

Life Satisfaction and Perception of Happiness among University Students

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The aim of this essay has been the evaluation of three orientations towards happiness: pleasure, meaning and engagement, as well as their relation to life satisfaction and the perception of happiness in a sample of 320 university students. The results show that the most used kind of orientation towards happiness is pleasure, followed by meaning, and finally engagement. It has also been found that pleasure is the orientation most closely associated to happiness while engagement seems to be more related to life satisfaction. These findings aim to the distinction between the concepts of happiness and life satisfaction and lead the attention to the actions which can improve the levels of happiness.

Keywords: happiness, life satisfaction, pleasure, meaning, engagement.

El objetivo del presente trabajo ha sido la evaluación de tres orientaciones hacia la felicidad: placer, implicación y significado, y su relación con la satisfacción vital y la percepción de felicidad en una muestra de 320 estudiantes universitarios. Los resultados muestran que el tipo de orientación hacia la felicidad más utilizado es el placer, seguido del significado y en tercer lugar la implicación. También se ha encontrado que el placer es la orientación que más se asocia a la felicidad y la implicación se relaciona más con la satisfacción vital. Estos hallazgos apuntan hacia la distinción entre los conceptos de felicidad y satisfacción vital y dirigen la atención hacia las actuaciones que pueden mejorar los niveles de felicidad.

Palabras clave: felicidad, satisfacción vital, placer, significado, implicación.

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The topic of happiness has been present in one way or another throughout the history of humanity (Fierro, 2000) and in every culture (Lyubomirsky, 2008). Human beings have sought the key to maximum happiness through philosophical thought, pleasure-seeking, material possessions and in numerous other ways. Recently, this interest has grown considerably. The search for happiness has become one of the main focuses of psychology; it is fundamental to positive psychology, for one, as well as other social sciences (e.g. Layard, 2005). What is most important, above all, is that this subject interests both researchers and society as a whole. As a consequence of the evolution of a society of well-being (increased vacation time, decreased time dedicated to work, increased life expectancy, etc.), in the last few decades, happiness has gone from mostly concerning material aspects related to subsistence, to trying to enjoy life to the maximum. As Javaloy (2007) posits, since the 1950's, the emergence of the state of well-being has focused attention on aspects surrounding quality of life. Material growth caused a resurgence in humanist philosophy, which emphasizes individuals' well-being. There are numerous examples of this trend, such as: the unprecedented propagation of articles and books generically categorized as "self-help," the growing increase in family and personal resources dedicated to vacationing and recreational activities in general and lastly, the fact that for contemporary youths, free time has substituted work as one of the most important aspects of life. This has come to pass because enjoying leisure time is associated with an increase in quality of life and ultimately, with happiness and personal well-being (Argyle, 1987).

On the other hand, as Rodríguez (2001) suggests, this interest in happiness has also been sparked by other factors such as criticism of Kantian ethics, growing interest in ancient philosophy, especially the classical and Hellenistic periods, which offered important reflections about the good life, waves of thought that criticize political liberalism, particularly the question of what are the criteria of justice where man's property and property rights are concerned, and the emergence of interdisciplinary studies.

Happiness has only relatively recently become an object of study to psychology, but there are increasingly many researchers interested in the subject (Argyle, 1987; Seligman, 2002; Javaloy, 2007; Lyubomirsky, 2008). The concept of happiness has been associated with others such as well-being, jubilation, pleasure and satisfaction (Seligman, 2002). More specifically, Lyubomirsky, Sheldon & Schkade (2005) referred to it as a feeling of subjective well-being characterized by a great number of positive feelings, a low number of negative feelings and elevated satisfaction with life. One of the most interesting lines of research within the study of happiness is one that seeks to determine how to increase it (Bryce & Haworth, 2002; Lyubomirsky, 2008; Seligman, 2002; Sheldon

& Lyubomirsky, 2006; Tkach & Lyubomirsky, 2006). Lyubomirsky, Sheldon and Schkade (2005) developed a theoretical model based on previous publications (Lykken & Tellegen, 1996; Argyle, 1999) in which they assert that a person's chronic level of happiness is mainly defined by three factors: reference value, circumstances and deliberate activities. Reference value would explain 50% of the variance in one's level of happiness and refers to genetically-determined aspects that are therefore fixed, stable over time and immune to influence or control. The second component, circumstances, would explain 10% of the variance and has to do with stable factors (civil status, work, income, health, etc.) and temporary factors (increase in income, illness, receiving an award, etc.) that do not consistently influence, or directly affect, a person in a stable manner over time. Last, according to the model, deliberate activities would explain 40% of the variance. This refers to the wide variety of activities between which an individual has the power to freely choose, and each of which carries implications of its own. These activities require one to exert a degree of effort; in other words, one must intend to carry them out, they do not simply befall the individual. It is precisely these deliberate activities that allow for a stiff and stable increase in people's levels of happiness and that affirm what Lyubomirsky, Sheldon and Schkade (2005) posited. Effectively, it is possible to increase an individual's level of happiness. Later, Sheldon and Lyubomirsky (2006) corroborated that changing these activities generates a higher level of happiness and a more marked change than occurs when circumstances are changed. Finally, Peterson, Park and Seligman (2005) concluded that more attention should be paid to intervention oriented toward cultivating and increasing the level of happiness or well-being of a person or group.

Those authors, Peterson et al. (2005), developed a scale to measure three orientations to happiness, or in other words, three behavioral styles that could lead a subject to achieve a certain level of happiness. The three orientations are: pleasure, meaning and engagement, which coincide with three theories about the way in which happiness may be reached: hedonism, the theory of *eudemonia*, and the flow, or optimal experience theory. The first, hedonism, identifies happiness as the good or pleasurable life (Brülde, 2007; Veenhoven, 2003), which can be achieved mainly through the Epicurean principle of pleasure-seeking and pain-avoidance. Nowadays, this has even given way to the appearance of hedonistic psychology (Kahneman, Diener & Schwarz, 1999). The theory of *eudemonia* associated with the meaning orientation, on the other hand, also has a long tradition stemming from Aristotle's notion according to which happiness is achieved by identifying one's virtues and developing them (Seligman, 2002). In this way, individuals hone their best aspects and use them to serve a higher purpose. According to Ryff (1989), it

refers to a feeling of excellence and perfection in one's abilities that guides the meaning and direction of his or her life. Last, the engagement orientation has a more recent history and is based on Csikszentmihalyi's (1990, 1997) theory of optimal experience according to which subjects, through deep engagement in a developed activity, achieve a type of peak experience that the author labels optimal or flow experience. This is characterized by a profoundly satisfactory experience and a state of feeling very intensely and agreeably absorbed, accompanied by a loss of self-consciousness and distorted perception of the passage of time. It is precisely this experience that subjects look for when they involve themselves in these activities. To produce this experience, a series of conditions must be met, including a balance between an activity's challenges and the subject's abilities, a high level of concentration, attention to a limited number of stimuli, etc.

Peterson et al. (2005) tried to determine the extent to which the three orientations to happiness predict a subject's level of life satisfaction using Diener, Emmons, Larsen and Griffin's (1985) Satisfaction with Life Scale. They found that the three orientations are not incompatible; rather, they are employed simultaneously. This result may reflect the existence of a link between the three orientations that allows for feedback between them. Another result found that, considered individually, orientations to happiness predict life satisfaction, but the influence of the pleasure orientation was small while the influence of other two was moderate. Furthermore, subjects with high scores on the three scales obtained a greater level of life satisfaction, while the opposite occurred for subjects who scored low on the three subscales. These results also illustrate the conceptual difference between happiness and life satisfaction, happiness being more emotional and life satisfaction more cognitive in nature. At the same time, life satisfaction influences the feeling of happiness (Diener, 2000; Haybron, 2006; Lyubomirsky & Lepper, 1999; Lyubomirsky, King, & Diener, 2005; Schwartz et al. 2002).

The present study uses the framework established by Peterson et al. (2005); one of our objectives is to replicate that study in a university student population. Specifically, we wish to understand which dimensions of orientation to happiness (meaning, engagement and pleasure) this population utilizes. One reason for selecting this group is the perception in many western societies that contemporary youths' ways of having fun are associated with hedonism, such as high levels of alcohol consumption lasting until dawn, drug consumption, risk behaviors and generally seeking instant pleasure (Megías, 1993; Megías & Elzo, 2006; Navarro, 1996). The objective behind focusing on a university population was to see if cultural level influences one's type of orientation to happiness. In the study by Peterson et al. (2005) among young, less cultured subjects, orientations to happiness were found to be geared more

toward hedonism. A further objective of the present study is to determine which orientation to happiness predicts the highest level of life satisfaction. Additionally, this study has included an explicit measure of happiness. With this in mind, we present the third objective: to determine which orientation predicts the highest level of happiness. The reason for differentiating between life satisfaction and happiness when looking at the effects of the three happiness orientations is that, as indicated above, a series of studies has contributed evidence to suggest a conceptual difference between life satisfaction and happiness. That differentiation could cause the three orientations being analyzed to have a different effect on life satisfaction from their effect on happiness.

Methods

Participants

320 university students majoring in Psychology and Tourism at the University of Málaga participated in the present study. 19.1 % were men and 80.9% were women. They ranged in age from 17 to 29 years old, the mean age being 20.3 years old with a standard deviation of 3.65.

Instruments

A Spanish adaptation (San Martín, Perles & Fernández-Berrocá, 2007) of Peterson et al.'s (2005) Orientations to Happiness Questionnaire was used to evaluate orientations to happiness. In accordance with what other authors have suggested (Díaz, Blanco, Horcajo & Valle, 2007; Horcajo, Díaz, Briñol & Gandarillas, 2008), Horn's Parallel Analysis was performed (1965) so as to calculate the dimensionality of the data. To do so, 100 sets of random data were generated using the same dimensions as the present study's sample ($n = 320$) and with the same number of variables (18). For each of the hundred data sets created, principal components were analyzed to obtain eigenvalues and to calculate those eigenvalues' means and 95th percentiles. Then, a principal components analysis was performed using actual data from the present study to extract eigenvalues and compare them with the randomly generated ones. As Table 1 confirms, the first three factors have greater eigenvalues in the actual data than in the randomly generated data.

A factor analysis was performed to reveal a very similar factor structure to the one found for Peterson et al.'s (2005) original scale (Table 2) with three factors explaining 50.67% of the variance. This scale is made up of 18 items and it is divided into three subscales (the three factors found) of six items each that evaluate the three orientations to happiness: pleasure, meaning and engagement. The scale asks participants to indicate their level of agreement (from 1 to 5) with each item (Appendix A). Life satisfaction was

Table 1
Eigenvalues of the Actual Data and the Sets of Random Data

	Real Sample	Sets of Randomly Generated Data	
	Eigenvalues	Mean of the Eigenvalues	95th Percentile of the Eigenvalues
Component 1	6.08	5.12	5.23
Component 2	1.64	1.52	1.57
Component 3	1.39	1.18	1.22
Component 4	.98	1.12	1.16
Component 5	.92	1.02	1.06
Component 6	.83	.89	.92
Component 7	.79	.85	.91
Component 8	.76	.84	.089
Component 9	.64	.77	.8
Component 10	.6	.75	.79
Component 11	.55	.64	.67
Component 12	.49	.55	.58
Component 13	.47	.49	.52
Component 14	.43	.47	.48
Component 15	.41	.43	.46
Component 16	.35	.41	.43
Component 17	.3	.37	.38
Component 18	.29	.31	.35

measured by the Satisfaction with Life Scale (Diener et al., 1985) for which participants also indicate their level of agreement (from 1 to 7) with the items included (Appendix B). Lyubomirsky and Lepper's (1999) Subjective Happiness Scale was employed to evaluate subjects' level of happiness (Appendix C). Last, participants were asked to indicate their most important leisure activities (Appendix D). Based on participants' answers to this open-response question, ad hoc categories were created such that some categories encompassed multiple activities such as going out with friends (going out, going out for drinks,...), sports (soccer, basketball, running,...) and using the computer (games, surfing the web,...), while other categories directly reflected the activity performed such as reading, watching television, listening to music, etc.

Procedure

The questionnaires, which included the different scales described above, were passed out to groups of second-year students in the 5-year undergraduate program in Psychology and third-year students in the 3-year certification program in the School of Tourism. They were administered in class on the first day of class by a member of the research team who had previously been trained in how the scales were to be applied. Participants responded voluntarily and as a group to the scales, individually and anonymously. The approximate time it takes to answer all the scales is fifteen minutes.

Data Analysis

To determine whether or not differences exist between the scores assigned to the three subscales, a Wilcoxon t- test was performed, comparing the subscales two by two. This statistic was used because the measures employed are not continuous, but discrete. In addition, we performed a correlation analysis of life satisfaction, happiness and the three subscales of orientation to happiness using Kendall's tau-b statistic because of the ordinal nature of the measure. Last, to test which of the three types of orientation to happiness predict life satisfaction, a linear regression analysis was performed in which all variables were included together. The reason for using this analysis is that the results obtained in prior research were not convincing enough to establish hypotheses about the order of the variables.

Results

Table 3 displays the mean scores, median scores, standard deviations and indices of reliability (alpha coefficient) of the scales employed. The Wilcoxon t-test compared the subscales two by two (engagement-pleasure [$Z = -9.66$], meaning-engagement [$Z = -3.03$], meaning-pleasure [$Z = -7.12$]) to reveal significant differences ($p < .01$) in all three cases. This result shows that the orientation to happiness most often used by participants was pleasure, followed by meaning and finally, engagement.

Table 2
Factor Analysis

	Factor 1	Factor 2	Factor 3
Eigenvalue	6.08	1.64	1.39
% of the Variance	33.78	9.13	7.75
Regardless of what I am doing, time passes quickly	.343	.406	.245
My life serves a higher purpose	.525	.170	.243
Life is too short to delay partaking of the pleasures it has to offer	.149	.695	.227
I seek out situations that will challenge my capacities and abilities	.385	.194	.552
When deciding what to do, I always think of what will benefit others	.533	.123	.378
Both at work and during my free time, I am normally involved in what I am doing and am not aware of myself	.054	.223	.798
I am always very absorbed in what I am doing	.123	.168	.805
I do the impossible to feel euphoric	.241	.415	.377
When deciding what to do, I always think of whether an activity would allow me to forget everything and focus only on it	.241	.292	.440
I am rarely distracted by things that occur in my surroundings	.234	-.039	.611
I bear the responsibility of making the world a better place	.785	-.056	.180
My life has meaning beyond myself	.798	.102	.125
When deciding what to do, I always think of whether or not it would be nice	.390	.533	.062
What I do is important for society	.695	.241	.103
I agree with the statement: "Life is short; have dessert first"	.105	.777	.097
I love doing things that stimulate my senses	.320	.451	.176
I have spent a lot of time thinking about the meaning of life and how I fit into it	.507	.177	.141
For me, the good life is a life of pleasure	.015	.796	.082

Note. Extraction method: Principal components analysis.

Rotation method: Varimax with Kaiser normalization.

Factor 1: Meaning

Factor 2: Hedonism

Factor 3: Engagement

Table 3
Means, Standard Deviations and Reliability for the Different Measures

Scale	<i>M</i>	<i>Med</i>	<i>SD</i>	Cronbach's alpha
Pleasure	3.47	3.5	.78	$\alpha = .78$
Meaning	3.15	3.21	.79	$\alpha = .78$
Engagement	3.03	3.16	.71	$\alpha = .75$
Life Satisfaction	24.2	25	5.81	$\alpha = .79$
Happiness	4.94	4.5	1.04	$\alpha = .73$

Table 4
Correlations between Orientation to Happiness Questionnaire (OHQ) Subscales, Life Satisfaction and Happiness

	1.	2.	3.	4.	5.
1. Life Satisfaction	---				
2. Happiness	.43**	---			
3. OHQ- Pleasure	.14**	.16**	---		
4. OHQ – Meaning	.14**	.12**	.23**	---	
5. OHQ - Engagement	.19**	.11**	.25**	.29**	---

** $p < .01$

The analysis of the correlation between life satisfaction, happiness and the three subscales of orientation to happiness (see Table 4) showed that life satisfaction and happiness are significantly correlated with the three subscales of orientation to happiness. As we mentioned earlier, to test which of the three types of orientation to happiness predict life satisfaction, a linear regression analysis was applied (see Table 5) in which sex, age and the three subscales of orientation to happiness (meaning, engagement and pleasure) were entered, yielding statistically significant results ($R^2 = .06$; $F [5.313] = 3.83$, $p < .01$). Of the three subscales of orientations to happiness, engagement was the only one that explained the variance in life satisfaction.

To determine which of the three types of orientation predict one's perception of happiness, another linear regression analysis was done (see Table 6) in which sex, age and the three subscales of orientation to happiness (meaning, engagement and pleasure) were entered, also yielding statistically significant results ($R^2 = .05$; $F [5.313] = 3.47$, $p < .01$). Of the three subscales of orientation to happiness, pleasure was the only one found to explain the variance in happiness.

Last, regarding participants' most important leisure activities, the results show that the most relevant was 'going out with friends' (64%), followed by 'travel' (32%), 'playing sports' (29%), 'listening to music' (25%), 'reading' (24%), 'using the computer' (16%), 'watching television' (11%), 'going for a walk' (9%) and finally 'going to the movies' (8%).

Discussion

The present study is based on the differentiation established by prior studies (Peterson et al. 2005) between three orientations to happiness that are not incompatible with one another, but rather used simultaneously. The results of this study allow us to corroborate that assertion in a young, university student population. Upon comparing these results with the findings of Peterson et al.'s (2005) study, we must conclude that among a university student population (the object of the present study) as well as among less educated young people (studied by Peterson et al. (2005)), the results suggest that pleasure is the orientation to happiness most widely used. These data are consistent with this sample's predominant type of leisure activity, 64% of the sample having said their most important leisure activity is going out with friends, more specifically going out or going out for drinks. This may be interpreted as seeking life experiences that bring pleasure. In the introduction, we noted that there is a social perception that young people's patterns of leisure and behavior in general are associated with hedonistic values related to the practice of certain activities or ways of having fun (Megías, 1993; Megías & Elzo, 2006; Navarro, 1996). It is important to highlight that since the sample is entirely comprised of university students, it remains to be determined whether or not these results may be generalized to other youths with different sociocultural and economic characteristics.

Table 5
Regression Analysis Predicting Life Satisfaction

	R ²	F	β	p
Model 1:	.06	3.83		.01
1. Age			.07	.2
2. Sex			.00	.94
3. Pleasure			.05	.44
4. Meaning			.06	.39
5. Engagement			.15	.04*

* $p < .05$

Table 6
Regression Analysis Predicting Happiness

	R ²	F	β	P
Model 1:	.05	3.47		.01
1. Age			.05	.39
2. Sex			.01	.81
3. Pleasure			.21	.00**
4. Meaning			.08	.27
5. Engagement			-.06	.4

** $p < .01$

On another note, though the present study has introduced questions about the practice of leisure activities, it has not focused on the relationship between leisure and happiness. Based on our results, we believe that future studies should go into greater depth on this aspect, since some research suggests the existence of a relationship between leisure activities and levels of happiness (Argyle, 1987; Gibson, 2006; Hawort, 1997, 2003, 2004; Nimrod, 2007).

Our analyses have uncovered no differences where gender is concerned. This result may be due to the fact that the sample is very uneven in terms of gender. Future research should control the proportion of men and women to create a more balanced sample.

With regard to the ability of happiness orientation to predict life satisfaction, Peterson et al. (2005) found that, considered individually, each orientation does in fact predict life satisfaction. Their value as predictors was assessed on a scale from little to moderate, finding that pleasure was the best predictor, followed by engagement and meaning. In this sense, the results of our study convey that the only orientation to happiness that predicts life satisfaction is engagement. We should specify, however, that its predictive capacity is rather low and falls along the same line as what Peterson et al. (2005) found. This result conveys that life satisfaction comes at least in part from behaviors that involve engagement. On a related note, let us again consider what Csikszentmihalyi (1990) posited about optimal experience, or flow. It can only be achieved through experiences where challenge and ability are in balance and when subjects participate in this type of activity, they have a more satisfying subjective experience, a peak experience. By taking part in this type of activity, feelings of competency, and thus self esteem, are enhanced. These aspects may very well be the basis of life satisfaction.

One objective of this study was to determine which of the orientations to happiness predict one's perception of happiness. The data suggest that pleasure is the orientation that predicts happiness, though again, not greatly. This result allows us to make several reflections. First, we believe that the age of the sample employed is related to this finding, since the type of orientation found to be most often used was pleasure, which was also reported to bring the most feelings of happiness. Along those lines, consider the agreement between this result and the results of other studies summarized in the introduction that note the existence of a social perception that what motivates young people is primarily fun and pleasure. Regarding leisure activities practiced by young people, consider Javaloy's (2007) study that found that listening to music, going out or meeting up with friends, and watching television are among the most frequent. These activities do not lead (according to the respective definitions of the happiness orientations) to an orientation to engagement or meaning. Thus, those data reinforce the findings of the present study. However, we find it necessary to mention

here the difference between the orientations in predicting happiness versus life satisfaction. In light of the results, in the case of life satisfaction, the predictive orientation is not pleasure, but rather engagement. This allows us to deepen our understanding of the two different concepts: life satisfaction and happiness (Diener, 2000; Haybron, 2006; Lyubomirsky, King & Diener, 2005; Schwartz *et al.*, 2002), the first being more cognitive in nature, and the latter more emotional (Lyubomirsky & Lepper, 1999). The results indicate that engagement explains life satisfaction while pleasure explains perceived happiness, although in both cases, only slightly. This low level of explanation was also found in Peterson et al.'s (2005) study and may be due to two elements. On the one hand, it is reasonable to believe that other variables influence happiness and life satisfaction and second, the measures employed may not have been entirely adequate. These two issues indicate to us that the next step is to investigate the influence of other variables and to improve upon the instruments used or use others. We believe that resolving this problem is of great importance given that doing so would allow future studies to go into further depth on the differentiation between life satisfaction and happiness and above all, it could help explore whether or not life satisfaction influences perceived happiness. This would enable the creation of new intervention alternatives geared directly toward the factors responsible for obtaining greater levels of happiness. It would also allow for forms of intervention that indirectly influence perceived happiness through activities that promote engagement, thus improving their level of life satisfaction. With that in mind, we would like to make the point posited by Javaloy (2007) that highlights the importance of increasing happiness, both to prevent maladaptive behaviors and to provide several benefits at the individual level (increasing one's vitality, health and psychological resources) and at the social level (better social relations, increased solidarity behavior...) such that happiness becomes an instrument of social action and transformation.

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APPENDIX A**ORIENTATIONS TO HAPPINESS QUESTIONNAIRE BY PETERSON ET AL. (2005)**

1. Regardless of what I am doing, time passes quickly
2. My life serves a higher purpose
3. Life is too short to delay partaking of the pleasures it has to offer
4. I seek out situations that will challenge my capacities and abilities
5. When deciding what to do, I always think of what will benefit others
6. Both at work and during my free time, I am normally involved in what I am doing and am not aware of myself
7. I am always very absorbed in what I am doing
8. I do the impossible to feel euphoric
9. When deciding what to do, I always think of whether an activity would allow me to forget everything and focus only on it
10. I am rarely distracted by things that occur in my surroundings
11. I bear the responsibility of making the world a better place
12. My life has meaning beyond myself
13. When deciding what to do, I always think of whether or not it would be nice.
14. What I do is important for society
15. I agree with the statement: "Life is short; have dessert first"
16. I love doing things that stimulate my senses
17. I have spent a lot of time thinking about the meaning of life and how I fit into it
18. For me, the good life is a life of pleasure

APPENDIX B

DIENER ET AL. (1985) SATISFACTION WITH LIFE SCALE

1. In many ways, my life is near my ideal
2. My living conditions are excellent
3. I am totally satisfied with my life
4. To this point, I have achieved the important things I want in life
5. If I could relive my life, I would not change a thing

APPENDIX C

LYUBOMIRSKY AND LEPPER'S (1999) SUBJECTIVE HAPPINESS SCALE

1. In general, I consider myself:

Not very happy 1 2 3 4 5 6 7 *Very happy*

2. In comparison with the majority of my peers, I consider myself:

Less happy 1 2 3 4 5 6 7 *Happier*

3. Some people are very happy in general. They enjoy life independently of what happens and they take the maximum enjoyment out of everything. To what extent does this characterize you?

Not at all 1 2 3 4 5 6 7 *Very much*

4. Generally speaking, some people are not very happy. Although they are not depressed, they never seem to be as happy as they could be. To what extent does this characterize you?

Not at all 1 2 3 4 5 6 7 *Very much*

APPENDIX D

EVALUATION OF THE FREQUENCY AND IMPORTANCE OF LEISURE ACTIVITIES

Please list the activities you tend to participate in most frequently in your free time by writing the names of the activities in the spaces provided below. Also write the number of times per week you do each activity using the space between parentheses beside the activity spaces. For activities that you do less frequently (ex. travel, excursions, etc.), indicate the number of times per year that you participate in them. Please remember that you do not have to arrange your activities in order of frequency. Also, it is not necessary to fill in every space, only the ones you need. Of all these activities, place an asterisk (*) next to the one or ones that are most important to you.