

The Relationship between Job Satisfaction and Life Satisfaction: An Empirical Study on Teachers

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Abstract

Job satisfaction, which can be defined as a positive effect to a person's total work situation, may influence the quality of life even apart from the workplace. Recent reviews of the literature have concluded that influence of work life on non-work life is both pervasive and mutually reinforcing: i.e., good jobs lead to the good life and vice versa (Champoux, 1981; Kabanoff, 1980; Near et al., 1980; Staines, 1981). If, in fact, job satisfaction is a component of life satisfaction, then job satisfaction should predict life satisfaction over some period of time (Near, 1984). The aim of this study was to investigate the relationship between job satisfaction and life satisfaction on 652 teachers in Ankara and Istanbul in Turkey. The present study was a descriptive correlational research in terms of method and a survey research in terms of data collection. The population for the study consisted of the preschool teachers, primary school teachers, and culture and vocation lecture teachers. The group of subjects representing the population was selected through randomly. The data was collected between October and December 2015. In this research, the data gathering tools were the job satisfaction survey by Paul E. Spector (1985) and the life satisfaction survey by Diener, Emmons, Laresen and Griffin (1985). In order to analyze the collected data, SPSS software was conducted and to analyze the hypotheses correlation analysis, simple and regressions were used. Results indicated that the correlation and regression coefficients are quite high. It means that job satisfaction of the teachers have a significant effect on their life satisfaction. Moreover, the findings were indicated differences in the intensity of relationship between variables depend on socio-demographic traits of the teachers.

Keywords: Job satisfaction, life satisfaction, work and non-work life, preschool teachers, primary school teachers.

1. Introduction

For many years, scholars have debated the relationship between the employment situation, life outside of the "office" and life in general. Theories about this kind of relationship began with works of Engel in the mid-1800's (1958). In his writings regarding the industrialization of England, Engels proposed that in relating to their jobs, workers would prefer to behave in two ways. He believed that either they would confine themselves in a subservient life outside of the factory or they would address to alcohol and sexual promiscuity to activate their boring existences. Wilensky's theoretical work (1960) expanded Engel's writings on the relationship between job satisfaction and factors external to the job in two ways: they may allow positive or negative experiences from one domain to generalize or spillover to the other or they may compensate in one domain for disappointments experienced in the other (Near, Rice and Raymond, 1987).

He hypothesized three possible linkages between work and the environment of workers: compensation, spillover, and segmentation (Dubin 1956, 1977; Kantak, Futrell and Sager, 1992). Evans and Bartolom (1980) argued that spillover (i.e. one's negative feelings regarding to job, therefore feels likewise alienated from family) is provided by the individual who reads a great deal on and off the job and in contrast, this individual might compensate by drawing greater satisfaction from involvement in family life (positive feeling). Studies of spillover and compensation have thus focused on both feelings and activities (Near, Rice and Raymond, 1987).

This issue as to teaching profession, it is highly important that teachers, as well as other professionals, do their job with enthusiasm and passion in order to make education system work effectively. A satisfied teacher is more willing to make time and energy for his/her students and for teaching (Bogler, 2001). According to Erdamar and Demirel (2016) teaching is a profession which should be chosen not out of coincidence or obligation but out of passion. A teacher who loves and enjoys teaching will have a high level of job satisfaction. When a person is satisfied with what he or she does, he or she would be happy and productive in the workplace, where he or she spends most of his day, and this would contribute positively to his/her overall life satisfaction. In other words, if one is satisfied with his/her job, he/she is also satisfied with his/her life (Erdamar and Demirel, 2016).

2. The Literature Review

Job satisfaction refers to a positive affective response resulting from an evaluation of the total work situation. For example, Locke (1969) has defined the concept as the "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values." This evaluation is generally considered to be a function of work-related rewards and values (Katzell, 1964; Vroom, 1964; Locke, 1969; Kalleberg, 1977; Mobley, Griffeth, Hand, and Megline, 1979; Mottaz, 1987).

Work rewards which depend on the individual's work values refer to the intrinsic and extrinsic benefits that workers receive from their jobs (Herzberg, 1966; Kalleberg, 1977; Mortimer, 1979; Katz and Van Maanan, 1977). Work values refer to what the worker wants, desires, or seeks to reach from work (Katzell 1964; Locke 1969). The greater consistency between work rewards and work values the greater the job satisfaction; the greater the perceived difference the less the satisfaction. In this sense, job satisfaction represent as person-environment fit. Furthermore, work reward is a specific determinant on overall job satisfaction which is simply a function of the importance of a given reward to the worker, and the worker's perception of the amount received (Mottaz, 1987).

Life satisfaction is a cognitive evaluation which is particularly dependent on social comparisons with other important reference groups as well as individual's desires, expectations, and hopes. It is also associated with such as job, marriage, income, family, leisure activities (Selim, 2008).

A number of social scientists have examined the relationship between domain satisfaction and satisfaction with life as a whole (Andrews and Withey 1976; Argyle 1989; Vermunt et al. 1989; Veenhoven 1996; Kousha and Mohseni 1997). The number of empirical studies which are analyzing life satisfaction has increased significantly since the late 1990s. The focus of most studies has been on the determinants or correlates of happiness in developed countries. As Selim (2008) indications that recently life satisfaction and happiness have been studied in less developed and developing countries (Namazie and Sanfey 2001; Hayo and Seifert 2003; Gruen and Klasen 2005). Her research aims to investigate life satisfaction and happiness for Turkey, which continued its path of modernization and European-inspired reforms. Empirical evidence explaining life satisfaction and happiness in Turkey is rather limited. Gitmez and Morcol (1994) examine socio-economic status and life satisfaction in Ankara, capital city of Turkey. It examines both to observe whether socio-economic status is a determinant of life satisfaction, and to find out the dimensions of life satisfaction that are discriminating between the individuals of different socio-economic status. McConatha et al. (2004) compare the life satisfaction of adults from the United States, Turkey, and Germany. Significant mean differences by country are found on life satisfaction. (Selim, 2008).

As some researches (Chamoux, 1981; Kabanoff, 1980; Near et al., 1980; Staines, 1980) work life and non-work life may influence each other but some researchers found the low positive correlation relationship between job and life satisfaction (Rice et al, 1980). Therefore without such knowledge, the true relationship between Quality of Work Life (QWL) and Quality of Life (QOL) cannot be understood (Near, 1987).

According to Rice et al. (1979), job satisfaction mediates the relationship between working conditions and life satisfaction. Thus, working conditions, such as salary, would influence job satisfaction as a component of life satisfaction and life satisfaction; it should therefore act as a contributor to overall life satisfaction.

However empirical results do not support association which seems not to be very strong between job satisfaction and life satisfaction; as a component of the life satisfaction pie. Job satisfaction is a component of life satisfaction, and then job satisfaction should predict life satisfaction over some period of time. This hypothesis is tested here with longitudinal data measuring job satisfaction and life satisfaction over time (Near, 1983; Rice et al., 1979).

After Wilensky's (1960) studies, a number of researchers have undertaken tests of the theory on relationship between job and life satisfaction. Surprisingly, in spite of beliefs in a substantial relation between work-life outside of work, most research demonstrates only a weak and often inconsistent empirical relation between work and non-work satisfaction (Near, Rice & Hunt 1980; Rice, Near & Hunt 1980; Shaffer 1987).

According to Rice et al. (1980), the association between job satisfaction and life satisfaction does not seem very strong. There is an average correlation of .31 across nearly 300 examinations of the association (Rice et al., 1980). Rice et al. (1980) found that various work and personality factors acted to moderate the relationship between job satisfaction and life satisfaction, but the effects were very weak. A more recent review concluded that this association is somewhat higher, at .44 (Rice et al., 1980). When the effects of other variables are taken into account, through multivariate modeling (e.g., controlling the effects of family satisfaction) job satisfaction consistently explains only 5% to 10% of the variance in overall life satisfaction (Andrews and Withey, 1976; Campbell et al., 1976; Near et al., 1983, 1984; Orpen, 1978; Rice et al., 1979; Schmitt and Bedeian, 1982; Schmitt and Mellon, 1980). In another study, it indicates that job satisfaction does not completely moderate the effects of working conditions on life satisfaction. Instead, working conditions have some direct effect on life satisfaction, aside from their effects on job satisfaction. (Near et al., 1983; Rice et al., 1979).

Moreover, analyses have indicated that job and life satisfaction are jointly determined, although a greater amount of variance in life satisfaction can be explained by job satisfaction than vice versa (Keon and McDonald, 1982; Schmitt and Bedeian, 1982). Orpen (1978) examined relationships between job satisfaction and non-work satisfaction (measured as life satisfaction) over a period of one year; found that job satisfaction showed a moderate and significant correlation with non-work satisfaction. Non-work satisfaction was not significantly related to job satisfaction. In another words, job satisfaction causes non-work satisfaction but non-work satisfaction does not cause job satisfaction. Schmitt and Mellon (1980) obtained conflicting findings: job satisfaction was a weaker cause of life satisfaction than life satisfaction was of job satisfaction.

Although both studies focused primarily on job and life satisfaction, findings of these two samples differed; Orpen sampled managers while Schmitt and Mellon studied young, non-managerial workers (clerical and service type). Besides Schmitt and Mellon did find the relationship between job and life satisfaction strengthened. Such results suggest the need to control the effects of working and living conditions, when examining the relationship between job satisfaction and life satisfaction (Orpen, 1978; Schmitt and Mellon, 1980); in fact, results of cross-sectional studies indicate that controlling these effects is crucial (e.g., Near et al., 1978, 1983 and in press; Rice et al., 1979). If job satisfaction is a component of life satisfaction, then job satisfaction should predict life satisfaction over some period of time. By controlling the effects of working and living conditions, the effects of job satisfaction alone may be assessed, representing any individual differences in response to living and working conditions (Near, 1984).

From both theoretical and practical standpoints, it is important that the relationship be identified and understood, especially given the concern for improving the quality of life in the workplace. If job satisfaction influences life attitudes, then programs such as job redesign that attempt to enhance job satisfaction will improve not only the quality of work life but also the overall quality of life of workers. A relationship may also suggest that life satisfaction can be an important determinant of work productivity and withdrawal responses, such as absenteeism and turnover (Kantak, Futrell and Sager, 1992). The aim of this study is to investigate the relationship between job and life satisfaction among teachers. In this perspective the main hypothesis of the study is: There is a positive relationship between job and life satisfaction among teachers.

3. Method

The present study was a descriptive co relational research in terms of method and a survey research in terms of data collection. The aim of the current study was to investigate the relationship between job satisfaction and life satisfaction on 652 teachers in Ankara and Istanbul in Turkey. The population for the study consisted of the preschool teachers, primary school teachers, and culture and vocation lecture teachers.

The group of subjects representing the population was selected through randomly. The data is collected between October and December 2015. Population of the research is generated by teachers who work in center and its districts in two big cities Ankara and Istanbul. 1000 teachers, who are selected through random cluster sampling from the population, are reached by pollsters and provided 690 teachers returns 652 questionnaire forms are composed of sampling of the survey because they are filled completely.

In this research, the data was gathered first through literary research method and then through field method and using questionnaire. Prepared questionnaire form consists of 3 parts: In the first part, there are 5 questions which are devoted to determine socio-demographic traits of sample group. The second one is the job satisfaction survey by Paul E. Spector (1985) which includes 36 statements and five-point Likert scale and the last one is the life satisfaction survey by Diener, Emmons, Laresenve Griffin (1985) which includes 5 statements to determine life satisfaction levels of the teachers and five-point Likert scale.

4. The Validity and Reliability of the Questionnaire

In order to measure the validity of the questionnaires, content validity was adopted. In other words, the questionnaires were distributed among some of the teachers and academicians and their opinions about the quality of the questionnaires as a valuable tool for measuring the variables were asked. Finally, they confirmed the questionnaires. To measure the reliability of the questionnaire Cronbach's Alpha was used. Job satisfaction survey contained 36 questions and its Cronbach's Alpha was 0.87 and life satisfaction survey had 5 questions and its Cronbach's Alpha was 0.89. Consequent of the survey was completed by relationships between variances of frequency and percentage related to demographic features of the sample group and their job-life satisfactions. Then, simple regressions were conducted to analyze determining the effect of job satisfaction on life satisfaction.

5. Results

In order to analyze the data, SPSS software was used. At first, descriptive statistics which includes frequency and percentage tables were used. Descriptive questions were represented on the Table-1 that are "gender", "age", "tenure or working years", "branch", and "marital status". Table 1 shows the summary of the descriptive statistics of participants:

Table 1: The Summary of the Descriptive Statistics of Participants

Gender	Frequency	Percent
Female	470	72.1
Male	182	27.9
Total	652	100.0
Age	Frequency	Percent
Between 20-25 years old	34	5.2
Between 26-30 years old	140	21.5
Between 31-40 years old	307	47.1
Between 41 years old	171	26.2
Total	652	100.0
Tenure	Frequency	Percent
0-2 years	38	5.8
3-5 years	99	15.2
6-10 years	180	27.6
11 years	335	51.4
Total	652	100.0
Branch	Frequency	Percent
Preschool Teachers	30	4.6
Primary School Teachers	206	31.6
Culture Lecture Teachers	267	41.0
Vocation Lecture Teachers	149	22.9
Total	652	100.0
Marital Status	Frequency	Percent
Married	519	79.6
Single	133	20.4
Total	652	100.0

According to Table-1, 72.1 per cent of participants were females and 29.9 per cent were males. In other words, most of the teachers were females in the current study. In addition, 5.2 per cent of participants were between 20-25 years old, 21.5 per cent were between 26-30 years old, 47.1 per cent were between 31-40 years old, and 26.2 per cent were 41 years old and over. It can be said that most of the teachers were between 31-40 years old. Considering the working year, 5.8 per cent were working within the 0 to 2 years, 15.2 per cent were between 3 and 5 years, 27.6 per cent were between 6 and 10 years, and the last 51.4 per cent were 11 years and over. It can be said that most of the teachers have been working for 11 years and over, respectively. Moreover, 4.6 per cent of them were preschool teachers, 31.6 per cent were primary school teachers, 41.0 per cent were culture lecture teachers (mathematics, grammar, science, biology, chemistry, sociology, psychology and so on), and 22.9 per cent were vocation lecture teachers (accounting, commodity mathematics, finance, computer, technology and so on). In addition, 79.6 per cent of the teachers were married and 20.4 per cent of them were single.

Table 2 represents the results of correlation and regression analysis between job satisfaction and life satisfaction of the teachers.

Table2: The Results of Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

	n	r	r ²	p
Job –Life Satisfaction	652	.534	.286	.000

According to Table 2, the relationship between job satisfaction and life satisfaction of the teachers is $r=0.534$ and the effect of job satisfaction on life satisfaction is $r^2=0.286$. As it seen, the correlation and regression coefficients are quite high. Since the significance level is less than 0.01, thus the job satisfaction has a positive and significant impact on teachers' life satisfaction.

Table3: Regarding to Gender Variance Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

Gender		n	r	r ²	p
Female	JS-LS	470	.508	.259	.000
Male	JS-LS	182	.569	.324	.000

Table 3 exhibits the correlation and regression model summary of the relationship between job satisfaction and life satisfaction. According to Table 3, the significant level is meaningful at the level of 0.05. While the relationship is counted as $r=0.508$ and impact is counted as $r^2=0.259$ between job satisfaction and life satisfaction of females, the relationship is counted as $r=0.569$ and impact is counted as $r^2=0.324$ between job satisfaction and life satisfaction of males. As it can be seen on Table-3, the correlation and impact between job satisfaction and life satisfaction of males are higher than females.

Table 4: Regarding to Age Variance Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

Age		n	r	r ²	p
Between 20-25 ages	JS-LS	34	.556	.309	.001
Between 26-30 ages	JS-LS	140	.389	.152	.000
Between 31-40 ages	JS-LS	307	.330	.109	.000
41 age and over	JS-LS	171	.764	.583	.000

In the Table 4, the correlation and regression between job satisfaction and life satisfaction of participants according to their ages have a meaningful relationship at the level of 0.05. The teachers' job and job satisfactions between 20 and 25 years old are accounted as relationship ($r=0.55$) and effect ($r^2=0.309$); between 26 and 30 ages are accounted as relationship ($r=0.389$) and effect ($r^2=0.152$); between 31 and 40 ages are accounted as relationship ($r=0.330$) and effect ($r^2=0.109$), and last 41 and over ages are accounted as relationship ($r=0.764$) and effect ($r^2=0.583$). It can be understood from Table-4 that the relationship and effect between job and life satisfaction are high at the level of 41 and over ages.

Table 5: Regarding to Tenure Variance Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

Tenure		n	r	r ²	p
0-2 years	JS-LS	38	.349	.122	.032
3-5 years	JS-LS	99	.426	.182	.000
6-10 years	JS-LS	180	.458	.210	.000
11 years and over	JS-LS	335	.577	.333	.000

Table 5 indicates that the regression and correlations between job and life satisfactions of the teachers regarding to their tenure have meaningful relations at level of 0.05. The relationship and effect between job and life satisfaction are accounted with the range of 0 and 2 years as $r=0.349$ and $r^2=0.122$; 3 and 5 years as $r=0.426$ and $r^2=0.182$; 6 and 10 years as $r=0.458$ and $r^2=0.210$, and last 11 years and up as $r=0.577$ and $r^2=0.333$. It can be understood from Table-5, the relationship and effect between job and life satisfaction are high at the level of 11 years and over.

Table 6: Regarding to Branch Variation Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

Branch		n	r	r ²	P
Preschool	JS-LS	30	.379	.144	.039
Primary School	JS-LS	206	.605	.367	.000
Culture Lecture	JS-LS	267	.472	.223	.000
Vocation Lecture	JS-LS	149	.552	.305	.000

Table 6 presents the regression and correlations between job and life satisfactions of the teachers according to their branches have meaningful relations at level of 0.05. The relationship between job and life satisfaction of preschool teachers is accounted as $r=0.379$ and effect is $r^2=0.144$; for primary school teachers is accounted as $r=0.605$ and effect is $r^2=0.367$; for culture lecture teachers is accounted $r=0.472$ and effect is $r^2=0.223$, and last for vocation lecture teachers is accounted as $r=0.552$ and effect is $r^2=0.305$. It can be understood from Table-6, the relationship and effect between job and life satisfaction are high preschool teachers.

Table 7: Regarding to Marital Status Variance Correlation and Regression Analysis between Job Satisfaction and Life Satisfaction

Marital Status		n	r	r ²	p
Married	JS-LS	519	.543	.295	.000
Single	JS-LS	133	.498	.248	.000

According to Table 7, the regression and correlations between job and life satisfactions of the teachers according to their marital status have meaningful relations at level of 0.05. The relationship between job and life satisfaction of married teachers is $r=0.543$ and effect is $r^2=0.295$ and single teachers is $r=0.498$ and effect is $r^2=0.248$. It can be understood from Table-7 that the relationship and effect between job and life satisfaction are higher at married teachers than single teachers are.

6. Discussion and Conclusion

This study attempted to determine the relationship between job and life satisfaction of teachers, who attend to survey, in Turkey. On the other hand to find how much the teachers' job satisfaction effect to their life satisfaction. The results of the study indicated that there is a positive and meaningful relationship between job and life satisfaction. According to findings of the study there is found a highly strong relationship ($r=0.534$) between job and life satisfactions of the teachers. Moreover, job satisfaction of the teachers has a 28 per cent influence ($r^2=0.286$) on their life satisfaction. It can be said at the frame of findings the relationship between the teachers' job and life satisfactions is positively and remarkably, important. Positive relationship shows that the higher level of job satisfaction means the higher level of life satisfaction of the teachers.

As Ignat and Clipa, (2012) a good emotional intelligence of the teachers is correlated with a positive attitude toward work and with satisfaction with life and with work itself. Erdamar and Demirel(2016) found that the result of the correlation analysis, there is a positive significant correlation ($r=.281$) between job satisfaction and life satisfaction.

The same result has been found by some previous studies also (Bonebright, Clay and Ankenman, 2001; Perrone, Webb and Jackson, 2007). Since individuals spend most of their time at work and make their job the center of their lives, their job satisfaction influences their life satisfaction; therefore, one increases as the other increases (Demirel, 2014). Demirel (2014) 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.

The addition of the main hypothesis of the research the demographic factors (gender, age, tenure, branch, and marital status) are investigated with job and life satisfactions of the teachers in the current study. The relationship between job and life satisfaction is tested in the sense of gender and it is found that male teachers' relationship between job and life satisfaction is higher than females. It means the level of job satisfaction of male teachers affects highly their life satisfactions. According to Erdamar and Demirel (2016) a female teacher has to push work into the background due to household chores or child care might lead to family-work conflict. As Demirel (2014) 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 (Demirel, 2014).

A relationship is tested between job and life satisfaction in terms of age variable of the teachers. Intensity of the relationship is higher at 41 ages and up teachers than the other ages. In other words, the level of job satisfaction of the teachers whose ages 41 and up affects highly their life satisfactions. The relationship is tested between job and life satisfaction in the frame of the teachers' tenures and the highest relationship is found teachers who have 11 years tenure and more. In other words the level of job satisfaction of the teachers who worked 11 years and more affects highly their life satisfactions.

The relationship is tested between job and life satisfaction in the frame of the teachers' branches and the highest relationship is found preschool teachers. In other words, the level of job satisfaction of the preschool teachers affects highly their life satisfactions. The relationship is tested between job and life satisfaction according to the teachers' marital status and the highest relationship is found married teachers. In other words the level of job satisfaction of the married teachers affects highly their life satisfactions than single teachers.

Teachers have a lot of problems in Turkey nowadays especially in terms cost of living as well as organizational environment, management, and so on. Regarding their professions and the problems they are facing contribute negatively to their professional performance, personal development, and their job and life satisfaction (Güver, 2004). According to Uyargil (1983), job satisfaction has a high impact on life satisfaction; increasing job satisfaction levels of teachers will also increase their overall life satisfaction. In other words, life satisfaction and job satisfaction in this case will go hand in hand. Individuals who are not satisfied with their jobs will be unhappy in their personal lives also or the individual's leading an unhappy life will prevent him from having job satisfaction (Uyargil, 1983).

Teachers play a significant role in a country's development. We entrust our children in other words our future to teachers. Therefore, 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. Improving economic and living conditions of teachers can significantly affect their job and life satisfaction levels. In conclusion, this article can raise awareness to this issue.

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