



Research Article

Visual arts teachers' mental well-being nurturing gifted students

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Abstract

The purpose of this research is to examine the mental well-being of visual arts teachers of nurturing gifted students at Science and Art Center (SAC) that educational institute for supporting gifted in terms of some variables. In this context, mental well-being levels of visual arts teachers were examined in terms of "gender", "seniority", "marital status" and "education level" variables. It is a descriptive study in the survey model, which is one of the quantitative research methods. The population of the research consists of 234 visual art teachers working in SAC in the academic year of 2021-2022. The sample of the research consists of 171 visual arts teachers selected by the easily accessible sampling method in the SACs. The data of the study were collected with the data collection tool "Warwick-Edinburgh Mental Well-Being Scale" developed by Tennant et al. (2007) and adapted into Turkish by Keldal (2015). have become it has emerged. In addition, it was revealed that visual arts teachers' having different gender, age, marital status and education level did not make a significant difference on mental well-being levels.

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Introduction

Teachers have a critical role in the academic success, personalities and moral tendencies of the students who grow up in educational institutions. Teachers' personalities, moral structures and mental well-being are also effective in the development of gifted students like all students (Levent & Bas-Dogan, 2022). It is known that individuals who are creative, change-making, and high-level thinking skills that lead societies in the historical process have superior abilities (Avcı and Sakallı Demirok, 2022). In our age, the great need for gifted individuals for humanity requires these individuals to be identified and trained in line with their abilities. For this reason, teachers who will train gifted students should have good mental well-being as well as their personality, morality and education level.

Curren (2017) underlines that gifted students will receive a better education through a qualified education program and teachers who are psychologically and spiritually good. In this sense, it is of great importance that teachers of gifted students, who have a critical importance for societies, have some qualifications. The General Directorate of Special Education and Guidance Services (2018) listed the qualifications that should be possessed by teachers who teach gifted students. These qualifications are listed as having competencies related to the profession, fair, impartial, cooperative, democratic, flexible, humorous, good morals and personality. It is seen that all these features are related to physical, mental and social health, which are included in the scope of mental well-being.

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Gifted Education in Turkiye

The definitions made on gifted individuals are handled in different ways by different researchers. In our country, in the SAC Directive, a definition is introduced on the definition of a gifted individual that everyone will agree on. It is stated that individuals who can learn quickly compared to their peers, are better than their peers in abilities such as creativity, art and leadership, have special academic abilities, can comprehend abstract thoughts, act independently in areas of interest and enjoy it, and perform at a high level compared to their peers can be defined as special talented. (MoNET, 2018).

The training of gifted individuals with the above skills is of strategic importance for countries (Kaynar, 2018; Sahin & Kargin, 2013). In our country, it is known that the education given to gifted individuals has a certain history. The process started with Enderun Schools for the selection, placement and education of specially talented individuals in the Ottoman Empire. With the establishment of the Republic of Turkey, the Law of Unification of Education, the selection of individuals with special talents in education passed to the Village Institutes. With the closure of this institution, institutions such as Teacher High School, Anatolian High School, Science and Social Sciences High Schools received the education of gifted individuals. The buildings established only for gifted individuals and the training programs specially prepared for them started in 1993 (Opengin, 2018). Ankara Yasemin Karakaya SAC started education in 1995, being the first of the public private education institutions that provide education for gifted children and their number reaches 350 throughout Turkey. It is known that the number of gifted individuals and SAC providing education to these individuals is 350 in 81 provinces as of 2022 in our country. SAC is an independent private education institution established by the General Directorate of Special Education Guidance and Counseling Services under the Ministry of National Education, in order to enable gifted individuals studying at pre-school, primary and secondary education levels to realize and develop their own abilities during their out-of-school time without interrupting their education in their own schools (MoNET, 2018).

Gifted Teachers' Psychological Structures

One of the most important factors in identifying gifted students and developing them in line with their abilities is the teachers who will train these individuals. In this context, the physical, physical, spiritual and mental well-being of SAC teachers is critical in raising gifted individuals as successful and healthy individuals.

Teaching is defined as a professional profession in which education and related management duties are undertaken by the state (MoNET, 2017). In addition, teaching is defined as the people who guide students in gaining desired behaviors (Demirel, 2010). When the definitions of the teaching profession are considered, it is seen that the profession has student, parent, individual and professional dimensions. This multidimensional situation brings with it many responsibilities related to the profession and therefore stress factors. It is accepted that the teaching profession is among the professions exposed to stress (Surgevil, 2006). In this sense, the mental well-being of teachers, who are the pioneers of education, is an important factor in the quality of education, which is an important factor in the development of societies (Aslan et al, 2021).

Gifted Teachers are known to have personality traits that respect differences, think critically and are open to criticism, sincere, sincere, creative, energetic, democratic, sympathetic, open to communication, and have feelings of love and compassion towards students (Mertoglu, 2018; Sarar, 2018). Due to all these positive personality and psychological characteristics, it also enables gifted students to be supportive of their psychological state.

Teacher' Well-being

It has been observed that the concept of mental well-being is defined differently by different researchers in the literature. The origin of the concept was put forward by World Health Organization (WHO) in 1948. In the definition made by WHO, mental well-being is defined as being aware of one's abilities, leading a meaningful life, and having the ability to overcome the stress in one's life. Mental well-being is also seen in individuals experiencing inner peace, contentment, happiness and joy, establishing positive relationships with others, feeling in touch and supported, and being self-confident and strong (indomitable). In this context, it is seen that there is more than one element in the definition of the concept. Yavuz (2006) states that these elements are self-esteem, satisfaction, satisfaction with life, and a qualified social

relationship. In this sense, it can be said that mental well-being is a two-dimensional concept. The first of these is subjective well-being, in which there is a high level of positive satisfaction with life (Diener, 1984), while the other is psychological well-being in the sense of self-realization (Waterman, 1993).

Considering that the teaching profession is stressful and the effects of this situation on the performance of teachers, this negative situation needs to be overcome. For this, it is important to determine the mental well-being levels of teachers first. Because individuals with high mental well-being levels struggle more effectively than negative and stressful situations (Danisment, 2012).

When the domestic studies on mental well-being were examined, it was determined that these studies were conducted with university students (Aydinay, 2019; Bahar, 2020; Dogru, 2020; Kilincoglu, 2020; Muraz, 2019; Yilmaz, 2021). In addition, high school students (Bakir, 2017; Koc, 2019; Tosun, 2020), pregnant women (Ozer, 2019), licensed athletes (Pulat, 2021), adults (Bilir, 2017; Ozyildirim, 2021), public employees (Kayalik, 2017), nurses (Dalokay, 2022; Erdogan, 2021) in terms of mental well-being were also encountered.

When the studies conducted abroad on mental well-being were examined, it was determined that the majority of these studies were conducted on students from different grade levels (Bjørnsen, Espnes, Eilertsen, Ringdal & Moksnes, 2019; Hoffman, & Miller, 2020; Morgan, Currie, Due, Gabhain, Rasmussen, Samdal & Smith, 2008; Mackenzie & Williams, 2018; Östberg, 2003; Spratt, Shucksmith, Philip & Watson, 2006; Sun, Liu & Tao, 2015; Walsh, Harel-Fisch & Fogel-Grinvald, 2010). In addition, research on mental well-being was found on teacher children (Danby & Hamilton, 2016). Among these studies, Clarke, Friede, Putz, Ashdown, Martin, Blake, Adi, Parkinson, Flynn, Platt & Stewart-Brown (2011) conducted a study that validated the Warwick-Edinburgh Mental Well-Being Scale.

Visual Arts Teachers for Gifted Student

In the education of the gifted, two definitions are made in Turkey: mental and artistic. These children are selected by scoring their studies, such as getting postgraduate education in the field of education or in the field of education, in the selection of teachers for the SACs where they receive support education. Visual arts teachers take part in the education program of gifted students selected in the field of art, at the stages of adaptation, support, individual talent, special talent development and project. They provide group and individual instruction to students. The emotional state of these teachers is very important, especially at the project stage, as they mentor gifted children in providing individual education. These teachers need to have good mental well-being levels in order to adjust both their psychological state through their creative personalities and their teaching situations.

Problem of Study

When the studies conducted in Turkey and abroad are evaluated, it has been determined that there are no studies on the mental well-being of teachers who teach gifted students. Therefore, in this study, it is aimed to examine whether the mental well-being of Visual Arts Teachers differs significantly in terms of "gender, age, marital status and educational status" variables. For this purpose, answers to the following questions will be sought:

- What is the mental well-being level of visual arts teachers?

Sub-problems are;

- What is the mental well-being levels of visual arts teachers according to gender/marital status/age/graduation?

Method

The method of the research is the quantitative research method. The model of the research is in the scanning model. The research was carried out as a descriptive study (Karasar, 2009). It is a model that handles a situation that exists in scanning models with an objective eye without any interpretation (Karasar, 2009). At the same time, numerical values for a variable were collected in this study. All collected data were subjected to statistical processes to be presented after being described. In this sense, the research is seen as a descriptive statistical model (Buyukozturk, 2014: 6). In this study, the mental well-being level of the visual arts teachers was considered as a dependent variable. In addition, gender, marital status, age and education level of visual arts teachers were considered as independent variables.

Participants

The universe of this research consists of 234 visual art teachers working in SAC. The sample of the research consists of 171 visual arts teachers, who participated in the research voluntarily and determined by simple random-random sampling method, one of the probability sampling methods from SAC in Turkey. Pandemic conditions were taken into account when determining the sample. For this reason, simple random-random sampling method, which is one of the most convenient methods, was preferred. Because in this sampling method, the margin of error can be evaluated statistically when generalizations are made about the universe based on sampling. This sample also provides the researcher with the chance to apply statistics that enable meaning-making (Balci, 2021). This method, each unit in the universe has an equal probability of being selected for sampling. In addition, the rule of neutrality can be applied in this sample. Moreover, no knowledge of the characteristics of the universe and their distribution is required. This method is seen as a shortcut to be carried out in the conditions where the names of the participants in the research universe are included. Sample selection is based on chance. This allows the calculation of the sampling error. In addition, the level of confidence can be determined. Research data were collected by creating a Google Scale Form instead of face-to-face due to the Covid-19 outbreak. 171 visual arts teachers responded to the form. Frequency and percentage distributions of demographic information regarding the research sample are given in the tables below. The distribution of the gender variable of the visual arts teacher in the sample group is given in Table 1.

Table 1. Distribution of the sample group by gender

Gender	N	%
Female	88	51.5
Male	83	48.5
Total	171	100.0

According to Table 1, 51.5% (n=88) of the sample consists of female visual arts teachers and 48.5% (n=83) male visual arts teachers. The distribution of the marital status variable of the visual arts teachers in the sample group is given in Table 2.

Table 2. Distribution of the sample group by marital status

Marital status	N	%
Married	107	62.6
Single	64	37.4
Total	171	100.0

When Table 2 is examined, 62.6% (n=107) of the sample consists of married visual arts teachers, while 37.4% (n=64) consists of single visual arts teachers. The distribution of the age variable of the visual arts teachers in the sample group is given in Table 3.

Table 3. Distribution of the sample group by age

Age	N	%
Ages 30-below	23	13.5
30-39 Age	73	42.7
40-49 Age	33	19.3
Age 50-Over	42	24.6
Total	171	100.0

When Table 3 is examined, 42.7% (n=73) of the sample is 30-39 years old, 24.6% (n= 42) is 50-over age group, 19.3% (n= 33) is 40-49 years old visual arts group form teachers. In addition, 13.5% of the sample (n= 23) consists of visual arts teachers who are under the age of 30. The distribution of the variable of educational status of the visual arts teachers in the sample group is given in Table 4.

Table 4. Distribution of the sample group according to the education level variable

Education	N	%
Undergraduate	80	46.8
Post-graduate	91	53.2
Total	171	100.0

According to Table 4, 53.2% (n= 91) graduate and 46.8% (n= 80) undergraduate visual arts teachers of the sample of the study constitute.

Data Collection Tools

The scale was developed by Tennant et al. (2007). Keldal (2015) adapted this scale into Turkish. The number of items in the scale is fourteen. There is no negative item in the scale. So it's all positive. Likert statements in the scale were determined as "I strongly disagree", "I agree little", "I agree at a moderate level", "I mostly agree", "I completely agree". In this context, the scale has a five-point Likert structure. The highest score a participant can get is 70. The lowest score to be obtained is 14. A high score means high psychological well-being.

The scale score range is between 1.00 and 5.00. In this context, a score approaching 5 means that mental well-being is high. However, if the score approaches 1.00, low mental well-being can be mentioned. The Cronbach Alpha coefficient found by the researcher who adapted the scale is 0.89. This shows that the scale is reliable. As a result of the reliability analysis of the scale in this study, the reliability coefficient was found to be .899. This shows that the scale used in the research is quite reliable.

There is no negative item in the scale. As a result, the scale consists of a total of 14 items in a 5-point Likert type, all of which are positive.

Data Analysis

The data used in the research were collected with the "Mental Well-Being Scale". The collected data were analyzed with the IBM SPSS Statistics 21 package program. The findings obtained from the data were statistically evaluated at the 95% confidence interval ($p < 0.05$) at the level of significance. The data collected through the scale were loaded into the SPSS package program. Then, it was analyzed with statistical techniques predicted according to the research problems. First of all, it was checked whether the data were homogeneously distributed across the scale and in terms of all variables. Since the number of research samples was more than 50, Kolmogorov-Smirnov test results were taken into consideration. Since the data were homogeneously distributed, a t-test was used to compare the means of a dependent variable obtained from two independent groups, from parametric tests. In addition, the ANOVA test was also used, which compares the means of a dependent variable obtained from more than two groups. The statistical methods and techniques used according to the statistical data obtained as a result of the research are given below.

- Descriptive statistics were used in the study. By means of this statistic, the distribution of the population and the sample regarding the demographic variables has been discussed.
- In case the distributions of the groups were homogeneous, whether the difference between the mean of the two independent groups was significant or not was examined with the parametric test. In this context, the t-statistic was used. For this reason, the t-test was used because the groups were homogeneously distributed in the variables of gender, marital status and educational status.
- Since the group distributions show normal distribution, whether the difference between the mean scores of three or more groups is significant or not was determined by the ANOVA (F) statistic, which is a one-way analysis of variance. ANOVA (F) statistic, which is one-way analysis of variance, was used in the study because the data related to the age variable showed a homogeneous distribution.

Validity and Reliability

The procedures listed below were carried out for the validity and reliability of the research.

- Necessary permissions were obtained from the researchers who developed the data collection tool for the data collection tool applied in the study via e-mail. The e-mail correspondence regarding the permission to use the Warwick-Edinburgh Mental Well-Being Scale is provided in the Appendix.
- Permission to use the data collection tools used in the study was submitted to the Inonu University Institute of Educational Sciences, Ethics Committee Approval Certificate.
- Data collection with scale was collected by the researcher himself during the application. In this context, it is aimed to prevent any data loss that may occur during the application of the researcher.
- The data of the study were separately entered into the IBM SPSS Statistics 21 package program by an expert together with the researcher. It is aimed to prevent any wrong data entry during the process by comparing the data after the data entry.
- Reliability analysis was performed in the IBM SPSS Statistics 21 package program for the measurement tool. The Cronbach Alpha coefficient, which was found by the researcher who adapted the scale, was found to be 0.89. As a result of the reliability analysis of the scale in this study, the reliability coefficient was found to be .899. This result shows that the scale used in the study is reliable.

Findings

The first sub-problem of the research is “What is the Mental Well-Being Level of Visual Arts Teachers?” has been determined. The measurements of the mental well-being levels of the visual arts teachers included in the research are given in Table 6.

Table 6. Visual arts teachers' mental well-being mean score

Scale	N	\bar{x}	ss	Min.	Max.
Mental Well-Being	171	4.05	0.53	2.36	5.00

According to Table 6, it is seen that the Visual Arts teachers have an average score of Warwick-Edinburgh Mental Well-Being Scale ($\bar{x}=4.05$). The mean scores of the Visual Arts teachers from the scale were calculated as minimum ($\bar{x}=2.36$) and maximum ($\bar{x}=5.00$). It was determined that the Visual Arts teachers' mental well-being levels were at a “high level” with the average score they got from the Warwick-Edinburgh Mental Well-Being Scale ($\bar{x}=4.05$), and they gave a high level of “I mostly agree” response to the scale statements.

When the above findings are examined, it can be said that the Visual Arts teachers of the SAC have a high level of mental well-being.

The second sub-problem of the study is to determine whether the mental well-being levels of Visual Arts Teachers show a significant difference according to gender, age, marital status and educational status. For this reason, the findings regarding whether the mental well-being levels of the visual arts teachers participating in the research differ significantly according to their personal characteristics are given below.

Findings Related to Gender Variable

First of all, the normality of the distributions regarding the gender variable of the Visual Arts Teachers' Mental Well-Being levels was analyzed with the Kolmogorov-Smirnov test and it was determined that the distributions were normal (F-Swomen=0.075 p=0.200; F-Smale=0.092 p=0.082). In addition, the homogeneity of the variances of the measurements was also examined with the Levene test, and it was determined that the condition of homogeneity of the variances was met in general (F=0.295; p=0.588). Accordingly, independent groups t-test, which is a parametric test, was applied. The t-test results regarding the gender variable of the Mental Well-Being Levels of the Visual Arts Teachers participating in the research are given in Table 7.

Table 7. T-test results of visual arts teachers by gender

Scale	Gender	n	\bar{x}	ss	t	sd	p
Mental Well-Being	Female	88	4.03	0.51	-0.417	169	p= 0.677
	Male	83	4.07	0.55			
	Total	171					

p<0.05

According to Table 7, it is seen that the mental well-being levels of Visual Arts Teachers do not show any significant difference in general ($t=-0.417$; $p=0.677$) according to the gender variable.

In the light of the above findings, it can be said that the gender of the visual arts teachers does not make any significant difference on their mental well-being. It can be said that the fact that the visual arts teachers participating in the research are male or female does not make any significant difference on their mental well-being levels.

Findings Related to the Marital Status Variable

The normality of the distributions of the Visual Arts Teachers' Mental Well-Being levels related to the marital status variable was analyzed with the Kolmogorov-Smirnov test and it was determined that the distributions were normal (K-Smarried=0.075 $p=0.174$; K-Ssingle=0.064 $p=0.200$). In addition, the homogeneity of the variances of the measurements was also examined with the Levene test, and it was determined that the condition of homogeneity of the variances was met in general ($F=0.220$; $p=0.640$). Accordingly, independent groups t-test, which is a parametric test, was applied. The t-test results regarding the marital status variable of the mental well-being levels of the Visual Arts Teachers participating in the research are given in Table 8.

Table 8. T-test results of visual arts teachers by marital status

Scale	Marital Status	n	\bar{x}	ss	T	sd	p
Mental Well-Being	Married	107	4.08	0.53	0.957	169	p=0.340
	Single	64	4.00	0.53			
	Total	171					

p<0.05

According to Table 8, it is seen that the mental well-being levels of Visual Arts Teachers do not show any significant difference according to the marital status variable in the scale ($t=-0.957$; $p=0.340$).

In the light of the above findings, it can be said that the marital status of visual arts teachers does not make any significant difference on their mental well-being. It can be said that whether the visual arts teachers participating in the research are married or single do not make any significant difference on their mental well-being levels.

Findings Related to Age Variable

The normality of the distributions of the Visual Arts Teachers' Mental Well-Being levels related to the age variable was analyzed with the Kolmogorov-Smirnov test and it was determined that the distributions were normal (F-S30-below age=0.114 $p=0.326$; F-S30-39 age=0.073 $p=0.200$; F-S40-49 age=0.108 $p=0.219$; F-S50-above age=0.093 $p=0.363$). In addition, the homogeneity of the variances of the measurements was also examined with the Levene test, and it was determined that the homogeneity of the variances in the scale was met ($F(3-167)=0.220$; $p=0.882$) According to this, one-way F (variance) analysis ANOVA test was applied for the independent groups since the parametric test assumption was provided. The distribution of the Mental Well-Being Levels of the Visual Arts Teachers participating in the research regarding the age variable is given in Table 9.

Table 9. Distribution of visual arts teachers by age

Scale	Age	N	\bar{X}	ss	Homogeneity
Mental Well-Being	30-below age	23	4.1491	.50550	p= 0.200
	30-39 age	73	4.0900	.50198	
	40-49 age	33	4.0628	.57387	
	50-above age	42	3.9218	.55414	
	Total	171	4.0514	.53099	

According to Table 9, it is seen that the mental well-being levels of Visual Arts Teachers are "high" in the scale, according to the age variable (\bar{x} =4.05, sd =0.53). In general, it is seen that the arithmetic mean score (\bar{x} =4.15) with the highest level of mental well-being is among the visual arts teachers who are in the "high" level with the average of 30-under age group. In addition, it is seen that the arithmetic mean (\bar{x} =3.92) with the lowest mental well-being level is between the average and "high" level among the visual arts teachers aged 50 and over.

In order to see whether the difference between the above averages is significant or not, the F (Variance) analysis ANOVA Test was performed. The results of the F (Variance) analysis ANOVA Test regarding the age variable of the mental well-being levels of the visual arts teachers participating in the research are given in Table 10.

Table 10. Visual arts teachers' ANOVA test results by age

Scale		Sum of Squares	Sd	Mean Square	f	p
Mental Well-Being	Between Groups	1.038	3	.346	1.233	p= 0.300
	Within Groups	46.893	167	.281		
	Total	47.931	170			

p<0.05

According to Table 10, it is seen that the mental well-being levels of Visual Arts Teachers' mean scores of mental well-being levels [F(3-167)= 1.233, p= 0.300] in general according to the age variable do not show a significant difference.

In the light of the above findings, it can be said that the age of visual arts teachers does not have any significant difference on their mental well-being. It can be said that the age of the visual arts teachers participating in the research does not make any significant difference on their mental well-being levels.

Findings Related to Educational Status Variable

The normality of the distributions of the Visual Arts Teachers' Mental Well-Being levels related to the educational status variable was analyzed with the Kolmogorov-Smirnov test and it was determined that the distributions were normal (F-Bachelor=0.088 p=0.189; K-S graduate=0.054 p=0.200). In addition, the homogeneity of the variances of the measurements was also examined with the Levene test, and it was determined that the condition of homogeneity of the variances was met in general (F=1.615; p=0.206). Accordingly, independent groups t-test, which is a parametric test, was applied. The t-test results regarding the educational status variable of the mental well-being levels of the Visual Arts Teachers participating in the research are given in Table 11.

Table 11. T-test results according to the education level of visual arts teachers

Scale	Education Level	n	\bar{x}	ss	t	sd	p
Mental Well-Being	Undergraduate	80	4.02	0.56	-0.752	169	p=0.453
	Postgraduate	91	4.08	0.51			
	Total	171					

p<0.05

According to Table 11, it is seen that the mental well-being levels of Visual Arts Teachers do not show any significant difference in the scale (t=-0.752; p=0.453) according to the variable of educational status.

In the light of the above findings, it can be said that the education level of visual arts teachers does not make any significant difference on their mental well-being. It can be said that the fact that the visual arts teachers participating

in the research are at different educational levels does not make any significant difference on their mental well-being levels.

Discussion and Conclusion

The results of this research, which examines whether the variables of gender, marital status, age and educational status of visual arts teachers working in SACs make a significant difference on their mental well-being, are given below.

- It has been determined that visual arts teachers have a high level of mental well-being.
- Visual arts teachers' having different genders did not make a significant difference in their mental well-being.
- There was no significant difference in mental well-being of visual arts teachers being married or single.
- It has been determined that the age differences of visual arts teachers do not have a significant difference on mental well-being levels.
- It has been observed that the differences in the education levels of visual arts teachers do not have a significant difference on their mental well-being levels.

In the study, it was concluded that the mental well-being levels of visual arts teachers were high. It can be said that the work of the visual arts teachers participating in the research at the SAC was effective in the emergence of this result. Because Science and Art SAC Centers offer teachers a more comfortable working environment than other formal education institutions due to their existing artistic environments, painting workshops and necessary physical conditions. In addition, it can be said that the selection of art students by examination in SAC and the low number of them reduce the professional burden and stress on teachers. It can be said that this situation may have positively affected the mental well-being levels of the visual arts teachers in the SAC.

In the study, it was seen that the visual arts teachers' having different genders did not make a significant difference on their mental well-being levels. In the literature, there are studies supporting this result (Bahar, 2020; Demirci, 2021; Duman, Goksu, Koroglu and Talay, 2020; Karacam and Pular, 2019; Kilincoglu, 2020; Pulat, 2021; Timur, 2008; Tosun, 2020). However, different research results that do not support this result of the research (Cengiz, 2018; Diener & Diener, 1995; Gonener, Ozturk & Yilmaz, 2017; Kayalik, 2017; Saricaoglu, 2011; Oymak, 2017; Gocet & Tekin, 2014; Tunc, 2021) found. Bahar (2020) found that there is no significant difference between the mental well-being of men and women in terms of gender. In addition, Duman, Goksu, Koroglu, and Talay (2020) found in their research that gender differences do not make any significant difference on mental well-being. Cengiz (2018) found in his research that women have higher mental well-being levels than men. However, Oymak (2017) found in his research that men have a higher level of mental well-being than women. Tunc (2021), in his research on teachers' spiritual resources and mental well-being during the Covid-19 pandemic period, found that men have higher mental well-being scores than women. It is stated that women are affected more negatively in terms of psychological health under stress than men (Hafner & Spence, 1988, Whitton & Kuryluk, 2012). In addition, Kayalik (2017) saw the role of women in family life and work-family conflict as the reason why women's mental well-being is lower than men. Pulat (2021) attributed the higher level of mental well-being of women compared to men to women's personal development, being more successful in social relations, and better expressing their feelings and thoughts. When these results in the literature are evaluated, it can be said that there are different results about whether gender creates a significant difference on mental well-being. As a matter of fact, Kilincoglu (2020) states that it is not correct to make a definite judgment between mental well-being and gender, and that the different results between these two variables may be due to the different socio-demographic characteristics of the participants and the inclusion of people with different profiles in the research. Aslan, Erturk, Arutay, Ardic, and Sonkur (2021) argued that men's mental well-being levels are higher than women's, and the reason for this is not only related to women's teaching profession. Because even if female teachers teach at school, being both mothers of children and housewives at home affects their mental well-being.

In the study, it was concluded that the visual arts teachers being married or single did not make a significant difference

on their mental well-being levels. However, there are studies in the literature that do not support this result. Kayalik, (2017) master's thesis study, found that the level of mental well-being differs according to marital status. According to this, it was stated that the mental well-being of the married people was higher than the single ones. It can be said that this result is due to the fact that the life satisfaction of married people is higher than that of singles. Because with the increase in the quality of life with marriage, social relations also increase. It can be said that this situation causes married people to feel better mentally than singles. Marital status is a socio-cultural phenomenon. In this sense, it is related to culture (Yildirim, 1993). In addition, marriage is a concept associated with emotions and behaviors such as love, commitment and trust (Bozgeyikli and Toprak, 2013). In this sense, it is known that married people are better in emotional understanding than singles, their needs such as love and togetherness are met, and because of reasons such as being healthy and having a low age of death, married individuals are in a better state of mind (Tutuncu, 2012). Couples who have a place in society by getting married lead a more productive life in terms of social relations. It can be said that these reasons cause married couples to have mental well-being. This situation is explained by the concept of satisfaction in marriage by Burr (1970). According to him, a subjective situation that occurs when the purpose and desire of the individual is met at a certain level is seen as satisfaction in marriage. According to this concept, they enter into a state of psychological pleasure due to the social and individual duties (making common decisions, sharing professional problems, mutual attitude, love, sexual satisfaction) in marriage (Sokolski & Hendrick, 1999).

Another result of the research was that the visual arts teachers' being at different ages did not make a significant difference in their mental well-being levels. In the literature, there are studies supporting this result (Aslan, Erturk, Arutay, Ardic, & Sonkur, 2021; Demirci, 2021; Kilincoglu, 2020; Ryff, 1989; Sandikci, 2014), as well as research results that do not support this result (Gonener, Ozturk, & Yilmaz, 2017). ; Kayalik, 2017; Ozer, 2019; Tosun, 2020). When the research results in the literature on whether the differences between age groups make a significant difference on mental well-being or not, it can be said that a direct and definite judgment cannot be made between age and mental well-being. Aslan, Erturk, Arutay, Ardic, and Sonkur (2021) concluded in their study that the fact that the participants were at different ages did not make a difference on their mental well-being. However, there are also research results showing that there is a significant relationship between age and mental well-being (Eryilmaz & Ercan, 2011) and that mental well-being increases positively as age progresses (Kermen, 2013). It can be said that as individuals get older, putting their social, professional and family institutions in order meets their psychological expectations, and this situation may make a difference on their mental well-being in later ages. Otherwise, it can be argued that it will make a negative difference on mental well-being. In addition, the lack of a significant difference between mental well-being and age may be due to the fact that the age groups of the participants in the studies were very close to each other.

Another result of the study is that visual arts teachers' having different educational backgrounds does not make any significant difference on their mental well-being. According to this result, although the education level is different, there is no significant difference between the mental well-being levels of visual arts teachers. When the literature is examined, there are studies supporting this result (Camlik, 2013; Demir, 2021; Kayalik, 2017; Pulat, 2021) as well as results that do not support this result (Demir, Namli, Hazar, Turkeli, & Cicioglu, 2018; Diener, 1984). In the study conducted by Demir (2021), it was concluded that there was no significant difference between the educational status of the participants and their mental well-being. It has been observed that the level of mental well-being increases as the education level increases. Demir, Namli, Hazar, Turkeli, and Cicioglu (2018) found the opposite result in their research. In their study, they found that the fact that the participants were at different educational levels made a significant difference on their mental well-being levels. The reason why different research results are found in terms of whether there is a significant difference between educational status and mental well-being in the literature can be shown as the unequal distribution of the variables related to the educational status of the individuals participating in the research. In addition, due to the fact that the process of increasing the level of education is a strenuous, stressful and challenging process, individuals are worn out in terms of mental, physical and mental health, which negatively affects their mental well-being. However, it can be said that mental well-being is positively affected by the increase in educational status, the better living conditions of individuals, and the satisfaction of their needs for knowing, wondering and social status.

Recommendations

Based on the findings obtained in this study, which deals with the mental well-being of visual arts teachers in SAC, the following suggestions are given.

- Due to the understanding of the importance of mental well-being, necessary information can be given to visual arts teachers. Psychological support, information and awareness activities can be given to teachers in order to maintain their health in terms of their mental well-being.
- The mental well-being levels of visual arts teachers in SAC should be followed regularly. In this study, mental well-being is considered alone. Future research can be conducted on the relationship between mental well-being and different variables such as motivation, organizational commitment, and burnout.
- The research was conducted for visual arts teachers in SAC. In future studies, studies that can include larger and different sample groups in different universes can be carried out.
- The research was carried out with a quantitative method in the screening model. In this context, quantitative data were collected. In future research, the research can be carried out in a mixed model in which qualitative data will be collected to support the quantitative findings. In this way, different results can be obtained in the research.
- In the literature, the scarcity of studies on students, teachers and administrators at educational levels has drawn attention. In the context of education on mental well-being, studies can be carried out for students, administrators and teachers.

Limitations of the Study

The limitations of the research are listed below;

- The research is limited to Visual Arts Teachers teaching with gifted in the 2021-2022 academic year.
- The data in the research is limited to the data collection tool applied within the scope of the research.
- The research is limited to the answers given by the Visual Arts Teachers teaching with gifted to the research tool.

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I declare that I have not taken any of the actions stated under the title of "Actions Contrary to Scientific Research and Publication Ethics" in this study. This research was approved by the Inonu University Social and Human Sciences Ethics Committee with the approval dated 24.09.2021 and numbered E.90674. No project or funding support was received in the research.

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