not agree at all that their relationship with friends has been affected

during the pandemic and about half of them have chosen the latter answer regarding making new friends with other children online during this period (Table 33). There were no significant differences between boys and girls regarding these last questions, except that boys were more likely to make new friends online during the Coronavirus ($p < .01$).

As mentioned earlier in this report, three questions were used to explore school bullying. The results indicate that 34% of children had experienced being hit at least once by other children at school, 48% had been called unkind name, and 44% experienced being left out by other children in the class at least once (Table 29). Boys are much more likely than girls to have experienced being called unkind names by other children at school ($p < .005$) and in being left out by other classmates ($p < .01$), but no gender differences in being hit by other children in the school. Widespread bullying may be responsible for the registered lower feelings of safety at school, mainly in boys. These are areas that should be analysed in the future

5- Going to school remains an important part of children's daily life activities. Nevertheless, Coronavirus has substantially disrupted school attendance and school learning. This is echoed in our results. For instance, children satisfaction with 'The things I used to learn at school' and 'With how I normally spend my time' declined significantly during Coronavirus' (Table 12). Moreover, 19% have been extremely worried that they may get bad school marks, and 24% about the changes in their lives as students because of the Coronavirus situation (Table 20).

Half of the number of respondents totally agree that they feel safe at home, whereas a lower proportion give similar ratings regarding the school (18.4%), then the area where they live (22%), and their friends (23%).

Despite this, when asked on how they did learn during the Coronavirus, when schools were closed, two thirds of the children said they learned with parents or people who were looking after them, 46.4% through the Internet, 37.3% with friends, and 20.5% followed online classes and surprisingly 20.5% did not study at home at all (Table 23). About 30% of the respondents totally agree that during the Coronavirus, when schools were closed, they managed to continue with learning from home and 17.4 do not agree at all with the statement (Table 24). Girls have marginally higher means on this question ($p < .05$). Moreover, 35.7% say they 'have learned new methods of doing schoolwork over web' (Table 15).

Children were further asked about their feelings regarding their teachers' advice, classmates, wishes to return to school and the help they received from the family members during Coronavirus. The percentages are highly instructive. More than 40% of the children always missed their teachers' advice, their classmates and about half of them wished to go back to school and one third said they had close family members helping them in school work (Table

26). Girls missed their teachers' advice and wished that they could go back to school during the Coronavirus more than boys ($p < .001$).

Generally, only one third of the students had an explicit positive positions towards teachers. For instance, 30% of the number chose the maximum answer to the statement 'My teachers care about me' and 'If I have a problem at school my teachers will help me' and 'My teachers listen to me and take what I say into account'. 26.9% chose the extreme positive end regarding the statement: 'At school I have opportunities to make decisions about things that are important to me'. No differences between boys and girls are noticed regarding these 6 questions (Table 22).

Furthermore, safety at school seems rather low, and lower than that at home. For example, half of the number of the respondents totally agree that they feel safe at home, but only 18.4% to school safety, the area where they live (22%), and their friends (23%). Notable also is that a lower percentage of children (10%) totally agree that they feel alone (Table 18). Girls have higher means in feelings of safety at school ($p < .001$).

Low feelings of safety at school maybe linked to the high rate of school bullying. 34% of children had experienced being hit at least once by other children at school, 48% had been called unkind name, and 44% experienced being left out by other children in the class at least once (Table 29). Boys are much more likely than girls to have experienced being called unkind names by other children at school ($p < .005$) and in being left out by other classmates ($p < .01$), but no gender differences in being hit by other children at the school.

6-The use of time can be highly informative on the type of life children are leading. Algerian children use mostly their time in watching movies or series (41.7%) and playing or hanging out inside the house (41.4%), then comes learning and doing homework (33.6%), taking care of siblings or others (34.5%), helping around the house (33.5%) and reading (30.3%). The least common activities are spending time on my own (10.6%), playing or hanging out outside (17.2%) and meeting with friends online (e.g. on the computer, zoom or any other way) (18.8%) (Table 21). Girls spend more time than boys in helping around the house ($p < .001$) and learning and doing homework ($p < .01$) and boys were higher in watching movies or series ($p < .05$), doing things they did not do for a long time ($p < .005$), playing games on the computer, mobile phone or devices ($p < .001$), playing or hanging out outside ($p < .001$) and playing sports or doing exercise ($p < .001$). These proportions give a good indication of a socialisation process in which girls are encouraged to do home based activities.

Finally, it seems that Coronavirus had negative effects on the children's satisfaction with how they use their time. This latter decreased significantly during the Coronavirus (Table 12).

7- How children feel about their lives was an issue considered in the current study. Next to the single item life satisfaction, we used three other scales to approach the different facets

of children's subjective well-being. They all met the psychometric properties and hence open the door for richer analyses in the future.

7- It seems that Coronavirus has exercised a profound effect on children. According to our results, one third of the respondents had to stay in quarantine once and 28% more than once because they caught the virus. 63.5% said there were times they had to be in their homes all day, while 67% were only allowed to leave their homes for a few hours (Table 14). This may indicate that the Coronavirus strongly disrupted normal life in Algeria, as in most of the contaminated regions of the world.

Furthermore, while only one fifth of the children declare not having any worries about the Coronavirus situation, 37% say they are extremely worried by that situation, 28% were extremely worried that they may get infected, 36% that people they know may get infected and 34 % that they may infect other people (Table 20). These proportions deserve to receive psychological care.

The following responses support further this evidence. Only a quarter of the respondents totally agree with the statement 'I feel protected from the Coronavirus (Table 18) and only one in four children do not feel that Coronavirus, represent a major problem that should be solved (Table 16). A marginally significant difference was noticed with relation to feelings of safety during the Coronavirus in favour of boys ($p < .05$). Despite that most of the children are aware of the threats of the propagation of Coronavirus, 21.4% still think that a lot of the news about the Coronavirus are unreliable (Table 11) and 42.7% of them refuse getting vaccinated (Table 17).

When fear of Covid-19 was explored using a psychometrically sound measure (the FCV-19S), the results indicate that girls expressed significantly higher levels of fear of Covid-19 compared to boys and Children who experienced being in quarantine at least once ($N=276$) have higher fear levels of Covid than those with no such experience. Additionally, higher fear of Covid correlated positively with, successively: Feeling lonely, missing friends, and with missing relatives during the pandemic. These data need to be thoroughly examined in the future.

Concluding remarks

This report describes only major findings and thus has been very brief. This is one of the rare occasions where such rich data on subjective well-being have been ever collected with children in Algeria. The data, in addition to those collected in Children's Worlds earlier waves, have many potential uses for researchers, as well as decision-makers. Our next stage should be to use some more advanced statistical techniques to analyse and share more detailed findings from this data set.

In the last section of the report we presented some crude results in which we used a range of measures of overall subjective well-being. These measures have met all major

psychometric properties. They can therefore be good indicators of overall subjective well-being of children in the country as a whole and can help us understand the determinant factors of children's lives in Algeria. Questions and the fear of Covid-19 scale results can be highly informative on the situation created by the virus propagation, the accompanying suffering, and coping strategies of children during this period.

Another step should be to benefit from the international data sets for the Children's Worlds surveys to compare and understand the lives of children in Algeria with those of children in a diverse range of countries around the world.