

## **ABSTRACT**

This qualitative study investigated the effects of schooling on the subjective well-being of children. The purposive sampling strategy was employed to collect data from 16 participants from five schools. The sample consisted of 08 children (4 boys and 4 girls) and their 08 parents (4 mothers and 4 fathers). On the basis of pilot study, two semi-structured qualitative interviews were constructed for children and parents. The basic objectives of study were to know: children opinion about their schools; parent's opinion about school of their children and the effects of schooling on subjective well-being of children. The information obtained from each participant were recorded and transcribed and was then analyzed through a qualitative technique, named; Interpretative Phenomenological Analysis (IPA). On the basis of the several themes that emerged (interactive class environment, proficient teaching staff, children satisfaction with school, parents satisfaction with school, effects on cognitions, effects on behavior, effects on social skills) it was concluded that schooling have great impact on personality development of children and this positive effects of schooling contribute significantly towards enhancing the subjective well-being of the children. These results are compared with the western researches. The theoretical implication of this study rests in its eastern contribution to the field of educational, developmental and positive psychology. Regarding practical implication, the researcher believes that this study can be useful for students, parents, teachers, school administration, school counselors and developmental and positive psychologists.