

GSS Education Analysis (Working Title)*

GSS Education Analysis (Working Subtitle)

Emily Kim Huda Sahaf Chloe Thierstein

16 March 2023

abstract (work in progress)

Table of contents

1	Introduction	2
2	Data and methods	2
2.1	Data Management	2
2.2	Source	2
2.3	Sampling	2
2.4	Key Features	3
2.5	Bias and ethics	3
3	Results	3
4	Discussion	5
4.1	The American Dream	5
4.2	Social Class	6
4.3	Financial Satisfaction	9
4.4	Limitations and weaknesses	9
A	Appendix	11
A.1	Supplementary Survey	11
	References	12

*Code and data are available at: https://github.com/cthierst/gss_education_analysis.git

1 Introduction

2 Data and methods

2.1 Data Management

This paper utilizes the R statistical programming language (R Core Team 2020), along with several packages, tidyverse (Wickham et al. 2019), here (Müller 2020), janitor (Firke 2021), and dplyr (Wickham et al. 2022). All figures in this paper have been created using the packages ggplot2 (Wickham 2016) and the tables have been created using knitr (Xie 2023) and kableExtra (Zhu 2021). The color styles in graphs have been created using the RColorBrewer packages (Neuwirth 2022).

2.2 Source

All data within this paper are extracted from the 2021 United States General Social Survey (GSS). This survey consists of a series of nationally representative cross-sectional interviews and collects data on contemporary American society in order to explain trends in opinions, attitudes and behaviors and monitor these trends [citegsscodebook]. Since it began tracking trends in public opinion in 1972, the GSS has used in-person data collection as its primary method of data collection but in 2021, it moved to an address-based sampling method with a focus on web and web-based self-administered questionnaires [citegsscodebook]. The 2021 GSS was conducted from December 1, 2020 to May 3, 2021, and was processed in accordance with standard NORC procedures [citegsscodebook].

2.3 Sampling

The 2021 GSS samples adults over the age of 18 in the United States who do not live in institutional housing [citegsscodebook]. This GSS was released in three batches, the first consisted of 10,091 addresses, the second consisted of 10,000 addresses and the third consisted of 7,500 addresses [citegsscodebook]. From these three releases, 1,271 completed the survey from the first batch, 1,391 completed the survey from the second batch, and 1,069 completed the survey from the third batch [citegsscodebook]. Meaning that there was an overall response yield of 13.5% or 3,731 complete responses from the 27,591 total surveys released [citegsscodebook].

2.4 Key Features

This paper is assessing our estimand of 1,567 responses of the 3,731 complete responses received which represents 42% of the complete respondents and only 5.7% of the total surveys released. Respondent’s to the 2021 GSS are males or female US citizens, not living in institutional housing, who are over the age of 18 [citegsscodebook]. In our analysis we removed 2,164 responses to account for unanswered or not applicable responses. We did this to ensure that the data used in this paper is complete and representative of all variables. The variables we selected for our analysis can be seen in Table 1 and their measurement levels can be seen in Table 2.

Table 1: Variable Descriptions

Variable	Variable Description
class	Self-ascribed class of the respondent
degree	Highest level of education achieved by respondent
finrela	Self-ascribed ranking of respondent when compared to other US households
satjob	Level of satisfaction with the work respondents do
satfin	Level of satisfaction with the job respondents have

Table 2: Variable Measurements

Variable	Variable Measurement
class	Lower Class, Working Class, Middle Class, Upper Class
degree	Less Than High School, High School, Associate / Junior College, Bachelors, Graduate
finrela	Far Below Average, Below Average, Average, Above Average, Far Above Average
satjob	Very Satisfied, Moderately Satisfied, A Little Dissatisfied, Very Dissatisfied
satfin	Pretty Well Satisfied, More or Less Satisfied, Not Satisfied at All

2.5 Bias and ethics

3 Results

When looking at Figure 1, we can see that the majority of respondents have only completed their high school diploma with the next highest response category being bachelor’s degree and the third being graduate degrees. Generally respondents who identified as having their bachelor’s degree or graduate degree reported being more likely to be “above average” and “far above average” than respondents who reported having an associate or junior college degree or lower. Interestingly, a large portion of respondents with higher levels of education still reported themselves as “average” when comparing themselves to other US families. Additionally, the rate at which those with less than a high school diploma and high school diplomas self-report

ranking when compared to other US households decreases substantially at every measuring point as ranking increases.

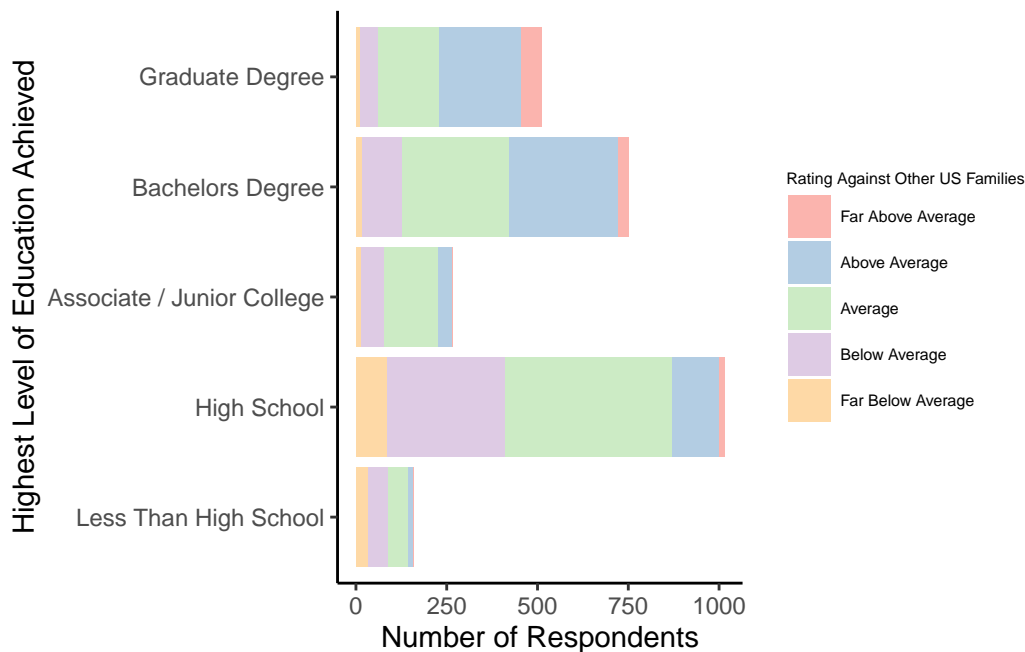


Figure 1: Respondent’s Self-Ascribed Financial Ranking Against Other US Families by Their Highest Level of Education Achieved

When looking at Figure 2, we can see that at almost all levels of education, the majority of respondents rank themselves as “average” or lesser. This is only false in the group of respondents who have graduate degrees whose majority rank themselves as “above average” or higher. Interestingly, we can see that at each level of education, there are respondents who rank themselves as “above average” making it appear that there may be other factors that are relevant in how respondents rank themselves.

Figure 3 demonstrates that most respondents are “more or less satisfied” or higher when discussing their degree of financial satisfaction. Importantly, we can see that those with higher levels of education have higher rates within their group of being “pretty well satisfied” with their financial standing, than those with lower levels of education. Additionally, we can see that those with associate or junior college level education are the most balanced in all levels of financial satisfaction, alluding to the idea that specific type of degree is influential in how respondents may respond.

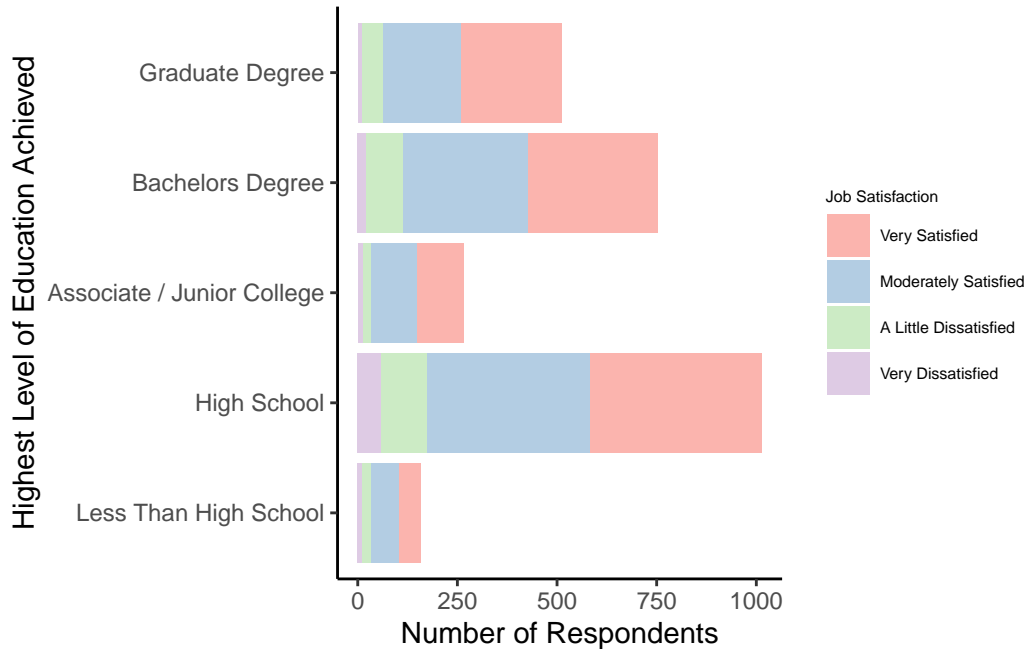


Figure 2: Respondent's Degree of Job Satisfaction by Their Highest Level of Education Achieved

4 Discussion

4.1 The American Dream

The United States is built upon individualism, which trickles into their definitions of financial security, happiness, and overall fulfillment and satisfaction in life. Well-being of individuals within the United States therefore, is tracked and monitored through a variety of different factors. The aim of this investigation was to determine whether higher educational achievement influenced an individual's perceptions of social class, degree of financial satisfaction and job satisfaction. These factors were chosen because of their significance with regards to the American Dream, a concept that is built off a linear pattern of behavior in terms of economic security. Hustle culture is popular within the United States as an extension of the American Dream, because the idea that an individual must work hard in order to reap the benefits in terms is what drives culture within America.

According to Economic Security and the American Dream, the rewards of the American Dream included owning a home, having access to quality health care, having a job that enables an individual to support their family, and having a secure and stately retirement(citation). These are the fundamentals in terms of how Americans generally define their well-being in society. However, no matter how linear an American's personal development or educational

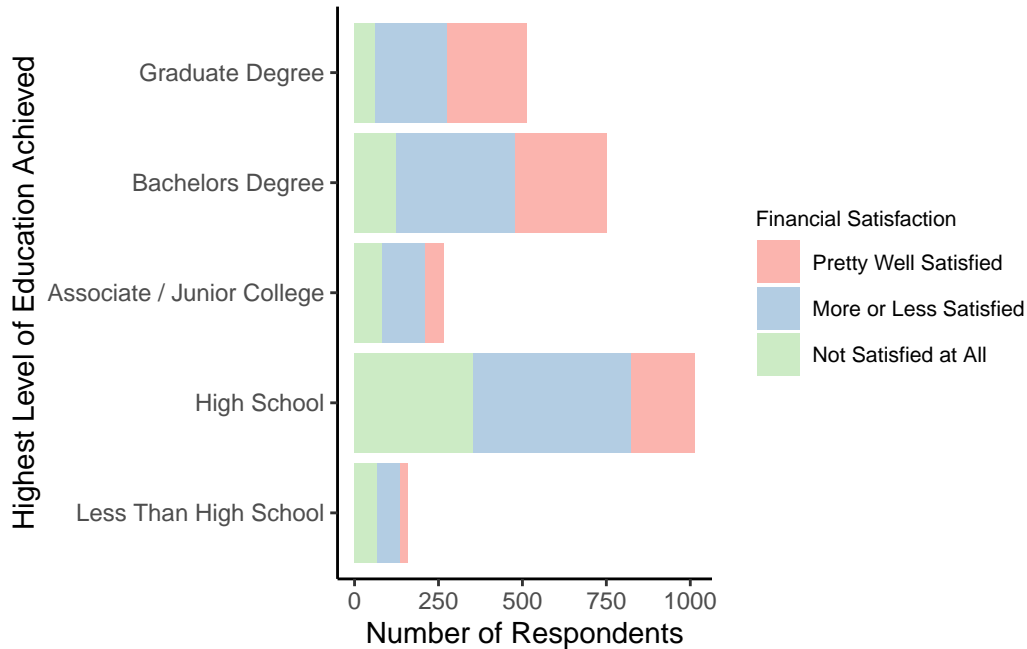


Figure 3: Respondent's Report of Financial Satisfaction by Their Highest Level of Education Achieved

journey may be, it is simply impossible to be able to guarantee the rewards that the American Dream has to offer. But the ideals of living in the United States, has a powerful impact on culture, and how individuals view themselves and their position within society, but how they fare in comparison to those around them.

The assumption in general is a higher degree of education translates so an overall greater quality of life or well-being, greater job satisfaction, higher social class, etc. However, we found that this was not necessarily the case. Overall out of our participants that completed the survey, the largest group had only completed high school, and the second largest group had completed a bachelor's degree. The level of education was compared to a few variables: overall happiness, self-ascribed social class, job satisfaction, and financial ranking against other families in the US.

4.2 Social Class

Researchers have investigated the correlation between education and happiness, with several studies indicating that a higher level of education is positively associated with greater levels of happiness. This relationship may be explained by the fact that education can impact one's self-ascribed social class, which in turn can influence their notion of happiness. Higher education can provide individuals with better job opportunities, higher income, better access

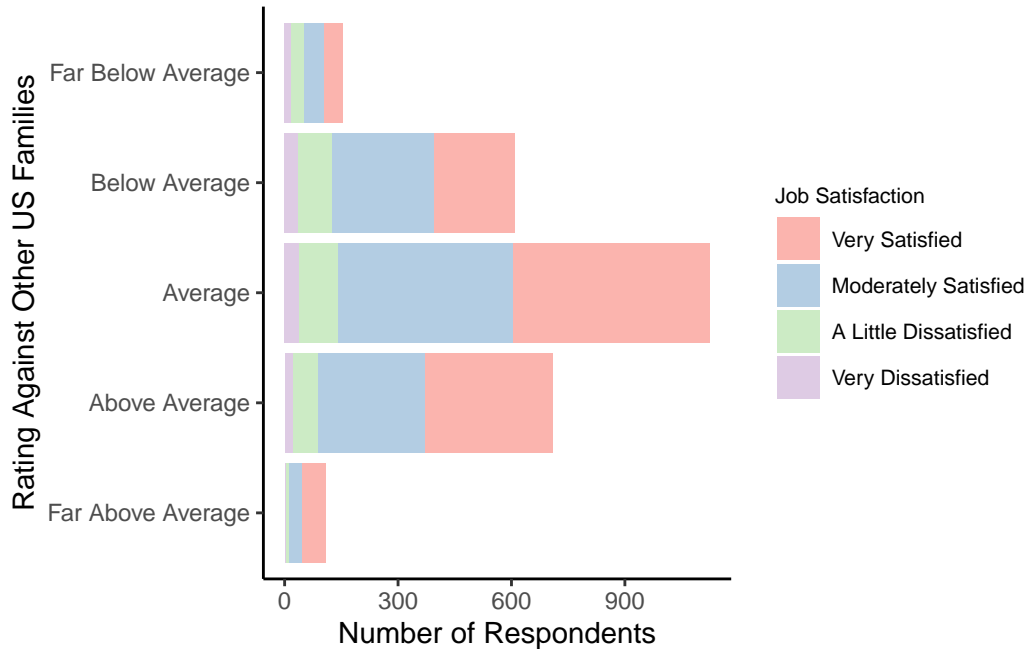


Figure 4: Respondent’s Report of Job Satisfaction by Their Self-Ascribed Financial Ranking Against Other US Families

to resources, and greater social mobility, leading to a higher sense of social status. As a result, these individuals may experience greater life satisfaction, which contributes to their overall sense of happiness and security.

In a 2020 article published in the *Journal of Personality and Social Psychology*, authors Siyu Yu and Steven L. Blader examined the impact of status and social class on subjective well-being (SWB). They found that social class addresses fundamental psychological needs, such as autonomy, mastery, respect, and occupational prestige, and proposed that individuals in higher social classes experience greater levels of status and power, leading to higher SWB (Yu and Blader 2019). Conversely, individuals in lower social classes feel lower levels of status and power, resulting in lower levels of SWB. As shown in Figure 6 we found that individuals holding Bachelors and Graduate Degrees are proportionally more satisfied with their financial situation, with the large majority selecting “Pretty Well Satisfied” and “More or Less Satisfied” than those selecting “Not Satisfied at All”. Both the research and data point to the link between higher social class and greater levels of self-ascribed satisfaction and happiness.

Overall, there seems to be a significant relationship between education, social class, and one’s perceived well-being. Education can serve as a key factor in determining an individual’s social class as it unlocks opportunities for resources and mobility, which in turn can impact their sense of status and overall sense of happiness. At the same time, while higher levels of education may be generally associated with greater levels of happiness, this relationship may not always be a

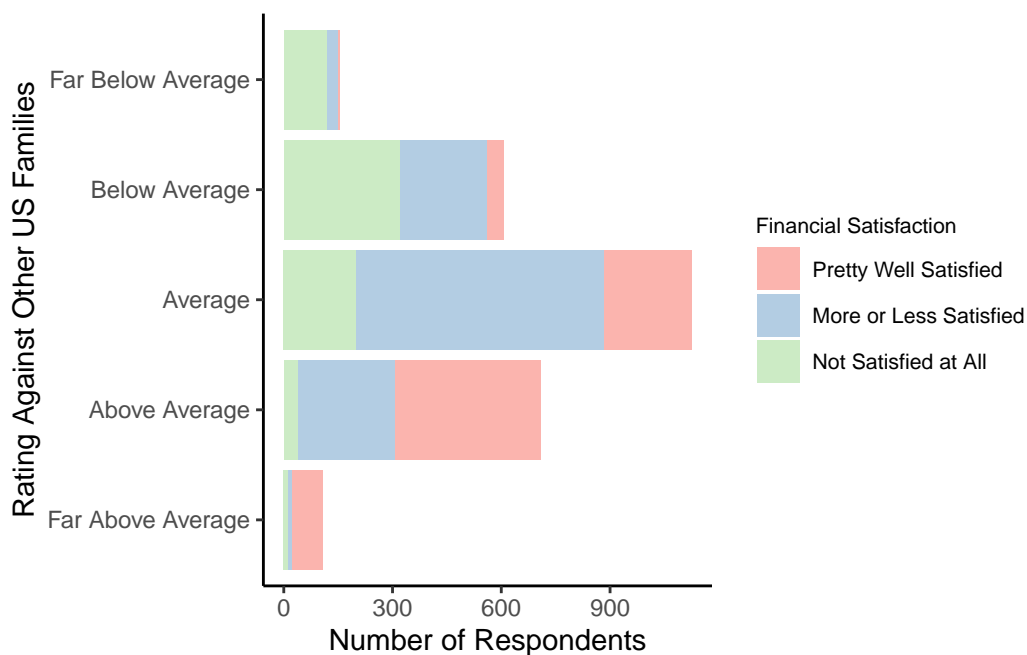


Figure 5: Respondent's Self-Ascribed Financial Ranking Against Other US Families by Their Reported Job Satisfaction

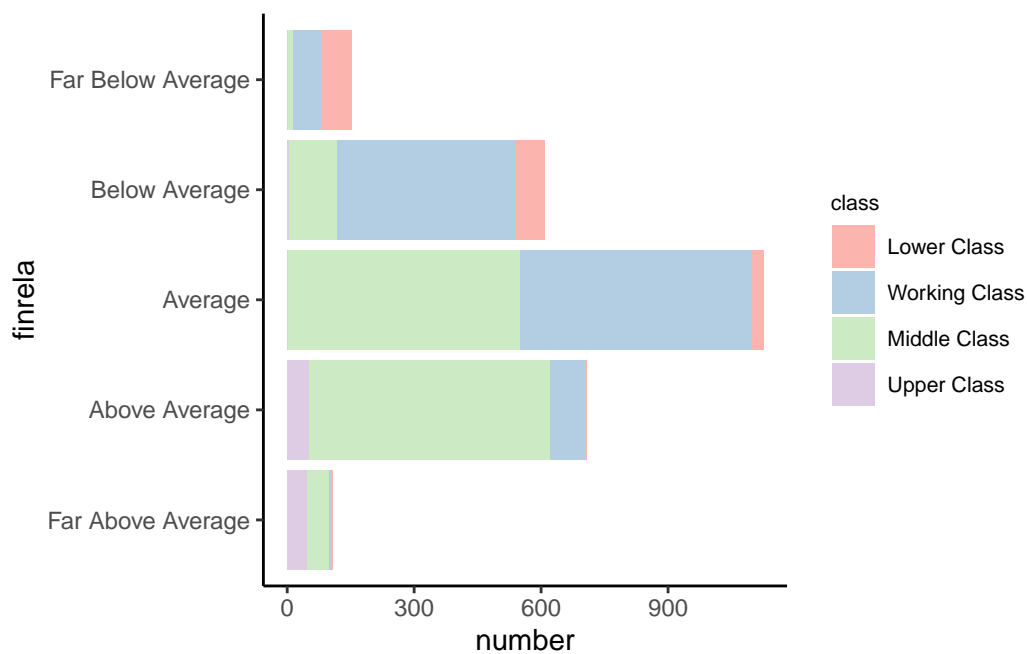


Figure 6: finrela vs class

cause and effect correlation. Subjective well-being may be further influenced by other factors such as personal values, cultural background, and social support. It is important to consider these important nuances when examining the data in order to develop a more comprehensive understanding of how variables interact and impact individuals' lives. This will be further explored in the weaknesses, ethics, and bias section of this paper.

4.3 Financial Satisfaction

Financial satisfaction as a result of hard work is the core principle within the American Dream, and as a result, Americans are known for their work culture. Researchers have tried to investigate the differences between work culture within Europe as well as within the United States and have narrowed it down to a variety of factors that contribute to the culture as it is today. Despite the fact that the economies and societal frameworks of Europe and America are very similar, the approach to work within the United States is very different. The number of hours worked per year for the average American was about 17% higher than the hours per year for the average European (Clement 2003). For this reason, financial satisfaction and social class are very prevalent within the American definition of well-being. Job satisfaction ties very closely this idea in the pursuit of the American Dream.

The second largest group of participants who had completed the survey had completed a bachelor's degree. In general, while a higher level of education improves access to better job opportunities, the process is not as linear as it may seem. According to Figure 2, while the number of individuals who have a graduate degree is not as high as the group that has completed a bachelor's degree, the reported financial ranking against other families was proportionately very similar for both groups. The majority for both groups claimed to be average or above average. There was still a significant number of individuals who had chosen below average, even for the group with the highest level of education.

A similar notion exists when comparing an individuals level of education with their job satisfaction. According to Figure 3, while most participants with an education level above high school, the majority group of individuals with a bachelor's or graduate degree still consists of those that chose "Moderately Satisfied", "A Little Dissatisfied", and "Very Dissatisfied". This points towards the unattainability of the American Dream, in that despite the greater level education and increased access that comes with it, it does not guarantee increased job satisfaction, or a higher financial satisfaction. According to Figure 4, the two highest levels of education still make up a significant portion of the "More or Less Satisfied" and the "Not Satisfied at All" groups.

4.4 Limitations and weaknesses

There are several limitations to this paper. One weakness is that our insights rely on data from the General Social Survey (GSS), which is a cross-sectional survey that collects data at

a single point in time. While it can be useful for exploring relationships between variables and generating hypotheses, it cannot establish causality between variables, has limited ability to assess change over time, and has potential for selection bias if participants are not representative of the population of interest (Wang and Cheng 2020). Due to the nature of the data being self-reported responses, it may not fully capture the dynamic nature of the ways in which various levels of education affect one’s overall well-being. GSS responses are subject to influence by external factors such as recall bias, in which participants may have left out details when reporting about their subjective experiences.

Another potential ethical concern is that our paper may perpetuate the notion that higher education is the only solution to achieving happiness and success, disregarding the presence of systemic inequalities such as racism and economic inequality that can limit access to education and social mobility. Moreover, the sample survey in the GSS may not fully represent the experiences of more marginalized groups, which point to the need for further research and survey strategies that incorporate more diverse perspectives.

In sum, while the paper provides valuable insights on the relationship between education and self-perceived happiness, it is important to consider the limitations, ethical concerns, and potential biases in the data and interpretation of our findings.

A Appendix

A.1 Supplementary Survey

Supplementary survey is available: [here](#)

References

- Clement, Douglas. 2003. “European Vacation: Why Americans Work More Than Europeans.” Federal Reserve Bank of Minneapolis. <https://www.minneapolisfed.org/article/2003/european-vacation-why-americans-work-more-than-europeans>.
- Firke, Sam. 2021. *Janitor: Simple Tools for Examining and Cleaning Dirty Data*. <https://CRAN.R-project.org/package=janitor>.
- Müller, Kirill. 2020. *Here: A Simpler Way to Find Your Files*. <https://CRAN.R-project.org/package=here>.
- Neuwirth, Erich. 2022. *RColorBrewer: ColorBrewer Palettes*. <https://CRAN.R-project.org/package=RColorBrewer>.
- R Core Team. 2020. *R: A Language and Environment for Statistical Computing*. Vienna, Austria: R Foundation for Statistical Computing. <https://www.R-project.org/>.
- Wang, Xiaofeng, and Zhenshun Cheng. 2020. “Cross-Sectional Studies: Strengths, Weaknesses, and Recommendations.” *Chest* 158 (1): S65–71. <https://doi.org/https://doi.org/10.1016/j.chest.2020.03.012>.
- Wickham, Hadley. 2016. *Ggplot2: Elegant Graphics for Data Analysis*. Springer-Verlag New York. <https://ggplot2.tidyverse.org>.
- Wickham, Hadley, Mara Averick, Jennifer Bryan, Winston Chang, Lucy D’Agostino McGowan, Romain François, Garrett Grolmund, et al. 2019. “Welcome to the tidyverse.” *Journal of Open Source Software* 4 (43): 1686. <https://doi.org/10.21105/joss.01686>.
- Wickham, Hadley, Romain François, Lionel Henry, and Kirill Müller. 2022. *Dplyr: A Grammar of Data Manipulation*. <https://CRAN.R-project.org/package=dplyr>.
- Xie, Yihui. 2023. *Knitr: A General-Purpose Package for Dynamic Report Generation in r*. <https://yihui.org/knitr/>.
- Yu, Siyu, and Steven L Blader. 2019. “Why Does Social Class Affect Subjective Well-Being? The Role of Status and Power.” *Society for Personality and Social Psychology* 46 (3): 333. <https://doi.org/10.1177/0146167219853841>.
- Zhu, Hao. 2021. *kableExtra: Construct Complex Table with ‘Kable’ and Pipe Syntax*. <https://CRAN.R-project.org/package=kableExtra>.