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THE PREDICTOR ROLES OF LIFE-SATISFACTION, AND INTRINSIC-EXTRINSIC MOTIVATION ON THE PSYCHOLOGICAL WELL-BEING OF PRE-SERVICE TEACHERS


Research article

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Abstract

The aim of the present study was to examine whether intrinsic and extrinsic motivations, and life satisfaction levels of pre-service teachers are significant predictors of their psychological well-being. The sample of the study was consisted of 230 pre-service teachers. Data were collected via Motivation to Teach Scale, Psychological Well-Being Scale and Life Satisfaction Scale. Descriptive statistics, Pearson's correlations, and multiple regression analysis were performed. The results indicated that the intrinsic and extrinsic motivations, and life satisfaction levels were moderate, and psychological well-being levels were high. Psychological well-beings of the subjects were correlated highly with life satisfaction, moderately with intrinsic motivation, and weakly with extrinsic motivation. Moreover, intrinsic motivation and life satisfaction were found to have a predictive effect on the psychological well-being of the pre-service teachers, but extrinsic motivation was not a predictor. The results revealed psychological well-being, motivation and life satisfaction are important variables supporting the success in teaching profession.

Keywords: Psychological well-being, intrinsic motivation, extrinsic motivation, life satisfaction, pre-service teachers

1. Introduction

The vastly studied positive concepts such as psychological well-being, motivation, and life satisfaction are considered as important concepts for teaching profession. Psychological well-being, which is the expression of humanistic values, is defined as existential challenges in life, such as maintaining meaningful goals, personal development, and establishing high-quality relationships with others (Keyes, Shmotkin & Ryff, 2002). Psychological well-being, which is mainly about the self-actualization potential of a person, consists of six psychological dimensions: (i) *self-acceptance* that is a person's positive evaluations of oneself and his/her previous experiences, (ii) *personal growth* that indicates a person's continual development, (iii) *purpose of life* that shows the meaningfulness and purposefulness of one's life, (iv) *positive relations with others* that reflect the warmth and trust in interpersonal relationships, (v) *environmental mastery* that includes a person's capacity to lead his/her life in line with own needs and intentions, and (vi) *autonomy* that refers to a person's sense of self-decision (Keyes, Shmotkin & Ryff, 2002; Ryff, 1989; Ryff, 2014). Having a sufficient level of sensitivity to the personalities and mental health levels of

the students they attend is important for teachers in achieving psycho-social development and satisfaction in performing their teaching profession (Yazıcı, 2009). In this respect, psychological well-being is an important concept to investigate in the scope of teaching profession.

Recently, the positive approaches have gained more importance in psychology, as both preventive and protective studies as well as studies on personal development have increased (Kaya, Çenesiz & Aynas, 2019). When the literature is examined, the concept of psychological well-being begins to draw attention with the investigation of positive concepts in the field of psychology after the 1950s. However, after the 1980s, with more importance given to the theories that emphasize self-actualization and the potential of the individual for a meaningful life, psychological well-being started to be the prominent subject of many studies (Telef, 2013). It is believed that the concept of psychological well-being has been widespread within the world of psychology until recently, and that the experts are considered to be the most fundamental reason for late recognition of the importance of psychological well-being in terms of evaluating human psychology.

The positive psychology that draws attention as a current that transcends the boundaries of modern psychology, which changes the way of looking at the concept of mental health (Kaya, Çenesiz & Aynas, 2019); by emphasizing the individual has a number of positive characteristics rather than a psychological disturbance (Halisdemir, 2013). Previous studies have focused more on symptoms of psychopathological criteria such as anxiety, depression, and fear, and positive emotional expressions such as happiness have been overlooked. As noted, many researchers have failed to adequately explain positive emotional expressions such as psychological well-being, as the experts considered the lack of psychological symptoms equivalent to mental health (Tanhan, 2007). At this point, Ryff (1989) suggested that multidimensional psychological well-being modeling based on theoretical explanations of personality and development theories on positive psychological health changed the classical view of mental health, by integrating the theories of Maslow, Allport, Rogers, and Jung which explained the concept of psychological well-being as self-actualization, maturity, full functionality, and individualization (Ryff, Magee, Kling & Wing, 1999). Özen (2010) has seen positive psychology as the combination of such theories. Diener and his colleagues (2009, 2010) defined additional criteria to Ryff's (1989) multidimensional psychological well-being conceptualization. These criteria (including 'being connected and related', 'having self-respect', 'optimism', 'feeling talented and capable' and so on) complement the dimensions and explain socio-psychological well-being.

The lack of studies on positive components in the field of psychology has led researchers to work on positive emotions and positive psychology has begun to take shape. With positive psychology becoming important, "goodness" has become one of the forefront issues (Timur, 2008). It is seen as a success to reveal the psychological power of the human nature (Yavuz, 2006) instead of focusing on the weakness of the individual and the positive psychology which treats mental health according to the positive criteria while solving the problem in the psychological problem solving and helping the individual to come from above the disorders. In today's increasingly complicated conditions, increasing the life satisfaction by using the potential of the individual as well as the mental health is an important factor that facilitates the adaptation of the individual. From this point of view, the significance of the concept of psychological well-being has been doubled. Studies showed that individuals with higher levels of psychological well-being established more sufficient relationships with their environment, behaved more independently, had higher control over their own lives and environments, led a purposeful and meaningful life, and were more open to personal improvement and development (Corsano et al., 2006; İkiz & Asıcı, 2017; Ryan & Deci,

2001; Ryff, 2014). Therefore, investigating the psychological well-being of pre-service teachers is important, considering their positions of being role-models in their profession. In the current study, because of the fact that last year university students were about to graduate, the sample consisted of 4th-year-students to examine the study variables.

The concept of motivation defined as the process of affecting and motivating the individual to move, comes from the Latin word "movere" (Güney, 2017). Pintrich and Schunk (2002) define motivation as a process in which the action is initiated and maintained for a direct goal. According to Koçel (2003), it is the process by which people act in line to their own desires and wishes to achieve a certain purpose. Also, Aydın (2016) defines motivation as the various internal and external factors that drive the organism to certain behaviors, determine the regularity and continuity of these behaviors, give direction and purpose to behaviors and the mechanisms that enable them to function. For explaining motivation, that is defined in many forms, from a multidimensional way, it can be said that the concept of motivation includes internal and external factors and their operating mechanisms which determine the level of violence and energy, which directs the human organism to these behaviors, gives a certain direction to the behaviors and sustains the behaviors (Akbaba, 2006).

When motivation is evaluated from a theoretical point, it can be seen that in psychology motivation, as a biological, cognitive and social concept, has been a basic and continuing theme for many years (Deci & Ryan, 2000). It is seen that the concept of motivation, which is emphasized as a process, is examined with different theoretical approaches and the starting point of these theories is the search for an answer to the question of what motivates people (Altinkurt, Yılmaz & Erol, 2014). According to the literature, it can be said that motivation theories follow a developmental line from behaviorism to cognitivism parallel to learning theories (Acat & Yenilmez, 2004). While content-need theories of motivation consider the intrinsic motivation of human beings and ask what motivates humans, there are controversial views that criticize this question as being insufficient to explain motivation. As a result, instead of asking what motivates a person, how a person is motivated was questioned and process theories of motivation has emerged (Altinkurt et al., 2014). According to process theories, many external factors are also effective on motivation (Ayık, Ataş-Akdemir & Seçer, 2015). While content-need theories emphasize the nature of human needs, what motivates people, and the factors that drive the individual to behavior in a particular direction (Koçel, 2003); process theories focused on how human behaviors can be actuated and directed, and how repetition of a particular behavior can be achieved (Taştan, 2005). In other words, while content-need theories are concerned with individual variables that motivate and guide the individual, process theories deal with how behavior is sustained, and try to explain which goals motivated people and how they are motivated (Erdem & Gözel, 2014).

Responses developed within the individual towards inner needs such as curiosity, interest, knowing, understanding, sufficiency and feeling of development are defined as intrinsic motivations (Akbaba, 2006). While intrinsic motivation is related to one's beliefs, values, and perceptions directly related to the teaching profession, extrinsic motivation is related to the existing conditions outside the person and is influenced by general judgments of the community about the profession (Atav & Altunoglu, 2013). While individual and environmental factors in daily life determine the nature of the behavior, the effective and controlled use of these intrinsic and external factors gains more importance in the education, defined as the desired behavior change and winning process, different from daily life (Akbaba, 2006). The intrinsic and extrinsic factors were found to be effective while selecting teaching as a profession (Martin & Steffgen, 2002), and research on motivation has focused on how individual and environmental factors, including the training process, will stimulate and encourage learners to learn and succeed (Chen, 2001).

Life satisfaction is another concept that gained importance with positive psychology. Life satisfaction, primarily proposed by Neugarten in 1961 (Dilmaç & Ekşi, 2008), focuses on improving a person's strengths instead of weaknesses and failures, and seen as an effective in preventing psychopathologies. It is defined as the positive perception of the person of his/her mental world and surroundings as a whole (Ehrhard, Saris & Veenhoven, 2000). It represents the cognitive direction of subjective well-being and is defined as the self-assessment of the person's life (Diener, 2000). Life satisfaction, defined as a positive assessment of the whole life in accordance with the criteria set by the individual (Diener et al., 1985), includes the satisfaction of the individual about the past and future life, the desire to change his/her life and the views of the relatives about his/her life (Diener & Lucas, 1999). The perception of an individual's life satisfaction consists of evaluations of their comparative characteristics with their perception of life conditions (Pavot & Diener, 1993). Life satisfaction, develops due to the interaction with the environment, does not relate to a specific situation but positively evaluating the whole life of the individual and getting satisfaction in the life in general (Diener et al., 1985; Özer & Karabulut, 2003). The life satisfaction associated with subjective well-being differs from person to person (Recepoglu, 2013) and expresses the individual's acceptance as if it is all living in his/her own life and environment (Arygle, 1994).

Literature has shown different and controversial information about the predictors of life satisfaction: in some studies psychological variables are found to be more effective in explaining life satisfaction; and gender, race, and income level are found to be unimportant factors in life satisfaction and happiness (Myers & Diener, 1995). Considering that life satisfaction is a criterion that includes social, economic, cultural and individual factors (Gündoğar, Sallan-Gül, Uskun, Demirci & Keçeci, 2007), the individual presents important information about his/her quality of life. From this point of view, it is considered that positive experiences may increase life satisfaction and decrease negative experiences (Kabasakal & Uz-Baş, 2013). Studies have been revealed negative correlation of life satisfaction with emotional loneliness (Çeçen, 2008), anxiety, and depression (Gündoğar et al., 2007); whereas positive correlations with self-esteem (Yetim, 2003). It is considered that studying the determinants that predict life satisfaction, which is an important concept affecting the happiness of the individual, will provide important contributions to the field.

It has been emphasized that the concept of motivation, which has an important role in understanding the behavior (Lefrançois, 1995), is related to many environmental factors such as learning experiences, and personality traits (Barrett, Patock-Peckman, Hutchinson & Nagoshi, 2005). Research emphasizing that needs are individual and changing over time have indicated that it is important to define the many different dynamic variables and the relationship between them that create academic intrinsic motivation for students (Uyulgan & Akkuzu, 2014). Considering that motivation is an important influence on academic achievement and performance, it is important to carry out studies that investigate the motivation factors that are effective in the selection of the teaching profession with sociological, psychological, and economical dimensions. Studies have shown that positive features such as motivation, psychological well-being or life satisfaction are important factors in achieving success in the teaching profession. Having a critical role in individuals' education, pre-service teachers would establish positive and satisfactory relationships if they had higher levels of psychological well-being. Moreover, psychological well-being would help them to be efficient role models. In our knowledge, the effects of life satisfaction and intrinsic-extrinsic motivations on psychological well-being have not been studied previously in combination; therefore, studying these variables would contribute to the understanding of importance of the positive sources in education. Therefore, determining the psychological well-being levels of pre-service teachers and investigating its relation to factors such as

motivation and life satisfaction will provide important contributions to the literature. For this purpose, the following questions were asked:

1. Are there significant relationships between psychological well-being levels of pre-service teachers and their life satisfaction, intrinsic and extrinsic motivation levels?
2. Do intrinsic and extrinsic motivations and life satisfaction significantly predict psychological well-being in pre-service teachers?

2. Method

2.1. Research Model

Predictive correlational research model was used in the present study. This model is performed to explain the changes in the dependent variable based on the changes in one or more independent variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2019).

2.2. Participants

The participants of the present study consisted of 237 pre-service teachers who were enrolled to their 4th year in a state university in the east region of Turkey during 2015-2016 education year. Prior to the main analyses, univariate and multivariate outliers were assessed. Of 237 participants, total 7 were eliminated: 2 for not completing the questionnaire, and 5 for being univariate outliers. Univariate outliers were determined based on z scores, cases exceeding the standardized score of 3.29 ($p < .001$, two-tailed test) were eliminated (Tabachnick & Fidell, 2007). For the final analyses, the data of 230 participants were included.

The distribution of the participants for demographic variables were summarized in Table 1. For gender, 42.2% of the participants were female ($N = 97$) and 57.8% were male ($N = 133$). 76.1% of the pre-service teachers perceived themselves on middle-level for their economical status ($N = 75$), and majority of them were single ($N = 225$).

Table 1. Demographic Characteristics of the Sample

		N	%
Gender	Female	97	42.2
	Male	133	57.8
Economical status perception	Low	41	17.8
	Middle	75	76.1
	High	14	6.1
Marital status	Single	225	97.8
	Married	5	2.2
Department	CEIT	24	10.4
	History	22	9.6
	Turkish Literature	22	9.6
	Elementary Education	36	15.7
	Turkish Language	52	22.6
	Social Sciences	24	10.4
	Biology	9	3.9
	Elementary Science	28	12.2
	Secondary Mathematics	8	3.5
	Chemistry	5	2.2
Total		230	

CEIT: Computer Education and Instructional Technology

2.3. Data Collection Tools

2.3.1. Motivation to teach scale (MTS)

MTS was developed to examine the intrinsic and extrinsic motivation levels of teaching for teachers and pre-service teachers by Kauffman, Yılmaz-Soylu, and Duke (2011), and was adapted into Turkish by Ayık et al. (2015). The scale has two subscales and total number of 12 items on a 5-point-likert scale (1: “totally disagree” and 5: “totally agree”). Higher scores indicate higher motivation levels both for intrinsic motivation, extrinsic motivation, and total motivation levels. For the present study, Cronbach alfa internal consistency levels were found to be .76, .63, and .81 for intrinsic motivation, extrinsic motivation, and total, respectively.

2.3.2. Psychological well-being scale (PWS)

PWS was developed by Diener et al. (2009, 2010) to measure the psychological well-being, which is complementary to existing good incidence scales. Telef (2013) conducted the Turkish adaptation study. The exploratory factor analysis revealed 42% of the total variance was explained. The Cronbach alpha internal consistency coefficient obtained in the reliability study of the scale was calculated as .80. The items of the Psychological Well-Being Scale are answered on a 7-point-Likert scale (1: "absolutely disagree" and 7:"absolutely agree").The scores are expressed positively and the scores range from 8 to 56. The high score indicates that the person has many psychological resources and power. Cronbach alfa internal consistency coefficient was found as .86 in the present study.

2.3.3. Life satisfaction scale (LSS)

The Life Satisfaction Scale developed by Diener, Emmons, Larsen, and Griffin (1985) was adapted to Turkish by Köker (1991). The scale consists of 5 items and it is evaluated as on a

7-point-Likert scale (1: "Absolutely disagree" and 7: "Absolutely agree"). The higher the scores, the higher the life satisfaction of the person. Köker (1991) determined that the test retest consistency coefficient was .85, and the item-test correlations were .71 and .80 for three-week intervals. The Cronbach Alpha internal consistency coefficient (α) of the scale is .76. The score on the scale ranges from 5 to 35. The internal consistency coefficient (Cronbach α) for the present study was found to be .85.

2.4. Data Analysis

The analysis of the data was carried out through SPSS 15 statistical package program. Firstly, whether the data set had a normal distribution was evaluated by examining Skewness coefficients, and the data set showed normal distribution. The independence of errors and multicollinearity assumptions for multiple regression analysis were also checked before the analysis. Pearson Correlations were used for determining the relations between study variables, and multiple regression analysis was used to evaluate the predictive effects of variables on psychological well-being.

3. Results

Table 2 shows the arithmetic mean, standard deviation, and minimum-maximum values of the scores of the pre-service teachers participating in the survey and the scores they have taken from the MTS subscales, PWS and LSS.

Table 2. Means, Standard Deviations, Minimum and Maximum Values for MTS Subscales, PWS, and LSS.

Scales and sub-dimensions	Min-Max	\bar{X}	Std. Dev.	Skewness
Intrinsic Motivation	6-30	18.22	5.30	-0.464
Extrinsic Motivation	6-26	15.31	4.47	0.024
Psychological Well-being	15-56	40.66	9.18	-0.737
Life Satisfaction	5-35	19.27	7.22	-0.130

As seen in Table 2, the mean scores of life satisfaction (19.27 ± 7.22) and intrinsic (18.22 ± 5.30) and extrinsic motivation (15.31 ± 4.47) are moderate and the psychological well-being (40.66 ± 9.18) is high.

The Pearson Correlation Coefficient analysis results, which were used to determine the relationship between intrinsic motivation, extrinsic motivation, life satisfaction and psychological well-being scores of pre-service teachers, are given in Table 3.

Table 3. Relationships between Psychological Well-being, Life Satisfaction, Intrinsic and Extrinsic Motivation

	Psychological Well-being	Life Satisfaction	Intrinsic Motivation	Extrinsic Motivation
Psychological Well-being	1			
Life Satisfaction	.65*	1		
Intrinsic Motivation	.42*	.33*	1	
Extrinsic Motivation	.27*	.32*	.60*	1

* $p < .01$

As seen in Table 3, it was found that pre-service teachers had a statistically significant positive relationship between intrinsic and extrinsic motivations for teaching, life satisfaction and psychological well-being. When the psychological well-being variable was examined, it was found that there was high correlation with life satisfaction ($r = .65$, $p < .01$), moderate correlation with intrinsic motivation ($r = .42$, $p < .01$). There was a moderate correlation between life satisfaction and intrinsic motivation ($r = .33$, $p < .01$) and extrinsic motivation ($r = .32$, $p < .01$). Finally, a high level of correlation was found between intrinsic motivation and extrinsic motivation ($r = .60$, $p < .01$) (Field, 2009).

Multiple regression analysis was used to determine the extent to which the intrinsic motivation, extrinsic motivation, and life satisfaction variables predicted psychological well-being of pre-service teachers (Table 4). Prior to the analysis, independence of errors, VIF (variance influence factor), and tolerance values were checked. For independence of errors, Durbin-Watson coefficient should be between 1-3 and in the present analysis, it was found to be 1.057. VIF values should be smaller than 4 and tolerance values should be larger than .20 (Field, 2009). The values indicated that the data met regression assumptions.

Table 4. Multiple Regression Analysis for Predictive Role of Life satisfaction, Intrinsic and Extrinsic Motivations on Psychological well-being

Predictor	B	SE	β	t	tolerance	VIF
(Constant)	20.41	1.865		10.945		
Life satisfaction	.744	.066	.585	11.251*	.87	1.115
Intrinsic motivation	.477	.106	.275	4.484*	.62	1.606
Extrinsic motivation	-.182	.126	-.088	-1.445	.63	1.597

Observed variable: Psychological well-being, * $p < .001$

Findings from the multiple regression analysis revealed that the linear combination of life satisfaction, intrinsic motivation, and extrinsic motivation predicts psychological well-being at a significant level ($AdjustedR^2 = .46$, $F(3, 226) = 66.887$, $p < .001$). The variables of life satisfaction ($\beta = .59$, $t(229) = 11.25$, $p < .001$) and intrinsic motivation ($\beta = .28$, $t(229) = 4.48$, $p < .001$) in the regression equation were predictive of psychological well-being, where as extrinsic motivation was not found to be significant in this equation. According to this, it can be said that as the life satisfaction and intrinsic motivations of the pre-service teachers increase, the psychological well-being levels also increase.

4. Discussion, Conclusion and Recommendations

The present study aimed to investigate whether life satisfaction and intrinsic-extrinsic motivations predict psychological well-being of pre-service teachers. The results showed that the intrinsic and extrinsic motivations of the pre-service teachers participating in the research are moderate and that they have a generally positive profile in terms of teaching motivation. In the research that examined the relationship between the attitudes of teachers towards their professions and their motivations (Ayık & Ataş, 2014), it was found that perceptions of pre-service teachers about teaching motivation were higher than those of extrinsic motivation. In other studies, the levels of academic motivation (Alemdağ, Öncü & Yılmaz, 2013) and intrinsic motivation levels (Özdemir, 2013) were found to be moderate. There are numerous studies that found high levels of motivation for the teaching profession of the students (Altinkurt et al., 2014; Dereli-İman, 2014; Dereli & Acat, 2010; Erdem & Gözel, 2014; Gürdoğan, 2012; Ozan & Bektaş, 2011). According to Kaya, Yıldız and Yıldız (2013), the high motivation of teachers is explained by the fact that the teaching profession is far from material worries and more focused on high spiritual orientation. Dereli-İman (2014) stated that the teachers' adoption of the teaching profession and their love affects this result. Aktürk (2012) stated that the high level of academic motivation of pre-service teachers is directly related to their future professional performance. It is stated that the pre-service teachers' intrinsic motivations are related to their high level of competence and that they can do so by requesting their professional duties. It is emphasized that the fact that the pre-service teachers have high intrinsic motivation is that they will be successful in their profession at the same time, they will apply what they learn about the field and they will continue to learn lifelong. The positive externalities of the pre-service teachers are thought to be related to having profession and career and getting wages when they graduate (Dereli & Acat, 2010).

When life satisfaction is considered, it was seen that the satisfaction levels of pre-service teachers were moderate. Receptoğlu (2013) and Şahin, Zade and Direk (2009) found that the life satisfaction of the pre-service teachers was high and this positively affected their attitudes towards the teaching profession. In some studies (Gündoğar et al., 2007; Şar, Işıklar & Aydoğan, 2012), life satisfaction levels of pre-service teachers were found to be low. This result is attributed to the fact that the efforts related to the assignment have failed and the uncertainties in assignment have led to the decline of life satisfaction. It has been emphasized that uncertainty negatively affects mental health and this situation decreases life satisfaction (Şar et al., 2012). In a study conducted in seventeen different countries (Diener, 2000), it was found that most university students paid more attention to life satisfaction and happiness than money. When evaluated in general terms, it can be said that pre-service teachers positively evaluate their lives, their satisfaction with life is good and they affect their happiness levels. When evaluated in terms of psychological well-being, it is seen that pre-service teachers have a positive profile about high level of psychological well being, goodness and psychological health. Having high levels of psychological well-being might indicate that they would have less anxiety and stress for their profession, they would be more effective at their profession, and they would believe their success in the profession; this in return would help them to develop a positive attitude for the profession (İkiz, Asıcı & Kaya, 2018). This result shows that the pre-service teachers are happy and read in the sections they believe to realize their potential. It can be said that positive satisfaction of life satisfaction and psychological well-being increases the happiness of the individual in relation to each other and they generally have positive feelings.

There was a high positive correlation between the intrinsic and extrinsic motivations of the pre-service teachers in the present study. Similar to this finding, in the study conducted by Ayık and Ataş (2014), positive and significant correlations were found between intrinsic and

extrinsic motivations of pre-service teachers. It is stressed that extrinsic and intrinsic motivation is not independent of each other (Moore, 2001), with emphasis on extrinsic motivation affecting intrinsic motivation and contributing to development. It is suggested that external reinforcement be used carefully for the continuation and development of the students' intrinsic motivation (Gürdoğan, 2012). In relation to this, it is stated that a prize taken on-site is caused not only by extrinsic motivation but also by intrinsic motivation (Özdemir, 2013). When external factors change, the individual integrates the effects of changing factors and integrates intrinsic and extrinsic motivation. Yıldırım (2007) emphasized the importance of external factors by emphasizing that some requirements must be met in order for an individual to be motivated intrinsically. A different finding was obtained in a study that investigated the intrinsic and extrinsic motivational levels of the pre-service teachers (Gençay & Gençay, 2007). It has been stated that the higher the extrinsic motivation of the pre-service teacher may be related to the external awards and the extrinsic motivation negatively affects the intrinsic motivation. A supporting interpretation was also made by James (2005). According to him, it is a motivational effect of the fact that perceiving external sources as a control mechanism with a linear relationship between success and motivation. According to self-determination theory of motivation, it is emphasized that positive feedbacks and events that allow for the need for satisfaction have an increasing effect on intrinsic motivation, a negative effect of tangible and external awards and a risk of reducing intrinsic motivation (Deci, Koestner & Ryan, 1999). On the level of extrinsic motivation, it is clear that having moderate extrinsic motivation is more positive than having high extrinsic motivation, and that the study by Lin and McKeachie (1999) shows that those with moderate extrinsic motivation and high intrinsic motivation have both low and high extrinsic motivation have been found to be more successful than those with motivation. According to studies which showed the importance of both motivations (Yazıcı, 2009), it is emphasized that the most fundamental difference between the intrinsic motivation that is in the control of the individual and the extrinsic motivation that is in the control environment is related to the causality of the behavior, and that these two sources of motivation are important for the teaching profession.

There was a moderate relationship between the psychological well-being of the pre-service teachers and their levels of intrinsic motivation and a low level of relationship between psychological well-being and extrinsic motivations. To our knowledge, although there were no studies in the literature investigating psychological well-being and intrinsic-extrinsic teaching motivation, related variables were examined. Özcan and Karaca (2018) found that there was a positive relationship between academic motivation and psychological well-being. As a result, academic motivation was considered as an important factor influencing psychological well-being, therefore, studies for increasing academic motivation were thought to be crucial. Another study indicated that psychological well-being and achievement motivation is positively correlated, and individuals with achievement motivation are more interested in future plans and innovation (Nisa, Qasim & Sehar, 2017). Subjective well-being is another variable discussed with intrinsic and extrinsic motivation. Although subjective well-being and psychological well-being cover different aspects of positive psychological health, they are highly related (Keyes, Shmotkin & Ryff, 2002). A similar result was obtained from the study by Eryılmaz (2010a). Accordingly, subjective well-being has been found to be positively associated with intrinsic and extrinsic motivation. According to some studies that partially support this finding (Deci & Ryan, 1991; Sheldon & Bettencourt, 2002), subjective well-being has been found to be positively correlated with intrinsic motivation and negative motivation with extrinsic motivation. Attention has been drawn to the importance of motivating individuals both intrinsically and extrinsically to increase subjective well-being (Eryılmaz, 2010b). Research in education and psychology has shown that motivation has an

effect on affective variables (Marcou & Philippou, 2005). In order to understand motivation, it has been emphasized that self-determination theory that defies the necessity of taking psychological needs into consideration from individual and social point of view, motivation and performance of the prevention of needs to be reduced and adversely affecting psychological well-being (Deci & Ryan, 2000).

There was a high positive correlation between the psychological well-being of pre-service teachers and life satisfaction. It can be said that life satisfaction is highly correlated with psychological well-being, as obtained from studies done. Positive affection and perceived high level of life satisfaction indicate that subjective well-being is also high (Diener & Suh, 1997). Individuals who are satisfied with their lives are considered highly subjective well-being individuals (Lyubomirsky, Sheldon & Schkade, 2005). It has been found that pre-service teachers' needs satisfaction affects their level of well-being (Cihangir-Çankaya, 2009). The high relationship between psychological well-being and life satisfaction is thought to be a sign of the goodness of the pre-service teachers to work as high-self, good-life and life-satisfaction individuals.

Pre-service teachers have been found to have a moderate positive relationship between life satisfaction and intrinsic and extrinsic motivation levels. It is stated that the students with high motivation level have high satisfaction and self-esteem about their lives (Gilman & Anderman, 2006) and they are satisfied with their interpersonal relationships. Factors that affect life satisfaction, such as the individual's career expectations, the point of view of the profession, and the values of the teaching profession (Akbaba, 2002), are important in selecting the teaching profession. It has been emphasized that low motivation leads to stress and anxiety (Yazıcı, 2009). Individuals should have a sense of personal control (Lu & Shih, 1997), in a sense the height of intrinsic motivation is an important source of life satisfaction.

In this study, intrinsic motivation and life satisfaction were found to have a predictive effect on the psychological well-being of the pre-service teachers, but extrinsic motivation was not a predictor. It can be said that the psychological well-being increases with the intrinsic motivations and life satisfaction of the pre-service teachers. According to findings from the present study, life satisfaction and intrinsic motivation were important predictors of psychological well-being, whereas extrinsic motivation was the result of psychological well-being in the procedure not being as strong a predictor as the other two independent variables. In the literature, to our knowledge, there is no direct study on the predictive effect of intrinsic and extrinsic motivation and life satisfaction on psychological well-being. Therefore, the findings of the present study is considered to be important for future studies. Many researchers consider subjective well-being and psychological well-being as a multidimensional phenomenon (Ryan & Deci, 2001), and in this context, it would be beneficial to consider two approaches together in order to examine positive psychological health in a multifaceted and whole (Cenkseven & Akbaş, 2007), it is thought that this finding obtained from our study can be evaluated based on the studies conducted on the subjective well-being variable. In one of these studies, Eryılmaz (2010b) found that intrinsic and extrinsic motivation were significantly and positively related to the use of subjective well-being enhancement strategies, and emphasized that it was important for adolescents to be motivated intrinsically and extrinsically to use subjective well-being enhancement strategies. The present finding that extrinsic motivation, that is highly related with external reinforcements, did not predict psychological well-being is in line with other studies. Özdemir (2013) found that external reinforcement was not found to be significant predictor of the intrinsic motivations of the pre-service teachers, and it has been argued that external rewards, such as financial rewards, are not effective in improving and strengthening intrinsic motivation. Since life satisfaction expresses the positive evaluation of the whole life and

satisfaction with life in accordance with the criteria determined by the individuals (Diener et al., 1985; Özer & Karabulut, 2003), higher levels of life satisfaction has a positive effect on the psychological well-being of self-actualization due to the fulfillment of life goals. The components related to life satisfaction such as life goals, feeling competent and capable, meaning of life, which are also dimensions of psychological well-being, explain the effects of life satisfaction and intrinsic motivation on psychological well-being.

All in all, it is important for the pre-service teachers to be positive about their life satisfaction and psychological well-being, which is closely related to their personality and mental health, and their motivation level, which is basically a psychological phenomenon, to feel themselves satisfied and fulfilled in their profession. Positive relationships between positive emotions such as motivation, life satisfaction and psychological well-being have been shown to be important factors in achieving success in the teaching profession. It is thought that these positive emotions are the effect of students determining the quality of their professional and social life besides university life. Hence, the university education given in this sense and the arrangement of the university environment to develop these characteristics will significantly increase the competencies of the pre-service teachers. Given the positive effects of motivation and life satisfaction on psychological well-being, it can be seen that it is very important to support the meaning and purpose of life, satisfactory relationships and life satisfaction teacher training, and to improve pre-service teachers' perceptions of themselves by increasing their competencies. It is important to support the strengths of pre-service teachers with the education given in the higher education in order to make them more active and functional and to train them to become individuals who can mobilize their positive resources. It is predicted that the findings obtained from this study will guide studies to be conducted with similar variables and the practices of psychological counseling and guidance units of universities. Moreover, the effects of intrinsic and extrinsic motivation on the psychological well-being of individuals in other developmental stages can be investigated. The fact that this research's subjects were chosen from a single university is an important limitation. For this reason, it is thought that future studies with larger sample groups and different class levels and using mixed methods will provide significant contributions to the literature.

5. Conflict of Interest

No potential conflict of interest was reported by the authors.

6. Ethics Committee Approval

Ethics committee approval was received from Van Yuzuncu Yil University (No: 85157263-604.01.02-E.34560).

Endnote

The first version of this study was presented at the 19th national psychology congress in Izmir in 2016.

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