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Teachers' Well-Being Levels by Gender and Marital Status: A Meta-Analysis Study*

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Abstract

The study's main purpose is to reveal the effect of gender and marital status variables on teachers' well-being levels. Master's and doctoral dissertations and articles on the subject of research in Turkey between the years 2011-2022 constitute the primary data source of this study. In order to reach the relevant studies, the keyword "well-being" was searched in Turkish and English from the Council of Higher Education Thesis Center, ERIC, ULAKBİM, and Google Scholar databases. There were 62 studies for the gender variable and 36 for the marital status variable out of 82 studies on the research subject. The Comprehensive Meta-Analysis Version 2.2.064 (CMA) program was used to analyze the data. The analysis results showed that there was no publication bias in the individual studies in the study for all variables. The analysis made according to the random effects model revealed that the overall effect size of the gender variable ($d=0.05$) and the effect size of the marital status variable ($d=-0.12$) on teachers' well-being levels were weak and insignificant. As a result of moderator analyses for all variables, statistically significant inconclusive results have been achieved. The findings of the research showed that the characteristics of teachers, such as gender and marital status, did not have an effect on teachers' well-being levels, or they were at a very weak level. The effect of research characteristics on research findings revealed that the type of grade, publication type, school type, teacher branch, the region where the research was conducted, and the gender of the researcher did not have a moderator effect.

Keywords: Gender, marital status, meta-analysis, teacher, well-being

1. Introduction

The concept of well-being, which is used in our daily life, means being in a good and healthy state, and psychological well-being comes up with different expressions such as happiness and quality of life. The existence of more than one concept describing the concept of well-being is a desirable development in terms of psychology. When the literature is examined, the concept of well-being is used together with expressions such as well-being, quality of life, life satisfaction, and being in a positive mental state (Köylü, 2018).

Well-being was first discussed by Halber Dum in 1961. It is explained as a lifestyle in which it is aimed to increase the functionality of individuals both physically, mentally, and spiritually. The

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destruction during the Second World War and the problems after the war caused the science of psychology to turn to negative elements. However, it is seen that scientists have recently made the positive mental health of the person and the positive aspects of individuals tried to be the focus of their social, emotional, and well-being. The state of well-being has been explained in different sub-dimensions to deal with the positive aspects of the functionality of individuals, the things that make the lives of individuals meaningful and valuable, and how to deal with difficult life conditions (Akın, 2009).

Two perspectives on well-being have been put forward. These are hedonism and psychological functioning. Hedonism sees happiness and pleasure as essential well-being conditions and focuses on happiness by avoiding painful things. According to this point of view, an individual continues his life with the values and standards he set. These values are essential for well-being. Psychological functionality means that the individual strives to reach the stage of self-realization to become mentally and physically healthy. Psychological functionality allows an individual to live a flexible life harmonious with the value system, to have mental and physical health, and to realize himself (Ryan & Deci, 2001).

Well-being is generally examined under two headings: Subjective well-being and psychological well-being. As used today, psychological well-being was put forward by Ryff as a result of experimental research in the 1980s. Psychological well-being encompasses many aspects of life, such as having an individual's insight into himself, maintaining his life under his potential, and realizing himself (Ryff, 1989). The basis of psychological well-being is the ability of the individual to live in harmony with himself. Ryff (2018, 2019) proposed a different theoretical model of psychological well-being that includes six aspects of positive functioning. This model consists of autonomy, environmental mastery, personal growth, life purpose, positive relationships with others, and self-acceptance.

One of the best-known definitions of psychological well-being or subjective well-being is experiencing life satisfaction, positive emotions, and happiness (Diener, 1984). Subjective well-being means subjective evaluations of one's life satisfaction and positive and negative emotions. It is also defined as "cognitive and affective evaluations of a person's life" (Diener, Lucas & Oishi, 2002: 63). According to Keyes, Shmotkin, and Ryff (2002), psychological well-being means that an individual has positive thoughts about himself, is satisfied with the decisions he takes and himself, and can establish trusting and sincere relationships with other individuals. Psychological well-being means that the individual is aware of shaping his environment to meet his needs and desires, manages his behavior, knows the limits of what he can do, and strives to improve his capacity.

The main element of the education system is the teacher (Güçlü & Sert, 2021). Throughout the 21st century, teachers are expected to play various roles in schools. Fulfilling these roles requires a wide range of professional and personal competencies (Darling-Hammond, Chung Wei, Andree, Richardson & Orphanos, 2009). Teacher is the most important school-based factor affecting student success (Rockstroh, 2013). Teachers' well-being can affect both student well-being and success. Because good teachers encourage good students (McCallum & Price, 2010: 20). Teachers positively affect students' learning, participation, success, sense of belonging, and development (Hattie & Yates, 2014). Teachers' well-being is also related to the quality of their work (CESE, 2014) and its impact on student outcomes. For these reasons, Hascher and Waber (2021) state that teachers' well-being is vital for the school and society.

Teaching is a stressful and demanding profession requiring high emotional labor (Cop, 2020). Teachers are among the most stressful occupations due to the high daily stress level and higher risk of burnout compared to many other occupations (Gu & Day, 2007; Stoeber & Rennert, 2008).

Teachers are affected by psychosomatic complaints above average (Scheuch, Haufe & Seibt, 2015). A teacher's perceived status, self-efficacy, and satisfaction with his/her profession and school environment influence his/her profession (OECD, 2016). The individual expects his contributions toward the goal to be noticed, cared for, and appreciated in his organization. The organizationally supported employee will be able to meet the need for approval, acceptance, and respect in the organization and will be in a good psychological state (Keskinlik Kara, Zafer Güneş & Aydoğan, 2015). There are many important sources of stress in the education system, such as heavy workload, working with limited resources and support, the needs of students (Leroux & Théorêt, 2014), and pressure on teachers' performance through education reform. Teacher stress can impair health, reduce self-confidence and self-esteem, and shatter personal relationships. In addition to feeling exhausted and weak, teachers may experience a sense of powerlessness and isolation by perceiving their work as meaningless (Howard & Johnson, 2004). Examples of the consequences of teacher stress are fatigue, social and emotional difficulties, decrease in performance and life well-being, and deterioration of developmental potential (Parker and Martin 2009).

Gender is recognized as an essential social determinant of health, but past research on gender differences in psychological well-being has not yielded conclusive results. Hascher and Waber (2021) found insignificant gender differences regarding well-being in 10 of the 20 studies. They found a difference in favor of women in four studies and favor of men in six studies. While no significant relationship was found in one of the three studies on marital status, they found a significant relationship in favor of married people in two studies. Dündar and Demirli (2018) found that marital status has an insignificant effect on the psychological well-being of private sector employees.

Meta-analysis studies are needed because the data on teacher well-being is increasing daily in Turkey, as in many other fields. However, no meta-analysis study on teacher well-being was conducted in the literature of Turkey. Additionally, when the information above is considered collectively, the structures related to well-being do not inform us about the relationship between well-being, gender, and marital status. This study aims to present a clear picture by combining the results of independent studies on well-being, gender, and marital status in Turkey. The study was conducted by the meta-analysis method with quantitative data from 82 independent studies conducted between 2011-2022. In this research, whether the level of well-being of teachers shows a significant difference according to gender and marital status has been questioned.

2. Method

2.1. Research Model

This study used the meta-analysis method, one of the quantitative research methods accepted as systematic synthesis. Meta-analysis has been one of the primary methods to build knowledge used and defined in many scientific fields (Aguinis, Pierce, Bosco, Dalton & Dalton, 2011). Meta-analysis is a statistical analysis, synthesis, and interpretation method based on the quantitative data of independent studies on the same subject to reveal the facts (Cumming, 2012; Ellis, 2012; Petticrew & Roberts, 2006). We have performed a comparative analysis of meta-analysis methods for SE experiments. The group comparison method was used to analyze the data in meta-analysis (Card, 2012; Cumming, 2012). Group comparison method in the meta-analysis, the effect size is calculated to show the mean difference between groups (Cumming, 2012: 205; Dinçer, 2014; Hartung, Knapp & Sinha, 2008). In this context, experimental and control groups were formed.

2.2. Data Collection Process

Master's and doctoral dissertations and articles on the subject of research in Turkey between the years 2011-2022 constitute the primary data source of this study. In order to reach the relevant studies, the keyword "well-being" was searched in Turkish and English from the Council of Higher Education Thesis Center, ERIC, ULAKBİM, and Google Scholar databases. There were 62 studies for the gender variable and 36 for the marital status variable out of 82 studies on the research subject. The inclusion and exclusion criteria used in selecting the studies included in the study are given in Table 1.

Table 1

Inclusion and Exclusion Criteria for Studies

Inclusion Criteria	Exclusion Criteria
Master's and doctoral theses, research articles, and reports published in the literature were included.	The research excludes the abstract, proceedings' book, editor's comments, interviews, advertisements, news, bulletins, and reports.
Empirical studies in which gender and marital status variables were used as independent variables and teacher well-being perceptions were used as dependent variables were included in the research.	Studies that did not meet the dependent and independent variable criteria were excluded.
Studies on the perception of well-being of teachers working in public/private schools in Turkey were included.	The sample group of academicians and samples outside of Turkey were excluded from the study group.
Studies that had quantitative data (mean, standard deviation, number of samples, etc.) were included in the meta-analysis study to calculate effect sizes.	Studies that did not have quantitative data (mean, standard deviation, number of samples, etc.) were excluded from the research.
Studies conducted in Turkey between the years 2012-2022 were included in the research.	Studies conducted before 2012 were excluded from the research.
Studies in Turkish and English languages, sampled from Turkey, were included.	Studies other than Turkish and English languages were excluded from the research.

2.5. Coding the Studies

For each study included in the research, the type of publication, study group (preschool, primary school, secondary school, high school, branches), size of the study group (according to gender and marital status), name of the scale used, standard deviation values and whether there were statistical differences between groups were encoded. The characteristics of the studies included in the research are presented below.

Table 2

Studies Included in the Meta-Analysis and Their Characteristics

Name of the Study	Type of Study	Name of the Scale	Study Group			
			Gender		Marital Status	
			Female	Male	Married	Single
Sesveren, 2015	MA	Tuzgöl-Dost (2005)'s OWBS	32	231	230	33
Uslu, 2016	MA	Ryff (1989)'s PWBS	54	307	314	47
Altıparmak, 2020	MA	Butler & Kern (2016)'s PERMA WBS	287	128	336	79
Arabacı, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	189	109	241	57
Arslan, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	174	110	191	93
Arslan, 2022	MA	Renshaw, Long & Cook (2015)'s OWBS	291	214	365	140
Aydoğan, 2019	MA	Diener, Scollon & Lucas (2009)'s WBS	279	166	238	207

Table 2 (continued)*Studies Included in the Meta-Analysis and Their Characteristics*

Name of the Study	Type of Study	Name of the Scale	Study Group			
			Gender		Marital Status	
			Female	Male	Married	Single
Bakar, 2018	MA	Tuzgöl-Dost (2005)'s OWBS	145	138	239	44
Bayraktar, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	337	163	293	188
Karaçam, 2016	Ph.D.	Ryff (1989)'s PWBS	136	238	-	-
Günel, 2020	MA	Diener, Scollon & Lucas (2009)'s WBS	291	114	178	227
Karakuş, 2019	MA	Diener, Scollon & Lucas (2009)'s WBS	481	349	-	-
Uzakgiden, 2019	MA	Renshaw, Long & Cook (2015)'s OWBS	562	382	400	544
Şerbetçioğlu, 2019	MA	Diener, Scollon & Lucas (2009)'s WBS	357	143	-	-
Emre, 2019	MA	Butler & Kern (2016)'s PERMA WBS	375	175	-	-
Kurt, 2018	Ph.D.	Ryff (1989)'s PWBS	308	86	316	78
Akkoç, 2016	MA	Paschoal & Tamayo (2008)'s OHS	50	40	-	-
Parlak, 2022	MA	Ryff (1989)'s PWBS	181	156	-	-
Kürtücü, 2022	MA	Ryff (1989)'s PWBS	150	96	154	92
Enginar, 2022	MA	Renshaw, Long & Cook (2015)'s OWBS	193	169	293	69
İnce, 2022	MA	Diener, Scollon & Lucas (2009)'s WBS	228	177	333	72
Uysal, 2022	MA	WEMIO-Scale	170	176	-	-
Şimşek, 2022	MA	Renshaw, Long & Cook (2015)'s OWBS	226	127	-	-
Erdoğan, 2022	MA	Ryff (1989)'s PWBS	45	205	-	-
Pekbay, 2021	MA	Butler & Kern (2016)'s PERMA WBS	248	62	-	-
Kahraman, 2021	MA	Renshaw, Long & Cook (2015)'s OWBS	338	179	360	157
Dülger, 2021	MA	Renshaw, Long & Cook (2015)'s OWBS	229	176	-	-
Çetin, 2021	MA	Renshaw, Long & Cook (2015)'s OWBS	115	68	-	-
Özer, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	300	148	199	249
Bıçak, 2021	MA	Renshaw, Long & Cook (2015)'s OWBS	249	281	452	78
Taşçı, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	240	144	269	115
Yıldız, 2020	MA	Ryff (1989)'s PWBS	404	372	609	167
Durmaz, 2020	MA	Renshaw, Long & Cook (2015)'s OWBS	258	109	309	47
Cankal, 2020	MA	Renshaw, Long & Cook (2015)'s OWBS	218	114	176	156
Çağırğa, 2020	MA	Diener, Scollon & Lucas (2009)'s WBS	444	356	335	465
Yılmaz, 2019	MA	Ekşi & Kardaş (2017)'in SİOÖ	279	111	-	-
Ağaçbacak, 2019	MA	Ryff (1989)'s PWBS	178	56	-	-
Erözyürek, 2019	MA	Diener, Scollon & Lucas (2009)'s WBS	438	395	540	293
Kahveci, 2019	Ph.D.	Diener, Scollon & Lucas (2009)'s WBS	263	189	-	-
Köylü, 2018	MA	Diener, Scollon & Lucas (2009)'s WBS	267	277	-	-
Bilgin, 2018	MA	Ryff (1989)'s PWBS	249	162	235	176
Demir, 2018	MA	Diener, Scollon & Lucas (2009)'s WBS	31	50	-	-
İkis, 2020	Ph.D.	Ryff (1989)'s PWBS	257	180	384	53
Kahraman & Çelik, 2022	Article	Diener, Scollon & Lucas (2009)'s WBS	162	212	-	-
Aslan & Zincirli, 2022	Article	Collins et al. (2016)'s OWBS	291	214	-	-
Şahin & Emre, 2021	Article	Butler & Kern (2016)'s PERMA WBS	375	175	-	-
Öztürk & Saz, 2022	Article	Tuzgöl-Dost (2005)'s OWBS	183	242	264	161
Ertürk, Keskinkılıç Kara & Zafer	Article	Diener, Scollon & Lucas (2009)'s WBS	230	170	-	-
Güneş, 2016						
Aslan & Erözyürek, 2021	Article	Diener, Scollon & Lucas (2009)'s WBS	38	95	40	93
Arvas, 2017	Article	Tuzgöl-Dost (2005)'s OWBS	332	163	244	241
Dinç, 2018	MA	Tuzgöl-Dost (2005)'s OWBS	219	141	206	154
Erdil, 2018	MA	Tuzgöl-Dost (2005)'s OWBS	204	96	236	64
Güvenç, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	316	129	244	201
Kalkan, 2020	MA	Ryff (1989)'s PWBS	277	258	-	-
Sezgin, 2021	MA	Diener, Scollon & Lucas (2009)'s WBS	123	348	307	164
Turan, 2022	MA	Ryff (1989)'s PWBS	162	110	-	-

Table 2 (continued)*Studies Included in the Meta-Analysis and Their Characteristics*

Name of the Study	Type of Study	Name of the Scale	Study Group			
			Gender		Marital Status	
			Female	Male	Married	Single
Yavuz, 2022	MA	WEMIO-Scale	88	83	107	64
Yeşiltepe, 2011	MA	Ryff (1989)'s PWBS	216	127	-	-
Doğan & Aslan, 2022	Article	Ryff (1989)'s PWBS	280	240	-	-
Soner & Yılmaz, 2020	Article	WEMIO-Scale	22	166	-	-
Ekşi, Güneş & Yaman, 2018	Article	Ryff (1989)'s PWBS	125	80	-	-
Söner & Eldeleklioğlu, 2022	Article	WEMIO-Scale	142	80	-	-

Postgraduate theses and articles conducted between 2011-2022 were included in the research. The sample size according to gender consists of 25088 teachers, 14331 (57.12%) females and 10757 (42.88%) males. According to marital status, the sample size consists of 14705 teachers, of which 9637 (65.54%) are married and 5068 (34.46%) are single. According to gender, there are 62 studies in total, including 47 master's theses, four doctoral theses, and 11 articles. According to marital status, there are 34 studies, including 29 master's theses, two doctoral theses, and three articles. See Table 2 for detailed information.

2.4. Reporting

The Turkish version of the PRISMA (Preferred Reporting Items For Systematic Review and Meta-Analysis Protocols) flow chart used for systematic data collection and meta-analysis is shown in Figure 1 regarding gender variables.

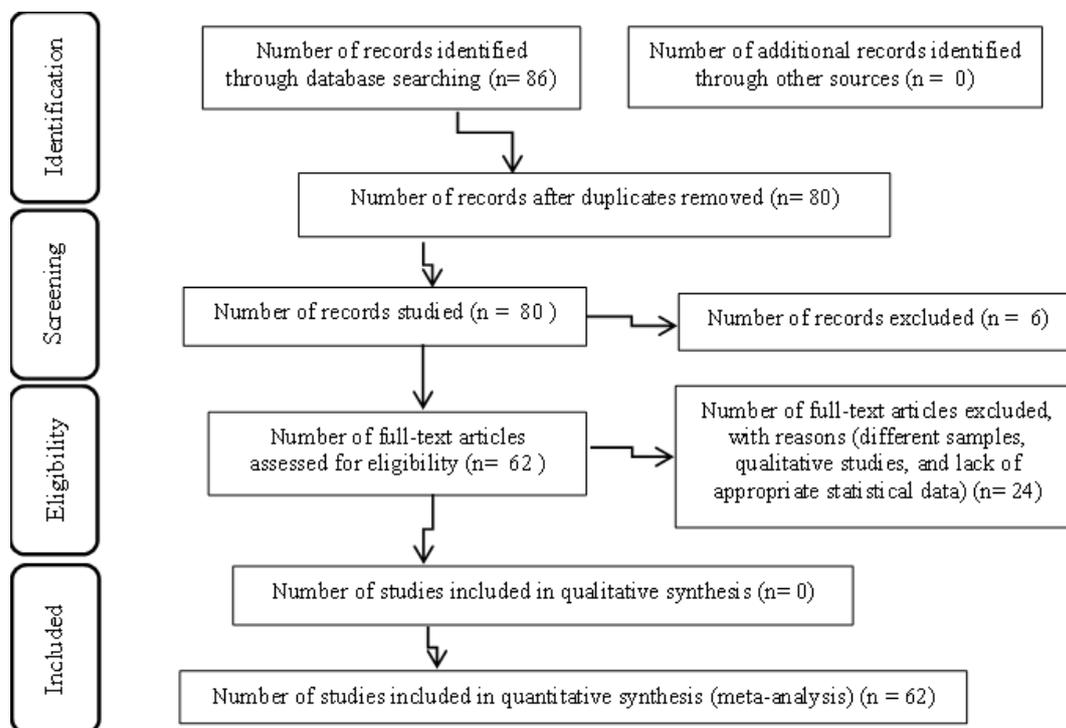


Figure 1. Meta-analysis PRISMA Flowchart for the Gender Variable

The Turkish version of the PRISMA flowchart used for systematic review and meta-analysis is shown in Figure 2 regarding marital status variable.

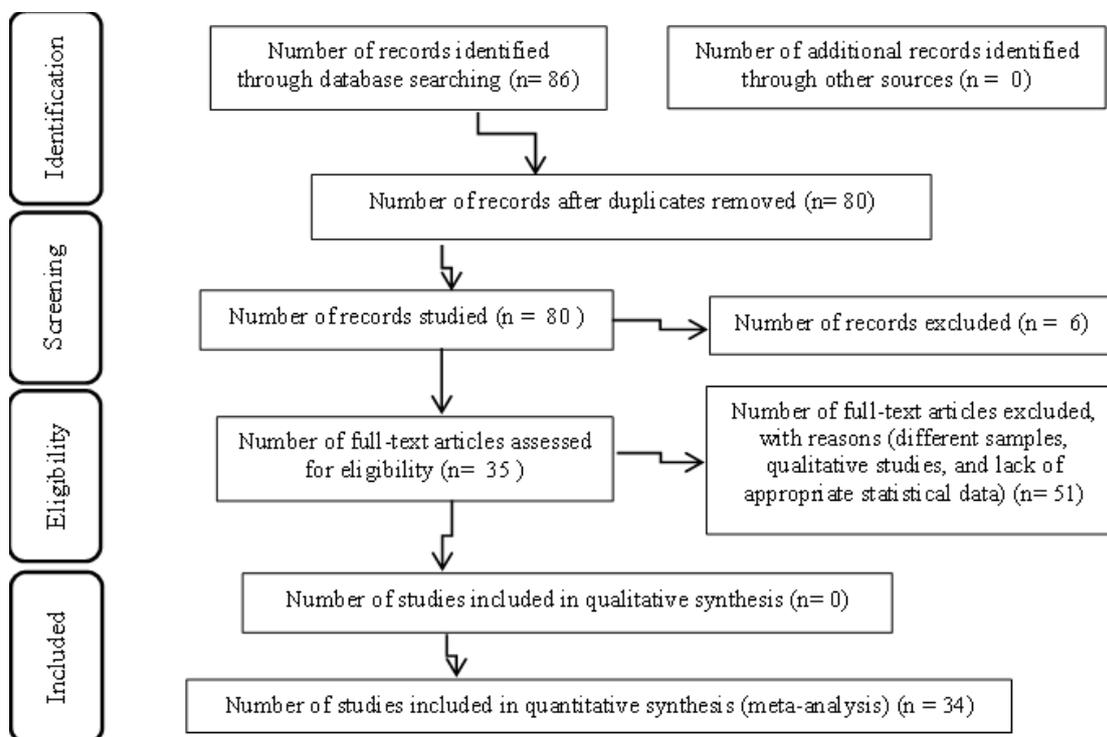


Figure 2. Meta-analysis PRISMA Flowchart for the Marital Status Variable

2.5. Data Analysis

For statistical calculations in this study, CMA Ver. 2. [Comprehensive Meta Analysis] software was used. The random effects model was used to calculate the overall effect size. In the study, female teachers were taken as the experimental group and male teachers as the control group according to gender. In the study, married teachers were taken as the experimental group, and single teachers were taken as the control group according to marital status.

2.6. Validity and Reliability

Assessing studies that meet the criteria for inclusion in meta-analysis, scanning them using databases, and including them in the study have been assumed to indicate the research's validity (Petticrew & Roberts, 2006). Reaching all of the relevant studies has been the indication of the validity.

After two different researchers, data entry was made by the coding protocol created in the meta-analysis study. The correlation was checked to ensure reliability between the coders. Inter-rater agreement was evaluated with the intra-class correlation coefficient (ICC). As all ICC values were above 0.9 for both variables, raters had high agreement.

2.7. Ethics Committee Permission

Since this research is a meta-analysis study, it does not require the decision and permission of the ethics committee.

3. Findings

In this part of the study, the meta-analysis findings and comments made to determine the effects of gender and marital status variables on teachers' well-being are included.

3.1. Findings Related to the Effect of Gender Variable on Teachers' Well-Being Levels

In this section, the findings related to the gender variable (publication bias, forest plot, random effects model, and moderator analyses) obtained from the studies within the scope of the meta-analysis study are given.

3.2. Findings on Publication Bias

It is necessary to evaluate the publication bias of the studies included in the research. This study determined publication bias using the Funnel scatter plot, Orwin's Fail-Safe N, and the Tau coefficient (Borenstein, Hedges, Higgins & Rothstein, 2009).

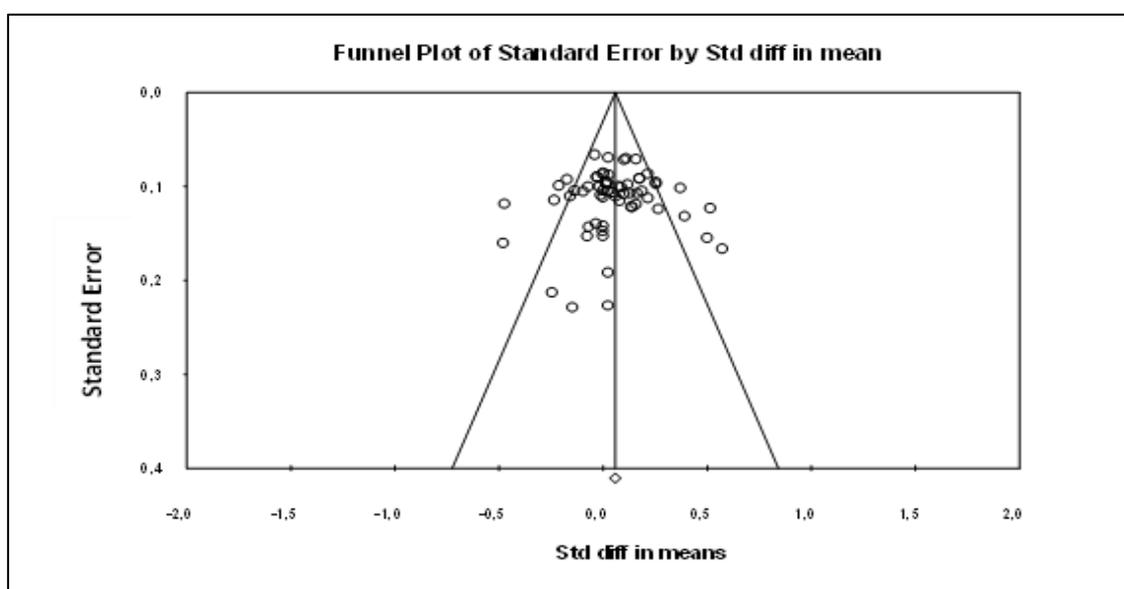


Figure 3. Gender Variable Funnel Plot

According to the funnel plot in Figure 3, the studies are generally gathered in the upper sections and scattered almost symmetrically on both sides of the vertical line. This is an indication that there is no publication bias. In addition, it was seen that the Tau coefficient was -0.054, and the p-value was 0.951. The Tau coefficient is expected to be close to 1, and the p-value greater than 0.05 means no significant differences (Dinçer, 2014). Conserved N number analysis, one of the other statistical methods used to determine publication bias, was used. The protected N number suggested by Rosenthal (1979) was found to be 297. It can be said that the result of publication bias will change if 297 more studies are included as a result of the meta-analysis. As a result, it can be said that there is no publication bias based on this information.

3.3. Uncombined Findings of Effect Size Analysis by Gender Variable

In the meta-analysis conducted with the fixed and random effects model, it was seen that the average effect size of marital status on teachers' well-being levels was 0.05. According to this

result of the study, gender is not an influential variable in teachers' well-being. The forest graph of 62 studies included in the study by gender is given in Figure 4.

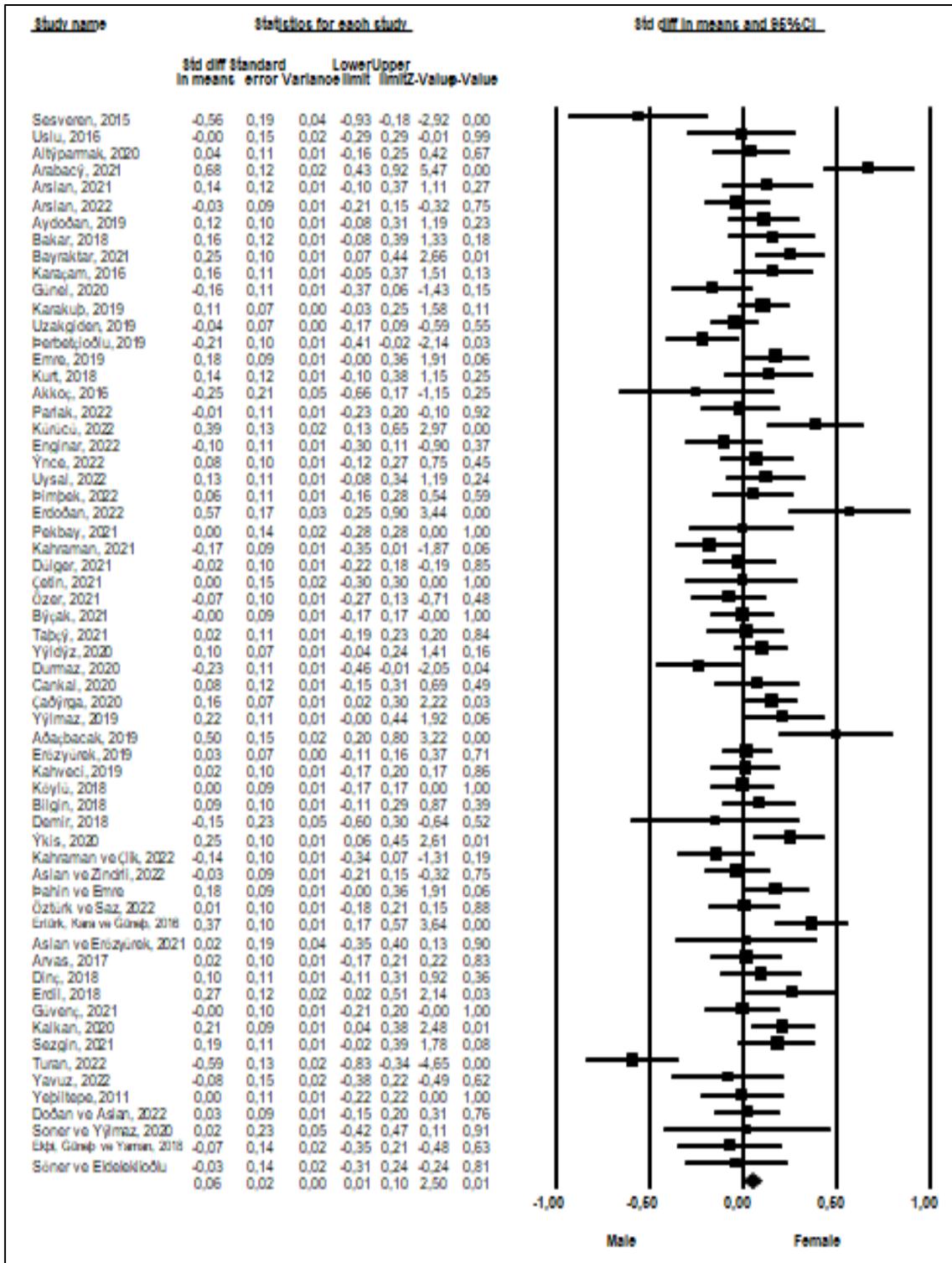


Figure 4. Effect Size Analysis by Gender Variable

Although the level of well-being of female teachers is at a low level, it is seen that their well-being level is higher than that of male teachers. Although the level of well-being of female teachers is at a low level, it is seen that their well-being level is higher than that of male teachers.

3.4. Effect Sizes of Studies and Heterogeneity Test Results

The combined findings of the effect size meta-analysis for the gender variable according to the fixed and random effects model are given in Table 3.

Table 3

Combined Results of Effect Size Meta-Analysis for Gender Variable According to Fixed and Random Effects Model and Homogeneity Test

Model	Effect size and 95% Confidence Interval					Homogeneity				
	Number of Studies	Effect Size	Standard Error	Variance	Sub-Limit	Upper Limit	Z-Value	Q-Value	df (Q)	I ²
Fixed Effects	62	0,05	0,00	0,00	0,03	0,08	4,35	166,782	61	63,42
Random Effects	62	0,05	0,02	0,00	0,01	0,10	2,49			

According to Table 3, the average effect size value of the studies included in the study according to the gender variable, was calculated as $ES = 0.05$. The data in 62 studies included in the meta-analysis show no effect of gender variable on teachers' well-being levels according to the random effects model. Since the effect size value is less than 0.20, it has been determined that it has an effect below the low level according to Cohen's classification (Cohen, 1988). According to the classification of Thalheimer and Cook (2002), it was determined that there was an insignificant (-0.15-0.15) differentiation.

3.5. Homogeneity Test and Q and I2 Statistic Findings

The Q value for the homogeneity test was calculated as 166,782. From the χ^2 table, 61 degrees of freedom were found to be 43.38 at the 95% significance level. Since the Q-statistic value ($Q = 166.782$) exceeds the critical value of the chi-square distribution of 61 degrees of freedom ($\chi^2_{0.95} = 43.38$), the hypothesis of the absence of homogeneity of the distribution of effect sizes was rejected in the fixed effects model. In other words, the distribution of effect sizes has a clearer heterogeneous structure. I², developed as the ratio of a complement to the Q statistic, reveals a more apparent result regarding heterogeneity. It shows the total variance ratio related to the I² effect size. Unlike the Q statistic, the I² statistic is unaffected by the number of studies. In interpreting I², 25% shows low heterogeneity, 50% is moderate, and 75% is high heterogeneity (Cooper et al., 2009). The I² value of 63.42% indicates that the heterogeneity is above the medium level. Since there was moderate heterogeneity between studies due to homogeneity tests (Q and I²) for the gender variable, the model was converted to a random model for the merging process.

In this study, it is understood that the individual studies examined differ in terms of regions, school type, grade type, publication type, number of samples, type of scale used, titles of participants and that is experimental designs. Moreover, they do not have the same universe parameters; they have a heterogeneous structure. For this reason, it was decided to calculate the general effect size values in the study by using the random effects model before the analysis.

3.6. Moderator Analysis Results by Gender Variable

The results of the moderator analysis performed to determine the causes of heterogeneity according to the gender variable are given in Table 4.

Table 4

Categorical Moderator Analysis Results on the Effect of Gender on Teachers' Well-Being Levels

Variable	Number of Studies	Effect Size	Std Error	Effect Size Confidence Interval		Q	Qb	p
				Lower	Upper			
Gender	62	0,05	0,02	0,01	0,10	166,78		0,01
Moderator (Tier Level)							2,19	0,70
Primary and Secondary Education	23	0,05	0,03	-0,01	0,12			
Primary Education	11	0,12	0,05	0,01	0,23			
Preschool, Primary and Secondary Education	17	0,02	0,04	-0,06	0,11			
Secondary Education	17	0,04	0,07	-0,10	0,19			
Special Education	4	0,03	0,09	-0,15	0,22			
TOTAL	62	0,05	0,02	0,00	0,11			
Moderator (Region)							6,69	0,46
Mediterranean	5	0,08	0,08	-0,07	0,24			
Eastern Anatolia	7	0,04	0,06	-0,08	0,18			
Eagean	3	0,18	0,10	-0,02	0,38			
Southeastern Anatolia	6	0,03	0,07	-0,10	0,17			
Central Anatolia	8	-0,02	0,06	-0,14	0,10			
Black Sea	6	0,01	0,07	-0,12	0,15			
Marmara	19	0,11	0,06	0,03	0,20			
Türkiye	8	-0,01	0,06	-0,14	0,11			
TOTAL	62	0,05	0,03	-0,01	0,11			
Moderator (Branch)							6,08	0,41
PE	2	0,08	0,12	-0,16	0,32			
School Manager	5	-0,01	0,09	-0,19	0,17			
Special Education	5	0,07	0,08	-0,10	0,24			
Psychological Counselling and Guidance (PCG)	2	0,01	0,12	-0,22	0,26			
PCG, All Branches	2	-0,01	0,12	-0,25	0,22			
Classroom Teacher	4	0,26	0,09	0,08	0,44			
All Branches	42	0,04	0,02	-0,08	0,10			
TOTAL	62	0,06	0,04	0,01	0,15			
Moderator (Type of School)							0,21	0,63
Private/Public	11	0,08	0,05	-0,02	0,19			
Official School	51	0,05	0,02	-0,01	0,10			
TOTAL	62	0,05	0,02	0,01	0,10			
Moderator (Type of Publication)							1,07	0,58
Ph.D.	4	0,14	0,08	-0,02	0,31			
Article	11	0,04	0,05	-0,06	0,15			
Master of Arts (MA)	47	0,05	0,02	-0,01	0,10			
TOTAL	62	0,05	0,02	0,01	0,10			
Moderator (Gender of Researchers)							2,39	0,30
Male	26	0,09	0,03	0,02	0,16			
Female	32	0,09	0,03	-0,05	0,04			
Male/Female	4	0,02	0,09	-0,09	0,27			
TOTAL	83	0,00	0,01	-0,02	0,02			

*p < .05

As a result of the moderator analysis seen in Table 4, there was no significant difference in the effect sizes of the studies according to gender (p=0.30), the type of school (p=0.63), the region

where the research was conducted ($p=0.46$), the branch of the teacher ($p=0.41$), the type of publication ($p=0.58$), the level of education (0.70) and the researcher's gender.

3.7. Findings Related to the Effect of Marital Status Variable on Teachers' Well-Being Levels

In this section, the findings (publication bias, forest plot, random effects model, and moderator analyses) related to the marital status variable obtained from the studies within the scope of the meta-analysis study are given.

3.8. Findings on Publication Bias

It is necessary to evaluate the publication bias of the studies included in the research. This study determined publication bias using the Funnel scatter plot, Orwin's Fail-Safe N., and the Tau coefficient (Borenstein et al., 2009).

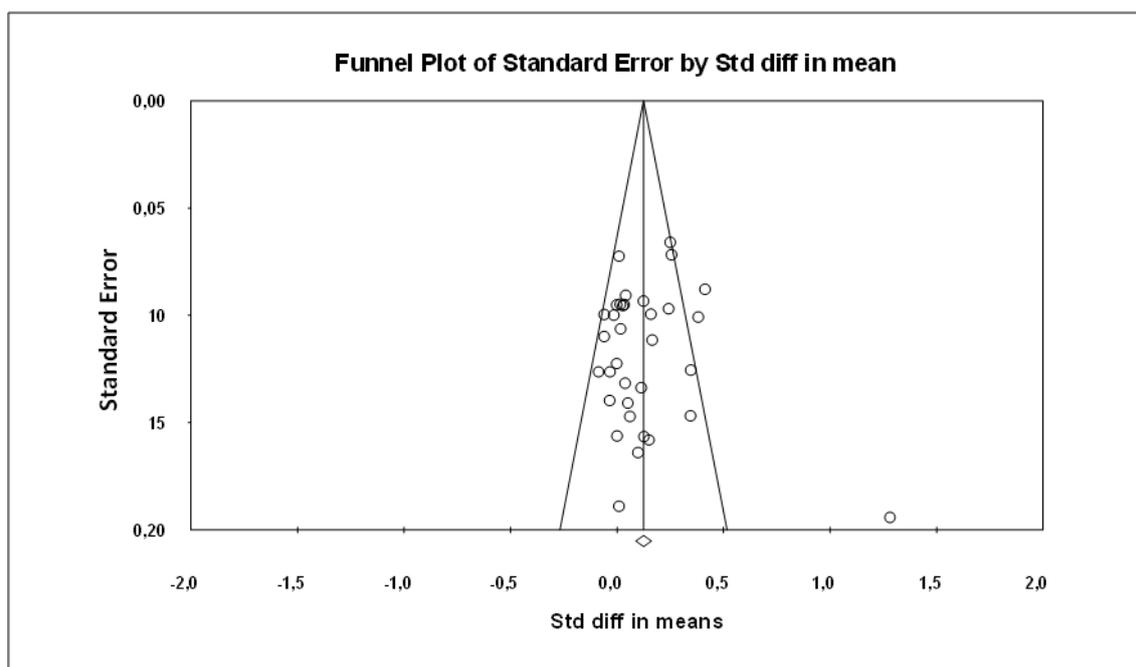


Figure 5. *Marital Status Variable Funnel Plot*

According to the funnel plot in Figure 5, the studies are generally gathered in the upper sections and scatter almost symmetrically on both sides of the vertical line, showing the overall effect size. This is an indication that there is no publication bias. In addition, it was seen that the Tau coefficient was 0.06, and the p-value was 0.60. The Tau coefficient is expected to be close to 1, and the p-value greater than 0.05 means no significant differences (Dinçer, 2014). Conserved N number analysis, one of the other statistical methods, was also used to determine publication bias. The protected N number suggested by Rosenthal (1979) was 389. It can be said that the result of publication bias will change if 389 more studies are included as a result of the meta-analysis. As a result, this information is an indication that there is no publication bias.

3.9. Uncombined Findings of Effect Size Analysis by Marital Status Variable

In the meta-analysis conducted with the fixed and random effects model, it was seen that the average effect size of marital status on teachers' well-being levels was 0.12. According to this

result of the study, marital status is a variable that has a low effect on teachers' well-being. The forest graph of 34 studies included in the study by marital status is given in Figure 6.

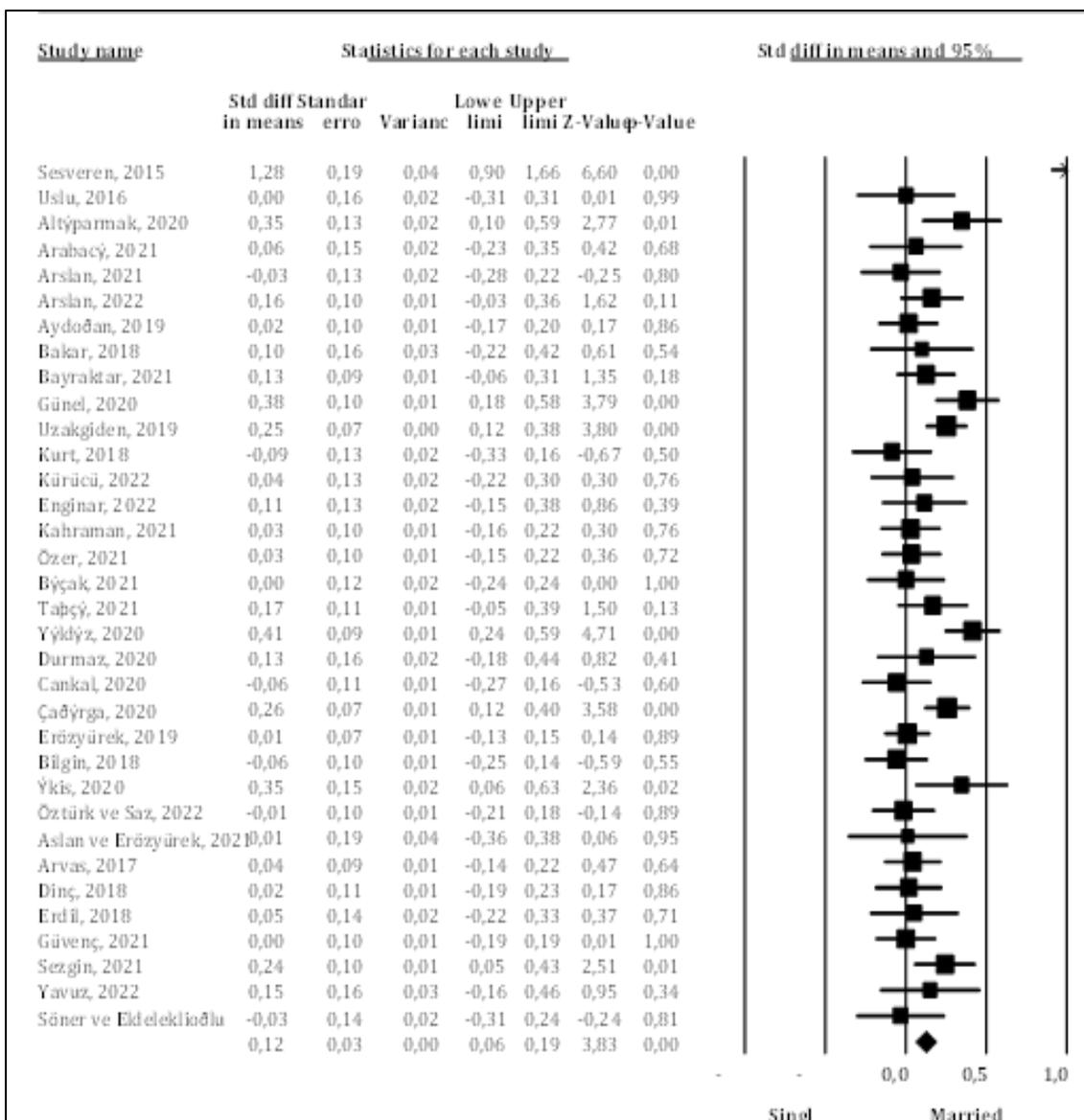


Figure 6. Forest Plot of Effect Sizes of Studies According to Marital Status Variable

It is seen that married teachers have a higher level of well-being compared to single teachers.

3.10. Effect Sizes of Studies and Heterogeneity Test Results

Table 5 shows the combined results of the effect size of the meta-analysis for the marital variable according to the fixed and random effects model.

Table 5

Combined Results of Effect Size Meta-Analysis According to Fixed and Random Effects Model for Marital Variable and Homogeneity Test

Model	Number of Studies	Effect size and 95% confidence interval					Homogeneity			
		Effect Size	Standard Error	Variance	Lower Limit	Upper Limit	Z-value	Q-value	df (Q)	I ²
Fixed Effects	34	0,12	0,01	0,00	0,08	0,16	6,74	92,98	33	64,50
Random Effects	34	0,12	0,03	0,00	0,06	0,18	3,83			

According to Table 5, the average effect size value of the studies included in the study according to the marital status variable was calculated as ES= 0.12. The data in 34 studies included in the meta-analysis show that the effect of teachers' well-being on the marital status variable is low according to the random effects model.

3.11. Homogeneity Test and Q and I2 Statistic Findings

The Q value for the homogeneity test was calculated as 92.98. From the χ^2 table, 33 degrees of freedom were found to be 43.38 at the 95% significance level. Since the Q-statistic value (Q=92.98) exceeds the critical value of the chi-square distribution with 33 degrees of freedom ($\chi^2_{0.95} = 19.49$), the hypothesis of the absence of homogeneity of the distribution of effect sizes was rejected in the fixed effects model. In other words, it has been determined that the distribution of effect sizes has a heterogeneous feature. An I2 value of 64.50% indicates that the heterogeneity is above the medium level. Since there was moderate heterogeneity between studies due to homogeneity tests (Q and I2) for the marital status variable, the model was converted to a random model for the combining process.

3.12. Moderator Analysis Results by Marital Status Variable

The results of the moderator analysis performed to reveal the causes of heterogeneity according to the marital status variable are given in Table 6.

Table 6

Categorical Moderator Analysis Results on the Effect of Marital Status on Teachers' Well-Being Levels

Variable	Number of Studies	Effect Size	Standard Error	Effect Size Confidence Interval		Q	Qb	p
				Lower Limit	Upper Limit			
Marital Status	34	0,12	0,03	0,06	0,18	92,98		0,00
Moderator (Level of School)							6,18	0,28
Science and Art Center	1	0,15	0,21	-0,26	0,56			
Primary and Secondary Education	13	0,19	0,04	0,09	0,29			
Primary School	8	0,03	0,06	-0,09	0,16			
Pre-Primary, Primary and Secondary Education	7	0,11	0,07	-0,03	0,25			
Secondary Education	2	0,24	0,14	-0,03	0,51			
Special Education	3	-0,002	0,10	-0,19	0,19			
TOTAL	34	0,11	0,05	0,01	0,21			

Table 6 (continued)

Categorical Moderator Analysis Results on the Effect of Marital Status on Teachers' Well-Being Levels

Variable	Number of Studies	Effect Size	Standard Error	Effect Size Confidence Interval		Q	Qb	p
				Lower Limit	Upper Limit			
Moderator (Region)							2,07	0,91
Eastern Anatolia	5	0,11	0,08	-0,05	0,28			
Aegean	1	0,06	0,22	-0,37	0,49			
Southeastern Anatolia	5	0,14	0,08	-0,02	0,30			
Central Anatolia	6	0,22	0,08	0,05	0,39			
Black Sea	5	0,12	0,09	-0,05	0,30			
Marmara	6	0,06	0,08	-0,09	0,23			
Türkiye	6	0,08	0,06	-0,06	0,24			
TOTAL	34	0,12	0,03	0,04	0,19			
Moderator (Branch)							5,61	0,46
PE	2	0,12	0,12	-0,13	0,37			
Visual Arts	1	0,15	0,22	-0,28	0,58			
School Manager	3	0,30	0,12	0,06	0,54			
Special Education	4	0,02	0,09	-0,16	0,20			
Psychological								
Counselling and Guidance (PCG)	1	0,38	0,18	0,02	0,74			
Classroom Teacher	5	0,12	0,09	-0,06	0,30			
All Branches	18	0,10	0,04	0,01	0,10			
TOTAL	34	0,14	0,05	0,03	0,24			
Moderator (School Type)							0,00	0,98
Private/Public	5	0,12	0,03	-0,04	0,29			
Public	29	0,12	0,03	0,05	0,19			
TOTAL	34	0,12	0,03	0,05	0,18			
Moderator (Type of Publication)							1,75	0,41
Ph.D.	2	0,14	0,08	-0,16	0,39			
Article	14	0,04	0,05	-0,18	0,19			
Master of Arts (MA)	28	0,05	0,02	-0,07	0,20			
TOTAL	34	0,10	0,05	0,006	0,20			
Moderator (Researcher's Gender)							0,32	0,85
Male	15	0,13	0,05	0,03	0,23			
Female	18	0,11	0,02	0,03	0,20			
Male/Female	1	0,01	0,24	-0,46	0,48			
TOTAL	83	0,12	0,03	0,05	0,18			

*p < .05

As a result of the moderator analysis revealed, according to Table 6, there was no significant difference in the effect sizes of the studies according to gender (p=0.85), the type of school (p=0.98), the region where the research was conducted (p=0.91), the branch of the teacher (p=0.46), the type of publication (p=0.41), the level of education (0.28) and the researcher's gender.

4. Discussion and Conclusion

In this study, which tries to reveal the effect of gender and marital status variables on teachers' well-being levels, 62 studies according to the gender variable and 34 studies according to the marital status variable were included in the meta-analysis. The sample sizes of the studies

analyzed in the research have been revealed according to the gender variable as 25088 and the marital status variable as 14522. It is seen that the gender variable does not have a significant effect on teachers' well-being levels. Hascher and Waber (2021) determined that there was no effect of gender in 10 of the studies conducted between the years 2000 and 2019 on teachers' well-being, and there was a difference in favor of women in four of them and favor of men in six of them. Again, Lau and the others (2022) found that gender was ineffective on teacher well-being. In another study, Matud, López-Curbelo, and Fortes (2019) found that gender is effective in well-being. Since there is no other meta-analysis study on teachers' well-being by gender, comparing these results was impossible.

As a result of the moderator analysis, there was no difference in the effect sizes of the studies according to the type of school, the region where the research was conducted, the branch of the teacher, the type of publication, the teaching level, and the gender of the researcher. Teachers' well-being levels show that the effect of the marital status variable is low. Hascher and Waber (2021), in their study on teachers' well-being between the years 2000 and 2019, found a positive effect in favor of married people in two of the 3 studies and that there was no effect in a study.

As a result, because it is necessary to develop policies and programs that will ensure teachers' well-being, there is a wide range of research on that well-being and teacher well-being in the world and the well-being of Türkiye. It continues to attract significant scientific interest, and then we suggest a need for meta-analysis and meta-synthesis type studies. Again, there should be consensus on the multidimensionality and essential elements of well-being. It can also be suggested that affective, cognitive, psychological, and physiological dimensions must be combined. The teaching profession should turn to new research, including its interaction with out-of-school elements and difficulties.

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Ethics Committee Permission

Since this research is a meta-analysis study, it does not require the decision and permission of the ethics committee.