



Determinants of happiness among secondary school students in Iceland

Kristbjörg T. Haraldsdóttir

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Author: Kristbjörg T. Haraldsdóttir
ID number: 121076-4119

Department of Psychology
School of Business

Abstract - English

Happiness has recently received increased attention within the field of psychology. When exploring the determinants of happiness research has mainly focused on the happiness concerning adults. The aim of the present study is to investigate the determinants of happiness among secondary students in Iceland. Population dataset from the Icelandic Centre for Social Research and Analysis was used in the current study. A sample of 2070 Icelandic secondary school students aged 16 to 23 years was analyzed. The results show that the majority of Icelandic secondary school students describe themselves as happy. Perception of financial status at home, physical health, emotional support from parents, and emotional support from friends are strong predictors of Icelandic secondary school students' happiness. The findings will hopefully give a better understanding about which factors are strong predictors of happiness. Many procedures were left out, therefore a more complex analysis needs to be carried out in order to get a better insight into which factors contribute to secondary school students' happiness.

Key words: happiness, students, physical health, emotional support, well-being

Abstract - Icelandic

Hamingja hefur á undanförunum árum fengið aukna athygli innan sálfræðinnar. Rannsóknir sem einblína á áhrifaþætti hamingju hafa þó aðallega einblínt á hamingju fullorðinna. Markmið þessarar rannsóknar er að athuga hvaða þættir hafa áhrif á hamingju íslenskra framhaldsskólanema. Notað var gagnasett frá Rannóknum og greiningu var í núverandi rannsókn. Úrtakið samanstóð af 2070 nemendum í framhaldsskólum á öllu landinu á aldrinum 16 til 23 ára. Niðurstöður sýndu að meirihluti íslenskra framhaldsskólanema telja sig vera hamingjusama. Fjárhagsleg staða fjölskyldu, líkamleg heilsa, tilfinningalegur stuðningur frá foreldrum og tilfinningalegur stuðningur frá vinum voru sterkustu forspárþættirnir fyrir hamingju framhaldsskólanema á Íslandi. Niðurstöðurnar munu vonandi varpa frekara ljósi á hvaða áhrifaþættir stuðla að hamingju unglunga og ungs fólks. Áhugavert væri að sjá flóknari útfærslu á svipuðu viðfangsefni í framtíðinni með hamingju ungmenna að leiðarljósi.

Lykilhugtök: hamingja, nemendur, líkamleg heilsa, tilfinningalegur stuðningur, vellíðan

Foreword and acknowledgements

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Negative emotions such as depression, anxiety, and anger have been the primary focus within psychological research for many years (Passer et al., 2009). However, more recently the attention has turned growingly to positive emotions, as the topic of happiness (Aspinwall and Staudinger, 2003; Diener and Seligman, 2002; Seligman, 2002).

Happiness is a multidimensional construct and the perception of happiness can differ between individuals (Vaingankar et al., 2012). The social and behavioral context has made the concept difficult for researchers to define and due to cultural differences the conceptualization of happiness can vary between populations. Therefore, a global definition of happiness seems impossible to carry out due to its complexity and the overlap between concepts while exploring literature in various countries. At the same time, when exploring literature it can possibly be easy to misunderstand the meaning of similar concepts.

Many professionals within the field of psychology point out that happiness must constantly be worked at (Seligman and Peterson, 2004). Thus it is worth mentioning that functional and psychological components explain happiness, while positive mental health for instance is even more complex, combining these two components including the skills needed to achieve them (Vaingankar et al., 2012).

Subjective well-being has been used to describe happiness in a more technical way, where psychological researchers have focused on various aspects of people's lives, exploring emotional responses of individuals and their degree of satisfaction (Diener and Seligman, 2002).

Measuring happiness

The most typical way of assessing subjective well-being is by self-report ratings of contentment, satisfaction, and happiness (Passer et al., 2009). Likert-scale instruments are common types of instruments when measuring happiness, as the assessment tool which was

developed by the World Health Organization (WHO) project on patients suffering from diabetes measuring their quality of life (Hajos et al., 2013; Lambert et al., 2014; WHO, 1990). WHO-5 Well-being Index has been used in various age groups and settings, and has shown high validity and reliability in research concerned with adolescents (De Wit, Pouwer, Gemke, Delemarre-van de Waal, and Snock, 2007; Henkel, et al., 2003). For example, when assessing the happiness dimension of both genders, the WHO-5 is psychometrically valid in an adolescent psychiatric context (Blom, Bech, Högberg, Larsson, and Serlachius, 2012). Also, when comparing WHO-5 to other screening tools (GDS-4 and GDS-15), the WHO-5 Well-being Index is highly promising and has for instance demonstrated high sensitivity for minor and major depression (Allgaier et al., 2013).

When measuring happiness across many populations, individuals more commonly describe happiness than unhappiness (Passer et al., 2009). Diener and Diener (1996) measured happiness across 43 westernized and developing countries on a 10-point Likert-scale and their findings revealed that happiness is above neutral when looking at mean ratings of personal happiness. When measuring happiness in economically poor countries, only two nations were in the unhappy range of the scale when focusing on subjective well-being. Andrews (1991) reveals that when exploring happiness in the United States, all ethnic groups demonstrate a level of happiness above neutral. According to the findings of Larsen and Diener (1985) college students report being happy more than half of their time on average, when measuring the proportion of time students described themselves as happy.

What makes people happy?

Researchers have examined happiness in many different ways, some have focused on the internal processes that underlie our experiences of happiness, while other have examined the resources that are likely to contribute to happiness, such as intelligence, attractiveness, health, and wealth (Passer et al., 2009). When looking at the correlation between wealth and

happiness, poverty does have a slight negative impact on happiness, however there are various other factors that may also be affecting the level of happiness due to the complexity within each country (Diener et al., 1999; Passer et al., 2009). Winning the lottery or getting a large inheritance has a positive impact on happiness, but such extreme changes in wealth only increase the level of happiness temporarily (Brickman et al., 1978). Perhaps when focusing on wealth and health, further increase of having enough might do little to promote lasting happiness once adequate levels are attained (Passer et al., 2009). Thus individuals might be more likely to experience unhappiness when they do not have enough of these resources and important basic needs cannot be met.

When looking at gender and happiness there is not much difference between men and women, although research has shown that women experience the emotions more intensely (Wood et al., 1989). According to previous research physical health is not necessarily required for happiness, where majority of disabled individuals report themselves satisfied with their lives (Mehnert et al., 1990; Passer et al., 2009). Although when the disabling is severe, people describe lower levels of life satisfaction (Mehnert et al., 1990).

Moderate physical activity, practicing good dietary habits, and getting sufficient sleep seems to be an important factor of the contribution of happiness, possibly due to the interaction of stress resistance (Morgan, 1997; Taylor, 2006).

While both intelligence and educational level have a weak positive relation to happiness, unemployment is the one of the strongest predictors of unhappiness (Seligman, 2002; Clark, 1998). Research concerning intimate relationships demonstrate that married men and women describe themselves happier than divorced and single individuals (Diener and Seligman, 2002). Having a sense of meaning in life and giving of oneself, such as spiritual beliefs or helping others as a volunteer is correlated with happiness (Diener and Seligman, 2002; Diener, Suh, Lucas, and Smith, 1999; Snyder, Clary, and Stukas, 2000).

Argyle (1999) points out that when rating individuals' happiness, external circumstances and personal resources only account for about 15 to 20 percent of the total variability. This indicates that the keys to happiness might be psychological processes rather than the resources (Passer et al., 2009). For instance, research has shown that perception of happiness is based on how individuals compare themselves to others, taking circumstances and past experience into account (Bruunk and Gibbons, 1997). Also, research has revealed that certain personality factors promote happiness (Passer et al., 2009).

Research also indicates that the culture people belong to may influence factors that contribute to happiness, as in the individualistic societies of Europe and North America individual success may contribute to happiness, and in the collectivistic cultures of Southeast Asia the happiness of the group might rather contribute to personal happiness than the emotional life of oneself (Kitayama, Markus, and Kurokawa, 2000; Passer et al., 2009; Suh, Diener, Oishi, and Triandis, 1998).

What makes adolescents happy?

Quality of life is about the positive cycles of life, according to adolescents (Helseth and Misvær, 2010). Having an overall positive attitude, being satisfied with oneself, and feeling good are in most cases described as the starting points of a positive cycle. Thus good family relations, good friends, and a positive self-image are important to get into and stay in the positive cycle.

Phillips (2012) explored the function of adolescents' happiness by looking at family structure versus family climate. The author's results indicated that happiness and family climate were significantly related, however happiness did not vary by family structure. What goes on inside the family matters more than who is in the family, when focusing on adolescents' happiness. Therefore according to Phillips (2012), adolescents who are raised by two biological parents or those living in stepfamilies are not better off than adolescents living

in single-parent homes. One must look deeper beneath the surface and what is actually going on inside the family to fully understand the influence of the family on adolescent happiness.

Nickerson and Nagle (2004) point out that relationships with peers become more important at the point in life where individuals are adolescents, whereas the work of Lambert et al. (2014) indicates the importance of the adolescents' relationship with parents. Nickerson and Nagle (2004) also concluded that peer and parent relations were highly correlated with general life satisfaction and attachment relationships predicted positive wellbeing for adolescents.

The findings of Lambert's et al. (2014) research demonstrate the importance of caring relationships for happiness among adolescents with schools, community, and parents. They stated that happiness was positively associated with meals with family and good connections with friends, school, family, and regular exercise. However, happiness was negatively associated with frequent use of alcohol and marijuana, sexual abuse, discrimination, having a long term health condition, and witnessing hitting and yelling of children and adults at home. Konu, Lintonen, and Rimpela (2002) and Zullig, Valois, Huebner, Oeltmann, and Drane (2001) concluded that having a chronic illness that interferes with individuals' life and problem marijuana and alcohol use were associated with lower levels of happiness. In the study of Lambert et al. (2004), the associations between happiness and negative and positive factors there were no significant interactions by gender, so results were given for females and males combined.

Zimmerman and Salem (1995) found support from friends and parents positively related to adolescents' happiness. Suldo, Shaffer, and Riley (2008) showed that adolescents with good relationships with teachers and good attachment to school had higher levels of life satisfaction. Additionally, when examining the relationship between adolescent's life

satisfaction, confidence in the classroom, and school engagement, findings indicated that adolescents' well-being decreases as the grade level increases (Dogan and Celik, 2014).

The current study

The aim of the present study is to investigate the determinants of happiness among secondary school students in Iceland. Hypotheses: (1) Secondary school students whose parents are married or live together, (2) with access to emotional support from parents, (3) with access to emotional support from friends, (4) who participate in sports activity, and (5) who have good physical health experience more happiness. (6) Secondary school students who work along with education and (7) perceive financial difficulties at home experience less happiness. (8) Males experience more happiness than females when focusing on happiness among secondary school students.

Method

Sample and procedures

The current study used data from the 2013 population based *Youth in Iceland* surveys. The data contained answers from 2070 randomly selected participants from a population dataset of 11,116 (19%) 16-23 year old secondary school students in Iceland, who were enrolled during October/November 2013. The questionnaires focused on the lifestyle and well-being among Icelandic adolescents, while the current research only examined a few factors regarding the determinants explored. The sample included 989 boys (48%), 1059 girls (51%) and 22 participants did not specify their gender (1%). All aspects of the data collection were supervised by the Icelandic Centre for Social Research and Analysis (ICSRA) at Reykjavik University. Passive parental consent was carried out with the data collection, using procedures approved by the Icelandic authority. The ICSRA distributed anonymous questionnaires to all secondary schools in Iceland, along with envelopes for usage after completion. All students who attended school the day of administration were asked to

complete the questionnaires and teachers at each school supervised the students' participation. Participants were given strict instruction about not writing their names or any other identifying information on the questionnaires and after completion to place their questionnaire in a sealed envelope. The supervising teachers collected all sealed envelopes.

Measures

Advanced questionnaires were used in this study, which were developed by professionals in social sciences for the Icelandic Centre for Social Research and Analysis (ICSRA) (2013). The questionnaire contained 96 questions asking about different aspects in 36 pages. In the current study, nine questions were selected regarding the research questions and analyzed further. Nine variables were used in the study. The dependent variable was happiness and the independent variables were gender, parental divorce, sports participation, emotional support from parents, emotional support from friends, physical health, perception of financial status at home, and working along with education.

Happiness

Happiness was measured by the question: How well does the following statement "I'm happy" apply to you? Options ranged from: 1 = Does not describe me at all, 2 = Does not describe me well enough, 3 = Describes me quite well, 4 = Describes me very well. The answer possibilities for this variable were reversed in order to get consistency for statistical processing.

Gender

Participants were asked about gender. The options were: 0 = boy, 1 = girl.

Perception of financial status at home

Participants were asked "How do you think the financial status of your family is compared to other families in Iceland?". Options ranged from: 1 = Much worse status, 2 = Considerably worse status, 3 = Slightly worse status, 4 = Similar status, 5 = Slightly better status, 6 =

Considerably better status, 7 = Much better status. The answer possibilities for this variable were reversed in order to get consistency for statistical processing.

Working along with education

Participants were asked “If you have job with an income, how many hours do you work along with your studies per week?”. Options ranged from: 1 = I work this winter, 2 = I do not work this winter. Six answer possibilities for this variable were combined into one possibility, concerning the amount of working hours per week. After combining the variables, the two answer possibilities were reversed in order to get consistency for statistical processing.

Emotional support from parents

Participants were asked “How easy or difficult would it be for you to obtain the following from your parents?”. Options ranged from: 1 = Very difficult, 2 = Rather difficult, 3 = Rather easy, 4 = Very easy.

Emotional support from friends

Participants were asked “How easy or difficult would it be for you to obtain the following from your friends?”. Options ranged from: 1 = Very difficult, 2 = Rather difficult, 3 = Rather easy, 4 = Very easy.

Parental divorce

Parental divorce was measured by the question: Has the following statement “Your parents divorced or split up” happened to you? The options were: 1 = Yes, 2 = No

Physical health

Participants were asked “How good is your physical health?”. Options ranged from: 1 = Bad, 2 = Fair, 3 = Good, 4 = Very good. The answer possibilities for this variable were reversed in order to get consistency for statistical processing.

Sports participation

Participants were asked “Do you participate in sports or physical activity?” The options were: 0 = Almost never, 1 = Once or more often a week. Five answer possibilities for this variable were combined into one possibility, concerning the amount of participation per week.

Data analysis

All variables were explored prior to analysis. The data was screened by looking at the range, mean, standard deviation, and distribution. Multiple linear regression was performed to assess the association between the independent variables and happiness. All assumptions for multiple regression were met.

Results

Table 1 shows descriptive statistics for all study variables. The dependent variable concerned participant’s self-report of happiness. Happiness was answered on the range from 1 to 4 and the mean happiness score for the whole sample was 3.25 ($SD = .80$). The majority of the secondary school students described themselves as very happy or quite happy.

Table 1

Descriptive Statistics of the Study Variables

	N	Range	M	SD
Gender	2048	0-1	0.52	0.50
Financial status at home	2043	1-7	4.60	1.09
Working along with education	2026	0-1	0.43	0.50
Emotional support from parents	2035	1-4	3.68	0.64
Emotional support from friends	2034	1-4	3.43	0.74
Happiness	2022	1-4	3.25	0.80
Parental divorce	2070	1-2	1.51	0.86
Physical health	2013	1-4	3.14	0.81
Sports participation	1980	0-1	0.83	0.37

Table 2 shows the association between happiness and all independent variables. When the regression coefficients were explored the results showed that emotional support from

parents, emotional support from friends, physical health, and financial status at home were the strongest predictors of happiness. The more emotional support from parents and friends, better physical health, and better financial status at home, the happier the students described themselves. All other predictors held constant.

Table 2

Multiple Regression Analysis of Independent Factors and Secondary School Students' Happiness.

Variable	<i>B</i>	<i>SE</i>	β	<i>t</i>
Constant	.74**	.13		5.52
Gender	-.18**	.04	-.11**	-5.06
Working along with education	-.07*	.03	-.04*	-1.90
Emotional support from parents	.24**	.03	.18**	8.06
Emotional support from friends	.22**	.03	.20**	8.43
Financial status at home	.06**	.02	.09**	3.96
Parental divorce	.01*	.02	.01*	0.68
Physical health	.22**	.02	.22**	9.86
Sports participation	-.03*	.05	-.01*	-0.63

* $p > .05$. ** $p < .001$.

As seen in table 2 the coefficients for gender, working along with education, and sports participation were negative, which indicates that they are not strong predictors of happiness. All other predictors held constant. Results of the multiple regression analysis in table 2 show that the study's model explained a total of 19.5% in the distribution of happiness, $F(8, 1887) = 57.18, p < .001$.

Discussion

The aim of the present study was to investigate the determinants of happiness among secondary school students in Iceland. The results demonstrate that the majority of Icelandic secondary school students describe themselves as happy. These findings are in line with Diener and Diener (1996) where results indicated mild happiness when looking at mean

ratings of personal happiness across 43 westernized and developing countries. According to the findings of Larsen and Diener (1985) college students report being happy more than half of their time on average, when measuring the proportion of time students described themselves as happy.

In the current study six of the hypotheses were confirmed, however the regression coefficient for sports participation was negative which indicates that it was not a strong predictor of happiness. Morgan (1997) explains that moderate physical activity contributes to happiness which is in line with the current study. In the present study, there were only two answering options for sports participation: Almost never and once or more a week. This is a limitation to the study, since it is possible that the amount of exercise per week needs to be taken into account, as extreme exercise might decrease happiness when focusing on the happiness among adolescents and young adults.

The results of the present study indicate that secondary school students who work along with education do not experience less happiness, which is not in contrast with the hypotheses. Also the results of the multiple regression analysis indicated that it was not a strong predictor of happiness. However, it is interesting to point out that while both intelligence and educational level have a weak positive relation to happiness, unemployment is the one of the strongest predictors of unhappiness (Seligman, 2002; Clark, 1998). Thus, it is possible that this is a limitation to the study, as taking a third variable into account might be needed when focusing on working along with education as a predictor of happiness.

The hypotheses about gender was not confirmed. The female students described themselves slightly happier than the male students with a mean happiness of 0.52 ($SD = 0.50$) on the range of 0 to 1. This tells us that there is not a gender difference when focusing on secondary school students' happiness, which is in line with Wood et al. (1989) who pointed

out only a slight difference between men and women, although women experienced the emotions more intensely.

The hypotheses about emotional support from parents, emotional support from friends, and parental divorce were confirmed. Emotional support from parents and friends were strong predictors of secondary school students' happiness and were in line with previous research. Zimmerman and Salem (1995) found support from friends and parents positively related to adolescents' wellbeing. Likewise, Nickerson and Nagle (2004) point out that relationships with peers become more important at the point in life where individuals are adolescents, whereas the work of Lambert et al. (2014) indicates the importance of the adolescents' relationship with parents.

The multiple regression analysis indicated that parental divorce was not a strong predictor, demonstrating a slight positivity and the results of descriptive statistics revealed that there was almost no difference when looking at the level of happiness, with a mean happiness of 0.52 ($SD = 0.50$) on the range of 0 to 1. Phillips (2012) pointed out that what goes on inside the family matters more than who is in the family, where adolescents' happiness is concerned. Likewise, adolescents who are raised by two biological parents or those living in stepfamilies are not better off than adolescents living in single-parent homes. Therefore, according to the results of the present study and previous studies, the environment inside the home is perhaps more important when predicting students' happiness than having both parents living at home.

The results of the present study indicate that physical health is the strongest predictor of happiness among secondary school students. The students who described better physical health reported higher happiness level. According to Mehnert et al. (1990) and Passer et al. (2009) physical health is not necessarily a predictor for happiness, where majority of disabled individuals report themselves satisfied with their lives, therefore the current findings are not

in line with previous studies. Although, Mehnert et al. (1990) point out that when the disabling is severe, people describe lower levels of life satisfaction. This leads us to the question whether younger people with poor physical health report themselves with lower happiness levels than those who are older, and possibly it would change the findings if a third variable was taken into account.

The current findings indicate that students who describe financial difficulties at home describe less happiness. When looking at the correlation between wealth and happiness, poverty does have a slight negative impact on happiness, however there are various other factors that may also be affecting the level of happiness (Diener et al., 1999; Passer et al., 2009). Perhaps when focusing on wealth and health, further increase of having enough of these resources might do little to promote lasting happiness, once adequate levels are attained (Passer et al., 2009). Thus individuals might be more likely to experience unhappiness when they do not have enough of these resources and important basic needs cannot be met.

Previous literature reveals that the concept of happiness is a multidimensional construct and the perception of happiness can differ between individuals (Vaingankar et al., 2012). Also, when focusing on which resources contribute to happiness, the possibility of a third variable interfering with the results makes the measurement rather complex. In addition, the determinants of happiness can be either psychological, biological or environmental, and all three factors may possibly be influencing the levels of happiness at once (Passer et al., 2009).

The large sample size is a strength to the current study as it is more likely to represent the population and limits the influence of outliers or extreme observations. Self-report questionnaires with several item options tend to have central tendency bias, acquiescence bias, and social desirable bias, but due to the fact that the questionnaires were anonymous it is possible that participants answered all questions honestly.

There are several limitations to the present study. However, the current findings will hopefully give a better understanding about which factors are important concerning happiness among adolescents and young adults. Many procedures were left out, therefore a more complex analysis needs to be carried out in order to get a better insight into which factors contribute to secondary school students' happiness.

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Appendix A

Kæri framhaldsskólanemi,

Vinsamlega lestu þessar leiðbeiningar vandlega áður en þú byrjar að svara listanum.

Í heftinu eru spurningar sem þú ert beðin(n) að svara. Við vonum að þú svarir þeim af samviskusemi því svör þín skipta miklu máli og mikilvægt er að þínar skoðanir komi rétt fram. Ætla má að það taki um klukkustund að svara öllum spurningunum og biðjum við þig að svara þeim öllum.

Svör þín eru trúnaðarmál. Enginn sem þekkir þig, hvorki kennarar þínir né foreldrar, kunningjar eða vinir, munu nokkurn tíma fá að sjá svör þín eða fá að vita hvernig þú svaraðir. Gættu þess því að skrifa **hvorki nafn þitt né kennitölu** á spurningalistann eða umslagið sem honum fylgir. Þegar þú hefur lokið við að svara öllum spurningunum settu þá listann í umslagið, límdu vel fyrir og skildu eftir við útgöngudyr stofunnar.

Við flestum spurningunum eru nokkrir svarmöguleikar. Stundum þarf að velja einn og stundum má velja fleiri eins og fram kemur í leiðbeiningunum við hverja spurning. Settu kross í reitinn við það svar sem þú hefur valið X. Ef þér finnst enginn svarmöguleiki í einhverri spurningu eiga nákvæmlega við um þig merktu þá við þann svarmöguleika sem þér finnst komast næst. Best er að nota penna. Ef þú skiptir um skoðun og vilt breyta svari við einhverri spurningu er best að fylla reitinn alveg út þannig að ekkert hvítt sjáist . Þannig útfylltur reitur táknar „ógilt“. Á fáeinum stöðum eru ekki gefin svör og þar ertu beðin(n) að skrifa þitt eigið svar. Þar þarftu að skrifa mjög greinilega og helst nota prentstafi. Þú ræður því hvort þú svarar einstökum spurningum en við biðjum þig að svara þeim öllum eftir bestu getu.

Ef þú hefur einhverjar spurningar um spurningalistann lokaðu þá listanum þínum og réttu upp hönd. Starfsmaður eða kennari kemur þá með útfyllt eintak af spurningalistanum og þú getur því leitað ráð a þess að viðkomandi sjái þín svör.

Með kærri þökk fyrir þátttökuna,
Starfsfólk Rannsóknna & greiningar

Appendix B

1. Ert þú strákur eða stelpa? ☐ Strákur ☐ Stelpa

8. Hversu vel fjárhagslega stæð telurðu að fjölskylda þín sé miðað við aðrar fjölskyldur á Íslandi? Merktu aðeins í EINN reit.

- ☐ Miklu betur stæð
- ☐ Töluvert betur stæð
- ☐ Svolítið betur stæð
- ☐ Álíka betur stæð
- ☐ Svolítið verr stæð
- ☐ Töluvert verr stæð
- ☐ Miklu verr stæð

25. Ef þú ert í launaðri vinnu, hvað vinnur þú að meðaltali marga tíma með skólanum á VIKU? (Merktu í EINN reit).

- ☐ Vinn ekki í vetur ☐ 1-4 klst. ☐ 5-9 klst. ☐ 10-14 klst.
- ☐ 15-19 klst. ☐ 20-24 klst. ☐ 25 klst. eða meira

28. Hversu auðvelt eða erfitt væri fyrir þig að fá eftirtalið hjá FORELDRUM þínum? (Merktu í EINN reit í HVERJUM lið).

77a) Umhyggju og hlýju

- ☐ Mjög erfitt ☐ Frekar erfitt ☐ Frekar auðvelt ☐ Mjög auðvelt

29. Hversu auðvelt eða erfitt væri fyrir þig að fá eftirtalið hjá VINUM þínum? (Merktu í EINN reit í HVERJUM lið).

a) Umhyggju og hlýju

- ☐ Mjög erfitt ☐ Frekar erfitt ☐ Frekar auðvelt ☐ Mjög auðvelt

31. Hversu vel eiga eftirfarandi fullyrðingar við um þig? (Merktu í EINN reit í HVERJUM lið).

g) Ég er hamingjusöm / hamingjusamur

- ☐ Lýsir mér mjög vel ☐ Lýsir mér nokkuð vel ☐ Lýsir mér ekki nógu vel
- ☐ Lýsir mér alls ekki

41. Hefur eitthvað af eftirfarandi komið fyrir þig? Svaraðu ÖLLUM liðum og merktu í EINN eða FLEIRI reiti eftir því sem við á.

c) Foreldrar þínir skilið eða slitið sambúð

☐ Já ☐ Nei

42. Hversu góð er líkamleg heilsa þín? Merktu aðeins í EINN reit.

☐ Mjög góð ☐ Góð ☐ Sæmileg ☐ Léleg

87. Stundar þú íþróttir eða líkamsrækt? (Merktu aðeins í EINN reit).

☐ Nær aldrei ☐ 1 sinni í viku ☐ 2 sinnum í viku ☐ 3 sinnum í viku
☐ 4-6 sinnum í viku ☐ Svo til á hverjum degi