

Section on a specific subject from:

DATABOOK OF HAPPINESS

A complementary reference work to
Conditions of Happiness

Ruut Veenhoven
with the assistance of Ton Jonkers
Erasmus University Rotterdam

D.Reidel Publishing Company
Member of Kluwer Academic Publishers Group
1984
Dordrecht/Boston/Lancaster

ISBN 90-277-1793-1

E 1 EDUCATION AND SCHOOL

- E 1.1 Education
 - 1.1.1 - Level of education
 - 1.1.2 - Attitudes towards level of education
- E 1.2 School
 - 1.2.1 - Attitudes towards school
 - 1.2.2 - School ability
 - 1.2.3 - Stage of study
 - 1.2.4 - Extracurricular activities. see L 3.3

E 1.3 Various factors concerning education and school

E 1.1 - EDUCATION

E 1.1.1 - LEVEL OF EDUCATION

EDUCATIONAL LEVEL	Level of school education: low / middle / high		HAPP 3.1	G'	+ .35	Gt'	01	Adult populations of 5 Westernized nations, 3 underdeveloped giants, 2 countries in the Middle East, 3 Caribbean nations and the Philippines Representative samples N: 18653, date: ± 1960	CANTR 65/1 p. 259
EDUCATIONAL LEVEL	8th grade or less / high school incomplete / high school graduate / college incomplete / college graduate	See remarks in excerpt (Part II). in 1946: negroes: G' = +.08 (ns) whites : G' = +.18 (01) in 1956: negroes: G' = -.07 (ns) whites : G' = +.19 (01) in 1966: negroes: G' = -.18 (05) whites : G' = +.19 (01)	HAPP 1.1	G'		Gt'		National adult population, U.S.A. Non-probability quota samples and probability area samples N: 25617, date: 1946, 1947, 1948, 1956, 1966	MANNI 72 p. 39
EDUCATIONAL LEVEL	No school or grammar school / high school / college		HAPP 1.1	G'	+ .20	Gt'	01	National adult population, U.S.A. Non-probability quota sample N: 2377, date: February, 1946	WESSM 56 p. 188
EDUCATIONAL LEVEL	Primary / secondary / university		HAPP 2.1	G'	+ .16	Gt'	01	National adult population, U.S.A. Probability sample, proportionally stratified by sex, age occupation, S.E.S. and education N: 1015, date: 1948 - 1949	BUCHA 53 p. 213
EDUCATIONAL LEVEL	Grade school / high school / college	Unaffected by age, sex and income	HAPP 1.1	G'	+ .32	Gt'	01	Non-institutionalized adults, U.S.A. Probability multi-stage area sample N: 2460, date: spring, 1957	GURIN '60 p. 47
EDUCATIONAL LEVEL	None to 4 years / 5-7 years / 8 years / high school incomplete / technical trade or business school / college incomplete / college complete		HAPP 2.1	r	+ .03			National adult population, U.S.A. Cantril (1965) modified probability sample N: 1406, date: 1959	BORTN 70 p. 44
EDUCATIONAL LEVEL	Grammar school / high school / college		HAPP 3.1	G'	+ .23		01	National adult population, U.S.A. Probability sample N: 1549, date: ± 1960	CANTR 65/1 p. 378

EDUCATIONAL LEVEL	Grade school / high school / college	See remarks in excerpt (Part II), College : Mean = 7.0 (7.3) high school : Mean = 6.5 (6.8) grade school: Mean = 6.3 (6.7)	HAPP 3.1	DM	+			Non-institutionalized national adult population U.S.A. Multi-stage probability sample, stratified by size of locality N: 1588, date: January, 1971 (+1964)	CANTR 71 p. 66
EDUCATIONAL LEVEL	0-8 yrs / 1-4 yrs high school / college	See remarks in excerpt (Part II). Stronger among whites: $G' = +.12$ (05) Reversed among blacks: $G' = -.37$ (01)	HAPP 1.1	G'	+.09	Gt'	05	Non-institutionalized adults, U.S.A. N: 1602, date: March, 1972	ALSTO 74 p. 100
EDUCATIONAL LEVEL			HAPP 3.1	h^2	.07			National adult population, U.S.A. Probability area sample (first sample) N: 1297, date: May, 1972	ANDRE 74 p. 20
EDUCATIONAL LEVEL		Unaffected by S.E.S. Lower among those under age 65 : $r = +.08$ Stronger among those over age 65: $r = +.15$ The difference between the correlations is not significant	HAPP 1.1	r_{pm}	+.10		01	Non-institutionalized adults, U.S.A. Probability sample N: 1547, date: 1972, 1973	SPREI 74 p. 457
EDUCATIONAL LEVEL		Unaffected by sex	HAPP 1.1		+ 0			Non-institutionalized adults, U.S.A. National probability sample N: 1500, date: spring, 1973	SPREI 75 p. 243-246
EDUCATIONAL LEVEL	8th grade or less / less than high school graduate / high school graduate / part college / college graduate or more	Lower income categories: Stronger positive relationship Unaffected by age Higher income categories: Negative relationship When elaborated for age U-shaped curve: under age 40: slightly positive age 40-59 : no relationship age 60+ : negative	HAPP 1.1 AFF 2.3	G' G'	+.18 +.31	Gt' Gt'	01 01	Inhabitants of 4 small communities, Illinois, U.S.A. Probability multi-stage samples N: 2006, date: March, 1962	BRADB 65/1 p. 9-23
EDUCATIONAL LEVEL	8th grade or less / part high school / high school graduate / part college / college graduate or more	Lower among high income levels: $\overline{DR} = +.04$ Lower among the aged : $\overline{DR} = +.05$ Index of Positive Affects: $\overline{DR} = +.21$ (05) Index of Negative Affects: $\overline{DR} = -.05$ (ns)	AFF 2.3	\overline{DR}	+.18	BCI	05	Adults, urban areas, U.S.A. Probability area samples N: 2787, date: January, 1963 - January, 1964	BRADB 69 p. 45/91
EDUCATIONAL LEVEL	Less than high school / high school graduate / college training	Index of Positive Affects: $\overline{D\%} = +$ Index of Negative Affects: $\overline{D\%} = + 0$	HAPP 1.1 AFF 2.3	$\overline{D\%}$ $\overline{D\%}$	+ +			Adults, New Hampshire, U.S.A. Probability sample N: 600, date: —	PHILL 67A p. 485
EDUCATION	Years of schooling completed	In 1972: Affect Balance Score : $r = +.22$ (001) Index of Positive Affects: $r = +.26$ (001) Index of Negative Affects: $r = -.07$ (05) In 1973: Affect Balance Score : $r = +.20$ (001) Index of Positive Affects: $r = +.28$ (001) Index of Negative Affects: $r = -.01$ (ns)	AFF 2.3	r	+		001	Adults, Los Angeles County, U.S.A. Multi-staged probability samples of households N: 1078 in 1972 and 1008 in 1973, date: 1972/1973	CHERL 75 p. 197
EDUCATION			HAPP 1.1 HAPP 2.1	G G	-.08 -.04			Adults, Toledo, Ohio, U.S.A. Systematic random sample N: 510, date: 1973	SNYDE 74 p. 32
EDUCATION	Highest grade of regular school or college ever attended by the respondent	Unaffected by age Slightly stronger in low income category: below \$ 7,000 : $r = +.06$ \$ 7,000 or more: $r = -.04$	HAPP 3.1	r	+.03		ns	People of 46 and older, Duke, U.S.A. Probability systematic random sample, stratified by age and sex N: 502, date: 1968	PALMO 72 p. 70

EDUCATIONAL LEVEL		Positive relation disappears when controlled for income.	AFF 1.1		+	Chi ²		Aged persons, Metropolitan Boston, U.S.A. Probability area sample N: 1335, date: 1965	FOWLE 69 p. 733
EDUCATIONAL PRESTIGE	8th grade or less / part high school / high school / trade school / some college / collage graduate or more	Ss with some college are less happy than high school graduates.	HAPP 1.1	t _k c	+.10		05	Non-hospitalized schizophrenic males, Monroe County, New York, U.S.A. Probability sample drawn from the Monroe County Psychiatric Case Register N: 178, date: 1964 - 1965	ALEXA 68 p. 97
EDUCATIONAL LEVEL	None / 1-4 years / 5 - high school / post high school		HAPP 2.1	G'	+.19	Gt'	ns	Aged chronically ill patients, U.S.A. Probability sample N: 167, date: 1959	HENLE 67 p. 69
EDUCATIONAL LEVEL		Index of Negative Affects: ns	AFF 2.3	r _{pm}			ns	Residents of Stirling County, Maritime, Canada Probability sample, stratified by sex, age, socio-environmental circumstances and mental health N: 112, date: 1963 - 1968	BEISE 74 p. 325
EDUCATIONAL LEVEL	No schooling / some primary / some secondary		HAPP 3.1	G'	+.69	Gt'	01	National adult population, Dominican Republic Probability samples N: 1314, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.20	Gt'	01	National adult population, Mexico Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 1752, date: 1948 - 1949	BUCHA 53 p. 189
EDUCATIONAL LEVEL	No schooling / some primary / some secondary		HAPP 3.1	G'	+.72	Gt'	01	National adult population, Panama Probability sample, proportionally poststratified by dwelling and mortality N: 642, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Elementary; none / secondary / higher		HAPP 3.1	G'	+.09	Gt'	ns	National adult population, Cuba Probability area sample N: 992, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	3rd grade or less / 4th - 7th grade / 8th - 11th grade / H.S. graduate / part college / college graduate	Unaffected by income Unaffected by age	HAPP 1.1	G'	+.19	Gt'	01	National adult population, Puerto Rico Probability, simple random sample N: 1417, date: November, 1963 - January, 1964 + August - October, 1964	MATLI 66 p. 19
EDUCATIONAL LEVEL	Illiterate / low / middle / high		HAPP 3.1	G'	+.50	Gt'	01	National adult population, Brazil Probability samples N: 2168, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Low / average / high	U-shaped curve: Ss of average education being most happy.	HAPP 2.1	G'	+.14	Gt'	01	National populations of nine European countries Type of sample-construction not reported N: 9605 (or 9543, see remarks in excerpt, Part II), date: May, 1975	COMMI 75 p. 139
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.09	Gt'	ns	National adult population, Britain Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 1195, date: 1948 - 1949	BUCHA 53 p. 138
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.20	Gt'	01	National adult population, France Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 1000, date: 1948 - 1949	BUCHA 53 p. 148

EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	-.03	Gt'	ns	National adult population, W. Germany Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 3371, date: 1948 - 1949	BUCHA 53 p. 157
EDUCATIONAL LEVEL	low / middle / high		HAPP 3.1	G'	+.07	Gt'	ns	National population, W. Germany Probability area sample N: 480, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.13	Gt'	05	National adult population, Italy Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 1078, date: 1948 - 1949	BUCHA 53 p. 176
EDUCATIONAL LEVEL			HAPP 1.1		+ 0		ns	National adult population, The Netherlands N: at least 1000, date: 1948	NIPO 49 p. 4
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.37	Gt'	01	National adult population, The Netherlands Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 942, date: 1948 - 1949	BUCHA 53 p. 197
EDUCATIONAL LEVEL	Number of years of schooling and level of school education	Unaffected by sex. Significant among young persons (G = -.16), among those of high S.E.S. (G = -.17) and among those who experienced a downward inter- generational mobility (G = -.24) only.	HAPP 1.1	G	-.12		05	National adult population, The Netherlands Probability area sample N = 1552, date: June, 1968	BAKKE 74 p. 27 VEENH 75 p. 11
EDUCATION	Direct question	Married females only.	HAPP 2.1	r _{pm}	-.12	Chi ²		Adults, Amsterdam, The Netherlands Probability systematic random sample, stratified by sex and marital status N: 600, date: September - December, 1965	JONG 69 p. 203
EDUCATIONAL LEVEL	3-point scale	Unaffected by sex and age	HAPP 1.1	G'	-.05	Gt'	ns	Adults, Utrecht, The Netherlands Probability sample, stratified by age N: 300, date: autumn, 1967	MOSEK 69 p. 20
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	+.24	Gt'	01	National adult population, Norway Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 1030, date: 1948 - 1949	BUCHA 53 p. 205
EDUCATIONAL LEVEL	Some primary / some secondary / some higher	some higher : Mean = 5.1 some secondary: Mean = 4.7 some primary : Mean = 4.1	HAPP 3.1	DM	+			National adult population, Poland Probability samples N: 1464, date: + 1960	CANTR 65/1 p. 374
EDUCATIONAL LEVEL			HAPP 2.1				ns	National adult population, Poland Non-probability, purposive quota sample, stratified by sex, age, type of local community, employment and S.E.S. N: 2387, date: June/July, 1960	MAKAR 62 p. 106
EDUCATIONAL LEVEL	No schooling / some primary / some high school or primary complete / high school or higher		HAPP 3.1	G'	+.48	Gt'	01	National adult population, Yugoslavia Probability sample N: 1523, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Elementary incomplete / secondary or elementary complete / university		HAPP 3.1	G'	+.49	Gt'	01	National population, Israel Probability sample N: 1170, date: + 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	Illiterate / no school but literate / some primary / some secondary or university	Ss with no school education, but literate are most happy, followed by resp. Ss with some secondary, the illiterates and Ss with some primary school education.	HAPP 3.1	G'	+.23	Gt'	01	National adult population, Nigeria Probability sample, proportionally stratified by dwelling and region N: 1200, date: + 1960	CANTR 65/1 p. 378

EDUCATIONAL LEVEL	Illiterate / under matriculate / matriculate / higher		HAPP 3.1	G'	+.31	Gt'	01	National population, India Probability sample, proportionally poststratified by dwelling N: 2366, date: 1958	CANTR 65/1 p. 378
EDUCATIONAL LEVEL	0 - 9 years schooling / high school incomplete / high	high: : Mean = 5.7 high school incomplete: Mean = 5.4 -9 years school : Mean = 5.0	HAPP 3.1	DM	+			National adult population, Japan Probability sample N: 972, date: ± 1960	CANTR 65/1 p. 370
EDUCATIONAL LEVEL	Elementary incomplete / elementary complete / high school incomplete / high school complete / college incomplete / college complete		HAPP 3.1	G'	+.23	Gt'	01	National adult population, The Philippines Probability sample, proportionally poststratified by dwelling N: 500, date: ± 1960	CANTR 65/1 p. 378
EDUCATIONAL LEVEL		Lower among males : G = +.17 Stronger among females: G = +.41	HAPP 1.1	G	+			Adults, Metro Manila, Philippines Probability area sample N: 941, date: January - April, 1972	BULAT 73 p. 232
		Unaffected by sex	HAPP 3.1	G	+.52				
		Index of Positive Affects: males : G = +.22 females: G = +.22	AFF 2.3	G	+				
		Index of Negative Affects: positive among males: G = +.14 not among females : G = -.00							
EDUCATIONAL LEVEL	Stage of education reached primary / secondary / university		HAPP 2.1	G'	-.01	Gt'	ns	National adult population, Australia Probability sample, proportionally stratified by sex, age, occupation, S.E.S. and education N: 945, date: 1948 - 1949	BUCHA 53 p. 130

E 1.1.2 - ATTITUDES TOWARDS LEVEL OF EDUCATION

SATISFACTION WITH EDUCATION	Closed question rated on a 7-point self-anchoring scale, based on Cantril (1965)		HAPP 2.1	r	+.27			Adult population of 8 major British conurbations Non-probability quota sample N: 593, date: October - November, 1971	HALL 73 p. 100
SATISFACTION WITH EDUCATIONAL LEVEL	Closed question ranging from 'very unsatisfied' to 'very satisfied'		HAPP 1.1	mc	+.26			Urban adult Jewish population, Israel Probability area sample using dwelling units N: 1940, date: spring, 1973	LEVY 75/1 p. 232
DESIRE FOR LONGER SCHOOLING		75% of the relatively dissatisfied and 58% of the very satisfied desire longer schooling. Unaffected by sex	HAPP 2.1	D%	-		s	Middle-aged, middle class married couples, U.S.A. Non-probability accidental sample of couples N: 416, date: 1952 - 1953	ROSE 55 p. 17
UNFULFILLED ASPIRATIONS: EDUCATION, FOLLOW A TALENT	Open-ended question on unfulfilled aspirations. other aspirations vs aspirations mentioned	Computed for those having unfulfilled aspirations only (N = 1646)	HAPP 1.1	G'	+.06	Gt'	ns	National adult population, U.S.A. Non-probability quota sample N: 2377, date: February, 1946	WESSM 56 p. 210
DESIRED PERSONAL CHANGES: MORE EDUCATION	Open-ended question on desired personal changes. other changes vs change mentioned	Computed for those who desire to change only (N = 1591)	HAPP 1.1	G'	-.14	Gt'	ns	See above	WESSM 56 p. 211

E 1.2 - SCHOOL

E 1.2.1 - ATTITUDES TOWARDS SCHOOL

SATISFACTION WITH UNIVERSITY	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	The 16 most happy and the 16 most unhappy students in each of 8 sex/class groups (N=256) were compared. The happy students had a mean score of 5.5 and the unhappy a score of 3.7.	AFF 2.1	DM	+	t	01	Undergraduate full-time college students, University of Rochester, U.S.A. Non-probability chunk sample N: 952, date: March, 1965	CGNST 65 p. 71
SATISFACTION WITH UNIVERSITY	Direct yes/no question: 'Given the same alternatives, would you again choose to come to the University of Rochester?'	N = 256 (see above). 71% of the happy students and 37.5% of the unhappy students responded affirmatively.	AFF 2.1	DM	+			See above	CONST 65 p. 74
<u>ATTITUDE TOWARD SPECIFIC ASPECTS OF COLLEGE:</u>	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)	Analysis on the basis of data from freshmen and juniors who returned the second questionnaire. N= 353: 188 freshmen (99 males and 89 females), 165 juniors (90 males and 75 females) 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).						See above.	CONST 65 p. 65
- LEARNING HOW TO LEARN FROM BOOKS AND TEACHERS		freshman males : r = +.29 (05) freshman females: r = +.07 (ns) junior males : r = +.16 (ns) junior females : r = +.00 (ns)	AFF 2.1	r _{pm}	+				
- ACQUIRING AN APPRECIATION OF IDEAS		freshman males : r = +.25 (05) freshman females: r = +.25 (05) junior males : r = +.05 (ns) junior females : r = +.02 (ns)	AFF 2.1	r _{pm}	+				
- ESTABLISHING OWN PERSONAL, SOCIAL AND ACADEMIC VALUES		freshman males : r = +.15 (ns) freshman females: r = +.44 (05) junior males : r = +.31 (05) junior females : r = +.17 (ns)	AFF 2.1	r _{pm}	+				
- DEVELOPING RELATIONSHIPS WITH THE OPPOSITE SEX		freshman males : r = +.29 (05) freshman females: r = +.29 (05) junior males : r = +.18 (ns) junior females : r = +.14 (ns)	AFF 2.1	r _{pm}	+				
- CONTRIBUTING IN A DISTINGUISHED, MEANINGFUL MANNER TO SOME CAMPUS GROUP		freshman males : r = +.11 (ns) freshman females: r = +.29 (05) junior males : r = -.02 (ns) junior females : r = +.21 (05)	AFF 2.1	r _{pm}	+				
- DEVELOPING THE ABILITY TO GET ALONG WITH DIFFERENT KINDS OF PEOPLE		freshman males : r = +.19 (ns) freshman females: r = +.14 (ns) junior males : r = +.15 (ns) junior females : r = +.14 (ns)	AFF 2.1	r _{pm}	+				
- BECOMING SELF-CONFIDENT		freshman males : r = +.39 (05) freshman females: r = +.02 (ns) junior males : r = +.38 (05)	AFF 2.1	r _{pm}	+				

- PERSONAL INDEPENDENCE		junior females : r = +.32 (05) freshman males : r = +.24 (05) freshman females: r = +.17 (ns) junior males : r = +.28 (05) junior females : r = +.05 (ns)	AFF 2.1	r _{pm}	+			
- FINDING A SPOUSE		freshman males : r = +.21 (05) freshman females: r = +.20 (05) junior males : r = +.18 (ns) junior females : r = +.11 (ns)	AFF 2.1	r _{pm}	+			
- ACHIEVING ACADEMIC DISTINCTION		freshman males : r = +.27 (05) freshman females: r = +.08 (ns) junior males : r = +.24 (05) junior females : r = +.03 (ns)	AFF 2.1	r _{pm}	+			
- HAVING MANY GOOD FRIENDS		freshman males : r = +.36 (05) freshman females: r = +.28 (05) junior males : r = +.17 (ns) junior females : r = +.19 (ns)	AFF 2.1	r _{pm}	+			
- DISCOVERING OWN STRONG POINTS AND LIMITATIONS		freshman males : r = +.12 (ns) freshman females: r = +.10 (ns) junior males : r = +.20 (05) junior females : r = +.07 (ns)	AFF 2.1	r _{pm}	+			
- PREPARING FOR A CAREER WHICH BEGINS RIGHT AFTER GRADUATION		freshman males : r = +.11 (ns) freshman females: r = +.13 (ns) junior males : r = +.05 (ns) junior females : r = +.15 (ns)	AFF 2.1	r _{pm}	+			
- PREPARING FOR A CAREER WHICH REQUIRES FURTHER STUDY BEYOND THE B.A. OR B.S.		freshman males : r = +.36 (05) freshman females: r = +.04 (ns) junior males : r = +.28 (05) junior females : r = +.07 (ns)	AFF 2.1	r _{pm}	+			
ATTITUDE TOWARD COLLEGE	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	Analysis on the basis of data from the 16 most happy and 16 least happy freshman and junior males and females (N= 4 x 32 = 128) who returned the second questionnaire. Strongest among freshman males (01) Lowest among junior females (ns) Significant among junior males and freshman females (05)	AFF 2.1	DM	+	t		Undergraduate full-time college students, University of Rochester, U.S.A. (see last page)
ATTITUDE TOWARD COLLEGE	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 list of 14 goals (see above).	Analysis on the basis of data from the 16 most happy and 16 least happy freshman and junior males and females (N= 4 x 32 = 128) who returned the second questionnaire. Strongest among freshman females (01) Lowest among junior females (ns) Significant among males only (05)	AFF 2.1	DM	+	t	05	See above
<u>PERCEIVED INSTRUMENTALITY OF COLLEGE FOR SPECIFIC GOALS:</u>	Closed questions on the degree to which the the university is perceived as helping or hindering progress toward each of the goals mentioned. (Perceived Instrumentality of College Test; see Constantinople 1965, 1967)	See also above under CONST 65 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.						Undergraduate college students, University of Rochester, U.S.A. Non-probability chunk sample N: 581, date: —

- LEARNING HOW TO LEARN FROM BOOKS
AND TEACHERS

freshman males : $r = -.09$ (ns)
senior males : $r = +.23$ (01)
freshman females: $r = +.06$ (ns)
senior females : $r = +.03$ (ns)

AFF 2.1 r +

- ACQUIRING AN APPRECIATION OF IDEAS

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

AFF 2.1 r +

- ESTABLISHING OWN PERSONAL, SOCIAL
AND ACADEMIC VALUES

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

AFF 2.1 r +

- DEVELOPING RELATIONSHIPS WITH
OPPOSITE SEX

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

AFF 2.1 r +

- CONTRIBUTING IN A DISTINGUISHED,
MEANINGFUL MANNER TO SOME CAMPUS
GROUP

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

AFF 2.1 r +

- DEVELOPING ABILITY TO GET ALONG
WITH DIFFERENT KINDS OF PEOPLE

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

AFF 2.1 r +

- BECOMING SELF-CONFIDENT

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

AFF 2.1 r +

- PERSONAL INDEPENDENCE

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

AFF 2.1 r +

- FINDING A SPOUSE

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

AFF 2.1 r +

- ACHIEVING ACADEMIC DISTINCTION

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

AFF 2.1 r +

- HAVING MANY GOOD FRIENDS

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

AFF 2.1 r +

- DISCOVERING OWN STRONG POINTS AND
LIMITATIONS

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

AFF 2.1 r +

- PREPARING FOR CAREER WHICH BEGINS
RIGHT AFTER GRADUATION

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

AFF 2.1 r +

- PREPARING FOR A CAREER WHICH REQUIRES FURTHER STUDY BEYOND THE B.A. OR B.S.		freshman males : r = +.16 (05) senior males : r = +.27 (01) freshman females: r = +.10 (ns) senior females : r = -.08 (ns)	AFF 2.1	r	+		Undergraduate college students, University of Rochester U.S.A. Non-probability chunk sample N: 581, date: ---	CONST 70 p. 11
POSITIVE ATTITUDE TOWARD SCHOOL	15-item index containing items that stress the intrinsic value of education		COMP 1.2	r _{pm}	+ .38	001	Public highschool boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969, date: fall, 1966, spring, 1968 and spring, 1969	BACHM 67/70 p. 242
NEGATIVE ATTITUDE TOWARD SCHOOL	8-item index containing questions ranging from general dissatisfaction with school to a devaluation of school in comparison to other sources of experience		COMP 1.2	r _{pm}	-.24	001	See above	BACHM 67/70 p. 242
HAVING PLANS TO GO TO COLLEGE	Open question on future plans; other plans vs plan to enter post- high school education		COMP 1.2	r _{pm}	+ .07	05	See above	BACHM 67/70 p. 243

E 1.2.2 - SCHOOL ABILITY

EXAMINATIONAL ABILITY	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.		AFF 5.2	r _{pm}	+ .09		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
INTELLECTUAL PERFORMANCE IN COLLEGE	Student's yearly grade average	freshman year : r = +.50 (05) sophomore year: r = +.53 (05) junior year : r = +.15 (ns) senior year : r = +.31 (ns)	AFF 3.1	r _{pm}	+ .43	t 10	Male college students, U.S.A. Non-probability chunk sample N: 17, date: + 1960	WESSM 66/2 p. 123
ACADEMIC PERFORMANCE RELATIVE TO POTENTIAL ABILITIES	Discrepancy between predicted rank list (PRL) before college entrance and actual grade average for the four years	The PRL = expected college grade average on the basis of the student's previous secondary school record, level of preparation, and aptitude tests	AFF 3.1	r _{pm}	-.34	t ns	See above	WESSM 66/2 p. 123
ACADEMIC STATUS	SAT - Verbal score in the form of local percentile rank	Analysis on the basis of a comparison of happy and unhappy students (resp. 120 males, 157 females, and 154 males, 94 females: N= 525) Unaffected by sex and stage of study	AFF 2.1	DM	+ 0	t ns	Undergraduate full-time college students, U.S.A. Non-probability chunk sample N: 952, date: March, 1965	CONST 65 p. 68
ACADEMIC STATUS	Cumulative grade point average (GPA)	Analysis is based on a comparison of happy and unhappy students (N= 525, see above) Positive among males only Significant (05) among sophomore males only Unaffected by stage of study among females	AFF 2.1	DM	+	t 01	See above	CONST 65 p. 67
ACADEMIC STATUS (DISCREPANCY BETWEEN APTITUDE AND ACHIEVEMENT)	Achievement index computed by subtracting the SAT - Verbal score from that associated with the cumulative grade point average (see above)	Computed for freshmen and juniors only (N = 274)	AFF 2.1	D%	+	t ns	See above	CONST 65 p. 69
ACADEMIC STATUS	Cumulative grade point average		AFF 2.1			ns	Female college seniors, U.S.A. Non-probability chunk sample N: 162, date: May - June, 1966	PORTE 67 p. 96

ACADEMIC ACHIEVEMENT (GRADES)	Question on average grade in past year		COMP 1.2	r_{pm}	+ .10		01	Public highschool boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969, date: fall, 1966, spring, 1968 and spring, 1969	BACHM 67/70 p. 247
SELF-PERCEIVED SCHOOL ABILITY	3-item index of closed questions on self-perceived school ability, intelligence, and reading ability compared with other boys of the same age		COMP 1.2	r_{pm}	+ .12		01	See above	BACHM 67/70 p. 242

E 1.2.3 - STAGE OF STUDY

BEING A FRESHMAN	Junior vs freshman	L-shaped curve: positive relationship among unhappy students only	COMP 2.2		+		ns	Female college students, New York, U.S.A. Type of construction unclear N: 238, date: —	WASHB 41 p. 283
STAGE OF STUDY	Freshmen / sophomores / juniors / seniors	Stronger among males L-shaped curve among males: Stronger relationship from freshman to junior years U-shaped curve among females: sophomores being most unhappy	AFF 2.1	DM	+	t	01	Undergraduate full-time college students, U.S.A. Non-probability chunk sample N: 952, date: March, 1965	CONST 65 p. 50
EDUCATIONAL LEVEL	freshman / sophomore / junior / senior / graduate student / other		HAPP 1.1	r_{pm}		t	ns	Male undergraduates, U.S.A. Non-probability chunk sample N: 103, date: + 1967	HEERE 69 p. 28
TEACHING LEVEL	Elementary / secondary / fifth year		HAPP 1.1	G'	+ .09	Gt'	ns	Student teachers, Chapel Hill, U.S.A. Probability sample, proportionally stratified by teaching level N: 75, date: spring, 1967	GONZA 67 p. 82

E 1.2.4 - EXTRACURRICULAR ACTIVITIES

see 'Use of Leisure Time' (L 3.3)

E 1.3 - VARIOUS FACTORS CONCERNING EDUCATION AND SCHOOL

SUBJECT-MATTER MAJORS (IN THE PROGRAM OFFERED BY THE SCHOOL OF EDUCATION)	Foreign Languages / Humanities / English / Elementary Education / Physical or Special Education / Natural Sciences / Social Sciences / Mathematics	The firstmentioned subject-matter is reported mostly by unhappy students; the last most by happy students	HAPP 1.1	D%	+			Student teachers, Chapel Hill, U.S.A. Probability sample, proportionally stratified by teaching level N: 75, date: spring, 1967	GONZA 67 p. 84
PRESSURE OF ACADEMIC WORK	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		AFF 3.1	r_{pm}	-.33	t	ns	Female college students, U.S.A. Non-probability chunk sample N: 21, date: + 1960	WESSM 66/1 p. 277
PRESSURE OF ACADEMIC WORK	See above		AFF 3.1	r_{pm}	-.34	t	ns	Male college students, U.S.A. Non-probability chunk sample N: 17, date: + 1960	WESSM 66/2 p. 66

PRESSURE OF ACADEMIC WORK	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		AFF 3.1	r _{pm}	+.21	ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 216/222
			HAPP 3.1	r _{pm}	-.07	ns		
BEING INTERESTED IN STUDY HABITS	Closed question		COMP 4.1			ns	Students, U.S.A. Non-probability chunk sample N: 1651, date: —	SYMON 37 p. 292
HAVING PROBLEMS WITH STUDY HABITS	Closed question	High school students only L-shaped curve: significantly positive among happier students only	COMP 4.1		+		See above	SYMON 37 p. 292
MENTAL WORK BESTOWED UPON USUAL STUDIES, extent of -	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+.41		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
BODILY ACTIVITY DURING SCHOOL HOURS, degree of -	See above		AFF 5.3	r _{pm}	+.59		See above	WEBB 15 p. 27
MENTAL WORK BESTOWED UPON USUAL STUDIES, extent of -	Trained peer-rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	-.02		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
BODILY ACTIVITY DURING BUSINESS HOURS, degree of -	See above		AFF 5.2	r _{pm}	+.44		See above	WEBB 15 p. 26
REBELLIOUS BEHAVIORS IN SCHOOL	13-item index of closed question on fighting with other students, not working hard, skipping classes, copying someone else's assignments		COMP 1.2	r _{pm}	-.26	001	Public highschool boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969, date: fall, 1966, spring, 1968 and spring, 1969	BACHM 67/70 p. 243
SCHOOL SOCIAL CLASS	Score on the basis of the percentage of juniors and seniors of 'upper class' status	When standardized on participation in extra-curricular activities: $G_s = +.12$ Stronger in middle and upper class: $G = +.11$ Lower in the lower class: $G = +.05$	HAPP 1.1	G V	+.14 .08	Chi ² 01	Juniors and seniors attending public high schools in New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, sample C: 1678, date: 1960	BRENN 70 p. 113/346
		When standardized on participation in extra-curricular activities: $G_s = +.04$. Unaffected by social class.	AFF 1.1	G V	+.07 .04	Chi ² 01		