Original Research

Psychological Well-being and Emotional Intelligence on Academic Success of College Students in Wollega Zones

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Abstract	Article Information
This study was intended to investigate the contribution of psychological well-being and emotional intelligence to college students' academic success using correlational design. To examine these phenomena, all three colleges in Wollega zones were included as samples of the study. Using stratified simple random sampling techniques 346 sample students were selected proportionally from both sexes. After collecting the data through questionnaire, correlation, multiple regression and MANOVA statistical analysis were computed to notice the quantitative result. The qualitative data collected through interview was analyzed through theme analysis. Correlation results revealed that there is significant positive relationship between the variables while, multiple regression analysis showed significant variance of academic success of college students due to predictor variables. Stepwise regression analysis also shows self-awareness and self-management from emotional intelligence; and self-acceptance, autonomy and personal growth from psychological well-being as significant contributors for academic success. To examine whether there is gender difference based on emotional intelligence, psychological well-being and academic success, MANOVA was conducted and revealed that there is significance difference between sexes on their academic success only. The thematic analysis of interview result revealed that few students recognize and understand the concept of emotional intelligence and psychological well-being. Finally, it was recommended that college students should get awareness training on the concept and importance of psychological well-being and emotional intelligence through the coordination of their colleges as it facilitates self-awareness, confidence, self-actualization and personal development which contribute to academic success.	 ***Corresponding Author:** Asefa Degebas **E-mail:** adegebas@yahoo.com

Introduction

Academic success is a multifaceted construct that comprises different domains of learning school systems that covers a wide-range and broad variety of educational outcomes. Procedural and declarative knowledge acquired in an educational system, performance on educational achievement test and cumulative academic achievement such as educational degrees, diplomas and certificates are indicators of academic success (Ascarella & Terezini, 1991). As human resource is a valuable asset for the development of any country, institutions and teachers have to play a significant role to

engage their students in learning at optimum levels to improve their academic excellence. Even though, students' own cognitive intellect, motivation and actions play an important part for their own success (Ross, 2011), scholars continuously conduct research on the areas of education were interested to investigate other variables that helps to advance human knowledge and skills (Ogundokun &Adeyemo, 2010). Recently research has been found that well-being (Ansari & Stock, 2010 cited in Ross, Romer & Horner2012) and emotional intelligence (Freedmn, 2007) variables as the most important contributors for the betterment of academic success.

Well-being is a growing area of research that has multi-dimensional construct (Haybron, 2008). In psychology, a focus on well-being commenced with the development of the positive psychology movement in the 1990s (Hefferon & Boniwell, 2011). Positive psychology is the scientific study of human flourishing focuses on personal growth rather than on pathology (Waters, 2011). Wellbeing has two approaches: subjective wellbeing (SWB) and psychological well-being (PWB). Subjective well-being approach focuses on experiences that make life either enjoyable or unpleasant which encompasses happiness, life satisfaction and depression. According to this view sustainable well-being does not mean feeling good all the time; the experience of painful emotions is also a normal part of life. It is the hedonic perspective that includes the dimensions linked to physical health, positive and negative affect, and life satisfaction (Diener, Suh, Lucas & Smith, 1999). It involves global evaluations of affect and life quality (Diener, 1984).

The psychological well-being perspective on the other hand focuses on eudaimonic well-being, which is the fulfilment of human potential and a meaningful life). Eudaimonia is the idea of striving toward excellence based on one's unique potential (Ryff & Singer, 1998). Thus, psychological wellbeing involves perceived thriving in the face of existing challenges of life, such as pursuing meaningful goals, growing and developing as a person, and establishing quality ties to others (Ryff, 1989; Ryff& Keyes 1995; Ryff& Singer, 2008). It is multi-dimensional that consists six related concepts of well-being namely; autonomy, personal growth, self-acceptance, purpose in life, environmental mastery, and positive relations with others (Ryff& Singer, 1998) which was used as a theoretical frame work for this study.

Psychological wellbeing incorporates sentiments like confidence and affection; the concept of functioning effectively using one's potential, having a sense of purpose towards certain valued goals and experiencing positive relationships (Huppert, 2009). Based on the concept stated above the psychological wellbeing dimensions cab be illustrated in the figure below.

Figure 1. Dimensions of psychological wellbeing used as theoretical framework

Emotional intelligence which is none cognitive aspect is emerging as a critical factor for sustaining high academic success and positive behavior. It refers to the awareness of emotion, and using emotional abilities to improve success in life (Freedmn, 2007). The concept is based on one's "ego resilience" which includes self-awareness, impulse control, persistence, empathy and social skill. It includes knowing one's feeling and using such feelings to make good decisions in life; being able to manage distressing moods well and control impulses; and remaining hopeful and optimistic when obstacles arise (Owolabi, 2013). Emotional intelligence is a type of social intelligence that involves the ability to know and monitor one's own and others' emotions to use the information to guide thinking and actions (Salovey& Mayer, 1990). From this perspective, emotional intelligence encompasses interpersonal and intrapersonal skills. Thus, emotional intelligence supports students in their academic pursuits as it increases self-awareness, impulse control, and problem-solving abilities which in turn improve students' behaviour and academic success (Walsh-Portillo, 2011). Moreover, recently positive psychology principles have been applied in educational settings and highlight the strong link between well-being and academic success (Gilman & Huebner, 2006). Psychological well-being increases students' academic success through increasing their engagement for better academic outcomes. Evidence also suggests that increased well-being boosts resilience in students and helps to maximize study experiences and connection (Jackson & Bartlett, 2011).

Academic success is the knowledge attained and skill developed by the learner in the institutions. It has been a topic of interest and research for a very long period of time. Today it is also the burning issue as well, as it is the essential factor in the educational life of an individual as it predicts future success of a person. Academic success not only depends on intelligence but also non-cognitive factors like emotional intelligence, psychological wellbeing, motivational, attitudinal and personality characteristics that determine the extent to which the individual will be able to utilize his or her cognitive abilities (Morrow, 2015). In connection to this concept, Goleman (2002) stated that intelligence quotient (IQ) contributes only 20% of the success of human life but emotional intelligence has a high influence on IQ and forms a better way to use Intelligent (IQ) through self-control, perseverance, and self-motivation. Success in academic life therefore, demands all aspects of well-being that include physical, social, spiritual and psychological well-being as well as emotional intelligence.

As it was mentioned above various factors can affect academic success of students in institutions. However, recent findings reveal emotional intelligence and Psychological wellbeing are the most decisive factors to improve students' academic success which also contribute for the quality of education. Emotional intelligence influences one's ability to succeed in coping with environmental demands and pressures (Bar On, 2004) while psychological well-being is central to human existence and positively affects individual's success. Psychological wellbeing contributes to a range of critical outcomes in students' life, including increased social support, greater life satisfaction, and improved physical health (Ryff& Singer, 2008). Emotional intelligence

also guides the way to analyse the conditions pupil are in and the suitable behaviors for that particular incident (Yurdakul, Ker-Dincer & Vural, 2008) which in turn help students to make them actively engage in their academic performance.

Recent study also shows that pupils who have the ability to understand and regulate their emotions have a tendency to maintain a better outlook on life experience and better psychological wellbeing (Schutte et al., 2002). Moreover, it helps students to be better learners, more confident, optimistic, flexible, happier and successful in solving problems (Ivcevic, Brackett & Mayer 2007). Thus, the critical element for students' success in school is confidence, curiosity, intentionality, self-control, capacity to communicate, ability to co-operate and to work in a team. Hence, academic achievement which has been considered to be a very important

factor and future predictor of individual attainment is not only interpreted as a single factor in terms of only intelligence but other factors that have been mentioned above like emotional intelligence; psychological wellbeing, spiritual and creativity have also many aspects to personal accomplishment (Ghosh, 2003).

Empirical evidences, Gil-Olarte, Palomera, & Brackett (2006) found a positive correlation between students' emotional intelligence and their academic success and social competence. With respect to this concept, Goleman (2002) identified four major clusters of emotional intelligence namely: self-awareness, self-management, social awareness and relationship management which was used as the theoretical frame work of study. Based up on the emotional intelligence dimension stated above graphically it can be illustrated as the figure below.
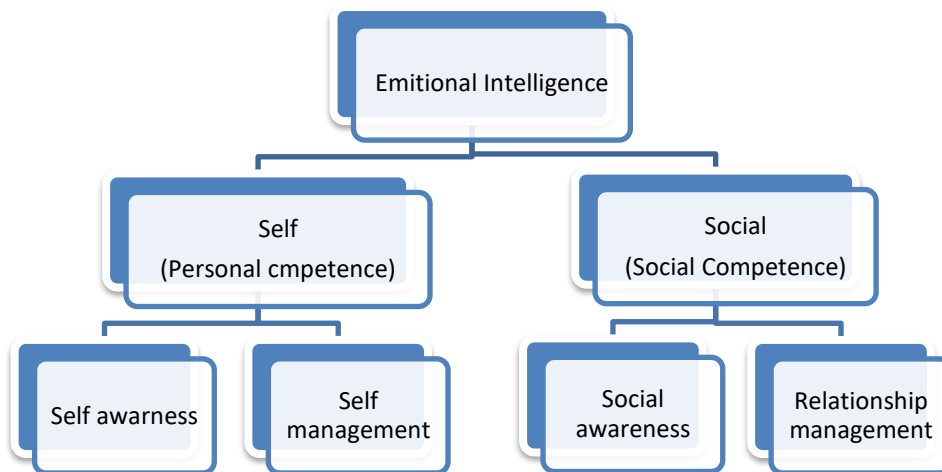

Figure 2: Dimension of emotional intelligence used as theoretical framework

Higher well-being leads to higher engagement, and higher engagement leads to better academic outcomes (Ross et al., 2012). It also shown that psychological well-being predicts students' attitudes and academic performance in higher educational institutions (Salami, 2010).

Emotional intelligence supports students in their academic pursuits through

increasing self-awareness, impulse control, and problem-solving abilities (Walsh-Portillo, 2011). Pupils who have the ability to understand and regulate their emotions have a tendency to maintain a better outlook on life experience and better psychological wellbeing (Schutte et al., 2002) that can positively affect individual's success
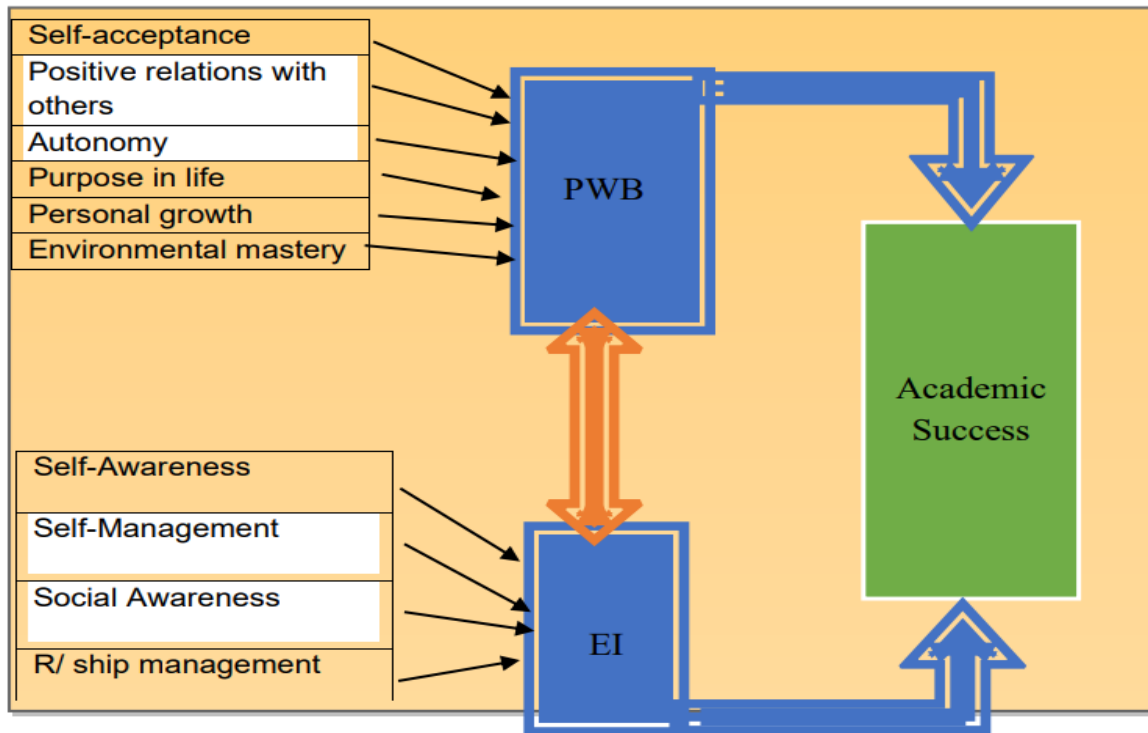
Figure 3: Conceptual Frame Work of the Study

Students with high EI and PWB are better learners, more confident, optimistic, flexible, happier and successful in solving problems. This conceptual framework was based on the theoretical framework for this study. In the conceptual framework the variables were integrated to each other and shows interrelationship between them. Both subscales of emotional intelligence and psychological wellbeing contribute for the improvement of academic achievement of college students. Moreover, there is inter-link between emotional intelligence and psychological wellbeing. Thus, EI and PWB influence each other and also predict students' academic achievement. However, little is known about the prediction of these two variables on academic success of College students. Hence, this study was investigated the relationship of emotional intelligence and psychological wellbeing with academic success of college students.

Despite the concept of emotional intelligence becomes popular and continuously growing in different sectors, there is no local empirical evidence which shows the direct relation of this concept to students' academic performance as to the knowledge of the researcher. In addition, as both emotional intelligence and psychological wellbeing are relatively new and growing area of behavioral research, it needs further study to investigate the contribution of these variables to academic success of college students. The concept of emotional intelligence was developed due to the less contribution of traditional measures of rational thinking (IQ) to predict future success in life (Hopfl & Linstead, 1997). With regard to this concept, research indicates that emotional intelligence contributes to success in life more than twice of IQ. It predisposes success in people's lives and helps to deal with stress. Earlier studies indicated that individuals with higher EI had significantly better levels of physical and mental health than others (Bar-On, 2010) and higher psychological wellbeing and more likely to earn higher final grades, even when controlling for IQ and age (Quinn & Duckworth, 2007). Furthermore, Ghosh (2003) in his study found that students that have high emotional intelligence are more confident and fast learners.

Furthermore, concerning psychological wellbeing, much more is known about negative effects of depression on student academic success; however, the benefits of happiness, self-acceptance, growth and life satisfaction were not adequately investigated (Khramtsova et al., 2007). Hence, there is little attention to the role of emotional intelligence and psychological wellbeing. In addition, how emotional intelligence and psychological well-being as a whole predict students' academic success in colleges is not investigated as far as the knowledge of the researcher is concerned. As a result, the literature lacks adequate conceptual explanation up on these variables as it has not been extensively discussed.

To fill this knowledge gap, the prediction power of these two variables will be examined on students' academic success which has implications on quality of education. Hence, in this study, the extent to which emotional intelligence and psychological well-being jointly and separately contribute to college students' academic success. To address the above stated problems the following research questions were listed as follows:

1. What is the prediction power of emotional intelligence and psychological wellbeing on college students' academic success?
2. Is there significance difference between male and females based on emotional intelligence, psychological wellbeing and academic success.
3. Do college students have awareness on the contribution of emotional intelligence and psychological wellbeing to their academic success. If yes to what extent?

Based on the objective the study, which determines the prediction power of emotional intelligence and psychological wellbeing to academic performance of college students, the result of this study may identify factors that help students to motivate and initiate for academic success, adjust college students emotional

intelligence and psychological wellbeing in order to be effective in achieving their desired goal, give highlight about the concepts of the variables of the study for the readers and used as the stepping stone for those who are interested in the area for further research.

Geographically, the study was delimited to Wollega zones teachers training college students to manage the study effectively within the given time bound. From each college second and third year students were selected due to unavailability of grade point average of freshman students when the data was collected. Even though there are various factors that can affect academic success of college students, conceptually this study was delimited to psychological wellbeing and emotional intelligence as they are the newly emerging variables. From the types of well-beings, it is also delimited to psychological wellbeing. This is because subjective wellbeing components were poor in describing long-term positive functioning of wellness and fallible indicator of healthy living (e.g. Ryff & Singer, 1998).

Material and methodology

Design of the Study

The research design is correlational study as it accurately describes and predicts association between variables. Mixed convergent method research design was employed. This method helps to obtain different but complementary data on the same issue for better understanding of the research problem.

The variables included in the study were: Independent variables -Psychological wellbeing (PWB) and Emotional intelligence (EI).
Dependent variable - Academic success (GPA).

The population of this study were students of teachers training colleges that are found in Wollega zones. All three teachers training colleges were considered and selected in this study. Then from second- and third-year students of each college the participants were proportionally and randomly selected and included in the study. Accordingly, from Horro-

Guduru Wollega, Shambu TTC, from East Wollega, Nekemte TTC, and from Kelem Wollega Dembidollo TTC were selected.

Participants from Second and third year of each college were selected by stratified sampling technique to get proportionate number of both sexes. Then finally a simple random sampling technique was used to select participants. Accordingly, from Shambu TTC 107, from Nekemte TTC 138 and from Dembi Dollo TTC 101 respondents were selected. Thus, the study selected a total of 346 participants to be included.

A survey questionnaire and interview were prepared for the variables' psychological wellbeing and emotional intelligence to capture the information related to the research objectives. Then 24 items of psychological wellbeing scales based on Ryff's (1989) model and 22 items of emotional intelligence based on Goleman (2002) model were selected and administered. For academic success the result (CGPA) of the student was collected from the registrar of each college.

To collect the data from respondents, interview and questionnaire were used. To maintain confidentiality, privacy, and strict anonymity, no identification of information was stated. A six-point Likert scale questionnaire was distributed to the respondents after they were informed about the purpose of the questionnaires. Interview also conducted after briefing the objective of the study with informed consent of the participants. In order to investigate the practical use of the questionnaire, a pilot study was conducted on 44 freshman college students.

Using version 20 SPSS software statistical analysis, the reliability of the instruments was checked. From the total item correlations, items with too low correlation scale were rejected. Based on the result of the pilot study, the most valid and reliable questions were selected. Accordingly, 19 items of emotional intelligence items with the reliability of 0.89 and 19 items of psychological wellbeing with the reliability of 0.71 were selected to be used for final research. To indicate acceptable reliability of the instrument, a minimum Cronbach Alpha coefficient 0.70 was considered as it helps to indicate the proportion of variance of items of a scale in terms of total variance of the scale (Nunnally, 1978). The validity of the instrument also checked by two experts having PhD degree from the field of educational measurement and evaluation and judged as acceptable.

Statistically the data was analyzed using SPSS and then descriptive statistics used to describe the data. Pearson product moment correlation was conducted to investigate the extent of the relationship between the variables, multiple hierarchal regression and stepwise regression analyses was used to see the contribution of the independent variable to students' academic success and MANOVA was used to identify whether there is sex difference based on EI, PWB and academic achievement variables.

Results and Data Analysis

This chapter describes the analysis of data and interpretation of the results related to the contribution of psychological well-being and emotional intelligence on academic Success of college students in Wollega Zones. The data were collected using questionnaires and interview. A total of 400 questions were distributed to the target population and the total response rate was 346 (87%).

The questionnaire consisted three sections. These are the demographic information, emotional intelligence and psychological wellbeing questions. Hence, the variables were analyzed and interpreted based on the following hypotheses that were derived from the basic research questions above.

Hypotheses

The following specific hypotheses and question were about the contribution of emotional intelligences and psychological wellbeing to college students' academic success.

1. Emotional intelligence and psychological wellbeing of college

students correlates positively with academic success.

2. Emotional intelligence and psychological wellbeing of college students significantly predict college student's academic success after controlling demographic variables.

3. Emotional intelligence predicts academic success of college students after controlling for demographic variables.

4. Psychological wellbeing predicts academic success of college students after controlling for demographic variables.

5. From emotional intelligence and psychological well-being there were no any significant subscales that predict academic success.

6. There is no significance difference between male and females on the basis of their emotional intelligence, psychological wellbeing and academic success.

In line with the above hypothesis, the demographic characteristics of the participants were analyzed with descriptive statistics (mainly using percentages).

The number of male and females' student's respondent are almost the same 50.6 percent and 49.4percent respectively. This indicates that teachers' college of Wollega zones have proportional male and female students. Religion wise, 52.9 percent of the participants were followers of protestant Christianity, 21.1 percent were orthodox Christians and 17.6 percent of them were Wakefata followers. This reveals that most of college students are believers of protestant Christianity which is followed by orthodox Christianity. Concerning age category, 29.5 percent of them are found below 20 years of age, 70.2 percent of them are in between the age of 20 to 25 years while only 0.3 percent of them are found in between 26 to 30 years of age. This showed that most of the college students' age belongs to the age category 20 to 25 years old.

To check the distribution of cumulative grade point average of the students the figure below was illustrated.
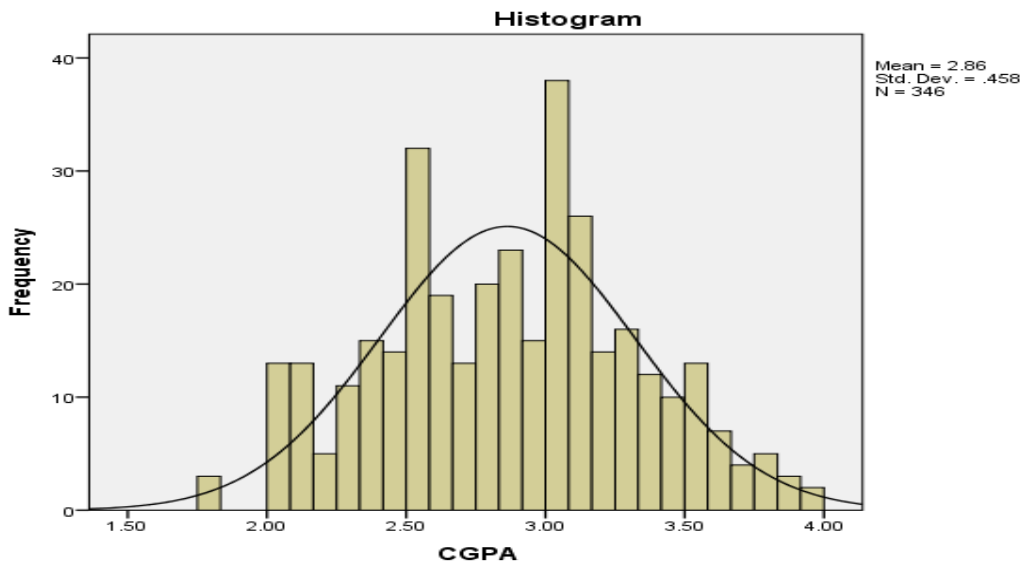

Figure 4: Cumulative frequency distribution of the sample

As indicated from the figure the cumulative grade point average of the students was normally distributed from the highest point 3.97 to the lowest point 1.80 with Mean of 2.863 and the median of 2.875.

To test the hypotheses stated above, correlation, multiple regression and MANOVA statistical analysis were computed(Table1).

Table1: Pearson Product Moment Correlation of Emotional Intelligence and Psychological Wellbeing with CGPA.

Correlations

	Emotional Intelligence	psychological wellbeing	Sex	Year level	CGPA
Emotional Intelligence	1	.397**	-0.014	.127*	.182**
psychological wellbeing		1	0.105	0.015	.130*
Sex			1	-.144**	-.490**
Year level				1	.212**
CGPA					1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note. N= 346; **$P < .01$ level (2-tailed) and *$P < .05$ level (2-tailed)

The data reveals that hypothesis 1 is accepted because both emotional intelligence and psychological wellbeing variables were significantly correlated to students CGPA with the value of ($r=.182$; $p < .01$) and ($r=.130$; $p < .05$) respectively. Academic year level and sex is also positively and negatively correlated to CGPA with the value of ($r = .212$, and $r = -.490$) respectively(Table 2).

To check whether the variables predict students CGPA multiple regression models was used. The variance accounted for in the prediction of the dependent variable was presented by R^{square} (R^2).

Table 2: Hierarchical regression of psychological wellbeing and emotional intelligence after controlling demographic variables

	B	Std. Error	Beta	R^2	Adjusted R^2	R^2 Change
Step 1. demg, variable				.260	.256	.260
(Constant)	3.317	.097				
Sex	-.429	.043	-.469			
Year level	.140	.045	.145			
(Constant)	2.193	.270		.301	.293	.091
Sex	-.443	.042	-.484			
Year level	.123	.045	.127			
psychological wellbeing	.007	.002	.138			
Emotional Intelligence	.005	.002	.105			

From the demographic variables, sex and year level explained a variance of 26%. After self-reported emotional intelligence and psychological wellbeing were added, the model explained a total of 30.1% of variance with $F_{(4, 341)} = 36.730 < .001$. However, after controlling the demographic variables both emotional intelligence and psychological wellbeing accounted for 91% of variance in college student's academic success. The value is small but, it significantly contributes as indicated in Sig. F change $(2, 341) = 10.00 < .001$ Therefore hypothesis 2 is accepted(Table 3).

Table 3: Hierarchical regression of demographic variables with emotional intelligence

	B	Std. Error	Beta	R^2	Adjusted R^2	R^2 Change
Step 1. demg, var				*.260*	*.256*	*.260*
(Constant)	3.317	.097				
Sex	-.429	.043	-.469			
Year level	.140	.045	.145			
Step 2. demgvr +EI				*.274*	*.268*	*.038*
(Constant)	2.800	.222				
Sex	-.433	.043	-.473			
Year level	.127	.045	.131			
Emotional Intelligence	.005	.002	.120			

From the demographic variables, sex and year level explained a variance of 26%. After self-reported emotional intelligence was added, the model explained 27.4% of variance with F (3, 342) = 43.080< .001. However, after controlling both demographic variables emotional intelligence alone accounted for 3.8% of variance in college student's academic success. The value is small but, it significantly contributes as indicated in Sig. F change (1, 342) = 6.660 < .05 Therefore hypothesis 3 is accepted(Table 4).

Table 4: Hierarchical egression of demographic variables with Psychological wellbeing

	B	Std. Error	Beta	R^2	Adjusted R^2	R^2 Change
Step 1. demg, var				*.260*	*.256*	*.260*
(Constant)	3.317	.097				
Sex	-.429	.043	-.469			
Year level	.140	.045	.145			
Step 2. demgvr +EI				*.294*	*.288*	*.056*
(Constant)	2.511	.220				
Sex	-.451	.042	-.492			
Year level	.132	.044	.136			
psychological wellbeing	.009	.002	.186			

From the demographic variables, sex and year level explained a variance of 26%. In the second step self-reported psychological wellbeing was added and the model explained 29.4% of variance on academic successes of students with F (3, 342) = 47.50 < .001. After controlling both demographic variables psychological wellbeing alone accounted for 5.6% of variance in college student's academic success. It is a significant contribution as indicated in Sig. F change (1, 342) = 16.470 < .001 Therefore, hypothesis 4 is accepted(Table 5).

Table 5. The results of stepwise regression analysis for emotional intelligence subscales

Variables	Beta	R^2	Adjusted R^2	R^2 Change
Self-awareness	.261**	*.025*	*.022*	.025
Self-management	-.156*	*.039*	*.033*	.014

Note: N=346; *p <.05 **p <.01

From the four subscales of emotional intelligence, self-awareness and self-management, were significant predictors of academic success and accounted for the variance of 3.9% with F (2,343) = 6.949, p < .01. Hence, hypothesis 5 was rejected(Table 6).

Table 6. The results of stepwise regression analysis for psychological wellbeing subscales

Variables	Beta	R^2	Adjusted R^2	R^2 Change
Self-acceptance	.144*	*.024*	*.021*	.024
Autonomy	-.125*	*.039*	*.033*	.015
Personal growth	.111*	*.050*	*.042*	.011

Note: N=346; *p <.05

From all the six subscales of Psychological wellbeing, only self-acceptance, autonomy and personal growth were significant predictors of academic success for 5% of variance with F (3,342) = 5.983, p < .01. Thus, hypothesis 5 was rejected.

Generally psychological wellbeing and emotional intelligence together and emotional intelligence alone as well as psychological wellbeing alone after controlling the demographic variables significantly contributed to college academic success. Furthermore, from the subscales of emotional intelligence and psychological wellbeing the most predictors of college students' academic success were identified. Hence, from emotional intelligence, self-awareness and self-management, from psychological wellbeing self-acceptance, autonomy and personal growth were found as the most predictors of academic success.

To determine whether there is significance sex difference based on emotional intelligence, psychological wellbeing and CGPA one-way MANOVA was performed as follows. Here emotional intelligence, psychological wellbeing and CGPA were all considered as dependent variable while, gender was taken as independent variable(Table 7).

Table 7: MANOVA table based on emotional intelligence, psychological wellbeing and CGPA

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.994	17919.952[b]	3.000	342.000	.000	.994
	Wilks' Lambda	.006	17919.952[b]	3.000	342.000	.000	.994
	Hotelling's Trace	157.193	17919.952[b]	3.000	342.000	.000	.994
	Roy's Largest Root	157.193	17919.952[b]	3.000	342.000	.000	.994
Sex	Pillai's Trace	.274	43.083[b]	3.000	342.000	.000	.274
	Wilks' Lambda	.726	43.083[b]	3.000	342.000	.000	.274
	Hotelling's Trace	.378	43.083[b]	3.000	342.000	.000	.274
	Roy's Largest Root	.378	43.083[b]	3.000	342.000	.000	.274

Multivariate Tests[a]

a. Design: Intercept + Sex
b. Exact statistic

The result was F (3, 342) = 43.083, p < .001, Wilks' (λ) = .726, partial η^2.274. It shows statistically significant differences between male and female. F test has significance values and the same for all statistics. In situations where there are only two groups, the F-tests for Wilks' Lambda, Hotelling's Trace and Pillai's Trace are identical (Tabachnick & Fidell, 2001). Then to identify the variables that significantly different between the male and female Tests of Between-Subjects Effects was calculated taking .017 alpha levels to minimize type one error as shown below(Table 8).

Table 8: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	CGPA	17.365[a]	1	17.365	108.420	.000	.240
	Emotional Intelligence	17.795[b]	1	17.795	.168	.682	.000
	psychological wellbeing	473.650[c]	1	473.650	5.091	.025	.015
Intercept	CGPA	2830.615	1	2830.615	17673.698	.000	.981
	Emotional Intelligence	3537341.26	1	3537341.26	33485.400	.000	.990
	psychological wellbeing	3235841.97	1	3235841.97	34781.943	.000	.990
Sex	CGPA	17.365	1	17.365	108.420	.000	.240
	Emotional Intelligence	17.795	1	17.795	.168	.682	.000
	psychological wellbeing	473.650	1	473.650	5.091	.025	.015
Error	CGPA	55.095	344	.160			
	Emotional Intelligence	36339.580	344	105.638			
	psychological wellbeing	32003.089	344	93.032			
Total	CGPA	2908.582	346				
	Emotional Intelligence	3573988.00	346				
	psychological wellbeing	3267846.00	346				
Corrected Total	CGPA	72.459	345				
	Emotional Intelligence	36357.376	345				
	psychological wellbeing	32476.740	345				

a. R Squared = .240 (Adjusted R Squared = .237)
b. R Squared = .000 (Adjusted R Squared = -.002)
c. R Squared = .015 (Adjusted R Squared = .012)

The result from the table shows the p value of .001 for CGPA and .025 for psychological wellbeing and .682 for emotional intelligence. This indicates that there is significant difference between male and female students only based on their CGPA with sig. values of .001 as it is < .017 as indicated from between subject effect. As a result, hypothesis 6 was rejected.

Data Analyzed from Interview Questions

For the question how did you recognize and understand the concept of emotional intelligence,

The following responses were given as follows:

''As to me emotional intelligence means having self-confidence''

'' it means enthusiastically performing one's duty''

''As I think emotional intelligence means having good relationship with others''

It is ability to generate broad thinking.

''It means being initiated and having moral''

Emotional intelligence is ability to express ones feeling

It is having good outlook and ideas of one self

''I think, emotional intelligence is the ability to adapted to new situation''

It is making decision in a harsh manner.

The second question was how do you understand psychological wellbeing?

'' psychological wellbeing means Wellness of mind''

'' I think it is understanding others in a well manner''

It is the ability of mind to think, analyze and examine

''As I think psychological wellbeing means psychologically well and free from tension''

''As to me it seems having interest of life and ability to think''

It is Calmness of mind and free from mind problem,

''I think, it is being able to relax in order not to torment oneself''

To be in psychological wellbeing one has to be completely perform his duty,

It is having peace of mind

It is being honest and trustable

It is the way a person thinks and imagines

Discussion of results

The purpose of this study was to investigate the extent of the contribution of emotional intelligences and psychological wellbeing to academic success of students in Wollega Zones College of teachers' education. Finally, the qualitative findings were used to complement the quantitative findings.

The correlation of emotional intelligence and psychological wellbeing to students' academic success indicated positive relationship. The result shows weak positive relationship of both emotional intelligence and psychological wellbeing with college student's academic success. With this regard, Cohen (1988) suggests ±.10 to ±.29 indicate weak relationship. In support of this finding previous research also confirm a positive significance but low correlation of emotional intelligence and psychological wellbeing to students' academic achievement. For instance, Hamundeswari (2013) found a significant but low positive relationship (r = .25) between academic achievement and emotional intelligence at higher secondary school students. Walsh-Portillo (2011) also found significant but low positive relationship (r= .179) between academic achievement and emotional intelligence of college students. With respect to psychological wellbeing (Campbell et al., 1976 and Diener, Suh, Lucas, and Smith 1993) reported low, but significant correlation between education and psychological wellbeing. From this finding and the previous findings, even though the previous findings were done separately, that is emotional intelligence with academic achievement and psychological wellbeing with academic achievement; it

revealed that there is low association between academic success and both variables.

With respect to the prediction of emotional intelligence and psychological well-being, similar to the correlation, the finding of this study also showed small but significant contribution of these variables to predict academic success of college students. In support of this finding in his previous study Fatum (2008), also found small but significant contribution of emotional intelligence knowledge to academic competence with R^2 = .08, and ß = .36). Regression results also indicated that emotional intelligence predicted academic competence, that is, children who show greater emotional intelligence in early grades demonstrate greater academic competence in later grades. This shows that the ability to process emotional content influences individual's ability to think and plan ahead to solve problems. Hence, emotional intelligence is related to the individual's ability to obtain academic success (Stuart & De Korte, 2000).

With respect to psychological wellbeing Mckenzie and Schwietzer (2001), Vaez and Laflamme (2008) and Chew (2007) claimed that small but significant variance of academic success was accounted by psychological wellbeing and further stated that student who exhibit better psychological wellbeing were found to be better performer academically. It also had shown that psychological wellbeing predicts students' academic performance in higher educational institutions (Salami, 2010). The smallness value of the prediction implies that, there are other several factors like academic achievement, motivation, safe learning environment, families support, teachers' competence of subject matter and pedagogical skills as well as students experience in college and study time have positive impact on academic success of students.

In stepwise regression analysis the finding of this study showed that for the sub scales of emotional intelligence; self-awareness and self-management contributed for academic success.

In his previous study Izaguirre (2008) also argue that there was no relationship between all emotional intelligence elements and GPA, but with some aspects of emotional intelligence competences there were significant relationship with higher academic achievement. According to this finding, emotionally self-awareness and self-management is the core subscales for academic success. This is because, awareness of one's own limitation, strength and potential helps to be in a right way to perform as intended by an individual learner. With respect to this finding, previous research also found that self-control contributes to academic competence (Fatum, 2008). Furthermore, emotional intelligence was related to academic performance as majority of academic work is self-directed requiring high levels of self-management. Thus, self-management influences academic achievement (Kruglanski et al., 2014). However, students who do not have the ability to manage their emotions are more likely to have lower scores associated with psychological well-being (Sinclair & Myers, 2004). This holds true for the ability of individuals to be comfortable with their self, cultural, and spiritual identity as well.

Concerning the psychological wellbeing subscales, accepting oneself, being autonomous and personal growth are the major one for success and personal satisfaction of an individual and contribute much for academic success of college students. In support of this finding Garcia et al. (2014) stated that self-acceptance, autonomy, and personal growth were positively contributed to the final grades of Mathematics.

Therefore, from the finding of this study one can conclude that emotionally self-awareness and self-management as well as from psychological wellbeing, accepting oneself, being autonomous and striving for personal growth are determining factors to be academically successful. Self-acceptance is the most important elements of psychological well-being as it facilitates self-actualization, optimal functioning, and maturity as it refers to a person's ability to accept the good and bad sides of one's personality (Ryff & Singer, 1998). Self-acceptance also possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about the past (Reeve, 2009).

Among the six dimensions of psychological well-being, using a descriptive analysis method Sagone and Caroli, (2014) demonstrated that university students reported higher levels of personal growth (M=14.81) and autonomy (M=14.20). This is because; being autonomous is an essential part of psychological well-being as it initiates self-determination, independence, and regulation of behaviour through internal locus of control. Autonomous people also able to resist social pressures to think and act in a certain ways; regulates their behaviour from within and evaluates self by personal standards(Reeve, 2009).Personal growth is the realization of one's potentialities, continuing to develop oneself as a person and underlining the importance of new challenges at different moments of life (Sagone & Caroli, 2014).Personally grown people see improvement in their self and behaviour over time; and change of self-knowledge toward more effectiveness(Reeve, 2009).The finding of the study also showed significance sex difference based on CGPA. However, there was no significance sex difference based on emotional intelligence and psychological wellbeing. This revealed that both emotional intelligence and psychological wellbeing variables are essential and contribute for success in life for both sexes.

It is apparent from the findings of the interview questions that a few numbers of college students partially recognized what emotional intelligence and psychological wellbeing means. This implies that the concept of both emotional intelligence and psychological wellbeing is new and recent phenomenon. However, both concepts are essential for better success in life. Several dimensions of

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psychological wellbeing like self-authorship which also includes cognitive, interpersonal, and intrapersonal components are closely related with higher education outcomes (Kegan, 1994; Baxter Magolda, 2001). Specifically, students who are autonomous tend to think independently, know themselves and have healthy personal relationships with others. Emotional qualities help individuals to gain an outlook to the world with higher self-confidence and self-awareness. A strong level of emotional stability is also needed to balance between academic and adaptation to a new environment as well to handle the complexities of life and quality education (Kolachina, 2014).

Psychological wellbeing is also an essential concept and provides a powerful framework to analyze and organize one's life to generate ideas about how to live better. It is described as the scientific paradigm studying what enables individuals to flourish by focusing on the expression of potential through positive well-being, virtues and values towards optimal human functioning (Linley, Joseph, Harrington & Wood, 2007 and Snyder & Lopez, 2009).Hence, based on this finding and other evidences from this study it was indicated that the fundamental characteristics needed for success in life are multi-dimensional.

Conclusions

Based on the major findings of this study the following conclusions were drawn. As it was indicated in the results and summarized in the findings, there is positive relationship of psychological wellbeing and emotional intelligence to academic success of college students. Moreover, regression analysis also showed the prediction of these independent variables to academic success of college students. Thus, from this finding one can conclude that there are relationship between academic success and the two variables-psychological wellbeing and emotional intelligence. However, the smallness value of the correlation and the prediction of these two variables revealed that, there are other several

factors like academic achievement motivation, safe learning environment, families support, knowledge and competence of the subject matter, pedagogical skills and others can positively influence academic success of students.

Self-awareness and self-management from emotional intelligence sub scales were the major contributors for academic success of college students. From this point of view, it can be inferred that these subscales contribute more for academic success than other components of emotional intelligence as majority of academic work are self-directed requiring high levels of self-awareness and self-management.

Accepting oneself, being autonomous and personal growth from psychological wellbeing subscales are contributors for academic success than other subscales. This is because; self-acceptance facilitates self-actualization and optimal functioning through possessing positive attitude toward the self. Being autonomous also initiates self-determination and independence and facilitates personal growth. Thus, based on the concept stated above, it can be concluded that from the components of psychological wellbeing self-acceptance, being autonomous and personal growth are the major once to determine academic success of college students.

The awareness of college students about the constructs of emotional intelligence and psychological wellbeing were very limited. This is because, majority of college students were not able to respond correctly about the concept of emotional intelligence and psychological wellbeing. From this point, it can be inferred that almost all college students were not familiar with these constructs as the concepts were new and recent phenomenon and need further awareness rising through training for students of any level.

Limitations of the Study

The study was undergone non-experimental design. If experimental design is used, extraneous variables that could have an impact on the results of the study can be efficiently controlled. This is because, with complex variables as emotional intelligences, and psychological wellbeing, it is possible that other variables might have been acting as intervening or extraneous variables.

Recommendations for Future Research

In addition, future research could repeat this study using additional variables such as self-efficacy, academic motivation and the like to see if it might be acting as an intervening variable because the variables of interest in this study, especially emotional intelligence and psychological wellbeing are quite complex.

Furthermore, college students should keep in mind the meaning and importance of the factors that influence students' academic success. It should also be recognized that psychological well-being and emotional intelligence are among other factors that contribute for academic success as it assists for self-awareness, self-management and self-acceptance, being autonomous, and helps to strive for personal growth.

Finally, to better understand and evaluate students' potential, personal needs and values, and to assist them through their personal growth and development, one has to recognize psychological well-being and emotional intelligence

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