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My theoretical background

I have always been interested in improving human well-being in different situations and parts of life. Seeing how people interact with each other and the different relations between partners, families, children and coworkers has always fascinated me. My interest for mental health started working in an acute psychiatry department as a nursing student. One of the things I particularly noticed were the socioeconomic inequality that exist in the community, and how access to resources can make a huge difference for patients when challenges occurs. Regarding health, it seemed like adverse experiences all the way back to childhood had formed scars in patients and made an imprint in their own experience of well-being in adult life.

My interest for well-being has grown during this master program in Health Science, particularly the subjective part (SWB) where peoples own evaluation about their health is granted value and respect. By listening to professors, reading academic books, writing papers about health promotion and social inequalities, and getting insight into a variety of evidenced based knowledge on wellbeing, I considered I had a solid fundament for writing this thesis. My particular interest has been health promotion for the upcoming generation and the many potential positive effects on health later in life. Aiming to safeguard my previous described interest for SWB in a society perspective I began looking at the recent published literature from European Social Survey (ESS), which originated in the rotating module on wellbeing from round 6. Establishing contact with professor Terje Eikemo who is responsible for the Norwegian contribution to the described study, he helped me pointing out relevant variables of the latest published questionnaire from round 7. In round 7 the ESS for the first time includes variables measuring respondents own evaluation about childhood circumstances. Looking at published literature based on ESS data, I couldn't find any studies looking at the relation between these variables and SWB.

This master thesis consists of two articles with different but similar hypotheses, starting in article I with a review of the literature on childhood circumstances related to SWB to make sure I had solid insight in previous evidence based knowledge. Writing this review, my previous observation that the relation between childhood circumstances and SWB were unexplored in the ESS, also proved to be partly applicable for other evidence based studies using different surveys around the world. Based on these observations and findings from the review article, the second article is a quantitative study based on the relevant variables form ESS round 7.

Choosing a relevant journal for publishing these two articles I started looking at who could have interest in publishing articles about SWB. One relevant journal who I couldn't find any articles studying the same relation were the "Journal of Happiness Studies". After discussing with my supervisor and professor Terje Eikemo whether my opportunity to publish these articles in this journal were realistic, I chose to write both articles after author guidance for the Journal of Happiness Studies.

Abstract of both articles

Article I: Experiencing conflicts and financial difficulties during childhood, and the relation to subjective well-being.

Improving health for the upcoming generations across the world requires evidence based knowledge, increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Actions aiming to improve children's health has the potential to save society and the individual for major expenses compared with actions towards adults. Granting value and respect to peoples own evaluation of life has shown to be a good indicator of the persons' health status, and such an assessment is called subjective well-being. The review has gathered previous research aiming to confirm or reject the following hypothesis: "Experiencing conflicts and economical challenges during childhood is related to reduced subjective well-being".

Based on previous research the hypothesis was confirmed. Experiencing economic challenges can increase levels of stress, concerns and conflicts at home. This can further have a negative impact on ways of parenting, with the possible cost of the child developing behavior problems like depression, school problems and antisocial behavior, and further lower levels of SWB. One can therefore argue that conflicts at home decreases parts of the social support the individual needs. Looking at the hypothesis in a broader perspective, social support and income were the two factors with greatest influence on SWB. Lower levels of income and social support were negatively related to SWB in contrast to high levels of income and social support. Social support is critical for well-being, which highlights the importance of social engagement in children and adolescence. Political actions aiming to support parents handling parenthood, and reducing social inequalities, can therefore be preventive for negative development of children's SWB. Since disadvantage in early life makes an important contribution to poor health in adulthood, these actions can both have an immediate and a long-lasting effect. Actions aiming to improve SWB has the potential to improve human health, social relations, participation in working life, coping with crises at national level, healthier reactions to stress and many other beneficial outcomes.

In future research one can look at the relation between conflicts and economic challenges during childhood and SWB later as adult, a link which is barely looked at in research so far.

Article II: Experiencing severe financial difficulties and serious conflict in the household during childhood, and the relation to subjective well-being later as adults.

Background: Disadvantage from early life makes an important contribution to poor health in adulthood. From previous research one can see that conflicts or economic challenges might lead to a more unfortunate way of parenting, with the possible cost of the child developing behavior problems like depression, school problems and antisocial behavior. Behavioral problems are associated with lower levels of SWB. Previous research has barely explored the relation between conflicts and economic challenges during childhood and SWB later as adult.

Objective: The purpose of this study was to investigate whether experiencing severe financial difficulties and serious conflict during childhood, were related to lower levels of SWB later as adults. The European Social Survey (ESS) round 7, counts happiness and life satisfaction as the two subjective parts of well-being. This has led to the following hypothesis *“Experiencing serious conflicts or severe financial difficulties most of the time during childhood, increases occurrence of reporting unhappiness and dissatisfaction later as adult”*.

Method: In this quantitative study, data from the European Social Survey round 7 were analyzed using binary logistic regression. 40.185 informants from 21 countries across Europe participated. Subjective well-being was measured through the questions: “All things considered, how satisfied are you with your life as a whole nowadays?” and “Taking all things together, how happy would you say you are?”. Childhood circumstances was measured through the questions: “Using this card, please tell me how often there was serious conflict between the people living in your household when you were growing up?”, and “Using the same card, please tell me how often you and your family experienced severe financial difficulties when you were growing up?”. For the purposes of analyses, responses to questions regarding happiness and life satisfaction were dichotomized to indicate poor scores as approximately <1 standard deviation (SD) below the mean. Regarding the questions about childhood circumstances, the answers ‘always’ and ‘often’ both indicate that financial difficulties/ serious conflicts were present most of the time and was therefore coded together. The results were tested for possible confounding variables as age, gender and education.

Results: Informants who experienced severe financial difficulties during childhood were three times as likely to be unhappy and dissatisfied with life later as adults (Odds Ratio 3.10; 95 % Confidence Intervall (CI) = 2.84- 3.39), compared to the ones who didn’t experience financial difficulties. The informants who experienced serious conflicts during childhood were twice as likely to be unhappy and dissatisfied with life later as adults (OR 2.29; 95 % CI= 2.07- 2.52), compared to the ones that didn’t experience serious conflict.

Conclusion: Experiencing severe financial difficulties and serious conflict during childhood increases significantly the occurrence of unhappiness and dissatisfaction with life later as adults. Future research should investigate this connection in a longitudinal study.

Artikkel 1: Sammenhengen mellom det å oppleve konflikter og økonomiske problemer under oppveksten, med subjektiv velvære.

For å kunne bedre subjektiv velvære for den kommende generasjonen er det behov for evidensbasert kunnskap, økt innsikt, økonomiske forpliktelser og tilgjengelige ressurser for å kunne investere i tiltak med formål å forbedre disse områdene av helse. Forebyggende tiltak mot barn har potensiale til å spare både samfunnet og individet for store kostnader, sammenlignet med tiltak for å bedre voksnes helse. Informasjon om menneskers subjektive velvære har vist seg å samsvare godt med personens objektive helsestatus. Denne kunnskapsoppsummeringen har samlet tidligere forskning med formål å bekrefte eller avkrefte den følgende hypotesen: ”Det å oppleve konflikter og økonomiske utfordringer under barndommen er relatert til redusert subjektiv velvære”

Basert på tidligere forskning ble hypotesen bekreftet. Det å oppleve økonomiske problemer kan øke nivået av stress, bekymringer og konflikter i hjemmet. Dette kan videre ha en negativ påvirkning på måten man utøver foreldrerollen, med mulige adferds kostander som depresjon, skoleproblemer og antisosial adferd hos barna. Manglende sosial støtte med de overnevnte følgene kan videre føre til at barn opplever lavere subjektiv velvære. Ved å undersøke hypotesen i et større perspektiv, viste det seg at sosial støtte og inntekt var de to faktorene med størst påvirkning på subjektiv velvære. Lavere inntekt og manglende sosial støtte er negativt relatert til subjektiv velvære, i kontrast til høy inntekt og stor grad av sosial støtte. Sosial støtte kan derfor hevdes å være kritisk for velvære, noe som tydeliggjør viktigheten av sosialt engasjement i barn og ungdommer. Politiske tiltak med hensikt å støtte foreldre i foreldrerollen, samt redusere sosiale ulikheter, kan derfor være forebyggende for negativ utvikling av barns subjektive velvære. Med bakgrunn i at uheldige omstendigheter under barndommen kan føre til redusert helse i voksenlivet, kan disse tiltakene både ha en korttids- og langtidseffekt. Tiltak rettet mot bedring av menneskers subjektive velvære har potensiale å forbedre helse, sosiale relasjoner, deltakelse i arbeidslivet, håndtering av kriser på nasjonalt nivå, bedre mestring av stress og mange andre verdifulle utfall.

Fremtidig forskning burde undersøke sammenhengen mellom konflikter og økonomiske problemer under barndommen med subjektiv velvære senere i voksenlivet. Dette er en sammenheng som nesten ikke er undersøkt i forskning hittil.

Artikkel II: Sammenhengen mellom det å oppleve alvorlige konflikter og store økonomiske problemer i barndommen, med subjektiv velvære i voksenlivet.

Bakgrunn: Uheldige opplevelser under barndommen har vist seg å ha stor innflytelse på helse i voksen alder. Fra tidligere forskning er det vist at konflikter og økonomiske problemer kan føre til en mer uheldig måte å utøve foreldrerollen på, med mulige adferds kostnader som depresjon, skoleproblemer og antisosial adferd hos barna. Atferdsproblemer har videre vist seg å påvirke subjektiv velvære negativt. Tidligere forskning har i liten grad utforsket sammenhengen mellom det å oppleve konflikter og økonomiske problemer under barndommen, med subjektiv velvære senere i voksenlivet.

Mål: Målet med denne studien var å undersøke om det å oppleve store økonomiske problemer og alvorlig konflikt under barndommen var relatert til lavere nivå av subjektiv velvære i voksenlivet. European Social Survey (ESS) runde 7, regner lykke og tilfredshet med livet som de to subjektive delene av velvære. Dette har videre ført til den følgende hypotesen: ”Det å oppleve alvorlige konflikter og store økonomiske problemer størstedelen av tiden under oppveksten, øker forekomsten av ulykkelighet og misstilfredshet med livet som voksne”.

Metode: I denne kvantitative studien, ble data fra ESS runde 7 analysert ved bruk av binær logistisk regresjon. 40.185 informanter fra 21 land i Europa deltok i studien. Subjektiv velvære ble målt gjennom spørsmålene: ”Samlet sett, hvor tilfreds er du med livet nå for tiden” og ”Alt tatt i betraktning, hvor lykkelig vil du si at du er?”. Barndomsforhold ble målt gjennom spørsmålene: ”Bruk dette kortet, vær vennlig å fortell meg hvor ofte det var alvorlige konflikter mellom menneskene i husstanden da du vokste opp?” og ”Bruk det samme kortet, vær vennlig å fortell meg hvor ofte du og din familie erfarte store økonomiske utfordringer da du vokste opp?”. For å kunne utføre analysene med hensikt å besvare hypotesen, ble svar på spørsmål angående lykke og tilfredshet med livet dikotomisert for å indikere dårlig score som ca. <1 standard avvik (SD) under gjennomsnittet. Når det kommer til spørsmålene om barndomsforhold, ble de som svarte ”alltid” og ”ofte” kodet sammen da de begge indikerer at økonomiske problemer/konflikter var tilstedeværende størstedelen av tiden under oppveksten. I resultatene ble det tatt høyde for variabler som kunne påvirke sammenhengen mellom variablene. Disse var alder, kjønn og utdanning.

Resultat: Informantene som opplevde store økonomiske problemer under barndommen hadde tre gang så høy forekomst av ulykkelighet og misstilfredshet med livet i voksen alder (Odds Ratio 3.10; 95 % Konfidensintervall (CI) = 2.84- 3.39), sammenlignet med de som ikke opplevde økonomiske problemer. Informantene som opplevde alvorlige konflikter under barndommen hadde dobbelt så høy forekomst av ulykkelighet og misstilfredshet med livet som voksne (OR 2.29; 95 % CI= 2.07- 2.52), sammenlignet med de som ikke opplevde alvorlige konflikter.

Konklusjon: Det å oppleve alvorlige konflikter og store økonomiske problemer under oppveksten fører til en signifikant høyere forekomst av ulykkelighet og misstilfredshet med livet som voksen. Fremtidig forskning burde se på denne sammenhengen i en longitudinell studie.

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Article I:

Experiencing conflicts and financial difficulties during childhood, and the relation to subjective well-being.

Review article

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Abstract:

Improving health for the upcoming generations across the world requires evidence based knowledge, increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Actions aiming to improve children's health has the potential to save society and the individual for major expenses compared with actions towards adults. Granting value and respect to peoples own evaluation of life has shown to be a good indicator of the persons' health status, and such an assessment is called subjective well-being. The review has gathered previous research aiming to confirm or reject the following hypothesis "Experiencing conflicts and economical challenges during childhood is related to reduced subjective well-being".

Based on previous research the hypothesis was confirmed. Experiencing economic challenges can increase levels of stress, concerns and conflicts at home. This can further have a negative impact on ways of parenting, with the possible cost of the child developing behavior problems like depression, school problems and antisocial behavior, and further lower levels of SWB. One can therefore argue that conflicts at home decreases parts of the social support the individual needs. Looking at the hypothesis in a broader perspective, social support and income were the two factors with greatest influence on SWB. Lower levels of income and social support were negatively related to SWB in contrast to high levels of income and social support. Social support is critical for well-being, which highlights the importance of social engagement in children and adolescence. Political actions aiming to support parents handling parenthood, and reducing social inequalities, can therefore be preventive for negative development of children's SWB. Since disadvantage in early life makes an important contribution to poor health in adulthood, these actions can both have an immediate and a long-lasting effect. Actions aiming to improve SWB has the potential to improve human health, social relations, participation in working life, coping with crises at national level, healthier reactions to stress and many other beneficial outcomes.

In future research one can look at the relation between conflicts and economic challenges during childhood and SWB later as adult, a link which is barely looked at in research so far.

Keywords:

Subjective well-being, childhood conditions, conflict, income, social support, life course, education, happiness.

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1 Introduction

Across Europe one can state that both researchers, politicians and people in general focuses on improving health to live healthier lives with longer life expectancy. Improving health for the upcoming generations across the world requires evidence based knowledge, increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Looking at the latest published version of the World Happiness Report, one can see huge differences in well-being around the world. Life evaluation in the top 10 countries like Norway, Denmark and Iceland, compared to the bottom 10 countries like Central African Republic, Burundi and Tanzania, is actually twice as high on a scale from 0-10 (Helliwell, Layard and Sachs, 2017). This report highlights the need of focusing on different factors affecting well-being, with the possible benefit that early prevention of negative factors or facilitating positive factors, can be a way of improving health across the world. Subjective well-being (SWB) is a part of the individual's own evaluation about health, and is shown to be a good predictor of the objective health status of the person (Diener et.al, 2000).

Being able to improve SWB in the world, it can be fruitful to look at the youngest population where political actions might have the greatest possibility to influence people's lives. These people can be claimed to have great importance for the societies' health in the future. To support this argument one can look at the research of Bellis et al (2013), Galobardes et al (2004) and Friedli (2009) which found a connection between disadvantages in childhood and poor health outcomes later in life. Looking at those with disadvantage from early life might give important information about factors in childhood that impacts adult health. According to Bellis et.al (2013) future research should investigate this connection with the purpose of improving child protection and quality of childhood in general. Up till now, few empirical studies have focused on how negative conditions in childhood is related to adult well-being (Bellis et.al, 2013; Coffey, Warren and Gottfried, 2015). According to Quick (2015) there is a need to discover drivers of inequalities in well-being, which is barely explored in research so far. By putting peoples own experiences center stage, well-being has the potential to reconnect people with policy, and helping overcome high levels of citizen disengagement with the political process (Quick, 2015) To improve health for the upcoming and future generations it is important to know what affects health throughout life. Increasing SWB might create better health and higher productivity at work, both which may interest policymakers (Keyes, 2006; Steptoe, Deaton and Stone, 2014;).

In this review article previous research will be presented, and the most relevant factors influencing SWB will be described in depth. The purpose is to give an overview of how childhood circumstances affects SWB, as well as clarifying how the community and the individual can profit from steps taken to improve children's early life conditions.

1.1 Literature Search Strategies

Literature included in this review was established using three search strategies. First two major databases: PubMed and Google Scholar were searched for peer-reviewed published literature, publications and reviews in the last 10 years during the period of January 2016 to October 2016. This search was widened to include published literature all the way back to 1980, with the aim to look at the developments in research on subjective well-being and the measurement of the phenomenon. Abstracts in each of these databases were searched using

the following specific terms: *subjective well-being, life satisfaction, happiness, children, adolescents, adults, youth, childhood circumstances, household conditions, conflict, income, Eudaimonia, Hedonism, resilience, behavioral problems, divorce, and adaption*. These terms were both used alone and paired together in different ways. The search results were then screened for title and abstract that were relevant to this review. Basically only studies written in English were included due to the need to understand the language, except one relevant study in Spanish and some publications in Norwegian.

Secondly, the reference list of the previous studies, reviews and publications were used to find relevant literature that could be included. The articles were found using the title of the study as search words in Google Scholar. Only studies conducted during the last 10 years were included to make sure this review captured the latest published literature on subjective well-being.

Finally, the latest publications in the Journal of Happiness Studies were examined for similar or relevant studies during the past year, 2016/2017. Abstracts and full-text was read and relevant studies were included in the review. This search method was also used to investigate how earlier review, published in this journal, had structured their articles. Last but not least, relevant information from the latest World Happiness Report of 2017 were included compare research with findings from countries all over the world.

2 Understanding and measuring subjective well-being

Thoughts about what creates happiness can vary between individuals, and one can assume that many of us have made up thoughts about what creates a life with high subjective well-being. This difference can also be seen in science between different disciplines. According to Glatzer (2000) psychologists see happiness in a matter of personality, philosophers in a moral context, biologists as the results of chemical processes and sociologists think of happiness as a social condition. There are a variety of theoretical frameworks within well-being from the biological ones concerned with genetic predispositions for happiness, to relative standard theories which focuses on how people compare themselves to others (Diener and Ryan, 2009). These theories will not be described closer in this paper, due to the aim of gathering research from different disciplines to get an overview of all relevant research on childhood conditions and SWB.

Looking at SWB in a historical perspective, the academic environment around Ed Diener had the perception that SWB is a collective term for positive emotions, absence of negative emotions and quality of life. Similar to the psychological discipline this belongs to the hedonic understanding of well-being. One can here spot a difference between previous research and the most recent ones differencing between three aspects: the experienced (like the hedonic thinking, focusing on happiness), the evaluative (life-satisfaction) and the eudemonic (focuses on meaning and self-realization) well-being. These three aspects are also recommended by the OECD guidelines of measuring well-being. On the other hand, there is a discussion going on whether or not eudemonia can be considered as a subjective part of well-being. SWB can also be claimed to be ambivalent in the sense that both positive and negative aspects of happiness can be present at the same time, and that people can be satisfied even though they have lots of misery in their lives (Glatzer, 2000; Helsedirektoratet, 2015; OECD, 2013; Ryan and Deci, 2001; Scorsolini-Cormin and dos Santos, 2010; Steptoe et.al, 2015). In the latest version of European Social Survey, round 7, only happiness and life satisfaction are counted as the subjective parts of well-being (Quick, 2015)

Subjective well-being (SWB) as a term tries to capture the understanding of the evaluation that people make of their lives. Scales as “The cantril ladder”, “Satisfaction with life”, and “Happiness with life” tell almost identical stories about the various factors influencing SWB. Using these scales, the confounding variables like income also seem to have the same effect on answers (Helliwell, Layard and Sachs, 2017).

In 2000 Ed Diener wrote a review of the science of happiness. In the paper he concludes that a major scientific effort is needed to understand the quality of life, with the purpose to create better societies where happiness is ubiquitous. Subjective well-being in itself is not a sufficient condition for mental health, but it is valuable due to humans’ experience, which is granted respect and seen as vital in democratic nations like the countries of Europe (Diener et.al, 2000). The research on well-being during the last decade has been extensive, and from previous research known factors such as: social contact, unemployment, poor health, income, age and personality traits are factors that can affect subjective well-being (Dolan et.al, 2007; Hooghe and Vanhoutte, 2011; Lucas and Schimmack, 2009). Evidence from large national and cross-national surveys indicates that well-being measured by happiness or life satisfaction has a positive effect on the individual. This on the basis that they are more productive, have higher incomes, more stable marriages, and better health and life expectancy (Diener et.al, 2000; Judge et.al, 2001). The results of the research by Mensah and Hobcraft (2008) shows that both socioeconomic deprivation, housing tenure, family disruption and parental interest, health and development (cognition and behavior) during childhood each are powerful independent indicators of mental well-being in adult life. It could be argued that the research of Chida and Steptoe (2008) support these findings by concluding in their paper that positive feelings or attitudes in one part of the life-course were associated with better health later in life. Research shows that well-being lead to positive behavior, increased cognitive capability and health, healthier responses to stress and more generosity towards others (Cohen et al, 2003; Davidson et.al, 2004; Fredricson and Branigan, 2005; Fredricson et.al, 2000;)

The review of Scorsonlini-Cormin and dos Santos (2010) stated that current scientific production is focused on technique and interventions that can contribute to the improvement of SWB among people. The SWB is stated to have a direct implication on the concepts of life quality and therefore on health. Future directions was encouraged to develop a deeper understanding of the factors related to SWB.

Diener and Diener (1996) measured happiness across 43 nations on a scale from 0 to 10, where 0 is most unhappy and 10 is most happy. In average, most people scored 6.33, which states that the informants were past neutral in a category that can be called “very happy”. In other words, most people report a positive level of SWB.

Asking people about their own experience of SWB have the positive effect of representing primary new knowledge about the value people attaches to their lives, which further can give valuable and new information about alternative ways to improve well-being. Life evaluations also provide the most informative measures for international comparisons because it captures the quality of life as a whole, and does not depend on day-to-day fluctuations. (Helliwell, Layard and Sachs, 2017)

2.1 Purpose

The purpose of the review was to gather previous research aiming to confirm or reject the following hypothesis; “Experiencing conflicts and economical challenges during childhood is related to reduced subjective well-being”.

3 Childhood conditions related to SWB

Aiming to improve SWB for the upcoming generation it can be fruitful to look at factors influencing health. Both economic challenges and conflicts at home can affect children and may further lead to behavioral problems, due to the environment they grow up in (Clarke-Stewart and Benato, 2006; Costello, 2007; Cumming and Davis, 1994;). In the Swedish Level of Living Survey, a factor measuring experiences with severe conflicts and financial difficulties, empirically turned out to be the most powerful predictor of adult health (European Social Survey, 2015). Searching for relations between childhood conditions and SWB it can be interesting to look at how these same childhood circumstances affect health generally. According to Sandbæk et.al (2008) economic challenges during childhood puts children at higher risk of experiencing violence and abuse, poor health, mortality, suicide, school problems, teen pregnancy and substance abuse. Taking a look at previous research, several of the circumstances affecting child health negatively comes from interaction between parents and challenges in the care role (Castello, 2003). Several studies have also found that parents, peers and other caregivers are highly influential in children’s developmental process (Denham 1998; Eisenberg et al. 1998; Thompson 1994). Mothers in high-conflict marriages reported to be more rejecting, use harder discipline and were less warm than mothers living in marriages with lower levels of conflict. Fathers living in high conflict marriages seemed to withdraw more and engage less in interactions with their children, compared to the fathers living with low-conflict in their marriage (Cumming and Davies, 1994; Krishnakumar and Buehler, 2000). The cost of such experiences may be reduced SWB by children developing depression, school problems and antisocial behavior. According to Zeidner, Matthews and Shemsh (2016) social support is critical for well-being, over and above coping strategies, which highlights the importance of social engagement in children and adolescence. Families with low wages, low education, single parents, immigrants and with non-western background is generally at higher risk of having high conflict in the family (Movik et.al, 2012). Living in a family with poor income have in several studies been associated with teens reporting psychosomatic complaints (NOVA, 2013; Osterberg et.al, 2006). According to Feletti et al. (1998) exposure to high levels of adverse childhood experiences could produce anxiety, depression and anger in children. This could lead to children using coping devices as smoking, drugs and alcohol. A family-based program to help parents manage the care-role could be one effective action regarding primary prevention. The long-term benefits may include substantial improvements in overall adult health. To support this research one can look at the findings of Shaw et.al (2004) who found that lack of parental support during childhood is associated with increased levels of depressive symptoms and chronic conditions in adulthood. Shaw and Krause (2002) also found that exposure to physical violence during childhood is associated with diminished mental and physical health in adulthood.

The research of Friedli (2009) and Galobardes et.al (2004) concluded that disadvantage in early life makes an important contribution to poor health in adulthood. Ferlander and Maikenen (2006) and Kestilla et.al (2006) found that the state of health as an adult varies directly with family background. Several studies has similar to these described studies found that adverse living conditions affect health negatively (Braveman and

Barclay, 2009; Calobardes, Lynch and Davy Smith, 2007; Lundberg 1993, 1997; Shaw and Krause, 2002; Wadsworth and Kuh, 1997)

Children who came from families with prosperity turned out to have generally better health outcomes, more positive relationships and healthier behavior. On the other hand, children from less affluent families generally reported poorer health. Research shows that benefits from growing up in an affluent family is lower prevalence of overweight and obesity, higher fruit intake, daily breakfast eating, better communication with parents, higher classmate support, lower prevalence of TV watching and more close friends (Levin et.al, 2012).

Improving childhood conditions are both important at the individual and society level, due to the effects on choice of education, social inclusion, workforce participation, as well as living standards and health in adult life (Gravseth and Kristensen, 2008; Næss et.al, 2004; Strand and Kunst, 2007). Steps taken to improve children's upbringing conditions in USA, has proved to be economically profitable compared to the same use of resources towards adolescents or adults (Heckman, 2006). By examining correlations between childhood and adult life, prevention can be directed towards areas of greatest need (Currie, 2009).

From the knowledge presented in this chapter, two key elements seem to be of central importance to children's health; income and social support. Relating these two factors to SWB might give an indication about why knowledge about this connection, as well as political actions to improve SWB, can help to improve the upcoming generations' health.

4 Income and its relation to SWB

To continue the argumentation from last chapter, it might be interesting to have a closer look at why SWB and income seem so related to each other. Income can both be seen in the light of the economic situation the country is in, as well as differences within the population. Looking at the latest version of the World Happiness report of 2017, one can see that affluent countries report higher SWB than poorer ones (Helliwell, Layard, and Sachs, 2017; Layard, 2005). Ferrer-i-Carbonell (2005), similar to the mentioned report, argues that income is more important in poorer countries than in affluent ones. Within the population SWB of those defined as high-income earners was considerably higher than among the low-income earners (Mizobuchi, 2017). Part of the explanation are due to having better life circumstances. Several studies conclude that higher income is positively related with greater happiness (Blanchflower and Oswald, 2004; Cummins, 2000; Heady et.al, 2008; Selim, 2008; Yang, 2008). The researchers Caporale, Georgellis, Tsitsianis and Yin (2009) has compared 19 European countries using the European Social Survey data, with the purpose of looking at the effect income has on happiness. The findings similar to the former presented research shows a statistically significant relationship between income and happiness.

Looking at research presenting other findings can be fruitful to nuance the positive connection between income and SWB. According to the research of Pouwels, Siegers and Vlasblom (2008), leaving working hours out of analyzes on incomes effect on happiness, can create an artificially high result. The underlying reason is that working hours actually seems to have a significant negative effect on men's experience of happiness. Looking at the findings of Caporale et.al (2009), it implies that an increasing income gap between high- and low socioeconomic groups tend to reduce the well-being, due to comparisons. This might be due to jealousy of injustice; which might be a destructive feeling over time. Alesina et.al (2004) studied the effect of the level of inequality in society on individual well-being. The findings indicate that individuals had lower tendency to

report themselves as happy when inequalities in the society were high. The research controlled for variables about personal characteristics and individual income. Between countries they found significant differences, and in Europe the result indicates that poor people seems to report unhappiness and dissatisfactions with inequalities between socioeconomic groups (Alesina et.al, 2004). As Layard (2005) initiate there is a strong connection between positive feelings and happiness. This might lead to the assumption that being on the bottom of the social hierarchy itself has a negative influence on happiness. Nevertheless, what is the case with the people in the middle? The ones that does not belong on the top, nor the bottom of the social hierarchy. The research mentioned in this chapter have looked at the difference between the high- and low socioeconomic groups. If happiness is having enough material resources, one can argue that people in the middle also can meet this requirement. On the other hand, if comparisons decrease happiness one can argue that only the ones on the top of the social hierarchy reach the happiest levels. Comparing countries across the world one can see that the two factors with greatest importance for happiness were CDP per capita and social support. This information can be a strong indicator that income differences both between countries and inhabitants can be related to their own evaluation of SWB. As mentioned in the introduction the difference between the life evaluation of the top 10 and the bottom 10 countries included in the World Happiness report were twice as high for the ones on the top on a scale from 0-10 (Helliwell, Layard, and Sachs, 2017).

To fully understand the connection between income and SWB it may be relevant to have a brief look at education, which in many cases can be seen in the context of the persons' income. Many studies have reported that higher educational attainments are associated with greater SWB (Blanchflower and Oswald, 2004; Cunado and Gracia, 2012; Easterlin, 2001; Yang 2008;). Even when controlling for income, higher education seems to have a direct positive effect on happiness (Blanchflower and Oswald, 2004; Gerdtram and Johannesson, 2001; Selim, 2008; Shin and Inoguchi, 2009). The same results can be found in the research of Cunado and Gracia (2012), even when they controlled for other socio-economic variables. The explanation can be related to the positive effect education has on health, self-confidence, pleasure from acquiring knowledge, higher employment rate, and higher expected salary (Cunado and Gracia, 2012).

Most of the research included in this review indicates that income can have a great positive influence on SWB. It's important to consider that this connection is not synonymous with money itself creating happiness. One explanation can be that having high-income opens possibilities by accesses to material resources. From previous research one can see that social relations are one of the key factors influencing well-being (Helliwell, Layard and Sachs, 2017; Layard, 2005). Greater access to material resources can among other things create more opportunities to travel and spend time with friends and family. This connection can find support in the research of Haller and Hadler (2006) where SWB seemed to be affected by having close relationships, due to the positive feelings created when having experiences together. This example is included to show that when the snowball first starts to roll, access to different types of resources can affect each other positively with beneficial effects on SWB.

5 Social support and its relation to SWB

A natural transition from last chapter can be to investigate closer in which ways social support can influence SWB. According to the World Happiness Report of 2017, social support is one of the key factors in all the countries worldwide influencing well-being (Helliwell, Layard and Sachs, 2017; Layard, 2005). Social relations

that affect people negatively can as earlier described actually impose a physical health cost (Cohen et.al, 1998). Related to education, the researcher Wan-Chi Chen (2012) found in his study that people with higher education had greater social networks and more involvement with the world.

The importance of social support can be examined both on individual and group level. Looking from a bird's-eye view the social fabric of a country can for an example have great influence on economical or other crises they may suffer from. Research indicates that when the social fabric is sufficiently strong, the crisis may even lead to higher SWB among people due to appreciation of mutual social support and the opportunity to do good to others (Brown and Westaway, 2011; Ren and Ye, 2016; Uchida, Takahashi and Kawahara, 2014; Yamamura et.al, 2015). Looking from a frog's perspective, meaning the individual level, close relations actually may function as both support and stress-reduction. Related to SWB, absence of social relationships can be pure risk factors for poorer health. Social relationships can also function as a social control mechanism towards health beneficial behavior (Sund and Krogstad, 2012). Supporting these findings, Wilkinson (1996) alleges that psychosocial factors are actually more important than purely material condition in modern Western societies. The background for this claim is that the subjective understanding of where the individual places itself in the social hierarchy can create chronic stress; which in turn can affect the somatic health. Social inequalities and social support are both argued to be a consequence of public politics. Meaning that equitable distribution of welfare and resources can count as investment in social support, as well as health (Sund, and Krogstad, 2012).

6 Does happy people have any commonalities?

Aiming to improve health and SWB for the world's upcoming generation, it can be interesting to look at findings from previous research about commonalities among happy people. According to a review of Myers (2000) happy people have greater social relationships, have a faith, are married, have access to satisfying material resources, more supportive networks and hold a feeling of belonging. Comparing the ones with high SWB to the ones that fills the criteria of depression, they claimed to be less vulnerable to disease, less hostile, less self-focused, more energetic, more loving, more decisive, more helpful, more sociable, with higher trust and more forgiving. People who defined themselves as happy also seemed so to their family members and close friends. It may seem like people's emotional background works as a buffer against a negative mood when something goes wrong.

Similar to these findings, Diener and Seligman (2002) found that people who define themselves as very happy also have rich social relationships and spend little time alone. On the contrary, people who report to be unhappy have significantly worse social relationship than average. The researcher argues that social relationship is universally important to human mood. One of the findings were that people who report to be very happy rarely experienced euphoria, but had moderately pleasant emotions much of the time. They also had the ability to regulate the mood in different situations. According to the study, the people who defined themselves as very happy were highly social, were more extroverted, more agreeable, and less neurotic, had stronger romantic and other social relationships, participated more in religious activities and exercised significantly more than the less happy groups. The most interesting findings could conceivably be that none of these variables were sufficient for happiness, but good social relations were defined as necessary. This discovery also underscores the essence of the previous chapter, which highlights the importance of social capital on SWB.

Otake et.al (2006) examined the relationship between the character strength of kindness with subjective happiness on undergraduate students in Japan. The results from the study had findings, which indicate that happy people had happier memories, and that the participants became happier through kindness towards others. Recently published studies from last year has investigated the connection between happiness and socioeconomic status. Sun et. al. (2016) found that happiness increased with socioeconomic status, which in this case became measured by the participants' income and education. The researchers found that well-being increased the further up in the gradient of health the person were located. The findings indicate that depression and anxiety have an important negative effect on subjective health. They also found lower levels of happiness among those who were divorced or unemployed. The researchers conclude that happiness interacts with people's health status. These findings support the research of Yuan (2016) who concludes that household income and social capital are positively associated with life satisfaction. The study investigated the roles of economic condition in terming the relationships between life satisfaction and network size, neighborhoods interaction and social participation. In the study 6.002 adults from 2.365 families participated, all from three regions in China. Closer research revealed that household income reduces the association between social network size and life satisfaction, but it actually increases the relationship between social participation and life satisfaction.

A difference in happiness is also to be found related to gender, age, employment status, urbanization and relationship status. Starting with gender, woman report being less wealthy, equally healthy, but definitely happier than men (Blanchflower and Oswald, 2004; Gertham and Johannesson, 2001; Hartog and Oostebeek, 1998). Related to age, happiness is described to be u-formed with highest level of happiness among children and the elderly, and lowest experience among the age group of 45-64 years. Happiness seems to decrease when living in big cities or by being unemployed (Gertham and Johannesson, 2001). Married people are those reporting to have the highest levels of SWB compared to single people or those with other relationship statuses (Gertham and Johannesson, 2001; Shin and Inouguchi, 2009; Yang, 2008;). Haller and Hadler (2006) found by using data from the World Value Survey that the experience of happiness also was affected by the sociocultural integration of a person, economic wealth in the nation, distribution of income, political freedom, and extent of the welfare state.

Based on the findings in this chapter it looks like an increase in SWB is beneficial both for the individual and society as hole. SWB also seems closely related to socioeconomic status, which highlight the need for political actions to reduce these inequalities both within and between countries. Social inequalities in health affect people throughout the life course (Dybing and Stoltenberg, 2006; Kinge et.al, 2015), and research points at poorer health among those with low income, little education and low occupational status (Heckman, 2006). Focusing on the upcoming generation, political actions may have a preventive effect when placed early in the life course. The results may become apparent many years into the future, but can have the potential to be less resource demanding than actions against late effects of childhood experiences. A shift in focus from material to social foundations has according to Helliwell, Layard, and Sachs (2017) the opportunity to improve life sustainably both across generations and throughout the world.

Conclusion

Improving health for the upcoming generations across the world requires evidence based knowledge, increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Actions aiming to improve children's health has the potential to save society and the individual for major expenses compared with actions towards adults. Peoples own evaluation of life has shown to be a good indicator of their health status, and such an assessment is called subjective well-being. This review has gathered previous research aiming to confirm or reject the following hypothesis "Experiencing conflicts and economical challenges during childhood is related to reduced subjective well-being".

Based on previous research the hypothesis was confirmed. Growing up in a family with low income can cause concerns among parents, conflicts at home and higher levels of stress. This can lead to parents withdrawing and engaging less in interactions with children, using harder discipline, being more rejecting, and being in higher risk of using violence towards their children. Experiencing conflicts or economic challenges during childhood might lead to a more unfortunate way of parenting, with the possible cost of the child developing behavior problems like depression, school problems and antisocial behavior, and further lower levels of SWB. One can therefore argue that conflicts at home decreases parts of the social support the individual needs. Looking at the hypothesis in a broader perspective, social support and income were the two factors with greatest influence on SWB. Lower levels of income and social support were negatively related to SWB in opposite to high levels of income and social support. These findings are also in line with the recent published World Happiness Report of 2017, where GDP per capita and social support proved to be the two factors with greatest impact on happiness in almost all countries across the world

Social support is critical for well-being, which highlights the importance of social engagement in children and adolescence. Political actions aiming to support parents handling parenthood, and reducing social inequalities in health, can therefore be preventive for negative development of children's SWB. Since disadvantage in early life makes an important contribution to poor health in adulthood, these actions can both have an immediate and a long-lasting effect. The hypothesis in the review has been highlighted both in a bird's-eye of view and in a frog's perspective. Both individual social support as well as the societies' social factory are significant for SWB. The same can be said about the individuals' income and the financial status of the country. Previous research found that happy people were highly social, had stronger social relationships and happier memories. On the opposite, unhappy people described significantly worse social relationship than average. Social processes are complex and looking at single factors affecting health often ends up with new paths or angles. Actions aiming to improve SWB has the potential to improve human health, social relations, participation in working life, coping with crises at national level, healthier reactions to stress and many other beneficial outcomes. Research so far has found a relation between disadvantages in childhood and health later as an adult.

Future research should examine the difference between SWB among adults who grew up in families with low levels of conflicts and financial prosperity, compared with the ones who had more unfortunate upbringing conditions. This link is barely looked at in research so far. Looking at this hypothesis in a world perspective, as many countries as possible must be included, so that findings can be more representative across generations and throughout the world.

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Article II:

Experiencing severe financial difficulties and serious conflict in the household during childhood, and the relation to subjective well-being later as adults.

A quantitative study using data from European Social Survey round 7.

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Background: Disadvantage from early life makes an important contribution to poor health in adulthood. From previous research one can see that conflicts or economic challenges might lead to a more unfortunate way of parenting, with the possible cost of the child developing behavior problems like depression, school problems and antisocial behavior. Behavioral problems are associated with lower levels of SWB. Previous research has barely explored the relation between conflicts and economic challenges during childhood and SWB later as adult.

Objective: The purpose of this study was to investigate whether experiencing severe financial difficulties and serious conflict during childhood, were related to lower levels of SWB as adults. The European Social Survey (ESS) round 7, counts happiness and life satisfaction as the two subjective parts of well-being. This has led to the following hypothesis *“Experiencing serious conflicts or severe financial difficulties most of the time during childhood, increases occurrence of reporting unhappiness and dissatisfaction later as adult”*.

Method: In this quantitative study, data from ESS round 7 were analyzed using binary logistic regression. 40.185 informants from 21 countries across Europe participated. Subjective well-being was measured through the questions: “All things considered, how satisfied are you with your life as a whole nowadays?” and “Taking all things together, how happy would you say you are?”. Childhood circumstances was measured through the questions: “Using this card, please tell me how often there was serious conflict between the people living in your household when you were growing up?”, and “Using the same card, please tell me how often you and your family experienced severe financial difficulties when you were growing up?”. For the purposes of analyses, responses to questions regarding happiness and life satisfaction were dichotomized to indicate poor scores as approximately <1 standard deviation (SD) below the mean. Regarding the questions about childhood circumstances, the answers ‘always’ and ‘often’ both indicate that financial difficulties/ serious conflicts were present most of the time and was therefore coded together. The results were tested for possible confounding variables as age, gender and education.

Results: Informants who experienced severe financial difficulties during childhood were three times as likely to be unhappy and dissatisfied in adult life (Odds Ratio 3.10; 95 % Confidence Interval (CI) = 2.84- 3.39), compared to the ones who didn’t experience financial difficulties. The informants who experienced serious conflict during childhood were twice as likely to be unhappy and dissatisfied in adult life (OR 2.29; 95 % CI= 2.07- 2.52), compared to the ones that didn’t experience serious conflict.

Conclusion: Experiencing severe financial difficulties and serious conflict during childhood increases significantly the occurrence of unhappiness and dissatisfaction in adult life. Future research should investigate this connection in a longitudinal study.

Keywords: financial difficulties, conflict, unhappiness, dissatisfaction, subjective well-being.

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1 Introduction

Health promotion is a global goal across the world, and can be targeted in various ways. Aiming political goals against the youngest population might have the potential to save society and the individual for major expenses compared with actions towards adults. Improving health for the upcoming generations across the world requires increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Making these investments there should be a solid evidence based knowledge in bottom, highlighting different factors affecting children's health as detailed and in depth as possible.

Childhood conditions could have been manifested and experienced in many ways. In the Swedish Level of Living Survey, a factor measuring experiences with severe conflicts and financial difficulties, empirically turned out to be the most powerful predictor of adult health (European Social Survey, 2015). From previous research one can see that growing up in a family with low income can cause concerns among parents, conflict at home and higher levels of stress. The result can be parents using harder discipline towards their children, being more rejecting, engaging less in interactions, and being in higher risk of using violence towards their children. The cost for the children might be lower levels of subjective well-being (SWB) due to developing depression, school problems and antisocial behavior. Both emotional and behavioral problems cause disability in childhood, and is related to poorer health outcomes later in life (Bellis et.al, 2013; Friedli, 2009; Galobardes et al 2004;). Similar to these findings other researchers have found that behavioral problems caused by the environment children grow up in, can among other things be a result of a home environment with serious conflicts and the surrounding financial situation they are in (Clarke-Stewart and Brentano, 2006;; Costello et.al, 2007; Cumming and Davis, 1994). Exposure to violence and other stressors in childhood can affect brain development and have an impact on emotional regulation, cognitive responses, learning and attachment memory. This may entail significance for social functioning due to low self-worth, poor school performance, relationship problems, mental illness, health harming behavior and higher risk of non-communicable diseases (Anda et.al, 2006; Afifi et.al, 2011; Enoch, 2011; Felitti et.al, 1998; Holt, Buckley and Whelan, 2008; Kim and Cicchetti, 2010). Generally speaking, children from poor families are at higher risk of experiencing violence and abuse, poor health, mortality, suicide, school problems, teen pregnancy and substance abuse than those from wealthy families (Sandbæk et.al, 2008).

Due to the socioeconomic difference one can spot regarding children's upbringing, there is essential to have knowledge about the positive benefits of growing up in a family with high education compared to one with low-levels of education. Educational qualifications are strongly conditioned by the socio-economic circumstances of the household into which an individual is born (Breen and Goldthorpe, 1997). This means that the length of parental education may affect the child's upbringing. Education develops verbal skills and skill in communicating. It also teaches people to think logically and rationally, see several sides of an issue, analyze problems and solve them (Mirowsky and Ross, 1998). According to Elstad (2008) and Thrane (2006) education decreases the unfortunate environmental impact one is exposed to. Education strengthens the individual's coping resources, and improves mental skills and mental capacity (Elstad, 2008). Ross and Mirowsky (2006) also argues that education teaches people to learn, which may entail that it is easier to absorb information.

Aiming to improve health, the subjective evaluation people make of their own life is valuable due to humans' experience, which is granted respect and seen as vital in democratic nations like the countries of Europe. SWB is a part of the individuals own evaluation about health, and is shown to be a good predictor of

the objective health status of the person (Diener et.al, 2000). The research on well-being the last decade has been extensive, and from previous published articles one can see that: social contact, unemployment, poor health, income, age and personality traits all seems to affect SWB (Dolan et.al, 2007; Hooghe and Vanhoutte, 2011; Lucas and Schimmack, 2009). According to the latest published version of the World Happiness Report, one can see huge differences in well-being around the world. Life evaluation in the top 10 countries like Norway, Denmark and Iceland, compared to the bottom 10 countries like Central African Republic, Burundi and Tanzania, is actually twice as high on a scale from 0-10 (Helliwell, Layard, and Sachs, 2017). This report highlights the need of focusing on different factors affecting well-being, with the possible benefit that early prevention of negative factors or facilitating positive factors, can be a way of improving health across the world.

Looking at SWB in a historical perspective, there are a variety of theoretical frameworks within well-being from the biological ones concerned with genetic predispositions for happiness, to relative standard theories which focuses on how people compare themselves to others (Diener and Ryan, 2009). Looking at the hypothesis focusing on only research from one discipline might lead to a narrow picture. This paper has gathered research from several disciplines to discuss the findings from analysis, but is characterized by a sociological understanding with roots in the social comparisons theory. According to this theory, people use others as the standards, meaning that a person experience higher well-being if they are better off than others (Carp and Carp, 1982; Michalos, 1980). In previous research there have been a terminological confusion about how well-being should be distinguished, and there seem to be no common understanding of the “gold standard” measuring SWB. Self-reported well-being can be used to show aspects of human experience that cannot be captured by standard economic measures (Deaton and Stone, 2013). The recent published literature seems to support the understanding recommended by the OECD guidelines for measuring well-being, and separates three aspects: the experienced (like the hedonic thinking), the evaluative (life-satisfaction) and the eudemonic (focuses on meaning and self-realization) well-being. There is an academic discussion going on whether or not eudemonia can be considered as a subjective part of well-being. The ESS round 7 have used happiness and life satisfaction as the two subjective parts of well-being. Asking people about their own experience about SWB represents new knowledge about the value people attaches to their life, which further can give valuable and new information about alternative ways to improve well-being. Life evaluations also provide the most informative measures for international comparisons because it captures the quality of life as a whole, and does not depend on day to day fluctuations (Helliwell, Layard and Sachs, 2017)

From ESS round 6 several possible drivers of inequalities in SWB were found. Life satisfaction were likely to be affected by the democracy in the country (Ferrin, 2015), the environment (Breeton, Clinch and Ningal, 2015) and the family-work balance (Russel and McGinnity, 2015). Happiness were likely to be affected by parenthood (Aassve, 2015) and migration (Bartham, 2015). According to the study of Raelo, Kõöts-Ausmees, and Allik (2015) people need positive emotions to feel satisfied with life, which may indicate that happiness and life satisfaction also influence each other. Similar to this, the research of Layard (2005) shows that connection brings positive feelings, which indicate that family relations is one of the key factors influencing our experience of happiness.

Up till now, few empirical studies have focused on how negative conditions in childhood is related to adult well-being (Bellis et.al, 2013; Coffey, Warren and Gottfried, 2015). According to Quick (2015) there is a need to discover drivers of inequalities in well-being, which is barely explored in research so far. By putting

people's own experiences center stage, well-being has the potential to reconnect people with policy, helping overcome high levels of citizen disengagement with the political process (Quick, 2015).

Based on the previous research presented in this introduction, the hypothesis for this scientific article is: *“Experiencing serious conflicts or severe financial difficulties most of the time during childhood, increases occurrence of reporting unhappiness and dissatisfaction as adult”*.

2 Method

2.1 Participants

I conducted a multi-country study based on data from the European Social Survey, ESS round 7, 2014/2015. In this cross-sectional study 40,185 individuals attended from 21 countries across Europe. The questionnaire consisted of a collection of questions classified into two parts - one rotating selection and one core section. In addition to the core module, a supplementary selection was included consisting of experimental tests and a 21-item human values. In round 7 the rotating selection contained modules on social inequalities in health and attitudes to immigration. The participants were sampled by means of postcode address files, population registers, social security register data or by telephone number. The source questionnaire was designed in British English and then translated by each national team. The study strived that each country had at least 1,500 responses from individuals. Data were kept within and distributed by the Norwegian Social Science Data Service (NSD), but the data is openly available at the ESS homepage.

2.2 Measures

In this study the dependent variables are 'Happiness' and 'Life Satisfaction', which both will be investigated separately and together. The independent variables are 'Severe financial difficulties in the household growing up' and 'Serious conflict in the household growing up'. Possible confounding factors as education, gender and age of respondent will also be included in the analysis. All variables except 'years of education' will be coded as categorical variables. All variables have less than 10 % missing values.

2.2.1 Happiness

According to Clark and Senik (2011a), happiness describes the informants' emotional responses and measures their current feelings. Happiness is measured on a standard 11-point scale, where 0 means extremely unhappy and 10 means extremely happy (Bellis et.al, 2013). The variable is intended to measure the informants positive state of feeling (European Social Survey, 2015). The mean answer among the informants were 7.39, indicating that they lean more towards being extremely happy than extremely unhappy. In this study I am focusing on the unhappiest group amongst the informants, and to understand the root causes for this unhappiness I used binary logistic regression analysis. For the purposes of analyses, responses to questions on happiness were dichotomized to indicate poor scores as approximately <1 SD below the mean (SD= 1.9) (Bellis et.al, 2013). This means that respondents who answered 5 or less were categorized as “unhappy”. Answers from 6 to 10 were

used as reference group. The unhappiest group consisted of 6506 informants, which accounted for 16.3 % of the total number of participants.

C1. Taking all things together, how happy would you say you are?

Extremely
unhappy

Extremely
happy

00 01 02 03 04 05 | 06 07 08 09 10

2.2.2 Life Satisfaction

Life satisfaction measures the informants cognitive or evaluative responses and gives information about how they evaluate their life as a whole (Clarc and Senik, 2011). This variable is intended to measure the more permanent evaluation of enjoying life (European Social Survey, 2015). Life Satisfaction is measured on a standard 11-point scale, where 0 means extremely dissatisfied and 10 means extremely satisfied (Bellis et.al, 2013). The mean answers among informants were 7.03, indicating that most of the participants leaned towards extremely satisfied rather than extremely dissatisfied. For the purposes of analyses, responses to questions on happiness were dichotomized to indicate poor scores as approximately <1 SD below the mean (SD= 2.0) (Bellis et.al, 2013). The ones who answered 06 or higher were placed in the reference group, while the 22 % who answered 05 or below was categorized as “dissatisfied”.

B20. All things considered, how satisfied are you with your life as a whole nowadays?

Extremely
dissatisfied

Extremely
satisfied

00 01 02 03 04 05 | 06 07 08 09 10

2.2.3 Severe financial difficulties

Economic difficulties are one of the childhood conditions that can be described directly (Lundberg 1991, 1993; Fors et.al, 2009). The answers ‘always’ and ‘often’ both indicate that financial difficulties were present most of the time and was therefore coded together, representing 16.6% of the total amount of informants. The rest of the categories were kept as originally. ‘Never’ is used as a reference group.

E32. Using the same card, please tell me how often you and your family experienced severe financial difficulties when you were growing up?

- 1: Always
- 2: Often,
- 3: Sometimes,
- 4: Hardly ever,
- 5: Never

2.2.4 Serious conflict

The variable serious conflict can be claimed to measure circumstances in the family structure, housing conditions and social class (Fors et.al, 2009; Lundberg 1991, 1993;). Serious conflict is measured in the sense of 'tension, verbal arguments or physical violence' (European Social Survey, 2014). Similar to the question about financial difficulties, 'always' and 'often' were coded together, representing 10.8% of the total amount of respondents. 'Never' is used as a reference group.

E31. Using this card, please tell me how often there was serious conflict between the people living in your household when you were growing up?

- 1: Always
- 2: Often,
- 3: Sometimes,
- 4: Hardly ever,
- 5: Never

2.2.5 Education

Due to differences between the educational systems within Europe, the variable measuring years of education is divided according to ESS own version of the OSCED standards from 1998. Six groups of education are used: less than lower secondary, lower secondary, lower tier upper secondary, advanced vocational (sub-degree), Lower tertiary education (BA level) and Higher tertiary education (\geq MA level). (European Social Survey, 2014)

2.2.6 Gender

Gender was a categorical variable with the options 'male' or 'female'. 53 % of the informants were female.

2.2.7 Age of respondent

The age of the respondents was used as a continuous variable, with the lowest age at 14 and highest at 114. The mean age were 49 years old.

2.3 Binary logistic regression analysis

In this study the probability of reporting unhappiness and dissatisfaction in adult life, associated with experiencing serious conflicts and severe financial difficulties growing up, were tested with logistic regression. This form of regression analysis is used when one wants to predict the outcome of a binary dependent variable from a set of independent variables. The estimation of the dependent variable is made from a logistical transformation of probability, with information about how much the odds in the dependent variable change for each unit change in the independent variable (Liy, 2016). Looking at odds ratio can give information about one group compared to a reference group. Odds ratio above 1.00 indicates the probability to reporting what is measured in the dependent variable compared to the reference group. 95 % CI above 1.00 indicates that the findings are statistically significant at the 0.05 level.

The formula for percentage change in odds is calculated like this: $(Odds\ ratio - 1) \times 100\ %$.

3 Results

In this section of the article, the descriptive statistics for the independent variables and the results from the logistic regression analysis will be presented and interpreted.

Table 1: Descriptive statistics for the independent variables

Variable	Frequencies (n)	S.D	%	Mean
Conflict	39636 (N)			
Always (lowest)	691		1.7	
Often	3598		9.1	
Sometimes	10612		26.8	
Hardly Ever	12404		31.3	
Never (highest)	12331		31.1	
Financial difficulties	39469 (N)			
Always (lowest)	1496		3.7	
Often	5078		12.6	
Sometimes	10725		26.7	
Hardly Ever	9380		23.3	
Never (highest)	12790		31.8	
Age	40086 (N)			49.28
		18.74		
Gender	40163 (N)			
Male	18871		47	
Female	21292		53	
Education	40044 (N)			
Less than lower secondary	4085		10.2	
Lower secondary	6760		16.9	
Lower tier upper secondary	7213		17.9	
Advanced vocational, sub-degree	7094		17.7	
Lower tertiary education, BA level	5671		14.1	
Higher tertiary education, >= MA level	4366		10.9	

Looking at the descriptive statistics for the independent variables in table 1, 4,289 respondents always or often experienced severe conflicts during childhood. Most of the respondents reported that they hardly ever experienced severe conflict (n=12 404). Looking at the descriptive for experiencing severe financial difficulties during childhood, 6574 respondents answered always or often. Most of the informants reported that financial difficulties never occurred during their childhood (n=12 790). Among the informants who participated in this study, 53 % were female, most of the respondents had lower tier upper secondary education and the mean age was 49 years old.

To highlight the importance of the socioeconomic heritage there were used crosstabs between parents' education and: unhappiness and dissatisfaction in adult life, serious conflict during childhood, and financial difficulties during childhood. First, if fathers had less than lower secondary education, respondents had higher tendency of reporting unhappiness and dissatisfaction (n=1590), conflicts (n=1121) and financial difficulties (n=2568). If fathers had higher tertiary education, the respondents had lower tendency of reporting unhappiness and dissatisfaction (n=184), conflicts (n=275) and financial difficulties (n=179). Secondly, if mothers had less than lower secondary education, respondents had higher tendency of reporting unhappiness and dissatisfaction (n=1830), conflict (n= 1310) and financial difficulties (n= 2967). If mothers had higher tertiary education, the respondents had lower tendency of reporting unhappiness and dissatisfaction (n=115), conflict (n=196) and financial difficulties (n=117). Regarding both mothers' and fathers' educations the reports of unhappiness and dissatisfaction, conflict and financial difficulties were decreasing the higher the education of the parents were.

Crosstabs were also used to see differences between sexes and countries regarding reports of unhappiness and dissatisfaction in adult life. Woman (n=2892) had a slightly higher tendency of reporting unhappiness and dissatisfaction than for men (n=2238). The four countries with the greatest proportion of respondents reporting unhappiness and dissatisfaction were Lithuania (n=716), Hungary (n=479), Estonia (n=397) and the Czech Republic (n=394). The four countries with the fewest respondents reporting unhappiness and dissatisfaction were Denmark (n=52), Switzerland (n=62), Norway (n=77) and Finland (n=87).

Table 2. Odds ratio for unhappiness associated with conflicts and economic difficulties growing up.

Variables	Cases	Non-cases	OR^a	OR^b	95% CI
Conflicts					
Never	1751	10580	1.00	1.00	(Reference)
Hardly ever	1682	10722	0.95	1.06	(0.98-1.14)
Sometimes	2048	8564	1.45	1.58	(1.47- 1.70)
Often/ always	1011	3278	1.86	2.08	(1.90-2.27)
Economic difficulties					
Never	1392	11398	1.00	1.00	(Reference)
Hardly ever	1161	8219	1.16	1.16	(1.06-1.26)
Sometimes	2075	8650	1.96	1.70	(1.58- 1.84)
Often/ always	1867	4707	3.25	2.58	(2.38-2.78)

^aCrude

^bAdjusted for age, gender and education

In Table 2 the odds ratio shows that respondents who always or often experienced conflicts growing up, were twice as likely to report unhappiness (2.08; 95 % CI= 1.90- 2.27), compared to those who never experienced conflict. The odds ratio was slightly higher when controlling for possible confounding variables as gender, education and age (2.08) compared to when the model only included the variable measuring always or often experiencing conflict (1.86). Even when the respondents reported that they sometimes experienced conflicts, they had 58 % higher occurrence of reporting unhappiness compared to the reference group. Those who experienced severe economic difficulties growing up had an OR of 2.58 (95 % CI= 2.38- 2.78) for reporting

unhappiness, compared to those who never experienced severe financial difficulties. Those who sometimes experienced financial difficulties were 70 % more likely to report unhappiness than the reference group. When the confounding variables were included they generally made the odds ratio slightly lower.

Table 3. Odds ratio for dissatisfaction with life associated with conflicts and economic difficulties growing up

Variables	Cases	Non- cases	OR ^a	OR ^b	95 % CI
Conflicts					
Never	2398	9933	1.00	1.00	(Reference)
Hardly ever	2307	10097	0.95	1.04	(0.97- 1.10)
Sometimes	2674	7938	1.40	1.49	(1.40- 1.59)
Often/ always	1283	3006	1.77	1.91	(1.76- 2.07)
Economic difficulties					
Never	1887	10903	1.00	1.00	(Reference)
Hardly ever	1583	7797	1.17	1.18	(1.10-1.27)
Sometimes	2857	7868	2.10	1.94	(1.81- 2.07)
Often/ always	2334	4240	3.18	2.73	(2.54- 2.94)

^aCrude

^bAdjusted for age, gender and education

In table 3 the OR for experiencing dissatisfaction in adult life is almost twice as high if the respondent reported often/ always severe conflicts growing up (1.91; 95 % CI=1.76- 2.07), compared to those who never experienced severe conflicts. In general, the odds ratio improved slightly when the possible confounding variables as gender, education and age were included. The informants who sometimes experienced conflicts were 49 % more likely to report dissatisfaction in adult life, compared to the reference group. The study shows that those who experienced severe economic difficulties growing up, had almost three times higher occurrence of dissatisfaction in adult life (2.73; 95 % CI= 2.54- 2.94), compared to the reference group. Including the possible confounding variables made the odds ratio slightly lower in general. The informants who sometimes experienced severe financial difficulties were 94 % more likely to report dissatisfaction in adult life compared to the reference group.

Table 4. Odds ratio for dissatisfaction with life and unhappiness associated with serious conflicts and economic difficulties during childhood.

Variables	Cases	Non- cases	OR ^a	OR ^b	95 % CI
Conflicts					
Never	1291	10972	1.00	1.00	(Reference)
Hardly ever	1258	11080	0.97	1.08	(1.0-1.17)
Sometimes	1607	8927	1.53	1.67	(1.54- 1.81)
Often/ always	829	3426	2.06	2.29	(2.07- 2.52)
Financial difficulties					
Never	987	11758	1.00	1.00	(Reference)
Hardly ever	836	8495	1.17	1.18	(1.07- 1.30)
Sometimes	1622	9010	2.15	1.95	(1.79- 2.12)
Often/ always	1548	4960	3.72	3.10	(2.84- 3.39)

^aCrude

^bAdjusted for age, gender and education

Table 4 shows the OR for both dissatisfaction and unhappiness in adult life, associated with serious conflict and severe financial difficulties growing up. Experiencing severe conflicts resulted in two times higher occurrence of reporting both unhappiness and dissatisfaction (2.29; 95 % CI= 2.07- 2.52) compared to the reference group, when the possible confounding variables as age, gender and education were included. An even higher occurrence of reporting dissatisfaction and unhappiness were found among the respondents who experienced severe financial difficulties during childhood, having an OR of 3.10 (95 % CI= 2.84- 3.39) compared to the reference group, when controlling for the possible confounding variables.

4 Discussion

In this research article the hypothesis “*Children growing up in families with serious conflict and/or financial difficulties report lower levels of happiness and life satisfaction in adult life*” have been tested using binary logistic regression analysis. Reporting the results, it can be fruitful to start with the findings using descriptive statistics. A large amount of the respondents answered that they didn’t experience conflict (62,4 %) or financial difficulties (55,1 %) growing up. Still, almost 10,8 % of the respondents answered that they often or always experienced serious conflict growing up, and 16, 3% had often or always experienced severe financial difficulties. This is the first time in European Social Survey that questions about childhood experiences are included, which gives no options to compare with results from previous rounds. Another interesting finding is that the mean answers for happiness (7,09) and life satisfaction (7,39) were relatively high on a scale from 0-10. According to Diener and Diener (1996) people in average scored 6,33 on a scale from 0-10, but these results were conducted from 43 nations compared to the 21 countries answering the European Social Survey questionnaire. The time difference is also over 20 years between these studies. Looking at answers on question about sex, age and education the analysis shows a mean age for respondents answering European Social Survey round 7 were 49 years old, 53% of the respondents were women, and most of the respondents had upper secondary education.

The greatest proportion of respondents reporting unhappiness and dissatisfaction were from Lithuania (n=716), Hungary (n=479), Estonia (n=397) and the Czech Republic (n=394). The four countries with the fewest respondents reporting unhappiness and dissatisfaction were Denmark (n=52), Switzerland (n=62), Norway (n=77) and Finland (n=87). Without giving an explanation, it can be valuable to mention that the four countries with highest amount of respondents reporting unhappiness and dissatisfaction, all have history of being communistic. On the other side, the four countries with lowest amount of unhappiness and dissatisfaction all have history of being capitalistic. According to the latest published version of the World Happiness Report, one also here can see huge differences in well-being around the world. Life evaluation in the top 10 countries like Norway, Denmark and Iceland, compared to the bottom 10 countries like Central African Republic, Burundi and Tanzania, were actually twice as high on a scale from 0-10 (Helliwell, Layard and Sachs, 2017).

According to the findings presented in the introduction, there is a socioeconomic difference to spot related to childhood circumstances and SWB. Using crosstabs, the importance of the socioeconomic heritage was highlighted. First, if fathers had less than lower secondary education, respondents had higher tendency of reporting unhappiness and dissatisfaction (n=1590), conflicts (n=1121) and financial difficulties (n=2568). If fathers had higher tertiary education, the respondents had lower tendency of reporting unhappiness and dissatisfaction (n=184), conflicts (n=275) and financial difficulties (n=179). Secondly, if mothers had less than lower secondary education, respondents had higher tendency of reporting unhappiness and dissatisfaction (n=1830), conflict (n=

1310) and financial difficulties (n= 2967). If mothers had higher tertiary education, the respondents had lower tendency of reporting unhappiness and dissatisfaction (n=115), conflict (n=196) and financial difficulties (n=117). Regarding both mothers' and fathers' educations the reports of unhappiness and dissatisfaction, conflict and financial difficulties were decreasing the higher the education of the parents were. These findings can be argued to be similar to the ones found by Ferlander and Maikenen (2006), Harper et.al (2002) and Kestilla et al (2006) that the state of health as an adult varies directly with family background. Many studies have reported that higher educational attainments are associated with greater SWB (Blanchflower and Oswald, 2004; Cunado and Gracia, 2012; Easterlin, 2001; Yang 2008;). Lykken and Tellegen (1996) also claims that 50 % of the variance in well-being is heritable. Children who came from families with prosperity turned out to have generally better health outcomes, more positive relationships and healthier behavior. On the other hand, children from less affluent families generally reported poorer health. Research shows that benefits from growing up in an affluent family is lower prevalence of overweight and obesity, higher fruit intake, daily breakfast eating, better communication with parents, higher classmate support, lower prevalence of TV watching and more close friends (Levin et.al, 2012). Sandbæk et. al (2008) describes in depth that growing up in a poor family increases the risk of experiencing poor health, suicide, school problems, teen pregnancy, substance abuse, mortality, violence and abuse. Several studies have also found that parents, peers and other caregivers highly influence children's` development (Denham 1998; Eisenberg et al. 1998; Thompson 1994). Mothers in high-conflict marriages reported to be more rejecting, use harder discipline and were less warm than mothers living in marriages with lower levels of conflict. Fathers seemed to withdraw more and engage less in interactions with their children compared to the fathers living with low-conflict in their marriage (Cumming and Davies, 1994; Krishnakumar and Buehler, 2000). The cost of such experiences may be reduced SWB by children developing depression, school problems and antisocial behavior. Families with low wages, low education, single parents, immigrants and with non-western background is generally at higher risk of having high conflict in the family (Movik et.al, 2012). Similar findings were found by Castello (2003), who claims there is a clear link between poverty and behavioral problems, and that financial problems challenges the care-role and makes it more difficult. The findings in this study, found by analyzing data from ESS round 7, can in other words be supported by previous research looking at the relation between parents' education and SWB, conflicts and economical challenges. It seems like several external factors can affect the individual and put them into higher risk of having poor health. It's conceivable that growing up with a difference in access to resources can affect people, if having enough resources can work as a buffer against challenging circumstances. Looking at the findings of Caporale et.al (2009) it implies that an increasing income gap between socioeconomic groups tend to reduce SWB due to comparisons. Similar Alestina et.al (2004) found that respondents had lower tendency of reporting themselves as happy when inequalities in society were high. These findings can be supported by the social comparison theory, who claims that individuals compare themselves to others, and an increasing gap between the life-as-it-is and how-life-should-be reduces SWB. Many studies have similar to these findings from ESS round 7, reported that higher educational attainments are associated with greater SWB (Blanchflower and Oswald, 2004; Cunado and Gracia, 2011; Easterlin, 2001; Yang, 2008;). The explanation can also be related to the positive effect education has on health, self-confidence, pleasure from acquiring knowledge, higher employment rate, and higher expected salary (Cunado and Gracia, 2012), which might influence parenting positively. If parents low level of education is related to reduced happiness and life satisfaction among the children later as adults, as well as increased conflicts and economical challenges in the home during childhood, it is consistent with previous

literature claiming that adverse childhood circumstances are associated with all measures of low well-being (Bellis et.al, 2013).

In Table 2 the odds ratio shows that respondents who always or often experienced serious conflicts growing up, were twice as likely to report unhappiness in adult life (2.08; 95 % CI= 1.90- 2.27), compared to those who never experienced serious conflict. Those who experienced severe economic difficulties growing up were also twice as likely (2.58; 95 % CI= 2.38- 2.78) to report unhappiness in adult life, compared to those who never experienced severe financial difficulties. These findings show that there is a significant relationship between serious conflict and severe financial difficulties during childhood and unhappiness later as adult. In table 3 the OR for experiencing dissatisfaction in adult life is almost twice as high if the respondent reported often/ always serious conflicts growing up (1.91; 95 % CI=1.76- 2.07), compared to those who never experienced serious conflicts. The study shows that those who experienced severe economic difficulties growing up, had almost three times higher occurrence of dissatisfaction in adult life (2.73; 95 % CI= 2.54- 2.94), compared to the reference group. In other words, these findings show that there also is a significant relationship to spot between experiencing serious conflict and severe economic challenges during childhood, and reporting dissatisfaction with life later as adult. Seeing that both unhappiness and dissatisfaction with life were affected by the selected childhood circumstances, it was interesting to perform an analyzis looking at those who reported to be both unhappy and dissatisfied with life as an adult, to see if the results were similar, or if the relationship changed. Experiencing serious conflicts during childhood resulted in two times higher occurrence of reporting both unhappiness and dissatisfaction with life (2.29; 95 % CI= 2.07- 2.52) later as adult compared to the reference group, when the possible confounding variables as age, gender and education were included. An even higher occurrence of reporting dissatisfaction with life and unhappiness later as adults were found among the respondents who experienced severe financial difficulties growing up, having an OR of 3.10 (95 % CI= 2.84- 3.39) compared to the reference group, when controlling for the possible confounding variables. By looking at those who experienced both unhappiness and dissatisfaction the occurrence was even higher. There is a difference to spot, with respondents experiencing economic challenges during childhood having higher occurrence of reporting unhappiness and dissatisfaction with life as adult, compared to those experiencing serious conflict. However, it's important to consider that many of the respondents might experience both severe economic challenges and serious conflict growing up, but that economic challenges can be the factor with greatest importance for SWB in adult life. Looking at previous research, Sandbæk et.al (2008) claims that economic challenges during childhood puts children at higher risk of experiencing violence and abuse, poor health, mortality, suicide, school problems, teen pregnancy and substance abuse. Several studies have found that adverse living conditions affect health negatively (Braveman and Barclay, 2009; Calobardes, Lynch and Davy Smith, 2004; Lundberg 1993, 1997; Shaw and Krause, 2002; Wadsworth and Kuh, 1997). Living in a family with poor income have in several studies been associated with teens reporting psychosomatic complaints (NOVA, 2013; Osterberg et.al, 2006). According to Feletti et al. (1998) exposure to high levels of adverse childhood experiences could produce anxiety, depression and anger in children. This could lead to children using unhealthy coping devices as smoking, drugs and alcohol. Both economic challenges and conflicts at home can affect children and may further lead to behavioral problems, due to the environment they grow up in (Clarke-Stewar and Brentanit, 2006; Costello, 2007; Cumming and Davis, 1994). This study, based on data from ESS round 7, indicates that both social relationships and material surroundings are likely to affect SWB. This relation can be supported by the review of Mayers (2000) who points at greater social relationships, supporting networks,

being married and access to satisfying material resources as predictors of high levels of happiness. The relation between social relationships and material surroundings with SWB has no conclusion about causality, but indicates that they correlate. Without being able to put a clear causal effect, one can see the outlines of positive spirals. Social relationships may be a source of both positive and negative emotions. Connection with other people, especially family relations, can create positive feelings which further can increase the feeling of happiness (Layard, 2005). Looking from this angle negative relations, or negative feelings might function as “happy” thieves. It can therefore be argued that social relationship is a process with room for adjustments, refill and development.

In this study the confounding variables age, gender and education only changed the odds ratio slightly both in a positive and negative way. Looking at table 4. one can see that including these variables in the relation between serious conflict and the variables measuring low SWB it changed the OR from 2.06-2.29. Meaning that age, gender and education had a little, but small, effect on the relation. Meaning that when the relation was adjusted for the effect of the confounding variables, the relation became a bit stronger. Regarding the relation between severe financial difficulties and the variables measuring low SWB, the OR changed from 3.72-3.10 when the confounding variables were included. Meaning that when the relation was adjusted for the effect of the confounding variables, the relation became somewhat weaker, but still significant. Looking at previous research, SWB is affected by gender and age. Starting with gender, women report being less wealthy, equally healthy, but definitely happier than men (Blanchflower and Oswald, 2004; Gertham and Johannesson, 2001; Hartog and Oostbeek, 1998). Related to age, SWB is described to be u-formed with highest level of happiness among children and the elderly, and lowest experience among the age group of 45-64 years (Gertham and Johannesson, 2001). Factors such as age and income have in previous research only explained a little part of differences in SWB (Diener et.al, 1999). More surprisingly were the little effect of education on the relation between childhood circumstances and SWB among adults. One possible explanation could be that these respondents didn't take higher education than their parents and at the same time continued having economic challenge and having higher levels of conflict at home. Another possible explanation could be that their own education had little effect on the SWB due to the unfortunate experiences during childhood.

Relating the findings in this study to the social comparison theory, one can see SWB as the difference between life-as-it-is and how-life-should-be. Higher well-being is assumed to be achieved through smaller discrepancies (Michalos, 1980). Improving living-conditions for the whole socioeconomic gradient does not improve SWB due to leaving the relative differences what they are. Social comparisons have its roots in the ideas that were on a “hedonic treadmill” which presumably nullifies the process (Brickman and Campbell, 1971). This means that recent changes in life circumstances increase an individual's subjective well-being temporarily before the individuals' standard acclimates to the new conditions. Similar to the social comparison theory, researchers have found that SWB were moderately stable over time, looking at a 20 year-period (Lykken and Tellig, 1996). On the other side, the stronger forms of the “hedonic treadmill” adaption theory have been disproved (Diener, Lucas and Scollon, 2006). Differences between national levels of well-being reveal that humans do not adapt to everything they experience (Diener, Kahneman and Helliwell, 2009). Several studies show that the individuals happiness “set-point” can change so that people can experience well-being after positive events, and recover from negative ones (Diener, and Biswas-Diener, 2008). The unanswered question regarding the findings in this study is whether the respondents reported low levels of SWB due to inability to adapt, or because their SWB in the beginning were lower than average and that their measures actually were

stable over time. Having no measure of the respondents SWB during childhood, it's impossible to do a comparison to adult levels of SWB to see if it has changed. Up till now there have been progress in terms of what we know about human capacity for adaption, but much more research is needed to gain a more comprehensive understanding (Diener and Ryan., 2009). Findings in this study give a picture of a difference between socioeconomic groups, which according to the social comparison theory tends to reduce well-being the lower in the gradient the respondent by socioeconomic measures belongs. This comparison only counts in areas that are socially valued in society, such as income, and can be linked to the way of thinking that the good life is socially constructed (Diener and Ryan, 2009). Looking at society from this perspective one of the most important actions to improve SWB would be reducing the disparities by actions towards the whole gradient. By improving living conditions for especially those placed lower in the gradient, the aim should be better health by lifting this gradient to be more horizontal. From this study, based on data from ESS round 7, the two areas affecting SWB later as adult negatively were serious conflict and economic challenges during childhood. Additional to actions aiming to improve material surroundings of those with low income, one can also argue that a family-based program to help parents manage the care-role can be a part of primary prevention of negative health outcomes. The long-term benefits may include substantial improvements in overall adult health. To support this research one can look at the findings of Shaw et.al (2004) who found that lack of parental support during childhood is associated with increased levels of depressive symptoms and chronic conditions in adulthood. Shaw and Krause (2002) also found that exposure to physical violence during childhood is associated with diminished mental and physical health in adulthood. If such a political investment being able to improve health, one needs to have a mindset that social relations is open for a developmental process. Even though the findings in this article highlights a relation between adverse childhood circumstances and SWB later as adults, it's not the same as this relation being irresistible to improvements. One can rather argue that it's an indication that today's society lacks effective actions to prevent adverse health outcomes with roots in childhood conditions, and that this relation is a result of negative spirals. According to Zeidner, Matthews and Shemsh (2016) social support is critical for well-being, over and above coping, which highlights the importance of social engagement in children and adolescence. Improving childhood conditions are both important at the individual and society level, due to the effects on choice of education, social inclusion, workforce participation, as well as living standards and health in adult life (Gravseth and Kristensen, 2008; Næss et.al, 2004; Strand and Kunst, 2007). Increasing the SWB might also create better health and higher productivity at work, both which may interest policymakers (Keyes and Annas, 2009; Steptoe, Deaton and Stone, 2014). Comparing the ones with high subjective well-being to the ones that fills the criteria of depression, they claimed to be less vulnerable to disease, less hostile, less self-focused, more energetic, more loving, more decisive, more helpful, more sociable, with higher trust and being more forgiving (Mayers, 2000). Steps taken to improve children's upbringing conditions in USA, has proved to be economically profitable compared to the same use of resources towards adolescents or adults (Heckman, 2006). By examining correlations between childhood and adult life, prevention can be directed towards areas of greatest need (Currie, 2009). Finding out which actions politicians should focus on, there is a greater need for more evidence based knowledge. This study can give some implications that parental support and reducing social inequalities can have a positive effect on SWB, but ways to do so is still unexplored. It's important that social institutions become aware of the negative effects conflicts and financial

difficulties can have on SWB, because societies prevention of health might have greatest effect through these arenas.

To continue last section about the political value of increasing SWB in society, it could be interesting to discuss why the findings in this study should interest sociologists. This study has highlighted that SWB seems to be lower among people growing up in adverse childhood circumstances, which can be argued to give important information about the quality of the social system in which they live. One of the aims of sociology is to improve conditions in society, and these findings indicate that the social system has room for improvement (Veenhoven, 2004). SWB can also be argued to be one of the determinants of social behavior, and as mentioned in last section there are many positive effects for both individual and societies by increasing peoples SWB. According to Lyumbomirsky, King and Diener (2005) happy people are better citizens, more informed about political matters, less radical in their political views and more often uses their voting rights. All which can be argued to be central in democratic nations. According to Vennhoven (2008) an individual's SWB is both an outcome and a factor in social systems, and therefore belongs to the core business of sociology.

There are some limitations and strengths in this study, and these will be described with the hope that future research can improve some of the missing parts. To start with, when the research is cross-sectional and not longitudinal one cannot make conclusions about causality. One can on the other hand reflect around the time perspective, which makes it assumable that reduced SWB can be an effect. Using a longitudinal study one also can see changes in SWB over time. Secondly, one methodical concern is related to the over and underreporting of SWB as well as childhood circumstances like conflicts and economical challenges. Informants might remember the pleasant items more accurately than the unpleasant ones, that can leave a margin of error in their answers (Hampson and Dawson, 1985). One can also argue that the answers given might be influenced by the interpretation of the question, for an example what defines "serious conflict" might varies from one person to another. People also react differently to the same circumstances, due to their unique experiences, their values and previous expectations (Diener et.al, 1999). Thirdly, one limitations is related to the measurements of SWB, for an example the informants current emotional state is only measured by positive feelings. In future studies it should be included measurements of other hedonic states as sadness or anger. The measurement of SWB is only asked by the aspect of evaluative and hedonic well-being, missing the eudemonic part (Stephoe et.al, 2015). According to the OECD (2013) guidelines on measuring SWB all these three aspects should be included. Using the same consistent guidelines can make it easier to compare results between and within countries in the future. Last, but not least, the analysis used has not taken into account design weight and population weight. Design weight corrects for the fact that some respondent has different probabilities to be part of the sample due to the design, and the population weight corrects for the fact that most countries taking part in the ESS have differed populations size but almost the same sample size. Without these weights the results might be biased, over representing smaller countries (European Social Survey, 2014b). Due to careful techniques for translation and sample design the ESS has a rich variety of data, and the rotating module makes it possible to examine various drivers of inequalities in well-being. The cross-sectional perspective makes it possible to look at macro factors in an international perspective, which gives a more solid foundation for comparison between countries. The categorization process for the dependent variables were not arbitrary, but used consistent measure of greater than one SD from the sample mean. Studies that detect differences in SWB may provide valuable information to policymakers, which further generates new questions about why disparities exist in the first place (Quick, 2015).

Using data from all over Europe from a big selection makes it easier to generalize the results across cultures and countries. The study is also on its 7th round which means that the questions in the core model has been evaluated several times before. The rotating module in the 7th round is the first one to include measures of inequalities in health, and the questions about childhood circumstances has therefore not been asked in previous rounds.

This is the first study known for the author to investigate the relation between childhood circumstances and SWB in adult life using data for European Social Survey. According to Quick (2015) there is a need to discover drivers of inequalities in well-being, which is barely explored in research so far. To improve health for the upcoming and future generations it is important to know what affects health throughout life. This study gives valuable information about the importance of helping and understanding families with severe financial difficulties or serious conflicts, with the possible benefit of increasing SWB for these people. Future research should examine the hypothesis in a longitudinal study, or by a qualitative study asking respondents about their own thoughts of the relation between childhood circumstances and SWB in adult life.

Conclusion

In this research article the hypothesis *“Experiencing serious conflicts or severe financial difficulties most of the time during childhood, increases occurrence of reporting unhappiness and dissatisfaction later as adult”* have been tested using binary logistic regression analysis.

With data from the 7th round of European Social Survey, 40.185 answers from informants living in 21 different countries across Europe were analyzed. This is the very first time the ESS includes questions about respondents’ subjective evaluation of childhood circumstances in the questionnaire. The hypothesis was confirmed with results from analysis. Informants who experienced severe financial difficulties during childhood were three times as likely to be unhappy and dissatisfied in adult life (Odds Ratio 3.10; 95 % Confidence Intervall (CI) = 2.84- 3.39), compared to the ones who didn’t experience financial difficulties. The informants who experienced serious conflict during childhood were twice as likely to be unhappy and dissatisfied in adult life (OR 2.29; 95 % CI= 2.07- 2.52), compared to the ones that didn’t experience serious conflict. Experiencing severe financial difficulties and serious conflict during childhood increases significantly the occurrence of unhappiness and dissatisfaction in adult life. Happiness and life satisfaction is in the ESS round 7 counted as the two subjective parts of well-being. One can therefore argue that experiencing the selected childhood circumstances, serious conflicts and severe financial difficulties, gives a higher occurrence of reporting low SWB in adult life.

Future research should investigate this connection in a longitudinal study where conclusions about causality can be made.

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Scientific consequences of this master thesis

This master thesis consisted of two articles with different but similar hypotheses, starting in article I with a review of the literature on childhood circumstances related to SWB. The second article was a quantitative study based on data from ESS round 7, where the relation between childhood circumstances and SWB later as adults were tested using binary logistic regression analysis. Summing up the findings in these articles shortly, both of them found a relation between childhood circumstances, as conflicts and financial difficulties, and subjective well-being. It seems like the two factors with greatest influence are income and social support. The socioeconomic heritage is also highlighted and the importance of political actions to make the socioeconomic gradient more horizontal is discussed. Different from previous research these articles focus on the long-term effect childhood can have on well-being in adult life.

Both article 1 and article 2 can be argued to contribute to evidence based knowledge on a relation which is underexplored in research so far. Writing a review of the literature is an important contribution to discover missing links for future research, and can save researchers who want to look at a similar hypothesis for plenty of time. It can also be used as a part of an evidence based background for implementation of political actions regarding social inequalities or family-based programs to reduce conflicts in families. The second article is the first one to look at the variables measuring childhood circumstances related to adult SWB in the ESS, and can therefore be argued to give important and new information about social conditions in Europe. Writing these articles in English the group of readers is widened, and the knowledge can reach further out compared to writing them in Norwegian. By following author guidelines for the selected journal these articles may have the potential to be published.

These articles are only a small contribution to a research area that needs much more attention. Improving health for the upcoming generations across the world requires increased insight, financial commitment and available resources to invest in actions aiming to improve these areas of health. Making these investments there should be a solid evidence based knowledge in bottom, highlighting different factors affecting children's health as detailed and in depth as possible.

Appendix

ESS DOCUMENT DATE: 31.03.14

ALERTS TAKEN ON BOARD: 01 (14.04.14), 02 (29.05.14), 03 (30.06.14)



**SOURCE
QUESTIONNAIRE**

(Round 7, 2014/15)

This document was written for the European Social Survey (ESS). The Core Scientific Team of the ESS requests that you use the following form of words to cite this document:

European Social Survey, (2014). *ESS Round 7 Source Questionnaire*. London: ESS ERIC Headquarters, Centre for Comparative Social Surveys, City University London.

	Q#	Topics
Core	A1 – A5	Television watching; social trust
Core	B1 – B34	Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations
Core	C1 – C28a	Subjective wellbeing, social exclusion, religion, perceived discrimination, national and ethnic identity, immigration
Rotating module	D1 – D33	Immigration, including: attitudes, perceptions and policy preferences
Rotating module	E1-E32	Health, including health conditions, fruit, vegetable and alcohol consumption and smoking behaviour
Core	F1 – F61	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership and income.
Supplementary	Section H	Human values scale
Supplementary	Section I	Test questions
Interviewer questionnaire	Section J	Interviewer self-completion questions

One question that belongs to the module on Immigration is placed in section B. This is marked with a *. Three questions that belong to the module on Health are placed in section F. These are marked with **.

Throughout the questionnaire, annotations (footnotes) are provided to aid translation and questionnaire implementation. In some cases these aim to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves are unlikely to have direct equivalents in other languages. In other cases the annotations provide operational instructions. Annotations should NOT be translated. **Under no circumstances should they appear in the questionnaire given to interviewers.**

At some questions there are answer codes that appear in brackets. These codes allow for answers respondents might give but these should not be read out or offered and must never appear on the showcard.

The answer codes on showcards should not generally be read out to respondents by the interviewer (unless specified).

INTERVIEWER ENTER START DATE: / / (dd/mm/yy)

INTERVIEWER ENTER START TIME: (Use 24 hour clock)

(START DATE AND TIME IN ALL COUNTRIES)

A1 CARD 1 On an average weekday, how much time, in total, do you spend watching television? Please use this card to answer.

No time at all	00	GO TO A3
Less than ½ hour	01	
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	ASK A2
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours	07	
(Don't know)	88	

ASK IF CODES 01-07 OR 88 AT A1

A2 STILL CARD 1 And again on an average weekday, how much of your time watching television is spent watching news or programmes about politics and current affairs¹? Still use this card.

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

¹ About "politics and current affairs": about issues to do with governance and public policy, and with the people connected with these affairs.

ASK ALL

A3 CARD 2 Using this card, generally speaking, would you say that most people can be trusted, or that you can't be too careful² in dealing with people? Please tell me on a score of 0 to 10, where 0 means you can't be too careful and 10 means that most people can be trusted.

You can't be too careful										Most people can be trusted	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

A4 CARD 3 Using this card, do you think that most people would try to take advantage³ of you if they got the chance, or would they try to be fair?

Most people would try to take advantage of me										Most people would try to be fair	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

A5 CARD 4 Would you say that most of the time people try to be helpful⁴ or that they are mostly looking out for themselves? Please use this card.

People mostly look out for themselves										People mostly try to be helpful	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

ENTER END TIME OF SECTION A: (Use 24 hour clock)
(END time for CAPI countries only)

² 'Can't be too careful': need to be wary or always somewhat suspicious.

³ 'Take advantage': exploit or cheat; 'fair': in the sense of treat appropriately and straightforwardly.

⁴ The intended contrast is between self-interest and altruistic helpfulness.

Now we want to ask a few questions about politics and government.

B1 How interested would you say you are in politics – are you... **READ OUT...**

very interested, 1
quite interested, 2
hardly interested, 3
or, not at all interested? 4
(Don't know) 8

B1a⁵ CARD 5 How much would you say the political system in [country] allows people like you to have a say in what the government does? Please use this card.

Not at all										Completely	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B1b⁶ CARD 6 How able do you think you are to take an active role in a group involved with political issues? Please use this card.

Not at all able ⁷										Completely able	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B1c⁸ CARD 7 And how much would you say that the political system in [country] allows people like you to have an influence on politics? Please use this card.

Not at all										Completely	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

⁵ NEW QUESTION FOR ROUND 7

⁶ NEW QUESTION FOR ROUND 7

⁷ 'Not at all able' in the sense of 'lacking any capability to take an active role'

⁸ NEW QUESTION FOR ROUND 7

B1d⁹ CARD 8 And using this card, how confident are you in your own ability to participate in politics?

Not at all confident¹⁰											Completely confident	(Don't Know)
--	--	--	--	--	--	--	--	--	--	--	---------------------------------	-------------------------

00	01	02	03	04	05	06	07	08	09	10	88
----	----	----	----	----	----	----	----	----	----	----	----

B1e¹¹ CARD 9 How much would you say that politicians care¹² what people like you think? Please use this card.

Not at all											Completely	(Don't Know)
-------------------	--	--	--	--	--	--	--	--	--	--	-------------------	-------------------------

00	01	02	03	04	05	06	07	08	09	10	88
----	----	----	----	----	----	----	----	----	----	----	----

B1f¹³ CARD 10 Using this card, how easy do you personally find it to take part in politics?

Not at all easy¹⁴											Extremely easy	(Don't Know)
---	--	--	--	--	--	--	--	--	--	--	---------------------------	-------------------------

00	01	02	03	04	05	06	07	08	09	10	88
----	----	----	----	----	----	----	----	----	----	----	----

⁹ **NEW QUESTION FOR ROUND 7**

¹⁰ 'Not at all confident' in the sense of 'having no confidence in your own ability'.

¹¹ **NEW QUESTION FOR ROUND 7**

¹² 'care' in the sense of 'being interested in or thinking that it matters what people think'.

¹³ **NEW QUESTION FOR ROUND 7**

¹⁴ 'not at all easy' in the sense of 'not finding it easy at all to take part'.

CARD 11 Using this card, please tell me on a score of 0-10 how much you personally trust each of the institutions I read out. 0 means you do not trust an institution at all, and 10 means you have complete trust. Firstly...**READ OUT...**

		No trust at all										Complete trust	(Don't know)
B2	...[country]'s parliament?	00	01	02	03	04	05	06	07	08	09	10	88
B3	...the legal system?	00	01	02	03	04	05	06	07	08	09	10	88
B4	...the police?	00	01	02	03	04	05	06	07	08	09	10	88
B5	...politicians?	00	01	02	03	04	05	06	07	08	09	10	88
B6	...political parties?	00	01	02	03	04	05	06	07	08	09	10	88
B7	...the European Parliament?	00	01	02	03	04	05	06	07	08	09	10	88
B8	...the United Nations?	00	01	02	03	04	05	06	07	08	09	10	88

B9 Some people don't vote nowadays for one reason or another.
Did you vote in the last [country] national¹⁵ election in [month/year]?

Yes	1	ASK B10
No	2	
Not eligible to vote	3	GO TO B11
(Don't know)	8	

ASK IF YES AT B9 (code 1)

B10 Which party did you vote for in that election?
[Country-specific (question and) codes]

Conservative	01
Labour	02
Liberal Democrat	03
Scottish National Party	04
Plaid Cymru	05
Green Party	06
Other (WRITE IN) _____	07
(Refused)	77
(Don't know)	88

¹⁵ This refers to the last election of a country's primary legislative assembly.

ASK ALL

There are different ways of trying to improve things in [country] or help prevent¹⁶ things from going wrong. During the last 12 months, have you done any of the following?

Have you...**READ OUT...**

		Yes	No	(Don't know)
B11	...contacted a politician, government or local government official?	1	2	8
B12	...worked in a political party or action group?	1	2	8
B13	...worked in another organisation or association?	1	2	8
B14	...worn or displayed a campaign badge/sticker?	1	2	8
B15	...signed a petition?	1	2	8
B16	...taken part in a lawful public demonstration?	1	2	8
B17	...boycotted certain products?	1	2	8

B18a Is there a particular political party you feel closer¹⁷ to than all the other parties?

Yes	1	ASK B18b
No	2	GO TO B19
(Don't know)	8	

ASK IF YES AT B18a (code 1)

B18b Which one? **[Country-specific codes]**

Conservative	01	ASK B18c
Labour	02	
Liberal Democrat	03	
Scottish National Party	04	
Plaid Cymru	05	
Green Party	06	
Other (WRITE IN) _____	07	GO TO B19
(Refused)	77	
(Don't know)	88	

¹⁶ 'Help prevent things going wrong' in the sense of help prevent serious problems arising.

¹⁷ "Feel closer to": in the sense of the party one most identifies or sympathises with or is most attached to, regardless of how one votes.

ASK IF PARTY GIVEN AT B18b (codes 01 to 07)

B18c How close do you feel to this party? Do you feel that you are ... **READ OUT...**

very close,	1
quite close,	2
not close,	3
or, not at all close?	4
(Don't know)	8

ASK ALL

B19 CARD 12 In politics people sometimes talk of "left" and "right". Using this card, where would you place yourself on this scale, where 0 means the left and 10 means the right?

Left										Right	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B20 CARD 13 All things considered, how satisfied are you with your life as a whole nowadays? Please answer using this card, where 0 means extremely¹⁸ dissatisfied and 10 means extremely satisfied.

Extremely dissatisfied											Extremely satisfied	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88	

B21 STILL CARD 13 On the whole how satisfied are you with the present state of the economy in [country]? Still use this card.

Extremely dissatisfied											Extremely satisfied	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88	

¹⁸ Please note that for CORE items using 'extremely' or 'completely', the same translation should be used as in previous rounds. This applies throughout sections A, B, C and F. If translators are unsure, contact ess_translate@gesis.org.

B22 STILL CARD 13 Now thinking about the [country] government¹⁹, how satisfied are you with the way it is doing its job? Still use this card.

Extremely dissatisfied										Extremely satisfied	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B23 STILL CARD 13 And on the whole, how satisfied are you with the way democracy²⁰ works in [country]? Still use this card.

Extremely dissatisfied										Extremely satisfied	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B24 CARD 14 Now, using this card, please say what you think overall about the state of education²¹ in [country] nowadays?

Extremely bad										Extremely good	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

B25 STILL CARD 14 Still using this card, please say what you think overall about the state of health services in [country] nowadays?

Extremely bad										Extremely good	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

¹⁹ The people now governing, the present regime.

²⁰ The democratic system 'in practice' is meant, as opposed to how democracy 'ought' to work.

²¹ The "state of education" (see too, "state of health services" in B25) covers issues of quality, access and effectiveness/efficiency.

CARD 15 Using this card, please say to what extent you agree or disagree with each of the following statements. **READ OUT EACH STATEMENT AND CODE IN GRID**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
B26	The government should take measures to reduce differences in income levels.	1	2	3	4	5	8
B27	Gay men and lesbians should be free to live their own life as they wish ²² .	1	2	3	4	5	8

B28 CARD 16 Now thinking about the European Union, some say European unification²³ should go further. Others say it has already gone too far. Using this card, what number on the scale best describes your position?

Unification has already gone too far										Unification should go further	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

Now some questions about people from other countries coming to live in [country].

B29 CARD 17 Now, using this card, to what extent do you think [country] should²⁴ allow people of the same race or ethnic group as most [country]'s people to come and live here²⁵?

Allow many to come and live here	1
Allow some	2
Allow a few	3
Allow none	4
(Don't know)	8

²² Freedom of lifestyle is meant, 'free/entitled to live as gays and lesbians'.
²³ "Unification" refers to further integration rather than further enlargement.
²⁴ 'Should' in the sense of 'ought to'; not in the sense of 'must'.
²⁵ 'Here' = country throughout these questions.

B30 STILL CARD 17 How about people of a different race or ethnic group from most [country] people? Still use this card.

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Don't know) 8

***B30a²⁶STILL CARD 17** And how about people from the poorer countries in Europe? Still use this card.

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Don't know) 8

B31 STILL CARD 17 How about people from the poorer countries outside Europe? Use the same card.

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Don't know) 8

B32 CARD 18 Would you say it is generally bad or good for [country]’s economy that people come to live here from other countries? Please use this card.

Bad for the economy									Good for the economy	(Don't Know)	
00	01	02	03	04	05	06	07	08	09	10	88

²⁶ **NEW QUESTION:** repeat item from Round 1 (D7); part of Round 7 rotating module on immigration.

B33 CARD 19 And, using this card, would you say that [country]’s cultural life is generally undermined or enriched by people coming to live here from other countries?

Cultural life undermined								Cultural life enriched		(Don’t Know)	
00	01	02	03	04	05	06	07	08	09	10	88

B34 CARD 20 Is [country] made a worse or a better place to live by people coming to live here from other countries? Please use this card.

Worse place to live								Better place to live		(Don’t Know)	
00	01	02	03	04	05	06	07	08	09	10	88

ENTER END TIME OF SECTION B: (Use 24 hour clock)
(END time for CAPI countries only)

And now a few questions about you and your life.

C1 CARD 21 Taking all things together, how happy would you say you are? Please use this card.

Extremely unhappy											Extremely happy	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10		88

C2 CARD 22 Using this card, how often do you meet socially²⁷ with friends, relatives or work colleagues?

Never	01
Less than once a month	02
Once a month	03
Several times a month	04
Once a week	05
Several times a week	06
Every day	07
(Don't know)	88

C3 CARD 23 How many people, if any, are there with whom you can discuss intimate and personal²⁸ matters? Choose your answer from this card.

None	00
1	01
2	02
3	03
4-6	04
7-9	05
10 or more	06
(Don't know)	88

²⁷ 'Meet socially' implies meet by choice rather than for reasons of either work or pure duty.

²⁸ 'Intimate' implies things like sex or family matters; 'personal' could include work or occupational issues as well.

C4 CARD 24 Compared to other people of your age,
how often would you say you take part in social activities²⁹?
Please use this card.

Much less than most	1
Less than most	2
About the same	3
More than most	4
Much more than most	5
(Don't know)	8

C5 Have you or a member of your household been the victim of
a burglary or assault³⁰ in the last 5 years?

Yes	1
No	2
(Don't know)	8

C6 How safe do you – or would you - feel walking alone
in this area³¹ after dark? Do – or would – you feel... **READ OUT...**

...very safe,	1
safe,	2
unsafe,	3
or, very unsafe?	4
(Don't know)	8

The next set of questions are about yourself.

C7 How is your health³² in general? Would you say it is... **READ OUT...**

...very good,	1
good,	2
fair,	3
bad,	4
or, very bad?	5
(Don't know)	8

²⁹ Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.

³⁰ Physical assault.

³¹ Respondent's local area or neighbourhood.

³² Physical and mental health.

C8 Are you hampered³³ in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?
IF YES, is that a lot or to some extent?

Yes a lot	1
Yes to some extent	2
No	3
(Don't know)	8

C9 Do you consider yourself as belonging to³⁴ any particular religion or denomination?

Yes	1	ASK C10
No	2	GO TO C11
(Don't know)	8	

ASK IF YES AT C9 (code 1)

C10 Which one? [Can be asked as a country-specific question.
 To be recoded into the ESS coding frame below]

Roman Catholic	01	GO TO C13
Protestant	02	
Eastern Orthodox	03	
Other Christian denomination	04	
Jewish	05	
Islamic	06	
Eastern religions	07	
Other non-Christian religions	08	

NOTE ON ADMINISTRATION OF C10

The set of country specific categories that are listed in the 'Consultation outcomes' for religion on the ESS7 Intranet should be made available to interviewers. Use of a showcard at C10 is optional.

ASK IF NO RELIGION/DENOMINATION OR DON'T KNOW AT C9 (codes 2 or 8 at C9)

C11 Have you ever considered yourself as belonging to any particular religion or denomination?

Yes	1	ASK C12
No	2	GO TO C13
(Don't know)	8	

³³ 'Hampered' = limited, restricted in your daily activities.

³⁴ Identification is meant, not official membership.

ASK IF YES AT C11 (code 1)

C12 Which one? [Can be asked as a country-specific question.
To be recoded into the ESS coding frame below]

Roman Catholic	01
Protestant	02
Eastern Orthodox	03
Other Christian denomination	04
Jewish	05
Islamic	06
Eastern religions	07
Other non-Christian religions	08

NOTE ON ADMINISTRATION OF C12

The set of country specific categories that are listed in the 'Consultation outcomes' for religion on the ESS7 Intranet should be made available to interviewers. Use of a showcard at C12 is optional.

ASK ALL

C13 CARD 25 Regardless of whether you belong to a particular religion, how religious would you say you are?
Please use this card.

Not at all
religious

Very
religious (Don't
Know)

00 01 02 03 04 05 06 07 08 09 10 88

C14 CARD 26 Apart from special occasions such as weddings and funerals, about how often do you attend religious services nowadays?
Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Don't know)	88

C15 STILL CARD 26 Apart from when you are at religious services, how often, if at all, do you pray? Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Don't know)	88

ASK ALL

C16 Would you describe yourself as being a member of a group that is discriminated against in this country?

Yes	1	ASK C17
No	2	GO TO C18
(Don't know)	8	

ASK IF YES AT C16 (code 1)

C17 On what grounds is your group discriminated against?

PROBE: 'What other grounds?'

CODE ALL THAT APPLY

Colour or race	01
Nationality	02
Religion	03
Language	04
Ethnic group	05
Age	06
Gender	07
Sexuality	08
Disability	09
Other (WRITE IN) _____	10
(Don't know)	88

ASK ALL

C18 Are you a citizen of [country]?

Yes	1	GO TO C20
No	2	ASK C19
(Don't know)	8	

ASK IF NO OR DONT KNOW AT C18 (codes 2 or 8)

C19 What citizenship do you hold?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Don't know) 88

ASK ALL

C20 Were you born in [country]?

Yes 1 **GO TO C23**

No 2 **ASK C21**

(Don't know) 8 **GO TO C23**

ASK IF NO AT C20 (code 2)

C21 In which country were you born?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Don't know) 88

C22 What year did you first come to live in [country]?

WRITE IN YEAR:

(Don't know) 8888

ASK ALL

C23 What language or languages do you speak most often at home?
[to be coded into ISO 639-2 (3-character)]

WRITE IN UP TO 2 LANGUAGES _____

(Don't know) 888

C24 Do you belong³⁵ to a minority ethnic group in [country]?

Yes 1

No 2

(Don't know) 8

³⁵ "Belong" refers to attachment or identification.

C25 Was your father born in [country]?

Yes	1	GO TO C27
No	2	ASK C26
(Don't know)	8	GO TO C27

ASK IF NO AT C25 (code 2)

C26 In which country was your father born?

[To be coded into pre-specified ISO 3166-1 (2 character)]

WRITE IN _____

(Don't know) 88

ASK ALL

C27 Was your mother born in [country]?

Yes	1	GO TO C28a
No	2	ASK C28
(Don't know)	8	GO TO C28a

ASK IF NO AT C27 (code 2)

C28 In which country was your mother born?

[To be coded into pre-specified ISO 3166-1 (2 character)]

WRITE IN _____

(Don't know) 88

PAPI COUNTRIES ONLY

C28a Can I just check, what month is your birthday?

INTERVIEWER ENTER MONTH OF RESPONDENT BIRTHDAY (e.g. where January = 01 and December = 12):

(Don't know) 88

ENTER END TIME OF SECTION C: (Use 24 hour clock)

(END time for CAPI countries only)

ASK ALL

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue³⁶.

CARD 27 Please tell me how important you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here. Please use this card. Firstly, how important should it be for them to...**READ OUT...**

		Extremely unimportant										Extremely important	(Don't know)
D1	...have good educational qualifications?	00	01	02	03	04	05	06	07	08	09	10	88
D2	...be able to speak [country's official language(s)]? ³⁷	00	01	02	03	04	05	06	07	08	09	10	88
D3come from a Christian ³⁸ background?	00	01	02	03	04	05	06	07	08	09	10	88
D4	...be white?	00	01	02	03	04	05	06	07	08	09	10	88
D5	...have work skills that [country] needs?	00	01	02	03	04	05	06	07	08	09	10	88
D6	...be committed ³⁹ to the way of life in [country]?	00	01	02	03	04	05	06	07	08	09	10	88
D7	CARD 28 Using this card, would you say that people who come to live here generally take jobs away from workers in [country], or generally help to create new jobs?												

**Take jobs
away**

**Create
new jobs (Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

³⁶ The same translation for this introduction should be used as in ESS1.

³⁷ Where countries have more than one official language, the question should ask whether someone should "be able" to speak at least one of them (e.g. Switzerland 'be able to speak German, French or Italian').

³⁸ Israel changes 'Christian' in this item.

³⁹ "Committed" in the sense of embracing, fully accepting the way of life.

D8 CARD 29 Most people who come to live here work and pay taxes. They also use health and welfare services. On balance, do you think people who come here take out more than they put in or put in more than they take out? Please use this card.

Generally take out more										Generally put in more	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

D9 CARD 30 Are [country]'s crime problems made worse or better by people coming to live here from other countries? Please use this card.

Crime problems made worse										Crime problems made better	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

CARD 31 Now thinking of people who have come to live in [country] from another country who are of a different race or ethnic group⁴⁰ from most [country] people. Using this card, please tell me how much you would mind or not mind if someone like this...**READ OUT...**

Not mind at all										Mind a lot	(Don't know)		
D10	...was appointed as your boss?	00	01	02	03	04	05	06	07	08	09	10	88
D11	...married a close relative of yours?	00	01	02	03	04	05	06	07	08	09	10	88

⁴⁰ for the translation of 'race or ethnic group' in all items in the immigration module, please refer to additional guidance in the document 'Question numbering from Round 1 to Round 7 (immigration module)'.

D12 CARD 32 And now using this card, how would you describe the area where you currently live?

- An area where almost nobody is of a different race or ethnic group from most [country] people 1
- Some people are of a different race or ethnic group from most [country] people 2
- Many people are of a different race or ethnic group 3
- (Don't know) 8

D13 CARD 33 Using this card, please say how much you agree or disagree that:

'It is better for a country if almost everyone shares the same customs and traditions'.

- Agree strongly 1
- Agree 2
- Neither agree nor disagree 3
- Disagree 4
- Disagree strongly 5
- (Don't know) 8

D14 CARD 34 How good or bad is it for a country to have a law against racial or ethnic discrimination in the workplace? Please use this card.

Extremely bad										Extremely good	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

D15 CARD 35 Some people come to this country and apply for refugee status on the grounds⁴¹ that they fear persecution in their own country. Using this card, please say how much you agree or disagree that:

'the government should be generous⁴² in judging people's applications for refugee status'.

- Agree strongly 1
- Agree 2
- Neither agree nor disagree 3
- Disagree 4
- Disagree strongly 5
- (Don't know) 8

⁴¹ "On the grounds" in the sense of both 'because' and 'stating that'.
⁴² "Generous": 'liberal'.

D16 Out of every 100 people living in [country], how many do you think were born outside [country]?

INTERVIEWER: If respondent says 'don't know'; say: 'Please give your best estimate'.⁴³

WRITE IN: out of 100

(Don't know) 888

CODE ALL

D17a INTERVIEWER REFER TO C20 AND CODE:

Respondent born in [country] (code 1 at C20)	1	ASK D17b
Respondent not born in [country] (code 2 or 8 at C20)	2	GO TO D18

ASK IF CODE 1 AT D17a

D17b CARD 36 Compared to people like yourself who were born in [country], how do you think the government treats those who have recently come to live here from other countries? Please use this card.

Much better 1
A little better 2
The same 3
A little worse 4
Much worse 5
(Don't know) 8

ASK ALL

D18 CARD 37 Using this card, do you think the religious beliefs and practices in [country] are generally undermined or enriched⁴⁴ by people coming to live here from other countries?

**Religious
beliefs and
practices
undermined**

**Religious
beliefs and
practices
enriched**

**(Don't
Know)**

00 01 02 03 04 05 06 07 08 09 10 88

⁴³ New interviewer instruction added for ESS7.

⁴⁴ 'undermined or enriched' should be translated in the same way as in core item B33.

D19 Do you have any close friends who are of a different race or ethnic group from most [country] people?
IF YES, is that several or a few?

- Yes, several 1
- Yes, a few 2
- No, none at all 3
- (Don't know) 8

D20 CARD 38 How often do you have any contact with people who are of a different race or ethnic group from most [country] people when you are out and about⁴⁵? This could be on public transport, in the street, in shops or in the neighbourhood⁴⁶. Please use this card.
INTERVIEWER: Any contact should be included, whether verbal or non-verbal.

Never ⁴⁷	01	GO TO D22
Less than once a month	02	ASK D21
Once a month	03	
Several times a month	04	
Once a week	05	
Several times a week	06	
Every day	07	
(Don't know)	88	GO TO D22

ASK IF CODES 02-07 AT D20

D21 CARD 39 Thinking about this contact, in general how bad or good is it? Please use this card.

Extremely bad									Extremely good	(Don't Know)	
00	01	02	03	04	05	06	07	08	09	10	88

⁴⁵ 'Out and about' in the sense of 'when in public and not at home'.
⁴⁶ 'Neighbourhood' in the sense of 'local area'.
⁴⁷ The scale should be translated in the same way as in core item C2.

ASK ALL

D22 CARD 40 How close⁴⁸ do you feel to [country]? Please use this card.

Very close	1
Close	2
Not very close	3
Not close at all	4
(Don't know)	8

People often have different views on these next topics.

D23 Do you think some races or ethnic groups⁴⁹ are born less intelligent than others?

Yes	1
No	2
(Dont know)	8

D24 Do you think some races or ethnic groups are born harder working than others?

Yes	1
No	2
(Dont know)	8

D25 CARD 41 Thinking about the world today, would you say that some cultures are much better than others or that all cultures are equal⁵⁰? Please choose your answer from this card.

Some cultures are much better than others	1
All cultures are equal	2
(Don't know)	8

⁴⁸ 'Close' in the sense of 'emotionally attached to' or 'identifying with'.

⁴⁹ It is important that the translation refers to groups rather than to individuals. If at all possible, the word 'people' should not be used.

⁵⁰ 'equal' in the sense that 'no culture is better than another'.

CARD 42 I am going to ask you about different groups of people who might come to live in [country] from other countries. Using this card, please tell me to what extent you think [country] should allow...**READ OUT...**

		Allow many to come and live here⁵¹	Allow some	Allow a few	Allow none	(Don't know)
D26	...Jewish people from other countries to come and live in [country]?	1	2	3	4	8
D27	...Muslims ⁵² from other countries to come and live in [country]?	1	2	3	4	8
D28	...Gypsies ⁵³ from other countries to come and live in [country]?	1	2	3	4	8

CAPI RANDOMISATION

D29 INTERVIEWER CODE: RECORD OUTCOME OF CAPI RANDOMISATION

GROUP 1	1	ASK D30
GROUP 2	2	GO TO D31
GROUP 3	3	GO TO D32
GROUP 4	4	GO TO D33

PAPI RANDOMISATION

D29 INTERVIEWER CODE: INTERVIEWER REFER TO C28a AND CODE

MONTH OF BIRTHDAY = 01, 05 OR 09	1	ASK D30
MONTH OF BIRTHDAY = 02, 06 OR 10	2	GO TO D31
MONTH OF BIRTHDAY = 03, 07 OR 11	3	GO TO D32
MONTH OF BIRTHDAY = 04, 08, 12 OR 88	4	GO TO D33

⁵¹ This response scale is also used at core items B29-B31. The same translation of the scale should be used.

⁵² Muslim: 'People who hold the Muslim faith'.

⁵³ Gypsies' in the sense of 'people who come from ethnic communities who have traditionally led a travelling lifestyle'. Please use the term most commonly used in everyday language.

NOTE ON ADMINISTRATION OF D30-D33: The text highlighted in grey should be replaced with countries specified in the document 'ESS7 Impact of Origin and Skill Level on Attitudes to Migrants' available on the ESS7 Intranet. Any queries should be sent to ESS ERIC HQ (ess@city.ac.uk).

ASK IF D29 = 1

D30 STILL CARD 42 Using the same card, please tell me to what extent you think [country] should allow professionals⁵⁴ from [poor European country providing largest number of migrants] to come to live in [country]?

Allow many to come and live here	1	GO TO END TIME SECTION D
Allow some	2	
Allow a few	3	
Allow none	4	
(Don't know)	8	

ASK IF D29 = 2

D31 STILL CARD 42 Using the same card, please tell me to what extent you think [country] should allow professionals from [poor country outside Europe providing largest number of migrants] to come to live in [country]?

Allow many to come and live here	1	GO TO END TIME SECTION D
Allow some	2	
Allow a few	3	
Allow none	4	
(Don't know)	8	

ASK IF D29 = 3

D32 STILL CARD 42 Using the same card, please tell me to what extent you think [country] should allow unskilled labourers from [poor European country providing largest number of migrants] to come to live in [country]?

Allow many to come and live here	1	GO TO END TIME SECTION D
Allow some	2	
Allow a few	3	
Allow none	4	
(Don't know)	8	

⁵⁴ 'professionals' in the sense of 'workers who are typically engaged in highly skilled occupations'

ASK IF D29 = 4

D33 STILL CARD 42 Using the same card, please tell me to what extent you think [country] should allow unskilled labourers from [poor country outside Europe providing largest number of migrants] to come to live in [country]?

Allow many to come and live here	1	GO TO END TIME SECTION D
Allow some	2	
Allow a few	3	
Allow none	4	
(Don't know)	8	

ENTER END TIME OF SECTION D: (Use 24 hour clock)
(END time for CAPI countries only)

Now for some questions on a different topic.

ASK ALL

E1 CARD 43 Using this card, please tell me how often you eat fruit, excluding drinking juice?

INTERVIEWER: Frozen fruit should be included.

- Three times or more a day 01
- Twice a day 02
- Once a day 03
- Less than once a day but at least 4 times a week 04
- Less than 4 times a week but at least once a week 05
- Less than once a week 06
- Never 07
- (Don't know) 88

E2 STILL CARD 43 Using the same card, please tell me how often you eat vegetables or salad, excluding potatoes?

INTERVIEWER: Frozen vegetables should be included.

- Three times or more a day 01
- Twice a day 02
- Once a day 03
- Less than once a day but at least 4 times a week 04
- Less than 4 times a week but at least once a week 05
- Less than once a week 06
- Never 07
- (Don't know) 88

E3 On how many of the last 7 days did you walk quickly⁵⁵, do sports or other physical activity for 30 minutes or longer?

INTERVIEWER: To be included, physical activity does not have to have been continuous.

WRITE IN NUMBER OF DAYS:

--	--

(Don't know) 88

⁵⁵ 'walk quickly' in the sense of 'walk briskly'.

- E4 CARD 44** Now thinking about smoking cigarettes. Which of the descriptions on this card best describes your smoking behaviour?
INTERVIEWER: Include rolled tobacco but not pipes, cigars or electronic cigarettes.

I smoke daily	1	ASK E5
I smoke but not every day	2	
I don't smoke now but I used to	3	GO TO E6
I have only smoked a few times	4	
I have never smoked	5	
(Don't Know)	8	

ASK IF CODE 1 OR 2 AT E4

- E5** How many cigarettes do you smoke on a typical day?

WRITE IN NUMBER OF CIGARETTES:

(Don't know) 888

ASK ALL

- E6 CARD 45** In the last 12 months, that is since [MONTH, YEAR], how often have you had a drink containing alcohol? This could be wine, beer, cider⁵⁶, spirits or other drinks containing alcohol. Please choose an answer from this card.
INTERVIEWER: Refer to the same month as the interview but of the previous year. For example, if the interview takes place in September 2014, use [September 2013].

Every day	01	ASK E7
Several times a week	02	
Once a week	03	
2-3 times a month	04	
Once a month	05	
Less than once a month	06	
Never	07	GO TO E11
(Refused)	77	ASK E7
(Don't know)	88	

⁵⁶ All countries should include 'wine, beer and spirits' as examples. If cider is not a well-known drink, countries may exclude this or substitute it with a different category of drink.

ASK IF CODE 01, 02, 03, 04, 05, 06, 77 OR 88 AT E6

E7 CARD 46 Please think about the last time you were drinking alcohol on a Monday, a Tuesday, a Wednesday or a Thursday.

INTERVIEWER PAUSE TO ALLOW RESPONDENT TO CONSIDER THE SHOWCARD.

How many of each of the following drinks did you have on that day?
Use this card to guide your answer.

INTERVIEWER PROBE: any other drinks?

INTERVIEWER: If respondent gives an answer that is not on the card, please refer to the box below:

INTERVIEWER RECORD NUMBER OF EACH TYPE OF DRINK:

(Never drink alcohol Monday to Thursday) 555

(Don't know) 888

NOTE ON ADMINISTRATION OF E7: Country specific question. Translation of the source question wording should be carried out as normal in all countries. Country specific answer categories and showcards will be developed in consultation with ESS ERIC HQ (ess@city.ac.uk). The interviewer guidance box referred to in the interviewer note will also be country specific and agreed during the consultation process. Responses for E7 will be recoded into grams of alcohol before data deposit. See separate adaptation guidelines for further information.

E8 STILL CARD 46 Now please think about the last time you were drinking alcohol on a Friday, a Saturday or a Sunday.

INTERVIEWER PAUSE TO ALLOW RESPONDENT TO CONSIDER THE SHOWCARD.

How many of each of the following drinks did you have on that day?

INTERVIEWER PROBE: any other drinks?

INTERVIEWER: If respondent gives an answer that is not on the card, please refer to the box below:

INTERVIEWER RECORD NUMBER OF EACH TYPE OF DRINK:

(Never drink alcohol Friday to Sunday) 555

(Don't know) 888

NOTE ON ADMINISTRATION OF E8: Country specific question. Translation of the source question wording should be carried out as normal in all countries. Country specific answer categories and showcards will be developed in consultation with ESS ERIC HQ (ess@city.ac.uk). The interviewer guidance box referred to in the interviewer note will also be country specific and agreed during the consultation process. Responses for E8 will be recoded into grams of alcohol before data deposit. See separate adaptation guidelines for further information.

E9 INTERVIEWER CODE:

Respondent is male

1 **ASK E10a**

Respondent is female

2 **GO TO E10b**

ASK IF CODE 1 AT E9

E10a CARD 47a This card shows six different examples of how much alcohol a person might drink on a single occasion.

INTERVIEWER PAUSE TO ALLOW RESPONDENT TO CONSIDER THE SHOWCARD.

In the last 12 months, how often have you drunk this amount of alcohol or more on a single occasion? Was it... **READ OUT...**

...daily or almost daily,	1	GO TO E11
weekly,	2	
monthly,	3	
less than monthly,	4	
or, never?	5	
(Don't know)	8	

ASK IF CODE 2 AT E9

E10b CARD 47b This card shows six different examples of how much alcohol a person might drink on a single occasion.

INTERVIEWER PAUSE TO ALLOW RESPONDENT TO CONSIDER THE SHOWCARD.

In the last 12 months, how often have you drunk this amount of alcohol or more on a single occasion? Was it... **READ OUT...**

...daily or almost daily,	1
weekly,	2
monthly,	3
less than monthly,	4
or, never?	5
(Don't know)	8

NOTE ON ADMINISTRATION OF E10a & E10b: Country specific questions. Translation of the source question wording should be carried out as normal in all countries. Country specific showcards will be developed in consultation with ESS ERIC HQ (ess@city.ac.uk). See separate adaptation guidelines for further information.

ASK ALL

E11 What is your height without shoes?

INTERVIEWER: If the respondent answers "don't know" say: "please give your best estimate".

INTERVIEWER NOTE: 100 centimetres = '1 metre' '00 cm'.

INTERVIEWER WRITE IN **metres** **cm**

	.		
--	---	--	--

OR

INTERVIEWER WRITE IN **feet** **inches**

--	--	--

(Don't know) 888

E12 What is your weight without shoes?
INTERVIEWER: If the respondent answers “don’t know” say: “please give your best estimate”.

INTERVIEWER WRITE IN kilograms (kg)

			.	
--	--	--	---	--

OR

INTERVIEWER WRITE IN stones pounds (lbs)

--	--

--	--

(Don’t know) 8888

NOTE ON ADMINISTRATION OF E11 AND E12: National teams to choose whether metric or imperial or both options appear at E11 and E12. If both metric and imperial are included, these should be presented in the order most logical in the country. An ‘other’ option should also be included if only metric or only imperial answers are provided for. Any ‘other’ responses should be post-coded by the survey agency into metric.

E13 CARD 48 In the last 12 months, that is since [MONTH, YEAR], with which of the health professionals on this card have you discussed your health?
INTERVIEWER: Refer to the same month as the interview but of the previous year. For example, if the interview takes place in September 2014, use [September 2013].
CODE ALL THAT APPLY.
INTERVIEWER PROBE: ‘Any other’?
INTERVIEWER: include any form of communication and home visits.

General Practitioner ⁵⁷	1
Medical Specialist (excluding dentists)	2
(None of these)	5
(Don’t know)	8

E14 CARD 49 In the last 12 months , that is since [MONTH, YEAR], were you ever unable to get a medical consultation or the treatment you needed for any of the reasons listed on this card?
INTERVIEWER: Refer to the same month as the interview but of the previous year. For example, if the interview takes place in September 2014, use [September 2013].

Yes	1	ASK E15 GO TO E16
No	2	
(Don’t know)	8	

⁵⁷ by 'General Practitioner' we mean the medical doctor who generally acts as the first contact for most health concerns. Please use the appropriate term or phrase. Please refer to Round 2 translations for D16 if appropriate.

ASK IF CODE 1 AT E14

E15 STILL CARD 49 Which of the reasons on the card explains why you were unable to get this medical consultation or treatment?

CODE ALL THAT APPLY.

INTERVIEWER PROBE: 'Any others'?

Could not pay for it	01	GO TO E17
Could not take the time off work	02	
Had other commitments	03	
The treatment you needed was not available where you live or nearby	04	
The waiting list was too long	05	
There were no appointments available	06	
Other (WRITE IN) _____	07	
(Don't know)	88	

ASK IF CODE 2 OR 8 AT E14

E16 Was that because...**READ OUT...**

- ... you were able to get any medical consultation or treatment 1
you needed,
- or, you did not need a medical consultation or treatment in the 2
last 12 months?
- (Don't know) 8

ASK ALL

E17 CARD 50 Do you spend any time looking after or giving help to family members, friends, neighbours or others because of any of the reasons on this card? Do not count anything you do as part of your paid employment.

INTERVIEWER NOTE: Yes to any of the reasons on the card should be coded 'yes'.

Yes	1	ASK E18
No	2	GO TO E19
(Don't know)	8	

ASK IF CODE 1 AT E17

E18 CARD 51 In general, how many hours a week do you spend doing this? Please use this card.

INTERVIEWER: If respondent spends different number of hours each week, they should answer thinking about the time they spend on average per week.

(Less than 1 hour a week)	55
1-10 hours a week	01
11-20 hours a week	02
21-30 hours a week	03
31-40 hours a week	04
41-50 hours a week	05
More than 50 hours a week	06
(Don't know)	88

ASK ALL

E19 CARD 52 In the last 12 months, that is since [MONTH, YEAR], which of the treatments on this card have you used for your own health?

INTERVIEWER: Refer to the same month as the interview but of the previous year. For example, if the interview takes place in September 2014, use [September 2013].

PROBE: Which others?

CODE ALL THAT APPLY

Acupuncture	01
Acupressure	02
Chinese medicine ⁵⁸	03
Chiropractics	04
Osteopathy	05
Homeopathy	06
Herbal treatment	07
Hypnotherapy	08
Massage therapy	09
Physiotherapy	10
Reflexology	11
Spiritual Healing	12
(None of these)	55
(Don't know)	88

⁵⁸ meaning traditional Chinese Medicine not other forms of Asian medicine

CARD 53 I will now read out a list of the ways you might have felt or behaved during the past week. Using this card, please tell me how much of the time during the past week...**READ OUT...**⁵⁹

		None or almost none of the time	Some of the time	Most of the time	All or almost all of the time	(Don't know)
E20	...you felt depressed?	1	2	3	4	8
E21	...you felt that everything you did was an effort?	1	2	3	4	8
E22	...your sleep was restless?	1	2	3	4	8
E23	...you were happy?	1	2	3	4	8
E24	...you felt lonely?	1	2	3	4	8
E25	...you enjoyed life?	1	2	3	4	8
E26	...you felt sad?	1	2	3	4	8
E27	...you could not get going ⁶⁰ ?	1	2	3	4	8

⁵⁹ The same translation for this battery should be used as in D5-D12 in ESS6.

⁶⁰ 'could not get going' in the sense of 'felt lethargic and lacked motivation'.

E28 CARD 54 Which of the health problems on this card have you had or experienced in the last 12 months, that is since [MONTH, YEAR]? Just tell me which letters apply to you.⁶¹

INTERVIEWER: Refer to the same month as the interview but of the previous year. For example, if the interview takes place in September 2014, use [September 2013].

PROBE: Which others?

CODE ALL THAT APPLY

	Z	01	ASK E29
	F	02	
	T	03	
	K	04	
	H	05	
	Y	06	
	Q	07	
	E	08	
	L	09	
	B	10	
	M	11	
(None of these)	-	55	GO TO E30
(Don't know)	-	88	

ASK IF CODE 01- 11 AT E28

E29 STILL CARD 54 And which of the health problems that you had or experienced in the last 12 months hampered⁶² you in your daily activities in any way? Again, just tell me which letters apply to you. **PROBE:** Which others?

CODE ALL THAT APPLY

	Z	01
	F	02
	T	03
	K	04
	H	05
	Y	06
	Q	07
	E	08
	L	09
	B	10
	M	11
(None of these)		55
(Don't know)		88

⁶¹ The actual health problems should not appear in the questionnaire given to interviewers. Interviewers should only see the letters and corresponding numeric code.

⁶² Hampered – limiting or restricting you in your daily activities.

ASK ALL

E30 CARD 55 Do you have or have you ever had any of the health problems listed on this card?
IF YES, is that currently or previously?

Yes, currently	1
Yes, previously	2
No, never	3
(Don't know)	8

E31 CARD 56 Using this card, please tell me how often there was serious conflict⁶³ between the people living in your household when you were growing up?

Always	1
Often	2
Sometimes	3
Hardly ever	4
Never	5
(Don't know)	8

E32 STILL CARD 56 Using the same card, please tell me how often you and your family experienced severe financial difficulties when you were growing up?

Always	1
Often	2
Sometimes	3
Hardly ever	4
Never	5
(Don't know)	8

ENTER END TIME OF SECTION E: (Use 24 hour clock)

(END time for CAPI countries only)

⁶³ 'conflict' in the sense of 'tension, verbal arguments or physical violence'.

Now, I would like to ask you some details about yourself and others in your household.

F1 Including yourself, how many people – including children – live here regularly as members of this household?

WRITE IN NUMBER:

--	--

(Don't know) 88

IN GRID, COLLECT DETAILS OF RESPONDENT (F2/F3 ONLY), THEN OTHER HOUSEHOLD MEMBERS (F2 to F4), IN DESCENDING ORDER OF AGE (OLDEST FIRST).

FOR EASE, IT MAY BE USEFUL TO ADD THE NAMES OR INITIALS OF EACH HOUSEHOLD MEMBER WHERE INDICATED

F2 CODE SEX

F3 And in what year were you/ was he/she born? (Don't know = 8888)

F4 **CARD 57** Looking at this card, what relationship is he/she to you?

[This page (questions F1-F4) to face following page (household grid)]

Descending age order (oldest first) ----->

Person	01 (respondent)	02	03	04	05	06
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
Husband/wife/partner		01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)		02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent		03	03	03	03	03
Brother/sister (inc. step, adopted, foster)		04	04	04	04	04
Other relative		05	05	05	05	05
Other non-relative		06	06	06	06	06
(Don't know)		88	88	88	88	88

Descending age order (oldest first) ----->

Person	07	08	09	10	11	12
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
Husband/wife/partner	01	01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)	02	02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent	03	03	03	03	03	03
Brother/sister (inc. step, adopted, foster)	04	04	04	04	04	04
Other relative	05	05	05	05	05	05
Other non-relative	06	06	06	06	06	06
(Don't know)	88	88	88	88	88	88

F5 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F4)
ALL OTHERS

1	ASK F6
2	GO TO F7

F6 CARD 58 You just told me that you live with your husband / wife / partner.
Which one of the descriptions on this card describes your relationship to them⁶⁴?

Legally married	01	ASK F7
In a <u>legally registered</u> civil union	02	
Living with my partner (cohabiting) - <u>not</u> legally recognised	03	GO TO F8
Living with my partner (cohabiting) - legally recognised	04	
Legally separated	05	ASK F7
Legally divorced / Civil union dissolved	06	
(Don't know)	88	

NOTE ON CATEGORIES FOR F6 (CARD 58)

The set of country specific categories that are applicable to F6 and are listed in the 'Consultation outcomes' for marital status on the ESS7 Intranet should be made available to interviewers.

F7 And can I just check have you ever lived with a partner, without being married to them (or in a civil union)⁶⁵?

Yes 1
No 2
(Refused) 7
(Don't know) 8

ASK ALL

F8 Can I just check have you ever been divorced or had a civil union⁶⁶ dissolved?

Yes 1
No 2
(Refused) 7
(Don't know) 8

F9 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER
(code 01 at F5)
ALL OTHERS

1	CODE F10
2	GO TO F11

⁶⁴ Note that these sentences should be translated to provide the same stimulus in ALL countries.

⁶⁵ Countries should include the highlighted text only if civil unions are included at F6. Where these are included the country specific names should be added here. Legally recognised forms of cohabitation should NOT be included or inferred.

⁶⁶ See footnote 65.

F10 INTERVIEWER CODE:

RESPONDENT COHABITING (Code 03 or 04 at F6)	1 ASK F11
ALL OTHERS	2 GO TO F12

ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING

F11 CARD 59 This question is about your legal marital status not about who you may or may not be living with. Which one of the descriptions on this card describes your legal marital status now?

CODE ONE ONLY: PRIORITY CODE⁶⁷

Legally married	01
In a <u>legally registered</u> civil union	02
Legally separated	03
Legally divorced / Civil union dissolved	04
Widowed / Civil partner died	05
None of these (NEVER married or in <u>legally registered</u> civil union)	06
(Don't know)	88

NOTE ON CATEGORIES FOR F11 (CARD 59)

The set of country specific categories that are applicable to F11 and are listed in the 'Consultation outcomes' for marital status on the ESS7 Intranet should be made available to interviewers.

CODE ALL**F12 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:**

RESPONDENT HAS CHILDREN LIVING AT HOME (code 02 at F4)	1 GO TO F14
DOES NOT	2 ASK F13

F13 Have you ever had any children of your own, step-children, adopted children, foster children or a partner's children living in your household?

Yes	1
No	2
(Don't know)	8

⁶⁷ Reading from the top to the bottom of the list code the answer given from the highest point on the list e.g. if the respondents says that they are married (code 01) and divorced (code 04) the interviewer should code this as 01.

ASK ALL

F14 CARD 60 Which phrase on this card best describes the area where you live?

- | | |
|--|---|
| A big city | 1 |
| The suburbs or outskirts of a big city | 2 |
| A town or a small city | 3 |
| A country village | 4 |
| A farm or home in the countryside | 5 |
| (Don't know) | 8 |

****F14a CARD 61⁶⁸** Do any of the problems listed on this card apply to your accommodation?

INTERVIEWER NOTE: Yes to any problems on the card should be coded 'Yes'. If respondent has more than one home, they should think about the accommodation where they spend most of their time.

- | | |
|--------------|---|
| Yes | 1 |
| No | 2 |
| (Don't know) | 8 |

⁶⁸ **NEW QUESTION:** PART OF ROUND 7 ROTATING MODULE ON HEALTH.

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

F15 CARD 62 What is the highest level of education you have successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Don't know)	8888

ASK ALL

F16 About how many years of education have you completed, whether full-time or part-time? Please report these in full-time equivalents and include compulsory years of schooling.

INTERVIEWER NOTE: round answer up or down to the nearest whole year.

WRITE IN:

--	--

(Don't know) 88

F17a CARD 63 Using this card, which of these descriptions applies to what you have been doing for the last 7 days? Select all that apply.

PROMPT Which others?

CODE ALL THAT APPLY

- | | |
|--|----|
| in <u>paid work</u> (or away temporarily) (employee, self-employed,
working for your family business) | 01 |
| in <u>education</u> , (not paid for by employer) even if on vacation | 02 |
| <u>unemployed</u> and actively looking for a job | 03 |
| <u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job | 04 |
| permanently <u>sick or disabled</u> | 05 |
| <u>retired</u> | 06 |
| in <u>community or military service</u> ⁶⁹ | 07 |
| doing <u>housework, looking after children or other persons</u> | 08 |
| (other) | 09 |
| (Don't know) | 88 |

F17b INTERVIEWER CODE:

MORE THAN ONE CODED AT F17a

ONLY ONE CODED AT F17a

1	ASK F17c
2	GO TO F17d

⁶⁹ This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

ASK IF MORE THAN ONE CODED IN F17b (code 1)

F17c STILL CARD 63 And which of these descriptions best describes your situation (in the last seven days)?
Please select only one.

CODE ONE ANSWER ONLY

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> ⁷⁰	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Don't know)	88

CODE ALL

F17d INTERVIEWER REFER TO F17a AND CODE:

RESPONDENT IN PAID WORK AT F17a (code 01 at F17a).	1 GO TO F21
RESPONDENT NOT IN PAID WORK AT F17a (All NOT coded 01 at F17a).	2 ASK F18

F18 Can I just check, did you do any paid work of an hour or more in the last seven days?

Yes	1 GO TO F21
No	2
(Don't know)	8

ASK IF NO OR DON'T KNOW AT F18 (codes 2 or 8)

F19 Have you ever had a paid job?

Yes	1 ASK F20
No	2
(Don't know)	8

⁷⁰ This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

ASK IF YES AT F19 (code 1)**F20** In what year were you last in a paid job?WRITE IN YEAR:

--	--	--	--

(Don't know) 8888

INTERVIEWER: If Respondent currently in work (code 01 at F17a or code 1 at F18), ask F21 to F34a about current job; if not in paid work but had a job in the past (code 1 at F19), ask F21 to F34a about last job**INTERVIEWER NOTE:** If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.**F21** In your main job are/were you... **READ OUT...**

...an employee,	1	GO TO F23
self-employed,	2	GO TO F22
or, working for your own family's business?	3	GO TO F23
(Don't know)	8	

ASK IF SELF-EMPLOYED (code 2 at F21)**F22** How many employees (if any) do/did you have?WRITE IN number of employees:

--	--	--	--	--

GO TO F24

(Don't know) 88888

ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (codes 1, 3, 8 at F21)**F23** Do/did you have a work contract of...**READ OUT...**

... <u>unlimited</u> duration,	1
or, <u>limited</u> duration,	2
or, do/did you have <u>no contract</u> ?	3
(Don't know)	8

ASK ALL WORKING/PREVIOUSLY WORKED**F24** Including yourself, about how many people are/were employed at the place where you usually work/worked...**READ OUT...**

...under 10,	1
10 to 24,	2
25 to 99,	3
100 to 499,	4
or, 500 or more?	5
(Don't know)	8

F25 In your main job, do/did you have any responsibility for supervising⁷¹ the work of other employees?

Yes	1	ASK F26
No	2	GO TO F27
(Don't know)	8	

ASK IF YES AT F25 (code 1)

F26 How many people are/were you responsible for?

WRITE IN:

--	--	--	--	--

(Don't know) 88888

ASK ALL WORKING/PREVIOUSLY WORKED

CARD 64 I am going to read out a list of things about your working life. Using this card, please say how much the management at your work allows/allowed you...**READ OUT...**

		I have/ had no influence										I have/had complete control		(Don't know)
F27	...to decide how your own daily work is/was organised?	00	01	02	03	04	05	06	07	08	09	10	88	
F28	...to influence policy decisions about the activities of the organisation?	00	01	02	03	04	05	06	07	08	09	10	88	

⁷¹ "Supervising": intended in the sense of both monitoring and being responsible for the work of others.

49

F29 What are/were your total ‘basic’ or contracted hours each week (in your main job), excluding any paid and unpaid overtime?
INTERVIEWER: 0 hours contract should be coded as 0 hours. Acceptable range of responses is between 0 and 168 hours⁷².

WRITE IN HOURS:

--	--	--

(Don't know) 888
(Do not have set ‘basic’ or contracted number of hours) 555⁷³

F30 Regardless of your basic or contracted hours, how many hours do/did you normally work a week (in your main job), including any paid or unpaid overtime.
INTERVIEWER: Acceptable range of responses is between 0 and 168 hours⁷⁴.

WRITE IN HOURS:

--	--	--

(Don't know) 888

F31 What does/did the firm/organisation you work/worked for mainly make or do? **WRITE IN**

F32 **CARD 65** Which of the types of organisation on this card do/did you work for?
CODE ONE ANSWER ONLY

- | | |
|--|----|
| Central or local government | 01 |
| Other public sector (such as education and health) | 02 |
| A state-owned enterprise | 03 |
| A private firm | 04 |
| Self-employed | 05 |
| Other | 06 |
| (Don't know) | 08 |

F33 What is/was the name or title of your main job?
WRITE IN

⁷² **NEW INTERVIEWER NOTE FOR ESS7.**
⁷³ **NEW CODE FOR ESS7.**
⁷⁴ **NEW INTERVIEWER NOTE FOR ESS7.**

F34 In your main job, what kind of work do/did you do most of the time?

WRITE IN

F34a What training or qualifications are/were needed for the job?

WRITE IN

[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]

F35 In the last 10 years have you done any paid work in another country for a period of 6 months or more?

Yes 1

No 2

(Don't know) 8

****F35a⁷⁵CARD 66** In any of the jobs you have ever had, which of the things⁷⁶ on this card were you exposed to?

INTERVIEWER PROBE: Which others?

CODE ALL THAT APPLY

- | | |
|---|---|
| Vibrations from hand tools or machinery | 1 |
| Tiring or painful positions | 2 |
| Manually lifting ⁷⁷ or moving people | 3 |
| Manually carrying ⁷⁸ or moving heavy loads | 4 |
| (None of these) | 5 |
| (Don't know) | 8 |

⁷⁵ **NEW QUESTION:** PART OF ROUND 7 ROTATING MODULE ON HEALTH.

⁷⁶ 'things' – translators should use a neutral term that does not convey problems.

⁷⁷ 'Lifting' in the sense of picking people up.

⁷⁸ 'Carrying' in the sense of picking something up and moving it.

****F35b⁷⁹ CARD 67** And in any of the jobs you have ever had, which of the things on this card were you exposed to?

INTERVIEWER PROBE: Which others?

CODE ALL THAT APPLY

- Very loud noise 01
- Very hot temperatures 02
- Very cold temperatures 03
- Radiation such as X-rays 04
- Handling, breathing in or being in contact with chemical products, vapours or substances⁸⁰ 05
- Breathing in other types of smoke, fumes⁸¹, powder or dust 06
- (None of these) 55
- (Don't know) 88

ASK ALL

F36 Have you ever been unemployed and seeking work for a period of more than three months?

Yes	1	ASK F37
No	2	GO TO F39
(Don't know)	8	

ASK IF YES AT F36 (code 1)

F37 Have any of these periods lasted for 12 months or more?

- Yes 1
- No 2
- (Don't know) 8

F38 Have any of these periods been within the past 5 years?

NOTE TO INTERVIEWER: these periods refer to the periods of more than 3 months at F36.

- Yes 1
- No 2
- (Don't know) 8

⁷⁹ **NEW QUESTION:** PART OF ROUND 7 ROTATING MODULE ON HEALTH.

⁸⁰ Chemical refers to products, vapours and substances

⁸¹ Fumes in the sense of gases

ASK ALL

F39 Are you or have you ever been a member of a trade union or similar organisation? **IF YES**, is that currently or previously?

Yes, currently	1
Yes, previously	2
No	3
(Don't know)	8

F40 **CARD 68** Please consider the income of all household members and any income which may be received by the household as a whole. What is the main source of income in your household? Please use this card.

Wages or salaries	01
Income from self-employment (excluding farming)	02
Income from farming	03
Pensions	04
Unemployment/redundancy benefit	05
Any other social benefits or grants	06
Income from investment, savings, insurance or property	07
Income from other sources	08
(Refused)	77
(Don't know)	88

F41 **CARD 69** Using this card, please tell me which letter describes your household's total income, after tax and compulsory deductions, from all sources? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income⁸².

J	01
R	02
C	03
M	04
F	05
S	06
K	07
P	08
D	09
H	10
(Refused)	77
(Don't know)	88

⁸² The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

NOTE ON FRAMING DECILE INCOME QUESTION, CATEGORIES AND CARD

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each corresponding broadly to DECILES OF THE ACTUAL HOUSEHOLD INCOME RANGE in your country**. Please see the ESS 2014 Data Protocol (<http://essdata.nsd.uib.no>) for guidance on data sources to refer to and further instructions on the construction of categories.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of F41 (above) should be rephrased to match the solution selected. Queries should be referred to essdata@nsd.uib.no.

F42 CARD 70 Which of the descriptions on this card comes closest to how you feel⁸³ about your household's income nowadays?

Living comfortably on present income	1
Coping on present income	2
Finding it difficult on present income	3
Finding it very difficult on present income	4
(Don't know)	8

F43 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER
(code 01 at F5)
DOES NOT

1	ASK F44
2	GO TO F52

⁸³ "Feel": 'describe', 'view' or 'see'.

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

F44 CARD 71 What is the highest level of education your husband/wife/partner has successfully completed? **Please use this card.**

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Don't know)	8888

F45a CARD 72 Which of the descriptions on this card applies to what he/she has been doing for the last 7 days? Select all that apply.

PROMPT Which others?

CODE ALL THAT APPLY

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service⁸⁴ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

F45b INTERVIEWER CODE:

MORE THAN ONE CODED AT F45a

ONLY ONE CODED AT F45a

1 **ASK F45c**

2 **GO TO F45d**

F45c STILL CARD 72 And which of the descriptions on this card best describes his/her situation (in the last 7 days)? Please select only one.

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service⁸⁵ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

⁸⁴ This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

⁸⁵ This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

F45d INTERVIEWER REFER TO F45a AND CODE:

PARTNER IN PAID WORK AT F45a
(code 01 at F45a).
PARTNER NOT IN PAID WORK AT F45a
(All NOT coded 01 at F45a).

1	GO TO F47
2	ASK F46

F46 Can I just check, did he/she do any paid work
(of an hour or more) in the last 7 days?

Yes	1 ASK F47
No	2 GO TO F52
(Don't know)	8

ASK IF PARTNER IN PAID WORK (code 01 at F45d or code 1 at F46)

F47 What is the name or title of his/her main job?
WRITE IN

F48 In his/her main job, what kind of work does he/she do
most of the time? **WRITE IN**

F49 What training or qualifications are needed for the job?
WRITE IN

[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]

F50 In his/her main job is he/she... **READ OUT...**

...an employee,	1
self-employed,	2
or working for your family business?	3
(Don't know)	8

F51 How many hours does he/she normally work a week
(in his/her main job)? Please include any paid or unpaid
overtime.

WRITE IN HOURS:

--	--	--

(Don't know)

888

ASK ALL

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

F52 CARD 73 What is the highest level of education your father successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Don't know)	8888

F53 When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

Employee	1	ASK F54
Self-employed	2	ASK F54
Not working	3	GO TO F56
(Father dead/absent ⁸⁶ when respondent was 14)	4	
(Don't know)	8	ASK F54

ASK IF FATHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F53)

F54 What was the name or title of his main job?
WRITE IN

⁸⁶ 'Absent': not living in same household.

F55 CARD 74 Which of the descriptions⁸⁷ on this card best describes the sort of work he did when you were 14?
CODE ONE ANSWER ONLY

INTERVIEWER NOTE: Respondents must choose a category themselves.
If necessary add: "There is no right or wrong answer. Just choose the category you think fits best ".

- | | |
|--|----|
| <u>Professional and technical occupations</u> | |
| <i>such as:</i> doctor – teacher – engineer –
artist – accountant | 01 |
| <u>Higher administrator occupations</u> | |
| <i>such as:</i> banker – executive in big business –
high government official – union official | 02 |
| <u>Clerical occupations</u> | |
| <i>such as:</i> secretary – clerk – office manager –
book keeper | 03 |
| <u>Sales occupations</u> | |
| <i>such as:</i> sales manager – shop owner – shop assistant –
insurance agent | 04 |
| <u>Service occupations</u> | |
| <i>such as:</i> restaurant owner – police officer – waiter –
caretaker – barber – armed forces | 05 |
| <u>Skilled worker</u> | |
| <i>such as:</i> foreman – motor mechanic – printer –
tool and die maker – electrician | 06 |
| <u>Semi-skilled worker</u> | |
| <i>such as:</i> bricklayer – bus driver – cannery worker – carpenter –
sheet metal worker – baker | 07 |
| <u>Unskilled worker</u> | |
| <i>such as:</i> labourer – porter – unskilled factory worker | 08 |
| <u>Farm worker</u> | |
| <i>such as:</i> farmer – farm labourer– tractor driver– fisherman | 09 |
| (Don't know) | 88 |

⁸⁷ Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact ess_translate@gesis.org.

ASK ALL

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

F56 CARD 75 What is the highest level of education your mother successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Don't know)	8888

F57 When you were 14, did your mother work as an employee,
was she self-employed, or was she not working then?

Employee	1	ASK F58
Self-employed	2	ASK F58
Not working	3	GO TO F60
(Mother dead/absent ⁸⁸ when respondent was 14)	4	
(Don't know)	8	ASK F58

ASK IF MOTHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F57)

F58 What was the name or title of her main job?
WRITE IN

⁸⁸ "Absent": not living in same household.

F59 CARD 76 Which of the descriptions on this card best describes the sort of work she did when you were 14?
CODE ONE ANSWER ONLY

INTERVIEWER NOTE: Respondents must choose a category themselves.
 If necessary add: "There is no right or wrong answer. Just choose the category you think fits best".

Professional and technical occupations

such as: doctor – teacher – engineer –
 artist – accountant 01

Higher administrator occupations

such as: banker – executive in big business –
 high government official – union official 02

Clerical occupations

such as: secretary – clerk – office manager –
 book keeper 03

Sales occupations

such as: sales manager – shop owner – shop assistant –
 insurance agent 04

Service occupations

such as: restaurant owner – police officer – waiter –
 caretaker – barber– armed forces 05

Skilled worker

such as: foreman – motor mechanic – printer –
 tool and die maker – electrician 06

Semi-skilled worker

such as: bricklayer – bus driver – cannery worker – carpenter –
 sheet metal worker – baker 07

Unskilled worker

such as: labourer – porter – unskilled factory worker 08

Farm worker

such as: farmer – farm labourer– tractor driver– fisherman 09

(Don't know) 88

ASK ALL

F60 During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?

Yes 1

No 2

(Don't know) 8

F61⁸⁹ CARD 77 How would you describe your ancestry⁹⁰? Please use this card to choose up to two ancestries that best apply to you.
INTERVIEWER: code maximum of two ancestries in total.
If more than two are mentioned, ask respondent to select two.
If respondent is unable to do this, code first two ancestries mentioned.
INTERVIEWER PROBE ONCE: Which other?

	First ancestry mentioned (CODE ONE ONLY)	Second ancestry mentioned (CODE ONE ONLY)
British	01	01
English	02	02
Northern Irish	03	03
Scottish	04	04
Welsh	05	05
Bangladeshi	06	06
Chinese	07	07
Gypsy/Roma	08	08
Indian	09	09
Irish	10	10
Jamaican	11	11
Nigerian	12	12
Pakistani	13	13
Polish	14	14
Somali	15	15
Other (WRITE IN MAXIMUM OF TWO ANCESTRIES IN TOTAL)		
(Refused)	777777	777777
(Don't know)	888888	888888
(No second ancestry)	-	555555

NOTE ON ADMINISTRATION OF F61: Country specific question (UK example shown above for illustrative purposes). Translation of the source question wording should be carried out as normal in all countries. Country specific answer categories and showcards will be developed in consultation with ESS ERIC HQ (ess@city.ac.uk). Responses to be recoded into the 'European Standard Classification of Cultural and Ethnic Groups' available on the ESS7 Intranet.

NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE: / / (dd/mm/yy)

INTERVIEWER ENTER END TIME: (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

⁸⁹ **NEW QUESTION FOR ROUND 7.**

⁹⁰ 'Ancestry' in the sense of 'descent' or 'origins'.

NOTE:

SECTION H AND I QUESTIONS TO BE ADMINISTERED NOW

INTERVIEWER CODE:

**FACE-TO-FACE VERSION⁹¹:
USE SHOWCARDS AS SPECIFIED**

A	1
B	2

INTERVIEWER CODE:

**SELF-COMPLETION VERSION⁹²:
HAND TO RESPONDENT
AND COLLECT WHEN COMPLETED.**

A	1
B	2

INTERVIEWER THEN ANSWER SECTION J BELOW.

THESE QUESTIONS ARE FOR THE INTERVIEWER TO ANSWER

QUESTIONS ON THE INTERVIEW AS A WHOLE

J1 Did the respondent ask for clarification on any questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J2 Did you feel that the respondent was reluctant to answer any questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

⁹¹ Delete either face-to-face or self completion mode as appropriate for your country.

⁹² Delete either face-to-face or self completion mode as appropriate for your country.

J3 Did you feel that the respondent tried to answer the questions to the best of his or her ability?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J4 Overall, did you feel that the respondent understood the questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J5 Was anyone else present, who interfered with the interview?

Yes	1	ASK J6
No	2	GO TO J7

J6 Who was this? **Code all that apply.**

Husband/wife/partner	1
Son/daughter (inc. step, adopted, foster, child of partner)	2
Parent/parent-in-law/step-parent/partner's parent	3
Other relative	4
Other non-relative	5
Don't know	8

J7 In which language was the interview conducted?

[use pre-specified ISO 639-2 codes for all languages that questionnaire is translated into]

[First language that questionnaire translated into]	[appropriate ISO 639-2 code]
[Second language questionnaire translated into]	[appropriate ISO 639-2 code]
etc	

J8 Interviewer ID. _____

NOTE: THIS NUMBER MUST BE EXCLUSIVE TO INDIVIDUAL INTERVIEWERS AND MUST NOT BE SHARED

J9 If you have any additional comments on the interview, please write them in the space below.

QUESTIONS ON THE SUPPLEMENTARY QUESTIONNAIRE

Implementation note for national teams / fieldwork agencies

Countries should include only one of the sections either J10-J12 OR J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire should include J10-J12.

Countries with face-to-face as the specified mode for the supplementary questionnaire should include J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire

J10 How was the Supplementary Questionnaire administered?

Completed by the respondent with no help from you (self completion)

Completed by the respondent but with some help from you

Face to face interview

1 **GO TO J12**

2
3 **ASK J11**

J11 The Supplementary Questionnaire should have been completed by the respondent (self-completion) without any help from you. Please tell me why you did not do this?

**GO TO
END**

J12 Was the supplementary questionnaire...

Completed while you were present

Collected by you at a later date

Going to be returned by post

1
2 **GO TO
END**
3

Countries with face-to-face as mode for the supplementary questionnaire

J13 How was the supplementary questionnaire administered?

Face-to-face interview

Completed by the respondent but with some help from you

Completed by the respondent with no help from you (self-completion)

1	GO TO END
2	ASK J14
3	

J14 The Supplementary questionnaire should have been completed by you as a face-to-face interview. Please tell me why you did not do this?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

END.