



International Journal of Multidisciplinary Research and Growth Evaluation.

Exposing The Pendulus Relationship between Intelligence Quotient and Happiness Among Students

Dominick B Agoot

Instructor, Isabela State University, Echague, Philippines

* Corresponding Author: **Dominick B Agoot**

Article Info

ISSN (online): 2582-7138

Volume: 06

Issue: 04

July - August 2025

Received: 15-05-2025

Accepted: 17-06-2025

Published: 20-06-2025

Page No: 82-88

Abstract

This study sought to determine the relationship of intelligence quotient and happiness among adolescents. Specific profile variable like sex, birth order, parenting style were also tested to see if they have an effect on intelligence quotient and happiness. From two thousand forty-five (2045) first year students, 335 were randomly selected. Respondents were given Piers Harris Self Concept Scale questionnaire which consists of 60 items. The sixty-item test contains some sentences that tell how some people feel about themselves. The test consists of 60 items that will be answered by "yes" or "no". They were also given Purdue Non-Verbal Intelligence Test which aimed to measure the mental ability of the respondents. The mean scores of the respondents' intelligence quotient test appear on above average. The research study reveals that intelligence differs in terms of parenting style. Furthermore, there is a significant relationship between intelligence quotient and happiness. In conclusion, the study shows that there is a significant relationship between the intelligence quotient and happiness of freshmen students of University of Saint Louis Tuguegarao. The positive relationship in the intelligence quotient and happiness test result means that the higher the intelligence quotient of the respondents the higher their happiness.

DOI: <https://doi.org/10.54660/IJMRGE.2025.6.4.82-88>

Keywords: Intelligence, Happiness, Sex, Birth Order, Parenting Style

Introduction

Everyone has its own definition or answer to the question "what is happiness?", but most people would agree that happiness is everyone's ultimate goal. Everyone desires to be happy because they believe that when one is in a state of happiness, one is in a positive mood and becomes satisfied at everything. The term 'happiness' is used in different ways in different fields. Psychologists in general, and positive psychology in particular, define happiness as nothing else than an emotion, a long-term sense of emotional well-being and contentment - a broad "feeling" that one is happy. Martin Seligman (2002) ^[12] describes happiness as being based on three lives - the pleasurable life, the engaged life and the meaningful life. The better each of these lives is lived, the happier the person will be.

Health, income, social factors are some of the factors that give happiness to a person. Research studies by A. Ali, et. al (2012) ^[3] have examined the relationship between happiness and intellectual ability. Results show that happiness is significantly associated with IQ. Those in the lowest IQ range (70-99) reported the lowest levels of happiness compared with the highest IQ group (120-129). Are smarter people really happier than anyone else?

Diener, Lyubomirsky and King (2005) ^[6] asserted that happiness can be directly related to success. As people attain success, they tend to have positive affect which leads to happiness. Intelligence is related to education and job success (Schmidt & Hunter, 2004; Deary et al. 2007), which suggests that people with higher intelligent quotient (IQ) might be happier (A. Ali et al, 2012) ^[3]. It is commonly assumed that smart people cope better with life and will therefore be happier, especially in a modern meritocratic society. This belief is one of the reasons why many parents force their children to spend more time on learning than they might like, with a hope that more education will make the child more intelligent and thus happier in later life (RuutVeenhoven and Yowon Choi, 2012) ^[4]. In connection with this, this study aimed to examine the relationship.

Between intelligence quotient and happiness among adolescents, specifically, among freshmen students of University of Saint Louis Tuguegarao in S.Y. 2015 – 2016.

Statement of the Problem

The study aimed to investigate the relationship between intelligence and happiness of first year students of USLT SY 2015-2016. The study aims to answer the following:

1. What is the profile of the respondents in terms of the following:
 - Sex
 - Birth order
 - Parenting Style
2. What is the level of intelligence quotient of the respondents?
3. What is the level of happiness of the respondents?
4. Is there a difference in the intelligence quotient of the respondents when grouped according to profile variables?
5. Is there a difference in the level of happiness of the respondents when grouped according to profile variables?

Is there a significant relationship between intelligence quotient and happiness?

Significance of the Study

The results of the study are deemed beneficial in giving people an overview about the relationship of one's intelligence quotient and happiness. The study gives people the advantage to pay attention on things such as success, achievements and satisfaction. The study also benefits the adolescents to understand the importance of intelligence or accomplishments in achieving happiness. Adolescents will be aware of the things that can give them contentment in life. Parents, being the sole and primary giver of love and affection during their child's development, this study provide parents to better understand their children. This study gives help to all psychology professions to better understand the concept of intelligence and happiness correlation. And to the future researchers, this study will give them more motivation to investigate further on the relationship of intelligence in achieving happiness among adolescents as well as to explore more variables that can affect the happiness of one person.

Literature Review

Underpinning Theory

The Positive Psychology theory underpins this study. Under this theory is the PERMA model of Martin Seligman. Positive psychology focuses on wellbeing, happiness, flow, personal strengths, wisdom, creativity, imagination and characteristics of positive groups and institutions. Furthermore, the focus is not just on how to make individuals happy, thereby perpetuating a self-centered, narcissistic approach, but on happiness and flourishing at a group level as well. Positive Psychology is grounded in the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play. One of the principle aims of Positive Psychology has been to correct this imbalance by propelling the field into supplementing its hard-won knowledge about suffering and mental illness with a great deal more knowledge about positive emotion. Positive psychology represents a commitment to the sources of

psychological wellness, such as positive emotions, positive experiences, positive environments, and human strengths and virtues (Lyubomirsky, 2007) ^[6].

In 2011, Seligman revised his Authentic Happiness Theory, renaming it Well-being Theory. His new model (PERMA) includes: Positive Emotions, Engagement, Positive Relationships, Meaning and Accomplishment. In *Positive Emotion*, any positive emotion such as peace, gratitude, satisfaction, pleasure, inspiration, hope, curiosity, or love are the emotions we needed to experience subjective well-being. In *Engagement*, engaging in a task or project help us to concentrate on the present. The more we experience this, the more likely we are to experience well-being. Relationships really do matter as we are a "social being". Positive relationships with others are happier than those who do not. We all need meaning in our lives to have a sense of well-being. It causes a big serving in ourselves. People strive to better their selves it's either on mastering a skill, achieve a valuable goal, or win in some competitive event. Accomplishment is another thing that contributes to our subjective well-being. By the help and focusing on all five of these elements, we can flourish in life, and find the happiness we want.

In connection with this study, an individual attains happiness when the five elements of the PERMA Model are present or fulfilled. A positive perspective at home and other areas of life which will make a person happier and can make this person fully engaged. This will make the individual find ways to connect and enjoy being with others' company, will give meaning to life and gives a sense of purpose. Thus, these accomplishments will bring higher satisfaction or happiness in life. It only shows that intelligence can bring happiness to a person. By achieving goals and being successful, they can be happy. The more they engage ourselves in accomplishing tasks or projects, the more we feel more fulfilled.

Discussion of Literature by Themes

The materials presented were grouped according to themes to better understand the concepts and related studies gathered from literatures that have bearing on the study conducted.

Factors affecting Intelligence

At present, intelligence is a concept that has multitudes of theories that attempt to explain it. A research study by Hutter M. and Legg S. (2007) ^[11] presented a collection of definitions for intelligence. Intelligence is defined as intellectual ability that involves the ability to solve problems and to adapt to and learn from life's everyday experiences. It includes reasoning, planning, solving problems, to think abstractly, to comprehend complex ideas, learning quickly and learning from experience.

However, intelligence can be measured by intelligence tests, also called IQ (intelligence quotient) tests. Such tests are among the most accurate (reliable and valid) psychological tests.

A research study conducted by R. Sbaibiet, *et al.* (2014) presented a result that sex differences in the means and variance of intelligence denote higher mean scores obtained by girls. Girls are slightly greater than males in mean of Raven's standard progressive matrices test (SPM), an intelligence test.

There is also a study conducted by Richard Lynn, *et. al* (2011) showed a result that girls obtained a higher average IQ than

boys at the ages of 7 and 11 years but at the age of 16 years, same girls obtained a lower average IQ than boys. This result suggests that the intelligence of boys and girls matures at different rates. Both sexes have an IQ advantage only that girls' intelligence is likely to mature earlier, at the age of 7 and 11 years, while later maturation of boys is at the age of 16. This result disconfirms the hypothesis advanced by Madhyastha, *et al.* (2009). The mean intelligence of females declines relative to males' over time in longitudinal surveys because of differential attrition.

There are many reasons why there might be birth order effects on IQ. The study of Sandra E., *et al.* (2007) shows strong and significant effect of birth order and Intelligence quotient. First born individuals benefit from living in a more adult environment that they have siblings to teach. On the other hand, several researchers have claimed that the relation between birth order and intelligence is not clear. Such the study of Petter Kristensen and Tor Bjerkedal (2007) ^[8] provides evidence that intelligence quotient score levels of the respondents were dependent on social rank in the family and not on birth order. Moreover, the study of Satoshi Kanazawa (2012) ^[2,9] suggests that birth order has no effect on intelligence once one between-family data such as mother's age at the birth of first child or number of siblings is controlled.

Happiness

Ancient Greeks, Buddhists, modern philosophers, politicians and scientists have examined the nature of happiness. Long history of research and debate about the definition of happiness shows that the concept of happiness is ambiguous. The meaning of happiness is changing overtime as people age such that older people pursue different things from younger adults (C. Mogilner, 2009).

According to the study of Suikkanen, J. (2011), happiness is a whole life satisfaction. Attainment of happiness depends on one's evaluation of the fulfillment of ideal life-plan. The more fulfilled a person's ideal life-plan is, the happier that person would be. While the study of Feldman F. (2008) presents a concept of happiness as not "satisfaction with life as a whole". This study shows that a person can be happy at a time even though that person is not satisfied with life as a whole.

These studies denote that the definition of happiness often varies but conveys a general idea that life is good, but does not specify what is good about life.

Intelligence and happiness correlation

A. Ali, *et al.* (2012) ^[3] examined the relationship between happiness and intelligent quotient and found association in it. Levels of happiness were highest in the higher IQ groups while lowest in the lower IQ groups. According to this study, activities of daily living like income, health and neurotic symptoms are strong mediators of the correlation between happiness and intelligence quotient.

Another study examined the correlation between intelligence quotient and happiness. Research study conducted by RuutVeenhoven and Yowon Choi (2012) ^[4] entitled "Does intelligence boost happiness? Smartness of all pays more than being smarter than others" explored happiness and intelligence quotient in two levels, the micro-level of individuals and macro-level of nations. The results of 23 studies and found no correlation between IQ and happiness at the micro-level. At the macro-level, the study assessed the

correlation between average IQ and average happiness in 143 nations and found a strong positive relationship. These findings mean that smartness of all pays more than being smarter than others.

Adolescent accomplishments in relation to life satisfaction: The role of parents

Abdorrezakordi (2010) research study entitled "Parenting Attitude and Style and Its Effect on Children's School Achievements" reviewed empirical studies on children's school achievements. The contributions of parenting attitude and style were examined in relation to children's school achievement. A strong relationship between children's school achievement and parenting attitude and style has been reported in the paper. Results have shown that authoritative parenting styles were associated with higher levels of children's school achievement.

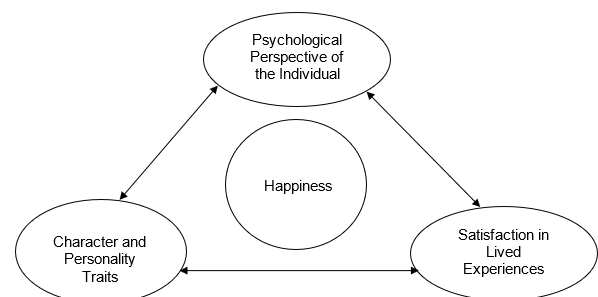
Julia Crede and Linda Wirthwein, *et al.* (2015) research study on the interplay between adolescents' academic achievement and life satisfaction (LS) and the moderating role of parents' education. Results indicated that only mothers' education functioned as a moderator of the relationship between academic achievement and students' LS. The association between academic achievement and LS was only found in the group of students whose mothers had achieved the same or a higher education (at least high school diploma) as their own children. Fathers' educational attainment, however, was not a significant moderator of the respective relationship.

Moreover, research study conducted by Patrick D. Quinn and Angela L. Duckworth (2007) on "Happiness and Academic Achievement: Evidence for Reciprocal Causality" explored the direction of causality in the relationship between subjective well-being and school success. Participants reporting higher well-being were more likely to earn higher final grades, even when controlling for IQ, age, and the previous year's GPA. Furthermore, students earning higher grades tended to go on to experience higher wellbeing, controlling for IQ, age, and previous well-being. The findings suggest the relationship between well-being and academic performance may be reciprocally causal.

Hypothesis

There is no significant relationship between intelligence and happiness.

Research Simulacrum



The figure above illustrates the interplay variables or concept of the research study. This study presents initial account on whether there exists a relationship between intelligence and happiness. In order for a person to aim happiness, the three components of intelligence must be understood as Psychological perspective of the individual, Satisfaction in

lived experiences and Character and personality traits.

Methods

Research design

The study employed the descriptive survey method since the study is concerned with the correlation of adolescent's intelligence in happiness.

Locale and Participants of the Study

The study was conducted at the University of Saint Louis Tuguegarao, College Department including the (1) School of Business Administration and Accountancy (2) School of Engineering, Architecture and Interior Design, (3) School of Education, Arts and Sciences, (4) School of Health and Sciences, (5) School of Information and Computing Sciences and (6) School of Hospitality and Vocational Education in the Academic Year 2015-2016. The respondents of the study are the First Year students with a total of 2,045. The respondents were chosen through random sampling using the Slovin's formula.

Table 1: Demographic profile of the respondents.

Demographic Profile	Frequency	Percentage
Sex		
Female	188	56.1%
Male	147	43.9%
Total	335	
Birth order		
Eldest	128	38.2%
Middle	84	25.1%
Youngest	97	29%
Only child	26	7.8%
Total	335	
Parenting style		
Democratic	183	54.6%
Authoritarian	140	41.8%
Permissive	12	3.6%
Total	335	

Table 1 shows the distribution of respondents according to sex, birth order and parenting style. It shows that there is relatively greater number of female respondents than male. 188 or 56.1% of the respondents are female while 147 or 43.9% are male respondents. The study had a total of 335 respondents. On the next table shows the distribution of respondents according to birth order. One hundred twenty-eight or 38.2% of the respondents are eldest child. On the other hand, 84 or 25.1% are identified as middle child. While 97 or 29 % belong to the youngest child and 26 or 7.8% are only child. Lastly, majority of the respondents consider their parents/guardians as democratic. The respondents who identified their parents as democratic have a frequency of 183 or 54.5%. Moreover, 140 or 41.8% belongs to authoritarian parenting style while 12 or 3.6% are permissive.

Research Instrument

The study used two separate questionnaires to determine adolescent's happiness and intelligence. The original owner, Ms. Ma. Haydee M. Calabazon, allowed the utilization of the standardized questionnaires. The Piers Harris Self Concept test aimed at measuring global happiness. There are six domain scales including the Behavioral Adjustment (BEH), Intellectual and School Status (INT), Physical Appearance and Attributes (PHY), Freedom from Anxiety (FRE), Popularity (POP) and Happiness and Satisfaction

(HAP). The items under Happiness and Satisfaction were identified. It is a 10-item scale that measures a feeling of happiness and satisfaction with life. For the six subscales, T-Score ranges <29T is very low, 30T-39T is low, 40T-44T is low average, 45T-55T is average and >56T is above average. This study also used Purdue nonverbal Intelligence Test to measure the participants' intelligence. The scores ranges from 40-48 is very superior, 33-39 is superior, 25-32 is above average, 19-24 is average, 13-18 is low average, 07-12 is below average and 01-06 is poor.

Data Gathering Procedure

The respondents took the test according to their availability. It was administered on third week of September. The researchers sought permission from the University of Saint Louis to float questionnaires. There was an informed consent form given to the instructors and to the respondents. Intelligence test was first given to the respondents. After the retrieval of the accomplished test, the same respondents took the Piers Harris Self Concept test. Immediately after all the tests been accomplished, the researchers counted and organized the data collected.

Data Analysis

The data were gathered from the different respondents through the use of questionnaires. From the responses of the respondents, appropriate tables were carefully designed. Data gathered were tabulated and analyzed through the use of some selected statistical tools such as frequency count, percentage, weighted mean, independent sample t-test, one way ANOVA, and Pearson r. Statistical tools such as frequency count, percentage and weighted mean were used on the profiling variables. Independent sample t-test was used to test the difference of intelligence quotient and happiness of the respondents when grouped according to sex. The one way ANOVA was used to test the hypothesis on the difference of intelligence quotient and happiness of the respondents when grouped according to birth order and parenting style. The Pearson r was used to test the hypothesis on the significant relationship of intelligence quotient and happiness of the respondents.

Ethical Considerations

The researchers ensured confidentiality and anonymity of the respondent's test results. The collected data were kept no longer kept. Data were protected from unauthorized people so not to breach confidentiality and unlawful process against accidental loss or destruction.

Results

Table 2: Level of intelligence quotient of the respondents.

IQ	Frequency	Percentage
Very Superior	34	10.1%
Superior	99	29.6%
Above Average	140	41.8%
Average	36	10.7%
Low Average	21	6.3%
Below Average	5	1.5%
Poor	0	0%
Total	335	100%

Legend:

IQ: 40 – 48 - Very Superior
33 – 39 - Superior

- 25 – 32 - Above Average
- 19 – 24 – Average
- 13 – 18 - Low Average
- 07 – 12 - Below Average
- 01 – 06 – Poor

It can be seen from the Table 2 that majority of the respondents with a frequency of 140 or 41.8% have an above average intelligence quotient while those with 5 or 1.5% count are respondents having a below average intelligence quotient. This implies that majority of the freshmen students have an above average intelligence quotient level.

Table 3: Level of Happiness of the respondents.

Happiness	Frequency	Percentage
Above Average	76	22.7%
Average	233	69.6%
Low	26	7.8%
Total	335	100%

Legend:

- Happiness: $\geq 56T$ - Above Average
- 40 – 55T - Average
- $\leq 39T$ – Low

The table above reveals that most of the respondent’s level of happiness belongs to an average level with a frequency of 233 or 69.9% followed by those on above average while 26 or 7.8

% of the respondents have a low level of happiness. This would mean that, most of the respondents have an average level of happiness.

Table 4: Intelligence Quotient and Happiness of the respondents when grouped according to Sex, Birth Order and Parenting Style.

	N	Intelligence Quotient				Happiness			
		Mean	t	df	Sig.	Mean	t	df	Sig.
Sex									
Female	188	2.9096	2.540	333	.012	1.8404	-.401	333	.689
Male	147	2.6122				1.8639			
	N	Mean	F	Df	Sig.	Mean	F	Df	Sig.
Birth Order									
Eldest	128	2.5938	2.704	3	.045	1.8359	.185	3	.906
Middle	84	2.8810				1.8810			
Youngest	97	2.9691				1.8351			
Only Child	26	2.6538				1.8846			
Parenting Styles									
Democratic	183	2.6339	4.617	2	.011	1.7869	3.150	2	.044
Authoritarian	140	2.9214				1.9357			
Permissive	12	3.3333				1.8333			

The table above shows the relationship between intelligence quotient and happiness when grouped according to sex, birth order and parenting style. The respondents differ in their level of intelligence quotient when grouped according to sex as it is significant at .012 level. Therefore, the null hypothesis is rejected because the computed value is less than the margin of error. This implies that there is a significant relationship in intelligence quotient of the respondents when grouped according to sex. A general finding in the analysis of variance (ANOVA) that intelligence quotient is significant at .045 when respondents are grouped according to birth order. Thus, there is a significant relationship between intelligence quotient and birth order of the respondents since the null hypothesis is rejected. The level of intelligence of the respondents differs in their parents parenting style with .011 significance. Thus, there is a difference on the intelligence when grouped according to parenting style. It has also revealed that there is a significant relationship on the level of happiness when grouped according to sex. It can be gleaned that the probability value is greater than the significant value of 0.05. Therefore, the level of happiness when grouped according to sex has no significant relationship. Using Analysis of Variance (ANOVA), it showed that the probability across all birth order are higher than the

significant value 0.05 which was found to have no significant relationship between happiness and birth order. Lastly, it shows that the happiness of the respondents when grouped according to the parenting style of their parents/guardians is significant at .044 which is lower than the significant value 0.05. Therefore, the null hypothesis is rejected. This means that there is significant difference on the happiness of the respondents when grouped according to parenting style.

Table5: Significant Relationship of Intelligence and Happiness.

Variables	Mean	r	Significance	Decision
IQ	2.7791	.136	.013	Reject Ho
Happiness	1.8507			

The table above shows that the respondents have above average mean on the intelligence quotient test with 2.7791 while the level of their happiness is on the average range with 1.8507. Moreover, the results reveal a significant relationship between the respondents’ intelligence quotient and happiness ($r=.136$) at .013 significance.

Discussion

Generally, majority of the respondents have an above average intelligence quotient and an average level of happiness.

The result of the study shows difference in intelligence quotient of male and female respondents. A mean score of 2.9096 for female respondents while 2.6122 for male. This would imply that student's study skills, study habits, study attitudes and study motivation play a vital role in determining students' academic performance. In this study, female respondents tend to have a higher intelligence quotient than male due to the fact that in today's generation female have a better study habits that is why they also tend to have a better academic achievement. This result is also showed in the study of Fatemeh Mashayekhi et. al (2014), that there is a correlation between two variables of study habits and academic achievement, when the study habits scores increase, the academic achievement will also increase and comparing the students' average showed that the average of female students is more than male students.

While intelligence quotient has difference in terms of the respondents' sex, the result of the study also shows difference in intelligence quotient of the respondents when grouped according to birth order. The mean scores of the respondents' intelligence quotient test appear on above average level. Youngest children appear to be more intelligent than the eldest, middle and only child. It is due to the fact that they are being mentored by the first born who already tackled the subject. And it is also because of the description of Alfred Adler that youngest children set out to catch up to the others, and will be very ambitious. (Shulman and Mosak)

Furthermore, results have shown that intelligence differs in terms of parenting style. It implies that different upbringing can affect the intelligence quotient of an individual. Permissive parenting style has a mean score of 3.3333 which shows that adolescents who considered their parents as permissive tend to have high intelligence quotient than those who have democratic and authoritarian parents. In today's generation, adolescents have a greater access on the internet in which they could use it to do their homework and other school related materials. It only implies that adolescents with permissive parents in this study are more independent learners. Being an independent learner means that you are responsible for managing your studies, your time and yourself. In high school, you might be used to teachers reminding you when work is due, telling you what and when to study, and checking your progress. University learning requires you to learn and complete assignments independently, plan your workload, meet deadlines and organize your time. This level of self-management can be a challenge. Some students thrive; others find it difficult to adjust at first (UNSW, 2013).

On the other hand, the results have shown that happiness has no difference in terms of the respondents' sex. A .689 level of significance has been attained therefore the null hypothesis is accepted. Men and women perceived themselves as able to gauge and balance both their positive and negative emotions, which in turn could increase their judgments of subjective well being. This has also been supported by the study of Brett Roothman et al. (2003) that no significant gender differences were found on sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude.

The result also shows that happiness has no difference when respondents are grouped according to birth order. With a .906 level of significance, the null hypothesis is accepted. Maybe it is for the reason that freshmen students came from healthy and happy families that is why they can adjust on the

obstacles they encounter in their lives and be well-adjusted. A research study by Ferdi Botha and Frikkie Booysen (2013) shows that individuals living in balanced family types are more satisfied in life and happier compared to individuals living with dysfunctional family.

However, the result shows that there is a difference in happiness when respondents are grouped according to parenting style. The respondents who considered their parents are authoritarian have a mean score of 1.9357. Authoritarian parents set rules and enforce them. They expect and demand adherence to high standards. Having high standards for the behavior of children is not necessarily a bad thing. Adolescents having authoritarian parents will be more obedient to their parents so if their parents demand them to study well they will have a better performance at school and will be successful in their later life and they will be happy. This is supported by an article by Matthew J. Miller, Psy.D. (2010) entitled "Authoritarian Parenting: The Impact on Children".

Lastly, the result shows that there is a significant relationship between intelligence quotient and happiness. Adolescents with higher intelligence quotient tend to be happier because they can easily adjust, make right decisions, cope with life's adversities and be successful in their future career. In the study of Al Ali et. al (2013) ^[3], result shows that happiness is significantly associated with IQ. Those with lower IQ are less happy than those with higher IQ.

Conclusion

Based on the findings, the following conclusions were drawn: Most of the freshmen students of University of Saint Louis are found to have an above average intelligence quotient, and an average level of happiness. Their level of happiness shows that they have both positive and negative appraisals of their general life circumstances, with the positive evaluations tending to outnumber the negative ones.

Female respondents tend to have higher intelligence quotient than males. Female adolescents have a better study habits that is why they also tend to have a better academic achievement. Youngest children appear to be more intelligent than others. They are more likely to be pampered and outgoing that they tend to be open to new experiences and unafraid to test their luck. They also receive mentoring from first-borns who already had tackled certain subjects.

Adolescents with permissive parents found to be more intelligent than those who have democratic and authoritarian parents. Adolescents are responsible of managing their own studies, time and self.

Moreover, parenting style has an effect on the happiness of the adolescent especially those who considered their parents as authoritarian. Adolescents nowadays are more likely to be more obedient to their parents and receive more attention that makes them feel their importance as a child.

The result of the study shows that there is a significant relationship between the intelligence quotient and happiness of freshmen students of University of Saint Louis Tuguegarao. The positive relationship in the intelligence quotient and happiness test result means that the higher the intelligence quotient of the respondents the higher their happiness. They can cope better in life and they tend to perform better that will lead to success in the future.

Recommendation

While the results of this study clearly show the significant

relationship between intelligence quotient and happiness among freshmen students, further researches related to the study need to be conducted.

The researchers recommend to investigate further on the relationship of intelligence in achieving happiness among adolescents as well as to explore more variables that can affect the happiness of one person.

This study is limited to freshmen students only, thus, the researchers recommend including higher year levels. Also, the study was conducted in a private institution, thereby, making use of respondents from public schools is recommended.

References

1. Aboussaleh Y, Ahami AOT, Sbaibi R. Sex differences in means and variance of intelligence among middle school children in the rural commune Sidi El Kamel (North-Western Morocco). *Asian J Sci Res.* 2014;7(3):442-6.
2. Kanazawa S, Lynn R. A longitudinal study of sex differences in intelligence at ages 7, 11 and 16 years. *Pers Individ Differ.* 2011;50(5):668-71.
3. Ali A, Ambler G, Cooper C, Dein S, Hassiotis A, McManus S, et al. The relationship between happiness and intelligent quotient: the contribution of socio-economic and clinical factors. *Psychol Med.* 2013;43(6):1303-12.
4. Veenhoven R, Choi Y. Does intelligence boost happiness? Smartness of all pays more than being smarter than others. *Int J Happiness Dev.* 2012;1(1):5-27.
5. Datu JA, Valdez JP. Exploring Filipino adolescents' conception of happiness. *Int J Res Stud Psychol.* 2012 Dec;1(3):47-58.
6. Diener E, King L, Lyubomirsky S. The benefits of frequent positive affect: Does happiness lead to success? *Psychol Bull.* 2005;131(6):803-55.
7. Black SE, Devereux PJ, Salvanes KG. Older and wiser? Birth order and IQ of young men. *IZA Discuss Pap.* 2007 Aug;3007. Available from: <http://ftp.iza.org/dp3007.pdf>
8. Bjerkedal T, Kristensen P. Explaining the relation between birth order and intelligence. *Science.* 2007 Jun 22;316(5832):1717. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/17588924>
9. Kanazawa S. Intelligence, birth order, and family size. *Pers Soc Psychol Bull.* 2012 May 10;38(9):1157-64. Available from: <http://psp.sagepub.com/content/38/9/1157.abstract>
10. Crede J, McElvany N, Steinmayr R, Wirthwein L. Adolescents' academic achievement and life satisfaction: the role of parents' education. *Front Psychol.* 2015 Feb 3;6:52. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4315030/>
11. Hutter M, Legg S. A collection of definitions of intelligence. *arXiv.* 2007 Jun 15. Available from: <http://arxiv.org/pdf/0706.3639.pdf>
12. Seligman M. Flourish: Positive psychology and positive interventions. *Tanner Lect Hum Values.* 2010 Oct 7. Available from: http://tannerlectures.utah.edu/_documents/a-to-z/s/Seligman_10.pdf