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Predictors for Wellbeing: Emotional Factors and Expectancy for Success

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Abstract

This paper intends to identify the relationship between emotional intelligence, the general expectancy for success, and wellbeing. The main goal is to find out if there is a correlation between emotional intelligence and wellbeing on the one hand, and between general expectancy for success and wellbeing on the other hand. We try to figure out what variable is a better predictor for wellbeing. The sample of our study comprised 307 subjects, adults, with different ages, and belonging both to rural and urban area, teachers and people with different professions. The instruments used are The 33-items questionnaire for measurement of the emotional intelligence, Ryff Wellbeing Scale and Generalized Expectancy for Success Scale.

The results indicate the differences in terms of environment and in terms of profession. The results show an image regarding the relationship between emotional intelligence, generalized expectancy for success and wellbeing and could be useful in developing strategies for enhancing wellbeing.

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1. Introduction

Wellbeing is defined as a person's cognitive and affective evaluations on his or her life. (Diener, Lucas, Oishi, 2005, p.63) These evaluations include emotional reactions to events as well as cognitive judgments of satisfaction and fulfillment. Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviours (Ryff,2005) Another conception upon wellbeing is developed through a social perspective 'wellbeing is a state of being with others, where human needs are met, where one can act meaningfully

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to pursue ones goals, and where one enjoys a satisfactory quality of life' (WeD, 2007).

Emotional intelligence seems to be a much known concept, more and more subject of researches, almost a zeitgeist. The emotional intelligence is better known as a useful tool for improving the quality of life and the people performance within work. Teachers, as professionals who work within human development area, being responsible for the becoming of many generations of children, need to demonstrate real emotional qualities which could enable them for a better performing.

There are many conceptualization within the literature, the emotional intelligence viewed as intelligence (it describes an emotional general aptitude so it can be conceived as an equivalent intelligence quotient) (the model of Mayer & Salovey; Salovey & Sluyter, 1997); the emotional intelligence viewed as a trait (Petrides, & Furnham, 2001) (it offers a better understanding for the way the person filters and directs the emotional aptitudes); the emotional intelligence as a sum of learned competences (it allows the examination of the adjustment way of the person and it can be seen as a performance) (the Bar-On model) (Bar-On, 2000). It is emphasized that the trait emotional intelligence differs from the emotional intelligence ability and the differences are based on the measurement way (Perez, Petrides, & Furnham, 2005) (the former construct comprises behavioral dispositions linked to the emotions and self-perceived abilities which are measured through self-report and the last is defined through the cognitive abilities related to the emotions which are measured through maximum-performance tests). Generalized expectancy for success is a construct related to the achievement behavior and define a motivational resort for development.

2. Method

2.1. The purpose of the study

The aim of the study is to find out the existing relation between the wellbeing and emotional intelligence, between wellbeing and generalized expectancy for success, and to find out in what extent the two variables predict the wellbeing.

The main objectives are as follows: identifying the differences between wellbeing, emotional intelligence and generalized expectancy for success of the participants in terms of gender, environment and type of profession; establishing the correlation between the three variables: wellbeing, emotional intelligence and generalized expectancy for success; establishing the predictors for wellbeing in terms of emotional intelligence and generalized expectancy for success.

2.2. The participants

The sample comprised 307 adults from the north-east of Romania. In terms of gender 41% were male and 59% were female; in terms of environment 37.5% were from urban area and 62.5% were from rural area; the mean age is 39.15 years; in terms of profession 55% were teachers and 45% had different other professions.

2.3. The instruments

The *33-item emotional intelligence scale* is developed by Nicola Schutte, Malouff, Lena Hall, Donald Haggerty, Joan Cooper, Charles, Golden, Dornheim (1998) as a measure of emotional intelligence based on the model of emotional intelligence developed by Salovey and Mayer. It has 33 items and investigates the emotional intelligence from the four perspectives: mood regulation, appraisal of emotion, utilization of emotion and sharing/experiencing emotion. The questionnaire requires an evaluation based on a Likert 5-point scale, on which a "1" represented "strongly disagree" and a "5" represented "strongly agree," to indicate to what extent each item described the person. It has a good reliability; we verified it through calculating the internal consistency coefficients alpha Cronbach (0.93).

Scales of Psychological Well-Being (Ryff) (Ryff & Keyes, 1995) comprise six 14-item scales of psychological well-being constructed to measure the dimensions of *autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance*. Participants respond using a six-point format: strongly disagree (1), moderately disagree (2), slightly disagree (3), slightly agree (4), moderately agree (5), strongly agree

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