



A Research on the Subjective Well-Being Levels of Pre-Service Teachers¹

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Abstract: This research focused on the investigation of the subjective well-being of the Faculty of Education students according to their departments. In this research, it was aimed to investigate whether there were any differences between the students in Faculty of Education, the Department of Art, and Music Teacher Training and the students in other departments in terms of their well-being levels according to the class and gender variables. This relational research was carried out with 450 (263 female, 186 male and 1 unidentified gender) students in 2014-2015 educational year. To determine the subjective well-being levels of the students, "Subjective Well-being Scale" was used. In order to test the difference according to the gender variable the unrelated samples t-test, for the difference according to the variables of class and programme, one-way variance analysis (ANOVA) were applied. It was not come across with a significant difference in the subjective well-being levels of students in the Faculty of Education according to their class and programmes. On the other hand, a significant difference was encountered in favour of girls according to the gender variable.

Keywords: Subjective well-being, education of visual arts, the faculty of education students

¹ Some partial changes were applied according to the advices, which were claimed verbally in the 24th National Education Sciences Congress.

1. INTRODUCTION

The purpose of the actions, which people demonstrate, is basically happiness (Dilmaç and Bozgeyikli, 2009:171). These actions demonstrated by people are mostly human efforts for the hope of future and this effort dates back to human history. Actually, this effort is related to the individual's being hopeful for the future. According to From (1995), hope is being ready for an unborn, but not falling into hopelessness when the birth does not occur during our lives and it is neither a passive waiting nor an unrealistic efforts for impossible circumstances. Burger (2006) claimed that the increase in social activities give way to the happiness. Social relationships also have positive effects on well-being (reference). In this context, it can be expressed that the interaction with people, taking place in artistic activities encourage people feel themselves more competent and valuable in the society. Similarly, these activities ensure the fundamental needs of individuals related to the feeling of being belonged. Ensuring these basic needs encourages people feel themselves well-being subjectively, and this case of well-being also causes the individuals' happiness in life. The most important principle in handling the happiness with the concept of subjective well-being is the individuals' self-determinations of values, which are known as the standard of a good life (Diener, 1984). Türkdoğan and Duru (2012: 2430) accept the concept of subjective well-being as the happiness is an individual value and only the individual can decide how s/he would be happy. As the subjective well-being concept considered to be based on an individual evaluation, it can be noticed that each individual has a different understanding of happiness. In addition, Dilmaç and Bozgeyikli (2009) expressed an agreement that, in spite of the various approaches related to the subjective well-being, these approaches express that the subjective well-being is a complicated phenomenon which has cognitive dimensions beyond the superficial feelings.

Tuzgöl-Dost (2005) also claimed that the subjective well-being consists of pleasant affection, unpleasant affection and life satisfaction items and the highness of subjective well-being means that the pleasant affection is higher than unpleasant affection and has

a cognitive side as the cognitive judgment of individual related to the quality of one's life depends on his/her positive cognitive judgment. One of the activities, which enable the affective, cognitive, even physical actions, is the individual's artistic activities. The history of art dates back to the history of humankind and the occurrence of the artistic activities is the result of the individuals' efforts for their happiness. Fischer (1979) expressed that the art was formerly a magic which contributed much to the weak person in the nature and in time, returned to religion, science and art- claiming that creating the art, the primitive man found a real way to improve his/her strength and enrich life, the collective dance community before the hunting encourage the feeling of self-confidence, with the animal pictures drawn on the walls of caves, they got self-confidence and made them feel stronger. Atasoy (2013:88) stressed the significance of the art claiming that in spite of all, which the art has a form, which challenge to thousands of years and consists of characteristics, which can protect it and us even against the troubles we may encounter even at present. When the effect of art, which is as old as human history, is taken into consideration as the other activities, it is clear that sometimes beliefs, customs and entertainments have cognitive and affective contributions on human psychology, behaviour and life with its form reflected as sound, image and movement . Atasoy (2013: 90) claimed that the moral pleasure on art and moral service of art originate from a wise satisfaction of consciousness. When the subjective well-being levels, which is known as relevant to the cognitive and affective processes of human, is thought to be increased, it was thought that investigating the well-being levels of students in faculty of education and those who have different cognitive and affective activities according to their departments will contribute to the literature. The current subjective well-being researches- as the expression of Tuzgöl-Dost (2010: 77)- were handled mostly in terms of the demographic variables as; age, gender and income levels, the variables of personality as Self-esteem and extraversion and the social support variables as family satisfaction. These are the researches, in which the subjective well-being were investigated, mostly focused on the variables according to the gender (Cheng and Furnham, 2003; Gündoğdu

and Yavuzer, 2012; Yavuz-Güler and İşmen-Gazioğlu, 2008; Saygın and Arslan, 2009; Dilmaç and Bozgeyikli, 2009; Tuzgöl, 2007; Köker, 1991; Akbaş, 2007; İlhan, 2005; Tuzgöl Dost, 2004; Katjar et al., 2002; Tuzgöl-Dost, 2010, Tümkaya, 2011, Saygın and Arslan, 2009; Cenkseven and Akbaş, 2007) the variables of faculty type and class (Dilmaç and Bozgeyikli, 2009). In addition to these studies, it can be useful to investigate the subjective well-being levels of pre-service teachers in faculty of education according to their departments. As the programme, which the university students study, forms their cognitive and affective structure. Therefore, it affects their subjective well-being. It is thought that this research will contribute to the precautions, which improve the subjective well-being of the students in faculty of education specifically by brightening the relationship between the art education and artistic activities with subjective well-being. Moreover, it is estimated that the research will contribute to the literature in the relationship between the art and psychology and give the results, which can be applied by the psychological guidance centres and by psychological counsellors in the universities. In this context, Gündoğdu and Yavuzer, (2012:118) claimed that investigating the subjective well-being levels of students in faculties of education and their basic psychological needs will enable useful information for faculties of education to develop more appropriate training environments.

With this purpose, importance, and prediction, it was considered as a basic aim to compare the subjective well-being levels of the students in the art and music teacher training departments with the students in other departments and these following research questions were asked according to this aim.

1. Is there a significant difference in the subjective well-being levels of the students in the faculty of education according to their genders?
2. Is there a significant difference in the subjective well-being levels of the students in the faculty of education according to their departments?
3. Is there a significant difference in the subjective well-being levels of the students in the faculty of education according to their classes?

2. METHOD

This study, which was carried out to determine the difference between the subjective well-being levels of the students, who were in the faculties of education, compared with art teacher training departments, is suitable for the relational research method.

2.1. Research Group

The study group of this research consisted of the 449 (263 female, 186 male) participants, who were in Art Teaching Department (42), Music Teaching (101), Primary School Teacher Training Department (121), The Department of Mathematics (56), Guidance and Psychological Counselling (69), Turkish Teaching Department (61) in 2014-2015 educational year. 1 form excluded from the research as it was not filled correctly.

2.2. Data Collection Tools

To determine the subjective well-being levels of the students in the faculty of education, the "Subjective Well-being Scale" -developed by Tuzgöl- were applied.

"Subjective Well-being Scale"(SWS): The SWS, which was developed by Tuzgöl (2004), consisted of 46 items. The purpose of the scale is to determine the subjective well-being levels of individuals, determining the cognitive evaluations of individuals about themselves and the frequency and density of positive and negative feelings they encountered in their lives. The subjective well-being scale consists of personal judgments and positive and negative emotional expressions. The response system, designed as 5 point Likert type, is for each expression as; "(5) entirely appropriate". "(4) mostly appropriate". "(3) Partially appropriate". "(2) somewhat appropriate" and "(1) Inappropriate". The scores of each item change from 5 to 1. 26 of the scale items are positive and 20 of them are negative. The lowest score which can be got from the scale is 46 and the highest score is 230. High scores demonstrate high levels of subjective well being. The Cronbach Alfa reliability coefficient of SWS was determined as .93. Within the scope of this study, the inner consistency coefficient was determined as .91.

2.3. Data Analysis

The descriptive statistics related to the variables and the variance analyses were tested at the level of .05 using SPSS 22.00 program. The SWS scores of the students were found out calculating the “subjective well-being scale”. In the data analysis process, to test whether the data demonstrated a normal distribution or not, the kurtosis and distortion values of distribution were taken into consideration and the histogram graphs were analysed. The kurtosis value of distribution were found out as .23, the distortion value as.18 and the z-score as 1.62. The z-statistics, which was determined by dividing the distortion coefficient by the standard error, being lower than 1.96 can be interpreted as the distribution do not deviate from normal (Büyüköztürk, 2011:42) On the histogram, it was observed that the data were distributed normally. In order to determine the difference in the subjective well-being levels of university students according to their departments, the independent sampling t-test was used according to their gender variable; the one-way variance analysis (ANOVA) test was used for their departments and class variables.

3. FINDINGS AND COMMENT

3.1. To investigate the first sub-problem as “Is there a significant difference in the subjective well-being levels of the students according to their genders?”, the statistics results related to the subjective well-being scores of students are indicated in Table 1.

Table 1. The t-test results of the faculty of education students related to the difference between their subjective well-being levels according to their gender variable.

Score	Group	N	Average	Standard deviation	df	P
subjective well-being	Female	263	172.8973	25.39341	447	.001
	Male	186	163.7366	22.92621		

As a result of the t-test, which is applied to compare the subjective well-being levels of female and male students, it was found out that the subjective well-being levels of female and male students were significantly different from each other ($t_{.001;447} = 3.988$). Thus, the subjective well-being levels of female students ($\bar{X} = 172.8973$) were higher than the subjective well-being levels of male students ($\bar{X} = 163.7366$).

3.2. To investigate the second sub-problem as "Is there a significant difference in the subjective well-being levels of the students according to their departments?", the descriptive statistics results and one-way variance analysis (ANOVA) results, related to the difference in subjective well-being scores, are indicated in Table 2 and 3.

Table 2. The Descriptive Statistics Results Related to the Difference Between the Subjective Well-being Levels of Faculty of Education Students According to Their Departments

Programmes	N	\bar{X}	SS
Art Teacher Training	42	170.5238	25.44170
Music Teacher Training	101	168.0198	22.79868
Mathematics Teacher Tra.	56	171.9821	26.93257
GPC Teacher Training	69	174.4783	23.53259
Turkish Teacher Training	61	165.0492	24.88268
Primary Sch. Teacher Tra.	121	167.1322	25.49246
Total	450	169.0956	24.76324

According to results of the data gathered from the subjective well-being scale in Table 2, the highest scores were taken by the GPC Teacher Training ($\bar{X} = 174.4783$), mathematics teach. ($\bar{X} = 171.9821$), Art teach. ($\bar{X} = 170.5238$), the lowest scores from the subjective well-being scale were taken by Turkish teach. ($\bar{X} = 165.0492$), Primary school teach. ($\bar{X} = 167.1322$) and Music teach. ($\bar{X} = 168.0198$). The one-way variance analysis (ANOVA) results related to whether there is a significant difference between the averages in descriptive statistics are indicated in Table 3.

Table 3 The ANOVA Results Related to the Difference Between the Subjective Well-being Levels of The Students in The Faculty of Education According to Their Departments

Source of Variance	Sum of squares	sd	Squares Average	F	p
Intergroup	4133.518	5	826.704	1.353	.241
In-groups	271201.373	444	610.814		
Total	275334.891	449			

As it is seen in Table 3, according to the one way variance analysis result related to the subjective well-being levels of the students in faculty of education in terms of their department variable, no significant difference were encountered between the subjective well-being levels of the students (f value =1.353. p=.241 > .05).

3.3. To investigate the third sub-problem as "Is there a significant difference in the subjective well-being levels of the students according to their class levels?", the descriptive statistics results and ANOVA results are indicated in Table 4 and 5.

Table 4 The Descriptive Statistics Results Related to the Difference Between the Subjective Well-being Levels of The Students in The Faculty of Education According to Their Class Levels

Classes	N	\bar{X}	SS
1st Class	84	163.0952	24.33037
2 nd Class	83	171.1807	22.15640
3rd Class	134	171.9254	25.43682
4th Class	149	168.7718	25.39129
Total	450	169.0956	24.76324

According to the descriptive statistics results of the data from the subjective well-being scale in Table 4; it can be noticed that the highest scores from the subjective well-being scale were gotten by 2nd ($\bar{X} = 171.1807$) and 3rd classes ($\bar{X} = 171.9254$). The ANOVA test results, related to whether there is significant difference between the averages given in the descriptive statistics or not, are indicated in Table 5.

Table 5. The ANOVA Results Related to the Difference Between the Subjective Well-being Levels of The Students in The Faculty of Education According to Their Class Levels

The source of variance	Sum of squares	sd	Squares		
			Average	F	p
Intergroup	4473.869	3	1491.290	2.456	.063
In-group	270861.02	446	607.312		
	3				
Total	275334.89	449			
	1				

As it is seen in Table 5; according to the one way ANOVA result related to the subjective well-being levels of the students in faculty of education in terms of their class variable, no significant difference were encountered between the subjective well-being levels of the students (f value =2.456. $p=.063 > .05$).

DISCUSSION AND RESULT

In the study, the subjective well-being levels of students in faculty of education were investigated according to their gender and it was determined that the subjective well-being levels of female students were found out to be significantly higher than male

students. There are some former studies which have similar results with this present research (Gündoğdu and Yavuzer, 2012; Yavuz-Güler and İşmen-Gazioğlu, 2008; Dilmaç and Bozgeyikli, 2009) In addition, in the study by Tuzgöl (2007), it was found out that the girls' life pleasures were higher than the boys. According to Tuzgöl, (Tuzgöl-Dost,2007:133) life pleasure represents the cognitive side of the subjective well-being among the concepts related to the people happiness. There have been other researches which had the result that the life pleasure is higher among the girls than the boys (Köker, 1991; Akbaş,2007). In a study aimed to determine the role of the humour styles on the subjective well-being, it was found out that the gender does not have a direct role on well-being, but has a significant effect on life pleasure which is a cognitive dimension of subjective well-being (İlhan, 2005 tr. Özbay and col., 2012:333)

There are also studies, which investigate the subjective well-being in terms of the gender variable and demonstrate no significant differences in the subjective well-being levels of boys and girls (Tuzgöl Dost, 2004, Katjar et al., 2002;Tuzgöl-Dost, 2010, Tümkaya, 2011, Saygın and Arslan, 2009: 216). Cenkseven and Akbaş also claimed in their studies (2007) that the gender variable was a significant interpretation of both subjective well-being and psychological well-being, but its contribution of interpretation was not high indeed. Cheng and Furnham (2003) claimed that the gender had a very little significance in the interpretation of happiness. As the findings of the research considered, it can be claimed that although the subjective well-being in terms of the gender variable showed different results in different studies, it did not have much significance. Though the results of the gender in terms of the subjective well-being in the literature are controversial, the general belief is that the subjective well being in girls are higher than in boys.

Another finding of the research is that no significant difference was encountered in the subjective well-being levels of pre-service teachers in terms of their departments at the university. In the research, while the students in the department of GPC teacher training, mathematics teacher training and art teacher training had higher averages, it

was noticed that the students in primary school teacher training department and Turkish teacher training department had the lowest averages in the subjective well-being levels. Gündoğdu and Yavuzer (2012) reached the results in their study that the students in mathematics teacher training department had higher subjective well-being levels than the students in primary school teacher training department. Yavuz-Güler, İşmen-Gazioğlu (2008:112) found out that the subjective well-being levels of the university students did not represent difference according to the graduation programme. The expected result is that the departments related to the art education had higher subjective well-being levels. The reason of this expectation that there are studies demonstrating the individuals, who have relevant relationships with art, have social characters. The extroversion is the former condition of being social. So, the hypothesis, which represents that the extrovert individuals may be more social, because of their extroversion; they have higher subjective well-being levels. Similarly, Taşkesen (2014) reached the result in the study that the Extroversion and Readiness for Experience is that the individual characteristics interpret the art interest. This result shows that the individuals, who interest in art, are more extrovert and ready for the experience and more social compared with others. Alkan and coll. (2007) reached the end that the extrovert personalities are the factors that affect the awareness for art works positively. In the research by Furham and Bachtiar (2008: 613), it was found out that the extroversion is that the interpretation of creativeness. The creativeness is a concept which is also related to art, art activities and interests. Therefore, Doğan (2013) found out that the personality of being extrovert affects the subjective well-being positively. Kanat and Dikkaya (2015:152) found out in their study that the students, who get art training, have higher life pleasures compared with those, who did not get the art training. Although, these studies demonstrated that the extroversion affects the subjective well-being positively and art training affects being an extrovert person, in this research, which aimed the students who get art training and

spend most of their times on artistic activities, it was observed that there is a significant change positively.

In this research, it was aimed to investigate the difference in the subjective well-being levels according to the the class variable and no significant difference in subjective well-being levels related to the class variable were reached. In addition, when the subjective well-being scores were taken into consideration, it was noticed that the highest scores were belonged to the 2nd and 3rd class students. That the subjective well-being scores of the students in the last grade were lower may be because of the Public Personnel Selection Exam, was recognised to be useless in this research. Although it was observed that the scores of the students in the 4th grade were lower than the 2nd and 3rd graders, this was not significant. Even in the studies of Kanat and Dikkaya (2015: 154), it was noticed that there was not any difference in life pleasure. In the study by Dilmaç and Bozgeyikli (2009), it was reached to a significant difference in terms of the class variable, in the study related to the source of the difference, it was thought that the subjective well-being levels of the 4th graders were significantly higher than the students in 3rd grade. But this expectancy did not come true. It was thought that the low level of anxiety among the 4th graders might originate from the feeling of dismissiveness.

Consequently, in the research, in which the subjective well-being was investigated in ters of the variables of gender, programme and class, although the gender was found out to be an effective variable in favour of female students, some researches, which demonstrated that the gender was effective and in favour of male students, were encountered. Even if there were some researches representing that art interest and training was relevant to some personality types, it was not reached any findings which represented that the programme had an effect on subjective well-being. Similarly no finding which showed that the class variable affected the subjective well-being. It was determined that the subjective well-being score was found out as 170. As it is thought

that the highest score, which can be taken from the scale, is 230, this score, which is 73% of the total subjective well-being score, can be thought as a good average.

These following recommendations can be given as a result of this research; According to the art interest, knowledge and experience of the other individuals apart from the university students, the researches, in which the subjective well-being and psychological characteristics as life pleasure are determined, may give certain results. The studies, showing the relationship between art and the subjective well-being, may be carried out with the collaboration of the Psychological Counselling and Guidance Teacher Training Department and Fine Arts Teacher Training Department. Specifically, as different results were reached related to the subjective well-being, qualitative researches based on the protocols, which can uncover the differences in subjective well-being according to the gender variable, may be useful. Although it was not encountered with a direct relationship between art teaching and subjective well-being in the research, the social activities, being social and extrovert personalities are known to have positive relationships with subjective well-being from the researches, social and art activities, which can affect the subjective well-being of the students, should be applied.

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