## Findings on Happiness & SCHOOL

**Correlate Code: S 1**

<table>
<thead>
<tr>
<th>Classification of Findings</th>
<th>Number of Studies on this Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlate Code</td>
<td>Correlate Name</td>
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<tr>
<td>S 1</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>S 1.1</td>
<td>School career</td>
</tr>
<tr>
<td>S 1.1.1</td>
<td>Earlier schooling</td>
</tr>
<tr>
<td>S 1.1.1.1</td>
<td>. earlier school-behavior</td>
</tr>
<tr>
<td>S 1.1.1.2</td>
<td>. earlier school-environment</td>
</tr>
<tr>
<td>S 1.1.1.3</td>
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<td>S 1.1.4.1</td>
<td>. later school-behavior</td>
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<td>S 1.1.4.2</td>
<td>. later school-environment</td>
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<td>S 1.1.4.3</td>
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</tr>
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<td>S 1.2</td>
<td>Current school-behavior</td>
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<td>S 1.2.1</td>
<td>School-attendance</td>
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<tr>
<td>S 1.2.1.1</td>
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</tr>
<tr>
<td>S 1.2.1.2</td>
<td>. absenteeism</td>
</tr>
<tr>
<td>S 1.2.1.3</td>
<td>. extra-curricular activity</td>
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<td>School-success</td>
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<tr>
<td>S 1.2.3</td>
<td>Involvement in school-work</td>
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<td>S 1.2.4</td>
<td>Misbehavior in school</td>
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<td>S 1.3</td>
<td>Current school-environment</td>
</tr>
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<td>S 1.3.1</td>
<td>Social characteristics of school</td>
</tr>
<tr>
<td>S 1.3.1.1</td>
<td>. socio-economic level of school</td>
</tr>
<tr>
<td>S 1.3.1.2</td>
<td>. ethnic homogeneity of school</td>
</tr>
<tr>
<td>S 1.3.2</td>
<td>Social climate in school</td>
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<tr>
<td>S 1.3.3</td>
<td>Intellectual level of school</td>
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<tr>
<td>S 1.3.5</td>
<td>School-type</td>
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<td>S 1.3.6</td>
<td>Curriculum followed</td>
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<td>S 1.4</td>
<td>Attitudes to school</td>
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<tr>
<td>S 1.4.1</td>
<td>Perceived usefulness of schooling</td>
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<tr>
<td>S 1.4.2</td>
<td>Perceived pressure of school-work</td>
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<td>S 1.4.3</td>
<td>Satisfaction with own school-performance</td>
</tr>
<tr>
<td>S 1.4.4</td>
<td>Satisfaction with school-facilities</td>
</tr>
</tbody>
</table>

**Appendix 1:** Happiness queries used

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Print date: 7-2-2003  |  World Database of Happiness: [www.eur.nl/fsw/research/happiness](http://www.eur.nl/fsw/research/happiness)  |  Page 1 of 127
Appendix 2: Statistics used
Appendix 3: About the World Database of Happiness
Appendix 4: Further Findings in the World Database of Happiness
Appendix 5: Related Topics

Findings on Happiness & SCHOOL  

**Study**  
**BRINK 1997A**  
**Reported in:** Brinkerhoff, M. & Fredell, K. & Frideres, J.  
Basic minimum needs, Quality of life and selected correlates: explorations in villages  
Social Indicators Research 42 p. 245-281  
**Population:** Adult, general public, poor rural village, Barasi, India 1991  
**Sample:** Non-probability purposive-quota sample  
**Non-Response:** 234  
**N:** nr

### Measured Correlate

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

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

**Error Estimates:**

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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-H/?/sq/l/7/1/a</td>
<td>r=-.13</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>O-SLu/?/sq/l/5/1/a</td>
<td>r=-.06</td>
<td>ns</td>
</tr>
</tbody>
</table>

Items for pairwise comparison were selected by participant observation and open interviews.
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 Correlate

<table>
<thead>
<tr>
<th>Class:</th>
<th>SCHOOL Code: S 1</th>
</tr>
</thead>
</table>

Measurement: Village needs prioritized by Paired Comparisons. Out of four basic needs, ss were asked to compare two at a time and to select, which they sought 'their family needs most'. Items were:
- food
- health
- employment
- leisure

This leads to six pairs of comparisons.

Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times

Needs index is the mean number of times an item is chosen.

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

Error Estimates:

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-H/?/sq/t/7/a</td>
<td>r=+.13</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>O-SLu/?/sq/l/5/a</td>
<td>r=+.05</td>
<td>ns</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

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.

BRINK 1997A

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

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

Measured Correlate

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

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

Error Estimates:

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

Observed Relation with Happiness

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

Items for pairwise comparison were selected by participant observation and open interviews
Findings on Happiness & SCHOOL Correlate Code: S 1

Study  
**BRINK 1997B**  
*Page in Report:* 263

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

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

*Sample:* Non-probability purposive-quota sample

*Non-Response:* 108

*N:* not rep

Measured Correlate

*Class:* SCHOOL Code: S 1

*Measurement:* Family needs prioritized by Paired Comparisons. Out of four basic needs, ss were asked to compare two at a time and to select, which they sought 'their family needs most'. Items were:
- food
- health
- employment
- leisure

This leads to six pairs of comparisons. Score pro need can be:
0. not mentioned
1. once
2. twice
3. three times

Needs index is the mean number of times an item is chosen.

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

*Error Estimates:* Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-H?/sq/l/7/a</td>
<td>r=+.11</td>
<td>ns</td>
</tr>
<tr>
<td>O-SLu/sq/l/5/a</td>
<td>r=+.16</td>
<td>ns</td>
</tr>
</tbody>
</table>

Items for pairwise comparison were selected by participant observation and open interviews.
Findings on Happiness & SCHOOL Correlate Code: S 1

Study BACHM 1978 Page in Report:

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

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

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

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

Measured Correlate

Class: . earlier school-behavior Code: S 1.1.1.1

Measurement: A mean of nine items which measure the number of times respondent has 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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

Theft and vandalism
Happiness T1 T2 T3 T4 T5
T1 _ = -.19 -.14 -.13 -.03 ns -.11
T2 _ = -.10 -.13 -.10 -.03 ns -.07 ns
T3 _ = -.06 ns -.09 -.11 -.04 ns -.04 ns
T4 _ = -.04 ns -.04 ns -.06 ns -.04 ns -.03 ns
All significant, unless indicated otherwise
Findings on Happiness & SCHOOL Correlate Code: S 1

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

BACHM 1978

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

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

Measured Correlate

Class: . earlier school-behavior Code: S 1.1.1.1
Measurement: At T1, T2 and T3: a mean of seven items measuring the amount of school-oriented delinquent behaviour. Included are questions on how often respondent has been suspended, damaged school property, and gotten into a serious fight at school. Scale: 0.00 = never to 4.00 = five or more times

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

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

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

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Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**  
**BACHM 1978**

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

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

**Sample:**

<table>
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<tr>
<th>Non-Response:</th>
<th>2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N:</td>
<td>T1 - T5: 2213/1886/1799/1620/1628</td>
</tr>
</tbody>
</table>

**Measured Correlate**

**Class:** . earlier school-behavior  
**Code:** S 1.1.1.1

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

**Happiness Query**

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<th>Remarks</th>
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<tbody>
<tr>
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<tr>
<td>Serious delinquent behavior</td>
<td></td>
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<tr>
<td>Happiness</td>
<td>T1</td>
</tr>
<tr>
<td>T1</td>
<td>=</td>
</tr>
<tr>
<td>T2</td>
<td>=</td>
</tr>
<tr>
<td>T3</td>
<td>=</td>
</tr>
<tr>
<td>T4</td>
<td>=</td>
</tr>
</tbody>
</table>

All significant, unless otherwise indicated  
Findings on Happiness & SCHOOL Correlate Code: S 1

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

SMITH 1982

% happy:

Reported in: Smith, T. W.

Population: 18+aged,general public, non-institutionalized, USA, 1972-80
Sample:
Non-Response:
N: 11997

Measured Correlate

Class: earlier school-behavior Code: S 1.1.1.1
Measurement:
College Dropouts
0 Associate or bachelor’s degree
1 Some college but no degree

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

Measured Values:

Error Estimates:
Remarks: % happy:

Observed Relation with Happiness

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

G=-.08 p<.01 degree: 40,2
   tb=-.04 ns no degree: 35,7
Study | BACHM 1978
---|---
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, University of Michigan, Ann Arbor, Michigan, 1978
Population: | Public highschool boys followed 8 years from grade 10, USA, 1966-74
Sample: |
Non-Response: | 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
N: | T1 - T5: 2213/1886/1799/1620/1628

Measured Correlate

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

Measured Values: |
Error Estimates: |
Remarks: |

Observed Relation with Happiness

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

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

All not significant
Findings on Happiness & SCHOOL Correlate Code: S 1

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

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

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

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

Measured Correlate
Class: earlier school-environment  Code: S 1.1.1.2
Measurement: Respondent reported his program of high school study at T1, T2 and
T3:
0 = vocational, bussiness, general, agricultural or other;
1 = college preparatory

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

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

All not significant

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Findings on Happiness & SCHOOL Correlate Code: S 1

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

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

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

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

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

Measured Correlate

Class: earlier attitudes to school Code: S 1.1.1.3

Measurement: Index at T1, T2 and T3 of four items that indicate the extent to which the respondent considers it to be "a good thing" to demonstrate behavior indicative of academic achievement. Items:

- "studying constantly in order to become a well-educated person;"
- "working hard to achieve academic honors;"
- "striving to get the top grade-point average in the group;"
- "studying hard to get good grades in school."

Scale: 1 = low to 6 = high in academic achievement value

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

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


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Findings on Happiness & SCHOOL Correlate Code: S 1

Study

BACHM 1978

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

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

Sample:

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

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

Measured Correlate

Class: . earlier attitudes to school Code: S 1.1.1.3

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

Positive school attitudes

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>All significant (.001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>+.41</td>
<td>+.27</td>
<td>+.25</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>+.33</td>
<td>+.39</td>
<td>+.32</td>
<td></td>
</tr>
<tr>
<td>T3</td>
<td>+.23</td>
<td>+.27</td>
<td>+.37</td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>+.20</td>
<td>+.23</td>
<td>+.27</td>
<td></td>
</tr>
</tbody>
</table>

Negative school attitudes

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>All significant (.001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>-.25</td>
<td>-.21</td>
<td>-.22</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>-.21</td>
<td>-.26</td>
<td>-.23</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL  

<table>
<thead>
<tr>
<th></th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.17</td>
<td>-.18</td>
</tr>
<tr>
<td></td>
<td>.27</td>
<td>.19</td>
</tr>
</tbody>
</table>

All significant (001)  
Findings on Happiness & SCHOOL Correlate Code: S 1

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

Measured Correlate

Class: earlier attitudes to school Code: S 1.1.1.3
Measurement:
Simple direct question at T1, T2 and T3: How interesting are most of your courses to you?
1 = very dull; 2 = slightly dull; 3 = fairly interesting; 4 = quite interesting; 5 = very exciting and stimulating

Observed Relation with Happiness

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

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>+.33</td>
<td>+.23</td>
<td>+.19</td>
</tr>
<tr>
<td>T2</td>
<td>+.25</td>
<td>+.32</td>
<td>+.26</td>
</tr>
<tr>
<td>T3</td>
<td>+.23</td>
<td>+.26</td>
<td>+.28</td>
</tr>
<tr>
<td>T4</td>
<td>+.21</td>
<td>+.19</td>
<td>+.22</td>
</tr>
</tbody>
</table>

All significant (001)
Findings on Happiness & SCHOOL Correlate Code: S 1

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

BACHM 1978


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

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

Non-Response: T1 - T5: 2213/1886/1799/1620/1628

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

Measured Correlate

Class: . earlier attitudes to school Code: S 1.1.3

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

Measured Values:

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

Observed Relation with Happiness

Happiness Query Statistics Remarks

Satisfaction with own school work

Happiness T1 T2
T1 = +.20 (.001) = +.11 (.01)
T2 = +.17 (.001) = +.16 (.001)
T3 = +.10 (.01) = +.12 (.01)
T4 = +.10 (.01) = +.11 (.01)

Findings on Happiness & SCHOOL

<table>
<thead>
<tr>
<th>Study</th>
<th>SEARS 1977A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Sears, P.S. &amp; Barbee, A.H.</td>
</tr>
<tr>
<td>Population:</td>
<td>&quot;Gifted women&quot; (IQ &gt;135), followed 50 years, California, USA, 1921-72</td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td>Attrition in 1972: 25%</td>
</tr>
<tr>
<td>N:</td>
<td>1928 N=671: 1972 N=430</td>
</tr>
</tbody>
</table>

Measured Correlate

| Class: | . earlier attitudes to school |
| Measurement: | Selfrating of interest in: |
| | a. Algebra |
| | b. Arithmetic |
| Assessed in 1922 |

Measured Values:

Error Estimates:

Remarks: 1922 interests by 1972 happiness

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-ASG/h/mq/v/5/a</td>
<td>AoV= ns</td>
<td>a. 1922 interests by 1972 happiness</td>
</tr>
<tr>
<td></td>
<td>AoV= ns</td>
<td>b.</td>
</tr>
<tr>
<td>M-PL/h/sq/v/5/b</td>
<td>Chi²= ns</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>Chi²= ns</td>
<td>b.</td>
</tr>
</tbody>
</table>

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness Page 18 of 127
Findings on Happiness & SCHOOL Correlate Code: S 1

Freshmen / sophomores / juniors / seniors.

CONST 1965

Measurement:

Remarks:


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

Sample:

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

N: 952

Measured Correlate

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

Measurement: Freshmen / sophomores / juniors / seniors.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>DM=+ p&lt;.01</td>
<td>Stronger among males. S-shaped curve among males: Stronger relationship from freshman to junior years. U-shaped curve among females: sophomores being most unhappy.</td>
</tr>
</tbody>
</table>

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness Page 19 of 127
**Study** | **HEERE 1969**  
---|---  
*Reported in:* | Heeren, S.D.  
Entrepreneurial vs bureaucratic fathers as related to family structure, happiness and two measures of independence  
Unpublished doctoral dissertation, 1969, University of Kansas, USA.  
*Population:* | Male undergraduates, University of Kansas, USA, 1967  
*Sample:* |  
*Non-Response:* | 5% incomplete information.  
*N:* | 103  

**Measured Correlate**  
*Class:* | Current stage in school-career  
*Code:* S 1.1.3  
*Measurement:* | freshman / sophomore / junior / senior / graduate student / other  
*Measured Values:* |  
*Error Estimates:* |  
*Remarks:* |  

**Observed Relation with Happiness**  
<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/g/sq/n/9/b</td>
<td>r = ns</td>
<td></td>
</tr>
</tbody>
</table>
### Study

**WASHB 1941**

*Reported in:* Washburne, J.N.
Factors related to the social adjustment of college girls.

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

*Sample:
Non-Response:* -
*N:* 238

### Measured Correlate

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

*Measurement:* 0 Junior 1 Freshmen

**Measured Values:**
**Error Estimates:**
**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-CO/?/?q/?/0/a</td>
<td>D%==+  ns</td>
<td>L-shaped curve: positive relationship among unhappy students only.</td>
</tr>
<tr>
<td></td>
<td>SNR==+  ns</td>
<td>L-shaped curve: positive relationship among unhappy students only.</td>
</tr>
</tbody>
</table>
### Study

**BACHM 1978**

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

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

**Sample:**

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

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

### Measured Correlate

**Class:** Later schooling  
**Code:** S 1.1.4

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau= ns</td>
<td>T1 happiness: _ = .00 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 happiness: _ = .04 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 happiness: _ = .04 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4 happiness: _ = .06 (ns)</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL

---

**Study**

**BACHM 1978**

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

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

*Sample:*

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

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

---

**Measured Correlate**

*Class:* later school-environment Code: S 1.1.4.2

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

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau= ns</td>
<td></td>
</tr>
<tr>
<td>T1 happiness:</td>
<td>+.07 (ns)</td>
<td></td>
</tr>
<tr>
<td>T2 happiness:</td>
<td>-.02 (ns)</td>
<td></td>
</tr>
<tr>
<td>T3 happiness:</td>
<td>-.03 (ns)</td>
<td></td>
</tr>
<tr>
<td>T4 happiness:</td>
<td>-.07 (ns)</td>
<td></td>
</tr>
</tbody>
</table>

Findings on Happiness & SCHOOL

**Study**

**ZUMA 1989**

*Reported in:*
Zentrum fur Umfrageforschung MAannheim (ZUMA)

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

*Sample:*

*Non-Response:*
?

*N:*
varies from about 2000 - 2300

---

**Measured Correlate**

*Class:*
involved in schooling or not  Code: S 1.2.1.1

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

*Measured Values:

*Error Estimates:

*Remarks:

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v/4/b</td>
<td>SNR=</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>eta</td>
</tr>
<tr>
<td>1978</td>
<td></td>
<td>-.02</td>
</tr>
<tr>
<td>1980</td>
<td></td>
<td>+.05</td>
</tr>
<tr>
<td>1984</td>
<td></td>
<td>+.04</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>+.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>O-SLW/c/sq/n/11/b</th>
<th>SNR=</th>
<th>eta</th>
<th>G</th>
<th>r</th>
<th>ß</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td></td>
<td>+.04</td>
<td>+.21</td>
<td>+.04</td>
<td>+.01</td>
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<tr>
<td>1980</td>
<td></td>
<td>+.06</td>
<td>+.27</td>
<td>+.06</td>
<td>+.06</td>
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<tr>
<td>1984</td>
<td></td>
<td>+.01</td>
<td>+.07</td>
<td>+.01</td>
<td>+.00</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>+.03</td>
<td>+.19</td>
<td>+.03</td>
<td>+.02</td>
</tr>
</tbody>
</table>

ß's controlled for age, gender, perceived class and marital status.
<table>
<thead>
<tr>
<th>Study</th>
<th>BRENN 1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Brenner, B.</td>
</tr>
<tr>
<td>Social factors in mental well-being at adolescence.</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Highschool pupils, New York State, USA, 1960</td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td>1%</td>
</tr>
<tr>
<td>N:</td>
<td>5204</td>
</tr>
<tr>
<td>Measured Correlate</td>
<td></td>
</tr>
<tr>
<td>Class:</td>
<td>extra-curricular activity Code: S 1.2.1.3</td>
</tr>
<tr>
<td>Measurement:</td>
<td>Open-ended direct question 0 / 1-2 / 3+</td>
</tr>
<tr>
<td>Measured Values:</td>
<td></td>
</tr>
<tr>
<td>Error Estimates:</td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
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</tbody>
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**Observed Relation with Happiness**

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<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/g/sq/v/5/a</td>
<td>G=+.16</td>
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<tr>
<td>V=.35</td>
<td>p&lt;.01</td>
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</tbody>
</table>
**Study**  
**BRENN 1970**  

*Reported in:* Brenner, B.  
Social factors in mental well-being at adolescence.  

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

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

---

**Measured Correlate**  
*Class:* extra-curricular activity  
Code: S 1.2.1.3  

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

*Measured Values:*  

*Error Estimates:*  

*Remarks:*  

---

**Observed Relation with Happiness**  

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>G=+.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V=.10</td>
<td>p&lt;.01</td>
</tr>
</tbody>
</table>

---
### Study

<table>
<thead>
<tr>
<th>Study</th>
<th>BRENN 1970</th>
</tr>
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<tr>
<td>Reported in:</td>
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<tr>
<td>Population:</td>
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</tr>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td>1%</td>
</tr>
<tr>
<td>N:</td>
<td>5204</td>
</tr>
</tbody>
</table>

### Measured Correlate

<table>
<thead>
<tr>
<th>Class:</th>
<th>extra-curricular activity Code: S 1.2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement:</td>
<td>2-item index of open-ended questions on number of extracurricular activities taken part in, and number of hours spent on these activities in an average week.</td>
</tr>
</tbody>
</table>

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/g/sq/v/5/a</td>
<td>G=+.24</td>
<td>After control for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· having fun in life : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· tending to be a lonely person : Gs = +.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· having faith in people : Gs = +.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· sensitivity to failure : Gs = +.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· educational level of mother : Gs = +.22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· school social class : Gs = +.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· tending to be a lonely person, and having fun in life : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· having faith in people, and having fun in life : Gs = +.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· having faith in people, and tending to be a lonely person : Gs = +.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· educational level of mother, and having fun in life : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· educational level of mother, and tending to be a lonely person : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· having faith in people, and tending to be a lonely person : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· school social class, and having fun in life : Gs = +.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· school social class, and tending to be a lonely person : Gs = +.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· school social class, and having faith in people : Gs = +.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· school social class, and educ-</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL

- Tional level of mother: $G_s = +.21$
- 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: $G = +.21$

$V = .11 \quad p < .01$

Unaffected by school social class
Findings on Happiness & SCHOOL

Correlate Code: S 1

---

**Study**

**BRENN 1970**

Reported in: Brenner, B.
Social factors in mental well-being at adolescence.

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

Sample:

Non-Response: 1%

N: 5204

---

**Measured Correlate**

Class: extra-curricular activity
Code: S 1.2.1.3

Measurement:
2-item index of open-ended questions on number of extracurricular activities taken part in, and number of hours spent on these activities in an average week.

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v/4/b</td>
<td>G=+.14</td>
<td></td>
</tr>
</tbody>
</table>

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
Findings on Happiness & SCHOOL Correlate Code: S 1

- 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

V = .07  p<.01
### Study

**BRENN 1970**

Reported in: Brenner, B.  
Social factors in mental well-being at adolescence.  

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

Sample: 
Non-Response: 1%

N: 5204

### Measured Correlate

Class: extra-curricular activity  
Code: S 1.2.1.3

Measurement:
Open-ended direct question: O / 1 - 4 / 5 hours or more in a average week.

Measured Values:

Error Estimates:

Remarks:

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/g/sq/v/5/a</td>
<td>G=+.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V=.09</td>
<td>p&lt;.01</td>
</tr>
</tbody>
</table>
**Study**  
BRENN 1970

**Reported in:** Brenner, B.  
Social factors in mental well-being at adolescence.  

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

**Sample:**

**Non-Response:** 1%

**N:** 5204

---

**Measured Correlate**

**Class:** extra-curricular activity  
Code: S 1.2.1.3

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

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

**ABBNEY 1983**

- **Reported in:** Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
  Handling the stress of looking for a job in law school
- **Population:** Law school students, Chicago, USA, 198?
- **Sample:** Non-probability chunk sample
- **Non-Response:** ?
- **N:** 85

## Measured Correlate

- **Class:** School-success  Code: S 1.2.2
- **Measurement:** 45% of the interviewed students reported writing for a legal publication.

## Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/g/sq/n/9/a</td>
<td>DM=+</td>
<td>p&lt;.01</td>
</tr>
</tbody>
</table>

*Students with publications were significantly happier than students without publications.*
Findings on Happiness & SCHOOL

**Study**

**ABBEY 1983**

*Reported in:* Abbey, A.; Dunkel-Schetter, C.; Brickman, P.
Handing the stress of looking for a job in law school

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

**Sample:** Non-probability chunk sample

**Non-Response:** ?

**N:** 85

---

**Measured Correlate**

**Class:** School-success  **Code:** S 1.2.2

**Measurement:** Self-perceived rank in their class (65% of the interviewed students reported being in the top 25% of their class, 27% reported being in the 25-50% range, while only 8% reported being in the lower 50% of their class.)

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/g/sq/n/9/a</td>
<td>DM=+ p&lt;.05</td>
<td>Students with a high class rank were significantly happier than students who were performing less well.</td>
</tr>
</tbody>
</table>

---

Print date: 7-2-2003  
World Database of Happiness: [www.eur.nl/fsw/research/happiness](http://www.eur.nl/fsw/research/happiness)  
Page 34 of 127
Findings on Happiness & SCHOOL

Code: S 1

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-

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

Sample:

Non-Response: 2.8% incomplete information in 1966

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

Measured Correlate

Class: School-success  Code: S 1.2.2

Measurement: Question on average grade in past year.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  Statistics  Remarks
O-HP/g/mq/v/5/a  r=+.10  p<.01  Both variables assessed at T1.
Findings on Happiness & SCHOOL Correlate Code: S 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-

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

Sample:

Non-Response: 2.8% incomplete information in 1966

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

Measured Correlate

Class: School-success Code: S 1.2.2

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  Statistics  Remarks
O-HP/g/mq/v/5/a  r=.12  p<.01 Both variables assessed at T1.
Findings on Happiness & SCHOOL Correlate Code: S 1

Study  BACHM 1978

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

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

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

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

Measured Correlate

Class: School-success Code: S 1.2.2

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=- .07 (ns)</td>
<td>T1 happiness:</td>
</tr>
<tr>
<td></td>
<td>-.01 (ns)</td>
<td>T2 happiness:</td>
</tr>
<tr>
<td></td>
<td>-.01 (ns)</td>
<td>T3 happiness:</td>
</tr>
<tr>
<td></td>
<td>-.03 (ns)</td>
<td>T4 happiness:</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL

**Study**

BACHM 1978

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

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

**Sample:**

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

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

**Measured Correlate**

Class: School-success Code: S 1.2.2

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+</td>
<td>Average grade</td>
</tr>
<tr>
<td></td>
<td>T1 T2 T3</td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td>T1 T2 T3</td>
<td></td>
</tr>
<tr>
<td>T1 -  = +.11 (01)</td>
<td>+.12 (001)</td>
<td>+.07 (ns)</td>
</tr>
<tr>
<td>T2 -  = +.09 (05)</td>
<td>+.13 (001)</td>
<td>+.03 (ns)</td>
</tr>
<tr>
<td>T3 -  = +.06 (ns)</td>
<td>+.08 (05)</td>
<td>+.02 (ns)</td>
</tr>
<tr>
<td>T4 -  = +.02 (ns)</td>
<td>+.06 (ns)</td>
<td>+.02 (ns)</td>
</tr>
</tbody>
</table>

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 38 of 127
Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**  
**BACHM 1978**

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

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

**Sample:**

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

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

---

**Measured Correlate**

**Class:**  
School-success  
Code: S 1.2.2

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

**Happiness Query**

**Statistics**

**Remarks**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+</td>
<td>Self-percieved school ability</td>
</tr>
<tr>
<td>T1</td>
<td>+.13 (001)</td>
<td>+.07 (ns)</td>
</tr>
<tr>
<td>T2</td>
<td>+.11 (01)</td>
<td>+.11 (01)</td>
</tr>
<tr>
<td>T3</td>
<td>+.08 (05)</td>
<td>+.05 (ns)</td>
</tr>
<tr>
<td>T4</td>
<td>+.05 (ns)</td>
<td>+.05 (ns)</td>
</tr>
</tbody>
</table>
### 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.  
**Population:** College students, University of Rochester, USA, 1965  
**Sample:**  
**Non-Response:** 30% (take home questionnaire).  
**N:** 952

---

### Measured Correlate

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

---

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>D%=+ ns</td>
<td>Computed for freshmen and juniors only (N=274).</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

CONST 1965

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

Study

Measured Correlate

Class: School-success Code: S 1.2.2
Measurement: Cumulative grade point average (GPA).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
A-AOL/cy/sq/v/10/a DM=+ p<.01 Positive among males only. Significant (05) among sophomore males only. Unaffected by stage of study among females.
Findings on Happiness & SCHOOL Correlate Code: S 1

Study  
PORTE 1967

Reported in: Porter J.
Sex-role concepts, their relationships to psychological well-being and to future plans
Unpublished doctoral dissertation, 1967, University of Rochester, New York, USA

Population: Female students college seniors, followed two months, Rochester, USA, 1965-66

Sample:

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

N: 162

Measured Correlate

Class: School-success  Code: S 1.2.2
Measurement: Cumulative grade point average

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

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

Correlate Code: S 1  

Study  

SMITH 1982  

Reported in:  Smith, T. W.  

Population:  18+aged, general public, non-institutionalized, USA, 1972-80  
Sample:  
Non-Response:  
N: 11997  

Measured Correlate  

Class:  School-success  
Code: S 1.2.2  
Measurement:  
College Dropouts  
0 Associate or bachelor's degree  
1 Some college but no degree  
Graduate School Dropouts  
0 Graduate degree  
1 Bachelor's with 5 or more years of college but no graduate degree  

Measured Values:  

Error Estimates:  
Remarks:  % happy:  

Observed Relation with Happiness  

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

**Correlate Code: S 1**

- **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.

#### Study

**WEBB 1915/1**

- **Reported in:** Webb, E.
- **Character and intelligence. An attempt at an exact study of character.**
- **London, 1915, Cambridge University Press.**

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

#### Measured Correlate

<table>
<thead>
<tr>
<th>Class</th>
<th>School-success</th>
<th>Code: S 1.2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurement:</strong></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

#### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/rdp/ro/7/a</td>
<td>r=+.09</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL

**Study**

**WESSM 1966/2**

*Reported in:* Wessman, A.E. & Ricks, D.F.
Mood and personality
Holt, 1966, New York, USA

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

*Sample:

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

*N:* 17

**Measured Correlate**

*Class:* School-success  Code: S 1.2.2

*Measurement:* Student's yearly grade average.

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=.43 p&lt;. 10</td>
<td>Freshman year: r = +.50 (05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophomore year: r = +.53 (05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior year: r = +.15 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior year: r = +.31 (ns)</td>
</tr>
</tbody>
</table>

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Findings on Happiness & SCHOOL Correlate Code: S 1

Discrepancy between predicted rank list (PRL) before college entrance and actual grade average for the four years.

WESSM 1966/2

Measurement:

Remarks:

Mood and personality
Holt, 1966, New York, USA

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

Sample:

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

N: 17

Measured Correlate

Class: School-success Code: S 1.2.2

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks

A-ARE/md/sqr/v/10/ r=-.34 ns The PRL = expected college grade average on the basis of the student's previous secondary school record, level of preparation, and aptitude tests.
Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**

**BACHM 1978**

*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, University of Michigan, Ann Arbor, Michigan, 1978

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

*Sample:* 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5

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

**Measured Correlate**

*Class:* Involvement in school-work  
*Code:* S 1.2.3

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

*Measured Values:*

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

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does best work in school</td>
<td>tau==</td>
<td>T1</td>
</tr>
<tr>
<td>Happiness</td>
<td></td>
<td>+.19 (001)</td>
</tr>
<tr>
<td>T1</td>
<td>-</td>
<td>+.15 (001)</td>
</tr>
<tr>
<td>T2</td>
<td>-</td>
<td>+.11 (01)</td>
</tr>
<tr>
<td>T3</td>
<td>-</td>
<td>+.08 (05)</td>
</tr>
<tr>
<td>T4</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

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World Database of Happiness: www.eur.nl/fsrw/research/happiness  
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Findings on Happiness & School Correlate Code: S 1

---

**Study**

**BACHM 1978**

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

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

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

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*Sample:* 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5

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

---

**Measured Correlate**

*Class:* Involvement in school-work Code: S 1.2.3

*Measurement:* Simple direct question at T1, T2 and T3: "About how many hours do you spend in an average week on all your homework including both in and out of school?"

1 = no hours; 2 = 1 to 4 hours; 3 = 5 to 9 hours; 4 = 10 to 14 hours; 5 = 15 to 19 hours; 6 = 20 to 24 hours; 7 = 25 or more hours

---

**Observed Relation with Happiness**

*Happiness Query* O-HP/g/mq/v/5/a  

*Statistics* tau=+  

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>+.07 (ns)</td>
<td>+.05 (ns)</td>
<td>+.07 (ns)</td>
</tr>
<tr>
<td>T2</td>
<td>+.03 (ns)</td>
<td>+.06 (ns)</td>
<td>+.06 (ns)</td>
</tr>
<tr>
<td>T3</td>
<td>+.02 (ns)</td>
<td>+.01 (ns)</td>
<td>+.10 (01)</td>
</tr>
<tr>
<td>T4</td>
<td>+.02 (ns)</td>
<td>-.00 (ns)</td>
<td>+.04 (ns)</td>
</tr>
</tbody>
</table>


---

*Remarks:*
Findings on Happiness & SCHOOL Correlate Code: S 1

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

BACHM 1978
Measured Correlate

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

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

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

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

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

Findings on Happiness & SCHOOL Correlate Code: S 1

During 24-hour period prior to the interview, respondents reported each activity they engaged in (PARTICIPATION) and the time spent on each activity (DURATION) on an activity diary. Activities were coded into categories, one of which was "education related activities".

Work status was measured by self-labeling by respondents and a question about engagement in work for pay at present. Self-labeled housewives were excluded.

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

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

Print date: 7-2-2003
World Database of Happiness: www.eur.nl/fsw/research/happiness
Beta=+.1 ns

Retired females controlled for self-reported health, income and age. Relations with 'participation' also controlled for 'duration' and relations with 'duration' also for participation.
### Study

**WEBB 1915/1**

*Reported in:* Webb, E.


*Population:* Male college students, England, 1912

*Sample:* 

*Non-Response:* -

*N:* 194

### Measured Correlate

*Class:* Involvement in school-work  

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

*Measured Values:* 

*Error Estimates:* 

*Remarks:* 

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/rdp/ro/7/a</td>
<td>r=-.02</td>
<td></td>
</tr>
</tbody>
</table>
### Study

**WEBB 1915/2**

**Reported in:** Webb, E.

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

**Sample:**

**Non-Response:** -

**N:** 140

### Measured Correlate

**Class:** Involvement in school-work  Code: S 1.2.3

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/rdt/ro/7/a</td>
<td>r=+.41</td>
<td></td>
</tr>
</tbody>
</table>
Study: BACHM 1970

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

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

Sample:

Non-Response: 2.8% incomplete information in 1966

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

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness
Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**  
**BACHM 1970**  
*Reported in:* Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.  

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

*Sample:*

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

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

---

**Measured Correlate**

*Class:* Misbehavior in school  
Code: S 1.2.4

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

*Measured Values:*

*Error Estimates:*

*Remarks:*

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td><em>r</em> = -0.26</td>
<td><em>p</em> &lt; 0.001</td>
</tr>
</tbody>
</table>
**Study**  
**BACHM 1970**  
*Reported in:* Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.  

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

*Sample:*

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

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

**Measured Correlate**

*Class:* Misbehavior in school  
*Code:* S 1.2.4

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

*Happiness Query*  
O-HP/g/mq/v/5/a

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>$r = -.33$</td>
<td>$p &lt; .001$ Both variables assessed at T1.</td>
</tr>
</tbody>
</table>
## Study

**BACHM 1970**

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

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

**Sample:**

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

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

## Measured Correlate

**Class:** Misbehavior in school  
Code: S 1.2.4

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

## Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r=−.21</td>
<td>p&lt; .001  Both variables assessed at T1.</td>
</tr>
</tbody>
</table>
### Study

**BACHM 1978**

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

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

**Sample:**

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

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

---

### Measured Correlate

**Class:** Misbehavior in school  
**Code:** S 1.2.4

**Measurement:** A mean of nine items which measure the number of times respondent has 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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

**Happiness Query**  
**Statistics**  
**Remarks**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Theft and vandalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>-.19</td>
<td>-.14</td>
<td>-.13</td>
<td>-.03</td>
<td>ns</td>
</tr>
<tr>
<td>T2</td>
<td>-.10</td>
<td>-.13</td>
<td>-.10</td>
<td>-.03</td>
<td>ns</td>
</tr>
<tr>
<td>T3</td>
<td>-.06</td>
<td>ns</td>
<td>-.09</td>
<td>-.11</td>
<td>-.04</td>
</tr>
<tr>
<td>T4</td>
<td>-.04</td>
<td>ns</td>
<td>-.04</td>
<td>-.06</td>
<td>ns</td>
</tr>
</tbody>
</table>

All significant, unless indicated otherwise  
Findings on Happiness & SCHOOL Correlate Code: S 1

### Study

**BACHM 1978**

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

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

**Sample:**

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

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

### Measured Correlate

**Class:** Misbehavior in school  Code: S 1.2.4

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

### Observed Relation with Happiness

**Happiness Query**

**Statistics**

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a tau=-</td>
<td>Delinquent behavior in school T1</td>
<td>T2</td>
<td>T3</td>
</tr>
<tr>
<td>T1</td>
<td>-.19 (001)</td>
<td>-.14 (001)</td>
<td>-.12 (001)</td>
</tr>
<tr>
<td>T2</td>
<td>-.10 (01)</td>
<td>-.15 (001)</td>
<td>-.11 (01)</td>
</tr>
<tr>
<td>T3</td>
<td>-.07 (ns)</td>
<td>-.10 (01)</td>
<td>-.08 (05)</td>
</tr>
<tr>
<td>T4</td>
<td>-.06 (ns)</td>
<td>-.04 (ns)</td>
<td>-.04 (ns)</td>
</tr>
</tbody>
</table>

**Remarks:**


---

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 59 of 127
Study: BACHM 1978

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

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

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

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

Measured Correlate

Class: Misbehavior in school Code: S 1.2.4

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
O-HP/g/mq/v/5/a tau=- Serious delinquent behavior
Happiness T1 T2 T3 T4 T5
T1 = -.18 -.14 -.12 -.04 ns -.10
T2 = -.09 -.11 -.09 -.03 ns -.07 ns
T3 = -.04 ns -.07 ns -.11 -.05 ns -.04 ns
T4 = -.03 ns -.02 ns -.05 ns -.04 ns -.03 ns
All significant, unless otherwise indicated
**Study**  
**BACHM 1978**

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

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

**Sample:**

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

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

---

**Measured Correlate**

**Class:** Misbehavior in school  
**Code:** S 1.2.4

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

**Happiness Query**  
O-HP/g/mq/v/5/a  

**Statistics**  
tau=-  
p<.001

**Remarks**  
Rebellious behavior in school  

<table>
<thead>
<tr>
<th>Happiness</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>.29</td>
<td>.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>.25</td>
<td>.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T3</td>
<td>.17</td>
<td>.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>.18</td>
<td>.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All significant (001)  

---

Print date: 7-2-2003  
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Findings on Happiness & SCHOOL

**Study**

**BACHM 1978**

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

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

*Sample:*

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

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

**Measured Correlate**

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

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a    tau=-   ns</td>
<td>T1 happiness: $\tau = -0.06$ (ns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T2 happiness: $\tau = -0.07$ (ns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T3 happiness: $\tau = -0.05$ (ns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T4 happiness: $\tau = -0.02$ (ns)</td>
<td></td>
</tr>
</tbody>
</table>

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
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### Study

**BRENN 1970**

**Reported in:** Brenner, B.
Social factors in mental well-being at adolescence.

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

**Sample:**

**Non-Response:** 1%

**N:** 5204

### Measured Correlate

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

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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/g/sq/v/5/a G=+.07</td>
<td>After control for participation in extracurricular activities: G = +.04. Unaffected by social class.</td>
<td></td>
</tr>
<tr>
<td>V= .04 p&lt;.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-HL/u/sq/v/4/b G=+.14</td>
<td>After control for participation in extracurricular activities: Gs = +.12 Middle and upper class: G = +.11 Lower class: G = +.05</td>
<td></td>
</tr>
<tr>
<td>V= .08 p&lt;.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL

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

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

*Sample:*  

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

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

**Measured Correlate**  
*Class:* . ethnic homogeneity of school  
*Code:* S 1.3.1.2  

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

**Measured Values:**  
**Error Estimates:**  

**Observed Relation with Happiness**  

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

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness
Findings on Happiness & SCHOOL Correlate Code: S 1

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

BACHM 1978

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

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

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

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

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

Measured Correlate

Class: . ethnic homogeneity of school  Code: S 1.3.1.2
Measurement: Whether respondent did attend Black segregated (less than 10% white) school at T1, assessed separately for northern and southern states. 0 = no, 1 = yes

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

- Southern states:
  T1 happiness: _ = +.02 (ns)
  T2 happiness: _ = -.01 (ns)
  T3 happiness: _ = -.01 (ns)
  T4 happiness: _ = -.02 (ns)

- Northern states:
  T1 happiness: _ = +.01 (ns)
  T2 happiness: _ = -.01 (ns)
  T3 happiness: _ = -.01 (ns)
  T4 happiness: _ = -.02 (ns)

**Study**  
**BACHM 1978**  

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

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

*Sample:* 
2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5

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

---

**Measured Correlate**

*Class:* Intellectual level of school  
Code: S 1.3.4

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

*Measured Values:*  

*Error Estimates:*  

*Remarks:*  

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau= ns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quick</td>
<td>GATB-J</td>
</tr>
<tr>
<td>Happiness</td>
<td>Test</td>
<td>test</td>
</tr>
<tr>
<td>T1</td>
<td>= -.04</td>
<td>.04</td>
</tr>
<tr>
<td>T2</td>
<td>= -.01</td>
<td>.04</td>
</tr>
<tr>
<td>T3</td>
<td>= -.03</td>
<td>.03</td>
</tr>
<tr>
<td>T4</td>
<td>= -.01</td>
<td>.00</td>
</tr>
</tbody>
</table>

All not significant  
**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

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

**Measured Correlate**  
*Class:* Intellectual level of school  
*Code:* S 1.3.4

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

**Measured Values:**  

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>r=-.02 ns</td>
<td>Mt = 7.90, Mt = 7.86, Mt = 7.43, Mt = 8.13, Mt = 7.85</td>
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<tr>
<td>O-HL/c/sq/v/5/h</td>
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<tr>
<td>O-SLu/c/sq/v/5/e</td>
<td>r=-.03 ns</td>
<td>Mt = 7.39, Mt = 7.58, Mt = 6.71, Mt = 7.60, Mt = 7.34</td>
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</tbody>
</table>
Findings on Happiness & SCHOOL  

**Study**  
**VENTE 1996**  
**Reported in:**  
Ventegodt, S.  
Livskvalitet hos 4500 31-33 årige (The Quality Of Life of 4500 31-33-year-olds)  
Forskningscenter for Livskvalitet,  
Forskningscentrets Forlag, København 1996,  
ISBN 8790190068  

**Population:**  
Persons born at the University Hospital in Copenhagen 1959-1961  

**Sample:**  
Non-probability purposive sample (unspecified)  

**Non-Response:**  
39%  

**N:**  
4500  

**Measured Correlate**  
**Class:**  
Intellectual level of school  
**Code:** S 1.3.4  

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

**Measured Values:**  

**Error Estimates:**  

**Remarks:**  

**Observed Relation with Happiness**  

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<thead>
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<tr>
<td></td>
<td>1: Mt = 7.48</td>
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<td>3: Mt = 7.59</td>
<td></td>
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<td></td>
<td>4: Mt = 7.34</td>
<td></td>
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<tr>
<td>O-HL/c/sq/v/5/h</td>
<td>r=-.03</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>1: Mt = 6.73</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2: Mt = 7.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3: Mt = 6.94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4: Mt = 6.68</td>
<td></td>
</tr>
<tr>
<td>O-SLu/c/sq/v/5/e</td>
<td>r=-.03</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>1: Mt = 7.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2: Mt = 7.76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3: Mt = 7.39</td>
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</tr>
<tr>
<td></td>
<td>4: Mt = 7.04</td>
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</table>

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
Page 68 of 127
Findings on Happiness & SCHOOL Correlate Code: S 1

Direct question: Are you going to daytime education? No (1), yes (2)

CBS 1984

Measured Correlate

Class: School-type Code: S 1.3.5

Measurement: Direct question: Are you going to daytime education? No (1), yes (2)

Population: Adolescents, The Netherlands, 1979

Sample: 35%, of which: refusals 62%, no contact 27%, unable 8%

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

N: 3113

Observed Relation with Happiness

Happiness Query | Statistics | Remarks
--- | --- | ---
O-HP/u/sq/v/4/a | Beta=+.0 p<.05 | $\beta$ controlled for broken home, age, education of head of household and head of household employed.

O-SLL/c/sq/v/5/a | Beta=+.0 ns | $\beta$ controlled for broken home, age, education of head of household and head of household employed.
### 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

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

**Sample:** Non-probability purposive sample (unspecified)

**Non-Response:** 39%

**N:** 1494

### Measured Correlate

**Class:** School-type  Code: S 1.3.5

**Measurement:**
Single question: "If you are attending school or university at present, indicate which type of education"

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

**Measured Values:**
N: a:85, b:17, c:14, d:67, e:2, f:25, g:10, h:4, i:14, j:3

**Error Estimates:**

**Remarks:** Students only

### Observed Relation with Happiness

**Happiness Query**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>DMt=</td>
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</tbody>
</table>

- 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

---

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 70 of 127
<table>
<thead>
<tr>
<th>Code</th>
<th>Variable Description</th>
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<tbody>
<tr>
<td>S 1</td>
<td>School Correlate Code</td>
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<tr>
<td>a</td>
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<tr>
<td>b</td>
<td>pedagogical (child-care, teaching)</td>
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<td>c</td>
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<td>d</td>
<td>administration, clerical, commerce</td>
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<tr>
<td>e</td>
<td>the sciences</td>
<td>8.75</td>
</tr>
<tr>
<td>f</td>
<td>industrial and the trades</td>
<td>7.00</td>
</tr>
<tr>
<td>g</td>
<td>agricultural, fisheries, food</td>
<td>6.50</td>
</tr>
<tr>
<td>h</td>
<td>transportation</td>
<td>5.00</td>
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<tr>
<td>i</td>
<td>health</td>
<td>6.25</td>
</tr>
<tr>
<td>j</td>
<td>public safety etc</td>
<td>6.66</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td>7.00</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Variable Description</th>
<th>Mt</th>
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<tbody>
<tr>
<td>S 1</td>
<td>School Correlate Code</td>
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</tr>
<tr>
<td>a</td>
<td>non-vocational</td>
<td>7.68</td>
</tr>
<tr>
<td>b</td>
<td>pedagogical (child-care, teaching)</td>
<td>7.35</td>
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<tr>
<td>c</td>
<td>the humanities</td>
<td>7.86</td>
</tr>
<tr>
<td>d</td>
<td>administration, clerical, commerce</td>
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<td>the sciences</td>
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<td>agricultural, fisheries, food</td>
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<td>7.50</td>
</tr>
<tr>
<td>i</td>
<td>health</td>
<td>6.96</td>
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<td>public safety etc</td>
<td>7.50</td>
</tr>
<tr>
<td>All</td>
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<td>7.38</td>
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</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**

**VENTE 1996**

*Reported in:* Ventegodt, S.

Livskvalitet hos 4500 31-33 årige (The Quality Of Life of 4500 31-33-year-olds)
Forskningscenter for Livskvalitet,
Forskningscentrets Forlag, København 1996,
ISBN 8790190068

*Population:* Persons born at the University Hospital in Copenhagen 1959-1961

*Sample:* Non-probability purposive sample (unspecified)

*Non-Response:* 39%

*N:* 4500

---

**Measured Correlate**

*Class:* School-type Code: S 1.3.5

*Measurement:* Single question:

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

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

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

*Error Estimates:

*Remarks:* Students only

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/m/sq/v/5/a</td>
<td>( a: M_t = 7.30 )</td>
<td>Students only</td>
</tr>
<tr>
<td></td>
<td>( b: M_t = 7.39 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( c: M_t = 7.66 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( d: M_t = 7.81 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( e: M_t = 6.86 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( f: M_t = 7.73 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( g: M_t = 7.50 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( h: M_t = 7.50 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( i: M_t = 8.09 )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( j: M_t = 9.16 )</td>
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</tr>
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</table>

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness Page 72 of 127
<table>
<thead>
<tr>
<th></th>
<th>O-HL/c/sq/v/5/h</th>
<th>O-SLu/c/sq/v/5/e</th>
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<tbody>
<tr>
<td>a</td>
<td>Mt = 6.43</td>
<td>Mt = 6.99</td>
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<td>b</td>
<td>Mt = 6.73</td>
<td>Mt = 7.35</td>
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<td>c</td>
<td>Mt = 7.05</td>
<td>Mt = 7.18</td>
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<td>d</td>
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<td>e</td>
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<td>Mt = 7.50</td>
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<td>i</td>
<td>Mt = 7.50</td>
<td>Mt = 7.96</td>
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<tr>
<td>j</td>
<td>Mt = 8.34</td>
<td>Mt = 9.16</td>
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</table>
### Study: BACHM 1978

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

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

**Sample:**

<table>
<thead>
<tr>
<th>Non-Response:</th>
<th>2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N:</td>
<td>T1 - T5: 2213/1886/1799/1620/1628</td>
</tr>
</tbody>
</table>

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### Measured Correlate

**Class:** Curriculum followed  
**Code:** S 1.3.6

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau= ns</td>
<td>HS curriculum college preparatory</td>
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<tr>
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<th>T1</th>
<th>T2</th>
<th>T3</th>
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<tr>
<td>T1</td>
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<td>.06</td>
<td>.06</td>
</tr>
<tr>
<td>T2</td>
<td>-.02</td>
<td>.03</td>
<td>.02</td>
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<td>T3</td>
<td>.01</td>
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<td>T4</td>
<td>-.01</td>
<td>.01</td>
<td>.02</td>
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All not significant  
<table>
<thead>
<tr>
<th>Study</th>
<th>GONZA 1967</th>
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<tr>
<td>Reported in:</td>
<td>González, J.R.</td>
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<tr>
<td>Study of student teachers' life adjustment.</td>
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<tr>
<td>Population:</td>
<td>Students teachers, University of California, USA, 1967</td>
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<td>Sample:</td>
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<tr>
<td>Non-Response:</td>
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<td>75</td>
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### Measured Correlate

<table>
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<tr>
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</table>

### Measured Values:

### Error Estimates:

### Remarks:

### Observed Relation with Happiness

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</thead>
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<tr>
<td>O-HL/u/sq/v/3/c</td>
<td>G=+.09 ns</td>
<td>G' based on proportion very happy (vs not very happy).</td>
</tr>
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</table>
Study  
**GONZA 1967**

**Reported in:** González, J.R.
Study of student teachers' life adjustment.

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

**Sample:**

**Non-Response:**

N: 75

---

**Measured Correlate**

**Class:** Curriculum followed Code: S 1.3.6

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>O-HL/u/sq/v/3/c</td>
<td>D%±+</td>
<td>% very happy:</td>
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<td>- social sciences</td>
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<td>- mathematics</td>
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</table>
### 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-

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

*Sample:*

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

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

### Measured Correlate

*Class:* Perceived usefulness of schooling

*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

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r=-.24</td>
<td>p&lt;.001</td>
</tr>
</tbody>
</table>

Both variables assessed at T1.
### Study: BACHM 1970

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

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

**Sample:**

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

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

---

### Measured Correlate

**Class:** Perceived usefulness of schooling  
Code: S 1.4.1

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

**Happiness Query**  
O-HP/g/mq/v/5/a

**Statistics**  
$r = +.38$, $p < .001$

**Remarks**  
Both variables assessed at T1.
## Study

**Study**

**BACHM 1970**

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

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

**Sample:**

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

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

## Measured Correlate

**Class:** Perceived usefulness of schooling  
Code: S 1.4.1

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

## Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
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</thead>
<tbody>
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<td>Both variables assessed at T1.</td>
</tr>
</tbody>
</table>
**Findings on Happiness & SCHOOL**

**Correlate Code: S 1**

**Study**
**BACHM 1978**

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

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

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

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

**Measured Correlate**

Class: Perceived usefulness of schooling  Code: S 1.4.1

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=.   p&lt;.001</td>
<td>Positive school attitudes</td>
</tr>
<tr>
<td>Happiness</td>
<td></td>
<td>T1</td>
</tr>
<tr>
<td>T1</td>
<td>_ = +.41</td>
<td>+.27</td>
</tr>
<tr>
<td>T2</td>
<td>_ = +.33</td>
<td>+.39</td>
</tr>
<tr>
<td>T3</td>
<td>_ = +.23</td>
<td>+.27</td>
</tr>
<tr>
<td>T4</td>
<td>_ = +.20</td>
<td>+.23</td>
</tr>
<tr>
<td>All _ significant (001)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative school attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td>T1</td>
<td>T2</td>
</tr>
<tr>
<td>T1</td>
<td>_ = -.25</td>
<td>-.21</td>
</tr>
<tr>
<td>T2</td>
<td>_ = -.21</td>
<td>-.26</td>
</tr>
</tbody>
</table>

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Findings on Happiness & SCHOOL

Correlate Code: S 1

T3        _ = -.17      -.18      -.27
T4        _ = -.18      -.16      -.19
All  significant (001)
### Study

**BACHM 1978**

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

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

**Sample:**

- Non-Response: 2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5
- N: T1 - T5: 2213/1886/1799/1620/1628

---

### Measured Correlate

**Class:** Perceived usefulness of schooling  
**Code:** S 1.4.1

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

Scale: 1 = low to 6 = high in academic achievement value

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

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

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

All significant

Study | CONST 1965  
---|---
Reported in: | Constantinople, A.P.
Population: | College students, University of Rochester, USA, 1965
Sample: | Non-Response: 30% (take home questionnaire).
N: | 952

Measured Correlate

Class: Perceived usefulness of schooling  
Code: S 1.4.1
Measurement: Product score of the subjective relevance of the goal mentioned and perceived instrumentality of the University of Rochester for the attainment of that goal; as assessed by a 14-item inventory of important goals (Perceived Instrumentality of College Test).

1. Learning how to learn from books and teachers.
2. Acquiring an appreciation of ideas.
3. Establishing own personal, social, and academic values.
4. Developing relationships with the opposite sex.
5. Contributing in a distinguished, meaningful manner to some campus group.
6. Developing the ability to get along with different kinds of people.
8. Personal independence.

10. Achieving academic distinction.

11. Having many good friends.

12. Discovering own strong points and limitations.

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

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

Measured Values:

Error Estimates:

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

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>r=+</td>
<td>freshman males: r=+.29 (05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>freshman females: r=+.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>junior males: r=+.00 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>junior females: r=+.00 (ns)</td>
</tr>
</tbody>
</table>

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).
Findings on Happiness & SCHOOL

Correlate Code: S 1

$r=+$

freshman males : $r=+.25$ (05)
freshman females: $r=+.44$ (05)
junior males : $r=+.31$ (05)
junior females : $r=+.17$ (ns)

$r=+$

freshman males : $r=+.15$ (ns)
freshman females: $r=+.29$ (05)
junior males : $r=+.18$ (ns)
junior females : $r=+.14$ (ns)

$r=+$

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

$r=+$

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

$r=+$

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

$r=+$

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

$r=+$

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

$r=+$

freshman males : $r=+.27$ (05)
freshman females: $r=+.08$ (ns)
junior males : $r=+.24$ (05)
junior females : $r=+.03$ (ns)
Findings on Happiness & SCHOOL  
Correlate Code: S 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.36$ (05)</td>
</tr>
<tr>
<td>Freshman Females</td>
<td>$r = +.28$ (05)</td>
</tr>
<tr>
<td>Junior Males</td>
<td>$r = +.17$ (ns)</td>
</tr>
<tr>
<td>Junior Females</td>
<td>$r = +.19$ (ns)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.12$ (ns)</td>
</tr>
<tr>
<td>Freshman Females</td>
<td>$r = +.10$ (ns)</td>
</tr>
<tr>
<td>Junior Males</td>
<td>$r = +.20$ (05)</td>
</tr>
<tr>
<td>Junior Females</td>
<td>$r = +.07$ (ns)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.11$ (ns)</td>
</tr>
<tr>
<td>Freshman Females</td>
<td>$r = +.13$ (ns)</td>
</tr>
<tr>
<td>Junior Males</td>
<td>$r = +.05$ (ns)</td>
</tr>
<tr>
<td>Junior Females</td>
<td>$r = +.15$ (ns)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.36$ (05)</td>
</tr>
<tr>
<td>Freshman Females</td>
<td>$r = +.04$ (ns)</td>
</tr>
<tr>
<td>Junior Males</td>
<td>$r = +.28$ (05)</td>
</tr>
<tr>
<td>Junior Females</td>
<td>$r = +.07$ (ns)</td>
</tr>
</tbody>
</table>
### Study

<table>
<thead>
<tr>
<th>Study Code</th>
<th>Description</th>
</tr>
</thead>
</table>

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

#### Sample
30% (take home questionnaire).

#### N
952

### Measured Correlate

<table>
<thead>
<tr>
<th>Class</th>
<th>Perceived usefulness of schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>S 1.4.1</td>
</tr>
</tbody>
</table>

#### Measurement
Product score of subjective importance of a goal and perceived instrumentality of the University of Rochester for the attainment of that goal, using a list of 14 goals (see above). Scores were summed to obtain a total score.

### Measured Values

### Error Estimates

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>DM=+ p&lt;.</td>
<td>Analysis on the basis of data from the 16 most happy and 16 least happy freshman and junior males and females who returned the second questionnaire. Strongest among freshman males (01). Lowest among junior females (ns). Significant among junior males and freshman females (05).</td>
</tr>
</tbody>
</table>

---

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 87 of 127
Findings on Happiness & SCHOOL

CONST 1965

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

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

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

Measured Correlate

Class: Perceived usefulness of schooling
Code: S 1.4.1

Measurement:
Product score of subjective importance of a goal and what the ideal university could contribute to the attainment of that goal, minus product score of subjective importance and Rochester instrumentality for that goal, using a lists of 14 goals (see above).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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

Study

CONST 1970

Reported in: Constantinople, A.
Some correlates of average level of happiness among college students.

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

Sample:

Non-Response: 50% return of mailed questionnaire.

N: 581/88

Measured Correlate

Class: Perceived usefulness of schooling Code: S 1.4.1

Measurement:
Closed questions on the degree to which the university is perceived as helping or hindering progress toward each of the
goals mentioned. (Perceived Instrumentality of College Test; see Constantinople 1965, 1967).

1. Learning how to learn from books and teachers.

2. Acquiring an appreciation of ideas.

3. Establishing own personal, social and academic values.

4. Developing relationships with opposite sex.

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

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

8. Personal independence.


10. Achieving academic distinction.

11. Having many good friends.

12. Discovering own strong points and limitations.

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

Measured Values:

Error Estimates:

Remarks: See also above under CONST 1965.

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

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>r=+</td>
<td>See also above under CONST 1965.</td>
</tr>
<tr>
<td></td>
<td>freshman males : r = -.09 (ns)</td>
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</tr>
<tr>
<td></td>
<td>senior males : r = +.06 (ns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>freshman females</td>
<td></td>
</tr>
<tr>
<td></td>
<td>senior females</td>
<td></td>
</tr>
</tbody>
</table>

Print date: 7-2-2003

World Database of Happiness: www.eur.nl/fsw/research/happiness

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Findings on Happiness & SCHOOL Correlate Code: S 1

These rating generally correlate less than .10 with happiness.

<table>
<thead>
<tr>
<th></th>
<th>freshman males</th>
<th>senior males</th>
<th>freshman females</th>
<th>senior females</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman males</td>
<td>$r = +.11$ (ns)</td>
<td>$r = +.34$ (01)</td>
<td>$r = +.20$ (05)</td>
<td>$r = -.01$ (ns)</td>
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<tr>
<td>senior males</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>freshman females</td>
<td>$r = +.17$ (05)</td>
<td>$r = +.30$ (01)</td>
<td>$r = +.30$ (01)</td>
<td>$r = +.06$ (ns)</td>
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<tr>
<td>senior females</td>
<td></td>
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</tr>
<tr>
<td>freshman males</td>
<td>$r = +.08$ (ns)</td>
<td>$r = +.10$ (ns)</td>
<td>$r = +.11$ (ns)</td>
<td>$r = +.22$ (05)</td>
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<tr>
<td>senior males</td>
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</tr>
<tr>
<td>freshman females</td>
<td>$r = +.27$ (01)</td>
<td>$r = +.26$ (01)</td>
<td>$r = +.18$ (05)</td>
<td>$r = +.30$ (01)</td>
</tr>
<tr>
<td>senior females</td>
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</tr>
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<td>freshman males</td>
<td>$r = +.32$ (01)</td>
<td>$r = +.32$ (01)</td>
<td>$r = +.28$ (01)</td>
<td>$r = +.23$ (01)</td>
</tr>
<tr>
<td>senior males</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>freshman females</td>
<td>$r = +.07$ (ns)</td>
<td>$r = +.22$ (05)</td>
<td>$r = +.05$ (ns)</td>
<td>$r = +.09$ (ns)</td>
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<tr>
<td>senior females</td>
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<td>freshman males</td>
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<td>$r = +.30$ (01)</td>
<td>$r = +.25$ (01)</td>
<td>$r = +.01$ (ns)</td>
</tr>
<tr>
<td>senior males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freshman females</td>
<td>$r = +.16$ (05)</td>
<td>$r = +.23$ (01)</td>
<td>$r = +.19$ (05)</td>
<td>$r = -.01$ (ns)</td>
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<tr>
<td>senior females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freshman males</td>
<td>$r = +.24$ (01)</td>
<td>$r = +.22$ (05)</td>
<td>$r = +.15$ (ns)</td>
<td>$r = +.11$ (ns)</td>
</tr>
<tr>
<td>senior males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freshman females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

as a goal in the S's own college experience too.
Findings on Happiness & SCHOOL

**Correlate Code: S 1**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Happiness Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.10 \ (ns)$</td>
</tr>
<tr>
<td>Senior Males</td>
<td>$r = +.28 \ (01)$</td>
</tr>
<tr>
<td>Freshman Females:</td>
<td>$r = +.22 \ (01)$</td>
</tr>
<tr>
<td>Senior Females</td>
<td>$r = +.24 \ (01)$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Happiness Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.05 \ (ns)$</td>
</tr>
<tr>
<td>Senior Males</td>
<td>$r = -.03 \ (ns)$</td>
</tr>
<tr>
<td>Freshman Females:</td>
<td>$r = +.05 \ (ns)$</td>
</tr>
<tr>
<td>Senior Females</td>
<td>$r = +.27 \ (01)$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Happiness Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Males</td>
<td>$r = +.16 \ (05)$</td>
</tr>
<tr>
<td>Senior Males</td>
<td>$r = +.27 \ (01)$</td>
</tr>
<tr>
<td>Freshman Females:</td>
<td>$r = +.10 \ (ns)$</td>
</tr>
<tr>
<td>Senior Females</td>
<td>$r = -.08 \ (ns)$</td>
</tr>
</tbody>
</table>
### Study

**SYMON 1937**

**Reported in:** Symonds, P.M.  
Happiness as related to problems and interests  
Journal of Educational Psychology, 1937, vol. 28, p. 290-294

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

**Sample:**

<table>
<thead>
<tr>
<th>Non-Response</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1651</td>
</tr>
</tbody>
</table>

### Measured Correlate

**Class:** Perceived usefulness of schooling  
Code: S 1.4.1

**Measurement:** Closed question

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/sq/v7/a</td>
<td>DM= ns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SNR= ns</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

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

BACHM 1978

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, University of Michigan, Ann Arbor, Michigan, 1978

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

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

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

Measured Correlate

Class: Perceived pressure of school-work Code: S 1.4.2
Measurement: Simple direct question at T1 and T2: "How satisfied are you with the way you're actually doing in school?"
1 = not at all; 2 = not very; 3 = somewhat; 4 = quite; 5 = very satisfied

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

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


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### Study

**GORMA 1971**

**Reported in:** Gorman, B.S.

A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

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

**Sample:**

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

**N:** 67

### Measured Correlate

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

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=+.21</td>
<td>ns</td>
</tr>
</tbody>
</table>

World Database of Happiness: www.eur.nl/fsw/research/happiness
### Study

**GORMA 1971**

*Reported in:* Gorman, B.S.

A multivariate study of the relationship of cognitive control and cognitive style

Unpublished doctoral dissertation, 1971, City University of New York, USA

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

*Sample:* 4%, 3% refusal, 1% incomplete information

*N:* 67

---

### Measured Correlate

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

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

*Measured Values:*  

*Error Estimates:*  

*Remarks:*  

---

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=-.07</td>
<td>ns</td>
</tr>
</tbody>
</table>
Study | WESSM 1966/1 | Page in Report: 277
--- | --- | ---
Reported in: | Wessman, A.E. & Ricks, D.F. | Mood and Personality
 | Holt, 1966, New York, USA | |
Population: | Female college students, followed 6 weeks, Radcliffe, USA, 1957 |
Sample: |  |
Non-Response: | 16% |
N: | 21 |

Measured Correlate

<table>
<thead>
<tr>
<th>Class:</th>
<th>Perceived pressure of school-work</th>
<th>Code: S 1.4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement:</td>
<td>Repeated closed question on immediate pressure during past day, scored every day during six weeks: none / rather light / moderate / fairly heavy / very heavy / extremely heavy.</td>
<td></td>
</tr>
</tbody>
</table>

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=-.33</td>
<td>ns</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

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.

WESSM 1966/2

Measurement:

Mood and personality
Holt, 1966, New York, USA

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

Sample:

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

N: 17

Measured Correlate

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

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

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
A-ARE/md/sqr/v/10/ \( r = -0.34 \) ns
Findings on Happiness & SCHOOL Correlate Code: S 1

**Study**  
**BACHM 1978**

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

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

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

*N:* t1 - T5:  
2213/1886/1799/  
1620/1628

---

**Measured Correlate**  
*Class:* Satisfaction with own school-performance  
*Code:* S 1.4.3

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**  

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+ p&lt;.s</td>
<td>Satisfaction with own school work</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Study</th>
<th>ANDRE 1976/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Andrews, F.M. &amp; Withey, S.B.</td>
</tr>
<tr>
<td></td>
<td>Social Indicators of Well-being: Americans' Perceptions of Life Quality</td>
</tr>
<tr>
<td></td>
<td>Plenum Press, 1976, New York, USA</td>
</tr>
<tr>
<td>Population:</td>
<td>18+ aged, general public, non-institutionalized, USA, 1973/7</td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td></td>
</tr>
<tr>
<td>N:</td>
<td>222</td>
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</table>

### Measured Correlate

<table>
<thead>
<tr>
<th>Class:</th>
<th>Satisfaction with school-facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>S 1.4.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed question: &quot;How do you feel about the schools in this area?&quot;</td>
</tr>
<tr>
<td>Rated on a 7-point scale: terrible/ unhappy/ mostly dissatisfied/ mixed/ mostly satisfied/ pleased/ delighted</td>
</tr>
</tbody>
</table>

### Measured Values:

### Error Estimates:

### Remarks:

### Observed Relation with Happiness

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

**BUTTE 1977**

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

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

**Sample:**

**Non-Response:**

| N:  | 548 |

### Measured Correlate

**Class:** Satisfaction with school-facilities  
Code: S 1.4.4

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

### Observed Relation with Happiness

**Happiness Query** | **Statistics** | **Remarks**
--- | --- | ---
O-HL/c/sq/v/7/a | $r = +.07$ | ns
Findings on Happiness & SCHOOL

**Study**

**BUTTE 1977**

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

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

*Sample:*

*Non-Response:*

*N:* 548

**Measured Correlate**

*Class:* Satisfaction with school-facilities  
*Code:* S 1.4.4

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

*Measured Values:*

*Error Estimates:*

*Remarks:*

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLW/u/sq/v7/b</td>
<td>r=+.19</td>
<td>p&lt;.05</td>
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</table>

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsr/research/happiness  
Page 102 of 127
Findings on Happiness & SCHOOL

<table>
<thead>
<tr>
<th>Study</th>
<th>BUTTE 1977</th>
<th>Page in Report: 358</th>
</tr>
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<tbody>
<tr>
<td>Reported in:</td>
<td>Buttel, F.H. &amp; Martinson, O.B.</td>
<td></td>
</tr>
<tr>
<td>Ideology and social indicators of the quality of life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Indicators Research, vol 4, 1977, p.353-369</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>18+ aged, general public, Wisconsin USA, 1974</td>
<td></td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N:</td>
<td>548</td>
<td></td>
</tr>
</tbody>
</table>

**Measured Correlate**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Satisfaction with school-facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>S 1.4.4</td>
</tr>
</tbody>
</table>

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

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-A/u/sq/v/7/a</td>
<td>r=.19</td>
<td>p&lt;.05</td>
</tr>
</tbody>
</table>
Findings on Happiness & SCHOOL Correlate Code: S 1

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

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

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

Measured Correlate

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

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
A-AOL/cy/sq/v/10/a DM=+ p<.01 1. The happy students had a mean score of 5.5 and the unhappy a score of 3.7
D%=+

2. 71% of the happy students and 37.5% of the unhappy students responded affirmatively.

The 16 most happy and the 16 most unhappy students in each of 8 sex/class groups (N=256) were compared.
Findings on Happiness & SCHOOL Correlate Code: S 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.

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

*Sample:*

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

*N:* 952

---

**Measured Correlate**

*Class:* Satisfaction with school-facilities  Code: S 1.4.4

*Measurement:*
1. Closed question rated on a 7-point graphic scale on satisfaction with one's experience as a student at the University of Rochester: extremely dissatisfied / neither satisfied nor dissatisfied / extremely satisfied.
2. Direct yes / no question: 'Given the same alternatives, would you again choose to come to the University of Rochester?'

*Measured Values:*

*Error Estimates:*

*Remarks:*

---

**Observed Relation with Happiness**

*Happiness Query*  
A-AOL/cy/sq/v/10/a

*Statistics*  
DM=+  p<.01

*Remarks*  
D%=+  Analysis on the basis of the 16 most and 16 least happy Ss in each of the 8 sex/class group: (N=236)
### Study

**HULIN 1969**

**Reported in:** Hulin, C.L.  

**Population:** White collar workers, living in company towns, Columbia Canada, 1969

**Sample:**

<table>
<thead>
<tr>
<th>Non-Response</th>
<th>24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>470</td>
</tr>
</tbody>
</table>

### Measured Correlate

<table>
<thead>
<tr>
<th>Class</th>
<th>Satisfaction with school-facilities</th>
<th>Code: S 1.4.4</th>
</tr>
</thead>
</table>

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

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-SLu/g/sq/t/7/a</td>
<td>r = +</td>
<td>Females: r = +0.07 (ns)</td>
</tr>
</tbody>
</table>

Males: r = +.15 (01)
### Study

**HULLIN 1969**

**Reported in:** Hulin, C.L.
Sources of variation in job and life satisfaction: The role of community and job-related variables.

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

**Sample:**

**Non-Response:** 24%

**N:** 470

### Measured Correlate

**Class:** Satisfaction with school-facilities

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

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| O-SLu/g/sq/t7/a  | r=+        | Males : $r = +.12$ (05)
|                 |            | Females: $r = +.08$ (ns) |
Appendix 1  Queries on Happiness used in reported Studies

Happiness Query Code  Full Text

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

"Mood is usually applied to states lasting for minutes or hours, but most people can estimate their average or typical mood over a long period of time. Using the following scale, please indicate which statement best describes your typical mood for the current spring semester. Draw a circle around the number of the statement which best describes your average level of happiness or unhappiness during this semester.

10  Complete elation, rapturous joy and soaring 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/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

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

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

"On the average, how happy or unhappy did you feel today....?"
2 Very unhappy. Depressed. Spirits very low.
3 Pretty unhappy. Somewhat 'blue'. Spirits down.
4 Mildly unhappy. Just a little low.
5 Barely unhappy. Just this side of neutral.
6 Barely happy. Just this side of neutral.
7 Mildly happy. Feeling fairly good and somewhat cheerful.

Name: Wessman & Ricks’ “Elation - Depression Scale” (adapted version)

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

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

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)

1. 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

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

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

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/v5/a Selfreport on 2 questions:

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

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

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

\[
\frac{Pa \cdot Sa + Pb \cdot Sb + Pc \cdot Sc + Pd \cdot Sd + Pe \cdot Se}{Pa + Pb + Pc + Pd + Pe}
\]

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

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

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

Summation: not reported

Name: 'Happiness subtest' of Wasburne's 'Social Adjustment Scale'.

M-PL/h/sq/v/5/b Selfreport on single question: following enumeration of lifegoals in six areas, the last of which was 'joy in living'

"How successful have you been in pursuit of that goal.....?"
(joy in living)
5 had excellent fortune in this respect
4
3
2
1 found little satisfaction in this area

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

"Above you see a numbered ladder. Consider the top of the ladder as the best possible life and the bottom of the ladder as the worst possible life.
A Please place an X where you feel you are now.
B Place an Y at the point where you were five years ago.
C Please place a Z at the point that you feel you will be at five years from now.

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

Question A is the case question.

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

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

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

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

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

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

Summation: arithmetic mean
Findings on Happiness & SCHOOL Correlate Code: S 1

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

O-H?/?/sq/f/7/a Selfreport on single question:

Lead item not reported
Rated on a 7-step pictorial faces scale, presented on a card
(pictures not shown here)
7 smiling face, very happy
6
5
4
3
2
1 frowning face, very unhappy

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

'Taken all together, how would you say things are these days? Would you say that you are....?'
3 very happy
2 pretty happy
1 not too happy

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

" Is your life at this moment ....?"
4 very happy
3 fairly happy
2 fairly unhappy
1 very unhappy

In German:
"Ist Ihr Leben im Augenblick....?"
4 sehr glücklich
3 ziemlich glücklich
2 ziemlich unglücklich
1 sehr unglücklich

O-HL/c/sq/v/5/h Selfreport on single question:

'How happy are you now?'
5 very happy
4 happy
3 neither happy nor unhappy
2 unhappy
1 very unhappy

Original text in Danish:
'Hvor lykkelig er du for tiden?'
5 meget lykkelig
4 lykkelig
3 hverken eller
2 ulikkelig
1 meget ulikkelig

O-HL/c/sq/v/7/a Selfreport on single question:
"In general, how happy would you say you are these days.....?"
7 extremely happy
6 very happy
5 pretty happy
4 not too happy
3 a bit unhappy
2 pretty unhappy
1 very unhappy

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

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

(Originally presented on a horizontal line scale)

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

"How happy would you say your life is in general.....?"
1 very unhappy
2
3
4 neither happy
5 nor
6 unhappy
7
8
9 very happy

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

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

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

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

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

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

Summation: average
Possible range: 1 to 5

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

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

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

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

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

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

O-SLu/?/sq/l/5/a Selfreport on single question:
"..... satisfaction with life ......"
(full lead item not reported)

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

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

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'.

"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
Findings on Happiness & SCHOOL

Correlate Code: S 1

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

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

O-SLW/u/sq/v/7/b

Selfreport on single question:

"How do you feel about your life as a whole.....?"

7 completely satisfied
6 very satisfied
5 satisfied
4 satisfied/dissatisfied
3 dissatisfied
2 very dissatisfied
1 completely dissatisfied

On the web you will find an overview of valid queries on happiness and an explanation of the classification used. Go to: www.eur.nl/fsw/research/happiness/hap_quer/hqi_fp.htm. This is the introductory text to the Catalog of Happiness Queries.
### Appendix 2  Statistics used in reported studies

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

Correlate Code: S 1

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

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

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

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

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

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

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

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

SNR Statistic Not Reported

tau GOODMAN & Kruskal's TAU
Type: descriptive statistic only.
Measurement level: Correlate: nominal, Happiness: ordinal
Range: [0; +1]

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

tb KENDALL'S RANK CORRELATION COEFFICIENT TAU-B
Type: test statistic
Measurement level: Correlate: ordinal, Happiness: ordinal
Range: [-1; +1]

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

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

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

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

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


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

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


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

### Appendix 4  Further Findings in the World Database of Happiness

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<th>Main Category’s</th>
<th>Category Name</th>
<th>Number of Studies in this Category</th>
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### Findings on Happiness & SCHOOL

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**End of Report**