

# **An exploratory investigation into children's concept of well-being, from a developmental perspective**

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# Thesis Abstract

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## **An Exploratory investigation into Children's Concept of Well-being, from a Developmental Perspective**

**Background:** There is a considerable body of research linking child well-being with future outcomes for children. In recent years monitoring and promoting child well-being has been high on the UK government agenda and has attracted a great deal of theoretical interest. Despite existing research and given the importance of a precise definition, there remains a lack of knowledge about what well-being actually means to children.

An independent literature search highlighted that while researchers have made some effort to understand what well-being means to children there are still significant gaps in the literature, including an understanding of how children's views of well-being vary across different age groups.

**Participants:** Nine participants were selected from three different age groups (four, seven and eleven year olds). The sample included a mix of males and females and all participants were reported to have adequate language skills and none were identified as having special educational needs.

**Method:** This is a purely qualitative study utilising an in depth survey research design. Semi-structured interviews were carried out with each child and each participant was asked to take photographs of and describe artifacts which they considered to be important to their well-being.

**Analysis/ Findings:** Data were analysed using thematic analysis. Data analysis was conducted in discrete data sets defined by age group. Then compared across age groups to gain understanding of how children's views of well-being develop with age.

Well-being appeared to be conceptualised as an evaluative judgement which was influenced by well-being domains/factors and emotional experience. The complexity of the children's evaluative judgements appeared to become increasingly sophisticated with age. The four year olds were found to understand well-being in egocentric terms whereas the seven and eleven year olds seemed to understand well-being in terms of both their own experiences and the experiences of the perceived other. Two specific developmental considerations were identified which influenced the children's evaluative judgements including individual difference and children's views regarding their ideal life. In addition to this, the component 'self-view' was identified for the eleven year olds. Three domains of well-being were identified which included: 'my relationships', 'my lifestyle and 'myself' and the individual factors relating to these domains appeared to vary and increase in complexity with age. The generalisability of these finding is critically considered within the limitations of the research design.

**Conclusion/Implications:** The findings led to the development of an exploratory developmental model of child well-being. Suggestions are made for future research and potential implications for practice are considered.

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# **Declaration**

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# Chapter 1

## Introduction

Well-being is a term used extensively in modern society and this emphasis has been enhanced recently with the introduction of national measures to monitor the well-being of the British nation (Office of National Statistics (ONS, 2014). The subject of well-being has also received a great deal of attention in literature and research; to encapsulate this a literature search using EBSCO host in April 2014 using the search term 'well-being' yielded 192,068 results. Despite the growing emphasis on the importance of well-being there appears to be no unified agreement about what the term actually means and there is an element of controversy around a number of key issues relating to the subject. One issue that has been greatly contested is whether well-being should be construed as a primarily subjective or objective subject lending itself to measurement at the individual, community or national/international level. In this research well-being is conceptualised as a subjective construct which is to be explored at the individual level. To allow for this exploration it is important to adopt a definition of well-being in which no assumption is made of how well-being is derived or the processes that govern it. With this in mind the following definition has been adopted: *'Well-being is most usefully thought of as the dynamic process that gives people a sense of how their lives are going'*. (New Economics Foundation (NEF), 2008, pg 8)

Interest in child well-being has been stimulated by two trains of thought: the emergence of the sociology of childhood and the development of policies relating to children's rights (Clark, 2005). Together these perspectives have positioned children as individuals within their own right who have their own experiences and perspectives which in many ways may differ to that of adults; this marks a move away from the view that children are incomplete or 'becoming' adults (Uprichard, 2008). In recent years there has been considerable research surrounding how best to both measure and assess child well-being. In 2001, a journal article identified

over 130 research articles whereby the principal aim included documenting or monitoring the well-being of children (Ben-Arieh & Goerge, 2001). Promoting the well-being of children has also been high on recent government agenda, (Department for Education and Skills (DfES, 2005; DfE, 2008; Department for Education (DfE), 2015).

Despite existing research and given the importance of a precise definition, Fattore, Manson and Watson (2007) argue that there remains a lack of knowledge about what well-being actually means to children. As a result, current strategies aimed at promoting well-being in children may be less than optimal. Through developing a better understanding of children's conceptions of well-being, it would become possible refine current strategies so that they better reflect what is important to pupils.

Gaining and representing children's views has been high on the recent government agenda and changes in government legislation (Children and Families Act, 2014) and educational policy (DfE, 2015) have led to additional responsibilities being placed on local authorities. Educational practitioners now have a duty to gain the views of children in relation to issues that are of significance to themselves and ensure that due regard is given to these views during decision making processes. In the local authority within which this research was conducted, educational practitioners have been discussing how they will carry out this duty and ensure that children's views are represented in a meaningful way. The current study enabled the researcher to explore techniques for gaining pupil's views and highlighted potential barriers and facilitators to this process. The research also provided a framework for understanding issues that are important to children which could potentially be adapted to facilitate discussions with children.

From a personal and professional perspective, during my experiences of working with children of different ages in a variety of different professional capacities I have always been struck by children's competence and abilities when it comes to talking about issues that are important to themselves. In my experiences as a child-carer,

children's club leader, teaching assistant, teacher and most recently Trainee Educational Psychologist there have been number of instances when I have recognised that children's views and explanations about issues affecting their lives have not been sought by adults. In these instances I have frequently found that through ascertaining children's views it is possible to gain their unique perspective about these issues and often their explanations can provide a basis for developing solutions. This perspective has heightened my interest in researching children's experiences from their own standpoint. As an applied psychologist in training I am also strongly influenced by the movement of positive psychology (Seligman, 2002) and feel that through exploring the factors and processes that enable optimal functioning it becomes possible to facilitate positive change and the study of well-being allows for such an exploration.

## Chapter 2

# Literature Review

### ***2.1 Introduction to and Outline of Literature Review***

This literature review begins with a discussion of the terminology used and a general overview of the research area including an exploration of what is meant by well-being. The focus of the review then turns specifically to child well-being and a summary of the research, theoretical models and government policies relating to child well-being are discussed. This is followed by a discussion about the significance of the 'voice of the child' and why it is considered important to gain children's views about the things that affect their evaluation of their lives. This will lead onto a systematic literature review of research exploring children's views of well-being leading to the identification of the knowledge gap and contribution to knowledge, aims, and then research questions.

### ***2.2 Terminology- Well-Being or Mental Health?***

Historically the term 'mental health' has been associated with mental illness and deficit, whereas well-being has been associated with the more positive aspects of human functioning. However, recent changes in thinking have led to the development of a broader understanding of mental health which incorporates external and internal factors which are considered to facilitate positive functioning (WHO, 2014). This is illustrated in the definition of mental health which, has been recently devised by the World Health Organisation:

*Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (WHO, 2014, pg. 1)*



While such changes have led to the terms 'well-being' and 'mental health' being used interchangeably in certain fields, there still seems to be a degree of difference between professional and the everyday usage of these terms (Maxwell et al., 2007). Maxwell et al., (2007) argue that in the health sector practitioners most frequently use the term 'mental health' which is still often used to refer to mental disorder and difficulties that require a diagnosis and a programme of treatment. In contrast to this, educational professionals tend to refer to well-being which reflects current thinking regarding inclusive practice and the role of social context in understanding the difficulties that children experience marking a movement away from a within child understanding of need (Maxwell et al., 2007).

There also appears to be a degree of difference between children and young people's understanding of the terms 'well-being' and 'mental health'. Harden et al., (2003) found young people tend to equate the term 'mental health' with mental illness and they often find it difficult to discuss the term 'mental health' in relation to their own lives. Children were also found to have some difficulty discussing what it means to be 'mentally healthy' as they associated the phrase with abnormality and dysfunction (Armstrong, Secker & Hill, 2000). With this in mind, while it is recognised that there is some degree of overlap between the terms 'mental health' and 'well-being' the term 'well-being' shall be used in this research as it is felt that this term is more relevant to children and will enable them to discuss a broad range of factors which impact upon their lives.

### ***2.3: What is Well-Being?***

'Well-being' is a term used extensively in modern society with an ever increasing body of literature exploring factors that affect people's evaluation of their lives. To encapsulate the extent of this interest a literature search using EBSCO host in April 2014 using the search term 'well-being' yielded 192,068 results. Well-being has also been a high priority in the recent government agenda (Health and Social Care Act,

HMSO, 2012) with the introduction of national UK well-being measures (ONS, 2014) and the development of initiatives (DH, 2011) designed to promote the well-being of the population. Also of growing interest are indicators for the assessment of well-being (FCD, 2013; ONS, 2014) and strategies, techniques and therapeutic therapies to promote well-being (DFE, 2008; Fava & Ruini, 2003; Lepore & Smyth, 2002; Yates & Atkinson, 2011).

This interest in well-being is likely to stem from research highlighting the relationship between an individual's well-being and a number of life outcomes including: health (Brooks et al., 2011); employment (Creed & Macintyre, 2001), academic attainment (DfE, 2012), engagement in school (DfE, 2012) and the happiness of others (Fowler, Christakis, 2008). Yet despite the central position of 'well-being' in contemporary society, there appears to be no unified agreement about what the term actually means and the aspects of life that are salient to it. Taking a broad overview of the subject area through an initial literature search a number of accounts which offer different perspectives on well-being were identified. These included; the economic, health, social and psychological/subjective-well-being perspectives. While it is recognised that this is not an all-inclusive list there is not scope within this research to consider every perspective. Each of these accounts shall now be briefly outlined and discussed in terms of their overall focus, salient features and various applications. This will then lead to an exploration of some key models of well-being.

### **2.3.1: Economic Well-Being**

In the traditional economic account, well-being is defined in terms of the development of the economy, gross domestic product and standards of living (England, 1998). In accordance with this account degrees of well-being are intrinsically linked with levels of affluence. Well-being is therefore conceptualised in objective terms and can be measured in a logical and systematic way through the assessment of economic growth. One further implication of this account is that

well-being is viewed at an organisational and systemic level as opposed to an individual one as the term 'economy' refers to the state of a country and therefore does not reflect individual circumstances.

In more recent years the focus on the individual has become more prominent in theory and research relating to economic well-being. Nussbaum and Sen (1993) described well-being in terms of capability, in accordance with this perspective it is viewed as an individual's evaluation of the extent to which they are able to achieve various valuable functions in life. In contrast to the traditional economic perspective, here well-being is not understood to be entirely dependent on economic factors as the idea of 'valuable functions' incorporates an infinite number of possibilities which are likely to include valuable attributes as well as material possessions and activities. The relevance of economic factors to this definition should not however be overlooked as the evaluation of perceived ability is likely to involve the consideration of resources such as finances. In this account well-being is an individual construct based on the subjective evaluation of the things that are important in life and the individual's perceived ability to achieve these valued functions. In this respect the account provided by Nussbaum and Sen (1993) is similar to psychological accounts of well-being as well-being is construed as an internal process which is dependent on individual perception.

An alternative application of well-being to the study of economics is to explore the relationship between various economic factors and well-being, where well-being is defined and measured using psychological terms. This approach has become increasingly popular as it is now generally accepted that well-being cannot be wholly defined in economic terms as research has indicated no clear relationship between individual well-being and economic growth (NEF; 2012b). Researchers have explored the relationship between well-being and economic factors such as: household income (Diener, Sandvik & Seidlitz, 1993); unemployment (McKee-Ryan, Song & Wanberg, 2005); hours worked (Pereira & Coelho, 2013) and retirement (NEF, 2012b). In this approach well-being is presented as a distinct and multifaceted

concept which is influenced and affected by economic factors but not defined by them.

### **2.3.2: Health and Well-being**

Well-being was discussed in reference to health in the constitution of the World Health Organisation (WHO) in 1946. In the constitution it is written that 'health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 1946 p.16). While at an initial glance this appears to be a rather broad definition of well-being, the functions outlined in the constitution refer primarily to identifying and addressing physical needs with reference made to raising: economic, housing, working and environmental standards. This lends itself to well-being being understood in objective terms using the traditional economic perspective in which emphasis is placed on standards of living and the economy.

The debate as to whether well-being is an objective or subjective concept lending itself to a psychological or economic perspective has been greatly contested in the field of health (Placa & Knight, 2014). This issue has assumed particular significance in contemporary society as recent government health policies (Mental Health Act 2007; Health and Social Care Act, 2012) and initiatives (DH, 2011) have placed well-being as a strategic priority for ensuring health. In the publication 'Our Health and Well-being Today' (DH, 2010) well-being and health are discussed together. In this document both health and well-being are understood as distinct multifaceted constructs which have a reciprocal effect on each other. Well-being is presented as characterised by physical, social and mental health factors which are affected by personal goals and aspirations, social acceptance and participation, health, economic factors and environmental factors. This definition of well-being incorporates components of all four perspectives discussed in this section (economic, health, social and psychological) and as such well-being is conceptualised across three different levels; the individual, group and the

organisational level. Despite this view health initiatives still appear to place greater emphasis on objective perspectives of as efforts to promote well-being are targeted at the organisational, community and local level (DH, 2011).

### **2.3.3: Social Well-being**

The link between social experience and well-being has been long established (WHO, 1946) and there is an ever growing body of literature indicating that the evaluation of our social lives is an important component of well-being (Almquist, Ostberg, Rostila, Edling & Rydgren, 2013; Horst & Coffe, 2011; Knickmeyer, Sexton & Nishimura, 2002).

Social well-being is commonly presented as an important feature of well-being as opposed to a way of defining the concept, yet it is also a distinct concept that can be measured separately (Larson, 1992). Keyes (1998) argued that purely subjective and intrapersonal accounts of well-being do not offer a full explanation of what is significant to people's lives. He claimed such accounts tend to focus solely on a personal reflection of individual experiences and do not consider the individual's perceptions of their social lives and of society as a whole. Keyes (1998) developed a model of social well-being which is composed of five components; social integration (the evaluation of individual social relationships), social acceptance (an external judgement about the qualities that others possess), social contribution (an assessment of personal social value), social actualisation (an evaluation of the progress and potential of society as a whole) and social coherence (the understanding of the world and how social systems are organised and operate). In accordance with this account, well-being is presented as a subjective concept. What is unique to this view is that reflections on well-being are not only based upon internal reflections of the individual's circumstances and internal experiences but also their observations and evaluation of the world around them.

#### ***2.3.4: Subjective Well-being: a Psychological Perspective***

There is a tradition in psychology to focus upon the negative aspects of human functioning. Ryff (1995) argued that the overwhelming weighting of research towards dysfunction led to the view in psychology that a good life is characterised by the absence of mental illness or psychological symptomology. In the past decade this emphasis has shifted with the movement of positive psychology (Seligman, 2002) and researchers are increasingly exploring factors that contribute to people's enjoyment and satisfaction with life. The exploration of subjective well-being has incorporated this emphasis and people's evaluations of their lives are considered in terms of both positive and negative influence (Diener, Shu, Lucas & Smith, 1999). A further principle that is key to the concept of subjective well-being is that it cannot be defined on the basis of social indicators alone as people can evaluate and perceive the same situation in a variety of different ways: emotional experience and domain satisfaction are therefore seen as central to well-being (Diener & Shu, 1997). In this account well-being is conceptualised as a subjective construct that should be understood at the individual level. It is suggested here that it is the individual's interpretation of both external factors and emotional experience that gives them a sense of their well-being.

#### ***2.3.5: Summary of Perspectives on Well-being***

In section 2.3 four different perspectives of well-being have been outlined: economic well-being, health and well-being, social well-being and psychological/subjective well-being. While there is a degree of overlap between these accounts, to some extent the stance taken affects not only the factors which are considered in relation to well-being but also how the concept is construed. One key difference between and within the perspectives outlined is whether well-being is understood in objective or subjective terms.

In the following section some models of subjective well-being shall be explored. These models incorporate different aspects of the perspectives of well-being outlined in section 1.2 and provide theoretical frameworks from which the concept can be understood.

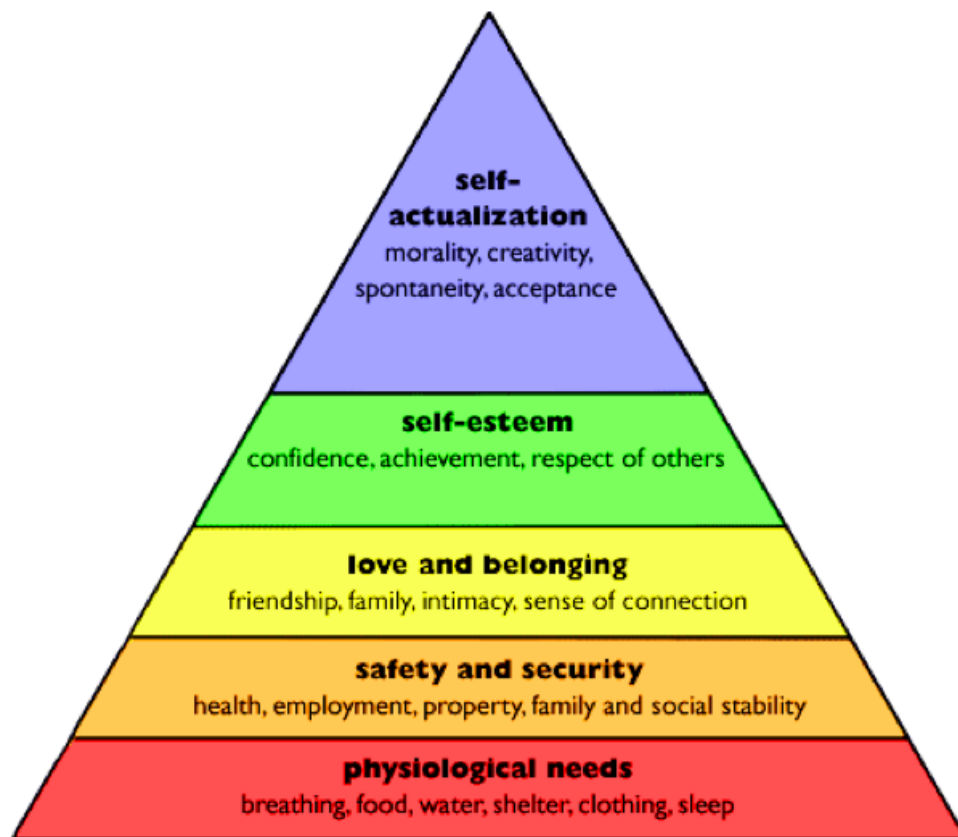
## **2.4: Models of Well-being**

A number of theoretical models have been developed that are designed to encapsulate factors that are important to well-being (or related concepts such as quality of life and life satisfaction) and to provide a framework from which this concept can be understood. Although there is not scope within this research to explore all the theoretical models of wellbeing, two models which are considered potentially useful to this research are; Maslow's hierarchy of need (Maslow, 1943) and Diener, Scollon and Luca's (2009) model of well-being. The model presented by Diener et al. (2009) was selected as it is empirically based, although the same cannot be said for Maslow's (1943) account, it has been subjected to extensive research (Alderfer, 1969; Hagerty, 1999; Hall & Nougaim, 1968; Whaba & Bridewell, 1976). This can be contrasted with alternate models such as the human givens perspective (Griffin & Tyrell, 2013) which are more contemporary but lack a strong evidence base and have not been subject to evaluation over time which, can be said of Maslow's (1943) model.

### **2.4.1: Maslow's Hierarchy of Need**

Maslow (1943) postulated that humans have a number of innate needs, which are arranged hierarchically (see Figure 2.4.1). In accordance with his model, there is a linear relationship between needs and in order to move to the next level of need the pre-conditions for the previous and more basic need must be satisfied. An individual can become fixed at any stage of need and in this position they are focused upon meeting that need and happiness is defined by need satisfaction. The most fundamental needs as defined by Maslow are physiological. If a person is dangerously hungry this need will be paramount and higher order needs are cast

aside. At the next stage an individual strives for safety and if this need is satisfied social needs emerge such as the need for love, affection and a sense of belonging. Once these needs are met a person will strive for esteem, which Maslow (1943) defines as the desire for a stable and firmly based evaluation of themselves and a positive regard for others. Maslow argued that if these needs are met a person is basically satisfied, however, some also experience the need for self-actualisation, which is the desire for a fulfilment and the feeling of reaching one's potential.



*Figure 2.4.1: Hierarchy of Need: Maslow (1943)*

Maslow's (1943) model incorporates some elements of the medical, social and psychological perspectives on well-being as outlined in section 2.3 The root to satisfying the needs identified could also place a demand on economic resources and hence this model could arguably also incorporate aspects of economic well-being. In accordance with this perspective well-being is conceptualised as a subjective construct as need satisfaction is dependent upon an internal evaluation. Maslow theorised that as long as the individual has sufficient nurturance and environmental resources their innate needs were sufficient to foster psychological



growth and hence well-being is construed as primarily an intra-personal concept. This perspective has been criticised by social theorists as it has been argued to devalue the role that social and cultural factors play in shaping an individual's expectations and influencing their experiences and their evaluations (Neher, 1991).

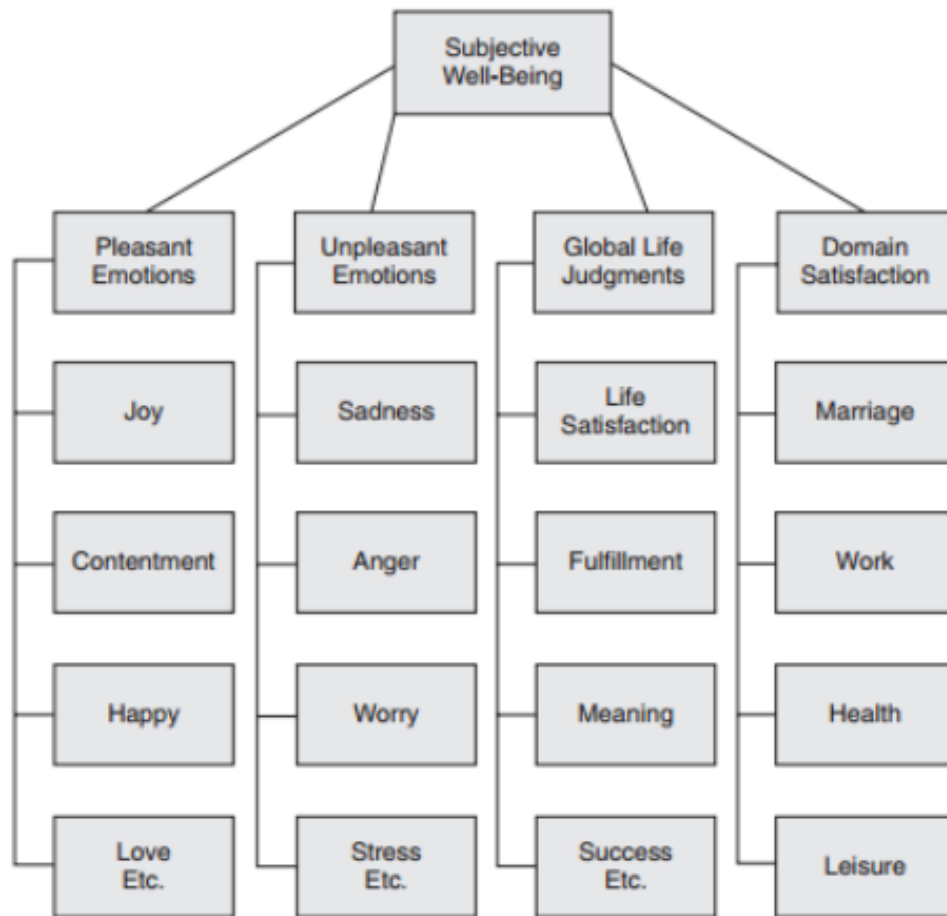
The hierarchical nature of Maslow's model has also been questioned (Neher, 1991; Ventegodt, Merrick & Andersen 2003). Neher (1991) queried the order of Maslow's hierarchy arguing, that in some Eastern societies where resources such as food and water may be limited individuals can still have rich social lives. With this in mind Neher (1991) argued that in these circumstances social needs seem to be satisfied prior to the satisfaction of physiological needs. In a similar way an individual may strive for self-actualisation, for example, pursuing career aspirations without having their social or esteem needs met. This leads to a further limitation of Maslow's (1943) theory as in accordance with this perspective needs operate in isolation and once a need is satisfied it is cast aside so that another need can be focused upon. Critics have questioned the extent to which humans compartmentalise their needs in this way. Neher (1991) suggested that need satisfaction should not be construed as a permanent state as satisfaction is likely to follow a cyclical process. An alternative perspective to this might be that needs co-exist and a person may receive feedback that serves to satisfy a particular need at any given point. It is also probable that needs are complimentary, for example, need satisfaction relating to 'love' or 'self-actualisation' may also serve to satisfy esteem.

#### **2.4.2: Diener's Model of Subjective Well-Being**

Diener et al. (2009) developed a model of subjective well-being that was based upon extensive research which was carried out over three decades (for collective works refer to Diener, 2009a Diener, 2009b). In his collective works Diener (2009b) outlines five key theoretical issues relating to subjective well-being which he has researched. One such issue is whether well-being can be understood and measured through objective or subjective criteria. A second consideration is the extent to which well-being is subject to individual difference. A third issue is whether well-

being criteria are innate to humans or alternatively are learned through social interaction and engagement with society. A further consideration is how the concept should be defined which, includes an exploration of the components of well-being and a final issue is if and how well-being relates to an individual's functioning.

Through the exploration of these issues Diener et al. (2009) developed a model of well-being which is arranged hierarchically (see Figure 2.4.2). At the highest level is 'subjective well-being' which represents a person's general evaluation of their life. At the next level are four components: pleasant emotion, unpleasant emotion, global judgements and domain satisfaction. These components are argued to correlate with each other but are not believed to be conceptually related (Diener et al, 2009). Underneath each of these components are related factors. These factors are not presented hierarchically and are viewed as influenced by individual difference. The components pleasant and unpleasant emotion reflect an individual's affective experiences. These components are presented separately as Diener et al (2009) argued that positive and negative affect often have different correlates (Diener & Emmons, 1985; Watson & Tellegen, 1985). 'Global Judgement' represents an individual's ongoing evaluations. Diener et al (2009) proposed that these judgements are often based on information that is relevant to the individual at the time as it is not possible for a person to consider every aspect of their life at once. The final component, 'domain satisfaction' relates to an individual's perceived satisfaction with well-being domains such as health or work.



*Figure 2.4.2: Diener's Model of Well-Being (Diener, 2009)*

This model is subjective in nature and is in line with the psychological/subjective well-being perspective outlined in section 2.3.4. The component 'domains' represents the external factors which influence an individual's life evaluations and hence this model of well-being could be argued to incorporate all the perspectives of well-being outlined (psychological/ subjective, health, economic and social). However, domain satisfaction is viewed here as dependent upon individual interpretation and therefore must be measured at the individual level. One key advantage of this perspective is that consideration is given to the processes that enable an individual to evaluate their life. This includes the potential influences of emotions which do not feature in Maslow's model (1943) but are regarded as relating to well-being (Fattore, Manson & Watson, 2009; Fredrickson & Joiner, 2002; Pennington, 2002). One reflection of this model is that while it was based upon extensive research, Diener et al. (2009) did not appear to explore what well-

being actually means to people and instead explored and tested possible components from a deductive perspective. An implication of this is that it is not clear how much the proposed model reflects people's understanding of well-being. A potential limitation of the model is that the four components identified: pleasant emotion, unpleasant emotion, global life judgement and domain satisfaction are not viewed as influencing one another. This contradicts cognitive theory (Beck, 2011) and research that indicates that emotions directly influence thoughts and evaluations (Clore & Huntsinger, 2007). A further limitation of this model in reference to the current study is that it is an adult model of well-being and hence may not be applicable to children.

## ***2.5: Children's Well-Being***

In recent years there has been a great deal of political interest in the field of child well-being and the UK government has now developed measures to track and monitor the well-being of children in Britain (ONS, 2014). This interest appears to stem from a health perspective on well-being as researchers exploring the mental health of children in the UK have found that as many as one in ten children are diagnosed with a mental health disorder at some point during their childhood (ONS, 2004). A number of factors were found to be associated with child mental health disorders and these features appear to have informed the development of the current political perspective on child well-being. This has led to child well-being being partially characterised by the absence of mental health difficulties although, some measures of subjective well-being are incorporated into the government indicators (ONS, 2014). Child well-being has been found to be associated with a number of outcomes for children and young people and in particular it has been associated with educational achievement and engagement in school and learning (DfE, 2012). As a result of this a number of initiatives have been developed to promote well-being in schools; 'Targeted Mental Health in Schools' (DFE, 2008), 'Social and Emotional Aspects of Learning' (DFES, 2005) and 'Healthy Schools' (Department For Education and Employment (DfEE, 1999)).

Given the current political focus upon child well-being it is perhaps unsurprising that this field of study has received a great deal of attention in research and literature. In 2001, a journal article identified over 130 studies whereby the principal aim included documenting or monitoring the well-being of children (Ben-Arieh & Goerge, 2001). By exploring how well-being has been measured it is possible to gain some understanding of the assumptions and theoretical frameworks upon which these measures are based. In the following section some of the key conceptual differences in measures of child well-being shall be discussed and contrasted.

## ***2.6 Models of Child Well-Being- Key Conceptual Differences***

In order to gain an understanding about how child well-being is conceptualised it is useful to consider measures of child well-being and the underpinning principles upon which these assessments are based. Ben-Arieh (2010) highlighted a number of differences between the principles and perspectives that underpin childhood indicators and related these differences to general shifts in conceptualisations of childhood and methodological advancements. The key differences noted were: whether indicators were focused upon child survival or beyond; whether negative or positive outcomes were measured and whether children were conceptualised as experiencing well-being or well-becoming. Each of these key differences shall be discussed in turn and the models of well-being (introduced in section 2.7) shall be discussed in accordance with these differences.

### **2.6.1: Child Survival or Beyond?**

When developing CWB measures much attention has been given to child survival. Such measures are designed to provide indicators of the extent to which children's basic needs are met and may include measures of child mortality, housing and access to education. In contrast to this more recent measures have been developed

to focus upon the things that children need to promote their positive development and quality of life.

### **2.6.2: Negative or Positive Perspective?**

A key difference between childhood indicators is the extent to which outcomes assess negative or positive aspects of children's lives. Early CWB indicators tended to be focused upon negative aspects such as disease or infirmity. Whilst it is difficult to dispute the premise that negative factors impact upon children's well-being a number of theorists have argued that the absence of problems or failures does not necessarily lead to positive life evaluations (Ben-Arieh, 2005; Moore, Lippman & Brown, 2004). Therefore to gain a more complete understanding of children's well-being it is also necessary to include measures that focus upon the positive factors which impact upon their lives.

### **2.6.3: Well-Beings or Well-Becomings?**

Some measures of CWB place children as what Ben-Arieh (2010) described as well-becomings. By this he meant that within the measures children are positioned as future citizens and the focus of such indicators is to assess the extent to which children possess the resources that they will need to develop into healthy and happy adults. While this focus may not be harmful within itself this position fails to acknowledge that children are citizens within their own right and in order to reflect this it is important to consider their lives during childhood. This train of thought is closely linked to the implications of the United Nations Convention on the Rights of a Child (1989), which for the first time positioned children as rights holders who are both dependant on adults but also active participants within society. If researchers want to reflect this perspective it is necessary to develop indicators which measure children's current situation.

## **2.7: Models and Frameworks for Understanding Child- Well-being**

Although it is not within the scope of this research to consider all the indices of CWB as identified by Ben-Arieh and George (2001) and the frameworks upon which they are conceptualised a number of key and current measures shall be outlined and considered in accordance with the principles outlined in section 2.3 and the perspectives discussed in section 2.6. The included models and frameworks were all identified as: specific to child well-being; current or recent conceptual frameworks or models and were all nationally and/or internationally recognised.

### ***2.7.1: Every Child Matters***

In 2003 the UK government launched Every Child Matters (DfES, 2003), which was a government initiative, designed to influence policy and improve outcomes for children and their families. The outcomes identified were informed by data collected from children, their parents and professionals working within different sectors of children's services. Within the Every Child Matters (DfES, 2003) framework five main outcomes for children and young people were identified:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being.

Each outcome is defined by key priorities (DfES, 2003), for example, within the outcome 'being healthy' the following areas are identified: Physically healthy; mentally and emotionally healthy; sexually healthy; healthy lifestyles; chooses not to take illegal drugs and parents/carers and families promote healthy choices (DfES 2003).

The Every Child Matters agenda (DfES, 2003) is a possible framework for understanding children's lives. The outcomes and priorities identified provide detailed coverage of both the economic and health perspectives of well-being, however, the extent to which the framework incorporates aspects of subjective well-being and social well-being is debatable. Within the framework there are no identified outcomes which focus specifically on children's social lives. This may reflect the focus of the agenda which was to inform the development of policy and practice as opposed to gaining a theoretical understanding of what matters to children.

The outcomes which are outlined in the agenda place strong emphasis upon positive factors that may influence children's lives. For example, 'being healthy' is conceptualised as being physically healthy and having a healthy lifestyle as opposed to a focus upon disease or infirmity. The outcomes are also constructed in a way that places the child as the unit of analysis and the priorities identified reflect the lives of children as opposed to the lives of the adults around them. In addition to this the agenda positions children as experiencing well-being as opposed to purely well-becoming as credence is given to issues that affect children in the here and now such as their use of recreational time. One major limitation of the Every Child Matters (DfES, 2003) framework is the extent to which it is truly reflective of children's perspectives of issues that are important to their lives. While the government initiative did take measures to obtain the views of children and young people, this was achieved through the use of multiple choice style surveys with a clear focus upon policy and practice (DfES, 2003), which reflects an adult and not a child agenda.

### **2.7.2: National Child Well-being Measures-UK**

In 2014 the Office for National statistics published a set of proposed measures which were designed to help monitor the well-being of children between the ages of 0 and 15 as part of the Measuring National Well-being Programme (ONS, 2014).



The domains of well-being identified for children were derived from the national set of well-being indicators and seven of the ten domains used within the national set were also used in the child well-being indicator. The areas of well-being identified within the measure are:

- Personal well-being
- Our relationships
- Health
- What we do
- Where we live
- Personal finance
- Education and skills.

The indicators use a combination of objective and subjective measures of well-being. Personal well-being is measured subjectively through: an overarching evaluation of life satisfaction; an evaluation of the extent to which life is viewed as worthwhile and a judgement regarding levels of happiness. In this respect this perspective is to some extent in line with Diener's et al. (2009) model of subjective well-being in which emphasis is placed upon domain satisfaction, emotional responses and judgements about life satisfaction (Diener et al., 2009) as outlined in section 2.4.2. The National UK Child-Well-Being Measure (ONS, 2014) also incorporates aspects of the economic, health and social perspectives on well-being. Within each domain a differing level of emphasis is placed upon objective and subjective measures. For example personal well-being is measured from a purely subjective standpoint whereas at the opposite end of the scale personal finance is measured from an objective standpoint. The use of this approach reflects the view that children are in a position to provide evaluations about certain aspects of their lives but not others.

While this measure is derived from an adult model of well-being the indicators within each domain have been somewhat adapted to reflect the lives of children

and hence children are largely positioned as experiencing well-being as opposed to well-becoming. For example the domain 'what we do' is explored by measuring children's participation in creative and sporting activities and their use of social media. This framework facilitates the exploration of children's lives as they are living them and clearly places children as the unit of analysis. However, the extent to which the domains identified reflect children's perceptions of things that are important to their well-being is unclear and there is little evidence to suggest that children's views were sought during the development of these measures. A further limitation of this measure is that while it is designed to provide an indication of the well-being of children between the ages of 0 to 15, the extent to which the measure is accessible and relevant to younger children is debatable. For example, one indicator of 'personal well-being' involves a subjective reflection upon the extent to which children view their lives as worthwhile. It is likely that younger children would struggle to answer this question as it places a high demand on their linguistic and conceptual understanding. Other measures within the indicator are also age dependant and in some cases are potentially irrelevant to the lives of younger children. For instance an indicator of health is identified as pregnancy before the age of 16 and 'what we do' includes a measure of the extent to which children use social media sites.

### **2.7.3: New Economic Foundation- Ingredients to Child Well-Being**

The New Economic Foundation (NEF) is a British think tank that promotes social, economic and environmental justice. In 2009 the NEF released a publication, which served to highlight the importance of promoting child well-being as a preventative technique to work towards reducing social problems (NEF, 2009). As part of this project the NFE developed a model of child well-being that was based upon a research project in which the views of children were ascertained. However, little information is provided regarding how children's views were sought and the sample used (an overview of this model can be seen in figure 2.7.4). This model is based upon the assumption that child well-being is a dynamic process which involves the

interaction between the child's external experiences (their socioeconomic background, family circumstances, physical surroundings) and their individual characteristics (their personality, cognitive ability), which together shape children's understanding and evaluations of the world around them. Within this model four main components are identified:

- Feeling good
- Doing well
- My circumstances
- Inner resources.

Aspects of the economic; health; social and psychological perspectives of well-being (as outlined in section 2.3) are interwoven amongst these domains. For example, 'doing well' is characterised by: being secure and able to depend on others; feeling safe with others; being able to build supportive relationships; feelings of autonomy; the ability to reflect; having an active mind and body and helping others.

The external criteria identified within this framework reflect observable and objective criteria, whereas, the child's understanding and evaluation of the world reflects their subjective experience. The additional component 'individual characteristics' adds a mechanism that explains how the two factors relate and it is conceptualised that a child's characteristics have a reciprocal influence upon their external experience and subjective evaluations. However no information is given which explains how this information is synthesised to enable children to develop a general understanding of their well-being. A strength of this model is that children are positioned as experiencing well-being as opposed to well-becoming and within this model a strong emphasis is placed upon children's lived experiences and their

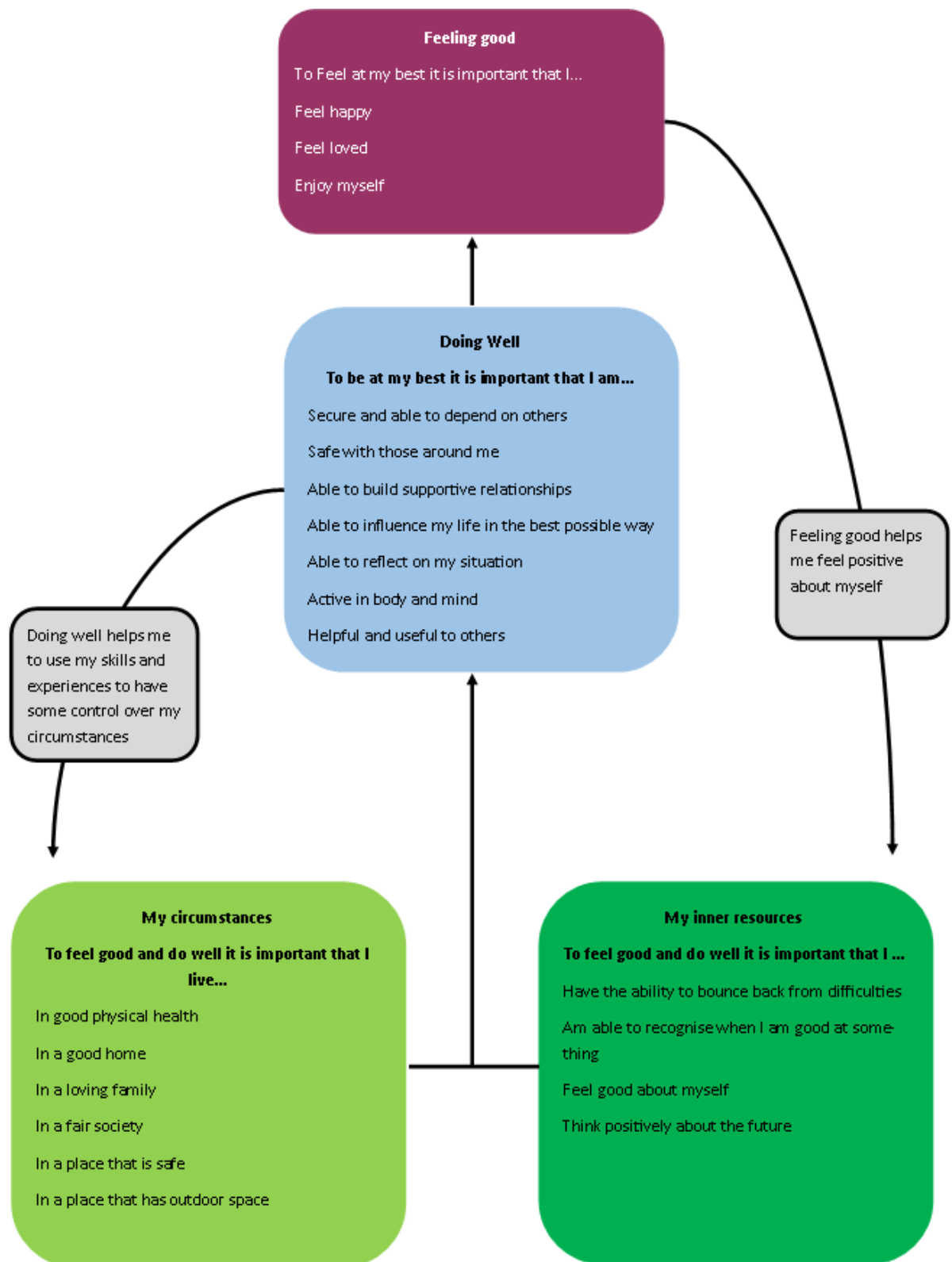


Figure 2.7.4: Ingredients of Child Well-Being (NEF, 2009 p.31)

own internal resources, which places children as the unit of analysis. The indicators developed in this model have a clear positive emphasis but are not necessarily reflective of factors that negatively impact upon children's well-being. An advantage of this model is that it is informed by research which focused upon exploring children's views of what is important to their lives, although it not clear how children's views were ascertained and no detail was given regarding the sample used.

#### **2.7.4: Summary of Models and Frameworks of Child Well-Being**

In section 2.7 a number of current models and frameworks have been outlined (DfES, 2003; NEF, 2009; ONS, 2014) and it is apparent that child well-being is a developing area of interest. A table summarising all the frameworks and models of well-being introduced in section 2.4 and 2.7 is presented below. The majority of frameworks discussed in this section incorporate factors which are related to the economic, health and social perspectives of well-being and a number incorporate aspects of subjective well-being (NEF, 2009; ONS, 2014). There appears to be a degree of variation between the emphasis which is placed upon subjective and objective influences and consequently the extent to which children are positioned as being able to reflect upon their own well-being differs. In addition to this while some of the models identified relate to children's lived experiences other do this to a lesser extent. A final critique of the models is that there is limited evidence to suggest that the factors identified are based upon issues that children themselves identify as important to their lives. While in some instances children's views were sought (DfES, 2003; NEF, 2009; ONS, 2014) little information is given regarding the samples used and how these views were ascertained. Additionally, where there is some detail relating to the collection of children's views it seems that the specific techniques used potentially reflected an adult as opposed to a child agenda

**Table: 2.7.5: A Summary of Models and Frameworks of Child Well-Being**

Model	Rationale	Description	Core Components	Critique
Every Child Matters (DfES ,2003)	A UK government initiative designed to influence policy and promote positive outcomes for children and their families	Outlines five outcomes for children and young people that are important for their health and well-being	<ul style="list-style-type: none"> <li>-Being Healthy;</li> <li>-Staying safe</li> <li>-Enjoying and achieving;</li> <li>--Making a positive contribution</li> <li>-Economic well-being</li> </ul>	<p><b>Strengths:</b> Focuses on children’s lived experiences; emphasis on positive influences of well-being; specific to child well-being; to some extent reflects children’s lived experiences</p> <p><b>Limitations:</b> Does not include social aspects of well-being; does not clearly reflect the views of children</p>
<b>Model of Subjective Well-Being</b> (Diener et al, 2009)	The proposal of a theoretical model of well-being that is based upon research evidence	A hierarchical model of subjective well-being which represents components that shape people’s life evaluations	<ul style="list-style-type: none"> <li>-Subjective well-being</li> <li>-Pleasant emotion</li> <li>-Unpleasant emotion</li> <li>-Global Life judgement</li> <li>-Domain Satisfaction</li> </ul>	<p><b>Strengths:</b> Empirically based model; incorporates positive and negative factors; includes subjective measures and accounts for how objective criteria are evaluated; explains processes which underpin life evaluations</p> <p><b>Limitations:</b> not specifically related to child well-being</p>
<b>A Hierarchy of Need</b> (Maslow, 1943)	A theoretical model which is designed to provide an understanding of human functioning	Outlines Needs which are described as innate, needs are arranged hierarchically and need satisfaction at lower levels must be met before higher order needs can be addressed	<ul style="list-style-type: none"> <li>-Physiological needs</li> <li>- Safety and security</li> <li>-Self-esteem</li> <li>-Love and belonging</li> <li>-Self actualisation</li> </ul>	<p><b>Strengths:</b> incorporates aspects of social, health, social perspectives and psychological perspectives; includes some subjective factors; incorporates positive influences</p> <p><b>Limitations:</b> not specific to children, theoretically not empirically based, little support for hierarchical structure proposed</p>
<b>National Child Well-Being Measures- UK</b> (ONS, 2014)	Set of measures designed to help monitor the well-being of children between the ages of 0-15 in the UK	This is a national measure which includes indicators of well-being across 7 domains	<ul style="list-style-type: none"> <li>-Personal well-being</li> <li>-Our relationships</li> <li>-Health</li> <li>-What we do</li> <li>-Where we live</li> <li>-Personal finance</li> </ul>	<p><b>Strengths:</b> includes subjective and objective factors; incorporates aspects of health, social, psychological and economic perspectives; reflects some of children’s lived experiences; specific to children</p> <p><b>Limitations:</b> little evidence of ascertaining children’s views of what well-being means to them; some indicators to not appear to be relevant to all age groups (0-15)</p>

			-Education and Skills	
<b>Ingredients to Well-being (NEF, 2009)</b>	To develop an understanding of child well-being and how to promote (argued to be a preventative measure to reduce social problems)	Model is based upon the assumption that child well-being is a dynamic process which involves an interaction between the child's internal and external experiences	<ul style="list-style-type: none"> <li>-Feeling good</li> <li>-Doing well</li> <li>-My circumstances</li> <li>-Inner resources</li> </ul>	<p><b>Strengths:</b> includes subjective and objective factors; incorporates aspects of health, social, psychological and economic perspectives; reflects some of children's lived experiences, positive emphasis; specific to children</p> <p><b>Limitations:</b> not clear how children's views are ascertained; while model explains how some factors relate it is not clear how children gain a general sense of their well-being</p>

(DfES, 2003). Given these limitations and particularly the lack of evidence relating to what well-being actually means to children current models and frameworks for well-being may be less than optimal.

In the following section the value of and issues relating to gaining and representing children's views are outlined.

## ***2.8: The Voice of the Child***

The recent emphasis placed on gaining the voice of the child in matters relating to them is informed by an ever changing concept of childhood; this concept is intrinsically linked with both social and political reform. Sandin (2014) provides a detailed historical account of how views of childhood have developed and links these changes to the social climate of the day, social reforms such as mass education and changes in political policy. For example it is argued that the political movement towards the welfare state which brought about reforms in child health care, educational policy and adoption policy both reflected and reinforced the view that childhood was period of vulnerability and dependency on the adult. In recent years, this view has shifted due to the introduction of two lenses of thought namely; the emergence of the sociology of childhood and the development of policies relating to children's rights (Clark, 2005).

One pinnacle piece of legislation that has influenced current conceptualisations of childhood is the United Nations Convention on the Rights of the Child (UN, 1989). This led to the introduction of children's rights and marked a move away from the view of children as incomplete and dependent towards the understanding that children are right holders. It is possible to divide the 54 articles outlined in the act into three Ps, the right for protection, provision and participation (Franklin, 2002 P.6). While the rights for protection and provision fit with the understanding of the day, the right for participation caused more controversy as it led to the need to reconstruct views of childhood. The right for participation portrays children as capable of making decisions and exercising choice and as such there is a need to



position them as citizens within society. Connected with the view that children are participants in society is the movement towards the sociology of childhood which emphasizes that children are 'beings and not becomings' (Uprichard, 2008). In accordance with this perspective children are not viewed as incomplete adults but as individuals within their own right. It is recognised that to some extent children operate within their own autonomous worlds which in many ways are distinct and separate to the experiences of adults. When the emphasis on children's rights and the sociology of childhood are considered together, it becomes necessary to gain insight into children's views and experiences to facilitate their participation within society.

Children are recognised to have the legal right to express their views in matters relating to them (UN, 1989). In recent years the weighting of these views in reference to decisions made has increased as both the Children and Families Act (HMSO, 2014) and the 'Special Educational Needs Code of Practice: for 0 to 25 years' (DfE & DH, 2015) highlight the importance incorporating children's views into person centred planning.

Children's right to express their views has stimulated a great body of literature and despite concerns regarding the validity and reliability of consulting with children (Lewis & Lindsay, 2000; Spyrou, 2011), there is evidence to suggest that even from a young age children can provide reliable information about issues that are important to them, assuming appropriate data gathering methods are used (Cremin & Slatter, 2004). This has led to researchers developing a variety of innovative and creative ways to empower children to express themselves (Clark, 2005) and children have been consulted with about issues relating to health (Brady, 2009; Carroll, 2002; Davis & Wright, 2008), education (Cremin & Slatter, 2004), social care (Reed, 1994) and the environment (Davis & Jones, 1999). Given the political and social emphasis on gaining voice of child and the current focus on promoting child well-being it is surprising that there appears to be a lack of literature exploring children's views on well-being as identified by Fattore, Mason and Watson (2007).

In this section it has been argued that both social and political reforms have led to an increased emphasis being placed upon the importance in gaining children's views in matters relating to them. There is also a growing body of evidence to suggest that even young children can give valid accounts of issues that are important to them (Carroll, 2002; Clark, 2005; Cremin & Slatter, 2004; Davis & Wright, 2008). With this in mind it is surprising that a number of the models and frameworks of well-being discussed in section 2.6 do not appear to clearly represent children's views. In section 2.9 a systematic literature review is presented in which research exploring children's views regarding well-being are identified, outlined and critiqued.

## ***2.9: Children's Concept of Well-being and the Factors relating to it***

### **2.9.1: Literature Review Aim**

The aim of this literature review was to identify and evaluate studies in which researchers explored children's understandings of well-being and the factors which they consider to be important to it. This aim lends itself to a broadly qualitative data gathering approach as it involves the detailed exploration of children's views regarding an issue that is relevant to them.

### ***2.9.2: Literature Search Strategy***

The review report adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher, Liberati, Tetzlaff & Altman, 2009). The review focused upon studies published in English in which researchers had sought to obtain the views of children regarding their understanding of well-being and its relevant factors.

An initial literature search using the database PsychInfo and the search terms children's concept OR understanding OR perception OR view OR voice AND well-being yielded 21,776 results. To make this search more manageable records were searched which contained these search terms in the publication title. This adjustment led to the yielding of nine results. The search terms were therefore expanded to include studies of similar concepts including: subjective well-being, happiness, life satisfaction and quality of life.

### 2.9.2.1: Summary of Search Terms

The search terms used to identify relevant literature are outlined in the table below.

*Table 2.9.2.1: Summary of Search Terms*

Children's'	AND	Concept	AND	Well-being
OR young people's		OR views		OR Quality of life
OR adolescents'		OR voice		OR life satisfaction
OR teenagers'		OR understanding		OR happiness
OR pre-schoolers'		OR perception		OR subjective well-being

Three databases (PsychInfo, ERIC, British Educational Index) were then searched systematically using the search terms summarised in table 2.9.2.1. Relevant theses held at the National Library were identified using the EThOS database. Web searching was also conducted using Google and Google scholar. In addition to this reference harvesting was used to identify any additional relevant research papers. This resulted in the identification of a total of 84 records, 59 of which were obtained using the identified databases, five theses were found using EThOS, 19 records were found using Google and Google Scholar and a further study was identified via reference harvesting (for the full list of identified studies refer to Appendix 1).

### 2.9.2.2 Identifying Relevant Studies- Inclusion/Exclusion Criteria

The 84 records identified were sourced and evaluated in accordance with the inclusion/exclusion criteria, which are outlined in table 2.9.2.2 (a) This resulted in six relevant studies been identified. These studies were subsequently coded for the purpose of accurately describing the approach, focus, methods, quality and findings of each study in a systematic way (refer to table 2.9.2.2 (b)).

*Table 2.9.2.2 (a) Inclusion/Exclusion Criteria*

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"><li>• Focus on well-being, happiness, quality of life or life satisfaction.</li><li>• Pupil's views regarding their well-being are investigated</li><li>• Participants are aged between 4 and 18 years.</li><li>• Written in English</li><li>• Is a research paper</li></ul>	<ul style="list-style-type: none"><li>• Methodology does not allow for a reflection of participant voice</li><li>• Individual components or aspects of well-being are explored as opposed to general concept</li><li>• Well-being of a specific group is explored (i.e. pupils with SEN or disabilities)</li><li>• Is a systematic literature review or meta-analysis</li><li>• Is a paper summarising the findings of an included article</li></ul>

Table 2.9.2.2 (b) Summary of Closest Hits

Author	Year	Focus	Sample	Main Methods	Main Findings
Fattore, Manson and Watson	(2009)	To explore children's concept of well-being and factors relating to well-being	123 participants 8 to 15 years	Semi-structured interviews, child lead projects	Participants understood well-being through relationships and emotional life. Three main dimensions of wellbeing identified: positive sense of self, agency and feelings of security. Other Factors ; material and economic resources, physical health, adversity, activities, physical environment and social responsibility
Gabhainn and Sixsmith	(2005)	To explore factors that are important to children's well-being	324 participants 8 to 19 years	Children's photographs	Factors included: relationships with family and friends, environment, different places and enjoyable activities.  However, there were many differences amongst the factors identified by the different groups of children
Mares and Neusar	(2010)	Explores children's understanding of Quality Of Life and factors that affect it	581 participants 8 to 15 years	Questionnaire	Participants often identified with normal life  Poor life was often represented as a lack of something in the normal life  Outstanding life was a more extreme version of the normal life.  Important factors: having parents, being looked after, having a place to live, their family having enough money and attaining at least average grades at school
O'Higgins, Sixsmith, Gabhainn and Saoirse,	(2010)	Explore what children understand of the terms 'health' and happiness'	31 participants 12 to 13 years	Semi-structured interview	Health described as a resource enabled participants to engage in everyday activities  Happiness: relationships with family and friends important linked to security and sense of belonging. Girls talked spending time with their friends' important boys engaging in specific activities with their friends.
Sargent	(2010)	Investigation of children's perspectives on	397 participants	Questionnaire	Worry: relationship issues affecting both themselves and their family, concerns about the safety and general well-being of those around them.

		'worry' and 'happiness'	8 to 12		Happiness: relationships both locally and within the family unit. Some mentioned material possessions, enjoyably activities and socio-economic and global issues
Pennington	(2002)	Explore children's perceptions on well-being. Their thoughts and feelings relating to well-being and factors that promote their well-being	20 children aged 10-11 years	Semi-structured interview	<p>Children described well-being in terms of their physical social and emotional life. They described how their well-being could be affected by events in different aspects of their lives; such as home and school.</p> <p>An overarching theme identified was 'being myself' and this fed into the subordinate themes which were: the self, the self in relation to others, growing up and the role of adults</p>

### ***2.9.3: Appraisal of Methodological Appropriateness***

The studies were then appraised in accordance with their methodological appropriateness and evaluated in terms of their quality. Gough's (2007) weight of evidence framework was used to guide the evaluation of the methodological appropriateness of the identified research. In line with this framework the selected studies were evaluated based upon a judgement of the quality of the methodology used in the study, appropriateness of methodology and the relevance of the evidence for the purpose of this review. Each study was given a rating of 'high', 'medium' or 'low' for the aforementioned criterion and collectively these ratings were used to provide a rating of the overall weight of the research. A summary of the ratings are outlined in table 2.9.3 and the rating criteria can be seen in Appendix 2.

*Table 2.9.3: Appraisal of Selected Studies*

<b>study</b>	<b>Quality of Methodology</b>	<b>Appropriateness of Research Method</b>	<b>Relevance/ Focus of evidence for this Review</b>	<b>Overall Weighting of Research</b>
<b>Fattore, Manson &amp; Watson (2009)</b>	Medium	High	High	<b>High</b>
<b>Gabhainn &amp; Sixsmith (2005)</b>	High	Medium	Medium	<b>Medium</b>
<b>Mares and Neusar (2010)</b>	High	Medium	Medium	<b>Medium</b>
<b>O'Higgins, Sixsmith, Gabhainn &amp; Saoirse, (2010)</b>	Medium	Low	Medium	<b>Medium</b>
<b>Pennington (2002)</b>	Medium	Medium	Medium	<b>Medium</b>
<b>Sargent (2010)</b>	Medium	Medium	Medium	<b>Medium</b>

## 2.9.4: Evaluation of Research Quality

All of the studies identified utilised qualitative research designs and were therefore evaluated using criteria for assessing the quality of qualitative studies (Henwood & Pidgeon, 1992; Spencer, Ritchie, Lewis & Dillon, 2003; Woods, Bond, Humphrey, Symes & Green, 2011). This evaluation gave credit for: the appropriateness of the research design; having a clear sampling rationale; utilising well executed data collection; ensuring the analysis of the reported findings was close to the data; ensuring that emergent theory related to the problem; providing evidence of explicit reflexivity; the comprehensiveness of documentation; including negative case analyses; clear and coherent reporting; providing evidence of researcher-participant negotiation; the use of transferable conclusions and clear evidence of attention to ethical issues. The studies were then rated on an 11 point scale with a rating of 0-4 indicating low quality research, a rating of 5 to 7 indicating medium quality research and a rating of 8 to 12 representing high quality research. A summary of these ratings are presented in table 2.9.4 (for a detailed outline of these evaluations refer to Appendix 3).

*Table 2.9.4. Overall ratings for Quality*

Study	Overall Quality Rating Descriptor
Fattore, Manson and Watson (2009)	<i>High</i>
Gabhainn and Sixsmith (2005)	<i>High</i>
Mares and Neusar (2010)	<i>High</i>
O'Higgins, Sixsmith, Gabhainn and Saoirse, (2010)	<i>Medium</i>
Pennington (2002)	<i>Medium</i>
Sargent (2010)	<i>Medium</i>



### **2.9.5: Detail Outline and Critique of Selected Studies**

In this section, the rationale methods and main findings for each of the selected studies shall be outlined. The appraisals given for each study relating to methodological appropriateness (table 2.9.3) and methodological quality (table 2.9.4) shall be expanded upon and presented in the form of a critique.

#### **2.9.5.1: Fattore, Manson and Watson (2009)**

**Rationale:** This study involves an exploration of children's views about what constitutes well-being and the dimensions and characteristics of well-being. The research was jointly commissioned by the 'New South Wales Commission for Children and Young People' and the 'Social Justice and Social Change Research Centre' at the University of Western Sydney (Australia) in an attempt to develop a set of well-being indicators to measure children's well-being over time. Fattore et al. (2009) claimed that previous well-being indicators were largely based on developmental milestones and reflected adult conceptualisations of what is significant to children and their development. They argue that in order to develop a more accurate measure of children's well-being, children's views about what is important to them should be taken into account.

**Methodology:** The sample used consisted of 123 participants from various urban and rural locations in New South Wales (Australia), participants were aged between eight and fifteen years. The researchers adopted a three stage design: in the first stage participants took part in an individual or group semi-structured interviews in which they were asked to discuss their concepts of well-being and the factors which they consider to be important to well-being. During the second stage participants took part in a second interview in which the themes they identified in stage two were explored in greater depth. In the final stage, participants were asked to choose their own project to explore the themes of well-being that were particularly salient to themselves. Stage one was analysed by the researchers who attempted to

identify the dominant and major themes in the interviews, no information was provided about the method of data analysis used in stages two and three.

Findings: The researchers reported that the underlying influences from which the children understood well-being was relationships and emotional life and through these mediums the dimensions of well-being were understood. Three main dimensions of wellbeing were identified: positive sense of self, agency (views of control) and feelings of security. In addition to this six domains of well-being were reported; material and economic resources, physical health, adversity, activities, physical environment and social responsibility.

Critique: This research was given a 'high' rating for the relevance of its evidence for this review. The aim of this research was to explore children's concept of well-being and the dimensions of well-being as understood by children, these aims are closely in line with the focus of the review. The large sample and broad age range used increases the extent to which the findings from the research can be generalised.

Fattore et al. (2009) carefully developed the three stage design that allowed for an accurate exploration of the participant's views using loosely structured interviews, member checking and participant led projects. Inbuilt into this design was an initial engagement process which was developed to help build rapport between the researchers and participants and help to minimise the power imbalance between these groups, for these reasons the study was given a rating of 'high' for methodological quality. While the researchers carefully considered appropriate methods which would allow them to access pupil voice, the pupil's voice was not accurately reflected in the findings of the research. In the findings section, the researchers made little reference to what children had actually said and no frequencies of children's comments in accordance with the identified themes were mentioned. In addition to this, the method of data analysis in stages two and three were not outlined. These two factors make it difficult to determine how closely the reported findings reflect the data gathered.

### **2.9.5.2: Gabhainn and Sixsmith (2005)**

**Rationale:** The aim of this research was to give children a voice in relation to the development of well-being indicators by finding out what children understood to be important to their well-being. The research was developed as a result of the 'National Children's Strategy in Ireland (2005), which outlined goals to give children a voice, to develop a better understanding of children's lives and set the action of developing a national child well-being indicator.

**Method:** Schools (primary and secondary) were selected from both rural and urban areas in Ireland and were invited to take part in the research. A total of 324 participants aged between eight and nineteen years were recruited. The research was split into a four phases and each school was allocated to a phase (one to three); participants in phase four were recruited from a youth care team. In phase one, each participant was given a camera and was asked to take pictures of things that they considered to be important to their well-being. Once the photographs had been developed participants were asked to annotate the pictures explaining their significance. Participants allocated to phase two were given a copy of the pictures taken in phase one and were asked to categorise them in accordance with commonalities they identified. In the next phase, participants were shown the categories identified in phase two and were asked to refine them and make links between the different categories. During the final phase participants, from the 'youth care team' were presented with the final tables of categories and were asked to identify differences between the groups of respondents (girls/boys, pupils from urban/ rural areas, primary/secondary pupils) and then identify themes that were important to children's well-being as a whole.

**Findings:** There were commonalities in views about what constitutes well-being amongst all the different groups. One factor that was considered important to well-being in all the groups was of relationships with family and friends and these relationships were often linked to many factors of well-being. In addition all groups identified the environment and different places as significant to well-being and the

majority communicated that enjoyable activities were important. However, there were many differences amongst the factors identified by the different groups and the relationship between these factors. This led the researchers to the conclusion that while there are a number of factors that children identify as particularly salient to their well-being, no single concept of well-being can be identified.

Critique: This piece of research was given a rating of 'high' for methodological quality, the research was documented in a comprehensive manner which enabled the reader to develop a clear understanding of the research aims, methods and the process of data analysis used. In addition, the rationale for the recruitment of participants was carefully considered so that a representative sample was obtained. A 'medium' rating was given for the relevance of this research for the current review as while the stated aim of this research was to identify children's views about the meaning and factors that influence their well-being the procedure used did not allow for an accurate reflection of well-being. The concept of well-being was initially introduced to the participants in a way which placed a clear emphasis on the positive aspects of life and this appeared to be the focus of the research. In contrast to this Fattore, Manson and Watson (2006) found that children conceptualised well-being in terms of both positive and negative factors and experiences such as adversity have an influential role in children's concept of well-being. It is argued here that the procedures used did not allow for this more holistic view of well-being.

One additional limitation of this research was that while children's voices were reflected throughout the data collection and analysis process the individual child's voice was not. In the first stage participants were asked to take and annotate photographs that they considered to be important to their own well-being, these photographs were then given to another group of children who organised the photographs in a way that made sense to them, and the categorisations were then interpreted and adapted by two more groups of participants. It is argued that during each phase the process of analysis removes the findings further away from the original data set and hence the individual pupils voice.

### **2.9.5.3: Mares and Neusar (2010)**

**Rationale:** In this study children's perception of the term 'Quality of Life' was explored. This research was conducted in the Czech Republic, the researchers highlighted that whilst there are many surveys designed to measure adults quality of life (QOL), there are a lack of measures designed to measure children's quality of life. Mares and Neusar (2010) argue that there is a lack of knowledge about what QOL means to children and young people and that appropriate measures of children's QOL should reflect children's views about what is important to them.

**Method:** The sample consisted of 581 participants from both primary and secondary school in the major Czech cities; all participants were aged between eight and fifteen years. Each participant was given an open ended questionnaire containing three questions and tasks. In the first two questions pupils were asked to describe what the term QOL meant to them and in the third question participants were asked to identify someone they knew who had poor, normal and outstanding quality of life and describe their life. Once the questionnaires had been collected they were sorted in accordance with the age and gender of the participants. The responses were then categorised in accordance with emerging themes and these themes were adjusted as new data was included.

**Findings:** Mares and Neusar (2010) reported a number of ways in which children described the term QOL, some described it in terms of their own life or characteristics from other people lives and a few (mainly girls) gave moralising answers. In many cases, participants did not answer the first two questions correctly. This was particularly common amongst the eight to eleven year olds and fourteen to fifteen year old boys. There was a much higher response rate to the third question. It was found that responses to this question indicated that if participants identified with one life, it was the 'normal' life. A 'poor' life was often represented as a lack of something that should be present in the normal life and the outstanding life was a more extreme version of the 'normal' life. Participants

emphasised the importance of: having parents; being looked after; having a place to live; their family having enough money and attaining at least average grades at school as important for a normal quality of life. Older children also often identified habits such as drinking alcoholic beverages and smoking as important. An additional finding was that children often ascribed negative attributions to people with an 'outstanding' life, such as being spoilt and people with a 'poor' QOL were often given positive attributes such as being good and humble.

Critique: This study was given a 'high' rating for methodological quality, the research was reported in a clear and coherent manner as the recruitment process, methods and data analysis were explained in detail. The analysis was close to the data and quotes from the children's responses and frequencies of responses in accordance with the identified themes were reported. The open ended questions developed in task three gave pupils the opportunity to reflect their views, yet many children, particularly the eight to eleven year olds found the first two questions difficult to answer. Mares and Neusar (2010) argued that this demonstrated that pupils in this age group did not understand the term quality of life. Contrary to this hypothesis, the children's responses to question three reflected a clear understanding of the concept of QOL. With these reflections in mind this study is given a rating of 'medium' for methodological appropriateness. It is argued here that the terminology used in the first questions may not have allowed participants to express their understanding of the concept. One additional limitation was the use of questionnaires to collect data as this placed a high demand upon pupils reading and writing ability and only those with an adequate level of skills would be able to respond appropriately to the questions. As the focus of this study was children's understanding of QOL as opposed to well-being the study is given a rating of 'medium' in terms of the relevance of focus.

#### **2.9.5.4: O'Higgins, Sixsmith, Gabhainn and Saoirse, (2010)**

Rationale: In this study the authors explored what children in Ireland understood of the terms 'health' and happiness'. O'Higgins et al. (2010) highlighted the issue that

while there is a broad understanding and theoretical framing of factors that influence children and young people's (CYP's) health and happiness, there is little known about what CYP understand of these terms. They argue that without this understanding the validity of the research investigating factors relevant to children's QOL is questionable.

**Method:** There were 31 participants aged between twelve and thirteen years recruited from a range of schools in Ireland. Researchers presented an outline of their research to pupils and the pupils were asked to nominate themselves for participation. Once the participants had been recruited they were asked to take part in an individual semi-structured interview lasting between 10 and 20 minutes. Within the interview participants were asked 16 open ended questions which addressed both their understanding of the terms 'happy' and 'healthy' and the factors that they consider affect their happiness and health. Once the data had been gathered it was analysed using the NUD\*IST software which enabled researchers to identify common themes.

**Findings:** Participants often described health as a resource which enabled them to participate in everyday activities and health was generally regarded as something achievable. Happiness was often described as feeling good. The importance of relationships with family and friends was highlighted in all the children's responses and was linked to a sense of belonging, feelings of security and feeling loved. While girls often talked of the significance of spending time with friends the boys talked about engaging in specific activities with their friends.

**Critique:** This study was given a rating of 'medium' for its methodological quality and the appropriateness of the methods used. On the whole, the methods used were clearly explained and the use of children's quotes enabled the researchers to ensure that the analysis was close to the data, although no frequencies of children's responses were reported. While the use of the semi-structured interview should have enabled pupils to express their views the high number of questions used (16 questions) in the limited time frame (10 to 20 minutes), is likely to have impacted

upon the extent to which the interviewee could influence the direction of the interview, consequently limiting their opportunity to express their views. In addition, some of the questions asked were likely to have influenced participant responses. For example, participants were asked “If your parents were grumpy would that affect how happy you feel?” this question leads participants to the consideration of how their parents affect their happiness. Participants were carefully selected from a variety of schools in order to gain a geographically and educationally representative sample of children in Ireland. Despite these sampling considerations, participants were selected from a specific age group (twelve to thirteen year olds) and no explanatory account was given for this selection. Moreover, in their discussion the reported findings were generalised as being indicative of children’s well-being as a whole as opposed to the specific age range selected. As the focus of this research was not specific to well-being a rating of ‘medium’ was given for research relevance.

#### **2.9.5.5: Sargeant (2010)**

Rationale: Sargent (2010) conducted a comparative investigation of children’s perspectives on ‘worry’ and ‘happiness’ in Australia and England. Sargeant argued that while there is an emphasis on gaining children’s views implied in both research and legislation that these views are rarely ascertained and applied to practice. He proposes that researchers and professionals often regard children’s views as whimsical and lacking in credibility and research is needed to reframe these views.

Method: A total of 397 Participants aged between eight and twelve years were recruited from both an Australian and English school. Participants were asked to complete a written questionnaire containing three questions designed to explore their views of what makes them happy, what makes them worry and what they would like to change in the world. The data gathered was analysed using thematic analysis.



Findings: When asked to describe things that worry them the children's responses most commonly reflected personal and relationship issues affecting both themselves and their family. They also identified concerns about the safety and general well-being of those around them. Only one child identified concerns of a more global nature. The dominant theme that emerged when participants were asked to describe what makes them happy also reflected the importance of relationships both locally and within the family unit. Some participants also mentioned the significance of material possessions and enjoyably activities, but these responses were much less common. The frequencies of responses in accordance with the identified themes for happiness and worry were very similar between children in England and Australia; however, differences emerged when participants were asked what they would like to change. Responses here tended to reflect a much greater emphasis on global and community issues such as global conflict, environmental issues and issues relating to global equity. Participants from England tended to more commonly identify issues relating to global conflict than their Australian counterparts and Australian children reflected a greater concern for environmental issues, Sargeant (2010) argued that these differences reflect the contrasting media priorities of the countries.

Critique: This study was rated as 'medium' for both its methodological quality and the appropriateness of the methods used. The recruitment process was clearly explained as were the methods used and the process of analysis. Through the reporting of children's quotes and frequencies of responses in accordance with identified themes, Sargeant (2010) ensured that the analysis was close to the original data. A limitation of this research is that there was a lack of evidence that the researcher had given due consideration to the ethical implications of asking children to record their worries. Placing this demand on children could have caused them distress and could have led to the revelation of safe guarding issues, which were not discussed in the report. The use of three open ended questions provided participant's with the freedom to express and explore their views. Conversely the use of a questionnaire placed demands on pupils' literacy skills which, may have led to a response bias. A rating of 'medium' was given for the relevance of the focus of

this research to the focus of the current research. Similarly, to the research conducted by O'Higgins et al. (2010) the focus of the research was not specifically pupils' concept of well-being, 'happiness' and 'worry' are often considered as salient to well-being.

#### **2.9.5.6: Pennington (2002)**

**Rationale:** The purpose of this research was to ascertain children's definitions of well-being and gain their views about the things that facilitate a positive sense of well-being. Pennington had a background in clinical psychology and argued that psychological practice often focused upon dysfunction and that the study of well-being shifts this focus as it allows practitioners to explore positive facilitators that promote change.

**Method:** The sample consisted of 22 participants who were recruited from five English primary schools. The participants were all aged between ten and eleven and the sample contained an equal mix of boys and girls. The participants were asked to take part in semi-structured interviews in which they were asked to define the terms 'well-being', 'wellness' and 'being-well'. They were then asked to discuss their most recent experiences of a time when they felt that their life was going well and were required to contrast this with time when they felt that their life was not good. Finally, they were asked to talk about things that helped them to stay well. The results were analysed using interpretative phenomenological analysis (IPA).

**Findings:** It was found that the participants frequently defined well-being in terms of the self which included both their state of physical health and their views about themselves. When discussing the factors that influence well-being the participants referred to the importance of having: new opportunities and experiences, a sense of achievement, some autonomy and a sense of security. The participants also spoke about the significance of their relationships with others and discussed the importance of experiencing harmonious and supportive relationships. The children used a number of emotional words when talking about well-being and seemed to

associate well-being with experiences of positive emotions and an absence of negative emotions.

Critique: This study was given a 'medium' rating for methodological appropriateness. The identified aims of this research included the exploration of children's views regarding well-being which is in-line with the focus of this review. However, the sample included a group of children from a limited age range and the researcher did not appear to reflect on the implications that this may have in relation to the generalisability of the findings. In relation to the methodologies used, the use of semi-structured interviews did seem to allow for an in-depth exploration of children's views and the questions developed enabled the researcher to explore certain aspects of well-being. Despite this, some of the interview questions appeared to reflect the researcher's own understanding of child well-being and hence may have directed the children's responses. For example, the children were asked to reflect upon a time when they felt that their own life was good and not good which, is based upon the assumption that well-being is an unstable construct. There appeared to be discrepancies between the stated method of data analysis used and the reporting of the research findings. Pennington (2002) reported using IPA to analyse the data, which involves an in-depth exploration of individual participant's views. However, in this study the findings from all the participant's responses were reported collectively and there appeared to be little evidence which reflected the views of the individual or the interpretative views of the researcher.

## **2.10: Summary of Literature and Identification of Knowledge Gap**

From the identified research, there still appears to be a lack of knowledge of what well-being actually means to children. Arguably, while there is research which explores issues that are important to children's lives, there were only two studies identified which focused upon children's views of well-being (Fattore et al., 2009;

Pennington, 2002) and here, while researchers strove to access participants' views, these views were not clearly reflected in the reporting of the research findings.

In addition, one general limitation of the research is the view of childhood adopted by the researchers. Two different approaches were taken to select participants to represent children's views: researchers either selected participants from a large age range (Fattore et al, 2009; Gabhainn & Sixsmith 2005; Mares & Neusar, 2010) and evaluated their views collectively; or selected an age specific sample and generalised these views to be representative of children's views as a whole (O'Higgins, Sixsmith, Gabhainn and Saorise, 2010; Pennington, 2002; Sargeant 2010). In using either of these approaches childhood is viewed as a single phase.

It has already been argued that an adult's conceptualisation of well-being may be very different to that of a child. Equally, a child's conceptualisation is likely to vary across the sub-phases of childhood which are characterised by different biological, environmental, social and emotional factors. It has long been established that children's perspectives and understanding of the world develops throughout their childhood and the field of developmental psychology led by pioneers such as Vygotsky and Piaget has greatly shaped conceptualisations of childhood. Piaget (1947) outlined a number of stages of child development including: symbolic, pre-operational, concrete operational and the formal operational stage. These stages are characterised by different ways of perceiving and interpreting the world. For example, the child in the pre-operational stage of development is thought to understand the world in egocentric terms. This is likely to have a bearing upon the things that are important to them as to some extent they are bound by their immediate context and direct experiences. Whereas, children in the pre-operational stage of development are considered to be able to begin to reflect upon the perspectives of others. With this in mind it is surprising that children's views are construed as single a construct and it would not be difficult to contest the argument that views of two year old children are likely to differ to those of eighteen year olds. One further limitation of the identified literature is that the views of young children (seven years and below) have not been sought and as there is

evidence to suggest that children as young as three years old are able to provide a reliable account of their views (Cremin & Slatter, 2004) there may be scope for exploring young children's views of well-being.

## **2.11 Research Aims and Contribution to Knowledge**

The aim of the current research is to build on previous research (Fattore et al., 2009; Pennington, 2002) by providing in depth data relating to children's views regarding well-being. Also to begin to address the identified knowledge gaps by exploring children's concept of well-being from a developmental perspective. Although within the scope of this research it is not possible to explore how children's concepts of well-being develop throughout childhood, three different age groups shall be considered (four year olds, seven year olds and eleven year olds), this will also allow for the exploration of young children's views. With regard to this aim the contribution of this research to knowledge should be twofold. Firstly, it should add to the existing evidence and literature concerning the factors which children consider to be important to their lives. In addition it should begin to address the knowledge gap through the initial exploration of if and how children's views develop as children mature.

## **2.12: Research Questions**

1. How do four, seven and eleven year old children conceptualise well-being?
2. What factors do four, seven and eleven year old children consider to influence their sense of well-being?
3. To what extent does age affect children's conceptualisation of well-being and the factors which they consider to influence well-being?

## Chapter 3

# Methodology

### ***3.1: Introduction and Overview of Methodology***

In this chapter the methodological principles at the design stage of the research are explored. The aims of this research are documented and the epistemological, ontological and axiological frameworks which were used to guide the methodologies used are explored. This is followed by the detailed discussion of the participant selection procedure, an account of the research design and a discussion regarding the data gathering and data analysis methods adopted. In addition to this the ethical considerations made are outlined and the steps taken to minimise the identified risks are explained.

In brief, the aim of the research was to begin to explore children's concept of well-being and the factors which they believe contribute to it. An additional aim was to compare how children's views regarding well-being vary across different age groups. As this study involves the initial exploration of how children's views develop it was decided that it was necessary to collect in depth data from a relatively small sample as opposed to more reductionist data from a larger sample. This reflects an initial stage in the hourglass structure of research in which a concept is explored through a number of broad research questions. Participants were selected from three different age groups (four year olds, seven year olds and eleven year olds). An in-depth survey design was used to address the research questions. The research was split into a two phase design and each participant took part in both phases. A qualitative approach was used to gather data and in the first phase data regarding children's concept of well-being (RQ1) and the factors which they consider to be important to it (RQ2) were collected using semi-structured interviews. The questions used reflect those developed by Mares and Neusar (2010) as the participants were asked to explore different levels of well-being. However, it was

decided that the questions would be presented as an interview as opposed to a questionnaire (as used by Mares and Neusar, 2010) as this method was considered to be more accessible for young children who may not have developed the literacy skills to provide a written response. In the second phase children's photographs were used to explore the factors that they considered to be important to well-being (RQ2). This method of data collection was used by Gabhainn and Sixsmith (2005) and it was felt that this technique provided the participants with an opportunity to express their views in a way that did not depend on their linguistic competency. To maintain internal validity the data gathering methods used and the focus of the questions used to explore children's understandings in each phase were consistent regardless of the pupil's age. However, the techniques used were adapted to suit children's developmental stage and whilst the focus of the questions asked was consistent adjustments were made to the phrasing of questions to ensure they were accessible to all age groups. An initial pilot study which, included a sample of three participants from each age group (Laverack, 2014), provided support for the use of these data gathering methods but further highlighted ways in which the specific techniques used during the interviews could be adapted to better suit the participant's age group (discussed in detail in section 3.9) The data were analysed using thematic analysis and data relating to each age group were considered separately.

### ***3.2: Aims and objectives***

The aim of the proposed study was to explore how children in a North-West England primary school conceptualised well-being and the factors which they considered to be important to it. An additional aim of the research was to compare how the children's concepts of well-being and factors they described as relating to it developed across the primary phase.

### ***3.3: Rationale***

The rationale for this research was to contribute to the limited research evidence through the exploration of children's understanding of well-being and factors relating to it (Fattore et al., 2009; Pennington, 2002). The unique contribution of this research is that children's views are explored from a developmental perspective, which begins to address the identified knowledge gap (refer to section 2.10). Through gaining a better understanding of what well-being means to children at different stages in their lives it would be possible to refine current measures (FCD, 2013; ONS, 2014) and strategies to promote well-being, (DfES, 2006; DfE, 2008; DfE, 2015) so that they better reflect issues that children describe as important.

### ***3.4: Research Questions***

To remind the reader here is a list of the research questions which are addressed in this study.

1. How do four, seven and eleven year olds conceptualise well-being?
2. What factors do four, seven and eleven year olds consider to influence their sense of well-being?
3. To what extent does age affect children's conceptualisation of well-being and the factors which they consider to influence well-being?

### ***3.5: Ontology and Epistemology***

The term ontology concerns the nature of knowledge and the researcher's belief about what knowledge is, while epistemology refers to the researcher's understanding of the processes by which knowledge is gained. The ontological and epistemological stances taken are integral to the research process as they are used



to guide the methodologies adopted and the way in which data analysis is approached.

As the aim of this research is to explore children's perceptions of well-being in an open ended manner the research is not hypothesis driven. It is therefore necessary to generate rich qualitative data which will enable an inductive bottom-up approach to addressing the research questions.

There are a number of possible epistemologies used in qualitative research these epistemologies can be conceptualised as operating on a continuum ranging from 'radical realism' which is based on the ontology that there are no pure objective experiences and that the world is viewed as *'indeterminable, disorderly and constantly in flux and thereby ultimately 'unknowable' in any objective sense'* (Moore, 2005,p 106),to 'naïve realism' in which knowledge is understood to correspond with theory, ultimate truth is seen to exist and it is assumed that it is possible to extract knowledge from research assuming that appropriate methods have been used to generate data (Madill, Jordan & Shirley, 2000).

In this research it is necessary to find a point between these two extremes. While it is assumed that children do have some understanding of what well-being means to them and there is likely to be a degree of commonality between children's understandings, it is also acknowledged that the nature of well-being is subjective and dependent on individual perception. With this in mind it is accepted that there is no universal truth about what well-being means to children at different developmental stages. An additional factor to consider in regard to epistemology is the role of the researcher: it is acknowledged that data is gathered through an interaction between the child and the researcher and the analysis of data is dependent upon the researcher's interpretation of information gathered which is a subjective process. The ontology that knowledge is not objective and is dependent upon our beliefs is encompassed in critical realism (Bunge, 1993; Robson, 2002). However in accordance with this perspective it is assumed that while knowledge itself is fallible and dependent upon individual interpretation there is an

independent reality which can be explored through the process of scientific exploration (Sayer, 1992). In this research it is accepted that there is unlikely to be a universal truth about what well-being means to children and children's understandings are likely to be constructed in accordance with their own social and contextual experiences. This research best relates to the epistemological paradigm described as constructivism in which emphasis is placed on how the social world is interpreted by individuals acting in it (Robson, 2011). One paradigm that fits under the umbrella of constructivism is 'social constructivism'. In accordance with this perspective meaning does not exist in its own right but is constructed by individuals who engage in interpretation (Robson, 2011). The epistemological stance taken here is that of 'contextual constructivism' (Lyons, 2007). In this account it is understood that knowledge is not only bound by interpretation but also the context in which it is generated. Contextual constructivism is underpinned by the belief that knowledge is constructed through social interaction and engagement with society (Lyons, 2007). The role of context in conceptualising well-being is outlined in section 1.3 and it is suggested that our understanding of well-being is intrinsically linked with our experiences which are shaped by both cultural and political factors. With this in mind it is essential to adopt an epistemology that reflects this diversity and the 'contextual constructivist' stance does this effectively.

### ***3.6: Axiology***

The term axiology refers to the processes by which the researcher's own experiences, knowledge, values and beliefs impact upon the way in which data is collected and analysed. As the ontological and epistemological stance taken here reflects the belief that knowledge is bound by context and the process of social interaction it is important that the researcher's role in this interactive and interpretative processes are given due consideration.

It is believed here that factors which impact upon and influence the way in which a person interprets and perceives the world around them are vast and constantly

evolving. With this in mind the extent to which it is possible to give a full account of the factors which influenced the researcher's approach to data collection and analysis are limited. However, it is possible to identify a number of key factors which may offer some insight into the approaches used.

Prior to embarking on the Doctoral programme the researcher worked as a primary school teacher in a year one class (five and six year old children). In addition to this the researcher has extensive experience of working within a variety of Early Years settings working, predominantly with children aged between two and five years. These experiences provided the researcher with a wealth of knowledge regarding early child development and the educational curricula which guide how children are taught. The methods of data collection are influenced by these experiences and the play based approach adopted with the youngest children in the sample is reflective of the researcher's experiences of Early Years education. The researcher's interest in exploring the views of young children also stems from experiences of working with this age group.

Experiences of working as a Trainee Educational Psychologist, which includes working with children and young people between the ages of two and twenty-five have served to heighten the researcher's interest in exploring how children's views develop with age. In addition to this, recent changes in government legislation including the introduction of the Children and Families Act (HMSO, 2014) and the 'Special Educational Needs Code of Practice: for 0 to 25 years' (DfE, 2015) have placed gaining the views of children at the forefront of government agenda and have directly impacted upon the way in which professionals (including the researcher) work with children and young people.

The information and training provided through University based lectures have influenced how the researcher works with children and young people and in particular the techniques adopted to gain their views. The researcher was strongly influenced by the counselling aspect of the course and the emphasis placed on

active listening, empathy and unconditional positive regard now underpin the way in which the researcher converses with children and young people (Rogers, 1957).

A further consideration to be made is the theoretical paradigms that have influenced the way in which this research was conducted. The focus upon well-being is in line with a positive psychological perspective. This approach can be contrasted with more traditional psychological paradigms in which emphasis is placed upon psychological dysfunction and disorder (Ryff, 1995). It is believed here that while it is important to have some understanding of dysfunction in order to maximise the extent to which psychological principles and theories can be applied in a way that is beneficial to individuals it is also important to understand the conditions which enable optimal functioning. This is in line with the thinking of Seligman (2002). With this in mind, throughout this research emphasis placed upon issues that participant's consider to impact upon their lives in a positive way. In addition to this the researcher is influenced by personal construct theory. In accordance with this perspective individuals have their own conceptual framework (based upon their prior experiences) from which they understand and interpret information (Kelly, 1963 p.46). The style of questioning and methods of analysis used in this research enables the researcher to explore children's conceptual frameworks.

### ***3.7: Selection of Participants***

#### **3.7.1: Sample Overview**

The sample was purposively selected as the researcher identified a number of selection criteria (refer to section 3.7.2) that related to the children's capacity and willingness to participate. It was also considered necessary to obtain a relatively homogeneous sample as it was felt that this would allow for the collective representation of children's views within age groups and the comparison of views across age groups. The sample consisted of nine participants with three

participants selected to represent each of the identified age groups (four year olds, seven year olds and eleven year olds). These three age groups were selected as they represent the beginning, middle and end of the primary school age range. It was hypothesised that this would help to facilitate the broad exploration of children's views across the primary phase. The sample was compromised of a mixture of males and females and there were five males and four females in the sample (both genders were represented in each age group). All of the participants in the sample were white British.

### **3.7.2: Participant Selection Criteria**

The following criteria were used to select the sample:

- The children were required to have adequate language skills as this was understood to enable them to engage in the interviews (as determined by teacher reports)
- The children were not to be identified as having a special educational need (as this was a developmental investigation)
- The children's parents were required to be willing to support their child's participation in the research

### **3.7.3: Participant Selection Procedure**

A primary school was identified by the Educational Psychology Service in Seaview (pseudonym). The research was based in Crofton Catholic Primary School. A recent Ofsted report indicated that this school had 694 pupils on roll the majority of whom were classified as 'White British'. The school had relatively few pupils with English as an additional language and had less than the national average number of pupils receiving 'pupil premium'.

To select the sample, teachers of each of the identified age groups (four year olds (reception), seven year olds (year 3) and eleven year olds (year 6)) were asked to pick three children of the appropriate age who they believed fit the criteria outlined in section 3.7.2 and who they thought would be willing and interested in taking part in the research. Once potential participants were identified the researcher ensured that they were fully informed of the research in a way which was developmentally appropriate and the children's right to refuse participation was made explicit. To do this the children were given age appropriate information sheets (Appendix 4) and the researcher discussed this information with the children and provided them with an opportunity to ask any questions. Two potential participants said that they did not want to take part, therefore alternate participants were sought. The children were then given developmentally appropriate information sheets (Appendix 4) (the researcher read this information to the children) and assent forms (Appendix 5). The children's parents were also given information sheets (Appendix 6) and consent forms (Appendix 7). Once the consent and assent forms had been collected the dates for the interviews were arranged.

#### **3.7.4: Critique of Sample**

It is acknowledged that given the size of the sample it will be difficult to generalise the findings of the study, despite this as the research is exploratory in nature so it is considered more important to gain rich qualitative data than to have a large sample using more reductionist data. It could also be argued that the criteria used to identify the sample are likely to create a sample bias as the sample used in this study is not representative of children from different cultures, ethnicities, socio-economic statuses or religions. Whilst this is recognised, one of aims of the research is to begin to identify how views of well-being develop with age and in order to do this it is necessary to have a relatively homogeneous sample. This is particularly important as it is recognised that concepts of well-being are influenced by individual difference (Cheng et al., 2011; Plaut, Markus, Treadway, & Fu, 2012) and in accordance with the contextual constructivist position adopted in this research knowledge is understood to be bound by context.

### ***3.8: Research Design***

This is a purely qualitative study utilising an in depth survey research design. While surveys are traditionally attributed to a specific method of data collection (the use of questionnaires) De Vaus (2002, p.4) argues that the distinguishing features of a survey are not the methods of data collection but the form of data gathered and the approach to data analysis used. In terms of the form of data gathered, surveys are characterised by the collection of information regarding the same variables from at least two cases. Here a case may be the information gathered from a specific person or a group of people (for example, people from a specific country). In survey research, the purpose of data analysis is to describe the characteristics of a set of cases, compare and contrast cases and to explore possible causal inferences for the phenomena identified between cases. De Vaus (2002, p.5) contrasts the survey design with a case study design and argues that the key difference between these approaches is that while the purpose of a case study is to create a rounded and holistic understanding of an individual case this method does not fundamentally rely on comparison between cases, whereas this process is of central importance in a survey design.

The current research can be described as utilising a survey design as the purpose of this research is to gain information regarding children's understanding of well-being and the factors which they consider to be important to it, hence information regarding the same variables is collected across cases. There are three cases within this study which are defined by the children's age groups (four year olds; seven year olds and eleven year olds). The purpose of data analysis is to first identify commonalities within each case and then compare and contrast cases. The researcher will strive to explore possible hypotheses to account for both commonalities and differences between cases. This study is specifically described as using an in-depth survey design as it involves collecting rich qualitative data from a relatively small sample.

### ***3.9: Phase One: Data Gathering methods: Semi-Structured Interviews***

In the first phase, participants took part in individual semi-structured interviews in which they were invited to discuss their concept of well-being (RQ1) and the factors which they believe affect the well-being of children their age (RQ2). Semi-structured interviews were selected here as it was believed that this approach would help to facilitate the in-depth exploration of children's views in regard to well-being. If a completely unstructured interview technique had been adopted the researcher would not be in a position to appropriately address the specific research questions. Conversely, a structured interview technique would not allow for the in-depth exploration of children's views in reference to the chosen subject area. While it would have been possible to carry out a detailed exploration of children's views using alternative methods such as focus groups, well-being is conceptualised here as subjective in nature and the use of a group based approach may have led to the loss of the individual child's voice. It may also have been difficult to implement focus group discussions with younger children. To explore children's concept of well-being the children were asked to define the term well-being or the question 'how is your life going?' To address research question the participants were asked to describe what would give someone their age an 'okay', 'really good' and 'not good' level of well-being. While it could be argued that these terms are emotionally loaded an earlier study conducted by the researcher (Laverack, 2013) indicated that less emotive phrases such as 'normal', 'high' and 'low' have a particular meaning for children as 'normal' is often viewed as the ideal state and both 'high' and 'low' are viewed less favourably as they are measured against this ideal. The interview schedules (Appendix 8) were fairly stable across the age groups although, minor adjustments were made to the phrasing and presentation of questions to ensure they were accessible for all. The setting for the interviews required careful consideration. It was necessary that the interviews were conducted in quiet area in a place that was familiar and popular to the children as these are important facilitators for consultation with children (Clark & Moss, 2001). The interviews with the seven and eleven year olds were therefore carried out in the school library



which was identified as a quiet communal space which was frequently accessed by the children. The interviews with the four year olds were carried out in a quiet area within the children's classroom as this was identified as more familiar to the participants in this group.

### **3.9.1: Four year Old Semi- Structured Interviews**

#### **3.9.1.1: Gaining the Views of Young Children**

One barrier to ascertaining the views of young children is that they are often perceived as having difficulties with expressing themselves. Clarke (2010) offered a counter argument to this suggesting, that potential barriers to communication should be viewed as resting within the researcher as opposed to within the child. With this view in mind it becomes the role of the researcher to develop data gathering methods that enable young children to express their views. A study by Cremin and Slatter (2004) provided evidence that three to five year olds could give reliable accounts of their views. However, unlike the research conducted by Cremin and Slatter (2004) who studied children's play preferences, well-being in its nature is an abstract concept and the research participants may want to express some ideas that they cannot easily capture in a photograph. With this in mind it was thought necessary to utilise an additional research technique that enabled young children discuss abstract concepts.

Children are taught abstract concepts such as emotions, relationships and morals through a variety of methods such as stories, films and role play. This enables such concepts to be taught in a concrete and meaningful way. In order to enable children to discuss abstract concepts it may be appropriate to provide a concrete basis for the discussions, one way to do this is through the use of personal dolls. Persona dolls are child size dolls which are often used in Early Years settings to facilitate discussions with children about concepts such as race and gender. In accordance with this approach the adult creates a personality for the doll through storytelling and then develops a situation the doll has experienced, the children are

then given an opportunity to discuss their thoughts about the doll's situation and can offer him/her advice about what he/she could do (Bowles, 2004). This technique enables the child to become immersed in the doll's experience by engaging their heart and minds through empathy (Brown, 2001). Persona dolls were used to ascertain young children's views in a study by Jesuvadian and Wright (2009). In this study the researcher provided a vignette for each doll and used a semi-structured interview to explore children's perceptions of racial identity. The authors claimed that this technique empowered children to express their voice through engaging their empathy.

In the current study persona dolls were used to provide a concrete basis for the discussion of well-being, a vignette was developed for the dolls which can be seen in Appendix 8. It was considered important that the stories developed for the dolls enabled participants to identify with the dolls but did not provide information that would shape the children's responses with regard to well-being. In an initial pilot study it was found that the participant was able to identify with the dolls as when the researcher provided the doll's story the child made links between the story and their own experience, for example she said 'I am four too'. This technique also enabled the child to talk about the different levels of well-being in a fluid way as she would pick up the doll she was talking about at the time. It was however found that in order to engage children in the authentic sharing of their experiences it was necessary to make an adjustment to the interviewing technique used.

It was decided that persona dolls would only be used with this age group as it was believed that using this technique with older children was not appropriate for their developmental stage, as older children have typically developed the linguistic and conceptual skills that they require to discuss issues that are not directly related to their immediate context (Piaget, 1947). It was also postulated that older children were likely to feel less inclined to engage with the dolls as they may perceive this technique as immature for their age. Therefore while it was believed that the use of persona dolls would facilitate the discussions with four year olds it was hypothesised that this technique may inhibit discussions with the older children. It

could be argued that the differences in interviewing techniques adopted in this research could impact upon the internal validity of the study. However this study is approached from a developmental perspective it therefore stands to reason that the methods used to gain the views of children should be developmentally appropriate. The interview techniques developed are designed to maximise the children's ability to participate in the research. However steps were taken to ensure that the content of the questions posed to the children were consistent across age groups, which arguably increases the internal validity of the study.

It was noticed that the four year old participant in the original pilot study (Laverack, 2014) found the prompts used in the interview challenging as when she was asked to expand upon her answer or give additional factors she began to look around the interview room for alternative answers. While this may indicated that she had not yet developed a clear understanding of well-being an alternate explanation might be that the style of communication adopted in the interview does not reflect typical discussions between an adult and young child. Often when adults ask questions of children the adult already knows the answer and if the question is repeated it is because the given answer is incorrect. It is therefore necessary to provide an authentic way of asking questions which are reflective of the way young children's views are typically explored. Mortimer (2004) suggested that a powerful way of allowing children to express their voices is to offer them choices through play. This approach enables children to express their views in their own way and also reflects common classroom and nursery practice in the UK which is based upon free-flow play. To allow children to express their views in this more authentic way the interview technique was adjusted. While Persona dolls were still used to provide the children with a concrete basis for their discussions, the children were given a number of play based options to facilitate the discussion of their ideas. It was believed that this would also help to address the power imbalance between the child and the researcher as it enabled them to be actively engaged in activity hence removing the focus away from them.

### **3.9.1.2: Four Year Old Interview Schedule and Procedure**

Persona dolls were used to facilitate the conversations with the children in the four year old age group. Three dolls were used to represent the three levels of well-being identified: a 'good' life, 'okay' life and 'not good' life. The three dolls were introduced to each participant as children their age. To explore the children's concept of well-being, the children were asked to 'help' the dolls by explaining what the term well-being means or by defining the question 'how is your life going?' The researcher then told the children that one of the dolls said their life was 'really good'; each child was then asked to pick the doll they think said it (their selection was viewed as correct). The participant was then told a vignette to enable them to identify with the doll (Appendix 8) and was asked to explain what the doll meant when he/she said his life is 'really good'. To explore the factors that the children consider to be important to well-being they were asked to describe the things that might make the doll's life 'really good'. The same technique was also used to explore alternative levels of well-being including having an 'okay' and 'not good' life. The children were provided with a number of play based activities which they could engage in during the interviews including: playing with Duplo, drawing and playing with playdough. These techniques were used to facilitate the discussions between the participant and the researcher and the products produced by the children during their play were not collected for analysis.

### **3.9.2: Seven Year Old Interview Schedule and Procedure**

In contrast to consulting with children in the early years gaining the views of older children can be done in a straight forward manner, as it is easier to talk to children to establish their views (Mortimer, 2004). In light of this, the views of children in this age group were explored directly through the use of semi-structured interviews (refer to Appendix 8 for interview schedule).

Initially, it was considered that seven year old children were likely to benefit from some sort of concrete basis to facilitate the discussion of abstract concepts but the

use of persona dolls was not considered to be age appropriate. To address this issue; photographs of children of a similar age were used and brief vignette was been developed to facilitate the discussion. However, the findings from the initial pilot study (Laverack, 2014) indicated that the use of photographs did not facilitate these discussions as the child interviewed attempted to use information from the photographs and the vignette to shape her response, it was therefore decided that these props were not needed. Instead the children were asked to explain what they thought someone might mean if they said 'how your life is going?' (RQ1). They were then asked to discuss what it means to have a 'good', 'okay' and 'not good' life (RQ1) and the factors which might contribute to these evaluations (RQ2).

The conversation was facilitated by the careful consideration of the interview environment as both the researcher and the child sat on comfortable large chairs facing slightly towards each other. To some extent, this helped address the power imbalance between the researcher and the participant by physically positioning the child as equal to the researcher.

### **3.9.3: Eleven Year Old Interview Schedule and Procedure**

The participants in this age group were asked to discuss their concept of well-being (RQ1) and the factors which they consider to be important to well-being (RQ2) through the use of semi-structured interview without the use of props (refer to Appendix 8 for the interview schedule). The initial pilot study (Laverack, 2014) provided evidence that this interview technique was an appropriate way to explore the views of children this age.

## ***3.10: Phase Two Procedures: Children's Photographs***

### **3.10.1: The use of Children's Photographs**

There is an increasing evidence base to support the use of children's photographs as an effective technique that can be used to ascertain their views (Clark & Moss,

2001; Clark 2005; Cremin and Slatter, 2004; Gabhainn & Sixsmith, 2005); and it is argued that through photographs children can express their opinions in a symbolic non-verbal way (Clark & Moss, 2001, p.6). A further advantage of the use of photographs is that the technique enables children to portray their experiences in accessible way as most children have experiences of using such technology from a young age. The need to provide children with the opportunity to express their views in a visual way was recognised here. It was considered that the use of photographs would be particularly beneficial for the younger children in the group who may not have developed the linguistic skills to effectively express their views verbally. Children's photographs were used to help the children identify the factors which they consider to be salient to well-being (RQ2). There were however, limitations of the use of this technique in a school setting, particularly for the exploration of concepts such as well-being. As the children would have been limited by what they could photograph in their school environment. To effectively explore the children's views it was thought necessary for them to be able to take pictures of things that reflect their wider experiences. For this reason, the research participants were required to take their cameras away from the research setting. This affected the extent to which the researcher could exercise control over factors such as adult influence. A further limitation of the use of photographs to explore well-being is that this concept is in its nature abstract and the research participants may have wanted to express ideas that they could not easily capture in a photograph. The process of taking photographs is context dependent and likely to be shaped by the children's activities during the time they have the cameras.

### **3.10.2: Phase Two Procedure**

All of the participants in the initial pilot study (Laverack, 2014) were given disposable cameras. Unfortunately it was found that the children had difficulty operating the cameras and quality of the pictures produced was particularly poor and in some instances the children's photographs were unidentifiable. To manage this difficulty in the main study the children were given children's digital cameras to take away with them.

The use of children's photographs reflected the strategies used by Gabhainn and Sixsmith (2005). Initially, the children were taught how to use the cameras (this involved taking practice photographs) and they were given the opportunity to generate some ideas about the things they might like to photograph. Each child was then issued with a camera which was handed to the class teachers to give to the children at the end of the school day. The children's parents were all given a letter containing information to remind them of the research aims and to provide advice on how they could support their child in taking their photographs (Appendix 9). The children were given one week to take their photographs. Once the photographs had been uploaded and printed, each participant was asked to sort their pictures and choose all the photographs which they believed were important to their well-being. This reflects the practice of Cremin and Slatter (2004) and provided the children with the opportunity to remove any pictures taken accidentally. The children were then invited to comment on their photos and describe what their photos were about. This approach is recommended by Clark and Moss (2001). The data gathered in phase two was then triangulated with the data gathered during the interviews.

### ***3.11: Data Gathering***

All nine of the interviews were carried out and each interview was fully transcribed. Unfortunately at this stage of the process it was found that three of the nine cameras issued to the children were faulty and as a consequence it was not possible to retrieve the children's pictures. Table 2.10 provides a summary of the data collected. As can be seen from the table, one camera in each age group did not work. While the possibility of issuing the children with new cameras was considered it was decided that the implications of asking the children to take the pictures for a second time were too great in terms of the potential effect on the reliability and validity of the data. As the data were collected just before the summer holidays there would have been a six week gap between the two phases of data collection. As this is a developmental study this time delay would significantly impact on the reliability of the research findings. While it may have been appropriate to recruit an entire new sample at this stage due to the researcher's

own work commitments this was not possible. It was therefore decided to use the incomplete data set for the purpose of analysis.

*Table 3.11. Summary of Data Gathered*

Participant Name	Age	Interview Complete	Photographs Collected
Tara	4	Yes	No
Jack	4	Yes	Yes
Tony	4	Yes	Yes
Fred	7	Yes	No
Angela	7	Yes	Yes
Red	7	Yes	Yes
Elsie	11	Yes	No
Fred	11	Yes	Yes
Marlow	11	Yes	Yes

### **3.12: Data Analysis**

The interviews conducted were all audio recorded and then fully transcribed. The photographs were printed and each picture was coded twice in accordance with a visual description of what was present in the photograph and the child's description of the photograph. The data were then collated and analysed using thematic analysis as outlined by Braun and Clarke (2006). The data were initially analysed in discrete data sets defined by the participant's age group, within each set thematic analysis was used to explore children's concept of well-being (RQ1) and the factors which the children consider to be salient to their well-being (RQ2). The analyses were then compared across age groups to explore the extent to which children's concept of well-being differed across the three age groups (RQ3). The six phase procedure outline by Braun and Clarke (2006) (refer to table 3.12) provides a logical and systematic approach to data analysis and this approach was adopted in this study.



*Table 3.12: The Six Phases of Thematic Analysis (Braun & Clarke, 2006)*

Phase	Description of Process
1.Familiarising yourself with the data	Transcription of data, reading and re-reading the data, noting down initial ideas. - to be carried out by the researcher. (Appendix 10)
2. Generating Initial Codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code - to be carried out by the researcher(Appendix 11)
3. Searching for Themes	Collating codes into potential themes, gathering all data relevant to each potential theme - to be carried out by the researcher. (Appendix 12)
4. Reviewing Themes	Checking if the themes work in relation to the coded extracts (Level1) and the entire dataset (Level2), generating a “thematic map” of the analysis - to be carried out by the researcher (Thematic Maps presented in chapter 3)
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme- to be carried out by the researcher member checking to be used  (The process of defining and naming themes was an ongoing process which began at phase 4 and continued throughout the write up)
6. Producing the Report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis - to be carried out by the researcher. (Refer to chapter 3 : Findings)

Thematic analysis has been selected here as this technique provides a flexible tool for data analysis that can provide a rich and detailed account of the data. Braun and Clarke (2006) argue that thematic analysis can be utilised within a number of different theoretical and epistemological perspectives; from the realist perspective in which the goal is to report the reality and lived experiences of the participants to the constructivist perspective where emphasis is placed on the subjective and interpretive experiences. The theoretical stance adopted in the research drives the way in which the data analysis is approached and information which is considered salient in the analytical process. As the epistemological position of this research is 'contextual constructivism' and the aim of the research is to explore children's understanding of well-being it was necessary to approach data analysis from a bottom-up manner as opposed to a hypothesis driven inductive one. In addition to this, as the stance taken here reflects the view that knowledge is socially and contextually constructed data analysis shall be approached from a latent perspective (focusing on ideas, conceptualisations and ideologies) as opposed to a purely semantic (focusing on surface meaning) level.

An alternative method that allows for the detailed exploration and representation of participant views is interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2009). However, while this method of data analysis facilitates the detailed exploration of individual views, the purpose of this research was to compare the views of groups of participants (four year olds; seven year olds and eleven year olds) which may not have been feasible with this highly individualised approach. Additionally, this method of data analysis which is highly dependent on the researcher's interpretations would have impacted upon the extent to which the child's voice was reflected and it was therefore considered necessary to use a more inductive approach.

### ***3.13: Ethical Considerations***

The research was conducted in accordance with the ethical guidelines outlined in the Health Care Professional Council (HCPC) 'standards of proficiency' (HCPC, 2012) and the British Psychological Society 'Practice Guidelines' (DECP, 2009). The ethical considerations which were made when carrying out this research are outlined in the sub-sections below.

#### **3.13.1: Duty of Care**

As the research adopted a participatory design in which the children were consulted, careful consideration was given to the role of the researcher and their duty of care. Keddie (2000) described an ethical dilemma experienced during a focus group session concerning children's toys in which a member of the group was the target of verbal stigmatism by other members, here Keddie faced a conflict between the research priorities which were based on minimal intervention and a duty of care to the child. In the proposed research the duty of care to the child is paramount, Becker and Drummond (2005) argue that this approach is not only ethically appropriate but disregarding one's duty of care conflicts with the researchers aim to develop a naturalistic environment, as in such an environment the adult would typically intervene to protect the child. An additional ethical consideration made was the possibility of causing participants distress. Although the topic of well-being was unlikely to be distressing, if any of the children appeared to be distressed at any point during the research it was planned that the session would be terminated and the participant would be referred to a member of staff who they previously identified as someone they feel comfortable discussing their concerns with. The participant would also be reminded of their right to fully withdraw from the research. During the data collection phase of this research none of the participants appeared to experience any distress and they seemed to enjoy participation, which was reflected in their detailed responses and the way in which they smiled and laughed in response to the researcher.

### **3.13.2: The use of Children's Photographs**

The use of children's photographs is another aspect of the research which required ethical consideration in terms of both maintaining confidentiality and child protection. Once the digital cameras had been returned the photographs were stored on an encrypted memory stick. A copy of each set of photographs were printed which was be done in accordance with ethical guidelines (HCPC, 2012; DECP, 2009) and the individual school's policy and practices. The photographs were then used for the purpose of analysis and were then returned to the child in the form of a special book. No photographs containing pictures of people or discernible places are presented in this study although other photographs are used to illuminate the themes identified in the findings section of this research.

### **3.13.3: Child Protection**

In terms of child protection, the researcher's duty of care was explained to the participants and their parents (Appendix 6) and the children were told<sup>1</sup> by the researcher prior to the interviews and issuing the cameras that if anything discussed (or photographs taken) were indicative of child protection issues the information was to be shared with the school safeguarding officer. If any inappropriate pictures were taken that were indicative of issues of child protection issues it was planned that the images would be deleted from the camera and the printed version of the photograph would be handed to the school safeguarding officer. If photographs were taken of things that were not indicative of child protection issues but were considered inappropriate. It was decided that these photographs would be deleted from the camera. During the data collection phase the researcher did not gain any information of issues relating to child protection

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The children were told that the researcher had a responsibility to make sure that they are safe and if they told her anything that made her worry about their safety, she would need to report it

and all the pictures that were retrieved were considered appropriate for the process of data analysis.

### ***3.14: Critique of Methodology***

In this section the methodology used in this study is critiqued in reference to the criteria outlined for the evaluation of qualitative research as outlined by Yardley (2007). Additional consideration is given to the extent to which it was possible to accurately gain and represent the views of the participants.

#### **3.14.1: Gaining and Representing the Views of Children**

While the focus of this research is to gain the views of children it is important to reflect upon the extent to which this can be done in a meaningful and unbiased way. In accordance with the 'contextual constructivist' (Lyons, 2007) stance adopted in this research the data generated in this study is considered to be bound by context and influenced by the interaction between the participant and the researcher. With this in mind it is not possible to simply extract and represent the views of the children. Despite this the semi-structured approach adopted in the interviews enabled the participants to lead the discussions with minimal input from the researcher which, to some extent increased their opportunity to express their views in a way that was not overly influenced by the researcher. Other potential issues that may have limited the extent to which the children could express their views include the power imbalance between the adult and the child (Spyrou, 2011) and the potential influence of social desirability. To attempt to address these issues the researcher strived to position the children as experts in regard to their knowledge of what well-being means to children. This was done through ensuring that the children were given space to discuss the issues which they considered to be important, reflecting their language back to them and demonstrating the view that all of their responses were considered to be important and valid.

### **3.14.2: Quality of Research**

While the concepts of reliability and validity are frequently used to evaluate the quality and generalisability of quantitative research, researchers have debated the extent to which these terms can be unreservedly applied to the evaluation of qualitative research (Elliot, Fischer & Rennie, 1999; Smith, 2010; Yardley, 2007). The terms validity and reliability are based upon the assumption of objectivity which is often adopted in quantitative studies in which emphasis is placed upon reducing bias (Lyons & Coyle, 2007 p. 20). In contrast to this, qualitative research tends to be more subjective in nature and emphasis is often placed upon social and interpretive processes. Yardley (2007) developed a list of criteria that are more relevant when assessing the potential contribution and quality of qualitative research. The criteria outlined include: sensitivity to context; commitment and rigour; transparency and coherence and impact and importance. While it is acknowledged that there are other potential criteria that can be used for the evaluation of qualitative research (Elliot et al. 1999; Smith, 2010) the approach outlined by Yardley (2007) has been chosen as it seems to be a flexible tool which unlike the criteria outlined by Smith (2010) is not specific to a certain qualitative approach. In this section each of the criteria outlined by Yardley (2007) shall be discussed in relation to the current study.

#### **3.14.2.1: Sensitivity to Context**

Sensitivity to context relates to contextual factors which influence the research questions developed, the way the research was approached, the data gathered and the analysis and interpretation of the research findings. These influences may stem from the perspectives adopted by the researcher, theoretical evidence, the research participants and the context in which the research was conducted (Yardley, 2007). In this study, the theoretical underpinnings and previous research that have influenced the research questions and the methodologies used are outlined in chapter two. Detail relating to the axiological, ontological and epistemological perspectives which influenced the researcher are outlined (refer to

section 3.5 and 3.6) and the way in which these views have shaped the research are referred to throughout the presentation of this study. In addition to this, detail regarding the specific context in which this research was conducted and the sample used is provided in section 3.7.

### **3.14.2.2: Commitment and Rigour**

Commitment and rigour relate to the expectation of thoroughness in data collection (Yardley, 2007). Commitment is described by Yardley (2007, p.221) as *'the development of competence and skill in the methods used and in relevant data'*. In this study the researcher strived to demonstrate commitment by conducting an extensive review of the literature relating to well-being and particularly child well-being (refer to chapter two). This included a systematic literature review of research exploring children's views regarding well-being and related concepts (section 2.9). In addition, the researcher explored the appropriateness of the methodologies used and developed her competence in data collection through an initial pilot study (Laverack, 2014).

The term 'rigour' is used to describe the completeness of data collection including the adequacy of the sample used. In relation to rigour the researcher strived to gain a detailed understanding of children's views regarding well-being through the use of semi-structured interviews and children's photographs. Careful consideration was given regarding the questions which were asked of the children and the semi-structured approach was used to facilitate the exploration of the participant's unique perspectives. Despite these efforts it was not possible to generate a complete data set for all the participants as it was found that three of the nine cameras issued were faulty and it was not possible to retrieve the photographs taken by these participants (the potential implications of this are discussed in detail in section 3.11). In relation to the adequacy of the sample used the sample size was small and hence the generalisability of the study is limited. However, it was decided that as this is an exploratory study it was important to gain a rich and detailed

account of children's views from a smaller sample as opposed to more reductionist data from a larger sample.

### **3.14.2.3: Transparency and Coherence**

Yardley (2007) stated that transparency and coherence can be achieved by detailing and presenting every aspect of the process of data collection and analysis. Throughout chapter three the researcher has discussed the considerations regarding the research methodology which were made and detail regarding the methodologies used is provided. This includes an outline of the process of data analysis (refer to section 3.12 and for further clarification Appendix 10, 11 and 12). Detail regarding how the themes identified relate to the raw data is provided in Appendix 13 and extracts from the interviews and the photographs taken by the children are used to illustrate each of the themes explored in chapter four.

Coherence also relates to the fit between the research questions and the philosophical perspectives taken and the methodologies used (Yardley, 2007). One consideration made in regard to coherence was how to explore how children's views regarding well-being develop with age. To do this it was considered necessary to reduce other potential confounds such as the influence individual difference. The researcher strived to gain a relatively homogenous sample (refer to section 3.6.2), however, it is recognised that the extent to which it was possible to account for individual difference was limited. The use of children's photographs outside of the school context posed another issue in relation to coherence as it limited the extent to which the researcher could exercise control over the second phase of data collection. This introduced the additional potential confound of outside adult influence which may have limited the extent to which children's views were gained. To compensate for this the researcher sent letters home to the children's parents/carers to provide information regarding this stage of the research and provide advice about how they might support their children in taking the photographs.



#### **3.14.2.4: Impact and Importance**

Impact and importance relates to the extent to which the findings are likely to influence theoretical understandings, beliefs and actions relating to the subject area (Yardley, 2007). As outlined in section 2.10 there appears to be limited research evidence relating to children's views regarding well-being and the factors which they believe are important to it. This research adds to this literature and the unique contribution of this research is that children's views regarding well-being are explored from a developmental perspective. Through developing a theoretical understanding of what well-being means to children at different developmental stages it may be possible to adapt measures and strategies to promote well-being so that they more closely link with factors that children themselves consider to be important (for a detailed discussion of the potential impact and importance of this research please refer to sections 5.4 and 5.5)

# Chapter 4

## Findings

### ***4.1: Introduction to and Outline of Findings***

This chapter is organised in accordance with the participants' age group. For each age group the children's conceptualisations of well-being (RQ1) and the factors which they conveyed as being important to well-being (RQ2) are discussed.

During the process of analysis (refer to section 3.12 and Appendix 13 and 14 for a detailed description of the data analysis) thematic maps were developed to encapsulate the data gathered for each age group. These maps are used to shape commentary on the findings. In section 4.3 the reader is referred to a number of appendices (Appendix 13 and 14), which directly link the themes identified in the thematic maps with the data gathered. The written findings for each age group are organised in accordance with the overarching themes identified and each of these themes are further broken down into the main themes which form the subsections within each overarching themes discussed. The subordinate themes which are linked with the main themes are outlined within each sub-section. For the purpose of clarity the **overarching themes** referred to in this chapter are presented in bold and are underlined, the **main themes** are presented in bold and the *subordinate themes* are italicised. Extracts from the interviews with participants and the photographs taken by the children are interwoven into the findings to further highlight and encapsulate the themes discussed (all the names referred to in this study have been anonymised). In the final section of this chapter the findings for each age group are contrasted and compared in order to explore the extent to which children's conceptualisations of well-being and the factors which they consider to be important to it seem to differ with age (RQ3).

To remind the reader the research questions which are addressed in this section are:

1. How do four, seven and eleven year old children conceptualise well-being?
2. What factors do four, seven and eleven year old children consider to influence their sense of well-being?
3. To what extent does age affect children's conceptualisation of well-being and the factors which they consider to influence well-being?

## ***4.2: Findings from the Four Year Old Participant Group***

### **4.2.1: Four Year Olds' Conceptualisation of Well-Being**

The data gathered regarding the four year old's conceptualisation of well-being were collected during the semi-structured interviews. The thematic map presented in Figure 4.2.1 has been developed to encapsulate these discussions and provide a visual representation of the participants understanding.

Perhaps not surprisingly, the four year olds did appear to have a limited conceptual understanding of well-being. This was reflected in the length and detail of their responses to the questions. However, from the responses provided it was possible to identify four main themes which capture the data gathered, which include: **how I feel; evaluative judgement; domains** and **difficulty understanding**. Each of these themes is explored separately in this sub-section and the subordinate themes which are identified as relating to the main themes are discussed.

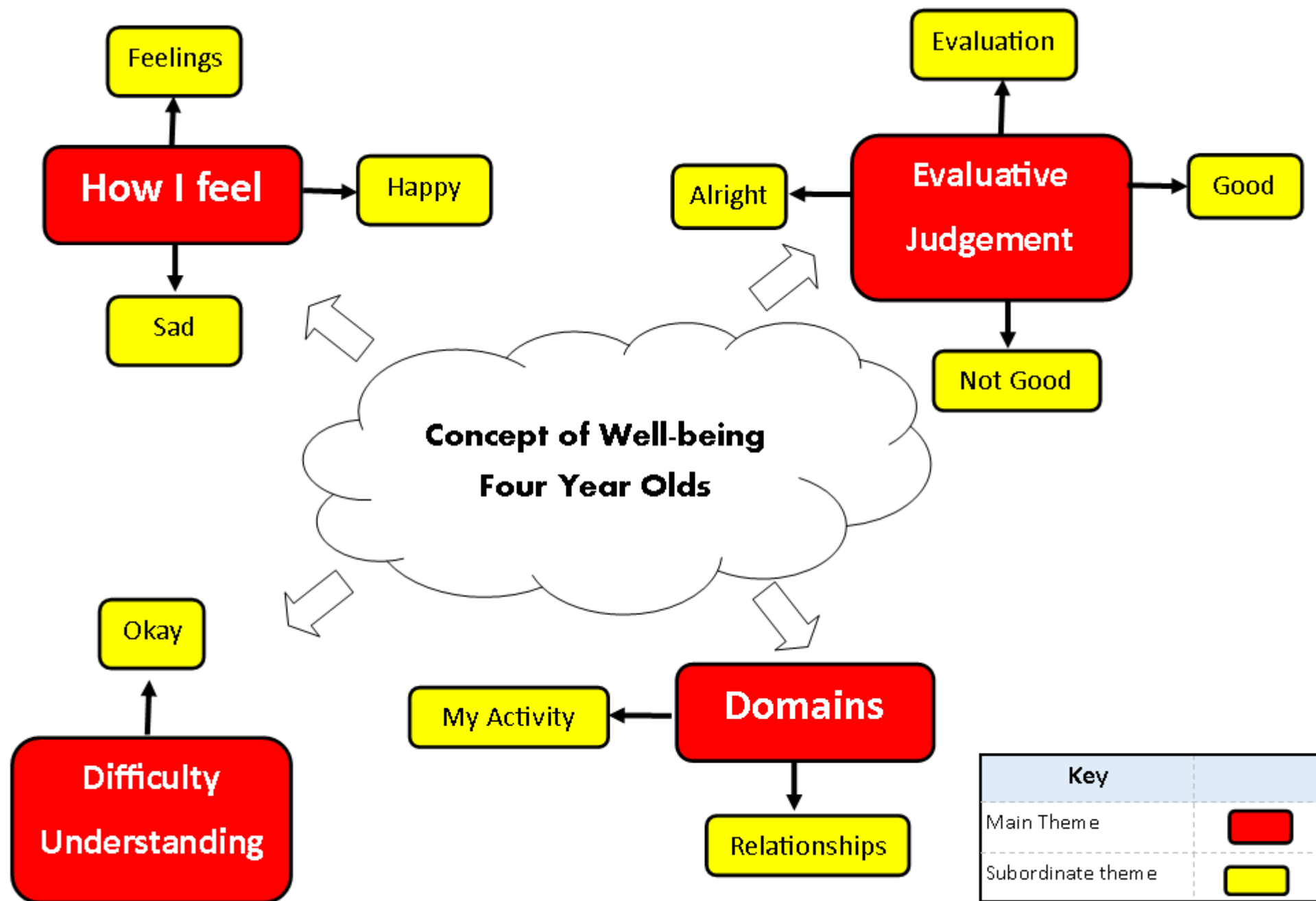


Figure 4.2.1.: Thematic Map Four Year Old Concept of Well-being

#### 4.2.1.1:How I feel

**How I feel** relates to children's emotional experience and *feelings* and appeared to be key to the participants' understanding of well-being. Jack defined well-being in terms of *feelings* as when he was asked what somebody would want to know if they asked him how his life was going he replied " *How your life is...how do you feel*".

The four year olds seemed to have a polarised understanding of emotion and discussed well-being in terms of feeling *happy* and feeling *sad*. The subordinate theme *happy* appeared to be relevant to all degrees of well-being and if a child had a good life they were described as feeling happy whereas in a 'not good' life they were considered to be unhappy.

Interestingly, the participants made no clear distinction between the 'good' and 'okay' life as in an okay life children were also described as feeling *happy*. When describing an okay life Tara said, "*This one* (points to doll with okay life) *is really happy as well*". The subordinate theme *sad* was only discussed in relation to a not good life and Tara in particular spoke about sadness when she was asked what the doll might mean when he said that his life was 'not good'.

#### 4.2.1.2: Evaluative Judgement

Jack and Tony described well-being in terms of an **evaluative judgement**. For example, when Tony was asked to explain what was meant by the question 'how is your life going' he replied "*How your life is*". The participants identified that in a good life children would think that their life was *good*, whereas in a not good life they would think that their life was 'not good'. The subordinate theme *alright* was mentioned by Jack who referred to the term 'alright' when he was asked to define well-being and when he was asked to explain what it meant when a child said that they had an okay life.

#### 4.2.1.3: Domains

**Domains** concerns the overarching themes identified when the children discussed the factors which were important to well-being. When they were asked to define well-being the four year old participants talked about the domains identified and in particular *my relationships* and *my activity*. In reference to *my activity*, Tony defined a good life by saying *“it means that it is good to play and he is happy”*. Tara appeared to understand well-being in terms of the theme *my relationships* as when she was asked to discuss what was meant by an okay life she said *“his friends always come over”*.

#### 4.2.1.4: Difficulty Understanding

Both Tony and Tara appeared to have particular difficulty understanding the term *okay* in reference to well-being. For example, when asked to define an ‘okay’ life Tony stated: *“It means that he [persona doll] is okay to do something”*.

### 4.2.2: Factors Influencing Four Year olds’ well-being

Data relevant to the factors which the children considered to influence their well-being were gathered through the semi-structured interviews, the photographs the children took and the children’s descriptions of their photographs. These data were aggregated and a number of over-arching themes, main themes and subordinate themes were identified. These themes are depicted in Figure 4.2.2. The main themes were grouped together and four over-arching themes were identified: **my relationships**, **my activity**, **my life style** and myself. The discussion of the findings in this section is structured in accordance with these themes. A number of the main themes identified were further broken down into subordinate themes, which serve to highlight the characteristics of the main theme that were perceived as having an impact on well-being. The symbols which can be seen in Figure 4.2.2 indicate the

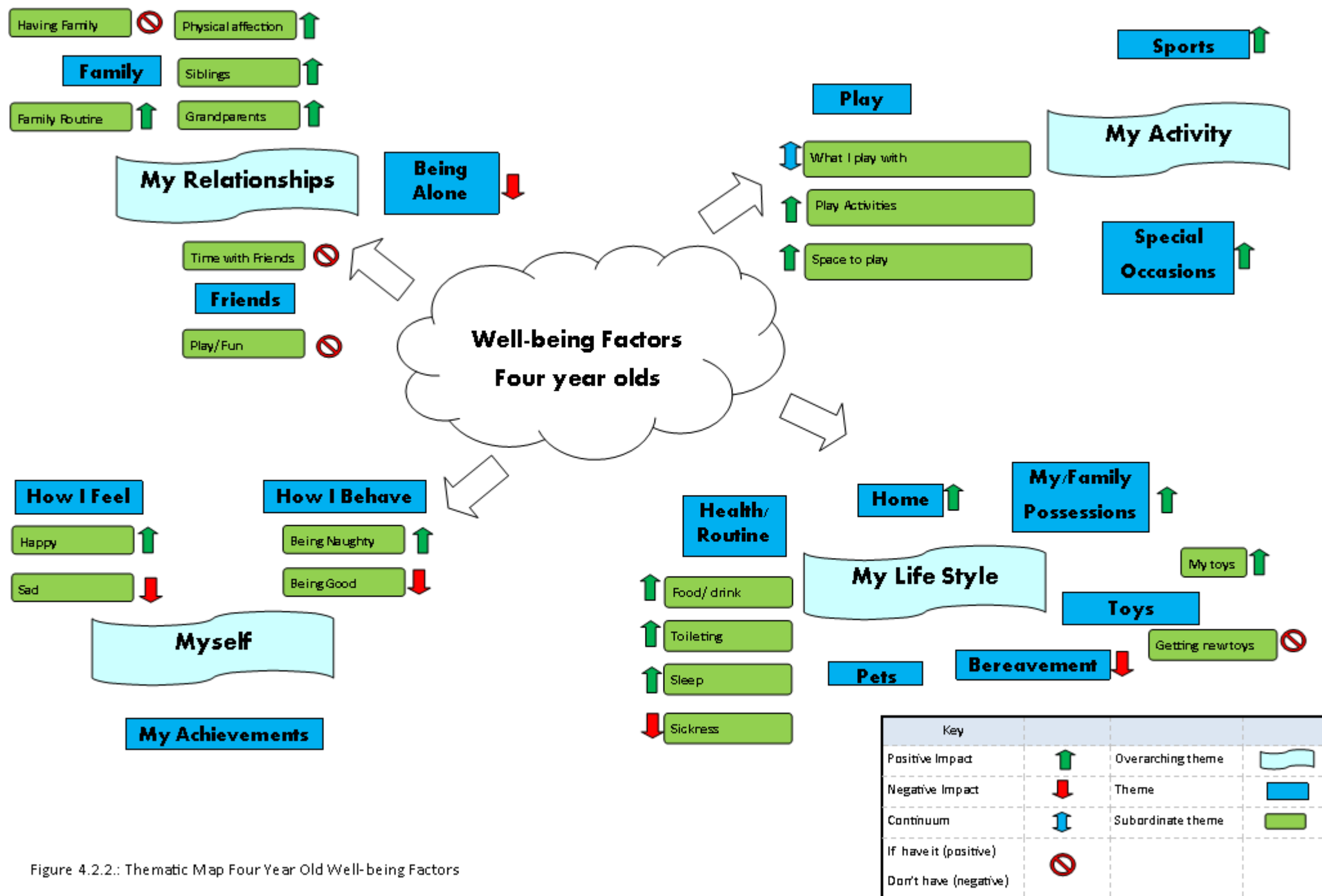


Figure 4.2.2.: Thematic Map Four Year Old Well-being Factors

direction of the impact that the identified factors have upon perceived well-being (for example a positive impact or a negative impact) and detail regarding these symbols can be found in the key for the thematic map.

#### **4.2.2.1: My Relationships**

**My relationships** primarily relates to the children's experiences and interactions with others. When the four year olds' were asked to explore why their relationships were important they tended to describe the things that they enjoyed doing with others and themes such as *family routine* and *time with friends* appeared to be of importance. The main themes identified as relative to **my relationships** were: **family, friends** and **being alone**.

##### **Being Alone**

This theme was only mentioned by Tara; however, the theme appeared to be of particular significance to her and she made a number of comments relating to being alone. For example when describing the factors relating to a 'not good' life she said "*because it is not good somebody is supposed to come over but he [persona doll] doesn't have any friends and that makes him sad*".

##### **Family**

**Family** was mentioned by all three of the four year olds. The significance of '*having family*' was apparent and the children stated the names of or photographed the members of their family. *Family routine* also appeared to be of significance to the participants and day to day family activities such as having a meal were portrayed as important. The photograph taken by Jack and accompanying extract presented below highlights the prominence of such activities.





*Jack: My car when mummy washes it she lets me read in the car*

*Siblings* were mentioned by all three four year olds and they discussed spending time with siblings and in particular playing with them. This was illustrated when Jack was asked to discuss what was important to his life and he replied “*playing with my brother*”.

*Grandparents* were also mentioned and Tony talked about his visit to his Grandad’s house.

### **Friendships**

There were a number of comments that related to friendships during the interviews but no such data were gathered from the children’s photographs. This may have been reflective of the more limited opportunities that the children may have had to engage with their peers outside of school. Tara spoke about the significance of *having friends* and said that in a not good life a child may not have friends. Playing and having fun (*play/fun*) with friends appeared to be particularly significant to both Jack and Tara and a number of comments were made which highlighted this.

#### 4.2.2.2: My Activity

This theme incorporates data which relates to the day to day activities of children. All of the participants made some reference to the activities which they considered to be important to children's lives and this was evidenced both during the interviews and in the photographs taken. The main themes identified under **my activity** were: **play**, **special occasions** and **sports**.

##### **Play**

The children described the significance of *what children play with*, *play activities* and having *space to play* all of which were understood to have a positive impact on well-being. In relation to *what children play with* the participants discussed toys and other play resources. During the interviews the four year old's described a number of *play activities* which were available to them in their school setting and they made specific references to objects in their immediate environment. For example, Tony discussed playing on the computer and during the interview he was sat facing the computers. This highlights that the discussions with the four year olds were somewhat context dependent. The children's photographs showed what they enjoyed playing with in the home environment, including favourite toys and play equipment.



*Jack: A picture of a seesaw*

The children described a number of *play activities* which were important for a good life including: playing games with peers such as tag, playing with electronic devices and drawing. Having *space to play* also appeared to be of significance and the children photographed spaces such as the garden and the local park.



*Jack: My decking it is wood and you can play on it*

### **Special Occasions**

The four year olds described a number of special occasions such as birthday parties and family holidays which were portrayed as enjoyable activities which had positive impact upon children's well-being.

### **Sport**

The theme sport was also included as Jack made a number of references to the importance of activities such as playing football and going swimming,

#### 4.2.2.3: My Lifestyle

The overarching theme **my lifestyle** focuses upon characteristics of children's lived experiences which related to wellbeing. The main themes identified in this section are health routine, **my/ family possessions, toys, home, bereavement** and **pets**.

##### Health Routine

Health routine is used here, as although the four year olds did not make any specific references to the importance of being healthy. They did discuss related aspects of their daily routine such as *food and drink, sleep and toileting*. Each participant was found to place a differing emphasis on what was important. In the following extract Tara mentions that having food and drink is important for an okay life

*Interviewer: "what is it like for him (persona doll) at home if his life is okay?"*

*Tara: "He will have tea with his family"*

*Interviewer: "Can you tell me a bit more about his family"*

*Tara: "having some drinks and having some tea and some cake and sandwiches and apples and pears"*

*Interviewer: "And why does that make his life okay?"*

*Tara: "Errrrr because he might be a bit hungry"*

Sickness appeared to be characteristic of a not good life to Jack who spoke about a time when his brother was unwell.

## **My/ Family Possessions**

**My/family possessions** was included as both Tony and Jack photographed special possessions in their house. Jack identified a number of possessions which were important to his social status and sense of achievement. For example when describing a photo he talked about *“Me doing football. I kicked into the goal with my knee. I have a real football.* For Tony, an important possession was, *‘My shelf and all of my favourite books’*

## **Toys**

**Toys** is presented as separate from **my possessions** due the amount of related data identified. The children took a number of photographs of their toys (*my toys*). Tony described a photograph of his toys and stated *“My favourite toys I play with them all day long<sup>22</sup>”* This quote highlights that while toys are treasured possessions they also provide a source of occupation, enabling children to become immersed in their play. In *getting new toys* the participants postulated that in a good life children would be bought or given new toys.

## **Home**

Data relating to this theme were gathered through children’s photographs and their descriptions. The children photographed rooms in their homes and described particular things about these rooms that were important. The four year olds talked about their own bedrooms and referred to features and items in their room that were of particular significance. Gardens were also often featured in the photographs and the children seemed to view gardens as spaces for play.

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<sup>22</sup> Photograph not presented as contains an image of the participant



*Jack: My garden because me and my brother play football and I have real goals*

### **Pets and Bereavement**

The data relating to the main themes **pets** and **bereavement** were presented together by Jack. When describing a 'not good' life Jack spoke about the death of his dog. Jack's description of this incident (presented below) highlighted the important role that pets can play in children's lives. This experience also seemed to shape Jack's understanding of death as he appears to make a link between sickness and death.

*Jack: "And my dog has gone to heaven...Jimmy [brother] was sick all over and he had a bad tummy .But Jimmy is still okay, Yea, but Kipper [dog] is not coz she bited something"*

*Interviewer: "Oh dear, did she die?"*

*Jack: "Yes"*

#### 4.2.2.4: Myself

The purpose of this over-arching theme was to categorise the data gathered which, related to children themselves. Including their emotional experiences and their understanding of how their own behaviour, views and beliefs impact upon well-being.

##### How I feel

In **how I feel** children made a number of references to emotion and factors significant to well-being were understood to have a direct impact upon their emotional experience. The participants had a rather polarised understanding of emotion and described emotion in terms of *happiness* and *sadness*.

##### My Behaviour

There was some evidence in the data gathered that the children were developing an emerging awareness of how their own behaviour impacted upon their emotions and hence well-being (as the participants appeared to define well-being in terms of emotion). However, at this stage the children appeared to have a rather linear understanding of behaviour and they seemed to split behaviour into *being good* and *not being good*. The link between emotion and behaviour is evidenced in the extract below:

*Interviewer: "What does it mean when [Dolls name] says they do not have a good life?"*

*Tony: "He is sad"*

*Interviewer: "What makes children sad?"*

*Tony: "Who aren't playing nicely"*

##### My Achievements

This theme only emerged in Jack's responses but (due to the amount of data gathered) it was apparent that it was of importance to Jack. In particular, he



spoke about achievements that related to sports and developmental milestones such as learning to ride a bike and it seemed that he considered his success in these areas to demonstrate his level of skills and a degree of maturity.



*Jack: My bike because I can ride on it with two wheels*

### **4.3: Findings from the Seven Year Old Participant Group**

#### **4.3.1 Seven year olds' Conceptualisation of Well-being**

A visual depiction of the seven year olds' concept of well-being is presented in figure 4.3.1 and this is used to provide a framework for the discussion in this section. Information regarding how the themes identified relate to the data collected can be seen in (Appendix 13). A number of the main themes which were identified for the seven year olds' conceptualisation of well-being appeared to match the themes which were found for the four year olds. The interpretation of the four year olds' understanding of well-being was therefore used as a basis upon which the formulation for the seven year olds understanding was developed. The common themes identified between the groups were: **evaluative judgement; how I**



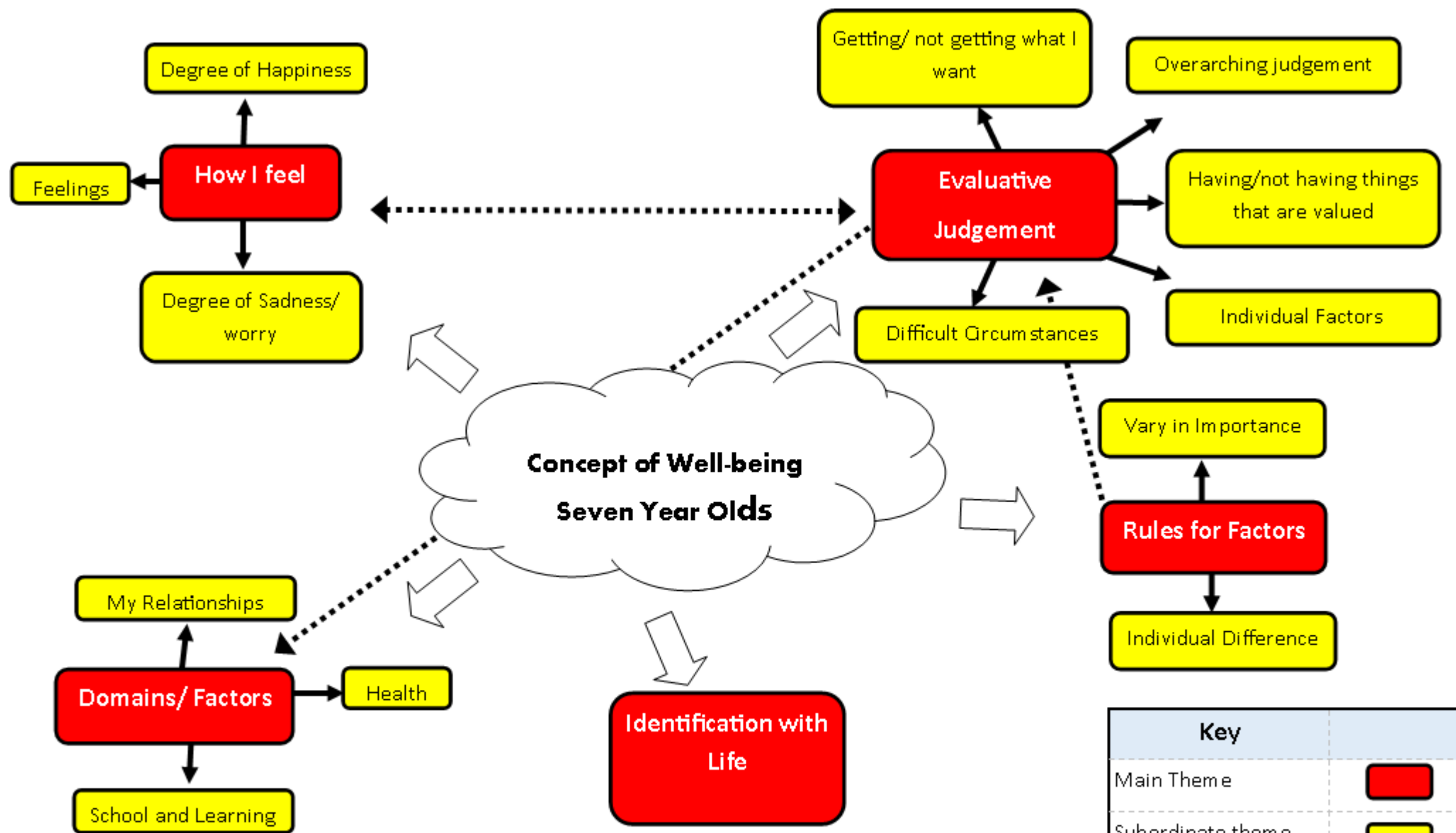


Figure 4.3.1.: Thematic Map Seven Year Old Concept of Well-being

**feel** and **domains**. While the children in both groups appeared to identify these themes as important to their understanding, the characteristics of these themes appeared to be different and hence there is a variation in subordinate themes which are linked to the main themes. Two additional themes were identified as relating to the seven year olds' concept of well-being which were **identification with life** and **rules for factors**. Each of these main themes shall now be explored.

#### 4.3.1.1: Evaluative Judgement

**Evaluative judgement** included an *over-arching judgement* about life satisfaction and also *an evaluation of individual factors*.

In terms of their over-arching judgement, the children hypothesised that in a good life a child would be satisfied within all significant domains, with Fred, (in describing a good life) stating *"it would mean it is going perfectly nothing is wrong. Nothing is going wrong in my life"*. Whereas in an okay life Red suggested there might be certain domains which were regarded as unsatisfactory: *"Well it would it is probably like slightly okay and some things are hard and good so I think in the middle"*. When describing the 'okay' and 'not good life' children often gave an evaluation of individual factors and presented the idea that dissatisfaction with a specific factor could have a negative impact. This view is illustrated by Angela who when describing a 'not good life' said *"it means that they are really sad. There is something that they are sad about. Say if there is something that is going on at home"*.

A number of considerations were identified which may inform children's overarching and domain specific evaluations, including: if *they get/don't get what they want*; if *they have/ don't have things that are valued* and if they experience *difficult circumstances*. Under *getting/ not getting what they want* the participants spoke about how missing out on things might impact upon their evaluation of their lives. Elsie said: *"It can affect your life a bit because you don't get to do the things*

*that you would like to do and the things that are fun*". Children discussed the significance of having/not having valued items including material possessions and factors such as key relationships. When defining a 'not good' life Red said, *"that would tell you that something bad has happened or they have lost something special of them."* A final consideration was the extent to which children experienced *difficult circumstances*, which were referred to using terms including things being hard, things going wrong and experiencing trouble. For example Angela suggested: *"if your life is okay. It means that you are having a bit of trouble"*.

#### **4.3.1.2: How I feel**

The children also appeared to understand well-being in terms of their emotional experience and their evaluative judgements appeared to be linked with their emotions. The participants explored how their degree of satisfaction with factors may influence their emotions. In relation to this, Fred explored the link between poverty and happiness and he said *"in Africa you are poor and hungry and you have diseases and you wouldn't really be happy"*.

Two subordinate themes were identified as relating to 'how I feel' including: *degree of happiness* and *degree of sadness/worry*. The participants presented emotion as operating on a continuum and high degrees of happiness were viewed contributing positively to well-being. Whereas high degrees of sadness and worry were reported as being associated with low levels of well-being. This was illustrated by Elsie who when defining a 'good life' said *"It means that, they are quite happy and they don't have a lot of worries"*.

#### 4.3.1.3: Domains and Factors

**Domains** represents an overarching group of factors and ‘factor’ refers to a single item which was mentioned in the participant’s definitions of well-being. The domains identified were *relationships; school and learning* and *health*. The theme **domains and factors** appeared to link to the theme **evaluative judgement** as the children explained that they evaluated their satisfaction within different **domains/factors** and these evaluations impacted upon their level of well-being. This is demonstrated in the following extract in which Fred describes his own sense of well-being *“It means that everything in my life is great. My sister is really is kind all of her friends are nice to me. She doesn’t come and annoy me she says come and join with us”*

#### 4.3.1.4: Rules for Factors

**Rules for factors** were identified which were likely to have an impact upon children’s evaluation of **domain/factor** satisfaction. There was some evidence to suggest that the participants perceived that the factors for well-being *vary in importance* suggesting, that satisfaction with some factors are likely to be perceived to be of greater significance than satisfaction with others. This view is illustrated in the extract below:

*Fred: “Well if you are a child you wouldn’t need as much good luck as you need. Some people think they need good luck for football cards and stuff. That is not really important you need good luck for things like university”*

This extract also highlights an additional *rule for factors* as here Fred indicates that he believes children’s opinions regarding what is important to well-being may vary and hence well-being factors may be subject to *individual difference*.

#### **4.3.1.5: Identification with Life**

The theme **identification with life** represents data in which the participants identified with or contrasted their own life with a level of well-being. The participants appeared to identify with the good life, whereas they presented the okay and not good life as something which was unfamiliar to them. Red stated *“well I have had a fine life, but it is quite hard to say okay and bad life because a good life is better because I have a good life.”*

#### **4.3.2. Factors influencing Seven Year Olds Well-being**

The data relating to the factors which the seven year old’s described as influencing their well-being was collected during the semi-structured interviews, through the photographs the children took and their descriptions of these photographs.

Three overarching themes were identified during the process of data analysis which were: **my relationships**, **my lifestyle** and **myself**. Due the complexity of these themes and the high number of main and subordinate themes that were identified a thematic map was developed for each of the over-arching themes (refer to Figure 4.3.2.1; 4.3.2.2; 4.3.2.3). The discussion in this section shall be based upon the thematic maps developed and with each map being discussed in turn. The reader is invited to refer to Appendix 13 and 14 for information of how the raw data collected are related to the themes identified.

#### **4.3.2.1: My Relationships**

The seven year olds placed an emphasis on the quality of their relationships and the support that they receive from others. **Family, friends, death/bereavement** and **bullying** were identified as the main themes which were categorised under **my relationships**.

##### **Family**

In relation to **family** the participants emphasised the significance of *having a family* and in particular both of their parents. Fred (when describing a 'not good' life) said: *"They wouldn't see their parents for ever. If you watch Harry Potter they might live like that...but not a Wizard."*

Family and particularly parents were understood to play an important role in meeting children's physical and emotional needs. Under the subordinate theme *parents as providers*, parents were described by the participants as having a duty to support children both financially and by meeting their physical needs. In relation to this Red stated:

*Red: "If they [parents] just gave you sweets and not healthy stuff and if they never let you go outside and jog and be fit and like I said it wouldn't be very good you might be ill and or not very well and stuff".*

Family were also understood to play an important role in providing *emotional support* and while this support was considered to be primarily provided by parents, siblings and external family members were also considered to play a valuable role:

*Fred: "Today my sister cared for me because I am...well someone was hurting me and my sister came up and said 'stop it' and she told the teacher and then it was sorted. So things like that can happen but it is important to have...somebody by your side"*

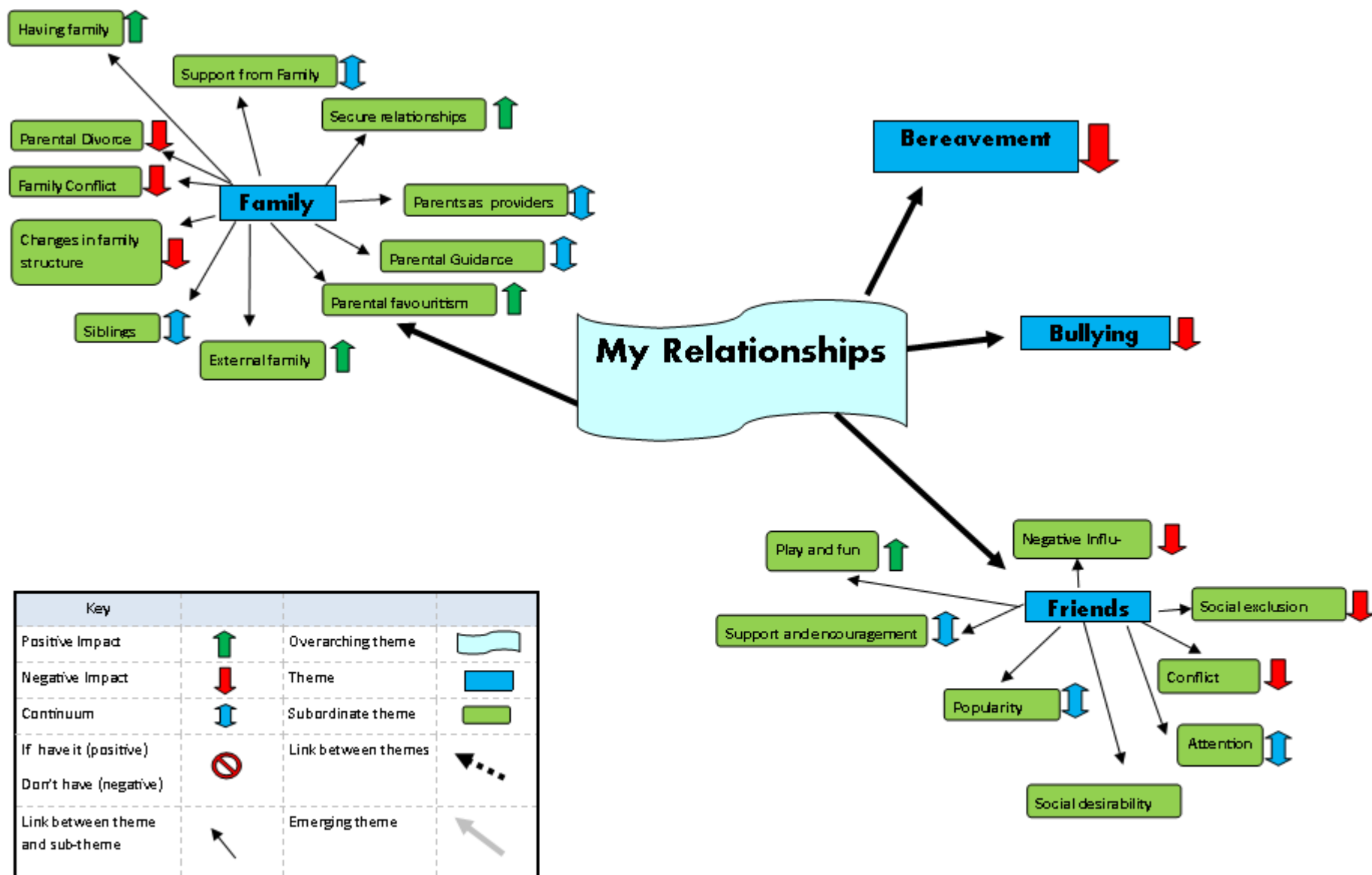


Figure 4.3.2.1: Thematic Map: Seven Year old Well-Being Factors

It was understood that in a good life family members would be very supportive, in an okay life they would meet children's basic needs but may not provide as much emotional support and in a not good life the child's emotional and physical needs would not be met. This is demonstrated in extract below:

*Fred [Good Life]: "Well you will need your mum and your dad and mostly the people in your family not to be you know oh like that doesn't really matter. They need to be like errm "oh my gosh that is amazing you got in". So you need people who are proud of you"*

Parents were also considered to play an important role in providing advice and guidance (*parental guidance*) and the perceived quality of this advice was understood to have an impact upon children's well-being as it affected the choices they made. This theme appeared to be particularly important to Red:

*Red: "If they were a bad mum and dad and they told you the wrong stuff, well they wouldn't be bad towards you but they might tell you the wrong things to do because when you are older you would do the wrong things."*

The participants also described and portrayed through their photographs the significance of experiencing *secure relationships*. They spoke about how feeling cared for and having stable family relationships had a positive impact upon children's and in particular their own lives.





*Red: My house it makes me feel warm and I always like to see my family*

Relationships between family members were also considered to be important and the children said that *family conflict* and *parental favouritism* towards siblings could have a negative impact upon their well-being. Relationships between parents were mentioned by all three children particularly, when discussing the 'not good' life, including discussions regarding *parental discord* and *parental separation*. They discussed the logistical implications of *parental separation* including a reduced family income and parents being less available for their children but also explored how the breakdown in these relationships could affect children emotionally.

*Angela: "Children would be sad if their mum and their dad split up because you like your family to be together and if you say that is your family. Your family kind of split apart and then it makes you really sad. But I haven't experienced it though but by say some of my friends it*

*sounds really... they are just not the same they just say... they do not have the energy and they are just a bit down."*

*Changes in family structure* were also mentioned by Angela and Red and such changes were considered to have a negative impact upon well-being.

*Siblings* were portrayed as companions who the children could play and have fun with and were also seen as a source of *social support*. Sibling rivalry was mentioned by all of the participants but this conflict was presented as an accepted feature of sibling relationships and did not appear to be viewed as something which had an adverse effect on well-being. Red photographed her brother smiling and said: "*my Brother, sometimes he is funny sometimes we argue, we play*".

The final theme under **family** was *external family*. The children discussed and took photographs of members of their external family particularly, their grandparents. Grandparents were portrayed as family members who could also offer: pleasant company, social support and security.

### **Friends**

Fred and Angela provided detailed discussions of the relevance of friendships. This theme was not explored in detail by Red who seemed to understand well-being in terms of parental care and guidance.

The importance of *having friends* and *popularity* were mentioned by both Fred and Angela and degrees of *popularity* were related with levels of well-being as discussed by Fred:

Fred: "*errr An okay life wouldn't mean that you would be the most popular kid in the whole year. It means that you would be you know like have some friends but you wouldn't be as popular as the rest...if you had the most amazing life you would be like the most popular kid in the school*"

The children spoke about the positive impact that *attention from their peers* could have upon their lives. Angela stated:

*Angela: "it has got to be a little bit about you but you still share some [attention] with your friends, maybe a lot of it about friends sometimes with my friends it is all about them and I am not really"*

Linked to *popularity* was the subordinate theme '*social desirability*'. Angela in particular made a number of references to this theme and seemed to worry about the ways in which her behaviour could impact on other's perceptions and views. She also expressed frustration as she seemed to feel that her wish to behave in a socially desirable way sometimes conflicted with her own wants and desires.

*Angela: "Yea... a lot of kids don't do things because they are embarrassed of what their friends say. I do it sometimes... instead of like having the... well I want to do it but then... I am going to be embarrassed because my friends they will just look at me and they will laugh and it will bring your confidence down"*

As with family friends were also understood as having a supportive role and were seen as people who could provide encouragement and praise for success, emotional support and company during times of sadness. When Fred spoke about the significance of *social support* he said "*they (friends) will encourage you and they won't just let you sit in the corner and they will ask what is wrong*". Friends were also viewed as key to *play and fun* and this aspect of friendship was considered to be beneficial to well-being.

While a number of benefits of friendships were explored the ways in which children could impact upon each other's well-being in a negative way were also mentioned. *Conflict* between peers and in particular *social exclusion* (which can be contrasted with the subordinate theme '*attention*') were mentioned and described as having a

negative impact upon well-being. For instance, Angela said *“I think in school it would be that you have friends because some people they do get really sad when sometimes your friends go off with you and you kind of leave them behind”*.

### **Bereavement**

Data relating to **bereavement** were gathered during the semi-structured interviews and both Red and Fred described the upset that children might experience if they lost somebody who they cared about. Fred said: *“things that could go wrong is that people might have passed away and you might be a bit upset”*.

### **Bullying**

The theme **bullying** was mentioned by Angela and was considered to have a negative impact upon well-being.

### **4.3.2.2: My Lifestyle**

**My lifestyle** incorporates the themes identified which related to the children’s life circumstances. A visual representation of this theme can be seen in Figure 4.3.2.2. The main themes under ‘my lifestyle’ included: **home, health, safety, school and learning, my activity, religion and faith, toys, pets, finance and news and world events**. Each of these themes shall be discussed in turn.

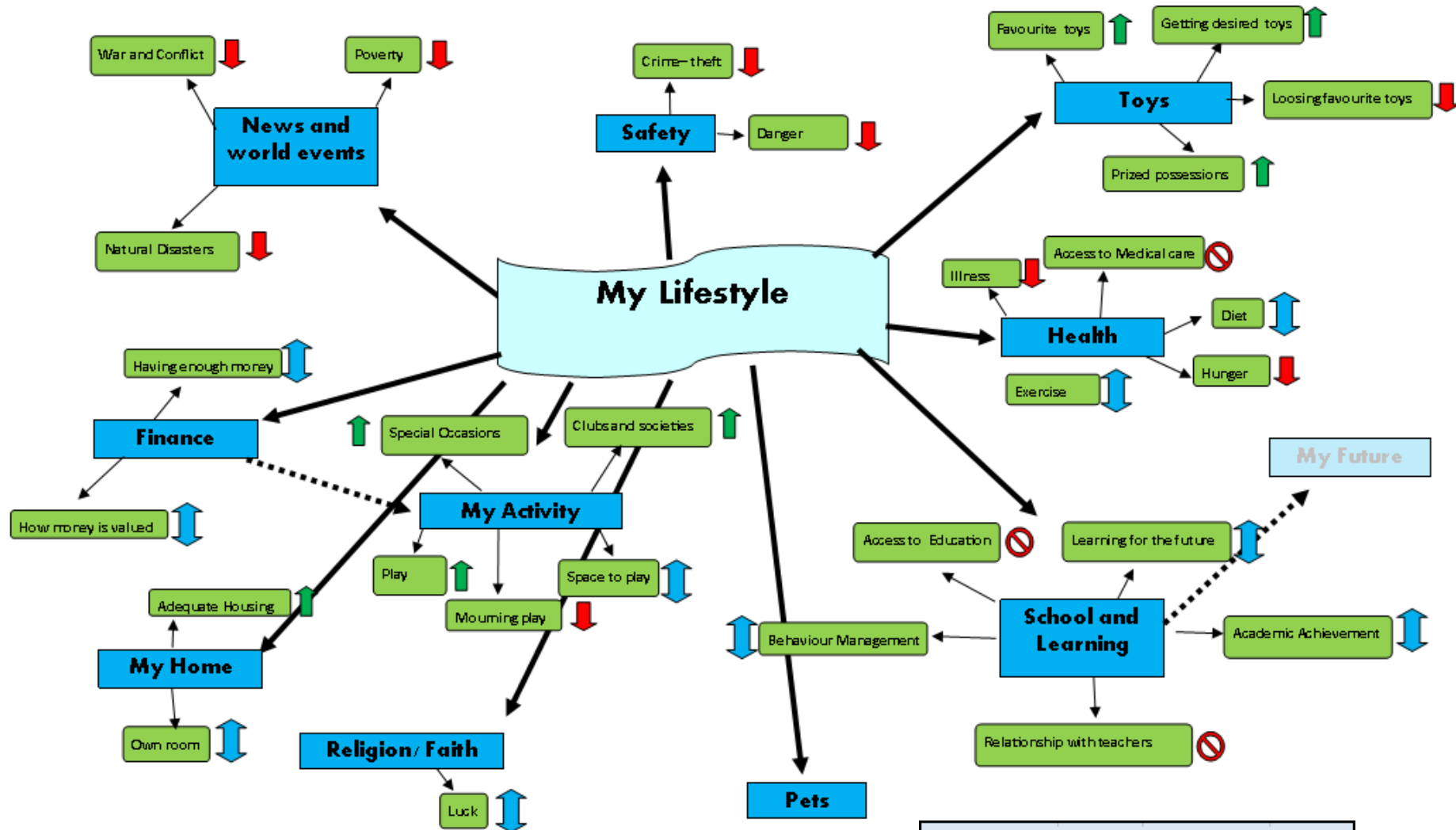


Figure 4.3.2.2: Thematic Map: Seven Year old Well-being Factors

Key			
Positive Impact	↑	Overarching theme	Cloud shape
Negative Impact	↓	Theme	Blue rectangle
Continuum	↕	Subordinate theme	Green rectangle
If have it (positive)	⊘	Link between themes	Dotted arrow
Don't have (negative)	⊘	Link between themes	Red circle with slash
Link between theme and sub-theme	→	Emerging theme	Grey arrow

## Home

During the semi-structured interviews Red placed emphasis on the importance of having a home and *adequate housing* and reflected the view that in a 'not good' life children may live in houses that did not offer adequate shelter. She stated: *"it might be a big storm, well it would be quite hard because your house, there would be holes because of the wind you would be freezing you could freeze to death and stuff"*.

The children took photographs of their homes and made links between their home and family. Angela took a number of pictures of her bedroom (*my room*) and it was apparent that having ownership of this space was of particular significance to her.



*Angela: This is my room I have to look after it because of all my special things. I got a card for getting top marks in a report*

## Health

**Health** was described as important by all of the seven year olds. Having a healthy lifestyle including an adequate *diet* and *exercise* was considered to contribute positively to well-being, whereas inactivity and a poor diet were understood to have a detrimental effect.

*Red: "you would need healthy food and if you never had healthy food in a way that is healthy and you never just had biscuits and junk and stuff. If you had apples and bananas and other fruit it would be quite good because it would be healthy and stuff and not just like sugar, like a nice fruit snack and stuff"*

*Hunger* and *illness* were perceived as detrimental to well-being and healthy living was viewed as a preventative measure which provided protection against such difficulties. The resources described as important to health were food and water but Fred also highlighted the significance of having *access to medical care*:

*Fred: "In England or in you know this kind of country then yes you would be fine [if you became ill] because you know they can help you but in Africa no. You know they are poor and don't have much money because they can't pay for much medicines"*

## Safety

Two subordinate themes were identified as relating to **safety** namely, *crime-theft* and *danger*. Red portrayed the view that theft might have a negative impact upon well-being stating:

*Red: "it would be a bad life is someone came to your house and stole something when you were away and when you came back there was nothing*

*there. Except some bits of food and crumbs and that is bad because then you would be poor.”*

*Danger* was described as having a negative impact upon well-being but when participants explored this subordinate theme they appeared to discuss situations which were presumably removed from their own personal experience. For example they discussed the implications that living in a war zone might have upon children’s lives. Other dangers that were also mentioned by the participants included natural disasters and outbreak of fire.

### **School and Learning**

This theme was mentioned by all the participants and was evidenced in both the interviews and in the photographs taken. The participants spoke about having *access to education*, their day to day experiences in school, *academic success* and the importance of *learning for the future*.

School was understood as central to learning and having *access to education* was described as important by Red who when describing factors facilitating a good life said “*definitely having a school because if you didn’t you wouldn’t really learn*”.

School was conceptualised as a place in which children could learn and develop skills that were important for their future (*learning for the future*) and hence their future well-being. *Academic success* was presented as essential to well-being as it was directly associated with future outcomes including access to higher education and employment. Fred stated “*you need good luck to pass the test to get through and to get a good job.*”



*Academic success* was also considered to be important to children's lived experiences and related to their sense of self-efficacy. In the extract below Fred explores how he might feel if he did not achieve grades that were in line with those obtained by his peers:

*Fred: "Well they [children] might think like because someone might say to them guess what I have got a 3a and they have got a 3c and they are like... So that that makes them think I am really bad at this."*

*Relationships with their teachers* were viewed as impacting upon children's day to day experiences. For Angela, it was vital that she perceived her teacher as fair and that she felt that all the children in the class were treated equally. *Behaviour management* was also described as something that could have an impact on well-being and being told off was considered to be detrimental to children's evaluations of their lives.

*Angela: "In school say if you have been teached and I don't get shouted at so I am okay but sometimes when the kids in my class they get shouted at everyone kind of gets a Little bit nervy for the rest of the day and its. Sometimes it is good not to shout too much."*

The theme *enjoyment of learning* was highlighted in the descriptions the children provided which accompanied their photographs and the children spoke about lessons that they enjoyed and their teacher's efforts to make learning fun.



*Red: School: is important where I learn and I like art*

### **My Activity**

While the theme **my activity** was described as an over-arching theme with the four year old age group it features as a main theme with seven year old age group. This is due to the reduction in the amount of data and emphasis which the seven year old's placed upon this theme. The seven year olds' did however, refer to a number of activities which had a positive impact upon their well-being including: *play, special occasions and clubs and societies*.

Under *play*, children spoke about the importance of having someone to play with and how this affects the way that they feel. Angela stated "*You go home a bit happier if you have somebody to play with and you are if you are laughing and playing with them*"

In contrast to this, not having someone to play with was considered to have a negative impact upon children's evaluations of their lives.

The children also described different play activities and the significance of having space to play was apparent in the data gathered. The participants mentioned some of the things that they liked to play with and a number of photographs were taken which demonstrated this.



*Red: football, I like playing football it is very fun*

Angela also described mourning play and explained that sometimes children do not feel that they can play the things they want to as they may worry about how others might perceive them. She understood this to have a negative impact upon well-being, which is demonstrated in the extract below:

*Angela: "Yea... a lot of kids don't do things because they are embarrassed of what their friends say.... Sometimes people might say that they are missing out things that they would like to do in their childhood... Say you might not be able to do some of the kiddish things that you really wanted to do but you never really got the chance"*

*Special occasions* such as Christmas, family days out, family holidays and sporting competitions were described as having a positive influence on children's evaluations of their lives and missing out on such experiences was described as having a negative impact on well-being.

Attendance at *clubs and societies* was associated with fun and enjoyment, a sense of shared values and opportunities for developing skills and experiencing success. These ideas are illustrated in the photograph and visual description presented below:



*Red: My Cubs uniform I like to go to Cubs. I have fun and play. It is about God Queen and Country*

### **Religion and Faith**

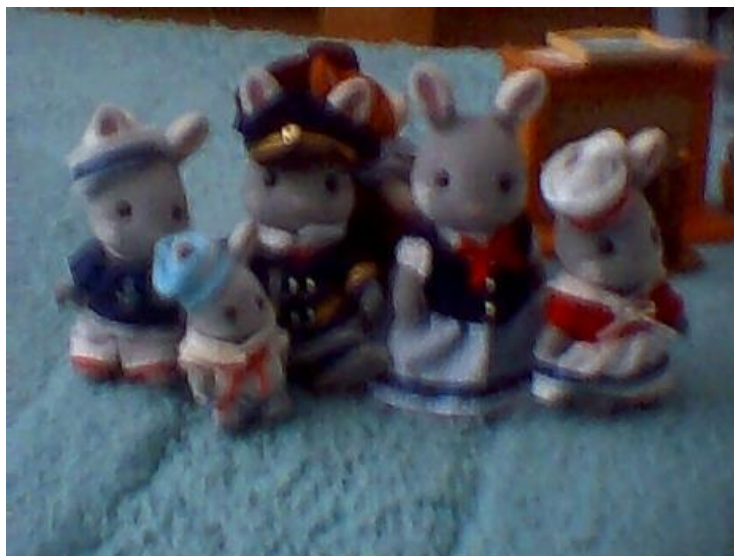
A number of photographs were taken which related to *religion and faith*. Angela photographed an image of her sister's communion and her own christening and described these events as particularly special days. When describing the picture of her christening she said: *"My Christening day it was special because I joined God's family that day"*.

### **Toys**

All of the children in this age group made some reference to **toys**. The significance of toys was particularly apparent in the children's photographs and a number of pictures were taken of different toys. The children spoke about their *favourite toys* and it was apparent that these possessions were often highly valued by the participants.



*Red: My teddy bear he is called bear, he is very, very cuddly*



*Red: I like the rabbits they look really cute, they are my best ones*

There was some evidence to suggest that certain toys can serve a valuable social function and possessing and trading toys was sometimes associated with social status among children. This view is illustrated in the extract below:

*Angela: "People like want you to beg for the sticker and they are hanging onto your legs saying please give me the sticker. It is a bit weird*

*sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular.”*

## **Pets**

Angela made a number of references regarding the significance of **pets**, which she considered to have a positive impact upon well-being. When describing facilitative well-being factors she said: *“pets can make you happy, because they are quite cute especially when my hamster fills his cheeks up....I could stare at him all day”*



## **Finance**

The participants discussed the importance of *having enough* money. Fred reflected upon the implications of living in poverty and made reference to the living standards of people living in certain countries:

*Fred “I think some parts of Africa are alright because they have arranged something on the internet, people pay and they can have water and some have footballs. But Brazil everybody thinks it is fine because they have paid for the world cup but it is bad people can’t even pay for a football”.*

Fred also reflected upon *how money is valued* and demonstrated the view that sometimes people can become preoccupied with money which he did not consider to be beneficial to well-being. He stated: *"If you are obsessed with the money and you only care about that then it is not good."*

### **News and World Events**

The final theme under **my lifestyle** is **news and world events**. When describing a 'not good life' the participants made a number of references to events which are often portrayed in the media such as *war/conflict*, *poverty* and *natural disasters*. This is illustrated in the excerpt below, which is taken from the interview with Fred:

*Fred: "If I do my maths right practically half the world or quarter of the world hasn't got a great life. Because like Africa and Syria... Syria it is getting bombed and they are always getting bombed and they are always in the news"*

As it is likely that such incidents were not part of the participants lived experiences, the 'not good' life was portrayed as something which the children could not directly relate to.

#### **4.3.2.3: My self**

A number of factors were identified which related to the way in which children influence their own well-being and these factors/themes were categorised in accordance with the overarching theme **myself**. A visual representation of this overarching theme can be seen in Figure 4.3.2.3. The themes identified include: **how I feel, my behaviour, how I relate to others, motivation and work ethic and my future**. There was also some data gathered which linked to the theme **my self-view**, however, as these were limited, this was identified as an emerging theme.

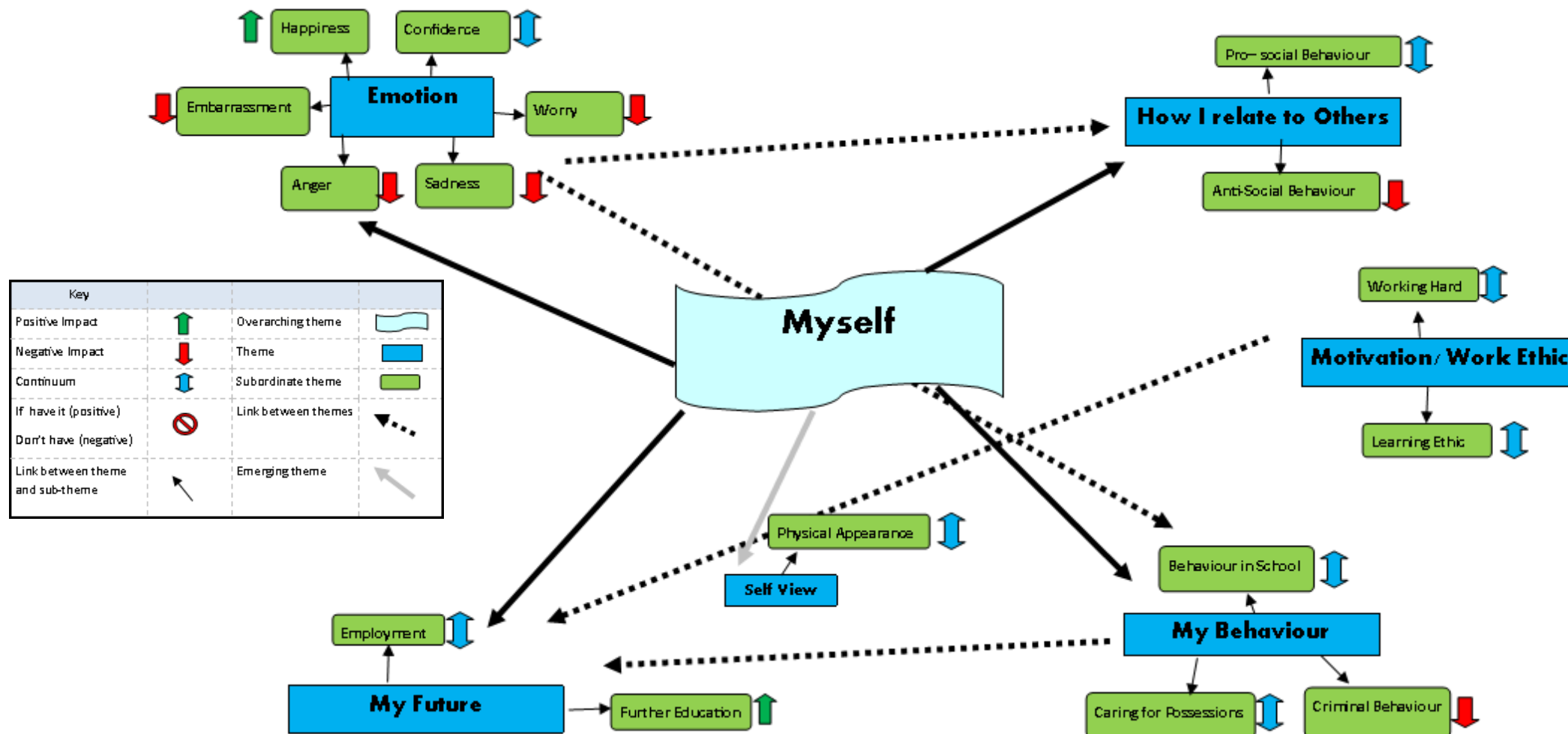


Figure 4.3.2.2: Thematic Map: Seven Year old Well-being Factors



### **How I feel**

**How I feel** relates to children's emotional experience and the participants appeared to have a reciprocal understanding of the relationship between emotion and well-being factors. For instance Angela described how feeling *embarrassed* may impact upon the way in which she relates to others, which is an example of emotion impacting upon an identified well-being factor. She stated: *"You don't have the confidence, you don't have like confidence to say like interact or go and try and talk to friends"*

In contrast to this, Fred described the way in which the identified factor 'death and bereavement' might affect how he feels, stating: *"Things that could go wrong is that people might have passed away and you might be a bit upset"*.

The participants predominantly spoke about feeling *happy* and feeling *sad*. However, reference was also made to confidence, *anger*, *worry* and *embarrassment*. Happiness was understood to have a positive impact upon children's evaluations of their lives whereas the other emotions described were portrayed as having a negative impact, including confidence which was only referred to when the participants discussed the possible implications of having a lack of self-confidence. Some of the emotions described were portrayed as operating on a continuum. For example Angela explained that in a good life children wouldn't have a lot of worries. The implication of this is that a child's level of worry can fluctuate and degrees of worry are negatively associated with their evaluations of their lives.

### **My Behaviour**

Both Red and Angela reflected upon their own behaviour. Angela focused upon *behaviour in school* and explained that misbehaviour could have a negative effect on children's lives. She also explored the links between behaviour and emotion and hypothesised that children may not maintain appropriate behaviour if they are angry or worried about something that has happened at home. In contrast to this, Red focused upon the importance of *caring for possessions* and the implications of

*criminal behaviour* and in particular theft. Negative and criminal behaviours were presented as a feature of a not good life:

*Red: "If you steal it is quite bad because people will lose things form your lives and if they steal they won't realise how important because I said the best teddy because if they steal it you would be quite upset"*

### **How I relate to others**

There was evidence to suggest that seven year olds had begun to reflect upon their own behaviour towards others, although at this stage no clear links were made between this theme and the other well-being factors.

*Pro-social behaviours* such as being helpful, being considerate towards others and actively seeking the company of others were understood to contribute positively to children's life evaluations. For example Fred said: *"sitting on your own is never really the solution. You should just say to somebody can I join in"*. In contrast, *anti-social behaviours* such as being unkind to others were understood to have an adverse effect on well-being.

### **Motivation and Work Ethic**

Fred emphasised the importance of *working hard* and he made links between this subordinate theme and the main theme **my future as** he explained how *working hard* could affect future outcomes such as employment and attainment in higher education. He said: *"if you work hard and you work and you work and you work. You will get a really good job"*. The participants also commented on *learning ethic* and explained how positive learning behaviours including listening during teaching input can impact upon learning success and future outcomes.

### **My future**

**My future** was only discussed by Fred who made a number of references relating to this theme and it was apparent that he understood his well-being in terms of present experiences and future outcomes. The discussion with Fred highlighted the link between the present and future self and he appeared to believe that children's attitudes and behaviour in the present affect their future outcomes.

Two subordinate themes were identified as relating to this main theme which were *employment* and *further education*. Fred emphasised the importance of working towards what he perceived as a good job and he appeared to relate career success with *working hard*. *Further education* was interlinked with the main theme **motivation and work ethic**. Fred emphasised the importance of experiencing success in his later education and having opportunities to gain entry and succeed in further/higher education. He stated: *"people who just lay on the couch they probably won't get a degree they probably won't get into University."*

### **My Self View**

The theme **my self-view** is described as an emergent theme due to the small amount of data which was identified. Red photographed herself and described the picture saying *"I know I am special to my family. I love myself and who I am"* Here she reflected upon how she feels about herself and she depicts this as something that is important.

Under the theme **self-view** is *appearance*. Angela made a couple of references relating to the value which she believes can be placed upon physical appearance. For example when describing her granddad she said: *"he is just more that person...it is not always about how you look it is a comfort."*

#### ***4.4: Findings from the Eleven year old participant group***

##### **4.4.1: Eleven Year olds' Conceptualisation of Well-Being**

A visual representation of the eleven year olds' concept of well-being is presented in figure 4.4.1. Many of the main themes which were identified appeared to match the themes for both the seven and eleven year old's and hence there is a degree of overlap between the findings across the different age groups. The main themes identified for the eleven year old were: **ideal life; evaluative judgement; how I feel; domains; self view; rules for factors** and **identification with life**. Each of these themes shall now be discussed.

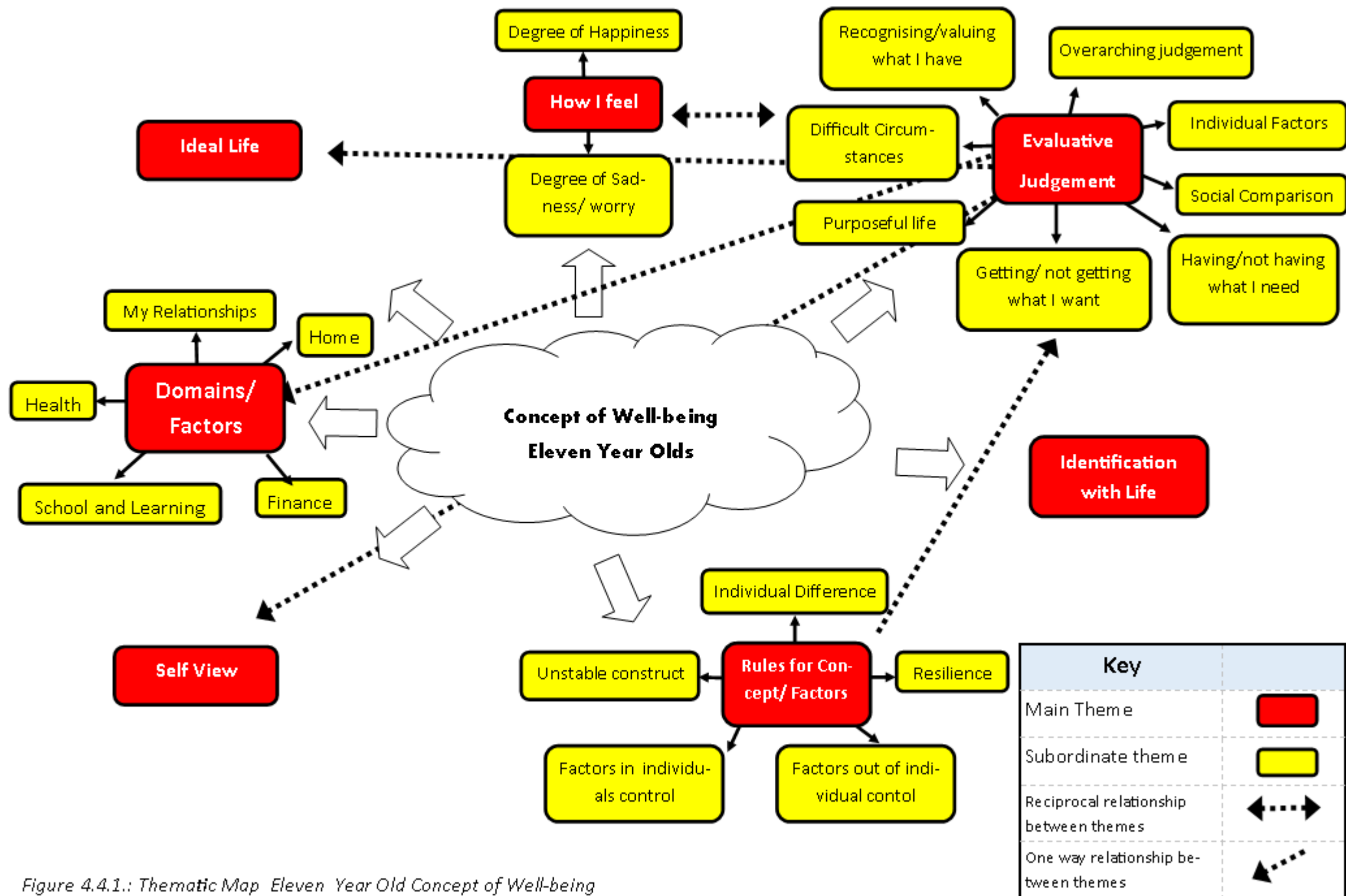


Figure 4.4.1.: Thematic Map Eleven Year Old Concept of Well-being

#### 4.4.1.1: Ideal Life

**Ideal life** relates to the life an individual might want, which was discussed by both Fred and Elsie. Elsie conceptualised this ideal as something a child chooses and said that well-being was about *“choosing like what kind of life that I want”*. It was understood that a child has some control over whether or not they reach their ideal and certain behaviours were likely to impact upon their success. Some factors which were conceived as out of the child’s control could also impact upon the extent to which the child reached the ideal. For example, Fred hypothesised that illness might limit an individual’s success towards the ideal and said: *“You can enjoy the last of it (life if ill) but it might not be they life that you wanted”*. ‘Ideal life’ was linked with **evaluative judgement** as the ideal life appeared to be used as a benchmark upon which the children evaluated their life.

#### 4.4.1.2: Evaluative Judgement

As with the four and seven year olds the eleven year olds also discussed well-being as an evaluative judgement about one’s life. This included both an *overarching judgement* regarding an individual’s perception of their life and evaluations of *individual factors*. In relation to *overarching judgement* the participants spoke about a child’s sense of their general level of satisfaction with their life. A good life was associated with a high level of satisfaction in terms of having what was wanted and doing well, an okay life was associated with moderate satisfaction, having needs met but not necessarily having everything that was wanted and a ‘not good life’ was understood in terms of dissatisfaction.

The children discussed a number of considerations that were used to inform evaluative judgements which included the extent to which a child viewed themselves as: *having/not having what was needed; getting/ not getting what was wanted; experiencing difficult circumstances* and having a *purposeful life*. A further evaluation was *social comparison*. *Having/ not having what was needed* is concerned with the extent to which an individual feels that their basic and

physiological needs are met and having these needs met was described as an essential feature of an okay life. Fred said *“Like for they okay life you might not have everything in the world but you might have food to keep you healthy and drink and that is the most important thing”*. The participants also discussed having what was wanted (*getting/not getting what was wanted*) and there appeared to be a positive relationship between the extent to which an individual felt that they had what they wanted and their general life satisfaction. As with the seven year old age group *difficult circumstances* were perceived as having a negative impact upon a child’s well-being. Having a *purposeful life* also appeared to be important and purpose was discussed in relation to a ‘not good life’. Fred and Marlow associated a ‘not good’ life with a lack of purpose and feelings of pointlessness. Marlow said: *“after people giving up after the school, the parents. You would think my life is pointless”*. *Social comparison* was also described as important and the participants explained that children who view themselves favourably in comparison to others are likely to have a good life whereas those who do not may have a ‘not good’ life. This was illustrated by Elsie who when referring to a not good life said *“they [children] look at everyone and they kind of...want their life”*.

The final theme under **evaluative judgement** is *recognising/valuing what I have*. This theme appeared to be related to a child’s perceived moral obligation to appreciate what they have.

#### **4.4.1.3: How I feel**

Feelings and in particular the degree to which a child experiences *happiness* and *sadness/ worry* was described as important. For example Angela defined an ‘okay life’ saying: *“There is just not really much excitement. You are happy but you are not just excited”*. The participants explored how well-being factors might affect the way a child feels and it seemed that positive well-being factors were associated with feelings of happiness whereas negative well-being factors were linked with feelings of sadness and worry. Fred also portrayed the view that a child’s emotional experience can fluctuate, which was irrespective of a child’s level of well-being and

he said *“Everyone is going to have a down moment and everybody is going to have a happy moment”*.

#### **4.4.1.4: Domains and Factors**

**Domains and Factors** were also used to define well-being including: *family relationships, home, health, school and learning* and *finance*. Each participant placed a differing emphasis on the factors which they considered to be relevant to their understanding of well-being. Fred defined well-being in terms of *school and learning*, Elsie placed emphasis on the significance of *health* and Marlow spoke about the importance of *family relationships* and *home*. For example Marlow said: *“Well a well-being for a child is how you are treated. It is whether you are happy and if you are in the right place... Well if you are in the right family”*.

#### **4.4.1.5: Self-View**

**Self-view** is understood to be related to the eleven year olds concept of well-being as it offers a distinct way in which children gain a sense of how their life is going. **Self-view** represents an individual’s evaluation of the internal self. The eleven year olds spoke about a child’s self-view and they discussed concepts such as self-worth, self-efficacy and self-acceptance. The participants explored how well-being factors might influence a child’s internal evaluation of themselves. Marlow explored the relationship between friendships and self-view. He said *“if you didn’t have friends like you just feel like...you would probably feel that you are worth nothing”*. In general a ‘good life’ appeared to be associated with a positive self-view whereas a not good life was associated with feelings of worthlessness.



#### 4.4.1.6: Rules for Factors/Concept

The participants' concept of well-being and the factors relating to it appeared to be governed by a number of rules. Firstly, the participants appeared to conceptualise well-being as an *unstable construct* as they discussed possible movements between levels of well-being which were associated with changing factors. For example, Marlow discussed the impact that peer pressure might have upon a child's life saying: *"it pushes you into the bad life if your friends are putting pressure on you"*. The eleven year olds also appeared to believe that well-being factors were subject to *individual difference* and Marlow particularly, portrayed the view that there was likely to be a degree of difference between how children prioritised well-being factors. A further rule *Resilience* was discussed by Fred who hypothesised that an individual's ability to cope with adversity was likely to impact upon their well-being:

*Fred: "I might maybe like me and my friend might like get in an argument and we make up over that because we are friends. But when you are like when you are emotionally hurt it is hard to get over it"*

Each participant discussed factors which were *within* and *out of the individual's control*. It was apparent that the participants believed that children had a certain degree of control over their own well-being and that the way they behaved and choices they made had an impact upon their experiences. For example, Angela defined well-being as: *"making the right decisions and living healthy"*. However, some factors were perceived as out of children's control and when discussing well-being the children spoke about factors which might impose restrictions on them such as lack of finances.

#### 4.4.1.7: Identifying with Life

The participants made a number of links between levels of well-being and their own experiences. They seemed to identify with the 'good life' and contrast their life with

the 'not good life'. When asked to describe a not good life Elsie said: *"I have never ever had that so it would kind of shock me if somebody said oh gosh I hate my life"*.

#### **4.4.2: Factors influencing Eleven Year olds' Well-being**

The data relating to the factors which the eleven year old's considered to influence their well-being were collected through the semi-structured interviews, the children's photographs and their descriptions of their photographs. The eleven year olds identified a high number of factors which they considered to relate to well-being. Due to the complexity of their understandings three thematic maps were developed which are presented in Figures: 4.4.2.1; 4.4.2.2 and 4.4.2.3. The maps represent the three overarching themes identified: my relationships, my lifestyle and myself. The main themes identified relate to each of these over-arching themes and these themes are further broken down into subordinate themes. The children in this age group made a high number of connections between themes and these links are illustrated in the thematic maps.

##### **4.4.2.1: My Relationships**

As with both the four and the seven year old age groups when discussing the relationships which were important to children's well-being the eleven year olds referred to the significance of both their relationships with their **family** and **friends**. In addition to this they explored how **bullying** and **bereavement** might impact upon a child's well-being.

##### **Family**

All of the eleven year olds discussed the significance of relationships with family members. Despite this commonality there was a degree of difference between the emphases placed on the different characteristics of family life which were described as important by the participants. These differences shall be reflected throughout this subsection.

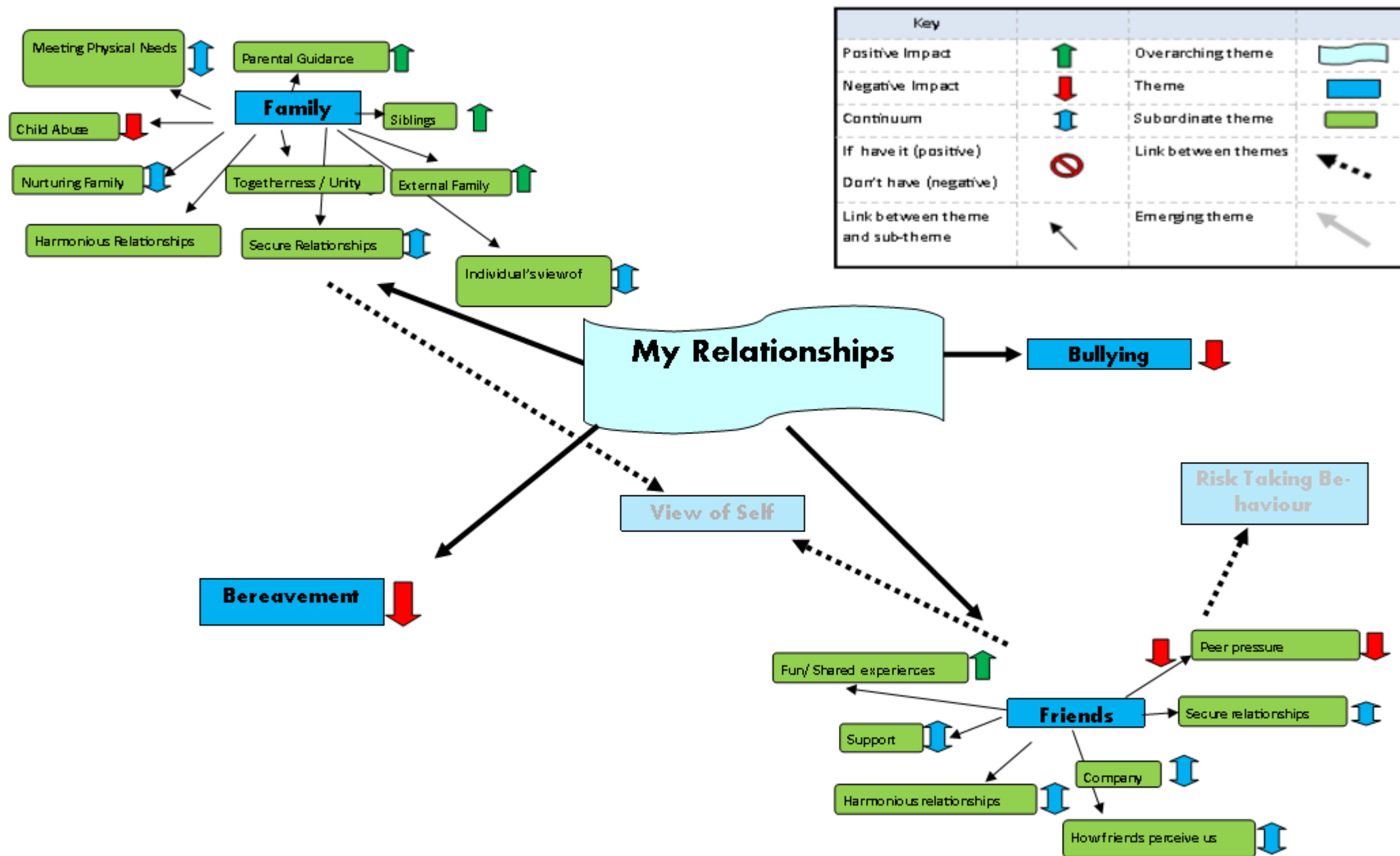


Figure 4.4.2.1: Thematic Map– Eleven Year Old Well-being Factors

Family members, particularly parents, were understood to have a responsibility to ensure that children's physical needs were met (*meeting physical needs*) and the quality of this care was understood to influence child well-being. In the extract below Elsie describes a 'good life' (she related a good life to her own experiences):

*Elsie: "Well every time I come back from school I know that I am going to have dinner on the table. My parents try not to feed us too much rubbish food we have treats on a Friday maybe. Sometimes we get to choose our teas or choose our breakfasts. Like we have good...we have times of going to bed and stuff."*

Each participant made reference to the significance of having *nurturing* parental relationships and they reflected upon how the level of nurture a child receives is likely to impact upon their well-being. The participants emphasised the importance of feeling valued and cared for, supportive relationships and having parents who are willing to put their children before themselves, all of which, were presented as contributing positively to a child's evaluation of their life. Lack of nurture was understood to impact negatively upon not only children's evaluation of their lives but also their view of themselves.

*Marlow: "Well again their like their sense of being worth something they probably wouldn't feel that. If your parents didn't care about you. You would start to think. They would probably say 'oh no no, we have much more important things to do'. You would probably start to think that their parties and friends are all more important than me"*

In contrast to the subordinate themes *meeting physical needs* and *nurturing relationships* is the theme *child abuse*. Both Fred and Marlow made reference to child abuse when describing a 'not good' life. Marlow said it was about "*whether your family are caring for you or like... .. well it would be the wrong place if you were getting neglected or abused or something.*"

*Parental guidance* highlights an additional way in which parents were understood to contribute to their children's lives and Elsie placed emphasis on the value of this guidance in promoting her academic progress:

*Elsie: "I have got good teachers and because my mum is a teacher and my dad is a journalist so my dad helps me with my writing. My mum helps me with anything else that I struggle with."*

Experiencing *secure relationships* with family members was also described as important. Elsie illustrated the significance of experiencing unconditional positive relationships which were stable over time. When describing a 'not good' life she said:

*Elsie: "my grandparents are always like ringing up and saying oh do you want to come around to lunch. Not having that unconditional love. If I do something wrong, my grandma always says oh its fine, my mum always says its fine and my dad listens, you might feel that you were never forgiven and you never will be"*

The participants also referred to the relationships between family members. For Elsie a factor that was particularly important in family life was a sense of *togetherness*. When describing a good life she talked about how spending time together as a family unit and experiencing a sense of family cohesion could contribute positively to a child's evaluation of their life.

*Elsie: "We [Elsie's family] don't really like doing things apart. Yea we just whenever...like me and my mother never go on holiday to one place and we stay at home and we never really switch over. We always go together as one and never really split up"*

The participants referred to parental relationships and explored how *harmonious relationships* between parents could contribute positively to a child's well-being whereas discord and *parental separation* was understood to be detrimental. Elsie in particular spoke about how conflict between parents could create conflict within a child:

*Elsie: "Well...if they're like not getting on. You feel like you have to be on like...I don't know one person's side and you don't want the other parent to feel left out so you feel a bit swichy. But it would be like... nice if they were both together so you don't feel like you have to be on someone's side you are on your parent's side. You are not on one"*

Disputes and disagreements between family members were understood to have a negative impact upon well-being. Below, Fred describes factors that might contribute to children saying that they have an 'okay' as opposed to a 'good' life.

*Fred: "It might be the way things happen around the house or it might be about the little arguments between your sister and your brother. Or you might get blamed for something that isn't you"*

*Siblings* were portrayed as having a positive impact upon children's lives and were described as family members who could provide social support. Rivalry between siblings was also mentioned by participants and in this group it was presented as having a negative impact upon children's lives.

*External family* members including uncles, cousins and grandparents were also discussed. The children described the value of *external family* members and

presented them as people who could also provide nurturing and supportive relationships. Fred said: *"Your mum your dad and your siblings support you and probably I think which is one of the big ones is your uncles because they are like a second Dad aren't they really?"*

The theme *individual's view* relates to how children themselves view their family. Feelings such as valuing, appreciating and even admiring family members were presented as factors which could contribute positively to children's evaluations of their lives, whereas not experiencing these feelings or feeling embarrassed by family members was presented as having a negative impact.

Elsie: *"my dad has always been confident and is very very clever and so kind of I look up to him. I always thing that if I am going to be very confident I will end up like him and be very very clever"*

## **Friends**

**Friends** were described as important by all of the participants. One identified factor was how the individual felt that they were perceived by their peers (*how friends perceive us*). The extent to which children felt liked by their peers was portrayed as important and was directly related to children's view of themselves. For example Marlow (when describing a not good life) stated: *"When you know that no one wants to be friends with anyone well you know that no one likes you and you think... why are you there...sort of thing"*

*Social comparison* was discussed by both Elsie and Marlow. *Social comparison* was primarily discussed in reference to a 'not good' life and it was postulated that in such a life individuals may judge themselves or their circumstances to be less favourable to that of their peers.

A further subordinate theme that relates to *how friends perceive us* is *popularity* and the participants discussed how having friends could alleviate loneliness and boredom, whereas not having friends was understood to have reverse effect:

*Marlow: "If you are lonely you have no one to be with you have no one to talk to and have no company ...but you can't talk to yourself...so all you can really do by your self is kick a ball at the railings and wait for it to come back to you."*

Friends were understood to contribute positively to children's lives by providing *company* and through opportunities for *fun and shared experiences*. For example (in describing a 'good life') Elsie said: [Friends] *"make me laugh and stuff and they always go out places with me and stuff and we always have a laugh"*

Friends were portrayed as people who could offer social *support* by standing up for each other and providing help and acceptance during times of adversity. An additional way in which children could support each other was through encouragement and praise. The evaluation of the quality of friendships appeared to be based upon the extent to which peers supported each other and 'true friends' were conceptualised as people who provided an acceptable level of support. Fred said *"you want friends that support and encourage you a true friend. You want someone who likes you for who you are"*.

*Secure relationships* with friends were also important and the participants referred to the centrality of having friends who could be relied upon and having friendships which were stable over time. The breakdown of friendships seemed to threaten this sense of security which, was understood to be detrimental to well-being.

*Elsie: "When I was in year two my friend left and before I was stuck to her like glue and when she left I would just walk around the playground and I felt like that I had no-one...She had told me that she would be my best friend forever and when she went you just feel lonely."*



While the participants identified many characteristics of friendships that were valued and could contribute positively to children's lives they also identified features of friendships that could have a negative impact. They discussed the implications of *peer pressure* and reflected upon how friends may encourage an individual to engage in *risk taking behaviours*, which were considered to be detrimental to children's lives:

*Marlow: "or maybe they've [in audible] friends who were trying to persuade them to drink and maybe your friends are trying to persuade you to smoke...smoke or drink at a young age. That can be hard because it is easy to change someone's mind when you have got a lot of people doing it and they say 'oh everyone does it' and if you are in a gang and it is like peer pressure. You want to stay cool but you don't want to do the things that your friends"*

### **Bereavement**

Both Fred and Marlow discussed the possible implications that the death of a loved one may have upon a child's life and they described the sense of loss, loneliness and the possible feelings of apathy that might be associated with such an experience. Fred stated: *"maybe in a good life maybe someone in your family might have passed away. It might put you down in a one [life] where you don't want to really do anything."*

### **Bullying**

**Bullying** was discussed by both Marlow and Elsie who reflected the view that children could be either be the victim or perpetrator of bullying and they hypothesised that either scenario was likely to be detrimental as it would impact upon the quality of their relationships with others:

*Marlow: "if you were not a nice person and you were a bit of a bully. In that situation you could have friends that are not really your friends but are just with you because they are scared of you."*

#### 4.4.2.2: My Lifestyle

**My lifestyle** concerns aspects of the children's life circumstances. Eight main themes were identified which related to this theme including: **home, health, school and learning, my activity, family finance, risk taking behaviour** and **religion/faith**. These themes shall now be explored.

##### **Home**

The participants emphasised the importance of having a home and having *adequate shelter*. The participants contrasted adequate shelter with being homeless. For example Marlow commented that in a good life a child would need, *"a proper house... if you don't have enough money to have a really nice house you could at least be living off the streets at least living in a house with shelter"*

It was also considered to be important that children's homes contain the resources that they require. This is illustrated in the description of a photograph which was taken by Fred:



Fred: *That you have a house, having the things that you need.*

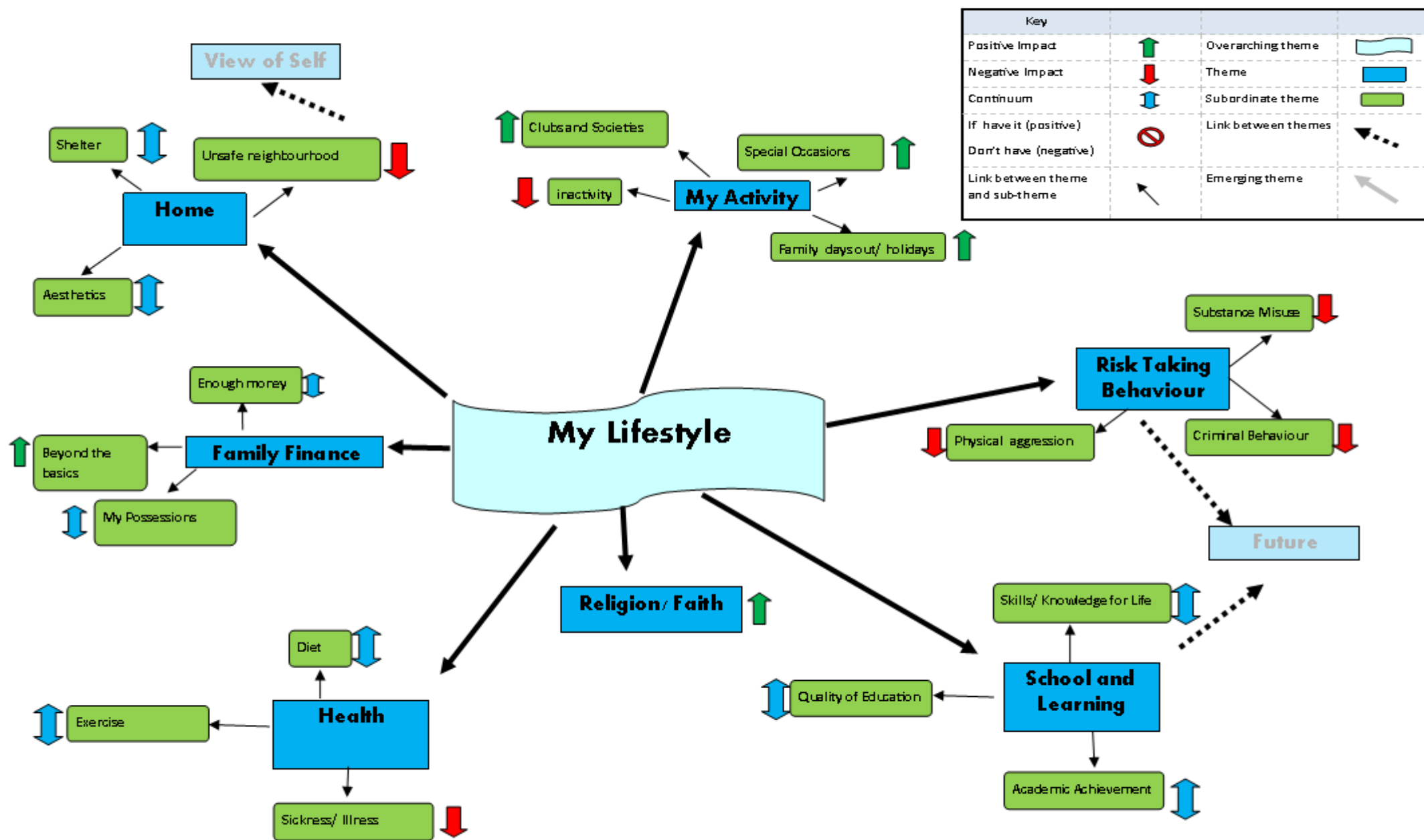


Figure 4.4.2.2: Thematic Map– Eleven Year Old Well-being Factors

Elsie also discussed the neighbourhood in which the home is situated. She proposed that living in what was perceived as an *unsafe neighbourhood* was likely to have a negative impact upon a child's life due not only to the threat to safety but also restrictions to freedom that a child might incur as a result of this:

*Elsie: "it is about not having enough money, living in a place that is not safe or not even having a house. Worrying that you can't afford to live there".*

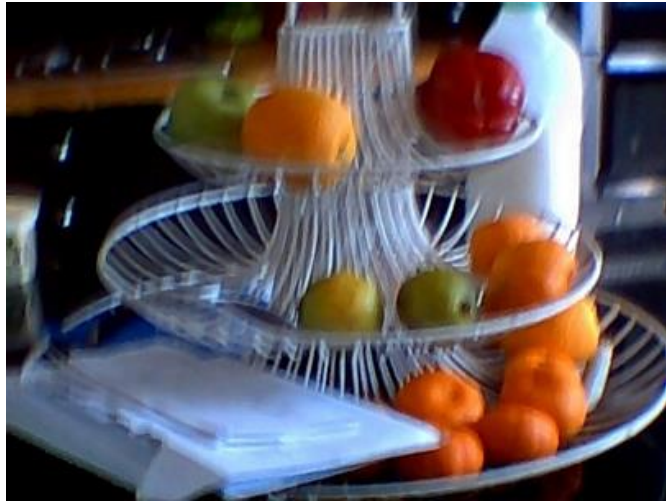
*Interviewer: "Tell me about finding it unsafe"*

*Elsie: "Like not being...like going out and like I just think like people... 'Oh look at him he is a bit scruffy or something like that or you know they might bully them together'. You might think oh I better go back in"*

Elsie also discussed the significance of the *aesthetics* of the home environment and mentioned the degree of pride which children felt about their home.

## **Health**

**Health** was discussed by each of the eleven year olds. The children spoke about the significance of having a healthy lifestyle which consisted of an adequate *diet* with enough food and regular *exercise*. Having a healthy lifestyle was understood to be a preventative measure that could help protect children from *sickness and illness* which were understood to have a negative impact upon well-being. These themes are illustrated in the photographs below:



*Fred: Keep healthy, knowing that you are healthy*



*Marlow: Shirt for (local football team am a member of). Playing with mates, it is good exercise and is enjoyable*

*Risk taking behaviour* was also mentioned in relation to health and the participants reflected the view that behaviours such as substance misuse were likely to be detrimental to health and hence well-being.

*Marlow: "Smoking can cause lung cancer and even if you do you might be smoking for the next 10 or 20 years to stay cool and drinking if you do you might get problems with your liver even possibly drugs as well...errrm they could all be drug addicts and they could get you to start drugs."*

## **School and Learning**

Each participant made at least some reference to the value of **school and learning**. This theme was linked to **my future** as school was seen as a place in which children could develop the skills and knowledge that they would require in later life (*skills and knowledge for life*). *Academic achievement* was linked to future outcomes such as employment. When discussing *skills and knowledge for life* reference was made to not only the academics but also the social aspect of learning.

*Marlow: "school helps you learn new things but it doesn't just help you learn work and stuff it helps you learn all the things you need to grow up with like manners and how to talk to people and that is on top of like subjects like maths and literacy that you learn."*

*Academic achievement* was described as important to well-being with academic success being viewed as contributing positively to children's evaluations of their lives. While this success was associated with future outcomes for children it was also considered to contribute positively to their view of themselves and their sense of self efficacy. Fred said *"say if their education is going well and they have got good GCSEs or their exams have gone well it might lift their confidence"*

The children referred to the benefits of having access to what they perceived to be a high *quality education* as this was viewed as contributing to positively to children's future success.

## **My Activity**

The participants made a number of references which related to their day to day activities. Interestingly, the eleven year olds did not refer to play and instead emphasised the significance of their attendance at *clubs and societies*. Attendance at *clubs and societies* was portrayed as contributing positively to well-being and was considered to provide opportunities for: meeting new people, socialising, sharing interests, developing skills and experiencing success. For example, Elsie said: *"In*

*clubs you get to meet with people and learn new things and it is nice to know that you are good at something."*



*Marlow: (trophies won through success at different sports clubs) I worked hard and achieved*

The participants also described how *special occasions* such as sporting events and birthday celebrations could have a positive impact upon children's lives. They also discussed the significance of feeling supported during occasions such as sporting tournaments and events and lack of support was considered to impact negatively on well-being. The theme *family days out and holidays* is related to *special occasions* but is presented as a distinct theme here as the participants also spoke about the significance of regular family activities.

In contrast to activity, *inactivity* was described as leading to boredom and it was hypothesised that in a 'not good' life children may not have opportunities or may not feel motivated enough to engage in enjoyable activities. When describing a 'not good' life Elsie said: *"you might just... spend most time might be like and iPad or a computer and that is all you can really do because you might not be allowed to go out."*

## Family Finance

The children spoke about the importance of having *enough money* to cover the cost of daily living. They reflected upon the worry which they associated financial difficulties and the restrictions that might be imposed upon them as a result of this difficulty.

Elsie: *"worrying about the mortgage and the bills and the food and school trips and like uniform and if you are like going to high school and your parents have to pay for your uniform and it could be really expensive and just like the simple things like pencils and a pencil case and books and comics that you might like to read and just worrying and thinking oh I can't do that because my parents don't have enough money to get those kind of things."*

Wealth (*beyond the basics*) was generally regarded as contributing positively to well-being. However, for Marlow in particular it was important that individuals worked hard for their income and their wealth was a reflection of their accomplishment.

Marlow: *"I mean I know that footballers earn a lot of money and you probably shouldn't get that much money but they have worked towards being professionals they have worked hard. Even though they shouldn't get that much money that is what you get in football and they have worked hard to get that."*

The children also discussed their own possessions (***my possessions***) and it was apparent that certain possessions were highly valued.





*Marlow: I saved up my money for the bike so it was an achievement*

### **Risk Taking Behaviour**

Fred and Marlow postulated that risky behaviours could sometimes be encouraged by peers and children may sometimes feel pressured into behaving in ways which they do feel comfortable with. This theme relates to **my future** and the participants conveyed the view that some risky behaviours could have a negative bearing upon children's later life outcomes. When discussing risky behaviours the participants discussed *substance misuse*, *criminal behaviour* and *physical aggression*.

Marlow and Fred referred to *substance misuse* including smoking, consuming alcohol and taking illicit drugs. The participants associated *substance misuse* with ill health, financial difficulty and further risk taking and criminal behaviour.

*Criminal behaviour* and in particular theft was also described as detrimental to well-being as was *physical aggression*. Fred explored some of the possible consequences of such behaviour including criminal sanctions which he hypothesised might carry implications for a child's future prospects.

Fred: *“Like if you have done something wrong it’s like saying you might have went out with your mates and you might have had too much to drink and you might have got into a little fight. It is like that and it might ruin it because if you have a criminal record you might not get the things you want in your life like you might not get a job.”*

### **Religion and Faith**

**Religion and faith** was discussed by Fred and was portrayed as having a positive impact upon children’s lives. It seemed that religion provided Fred with a sense of security and reassurance. He said *“I believe in heaven I believe they [people who have died] will watch over me like my sibling and relatives.”*

#### **4.4.2.3: Myself**

The eleven year olds explored a number of ways in which children influence their own sense of well-being. Seven main themes were identified as relating to **myself** which included: **how I feel, how I relate to others, motivation and work ethic, success and accomplishment, my future, my self-view** and **resilience**. A number of connections were made between these themes which are explained in the detailed discussion of the main themes and illustrated in Figure 4.4.2.3.

#### **How I feel**

There was evidence to suggest that emotional experience was integral to the children’s conceptualisation of well-being. The participants outlined how the factors which they identified might affect how they feel. For example, Fred spoke about how *academic success* might affect an individual emotionally, saying, *“Say you do well in your GCSEs they [friends] will help you by saying well done that is really good. It gives you a bit of confidence and it makes you feel happy.”*

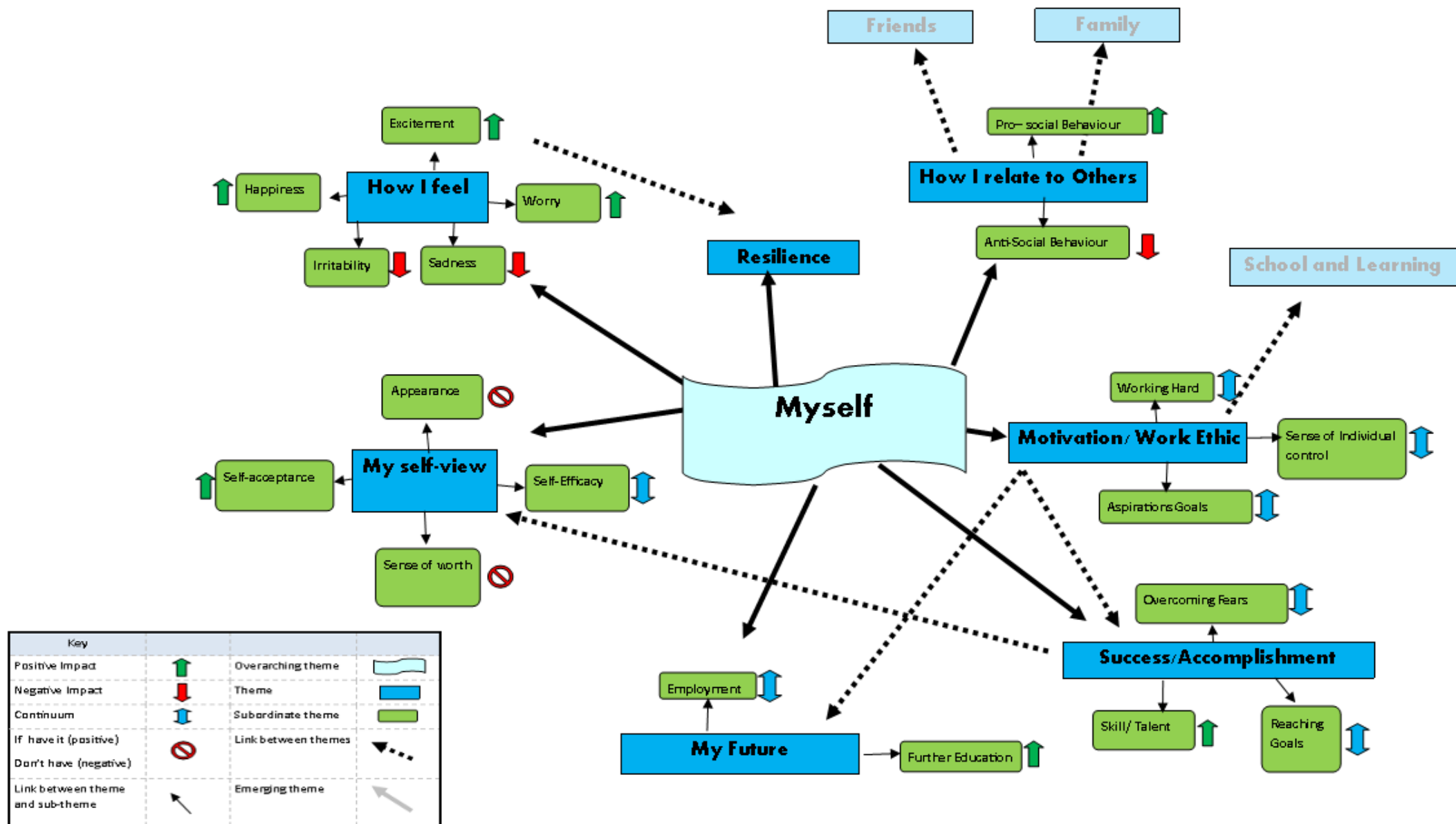


Figure 4.4.2.3: Thematic Map– Eleven Year Old Well-being Factors

The participants also described **how I feel** as contributing factor which impacted upon well-being. When describing an 'okay life' Elsie said: *"there is just not really much excitement. You are happy but you are not just really excited."*

Contrary to this, both Fred and Marlow spoke about how emotional experience fluctuates over time and this fluctuation was presented as an accepted component of life. Fred said *"everyone has been in that situation where down or happy."*

A number of emotions were discussed in relation to well-being including: *happiness, excitement, sadness, irritability* and *worry*. Happiness and excitement were generally regarded as contributing positively to children's evaluations of their lives whereas irritability, sadness and worry were portrayed as detrimental to well-being. Feelings were linked with behaviour and the participants explored how feelings such as sadness and irritability may have a negative bearing upon children's behavioural choices. 'How I feel' also appeared to be linked with resilience, for example, Fred stated *"when you are emotionally hurt it is hard to get over it [disputes with friends]"*.

### **How I Relate to Others**

The children all reflected upon the significance of the individual's behaviour towards others. They linked this behaviour with the quality of their relationships with their friends and family members. The data relating to this theme was categorised in accordance with the subordinate themes *pro-social* and *anti-social* behaviours.

*Pro-social behaviours* were understood to facilitate positive relationships. When speaking about the pro-social behaviours the participants referred to being helpful, actively seeking the company of others, being polite and offering support to others. This is illustrated in the excerpt below:

*Marlow: "You talk about all the things like school and friends but you, yourself you need to work hard if you are an adult. But as a kid you can't just lie around you have to help as well."*

*Interviewer: "Helping?"*

*Marlow: "Well helping your parents, helping your friends if they were like...in a mess"*

In contrast, *anti-social behaviours* were described as inhibiting children's relationships. The participants outlined a number of anti-social behaviours including: bullying, fighting, arguing, and being rude.

### **Motivation and Work Ethic**

Three subordinate and interconnected themes were identified as relating to 'motivation and work ethic' which include: *individual control, working hard and aspirations and goals*. *Individual control* relates to the extent to which the participants conceptualised an individual's life outcomes as within their own control and it was clear that to a certain extent the eleven year old's believed that children are responsible for their own well-being. Elsie said "*you only really get one life and if you are sad through most of it you feel sad because you feel like chosen to. You need to like live life to the full.*"

When describing negative life outcomes children tended to discuss control in terms of blame and fault and they believed that certain outcomes were the direct result of the individual's behaviour and attitude.

Fred: *"It is there for a reason [life] and yea but it is actually quite sad that people think that life is pointless because they think that they are poor. Because it is their own doing because they've, they haven't done well enough in school."*

Contrary to this the participants also conveyed the view that some factors were out of the individual's control.

Marlow: *"I have been to loads of places and that would be good because you have conquered things there. Like a fear of certain things in certain countries you have been there and you have conquered them. But some people they can't afford to go there and that is not their fault."*

Related to the idea of *individual control* is *working hard* as such effort was understood to help the individual facilitate their own positive outcomes. This view is portrayed in the photograph and extract below:



*Marlow: I worked hard and achieved*

In contrast to *working hard* was *lethargy*. The participants hypothesised that feelings of lethargy might be related to *difficult circumstances*. Fred commented "so

*for down... life maybe someone in your family might have passed away. It might put you down in a one where you don't want to really do anything."*

The final theme under **motivation and work ethic** is *goals and aspirations*. Having a goal was described as motivating and working towards a goal was portrayed as having a positive impact upon a child's life. Fred conveyed the significance of having goals using photography:



*Fred: Reaching for your goals. Everyone has a goal that they want to reach*

### **Success and Achievement**

**Success and achievement** arguably relates to *academic achievement*. However, when discussing the significance of achievement it was apparent that the eleven year old participants had a broad understanding of what constituted success which scoped beyond the field of academics. Both Fred and Marlow discussed *achievement* in general terms explaining the link between success and accomplishment, which he described as positive to well-being. In comparison not having a sense of accomplishment and feeling dissatisfied with attainment was considered to be detrimental.

Having *skills and talents* were portrayed as positively influencing children's evaluations of their lives. For example, Elsie said: *"you could have a good life and not really and you don't really excel in subjects in school but you could be really good at gymnastics and swimming and stuff so you don't really have to be clever."*

### **My Future**

The theme **my future** encompasses data which relate to aspects of children's futures and each participant discussed this theme. It was apparent that the children understood well-being in terms of their present and future selves and they spoke about future goals including *further education* and *employment*. In terms of *employment* the children emphasised the importance of getting what they perceived as a good job and experiencing success in their chosen career. Further education including enrolment on university and college courses was portrayed as contributing positively to children's lives, whereas not accessing such opportunities was considered to have a negative effect.

*Fred: "You thought that you would walk through school and maybe just drop out of school and thinking that you didn't want school and maybe in your twenties you are thinking I should have went back. I should have went to college I should have went to sixth form."*

Fred and Marlow also explored some of the ways in which children might view their future and Fred hypothesised that having a positive outlook for the future is likely to promote a positive sense of well-being. He said, *"You have got to believe that you are going to do well and it might happen for you."*

### **My Self-View**

With this group **my self-view** was portrayed as integral to children's evaluations of their lives. A number of subordinate themes were identified as relating to **my self-view** which include: *self-acceptance, sense of worth, self-efficacy* and *appearance*.



Both Fred and Elsie discussed the significance of *self-acceptance* and they portrayed the view that if an individual feels happy and proud about the person that they are this promotes a positive sense of well-being. Whereas feeling unsatisfied with oneself and comparing the self to others in an unfavourable way was understood to be detrimental.

*Elsie: "some people think, oh I do not look right and like try and change their self and what they look like but...yea it would be quite. You wouldn't really know how to be. You wouldn't know but no-one is perfect but you just are ....you kind of have to accept yourself the way you are."*

Related to *self-acceptance* is *sense of worth* which, is concerned with the extent to which an individual feels valued by others and hence values themselves. The participants hypothesised that individual's gain a sense of self-worth through their relationships with others.

*Marlow: "You could also start to think that you are not worth anything either not just you thinking that. You might think oh I have got no friends a school which has given up on me and you hear countless times that no one likes you. You yourself would start to think that"*

*Self-efficacy* was identified as important to children's lives and the participants described how feeling capable and confident could contribute positively to their sense of well-being.

The final theme under **my self-view** is physical *appearance*. This theme was only explored by Elsie but she made a number of references in which she explored how a child's general level of satisfaction with their appearance might impact upon their sense of well-being. She also explored how children's clothing and dress may affect how their peers relate to them:

*Elsie: "Being like wearing designer clothes and everybody is like ooo lets be friends and if you are not wearing like... you are wearing kind of sloppy ones you are a bit like. Urrrrrgh and you want to stay away from them if possible."*

## **Resilience**

**Resilience** was only discussed by Fred but this theme highlighted something which was unique to the data set as resilience was conceptualised as a mediating factor which could affect the extent to which other identified factors impacted upon and individual's sense of well-being. Fred spoke about recovering from difficult circumstances and that a person's emotional state might impact upon the extent to which they can cope with adversity effectively. This is demonstrated below:

*Fred: "I might maybe like me and my friend might like get in an argument and we make up over that because we are friends. But when you are like when you are emotionally hurt it is hard to get over it."*

## **4.5: Cross Age Comparison of Participant's Concept of Well-being**

In this section the participant's conceptualisation of well-being across the three age groups is compared and contrasted. The purpose of this comparison is to begin to explore if and how children's understanding of well-being develops across the primary phase (RQ3). This synthesis was conducted by initially identifying the main themes that were common across age groups and those which were unique to a specific age group. A table summarising this information is presented below:

Table 4.5: Cross Age Comparison of Main Themes: Concept of Well-being

	Four Year Olds	Seven Year Olds	Eleven Year Olds
Main Themes	Evaluative Judgement		
	How I Feel		
	Domains/ Factors		
		Identification with Life	
		Rules For Factors	
	Difficulty Understanding		
			Ideal Life
			Self View

Key	
	Theme Exclusive to one age group
	Theme common to two age groups
	Theme common to all three age groups

It is worth noting that there appeared to be some variance between how the participant groups connected the main themes together. The four year old age group made no explicit links between themes during the interviews and appeared to understand each component of their conceptualisation in isolation, whereas the seven and eleven year olds connected the majority of the themes identified with the main theme **evaluative judgement**.

The findings in this section shall be reported by first considering the themes which were common across all three age groups, followed by the themes which were common to two age groups and finally the themes which were exclusive to one age group.

## 4.5.1 Themes Common to All Age Groups

### 4.5.1.1:Evaluative judgement

Across each age group the theme **evaluative judgement** represented a cognitive evaluation of a child's circumstances. For the four year olds this theme involved a singular judgement about whether their life was 'good', 'not good' or 'alright'

(terms used by participants)'. Whereas for the seven and eleven year olds it involved an *overarching judgement* about one's life as well as evaluations regarding their level of satisfaction with individual factors and it was acknowledged that an individual may feel satisfied with certain aspects of their life but less satisfied with others. The seven and eleven year old participants mentioned a number of considerations that were used to inform their evaluations of their life and the number of these considerations appeared to be higher for the eleven year old age group in comparison to the seven year olds. The eleven year old age group also discussed an individual's moral obligation to *recognise and value what they have*, which was not explored by the seven year olds.

#### **4.5.1.2: How I feel**

The theme **how I feel** represents data in which the children defined well-being in terms of a child's emotional state. The participants in each age group defined well-being in terms of *happiness* and *sadness* and the seven and eleven year olds also mentioned *worry*. While the four year olds described well-being as either feeling happy or feeling sad the seven and eleven year olds referred to the *degrees happiness* and *sadness/worry* and it seemed that they believed that emotion operates on a continuum as opposed to four year olds who portrayed happiness and sadness as polarised opposites.

#### **4.5.1.3: Domains/ Factors**

When defining well-being each participant group commented on the **domains and factors** which were considered to influence well-being. While there were some commonalities and differences between the individual domains and factors which were identified by each age group it is important to note that there also appeared to be a degree of difference within participant age groups. It is therefore possible that the domains and factors which are mentioned by children are subject to individual difference and are not necessarily reflective of developmental factors.

## 4.5.2 Themes Common to Two Age Groups

### 4.5.2.1: Identification with life

Both the seven and eleven year olds appeared to identify and contrast their own experience with different levels of well-being. The participants tended to identify with the 'good life' and a number of comments were made in which they contrasted their experiences with the 'not good life' which was presented as far removed from their own experiences. While the four year olds did not identify with a particular level of well-being they tended to discuss all levels of well-being in terms of their own experiences.

### 4.3.2.2: Rules for Factors

The seven and eleven year old age group explored a number of rules which had a potential effect on the extent to which the factors influencing well-being had an impact on a child's evaluation of their life. A higher number of rules were identified by the eleven year olds when compared to the seven year olds. The subordinate theme *individual difference* was common to both groups as both indicated that there may be a varying degree in the extent to which individuals value different factors. The seven year olds explored the idea that factors may vary in importance, which was not mentioned by the eleven year old age group. The issue of individual control appeared to be particularly important to the eleven year old age group and the participants discussed factors which were perceived as being in and out of an individual's control.

## 4.5.3 Themes Exclusive to One Age Group

### 4.5.3.1: Difficulty Understanding

The four year olds appeared to have some **difficulty understanding** what was meant by an 'okay' life. This appeared to be partly due to their difficulty with understanding the term 'okay' but may also have been related to them

conceptualising well-being as something that is either 'good' or 'not good' as opposed to a concept that operates on a continuum. In contrast to this both the seven and eleven year old age group seemed to view well-being as operating on a continuum and they were able to describe all the levels discussed.

#### **4.5.3.2: Ideal Life**

The theme **ideal life** was exclusive to the eleven year old age group. When discussing well-being this group made a number of comments which related to the life that an individual wants and it seemed that this ideal life was used as a comparative measure against which an individual's life circumstances were evaluated.

#### **4.5.3.3: Self- View**

The theme **self-view** was also unique to the eleven year olds and this theme offered an alternate way in which children gain a sense of how their life is going. Self-view represents an individual's evaluation of their internal self as opposed to purely evaluating the external environment (*domains/factors*) or their immediate internal state (*how I feel*).

### **4.6: Cross Age Comparison Factors Influencing Well-being**

In this section the factors which the participants identified as influencing their well-being are compared and contrasted between the three age groups. The purpose of this is to begin to explore how the factors which children consider to influence their well-being develop across the primary phase. Initial consideration is given to the over-arching themes which are identified for the three age groups (RQ3). This is followed with a comparison of how the over-arching and main themes are connected with each other within each age group's data set. The commonalities and differences between the main themes identified for each group are then

discussed and a detailed outline of the findings regarding themes which are common to all three age groups. Unfortunately it is not within the scope of this study to explore the commonalities and differences between each of the themes identified. Therefore the themes which were common to either two groups or were identified as exclusive to a particular group are not explored in detail.

Three over-arching themes were identified which were common to each age group: **my relationships**, **my lifestyle** and **myself** and these themes incorporated all the main and subordinate themes for both the seven and eleven year olds. The additional overarching theme **my activity** was identified for the four year olds due to the high amount of data which were identified as relating to this theme. While this theme was also present in both the seven and eleven year olds' responses the emphasis placed on this theme was significantly reduced and hence **my activity** features as a main theme for these groups.

When discussing the factors which were important to well-being the four year olds did not appear to make connections between the themes identified (refer to figure 3.2.2) and they seemed to understand each factor in isolation. In comparison, both the seven and eleven year olds explored a number of links between themes. These links appeared to increase in complexity in eleven year olds' responses and they made connections that spanned between the over-arching themes. This demonstrates a movement towards an increasingly connected framework for understanding the factors which influence well-being across the primary phase.

A table summarising the main themes which were identified as relevant to well-being by each age group is presented below. As can be seen from the table there were a number of commonalities between the themes identified. A total of five themes were identified as common to each age group. Thirteen themes were found to be common to two of the age groups and interestingly these commonalities were between either the four and seven year olds or the seven and eleven year olds. This provides some support for the view that the factors which influence children's well-being develop with age. The seven and eleven year olds explored

abstract themes such as **health** whereas the four year did not discuss such concepts and instead focused on more concrete factors such as **health routine**. Nine themes were identified as unique to a specific age group. Some of these themes may represent outlying themes that were simply not mentioned by the other groups but others such as **risk taking behaviour** which, was identified by the eleven year olds may represent themes that were of specific importance to children of that age. Unfortunately as there is not the scope within this research to compare each of the themes that was identified by the participants only the themes which were identified as relevant to each are explored in detail.

*Table 4.6 Cross Age Comparison of Main Themes: Factors of Well-being*

<b>Main Themes</b>	<b>Four Year Olds</b>	<b>Seven Year Olds</b>	<b>Eleven Year Olds</b>
<i>My Relationships</i>			
<i>Family</i>			
<i>Friends</i>			
<i>Bullying</i>			
<i>Being Alone</i>			
<i>Myself</i>			
<i>How I feel</i>			
<i>How I behave</i>			
<i>How I relate to others</i>			
<i>Motivation and Work Ethic</i>			
<i>My Self View</i>			
<i>My Future</i>			
<i>My Achievements</i>			
<i>Success and Accomplishments</i>			
<i>Resilience</i>			
<i>My Lifestyle</i>			
<i>Home</i>			
<i>Bereavement</i>			
<i>Health</i>			
<i>Toys</i>			



<i>Finance</i>			
<i>My Activity</i>	<i>Overarching Theme</i>		
<i>School and Learning</i>			
<i>Religion and Faith</i>			
<i>Pets</i>			
<i>Health Routine</i>			
<i>My/ Family Possessions</i>			
<i>Safety</i>			
<i>News and World Events</i>			
<i>Risk Taking Behaviour</i>			
<b><i>My Activity (Four Year Olds Only)</i></b>			
<i>Play</i>		<i>Sub Theme</i>	
<i>Sport</i>		<i>Sub Theme</i>	<i>Sub Theme</i>
<i>Special Occasions</i>		<i>Sub Theme</i>	<i>Sub Theme</i>

Key	
	Theme Exclusive to one age group
	Theme common to two age groups
	Theme common to all three age groups
	Overarching theme for all groups
	Overarching theme for One group

## 4.6.1 Themes Common to All Age Groups

### 4.6.1.1: My Family

Table 4.6.1.1 serves to summarise the subordinate themes that were identified by each group. A total of twenty themes were classified as relating to **my family** and only one of these themes (*my siblings*) was common to each age group. A total of four themes (*having family, secure relationships, parental guidance* and *external family*) were identified as common to two age groups and these commonalities were found between either the four and seven year olds or the seven and eleven year olds. This indicates that children's understanding of the value of family relationships develops across the primary phase. A number of themes were identified which were similar but not the same as those which were found in other age groups such as the themes *support from family* which appeared to link with the theme *nurturing relationships*. Finally, seven themes were identified which were exclusive to a specific age group.

Table 4.6 .1.1: My Family- Subordinate themes age group comparison

Subordinate themes	Four year olds	Seven Year Olds	Eleven Year Olds
Siblings			
Having Family			
Secure Relationships			
Parental Guidance			
External Family			
Grandparents			External Family
Family Routine			
Physical Affection			
Parents as Providers		Meeting Physical Needs	
Meeting Physical Needs			Parents as Providers
Support from Family		Nurturing Family	
Nurturing Family			Support from Family
Family Conflict		Harmonious Relationship	
Harmonious Relationships			Conflict
Togetherness and Unity			
Parental Separation			

Changes in Family Structure			
Child Abuse			
Individual's View of Family			

Key	
	Sub-Theme Exclusive to one age group
	Sub-Theme common to two age groups
	Sub-Theme common to all three age groups
	Sub- Theme linked with named theme

In general the four year olds spoke about the importance of *having family* and the things that children might do with their family such as their *family routine*. In comparison to this, while *having family* was also discussed by the seven year olds both the seven and eleven year also explored the families' role in meeting children's physical and emotional needs (*providers/meeting physical needs* and *supportive relationships/nurturing relationships*). The importance of the quality of family relationships was also mentioned by both the seven and eleven year olds (*secure relationships*). The quality of parental relationships appeared to be of particular significance to the seven year old age group who explored the possible impact *parental separation* and *changes in family structure* might have upon a child's life. The theme *child abuse* was only mentioned by the eleven year old age group, which may reflect their developing awareness of such issues. The eleven year olds also discussed the importance of the individual's evaluation of their family relationships and it is possible that this theme is related to their emerging awareness of the self.

#### 4.6.1.2: Friends

A total of 14 subordinate themes were identified as relating to the theme **friends** and none of these themes were found to be common across the three age groups. Two themes were identified as relating to two age groups and only the theme '*social exclusion*' was found to be unique to a specific group. The remaining 11 themes were identified as relating to but not the same as other themes which were

identified. Again these relationships were found to be between either the four and seven year olds or the seven and eleven year olds.

Table 4.6 1.2: Friends- Subordinate themes age group comparison

Subordinate themes	Four year olds	Seven Year Olds	Eleven Year Olds
Play/ Fun			
Fun/ Shared Experiences			Play/Fun
Support/ Encouragement			
Harmonious Relationships			Conflict
Conflict		Harmonious Relationships	
Negative influence		Peer Pressure	
Peer Pressure			Negative Influence
Social Desirability		How Friends Perceive Us	
How Friends Perceive Us			Social Desirability
Attention		Company	
Company			Attention
Having Friends	Popularity		
Popularity		Having Friends	
Social Exclusion			
Secure Relationships			

When discussing the importance of friendship the four year old spoke about the significance of *having friends* and the enjoyable things that they do with their friends (*fun/play*). For the seven year olds both of these themes still seemed to be important although *having friends* was replaced with the theme *popularity*. Both the seven and eleven year old age group considered *social support* to be an additional benefit of friendship and eleven year olds discussed themes which related to the quality of their relationships with their peers (such as *secure* and *harmonious relationships*). The seven and eleven year olds both explored ways in which friends could have a negative impact on children's lives (*negative influence, peer pressure, conflict and social exclusion*). The participants also demonstrated an

emerging understanding of how others might view them and seven year olds spoke about doing/not doing things because of their concerns regarding social desirability, whereas, the eleven year olds spoke explicitly about others perceptions. This may reflect their developing awareness of the self and others.

#### 4.6.1.3: Home

The theme **home** was mentioned by all participants. A total of five subordinate themes were identified as relating to **home**, two of these themes were identified as similar and the other three were found to be unique to a specific age group.

*Table 4.6.1.3: Home- Subordinate themes age group comparison*

Subordinate themes	Four year olds	Seven Year Olds	Eleven Year Olds
Adequate housing		Shelter	
Shelter			Adequate housing
Unsafe Neighbourhood			
Aesthetics			
Own Room			

The four year olds purely mentioned their homes or labelled rooms in their house. In contrast to this, the seven and eleven year olds were able to reflect upon why the home environment was important to their physiological well-being. The seven year olds tended to discuss the structural condition of home whereas the eleven year olds spoke about more generally about *adequate housing*. The eleven year olds also spoke about the wider community outside of the home and importance of living in a neighbourhood that was perceived as safe, which demonstrates their growing awareness of mesosystems in which they live.

#### 4.6.1.4: Bereavement

The theme **bereavement** was mentioned by each age group but no subordinate themes were identified as relating to this theme. One participant in the four year old age group spoke about bereavement in terms of his own experience and the death of his pet dog. In comparison both the seven and eleven year olds were able to discuss death and bereavement hypothetically and they began to reflect upon how such experiences may impact upon them emotionally. The eleven year olds also demonstrated an ability to reflect upon factors that might buffer the extent to which bereavement impacted upon a child's life. For example Marlow discussed how comfort from others might help an individual to cope with loss.

#### 4.6.1.5: How I feel

The final theme that was identified as common to each age group was **how I feel**. A total of eight subordinate themes were identified as relating to **how I feel** and a comparison of these themes across the three age groups is presented in the table below:

*Table 4.6 .1.5: How I feel- Subordinate themes age group comparison*

Subordinate themes	Four year olds	Seven Year Olds	Eleven Year Olds
Happy			
Sad			
Worried			
Angry		Irritability	
Irritability			Angry
Excitement			
Embarrassed			
Confident			

*Happiness* and *sadness* were identified by all the participant groups as impacting upon a child's degree of well-being. However, the four year olds seemed to talk about these emotions as polarised opposites whereas, both the seven and eleven year olds spoke about degrees of happiness and they seemed to believe that these emotions operate on a continuum. The range of emotions mentioned by the seven and eleven year olds was much higher than the four year olds, which illustrated

their increased understanding of emotional experience. While the seven and eleven year olds discussed different emotions no evident patterns were found which could account for this variance and it is hypothesised that the emotions the children referred to were subject to individual difference

# Chapter 5

## Discussion

### ***5.1: Introduction to and Outline of Discussion***

In this chapter the findings relating to children's concept (RQ1) of well-being and the factors influencing it (RQ2) are discussed in relation to the identified relevant literature and theory. As the findings indicate that children's views regarding well-being and its relevant factors develop with age research question three is interwoven into the discussion of both the concept and factors. These discussions are then brought together with the introduction of a conceptual model which has been developed to provide a possible framework for understanding children's views regarding well-being. This model is compared and contrasted with previous models of well-being and the limitations of the proposed model are considered. This is followed with discussions regarding the potential contributions and implications of this research for educational practice, the limitations of this research and opportunities for future research.

### ***5.2: Children's Concept of Well-being***

The participants in this research demonstrated an understanding of well-being that became increasingly sophisticated as children developed through the primary phase. In general, the children's concept of well-being was subjective in nature and reflected their internal evaluations of the external environment and their emotional state. Three components of children's concept of well-being were identified that were common across the three age groups which included: **evaluative judgement**, **how I feel** and **domains and factors**.

The component **evaluative judgement** (see Figure 4.4.2) was found to be central to children's understanding of well-being and appeared to serve to mediate between all the components of well-being. This was evident as the participants described evaluating their level of satisfaction with the **domains/factors** of well-being and



how they feel. The seven and eleven year old participants also described making an over-arching judgement about their life as a whole and they appeared to associate this judgement with levels of well-being. The complexity of these evaluations appeared to increase in accordance with the children's developmental stage and for the four year olds the theme evaluative judgement involved a singular consideration of whether things are 'good', 'not good' or 'alright' (the term 'alright' was used by the children and contrasts with the term 'okay' which was used by the researcher). In comparison to this, the seven and eleven year olds were able to identify a number of considerations that were used to inform their evaluations and there was an increase in the number of considerations identified between the seven and eleven year old age group.

The component **how I feel** was related to a child's emotional state. The children described happiness and sadness/worry as significant to well-being. The four year old participants presented the emotions *happy* and *sad* as polarised opposites and a good life was associated with feeling happy and a not good life was associated with feeling sad. In contrast to this, the participants in the seven and eleven year old age group spoke about the significance of degrees of happiness and sadness/worry and they seemed to hold the view that an individual may experience varying degrees of these emotions.

The component **domains/factors** refers to the over-arching themes, main themes and individual factors which were identified as important to well-being. When defining the concept the children made a number of references to the domains which they considered to be important and these seemed to be subject to individual difference. The children's internal evaluations of their level of satisfaction with the factors and domains appeared to influence their over-arching evaluation of their life.

### 5.2.1: Concept of Well-Being: Comparisons with Other Models

In this section, the components identified in this study as relating to children's conceptualisation of well-being are discussed and contrasted with the models and frameworks of well-being outlined in section 2.4 and 2.7 (for a brief outline of these models/frameworks refer to table 2.7.5). A summary of this comparison can be seen in table 5.2.1.

The component **domains/factors** relates to the largely but not exclusively external domains of well-being and incorporates aspects of the economic, health, social and to some extent psychological factors that influence well-being (refer to section 2.3). This component is therefore in line with all the models of well-being in which emphasis is placed on the significance of such factors (DfES, 2003; Diener et al, 2009; FCD, 2013; Maslow, 1943; NEF, 2009; ONS, 2014). The themes **how I feel** and **evaluative judgement** are subjective in nature and relate to models of well-being that incorporate aspects or measures of subjective well-being (Diener et al., 2009; NEF, 2009 & ONS, 2014). While the model of well-being presented by the NEF (2009) does incorporate aspects of subjective well-being such as internal characteristics (inner resources) and emotional experience (feeling good) it does not contain a component that accounts for how children gain a general sense of how their life is going. A further limitation of this model is that only positive well-being influences are accounted for. For example emotional experience is described as 'feeling happy' (NEF, 2009) whereas the findings of this research indicate that children understand well-being in terms of degrees of both happiness and sadness/worry. The findings of this study best relate to the model of well-being proposed by Diener et al. (2009) as unlike the framework proposed by the ONS, (2014) (which is specifically designed to provide a measure of well-being) Diener et al. (2009) offers an account of the underlying processes which influence judgements regarding well-being. Although it should be noted that the model developed by Diener et al. (2009) does not specifically relate to child well-being.

*Table: 5.2.1: Concept of Well-Being: comparison between research findings and well-being models*

	Evaluative Judgement	Domains/Factors	How I Feel	Self View	Rules for Factors	Ideal Life
Every Child Matters (DfES ,2003		✓				
Model of Subjective Well-Being (Diener et al, 2009)	✓	✓	✓		✓	
A Hierarchy of Need (Maslow, 1943)		✓		✓		
National Child Well-Being Measures- UK (ONS, 2014)		✓	✓	✓		
Ingredients to Well-being (NEF, 2009)		✓	✓	✓		

There appear to be a number of commonalities between the core components of well-being identified in this research and those identified by Diener et al. (2009) (presented in Figure 5.2). Diener et al. (2009) outlined four components of well-being : pleasant emotion, unpleasant emotion, domain satisfaction and global life judgements. These components were presented as correlating with each other but are not understood to be conceptually related and the do not directly influence one another (Diener et al., 2009).

In contrast to this, it was found here that the participants made explicit connections between the individual components of well-being and each component appeared to influence and in some cases be influenced by the individual's **evaluative judgements** (Refer to Figure 4.2). The components identified by Diener et al., (2009) will now be explored in turn, with reference to the current study.

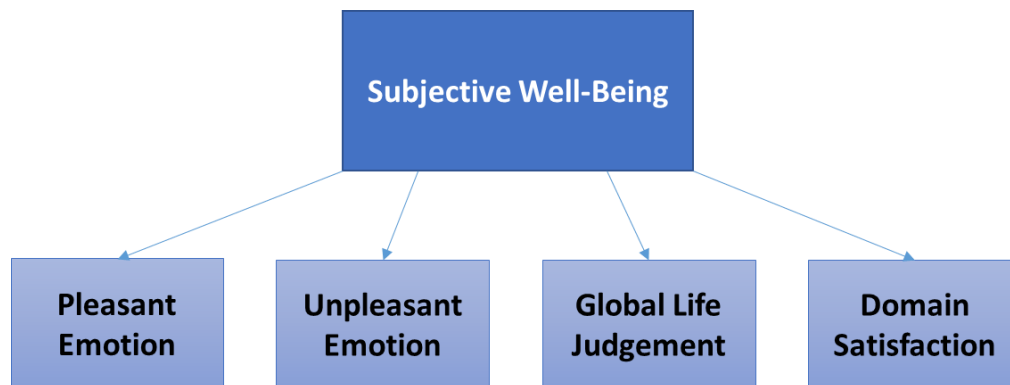


Figure 5.2 1 Diener et al. (2009) Core Model of Well-Being

The component 'global life judgement' is presented by Diener et al. (2009) as representing an individual's ongoing evaluations of their life. It is proposed that these evaluations are based upon information that is salient to the individual at the time of judgement as it is hypothesised that a person cannot consider all aspects of their life. This component relates to the theme **evaluative judgement** as identified in the current study and specifically the individual factor *overarching judgement*. The children in the seven and eleven year old age group described this as an all-inclusive judgement about all of the aspects that are important to a child's life and they did not appear to question an individual's ability to make such judgements. This difference may reflect differences between an adult and child understanding. Diener et al. (2009) present the theme 'global life judgement' as a distinct component of well-being and do not make any clear connections between this component and the other aspects identified. In contrast to this, it was found in this research that the participants connected their evaluations with the other components identified and the theme **evaluative judgement** is conceptualised here

as the core component in which the information regarding well-being is processed and analysed.

The components pleasant and unpleasant emotion appear to be closely linked with the theme **how I feel** which is identified in this research. Diener et al. (2009) described the components pleasant and unpleasant emotion in terms of people's affective evaluations which take the forms of emotions or moods. In the current research it was found that children frequently defined well-being in terms of the emotions *happiness* and *sadness/worry*, where *happiness* is a pleasant emotion and *sadness/worry* are unpleasant emotions. One key conceptual difference is that Diener et al. (2009) presents unpleasant and pleasant emotions as two distinct components, whereas in the current research this distinction is not made. There has been some debate as to whether pleasant and unpleasant emotion should be understood as singular or distinct constructs. For example Russell (1980) described emotion as operating on a continuum in accordance with the degree of pleasantness and level of arousal experienced and in line with this view emotion is a singular construct. Others have argued that the correlates between positive and negative emotion are often very different and therefore these concepts should be considered as distinct from one another (Diener & Emmons, 1985; Watson & Tellegen, 1985). Diener et al. (2009) argue that pleasant and unpleasant emotions should be understood as bipolar to one another as an individual can only experience one of these emotions at any given point in time although, people can experience high levels of both over a period of time. It was found in this research that the seven and eleven year olds described well-being in terms of the degree of pleasant and unpleasant emotions that were experienced and hence **how I feel** is presented as a single construct as it represents a child's evaluation of their experiences of emotion over time.

Domain satisfaction relates to a person's evaluations of the specific domains in their life (Diener et al., 2009). This theme is closely linked with the component **domains/factors** which is identified in this research as representing the factors and domains that are important to an individual's life. While it was found that the

participants evaluated their level of satisfaction with well-being factors, such evaluations were often associated with other components such as **how I feel**. It is therefore viewed here that a child's level of satisfaction with factors cannot be understood in isolation of the other components which are identified as relevant to well-being. The child's evaluation of their satisfaction is therefore included in the meditative component evaluative judgement.

In addition to these core components of well-being, further components were identified which, appeared to change in accordance with children's development. These themes included: self-view, ideal life and rules for factors and these components do not all feature in the conceptualisation of well-being which was outlined by Diener et al. (2009).

The component **self-view** emerged in the discussions with the eleven year old participants and seemed to represent a unique way in which children begin to evaluate their lives. **Self-View** represents an individual's evaluation of the internal self which can be contrasted with the theme **domains/factors** which primarily concerns the individual's evaluation of external factors. While the theme **how I feel** also involves internal experiences this component does not require the same degree of evaluation as emotional experience tends to be immediate. This theme **self-view** encapsulates a child's views about themselves which has developed over time including their sense of purpose, sense of worth and self-esteem. While this component of well-being was not included in the model proposed by Diener et al. (2009) the relationship between well-being and children's self-view was highlighted in the research conducted by Fattore et al. (2009) and Pennington (2002) and considerations that influence children's self-view are incorporated into the model of child well-being which is proposed by the New Economic Foundation (NEF, 2009). The theme **self-view** seemed to be related to the core component **evaluative judgement** as the participants explained how children would evaluate their degree of satisfaction with themselves based upon the information that they received from their own emotions (**how I feel**) and factors which were external to themselves (**domains/factors**).

The eleven year olds' developing ability to discuss their **self-view** may be linked with their growing ability to consider abstract concepts which Piaget (1947) identified as a key feature of the formal operational period of development. Mead (1934) proposed that people develop an awareness of themselves through their interactions with others and through abstract thought they are able to take on the perspectives of the 'generalised other', which enables them to consider the perceptions that others may hold. During late childhood and early adolescence children become increasingly aware that others hold views and make comparisons regarding themselves and they place a higher value upon these judgements (Harter, 1990). In addition to this, evidence from magnetic resonance imaging (MRI) has shown that the second decade of life is also a period of rapid brain development and the brain regions which are associated with self-related processing continue to develop during this period (Giedd et al., 1999). These developmental factors offer some explanation as to why **self-view** is not fully explored by four and seven year olds'.

A further component which was identified as exclusive to the eleven year old age group was **ideal life** which represents a child's understanding of the factors and circumstances which would enable them to experience an optimum level of well-being. This component appeared to be used as a benchmark against which children would evaluate their lives and hence is related to the theme **evaluative judgement**. The emergence of this component is likely to be related to the children's developing understanding of the self as it is a child's ability to reflect upon themselves their abilities, interests and values which enable them to envisage their ideal situation.

The final component to be discussed in relation to children's concept of well-being is **rules for factors** which, appeared to be significant to the seven and eleven year olds. The participants identified a number of rules which could affect the extent to which well-being factors impacted upon the individual. This included individual differences in regard to which factors were valued and an individual's resources and

specifically their level of resilience. The children's ability to reflect on individual difference could be associated with their growing ability to compare and contrast their own experiences and behaviour with that of others as their attributions for these comparisons enable them to take on the perspectives of others (Mead, 1934). There seem to be links between the theme **rules for factors** and the component 'domain satisfaction' which was identified by Diener et al. (2009). As Diener et al. (2009) also explored how issues such as individual difference could impact upon an individual's evaluation of the different domains that they considered to be relevant to well-being.

### ***5.3: Factors Influencing Well-being***

The participants in this sample were able to identify a number of factors which they considered to impact upon children's evaluations of their lives. There was an increase in the number of factors identified in the seven year old age group when compared to the four year old age group and the seven year olds demonstrated an ability to make connections between the themes which they identified. The connections made between themes appeared to be more sophisticated in the eleven year olds' responses when compared to the seven year olds and the eleven year olds were able to make connections between the overarching themes identified.

When describing the factors that influenced well-being the four year olds tended to give examples that were related to their own experience and their immediate context and all levels of well-being appeared to be understood from the standpoint of the individual child. In comparison, the seven and eleven year olds demonstrated an ability to directly contrast their own experiences with the experience of others within their social context and the factors which they described as relating to well-being appeared to be influenced by these comparisons. For example, all the children in the seven year old sample explored the possible impact parental separation may have upon a child's life and while none



of the children had directly experienced this (as evidenced in the children's accounts) they referred to the experiences of their peers. Media influence also appeared to shape the seven year olds' understanding of well-being and particularly, the factors that might make somebody say that they have a 'not good' life. The eleven year olds also demonstrated a developing ability to reflect upon abstract concepts such as resilience and were able to discuss hypothetical situations and consider the possible and sometimes varying consequences of these situations such as the possible consequences of substance misuse.

These differing perspectives reflect the children's developing understanding and awareness of the experiences of others at different stages in their cognitive development. For example, the four year olds who primarily described the factors of well-being in terms of their own experienced spoke in egocentric terms, which reflected thinking that is characteristic of children at the pre-operational stage of development (Piaget, 1947). Whereas the seven and eleven year olds were able to extend their thinking outside of their own perspectives and were able to explore the possible perceptions of observed others through their concrete experiences, which reflects their ability to think in terms of concrete operations (Piaget, 1947). Finally, while the eleven year olds still explored factors in relation to their observations and reflections of themselves and others they began to explore and reflect upon hypothetical and abstract situations which, is characteristic of the formal operational stage of cognitive development.

Despite the developmental related differences which appeared to characterise the children's way of exploring the factors which were important to well-being there were a number of commonalities between the participant responses and three overarching themes were identified as common across all three age groups. These included: **my relationships**, **myself** and **my lifestyle**. While the other groups explored the significance of their own activities the theme was particularly significant for the four year olds who primarily understood well-being in terms of their own experiences. For this reason **my activity** was an overarching theme emerging from the analysis of the data provided by the four year olds.

### 5.3.1: My Relationships

The theme **my relationships** reflects a number of the social aspects of children's lives which were described as significant to well-being. Each participant described the importance of relationships to children's lives and in particular they explored the significance of relationships with **friends** and **family**. The significance of social relationships to people's evaluations of their lives is widely recognised in both theory (Griffin & Tyrell, 2013; Keyes, 1998; Maslow, 1943; NEF, 2009) and research (Fattore et al, 2009; Gabhainn & Sixsmith, 2005; Mares & Neusar, 2010; O'Higgins et al., 2010; Pennington, 2002; Sargent, 2010). Relationships appeared to be important to the participants for a number of different reasons and the children's understandings of the various values of relationships seemed to develop with age.

When discussing the value of family relationships both the four and seven year olds mentioned the importance of *having a family* and in particular having parents a theme which was also highlighted by Mares and Neusar (2010). The seven and eleven year olds described **family** as providing both emotionally supportive (identified in the subordinate themes: *nurturing relationships and support from family*) and physically nurturing relationships (relates to subordinate themes: *meeting physical needs and parents as providers*) which, replicates the findings of Mares and Neusar (2010) and O' Higgins et al. (2010). The children appeared to become increasingly conscious of the importance of the quality of these relationships with age and explored factors such as *secure relationships*, *harmonious relationships* and their sense of *togetherness and unity*. These factors appear to represent the children's need to develop secure family relationships and a sense of belonging, which is highlighted in models of well-being (Griffin & Tyrell, 2013; NEF, 2009; Maslow, 1943; ONS, 2014) and evidenced in research (Fattore et al. 2009; O'Higgins et al 2010) . The participants in every age group were able to consider ways in which family relationships could impact both positively and negatively on children's evaluations of their lives which, supports the view that child well-being should be viewed as encompassing both positive and negative factors (Ben-Arieh, 2005; Moore, Lippman & Brown, 2004).

Amongst the older children, there was increasingly a recognition of commonalities between the significance of relationships with family members and friends, whereas younger children were more reliant on family support. This trend may reflect the developmental changes in friendships and the children's growing need to develop affectionate and intimate relationships throughout middle childhood (Berndt, 2004). For example, both the seven and eleven year olds discussed the idea that friends could provide emotionally supportive relationships and the eleven year olds began to explore factors relating to the quality of these relationships. Friends were also associated with fun, play and enjoyable experiences which were understood to contribute positively to children's evaluations of their lives. This replicates the reported findings of Gabhainn and Sixsmith (2005). The participants in the seven and eleven year old age group began to explore the ways in which friends could impact negatively on children's lives and began to discuss issues such as conflict, social exclusion and peer pressure.

### **5.3.2: My Lifestyle**

The theme **my lifestyle** relates to the external and largely objective factors which the participants identified as influencing children's evaluations of their lives. The participants were able to identify external factors which could contribute positively and negatively to children's well-being. This provides support for the view that child well-being should be measured by focusing upon factors that facilitate positive functioning as well as those that indicate an absence of problems and difficulties (Ben-Arieh, 2010).

In relation to this overarching theme, the participants discussed a number of issues which related to the importance of the physiological aspects of well-being. The participants in the seven and eleven year old age group spoke about the importance of **health** which, included discussions about healthy living and also the possible impact of *sickness and illness*. While the four year olds did not specifically discuss health they did talk about their **health routine** and when discussing well-

being they spoke about *food, sleep, toileting* and one participant also discussed *sickness* in relation to his own experiences. The importance of health is widely recognised in models and frameworks relating to well-being (DfES, 2003; Diener et al., 2009; FCD, 2012; Maslow, 1943; NEF, 2009; ONS, 2014) and was highlighted as significant in research exploring children's views regarding issues that impact upon their lives (Fattore et al, 2009). The **home** environment was described as significant by the participants in every age group and the seven and eleven year olds discussed the importance of having adequate housing which provided *shelter*, which was also reported as significant in the study conducted by Mares and Neusar (2010).

A number of economic factors were identified in this study as relating to well-being which provides support for models which incorporate such factors (DfES, 2003; FCD, 2010; NEF, 2009; ONS, 2014). In particular, the participants described the importance of **family finance** and the seven and eleven year olds emphasised the prominence of having enough money to ensure that their basic physiological needs could be met, which provides support for the findings of Fattore et al (2009). The eleven year olds also began to explore the link between finance and their participation in society. For example, one participant spoke about the significance of having *enough money* for school trips. This understanding of economic well-being appears to be in line with the thinking of Nussban and Sen (1993) who defined well-being in terms of the extent to which an individual is able to carry out various valuable functions within their social context. The eleven year olds also considered how being wealthy (*beyond the basics*) might impact upon children's lives. The participant's discussions regarding economic factors can be linked with some of the key conceptual differences relating to well-being which were identified by Ben-Arieh (2010). For instance, the focus on their family income indicates that the children link their own sense of well-being with some factors that can be associated with the circumstances of the adults around them. This is related to the debate as to whether child well-being should be approached from the perspective of the child or the adult (Ben- Arieh, 2010) and the findings in this study indicate that the concept should be understood from both perspectives.

Factors relating to **school and learning** were mentioned by both the participants in the seven and eleven year old age group who discussed the importance of developing skills and attaining grades that would enhance their future prospects. Ben-Arieh (2010) identified that one of the key differences between child well-being indicators was whether children were positioned as experiencing well-being or well-becoming. The findings in this research indicate that while children do describe well-being in terms of their current circumstances, as they develop they begin to consider their future selves and circumstances. *Academic achievement* was also described by the seven and eleven year olds as important to children's current circumstances and the participants described the significance of obtaining good grades, which can be contrasted with the finding of Mares and Neusar (2010) in which participants were found to place emphasis on obtaining at least average grades. The seven year olds also spoke about their day to day experiences in school including their *relationships with teachers* and experiences of *behaviour management*. The findings which relate to school and learning provide supporting evidence for a number of well-being models and frameworks in which emphasis is placed upon academic experience (DfES, 2003; FCD, 2013; NEF, 2009; ONS, 2014).

The theme **my activity** was discussed by the participants in every age group and appeared to be particularly important to the four year olds who primarily discussed well-being in relation to their own experiences. This theme relates to the day to day experiences of children and in particular the enjoyable things that they do which were described as having a positive impact upon their lives. Data relating to this theme positions children as experiencing well-being as opposed to well-becoming (Ben-Arieh, 2010) as emphasis is placed upon children's experiences which appear to distinct from that of adults. Indicators regarding children's activities feature in the measures of child well-being developed by the Office of National Statistics (2014) and a number of researchers have found that children discuss factors relating to their own activities when they are asked to talk about issues that are important to their lives (Fattore et al 2009; Gabhainn & Sixsmith; Sargeant, 2010). The four and seven year olds spoke about the significance of *play* whereas the eleven year olds placed greater emphasis on their participation in sporting groups

and societies (*clubs and societies*). The participants in every age group discussed the importance of *special occasions* such as birthday celebrations, family holidays and religious festivals and such events were understood to contribute positively to children's evaluations of their lives. The eleven year olds began to reflect upon the impact that **risk taking behaviours** might have upon children's lives and activities such as *substance misuse* and *physical aggression* were understood to inhibit a positive sense of well-being. This emphasis mirrors the findings of Mares and Nusear (2010) who also found that such behaviours appeared to become increasingly important to children in late childhood and early adolescence.

### **5.3.3: Myself**

This theme relates to the comments regarding the ways in which children themselves were understood to influence their own sense of well-being. The participants reflected upon a number of ways in which children's own behaviour, views, feelings and inner resources impacted upon their lives. As the theme **myself** directly relates to children's internal experiences and behaviour this theme positions children as experiencing well-being as opposed to well-becoming and shows that it is important to include indicators which position children as the unit of analysis when measuring their well-being (Ben-Arieh, 2010).

The theme **how I feel** is understood to relate to children's conceptualisations of well-being as the participants described well-being in terms of emotion. Yet despite this, the participants in every age group considered ways in which their own emotions could directly impact upon their sense of well-being and therefore children's feelings are also understood to be a contributing factor. When describing emotional experience the four year olds tended to talk about *happiness* and *sadness* and presented these emotions as bipolar opposites. In contrast to this, the seven and eleven year olds spoke about the degrees to which they experienced an emotion and discussed a wider range of feelings. While the seven and eleven year old's presented emotion as having a direct impact upon their sense of well-being they also explored how their feelings could impact upon their own behaviour and

therefore influence other aspects of well-being such as *how they relate to others*. As well-being is often conceptualised in terms of emotion (for example, Maslow, 1943) emotional experience is not always identified as a unique factor (Griffin & Tyrell, 2013; Maslow, 1943). However, there are some models which incorporate aspects of emotional experience (Diener, 2009; FCD, 2013; NEF, 2009; ONS, 2014) and recently developed child well-being indicators do include measures of positive but not negative affect (ONS, 2014).

The participants in every age group outlined ways in which children's own behaviour influenced their life evaluations which, indicates that they saw themselves as actively involved in ensuring their own sense of well-being. The number of behaviours cited appeared to increase with age which may reflect the participants developing sense of control over their own lives (Crandall, Katkovsky & Crandall, 1965). The four year olds spoke about the significance of *being good* and *being naughty* and discussed these concepts in relation to their play. The seven year olds also provided moralising reflections on their own behaviour and discussed behaviour in different contexts including school and home (as evidenced in theme *caring for possessions*). The seven and eleven year olds also discussed children's behaviour and attitudes relating to school work and emphasised the importance of *working hard* which they associated with positive future outcomes. They also began to reflect on the significance of children's behaviours towards others (*how I relate to others*) and the eleven year olds began to reflect on the implications that a child's behaviour towards others might have upon their relationships with their family and friends. This theme relates to the findings of Pennington (2002) who also identified that eleven year olds began to reflect upon their own role in regards to their relationships with others.

**My future** was a theme discussed by both the seven and eleven year olds who described the significance of *future education* and *employment* and reflected upon ways in which the choices they made might impact upon their future outcomes. Interestingly, the importance of the future was not highlighted in the identified studies which explored children's views regarding well-being and related concepts

(Fattore et al. 2009; Gabhainn & Sixsmith, 2005; Mares & Neusar, 2010; O'Higgins et al., 2010; Pennington, 2002; Sargeant, 2010). This could potentially be related to the researchers own views and beliefs regarding child well-being and a desire to focus upon children's current contexts as opposed to future outcomes. The findings of this research indicate that while children do describe their current situation as important to their well-being seven year olds begin to consider working towards their future and hence conceptualise themselves as experiencing both well-being and well-becoming (Ben-Arieh, 2010).

Experiencing a sense of accomplishment was described as important by the four and eleven year olds. This theme was not apparent in the seven year olds responses which may be reflective of the limited sample size. The four year olds described **achievements** which are related to developmental milestones such as learning to ride a bike, whereas the eleven year olds discussed the significance of developing *skills and talents*. The importance of gaining a sense of achievement and accomplishment is recognised in both frameworks and models of child well-being (DFES, 2003; NEF, 2009). In relation to achievement, the eleven year olds also discussed the importance of developing and working towards personal goals and ambitions (links to themes *aspirations/goals, reaching goals, overcoming fears*). The children's ability to reflect on personal goals may be related to their developing sense of self and growing awareness of their own personal skills, qualities and interests, which they contrast to that of others (Mead, 1934). The discussion regarding ambition and working towards goals seems to relate to Maslow's (1943) view that for some individuals' self-actualisation is important; however it may be that children cannot reach this stage of thinking until they have developed an understanding of the self.

Data relating to **self-view** began to emerge in the seven year olds responses and one participant in this age group discussed *physical appearance* in relation to the perceptions of others. Holding negative views about one's physical appearance was considered to be detrimental to well-being. This theme was also identified in the eleven year olds responses. While the theme *physical appearance* was not



identified as relevant to child well-being in the studies exploring children's views (Fattore et al., 2009; Gabhainn & Sixsmith, 2005 ; Mares & Neusar, 2010; O'Higgins et al., 2010; Pennington, 2002; Sargeant, 2010), there is evidence to suggest that comments regarding physical appearance are common in peer disputes (Mooney, Creeser & Blatchford, 1991). This may offer some explanation as to why *physical appearance* was discussed as impacting upon well-being. The eleven year olds also discussed how additional factors such as *self-efficacy*, *self-acceptance* and a child's *sense of worth* might impact upon their life evaluations which replicates the finding of Pennington (2002) and provides support for models of well-being which incorporate factors relating to children's self-view (NEF, 2009).

#### **5.3.4: Factors of Well-Being: Comparisons with Other Models**

In this section, the well-being factors identified in this study are compared and contrasted with the main components of well-being which feature in the models and frameworks discussed in section 2.4 and 2. (a comparison is presented in table 5.3.4). Due to the scope of this research it was not possible to include every factor which was highlighted in this study and only factors which were discussed by at least two of the age groups are included (refer to table 4.6). In addition the themes: **how I behave**, **how I relate to others** and **motivation and work ethic** are all categorised under '**my behaviour**'

There are commonalities between the factors highlighted in this study and all the models of well-being discussed (Diener et al, 2009; DfE, 2009; Maslow, 1943; NEF, 2009; ONS, 2014). With the exception of the model proposed by Diener et al. (2009), all of the models include components which relate to each of the domains identified in this research: **my relationships**, **myself** and **my lifestyle** (DfE, 2009; Maslow, 1943; NEF, 2009; ONS, 2014). Diener et al. (2009) do not include factors concerning children's relationships, which may reflect the issue that this model is

Table: 5.3.4: Well-being Factors: Comparison between research findings and well-being models

	My Relationships			Myself				My Lifestyle						
	Family	Friends	Bullying	How I feel	My Behaviour	My Future	My Self-View	Health	School & Learning	Home	Finance	My Toys	Religion & Faith	My Activity
Every Child Matters (DfES ,2003	✓				✓			✓	✓		✓			
Model of Subjective Well-Being (Diener et al, 2009)				✓				✓						✓
A Hierarchy of Need (Maslow, 1943)	✓	✓					✓	✓						
National Child Well-Being Measures- UK (ONS, 2014)	✓	✓		✓				✓	✓	✓	✓			✓
Ingredients to Well-being (NEF, 2009)	✓	✓		✓	✓	✓	✓	✓		✓	✓			

not specific to child well-being. However, Diener et al. (2009) do include the component 'domain satisfaction' which is described as subjective and therefore could potentially incorporate all the factors identified in this research. In relation to the specific well-being factors, there appears to be the highest degree of similarity between the findings in this research and the model proposed by the NEF (2009) and there are commonalities between nine of the fourteen themes identified (refer to table 5.3.4). Despite these similarities there are key differences between the model proposed by the NEF (2009) and the findings of this study. Firstly, the NEF (2009) places a strong emphasis on positive well-being factors whereas, the findings in this study indicated that children understand well-being in terms of both positive and negative influences. Secondly, the findings from this research relating to children's concept of well-being indicate that by the age of seven children begin to understand that well-being factors are subject to individual difference. Contrary to this, the factors identified by the NEF (2009) are presented as common to all children. Additionally, this research highlights that the factors which children identify as important to their well-being develop with age which is not reflected in the model proposed by the NEF (2009).

#### ***5.4: Unique Theoretical Contribution: An Exploratory Developmental Model of Child Well-Being***

##### **5.4.1: Existing Models of Well-Being- The Need for a New Perspective**

The discussions in section 5.2 and 5.3 highlight that the findings of this research (which were generated through a data driven inductive process) provide at least some supporting evidence for a number of theoretical models and frameworks for understanding well-being and in particular the factors that are identified as relevant (DfES, 2003; Diener et al., 2009; Maslow, 1943; NEF, 2009; ONS, 2014). A limitation of a number of these models (including: DfES, 2003; Griffin and Tyrell, NEF, 2009; ONS, 2014) is that while a variety of factors are listed, the models do not reflect how children conceptualise well-being and do not account for the processes which enable a child to synthesise relevant information in order to gain a general view of

their sense of well-being. In this research it was possible to gain some understanding of such process through the additional exploration of how well-being is conceptualised.

In section 5.2.1 it is argued that the findings of this research regarding children's conceptualisation of well-being best relates to the model proposed by Diener et al (2009); whereas there appears to be the highest degree of commonality between the factors identified in this research and those highlighted in the well-being model developed by the NEF (2009) (section 5.3.4). One key advantage of the model proposed by the NEF (2009) is that it is specific to child well-being. However for the purpose of this study the model presented by Diener et al. (2009) was prioritised and the considerations which informed this judgement are outlined below:

- Unlike Diener et al. (2009) the well-being model proposed by the NEF (2009) focuses almost exclusively on positive factors. This contrasts with the findings of this research which indicate that well-being is affected by positive and negative influences.
- The findings of this research indicate that to some extent well-being and its influencing factors are subject to individual difference. This is reflected by Diener et al. (2009) but is not represented in the model proposed by the NEF (2009).
- In this study it was found that the participants primarily understood well-being in terms of an evaluative judgement and this core component does not feature in the model proposed by the NEF (2009) but is highlighted by Diener et al. (2009).

Diener et al (2009) (presented in Figure 5.2) identifies a number of concepts which underlie the judgements people make about their lives. A number of commonalities and key differences between this model (Diener et al., 2009) and the findings of the current research are discussed in section 5.2.1. There are a number

of possible explanations for differences found. Firstly, this research was conducted using inductive processes based upon the raw data gathered from discussions with children. In contrast to this, a great deal of the research by Diener et al. (2009) appears to be approached from a hypothesis driven deductive perspective (Diener et al., 2009). Secondly, Diener et al. (2009) present an adult model of well-being, whereas the focus of the current research was specifically to explore children's views regarding well-being from a developmental perspective. Additionally, one possible limitation of the model presented by Diener et al. (2009) (refer to Figure 4.2) is that all the components of well-being are presented as overlapping but operationally independent from one another, whereas the findings in this study suggest that the components of well-being directly influence one another.

In order to explore further the differences between the model developed by Diener et al. (2009) and the existing research a tentative exploratory model of child well-being has been developed. It is acknowledged that unlike Diener et al. (2009) whose conceptualisation of well-being is based upon over two decades of research the proposed model is based upon a single study using a limited sample and therefore would require systematic testing with a much larger sample to explore its validity, reliability and generalisability. Despite this the proposed model is believed to offer a unique theoretical contribution as a developmental model of well-being which is specific to children and incorporates both the identified processes and factors which enable children to gain a sense of their well-being .

#### **5.4.2: The Introduction of an Exploratory Model of Child Well-Being from a Developmental Perspective**

In this section an exploratory model of child well-being is presented and explained. An illustrative representation of this model can be seen in Figure 5.4.2. For a detailed discussion regarding how the identified components of well-being relate to existing theory and literature refer to sections 5.2 and 5.3. The discussion in this section will begin with an outline of the key principles which underpin the proposed

model. This will be followed with an explanation regarding the components of well-being identified in this research which, appear to be common across all age groups. Finally, a developmental component of well-being will be discussed.

### **5.4.2: Key Principles of Model**

A number of key principles have been identified which relate to how well-being is conceptualised by children. These principles include the views that well-being: is an ongoing process; components of well-being are interconnected and that children's views regarding well-being develop with age.

#### ***5.4.2.1.1: Well-Being is an Ongoing Process***

The findings in this research indicate that well-being is an unstable construct but the general level of its stability seemed to increase in accordance with child development. To explain this, the four year old participants appeared to view well-being in egocentric and contextually bound terms (Piaget, 1942) and hence all levels of well-being were understood from the experiences of the individual child. This indicates a conceptualisation of well-being which is unstable and dependent on day to day experiences. In contrast to this, both the seven and eleven year olds appeared to be able to consider factors outside of their immediate context and began to contrast their own experiences with the experiences of others, which appeared to lead to a more stable view of well-being. However, these participants did consider how significant life events might change children's relative level of well-being, which supports the findings of Chamberlain and Zika (1992). In addition, all the participants were found to reflect upon how external factors influenced their evaluations of their lives and such factors were portrayed as constantly changing. In light of this, in the proposed model well-being is viewed as an ongoing process which is dependent upon constantly changing influences.

#### ***5.4.2.1.2: The Components of Well-being are Interconnected***

A second key principle is that all the components of well-being are interconnected through the core component **evaluative judgement**. The children in this research were found to discuss the different aspects of well-being in relation to each other and described how the identified factors related to their evaluations and feelings. This can be contrasted with the model of well-being proposed by Diener et al. (2009) in which all the components are presented in isolation.

#### ***5.4.2.1.3: Views of Well-being Change as Children Develop***

The idea that children's views regarding well-being change as children develop is a key principle that underpins this research. Overall the participant's views regarding well-being appeared to become increasingly sophisticated as children matured and the developments in their understandings appeared to be in-line with the different stages of cognitive development outlined by Piaget (1947). Links were also made between the children's understanding and their increasing awareness of themselves and others (Mead, 1934).

### **5.4.2.2: Components of Proposed Model**

#### ***5.4.2.2.1: Evaluative Judgement***

**Evaluative judgement** is the core component of the proposed model (for information regarding how this component relates to the identified literature refer to section 5.2) and it is viewed as serving a mediating function between all the other components of well-being. Through the process of evaluative judgement, it is proposed that children are able to make specific evaluations regarding aspects of their lives including: **the domains and factors** of well-being; **how they feel** and as they develop, their **self-view**. These ongoing evaluations were portrayed by the research participants as enabling them to make an overarching judgement

regarding their general level of well-being which was described as a comprehensive evaluation.

The evaluative considerations that children make appeared to increase in number and become more sophisticated as the children got older. It was found in this study, that for four year olds such considerations included a simple evaluation of whether something is 'good', 'not good' or 'alright' (terms used by children). In comparison, the seven and eleven year olds began to consider additional factors within which there was some evidence that they considered their well-being within a broader context such as the extent to which they *had what they wanted, needed* and the things *valued* by society.

Two developments in children's thinking were identified as impacting upon the way in which well-being is evaluated including: **rules for factors** and **ideal life** (which are discussed in relation to the relevant literature in section 5.2). The participants in the seven and eleven year old age group discussed a number of rules which impacted upon how **domain/factor** satisfaction was evaluated. One rule, *individual difference* reflects the understanding that children may prioritise well-being factors differently with certain factors being more important to some children than others. Once children have developed this understanding they may be able to make additional considerations including, the extent to which identified factors are important to themselves and how much an individual factor is valued in relation to others. This development in thinking may be related to the children's growing ability to contrast themselves with others and take on the perspectives of others (Mead, 1934). It also marks a movement away from the pre-operational stage of development and particularly egocentric thinking (Piaget, 1947).



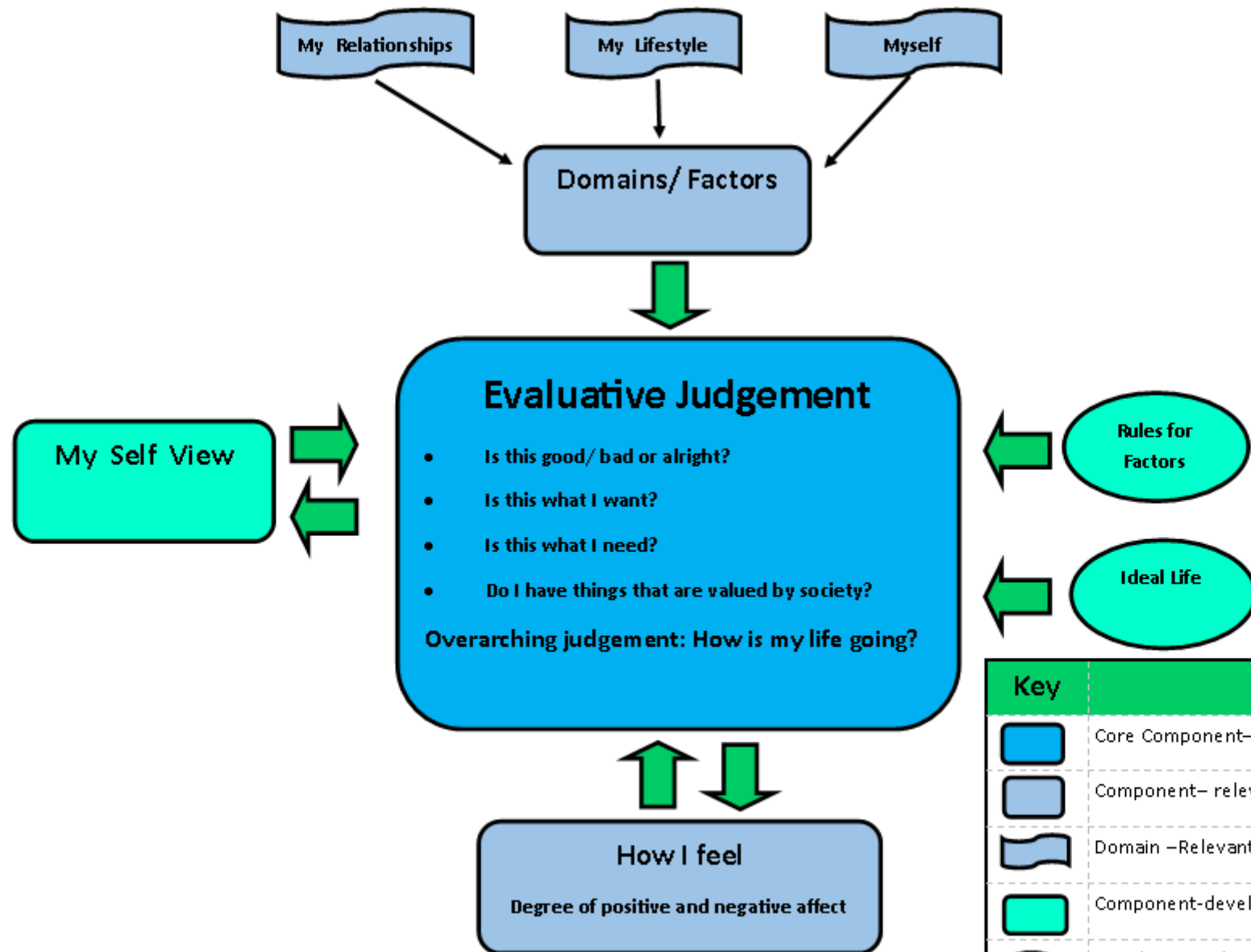


Figure 5.4.2.: An Exploratory Developmental Model of Child Well-Being

The theme **ideal life** appeared to be of significance to the eleven year olds and represents their developing understanding of the factors and circumstances which would enable them to experience an optimum level of well-being. A child's view regarding their ideal life appeared to be used as a benchmark against which overarching judgements regarding life satisfaction were measured. The emergence of this theme is likely to be related to the theme **self-view** (also identified as specific to the eleven year olds) as arguably the children's growing awareness of themselves including: their own views, interests and abilities facilitates their understanding of their **ideal life**.

#### **5.4.2.2.2: Domains/Factors**

This component relates to the different **domains and factors** which were identified by the participants as relating to well-being supporting a case for incorporating the data relating to RQ2 into the proposed model. Three domains of well-being were identified in this research as common across the three participant groups including: **my relationships**, **my lifestyle** and **myself** (discussed in detail in section 4.3). Each of these domains represents a range of factors which the participants identified as relevant to their sense of well-being. The individual factors identified did appear to increase in complexity throughout the primary phase and the participants seemed to make an increasing number of connections between the identified factors. This component is viewed as directly linking to the core component **evaluative judgement** as the participants described evaluating their satisfaction with **domains/factors** and spoke about how these evaluations influence their sense of relative well-being.

#### **5.4.2.2.3: How I Feel**

**How I feel** (refer to section 5.2 for a detailed discussion of how the theme relates to the identified literature) relates to children's emotional experience and in particular their experiences of positive and negative affect. For the four year olds this component involves an evaluation of whether they feel *happy* or *sad* and these

emotions are understood as bipolar opposites. In contrast to this, the seven and eleven year olds understood well-being in terms of *degrees of happiness* and *sadness/worry*. There is understood to be a reciprocal relationship between **how I feel** and the core component **evaluative judgement** as the participants in the sample described how the judgements they make impact upon their emotions but also described how their emotions influence the evaluations they make.

### **5.4.2.3: Developmental Component of Proposed Developmental Model of Child Well-Being**

#### **5.4.2.3.1: My Self-View**

My self-view (discussed in relation to literature in section 4.2) is presented as a developmental component of child well-being. It is related to children's increasing awareness of the self and their developing understanding of their own perceptions and beliefs which are viewed as distinct from those of others (Mead, 1934; Piaget, 1947). This component of well-being is concerned with the views which children hold regarding themselves and includes: self-worth, self-efficacy and self-acceptance. **Self-view** is regarded as a distinct component of well-being for two reasons. Firstly, it represents a distinct way in which children begin to evaluate their lives as it reflects their evaluations of their internal selves. This can be contrasted with the component **domains factors** which, largely reflects external and behaviour related factors. While the component **how I feel** also reflects a child's internal experiences, emotions are largely viewed as an immediate response to stimuli (Diener et al, 2009), whereas **self-view** is an evaluation of the internal self. Secondly, **self-view** is understood to directly relate to the theme evaluative judgement and this relationship was portrayed by participants as reciprocal. The participants described ways in which their evaluations of factors impacted upon their self-view and also considered the ways in which their self-view may impact upon mitigating factors such as their level of motivation.

### **5.4.3: Critique of Proposed Model and Opportunities for Future Research**

The proposed model of child well-being outlined in section 5.4.2 is argued to provide a unique theoretical perspective on well-being. Unlike other theoretical perspectives (DfES, 2003; Griffin and Tyrell, NEF, 2009; ONS, 2014) this model accounts for not only the factors which relate to well-being but also the processes which govern children's judgements regarding their lives. In addition to this, the model is based upon children's views regarding well-being and is approached from a developmental perspective. This can be contrasted with well-being models which are developed from an adult perspective (Diener et al., 2009; Griffin & Tyrell, 2013; Maslow, 1943) and those in which children's views are represented collectively, despite the varying age ranges of research participants (NEF, 2009; ONS, 2014). Despite this contribution, there are a number of limitations of this model, which carry implications for both the reliability and validity of the model.

Firstly, while this model is presented as developmental it is based upon a very small sample of children from three specific age groups. A small sample was selected due to the qualitative and exploratory nature of the research, which involved the in-depth exploration of children's views. Due to the scope and focus of this research it was not feasible to include a larger and possibly more representative sample. The three age groups of the participants represented the beginning, middle and end of the primary school phase, which was argued to contribute to the extent to which the sample represented children of different ages (refer to section 3.6.4). Despite these considerations, it is acknowledged that in order for the proposed model to be representative of children at different developmental stages it would be necessary to test the model using a much larger sample of children across a broader age range. The validity of the proposed model could be further explored through a longitudinal study in which children's views are sought at different points in their development and such an approach would limit the extent to which the research results are potentially compounded by individual difference. Additionally, a possible

future research direction could begin to explore how children's conceptualisations continue to develop through adolescence.

A further critique of the developed model is that it is based on the findings of a relatively homogenous sample. The decision to use a homogenous sample was necessary, given the scale of this research, to enable the researcher to focus upon how children's views develop by providing some control over potentially compounding variables such as individual difference (refer to section 3.6.4). Conversely, while this arguably increases the validity of the study with the population sample, the extent to which the model can be considered to be reliably representative of children's views is compromised. Researchers have identified that well-being is subject to individual difference (Cheng et al., 2011; Plaut, Markus, Treadway, & Fu, 2012). With this in mind, to test the reliability of this model it would be necessary to carry out further research applying, it to a much larger sample which, represented children from different: socio-economic backgrounds, cultures and religions. It would also be necessary to test it with children of varying abilities including, children with special educational needs.

A final critique of the proposed model stems from the axiological and epistemological position adopted which led to the exploration of children's views being analysed from a purely inductive standpoint. The participants in the sample were able to provide detailed accounts of their views regarding well-being (which facilitated the development of the proposed model), however, one particular aspect of the model appears to be contradictory to theoretical and research evidence. This is that the participants presented the view that children are able to make an overarching judgement about their lives which, is based upon all the information which relates to their well-being. This proposal is contrary to the theoretical understanding of Diener, et al. (2009) who argued that *"most individuals do not (and perhaps cannot) examine all aspects of their lives and then weight them appropriately"* (Diener et al., 2009 p.76) so instead make general evaluations of their lives which are based upon information which is salient to them at the time (Schimmack: Diener & Oishi, 2002). This limitation brings into question the validity

of a model of well-being which is purely based upon children's views. To increase the validity of this model, it may necessary to conduct further research to explore the considerations which enable children to make overarching judgements regarding their lives.

### ***5.5: Implications of Research for Educational Practice***

The findings of this research could potentially carry a number of implications for educational practice. In particular, the research findings could be used to inform measures of and strategies to promote child well-being (discussed in detail in section 5.5.1). Additionally, the findings of the research could be applied to the educational psychology profession which, would be in line with the movement of positive psychology (Seligman, 2002; see Section 5.5.2). These possible implications are explored within this section.

#### **5.5.1: Implications for the Measurement and Promotion of Child Well-Being**

The findings and discussions in this study and other research exploring children's views regarding well-being (Fattore et al., 2009; Gabhainn & Sixsmith, 2005; Mares & Neusar, 2010; O'Higgins et al., 2010; Pennington, 2002; Sargent, 2010) could potentially be used to refine existing indicators and strategies to promote well-being so that they better reflect the views of children. Alternatively, the model of well-being proposed in this research (refer to section 5.4) could potentially be used as the basis for the development of new child well-being indicators although, it is recognised that it would be necessary to test the validity and reliability of the proposed model before this was done (see section 5.4.3).

In accordance with the proposed model child well-being indicators should include: a measure of children's overarching judgements regarding their lives; measures of domain satisfaction (my relationships, my lifestyle, myself); measures of positive and negative affect (how I feel) and indicators which reflect children's **self view**.

The research findings highlight that it is useful to focus on positive and negative factors and that measures should reflect children's lived experiences. This supports the arguments of Ben-Arieh (2010) and research evidence (Pennington, 2002). As children's views of well-being appear to change as children develop measures may be more accurate if they are adjusted to reflect issues that are important to children at different developmental stages (although it is recognised that there are a number of other individual differences which may influence well-being (Cheng et al, 2011; Plaut, Markus, Treadway, & Fu, 2012)). In this study, the seven and eleven year olds (who appeared to understand well-being from their own and others experiences) viewed well-being as a relatively stable construct. In contrast, the four year olds appeared to understand the concept in egocentric terms (Piaget, 1947) and well-being was portrayed as unstable and influenced by day to day experiences. The implications of this should be considered when evaluating the purpose and validity of the use of well-being indicators with young children as it may be that young children are not able to provide a stable evaluation of their lives.

The findings of this research could also be used to inform the development of educational strategies which are designed to promote child well-being (DfES, 2003; DfES 2005; DfE 2008; DfE 2015). This will help to ensure that the strategies are in line with the issues that children describe as important to their lives. The research has also served to highlight potential issues that are important to children at different stages in their development and this information could be used to refine current strategies. For example, as **self-view** appears to be particularly important to children at the end of the primary phase, it may be beneficial to incorporate schemes of work that support children with the process of self-reflection and facilitate the development of a positive self-view in year five and six.

### **5.5.2: Implications for Educational Psychologists**

Having an understanding of what well-being means to children could assist the work of educational psychologist's in supporting moves away from a deficit model

of working with children which is centred upon identifying and fixing a ‘problem’ and working from a perspective of facilitating optimal functioning (Seligman, 2002).

Educational psychologists are understood to play a central role in promoting the mental health and well-being of children and young people (DfE, 2015) and are often seen as a key therapeutic resource (Mackay, 2007). The proposed model (Figure 4.4.2) could potentially be used as a consultative framework for the assessment and interventions planned to support children and young people with needs relating to mental health and well-being. Within the model three components of well-being are identified: **domains/factors**, **my self view** and **my feelings** and through the assessment of protective and risk factors in these areas it may be possible to identify key issues for change. For example, in relation to self-view the subordinate *themes appearance, self-efficacy, sense of worth and self-acceptance* were identified. It may be possible for an educational psychologist to explore children’s views of themselves in these areas using for example, rating scales. Specifically a child may be asked to rate how much they agree with the statement ‘I am happy with who I am’ (reflects participants language), which could provide an indication of their degree of *self-acceptance*. It may also be beneficial to consider the core component of well-being **evaluative judgement** and explore how children evaluate information relating to well-being. In some cases it may be beneficial to support children in challenging their evaluations and consider potentially more helpful ways of understanding information. This approach seems to mirror certain aspects of cognitive behavioural therapy as Beck (2011) discussed the role of the therapist in challenging client’s automatic thoughts, which may be considered similar to their on-going evaluations.

## ***5.6: Limitations of Research and Researcher Reflections***

In this section a critique of the study and the researcher’s reflections is presented. This includes: reflections and critiques relating to the data gathering methods and



a critique of the chosen method of data analysis with particular reference to the 'voice of the child'.

## **5.6.2: Methods of Data Collection: The Voice of the Child**

### **5.6.2.1: Semi-Structured Interviews**

A number of strategies were employed to facilitate the interviews with the four year olds including, the use of persona dolls and play based techniques. The participants appeared to relate to the persona dolls which seemed to facilitate the discussion of well-being. For example, Tara made explicit links between the vignette presented for the doll and herself and when hearing the doll's story made comments such as: "I'm four". Describing the dolls as experiencing either a: 'good' or 'not good' life seemed to promote the fluidity of the discussions and the children often picked up a doll when talking about it. The participants appeared to have particular difficulty understanding what was meant by an 'okay' life (term used by researcher). This may reflect a bipolar understanding of well-being which is either 'good' or 'not good' (which would mirror their understanding of emotion and behaviour). However, an alternative explanation is that they may have had a specific difficulty understanding the term 'okay' and in future research it may be beneficial to explore alternative terminology for facilitating children's discussions of degrees of well-being. As the children were able to discuss a 'good' and 'not good' life it could be argued that the use of the dolls supported the children in discussing some issues that were outside of their immediate context. Despite this, the influence of the children's immediate context in the content of their discussions was apparent and the children often referred to items or activities in their immediate environment. For example, a number of references were made which related to play items on the interview table. This indicates that the children discussed well-being in egocentric terms (Piaget, 1947) and questions the use of persona dolls in facilitating the discussion of abstract concepts with young children (Brown, 2001; Jesuvadian & Wright, 2009). To enable the participants to explore

ideas beyond their immediate context it may have been necessary to use visual prompts during the interviews. One way of doing this could have been to use the photographs which were taken by the children to facilitate the discussions in the interviews.

In contrast to the four year olds, the seven and eleven year olds were found to be able to explore their views regarding well-being through discursive techniques. The children in these age groups were able to discuss well-being from their own perspectives and the experiences of the perceived other. They also reflected on a variety of different external and internal influences on children's well-being. The potential limitations of gaining children's views are explored in section 4.6.2.3.

#### **5.6.2.2: Children's Photographs**

For the four year olds the photographs and particularly the discussions that accompanied them extended their reflections of well-being outside of the school context, which enabled the researcher to explore themes that related to their home and family. For the seven and eleven year olds who discussed such factors during the semi-structured interviews, the photographs helped to supplement and illustrate the themes discussed. It was noticed that the children only took photographs of factors which facilitated a positive sense of well-being which, provides support for the multi method approach adopted as it arguably enabled the researcher to gain a more holistic understanding of what well-being means to children.

One limitation of this research was that due to a technical error three of the nine cameras distributed did not function properly and it was not possible to retrieve the children's photographs which, led to an incomplete data set. While the possibility of issuing the children with new cameras was considered it was decided that the implications of this would be too great. There would have been a substantial time gap between the two phases of data collection and as this is a developmental study

this delay would significantly impact on the reliability of the research findings. Despite the incomplete data set this research provided a wealth of data relating to the children's views.

### **5.6.2.3: The Role of the Researcher: A Reflection Upon the Interactive Process and the 'Voice of the Child'**

As discussed in section 3.4 the epistemological position adopted in this research was contextual constructivism which is underpinned by the belief that knowledge is constructed through social interaction and engagement with society (Lyons, 2007). An implication of this perspective is that it is not viewed as possible to simply extract and present children's views in a completely authentic way as discussing views is an interactive process which, is dependent on both the researcher and the child. To expand on this, while the researcher attempted to ensure that the interviews were child led the researcher identified issues in the children's dialogues for further exploration. To some extent the identified issues were likely to have related to the researchers own interests, values and knowledge of the subject area.

An additional consideration in regard to the 'voice of the child' is the potential influence of the power imbalance between the researcher and child. Spyrou (2011) argues that in any interaction that takes place between a researcher and a participant there is inevitably a power imbalance and this is particularly the case in research with children. In other research a number of strategies have been tried to reduce this power imbalance including, the use of visual methods which are argued to remove the focus away from participants (Gabhainn & Sixsmith, 2005). While the data gathering method of children's photographs was used in this research it was felt that visual methods alone may restrict the voices of the participants as the children would only be able to photograph images in their immediate environment (see section 2.9.1). It was decided that semi-structured interviews would allow for an in-depth exploration of children's views. However, McWilliam et al. (2009) provides a counter argument for this, saying that children can often perceive interviews as 'interrogation' which may limit and shape their responses. To address

this issue some researchers have attempted to reduce their adult status by minimising adult characteristics through adopting the behaviours of children (Mandell, 1988). It is believed here that this does not reflect a genuine interaction between an adult and a child and there are possible ethical implications of potentially misleading children by avoiding acknowledgement of the researcher's status (which has further implications in regard to informed assent).

In this study the researcher's role was acknowledged and the children were fully informed about the research (Appendix 4). To reduce the power imbalance in this study, the researcher strived to position the participants as experts in their own well-being. With the exception of the few semi-structured interview questions the participants were given the space to lead the discussions and the researcher reflected the ideas which were presented back to the children and asked for further clarification regarding certain factors. However, it is acknowledged that it was not possible to fully address the power imbalance between the adult and the child and this was impacted upon by contextual and interactional factors. Firstly, while attempts were made to build rapport with the participants the researcher was an unfamiliar adult which may have influenced the extent to which the children felt comfortable in discussing their views. A further consideration is the context in which the research took place. The interviews and discussions regarding the children's photographs were conducted in the children's school. Schools are typically characterised as controlled environments in which there is a clear distinction between the role of the adult and the child. Interactions between adults and children typically involve children attempting to give a correct response (Spyrou, 2011). The implication of this to the research is that the children may have tried to provide correct or socially desirable responses which, has an impact upon the validity of the research. The researcher did attempt to address this issue by reflecting the children's ideas back to them and in doing this attempted to communicate the view that all their ideas were important and valid.

### ***5.6.3: Data Analysis***

The chosen method of data analysis was thematic analysis as outlined by Braun and Clarke (2006) as it was argued that this technique provided a flexible tool for data analysis that could provide a rich and detailed account of the data (refer to section 3.12). While it was found that this method did facilitate the detailed analysis of the views of children within each age group. The extent to which it was possible to reflect the variations in individual participant's responses was limited. It was noted that while the participants did discuss a number of common factors there was some variation in the emphasis which, was placed on factors. While it would have been possible to reflect the views of individual children using interpretative phenomenological analysis (IPA) this approach may not have facilitated the collective representation of the different groups of participants (four year olds; seven year olds and eleven year olds). Additionally, due to the interpretive nature of IPA the extent to which the researcher would have imposed her own constructs on the data set would have been heightened and the epistemological position affected. It would however be naïve to assume that the researcher in this study did not impose any of her own values during the process of data analysis. While the analysis primarily focused on using the language of the children the researcher played an active role in organising the data gathered and drawing out themes which were interpreted (by the researcher) as salient. An alternative approach to data analysis would have been to involve the children in the process of analysis (as common in action research McNiff and Whitehead (2010) but it is believed here that the as the researcher had expert knowledge relating to data analysis she was better positioned for this role. Also there were potential ethical implications of asking the children to contribute to the process of analysing the large amount of data generated in this research.

## Chapter 6

# Conclusion

This exploratory study has added to the existing literature which investigates children's views regarding well-being. Through the exploration of children's conceptualisation of well-being and its influencing factors it was possible to begin to explore both the things that affect children's well-being and the potential processes that may govern children's life evaluations. The comparison of children's views across three age groups added a further dimension to this research as it was possible to begin to explore how children's understanding of well-being and its influences develop with age.

The unique contribution of this research is the proposal of a potential developmental model of child well-being. The limitations of this model have been explored and it is acknowledged that it is based upon a single study using a small and relatively homogenous sample and therefore would require systematic testing to explore its validity and reliability. Notwithstanding this, what is unique about the proposed model is that it is: specific to children, developmental and reflects both the factors that influence children's well-being and the potential processes which facilitate their life evaluations.

The components of this model relate directly to the themes identified in this research. Three components were identified as common across the three age groups: **evaluative judgement**; **how I feel** and **domains/ factors**. Well-being was primarily understood in terms of an **evaluative judgement** which included an *overarching judgement* of life satisfaction and evaluations of satisfaction with individual **domains/factors**. **Domains/Factors** reflects the factors that influence well-being. Three domains were identified as common to all three age groups: **my relationships**, **my lifestyle** and **myself** and there appeared to be some variance in the factors which were identified across the three age groups. **How I feel** relates to

emotion and the degree to which children feel that they are happy or sad which, was found to influence **evaluative judgements**. An additional developmental theme, **self-view**, was identified for the eleven year olds and this relates to a child's evaluation of the internal self.

Proposals for future research developments and the potential implications of this research for educational practice (including the work of educational psychologists) have been explored and are summarised below:

#### Possible Research Developments

- The exploration of the validity and reliability of the proposed model using a much larger and diverse sample.
- Further exploration of how children's views regarding well-being develop throughout childhood and into adolescence.
- A more specific exploration of the processes which enable children to make **evaluative judgements** regarding well-being. This could be done by asking children to evaluate their own level of well-being and explain the factors which contributed to their judgement.

#### Potential Implications for Educational Practice

- The proposed model and research findings could be used to inform the creation of developmental child well-being indicators, which include measures of the identified components of well-being (given the proviso that the model requires further testing of its reliability and validity).
- The findings of this study could be used to inform the development of strategies to promote child well-being which are based upon issues which children identify as important.

### Potential Implications for the Role of Educational Psychologists

- The proposed model and findings of this research could potentially be used to create a consultative framework which will could support educational psychologists in the assessment and intervention of children with needs relating to well-being and mental health. The current limitations are that it relates to children of specific ages within a single cultural context, but piloting in this way within an EP casework context could provide further practice-based evidence to inform its development.



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# Appendices

## Appendix 1: Literature Search

Table: App 1.1 Literature Results- identified Using Database

<b>Author (s)</b>	<b>Year</b>	<b>Title</b>	<b>Journal</b>	<b>Search Engine</b>	<b>Included / Excluded</b>
<i>Awartani, M; Whitman, C V; Gordon, J.</i>	<i>2008</i>	<i>Developing Instruments to Capture Young People's Perceptions of How School as a Learning Environment Affects Their Well-Being</i>	<i>European Journal of Education</i>	<i>ERIC</i>	<i>E</i>
<i>McCullough, G; Huebner, S E.; Laughlin, J</i>	<i>2000</i>	<i>Life Events, Self-Concept, and Adolescents' Positive Subjective Well-Being.</i>	<i>Psychology in the Schools</i>	<i>ERIC</i>	<i>E</i>
<i>Vieillard, S; Guidetti, M.</i>	<i>2009</i>	<i>Children's Perception and Understanding of (Dis)similarities among Dynamic Bodily/Facial Expressions of Happiness, Pleasure, Anger, and Irritation</i>	<i>Journal of Experimental Child Psychology</i>	<i>ERIC</i>	<i>E</i>
<i>Cumming, S, P; Sherar, L, B; Smart, J E.; Rodrigues, A, M.; Standage, M</i>	<i>2012</i>	<i>Physical Activity, Physical Self-Concept, and Health-Related Quality of Life of Extreme Early and Late Maturing Adolescent Girls</i>	<i>Journal of Early Adolescence</i>	<i>ERIC</i>	<i>E</i>
<i>Gillison, B. F.; Standage, M.</i>	<i>2006</i>	<i>Relationships among Adolescents' Weight Perceptions, Exercise Goals, Exercise</i>	<i>Health Education Research</i>	<i>ERIC</i>	<i>E</i>

<i>Profile; Skevington, M. S.</i>		<i>Motivation, Quality of Life and Leisure-Time Exercise Behaviour: A Self-Determination Theory Approach</i>			
<i>Seaton, E, K; Yip, T</i>	<i>2009</i>	<i>School and Neighborhood Contexts, Perceptions of Racial Discrimination, and Psychological Well-being Among African American Adolescents</i>	<i>Journal of Youth and Adolescence</i>	<i>ERIC</i>	<i>E</i>
<i>McMillan, D W; Hiltonsmith, R W.</i>	<i>1982</i>	<i>Adolescents at Home: An Exploratory Study of the Relationship between Perception of Family Social Climate, General Well-Being, and Actual Behavior in the Home Setting.</i>	<i>Journal of Youth and Adolescence</i>	<i>ERIC</i>	<i>E</i>
<i>Sylvester, J; Donnell, N; Gray, S; Higgins, K; Stalker, K</i>	<i>2014</i>	<i>A survey of disabled children and young people's views about their quality of life</i>	<i>Disability and society</i>	<i>ERIC</i>	<i>E</i>
<i>Chong, J; Mackey, A H;; Broadbent, E; Stott, N</i>	<i>2012</i>	<i>Children's perceptions of their cerebral palsy and their impact on life satisfaction.</i>	<i>National Library of Medicine</i>	<i>ERIC</i>	<i>E</i>
<i>Karasimopoulou, S; Derri, V; Zervoudaki, E</i>	<i>2012</i>	<i>Children's perceptions about their health- related quality of life: effects of a health education-social skills program</i>	<i>Health Education Research</i>	<i>ERIC</i>	<i>E</i>
<i>Andelkovic, V; Vidanovic, S; Hedrih, V. L</i>	<i>2012</i>	<i>Relationship Between Perceptions Of Children's Needs Importance, Quality Of Life And Family and Work Roles</i>	<i>Ljetopis socijalnog rada/Annual of Social Work</i>	<i>ERIC</i>	<i>E</i>

<i>O'Higgins, S., Sixsmith, J., Gabhainn, N, S.</i>	2010	<i>Adolescents' Perceptions of the Words "Health" and "Happy".</i>	<i>Health Education</i>	<i>ERIC</i>	<i>I</i>
<i>Sigurdardottir, A, O; Svavarsdottir, E ,K; Rayens, M, K; Gokun, Y.</i>	2014	<i>The impact of a web-based educational and support intervention on parents' perception of their children's cancer quality of life: an exploratory study</i>	<i>Journal of Pediatric Oncology Nursing</i>	<i>ERIC</i>	<i>E</i>
<i>Rendón-Macías, M-E; Rosas- Vargas, H; Villasís- Keever, M-A; Pérez-García, C;</i>	2014	<i>Children's perception on obesity and quality of life: a Mexican survey.</i>	<i>BMC pediatrics</i>	<i>ERIC</i>	<i>E</i>
<i>Schweer, L H; Cook, B,S; Bivens, K; Van Kuiken, D; Garcia, V, F;</i>	2006	<i>Family perception: quality of life following a child's traumatic injury</i>	<i>Journal of trauma nursing : the official journal of the Society of Trauma</i>	<i>ERIC</i>	<i>E</i>
<i>Davidson-Arad, B; Englechin-Segal, D; Wozner, Y; Arieli, R.</i>	2005	<i>Social Workers' Decisions on Removal: Predictions from Their Initial Perceptions of the Child's Features, Parents' Features, and Child's Quality of Life</i>	<i>Journal of Social Service Research</i>	<i>ERIC</i>	<i>E</i>
<i>Plunkett, J W; Schaefer, M; Kalter, N; Okla, K; Schreier, S</i>	1986	<i>Perceptions of quality of life following divorce: a study of children's prognostic thinking</i>	<i>Psychiatry</i>	<i>ERIC</i>	<i>E</i>
<i>Zervoudaki, E.; D,</i>	2012	<i>Parental perceptions of children's quality of life:</i>	<i>International</i>	<i>ERIC</i>	<i>E</i>



V.; Karasimopoulou, S.		<i>effects of a school health education program</i>	<i>Journal of Health Promotion and Education</i>		
Wiebe, D J; Berg, C,A; Korbel, C; Palmer, D; Beveridge, Ryan, M	2005	<i>Children's appraisals of maternal involvement in coping with diabetes: enhancing our understanding of adherence, metabolic control, and quality of life across adolescence.</i>	<i>Journal of pediatric psychology</i>	ERIC	E
Mares, J; Neusar, A	2010	<i>Silent Voices: Children's Quality Of Life Concepts</i>	<i>Studia Psychologica</i>	ERIC	I
Shield, J,P,H	2007	<i>Neonatal Diabetes: How Research Unravelling the Genetic Puzzle Has both Widened Our Understanding of Pancreatic Development whilst Improving Children's Quality of Life</i>	<i>Hormone Research</i>	ERIC	E
Goettems, M, L; Ardenghi, T, M; Demarco, F, F; Romano, A, R;; Torriani, D, D;	2012	<i>Children's use of dental services: influence of maternal dental anxiety, attendance pattern, and perception of children's quality of life</i>	<i>Community dentistry and oral epidemiology</i>	ERIC	E
Moses, S	2006	<i>The impact of neighbourhood-level factors on children's everyday lives, well-being and identity: a qualitative study of children living in Ocean View, Cape Town</i>	<i>Social dynamics</i>	ERIC	E
Sheppard, L; Eiser, C; Kingston, J	2005	<i>Mothers' perceptions of children's quality of life following early diagnosis and treatment for retinoblastoma</i>	<i>National Library of Medicine</i>	ERIC	E

<i>Green, A, L; McSweeney, J; Ainley, K; Bryant, J.</i>	2009	<i>Comparing Parents' and Children's Views of Children's Quality of Life After Heart Transplant</i>	<i>Journal for Specialists in Pediatric Nursing</i>	ERIC	E
<i>Jutras, S; Vinay, M, C; Castonguay, G;</i>	2002	<i>Inner city children's perceptions about well- being</i>	<i>Canadian journal of community mental health = Revue canadienne de santé mentale communautaire</i>	ERIC	E
<i>Covell, K; Abramovitch, R</i>	1987	<i>Understanding Emotion in the Family: Children's and Parents' Attribution of Happiness, Sadness, and Anger.</i>	<i>Child Development</i>	ERIC	E
<i>Liliana, F ; Ame'rico, M; Aurora, T</i>	2013	<i>A Weighted Multidimensional Index of Child Well-Being Which Incorporates Children's Individual Perceptions</i>	<i>Social Indices Research</i>	ERIC	E
<i>Fattore, T; Mason, J; Watson, E;</i>	2009	<i>When Children are asked about their Well- Being: Towards a Framework for Guiding Policy</i>	<i>Social indicators research</i>	ERIC	I
<i>Albus, S; Andresen, S; Fegter, S; Richter, M</i>	2009	<i>Well-Being and the Good Life from Children's Point of View. The Potentiality of the Capability Approach for Children's Studies</i>	<i>Zeitschrift fur Soziologie der Erziehung und Socialisation/Jour nal for Sociology of Education and Socialization</i>	ERIC	E
<i>Connell, C, L;</i>	2005	<i>Children's experiences of food insecurity can</i>	<i>The Journal of</i>	ERIC	

<i>Lofton, K,L; Yadrick, K; Rehner, T, A;</i>		<i>assist in understanding its effect on their well-being.</i>	<i>nutritional</i>		
<i>Howard, J; McInnes, K.</i>	<i>2013</i>	<i>The impact of children's perception of an activity as play rather than not play on emotional well-being</i>	<i>Child: Care, Health and Development</i>	<i>ERIC</i>	<i>E</i>
<i>Kowal, A; Kramer, L; Krull, J, L ; Crick, N,R</i>	<i>2002</i>	<i>Children's perceptions of the fairness of parental preferential treatment and their socioemotional well-being.</i>	<i>Journal of family psychology : JFP : journal of the Division of Family Psychology of the American Psychological Association</i>	<i>ERIC</i>	<i>E</i>
<i>Ben-Arieh, A; Frønes, I; Jutengren, G; Palmèrus, K; Lippman, L, H;</i>	<i>2007</i>	<i>Indicators of children's well-being - concepts, types and usage</i>	<i>Social indicators research</i>	<i>ERIC</i>	<i>E</i>
<i>Eriksson, Ulrika; Hochwaelder, J; Sellstrom, E</i>	<i>2011</i>	<i>Perceptions of community trust and safety - consequences for children's well-being in rural and urban contexts</i>	<i>Acta Paediatrica100.10</i>	<i>ERIC</i>	<i>E</i>
<i>Axford, N</i>	<i>2012</i>	<i>Child Well-Being: Understanding Children's Lives</i>	<i>Child and Family Social Work</i>	<i>ERIC</i>	<i>E</i>

<i>Pomerantz, E, M.; Ng, F-F; Wang, Q.</i>	2006	<i>Mothers' Mastery-Oriented Involvement in Children's Homework: Implications for the Well-Being of Children with Negative Perceptions of Competence</i>	<i>Journal of Educational Psychology</i>	ERIC	E
<i>Savahl, S; Isaacs, ; Adams, S; Carels, C, Z</i>	2013	<i>An Exploration into the Impact of Exposure to Community Violence and Hope on Children's Perceptions of Well-Being: A South African Perspective</i>	<i>Child Indicators Research</i>	ERIC	E
<i>Chung, G, H; Lim, J, Y</i>	2014	<i>Understanding sense of neighbourhood community in Korean adolescents: Its relation to adolescent well-being and the role of parents</i>	<i>International Journal of Adolescence and Youth</i>	PsychI nfo	E
<i>Howard, J; McInnes, K</i>	2013	<i>The impact of children's perception of an activity as play rather than not play on emotional well-being.</i>	<i>Child: Care, Health and Development</i>	PsychI nfo	E
<i>Fuchs, T; Eschenbeck, H; Krug, S; Schlaud, M; Kohlmann, C-W</i>	2012	<i>Perception makes the difference: The association of actual and perceived weight status with self-reported and parent-reported personal resources and well-being in adolescents.</i>	<i>Applied Psychology: Health and Well-Being</i>	PsychI nfo	E
<i>Gaetan, S; Bonnet, A; Pardinielli, J. -L</i>	2012	<i>Self-perception and life satisfaction in video game addiction in young adolescents (11-14 years old)</i>	<i>L'Encephale: Revue de psychiatrie clinique biologique et therapeutique</i>	PsychI nfo	

<i>Keller, M, A</i>	<i>2008</i>	<i>A contextual approach to understanding the relations between infant and toddler sleep arrangements and children's socio-emotional well-being.</i>	<i>Dissertation Abstracts International: Section B: The Sciences and Engineering</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Viner, R. M; Haines, M. M; Taylor, S. J. C; Head, J; Booy, R; Stansfeld, S</i>	<i>2006</i>	<i>Body mass, weight control behaviours, weight perception and emotional well being in a multiethnic sample of early adolescents. [References].</i>	<i>International Journal of Obesity</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Ben-Arieh, A; Goerge, R,M</i>	<i>2006</i>	<i>Indicators of children's well-being: Understanding their role, usage and policy influence</i>	<i>Book</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Chase, M, W</i>	<i>2001</i>	<i>Spirituality as a salutogenic factor in African American adolescents: Understanding the relationships among religion, health, and well-being</i>	<i>Dissertation Abstract</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Iafrate, R</i>	<i>2001</i>	<i>Family communication and perception of boundaries as predictors of adolescent foster-children's well-being.</i>	<i>Eta Evolutiva</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Cattelino, E; Calandri, E; Bonino, S.</i>	<i>2001</i>	<i>Family structure and functioning in understanding psychological well-being among adolescents from 14 to 19 years old</i>	<i>Eta Evolutiva</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Geckova, A</i>	<i>1999</i>	<i>Problem behavior from the educational point of</i>	<i>Psychologia a</i>	<i>Psychl</i>	<i>E</i>

		<i>view, family environment and subjective well-being of adolescents</i>	<i>Patopsychologia Dietata</i>	<i>nfo</i>	
<i>Covell, K; Abramovitch, R.</i>	<i>1987</i>	<i>Understanding emotion in the family: Children's and parents' attributions of happiness, sadness, and anger</i>	<i>Child Development</i>	<i>Psychl nfo</i>	<i>E</i>
<i>McMillan, D, W; Hiltonsmith, R, W</i>	<i>1982</i>	<i>Adolescents at home: An exploratory study of the relationship between perception of family social climate, general well-being, and actual behavior in the home setting.</i>	<i>Journal of Youth and Adolescence</i>	<i>Psychl nfo</i>	<i>E</i>
<i>Mei-Lun, C; Shi-Jer, L; Wei-Fang, T; Chih-Cheng T.</i>	<i>2014</i>	<i>A Study of the impact of horticultural activities on primary school children's self-concept, well-being and effectiveness.</i>	<i>Journal of Baltic Science Education</i>	<i>EBSCO</i>	<i>E</i>
<i>Adams, K</i>	<i>2013</i>	<i>Childhood in crisis? Perceptions of 7–11-year-olds on being a child and the implications for education's well-being agenda.</i>	<i>Education</i>	<i>EBSCO</i>	<i>E</i>
<i>Karasimopoulou, S; Derri, V; Zervoudaki, E.</i>	<i>2012</i>	<i>Children's perceptions about their health-related quality of life: effects of a health education-social skills program</i>	<i>Health Education Research</i>	<i>EBSCO</i>	<i>E</i>
<i>Awartani, M; Whitman, C; Vince; G</i>	<i>2008</i>	<i>Developing instruments to capture young people's perceptions of how school as a learning environment affects their well-being</i>	<i>European Journal of Education</i>	<i>EBSCO</i>	<i>E</i>
<i>Markham, C; Larr, D; Gibbard, D; Dean, T</i>	<i>2009</i>	<i>Children with speech, language and communication needs: their perceptions of their quality of life</i>	<i>International Journal of Language &amp; Communication Disorders.</i>	<i>EBSCO</i>	<i>E</i>

<i>Markham, C; Dean, T</i>	<i>2006</i>	<i>Parents' and professionals' perceptions of Quality of Life in children with speech and language difficulty</i>	<i>International Journal of Language &amp; Communication Disorders</i>	<i>EBSCO</i>	<i>E</i>
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*Table: App 1.2 Literature Results- identified Theses*

<i>Author (s)</i>	<i>Year</i>	<i>Title</i>	<i>University</i>	<i>Search Engine</i>	<i>Included/ Excluded</i>
Pennington, J.	2002	Feeling happy and healthy, having fun and friends : children's understanding of well-being : a qualitative study	Open University	EThOS	I
Luke, N	2013	Associations between parenting and children's socio-emotional well-being : the role of empathy and social understanding	University of Sussex	EThOS	E
Sholkamy, H, M	1997	Children's health and well-being : an ethnography of an upper Egyptian village	University of East London	EThOS	E
Ohl, M, A	2009	The efficacy of a school-based intervention on socio-emotional health and well-being of children in middle childhood : an evaluation	Thames Valley University	EThOS	E
Aldrich, S, J	2012	Ready to learn? : a qualitative investigation into what key stage 2 children say contributes to their subjective well-being and facilitates their learning in school, and the development of an instrument to capture change in this domain	University of Exeter	EThOS	E

*Table: App 1.3 Literature Results- found using Google and Google Scholar*

<i>Author (s)</i>	<i>Year</i>	<i>Title</i>	<i>Journal</i>	<i>Search Engine</i>	<i>Included/ Excluded</i>
Moses S	2006	The impact of neighbourhood-level factors on children's everyday lives, well-being and identity: a qualitative study of children living in Ocean View, Cape Town	Social Dynamics	Google Scholar	E
Falci	1997	The Effects of Family Structure and Family Process on the Psychological Well-Being of Children: From the Children's Point of View	N/A Thesis	Google Scholar	E
Albus, S; Andresen, S & Fegter S	2009	Well-being and the good Life from children's point of view. The potentiality of the Capability Approach for Children's Studies	Zeitschrift für Soziologie der Erziehung und Sozialisation	Google Scholar	E
Sargeant	2010	The Altruism of Pre-Adolescent Children's Perspectives on 'Worry' and 'Happiness' in Australia and England,	Childhood	Google Scholar	I
Ben-Arieh, A & Goerge, S, M.	2006	Indicators of children's well-being: Understanding their role, usage and policy influence	N/A Book	Google Scholar	E
Rees, G ; Bradshaw, J; Goswami, H & Keung, A	2010	Understanding Children's Well-being: A national survey of young people's well-being	The Children's Society	Google Scholar	E
Connell, C, L; Lofton, K, L & Yadrack, k	2005	Children's experiences of food insecurity can assist in understanding its effect on their well-being	The American Society for Nutritional Sciences	Google Scholar	E
Gabhainn, S,N & Sixsmith,	2005	Children's Understanding of Well-being	The National Children's Office	Google Scholar	I
Belsky, J	1998	Paternal influence and children's well-being: Limits of, and new directions for, understanding. J Belsky	Chapter from Book	Google Scholar	E



McAuley, C & Rose, W	2010	Child Well-Being: Understanding Children's Lives	Book	Google Scholar	E
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## Appendix 2: Weight of Evidence Framework- Evaluative criteria.

	High	Medium	Low
<b>Quality of Methodology</b>	Clear and accessible explanation of aims, methods, data analysis and findings. Some explanation given regarding sampling. It is clear that the analysis of findings is close to the data. Consideration is given to ethical issues	Detail is given regarding aims, methods, data analysis and findings although there may be some gaps in reporting. Some explanation regarding sampling is given and there is moderate evidence that the analysis of findings is close to the data. May be limited evidence of due regard to ethical issues.	Limited detail is given regarding the aims, methods, data analysis and findings. There may be some reference to sampling. It is not clear that the analysis of findings is close to the data.
<b>Appropriateness of Research Method</b>	Methodology used allows for the detailed exploration of children's views regarding their well-being or an identified related concept	Methodology allows for some exploration of children's views. The specific questions asked may direct and limit children's responses and some questions may be based upon the researcher's understanding of CWB. Alternatively the methods and questions used might lack structure and hence may not enable the detailed exploration of CWB	Methodology does not allow for an exploration of children's views of CWB or a related concept. For example the methods used may be highly structured and based upon adult perceptions
<b>Relevance/Focus of Evidence for Review</b>	Explores children's concepts of well-being and factors relating to it. The sample used is large enough to be representative and includes children from a broad age range	Explores children's concept of well-being or a related concept such as happiness. The sample used may be small or may represent a specific age group	Does not focus upon children's concept of well-being or a related concept. The sample used is limited and not representative.

### ***Appendix 3: Quality of Closest Hits***

(Henwood, & Pidgeon, 1992; Spencer et al, 2003; Woods et al, 2011)

Criterion	Fattore et al (2009)	Gabhainn & Sixsmith (2005)	Mares & Neusar (2010)	O'Higgins et al (2010)	Pennington (2002)	Sargeant (2010)
Appropriateness of the research design	1	1	0	0	1	0
Clear sampling rationale	1	1	1	0	0	1
Well executed data collection execution	1	1	1	1	1	0
Analysis close to the data	0	0	1	1	0	1
Emergent theory related to the problem	1	0	1	1	1	1
Evidence of explicit reflexivity	1	1	1	0	1	1
Comprehensiveness of documentation	0	1	1	1	0	1
Negative case analysis	1	1	1	0	0	1
Clarity and coherence of the reporting	0	1	1	1	0	1
Evidence of researcher-participant negotiation	1	1	0	0	1	0
Transferable conclusions	1	1	1	1	1	1
Evidence of attention to ethical issues	1	1	0	1	1	0
<b>Total (Max 11)</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>8</b>
<b>Overall Rating</b>	<b><i>High</i></b>	<b><i>High</i></b>	<b><i>Medium</i></b>	<b><i>Medium</i></b>	<b><i>Medium</i></b>	<b><i>Medium</i></b>

#### ***Appendix 4: Participant Information Sheets***



The University of Manchester

### **Things that are Important to Children's Lives**

Michelle would like to talk to me and other children about the things that are important in our lives. If I need a break during the chat that is fine.



She will record what I say.



She will play games with me and might ask me to do a drawing.



Michelle, will give me a camera and I will take pictures of the things that are important to me.



Michelle will write about the things I say and the pictures I take.



If I do not want to do this, I do not have to 😊.  
If I want to I can tell my parents or teacher.



The University of Manchester

### **Research: Children's views on Well-Being**

Well-Being = How you think your life is going

Hi, my name is Michelle and I am a student at the University of Manchester. I am trying to find out about what children know about well-being and the things that they think are important to their lives. I would like to ask you if you want to take part in my research.

#### What you will be asked to do

- Talk with me about what you know about well-being the things that you think are important to children's lives. This chat will last no longer 30mins and you will be able to have breaks if you need them.





I will record what you say,



- Take pictures of the things that are important to your life.



- Look at the photographs you have taken  and write about the things you tell me. 

### Where will it happen?


At school



### Why am I being asked?

You are being asked because your teacher thinks that you might like to take part.

### What if I don't want to?

If you don't want to that is fine, just let your parents/carers or teacher know. 

If you don't want to take part at any point in the research just let me know,



### What if I have questions about the Research?

If you have any questions please ask your teacher

Thank you

## Research : Children's views of Well-being

Wellbeing Definition: A person's view of how their own life is going

Hi, my name is Michelle and I am a student at the University of Manchester as part of my course I have been asked to do a research project.

I have chosen to find out about what children understand of well-being and what they think is important to their lives. I will also look at how children's views of what is important in their lives changes with age.

I am inviting you to take part in my research, but before you decide if you want to or not please read this letter.

### What will you be asked to do?



- You will be asked to talk to me about what you know about well-being and the things you think are important to the lives of children your age (If you find it easier you will be able to draw your answers as well as talk to me). This will last no longer than 30mins and you will be able to take breaks during our conversation if you feel you need it. **Our conversation will be recorded.**



- You will be given a camera to take home with you and will be asked to take pictures of the things that you think are important to your own well-being. You will then look

at your pictures with Michelle and might be asked to sort them.

**What I (Michelle) will do with this information**

- I will type up what you have said and will look at the photographs you have taken.
- I will use the information you have given me when I write up my research as a thesis. I may use quotes from what you have said.
- I will not use your name or pictures of you (or other people) when I write up my research.
- One copy of my research will go to the University library and another will go to the National library. The research may also be published in an academic journal.

**Where/When will the Research happen?**

The research will happen in school, during the school day. However, you will be asked to take your pictures at home and in your own time.

**Why have I been asked?**

You have been asked as your teacher said that you might be interested in taking part.

**What if I don't want to take part?**

If you don't want to take part, that is fine just let your parents/carers or teacher know. If **you do** want to **please fill out the form attached** and return it to your teacher.



**What do I do if I have any questions?**

If you have any questions about this research please ask your class teacher.

Thank you



## Appendix 5: Participant Assent Forms



The University of Manchester

### Participant Assent Form

My Name: \_\_\_\_\_



I want to...



Talk to Michelle about what I understand of well-being and the things that are important in my life.

☐

Take pictures of the things that are important to me.

☐

I know...

If I don't want to do it I don't have to.

☐

Michelle will record what I say.

☐

Michelle will look at my pictures

☐

Michelle will write about what I say and the pictures I take.

☐

## ***Appendix 6: Parent/Carer Information Sheets***



The University of Manchester

### **Children and Young People's Concept of Well-Being: A Developmental Perspective**

Your child has been invited to take part in a research study that will be assessed as part of the researcher's Doctorate in Educational and Child Psychology. Before you decide whether or not you would like your child to take part it is important that you understand why the research is being done and what your child will be asked to do.

Please take time to read this information sheet carefully please feel free to contact myself or my supervisor if you have any questions regarding the research.

Thank you.

**Who will carry out the research?** Michelle Laverack (Trainee Educational Psychologist)

Educational Support and Inclusion (ESI), School of Education, Ellen Wilkinson Building, The University of Manchester, Oxford Road, Manchester, M13 9PL

**Title of the research:** Children and Young People's Concept of Well-Being: A Developmental Perspective

**What is the research about?** In the past years there has been a lot of research that has focused on measuring and understanding children and young people's sense of well-being. Promoting the well-being of children has also been high on government agenda with the publication of 'Targeted Mental Health in Schools' (DFE, 2008) However, there is still very little known about what well-being means to children and what they consider to impact upon their sense of well-being, there is also very little known about how children's views of well-being change with age.

In the current research, I aim to find out what children understand of well-being and what is important to their sense of well-being. I am asking children aged 4, 8 and 11 to gain an understanding of how children's priorities develop with age.

**Why has my child been chosen?** Your child has been chosen as they were identified by their teacher as someone who would be able and willing to participate.

**What if I do not want my child to participate?** Participation is entirely voluntary, if you do not want your child to take part in the research please inform your child's teacher. Your child will not be involved in the research without your consent (see

attached consent form). If at any stage of the research you decide that you do not wish your child to participate, your child will be withdrawn from the research and all data held on your child will be deleted.

**What does the research involve?** Your child will be asked to take part in a semi-structured interview in which they will be asked to talk about what they understand of well-being and what they think is important to children's well-being. This interview will last no more than 30 minutes (younger children considerably less) and your child will be allowed as many breaks as they wish. Finally, they will be given a disposable camera and will be asked to take photographs of the things that are important to their lives. Once these photographs have been developed your child will be asked to talk about why the pictures are important to them.

**Where will the research take place?** The research will be conducted in the school during the school day although your child will be given a disposal camera so that they can take their pictures outside of school.

**What happens with interview data?** The data from the audio-recording and then will be transcribed and all the data will be anonymised. After this, the researcher will look in detail at what was said in the interviews and try to identify themes relating to young people's concept of well being. The findings from the study will then be written up (anonymous direct quotes may be taken from the interviews).

**What will happen to my child's photographs?** One copy of the photographs will be developed in accordance with the school's policy. Once the photographs have been used for analysis, they will all be returned to you and your child in a photo-album. No copies of photographs containing pictures of people or identifiable places will be used in the research write up although other pictures might be.

I hope that my findings will lead to a better understanding of what is important to young people's well-being. In addition to this, I hope that it will enable schools to focus on what is important to children and young people at different stages of their development and should enable practitioners to plan interventions to promote pupil's well-being.

**How is confidentiality maintained?** The information gathered during this study will be strictly confidential. No one other than the researchers (Michelle Laverack and one additional trainee educational psychologist) will listen to the audio recordings or view the photographs without you and your child's consent. The transcriptions, recordings and photographs will be stored in a locked filing cabinet or on an encrypted data stick. The data gathered from the interviews and focus group will be held securely for 5 years (this complies with university policy)

**Exceptions to anonymity** If any child protection concerns are revealed the researcher would have a duty to report them, following child protection guidelines.

**Will the research findings be published?** The research will be written up as thesis, and will be assessed as part of the researchers Doctorate in Educational and Child Psychology. One copy of the thesis will be given to the University and one copy will be given to the national library. The research may also be published in a scientific journal although this will not be done without your and your child's consent.

**Criminal Records Check** The researcher has undergone a satisfactory criminal records check and can therefore conduct research with children.

**What do I do if I have any questions about the research?** If you have any more questions about this research please contact \_\_\_\_\_. For additional information, the researcher and supervisor of the project can be contacted.

You contact me on:

**Will my child receive a payment for participating?**

There will be no payment for participating in the research although they will be given a gift of chocolates or a small present to thank them for their co-operation. Your child will also be given an album containing their photographs

**What if something goes wrong?**

You can contact the researcher or supervisor during or after the research if you wish to discuss anything related to the research. If there are any issues that you prefer not to discuss with the research team, please contact the Research Practice and Governance Co-ordinator at 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL

## Appendix 7: Parent/Carer Consent Forms



The University of Manchester

### Children and Young People's Concept of Well-being- A Developmental Perspective

#### Parental/ Carer Consent Form

If you would like your child to take part in the research please fill out this consent form.

Please Initial B

- |   |                          |
|---|--------------------------|
| 1. I have read the information sheet and have a clear understanding of the research.  | <input type="checkbox"/> |
| 2. I understand that my child will not participate in this research without my consent and I am able to withdraw my child from the research at any time | <input type="checkbox"/> |
| 3. I understand that the interviews will be audio-recorded and transcribed  | <input type="checkbox"/> |
| 4. I understand that the researcher will develop one copy of my child's photographs which will be returned to me and my child after analysis.           | <input type="checkbox"/> |
| 5. I agree to the use of anonymous quotes taken from my child's interview   | <input type="checkbox"/> |
| 6. I agree for a copy of my child's photographs (which do not contain images of people or identifiable places) to be used in the thesis write up        | <input type="checkbox"/> |
| 7. I know that a copy of the finished thesis project will be held in the university library   | <input type="checkbox"/> |
| 8. I give my consent for my child to take part in the research.   | <input type="checkbox"/> |

Childs name \_\_\_\_\_

Parent/ Carers name \_\_\_\_\_ Signature

\_\_\_\_\_ Date \_\_\_\_\_

## ***Appendix 8: Interview Schedule***

### **Four year olds- Semi structured interview Schedule**

- One of these dolls said their life was 'really good/ not good/ okay.
- Which dolly do you think it was?
- You are right, this is \_\_\_\_ and he/she said his/her life was really good/not good/okay . \_\_\_\_ [Doll's name] lives at home with his family and he/she is in reception class just like you. \_\_\_\_ [Doll's name] lives in a town called Crofton, which is near the sea like Crosby.
- \_\_\_\_ [Doll's name] said his life is (really good/ not good/ okay. What does he/ she mean \_\_\_\_?

What might make \_\_\_\_ say that they have a \_\_\_\_ life?

### **Seven and eleven year olds- Semi Structured Interview Schedule**

- What does the word well-being mean to you?
- If someone asked 'How is your life going?' what do you think that means?/ what would they want to know
- If a child your age says 'My life is going **really good/not good/ okay**. What do you think they might mean? / What does it tell us about their life?
- What might help/make a child your age say that their life is **really good/ not good/okay**

## ***Appendix 9: Instructions for Taking Photographs***



The University of Manchester

Doctorate in Educational and Child Psychology  
Educational Support and Inclusion (ESI),  
School of Education,  
Ellen Wilkinson Building.  
The University of Manchester  
Oxford Road  
Manchester,  
M13 9PL

10<sup>th</sup> July 2014

Dear

Thank you for giving your consent for your child to take part in my research project “Children’s and young people’s concept of wellbeing: a developmental perspective”. Your child has already taken part in phase 1 of the project and has expressed their views about what well-being means to them and the factors that they consider to be important to the well-being of children their age.

In phase 2 of the research they have been asked to take photographs of things that they consider to be important to their own well-being, this may include photographs of family members, friends, fun activities, places, toys and experiences. It may also include things that affect their well-being in a negative way such as a pet or a loved person that they have lost. In such cases your child may wish to photograph a picture of that person or pet.

While it is important that the ideas of things to photograph come from your child, they may need some support in taking their photographs and generating their ideas. Written below are some prompts you might like to give your child to support them in taking their pictures.

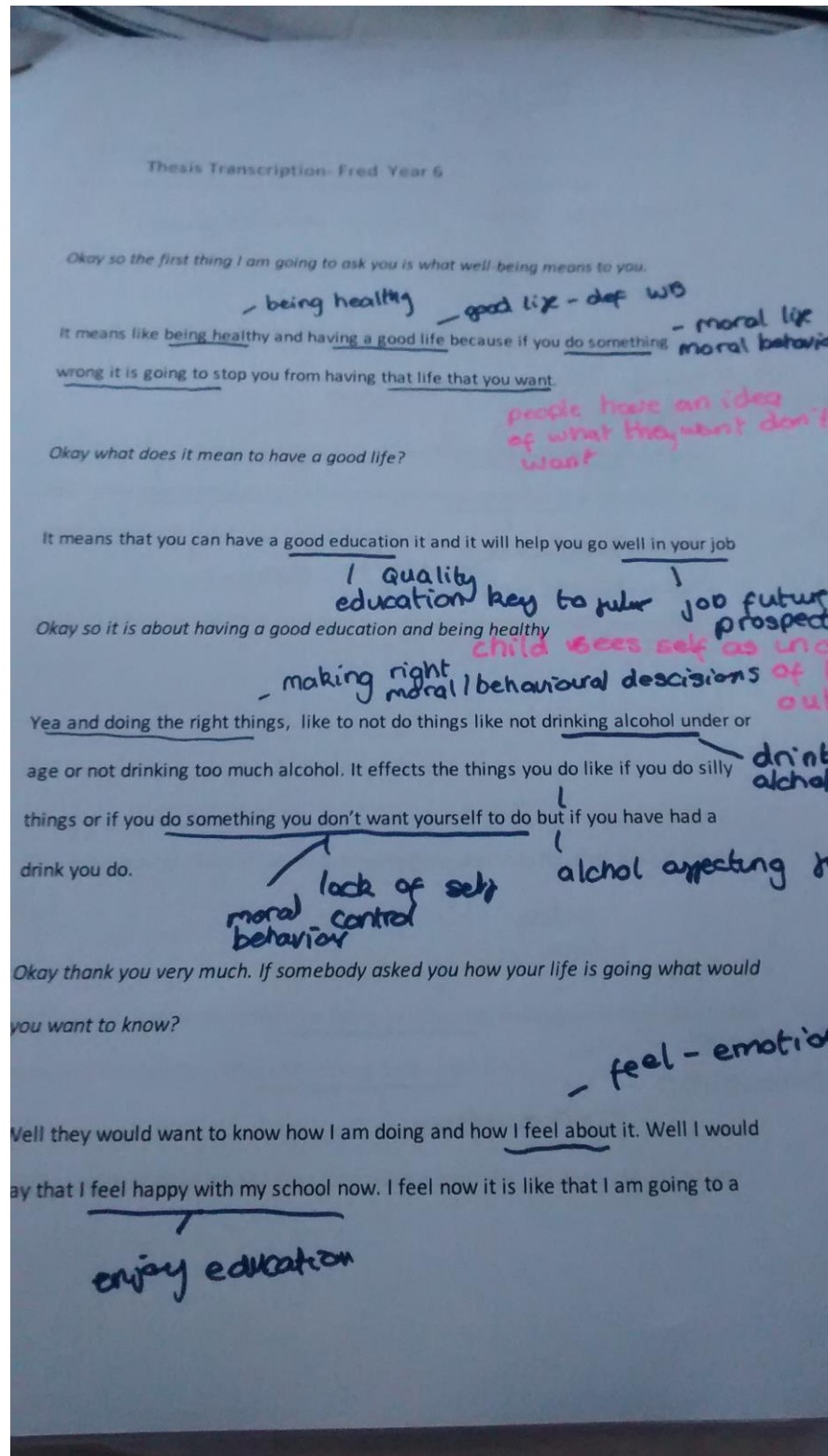
- What have you been asked to take pictures of?
- What pictures could you take that would show me how your life is going?
- What things are important in your life?
- What else is important in your life?
- You said \_\_\_\_\_ can you think of anything else?

Thank you for your support

Yours Sincerely

## Appendix 10: Thematic Analysis- Phase One: Initial Noting

Once transcribed all the interviews were read and re-read and initial ideas were noted.





## ***Appendix 11: Thematic Analysis- Phase Two Initial Coding***

Due to the large amount of data, data were coded using tables.

The data for each age group were **first coded in accordance with children's concept** of well-being (RQ1) and were **then coded in accordance with factors** of well-being (RQ2), which were presented in **separate tables**.

Under well-being factors the **data gathered from the children's photographs** were **coded separately** from the **data gathered in the interviews**. This resulted in two separate coding tables for well-being factors in each group.

*Included in Appendix 11 is the **initial coding** which related to the **factors of well-being** as identified by the **eleven year olds** from their **photographs***

Code	Frequency	Number of Children	Photograph
Relational Values	1	1	5. (Fred) Visual: Guinea pig in cage 5. (Fred) Description: We all have to care for each other, mutual relationships and caring for each other
Family	5	2	3.(Fred) Visual: Fred's brother and sister holding Guinea pigs smiling. In the house next to the sofa 3. (Fred) Description: We just got Guinea pigs it is our responsibility to look after them. 6. (Fred) Visual: Picture of Fred and his mother smiling. His mother has her arm around Fred's shoulders. 6. (Fred) Description: Having a family who love and support you 4.( Marlow) Visual: Marlow's brother 4. (Marlow) Description: Borthen- He sticks up for me

			<p>9.( Marlow) Visual: Brother and Dad. Dads chin is resting on brothers shoulder. Both smiling</p> <p>9 (Marlow) Description: Dad and Brother. It shows our family get on well</p> <p>11.( Marlow) Visual: Picture of Mum's face</p> <p>11 (Marlow) Description: Mum parents are important to well-being</p>
Friends	2	1	<p>1.(Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>1. (Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p> <p>8.( Marlow) Visual: Football shirt</p> <p>8. (Marlow) Description: Shirt for (local football team am a member of). Playing with mates, it is good exercise and is enjoyable</p>
Health	1	1	<p>1.(Fred) Visual: Fruit arranged in bowl, bottle of milk and letters</p> <p>1. (Fred) Description: Keep you healthy. Knowing that you are healthy</p>
School Learning	1	1	<p>1.(Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>1. (Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p>
Learning outside school	1	1	<p>6.( Marlow) Visual: Books on a shelves, mobile phone and a shelf of trophies</p> <p>6. (Marlow) Description: Books that I have read it is important for education</p>
Working hard	3	1	<p>2. Marlow) Visual: Mountain bike in house next to TV</p>

			<p>2. (Marlow) Description: I saved up my money for the bike so it was an achievement</p> <p>1.(Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>1.(Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p> <p>5.( Marlow) Visual: 3 Trophies, one is created in the image of a football</p> <p>5. (Marlow) Description: I worked hard and acieved</p>
Aspirations	1	1	<p>2. (Fred) Visual: Football goal and football in garden. Trampoline and adventure playground</p> <p>2. (Fred) Description: Reaching for your goals. Everyone has a goal that they want to reach</p>
Home	1	1	<p>4. (Fred) Visual: Picture of inside of the house (and sofa) looking out onto the garden.</p> <p>4. (Fred) Description: That you have a house, having the things that you need.</p>
Achievement	4	1	<p>1.(Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>1. (Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p> <p>2.(Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>2.(Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p> <p>5.( Marlow) Visual: 3 Trophies, one is created in the image of a football</p> <p>5. (Marlow) Description: I worked hard and achieved</p> <p>11.( Marlow) Visual: Marlow wearing a sports shirt</p>

			11 (Marlow) Description: Me in my (local cricket team I am a member of ) cricket shirt- achievement in cricket
Sport/Exercise	7	2	<p>2. (Fred) Visual: Football goal and football in garden. Trampoline and adventure playground</p> <p>2. (Fred) Description: Reaching for your goals. Everyone has a goal that they want to reach</p> <p>1. (Marlow) Visual: Construction made to represent an air raid shelter placed on table</p> <p>1.(Marlow) Description: Air raid shelter we made in school. I worked hard with my friends</p> <p>3.( Marlow) Visual: Sports bag</p> <p>3. (Marlow) Description: Cricket bag- I enjoy playing sport</p> <p>5.( Marlow) Visual: 3 Trophies, one is created in the image of a football</p> <p>5. (Marlow) Description: I worked hard and achieved</p> <p>7.( Marlow) Visual: Rugby shirt</p> <p>7. (Marlow) Description: My Rugby shirt for (local Rugby team am a member of) I enjoy exercise</p> <p>8.( Marlow) Visual: Football shirt</p> <p>8. (Marlow) Description: Shirt for (local football team am a member of). Playing with mates, it is good exercise and is enjoyable</p> <p>11.( Marlow) Visual: Marlow wearing a sports shirt</p> <p>11 (Marlow) Description: Me in my (local cricket team I am a member of ) cricket shirt- achievement in cricket</p>

Supporting a team	1	1	<p>10.( Marlow) Visual: Marlow wearing a football scarf smiling</p> <p>10 (Marlow) Description: Me in my Everton scarf- Everton are important to me</p>
Pet	2	1	<p>3.(Fred) Visual: Fred's brother and sister holding Guinea pigs smiling. In the house next to the sofa</p> <p>3.. (Fred) Description: We just got Guinea pigs it is our responsibility to look after them.</p> <p>5. (Fred) Visual: Guinea pig in cage</p> <p>5. (Fred) Description: We all have to care for each other, mutual relationships and caring for each other</p>
Possessions	1	1	<p>2. Marlow) Visual: Mountain bike in house next to TV</p> <p>2. (Marlow) Description: I saved up my money for the bike so it was an achievement</p>
Clubs/ Societies	3	1	<p>7.( Marlow) Visual: Rugby shirt</p> <p>7. (Marlow) Description: My Rugby shirt for (local Rugby team am a member of) I enjoy exercise</p> <p>8.( Marlow) Visual: Football shirt</p> <p>8. (Marlow) Description: Shirt for (local football team am a member of). Playing with mates, it is good exercise and is enjoyable</p> <p>11.( Marlow) Visual: Marlow wearing a sports shirt</p> <p>11 (Marlow) Description: Me in my (local cricket team I am a member of ) cricket shirt- achievement in cricket</p>

Responsibility	1	1	<p>3.(Fred) Visual: Fred's brother and sister holding Guinea pigs smiling. In the house next to the sofa</p> <p>3.. (Fred) Description: We just got Guinea pigs it is our responsibility to look after them.</p>
Basic Needs Met	1	1	<p>4. (Fred) Visual: Picture of inside of the house (and sofa) looking out onto the garden.</p> <p>4. (Fred) Description: That you have a house, having the things that you need.</p>
Outdoors	2	1	<p>2. (Fred) Visual: Football goal and football in garden. Trampoline and adventure playground</p> <p>2. (Fred) Description: Reaching for your goals. Everyone has a goal that they want to reach</p> <p>4. (Fred) Visual: Picture of inside of the house (and sofa) looking out onto the garden.</p> <p>4. (Fred) Description: That you have a house, having the things that you need.</p>

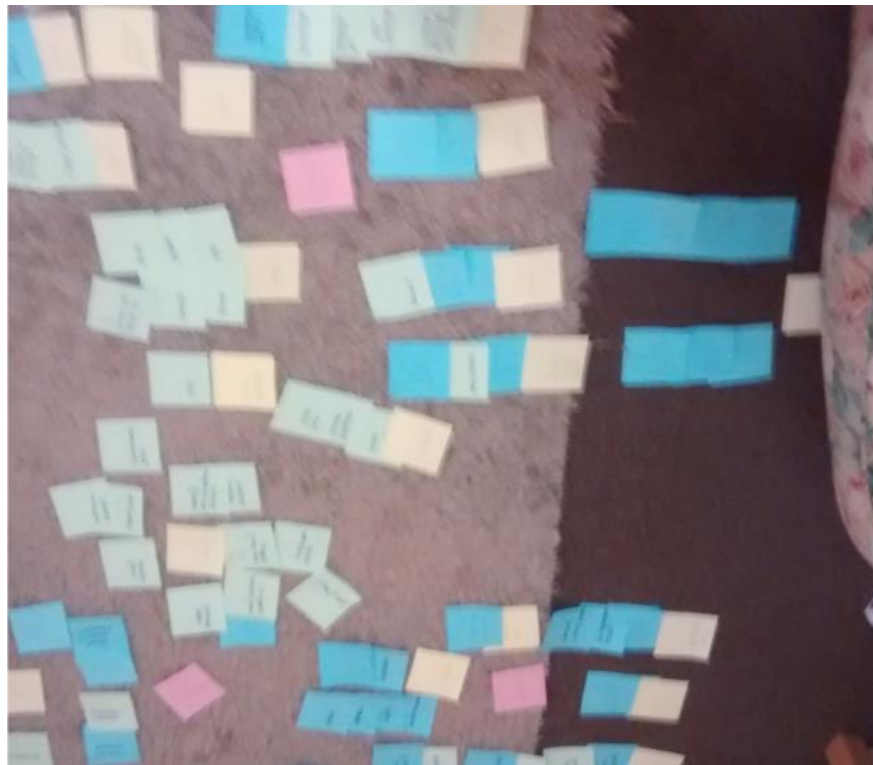
## ***Appendix 12: Thematic Analysis – Phase three and four: searching for and reviewing themes***

The codes identified in Phase two were then written on post it notes and were sorted to identify themes.

The codes for each age group were analysed separately and for each group the analysis of the codes relating to: well-being factors and the concept of well-being were analysed discretely.

Once the post it notes had been sorted into themes the themes were reviewed and refined.

Below are some photographs of this process: Phase three- seven year olds- well-being factors



### Appendix 13: Table of Themes: Seven Year olds Concept of Well-being

Theme	Sub Theme	Quotes
Evaluative Judgement	Overarching judgement	<p>They would really want to know hows it going in a way of not just friend and family in a way of everything. It is not just friend of family- Fred- 9-10</p> <p>Okay and if someone asks you how is your life going what would you answer?</p> <p>I would say that it is going fine.It means that everything in my life is great-Fred-13-16</p> <p>It means well to me it would mean it is going perfectly nothing is wrong. Nothing is going wrong in my life. Like things that could go wrong like say you had older siblings or you were the oldest like the older siblings always get blamed for everything- Fred- 21-23</p> <p>It means that everything in my life is great. My sister is really is kind all of her friends are nice to me. She doesn't come and annoy me she says come and join with us-Fred-16-17</p> <p>okay life)Well it would it is probably like slightly okay and some things are hard and good so I think in the middle- Red-40-41</p> <p>okay life) Yea well in the middle of a good life and a bad life it is like in the middle again-Red-504</p> <p>So, if it is okay so, it would be a bit in the middle-Red-474</p>
	Satisfaction with individual factors	<p>if your life is okay. It means that you are having a bit of trouble-Angela-237</p> <p>okay life)there is something that you are not that happy about there is something you don't like-Angela-245</p> <p>not good life) Yea... that means that they are really sad. There is something that they are sad about. Say if there is something that is going on at home and you come into school- Angela-318-319</p> <p>(not good life)That would tell you that something bad has happened or they have lost something special of them-Red-21-22</p> <p><i>If I told you that somebody your age had a good life, what does that mean?</i> Errrm that that would make them quite easy to understand stuff properly and stuff, and they will have a better life than they might have had- Red-6-10</p> <p>Well-being you could say that you have something special or important-Angela-13-14</p> <p>(not good life)That would tell you that something bad has happened or they have lost something special of them-Red-21-22</p> <p>well it could be one of your best teddies because if you have had it for quite a long time it might be important and stuff- Red-204-205</p>
	Getting/not getting what I want	<p>It can affect your life a bit because you don't get to do the things that you would like to do and the things that are fun-Elsie-401-402</p> <p>Say you might not be able to do some of the kiddish things that you really wanted to do but you never really got the chance-Elsie-409-410</p> <p>Okay because it wasn't actually where you wanted to go...-Red-543-544</p>
	Having/not having things that	<p>Well-being you could say that you have something special or important-Angela-13-14</p> <p>(not good life)That would tell you that something bad has happened or they have lost something special of them-Red-21-22</p>



	are valued	well it could be one of your best teddies because if you have had it for quite a long time it might be important and stuff and if you have lost your dad and he has died or your granddad and your nana - Red-204-205
	Difficult circumstances	a lot of people life is not good because they are some things and it means if you say if your life is okay. It means that you are having a bit of trouble-Angela-236-237 if things are not good at home you come into school with trouble-Angela-240 This can make me have a bit of a harder day is when my friends like we are just talking or playing and then something happens and someone comes over and they have to bring you into it and it is something serious-Angela-297-298 <i>Now if someone your age says that their life is not good</i> , Yea... that means that they are really sad. There is something that they are sad about. Say if there is something that is going on at home and you come into school-Angela-316-318 not good life)That would tell you that something bad has happened or they have lost something special of them <i>What like?</i> Like if you have got a teddy and you have lost it that was actually your very best one and stuff and if you have lost your dad and he has died or your granddad and your nana -Red-21-30 because she might break up with him. I think it is probably quite hard-red-165-166 Not really a good life because like in the war or in the trenches it would be quite hard- Red-250-251 (good life) It means well to me it would mean it is going perfectly nothing is wrong. Nothing is going wrong in my life...- things that could go wrong is that people might have passed away and you might be a bit upset Fred- 21-23
Domains	Health	Well well-being .... You could do it backwards so what it means is being well. Being healthy- Angela-5
	Relationships	They would really want to know hows it going in a way of not just friend and family in a way of everything. It is not just friend of family-Fred- 9-10 It includes like how's your Mum how's your Granddad- Fred-12-13 It means that everything in my life is great. My sister is really is kind all of her friends are nice to me. She doesn't come and annoy me she says come and join with us-Fred-16-17 An okay life it means well your sister wouldn't be the best sister or the worst sister she would be fine-Fred- 240-241 Okay, you have thought of lots! Now if somebody your age said they had a not good life. What would that tell you? They wouldn't see their parents for ever. If you watch Harry Potter they might live like that...but not a Wizard- Fred-247-250 So say at home I am pretty much loved and when I go to my granddads I get thousands of sweets and then my mum and dad are always dead nice to me-Angela- 92-93 So it is about having those relationships at home Yea a good relationship with your family- Angela-96-97 If they were a bad mum and dad and they told you the wrong stuff, well they wouldn't be bad towards you but they might tell you the wrong things to do- Red-59-60 And a good mum and dad is quite good because you would learn properly and you would know stuff-Red-65-66 And important your mum and dad because they have to teach you stuff- Red-236 A not good life, err probably they do because their mum and dad are been bad and they have to realise they have to realise the right things because they might be thinking the bad thing to do and stuff – Red-436-438  it is not always about school it is sometimes how you are treated at home—Angela-92 An okay life it means well your sister wouldn't be the best sister or the worst sister she would be fine- Fred-237-238

	School and Learning	<p>....it is not always about school it is sometimes how you are treated at home—Angela-92</p> <p>How they feel and how good they are in school. If I told you that somebody your age had a good life, what does that mean? Errrm that that would make them quite easy to understand stuff properly-Red-6-9</p> <p><i>What does the word well-being mean to you?</i>It means how you feel, how good you are at school-Red-2-4</p> <p>you wouldn't be teach properly. It is the same as parents because you wouldn't be teach properly if you didn't have the parents that you need-Red-380-381</p> <p>Errrm definitely having a school because if you didn't you wouldn't really learn-Red-333</p> <p>if you never had a school you wouldn't be teached properly. It is the same as parents because you wouldn't be teach properly if you didn't have the parents that you need-Red-381-382</p>
Rules for Factors	Vary in Importance	<p>sometimes things make you more popular but that is not how it should be it should be about how you talk to people, how you act and how you socialise. Your abilities and stuff like that-Angela-128-130</p> <p><i>So although you don't think these things should be important they are a bit</i></p> <p>Not as important though, they are still important but they should not be as important-Angela-132-133</p> <p>Well if you are a child you wouldn't need as much good luck as you need some people think they need good luck for football cards and stuff. That is not really important you need good luck for things like university- Fred-38-40</p>
	Individual difference	<p>Well if you are a child you wouldn't need as much good luck as you need some people think they need good luck for football cards and stuff. That is not really important you need good luck for things like university- Fred-38-40</p>
How I feel	Feelings	It means how you feel- Red-4
	Degree of Happiness	<p>So my next question is. If someone asked you how your life was going. What would they want to know?</p> <p>Errrrm like... are you happy? Oh yea it kind of means like you are happy-Angela-11-13</p> <p>Now if a child your age said that their life is going really well, what would that mean?</p> <p>It means that, they are quite happy and they don't have a lot of worries- Angela-32-33</p> <p>Are pets important to well-being then? Yea because pets can make you happy- Angela-152-153</p> <p><i>Is there anything else that you can think of that might be important for a good life?</i></p> <p>Errrrm there is something you come home happy is when your in school-Angela-202-203</p> <p>Okay life). Well it would mean that they are not really....happy- Angela-235</p> <p>You go home a bit happier if you have somebody to play with-Angela-47</p> <p>sweets make you happy-Angela-169</p> <p>Why would that stop you having a good life?Because you wouldn't be happy would you? You would be like worried it would be like, is this going to happen again-Fred-166-168</p>
	Degree of sadness/ worry	<p>one friend can make your life bad. With my two friends my life is perfect but with her in it it makes my life sadder because I have to go home a little bit sad because I have had a bad day with her-Angela-286-288</p> <p>Now if a child your age said that their life was really good what would that mean?It means that, they are quite happy and they don't have a lot of worries- Angela-32-33</p> <p>(not good life) Yea... that means that they are really sad. There is something that they are sad about. Say if there is something that is going on at home and you come into school- Angela-318-319</p> <p>Your family kind of split apart and then it makes you really sad....they are just not the same they just say they do not have the energy and they are just a bit down-Angela-249-251</p>

		<p>But say if you are a little bit scared and you don't say anything and it carries on it makes your life sad and you go home sad and you go to school sad knowing that something bad is going to happen-Angela-344-345</p> <p>you don't know whether or not they are going to tell the teacher and you don't want to get told off and that is going to make you more sad and angry. Then you kind of... it is not really like a bit of pressure but you feel worried and you get tummy bugs-Angela-368-369</p> <p>But sometimes a lot of people well kids feel sad if a teacher picks a favourite kid-Angela-375</p> <p><i>Why would that stop you having a good life?</i>Because you wouldn't be happy would you? You would be like worried it would be like, is this going to happen again-Fred-166-168</p> <p>In Africa you are poor and hungry and you have diseases and you wouldn't really be happy either-Fred-169</p>
Identification with life	Identification with life	<p>Your family kind of split apart and then it makes you really sad. But I haven't experienced it though but by say some of my friends it sounds it sounds really they are just not the same they just say they do not have the energy and they are just a bit down-Angela-249-251</p> <p>Well I haven't had a well I have had a fine life, but it is quite hard to say okay and bad life because a good life is better because I have a good life-Red-581-582</p> <p>If it is okay, I wouldn't just walk of I would say that is good. I wouldn't really just walk of and say that's alright. I would say that is fine because most people's lives. If I do my maths right practically half the world or quarter of the world hasn't got a great life- Fred-160-162</p> <p>It means that everything in my life is great. My sister is really is kind all of her friends are nice to me- Fred-15</p>

Appendix 13: Table of Themes – Seven Year Old Factors of Well-Being: Photographs

Theme	Sub-theme	Quotations
Family	Having Family	2.(Rebecca) Visual: Rebecca sat on sofa, Mum kneeled in front of her talking Man (Dad) at the door 2. (Rebecca): Description: My mum is chatting to me. Mum is special, she hugs me a lot and smiles all the time
	Support from Family	18.(Angela) Visual: Mum smiling with thumbs up in front of Angela's school report which is displayed on the fridge 18. (Angela) Description: Mum with my report. It is important to mym if I get good marks. I want to make my mum proud
	Parents as providers	Refer to data collected from interviews
	Secure Relationships	12(Rebecca) Visual. Picture of house front door. 12(Rebecca) Description: My house it makes me feel warm and I always like to see my family 2.(Rebecca) Visual: Rebecca sat on sofa, Mum kneeled in front of her talking Man (Dad) at the door 2. (Rebecca): Description: My mum is chatting to me. Mum is special, she hugs me a lot and smiles all the time
	Parental Guidance	Refer to data collected from interviews
	Parental Conflict	Refer to data collected from interviews
	Parental Divorce	Refer to data collected from interviews
	Changes in family structure	Refer to data collected from interviews
	External Family	7 (Angela) Visual: Female peer in school playground at breaktime smiling 7(Angela) Description: My cousin

		<p>8 (Angela) Visual:Female peers hugging in school playground at breaktime</p> <p>8. (Angela) Description: My cousin and my best friend. They are funny in different ways</p> <p>10. (Angela) Visual:Grandad holding playing cards smiling</p> <p>10. (Angela) Description: Grandad I play cards with him but I always win. He keeps Mum happy</p> <p>11.(Angela) Visual: Angela sat on Grandad's knee, kissing him. Grandad smiling</p> <p>11. (Angela) Description: My Grandad, I love him so I gave him a kiss</p> <p>7.(Rebecca) Visual: Picture of house window and door and garden</p> <p>7. (Rebecca) Description: My Nanna and Grandad's house. It looks nice and they have a big Garden. I love my Nana and Grandad</p> <p>8(Rebecca) Visual: Picture of Grandad sat on sofa</p> <p>8.(Rebecca) Description: Grandad he is funny and very special to me. He helps my mum</p> <p>.(Rebecca) Visual: Grandma on telephone in kitchen</p> <p>1. (Rebecca) Description: Nanna she is fond of helping, ironing clothes. She helps a lot</p>
	Siblings	<p>22(Angela) Visual: Sister in house smiling</p> <p>22(Angela) Description: My older sister she is 14. We always fight and I don't always get on with her. We have some special and fun days but she can snap</p> <p>26. (Angela) Visual: Photograph of Angela with her mum, dad and sister in church- Sister's Holy Communion</p> <p>26.(Angela) Description: My sister's holy communion. She was happy and was blessed a special day</p> <p>13 (Rebecca). Visual: Brother smiling in house in front of family photographs</p> <p>13(Rebecca) Description: Sometimes he is funny sometimes we argue, we play. Disney land picture, when I went on holdiai</p>
	Parental favouritism	Refer to data collected from interviews

Friends	Support and Encouragement	1 (Angela): Visual: Female Peers in school uniform hugging and smiling. 1( Angela): Description: My friends, when I am sad they make me happy when I am happy they keep me happy
	Play and fun	4.(Angela) Visual: Male peers in school uniform on school field, smiling standing together in a group 4.(Angela) Description: They boys try to make me feel happy and try to make you laugh  5.(Angela) Visual: Male peer in school uniform lying in the grass. 5 (Angela) Description: He is the funniest out of all of them  6. (Angela) Visual: Male peer in school uniform lying in the grass 6. (Angela) Description: He always makes me laugh  8 (Angela) Visual:Female peers hugging in school playground at breaktime 8. (Angela) Description: My cousin and my best friend. They are funny in different ways
	Secure relationships	2.(Angela) Visual: Female Peers and Angela school uniform hugging and smiling 2. (Angela) Description: All good friends and we are all equally nice to each other
	Popularity	Refer to data collected from interviews
	Attention	Refer to data collected from interviews
	Social Desirability	Refer to data collected from interviews
	Social Exclusion	Refer to data collected from interviews
	Negative Influence	Refer to data collected from interviews
	Conflict	Refer to data collected from interviews
Bullying		Refer to data collected from interviews
How I feel	Happy	1 (Angela): Visual: Female Peers in school uniform hugging and smiling. 1( Angela): Description: My friends, when I am sad they make me happy when I am happy they keep

		<p>me happy</p> <p>4.(Angela) Visual: Male peers in school uniform on school field, smiling standing together in a group 4.(Angela) Description: They boys try to make me feel happy and try to make you laugh</p> <p>5.(Angela) Visual: Male peer in school uniform lying in the grass. 5 (Angela) Description: He is the funniest out of all of them</p> <p>6. (Angela) Visual: Male peer in school uniform lying in the grass 6. (Angela) Description: He always makes me laugh</p> <p>12(Rebecca) Visual. Picture of house front door. 12(Rebecca) Description: My house it makes me feel warm and I always like to see my family</p>
	Confident	Refer to data collected from interviews
	Worried	
	Sad	<p>1 (Angela): Visual: Female Peers in school uniform hugging and smiling. 1( Angela): Description: My friends, when I am sad they make me happy when I am happy they keep me happy</p>
	Embarrassed	Refer to data collected from interviews
	Angry	Refer to data collected from interviews
How I relate to others	Pro-social Behaviour	Refer to data collected from interviews
	Anti-social behaviour	Refer to data collected from interviews
Motivation and work ethic	Working Hard	Refer to data collected from interviews
	Learning Ethic	Refer to data collected from interviews
My	Behaviour in	Refer to data collected from interviews

Behaviour	School	
	Caring for possessions	Refer to data collected from interviews
	Criminal Behaviour	Refer to data collected from interviews
Self- View	My appearance	Refer to data collected from interviews
	Self- View	6. (Rebecca) Visual: Rebecca's face smiling 6. (Rebecca) Visual: I know I am special to my family. I love myself and who I am
My future	Employment	Refer to data collected from interviews
	Further Education	Refer to data collected from interviews
News and World Events	War and Conflict	Refer to data collected from interviews
	Poverty	<b>Refer to data collected from interviews</b>
	Natural Disasters	<b>Refer to data collected from interviews</b>
Safety	Crime- theft	<b>Refer to data collected from interviews</b>
	danger	<b>Refer to data collected from interviews</b>
Toys	Getting desired toys	<b>Refer to data collected from interviews</b>
	Favourite Toys	14.(Angela) Visual: Angela sat on bed in bedroom, holding Hamster with cuddly toys 14. (Angela) Description: Me and my hamster Benny. All of the toys I like all of the things I have and my stickers 15. (Angela) Visual:Angela sat in bedroom with hamster on shoulder and teddy on the other 15 (Angela) Description: My favourite teddy and Benny on my shoulder 19. (Angela) Visual: Angela sat outside on an air bed chair holding a water gun 19. (Angela) Description: Having fun. I had the paddeling pool out 20. ( Angela) Visual: Angela sat outside on an air bed chair holding a water gun 20. (Angela) Description: I was just having fun lying on the lilo 14 (Rebecca) Visual: Sylvanian family toys 14 (Rebecca) Description: I like the rabbits they look really cute, they are my best ones 4. (Rebecca) Visual: Teddy bear: 4. (Rebecca) Description: My teddy bear he is called bear, he is very , very cuddly
	Loosing favourite toys	<b>Refer to data collected from interviews</b>
	Prized possessions	16. (Angela) Visual:Angela sat in bedroom at dressing table with books, congratulations card and hamster. 16.(Angela) Description: This is my room I have to look after it because of all my special things. I got a card for getting top marks in a report



Health	Access to medical care	<b>Refer to data collected from interviews</b>
	Diet	<b>Refer to data collected from interviews</b>
	Hunger	<b>Refer to data collected from interviews</b>
	Exercise	9 (Rebecca).visual: Picture of football 9 (Rebecca) Description: football, I like playing football it is very fun 11(Rebecca) Visual: Picture of window and bush- local swimming pool 11: (Rebecca) Description: I learn swimming and I am very good at it. I love it
	Illness	<b>Refer to data collected from interviews</b>
School and learning	Access to Education	<b>Refer to data collected from interviews</b>
	Enjoyment of learning	10 (Rebecca) Visual: Picture of school playground and classroom door 10.(Rebecca) Description: School: is important where I learn and I like art 9 (Angela) Visual: Class teacher in school smiling  9(Angela) Description: She teaches me things, she makes it fun and interesting. In science she found a song to make it fun  3 (Rebecca) Visual: Book cover 3 (Rebecca) Description: I really like the illustrator, I like the art. It helps me to read , learn and spell
	Learning for the future	10 (Rebecca) Visual: Picture of school playground and classroom door 10.(Rebecca) Description: School: is important where I learn and I like art 3 (Rebecca) Visual: Book cover 3 (Rebecca) Description: I really like the illustrator, I like the art. It helps me to read , learn and spell
	Academic achievement	18.(Angela) Visual: Mum smiling with thumbs up in front of Angela's school report which is displayed on the fridge 18. (Angela) Description: Mum with my report. It is important to mym if I get good marks. I want to make my mum proud
	Relationships with teachers	9 (Angela) Visual: Class teacher in school smiling  9(Angela) Description: She teaches me things, she makes it fun and interesting. In science she found a song to make it fun 23.(Angela) Visual: Previous class teacher in school smiling 23 (Angela) Description: My teacher in year 2. Everyday I went to school I had a good day. She didn't shout at me. If I did something wrong she would just explain it to me
	Behaviour Management	23.(Angela) Visual: Previous class teacher in school smiling 23 (Angela) Description: My teacher in year 2. Everyday I went to school I had a good day. She didn't shout at me. If I did something wrong she would just explain it to me
Pets		13.(Angela) Visual: Angela outside her house holding her hamster 13. (Angela) Description: Outside I normally play out in the street 14.(Angela) Visual: Angela sat on bed in bedroom, holding Hamster with cuddly toys 14. (Angela) Description: Me and my hamster Benny. All of the toys I like all of the things I have and my stickers

		<p>15. (Angela) Visual:Angela sat in bedroom with hamster on shoulder and teddy on the other</p> <p>15 (Angela) Description: My favourite teddy and Benny on my shoulder</p> <p>17. (Angela) Visual:Angela holding trophy and hamster</p> <p>17. (Angela) Description: I have two shelves of trophies. I used to do Irish dancing. Benny is climbing out of the trophy</p>
My Activity	Special occasions	<p>22(Angela) Visual: Sister in house smiling</p> <p>22(Angela) Description: My older sister she is 14. We always fight and I don't always get on with her. We have some special and fun days but she can snap</p> <p>24. (Angela) Visual:Photograph of mum, dad, Angela and sister- Angela's christening</p> <p>24. (Angela) Description: My Christening day it was special because I joined God's family that day</p> <p>25. (Angela) Visual:Photograph of Angela hugging mum and dad and her sister- holiday photograph</p> <p>25 (Angela) Description: Holiday picture, I had a really good time and I never sat down. I just played</p> <p>13 (Rebecca). Visual: Brother smiling in house in front of family photographs</p> <p>13(Rebecca) Description: Sometimes he is funny sometimes we argue, we play. Disney land picture, when I went on holiday</p>
	Clubs and societies	<p>5.(Rebecca) Visual: Cubs uniform hung up</p> <p>5. (Rebecca) Description: My Cubs uniform I like to go to Cubs . I have fun and play. It is about God Queen and Country</p> <p>11(Rebecca) Visual: Picture of window and bush- local swimming pool</p> <p>11: (Rebecca) Description: I learn swimming and I am very good at it. I love it</p> <p>7. (Angela) Visual:Angela holding trophy and hamster</p> <p>7. (Angela) Description: I have two shelves of trophies. I used to do Irish dancing. Benny is climbing out of the trophy</p>
	Play	<p>10. (Angela) Visual:Grandad holding playing cards smiling</p> <p>10. (Angela) Description: Grandad I play cards with him but I always win. He keeps Mum happy</p> <p>13.(Angela) Visual: Angela outside her house holding her hamster</p> <p>13. (Angela) Description: Outside I normally play out in the street</p> <p>19. (Angela) Visual: Angela sat outside on an air bed chair holding a water gun</p> <p>19. (Angela) Description: Having fun. I had the paddling pool out</p> <p>25. (Angela) Visual:Photograph of Angela hugging mum and dad and her sister- holiday photograph</p> <p>25 (Angela) Description: Holiday picture, I had a really good time and I never sat down. I just played</p> <p>9 (Rebecca).visual: Picture of football</p> <p>9 (Rebecca) Description: football, I like playing football it is very fun</p> <p>5.(Rebecca) Visual: Cubs uniform hung up</p> <p>5. (Rebecca) Description: My Cubs uniform I like to go to Cubs . I have fun and play. It is about God Queen and Country</p>

		<p>13.(Angela) Visual: Angela outside her house holding her hamster</p> <p>13. (Angela) Description: Outside I normally play out in the street</p> <p>19. (Angela) Visual: Angela sat outside on an air bed chair holding a water gun</p> <p>19. (Angela) Description: Having fun. I had the paddeling pool out</p> <p>20. ( Angela) Visual: Angela sat outside on an air bed chair holding a water gun</p> <p>20. (Angela) Description: I was just having fun lying on the lilo</p>
	My Achievements	<p>16. (Angela) Visual:Angela sat in bedroom at dressing table with books, congratulations card and hamster.</p> <p>16.(Angela) Description: This is my room I have to look after it because of all my special things. I got a card for getting top marks in a report</p> <p>17. (Angela) Visual:Angela holding trophy and hamster</p> <p>17. (Angela) Description: I have two shelves of trophies. I used to do Irish dancing. Benny is climbing out of the trophy</p> <p>18.(Angela) Visual: Mum smiling with thumbs up in front of Angela's school report which is displayed on the fridge</p> <p>18. (Angela) Description: Mum with my report. It is important to mym if I get good marks. I want to make my mum proud</p>
	Mourning play	<b>Refer to data collected from interviews</b>
Religion/Faith	Religion	<p>24. (Angela) Visual:Photograph of mum, dad, Angela and sister- Angela's christening</p> <p>24. (Angela) Description: My Christening day it was special because I joined God's family that day</p> <p>26. (Angela) Visual: Photograph of Angela with her mum, dad and sister in church- Sister's Holy Communion</p> <p>26.(Angela) Description: My sister's holy communion. She was happy and was blessed a special day</p> <p>5.(Rebecca) Visual: Cubs uniform hung up</p> <p>5. (Rebecca) Description: My Cubs uniform I like to go to Cubs . I have fun and play. It is about God Queen and Country</p>
	Luck	<b>Refer to data collected from interviews</b>
Home	Adequate housing	<b>Refer to data collected from interviews</b>
	Home	<p>12(Rebecca) Visual. Picture of house front door.</p> <p>12(Rebecca) Description: My house it makes me feel warm and I always like to see my family</p>
	Own room	<p>14.(Angela) Visual: Angela sat on bed in bedroom, holding Hamster with cuddly toys</p> <p>14. (Angela) Description: Me and my hamster Benny. All of the toys I like all of the things I have and my stickers</p> <p>16. (Angela) Visual:Angela sat in bedroom at dressing table with books, congratulations card and hamster.</p> <p>16.(Angela) Description: This is my room I have to look after it because of all my special things. I got a card for getting top marks in a report</p> <p>12(Rebecca) Visual. Picture of house front door.</p>

Finance	Having enough money	Refer to data collected from interviews
	How money is valued	Refer to data collected from interviews
Death/ Bereavement		Refer to data collected from interviews

#### ***Appendix 14: Well-Being Factors Seven Year Olds***

	<i>Sub-theme</i>	<i>Quotations</i>
Family	Having Family	<p>then I have obviously got my family that are important- Angela- line 16</p> <p>so having a mum and a dad is very important. Not just having a mum or a dad but having both- Fred-206-207</p> <p>They wouldn't see their parents for ever. If you watch Harry Potter they might live like that...but not a Wizard. – Fred-249-250</p> <p>because you could have been sent away to someone who really doesn't like you- Fred-252</p>
	Support from Family	<p>Well sometimes it is what they do for me not always what they say. It is like if somebody helps me they get something that I was asked. Angela- 102/103</p> <p>Well for me it is a bit about family, my granddad because he is he is always kind of there for me and supporting me Angela Line 180-181</p> <p>my granddad because he is he is always kind of there for me and supporting me and if I have done something wrong say I have spilt a drink on the carpet he will just be calm about it and he will not make a giant fuss. He cares more about you than about looking amazing and fashion Angela Line 180-183</p> <p>Well you will need your mum and your dad and mostly the people in your family not to be you know oh like that doesn't really matter. They need to be like errm "oh my gosh that is amazing you got in". So you need people who are proud of you- Fred50-53</p> <p>today my sister cared for me because I am . well someone was hurting me and my sister came up and said 'stop it' and she told the teacher and then it was sorted-So things like that can happen but it is important to have ..somebody by your side- Fred -226-230</p> <p>So not just a friend by your side, you could have your sister to stay by your side and you have your sister. She always says to me 'I will help you anytime' - Fred-232-232</p> <p>If someone had a bad life. Some people get bullied and you come home and your family don't support you-Angela-343-344</p> <p>Many people have a family who do support them- Angela-345</p> <p>Say you got into a show and they said "oh that doesn't really matter you can't really have people like that to make you have a good life.- Fred 51-52</p>

		<p>Their lets say guardian because they might not live with their parents. Their guardian might forget about them and say go to your siblings- Fred-267-268</p> <p>So say you have got a big award for maths and your sibling got like lets say 10 out of 12 and they went to her and said 'wow, that is amazing'. You would be like well I got 20 out of 20 and got a big award- Fred- 270-272</p> <p>if you have got something really great and you were like wow I cant believe it and you got no well-done you would be like, you would be like upset really. It would be like does anyone really care?-Fred-222-224</p> <p>So you need people who are proud of you- Fred -55</p>
	Parents as providers	<p>if you spent it all (money) on yourself, you would probably have no money left and then you would be poor and you would have let your family down- Fred- 175-177</p> <p>if they (parents) just gave you sweets and not healthy stuff and if they never let you go outside and jog and be fit and like I said it wouldn't be very good you might be ill and or not very well and stuff-Red 353-355</p> <p>it is easier for the mum and the dad because if they were separate you wouldn't have as much money- Fred 207-208</p> <p>it is easier for the mum and the dad because if they were separate you wouldn't have as much money and for the child because the dad would have to work more or the mum to get more money. So what would happen is that they would have to go to a child minder and would barely see their dad-Fred-207-210</p>
	Secure Relationships	<p>it is sometimes how you are treated at home. So say at home I am pretty much loved and when I go to my granddads I get thousands of sweets and then my mum and dad are always dead nice to me- <i>Angela-line 92-94</i></p> <p>my granddad because he is he is always kind of there for me and supporting me and if I have done something wrong say I have spilt a drink on the carpet he will just be calm about it and he will not make a giant fuss. He cares more about you than about looking amazing and fashion Angela Line 180-183</p> <p>So not just a friend by your side, you could have your sister to stay by your side and you have your sister. She always says to me 'I will help you anytime'- Fred-232-232</p> <p>you need to care because if you don't care properly that would be a bit silly because if you didn't care then children's lives would be getting worse and worse, so if you didn't care every single day would be quite hard. If you did care that would be quite good if you don't care wouldn't be very good-Red-429-432</p>

	Parental Guidance	<p>if they had a bad mum and dad and then they had a good mum and dad and they told the the right stuff to do- Red 54</p> <p>important your mum and dad because they have to teach you stuff- Red-208</p> <p>also if your mum and dad stole things for no reason-Red-421</p> <p>not been brought up to be someone that can socialise well and that can also not give you friends. If you are not nice to somebody and if it is about you-<i>Angela 267-268</i></p> <p>If they were a bad mum and dad and they told you the wrong stuff, well they wouldn't be bad towards you but they might tell you the wrong things to do because when you are older you would do the wrong things- Red-59-61</p> <p>And a good mum and dad is quite good because you would learn properly and you would know stuff-Red-65-66</p> <p>if you wreck your house like didn't know you might think it is still fine but you might never know stuff like if it is gonna happen. And your mum never told you that it was wrong and stuff-Red-324-326</p> <p>It is the same as parents because you wouldn't be teach properly if you didn't have the parents that you need-Red-381-382</p> <p>if it is okay so, it would be a bit in the middle so it would be if your mum and dad told you to go and carry the dog and it was quite a bad dog and it wasn't well trained. That was okay because you could put it on a lead and stuff and taken it to mum and dad-Red-475-478</p>
	Family Conflict	<p>it is quite nice because you (child and family) are not always fighting and having arguments about who gets what and how you do things-<i>Angela-99/100</i></p> <p>Yea and say it was like last night when we were watching the football and say because I wasn't that interested in the football that much. If I tapped him he(Grandad) wouldn't push you away and say go away for a minute, like some people would when they are watching football. He would miss the match just to make sure that other people are happy.-Angela- 194-197</p> <p>Well it might be that their mum and dad had a fight if they hadn't broke up yet- Angela- 323</p> <p>my mum asks my sister to get a glass of water but because my sister is on the phone all the time....So instead of all the fighting of my mum trying to get my sister to get the glass I just go and help out.- <i>Angela 103-108</i></p>
	Parental separation	<p>Children would be sad if their mum and their dad split up because you like your family to be together and if you say that is your family. Your family kind of split apart and then it makes you really sad. But I haven't experienced it though but by say some of my friends it sounds it</p>

		<p>sounds really they are just not the same they just say they do not have the energy and they are just a bit down-<i>Angela Line 247-251</i></p> <p>If they have just split apart the family-<i>Angela-324</i></p> <p>sometimes you can break up with your mum and your dad –Red-146</p> <p>Well some peoples parents are divorced so having a mum and a dad is very important- Fred-206</p> <p>it is easier for the mum and the dad because if they were separate you wouldn't have as much money- Fred 207-208</p> <p>it is easier for the mum and the dad because if they were separate you wouldn't have as much money and for the child because the dad would have to work more or the mum to get more money. So what would happen is that they would have to go to a child minder and would barely see their dad-Fred-207-210</p> <p>if there is only a mum and two children or there might be three and the children and the children can't read cupboards and stuff and the mum is on her own because the nanna and granddad are away and the dad has broke up. Because she (MUM) has to do most of the work because the dad has broke up and anything and because he is with another woman or something- Red- 154-158</p>
	Changes in family structure	<p>It might also be if they have got with someone else.-<i>Angela-323-324</i></p> <p>It might also hurt if someone new comes into the family- <i>Angela- 325</i></p> <p>if there is only a mum and two children or there might be three and the children and the children can't read cupboards and stuff and the mum is on her own because the nanna and granddad are away and the dad has broke up. Because she (MUM) has to do most of the work because the dad has broke up and anything and because he is with another woman or something- Red- 154-158</p>
	External Family	<p>it is sometimes how you are treated at home. So say at home I am pretty much loved and when I go to my granddads I get thousands of sweets and then my mum and dad are always dead nice to me- <i>Angela-line 92-94</i></p> <p>Well for me it is a bit about family, my granddad because he is he is always kind of there for me and supporting me <i>Angela Line 180-181</i></p> <p>my granddad because he is he is always kind of there for me and supporting me and if I have done something wrong say I have spilt a drink on the carpet he will just be calm about it and he will not make a giant fuss. He cares more about you than about looking amazing and fashion Angela Line 180-183</p>



		<p>Yea and say it was like last night when we were watching the football and say because I wasn't that interested in the football that much. If I tapped him he(Grandad) wouldn't push you away and say go away for a minute, like some people would when they are watching football. He would miss the match just to make sure that other people are happy.-Angela- 194-197</p> <p>Yea, say that day was the day you were going to see your granddad. Lets say you haven't seen your granddad for months or months. You would be like, yes yes I am going to see him- Fred 296-297</p> <p>Well my great nana (important for a good life), because she is in her 90s and she is quite weak and she has to walk with a walking stick and chair- Red-222-223</p> <p>sometimes it is quite hard because sometimes your nanna and granddad are away-Red-147</p>
	Siblings	<p>My sister is really is kind all of her friends are nice to me. She doesn't come and annoy me she says come and join with us- <i>Fred- 16-17</i></p> <p>Say you had siblings you need them to be kind- <i>Fred 62</i></p> <p>today my sister cared for me because I am . well someone was hurting me and my sister came up and said 'stop it' and she told the teacher and then it was sorted- Fred-226-228</p> <p>So not just a friend by your side, you could have your sister to stay by your side and you have your sister. She always says to me 'I will help you anytime'- Fred-232-232</p> <p>An okay life it means well your sister wouldn't be the best sister or the worst sister she would be fine. She would be a tiny bit mean like every sister or brother but they would be fine. They would be nice to you to- Fred-240-242</p> <p>you had older siblings or you were the oldest like the older siblings always get blamed for everthing, I have noticed that- <i>Fred 22-23</i></p> <p>You can't really have them to be coming into your room messing it up and being mean(siblings)- <i>Fred- 62-63</i></p> <p>But this is what happens to everyone they (siblings) will fight in the future or they will fight in the past- <i>Fred 64-65</i></p> <p>my mum asks my sister to get a glass of water but because my sister is on the phone all the time....So instead of all the fighting of my mum trying to get my sister to get the glass I just go and help out.- Angela 103-108</p>
	Parental favouritism	<p>say you have sisters and brothers and say if my mum was nicer than my sister than she was to me it wouldn't be fair and if she gave my sister all of her money to go and spend- <i>Angela- Line 251-253</i></p>

		<p>If say she loved my sister more than she loves me then it would also make you a little bit sad and lonely and if your dad was the same- <i>Angela Line 253-255</i></p> <p>you had older siblings or you were the oldest like the older siblings always get blamed for everthing, I have noticed that- <i>Fred 22-23</i></p> <p>Their lets say guardian because they might not live with their parents. Their guardian might forget about them and say go to your siblings- <i>Fred-267-268</i></p> <p>So say you have got a big award for maths and your sibling got like lets say 10 out of 12 and they went to her and said ‘wow, that is amazing’. You would be like well I got 20 out of 20 and got a big award- <i>Fred- 270-272</i></p>
Friends	Support and Encouragement	<p>if I am sad. They(friends) will sometimes try and cheer me up and sometimes if they are sad I might help them - <i>Angela 76-77</i></p> <p>Well you could have people encouraging to do well. Like if you were bad at something you might have people encouraging you to do well like in Science or English-<i>Fred-32-34</i></p> <p>They (friends) will encourage you and they wont just let you sit in the corner and they will ask what is wrong-<i>Fred - 75</i></p> <p>If you do say harder maths then more friends will encourage you and will be like well-done it wouldn’t just be two people going well-done it would be 10-<i>Fred- 219-220</i></p> <p>if you have got something really great and you were like wow I cant believe it and you got no well-done you would be like, you would be like upset really. It would be like does anyone really care?-<i>Fred-222-224</i></p> <p>if you have got something really great and you were like wow I cant believe it and you got no well-done you would be like, you would be like upset really. It would be like does anyone really care?-<i>Fred-222-224</i></p> <p>Say you got into a show and they said “oh that doesn’t really matter you can’t really have people like that to make you have a good life.- <i>Fred 51-52</i></p> <p>The way I know if I have got a real good friend is if I am feeling sad and they like don’t notice and I just sit they and they run past that is not what a good friend would do.- <i>Fred-76-77</i></p> <p>if you have got something really great and you were like wow I cant believe it and you got no well-done you would</p>

		be like, you would be like upset really. It would be like does anyone really care? -Fred-222-224
	Play and fun	<p>You go home a bit happier if you have somebody to play with and you are if you are laughing and playing with them- Angela 47/48</p> <p>So if you are playing a game and you always want to be a main character sometimes it is better to watch other people have a nice time instead of yourself- <i>Angela -80-81</i></p> <p>so say if I had no friends. I would be the kid who is just sitting there in the corner sitting and saying is anybody going to ask me to come and play and nobody does that is not good.- Fred-72-73</p> <p>Well I have got my friends in my class say Millie and Geraldine and if at lunch we are not really in the mood of running and playing a game. We just go and sit by the football pitch and we just talk and laugh and we will just go and talk to some of the football players. There is someone that we really always talk to that is really funny and then it just kind of, it is just a nice playtime to be talking and laughing- <i>Angela 53-57</i></p>
	Popularity	<p>people like want you to beg for the sticker and they are hanging onto your legs saying please give me the sticker. It is a bit weird sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular- <i>Angela 126-128</i></p> <p>Everyone kind of likes...to be...like...so popular-<i>Angela 113-114</i></p> <p>If you have a lot of friends that is a good coz if you've got such a good thing- Fred-218-219</p> <p>If you do say harder maths then more friends will encourage you and will be like well-done it wouldn't just be two people going well-done it would be 10-Fred- 219-220</p> <p>if you don't have friends it kind of brings you down. Because everybody wants friends but sometimes there is just... There is a girl I have to play with but nobody likes her. But she still tries to be our friend but she is not really part of our group- <i>Angela 259-262</i></p> <p>errr An okay life wouldn't mean that you would be the most popular kid in the whole year. It means that you would be you know like have some friends but you wouldn't be as popular as the rest.- Fred-213-215</p> <p>if you had the most amazing life you would be like the most popular kid in the school- Fred-215</p> <p>(not good life) Well they could say that I have got no friends-Fred-255</p>

	Attention	<p>people like want you to beg for the sticker and they are hanging onto your legs saying please give me the sticker. It is a bit weird sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular- <i>Angela 126-128</i></p> <p>it has got to be a little bit about you but you still share some with your friends, maybe a lot of it about friends sometimes with my friends it is all about them and I am not really- <i>Angela Line 225-227</i></p>
	Social Desirability	<p>say I am going to do a back flip and you get like lots to watch you. When you do it you fail and everyone laughs at you and they are skitting you saying I thought you said that you could do this... and they start calling you names it makes you not have the confidence to ever try again- <i>Angela 388-392</i></p> <p>a lot of kids don't do things because they are embarrassed of what their friends say- <i>Angela-395</i></p> <p>I am going to be embarrassed because my friends they will just look at me and they will laugh and it will bring your confidence down- <i>Angela-399-400</i></p> <p>It can affect your life a bit because you don't get to do the things that you would like to do and the things that are fun just because of what other people might think- <i>Angela-402-403</i></p> <p>Sometimes you say I don't care what other people think but really inside you do care and you don't want them to laugh at you- <i>Angela 405-406</i></p> <p>you want to go and do it and have fun but ... you don't because sometimes the people that you don't want to see or you don't want them to see you there go and then you think why didn't I go- <i>Angela 414-416</i></p> <p>Yea so you like to have good toys like in my school they really like their football stickers. They say look I have got half of the world cup and you like sometimes people when I think everyone likes the spotlight a bit when it is all about you- <i>Angela-Line 120-122</i></p>
	Social Exclusion/ inclusion	<p>I think in school it would be that you have friends because some people they do get really sad when sometimes your friends go off with you and you kind of leave them behind- <i>Angela- line 45-46</i></p> <p>Yea so you like to have good toys like in my school they really like their football stickers. They say look I have got half of the world cup and you like sometimes people when I think everyone likes the spotlight a bit when it is all about you-<i>Angela line 120-122</i></p> <p>people like want you to beg for the sticker and they are hanging onto your legs saying please give me the sticker. It is a bit weird sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular- <i>Angela 126-128</i></p>

		<p>at lunch everybody does trades so I will have one of your crisps for one of my crisps. I will give you this chocolate bar for two of these little bars-<i>Angela 170-171</i></p> <p>You don't have to always be in the spotlight but they always try to get me in with them and me in the conversations with them- <i>Angela 227-228</i></p> <p>There is a girl I have to play with but nobody likes her. But she still tries to be our friend but she is not really part of our group she will be a little bit- <i>Angela 260-262</i></p> <p>my friends they still have to play with her but they kind of pull me away and try to whisper to me because we don't really want to tell the girl because we know she will take it a different way to us- <i>Angela 269-271</i></p> <p>Yea they don't fit in with you and how you all act- <i>Angela 277</i></p> <p>I will be nice to her if she is nice to me or if she kind of like fits in- <i>Angela 281-282</i></p> <p>All my friends...they are a little bit mean to her... I am not the same. They all kind of try and push her away and say things behind her back and that is been a mean friend to her- <i>Angela 357-358</i></p> <p>some people like my friends with the girl they always talk about her and they they all try to hide for her and they are saying how much they don't like her-<i>Angela-366-377</i></p> <p>My sister is really is kind all of her friends are nice to me. She doesn't come and annoy me she says come and join with us- Fred- 16-17</p> <p>Sometimes I don't letting people play in a way if they have hurt me- Fred 81</p> <p>so say if I had no friends. I would be the kid who is just sitting there in the corner sitting and saying is anybody going to ask me to come and play and nobody does that is not good.- Fred-72-73</p>
	Negative Influence	<p>This can make me have a bit of a harder day is when my friends like we are just talking or playing and then something happens and someone comes over and they have to bring you into it and it is something serious- <i>Angela -295-297</i></p> <p>it is a serious thing and someone brings you into it and you try to help but somehow you get into it and you get told off. You spend your day thinking, I did nothing and I got told off-Angela -301-303</p>
	Conflict	<p>If it is a serious moment and everyone is shouting at each other we will make it into something funny- <i>Angela 263-264</i></p>

		She will somehow find a way to fight about it but we don't want to fight- <i>Angela- 271-272</i>
	Secure relationships	<p>somebody that is a real friend- <i>Angela 65</i></p> <p>a real friend is someone that you can trust and someone that kind of like understands you in a way- <i>Angela 67/68</i></p>
Bullying		<p>If someone had a bad life. Some people get bullied- <i>Angela-343</i></p> <p>if someone takes your lunch box or say if you have money for hot dinners they might take that and use it and something and like we do raffles- <i>Angela-347-34</i></p>
How I feel	Happy	<p>It means that, they are quite happy and they don't have a lot of worries and that they are just- <i>Angela- Line 33-34</i></p> <p>They (parents) kind of make me a little bit jolly say at home- <i>Angela Line 95</i></p> <p>you come home happy knowing that you have not done anything wrong or bad- <i>Angela Line 211-212</i></p> <p>So happy is not just important because you are happy but also if you are happy people are more keen to be around you- Fred 118-119</p>
	Confident	<p>You don't have the confidence, you don't have like confidence to say like interact or go and try and talk to friends again if they push you away because your confidence it kind of goes and if you try to do something in front of loads of people and you say like if... you say I am going to do a back flip and you get like lots to watch you. When you do it you fail and everyone laughs at you and they are skitting you saying I thought you said that you could do this... and they start calling you names it makes you not have the confidence to ever try again- <i>Angela386-392</i></p> <p>... I am going to be embarrassed because my friends they will just look at me and they will laugh and it will bring your confidence down- <i>Angela-398-400</i></p>
	Worried	<p>It means that, they are quite happy and they don't have a lot of worries and that they are just- <i>Angela- Line 33-34</i></p> <p>If you are worried your friend will tell on you) you feel worried and you get tummy bugs- <i>Angela-371</i></p>
	Sad	if I am sad. They will sometimes try and cheer me up and sometimes if they are sad I might help them- <i>Angela 76-77</i>

		<p>Sometimes you might have a bit of anger, also sadness- <i>Angela Line 243</i></p> <p>Your family kind of split apart and then it makes you really sad. But I haven't experienced it though but by say some of my friends it sounds it sounds really they are just not the same they just say they do not have the energy and they are just a bit down-<i>Angela Line 247-251</i></p> <p>If say she loved my sister more than she loves me then it would also make you a little bit sad and lonely and if your dad was the same- <i>Angela Line 253-255</i></p> <p>with her in it it makes my life sadder because I have to go home a little bit sad because I have had a bad day with her- <i>Angela –Line 286-288</i></p> <p>(not good life) There is something that they are sad about. Say if there is something that is going on at home and you come into school- <i>Angela- 318-319</i></p> <p>if you are a little bit scared and you don't say anything and it carries on it makes your life sad-<i>Angela-344-345</i></p> <p>But things that could go wrong is that people might have passed away and you might be a bit upset- <i>Fred- 24</i></p> <p>If you were sad then you wouldn't have any friends- <i>Fred 113</i> you wouldn't be happy would you (if country was bombed)? You would be like worried it would be like, is this going to happen again- <i>Fred- 170-171</i></p> <p>you go to school sad knowing that something bad is going to happen- <i>Angela-346</i> In an Okay life) there is something that you are not that happy about there is something you don't like <i>Angela-Line 245</i></p> <p>Your friends wouldn't like you because you weren't happy and you would be sulky-Fred-114-115</p>
	Embarrassed	<p>... I am going to be embarrassed because my friends they will just look at me and they will laugh and it will bring your confidence down- <i>Angela-398-400</i></p>
	Angry	<p>You get told off because you do the things. A lot of people in my class do bad things when they are angry because if a lot of them if something doesn't go their way- <i>Angela-Line 214- 215</i></p> <p>Sometimes you might have a bit of anger, also sadness- <i>Angela Line 243</i></p> <p>You get told off because you do the things. A lot of people in my class do bad things when they are angry because if a lot of them if something doesn't go their way- <i>Angela-Line 214- 215</i></p>

		<p>sometimes when you are going into school and you are sad and some people tap you and try to talk to you and like mess around and stuff and then you are just in like a bad mood and then you get them sad and because you start shouting at them because you are angry- <i>Angela</i> 327-330</p> <p>You know when you know you have done something bad and you have pushed someone away and they are angry and they are really hurt- <i>Angela</i>-367</p>
How I relate to others	Pro-social Behaviour	<p>“When... when someone say alone it is like they have the well-being to go and interact with them” <i>Angela- Line 26 27</i></p> <p>being a kind person and talking to people- <i>Angela- 29-30</i></p> <p>So if you are playing a game and you always want to be a main character sometimes it is better to watch other people have a nice time instead of yourself- <i>Angela -80-81</i></p> <p>It is like if somebody helps me they get something that I was asked. I do that sometimes, my mum asks my sister to get a glass of water but because my sister is on the phone all the time- <i>Angela-102/104</i></p> <p>my mum asks my sister to get a glass of water but because my sister is on the phone all the time....So instead of all the fighting of my mum trying to get my sister to get the glass I just go and help out.- <i>Angela 103-108</i></p> <p>It is a bit weird sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular but that is not how it should be it should be about how you talk to people, how you act and how you socialise.-<i>Angela-127-130</i></p> <p>Yea, sitting on your own is never really the solution. You should just say to somebody can I join in- <i>Fred 79</i></p> <p>if it was Christmas and your mum and dad bought you the wrong things and it was okay but and if your mum and dad said is this okay? And the children would say something [in audible] and the child would say that is fine, it is not really what I wanted but that was okay and stuff and mum and dad felt bad-<i>Red-485-489</i></p> <p>you would be quite good err nice and kind because if it wasn't the one you wanted (Christmas present) you would say 'thank you, that is really nice' because you are saying it is not what I really wanted but I didn't put it on my Christmas list- <i>Red-511-513</i></p>
	Anti-social behaviour	<p>not been brought up to be someone that can socialise well and that can also not give you friends. If you are not nice to somebody and if it is about you-<i>Angela 267-268</i></p> <p>sometimes when you are going into school and you are sad and some people tap you and try to talk to you and like mess around and stuff and then you are just in like a bad mood and then you get them sad and because you start shouting at them because you are angry- <i>Angela</i></p>



		<p>327-330</p> <p>It is mainly how people can treat you and sometimes if you treat someone bad and they do it back to you that isn't good and there is sometimes sort of a bit of a rivalry-<i>Angela-348-350</i></p> <p>You should just say to somebody can I join in and if they say no. Well you can't really tell but you might have done something to make that happen.- <i>Fred- 79-81</i></p>
Motivation and work ethic	Working Hard	<p>if you work hard and you work and you work and you work. You will get a really good job- Fred-133-134</p> <p>if you don't get homework. If I don't get homework my mum says do you want to do some work on a maths sheet anyway and I say yes- Fred 93-94</p> <p>if you stay around and are not listening and you think it might be six years to university or 10. But when you get to university then you will be in the lowest group because you weren't listening when you were in school-Fred-124-126</p>
	Learning Ethic	<p>If they learn English and Maths and History because if you are clever and not clever . If you are clever you would be listening to what the teacher said coz you learn when you are younger and if you listen you wouldn't really learn as much-Red-125-127</p> <p>if you stay around and are not listening and you think it might be six years to university or 10. But when you get to university then you will be in the lowest group because you weren't listening when you were in school-Fred-124-126</p>
My Behaviour	Behaviour in School	<p>You get told off because you do the things. A lot of people in my class do bad things when they are angry because if a lot of them if something doesn't go their way- <i>Angela-Line 214- 215</i></p> <p>at home you come into school with trouble and sometimes you may back talk to the teacher- <i>Angela- 240-241</i></p> <p>You know when you know you have done something bad and you have pushed someone away and they are angry and they are really hurt and they know what you have done and you don't know whether or not they are going to tell the teacher- <i>Angela 367-369</i></p>
	Caring for possessions	<p>don't wreck your house. Because if you wreck your house and stuff with like all scrapes and stuff coz you didn't look after your house properly because if you did and then it would be fine- Red-328-330</p>

	Criminal Behaviour	Because if you steal it is quite bad because people will lose things from your lives and if they steal they won't realise how important because I said the best teddy because if they steal it you would be quite upset-Red-406-408
Self- View	My appearance	my granddad ..He cares more about you than about looking amazing and fashion. <i>Angela- Line 180-184</i>  He is just more that person where it is not always about how you look it is a comfort <i>Angela- Line 186</i>
My future	Employment	you need good luck to pass the test to get through and to get a good job. Fred 42-43  if you work hard and you work and you work and you work. You will get a really good job- Fred-133-134  literacy if you want to be like an author and you will listen to that well- Fred- 138-140  Because if you are fat really you won't get a good job really will you. You won't get to be let's say anything to do with tv or something. All you will do really is work in somewhere like McDondals- Fred-99-101
	Further Education	That is not really important you need good luck for things like university- Fred 40-41  people who just lay on the couch they probably wont get a degree they probably wont get into University- Fred 91  when I get into high school a good one I don't really want to be in the lowest group because I don't want to do that- Fred 94-95
News and World Events	War and Conflict	If I do my maths right practically half the world or quarter of the world hasn't got a great life. Because like Africa and Syria... Syria it is getting bombed and they are always getting bombed and they are always in the news- <i>Fred-168</i>  <i>What else might make someone say they do not have a good life?</i> War and like I still remember world war 1-Fred-281-282

		<p>like in the war or in the trenches it would be quite hard and people could die in there and stuff-Red-249-250</p> <p>like in the war or in the trenches ..it is quite hard because you don't know what is going to happen and stuff-Red-251-252</p> <p>Well if you are not in a war that might be a good life because you can go in the park and have a peaceful night and still have a peaceful day and it wouldn't be very dramatic and stuff- Red-262-264</p> <p>if you were in the trenches you wouldn't have any Christmas presents and stuff you wouldn't have any presents. Errm sometimes it is quite good and stuff because remember when you send the boxes to people...Red-523-525</p>
	Poverty	<p>I think some parts of Africa are alright because they have arranged something on the internet people pay and they can have water and some have footballs. But Brazil everybody think s it is fine because they have paid for the world cup but it is bad people can't even pay for a football- Fred-179-171</p> <p>because a football is probably one of the things that you need least in your life They (people in Africa) have to make it out of plastic bottles and rubber balls-Fred-185-186</p> <p>in Africa no. You know they are poor and don't have much money because they cant pay for much medicines-192-195 it is easier for the mum and the dad because if they were separate you wouldn't have as much money- Fred 207-208</p> <p>I think some parts of Africa are alright because they have arranged something on the internet people pay and they can have water and some have footballs. But Brazil everybody think s it is fine because they have paid for the world cup but it is bad people can't even pay for a football- Fred-179-171</p>
	Natural Disasters	<p>you do need a bit of bad and good weather and you do need rain because if you didn't have enough water there to drink- Red 371-372</p> <p>it could be a storm and if you don't have windows it could be a bad storm and the wind could blow in and you could be freezing-Red-385-386</p> <p>because it might be a big storm, well it would be quite hard because your house, there would be holes because of the wind you would be freezing you could freeze to death and stuff. But you can't just be in the warm for ages because if it is warm you could be a bit dizzy and stuff and you could be too hot. If you were in the hot for too long it wouldn't be good-Red-367-371</p>
Safety	Crime- theft	<p>it would be a bad life is someone came to your house and stole something when you were away and when you came back there was nothing there. Except some bits of food and crumbs and that is bad because then you would be poor-Red-412-414</p>

		<p>also if your mum and dad stole things for no reason-Red-421</p> <p>Because if you steal it is quite bad because people will lose things from your lives and if they steal they won't realise how important because I said the best teddy because if they steal it you would be quite upset-Red-406-408</p>
	danger	<p>like in the war or in the trenches it would be quite hard and people could die in there and stuff-Red-249-250</p> <p>like in the war or in the trenches ..it is quite hard because you don't know what is going to happen and stuff-Red-251-252</p> <p>Well if you are not in a war that might be a good life because you can go in the park and have a peaceful night and still have a peaceful day and it wouldn't be very dramatic and stuff- Red-262-264</p> <p>If I do my maths right practically half the world or quarter of the world hasn't got a great life. Because like Africa and Syria... Syria it is getting bombed and they are always getting bombed and they are always in the news- <i>Fred-168</i></p> <p>Like there is always tests here and you might no it was a fake but when you were the last in line and the fire was right there you would be like 'GET ME OUT' you would be at the back and it would be trailing along you-Fred-307-309</p> <p>it could be a storm and if you don't have windows it could be a bad storm and the wind could blow in and you could be freezing and stuff and all the stuff could be pushed towards you because the wind is so hard and it could hurt you or injure you.Red-385-387</p>
Toys	Getting desired toys	<p>Yea so you like to have good toys like in my school they really like their football stickers. They say look I have got half of the world cup and you like sometimes people when I think everyone likes the spotlight a bit when it is all about you- <i>Angela-Line 120-122</i></p> <p>people like want you to beg for the sticker and they are hanging onto your legs saying please give me the sticker. It is a bit weird sometimes because it is a sticker but it is nice if people want them and sometimes things make you more popular- <i>Angela 126-128</i></p> <p>some people think they need good luck for football cards and stuff- <i>Fred-40</i></p> <p>But if it was Christmas and your mum and dad bought you the wrong things and it was okay-Red-485-487</p> <p>if you were in the trenches you wouldn't have any Christmas presents and stuff you wouldn't have any presents-523-524</p>
	Favourite Toys	<p>Like if you have got a teddy and you have lost it that was actually your very best one- Red-30</p> <p>well it could be one of your best teddies because if you have had it for quite a long time it might be important and stuff-Red-203-204</p>

	Loosing favourite toys	Like if you have got a teddy and you have lost it that was actually your very best one- Red-30
	Prized possessions	Well to like me in my home I have got like my bedroom, my pet and all my toys outside - <i>Angela – Line 16/17</i>
Health	Access to medical care	In England or in you know this kind of country then yes you would be fine because you know they can help you but in Africa no. You know they are poor and don't have much money because they can't pay for much medicines-192-195
	Diet	<p>Yes it is very important to have food. If you were younger say in reception you would think 'oh food' and you would just eat it. But actually you would die without food. Say if I went without food for two weeks without eating my dinner or my lunch or my breakfast. I would either have a really bad disease and be really sick or I would die. So it is very important that you do eat and drink but people say that you know that fat food isn't good for you well it is not but if it is the only thing that you have they you have to eat it- Fred 198-203</p> <p>also you would need healthy food and if you never had healthy food in a way that is healthy and you never just had biscuits and junk and stuff. If you had apples and bananas and other fruit it would be quite good because it would be healthy and stuff and not just like sugar, like a nice fruit snack and stuff- Red-293-296</p> <p>if they just gave you sweets and not healthy stuff and if they never let you go outside and jog and be fit and like I said it wouldn't be very good you might be ill and or not very well and stuff-Red 353-355</p> <p>not having a drink of water. Not having healthy drinks just not having water-Red-465-466</p> <p>a good mum and dad is quite good ...be quite healthy because if you had a bad mum and dad they would give you lots of bad stuff that is unhealthy-Red-66-67</p>
	Hunger	<p>Yes it is very important to have food. If you were younger say in reception you would think 'oh food' and you would just eat it. But actually you would die without food. Say if I went without food for two weeks without eating my dinner or my lunch or my breakfast. I would either have a really bad disease and be really sick or I would die. So it is very important that you do eat and drink but people say that you know that fat food isn't good for you well it is not but if it is the only thing that you have they you have to eat it- Fred 198-203</p> <p>In Africa you are poor and hungry and you have diseases and you wouldn't really be happy either- Fred-172</p>

	Exercise	<p>Well not play (that is important for a good life) but exercise really like anything just the exercise- Fred 91</p> <p>Well the park is one where you could have a good life because you can play and be fit and you can run around the park and stuff and you are in the outside and having some fresh air-Red-270-272</p> <p>people who just lay on the couch they probably wont get a degree they probably wont get into University. Coz all they will do is be lounging around and if you don't get homework. – Fred 91-93</p> <p>if you are unhealthy you might be lazy and stuff and you might not really do enough sports and stuff-Red-85-86</p> <p>Because you need to be fit and healthy and if you are not fit and healthy you could get sick or sometimes faint and die so-Red-94-95</p>
	Illness	<p>Because you need to be fit and healthy and if you are not fit and healthy you could get sick or sometimes faint and die so-Red-94-95</p> <p>Yes it is very important to have food. If you were younger say in reception you would think 'oh food' and you would just eat it. But actually you would die without food. Say if I went without food for two weeks without eating my dinner or my lunch or my breakfast. I would either have a really bad disease and be really sick or I would die. So it is very important that you do eat and drink but people say that you know that fat food isn't good for you well it is not but if it is the only thing that you have they you have to eat it- Fred 198-203</p> <p>In Africa you are poor and hungry and you have diseases and you wouldn't really be happy either- Fred-172</p>
School and learning	Access to Education	<p>definitely having a school because if you didn't you wouldn't really learn-Red-333</p> <p>if you never had a school you wouldn't be teached properly- Red-380-381</p>
	Enjoyment of Learning	<b>Refer to data gathered from photographs</b>
	Learning for the future	<p>literacy if you want to be like an author and you will listen to that well- Fred- 138-140</p> <p>if you work hard and you work and you work and you work. You will get a really good job- Fred-133-134</p> <p>people say to me why are we doing maths but then sometimes they ask Miss and they ask loads of people and Miss says you will always need maths- Fred 137-138</p>

		<p>But maths everyone has to do this because everyone gets paid to do a job,. If you get paid wrong and you will walk off and you will say look I have got a tenner back and you count it when you get home because you are really bad at maths you will have to count 1, 2, 3 but if you are good you could times or divide or add. So that would be easier instead of going home- Fred 140-144</p>
	Academic achievement	<p>Well you could have people encouraging to do well. Like if you were bad at something you might have people encouraging you to do well like in Science or English-Fred-32-34</p> <p>Yea say if I got 15 out of 15 in a test they could be proud and if I make something nice they could be proud.- Fred 56-57</p> <p>If you do say harder maths then more friends will encourage you and will be like well-done it wouldn't just be two people going well-done it would be 10-Fred- 219-220</p> <p>So say you have got a big award for maths and your sibling got like lets say 10 out of 12 and they went to her and said 'wow, that is amazing'. You would be like well I got 20 out of 20 and got a big award- Fred- 270-272</p> <p>(good life means) that would make them quite easy to understand stuff properly and stuff- Red-9</p> <p>when I get into high school a good one I don't really want to be in the lowest group because I don't want to do that- Fred 94-95</p> <p>I am the worst person at maths and all that lot-Fred-256-257</p> <p>Okay, so what might make someone feel like they are the worst person at everything? Well they might think like because someone might say to them guess what I have got a 3a and they have got a 3c and they are like... So that that makes them think I am really bad at this - Fred-260-262</p> <p>you need good luck to pass the test to get through and to get a good job. Fred 42-43</p>
	Relationships with teachers	<p>sometimes a lot of people well kids feel sad if a teacher picks a favourite kid and they are really nice to one kid and this kid gets the big opportunities –<i>Angela</i>-377</p>

		<p>They (teacher) might go and ask something and she might reply nicely to them (other pupil) but if it is you... like they don't even look at them If they are marking your books they just look down. It makes you not have the confidence.-<i>Angela-383-384</i></p> <p>teachers are quite important as well- Red-209</p>
	Behaviour Management	<p>Our teacher doesn't shout crazy at us, she will give us a warning first . I mean you have got to give someone a warning. <i>Angela- 207-208</i></p> <p>In school say if you have been teached and I don't get shouted at so I am okay but sometimes when the kids in my class they get shouted at everyone kind of gets a little bit nervy for the rest of the day and its. Sometimes it is good not to shout too much coz you kind of. <i>Angela-Line 204-207</i></p> <p>Yea and sometimes you like try to explain it and the teachers say I don't want to hear it... Yea so sometimes they don't listen to your side of the story <i>Angela-306</i></p> <p><i>it is a serious thing and someone brings you into it and you try to help but somehow you get into it and you get told off. You spend your day thinking, I did nothing and I got told off-Angela -301-303</i></p>
Pets	Pets	<p>like sometimes like to play with my pet hamster. It is nice sometimes just to go in a nice quite place and stretch my arms out and he will do the wave over (sticks arms out)- <i>Angela 135-139</i></p> <p>pets can make you happy, because they are quite cute especially when my hamster fills his cheeks up-<i>Angela-153-154</i></p> <p>I could stare at him(hamster) all day.-<i>Angela- 158</i></p>
My Activity	Special occasions	<p>Miss says who's coming swimming or who's coming to a competition and you want to go and do it and have fun - <i>Angela-413-414</i></p> <p>Yea, say that day was the day you were going to see your granddad. Lets say you haven't seen your granddad for months or months. You would be like, yes yes I am going to see him- Fred 296-297</p> <p>I know it is not Christmas yet, but I am just saying because it was ages ago. But if it was Christmas and your mum and dad bought you the wrong things-Red-485-487</p> <p>It is a bit like the Harry Potter studios because on is in London and one is in like something like America-Red 599-600</p> <p>You then think...oh why didn't I go (swimming or competition) Because everyone is telling you how fun it was and</p>



		<p>they are saying 'oh my god...guess what' say. Millie said this and you kind of feel that 'oh my god I so wanted to go now it sounds dead fun. But you cant because it has been- Angela- 416-419</p> <p>If you said, can we go to somewhere but you can't afford it. But it is okay because you never really wanted to go and your mum and dad can't afford it-Red-543-544</p>
	Clubs and societies	<b>Refer to data gathered from photographs</b>
	Play	<p>You go home a bit happier if you have somebody to play with and you are if you are laughing and playing with them- Angela 47/48</p> <p>So if you are playing a game and you always want to be a main character sometimes it is better to watch other people have a nice time instead of yourself- <i>Angela -80-81</i></p> <p>like sometimes like to play with my pet hamster. It is nice sometimes just to go in a nice quite place and stretch my arms out and he will do the wave over (sticks arms out)- <i>Angela 135-139</i></p> <p>Well the park is one where you could have a good life because you can play-Red-270</p> <p>so say if I had no friends. I would be the kid who is just sitting there in the corner sitting and saying is anybody going to ask me to come and play and nobody does that is not good.- Fred-72-73</p> <p>Well the park is one where you could have a good life because you can play-Red-270</p> <p>So if you wanted to go to a park and it was not the right one you wanted to go to but it is okay because it is still a park.- Red-587-589</p> <p>And it was like an adventure park but they didn't want to go to an adventure park but they still enjoyed it so it was okay and if it was the right park but it was a different one in a different place-Red-596-598</p> <p>Sometimes people might say that they are missing out things that they would like to do in their childhood... Say you might not be able to do some of the kiddish things that you really wanted to do but you never really got the chance- <i>Angela-409-411</i></p>
Religion/Faith	Religion	<b>Refer to data gathered from photographs</b>
	Luck	<p>Errm well, good luck really. Well if you are a child you wouldn't need as much good luck as you need some people think they need good luck for football cards and stuff. That is not really important you need good luck for things like university. My cousin is just about to do something?- <i>Fred-39-41</i></p> <p>Well they could have a really bad luck. Like the very moment you are about to go home you stay for about half an hour or longer and you do more maths- Fred-293-294</p>

Home	Adequate housing	<p>I think if you have a home(important for a good life)- Red 245</p> <p>you are in a house and it might fall down- Red-250-251</p> <p>if you had a home and it would be properly made and stuff.it has lots of cement and it is not just like wood and metal pieces and if it is in place properly not like- Red-273-279</p> <p>Well it would be quite hard if you had to lie on the floor okay because if you had a sore back-Red- 283-284</p> <p>Because it might be a big storm, well it would be quite hard because your house, there would be holes because of the wind you would be freezing you could freeze to death and stuff. But you can't just be in the warm for ages because if it is warm you could be a bit dizzy and stuff and you could be too hot. If you were in the hot for too long it wouldn't be good-Red-367-371</p> <p>... if you didn't have any windows because the windows keep you warm and safe-Red-384</p>
	Own room	Well to like me in my home I have got like my bedroom-Angela- line 16
Finance	Having enough money	<p>If you are obsessed with the money and you only care about that then it is not good. If you spend the money with everybody like your friends not your friends your family and your children and stuff like that. Then it would be fine wouldn't it. But if you spent it all on yourself, you would probably have no money left and then you would be poor and you would have let your family down- Fred- 174-177</p> <p>I think some parts of Africa are alright because they have arranged something on the internet people pay and they can have water and some have footballs. But Brazil everybody thinks it is fine because they have paid for the world cup but it is bad people can't even pay for a football- Fred-179-171</p> <p>because a football is probably one of the things that you need least in your life They (people in Africa) have to make it out of plastic bottles and rubber balls-Fred-185-186</p> <p>in Africa no. You know they are poor and don't have much money because they can't pay for much medicines-192-195</p> <p>it is easier for the mum and the dad because if they were separate you wouldn't have as much money- Fred 207-208</p> <p>you wouldn't have any money to pay and things and that might make you have a bad life-Red-419-420</p> <p>If you said, can we go to somewhere but you can't afford it-Red-543</p> <p>If she was rich it would be quite good, but yea and if you have a good life you had a good amount of money. If you were rich but not as rich as the queen just like normal what you would have-Red-558-560</p>

		If you said, can we go to somewhere but you can't afford it. But it is okay because you never really wanted to go and your mum and dad can't afford it-Red-543-544
	How money is valued	If you are obsessed with the money and you only care about that then it is not good. If you spend the money with everybody like your friends not your friends your family and your children and stuff like that. Then it would be fine wouldn't it. But if you spent it all on yourself, you would probably have no money left and then you would be poor and you would have let your family down- Fred- 174-177
Death/ Bereavement		But things that could go wrong is that people might have passed away and you might be a bit upset- <i>Fred</i> - 24 if you have lost your dad and he has died or your granddad and your nana-Red-31-32  like in the war or in the trenches it would be quite hard and people could die in there and stuff-Red-249-250