



# **The Subjective Well-being of Children who are Materially Deprived and Socially Excluded: Findings from Israeli 12 year olds**

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# Outline

- Research background
- The tools
- Some general findings
- Specific new findings
- Conclusions, limitations and implications

# Research Background

## Rising child poverty in Israel

- ❖ 33.7% of the children in Israel live in poor households - “under the poverty line” (after transfer payment and direct tax).
- ❖ This number rose by almost 10% since 1999.
- ❖ Israel has the highest proportion of children in poor households compared to other OECD countries.

# Child Poverty and Risk for Neglect

- A strong association was found between poverty and child maltreatment - particularly neglect (Sedlak & Broadhurst, 1996; Hewlett, 1993).
- It is known that the majority of impoverished families do not neglect their children.
- It is argued, however, that the neglect of children is not simply an indictment of those families that fail to meet the basic needs of their children, but also of a more general *societal failure* to build and maintain an infrastructure that promotes parenting and values children (Stone, 1998).

# Shortcomings of the “Poverty Line”

- ❖ Accuracy - does not count all of the resources and special needs of the household.
- ❖ Arbitrary - the rationale for the decision of its position is limited, and it is some time fixed for long periods of time.
- ❖ Not really connected to poor people reality, does not really tell us what poverty means.
- ❖ For children – it is not really known how income is distributed within the household and children can not tell us about their household’s income.



# Alternative Measures for Child Poverty

## 1. Material Deprivation Index

Based on the “Socially Preserved Necessities Approach” (Townsend, 1979; Mack and Lansley, 1985).

## 2. Social Exclusion

Many definitions.

Usually measured together with income poverty.

# The Material Deprivation Index

- Develops understanding of what are the needed things in a society.
- Measures what people have and do not have and accordingly whether deprived.

**Method:** 5 focus groups were taken with 26 children in the ages of 10-12 from 5 different towns/cities - creating an initial list.

The list was finalized in the ISCWeB survey.

# The Final Index

- Includes 14 necessities.
- Counting all the things children do not have but want to have.
- Deprivation score was adjusted relatively to the number of items answered.
- ANOVA models of optimum position for cut off point between deprivation groups identified children who were missing at list 3 items as materially deprived.



# What Children Need?

**Table 1: Children Who Have and Do Not Have Necessities as a Percentage from the Sample (N=1081)**

Necessity	Have	Don't have	Don't have but don't want	Missing values
Clothing in good shape for school	95.5	3.4	1.1	1.1
Access to computer at home	94.3	4.3	1.4	1.2
Access to Internet at home	94	5.1	0.9	1.8
Your own mobile phone	70.6	<b>22.3</b>	7.1	1.9
Access to car or public transportation	83.4	<b>10.8</b>	5.8	0
Cable/Satellite TV	85	8	7	1.8
3 meals a day (including fruit/vegetables and meat/fish if not vegetarian)	91	4.7	4.3	2.4
House with reasonable conditions	92.5	4.2	3.3	3.1
Annual vacation with the family	88.1	9.8	2.1	2.7
Pocket money or money when you ask for	90	8.2	1.8	3
At least one hobby activity class once a week <sup>a</sup>	68	11.6	<b>20.4</b>	<b>2.7</b>
Sport activity	81.1	8.7	10.2	3
Day out with the family at least once in two months (going out for dinner or tour)	85.9	<b>11</b>	3.2	3.2
Books to read for fun	83.3	3.8	13	3.8
Participating in a youth movement <sup>a</sup>	52	9.8	<b>38.2</b>	4.1
Your own room	79.2	<b>16.4</b>	4.4	14.1

<sup>a</sup> Not part of the final Material Deprivation Index.

# Social Exclusion

Main themes:

- (1) *The Process* - what produces inequality.
- (2) *Environmental and social context* - ones' position in relation to services and resources.
- (3) *Relational nature* - inadequate participation and lack of social integration.

**Method:** Factor Analysis on 22 existing items in the ISCWeB survey, following Middleton & Adelman (2003).

# Social Exclusion Measure

## 3 dimensions:

- *Participation in social activities* ( $\alpha=0.691$ ), 4 items.
- *School situation* ( $\alpha=0.867$ ), 4 items.
- *Area and services situation* ( $\alpha =0.796$ ), 7 items.

The mean of each dimension was calculated, and an overall mean on a scale of 0-10.

# Subjective Well-being Measures

- 5 different measures were tested by SEM, testing also different versions.

- 3 measures were chosen:

**OLS:** Overall life satisfaction scale.

**SLSS-4:** The Students' Life Satisfaction Scale (Huebner, 1991).

**PWI-5:** Personal Well-Being Index (Cummins & Lau, 2005).

# The Survey Sample



- ISCWeB first wave (2012) - International survey on children well-being.
- Quota sample - data was collected from 15 different schools in several locations In Israel.
- The survey was completed by children in 6 grade.
- N = 1081
- Age 11-13.

Boys	Girls
51.5%	48.5%

Jews	Arabs
71.2%	28.8%

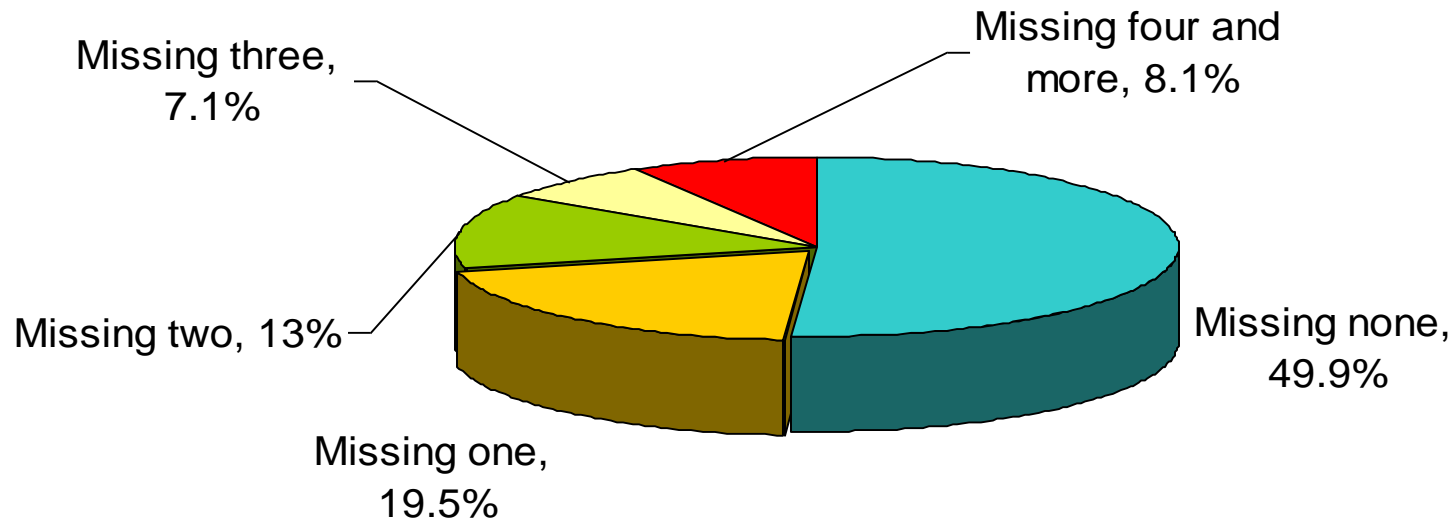
	Very Religious	Religious	Traditional	Secular
Jews	12.1%	23%	31.2 %	26.6%
Arabs	0%	31.8%	62.4%	2.6%

A child's watercolor drawing on a white sheet of paper. The drawing depicts a landscape with a house on the left, a large green tree on the right, and two simple human figures in the center. The sky is light blue with a yellow sun and clouds. The ground is green with some grass. Several paint pots in various colors (red, blue, yellow, green) are visible around the drawing. A paintbrush lies at the bottom of the page. The word "Findings" is written in a black serif font across the center of the drawing.

# Findings

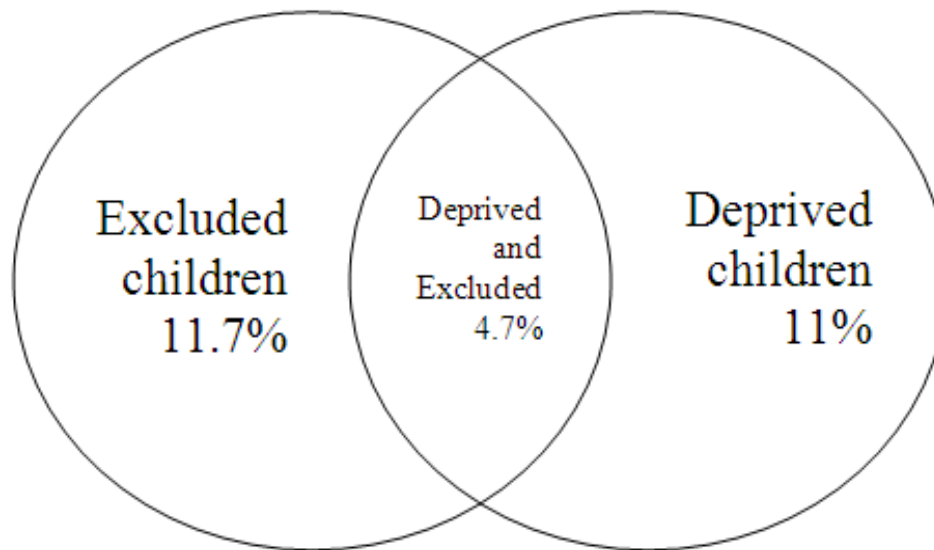
# How Much Children Miss?

## Percent of Children Missing Necessities



# The Two Measures Together

**Figure 1: Percent of Children Materially Deprived and Socially Excluded**





# Correlations

<b>Measure</b>	<b>OLS</b>	<b>SLSS-4</b>	<b>PWI-5</b>
<b>Material deprivation</b>	.197**	.244**	.229**
<b>Social Exclusion</b>	.341**	.421**	.493**
<b>Social participation</b>	.137**	.161**	.170**
<b>School</b>	.250**	.337**	.402**
<b>Area and services</b>	.358**	.415**	.503**

\*\* $p < .01$

# Independent Sample t tests

## SWB Measures

### OLS

### SLSS-4

### PWI-5

	<i>M</i> ( <i>SD</i> )	<i>t</i>	<i>Df</i>	<i>M</i> ( <i>SD</i> )	<i>t</i>	<i>df</i>	<i>M</i> ( <i>SD</i> )	<i>t</i>	<i>df</i>
<b>Materially Deprived</b> ( <i>n</i> =158)	8.01 (2.76)			2.96 (0.93)			7.9 (1.7)		
<b>Not Materially Deprived</b> ( <i>n</i> =845)	9.42 (1.45)	- 6.23* *	173.58	3.52 (0.63)	- 7.25** **	184.94	9.08 (1.19)	-7.41**	191.46
<b>Socially Excluded</b> ( <i>n</i> =167)	7.99 (2.8)			2.92 (0.98)			7.8 (1.87)		
<b>Not Socially Excluded</b> ( <i>n</i> =842)	9.43 (1.41)	6.46- **	183.01	3.53 (0.6)	- 7.77** **	191.46	9.13 (1.09)	-8.84**	188.68

\*\**p* < .01

# Odds of Being Unhappy

	OLS		SLSS-4		PWI-5	
	Exp(b)	Sig	Exp(b)	Sig	Exp(b)	Sig
<b>Gender</b> (Girl as reference)	.70	.26	3.07	.003	1.42	.29
<b>Nationality</b> (Jew as reference)	1.40	.26	.48	.05	.47	.03
<b>Socially excluded and materially deprived*</b>	16.74	.00	40.07	.00	36.21	.00
<b>Socially excluded*</b>	3.77	.00	7.91	.00	7.27	.00
<b>Materially deprived*</b>	3.81	.00	5.10	.00	2.72	.07

\*Children who are neither socially excluded nor materially deprived as reference.

# One-way ANOVA on further items

Measures	Neither Deprived Nor Excluded <i>n</i> = 763	Excluded (not Deprived) <i>n</i> = 122	Deprived (Not Excluded) <i>n</i> = 115	Deprived and Excluded <i>n</i> = 49	ANOVA
<b>Satisfied with health</b>	9.42(0.6) c	8.22(0.16) b	8.96(0.16) c	7.41(0.25) a	$F(3,1026) = 34.42^{**}$
<b>Worry a lot</b>	2.18(0.06) b	2 (0.14)	2.24 (0.14) b	1.61(0.22) a	$F(3,1045) = 2.64^*$
<b>Frequency of assault in school in the last month</b>	.57(0.04) c	.96(0.09) b	.96(0.09) b	1.4 (0.15) a	$F(3,1008) = 16.59^{**}$
<b>Frequency of being "left out" in the last month</b>	.31(0.03) b	.859(0.08) b	.58(0.08) b	1.07(0.13) a	$F(3,1013) = 15.84^{**}$
<b>Feels lonely</b>	0.55(1.08) c	1.03(1.26) bc	0.93(1.46) b	1.50(1.71) a	$F(3,997) = 24.77^{**}$
<b>Feels positive about my future</b>	3.17 (1.33) c	2.94(1.35) b	2.55(1.79) bc	1.52 (1.88) a	$F(3,997) = 24.77^{**}$
<b>I know what rights children have</b>	1.38(0.91) c	1.19(0.96) b	0.93(1.30) bc	0.9(1.28) a	$F(3,997) = 5.82^{**}$
<b>Feel adults respect children rights</b>	1.27 (0.92) c	0.95(0.98) b	0.86(1.15) bc	0.50 (1.18) a	$F(3,997) = 15.67^{**}$

Note: The letters a, b, and c show the results of posthoc Tucky tests. \* $p < .05$ . \*\* $p < .01$ .

# One-way ANOVA on further items

Measures	Neither Deprived Nor Excluded <i>n</i> = 763	Excluded (not Deprived) <i>n</i> = 122	Deprived (Not Excluded) <i>n</i> = 115	Deprived and Excluded <i>n</i> = 49	ANOVA
<b>Satisfied with safety</b>	8.95(0.1) c	7.21(0.26) b	7.66(0.57) b	5.8(0.41) a	$F(3,1045) = 32.63^{**}$
<b>Feel safe at home</b>	3.92(0.02) b	3.8(0.04)	3.64(0.04) a	3.67(0.06) a	$F(3,991) = 17.22^{**}$
<b>Feel parents listen</b>	3.73(0.65) c	3.32 (0.95) bc	3.56 (0.91) b	2.65(1.45) a	$F(3,997) = 35.73^{**}$
<b>Feels family supports</b>	3.86(0.42) c	3.56(0.76) bc	3.67(0.76) b	3.13(1.00) a	$F(3,986) = 33.32^{**}$
<b>My family will help if needed</b>	3.85(0.43) c	3.64(0.59) b	3.62(0.82) b	3.09 (0.97) a	$F(3,997) = 34.92^{**}$
<b>My family understands me</b>	3.67(0.82) c	3.14(1.18) bc	3.40(.99) b	2.40(1.75) a	$F(3,997) = 34.92^{**}$
<b>My family cares about me</b>	3.85(0.65) c	3.52(0.84) bc	3.69(0.95) b	3.04(1.49) a	$F(3,997) = 20.83^{**}$

Note: The letters a, b, and c show the results of posthoc Tucky tests. \* $p < .05$ . \*\* $p < .01$ .

## Children who were both materially deprived and socially excluded were found to significantly:

- feel less safe in general and at home.
- feel less that their family supports and cares for them, and will help them if they need. Feel more that their parents don't listen and understand them.
- feel lonelier and worry more.
- bullied and left out more at school.
- feel less satisfied with their health.
- feel less positive about their future.
- less familiar about children rights and feel less that adults respect children rights.

# Conclusions

- Finding implies that material deprivation and social exclusion are different things. It is important to measure deprivation and exclusion separately if we do not want to miss populations in need.
- Children who are both materially deprived and socially excluded have much lower SWB, and tend to suffer more difficulties in terms of safety, feelings regard their families, and social relations
  - main target.
- Social exclusion explained much larger portion of children's SWB.

# Conclusions - *Background groups*

- Arabs, very religious Jews and immigrants are more materially deprived.
- Immigrants were found to be more socially excluded, but also Jews compared to Arabs.
- Material deprivation was found to be significantly more important to the SWB of boys compared to girls, and for Jews compared to Arabs.



# Limitations

- The sample was not representative.
- The social exclusion measure was limited –
  - Only 3 dimensions.
  - The measurement level was not clear enough (national/community).

# Implications

- The measures can help to generate a better priority and adjusted policy.
- In the UK, material deprivation is part of the measurement for 20 years. Measuring social exclusion is a main occupation of the EU.
- Some countries consider to measure SWB annually.
- Israel and other countries should considers to use this measures.

A child's drawing on a white sheet of paper. The drawing features a house with a red roof and a blue window, a large green tree, and three stick figures holding hands in a line. The background includes a yellow sun and blue clouds. Several paint pots in various colors (red, blue, green, yellow) are visible around the drawing. A paintbrush lies at the bottom of the page. A semi-transparent green rectangular box is overlaid on the drawing, containing the text "Thanks for Listening!".

**Thanks for Listening!**