

World Database of Happiness



Correlational Findings on Happiness and SCHOOL Subject Code: S1

© on data collection: [Ruut Veenhoven](#), [Erasmus University Rotterdam](#)

Classification of Findings

<i>Subject Code</i>	<i>Description</i>	<i>Nr of Studies on this Subject</i>
S1	SCHOOL	1
S1.1	School career	0
S1.1.1	Earlier schooling	0
S1.1.1.1	. earlier school-behavior	4
S1.1.1.2	. earlier school-environment	2
S1.1.1.3	. earlier attitudes to school	5
S1.1.2	Change in schooling	0
S1.1.2.1	. change in school-behavior	0
S1.1.2.2	. change in school-environment	0
S1.1.2.3	. change in attitudes to school	0
S1.1.3	Current stage in school-career	6
S1.1.4	Later schooling	1
S1.1.4.1	. later school-behavior	0
S1.1.4.2	. later school-environment	1
S1.1.4.3	. later attitudes to school	0
S1.2	Current school-behavior	1
S1.2.1	School-attendance	0
S1.2.1.1	. involved in schooling or not	21
S1.2.1.2	. absenteeism	0
S1.2.1.3	. extra-curricular activity	6
S1.2.2	School-success	15
S1.2.3	Involvement in school-work	7
S1.2.4	Misbehavior in school	8
S1.3	Current school-environment	0
S1.3.1	Social characteristics of school	0
S1.3.1.1	. socio-economic level of school	2
S1.3.1.2	. ethnic homogeneity of school	2
S1.3.2	Social climate in school	0
S1.3.4	Intellectual level of school	3
S1.3.5	School-type	6
S1.3.6	Curriculum followed	4

S1.4	Attitudes to school	6
S1.4.1	Perceived usefulness of schooling	10
S1.4.2	Perceived pressure of school-work	6
S1.4.3	Satisfaction with own school-performance	2
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Correlational finding on Happiness and SCHOOL

Subject code: S1

Study

BRINK 1997/2

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: 263

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

Measured Values: 0: 0,87; 1: 46,8; 2: 26,6; 3: 19,3; M: 7,3

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

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
O-SLu/?/sq/l/5/a	r=+.16 ns	
O-H/?/sq/f/7/a	r=+.11 ns	

Correlational finding on Happiness and . earlier school-behavior

Subject code: S1.1.1.1

Study BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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 (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

Happiness Measure	Statistics	Elaboration/Remarks		
<u>O-HP/g/mq/v/5/a</u>	<u>tau=-</u>	Delinquent behavior in school		
		Happiness	T1	T2
				T3
		T1	tau = -.19 (001)	-.14 (001)
		T2	tau = -.10 (01)	-.15 (001)
		T3	tau = -.07 (ns)	-.10 (01)
		T4	tau = -.06 (ns)	-.04 (ns)
		T1:1966, T2:1968, T3:1969, T4:1970		

Correlational finding on Happiness and . earlier school-behavior

Subject code: S1.1.1.1

Study BACHM 1977

Reported in: Bachman, J. G.;O'Malley, P. M.; Johnston, J.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=-

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

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

Study

BACHM 1977

Reported in: Bachman, J. G.;O'Malley, P. M.; Johnston, J.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: Theft and vandalism (2)

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

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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=-

Theft and vandalism

	T1	T2	T3	T4	T5
Happiness					
T1	-.19	-.14	-.13	-.03 ns	-.11
T2	-.10	-.13	-.10	-.03 ns	-.07 ns
T3	-.06 ns	-.09	-.11	-.04 ns	-.04 ns
T4	-.04 ns	-.04 ns	-.06 ns	-.04 ns	-.03 ns
All tau's significant, unless indicated otherwise					
T1:1966, T2:1968, T3:1969, T4:1970, T5:1974					

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

Study

SMITH 1982

Reported in: Smith, T. W.

College Dropouts: An Analyses of the Psychological Well-Being and Attitudes of Various Educational Groups.

Social Psychology Quarterly, 1982, Vol. 45, 50 - 53. ISSN 0190 2725

Page in Report: 52

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

Sample:

Non-Response:

N: 11997

Correlate

Authors label: School drop out Earlier (1)

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

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

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

Remarks: % happy:

Observed Relation with Happiness

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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 (1)

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

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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, bussiness, general, agricultural or other;
1 = college preparatory

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks			
<u>O-HP/g/mq/v/5/a</u>	<u>tau= ns</u>	HS curriculum college preparatory			
		Happiness	T1	T2	T3
		T1	tau = +.04	+.06	+.06
		T2	tau = -.02	+.03	+.02
		T3	tau = +.01	-.02	+.01
		T4	tau = -.01	-.01	+.02
		All tau's not significant			
		T1:1966, T2:1968, T3:1969, T4:1970			

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

Happiness Measure	Statistics	Elaboration/Remarks
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O-HP/g/mq/v/5/atau=+
p<.001

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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 (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

Happiness Measure

Statistics

Elaboration/Remarks

[O-HP/g/mq/v/5/a](#)

tau=

p<.001

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

		Negative school attitudes		
Happiness		T1	T2	T3
T1	_ =	-.25	-.21	-.22
T2	_ =	-.21	-.26	-.23
T3	_ =	-.17	-.18	-.27
T4	_ =	-.18	-.16	-.19
All _ significant (001)				
T1:1966, T2:1968, T3:1969, T4:1970				

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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 achievementvalue (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

Observed Relation with Happiness

*Happiness
Measure**Statistics**Elaboration/Remarks*O-HP/g/mq/v/5/atau=+ p<.s

Academic achievement value

Happiness	T1	T2	T3
T1	+.26 (001)	+.15 (001)	+.15 (001)
T2	+.16 (001)	+.22 (001)	+.14 (001)
T3	+.12 (01)	+.18 (001)	+.25 (001)
T4	+.10 (01)	+.13 (001)	+.18 (001)
All tau's significant			
T1:1966, T2:1968, T3:1969, T4:1970			

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

*Happiness
Measure**Statistics**Elaboration/Remarks*

[O-HP/g/mq/v/5/a](#)[tau=+ p<.s](#)

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

Correlational finding on Happiness and . earlier attitudes to school

Subject code: S1.1.1.3

Study

SEARS 1977A

Reported in: Sears, P.S.; Barbee, A.H.
 Career and Life Satisfaction among Terman Gifted Women.
 Stanley, J.C.; George, W.C.; Eds.: "The Gifted and the Creative", J. Hopkins University Press, 1977,
 Baltimore, USA, 28 - 72
 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
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[C-ASG/h/mq/v/5/a](#)[AoV= ns](#)

a.

M-PL/h/sq/v/5/b Chi²= ns a .

C-ASG/h/mq/v/5/a AoV= ns b .

M-PL/h/sq/v/5/b Chi²= ns b .

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

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

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

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: 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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>A-ARE/mi/sqr/n/7/a</u>	<u>Beta=-.05</u> <u>p<.001</u>	Beta controlled for: - age - gender - SES
<u>A-ARE/mi/sqr/n/7/a</u>	<u>Beta=-.08</u> <u>p<.012</u>	Beta additionally controlled for: - time in flow

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
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O-HL/g/sq/n/9/b	r= ns	
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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.
Social Indicators Research, 1991, Vol. 24, 347 - 365. ISSN p 0303 8300: ISSN e 1573 0921 DOI:10.1007/BF00383734
Page in Report: 358

Population: 13-16 aged students, Hong Kong, 1983-1984.

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
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[O-SLW/?/sq/n/7/a](#)[DM=-](#)

Grade 1: M = 4.00

Grade 4: M = 2.76

difference -1.24

Correlational finding on Happiness and Current stage in school-career

Subject code: S1.1.3

Study **VENTE 1996**

Reported in: Ventegodt, S.

Liskvalitet hos 4500 31-33-årige. (The Quality of Life of 4500 31-33-Years-Olds).

Forskningscenter for Livskvalitet, Forskningscentrets Forlag, København 1996, ISBN 8790190068 <http://www.livskvalitet.org/t2/index.asp>

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)

Measured Values: N: all:431, %: 1:23,4, 2:35,5, 3:19,7, 4:21,3*Remarks:* Adult students only

Observed Relation with Happiness

Happiness Measure

*Statistics**Elaboration/Remarks*[A-AOL/m/sq/v/5/a](#)[r=-.05](#)

1: Mt=7.48

[p<.3173](#)

2: Mt=8.01

3: Mt=7.59

4: Mt=7.34

O-SLu/c/sq/v/5/er=-.03p<.2792

1: Mt=7.23

2: Mt=7.76

3: Mt=7.39

4: Mt=7.04

O-HL/c/sq/v/5/hr=-.03p<.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
<i>Reported in:</i>	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
<i>Population:</i>	Female college students, New York, USA, 194?
<i>Sample:</i>	
<i>Non-Response:</i>	-
<i>N:</i>	238

Correlate

<i>Authors label:</i>	Being a freshman (1)
<i>Our classification:</i>	Current stage in school-career, code S1.1.3
<i>Measurement:</i>	0 Junior 1 Freshmen

Observed Relation with Happiness

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>M-CO/?/?q/?/0/a</u>	<u>SNR= + ns</u>	L-shaped curve: positive relationship among unhappy students only.
<u>M-CO/?/?q/?/0/a</u>	<u>D%=+ ns</u>	L-shaped curve: positive relationship among unhappy students only.

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

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

Correlational finding on Happiness and Current school-behavior

Subject code: S1.2

Study	LEE 2003
<i>Reported in:</i>	Lee, M. Daily Contextual Variations in Levels of Adolescent Happiness. The Korean Journal of Developmental Psychology, 2003, Vol. 16, 193 - 209 Page in Report: 200
<i>Population:</i>	Middle school students, South Korea, 200?
<i>Sample:</i>	Non-probability chunk sample
<i>Non-Response:</i>	24
<i>N:</i>	134

Correlate

Authors label: daily activity

Our classification: Current school-behavior, code S1.2

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

Happiness Measure	Statistics	Elaboration/Remarks		
<u>A-AOL/mi/mqr/v/4/a</u>	<u>DM=</u>		M	SD
		A	1.06	.87
		B	1.91	.98
		C	1.69	.99
		D	1.66	1.05
		E	1.27	.96
<u>A-AOL/mi/mqr/v/4/a</u>	<u>BMCT=</u> <u>p<.05</u>	B>C , D>E>A		

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.
 Absolute Income, Relative Income, and Happiness.
 Social Indicators Research, 2008, Vol. 88, 497 - 529 (Also Paper ISQOLS Conference, 2004, Philadelphia, USA). ISSN p 0303 8300; ISSN e 1573 0921 DOI:10.1007/s11205-007-9217-0
 Page in Report: 514

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

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

Observed Relation with Happiness

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.04</u> <u>p<.029</u>	self employed
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.02</u> <u>p<.472</u>	part time
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=-.02</u> <u>p<.558</u>	retired
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.15</u> <u>p<.001</u>	housewife
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=-.21</u> <u>p<.001</u>	unemployed
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.08</u> <u>p<.022</u>	student
		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
 WZB Discussion Paper no. SP I 2008-201, 2008, Berlin, Germany ISSN 1612 3468 <http://www.wzb.eu>
 Page in Report: 24

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

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

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

Study

CBS 2004

Reported in: Centraal Bureau voor de Statistiek (CBS)
 Waardering Leefsituatie, 2002 . (Appreciation Living Condition 2002.)
 Central Bureau for Statistics, 2004, The Hague, Netherlands <http://statline.cbs.nl>
 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

O-SLW/c/sq/n/5/bDMt=

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

O-SLW/c/sq/n/5/bBMCT=p<.05

a,i,g > b,d,e,h,j,f,k
a,b,c,d,g,i > e,k > f > h

Correlational finding on Happiness and . involved in schooling or not

Subject code: S1.2.1.1

Study

CUMMI 2004C

Reported in: Cummins, R.A.; Eckersley, R.; Lo, S.K.; Okerstrom, E.; et al.
Australian Unity Wellbeing Index, Survey 10, Report 10. The Wellbeing of Australians-Health and Body Weight.
Australian Centre on Quality of Life, 2004, Melbourne, Australia. <http://www.deakin.edu.au/research/acqol/index.htm>
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

*Happiness Measure**Statistics**Elaboration/Remarks*O-SLW/u/sq/n/11/caDMt=

a Mt = 7,66; SD = 1,60
 b Mt = 8,14; SD = 1,57
 c Mt = 7,49; SD = 1,92
 d Mt = 8,62; SD = 0,96
 e Mt = 7,79; SD = 1,81
 f Mt = 6,55; SD = 2,53
 g Mt = 7,16; SD = 1,42

O-SLW/u/sq/n/11/caBMCT=

f

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

Study**CUMMI 2004C**

Reported in: Cummins, R.A.; Eckersley, R.; Lo, S.K.; Okerstrom, E.; et al.
 Australian Unity Wellbeing Index, Survey 10, Report 10. The Wellbeing of Australians-Health and Body Weight.
 Australian Centre on Quality of Life, 2004, Melbourne, Australia. <http://www.deakin.edu.au/research/acqol/index.htm>
 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

Measured Values: N = a: 1433; b: 1007, c: 86, d: 22, e: 366, f: 233

Remarks: Combined Surveys 9-10

Observed Relation with Happiness

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

<u>O-SLW/u/sq/n/11/ca</u>	<u>BMCT=</u>	f < (a,b,c,d,e) a
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Correlational finding on Happiness and . involved in schooling or not
 Subject code: S1.2.1.1

Study DEROG 1996

Reported in: Derogatis, L.R.; Rutigliano P.J.
 Derogatis Affects Balance Scale: DABS.
 Spilker, B.;Ed.: "Quality of Life and Pharmacoeconomics in Clinical Trials, Second Edition", Lippincott-Raven Publishers, 1996, Philadelphia, USA, 169 - 177 ISBN:07817 03328
 Page in Report:

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

Happiness Measure	Statistics	Elaboration/Remarks
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A-Bde/c/mq/n/5/aD%=-

	Unhappy	Moderate	Happy
1. a.mental outpatients	18,2%	38,6%	43,2%
b.mental inpatients	56,0%	26,0%	18,0%
0. normals	2.5%	19,0%	78,5%

Correlational finding on Happiness and . involved in schooling or not

Subject code: S1.2.1.1

Study

EUROP 1997

Reported in: European Commission
Eurobarometer Report 47, Public Opinion of the European Union.
European Union, 1997, Brussels, Belgium http://europa.eu.int/comm/public_opinion/archives/eb/eb47/eb47_en.htm
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

Happiness Measure	Statistics	Elaboration/Remarks		
<u>O-SLL/u/sq/v/4/b</u>	<u>DM=+</u>	1: 15<	M=2,86	CI95: 2,84-2,88
		2: 16-19	M=2,90	CI95: 2,88-2,92
		3: 20+	M=3,01	CI95: 2,99-3,04
		4: still studying	M=3,05	CI95: 3,01-3,09
<u>O-SLL/u/sq/v/4/b</u>	<u>BMCT=+</u> <u>p<.05</u>	1< 2<3,4		

Correlational finding on Happiness and . involved in schooling or not

Subject code: S1.2.1.1

Study EUROP 1998

Reported in: European Commission
Eurobarometer Report 49, Public Opinion of the European Union.
European Union, 1998, Brussels, Belgium http://europa.eu.int/comm/public_opinion/archives/eb/eb49/eb49_en.htm
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

Happiness Measure	Statistics	Elaboration/Remarks
O-SLL/u/sq/v/4/b	<u>DM=+</u>	1: 15<: M=2,81 CI95 = 2,79-2,83 2: 16-19: M=2,92 CI95 = 2,90-2,94 3: 20+: M=3,02 CI95 = 3,00-3,04 4: still studying M=3,07 CI95 = 3,04-3,11
O-SLL/u/sq/v/4/b	<u>BMCT=+</u> <u>p<.05</u>	1<2<3,4

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
Commision of the European Community, 1999, Brussels, Belgium http://europa.eu.int/comm/public_opinion/archives/eb/eb52/eb52_en.htm
Page in Report: B.2

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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-SLL/u/sq/v/4/b</u>	<u>DM=+</u>	1: 15< M= 2,92 CI95: 2,90-2,94 2: 16-19 M= 2,98 CI95: 2,96-3,00 3: 20+ M= 3,08 CI95: 3,06-3,10 4: still studying M= 3,13 CI95: 3,10-3,16
<u>O-SLL/u/sq/v/4/b</u>	<u>BMCT=+</u> <u>p<.05</u>	1<2<3,4

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
European Union, 2000, Brussels, Belgium http://europa.eu.int/comm/public_opinion/archives/eb/eb53/eb53_en.htm
Page in Report: B.2

Population: 15+ aged, EU member states 2000

Sample: Probability multi-stage cluster sample

Non-Response:

N: 16078

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

Happiness Measure	Statistics	Elaboration/Remarks
O-SLL/u/sq/v/4/b	DM=+	1: 15< M= 2,81 CI95: 2.79-2,83 2: 16-19 M= 2,88 CI95: 2,86-2,90 3: 20+ M= 3,00 CI95: 2,98-3,02 4: still studying M= 3,08 CI95: 3,05-3,12
O-SLL/u/sq/v/4/b	BMCT=+ p<.05	1<2<3<4

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

Study EUROPE 2001

Reported in: European Commission
Eurobarometer Report 54, Public Opinion in the European Union
European Union, 2001, Brussels, Belgium http://europa.eu.int/comm/public_opinion/archives/eb/eb54/eb54_en.htm
Page in Report: B.2

Population: 15+ aged, EU member states 2000

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: 29%, 2: 40%, 3: 21%, 4: 10%

Observed Relation with Happiness

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

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?
German Economic Review, 2000, Vol. 1, 145 - 167
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)
1 a Unemployed
b Self-employed
c At home
d School
e Retired
f Other

Observed Relation with Happiness

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=-.83</u> <u>p<.01</u>	Unemployed (vs. employed)
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.11</u> <u>p<.01</u>	Self employed (vs. employed)
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.17</u> <u>p<.01</u>	At home (vs. employed)
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.02</u>	At school (vs. employed)
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=-.12</u> <u>p<.01</u>	Retired (vs. employed)
<u>O-SLW/c/sq/n/10/a</u>	<u>Beta=+.18</u> <u>p<.01</u>	Other (vs. employed)
		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

Reported in: Graham, C.; Eggers, A; Sukhtankar, S.
Does Happiness Pay? An Exploration based on Panel Data from Russia
Journal of Economic Behavior & Organization, 2004, Vol. 55, 319 - 342. ISSN 0167 2681 DOI:10.1016/j.jebo.2003.09.0002
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

Measurement: 0: Non student
1: Student

Measured Values: 1; T1: M=0,17; SD=0,37; T2: M=0,12; SD=0,32

Remarks: Assessed at T1 (1995) and T2 (2000)
Russia went through major changes in this era, among which
a financial crisis in 1998

Observed Relation with Happiness

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-SLW/c/sq/v/5/n</u>	<u>Beta=+.46</u>	T1:1995: student (vs non-student)
<u>O-SLW/c/sq/v/5/n</u>	<u>Beta=+.02</u>	T2:2000 student (vs non-student)
		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 6th Congress ISQOLS, 2004, Philadelphia, USA
Page in Report: 7

Population: 15+ aged. Italy, 1996

Sample: Probability sample (unspecified)

Non-Response: 1,7%

N: 3561

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

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

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

Correlate

Authors label: Employment situation

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

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

Measured Values: N = 1: 216 2: 273 3: 329 4: 1125

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks			
<u>O-HP/u/sq/v/5/a</u>	<u>D%=</u>		Study	No day job	Retired Working
		Very happy	25.5%	29%	24% 24,5%
		Happy	69%	65%	65% 67,5%
		Not happy	5,5%	15%	11% 8%
<u>O-HP/u/sq/v/5/a</u>	<u>OR=</u>		UNHAPPY (vs happy)		VERY HAPPY (vs happy)
			observed	controlled	observed controlled
		Study	0,93	0,71	0,98 0,93
		No job	2,67*	2,46*	1,19 1,14
		Retired	1,95*	1,89*	1,18 1,12
		Working	1	1	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.
 Het Geluk van de Happy Single. (The Happiness of the Happy Single).
 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

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

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-Sum/u/mq/v/7/a</u>	<u>DM=</u>	No daily activity M = 5,8 Full-time education M = 6,9 Having a job M = 6,7

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

Study STUTZ 2006

Reported in: Stutzer, A.; Frey, B.S.
Does Marriage Make People Happy, or Do Happy People Get Married?
Journal of Socio-Economics, 2006, Vol. 35, 326 - 347. ISSN 1053 5357 DOI:10.1016/j.
socec.2005.11.043 (also Working Paper No. 143, Institute for Empirical Research in Economics, 2003,
University of Zürich, Switzerland. ISSN 1424 0459)
Page in Report: 25

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

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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.26</u> <u>p<.01</u>	a: Self-employed When trait-happiness is also controled B=-.10
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-1.0</u> <u>p<.01</u>	b: Unemployed When trait-happiness is also controled B=-.67
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.24</u> <u>p<.01</u>	c: Some work When trait-happiness is also controled B=-.12
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.12</u> <u>p<.01</u>	d: Non-working When trait-happiness is also controled B=-.08
<u>O-SLW/c/sq/n/11/d</u>	<u>B=+.14</u> <u>p<.01</u>	e: Maternity leave When trait-happiness is also controled B=-.03
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.36</u> <u>p<.01</u>	f: Military service When trait-happiness is also controled B=-.46
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.00 ns</u>	g: In education When trait-happiness is also controled B=-.00
<u>O-SLW/c/sq/n/11/d</u>	<u>B=-.09</u> <u>p<.01</u>	h: Retired When trait-happiness is also controled B=-.01 B's controled 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

Reported in: Tucker, K.L., Ozer, D.J., Lyubomirsky, S.
Testing for Measurement Invariance in the Satisfaction with Life Scale: A Comparison of Russians and North Americans.
Social Indicators Research, 2006, Vol. 78, 341 - 360. ISSN p 0303 8300; ISSN e 1573 0921 DOI:10.1007/s11205-005-1037-5
Page in Report: 347

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

Statistics

Elaboration/Remarks

O-V/u/sq/v/7/a

DM=+

	American	Russian	All
	Mean SD	Mean SD	Mean
Community mbs	4,71 1,52	3,16 1,29	3,94
Students	4,61 1,38	4,08 1,53	4,35
Difference	-0,10	+0,92	+0,41

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

O-SLu/u/sq/v/7/aDM=+

	American		Russian		All
	Mean	SD	Mean	SD	Mean
Community mbs	4,94	1,64	3,86	1,29	4,39
Students	5,36	1,08	5,11	1,43	5,25
Difference	+0,42		+1,25		+0,86

C-RA/h/sq/v/7/aDM=+

	American		Russian		All
	Mean	SD	Mean	SD	Mean
Community mbs	4,94	1,63	3,30	1,24	4,11
Students	5,17	1,42	4,26	1,60	4,78
Difference	+0,23		+0,96		+0,67

Correlational finding on Happiness and . involved in schooling or not

Subject code: S1.2.1.1

Study

UGLAN 2006

Reported in: Uglanova, E.
 Analysis of Happiness Variable in Monitoring of Social and Economic Changes in Russia 1993 - 2.
 Data Independent Institute for Social Policy, 2006, Russia <http://sofist.socpol.ru>
 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 (temporaly) 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

*Happiness Measure**Statistics**Elaboration/Remarks*O-SLW/c/sq/v/4/gDM=

1: M = 2,52
 2: M = 2,60
 3: M = 3,02
 4: M = 2,84
 5: M = 2,80
 6: M = 2,67
 7: M = 2,34
 8: M = 2,59
 9: M = 2,30
 10: M = 2,67

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

Study**VENTE 1996***Reported in:* Ventegodt, S.

Liskvalitet hos 4500 31-33-årige. (The Quality of Life of 4500 31-33-Years-Olds).

Forskningscenter for Livskvalitet, Forskningscentrets Forlag, København 1996, ISBN 8790190068 <http://www.livskvalitet.org/t2/index.asp>

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**

Happiness Measure

Statistics

Elaboration/Remarks

A-AOL/m/sq/v/5/a

a: Mt=8.00
b: Mt=8.08
c: Mt=7.83
d: Mt=7.89
e: Mt=7.70
f: Mt=7.86
g: Mt=7.28
h: Mt=6.09
i: Mt=6.35

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

a: Mt=7.70
b: Mt=8.08
c: Mt=7.41
d: Mt=7.61
e: Mt=7.56
f: Mt=7.55
g: Mt=6.81
h: Mt=5.88
i: Mt=5.99

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

a: Mt=7.18
b: Mt=7.79
c: Mt=6.96
d: Mt=7.11
e: Mt=7.46
f: Mt=7.13
g: Mt=6.60
h: Mt=6.06
i: Mt=6.01

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)
Wohlfahrtsurveys 1978,1980,1984,1988.
Unpublished data-set. Especially prepared for the World Database of Happiness.
Page in Report:

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

Sample:

Non-Response: ?

N: 2100

Correlate

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

Happiness Measure	Statistics	Elaboration/Remarks				
<u>O-HL/c/sq/v/4/b</u>	<u>SNR=</u>	eta	G	r	β	
		1978	-.02	-.06	-.02	+.04
		1980	+.05	+.31	+.05	+.03
		1984	+.04	+.23	+.04	+.04
		1988	+.00	+.05	+.00	+.01
		β 's controlled for age, gender, perceived class and marital status.				
<u>O-SLW/c/sq/n/11/ba</u>	<u>SNR=</u>	eta	G	r	β	
		1978	+.04	+.21	+.04	+.01
		1980	+.06	+.27	+.06	+.06
		1984	+.01	+.07	+.01	+.00
		1988	+.03	+.19	+.03	+.02
		β '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
<i>Reported in:</i>	Brenner, B. Social Factors in Mental Well-Being at Adolescence. PhD Dissertation, The American University, 1970, Washington DC, USA Page in Report: 108/314
<i>Population:</i>	Highschool pupils, New York State, USA, 1960
<i>Sample:</i>	
<i>Non-Response:</i>	1%
<i>N:</i>	5204

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 a average week.

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
O-HL/u/sq/v/4/b	G=+.14	
O-HL/u/sq/v/4/b	V= .09 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: 108/314

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

Sample:

Non-Response: 1%

N: 5204

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 a average week.

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
A-AOL/g/sq/v/5/a	G=+.14	

[A-AOL/g/sq/v/5/a](#)[V= .09](#)[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 (1)

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

Happiness Measure

Statistics

Elaboration/Remarks

[O-HL/u/sq/v/4/b](#)

[G=+.14](#)

After control for:

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

having faith in people	: Gs = +.09
- school social class, and having fun in life	: Gs = +.06
- school social class, and tending to be a lonely person	: Gs = +.08
- school social class, and having faith in people	: Gs = +.08
- school social class, and educational level of mother	: Gs = +.11
Unaffected by stability of self-image	
Unaffected by hours spent on work for pay	
Positive in middle and upper class	: G = +.14
After control for	: Gs = +.10
Negative in lower class	: G = -.29
After control for	: Gs = -.24

[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 activities (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

Happiness Measure	Statistics	Elaboration/Remarks
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A-AOL/g/sq/v/5/aG=+.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 educational 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/aV= .11p<.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

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

Correlational finding on Happiness and . extra-curricular activity

Subject code: S1.2.1.3

Study	BRENN 1970
<i>Reported in:</i>	Brenner, B. Social Factors in Mental Well-Being at Adolescence. PhD Dissertation, The American University, 1970, Washington DC, USA Page in Report: 108/318
<i>Population:</i>	Highschool pupils, New York State, USA, 1960
<i>Sample:</i>	
<i>Non-Response:</i>	1%
<i>N:</i>	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

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

Correlational finding on Happiness and School-success

Subject code: S1.2.2

Study ABBEY 1983

Reported in: Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
Handling the Stress of Looking for a Job in Law School.
Basic and Applied Social Psychology, 1983, Vol. 4, 263 - 278. ISSN 0197 3533
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% o 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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
O-HL/g/sq/n/9/a	DM=+ p<.05	1: High M= 4,20 0: Lower M= 3,44 difference +0,76

Correlational finding on Happiness and School-success

Subject code: S1.2.2

Study

ABBEY 1983

Reported in: Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
Handling the Stress of Looking for a Job in Law School.
Basic and Applied Social Psychology, 1983, Vol. 4, 263 - 278. ISSN 0197 3533
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

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-HL/g/sq/n/9/a</u>	<u>DM=+</u> <u>p<.01</u>	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

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

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

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: 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: 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

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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: 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

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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: 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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=+

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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: 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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-HP/g/mq/v/5/a</u>	<u>tau=+</u>	Self-percieved school ability
		Happiness T1 T2
		T1 tau = +.13 (001) +.07 (ns)
		T2 tau = +.11 (01) +.11 (01)
		T3 tau = +.08 (05) +.05 (ns)
		T4 tau = +.05 (ns) +.05 (ns)
		T1:1966, T2:1968, T3:1969, T4:1970

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

*Happiness
Measure**Statistics**Elaboration/Remarks*[A-AOL/cy/sq/v/10/a](#)DM=+
p<.01Posistive among males only.
Significant (.05) among sophomore males only.
Unaffected by stage of study among females.**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: 69*Population:* College students, University of Rochester, USA, 1965*Sample:**Non-Response:* 30% (take home questionnaire).*N:* 952**Correlate***Authors label:* Academic status (discrepancy between aptitude and achiev. (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***Happiness
Measure**Statistics**Elaboration/Remarks*[A-AOL/cy/sq/v/10/a](#)D%=+ ns

Computed for freshmen and juniors only (N=274).

Correlational finding on Happiness and School-success
Subject code: S1.2.2**Study****CURRI 2004**

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

Happiness Measure	Statistics	Elaboration/Remarks
C-BW/c/sq/l/11/a	rs=+	Girls: rs = +.23 Boys : rs = +.19

Correlational finding on Happiness and School-success

Subject code: S1.2.2

Study PORTE 1967

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

*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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
A-AOL/cq/sq/v/10/a	<u>r= ns</u>	T2 happiness by T2 grade

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.
 Social Psychology Quarterly, 1982, Vol. 45, 50 - 53. ISSN 0190 2725
 Page in Report: 52

Population: 18+aged,general public, non-institutionalized, USA, 1972-80*Sample:**Non-Response:**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

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

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

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

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

Study	WESSM 1966/2
<i>Reported in:</i>	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
<i>Population:</i>	Male college students, followed 3 years, Harvard University, USA, 1957-60
<i>Sample:</i>	Non-probability chunk sample
<i>Non-Response:</i>	37%: 9 dropouts, incomplete; about the same happiness distribution.
<i>N:</i>	17

Correlate

<i>Authors label:</i>	College performance (1)
<i>Our classification:</i>	School-success, code S1.2.2
<i>Measurement:</i>	Student's yearly grade average.

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
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 performancerelative to poten- tial abilities (1)

Our classification: School-success, code S1.2.2

Measurement: Discrepancy between predicted rank list (PRL) before college entrance and ac- tual grade average for the four years.

Observed Relation with Happiness

Happiness Measure

Statistics

Elaboration/Remarks

[A-ARE/md/sqr/v/10/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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=+

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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

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

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-HP/g/mq/v/5/a</u>	<u>tau=+</u>	Does best work in school
		Happiness T1 T2
		T1 tau = +.19 (001) +.11 (01)
		T2 tau = +.15 (001) +.16 (001)
		T3 tau = +.11 (01) +.10 (01)
		T4 tau = +.08 (05) +.07 (ns)
		T1:1966, T2:1968, T3:1969, T4:1970

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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

*Happiness
Measure**Statistics**Elaboration/Remarks*O-HP/g/mq/v/5/atau=+

Works harder than average

Happiness

T1

T2

T1 tau = +.14 (001) +.10 (01)

T2 tau = +.12 (001) +.10 (01)

T3 tau = +.10 (01) +.06 (ns)

T4 tau = +.06 (ns) +.03 (ns)

T1:1966, T2:1968, T3:1969, T4:1970

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*

<u>A-ARE/mi/sqr/n/7/a</u>	<u>Beta=</u>	Beta controlled for; - age - gender - SES
<u>A-ARE/mi/sqr/n/7/a</u>	<u>t.=+2.3</u> <u>p<.024</u>	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
Reported in:	Herzog, A.R.;Rodgers, W.L.; Woodworth, J. Subjective Well-Being among Different Age Groups. Research Report I.S.R., University of Michigan, 1982, Ann Arbor, USA Page in Report: 84/5
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 spend on each activity (DURATION) on an activity diary. Activities were coded into categories, one of which was "education related activities". Work status was measured by self-labeling by respondents and a question about engagement in work for pay at present. Self-labeled housewives were excluded.

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-DT/u/sq/v/7/a</u>	<u>r=-.04 ns</u>	PARTICIPATION: working males

<u>O-DT/u/sq/v/7/a</u>	<u>r=-.02 ns</u>		retired males
<u>O-DT/u/sq/v/7/a</u>	<u>r=+.08 ns</u>		retired females
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=-.07 ns</u>		working males
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=-.03 ns</u>		retired males
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=+.12 ns</u>		retired females
<u>O-DT/u/sq/v/7/a</u>	<u>r=-.07 ns</u>	DURATION:	working males
<u>O-DT/u/sq/v/7/a</u>	<u>r=-.02 ns</u>		retired males
<u>O-DT/u/sq/v/7/a</u>	<u>r=+.08 ns</u>		retired females
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=-.11 ns</u>		working males
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=+.03 ns</u>		retired males
<u>O-DT/u/sq/v/7/a</u>	<u>Beta=+.12 ns</u>		retired females
		ß 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
<i>Reported in:</i>	Webb, E. Character and Intelligence. An Attempt at an Exact Study of Character. Cambridge University Press, 1915, London, UK Page in Report: 26
<i>Population:</i>	Male college students, England, 1912
<i>Sample:</i>	
<i>Non-Response:</i>	-
<i>N:</i>	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

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

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

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

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: 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

Correlate

Authors label: Delinquent behaviors (1)

Our classification: Misbehavior in school, code S1.2.4

Measurement: 26-item index of closed questions on running away from home, hitting parents, stealing, fighting, drinking alcohol without permission, etc. (adapted from Gold, 1966).

Observed Relation with Happiness

Happiness Measure

Statistics

Elaboration/Remarks

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

$r=-.21$ $p<.001$ Both variables assessed at T1.

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 (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

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

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

Happiness Measure	Statistics	Elaboration/Remarks
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[O-HP/g/mq/v/5/a](#)[r=-.33 p<.001](#)

Both variables assessed at T1.

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/5/a](#)[r=-.26 p<.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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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:* 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*Happiness Measure**Statistics**Elaboration/Remarks*O-HP/g/mq/v/5/atau=-p<.001

Rebellious behavior in school

Happines

T1

T2

T1

tau = -.29

-.17

T2

tau = -.25

-.25

T3

tau = -.17

-.19

T4

tau = -.18

-.16

All tau's significant (.001)

T1:1966, T2:1968, T3:1969, T4:1970

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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)

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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=-

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

Happiness
Measure

Statistics

Elaboration/Remarks

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

tau=-

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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

Happiness
Measure

Statistics

Elaboration/Remarks

O-HP/g/mq/v/5/atau=-

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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

Happiness Measure

Statistics

Elaboration/Remarks

O-HP/g/mq/v/5/atau=- ns

T1 happiness: tau = -.06 (ns)
T2 happiness: tau = -.07 (ns)
T3 happiness: tau = -.05 (ns)
T4 happiness: tau = -.02 (ns)
T1:1966, T2:1968, T3:1969, T4:1970

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

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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, assesed separately for northern and southern states. 0 = no, 1 = yes

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-HP/g/mq/v/5/a</u>	<u>tau= ns</u>	<div>- Southern states: T1 happiness: tau = +.02 (ns) T2 happiness: tau = -.01 (ns) T3 happiness: tau = -.01 (ns) T4 happiness: tau = -.02 (ns) - Northern states: T1 happiness: tau = +.01 (ns) T2 happiness: tau = -.01 (ns) T3 happiness: tau = -.01 (ns) T4 happiness: tau = -.02 (ns) T1:1966, T2:1968, T3:1969, T4:1970</div>

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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 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
<u>O-HP/g/mq/v/5/a</u>	<u>tau= ns</u>	T1 happiness: tau = +.02 (ns) T2 happiness: tau = -.02 (ns) T3 happiness: tau = +.01 (ns) T4 happiness: tau = +.02 (ns) T1:1966, T2:1968, T3:1969, T4:1970

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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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

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

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

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)

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

Remarks: Students only

Observed Relation with Happiness

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

Correlational finding on Happiness and Intellectual level of school

Subject code: S1.3.4

Study VENTE 1996

Reported in: Ventegodt, S.

Liskvalitet hos 4500 31-33-årige. (The Quality of Life of 4500 31-33-Years-Olds).

Forskningscenter for Livskvalitet, Forskningscentrets Forlag, København 1996, ISBN 8790190068 <http://www.livskvalitet.org/t2/index.asp>

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

Measurement: 1: no post-secondary education (less than 13 years of schooling)
 2: short post-secondary education (13-14 years)
 3: intermediate post-secondary education (15-16 years)
 4: long post-secondary education (more than 16 years)

Measured Values: N: all:431, %: 1:23,4, 2:35,5, 3:19,7, 4:21,3

Remarks: Adult students only

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
<u>A-AOL/m/sq/v/5/a</u>	<u>r=-.05</u> <u>p<.3173</u>	1: Mt=7.48 2: Mt=8.01 3: Mt=7.59 4: Mt=7.34
<u>O-SLu/c/sq/v/5/e</u>	<u>r=-.03</u> <u>p<.2792</u>	1: Mt=7.23 2: Mt=7.76 3: Mt=7.39 4: Mt=7.04
<u>O-HL/c/sq/v/5/h</u>	<u>r=-.03</u> <u>p<.4958</u>	1: Mt=6.73 2: Mt=7.30 3: Mt=6.94 4: Mt=6.68

Correlational finding on Happiness and School-type

Subject code: S1.3.5

Study CBS 1984

Reported in: Centraal Bureau voor de Statistiek
 De Leefsituatie van de Nederlandse Jeugd van 13-24 jaar in 1979. Deel 4. (Life Situation of the Dutch Youth of 13-24 in 1979, Vol. 4: An Analysis of Youth in One-Parent Families.)
 S.D.U./C.B.S. Publications, 1984, The Hague, Netherlands <http://statline.cbs.nl>
 Page in Report: 49

Population: Adolescents, The Netherlands, 1979

Sample:

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

N: 3113

Correlate

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

Happiness Measure

Statistics

Elaboration/Remarks

O-SLL/c/sq/v/5/d

Beta=+.04
ns

β controlled for broken home, age, education of head of household and head of household employed.

O-HP/u/sq/v/4/a

Beta=+.08
p<.05

β controlled for broken home, age, education of head of household and head of household employed.

Correlational finding on Happiness and School-type

Subject code: S1.3.5

Study

JONES 2002C

Reported in: Jones, F.
Happiness and Optimism among Canada's 12 to 15 Year Olds.
Religious Commitment Notes 02-14, November 2002, The Christian Commitment Research Institute.
Canada <http://www.ccri.ca/rcn02-14.html>
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

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

Reported in: TerBogt, T.; VanDorsselaer, S.; Vollebergh, W.
Psychische Gezondheid, Risicogedrag en Welbevinden van Nederlandse Scholieren. (Psychological Health, Risk Behavior and Well-Being of Dutch Adolescents).
Research Report Trimbos Institute, University of Utrecht, 2003, Utrecht, Netherlands, ISBN 90 5253 431 4
Page in Report: 45

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

Sample: Probability multi-stage cluster sample

Non-Response:

N: 7556

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

Happiness Measure	Statistics	Elaboration/Remarks	
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

Reported in: TerBogt , T.; VanDorselaer, S.; Vollebergh, W.
Psychische Gezondheid, Risicogedrag en Welbevinden van Nederlandse Scholieren. (Psychological Health, Risk Behavior and Well-Being of Dutch Adolescents).
Research Report Trimbos Institute, University of Utrecht, 2003, Utrecht, Netherlands, ISBN 90 5253 431 4
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 %

Remarks: Secondary school pupils only. N = 5730

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
<u>C-BW/c/sq/l/11/a</u>	<u>OR=0,71</u>	Vbo
<u>C-BW/c/sq/l/11/a</u>	<u>OR=0,71</u>	Mavo
<u>C-BW/c/sq/l/11/a</u>	<u>OR=0,90</u>	Havo
<u>C-BW/c/sq/l/11/a</u>	<u>OR=1</u>	Vwo
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

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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>A-AOL/m/sq/v/5/a</u>	<u>DMt=</u>	a: non-vocational Mt=8.03 b: pedagogical (child-care, teaching) Mt=7.65 c: the humanities Mt=8.75 d: administration, clerical, commerce Mt=7.76 e: the sciences Mt=8.75 f: industrial and the trades Mt=7.80 g: agricultural, fisheries, food Mt=7.00 h: transportation Mt=7.50 i: health Mt=7.14 j: public safety etc Mt=8.34 All Mt=7.85
<u>O-SLu/c/sq/v/5/e</u>	<u>DMt=</u>	a: non-vocational Mt=7.68 b: pedagogical (child-care, teaching) Mt=7.35 c: the humanities Mt=7.86 d: administration, clerical, commerce Mt=7.01 e: the sciences Mt=8.75 f: industrial and the trades Mt=7.30 g: agricultural, fisheries, food Mt=7.00 h: transportation Mt=7.50 i: health Mt=6.96 j: public safety etc Mt=7.50 All Mt=7.38

O-HL/c/sq/v/5/hDMt=

a: non-vocational	Mt=7.24
b: pedagogical (child-care, teaching)	Mt=6.91
c: the humanities	Mt=7.50
d: administration, clerical, commerce	Mt=6.94
e: the sciences	Mt=8.75
f: industrial and the trades	Mt=7.00
g: agricultural, fisheries, food	Mt=6.50
h: transportation	Mt=5.00
i: health	Mt=6.25
j: public safety etc	Mt=6.66
All	Mt=7.00

Correlational finding on Happiness and School-type

Subject code: S1.3.5

Study

VENTE 1996

Reported in: Ventegodt, S.

Liskvalitet hos 4500 31-33-årige. (The Quality of Life of 4500 31-33-Years-Olds).

Forskningscenter for Livskvalitet, Forskningscentrets Forlag, København 1996, ISBN 8790190068 <http://www.livskvalitet.org/t2/index.asp>

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: Single question:

"If you are attending school or university at present, indicate which type of education"

- a: non-vocational
- b: pedagogical (child-care, teaching)
- c: the humanities
- d: administration, clerical, commerce
- e: the sciences
- f: industrial and the trades
- g: agricultural, fisheries, food
- h: transportation
- i: health
- j: public safety etc

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

Remarks: Adult students only

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
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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.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 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, bussiness, general, agricultural or other;

1 = college preparatory

Observed Relation with Happiness

Happiness Measure

Statistics

Elaboration/Remarks

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

tau= ns

HS curriculum college preparatory

Happiness	T1	T2	T3
T1	tau = +.04	+.06	+.06
T2	tau = -.02	+.03	+.02
T3	tau = +.01	-.02	+.01
T4	tau = -.01	-.01	+.02
All tau's not significant			
T1:1966, T2:1968, T3:1969, T4:1970			

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.
Unpublished doctoral dissertation, 1967, University of North Carolina, Chapel Hill, USA.
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)

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

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

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.
 Unpublished doctoral dissertation, 1967, University of North Carolina, Chapel Hill, USA.
 Page in Report: 82

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

Sample: Non-probability chunk sample

Non-Response:

N: 75

Correlate

Authors label: Teaching level. (1)

Our classification: Curriculum followed, code S1.3.6

Measurement: Elementary / secondary / fifth year.

Observed Relation with Happiness

*Happiness Measure**Statistics**Elaboration/Remarks*O-HL/u/sq/v/3/cG=+.09 ns

G' based on proportion very happy (vs not very happy).

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

Study

VANEE 2005

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*O-SLW/c/sq/n/10/aaBMCT=+
p<.05

Law: M = 7.64
Psychology: M = 7.85
Medicine: M = 8.16
a < c

O-HL/u/sq/v/4/aBMCT=+
ns

Law: M = 3.22
Psychology: M = 3.26
Medicine: M = 3.40

A-BB/cm/mq/v/2/aBMCT=0ns

Law: M = 1.63

Psychology: M = 1.47

Medicine: M = 1.94

A-BB/cm/mq/v/2/aBMCT=001

Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study

BRADS 2006

Reported in: Bradshaw, J.; Hoelscher, P.; Richardson, D.
 Comparing Child Well-Being in OECD Countries: Concepts and Methods.
 Innocenti Working Paper no. 2006-3, Unicef Research Centre, 2006, Florence, Italy. ISSN: 1014 7837
 Page in Report: 4, 70-72,75

Population: 15 yearaged, 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/ar=-.44p<.05

% happy in nation by % feeling an outsider

Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study BRADS 2006

Reported in: Bradshaw, J.; Hoelscher, P.; Richardson, D.
Comparing Child Well-Being in OECD Countries: Concepts and Methods.
Innocenti Working Paper no. 2006-3, Unicef Research Centre, 2006, Florence, Italy. ISSN: 1014 7837
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

Reported in: Bradshaw, J.; Hoelscher, P.; Richardson, D.
Comparing Child Well-Being in OECD Countries: Concepts and Methods.
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

Happiness Measure	Statistics	Elaboration/Remarks
C-BW/c/sq/l/11/a	r=-.42 ns	% happy in nation by % feeling lonely

Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study CURRI 2004

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: 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

Happiness Measure	Statistics	Elaboration/Remarks
C-BW/c/sq/l/11/a	rs=+	Girls:rs = +.25 Boys :rs = +.19

Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study CURRI 2004

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

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

Happiness Measure	Statistics	Elaboration/Remarks
C-BW/c/sq/l/11/a	<u>rs=+</u>	Girls: rs = +.24 Boys : rs = +.21

Correlational finding on Happiness and Attitudes to school

Subject code: S1.4

Study CURRI 2004

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, 187, 189

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

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

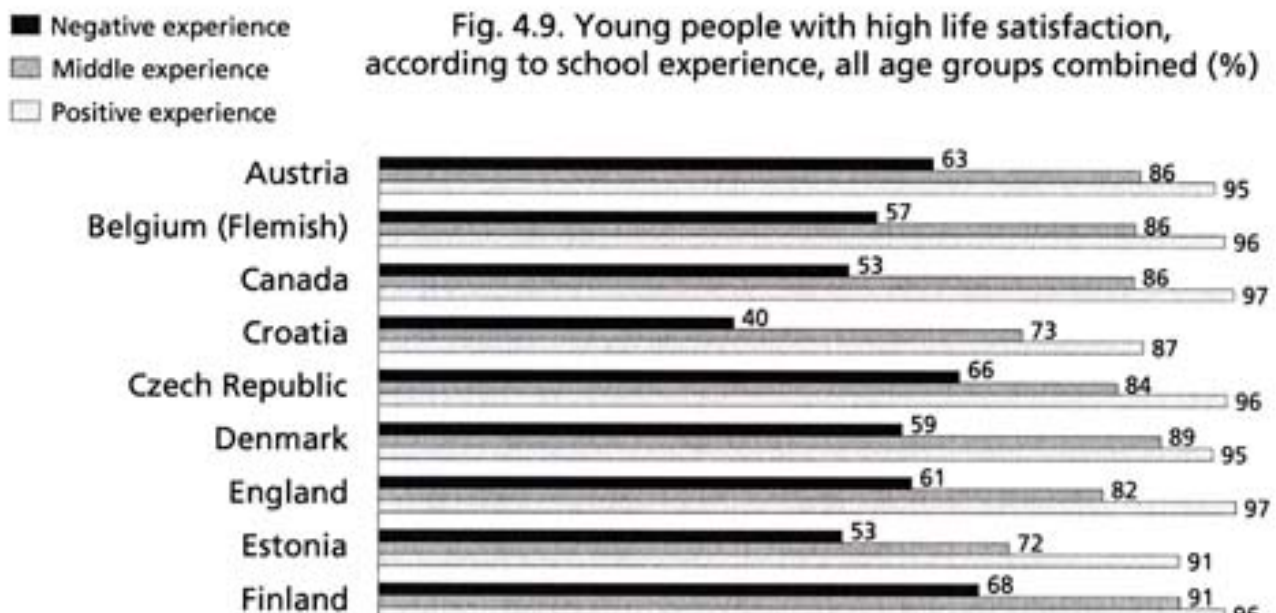
Measured Values: not reported

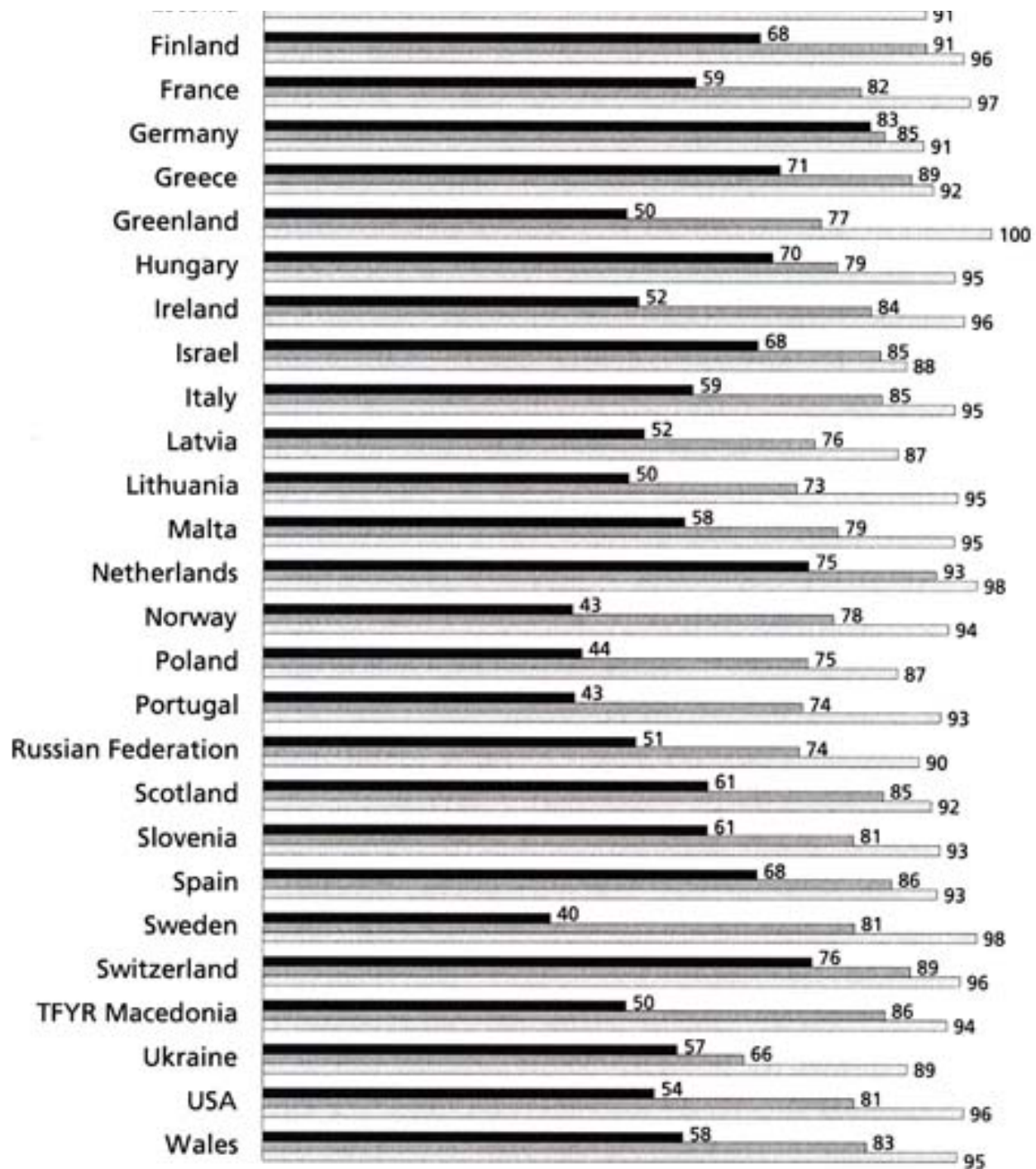
Remarks: 15 year olds only (N =50816)

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks			
<u>C-BW/c/sq/l/11/a</u>	<u>D%=+</u>	% Happy	Girls	Boys	Total
		- Negative	53.0	63.4	57.6
		- Middle	78.2	85.4	81.6
		- Positive	93.4	94.7	94.0

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Note: Data are unavailable for Belgium (French).

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

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: 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

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: 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

Measurement: 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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-HP/g/mq/v/5/a</u>	<u>$r=-.24$</u> <u>$p<.001$</u>	Both variables assessed at T1.

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

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: 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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
<u>O-HP/g/mq/v/5/a</u>	<u>$r=+.07$</u> <u>$p<.05$</u>	Both variables assessed at T1.

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

Study

BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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

Happiness Measure

Statistics

Elaboration/Remarks

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

tau=

p<.001

Positive school attitudes

Happiness	T1	T2	T2
T1	tau = +.41	+.27	+.25
T2	tau = +.33	+.39	+.32
T3	tau = +.23	+.27	+.37
T4	tau = +.20	+.23	+.27

All tau's significant (001)

Negative school attitudes

Happiness	T1	T2	T3
T1	_ = -.25	-.21	-.22
T2	_ = -.21	-.26	-.23
T3	_ = -.17	-.18	-.27
T4	_ = -.18	-.16	-.19

All _ significant (001)
 T1:1966, T2:1968, T3:1969, T4:1970

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

Study BACHM 1977

Reported in: Bachman, J. G.; O'Malley, P. M.; Johnston, J.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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 achievementvalue (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

Happiness Measure	Statistics	Elaboration/Remarks
<u>O-HP/g/mq/v/5/a</u>	<u>tau=+ p<.s</u>	Academic achievement value
	Happiness	T1 T2 T3
	T1	tau = +.26 (001) +.15 (001) +.15 (001)
	T2	tau = +.16 (001) +.22 (001) +.14 (001)
	T3	tau = +.12 (01) +.18 (001) +.25 (001)
	T4	tau = +.10 (01) +.13 (001) +.18 (001)
	All tau's significant	
	T1:1966, T2:1968, T3:1969, T4:1970	

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

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: 65

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

Sample:

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

N: 952

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.
7. Becoming self-confident.
8. Personal independence.

9. Finding a spouse.

10. Achieving academic distinction.

11. Having many good friends.

12. Discovering own strong points and limitations.

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

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

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

Observed Relation with Happiness

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

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.25 (05)
		freshman females: r=+.25 (05)
		junior males : r=+.05 (ns)
		junior females : r=+.02 (ns)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.15 (ns)
		freshman females: r=+.44 (05)
		junior males : r=+.31 (05)
		junior females : r=+.17 (ns)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.29 (05)
		freshman females: r=+.29 (05)
		junior males : r=+.18 (ns)
		junior females : r=+.14 (ns)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.11 (ns)
		freshman females: r=+.29 (05)
		junior males : r=-.02 (ns)
		junior females : r=+.21 (05)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.19 (ns)
		freshman females: r=+.14 (ns)
		junior males : r=+.15 (ns)
		junior females : r=+.14 (ns)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.39 (05)
		freshman females: r=+.02 (ns)
		junior males : r=+.38 (05)
		junior females : r=+.32 (05)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.24 (05)
		freshman females: r=+.17 (ns)
		junior males : r=+.28 (05)
		junior females : r=+.05 (ns)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.21 (05) freshman females: r=+.20 (05) junior males : r=+.18 (ns) junior females : r=+.11 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.27 (05) freshman females: r=+.08 (ns) junior males : r=+.24 (05) junior females : r=+.03 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.36 (05) freshman females: r=+.28 (05) junior males : r=+.17 (ns) junior females : r=+.19 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.12 (ns) freshman females: r=+.10 (ns) junior males : r=+.20 (05) junior females : r=+.07 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.11 (ns) freshman females: r=+.13 (ns) junior males : r=+.05 (ns) junior females : r=+.15 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	freshman males : r=+.36 (05) freshman females: r=+.04 (ns) junior males : r=+.28 (05) junior females : r=+.07 (ns)

Correlational finding on Happiness and Perceived usefulness of schooling

Subject code: S1.4.1

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: 63

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

*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).
Lowests 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

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: 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)

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

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

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

Study CONST 1970

Reported in: Constantinople, A.P.
Some Correlates of Average Level of Happiness among College Students.
Paper, 1970 based on unpublished doctoral dissertation, 1965, University of Rochester, USA
Page in Report: 11

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 instrumen-tality of college. (1)

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

Measurement: Closed questions on the degree of which the university is perceived as helping or hindering progress toward each of the goals mentioned. (Perceived 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.
7. Becoming self-confident.
8. Personal independence.
9. Finding a spouse.
10. Achieving academic distinction.
11. Having many good friends.
12. Discovering own strong points and limitations.
13. Preparing for 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 ratings generally correlate less than .10 with happiness.

Observed Relation with Happiness

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
A-AOL/cy/sq/v/10/a	<u>r=+</u>	1: learning how to learn freshman males : r = -.09 (ns) senior males : r = +.23 (01) freshman females : r = +.06 (ns) senior females : r = +.03 (ns)
A-AOL/cy/sq/v/10/a	<u>r=+</u>	2: appreciation of ideas freshman males : r = +.14 (ns) senior males : r = +.29 (01) freshman females : r = +.07 (ns) senior females : r = +.17 (05)

<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	3:establishing own values freshman males : r = +.11 (ns) senior males : r = +.34 (01) freshman females : r = +.20 (05) senior females : r = -.01 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	4:opposite sex freshman males : r = +.17 (05) senior males : r = +.30 (01) freshman females : r = +.30 (01) senior females : r = +.06 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	5:campus group freshman males : r = +.08 (ns) senior males : r = +.10 (ns) freshman females : r = +.11 (ns) senior females : r = +.22 (05)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	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)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	7:self-confident freshman males : r = +.32 (01) senior males : r = +.32 (01) freshman females : r = +.28 (01) senior females : r = +.23 (01)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	8:personal independence freshman males : r = +.07 (ns) senior males : r = +.22 (05) freshman females : r = +.05 (ns) senior females : r = +.09 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	9:finding a spouse freshman males : r = +.01 (ns) senior males : r = +.30 (01) freshman females : r = +.25 (01) senior females : r = +.01 (ns)
<u>A-AOL/cy/sq/v/10/a</u>	<u>r=+</u>	10:academic distinction freshman males : r = +.16 (05) senior males : r = +.23 (01) freshman females : r = +.19 (05) senior females : r = -.01 (ns)

A-AOL/cy/sq/v/10/a r=+ 11:many good friends
 freshman males : r = +.24 (01)
 senior males : r = +.22 (05)
 freshman females : r = +.15 (ns)
 senior females : r = +.11 (ns)

A-AOL/cy/sq/v/10/a r=+ 12:strong points
 freshman males : r = +.10 (ns)
 senior males : r = +.28 (01)
 freshman females : r = +.22 (01)
 senior females : r = +.24 (01)

A-AOL/cy/sq/v/10/a r=+ 13:career
 freshman males : r = +.05 (ns)
 senior males : r = -.03 (ns)
 freshman females : r = +.05 (ns)
 senior females : r = +.27 (01)

A-AOL/cy/sq/v/10/a r=+ 14:graduate school
 freshman males : r = +.16 (05)
 senior males : r = +.27 (01)
 freshman females : r = +.10 (ns)
 senior females : r = -.08 (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

Observed Relation with Happiness

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

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.
 Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
 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: 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

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

Correlational finding on Happiness and Perceived pressure of school-work

Subject code: S1.4.2

Study CURRI 2004

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: 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	<u>rs=-</u>	Girls:rs = -.16 Boys :rs = -.15

Correlational finding on Happiness and Perceived pressure of school-work

Subject code: S1.4.2

Study GORMA 1971

Reported in: Gorman, B.S.
A Multivariate Study of the Relationship of Cognitive Control and Cognitive Style Principles to Reported Daily Mood Experiences.
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

Correlate

Authors label: Pressure of academicwork (2)

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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
A-ARE/md/sqr/v/10/b	r=+.21 ns	

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

Study

GORMA 1971

Reported in: Gorman, B.S.
A Multivariate Study of the Relationship of Cognitive Control and Cognitive Style Principles to Reported Daily Mood Experiences.
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

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 one month: none / rather light / moderate / fairly heavy / very heavy / extremely heavy.

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
C-BW/c/sq/l/11/b	r=-.07 ns	

Correlational finding on Happiness and Perceived pressure of school-work

Subject code: S1.4.2

Study WESSM 1966/1

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: 277

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

Happiness Measure	Statistics	Elaboration/Remarks
A-ARE/md/sqr/v/10/b	r=-.33 ns	

Correlational finding on Happiness and Perceived pressure of school-work

Subject code: S1.4.2

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: 66

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: 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

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

Correlational finding on Happiness and Satisfaction with own school-performance

Subject code: S1.4.3

Study

BACHM 1978/2

Reported in: Bachman, J.G.; O'Malley, P.M.; Johnston, J.
Youth in Transition, Vol. VI: Adolescence to Adulthood, Change and Stability in the Lives of Young Men.
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: 2213

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

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

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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
A-BD2/cm/mq/v/7/b	r=+.29 p<.01	

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
Plenum Press, 1976, New York, USA. ISBN 0 306 30935 1
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

<i>Happiness Measure</i>	<i>Statistics</i>	<i>Elaboration/Remarks</i>
O-DT/u/sqt/v/7/a	r=+.41	

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

Study BRINK 1997/1

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

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

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

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
O-H?/?/sq/f/7/a	r=_.13 p<.05	
O-SLu?/?/sq/l/5/a	r=-.06 ns	

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

Study

BRINK 1997/1

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

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

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

Observed Relation with Happiness

Happiness Measure	Statistics	Elaboration/Remarks
O-H?/?/sq/f/7/a	r=+.1 ns	
O-SLu/?/sq/l/5/a	r=+.13 p<.05	

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, Winconsin USA, 1974

Sample:

Non-Response:

N: 548

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

Happiness Measure	Statistics	Elaboration/Remarks
C-A/u/sq/v/7/a	r=+.19 p<.05	

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, Winconsin 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

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

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, Winconsin 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

Happiness Measure	Statistics	Elaboration/Remarks
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O-HL/c/sq/v/7/a	r=+.07 ns	
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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. (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	Statistics	Elaboration/Remarks
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A-AOL/cy/sq/v/10/a	DM=+ p<.01	1. The happy students had a mean score of 5.5 and the unhappy a score of 3.7
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[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

Happiness Measure

Statistics

Elaboration/Remarks

[A-AOL/cy/sq/v/10/a](#)DM=+
p<.01[A-AOL/cy/sq/v/10/a](#)D%=+

Analysis on the basis of the 16 most and 16 least happy Ss in each of the 8 sex/class group:
(N=256)

Correlational finding on Happiness and Satisfaction with school-facilities

Subject code: S1.4.4

Study

HULIN 1969

Reported in: Hulin, C.L.
Source of Variation in Job and Life Satisfaction: The Role of Community and Job-Related Variables.
Journal of Applied Psychology, 1969, Vol. 53, 279 -291
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

Happiness Measure

Statistics

Elaboration/Remarks

[O-SLu/g/sq/f/7/a](#)r=+

Males : r = +.12 (05)
Females: r = +.08 (ns)

Correlational finding on Happiness and Satisfaction with school-facilities

Subject code: S1.4.4

Study HULIN 1969

Reported in: Hulin, C.L.
 Source of Variation in Job and Life Satisfaction: The Role of Community and Job-Related Variables.
 Journal of Applied Psychology, 1969, Vol. 53, 279 -291
 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

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

Appendix 1: Happiness Items used

Happiness Item Code	Full Text
A-AOL/cq/sq/v/10/a	<p>Selfreport on single question:</p> <p>"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.</p> <p>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"</p>

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

A-ARE/md/sqr/v/10/a	<p>Selfreport on single question, repeated every evening before retiring during 3 weeks (experience sampling).</p> <p>"On the average, how happy or unhappy did you feel today....?"</p> <ol style="list-style-type: none"> 1 Extremely unhappy. Utterly depressed. Completely down. 2 Very unhappy. Depressed. Spirits very low. 3 Pretty unhappy. Somewhat 'blue'. Spirits down. 4 Mildly unhappy. Just a little low. 5 Barely unhappy. Just this side of neutral. 6 Barely happy. Just this side of neutral. 7 Mildly happy. Feeling fairly good and somewhat cheerful. 8 Pretty happy. Spirits high. Feeling good. 9 Very happy. Feeling really good. Elated. 10 Extremely happy. Feeling ecstatic, joyous, fantastic. <p>Name: Wessman & Ricks' `Elation - Depression Scale" (adapted version)</p>
A-ARE/md/sqr/v/10/b	<p>Selfreport on single question, answered every evening before retiring during six weeks (experience sampling)</p> <p>"On average; how elated or depressed, happy or unhappy you felt today....?"</p> <ol style="list-style-type: none"> 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. <p>Name: Wessman & Ricks' `Elation - depression scale'</p>
A-ARE/mi/sqr/n/7/a	<p>Selfreport on single question repeated several times a day.</p> <p>" .. mood .."</p> <p>Full lead question not reported</p> <ol style="list-style-type: none"> 7 happy 6 5 4 3 2 1 sad

A-BB/cm/mq/v/2/a

Selfreport 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

Selfreport 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'

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.

Pa.Sa + Pb.Sb + Pc.Sc + Pd.Sd + Pe.Se

Pa + Pb + Pc + Pd + Pe

Pa = planned goal a (1-5)

Sa = success goal a (1-5)

C-BW/c/sq//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//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)

M-CO/?/?q/?/0/a	<p>Selfreport on multiple questions:</p> <p>Questions indicated both happiness and a sense of contentment and well-being (Full questions not reported)</p> <p>Summation: not reported</p> <p>Name: `Happiness subtest' of Washburn's `Social Adjustment Scale'.</p>
M-PL/h/sq/v/5/b	<p>Selfreport on single question: following enumeration of lifegoals in six areas, the last of which was 'joy in living'</p> <p>" How successful have you been in pursuit of that goal.....?" (joy in living)</p> <p>5 had excellent fortune in this respect 4 3 2 1 found little satisfaction in this area</p>
O-DT/u/sq/v/7/a	<p>Selfreport on single question:</p> <p>How do you feel about your life as a whole.....?</p> <p>7 delighted 6 pleased 5 mostly satisfied 4 mixed 3 mostly dissatisfied 2 unhappy 1 terrible</p> <p>Name: Andrews & Withey's `Delighted-Terrible Scale' (original version)</p>
O-DT/u/sqt/v/7/a	<p>Selfreport on single question, asked twice in interview:</p> <p>How do you feel about your life as a whole.....?</p> <p>7 delighted 6 pleased 5 mostly satisfied 4 mixed 3 mostly dissatisfied 2 unhappy 1 terrible</p> <p>Summation: arithmetic mean</p> <p>Name: Andrews & Withey's "Delighted-Terrible Scale" (original version) Also known as Lehman's 'Global lifesatisfaction'</p>
O-H?/?/sq/f/7/a	<p>Selfreport on single question:</p> <p>Lead item not reported Rated on a 7-step pictorial faces scale, presented on a card (pictures not shown here)</p> <p>7 smiling face, very happy 6 5 4 3 2 1 frowning face, very unhappy</p>

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 ullykkelig

1 meget ullykkelig

O-HL/c/sq/v/7/a

Selfreport on single question:

In general, how happy would you say you are these days.....?

7 extremely happy

6 very happy

5 pretty happy

4 not too happy

3 a bit unhappy

2 pretty unhappy

1 very unhappy

O-HL/g/sq/n/9/a

Selfreport on single question:

Generally, how happy are you.....?

1 not at all

2

3

4

5

6

7

8

9 completely

(Originally presented on a horizontal line scale)

O-HL/g/sq/n/9/b

Selfreport on single question:

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

1 very unhappy

2

3

4 neither happy

5 nor

6 unhappy

7

8

9 very happy

O-HL/u/sq/v/3/c

Selfreport on single question:

"Would you say:.....?"

1 You are unhappy?

2 You are reasonably happy?

3 You are happy ?

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

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.

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

Selfreport on single question:

On the whole, how happy would you say you are.....?

4 very happy

3 fairly happy

2 not very happy

1 very unhappy

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

Selfreport on 6 questions:

" Describe the kind of person you are. Please read each sentence, then mark how often it is true for you"

- 1 I feel like smiling
- 2 I generally feel in good spirits
- 3 I feel happy
- 4 I am very satisfied with life
- 5 I find a good deal of happiness in life
- 6 I feel sad

Response options:

- 5 almost always true
- 4 often true
- 3 sometimes true
- 2 seldom true
- 1 never true

Summation: average

Possible range: 1 to 5

O-HP/u/sq/v/4/a

Selfreport on single question:

Do you consider yourself as a happy person.....?

- 4 very happy
- 3 happy
- 2 neither happy nor unhappy
- 1 not too happy
- don't know

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

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

O-SLC/u/sq/v/7/a

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)

O-SLL/c/sq/v/5/d

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/b

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/a

Selfreport on single question:

"..... satisfaction with life"

(full lead item not reported)

Rated on a wooden miniature ladder, handed to the respondent

[5] very satisfied

[4]

[3]

[2]

[1] very dissatisfied

O-SLu/c/sq/n/10/b

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/e

Selfreport on single question:

'How satisfied are you with your life now?'

5 very satisfied

2 satisfied

3 neither satisfied nor dissatisfied

2 dissatisfied

1 very dissatisfied

Original text in Danish:

'Hvor tilfreds er du med dit liv for tiden?'

5 meget tilfreds

4 tilfreds

3 hverken tilfreds eller utilfreds

2 utilfreds

1 meget utilfreds

O-SLu/g/sq/f/7/a

Selfreport on single question:

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

Responses scored on pictorial scale consisting of seven smilies, expressing variations from very unhappy to very happy.

1 unhappy face

2

3

4 neutral face

5

6

7 unhappy face

(Pictures not reproduced here.)

Name: Kunin's 'Faces Scale'.

O-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

O-SLW/c/sq/v/4/g	<p>Selfreport on single question:</p> <p>How satisfied are you with your life as a whole these days?</p> <p>4 quite satisfied</p> <p>3 rather satisfied</p> <p>2 rather unsatisfied</p> <p>1 not at all satisfied</p> <p>- no answer</p> <p>- hard to say</p>
O-SLW/c/sq/v/5/n	<p>Selfreport on single question</p> <p>Now taking everything into account, how satisfied or dissatisfied are you with your life these days?</p> <p>5 very satisfied</p> <p>4 satisfied</p> <p>3 neither satisfied nor dissatisfied</p> <p>2 dissatisfied</p> <p>1 very dissatisfied</p> <p>- don't know</p> <p>- no answers</p> <p>Numerical scale reversed</p>
O-SLW/u/sq/n/11/ca	<p>Selfreport on single question:</p> <p>Thinking about your own life and personal circumstances, how satisfied are you with your life as a whole?</p> <p>1 very dissatisfied</p> <p>2</p> <p>3</p> <p>4</p> <p>5 neutral</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10 very satisfied</p> <p>First item in Cummins' 'Personal Well-being Scale' (labels used until 2005)</p>
O-SLW/u/sq/v/7/b	<p>Selfreport on single question :</p> <p>How do you feel about your life as a whole.....?</p> <p>7 completely satisfied</p> <p>6 very satisfied</p> <p>5 satisfied</p> <p>4 satisfied/dissatisfied</p> <p>3 dissatisfied</p> <p>2 very dissatisfied</p> <p>1 completely dissatisfied</p>
O-SQL/u/sq/v/4/a	<p>Selfreport on single question:</p> <p>All in all, how do you judge your quality of life?</p> <p>4 very satisfactory</p> <p>3 sufficiently satisfactory</p> <p>2 not too satisfactory</p> <p>1 unsatisfactory</p> <p>- don't know</p>

O-Sum/u/mq/v/7/a

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.)

O-V/u/sq/v/7/a

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

<i>Symbol</i>	<i>Explanation</i>
AoV	<p>ANALYSIS of VARIANCE (ANOVA)</p> <p>Type: statistical procedure</p> <p>Measurement level: Correlate(s): nominal, Happiness: metric.</p> <p>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.</p> <p>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)</p>
B	<p>REGRESSION COEFFICIENT (non-standardized) by LEAST SQUARES (OLS)</p> <p>Type: test statistic</p> <p>Measurement level: Correlate: metric, Happiness: metric</p> <p>Theoretical range: unlimited</p> <p>Meaning:</p> <p>$B > 0$ A higher correlate level corresponds with, on an average, higher happiness rating.</p> <p>$B < 0$ A higher correlate level corresponds with, on an average, lower happiness rating.</p> <p>$B = 0$ Not any correlation with the relevant correlate.</p>
Beta	<p>(β) STANDARDIZED REGRESSION COEFFICIENT by LEAST SQUARES (OLS)</p> <p>Type: test statistic.</p> <p>Measurement level: Correlates: all metric, Happiness: metric.</p> <p>Range: [-1 ; +1]</p> <p>Meaning:</p> <p>$\beta > 0$ « a higher correlate level corresponds with, on an average, higher happiness rating.</p> <p>$\beta < 0$ « a higher correlate level corresponds with, on an average, lower happiness rating.</p> <p>$\beta = 0$ « no correlation.</p> <p>$\beta = +1$ or -1 « perfect correlation.</p> <p>Remark:</p> <p>Mean of observations is subtracted from all observations if standardized.</p>
BMCT	<p>BONFERRONI's MULTIPLE COMPARISON TEST</p> <p>Type: statistical procedure</p> <p>Measurement level: Correlate: nominal, Happiness: metric</p> <p>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 $\frac{1}{2}c(c-1)$ 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.</p> <p>When added by us, this test is performed at the 95% confidence level for all the differences together.</p>

Chi ²	<p>CHI-SQUARE</p> <p>Type: test statistic</p> <p>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.</p> <p>Meaning:</p> <p>Chi² ≤ (c-1) * (r-1) means: no association</p> <p>Chi² >> (c-1) * (r-1) means: strong association</p>
D%	<p>DIFFERENCE in PERCENTAGES</p> <p>Type: descriptive statistic only.</p> <p>Measurement level: Correlate level: dichotomous, but nominal or ordinal theoretically possible as well.</p> <p>Happiness level: dichotomous</p> <p>Range: [-100; +100]</p> <p>Meaning: the difference of the percentages happy people at two correlate levels.</p>
DM	<p>DIFFERENCE of MEANS</p> <p>Type: descriptive statistic only.</p> <p>Measurement level: Correlate: dichotomous, Happiness: metric</p> <p>Range: depending on the happiness rating scale of the author; range symmetric about zero.</p> <p>Meaning: the difference of the mean happiness, as measured on the author's rating scale, between the two correlate levels.</p>
DMt	<p>DIFFERENCE of MEANS AFTER TRANSFORMATION</p> <p>Type: descriptive statistic only.</p> <p>Measurement level: Correlate: dichotomous, Happiness: metric</p> <p>Theoretical range: [-10; +10]</p> <p>Meaning: the difference of the mean happiness (happiness measured at a 0-10 rating scale) between the two correlate levels.</p>
G	<p>GOODMAN & Kruskal's GAMMA</p> <p>Type: test statistic</p> <p>Measurement level: Correlate: ordinal, Happiness!: ordinal</p> <p>Range: [-1; +1]</p> <p>Meaning:</p> <p>G = 0 « no rank correlation</p> <p>G = +1 « strongest possible rank correlation, where high correlate values correspond with high happiness ratings.</p> <p>G = -1 « strongest possible rank correlation, where high correlate values correspond with low happiness ratings.</p>
OR	<p>ODDS RATIO</p> <p>Type: descriptive statistic only.</p> <p>Measurement level: Correlate: dichotomous, Happiness level: dichotomous</p> <p>Range: nonnegative unlimited</p> <p>Meaning:</p> <p>OR = 1 « no association at all;</p> <p>OR = 0 or infinite « at least one level of the correlate allows an error-free prediction of the happiness.</p>

r	<p>PRODUCT-MOMENT CORRELATION COEFFICIENT (Also "Pearson's correlation coefficient" or simply 'correlation coefficient')</p> <p>Type: test statistic.</p> <p>Measurement level: Correlate: metric, Happiness: metric</p> <p>Range: [-1; +1]</p> <p>Meaning:</p> <p>$r = 0$ « no correlation ,</p> <p>$r = 1$ « perfect correlation, where high correlate values correspond with high happiness values, and</p> <p>$r = -1$ « perfect correlation, where high correlate values correspond with low happiness values.</p>
rs	<p>SPEARMAN'S RANK CORRELATION COEFFICIENT</p> <p>Type: test statistic</p> <p>Measurement level: Correlate: ordinal, Happiness: ordinal.</p> <p>Range: [-1; +1]</p> <p>Meaning:</p> <p>$rs = 0$ « no rank correlation</p> <p>$rs = 1$ « perfect rank correlation, where high correlate values are associated with high happiness ratings</p> <p>$rs = -1$ « perfect rank correlation, where high correlate values are associated with low happiness ratings</p>
SNR	Statistic Not Reported
t.	<p>t-STATISTIC (Student's t-statistic)</p> <p>Type: symmetric standard test statistic.</p> <p>One parameter: n (= number of degrees of freedom (df) ; range df: [1; + infinite)</p> <p>Range for t: unlimited</p> <p>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.</p> <p>The critical values of its probability distribution are tabulated extensively in almost any textbook on Statistics.</p>
tau	<p>GOODMAN & Kruskal's TAU</p> <p>Type: descriptive statistic only.</p> <p>Measurement level: Correlate: nominal, Happiness: ordinal</p> <p>Range: [0; +1]</p> <p>Meaning:</p> <p>$\tau = 0$ « knowledge of the correlate value does not improve the prediction quality of the happiness rating.</p> <p>$\tau = 1$ « knowledge of the correlate value enables a perfect (error-free) prediction of the happiness rating.</p>
tb	<p>KENDALL'S RANK CORRELATION COEFFICIENT TAU-B</p> <p>Type: test statistic</p> <p>Measurement level: Correlate: ordinal, Happiness: ordinal</p> <p>Range: [-1; +1]</p> <p>Meaning:</p> <p>$tb = 0$ « no rank correlation</p> <p>$tb = 1$ « perfect rank correlation, where high values of the correlate correspond with high happiness ratings.</p> <p>$tb = -1$ « perfect rank correlation, where high values of the correlate correspond with low happiness ratings.</p>

V

CRAMÉR's V

Type: test statistic

Measurement level: Correlate: nominal, Happiness: ordinal

Range: [0; 1]

Meaning:

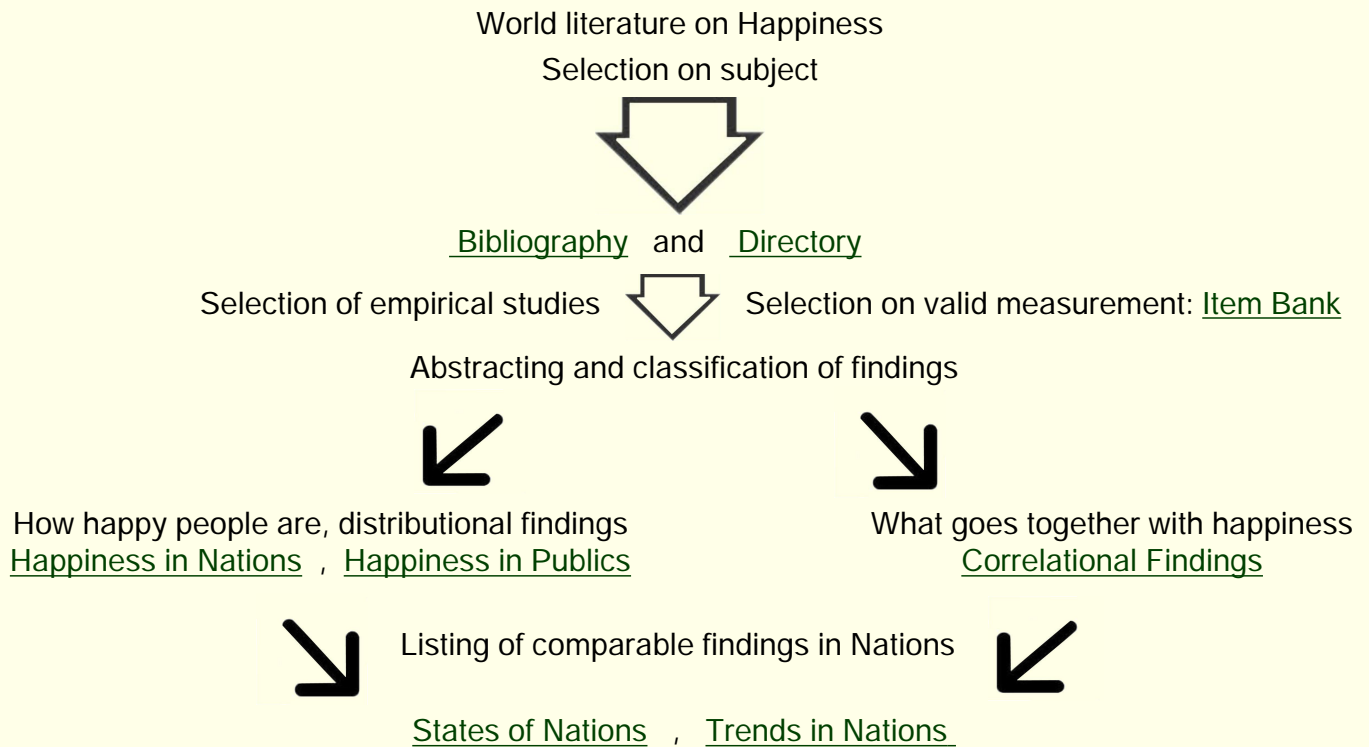
V = 0 « no association

V = 1 « strongest possible association

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.



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

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

I3	INTELLIGENCE	71
I4	INTERESTS	8
I5	INTERVIEW	73
I6	INTIMACY	103
L1	LANGUAGE	2
L2	LEADERSHIP	8
L3	LEISURE	206
L4	LIFE APPRAISALS: OTHER THAN HAPPINESS	368
L5	LIFE CHANGE	35
L6	LIFE EVENTS	86
L7	LIFE GOALS	75
L8	LIFE HISTORY	2
L9	LIFE STYLE	22
L10	LOCAL ENVIRONMENT	374
L11	LOTTERY	8
L12	LOVE-LIFE	31
M1	MARRIAGE: MARITAL STATUS CAREER	64
M2	MARRIAGE: CURRENT MARITAL STATUS	543
M3	MARRIAGE: RELATIONSHIP	115
M4	MARRIAGE: PARTNER	46
M5	MEANING	23
M6	MEDICAL TREATMENT	81
M7	MENTAL HEALTH	218
M8	MIGRATION: TO OTHER COUNTRY	29
M9	MIGRATION: MOVING WITHIN COUNTRY (residential mobility)	17
M10	MIGRATION: MIGRANT WORK	3
M11	MILITARY LIFE	7
M12	MODERNITY	6
M13	MOOD	246
M14	MOTIVATION	7
N1	NATION: NATIONALITY	29
N2	NATION: ERA (temporal period)	41
N3	NATION: NATIONAL CHARACTER (modal personality)	29
N4	NATION: CONDITION IN ONE'S NATION	430
N5	NATION: POSITION OF ONE'S NATION	1
N6	NATION: ATTITUDES TO ONE'S NATION	152
N7	NATION: LIVABILITY OF ONE'S NATION	17
N8	NATION i: ATTITUDES IN	1
N9	REGION IN NATION	59
N10	NUTRITION	23
N21	ERA	0
O1	OCCUPATION	178
O2	ORGAN TRANSPLANTATION	17
P1	PERSONALITY: HISTORY	48
P2	PERSONALITY: CHANGE	10
P3	PERSONALITY: CURRENT ORGANIZATION	7
P4	PERSONALITY: CURRENT TRAITS	462
P5	PERSONALITY: LATER	23

P6	PHYSICAL HEALTH	427
P7	PLANNING	11
P8	POLITICAL BEHAVIOUR	231
P9	POPULARITY	26
P10	POSSESSIONS	60
P11	PRISON	1
P12	PROBLEMS	25
P13	PSYCHO-SOMATIC COMPLAINTS	62
P14	PETS	3
R1	RELIGION	251
R2	RESOURCES	9
R3	RETIREMENT	89
R4	ROLES	23
S1	SCHOOL	129
S2	SELF-IMAGE	237
S3	SEX-LIFE	61
S4	SLEEP	16
S5	SOCIAL MOBILITY	17
S6	SOCIAL PARTICIPATION: PERSONAL CONTACTS	69
S7	SOCIAL PARTICIPATION : VOLUNTARY ASSOCIATIONS	131
S8	SOCIAL PARTICIPATION: TOTAL (personal + associations)	34
S9	SOCIO-ECONOMIC STATUS	154
S10	SOCIAL SUPPORT: RECEIVED	62
S11	SOCIAL SUPPORT: PROVIDED	6
S12	SPORTS	38
S13	STIMULANTS	49
S14	SUICIDE	8
S15	SUMMED DETERMINANTS	92
T1	TIME	53
T2	THERAPY	38
T3	TOLERANCE	37
V1	VALUES: CAREER	8
V2	VALUES: CURRENT PREFERENCES (own)	73
V3	VALUES: CLIMATE (current values in environment)	7
V4	VALUES: SIMILARITY (current fit with others)	12
V5	VICTIM	14
W1	WAR	5
W2	WISDOM	2
W3	WORK: CAREER	2
W4	WORK: CONDITIONS	68
W5	WORK: ATTITUDES	347
W6	WORK: PERFORMANCE (current)	29
W7	WORRIES	31
XX	UNCLASSIFIED	25

Appendix 5: Related Subjects

<i>Subject</i>		<i>Related Subject(s)</i>	
S1	SCHOOL	E1	EDUCATION
S1.2.1.1	. involved in schooling or not	E2.2	Current employment status
S1.2.1.2	. absenteeism	W6.2.1.1	. absenteeism at work
S1.2.1.3	. extra-curricular activity	L3.3.1	Leisure activity level
S1.2.2	School-success	E1.2.1	Level of school-education
S1.2.2	School-success	I3	INTELLIGENCE
S1.2.3	Involvement in school-work	T1.4	Current time-usage
S1.3.1.1	. socio-economic level of school	S9	SOCIO-ECONOMIC STATUS
S1.3.1.2	. ethnic homogeneity of school	E3.6	Ethnic diversity in environment
S1.4	Attitudes to school	L10.4.2.5	. satisfaction with local schools
S1.4.1	Perceived usefulness of schooling	E1.4	Attitudes to one's education
S1.4.2	Perceived pressure of school-work	S1.2.3	Involvement in school-work
S1.4.3	Satisfaction with own school-performance	S2.5.2	Satisfaction with own accomplishments
S1.4.4	Satisfaction with school-facilities	L10.4.2.5	. satisfaction with local schools

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