**Findings on Happiness & INTELLIGENCE**  

**Correlate Code: I 3**

<table>
<thead>
<tr>
<th>Classification of Findings</th>
<th>Correlate Code</th>
<th>Correlate Name</th>
<th>Number of Studies on this Subject</th>
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<td>INTELLIGENCE</td>
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<td>I 3.1</td>
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<td>Development of intelligence (career)</td>
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<td>I 3.1.1</td>
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<tr>
<td>I 3.1.2</td>
<td></td>
<td>Change in intelligence</td>
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<td>I 3.1.4</td>
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<td>Later intelligence</td>
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<td>I 3.2</td>
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<td>Current general intelligence</td>
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<tr>
<td>I 3.2.1</td>
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<td>Test-intelligence</td>
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<tr>
<td>I 3.2.2</td>
<td></td>
<td>Reputation of intelligence</td>
<td>9</td>
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<tr>
<td>I 3.2.3</td>
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<td>Self-perceived intelligence</td>
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<tr>
<td>I 3.3</td>
<td></td>
<td>Current specific mental abilities</td>
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</tr>
<tr>
<td>I 3.3.1</td>
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<td>Exact ability</td>
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<tr>
<td>I 3.3.2</td>
<td></td>
<td>Perceptual performance</td>
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<td>I 3.3.2.1</td>
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<td>. field independence</td>
<td>4</td>
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<tr>
<td>I 3.3.2.2</td>
<td></td>
<td>. perceptual rigidity</td>
<td>3</td>
</tr>
<tr>
<td>I 3.3.3</td>
<td></td>
<td>Sorting ability</td>
<td>8</td>
</tr>
<tr>
<td>I 3.3.4</td>
<td></td>
<td>Verbal ability</td>
<td>9</td>
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<tr>
<td>I 3.4</td>
<td></td>
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<td>I 3.4.1</td>
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<tr>
<td>I 3.4.2</td>
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<td>Mental rest-ability</td>
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<td>I 3.5</td>
<td></td>
<td>Attitudes to own intelligence</td>
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</tr>
<tr>
<td>I 3.3.5</td>
<td></td>
<td>Memory</td>
<td>1</td>
</tr>
</tbody>
</table>

Appendix 1: Happiness queries used  
Appendix 2: Statistics used  
Appendix 3: About the World Database of Happiness  
Appendix 4: Further Findings in the World Database of Happiness  
Appendix 5: Related Topics

Cite as:  
Veenhoven, R.: Findings on Happiness & INTELLIGENCE  
World Database of Happiness. Internet: www.eur.nl/fsw/research/happiness  
Erasmus University Rotterdam, 2003, Netherlands
## Findings on Happiness & INTELLIGENCE

Correlate Code: I 3

<table>
<thead>
<tr>
<th>Study</th>
<th>BRAY 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Bray, D.W. &amp; Howard, A.</td>
</tr>
<tr>
<td>Population:</td>
<td>40+ aged, male managers, Bell Telephone Company, 1978</td>
</tr>
<tr>
<td>Sample:</td>
<td>Non-probability purposive-quota sample</td>
</tr>
<tr>
<td>Non-Response:</td>
<td>panel loss at T5: 37%</td>
</tr>
<tr>
<td>N:</td>
<td>422 **</td>
</tr>
</tbody>
</table>

### Measured Correlate

- **Class:** Earlier intelligence Code: I 3.1.1
- **Measurement:** Rating by 4 experts on the basis of multi-method assessments during stays in assessment-center.
  
  Rater instruction: "How able is this person in terms of the functions measured by tests of intelligence, scholastic aptitude, and/or learning ability?"
  
  Assessed at T1 (20 years before T5).

### Measured Values:

- **Error Estimates:**
- **Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-PL/c/rc/v/5/a</td>
<td>$r = -.34$</td>
<td>$p &lt; .01$ T1 mental ability by T5 happiness.</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

Correlate Code: I 3

Study  
BRAY 1980

Reported in:  
Bray, D.W. & Howard, A.  
Career Success and Life Satisfactions of Middle-Aged Managers  

Population:  
40+ aged, male managers, Bell Telephone Company, 1978

Sample:  
Non-probability purposive-quota sample

Non-Response:  
panel loss at T5: 37%

N:  
422 * *)

Measured Correlate

Class:  
Earlier intelligence  Code: I 3.1.1

Measurement:  
School and Abilities Test (SCAT)-Total.  
A multiple-choice test composed of Verbal and Quantitative subscales measuring intellectual ability.

Assessed at T1 (20 years before T5)

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  
M-PL/c/rc/v/5/a

Statistics  
\( r = -.26 \)  \( p < .05 \)

Remarks  
T1 mental ability by T5 happiness.

Later analysis of the full study group (N=266) also showed a significantly negative correlation (BRAY 1983: p302).
Findings on Happiness & INTELLIGENCE  

Study: SEARS 1977A  

Reported in: Sears, P.S. & Barbee, A.H.  
Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The  
Publ.1977, Baltimore and London, p.28-72  

Population: "Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72  

Sample:  

Non-Response: Attrition in 1972: 25%  
N: 1928 N=671;  
1972 N=430  

Measured Correlate  

Class: Earlier intelligence  Code: I 3.1.1  

Measurement:  

a. Teachers comparison with average in  
arithmetic.  

b. Teacher rates math as best  
(vs worst) subject.  

c. Parent report on special ability in  
math.  

d. Arithmetic quotient on  
Stanford Achievement Test.  

Assessed in 1922.  

Measured Values:  

Error Estimates:  

Remarks: Earlier ratings (1922) by present happiness (1972).  

Observed Relation with Happiness  

Happiness Query  Statistics  Remarks  
C-ASG/h/mq/v/5/a  AoV=+ p<.00  a.  
AoV= ns  b.  
AoV= ns  c.  
AoV= ns  d.  

Earlier ratings (1922) by present happiness (1972).
**Study** CLEME 1980/4

**Reported in:** Clement, F.

Variation of several characteristics of personality in function, especially age, sexe

**Population:** 50-69 aged women, France, 1975

**Sample:**

**Non-Response:** 747

**N:**

<table>
<thead>
<tr>
<th>Measured Correlate</th>
<th>Change in intelligence Code: I 3.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class:</strong></td>
<td>Change in intelligence Code: I 3.1.2</td>
</tr>
<tr>
<td><strong>Measurement:</strong></td>
<td>Self rating</td>
</tr>
<tr>
<td></td>
<td>0 lessened</td>
</tr>
<tr>
<td></td>
<td>1 still as good as ever</td>
</tr>
</tbody>
</table>

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-FH/u/sq/ol/9/a</td>
<td>DM=+</td>
<td>p&lt;.001</td>
</tr>
<tr>
<td></td>
<td>Lessened</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Still as good as ever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M=5.81</td>
<td>Mt'=7.3</td>
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<tr>
<td></td>
<td>M=6.87</td>
<td>Mt'=8.6</td>
</tr>
<tr>
<td>O-HL/u/sq/ol/9/a</td>
<td>DM=+</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td></td>
<td>Lessened</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Still as good as ever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M=6.76</td>
<td>Mt'=8.5</td>
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<tr>
<td></td>
<td>M=7.19</td>
<td>Mt'=7.7</td>
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<tr>
<td>O-SP/u/sq/ol/9/a</td>
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<td>p&lt;.01</td>
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<td></td>
<td>Lessened</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Still as good as ever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M=6.06</td>
<td>Mt'=7.6</td>
</tr>
<tr>
<td></td>
<td>M=6.56</td>
<td>Mt'=8.2</td>
</tr>
</tbody>
</table>

Print date: 7-2-2003

World Database of Happiness: www.eur.nl/fsw/research/happiness

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### Study

**BRAY 1980**  
*Reported in:* Bray, D.W. & Howard, A.  
Career Success and Life Satisfactions of Middle-Aged Managers  

*Population:* 40+ aged, male managers, Bell Telephone Company, 1978

*Sample:* Non-probability purposive-quota sample

*Non-Response:*  
Panel loss at T5: 37%

*N:* 422 * *

### Measured Correlate

*Class:* Current general intelligence  
*Code:* I 3.2

*Measurement:*  
Rating by 4 experts on the basis of multi-method assessments during stays in assessment-center.

Rater instruction: "How able is this person in terms of the functions measured by tests of intelligence, scholastic aptitude, and/or learning ability?".

Assessed at T5.

### Measured Values:

### Error Estimates:

### Remarks:

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-PL/rc/v/5/a</td>
<td>r=-.30</td>
<td>p&lt;.01</td>
</tr>
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</table>
### Study

**BRAY 1980**

*Reported in:* Bray, D.W. & Howard, A.
*Career Success and Life Satisfactions of Middle-Aged Managers*

*Population:* 40+ aged, male managers, Bell Telephone Company, 1978

*Sample:* Non-probability purposive-quota sample

*Non-Response:* panel loss at T5: 37%

*N:* 422 ***)

### Measured Correlate

*Class:* Current general intelligence  
*Code:* I 3.2

*Measurement:* **School and Abilities Test (SCAT)- Total.**  
*A multiple-choice test composed of Verbal and Quantitative subscales measuring intellectual ability.*  
*Assessed at T5.*

*Measured Values:*

*Error Estimates:*

*Remarks:*

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-PL/c/rc/v/5/a</td>
<td>r=-.25</td>
<td>T5 mental ability by T5 happiness</td>
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</tbody>
</table>

*Later analysis of the full study group (N=266) showed a significantly negative correlation.*  
*(BRAY 1983 p 302).*
### Study

**BACHM 1970**

**Reported in:** Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.  

**Population:** Public highschool boys followed 3 years from grade 10, USA, 1966-69

**Sample:**
- **Non-Response:** 2.8% incomplete information in 1966
- **N:** T1:2213, T2:1886, T3: 1799

### Measured Correlate

**Class:** Test-intelligence  
**Measurement:** Quick Test of Intelligence (Amons & Amoons, 1962). Intelligence assessed at T1.

**Measured Values:**

**Error Estimates:**

**Remarks:** Happiness was measured at T1, T2 and T3.

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tr>
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<td>r=-.00</td>
<td>Happiness T1</td>
</tr>
<tr>
<td></td>
<td>r=-.00</td>
<td>Happiness T2</td>
</tr>
<tr>
<td></td>
<td>r=-.02</td>
<td>Happiness T3</td>
</tr>
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</table>

Happiness was measured at T1, T2 and T3.
Findings on Happiness & INTELLIGENCE Correlate Code: I 3

**Study**

**BACHM 1978**

**Reported in:** Bachman, J. G., O'Malley, P. M., Johnston, J.
Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives
Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978

**Population:** Public highschool boys followed 8 years from grade 10, USA, 1966-74

**Sample:**

Non-Response: 2.8% at T1,
17.2% at T2,
21.0% at T3,
28.9% at T4,
28.5% at T5

**N:** T1 - T5:
2213/1886/1799/
1620/1628

---

**Measured Correlate**

**Class:** Test-intelligence Code: I 3.2.1

**Measurement:** Respondent's scores on three tests of intelligence (the Quick Test of intelligence, section J (vocabulary) of the General Aptitude Test Battery, and the Gates test of reading comprehension) and mean of these scores. Assessed at T1

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>tau=+ ns</td>
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<table>
<thead>
<tr>
<th></th>
<th>Quick test</th>
<th>GATB test</th>
<th>Gates test</th>
<th>mean</th>
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<tr>
<td>T1</td>
<td>= +.01</td>
<td>+.04</td>
<td>+.03</td>
<td>+.03</td>
</tr>
<tr>
<td>T2</td>
<td>= +.01</td>
<td>+.01</td>
<td>+.03</td>
<td>+.02</td>
</tr>
<tr>
<td>T3</td>
<td>= +.01</td>
<td>+.00</td>
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<tr>
<td>T4</td>
<td>= +.01</td>
<td>+.03</td>
<td>+.03</td>
<td>+.02</td>
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</table>

All not significant

Findings on Happiness & INTELLIGENCE  
Correlate Code: I 3

**Study**  
**FELDM 1984**  
*Reported in:* Feldman, D.H.  
A follow-up of subjects scoring above 180 IQ in Terman's "Genetic Studies of Genius"  
Exceptional Children, vol 51, 1984, p 518-523  
*Population:* Gifted children (IQ >140), born ±1910, followed ± 60 years, California,USA, 1921-72  
*Sample:*  
*Non-Response:* Attrition at T9: 25%  
*N:* 52

---

**Measured Correlate**  
*Class:* Test-intelligence  
*Code:* I 3.2.1  
*Measurement:* IQ score on the Stanford-Binet test at age 12  
1. gifted (IQ > 140) N = 26  
2. very gifted (IQ > 180) N = 26  
Gifted drawn at random from 1500 gifted subjects (Terman genius sample). The very gifted are all subjects in this group that scored 180 or more.

**Observed Relation with Happiness**  

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-ASG/hmq/v5/a</td>
<td>D%=±</td>
<td></td>
</tr>
<tr>
<td>% satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>females: gifted</td>
<td>64% (few had worked)</td>
<td></td>
</tr>
<tr>
<td>very gifted</td>
<td>57% (only who had worked)</td>
<td></td>
</tr>
<tr>
<td>males: gifted</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>very gifted</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

**Study**

**GEORG 1978**

**Reported in:** George, L.K.
The impact of personality and social status factors upon the levels of activity and psychological well-being

**Population:** 50+ aged, whites, Durham, North Carolina, USA, 197?

**Sample:**

**Non-Response:**

**N:** 380

---

**Measured Correlate**

**Class:** Test-intelligence Code: I 3.2.1

**Measurement:** Form C of the Cattell (1970) 16 personality factor questionnaire

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

**Happiness Query**

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>A-BB/cm/mq/v2/a Beta=.00 ns</td>
<td>Β controled for the other Cattell personality variables.</td>
</tr>
<tr>
<td>Beta=</td>
<td>Β = .00 ns after control for the other Cattell personality variables.</td>
</tr>
<tr>
<td>Beta=</td>
<td>Β = -.03 ns after further control for the sociodemographic variables: sex/age/education/occupational prestige/health impairment/marital status and employment status.</td>
</tr>
<tr>
<td>Beta=-.0 ns</td>
<td>Β further controled for the sociodemographic variables: sex/age/education/occupational prestige/health impairment/marital status and employment status.</td>
</tr>
</tbody>
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---

Findings on Happiness & INTELLIGENCE

Study | PALMO 1972 | Page in Report: 70
---|---|---
Reported in: Palmore, E.B. & Luikart, C.
Health and social factors related to life satisfaction.
Population: 46+ aged, whites, North Carolina, USA, 1968
Sample: Probability stratified sample
Non-Response: N: 502

Measured Correlate

Class: Test-intelligence Code: I 3.2.1
Measured Values: Actual range: 10-60
M= 36.1 SD=9.0
Error Estimates:
Remarks:

Observed Relation with Happiness

Happiness Query | Statistics | Remarks
---|---|---
O-BW/c/sq/l/10/c | r=+.05 | p.<.
Findings on Happiness & INTELLIGENCE

Study

PANDE 1971

Reported in: Pandey, C.
Popularity, rebelliousness, and happiness among institutionalized retarded males.
American Journal of Mental Deficiency, 1971, p. 325-331.

Population: Mentally retarded males, hospital, USA, 196?

Sample: 

Non-Response:

N: 149

Measured Correlate

Class: Test-intelligence Code: I 3.2.1
Measurement: Data obtained from hospital records.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  |  Statistics |  Remarks
-----------------|-------------|-----------------
A-CP/g/rdn/?/7/a  |  r = ns     |  Open ward: r = +.04 (ns) 
                 |             |  Closed ward: r = -.16 (ns)
Findings on Happiness & INTELLIGENCE Correlate Code: I 3

Study SEARS 1977A
Reported in: Sears, P.S. & Barbee, A.H.
Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The
Publ.1977, Baltimore and London, p.28-72
Population: "Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72
Sample:
Non-Response: Attrition in 1972:
25%
N: 1928 N=671:
1972 N=430

Measured Correlate
Class: Test-intelligence Code: I 3.2.1
Measurement: Combined Quotient on Stanford Achievement Test in 1922.
Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness
Happiness Query Statistics Remarks
C-ASG/h/mq/v/5/a AoV= ns Earlier IQ (1922) by present happiness (1922).
M-PL/h/sq/v/5/b Chi²= ns

World Database of Happiness: www.eur.nl/fsw/research/happiness
Findings on Happiness & INTELLIGENCE  

**Study**  
**SIGEL 1981**  
*Reported in:* Sigelman, L.  
*Is ignorance bliss? A reconsideration of the folk wisdom*  
*Population:* 18+ aged, general public, non-institutionalized, USA, 1974-76  
*Sample:*  
*Non-Response:*  
*N:* 2650

---

**Measured Correlate**  
*Class:* Test-intelligence  
*Code:* I 3.2.1  
*Measurement:* Thorndike Intelligence Test *(Thorndike, 1942); shortened form*

**Measured Values:**  
**Error Estimates:**  

---

**Observed Relation with Happiness**  

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HL/c/sq/v/3/aa</td>
<td>$r = +.06$ ns</td>
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</tr>
<tr>
<td>rpc = -.04</td>
<td>rpc controled for: age, gender, race, education, family income, marital status, church attendance, political participation and health.</td>
<td></td>
</tr>
<tr>
<td>Beta = +.0</td>
<td>Beta controled for: age, gender, race, education, income, marital status, church attendance, political participation and health.</td>
<td></td>
</tr>
</tbody>
</table>

---

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
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Findings on Happiness & INTELLIGENCE

<table>
<thead>
<tr>
<th>Study</th>
<th>WASHB 1941</th>
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</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Washburne, J.N.</td>
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<tr>
<td>Population:</td>
<td>Female college students, New York, USA, 194?</td>
</tr>
<tr>
<td>Sample:</td>
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<tr>
<td>Non-Response:</td>
<td>-</td>
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<td>N:</td>
<td>238</td>
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**Measured Correlate**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Test-intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>I 3.2.1</td>
</tr>
</tbody>
</table>

**Measurement:** Those below vs those above the 75th percentile of college students in the Ohio State University Psychological Examination - Form 17.

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-CO/?/?q/?0/a</td>
<td>D%+= p&lt;.s</td>
<td>Stronger among freshmen Lower among juniors L-shaped curve: significant among unhappy students only</td>
</tr>
<tr>
<td>SNR= + p&lt;.s</td>
<td></td>
<td>Stronger among freshmen Lower among juniors L-shaped curve: significant among unhappy students only</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

**Study**

**WATSO 1930**

*Reported in:* Watson, G.
Happiness among adult students of education.
Journal of Educational Psychology, 1930, vol. 21, p. 79-109

*Population:* Graduate students of education (teachers), Columbia University, USA, 193?

*Sample:*

*Non-Response:* -

*N:* 388. See Remarks

---

### Measured Correlate

*Class:* Test-intelligence  
*Code:* I 3.2.1

*Measurement:* Otis S-A test of mental ability

---

### Measured Values:

**, Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| A-BW/g/mq/v/2/a  | r=-        | ns      | Males : r = -.03  
|                 |            |         | Females : r = -.09|
| O-HL/g/oq/n/11/a | r=-.04     | ns      | Males only       |
| O-HP/u/sq/v/10/a | r=-.04     | ns      | Unaffected by sex |

---

World Database of Happiness: www.eur.nl/fsw/research/happiness
Findings on Happiness & INTELLIGENCE
Correlate Code: I 3

Study
WESSM 1966/2
Reported in: Wessman, A.E. & Ricks, D.F.
Mood and personality
Holt, 1966, New York, USA
Population: Male college students, followed 3 years, Harvard University, USA, 1957-60
Sample:
Non-Response: 37%: 9 dropouts, incomplete; about the same happiness distribution.
N: 17

Measured Correlate
Class: Test-intelligence Code: I 3.2.1
Measurement:
1. Scholastic aptitude score (S.A.T.)
2. Mathematical aptitude score (M.A.T.)

Measured Values:
Error Estimates:
Remarks:

Observed Relation with Happiness
Happiness Query Statistics Remarks
A-ARE/md/sqr/v/10/ \( r = +.12 \) ns
\( r = +.17 \) ns

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness Page 18 of 88
### Findings on Happiness & INTELLIGENCE Correlate Code: I 3

**Study** WEBB 1915/1

*Reported in:* Webb, E.  
Character and intelligence. An attempt at an exact study of character.  

**Population:** Male college students, England, 1912

**Sample:**

**Non-Response:** -

**N:** 194

---

**Measured Correlate**

**Class:** Reputation of intelligence  
Code: I 3.2.2

**Measurement:** Trained peer rating on a 7-point scale on the basis of observation during 6 months.

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
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</thead>
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<tr>
<td>A-CP/g/rdp/ro/7/a</td>
<td>r=+.43</td>
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Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
Page 19 of 88
<table>
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<td>Reported in:</td>
<td>Webb, E.</td>
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<tr>
<td>Population:</td>
<td>Male college students, England, 1912</td>
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<tr>
<td>Sample:</td>
<td></td>
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<tr>
<td>Non-Response:</td>
<td>-</td>
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<tr>
<td>N:</td>
<td>194</td>
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### Measured Correlate

<table>
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<tr>
<th>Class:</th>
<th>Reputation of intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>I 3.2.2</td>
</tr>
<tr>
<td>Measurement:</td>
<td>Trained peer rating on a 7-point scale on the basis of observation during 6 months.</td>
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</table>

### Measured Values:

### Error Estimates:

### Remarks:

### Observed Relation with Happiness

<table>
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<th>Statistics</th>
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<tr>
<td>A-CP/g/rdp/ro/7/a</td>
<td>r=+.37</td>
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</table>
Findings on Happiness & INTELLIGENCE

Study: WE Webb 1915/1

Reported in: Webb, E.
Character and intelligence. An attempt at an exact study of character.

Population: Male college students, England, 1912

Sample:

Non-Response: -

N: 194

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
A-CP/g/rdp/ro/7/a r=+.20

Page 21 of 88
<table>
<thead>
<tr>
<th>Study</th>
<th>WEBB 1915/1</th>
<th>Page in Report: 26</th>
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<td>Population:</td>
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<td>Sample:</td>
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<td></td>
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<tr>
<td>Non-Response:</td>
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<td></td>
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<tr>
<td>N:</td>
<td>194</td>
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</table>

**Measured Correlate**

- **Class:** Reputation of intelligence  Code: I 3.2.2
- **Measurement:** Trained peer rating on a 7-point scale on the basis of observation during 6 months.
- **Measured Values:**
- **Error Estimates:**
- **Remarks:**

**Observed Relation with Happiness**

<table>
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<tr>
<td>A-CP/g/rdp/ro/7/a</td>
<td>r=+.42</td>
<td></td>
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</table>
Findings on Happiness & INTELLIGENCE

Study  WEBB  1915/1

Reported in: Webb, E.
Character and intelligence. An attempt at an exact study of character.

Population: Male college students, England, 1912

Sample:

Non-Response: -

N: 194

Measured Correlate

Class: Reputation of intelligence  Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  Statistics  Remarks
A-CP/g/rdp/ro/7/a  r=+.24
### Study
**WEBB 1915/2**

**Reported in:** Webb, E.  
Character and intelligence. An attempt at an exact study of character.  

**Population:** ±12 aged, male school pupils, London, England, 1912

**Sample:**

**Non-Response:** -

**N:** 140

### Measured Correlate

**Class:** Reputation of intelligence  
Code: I 3.2.2

**Measurement:** Class-ma
ter rat
ing on a 7-point scale on the basis of observation during 6 months.

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
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<th>Statistics</th>
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<td>A-CP/g/rdt/ro/7/a</td>
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</table>
### Study

**WEBB 1915/2**

*Reported in:* Webb, E.


*Sample:* 

*Non-Response:* -

*N:* 140

### Measured Correlate

*Class:* Reputation of intelligence  
Code: I 3.2.2

*Measurement:* Class-master rating on a 7-point scale on the basis of observation during 6 months.

*Measured Values:* 

*Error Estimates:* 

*Remarks:* 

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
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<td>r=+.48</td>
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</table>
Findings on Happiness & INTELLIGENCE

**Study**

**WEBB 1915/2**

*Reported in:* Webb, E.


*Sample:*

*Non-Response:* -

*N:* 140

**Measured Correlate**

*Class:* Reputation of intelligence  Code: I 3.2.2

*Measurement:* Class-master rating on a 7-point scale on the basis of observation during 6 months.

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
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<td>A-CP/g/rdt/ro/7/a</td>
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</table>
### Study

**WEBB 1915/2**

*Reported in:* Webb, E.

Character and intelligence. An attempt at an exact study of character.


*Sample:* 

*Non-Response:* -

*N:* 140

### Measured Correlate

*Class:* Reputation of intelligence  
Code: I 3.2.2

*Measurement:* Class-master rating on a 7-point scale on the basis of observation during 6 months.

### Observed Relation with Happiness

<table>
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<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>A-CP/g/rdt/ro/7/a</td>
<td>r=.52</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE  Correlate Code: I 3

Study  BACHM 1970  Page in Report:  242

Reported in:  Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.
Youth in transition. Vol.II: The impact of family background on intelligence in 10th-

Population:  Public highschool boys followed 3 years from grade 10, USA, 1966-69

Sample:

Non-Response:  2.8% incomplete information in 1966

N:  T1:2213, T2: 1886, T3: 1799

Measured Correlate

Class:  Self-perceived intelligence  Code: I 3.2.3

Measurement:  3-item index of closed questions on self-perceived ability, intelligence, and reading ability compared with other boys of the same age.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  Statistics  Remarks
O-HP/g/mq/v/5/a  r=.12  p<.01  Both variables assessed at T1.

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 28 of 88
Findings on Happiness & INTELLIGENCE

**Study**

**KAMMA 1983/2**

**Reported in:** Kammann, R.; Flett, R.
Sourcebook for Measuring Well-being with Affectometer 2.

**Population:** 18+ aged, general public, Dunedin, New Zealand, 1983

**Sample:**

**Non-Response:** 52%

**N:** 112

---

**Measured Correlate**

**Class:** Self-perceived intelligence  Code: I 3.2.3

**Measurement:** Single direct question how one felt during the instructed time period (or otherwise in the past few weeks):
"How often have you felt clear-headed?"
Rated on a 5-point scale ranging from 'not at all' to 'all the time'

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-BK/cm/mq/v/5/a</td>
<td>r=+.59 p&lt;.01</td>
<td></td>
</tr>
<tr>
<td>M-FH/c/sq/v/7/a</td>
<td>r=+.37 p&lt;.01</td>
<td></td>
</tr>
</tbody>
</table>

---

### Study: KAMMA 1983/2

**Reported in:** Kammann, R., Flett, R.  
Sourcebook for Measuring Well-being with Affectometer 2.  

**Population:** 18+ aged, general public, Dunedin, New Zealand, 1983

**Sample:**

<table>
<thead>
<tr>
<th>Non-Response:</th>
<th>52%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N:</td>
<td>112</td>
</tr>
</tbody>
</table>

### Measured Correlate

**Class:** Self-perceived intelligence  
**Code:** I 3.2.3

**Measurement:** Single direct question how one felt during the instructed time period (or otherwise in the past few weeks):

"I think clearly and creatively"

Rated on a 5-point scale ranging from 'not at all' to 'all the time'

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>A-BK/cm/mq/v/5/a</td>
<td>r=+.33</td>
<td>p&lt;.01</td>
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<tr>
<td>M-FH/c/sq/v/7/a</td>
<td>r=+.20</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>Study</td>
<td>LUDWI 1971</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Reported in:</td>
<td>Ludwig, L.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elation-Depression and skill as determinants of desire for excitement.</td>
<td></td>
</tr>
<tr>
<td>Unpublished doctoral dissertation, 1971, University of Wisconsin, USA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Female students, undergraduates, University of Wisconsin, USA, 197?</td>
<td></td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td>81%; 61% refusal, 5% eliminated on basis of screening data, 15% miscellaneous re</td>
<td></td>
</tr>
<tr>
<td>N:</td>
<td>72</td>
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</tbody>
</table>

**Measured Correlate**

| Class: | Current specific mental abilities  Code: I 3.3 |
| Measurement: | Time necessary to number backwards from 100 to 1. |

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>A-AOL/u/mq/v/10/a</td>
<td>r=+.02 ns</td>
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</table>
Participants were asked to recall and list as many positive and negative US historical events since 1900 as they could remember within 1.5 minutes. Order of the tests randomly.

Population: Psychology students, selected for earlier happiness, USA, 1990

Sample:

Non-Response: 28%

N: 94

Measured Correlate

Class: Current specific mental abilities  Code: I 3.3

Measurement: Participants were asked to recall and list as many positive and negative US historical events since 1900 as they could remember within 1.5 minutes. Order of the tests randomly.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query | Statistics | Remarks
---|---|---
A-AOL/g/mq/*/0/a | r=-.13 | ns
Findings on Happiness & INTELLIGENCE

**Study**

**SEIDL 1993/3**

*Reported in:* Seidlitz, L. and Diener E.

Memory for positive versus negative life events: Theories for the differences

*Journal of Personality and Social Psychology, 1993, vol. 64, no 4, p. 654-664*

*Population:* Psychology students, selected for earlier happiness, followed 11 month, USA, 1990-91

*Sample:*

*Non-Response:* Drop-out: T0-T1: 28%, T1-T2: 41%

*N:* 54

**Measured Correlate**

*Class:* Current specific mental abilities  Code: I 3.3

*Measurement:* Participants were asked to recall and list as many positive and negative aspects of American life as they could within 3 minutes. Random order of positive and negative tests.

*Measured Values:*

*Error Estimates:*

*Remarks:*  

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
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</table>

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
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Findings on Happiness & INTELLIGENCE

Study

**SEARS 1977A**

 Reported in: Sears, P.S. & Barbee, A.H.

 Population: "Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72

Sample: 

Non-Response: Attrition in 1972: 25%

N: 1928 N=671:
1972 N=430

Measured Correlate

Class: Exact ability Code: I 3.3.1

Measurement:

a. Teachers comparison with average in arithmetic.

b. Teacher rates math as best (vs worst) subject.

c. Parent report on special ability in math.

d. Arithmetic quotient on Stanford Achievement Test.

Assessed in 1922.

Measured Values:

Error Estimates:

Remarks: Earlier ratings (1922) by present happiness (1972).

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tr>
<td>C-ASG/h/mq/v/5/a</td>
<td>AoV=+ p&lt;.00</td>
<td>a. Earlier ratings (1922) by present happiness (1972).</td>
</tr>
<tr>
<td></td>
<td>AoV= ns</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>AoV= ns</td>
<td>c.</td>
</tr>
<tr>
<td></td>
<td>AoV= ns</td>
<td>d.</td>
</tr>
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<td>M-PL/h/sq/v/5/b</td>
<td>Chi²= p&lt;.00</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>Chi²= ns</td>
<td>b.</td>
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</table>
Chi² = ns  c.
Chi² = ns  d.
Findings on Happiness & INTELLIGENCE

Correlate Code: I 3

**Study**

**ABBYEY 1985**

*Reported in:* Abbey, A. and Andrews, F.M.
Modeling the psychological determinants of life quality

*Population:* Tranquilizer users, Detroit, USA, 1984

*Sample:* Non-probability purposive-quota sample

*Non-Response:* 40%

*N:* 675

**Measured Correlate**

*Class:* Perceptual performance  Code: I 3.3.2

*Measurement:* Technical performance was measured with 3 items assessing how well the respondent was performing self-perception technical tasks such as decision-making

*A 5-point scale ranging from 'very poorly' to exceptionnally well'.

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
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<th>Happiness Query</th>
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Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 36 of 88
Findings on Happiness & INTELLIGENCE

**Study**

IRWIN 1979

**Reported in:** Irwin, R.; Kammann, R.; Dixon, G.
If you want to know how happy I am you'll have to ask me
New Zealand Psychologist, Vol. 8, 1979, p.10-12

**Population:** Singles, Dunedin New Zealand, 1975

**Sample:**

**Non-Response:**

N: 78

---

**Measured Correlate**

**Class:** Perceptual performance  
Code: I 3.3.2

**Measurement:** Correspondence of self-rating of Ss' happiness with ratings of Ss' happiness by two flatmates. 
Flatmates rated how they thought the Ss WILL rate themselves and how they SHOULD rate if they were honest to themselves. These ratings appeared largely identical and were added.

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

**Happiness Query**  
Statistics  
Remarks

M-FH/cm/sq/v/7/a  
r=+.27  
p<.05

---

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
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Findings on Happiness & INTELLIGENCE  

Study  
**GORMA 1971**  
*Reported in:* Gorman, B.S.  
A multivariate study of the relationship of cognitive control and cognitive style  
Unpublished doctoral dissertation, 1971, City University of New York, USA  

*Population:* Undergraduate students, Nassau Community College, USA, 1970  

*Sample:*  

*Non-Response:* 4%, 3% refusal, 1% incomplete information  

*N:* 67  

**Measured Correlate**  
*Class:* field independence  
*Code:* I 3.3.2.1  

*Measurement:* Hidden Figures Test - Cf-1; a 16-item multiple choice test asking which one of five simple figures was embedded in a given complex figure, scored for number of simple figures correctly identified (part of Kit of Reference Test for Cognitive Factors; see French et al., 1963).  

**Measured Values:**  

**Error Estimates:**  

**Remarks:**  

**Observed Relation with Happiness**  

<table>
<thead>
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<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<td>ns</td>
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<td>O-BW/c/sq/l/11/b</td>
<td>r=.09</td>
<td>ns</td>
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</table>
### Study

**GORMA 1971**

**Reported in:** Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

**Non-Response:** 4%, 3% refusal, 1% incomplete information

**N:** 67

### Measured Correlate

**Class:** field independence  
**Code:** I 3.3.2.1

**Measurement:** Number of items on the Hidden Figures Test - Cf - 1 which were attempted incorrectly.

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

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<td>ns</td>
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<td>O-BW/c/sq/l/11/b</td>
<td>$r = -0.19$</td>
<td>ns</td>
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</table>
Findings on Happiness & INTELLIGENCE  Correlate Code: I 3

**Study**  
GORMA 1971

**Reported in:** Gorman, B.S.  
A multivariate study of the relationship of cognitive control and cognitive style  
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

**Non-Response:** 4%, 3% refusal, 1% incomplete information

**N:** 67

**Measured Correlate**

**Class:** . field independence  
Code: I 3.3.2.1

**Measurement:** Hidden Patterns Test - Cf - 2, asking to check the instances in which 200 complex figures contained a given simple figure (part of Kit of Reference Test for Cognitive Factors; see French et al., 1963).

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r = +.23</td>
<td>ns</td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r = +.24</td>
<td>p &lt; .05</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

Study: TOBAC 1981

Reported in: Tobacyk, J
Personality Differentiation, Effectiveness of Personality Integration and Mood in Female College Students

Population: Female undergraduate students, U.S.A., 198?

Sample:
Non-Response: 57%
N: 31

Measured Correlate

Class: field independence Code: I 3.3.2.1
Measurement: Index computed from individual scores on the Rod-and-Frame Test and the Embedded Figures Test. (see Witkin et al., 1954)

Measured Values:
Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query Statistics Remarks
A-ASA/mp/mqr/v/10/ r=+.05 p<. ns Unaffected by personality integration
No hidden curvilinear relation
<table>
<thead>
<tr>
<th>Study</th>
<th>GORMA 1971</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported in:</td>
<td>Gorman, B.S.</td>
</tr>
<tr>
<td></td>
<td>A multivariate study of the relationship of cognitive control and cognitive style</td>
</tr>
<tr>
<td></td>
<td>Unpublished doctoral dissertation, 1971, City University of New York, USA</td>
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<tr>
<td>Population:</td>
<td>Undergraduate students, Nassau Community College, USA, 1970</td>
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<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td>Non-Response:</td>
<td>4%, 3% refusal, 1% incomplete information</td>
</tr>
<tr>
<td>N:</td>
<td>67</td>
</tr>
</tbody>
</table>

### Measured Correlate

- **Class**: perceptual rigidity  
  Code: I 3.3.2.2
- **Measurement**: Barron-Welsh Art Scale, Forced Choice Form, scored for the number of pairs out of 20 pairs in which the more elaborate figure was chosen (Figure Choices Test, see Messick & Kogan, 1965).

### Measured Values:

### Error Estimates:

### Remarks:

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=+.16</td>
<td>ns</td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=-.15</td>
<td>ns</td>
</tr>
</tbody>
</table>
### Study

**GORMA 1971**

**Reported in:** Gorman, B.S.  
A multivariate study of the relationship of cognitive control and cognitive style  
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

**Non-Response:** 4%, 3% refusal, 1% incomplete information

**N:** 67

### Measured Correlate

**Class:** perceptual rigidity  
Code: I 3.3.2.2

**Measurement:** Breskin 15-item Rigidity Test, scored for the number of pairs out of 15 pairs in which the 'good fit' figure was chosen (see Breskin, 1968).

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=-.45</td>
<td>p&lt;.01</td>
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<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=-.15</td>
<td>ns</td>
</tr>
</tbody>
</table>
### Study

**GORMA 1971**

**Reported in:** Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

**Non-Response:** 4%, 3% refusal, 1% incomplete information

**N:** 67

### Measured Correlate

**Class:** perceptual rigidity  Code: I 3.3.2.2

**Measurement:** Barron-Welsh Art Scale, scored for the number of unusual figures selected of a set of figures differing in complexity, shading and symmetry. (See Barron & Welsh, 1952).

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=.08 ns</td>
<td></td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=-.22 ns</td>
<td></td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

Clement (1963) digit/letter coding test. The score is the number of characters correctly coded in 5 minutes.

CLEME 1980/1

Reported in: Clement, F.
Variation of several characteristics of personality in function, especially, age, sexe, Psychologie Francaise (1980), vol. 25, p. 95 - 113.

Population: 29-88 aged women, upper middle class, France, 1975

Sample:
Non-Response: 1145

N: 1145

Measured Correlate

Class: Sorting ability Code: 3.3.3

Measurement: Clement (1963) digit/letter coding test. The score is the number of characters correctly coded in 5 minutes.

Measured Values: 

Error Estimates: 

Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-FH/u/sq/ol/9/a</td>
<td>r=+.11</td>
<td>ns</td>
</tr>
<tr>
<td>O-HL/u/sq/ol/9/a</td>
<td>r=+.16</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>O-SP/u/sq/ol/9/a</td>
<td>r=+.08</td>
<td>ns</td>
</tr>
</tbody>
</table>
**Findings on Happiness & INTELLIGENCE**

**Correlate Code: I 3**

**Study**

**CLEME 1980/2**

*Reported in:* Clement, F.

Variation of several characteristiques of personality in function, especially, age, Psychologie Francaise (1980), vol.25, p.95 - 113.

*Population:* 60-69 aged women, lower class, France 1975

*Sample:*

*Non-Response:*

*N: 922

**Measured Correlate**

*Class:* Sorting ability  Code: I 3.3.3

*Measurement:* Clement (1963) digit/letter coding test. The score is the number of characters correctly coded in 5 minutes.

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-FH/u/sq/ol/9/a</td>
<td>r=+ ns</td>
<td>Males r=+.14 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females r=+.18 (ns)</td>
</tr>
<tr>
<td>O-HL/u/sq/ol/9/a</td>
<td>r=+ ns</td>
<td>Males r=+.18 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females r=+.07 (ns)</td>
</tr>
<tr>
<td>O-SP/u/sq/ol/9/a</td>
<td>r=+ ns</td>
<td>Males r=+.18 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females r=+.03 (ns)</td>
</tr>
</tbody>
</table>
**Study**

**GORMA 1971**  
*Reported in:* Gorman, B.S.  
A multivariate study of the relationship of cognitive control and cognitive style  
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

**Non-Response:** 4%, 3% refusal, 1% incomplete information

**N:** 67

---

### Measured Correlate

**Class:** Sorting ability  
Code: I 3.3.3

**Measurement:**  
Clayton & Jackson Object Sorting Test, asking subjects to sort 50 objects in logical order, scored for number of groups formed (see Clayton & Jackson, 1961).

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

### Observed Relation with Happiness

**Happiness Query**  
**Statistics**  
**Remarks**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r = +.16</td>
<td>ns</td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r = +.00</td>
<td>ns</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE  

Correlate Code: I 3

**Study**  
**GORMA 1971**  

*Reported in:*  
Gorman, B.S.  
A multivariate study of the relationship of cognitive control and cognitive style  
Unpublished doctoral dissertation, 1971, City University of New York, USA

*Population:*  
Undergraduate students, Nassau Community College, USA, 1970

*Sample:*  

*Non-Response:*  
4%, 3% refusal, 1% incomplete information

*N:*  
67

---

**Measured Correlate**

*Class:*  
Sorting ability  
Code: I 3.3.3

*Measurement:*  
Scott Nation Sorting Test, scored for number of countries left ungrouped (see Scott, 1962).

*Measured Values:*  

*Error Estimates:*  

*Remarks:*  

---

**Observed Relation with Happiness**

**Happiness Query**  
**Statistics**  
**Remarks**

A-ARE/md/sqr/v/10/  
r = -.01  
ns

O-BW/c/sq/l/11/b  
r = -.08  
ns

---
### Study

<table>
<thead>
<tr>
<th>GORMA 1971</th>
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<tbody>
<tr>
<td><strong>Reported in:</strong></td>
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<tr>
<td>A multivariate study of the relationship of cognitive control and cognitive style</td>
</tr>
<tr>
<td>Unpublished doctoral dissertation, 1971, City University of New York, USA</td>
</tr>
</tbody>
</table>

| **Population:** | Undergraduate students, Nassau Community College, USA, 1970 |
| **Sample:** | |
| **Non-Response:** | 4%, 3% refusal, 1% incomplete information |
| **N:** | 67 |

### Measured Correlate

<table>
<thead>
<tr>
<th><strong>Class:</strong></th>
<th>Sorting ability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code:</strong></td>
<td>I 3.3.3</td>
</tr>
</tbody>
</table>

| **Measurement:** | Scott Nation Sorting Test, asking subjects to sort 28 countries in logical order, scored for number of groups formed (see Scott, 1962). |

| **Measured Values:** | |
| **Error Estimates:** | |
| **Remarks:** | |

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tbody>
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<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>$r=-.09$</td>
<td>ns</td>
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</tbody>
</table>
**Study**

**GORMA 1971**

*Reported in:* Gorman, B.S.

A multivariate study of the relationship of cognitive control and cognitive style

Unpublished doctoral dissertation, 1971, City University of New York, USA

*Population:* Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

*Non-Response:* 4%, 3% refusal, 1% incomplete information

*N:* 67

---

**Measured Correlate**

*Class:* Sorting ability  Code: I 3.3.3

*Measurement:* Pettigrew Category Width Test, asking subjects to choose estimates of the largest and smallest values of a given object of known average value (see Pettigrew, 1958).

**Measured Values:**

**Error Estimates:**

**Remarks:**

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>$r = +.11$</td>
<td>ns</td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>$r = +.00$</td>
<td>ns</td>
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---

Print date: 7-2-2003  World Database of Happiness: www.eur.nl/fsw/research/happiness  Page 50 of 88
Findings on Happiness & INTELLIGENCE  Correlate Code: I 3

GORMA 1971

*Study*

*Reported in:* Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

*Population:* Undergraduate students, Nassau Community College, USA, 1970

*Sample:*

*Non-Response:* 4%, 3% refusal, 1% incomplete information

*N:* 67

*Measured Correlate*

*Class:* Sorting ability  Code: I 3.3.3

*Measurement:* Clayton & Jackson Object Sorting Test, scored for number of objects left un-grouped (see Clayton & Jackson, 1961).

*Measured Values:*

*Error Estimates:*

*Remarks:*

*Observed Relation with Happiness*

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
<td>r=+.07</td>
<td>ns</td>
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<tr>
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<td>-----------------------------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Reported in:</td>
<td>Gorman, B.S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A multivariate study of the relationship of cognitive control and cognitive style</td>
<td></td>
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<tr>
<td></td>
<td>Unpublished doctoral dissertation, 1971, City University of New York, USA</td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td>Undergraduate students, Nassau Community College, USA, 1970</td>
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<tr>
<td>Sample:</td>
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<tr>
<td>Non-Response:</td>
<td>4%, 3% refusal, 1% incomplete information</td>
<td></td>
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<tr>
<td>N:</td>
<td>67</td>
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</table>

**Measured Correlate**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Sorting ability Code: I 3.3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement:</td>
<td>Clayton &amp; Jackson Object Sorting Test, scored for number of objects left un-grouped (see Clayton &amp; Jackson, 1961).</td>
</tr>
</tbody>
</table>

**Measured Values:**

**Error Estimates:**

**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
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</thead>
<tbody>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=+.02</td>
<td>ns</td>
</tr>
</tbody>
</table>
Studies on Happiness & INTELLIGENCE Correlate Code: I 3

**Study**

**BACHM 1970**

*Reported in:* Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.

*Population:* Public highschool boys followed 3 years from grade 10, USA, 1966-69

*Sample:
Non-Response:* 2.8% incomplete information in 1966

*N:* T1:2213, T2:1886, T3: 1799

---

**Measured Correlate**

*Class:* Verbal ability Code: I 3.3.4

*Measurement:* Test of Reading Comprehension (Gates, 1958).

*Measured Values:*

*Error Estimates:*

*Remarks:*

---

**Observed Relation with Happiness**

*Happiness Query* | *Statistics* | *Remarks*
--- | --- | ---
O-HP/g/mq/v/5/a | r=+.02 ns | Both variables assessed at T1.
Findings on Happiness & INTELLIGENCE  Correlate Code: I 3

Study: **BACHM 1970**  
*Reported in:* Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N.  

*Population:* Public highschool boys followed 3 years from grade 10, USA, 1966-69  

*Sample:*  

*Non-Response:* 2.8% incomplete information in 1966  

*N:* T1:2213, T2:1886, T3: 1799  

---

### Measured Correlate

*Class:* Verbal ability  
*Code:* I 3.3.4  

---

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-HP/g/mq/v/5/a</td>
<td>r=+.02</td>
<td>ns</td>
</tr>
</tbody>
</table>

*Both variables assessed at T1.*
## Study

<table>
<thead>
<tr>
<th>Study</th>
<th>CONST 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reported in:</strong></td>
<td>Constantinople, A.P.</td>
</tr>
<tr>
<td><strong>Some correlates of happiness and unhappiness in college students.</strong></td>
<td>Unpublished doctoral dissertation, 1965, University of Rochester, USA.</td>
</tr>
<tr>
<td><strong>Population:</strong></td>
<td>College students, University of Rochester, USA, 1965</td>
</tr>
<tr>
<td><strong>Sample:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Response:</strong></td>
<td>30% (take home questionnaire).</td>
</tr>
<tr>
<td><strong>N:</strong></td>
<td>952</td>
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</table>

## Measured Correlate

<table>
<thead>
<tr>
<th>Class:</th>
<th>Verbal ability   Code: I 3.3.4</th>
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</thead>
<tbody>
<tr>
<td><strong>Measurement:</strong></td>
<td>S.A.I.-verbal score in the form of local percentile rank.</td>
</tr>
<tr>
<td><strong>Measured Values:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Error Estimates:</strong></td>
<td></td>
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<tr>
<td><strong>Remarks:</strong></td>
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</table>

## Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>DM=±0  ns</td>
<td>Analysis on the basis of a comparison of happy and unhappy students (resp. 120 males, 157 females and 154 males, 94 females: N=525)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unaffected by sex and stage of study.</td>
</tr>
</tbody>
</table>
### Study

**CONST 1965**

**Reported in:** Constantinople, A.P.


**Population:** College students, University of Rochester, USA, 1965

**Sample:**

**Non-Response:** 30% (take home questionnaire).

**N:** 952

### Measured Correlate

**Class:** Verbal ability  
Code: I 3.3.4

**Measurement:** SAT-Verbal score in the form of local percentile rank.

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-AOL/cy/sq/v/10/a</td>
<td>DM=±0 ns</td>
<td>Unaffected by sex and stage of study.</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE Correlate Code: I 3


Reported in: Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

Population: Undergraduate students, Nassau Community College, USA, 1970

Sample: 4%, 3% refusal, 1% incomplete information

N: 67

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: Advanced Vocabulary Test V-4; a multiple choice questionnaire scored for the number of words correctly matched (see French et al., 1963).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
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<td>ns</td>
</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=.07</td>
<td>ns</td>
</tr>
</tbody>
</table>

Print date: 7-2-2003 World Database of Happiness: www.eur.nl/fsw/research/happiness Page 57 of 88
### Study

**GORMA 1971**

**Reported in:** Gorman, B.S.
A multivariate study of the relationship of cognitive control and cognitive style
Unpublished doctoral dissertation, 1971, City University of New York, USA

**Population:** Undergraduate students, Nassau Community College, USA, 1970

**Sample:**

<table>
<thead>
<tr>
<th>Non-Response</th>
<th>4%, 3% refusal, 1% incomplete information</th>
</tr>
</thead>
</table>

| N: | 67 |

### Measured Correlate

**Class:** Verbal ability  Code: I 3.3.4

**Measurement:**
Assessment of mood repertoire using the number of words mentioned in three minutes.

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ARE/md/sqr/v/10/</td>
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</tr>
<tr>
<td>O-BW/c/sq/l/11/b</td>
<td>r=+.01</td>
<td>ns</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

Study

**NOELL 1980**

- **Reported in:** Noelle-Neumann, E.
  
  Happiness and games of chance paper, published by: Institut für Demoskopie, 1980, Allensbach, Germany

- **Population:** Adult, general public, Germany, 1979

- **Sample:** Sampling not reported

- **Non-Response:** not reported

- **N:** not reported

**Measured Correlate**

- **Class:** Verbal ability  
  
  Code: I 3.3.4

- **Measurement:** Open question. Ss were asked about ideas they associate with a certain city, a certain profession or a certain political concept.

- **Measured Values:**

- **Error Estimates:**

- **Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CA/mh/ri/v/2/b</td>
<td>D% =+</td>
<td>Cheerful looking Ss produce more associations in the interview</td>
</tr>
</tbody>
</table>
**Study**

**PANDE 1971**

*Reported in:* Pandey, C.

*Popularity, rebelliousness, and happiness among institutionalized retarded males.*

*American Journal of Mental Deficiency, 1971, p. 325-331.*

*Population:* Mentally retarded males, hospital, USA, 196?

*Sample:

N: 149

---

**Measured Correlate**

*Class:* Verbal ability  Code: I 3.3.4

*Measurement:* Ratings by 2 experienced staff members on a 7-point scale, ranging from 'talks unintelligible' to 'talks well'.

*Measured Values:

*Error Estimates:

*Remarks:

---

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/rdn/?/7/a</td>
<td>r = -.00  (ns)</td>
<td>Open ward: r = -.00 (ns)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closed ward: r = -.08 (ns)</td>
</tr>
</tbody>
</table>
### Study

**WEBB 1915/2**

**Reported in:** Webb, E.  
Character and intelligence. An attempt at an exact study of character.  

**Population:** ±12 aged, male school pupils, London, England, 1912

**Sample:**

**Non-Response:** -

**N:** 140

### Measured Correlate

**Class:** Verbal ability  
Code: I 3.3.4

**Measurement:** Experimental test containing paired words of opposite meaning, and reconstructing disarranged sentences.

**Measured Values:**

**Error Estimates:**

**Remarks:**

### Observed Relation with Happiness

<table>
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<tr>
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<th>Statistics</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A-CP/g/rdt/ro/7/a</td>
<td>r=.20</td>
<td></td>
</tr>
</tbody>
</table>
Study  
**CAMER 1973/3**

*Reported in:* Cameron, P., Titus, D.G., Kostin, J. & Kostin, M.  
The life-satisfaction of non-normal persons.  
*Population:* Children, retarded and normal, USA,197?

*Sample:*  
*Non-Response:* -  
*N:* 80

**Measured Correlate**

*Class:* Mental retardation  
*Code:* I 3.4.1

*Measurement:*  
0 normals  
1 retarded

**Measured Values:**  
**Error Estimates:**  
**Remarks:**

**Observed Relation with Happiness**

<table>
<thead>
<tr>
<th>Happiness Query</th>
<th>Statistics</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-CA/mi/tsb/v/3/a</td>
<td>AoV=+ p&lt;. s</td>
<td>Among boys, retardates are observed to be significantly happier; both in observations in school and during recess. No significant differences among girls.</td>
</tr>
<tr>
<td>A-CP/g/rd1/v/5/a</td>
<td>AoV=+ p&lt;.04</td>
<td>Retardates were rated as happier than normals. Almost all of the variance contributed by boys. The report is unclear as to whether this difference appears in the ratings of teachers, parents or both.</td>
</tr>
</tbody>
</table>
Findings on Happiness & INTELLIGENCE

<table>
<thead>
<tr>
<th>Study</th>
<th>KAHAN 1975</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reported in:</strong></td>
<td>Kahana, B. &amp; Kahana, E.</td>
</tr>
<tr>
<td></td>
<td>The relationship of impulse control to cognition and adjustment among institutionalized aged women.</td>
</tr>
<tr>
<td><strong>Population:</strong></td>
<td>55+ aged white females living in nursing home, USA, 197?</td>
</tr>
<tr>
<td><strong>Sample:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Response:</strong></td>
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<tr>
<td><strong>Class:</strong></td>
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<td><strong>Code:</strong></td>
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<tr>
<td><strong>Measurement:</strong></td>
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<tr>
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<tr>
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<tr>
<td>O-SL?/?/sq/l/10/a</td>
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</tbody>
</table>
Findings on Happiness & INTELLIGENCE  Correlate Code: I 3

**Study**  
**HOLAH 1999**  
**Page in Report:** 239/243

**Reported in:**  
Holahan, C.K, Holahan, C.J., Wonacott, N.L.  
Self-Appraisal, Life Satisfaction, and Retrospective Life Choices Across One and  
Psychology and Aging 1999; Vol.14, No.2, pp 238-244 ISSN 0882-7974

**Population:** "Gifted (IQ>135) followed unto old age, USA, 1960-1992

**Sample:**  
Non-probability purposive-quota sample

**Non-Response:**  
N: 383

**Measured Correlate**

**Class:**  
Attitudes to own intelligence  Code: I 3.5

**Measurement:**  
Self-appraisal of having lived up to abilities.  
Participants were asked "On the whole, how well do you think you  
have lived up to your intellectual abilities?" Responses were  
coded in two categories  
1: did not live-up  
2: lived-up  
Assessed at T1 (1960)

**Measured Values:**  
T2  
N: 1=115, 2=223

**Error Estimates:**

**Remarks:**  
T1:1960, T2:1972, T3:1992

**Observed Relation with Happiness**

**Happiness Query**  
C-ASG/h/mq/v/8/a  
M-PL/h/sq/v/5/b  
O-SLW/c/sq/n/9/a

**Statistics**

**DM=+**

T1 lived up by T2 happiness  
In univariate analyses of covariance (ANCOVAs) there  
was a significant lived-up effect:  
F(1,310)=10.65, MSE=.84, p<.05

Men  
1. M=3.71 SD=0.89  
2. M=4.15 SD=0.85  
Women  
1. M=3.76 SD=1.08

In univariate analyses of covariance (ANCOVAs) there  
was a significant lived-up effect:  
F(1,332)= 13.85, MSE=.82 p<0.001  
2. M=4.19 SD=0.92

T1 lived up by T3 happiness  
Univariate analyses of covariance (ANCOVAs) was  
significant for lived-up:  
F(1,355)=10.71, MSE=2.25, p<.001  
LISREL analysis showed no direct link when T2  
perceived goal realization was controlled.

Print date: 7-2-2003  
World Database of Happiness: www.eur.nl/fsw/research/happiness  
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Study  NOELL 1980

Reported in: Noelle-Neumann, E.
Happiness and games of chance paper, published by: Institut für Demoskopie, 1980
Allensbach, Germany

Population: Adult, general public, Germany, 1979
Sample: Sampling not reported
Non-Response: not reported
N: not reported

Measured Correlate

Class: Memory  Code: I 3.3.5
Measurement: not reported

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

Happiness Query  Statistics  Remarks
A-CA/mh/ri/v/2/b  D%==+  Cheerful Ss have a better recollection
Appendix 1  Queries on Happiness used in reported Studies

Happiness Query Code Full Text

A-AOL/cy/sq/v/10/a  Selfreport on single question:

"In thinking over the past year, indicate how elated or depressed, happy or unhappy you have felt....?"
10  Complete elation, rapturous joy and soaring ecstasy
9    Very elated and in very high spirits. Tremendous delight and buoyancy.
8    Elated and in high spirits.
7    Feeling very good and cheerful.
6    Feeling pretty good, "OK".
5    Feeling a little bit low. Just so-so.
4    Spirits low and somewhat "blue".
3    Depressed and feeling very low. Definitely "blue".
2    Tremendously depressed.
1    Feeling terrible, really miserable, "just awful".

Selfreport on 2 questions:

A:  "In general how happy or unhappy do you usually feel? Check the one statement below that best describes your average happiness.
10 extremely happy (feeling ecstatic, joyous, fantastic)
9    very happy (feeling really good, elated)
8      pretty happy (spirits high, feeling good)
7      mildly happy (feeling fairly good and somewhat cheerful)
6      slightly happy (just a bit above neutral)
5      neutral (not particularly happy or unhappy)
4      slightly unhappy (just a bit below neutral)
3      mildly unhappy (just a little low)
2      pretty unhappy (somewhat "blue", spirits down)
1      very unhappy (depressed, spirits very low)
0      extremely unhappy (utterly depressed, completely down)"

B:   "Consider your emotions a moment further. On the average.
- What percent of the time do you feel happy?
- What percent of the time do you feel unhappy?
- What percent of the time do you feel neutral (neither happy nor unhappy)?
Make sure the three figures add-up to equal 100%".

Scoring:
- Question A :  0.- 10
- Question B :  % happy
Summation : (A  *  10  +  B)/2

A-AOL/u/mq/v/10/a  Selfreport on 4 questions:

"The following are statements of feelings or mood. Please read them over and
then indicate which of these overall feelings best describes your feelings.

A) Right now you feel ..........
B) The best you felt today ....
C) The worst you felt today ...
D) The way you usually feel ...

Response options:

10. Complete elations, rapturous joy, and soaring ecstasy.
9. Very elated and in very high spirits; tremendous delight and buoyancy.
8. Elated and in high spirits.
7. Feeling very good and cheerful.
6. Feeling pretty good, "OK".
4. Spirits low and somewhat blue.
3. Depressed and feeling very low. Definitely blue.
2. Tremendously depressed. Feeling terrible, really miserable, "just awful".
1. Utter depression and gloom. Completely down. Wish it were all over.

Summation: average scores on A,B,C,D.

Name: Elation-Depression Scale (variant)

Selfreport on single question, repeated every evening before retiring during 3 weeks (experience sampling).

"On the average, how happy or unhappy did you feel today....?"

5. Barely unhappy. Just this side of neutral.

Name: Wessman & Ricks' `Elation - Depression Scale" (adapted version)

Selfreport on single question, answered every evening before retiring during six weeks (experience sampling).

"On average; how elated or depressed, happy or unhappy you felt today....?"

10. Complete elation, rapturous joy and soaring ecstasy
9. Very elated and in very high spirits. Tremendous delight and buoyancy
8. Elated and in high spirits
7. Feeling very good and cheerful
6. Feeling pretty good , "OK"
5. Feeling a little bit low. Just so-so
4  Spirits low and somewhat 'blue'
3  Depressed and feeling very low.
   Definitely 'blue'
2  Tremendously depressed.
   Feeling terrible, really miserable, "just awful"
1  Utter depression and gloom. Completely down.
   All is black and leaden. Wish it were all over.

Name: Wessman & Ricks’ ‘Elation - depression scale’

A-ASA/mp/mqr/v/10/a Self-report on 16 questions, repeated three times a day during at least 33 successive days (experience sampling)

"How I feel now":
A  Fullness vs. Emptiness of life (how emotionally satisfying, abundant or empty, your life felt today)
B  Receptivity towards and Stimulation by the World (how interested and responsive you feel to what was going on around you)
C  Social Respect vs. Social Contempt (how you feel about other people regard you, or feel about you, today)
D  Personal Freedom vs. External Constraint (how much you feel you are free or not free to do as you want)
E  Harmony vs. Anger (how well got along with, or how angry you feel toward, other people)
F  Sociability vs. Withdrawal (how socially outgoing or withdrawn you feel now)
G  Companionship vs. Being Isolated (the extent to which you feel emotionally accepted by, or isolated from other people)
H  Love and Sex (the extent to which you feel loving and tender or sexually frustrated and unloving)
I  Present Work (how satisfied or dissatisfied you are with your work)
J  Thought Processes (how readily your ideas come and how valuable they seem)
K  Tranquility vs. Anxiety (how calm or troubled you feel)
   Impulse Expression vs. Self-restraint (how expressive and impulsive or internally restrained and controlled, you feel)
M  Personal Moral Judgment (how self-approving or how guilty, you feel)
N  Self-confidence vs. feeling of Inadequacy (how self-assured and adequate or helpless and inadequate you feel)
O  Energy vs. Fatigue (how energetic or tired and weary you feel)
P  Elation vs. Depression (how elated or depressed, happy or unhappy, you feel now)

Scoring: all items scored on 0 - 9. (Rating scales not reported).
Summation: average
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Name: Wessman & Rick's `Personal Feelings Scale'

A-BB/cm/mq/v/2/a Selfreport on 10 questions:

"During the past few weeks, did you ever feel ....?" (yes/no)
A Particularly exited or interested in something?
B So restless that you couldn't sit long in a chair?
C Proud because someone complimented you on something you had done?
D Very lonely or remote from other people?
E Pleased about having accomplished something?
F Bored?
G On top of the world?
H Depressed or very unhappy?
I That things were going your way?
J Upset because someone criticized you?

Answer options and scoring:
yes = 1
no = 0

Summation:
-Positive Affect Score (PAS): A+C+E+G+I
-Negative Affect Score (NAS): B+D+F+H+J
-Affect Balance Score (ABS): PAS minus NAS
Possible range: -5 to +5

Name: Bradburn's 'Affect Balance Scale' (standard version)

A-BK/cm/mq/v/5/a Selfreport on 40 questions:

"Over this time period (the last few weeks) I have had the feeling described by":
A My life is on the right track
B I seem to be left alone when I don't want to be
C I feel I can do whatever I want to
D I think clearly and creatively
E I feel like a failure
F Nothing seems very much fun any more
G I like myself
H I can't be bothered doing anything
I I feel close to people around me
J I feel as though the best years of my life are over
K My future looks good
L I have lost interest in other people and don't care about them
M I have energy to spare
N I smile and laugh a lot
O I wish I could change some parts of my life
P My thoughts go around in useless circles
Q I can handle any problems that come up
R My life seems stuck in a rut
S I feel loved and trusted
T I feel there must be something wrong with me
"Over this period (the last few weeks), "how often you felt..."

U  Satisfied
V  Lonely
W  Free-and-easy
X  Clear-headed
Y  Helpless
Z  Impatient
AA Usefull
AB Depressed
AC Loving
AD Hopeless
AE Optimistic
AF Withdrawn
AG Enthusiastic
AH Good-natured
AI Discontented
AJ Confused
AK Confident
AL Tense
AM Understood
AN Insignificant

Answer options;
0  not at all
1  occasionally
2  some of the time
3  often
4  all the time

Summation:
- Positive Affect score (PAS): mean positive items
- Negative Affect Score (NAS): mean negative items
- Affect balance score (ABS):  PAS minus  NAS

Possible range: -4  to  +4

A-BW/g/mq/v/2/a

Selfreport on 50 questions:

Below is a list of words and phrases. Check every term which you believe could fairly be applied to yourself in prevalent attitudes. (yes/no)

A  Enthousiastic
B  Morbid
C  Disappointed
D  Distressed
E  Cheerful
F  Prosperous
G  Frivolous
H  Troubled
I  Annoyed
J  Calm
K  Miserable
L  Thrilled
Findings on Happiness & INTELLIGENCE Correlate Code: I 3

M Irritable
N Buoyant
O Joyful

AX

The total list contained fifty adjectives, half positive and half negative

Scoring:
yes = +1
no = -1

Summation: number of happy traits mentioned minus number of unhappy traits mentioned.

Possible range: -50 to +50

A-CA/mh/ri/v/2/b Interviewer-rating of cheerfulness:

Altogether the respondent looks.....
2 quite cheerful
1 not too cheerful
- difficult to say

Part of the 8 item Allensbacher Ausdrücktest which also involves ratings of cheerful appearance in: look, mouth, posture, movements, eyes, elbows and lips. This general rating is the last item in the test.

Original text in German:

Der Befragte sieht insgesamt -
2 Ganz fröhlich aus...............-
1 Nicht so fröhlig aus...............-
- Unmöglich zu sagen...............-

A-CA/mi/tsb/v/3/a Time sampling of happy behavior:

Rating by two independent observers. One of the observers was familiar with the general aims of the study whereas the other one was not familiar with these. Each child was observed twice in both a class situation and at recess. It was observed for one minute and then later for another minute in the same situation by both observers independently and then rated over that minute in that situation.

Rating options:
3 happy
2 neutral
Findings on Happiness & INTELLIGENCE

Ratings by parents:

"How would you rate this child's general level of happiness....?"
1 always or almost always unhappy
2 more often unhappy than happy
3 equal periods or amounts of happiness and unhappiness
4 more often happy than unhappy
5 always or almost always happy

Rating by two independant staffmembers who were familiar with the patient.
7 happy
6
5
4
3
2
1 depressed

Peer rating on single question (based on contact during 6 months):

Rater instruction: "personal qualities are named and briefly annotated in this schedule. If you have any doubt as to the meaning of any of them, please ask me (investigator)
2. In the columns under each subject's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -

'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)
+3 very high compared to average
+2 distinctly above average
+1 slightly above average
0 average
-1 slightly below average
-2 distinctly below average
-3 lowest as compared to average

Teacher rating on single question:

1 Personal qualities are named and briefly annotated in this schedule.
2. In the columns under each pupil's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -

'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)
+3 very high compared to average
+2 distinctly above average
+1 slightly above average
0 average
-1 slightly below average
-2 distinctly below average
-3 lowest as compared to average
Selfreport on 2 questions:

A. "How important was each of the following goals in life in the plans you made for yourself in early adulthood?"
- occupational success
- family life
- friendships
- richness of cultural life
- total service to society.
1 less important to me than to most people
2
3
4
5 of prime importance to me

B. "How successful have you been in the pursuit of these goals?"
1 little satisfaction in this area
2
3
4
5 had excellent fortune in this respect

Computation: General Satisfaction 5 is the quotient obtained by multiplying the planned goal (early adulthood) by the reported success in attaining that goal, adding the five of these multiplied areas and dividing them by the sum of the planned goals for each of the areas.

\[
\frac{Pa \cdot Sa + Pb \cdot Sb + Pc \cdot Sc + Pd \cdot Sd + Pe \cdot Se}{Pa + Pb + Pc + Pd + Pe}
\]

Pa = planned goal a (1-5)
Sa = success goal a (1-5)
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Computations:

Lifesatisfaction score = Perceived success in achieving joy in living now (B) minus remembered importance of joy in living in early adulthood (A)

M-ACO/cw/mq/*/6/a

Selfreport on 5 questions, repeated every week during 24 weeks:

A. "How do you feel about your life as a whole?"
   1 terrible
   2
   3
   4
   5
   6
   7 delighted

B. "Taking all things together, how would you say things are these days? Would you say you are.......?"
   3 very happy
   2 pretty happy
   1 not too happy

C. "To what extent has your life as a whole been what you wanted it to be?"
   5
   4
   3
   2
   1

D. "How much have you really enjoyed your life as a whole?"
   1 not at all,
   2
   3
   4
   5 a great deal

E. "How much has your life as a whole made you feel emotionally upset?"
   1 not at all
   2
   3
   4
   5 a great deal

Summation: Average

M-CO/?/?q/?/0/a

Selfreport on multiple questions:

Questions indicated both happiness and a sense of contentment and well-being
(Full questions not reported)

Summation: not reported
Name: `Happiness subtest' of Wasburne's `Social Adjustment Scale'.

M-FH/c/sq/v7/a Selfreport on single question:

"Taking all things together, how would you say you have been this period? Check the frase that best describes how you have felt."
7 very happy
6 happy
5 somewhat happy
4 mixed (about equally happy and unhappy)
3 somewhat unhappy
2 unhappy
1 very unhappy

M-FH/cm/sq/v7/a Selfreport on single question:

"Over the past month I have been feeling........?"
7 extremely happy
6 very happy
5 somewhat happy
4 mixed (about equally happy and unhappy)
3 somewhat unhappy
2 very unhappy
1 extremely unhappy

M-FH/u/sq/ol/9/a Selfreport on single question:

"Place a cross on the line on the place you estimate to be what corresponds best with your state".
1 | I don't feel very well in my skin
2 |
3 |
4 |
5 | I don't feel too well in my skin
6 |
7 |
8 |
9 | I feel very well in my skin

Scoring: rated on open horizontal line scale divided afterwards in 9 sections.

In French:
"Placez une croix, sur chaque ligne, a l'endroit que vous estimez être celui qui correspond mieux a votre etat, par rapport aux definitions proposées.

a | Je ne me sens pas très bien dans ma peau
b |
c |
d |
e | Je me sens assez bien dans ma peau
f |
g |
h |
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M-PL/c/rc/v/5/a

Clinical rating by 4 experts on the basis of multi-method assessments during periodical stays in assessment center.

Rater instruction:
"To what extent does this person find pleasure in life at the present time...........?"
1 low
2
3 average
4
5 high

M-PL/h/sq/v/5/b

Selfreport on single question: following enumeration of lifegoals in six areas, the last of which was 'joy in living'

"How successful have you been in pursuit of that goal.....?"
(joy in living)
5 had excellent fortune in this respect
4
3
2
1 found little satisfaction in this area

O-BW/c/sq/l/10/c

Selfreport on single question:

"Here is a picture of a ladder. Suppose we say that the top of the ladder (10) represents the best possible life for you and the bottom (1) represents the worst possible life for you. Where on the ladder do you feel personally stand at the present time?

[  9  ] best possible life for you
[  8  ]
[  7  ]
[  6  ]
[  5  ]
[  4  ]
[  3  ]
[  2  ]
[  1  ]
[  0  ] worst possible life for you

Name: Cantril's selfanchoring ladder rating of life (adapted version)

O-BW/c/sq/l/11/b

Selfreport on single question:

"Above you see a numbered ladder. Consider the top of the ladder as the best possible life and the bottom of the ladder as the worst possible life.
A Please place an X where you feel you are now.
B Place an Y at the point where you were five years ago.
C Please place a Z at the point that you feel you will be at five years from now.

[ 10  ] best possible life
[  9  ]
[  8  ]
[  7  ]

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Question A is the case question.

Name: Cantril’s selfanchoring ladder rating of life (modified version)

Selfreport on single question:

‘Taken all together, how would you say things are these days? Would you say that you are...?’

3 very happy
2 pretty happy
1 not too happy

Selfreport on open question:

"Now write in your own words a sentence of two, something which you believe will most truly describe your own general happiness in life."

The answers were rated by three judges on a scale ranging from 0 to 10.

0 low
1
2
3
4
5
6
7
8
9
10 high

Selfreport on single question:

"Place a cross, on each line, on the place you estimate to be that which corresponds best with your state"

1 I am not very happy
2 |
3 |
4 |
5 | I am not too happy
6 |
7 |
8 |
9 | I am quite happy

Scoring: rated on an open horizontal line scale, divided afterwards in 9 sections.
In French:
"Placez une croix, sur chaque ligne, à l'endroit que vous estimez être celui qui correspond le mieux à vôtre état, par rapport aux definitions proposées"

a  |  je ne suis pas tout à fait heureux
b  |
c  |
d  |
e  |  je suis tout à fait heureux
f  |
g  |
h  |
i  |  je suis très heureux

O-HP/g/mq/v/5/a

Selfreport on 6 questions:

"Describe the kind of person you are. Please read each sentence, then mark how often it is true for you"

1  I feel like smiling
2  I generally feel in good spirits
3  I feel happy
4  I am very satisfied with life
5  I find a good deal of happiness in life
6  I feel sad

Response options:
5  almost always true
4  often true
3  sometimes true
2  seldom true
1  never true

Summation: average
Possible range: 1 to 5

O-HP/u/sq/v/10/a

Selfreport on single question:

"Among the following description arranged in miscellaneous order, choose the one which comes nearest to fitting you. None will be likely to fit exactly."

3  Finding life rather disappointing and disillusioning, comfortable in many ways, moderately successful, but far from realizing the hopes of youth.
9  Cheerful, gay spirits most of the time. Occasionally bothered by something but can usually laugh it off.
8  Calm, quiet sort of satisfaction. Life has been pretty good. Not everything one desires comes, of course, but on the whole there is much for which to be serenely thankful.
5  Ups and downs, now happy about things, now depressed. About balanced in the long run.
1  Life often seems so worthless that there is little to keep one going. Nothing matters very much, there has been so much of hurt that laughter would be empty mockery.
2  Keeping a brave front, others think everything is all right. Inside life seems rather black.
Findings on Happiness & INTELLIGENCE

1  Usually sad, weep readily, smile seldom.
11 Radiant, find every day full of interest, amusing things, and worthwhile things.
3 Seriously hurt by certain things, for which the good aspects of life cannot quite make up.
5 Quite objective. Like some experiences, dislike others. Not aware of any prevalent happiness or unhappiness.

Selfreport on single question:

Ss were asked to rate themselves on an 1 - 10 rating ladder in terms of their self-perceived life satisfaction.

(Full question not reported).

labels of scale extremes not reported

Selfreport on single question:

'All things considered, how satisfied are you with your life these days?'

1 completely dissatisfied
2
3
4
5
6
7
8
9 completely satisfied

Scoring: rated on an open horizontal line scale divided afterwards in 9 sections.
In French:
"Placer une croix, sur chaque ligne, à 'endroit que vous estimez être celui qui correspond le mieux à votre état, par rapport aux définitions proposées."

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<td>i</td>
<td>Je suis tout à fait satisfait</td>
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</table>

On the web you will find an overview of valid queries on happiness and an explanation of the classification used. Go to: www.eur.nl/fsw/research/happiness/hap_quer/hqi_fp.htm. This is the introductory text to the Catalog of Happiness Queries.
## Appendix 2  Statistics used in reported studies

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
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</table>
| AoV    | ANALYSIS of VARIANCE (ANOVA)  
  Type: statistical procedure  
  Measurement level: Correlate(s): nominal, Happiness: metric.  
  In an ANOVA, the total happiness variability, expressed as the sum of squares, is split into two or more parts, each of which is assigned to a source of variability. At least one of those sources is the variability of the correlate, in case there is only one, and always one other is the residual variability, which includes all unspecified influences on the happiness variable. Each sum of squares has its own number of degrees of freedom (df), which sum up to Ne -1 for the total variability. If a sum of squares (SS) is divided by its own number of df, a mean square (MS) is obtained. The ratio of two correctly selected mean squares has an F-distribution under the hypothesis that the corresponding association has a zero-value.  
  NOTE: A significantly high F-value only indicates that, in case of a single correlate, the largest of the c mean values is systematically larger than the smallest one. Conclusions about the other pairs of means require the application of a Multiple Comparisons Procedure (see e.g. BONFERRONI's MULTIPLE COMPARISON TEST, DUNCAN's MULTIPLE RANGE TEST or STUDENT-NEWMAN-KEULS) |
| Beta   | (ß) STANDARDIZED REGRESSION COEFFICIENT  
  Type: test statistic.  
  Measurement level: Correlates: all metric, Happiness: metric.  
  Range: [-1 ; +1]  
  Meaning:  
  beta > 0  «  a higher correlate level corresponds with, on an average, higher happiness rating.  
  beta < 0  «  a higher correlate level corresponds with, on an average, lower happiness rating.  
  beta = 0  «  no correlation.  
  beta = + 1 or -1  «  perfect correlation. |
| Chi²   | CHI-SQUARE  
  Type: test statistic  
  Range: [0; Ne*(min(c,r)-1)], where c and r are the number of columns and rows respectively in a cross tabulation of Ne sample elements.  
  Meaning:  
  Chi² \(\leq\) (c-1) * (r-1) means: no association  
  Chi² \(\gg\) (c-1) * (r-1) means: strong association |
| D%     | DIFFERENCE in PERCENTAGES  
  Type: descriptive statistic only.  
  Measurement level: Correlate level: dichotomous, but nominal or ordinal theoretically possible as well. Happiness level: dichotomous  
  Range: [-100; +100]  
  Meaning: the difference of the percentages happy people at two correlate levels. |
| DM     | DIFFERENCE of MEANS |
Type: descriptive statistic only.
Measurement level: Correlate: dichotomous, Happiness: metric
Range: depending on the happiness rating scale of the author; range symmetric about zero.

Meaning: the difference of the mean happiness, as measured on the author’s rating scale, between the two correlate levels.

\( r \)

PRODUCT-MOMENT CORRELATION COEFFICIENT (Also “Pearson’s correlation coefficient” or simply 'correlation coefficient')
Type: test statistic.
Measurement level: Correlate: metric, Happiness: metric
Range: \([-1; +1]\]

Meaning:
\( r = 0 \) « no correlation,
\( r = 1 \) « perfect correlation, where high correlate values correspond with high happiness values, and
\( r = -1 \) « perfect correlation, where high correlate values correspond with low happiness values.

\( rpc \)

PARTIAL CORRELATION COEFFICIENT
Type: test statistic
Measurement level: Correlate: metric, Happiness: metric
Range: \([-1; +1]\]

Meaning: a partial correlation between happiness and one of the correlates is that correlation, which remains after accounting for the contribution of the other influences, or some of them, to the total variability in the happiness scores.
Under that conditions
\( rpc > 0 \) « a higher correlate level corresponds with a higher happiness rating,
\( rpc < 0 \) « a higher correlate level corresponds with a lower happiness rating,

\( SNR \)

Statistic Not Reported

\( tau \)

GOODMAN & Kruskal’s TAU
Type: descriptive statistic only.
Measurement level: Correlate: nominal, Happiness: ordinal
Range: \([0; +1]\)

Meaning:
\( tau = 0 \) « knowledge of the correlate value does not improve the prediction quality of the happiness rating,
\( tau = 1 \) « knowledge of the correlate value enables a perfect (error-free) prediction of the happiness rating.

On the web you will find a text explaining the statistics used in more detail. Go to: www.eur.nl/fsw/research/happiness/hap_cor/cor_fp.htm. This is the introductory text to the Catalog of Correlational Findings. An overview of all statistics is in chapter 4.
Appendix 3: About the World Database of Happiness

The World Database of Happiness is an ongoing register of scientific research on subjective appreciation of life. It brings together findings that are scattered throughout many studies and provides a basis for synthetic analysis. The research literature is processed as follows:

Literature on happiness

Selection on subject

Bibliography (1)

Directory (2)

Selection of empirical studies

Selection on valid measurement

Happiness Queries (3)

Testbank

Abstracting and classification of findings

Distributional Findings

How happy people are

Happiness in Nations (4)

Correlational Findings

What goes with happiness

Happiness in Publics (6)

---

1 BIBLIOGRAPHY OF HAPPINESS Presents all contemporary scientific publications. Detailed subject-classification. Current contents: 3422 titles, mainly in English.

2 DIRECTORY OF INVESTIGATORS Names and addresses of most authors on the subject. Enumerates years of publication. Current contents: 5818 names and 3073 addresses. Part of Bibliography.

3 CATALOG OF HAPPINESS QUERIES (testbank) Presents all indicators that tap happiness as defined here. Current content: 522 measures, mostly single questions. Queries are classified by focus, time reference, mode of observation, rating and wording.

4 CATALOG OF HAPPINESS IN NATIONS Presents distributional research findings, in particular responses to questions on happiness in national survey studies. Allows comparison across time and nations. Current content: 1889 surveys in 112 nations, 1946-2000.

5 CATALOG OF HAPPINESS IN PUBLICS Distributional findings on happiness in special publics within nations, such as aged people. Current contents: 705 studies. Part of Catalog of Correlational Findings.

### Appendix 4  Further Findings in the World Database of Happiness

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<th>Main Category's</th>
<th>Category Name</th>
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<td>A 1</td>
<td>ACTIVITY LEVEL (how much one does)</td>
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<tr>
<td>A 2</td>
<td>ACTIVITY PATTERN (what one does)</td>
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<td>AFFECTIVE LIFE</td>
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<td>APPEARANCE (good looks)</td>
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## Appendix 5  Related Topics

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<td>C 10  CREATIVENESS</td>
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<td>I 3.1 Development of intelligence (career)</td>
<td>E 1.2.1  Level of school-education ABILITY</td>
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<td>P 4.14  Clever</td>
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<td>I 3.1.2 Change in intelligence</td>
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<td>I 3.1.4 Later intelligence</td>
<td>P 4.80  Practical</td>
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<td>I 3.2 Current general intelligence</td>
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<td>S 2.2  Current self-characterization</td>
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<td>I 3.2.2 Reputation of intelligence</td>
<td>M 13.3.1  Feeling clear (vs dull, confused)</td>
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<td>I 3.3 Current specific mental abilities</td>
<td>P 4  PERSONALITY: CURRENT TRAITS ABILITY</td>
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<td>I 3.3.1 Exact ability</td>
<td>P 4.54  Independent</td>
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<td>I 3.3.2 Perceptual performance</td>
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<td>I 3.5 Attitudes to own intelligence</td>
<td>P 6.3.2.3  MONGOLISM</td>
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End of Report