

Well-being of Academics Teaching at Faculties of Education in Türkiye: A Qualitative Analysis

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Abstract

Higher levels of education and well-being are the indicators of the prosperity of nations and consequently the world. The academics that work at faculties of education are among the building blocks that contribute to the well-being of nations through the teachers they educate. The main purpose of this study is to explore the views of academics teaching at faculties of education on how their well-being is affected by their marital status, administrative duties, and professional seniority. In this qualitative phenomenological study, the data were collected through in-depth interviews. The quota sampling technique was adopted to ensure the diversity of participants and the richness of data. The participants were A total number of 20 academics teaching at 7 different faculties of education in Turkey. The data were analyzed by content analysis and findings are discussed in relation to prior research in the literature. The results of the study suggest that; for marital status, that sharing life and having support in a balanced relationship, being a parent, and motivation provided by the partner increase academics' well-being while having to spare time to family and the negative social attitude towards single individuals negatively affect it. Regarding the administrative duties, taking responsibilities, being recognized for accomplishments, socialization, feeling of achievement, widening perspective, and reaching vast sources have a positive effect on well-being while the relationships based on self-interest and spending more time to administrative duties than academic studies reduce it. As for the professional seniority, accumulation of experience and knowledge, gaining titles, and widening social networks positively affect academics' well-being while injustice, not getting tenure, and bureaucratic obstacles have a negative effect.

Keywords: Well-being, faculty of education, academics, higher education, PERMA.

Eğitim Fakültesi Akademisyenlerinin İyi Oluşları: Nitel Bir Analiz

Öz

Yüksek eğitim ve iyi oluş düzeyi, ulusların ve dolayısıyla dünya refahının göstergesidir. Eğitim fakültelerinde görev yapan akademisyenler de yetiştirdikleri öğretmenlerle milletlerin iyi oluşlarına katkı sağlayan temel yapı taşlarındandır. Bu çalışmanın temel amacı, eğitim fakültelerinde görev yapan akademisyenlerin medeni durumlarının, idari görevlerinin ve mesleki kıdemlerinin iyi oluşlarını nasıl etkilediğine ilişkin görüşlerini araştırmaktır. Bu nitel fenomenolojik çalışmada, veriler derinlemesine görüşmeler yoluyla toplanmıştır. Katılımcıların çeşitliliğini ve veri zenginliğini sağlamak için kota örnekleme tekniği benimsenmiştir. Katılımcılar Türkiye'deki 7 farklı eğitim fakültesinde görev yapan toplam 20 akademisyendir. Veriler içerik analizi ile analiz edilmiş ve bulgular literatürde daha önce yapılan araştırmalarla ilişkilendirilerek tartışılmıştır. Araştırmanın sonucunda; medeni duruma ilişkin olarak hayatı paylaşma, dengeli ve destekleyici bir ilişkiye sahip olma, ebeveyn olma ve eş tarafından sağlanan motivasyonun akademisyenlerin iyi oluşlarını artırırken, aileye zaman ayırmak zorunda kalmaları ve bekar bireylere yönelik olumsuz sosyal tutumun iyi oluşu olumsuz etkilediği sonucuna ulaşılmıştır. İdari görevlerle ilgili olarak, sorumluluk alma, başarıların takdir görmesi, sosyalleşme, başarıya duygusu, dünya görüşünün gelişmesi ve geniş kaynaklara ulaşma iyi oluş üzerinde olumlu bir etkiye sahipken, kişisel çıkarıya dayalı ilişkiler ve idari görevlere akademik görevlerden daha fazla zaman ayırmak zorunda kalmanın iyi oluşu olumsuz etkilediği bulgularına ulaşılmıştır. Mesleki kıdemine ise, deneyim ve bilgi birikimi, unvan kazanma, sosyal ağların genişlemesi sebebiyle akademisyenlerin iyi oluşunu olumlu etkilerken, adaletsizlik, kadro alamama ve bürokratik engellerin iyi oluşu olumsuz yönde etki ettiği sonucuna ulaşılmıştır.

Anahtar kelimeler: İyi oluş, eğitim fakültesi, akademisyen, yükseköğretim, PERMA.

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INTRODUCTION

Throughout the ages, various philosophers have tried to discover the concept of happiness, and many considered happiness to be the highest good and ultimate motivation for human action (Diener, 1984). However, instead of studying how people can improve their quality of life and be happy, psychology dealt with pathologies and how to heal them for a long time. Fortunately, with the emerging of positive psychology, its focus has shifted to promoting well-being and preventing pathologies (Seligman & Csikszentmihalyi, 2000). Well-being has been increasingly regarded as not only the absence of mental disorders but also the existence of positive psychological resources. However, since it is completely subjective, there is no one definition of well-being being consented upon by the researchers (Ryan et al., 2019).

Among various research, well-being has been defined as a state where the ratio of positive emotions is higher than negative ones (Bradburn, 1969); ‘the global assessment of a person's quality of life according to his own chosen criteria’ (Shin & Johnson, 1978, p.478); eudemonic experiences such as positive psychological functioning, having a sense of meaning and having positive relationships with others (Ryff, 1989); hedonic experiences such as happiness, life satisfaction, and the presence of more positive affect and less negative affect (Diener, Suh, Lucas, & Smith, 1999); actualization of human potential (Waterman, 1993; Ryff & Keyes, 1995); happiness plus meaningfulness (McGregor & Little 1998); a person's considering their own life as desirable, pleasing, and worthy (Diener, 2009); subjective evaluation of one’s life (Diener & Ryan, 2009) and optimal psychological functioning and experience (Ryan & Deci, 2001).

Owing to the growing body of research in the field of positive psychology, a consensus appeared among scholars that well-being is not a single simple emotion (Diener & Kesebir, 2008) but a complex and multidimensional structure that can be affected by a variety of determinants (Huppert & So, 2013). Though scholars put forward various theories and models of well-being, most of the recent research discuss either psychological or subjective well-being theories (Ryan & Deci, 2001; Diener & Ryan, 2009; Lent, 2004). Assembling preceding theories into a single multidimensional model, Ryff (1989) introduced a six-dimensional (self-acceptance, personal growth, purpose in life, positive relations, environmental mastery, and autonomy) psychological well-being model as Diener et al. (1999) suggested a subjective well-being model consisting of three-dimensions (pleasant [positive] affect, unpleasant [negative] affect and life satisfaction).

Instead of comparing the two leading models of well-being, Seligman (2011) argues that his PERMA model of well-being integrates components of the prior theories. The PERMA acronym stands for the five dimensions of Seligman's (2011) multidimensional theory of well-being – positive emotions, engagement, (positive) relationships, meaning, and accomplishment. In the PERMA model of well-being, positive emotions refer to emotions like happiness, joy, enthusiasm, and contentedness. Engagement signifies being completely focused on an activity and losing the track of time, devoting oneself to an act or organization, or feeling engaged and absorbed in life. Positive relationships suggest having social and close interpersonal relationships, feeling accepted and cared for, and supported by others. Meaning refers to one’s feeling that their life is valuable, having a purpose in life, and serving and feeling connected to something greater than oneself. Accomplishment refers to having goals, being ambitious, making progress, achieving, and experiencing mastery. As Seligman (2011) argues, although they contribute to overall well-being, each PERMA dimension is independent, and one pursues every one of them for their own sake. Contributing to Seligman’s (2011) statement that each dimension can be defined and measured separately, Butler and Kern (2016) found that all dimensions of PERMA strongly relate to other indicators of well-being.

Predictors of well-being have been a major concern of the researchers and well-being has been extensively studied in relation to demographic factors. Research has shown that age (Diener & Ryan, 2009; Horley & Lavery, 1994; Mroczek & Spiro, 2005) and gender (Batz & Tay, 2017 ; Diener & Ryan, 2009; Fujita, Diener, & Sandvik, 1991) are not strong predictors of well-being while there is a positive link between marriage and well-being (Ben-Zur, 2012; Helliwell, Barrington-Leigh, Huang, & Harris, 2009; Shapiro & Keyes, 2008; Waite & Gallagher, 2000) as in the case with income and well-being (Diener, 1984; Easterlin, 1974). Additionally, studies suggest that employment is a predictor of well-being as unemployment affects it negatively (Clark, 2009; Diener & Ryan, 2009).

Diener (2009) suggested that there is no need in the literature for simple studies that investigate if the well-being of married people is higher than unmarried, but there is a need for more in-depth studies to understand the factors that affect the relationship between marital status and well-being. Since Diener’s remark (2009), the well-being literature has grown enormously. However, besides some systematic reviews by the pioneers of the field

(De Neve, Diener, Tay, & Xuereb, 2013; Diener et al., 2018), the main methods of research are still quantitative including meta-analyses (Bücker, Nuraydin, Simonsmeier, Schneider, & Luhmann, 2018; Bowling, Eschleman, & Wang, 2010; Fischer & Boer, 2011; Klug & Maier, 2014; Luhmann, Hofman, Eid, & Lucas, 2012; Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2016; Yu, Levesque-Bristol, & Maeda 2018), developing measures (Seder & Oishi, 2012; Diener, Inglehart, & Tay; Deaton & Stone, 2016; Kern, Waters, Adler, & White, 2015; Benjamin, Cooper, Heffetz, & Kimball, 2017; Frey & Stutzer, 2012; Kern, Benson, Steinberg, & Steinberg), longitudinal studies (Steptoe & Wardle, 2011; De Neve & Oswald, 2012) and cross-cultural studies (Galinha, Garcia-Martin, Oishi, Wirtz, & Esteves, 2016; Diener, Helliwell, & Kahneman, 2010; Graham & Pouzelo, 2017; Church et al., 2013; Oishi, Graham, Kesebir, & Galinha, 2013).

Recently, the current well-being of people, the factors affecting well-being, and steps to take for future well-being has become a concern of many countries and institutions. It has been proved that the gross domestic product (GDP) is not the sole approximation of the prosperity of nations, and it needs to be complemented by assessing well-being (Seligman, 2011). In their longitudinal study, Fowler and Christakis (2008) have found that well-being is contagious as it spreads to neighbors, family, and friends in the social network of a person. Since high levels of well-being affect not only the person but also the community (Diener & Ryan, 2009), many countries and policymakers have started studying well-being to assess the public well-being to take necessary actions to prosper. In the US, the Centers for Disease Control and Prevention [CDC] has been conducting the Health-Related Quality of Life Program since 2007 to integrate well-being into health promotion. In the UK, Office for National Statistics [ONS] developed the Measuring National Well-being Programme [MNW] in 2010 to help people understand and monitor the well-being, and it has been measuring the well-being of the nation and publishing reports since then. In 2010, Organization for Economic Cooperation and Development [OECD] introduced OECD Better Life Index that compares well-being across countries based on eleven topics - including subjective well-being - while OECD's Programme for International Student Assessment [PISA] has been examining student well-being since 2015.

According to Ryan and Deci (2001), the well-being of a person affects those around them and develops a sense of collective well-being. As the well-being of an individual is a vital indicator of the well-being of the society, to improve and to help people to fulfill their potential (Diener, Oishi, & Tay, 2018), the well-being of the professions that has an undeniable influence over the public becomes more of an issue in well-being studies. Bearing the contagious and collective characteristic of well-being in mind (Ryan & Deci, 2001; Fowler & Christakis, 2009), it can be presumed that educators are important contributors to public well-being. As such, academics with high levels of well-being are likely to be effective teachers with competence in scholarship, pedagogical knowledge, skills, classroom leadership, and management (Walker & Hale, 1999; McCallum, 2008). It can be inferred that the academics who work at faculties of education set future educators a perfect example by fostering the well-being of their nation through the teachers they educate.

It has been reviewed that the studies concerning the well-being of academics are limited to studies such as work-related well-being (Kinman, Jones, & Kinman, 2006; Williams, Thomas, & Smith, 2017), the well-being and work-family conflict (Winefield, Boyd, & Winefield, 2014), well-being and work-related need satisfaction (Dogan & Eryilmaz 2016), and predictors of research assistants' well-being (Koç & Keklik, 2020). To provide a more comprehensive and in-depth study of academics' well-being, this study aims to explore the views of academics on how their marital status, administrative duties, and professional seniority affect their well-being. This study is expected to contribute to the quality of teacher education by shedding light on the factors affecting the well-being of academics teaching at faculties of education. It will also provide the policymakers with more scientific data as the number of well-being research conducted with academics is limited in the literature. Also, the present research is believed to go beyond previous efforts by investigating the well-being of academics thoroughly and putting forward academics' views and experiences as well as providing valuable insight into the well-being literature.

To explore how the marital status, administrative duties, and the professional seniority affect academics' wellbeing, the following research questions were investigated in the research:

According to academics,

1. How does marital status affect positive emotions, engagement, relationships, meaning, and accomplishment dimensions of well-being?
2. How do administrative duties affect positive emotions, engagement, relationships, meaning, and accomplishment dimensions of well-being?

- How does professional seniority affect positive emotions, engagement, relationships, meaning, and accomplishment dimensions of well-being?

METHOD

Research Design

In this study, the researchers utilized phenomenological qualitative research by conducting semi-structured in-depth interviews to explore the views and experiences of academics working at faculties of education on their well-being. Qualitative research aims to interpret phenomena in their natural setting by investigating peoples' understanding of them (Denzin & Lincoln, 2005) as phenomenology is the study of the phenomena that we are aware of but not thoroughly and deeply understand (Neubauer, Witkop, & Varpio, 2019). According to Creswell (2013), phenomenology is not just a descriptive process but also an interpretive method that is used to bring down individual experiences about a phenomenon into global statements. In phenomenological studies, researchers explain the phenomenon first, then they gather data from people who have experienced the phenomenon, and at last, they put forward a holistic description that comprises the essence of every experience (Creswell, 2013). The phenomenon in this study is the well-being of academics who work at faculties education. To gather in-depth information about the experiences and views of participants of the phenomena (Christensen, Johnson, & Turner, 2015) and to acquire a comprehensive understanding of the well-being of academics, semi-structured interviews were conducted in this research.

Participants of the Study

To make collecting information-rich data and analysis possible from a group of cases, Patton (2015) offers group characteristics sampling strategies. In this study, quota sampling – one of the group sampling strategies – was adopted. In quota sampling, a predetermined number of cases are selected to represent important categories of cases in a larger population and researchers make sure that certain categories are included regardless of their size and distribution in the population. Thus, in this study, for each academic title, four academics were chosen to ensure the representativeness and diversity of participants and to be able provide the richness of the data collected. The participants were twenty voluntary academics from faculties of education of seven different universities in four cities. The demographics of the participants are presented in Table 1.

Table 1. Demographics of Participants

| Demographics | | N | % |
|------------------------|---------------------|----|-----|
| Marital Status | Single | 6 | 30 |
| | Married | 14 | 70 |
| Administrative Duty | Yes | 9 | 45 |
| | No | 11 | 55 |
| Professional Seniority | 1-5 years | 1 | 5 |
| | 6-10 years | 5 | 25 |
| | 11-15 years | 5 | 25 |
| | 16 years or more | 9 | 45 |
| Academic Title | Professor | 4 | 20 |
| | Associate Professor | 4 | 20 |
| | Assistant Professor | 4 | 20 |
| | Lecturer | 4 | 20 |
| | Research Assistant | 4 | 20 |
| | Total | 20 | 100 |

Data Collection

The data of the research was collected through semi-structured interviews. Researchers prepared interpretative interview questions (Guba & Lincoln, 1981) based on five dimensions of PERMA well-being model by reviewing the prior studies in the literature and formed the first draft of the written interview guide. A researcher, who is an expert on qualitative research, checked the first draft, and according to the feedback taken, researchers reorganized the questions. To test the interview questions, a pilot study was conducted with four participants. The views of the pilot study participants were not included in the research data. There was no need for a revision after the pilot study and the written interview guide was used in the research. The interview guide consisted of questions such as:

- *How does your marital status affect your social relations?*
- *How do you explain the effect of administrative duties on positive emotions?*

In the study, the same researcher interviewed all the participants. In addition to the interview guide, to deepen the answers, the interviewer asked additional questions when needed.

The interviews were conducted in January and February 2019 as the time and place were determined by the participants. All the participants were interviewed at their offices in their universities during work hours. At the beginning of each interview, the researcher introduced the interview protocol and asked for participants' permission to record the interview. Eighteen of twenty participants agreed to audio recording; however, two participants asked the researcher to take notes. The notes were simultaneously typed in a word processor on a laptop computer. The interviews took 410 minutes in total - with 350 minutes of audio recording. One researcher transcribed audio recordings to text on a computer. Transcription of the audio recordings was repeated another time by the other researcher and the final data set was consented upon by both researchers in a meeting.

Data Analysis

The data were analyzed by deductive content analysis (Merriam, 2018). First, the researchers read the data to understand the gist and took notes. Then, they examined the data again and grouped them. The researchers revised the data again to determine the concepts for coding. After deciding on the concepts, the researchers manually coded the concepts and then generalized them into statements. The coding process was repeated another time and finally, the statements were interpreted, and findings are explained by associating them with prior research in the literature.

Reliability and Validity

To ensure the reliability and validity of the study, analyst triangulation (Patton, 2015) and independent observer analysis methods (Guba & Lincoln, 1981) were employed. Triangulation method was used to analyze the data as each researcher analyzed them independently and then compared their findings in a meeting on inter-coder reliability. The variation in the analysis was minor and consensus was reached. After the completion of data analysis, an independent observer judged the quality of the data collection, analysis procedures and processes.

Role of the Researchers

Both researchers are Turkish academics as one has been teaching at a faculty of education. At the time of research, the interviewer researcher was a master's student in education and a lecturer in a different institute. The interviews were conducted leisurely, and the interviewer strived to be as unbiased as possible.

Research Ethics

The approval of Kocaeli University Social Sciences Ethics Committee was obtained for ethical compliance with the research procedures. Verbal and written consent was obtained from the participants before the interviews.

FINDINGS

For each demographic variable, academics' views on their well-being have been converted into generalized statements under five PERMA dimensions – positive emotions, engagement, relationships, meaning, and accomplishment.

Statements on Well-being and Marital Status

Academics' views on how their marital status affect their well-being and the generalized statements are presented in Table 2.

Table 2. Statements on Marital Status' Effect on Well-being Dimensions

| Generalized Statement | Statements of Participants |
|--|---|
| Positive Emotions It feels good to share life and to support each other. | <i>P6: Life is a difficult process, and it is easier for two to fight. Being married increases the frequency of experiencing positive emotions.</i> |
| | <i>P16: When people are alone, there is always the risk of overthinking, and this affects them negatively. But, for example, when I go home in the evening, there are people with whom I can share my troubles and I can talk to. It is nice to have my children and my wife because I can easily share everything with them.</i> |
| Positive Relationships Having a good and balanced relationship promotes positive emotions and well-being. | <i>P1: It feels good not just to be married, but to have a good and balanced relationship.</i> |
| | <i>P19: It contributes to my well-being maybe because my marriage is going well or because we are a mutually understanding couple.</i> |

| | |
|---|---|
| <p>The feeling of trust that is experienced in marriage increases the frequency of positive emotions.</p> | <p><i>P5: There is no one in life that you can fully trust when you are single. Of course, this can push you to more negative emotions.</i> <i>P13: I feel extremely safe in my marriage and that is the main criteria for me. So, I feel very good about my marriage, and it affects my well-being positively.</i></p> |
| <p>The cultural structure of society makes married people feel happier.</p> | <p><i>P12: My marital status negatively affects my emotions because of the structure of Turkish society. Being single and not having children puts me under social pressure in our society. As a single individual, I am very happy with my life but sometimes, with some external interventions, my well-being and emotions are negatively affected.</i> <i>P13: There is a social expectation for women to be married. That's why I think being married has a positive effect on positive emotions.</i></p> |
| <p>Positive emotions are not related to marital status but to a person's self.</p> | <p><i>P3: I don't think that positive emotions are related to marital status. People make themselves happy individually. It is not related to marital status but to the person himself. There is no such thing as being happy if you are married.</i> <i>P15: I don't think it has a very serious effect. Feeling positive depends on me regardless of my marital status.</i></p> |
| <p>Because marriage and the responsibilities it brings take time, it affects job engagement negatively.</p> | <p><i>P2: Being married at least reduces the dedication because you share your time. Dedication decreases as you shift to other responsibilities.</i> <i>P15: Devotion is something that takes time, effort, and investment. I think that marital status is something that affects this issue negatively. I think being single is an advantage to be affiliated with an institution.</i></p> |
| <p>Engagement</p> | <p>Engagement is related to personality traits and motivation.</p> <p><i>P1: I don't think marital status influence engagement. I am committed to my workplace and to corporate values. I try to connect wholeheartedly with every institution I work for.</i> <i>P20: Marital status does not affect my commitment at all because it is all about having work ethics. Being single or married doesn't affect your engagement.</i></p> |
| <p>Engagement is related to life experiences.</p> | <p><i>P1: The academic incentive policies of recent years, not being able to get a tenure position, feelings of insecurity and problems with personal rights naturally reduce attachment. The institution is also starting to intimidate. Of course, this is about the academy, not being able to feel the sense of trust feels bad.</i> <i>P10: Engagement is related to experience rather than marital status. As you get older, you start to appreciate your family and friends more.</i></p> |
| <p>Relationships</p> | <p>Marital status negatively affects single people regarding social acceptance.</p> <p><i>P4: Marriage greatly affects social relations culturally. But again, it's a cultural thing. Married people meet with married people, people with children meet with people with children. Singles are seen as one level lower than married ones. There is the concept, for example, that a man is married and can take care and responsibility of his family. It is said that he become a man or something, there is such a respect. There is such a structure in culture.</i> <i>P8: I think marital status affects relationships due to some characteristics of our society. Even though I don't allow it to happen a lot, the society happens to perceive married people positively. Married people are more socially acceptable.</i></p> |
| <p>My marital status does not affect my social relations.</p> | <p><i>P11: I think we are lucky to be a working population, I don't think being married or single in academia has an impact.</i> <i>P19: I don't think they are related. My marriage and my social relationships are different things, each standing in another corner. I don't think those two are related. My marital status has nothing to do with my friendships, my business relationships.</i></p> |

| | |
|--|--|
| <p>Being a parent and the parenting responsibilities have an impact on my making sense of life.</p> | <p><i>P2: The search for meaning in a person's life is a cognitive process. It's part of self-actualization. You have to spend a lot of time on yourself. When you have a family, you can add meaning to your life through the child. In terms of the search for meaning and socially, the easiest way is to do this is through children.</i></p> <p><i>P5: Marital status obviously has a huge impact on meaning. Being single, one is always in search of belonging somewhere, trying to find the right person. You realize how deep this meaning really is in marriage, especially after having children. Taking the responsibility of children change the meaning of life. I can say that I found the meaning of my life in the way he grew up as a decent individual and I became a role model for him</i></p> |
| <p>The meaning of life is not related to marital status.</p> | <p><i>P10: Most people seem to attribute their existence to marriage or having someone in their life. This is funny to me because everyone exists as an individual and no one's reason for existence should depend on another. Having a wife does not mean that my life is happier. In the end, it is also related to the person's point of view, but if I am a negative person, I would be unhappy whether I have a wife or not. I do not base my happiness on marriage or having someone in my life. Having someone in my life may add some meaning, but my life doesn't become meaningless just because I'm single.</i></p> <p><i>P15: Meaning is very subjective and personal, beyond being married or single. So, I don't think it's related to marital status.</i></p> |
| <p>Motivation and time-management skills that come along with a balanced relationship enhance success.</p> | <p><i>P3: I think accomplishment and marital status are somehow related. I think marriage has a motivational effect. You have to support your family, so you have to hold on to something and you are more motivated. But when you're alone, you get untidier.</i></p> <p><i>P5: As my wife is also an academician, we did a lot of work together and it contributed a lot. Thus, marital status affects accomplishment. Since marriage requires a more stable life, time management becomes easier, and it brings success in every field.</i></p> |
| <p>Accomplishment negatively affects success.</p> | <p><i>P8: Maybe that's the downside. Inevitably, I think that I had to take certain responsibilities with marriage. Those responsibilities cause me to postpone my work-related responsibilities from time to time. Maybe if I was single and alone, I might be more inclined to do what I want to do, of course, about my career. But this is where priorities come into play. I put the family first because I want to, but if it had never happened, maybe I would have felt a little more successful.</i></p> <p><i>P18: You find less time to work, so it can create pressure on academic success and emotions. Although marriage is a positive feeling, it is not a flower garden, and sometimes unexpected things happen. If I were single, for example, I would go home that day and work, but since I am married, I can find some very stressing and urgent matters at home. In this case, I must create time cutting from elsewhere. In this sense, I can say that maybe it reduces success.</i></p> |
| <p>Accomplishment is not related to marital status.</p> | <p><i>P10: Marriage can be perceived as success for some. It's not that for me. Feeling successful is all about one's self-confidence. If you get something as a result of your hard work, that is success for me. I don't think success is related to marital status.</i></p> <p><i>P20: The concept of success is not about marital status, but about how you perceive life. In the course of time, the perception of how successful I have been in life changes. Life is a big thing, and it flows. You see that academic success is not a big deal. I think that success is about how beneficial I have been to people. Being successful is the feeling of how much I contribute to people's lives.</i></p> |

For the positive emotions dimension, many of the participants stated that positive emotions are related to marital status. Many of them expressed that sharing the burdens of life and having support makes them feel good. It was also stated that having a balanced relationship increases positive emotions and well-being. Some participants stated that trusting a partner endorses positive emotions while some stated that societal norms tend to promote married people's happiness. There were a few participants suggesting that positive emotions are not related to marital status but to personal traits.

When it comes to the relationship between marital status and engagement, many of the participants stated that their marital status does not affect their well-being and they associated well-being with personality traits, motivation, or life experiences. Some participants suggested that marital status and engagement are related and that the time they spend fulfilling the responsibilities of marriage negatively affects their job engagement.

Regarding the relationships, a good number of participants indicated that their marital status did not affect their social relations, while a few of them declared that being single negatively influences social acceptance.

Concerning the meaning of life, many participants suggested that being a parent and taking the responsibility of raising an individual changed the way they comprehend life. A few of the participants stated that meaning is not related to marital status.

Most of the participants implied that accomplishment is related to marital status. While many of them stated that a balanced marriage enhances their success by motivating them and teaching how to manage their time effectively, a small number suggested that marriage affects success negatively. Some participants noted that accomplishment and marital status are not related.

Statements on Well-being and Administrative Duty

Academics’ views on how their administrative duties affect their well-being and the generalized statements are presented in Table 3.

Table 3. Statements on Administrative Duties’ Effect on Well-being Dimensions

| Generalized Statement | Statements of Participants |
|---|--|
| Administrative duties increase positive emotions. | <p><i>P5: There are some effects of administrative duties on positive emotions, of course, not everything is negative. I am a control freak. I am happy when I take things into my hands and work with people and see that the work is progressing smoothly. Sometimes I feel things like, if I don't do it, someone else can't do it as well as I would. When I am involved, the feeling that things are going smoothly creates positive feelings for me.</i></p> <p><i>P8: Having administrative duties mean having fun for me because it's related to my field. There may be appraisal. Due to my age and position here, having such an administrative task while I was a junior in the faculty adds an extra level of seniority to me. It makes me feel good because it gives me status.</i></p> |
| Administrative duties negatively affect positive emotions. | <p><i>P10: When I was the head of the department, I had to work with many professors. And if they, for example, are hindering their work, after a while, my point of view towards them changes and I start to think negatively. Also, there is this thought that an administrator can never please everyone. After a while, administrators begin to become more distant and authoritarian. I think this also affects his perspective and thoughts towards life. I think it affects these feelings negatively.</i></p> <p><i>P16: I can say that it affects me more negatively</i></p> |
| It depends on one’s perceptions about administrative duty and to the meaning one attributes to the administrative duty. | <p><i>P12: I think it's about people's perception and what they expect from management. Some, for example, love status and it makes them happy.</i></p> <p><i>P20: It doesn't affect you if you're a giver, but if you're a perfectionist, it certainly does.</i></p> |
| The feelings experienced while conducting administrative duty are not consistent and sustainable. | <p><i>P7: Regarding administrative duties, emotions are short lived, not sustainable.</i></p> <p><i>P13: You have a lot of negative feelings about the work process. You experience emotional destruction from time to time. It can be really tiring and boring because of a number of difficulties brought by the work. But these are periodic and occasional things.</i></p> |

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| Assuming responsibilities and being appreciated for success strengthens my organizational commitment. | <p><i>P6: We usually observe it in people undertaking administrative duties. It feels like home, the sense of belonging increases and the level of attachment increases considerably.</i></p> <p><i>P13: I have two tasks. I teach and I train teachers. Apart from that, this is the place for me to put the theoretical knowledge into practice. Of course, this also increases my commitment to my work. Being an administrator and carrying out academic studies are something that feeds me and increases my commitment to this place.</i></p> |
| Engagement Administrative duties weaken organizational commitment. | <p><i>P15: Administrative duties negatively affect attachment. They make me question my institution, my being an academic, my teaching. I mean I question why I am here. Because the time I devote to my studies is very small. I must take long breaks or leave class early because I have to get work done during those breaks. I feel uncomfortable with my conscience due to reasons such as leaving the class early or coming in late.</i></p> <p><i>P19: I think that this task also wears out my bonds with the institution.</i></p> |
| Engagement is not related to administrative duty. | <p><i>P4: Administrative duties didn't change anything for me. They just gave me extra responsibility.</i></p> <p><i>P20: I don't think administrative duties have anything to do with engagement. It's all about the respect you have for your job, which is about self-respect. It is always the same for me whether I am the dean, the rector, the head of the department, whether I am an academic who comes and goes straight to the class. Nothing changes for me. Only the value I give to my profession, the value I give to myself, and the value I give to my job affects my commitment.</i></p> |
| Administrative duties have a positive effect on socializing. | <p><i>P6: Administrative duties are very effective on relationships. You must build positive or negative relationships with everyone you manage, and that brings great socialization. There are situations where people who are not in the administration do not have to establish a relationship at all, but after coming to the administration, they must establish relationships with everyone.</i></p> <p><i>P8: When conducting administrative duties, I need to establish relationships with people from different institutions. So, it has a positive effect. I relate more. Being together with different people makes a positive contribution.</i></p> |
| Relationships Administrative duties negatively affect positive relationships. | <p><i>P10: Administrative duties seem to affect relationships negatively. Administrators can never be good; they always have a bad side regarded by the employees. That's why I think social relationships deteriorate over time. Of course, this also depends on the work culture. I think that having a certain status or being an administrator negatively affects social relations.</i></p> <p><i>P11: Actually, the social relations of many administrators are deteriorating. It is generally caused by the kind of chain of command.</i></p> |
| Administrative duties have a two-way effect on positive relationships. | <p><i>P16: It has two dimensions in terms of social relations. You can compromise your social life because you work and it's negative. On the other hand, you meet new people there. It contributes positively.</i></p> <p><i>P18: Increasing. In general, to be a good manager, you need to have good social relations. It is necessary to understand people very well and to establish good relations. Of course, I see that administrative duty brings some social relations, but also takes away some others.</i></p> |
| The effect of administrative duties on social relations is not permanent. | <p><i>P7: Administrative duty requires establishing dialogue and relationships with some misleading and ill-intentioned people. That's why it doesn't have a lasting effect on relationships.</i></p> <p><i>P19: Administrative duty didn't affect my relationships. I haven't even told many people; it's not even written on my door. But I think there will be a difference. I don't consider it positive or negative.</i></p> |

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| Meaning | <p>Administrative duties affect meaning as having administrative duties helps a person to gain a different viewpoint of life.</p> | <p><i>P7: As the problems you deal with change, you are faced with problems of different dimensions, you see that the things you cared about before are unimportant, the priority of putting them in order of priority emerges. It makes you understand life differently.</i></p> <p><i>P14: Doing this at the administrative level has a very serious impact on the outlook on life, of course. The formation given to us when we were trained as teachers included everything about the child. At the administrative level, you see everything from a different angle and dimension, and it changes your perspective on life. Because at this level, there is a situation that is affected by everything from public health, family peace, traffic rules, social environment, nutrition. I think that my work is very important because it concerns the future of the country. Since I am in this position, I think it affects my perspective on life a lot, and it affects me positively.</i></p> |
| | <p>Because meaning is a personal phenomenon, it is not related to administrative duties.</p> | <p><i>P11: For the meaning, I think that it does not matter if a person is an administrator or not. This is a completely personal situation.</i></p> <p><i>P20: I think meaning is about one's perspective on life. Administrative duty has no effect on this issue.</i></p> |
| Accomplishment | <p>Being recognized as successful and getting credit for my achievements increases the feeling of achievement.</p> | <p><i>P3: Your motivation increases as your work is appreciated. I am somewhat extrinsically motivated. I get happy when someone tells me that I did a good job. If you're being credited as a successful manager, you'll want to keep it. It naturally affects your well-being.</i></p> <p><i>P11: I was happy and felt successful while I had administrative duties. It's amazing if you can do it. It has a positive effect of course.</i></p> |
| | <p>As an administrator, being able to control and step into situations makes me feel successful.</p> | <p><i>P4: If your criterion for success is to become an associate professor as soon as possible, administrative duties inhibit accomplishment. But, if I think about it in terms of taking it one step further in the episode, interfering with things that I think need to be fixed, I feel successful. Having the right to have the last word makes me feels accomplished.</i></p> <p><i>P10: Having many subordinates and being able to instruct may make you feel more successful. Of course, this is something that people feel. It also depends on the person's perception of success.</i></p> |
| | <p>The resources that can be reached through administrative duties make me feel more productive and successful.</p> | <p><i>P5: I see myself more productive now, instead of spending one unit of energy to do one unit of work, I can still do the same job with one-tenth of the energy since there is a team working with me. That's why I feel more productive and successful.</i></p> <p><i>P14: It is a fact that when you take the role of the dean or higher levels, your job may be easier in organizing. Now we run many organizations and we do them ourselves without any equity. We get support from other institutions, including municipalities or other corporations. When you, as an individual academic, make such demands, it is taken a little slow, but when you are an administrator, things change. I think being an administrator contributes to success.</i></p> |
| | <p>Administrative duties decrease academic achievement since they cut down on the time I allocate to research.</p> | <p><i>P11: It may decrease academic achievement. Academics and administration are two different concepts. As an administrator, you will inevitably allocate the time that you will devote to academic affairs during the day to administrative affairs. This will reduce your success.</i></p> <p><i>Code 15: Again, what I understand from success is publishing and working in academic terms. My administrative duty negatively affected it as well. There is a problem caused by not being able to allocate enough time, and this has negatively affected my academic success, social relations, and all sub-dimensions of well-being.</i></p> |
| <p>Accomplishment is not related to administrative duties.</p> | <p><i>P20: The one who has administrative duty will not be more successful. But there are some who will be successful in administrative duties, there are others who will not be able to do it.</i></p> | |

Many of the participants suggested that positive emotions and administrative duties are related in different ways. Some of the participants stated that administrative duties either promote or hinder positive emotions, while some pointed out that the effect differs by the importance one attributes to administrative duties. Conversely, a few of the participants expressed that they are not related as the emotions related to administrative duties are temporary.

For engagement, many of the participants stated that taking responsibilities and being recognized for their accomplishments increase their loyalty and engagement. Few participants expressed that the administrative duties negatively affect engagement, while some stated that there are no relations between the two.

Concerning positive relationships and administrative duties, many of the participants implied that they are related, but the effect they suggested differs. While some of the participants proposed that administrative duties positively affect social relations, some others indicated an adverse impact caused by the unreliable affiliations required by the job.

About administrative duties and meaning, many of the participants stated that meaning is personal, and that it is not affected by administrative duties. On the contrary, other participants expressed that the administrative duties enable one to perceive the world from a different point of view and affect the meaning they attribute to their lives.

Most of the participants stated that accomplishment is related to administrative duties. Some of them suggested that being recognized and getting credited for their accomplishments promote their feeling of achievement, while others claim to be able to control the environment, get involved in situations and being able to reach resources make them feel successful. Contrariwise, some participants stated that administrative duties reduce accomplishment since they lessen the time spent on research. Only one of the participants suggested that accomplishment is not related to administrative duties.

Statements on Well-being and Professional Seniority

Academics' views on how their professional seniority affect their well-being and the generalized statements are presented in Table 4.

Table 4. Statements on Professional Seniority's Effect on Well-being Dimensions

| Generalized Statement | Statements of Participants |
|---|---|
| Positive Emotions | <i>P6: It works well, of course I feel better every year. I think experience is a factor that affects the well-being in this job. The process gets better with experience. You know what to do better than you used to. Negative emotions decrease.</i> |
| | <i>P20: Professional seniority makes me happy. Saying that I have spent so many years in the profession affects me positively. It raises one's self-confidence. You know, you have given your years, you have come a long way, you have written books, you have written articles during this time, and you feel that you have matured. You feel more competent. This increases your level of well-being. You will tell me, were you like this when you were a lecturer, no, now my self-confidence is higher. Because I have accumulated.</i> |
| | <i>P11: The period of assistantship and the period when I got the title are different. Being a research assistant is a bit of a difficult job, the moral burden is more, and you get orders. It is a job where you must support everyone. It gets harder as you get older. But after you get the title, the pressure decreases, and you can focus on your own studies a little more. If you get a title with the seniority, positive emotions increase.</i> |
| Achieving academic titles besides professional seniority heightens positive emotions. | <i>P8: Positive emotions are linked to seniority. It affects me negatively because I couldn't get the title I deserve and I am stuck in this position. But of course, if I reach the position I deserve, it will have a positive emotional effect.</i> |
| Positive emotions are not related to professional seniority. | <i>P4: In my opinion, there is no relation between professional seniority and positive emotions.</i> |
| Engagement | <i>P5: Of course, seniority affects engagement. Since the job you did when you were a research assistant is not yours, you want to escape from that job. But when you have a title, it's your job and ownership increases.</i> |
| | <i>P15: Professional seniority affects engagement positively. You feel a sense of belonging to the institution, that is, you define yourself there for 15 years. It positively affects the bonds of belonging in that sense.</i> |
| | <i>P8: Of course, it has a negative impact. I feel more isolated, isolated. I go out in search of new things. Institutionally, of course, not professionally. Sometimes I can feel intimidated and burnt-out.</i> |
| The accumulation of unfavorable experiences through the years affect engagement negatively. | <i>P9: I think engagement reduces over time. It may also be related to the negative experiences and situations you have faced in your life. For me, I can say that it has decreased.</i> |

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| <p>Engagement is not related to professional seniority.</p> <p>Engagement is related to the sense of justice that is experienced in the institution.</p> | <p><i>P1: Seniority doesn't have a very strong effect on professional commitment. It's a physical thing, on the other hand, we start to get tired as the seniority increases.</i></p> <p><i>P4: My motivation has always been high. I have loved my department and the university. I still love it. That's why I don't think engagement and professional seniority are related.</i></p> <p><i>P11: It has a lot of impact. You meet certain conditions to get the title, and if someone in a position below you get the title before you do, it reduces your commitment and willingness to work. But if you see that your rights are respected here, it increases. The sense of justice is important for this reason.</i></p> <p><i>P20: Attachment is something different, I loved my job then, and I love it now. In fact, in this sense, it does not affect my work performance, my level of work, or my commitment to my institution. What affects my commitment? How fair the organization acts, how evenly it distributes what is available to us affect my engagement. There is only one thing that can reduce my commitment, and that is injustice. If you ask if it's happening, yes, it is. Does it affect me? I'm human, of course I'm affected.</i></p> |
| <p>The returns of the time spent in the academy - such as recognition, academic title, and various social networks - have a positive effect on relationships.</p> <p>Negative experiences over time make a person individualized.</p> <p>Professional seniority does not affect positive relations.</p> | <p><i>P13: Having been doing this job for so many years has a facilitating effect on relationships when we meet a student or a parent. Things get a lot easier when talking to or working with people when they realize that there is 19 years of accumulation of knowledge behind me.</i></p> <p><i>P14: Professional seniority has had a huge impact. Through the years, I worked in many cities including Ankara, Marmara, Sakarya, and here. I think I understand the structure of Turkish universities. Our job also requires that we work within inter-university networks. We manage projects together with other academics rather than individually. In this sense, I can say that professional seniority has a positive contribution to social relations.</i></p> <p><i>P6: At first, people try to establish friendships because it is a new environment, but as time passes, it turns into an effort to defend themselves. With the seniority at work, more passive and asocial life is developing.</i></p> <p><i>P19: As the years pass, there comes fewer people, less social relations, less socialization. The last 10 years are never the same as the first 5-10 years of starting the profession for me.</i></p> <p><i>P11: Nothing has changed for me. I can't think of any negative effects of professional seniority on positive relations.</i></p> <p><i>P20: I don't know if my seniority affects my social relations a lot, but of course, I am in the highest status at the university right now. But of course, it is all about self-confidence, there is no final point you can go to, you can say everything confidently. You don't have any more reservations or big problems. In this sense, you can communicate and talk to people much more easily. It has an effect in that sense, but it doesn't have much effect in terms of establishing a relationship, maintaining friendships.</i></p> |
| <p>Over time, some changes – which cannot be distinguished as positive or negative - appear in meaning dimension.</p> <p>Meaning is not related to professional seniority.</p> | <p><i>P5: Over time, of course, the work you do, the problems you encounter, etc. becomes more understandable. You can make more sense of your profession, but professional seniority has no effect on the meaning of my life in general.</i></p> <p><i>P9: With the professional seniority, you think more deeply at the level of meaning, but it is very difficult to call the meaning positive or negative. Your perspective and the meaning you give to life are developing. You start to think more socially and deeply.</i></p> <p><i>P2: Professional seniority and meaning are unrelated to me.</i></p> <p><i>P20: Meaning is related to the person and the self.</i></p> |
| <p>As success requires a process and a fund of knowledge, it increases in direct proportion to professional seniority.</p> <p>Receiving a recompense for my work and being satisfied over the years affect accomplishment positively.</p> <p>Accomplishment is not related to professional seniority.</p> | <p><i>P5: Success is of course something that occurs over time, it requires a lot of knowledge and time in the academic community to achieve.</i></p> <p><i>P10: There is a big difference between where I started and where am I now. I am more in control of my field, and I have more knowledge. It also facilitates the publishing process because I know more and better. I write more comfortably now, and I think I am more successful.</i></p> <p><i>P4: If you're in the lower titles for a long time and you're a senior, it can make you feel like you failed. It's not good to stay at a certain level for too long. If the title is rising, you can be considered successful...</i></p> <p><i>P7: Sense of accomplishment depends on satisfaction. If the place you are in is sufficient, you feel successful</i></p> <p><i>P12: So, this is subjective. A person my sit for 40 years, he may do nothing and stays the same. But you stay there for 3 years, your perceptions are clear, and you are success-oriented, in that time you do what the man could not do.</i></p> <p><i>P20: When I started this job at the age of 26, I considered myself very successful, and I still find myself successful. It's about what I do. My seniority doesn't affect it. My seniority allows me to speak more comfortably now. In this sense, it influences self-confidence, but it has no effect on success as I have already walked my way to success step by step through the years.</i></p> |

Regarding relationship between positive emotions and professional seniority, most of the participants stated that the experience and knowledge gained over time boost positive feelings. Besides, some of the participants

expressed that achieving academic titles in due course increases positive emotions. Only one of the participants suggested that positive emotions and professional seniority are not related.

For some of the participants, professional seniority has a positive influence over engagement, while a few claimed that the accumulation of unfavorable experiences over the years affects it negatively. As some of the participants expressed that engagement and professional seniority are not related, a few of them implied that experiencing a sense of justice in the institution increases their engagement.

Most of the participants stated that acquisitions such as recognition, academic title, and social networks affect their relationships positively, while some expressed those prior negative experiences made them more individualized. Contrarily, a few participants stated that relationships are not related to professional seniority.

Concerning meaning, most of the participants indicated that there appear some changes in meaning over time but that they cannot differentiate between positive or negative. Contrariwise, some participants stated that meaning is not related to professional seniority.

As for the accomplishment, most of the participants stated that success increases with professional seniority because accomplishments require a course of time and extensive knowledge. A few of the participants claimed that getting rewarded and being satisfied throughout their years in the academy made them feel more successful, while some participants pointed out that accomplishment and professional seniority are not related.

DISCUSSION

The main finding of the research is that the well-being of academics teaching at faculties of education is affected by their marital status, administrative duty, and professional seniority. Discussed below are the relationship between those based on the views of the academics.

Well-being and Marital Status

In the study, academics stated that marriage improves positive emotions as it helps them to share the burdens of life, receive support, experience happiness, feel secure and confident. This can be attributed to the fact that having a partner diminishes the struggles in life, reduces the level of burnout and negative feelings while helping cope with difficulties (Coombs, 1991; Demir, Türkmen, & Doğan, 2015). There are many findings in the literature suggesting that the levels of well-being of married individuals are higher than those who are single (Lucas, Clark, Georgellis, & Diener, 2003; Stroebe & Schut, 2015.)

According to the academics, marital status affects the meaning of life, but it is highly related to having children through marriage. With the similar findings in the literature (Ardıç & Polatçı, 2008; Lee & Ashforth, 1993), it can be asserted that the feelings of wholeness, attachment, and bringing up an individual with a partner affect the meaning of life.

Academics suggested that the effect of marital status on accomplishment is related to the motivation emerging from a balanced relationship and managing the time effectively between work and private life. However, the findings of related research in the literature vary (Can & Tiyek, 2015; İraz & Ganiyusufoğlu, 2011). Suitably, some academics in this research stated that accomplishment and marital status are not related as accomplishment is a subjective feeling effected by the individual ambitions, urges, and differences.

Another dimension, engagement, can be identified as a subjective situation that emerges from an individual's interest in and engagement to what they are dealing with (Khaw & Kern, 2015), and in the literature, this dimension is associated with job satisfaction, job involvement, and work engagement. In the research, many of the academics stated that engagement is related to motivation and experiences – not to marital status. Similarly, in the literature, some studies found no relation between job engagement and marital status (Başbüyük, 2012; Karakaya, 2015) while there are some findings that married academics have higher levels of work engagement (Çağlar, 2011). As Dost and Cenkseven (2008) stated, higher job satisfaction levels married academics may be the result of social, emotional, and financial advantages that marriage provides. However, some of the participants of this study stated that in general, the responsibilities and the time spent on those in a marriage negatively affects their job engagement. Correspondingly, Bakan, Taşlıyan, Taş, and Aka (2015) asserted that married academics have higher levels of job dissatisfaction and depressive behavior than those who are single, and this may be due to the conflict between the professional responsibilities of married academics and the responsibilities forced by the family institution.

Finally, it can be said that the dimension of positive relations is not directly related to marital status. Similarly, Shapiro and Keyes (2008) emphasized that there is no significant difference between married and single

individuals in terms of social relations. Surprisingly, academics in this study pointed out an important detail that married individuals receive more social support than singles. Correspondingly, there are findings in the literature that married individuals have access to wider social networks (Acock & Hurlbert, 1990) and receive more social support (Kessler & McLeod, 1985) than single ones.

Well-being and Administrative Duty

Although most of the academics in the study stated that administrative duties affect well-being in certain ways, some expressed that the positive feelings experienced during the administrative duties are not continuous and sustainable; thus, they do not affect well-being. In the literature, some studies found that the burnout levels of academics do not differ depending on whether they have administrative duties or not (Demir et al., 2015) while others revealed that the burnout levels of the academics with administrative duties are higher than those who do not have any (Azeem & Nazir, 2008; Lackritz, 2004). It can be inferred that diverse findings resulted from individual perceptions and the meaning attributed to administrative tasks, as stated by some participants of this study.

Regarding engagement, it was found that administrative duties tend to affect engagement positively when the academics encounter responsibility, increased visibility, and appreciation of success. There are findings in the literature that when their institutions give them responsibilities, the commitment of academics increase (Atakan & Ersoy, 2016). Also, being taken into consideration by the administrators is emphasized to increase the commitment to the organization (Yücel, 2006) and job satisfaction of the academics with administrative duties (Akman, Kelecioğlu, & Bilge, 2006).

Considering the quantity of social interaction faculty members are exposed to, it can be suggested that administrative duties have both positively and negatively affect relationships. Consequently, academics stated that administrative duties mislead and distort relationships and their business interactions do not permanently affect their social relations. On the other hand, some academics emphasized that the diversity of relations increase with administrative duties, and it positively effects social relations, while working overtime and having less time allocated to relationships may have negative effects.

Most of the academics in the study noted that meaning is not directly related to administrative duties. However, some of them stated that administrative duties influence the meaning as it provides individuals with a different perspective and allows them to comprehend things differently.

Finally, it can be said that accomplishment and administrative duties are related as the academics stated that being credited and appreciated for success, being able to control and intervene the work environment, and the abundance of resources accessed through administrative duties make them feel more productive and successful. These views of the academics are also supported by research findings suggesting that the levels of feeling successful of academics with administrative duties are higher than those without them (Derinbay, 2012; Gezer, Yenel, & Şahan, 2009). However, some of the academics in this study stated that the time allocated to administrative duties reduce academic success. According to Kutanis and Karakiraz (2013), academics who consume their energy with administrative duties during the day have difficulty in finding time to conduct research and publish, and their burnout levels are higher than those who do not have any administrative duties.

Well-being and Professional Seniority

In the study, most of the academics expressed that experience and knowledge gained through professional seniority and being able to get the well-deserved titles and duties improve positive emotions. Similarly, many studies in the literature found that professional seniority is one of the factors that reduce negative affect and burnout (Çiçek Sağlam, 2011; Demir et al., 2015; Ghorpade, Lackritz, & Singh, 2007). In this study, academics stated that as the time they spend in the profession increases, they gain experience, self-confidence, and professional competence which make their lives easier and increase their positive feelings.

When professional seniority is examined in relation to engagement, the academics associated it with professional or institutional commitment and stated that the opportunities brought about by professional seniority positively affect engagement. While there are studies in the literature concluded that there is no relationship between professional seniority and engagement (Boylu, Pelit, & Güçer, 2007; Çöl & Gül, 2005), some studies confirm that justice felt within the institution positively affects engagement (Cheng, 2014; Cohen-Charash & Spector, 2001). In this study, however, academics stated that through professional seniority, being a partner in the functioning of the institution and having the sense of belonging increased their level of engagement. In the study, a small number of academics stated that the experiences that come with professional seniority negatively affect

engagement. Their negative attitude may be the result of not being tenured, not having a say in management, and the institutions' undesired physical conditions. Therefore, it can be suggested that the negative relationship between professional seniority and engagement results from the experienced injustice and lack of opportunities in the institution.

Although some of the academics stated that professional seniority does not affect positive relationships, many stated that the time spent in the profession makes them recognized; the titles they acquire and the social networks they are involved in the process positively affect their relationships. As stated by academics, the organizational support and recognition resulted from professional seniority helps individuals to meet certain needs such as engagement, being respected, getting emotional support and approval (Armeli, Eisenberger, Fasolo, & Lynch, 1998). On the other hand, some of the academics stated that the negativities experienced over time individualized them and reduced their social relations to a lesser extent. The individual and competitive characteristics of academic duties cause faculty members to be isolated in professional life (Bell, Roloff, Van Camp, & Karol, 1990). In the literature, there are also studies showing that the isolation at work decreases subjective well-being of individuals (Erdil & Ertosun, 2011) as well as the job and life satisfaction (Mellor, Stokes, Firth, Hayashi, & Cummins, 2008; Wright, 2005; Yılmaz, 2008).

In the study, the academics stated that there were changes in their sense of meaning over the time resulted from their experiences in the profession. In addition, faculty members stated that achieving success requires a course of time and experience, and the feeling of achievement will increase with professional seniority. They also stated that the satisfaction of getting the reward of their efforts during the process increases their sense of accomplishment. In their research, Ardiç and Polatçı (2008) found that academics who were in the first five years of their academic career had the lowest level of personal achievement. Similarly, some studies in the literature found that the sense of accomplishment increases with professional seniority (Demir et al, 2015; Derinbay, 2012; Fadlelmula, 2014; İraz & Ganiyusufoğlu, 2011).

CONCLUSION

According to the findings of this study, well-being of academics who teach at faculties of education is affected by their marital status, administrative duties, and professional seniority. As for the marital status academics stated that sharing life and having support in a balanced relationship, being a parent, and motivation provided by the partner increase well-being while having to spare time to family and the societal norms that are disadvantageous to single individuals negatively affect well-being. Regarding the administrative duties, taking responsibilities, being recognized for accomplishments, socialization, feeling of achievement, widening perspective, and reaching vast sources increase well-being while the relationships based on self-interest and spending more time to administrative duties than academic studies reduce well-being. And lastly for the professional seniority, according to academics, accumulation of experience and knowledge, gaining titles, and widening social networks positively affect well-being while injustice, not getting tenure, and bureaucratic obstacles have a negative effect on well-being.

Consequently, supporting the personal development of academics, reducing their workload, ensuring that they allocate time for family and social life together with their work, protecting their rights, improving their physical conditions at work, implementing a fair administration when giving assignments and rewards, providing trust and peace, and resolving bureaucratic obstacles faced by many faculty members can positively affect their well-being. On the other hand, academics with administrative duties can be provided with the opportunity to distribute their workload and responsibilities, so that they can allocate time to their academic studies.

To help increase the well-being of academics and to raise awareness, preventive mental health education services can be provided by psychological counseling centers of universities to help increase the well-being of academics and to raise awareness. Also, well-being of the academics can be assessed on a regular basis and if needed, personal development can be provided through seminars, trainings, and workshops. Informing junior academics about the problems they will encounter in academic life and making their job descriptions clear can prevent them from experiencing negative conditions such as burnout, role ambiguity, and role conflicts. To expand our understanding of well-being, it may be valuable for future researchers to examine further the views of academics across different disciplines and from different countries regarding different demographic variables.

Statements of Publication Ethics

This paper is based on the first author's master's thesis, which was directed by the second author. Ethical permission of the research was approved by Kocaeli University Social Sciences Ethics Committee on December 10, 2019, by the document numbered 10017888-050.06/E.97645.

Researchers' Contribution Rate**Researchers' Contribution Rate** (You may modify this table according to your article)

| Authors | Literature review | Method | Data Collection | Data Analysis | Results | Discussion | Conclusion |
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Conflict of Interest

We confirm that there are no conflicts of interest associated with this research.

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