# Correlational Findings on Happiness and SCHOOL

**Subject Code: S1**

© on data collection: Ruut Veenhoven, Erasmus University Rotterdam

## Classification of Findings

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Description</th>
<th>Nr of Studies on this Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>SCHOOL</td>
<td>1</td>
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<tr>
<td>S1.1</td>
<td>School career</td>
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<tr>
<td>S1.1.1</td>
<td>Earlier schooling</td>
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<td>S1.1.1.1</td>
<td>. earlier school-behavior</td>
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<td>. earlier school-environment</td>
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<td>S1.1.1.3</td>
<td>. earlier attitudes to school</td>
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<td>S1.1.2</td>
<td>Change in schooling</td>
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<td>S1.1.2.1</td>
<td>. change in school-behavior</td>
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<td>S1.1.2.2</td>
<td>. change in school-environment</td>
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</tr>
<tr>
<td>S1.1.2.3</td>
<td>. change in attitudes to school</td>
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</tr>
<tr>
<td>S1.1.3</td>
<td>Current stage in school-career</td>
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<tr>
<td>S1.1.4</td>
<td>Later schooling</td>
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<tr>
<td>S1.1.4.1</td>
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</tr>
<tr>
<td>S1.1.4.2</td>
<td>. later school-environment</td>
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<td>S1.1.4.3</td>
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<td>S1.2</td>
<td>Current school-behavior</td>
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<td>S1.2.1</td>
<td>School-attendance</td>
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<td>S1.2.1.1</td>
<td>. involved in schooling or not</td>
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<td>S1.2.1.2</td>
<td>. absenteeism</td>
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</tr>
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<td>S1.2.1.3</td>
<td>. extra-curricular activity</td>
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<tr>
<td>S1.2.2</td>
<td>School-success</td>
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<tr>
<td>S1.2.3</td>
<td>Involvement in school-work</td>
<td>7</td>
</tr>
<tr>
<td>S1.2.4</td>
<td>Misbehavior in school</td>
<td>8</td>
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<tr>
<td>S1.3</td>
<td>Current school-environment</td>
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<td>S1.3.1</td>
<td>Social characteristics of school</td>
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<td>S1.3.1.1</td>
<td>. socio-economic level of school</td>
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</tr>
<tr>
<td>S1.3.1.2</td>
<td>. ethnic homogeneity of school</td>
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<td>S1.3.2</td>
<td>Social climate in school</td>
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<tr>
<td>S1.3.4</td>
<td>Intellectual level of school</td>
<td>3</td>
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<td>S1.3.5</td>
<td>School-type</td>
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<td>S1.3.6</td>
<td>Curriculum followed</td>
<td>4</td>
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<td>Section</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>------</td>
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<tr>
<td>S1.4</td>
<td>Attitudes to school</td>
<td>6</td>
</tr>
<tr>
<td>S1.4.1</td>
<td>Perceived usefulness of schooling</td>
<td>10</td>
</tr>
<tr>
<td>S1.4.2</td>
<td>Perceived pressure of school-work</td>
<td>6</td>
</tr>
<tr>
<td>S1.4.3</td>
<td>Satisfaction with own school-performance</td>
<td>2</td>
</tr>
<tr>
<td>S1.4.4</td>
<td>Satisfaction with school-facilities</td>
<td>10</td>
</tr>
</tbody>
</table>

Appendix 1: Happiness Items used
Appendix 2: Statistics used
Appendix 3: About the World Database of Happiness
Appendix 4: Further Findings in the World Database of Happiness
Appendix 5: Related Subjects

Cite as: Veenhoven, R.: Findings on SCHOOL
World Database of Happiness, Correlational Findings
Internet: worlddatabaseofhappiness.eur.nl
Erasmus University Rotterdam, 2009, Netherlands
Correlational finding on Happiness and SCHOOL  
Subject code: S1

Study: BRINK 1997/2

Reported in: Brinkerhoff, M.B.; Fredell, K.; Frideres, J.  

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

Sample: Non-probability purposive-quota sample

Non-Response: 108  
N: 0

Correlate

Authors label: Training centre (1)

Our classification: SCHOOL, code S1

Measurement: Family needs prioritized by Paired Comparisons. Out of four basic needs, they 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

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLu/?/sq/l/5/a</td>
<td>r=+.16 ns</td>
<td></td>
</tr>
<tr>
<td>O-H?/7/sq/fj/7/a</td>
<td>r=+.11 ns</td>
<td></td>
</tr>
</tbody>
</table>
Correlational finding on Happiness and . earlier school-behavior
Subject code: S1.1.1.1

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page in Report:</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Public highschool boys followed 8 years from grade 10, USA, 1966-74</td>
</tr>
<tr>
<td>Sample:</td>
<td>Non-Response: 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5</td>
</tr>
<tr>
<td>N:</td>
<td>1628</td>
</tr>
</tbody>
</table>

Correlate

| Authors label: | Delinquent behavior in school (2) |
| Our classification: | . earlier school-behavior, code S1.1.1.1 |
| 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 |

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=-</td>
<td>Delinquent behavior in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1</td>
</tr>
<tr>
<td>Happiness</td>
<td>tau = -.19 (001)</td>
<td>-.14 (001)</td>
</tr>
<tr>
<td>T1</td>
<td>tau = -.10 (01)</td>
<td>-.15 (001)</td>
</tr>
<tr>
<td>T2</td>
<td>tau = -.07 (ns)</td>
<td>-.10 (01)</td>
</tr>
<tr>
<td>T3</td>
<td>tau = -.06 (ns)</td>
<td>-.04 (ns)</td>
</tr>
<tr>
<td>T4</td>
<td>tau = -.06 (ns)</td>
<td>-.04 (ns)</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and . earlier school-behavior
Subject code: S1.1.1.1

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness and SCHOOL


Page in Report:

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: 1628

Correlate

Authors label: Serious delinquent behaviors (2)

Our classification: . earlier school-behavior, code S1.1.1.1

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=-</td>
<td>Serious delinquent behavior</td>
</tr>
<tr>
<td></td>
<td>T1</td>
<td>T2</td>
</tr>
<tr>
<td>Happiness</td>
<td>- .18</td>
<td>-.14</td>
</tr>
<tr>
<td>T1</td>
<td>-.09</td>
<td>-.11</td>
</tr>
<tr>
<td>T2</td>
<td>-.04 ns</td>
<td>-.07 ns</td>
</tr>
<tr>
<td>T3</td>
<td>-.03 ns</td>
<td>-.02 ns</td>
</tr>
<tr>
<td>All tau's significant, unless otherwise indicated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and . earlier school-behavior

Subject code: S1.1.1.1

Study BACHM 1977


Page in Report:

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

Sample:
Findings on Happiness and SCHOOL

Non-Response: 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N: 1628

Correlate

Authors label: Theft and vandalism (2)
Our classification: . earlier school-behavior, code S1.1.1
Measurement: A mean of nine items which measure the number of times respondent has committed acts of theft or vandalism. Scale: 0.00 = never to 4.00 = five or more times. Assessed at T1, T2, T3, T4 and T5

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a tau=</td>
<td>Theft and vandalism</td>
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</tr>
<tr>
<td></td>
<td>T1</td>
<td>T2</td>
</tr>
<tr>
<td>Happiness</td>
<td>-.19</td>
<td>-.14</td>
</tr>
<tr>
<td>T1</td>
<td>-.10</td>
<td>-.13</td>
</tr>
<tr>
<td>T2</td>
<td>-.06 ns</td>
<td>-.09</td>
</tr>
<tr>
<td>T3</td>
<td>-.04 ns</td>
<td>-.04 ns</td>
</tr>
<tr>
<td>T4</td>
<td>All tau's significant, unless indicated otherwise</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and . earlier school-behavior
Subject code: S1.1.1.1

Study

SMITH 1982


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

Sample:

Non-Response: N: 11997
Findings on Happiness and SCHOOL

Our classification: . earlier school-behavior, code S1.1.1

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

Remarks: % happy:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v3/aa</td>
<td>G = -.05</td>
<td>degree: 37.9</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v3/aa</td>
<td>tb = -.03</td>
<td>no degree: 34.9</td>
</tr>
<tr>
<td></td>
<td>ns</td>
<td></td>
</tr>
</tbody>
</table>

| O-HL/c/sq/v3/aa   | G = -.08   | degree: 40.2         |
|                   | p < .01    |                     |
| 
| O-HL/c/sq/v3/aa   | tb = -.04  | no degree: 35.7      |
|                   | ns         |                     |

Correlational finding on Happiness and . earlier school-environment

Subject code: S1.1.2

Study

BACHM 1977


Page in Report:

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: 1628

Correlate

Authors label: School mean intelligence scores (1)
Findings on Happiness and School

Our classification: . earlier school-environment, code S1.1.1.2

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
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<tbody>
<tr>
<td>O-HP/g/mq/v5/a</td>
<td>tau = ns</td>
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<table>
<thead>
<tr>
<th></th>
<th>Quick Test</th>
<th>GATB-J test</th>
<th>Gates test</th>
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</thead>
<tbody>
<tr>
<td>T1</td>
<td>tau = -.04</td>
<td>-.04</td>
<td>-.04</td>
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<td>T2</td>
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<td>T3</td>
<td>tau = -.03</td>
<td>-.03</td>
<td>-.02</td>
</tr>
<tr>
<td>T4</td>
<td>tau = -.01</td>
<td>-.00</td>
<td>-.02</td>
</tr>
</tbody>
</table>

All tau's not significant


Correlational finding on Happiness and . earlier school-environment
Subject code: S1.1.1.2

Study

BACHM 1977

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

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: 1628

Correlate

Authors label: High school curriculum college preparatory (1)

Our classification: . earlier school-environment, code S1.1.1.2

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

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
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<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=ns</td>
<td>HS curriculum college preparatory</td>
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<td>Happiness</td>
</tr>
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<td></td>
<td>T1</td>
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<td></td>
<td>T2</td>
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<td>T3</td>
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<td></td>
<td>T4</td>
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<tr>
<td></td>
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<td>All tau's not significant</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and . earlier attitudes to school
Subject code: S1.1.1.3

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: Interest in courses (1)

Our classification: . earlier attitudes to school, code S1.1.1.3

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
Correlational finding on Happiness and earlier attitudes to school

Subject code: S1.1.1.3

Study

Reported in: Bachman, J. G.; O’Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: School attitudes (2)

Our classification: earlier attitudes to school, code S1.1.1.3

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>tau = +.33</td>
<td>+.23</td>
<td>+.19</td>
</tr>
<tr>
<td>tau = +.25</td>
<td>+.32</td>
<td>+.26</td>
</tr>
<tr>
<td>tau = +.23</td>
<td>+.26</td>
<td>+.28</td>
</tr>
<tr>
<td>tau = +.21</td>
<td>+.19</td>
<td>+.22</td>
</tr>
</tbody>
</table>

All tau's significant (0.01)

Findings on Happiness and SCHOOL

### Positive school attitudes

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>tau = +.41</td>
<td>+.27</td>
<td>+.25</td>
</tr>
<tr>
<td>T2</td>
<td>tau = +.33</td>
<td>+.39</td>
<td>+.32</td>
</tr>
<tr>
<td>T3</td>
<td>tau = +.23</td>
<td>+.27</td>
<td>+.37</td>
</tr>
<tr>
<td>T4</td>
<td>tau = +.20</td>
<td>+.23</td>
<td>+.27</td>
</tr>
</tbody>
</table>

All tau's significant (001)

### Negative school attitudes

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>_ = -.25</td>
<td>-.21</td>
<td>-.22</td>
</tr>
<tr>
<td>T2</td>
<td>_ = -.21</td>
<td>-.26</td>
<td>-.23</td>
</tr>
<tr>
<td>T3</td>
<td>_ = -.17</td>
<td>-.18</td>
<td>-.27</td>
</tr>
<tr>
<td>T4</td>
<td>_ = -.18</td>
<td>-.16</td>
<td>-.19</td>
</tr>
</tbody>
</table>

All _ significant (001)


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### Correlational finding on Happiness and . earlier attitudes to school

**Subject code: S1.1.1.3**

**Study**

**BACHM 1977**

**Reported in:** Bachman, J. G.; O'Malley, P. M.; Johnston, J.  
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

**Page in Report:**

**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:** 1628

**Correlate**

**Authors label:** Academic achievement value (3)

**Our classification:** Earlier attitudes to school, code S1.1.1.3

**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

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**Observed Relation with Happiness**

http://worlddatabaseofhappiness.eur.nl/hap_con/top_sub.php?code=S1 (11 of 147)
Findings on Happiness and SCHOOL

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+ p&lt;0.05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic achievement value</th>
<th>Happiness T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>+.26 (0.001)</td>
<td>+.15 (0.001)</td>
<td>+.15 (0.001)</td>
</tr>
<tr>
<td>T2</td>
<td>+.16 (0.001)</td>
<td>+.22 (0.001)</td>
<td>+.14 (0.001)</td>
</tr>
<tr>
<td>T3</td>
<td>+.12 (0.01)</td>
<td>+.18 (0.001)</td>
<td>+.25 (0.001)</td>
</tr>
<tr>
<td>T4</td>
<td>+.10 (0.01)</td>
<td>+.13 (0.001)</td>
<td>+.18 (0.001)</td>
</tr>
</tbody>
</table>

All tau's significant

Correlational finding on Happiness and . earlier attitudes to school
Subject code: S1.1.1.3

Study: BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: Satisfaction with own school work (3)
Our classification: . earlier attitudes to school, code S1.1.1.3
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

Observed Relation with Happiness
Correlational finding on Happiness and . earlier attitudes to school
Subject code: S1.1.1.3

Study

Reported in: Sears, P.S.; Barbee, A.H.
Career and Life Satisfactions among Terman Gifted Women.
Page in Report: 40-62/4

Population: "Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72

Sample: Non-probability purposive sample

Non-Response: Attrition in 1972: 25%

N: 671

Correlate

Authors label: Exact interest (1)
Our classification: . earlier attitudes to school, code S1.1.1.3
Measurement: Selfrating of interest in:
   a. Algebra
   b. Arithmetic
   Assessed in 1922

Remarks: 1922 interests by 1972 happiness

Observed Relation with Happiness

Happiness Measure    Statistics    Elaboration/Remarks
C-ASG/h/mg/v/5/a      AoV=ns      a.

Findings on Happiness and SCHOOL

Chi² = ns

Chi² = ns

Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study CONST 1965

Reported in: Constantinople, A.P.
Some Correlates of Happiness and Unhappiness in College Students.
Unpublished Doctoral Dissertation, 1965, University of Rochester, USA.
Page in Report: 50

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

Sample:
Non-Response: 30% (take home questionnaire).
N: 952

Correlate

Authors label: Stage of study. (1)
Our classification: Current stage in school-career, code S1.1.3
Measurement: Freshmen / sophomores / juniors / seniors.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v10/a</td>
<td>DM =&gt;+ p&lt;01</td>
<td>Stronger among males.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S-shaped curve among males: Stronger relationship from freshman to junior years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U-shaped curve among females: sophomores being most unhappy.</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study CSIKS 2003
Findings on Happiness and SCHOOL

Reported in: Csikszentmihalyi, M.; Hunter, J.
Happiness in Everyday Life: the Uses of Experience Sampling.
Journal of Happiness Studies, 2003, Vol. 4, 185 - 199. ISSN p 1389 4978; ISSN e 1573 7780. DOI 10.1007/s11205-005-0805-6
Page in Report: 194,195

Population: Teenagers, USA, 1998
Sample: Non-probability purposive sample
Non-Response:
N: 828

Correlate

Authors label: Grade level in school
Our classification: Current stage in school-career, code S1.1.3
Measurement: Grade level in school

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/mi/sqr/n/7/a</td>
<td>Beta = .05 p &lt; .001</td>
<td>Beta controlled for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SES</td>
</tr>
<tr>
<td>A-ARE/mi/sqr/n/7/a</td>
<td>Beta = .08 p &lt; .012</td>
<td>Beta additionally controlled for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- time in flow</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study

HEERE 1969

Reported in: Heeren, S.D.
Entrepreneurial vs. Bureaucratic Fathers as Related to Family Structure, Happiness, and Two Measures of Independence.
Unpublished PhD Dissertation, University of Kansas, 1969, USA
Page in Report: 28

Population: Male undergraduates, University of Kansas, USA, 1967
Sample:
Non-Response: 5% incomplete information.
N: 103
Correlate

Authors label: Stage of study (1)

Our classification: Current stage in school-career, code S1.1.3

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

Observed Relation with Happiness

Happiness Measure Statistics Elaboration/Remarks

O-HL/g/sq/n/9/b r= ns

Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study

MAN 1991

Reported in: Man, P.
The Influence of Peers and Parents on Youth Life Satisfaction in Hong Kong.
Page in Report: 358


Sample: Non-probability chunk sample

Non-Response:

N: 1906

Correlate

Authors label: school class

Our classification: Current stage in school-career, code S1.1.3

Measurement: 1 middle 1 (younger)  
2 middle 4 (older)

Observed Relation with Happiness

Happiness Measure Statistics Elaboration/Remarks
Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study

Reported in: Ventegodt, S.
Liskvalitet hos 4500 31-33-arige. (The Quality of Life of 4500 31-33-Years-Olds).
Page in Report: 94

Population: 31-33 aged, Denmark 1993, born in University Hospital in Copenhagen
Sample: Non-probability chunk sample
Non-Response: 39%
N: 4500

Correlate

Authors label: attending school or university
Our classification: Current stage in school-career, code S1.1.3
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)

Remarks: Adult students only

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>r=-.05</td>
<td>1: Mt=7.48</td>
</tr>
<tr>
<td></td>
<td>p&lt;3173</td>
<td>2: Mt=8.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt=7.59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt=7.34</td>
</tr>
</tbody>
</table>
Findings on Happiness and SCHOOL

O-SLu/c/sq/v/5/e  
\[ r = 0.3 \]

\[ p < 0.2792 \]

1: Mt=7.23
2: Mt=7.76
3: Mt=7.39
4: Mt=7.04

O-HL/c/sq/v/5/h  
\[ r = 0.3 \]

\[ p < 0.4958 \]

1: Mt=6.73
2: Mt=7.30
3: Mt=6.94
4: Mt=6.68

Correlational finding on Happiness and Current stage in school-career
Subject code: S1.1.3

Study

WASHB 1941

Reported in: Washburne, J.N.
Factors Related to Social Adjustment of College Girls.
Journal of Social Psychology. 1941, Vol. 13, 281 - 289. ISSN 0022 4545
Page in Report: 283

Population: Female college students, New York, USA, 194?

Sample:
Non-Response: -
N: 238

Correlate

Authors label: Being a freshman (1)

Our classification: Current stage in school-career, code S1.1.3

Measurement: 0 Junior
1 Freshmen

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-CO/?/?q/?/0/a</td>
<td>SNR = + ns</td>
<td>L-shaped curve: positive relationship among unhappy students only.</td>
</tr>
<tr>
<td>M-CO/?/?q/?/0/a</td>
<td>D% = + ns</td>
<td>L-shaped curve: positive relationship among unhappy students only.</td>
</tr>
</tbody>
</table>
**Correlational finding on Happiness and Later schooling**  
**Subject code: S1.1.4**

**Study**  
BACHM 1977

**Reported in:** Bachman, J. G.; O'Malley, P. M.; Johnston, J.  
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA  
Page in Report:

**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:** 1628

**Correlate**

**Authors label:** Level of (later) college (1)

**Our classification:** Later schooling, code S1.1.4

**Measurement:** College mean of Scholastic Aptitude Test scores, or 
American College Test scores, or estimates of these scores  
(See Astin, 1971) (measured at T5)

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/q/mg/v/5/a</td>
<td>tau=ns</td>
<td>T1 happiness: tau = .00 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness: tau = -.04 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness: tau = -.04 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness: tau = -.06 (ns)</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and Later school-environment**  
**Subject code: S1.1.4.2**

**Study**  
BACHM 1977

**Reported in:** Bachman, J. G.; O'Malley, P. M.; Johnston, J.  
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA  
Page in Report:

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

**Sample:**
Findings on Happiness and SCHOOL

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

**N:** 1628

**Correlate**

**Authors label:** Prestige of (later) college (1)

**Our classification:** Later school-environment, code S1.1.4.2

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

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = ns</td>
<td>T1 happiness: tau = +0.07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness: tau = -0.02 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness: tau = -0.03 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness: tau = -0.07 (ns)</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and Current school-behavior**

**Subject code:** S1.2

**Study**

**LEE 2003**

**Reported in:** Lee, M.
Daily Contextual Variations in Levels of Adolescent Happiness.
Page in Report: 200

**Population:** Middle school students, South Korea, 200?

**Sample:** Non-probability chunk sample

**Non-Response:** 24

**N:** 134

**Correlate**

**Authors label:** daily activity

**Our classification:** Current school-behavior, code S1.2
Findings on Happiness and SCHOOL

**Measurement:** Time spend on activities:
A study  
B active leisure  
C passive leisure  
D interpersonal relationship  
E living maintenance

Assessed using experience sampling during one week. When beeped Ss answered the open question: 'What do you do right now'. Responses were later classified in these 5 categories.  
Higher scores mean more time spend on this activity

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/mi/mqr/v/4/a</td>
<td>DM=</td>
<td>M SD</td>
</tr>
<tr>
<td></td>
<td>A  1.06  .87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B  1.91  .98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C  1.69  .99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D  1.66  1.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E  1.27  .96</td>
<td></td>
</tr>
<tr>
<td>A-AOL/mi/mqr/v/4/a</td>
<td>BMCT=</td>
<td>B&gt;C, D&gt;E&gt;A</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td></td>
</tr>
</tbody>
</table>

### Correlational finding on Happiness and involved in schooling or not

**Subject code: S1.2.1.1**

**Study**:
**BALL 2008/2**

**Reported in:** Ball, R.E.; Chernova K.  

**Population:** Adults, 18 Nations, 1995-1997

**Sample:** Probability simple random sample

**Non-Response:**

N: 20771

**Correlate**

**Authors label:** Employment

**Our classification:** involved in schooling or not, code S1.2.1.1
Findings on Happiness and School Measurement:

- a part time
- b self employed
- c retired
- d housewife
- e unemployed
- f student

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=+0.04</td>
<td>self employed</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.029</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=+0.02</td>
<td>part time</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.472</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=-0.02</td>
<td>retired</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.558</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=+0.15</td>
<td>housewife</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.001</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=-0.21</td>
<td>unemployed</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.001</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta=+0.08</td>
<td>student</td>
</tr>
<tr>
<td></td>
<td>p&lt;0.022</td>
<td></td>
</tr>
</tbody>
</table>

Betas controlled for:
- Interaction between relative and absolute income
- Individual variables
  - Income
  - Marital status
  - Gender
  - Age
  - Children
  - Health
  - Religion
- Country (dummies)

No difference if controlled for country variables instead of dummies.

Correlational finding on Happiness and . involved in schooling or not
Subject code: S1.2.1.1

Study: BOHNK 2008

Reported in: Böhnke, P.; Kohler, U.
Well-being and Inequality
Page in Report: 24
Findings on Happiness and SCHOOL

Population: 18+ aged, in 28 European nations, 2003
Sample: Mixed samples
Non-Response: N: 18600

Correlate

Authors label: Still in education
Our classification: involved in schooling or not, code S1.2.1.1
Measurement: 0 = employed (reference)
1 = still in education

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLu/c/sq/n/10/b</td>
<td>B=+.13</td>
<td>No controls</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td></td>
</tr>
<tr>
<td>O-SLu/c/sq/n/10/b</td>
<td>B=+.18</td>
<td>B controlled for</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td>-gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-type of community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-class/occupation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-housing</td>
</tr>
<tr>
<td>O-SLu/c/sq/n/10/b</td>
<td>B=+.20</td>
<td>B additionally controlled for</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td>-marital status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-contacts with friends/neighbours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-voluntary work</td>
</tr>
<tr>
<td>O-SLu/c/sq/n/10/b</td>
<td>B=+.17</td>
<td>B additionally controlled for</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td>-church attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-internet use</td>
</tr>
<tr>
<td>O-SLu/c/sq/n/10/b</td>
<td>B=+.12 ns</td>
<td>B additionally controlled for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-long term illness and health satisfaction.</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and involved in schooling or not
Subject code: S1.2.1.1
Findings on Happiness and SCHOOL

Study

CBS 2004

Reported in: Centraal Bureau voor de Statistiek (CBS)
Page in Report: 1

Population: 12+ aged, The Netherlands, 2002

Sample: Probability multi-stage cluster sample

Non-Response:

N: 37482

Correlate

Authors label: Occupation

Our classification: involved in schooling or not, code S1.2.1.1

Measurement:

a: higher management
b: further white collar
c: small business
d: skilled blue collar
e: unskilled manual
f: unemployed
g: in education
h: unfit for labor
i: pre-retired, retired
j: homemaker (with children)
k: other

Observed Relation with Happiness

Happiness Measure Statistics Elaboration/Remarks

O-HP/u/sq/v/5/a DM=

higher management M = 4,20 CI95 [4,18-4,22]
further white collar M = 4,15 CI95 [4,13-4,17]
small business M = 4,16 CI95 [4,12-4,20]
skilled manual M = 4,15 CI95 [4,12-4,18]
unskilled manual M = 4,01 CI95 [3,98-4,04]
unemployed M = 3,86 CI95 [3,97-3,94]
in education M = 4,11 CI95 [4,08-4,14]
unfit for labor M = 3,65 CI95 [3,59-3,71]
retired M = 4,07 CI95 [4,02-4,13]
homemaker M = 4,07 CI95 [4,02-4,12]
other M = 3,95 CI95 [3,91-3,99]

O-HP/u/sq/v/5/a BMCT=
a, c, d>f, g, h, i, j>e>k>f, h
Findings on Happiness and SCHOOL

<table>
<thead>
<tr>
<th>Category</th>
<th>M</th>
<th>CI95</th>
</tr>
</thead>
<tbody>
<tr>
<td>higher management</td>
<td>3,51</td>
<td>[3,49-3,54]</td>
</tr>
<tr>
<td>further white collar</td>
<td>3,44</td>
<td>[3,40-3,47]</td>
</tr>
<tr>
<td>small business</td>
<td>3,43</td>
<td>[3,36-3,50]</td>
</tr>
<tr>
<td>skilled manual</td>
<td>3,43</td>
<td>[3,38-3,47]</td>
</tr>
<tr>
<td>unskilled manual</td>
<td>3,27</td>
<td>[3,38-3,47]</td>
</tr>
<tr>
<td>unemployed</td>
<td>2,83</td>
<td>[2,74-2,93]</td>
</tr>
<tr>
<td>in education</td>
<td>3,44</td>
<td>[3,40-3,49]</td>
</tr>
<tr>
<td>unfit for labor</td>
<td>2,66</td>
<td>[2,59-2,73]</td>
</tr>
<tr>
<td>retired</td>
<td>3,50</td>
<td>[3,42-3,57]</td>
</tr>
<tr>
<td>homemaker</td>
<td>3,28</td>
<td>[3,21-3,34]</td>
</tr>
<tr>
<td>other</td>
<td>3,21</td>
<td>[3,16-3,26]</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and . involved in schooling or not**

**Subject code: S1.2.1.1**

**Study**


*Page in Report:* 175+

**Population:** 18+ aged, Australia, 2004

**Sample:** Probability area sample

**Non-Response:** 89%

**N:** 2000

**Correlate**

**Authors label:** Full time Work Status

**Our classification:** . involved in schooling or not, code S1.2.1.1

**Measurement:**
- a: Full time paid employment
- b: Full time retired
- c: Semi retired
- d: Full time volunteer
- e: Full time home or family care
- f: Unemployed
- g: Full time Student

**Measured Values:** N = a: 750, b: 517, c: 39, d: 13, e: 208, f: 94

**Observed Relation with Happiness**
Findings on Happiness and SCHOOL

Happiness Measure

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/u/sq/n/11/ca</td>
<td>DMt=</td>
</tr>
<tr>
<td></td>
<td>a Mt = 7,66; SD = 1,60</td>
</tr>
<tr>
<td></td>
<td>b Mt = 8,14; SD = 1,57</td>
</tr>
<tr>
<td></td>
<td>c Mt = 7,49; SD = 1,92</td>
</tr>
<tr>
<td></td>
<td>d Mt = 8,62; SD = 0,96</td>
</tr>
<tr>
<td></td>
<td>e Mt = 7,79; SD = 1,81</td>
</tr>
<tr>
<td></td>
<td>f Mt = 6,55; SD = 2,53</td>
</tr>
<tr>
<td></td>
<td>g Mt = 7,16; SD = 1,42</td>
</tr>
</tbody>
</table>

O-SLW/u/sq/n/11/ca | BMCT=    |

Correlational finding on Happiness and . involved in schooling or not
Subject code: S1.2.1.1

Study CUMMI 2004C

Page in Report: 177

Population: 18+ aged, Australia, 2004
Sample: Probability area sample
Non-Response: 89%
N: 2000

Correlate

Authors label: Full time Work Status
Our classification: . involved in schooling or not, code S1.2.1.1
Measurement: a: Full time paid employment
b: Full ttime retired
c: Semi retired
d: Full time volunteer
e: Full time home or family care
f: Unemployed

Remarks: Combined Surveys 9-10

Observed Relation with Happiness
Correlational finding on Happiness and school involved in schooling or not
Subject code: S1.2.1.1

Study


Population: Students and mental patients, USA 199?

Sample: Non-probability chunk sample

Non-Response: not reported

N: 338

Correlate

Authors label: Mental illness

Our classification: . involved in schooling or not, code S1.2.1.1

Measurement:

1. mental patients
   a. outpatients, mainly sexual dysfunction complaints
   b. inpatients
0. normals (students)

Measured Values: N=338, 1a: 88, 1b: 50, 0: 200

Remarks: Selection method of respondents (normals) not reported.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/u/sq/n/11/ca</td>
<td>DMT=</td>
<td>a Mt = 7,74; SD = 1,57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b Mt = 8,08; SD = 1,65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c Mt = 7,78; SD = 1,69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d Mt = 8,32; SD = 1,25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e Mt = 7,87; SD = 1,77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f Mt = 6,61; SD = 2,36</td>
</tr>
</tbody>
</table>

f<(a,b,c,d,e)

a
Findings on Happiness and School

- a. mental outpatients: 18.2% Unhappy, 38.6% Moderate, 43.2% Happy
- b. mental inpatients: 56.0% Unhappy, 26.0% Moderate, 18.0% Happy
- 0. normals: 2.5% Unhappy, 19.0% Moderate, 78.5% Happy

Correlational finding on Happiness and involved in schooling or not

Subject code: S1.2.1.1

Study: EUROP 1997


Page in Report: B2

Population: 15+ aged, EU member states, 1997

Sample: Probability multi-stage cluster sample

Non-Response: N: 15900

Correlate

Authors label: Terminal education age

Our classification: involved in schooling or not, code S1.2.1.1

Measurement:
1: 15<
2: 16-19
3: 20+
4: still studying

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>DM=&gt;</td>
<td>1: 15&lt; M=2.86 CI95: 2.84-2.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: 16-19 M=2.90 CI95: 2.88-2.92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: 20+ M=3.01 CI95: 2.99-3.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: still studying M=3.05 CI95: 3.01-3.09</td>
</tr>
</tbody>
</table>

O-SLL/u/sq/v/4/b

BMCT=> p<0.05

1 < 2 < 3,4

Correlational finding on Happiness and involved in schooling or not

Subject code: S1.2.1.1
Findings on Happiness and SCHOOL

Study EUROP 1998

Reported in: European Commission
Page in Report: B.59

Population: 15+ aged, EU member states, 1998

Sample: Probability multi-stage cluster sample

Non-Response: 

N: 16165

Correlate

Authors label: Terminal Education Age

Our classification: involved in schooling or not, code S1.2.1.1

Measurement: Terminal education age
1: 15<
2: 16–19
3: 20+
4: still studying

Measured Values: 1: 31%, 2: 39%, 3: 21%, 4: 9%

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>DM=&gt;</td>
<td>1: 15&lt;: M=2,81 CI95 = 2,79–2,83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: 16–19: M=2,92 CI95 = 2,90–2,94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: 20+: M=3,02 CI95 = 3,00–3,04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: still studying M=3,07 CI95 = 3,04–3,11</td>
</tr>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>BMCT=&gt;</td>
<td>p&lt;05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1&lt;2&lt;3,4</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and involved in schooling or not

Subject code: S1.2.1.1

Study EUROP 1999

Reported in: European Commission
Eurobarometer Report 52, Public Opinion of the European Union
Page in Report: B.2
Findings on Happiness and SCHOOL

Population: +15 aged, EU member states, 1999
Sample: Probability multi-stage cluster sample
Non-Response:
  N: 15900

Correlate

Authors label: Terminal Education Age
Our classification: involved in schooling or not, code S1.2.1.1
Measurement:
  1: 15<
  2: 16–19
  3: 20+
  4: still studying

Measured Values: 1: 30%, 2: 41%, 3: 20%, 4: 9%

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>DM=+</td>
<td>M= 2.92 CI95: 2.90-2.94</td>
</tr>
<tr>
<td></td>
<td>1: 15&lt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2: 16–19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3: 20+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4: still studying</td>
<td></td>
</tr>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>BMCT=+</td>
<td>1&lt;2&lt;3,4 p&lt;05</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and involved in schooling or not
Subject code: S1.2.1.1

Study EUROP 2000

Reported in: European Commission
  Eurobarometer Report 53, Public Opinion in the European Union
  Page in Report: B.2

Population: 15+ aged, EU member states 2000
Sample: Probability multi-stage cluster sample
Non-Response:
  N: 16078
Findings on Happiness and SCHOOL

Correlate

Authors label: Terminal education age
Our classification: involved in schooling or not, code S1.2.1.1
Measurement:
1: 15<
2: 16-19
3: 20+
4: still studying

Measured Values: 1: 30%, 2: 41%, 3: 21%, 4: 9%

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>DM =+</td>
<td>1: 15&lt; M= 2,81 CI95: 2.79-2.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: 16-19 M= 2,88 CI95: 2.86-2.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: 20+ M= 3,00 CI95: 2.98-3.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: still studying M= 3,08 CI95: 3.05-3.12</td>
</tr>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>BMCT =+</td>
<td>p&lt;.05 1&lt;2&lt;3&lt;4</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and involved in schooling or not
Subject code: S1.2.1.1

Study

EUROP 2001

Page in Report: B.2

Population: 15+ aged, EU member states 2000
Sample: Probability multi-stage cluster sample
Non-Response:
N: 15900
Findings on Happiness and SCHOOL

**Measurement:**
1: 15<
2: 16-19
3: 20+
4: still studying

**Measured Values:** 1: 29%, 2: 40%, 3: 21%, 4: 10%

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>DM=&gt;</td>
<td>M=2,92 CI95:2,90-2,94</td>
</tr>
<tr>
<td></td>
<td>1: 15&lt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2: 16-19</td>
<td>M=3,01 CI95:2,99-3,03</td>
</tr>
<tr>
<td></td>
<td>3: 20+</td>
<td>M=3,09 CI95:3,07-3,11</td>
</tr>
<tr>
<td></td>
<td>4: still studying</td>
<td>M=3,14 CI95:3,11-3,17</td>
</tr>
<tr>
<td>O-SLL/u/sq/v/4/b</td>
<td>BMCT=+</td>
<td>1&lt;2&lt;3&lt;4</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td></td>
</tr>
</tbody>
</table>

---

**Correlational finding on Happiness and . involved in schooling or not**

**Subject code: S1.2.1.1**

**Study**

**FREY 2000B**

**Reported in:** Frey, B.S.; Stutzer, A.
Maximizing Happiness?
Page in Report: 156

**Population:** Adults, Switzerland, 1992

**Sample:** Probability sample (unspecified)

**Non-Response:**

N: 6000

**Correlate**

**Authors label:** Employment status

**Our classification:** . involved in schooling or not, code S1.2.1.1

**Measurement:**
- o Employed (reference)
- l a Unemployed
- b Self-employed
- c At home
- d School
- e Retired
- f Other
<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .83</td>
<td>Unemployed (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .11</td>
<td>Self employed (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .17</td>
<td>At home (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .02</td>
<td>At school (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .12</td>
<td>Retired (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>O-SLW/c/sq/n/10/a</td>
<td>Beta = .18</td>
<td>Other (vs. employed)</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td></td>
</tr>
</tbody>
</table>

Betas controlled for:
- Income
- Education
- Demographic factors (gender, age, marital status)
- Institutional factor (direct democratic rights)

Correlational finding on Happiness and involved in schooling or not
Subject code: S1.2.1.1

Study

GRAHA 2004


Page in Report: 323,327

Population: 10+ aged, followed 5 years, Russia 1995-2000

Sample: Probability sample (unspecified)

Non-Response:

N: 5269

Correlate

Authors label: Student

Our classification: involved in schooling or not, code S1.2.1.1
Findings on Happiness and SCHOOL Measurement:
0: Non student
1: Student

Measured Values:
T1: M=0.17; SD=0.37; T2: M=0.12; SD=0.32

Russia went through major changes in this era, among which a financial crisis in 1998

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/c/sq/v/5/n</td>
<td>$\beta=+.46$</td>
<td>T1:1995: student (vs non-student)</td>
</tr>
<tr>
<td>O-SLW/c/sq/v/5/n</td>
<td>$\beta=+.02$</td>
<td>T2:2000 student (vs non-student)</td>
</tr>
</tbody>
</table>

Beta's controlled for:
- gender
- marital status
- income
- education level
- minority
- age
- retirement
- housewife
- employment
- self-employed
- health index

T1-T2 difference in Beta: ns

Correlational finding on Happiness and involved in schooling or not
Subject code: S1.2.1.1

Study
NUVOL 2004/1

Reported in: Nuvolati, G.
The Italian Case. Commuting and Quality of Life.
Paper 6 the Congress ISQOLS, 2004, Philadelphia, USA
Page in Report: 7

Population: 15+ aged. Italy, 1996
Sample: Probability sample (unspecified)
Non-Response: 1.7%
N: 3561
Findings on Happiness and School

Correlate

Authors label: Occupation

Our classification: Involved in schooling or not, code S1.2.1.1

Measurement:
- a: entrepreneur/self employed
- b: clerk/teacher
- c: worker/farmer
- d: housewife
- e: retired
- f: student
- g: unemployed

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SQL/u/sq/v/4/a</td>
<td>D%</td>
<td>% Satisfied:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a: 85,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b: 83,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c: 84,7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d: 80,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e: 86,0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f: 83,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g: 53,6</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Involved in schooling or not

Subject code: S1.2.1.1

Study

OOSTE 2008

Reported in: Oosterhof, S.F.
Maakt Vrije Tijd Gelukkig? De Invloed van Vrije Tijd op de Geluksbeleving van Nederlanders. (Does Leisure Time Make you Happy? The Influence of Leisure Time on the Happiness Experience of the Dutch.)
Master Thesis, Faculty Social Sciences, Erasmus University Rotterdam, 2008, Netherlands
Page in Report: 33

Population: 12+ aged, Netherlands, 2005

Sample: Probability multi-stage cluster sample

Non-Response: 11%

N: 2204
Findings on Happiness and SCHOOL

**Measurement:**
- a: Study/ school
- b: No day job outside the house
- c: Retired
- d: Working (reference category)

**Measured Values:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/u/sq/v/5/a</td>
<td>D%</td>
<td></td>
</tr>
<tr>
<td>Very happy</td>
<td>25.5%</td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Not happy</td>
<td>5.5%</td>
<td></td>
</tr>
</tbody>
</table>

| O-HP/u/sq/v/5/a         | OR         |                     |
| UNHAPPY (vs happy)      |            |                     |
| observed                | controlled |                     |
| Study                   | 0.93       | 0.71                |
| No job                  | 2.67*      | 2.46*               |
| Retired                 | 1.95*      | 1.89*               |
| Working                 | 1          | 1                   |

| VERY HAPPY (vs happy)   |            |                     |
| observed                | controlled |                     |
| Study                   | 0.98       | 0.93                |
| No job                  | 1.19       | 1.14                |
| Retired                 | 1.18       | 1.12                |
| Working                 | 1          | 1                   |

Control variables are:
- gender
- education
- family stage
- urban living environment
- self reported health
- self reported stress
* = P<.05

**Correlational finding on Happiness and . involved in schooling or not**

**Subject code:** S1.2.1.1

**Study**

SOONS 2006

**Reported in:**
Soons, J.  
Demos, 2006, Vol 21, 75 - 77. ISSN 0169 1473  
Page in Report: 76

**Population:**
Young adults, followed from age 18 to 26, The Netherlands, 1987-1999

**Sample:**
Probability stratified sample

**Non-Response:**
N: 1775

**Correlate**
Findings on Happiness and SCHOOL

**Authors label:** Daily activity

**Our classification:** . involved in schooling or not, code S1.2.1.1

**Measurement:**
- a No daily occupation
- b Full-time education
- c Having a job

**Remarks:** Assessed at T1 + T2 (merged file)

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-Sum/u/mg/v/7/a</td>
<td>DM =</td>
<td>No daily activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full-time education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having a job</td>
</tr>
</tbody>
</table>

---

**Correlational finding on Happiness and . involved in schooling or not**

**Subject code:** S1.2.1.1

**Study**

STUTZ 2006


*Population:* Adult members of private households, Germany, 1984-2000

*Sample:* Non-probability purposive sample

*Non-Response:*

N: 15268

**Correlate**

**Authors label:** Employment

**Our classification:** . involved in schooling or not, code S1.2.1.1
**Findings on Happiness and School Measurement:**

- 0 employed (reference group)
- 1 a self-employed
- b unemployed
- c some work
- d non-working
- e maternity leave
- f military service
- g in education
- h retired

### Observed Relation with Happiness

<table>
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<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .26</td>
<td>a: Self-employed</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.10</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = 1.0</td>
<td>b: Unemployed</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.67</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .24</td>
<td>c: Some work</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.12</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .12</td>
<td>d: Non-working</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.08</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .14</td>
<td>e: Maternity leave</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.03</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .36</td>
<td>f: Military service</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.46</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .00 ns</td>
<td>g: In education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When trait-happiness is also controlled B = -.00</td>
</tr>
<tr>
<td>O-SLW/c/sq/n/11/d</td>
<td>B = .09</td>
<td>h: Retired</td>
</tr>
<tr>
<td></td>
<td>p &lt; .01</td>
<td>When trait-happiness is also controlled B = -.01</td>
</tr>
</tbody>
</table>

B's controlled for:
- age
- education
- household income
- position in the household
- country of origin
- time (dummy for wave of panel)
and additionally for:
- trait-happiness (average over all 14 waves)
Correlational finding on Happiness and . involved in schooling or not
Subject code: S1.2.1.1

Study

TUCKE 2006


Population: Students and community members, US and Russia, 1999

Sample: Non-probability purposive sample

Non-Response: 0

N: 277

Correlate

Authors label: Students vs community members

Our classification: . involved in schooling or not, code S1.2.1.1

Measurement: 0. Community members (no students) in the USA or Russia
1. Students in the USA or Russia

Measured Values: 0=125 1=152

Observed Relation with Happiness

Happiness Measure

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-V/u/sq/v/7/a</td>
<td>DM =&gt;+ American</td>
</tr>
<tr>
<td>Mean SD</td>
<td>Mean SD</td>
</tr>
<tr>
<td>Community mbs</td>
<td>4,71 1,52</td>
</tr>
<tr>
<td>Students</td>
<td>4,61 1,38</td>
</tr>
<tr>
<td>Difference</td>
<td>-0,10</td>
</tr>
</tbody>
</table>

| O-SLC/u/sq/v/7/a | DM =>+ American | Russian | All |
| Mean SD | Mean SD | Mean |
| Community mbs | 4,79 1,46 | 3,08 1,34 | 3,93 |
| Students | 4,81 1,33 | 4,20 1,55 | 4,50 |
| Difference | +0,02 | +1,12 | +0,57 |
Findings on Happiness and SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>American</th>
<th>Russian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Community mbs</td>
<td>4,94</td>
<td>1,64</td>
<td>3,86</td>
</tr>
<tr>
<td>Students</td>
<td>5,36</td>
<td>1,08</td>
<td>5,11</td>
</tr>
<tr>
<td>Difference</td>
<td>+0,42</td>
<td>+1,25</td>
<td>+0,86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>American</th>
<th>Russian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Community mbs</td>
<td>4,94</td>
<td>1,63</td>
<td>3,30</td>
</tr>
<tr>
<td>Students</td>
<td>5,17</td>
<td>1,42</td>
<td>4,26</td>
</tr>
<tr>
<td>Difference</td>
<td>+0,23</td>
<td>+0,96</td>
<td>+0,67</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and . involved in schooling or not**

Subject code: S1.2.1.1

**Study**

UGLAN 2006

**Reported in:** Uglanova, E.
Page in Report: question 124

**Population:** 16+ aged, Russia, 1993

**Sample:** Probability multi-stage cluster sample

**Non-Response:** ?

**N:** 2018

**Correlate**

**Authors label:** Current occupation

**Our classification:** . involved in schooling or not, code S1.2.1.1

**Measurement:** What is your occupational status?
1. work as an employee on regular basis
2. work regularly (temporarily) on contract basis
3. have my own business
4. self-employed, have my own farm
5. serve in the army, police, work for the Ministry of Internal Affairs
6. student
7. retired
8. housewife (including maternity leave cases)
9. unemployed
10. other

**Measured Values:** N = 1: 60,9% 2: 5,7% 3: 3,2% 4: 0,9% 5: 0,5% 6: 5,2% 7: 16,3% 8: 4% 9: 2,9% 10: 0,4%

**Observed Relation with Happiness**
<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/c/sq/v/4/g</td>
<td>DM=</td>
<td>1: M = 2,52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: M = 2,60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: M = 3,02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: M = 2,84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5: M = 2,80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6: M = 2,67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7: M = 2,34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8: M = 2,59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9: M = 2,30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10: M = 2,67</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and involved in schooling or not**

**Subject code: S1.2.1.1**

**Study**


*Page in Report:* 112

**Population:** 31-33 aged, Denmark 1993, born in University Hospital in Copenhagen

**Sample:** Non-probability chunk sample

**Non-Response:** 39%

**N:** 4500

**Correlate**

**Authors label:** main occupation

**Our classification:** involved in schooling or not, code S1.2.1.1

**Measurement:** "What is your main occupation"

a: independent businessman/tradesman
b: assistant in spouse's business
c: unskilled/semi-skilled worker
d: skilled worker
e: housewife
f: salaried employee/civil servant
g: student
h: pensioner
i: social security recipient

**Measured Values:** N: All:4467; %:a:6,2; b:0,6; c:17,2; d:16,5; e:1,7; f:47,5; g:3,9; h:2,3; i:4,0

**Observed Relation with Happiness**
<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a: Mt=8.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b: Mt=8.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c: Mt=7.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d: Mt=7.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e: Mt=7.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f: Mt=7.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g: Mt=7.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h: Mt=6.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i: Mt=6.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-SLu/c/sq/v/5/e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a: Mt=7.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b: Mt=8.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c: Mt=7.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d: Mt=7.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e: Mt=7.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f: Mt=7.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g: Mt=6.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h: Mt=5.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i: Mt=5.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/5/h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a: Mt=7.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b: Mt=7.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c: Mt=6.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d: Mt=7.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e: Mt=7.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f: Mt=7.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g: Mt=6.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h: Mt=6.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i: Mt=6.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and . involved in schooling or not**

**Subject code: S1.2.1.1**

**Study**

ZUMA 1989

**Reported in:** Zentrum fur Umfrageforschung Mannheim (ZUMA)
Page in Report:

**Population:** 18+ aged, general public, West-Germany, 1978-88

**Sample:**

**Non-Response:** ?

**N:** 2100
Authors label: Being student (1)

Our classification: . involved in schooling or not, code S1.2.1.1

Measurement: Question: 'Are you at this moment a high-school or college student?'
0  no
1  yes

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v/4/b</td>
<td>SNR=</td>
<td>eta  G  r  ß</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1978  -.02  -.06  -.02  +.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1980  +.05  +.31  +.05  +.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1984  +.04  +.23  +.04  +.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1988  +.00  +.05  +.00  +.01</td>
</tr>
</tbody>
</table>

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

O-SLW/c/sq/n/11/ba SNR=  

|                   |            | 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.

Correlational finding on Happiness and extra-curricular activity
Subject code: S1.2.1.3

Study BRENN 1970


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

Sample:
Non-Response: 1%
N: 5204
## Findings on Happiness and School Correlate

**Authors label:** Time spent on extra-curricular activities (1)

**Our classification:** extra-curricular activity, code S1.2.1.3

**Measurement:** Open-ended direct question: 0 / 1-4 / 5 hours or more in an average week.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>G = +.14</td>
<td></td>
</tr>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>V = .09</td>
<td>p &lt; .01</td>
</tr>
</tbody>
</table>

### Correlational finding on Happiness and extra-curricular activity

**Subject code:** S1.2.1.3

**Study**

**Reported in:** Brenner, B. Social Factors in Mental Well-Being at Adolescence. PhD Dissertation, The American University, 1970, Washington DC, USA

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

**Sample:**

- **Non-Response:** 1%
- **N:** 5204

## Findings on Happiness and School Correlate

**Authors label:** Time spent on extra-curricular activities (2)

**Our classification:** extra-curricular activity, code S1.2.1.3

**Measurement:** Open-ended direct question: 0 / 1-4 / 5 hours or more in an average week.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/q/sq/v/5/a</td>
<td>G = +.14</td>
<td></td>
</tr>
</tbody>
</table>
Correlational finding on Happiness and extra-curricular activity
Subject code: S1.2.1.3

<table>
<thead>
<tr>
<th>Correlate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors label: Participation in extracurricular activities (1)</td>
</tr>
<tr>
<td>Our classification: extra-curricular activity, code S1.2.1.3</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observed Relation with Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness Measure</td>
</tr>
<tr>
<td>O-HL/u/sq/v/4/b</td>
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<td></td>
</tr>
</tbody>
</table>
Findings on Happiness and SCHOOL

- Having faith in people : $G_s = +.09$
- School social class, and having fun in life : $G_s = +.06$
- School social class, and tending to be a lonely person : $G_s = +.08$
- School social class, and having faith in people : $G_s = +.08$
- School social class, and educational level of mother : $G_s = +.11$

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 : $G_s = +.10$
Negative in lower class : $G = -.29$
After control for : $G_s = -.24$

O-HL/u/sq/v/4/b

V = .07

p < .01

Correlational finding on Happiness and . extra-curricular activity
Subject code: S1.2.1.3

Study

BRENN 1970

Reported in: Brenner, B.
Social Factors in Mental Well-Being at Adolescence.
PhD Dissertation, The American University, 1970, Washington DC, USA
Page in Report: 108/124 -

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

Sample:
Non-Response: 1%
N: 5204

Correlate

Authors label: Participation in extracurricular ac- tivities (2)

Our classification: . extra-curricular activity, code S1.2.1.3

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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness and SCHOOL

A-AOL/g/sq/v/5/a ~ G = +.24

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

A-AOL/g/sq/v/5/a ~ V = .11
p<.01

Correlational finding on Happiness and . extra-curricular activity
Subject code: S1.2.1.3

Study ~ BRENN 1970

Reported in: Brenner, B.
Social Factors in Mental Well-Being at Adolescence.
PhD Dissertation, The American University, 1970, Washington DC, USA
Page in Report: 108/318
Population: Highschool pupils, New York State, USA, 1960

Sample:

Non-Response: 1%

N: 5204

Correlate

Authors label: Number of extra-curricular activities taken part in (1)

Our classification: Extra-curricular activity, code S1.2.1.3

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>G = +.14</td>
<td></td>
</tr>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>V = .10</td>
<td>p &lt; 0.01</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Extra-curricular activity

Subject code: S1.2.1.3

Study: BRENN 1970


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

Sample:

Non-Response: 1%

N: 5204

Correlate

Authors label: Number of extra-curricular activities taken part in (2)

Our classification: Extra-curricular activity, code S1.2.1.3

Measurement: Open-ended direct question 0 / 1-2 / 3+
Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/g/sq/v/5/a</td>
<td>$G = +16$</td>
<td></td>
</tr>
<tr>
<td>A-AOL/g/sq/v/5/a</td>
<td>$V = .35$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$p &lt; 01$</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-success
Subject code: S1.2.2

Study

ABBETY 1983

Reported in: Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
Handling the Stress of Looking for a Job in Law School.
Page in Report: 272

Population: Law school students, Chicago, USA, 198?

Sample: Non-probability accidental sample

Non-Response: ?

N: 85

Correlate

Authors label: Perceived class rank (1)

Our classification: School-success, code S1.2.2

Measurement: Self-perceived rank in their class

Measured Values: 65% of the interviewed students reported being in the top 25% of their class, 27% reported being in the 25-50% range, while only 8% reported being in the lower 50% of their class.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| O-HL/g/sq/n/9/a    | $DM = +$   | 1: High $M = 4.20$
|                   | $p < 05$   | 0: Lower $M = 3.44$
|                   |            | difference $+0.76$  |

Correlational finding on Happiness and School-success
Subject code: S1.2.2
Findings on Happiness and School

**Study ABBEY 1983**

*Reported in:* Abbey, A.; Dunkel-Schetter, C.; Brickman, P.  
Handling the Stress of Looking for a Job in Law School.  
Page in Report: 272

*Population:* Law school students, Chicago, USA, 198?

*Sample:* Non-probability accidental sample

*Non-Response:* ?

*N:* 85

---

**Correlate**

*Authors label:* Publications (1)

*Our classification:* School-success, code S1.2.2

*Measurement:* Has written a legal publication.  
1: yes  
0: no

*Measured Values:* 1: 45%

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| O-HL/g/sg/n/9/a   | DM =>+ p<.01 | 1: With publications: M=4.37  
2: Without: M=3.49  
difference +0.88 |

---

**Correlational finding on Happiness and School-success**

**Subject code: S1.2.2**

**Study BACHM 1970**

*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-Grade Boy.  
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA  
Page in Report: 247

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

*Sample:*  
*Non-Response:* 2.8% incomplete information in 1966

*N:* 1799
Findings on Happiness and School

Correlate

Authors label: Academic achievement(grades) (1)

Our classification: School-success, code S1.2.2

Measurement: Question on average grade in past year.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r=+.10 p&lt;.01</td>
<td>Both variables assessed at T1.</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-success

Subject code: S1.2.2

Study

BACHM 1970


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

Sample:

Non-Response: 2.8% incomplete information in 1966

N: 1799

Correlate

Authors label: Self-perceived school ability (1)

Our classification: School-success, code S1.2.2

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r=+.12 p&lt;.01</td>
<td>Both variables assessed at T1.</td>
</tr>
</tbody>
</table>
### Correlational finding on Happiness and School-success

**Subject code: S1.2.2**

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1977</th>
</tr>
</thead>
</table>

#### 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: 1628

#### Correlate

- **Authors label:** Repeated grade (1)
- **Our classification:** School-success, code S1.2.2
- **Measurement:** Simple direct question at T1: "Where you ever kept back a grade?"
  
  1 = yes, 0 = no

#### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mg/v/S/a</td>
<td>tau = ns</td>
<td>T1 happiness: tau = -.07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness: tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness: tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness: tau = -.03 (ns)</td>
</tr>
</tbody>
</table>

### Correlational finding on Happiness and School-success

**Subject code: S1.2.2**

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1977</th>
</tr>
</thead>
</table>

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

#### Sample:
Findings on Happiness and School

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

**N:** 1628

**Correlate**

**Authors label:** Average grade (1)

**Our classification:** School-success, code S1.2.2

**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)

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1</td>
</tr>
<tr>
<td>Happiness</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>.11 (01)</td>
</tr>
<tr>
<td>T2</td>
<td>.09 (05)</td>
</tr>
<tr>
<td>T3</td>
<td>.06 (ns)</td>
</tr>
<tr>
<td>T4</td>
<td>.02 (ns)</td>
</tr>
</tbody>
</table>


**Correlational finding on Happiness and School-success**

**Subject code: S1.2.2**

**Study**

**BACHM 1977**

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

**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:** 1628

**Correlate**
**Findings on Happiness and School**

**Authors label:** Self-percieved school ability (1)

**Our classification:** School-success, code S1.2.2

**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

---

**Observed Relation with Happiness**

**Happiness Measure**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+</td>
<td>Self-percieved school ability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>tau = +.13 (001)</td>
<td>+.07 (ns)</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>tau = +.11 (01)</td>
<td>+.11 (01)</td>
<td></td>
</tr>
<tr>
<td>T3</td>
<td>tau = +.08 (05)</td>
<td>+.05 (ns)</td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>tau = +.05 (ns)</td>
<td>+.05 (ns)</td>
<td></td>
</tr>
</tbody>
</table>


---

**Correlational finding on Happiness and School-success**

**Subject code:** S1.2.2

**Study**

**CONST 1965**

**Reported in:** Constantinople, A.P.
Some Correlates of Happiness and Unhappiness in College Students.
Unpublished Doctoral Dissertation, 1965, University of Rochester, USA.
Page in Report: 67

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

**Sample:**

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

**N:** 952

---

**Correlate**

**Authors label:** Academic status. (1)

**Our classification:** School-success, code S1.2.2

**Measurement:** Cumulative grade point average (GPA).

---

**Observed Relation with Happiness**
### Correlational finding on Happiness and School-success

**Subject code: S1.2.2**

<table>
<thead>
<tr>
<th>Study</th>
<th>CURRI 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reported in:</strong></td>
<td></td>
</tr>
<tr>
<td>Constantinople, A.P.</td>
<td></td>
</tr>
<tr>
<td>Some Correlates of Happiness and Unhappiness in College Students.</td>
<td></td>
</tr>
<tr>
<td>Unpublished Doctoral Dissertation, 1965, University of Rochester, USA.</td>
<td></td>
</tr>
<tr>
<td>Page in Report: 69</td>
<td></td>
</tr>
<tr>
<td><strong>Population:</strong></td>
<td></td>
</tr>
<tr>
<td>College students, University of Rochester, USA, 1965</td>
<td></td>
</tr>
<tr>
<td><strong>Sample:</strong></td>
<td></td>
</tr>
<tr>
<td>Non-Response: 30% (take home questionnaire).</td>
<td></td>
</tr>
<tr>
<td>N: 952</td>
<td></td>
</tr>
</tbody>
</table>

**Correlate**

- **Authors label:** Academic status (discrepancy between aptitude and achievement (1))
- **Our classification:** School-success, code S1.2.2
- **Measurement:** Achievement index computed by subtracting the SAT-Verbal score from that associated with the cumulative grade point average.

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>D%=+ ns</td>
<td>Computed for freshmen and juniors only (N=274).</td>
</tr>
</tbody>
</table>
Findings on Happiness and School

Reported in: Currie, C.; Roberts, Ch.; Morgan, A.; Smith, R.; Settertobulte, W.; et al; Eds.
Young People's Health in Context.
World Health Organization Europe, 2004, Copenhagen, Denmark. ISBN 92 890 1372 9
Page in Report: 186

Population: 11-15 aged, school children, 33 countries and regions, 2001

Sample: Probability cluster sample

Non-Response: N: 162306

Correlate

Authors label: Academic achievement

Our classification: School-success, code S1.2.2

Measurement:
Self report on single question:
In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?
4 very good
3 good
2 average
1 below average.

Measured Values: not reported

Remarks: 15 year olds only (N = 50816)

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>rs=+</td>
<td>Girls: rs = +.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys: rs = +.19</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-success
Subject code: S1.2.2

Study

Reported in: Porter J.
Sex-Role Concepts, Their Relationship to Psychological Well-Being and to Future Plans of Female College Seniors.
Unpublished doctoral dissertation, 1967, University of Rochester, New York, USA
Page in Report: 96

Population: Female students college seniors, followed two months, Rochester, USA, 1965-66
Findings on Happiness and SCHOOL

Sample:

Non-Response: 8%; unaffected by place of residence

N: 162

Correlate

Authors label: Academic status (1)

Our classification: School-success, code S1.2.2

Measurement: Cumulative grade point average

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cq/sq/v10/a</td>
<td>r= ns</td>
<td>T2 happiness by T2 grade</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-success
Subject code: S1.2.2

Study

SMITH 1982

Reported in: Smith, T. W.
College Dropouts: An Analyses of the Psychological Well-Being and Attitudes of Various Educational Groups.
Page in Report: 52

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

Sample:

N: 11997

Correlate

Authors label: School drop out (1)

Our classification: School-success, code S1.2.2
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

Remarks: % happy:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v/3/aa</td>
<td>G = -0.05</td>
<td>degree: 37.9</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.01</td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/3/aa</td>
<td>tb = -0.03</td>
<td>no degree: 34.9</td>
</tr>
<tr>
<td></td>
<td>ns</td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/3/aa</td>
<td>G = -0.08</td>
<td>degree: 40.2</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.01</td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/3/aa</td>
<td>tb = -0.04</td>
<td>no degree: 35.7</td>
</tr>
<tr>
<td></td>
<td>ns</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-success

Subject code: S1.2.2

Study WEBB 1915/1

Reported in: Webb, E.
Character and Intelligence. An Attempt at an Exact Study of Character.
Cambridge University Press, 1915, London, UK
Page in Report: 26

Population: Male college students, England, 1912
Sample:
Non-Response: -
N: 194

Correlate

Authors label: Examination ability (1)
**Our classification:** School-success, code S1.2.2

**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.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/q/rdp/ro/7/a</td>
<td>r=+.09</td>
<td></td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and School-success**

**Subject code:** S1.2.2

**Study**

- **Reported in:** Wessman, A.E.; Ricks, D.F.
  Mood and Personality.
  Holt, Rinehart and Wilson, 1966, New York, USA. ISBN 03 0541 151 8
  Page in Report: 123

- **Population:** Male college students, followed 3 years, Harvard University, USA, 1957-60

- **Sample:** Non-probability chunk sample

- **Non-Response:** 37%: 9 dropouts, incomplete; about the same happiness distribution.

- **N:** 17

**Correlate**

- **Authors label:** College performance (1)

- **Our classification:** School-success, code S1.2.2

- **Measurement:** Student's yearly grade average.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| A-ARE/md/sqr/v/10/a | r=+.43 (p<.10) | Freshman year : r = +.50 (05)  
Sophomore year : r = +.53 (05)  
Junior year : r = +.15 (ns)  
Senior year : r = +.31 (ns) |
Correlational finding on Happiness and School-success
Subject code: S1.2.2

Study

WESSM 1966/2

Reported in: Wessman, A.E.; Ricks, D.F.
Mood and Personality.
Holt, Rinehart and Wilson, 1966, New York, USA. ISBN 03 0541 151 8
Page in Report: 123

Population: Male college students, followed 3 years, Harvard University, USA, 1957-60

Sample: Non-probability chunk sample

Non-Response: 37%: 9 dropouts, incomplete; about the same happiness distribution.

N: 17

Correlate

Authors label: Academic performance relative to potential abilities (1)
Our classification: School-success, code S1.2.2
Measurement: Discrepancy between predicted rank list (PRL) before college entrance and actual grade average for the four years.

Observed Relation with Happiness

Happiness Measure Statistics Elaboration/Remarks
A-ARE/md/sqr/v10/a 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.

Correlational finding on Happiness and Involvement in school-work
Subject code: S1.2.3

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA
Page in Report:

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
Findings on Happiness and School

**N:** 1628

### Correlate

**Authors label:** Number of hours of homework (1)

**Our classification:** Involvement in school-work, code S1.2.3

**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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v5/a</td>
<td>tau=+</td>
<td>Number of hours of homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2 T3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1 +.07 (ns) +.05 (ns) +.07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 +.03 (ns) +.06 (ns) +.06 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 +.02 (ns) +.01 (ns) +.10 (01)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 +.02 (ns) -.00 (ns) +.04 (ns)</td>
</tr>
</tbody>
</table>


### Correlational finding on Happiness and Involvement in school-work

**Subject code:** S1.2.3

**Study**

**BACHM 1977**

**Reported in:** Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

**Page in Report:**

**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:** 1628

### Correlate

**Authors label:** Does best work in school (1)

**Our classification:** Involvement in school-work, code S1.2.3
Findings on Happiness and School 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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = +</td>
<td>Does best work in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness T1</td>
<td>Tau = +.19 (001)</td>
<td>+.11 (01)</td>
</tr>
<tr>
<td>T2</td>
<td>Tau = +.15 (001)</td>
<td>+.16 (001)</td>
</tr>
<tr>
<td>T3</td>
<td>Tau = +.11 (01)</td>
<td>+.10 (01)</td>
</tr>
<tr>
<td>T4</td>
<td>Tau = +.08 (05)</td>
<td>+.07 (NS)</td>
</tr>
</tbody>
</table>


Correlational finding on Happiness and Involvement in school-work

Subject code: S1.2.3

Study: BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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: 1628

Correlate

Authors label: Works harder than average (1)

Our classification: Involvement in school-work, code S1.2.3

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

Observed Relation with Happiness
### Findings on Happiness and School

**Measure**

**Happiness**

**Statistics**

<table>
<thead>
<tr>
<th>Measure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>(\text{tau=}+)</td>
<td>Works harder than average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(T_1)</th>
<th>(T_2)</th>
<th>(T_3)</th>
<th>(T_4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(T_1)</td>
<td>(\text{tau = }+.14\ (0.01))</td>
<td>(+.10\ (0.01))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(T_2)</td>
<td>(\text{tau = }+.12\ (0.01))</td>
<td>(+.10\ (0.01))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(T_3)</td>
<td>(\text{tau = }+.10\ (0.01))</td>
<td>(+.06\ (n.s.))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(T_4)</td>
<td>(\text{tau = }+.06\ (n.s.))</td>
<td>(+.03\ (n.s.))</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- \(T_1:1966\), \(T_2:1968\), \(T_3:1969\), \(T_4:1970\)

---

### Correlational finding on Happiness and Involvement in school-work

**Subject code: S1.2.3**

**Study**

**CSIKS 2003**

*Reported in:* Csikszentmihalyi, M.; Hunter, J.  
Happiness in Everyday Life: the Uses of Experience Sampling.  
Journal of Happiness Studies, 2003, Vol. 4, 185 - 199. ISSN p 1389 4978; ISSN e 1573 7780. DOI 10.1007/s11205-005-0805-6  
Page in Report: 193

**Population:** Teenagers, USA, 1998

**Sample:** Non-probability purposive sample

**Non-Response:**

\(N: 828\)

**Correlate**

**Authors label:** School-related activity

**Our classification:** Involvement in school-work, code S1.2.3

**Measurement:** % time doing school related activities when beeped

**Remarks:** Participants were beeped at random moments eight times a day from 7:30 am to 10:30 pm for one week. At each beep they answered questions about:

- a: what activity they where doing on the moment
- b: whom they were with
- c: how they felt at that moment (various feelings, one of which happiness)

---

### Observed Relation with Happiness

**Happiness Measure**

**Statistics**

**Elaboration/Remarks**
Findings on Happiness and School

Beta controlled for:
- age
- gender
- SES

Average (trait) happiness is higher among teenagers who study more, though happiness of the moment (state) tends to be lower while studying than during most other activities.

Correlational finding on Happiness and Involvement in school-work

Subject code: S1.2.3

Study: HERZO 1982/3


Population: 50+ aged, general public, USA, 1975

Sample:

Non-Response:

N: 410

Correlate

Authors label: Education related activities (1)

Our classification: Involvement in school-work, code S1.2.3

Measurement: During 24-hour period prior to the interview, respondents reported each activity they engaged in (PARTICIPATION) and the time spent 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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-DT/u/sq/v7/a</td>
<td>r = .04 ns</td>
<td>PARTICIPATION: working males</td>
</tr>
</tbody>
</table>
### Findings on Happiness and School

<table>
<thead>
<tr>
<th></th>
<th>Retired Males</th>
<th>Retired Females</th>
<th>Working Males</th>
<th>Retired Males</th>
<th>Retired Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>-.02 ns</td>
<td>+.08 ns</td>
<td>-.07 ns</td>
<td>-.03 ns</td>
<td>+.12 ns</td>
</tr>
<tr>
<td>Beta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DURATION:**

- Working Males: r = -.02 ns
- Retired Males: r = +.08 ns
- Retired Females: Beta = -.07 ns

β controlled for self-reported health, income and age. Relations with 'participation' also controlled for 'duration' and relations with 'duration' also for participation.

---

### Correlational finding on Happiness and Involvement in school-work

**Subject code: S1.2.3**

**Study**

WEBB 1915/1

---

**Reported in:**

Webb, E.
Character and Intelligence. An Attempt at an Exact Study of Character.
Cambridge University Press, 1915, London, UK
Page in Report: 26

**Population:**

Male college students, England, 1912

**Sample:**

**Non-Response:** -

**N:** 194
### Correlate

**Authors label:** Mental work (1)

**Our classification:** Involvement in school-work, code S1.2.3

**Measurement:** Trained peer-rating of mental work bestowed on usual studies on a 7-point scale on the basis of observation during 6 months.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/q/rdp/ro/7/a</td>
<td>r = -0.02</td>
<td></td>
</tr>
</tbody>
</table>

### Correlational finding on Happiness and Involvement in school-work

**Subject code:** S1.2.3

**Study**

**WEBB 1915/2**

**Reported in:** Webb, E. Character and Intelligence. An Attempt at an Exact Study of Character. Cambridge University Press, 1915, London, UK

**Page in Report:** 27

**Population:** ±12 aged, male school pupils, London, England, 1912

**Sample:**

**Non-Response:** -

**N:** 140

### Correlate

**Authors label:** Mental work bestowed upon usual studies, extent of (1)

**Our classification:** Involvement in school-work, code S1.2.3

**Measurement:** Class-master rating on a 7-point scale on the basis of observation during 6 months.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/q/rdt/ro/7/a</td>
<td>r = +0.41</td>
<td></td>
</tr>
</tbody>
</table>
# Correlational finding on Happiness and Misbehavior in school

**Subject code: S1.2.4**

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1970</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population:</strong></td>
<td>Public highschool boys followed 3 years from grade 10, USA, 1966-69</td>
</tr>
<tr>
<td><strong>Sample:</strong></td>
<td>Non-Response: 2.8% incomplete information in 1966 N: 1799</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors label:</strong></td>
<td>Delinquent behaviors (1)</td>
</tr>
<tr>
<td><strong>Our classification:</strong></td>
<td>Misbehavior in school, code S1.2.4</td>
</tr>
<tr>
<td><strong>Measurement:</strong></td>
<td>26-item index of closed questions on running away from home, hitting parents, stealing, fighting, drinking alcohol without permission, etc. (adapted from Gold, 1966).</td>
</tr>
</tbody>
</table>

## Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/S/a</td>
<td>$r = .21$, $p &lt; .001$</td>
<td>Both variables assessed at T1.</td>
</tr>
</tbody>
</table>

---

http://worlddatabaseofhappiness.eur.nl/hap_cor/top_sub.php?code=S1
Findings on Happiness and School Correlate

Authors label: Rebellious behaviors in school (2)

Our classification: Misbehavior in school, code S1.2.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r = -0.26 p &lt; .001</td>
<td>Both variables assessed at T1.</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Misbehavior in school

Subject code: S1.2.4

Study

BACHM 1970

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-Grade Boy.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA
Page in Report: 122

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

Sample:
Non-Response: 2.8% incomplete information in 1966
N: 1799

Correlate

Authors label: Impulse to aggression (1)

Our classification: Misbehavior in school, code S1.2.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
Findings on Happiness and School

Correlational finding on Happiness and Misbehavior in school
Subject code: S1.2.4

Study

BACHM 1970

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-Grade Boy.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA
Page in Report: 243

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

Sample:

Non-Response: 2.8% incomplete information in 1966

N: 1799

Correlate

Authors label: Rebellious behaviors in school (1)

Our classification: Misbehavior in school, code S1.2.4

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

Observed Relation with Happiness

Happiness Measure

Statistics Elaboration/Remarks

O-HP/g/mq/v/S/a $r= -0.26 \text{ p}< 0.001$ Both variables assessed at T1.

Correlational finding on Happiness and Misbehavior in school
Subject code: S1.2.4

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA
Page in Report:

Population: Public highschool boys followed 8 years from grade 10, USA, 1966-74
Findings on Happiness and School

Sample:
Non-Response: 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N: 1628

Correlate

Authors label: Rebellious behavior in school (1)
Our classification: Misbehavior in school, code S1.2.4
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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mg/v/5/a</td>
<td>tau=</td>
<td>Rebellious behavior in school</td>
</tr>
<tr>
<td></td>
<td>p&lt;001</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>tau = -.29</td>
<td>-.17</td>
</tr>
<tr>
<td>T2</td>
<td>tau = -.25</td>
<td>-.25</td>
</tr>
<tr>
<td>T3</td>
<td>tau = -.17</td>
<td>-.19</td>
</tr>
<tr>
<td>T4</td>
<td>tau = -.18</td>
<td>-.16</td>
</tr>
<tr>
<td>All tau's significant (001)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Misbehavior in school
Subject code: S1.2.4

Study BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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: 1628

Correlate

Authors label: Delinquent behavior in school (1)
Findings on Happiness and School

Our classification: Misbehavior in school, code S1.2.4

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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v5/a</td>
<td>tau=-</td>
<td>Delinquent behavior in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2 T3</td>
</tr>
<tr>
<td></td>
<td>T1</td>
<td>tau = -.19 (001) -.14 (001) -.12 (001)</td>
</tr>
<tr>
<td></td>
<td>T2</td>
<td>tau = -.10 (01) -.15 (001) -.11 (01)</td>
</tr>
<tr>
<td></td>
<td>T3</td>
<td>tau = -.07 (ns) -.10 (01) -.08 (05)</td>
</tr>
<tr>
<td></td>
<td>T4</td>
<td>tau = -.06 (ns) -.04 (ns) -.04 (ns)</td>
</tr>
</tbody>
</table>


Correlational finding on Happiness and Misbehavior in school

Subject code: S1.2.4

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: Serious delinquent behaviors (1)

Our classification: Misbehavior in school, code S1.2.4

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
Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/q/mg/v/5/a</td>
<td>tau= -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious delinquent behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>-.18</td>
<td>-.14</td>
<td>-.12</td>
<td>-.04 ns</td>
<td>-.10</td>
</tr>
<tr>
<td>T2</td>
<td>-.09</td>
<td>-.11</td>
<td>-.09</td>
<td>-.07 ns</td>
<td>-.04 ns</td>
</tr>
<tr>
<td>T4</td>
<td>-.03 ns</td>
<td>-.02</td>
<td>-.05 ns</td>
<td>-.04 ns</td>
<td>-.03 ns</td>
</tr>
</tbody>
</table>

All tau's significant, unless otherwise indicated

Correlational finding on Happiness and Misbehavior in school

Subject code: S1.2.4

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: Theft and vandalism (1)

Our classification: Misbehavior in school, code S1.2.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Correlational finding on Happiness and socio-economic level of school

Subject code: S1.3.1.1

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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: 1628

Correlate

Authors label: School mean socioeconomic level (1)

Our classification: socio-economic level of school, code S1.3.1.1

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau= ns</td>
<td>T1 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.06 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.05 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.02 (ns)</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and socio-economic level of school

Subject code: S1.3.1.1

Study

BRENN 1970

Reported in: Brenner, B. 
Social Factors in Mental Well-Being at Adolescence. 
PhD Dissertation, The American University, 1970, Washington DC, USA
Page in Report: 113/346

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

Sample:

Non-Response: 1%

N: 5204

Correlate

Authors label: School social class (1)

Our classification: Socio-economic level of school, code S1.3.1.1

Measurement: Score on the basis of the percentage of juniors and seniors of 'upper class' status.

Observed Relation with Happiness

Happiness Measure | Statistics | Elaboration/Remarks
--- | --- | ---
O-HL/u/sq/v/4/b | G=+.14 | After control for participation in extra-curricular activities: Gs = +.12
 |  | Middle and upper class: G = +.11
 |  | Lower class: G = +.05

A-AOL/g/sq/v/5/a | G=+.07 | After control for participation in extracurricular activities: G = +.04.
 |  | Unaffected by social class.

Correlational finding on Happiness and . ethnic homogeneity of school

Subject code: S1.3.1.2

Study

BACHM 1977
Findings on Happiness and SCHOOL

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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: 1628

Correlate

Authors label: Attendance of black segregated school (1)

Our classification: . ethnic homogeneity of school, code S1.3.1.2

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = ns</td>
<td>- Southern states:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = +.02 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.02 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Northern states:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = +.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.01 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tau = -.02 (ns)</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and . ethnic homogeneity of school
Subject code: S1.3.1.2

Study BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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

Sample:
Findings on Happiness and School

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

N: 1628

Correlate

Authors label: Attendance of integrated school (1)

Our classification: . ethnic homogeneity of school, code S1.3.1.2

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

Observed Relation with Happiness

Happiness Measure Statistics Elaboration/Remarks
O-HP/g/mq/v/5/a tau=ns T1 happiness: tau = +.02 (ns)
T2 happiness: tau = -.02 (ns)
T3 happiness: tau = +.01 (ns)
T4 happiness: tau = +.02 (ns)

Correlational finding on Happiness and Intellectual level of school
Subject code: S1.3.4

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

Page in Report:

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: 1628

Correlate

Authors label: School mean intelligence scores (2)

Our classification: Intellectual level of school, code S1.3.4
Findings on Happiness and SCHOOL

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=ns</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Happiness</th>
<th>Quick Test</th>
<th>GATB-J test</th>
<th>Gates test</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>tau = -.04</td>
<td>-.04</td>
<td>-.04</td>
</tr>
<tr>
<td>T2</td>
<td>tau = -.01</td>
<td>-.04</td>
<td>-.03</td>
</tr>
<tr>
<td>T3</td>
<td>tau = -.03</td>
<td>-.03</td>
<td>-.02</td>
</tr>
<tr>
<td>T4</td>
<td>tau = -.01</td>
<td>-.00</td>
<td>-.02</td>
</tr>
</tbody>
</table>

All tau's not significant

Correlational finding on Happiness and Intellectual level of school

Subject code: S1.3.4

Study

VENTE 1995

Reported in: Ventegodt, S. Livskvalitet i Danmark. (Quality of Life in Denmark). Forskningscentrets Forlag (The Quality of Life Research Center), København, Denmark, ISBN 8790190017 http://www.livskvalitet.org/t1/index.asp

Page in Report: 90

Population: 18-88 aged, general public, Denmark, 1993

Sample: Non-probability purposive sample

Non-Response: 39%

N: 1494

Correlate

Authors label: attending school or university (1)

Our classification: Intellectual level of school, code S1.3.4

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)
Findings on Happiness and School

Measured Values: N: all:231, 1:138, 2:34, 3:35, 4:24,
Remarks: Students only

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>r=-0.02 ns</td>
<td>1: Mt=7.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Mt=7.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt=7.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt=8.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mt=7.85</td>
</tr>
<tr>
<td>O-SLu/c/sq/v/5/e</td>
<td>r=0.03 ns</td>
<td>1: Mt=7.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Mt=7.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt=6.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt=7.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mt=7.34</td>
</tr>
<tr>
<td>O-HL/c/sq/v/5/h</td>
<td>r=0.04 ns</td>
<td>1: Mt=6.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Mt=7.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt=6.64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt=7.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mt=6.98</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Intellectual level of school
Subject code: S1.3.4

Study

Reported in: Ventegodt, S.
Lisvialitet hos 4500 31-33-arige. (The Quality of Life of 4500 31-33-Years-Olds).
Page in Report: 94

Population: 31-33 aged, Denmark 1993, born in University Hospital in Copenhagen

Sample: Non-probability chunk sample

Non-Response: 39%

N: 4500

Correlate

Authors label: attending school or university

Our classification: Intellectual level of school, code S1.3.4
Measurements:
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)


Remarks: Adult students only

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>r = -0.05</td>
<td>1: Mt = 7.48</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.05</td>
<td>2: Mt = 8.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt = 7.59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt = 7.34</td>
</tr>
<tr>
<td>O-SLu/c/sq/v/5/e</td>
<td>r = -0.03</td>
<td>1: Mt = 7.23</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.03</td>
<td>2: Mt = 7.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt = 7.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt = 7.04</td>
</tr>
<tr>
<td>O-HL/c/sq/v/5/h</td>
<td>r = -0.03</td>
<td>1: Mt = 6.73</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.03</td>
<td>2: Mt = 7.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Mt = 6.94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Mt = 6.68</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-type
Subject code: S1.3.5

Study: CBS 1984
Reported in: Centraal Bureau voor de Statistiek
Page in Report: 49

Population: Adolescents, The Netherlands, 1979
Sample:
Non-Response: 35%, of which: refusals 62%, no contact 27%, unable 8%
N: 3113
## Findings on Happiness and School

### Authors label: Day time school (1)

**Our classification:** School-type, code S1.3.5

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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLL/c/sq/v/5/d</td>
<td>Beta=+.04</td>
<td>β controlled for broken home, age, education of head of household and head of household employed.</td>
</tr>
<tr>
<td></td>
<td>ns</td>
<td></td>
</tr>
<tr>
<td>O-HP/u/sq/v/4/a</td>
<td>Beta=+.08</td>
<td>β controlled for broken home, age, education of head of household and head of household employed.</td>
</tr>
<tr>
<td></td>
<td>p&lt;.05</td>
<td></td>
</tr>
</tbody>
</table>

## Correlational finding on Happiness and School-type

**Subject code: S1.3.5**

**Study:** JONES 2002C


*Page in Report:* 6, 10, 11

*Population:* 12-15 aged, Canada, 1998

*Sample:* Probability cluster sample

*Non-Response:* 13%

*N:* 31194

### Correlate

**Authors label:** Schooltype

**Our classification:** School-type, code S1.3.5

**Measurement:** Kind of school the child attends
- 1: non-public school
- 2: public school
Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v/4/n</td>
<td>D%=</td>
<td>% very happy</td>
</tr>
<tr>
<td></td>
<td>1:</td>
<td>1: non-public school 30%</td>
</tr>
<tr>
<td></td>
<td>2:</td>
<td>2: public school 28%</td>
</tr>
<tr>
<td>O-HL/c/sq/v/4/n</td>
<td>B=+.00</td>
<td>Girls attending public school</td>
</tr>
<tr>
<td></td>
<td>p&lt;.891</td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/4/n</td>
<td>B=+.03</td>
<td>Boys attending public school</td>
</tr>
<tr>
<td></td>
<td>p&lt;.403</td>
<td></td>
</tr>
<tr>
<td>O-HL/c/sq/v/4/n</td>
<td>B=+.06</td>
<td>Children with religious affiliation only: (girls N=1192, boys N=1178)</td>
</tr>
<tr>
<td></td>
<td>p&lt;.247</td>
<td>girls attending public school</td>
</tr>
<tr>
<td>O-HL/c/sq/v/4/n</td>
<td>B=+.07</td>
<td>boys attending public school</td>
</tr>
<tr>
<td></td>
<td>p&lt;.156</td>
<td></td>
</tr>
</tbody>
</table>

B controlled for:
- child's age
- religion
- worship frequency, child
- family composition
- education of the mother
- working mother or not
- smoking and drinking by the mother
- household income
- region

Correlational finding on Happiness and School-type
Subject code: S1.3.5

Study

TERBO 2002


Population: 11-15 aged schoolchildren, the Netherlands, 2001

Sample: Probability multi-stage cluster sample

Non-Response:

N: 7556
Findings on Happiness and SCHOOL

Correlate

Authors label: School type
Our classification: School-type, code S1.3.5
Measurement: a Primary school
b Secondary school

Measured Values: a) 75 primary schools, b) 66 secondary schools N = 7556

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| C-BW/c/sq/l/11/a  | DM = p<.05 | Primary schools M = 8.6
|                   |            | Secondary schools M = 7.9
|                   |            | Difference -0.7

Correlational finding on Happiness and School-type
Subject code: S1.3.5

Study

TERBO 2002

Page in Report: 39

Population: 11-15 aged schoolchildren, the Netherlands, 2001

Sample: Probability multi-stage cluster sample

Non-Response: N: 7556

Correlate

Authors label: School level
Our classification: School-type, code S1.3.5
Measurement: 1) Vbo/Mavo(lower secondary school(vbo))
2) Mavo/Havo(middle secondary education (mavo)
3) Havo/Vwo(higher secondary education (havo)
4) Vwo(pre-university education (vwo)

Measured Values: 1: 24%, 2: 34.8 %, 3: 23.8 %, 4: 16.6 %
Findings on Happiness and SCHOOL

Remarks: Secondary school pupils only. N = 5730

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>OR=0.71</td>
<td>Vbo</td>
</tr>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>OR=0.71</td>
<td>Mavo</td>
</tr>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>OR=0.90</td>
<td>Havo</td>
</tr>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>OR=1</td>
<td>Vwo</td>
</tr>
</tbody>
</table>

OR is chance of being happy (score 7 or higher)
OR controlled for:
- age
- gender
- ethnicity

Correlational finding on Happiness and School-type
Subject code: S1.3.5

Study

VENTE 1995

Reported in: Ventegodt, S.
Livskvalitet i Danmark. (Quality of Life in Denmark).
Forskningscentrets Forlag (The Quality of Life Research Center), København, Denmark, ISBN 8790190017 http://www.livskvalitet.org/t1/index.asp
Page in Report: 92

Population: 18-88 aged, general public, Denmark, 1993
Sample: Non-probability purposive sample
Non-Response: 39%
N: 1494

Correlate

Authors label: type of education (1)
Our classification: School-type, code S1.3.5
**Findings on Happiness and SCHOOL**

**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

**Remarks:** Students only

### Observed Relation with Happiness

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

| 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=7.50               |

Findings on Happiness and School

<table>
<thead>
<tr>
<th>Type of Education</th>
<th>Average Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: non-vocational</td>
<td>Mt=7.24</td>
</tr>
<tr>
<td>b: pedagogical (child-care, teaching)</td>
<td>Mt=6.91</td>
</tr>
<tr>
<td>c: the humanities</td>
<td>Mt=7.50</td>
</tr>
<tr>
<td>d: administration, clerical, commerce</td>
<td>Mt=6.94</td>
</tr>
<tr>
<td>e: the sciences</td>
<td>Mt=8.75</td>
</tr>
<tr>
<td>f: industrial and the trades</td>
<td>Mt=7.00</td>
</tr>
<tr>
<td>g: agricultural, fisheries, food</td>
<td>Mt=6.50</td>
</tr>
<tr>
<td>h: transportation</td>
<td>Mt=5.00</td>
</tr>
<tr>
<td>i: health</td>
<td>Mt=6.25</td>
</tr>
<tr>
<td>j: public safety etc</td>
<td>Mt=6.66</td>
</tr>
<tr>
<td>All</td>
<td>Mt=7.00</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and School-type
Subject code: S1.3.5

Study

VENTE 1996

Page in Report: 96

Population: 31-33 aged, Denmark 1993, born in University Hospital in Copenhagen

Sample: Non-probability chunk sample

Non-Response: 39%

N: 4500

Correlate

Authors label: type of education

Our classification: School-type, code S1.3.5

Measurement:

"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
**Remarks:** Adult students only

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| **A-AOL/m/sq/v/5/a** | a: Mt=7.30  
b: Mt=7.39  
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-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 |
| **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 |

### Correlational finding on Happiness and Curriculum followed

**Subject code:** S1.3.6

**Study**

**BACHM 1977**

*Reported in:* Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

*Population:* Public highschool boys followed 8 years from grade 10, USA, 1966-74
Findings on Happiness and SCHOOL

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

N: 1628

Correlate

Authors label: High school curriculum college preparatory (2)

Our classification: Curriculum followed, code S1.3.6

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = ns</td>
<td>HS curriculum college preparatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2 T3</td>
</tr>
<tr>
<td>T1</td>
<td>tau = +.04</td>
<td>+.06 +.06</td>
</tr>
<tr>
<td>T2</td>
<td>tau = -.02</td>
<td>+.03 +.02</td>
</tr>
<tr>
<td>T3</td>
<td>tau = +.01</td>
<td>-.02 +.01</td>
</tr>
<tr>
<td>T4</td>
<td>tau = -.01</td>
<td>-.01 +.02</td>
</tr>
</tbody>
</table>

All tau's not significant

Correlational finding on Happiness and Curriculum followed
Subject code: S1.3.6

Study

GONZA 1967

Reported in: Gonzalez, J.R.
Study of Student Teachers' Life Adjustment.
Page in Report: 84

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

Sample: Non-probability chunk sample

Non-Response:

N: 75

Correlate

Authors label: Subject-matter (in the program offered by school of educ.) (1)
Findings on Happiness and School

*Our classification:* Curriculum followed, code S1.3.6

*Measurement:* Foreign Languages / Humanities / English / Elementary Education / Physical or Special Education / Natural Sciences / Social Sciences / Mathematics.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v3/c</td>
<td>D%+=</td>
<td>% very happy:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- foreign languages  -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- humanities 29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English 45%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- elementary education 47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- physical education 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- special education  -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- natural sciences 60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- social sciences 86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- mathematics  -</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and Curriculum followed**

**Subject code:** S1.3.6

**Study** GONZA 1967

*Reported in:* Gonzalez, J.R.

*Study of Student Teachers’ Life Adjustment.*


*Page in Report:* 82

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

*Sample:* Non-probability chunk sample

*Non-Response:*  

*Correlate*

*Authors label:* Teaching level (1)

*Our classification:* Curriculum followed, code S1.3.6


**Observed Relation with Happiness**
### Correlational finding on Happiness and Curriculum followed

**Subject code: S1.3.6**

**Study**

**Reported in:** VanEe, M.; VanDijk, J.

The Influence on Happiness: A Research on Happiness among Students in Utrecht and St. Louis. Thesis, University of Utrecht, 2005, Netherlands

Page in Report: 67

**Population:** University students, USA and The Netherlands, 2004

**Sample:** Non-probability accidental sample

**Non-Response:**

\[N: \ 361\]

### Correlate

**Authors label:** major

**Our classification:** Curriculum followed, code S1.3.6

**Measurement:** Single question: What is your major?

- a: law
- b: psychology
- c: medicine

**Measured Values:** 1: 31%, 2: 35%, 3: 34%

### Observed Relation with Happiness

**Happiness Measure**

**Statistics**

**Elaboration/Remarks**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>
| O-SLW/c/sq/n/10/aa| BMCT=+ p<05 | Law: M = 7.64  
Psychology: M = 7.85  
Medicine: M = 8.16  
\[a < c\] |
| O-HL/u/sq/v/4/a   | BMCT=+ ns  | Law: M = 3.22  
Psychology: M = 3.26  
Medicine: M = 3.40 |
Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study

BRADS 2006

Reported in: Bradshaw, J.; Hoelscher, P.; Richardson, D.
Innocenti Working Paper no. 2006-3, Unicef Research Centre, 2006, Florence, Italy. ISSN: 1014 7837
Page in Report: 4, 70-72,75

Population: 15 year aged, 29 countries, 2001
Sample: Probability multi-stage cluster sample
Non-Response:

N: 137682

Correlate

Authors label: Feeling an outsider
Our classification: Attitudes to school, code S1.4
Measurement: Self report on single question:
I feel like an outsider (or left out of things)

Measured Values: OECD countries: Austria = 5,8 Belgium = 7,9 Canada = 8,9 Czech Republic = 9,7 Denmark = 5,3 Finland = 5,5 France = 7,7 Germany = 6,1 Greece = 6,3 Hungary = 9,3 Ireland = 5,6 Italy = 4,9 Netherlands = 3,9 Norway = 5,6 Poland = 8,2 Portugal = 6,4 Spain = 3,3 Sweden = 5,2 Switzerland = 7,1 United Kingdom 6,8 United States = NA . Average of OECD countries: 6,4 %, SD =1,7 % Non-OECD Countries: Croatia = NA Estonia = NA Israel = 2,3 Latvia = 5,2 Lithuania = NA Malta = NA Russian Federation = 6,1 Slovenia = NA

Remarks: source: PISA 2003

Observed Relation with Happiness

Happiness Measure

Statistics Elaboration/Remarks

C-BW/c/sq/l/11/a r=.44, p<.05 % happy in nation by % feeling an outsider

Correlational finding on Happiness and Attitudes to school
Subject code: S1.4

Study          BRADS 2006

Page in Report: 70, 72, 73

Population: 15 yearaged, 29 countries, 2001

Sample: Probability multi-stage cluster sample

Non-Response:
N: 137682

Correlate

Authors label: Feeling awkward and out of place

Our classification: Attitudes to school, code S1.4

Measurement: Self report on single question:
I feel awkward and out of place
- disagree
- agree

Measured Values: OECD countries: Austria = 8,2, Belgium = 15,6, Canada = 10,5 Czech Republic = 6,4 Denmark = 11,8 Finland = 8,4 France = 12,3 Germany = 11,4 Greece = 8,3 Hungary = 7,6 Ireland = 7,8 Italy = 6,2 Netherlands = 6,9 Norway = 9,1 Poland = 9,9 Portugal = 11,7 Spain = 8,9 Sweden = 4,9 Switzerland = 11,7 United Kingdom 8,7 United States = NA Average of OECD countries: 6,4 %, SD = 1,7 % Non-OECD Countries: Croatia = NA Estonia = NA Israel = 3,6 Latvia = 9,6 Lithuania = NA Malta = NA Russian Federation 14,3 Slovenia NA

Remarks: Data: PISA 2003

Observed Relation with Happiness

Happiness Measure     Statistics     Elaboration/Remarks
C-BW/c/sq/l/11/a     r=.10 ns     % happy in nation by %feeling awkward

Correlational finding on Happiness and Attitudes to school
Subject code: S1.4

Study          BRADS 2006
Findings on Happiness and School

Reported in: Bradshaw, J.; Hoelscher, P.; Richardson, D.
Innocenti Working Paper no. 2006-3, Unicef Research Centre, 2006, Florence, Italy. ISSN: 1014 7837
Page in Report: 4, 70, 75

Population: 15 yearaged, 29 countries, 2001

Sample: Probability multi-stage cluster sample

Non-Response:

N: 137682

Correlate

Authors label: Feeling lonely

Our classification: Attitudes to school, code S1.4

Measurement: Self report on single question:
"I feel lonely"

Measured Values: OECD countries: Austria = 7,2 Belgium = 6,4 Canada = 7,6 Czech Republic = 7,0 Denmark = 6,2 Finland = 6,2 France = 6,4 Germany = 6,2 Greece = 6,5 Hungary = 7,3 Ireland = 4,6 Italy = 6,0 Netherlands = 2,9 Norway = 7,0 Poland = 8,4 Portugal = 5,0 Spain = 4,4 Sweden = 6,7 Switzerland = 6,6 United Kingdom = 5,4 United States = NA Average of OECD countries: 7,4 %, SD = 5,3 % Non-OECD Countries: Croatia = NA Estonia = NA Israel = 2,7 Latvia = 9,0 Lithuania = NA Malta = NA Russian Federation = 8,5 Slovenia = NA

Remarks: Data: PISA 2003

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>r=.42 ns</td>
<td>% happy in nation by % feeling lonely</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Attitudes to school
Subject code: S1.4

Study

Reported in: Currie, C.; Roberts, Ch.; Morgan, A.; Smith, R.; Settertobulte, W.; et al; Eds.
Young People's Health in Context.
World Health Organization Europe, 2004, Copenhagen, Denmark. ISBN 92 890 1372 9
Page in Report: 185,186

Population: 11-15 aged, school children, 33 countries and regions, 2001

Sample: Probability cluster sample

Non-Response:
Findings on Happiness and School

N: 162306

Correlate

Authors label: Liking school

Our classification: Attitudes to school, code S1.4

Measurement: Self report on single question:
   How do you feel about school at present?
   4 I like it a lot
   3 I like it a bit
   2 I don’t like it very much
   1 I don’t like it at all.

Measured Values: not reported

Remarks: 15 year olds only (N = 50816)

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l/11/a</td>
<td>rs=+</td>
<td>Girls:rs = +.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys :rs = +.19</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Attitudes to school
Subject code: S1.4

Study

Reported in: Currie, C.; Roberts, Ch.; Morgan, A.; Smith, R.; Settertobulte, W.; et al; Eds.
Young People’s Health in Context.
World Health Organization Europe, 2004, Copenhagen, Denmark. ISBN 92 890 1372 9
Page in Report: 185,186

Population: 11-15 aged, school children, 33 countries and regions, 2001

Sample: Probability cluster sample

Non-Response:

N: 162306

Correlate

Authors label: Peer support

Our classification: Attitudes to school, code S1.4
Findings on Happiness and SCHOOL

**Measurement:** Self report on three questions
A The students in my class(es) enjoy being together.
B Most of the students in my class(es) are kind and helpful.
C Other students accept me as I am.
Response categories were: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree.

Recoded as:
3 Positive: agree or strongly agree with all these statements
2 Middle: Do not agree with one of these three statements
1 Negative: Do not agree with at least two of the three statements

**Measured Values:** not reported

**Remarks:** 15 year olds only (N =50816)

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l11/a</td>
<td>rs=+</td>
<td>Girls: rs = +.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys : rs = +.21</td>
</tr>
</tbody>
</table>

---

**Correlational finding on Happiness and Attitudes to school**

**Subject code: S1.4**

**Study**

CURRI 2004


**Population:** 11-15 aged, school children, 33 countries and regions, 2001

**Sample:** Probability cluster sample

**Non-Response:**

N: 162306

**Correlate**

*Authors label:* School experience

*Our classification:* Attitudes to school, code S1.4
Findings on Happiness and School Measurement:

Self report on seven questions:

A Liking school: How do you feel about school at present?

B Academic achievement: In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?

C Peer support was measured using three items:

* The students in my class(es) enjoy being together.
* Most of the students in my class(es) are kind and helpful.
* Other students accept me as I am.

D School pressure: How pressured do you feel by the schoolwork you have to do?

Classified as having

3 Positive
2 Middle school experience
1 Negative school experience

Measured Values: not reported

Remarks: 15 year olds only (N = 50,816)

Observed Relation with Happiness

Happiness Measure

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l1/a</td>
<td>D%++</td>
<td>% Happy  Girls Boys Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Negative  53.0  63.4  57.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Middle  78.2  85.4  81.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Positive 93.4  94.7  94.0</td>
</tr>
</tbody>
</table>

Set Image size: [ + ] [ - ]

Fig. 4.9. Young people with high life satisfaction, according to school experience, all age groups combined (%)

Correlational finding on Happiness and Perceived usefulness of schooling
Subject code: S1.4.1

Study BACHM 1970
Findings on Happiness and SCHOOL

Page in Report: 242

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

Sample:
Non-Response: 2.8% incomplete information in 1966
N: 1799

Correlate

Authors label: Positive attitude towards school (1)
Our classification: Perceived usefulness of schooling, code S1.4.1
Measurement: 15-item index containing items that stress the intrinsic value of education.

Observed Relation with Happiness

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

Correlational finding on Happiness and Perceived usefulness of schooling
Subject code: S1.4.1

Study BACHM 1970

Page in Report: 242

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

Sample:
Non-Response: 2.8% incomplete information in 1966
N: 1799

Correlate

Authors label: Negative attitude toward school (1)
Our classification: Perceived usefulness of schooling, code S1.4.1
Findings on Happiness and School Measurement:

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mg/v/5/a</td>
<td>r = -0.24</td>
<td>Both variables assessed at T1.</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.001</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Perceived usefulness of schooling

Subject code: S1.4.1

Study: BACHM 1970


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

Sample:

- Non-Response: 2.8% incomplete information in 1966
- N: 1799

Correlate

- Authors label: Having plans to go to college (1)
- Our classification: Perceived usefulness of schooling, code S1.4.1
- Measurement: Open question on future plans; other plans vs plan to enter post-high school education.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mg/v/5/a</td>
<td>r = +0.07</td>
<td>Both variables assessed at T1.</td>
</tr>
<tr>
<td></td>
<td>p &lt; 0.05</td>
<td></td>
</tr>
</tbody>
</table>
Study: BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA
Page in Report:

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: 1628

Correlate

Authors label: School attitudes (1)
Our classification: Perceived usefulness of schooling, code S1.4.1
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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=p&lt;001</td>
<td>Positive school attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2 T2</td>
</tr>
<tr>
<td></td>
<td>tau = +.41</td>
<td>+.27 +.25</td>
</tr>
<tr>
<td></td>
<td>tau = +.33</td>
<td>+.39 +.32</td>
</tr>
<tr>
<td></td>
<td>tau = +.23</td>
<td>+.27 +.37</td>
</tr>
<tr>
<td></td>
<td>tau = +.20</td>
<td>+.23 +.27</td>
</tr>
<tr>
<td></td>
<td>All tau's significant (001)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative school attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2 T3</td>
</tr>
<tr>
<td></td>
<td>_ = -.25</td>
<td>-.21 -.22</td>
</tr>
<tr>
<td></td>
<td>_ = -.21</td>
<td>-.26 -.23</td>
</tr>
<tr>
<td></td>
<td>_ = -.17</td>
<td>-.18 -.27</td>
</tr>
<tr>
<td></td>
<td>_ = -.18</td>
<td>-.16 -.19</td>
</tr>
<tr>
<td></td>
<td>All _ significant (001)</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Perceived usefulness of schooling
Subject code: S1.4.1
Findings on Happiness and School

**BACHM 1977**

*Reported in:* Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

*Page in Report:* Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

*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:* 1628

### Correlate

*Authors label:* Academic achievement value (1)

*Our classification:* Perceived usefulness of schooling, code S1.4.1

*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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+ p&lt; .01</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tau</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>+.26 (001)</td>
<td>+.15 (001)</td>
<td>+.15 (001)</td>
</tr>
<tr>
<td>T2</td>
<td>+.16 (001)</td>
<td>+.22 (001)</td>
<td>+.14 (001)</td>
</tr>
<tr>
<td>T3</td>
<td>+.12 (01)</td>
<td>+.18 (001)</td>
<td>+.25 (001)</td>
</tr>
<tr>
<td>T4</td>
<td>+.10 (01)</td>
<td>+.13 (001)</td>
<td>+.18 (001)</td>
</tr>
</tbody>
</table>

All tau's significant

---

**Correlational finding on Happiness and Perceived usefulness of schooling**

**Subject code:** S1.4.1

**Study**

**CONST 1965**

---

http://worlddatabaseofhappiness.eur.nl/hap_con/top_sub.php?code=S1 (100 of 147)
Correlate

**Authors label:** Attitude toward college. (2)

**Our classification:** Perceived usefulness of schooling, code S1.4.1

**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.


8. Personal independence.

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.

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).

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/v10/a</td>
<td>r=+</td>
<td>freshman males : r=+.29 (05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman females: r=+.07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>junior males : r=+.16 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>junior females : r=+.00 (ns)</td>
</tr>
<tr>
<td>School Year</td>
<td>Correlation Coefficient</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.25 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.25 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.05 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.02 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.15 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.44 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.31 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.17 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.29 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.29 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.18 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.14 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.11 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.29 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.02 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.21 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.19 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.14 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.15 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.14 (ns)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.39 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.02 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.38 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.32 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Males</td>
<td>r=+.24 (05)</td>
<td></td>
</tr>
<tr>
<td>Freshman Females</td>
<td>r=+.17 (ns)</td>
<td></td>
</tr>
<tr>
<td>Junior Males</td>
<td>r=+.28 (05)</td>
<td></td>
</tr>
<tr>
<td>Junior Females</td>
<td>r=+.05 (ns)</td>
<td></td>
</tr>
</tbody>
</table>
Correlational finding on Happiness and Perceived usefulness of schooling

Subject code: S1.4.1

Study

CONST 1965

Reported in: Constantinople, A.P.


Page in Report: 63

Population: College students, University of Rochester, USA, 1965
Findings on Happiness and SCHOOL

Sample:
Non-Response: 30% (take home questionnaire).
N: 952

Correlate
Authors label: Attitude toward college. (1)
Our classification: Perceived usefulness of schooling, code S1.4.1
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.

Observed Relation with Happiness

Happiness Measure | Statistics | Elaboration/Remarks
--- | --- | ---
A-AOL/cy/sq/v/10/a | DM => | 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).
Lowest among junior females (ns).
Significant among junior males and freshman females (05).

Correlational finding on Happiness and Perceived usefulness of schooling
Subject code: S1.4.1

Study
Reported in: Constantinople, A.P.
Page in Report: 61

Population: College students, University of Rochester, USA, 1965
Sample:
Non-Response: 30% (take home questionnaire).
N: 952

Correlate
Authors label: Attitude toward college. (3)
Findings on Happiness and SCHOOL

*Our classification:* Perceived usefulness of schooling, code S1.4.1

*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).

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>DM=+</td>
<td>Strongest among freshman females (01)</td>
</tr>
<tr>
<td></td>
<td>p&lt;05</td>
<td>Lowest among junior females (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant among males only (05)</td>
</tr>
</tbody>
</table>

---

**Correlational finding on Happiness and Perceived usefulness of schooling**

*Subject code:* S1.4.1

**Study**

*Reported in:* Constantinople, A.P.

*Population:* Undergraduate college students, University of Rochester, USA, followed 12 months, 1965-68

*Sample:*

*Non-Response:* 50% return of mailed questionnaire.

*N:* 581

*Correlate*

*Authors label:* Perceived instrumentality of college. (1)

*Our classification:* Perceived usefulness of schooling, code S1.4.1
Findings on Happiness and SCHOOL Measurement:

Closed questions on the degree of which the university is perceived as helping or hindering progress toward each of the goals mentioned. (Perceived Instrumentality 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.
8. Personal independence.
10. Achieving academic distinction.
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.
14. Preparing for a career which begins right after graduation.

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

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10a</td>
<td>r=+</td>
<td>1: learning how to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman males : r = -.09 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>senior males : r = .23 (01)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman females : r = .06 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>senior females : r = .03 (ns)</td>
</tr>
<tr>
<td></td>
<td>r=+</td>
<td>2: appreciation of ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman males : r = .14 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>senior males : r = .29 (01)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman females : r = .07 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>senior females : r = .17 (05)</td>
</tr>
</tbody>
</table>
Findings on Happiness and SCHOOL

3: establishing own values
- freshman males: $r = +.11$ (ns)
- senior males: $r = +.34$ (01)
- freshman females: $r = +.20$ (05)
- senior females: $r = -.01$ (ns)

4: opposite sex
- freshman males: $r = +.17$ (05)
- senior males: $r = +.30$ (01)
- freshman females: $r = +.30$ (01)
- senior females: $r = +.06$ (ns)

5: campus group
- freshman males: $r = +.08$ (ns)
- senior males: $r = +.10$ (ns)
- freshman females: $r = +.11$ (ns)
- senior females: $r = +.22$ (05)

6: ability to get along
- freshman males: $r = +.27$ (01)
- senior males: $r = +.26$ (01)
- freshman females: $r = +.18$ (05)
- senior females: $r = +.30$ (01)

7: self-confident
- freshman males: $r = +.32$ (01)
- senior males: $r = +.32$ (01)
- freshman females: $r = +.28$ (01)
- senior females: $r = +.23$ (01)

8: personal independence
- freshman males: $r = +.07$ (ns)
- senior males: $r = +.22$ (05)
- freshman females: $r = +.05$ (ns)
- senior females: $r = +.09$ (ns)

9: finding a spouse
- freshman males: $r = +.01$ (ns)
- senior males: $r = +.30$ (01)
- freshman females: $r = +.25$ (01)
- senior females: $r = +.01$ (ns)

10: academic distinction
- freshman males: $r = +.16$ (05)
- senior males: $r = +.23$ (01)
- freshman females: $r = +.19$ (05)
- senior females: $r = -.01$ (ns)
Correlational finding on Happiness and Perceived usefulness of schooling
Subject code: S1.4.1

Study SYMON 1937

Reported in: Symonds, P.M.
Happiness as Related to Problems and Interests.
Journal of Educational Psychology, 1937, Vol. 28, 290 - 294
Page in Report: 292

Population: High school pupils and college students, USA, 193?

Sample:
Non-Response: -
N: 1651

Correlate

Authors label: Being interested in study habits (1)

Our classification: Perceived usefulness of schooling, code S1.4.1
Measurement: Closed question
Findings on Happiness and SCHOOL

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/sq/v/7/a</td>
<td>SNR = ns</td>
<td></td>
</tr>
<tr>
<td>A-CP/g/sq/v/7/a</td>
<td>DM = ns</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Perceived pressure of school-work
Subject code: S1.4.2

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Institute for Social Research, 1970, University of Michigan, Ann Arbor, USA

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: 1628

Correlate

Authors label: Satisfaction with own school work (2)
Our classification: Perceived pressure of school-work, code S1.4.2
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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = + p&lt;.05</td>
<td></td>
</tr>
</tbody>
</table>

Satisfaction with own school work

<table>
<thead>
<tr>
<th></th>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T1</td>
<td>T2</td>
</tr>
<tr>
<td>T1</td>
<td>tau = +.20</td>
<td>(.001)</td>
<td>+.11 (.01)</td>
</tr>
<tr>
<td>T2</td>
<td>tau = +.17</td>
<td>(.001)</td>
<td>+.16 (.001)</td>
</tr>
<tr>
<td>T3</td>
<td>tau = +.10</td>
<td>(.01)</td>
<td>+.12 (.01)</td>
</tr>
<tr>
<td>T4</td>
<td>tau = +.10</td>
<td>(.01)</td>
<td>+.11 (.01)</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Perceived pressure of school-work
Subject code: S1.4.2

Study
CURRI 2004


Population: 11-15 aged, school children, 33 countries and regions, 2001
Sample: Probability cluster sample
Non-Response: N: 162306

Correlate

Authors label: School pressure
Our classification: Perceived pressure of school-work, code S1.4.2
Measurement: Self report on single question:
How pressured do you feel by the schoolwork you have to do?
1 not at all
2 a little
3 some
4 a lot.

Measured Values: not reported
Remarks: 15 year olds only (N =50816)

Observed Relation with Happiness

Happiness Measure          Statistics     Elaboration/Remarks
C-BW/c/sq/l/11/a           rs=           Girls:rs = -.16
                              rs=           Boys :rs = -.15

Correlational finding on Happiness and Perceived pressure of school-work
Subject code: S1.4.2

Study
GORMA 1971
Correlational finding on Happiness and Perceived pressure of school-work

Subject code: S1.4.2

Happiness Measure: A-ARE/md/sqr/v/10/b

Statistics: $r = +.21$ ns

Study

Reported in: Gorman, B.S.
Unpublished doctoral dissertation, 1971, City University of New York, USA
Page in Report: 216/222

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

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

N: 67
Findings on Happiness and School

Our classification: Perceived pressure of school-work, code S1.4.2

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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-BW/c/sq/l/11/b</td>
<td>r=-.07 ns</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Perceived pressure of school-work
Subject code: S1.4.2

Study


Population: Female college students, followed 6 weeks, Radcliffe, USA, 1957

Sample:

Non-Response: 16%

N: 21

Correlate

Authors label: Pressure of academicwork (1)

Our classification: Perceived pressure of school-work, code S1.4.2

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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/b</td>
<td>r=-.33 ns</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>WESSM 1966/2</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><em>Page in Report:</em></td>
<td>66</td>
<td></td>
</tr>
<tr>
<td><em>Population:</em></td>
<td>Male college students, followed 3 years, Harvard University, USA, 1957-60</td>
<td></td>
</tr>
<tr>
<td><em>Sample:</em></td>
<td>Non-probability chunk sample</td>
<td></td>
</tr>
<tr>
<td><em>Non-Response:</em></td>
<td>37%; 9 dropouts, incomplete; about the same happiness distribution.</td>
<td></td>
</tr>
<tr>
<td><em>N:</em></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

**Correlate**

<table>
<thead>
<tr>
<th>Authors label</th>
<th>Pressure of academic work (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Our classification:</em></td>
<td>Perceived pressure of school-work, code S1.4.2</td>
</tr>
<tr>
<td><em>Measurement:</em></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/a</td>
<td>r=-.34 ns</td>
<td></td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and Satisfaction with own school-performance**

**Subject code: S1.4.3**

<table>
<thead>
<tr>
<th>Study</th>
<th>BACHM 1978/2</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Page in Report:</em></td>
<td></td>
</tr>
<tr>
<td><em>Population:</em></td>
<td>Public highschool boys followed 8 years from grade 10, USA, 1966-74</td>
</tr>
<tr>
<td><em>Sample:</em></td>
<td></td>
</tr>
<tr>
<td><em>Non-Response:</em></td>
<td>2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5</td>
</tr>
<tr>
<td><em>N:</em></td>
<td>2213</td>
</tr>
</tbody>
</table>

**Correlate**

| Authors label | Satisfaction with own school work (1) |
Our classification: Satisfaction with own school-performance, code S1.4.3

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau = + p &lt; s</td>
<td>Satisfaction with own school work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happiness T1 T2</td>
</tr>
<tr>
<td>T1</td>
<td>tau = +.20 (001)</td>
<td>+.11 (01)</td>
</tr>
<tr>
<td>T2</td>
<td>tau = +.17 (001)</td>
<td>+.16 (001)</td>
</tr>
<tr>
<td>T3</td>
<td>tau = +.10 (01)</td>
<td>+.12 (01)</td>
</tr>
<tr>
<td>T4</td>
<td>tau = +.10 (01)</td>
<td>+.11 (01)</td>
</tr>
</tbody>
</table>


Correlational finding on Happiness and Satisfaction with own school-performance
Subject code: S1.4.3

Study
CHA 2003

Reported in: Cha, K.H.
Subjective Well-Being among College Students.
Social Indicators Research, 2003, Vol.62/63, 455 - 477. ISSN p 0303 8300; ISSN e 1573 0921
DOI:10.1023/A:1022669906470 ISSN: 0303 8300 doi:10.1023/A:1022669906470
Page in Report: 466

Population: College students, Korea, 199?
Sample: Non-probability chunk sample
Non-Response:
N: 350

Correlate

Authors label: School ability

Our classification: Satisfaction with own school-performance, code S1.4.3

Measurement: School ability subscale of self-rating scale (Fleming and Courtney, 1984). 6 point-scale

Error Estimates: alpha=.72
Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-BD2/cm/mq/v/7/b</td>
<td>r=+.29</td>
<td>p&lt;.01</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study
ANDRE 1976/5

Reported in: Andrews, F.M.; Withey, S.B.
Social Indicators of Well-being: Americans' Perceptions of Life Quality
Page in Report: 113

Population: 18+ aged, general public, non-institutionalized, USA, 1973/7

Sample:

Non-Response:
N: 222

Correlate

Authors label: Satisfaction with school facilities in the area (1)

Our classification: Satisfaction with school-facilities, code S1.4.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-DT/u/sqt/v/7/a</td>
<td>r=+.41</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study
BRINK 1997/1
Findings on Happiness and School


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

Sample: Non-probability purposive-quota sample

Non-Response: 0

N: 234

Correlate

Authors label: boys school facilities (1)

Our classification: Satisfaction with school-facilities, code S1.4.4

Measurement: Village needs prioritized by Paired Comparisons. Out of four basic needs, 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%

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-H?/?/sq/fj7/a</td>
<td>r = .13</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>O-SLu/?/sq/l/5/a</td>
<td>r = -.06</td>
<td>ns</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4
Findings on Happiness and SCHOOL

Reported in: Brinkerhoff, M.B.; Fredell, K.; Frideres, J.
Basic Minimum Needs, Quality of Life and Selected Correlates: Explorations in Villages in Northern India. Social Indicators Research, 1997, Vol. 42, 245 - 281 ISSN p 0303 8300; ISSN e 1573 0921 DOI:10.1023/A:1006834830518
Page in Report: 262

Population: Adult, general public, poor rural village, Barasi, India 1991
Sample: Non-probability purposive-quota sample
Non-Response: 0
N: 234

Correlate

Authors label: school facilities for girls (1)
Our classification: Satisfaction with school-facilities, code S1.4.4
Measurement: Village needs prioritized by Paired Comparisons. Out of four basic needs, they 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%
Remarks: Items for pairwise comparison were selected by participant observation and open interviews

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-H/?/sq/l7/a</td>
<td>r=+.1 ns</td>
<td></td>
</tr>
<tr>
<td>O-SLu/?/sq/l5/a</td>
<td>r=+.13 p&lt;.05</td>
<td></td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
**Subject code: S1.4.4**

**Correlate**

Authors label: Satisfaction with quality of public schools (3)

Our classification: Satisfaction with school-facilities, code S1.4.4

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.

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-A/u/sq/v7/a</td>
<td>$r=+.19$</td>
<td>$p&lt;.05$</td>
</tr>
</tbody>
</table>

**Correlational finding on Happiness and Satisfaction with school-facilities**

**Subject code: S1.4.4**

**Study** BUTTE 1977


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

Sample:

Non-Response:

$N$: 548
Correlate

Authors label: Satisfaction with quality of public schools (2)
Our classification: Satisfaction with school-facilities, code S1.4.4
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.

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/u/sq/v/7/b</td>
<td>r=+.19</td>
<td>p&lt;05</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities

Subject code: S1.4.4

Study

BUTTE 1977

Reported in: Buttel, F.H.; Martinson, O.B.
Ideology and Social Indicators of the Quality of Life.
Social Indicators Research, 1977, Vol. 4, 353 - 369 ISSN p 0303 8300; ISSN e 1573 0921 DOI:10.1007/BF00353138
Page in Report: 358

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

Sample: 

Non-Response:

N: 548

Correlate

Authors label: Satisfaction with quality of public schools (1)
Our classification: Satisfaction with school-facilities, code S1.4.4
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.

Observed Relation with Happiness
Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study

Reported in: Constantinople, A.P.
Some Correlates of Happiness and Unhappiness in College Students.
Unpublished Doctoral Dissertation, 1965, University of Rochester, USA.
Page in Report: 71

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

Sample:

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

N: 952

Correlate

Authors label: Satisfaction with university. (2)
Our classification: Satisfaction with school-facilities, code S1.4.4
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 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?'

Observed Relation with Happiness

Happiness Measure

A-AOL/cy/sq/v10/a

Statistics Elaboration/Remarks

DM => 1. The happy students had a mean score of 5.5 and the unhappy a score of 3.7
Findings on Happiness and School

A-AOL/cy/sq/v/10/a

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 students in each of 8 sex/class groups (N=256) were compared.

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study

CONST 1965

Reported in: Constantinople, A.P.
Some Correlates of Happiness and Unhappiness in College Students.
Unpublished Doctoral Dissertation, 1965, University of Rochester, USA.
Page in Report: 71

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

Sample:

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

N: 952

Correlate

Authors label: Satisfaction with university. (1)

Our classification: Satisfaction with school-facilities, code S1.4.4

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?'

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study
HULIN 1969

Reported in: Hulin, C.L.
Page in Report: 285

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

Sample:
Non-Response: 24%
N: 470

Correlate

Authors label: Satisfaction with community's school facilities. (1)

Our classification: Satisfaction with school-facilities, code S1.4.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLu/g/sq/fi7/a</td>
<td>r=+</td>
<td>Males : r = +.12 (05)</td>
</tr>
</tbody>
</table>

Correlational finding on Happiness and Satisfaction with school-facilities
Subject code: S1.4.4

Study

Reported in: Hulin, C.L.
Page in Report: 285

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

Sample:
Non-Response: 24%
N: 470

Correlate

Authors label: Satisfaction with school teachers in the community. (1)

Our classification: Satisfaction with school-facilities, code S1.4.4

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Measure</th>
<th>Statistics</th>
<th>Elaboration/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLu/g/sq/f7/a</td>
<td>r=+</td>
<td>Males: r = +.15 (01)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females: r = +.07 (ns)</td>
</tr>
</tbody>
</table>

Appendix 1: Happiness Items used

Happiness Item 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 ecstasy
9 Very elated and in very high spirits. Tremendous delight and buoyancy
8 Elated and in high spirits
7 Feeling very good and cheerful
6 Feeling pretty good, "OK"
5 Feeling a little bit low, just so-so
4 Spirits low and somewhat "blue"
Findings on Happiness and SCHOOL

3 Depressed and feeling very low.
   Definitely "blue"
2 Tremendously depressed.
   Feeling terrible, really miserable, "just awful"
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 ecstasy
9 Very elated and in very high spirits. Tremendous delight and buoyancy.
8 Elated and in high spirits.
7 Feeling very good and cheerful.
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 awful".
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

A-AOL/mi/mqr/v/4/a Self report on repeated questions (experience sampling)

How happy did you feel at the moment you were beeped?
0 not happy
1 probably not happy
2 probably happy
3 happy
Findings on Happiness and SCHOOL

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....?"

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.

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

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 ecstasy
9 Very elated and in very high spirits. Tremendous delight and buoyancy
8 Elated and in high spirits
7 Feeling very good and cheerful
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 awful"
1 Utter depression and gloom. Completely down. All is black and leaden. Wish it were all over.

Name: Wessman & Ricks' 'Elation - depression scale'

Selfreport on single question repeated several times a day.

".. mood .."

Full lead question not reported

7 happy
6
5
4
3
2
1 sad
A-BB/cm/mq/v/2/a  Self-report on 10 questions:

During the past few weeks, did you ever feel ....? (yes/no)
A Particularly exited or interested in something?
B So restless that you couldn't sit long in a chair?
C Proud because someone complimented you on something you had done?
D Very lonely or remote from other people?
E Pleased about having accomplished something?
F Bored?
G On top of the world?
H Depressed or very unhappy?
I That things were going your way?
J Upset because someone criticized you?

Answer options and scoring:
yes = 1
no = 0

Summation:
- Positive Affect Score (PAS): A+C+E+G+I
- Negative Affect Score (NAS): B+D+F+H+J
- Affect Balance Score (ABS): PAS minus NAS

Possible range: -5 to +5

Name: Bradburn's 'Affect Balance Scale' (standard version)

A-BD2/cm/mq/v/7/b  Self-report on 8 questions:

Using the scale below, indicate how much of the time during the PAST MONTH have you felt each emotion?
A affectionate
B joyful
C sad
D worried
E irritable
F guilty
G happy
H proud

1 never
2 slight amount (rare)
3 some of the time
4 about half the time
5 much of the time
6 almost always
7 always

Computation: (A+B+G+H)-(C+D+E+F)/8

Name: Diener's 'Affect Balance'
Findings on Happiness and SCHOOL

A-Bde/c mq/n 5/a Selfreport on 40 items

Lead sentence and items not reported

Positive affect dimensions
A Joy
B Contentment
C Vigor
D affection

Negative affect dimensions
E Anxiety
F Depression
G Guilt
H Hostility

Rated
0 not at all
1
2
3
4 extremely

Computation:
Positive Affects Total (PTOT): A+B+C+D
Negative Affects Total (NTOT): E+F+G+H
Affects Balance Index (ABI) : PTOT-NTOT/20

Name: Derogatis Affects Balance Scale, short (DBAS)

A-CP/g rdp/ro 7/a 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 columns 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 columns 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 average
-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, enthusiastic, thrilled
6 cheerful, successful, 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 accomplishing 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 successful have you been in the pursuit 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.

\[
\frac{P_a S_a + P_b S_b + P_c S_c + P_d S_d + P_e S_e}{P_a + P_b + P_c + P_d + P_e}
\]

\[P_a = \text{planned goal } a \ (1-5)\]
\[S_a = \text{success goal } a \ (1-5)\]
C-BW/c/sq/l/11/a Selfreport on single question:

"Here is a picture of a ladder. Suppose we say that the top of the ladder represents the best possible life for you and the bottom represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?"

[ 10 ] best possible life
[ 9 ]
[ 8 ]
[ 7 ]
[ 6 ]
[ 5 ]
[ 4 ]
[ 3 ]
[ 2 ]
[ 1 ]
[ 0 ] worst possible life

Preceded by 1) open questions about what the respondent imagines as the best possible life and the worst possible life. 2) ratings on the ladder of one's life five years ago and where on the ladder one expects to stand five years from now.

Name: Cantril's self anchoring ladder rating of life (original)

C-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 self anchoring ladder rating of life (modified version)

C-RA/h/sq/v/7/a Selfreport on single question:

Sofar, I have achieved the most important things I want in life.
1 strongly disagree
2 disagree
3 slightly disagree
4 neither agree, nor disagree
5 slightly agree
6 agree
7 strongly agree

Item in Diener's Satisfaction With Life Scale (SWLS)
Findings on Happiness and SCHOOL

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 Washburn'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 which was 'joy in living'

" How successful 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-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

Name: Andrews & Withey's "Delighted-Terrible Scale" (original version)
Also known as Lehman's 'Global lifesatisfaction'

O-H?/?/sq/f/7/a  
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 frowning 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

O-HL/c/sq/v/4/n Selfreport on single question:

In general, I am happy with how things are in my life right now
1 disagree strongly
2 disagree
3 agree
4 strongly agree

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 ulykkelig
1 meget ulykkelig

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
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)

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

Selfreport on single question:

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

Selfreport on single question:

Taking all things together, would you say you are.....?
4 very happy
3 quite happy
2 not very happy
1 not at all happy.

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
Findings on Happiness and SCHOOL

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

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

Selfreport on single question

To what extend do you consider yourself a happy person....?
5 very happy
4 happy
3 neither happy nor unhappy
2 not very happy
1 unhappy

Selfreport on single question:

The conditions of my life are excellent
1 strongly disagree
2 disagree
3 slightly disagree
4 neither agree, nor disagree
5 slightly agree
6 agree
7 strongly agree

Item in Diener's Satisfaction With Life Scale (SWLS)

Selfreport on single question:

How satisfied are you with the life you currently lead?
5 extraordinary satisfied
4 very satisfied
3 satisfied
2 fairly satisfied
1 not so satisfied
O-SLL/u/sq/v/4 Selfreport on single question:
On the whole how satisfied are you with the life you lead?
4 very satisfied
3 fairly satisfied
2 not very satisfied
1 not at all satisfied
- Don't know

O-SLu/?/sq/l/5 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/n/10 Selfreport on single question:
All things considered, how satisfied or dissatisfied are you with your life these days? Please tell me on a scale of 1 to 10, where one means very dissatisfied and 10 means very satisfied
10 very satisfied
9
8
7
6
5
4
3
2
1 very dissatisfied

O-SLu/c/sq/v/5 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
Findings on Happiness and SCHOOL

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-SLu/u/sq/v/7/a  Selfreport on single question:
I am satisfied with my life.
1 strongly disagree
2 disagree
3 slightly disagree
4 neither agree, nor disagree
5 slightly agree
6 agree
7 strongly agree

Item in Diener's Satisfaction With Life Scale (SWLS)

O-SLW/?/sq/n/7/a  Selfreport on single question
..satisfaction with life as a whole.. (full item not reported)
7 very satisfied
6
5
4 just as satisfied as dissatisfied
3
2
1 very dissatisfied

(numbering reversed)

O-SLW/c/sq/n/10/a  Selfreport on single question:
All things considered, how satisfied are you with your life as-a-whole these days?
1 dissatisfied
2
3
4
5
6
7
8
9
10 satisfied
O-SLW/c/sq/n/10/aa  Selfreport on single question:

All things considered, how satisfied are you with your life as-a-whole now.....?
1 dissatisfied
2
3
4
5
6
7
8
9
10 satisfied

O-SLW/c/sq/n/11/ba  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 unsatisfied 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

O-SLW/c/sq/n/11/d  Selfreport on single question:

Taking all things together, how satisfied are you with your life these days? Please answer with the help of this scale. For instance, when you are totally satisfied with your life, please tick '10'. When you are totally unsatisfied with your life, please tick '0'. You may use all values in between to indicate that you are neither totally satisfied nor totally unsatisfied.

10 totally satisfied
9
8
7
6
5
4
3
2
1
0 totally unsatisfied

O-SLW/c/sq/n/5/b  Selfreport on single question:

When you consider your life-as-a-whole, are you...........?
0 quite dissatisfied
1
2
3
4 very satisfied
Findings on Happiness and SCHOOL

**O-SLW/c/sq/v/4/g**  
Selfreport on single question:

How satisfied are you with your life as a whole these days?
4 quite satisfied  
3 rather satisfied  
2 rather unsatisfied  
1 not at all satisfied  
- no answer  
- hard to say

**O-SLW/c/sq/v/5/n**  
Selfreport on single question:

Now taking everything into account, how satisfied or dissatisfied are you with your life these days?
5 very satisfied  
4 satisfied  
3 neither satisfied nor dissatisfied  
2 dissatisfied  
1 very dissatisfied  
- don't know  
- no answers

Numerical scale reversed

**O-SLW/u/sq/n/11/ca**  
Selfreport on single question:

Thinking about your own life and personal circumstances, how satisfied are you with your life as a whole?
1 very dissatisfied  
2  
3  
4  
5 neutral  
6  
7  
8  
9  
10 very satisfied

First item in Cummins' 'Personal Well-being Scale' (labels used until 2005)

**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

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

All in all, how do you judge your quality of life?
4 very satisfactory  
3 sufficiently satisfactory  
2 not too satisfactory  
1 unsatisfactory  
- don't know
Selfreport on four questions:

Using the 1-7 scale below, indicate your agreement with each of the items by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

A In most ways my life is close to ideal
B The conditions of my life are excellent
C I am satisfied with my life
D So far, I have gotten the important things I want in life

Answers rated:
7 strongly agree
6 agree
5 slightly agree
4 neither agree nor disagree
3 slightly disagree
2 disagree
1 strongly disagree

Computation: A+B+C+D divided by 4

Name: Shortened Diener's Satisfaction with Life Scale (SWLS)
(In the original scale item 5 reads: 'If I could live my life over, I would change nothing'. This item is left out in this selection because a positive answer to this question does not necessarily mean that the respondent doesn't like the life he/she actually lives.)

Selfreport on single question:

In most ways my life is close to ideal
1 strongly disagree
2 disagree
3 slightly disagree
4 neither agree, nor disagree
5 slightly agree
6 agree
7 strongly agree

Item in Diener's Satisfaction With Life Scale (SWLS)
## Appendix 2: Statistics used

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| 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 $N_e - 1$ 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) |
| B          | **REGRESSION COEFFICIENT (non-standardized) by LEAST SQUARES (OLS)**  
             | Type: test statistic  
             | Measurement level: Correlate: metric, Happiness: metric  
             | Theoretical range: unlimited  
             | Meaning:  
             | $B > 0$ A higher correlate level corresponds with, on an average, higher happiness rating.  
             | $B < 0$ A higher correlate level corresponds with, on an average, lower happiness rating.  
             | $B = 0$ Not any correlation with the relevant correlate. |
| Beta       | *(ß)* **STANDARDIZED REGRESSION COEFFICIENT by LEAST SQUARES (OLS)**  
             | Type: test statistic.  
             | Measurement level: Correlates: all metric, Happiness: 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. |
| BMCT       | **BONFERRONI's MULTIPLE COMPARISON TEST**  
             | Type: statistical procedure  
             | Measurement level: Correlate: nominal, Happiness: metric  
             | Meaning: if the correlate is measured at $c$ levels, the $c$ mean happiness values can be ranked from low to high. A multiple comparison procedure judges for each of the $\frac{c(c-1)}{2}$ pairs whether or not they differ significantly. A convenient way to represent the results is by ranking the $c$ means and by underlining them in such a way that means which have a common underlining do NOT differ significantly.  
             | When added by us, this test is performed at the 95% confidence level for all the differences together. |
**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:
\(\chi^2 \leq (c-1) * (r-1)\) means: no association
\(\chi^2 \gg (c-1) * (r-1)\) 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, Happiness: 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.

**OR ODDS RATIO**
Type: descriptive statistic only.
Measurement level: Correlate: dichotomous, Happiness level: dichotomous
Range: nonnegative unlimited

Meaning:
\(OR = 1\) « no association at all;
\(OR = 0\) or infinite « at least one level of the correlate allows an error-free prediction of the happiness.
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.

SPEARMAN'S RANK CORRELATION COEFFICIENT
Type: test statistic
Measurement level: Correlate: ordinal, Happiness: ordinal.
Range: [-1; +1]

Meaning:
rs = 0 « no rank correlation
rs = 1 « perfect rank correlation, where high correlate values are associated with high happiness ratings
rs = -1 « perfect rank correlation, where high correlate values are associated with low happiness ratings

SNR Statistic Not Reported

t-STATISTIC (Student's t-statistic)
Type: symmetric standard test statistic.
One parameter: n (= number of degrees of freedom (df) ; range df: [1; + infinite)
Range for t: unlimited

Meaning : the test statistic is the ratio of a difference between a statistic and its expected value under the
null hypothesis and its (estimated) standard error with n degrees of freedom.
The critical values of its probability distribution are tabulated extensively in almost any textbook on
Statistics.

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.

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.
Findings on Happiness and SCHOOL

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

Appendix 3: About the World Database of Happiness

Structure of the collections

The World Database of Happiness is an ongoing register of scientific research on the subjective enjoyment of life. It brings together findings that are scattered throughout many studies and provides a basis for synthetic work.

World literature on Happiness
Selection on subject

Bibliography and Directory
Selection of empirical studies
Selection on valid measurement: Item Bank
Abstracting and classification of findings

How happy people are, distributional findings
Happiness in Nations , Happiness in Publics

What goes together with happiness
Correlational Findings

Listing of comparable findings in Nations
States of Nations , Trends in Nations

Size of the collections
1226 Happiness measures (Item Bank)
4258 Nations surveys in 206 Nations
149 Distinguished publics in 1199 studies
12032 Correlational findings in 1196 studies

Appendix 4 Further Findings in the World Database of Happiness

Main Subjects Subject Description Number of Studies
A1 ACTIVITY: LEVEL (how much one does) 58
A2 ACTIVITY: PATTERN (what one does) 32
A3 AFFECTIVE LIFE 48
A4 AGE 400
Findings on Happiness and School

A5 AGGRESSION 12
A6 ANOMY 32
A7 APPEARANCE (good looks) 15
A8 ATTITUDES 6
A9 AUTHORITARIANISM 4
B1 BIRTH CONTROL 1
B2 BIRTH HISTORY (own birth) 201
B3 BODY 77
C1 CHILDREN 1
C2 CHILDREN: WANT FOR (Parental aspirations) 6
C3 CHILDREN: HAVING (parental status) 195
C4 CHILDREN: CHARACTERISTICS OF ONE’S CHILDREN 25
C5 CHILDREN: RELATION WITH ONE’S CHILDREN 8
C6 CHILDREN: REARING OF ONE’S CHILDREN (parental behavior) 26
C7 COMMUNAL LIVING 9
C8 CONCERNS 18
C9 COPING 43
C10 CREATIVENESS 6
C11 CULTURE (Arts and Sciences) 8
D1 DAILY JOYS & HASSLES 5
E1 EDUCATION 302
E2 EMPLOYMENT 363
E3 ETHNICITY 98
E4 EXPRESSIVE BEHAVIOR 12
F1 FAMILY OF ORIGIN (earlier family for adults, current for young) 236
F2 FAMILY OF PROCREATION 58
F3 FAMILY OF RELATIVES 157
F4 FARMING 25
F5 FREEDOM 32
F6 FRIENDSHIP 152
G1 GENDER 370
G2 GRIEF 1
H1 HABITS 1
H2 HANDICAP 25
H3 HAPPINESS: VIEWS ON HAPPINESS 49
H4 HAPPINESS: DISPERSION OF HAPPINESS 10
H5 HAPPINESS: CAREER 191
H6 HAPPINESS: CORRESPONDENCE OF DIFFERENT MEASURES 310
H7 HAPPINESS OF OTHERS 0
H8 HAPPINESS: REPUTATION OF HAPPINESS 19
H9 HEALTH-BEHAVIOR 25
H10 HELPING 5
H11 HOPE 8
H12 HOUSEHOLD: COMPOSITION 137
H13 HOUSEHOLD: WORK 32
H14 HOUSING 106
I1 INCOME 552
I2 INSTITUTIONAL LIVING 43
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### Appendix 5: Related Subjects

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**A report of the World Database of Happiness, Correlational Findings**