Wellbeing and the quality of life were analyzed in various studies in the last decades. The dimensions characteristic for wellbeing regarding Ryff Wellbeing scale (1989) are the following: self-acceptance, positive relationship with other people, autonomy, environmental mastery, purpose in life, personal growth.

Figure 1. Structure of the Wellbeing (Ryff, 1989)

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The quality of life scale (Flanagan, 1970) was created by John Flanagan in 1970 (Burckhardt & Anderson, 2003) and it is composed from 16 items classified in 3 dimensions: wealthy and social relations, health and work and personal/social empowerment.

Chraif & Miulescu (2015) conducted a study focused on “Personality traits and level of well-being predictors for the public presentations at students at psychology”. The results of the study evidence that the dimensions: extraversion, sociality, social boldness, sprightliness, social self-esteem, diligence, self-acceptance, conscientiousness, organization, prudence, perfectionism rightness, are predictors for the performance in public for the students at psychology. Hence self-acceptance as dimension of wellbeing represents a predictor from wellbeing scale for the success of the public presentations. Chraif & Dumitru (2015) were interested to study gender differences regarding wellbeing dimension and quality of life at students at psychology. The results highlighted that the personal growth of the female participants is statistically significant higher than the male participants’ personal growth. Also, the female participants have statistically significant self-acceptance level higher than the male participants.

Furthermore, Chraif & Aniței (2015) were focused on conducting a “Correlative study between perceived emotions, level of wellbeing and personality traits” and Chraif, Corbu & Burtăverde (2014) conducted a “Correlative study between perceived emotion, personality traits and level of wellbeing at young drivers”.


Ryan & Deci (2008) highlighted that people are by nature active and self-motivated thinking of reward.

In the end we have to underline that the reward and positive reinforcement is a social a work support for everybody in the work field and not only. Positive
reinforcement is a strong support also for the early school development and also for the teenagers and adults.

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