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## Investigation of teacher trainees' psychological well-being in terms of time management

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### Abstract

This study is on teacher trainees' well-being in terms of time management, gender, family relationships, incomes, parents' education levels, residence and grade averages. The participants were 186 students between the ages of 20 and 25. The data were collected with a personal information form, time management inventory and psychological well-being scale and analyzed with Pearson correlation technique, t-test and one-way ANOVA. A positive relationship was found between psychological well-being and time planning but those between the former and attitudes toward time and time-consuming things were not significant. The other significant differences were about family relationships and father's education level.

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### 1. Introduction

People have always tried to find out how a good life can be achieved and associated it with well-being and happiness. The concept of "well-being" is used as a general mental health term in the literature of psychology (Diener, Lucas & Oishi, 2002; Diener, Sapyta & Suh, 1998; Seligman & Csikszentmihalyi, 2000). It is grouped into two as subjective and psychological well-being and also mentioned that it can be considered to be a multidimensional phenomenon including both subjective and psychological well-being (Ryan & Deci, 2001). While subjective well-being means happiness, relaxation and a relative absence of problems, psychological well-being is usually defined as taking on challenges and making efforts for personal development and growth (Waterman, 1993). Lent (2004) distinguishes between them with counseling psychology perspective. Psychological well-being serves as a guide to clinical studies that can help counselors and clients achieve their objectives and it provides information about the aims and goals of psychological counseling (Cristopher, 1999).

According to Ryff (1989), who made important contributions to the studies on a good life, psychological well-being involves life purposes, awareness of individual potential and the quality of interpersonal relations. Ryff's (1989) model of well-being has a literature basis comprising such concepts as self-realization (Maslow, 1968), the

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The literature on psychological well-being includes studies on issues such as value systems, socioeconomic conditions, social support, worldview, age, gender and life purposes (Constantine & Sue, 2006; Lang, Muñoz, Bernal & Sorensen, 1982; Ryff, 1989; Ryff & Singer, 2002). Researchers have stated that social support (Mahon & Yarcheski, 2001; Gençöz & Özlale, 2004), academic performance (Tofi, Flett & Timuthorpe, 1996) and progression towards the achievement of personal aims (Ryan & Deci, 2001; Myers & Diener, 1995; Diener, Suh & Oishi, 1997; Ryff & Singer, 1998) are positively associated with psychological well-being. Although the concept of life purposes does not explain psychological well-being fully; it connotes meanings, goals and duties in life, which are at the core of it (Ryan & Deci, 2001). It has also been found that life purposes are negatively associated with depression and positively associated with self-esteem (Ryff, 1989; Cenkseven, 2004). Social skills level and relationships with friends and family are major determinants of the positive relations with others dimension of psychological well-being (Cooper, Okamura & McNeil, 1995; Gülaçtı & Özen, 2007). Walen and Lachman (2000) claimed that spouse and family support affect psychological well-being positively. Some researchers mentioned that there is a positive relationship between age (Bortner & Hulsch, 1970; Medley, 1980) and psychological well-being while some others found that gender (Palmore & Kivett, 1977; Hamdan-Mansour & Marmash, 2007) does not cause any change. It has also been claimed that there are differences between psychological well-being levels due to gender (Cenkseven & Akbaş, 2007; Gülaçtı & Özen, 2007). Some studies showed that personal satisfaction about home, neighborhood and place of residence predicts psychological well-being (Carp & Christensen, 1986). Several others reported that children and adolescents with a wealthy family keep away from bad habits and have higher levels of psychological well-being, self-esteem and sense of control (Abernathy, Webster & Vermeulen, 2002; Chen, Matthews, Boyce & Thomas, 2002; Cohen, Kaplan & Salonen, 1999; Bradley & Corwyn, 2002). The concept of psychological well-being, which the recent studies abroad frequently investigate, means having a positive self-image and life purpose, self-satisfaction and developing positive relationships with others. In our country, Cenkseven (2004) and Çeçen and Cenkseven (2007) carried out studies on it and adapted the Psychological Well-being Scale to Turkish (Cenkseven, 2004). Contrary to the ones abroad, the studies in Turkey are not sufficient. This study aims to make up that deficiency and investigate the psychological well-being levels of teacher trainers in terms of time management and some other variables.

The study aims to determine the relationships between the time management skills of teacher trainers and their psychological well-being levels.

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