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Family, School, and Neighbourhood Microsystems Influence on children's Life Satisfaction in Chile

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Abstract
At an international level, different researches have pointed out the importance of taking into account opinions of children and adolescents in order to study their subjective wellbeing. Reviewing scientific literature, it is recognized that wellbeing is, specially, affected by microsystems such as family, school or neighbourhood. However, these microsystems have not been studied enough regarding their influence on subjective wellbeing on childhood. This research aims to identify the joint influence of family, school and neighbourhood microsystems on life satisfaction of Chilean children. The sample were 1392 children between 10 and 13 years, from state subsidized municipal schools, state subsidized private schools and non-subsidized private schools. Results show that after analysing different structural equation models, a better adjustment is obtained by a five dimension configured model which allows to explain life satisfaction of students. It is concluded that the higher influence factor on life satisfaction is school relationships, followed by satisfaction with the family, satisfaction with the neighbourhood and family relationships. A relevant finding was that satisfaction with school does not exerts any significant influence on life satisfaction.

Keywords Children · Life satisfaction · Microsystems · Structural equation models · Chile

1 Introduction

In the last two decades research of subjective wellbeing has received an increasing amount of attention both from the academic world and at an international politic level.

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Subjective wellbeing relates to cognitive and affective evaluations of a person regarding his life, including positive affection, negative affection and life satisfaction (Casas 2016; Diener and Diener 2008; Diener et al. 1999). Positive affection, negative affection and life satisfaction are separable constructs from both an empiric and a conceptual standpoint, and can be assessed as independent from subjective wellbeing (Busseri and Sadava 2011; Lucas et al. 1996).

Researches have shown that internal brute product (PIB), the GINI index and public spending on education, are not factors that predict subjective wellbeing on children on Europe, Asian, North American, South American and African countries (Lee and Yoo 2015), and that is neither the economy (PIB) or spending on family policies, which fosters children wellbeing on rich countries (Klocke et al. 2014). Both studies show that contexts with which individual characteristics interact are the most influential in children wellbeing.

There are researches that have been focused on determine if, separately, family (Clair 2012; González et al. 2015; Nickerson and Nagle 2004; Schwarz et al. 2012), school (Casas et al. 2014, 2013a, b; Casas and González 2017; Elmore and Huebner 2010; Gilman and Huebner 2006) and neighbourhood (Goswami 2014) context variables influence subjective wellbeing of children. Another body of researches have examined the contribution of two contexts jointly, for example, family and school (Moore et al. 2018; Siddall et al. 2013), school and neighbourhood (Oyarzún et al. 2017). These studies which include a context, assume implicitly that children and adolescents, are influenced by the examined context, that the excluded context does not explain and/or does not interact with the results variation, or that the two contexts vary as a direct function of the others (Arum 2000; Brazil 2016).

Other researches, more recently, using the ecological model, have addressed jointly the variables of family, school, friends and neighbourhood context to study subjective wellbeing on children and adolescents, with samples of various countries (Lawlwe et al. 2017; Lee and Yoo 2015), considering children from country communities on Unites States (Newland et al. 2014, 2015), with children from the Unites States and other 10 countries (Lawlwe et al. 2017), children residing in 4 countries (Chile, South Korea, Unites States and Algeria) (Oriol et al. 2017). The results of these researches are not conclusive, and show different influences of contextual variables about on subjective wellbeing, mainly, through comparative analysis between countries.

While this growing body of researches show the importance of family, school and neighbourhood microsystems, few have advanced towards the comprehension of how interactions between these microsystems influence life satisfaction of children. In this review of scientific literature, no studies referring to particularities of a development country have been found, as is the case of Chile, where educative centres classifications reflects the socioeconomic level of families, and, therefore, scholar segregation.

2 Ecologic Perspective

Decades of investigation have highlighted the importance of studying children development inside its context (Bronfenbrenner 1987; Bronfenbrenner and Morris 2006). According to Bronfenbrenner's (1987) ecologic system theory, behaviours and wellbeing of growing people are influenced in part by biology and individual predispositions, but

interacting with multiple layers of environmental influence. Inside Bronfenbrenner's (1987) model, microsystems are conceptualized as those nearer that exert a direct influence on their development (for example, schools, families and equals network).

During childhood and adolescence period, family joint by school and neighbourhood, are microsystems in which young people are most of their daily life. Relationships with family members, classmates and teachers at school, and neighbours in the area where they live, regarding of cultural differences in countries, have shown that they affect subjective wellbeing. Gilman and Huebner (2003) support the hypothesis that it is possible to better explain life satisfaction if indicators from various contexts of development of young people are included. Garbarino (2014) wellbeing can be understood within an ecologic perspective, since children and adolescents life traverse through different microsystems, each one with its specific influence in their wellbeing.

Researchers have analysed the variables of different microsystems and have studied their interactive or simultaneous influence. Family is an important reference for most children and adolescents of diverse sociocultural contexts, regardless that the structure and functions of family have varied through history (Diener and Diener 2008). School has an important role in development and wellbeing of children and adolescents promoting their socialization and learning of rules and boundaries. School environment offers not only cognitive and instrumental learning, but also an emotional one, through children relationships with teachers and classmates (Hur and Testerman 2012). Interactions with neighbours that happens on the neighbourhood have importance on the wellbeing of children and adolescents, due to the opportunities and spatial limitations it imposes on their daily activity patterns (Sampson et al. 2002).

3 Indicators of Family, School and Neighbourhood Microsystems on Subjective Wellbeing

Diverse transcultural studies have researched contextual influences on subjective wellbeing of children and adolescents. This way, it has been possible to compare the obtained results on national samples with other ones from different cultural contexts, and to discover the existing variations among developed countries.

A research that integrated the ecologic perspective was the comparative study with 11 countries Lee and Yoo (2015) who showed that family factors explained around 40% of the variation on subjective wellbeing. The study showed that satisfaction with family was the area that mostly contributed to subjective wellbeing compared to school and neighbourhood areas, which obtained lower percentages of explained variance. Kim and Main (2017) found that satisfaction with the family, was a stronger predictor in United Kingdom (.574) than in South Korea (.266) of subjective wellbeing. Regarding the effect of satisfaction at school, the direct effect was bigger on South Korea (.312) than in United Kingdom (.277). No direct links between satisfaction with their communities and subjective wellbeing of children were found on both countries.

In the study of subjective wellbeing of children of twelve years old in United States and other 10 countries, individual and contextual predictors of satisfaction with life, mental health, and self-image were found. Stronger predictors of subjective wellbeing were family relationships, school, gender (being male) and neighbourhood quality (Lawler et al. 2017). Lawler et al. (2018) examined predictors of subjective wellbeing

on 10 years old boys on the Unites States and other 10 countries. Results showed that the stronger predictors for subjective wellbeing of children were the relationships with the family and equals, school and neighbourhood quality on all countries. Unlike previous research, with 12 years olds samples (Lawler et al. 2017), gender did not predict wellbeing of 10 years old children for the international sample.

Oriol et al. (2017) found that the support agents (family and friends) of 10 and 12 years old children residing on 4 countries (Chile, South Korea, United States and Algeria) were significant for subjective wellbeing before and after the transition to middle school period. It was observed that friends support was more important than family support for children of 10 and 12 years of age. In another study, similar results were found regarding positive relationships with teachers and family support, which were associated with a better mental health and subjective wellbeing. Particularly, support of the teachers were associated with a better subjective wellbeing to young people with high or low level of friends support, although with stronger associations between students with low level of friends support (Moore et al. 2018).

Although the recently reviewed researcher have identified the influence of family, school, and neighborhood micro-systems indicators on the subjective well-being in childhood and adolescence; considering this line of study as a whole, it is still emerging and has few publications focused on comparing results of children and adolescents from developed countries. To date, few studies have collected empirical evidence with children and adolescents in developing countries. Chile is a developing country and became the first country in Latin America to join the Organization for Economic Cooperation and Development (OECD) since 2010. It is therefore interesting to review the results of this national research within the international context framework.

4 Educational Context in Chile

In Chile, the school administration system was decentralized in 1981, and, since then, the possibility of choosing between three types of schools have been given to families: state subsidized municipal schools, state subsidized private schools and non-subsidized private schools. The Chilean school system subscribes to a market model for rendering of educational services, which include the families' right to choose which school their sons or daughters will attend, and the right of the private sector to provide educational services in all system levels (Inzunza et al. 2011).

Chile is an example of one of the most segregated educational systems worldwide (Organisation for Economic Co-operation and Development 2004). Kids go to school with kids of their same socioeconomic origin (Kremerman 2007). Differences in the tuition and social composition are not only explained by family choice, a main key of the market model for rendering educational services. In Chile, private schools apply a selection process. Instead of families choosing schools, schools choose families regarding their payment capabilities and sociocultural characteristics. In an effort to homogenize the students and increase the possibility of obtaining high scores on standardized tests, most private suppliers select more capable students and avoid those with learning or behaviour problems (Organisation for Economic Co-operation and Development 2004).

In the Education at a Glance 2017 report (Organisation for Economic Co-operation and Development 2017), it is noted that Primary School in Chile has 1046 annual hours

of classes and 1069 h in Secondary School. In the two levels of mandatory education, Chile is one of the countries with higher number of hours compared with other OECD countries, being the OECD average of 800 h in Primary School and 913 in Secondary School. For this reason, it is not surprising that the school experience of children have an impact on their wellbeing.

For Rees (2017) it is interesting to explore inequalities in life satisfaction regarding educational offer diversity in different countries (for example, the differences between children from private and public schools). Therefore, the comparison between different types of schools offers an interesting opportunity to examine the children's subjective wellbeing structure in diverse national contexts, using representative samples. In this case, Chile due to its educational system structure (public, subsidized and private) and considering the amount of time that children are in school every day, will provide valuable information on how subjective wellbeing varies between the schools, through a comparative analysis.

The review of scientific literature shows that these microsystems have not been studied enough regarding their influence on subjective wellbeing on childhood and adolescence on developing countries. Thus, in this study, the objective is to identify the joint influence of family, school and neighbourhood microsystems on life satisfaction of Chilean children. The relevance of this research refers to the need of more proofs of the ecologic model with different microsystems, in other countries, besides developed ones. Also, this research will give information about the influence of this microsystems in life satisfaction, according to school type in Chile.

5 Method

5.1 Participants

Data for this study was provided by the first data gathering of Children's Worlds: International Survey of Children's Well-Being (ISCWeB), (www.isciweb.org) in Chile. The Chilean student population was obtained from the Ministry of Education's 2011 enrollment table. The sample type was probabilistic, stratified and aproportional. Stratification was by socioeconomic classification of the institution obtained from the Education Quality Measurement System/School Vulnerability Index and the school dependence (municipal, subsidized and private) different in quantity in the country. The sample selection consisted of two-stages, schools, and courses. Course/school and school/stratum weights were included to balance the sample according to population distribution, assuring the homogeneity of school characteristics diversity, that is, comparables (Oyanedel et al. 2014). Participants were 1392 Chilean students, 755 men and 637 women, which ages fluctuated between 10 and 13 years, with an average of 11.5 years old (SD = 1.5). In Table 1 the sample distribution by sex, age, region and school type is presented.

5.2 Instruments

Student Life Satisfaction Scale (SLSS) Created by Huebner (1991) to globally measure the life satisfaction of children and adolescents between 8 and 18 years old. SLSS

Table 1 Demographic characteristics of participants ($N = 1392$)

Variables	N	%
Sex		
Male	637	45.8
Female	755	54.2
Age		
10 years	423	30.4
11 years	200	14.4
12 years	446	30
13 years	323	23.2
Region		
Valparaíso	453	32.5
Biobío	560	40.2
Metropolitana	379	27.3
School Type		
Municipal state-subsidized	705	50.6
Private state-subsidized	552	39.7
Private non-subsidized	135	9.7

feature 7 items (5 positive and 2 inverted). Some reactive which headline is: in which measure do you agree or disagree with? "My life is going well", "My life is just right", "I wish I had a different kind of life", "I have a good life" and "I have what I want in life". The scale has 5 answer options from 'I do not agree' to 'Totally agree'. In Chile, an internal consistency of $\alpha = .86$ was reported and a confirmatory factorial analysis (CFA) with unidimensional scale of five items (Alfaro et al. 2016). In this research SLSS-5 version is used, with adequate psychometric properties tested on a national research (Oyarzún 2016).

Satisfaction with Family In this study four items from the satisfaction with family area of the General Domain Satisfaction Index (Casas et al. 2013a, b) were used. The headline of each item is to what point are you satisfied by and some examples are: "The house or flat where you live", "The people who live with you", "All the other people in your family" and "Your family life". The range of answers is 11-point scale, from 'Not at all satisfied' to 'Totally satisfied'. The internal consistency was of .79.

Family Relationships Four questions about family relationships from ISCWeB questionnaire were used. The items showed the headline: in which degree do you agree or disagree with any one of these phrases? "My parents listen to me and take what I say into account", "We have a good time together in my family", "I have a quiet place to study at home" and "I feel safe at home". These questions were answered from a range of 0 = strongly disagree to 4 = strongly agree. With an exploratory factorial analysis (EFA) the four items charged in one factor that explains 59.02% of the variance (KMO = .77; Bartlett's sphericity test $p < .01$) and with a good internal consistency ($\alpha = .76$).

Satisfaction with School Four items from the satisfaction with the school area from General Domain Satisfaction Index was used. The headline of each item is up to what point you are satisfied by: "The school you go to", "Other children in your class", "Your school marks" and "Your school experience". The range of answers is 11-point scale, from 'Not at all satisfied' to 'Totally satisfied'. Alpha was of .70.

School Relationships Four questions about school relationships of ISCWeB questionnaire were used. The items presented the headline: in which measure do you agree or disagree which each one of this phrases? "I like going to school", "My teachers listen to me and take what I say into account", "My teachers treat me fairly" and "I feel safe at school". This questions were answered in a range from 0 = strongly disagree or 4 = strongly agree. With AFE the questions charged in one sole factor that explains 58.57% of the variance (KMO = .77; Bartlett's sphericity test $p < .01$) and a good internal consistency ($\alpha = .75$).

Satisfaction with Neighborhood Integers two satisfaction with neighborhood items from General Domain Satisfaction Index and three items from ISCWeB questionnaire. Items were used are: "The people in your area", "The outdoor areas children can use in your area", "The area where you live, in general", "In my area there are enough places to play or to have a good time" and "I feel safe when I walk around in the area I live in". With the AFE the items charged in one sole factor that explained a 53.36% of the variance (KMO = .70; Bartlett's sphericity test $p < .01$) and good internal consistency ($\alpha = .73$).

Also, ISCWeB questionnaire included demographic variables such as age, sex, and educational center, which were used for the data analysis in this investigation.

5.3 Procedure

Production of data in ISCWeB Chile used an active consent of students, principals and parents associations of each school and a passive consent of parents through a letter sent indicating that they could withdraw their children from the research, if they wished to. Ethical protocols that guide scientific national research were fulfilled (Lira 2007). Instrument application was applied as a group in the classroom with the presence of a researcher and a teacher to clarify students' questions.

5.4 Data Analysis

Lost values were imputed by regression (Byrne 2010) in the IBM-SPSS v21. Data analysis included firstly statistical descriptive analysis of the items of SLSS-5 and items from family, school and neighbourhood microsystems dimensions. Cronbach's alpha was calculated in each instrument. Then a bilateral correlation analysis between variables of interest was performed.

Structural equation models were assessed with adjustment indexes such as Chi-Square (χ^2) (Kaplan 2008); degrees of freedom (df) in Chi-Square distribution; Comparative Fit Index (CFI) higher than .90 (Bentler 1990) and ideally higher than .95 (Hu and Bentler 1999); Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) which values are acceptable when

they are equal or lower than .05 and .08 as the confidence intervals (C.I/I.C) lower than .08 (Byrne 2010).

6 Results

6.1 Descriptive Analysis

On Table 2 average scores of SLSS-5 items can be observed. They fluctuate between 3.38 (SD = .93) <<I have a good life>> and 2.44 (SD = 1.51) <<I'd like to have another kind of life >> in a range of answer from 0 to 4 points. The items of all three microsystems varied from −0.40 and − 2.51, while kurtosis values oscillate from −.13 and 6.38. According to Kline (2011), values higher than 3 for asymmetry and 10 for kurtosis should be considered as problematic normality indicators.

6.2 Correlation Matrix

Table 3 has Pearson's correlation indexes for Chilean students' sample. As observed on the table, correlations were direct, positive and significant between variables and, as expected, have a significance level of .01. SLSS-5 correlated with the five measurements referred to dimensions of family, school and neighbourhood microsystems. The higher correlation among dimensions was between school relationships and satisfaction with school and the lower one was between school relationships and satisfaction with the family.

6.3 Structural Equations Model (SEM)

Validity of the factorial structure of the psychometric SLSS5 of the Chilean sample was corroborated through Confirmatory Factorial Analysis (CFA) using the AMOS module of IBM-SPSS v21 for Structural Equations Models (SEM). Maximum verisimilitude estimation (ML) is used. Calculation of standard errors was performed with the bootstrap method, since data showed multivariate kurtosis higher than desirable. In Table 4 (Model 1) the CFA of the SLSS-5 showed good adjustment indicators, confirming the unifactorial structure of life satisfaction scale. This scale's version is the one that shows better adjustment indicators regarding the SLSS-4 and SLSS-7 (Oyarzún 2016).

Two structural equations models to explain life satisfaction of students were tested. Through Model 2 (Table 4) a theoretical model in which the three microsystems family, school and neighbourhood correspond to three latent variables, which in turn are related to life satisfaction (SLSS-5) of Chilean students. As observed in Table 4, said model does not show a good adjustment in all indexes.

Model 3 (Table 4) was tested, in which family and school microsystems are broken down into two latent variables each, differentiating a dimension on satisfaction and other on relationships, while the neighbourhood microsystem was left with one dimension. In this model the items that were included in said dimensions are referred to a cognitive evaluation done by the children about the different components of each microsystem. Specifically, about their relationship with other significant people,

Table 2 Descriptive statistical

Item/Factors	M	SD	Asymmetry	Kurtosis	Alpha
SLSS-5					.70
My life goes well	3.30	.90	−1.44	2.09	
My life is what I want it to be	2.84	1.15	−.83	−.07	
I have a good life	3.38	.93	−1.57	2.19	
I have what I want in life	3.13	1.00	−1.00	.39	
I'd like to have another kind of life	2.44	1.51	−.40	−.13	
Satisfaction with the family					
The house where you live	8.85	2.27	−2.31	5.06	.79
The people that lives with you	9.01	2.04	−2.51	6.38	
The people from all your family	8.92	2.16	−2.48	6.15	
Your family life	8.86	2.27	−2.41	5.49	
Family relationships					.76
My parents listen to me and consider me	3.42	.93	−1.90	3.52	
We have a good time together as a family	3.41	.93	−1.78	2.98	
I have a quiet place at home to study	3.09	1.09	−1.31	1.14	
I feel safe at home	3.61	.81	−2.76	8.35	
Satisfaction with the school					
The school or high school you attend to	8.46	2.41	−1.81	2.86	.70
The other kids from your class	8.05	2.48	−1.45	1.69	
Your grades	7.14	2.70	−.88	.25	
Your experience at the school or high school	8.36	2.39	−1.66	2.34	
School relationships					.75
I like going to the school or high school	2.77	1.18	−.82	−.06	
My teachers listen to me and consider me	3.08	.97	−1.01	.70	
My teachers treat me well	3.31	.89	−1.35	1.67	
I feel safe at the school or High School	3.31	1.00	−1.60	2.16	
Satisfaction with the neighborhood					.73
The people who live in your neighborhood	7.21	3.20	−.96	−.19	
The outdoor spaces you can use	7.76	3.00	−1.31	.65	
The neighborhood where you live in general	8.05	2.68	−1.46	1.37	
In the neighborhood where I live there are enough spaces to play and have fun	2.47	1.46	−.48	−1.16	
I feel safe when I walk through the streets of my neighborhood	2.86	1.28	−.90	−.29	

physical environment perception, material goods and activities that are performed on said microsystem.

Model 3 (Table 4) is configured through five dimensions (satisfaction with the family, family relationships, satisfaction with school, school relationships, satisfaction with neighbourhood) that help to explain students' life satisfaction. Model shows a good adjustment with a $\chi^2 = 781.528$, a CFI index of .955, a RMSEA of .035 and a SRMR of .033.

Table 3 Correlations matrix between the slss-5 and microsystems' dimensions

Variables	1	2	3	4	5	6
1 SLSS-5	–					
2 Satisfaction with the family	.39**	–				
3 Family relationships	.37**	.41**	–			
4 Satisfaction with the school	.31**	.31**	.25**	–		
5 School relationships	.35**	.23**	.35**	.52**	–	
6 Satisfaction with the neighborhood	.34**	.30**	.27**	.39**	.30**	–

**The correlation is significant at the .01 level (bilateral)

In Fig. 1, it is observed that the items are good indicators of their latent variables, with charges oscillating between .762 and .621 in satisfaction with the family, between .732 and .635 in family relationships, between .702 and .475 in satisfaction with the school between .779 and .564 in school relationships and between .753 and .450 in neighbourhood satisfaction. The five latent variables influenced the endogenous variable (SLSS-5) explaining 40.1% of the variance.

The factor that exerted more influence on life satisfaction was scholar relationships (.248), followed by satisfaction with family (.246), satisfaction with the neighbourhood (.226), family relationships (.193). Satisfaction with school (−.044), does not influence the students' life satisfaction in a significant way and shows a negative sign.

6.4 Multigroup Structural Equation Model (MSEM)

A Multigroup Structural Equation Model was analyzed, according to the type of education establishment (municipal, subsidized and private) to which students assist, from Model 3. With a moderate CFI its adjustment was acceptable (Model 4, Table 4). Next equivalent models were analysed, first with restricted charges (Model 5) and after with restricted charges and constants (Model 6). Both showed good adjustment indexes and

Table 4 Statistical fit indices of the different structural equation models

Model	Sample	X^2	gl	p	CFI	RMSEA (I.C.)	SRMR
1 AFC SLSS-5	Aggregated	32.922	5	.000	.985	.063 (.044–.085)	.019
2 Three dimensions	Aggregated	1888.343	293	.000	.857	.063 (.060–0.65)	.051
3 Five Dimensions	Aggregated	781.528	284	.000	.955	.035 (.033–.038)	.033
4 Five Dimensions without restrictions	Multigroup Establishment	1099.23	566	.000	.947	.027 (.025–.030)	.036
5 Five Dimensions with restricted charges	Multigroup Establishment	1126.41	586	.000	.946	.027 (.025–.029)	.038
6 Five Dimensions with restricted charges and constants	Multigroup Establishment	1154.60	606	.000	.945	.027 (.025–.029)	.038

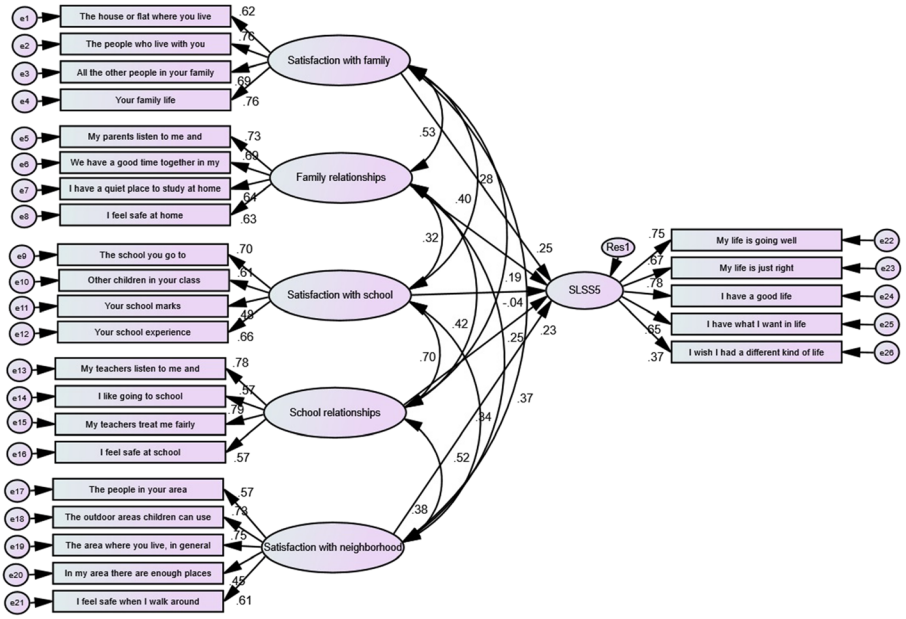

Fig. 1 Five dimensions of three microsystems that influence life satisfaction (SLSS-5) (Model 3, Table 4)

with each additional restriction the CFI did not show variations over .01 (Chen 2007; Cheung and Rensvold 2002), which allow us to conclude that correlations, regressions and means are comparable between groups (in this case, between schools, according to it being municipal, subsidized or private) in the Chilean educational system.

The factors that significantly and positively contributed to life satisfaction (SLSS-5) of students are satisfaction/relationships of the neighbourhood (.252), satisfaction with family (.218) and family relationships (.212). The percentage of explained variance of life satisfaction is 36% in the group of students of municipal schools or high schools.

The factors that contributed significantly and positively to life satisfaction of the students from subsidized establishments are school relationships (.314), satisfaction with family (.279) and satisfaction/relationships of the neighbourhood (.205). The percentage of explained variance of life satisfaction is 50%).

For private schools or high schools students none of the factors in Model 6 contribute significantly or positively to life satisfaction. In Table 5 the estimated parameters of each item for the factors of each group are presented.

7 Discussion

During the childhood period, family, with the school and neighbourhood are the microsystems in which young people are most of their daily life. Particularly, school and neighbourhood are environments of secondary socializations, where young people begin to interact with people that are not from their family. Relationships with members of the family, classmates and teachers at school and neighbours of their area, regardless of the countries' cultural difference, have shown an influence on subjective wellbeing.

Table 5 Multigroup structural equation model with constrained loads

Bootstrap ML, 95% confidence Resamples = 500			Municipal state-subsidized				Private state-subsidized				Private non-subsidized			
			Estimate	Lower	Upper	p	Estimate	Lower	Upper	p	Estimate	Lower	Upper	p
SLSS-5	<–	Sat. Family	.218	.077	.366	.004	.279	.025	.522	.009	.471	−.196	2.506	.093*
SLSS-5	<–	Family Rel.	.212	.064	.367	.009	.180	−.038	.396	.094*	−.096	−2.061	.692	.745*
SLSS-5	<–	Sat. School	−.061	−.288	.135	.549*	−.061	−.369	.168	.544*	.205	−.921	.967	.517*
SLSS-5	<–	School Rel.	.211	.037	.422	.024*	.314	.076	.618	.002	.147	−.480	1.038	.538*
SLSS-5	<–	Sat. Neighborhood	.252	.147	.376	.002	.205	.039	.365	.002	.152	−.210	.956	.301*
The house where you live	<–	Sat. Family	.775	.692	.834	.006	.749	.646	.822	.006	.656	.405	.835	.007
The people that lives with you	<–	Sat. Family	.710	.613	.779	.007	.627	.505	.714	.007	.798	.657	.887	.004
The people from all your family	<–	Sat. Family	.796	.717	.861	.005	.678	.564	.773	.003	.839	.650	.932	.010
Your family life	<–	Sat. Family	.656	.573	.740	.002	.590	.461	.690	.007	.571	.350	.800	.005
I feel safe at home	<–	Family Rel.	.637	.526	.722	.004	.633	.514	.727	.004	.610	.352	.781	.009
I have a quiet place to study at home	<–	Family Rel.	.643	.559	.713	.006	.592	.501	.680	.004	.757	.608	.875	.002
We have a good time together in my family	<–	Family Rel.	.676	.579	.740	.007	.703	.603	.780	.005	.732	.516	.866	.005
My parents listen to me	<–	Family Rel.	.761	.694	.831	.003	.699	.596	.799	.002	.713	.506	.836	.009
Your school experience.	<–	Sat. School	.670	.580	.750	.005	.644	.528	.730	.007	.659	.397	.864	.005
Your school marks	<–	Sat. School	.467	.385	.560	.002	.508	.394	.612	.004	.328	.136	.510	.002
Other children in your class	<–	Sat. School	.657	.565	.735	.004	.539	.441	.641	.004	.600	.460	.771	.004
The school you go to	<–	Sat. School	.685	.599	.761	.005	.709	.616	.796	.003	.752	.639	.868	.008
I feel safe at school	<–	School Rel.	.556	.456	.648	.006	.586	.499	.673	.004	.619	.404	.745	.013
My teachers treat me fairly	<–	School Rel.	.783	.700	.843	.005	.783	.707	.856	.004	.810	.611	.908	.006
I like going to school	<–	School Rel.	.542	.459	.613	.005	.552	.475	.624	.004	.744	.631	.842	.005
My teachers listen to me	<–	School Rel.	.784	.719	.839	.004	.756	.685	.819	.004	.808	.619	.895	.005
The area where you live	<–	Sat. Neighborhood	.510	.434	.577	.003	.438	.361	.511	.005	.229	.026	.394	.023

Table 5 (continued)

Bootstrap ML, 95% confidence Resamples = 500			Municipal state-subsidized				Private state-subsidized				Private non-subsidized			
			Estimate	Lower	Upper	p	Estimate	Lower	Upper	p	Estimate	Lower	Upper	p
The outdoor areas children can use	<–	Sat. Neighborhood	.738	.664	.798	.008	.740	.679	.803	.004	.793	.624	.884	.014
The people in your area	<–	Sat. Neighborhood	.703	.635	.766	.007	.747	.668	.810	.006	.766	.615	.885	.003
I feel safe when I walk around in the area I live in	<–	Sat. Neighborhood	.579	.500	.650	.005	.558	.457	.636	.006	.623	.406	.767	.005
In my area there are enough places to play	<–	Sat. Neighborhood	.534	.462	.618	.003	.651	.574	.726	.003	.792	.624	.892	.006
My life is going well	<–	SLSS-5	.675	.616	.740	.003	.661	.583	.739	.002	.669	.512	.820	.005
My life is just right	<–	SLSS-5	.769	.701	.827	.006	.804	.733	.864	.003	.769	.505	.913	.014
I have a good life	<–	SLSS-5	.693	.637	.752	.003	.619	.521	.703	.004	.581	.352	.723	.008
I have what I want in life	<–	SLSS-5	.357	.283	.445	.003	.359	.280	.464	.002	.574	.402	.760	.003
I wish I had a different kind of life	<–	SLSS-5	.753	.683	.810	.006	.762	.666	.826	.005	.681	.533	.817	.005

*Is not significant differences ($p \leq .05$)

Standardized estimates (Model 4)

The aim of this study was to determine the joint influence of family, school and neighbourhood microsystems on life satisfaction of 1392 children that assist to municipal state-subsidized, private state-subsidized and private non-subsidized educational establishments. The present research broadened previous studies centred on the influences of family, school and neighbourhood microsystems on life satisfactions of children, centring on the joint influences of these microsystems, being consistent with the ecologic perspective (Bronfenbrenner 1987).

The research showed how these microsystems altogether explained the variations on life satisfaction of studied children. It was observed through the structural model, that four of the five factors influenced life satisfaction, being the most contributing factor school relationships, and the one that did not contributed to explaining life satisfaction was satisfaction with school. In other words, the school microsystem is the one that generates a higher positive influence, and, at the same time, did not generate influence regarding satisfaction with school.

An interesting finding of this model was that the satisfaction with school didn't contribute significantly to explaining the students' life satisfaction. Said result is similar to the one found by Casas and González (2017); Casas et al. (2013a, b, 2014) with teenagers of Rumania, Spain, Brazil and Chile. Nevertheless, other studies have reported that the satisfaction with school does contribute to life satisfaction of Brazilian (dos Santos et al. 2014) and American (Elmore and Huebner 2010; Huebner 1994) teenagers. International research findings are inconclusive; possible reasons for differences in outcomes may be due to the use of different scales to assess satisfaction with school. Besides differences in school systems in each country and the perception students have of their school.

This finding showed that assessment related to diverse aspects of the school life configured two areas for the young people, as it is represented in the structural equation model of this research. Casas and González (2017) with their hypothesis that the students tend to represent the school as two worlds, showing that the contribution of the satisfaction related to school to life satisfaction differs in intensity and profile in diverse sociocultural contexts.

"Satisfaction with school" related to areas such as school, grades, convivence and experience, did not show direct influence on life satisfaction. "School relationships" formed by perceptions of the students regarding their school environment (relationship with the teachers –listens and has good treatment-, joy going to school, safety sensation) did contributed in a significant and positive way to life satisfaction. This last result hast support on the reported by Huebner and Gilman (2002), who have shown that teachers that stablished relationships of emotional and instrumental support influenced subjective wellbeing of American students.

In terms of the variations among type of Chilean educational establishments, influences patterns were different for life satisfaction of the students. In the MSEM performed according to educational establishment, the adjustments resulted adequate. With MSEM according type of educational establishment the students' answer styles were not different, allowing the comparison between indicators values of the microsystems on subjective wellbeing.

In the group of students of municipal state-subsidized establishments, life satisfaction (SLSS-5) was explained positively and significantly in a 36% by satisfaction with neighbourhood, satisfaction with family and family relationships. The factors

satisfaction with school and school relationships did not contribute to explain life satisfaction of the students. This result referring to the school microsystem can be related with education quality (low performance), cognitive abilities (low selectivity) and school coexistence quality indicators, where the high values of school violence indexes presented by this kind of establishments in Chile is highlighted.

In the group of students of private state-subsidized establishments, life satisfaction was explained in a 50% by school relationships, satisfaction with family and satisfaction with neighbourhood. Also it is observed in this model that life satisfaction of students was not explained by satisfaction with school and family relationships. The results of this group of students are related with national research that have shown that in this kind of establishment there are better school environments, which influence school coexistence quality and possibly subjective wellbeing.

In the group of students of private non-subsidized establishments none of the five factors contributed to explain life satisfaction. This result stands out, but it could be explained considering that this are establishments of the country's socioeconomic elite, and they are focalized on achieving better levels of academic performance measured in standardized national and international tests and to prepare early the students for the university selection test. Possibly for this group of students there are other areas in their life that explain their satisfaction, thus, research should be expanded.

Regarding the Multigroup Structural Equation Model according to type of establishment, it is possible to propose differential interventions of subjective wellbeing for primary education in Chile. In the municipal ones, actions should be focalized on enhancing or improving the indicators of satisfaction with the neighbourhood, satisfaction with family and family relationships that contributed to the students' life satisfaction. In the private state-subsidized, the indicators of school relationships, satisfaction with the family, and satisfaction with neighbourhood would be the most relevant ones at the moment of intervening.

In this line of implications McDougall et al. (2013) presents the efficacy of ecologic interventions based on existing support structures on the most immediate microsystems of young people. Park (2005) proposes that the more related constructs to life satisfaction should be the first ones to be included on programs of positive development with the aim of promoting and/or increasing subjective wellbeing and reducing the risk of suffering mental health problems in the childhood and adolescence. Suldo et al. (2008) add that additional research is required destined to the development of interventions that allow educators and mental health professionals to increase life satisfaction of children and adolescents.

The results obtained are valuable, although they have to be interpreted with caution in the context of some limitations. Particularly, relationships among the variables of interest are similar to the ones observed on international studies. Nonetheless, it is not possible to say that this pattern will persist on later years, since the present study was transversal. More longitudinal research is needed to understand the causal nature of associations studied in this research.

Future researches could integrate the affective component of subjective wellbeing of children and not limiting themselves to life satisfaction, since there are results in scientific literature that indicate the presence of differential predictors in the different components of subjective wellbeing. Also, it would be important to analyse models with components both of multiple and longitudinal levels, providing for the

incorporation of reciprocal influences and other dynamic processes, and not just a transversal and unidirectional section.

The innovation of the article involves investigating the mutual influence of family, school and neighborhood micro-system indicators upon the subjective well-being of children and adolescents in a developing country. Chile is characterized by an educational system adhered to a market model, segregated into types of school administration and with a high number of weekly class hours. Although the three types of schools share these characteristics, the MSEM results show the differential influence of family, school, and neighborhood micro-system indicators. With this national research as a contribution to the international discussion.

Compliance with Ethical Standards

Conflict of Interest The authors declare that they have no conflict of interest.

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