

## COMPARISON OF THE PSYCHOLOGICAL WELL-BEING LEVELS OF FATHERS AND THE PROBLEM-SOLVING SKILLS OF THEIR CHILDREN AT PRIMARY EDUCATION LEVEL<sup>1</sup>

Güzin AYAN<sup>2</sup>  
Banu YAZGAN İNANÇ<sup>3</sup>

### ABSTRACT

The father's influence on the child's mental, socio-emotional, and sexual identity development has been clearly expressed (Kuzucu, 2011). It is seen that children who interact with their fathers are more skilled in displaying their intelligence level, creative thinking level, and ability than children who do not interact with their fathers (Poyraz, 2007). This study, it was aimed to compare the psychological well-being levels of fathers and the problem-solving skills of their children, who were studying at a primary school. The sample consisted of 161 students studying in the 4th, 5th, 6th, 7th, and 8th grades of primary education, and 161 fathers of these students. As a data collection tool, a personal information form and the 'Psychological Well-Being Scale for Married Women and Men (PIOS)' Inventories were applied to the fathers, and the 'Problem Solving Inventory for Primary School Children' (PPI) was applied to the children. Kruskal-Wallis and Mann-Whitney U tests were used to determine whether there was a significant difference between the variable values. No significant difference was found between the variables. However, significant differences were found between some of the sub-scales and some demographic variables.

**Keywords:** Problem Solving, Psychological Well-Being, Father-Child Relation.

### 1. INTRODUCTION

Psychological well-being is defined as the ability to face all life difficulties such as establishing positive relationships with other people, completing individual development, and maintaining meaningful life goals (Keyes, Shmotkin & Ryff, 2002). It is stated that the way a person can make a healthy self-evaluation and make sense of environmental factors impacts their psychological well-being. Today, people's desire to improve their quality of life and the importance they attach to enjoying life, have increased the importance of the concept of psychological well-being (Göcen, 2013).

Psychological well-being is affected by emotional states such as depression and stress (Sezer, 2013).

---

<sup>1</sup> Bu çalışma, birinci yazarın ikinci yazar danışmanlığında hazırladığı yüksek lisans tezinden üretilmiştir.

<sup>2</sup> Lct., Toros University, SHMYO, Department of Child Care and Youth Services, Mersin, Turkey; [guzin.ozcelik@toros.edu.tr](mailto:guzin.ozcelik@toros.edu.tr) 0000-0003-2228-3868

<sup>3</sup> PhD. , Toros University, Psychology department, Mersin, Turkey [banuyazgan.inanc@toros.edu.tr](mailto:banuyazgan.inanc@toros.edu.tr) 0000-0002-6817-4459

The core family, which transmits the characteristics of previous generations, has a significant impact on the attitudes and behavior of the individual. While creating the content of their existing families, individuals consciously or unconsciously blend and bring together what they have acquired from their families since the moment they are born (Rasheed, Rasheed, & Marley, 2011). In a study by Amato (1994), it was concluded that the parent-child relationship affects children's psychological well-being in young adulthood. In another study by Roberts and

Bengtson (1993), it was stated that the parent-child relationship contributes to the self-esteem of individuals in late adolescence and early adulthood, and this contribution provides long-term psychological benefits to individuals.

Although each person's level of psychological well-being is affected by their experiences, the individual's temperament and personality traits are also important in this regard (Erbaş, 2012).

The fact that the structure of society becomes more complex day by day, technology develops and increases its place in our lives, and the political problems experienced, the insecurity created by the differentiation in the social field, and the pressure on people of economic negativities cause individuals to encounter problematic situations. While maintaining vital activities has become so difficult, people need to be creative, critical, be able to think analytically and to produce effective solutions to different daily problems they encounter (Büyükkaragöz & Çivi, 1995).

Situations that can be perceived differently from person to person, disrupt the balance of the individual and become inevitable to be resolved, and offer the opportunity to implement and exhibit cognitive skills, creativity, and stability can be defined as problems (Aydın, 2013). An individual can come across many definitions of the problem, but in general, it is observed that it poses a challenge for the individual. The existence of a situation that causes obstacles, and the discomfort felt by the person at this stage are common elements in these definitions. The individual uses different sources of information to overcome the problems that arise and eliminate the problem. Traditions, parents, individual experiences, and science are some of these sources (Karasar, 2014).

Children, consciously or unconsciously, shape their personalities by being influenced by various characteristics of their parents throughout their developmental processes. The study conducted by Kındıroğlu and Yaşar Ekinci (2019), indicates that the social competence levels of the children having parents with a high level of psychological well-being is high, and the levels of anxiety-withdrawal and anger-aggression are low. It is thought that there may be behavioral differences of parents whose psychological well-being levels vary and that this difference may have different effects on the children 's psychological characteristics.

The parents' ways of problem-solving and the approaches and skills they display during the crisis are also reflected in the child (Tahiroğlu, Bahalı, Avcı, Şeydaoğlu, & Uzel, 2009). Each child has a different attitude and coping style when faced with a problem. In this sense, whether being successful or unsuccessful, also affects the child's perception of the world and themselves.

Although the importance of the mother's presence in the development of the child has been emphasized, contributions of the father-child relationship are of undeniable importance. In the family environment that supports the child in all developmental areas, the perceived father concept

has changed. Understanding the importance of the father in the development of the child and focusing on his active contributions to the child's development emerges because of the social, political, and economic changes and their interaction. Today, the participation of women in working life and work conditions have been effective in the change of parenting duties. One of the significant roles of fathers who have a positive relationship with their children is by reshaping the father identity from the past, which is transferred culturally and socially, is to cooperate with their children (Heinowitz, 1995 & Şölen, 2020). The school success and cognitive skill development of children who have a direct and close relationship with their fathers are positively affected. The father's having high education level, high income, democratic parenting attitude, and healthy communication with other members of the family, have positive effects on the child's self-esteem (Özyürek & Şahin 2017; Sümer, Gündoğdu Aktürk, & Helvacı, 2010).

With the increase in difficulty of living conditions, the importance of the ability to cope with daily problems is more emphasized. Therefore, it is crucial to investigate the problem-solving skills and psychological well-being of the fathers, in relation to the skills to be acquired in childhood.

## **2. PSYCHOLOGICAL WELL-BEING**

Psychological well-being is defined as the individuals' positive evaluation of themselves and their past in all aspects, continuing to develop and grow, creating and believing in life goals, being aware of having a meaningful life, developing, and maintaining positive relationships with their environment, and directing their own life and using their free will. (Ryff & Keyes, 1995).

A person's ability to realize their potential, the quality of the relationships they establish with their environment, and the sense of responsibility they feel about the life they live, are covered in the concept of psychological well-being (Ryff & Keyes, 1995). Psychological well-being is about how individuals make sense of themselves and the characteristics of their life. The well-being of the individual is more about living well and doing good things than feeling good. (Ryff, Magee, Kling & Wing, 1999). According to Myers & Diner (1995), the theoretical components of well-being are harmony, cultural perspective, goals, and values that the individual has. Bradburn (1969), who was one of the prominent theorists who introduced the concept of psychological well-being, states that when the individuals' positive affect is high, their psychological well-being would be increased, while their negative affect increases, their level of well-being would be decreased. (Bradburn, 1969). When the subject is considered in this context, the definition of psychological well-being is more similar to the current definition of subjective well-being (Timur, 2008).

When we look at the studies examining the relationship between psychological well-being and demographic variables, it is seen that the concept is related to economic status, gender, age, educational status, marital status, health status, and working condition (Aydoğan, 2019; Ağaçbacak, 2019; Aksel, 2018; Doğru, 2018; Taşdemir, 2018; Ryff, 1989). As people get older, the tendency for personal development and purposeful life decreases, while the tendencies for environmental mastery and autonomy increase. Self-acceptance and positive relationships with the environment do not differ according to age (Keyes et al. 2002; Ryff & Keyes, 1995). As people get older, some of the dimensions of psychological well-being are positively, while some others are negatively affected, also in some studies, no relationship was found between age and psychological well-being (Ağaçbacak, 2019; Aydoğan, 2019; Kocaman, 2019; Danişment, 2012). Although studies show that gender is not effective on psychological well-being, it is also possible

to come across to some studies showing that women's psychological well-being values are higher than males's (Danişment, 2012; Doğru, 2018; Ertürk, Keskinçılıç Kara, & Zafer Güneş, 2016; Kuyumcu, 2012 Ryff, 2014; Sarıcaoğlu, 2011). Additionally, as the education level of males increases, their psychological well-being levels also increase. Individuals with a high level of education have a higher self-confidence, self-esteem levels, and higher levels of competence. Also, individuals who feel more competent have a high level of psychological well-being (Akgün, 2019). Individuals who are psychologically in good condition, are expected to have a higher level of job and private life satisfaction, physical and mental health, self-confidence, motivation, and a positive way of thinking. It is predicted that a high level of psychological well-being will have a positive effect on individual performance in general (Akdoğan & Polatçı, 2013).

### **3. PROBLEM SOLVING**

The situations disrupting the balance of a person and creating an incentive for the individual to activate their creative powers thinking is called problem (Aydın, 2013). The concept of a problem is also defined as the obstacle faced by the person (Adair, 2000). In general, for a situation to be seen as a problem, it should cause difficulties, discomfort, and create an obstacle on the way to the specific goal. However, while any situation is perceived as a problem for one person, it might not be seen as a problem for another. (Loewen, 1995). For a situation to be perceived as a problem, it must be new and not experienced in the past (Gelbal, 1991). In Dewey's definition, the problem is any situation that confuses the individual, reduces belief, and opposes them (Yalçın, Tetik & Açıkgoz, 2010).

#### **3.1 The Development Of Problem-Solving Process**

The concept of problem-solving, which is defined as all the efforts of an individual to end the uncertainty they experience and overcome the obstacles they encounter, is used in the same sense in psychological and educational fields (Kalaycı, 2001; Gelbal, 1991). It is a process that requires the ability to produce solutions that have not been used before, beyond the learning through situational experiences (Aydın, 2013; Serin & Korkmaz, 2018). It is not enough for individuals to constantly store information and keep their brain active, but their ability to make scientific methods work, will lead them to solution-oriented original ideas. One can think scientifically only by using scientific methods. In other words, problem-solving methods will support them on their way to scientific perception. Higher-order thinking processes such as problem-solving, critical thinking, and creativity are among the important skills expected to be acquired by individuals developmentally. Problem-solving, which is a type of systematic and analytical thinking, is acquired during childhood and develops during school years (Serin et al. 2010). Problem-solving skills accelerate the development of the children and enable them to develop their self-confidence, self-esteem, and their abilities. Since the behaviors acquired at an early age have a permanent effect on the lives of individuals, problem-solving skills have an important place in the age group covering the primary education period (Aydoğan & Ömeroğlu, 2004). Learning problem-solving skills will enable children to perceive problems from different perspectives and to adapt to the new situation by using the problem-solving strategies they have learned (Elias, 2003).

### **3.2 Factors Affecting Problem Solving Skills**

Enç (1982) stated that problem-solving skill is a learned behavior and covers the factors that effect the learning of this behavior being the developmental and maturational levels, motivational state, socio-cultural environment, and the type of education received. According to Bingham (1998), individuals', past experiences, personal characteristics, feelings and thoughts, and sense of responsibility are effective in developing and creating different solutions to problems. Tümkaya and İflazoğlu (2000) stated that students' development of problem-solving skills are related to many variables, mainly personality traits, depression, parental attitudes, and communication skills are among these variables.

## **4. FATHER - CHILD RELATIONSHIP**

When the importance of the family is concerned in the development of the child, it is stated that the responsibility as a parent is mainly on the mother. However, the father's role is as important as the mother's for the child, especially in the social and political context, and in the fields of education, technology, and science (Atmaca Koçak, 2004; Poyraz, 2007). The influence of the father on the child's mental, socio-emotional, and sexual identity development has been clearly emphasized (Kuzucu, 2011). As much as they need the warmth and protection of the mother, children also need their father to adapt to the active and assertive aspects of their life. The relationship with the father is effective in making the child more independent and self-confident (Cüceloğlu, 1992). It is stated that children whose fathers show interest, affection, love, and support their autonomy by establishing close relationships are independent, happy, able to easily relate to their environment, investigative, and have leadership characteristics (Güngörmüş, 1992). Children who actively feel their father's interest in their life, are more successful academically, have more positive relationships with their peers, have better cognitive, social and language development, and are more successful in their behavioral and emotional regulation (Tezel-Şahin, Akıncı Coşgun, and Aydın Kılıç, 2017). The psychological characteristics of the father are important factors that determine the quality of the parental roles. Anxiety-free, self-respecting fathers contribute positively to the development of their children (Cowan, Cowan, 1988 & Kuzucu, 2011). Psychological well-being, which is defined as being aware of one's life goals, developing satisfying interpersonal relationships, and maintaining these relationships (Ryff & Keyes, 1995), is an important dimension in the father-child relationship. It can be thought that the high psychological well-being of fathers will not only make them feel happy but also have a positive effect on the perspectives of the individuals they raise, people, events, and the problems they will encounter.

## **5. RESEARCH METHOD**

In the scope of the study, a descriptive research method was used in the comparative survey model. Survey models are research approaches that aim to describe a past or present situation as it exists (Karasar, 2014).

### 5.1 Characteristics Of The Research Sample.

Variables		Frequency	percentage
Number of children	1 child	42	26,1
	2 children	99	61,5
	3 children	20	12,4
child's class	4th grade	11	6,8
	5th grade	35	21,7
	6th grade	32	19,9
	7th grade	43	26,7
	8th grade	40	24,8
Father's education	Secondary School	20	12,4
	High school	40	24,8
	Associatedegree	21	13
	Undergraduate Degree	60	37,3
	Master's Degree	20	12,4
Years of marriage	0-10	9	5,6
	10-15	77	47,8
	16+	75	46,6
Working status	Working	107	66,5
	Not working	54	33,5
Income status	Low income	7	4,3
	middle income	142	88,2
	High income	12	7,5

161 fathers participated in the Study. 11 (6.8%) of their children are in 4th , 35 (21.7%) in 5th , 32 (19.9) in 6th , 43 (26.7) in 7th and 40 (24.8%) in 8th grade. 26.1 percent of the fathers had one, 61.5 percent had two and 12.4 percent had three children. The fathers of 22 children of the participants were determined to be graduate of secondary school, 20 (12.4%), of high school, 40 (24.8%), and 21 (13%) have associate degree, 60 (37.3%) had undergraduate degree and of the 20 (12.4%) participants had a master's degree. 5.6 percent of fathers were married for 0-10 years, 47.8 percent for 10-15 years, and 46.6 percent for 16+ years, 7 (4.3%) of fathers were from low-income group, 142 (88.2%) are in the middle-income group and 12 (7.5%) are in the high-income group.

### 5.2 Data Collection Tools

This study was aimed to compare the psychological well-being levels of fathers with the problem-solving skills of their children studying at primary school level. As a data collection tool , a personal information form and the Psychological Well-Being Scale for Married Women and Men (PIOS) which was adapted into Turkish by Özmete (2016) were applied to the fathers. The scale consists of 36 items and has three three subscales being "general emotions", "contentment with economic, family and individual conditions" and "sustaining out-of-home activities ". For children, the Problem-Solving Inventory for Primary Education Level Children was applied, whose validity and reliability studies were developed by Serin and Saygılı (2010). The inventory,

which consists of 24 items, has three subscales being, confidence in problem solving skills, self-control while solving problems, and avoidance of problem-solving skills.

### 5.3 Analysis Of Data

The analysis of the data was carried out by using the computer IBM SPSS statistics 20 program with Mann-Whitney U, Kruskal-Wallis and descriptive statistics method.

## 6. FINDINGS AND DISCUSSION

In this study, Kruskal-Wallis and Mann-Whitney U tests were applied to compare the Psychological Well-Being Scale for Married Women and Men sub-scale scores, and the Problem-Solving Inventory for Primary School Children sub-scale scores and some demographic variables. The data did not show normal distribution since the Kolmogorov-Smirnov test result was not significant, and the skewness and kurtosis values were not close to 0.

### 6.1 Comparison Of The Father's Year Of Marriage With The Child's Problem-Solving Inventory Sub-Scale Values

Sub-Scale	Marriage Year	N	Seq. Avg.	H	Df	P
Trust	0-10	9	57.8	9.12	2	.01
	10-15	77	72.6			
	16+	75	92.3			
Self-Control	0-10	9	67.8	1.28	2	.3
	10-15	77	79.1			
	16+	75	84.5			
Avoidance	0-10	9	112.1	4.76	2	.52
	10-15	77	81.7			
	16+	75	76.5			

Kruskal-Wallis test values revealed a significant difference only at the trust sub-scale values ( $H = 9.12$ ;  $H = 1.28$ ;  $H = 4.76$ ,  $P = .05$ ). According to the Mann-Whitney U test values, children of the participants whose marriage year was 16+ got higher scores in the trust sub-scale than the children of the participants whose marriage year was 0-10 and 10-15.

Comparison values of the fathers' marriage year with children's problem-solving sub-scale values, revealed a significant difference in the trust sub-scale values. The children of fathers with 16+ years of marriage got higher scores in the trust sub-scale than the children of fathers with a marriage year of 0-10 and 10-15.

It is important for children to develop problem-solving skills and to use these skills while solving the problems they encounter. Encouraging the individual to find solutions to problems and seizing the opportunity to use their knowledge and skills accelerate the development of problem-solving skills and self-confidence (Çelikkaleli & Gündüz, 2010; Saygılı, 2000).

### 6.2 Comparison Of Father's Working Status In Terms Of Child's Problem-Solving Inventory Sub-Scale Values

Sub-Scales	Working Status	N	Seq. Avg.	U	Z	P
Trust	Working	107	83.4	2631	-.92	.35
	Non-Working	54	76.2			
Self-Control	Working	107	111	2265	-2.23	.02
	Non-Working	54	90.5			
Avoidance	Working	107	79.7	2759	-.46	.64
	Non-Working	54	83.4			

Mann-Whitney U test results revealed a significant difference in the self-control sub scale values (U = 2631; U = 2265; U = 2759, Z = -.92; Z = -2.23; Z = -.64;P=.05 ). The self-control scores of children with working fathers are higher than those with non-working fathers.

In the study by Korkut (2002), some significant differences were found between these two variables; the problem-solving skills of the young children whose fathers work as freelancers tend to perceive their problem-solving skills more positively when compared to those fathers who are engaged in professions such as military service, civil service, teaching, advocacy, medicine, and engineering. It can be thought that self-employed fathers are more experienced and creative in trying to overcome the problems that suddenly develop in business life, using their own methods, and overcoming different problems that vary in their commercial life in various ways. Results revealed that fathers working as freelancers are able to set an example for their children in problem solving.

### 6.3 Comparison Of The Number Of Children With Psychological Well-Being Sub-Scale Values

Sub-Scale	Number of Children	N	Seq. Avg.	H	Df	P
General Emotions	1	42	84.4	.56	2	.75
	2	99	80.7			
	3	20	74.9			
Contentment	1	42	89.6	5.66	2	.05
	2	99	81.6			
	3	20	59.6			
Sustaining out-of-home activities	1	42	77.1	3.93	2	.14
	2	99	85.9			
	3	20	64.5			

According to Kruskal-Wallis results, a significant difference was found only in the contentment sub-scale values ( H = .56; H = 5.66; H = 3.93;P= .05). According to the test results, participants with three children scored lower on the contentment sub-scale than participants with



one and two children. In other words, participants having three children are more content than the rest of the participants.

Seğer, Çeliköz, Yaşa (2008) and Kuruçırak (2010) concluded that as the number of children increases, fathers' interest in their children decreases, while other studies, (Ishii-Kuntz et al. 2004; Arabacı and Ömeroğlu 2013) revealed that ,as the number of children increases, fathers feel more competent in childcare and their relationships with their children are positively affected by this . These studies support the findings of this research.

#### 6.4 Comparison Of Years Of Marriage With Psychological Well-Being Sub-Scale Values

Sub-Scale	Marriage Year	N	Seq. Avg.	H	Df	P
General Emotions	0-10	9	123.3	7.87	2	.02
	10-15	77	78.4			
	16+	75	78.6			
Contentment	0-10	9	106.7	6.17	2	.04
	10-15	77	72.7			
	16+	75	86.4			
Sustaining out-of-home activities	0-10	9	89.5	.41	2	.81
	10-15	77	79.3			
	16+	75	89.6			

According to Kruskal-Wallis results, a significant difference was found in general feelings and contentment sub-scale values, (  $H = 7.87$ ;  $H = 6.17$ ;  $H = .41$ ,  $P = .05$ .) According to the Mann-Whitney U test results, participants with a marriage year of 0-10 scored higher on the general feelings and contentment sub-scales than those with a marriage year of 10-15 and 16+, (  $P < .05$  ). Fathers who are married between 0-10 have more negative emotions and are less content than the other groups.

It is known that married individuals are in better condition in terms of psychological health and economic status (Stack & Eshleman, 1998). Since life conditions, the roles, and responsibilities of men in marriage have changed, being a father, taking responsibility for his child and being able to do what it takes to be a father, can make fathers feel better in time (Atmaca Koçak, 2004). As the duration of marriage increases, the time that fathers spend with their children also increases.

Considering the findings, it can be argued that longevity of the father-child relationship plays a role in the higher psychological well-being levels of fathers who have been married for more than 16 years compared to fathers who have been married for a shorter period.

### 6.5 Comparison Of Fathers' Working Status In Terms Of Psychological Well-Being Scale Sub-Scales

Sub-Scale	Working Status	N	Seq. Avg.	U	Z	P
General	Working	107	83.5	2616	-.97	.32
Emotions	Non-Working	54	75.9			
Contentment	Working	107	85.1	2454	-1.55	.11
	Non-Working	54	72.9			
Sustaining out-of-home activities	Working	107	86.5	2298	-2.12	.03
	Non-Working	54	70.1			

Results of Mann-Whitney U test revealed a significant difference in the being able to sustain out-of-home activities sub-scale values only ( $U = 2616$ ;  $U = 2454$ ;  $U = 2298$ ,  $Z = -.97$ ;  $Z = -1.55$ ;  $Z = -2.12$ ;  $P=.05$ ). The values of working fathers to sustain out-of-home activities are higher than those of non-working fathers. In other words, unemployed fathers are more likely to sustain out-of-home activities. Review of the literature reveal that being unemployed causes significant decreases in psychological well-being of individuals, Lucas et al. (2004) carried out a research in Germany with 24.000 people for 15 years of duration and the results shows that the working parent has a higher psychological well-being level than the non-working parent.

### 6.6 Comparison Of Fathers' Income Status In Terms Of Psychological Well-Being Scale Sub-Scale

Sub-Scale	Income Status	N	Seq. Avg.	H	Df	P
General Emotions	Low	7	106.7	2.41	2	.3
	Middle	142	79.3			
	High	12	85.1			
Contentment	Low	7	123.4	6.49	2	.03
	Middle	142	79.7			
	High	12	70.7			
Sustaining out-of-home activities	Low	7	118.7	4.91	2	.08
	Middle	142	79.5			
	High	12	76.1			

Kruskal-Wallis results showed a significant difference only in the contentment sub-scale ( $H = 2.41$ ;  $H = 6.49$ ;  $H = 4.91$ ;  $P=.05$ ). According to the results of the Mann-Whitney U test, which was conducted to find the source of the difference, the score of the participants with low-income level is higher than those with medium and high-income level. According to this result, the contentment of fathers with low income was lower than the rest of the groups.

### 6.7 Comparison Of Fathers' Psychological Well-Being Levels In Terms Of Children's Problem-Solving Inventory Sub-Scale Values

Sub-Scale	Psychological Well-Being	N	Seq. Avg.	H	Df	P
Trust	Low	1	82.7	.56	2	.75
	Middle	93	78.9			
	High	67	55.5			
Self-Control	Low	1	80.9	2.22	2	.32
	Middle	93	80.1			
	High	67	150			
Avoidance	Low	1	81.6	.17	2	.91
	Middle	93	79.8			
	High	67	97.1			

According to Kruskal-Wallis results, no significant difference was found in any of the sub-scales (H= .56; H = 2.22; H = .17;P=.05)

## 7. CONCLUSION AND SUGGESTIONS

The family is of great importance as being the child's first social environment. There are many gains that the child will carry to other relationships throughout his/her life, which is acquired in the family context, both through self-observations and the behavioral transfer of parents' styles, starting right from the time of birth. The foundation of a happy society is laid in the smallest part of it being the family. The fact that the subject is so important has led researchers to work on the family-child, mother-child relationship for many years. From a general understanding, the presence, and contributions of the mother in the child's life were considered important, and a limited number of studies were conducted on the father-child relationship. However, this limited number of studies has also shown that the contribution of the father to the child's development and the presence in his life are of great importance, both psychologically, socially, and cognitively. The father sheds light on the development of his child in many areas with his behaviors and attitudes and his psychological characteristics. Therefore, the father's psychological state emerges as an important determinant of his attitude to the child. His approach to events in general, his attitudes towards unexpected situations and the rational solutions he brings to the life problems, the father is the prominent person that the child takes as a model figure. This study's findings are believed to contribute to the field in this respect.

In the study, the psychological well-being of fathers and the problem-solving skills of their children studying at the primary level were compared. Results of the analysis did not reveal any significant difference between these two main variables. However, significant differences were found between some of the sub-scale values of the applied inventories and some demographic variables of the fathers. A significant difference was found between the duration of father's marriage and the child's problem-solving inventory named trust sub-scale, the father's working status and the child's problem-solving inventory self-control sub-scale. A significant difference was found between the number of children the father had and the satisfaction sub-scale of

psychological well-being, the duration of father's marriage and the sub-scales of psychological well-being, general feelings, and satisfaction. A significant difference was found between the father's working status and the psychological well-being inventory sub-scale of being able to continue out-of-home activities, and the father's income status and the satisfaction sub-scale of the psychological well-being inventory. However, no significant difference was found between the number of children, the education level of the child, the educational status and income of the father, and the problem-solving skills of the child, as well as the education level of the child, the educational status of the father, and the psychological well-being of the father.

As based on the data, it was concluded that there was no significant difference between the psychological well-being of the fathers and the problem-solving skills of their children studying at the primary level.

## REFERENCES

- Adair, J. (2000). *Karar Verme ve Problem Çözme* (N. Kalaycı, Çev.), Ankara: Gazi Kitabevi.
- Ağaçbacak, P. M. (2019). “Pozitif psikoloji bağlamında sınıf öğretmenlerinin psikolojik iyi oluş düzeyleri ile özyeterlik inançları arasındaki ilişkinin incelenmesi”, *Yayımlanmamış Yüksek Lisans Tezi*, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Akdoğan, A. & Polatçı, S. (2013). *Psikolojik Sermayenin Performans Üzerindeki Etkisinde İş Aile Yayılımı ve Psikolojik İyi Oluşun Etkisi / The Role of Work Family Spillover and Psychological Well-Being on the Effect of Psychological Capital on Performance*. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi , 17 (1) , 273-294 . Retrieved from <https://dergipark.org.tr/en/pub/ataunisobil/issue/2832/38495>
- Akgun, Z. (2019). “Erkeklerde toplumsal cinsiyet normlarına uyum, motivasyon ve psikolojik iyi oluş ilişkisi”, *Dünya Multidisipliner Araştırmalar Dergisi*, 2019(2), 1-38
- Aksel, B. (2018). “0-6 Yaş arası çocuğu olan annelerin psikolojik iyi oluşlarının öznel iyi oluş, öğrenilmiş güçlülük ve algılanan sosyal destek açısından yordanması”, *Yayımlanmamış Yüksek Lisans Tezi*, T.C. Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Amato, P. R. (1994). “Father-child relations, mother-child relations, and offspring psychological well-being in early adulthood”, *Journal of Marriage and the Family*, 1031-1042.
- Arabacı, N., & Ömeroğlu, E. (2013). “48-72 Aylık Çocuğa Sahip Anne-Babaların Çocukları İle İletişimlerinin Bazı Değişkenler Açısından İncelenmesi”, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (30), 41-53.
- Atmaca Koçak, A. (2004). *Baba Destek Programı Değerlendirme Raporu*, İstanbul: AÇEV Yayınları.
- Aydın, S. M. (2013). “Türkiye’de İlkokul Dördüncü Sınıfta Yapılan Yaratıcı Drama Etkinliklerinin Öğrencilerin Problem Çözme Becerisine Etkisi”, *Yayımlanmış Yüksek Lisans Tezi*, Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Erzurum
- Aydoğan, A. (2019). “Öğretmenlerin psikolojik iyi oluş düzeylerinin yordayıcısı olarak okul iklimi algıları”, *Yayımlanmamış Yüksek Lisans Tezi*, Marmara Üniversitesi, İstanbul Sabahattin Zaim Üniversitesi, Eğitim Yönetimi ve Denetimi Ortak Yüksek Lisans Programı, İstanbul.
- Aydoğan, Y. & Ömeroğlu, E. (2004). “Erken çocukluk döneminde genel problem çözme becerilerinin kazandırılması”, *OMEP 2003 Dünya Konsey Toplantısı ve Konferansı Bildiri Kitabı 2*, 458-468, Kuşadası
- Bingham, Alma (1998) *Çocuklarda Problem Çözme Yeteneklerinin Geliştirilmesi*. Çev.: A. Ferhan Oğuzkan. İstanbul: M.E.B. Yayınları.
- Bradburn, N. M. (1969). *The structure of psychological well-being*.
- Büyükkaragöz, S. & S, Çivi, C. (1995). *Genel Öğretim Metodları*. Göksu Matbaası, Konya. 85-92.
- Carr, A. (2016). *Pozitif Psikoloji: Mutluluğun ve İnsanın Güçlü Yönlerinin Bilimi*. Çev. Ümit Şendilek, İstanbul: Kaknüs.
- Cowan, C. & Cowan, P. (1988). Who does what when Partners become parents: implications for men, women and marriage. *Marriage and Family Review*, 3(4), 105-131.
- Cüceloğlu, D. (1992). *İçimizdeki Çocuk*. İstanbul: Remzi Kitapevi.
- Çelebi, E. (2016). “Yaşlı ve Çocuk Grupları ile Çalışan Psikoloğlarda Mesleki Tükenmişlik, Psikolojik İyi Oluş ve Yaşam Kalitesi Düzeylerinin İncelenmesi”, *Beykent Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi*. İstanbul

- Çelikkaleli, A. G. Ö., & Gündüz, B. (2010). “Ergenlerde Problem Çözme Becerileri ve Yetkinlik İnançları”, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19(2), 361-377.
- Danişment, R. (2012). “Okul yöneticilerinin psikolojik iyi oluş düzeyleri”, Yayınlanmamış Doktora Tezi, Eğitim Bilimleri Enstitüsü, Erciyes Üniversitesi, Kayseri. <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Doğru, N. (2018). “Üniversite Öğrencilerinin Psikolojik İyi Oluş Düzeylerinin Stres, Stresle Başa Çıkma Tarzları ve Sosyal Destek Değişkenleri Bakımından İncelenmesi”, Yayınlanmamış Doktora Tezi, Eğitim Bilimleri Enstitüsü, Eğitimde Psikolojik Hizmetler Anabilim Dalı, Ankara Üniversitesi, Ankara.
- Elias, M. J. (2003). *Academic and social-emotional learning*. Geneva: International Academy of Education and the International Bureau of Education.
- Enç, M. (1982). *Eğitim ruh bilimi. İnkılap ve Aka Kitapevleri Koll.Şti.*, İstanbul.
- Erbaş, M.M. (2012). “Öğretmen Adaylarının Mükemmeliyetçilik Düzeylerinin Red Duyarlılığı ve Öznel İyi Oluş Düzeylerine Göre İncelenmesi”, Yayınlanmamış Yüksek Lisans Tezi. Ondokuz Mayıs Üniversitesi, Eğitim Bilimleri Enstitüsü, Rehberlik ve Psikolojik Danışmanlık Bilim Dalı, Samsun.
- Eroğlu, F. (2017). “Evli bireylerde psikolojik iyi oluş ile ebeveyn tutumları arasındaki ilişkinin incelenmesi”, Yayınlanmamış yüksek lisans tezi, İstanbul Ticaret Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Ertürk, A., Kara, S. B. K., & Güneş, D. Z. (2016). “Duygusal emek ve psikolojik iyi oluş: Bir yordayıcı olarak yönetsel destek algısı”, Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16(4).
- Gelbal, S. (1991). “Problem çözme”, Hacettepe Üniversitesi, Eğitim Fakültesi Dergisi, 6(6).
- Göcen, G. 2013. “Pozitif Psikoloji Düzleminde Psikolojik İyi Olma ve Dini Yönelim İlişkisi: Yetişkinler Üzerine Bir Araştırma”, Toplum Bilimleri Dergisi, 7(13), 97- 130.
- Güngörmüş, O. (1992). “Babanın Çocuğunun Zekâsı, Akademik Başarısı ve Benlik Kavramı Üzerine Etkisinin Araştırılması”, Yayınlanmamış Doktora Tezi, İstanbul: İstanbul Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.
- Heinowitz, J. (1995). *İmdat baba oldum. Ç. Sungur (Çev.)*. Beyaz Yayınları, İstanbul.
- Ishii-Kuntz, M., Makino, K., Kato, K., & Tsuchiya, M. (2004). “Japanese fathers of preschoolers and their involvement in child care”, *Journal of Marriage and Family*, 66(3), 779-791.
- Kalaycı, N. (2001). *Sosyal Bilgilerde Problem Çözme ve Uygulamaları*. Gazi Kitabevi, Ankara.
- Karasar, N. (2014). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Keyes, C.L., Shmotkin, D. & Ryff, C. D. (2002). “Optimizing well-being: The empirical encounter of two traditions”, *Journal of Personality and Social Psychology*, (6)82, 1007 – 1022. DOI: 10.1037//0022-3514.82.6.1007
- Kındıroğlu, Z., & Ekici, F. Y. (2019). “Ebeveynlerin Psikolojik İyi Oluş ve Psikolojik Dayanıklılık Düzeyleri ile Çocukların Sosyal Yetkinlik ve Davranışları Arasındaki İlişki”, Adıyaman Üniversitesi, Eğitim Bilimleri Dergisi, 9(1), 138-157.
- Kocaman, E. N. (2019). “Bir Grup Yetişkinde Umut ve Psikolojik İyi Oluş Arasındaki İlişkinin Farklı Değişkenler Açısından İncelenmesi”, Yayınlanmamış Yüksek Lisans Tezi, İstanbul Sabahattin Zaim Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Korkut, F. (2002). “Lise öğrencilerinin problem çözme becerileri”, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 23(23).

- Kuruçırak, Ş. (2010). "4-12 Aylık Bebeği Olan Babaların, Babalık Rolü Algısı İle Bebek Bakımına Katılımı Arasındaki İlişki", Akdeniz Üniversitesi Sağlık Bilimleri Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, Antalya
- Kuyumcu, B. (2013). "Üniversite öğrencilerinin pozitif ve negatif duygu durumlarının psikolojik iyi oluşlarını yordama gücü", Kuramsal Eğitimbilim Dergisi, 6(1), 62-76.
- Kuzucu, Y. (2011). "Değişen babalık rolü ve çocuk gelişimine etkisi", The changing role of fathers and its impact on child development. Türk Psikolojik Danışma ve Rehberlik Dergisi, 4(35), 79-89.
- Loewen, C. A. (1995). "Creative Problem Solving", Teaching Children Mathematics, 2(2), 96-99.
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. Psychological Science, 15, 8-13
- Myers, D. G., & Diener, E. (1995). "Who is happy?" Psychological science, 6(1), 10-19.
- Özyürek, A., & Şahin, F. T. (2017). "Anne-baba olmak ve anne-babaların çocuk yetiştirme tutumları", Pegem Atıf İndeksi, 41-57.
- Poyraz M. (2007). "Babaların Babalık Rolünü Algılamalarıyla Kendi Ebeveynlerinin Tutumları Arasındaki İlişkinin İncelenmesi", Yayınlanmamış Yüksek Lisans Tezi, Eğitim Bilimleri Enstitüsü, Çocuk Gelişimi ve Eğitimi Anabilim Dalı, Gazi Üniversitesi, Ankara.
- Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). Family therapy: Models and techniques. USA: Sage Publications.
- Roberts, R. E. & Bengtson, V. L. (1993). "Relationships with parents, self-esteem, and psychological well-being in young adulthood", Social psychology quarterly, 263-277.
- Ryff, C. D. (1989). "Happiness is everything, or is it? Explorations on the meaning of psychological well-being", Journal of personality and social psychology, 57(6), 1069.
- Ryff, C. D. (2014). "Psychological well-being revisited: Advances in the science and practice of eudaimonia", Psychotherapy and psychosomatics, 83(1), 10-28.
- Ryff, C. D., & Keyes, C. L. M. (1995). "The structure of psychological well-being revisited", Journal of personality and social psychology, 69(4), 719.
- Ryff, C. D., Magee, W. J., Kling, K. C., & Wing, E. H. (1999). "Forging macro-micro linkages in the study of psychological well-being", The self and society in aging processes, 247-278.
- Saracaloğlu, S., Serin, O. & Bozkurt, N. (2001). "Dokuz eylül üniversitesi eğitim bilimleri enstitüsü öğrencilerinin problem çözme becerileri ile başarıları arasındaki ilişki", M.U. Atatürk Eğitim Fakültesi, Eğitim Bilimleri Dergisi, 14, 121-134.
- Saygılı, H. (2000). "Problem çözme becerisi ile sosyal ve kişisel uyum arasındaki ilişkinin incelenmesi", Yayınlanmamış Yüksek Lisans Tezi, Atatürk Üniversitesi, Sosyal Bilimler Enstitüsü, Erzurum.
- Seçer, Z., Çeliköz, N., & Songül, Y. (2007). "Bazı Kişisel Özelliklerine Göre Okulöncesi Eğitim Kurumlarına Devam Eden Çocukların Babalarının Babalığa Yönelik Tutumları", Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (18), 425-438.
- Serin, M. K., & Korkmaz, İ. (2018). "İşbirliğine dayalı ortamlarda gerçekleştirilen üstbilişsel sorgulama temelli öğretimin ilköğretim 4. sınıf öğrencilerinin matematiksel problem çözme becerilerine etkisi", Elementary Education Online, 17(2).
- Serin, O., Serin B, N., & Saygılı, G. (2010). "İlköğretim düzeyindeki çocuklar için problem çözme envanteri'nin (ÇPÇE) geliştirilmesi", İlköğretim Online (elektronik), 9(2), 446-458.
- Stack, S., & Eshleman, J. R. (1998). "Marital status and happiness: A 17-nation study", Journal of Marriage and the Family, 527-536.

- Sümer, N., Gündoğdu Aktürk, E., & Helvacı, E. (2010). “Anne-baba tutum ve davranışlarının psikolojik etkileri: Türkiye’de yapılan çalışmalara toplu bakış”, *Türk Psikoloji Yazıları*, 13(25), 42-59.
- Şölen, Y. (2020). “4-6 Yaş Arası Çocuğu Olan Babaların Ebeveyn Tutumları ve Yaşam Boyu Öğrenmelerinin Baba Eğitim Programına Katılım Durumuna Göre İncelenmesi”, *Yayımlanmamış Yüksek Lisans Tezi*, Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Anabilim Dalı, Hayat Boyu Öğrenme ve Yetişkin Eğitimi Bilim Dalı. Kocaeli.
- Tahiroğlu, Y. A., Bahalı, M. K., Avcı, A., Şeydaoğlu, G. & Uzel, M. (2009). “Ailedeki disiplin yöntemleri, demografik özellikler ve çocuklardaki davranış sorunları arasındaki ilişki” *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 16(2), 67-82.
- Taşdemir, E. (2018). “Psikologlarda Bilinçli Farkındalık ve Psikolojik Dayanıklılık ile Psikolojik İyi Oluş Arasındaki İlişkinin İncelenmesi”, *Yayımlanmamış yüksek lisans tezi*. Arel Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Tezel Şahin, F., Akıncı Coşgun, A., & Aydın Kılıç, Z. N. (2017). “Babaların Çocuklarıyla Vakit Geçirme Durumlarına İlişkin Görüşlerinin İncelenmesi”, *Gazi University Journal of Gazi Educational Faculty (GUJGEF)*, 37(1).
- Timur, M.S. (2008). “Boşanma Sürecinde Olan ve Olmayan Bireylerin Psikolojik İyi Oluş Düzeylerini Etkileyen Faktörlerin incelenmesi”, *Yayımlanmamış Yüksek Lisans Tezi*, Eğitim Bilimleri Enstitüsü, Ankara Üniversitesi, Ankara.
- Tümkaya, S. & İflazoğlu, U. A. (2000). “Ç Ü Sınıf öğretmenliği öğrencilerinin otomatik düşünce ve problem çözme düzeylerinin bazı sosyo demografik değişkenlere göre incelenmesi”, *Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi*, 6(6).
- Yalçın, B., Tetik, S. & Açıkgöz, A. (2010).” Yüksekokul Öğrencilerinin Problem Çözme Becerisi Algıları İle Kontrol Odağı Düzeylerinin Belirlenmesine Yönelik Bir Araştırma”, *Organizasyon ve Yönetim Bilimleri Dergisi*, 2(2), 19-27.