A CORRELATIVE STUDY BETWEEN THE LEVEL OF WELL-BEING, SELF-ESTEEM, LIFE SATISFACTION, OPENNESS AND SPORT PRACTICING AT STUDENTS AT PSYCHOLOGY

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Abstract
Earlier studies highlight the correlations between personality traits and openness, extroversion and practicing sport. The study is focused to investigate the possible relationships between the level of Well-being, self-esteem, life satisfaction, openness and sport practicing at students at psychology. The participants were a number of 75 students at psychology.

Instruments: Ryff Well-being scale, Self-esteem scale (Rosenberg), life satisfaction scale and Big five markers IPIP.

Findings: the findings highlighted the correlations between the five personality dimensions and life satisfaction, self-esteem and partially with the dimensions of the Well-being scale.

Keywords: traits, sport, well-being, self-esteem, correlations

1. INTRODUCTION

Allport defined personality as "a dynamic organization within the individual of those psychophysical systems that determine unique adaptation to its environment," (McAdams, 1997).

Our study is aimed at the relationship between well-being, personality, self-esteem, life satisfaction and sports activity. The relationship between wellbeing and personality is very well known in the literature, numerous studies showing that there is a relationship between Neuroticism / Emotional Stability and Well Being (Guttierez, et. Al., 2005; Hayes & Joseph, 2003; Haslam, Whelan & Bastian ), Extraversion and well-being (Guttierez, et. al., 2005; Hayes & Joseph, 2003; Haslam, Whelan & Bastian, 2009), and between Agreeableness and well being (Whelan & Bastian, 2009; Guttierez, et. al., 2005). Schmutte, Ryff & Carol (1997), a detailed analysis of the relationship between well-being and personality shows that there are significant relationships between Neuroticism, Extraversion, Conscientiousness and self-acceptance, environmental mastery and purpose in life, between Extraversion, Openness to experience and personal growth. We conclude that personality traits have a strong effect on the emotional elements of well-being (Schimmack, et. Al, 2004).

Self Esteem plays an important role in people's lives, with influence both in the personal and professional life (Judge & Bono, 2001). Studies show that there is a significant positive relationship between self-esteem and all personality factors: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness (Robins et al., 2001; Graziano, et.al, 1997; van der Aa, et.al, 2008).

The concept of life is defined as subjective perceptions that allow people to use the information around them to evaluate their own life (Schimmack, et. Al, 2004).

Studies have shown that life satisfaction is a perception of who is motivated by other concepts such as self-esteem (Kwan, et.al, 1997) or personality. Judge, et.al (1999) showed that life satisfaction is influenced by conscientiousness because a high level of conscientiousness is correlated with high incomes (Higher incomes).

Aniţei & Chraif (2013) studied the effects of motor coordination error duration on reaction time and motivation on psychology students, Chraif (2013) studied the social context differences in peripheral visual stimuli processing at psychology students, Chraif, (2012) investigated the motivation from competition at single parent family, Burtăverde, Chraif & Pandele (2013) were interested to investigate the differences between topographic memory and form gestalt perception in visual processing with one eye versus two eyes for the
students at psychology and Chraif & Manea (2013) were interested to investigate gender differences in abstract figure short term memory and deductive reasoning.

2. METHOD

2.1. Instruments

- Ryff Well-being scale
  This instrument measures general well-being, consisting of six scales: Autonomy: I have confidence in my opinions, even if they are contrary to the general consensus (α = .86), Environmental Mastery: In general, I feel I am in charge of the situation in which I live (α = .90), Personal Growth: I think it is important to have new experiences that challenge how you think about yourself and the world (α = .87), Positive Relations with Others: People would describe me as a giving person, willing to share my time with others (α = .91), Purposes in life: Some people wander aimlessly through life, but I am not one of them (α = .90) and Self-Acceptance: I like most aspects of my personality (α = .93), each with six response options (1- strongly disagree; 6-strongly agree) (Ryff, 1989).

- International personality item pool
  Five personality factors were assessed with the International personality item pool questionnaire which consists of 50 items (Goldberg 1992). Each personality factor (Emotional Stability, Extraversion, Openness to Experience, Agreeableness, Conscientiousness) contains 10 items, each with five response options (1 = very inaccurate, to, 5 = very accurate).

- Rosenberg Self-Esteem
  Self-Esteem was assessed with Rosenberg Self-Esteem which consists of 10 items (0-strongly disagree; 3-strongly agree), and measuring a global factor of self-esteem (e.g. I feel that I am a person of worth, at least on an equal plane with others) (Rosenberg, 1965).

- Life Satisfaction
  Life satisfaction was assessed with Satisfaction with Life Scale (SWLS) (Diener, et.al., 1985) and is a short 5 item instrument (1 - Strongly disagree; 7- Strongly agree) designed to measure a global factor (e.g. In most ways my life is close to my ideal). The scale usually requires only about one minute of a respondent's time.

- Sport Activity
  Sport Activity was assessed with one question ( How many times a week you practices sports activities) and each participants saying the frequency of sports activities.

2.2. Participants

The participants were a number of 75 students at psychology, age between 19 and 26 years old, 70 female and 5 male, rural and urban areas. Participants are students at Faculty of Psychology and Educational Sciences.

2.3. Procedure

All study participants were informed about the nature and purpose of the study. After signing the informal consent, participants completed the instrument. Completion time was 10-15 minutes.

3. RESULTS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>23.12</td>
<td>8.23</td>
</tr>
<tr>
<td>S</td>
<td>28.54</td>
<td>6.25</td>
</tr>
<tr>
<td>E</td>
<td>31.88</td>
<td>7.48</td>
</tr>
<tr>
<td>O</td>
<td>39.15</td>
<td>5.24</td>
</tr>
<tr>
<td>A</td>
<td>38.50</td>
<td>5.69</td>
</tr>
<tr>
<td>C</td>
<td>38.61</td>
<td>6.54</td>
</tr>
<tr>
<td>S-E</td>
<td>22.10</td>
<td>6.20</td>
</tr>
</tbody>
</table>
In table 1 can be observed the descriptive statistics for all variables of the study.

<table>
<thead>
<tr>
<th>Variables</th>
<th>LS</th>
<th>2.4</th>
<th>.91</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Sport</td>
<td>3.2</td>
<td>.59</td>
</tr>
<tr>
<td></td>
<td>Autonomy</td>
<td>13.17</td>
<td>3.3</td>
</tr>
<tr>
<td>Environmental Mastery</td>
<td>14.6</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Personal Growth</td>
<td>16</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Positive Relations with Others</td>
<td>14.2</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Purposes in life</td>
<td>15.3</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Self-Acceptance</td>
<td>13.4</td>
<td>3.7</td>
<td></td>
</tr>
</tbody>
</table>

In table 2 can be observed the correlations between variables. Thus, it is a significant correlations between openness and sport activity, autonomy and purpose to life; life satisfaction correlate with all personality traits (S, E, O, A, C); several scales of well-being (personal growth and purpose in life) correlate with sport activity and self-esteem correlate with life satisfaction, personal growth, positive relations and sport activities. All correlations can be seen in the table 2.

4. CONCLUSIONS

The objective of this research is to study the relationship between life satisfaction, well being, openness, self-esteem and sports activity at the students of psychology. We can say that the objective and research hypotheses are confirmed, there is a relationship between personality and sport (Openness to Experience, Conscientiousness and Extraversion), between personality and self-esteem, life satisfaction and well-being. We can say that the study results are consistent to the specialized literature (Schimmack, et. al, 2004; Hayes & Joseph, 2003; Haslam, Whelan & Bastian). A limitation of this study is the application of self-report questionnaires exclusive where social desirability may influence study results.

5. REFERENCES


