

Psychological Well-Being: A Preliminary Study of Guidance and Counseling Services Development of Preservice Teachers in Indonesia

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Abstract

Well-being is a central issue in guidance and counseling services in Indonesia, done to support individuals in obtaining their well-being to be happy, and satisfied about life. This study aims at analyzing psychological well-being of pre-service teachers as a basis for developing their guidance and counseling services. A classical twin design was used to decompose behavioral variance characteristics of psychological well-being of 132 teachers as subjects randomly selected. Psychological well-being was measured using the 14-item Ryff Psychological Wellbeing Scale, which had been adapted to Indonesian to measure the aspects of autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self-acceptance. The results show that guidance and counseling services had to develop psychological well-being of the pre-service teachers, to help them remember life events in a more positive manner, which resulting in happier life. Conversely, pre-service teachers with a low level of psychological well-being did not really care about their positive or negative experiences and more likely to ignore their life in the future. It revealed that psychological well-being was important in the development of guidance and counseling services to prepare pre-service teachers well-being in the future.

Keywords: psychological well-being, guidance and counseling services, counseling of well-being, preservice teachers

1. INTRODUCTION

Every human desires a physically and mentally happy, prosperous, and healthy life. The psychological well-being expectation in this 21st century (King and Napa, 1998; Argyle, 2001) is the most defining aspect influencing a person's life quality. Psychological well-being (Bradburn, 1969) is a representation of an individual's psychological health based on positive psychological function. Ryff (1989) revealed that psychological well-being is supported by life happiness and satisfaction.

Psychological well-being has become major discussion in Indonesia this decade. Many scholars have assumed that psychological well-being is a factor supporting someone's future happiness, which is stimulated by individual's learning in dealing with problem or environment (Mock et al., 2019), and affected by their experience and education (Ryff, 2014; Ryff and Heidrich, 1997).

According to Deci and Ryan (2008), psychological well-being has to be further examined in terms of individual as a fully-functioning person. It is supported by three important pillars: eudemonia, personal growth, and purpose in life. Further, Bradburn (1969) differentiated the influence of positive and negative functions and defined happiness as an aspect to achieve a balance between the two. It is a cognitive

component in which life satisfaction is interpreted as complementary to happiness and as the most effective positive dimension (Andrews and McKennel, 1980; Andrews and Withey 1976).

The concept of psychological well-being was derived from the belief that healthiness is more than just a freedom from physical sickness (Ryff, 1989; Ryff and Keyes, 1995). Psychological well-being is the primary goal of human characterized by the necessity to psychologically feel better and is related to individual's feeling about their daily activities and personal feeling disclosure (Reynolds, 2001; Duan, Guan, and Gan, 2016; Thomson, Lockyegianetr, Camic, and Chatterjee, 2018). The foundation of psychological well-being development (Ryff, 1989; Ryff and Keyes, 1995, Ryff, 2014) is positive psychology function of individual, which is characterized by self-acceptance, positive relationship, autonomy, environmental mastery, purpose in life, and personal growth.

Considering the abovementioned aspects, this study aims at examining the psychological well-being of pre-service teacher in Indonesia as an effort to establish quality guidance and counseling services and to investigate the education process in Indonesia in supporting teachers' psychological well-being.

2. RESEARCH METHODS

A classical twin design was used to decompose behavioral variance characteristics of psychological well-being of 132 pre-service teachers as subjects randomly selected, which consisted of 105 female respondents (79.55%) and 27 male respondents (20.45%) aged 17-19 years old. The psychological well-being was measured using 14-item Ryff Psychological Wellbeing Scale, which had been adapted to Indonesian, to calculate the aspects of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Internal consistency values (coefficient alpha) 14-item Ryff Psychological Wellbeing Scale for each dimension varied between 0.86 and 0.91 indicating high reliability of the scale. Correlation coefficients with the 20-item parent scale for each varied between 0.83 and 0.99 indicated a higher level of validity for the scale. The response item of each question has a range of 1 to 6. If the statement is positive, response 6 shows a strong agreement. Meanwhile, for a negative statement, response 6 shows strong disagreement. High score indicates a respondent has good psychological well-being and vice versa. The data were processed using quartile of the distribution suggested by Ryff (1989; 2014).

Inventory Aspect	Internal Consistency (Coefficient Alpha)	Correlation with 20-item Parent Scale
Autonomy	0.758	0.755
Environmental Mastery	0.761	0.774
Personal Growth	0.769	0.723
Positive Relation with Other	0.747	0.866
Purpose in Life	0.765	0.747
Self-Acceptance	0.766	0.739

3. RESULTS AND DISCUSSION

3.1 Preservice Teachers' Psychological Well-Being Inventory Development

The developed inventory had been assessed by experts in guidance and counseling, psychology, and had passed readability testing at the university student level. In general, the developed inventory had the reliability of 0.860 with each item.

The internal consistency value (coefficient alpha) scales were varied between 0.747 and 0.769, which indicated high reliability of the scale; meaning a very high accuracy of the developed inventory (Ryff, 1989, 2014). Correlation coefficients with the 20-item parent scale for each varied between 0.723 and 0.866 indicated a higher level of validity for the scale.

3.2 Preservice Teachers' Psychological Well-being Profile

The findings show that the psychological well-being of the 132 pre-service teachers was categorized as low (27%) and high (73%) with no distribution found in the other categories



Figure 1. Pre-service Teachers Psychological Well-being

If examined further, the findings are in line with Ryff (2014) revealing that there was still a shift in choosing career from extrinsic choices to intrinsic understanding. Furthermore, pre-service teachers in Indonesia had chosen their career because of parents' encouragement or the expectation that the job will be much easier to do compared to other jobs. It indicates that pre-service teachers in Indonesia were in need of counseling and guidance services to help them understanding the career.

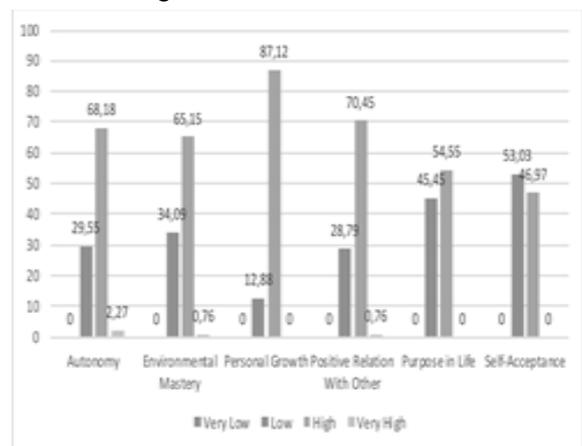


Figure 2. Pre-service Teachers Psychological Well-being Aspect

Figure 2 depicts that from each psychological well-being aspect; nearly all of them demonstrated high data distribution both in low and high categories, except for autonomy aspect (2.27% in the very high category). The findings of Srimathi and Kiran (2010) revealed that there was an effort by the pre-service teacher in improving their psychological well-being to prepare better future after becoming a teacher.

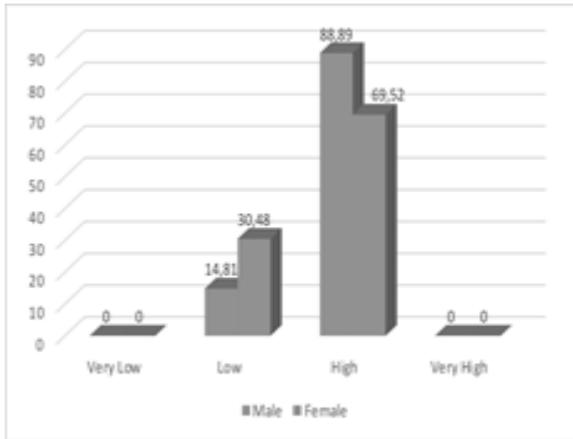


Figure 3. Psychological Well-Being based on Gender

Figure 3 depicts findings based on gender where male respondents had low (14.81%) and high (88.89%) psychological well-being. On the other hand, female respondents had low (30%) and high (70%) psychological well-being. This indicates that there were more male respondents in the high psychological well-being category. In accordance, previous studies of Ryff, 2014; Srimathi and Kiran Kumar, 2010; Ryff and Heidrich; 1997; Haris, Martin, and Martin, 2013) revealed that during the courses, female were better prepared in achieving better well-being. In contrary, male had better well-being because they interacted more and had better social support (Gupta and Prescott, 2012). In contrary, male pre-service teachers aged 17-19 years old were unlikely to contemplate about their career in the future after graduating.

Previous studies (Johnson et al., 2008; Jacobs et al., 2011; Haris, Martin, and Martin, 2013) revealed that lecturers had to take responsibility in improving their personal and professional competences by having good psychological well-being. This responsibility is an attempt to help their students finding the meaning of their career (Hoare and Machin, 2010).

3.3 The developed guidance and counseling services

Previous findings (Hill et al., 2019; Briggs, 2012) discovered that psychological well-being influenced a person’s mental health; hence, it has to be prepared from early age as preventive and developmental efforts (Mock et al., 2019). Therefore, counseling and guidance services should offer positive impact on pre-service teacher’s personal growth. The developed counseling and guidance service was established based on Aristotelian’s view and positive psychology; and on a practical level, well-being counseling was based on the framework of positive psychology, positive prevention, and positive therapy. From positive prevention, well-being counseling strives to prevent the problem and focus on competition to cultivate inner strength. Strength can prevent mental health from emerging and is established

through courage, optimism, interpersonal skill, spiritual, work ethics, hope, honesty, perseverance, and eagerness to learn.

In its practice, well-being counseling was based on positive psychology principles. Through trans-theoretical model-based counseling (Stuntz, 2017; Seligman, Steen, Park, and Peterson, 2005; Allan and Duffy, 2013; Prochaska, DiClemente, and Norcross, 1992; Prochaska, 1994; Prochaska and DiClemente, 2005), counselors will be able to focus on improving psychological well-being. However, they need to consider several stages including pre-contemplation, contemplation, practice, maintenance, and termination. The stages comprise personal strength exploration, strengths-centered technique, life quality, hope circle, child well-being technique, and positive orientation

Personal strength exploration intends to guide counsees to accept themselves and to develop new meaning through positive, negative, or adaptive life by valuing each experience, which is expected to result in an optimum psychological well-being. This technique was based on the assumption that psychological well-being is more important than letting counselee trapped in a disadvantageous situation. In this technique, counselors are expected to work together to explore positive and adaptive meaning in establishing optimum psychological well-being of counselee.

This strength-based technique aims at training counsees to improve their awareness regarding the long-term effect of their dysfunctional or self-defeating behaviors. The intervention teaches counselee to develop strength in improving oneself, which is based on the assumption that each person has the ability to strengthen self-improvement through a dialectic process by struggling through difficulties. On the other hand, as facilitators, the counselor should help counselee improving their strength by employing metaphorical approach.

Life quality is a comprehensive approach to help counselee finding direction, goal, and hope in interpreting life experience. It is expected that the technique could improve counselee awareness on their well-being. By enhancing life quality, person’s productivity, relationship, and social function are expected to improve

Hope circle technique was designed to utilize counselee’s hope in a counseling session. Counselors employ this technique as an attempt to help pre-service teacher developing clearer goal, alternative problem solving and generating psychological energy by positively shifting pre-service teachers’ self-perception to focus on achieving the goal. Counselor invites the pre-service teacher to understand the meaning of hope and assess their expectation level.

Child well-being technique collects all of the counsees’ childhood experiences, both pleasant and unpleasant, and changes it into a meaningful experience to help counsees interpreting their childhood experiences in a positive manner and channeling it as strength for better well-being.

Positive orientation is a well-being counseling technique specifically implemented to develop counsees’ strength, positive emotion, and improve their meaning of life and happiness. This technique was established based on two assumptions. First, everybody is susceptible to mental disorder and has an inherent capacity for happiness. Second, counsees’ strength and positive emotion are genuine things similar to weakness and negative emotion. Therefore,

showing positivity is significant in establishing a strong counseling alliance, and important in understanding the psychological condition of counselee to plan a counseling session. Previous studies (Fredrickson, 2001; Cohn, Fredrickson, Brown, Mikels, and Conway, 2009) stated that positive emotion could improve an individual's life satisfaction, resilience, and well-being. The similar notion stated by Seligman (2002) explaining that well-being could be achieved if counsees feel positive emotion about their past, present and future. This technique can be employed as a step to resuscitate counselee to focus on the development of positive emotion by converting negative emotion into positive ones so they could find a whole new meaning of their life.

4. CONCLUSION

The psychological well-being of pre-service teacher in Indonesia was categorized low and high. It shows that a career shift from extrinsic choices to intrinsic understanding. This study developed guidance and counseling service using well-being counseling as an effort to help individual in accepting their strength and weakness, having a positive relationship with others, controlling their behavior, participating and adapting to the environment, having a purpose in life, and developing the self-potential

The developed counseling technique is expected to be able to improve pre-service teachers' psychological well-being. This can be done by several techniques, namely: personal strength exploration, strengths-centered technique, life quality, hope circle, child well-being technique, and positive orientation. These techniques are expected to help pre-service teachers of guidance and counseling to have positive psychological well-being to build their positive manner, as they become teacher in the future.

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