



7th Haruv Institute International PhD Workshop
Jerusalem, 10-12 December 2019

VIOLENCE PERCEIVED BY CHILDREN IN DIFFERENT CONTEXTS AND ITS RELATIONSHIP WITH CHILDREN'S SUBJECTIVE WELL-BEING

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1



1



2

INTRODUCTION

WHY?

- Plans against child maltreatment can be implemented by the child protection system (del Valle, 2014; Berger & Shook Slack, 2014), through prevention and awareness-raising (Ferrer-Wreder, 2014; Momoko Hayakawa & Reynolds, 2014), or **by the data-based child advocacy approach using children's subjective well-being (SWB) indicators** (Bradshaw, 2014; O'Hare, 2014).
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INTRODUCTION

WHY?

- Besides maltreated children (Arruabarrena, 2014), crime victimization (Gal, 2014) and street youth (Raffaelli, Araujo de Moraes & Koller, 2014), **children and adolescents who perceive school bullying are also under risk and vulnerability** (Olweus & Breivik, 2014).
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INTRODUCTION

PRIOR FINDINGS

- In addition to school satisfaction, **bullying** is also a relevant issue within children's SWB (Dinisman et al., 2015; Lawler et al., 2010).
 - Children who report having been bullied at school display **lower SWB, this being related to being older, a girl and socioeconomically deprived** (Bradshaw et al., 2017).
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INTRODUCTION

PRIOR FINDINGS

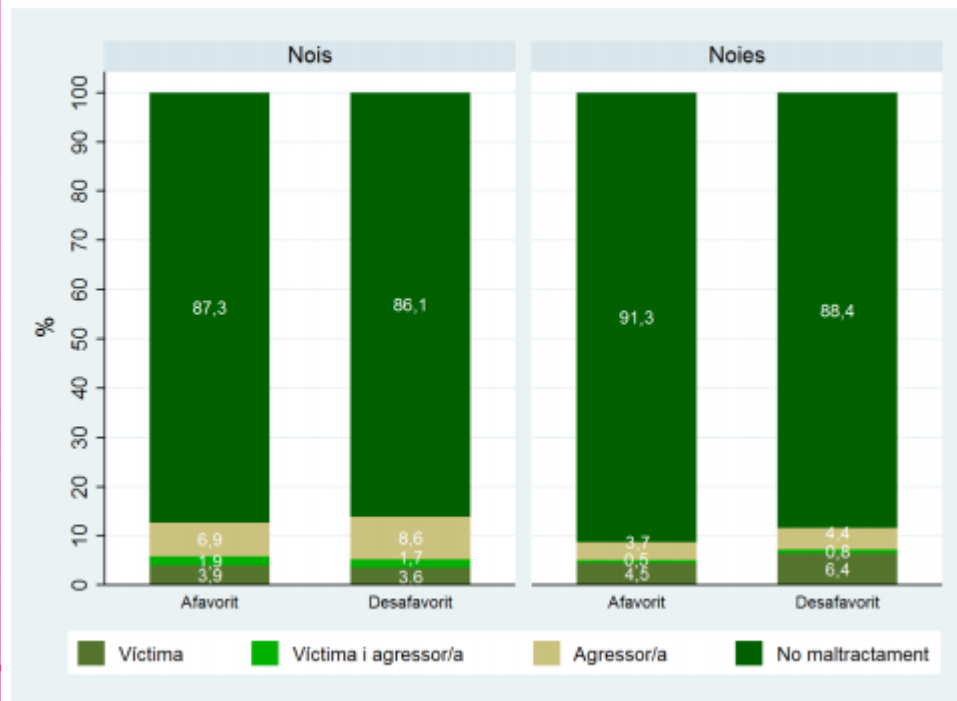
- Savahl et al. (2018) found that although **some children being bullied presented acceptable levels of life satisfaction**, they may still be at risk, as there it may have adverse psychological outcomes.
 - Zarate-Garza et al. (2017) suggested that chronic peer victimization could have **physiological and mental health consequences**, and that physiological response to stress is critical.
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INTRODUCTION

LOCAL SOURCES: 'Risk Factors Survey in the Secondary School in Barcelona 2016'

Figura 4.16: Haver patit maltractament o haver participat en el maltractament a altres companys/es a l'escola o de camí a l'escola, en els últims 12 mesos, en l'alumnat adolescent de Barcelona, segons sexe i nivell socioeconòmic del barri del centre. Barcelona, 2016.



Font: Enquesta FRESC, 2016. Nota: El nivell socioeconòmic del barri es determina a partir de l'índex de Renda Familiar Disponible 2013.



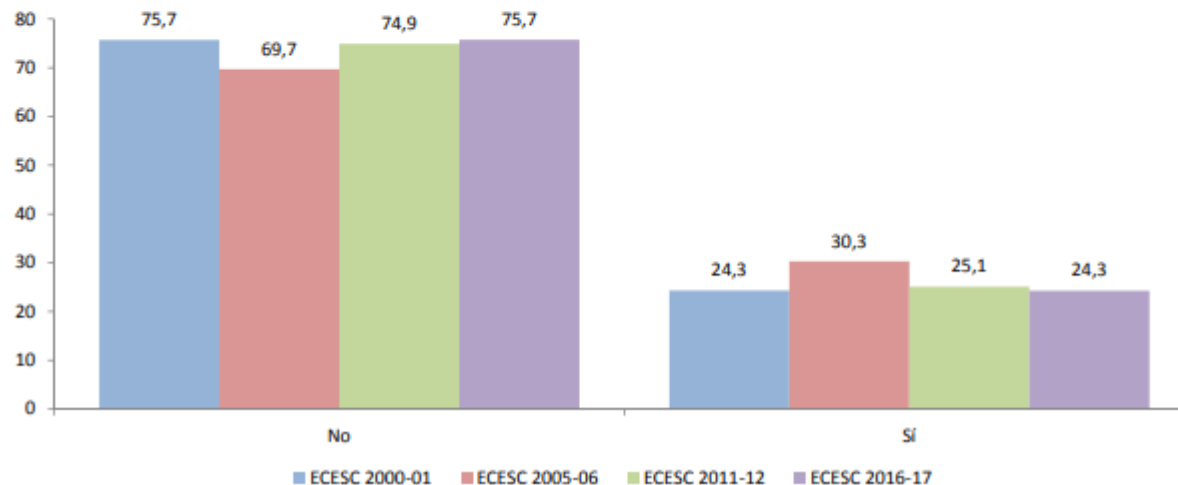
INTRODUCTION

LOCAL SOURCES: 'Survey of school and security coexistence in Catalonia 2017'

Pregunta:

I creus que hi havia nois o noies maltractats a la teva classe?

Tot i que prop del 95% dels alumnes creu que hi ha alumnes maltractats als centres educatius de Catalunya, tres de cada quatre pensen que aquests alumnes maltractats no es troben a la seva mateixa classe. Aquests valors es mantenen força estables a les diferents edicions de l'ECESC.





THE RESEARCH QUESTIONS

- In accordance with the data-based child advocacy approach:
 - Are population surveys based on children's SWB useful to detect violence perceived by them in different contexts and assess their negative relation to SWB?
 - That is, what can we learn from children's point of view to improve plans against child maltreatment?



THE RESEARCH METHOD



- Explored through the analysis of the responses given by a probabilistic sample of primary school students from Barcelona city in 2017 [mean age=10.74 (10-12), analysed sample=3,962] to an adapted preliminary version of the third wave of the International Survey of Children's Well-Being (ISCWeB) belonging to the Children's Worlds project.
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THE RESEARCH DESIGN

- Questionnaire items that can help detecting different types of violence perceived by children in different environments:

Family context

- ‘being hurt by siblings’

School context

- ‘being hit’, ‘called nasty names’, and ‘left out’
- ‘perceiving arguments/fights in class/school’

Neighbourhood context

- ‘perceiving fights between people’
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THE RESEARCH DESIGN

- For assessing their relation to perceptions and children's SWB:

Family, school,
neighbourhood

- 'feeling safe'
- 'thinking that someone will help them in case of problem'

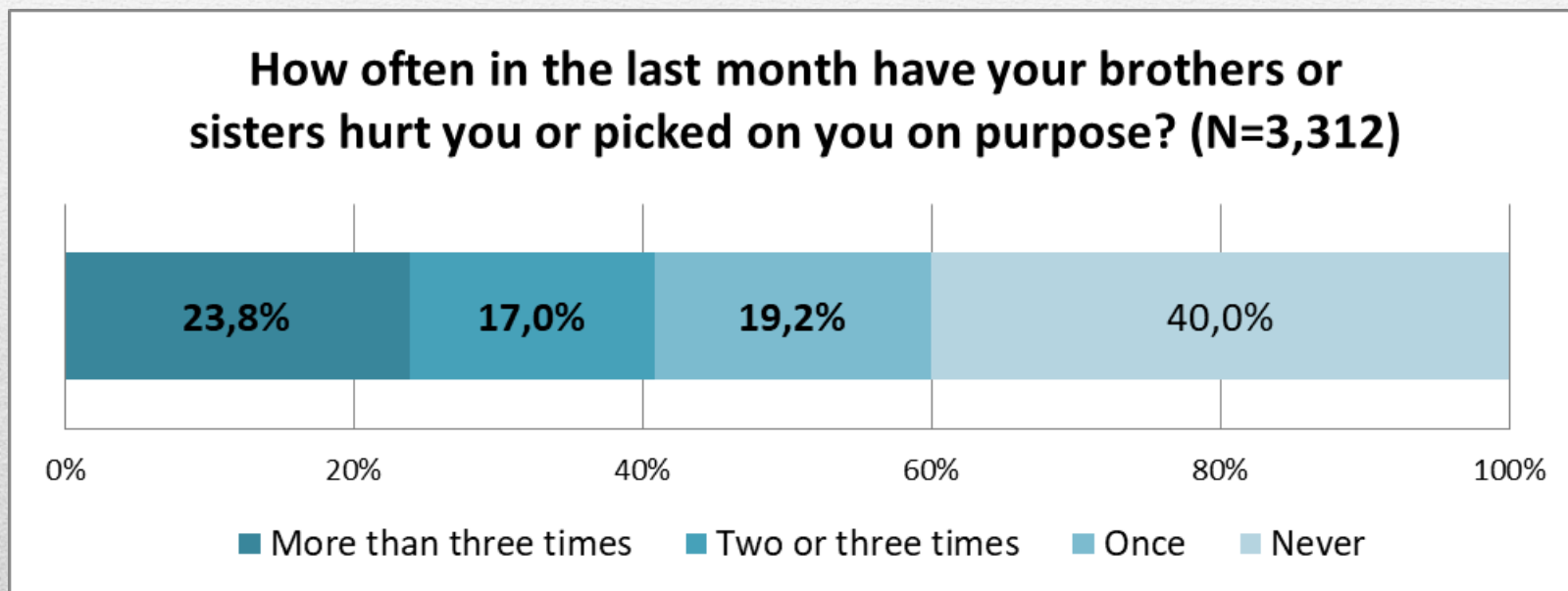
Overall life

- Children's Worlds Subjective Well-Being Scale
 - domain-based indicators of the cognitive component of SWB
 - indicators of the affective component of SWB
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THE RESULTS/FINDINGS

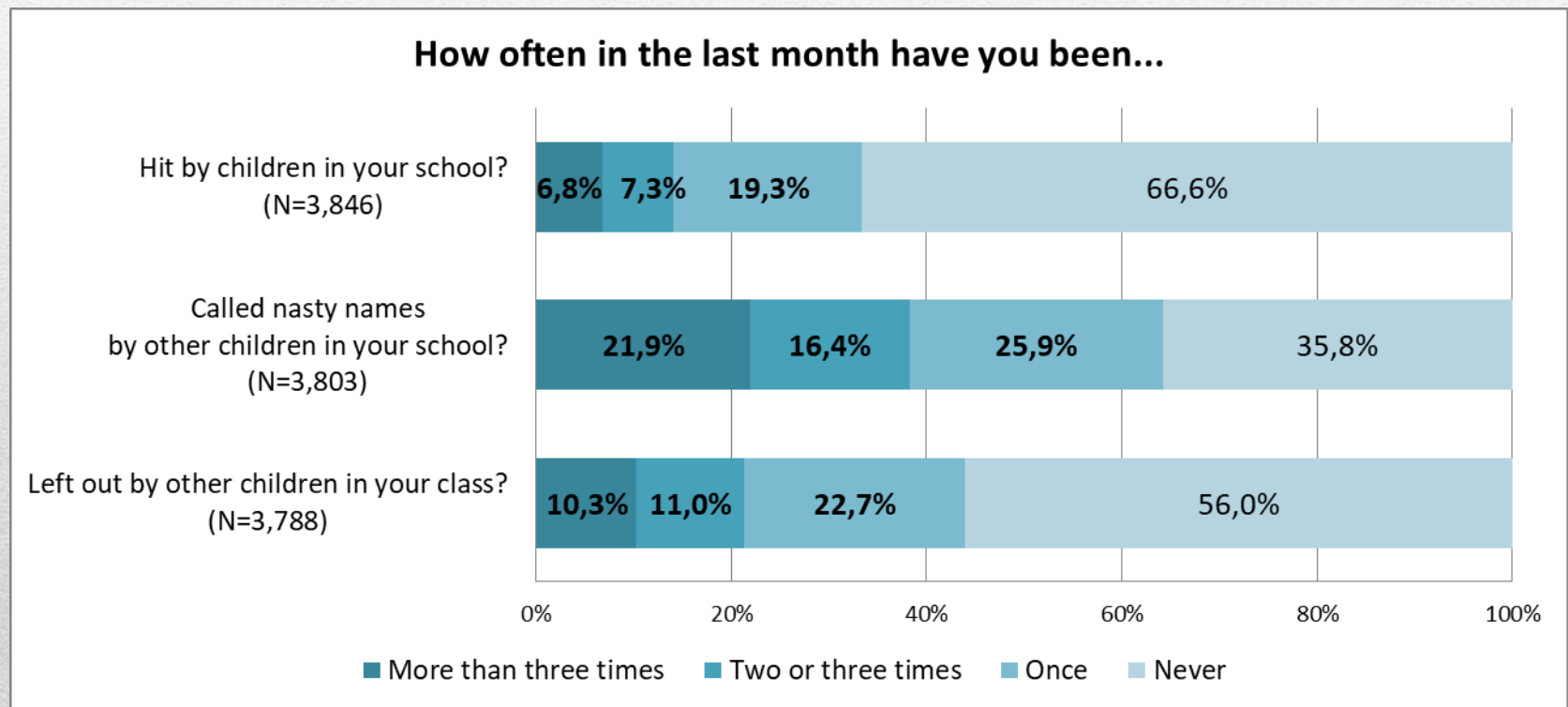
- Types of violence perceived by children (family context):



Note. 627 children do not have brothers or sisters.

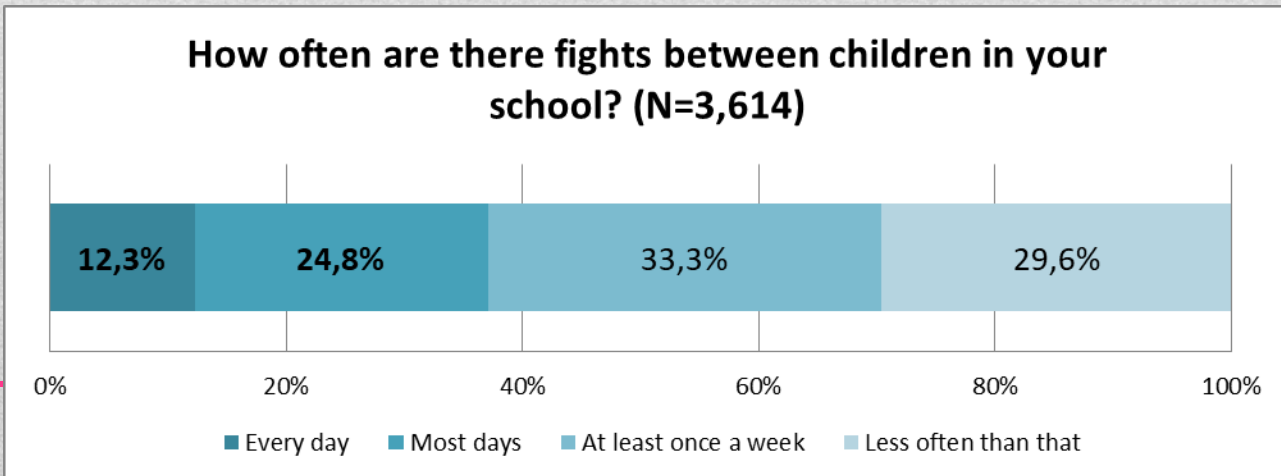
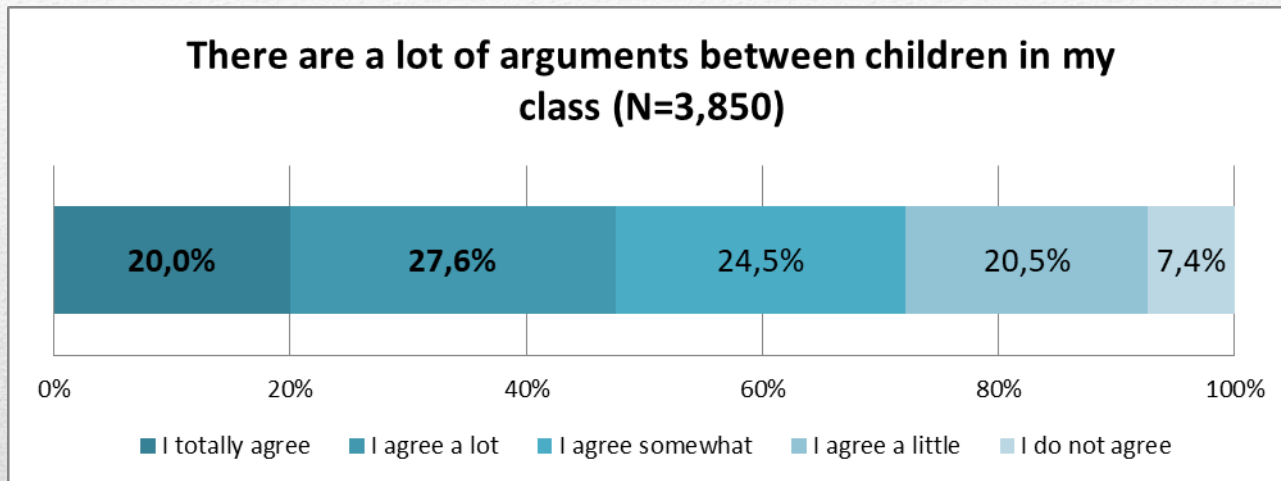
THE RESULTS/FINDINGS

- Types of violence perceived by children (school context):



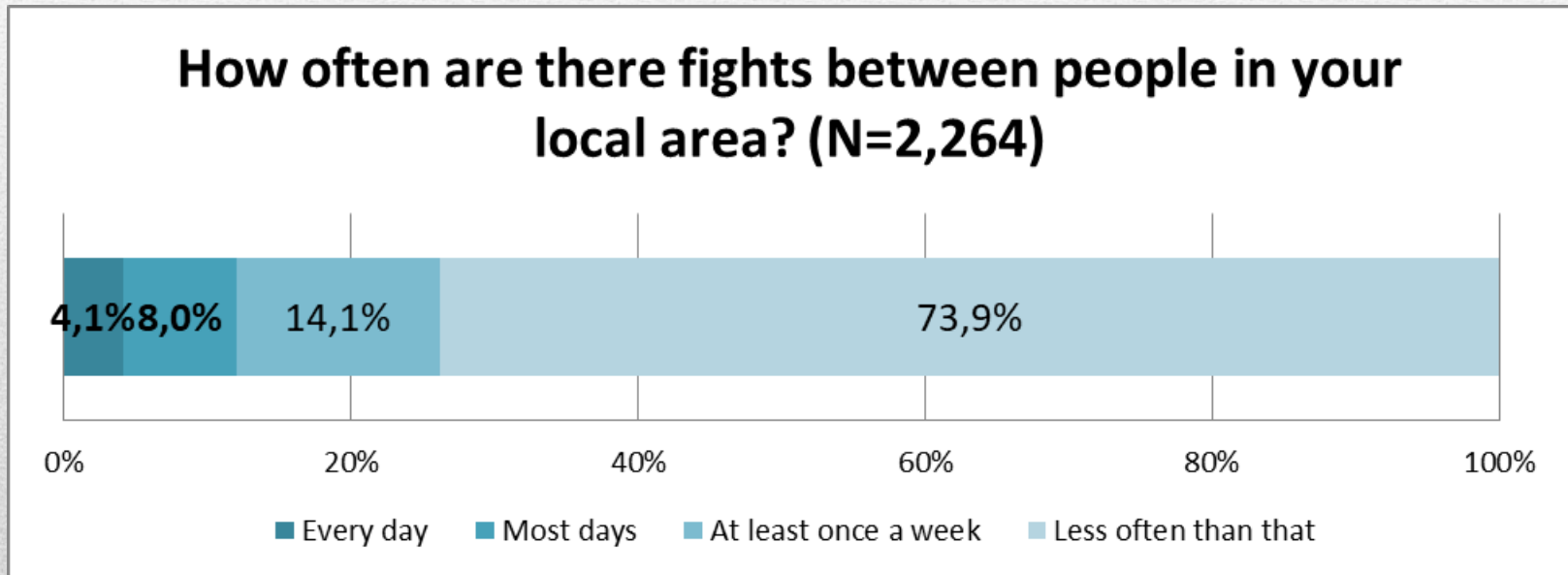
THE RESULTS/FINDINGS

- Types of violence perceived by children (school context):



THE RESULTS/FINDINGS

- Types of violence perceived by children (neighborhood context):





THE RESULTS/FINDINGS

- Types of violence perceived by children

→ KMEANS CLUSTER:

	1 (N=1,065)	2 (N=635)
being hurt by siblings	ONCE	TWO OR THREE TIMES
being hit (school)	NEVER	ONCE
called nasty names (school)	ONCE	TWO OR THREE TIMES
left out (school)	NEVER	ONCE
perceiving arguments class	AGREE SOMEWHAT	AGREE A LOT
perceveing fights school	ONCE A WEEK	MOST DAYS
perceveing fights local area	LESS OFTEN	ONCE A WEEK



THE RESULTS/FINDINGS

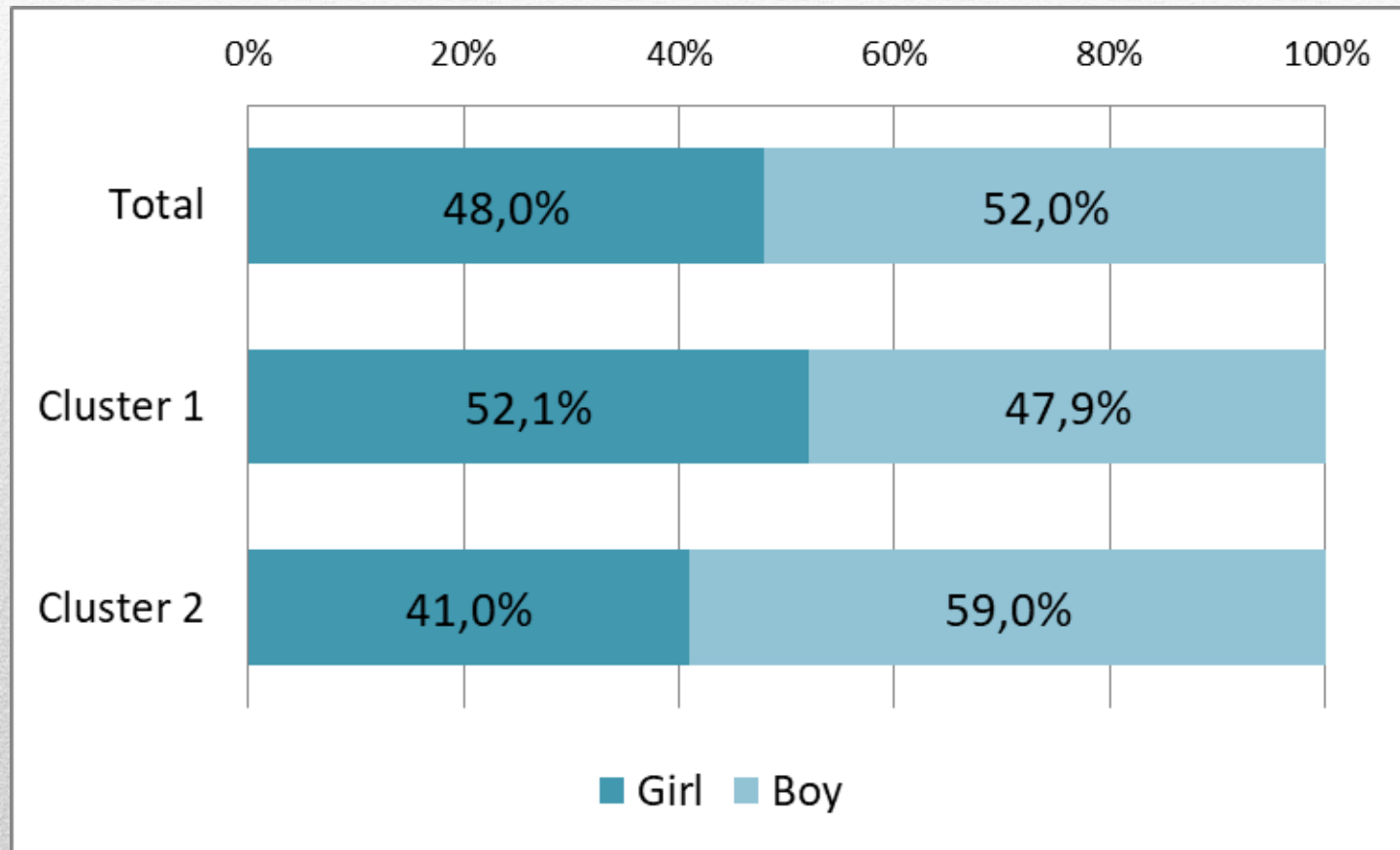
- Relation to children's SWB (*CLUSTER 2 VS. CLUSTER 1*):
 - Safe at home, school and local area ▼
 - Think someone will help them in case of problem ▼
 - Subjective well-being scale (life satisfaction) ▼
 - All domain-based indicators of the cognitive SWB ▼
 - All indicators of the affective SWB ▼

**CAUTION WITH
THE DIRECTION
OF THE EFFECTS!**

**Initial analysis of variance:
.000 in all the items (29/30),
.019 in only one item (1/30)**

THE RESULTS/FINDINGS

- By sex:

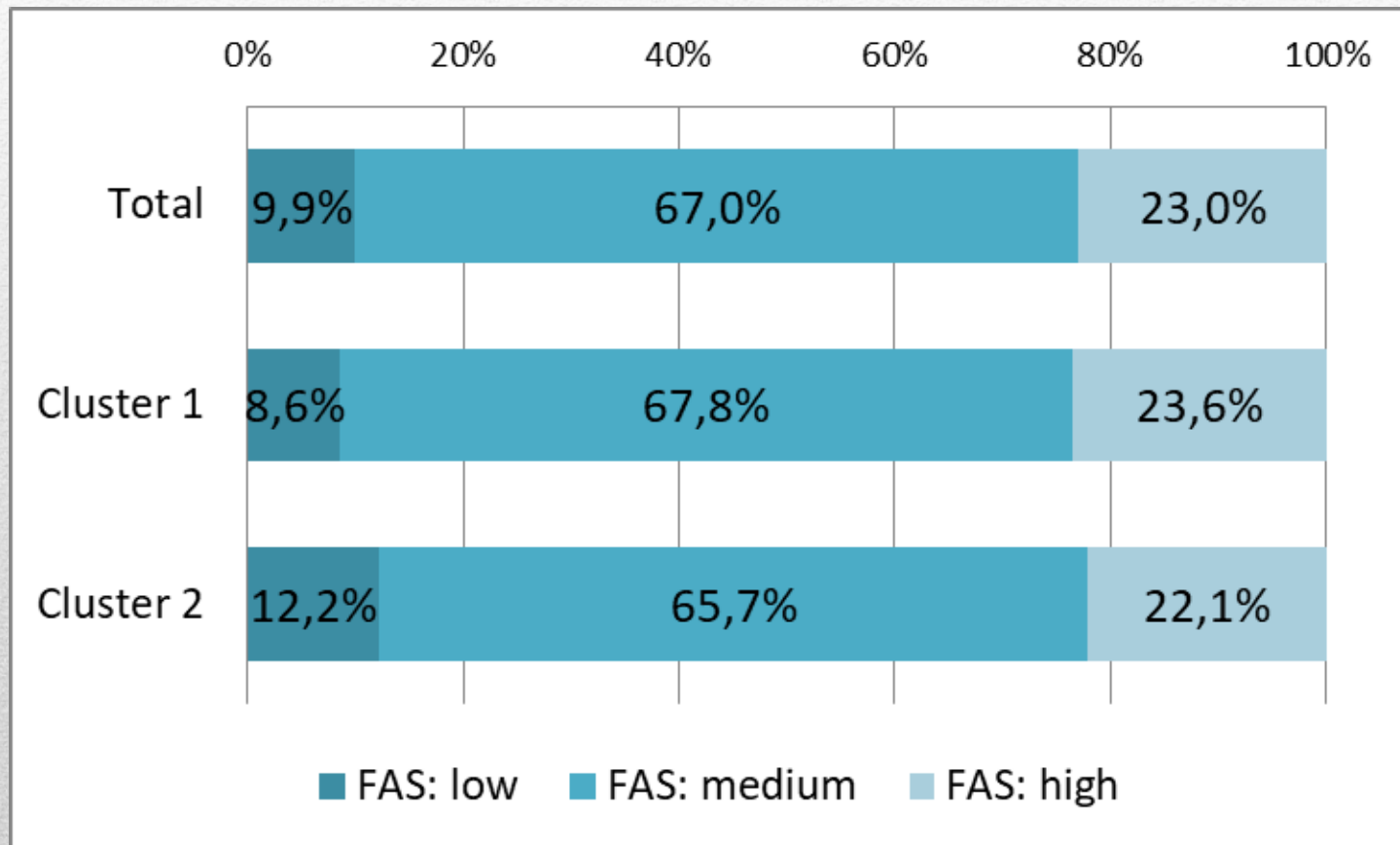


Chi Square Test: .000



THE RESULTS/FINDINGS

- By the family affluence scale (FAS):

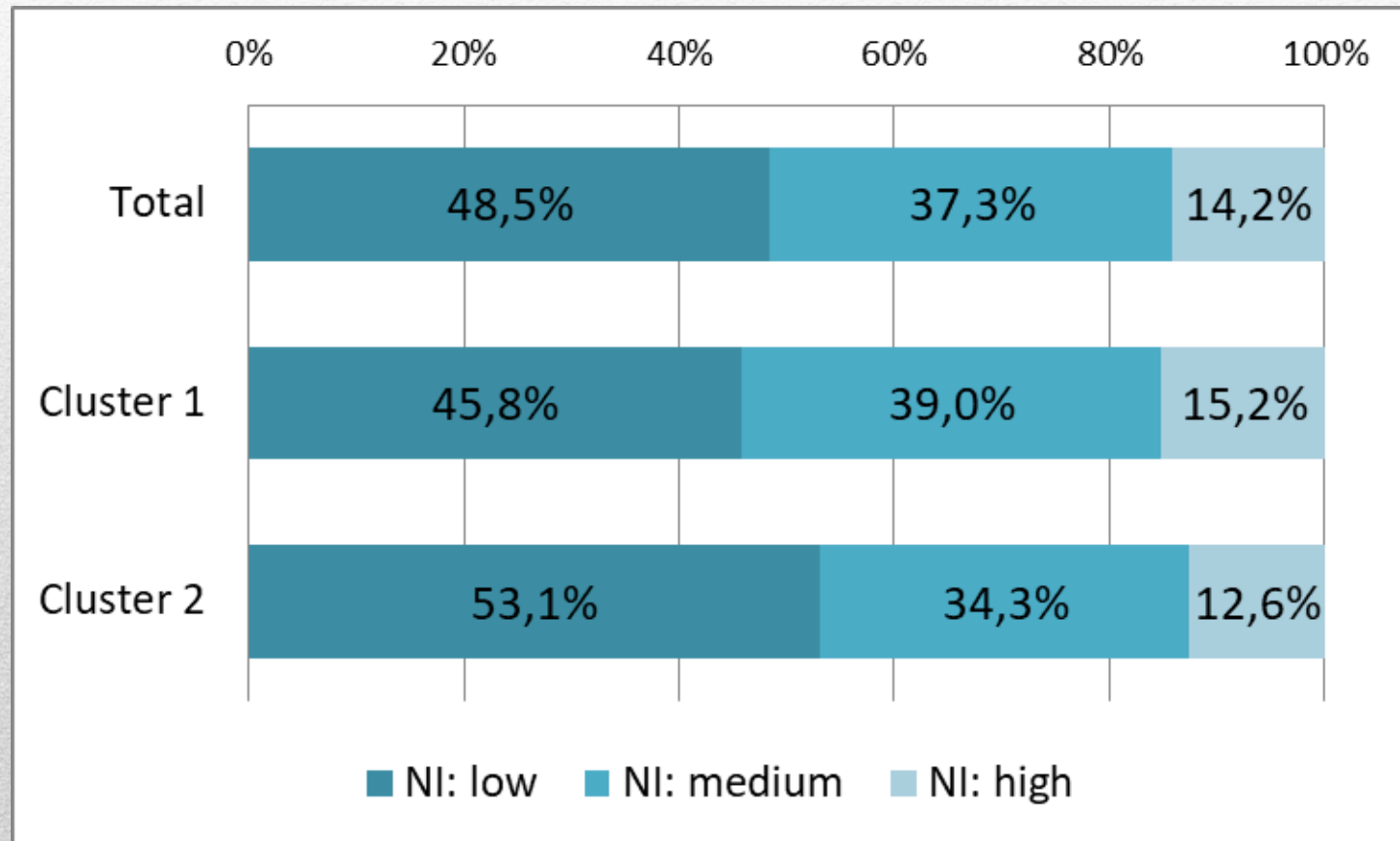


Chi Square Test: .057



THE RESULTS/FINDINGS

- By the neighborhood income (NI):

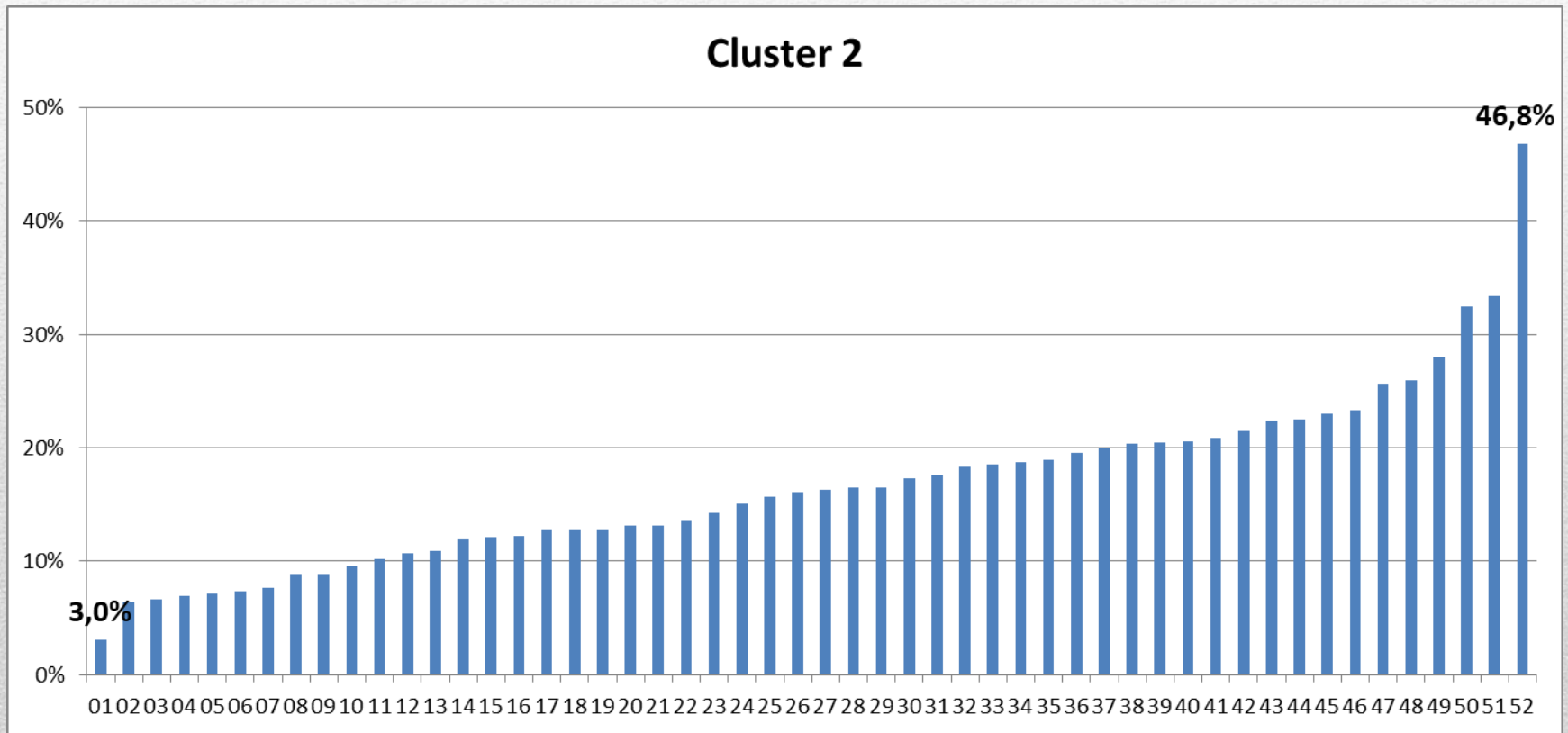


Chi Square Test: .023



THE RESULTS/FINDINGS

- Finally, by school...





CONTRIBUTION/FEEDBACK

- Based on the exposed results/findings, it can be argued that perceiving violence negatively affects children's subjective well-being in some areas of their lives? At present, not at middle or long-term?
- Since there are differences between schools, how can a survey be the basis of a plan against child maltreatment? How this results/findings can be transferred to improve school coexistence? To whom? With what measures?

ETHICAL RESEARCH THAT INVOLVES CHILDREN !



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THANK YOU FOR YOUR FEEDBACK!
Moltes gràcies! *Toda raba!*

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