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**CHILDREN'S PERSPECTIVES ABOUT THEIR FAMILIES, EMOTIONS AND  
SUBJECTIVE WELLBEING IN RAWALPINDI AND ISLAMABAD PAKISTAN**

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**Keywords: Emotional attachment, Children's Subjective well-being, Parent-child relationship,**

**Abstract**

*Broad consensus among scholars holds that children have historically been treated as passive objects of research in global academic literature, and only recently their subjective, holistic, longitudinal and contextual experiences are being considered. There is a dearth of literature on children's self-understanding of their subjective wellbeing in Pakistan. Studies found that children wellbeing is determined by their family's capability of fulfilling significant physical and economic needs of the children. Although family's economic status has been considered a significant predictor of children's subjective wellbeing, yet the quality and quantity of parent child interaction has been meaningfully associated with the self-esteem, social competence, self-concept and educational outcomes of children. Numerous theories support this argument including attachment theory and Bronfenbrenner's ecological system theory. This study finds out the relationship between emotional attachment and subjective wellbeing of children in Pakistan. By employing closed-ended questionnaires of the Children World Study, data from 3626 respondents were collected from Rawalpindi and Islamabad. The data were analyzed in SPSS using frequencies, bivariate correlation and multiple regression analysis. We evaluated the understanding of children about their emotional attachment with family and subjective wellbeing, and determined the influences of emotional attachment with their family. Findings suggest that Pakistani children possess high subjective wellbeing, across different age groups and gender. Emotional and intimate familial relationship has more value as compared to the economic wellbeing in Pakistani cultural context.*

**1. Introduction**

Wellbeing has been incongruously defined by different scholars. Pollard and Lee (2002) believed that wellbeing is a person's state of satisfaction with one's life. Children's subjective wellbeing is the children's perception regarding their physical and psychological health, education, security, freedom of agency, peer relationships and family structure. Subjective wellbeing is considered as the children's satisfaction level with their lives (Pollard & Lee, 2002; Ben-Arieh ,2005, 2008).

The wellbeing was previously measured with indicators of material goods. However, it has now shifted the emphasis from just the fulfillment of basic needs to emotions, feelings, happiness and psychological development (Diener, Oishi & Lucas, 2002; Crivello, Camfield & Woodhead, 2008). Wellbeing is a broader term which is not only determined by lack of anxiety and despair. Rather, it is a wider concept comprised of five major domains, namely social (emotional), cognitive, economic, physical and psychological (Pollard & Lee, 2002). The social domain includes family and peer relationships. Emotional support from family and society, socially desirable behavior, interpersonal skills, pro social behavior and quality of life are indicators of social wellbeing (Casas, 2011). Cognitive wellbeing includes academic achievement, learning and intelligence, creativity of a child, memory, classroom behavior, competence, satisfaction with school, parents' and teachers' perception of the child. Physical domain encompasses exercise, health and nutrition, and safety related behaviors. Economic domain being also an important indicator includes child's financial support, parents' income, availability of economic resources for the child and fulfillment of basic needs. Lastly, psychological domain includes expectancy for success, attachment with people and happiness and hopefulness, purpose in life, emotional adjustment, overall satisfaction with life and positive attitude towards self (Pollard & Lee, 2002). Each of these indicators is considered necessary for health and wellbeing of a child. However, the most vital among these is considered to be the family's role in providing the essential physical, emotional, and social necessities to their children (Roggman, Boyce & Innocenti, 2008).

Previously, due to moral and methodological issues, children were restricted to be taken as research participants (Anderson, Bradshaw & Kosher, 2018). It was believed that children are too young to have and to communicate their opinions about life events (Punch, 2002). However, later, it was discovered that children do have their own ideas and viewpoints regarding their existence. They crave to communicate their feelings with others (Ben-Arieh & Kosher, 2018). Meanwhile, Daly (2009) and Bell (2007) assert that children can express their perceptions effectively like adults.

Pakistan is an underdeveloped country that faces various social problems like poverty, unemployment, underemployment, crime, illiteracy and overpopulation. Unambiguously, these social problems have dire consequences on the parents' wellbeing, let alone their children. This study endeavors to understand the wellbeing of Pakistani children from their own perspective. Absence of systematic research on Pakistani children's subjective wellbeing has been observed, which triggers scope of present study. Precisely, the study focuses the following research question:

Does the attachment of children with their families (especially parents) influence their subjective wellbeing?

## 2. Literature Review

Newland (2014) and Schor (1995) found that family wellbeing is the foundation of child wellbeing. Children's wellbeing is directly influenced by parenting quality, opportunities, and the predicaments faced by their families. Many behavioral problems of children are due to low socioeconomic status, poverty and inadequate resources. Studies have confirmed that child wellbeing is at risk in the families who are unable to provide children with the necessities of their lives. In this regard, Mc Loed and Shanahan (1993) studied broadly about the effects of family poverty on child's intellectual, educational, social and emotional functioning. Similar findings were reported by Kaisher et al. (2017), which claim that family poverty has significant

consequences on children's behavior. Research suggests that meagre income and insufficient financial resources cause financial stress, which in turn leads to poor parental psychological conditions, fight between parents, unhealthy parent-child relationship, and ultimately children feel deprived in economic, social and emotional domains.

Beside this, parent-child attachment largely affects self-esteem, identity and overall subjective wellbeing of a child; commonly called as "self-system" (Cicchetti & Bukowski, 1995). Children's emotional attachment with their parents determines the way child behaves (Casas et al., 2007). These attachments are also linked with the child's view of himself (Toth et al., 2000). For Alesina and Giuliano: "*Family ties are related to different measures of happiness, life satisfaction and self-reported health. Strong family ties may interfere with the activities leading to faster growth, ... provide relief from stress, support family members and increased wellbeing*" (2013: 28). Hence, a family's emotional attachment with child develops strong bonds among the smaller kinship group and regulates good behavior with the family members (Alesina & Giuliano, 2010; Majeed & Kanwal, 2018).

Likewise, O'Connor and Scott (2007) claimed that children having secure attachments with parents have a greater probability of acquiring prosocial skills and being easily accepted among their peers, rather than those who lack secure attachment. These conclusions were supported by Harter and Pike (1984) stating that the high self-esteem and high cognitive abilities expressed by children in the fields of athletics, sports and academics is due to warm, non-conflicted and supportive relations between them and their parents. Thus, parent-child affiliation develops a positive self-image which further leads to the wellbeing of a child (Erickson, 1968; Casas et al., 2007; Grusec & Danyliuk, 2014). Parental support and their parent-child attachment in infancy predict the level of children's subjective wellbeing, specifically primary caregivers play a significant role in establishing a route that helps the child to cultivate adequate affections, emotions and boost self-esteem (Bowlby, 1969). Poor childcare in initial stages may trigger a twofold rise in antisocial behavior and to have a bad-tempered personality (Henry et al., 1996). Correspondingly, various parent-child relationship models have proposed that positive relation among children and parents along with several other constituents (that is emotional support, affection, conflict, authority and intensive care) produces direct social competence and positive affiliations (O'Connor & Scott, 2007; Grusec & Danyliuk, 2014; Casas et al., 2007).

Attachment theory by John Bowlby (1969) identifies the nature of child's bond with his parents and discusses its function and importance. It emphasizes that the attachment provides a glue that keeps a family together by inculcating emotional bond. It also asserts that the future emotional relations and secure or insecure affiliations are built upon the care provided to individual in early stages of his/her socialization. Insecure attachment provided during infancy decreases the likelihood of holding a serious long-term relationship in future. The cognitions, emotions and perceptions are established in initial stages of parent-child relationship, and they affect social relationships in a long-term. Therefore, parents should make sure to create good connections with their children in early phases. Similarly, Bronfenbrenner's Ecological Systems Model (1979) suggests that the children are influenced by four interrelated environmental systems, including micro-system, meso-system, exo-system, macro-system. The microsystem directly influences a child's development since it includes his/her parents, family and friends. The systems also include the impacts of neighbors, schools, communal associations and states. These all systems are arranged in an ascending order starting from the immediate environment—microsystem to the

diverse cultural environment—macrosystem (Ettedal & Joseph, 2017). The actions that occur at each level of these systems affect the progress of a child by presenting threats and opportunities for children (Bronfenbrenner, 1979).

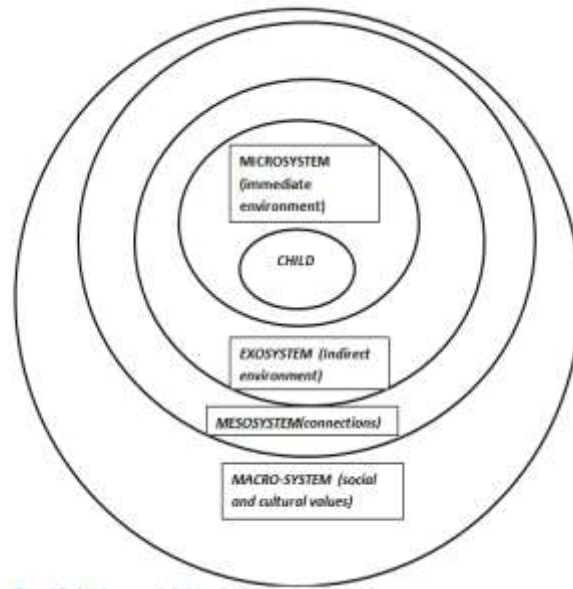


Figure 1: Bronfenbrenner's Ecological System Theory 1979

## 2.1 Children of Developed Countries and their subjective Wellbeing

Fattore, Mason and Watson (2009) had offered different domains of subjective wellbeing by acknowledging children's unique perceptions of their life experiences in developed countries. The components of subjective wellbeing is considered by rich countries are life satisfaction, relationships (being able to easily talk to parents and attachment with peer group), subjective education (the pressure their school is exerting on them and their likeness for their school) and subjective health.

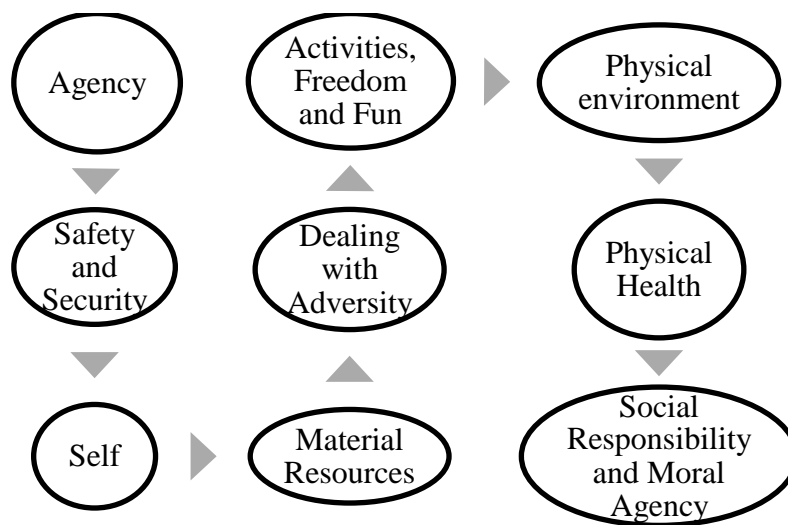


Figure 1: Children's Understanding of Domains of Child Wellbeing

Figure 2 provides the probable domains of children’s subjective wellbeing according to their own interpretations. The first one (agency) refers to the children’s will to bring about changes in their everyday life and relationships and their motivation in taking part in broader social and political events. Secondly, their safety is essential which encompasses protection from abuse, violence, discrimination and bullying. As well as living in a child-friendly environment in which they are respected and appreciated, and they have positive self-identity (Bradshaw et al., 2013). Likewise, they must have access to economic resources to fulfill their social necessities and life goals. Children should have access to recreational and co-curricular activities and opportunities to thrive. Also, health promoting activities specifically healthy eating and physical activities have positive effect on children’s wellbeing.

## 2.2 Children of Developing Countries and Wellbeing

A longitudinal project ‘The young lives’ was a 15-year study conducted in four developing countries. It extended from 2000 to 2015. It tracked 12,000 children belonging to poor families to understand the viewpoints of children, parents, caregivers and society members about children’s wellbeing. It revealed the insights of children of Vietnam, Peru, Ethiopia and India regarding their psychosocial and subjective wellbeing, and the meanings they attach to several aspects of their lives as shown in the table I. The findings suggested that the general functioning of children depends upon the quality of relationships they have with their peer, family members and school. The meanings and perceptions of children are of greater importance in the present and later lives, as they learn by observing their significant others such as parents, teachers or caregivers (Uprichard, 2008). This children centered study focuses on how child wellbeing is perceived not only by children themselves, but by their immediate relatives and society as well. The indicators of wellbeing according to the children are discussed in table I.

*Table I. Indicators of Wellbeing According to Children of Developing Countries*

<b>Vietnam</b>	<b>Ethiopia</b>	<b>Peru</b>	<b>India</b>
Having a good school environment	Having a harmonious family	Love and support of parents	Physically active
Good Friends	Behaving well	Secure environment	Having sufficient nutritious food
Better Studies	Good relationships with others	Access to education	Good relationships with others
Having a happy and healthy life	Fulfilling basic needs that is food	Interdependence among family members	Confident and bold

Getting love and care from the people they live with (especially parents)	Time to study and enough materials	Availability of material goods like nice cloths and housing	Fulfillment of needs i.e. good food, electronic goods, clean cloths
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*Source: Crivello, Camfield and Woodhead (2008)*

### 2.3 Subjective Wellbeing of the Pakistani Children

Pakistani children consider the role of family, friends and educational institution significant in their lives (Ahmed & Zaman, 2018). The subjective wellbeing highly depends on the environment they live. The indicators of their subjective wellbeing are playing, taking care of their siblings, obedience of parents, elders and teachers. Additionally, parental authority is a major component of their subjective wellbeing (ibid, 2018).

Lack of systematic efforts to understand children's subjective wellbeing in Pakistan produces the knowledge gap for the peculiar cultural context. It is important to carry out research on the issue for two reasons. Firstly, Pakistan being a mosaic of diversified cultures may offer unique social environment to manifest children's self-reflexivity. Secondly, inquiring the emotions, feelings and thoughts of children in this cultural context would offer their firsthand account of their personal lifeworld experiences, which are interesting to read in comparison to what their parents and other society members think about them.

### 2.4 Hypothesis

Higher the level of emotional attachment of children with their parents, lesser their concerns for the economic wellbeing.

## 3. Research Design

The research design of Children World Study is applied in this study. The twin cities (that is Islamabad and Rawalpindi) were selected as universe of the study for the reason that people from all around Pakistan come to dwell here for both educational and employment purposes. The research's units of analysis were children of 8 to 12 years old school going children. In line with the Children World Study, this age group was selected because the children of this age can provide data easily and they are better able to express their opinions.

The samples were selected with the help of multistage cluster sampling technique to get equal representation of both genders among the 8, 10, and 12 years old children from different areas of twin cities. A total of 3650 children participated in the study. Among the sampled children, about 37% belonged to the age of 8-years, 28% were of age 10-years and around 35% were within 12-year-old age group. The participants were selected from 25 different schools of Rawalpindi and Islamabad, which were carefully determined by dividing twin cities into representative geographic clusters. They were accessed in classrooms during school hours after seeking consent of their respective school administrations to fill the questionnaires.

Meanwhile, following the Children World Study procedures, three versions of closed ended questionnaire were used to collect data. Each version of questionnaire was for a different age group. Mostly, Likert Scale was used to determine the responses of participants on continuum (such as, don't agree, agree a little bit, agree somewhat, agree a lot and totally agree).

Nevertheless, the data collection from children was a difficult and tedious task. The children agreed to share their meaningful ideas on the given issues. Though, many of them also declined the researchers' request or left half questionnaires unfilled. After data collection, the data were edited and managed to maintain its reliability and validity. The questionnaires which were left half-filled were excluded from the final count. This led to the elimination of about 1/5<sup>th</sup> of the data. The data were then entered in SPSS and analyzed.

Ethical considerations were kept in mind while collecting data. The research team requested permission to collect information not only from the school's administration and teachers but also from children. The children were not forced to fill the questionnaires. Their willingness to be voluntary participant of the study was sought. Some of the children left the questionnaire unfilled during the interviews. Their anonymity and confidentiality were also guaranteed by not asking their personal identifications, for example their names or home address. Many children, being shy, were reluctant to talk to the researchers at the beginning. However, a brief repo building session helped them to be comfortable with the researchers, prior to seeking required data.

#### 4. Results

With the help of SPSS various tests including *frequencies*, *bivariate correlation* and *multiple regression analysis* were conducted to analyze the data. The tests were applied distinctively on each of the age groups under study, because their response sets were different. Primarily, the researchers identified the responses of children regarding their overall wellbeing. Majority of the children considered themselves to be highly satisfied not only with their familial lives but also with their life as a whole, as shown in the graph 1.

Subsequently, the frequency of time spent by families with their children was also investigated. The results show that the families spend considerable amount of time while talking, socializing and having fun together with their children.

Once the satisfaction level of children with their overall lives and their families was evaluated, *Correlation* was conducted to determine the relationship among them. The findings suggest that there is a strong correlation between both variables.

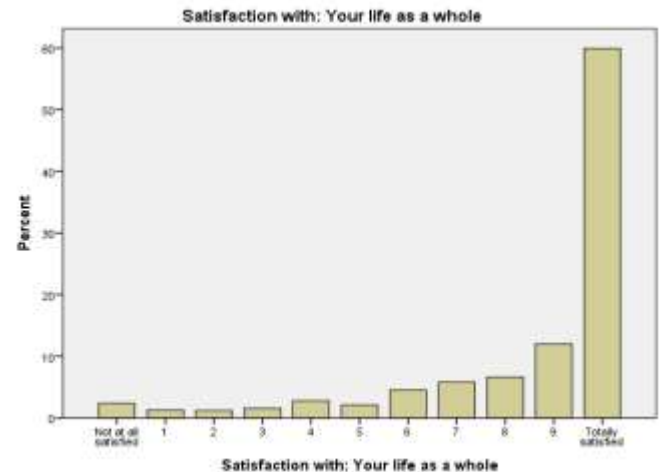
Finally, multiple regression analysis was carried out to evaluate the children's overall life satisfaction with their families.

The results suggest that the majority of Pakistani children possess greater subjective wellbeing. Their families take care of them and fulfill their needs regardless of their gender. And mainly, children's satisfaction with their family greatly influences their overall subjective wellbeing.

#### *Graph 1. Children's Satisfaction with Overall Life*



Graph 1.1: 8 years old Children's Satisfaction with Overall Life



Graph 1.2: 10 and 12 years old Children's Satisfaction with Overall Life

Graph 1 displayed children's satisfaction with overall life. Graph 1.1 showed the satisfaction level of children within 8 years-old group whereas; graph 1.2 showed the responses of 10 and 12 years-old age group, on a 10-scale measure. It's obvious from figures that majority of the children say that they are totally satisfied with their overall lives. Similarly, majority of the respondents within all age groups responded positively towards the statements mentioned in Table II. It means that the children living in Islamabad and Rawalpindi are secure at home. This is because of the family emotional attachment, belongings, monitoring and the connectedness of children with their families in their homes. The children reported mostly that they have a quiet place to study. It is due to the increasing importance of education. Every family strive to give peaceful learning environment to their children so that they can perform well academically.

Table II. Children's Satisfaction with their Family

Statements	I don't agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe at home	5.9	6.7	9.0	46.9	27.3
I have a quiet place to study	4.2	7.3	14.5	44.6	26.0
My parents listen to me and take what I say into account	2.1	7.0	14.5	46.4	26.4
My parents treat me fairly	2.4	2.7	10.4	47.6	32.4
We have a good time together in my family	2.4	4.4	11.6	50.1	27.3



Similarly, majority of the children reported that their parents treat them fairly and they spend quality time almost every day. The society is changing, and children are respected. They are being treated fairly, unlike the old system of being tortured by their siblings, elders and parents. The system of beating children and scolding them has almost ended in Pakistan as our results showed.

**Table III. 8-years-olds response regarding their satisfaction with the home and their families**

<b>Satisfaction with</b>	<b>0 (most unhappy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4 (most happy)</b>
The house/flat you live	1.7	1.4	2.5	15.3	76.4
The people you live with	0.7	2.3	3.0	24.6	66.6
All the other people in your family	1.9	2.8	9.8	24.6	58.2
Your family life	2.3	3.6	6.3	26.5	57.8

The table III presented the responses of children belonging to 8 years old category regarding satisfaction of children with their homes and families. Mostly participants stated they have pleasant home life experience. Though, a minor number of children across all age categories reported negatively. It is obvious from the above statistics that majority of children belonging to 8 years old group are most happy with their home and people around. It means the families of children take care of their needs and desires no matter what their age or gender is. They provide enough sources of entertainment. And they certainly not make their children feel any discomfort in life.

**Table IV. 10 and 12-years-olds response regarding their satisfaction level of home and family**

<b>Satisfaction with</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Missing</b>
The house/flat you live	1.0	0.6	0.5	0.4	1.5	5.3	3.4	5.4	4.7	10.0	63.8	3.4
The people you live with	2.0	0.2	1.6	1.5	1.7	2.8	3.8	6.2	9.0	14.9	42.6	13.7
All the other people in your family	2.3	0.4	0.3	1.1	2.4	3.3	4.1	5.4	9.5	12.4	55.1	3.7
Your family life	1.8	0.4	0.7	1.0	1.5	2.8	3.8	5.0	8.2	11.3	59.7	3.8

Meanwhile, Table IV showed the responses of 10 years old and 12 years old children. It is clear from the table that the children stated they are highly satisfied with their house and their families. They reported that they feel satisfied with the people they are living with and their family life. It is because family structure of people living in Islamabad and Rawalpindi are usually nuclear. The families including siblings and parents take care of the children and support them in every possible way. This support, meanwhile, promotes not only dependency on parents but also emotional connectedness and belongings. Thus, they reported high satisfaction with their family lives.

#### 4.1 Correlations

The researcher analyzed the data with correlations. The results are presented in the table V and table VI. Table V explained that there is a relationship among average satisfaction of the 8 years old children with the family lives and their average satisfaction with overall lives.

**Table V. Relationship between average satisfaction with family life and average satisfaction with overall life (8 years-old)**

		average_ satisfaction_with_ family life	average_ satisfaction _with_ overall_ life
average_ satisfaction_ with family life	Pearson Correlation	1	.206**
	Sig. (2-tailed)		.000
	N	1223	1162
average_ satisfaction_ with overall_ life	Pearson Correlation	.206**	1
	Sig. (2-tailed)	.000	
	N	1162	1256

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table VI below showed similar results. It concluded that the family attachment has influence on satisfaction level of children with their life within 10 and 12 years old age groups. This means family attachment and emotional connected has a major impact on the satisfaction of children which supports the literature review. It supports the literature review which suggests that attachment with family has significant effects on the subjective wellbeing of children.

**Table VI. Relationship between average satisfaction with family and average satisfaction with overall life (10 and 12 years-old)**

		average_ satisfaction_ with_ family_ life	average_ satisfaction_ with_ life
average_ satisfaction_ with_ family_ life	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.000
	N	2023	1893
average_ satisfaction_ with_ life	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.000	
	N	1893	2087

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table VII illustrated frequency of family’s time spending with the children. Majority of the participants reported that they talk together, have fun together and learn together with their families every day.

**Table VII. Family’s Spending Time with Children**

How often do family:	Not at all	Once or twice	Most days	Every day	Don’t know
Talk together	3.8	12.5	21.9	55.4	1.0
Have fun together	3.5	10.4	24.6	56.3	0.5
Learn together	4.1	11.7	23.6	53.2	1.6

The statistics above showed that a small number of children responded to the option “not at all” and “once or twice”. It means that the families of children spend enough time with them. It is obvious that children communicate and interact with their families every day. However, keeping in view the universe of our research, children do have various recreational places like parks and zoos in Rawalpindi and Islamabad. Which they could visit throughout the week. Therefore, parents take their children to these places and let them enjoy there that in return strengthen emotional belongings. On the other hand, learning opportunities are also abundantly available for children in urban area. Various organizations are established where mother goes with her newborn

child to make him learn something. Furthermore, children have access to necessary stationery and books to study. Similarly, the availability of computers, laptops, smartphones and internet facilities enhance their learning process and overall happiness of children.

#### 4.2 Multiple Regression Analysis

The researcher has used multiple regression analysis to find out the relationship between the satisfaction of children with their life based on two independent variables that are the level of emotional connectedness and enjoyment they have with their families. Co-efficient is used to represent the relationship between each independent variable and the dependent variable.

**Table VIII. Results of Multiple Regression Analysis**

##### A. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.088 <sup>a</sup>	.008	.007	3.255

- a. Predictors: (Constant), How often do family:  
b. Have fun together, How often do family: Talk together

##### B. ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	266.344	2	133.172	12.569	.000 <sup>b</sup>
Residual	34498.412	3256	10.595		
Total	34764.755	3258			

- a. Dependent Variable: Satisfaction with: Your life as a whole  
b. Predictors: (Constant), How often do family: Have fun together, How often do family: Talk together

##### C. Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound

(Constant)	6.04 3	.144		41.962	.000	5.761	6.326
How often do family: Talk together	.209	.044	.085	4.696	.000	.122	.296
How often do family: Have fun together	.022	.044	.009	.498	.619	-.064	.108

a. Dependent Variable: Satisfaction with: Your life as a whole

As shown in tables VIII, a multiple linear regression was calculated to predict the satisfaction of children with their overall life based on the frequency of family communication and having fun with their families. A significant regression equation was found ( $F(2,3256) = 12.569$ ,  $p < .000$ ), with an  $R^2$  of .008. Participants predicted the satisfaction level is equal to  $6.043 + .022$  (frequency of family having fun) +  $.209$  (frequency of talking together, where both variables are measured with the help of a scale). The results suggested there is a correlation between the satisfaction of children with their overall life and the frequency of family communication and having fun together that were indicators of the emotional attachment.

## 5. Discussion

It is widely accepted that children can express their views regarding their life experiences, and they strive to communicate their mental state and opinions with others. The research supports the notion that children can reflect back through their personal life experiences and the data collected directly from the children themselves can greatly contribute to understand their subjectively constructed life world.

The study discovers higher level of satisfaction and emotional attachment of majority of children with their overall life as well as with their families in each age group. Nonetheless, a small number of children across all age categories stated that they are less satisfied or totally unsatisfied with their lives. The children of Islamabad and Rawalpindi are satisfied not only with their families but also with their friends, schools and the environment they live in. Thus, it was discovered that they have positive subjective wellbeing.

In addition, the results of *bivariate correlation*, conducted to find out relationship amongst children's average satisfaction with their family life and overall life, revealed a significant relationship between these two variables in each age group. It confirms the existing findings that the parent-child relationship largely affects the subjective wellbeing of their children (Cicchetti & Bukowski, 1995; Fattore, Mason & Watson, 2009; Casas et al., 2007) and that the family ties are related to the happiness of family members, which resultantly increases their wellbeing (Alesina & Giuliano, 2013; Majeed & Kanwal, 2018).

The study also reflects that Pakistani children spend considerable time with their families; by talking, having fun and learning together. They are being listened and treated fairly by their parents. The provision of safety needs, recreational activities and family quality time positively

influences children's subjective wellbeing. Likewise, family's involvement and parental supervision is a key element of child wellbeing. Children having emotional attachments have a greater probability of acquiring prosocial skills and being accepted among their peers, rather than those who lack secure attachment (Brown et al. 1993). The attachment with family directs social competence, positive affiliations and higher self-esteem among children (Bowlby, 1997; Brofenbrenner, 1979; O' Connor & Scott, 2007; Brown et al., 1993). A great parent-child emotional attachment was reported by the participants of this study. Hence, majority of children in each age reported that they feel secure at their homes where they enjoy with their families, including parents and siblings.

The indicators (such as having safety and security, diverse activities, freedom, fun, supportive and caring family, good relationships with others and healthy environment) that lead to higher subjective wellbeing of Pakistani children comply with the sources of wellbeing perceived by rest of the developing and developed countries. (Fattore, Mason & Watson, 2009; Crivello, Camfield & Woodhead, 2008)

It is commonly believed in various areas of the world and specifically in Pakistan that girls are not treated equally as boys. However, the present research doesn't confirm such gender disparity.

## **6. Conclusion**

This study aimed to investigate the perceptions and thoughts of children about their parental emotional attachment and satisfaction with the family life. The research found out that children living in Pakistan are majorly satisfied with their familial affection, emotional attachment and overall lives. They possess greater subjective wellbeing. Their subjective wellbeing is mostly derived by their satisfaction with their family lives. A supportive and caring family is essential for a child to grow and flourish. Emotional attachment of children with their families affect their subjective wellbeing on a large scale.

This study lays the groundwork of the scholarship on children's subjective wellbeing in Pakistan. Further studies should be taken on the influence of siblings on child well-being as they are a significant part of childhood. Research should be taken on the indicators of subjective wellbeing in Pakistan, the urban and rural comparison, effects of schooling on children, influence of poverty on children, impact of mother's employment on a child. Studies should be conducted on the subjective wellbeing of disabled children and out of school children. The findings of the study would help in recommending some practices for parents, caregivers, children, societies, policy makers, advisors and leaders to support them in every aspect of life and to make a better world for children. Additionally, it would provide directions for future researches to understand the children's life world.

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