Findings on Happiness & SCHOOL

Correlate Code: S 1

Classification of Findings		*Number of Studies*
Correlate Code	*Correlate Name*	*on this Subject*
S 1	SCHOOL	4
S 1.1	School career	0
S 1.1.1	Earlier schooling	0
S 1.1.1.1	. earlier school-behavior	4
S 1.1.1.2	. earlier school-environment	2
S 1.1.1.3	. earlier attitudes to school	5
S 1.1.2	Change in schooling	0
S 1.1.2.1	. change in school-behavior	0
S 1.1.2.2	. change in school-environment	0
S 1.1.2.3	. change in attitudes to school	0
S 1.1.3	Current stage in school-career	3
S 1.1.4	Later schooling	1
S 1.1.4.1	. later school-behavior	0
S 1.1.4.2	. later school-environment	1
S 1.1.4.3	. later attitudes to school	0
S 1.2	Current school-behavior	0
S 1.2.1	School-attendance	0
S 1.2.1.1	. involved in schooling or not	1
S 1.2.1.2	. absenteeism	0
S 1.2.1.3	. extra-curricular activity	6
S 1.2.2	School-success	14
S 1.2.3	Involvement in school-work	6
S 1.2.4	Misbehavior in school	8
S 1.3	Current school-environment	0
S 1.3.1	Social characteristics of school	0
S 1.3.1.1	. socio-economic level of school	2
S 1.3.1.2	. ethnic homogeneity of school	2
S 1.3.2	Social climate in school	0
S 1.3.4	Intellectual level of school	3
S 1.3.5	School-type	3
S 1.3.6	Curriculum followed	3
S 1.4	Attitudes to school	0
S 1.4.1	Perceived usefulness of schooling	10
S 1.4.2	Perceived pressure of school-work	5
S 1.4.3	Satisfaction with own school-performance	1
S 1.4.4	Satisfaction with school-facilities	8

Appendix 1:   Happiness queries used

Study	**BRINK 1997A**	*Page in Report:*	262

Reported in:	Brinkerhoff, M. & Fredell, K. & Frideres, J.
	Basic minimum needs, Quality of life and selected correlates: explorations in villages
	Social Indicators Research 42 p. 245-281

Population:	Adult, general public, poor rural village, Barasi, India 1991
Sample:	Non-probability purposive-quota sample
Non-Response:	234
N:	nr

Measured Correlate

Class:	SCHOOL Code: S 1

Measurement:
```
Village needs prioritized by Paired Comparisons.Out of four basic
needs
ss were asked to compare two at a time and to select, which they
sought 'their family needs most'
Items were:
 -food
 -health
 -employment
 -leisure
This leads to six pairs of comparisons.
Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times
Needs index is the mean number of times an item is chosen.
```

Measured Values:	0: 1,96%; 1: 9,9%; 2: 20,9%; 3: 35,0%
	M: 35,0%

Error Estimates:

Remarks:	Items for pairwise comparison were selected by participant observation and open interviews

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-H?/?/sq/f/7/a	r=_.13	p<.05	
O-SLu/?/sq/l/5/a	r=-.06	ns	Items for pairwise comparison were selected by participant observation and open interviews

Study	**BRINK 1997A**	*Page in Report:*	262

Reported in: Brinkerhoff, M. & Fredell, K. & Frideres, J.
Basic minimum needs, Quality of life and selected correlates: explorations in villages
Social Indicators Research 42 p. 245-281

Population: Adult, general public, poor rural village, Barasi, India 1991

Sample: Non-probability purposive-quota sample

Non-Response: 234

N: nr

Measured Correlate

Class: SCHOOL Code: S 1

Measurement:
```
Village needs prioritized by Paired Comparisons.Out of four basic
needs
ss were asked to compare two at a time and to select, which they
sought 'their family needs most'
Items were:
 -food
 -health
 -employment
 -leisure
This leads to six pairs of comparisons.
Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times
Needs index is the mean number of times an item is chosen.
```

Measured Values: 0: 0,90% 1: 38,5%; 2: 38,0%; 3: 18,8%
M: 4,7%

Error Estimates:

Remarks: Items for pairwise comparison were selected by participant observation and open interviews

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-H?/?/sq/f/7/a	r=+.13	p<.05	
O-SLu/?/sq/l/5/a	r=+.05	ns	Items for pairwise comparison were selected by participant observation and open interviews

Study	**BRINK 1997A**	_Page in Report:_	262

Reported in: Brinkerhoff, M. & Fredell, K. & Frideres, J.
Basic minimum needs, Quality of life and selected correlates: explorations in villages
Social Indicators Research 42 p. 245-281

Population: Adult, general public, poor rural village, Barasi, India 1991

Sample: Non-probability purposive-quota sample

Non-Response: 234

_N:_ nr

Measured Correlate

Class: SCHOOL Code: S 1

Measurement:
```
Village needs prioritized by Paired Comparisons.Out of four basic
needs
ss were asked to compare two at a time and to select, which they
sought 'their family needs most'
Items were:
 -food
 -health
 -employment
 -leisure
This leads to six pairs of comparisons.
Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times
Needs index is the mean number of times an item is chosen.
```

Measured Values: 0: 1,64% 1: 8,5%; 2: 34,2% 3: 41,5%;
M: 15,8%

Error Estimates:

Remarks: Items for pairwise comparison were selected by participant observation and open interviews

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-H?/?/sq/f/7/a	r=+.1	ns	
O-SLu/?/sq/l/5/a	r=+.13	p<.05	Items for pairwise comparison were selected by participant observation and open interviews

Study   **BRINK 1997B**

		Page in Report:	263

Reported in:	Brinkerhoff, M. & Fredell, K. & Frideres, J.
	Basic minimum needs, Quality of life and selected correlates: explorations in villages
	Social Indicators Researcht 42 p. 245-281
Population:	Adult, general public, poor rural village, Bhopalpani, India 1991
Sample:	Non-probability purposive-quota sample
Non-Response:	108
N:	not rep

Measured Correlate

Class:	SCHOOL Code: S 1

Measurement:
```
Family needs prioritized by Paired Comparisons.Out of four basic
needs
ss were asked to compare two at a time and to select, which they
sought 'their family needs most'
Items were:
 -food
 -health
 -employment
 -leisure
This leads to six pairs of comparisons.
Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times
Needs index is the mean number of times an item is chosen.
```

Measured Values:	0: 0,87; 1: 46,8; 2:26,6; 3: 19,3: M: 7,3
Error Estimates:	
Remarks:	Items for pairwise comparison were selected by participant observation and open interviews

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-H?/?/sq/f/7/a	r=+.11	ns	
O-SLu/?/sq/l/5/a	r=+.16	ns	Items for pairwise comparison were selected by participant observation and open interviews

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . earlier school-behavior Code: S 1.1.1.1

Measurement: A mean of nine items which measure the number of times respondent
has commited acts of theft or vandalism. Scale: 0.00 = never to
4.00 = five or more times. Assessed at T1, T2, T3, T4 and T5

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=-

```
                     Theft and vandalism
Happiness T1       T2        T3         T4        T5
T1     _ = -.19    -.14      -.13      -.03 ns -.11
T2     _ = -.10    -.13      -.10      -.03 ns -.07 ns
T3     _ = -.06 ns -.09      -.11      -.04 ns -.04 ns
T4     _ = -.04 ns -.04 ns -.06 ns -.04 ns -.03 ns
All _ significant, unless indicated otherwise
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970,  T5: 1974
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.
Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . earlier school-behavior Code: S 1.1.1.1

Measurement:
```
At T1, T2 and T3: a mean of seven items measuring the amount of
school-oriented delinquent behaviour. Included are questions on
how often respondent has been suspended, damaged school property,
and gotten into a serious fight at school. Scale: 0.00 = never to
4.00 = five or more times
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=-	

```
                                 Delinquent behavior in school
            Happiness      T1             T2             T3
            T1          _ = -.19 (001)  -.14 (001)   -.12 (001)
            T2          _ = -.10 (01)   -.15 (001)   -.11 (01)
            T3          _ = -.07 (ns)   -.10 (01)    -.08 (05)
            T4          _ = -.06 (ns)   -.04 (ns)    -.04 (ns)
            T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*
Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.	
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives	
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978	

Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N:	T1 - T5: 2213/1886/1799/ 1620/1628

Measured Correlate

Class:	. earlier school-behavior Code: S 1.1.1.1
Measurement:	A mean of 10 items asking the respondent how often he had done such things as 'set fire to someone else's property on purpose', 'hurt someone badly enough to need bandages or a doctor', 'taken something not belonging to you worth over $50' etc. Scale: 1.00 = never to 5.00 = five or more times. Assessed at T1, T2, T3, T4 and T5
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=-	

```
                    Serious delinquent behavior
Happiness T1        T2        T3        T4        T5
T1    _ = -.18     -.14      -.12      -.04 ns  -.10
T2    _ = -.09     -.11      -.09      -.03 ns  -.07 ns
T3    _ = -.04 ns  -.07 ns   -.11      -.05 ns  -.04 ns
T4    _ = -.03 ns  -.02 ns   -.05 ns   -.04 ns  -.03 ns
All _ significant, unless otherwise indicated
T1: 1966, T2: 1968, T3: 1969, T4: 1970, T5: 1974
```

Study	**SMITH 1982**	*Page in Report:*	52

Reported in: Smith, T. W.
College Dropouts: An Analyses of the Psychological Well-Being and Attidudes of
Social Psychology Quarterly, 1982, Vol. 45, pp. 50-53

Population: 18+aged,general public, non-institutionalized, USA, 1972-80

Sample:

Non-Response:

N: 11997

Measured Correlate

Class: . earlier school-behavior Code: S 1.1.1.1

Measurement:
```
College Dropouts
0 Associate or bachelor's degree
1 Some college but no degree

Graduate School Dropouts
0 Graduate degree
1 Bachelor's with 5 or more years of
  college but no graduate degree
```

Measured Values:

Error Estimates:

Remarks: % happy:

Observed Relation with Happiness

Happiness Query	Statistics		Remarks		
O-HL/c/sq/v/3/aa	G=-.05	p<.01	degree:	37,9	% happy:
	tb=-.03	ns	no degree:	34,9	
	G=-.08	p<.01	degree:	40,2	
	tb=-.04	ns	no degree:	35,7	

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . earlier school-environment Code: S 1.1.1.2

Measurement: High school's mean GATB-J score, Gates score and Quick Test
score, computed from the scores of all the T1 respondents at that
school. See also
C 1.3

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*			
O-HP/g/mq/v/5/a	tau= ns		Quick	GATB-J	Gates
		Happiness	Test		test
		T1	_ = -.04	-.04	-.04
		T2	_ = -.01	-.04	-.03
		T3	_ = -.03	-.03	-.02
		T4	_ = -.01	-.00	-.02
		All _ not significant			
		T1: 1966, T2: 1968, T3: 1969, T4: 1970			

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . earlier school-environment Code: S 1.1.1.2

Measurement: Respondent reported his program of high school study at T1, T2 and
T3:
0 = vocational, bussiness, general,   agricultural or other;
1 = college preparatory

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau= ns	

```
                             HS curriculum college preparatory
Happiness       T1            T2            T3
T1        _ = +.04       +.06          +.06
T2        _ = -.02       +.03          +.02
T3        _ = +.01       -.02          +.01
T4        _ = -.01       -.01          +.02
All _ not significant
T1: 1966, T2: 1968, T3: 1969, T4: 1970
```

Study   **BACHM 1978**   *Page in Report:*

Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978
Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1,
	17.2% at T2,
	21.0% at T3,
	28.9% at T4,
	28.5% at T5
N:	T1 - T5:
	2213/1886/1799/
	1620/1628

Measured Correlate

Class:	. earlier attitudes to school Code: S 1.1.1.3
Measurement:	Index at T1, T2 and T3 of four items that indicate the extent to which the respondent considers it to be "a good thing" to demonstrate behavior indicative of academic achievement. Items: "studying constantly in order to become a well-educated person; working hard to achieve academic honors; striving to get the top grade-point average in the group; studying hard to get good grades in school."
	Scale: 1 = low to 6 = high in academic achievement value
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau=+ p<.s	

```
                                    Academic achievement value
Happiness        T1               T2               T3
T1            _ = +.26 (001)    +.15 (001)    +.15 (001)
T2            _ = +.16 (001)    +.22 (001)    +.14 (001)
T3            _ = +.12 (01)     +.18 (001)    +.25 (001)
T4            _ = +.10 (01)     +.13 (001)    +.18 (001)
All _ significant
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978
Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N:	T1 - T5: 2213/1886/1799/ 1620/1628

Measured Correlate

Class:	. earlier attitudes to school Code: S 1.1.1.3
Measurement:	Positive and negative school attitudes were measured at T1, T2 and T3. Positive school attitude: a mean of 15 items which stress the intrinsic value of education; scale: 1.00 = low (education has little value) to 4.00 = high (education has high value) Negative school attitude: a mean of 8 items indicating the respondent's negative or avoidance attitudes toward school. Scale: 1.00 = low negativity; 4.00 = high negativity
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau= p<.001	

```
                               Positive school attitudes
Happiness        T1          T2          T2
T1          _ = +.41        +.27        +.25
T2          _ = +.33        +.39        +.32
T3          _ = +.23        +.27        +.37
T4          _ = +.20        +.23        +.27
All _ significant (001)

                               Negative school attitudes
Happiness        T1          T2          T3
T1          _ = -.25        -.21        -.22
T2          _ = -.21        -.26        -.23
```

```
T3            _ = -.17        -.18        -.27
T4            _ = -.18        -.16        -.19
All _ significant (001)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . earlier attitudes to school Code: S 1.1.1.3

Measurement:
```
Simple direct question at T1, T2 and T3: How interesting are most
of your courses to you?
1 = very dull; 2 = slightly dull;
3 = fairly interesting;
4 = quite interesting;
5 = very exciting and stimulating
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau=+ p<.001	

```
                        Interest in courses
Happiness          T1        T2        T3
T1          _ = +.33     +.23      +.19
T2          _ = +.25     +.32      +.26
T3          _ = +.23     +.26      +.28
T4          _ = +.21     +.19      +.22
All _ significant (001)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*
Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.	
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives	
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978	
Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74	
Sample:		
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5	
N:	T1 - T5: 2213/1886/1799/ 1620/1628	

Measured Correlate

Class:	. earlier attitudes to school Code: S 1.1.1.3
Measurement:	Simple direct question at T1 and T2: "How satisfied are you with the way you're actually doing in school?" 1 = not at all; 2 = not very; 3 = somewhat; 4 = quite; 5 = very satisfied
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

```
O-HP/g/mq/v/5/a    tau=+    p<.s
                                Satisfaction with own school work
                    Happiness      T1                  T2
                    T1            _ = +.20  (001)      +.11 (01)
                    T2            _ = +.17  (001)      +.16 (001)
                    T3            _ = +.10  (01)       +.12 (01)
                    T4            _ = +.10  (01)       +.11 (01)
                    T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**SEARS 1977A**	*Page in Report:*	40-62/4

Reported in:	Sears, P.S. & Barbee, A.H.
	Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The Stanley, J.C., George, W.C. & Solano, C.H. (eds.) The Johns Hopkins Univ.Press Publ.1977, Baltimore and London, p.28-72
Population:	"Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72
Sample:	
Non-Response:	Attrition in 1972: 25%
N:	1928 N=671: 1972 N=430

Measured Correlate

Class:	. earlier attitudes to school Code: S 1.1.1.3
Measurement:	Selfrating of interest in:
	a. Algebra
	b. Arithmetic
	Assessed in 1922
Measured Values:	
Error Estimates:	
Remarks:	1922 interests by 1972 happiness

Observed Relation with Happiness

Happiness Query	Statistics		Remarks	
C-ASG/h/mq/v/5/a	AoV=	ns	a.	
	AoV=	ns	b.	1922 interests by 1972 happiness
M-PL/h/sq/v/5/b	Chi²=	ns	a.	
	Chi²=	ns	b.	

Study	**CONST 1965**	*Page in Report:*	50

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	Current stage in school-career Code: S 1.1.3
Measurement:	Freshmen / sophomores / juniors / seniors.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
A-AOL/cy/sq/v/10/a	DM=+	p<.01	Stronger among males. S-shaped curve among males: Stronger relationship from freshman to junior years. U-shaped curve among females: sophomores being most unhappy.

Study   **HEERE 1969**   *Page in Report:*   28

Reported in: Heeren, S.D.

Entrepreneurial vs bureaucratic fathers as related to family structure, happiness and
Unpublished doctoral dissertation, 1969, Unviversity of   Kansas, USA.

Population: Male undergraduates, University of Kansas, USA, 1967

Sample:

Non-Response: 5% incomplete
information.

N: 103

Measured Correlate

Class: Current stage in school-career Code: S 1.1.3

Measurement: `freshman / sophomore / junior / senior /graduate student / other`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HL/g/sq/n/9/b	r= ns	

Study	**WASHB 1941**	*Page in Report:*	283

Reported in:	Washburne, J.N.
	Factors related to the social adjustment of college girls.
	Journal of social Psychology, 1941, vol. 13, p. 281 -189.
Population:	Female college students, New York, USA, 194?
Sample:	
Non-Response:	-
N:	238

Measured Correlate

Class:	Current stage in school-career Code: S 1.1.3
Measurement:	0 Junior
	1 Freshmen
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
M-CO/?/?q/?/0/a	D%=+ ns	L-shaped curve: positive relationship among unhappy students only.
	SNR= + ns	L-shaped curve: positive relationship among unhappy students only.

Study   **BACHM 1978**   *Page in Report:*

Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978
Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N:	T1 - T5: 2213/1886/1799/ 1620/1628

Measured Correlate

Class:	Later schooling Code: S 1.1.4
Measurement:	College mean of Scholastic Aptitude Test scores, or American College Test scores, or estimates of these scores (See Astin, 1971) (measured at T5)
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-HP/g/mq/v/5/a	tau=	ns	T1 happiness: _ = .00 (ns) T2 happiness: _ = -.04 (ns) T3 happiness: _ = -.04 (ns) T4 happiness: _ = -.06 (ns) T1: 1966, T2: 1968, T3: 1969, T4: 1970, T5: 1974

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . later school-environment Code: S 1.1.4.2

Measurement: Prestige of institution attended as an undergraduate (measured at
T5)

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau= ns	T1 happiness: _ = +.07 (ns)
		T2 happiness: _ = -.02 (ns)
		T3 happiness: _ = -.03 (ns)
		T4 happiness: _ = -.07 (ns)
		T1: 1966, T2: 1968, T3: 1969, T4: 1970, T5: 1974

Study	**ZUMA 1989**	*Page in Report:*
Reported in:	Zentrum fur Umfrageforschung MAnnheim (ZUMA) Wohlfahrtsurveys 1978,1980,1984,1988. Unpublished data-set. Especially prepared for the World Database of Happiness.	
Population:	18+ aged, general public, West-Germany, 1978-88	
Sample:		
Non-Response:	?	
N:	varies from about 2000 - 2300	

Measured Correlate

Class:	. involved in schooling or not Code: S 1.2.1.1
Measurement:	Question :' Are you at this moment a high-school or college student ?' 0 no 1 yes
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HL/c/sq/v/4/b	SNR=	

	eta	G	r	ß
1978	-.02	-.06	-.02	+.04
1980	+.05	+.31	+.05	+.03
1984	+.04	+.23	+.04	+.04
1988	+.00	+.05	+.00	+.01

ß's controlled for age, gender, perceived class and marital status.

Happiness Query	Statistics	Remarks
O-SLW/c/sq/n/11/b	SNR=	

	eta	G	r	ß
1978	+.04	+.21	+.04	+.01
1980	+.06	+.27	+.06	+.06
1984	+.01	+.07	+.01	+.00
1988	+.03	+.19	+.03	+.02

ß's controlled for age, gender, perceived class and marital status.

Study	**BRENN 1970**	*Page in Report:*	108/318

Reported in: Brenner, B.
Social factors in mental well-being at adolescence.
Doctoral dissertation, 1970, The American University,   Washington D.C., USA

Population: Highschool pupils, New York State, USA, 1960

Sample:

Non-Response: 1%

N: 5204

Measured Correlate

Class: . extra-curricular activity Code: S 1.2.1.3

Measurement: Open-ended direct question 0 / 1-2 / 3+

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/g/sq/v/5/a	G=+.16	
	V= .35 p<.01	

Study	**BRENN 1970**	*Page in Report:*	108/318

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. extra-curricular activity Code: S 1.2.1.3
Measurement:	Open-ended direct question 0 / 1-2 / 3+
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HL/u/sq/v/4/b	G=+.14	
	V= .10 p<.01	

Study   **BRENN 1970**

| | | *Page in Report:* | 108/124 - |

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. extra-curricular activity Code: S 1.2.1.3
Measurement:	2-item index of open-ended questions on number of extracurricular activities taken part in, and number of hours spent on these activities in an average week.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/g/sq/v/5/a	G=+.24	After control for:

```
After control for:
- having fun in life                    : Gs = +.19
- tending to be a lonely person         : Gs = +.21
- having faith in people                : Gs = +.21
- sensitivity to failure                : Gs = +.24
- educational level of mother           : Gs = +.22
- school social class                   : Gs = +.23
- tending to be a lonely person, and
  having fun in life                    : Gs = +.19
- having faith in people, and having
  fun in life                           : Gs = +.17
- having faith in people, and tending
  to be a lonely person                 : Gs = +.18
- educational level of mother, and
  having fun in life                    : Gs = +.19
- educational level of mother, and
  tending to be a lonely person         : Gs = +.19
- educational level of mother, and
  having faith in people                : Gs = +.18
- school social class, and having
  fun in life                           : Gs = +.19
- school social class, and tending
  to be a lonely person                 : Gs = +.20
- school social class, and having
  faith in people                       : Gs = +.21
- school social class, and educa-
```

```
                              tional level of mother        : Gs = +.21

                              Medium and high stability of self-
                              image                          : G  = +.27
                              Low stability of self-image    : G  = +.21

                              Spent no time on working for pay
                              spend                          : G  = +.27
                              Spent some hours on work for pay : G  = +.22

                              Lower class                    : G  = -.13
                              Middle and upper class         : G  = +.21

                              Unaffected by school social class
```

        V= .11   p<.01

Study   **BRENN 1970**   *Page in Report:*   108/124 -

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. extra-curricular activity Code: S 1.2.1.3
Measurement:	2-item index of open-ended questions on number of extracurricular activities taken part in, and number of hours spent on these activities in an average week.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HL/u/sq/v/4/b	G=+.14	After control for:

    After control for:
    - having fun in life   : Gs = +.07
    - tending to be a lonely person   : Gs = +.10
    - having faith in people   : Gs = +.10
    - sensitivity to failure   : Gs = +.14
    - educational level of mother   : Gs = +.12
    - school social class   : Gs = +.12
    - self-esteem   : Gs = +.12
    - tending to be a lonely person, and
      having fun in life   : Gs = +.07
    - having faith in people, and having
      fun in life   : Gs = +.04
    - having faith in people, and tending
      to be a lonely person   : Gs = +.06
    - educational level of mother, and
      having fun in life   : Gs = +.07
    - educational level of mother, and
      tending to be a lonely person   : Gs = +.08
    - educational level of mother, and
      having faith in people   : Gs = +.09
    - school social class, and having
      fun in life   : Gs = +.06
    - school social class, and tending
      to be a lonely person   : Gs = +.08
    - school social class, and having
      faith in people   : Gs = +.08

```
                              - school social class, and educa-
                                tional level of mother            : Gs = +.11

                              Unaffected by stability of self-image
                              Unaffected by hours spent on work for pay
                              Positive in middle and upper class : G  = +.14
                              After control for                  : Gs = +.10
                              Negative in lower class            : G  = -.29
                              After control for                  : Gs = -.24
```

V= .07   p<.01

Study	**BRENN 1970**	*Page in Report:*	108/314

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. extra-curricular activity Code: S 1.2.1.3
Measurement:	Open-ended direct question: 0 / 1-4 / 5 hours or more in a average week.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-AOL/g/sq/v/5/a	G=+.14	
	V= .09 p<.01	

Study	**BRENN 1970**	*Page in Report:*	108/314

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. extra-curricular activity Code: S 1.2.1.3
Measurement:	Open-ended direct question: 0 / 1-4 / 5 hours or more in a average week.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HL/u/sq/v/4/b	G=+.14	
	V= .09 p<.01	

Study	**ABBEY 1983**	*Page in Report:*	272

Reported in:	Abbey, A.; Dunkel-Schetter, C.; Brickman, P. Handling the stress of looking for a job in law school Basic and Applied Social Psychology, 1983, vol.4, 263-278
Population:	Law school students, Chicago, USA, 198?
Sample:	Non-probability chunk sample
Non-Response:	?
N:	85

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	45% of the interviewed students reported writing for a legal publication.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
O-HL/g/sq/n/9/a	DM=+	p<.01	Students with publications were significantly happier than students without publications.

Study	**ABBEY 1983**	*Page in Report:*	272

Reported in:	Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
	Handling the stress of looking for a job in law school
	Basic and Applied Social Psychology, 1983, vol.4, 263-278
Population:	Law school students, Chicago, USA, 198?
Sample:	Non-probability chunk sample
Non-Response:	?
N:	85

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Self-perceived rank in their class (65% of the interviewed students reported being in the top 25% o their class, 27% reported being in the 25-50% range, while only 8% reported being in the lower 50% of their class.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
O-HL/g/sq/n/9/a	DM=+	p<.05	Students with a high class rank were significantly happier than students who were performing less well.

Study	**BACHM 1970**	*Page in Report:*	247

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.
Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: School-success Code: S 1.2.2

Measurement: `Question on average grade in past year.`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	r=+.10 p<.01	`Both variables assessed at T1.`

Study	**BACHM 1970**	*Page in Report:*	242

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.
Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: School-success Code: S 1.2.2

Measurement: 3-item index of closed questions on self-perceived school ability,
intelli- gence, and reading ability compared with other boys of
the same age.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
O-HP/g/mq/v/5/a	r=+.12	p<.01	Both variables assessed at T1.

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: School-success Code: S 1.2.2

Measurement: Simple direct question at T1: "Where
you ever kept back a grade?"
1 = yes, 0 = no

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=- ns	T1 happiness: _ = -.07 (ns)
		T2 happiness: _ = -.01 (ns)
		T3 happiness: _ = -.01 (ns)
		T4 happiness: _ = -.03 (ns)
		T1: 1966, T2: 1968, T3: 1969, T4: 1970

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: School-success Code: S 1.2.2

Measurement:
```
Respondent reported his average grade for all his courses for the
year at T1, T2 and T3:
10 = failure, E or F (59% or less);
22 = D- (60 - 62);  25 = D  (63 - 66);
28 = D+ (67 - 69);  32 = C- (70 - 72);
35 = C  (73 - 76);  38 = C+ (77 - 79);
42 = B- (80 - 82);  45 = B  (83 - 86);
48 = B+ (87 - 89);  52 = A- (90 - 92);
55 = A  (93 - 96);  58 = A+ (97 - 100)
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau=+	

```
                              Average grade
Happiness    T1            T2            T3
T1        _ = +.11 (01)    +.12 (001)    +.07 (ns)
T2        _ = +.09 (05)    +.13 (001)    +.03 (ns)
T3        _ = +.06 (ns)    +.08 (05)     +.02 (ns)
T4        _ = +.02 (ns)    +.06 (ns)     +.02 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: School-success Code: S 1.2.2

Measurement: Index at T1 and T2 of three items in which respondent rates
himself in comparison to others his age on overall school ability,
reading ability, and intelligence. Scale: 1 = far below average to
6 = far above average

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=+	

```
                                  Self-percieved school ability
Happiness           T1                T2
T1            _ = +.13 (001)      +.07 (ns)
T2            _ = +.11 (01)       +.11 (01)
T3            _ = +.08 (05)       +.05 (ns)
T4            _ = +.05 (ns)       +.05 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**CONST 1965**	*Page in Report:*	69

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Achievement index computed by subtracting the SAT-Verbal score from that associated with the cumulative grade point average.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
A-AOL/cy/sq/v/10/a	D%=+	ns	Computed for freshmen and juniors only (N=274).

Study	**CONST 1965**	*Page in Report:*	67

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Cumulative grade point average (GPA).
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
A-AOL/cy/sq/v/10/a	DM=+	p<.01	Posistive among males only. Significant (05) among sophomore males only. Unaffected by stage of study among females.

Study	**PORTE 1967**	*Page in Report:*	96

Reported in:	Porter J.
	Sex-role concepts, their relationships to psychological well-being and to future plans
	Unpublished doctoral dissertation, 1967, University of Rochester, New York, USA
Population:	Female students college seniors, followed two months, Rochester, USA, 1965-66
Sample:	
Non-Response:	8%; unaffected by place of residence
N:	162

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	`Cumulative grade point average`
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
A-AOL/cq/sq/v/10/a	r=	ns	`T2 happiness by T2 grade`

Study	**SMITH 1982**		*Page in Report:*	52

Reported in:	Smith, T. W.
	College Dropouts: An Analyses of the Psychological Well-Being and Attidudes of
	Social Psychology Quarterly, 1982, Vol. 45, pp. 50-53
Population:	18+aged,general public, non-institutionalized, USA, 1972-80
Sample:	
Non-Response:	
N:	11997

Measured Correlate

Class:	School-success Code: S 1.2.2

Measurement:
```
College Dropouts
0 Associate or bachelor's degree
1 Some college but no degree

Graduate School Dropouts
0 Graduate degree
1 Bachelor's with 5 or more years of
  college but no graduate degree
```

Measured Values:

Error Estimates:

Remarks: % happy:

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*		
O-HL/c/sq/v/3/aa	G=-.05	p<.01	degree:	37, 9	% happy:
	tb=-.03	ns	no degree:	34, 9	
	G=-.08	p<.01	degree:	40, 2	
	tb=-.04	ns	no degree:	35, 7	

Study	**WEBB 1915/1**	*Page in Report:*	26

Reported in:	Webb, E.
	Character and intelligence. An attempt at an exact study of character.
	London, 1915, Cambridge University Press.
Population:	Male college students, England, 1912
Sample:	
Non-Response:	-
N:	194

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Rating on a 7-point scale on the basis of 3 terminal examinations. The result of the first and the third were pooled to give one set of values, and the second furnished the other.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-CP/g/rdp/ro/7/a	r=+.09	

Study	**WESSM 1966/2**	*Page in Report:*	123

Reported in:	Wessman, A.E. & Ricks, D.F.
	Mood and personality
	Holt, 1966, New York, USA
Population:	Male college students, followed 3 years, Harvard University, USA, 1957-60
Sample:	
Non-Response:	37%: 9 dropouts, incomplete; about the same happiness distribution.
N:	17

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Student's yearly grade average.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-ARE/md/sqr/v/10/	r=+.43 p<.10	Freshman year : r = +.50 (05)
		Sophomore year : r = +.53 (05)
		Junior year : r = +.15 (ns)
		Senior year : r = +.31 (ns)

| **Study** | **WESSM 1966/2** | *Page in Report:* | 123 |

Reported in:	Wessman, A.E. & Ricks, D.F.
	Mood and personality
	Holt, 1966, New York, USA
Population:	Male college students, followed 3 years, Harvard University, USA, 1957-60
Sample:	
Non-Response:	37%: 9 dropouts, incomplete; about the same happiness distribution.
N:	17

Measured Correlate

Class:	School-success Code: S 1.2.2
Measurement:	Discrepancy between predicted rank list (PRL) before college entrance and ac- tual grade average for the four years.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
A-ARE/md/sqr/v/10/	r=-.34	ns	The PRL = expected college grade average on the basis of the student's previous secondary school record, level of preparation, and aptitude tests.

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Involvement in school-work Code: S 1.2.3

Measurement: Simple direct question at T1 and T2: "How close do you come to
doing the best work you are able to do on school?" 1 = not at all
close;
2 = not very close; 3 = somewhat close; 4 = quite close; 5 = very
close

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=+	

```
                            Does best work in school
Happiness         T1                T2
T1          _ = +.19 (001)      +.11 (01)
T2          _ = +.15 (001)      +.16 (001)
T3          _ = +.11 (01)       +.10 (01)
T4          _ = +.08 (05)       +.07 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.
Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Involvement in school-work Code: S 1.2.3

Measurement:
```
Simple direct question at T1, T2 and T3: "About how many hours do
you spend in an average week on all your homework including both
in and out of school?"
1 =       no hours; 2 =  1 to  4 hours;
3 =  5 to  9 hours; 4 = 10 to 14 hours;
5 = 15 to 19 hours; 6 = 20 to 24 hours;
7 = 25 or more hours
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=+

```
                             Number of hours of homework
Happiness   T1                T2                T3
T1      _ = +.07 (ns)     +.05 (ns)      +.07 (ns)
T2      _ = +.03 (ns)     +.06 (ns)      +.06 (ns)
T3      _ = +.02 (ns)     +.01 (ns)      +.10 (01)
T4      _ = +.02 (ns)     -.00 (ns)      +.04 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Involvement in school-work Code: S 1.2.3

Measurement:
```
Simple direct question at T1 and T2: "How hard do you think you
work in school compared to the other students in your class?" 1 =
much less hard;
2 = less hard;  3 = about average:
4 = harder;     5 = much harder
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=+

```
                             Works harder than average
Happiness       T1               T2
T1              _ = +.14 (001)     +.10 (01)
T2              _ = +.12 (001)     +.10 (01)
T3              _ = +.10 (01)      +.06 (ns)
T4              _ = +.06 (ns)      +.03 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**HERZO 1982/3**	*Page in Report:*	84/5

Reported in:	Herzog, A.R., Rodgers, W.L. and Woodworth, J.
	Subjective Well-being among different age-groups.
	Research Report, Institute for Social Research, Survey Research Center, Univ. of Michigan, 1982, Ann Arbor, USA
Population:	50+ aged, general public, USA, 1975
Sample:	
Non-Response:	
N:	410

Measured Correlate

Class:	Involvement in school-work Code: S 1.2.3
Measurement:	During 24-hour period prior to the interview, respondents reported each activity they engaged in (PARTICIPATION) and the time spend on each activity (DURATION) on an activity diary. Activities were coded into categories, one of which was "education related activities".
	Work status was measured by self-labeling by respondents and a question about engagement in work for pay at present. Self-labeled housewives were excluded.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks	
O-DT/u/sq/v/7/a	r=-.04	ns	PARTICIPATION:	working males
	r=-.02	ns		retired males
	r=+.08	ns		retired females
	Beta=-.0	ns		working males
	Beta=-.0	ns		retired males
	Beta=+.1	ns		retired females
	r=-.07	ns	DURATION:	working males
	r=-.02	ns		retired males
	r=+.08	ns		retired females
	Beta=-.1	ns		working males
	Beta=+.0	ns		retired males

Beta=+.1 ns   retired females
                              ß controlled for self-reported health, income and
                              age. Relations with 'participation' also controled
                              for 'duration' and relations with 'duration' also
                              for participation.

Study	**WEBB 1915/1**	*Page in Report:*	26

Reported in:	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.
Population:	Male college students, England, 1912
Sample:	
Non-Response:	-
N:	194

Measured Correlate

Class:	Involvement in school-work Code: S 1.2.3
Measurement:	Trained peer-rating of mental work be- stowed on usual studies on a 7-point scale on the basis of observation during 6 months.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-CP/g/rdp/ro/7/a	r=-.02	

Study	**WEBB 1915/2**	*Page in Report:*	27

Reported in:	Webb, E.
	Character and intelligence. An attempt at an exact study of character.
	London, 1915, Cambridge University Press.
Population:	±12 aged, male school pupils, London, England, 1912
Sample:	
Non-Response:	-
N:	140

Measured Correlate

Class:	Involvement in school-work Code: S 1.2.3
Measurement:	Class-master rating on a 7-point scale on the basis of observation during 6 months.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-CP/g/rdt/ro/7/a	r=+.41	

Study	**BACHM 1970**	*Page in Report:*	243

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

Youth in transition. Vol.II: The impact of family background on intelligence in 10th-Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement: 13-item index of closed questions on fighting with other students, not working hard, skipping classes, copying someone else's assignments, etc.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=-.26 p<.001	Both variables assessed at T1.

Study	**BACHM 1970**	*Page in Report:*	243

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement: 13-item index of closed question on fighting with other students,
not working hard, skipping classes, copying someone else's
assignments.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=-.26 p<.001	Both variables assessed at T1.

Study	**BACHM 1970**	*Page in Report:*	122

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

Youth in transition. Vol.II: The impact of family background on intelligence in 10th-Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement: `4-item index of closed questions on feelings of swearing, losing temper at teachers, being rude to teachers, picking a fight with parents.`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=-.33 p<.001	`Both variables assessed at T1.`

Study	**BACHM 1970**	*Page in Report:*	247

Reported in:	Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.
	Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
	Ann Arbour, Michigan, 1970, Institute for Social Research.
Population:	Public highschool boys followed 3 years from grade 10, USA, 1966-69
Sample:	
Non-Response:	2.8% incomplete information in 1966
N:	T1:2213, T2: 1886, T3: 1799

Measured Correlate

Class:	Misbehavior in school Code: S 1.2.4
Measurement:	26-item index of closed questions on running away from home, hitting parents, stealing, fighting, drinking alcohol without permission, etc. (adapted from Gold, 1966).
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=-.21 p<.001	Both variables assessed at T1.

Study   **BACHM 1978**   *Page in Report:*

Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978
Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N:	T1 - T5: 2213/1886/1799/ 1620/1628

Measured Correlate

Class:	Misbehavior in school Code: S 1.2.4
Measurement:	A mean of nine items which measure the number of times respondent has commited acts of theft or vandalism. Scale: 0.00 = never to 4.00 = five or more times. Assessed at T1, T2, T3, T4 and T5
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=-	

```
                     Theft and vandalism
Happiness T1       T2       T3       T4       T5
T1    _ = -.19    -.14    -.13    -.03 ns -.11
T2    _ = -.10    -.13    -.10    -.03 ns -.07 ns
T3    _ = -.06 ns -.09    -.11    -.04 ns -.04 ns
T4    _ = -.04 ns -.04 ns -.06 ns -.04 ns -.03 ns
All _ significant, unless indicated otherwise
T1: 1966, T2: 1968, T3: 1969, T4: 1970, T5: 1974
```

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

                        Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

                        Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
                        17.2% at T2,
                        21.0% at T3,
                        28.9% at T4,
                        28.5% at T5

N: T1 - T5:
                        2213/1886/1799/
                        1620/1628

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement: At T1, T2 and T3: a mean of seven items measuring the amount of
                        school-oriented delinquent behaviour. Included are questions on
                        how often respondent has been suspended, damaged school property,
                        and gotten into a serious fight at school. Scale: 0.00 = never to
                        4.00 = five or more times

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=-

```
                       Delinquent behavior in school
Happiness       T1              T2              T3
T1         _ = -.19 (001)  -.14 (001)  -.12 (001)
T2         _ = -.10 (01)   -.15 (001)  -.11 (01)
T3         _ = -.07 (ns)   -.10 (01)   -.08 (05)
T4         _ = -.06 (ns)   -.04 (ns)   -.04 (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement:
```
A mean of 10 items asking the respondent how often he had done
such things as 'set fire to someone else's property on purpose',
'hurt someone badly enough to need bandages or a doctor', 'taken
something not belonging to you worth over $50' etc. Scale: 1.00 =
never to 5.00 = five or more times.
Assessed at T1, T2, T3, T4 and T5
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=-	

```
                        Serious delinquent behavior
Happiness T1        T2        T3        T4        T5
T1     _ = -.18     -.14      -.12      -.04 ns -.10
T2     _ = -.09     -.11      -.09      -.03 ns -.07 ns
T3     _ = -.04 ns -.07 ns -.11      -.05 ns -.04 ns
T4     _ = -.03 ns -.02 ns -.05 ns -.04 ns -.03 ns
All _ significant, unless otherwise indicated
T1: 1966, T2: 1968, T3: 1969, T4: 1970, T5: 1974
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

Measurement:
```
T1 and T2: a mean of 13 items in which respondent indicated how
often he did such things as "argue with your teachers," "goof-off
in class," "skip classes," "cheat on tests," etc.
Scale: 1 = never to 5 = almost always
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=-   p<.001

```
                              Rebellious behavior in school
              Happines     T1              T2
              T1           _ = -.29        -.17
              T2           _ = -.25        -.25
              T3           _ = -.17        -.19
              T4           _ = -.18        -.16
              All _ significant (001)
              T1: 1966, T2: 1968, T3: 1969, T4: 1970
```

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . socio-economic level of school Code: S 1.3.1.1

Measurement: High school's mean socioeconomic level computed from the combined S.E.L.'s of all the T1 respondents at that school.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau=- ns	T1 happiness: _ = -.06 (ns)
		T2 happiness: _ = -.07 (ns)
		T3 happiness: _ = -.05 (ns)
		T4 happiness: _ = -.02 (ns)
		T1: 1966, T2: 1968, T3: 1969, T4: 1970

Study	**BRENN 1970**	*Page in Report:*	113/346

Reported in:	Brenner, B.
	Social factors in mental well-being at adolescence.
	Doctoral dissertation, 1970, The American University, Washington D.C., USA
Population:	Highschool pupils, New York State, USA, 1960
Sample:	
Non-Response:	1%
N:	5204

Measured Correlate

Class:	. socio-economic level of school Code: S 1.3.1.1
Measurement:	Score on the basis of the percentage of juniors and seniors of 'upper class' status.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/g/sq/v/5/a	G=+.07	After control for participation in extracurricu-lar activities: G = +.04. Unaffected by social class.
	V=.04 p<.01	
O-HL/u/sq/v/4/b	G=+.14	After control for participation in extra-curricu-lar activities : Gs = +.12
		Middle and upper class : G = +.11 Lower class : G = +.05
	V=.08 p<.01	

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: . ethnic homogeneity of school Code: S 1.3.1.2

Measurement: Whether respondent did attend integrated (more than 10% white) HS
at T1; 0 = no, 1 = yes

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau= ns	T1 happiness: _ = +.02 (ns) T2 happiness: _ = -.02 (ns) T3 happiness: _ = +.01 (ns) T4 happiness: _ = +.02 (ns) T1: 1966, T2: 1968, T3: 1969, T4: 1970

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

                   Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

                   Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
                   17.2% at T2,
                   21.0% at T3,
                   28.9% at T4,
                   28.5% at T5

N: T1 - T5:
                   2213/1886/1799/
                   1620/1628

Measured Correlate

Class: . ethnic homogeneity of school Code: S 1.3.1.2

Measurement: Whether respondent did attend Black segregated (less than 10%
                   white) school at T1, assesed separately for northern and southern
                   states.   0 = no, 1 = yes

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
O-HP/g/mq/v/5/a	tau=	ns	- Southern states:

```
- Southern states:
T1 happiness:            _ = +.02  (ns)
T2 happiness:            _ = -.01  (ns)
T3 happiness:            _ = -.01  (ns)
T4 happiness:            _ = -.02  (ns)
- Northern states:
T1 happiness:            _ = +.01  (ns)
T2 happiness:            _ = -.01  (ns)
T3 happiness:            _ = -.01  (ns)
T4 happiness:            _ = -.02  (ns)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study

BACHM 1978   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Intellectual level of school Code: S 1.3.4

Measurement:
```
High school's mean  GATB-J score, Gates score and Quick Test
score, computed from the scores of all the T1 respondents at that
school. See also
C 1.3
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	tau= ns	

```
                                   Quick       GATB-J     Gates
Happiness        Test                             test
T1               _ = -.04       -.04       -.04
T2               _ = -.01       -.04       -.03
T3               _ = -.03       -.03       -.02
T4               _ = -.01       -.00       -.02
All _ not significant
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**VENTE 1995**	*Page in Report:*	90

Reported in:	Ventegodt, S.
	Livskvalitet i Danmark.(Quality of Life in Denmark)
	Forskningscentrets Forlag (The Quality of Life Research Center), København, Denmark,
	ISBN 8790190017
Population:	18-88 aged, general public, Denmark, 1993
Sample:	Non-probability purposive sample (unspecified)
Non-Response:	39%
N:	1494

Measured Correlate

Class:	Intellectual level of school Code: S 1.3.4
Measurement:	1: no post-secondary education (less than 13 years of schooling) 2: short post-secondary education (13-14 years) 3: intermediate post-secondary education (15-16 years) 4: long post-secondary education(more than 16 years)
Measured Values:	N: all:231, 1:138, 2:34, 3:35, 4:24,
Error Estimates:	
Remarks:	Students only

Observed Relation with Happiness

Happiness Query	Statistics		Remarks	
A-AOL/m/sq/v/5/a	r=-.02	ns	1: Mt=7.90 2: Mt=7.86 3: Mt=7.43 4: Mt=8.13 All Mt=7.85	Students only
O-HL/c/sq/v/5/h	r=+.04	ns	1: Mt=6.90 2: Mt=7.35 3: Mt=6.64 4: Mt=7.40 All Mt=6.98	
O-SLu/c/sq/v/5/e	r=-03	ns	1: Mt=7.39 2: Mt=7.58 3: Mt=6.71 4: Mt=7.60 All Mt=7.34	

Study	**VENTE 1996**	*Page in Report:*	94

Reported in:	Ventegodt, S.
	Livskvalitet hos 4500 31-33 årige (The Quality Of Life of 4500 31-33-year-olds)
	Forskningscenter for Livskvalitet,
	Forskningscentrets Forlag, København 1996,
	ISBN 8790190068
Population:	Persons born at the University Hospital in Copenhagen 1959-1961
Sample:	Non-probability purposive sample (unspecified)
Non-Response:	39%
N:	4500

Measured Correlate

Class:	Intellectual level of school Code: S 1.3.4
Measurement:	1: no post-secondary education (less than 13 years of schooling)
	2: short post-secondary education (13-14 years)
	3: intermediate post-secondary education (15-16 years)
	4: long post-secondary education(more than 16 years)
Measured Values:	N: all:431, %: 1:23,4, 2:35,5, 3:19,7, 4:21,3
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
A-AOL/m/sq/v/5/a	r=-.05	ns	1: Mt=7.48
			2: Mt=8.01
			3: Mt=7.59
			4: Mt=7.34
O-HL/c/sq/v/5/h	r=-.03	ns	1: Mt=6.73
			2: Mt=7.30
			3: Mt=6.94
			4: Mt=6.68
O-SLu/c/sq/v/5/e	r=-.03	ns	1: Mt=7.23
			2: Mt=7.76
			3: Mt=7.39
			4: Mt=7.04

Study	**CBS 1984**	*Page in Report:*	49

Reported in: Centraal Bureau voor de Statistiek

The life situation of Dutch youth aged 13-24, 1979 Part 4; Analysis of adolescents in Staatsuitgeverij 1984, the Hague Netherlands, vol.43,   pp.8-51

Population: Adolescents, The Netherlands, 1979

Sample:

Non-Response: 35%, of which:
refusals 62%, no
contact 27%,
unable 8%

N: 3113

Measured Correlate

Class: School-type Code: S 1.3.5

Measurement: `Direct question: Are you going to day- time education? No (1), yes (2)`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/u/sq/v/4/a	Beta=+.0 p<.05	ß controlled for broken home, age, education of head of household and head of household employed.
O-SLL/c/sq/v/5/a	Beta=+.0 ns	ß controlled for broken home, age, education of head of household and head of household employed.

Study	**VENTE 1995**	*Page in Report:*	92

Reported in:	Ventegodt, S.
	Livskvalitet i Danmark.(Quality of Life in Denmark)
	Forskningscentrets Forlag (The Quality of Life Research Center), København, Denmark,
	ISBN 8790190017
Population:	18-88 aged, general public, Denmark, 1993
Sample:	Non-probability purposive sample (unspecified)
Non-Response:	39%
N:	1494

Measured Correlate

Class:	School-type Code: S 1.3.5
Measurement:	Single question: "If you are attending school or university at present, indicate which type of education" a: non-vocational b: pedagogical (child-care, teaching) c: the humanities d: administration, clerical, commerce e: the sciences f: industrial and the trades g: agricultural, fisheries, food h: transportation i: health j: public safety etc
Measured Values:	N: a:85, b:17, c:14, d:67, e:2, f:25, g:10, h:4, i:14, j:3
Error Estimates:	
Remarks:	Students only

Observed Relation with Happiness

Happiness Query	Statistics	Remarks	
A-AOL/m/sq/v/5/a	DMt=	a: non-vocational	Mt=8.03
		b: pedagogical (child-care, teaching)	Mt=7.65
		c: the humanities	Mt=8.75
		d: administration, clerical, commerce	Mt=7.76
		e: the sciences	Mt=8.75
		f: industrial and the trades	Mt=7.80
		g: agricultural, fisheries, food	Mt=7.00
		h: transportation	Mt=7.50
		i: health	Mt=7.14
		j: public safety etc	Mt=8.34
		All	Mt=7.85

O-HL/c/sq/v/5/h	DMt=	a: non-vocational	Mt=7.24
		b: pedagogical (child-care, teaching)	Mt=6.91
		c: the humanities	Mt=7.50
		d: administration, clerical, commerce	Mt=6.94
		e: the sciences	Mt=8.75
		f: industrial and the trades	Mt=7.00
		g: agricultural, fisheries, food	Mt=6.50
		h: transportation	Mt=5.00
		i: health	Mt=6.25
		j: public safety etc	Mt=6.66
		All	Mt=7.00
O-SLu/c/sq/v/5/e	DMt=	a: non-vocational	Mt=7.68
		b: pedagogical (child-care, teaching)	Mt=7.35
		c: the humanities	Mt=7.86
		d: administration, clerical, commerce	Mt=7.01
		e: the sciences	Mt=8.75
		f: industrial and the trades	Mt=7.30
		g: agricultural, fisheries, food	Mt=7.00
		h: transportation	Mt=7.50
		i: health	Mt=6.96
		j: public safety etc	Mt=7.50
		All	Mt=7.38

Study	VENTE 1996	Page in Report:	96

Reported in:	Ventegodt, S.
	Livskvalitet hos 4500 31-33 årige (The Quality Of Life of 4500 31-33-year-olds)
	Forskningscenter for Livskvalitet,
	Forskningscentrets Forlag, København 1996,
	ISBN 8790190068
Population:	Persons born at the University Hospital in Copenhagen 1959-1961
Sample:	Non-probability purposive sample (unspecified)
Non-Response:	39%
N:	4500

Measured Correlate

Class:	School-type Code: S 1.3.5
Measurement:	Single question:

```
"If you are attending school or university at present, indicate
which type of education"
a: non-vocational
b: pedagogical (child-care, teaching)
c: the humanities
d: administration, clerical, commerce
e: the sciences
f: industrial and the trades
g: agricultural, fisheries, food
h: transportation
i: health
j: public safety etc
```

Measured Values:	N: all:473, %: a:15,6, b:13,5, c:13,1, d:34,5, e:4,0, f:7,0, g:3,2, h:0,4, i:8,0, j:0,6
Error Estimates:	
Remarks:	Students only

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/m/sq/v/5/a		a: Mt=7.30
		b: Mt=7.39 Students only
		c: Mt=7.66
		d: Mt=7.81
		e: Mt=6.86
		f: Mt=7.73
		g: Mt=7.50
		h: Mt=7.50
		i: Mt=8.09
		j: Mt=9.16

O-HL/c/sq/v/5/h

a: Mt=6.43
b: Mt=6.73
c: Mt=7.05
d: Mt=7.03
e: Mt=6.84
f: Mt=6.59
g: Mt=7.66
h: Mt=7.50
i: Mt=7.50
j: Mt=8.34

O-SLu/c/sq/v/5/e

a: Mt=6.99
b: Mt=7.35
c: Mt=7.18
d: Mt=7.58
e: Mt=6.45
f: Mt=7.50
g: Mt=6.84
h: Mt=8.75
i: Mt=7.96
j: Mt=9.16

Study   **BACHM 1978**   *Page in Report:*

Reported in:	Bachman, J. G., O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978

Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1,
	17.2% at T2,
	21.0% at T3,
	28.9% at T4,
	28.5% at T5
N:	T1 - T5:
	2213/1886/1799/
	1620/1628

Measured Correlate

Class:	Curriculum followed Code: S 1.3.6
Measurement:	Respondent reported his program of high school study at T1, T2 and T3: 0 = vocational, bussiness, general, agricultural or other; 1 = college preparatory
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau= ns	

```
                            HS curriculum college preparatory
Happiness       T1              T2              T3
T1        _ = +.04          +.06            +.06
T2        _ = -.02          +.03            +.02
T3        _ = +.01          -.02            +.01
T4        _ = -.01          -.01            +.02
All _ not significant
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

| **Study** | **GONZA 1967** | *Page in Report:* | 82 |

Reported in: González, J.R.
Study of student teachers' life adjustment.
Unpublished doctoral dissertation, 1967, University of NorthCarolina, Chapel Hill, USA.

Population: Students teachers,University of California, USA, 1967

Sample:

Non-Response:

N: 75

Measured Correlate

Class: Curriculum followed Code: S 1.3.6

Measurement: `Elementary / secondary / fifth year.`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HL/u/sq/v/3/c	G=+.09 ns	`G' based on proportion very happy (vs not very happy).`

Study	**GONZA 1967**	*Page in Report:*	84

Reported in:	González, J.R.
	Study of student teachers' life adjustment.
	Unpublished doctoral dissertation, 1967, University of NorthCarolina, Chapel Hill, USA.
Population:	Students teachers,University of California, USA, 1967
Sample:	
Non-Response:	
N:	75

Measured Correlate

Class:	Curriculum followed Code: S 1.3.6
Measurement:	Foreign Languages / Humanities / English / Elementary Education / Physical or Special Education / Natural Sciences / Social Sciences / Mathematics.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HL/u/sq/v/3/c	D%=+	% very happy: -foreign languages - -humanities 29% -English 45% -elementary education 47% -physical education 50% -special education - -natural sciences 60% -social sciences 86% -mathematics -

| **Study** | **BACHM 1970** | *Page in Report:* | 242 |

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.
Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement: 8-item index containing questions ranging from general
dissatisfaction with school to a devaluation of school in
comparison to other sources of experiences.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=-.24 p<.001	Both variables assessed at T1.

Study	**BACHM 1970**	*Page in Report:*	242

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement: `15-item index containing items that stress the intrinsic value of`
`education.`

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	r=+.38 p<.001	`Both variables assessed at T1.`

Study	**BACHM 1970**	*Page in Report:*	243

Reported in: Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

Youth in transition. Vol.II: The impact of family background on intelligence in 10th-
Ann Arbour, Michigan, 1970, Institute for Social   Research.

Population: Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response: 2.8% incomplete
information in
1966

N: T1:2213, T2:
1886, T3: 1799

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement: Open question on future plans; other plans vs plan to enter post-
high school education.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-HP/g/mq/v/5/a	r=+.07 p<.05	Both variables assessed at T1.

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement:
```
Positive and negative school attitudes were measured at T1, T2 and
T3. Positive school attitude: a mean of
15 items which stress the intrinsic value of education; scale:
1.00 = low (education has little value) to 4.00 = high (education
has high value)
Negative school attitude: a mean of 8
items indicating the respondent's negative or avoidance attitudes
toward school. Scale: 1.00 = low negativity;
4.00 = high negativity
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*

O-HP/g/mq/v/5/a   tau=   p<.001

```
                              Positive school attitudes
Happiness       T1           T2           T2
T1           _ = +.41        +.27         +.25
T2           _ = +.33        +.39         +.32
T3           _ = +.23        +.27         +.37
T4           _ = +.20        +.23         +.27
All _ significant (001)

                              Negative school attitudes
Happiness       T1           T2           T3
T1           _ = -.25        -.21         -.22
T2           _ = -.21        -.26         -.23
```

```
T3            _ = -.17       -.18        -.27
T4            _ = -.18       -.16        -.19
All _ significant (001)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**BACHM 1978**	*Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement:
```
Index at T1, T2 and T3 of four items that indicate the extent to
which the respondent considers it to be "a good thing" to
demonstrate behavior indicative of academic achievement. Items:
"studying constantly in order to become a well-educated person;
working hard to achieve academic honors; striving to get the top
grade-point average in the group; studying hard to get good grades
in school."
Scale: 1 = low to 6 = high in academic achievement value
```

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=+ p<.s	

```
                                Academic achievement value
Happiness       T1              T2              T3
T1              _ = +.26 (001)  +.15 (001)      +.15 (001)
T2              _ = +.16 (001)  +.22 (001)      +.14 (001)
T3              _ = +.12 (01)   +.18 (001)      +.25 (001)
T4              _ = +.10 (01)   +.13 (001)      +.18 (001)
All _ significant
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study   **CONST 1965**   *Page in Report:*   65

Reported in: Constantinople, A.P.
               Some correlates of happiness and unhappiness in college students.
               Unpublished doctoral dissertation, 1965, University of   Rochester, USA.

Population: College students, University of Rochester, USA, 1965

Sample:

Non-Response: 30% (take home
               questionnaire).

N: 952

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement: Product score of the subjective relevance of the goal mentioned
            and perceived instrumentality of the University of Rochester for
            the attainment of that goal; as assessed by a 14-item inventory of
            important goals (Perceived Instrumentality of College Test).

            1. Learning how to learn from books and   teachers.

            2. Acquiring an appreciation of ideas.

            3. Establishing own personal, social   and academic values.

            4. Developing relationships with the   opposite sex.

            5. Contributing in a distinguished,
               meaningful manner to some campus   group.

            6. Developing the ability to get along
               with different kinds of people.

            7. Becoming self-confident.

            8. Personal independence.

9. Finding a spouse.

10. Achieving academic distinction.

11. Having many good friends.

12. Discovering own strong points and   limitations.

13. Preparing for a career which begins
    right after graduation.

14. Preparing for a career which   requires further study beyond the
    B.A. or B.S.

Measured Values:

Error Estimates:

Remarks: Correlations of the Elation-Depression Scale with both the individual subjective
relevance scores and the Rochester instrumentality scores for each goal indicate
that happiness is more closely associated with perceived Rochester instrumentality
than with subjective relevance of each goal. In most cases the correlations of
happiness with the subjective relevance scores are less than .10 (ns).

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/cy/sq/v/10/a	r=+	freshman males : r=+.29 (05) freshman females: r=+.07 (ns) junior males : r=+.16 (ns) junior females : r=+.00 (ns)

freshman females: Correlations of the Elation-Depression Scale with
junior males   : both the individual subjective relevance scores
junior females   : and the Rochester instrumentality scores for each
goal indicate that happiness is more closely
associated with perceived Rochester
instrumentality than with subjective relevance of
each goal. In most cases the correlations of
happiness with the subjective relevance scores

```
r=+                     freshman males   : are less than (05) (ns).
                        freshman females: r=+.25 (05)
                        junior males     : r=+.05 (ns)
                        junior females   : r=+.02 (ns)


r=+                     freshman males   : r=+.15 (ns)
                        freshman females: r=+.44 (05)
                        junior males     : r=+.31 (05)
                        junior females   : r=+.17 (ns)


r=+                     freshman males   : r=+.29 (05)
                        freshman females: r=+.29 (05)
                        junior males     : r=+.18 (ns)
                        junior females   : r=+.14 (ns)


r=+                     freshman males   : r=+.11 (ns)
                        freshman females: r=+.29 (05)
                        junior males     : r=-.02 (ns)
                        junior females   : r=+.21 (05)


r=+                     freshman males   : r=+.19 (ns)
                        freshman females: r=+.14 (ns)
                        junior males     : r=+.15 (ns)
                        junior females   : r=+.14 (ns)


r=+                     freshman males   : r=+.39 (05)
                        freshman females: r=+.02 (ns)
                        junior males     : r=+.38 (05)
                        junior females   : r=+.32 (05)


r=+                     freshman males   : r=+.24 (05)
                        freshman females: r=+.17 (ns)
                        junior males     : r=+.28 (05)
                        junior females   : r=+.05 (ns)


r=+                     freshman males   : r=+.21 (05)
                        freshman females: r=+.20 (05)
                        junior males     : r=+.18 (ns)
                        junior females   : r=+.11 (ns)


r=+                     freshman males   : r=+.27 (05)
                        freshman females: r=+.08 (ns)
                        junior males     : r=+.24 (05)
                        junior females   : r=+.03 (ns)
```

r=+   freshman males : r=+.36 (05)
                            freshman females: r=+.28 (05)
                            junior males   : r=+.17 (ns)
                            junior females : r=+.19 (ns)

r=+   freshman males : r=+.12 (ns)
                            freshman females: r=+.10 (ns)
                            junior males   : r=+.20 (05)
                            junior females : r=+.07 (ns)

r=+   freshman males : r=+.11 (ns)
                            freshman females: r=+.13 (ns)
                            junior males   : r=+.05 (ns)
                            junior females : r=+.15 (ns)

r=+   freshman males : r=+.36 (05)
                            freshman females: r=+.04 (ns)
                            junior males   : r=+.28 (05)
                            junior females : r=+.07 (ns)

Study	**CONST 1965**	*Page in Report:*	63

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	Perceived usefulness of schooling Code: S 1.4.1
Measurement:	Product score of subjective importance of a goal and perceived instrumentality of the University of Rochester for the attainment of that goal, using a list of 14 goals (see above). Scores were summed to obtain a total score.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/cy/sq/v/10/a	DM=+ p<.	Analysis on the basis of data from the 16 most happy and 16 least happy freshman and junior males and females who returned the second questionnaire.
		Strongest among freshman males (01). Lowests among junior females (ns). Significant among junior males and freshman females (05).

Study	**CONST 1965**	*Page in Report:*	61
Reported in:	Constantinople, A.P.		
	Some correlates of happiness and unhappiness in college students.		
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.		
Population:	College students, University of Rochester, USA, 1965		
Sample:			
Non-Response:	30% (take home questionnaire).		
N:	952		

Measured Correlate

Class:	Perceived usefulness of schooling Code: S 1.4.1
Measurement:	Product score of subjective importance of a goal and what the ideal university could contribute to the attainment of that goal, minus product score of subjective importance and Rochester instrumentality for that goal, using a lists of 14 goals (see above).
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
A-AOL/cy/sq/v/10/a	DM=+	p<.05	Strongest among freshman females (01) Lowest among junior females (ns) Significant among males only (05)

Study   **CONST 1970**   *Page in Report:*   11

Reported in:	Constantinople, A.
	Some correlates of average level of happiness among college students.
	Developmental Psychology, 1970, vol. 2, p. 447.
Population:	Undergraduate college students, University of Rochester, USA, followed 12 months, 1965-68
Sample:	
Non-Response:	50% return of mailed questionnaire.
N:	581/88

Measured Correlate

Class:	Perceived usefulness of schooling Code: S 1.4.1
Measurement:	Closed questions on the degree of which the university is perceived as helping or hindering progress toward each of the goals mentioned. (Perceived Instru-mentality of College Test; see Constantinople 1965, 1967).

```
  1. Learning how to learn from books
     and teachers.



  2. Acquiring an appreciation of ideas.



  3. Establishing own personal, social
     and academic values.



  4. Developing relationships with
     opposite sex.



  5. Contributing in a distinguished,
     meaningful manner to some campus
     group.

  6. Developing ability to get along
     with different kinds of people.



  7. Becoming self-confident.
```

8. Personal independence.

9. Finding a spouse.

10. Achieving academic dinstinction.

11. Having many good friends.

12. Discovering own strong points and limitations.

13. Preparing for career which requires further study beyond the B.A. or B.S.

Measured Values:

Error Estimates:

Remarks: See also above under CONST 1965.

The goals were each scored for their importance as a goal in the S's own college experience too. These rating generally correlate less than .10 with happiness.

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-AOL/cy/sq/v/10/a	r=+	freshman males : r = -.09 (ns)
		senior males : r = +.23 (01)
		freshman females : r = +.06 (ns)
		senior females : r = +.03 (ns)

as a goal in the S's own college experience too.
These rating generally correlate less than .10 with
happiness.

r=+   freshman males   : r = +.14 (ns)
             senior males   : r = +.29 (01)
             freshman females : r = +.07 (ns)
             senior females   : r = +.17 (05)

r=+   freshman males   : r = +.11 (ns)
             senior males   : r = +.34 (01)
             freshman females : r = +.20 (05)
             senior females   : r = -.01 (ns)

r=+   freshman males   : r = +.17 (05)
             senior males   : r = +.30 (01)
             freshman females : r = +.30 (01)
             senior females   : r = +.06 (ns)

r=+   freshman males   : r = +.08 (ns)
             senior males   : r = +.10 (ns)
             freshman females : r = +.11 (ns)
             senior females   : r = +.22 (05)

r=+   freshman males   : r = +.27 (01)
             senior males   : r = +.26 (01)
             freshman females : r = +.18 (05)
             senior females   : r = +.30 (01)

r=+   freshman males   : r = +.32 (01)
             senior males   : r = +.32 (01)
             freshman females : r = +.28 (01)
             senior females   : r = +.23 (01)

r=+   freshman males   : r = +.07 (ns)
             senior males   : r = +.22 (05)
             freshman females : r = +.05 (ns)
             senior females   : r = +.09 (ns)

r=+   freshman males   : r = +.01 (ns)
             senior males   : r = +.30 (01)
             freshman females : r = +.25 (01)
             senior females   : r = +.01 (ns)

r=+   freshman males   : r = +.16 (05)
             senior males   : r = +.23 (01)
             freshman females : r = +.19 (05)
             senior females   : r = -.01 (ns)

r=+   freshman males   : r = +.24 (01)
             senior males   : r = +.22 (05)
             freshman females : r = +.15 (ns)
             senior females   : r = +.11 (ns)

r=+   freshman males   : r = +.10 (ns)
                                  senior males   : r = +.28 (01)
                                  freshman females : r = +.22 (01)
                                  senior females   : r = +.24 (01)

r=+   freshman males   : r = +.05 (ns)
                                  senior males   : r = -.03 (ns)
                                  freshman females : r = +.05 (ns)
                                  senior females   : r = +.27 (01)

r=+   freshman males   : r = +.16 (05)
                                  senior males   : r = +.27 (01)
                                  freshman females : r = +.10 (ns)
                                  senior females   : r = -.08 (ns)

Study	**SYMON 1937**	*Page in Report:*	292

Reported in:	Symonds, P.M.
	Happiness as related to problems and interests
	Journal of Educational Psychology, 1937, vol. 28, p. 290-294
Population:	High school pupils and college students, USA, 193?
Sample:	
Non-Response:	-
N:	1651

Measured Correlate

Class:	Perceived usefulness of schooling Code: S 1.4.1
Measurement:	`Closed question`
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*		*Remarks*
A-CP/g/sq/v/7/a	DM=	ns	
	SNR=	ns	

Study   **BACHM 1978**   *Page in Report:*

Reported in: Bachman, J. G., O'Malley, P. M., Johnston, J.

Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives

Institute for Social Research, University of Michigan,   Ann Arbor, Michigan, 1978

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74

Sample:

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

N: T1 - T5:
2213/1886/1799/
1620/1628

Measured Correlate

Class: Perceived pressure of school-work Code: S 1.4.2

Measurement: Simple direct question at T1 and T2: "How satisfied are you with
the way you're actually doing in school?"
1 = not at all; 2 = not very;
3 = somewhat;   4 = quite;
5 = very satisfied

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=+ p<.s	

```
                        Satisfaction with own school work
Happiness       T1                T2
T1              _ = +.20  (001)        +.11 (01)
T2              _ = +.17  (001)        +.16 (001)
T3              _ = +.10  (01)         +.12 (01)
T4              _ = +.10  (01)         +.11 (01)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**GORMA 1971**	*Page in Report:*	216/222

Reported in:	Gorman, B.S.
	A multivariate study of the relationship of cognitive control and cognitive style
	Unpublished doctoral dissertation, 1971, City University of New York, USA
Population:	Undergraduate students, Nassau Community College, USA, 1970
Sample:	
Non-Response:	4%, 3% refusal,
	1% incomplete
	information
N:	67

Measured Correlate

Class:	Perceived pressure of school-work Code: S 1.4.2
Measurement:	Repeated closed question on immediate pressure during past day, scored every day during one month: none / rather light / moderate / fairly heavy / very heavy / extremely heavy.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-ARE/md/sqr/v/10/	r=+.21 ns	

Study	**GORMA 1971**	*Page in Report:*	216/222

Reported in: Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

Population: Undergraduate students, Nassau Community College, USA, 1970

Sample:

Non-Response: 4%, 3% refusal,
1% incomplete
information

N: 67

Measured Correlate

Class: Perceived pressure of school-work Code: S 1.4.2

Measurement: Repeated closed question on immediate pressure during past day,
scored every day during one month: none / rather light / moderate
/ fairly heavy / very heavy / extremely heavy.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-BW/c/sq/l/11/b	r=-.07 ns	

Study	**WESSM 1966/1**	*Page in Report:*	277

Reported in:	Wessman, A.E. & Ricks, D.F.
	Mood and Personality
	Holt, 1966, New York, USA
Population:	Female college students, followed 6 weeks, Radcliffe, USA, 1957
Sample:	
Non-Response:	16%
N:	21

Measured Correlate

Class:	Perceived pressure of school-work Code: S 1.4.2
Measurement:	Repeated closed question on immediate pressure during past day, scored every day during six weeks: none / rather light / moderate / fairly heavy / very heavy / extremely heavy.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
A-ARE/md/sqr/v/10/	r=-.33	ns

Study	**WESSM 1966/2**	*Page in Report:*	66

Reported in:	Wessman, A.E. & Ricks, D.F. Mood and personality Holt, 1966, New York, USA
Population:	Male college students, followed 3 years, Harvard University, USA, 1957-60
Sample:	
Non-Response:	37%: 9 dropouts, incomplete; about the same happiness distribution.
N:	17

Measured Correlate

Class:	Perceived pressure of school-work Code: S 1.4.2
Measurement:	Repeated closed question on immediate pressure during past day, scored every day during six weeks: none / rather light / moderate / fairly heavy / very heavy / extremely heavy.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-ARE/md/sqr/v/10/	r=-.34	ns

Study	**BACHM 1978***	*Page in Report:*

Reported in:	Bachman, J. G.,O'Malley, P. M., Johnston, J.
	Youth in transition, vol. VI: Adolescence to adulthooud, change and stability in the
	Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978

Population:	Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample:	
Non-Response:	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N:	t1 - T5: 2213/1886/1799/ 1620/1628

Measured Correlate

Class:	Satisfaction with own school-performance Code: S 1.4.3
Measurement:	Simple direct question at T1 and T2: "How satisfied are you with the way you're actually doing in school?" 1 = not at all; 2 = not very; 3 = somewhat; 4 = quite; 5 = very satisfied
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HP/g/mq/v/5/a	tau=+ p<.s	

```
                              Satisfaction with own school work
Happiness      T1                  T2
T1             _ = +.20 (001)       +.11 (01)
T2             _ = +.17 (001)       +.16 (001)
T3             _ = +.10 (01)        +.12 (01)
T4             _ = +.10 (01)        +.11 (01)
T1: 1966,  T2: 1968,  T3: 1969,  T4: 1970
```

Study	**ANDRE 1976/5**	*Page in Report:*	113

Reported in:	Andrews, F.M. & Withey, S.B. Social Indicators of Well-being: Americans' Perceptions of Life Quality Plenum Press, 1976, New York, USA
Population:	18+ aged, general public, non-institutionalized, USA, 1973/7
Sample:	
Non-Response:	
N:	222

Measured Correlate

Class:	Satisfaction with school-facilities Code: S 1.4.4
Measurement:	Closed question: "How do you feel about the schools in this area?" Rated on a 7-point scale: terrible/ unhappy/ mostly dissatisfied/ mixed/ mostly satisfied/ pleased/ delighted
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-DT/u/sqt/v/7/a	r=+.41	

Study	**BUTTE 1977**	*Page in Report:*	358

Reported in:	Buttel, F.H. & Martinson, O.B. Ideology and social indicators of the quality of life Social Indicators Research, vol 4, 1977, p.353-369
Population:	18+ aged, general public, Winconsin USA, 1974
Sample:	
Non-Response:	
N:	548

Measured Correlate

Class:	Satisfaction with school-facilities Code: S 1.4.4
Measurement:	Single closed question rated on a 5-point scale: How do you feel about the quality of public schools in this school district, do you think they are: very good / fairly good / both good and bad / not very good / not good at all.
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	*Statistics*	*Remarks*
O-HL/c/sq/v/7/a	r=+.07 ns	

Study   **BUTTE 1977**

Reported in: Buttel, F.H. & Martinson, O.B.
                   Ideology and social indicators of the quality of life
                   Social Indicators Research, vol 4, 1977, p.353-369

Population: 18+ aged, general public, Winconsin USA, 1974

Sample:

Non-Response:

N: 548

Page in Report: 358

Measured Correlate

Class: Satisfaction with school-facilities Code: S 1.4.4

Measurement: Single closed question rated on a 5-point scale: How do you feel
                   about the quality of public schools in this school district, do
                   you think they are: very good / fairly good / both good and bad /
                   not very good / not good at all.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
O-SLW/u/sq/v/7/b	r=+.19 p<.05	

Study   **BUTTE 1977**   *Page in Report:*   358

Reported in: Buttel, F.H. & Martinson, O.B.
                 Ideology and social indicators of the quality of life
                 Social Indicators Research, vol 4, 1977, p.353-369

Population: 18+ aged, general public, Winconsin USA, 1974

Sample:

Non-Response:

N: 548

Measured Correlate

Class: Satisfaction with school-facilities Code: S 1.4.4

Measurement: Single closed question rated on a 5-point scale: How do you feel
                 about the quality of public schools in this school district, do
                 you think they are: very good / fairly good / both good and bad /
                 not very good / not good at all.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query   *Statistics*   *Remarks*

C-A/u/sq/v/7/a   r=+.19   p<.05

Study	**CONST 1965**	*Page in Report:*	71

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	Satisfaction with school-facilities Code: S 1.4.4
Measurement:	1. Closed question on satisfaction with one's experience as a student at the University of Rochester, rated on a 7-point graphic scale extremely dis- satisfied / neither satisfied nor dissatisfied / extremely satisfied.
	2. Direct yes/no question: 'Given the same alternatives, would you again choose to come to the University of Rochester?'
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/cy/sq/v/10/a	DM=+ p<.01	1. The happy students had a mean score of 5.5 and the unhappy a score of 3.7
	D%=+	
		2. 71% of the happy students and 37.5% of the unhappy students responded affirmatively.
		The 16 most happy and the 16 most unhappy stu- dents in each of 8 sex/class groups (N=256) were compared.

Study	**CONST 1965**	*Page in Report:*	71

Reported in:	Constantinople, A.P.
	Some correlates of happiness and unhappiness in college students.
	Unpublished doctoral dissertation, 1965, University of Rochester, USA.
Population:	College students, University of Rochester, USA, 1965
Sample:	
Non-Response:	30% (take home questionnaire).
N:	952

Measured Correlate

Class:	Satisfaction with school-facilities Code: S 1.4.4
Measurement:	1. Closed question rated on a 7-point graphic scale on satisfaction with
	one's experience as a student at the University of Rochester: extremely dissatisfied / neither satisfied nor dissatisfied / extremely satisfied.
	2. Direct yes / no question: 'Given the same alternatives, would you again choose to come to the University of Rochester?'
Measured Values:	
Error Estimates:	
Remarks:	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks
A-AOL/cy/sq/v/10/a	DM=+ p<.01	
	D%=+	Analysis on the basis of the 16 most and 16 least happy Ss in each of the 8 sex/class group: (N=256)

Study HULIN 1969

Page in Report: 285

Reported in: Hulin, C.L.
Sources of variation in job and life satisfaction: The role of community and job-related
Journal of Applied Psychology, 1969, vol. 53, p. 279-291.

Population: White collar workers, living in company towns, Columbia Canada, 196?

Sample:

Non-Response: 24%

N: 470

Measured Correlate

Class: Satisfaction with school-facilities Code: S 1.4.4

Measurement: Question rated on a graphic rating scale very dissatisfied /
somewhat dissatisfied / neither dissatisfied nor satisfied /
somewhat satisfied / very satisfied.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-SLu/g/sq/f/7/a	r=+	p<.	Males : r = +.15 (01)
			Females: r = +.07 (ns)

Study   **HULIN 1969**

Reported in: Hulin, C.L.
Sources of variation in job and life satisfaction: The role of community and job-related
Journal of Applied Psychology, 1969, vol. 53, p. 279-291.

Page in Report: 285

Population: White collar workers, living in company towns, Columbia Canada, 196?

Sample:

Non-Response: 24%

N: 470

Measured Correlate

Class: Satisfaction with school-facilities Code: S 1.4.4

Measurement: Question rated on a graphic rating scale very dissatisfied /
somewhat dissatisfied / neither dissatisfied nor satisfied /
somewhat satisfied / very satisfied.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query	Statistics		Remarks
O-SLu/g/sq/f/7/a	r=+	p<.	Males : r = +.12 (05) Females: r = +.08 (ns)

Appendix 1   *Queries on Happiness used in reported Studies*
Happiness Query Code   *Full Text*

A-AOL/cq/sq/v/10/a   Selfreport on single question:

"Mood is usually applied to states lasting for minutes or hours, but most people can estimate their average or typical mood over a long period of time. Using the following scale, please indicate which statement best describes your typical mood for the current spring semester.Draw a circle around the number of the statement which best describes your average level of happiness or unhappiness during this semester.
10 Complete elation, rapturous joy and soaring ecstacy
9   Very elated and in very high spirits.   Tremendous
      delight and buyoancy
8   Elated and in high spirits
7   Feeling very good and cheerfull
6   Feeling pretty good , "OK"
5   Feeling a little bit low. Just so-so
4   Spirits low and somewhat "blue"
3   Depressed and feeling very low.
      Definitely "blue"
2   Tremendously depressed.
      Feeling terrible, really miserable, "just awfull"
1   Utter depression and gloom. Completely down.
      All is black and leaden. Wish it were all over.

A-AOL/cy/sq/v/10/a   Selfreport on single question:

"In thinking over the past year, indicate how elated or depressed, happy or unhappy you have felt....?"
10 Complete elation, rapturous joy and soaring ecstacy
9   Very elated and in very high spirits. Tremendous delight
      and buyoancy.
8   Elated and in high spirits.
7   Feeling very good and cheerfull.
6   Feeling pretty good , "OK".
5   Feeling a little bit low. Just so-so.
4   Spirits low and somewhat "blue".
3   Depressed and feeling very low. Definitely "blue".
2   Tremendously depressed.
      Feeling terrible, really miserable, "just awfull".
1   Utter depression and gloom. Completely down.
      All is black and leaden. Wish it were all over.

A-AOL/g/sq/v/5/a   Selfreport on single question:

"In general, how would you say you feel most of the time - in good spirits or in low spirits....?"
5 very good spirits
4 fairly good spirits
3 neither good spirits nor low spirits
2 fairly low spirits

	1 very low spirits.
A-AOL/m/sq/v/5/a	Single direct question:
	'How are you feeling now....?'
	5 very good
	4 good
	3 neither good nor poor
	2 poor
	1 very poor

Original text in Danish:
'Hvordan har du det for tiden?
5 meget godt
4 godt
3 hverken godt eller darligt
2 dårligt
1 meget dårligt

A-ARE/md/sqr/v/10/a	Selfreport on single question, repeated every evening before retiring during 3 weeks (experience sampling).

"On the average, how happy or unhappy did you feel today....?"
1 Extremely unhappy. Utterly depressed. Completely down.
2 Very unhappy. Depressed. Spirits very low.
3 Pretty unhappy. Somewhat 'blue'. Spirits down.
4 Mildly unhappy. Just a little low.
5 Barely unhappy. Just this side of neutral.
6 Barely happy. Just this side of neutral.
7 Mildly happy. Feeling fairly good and somewhat cheerful.
8 Pretty happy. Spirits high. Feeling good.
9 Very happy. Feeling really good. Elated.
10 Extremely happy. Feeling ecstatic, joyous, fantastic.

Name: Wessman & Ricks' `Elation - Depression Scale" (adapted version)

A-ARE/md/sqr/v/10/b	Selfreport on single question, answered every evening before retiring during six weeks (experience sampling)

"On average; how elated or depressed, happy or unhappy you felt today....?
10 Complete elation, rapturous joy and soaring ecstacy
9   Very elated and in very high spirits.   Tremendous
       delight and buyoancy
8   Elated and in high spirits
7   Feeling very good and cheerfull
6   Feeling pretty good , "OK"
5   Feeling a little bit low. Just so-so
4   Spirits low and somewhat 'blue'
3   Depressed and feeling very low.
       Definitely 'blue'
2   Tremendously depressed.
       Feeling terrible, really miserable, "just awfull"
1   Utter depression and gloom. Completely down.
       All is black and leaden. Wish it were all over.

A-CP/g/rdp/ro/7/a	Name: Wesssman & Ricks' `Elation - depession scale'
	Peer rating on single question (based on contact during 6 months):

Rater instruction: "personal qualities are named and briefly annotated in this schedule. If you have any doubt as to the meaning of any of them, please ask me (investigator)
2. In the collums under each subject's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -

'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)
+3 very high compared to average
+2 distinctly above average
+1 slightly above average
 0 average
 -1 slightly below average
 -2 distinctly below average
 -3 lowest as compared to average

A-CP/g/rdt/ro/7/a   Teacher rating on single question:

1 Personal qualities are named and briefly annotated in this schedule.
2. In the collums under each pupil's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -

'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)
+3 very high compared to average
+2 distinctly above average
+1 slightly above average
 0 everage
 -1 slightly below average
 -2 distinctly below average
 -3 lowest as compared to average

A-CP/g/sq/v/7/a   Selfreport on single question:

"Check one of the following groups of adjectives which best describes you."
7 full of deep joy, excitedly happy, enthousiastic, thrilled
6 cheerful, succesful, optimistic, lighthearted
5 satisfied, comfortable, life goes smoothly, peaceful
4 contented at times and at other times discontented, life has
    both favorable and unfavorable features
3 restless, impatient, uncertain, dull, cross, confined
2 anxious, irritated, discouraged, disappointed, discontented
1 gloomy, miserable, a failure, no pleasure in anything

C-A/u/sq/v/7/a   Selfreport on single question:

"How do you feel about what you are acomplishing in life...?"
7 completely satisfied
6 very satisfied

5 satisfied
4 satisfied-dissatisfied
3 dissatisfied
2 very dissatisfied
1 completely dissatisfied.

C-ASG/h/mq/v/5/a   Selfreport on 2 questions:

A. "How important was each of the following goals in life in the plans you made for yourself in early adulthood?"
- occupational success
- family life
- friendships
- richness of cultural life
- total service to society.
1 less important to me than to most people
2
3
4
5 of prime importance to me

B. "How succesfull have you been in the persuit of these goals?"
1 little satisfaction in this area
2
3
4
5 had excellent fortune in this respect

Computation:General Satisfaction 5 is the quotient obtained by multiplying the planned goal (early adulthood) by the reported success in attaining that goal, adding the five of these multiplied areas and dividing them by the sum of the planned goals for each of the areas.

$$\frac{Pa.Sa + Pb.Sb + Pc.Sc + Pd.Sd + Pe.Se}{Pa + Pb + Pc + Pd + Pe}$$

Pa = planned goal a (1-5)
Sa = success goal a (1-5)

M-CO/?/?q/?/0/a   Selfreport on multiple questions:

Questions indicated both happiness and a sense of contentment and well-being (Full questions not reported)

Summation: not reported

Name: `Happiness subtest' of Wasburne's `Social Adjustment Scale'.
M-PL/h/sq/v/5/b   Selfreport on single question: following enumeration of lifegoals in six areas, the last of wich was 'joy in living'

" How successfull have you been in pursuit of that goal.....?"
(joy in living)
5 had excellent fortune in this respect

4
3
2
1 found little satisfaction in this area

O-BW/c/sq/l/11/b   Selfreport on single question:

"Above you see a numbered ladder. Consider the top of the ladder as the best
possible life and the bottom of the ladder as the worst possible life.
A Please place an X where you feel you are now.
B Place an Y at the point where you were five years ago.
C Please place a Z at the point that you feel you will be at five years from now.
[10] best possible life
[9]
[8]
[7]
[6]
[5]
[4]
[3]
[2]
[1]
[0] worst possible life

Question A is the case question.

Name: Cantril's selfanchoring ladder rating of life (modified version)

O-DT/u/sq/v/7/a   Selfreport on single question:

"How do you feel about your life as a whole.....?"
7 delighted
6 pleased
5 mostly satisfied
4 mixed
3 mostly dissatisfied
2 unhappy
1 terrible

Name: Andrews & Withey's `Delighted-Terrible Scale' (original version)

O-DT/u/sqt/v/7/a   Selfreport on single question, asked twice in interview:

"How do you feel about your life as a whole......?"
7 delighted
6 pleased
5 mostly satisfied
4 mixed
3 mostly dissatisfied
2 unhappy
1 terrible

Summation: arithmetic mean

O-H?/?/sq/f/7/a	Name: Andrews & Withey's "Delighted-Terrible Scale" (original version) Selfreport on single question: Lead item not reported Rated on a 7-step pictorial faces scale, presented on a card (pictures not shown here) 7 smiling face, very happy 6 5 4 3 2 1 frowing face, very unhappy
O-HL/c/sq/v/3/aa	Selfreport on single question: 'Taken all together, how would you say things are these days? Would you say that you are....?" 3 very happy 2 pretty happy 1 not too happy
O-HL/c/sq/v/4/b	Selfreport on single question: " Is your life at this moment ....? 4 very happy 3 fairly happy 2 fairly unhappy 1 very unhappy In German: "Ist Ihr Leben im Augenblick....?" d sehr glücklich c ziemlich glücklich b ziemlich unglücklich a sehr unglücklich
O-HL/c/sq/v/5/h	Selfreport on single question 'How happy are you now?' 5 very happy 4 happy 3 neither happy nor unhappy 2 unhappy 1 very unhappy Original text in Danish: 'Hvor lykkelig er du for tiden?' 5 meget lykkelig 4 lykkelig 3 hverken eller 2 ullykklig 1 meget ullykkelig
O-HL/c/sq/v/7/a	Selfreport on single question:

"In general, how happy would you say you are these days.....?"
7 extremely happy
6 very happy
5 pretty happy
4 not too happy
3 a bit unhappy
2 pretty unhappy
1 very unhappy

O-HL/g/sq/n/9/a   Selfreport on single question:

"Generally, how happy are you.....?"
1 not at all
2
3
4
5
6
7
8
9 completely

(Originally presented on a horizontal line scale)

O-HL/g/sq/n/9/b   Selfreport on single question:

"How happy would you say your life is in general.....?"

1 very unhappy
2
3
4 neither happy
5 nor
6 unhappy
7
8
9 very happy

O-HL/u/sq/v/3/c   Selfreport on single question:

"Would you say:......?"
1 You are unhappy?
2 You are reasonably happy?
3 You are happy ?

O-HL/u/sq/v/4/b   Selfreport on single question:

"On the whole, how happy would you say you are.....?"
4 very happy
3 fairly happy
2 not very happy
1 very unhappy

O-HP/g/mq/v/5/a   Selfreport on 6 questions:

" Describe the kind of person you are. Please read each sentence, then mark how often it is true for you"
1 I feel like smiling
2 I generally feel in good spirits
3 I feel happy
4 I am very satisfied with life
5 I find a good deal of happiness in life
6 I feel sad

Response options:
5   almost always true
4   often true
3   sometimes true
2   seldom true
1   never true

Summation: average
Possible range: 1 to 5

O-HP/u/sq/v/4/a   Selfreport on single question:

"Do you consider yourself as a happy person......?"
4 very happy
3 happy
2 neither happy nor unhappy
1 not too happy
- don't know

In Dutch:
"Ïnhoeverre beschouwd U zichzelf als een gelukkig mens?
d zeer gelukkig
c gelukkig
b gelukkig noch ongelukkig
a niet zo gelukkig
- onbekend

O-SLL/c/sq/v/5/a   Selfreport on single question:

"How satisfying do you find the life you currently lead......?"
1 very satisfied
2 rather satisfied
3 satisfied
4 very satisfied
5 extremely satisfied

In Dutch:
"In hoeverre bent u tevreden met het leven dat u lop het ogenblik leidt.....?".
a niet zo tevreden
b tamelijk tevreden
c tevreden
d zeer tevreden
e buitengewoon tevreden

O-SLu/?/sq/l/5/a   Selfreport on single question:

"..... satisfaction with life ......"
(full lead item not reported)

Rated on a wooden miniature ladder, handed to the respondent
[5] very satisfied
[4]
[3]
[2]
[1] very dissatisfied

O-SLu/c/sq/v/5/e   Selfreport on single question:

'How satisfied are you with your life now?'
5 very satisfied
2 satisfied
3 neither satisfied nor dissatisfied
2 dissatisfied
1 very dissatisfied

Original text in Danish:
'Hvor tilfreds er du med dit liv for tiden?'
5 meget tilfreds
4 tilfreds
3 hverken tilfreds eller utilfreds
2 utilfreds
1 meget utilfreds

O-SLu/g/sq/f/7/a   Selfreport on single question:

"...... satisfaction with life in general........"
(Full question not reported.)

Responses scored on pictorial scale consisting of seven smilies, expressing
variations from very unhappy to very happy.
1   unhappy face
2
3
4   neutral face
5
6
7   unhappy face
(Pictures not reproduced here.)

Name: Kunin's `Faces Scale'.

O-SLW/c/sq/n/11/b   Selfreport on single question;

"What do you think, how satisfied are you at this moment- all in all - with your life
?' 'If for instance you are totally satisfied with your life, please mark a '10'.If you
are totally unsatisfied with your life, mark a '0'.If you are not completely
unstatisfied nor totally satisfied range yourself somewhere between '1' and '9"

10   completely satisfied

9
8
7
6
5
4
3
2
1
0 completely dissatisfied

Originall text in German:
"Was meinen Sie, wie zufrieden sind Sie gegenwärtig - alles in allem - heute mit Ihrem Leben ? Wenn Sie zum Beispiel mit Ihrem Leben heute ganz und gar zufrieden sind, geben Sie bitte die '10' an.Wenn Sie mit Ihrem Leben heute ganz und gar unzufrieden sind, geben Sie '0' an.Wenn Sie weder ganz und gar zufrieden noch ganz und gar unzufrieden sind, dann ordnen Sie sich irgendwo zwischen '1'und '9' ein."

O-SLW/u/sq/v/7/b   Selfreport on single question :

"How do you feel about your life as a whole.....?"
7 completely satisfied
6 very satisfied
5 satisfied
4 satisfied/dissatisfied
3 dissatisfied
2 very dissatisfied
1 completely dissatisfied

On the web you will find an overview of valid queries on happiness and an explanation of the classification used. Go to: www.eur.nl/fsw/research/happiness/hap_quer/hqi_fp.htm. This is the introductary text to the Catalog of Happiness Queries.

Appendix 2   *Statistics used in reported studies*

Symbol	*Explanation*
AoV	ANALYSIS of VARIANCE (ANOVA) Type: statistical procedure Measurement level: Correlate(s): nominal, Happiness: metric. In an ANOVA, the total happiness variability, expressed as the sum of squares, is split into two or more parts, each of which is assigned to a source of variability. At least one of those sources is the variability of the correlate, in case there is only one, and always one other is the residual variability, which includes all unspecified influences on the happiness variable. Each sum of squares has its own number of degrees of freedom (df), which sum up to Ne -1 for the total variability. If a sum of squares (SS) is divided by its own number of df, a mean square (MS) is obtained. The ratio of two correctly selected mean squares has an F-distribution under the hypothesis that the corresponding association has a zero-value. NOTE: A significantly high F-value only indicates that, in case of a single correlate, the largest of the c mean values is systematically larger than the smallest one. Conclusions about the other pairs of means require the application of a Multiple Comparisons Procedure (see e.g. BONFERRONI's MULTIPLE COMPARISON TEST, DUNCAN's MULTIPLE RANGE TEST or STUDENT-NEWMAN-KEULS)
Beta	(ß) STANDARDIZED REGRESSION COEFFICIENT Type: test statistic. Measurement level: Correlates: all metric, Happinessl: metric. Range: [-1 ; +1] Meaning: beta > 0 « a higher correlate level corresponds with, on an average, higher happiness rating. beta < 0 « a higher correlate level corresponds with, on an average, lower happiness rating. beta = 0 « no correlation. beta = + 1 or -1 « perfect correlation.
Chi²	CHI-SQUARE Type: test statistic Range: [0; Ne*(min(c,r)-1)], where c and r are the number of columns and rows respectively in a cross tabulation of Ne sample elements. Meaning: Chi² <= (c-1) * (r-1) means: no association Chi² >> (c-1) * (r-1) means: strong association
D%	DIFFERENCE in PERCENTAGES Type: descriptive statistic only. Measurement level: Correlate level: dichotomous, but nominal or ordinal theoretically possible as well. Happiness level: dichotomous Range: [-100; +100] Meaning: the difference of the percentages happy people at two correlate levels.
DM	DIFFERENCE of MEANS

Type: descriptive statistic only.
Measurement level: Correlate: dichotomous, Happiness: metric
Range: depending on the happiness rating scale of the author; range symmetric about zero.

Meaning: the difference of the mean happiness, as measured on the author's rating scale, between the two correlate levels.

DMt   DIFFERENCE of MEANS AFTER TRANSFORMATION
Type: descriptive statistic only.
Measurement level: Correlate: dichotomous, Happiness: metric
Theoretical range: [-10; +10]

Meaning: the difference of the mean happiness (happiness measured at a 0-10 rating scale) between the two correlate levels.

G   GOODMAN & Kruskal's GAMMA
Type: test statistic
Measurement level: Correlate: ordinal, Happinessl: ordinal
Range: [-1; +1]

Meaning:
G = 0 « no rank correlation
G = +1 « strongest possible rank correlation, where high correlate values correspond with high happiness ratings.
G = -1 « strongest possible rank correlation, where high correlate values correspond with low happiness ratings.

r   PRODUCT-MOMENT CORRELATION COEFFICIENT (Also "Pearson's correlation coefficient' or simply 'correlation coefficient')
Type: test statistic.
Measurement level: Correlate: metric, Happiness: metric
Range: [-1; +1]

Meaning:
r = 0 « no correlation ,
r = 1 « perfect correlation, where high correlate values correspond with high happiness values, and
r = -1 « perfect correlation, where high correlate values correspond with low happiness values.

SNR   Statistic Not Reported
tau   GOODMAN & Kruskal's TAU
Type: descriptive statistic only.
Measurement level: Correlate: nominal, Happiness: ordinal
Range: [0; +1]

Meaning:
tau = 0 « knowledge of the correlate value does not improve the prediction quality of the happiness rating.
tau = 1 « knowledge of the correlate value enables a perfect (error-free) prediction of the happiness rating.

tb   KENDALL'S RANK CORRELATION COEFFICIENT TAU-B
Type: test statistic

Measurement level: Correlate: ordinal, Happiness: ordinal
Range: [-1; +1]

Meaning:
tb = 0 « no rank correlation
tb = 1 « perfect rank correlation, where high values of the correlate correspond with high happiness ratings.
tb = -1 « perfect rank correlation, where high values of the correlate correspond with low happiness ratings.

V   CRAMéR's V
                 Type: test statistic
                 Measurement level: Correlate: nominal, Happiness: ordinal
                 Range: [0; 1]

                 Meaning:
                 V = 0 «   no association
                 V = 1 «   strongest possible association

On the web you will find a text explaining the statistics used in more detail. Go to:
www.eur.nl/fsw/research/happiness/hap_cor/cor_fp.htm. This is the introductory text to the Catalog of Correlational Findings. An overview of all statistics is in chapter 4.
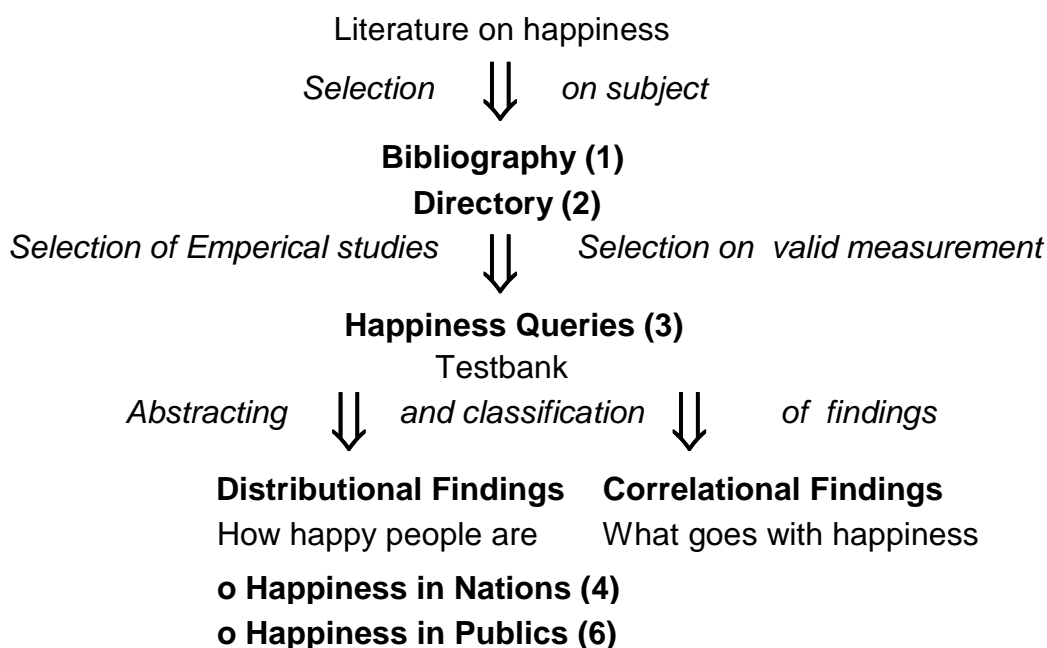
Appendix 3: About the World Database of Happiness

The World Database of Happiness is an ongoing register of scientific research on subjective appreciation of life. It brings together findings that are scattered throughout many studies and provides a basis for synthetic analysis. The research literature is processed as follows:

Literature on happiness

Selection ⇓ *on subject*

Bibliography (1)
Directory (2)

Selection of Emperical studies ⇓ *Selection on valid measurement*

Happiness Queries (3)
Testbank

Abstracting ⇓ *and classification* ⇓ *of findings*

Distributional Findings   **Correlational Findings**

How happy people are   What goes with happiness

o Happiness in Nations (4)
o Happiness in Publics (6)

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1   BIBLIOGRAPHY OF HAPPINESS Presents all contemporary scientific publications. Detailed subject-classification. Current contents: 3422 titles, mainly in English.

2   DIRECTORY OF INVESTIGATORS Names and addresses of most authors on the subject. Enumerates years of publication. Current contents: 5818 names and 3073 addresses. Part of Bibliography.

3   CATALOG OF HAPPINESS QUERIES (testbank) Presents all indicators that tap happiness as defined here. Current content: 522 measures, mostly single questions. Queries are classified by focus, time reference, mode of observation, rating and wording.

4   CATALOG OF HAPPINESS IN NATIONS Presents distributional research findings, in particular responses to questions on happiness in national survey studies. Allows comparison across time and nations. Current content: 1889 surveys in 112 nations, 1946-2000.

5   CATALOG OF HAPPINESS IN PUBLICS Distributional findings on happiness in special publics within nations, such as aged people. Current contents: 705 studies. Part of Catalog of Correlational Findings.

6   CATALOG OF CORRELATIONAL FINDINGS Presents abstracts of correlational research findings. Detailed subject-classification. Allows comparison through time and across nations. Current contents: 7476 findings from 705 studies in 140 nations, 1911-2000.

Appendix 4   Further Findings in the World Database of Happiness

Main Category's	Category Name	Number of Studies in this Category
A 1	ACTIVITY LEVEL (how much one does)	53
A 2	ACTIVITY PATTERN (what one does)	7
A 3	AFFECTIVE LIFE	31
A 4	AGE	279
A 5	AGGRESSION	11
A 6	ANOMY	30
A 7	APPEARANCE (good looks)	8
A 8	ATTITUDES	4
A 9	AUTHORITARIANISM	4
B 3	BODY	66
C 1	CHILDREN 1:	4
C 10	CREATIVENESS	6
C 11	CULTURE (Arts and Sciences)	6
C 2	CHILDREN: WANT FOR (Parental aspirations)	6
C 3	CHILDREN: HAVING (parental status)	145
C 4	CHILDREN's CHARACTERISTICS	19
C 5	CHILDREN: RELATION WITH	8
C 6	CHILDREN: REARING (parental behavior)	11
C 7	COMMUNAL LIVING	1
C 8	CONCERNS	15
C 9	COPING	27
D 1	DAILY JOYS & HASSLES	4
E 1	EDUCATION	243
E 2	EMPLOYMENT	180
E 3	ETHNICITY	63
E 4	EXPRESSIVE BEHAVIOR	10
F 1	FAMILY OF ORIGIN (earlier family for adults, current for young)	195
F 2	FAMILY OF PROCREATION	42
F 3	FAMILY OF RELATIVES	145
F 4	FARMING	30
F 5	FREEDOM	24
F 6	FRIENDSHIP	123
G 1	GENDER	252
G 2	GRIEF	1
H 10	HOPE	3
H 11	HOUSEHOLD: COMPOSITION	90
H 12	HOUSEHOLD: WORK	10
H 13	HOUSING	75
H 2	HANDICAP	13

H 3	HAPPINESS: ATTITUDES	39
H 5	HAPPINESS CAREER	144
H 6	HAPPINESS: CURRENT LEVEL	260
H 8	HEALTH-BEHAVIOR	15
H 9	HELPING	4
I 1	INCOME	415
I 2	INSTITUTIONAL LIVING	28
I 3	INTELLIGENCE	63
I 4	INTERESTS	5
I 5	INTERVIEW	49
I 6	INTIMACY	70
L 1	LANGUAGE	1
L 10	LOCAL ENVIRONMENT	270
L 11	LOTTERY	7
L 12	LOVE-LIFE	26
L 2	LEADERSHIP	8
L 3	LEISURE	128
L 4	LIFE APPRAISALS: OTHER THAN HAPPINESS4	290
L 5	LIFE-CHANGE	26
L 6	LIFE-EVENTS	63
L 7	LIFE-GOALS	52
L 8	LIFE HISTORY	1
L 9	LIFE STYLE	4
M 1	MARRIAGE: MARITAL STATUS CAREER	32
M 10	MIGRATION: MIGRANT WORK	3
M 11	MILITARY LIFE	5
M 12	MODERNITY	5
M 13	MOOD	181
M 2	MARRIAGE: CURRENT MARITAL STATUS	315
M 3	MARRIAGE: RELATIONSHIP	99
M 4	MARRIAGE: PARTNER	34
M 5	MEANING	18
M 6	MEDICAL TREATMENT	49
M 7	MENTAL HEALTH	99
M 8	MIGRATION: OTHER COUNTRY	9
M 9	MIGRATION: MOVING WITHIN COUNTRY (residential mobility)	17
N 1	NATIONALITY	5
N 2	NATION: TIME & PLACE	20
N 3	NATIONAL CHARACTER (modal personality)	2
N 4	NATION'S CONDITION	52
N 6	ATTITUDES TO THE NATION	111
N 7	LIVABILITY OF THE NATION	5
N 8	NUTRITION	18
O 1	OCCUPATION	133

O 2	ORGAN TRANSPLANTATION	11
P 1	PERSONALITY: HISTORY	44
P 10	POSSESSIONS	26
P 12	PROBLEMS	20
P 13	PSYCHO-SOMATIC COMPLAINTS	53
P 2	PERSONALITY: CHANGE	7
P 3	PERSONALITY: CURRENT ORGANIZATION	7
P 4	PERSONALITY: CURRENT TRAITS	392
P 5	PERSONALITY: LATER	23
P 6	PHYSICAL HEALTH	286
P 7	PLANNING	7
P 8	POLITICS	197
P 9	POPULARITY	22
R 1	RELIGION	198
R 2	RESOURCES	8
R 3	RETIREMENT	46
R 4	ROLES	13
S 1	SCHOOL	92
S 10	SOCIAL SUPPORT: RECEIVED	26
S 11	SOCIAL SUPPORT: Provided	3
S 12	SPORTS	32
S 13	STIMULANTS	33
S 14	SUICIDE	4
S 15	SUMMED EFFECTS ON HAPPINESS	71
S 2	SELF-IMAGE	193
S 3	SEX-LIFE	54
S 4	SLEEP	10
S 5	SOCIAL MOBILITY	16
S 6	SOCIAL PARTICIPATION: PERSONAL CONTACTS	50
S 7	SOCIAL PARTICIPATION: VOLUNTARY ASSOCIATIONS	111
S 8	SOCIAL PARTICIPATION: TOTAL (personal + associations)	25
S 9	SOCIAL STATUS (Socio-Economic Status)	140
T 1	TIME	27
T 2	THERAPY	9
T 3	TOLERANCE	37
V 1	VALUE CAREER	8
V 2	VALUES: CURRENT PREFERENCES (own)	49
V 3	VALUES: CLIMATE (current values in environment)	4
V 4	VALUES: SIMILARITY (current fit with others)	5
V 5	VICTIM	11
W 1	WAR	5
W 2	WORK CAREER	1
W 3	WORK CONDITIONS	34
W 4	WORK-ATTITUDES	313

W 5	WORK-PERFORMANCE (current)	6
W 6	WORRIES	27
X	UNCLASSIFIED	22

Appendix 5   Related Topics

This Topic		*Related Topics*	
Classification Page 1		*In Subject List on Appendix 4*	
S 1	SCHOOL	E 1	EDUCATION
S 1.1	School career		
S 1.1.1	Earlier schooling		
S 1.1.1.1	. earlier school-behavior		
S 1.1.1.2	. earlier school-environment		
S 1.1.1.3	. earlier attitudes to school		
S 1.1.2	Change in schooling		
S 1.1.2.1	. change in school-behavior		
S 1.1.2.2	. change in school-environment		
S 1.1.2.3	. change in attitudes to school		
S 1.1.3	Current stage in school-career		
S 1.1.4	Later schooling		
S 1.1.4.1	. later school-behavior		
S 1.1.4.2	. later school-environment		
S 1.1.4.3	. later attitudes to school		
S 1.2	Current school-behavior		
S 1.2.1	School-attendance		
S 1.2.1.1	. involved in schooling or not	E 2.2	Current employment status
S 1.2.1.2	. absenteeism	W 5.2.1.1	. absenteeism at work
S 1.2.1.3	. extra-curricular activity	L 3.3.1	Leisure activity level
S 1.2.2	School-success	E 1.2.1	Level of school-education
		I 3	INTELLIGENCE
S 1.2.3	Involvement in school-work	T 1.4	Current time-usage
S 1.2.4	Misbehavior in school		ADJUSTMENT
S 1.3	Current school-environment		
S 1.3.1	Social characteristics of school		
S 1.3.1.1	. socio-economic level of school	S 9	SOCIAL STATUS (Socio-Economic Status)
S 1.3.1.2	. ethnic homogeneity of school	E 3.6	Ethnic diversity in environment
S 1.3.2	Social climate in school		
S 1.3.4	Intellectual level of school		
S 1.3.5	School-type		
S 1.3.6	Curriculum followed		
S 1.4	Attitudes to school	L 10.4.2.5	. satisfaction with local schools

S 1.4.1	Perceived usefulness of schooling	E 1.3	Attitudes to one's education
S 1.4.2	Perceived pressure of school-work	S 1.2.3	Involvement in school-work
S 1.4.3	Satisfaction with own school-performance	S 2.5.2	Satisfaction with own accomplishments
S 1.4.4	Satisfaction with school-facilities	L 10.4.2.5	. satisfaction with local schools

End of Report