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Abstract. The aim of this paper is to explain the relationship between education and happiness. Are higher levels of education related to higher levels of happiness or does education rather harm our well-being by raising aspirations? The “researchers” of the ancient times were not ready to turn the question of how education and happiness are related into an empirical matter, on the other hand interest in the “the good life” is not any less present in our days as its seen from the large amount of research on the subject of happiness across a spread of various disciplines.

A 2018 study using data from the European Union and World Values Surveys, which encompass data from 85 countries, showed that the connection between education and happiness is distinct from the connection between income and happiness. Furthermore, while the positive link between income and happiness tends to disappear after a specific point -educational activity and happiness seem to always go further.

Veenhoven (1996) suggests that the foremost educated people within societies will only be happier as long as their education yields them a transparent status advantage.

In a survey conducted by us in Georgia in 2019, it had been found that if educational activity levels are associated with higher expectations and these don't coincide with outcomes within the market, the individual will eventually feel dissatisfied and a negative relationship between education and satisfaction are going to be observed. This outcome is especially likely for people with higher levels of education who tend to figure under more competitive conditions.

1990s found by Clark and Oswald (1996), furthermore as Clark (2003) suggest that in economic downturns, emotional well-being of the higher-educated is more heavily affected since they experience bigger disutility from unemployment. Having made an even bigger investment in their human capital, these individuals also hold bigger expectations towards the task market.

On the positive side, having a well-paying job is after all important, because it reduces distress induced by economic hardships, but people also derive meaning out of their professional employment which tends to be easier for those with education.

Happiness refers to positive emotions (McMahon, Darrin, 2004). However, Martin Seligman's welfare theory also shows that happiness is greater than just a good mood. Happiness is having a meaning in life. A person should believe that his life is important and therefore the research hypothesis may be that an educated person will be significantly happier if he or she is in an environment where he or she is valued (Lyubomirsky, 2008).

In the framework of the paper we found one of the most interesting studies which showed that eight weeks training has been shown to be more effective in reducing depression than a strong antidepressant (Kuyken, 2008). The connection between education and happiness is important for the education system.

As far back as 1932, Hersey noted that a satisfied employee works better and that this construct is very important (Hersey, 1932). Based on scientific as well practical studies we can develop recommendations how to link happiness and education in the workplace- by suggesting and implementing such trainings that will help companies in process of:

- Managing employee stress levels;
- Development of talents
- Increase employee engagement and reduce fatigue;
- Assisting employees in adapting to organizational change;

In the postgraduate study, in which employees from 80 organizations were involved, the widespread form of education - namely training - was named as an important issue for motivation and job satisfaction.

Training is not enough for job satisfaction, but it is the least that companies need to do today.

Key words: Happiness, Education, Job-Satisfaction

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