



Designing happiness: Data for thirteen countries

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Outline

- Cross-national data on happiness
- Japanese and Korean people seems to be less happy
- Humility effect?
- Three important factors
- The role of education in designing happiness

The Global COE Project Kyoto University

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Psychologists

Masuo Koyasu
Takashi Kusumi
Kazuo Fujita
Takatsugu Kojima
Yasuhiro Oyama
Yukiko Uchida
Kyoko Hashimoto
Carl Becker
David Dalsky
Moises Kirk de Carvalho Filho

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Philosophers

Shoko Suzuki
Ruprecht Mattig
Riho Sakurai

What are the ways to happiness?

- Two commonly known factors: being well (healthy) and well-to-do (wealthy)

Our hypothesis includes;

- ***A sense of competence***
- ***A vital sense of life and***
- ***A sense of achievement***

Power of Education

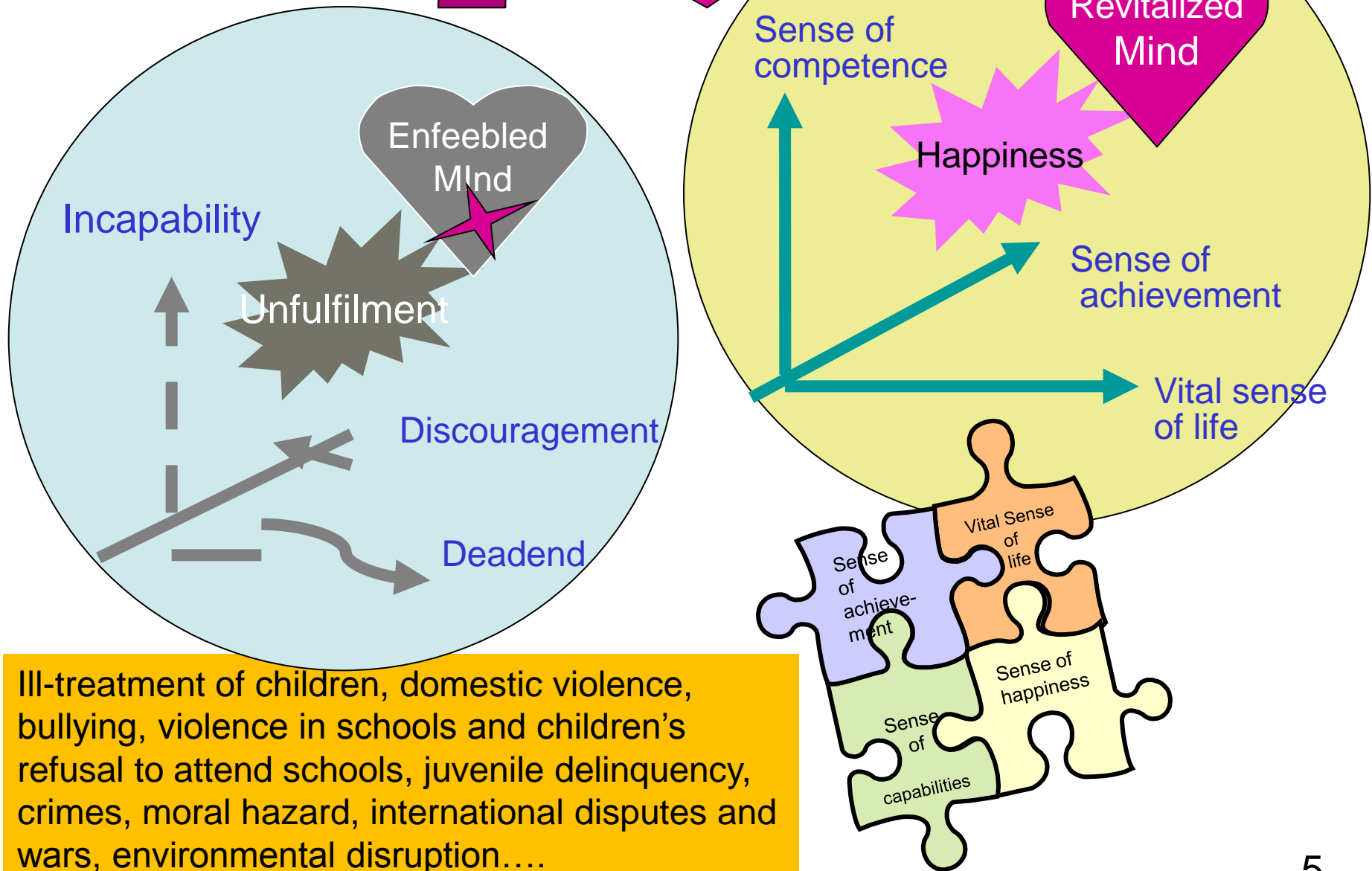


Figure 1 A schematic representation of components of happiness

DATA FROM OUR STUDY

Data for 13 countries

- Questionnaire with **92 items**
(using their native language)
- Online survey method
- **8,122 participants**

Approx. 600 people for each country (1,212 Japanese data)

- Nearly the same number of males and females
- From adolescence to old age

Data for 13 countries



Figure 2 The world map

RESULTS

Scales used;

- **The Satisfaction with Life Scale, SWLS (Diener)**
- **The Self-esteem Scale (Rosenberg)**
- **The sense of competence scale**
- **The vital sense of life scale**
- **The sense of achievement scale**
- **The happiness with education scale**
- **The meta-cognition of happiness scale**
- **The average sense of happiness scale**

The Satisfaction with Life Scale (SWLS by Ed Diener)

1. I am satisfied with my life.
2. The conditions of my life are excellent.
3. In most ways my life is close to my ideal.
4. If I could live my life over, I would change almost nothing.
5. So far I have gotten the important things I want in life.

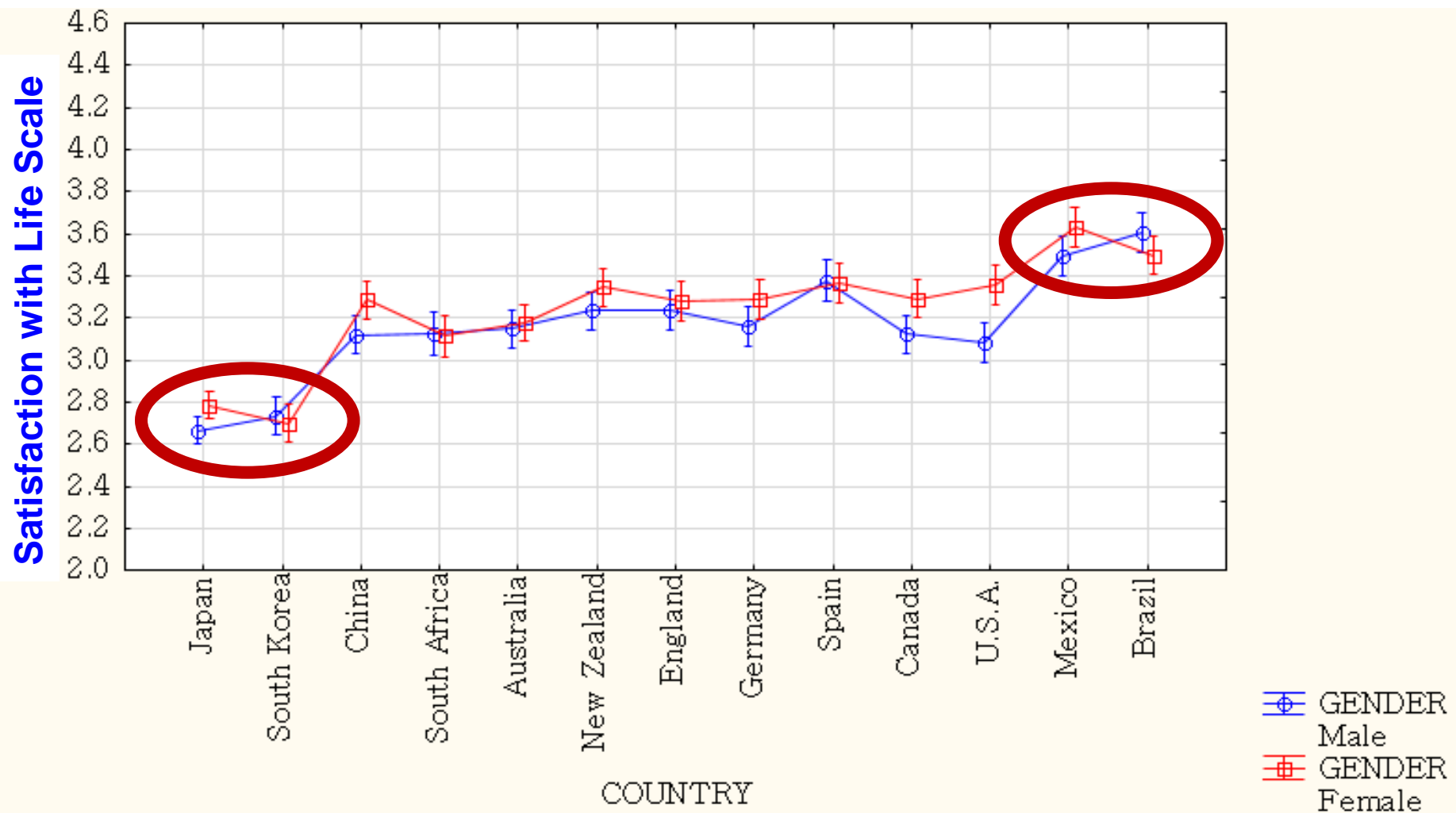


Figure 3 The results of the Satisfaction with Life Scale (Diener et al., 1985)

The Self-esteem Scale (Rosenberg)

1. I feel that I'm a person of worth, at least on an equal plane with others.
2. I feel that I have a number of good qualities.
3. I am able to do things as well as most other people.
4. All in all, I am inclined to feel that I am a failure.
5. I feel I do not have much to be proud of.
6. I take a positive attitude toward myself.
7. I wish I could have more respect for myself.
8. I certainly feel useless at times.
9. On the whole, I am satisfied with myself.
10. At times I think I am no good at all.

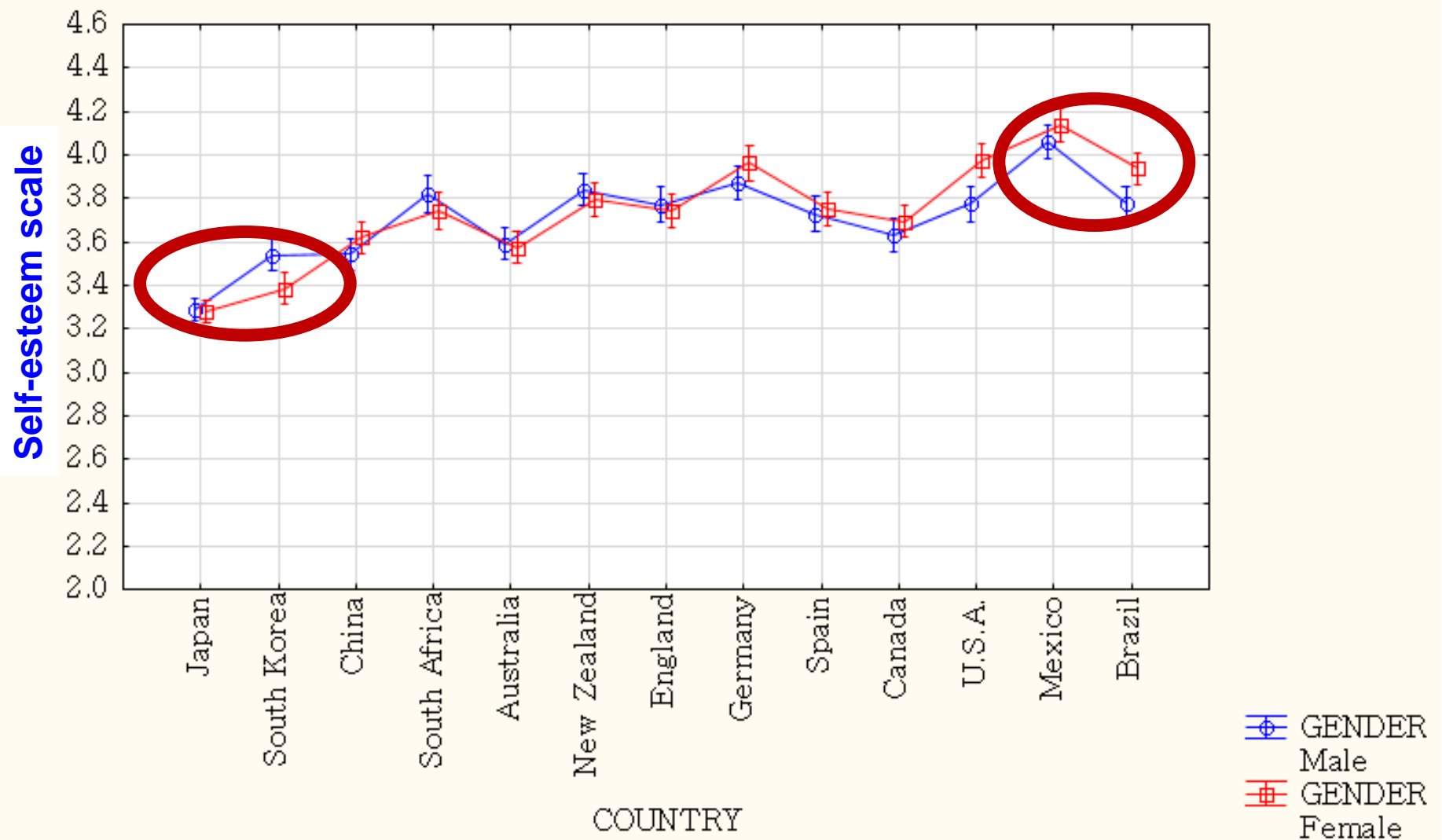


Figure 4 The results of the Self-esteem Scale (Rosenberg, 1965)

Sense of competence

- I should suffer alone.
- There is always someone to help me out of it.
- All my efforts will be rewarded eventually.
- I am capable of overcoming any challenge on my own.
- I am not good enough.
- I fear that my endeavors will end up in failures.

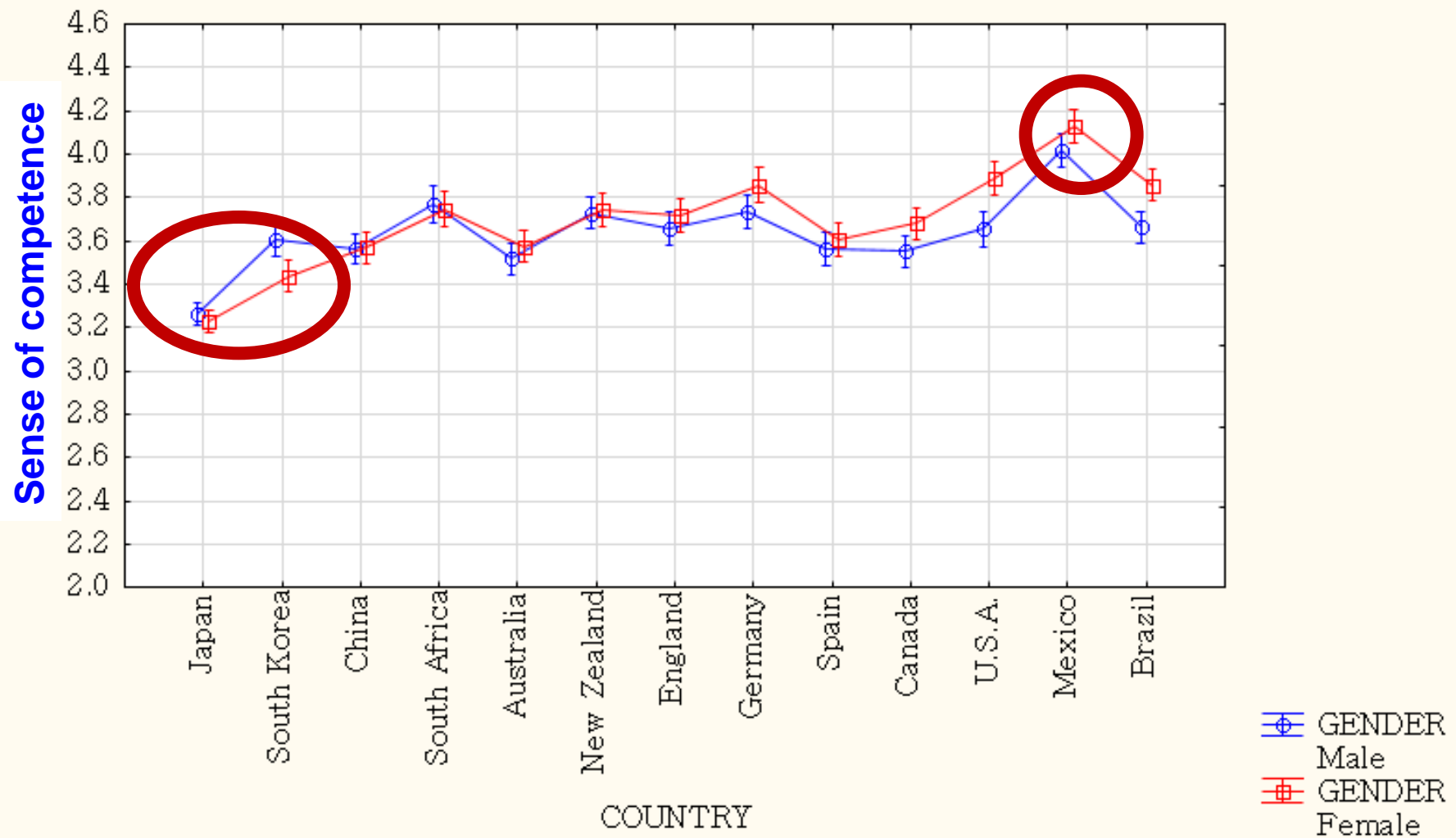


Figure 5 The results of a sense of competence

Vital sense of life

- I make a contribution to society.
- It makes no difference to the world whether I am here or not.
- I have not done anything really productive in my life.
- I get along well with everybody.
- I am satisfied with the things I have done in my life.
- The world is better off without me.
- I can do something good for the Earth.
- I live in harmony with the living creatures around me.
- So far in my life I have made everything living around me happy.

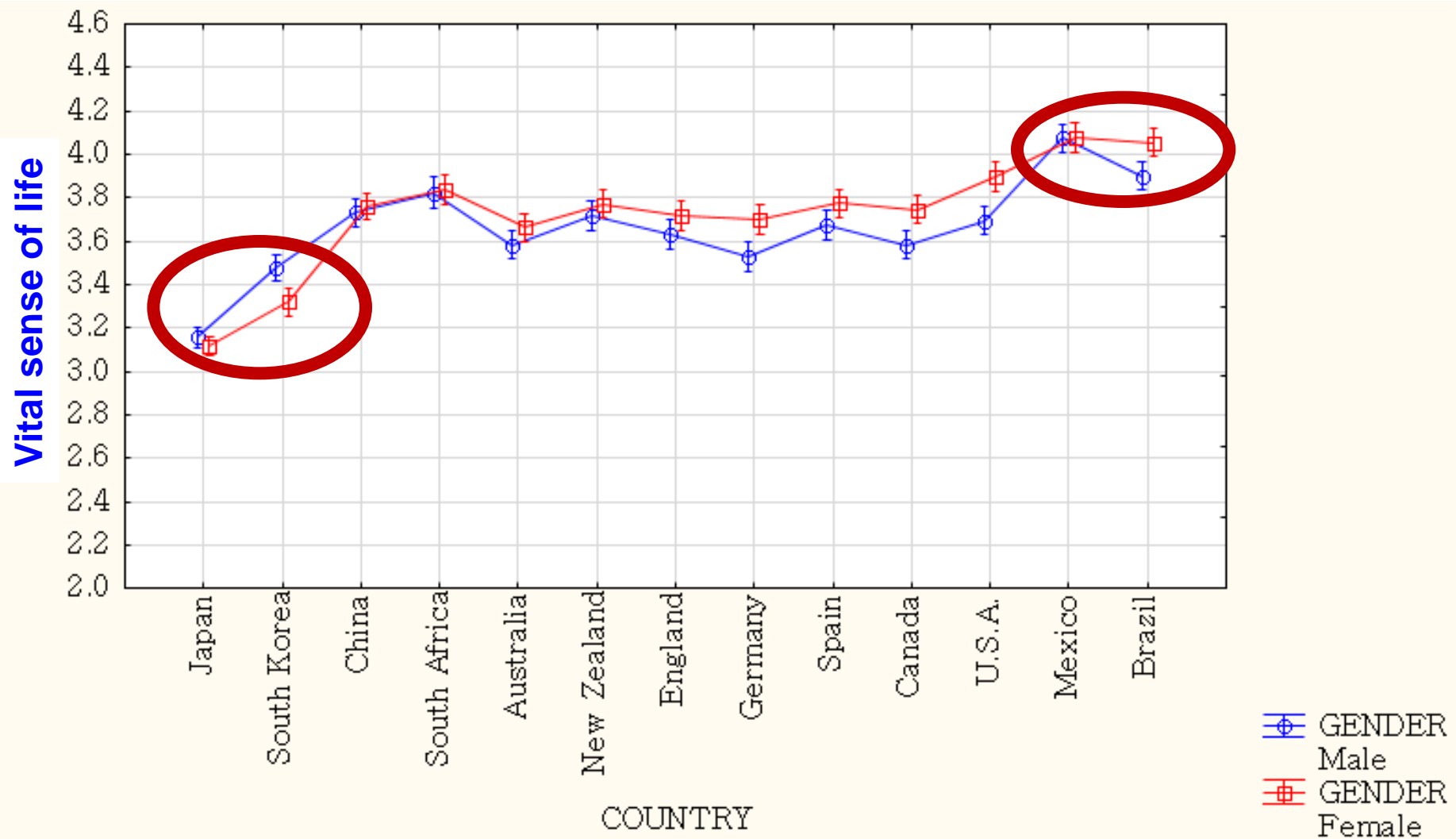


Figure 6 The results of a vital sense of life

Sense of achievement

- We can make society better if we have the will to do so.
- I make a contribution to society.
- I can understand practically anything if I receive a proper explanation.
- I feel happy when I accomplish something on my own.

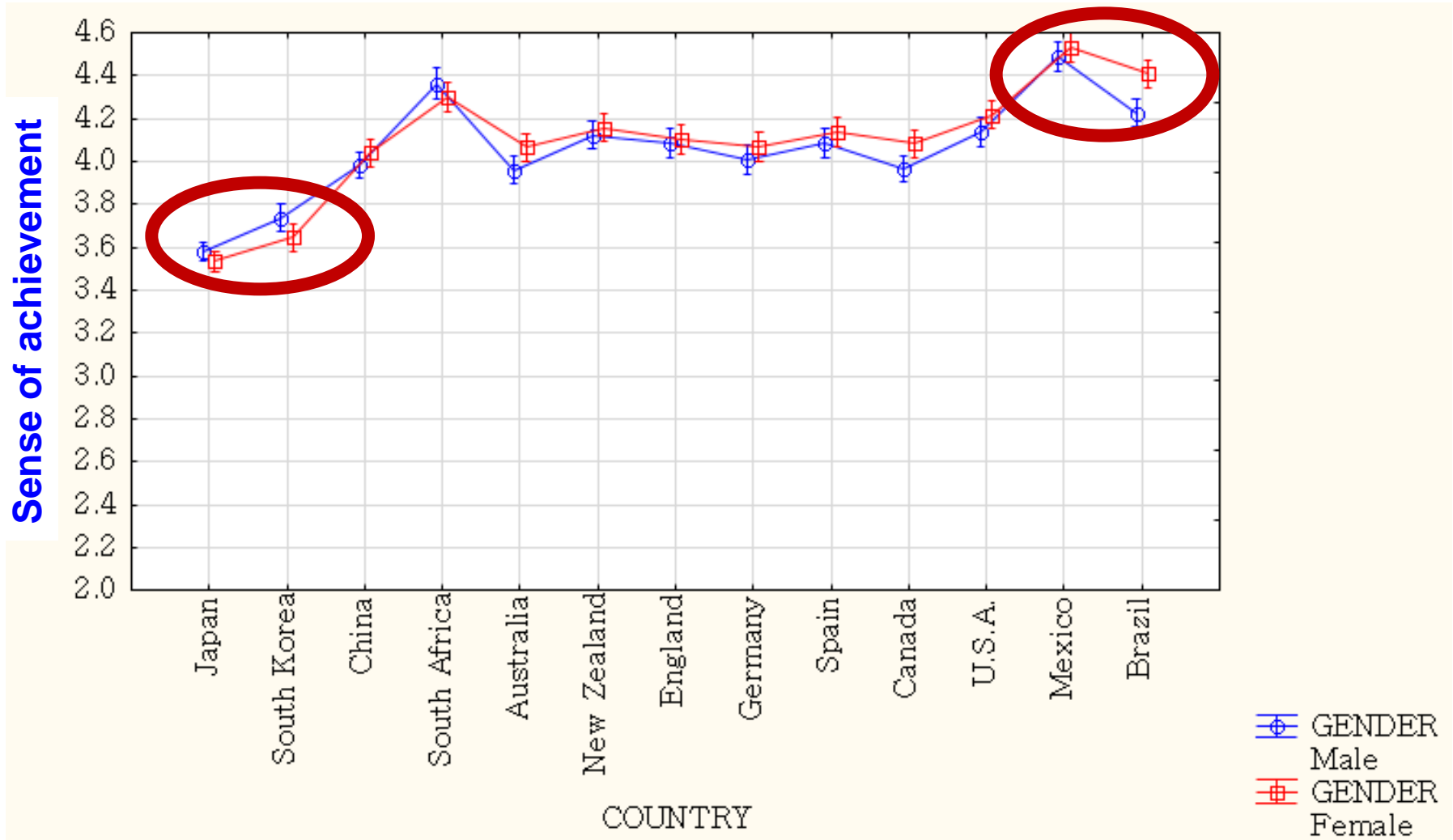


Figure 7 The results of a sense of achievement

Happiness with education

- The education that I have received enriches my personal relationships.
- The education that I have received enhances my overall capabilities.
- The education that I have received makes me a happy person.
- People can establish rich personal relationships even without formal education.
- People are capable of many things even without formal education.
- People can be happy even without formal education.

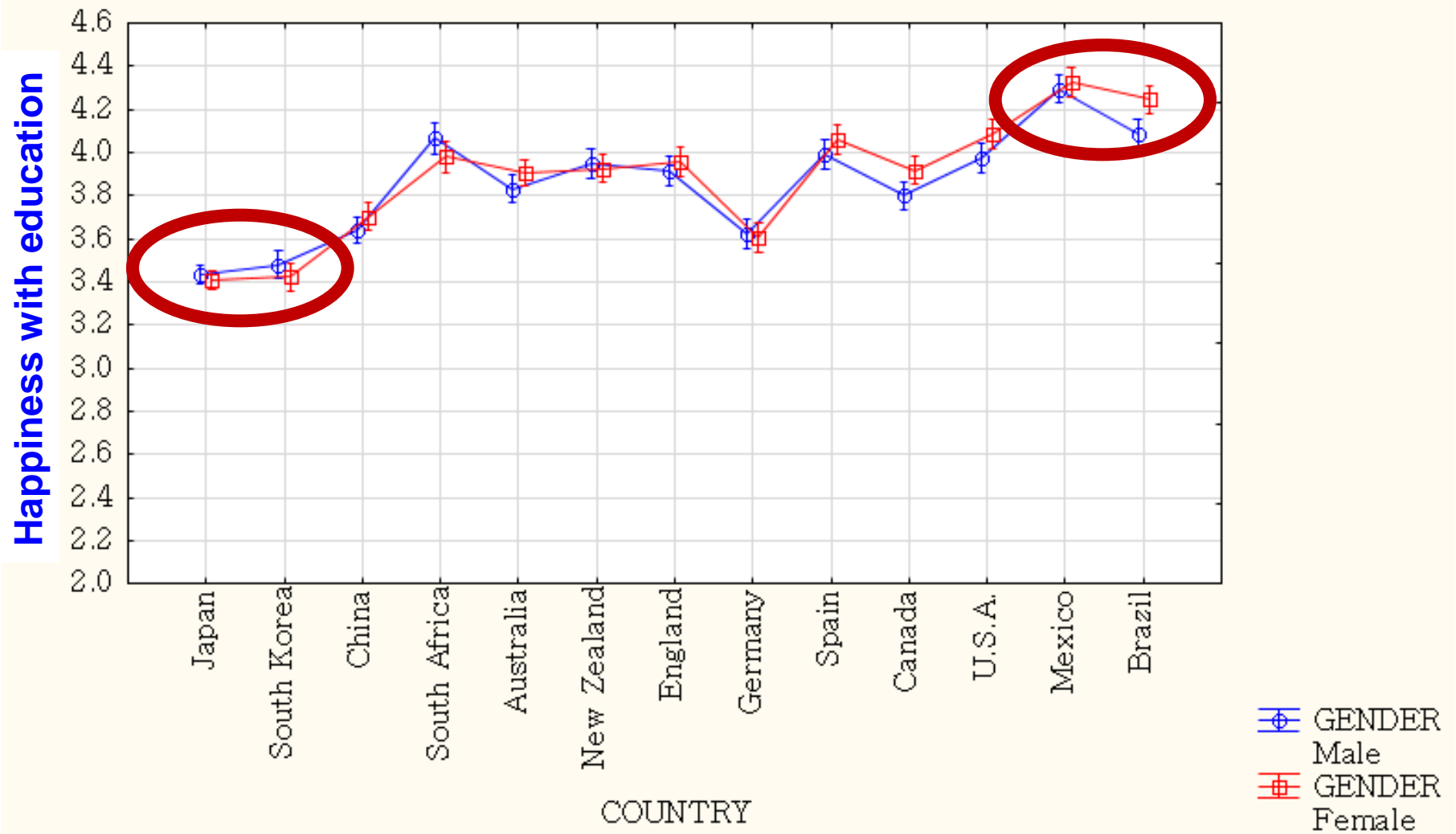


Figure 8 The results of happiness with education

Metacognition of happiness

- My sense of happiness depends on how I think about my given situation.
- I know exactly what it takes to make me feel happy.
- I often think about whether I should be feeling more or less happy than I am feeling at the moment.
- I feel happy when I make other people feel happy.
- When I feel unhappy, I try to think objectively about what is making me feel that way.
- If everybody else around me is feeling happy, that's a good sign that I should be happy too.
- I often think about how I am feeling at the moment.
- I can tell from my behaviors that I am feeling unhappy.
- I know exactly what I have to do to cheer me up.

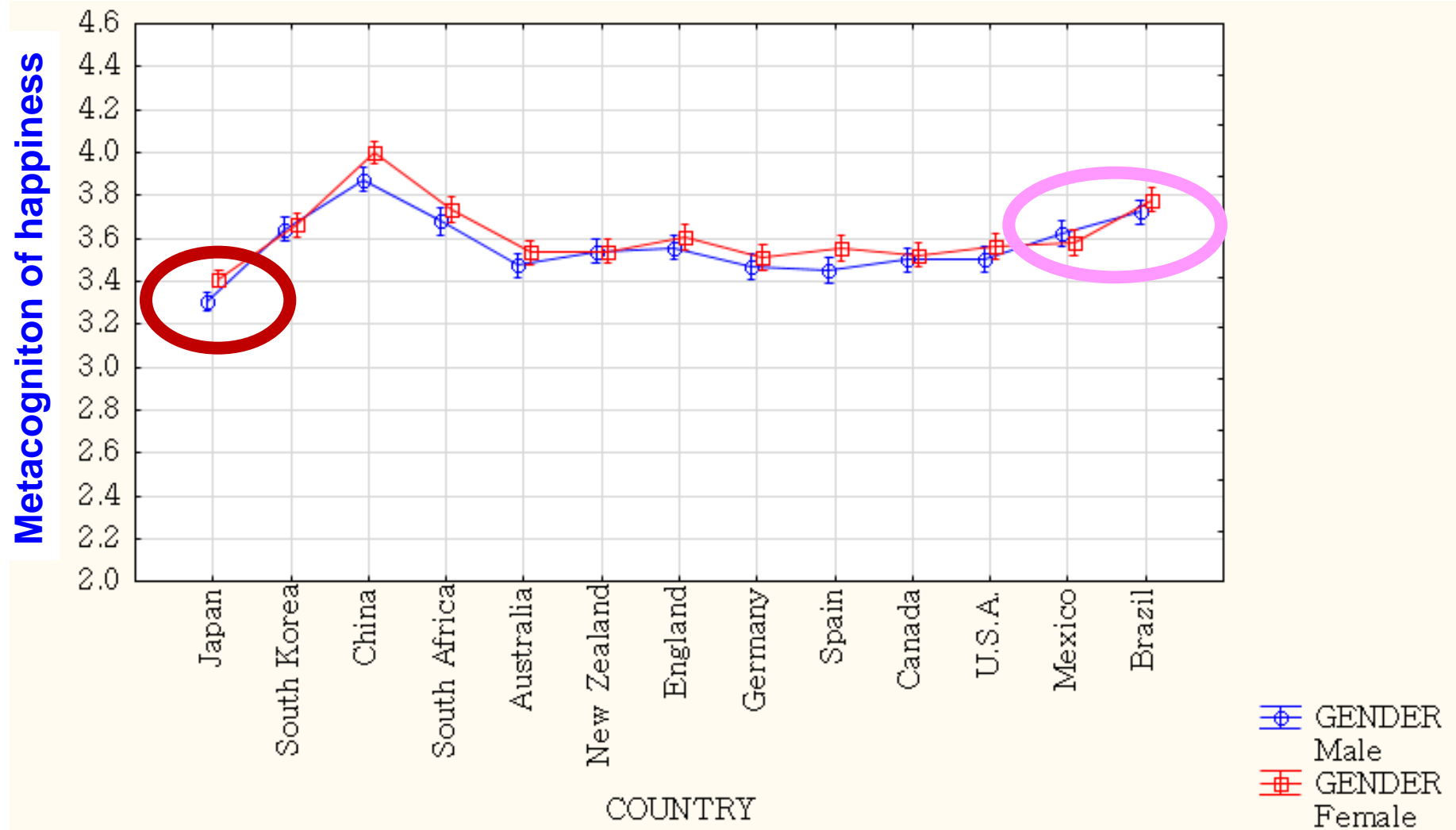


Figure 9 The results of metacognition of happiness

Average sense of happiness

- My life is just as happy as that of others around me.
- I feel that I have attained the same level of happiness as those around me.
- I generally believe that things are going well for me in their own way as they are for others around me.
- I live a life of ease with family and friends.
- I make those who are most important to me happy.
- Although it is quite average, I live a stable life.
- I do not have any major concerns or anxieties.
- I believe I have achieved the same standard of living as those around me.
- Compared to those around me, I feel that I am the only person that is unhappy.

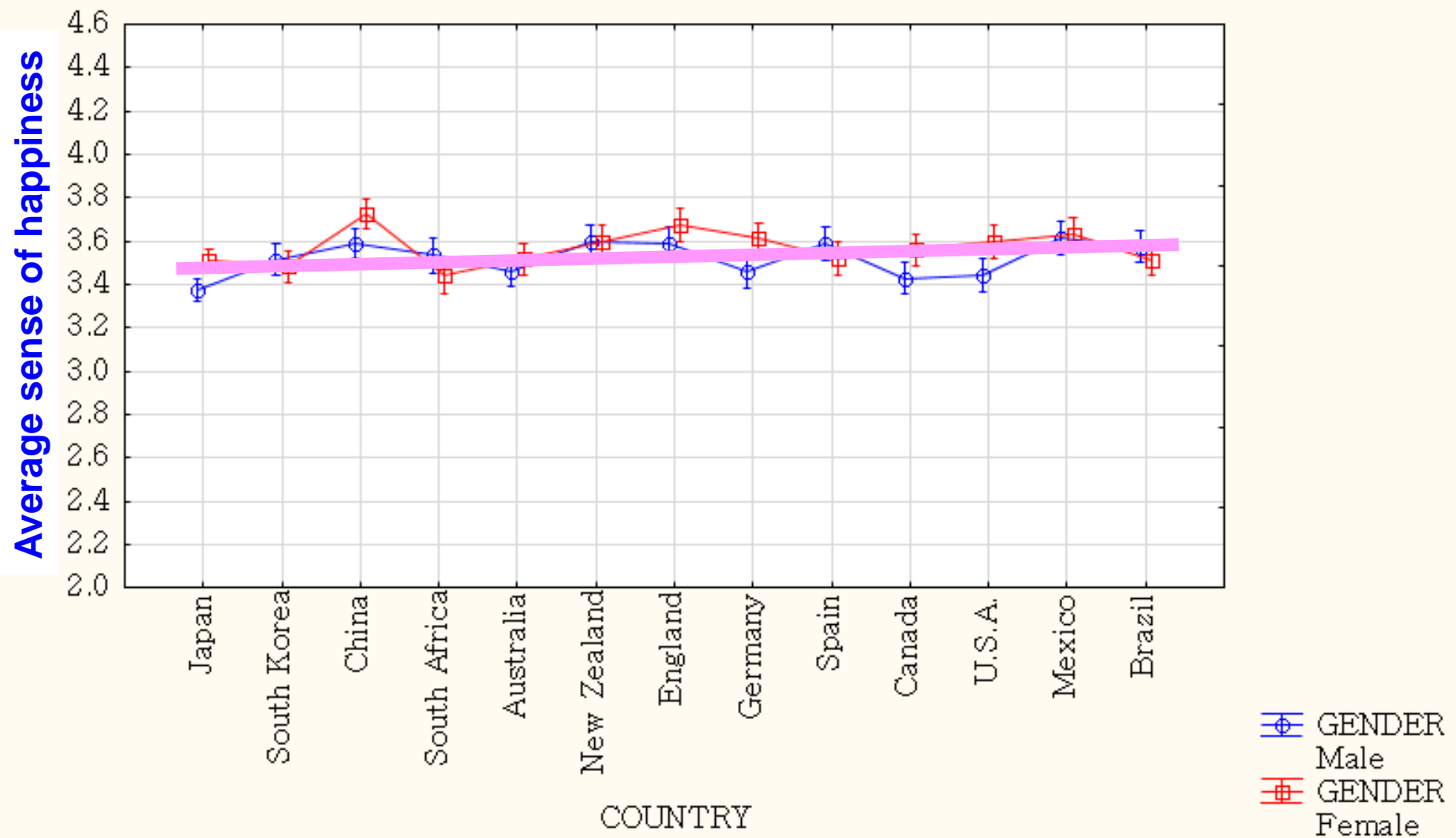


Figure 10 The results of average sense of happiness

SEM results

Total (13countries) $n=1,889$

G1 (Australia, Canada, China, & Spain) $n=2,353$

G2 (NZ, England, USA, Germany, & S Africa) $n=2,553$

G3 (Mexico & Brazil) $n=1,064$

G4 (Japan & Korea) $n=1,819$

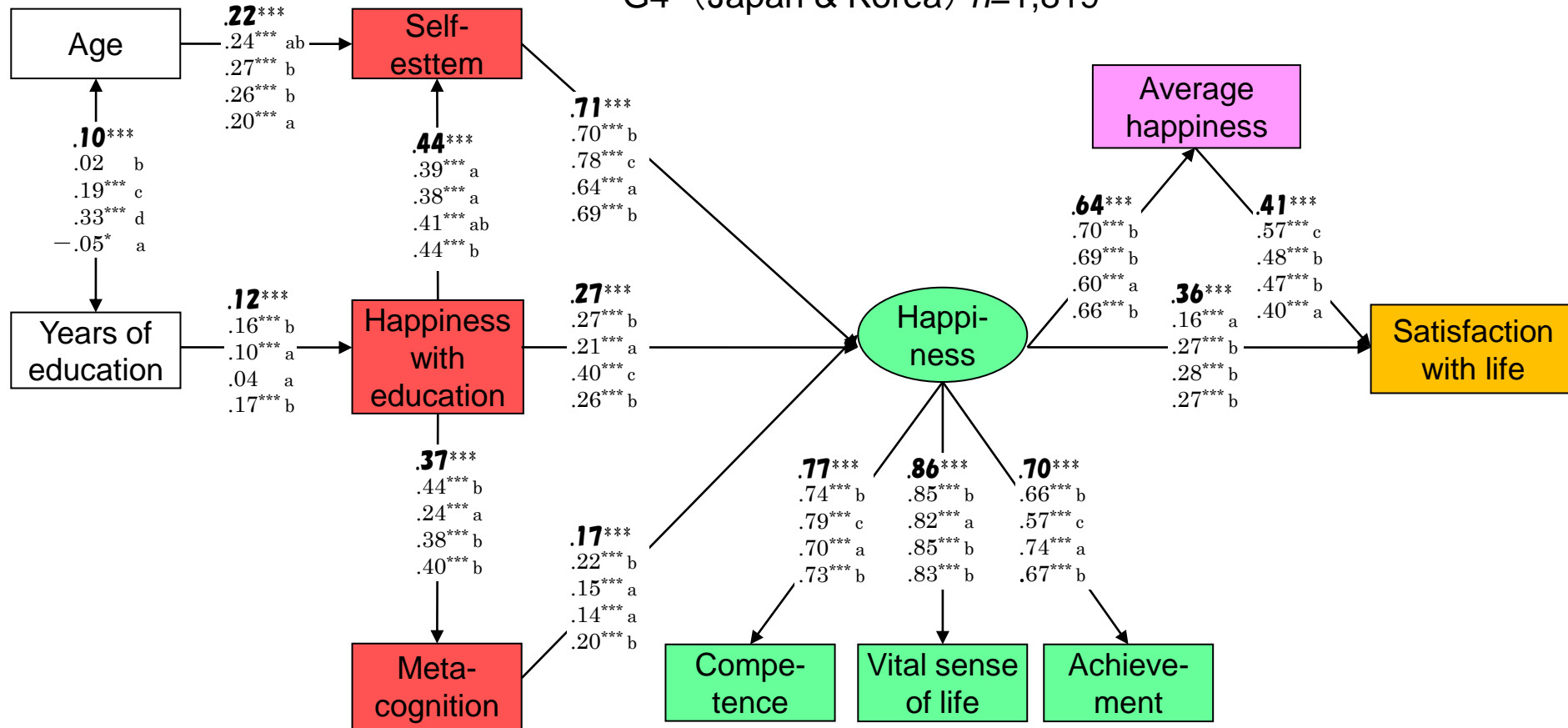


Figure 11 The results of structural equation modeling

$\chi^2(31) = 2309.480$, $p < .001$, GFI=.947, AGFI=.906, CFI=.930, RMSEA=.097,
 $^{***}p < .001$, $^*p < .05$

DISCUSSION

Humility?

- Why do Japanese people, both men and women, not feel very happy?
- **Humility:** a tendency to report about themselves in a restrained manner.
- For Japanese people ...

Table 1

Suicide rate; number of suicides
per 100,000 people

Order	Country	Total	Male	Female
1	Korea	28.4	39.3	19.7
2	Russia	26.5	49.4	7.9
3	Hungary	19.8	33.8	8.0
4	Japan	19.7	29.2	10.5
5	Finland	17.3	26.0	8.9
6	Slovenia	17.2	28.2	6.7
7	Estonia	16.8	31.2	4.8
8	Belgium	16.2	24.6	8.4
9	Switzerland	14.3	20.6	8.7
10	France	13.8	21.6	6.8
11	Poland	12.9	23.2	3.5
12	Austria	12.0	19.7	5.2
13	Czech	11.4	20.1	3.4
14	(OECD)	11.3	18.1	5.1
15	Ireland	11.3	18.0	4.6
16	New Zealand	11.2	17.8	5.0
17	Sweden	11.0	16.1	6.0
18	Chile	11.0	18.5	4.1
19	Norway	10.9	15.7	6.2
20	U.S.A.	10.5	17.1	4.3
21	Ireland	10.3	16.6	3.9
22	Canada	10.2	15.7	4.9
23	Denmark	9.9	15.0	5.3
24	Slovakia	9.3	17.9	1.7
25	Germany	9.1	14.5	4.3
26	The Netherland	7.8	11.2	4.6
27	Luxembourg	7.8	13.3	2.7
28	Australia	7.5	11.9	3.3
29	Portugal	7.3	12.5	2.9
30	U.K.	6.2	9.8	2.6
31	Spain	6.0	9.7	2.6
32	Israel	5.0	8.8	1.6
33	Italy	4.9	8.0	2.1
34	Mexico	4.4	7.5	1.5
35	Greece	2.8	4.8	0.8

Suicide rate?

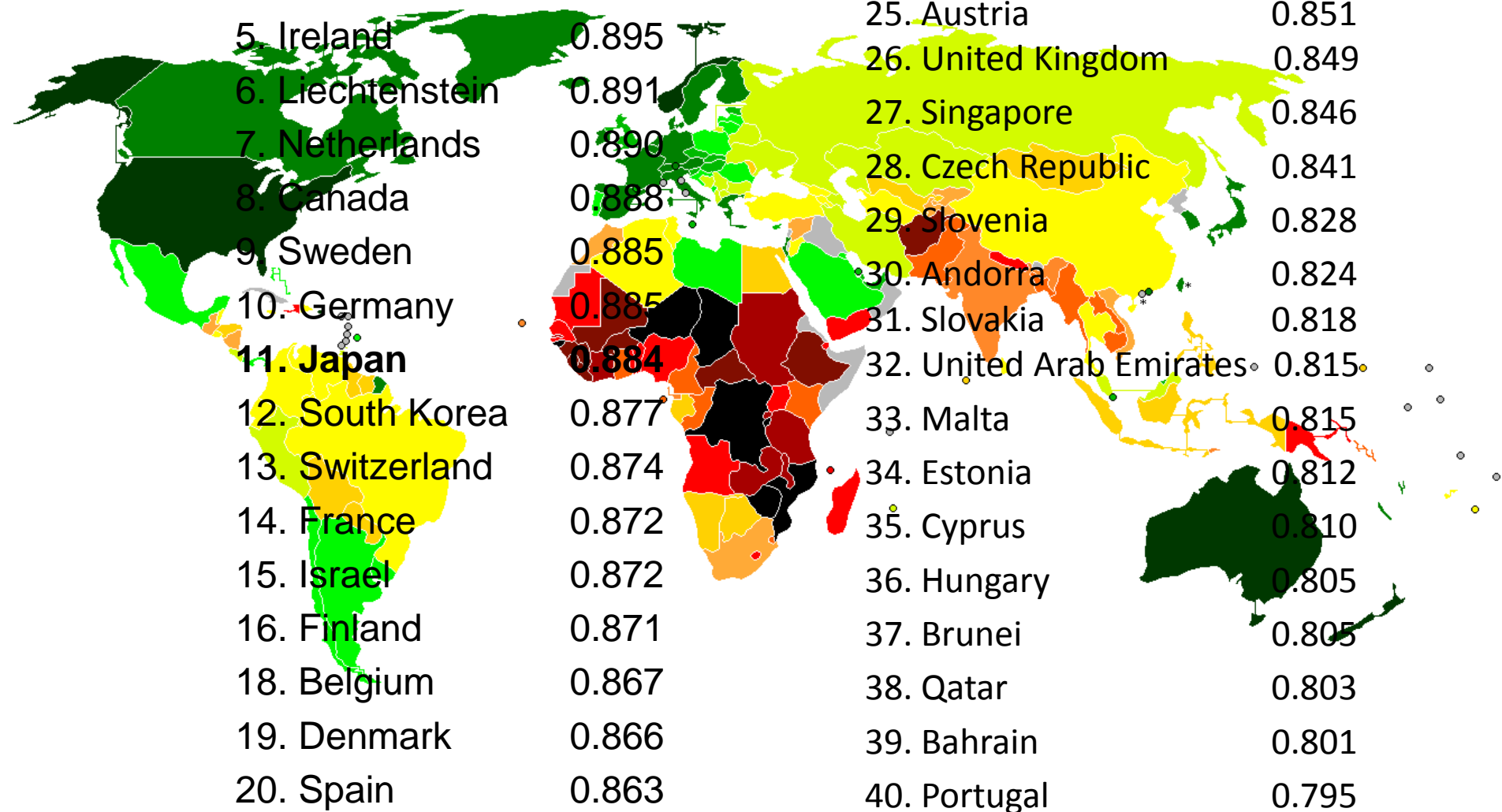
- Unhappy – high suicide ratio
- Gender difference
- One factor theory vs.
multiple factors approach

Human Development Index (HDI)

- The **HDI** of *the United Nations Development Program* (**UNDP**)
- The 2010 HDI:
 - 1) **a decent standard of living**; gross national income (**GNI**) per capita
 - 2) **a long and healthy life**; life expectancy at birth, and
 - 3) **access to knowledge**; mean years of schooling

Table 2 The United Nations Human Development Index (HDI) rankings for 2010

1. Norway	0.938	21. Hong Kong	0.862
2. Australia	0.937	22. Greece	0.855
3. New Zealand	0.907	23. Italy	0.854
4. United States	0.902	24. Luxembourg	0.852
5. Ireland	0.895	25. Austria	0.851
6. Liechtenstein	0.891	26. United Kingdom	0.849
7. Netherlands	0.890	27. Singapore	0.846
8. Canada	0.888	28. Czech Republic	0.841
9. Sweden	0.885	29. Slovenia	0.828
10. Germany	0.885	30. Andorra	0.824
11. Japan	0.884	31. Slovakia	0.818
12. South Korea	0.877	32. United Arab Emirates	0.815
13. Switzerland	0.874	33. Malta	0.815
14. France	0.872	34. Estonia	0.812
15. Israel	0.872	35. Cyprus	0.810
16. Finland	0.871	36. Hungary	0.805
18. Belgium	0.867	37. Brunei	0.805
19. Denmark	0.866	38. Qatar	0.803
20. Spain	0.863	39. Bahrain	0.801
		40. Portugal	0.795



Male

1950
AGE

Female

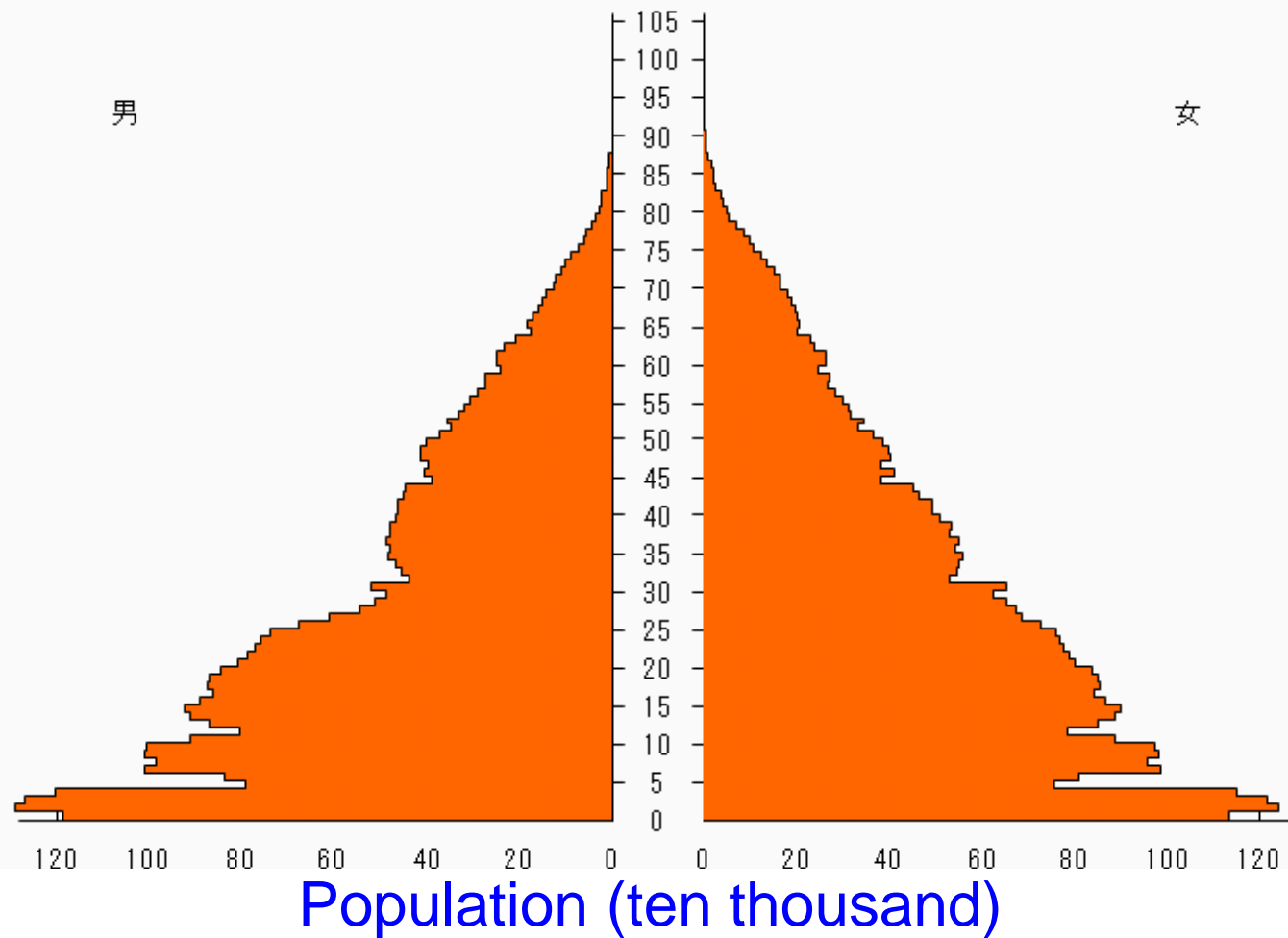


Figure 12 Population pyramid in 1950

Source: National Institute of Population and Social Security Research

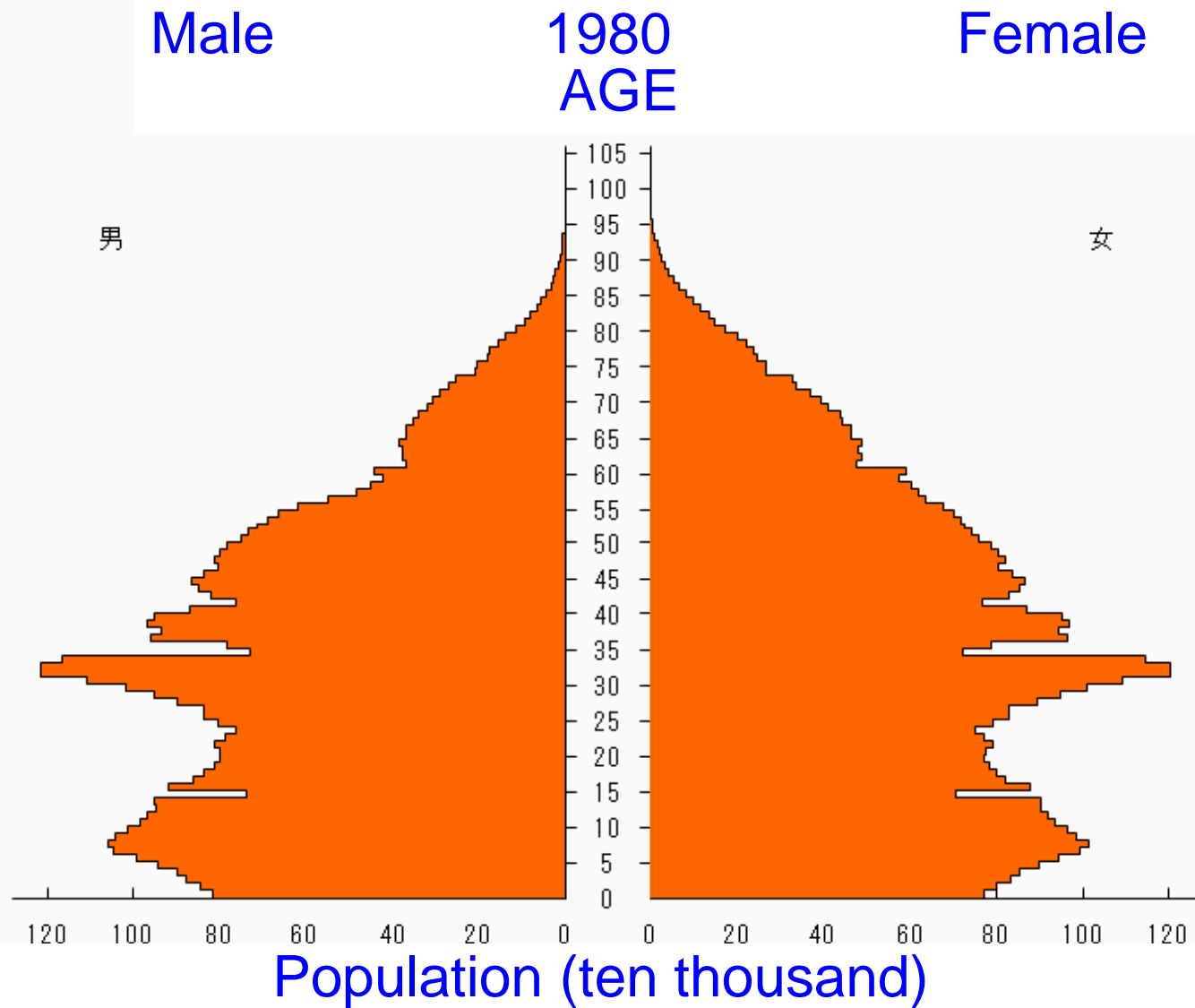


Figure 13 Population pyramid in 1980

Source: National Institute of Population and Social Security Research

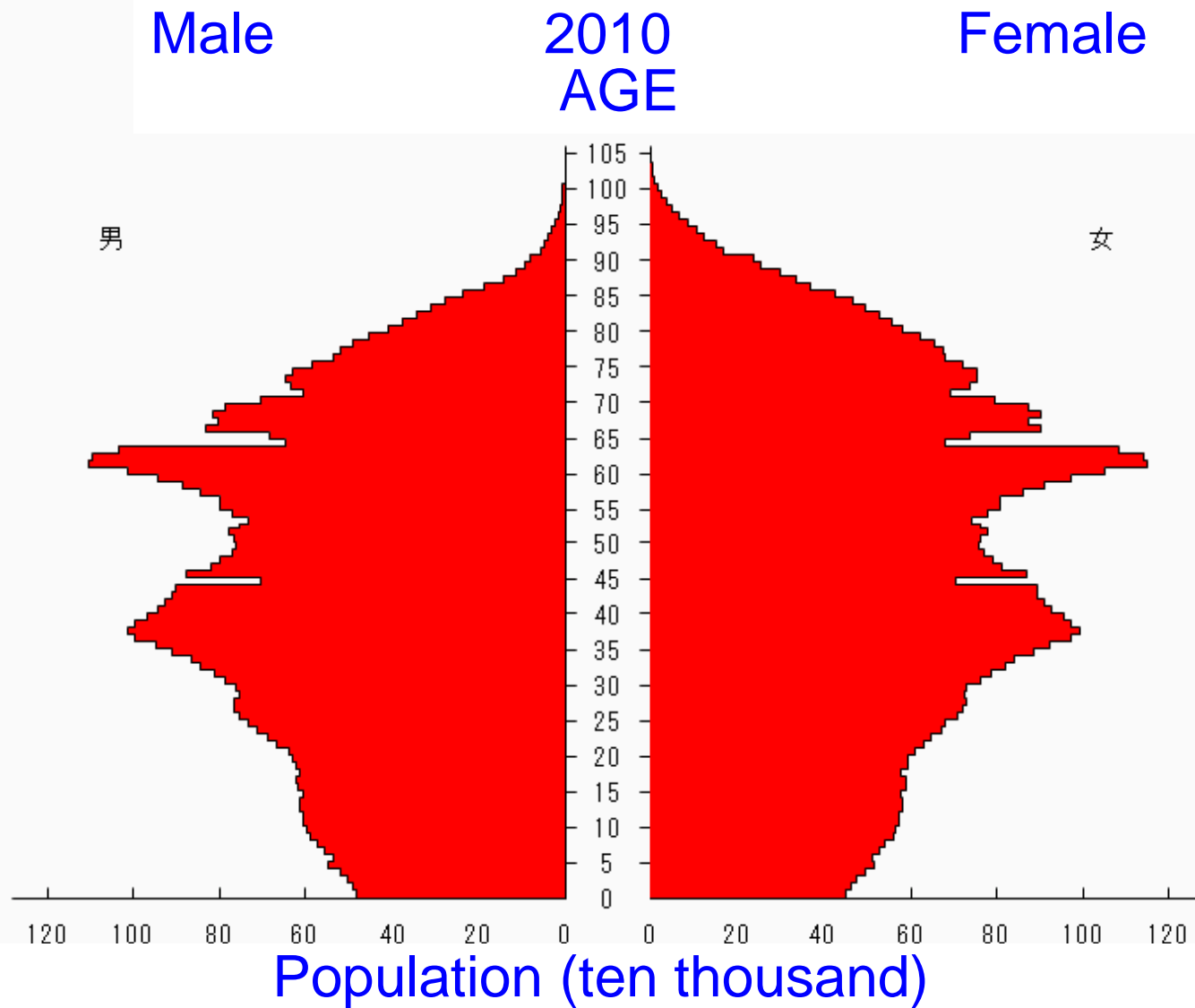


Figure 14 Population pyramid in 2010

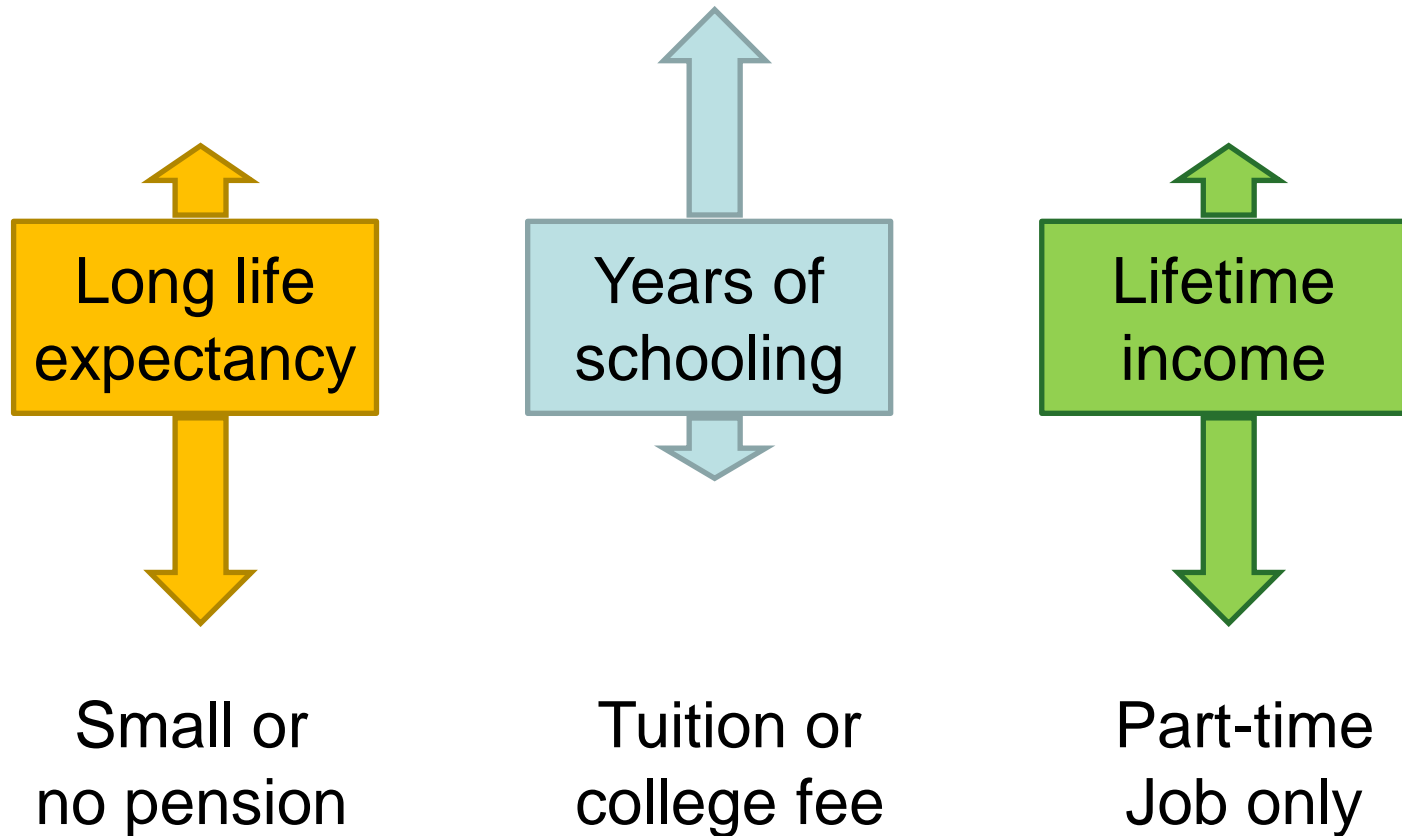
Source: National Institute of Population and Social Security Research

Longevity and seniority rule

- 1) Long life expectancy with small or no pension,
- 2) many years of schooling with the payment for tuition or college fees, and
- 3) low lifetime income amount to low HDI

The key to open this deadlock is
education

Increasing lifetime income and HDI through *high quality education*



**Figure 15 Balance of powers in HDI
(Human Development Index)**

CONCLUSIONS

Conclusions

- The attitude of “education leads to happiness” had an effect on development of sense of happiness, which is composed of **a sense of capability, a vital sense of life** and **a sense of achievement**, through self-esteem. Education should develop the self esteem of students.
- Japanese people (Korean people as well), though their HDI is high, do not always feel happy.
- This is partly because of the **longevity risk** and the **seniority rule**. The key to open this deadlock is **education**.

Conclusions

- The key to open the deadlock is to raise **quality of education** to foster
 - **higher motivation**
 - **communication skills**
 - **critical thinking skills**
 - **higher resilience**and so on

**Thank you
for your attention!**

