Educational Attainment vs. Life Stability Among Middle Aged Adults

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This quantitative study reveals a strong relationship between middle-aged persons' life stability and their level of education. Higher institutional education levels are associated with greater stability in many areas, such as employment, health, financial contentment, law obedience, and marital success. These results emphasize how education has a variety of functions that go beyond traditional academic and career goals in fostering general well-being. This study offers empirical support for the association between educational attainment and enhanced life stability, urging policymakers, educators, and individuals to consider education as a pivotal tool for fostering an overall higher quality of life.

I. Introduction

This study aims to quantitatively assess whether individuals with more years of institutional education have greater life stability. A comprehensive approach to quantifying "life stability" is undertaken through various aspects such as long-term relationships, financial satisfaction, and health. The analysis will provide a tangible framework to assess the corollaries of education beyond the conventional measures of academic achievement and salary/earnings outcomes. Understanding education's role in society is crucial for policymakers, educators, and individuals alike, as it highlights the potential of education to enhance life quality and stability across various domains.

As a student, this research directly addresses aspirations, challenges, and uncertainties about the future, offering empirical evidence to potentially guide consideration regarding the pursuit of higher education. Understanding whether and how education correlates with a stable life may influence educational and career strategies, expectations from life, and how to prioritize different aspects of personal and professional development.

II. Data and Methodology

Sample data comes from the General Social Survey (GSS), which collects Americans' responses to an extensive and wide-ranging questionnaire of demographics, behaviors, and opinions. The 2012 data contains 1,974 observations. To limit obvious confounding variables, the study is restricted to U.S.-born citizens between the ages of 30-50, reducing the total observations to 637. Non-answers are excluded from analyses of that variable.

Analysis consists of twelve models, each regressing a different life stability measure on education and demographic control factors. Interactions between demographic factors and education were tested in all models but removed due to a general lack of significance.[1] The life stability measures can be separated into four categories of dependent variables: binary, unordered categorical, ordered categorical, and continuous.

1. *Binary:* Divorce/Separation History, Infidelity History, Crime History, Prison/Jail History, Drug Use History
2. *Unordered Categorical:* Labor Force Status
3. *Ordered Categorical:* Health, Happiness Level, Satisfaction with Financial Situation
4. *Continuous:* Hours Worked Last Week, Number of Children, Poor Mental Health Days (Last 30 Days)

[1] Demographic x Education interactions were a significant predictor of life stability at the 5% level in only one measure, labor force status. Specifically, they only significantly predicted the odds of keeping home for sex and race. See Appendix for regression results with interactions.

I apply a logit model for binary life stability measures, a multinomial logit model for the unordered categorical, an ordinal logit model for the ordered categoricals, and an OLS multiple linear regression analysis for the continuous measures.

Dependent Variable Distributions

Binary	Yes	No
Ever been divorced or separated?	23.65%	76.35%
Ever had sex with someone other than your spouse when married?	16.23%	83.77%
Ever convicted of crime?	16.09%	83.91%
Ever been to prison or jail?	17.91%	82.09%
Ever injected drugs?	2.74%	97.26%

Unordered Categorical	Working Full Time	Working Part Time	Temp Not Working	Un-employed	Retired	Student	Keeping House	Other
Labor Force Status	64.15%	9.75%	3.77%	6.66%	0.47%	1.26%	11.32%	2.67%

Ordered Categorical	Excellent	Good	Fair	Poor
General Health	27.14%	51.43%	15.95%	5.48%

Ordered Categorical	Very Happy	Pretty Happy	Not Too Happy
Happiness Level	28.75%	58.29%	12.95%

Ordered Categorical	Pretty Well Satisfied	More or Less Satisfied	Not At All Satisfied
Financial Satisfaction	22.96%	45.28%	31.76%

Continuous	Range	Median	Mean	Standard Deviation
Hours Spent Working Last Week	[1, 89]	40	42.102	15.446
Number of Children	[0, 8]	2	1.821	1.511
Poor Mental Health Days (Last 30 Days)	[0, 30]	2	4.536	6.956

Independent Variable Distributions

Continuous	Range	Median	Mean	Standard Deviation
Years of Schooling Completed	[6, 20]	14	14.146	2.711
Age	[30, 50]	40	39.733	6.172

Indicator	White	Black	Other
Race	76.77%	17.11%	6.12%

Indicator	Male	Female
Sex	43.01%	56.99%

III. Results and Analysis

Binary Dependent Variables

	Divorced/ Separated	Infidelity	Crime	Prison/Jail	Injected Drugs
Years of Education	0.877**	0.921	0.800***	0.799***	0.765*
	(0.0433)	(0.0465)	(0.0384)	(0.0372)	(0.0798)
Sex					
Male	—	—	—	—	—
Female	0.811	0.937	0.321***	0.326***	0.463
	(0.217)	(0.256)	(0.0763)	(0.0745)	(0.247)
Race					
White	—	—	—	—	—
Black	0.879	1.004	0.842	1.068	1
	(0.389)	(0.406)	(0.273)	(0.327)	(.)
Other	1.366	1	0.397	1.802	1
	(0.803)	(.)	(0.225)	(0.715)	(.)
Age	1.059	2.998**	1.134	1.007	0.965
	(0.368)	(1.167)	(0.324)	(0.276)	(0.609)
Age Squared	1.000	0.986**	0.998	1.000	1.000
	(0.00430)	(0.00476)	(0.00361)	(0.00346)	(0.00792)
Observations	334	401	603	603	451

Exponentiated coefficients; Standard errors in parentheses
(—) indicates referent group
Logistic Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Divorce/Separation History

There is a negative association between education and divorce/separation. Holding other variables constant, with an additional year of education, we expect a 12.3% decrease in the odds of having been divorced or legally separated. The coefficient is significantly different from zero at the 5% and 1% levels.

Infidelity History

There is a negative association between education and infidelity. Holding other variables constant, with an additional year of education, we expect a 7.9% decrease in the odds of having cheated on one's spouse. However, the coefficient is not significantly different from zero (i.e., no effect of education) at the 5% level.

Crime History

There is a negative association between education and crime. Holding other variables constant, with an additional year of education, we expect a 20.0% decrease in the odds of having been convicted of a crime. The coefficient is significantly different from zero at the 5%, 1%, and 0.1% levels.

Prison/Jail History

There is a negative association between education and having been in prison/jail. Holding other variables constant, with an additional year of education, we expect a 20.1% decrease in the odds of having been to prison or jail. The coefficient is significantly different from zero at the 5%, 1%, and 0.1% levels.

Drug Use History

There is a negative association between education and drug use. Holding other variables constant, with an additional year of education, we expect a 23.5% decrease in the odds of having taken drugs by injection with a needle (e.g., heroin, cocaine, amphetamines, steroids). The coefficient is significantly different from zero at the 5% level.

Categorical Dependent Variables	
	Labor Force Status
Working Full Time	(base outcome)
Working Part Time	
Years of Education	0.856**
	(0.0474)
Sex	
Male	—
Female	3.950***
	(1.257)
Race	
White	—
Black	0.534
	(0.220)
Other	0.537
	(0.348)
Age	1.047
	(0.361)
Age Squared	0.999
	(0.00434)
Temporarily Not Working	
Years of Education	0.952
	(0.0756)
Sex	
Male	—
Female	3.457*
	(1.677)
Race	
White	—
Black	0.571
	(0.366)
Other	0.573
	(0.607)
Age	1.268
	(0.687)
Age Squared	0.997
	(0.00671)
Unemployed	
Years of Education	0.864*
	(0.0556)
Sex	
Male	—
Female	1.494
	(0.494)
Race	
White	—
Black	0.807
	(0.358)
Other	0.891
	(0.580)
Age	0.724
	(0.280)
Age Squared	1.004
	(0.00489)
Retired	
Years of Education	0.807
	(0.186)
Sex	
Male	—
Female	2.076
	(2.609)
Race	
White	—
Black	0.00000852
	(0.00415)
Other	6.085
	(7.915)
Age	1696.2
	(11007.2)
Age Squared	0.920
	(0.0677)
In School	
Years of Education	0.930
	(0.136)
Sex	
Male	—
Female	1.982
	(1.490)
Race	
White	—
Black	2.212
	(1.686)
Other	0.00000325
	(0.00246)
Age	0.669
	(0.594)
Age Squared	1.004
	(0.0115)
Keeping House	
Years of Education	0.828***
	(0.0449)
Sex	
Male	—
Female	11.59***
	(4.806)
Race	
White	—
Black	0.692
	(0.251)
Other	0.649
	(0.383)
Age	1.139
	(0.381)
Age Squared	0.998
	(0.00418)
Other	
Years of Education	0.833
	(0.0846)
Sex	
Male	—
Female	1.272
	(0.646)
Race	
White	—
Black	2.323
	(1.259)
Other	1.256
	(1.367)
Age	0.612
	(0.379)
Age Squared	1.007
	(0.00765)
Observations	636

Exponentiated coefficients; Standard errors in parentheses
(—) indicates referent group
Logistic Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Labor Force Status

Compared to the base outcome of working full time, holding other variables constant, an additional year of education is associated with:

- 14.4% lower odds of working part time (significant at the 1% level)
- 4.8% lower odds of temporarily not working (not significantly different from there being no difference)
- 13.6% lower odds of being unemployed (significant at the 5% level)
- 19.3% lower odds of being retired (not significantly different from there being no difference)
- 7.0% lower odds of being in school (not significantly different from there being no difference)
- 17.2% lower odds of keeping house (significant at the 0.1% level)

Ordered Categorical Dependent Variables

	General Health	Happiness Level	Satisfaction with Financial Situation
Years of Education	1.147***	1.027	1.137***
	(0.0413)	(0.0305)	(0.0323)
Sex			
Male	—	—	—
Female	0.988	1.138	0.875
	(0.186)	(0.182)	(0.132)
Race			
White	—	—	—
Black	0.821	0.425***	0.832
	(0.214)	(0.0920)	(0.171)
Other	0.638	0.988	0.995
	(0.260)	(0.334)	(0.312)
Age	0.831	0.838	1.011
	(0.189)	(0.160)	(0.183)
Age Squared	1.002	1.002	1.000
	(0.00285)	(0.00240)	(0.00228)
/			
cut1	0.00765	0.00648	4.904
	(0.0342)	(0.0242)	(17.30)
cut2	0.0373	0.116	37.90
	(0.167)	(0.433)	(133.8)
cut3	0.398		
	(1.779)		
Observations	420	633	636

Exponentiated coefficients; Standard errors in parentheses
General Health is rated on a four-point scale: Poor (1), Fair (2), Good (3), Excellent (4)
Happienss is rated on a three-point scale: Not Too Happy (1), Pretty Happy (2), Very Happy (3)
Financial Satisfaction is rated on a three-point scale: Not Satisfied At All (1), More or Less Satisfied (2), Pretty Well Satisfied (3)
(—) indicates referent group
Logistic Regression
$^{*}p < 0.05$, $^{**}p < 0.01$, $^{***}p < 0.001$

Health

There is a positive association between education and physical health. Holding other variables constant, with an additional year of education, we expect a 14.7% increase in the odds

of being in a higher category of self-assessed health (J+1) relative to the one immediately below it (J). The coefficient is significantly different from zero at the 5%, 1%, and 0.1% levels.

Happiness Level

There is little to no association between education and happiness. Holding other variables constant, with an additional year of education, we expect a 2.7% increase in the odds of being in a higher level of self-assessed happiness relative to the one immediately below it. These results are not significantly different from zero.

Satisfaction with Financial Situation

There is a positive association between education and financial satisfaction. Holding other variables constant, with an additional year of education, we expect a 13.7% increase in the odds of being in a higher category of self-assessed satisfaction relative to the one immediately below it. The coefficient is significantly different from zero at the 5%, 1%, and 0.1% levels.

Continuous Dependent Variables

	Hours Worked Last Week	Number of Children	Poor Mental Health Days (Last 30 Days)
Years of Education	0.552*	-0.131***	-0.193
	(0.253)	(0.0214)	(0.119)
Sex			
Male	—	—	—
Female	-8.125***	0.255*	0.400
	(1.354)	(0.116)	(0.635)
Race			
White	—	—	—
Black	-0.218	0.493**	-1.309
	(1.847)	(0.154)	(0.864)
Other	4.542	0.0303	-1.135
	(2.869)	(0.242)	(1.362)
Age	-1.017	0.463***	0.283
	(1.647)	(0.139)	(0.771)
Age Squared	0.0142	-0.00560**	-0.00389
	(0.0206)	(0.00175)	(0.00967)
Constant	55.68	-5.923*	2.423
	(31.99)	(2.719)	(14.98)
Observations	491	637	487
R^2	0.082	0.099	0.011

Standard errors in parentheses
(—) indicates referent group
OLS Multiple Linear Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Hours Spent Working Last Week

There is a positive association between education and working hours. Holding other variables constant, with an additional year of education, we expect a 0.552 increase in working hours/week. The coefficient is significantly different from zero at the 5% level.

Number of Children

There is a negative association between education and number of children. Holding other variables constant, with an additional year of education, we expect a 0.131 decrease in the

number of children. The coefficient is significantly different from zero at the 5%, 1%, and 0.1% levels.

Poor Mental Health Days (Last 30 Days)

There is a negative association between education and poor mental health days. Holding other variables constant, with an additional year of education, we expect a 0.193 decrease in poor mental health days over the month. However, the coefficient is not significantly different from zero (i.e., no effect of education) at the 5% level.

IV. Discussion

Deciding what constitutes a "stable life" is a normative process. Still, there is generally agreed upon social convention for what makes someone's life more stable. I rely on these general connotations of each measure in the assessment of life stability.

I define positive attributes as those which we would expect more of in a stable life. That is, having increased physical health, general happiness, financial satisfaction, and employment. Looking across these measures, additional education strongly predicts increased physical health ratings, increased financial satisfaction ratings, and increased probability of working full time (with all coefficients significant at the 0.1% level). The effect of education on financial satisfaction and employment is expected, as additional education generally makes one more employable, and thus presents opportunities for better jobs with better wages. The relationship between education and physical health is less clear, although a potential explanation is related to their employment: We would reasonably expect increased education to increase the likelihood that one is working a white-collar/office job, and office jobs are safer, less prone to injury, and easier on one's body long-term. An additional explanation is that those who obtain more education are likely to be more health-conscious due to underlying personality characteristics (further discussed later). Notably, education is not a significant predictor of happiness ratings. Perhaps people with additional education feel more susceptible to stress/anxiety from the busyness or responsibilities of their careers. Perhaps attending college introduces one to more existential dilemmas and furthers doubts about identity or purpose. As we would expect a direct association between intelligence and education obtained, perhaps more intelligent people are more troubled for some reason or another. Or perhaps it is simply that those with more education are more susceptible to attenuated self-report bias, either because they are stricter in their judgment of happiness, or are more aware of their happiness relative to the perceived happiness of others. Whatever the reason, this is certainly an interesting outcome and contradictory to the rest of the positive attributes.

I define negative attributes as the opposite: things we would expect to see less of in a stable life. These include divorce/separation, crime, jail/prison attendance, infidelity, drug use, and poor mental health days. Looking across these measures, additional education significantly predicts decreased divorce/separation (at the 1% level), decreased crime (at the 0.1% level), decreased jail/prison history (at the 0.1% level), and decreased injected drug use (at the 5% level). Explaining these outcomes is somewhat tricky. For instance, it's not apparent why education creates more lasting marriages. However, some of the top reasons for divorce, such as young marriage, trait differences, and financial problems are mitigated by education: those with more education are likely to marry later due to their educational pursuit, be more similar to their partners on this account, and experience less financial distress. As for reduced crime, incarceration, and drug use, it seems reasonable that those with more education have more to lose (in terms of career, assets, etc.) and are thus more incentivized to remain upstanding in these

areas. Additional education also predicts decreased infidelity and decreased poor mental health days, however, these effects are not statistically significant at the 5% level. Similar to the level of happiness described previously, it is interesting to note that more education does not have a substantial effect on mental health.

Some measures are more ambiguous, and their interpretation in the context of life stability may be more nuanced. These include the number of children and hours spent working. Different individuals and/or cultures are likely to have different preferences over these measures and could justify one's life as being more stable in either direction of their movement. As the variable for hours worked last week reflects the variable for employment status, it is not surprising to see that additional education significantly predicts increased working hours, since additional education is associated with a greater likelihood of working full time. However, if the sample is limited to only respondents who are working full time, the following results are obtained:

Continuous Dependent Variables	
	Hours Worked Last Week For Full Time Workers
Years of Education	0.127
	(0.215)
Sex	
Male	—
Female	-4.055***
	(1.143)
Race	
White	—
Black	-2.320
	(1.536)
Other	3.113
	(2.376)
Age	-0.311
	(1.394)
Age Squared	0.00450
	(0.0175)
Constant	52.16
	(27.02)
Observations	407
R^2	0.045

Standard errors in parentheses
(—) indicates referent group
OLS Multiple Linear Regression
$^{*}p < 0.05$, $^{**}p < 0.01$, $^{***}p < 0.001$

Here, an additional year of education is associated with a 0.127 increase in hours spent working per week, holding other variables constant. However, a large p-value of 0.555 indicates that education is not a significant predictor of working hours. Given education is a significant predictor of most other life stability measures, it seems reasonable to suggest that hours spent working is not a valid measure of life stability. As for the number of children, additional education strongly predicts fewer children. Perhaps those with more education feel more obligation to the responsibilities of their careers, and so have less time, energy, or desire for raising children. Or perhaps it is simply that the additional years of education leave fewer years for family development. Unlike most other measures reported, the impact of additional children on one's perceived life stability is likely to vary from one person to the next. However, as education is associated with greater life stability in all other definitive measures, we might logically conclude (and many parents may agree) that fewer children means greater life stability.

An additional approach to distinguishing the life stability measures is to separate legislation obedience from social norms obedience. Specifically, crime, jail/prison attendance, and drug use are all directly subject to or the result of legal repercussions. Meanwhile, divorce/separation, infidelity, employment, hours worked, number of children, physical health, happiness, and mental health are more the result of subscriptions to social norms. It is interesting to note that education significantly predicts all legislation obedience outcomes, while the effect of education on social norms obedience is more of a mixed bag with some outcomes being significantly predicted while others are not. For this, I refer back to the explanation that those with more education are likely to have more to lose in terms of their career, assets, etc. when subject to legal repercussions.

It is important to note the limitations of this analysis. First, the cross-sectional nature of the data prevents analyzing behavior over time (such as before and after education is obtained) and is susceptible to bias by way of mismeasurement, self-reporting, and unrepresentative samples. Still, panel data on educational attainment is likely to come with numerous confounding factors and it would likely be difficult to gather reliable results anyway. Although samples are not necessarily small, the models would be more accurate if responses were collected from several times the number of people. Moreover, the sample's restriction of U.S.-born citizens between the ages of 30 and 50 may limit generalizability to different age groups or international populations. Finally, the coefficient for education is very likely capturing some effects of unobserved factors like personality traits, risk tolerance, and IQ, which have effects on both educational attainment and life stability. Further work could control for these unobserved characteristics by developing and scaling various composite personality scores based on survey answers and including them in the regression analyses.

This brings up the omission of income and socioeconomic status, which are not only confounding variables but intervening variables. Understandably, increased education comes with more income, a connection that has been well researched, and income or socioeconomic status is partly accountable for many life stability measures. This study does not aim to control for income and thereby separate the effect of income on life stability from the effect of education on life stability. That is, it does not examine the effect of additional education on life stability for people with the same income. Instead, it aims to measure the impact of increased education and everything that comes with it, including the assumed income benefits. Results for the total effect of education proved interesting and consistent across different models and measures of life stability.

V. Conclusion

This study set out to examine the relationship between educational attainment and life stability among middle-aged adults. The analysis provides a comprehensive framework for understanding how education impacts various aspects of individuals' lives, including family structure, employment, satisfaction, health, and criminal activity.

I found significant associations between higher levels of education and several measures of life stability. Specifically, individuals with more years of institutional education were less likely to have experienced divorce or separation, engaged in criminal activities, been incarcerated, or used drugs. Moreover, higher education levels were associated with better physical health and greater financial satisfaction. These findings underscore the potential of education to enhance individuals' quality of life across multiple domains.

However, the analysis also revealed some nuances in the relationship between education and life stability. While education was positively associated with physical health and financial satisfaction, it showed little to no impact on mental health and general happiness levels. Additionally, the effects of education on infidelity were not statistically significant, suggesting that other factors may play a more prominent role in these outcomes.

This study highlights the importance of considering education as a key determinant of life stability when formulating policies and interventions. Policymakers, educators, and individuals can use these findings to inform decisions regarding educational attainment and career trajectories. By requiring, promoting, or investing in education, societies can potentially improve overall well-being and reduce negative outcomes such as divorce, crime, and poor health.

Overall, these findings contribute to a better understanding of the multifaceted relationship between education and life stability, offering valuable insights for policymakers and individuals alike as they navigate decisions related to education and career advancement.

VI. References

Smith, Tom W.; Marsden, Peter V; Michael Hout; Jibum Kim. *General Social Surveys, 1972-2012*. Principal Investigator, Tom W. Smith; Co-Principal Investigators, Peter V. Marsden and Michael Hout, NORC ed. Chicago: National Opinion Research Center, producer, 2005; Storrs, CT: The Roper Center for Public Opinion Research, University of Connecticut, distributor. 1 data file (57,061 logical records) and 1 codebook (3,422 pp).

VII. Appendix

A. Below are regression results with Demographic x Education interaction terms included. Additional education is statistically significant in the following cases:
   a. The odds of homemaking (relative to working full time) for females relative to males
   b. The odds of homemaking (relative to working full time) for black respondents relative to white respondents

Binary Dependent Variables

	Divorced/ Separated	Infidelity	Crime	Prison/Jail	Injected Drugs
Years of Education	0.916	1.001	0.818**	0.839**	0.751*
	(0.0666)	(0.0770)	(0.0512)	(0.0511)	(0.0995)
Sex					
Male	—	—	—	—	—
Female	6.984	5.129	0.682	2.524	0.237
	(9.936)	(7.409)	(0.900)	(3.281)	(0.662)
Race					
White	—	—	—	—	—
Black	0.0529	9.724	0.859	2.780	1
	(0.117)	(23.81)	(1.755)	(5.645)	(.)
Other	0.0607	1	0.431	0.203	1
	(0.179)	(.)	(1.343)	(0.424)	(.)
Age	1.090	2.940**	1.135	1.008	0.961
	(0.384)	(1.149)	(0.324)	(0.275)	(0.606)
Age Squared	1.000	0.987**	0.998	1.000	1.000
	(0.00437)	(0.00479)	(0.00361)	(0.00345)	(0.00793)
Female x Years of Education	0.856	0.887	0.945	0.856	1.054
	(0.0856)	(0.0895)	(0.0930)	(0.0842)	(0.226)
Black x Years of Education	1.235	0.843	0.999	0.929	1
	(0.192)	(0.158)	(0.158)	(0.147)	(.)
Other Race x Years of Education	1.265	1	0.994	1.186	1
	(0.277)	(.)	(0.249)	(0.188)	(.)
Observations	334	401	603	603	451

Exponentiated coefficients; Standard errors in parentheses
(—) indicates referent group
Logistic Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Categorical Dependent Variables

	Labor Force Status
Working Full Time	(base outcome)
Working Part Time	
Years of Education	0.817
	(0.0902)
Sex	
Male	—
Female	0.694
	(1.164)
Race	
White	—
Black	48.18
	(138.8)
Other	1677.4
	(7665.9)
Age	1.041
	(0.360)
Age Squared	0.999
	(0.00436)
Female x Years of Education	1.141
	(0.142)
Black x Years of Education	0.711
	(0.159)
Other Race x Years of Education	0.503
	(0.203)
Temporarily Not Working	
Years of Education	0.708*
	(0.121)
Sex	
Male	—
Female	0.0192
	(0.0493)
Race	
White	—
Black	0.396
	(1.470)
Other	0.000851
	(0.00602)
Age	1.234
	(0.673)
Age Squared	0.998
	(0.00675)
Female x Years of Education	1.466*
	(0.283)
Black x Years of Education	1.023
	(0.261)
Other Race x Years of Education	1.602
	(0.758)
Unemployed	
Years of Education	0.891
	(0.0865)
Sex	
Male	—
Female	2.947
	(5.329)
Race	
White	1
	(.)
Black	4.707
	(14.06)
Other	0.115
	(0.456)
Age	0.723
	(0.281)
Age Squared	1.004
	(0.00492)
Female x Years of Education	0.950
	(0.125)
Black x Years of Education	0.879
	(0.200)
Other Race x Years of Education	1.173
	(0.344)
Retired	
Years of Education	1.095
	(0.448)
Sex	
Male	—
Female	31.62
	(235.8)
Race	
White	—
Black	0.000152
	(0.589)
Other	2739904.3
	(28992630.3)
Age	32986.0
	(329399.2)
Age Squared	0.890
	(0.100)
Female x Years of Education	0.809
	(0.411)
Black x Years of Education	0.801
	(231.1)
Other Race x Years of Education	0.329
	(0.309)
In School	
Years of Education	1.118
	(0.246)
Sex	
Male	—
Female	45.84
	(188.8)
Race	
White	—
Black	182.0
	(940.9)
Other	0.000000725
	(0.00375)
Age	0.654
	(0.578)
Age Squared	1.004
	(0.0114)
Female x Years of Education	0.802
	(0.232)
Black x Years of Education	0.722
	(0.283)
Other Race x Years of Education	1.100
	(411.9)
Keeping House	
Years of Education	0.582**
	(0.106)
Sex	
Male	—
Female	0.0562
	(0.126)
Race	
White	—
Black	308.2*
	(807.7)
Other	0.00529
	(0.0218)
Age	1.072
	(0.358)
Age Squared	0.999
	(0.00418)
Female x Years of Education	1.548*
	(0.294)
Black x Years of Education	0.625*
	(0.130)

Ordered Categorical Dependent Variables

	General Health	Happiness Level	Satisfaction with Financial Situation
Years of Education	1.119*	1.002	1.151**
	(0.0630)	(0.0471)	(0.0498)
Sex			
Male	—	—	—
Female	0.361	0.354	0.574
	(0.371)	(0.303)	(0.461)
Race			
White	—	—	—
Black	6.244	3.846	6.323
	(9.454)	(4.699)	(7.377)
Other	0.451	1.800	18.83
	(0.956)	(3.471)	(35.15)
Age	0.811	0.821	0.992
	(0.186)	(0.157)	(0.180)
Age Squared	1.002	1.002	1.000
	(0.00287)	(0.00241)	(0.00228)
Female x Years of Education	1.074	1.087	1.031
	(0.0757)	(0.0644)	(0.0575)
Black x Years of Education	0.861	0.849	0.862
	(0.0943)	(0.0754)	(0.0727)
Other Race x Years of Education	1.031	0.958	0.800
	(0.164)	(0.136)	(0.112)
/			
cut1	0.00336	0.00306	4.213
	(0.0153)	(0.0116)	(15.08)
cut2	0.0165	0.0560	33.02
	(0.0751)	(0.211)	(118.2)
cut3	0.178		
	(0.811)		
Observations	420	633	636

Exponentiated coefficients; Standard errors in parentheses
General Health is rated on a four-point scale: Poor (1), Fair (2), Good (3), Excellent (4)
Happiness is rated on a three-point scale: Not Too Happy (1), Pretty Happy (2), Very Happy (3)
Financial Satisfaction is rated on a three-point scale: Not Satisfied At All (1), More or Less Satisfied (2), Pretty Well Satisfied (3)
(—) indicates referent group
Logistic Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Continuous Dependent Variables

	Hours Worked Last Week	Number of Children	Poor Mental Health Days (Last 30 Days)
Years of Education	0.378	-0.0975**	0.0128
	(0.378)	(0.0330)	(0.177)
Sex			
Male	—	—	—
Female	-9.661	0.670	5.852
	(7.290)	(0.610)	(3.412)
Race			
White	—	—	—
Black	-6.895	2.199*	-0.466
	(10.75)	(0.895)	(5.022)
Other	-10.82	0.693	-0.0589
	(15.16)	(1.345)	(7.083)
Age	-1.057	0.456**	0.300
	(1.651)	(0.139)	(0.772)
Age Squared	0.0146	-0.00549**	-0.00409
	(0.0207)	(0.00175)	(0.00968)
Female x Years of Education	0.103	-0.0282	-0.380
	(0.501)	(0.0424)	(0.234)
Black x Years of Education	0.474	-0.125	-0.0532
	(0.760)	(0.0650)	(0.355)
Other Race x Years of Education	1.161	-0.0487	-0.0798
	(1.131)	(0.101)	(0.529)
Constant	59.18	-6.279*	-0.884
	(32.40)	(2.746)	(15.15)
Observations	491	637	487
R^2	0.084	0.106	0.016

Standard errors in parentheses
(—) indicates referent group
OLS Multiple Linear Regression
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$