

# **A scoping review of child well-being in educational environments**

**Battogoo Baatarsuren**, SEE Learning Mongolia NGO

**Tenuunjargal Avirmed & Bold Tsevegдорж**, National University of Mongolia,  
Department of Sociology and Social Work

## **Abstract**

The issue of children's well-being has emerged as an important topic in both the education and social sectors in recent years. Findings from previous studies show that children's psychological well-being is not only an indicator of mental health but also a significant predictor of academic achievement and social skills. This scoping review examines the multi-faceted concept of child well-being, particularly emphasising psychological and subjective well-being in school-aged children in Mongolia and beyond. This review synthesises major aspects influencing children's well-being, including perceived social support, school environment, parental connections, autonomy, and socioeconomic position, based on 19 empirical research obtained via extensive searches in eight databases. The findings underscore that supportive social environments, particularly those fostering autonomy, competence, and belonging, significantly enhance children's life satisfaction and mental health. Conversely, environments characterised by discrimination, negative teacher attitudes, internal class conflicts, and hostile interactions negatively impact children's psychological well-being. Notably, only one study was based in Mongolia, highlighting a critical research gap. This review contributes to a nuanced understanding of the relational and contextual determinants of child well-being and lays the groundwork for more culturally grounded research in Mongolia. It also emphasises the need for ethical, participatory, and methodologically diverse approaches in future studies.

**Key words:** Child; Psychological Well-Being; Subjective Well-Being; Social Support; School Environment

Baatarsuren et al: A scoping review of child well-being in educational environments

## Introduction

In the last years, both international and national studies have warned of a rising trend in mental health problems among children. According to the World Health Organization, 13% of adolescents globally are affected by mental health challenges (UNICEF, 2021). In Mongolia, the rate is relatively higher, as shown by a 2020 study conducted by the National Centre for Mental Health. The study reported that 5 out of every 10 adolescents were experiencing mental health problems, and 6.9% were diagnosed with emotional and behavioral disorders (as cited in Bishkhorloo et al., 2024). These statistics correspond with the latest PISA 2022 findings, which disclosed alarming trends regarding the well-being of Mongolian school-aged children. In Mongolia, 22% of kids indicated feelings of insecurity while commuting to school (Organization for Economic Co-operation and Development average: 8%), 12% expressed discomfort within their classrooms (Organization for Economic Co-operation and Development average: 7%), and 15% claimed diminished life satisfaction (Organisation for Economic Co-operation and Development, 2023). Specifically, a cross-cultural study on children's happiness in Japan, Finland, and Mongolia found that children most frequently associated happiness with words as “friends” and “family” (Ninomiya et al., 2021). These findings point to the importance of social factors in shaping children’s psychological well-being. Among these, the school environment stands out as one of the most influential contexts, given that it encompasses a significant portion of children’s daily lives. Beyond being a space for academic instruction, the school serves as a key setting for socialisation, self-expression, recognition, safety, and emotional support (Kutsyuruba et al., 2015). Therefore, examining the environmental factors within schools is essential for understanding and promoting children’s well-being. Therefore, it is becoming increasingly important to examine not only the clinical aspects of mental health issues but also to study the broader environment and social factors that support children's overall well-being.

The multi-dimensional concept of child well-being encompasses a wide spectrum of factors that contribute to a child's overall state of happiness, health, and prosperity, extending beyond

Baatarsuren et al: A scoping review of child well-being in educational environments

mere physical health and material resources. The intricate tapestry of a child's well-being is woven from myriad threads, encompassing not only physical health but also emotional security, cognitive development, social competence, and a sense of belonging. Conceptualizing child well-being demands a multidimensional approach, acknowledging the interconnectedness of these various aspects and their influence on a child's overall quality of life (Bertram, 2016). Well-being is exhibited by an individual's capability to handle the daily life pressures, maintain productivity, and contribute meaningfully to their community, emphasizing the enhancement of personal and communal capacities rather than merely the absence of illness or disability (Aulia et al., 2020). The perception of well-being is intricately linked with how people connect with others and the world around them, and these social elements hold considerable sociological importance (Kemppainen, 2012). The concept of well-being extends beyond mere happiness or satisfaction; it encompasses a holistic state of thriving, characterized by positive emotions, engagement, strong relationships, meaning, and accomplishment (Ng, 2021).

In considering children's well-being, it is vital to recognize that children differ from adults in how they experience, express, and define well-being, and emotional support from the people around them plays a crucial role in their welfare (Grīga, 2016). Therefore, children should be given the chance to actively participate in their well-being (Norozi, 2023). In other words, instead of defining children's well-being solely through external, observable factors, it is important not to overlook internal, subjective dimensions. Moreover, there's definitional ambiguity surrounding child well-being, often used interchangeably with terms like "quality of life," "life satisfaction," and "happiness" (Richter et al., 2018). This lack of consensus complicates efforts to establish universal standards and benchmarks for assessing and promoting child well-being across diverse contexts. The disparity between the theoretical definitions of well-being and its practical application, especially for children, continues to pose a considerable difficulty, underscoring the subjective and context-dependent essence of this construct (Jarden & Roache, 2023). In general, the well-being of children is shaped by both objective factors such as material resources, access to healthcare, and educational opportunities, as well as subjective factors such as their perceptions of their own lives, their

Baatarsuren et al: A scoping review of child well-being in educational environments

relationships with others, and their sense of self-worth. It is also important to consider socio-demographic, economic, cultural, and political factors when conceptualising well-being (Demiessie & Shirin, 2021).

Against this background, the present scoping review was conducted to examine the existing body of literature on child well-being, with particular attention to the psychosocial and environmental factors that influence children's subjective and psychological well-being. Specifically, this review aims to identify how social support—from family, peers, schools, and communities—contributes to child well-being. Accordingly, the central research question guiding this review is: To what extent does social support contribute to children's well-being? By mapping the key factors and methodological approaches across diverse contexts, this review also highlights existing research gaps and proposes future directions for culturally grounded child well-being research, particularly in Mongolia.

## **Methods**

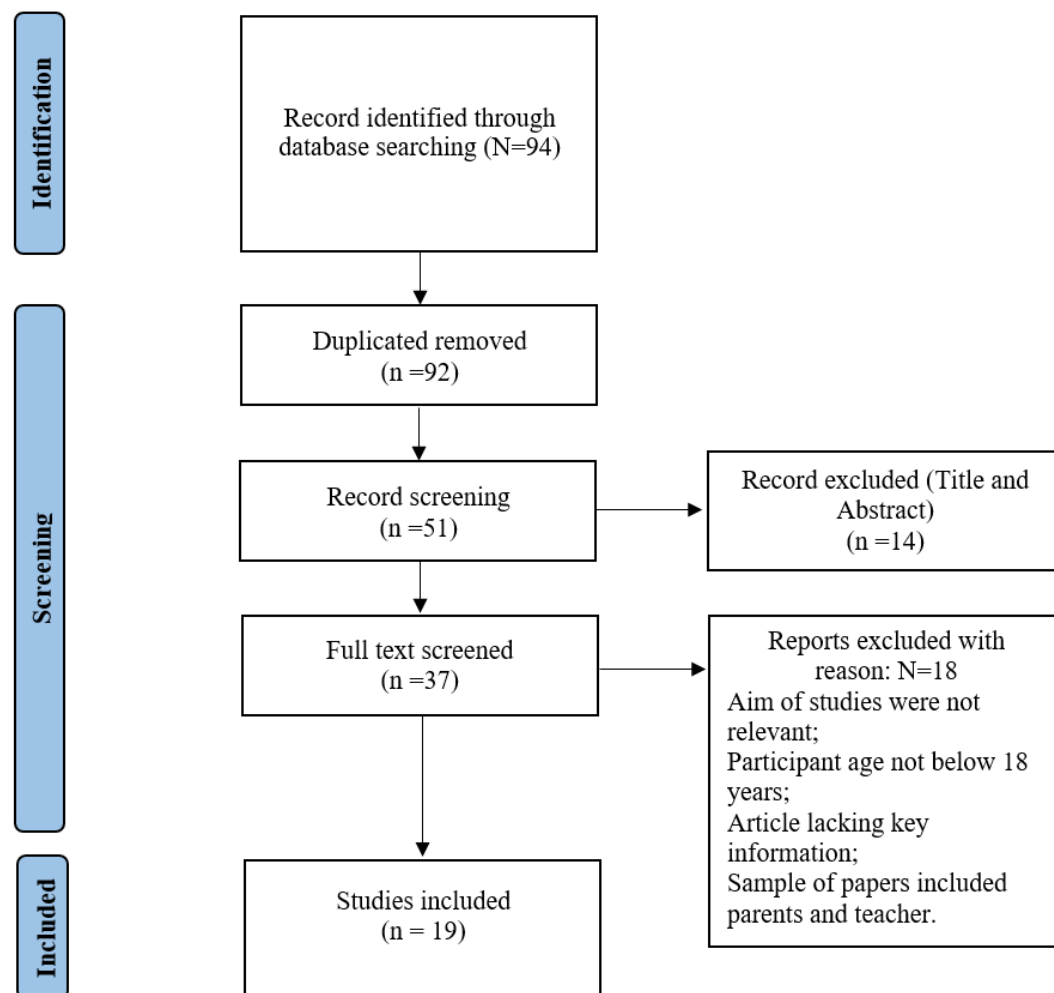
The literature search was carried out in Springer, APA PsycInfo, Elsevier, EduLearn, Frontiers, PubMed, Hipatia Press, and the E-library of NUM databases were searched from January the 10th 2025 to March the 20th, 2025. Databases were selected based on the regular publications of specific articles in psychological and sociological sciences and reported using PRISMA guidelines (Tricco et al., 2018). We chose the following keywords for database searches: ["CHILDREN" or "ADOLESCENCE" or "SCHOOL AGED"] and ["WELL-BEING" or "PSYCHOLOGICAL WELL-BEING" or "SUBJECTIVE WELL-BEING" or "LIFE SATISFACTION" or "PSYCHOLOGICAL ADJUSTMENT" or "SOCIAL WELL-BEING" or "HAPPINESS"] and ["IMPACT" or "FACTOR" or "CORRELATION" or "PERSPECTIVE"].

Instead of limiting the search to a certain period range, we focused on the title, keywords, and abstract of each research. Searches were conducted in English and Mongolian; additionally, in the current study, only original articles were included. We screened the results from the systematic search for eligibility using the inclusion and exclusion criteria listed below and resulted in 19 articles (Fig. 1).

Baatarsuren et al: A scoping review of child well-being in educational environments

In this scoping review, when examining children's well-being, we selected studies that focused on:

- Psychological well-being, subjective well-being, and mental well-being;
- Research addressing issues of school-age children studying in grades 1 through 12;
- Studies that measured at least one psychological indicator related to well-being.
- Additionally, we included articles based on empirical research findings. However, studies focusing on physical and spiritual well-being were excluded from this review.



*Fig. 1. Study search and selection*

Baatarsuren et al: A scoping review of child well-being in educational environments

*Table 1. Overview of Studies Used in the Scoping Review*

	<b>Article title</b>	<b>Author(s)</b>	<b>Year</b>	<b>Country of study</b>	<b>Focal cohorts</b>	<b>Mapping to key factor(s)</b>	<b>Summary</b>
1	Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis	Wang, M.-T., L. Degol, J., Amemiya, J., Parr, A., & Guo, J	2020	Not specified, meta-analysis	Children and adolescents from kindergarten to high school	Classroom climate associated with academic, behavioral, and socio-emotional outcomes	This meta-analysis of 61 studies examines the relationship between classroom climate and youth outcomes.
2	Autonomy, Belongingness, and Engagement in School as Contributors to Adolescent Psychological Well-Being	Mark J. Van Ryzin, Amy Gravely, Cary J. Roseth	2009	Not specified	Adolescents	Autonomy, belongingness, engagement	This study examines the relations among academic autonomy, belongingness in school, engagement in learning, and hope in adolescents.
3	Interpersonal Supports for Basic Psychological Needs and Their Relations With Motivation, Well-Being, and	Slemp, G. R., Field, J. G., Ryan, R. M., Forner, V. W., Van den Broeck, A., & Lewis, K. J	2024	Not specified, meta-analysis	Mixed (children, adolescents, and adults)	Interpersonal supports for autonomy, competence, and relatedness	This meta-analysis of 4,561 effect sizes from 881 independent samples (N = 443,556) demonstrates that interpersonal support facilitates basic psychological needs satisfaction, self-determined

Baatarsuren et al: A scoping review of child well-being in educational environments

	Performance: A Meta-Analysis						motivation, well-being, and performance (Slemp et al., 2024).
4	The Consequences of Perceived Discrimination for Psychological Well-Being: A Meta-Analytic Review	Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A	2014	Not specified, meta-analysis	Mixed (children, adolescents, and adults)	Perceived discrimination and psychological well-being	This meta-analysis examines the relationship between perceived discrimination and psychological well-being.
5	Psychological Wellbeing in Physical Education and School Sports: A Systematic Review	Piñeiro-Cossio, J., Fernández-Martínez, A., Nuviala, A., & Pérez-Ordás, R	2021	Not specified	Children and adolescents	Physical education, school-based interventions, and psychological well-being	This systematic review analyzes interventions for improving psychological wellbeing in physical education and school sports. 1
6	Assessing the relationship between adverse childhood experiences and life satisfaction, psychological well-being, and social well-being: United States Longitudinal Cohort 1995–2014	Mosley-Johnson, E., Garacci, E., Wagner, N., Mendez, C., Williams, J. S., & Egede, L. E	Not specified	United States	Adults from a longitudinal cohort (1995–2014)	Adverse childhood experiences and life satisfaction, psychological well-being, and social well-being	This study examines the relationship between ACEs and life satisfaction, psychological well-being, and social well-being among adults.

Baatarsuren et al: A scoping review of child well-being in educational environments

7	Parental psychological control, autonomy frustration, and psychological well-being among boarding school adolescents	Manindjo, Z. A., Anindhita, V., & Abidin, F. A	2023	Not specified	Boarding school adolescents	Parental psychological control, autonomy frustration, and psychological well-being	This study examines the relationship between parental psychological control, autonomy frustration, and psychological well-being among boarding school adolescents.
8	Socioeconomic Status Gradients in Young Children's Well-Being at School	Loft, L., & Waldfogel, J	Not specified	Denmark	Young children age 6-11	Socioeconomic status and well-being at school	This study examines the socioeconomic status gradients in children's well-being at school.
9	Adaptability, Personality, and Social Support: Examining Links with Psychological Wellbeing Among Chinese High School Students	Holliman, A., Cheng, F., & Waldeck, D	Not specified	China	Grade-one high school students	Adaptability, personality, social support, and psychological well-being	This study examines the relationship between personality, perceived social support, adaptability, and psychological well-being in Chinese high school students.
10	Social Support from Parents and Friends and Emotional Problems in Adolescence	Helsen, M., Vollebergh, W., & Meeus, W.	2000	Netherlands	Adolescents	Parental support, peer support, and emotional well-being	This longitudinal study investigated the relative impact of perceived social support from parents and friends on emotional problems among adolescents.

Baatarsuren et al: A scoping review of child well-being in educational environments



							The study underscores the enduring importance of parent–child relationships even during adolescence.
11	Perceived Social Support and Psychological Well-Being of International Students: The Mediating Effects of Resiliency and Spirituality	Li, Q., Roslan, S., & Zaremohzzabieh, Z	2021	Malaysia	Chinese international students	Social support, psychological well-being, resiliency, and spirituality	This study examines the mediating effects of resiliency and spirituality on the relationship between perceived social support and psychological well-being of international students in Malaysia.
12	Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study	Jean M. Twenge, W. Keith Campbell	Not specified	U.S.	2- to 17-year-old children and adolescents	Screen time and psychological well-being	This study examines the associations between screen time and lower psychological well-being among children and adolescents using data from a population-based study in the U.S.
13	Parent–child relationships and offspring’s positive mental wellbeing	Mai Stafford, Diana L. Kuh, Catharine R. Gale,	2015	UK	Longitudinal cohort from adolescence	Parent-child relationship quality and	This study examines the relationship between parent-child relationship quality and offspring’s positive mental

Baatarsuren et al: A scoping review of child well-being in educational environments

	from adolescence to early older age	Gita Mishra & Marcus Richards			to early older adulthood	positive mental well-being	wellbeing from adolescence to early older age in the UK.
14	School climate in Mongolia: Translation and validation of the What's Happening in This School	David N. Sattler, Diana H. Gruman, Oyundelger Enkhtur, et al.	Not specified	Mongolia	secondary schools students in grades 8–12	School climate	This study focuses on the translation and validation of the "What's Happening in This School" instrument for assessing school climate in Mongolia.
15	The Contributing Role of Family, School, and Peer Supportive Relationships in Protecting the Mental Wellbeing of Children and Adolescents	Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M.	2022	UK	Children aged 8–15	family support, school support, peer relationships, and mental wellbeing	This study examine how supportive relationships in the family, school, and peer contexts contribute to children's and adolescents' mental wellbeing. The study emphasizes the importance of multi-context social support systems in protecting youth mental health.
16	A current study of psychological well-being in educational institutions: A systematic literature review	Hamid Mukhlis, Hasan Hariri, Riswandi, Een Yayah Haenilah, Sunyono, Dina Maulina, Fitriadi	2024	Not specified	Students	psychological well-being in the educational institutions	This review identifies a strong correlation between a country's educational system and socioeconomic status and psychological well-being (Mukhlis et al., 2024). It also indicates a need for future studies to employ qualitative approaches to

Baatarsuren et al: A scoping review of child well-being in educational environments

							explore psychological well-being in educational settings comprehensively.
17	Does the use of digital media affect psychological well-being? An empirical test among children aged 9 to 12	Helena Bruggemana, Alain Van Hiel, Guido Van Halbe, Stefan Van Dongen	Not specified	Belgium	children aged 9–12	digital media use affect psychological well-being	This study empirically tests the effect of digital media use on psychological well-being among children aged 9 to 12 in Belgium.

Baatarsuren et al: A scoping review of child well-being in educational environments

## Research findings

### *Subjective Well-Being of Children and the Influencing Factors*

This scoping review on children's well-being focused specifically on subjective and psychological well-being. Accordingly, the studies included in this review examined the social factors that influence children's well-being. The findings indicate that the social support that children receive from their parents, peers in the school environment, and other significant individuals in their lives is one of the primary determinants of their well-being and life satisfaction.

Fulfillment of basic psychological needs, which includes autonomy, competence, and relatedness, through interpersonal support is generally associated with better well-being, encompassing higher levels of life satisfaction and happiness, as well as lower levels of anxiety (Slemp et al., 2024). The classroom climate plays a notably significant role, either positively or negatively, in shaping children's well-being. For example, when school and classroom environments support children's needs for autonomy and belonging, they are more likely to participate actively in school activities, achieve academic success, and experience increased levels of hope—a key psychological indicator of overall well-being (Van Ryzin et al., 2007). Conversely, in classroom environments where autonomy and belonging needs are unmet, students are more prone to experiencing socio-emotional distress, aggression, inattentiveness, and rule-breaking behaviours (Wang et al., 2020). Furthermore, physical education and sports programs that emphasise teamwork, belonging, and autonomy have been found to foster interpersonal connections and thereby enhance children's psychological well-being (Piñeiro-Cossio et al., 2021).

However, parental psychological control—characterised by the imposition of parents' own thoughts and emotions onto their children—can hinder the fulfilment of children's need for autonomy. This, in turn, leads to increased feelings of frustration and stress, ultimately diminishing their psychological well-being (Manindjo et al., 2023).

Baatarsuren et al: A scoping review of child well-being in educational environments

Another important factor influencing children's well-being is the family's socioeconomic status. Specifically, socioeconomic status affects various aspects of a child's living environment, including the quality of their surroundings, access to education and healthcare services, the effectiveness and accessibility of institutional support, as well as the nature of family relationships. These interrelated factors collectively shape children's psychological and cognitive development (Loft & Waldfogel, 2020).

Research has shown that, regardless of financial hardship, factors such as domestic violence and family-related disruptions—such as parental divorce or the death of a family member—are negatively associated with life satisfaction, as well as psychological and social well-being. These adverse life experiences often lead to stress and frustration, highlighting the importance of providing social support through engagement in social activities and relationships to help children cope (Mosley-Johnson et al., 2018). For children, school serves as a critical environment for delivering such support, and accessible, well-designed educational programs can play a significant role in promoting their psychological well-being (Mukhlis et al., 2024).

### *Exploring Methodological Approaches Used in Child Well-Being Studies*

To explore a child's well-being, the reviewed studies employed diverse quantitative approaches. Specifically, most used cross-sectional surveys with standardised instruments such as Ryff's Psychological Well-Being Scale, the Multidimensional Scale of Perceived Social Support, and measures of autonomy, belongingness, and school environment (Van Ryzin et al., 2007; Holliman et al., 2022; Butler et al., 2022; Manindjo et al., 2023; Qi & Waldfogel, 2020; Li et al., 2021). Longitudinal and population-based studies (Stafford et al., 2015; Twenge & Campbell, 2018; Mosley-Johnson et al., 2018) demonstrated enduring correlations between early connections, media consumption, and well-being throughout development. Validation and psychometric studies (Lkhamsuren, 2020; Sattler et al., 2021) improved cross-cultural dependability, while systematic reviews (Wang et al., 2020; Mukhlis et al., 2024) identified general trends connecting supportive environments to greater well-being. In general, the results show that social support from family, friends, and teachers is a cumulative protective factor

Baatarsuren et al: A scoping review of child well-being in educational environments

that makes people more adaptable, independent, and resilient. The prevalence of quantitative self-report data highlights the necessity for child-centered methodologies, such as interviews, drawings, and observations, to more comprehensively capture children's lived experiences of well-being. Wang et al. (2020) highlighted the limits of relying solely on quantitative, cross-sectional data, noting that understanding classroom relationships and socio-emotional processes requires more qualitative approaches. Specifically, there is a need for qualitative and mixed-methods research to capture the lived experiences and contextual dimensions of psychological well-being in educational settings (Mukhlis et al., 2024).

The multifaceted nature of child well-being necessitates a comprehensive understanding of its various dimensions, which extend beyond merely the absence of negative outcomes to encompass the presence of positive states such as happiness, resilience, and strong social connections. Researchers often employ a combination of subjective and objective measures to assess child well-being, capturing both the child's own perceptions and external indicators of their life circumstances (Das et al., 2020). Subjective well-being is typically evaluated through self-report questionnaires that gauge a child's satisfaction with various aspects of their life, including family, school, and friendships (Churchill et al., 2020). These measures provide valuable insights into the child's emotional state and overall sense of contentment (Plantade-Gipch et al., 2023).

Objective measures, on the other hand, involve assessing tangible aspects of a child's life, such as their physical health, educational attainment, and economic security. These indicators offer a more concrete picture of the resources and opportunities available to the child. The selection of appropriate assessment tools is critical in child well-being research, as the chosen measures must be reliable, valid, and sensitive to the specific cultural context of the study population (Rosanbalm et al., 2016).

Furthermore, researchers must consider the ethical implications of their work, ensuring that children's privacy is protected and that their voices are heard in the research process (Kutsar et al., 2018). It is also crucial to use age-appropriate language and methods when collecting data

Baatarsuren et al: A scoping review of child well-being in educational environments

from children, as their cognitive and emotional development may influence their responses. By carefully considering these methodological factors, researchers can gain a more nuanced and accurate understanding of child well-being, informing the development of effective policies and interventions to support children's healthy development.

Additionally, qualitative research methodologies offer unique avenues for exploring the subjective experiences and perceptions of children, providing rich and nuanced insights into their well-being (Kellock, 2020). Qualitative approaches, such as interviews, focus groups, and observations, allow researchers to delve into the complexities of children's lives, capturing their perspectives on what matters most to them and how they navigate the challenges they face (Moula et al., 2021).

Moreover, systematic reviews of qualitative studies further enhance our understanding of child well-being by synthesising findings from multiple studies and identifying common themes and patterns (Attree, 2004). When conducting qualitative research with children, it is essential to prioritise their voices and agency, ensuring that they are active participants in the research process (Lane et al., 2019). This may involve using child-friendly methods, such as drawing or storytelling, to elicit their views and experiences. Additionally, researchers must be mindful of ethical considerations, such as obtaining informed consent from both the child and their parent or guardian and protecting the child's confidentiality. Qualitative research not only complements quantitative research by providing background information and identifying research questions, but also elucidates the "how" behind quantitative results (Jarvie, 2012).

### *Ethical Considerations in Studying Child Well-Being*

Research on child well-being is essential for informing policies, practices, and interventions that promote healthy development. However, because children are a vulnerable population, ethical considerations must be prioritized to protect their rights, dignity, and welfare throughout the research process. Children should be regarded not as passive subjects, but as active participants and rights holders in research (Loft & Waldfogel, 2020). This perspective is

Baatarsuren et al: A scoping review of child well-being in educational environments

particularly relevant in contexts with histories of marginalization, such as South Africa, where past injustices demand ethically sound and inclusive research practices (Pillay, 2014).

A comprehensive understanding of child well-being includes psychological, social, and physical dimensions, all of which are deeply embedded within legal, familial, educational, and healthcare structures (Schües & Rehmann-Sutter, 2013). Due to children's physical and cognitive vulnerabilities, their interests must be protected from potential research-related risks (Ferdousi, 2015). Therefore, a fundamental ethical requirement in research involving children is to obtain consent from their legal guardians as well as assent from the children themselves (Fernandez, 2008). Based on this, all research-related information—including the instruments used—must be carefully developed and tailored to suit the developmental stage of the participating children, ensuring that the materials are understandable and appropriate for their age.

Additionally, children's participation in the research must be organised strictly on a voluntary basis. The information provided should be age-appropriate, understandable, and explicitly state that participation is voluntary, with the right to withdraw at any time (Larkins, 2013; Wolbransky et al., 2013). Confidentiality is critical, especially when handling sensitive personal or familial information, and researchers must identify and mitigate risks of privacy breaches (Askari et al., 2024). In other words, ethical procedures should also account for context-specific factors, such as the child's developmental stage, decision-making capacity, health condition, and the legal, social, and cultural environment in which the research occurs (Askari et al., 2024).

Engaging with children requires sensitivity to their evolving maturity and capacities (Thomas & O'Kane, 1998), as well as adherence to ethical and regulatory standards that address the unique moral and scientific challenges of involving children in research (Miller & Kenny, 2002). A cornerstone of ethical research with children is the dual process of obtaining informed consent from guardians and assent from the child (Fernandez, 2008). Researchers must also

Baatarsuren et al: A scoping review of child well-being in educational environments



respect children's dissent and address any conflicts of interest that may arise (Graham et al., 2013).

The cultural sensitivity, moreover, is vital in cross-cultural research. Researchers must respect the cultural values and norms of the communities involved and avoid imposing biased assumptions (Loft & Waldfogel, 2020). This is essential for enhancing the ethical integrity of the research and relevance in diverse settings.

## Discussion

This scoping review sought to explore the breadth of existing research on child well-being with a focus on the psychosocial dimensions that contribute to the mental and emotional health of children. Through the analysis of 19 empirical studies, several key findings emerged:

1. **Social Support as a Foundational Factor:** Across the reviewed literature, perceived social support, particularly from parents, peers, and significant adults—was consistently identified as a core contributor to children's psychological well-being. Social integration and meaningful relationships foster resilience, reduce anxiety, and enhance life satisfaction.
2. **School Climate and Autonomy:** Positive educational environments that promote autonomy, belongingness, and engagement were strongly associated with improved psychological adjustment, academic motivation, and overall well-being. Conversely, schools that failed to support students' emotional and developmental needs were linked with heightened distress and behavioural issues.
3. **Parental Influence:** Parental behaviours, especially those characterised by psychological control and autonomy frustration, were found to significantly diminish adolescents' well-being. Conversely, emotionally supportive parenting practices contributed to higher self-worth and mental stability.
4. **Socioeconomic Status and Structural Factors:** A child's material conditions, shaped by family income, access to quality education, and neighbourhood safety, emerged as a determinant of well-being. These structural inequalities influence not only physical

Baatarsuren et al: A scoping review of child well-being in educational environments

living conditions but also children's psychological development and perceived quality of life.

5. **Cultural and Geographic Gaps in Research:** Strikingly, among the 19 reviewed studies, only one was situated in Mongolia. This underscores a significant gap in localised research and suggests a pressing need to examine how cultural norms, traditional family roles, and educational contexts in Mongolia shape child well-being.
6. **Methodological Insights:** The review highlights the value of both quantitative and qualitative methods in capturing the full scope of child well-being. While quantitative surveys assess general trends, qualitative methods such as interviews, storytelling, and participatory drawings provide rich, child-centered perspectives.

## Conclusion

We set out to collate and critically discuss the available literature on the multi-dimensional construct of child well-being. The results of this scoping review revealed that the well-being of school-aged children is significantly influenced by social support from many sources. The review determined that the included studies employed rigorous research designs. A variety of study designs were discovered, including cross-sectional surveys, quantitative investigations, longitudinal studies, validation studies, literature reviews, meta-analyses, and systematic reviews.

In general, this current scoping review includes findings from studies on child well-being, and these studies have demonstrated that social support plays a crucial role not only in children's well-being but also in their personal experiences and psychological health. The results suggest that children's well-being is positively associated with social support, individual characteristics, and a positive school and classroom environment that meets their basic psychological needs. Conversely, parental pressure and control, family problems, and low socioeconomic status negatively affect well-being and increase negative behaviours in school settings.

This review focused on studies examining psychological and subjective well-being and identified several limitations and gaps. The majority of papers in the scoping review were quantitative-based methods, such as cross-sectional, longitudinal, and literature reviews, etc., with limited perspectives on children's well-being based on qualitative data. There is a lack of qualitative studies examining the factors described about well-being. Therefore, it is important in future well-being studies to discuss the importance of mixed method approaches that provides more profound insights into children's experiences and perspectives, enriching the understanding of their well-being. It calls for more research that integrates both quantitative and qualitative methods and emphasises the need for culturally relevant, ethically sound approaches to studying and supporting the well-being of children in diverse contexts. Another clear gap in the research literature is the lack of focus on Asian cultural context-based studies, and it is likely that these factors might play a role in the child's well-being. Specifically, ethical

Baatarsuren et al: A scoping review of child well-being in educational environments

procedures should account for context-specific factors, such as developmental stage, decision-making capacity, health condition, and legal, social, and cultural environments. Thus, future research should prioritise cultural sensitivity in cross-cultural contexts and ensure that methodologies are age- and developmentally appropriate to accurately reflect children's diverse experiences and their perspectives of their own well-being.

## References

- Attree, P. (2004). Growing up in disadvantage: a systematic review of the qualitative evidence [Review of Growing up in disadvantage: a systematic review of the qualitative evidence]. *Child Care Health and Development*, 30(6), 679. Wiley. <https://doi.org/10.1111/j.1365-2214.2004.00480.x>
- Aulia, F., Hastjarjo, T. D., Setiyawati, D., & Patria, B. (2020). Student Well-being: A Systematic Literature Review. *Buletin Psikologi*, 28(1), 1. <https://doi.org/10.22146/buletinpsikologi.42979>
- Bertram, H. (2016). Kindliches Wohlbefinden: Von Kinderarmut und Fürsorge zur kindlichen Teilhabe. *Diskurs Kindheits- Und Jugendforschung / Discourse Journal of Childhood and Adolescence Research*, 11(3), 269. <https://doi.org/10.3224/diskurs.v11i3.2>
- Bishkhorloo, B., Lkhamsuren, Z., Byambajav, C., & Frazier, T. (2024). Predicting the Happiness and Life Satisfaction of Middle School Students' by Family Factors. *Боловсрол судлал сэтгүүл* 2024 (598)., 24(598)
- Bruggemana, H., Hiel, A. V., Halb, G. V., & Dongen, S. V. (n.d.). Does the use of digital media affect psychological well-being? An empirical test among children aged 9 to 12☆.
- Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The contributing role of family, school, and peer supportive relationships in protecting the mental wellbeing of children and adolescents. *School Mental Health*, 14(3), 776–788. <https://doi.org/10.1007/s12310-022-09502-9>
- Churchill, S. A., Farrell, L., & Appau, S. (2020). Measuring, Understanding and Improving Wellbeing Among Older People. In Springer eBooks. Springer Nature. <https://doi.org/10.1007/978-981-15-2353-3>
- Das, K., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding subjective well-being: perspectives from psychology and public health [Review of Understanding subjective well-being: perspectives from psychology and
- Baatarsuren et al: A scoping review of child well-being in educational environments

- public health]. *Public Health Reviews*, 41(1). Springer Science+Business Media.  
<https://doi.org/10.1186/s40985-020-00142-5>
- Demiessie, H., & Shirin, S. (2021). The Gateway to Well-being and Happiness: Re-defining Individualism, Voluntary Simplicity and Civilization. *Asian Journal of Social Sciences and Legal Studies*, 59. <https://doi.org/10.34104/ajssls.021.059074>
- Ferdousi, N. (2015). Children as research subjects: The ethical issues. *Bangladesh Journal of Bioethics*, 6(1), 6–10. <https://doi.org/10.3329/bioethics.v6i1.24398>
- Fernandez, E. (2008). The angry personality: A representation on six dimensions of anger expression. *The SAGE Handbook of Personality Theory and Assessment: Volume 2 — Personality Measurement and Testing*, 402–419.  
<https://doi.org/10.4135/9781849200479.n19>
- Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *The Internet and Higher Education*, 18, 4–14. <https://doi.org/10.1016/j.iheduc.2012.09.003>
- Grīga, L. (2016). Promoting children’s wellbeing in an educational context. *Problemy Wczesnej Edukacji*, 32(1), 148. <https://doi.org/10.5604/01.3001.0008.5643>
- Jarden, A., & Roache, A. (2023). What Is Wellbeing? *International Journal of Environmental Research and Public Health*, 20(6), 5006. <https://doi.org/10.3390/ijerph20065006>
- Jarvie, W. (2012). Qualitative Research in Early Childhood Education and Care Implementation. *International Journal of Child Care and Education Policy/International Journal of Child Care and Education*, 6(2), 35. <https://doi.org/10.1007/2288-6729-6-2-35>
- Helsen, M., Vollebergh, W., & Meeus, W. (2000). Social support from parents and friends and emotional problems in adolescence. *Journal of Youth and Adolescence*, 29(3), 319–335.  
<https://doi.org/10.1023/a:1005147708827>
- Holliman, A., Cheng, F., & Waldeck, D. (2022). Adaptability, personality, and social support: Examining links with psychological wellbeing among Chinese high school students. *International Journal of Educational Psychology*, 11(2).  
<https://doi.org/10.17583/ijep.8880>

Baatarsuren et al: A scoping review of child well-being in educational environments

- Kellock, A. (2020). Children's well-being in the primary school: A capability approach and community psychology perspective. *Childhood*, 27(2), 220.  
<https://doi.org/10.1177/0907568220902516>
- Kemppainen, T. (2012). Well-being in socio-political context. European welfare regimes in comparison. <https://helda.helsinki.fi/handle/10138/37306>
- Kutsar, D., Soo, K., Strózik, T., Strózik, D., Grigoraş, B., & Bălăţescu, S. (2018). Correction to: Does the Realisation of Children's Rights Determine Good Life in 8-Year-Olds' Perspectives? A Comparison of Eight European Countries. *Child Indicators Research*, 12(1), 185. <https://doi.org/10.1007/s12187-018-9555-2>
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education*, 3(2), 103–135. <https://doi.org/10.1002/rev3.3043>
- Lane, D., Blank, J., & Jones, P. (2019). Research with Children: Context, Power, and Representation. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2019.3556>
- Li, Q., Roslan, S., & Zaremohzzabieh, Z. (2021). Perceived Social Support and Psychological Well-Being of International Students: The Mediating Effects of Resiliency and Spirituality. *Asian Journal of University Education*, 17(3), 220.  
<https://doi.org/10.24191/ajue.v17i3.14502>
- Loft, L., & Waldfogel, J. (2020). Socioeconomic status gradients in young children's Well-being at school. *Child Development*, 92(1). <https://doi.org/10.1111/cdev.13453>
- Manindjo, Z. A., Anindhita, V., & Abidin, F. A. (2023). Parental Psychological Control, autonomy frustration, and psychological well-being among boarding school adolescents. *Journal of Education and Learning (EduLearn)*, 17(2), 262–270.  
<https://doi.org/10.11591/edulearn.v17i2.20734>
- Miller, P. B., & Kenny, N. P. (2002). Walking the moral tightrope: Respecting and protecting children in health-related research. *Cambridge Quarterly of Healthcare Ethics*, 11(3), 217–229. <https://doi.org/10.1017/s096318010211303x>

Baatarsuren et al: A scoping review of child well-being in educational environments

- Mosley-Johnson, E., Garacci, E., Wagner, N., Mendez, C., Williams, J. S., & Egede, L. E. (2018). Assessing the relationship between adverse childhood experiences and life satisfaction, psychological well-being, and social well-being: United States Longitudinal cohort 1995–2014. *Quality of Life Research*, 28(4), 907–914.  
<https://doi.org/10.1007/s11136-018-2054-6>
- Moula, Z., Walshe, N., & Lee, E. (2021). Making Nature Explicit in Children’s Drawings of Wellbeing and Happy Spaces. *Child Indicators Research*, 14(4), 1653.  
<https://doi.org/10.1007/s12187-021-09811-6>
- Mukhlis, H., Hariri, H., Riswandi, R., Haenilah, E. Y., Sunyono, S., Maulina, D., & Fitriadi, F. (2024). A current study of psychological well-being in educational institutions: A systematic literature review. *Journal of Education and Learning (EduLearn)*, 18(2), 382.  
<https://doi.org/10.11591/edulearn.v18i2.21136>
- Ng, W. L. (2021). Understanding how democracy shapes well-being of countries in Europe and Asia (TPG Capstone Project, Lingnan University, Hong Kong). Retrieved from  
[https://commons.ln.edu.hk/soc605\\_stdwork/3](https://commons.ln.edu.hk/soc605_stdwork/3).
- Ninomiya, Y., Matsumoto, M., Nomura, A., Kemppinen, L., Odgerel, D., Keskinen, S., Keskinen, E., Oyuntungalag, N., Tsuboi, H., Suzuki, N., Hatagaki, C., Fukui, Y., & Morita, M. (2020). A cross-cultural study of happiness in Japanese, Finnish, and Mongolian children: Analysis of the sentence completion test. *Child Indicators Research*, 14(2), 871–896. <https://doi.org/10.1007/s12187-020-09776-y>
- Norozi, S. A. (2023). The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework. *Societies*, 13(5), 113.  
<https://doi.org/10.3390/soc13050113>
- Organization for Economic Co-operation and Development. (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/53f23881-en>

Baatarsuren et al: A scoping review of child well-being in educational environments



- Pillay, J. (2014). Ethical considerations in Educational Research involving children: Implications for educational researchers in South Africa. *South African Journal of Childhood Education*, 4(2), 18. <https://doi.org/10.4102/sajce.v4i2.211>
- Piñeiro-Cossio, J., Fernández-Martínez, A., Nuviala, A., & Pérez-Ordás, R. (2021). Psychological wellbeing in physical education and school sports: A systematic review. *International Journal of Environmental Research and Public Health*, 18(3), 864. <https://doi.org/10.3390/ijerph18030864>
- Plantade-Gipch, A., Bruno, J., Strub, L., Bouvard, M., & Martin-Krumm, C. (2023). Emotional regulation, attachment style, and assertiveness as determinants of well-being in emerging adults. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1058519>
- Richter, N., Bondü, R., Spieß, C. K., Wagner, G. G., & Trommsdorff, G. (2018). Relations Among Maternal Life Satisfaction, Shared Activities, and Child Well-Being. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00739>
- Rosanbalm, K. D., Snyder, E. H., Lawrence, C., Coleman, K., Frey, J., Ende, J. B. van den, & Dodge, K. A. (2016). Child wellbeing assessment in child welfare: A review of four measures [Review of Child wellbeing assessment in child welfare: A review of four measures]. *Children and Youth Services Review*, 68, 1. Elsevier BV. <https://doi.org/10.1016/j.childyouth.2016.06.023>
- Sattler, D. N., Gruman, D. H., Enkhtur, O., Muskavage, B., & Бишхорлоо, Б. (2021). School climate in Mongolia: Translation and validation of the What's Happening in This School. *Learning Environments Research*, 25(2), 325. <https://doi.org/10.1007/s10984-021-09375-w>
- Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived discrimination for psychological well-being: A meta-analytic review. *Psychological Bulletin*, 140(4), 921–948. <https://doi.org/10.1037/a0035754>
- Schües, C., & Rehmann-Sutter, C. (2013). The well- and unwell-being of a child. *Topoi*, 32(2), 197–205. <https://doi.org/10.1007/s11245-013-9157-z>

Baatarsuren et al: A scoping review of child well-being in educational environments

- Slemp, G. R., Field, J. G., Ryan, R. M., Forner, V. W., Van den Broeck, A., & Lewis, K. J. (2024). Interpersonal supports for basic psychological needs and their relations with motivation, well-being, and performance: A meta-analysis. *Journal of Personality and Social Psychology*, 127(5), 1012–1037. <https://doi.org/10.1037/pspi0000459>
- Stafford, M., Kuh, D. L., Galé, C. R., Mishra, G. D., & Richards, M. (2015). Parent–child relationships and offspring’s positive mental wellbeing from adolescence to early older age. *The Journal of Positive Psychology*, 11(3), 326. <https://doi.org/10.1080/17439760.2015.1081971>
- Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2007). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. *Journal of Youth and Adolescence*, 38(1), 1–12. <https://doi.org/10.1007/s10964-007-9257-4>
- Thomas, N., & O’Kane, C. (1998). The ethics of participatory research with children. *Children & Society*, 12(5), 336–348. <https://doi.org/10.1111/j.1099-0860.1998.tb00090.x>
- Tricco, A. C., Lillie, E., Zarin, W., O’Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., ... Straus, S. E. (2018). Prisma extension for scoping reviews (PRISMA-SCR): Checklist and explanation. *Annals of Internal Medicine*, 169(7), 467–473. <https://doi.org/10.7326/m18-0850>
- Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive Medicine Reports*, 12, 271. <https://doi.org/10.1016/j.pmedr.2018.10.003>
- UNICEF. (2021). The State of the World’s Children 2021: On My Mind – Promoting, protecting and caring for children’s mental health. <https://www.unicef.org/reports/state-worlds-children-2021>

Baatarsuren et al: A scoping review of child well-being in educational environments

- Wang, M.-T., L. Degol, J., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 100912. <https://doi.org/10.1016/j.dr.2020.100912>
- Wolbransky, M., Goldstein, N. E., Giallella, C., & Heilbrun, K. (2013). Collecting informed consent with juvenile justice populations: Issues and implications for research. *Behavioral Sciences & the Law*, 31(4), 457–476. <https://doi.org/10.1002/bsl.2068>