

5th World Conference on Educational Sciences - WCES 2013

An investigation of the relationship between job and life satisfaction among teachers

Hüsne Demirel

Vocational Education Faculty, Gazi University, Ankara and 06500, Turkey

Abstract

Job satisfaction is a multi-dimensional concept. Job satisfaction includes such external factors as qualifications of the job, organization and government, salary, working conditions, workmates, professional development and supervision, cooperation mates; and such internal factors as individuals' expectations of the work and their requests. Job satisfaction helps develop a positive attitude toward the job. As in many other jobs, a teacher should gain saturation from his/her job in order to be successful in his/her career. Life satisfaction includes all dimensions of an individual's entire life. A high level of individual job satisfaction positively affects both job performance and life satisfaction. This study examined the relationship between job- and life-satisfaction among teachers. The study included 406 teachers employed at private and public preschool (n = 32), primary (n = 247) and secondary (n = 127) schools. Data were collected via a questionnaire on demographic characteristics, Minnesota Job Satisfaction Scale and Life Satisfaction Scale. The average job-satisfaction score was 71.58 (on a scale of 100). On this basis, it can be concluded that the level of job satisfaction among teachers was "good" but not exceptional. The average life-satisfaction score was calculated as 15.32 (scale maximum 25), which was evaluated as being above the moderate level. A significant correlation was found between life satisfaction and job satisfaction at the level of 0.001 ($r = 0.281$). Job satisfaction of public teachers and preschool teachers, and life satisfaction of female teachers was found to be more high.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Teachers, work satisfaction, life satisfaction.;

1. Introduction

Job satisfaction is one of the most commonly analyzed subjects among organizational behavior. It was observed that job satisfaction increases when prestige of the work increases (Peretomode, 1991). However, one can have job satisfaction even in a non- prestigious job. What matters is that an individual's emotions towards his/her job. Job satisfaction is a multi-dimensional concept. Job satisfaction includes certain external factors such as qualifications of the job, organization and government, salary, working conditions, colleagues, professional development and supervision, workmates; and certain internal factors such as individuals' expectations and desires from the work (Aydınoy, 1996; Çermik, 2001; Köktürk, 1997; Mitchell & Larson, 1987; Minibaş, 1990). Job satisfaction can be defined as the general attitude towards the job (Greenberg & Baron, 2000). According to Eren (1989), job

*Corresponding Author: Hüsne Demirel

E-mail address: husnedem@gazi.edu.tr

This research was supported by Gazi University Scientific Research Project Unit.

satisfaction means the gains an individual make from work and feeling happy about working with colleagues and the work done.

All emotions, logical and behavior tendencies of an individual towards job cause him/her to develop a positive or negative attitude towards his/her job (Gilmer, 1971). Individuals spend approximately 70% of their daily life and 2/3 of their life time in work life; so they are expected to have a high level of job satisfaction. Feeling satisfied at work helps an individual to develop positive attitudes towards his/her job (Erdoğan, 1997). Efficient use of human power can only be possible by working in a satisfying job according to their abilities and individual characteristics. Job satisfaction has a significant role in the lives of employees. An employee who has enough satisfaction from his/her job enjoys life, shows more positive behaviors, has a healthy psychological condition and can increasingly succeed in work life and private life (Özan, 2007; Robbins, 1996).

Being successful in teaching requires enjoying and wanting to perform this job (Can, 1991; Karagözoğlu, 1987; Saracaloğlu, 1991; Saracaloğlu et al., 2000). Developing positive perceptions for their profession by teachers will help them perform their jobs in a more effective and enthusiastic manner. A teacher should have job satisfaction to succeed in his/her profession and thus to produce high quality education. Today, it can be stated that teachers in Turkey experience many problems about their jobs (inadequate wage, management, organizational environment etc.). The problems experienced by teachers have a negative impact on their performance, personal development, satisfaction and efficiency levels (Çetinkaya, 1998; Güver, 2004). It was observed that lack of satisfaction of teachers have a negative impact on teaching (Geçtan, 1988). Low job satisfaction reduces organizational commitment of employees. These individuals either change their works or continue working reluctantly (Bircan, 1984). The literature contains a large body of domestic and international research on the job satisfaction of teachers. Research on job satisfaction of teachers reported that teachers working in private schools had significantly higher levels of job satisfaction than those working in public schools; female teachers had significantly higher levels of job satisfaction than male teachers; the teachers who find their wage adequate had significantly higher levels of job satisfaction than those who don't; the teachers with a seniority level of more than 10 years had significantly higher level of job satisfaction than those who don't (Aydımay, 1996; Çermik, 2001; Köktürk, 1997; Raisani 1988; Demato, 2001). Farber and Miller reported that teachers who wanted to proceed in their jobs had a high level of job satisfaction, while the teachers who close to themselves to their classrooms and don't communicate with their colleagues had a significant level of job dissatisfaction (cited by Mitchell & Larson, 1987).

The concept of life satisfaction, which was first introduced by Neugarten in 1961, refers to a situation or result obtained by the comparison of what a person wants and possesses (Cited by Özer & Karabulut, 2003). Life satisfaction is defined as the main goal of life by many people. It is suggested that consistency or inconsistency between the goals of an individual and the extent these goals are reached by him/her has a vital role in reaching happiness (Rask, Astedt- Kurki & Laippala, 2002). Life satisfaction refers to emotional reactions of an individual outside his/her work life. In other words, it refers to general attitude of the individual towards life. Being happy in daily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction (Schmitter, 2003).

It was observed that there is a strong relationship between job satisfaction and life satisfaction (Keser, 2005). Since job satisfaction affects life satisfaction, increasing job satisfaction levels of teachers will also contribute to general life satisfaction of teachers. So, general life satisfaction and satisfaction gained from job will operate collectively. Individuals who aren't satisfied with their jobs will be unhappy in their private lives or unhappiness in general lives of individuals will prevent them to have job satisfaction (Uyargil, 1983). For example, studies analyzing mental and psychological health of employees found that frequent health deterioration in employees, particularly in unqualified ones who work in routine and monotonous jobs, negatively affects general life happiness of those individuals (Kazanç, 1998).

We entrust our future, our children, to teachers who play a significant role in welfare and shaping of the society. It is of great importance to determine job and life satisfaction levels of teachers. This study aims to determine the relationship between job and life satisfaction of teachers and to identify demographic characteristics that affect job and life satisfaction.

2. Method

2.1. Participants

Population of the study consisted of teachers working in private and public primary education and secondary education schools in Ankara province who agreed to take part in the study. Seniority level, marital status, status of having children, number of children, age and gender of children were taken into account while selecting teachers. A total of 406 teachers who agreed to participate in the study consisted of the sampling of the study. Of the teachers, 17.0% were working in private schools; 83.0% were working in public schools; 60.8% were working in primary education; 31.3% were working in secondary education; 7.9% were working in pre-school level. It was found that 70.7% were female; 29.3% were male; 75.9% were married; 24.1% were single. 27.1% of the teachers had 1-10 years of seniority; 32.8% had 11-20 years of seniority; 23.4% had 21-30 years of seniority and 16.7% had 31 and longer years of seniority. Of the teachers, 22.4% were under the age of 30; 27.6% were in 31-40 age group; 36.0% were in 41-50 age group and 14.0% were 51 and above age group. 23.9% were science-mathematics teachers; 23.1% were primary education teachers; 20.2% were social sciences teachers; 12.1% were foreign language teachers; 7.9% were preschool teachers and 12.8% were teaching other branches (computer, technological design, arts, music, physical training).

2.2. Instruments

Demographic Characteristics Questionnaire: Branch, type of school they work, age, gender, educational level, seniority level and marital status of teachers were asked within the scope of demographic characteristics.

Minnesota Job Satisfaction Scale: In order to determine the job satisfaction levels of teachers, Minnesota Job Satisfaction Scale, developed by Dawis, Weiss and England. This scale consists of 20 items and is in the form of a 5-point Likert scale as follows completely dissatisfied is 1, dissatisfied is 2, neither dissatisfied nor satisfied is 3, satisfied is 4 and completely satisfied is 5 (Özdayı, 1990). From the sum of these points, the total points were obtained. The highest possible score from the scale is 100; the lowest score possible from the scale is 20. Lower scores indicate decreased satisfaction, while higher scores indicate increased satisfaction. Previous studies found that Cronbach-Alpha internal consistency coefficient of the scale was .90 and 0.89 (Yıldırım, 1996; Demirel & Koç Erdamar, 2009). In the present study, Cronbach-Alpha internal consistency coefficient was found to be .87. This coefficient was regarded as appropriate and therefore, could be used in the study.

Life Satisfaction Scale: Life Satisfaction Scale was developed by Deiner, Larsen, Emmons and Griffin (1985). The scale was translated and adapted into Turkish by Köker (1991). It consists of 5 statements. Maximum score from the scale is 25; minimum score is 5. Low scores indicate low life satisfaction. Reliability studies of the scale showed that; test-retest reliability was $r=.85$; item-test correlations was calculated to be between .71 and .80 (Avşaroğlu, Deniz & Kahraman, 2005). Cronbach-Alpha internal consistency coefficient of the scale was found to be .86.

3. Results

Table 1 presents descriptive statistics for job satisfaction of teachers. It was found that the teachers were most satisfied with “having the chance of doing something for other people” (4.37), followed by “having the chance to do something using their abilities” (4.20), “the feeling of success they get for the work they do” (4.14) and “providing them a constant job” (%4.09). It was found that the teachers were least satisfied with “money they get for the work they do” (2.32) and “having the opportunity of promotion” (2.72). It was found that mean job satisfaction scores of teachers was 71.58. Considering that the highest possible score from job satisfaction scale is 100 and increased scores means increased job satisfaction, it can be stated that the teachers had high levels of job satisfaction.

Table 2 presents descriptive statistics for life satisfaction of teachers. Mean scores of teachers who were “satisfied with their lives” (3.79) was close to high levels. On the other hand, mean scores of the items “I have everything I want”, “my living conditions meet my ideals from many aspects” were slightly over moderate level (3.18 and 3.09 respectively) mean scores of “I have perfect living conditions”, “I would not change anything if I would live again” (2.70, 2.61 respectively) were below the moderate level. Life satisfaction mean score of teachers was found to be 15.32. Considering that the highest possible score from the scale is 25 and increased scores indicate increased life satisfaction, life satisfaction levels of teachers was slightly over moderate level.

Table 1. Descriptive Statistics for Job Satisfaction of Teachers (N:406)

Items	\bar{X}	S
In terms of keeping me busy every time	3.35	1.082
In terms of having the opportunity of working alone	3.89	.833
In terms of having the ability to occasionally do different things	3.90	.913
In terms of giving me the chance of being a “respected person” in the society	3.82	.996
In terms of my superior’s style of managing his/her subordinates	3.39	1.104
In terms of the ability of my superior in decision-making	3.36	1.132
In terms of having the chance of doing unconscionable things	3.86	.987
In terms of providing me a constant job	4.09	.834
In terms of having the chance of doing something for other people	4.37	.711
In terms of having the chance of telling other people what to do to	3.95	.872
In terms of having the chance to do something using my abilities	4.20	.732
In terms of application of decisions taken about the work	3.50	.958
In terms of money I get for the work I do	2.32	1.171
In terms of having the opportunity of promotion	2.72	1.192
In terms of having freedom of applying my own decisions	3.49	1.061
In terms of having the chance to use my own methods while doing my work	3.84	.972
In terms of working conditions	3.32	1.093
In terms of getting on well among my colleagues	3.76	.930
In terms of being appreciated for the work I do	3.40	1.108
In terms of the feeling of success I get for the work I do	4.14	.787
Total	71.58	11.11

Table 2. Descriptive Statistics for Life Satisfaction of Teachers (N:406)

Items	\bar{X}	S
I am satisfied with my life	3.79	1.003
I have everything I want	3.18	1.175
My living conditions meet my ideals from many aspects	3.09	1.086
I would not change anything if I lived again	2.61	1.135
I have perfect living conditions	2.70	1.100
Total	15.32	4.44

Comparison of job satisfaction of teachers according to certain demographic characteristics (Table 3) showed that the teachers who were working in public schools and pre-schools, giving foreign language courses and who were at the age of 51 and above had higher job satisfaction and that this was statistically significant ($p < .05$, $p < .001$). It was found that gender and marital status did not affect job satisfaction ($p > .05$). Analysis of life satisfaction of teachers according to certain demographic characteristics showed that female teachers had higher levels of life satisfaction and there was a statistically significant difference ($p < .001$). We found that marital status, status of working in private or public schools, branch and age of teachers did not affect life satisfaction ($p > .05$).

It was found that there was a positive and significant relationship between job satisfaction and life satisfaction of teachers ($r = 0.281$, $p < .001$). We found that there was a positive relationship between job satisfaction and life satisfaction; in other words, as job satisfaction increased, life satisfaction increased as well.

Table 3. Comparison of Job and life satisfaction of teachers according to certain demographic characteristics

Variables	Job Satisfaction					Life Satisfaction					
	N	\bar{X}	S	t / F	p	N	\bar{X}	S	t / F	p	
Gender	Female	287	71.09	11.56		287	15.87	4.40			
	Male	119	72.79	9.86	1.966	.162	119	13.98	4.26	15.73	.001***
Marital Status	Married	307	71.98	10.77		307	15.53	4.49			
	Single	99	70.34	12.08	1.629	.203	99	14.64	4.24	2.978	.085
Type of school	Private	69	68.88	14.58		69	15.84	3.80			
	Public	337	72.14	10.19	4.957	.027*	337	15.21	4.56	1.161	.282
Level of School	Pre-school	32	73.22	10.44	3.373	.035*	32	15.19	4.92		
	Primary Ed.	247	72.44	10.60			247	15.37	4.58	.046	.955
	Secondary Ed.	127	69.48	11.20			127	15.25	4.05		
Branch	Foreign Lang.	49	74.77	10.07			49	16.10	4.60		

	Pre-school	32	73.50	11.08	2.908	.014*	32	16.84	4.42		
	Science-Math	96	68.93	11.54			96	15.30	4.14	2.008	.077
	Primary ed.	94	70.06	10.70			94	14.52	4.45		
	Social Sciences	82	72.89	11.26			82	15.61	4.55		
	Other	53	72.98	10.70			53	14.64	4.42		
Age	-30	88	69.85	12.27		.010**	88	14.72	3.80		
	31-40	108	72.14	10.57	3.852		108	15.29	4.54		
	41-50	141	70.46	10.94		1-4	141	15.37	4.59	1.130	.337
	51+	69	75.26	9.95		3-4	69	16.03	4.71		

4. Discussion

This study analyzed job and life satisfaction of teachers. It was found that job satisfaction levels of teachers were slightly higher than their life satisfaction levels. Economic problems experienced by teachers might have caused this result. Economic insufficiency of individuals mostly affects their life satisfaction. Analysis showed that there was a positive significant relationship between job satisfaction and life satisfaction. Previous studies also reported a positive relationship between job satisfaction and life satisfaction (Bonebright, Clay & Ankenman, 2000; Perrone, Webb & Jackson, 2007). Since employees spend most of their time at work place and consider work as the center of life, job satisfaction affects life and therefore increased job satisfaction increases life satisfaction (Rain, Lain & Stainner, 1991; Rode, 2004).

If employees are satisfied with their jobs, this includes their general life. Research found that individuals with high job satisfaction showed more positive behaviors and had better psychological health within social structure (Robbins, 1996). Like in every job, performance of teaching by teachers by enjoying this profession is of great importance for effective functioning of education system. Professional activities covering a significant part of a teachers life is one of the prerequisites that will enable healthier and more successful society.

It was found that gender had no effect on job satisfaction of teachers. Although much of previous research found that females were more satisfied with their work than males (Perie & Baker, 1997; WU Huei-Jane & You-I WU, 2001; Tunacan, 2005; Yiğit, 2007), like in the present study, some of the studies reported that gender had no effect on job satisfaction (Aydın, Deniz & Kahraman, 2005; Karaköse & Kocabaş, 2006; Canbay, 2007; Gencyay, 2007; Gençtürk, 2008; Ayan, Kocacık & Karakuş, 2009; Telef, 2011).

Teachers working in public schools had higher job satisfaction than those working in private schools and there was a statistically significant difference between these two groups of teachers ($p < .05$). In Turkey, schools are inspected by the Ministry of Education. Teachers working in public schools are permanent public servants and have no risk of dismissal. On the other hand, teachers working in private schools work on contractual basis and their contracts are extended each year according to their performance. For these reasons, teachers have to achieve a great success in their works and to improve and renew themselves to stay at the same school for another year. These might have negatively affected job satisfaction of teachers working in private schools.

It was found that job satisfaction levels of teachers varied in parallel to age and it was statistically significant ($p < .01$). Teachers at the age of 51 and above had higher job satisfaction levels than the teachers in other age groups. Unlike the present study, Lee and Wilbur (1981) reported that young employees had higher job satisfaction levels than more experienced employees. It was reported that employees at work are more energetic, more optimistic for the future, more idealistic and had higher expectations and that these characteristics increased their job satisfaction levels. However, professional knowledge and skills increase in parallel to age and responsibilities about child rearing in the family decrease and better finances is observed than other years. These might have increased job satisfaction of teachers.

Preschool teachers and foreign language teachers were found to have higher job satisfaction than others. Some of previous research on job satisfaction reported that job satisfaction levels of preschool teachers were higher than those of primary education and secondary education teachers (Menon, Papanastasiou & Zembylas, 2008). The fact that preschool education has no strict program; has low number of students and an easy classroom management might have caused higher job satisfaction levels in preschool teachers.

Life satisfaction levels of teachers were compared according to some demographic characteristics. It was found that gender affected life satisfaction ($p < .001$), while other demographic characteristics did not affect job satisfaction ($p > .05$). Female teachers were found to have higher life satisfaction levels than males. Yılmaz and Şahin (2009). reported that life satisfaction of primary education teachers varied according to gender and type of school they work.

This study analyzed the relationship between job and life satisfaction of teachers. It was found that there was a correlation between job satisfaction and life satisfaction; however job satisfaction levels of teachers were found to be slightly higher than their life satisfaction levels; that gender did not affect job satisfaction but affected life satisfaction and that as age increased, job satisfaction increased as well. We entrust our future, our children to teachers who play a significant role in development. High job and life satisfaction levels of teachers are of great importance for the future of our country. For this reason, school administrators and politicians should carry out studies to increase job satisfaction levels of teachers. We believe that improving economic and living conditions of teachers can significantly affect their job and life satisfaction levels.

References

- Avşaroğlu, S., Deniz, M. E. ve Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumu iş doyumu ve mesleki tükenmişlik düzeylerinin incelenmesi. *S.Ü. Eğitim Fakültesi Dergisi*, 14, 115 – 129.
- Ayan, S., Kocacık, F. & Karakuş, H. (2009). Lise öğretmenlerinin iş doyumu düzeyi ile bunu etkileyen bireysel ve kurumsal etkenler: Sivas merkez ilçe örneği. *Anatolian Journal of Psychiatry*, 10, 18–25.
- Aydımay, A. (1996). *İş tatmini ile denetim odağı arasındaki ilişki (Resmi, Özel, Yabancı Özel Lise Öğretmenleri Üzerinde Yapılmış Bir Araştırma)*. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi, İstanbul.
- Bircan, İ. (1984). Türkiye’de eğitim-istihdam ilişkisi, *Planlama Dergisi*, Ankara.
- Bonebright, C. A., Clay, D. L., & Ankenman, R. D. (2000). The relationship of workaholism with work-life conflict, life satisfaction, and purpose in life. *Journal of Counseling Psychology*, 47, 469-477.
- Büyüköztürk, Ş. (2005). *Sosyal bilimler için veri analizi el kitabı*. Ankara: PegemA Yayıncılık.
- Can, G. (1991). Eğitim fakültesi ve öğretmenlik sertifikası programlarının öğretmen adaylarında tutum geliştirme açısından etkililiği. *İzmir 1. Ulusal Eğitim Kongresi Bildirileri*, 25-27 Kasım 1991: 162-167.
- Canbay, S. (2007). İlköğretim okullarında çalışan öğretmenlerin iş doyumu ve denetim odağı ilişkisi. Yayınlanmamış Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Çermik, E. (2001). *Ortaöğretim fizik öğretmenlerinin profili, iş tatmini ve motivasyonu*. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi, İstanbul.
- Çetinkaya, T. (1998). Öğretmen hatırlanma günü: 24 Kasım. (<http://www.ogretmenlersitesi.com/yazi/arsiv/zaman24.htm>). (09. 06. 2009 tarihinde indirilmiştir.)
- Demato, S D. (2001). Job satisfaction among elementary school counselors in Virginia Ph. D Dissertation University of Virginia.
- Demirel, H. ve Koç Erdamar, G. (2009). Examining the relationship between job satisfaction and family ties of Turkish primary school teachers. *Procedia Social and Behavioral Sciences*. 1 (1): 2211-2217.
- Deiner, E. & Larsen, G. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, Volume 49.
- Erdoğan, İ. (1997). *İşletmelerde davranış*. İstanbul: İ.Ü. İşletme Fakültesi Yayınları.
- Eren E., (1989). *Yönetim psikolojisi*. Yön Ajans, Genişletilmiş 3. Baskı, İstanbul.
- Geçtan, E. (1988). *Psikanaliz ve sonrası*. İstanbul: Remzi Kitabevi.
- Gencay, Ö. A. (2007). Beden eğitimi öğretmenlerinin iş doyumu ve mesleki tükenmişliklerinin bazı değişkenler açısından incelenmesi. *Kastamonu Eğitim Dergisi*, Cilt:15 No:2, 765–780.
- Gençtürk, A. (2008). *İlköğretim okulu öğretmenlerinin öz-yeterlik algıları ve iş doyumlarının çeşitli değişkenler açısından incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Zonguldak Karaelmas Üniversitesi, Zonguldak.
- Gilmer V. H., (1971). *Industrial and organizational psychology*. Mc Graw-Hill Book Comp., New York.
- Greenberg, J & Baron, R.A. (2000). *Behaviour in organizations*. New Jersey: Seventh Edition, Prentice Hall.
- Güver, G. (2004). Öğretmenin sorunu yine geçim sıkıntısı. (<http://www.ntvmsnbc.com/news/289937.asp?cp1=1>). (09. 06. 2009 tarihinde indirilmiştir.)
- Karagözoğlu, G. (1987). Toplumda öğretmenlik mesleğinin yeri ve sorunları. *Çağdaş Eğitim*, 12 (118): 4-11, Ocak.
- Karaköse, T. ve Kocabaş, İ. (2006). Özel ve devlet okullarında görev yapan öğretmenlerin beklentilerinin iş doyumu ve motivasyon üzerine etkileri. *Eğitimde Kuram ve Uygulama*, 2(1): 3–14.
- Kazanç, H. (1998). *Kamu kuruluşlarında iş tatmini ve Tübitak örneği*. Yayınlanmamış Yüksek Lisans Tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü.
- Keser, A. (2005). Akademisyenlerin çalışan tatmini-yasama tatmini araştırması. *Paradoks.org Ekonomi, Sosyoloji ve Ekonomi Dergisi*, 2, 1.
- Köker, S. (1991). *Normal ve sorunlu ergenlerde yaşam doyumu düzeyinin karşılaştırılması*. Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Köktürk, T. (1997). *İlköğretim okulları ikinci kademe İngilizce öğretmenlerinin profili, motivasyonu ve iş tatmini*. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi, İstanbul.
- Lee, R., & Wilbur, E.R. (1981). Age, education, job tenure, salary, job characteristic and job satisfaction. *Journal of Vocational Behavior*, 18:362-373.
- Menon, M. E., Papanastasiou, E. & Zembylas, M. (2008). Examining the relationship of job satisfaction to teacher and organisational variables: *Evidences from Cyprus*. *ISEA*, 36 (3): 75-86.
- Mitchell, T.R. & Larson, J. (1987). *People in organizational behaviour*. New York, McGraw Hill Company.

- Minibaş, J. (1990). *Özel ve devlet ilkokullarında görev yapan öğretmenlerin iş tatmini düzeyi ve bu düzeyin frustrasyon karşısında gösterilen tepki tipi ve agresyon yönü ile ilişkisi*, Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi, İstanbul.
- Özan, M.B. (2007). Öğretmenlerinin çalışma koşulları ile iş doyumu arasındaki ilişki (Mardin örneği). Makalelerle Mardin III. Eğitim Kültür-Edebiyat, Mardin Tarihi İhtisas Kütüphanesi Yayın No: 9, 139-147.
- Özdayı., (1990). *Resmi ve özel liselerde çalışan öğretmenlerin iş tatmini ve iş streslerinin karşılaştırmalı analizi*, İstanbul Üniversitesi İşletme Fakültesi Doktora Tezi, İstanbul.
- Özer M. & Karabulut, Ö.Ö. (2003) Yaşlılarda yaşam doyumu. *Geriatrı*, 6 (2):72-74.
- Peretomode, V. F. (1991). *Educational administration: applied concepts and theoretical perspective*, Lagos: Joja Educational Research and Publishers.
- Perie, M. & Baker, D. (1997). Job satisfaction among america's teachers: effects of workplace conditions, background characteristics, and teacher compensation." Statistical Analysis Report, National Center for Education Statistics, U.S. Dept. of Education, NCES 97-471.
- Perrone, K.M., Webb, L.K. & Jackson, Z.V. (2007). Relationship between parental attachment, work and family roles, and life satisfaction. *The Career Development Quarterly*, 55, 237-248.
- Rain, J. S., Lane, I. M., & Steiner, D. D. (1991). A current look at the job satisfaction/life satisfaction relationship: Review and future considerations. *Human Relations*, 44, 287-307.
- Raisani. (1988). A study of relationship between climate and demographic information to job satisfaction Ph.D Dissertation. Michigan University.
- Rask K, Astedt-Kurki, P. & Laippala, P. (2002). Adolescent subjective well-being and realized values. *Journal of Advanced Nursing*, 38: 254-263.
- Robbins S. P., (1996). *Organizational behavior*, Prentice Hall, Inc, Seventh Edicition, New Jersey.
- Rode, J. C. (2004). Job satisfaction and life satisfaction revisited: A longitudinal test of an integrated model. *Human Relations*, 57, 1205-1229
- Saracaloğlu, A.S. (1991). Fen ve edebiyat fakülteleri öğrencilerinin öğretmenlik mesleğine yönelik tutumları. *İzmir Birinci Ulusal Eğitim Kongresi Bildirileri*. 25-27 Kasım 1991: 565-569.
- Saracaloğlu, A.S., Bozkurt, N., Serin, O. & Serin, U. (2000). "Öğretmen adaylarının mesleğe yönelik tutumlarını etkileyen faktörler", *IX. Ulusal Eğitim Bilimleri Kongresi*, 27-30 Eylül 2000, Erzurum.
- Schmitter, C. (2003). Life satisfaction in centenarians residing in long-term care. (21 Subat, 2003). Elde edilme tarihi: 2 Kasım 2007. <http://www.mmhc.com/articles/NHM9912/cutillo.html>.
- Telef, B.B. (2011). Öğretmenlerin öz yeterlikleri, iş doyumları, yaşam doyunları ve tükenmişliklerinin incelenmesi. *İlköğretim Online*, 10(1):91-108.
- Tunacan, S. (2005). *Beykoz ilçesindeki lise öğretmenlerinin iş doyumunu etkileyen faktörler*. Yayınlanmamış Yüksek Lisans Tezi, Yeditepe Üniversitesi, İstanbul.
- Uyargil, C. (1983). Kişinin genel yaşam tatmininde işinin önemi. *İstanbul Üniversitesi Eğitim Fakültesi Dergisi*, Sayı: 2, Kasım.
- Wu Huei-Jane & You-I Wu. (2001). A study on elementary school teachers job satisfaction and its relationship with their social network, Job Characteristics. *Bulletin of Educational Research*, Vol. 46, pp. 147-180.
- Yıldırım, F. (1996). *Banka çalışanlarında iş doyumu ve algılanan rol çatışması ile tükenmişlik arasındaki ilişki*. Yayınlanmamış Yüksek Lisans Tezi, Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Yılmaz, E. & Şahin M., (2009). A study into life satisfaction levels of the teachers working at primary education in terms of some variables. *E-Journal of New World Science Academy*, 4(4):1404-1414.
- Yiğit, A. (2007). *Özel eğitim kurumlarında çalışan öğretmenlerin iş doyumu tükenmişlik ve ruh sağlık düzeylerinin çeşitli değişkenler açısından incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Niğde Üniversitesi, Niğde.