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# Gifted characteristics and satisfaction with life: Mediating and moderating effect of general self-efficacy

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## PROPOSAL:

Literature suggests that personality factors or trait characteristics are the strongest predictors of satisfaction with life (SWL). To date, a multitude of personality traits have been identified as correlates of satisfaction with life. However, the mechanisms under which specific traits operate have not been adequately addressed in the scientific literature.

To fill this research gap, we proposed an integrated model which links a newly developed personality construct—gifted characteristics (GC) to satisfaction with life, while postulating general self-efficacy as mediating or moderating mechanisms underlying the relationship between these two constructs.

Gifted characteristics refer to the typical characteristics and behaviors of a gifted child. However, such characteristics may also be shared by non-gifted children in different degree. We proposed that individuals with high levels of gifted characteristics are more likely to mobilize their talents or potential to generate positive outcomes, thereby increasing their satisfaction with life. In the development of the gifted characteristics scale, a combination of expert panel reviews and pilot tests among gifted children was used to assess the relevance and representativeness of each item. Eventually, 12 items out of an initial 120-item pool were retained in the end (e.g., "I stay focused on whatever I am interested in"). Given that distal personality traits affect outcome variables through proximal motivational states, and that general self-efficacy is a central motivational construct in numerous domains of human functioning, we posited general self-efficacy as a key motivational mechanism that links gifted characteristics to satisfaction with life. Furthermore, as general self-efficacy has long been considered as an important personal resource that contributes to well-being, we also explored whether gifted characteristics interact with general self-efficacy to influence individual satisfaction with life.

We tested the model using data collected from 556 secondary school students in Hong Kong. The students completed a battery of scales. Results showed that general self-efficacy partially mediated the relationship between gifted characteristics and satisfaction with life. However, the interaction effect between gifted characteristics and general self-efficacy on satisfaction with life was not significant. Findings from this study

suggest the utility of gifted characteristics as a protective factor for students' satisfaction with life. The findings also highlight that the enhancement of students' self-efficacy in both school and family environments would be beneficial to their general well-being.

(374 words)

**ABSTRACT:**

This study examined a newly developed personality construct—gifted characteristics (GC) and its relationship with satisfaction with life (SWL), while simultaneously investigating general self-efficacy as a mediating or moderating mechanism underlying the relationship between these two constructs. A total of 556 secondary school students in Hong Kong participated in the study. They were asked to complete a battery of questionnaires containing the related measures. Regression analyses demonstrated that general self-efficacy partially mediated the relationship between gifted characteristics and satisfaction with life. However, the interaction effect between gifted characteristics and general self-efficacy on satisfaction with life was not significant.

(98 words)

**KEYWORDS:**

general self-efficacy, gifted characteristics, Hong Kong, satisfaction with life, secondary school students