

Section on a specific subject from:

DATABOOK OF HAPPINESS

A complementary reference work to
Conditions of Happiness

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P 1 PERSONALITY

see also 'Self-image' (S 2)
'Mental health' (H 2.3)
'Affect' (A 2)

- P 1.1 Locus of control
- P 1.2 Coping capacity (Effectiveness) see also P 1.8.1, H 2.3, S 2, I 1.1, C 1, P 5
- P 1.3 Defensiveness
- P 1.4 Stages of personality development
 - 1.4.1 - Erikson's stages of psycho-social development
 - 1.4.2 - Other indicators of personality development
- P 1.5 Needs see also C 2, H 3, V 1
 - 1.5.1 - Achievement motivation see also S 1.8, S 2.2, G 1.2, W 2.9
 - 1.5.2 - Need for social approval
 - 1.5.3 - Desire for excitement
 - 1.5.4 - Desire for social participation see S 4, esp. S 4.5
 - 1.5.5 - Various needs

- P 1.6 Tendency to react positively
- P 1.7 Morality see also A 2.2.8, A 2.2.13, V 1
- P 1.8 Personality traits concerning interpersonal functioning see also S 4, P 4, S 2.2, I 2
 - 1.8.1 - Interpersonal capability
 - 1.8.2 - Trust in people
 - 1.8.3 - Influence
 - 1.8.4 - Various traits concerning interpersonal functioning
- P 1.9 Various personality traits

P 1.1 - LOCUS OF CONTROL

INTERNAL CONTROL	Index containing four pairs of statements, e.g. 'some of the good and some of the bad things in my life have happened by chance' (external control), 'What's happened to me has been my own doing' (internal control). Each S was asked which one of each pair is more true for him. (from the Internal-External Control of Reinforcement Scale; see Jesson et al. (1968))	Unaffected by sex and age	HAPP 3.1	r	+ .16		People of 46 and older, Duke, U.S.A. Probability systematic random sample, stratified by age and sex N: 502, date: 1968	PALMO 72 p. 70
INTERNAL CONTROL EXPECTATION	4-item index of forced choice questions measuring the respondent's expectations concerning personal control over the events of one's life (items from the Rotter Internal vs External Locus of Control Scale; see Rotter, 1966)	In 1972: Affect balance: r = +.29 (001) Positive affect: r = +.21 (001) Negative affect: r = -.21 (001) In 1973: Affect Balance: r = +.28 (001) Positive affect: r = +.27 (001) Negative affect: r = -.15 (001)	AFF 2.3	r _{pm}	+	001	Adults, Los Angeles County, U.S.A. Multi-stage probability samples of households N: 1078 in 1972 and 1008 in 1973 date: spring, 1972 and spring, 1973	CHERL 75 p. 197
EXTERNAL LOCUS OF CONTROL	23-item index (Internal vs External Locus of Control Scale; see Rotter, 1966)		AFF 3.1 HAPP 3.1	r _{pm} r _{pm}	-.31 -.13	05 ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215-218
EXTERNAL LOCUS OF CONTROL	Items from the Rotter I-E Scale, measuring a belief concerning felt mastery over the course of one's life (see Mirels, 1970)		AFF 3.1 HAPP 3.1	r _{pm} r _{pm}	-.23 -.08	ns ns	See above	GORMA 71 p. 215-218
INTERNAL CONTROL	12-item index (items from Rotter's I-E Scale; see Rotter, 1966)		COMP 1.2	r _{pm}	+ .17	001	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969 date: fall, 1966; spring, 1968 and spring, 1969	BACHM 67/70 p. 243
OTHER DIRECTEDNESS	36-item index (I-O Social Preference Scale; see Karrarjian, 1962)		HAPP 1.1	r _{pm}	-.16	t 05	Male undergraduates, U.S.A. Non-probability chunk sample N: 103, date: + 1967	HEERE 69 p. 22
INDEPENDENCE OF JUDGEMENT	9-item index (Independence of Judgement Scale; see Barron, 1965)		HAPP 1.1	r _{pm}		t ns	See above	HEERE 69 p. 22

ABILITY TO DO THINGS ONESELF TO INCREASE SATISFACTION

Closed question rated on an 11-point self-anchoring scale: 'To what extent do you feel there is a good deal you can do yourself to make your life happier and more satisfying than it is, as contrasted to the feeling that there isn't very much you can do about it yourself?'

EFFICACY

Closed question rated on an 11-point self-anchoring scale (see above)

INNER DIRECTEDNESS (tendency to be guided mainly by personal rather than external considerations)

127-item Inner Directedness Scale (from Shostrom's Personal Orientation Inventory; see Shostrom, 1964)

P 1.2 - COPING CAPACITY (EFFECTIVENESS)

see also 'Interpersonal Capability' (P 1.8.1), 'Mental Health' (H 2.3), 'Self-Image' (S 2), 'Time Competence' (T 1.1), 'Cognition' (C 1), 'Problems, Worries and Fears' (P 5)

IDENTITY INTEGRITY

Composite clinical rank order on identity diffusion vs identity integrity, measuring continuity vs discontinuity of past, present and future; integration vs lack of integration in interpersonal and work relationships; integration vs lack of integration of the total personality; and effectiveness vs ineffectiveness in self-definition and achievement of ends

The criteria were largely based on Erikson's discussion of identity. (See also under 'Erikson's Stages of Psychosocial Development'; Part III, P 1.4.1)

PSYCHOLOGICAL RESOURCES (positive mental health)

14 indicators of psychological resources including measures of mutuality (familial and extra-familial), resolution of losses, contextual and temporal perspective, growth, competence, insight, perceived and judged encroachments, hope, and satisfaction with intrapersonal and interpersonal competence in general.

Indicators of both psychological resources and psychological deficits were developed and correlated with well-being and affect. The correlations concerning psychological deficits, and deficits and resources combined, were presented under 'Mental Health' (Part III, H 2.3.1).

In total, significant correlations were found between two indicators of resources and psychological well-being.

There were four significant or near-significant correlations with positive affect, four with negative affect (including two inverse relationships), and eight with affect balance.

RESOLUTION AND FORTITUDE

Content analysis of interview records by 2 independent judges (component of the Life Satisfaction Rating).

See remarks in excerpt (Part II).

5-point scale:

5. Try and try again attitude. Active personal responsibility, takes the bad and the good and makes the most of it.
4. Can take life as it comes. Has no complaint of the way life has treated him. Assumes responsibility readily.
3. Has ups and downs. Shows a trace of extrapunitiveness or intropunitiveness concerning his difficulties in life.
2. Feels he hasn't done better because he has not gotten the breaks. Has worked hard but feels he never got anywhere.

(to be continued on next page)

HAPP 3.1	r _{pm}	+0.29		National adult population, U.S.A. Probability sample N: 1549, date: 1959	CANTR 65/2 p. 268/415
HAPP 2.1	r _{pm}	+0.35			
CON 1.1	r _{pm}	+0.25			
HAPP 2.1	r	+0.35		National adult population, U.S.A. Cantril (1965) modified probability sample N: 1406, date: 1959	BORTN 70 p. 44
HAPP 3.1	r	+0.28			
CON 1.1	r	+0.27			
AFF 2.1	r _{pm}	+0.19	ns	Married females, U.S.A. Non-probability purposive sample by expert choice N: 62, date: —	HARDE 69 p. 50
AFF 3.1	r _{pm}	+0.66	t	05 Male college students, U.S.A. Non-probability chunk sample N: 17, date: 1960	WESSM 66/2 p. 124
HAPP 1.1	r	+		People in transition, U.S.A. Stratified random sample N: 216, date: —	CHIRI 71 p. 603
AFF 2.3	r	+			
CON 1.4	r	+0.70		White adult population of age 50+, Kansas City, U.S.A. Stratified probability sample and non-probability quota sample N: 177, date: —	NEUGA 61 p. 139
COMP 1.4	r	+0.48			

<p>ROLE RELATED PLANNING ABILITIES (ability to conceptualize goals and the instrumental tasks necessary to their accomplishment and ability to maintain a judicious balance among the various roles).</p>	<p>1. Talks of hard knocks which he has not mastered (extrapunitive). Blames self a great deal (intropunitive). Feels helpless; overwhelmed by life.</p> <p>Rating by psychiatrists on the basis of observations during 6 years</p>	<p>Index of Positive Affects: $r = +.29$ (01) Non-significant relationship with the Index of Negative Affects.</p>	<p>AFF 2.3</p> <p>$r_{pm} +$</p>	<p>Residents of Stirling County, Maritime, Canada Probability sample stratified by sex, age, socio-environmental circumstances and mental health N: 112, date: 1963-1968</p>	<p>BEISE 74 p. 325</p>
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SUBJECTIVE INDICATORS

<p>PROJECTIVE HELPLESSNESS</p>	<p>Score from told stories to the Standard Thematic Apperception Test cards (see Murray, 1943), indicative of feeling or being helpless, feeling weak or ineffectual, being dominated, dependent</p>		<p>AFF 3.1</p> <p>$r_{pm} -.56$</p> <p>t</p> <p>05</p>	<p>Male college students, U.S.A. Non-probability chunk sample N: 17, date: + 1960</p>	<p>WESSM 66/2 p. 120</p>
<p>TENDING TO BE A DISCOURAGED PERSON</p>	<p>Direct agree / disagree statement</p>	<p>Unaffected by sex</p> <p>When standardized on:</p> <ul style="list-style-type: none"> - usual mood : $G^S = -.59$ - having fun in life : $G^S = -.47$ - frequency of low mood : $G^S = -.57$ - tending to be a lonely person: $G^S = -.53$ - anxiety symptoms : $G^S = -.63$ <p>Unaffected by sex</p>	<p>HAPP 1.1</p> <p>G -.67</p> <p>V .35</p> <p>Chi²</p> <p>01</p>	<p>Juniors and seniors attending public high schools, New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, date: 1960</p>	<p>BRENN 70 p. 71/75/265</p>
<p>SUBJECTIVE ADAPTATION TO CHANGE</p>	<p>Question on coping with death of one of both parents, or separation of parents during childhood very bad / rather bad / so-so / rather well / very well</p>	<p>Computed for those who reported death or separation of parents before the age of 20.</p>	<p>AFF 1.1</p> <p>G -.56</p> <p>V .29</p> <p>Chi²</p> <p>01</p> <p>HAPP 1.1</p> <p>G +.36</p> <p>ns</p>	<p>National adult population, The Netherlands Probability area sample N: 1552, date: June, 1968</p>	<p>BAKKE 74 p. 28</p>

P 1.3 - DEFENSIVENESS

<p><u>DEFENSE MECHANISMS:</u></p> <p>Inventory containing 10 stories, dealing with the following conflict areas: authority, independence, masculinity (male form), femininity (female form), competition and situational. After reading each story each S was asked to respond to four questions corresponding to four types of behavior evoked by the situation described in the story:</p> <ul style="list-style-type: none"> - proposed actual behavior - impulsive behavior (in fantasy) - thoughts - feelings <p>Five responses are provided for each question, each response representing one of five defense mechanisms (see next page)</p>		<p>Correlations were presented for males only. These are reported in the next columns. Among females no relationships were found.</p>		<p>Undergraduates, U.S.A. Non-probability chunk sample N: 55, date: —</p>	<p>CLUM 73 p. 509</p>
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Each S marked a plus for the response most representative for his reaction and a minus for the one least representative.
(Defense Mechanism Inventory; see Gleser & Ihilevich, 1969)

TURNING AGAINST OTHERS:

Defenses that deal with conflict through attacking a real or presumed external frustrating object (Turning against Object cluster).

- ACTION BEHAVIOR
- FANTASY BEHAVIOR
- THOUGHT BEHAVIOR
- AFFECT
- SUMSCORE

Among females there was a tendency for the defence turning against others to be negatively related to hedonic level.

AFF	3.1	r	-.33	ns
AFF	3.1	r	-.40	ns
AFF	3.1	r	-.44	05
AFF	3.1	r	-.29	ns
AFF	3.1	r	-.57	01

Undergraduates, U.S.A.
(See last page)

CLUM 73
p. 509

PROJECTION:

Defenses which justify the expression of aggression towards an external object through first attributing negative intent or characteristics to it (Projection cluster)

- ACTION BEHAVIOR
- FANTASY BEHAVIOR
- THOUGHT BEHAVIOR
- AFFECT
- SUMSCORE

AFF	3.1	r	+.01	ns
AFF	3.1	r	+.05	ns
AFF	3.1	r	-.40	ns
AFF	3.1	r	-.10	ns
AFF	3.1	r	-.21	ns

See above

CLUM 73
p. 509

INTELLECTUALIZATION:

Defenses that deal with conflict through invoking a general principle that 'splits off' affect from content and represses the former; e.g. intellectualization, isolation, rationalization (Principalization cluster)

- ACTION BEHAVIOR
- FANTASY BEHAVIOR
- THOUGHT BEHAVIOR
- AFFECT
- SUMSCORE

AFF	3.1	r	+.33	ns
AFF	3.1	r	+.20	ns
AFF	3.1	r	+.47	05
AFF	3.1	r	+.04	ns
AFF	3.1	r	+.43	05

See above

CLUM 73
p. 509

TURNING AGAINST SELF:

Defenses that deal with conflict through directing aggressive behavior towards S himself; e.g. masochism and autosadism (Turning against Self cluster)

- ACTION BEHAVIOR
- FANTASY BEHAVIOR
- THOUGHT BEHAVIOR
- AFFECT
- SUMSCORE

AFF	3.1	r	-.21	ns
AFF	3.1	r	-.22	ns
AFF	3.1	r	-.13	ns
AFF	3.1	r	-.24	ns
AFF	3.1	r	-.28	ns

See above

CLUM 73
p. 509

REVERSAL	Defenses that deal with conflict by responding in a positive or neutral fashion to a frustrating object which might be expected to evoke a negative reaction, e.g. negation, denial, reaction formation, and repression (Reversal cluster)						Undergraduates, U.S.A. (See last page)	CLUM 73 p. 509
- ACTION BEHAVIOR			AFF 3.1	r	-.10		ns	
- FANTASY BEHAVIOR			AFF 3.1	r	+.37		ns	
- THOUGHT BEHAVIOR			AFF 3.1	r	+.59		01	
- AFFECT			AFF 3.1	r	+.43		05	
- SUNSCORE			AFF 3.1	r	+.55		01	
REPRESSION	20-item index referring to denial of hostility towards significant others, avoidance of tension-producing activities, avoidance of recall of past events, etc. (DPI Repression Scale; see Jackson & Messick, 1964)		AFF 3.1	r	-.05		ns	Undergraduate students, U.S.A.
			HAPP 3.1	r _{pm}	-.08		ns	Non-probability chunk sample N: 67, date: summer 1970
GENERAL REPRESSION AND DENIAL OF UNPLEASANT AND DISTURBING AFFECTS	Clinical rank order on the basis of general clinical experience with the subjects and observation of their behavior and reactions to experimental situations	This rank was made one year before hedonic level was assessed	AFF 3.1	r _{pm}	-.01	t	ns	Male college students, U.S.A. Non-probability chunk sample N: 17, date: + 1960
SUPPRESSIVITY AND CONCEALMENT OF EMOTIONS	See above	See above	AFF 3.1	r _{pm}	+.42	t	ns	See above

P 1.4 - STAGES OF PERSONALITY DEVELOPMENT

P 1.4.1 - ERIKSON'S STAGES OF PSYCHO-SOCIAL DEVELOPMENT

PSYCHO-SOCIAL STAGES OF DEVELOPMENT:

	60-item Q sort, describing characteristics indicative of successful and unsuccessful resolutions of the first six developmental crises of Erikson's stages of psycho-social development (see Erikson, 1959) The Q sort was filled out both in very elated and in very depressed moods for self-concept ('an accurate picture of yourself as you honestly feel and believe you are!')	There were 5 items indicative of successful and 5 items indicative of unsuccessful resolution for each of the six stages. The subject was instructed to fit the set of items into a forced, seminormal distribution on a 7-point scale ranging from 'least characteristic' to 'most characteristic'. In the next columns the upper correlations concern psycho-social development as assessed in elation, and the lower as assessed in depression.						Male college students, U.S.A. Non-probability chunk sample N: 17, date: + 1960	WESSM 66/2 p. 107-109
- SUCCESSFUL ORAL SENSORY: BASIC TRUST	Placid and untroubled / accessible to new ideas / imperturbable optimist / able to take things as they come / deep, unshakable faith in himself		AFF 3.1	r _{pm}	+.21	t	ns		
				r _{pm}	+.44	t	ns		

- UNSUCCESSFUL ORAL SENSORY: BASIC MISTRUST	Incapable of absorbing frustration and everything frustrates him / can't share things with anybody / pessimistic, little hope / dim nostalgia for lost paradise / never gets what he really wants
- SUCCESSFUL MUSCULAR ANAL: AUTONOMY	Values independence above security / free and spontaneous / stands on his own two feet / quietly goes his own way / good judge of when to comply and when to assert himself
- UNSUCCESSFUL MUSCULAR ANAL: SHAME AND DOUBT	An automatic response to all situations / meticulous and over-organized / cautious, hesitant, doubting / feels as if he were being followed / always in the wrong, apologetic
- SUCCESSFUL LOCOMOTOR GENITAL: INITIATIVE	Adventuresome / dynamic / ambitious / inventive, delights in finding new solutions to new problems / sexually aware
- UNSUCCESSFUL LOCOMOTOR GENITAL: GUILT	Sexually blunted / afraid of impotence / thinks too much about the wrong things / big smoke but no fire / inhibited and self-restricted
- SUCCESSFUL LATENCY: INDUSTRY	Conscientious and hard working / interested in learning and likes to study / serious, has high standards / accomplishes much, truly productive/excels in his work
- UNSUCCESSFUL LATENCY: INFERIORITY	Can't fulfill his ambitions / doesn't apply himself fully / fritters away his time / ineffective, doesn't amount to much / a playboy, always 'hacking' around
- SUCCESSFUL PUBERTY AND ADOLESCENCE: IDENTITY	Confidence is brimming over / natural and genuine / poised / knows who he is and what he wants out of life / pride in his own character and values
- UNSUCCESSFUL PUBERTY AND ADOLESCENCE: ROLE DIFFUSION	A poseur, all facade and pretence / spreads himself thin / attempts to appear at ease / never knows how he feels / afraid of commitment
- SUCCESSFUL YOUNG ADULTHOOD: INTIMACY	Candid, not afraid to expose himself / warm and friendly / has sympathetic concern for others / tactful in interpersonal relations / comfortable in intimate relationships
- UNSUCCESSFUL YOUNG ADULTHOOD: ISOLATION	Little regard for the rest of the world / pre-occupied with himself / very lonely / cold and remote / secretly oblivious of the opinions of others
PSYCHO-SOCIAL DEVELOPMENT	Analysis of individual items from a 60-item Q-sort, filled out both in very elated and in very depressed moods for both self-concept ('an accurate picture of yourself as you honestly feel and believe you are') and ideal-concept ('the picture of the sort of person you have hoped to become or fancied yourself to be') (see above)

The unhappy men were more concerned, in both their real-self and ideal-self, with Erikson's fourth developmental crisis Industry vs Inferiority, while the happy men were more concerned with the sixth stage Intimacy vs Isolation. (See also 'Congruency between Real and Ideal Self-Image', and 'Content of Self-Image'; Part III, S 2.1.1 and S 2.2)

AFF 3.1	r _{pm}	-.56	t	05
	r _{pm}	-.86	t	05
AFF 3.1	r _{pm}	+.03	t	ns
	r _{pm}	+.50	t	05
AFF 3.1	r _{pm}	-.45	t	ns
	r _{pm}	-.74	t	05
AFF 3.1	r _{pm}	+.63	t	05
	r _{pm}	+.66	t	05
AFF 3.1	r _{pm}	-.28	t	ns
	r _{pm}	-.39	t	ns
AFF 3.1	r _{pm}	+.62	t	05
	r _{pm}	+.48	t	05
AFF 3.1	r _{pm}	-.56	t	05
	r _{pm}	-.62	t	05
AFF 3.1	r _{pm}	+.42	t	ns
	r _{pm}	+.54	t	05
AFF 3.1	r _{pm}	-.26	t	ns
	r _{pm}	-.23	t	ns
AFF 3.1	r _{pm}	+.67	t	05
	r _{pm}	+.69	t	05
AFF 3.1	r _{pm}	-.71	t	05
	r _{pm}	-.66	t	05
AFF 3.1	r _{pm}	+	t	05

Male college students, U.S.A.
(see last page)

WESSM 66/2
p. 112-113

PSYCHO-SOCIAL DEVELOPMENT:

60-item inventory describing characteristics indicative of successful and unsuccessful resolutions of the first six developmental crises of Erikson's stages of psycho-social development (adapted from Wessman & Ricks; see last pages)

Analysis on the basis of the 16 most happy and 16 least happy Ss in each of the 8 sex/class groups (N = 256)
The same items as in the Wessman & Ricks study were used. In this study each item was rated on a 7-point scale ranging from 'definitely most uncharacteristic of you' to 'definitely most characteristic of you'
Significance and elaboration were based on Analysis of Variance

Undergraduate college students, U.S.A.
Non-probability chunk sample
N: 952, date: March, 1965

CONST 65
p. 52-57

- SUCCESSFUL FIRST STAGE: BASIC TRUST

Unaffected by sex and stage of study

AFF 2.1

DM

+

01

- UNSUCCESSFUL FIRST STAGE: BASIC MISTRUST

Lower in junior years, esp. among males
In senior years stronger among females

AFF 2.1

DM

-

01

- SUCCESSFUL SECOND STAGE: AUTONOMY

Slightly negative among males
Slightly positive among females

AFF 2.1

DM

ns

- UNSUCCESSFUL SECOND STAGE: SHAME AND DOUBT

Stronger among females than among males
Unaffected by stage of study

AFF 2.1

DM

-

01

- SUCCESSFUL THIRD STAGE: INITIATIVE

Unaffected by sex and stage of study

AFF 2.1

DM

+

01

- UNSUCCESSFUL THIRD STAGE: GUILT

Among males stronger in freshman years
Among females strongest in senior years and lowest in junior years

AFF 2.1

DM

-

01

- SUCCESSFUL FOURTH STAGE: INDUSTRY

Unaffected by sex and stage of study

AFF 2.1

DM

+

01

- UNSUCCESSFUL FOURTH STAGE: INFERIORITY

Unaffected by sex and stage of study

AFF 2.1

DM

-

01

- SUCCESSFUL FIFTH STAGE: IDENTITY

Among males strongest in sophomore years and lowest in senior years
Among females stronger in senior years

AFF 2.1

DM

+

01

- UNSUCCESSFUL FIFTH STAGE: IDENTITY DIFFUSION

Unaffected by sex and stage of study

AFF 2.1

DM

-

01

- SUCCESSFUL SIXTH STAGE: INTIMACY

Unaffected by sex and stage of study

AFF 2.1

DM

+

01

- UNSUCCESSFUL SIXTH STAGE: ISOLATION

Unaffected by sex and stage of study

AFF 2.1

DM

-

01

PSYCHO-SOCIAL DEVELOPMENT:

60-item Inventory of Psycho-Social Development (see above)

These data concern students from the Constantinople (1965) sample (see above). In this analysis N = 581.

Undergraduate college students, U.S.A.
Non-probability chunk sample
N: 581, date: March, 1965

CONST 70
p. 10

- SUCCESSFUL FIRST STAGE: BASIC TRUST

Freshman males : $r = +.34$ (01)
Senior males : $r = +.48$ (01)
Freshman females: $r = +.33$ (01)
Senior females : $r = +.43$ (01)

AFF 2.1

r

+

- UNSUCCESSFUL FIRST STAGE: BASIC MISTRUST

Freshman males : $r = -.37$ (01)
 Senior males : $r = -.58$ (01)
 Freshman females: $r = -.21$ (01)
 Senior females : $r = -.42$ (01)

AFF 2.1 r -

- SUCCESSFUL SECOND STAGE: AUTONOMY

Freshman males : $r = +.12$ (ns)
 Senior males : $r = +.18$ (05)
 Freshman females: $r = +.10$ (ns)
 Senior females : $r = +.12$ (ns)

AFF 2.1 r +

- UNSUCCESSFUL SECOND STAGE: SHAME AND DOUBT

Freshman males : $r = -.10$ (ns)
 Senior males : $r = -.21$ (05)
 Freshman females: $r = -.07$ (ns)
 Senior females : $r = -.25$ (01)

AFF 2.1 r -

- SUCCESSFUL THIRD STAGE: INITIATIVE

Freshman males : $r = +.19$ (05)
 Senior males : $r = +.38$ (01)
 Freshman females: $r = +.36$ (01)
 Senior females : $r = +.24$ (01)

AFF 2.1 r +

- UNSUCCESSFUL THIRD STAGE: GUILT

Freshman males : $r = -.32$ (01)
 Senior males : $r = -.46$ (01)
 Freshman females: $r = -.18$ (05)
 Senior females : $r = -.24$ (01)

AFF 2.1 r -

- SUCCESSFUL FOURTH STAGE: INDUSTRY

Freshman males : $r = +.14$ (ns)
 Senior males : $r = +.25$ (01)
 Freshman females: $r = +.09$ (ns)
 Senior females : $r = +.16$ (ns)

AFF 2.1 r +

- UNSUCCESSFUL FOURTH STAGE: INFERIORITY

Freshman males : $r = -.13$ (ns)
 Senior males : $r = -.21$ (05)
 Freshman females: $r = -.15$ (ns)
 Senior females : $r = -.23$ (01)

AFF 2.1 r -

- SUCCESSFUL FIFTH STAGE: IDENTITY

Freshman males : $r = +.18$ (05)
 Senior males : $r = +.48$ (01)
 Freshman females: $r = +.35$ (01)
 Senior females : $r = +.42$ (01)

AFF 2.1 r +

- UNSUCCESSFUL FIFTH STAGE: IDENTITY DIFFUSION

Freshman males : $r = -.12$ (ns)
 Senior males : $r = -.10$ (ns)
 Freshman females: $r = -.01$ (ns)
 Senior females : $r = -.21$ (05)

AFF 2.1 r -

- SUCCESSFUL SIXTH STAGE: INTIMACY

Freshman males : $r = +.14$ (ns)
 Senior males : $r = +.39$ (01)
 Freshman females: $r = +.19$ (05)
 Senior females : $r = +.20$ (05)

AFF 2.1 r +

- UNSUCCESSFUL SIXTH STAGE: ISOLATION

Freshman males : $r = -.22$ (01)
 Senior males : $r = -.36$ (01)
 Freshman females: $r = -.27$ (01)
 Senior females : $r = -.36$ (01)

AFF 2.1 r -

P 1.4.2 - OTHER INDICATORS OF PERSONALITY DEVELOPMENT

PSYCHO-SEXUAL STAGES OF DEVELOPMENT:	Composite clinical rank order on symptomatic characteristics indicative of degree of fixation at or regression to the various psycho-sexual stages					Male college students, U.S.A. Non-probability chunk sample N: 17, date: +1960	WESSM 66/2 p. 124
- ORAL RECEPTIVE		AFF 3.1	r _{pm}	t	ns		
- ORAL AGGRESSIVE		AFF 3.1	r _{pm}	t	ns		
- ANAL EXPULSIVE		AFF 3.1	r _{pm}	t	ns		
- ANAL RETENTIVE		AFF 3.1	r _{pm}	- .44	t	10	
- URETHRAL ICARIAN		AFF 3.1	r _{pm}	t	ns		
PERSONAL MATURITY AND INTEGRATION	Composite clinical rank order ranging from 'most neurotic, regressed, disintegrated' to 'most secure, mature, integrated'	AFF 3.1	r _{pm}	+ .59	t	05	See above WESSM 66/2 p. 124
SELF-ACTUALIZATION	Rating by judges, using a form listing 15 qualities drawn from Maslow's (1954) description of the characteristics of the self-actualizing person	AFF 2.1	r _{pm}	+ .28		05	Married females, U.S.A. Non-probability purposive sample by expert choice N: 62, date: — HARDE 69 p. 50
SELF-PERCEIVED CREATIVITY AND MATURITY	2-item index of direct questions on creativity and personality maturity compared with others	AFF 6	F	+	ns		Female undergraduates, U.S.A. Random sample N: 72, date: — LUDWI 71/75 p. 64/207

The subjects answered these questions at the end of an experimental situation in which their self-esteem was experimentally altered. This was done by means of a false personality report dealing with the subject's creativity, maturity and other things. These questions formed a check on the acceptance of the personality report.

Correlation with self-perceived creativity : r_{pm} = +.05 (ns)
Correlation with self-perceived maturity : r_{pm} = +.17 (ns)

Unaffected by self-esteem
For happy Ss self-perceived creativity and maturity is unaffected by bolstered self-esteem and decreased by reduced self-esteem.
For unhappy Ss it is increased by bolstered self-esteem and unaffected by reduced self-esteem.

see also 'Concerns, Interests' (C 2),
'Hopes, Aspirations & Goals' (H 3),
'Values' (V 1)

P 1.5 - NEEDS

P 1.5.1 - ACHIEVEMENT MOTIVATION

see also 'Satisfaction with Socio-Economic Level' (S1.8) and 'Content of Self-Image' (S2.2) for indicators of Achievement motivation among women see also 'Gender-role attitudes' (G1.2) and 'Reasons for having a job' (W2.9).

DESIRE TO EXCEL AT PERFORMANCES IN WHICH THE PERSON HAS HIS CHIEF INTEREST (whether of work, play or otherwise)	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+0.53		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27	
DESIRE TO EXCEL AT PERFORMANCES IN WHICH THE PERSON HAS HIS CHIEF INTEREST (whether of work, play or otherwise)	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+0.20		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26	
STATUS OF OCCUPATIONAL ASPIRATIONS	Open question on 'What sort of work do you think you might do for a living?', coded and converted to the Duncan socio-economic status index (see Reiss, 1961).		COMP 1.2	r _{pm}	+0.06	ns	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968, and 1799 in 1969 date: fall 1966, spring 1968, and spring 1969	BACHM 67/70 p. 247	
AMBITIOUS JOB ATTITUDE	13-item index of closed questions indicating preferences for 'a job that doesn't bug me' (no one to boss me, don't have to work too hard, not much responsibility, high prestige, etc.) and preference for 'a job that pays off' (learning new things, good chances for getting ahead, good pay, using one's skills, etc.)	Preference for 'a job that pays off' was related to happiness : r = +.21 (001) Preference for 'a job that doesn't bug me' was unrelated to happiness: r = -.05 (ns)	COMP 1.2	r _{pm}	+0.16	001	See above	BACHM 67/70 p. 243	
DESIRE FOR LONGER SCHOOLING		Among women 76% of the relatively dissatisfied believe that further schooling would be desirable, whereas this is true of only 61% of the very satisfied. Among men the comparable figures are 73% and 55% respectively	HAPP 2.1	D%	-	s	Middle-aged, middle class married couples, U.S.A. Non-probability accidental sample of couples N: 416, date: 1952 - 1953	ROSE 55 p. 17	
THINKING OFTEN ABOUT GETTING AHEAD	Closed question: not at all / sometimes / often; during last week	Gammas computed on the basis of proportions 'often' answers Among those of high S.E.S.: G' = -.06 (ns) Among those of low S.E.S.: G' = +.01 (ns)	HAPP 1.1	G'	-	Gt'	ns	Inhabitants of 4 small communities, Illinois, U.S.A. Probability multi-stage samples N: 2006, date: March, 1962	BRADB 65/1 p. 54
SATISFACTION WITH NEXT YEAR'S PLANS IN TERMS OF ACHIEVEMENT NEEDS	Closed question on 'the extent to which one's present plans for further education, career, or job fulfill her need to achieve, to fully utilize her capacities', rated on a 7-point scale ranging from 'highly unsatisfactory' to 'highly satisfactory'		AFF 2.1	r _{pm}	+0.17	05	Female college seniors, U.S.A. Non-probability chunk sample N: 162, date: May - June, 1966	PORTE 67 p. 101	

P 1.5.2 - NEED FOR SOCIAL APPROVAL

NEED-FOR SOCIAL APPROVAL	10-item index of the true / false statements, such as: 'I never hesitate to go out of my way to help someone in trouble' and 'There have been times when I feel like rebelling against people in authority' (shortened Social Desirability scale; see Crowne & Marlowe, 1964)		HAPP 1.1	G'	+0.24	Gt'	01	Adults in the New England and Mid-Atlantic States, U.S.A. Probability cluster sample N: 404, date: —	PHILL 72 p. 929
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NEED FOR SOCIAL APPROVAL	Marlowe - Crowne Social Desirability Scale (see Crowne & Marlowe, 1964)
SOCIAL DESIRABILITY	33-item index (Marlowe - Crowne Social Desirability Scale; see Crowne & Marlowe, 1964)
NEED FOR SOCIAL APPROVAL	33-item index of true / false statements (Social Desirability Scale; see Crowne & Marlowe, 1964)
NEED FOR SOCIAL APPROVAL	31-item index of true / false statements (Social Desirability Scale; see Crowne & Marlowe, 1964)
CARING ABOUT WHAT OTHER PEOPLE THINK ABOUT YOU OR WHAT YOU DO	Closed question: no vs yes
SENSITIVITY TO CRITICISM	3-item index of closed questions on sensitivity to criticism, being hurt by criticism, feeling disturbed when laughed at or blamed
DESIRE TO BE LIKED BY HIS ASSOCIATES	Class-master rating on a 7-point scale on the basis of observation
DESIRE TO BE LIKED BY HIS ASSOCIATES	Trained peer rating on a 7-point scale on the basis of observation
EAGERNESS FOR ADMIRATION	Class-master rating on a 7-point scale on the basis of observation
EAGERNESS FOR ADMIRATION	Trained peer rating on a 7-point scale on the basis of observation

When standardized on social class: $G_s = -.22$

P 1.5.3 - DESIRE FOR EXCITEMENT

DESIRE FOR EXCITEMENT	Score, calculated by multiplying ratings of desire to engage in each of 75 activities by ratings of the extent of excitement associated with the relevant activities. (DX-test; see Jackson & Lyons, 1969)
EXCITEMENT	Repeated closed question on to what extent one felt like doing exciting things during the day, rated each night on a 4-point scale for at least 20 days

Analysis on the basis of the mean rating

AFF 2.1	r _{pm}	+.24		ns	Married females, U.S.A. Non-probability purposive sample by expert choice N: 62, date: —	HARDE 69 p. 50
AFF 3.1	r _{pm}	+.14		ns	Undergraduate college students, U.S.A.	GORMA 71 p. 215/218
HAPP 3.1	r _{pm}	-.07		ns	Non-probability chunk sample N: 67, date: summer, 1970	
HAPP 1.1	r _{pm}	+.28	t	005	Male undergraduates, U.S.A. Non-probability chunk sample N: 103, date: + 1967	HEERE 69 p. 27
COMP 1.2	r _{pm}	+.28		001	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969 date: fall, 1966, spring, 1968 and spring, 1969	BACHM 67/70 p. 242
HAPP 1.1	G'	-.15	Gt'	01	National adult population, U.S.A. Non-probability quota sample N: 2377, date: February, 1946	WESSM 56 p. 203
HAPP 1.1	G V	-.23 .12	Chi ²	01	Juniors and seniors attending public high schools in New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, date: 1960	BRENN 70 p. 94/179/302
AFF 1.1	G V	-.19 .11	Chi ²	01		
AFF 5.3	r _{pm}	+.45			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
AFF 5.2	r _{pm}	+.38			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
AFF 5.3	r _{pm}	+.46			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
AFF 5.2	r _{pm}	+.12			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
AFF 3.1	r	+.07		ns	University students, U.S.A. Probability sample N: 45, date: —	LUDWI 70 p. 173
AFF 3.1	r	-.16		ns	See above	LUDWI 70 p. 173

TRANQUILLITY	Repeated closed question on to what extent one feels like doing calm and tranquil things during the day, rated each night on a 4-point scale for at least 20 days	Analysis on the basis of the mean rating	AFF 3.1	r	+0.16	ns	University students, U.S.A. (see last page)	LUDWI 70 p. 173
DESIRE FOR EXCITEMENT	Behavioral choice of which of three roles Ss would play in a scene to be videotaped for possible use in campus lectures on expressive behavior. One of these roles was a lead part, an other was a supportive role, and the third was a minor part.	The subjects answered this question (and the next questions; see below) in an experimental situation right after their self-esteem was experimentally altered. The relationship appeared to be unaffected by manipulated self-esteem. For both happy and unhappy Ss desire for excitement is unaffected by both bolstered and reduced self-esteem. Unaffected by manipulated perceived acting ability.	AFF 6	r _{pm}	+0.32	01	Female undergraduates, U.S.A. Random sample N: 72, date: —	LUDWI 71/75 p. 32-33/64
DESIRE FOR EXCITEMENT	Closed question on how much at this moment one feels like playing a lead role in a campus theatrical production	See above Unaffected by manipulated self-esteem. For happy Ss desire for excitement is unaffected by both bolstered and reduced self-esteem. For unhappy Ss desire for excitement is increased by bolstered self-esteem, and unaffected by reduced self-esteem. Unaffected by manipulated perceived acting ability.	AFF 6	r _{pm}	+0.35	01	See above	LUDWI 71/75 p. 33/64
EXPECTED SUCCESS IN ACTING	Direct question on expected success in playing a lead role in a campus theatrical production	See above	AFF 6	r _{pm}	+0.22	10	See above	LUDWI 71/75 p. 33/64
EXCITEMENT IN ACTING	Direct question on the extent to which playing a lead role was perceived as exciting	See above	AFF 6	r _{pm}	+0.37	01	See above	LUDWI 71/75 p. 64
PERCEIVED ENJOYMENT IN ACTING	Direct question on the extent to which playing a lead role was perceived as enjoyable	See above	AFF 6	r _{pm}	+0.46	01	See above	LUDWI 71/75 p. 33/64
FEAR OF ACTING	Direct question on the extent to which playing a lead role was perceived as scary	See above	AFF 6	r _{pm}	-0.16	ns	See above	LUDWI 71/75 p. 33/64
DESIRE TO PARTICIPATE IN EXCITING ACTIVITIES	6-item index of closed questions on whether at this moment one feels like engaging in activities which are characterized as exciting (+), relaxing (-), tranquil (-), or restful (-) (items from a 36-item Excitement Adjective Checklist).	See above Unaffected by manipulated self-esteem. For happy Ss desire to participate is unaffected by bolstered self-esteem and increased by reduced self-esteem. For unhappy Ss desire to participate is unaffected by both reduced and bolstered self-esteem. Similar scores measuring desire for participation in risky activities, scary activities and challenging activities were composed. These scores were not related to hedonic level either.	AFF 6	r _{pm}	+0.06	ns	See above	LUDWI 71/75 p. 34/64
DESIRE FOR PARTICIPATION IN EXCITING ACTIVITIES	4-item index of closed questions on whether at this moment one feels like being a lead actress in a play, dating with an attractive guy, driving a sports car, walking through a forest late at night (see next page). (from the Activity Reaction Scale; see Jackson & Lyons, 1969)	See above Unaffected by manipulated self-esteem. For both happy and unhappy Ss desire for participation is unaffected by both bolstered and reduced self-esteem.	AFF 6	r _{pm}	+0.24	05	See above	LUDWI 71/75 p. 33/64

DESIRE FOR PARTICIPATION IN SOCIAL EXCITING ACTIVITIES	2-item index of closed questions on whether at this moment one feels like being a lead actress in a play and meeting an attractive guy for the first time and being asked out for a date (see last page).	See last page. Affected by manipulated self-esteem (.10) For happy Ss desire for participation is unaffected by both bolstered and reduced self-esteem. For unhappy Ss desire for participation is unaffected by reduced self-esteem, and increased by bolstered self-esteem.	AFF 6	r pm	+.30	05	Female undergraduates, U.S.A. (see last page)	LUDWI 71/75 p. 33/64
DESIRE FOR PARTICIPATION IN NON-SOCIAL EXCITING ACTIVITIES	2-item index of closed questions on whether at this moment one feels like driving a sports car as fast as it will go, and walking through a forest late at night by oneself. (see last page)	See above Unaffected by manipulated self-esteem. For both happy and unhappy Ss desire for participation is unaffected by both bolstered and reduced self-esteem.	AFF 6	r pm	+.09	ns	See above	LUDWI 71/75 p. 34/66
PERCEIVED EXCITEMENT IN EXCITING ACTIVITIES	4-item index of exciting activities (see above), scored for 'how exciting does this activity seem to you right now?'	See above	AFF 6	r pm	+.27	05	See above	LUDWI 71/75 p. 64
PERCEIVED ENJOYMENT IN EXCITING ACTIVITIES	4-item index of exciting activities (see above), scored for 'how enjoyable does this activity seem to you right now?'	See above	AFF 6	r pm	+.33	01	See above	LUDWI 71/75 p. 64
DESIRE FOR PARTICIPATION IN BORING ACTIVITIES	4-item index of closed questions on whether at this moment one feels like sitting in the Rathskeller by oneself, being at a dull party, being in a slow moving academic discussion, and resting in bed (see below) (from the Activity Reaction Scale; see above)	See above Unaffected by manipulated self-esteem. For both happy and unhappy Ss desire for participation is unaffected by both bolstered and reduced self-esteem.	AFF 6	r pm		ns	See above	LUDWI 71/75 p. 34
DESIRE FOR PARTICIPATION IN SOCIAL BORING ACTIVITIES	2-item index of closed questions on whether at this moment one feels like being at a dull party, and being at a slow moving academic discussion (see above)	See above Unaffected by manipulated self-esteem	AFF 6	r pm		ns	See above	LUDWI 71/75 p. 34
DESIRE FOR PARTICIPATION IN NON-SOCIAL BORING ACTIVITIES	2-item index of closed questions on whether at this moment one feels like sitting in the Rathskeller by oneself, and resting in bed (see above)	See above Unaffected by manipulated self-esteem	AFF 6	r pm		ns	See above	LUDWI 71/75 p. 34
PERCEIVED BOREDOM IN BORING ACTIVITIES	4-item index of boring activities (see above), scored for 'how boring does this activity seem to you right now?'	See above	AFF 6	r pm	+.20	ns	See above	LUDWI 71/75 p. 64
SENSATION SEEKING	Index containing forced-choice questions in which one choice in each item pair mentions a more prosaic, subdued activity, while the other choice mentions a novel, sensual, or active behavior. The scale was scored for the number of active choices. (Sensation-Seeking Scale; see Zuckerman et al., 1964)		AFF 3.1 HAPP 3.1	r pm r pm	+.28 +.18	05 ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215/218
EXTERNAL SENSATION SEEKING	Index containing exteroceptive activities, such as sports and exploration activities, scored for the number of activities S might prefer. (External Sensation-Seeking Scale; see Pearson, 1970)		AFF 3.1 HAPP 3.1	r pm r pm	+.35 +.29	01 05	See above	GORMA 71 p. 215/216

INTERNAL SENSATION SEEKING

Index containing interoceptive activities, such as fantasy and observation of bodily processes, scored for the number of activities S might prefer.
(Internal Sensation-Seeking Scale; see Pearson, (1970).

P 1.5.4 - DESIRE FOR SOCIAL PARTICIPATION

see 'Social Participation' (S 4), esp. 'Preferences with respect to Social Participation' (S 4.5)

P 1.5.5 - VARIOUS NEEDS

NEED FOR SELF-UTILIZATION

9-item index containing closed questions on desiring to use one's skills (see Long, 1967)

NEED FOR SELF-DEVELOPMENT

15-item index containing closed questions on desiring to develop one's skills (see Long, 1967)

DESIRE TO IMPOSE HIS OWN WILL ON OTHERS (as opposed to tolerance)

Class-master rating on a 7-point scale on the basis of observation

DESIRE TO IMPOSE HIS OWN WILL ON OTHER PEOPLE (as opposed to tolerance)

Trained peer rating on a 7-point scale on the basis of observation

P 1.6 - TENDENCY TO REACT POSITIVELY

RECALLING PLEASANT ASSOCIATIONS IN CONNECTION WITH VERBAL STIMULI

Score based on the difference between the number of pleasant associations reported by each S, and the average number of pleasant associations reported by the whole sample on each of 5 lists of 50 stimulus words, using one series on each of 5 consecutive days.

Ss were asked: 'When I pronounce a word to you, observe what idea that word first calls to your mind, and report whether it is a pleasant or unpleasant idea. If it seems neither pleasant nor unpleasant, but indifferent, continue thinking until either a pleasant or unpleasant idea is suggested and report which it is'.

Analysis of the results strongly suggests the existence of a real positive correlation between exceeding or falling below the average number of pleasant associations and cheerfulness.

RECALLING PLEASANT ASSOCIATIONS IN CONNECTION WITH VERBAL STIMULI

Total number of pleasant associations reported on 3 series of 50 stimulus words each, using one series on each of 3 consecutive days.
(for question used, see above with MORGA 19)

AFF 3.1	r _{pm}	+.33	01	Undergraduate students, U.S.A.	GORMA 71	
HAPP 3.1	r _{pm}	+.13	ns	(see last page)	p. 215/216	
COMP 1.2	r _{pm}	+.29	001	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969 date: fall, 1966; spring, 1968 and spring, 1969	BACHM 67/70 p. 242	
COMP 1.2	r _{pm}	+.33	001	See above	BACHM 67/70 p. 242	
AFF 5.3	r _{pm}	+.36		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27	
AFF 5.2	r _{pm}	+.17		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26	
AFF 5.2		+		Female college students, U.S.A. Non-probability chunk sample N: 97, date: —	MORGA 19 p. 303-304	
AFF 1.1	G'	+.57	Gt'	05	Female psychology students, U.S.A.	
AFF 6	G'	+.52	Gt'	05	Non-probability chunk sample, poststratified by temperament N: 67, date: —	WASHB 25 P. 455

RECALLING PLEASANT ASSOCIATIONS IN CONNECTION WITH VERBAL STIMULI	Total number of pleasant associations reported on 3 series of 30 stimulus words each, using one series on each of 3 consecutive days (for question used, see last page with MORGAN 19)		AFF 6	G'	+ .55	Gt'	05	Female psychology students, U.S.A. Non-probability chunk sample, poststratified by temperament N: 123, date: —	WASHB 26 p. 279
PROMPTNESS OF PLEASANT ASSOCIATIONS IN CONNECTION WITH VERBAL STIMULI	Each S was given 5 stimulus words in succession with the instruction to recall an unpleasant associated personal experience; then 5 words with the instruction to recall a pleasant idea. When a word had suggested an (un)pleasant idea the S rapped on the table. The intervals between giving the word and the S's rap were measured by a stopwatch. Sixty stimulus words were used, thirty each for the pleasant and unpleasant recalls. The average reaction time for the pleasant experiences was divided by the average reaction time for the unpleasant experiences.	The results offer some confirmation of the idea that there is a positive correlation between a cheerful temperament and especially slow recall of unpleasant ideas.	AFF 5.2		+			Female college students, U.S.A. Non-probability chunk sample N: 69, date: —	BAXTE 17 p. 156-157
PROMPTNESS OF PLEASANT ASSOCIATIONS IN CONNECTION WITH VERBAL STIMULI	Average reaction time for unpleasant associations divided by the average reaction time for pleasant associations 3 series of stimulus words, each containing 6 groups of 5 words each were used, one series on each of 3 consecutive days (for method used, see above)		AFF 6	G'	+ .70	Gt'	05	Female psychology students, U.S.A. Non-probability chunk sample, poststratified by temperament N: 123, date: —	WASHB 26 p. 279
INCLINATION TO RECALL PLEASING WORDS	Ratio of pleasant and unpleasant words mentioned. Ss were required to write down pleasing and displeasing words. Conditions were arranged in such a way that it was equally possible to write down either pleasing or displeasing words	Correlation coefficient was assessed by means of a scattergram using daily mood ratings and the percentage of recalled pleasant words on the same day (261 pairs of data were available)	AFF 3.1	r _{pm}	+ .29		04	College students, U.S.A. Non-probability chunk sample N: 34, date: 1934 - 1935	YOUNG 37B p. 317
BEING READILY PLEASED BY ODORS	Affective reaction test, employing a standard series of 14 odors, given for 9 consecutive days. Ss immediately reported for each odor 'I like it' or 'I dislike it'	The data also are presented in YOUNG 37A, p.331 When a scattergram was prepared, using daily mood ratings and affective reactions to odors on the same day (306 pairs of data): r _{pm} = -.29 (03)	AFF 3.1	r _s	-.02		ns	See above	YOUNG 37B p. 315
<u>P 1.7 - MORALITY</u>		see also 'Types of Affect : Guilt' (A 2.2.8) and 'Personal Moral Judgment' (A 2.2.13); and 'Values' (V 1)							
ESTIMATE OF GENERAL EXCELLENCE OF CHARACTER	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+ .36			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
'FIRST IMPRESSION' ESTIMATES OF GENERAL EXCELLENCE OF CHARACTER	Estimate at a single short personal interview on a 7-point scale by two 3rd year students (school 1), the author and another member of the college staff (school 2 and 4), the author and a lady (school 3)		AFF 5.3	r _{pm}	+ .31			See above	WEBB 15 p. 27
ESTIMATE OF GENERAL EXCELLENCE OF CHARACTER	Trained peer-rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+ .19			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
ESTIMATE OF GENERAL EXCELLENCE OF CHARACTER BY LECTURERS	Rating on a 7-point scale on the basis of observation, by two staff-members		AFF 5.2	r _{pm}	-.01			See above	WEBB 15 p. 26

TRUSTWORTHINESS (keeping his word or engagement, performing his believed duty)	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+0.18		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
TRUSTWORTHINESS (keeping his word or engagement, performing his believed duty)	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+0.07		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
CONSCIENTIOUSNESS (keenness of interest in the goodness and wickedness of actions)	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+0.19		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
CONSCIENTIOUSNESS (keenness of interest in goodness and wickedness of actions)	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	-0.08		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
TENDENCY NOT TO ABANDON TASKS FROM WERE CHANGEABILITY	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	-0.03		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
TENDENCY NOT TO ABANDON TASKS FROM WERE CHANGEABILITY	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+0.06		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
TENDENCY NOT TO ABANDON TASKS IN THE FACE OF OBSTACLES	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r _{pm}	+0.40		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
TENDENCY NOT TO ABANDON TASKS IN THE FACE OF OBSTACLES	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+0.23		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
PURE-MINDEDNESS (extent to which he shuns telling or hearing stories of immoral meaning)	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	-0.19		See above	WEBB 15 p. 26

P 1.8 - PERSONALITY TRAITS CONCERNING INTERPERSONAL FUNCTIONING

see also 'Social Participation' (S 4),
'Popularity' (P 4), 'Content of Self-Image'
(S 2.2), 'Institutional Living' (I 2)

P 1.8.1 - INTERPERSONAL CAPABILITY

EASE OF MAKING FRIENDS	Closed question: not very easy vs make friends easily		HAPP 1.1	G'	+0.37	Gt'	01	National adult population, U.S.A. Non-probability quota sample N: 2377, date: February, 1946	WESSN 56 p. 202
SUCCESS IN ACQUIRING FRIENDS	Closed question		HAPP 1.1	mc	+0.36			Urban adult Jewish population, Israel Probability area sample using dwelling units N: 1830, date: summer, 1973	LEVY 75/2 p. 373
GETTING ON WELL WITH OTHER PEOPLE	Direct question rated on a graphic scale ranging from 'very bad' to 'very good'	Slightly lower among those of age 41 - 45 Lower among those of low S.E.S. Stronger among those of lower education Stronger among males than among females Stronger among the unmarried	HAPP 1.1	G	+0.42		05	National adult population, The Netherlands Probability area sample N: 1552, date: June, 1968	BAKKE 74 p. 27

SATISFACTION WITH HOW ONE GETS ON WITH PEOPLE	Closed question: 'How do you feel about. . ?' terrible / unhappy / mostly dissatisfied / mixed / mostly satisfied / pleased / delighted	Unaffected by sex	HAPP 3.1 (1st instr.)	h^2	.31		National adult population, U.S.A. Probability area sample (first sample) N: 1297, date: May, 1972	ANDRE 74 p. 17
NORMAL INTROVERSION (social participation)	Fusion factor indicative of social withdrawal or disturbed introversion (with shy, seclusive, submissive, guilty, depressed, masochistic personalities) vs social participation or normal extraversion (with poised, sociable, dominant, confident and spontaneous personalities) (Fusion Factor A from the MMPI Scales; see Kassebaum et al., 1959)	Average hedonic level correlated significantly with a number of the MMPI scales. There were large negative correlations with most of the scales indicative of psychopathology. Additional data were not presented.	AFF 3.1	r_{pm}	+	t	Male college students, U.S.A. Non-probability chunk sample N: 17, date: \pm 1960	WESSM 66/2 p. 116
INTERPERSONAL REACTIVITY	Rating by psychiatrists on the basis of observation during 6 years. High scores indicate emotional openness to others and ability to secure emotional support from them.	Index of Positive Affects: $r = +.25$ (01) Index of Negative Affects: $r = -.26$ (01)	AFF 2.3	r_{pm}	+		01 Residents of Stirling County, Maritime, Canada Probability sample stratified by sex, age, socio-environmental circumstances and mental health N: 112, date: 1963 - 1968	BEISE 74 p. 325
GIVING ONESELF EASILY	Direct question rated on a graphic scale, ranging from 'very difficult' to 'very easily'		HAPP 1.1	G	+.07		ns National adult population, The Netherlands Probability area sample N: 1552, date: June, 1968	BAKKE 74 p. 27
DEGREE OF 'TACT' IN GETTING ON WITH PEOPLE	Trained peer rating on a 7 -point scale on the basis of observation		AFF 5.2	r_{pm}	+.21		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
HAVING PROBLEMS WITH GETTING ALONG WITH OTHERS	Closed question	College students only L - shaped curve: significant among happier students only	COMP 4.1		-		Students, U.S.A. Non-probability quota sample N: 1651, date: -	SYMON 37 p. 292
TENDING TO BE A LONELY PERSON	Closed question: not lonely / fairly lonely / very lonely	Unaffected by sex When standardized on: - usual mood : $G_s = -.56$ - having fun in life : $G_s = -.50$ - frequency of low mood : $G_s = -.62$ - tending to be a discouraged person: $G_s = -.60$ - anxiety symptoms : $G_s = -.66$ Stronger among males: $G = -.55$ Lower among females : $G = -.49$	HAPP 1.1	G V	-.68 .32	Chi^2	01 Juniors and seniors attending public high schools in New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, date: 1960	BRENN 70 p. 71/75/268
LONELINESS	6-item index of statements on feeling lonely, nobody cares for you, difficulty in making lasting contacts, coping with things alone, hard to find real friends, alone in the world	Unaffected by sex Lower among the married: $G' = -.36$ (01) Stronger among singles : $G' = -.50$ (01)	AFF 1.1	G V	-.31 .23	Chi^2	01 Adults, Amsterdam, The Netherlands Probability systematic random sample stratified by sex and marital status N: 600, date: September - December, 1965	JONG 69 p. 197
<u>THERAPIST'S FUNCTIONING IN THERAPEUTIC CONDITIONS:</u>	Ratings of individual therapy sessions (recorded on audiotapes) by 3 advanced graduate students in counseling psychology. Two 4-minute segments from each of 24 tapes were rated independently by the raters for each variable. The average of these ratings per scale per therapist was used						Therapists, Columbia University, U.S.A. Non-probability chunk sample N: 12, date: 1970	GURMA 72 p. 170
- WARMTH	Expanded Truax Warmth Scale (see Truax & Carkhuff, 1967)		AFF 3.1	r_s	+.55			05
- EMPATHY	Adapted Truax Empathy Scale (see Bergin & Solomon, 1970)		AFF 3.1	r_s	+.40			10

- GENUINENESS	Expanded Truax Genuineness Scale (see Truax & Carkhuff, 1967)
- SELF-DISCLOSURE	Self-Disclosure Scale (see Carkhuff & Berenson, 1967)
- FACILITATIVE INTERPERSONAL FUNCTIONING	Gross Facilitative Interpersonal Functioning Scale (see Carkhuff et al., 1968)

AFF 3.1	r _s	+ .43	10
AFF 3.1	r _s	+ .44	10
AFF 3.1	r _s	+ .59	02

P 1.8.2 - TRUST IN PEOPLE

ESTEEM FOR OTHERS	3-item index of true / false statements containing 'most people are selfish and inconsiderate', 'it doesn't pay to put yourself out for other people', and 'most people can be trusted'
TRUST IN OTHER PEOPLE	Direct question rated on a graphic scale ranging from 'none' to 'very much'
SOCIAL ISOLATION	5-item index indicating a strong mistrust in other people (see Berting, 1968)
TRUST IN SOCIAL NETWORK MEMBERS	3-item index of closed questions on whether one would trust him/her with important information, discuss with him/her psychological problems, tell him/her about a 'put down' someone had given her
HAVING FAITH IN PEOPLE	5-item index of agree/disagree statements on 'no one cares for you', 'human nature is cooperative', 'trust in people', 'people take advantage of you', 'most people tend to help others'
TRUST IN PEOPLE	6-item index of closed questions on trust in people (see Robinson et al., 1969)

Computed for the Index of Positive Affects only:
DR = +.08 (05)
Unaffected by S.E.S.
Stronger among those who are higher in sociability: DR = +.13 (05)

These questions were answered for each social network member.
Those adults one sees at least once a month and who are 'important persons' in one's life were considered as social network members.
Unaffected by marital status

When standardized on participation in extra-curricular activities: G_s = +.31

AFF 2.3	DR	+	BCI
HAPP 1.1	G	+ .22	ns
HAPP 1.1	G'	- .16	Gt'
HAPP 1.1	r	+ .10	ns
HAPP 1.1	G	+ .34	Chi ²
	V	.18	01
AFF 1.1	G	+ .27	Chi ²
	V	.14	01
COMP 1.2	r _{pm}	+ .13	001

Adults, urban areas, U.S.A.
Probability area samples
N: 2787, date: January, 1963 - January, 1964

National adult population, The Netherlands
Probability area sample
N: 1552, date: June, 1968

Adults, Utrecht, The Netherlands
Probability sample stratified by age
N: 300, date: autumn, 1967

Females from the Seattle-Washington area, U.S.A.
Non-probability chunk sample
N: 153, date: —

Juniors and seniors attending public high schools in New York State, U.S.A.
Probability cluster sample of 10 public high schools
N: sample A: 1682, sample B: 1664, date: 1960

Public high school boys, U.S.A.
Probability multi-stage sample
N: 2213 in 1966, 1886 in 1968 and 1799 in 1969
date: fall, 1966, spring, 1968 and spring, 1969

BRADB 69	p. 145
BAKKE 74	p. 27
MOSE 69	p. 42
BRIM 74	p. 437
BRENN 70	p. 94/140/290
BACHM 67/70	p. 243

P 1.8.3 - INFLUENCE

ACTUAL INFLUENCE:

DEGREE IN WHICH HE MAKES HIS INFLUENCE FELT AMONG THE FELLOWS	Class-master rating on a 7-point scale on the basis of observation
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AFF 5.3	r _{pm}	+ .57
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Schoolboys, England
Non-probability chunk sample
N: 140, date: 1912 - 1913

WEBB 15	p. 27
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WIDENESS OF HIS INFLUENCE (i.e. the extent to which he makes his influence felt among any of his fellows whenever he speaks or acts)	Trained peer rating on a 7-point scale on the basis of observation
INTENSITY OF HIS INFLUENCE ON HIS SPECIAL INTIMATES	See above

ATTEMPTED INFLUENCE:

DESIRE TO IMPOSE HIS OWN WILL ON OTHERS (as opposed to tolerance)	Class-master rating on a 7-point scale on the basis of observation
DESIRE TO IMPOSE HIS OWN WILL ON OTHERS (as opposed to tolerance)	Trained peer rating on a 7-point scale on the basis of observation

P 1.8.4 - VARIOUS PERSONALITY TRAITS CONCERNING INTERPERSONAL FUNCTIONING

see also 'Various Personality Traits during Childhood' (P 1.9)

DISLIKE OTHERS	Direct question on number of people one dislikes, rated on a graphic scale ranging from 'none' to 'very much'
LIKING OTHERS	Closed question on how much one likes people in general not at all / very little / somewhat / considerably / very much
PRESENTING A FALSE SELF	2-item index of closed questions on putting up a front to people, putting on an act to impress people
HIDING TRUE FEELINGS	2-item index of closed questions on not showing real feelings to others, not showing anger
TENDENCY TO SHOW KINDNESS	Class-master rating on a 7-point scale on the basis of observation
IMPULSIVE KINDNESS	Trained peer rating on a 7-point scale on the basis of observation
TENDENCY TO DO KINDNESSES ON PRINCIPLE	See above

Stronger among normals : $r = +.54$ (01)
Lower among handicapped: $r = +.22$ (01)

AFF 5.2	r_{pm}	+ .30		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
AFF 5.2	r_{pm}	+ .40		See above	WEBB 15 p. 26
AFF 5.3	r_{pm}	+ .36		Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
AFF 5.2	r_{pm}	+ .17		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
HAPP 1.1	G	- .24	ns	National adult population, The Netherlands Probability area sample N: 1552, date: June, 1968	BAKKE 74 p. 27
HAPP 2.1	r	+	01	Physically defective and normal persons, Detroit, U.S.A. Non-probability purposive samples N: 295, date: —	CAMER 73/1 p. 209
HAPP 1.1	G V	- .23 .11	Chi ² 01	Juniors and seniors attending public high schools in New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, date: 1960	BRENN 70 p. 94/294
AFF 1.1	G V	- .29 .10	Chi ² 01		
HAPP 1.1	G V	- .08 .05	Chi ² 01	See above	BRENN 70 p. 94/298
AFF 1.1	G V	- .04 .04	Chi ² ns		
AFF 5.3	r_{pm}	+ .13		Schoolboys; England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
AFF 5.2	r_{pm}	+ .20		Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
AFF 5.2	r_{pm}	+ .19		See above	WEBB 15 p. 26

READINESS TO ACCEPT THE SENTIMENTS OF HIS ASSOCIATES	Trained peer rating on a 7-point scale on the basis of observation
DEGREE OF CORPORATE SPIRIT (in whatever body interest is taken, e.g. college, school, country, native place, etc.)	See above
OFFENSIVE MANIFESTATION OF HIS SELF-ESTEEM (SUPERCILIOUSNESS)	See above

P 1.9 - VARIOUS PERSONALITY TRAITS

TEST-ANXIETY	16-item index of questions on anxiety about exams and other tests (adapted Test Anxiety Questionnaire; see Mandler & Sarason, 1952)
IMPULSE CONTROL	Score based on test data, self-reports, staff ratings and interviewer's ratings for motor control, delay of gratification and reflectiveness
RIGIDITY	22-item index referring to preferences for routinized activities, adherence to social conventions, compulsions and obsessions (Gough-Sanford Rigidity Scale; see Rokeach, 1960)
SENSITIVITY TO FAILURE	3-item index of closed questions on 'feeling disturbed when done something badly', 'bothered by finding that someone has a poor opinion of you', 'disturbed when becoming aware of some fault or inadequacy in oneself'
<u>PERSONALITY TRAITS:</u>	16 Personality Factor Test (16 PF test; see Cattell, 1950)
- PARMIA (Parasympathetic Immunity) vs THRECTIA (Threat Reactivity)	
- DOMINANCE vs SUBMISSIVENESS	
- GUILT PRONENESS vs CONFIDENCE	
LAW AND ORDER ATTITUDE	4-item index (items from a shortened Adorno F-Scale; see Weima, 1963)
ADJUSTMENT	Bi-polar factor, having strong positive correlations with time competence (+.78), and inner directedness (+.74), and strong negative correlations with neuroticism (-.64) and anxiety (-.77).

The correlations between life satisfaction and the separate measures of each of the three dimensions of impulse control were all non-significant.

For other measures of rigidity see also under 'Rigidity' (Part III, C 1.4)

Total factor scores for the two forms (one taken in elation, the other in depression) were correlated with the mean daily average score on the Elation-Depression Scale). Only significant associations with the 16 factors were reported.

AFF 5.2	r _{pm}	-.01			Male students, England (see last page)	WEBB 15 p. 26
AFF 5.2	r _{pm}	+.42			See above	WEBB 15 p. 26
AFF 5.2	r _{pm}	-.02			See above	WEBB 15 p. 26
COMP 1.2	r _{pm}	-.16		001	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968, and 1799 in 1969 date: fall 1966, spring 1968 and spring 1969	BACHM 67/70 p. 242
HAPP 2.1	R ²	+.40		ns	Institutionalized white females, age 55-97, U.S.A. Non-probability purposive sample N: 91, date: —	KAHAN 75 p. 682-685
AFF 3.1	r _{pm}	-.04		ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215/218
HAPP 3.1	r _{pm}	+.07		ns		
HAPP 1.1	G V	-.06 .07	Chi ²	01	Juniors and seniors attending public high schools in New York State, U.S.A. Probability cluster sample of 10 public high schools N: sample A: 1682, sample B: 1664, date: 1960	BRENN 70 p. 94/306
AFF 1.1	G V	-.06 .05	Chi ²	05		
					Male college students, U.S.A. Non-probability chunk sample N: 17, date: ± 1960	WESSM 66/2 p. 113-115
AFF 3.1	r _{pm}	+.61	t	05		
AFF 3.1	r _{pm}	+.52	t	05		
AFF 3.1	r _{pm}	-.49	t	05		
HAPP 1.1	G ^t	+.21	Gt ^t	05	Adults, Utrecht, The Netherlands Probability sample stratified by age N: 300, date: autumn, 1967	WOSER 69 p. 39
AFF 2.1	r _{pm}	+.11		ns	Married females, U.S.A.	HARDE 69 p. 52/61
AFF 3.1	r _{pm}	+.46		01	Non-probability purposive sample by expert choice N: 62, date: —	

OPENNESS	Bi-polar factor, having positive correlations with inner directedness (+.40), neuroticism (+.37), and anxiety (+.30), and strong negative correlations with need for social approval (-.82) and satisfaction with role (-.69)		AFF 2.1	r _{pm}	-.29		05	Married females, U.S.A. (see last page)	HARDE 69 p. 52/63
			AFF 3.1	r _{pm}	-.10		ns		
DEGREE OF SENSE OF HUMOR	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r _{pm}	+.68			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
DEGREE OF AESTHETIC FEELING (love of the beautiful for its own sake)	See above		AFF 5.2	r _{pm}	-.07			See above	WEBB 15 p. 26
<u>RESPONSE SETS:</u>		Two other clinical rank orders, concerning repression and denial of unpleasant affects, were presented under 'Defensiveness' (Part III, P 1.3)						Male college students, U.S.A. Non-probability chunk sample N: 17, date: 1960	WESSM 66/2 p. 104-106
- HYPOBOLIC - HYPERBOLIC VERBAL EXPRESSION	Clinical rank order on the basis of general clinical experience with the subjects and observation of their behavior and reactions to experimental situations, for the relative degree to which S understates and overstates and habitually uses strong words to express himself.	This rank was made a year before hedonic level was assessed.	AFF 3.1	r _{pm}	-.02	t	ns		
- TEST DISHONESTY	MMPI Lie Scale (See Gough, 1953), scored on a series of 'false' answers to questions that usually are answered 'true'		AFF 3.1	r _{pm}	-.25	t	ns		
- ECCENTRIC TEST-ATTITUDE	MMPI Invalidity Scale (see Gough, 1953), supposedly indicative of gross eccentricity, carelessness in responding, or lack of personal restraint	Inspection of the individual items suggests that low scores would be indicative of well-adjusted conventionality and high scores of eccentric deviance with bizarre and unpleasant admissions.	AFF 3.1	r _{pm}	-.64	t	05		
- EVASIVE TEST-ATTITUDE (social-desirability)	MMPI Suppression Scale (see Gough, 1953), measuring the degree to which S has been guarded or evasive, or overly frank and self-critical in responding		AFF 3.1	r _{pm}	-.01	t	ns		
- CONSISTENT (DIS)AGREEING RESPONSE TENDENCIES	Over-all agreement score (see Couch & Keniston, 1960), indicative of 'yea saying' or 'nay saying'		AFF 3.1	r _{pm}	-.31	t	ns		

VARIOUS PERSONALITY TRAITS
DURING CHILDHOOD

The happiness ratings at hand here are clinical ratings of hedonic level in infants, made between 8 and 36 months of age. These ratings are correlated with ratings of various personality traits made at different points in time: from characteristics observed just after birth to characteristics in childhood and adolescence.

<u>NEWBORN ACTIVITY:</u>	Observation of movements of hands and feet by method of Kessen et al. (1961) using motion pictures of four observations on two consecutive days	Newborn activity was correlated with hedonic level at eight months						8 months old infants, U.S.A. Non-probability quota sample N: 24, date: —	MCGRA 68 p. 1249
- NEWBORN ACTIVITY	Observation of movements of hands and feet		AFF 5.1	r _{pm}	+.06		ns		
- NEWBORN REACTIVITY (to be continued on next page)	Difference between unstimulated activity and activity after S's forehead was rubbed		AFF 5.1	r _{pm}	-.09		ns		

		10-12	13-15	18-24	27-36													
- AMOUNT OF POSITIVE BEHAVIOUR	Negative - positive	girls: 10-12	+72 ^x	+50 ^x	+41 ^x	+48 ^x	AFF 5.1	r	pm									
		13-15	+61 ^x	+69 ^x	+60 ^x	+48 ^x												
		18-24	+36	+60 ^x	+70 ^x	+60 ^x												
		27-36	+29	+35	+58 ^x	+76 ^x												
	boys: 10-12	+59 ^x	+64 ^x	+44 ^x	+45 ^x													
	13-15	+53 ^x	+86 ^x	+61 ^x	+70 ^x													
	18-24	+62 ^x	+60 ^x	+72 ^x	+49 ^x													
	27-36	+40 ^x	+55 ^x	+42 ^x	+85 ^x													
	girls: 10-12	+76 ^x	+64 ^x	+40 ^x	+34													
	13-15	+54 ^x	+74 ^x	+62 ^x	+48 ^x													
	18-24	+48 ^x	+60 ^x	+73 ^x	+57 ^x													
	27-36	+47 ^x	+54 ^x	+64 ^x	+78 ^x													
- IRRITABILITY (tendency to be sensitive to and react to stimulation)	Calm - excitable	boys: 10-12	+67 ^x	+69 ^x	+42 ^x	+41 ^x	AFF 5.1	r	pm									
		13-15	+63 ^x	+80 ^x	+52 ^x	+58 ^x												
		18-24	+37	+68 ^x	+61 ^x	+55 ^x												
		27-36	+37	+56 ^x	+51 ^x	+88 ^x												
	girls: 10-12	+74 ^x	+59 ^x	+40 ^x	+35 ^x													
	13-15	+73 ^x	+84 ^x	+58 ^x	+44 ^x													
	18-24	+52 ^x	+68 ^x	+82 ^x	+67 ^x													
	27-36	+47 ^x	+49 ^x	+66 ^x	+75 ^x													
	<u>CHILD CHARACTERISTICS BETWEEN THE AGES OF 27 AND 96 MONTHS:</u>		Repeated expert ratings on the basis of observation of expressive behaviour in test-situation on bi-polar 7-point scales									Each variable was correlated with the child's hedonic level at the ages of 10-36 months. See also instrument and remarks in excerpt (Part II).				Children, Berkeley, California, U.S.A. Non-probability chunk sample N: 54, date: 1928-1943		
			Each child was rated 14 times on the variables mentioned. Ratings at the ages of 27 and 30, 33 and 36, 42 and 48, 54 and 60, 66 and 72, 78 and 84, and 90 and 96 months were combined. For both boys and girls N=24 here.													SCHAE 63 p. 98/103		
	- FRIENDLINESS	3-item index: - initial response to situation (negative - friendly) - secondary response to situation (negative - friendly) - attitude towards task (unwilling - eager)	boys: 27-30	+48 ^x	+35	+27						+48 ^x	AFF 5.1	r	pm			
			33-36	+33	+26	+40						+40						
42-48			+06	+21	-02	+23												
54-60			+23	+32	+08	+23												
66-72			+26	+23	+34	+26												
78-84			+02	+07	+14	+15												
90-96		-12	-07	+05	-15													
girls: 27-30		+16	+52 ^x	+75 ^x	+72 ^x													
33-36		+05	+33	+53 ^x	+66 ^x													
42-48		-10	+15	+19	+18													
54-60		-17	+04	+22	+29													
66-72		-50 ^x	-16	+15	+08													
78-84		-47 ^x	-27	-10	-20													
90-96		-39	-19	-22	-13													
- COOPERATIVENESS		2-item index: - variability in cooperation (variable - consistent) - attention to instructions (inattentive - alert)	boys: 27-30	+20	+00	+13	+23	AFF 5.1	r	pm								
			33-36	+22	+04	+27	+25											
			42-48	+06	+05	-02	-04											
			54-60	+08	+18	+08	+22											
	66-72		-01	+18	+20	+17												
	78-84		+15	+19	+18	+23												
	90-96		-11	+09	+00	-08												
	(to be continued on next page)																	

- ATTENTIVENESS

3-item index:
 - external distraction (distractible - single-minded)
 - association (flighty - controlled)
 - maintenance of effort (easily discouraged - persistent)

		10-12	13-15	18-24	27-36
girls:	27-30	-.02	+.21	+.35	+.16
	33-36	-.22	+.09	+.34	+.28
	42-48	-.14	+.12	+.22	+.08
	54-60	-.25	-.11	+.08	+.01
	66-72	-.32	-.18	+.12	+.06
	78-84	-.52 ^x	-.29	-.08	-.16
	90-96	-.20	-.15	-.18	+.06

AFF 5.1

r_{pm}

- FACILITY

3-item index:
 - comprehension of task (slow - swift)
 - verbal responses (vague - definite)
 - method of performance (random - systematic)

		10-12	13-15	18-24	27-36
boys:	27-30	+.10	+.12	+.24	+.45 ^x
	33-36	+.12	+.15	+.36	+.53 ^x
	42-48	-.07	-.04	+.18	+.46 ^x
	54-60	+.23	+.23	+.50 ^x	+.62 ^x
	66-72	+.19	+.27	+.50 ^x	+.62 ^x
	78-84	+.05	+.13	+.35	+.55 ^x
	90-96	+.08	+.19	+.39	+.57 ^x
girls:	27-30	-.22	+.04	+.19	+.18
	33-36	-.18	+.03	+.22	+.25
	42-48	-.11	+.20	+.33	+.45 ^x
	54-60	-.12	+.02	+.14	+.24
	66-72	-.18	-.05	+.12	+.30
	78-84	-.22	-.14	-.05	-.01
	90-96	-.12	-.07	-.16	-.01

AFF 5.1

r_{pm}

CHILD CHARACTERISTICS BETWEEN THE AGES OF 9 AND 12 YEARS:

Repeated expert rating on the basis of observation of expressive behaviour in test situation on bi-polar 7-point scales

Each variable was correlated with the child's hedonic level at the ages of 10-36 months. See also instrument and remarks in excerpt (Part II).

For boys N = 22 or 23, for girls N = 21 here.

Each child was rated 6 times on the variables mentioned.

Ratings at the ages of 9, 9½ and 10 years, and of 10½, 11 and 12 years were combined

- NOT SHY

Shy - at ease

		10-12	13-15	18-24	27-39
boys:	9-10	-.00	-.06	+.08	+.04
	10½-12	-.15	-.02	+.06	+.05
girls:	9-10	-.04	-.22	-.18	+.03
	10½-12	+.03	+.09	+.26	+.22

AFF 5.1

r_{pm}

Children, Berkeley, California, U.S.A.
 Non-probability chunk sample
 N: 54, date: 1928 - 1943

SCHAE 63
 p. 99-104

			10-12	13-15	18-24	27-36							
- FRIENDLY ATTITUDE TOWARDS EXAMINER	Unfriendly - friendly	boys:	9-10	+03	-.02	+04	-.11	AFF	5.1	r	pm		
			10½-12	+06	+26	+22	+07						
		girls:	9-10	-.22	-.33	-.34	-.16						
			10½-12	+11	+16	+14	+08						
- COOPERATION	Unwilling - willing	boys:	9-10	+05	+04	+07	+00	AFF	5.1	r	pm		
			10½-12	+12	+29	+20	+06						
		girls:	9-10	-.24	-.12	-.14	+05						
			10½-12	+43	+40	+13	+34						
- ATTITUDE TOWARDS TASK (INTERESTED)	Bored - interested	boys:	9-10	+15	+09	+06	+05	AFF	5.1	r	pm		
			10½-12	+13	+29	+43 ^x	+26						
		girls:	9-10	-.26	-.16	-.09	+08						
			10½-12	+39	+56 ^x	+31	+46 ^x						
- EXERTS EFFORTS	Poor - excellent	boys:	9-10	+08	+09	+06	+05	AFF	5.1	r	pm		
			10½-12	+05	+24	+29	+17						
		girls:	9-10	-.32	-.05	+04	+14						
			10½-12	+18	+33	+09	+20						
- ATTENTION TO INSTRUCTIONS	Inattentive - attentive	boys:	9-10	+06	+11	-.01	+13	AFF	5.1	r	pm		
			10½-12	-.01	+11	+16	+33						
		girls:	9-10	-.09	+01	-.10	-.04						
			10½-12	+24	+42	+16	+36						
- NOT DISTRACTIBLE	Distractible - intent on task	boys:	9-10	+12	+12	+09	+20	AFF	5.1	r	pm		
			10½-12	+12	+16	+22	+30						
		girls:	9-10	-.15	+01	-.02	+07						
			10½-12	+22	+39	+12	+32						
- SYSTEMATIC METHOD OF PERFORMANCE	Random - systematic	boys:	9-10	+04	+08	+22	+30	AFF	5.1	r	pm		
			10½-12	+15	+27	+37	+41						
		girls:	9-10	-.11	-.01	-.01	+19						
			10½-12	+10	+33	+21	+24						
- RAPID EXECUTION OF TASKS	Slow - rapid	boys:	9-10	-.12	+03	+00	+14	AFF	5.1	r	pm		
			10½-12	+08	+12	+19	+35						
		girls:	9-10	-.12	-.44 ^x	-.43	-.29						
			10½-12	+04	+10	+08	+05						
- SWIFT COMPREHENSION OF TASKS	Slow - swift	boys:	9-10	+12	+07	+26	+46 ^x	AFF	5.1	r	pm		
			10½-12	+14	+19	+38	+42						
		girls:	9-10	-.22	-.31	-.29	-.02						
			10½-12	+21	+31	+25	+26						
- ESTIMATED VALIDITY OF TEST	Low - high	boys:	9-10	+27	+17	+13	+09	AFF	5.1	r	pm		
			10½-12	+10	+26	+33	+14						
		girls:	9-10	+11	+12	+19	+44 ^x						
			10½-12	+36	+27	+14	+30						
- ACTIVITY CONTROL	Overactive - underactive	boys:	9-10	+36	+38	+41	+26	AFF	5.1	r	pm		
		girls:	9-10	-.10	-.25	-.46 ^x	-.27						

CHILD CHARACTERISTICS BETWEEN THE AGES OF 12 AND 18 YEARS:
(boys only)

- TIMID, COMPLIANT, INHIBITED, LACKS CONFIDENCE
- COURTEOUS, CONSCIENTIOUS, DEPENDABLE, RESPECTFUL, CONSERVATIVE
- TACTFUL, CALM, CONTENTED, APPRECIATIVE, CONSIDERATE, PATIENT, REFINED IN TASTE
- FRIENDLY, CHEERFUL
- SOCIAL IN SITUATION, NATURAL
- INDEPENDENT, TALKATIVE, ASSERTIVE, TAKES INITIATIVE, OUTGOING
- BOLD, BOASTFUL, EXCITABLE, IMPULSIVE, PLEASURE-LOVING, DIS-TRACTIBLE, UNINHIBITED, SHOW-OFF
- IRRITABLE, DOMINEERING, PUGNACIOUS, NOISY, DEMANDING, NOT DEPENDABLE
- RUDE, CRITICAL, OPINIONATED, COMPLAINS, DEFIANT
- HOSTILE, DESTRUCTIVE
- COLD, SUSPICIOUS, UNFRIENDLY
- RESERVED, UNCOMMUNICATIVE

CHILD CHARACTERISTICS BETWEEN THE AGES OF 12 AND 18 YEARS:
(girls only)

- TIMID, SELF-CONSCIOUS, SENSITIVE, LACKS CONFIDENCE, SHY, EASILY HURT, INHIBITED, SERIOUS, HUMORLESS, RIGID, PRECISE

Adjective ratings on 7-point scales by two judges on the basis of notes from observations in test periods at different ages

Cluster of four adjective ratings

Cluster of five adjective ratings

Cluster of seven adjective ratings

Cluster of two adjective ratings

Cluster of two adjective ratings

Cluster of five adjective ratings

Cluster of eight adjective ratings

Cluster of six adjective ratings

Cluster of five adjective ratings

Cluster of two adjective ratings

Cluster of three adjective ratings

Cluster of two adjective ratings

Adjective ratings on 7-point scales by two judges on the basis of notes from observations in test periods at different ages

Cluster of eleven adjective ratings

Computed for boys only (N=21).

Each variable was correlated with the child's hedonic level at the ages of 10 - 36 months. See also instrument and remarks in excerpt (Part II).

10-12 13-15 18-24 27-36

-.15 -.16 -.30 -.24

+.12 -.11 +.04 -.02

+.14 -.08 +.12 +.02

+.16 +.10 +.27 +.06

+.16 +.11 +.34 +.05

+.27 +.26 +.36 +.22

+.00 +.13 +.17 +.09

-.11 +.02 +.05 +.01

+.03 +.08 +.16 +.26

-.12 +.07 -.07 +.09

-.18 +.05 -.18 +.17

-.14 +.02 -.18 +.02

Computed for girls only (N=19).

Each variable was correlated with the child's hedonic level at the ages of 10 - 36 months. See also instrument and remarks in excerpt (Part II).

10-12 13-15 18-24 27-36

+.24 +.29 -.05 -.18

AFF 5.1

r
pm

AFF 5.1

r
pm

AFF 5.1

r
pm

AFF 5.1

r
pm

AFF 5.1

r
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AFF 5.1

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AFF 5.1

r
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AFF 5.1

r
pm

AFF 5.1

r
pm

AFF 5.1

r
pm

Children, Berkeley, California, U.S.A.
Non-probability chunk sample
N: 54, date: 1928 - 1943

See above

		10-12	13-15	18-24	27-36					
- COURTEOUS, RESPECTFUL, CONSERVATIVE, COMPLIANT, TACTFUL, COOPERATIVE, PATIENT, CONSIDERATE	Cluster of eight adjective ratings	+ .23	+ .12	- .15	- .06	AFF	5.1	r	pm	
- CONSCIENTIOUS, DEPENDABLE, PERSEVERING	Cluster of three adjective ratings	+ .34	+ .22	+ .02	+ .04	AFF	5.1	r	pm	
- FRIENDLY, TALKATIVE, NOT UNFRIENDLY	Cluster of three adjective ratings	- .10	- .07	+ .04	- .02	AFF	5.1	r	pm	
- SOCIAL IN SITUATION, INTERESTED IN PEOPLE, NATURAL, STRAIGHT- FORWARD	Cluster of four adjective ratings	- .24	- .18	- .04	- .01	AFF	5.1	r	pm	
- INDEPENDENT, ASSERTIVE, OUT- GOING, LEADER, RESOURCEFUL, TAKES INITIATIVE, INDEPENDENT AT HOME	Cluster of seven adjective ratings	- .29	- .17	+ .22	+ .20	AFF	5.1	r	pm	
- BOLD, BOASTFUL, IMPULSIVE, UN- INHIBITED, SHOW-OFF, PLEASURE- LOVING, OPINIONATED	Cluster of seven adjective ratings	- .34	- .24	+ .03	- .06	AFF	5.1	r	pm	
- IRRITABLE, DISRESPECTFUL, DOMINEERING, PUGNACIOUS, NOISY, DEMANDING, TACTLESS, NOT DEPENDABLE, EXCITABLE, DIS- TRACTIBLE	Cluster of ten adjective ratings	- .14	- .10	+ .08	- .02	AFF	5.1	r	pm	
- DEFIANT, RUDE, SARCASTIC, CRITICAL	Cluster of four adjective ratings	- .02	+ .06	+ .24	+ .06	AFF	5.1	r	pm	
- HOSTILE, RESENTFUL	Cluster of two adjective ratings	+ .03	- .02	+ .04	- .06	AFF	5.1	r	pm	
- SULKY, BITTER	Cluster of two adjective ratings	- .01	+ .00	+ .18	+ .09	AFF	5.1	r	pm	
- DISCONTENTED, UNHAPPY, DISSATISFIED, COMPLAINS	Cluster of four adjective ratings	+ .09	+ .07	+ .02	- .07	AFF	5.1	r	pm	
- GLOOMY, NOT CHEERFUL	Cluster of two adjective ratings	+ .14	+ .21	+ .19	- .09	AFF	5.1	r	pm	
- RESERVED, COLD, ALOOF, UNCOMMUNICATIVE	Cluster of four adjective ratings	+ .15	+ .16	+ .12	+ .12	AFF	5.1	r	pm	
- POPULAR, BELONGS TO GROUPS	Cluster of two adjective ratings	- .06	- .11	+ .09	+ .32	AFF	5.1	r	pm	
- CALM, NOT NERVOUS	Cluster of two adjective ratings	- .10	- .22	- .24	+ .10	AFF	5.1	r	pm	