

FSD3438 CHILD-UP: PÄIVÄKOTI-IKÄISTEN LASTEN KYSELY 2019

FSD3438 CHILD-UP: SURVEY FOR CHILDREN IN PRE-PRIMARY EDUCATION 2019

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CODEBOOK Child-up survey

WP4

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CODEBOOK Child-up survey

Document description

Definitions and core variables

The following document introduces the core variables (social variables, socio-economic variables, participation and integration in early childhood education, and agency).

The following introduction of each variable includes a TITLE (and possible SUBCATEGORY TITLES), a short description of the item, codes for variable values, possible filter, and description of the purpose of the variable.

VARIABLE HEADLINE /

VARIABLE TITLE / SUBCATEGORY TITLE

Short description

Codes

Filter

Purpose

Children ISCED_0:

COUNTRY

Short description

Country of inquiry.

Codes

1= Finland

2 = Germany

3 = Italy

Purpose

Variable needed for the management of databases and optional country comparison.

ISCED

Short description

Informing the level of pre-primary or early childhood education where the survey is conducted using national explanations.

Codes

0 = Pre-primary, Early childhood education (same codes as in the Child-up ISCED123 survey)

Purpose

Variable needed for the management of children databases. Variable needed for enabling comparison at different levels when used with the ISCED123 data of Child-up.

Variable needed for informing of variation of children's age at different education levels (native vs. children with migrant background) in different countries.

CONTEXT GROUP INFO:

Asked from the teacher of the child.

RATIO

Short description

Teacher's interpretation of what is the ratio between children with and without migration background in this group/class.

Codes

Numeric

Purpose

To embed children's data within the institutional context, group/ class.

NATIONALITIES

Short description

Teacher's description about which nationalities the children in this group/ class belong to.

Codes



Numeric.

Purpose

Describes how many nationalities exist in the groups/classes.

To embed children's data within the institutional context, group/ class. Informs about the possibilities children can experience different cultures/ nationalities.

REFUG_BACKGROUND

Short description

Teacher's perception if there are children who came to this country as refugees in this group/ class.

Codes

Numeric

Purpose

To embed children's data within the institutional context, group/ class.

NUMBER_LANGUAGES

Short description

Teacher's perception of how many languages are spoken by children of this group/ class.

Codes

1 = numeric

2 = doesn't know

Purpose

Used for describing if the teachers know the languages of the children in the group. Informs about the possibility children may get in touch with other languages.

Social variables

CONTEXT INFO CHILD

Asked from the teacher or from the child.

MIGRBACKG

Short description

Teacher's interpretation if this child has migration background. In some cases asked from the child.

Codes

1 = no

2 = yes

Purpose

Used for comparison of children's perceptions etc. in relation to their cultural/migration background.

COUNTRYB

Short description

Teacher's perception about what is the country of birth of the child.

Codes

1= country of inquiry

2= other

3= don't know

Filter

Asked if the child has migration background.

Purpose

Informs about the origin country of children and/ or children's parents.

LENGTH_STAY

Short description

Teacher's or the child's perception of how long the child has lived in the country of inquiry.

Codes

1 = numeric

2 = doesn't know

Filter

Asked if the child has migration background.

Asked if the child was born in another country.

Purpose

Analysing possible effects of length of staying in country of inquiry on children's perceptions etc.

REFUGEEBACKG

Short description

Teacher's perception if this child is a refugee.

Codes

1 = no

2 = yes

3 = Doesn't know

Filter

Asked if the child has migration background.

Purpose

Allows comparison between non-/ migrant and refugee children's perceptions etc.

LANG BACKGROUND:

LANGUSE

Short description

Teacher's or the child's perception about the languages that this child speaks:

Codes

1 = Only the national/ local language

2 = Only a foreign language (her/his native language)

3 = Both, the national/ local and his native (foreign) language

Filter

Asked if the child has migration background.

Purpose

Used for informing of the distribution of native language / other language speakers among respondents. Can be used for analysing differences in integration experiences and agency among native language speaker / other language speaker groups.

AGE

Short description

Age in years as reported by the child. Aggregated for shared data and the analysis.

Codes

Numeric.

Filter

Age variable is only in the children's questionnaire.

Purpose

Variable needed for informing about children's age. Also used for comparing children with native and migrant background in relation to their age and ISCED level. Before aggregating, the variable is used with variable AGE_ARRIV for calculating the time of residency (LENGTH_STAY) of the migrant children.

SEX

Short description

Self-reported sex/gender.

Codes

1 = girl

2 = boy

3 = other

Purpose

Used for informing about social dimension of sex/gender, and sex/gender -based identity of the respondent. Used for analysing gender-based differences across data. For instance, we want to examine whether girls/boys experience the kindergarten, the ways to participate differently. We explore whether there are gender difference in self-perceived agency. Moreover, we look whether there are differences in the number of friends (= social embeddedness), the number and forms of activities, and the ways of handling with difficulties (e.g., asking for help vs. solving the problem oneself). Lastly, gender can be used in combination with migrant background for descriptive intersectional analyses.

ETHICS NOTE. The possible open responses explaining code 3 will be deposited and analysed separately, not distributed in the general excel spreadsheet.

Participation and integration variables

Agency

SCHOOL EXPERIENCE

GNRL_FEEL

Short description

Child's perception if they like to go to the kindergarten.

Codes

1= General feeling positive

2= General feeling uncertainty

3= General feeling negative

Purpose

Used for describing the pupil's general feeling about going to kindergarten. Can be correlated with different descriptive variables such as gender, migrant background, experience of participation. Can also be combined with the pictures that have been drawn by the kids and rough coded information within the picture (e.g., smiling faces, number of children depicted).

BEST_KINDERGARTEN

Short description

Child's perception about what they like best in kindergarten.

Codes

Open question

Purpose

Indicates preliminary information on children's perception of the kindergarten and their ways of shaping it. For instance, do they name social agents such as "playing with friends", do they highlight objects such as toys, or do they name activities.

SCHOOL_COMMUNICATION

AGENCY_COOPERATION

Short description

Child's description about what they do **together** with the preschool-/ kindergarten teacher that one likes.

Codes

open question

Purpose

Used for describing the pupil's "agentic engagement" (Reeve, J.), participation and contribution to the instruction and classroom communication.

AGENCY_INVOLVEMENT

Short description

If the teacher involves the child to cooperation in decisions.

Codes

1 = yes

2 = sometimes

3 = never

Purpose

Provides information on perceived agency, has to be considered in combination with the variable above and the variables LOOKING_FOR_SUPPORT. Generally may inform about the perceived possibility to participate in kindergartens daily life.

SCHOOL_CONNECTEDNESS

RELATMATE

Short description

Relations with classmates.

Codes

Numeric: number of friends



Gender of friends

Purpose

Please insert abbreviation and gender (as symbol), do not insert a name.

Used for indicating school atmosphere and relations in class/group. We can examine the social embeddedness of kids and potential differences concerning gender, migrant background, etc. (as well as cross-combinations).

RELAT_REFGROUP

Short description

Closeness with own reference group in spare time.

Codes

Numeric: number of friends

Gender of friends

Purpose

Are there differences in regard to social inclusion within and outside of the kindergarten (one result might be that the central place of living and social contacts is the kindergarten with fewer named contact outside this social world).

RELATSELF

Short description

Perception of how friends would describe oneself.

What do you think, how would your friends describe you as a person?

Codes

open question

Purpose

NO DATA IN CHILD-UP

Used only if the child is able to describe oneself from other's point of view.

SCHOOL_TROUBLE / NEGATIVE THINGS

Short description

The child's possible description about negative things experienced.

Codes

Open question

Purpose

Gives us information about potential fields of agency. Do the kids see troubles and do they communicate them? Which kind of troubles do they report and is this reporting associated with variables such as gender, migrant background, etc. Do the reported troubles belong to relationships, objects, or activities?

SUPPORT_NETWORK

CHALLENGES_MANAGEMENT

Short description

Agency, self-efficacy.

Codes

- | | |
|---|-------------------------|
| 1 = I go to the preschool-/ kindergarten teacher and tell him/her | → COLLABORATE_TEACHER |
| 2 = I go to my parents and tell them. | → COLLABORATE_FAMILY |
| 3 = I talk with my friends and/or other children. | → COLLABORATE_MATE |
| 4 = I don't know what I can do. | → COLLABORATE_DONTKNOW |
| 5 = I do nothing. | → COLLABORATE_DONOTHING |
| 6 = something else: _____ | → COLLABORATE_SMTHGELSE |

Filter

Only if the child was responding to the previous item nr. 10.

Purpose

This can be asked as an open question and coded afterwards.

Listed are suggestions for the categorization, and/or if asked with choices. Gives first insights about perceived agency of children and the perception of support opportunities. Again, this can be correlated with background variables such as gender, migrant background, etc.

LOOKING FOR SUPPORT (item nro 12)

Short description

Child's interpretation of support.

Codes

- 1 = Helps good,
- 2 = helps sometimes good/ sometimes bad,
- 3 = helps not that good

Filter

Only if the child was responding to 10.

Purpose

Used for indicating support / opportunity structure: network, ability to manage difficult situations and receive help. Informs about the effectiveness of received support from children's point of view and possibly about preferred support resources.

LOOKING FOR SUPPORT_TALK TO

Short description

Child's interpretation about expressing an idea and how the adults see them.

Codes

1 = always

2 = sometimes

3 = never

Purpose

See above: Insight on agency.

LOOKING FOR SUPPORT_LISTEN TO

Short description

Being attentive ... how the children do perceive their kindergarten teacher.

Codes

1 = always

2 = sometimes

3 = never

Purpose

See above: Insight on agency.

BEST AT

Short description

Child's interpretation of what one is best at.

Codes

Open answer

Purpose

See above: Insight on agency.

CHALLENGING SITUATIONS

Short description

Child's perception if one has experienced a challenging situation when learning new skill.

Codes

Open question

Purpose

Insight on agency: What experiences have been made with previous difficulties? Were they able to solve it, did they rely on support, etc.

CHALLENGIN SITUATIONS MANAGEMENT

Short description

External support use.

Codes

1 = I tried and kept going by myself. (without asking for help).

2 = I asked for help.

3 = It was not that important to me and I stopped it.

4 = S/he did something else: _____

Filter

Question when they name an accordant situation.

Purpose

Did they use external support? Does these support structures helped solving the challenging situation? Insight in children's' perceived agency.

LEARN NEXT

Short description

Topic, connecting to child's thinking, self-perception. What one want to learn next.

Codes

Open question

Purpose

Insight on children's agency, motivations and self-confidence.

SELF_EFFICACY

Short description

Child's perception of how one experiences the new thing that one want to learn next.

Codes

1 = easy

2 = not sure

3 = difficult

Filter

Asked if the child answers the question above.

Purpose

Insight on children's agency, motivations and self-confidence.

SUPPORT NETWORK

LOOKING FOR SUPPORT

Short description

Looking for support.

Codes

1 = always

2 = sometimes

3 = never

Open question

Purpose

To categorize the named persons we have a code list, which is identical with the previous suggestions.

Again, an open question ... and then, as in question 12, insert for each person the frequency of help/support.

Gives further insights about perceived agency of children and the perception of support opportunities. Again, this can be correlated with background variables such as gender, migrant background, etc.

Codelist, please insert answer for each person named:

- parents → RECEIVED_HELP_FAMILY
 - kindergarten teacher → RECEIVED_HELP_TEACHER
 - friends and other children → RECEIVED_HELP_MATE
 - other persons → RECEIVED_HELP_OTHER
-

NEW_SITUATION

Short description

Self-confidence/ -efficacy in managing institutionalized transition process.

Codes

- 1= I'm looking forward to it. This will be amazing.
- 2 = This will be amazing, but I am concerned a little too.
- 3 = I'm concerned, because so many things will change.

Purpose

See above. Self-confidence/ -efficacy in managing institutionalized transition process.

NEW_SITUATION MANAGEMENT

Short description

Dealing with new situations, self-perception, worries and/ or positive expectations.

Codes

Open question

Filter

Purpose

See above. Self-confidence/ -efficacy in managing institutionalized transition process.

NEW_SITUATION_LOOK FOR SUPPORT

Short description

Looking for support.

Codes

- 1 = always
- 2 = sometimes

3 = never

Open question, suggestions for coding below.

Purpose

Gives further insights about perceived agency of children and the perception of support opportunities. Again, this can be correlated with background variables such as gender, migrant background, etc.

Codelist, please insert answer for each person named ...

- parents
- kindergarten teacher
- friends
- other persons

QUESTIONS

Short description

How easy or difficult was it to answer to the questions.

Codes

Purpose

NO DATA IN CHILD-UP

GIVE VOICE

Short description

Giving child a voice, participation.

Codes

open question

Purpose

NO DATA IN CHILD-UP

PICTURES

Short description

Codes

Purpose

May inform about individual views on the living situation in the kindergarten, e.g., emotional experience. Should be analyzed sensitively.

Open answers (a separate spreadsheet), need to be translated to English in the country of inquiry

National Variations

Finland

LOOKING FOR SUPPORT / ITEM 12

The child is asked to tell who is the person, that one can tell about the things that one does not like (item 10) and what is the frequency of helping during the situations.

Codes

1 = always

2 = sometimes

3 = never

Codelist

- mother/father/parents
- sister or brother
- kindergarten teacher
- friend
- other children in the day care
- other

Germany

LOOKING FOR SUPPORT / ITEM 12

The child is asked to tell who is the person, that one can tell about the things that one does not like (item 10) and what is the frequency of helping during the situations.

Codes

1 = always

2 = sometimes

3 = never

Codelist

- mother/father/parents
- kindergarten teacher
- friend
- other children in the day care
- other

Codes 1 – 3 were asked for every person in the second code list.

Italy

D LENGTH_STAY:

ITA proposal:

0 = don't know (maybe we could use 0 for all "don't know" answers? As we could use 0 as the no answer in other questionnaires?)

1 = from birth

2 = 1 or more years

D12. RELATMATE:

Coding:

1 = yes

2= no

+gender (not always)

D13. RELAT_REFGROUP:

Coding:

1 = yes

2= no

+ gender

+categories

D14. RELATSELF:

We couldn't collect data as this question was too abstract for children

D15. SCHOOL_TROUBLE / NEGATIVE THINGS

Coding:

1 = yes (there's something I don't like)

2= no

+open answers

D17, D 24, D 26 LOOKING FOR SUPPORT

We only have the variable 1, divided for categories (eg. For 5 children parents helped good, for children teachers helped good, etc.)

D26. In Italy this question is specifically linked to the new situation of beginning school

D21. CHALLENGING SITUATIONS

Coding:

1 = No

2 = yes

+ open answers



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Collecting and depositing data:

All information will be locally collected using designated questionnaires for five different respondent groups (children, parents, teachers, social workers, interpreters). The questionnaire is filled in by the respondent or in some cases by researcher (the youngest age group in DE, FI, IT, and illiterate persons), either using paper and pencil (PAPI) or e-form. The researchers operate mainly in schools, chosen in cooperation with local authorities, and that have given consent for cooperation.

The researcher will tabulate the collected data for analysis (either manually, or if applicable, using an e-form). The benefit of using an e-form is, that it provides automatic computing of frequencies, and the data is transformable to excel format for further analysis.

Sharing and archiving the data

Following the open data principals, the project partners will share all locally collected data. The data will be deposited in excel spreadsheet format (ANNEX 1), and shared via a trusted repository IDA (www.fairdata.fi).

Data analysis (preliminary)

Background variables

age, length of stay, sex, migration background will be used as independent variables in analysis. Share of respondents by age, sex, ISCED level, migration background etc.

School integration

Variance of observations in school integration between persons with and without migration background and between different respondent groups (children, parents, teachers, other stakeholders).

Agency

As multi-dimensional, temporal concept, e.g. coping with past and present experiences, opportunity structure, social network (who can children turn to with their questions) in relation to age, sex, migration background and experiences of integration to the school community.

Cross-country comparison

After the country-based data has been locally analysed and reported, cross-country comparisons can be initiated concerning the key interest areas negotiated between partners. However, no definite interpretations can be made solely based on the survey, but the observations has to be combined with the desk study describing the context.