

## **PANEL TEMPLATE with authors' names**

### **SUBJECTIVE WELL-BEING IN CHILDREN AND ADOLESCENTS: EVIDENCE FROM LONGITUDINAL STUDIES FROM CHILE, SPAIN AND SOUTH KOREA.**

**\*Full Name of the Panel Organiser: Fernando Reyes Reyes (freyes@udd.cl).**

**Universidad del Desarrollo.**

#### **Theme**

- Cross-country approaches to child well-being and indicators

#### **Subtheme**

- Subjective well-being

#### **Summary of the panel**

Subjective well-being and life satisfaction are key dimensions for child and adolescent development, integrally linked to a wide range of physical, emotional and social indicators of positive human functioning. Research conducted worldwide has demonstrated the association between well-being and life satisfaction in children and adolescents with better physical and mental health indicators, lower drug and alcohol consumption, higher academic performance and positive relationships at school, in addition to having a protective role in the face of stressful contexts and socioeconomic vulnerability.

There is growing evidence that subjective well-being does not only depend on individual variables, being the result of a complex interrelation of variables at different levels and trajectories of child and adolescent development. In view of this, the implementation of longitudinal studies to evaluate the consequences of antecedent psychological and social variables, as well as the identification of predictors, bidirectional relationships and changes in the trajectories of subjective well-being during childhood and adolescence, has been imperative and very useful.

The present panel has the common element of presenting four papers from three countries (Spain, South Korea and Chile) that have the common factor of exploring from a temporal perspective either through data from at least two waves of a longitudinal study. In general, it corresponds to data from quantitative studies, however, one of the papers provides a qualitative perspective in the framework of longitudinal data, as well as another examines the context before and during the pandemic. More than one paper includes the variables gender and age, which have been extensively studied in the well-being study framework, but for which we still have little information in the context of longitudinal studies.

The review of the evidence in samples from these three countries contributes to the understanding of the study of subjective well-being from a national perspective, but at the same time allows the formulation of new questions to guide the development of longitudinal studies from a cross-cultural perspective.

## **Paper 1**

### **Title:**

**Longitudinal Studies on children's subjective well-being: What we are learning from children in Catalonia.**

### **Authors:**

Ferran Casas [**presenter**], Mònica González-Carrasco, Sara Malo, Meriam Boulahrouz and Xavier Oriol

**Institution:** Universidad de Girona, Cataluña, España

**Contact:** Ferran Casas (ferran.casas@udg.edu), Mònica González-Carrasco (monica.gonzalez@udg.edu), Sara Malo (sara.malo@udg.edu), Meriam Boulahrouz (meriam.boulahrouz@udg.edu) and Xavier Oriol (xavier.oriol@udg.edu)

### **Thematic importance**

Longitudinal studies analysing children's subjective well-being (SWB) are still very scarce, despite being crucial to explore causal relationships, but also to explore more in depth the decreasing-with-age subjective well-being (SWB) trend in late childhood and early adolescence.

### **Introduction and objectives**

In Catalonia we developed a first longitudinal data collection for 5 consecutive years with children between 10 and 16 years of age. A second longitudinal study was initiated more recently, and data from two consecutive years are already available.

The objective of this presentation is to summarize findings of the two data collections and emphasize what we are learning thanks to children's collaboration.

### **Method**

The first data collection included data from 9 cohorts, born between 1998 and 2006. Those who answered all five times were born between 1999 and 2002. The second study includes children born from 2002 to 2008. The questionnaire administered included several psychometric instruments to assess cognitive and affective SWB.

In the first year of data collection of the first study, most children were aged between 10 and 14. From the third year on, new cohorts were added of ages 10-11. From these children, 484 only responded once, 755 twice, 539 three times, 213 responded 4 consecutive years and 189 answered 5 consecutive years.

The second data collection includes data from N=967 children who answered the questionnaire two consecutive years.

## **Results**

In the first study, data coming from children who answered two or more years (N=1.696) showed that the more years of difference in the data collection, the highest the difference in SWB scores – for Positive Affect and Overall Life Satisfaction (OLS) following a decreasing with age trend, but it was increasing with age for Negative Affect. Negative Affect among girls displayed a clearly different evolution than among boys.

In the second study, as expected, OLS significantly decreased from the first data collection to the second (8.41 to 8.26) as well as all items on Positive Affect – while all items on Negative Affect increase in this one-year period, but that increase was not so large. Gender differences will be presented also for the second study.

## **Conclusions and implications**

Longitudinal data from Catalonia confirms the existence of a decreasing with age trend between 10 and 16 years of age. On the other hand, results also show that the evolution profile may be different for each SWB component (cognitive, positive affect, negative affect) and according to gender. Different psychometric instruments seem to capture this evolution with different sensitivity and therefore results may differ depending on the instrument used.

## **Paper 2**

### **Title:**

**An Exploratory Study on Subjective Well-being Trajectories During Middle Childhood in South Korea**

**Authors:** Min Sang Yoo [**presenter**] and Bong Joo Lee.

**Institution:** National Youth Policy Institute and Seoul National University South Korea

**Contact:** Min Sang Yoo (yms04@snu.ac.kr) Bong Joo Lee (bongjlee@snu.ac.kr),

**Background:** The purpose of this study is to analyse the trajectory of subjective well-being in childhood. In previous studies related to subjective well-being in childhood, the subjective well-being pattern of childhood decreases as the age of childhood increases. In particular, it is known that Korean students experience a sharp decline in their subjective well-being as they enter middle and high school due to high academic stress. However, do children's SWB trajectories monotonically decrease or differentiate? Also, what is the pattern of the trajectory? According to a qualitative study examining the subjective well-being of Korean children, it was found that going to high school not only had a negative effect on increasing the academic burden, but also had advantages such as autonomy according to growth. Therefore, the purpose of this study is to explore the subjective well-being trajectory of Korean children using panel data.

**Research Method:** This study analysed changes in children's subjective well-being using the 1st to 7th datasets of the Korea Children and Youth Panel Survey (KCYP2010) of the Korea Youth Policy Institute. This panel is a school-based panel that surveyed over a period of seven years and has a representative sample of the country. This study used latent class growth analysis to identify various trajectories. The 7-year change trajectory of 9–16-year-olds was analysed using KCYP2010 dataset. Through this, the diversity of the change trajectory of SWB in childhood was analysed as well as factors affecting it.

**Conclusions and implications:** The child's subjective well-being trajectory decreased on average, but the developmental trajectory was varied. The trajectory of children's subjective well-being development can appear in various ways through the interaction of internal and external effects. The results of this study will enrich the discussion of the relationship between childhood age and subjective well-being. In addition, social policies and clinical implications are presented by revealing social factors that affect the trajectory.

### **Paper 3**

**Title:**

**Satisfaction with life in Chilean students before and during the pandemic: effect of age, gender, and positive and negative affect**

**Authors:** Fernando Reyes [**presenter**], Jaime Alfaro, Roberto Melipillán, Jorge Varela y Tamara Yeikin

**Institution:** Universidad del Desarrollo, Chile.

**Contact:** Fernando Reyes (freyes@udd.cl), Jaime Alfaro (jalafaro@udd.cl), Roberto Melipillán (rmelipillan@udd.cl), Jorge Varela (jovarela@udd.cl) y Tamara Yeikin (tyeikin@udd.cl)

The effect of the pandemic on the subjective well-being of children and adolescents can be observed in various aspects of their lives, and it is predictable that they will continue to be affected, which is particularly relevant since this is a critical period in the trajectory of human development.

The aim of this paper was to analyse the negative impact on the well-being of Chilean students of the consequences of Covid-19 using data from two measurements as part of a longitudinal study that studies the personal and school determinants that predict the trajectory of well-being in adolescence. For this purpose, data from 570 Chilean elementary and high school students who participated in the first and second waves of the study were analysed; the first measurement was taken before the pandemic was declared, while the second corresponded to the first year of the pandemic. As a measure of well-being, the satisfaction with life in schoolchildren scale (SLSS) was used, and for affect, the scores of an abbreviated scale of positive and negative affect (PANAS) were used. The study hypothesized that students who experienced greater negative consequences of the Covid-19 pandemic would exhibit lower levels of well-being. Results obtained using multiple linear regression analysis and SEM, controlling for PANAS time 1 scores, gender and age, showed support for the study hypotheses. Thus, it is observed, as expected, that students who experienced greater negative effects as a result of the Covid-19 pandemic exhibited lower levels of life satisfaction.

## **Paper 4**

### **Title:**

**Well-being, school and age, from the understandings of Chilean adolescents**

**Authors:** Jaime Alfaro [presenter], Gisela Carrillo, Carolina Aspillaga, Alejandra Villarroel, Jorge Varela.

**Institution:** Universidad del Desarrollo, Chile

**Contact:** Jaime Alfaro (jalvaro@udd.cl), Gisela Carrillo (gisebestagno@gmail.com), Carolina Aspillaga (maspillaga@udd.cl), Alejandra Villarroel (a.villarroel@udd.cl), Jorge Varela (jovarela@udd.cl).

### **Abstract**

Evidence from different studies in the field of well-being in childhood and adolescence indicates the relevance of satisfaction and dissatisfaction at school context, and its important effects on satisfaction with life. However, it is possible to think that the elements that generate discomfort or well-being on this area may vary according to the moment of the life cycle.

This research studies the relationships that promote well-being in the school setting from the perspective of Chilean adolescents' understandings and how these vary with age by comparing 10- to 11- and 14- to 15-year-old students. It is part of the qualitative component of a mixed design study on well-being that includes a longitudinal data collection.

To carry out the study, a qualitative method was used, where 21 adolescents in the Metropolitan and Bío-Bío Regions in Chile participated. The participants were part of the fifth grade (10 to 11 years of age) and first year of high school (9<sup>th</sup> grade, aged 14 to 15 years).

Semi-structured interviews were conducted. Data were analysed through a thematic content analysis. Seven shared categories were identified: Relationships of authority at school; relationships of support (or lack thereof) from the adult world at school; relationships with teachers who facilitate (or fail to) learning; peer relationships that provide support, fun and friendship; contentious peer relationships; relationships with the school as a whole; relationships with the material conditions and physical environment of the school.

The children perceive their well-being as affected by: relationships between students and teachers, conditioned by the exigencies of schoolwork, discipline and control, support and interpersonal communication, as well as peer relationships, availability of affective support, conflict resolution, and poor treatment (bullying). They also talk about the level of school as a whole that incorporates the all of interactions therein, affective links with

the adult world, and its socio-spatial, infrastructure and habitability conditions. The two studied age groups present common elements, although there are also distinctive, heterogeneous traits between the two age groups that depict the diversity of experience of well-being according to age.

It is concluded that relationships in the school environment are relevant for adolescents, reflecting on the importance of promoting school contexts that favour relationships of trust and security with both adults and peers. At the same time, it is important to reduce the pressure and demands that some students experience in this context.