

The Roles of Life Satisfaction, Teaching Efficacy, and Self-esteem in Predicting Teachers' Job Satisfaction

Gülşen Büyükşahin Çevik

Department of Counseling and Guidance, Faculty of Education, Adıyaman University, Turkey

Copyright©2017 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract The current research aims to find out the extent to which high school teachers' life satisfaction, teaching efficacy, and self-esteem predict their job satisfaction. Research participants included a total of 358 teachers (age=38.82; $S_s=6.73$; range, 22-58), 222 males (62%) and 136 females (38%), employed in 21 public high schools in the city center of Adıyaman in Turkey. 50 participant teachers (14%) were single and 308 (86%) were married. Education levels of the participant teachers were as follows: 318 (88.8%) with a BA degree, 36 (10.1%) with a MA degree, 3 (0.8%) with an associate degree and 1 (0.3%) with a PhD. Years in service were as follows: (\bar{X} service years=14.72; $S_s=7$; range, 1-35). The data was collected through the "Personal Information Form", "Minnesota Job Satisfaction Scale", "Satisfaction with Life Scale", "Teacher Efficacy Scale" and "Rosenberg Self-Esteem Scale". Descriptive analyses, Pearson product-moment correlation, and hierarchical linear multi regression analysis were used in the analyses of quantitative data in the current research. Data analysis was conducted through IBM SPSS 15.0 software. Three different regression models were obtained upon hierarchical multi regression analysis of scores on Minnesota Job Satisfaction Scale. A review of R^2 values showed that Satisfaction with Life Scale explained 31% of Minnesota Job Satisfaction Scale ($F_{(1,356)}=162.991^{**}$); this was increased by 34% upon analyzing Teacher Efficacy Scale ($F_{(2,355)}=95.105^{**}$) and by 35% upon analyzing Rosenberg Self-Esteem Scale ($F_{(3,354)}=66.123^{**}$).

Keywords Job Satisfaction, Life Satisfaction, Teacher Efficacy, Self-esteem

1. Introduction

Job satisfaction is defined as a personal evaluation based on positive or negative feedback associated with a job [64]. According to another similar definition, it includes an individual's job and evaluation about his/her job [53]. Within dissatisfaction about job, it was discovered to lead to job

stress as a basis for negative attitudes towards job [13]. Also, some jobs due to their natures have been reported to lead to more job dissatisfaction than other do [17]. Attitudes toward jobs were also found to influence job performance [56, 26]. Variable associated with mental health have been found to have relationships with job satisfaction as well [34]. A review of literature has shown that job dissatisfaction led to burnout, changing jobs, and missing work days [18, 32, 48, 72]. A review of studies on teachers indicated that increase in teachers' education levels [79] and ages [55] brought about increased job satisfaction. Also, it was found that the variable that affects the job satisfaction the most was the pay [69]. Thus, it was reported that individuals would be happier when they had job satisfaction [70]. Teachers with high levels of job satisfaction were found to have high levels of psycho-social motivation and internal satisfaction [77]. Hence, based on the studies mentioned above, it may be said that positive evaluations towards individuals' professional lives can reflect positively in other areas; that job satisfaction may differ based on professions; and that job satisfaction is associated with variables such as pay, age, attitudes toward profession, and education levels.

Life satisfaction, considered as a variable to affect teachers' job satisfaction, includes evaluations about individuals' lives [30]. Life satisfaction was also reported to include cognitive perceptions about individuals' subjective well-being [29]. According to a similar definition, it is described as evaluations associated with individuals' pleasure with life [65]. Literature shows a positive relationship between job satisfaction and life satisfaction in teachers [4, 47, 3]. It was also seen that studies on life satisfaction has been on increase [12, 25, 33, 76]. Similarly, it was found that teachers' life satisfaction significantly predicted their attitudes toward teaching profession [59]. Another study showed that there was a positive relationship between teachers' self-efficacy and their life satisfaction and a negative relationship between burnout and life satisfaction [67]. Heller, Judge, and Watson [42] found a positive relationship between job satisfaction and life satisfaction. Thus, based on the research findings of studies conducted, it

may be said that there is a relationship between job and life satisfaction and positive or negative perceptions of individuals' lives can affect their job lives. Thus, it can be said that teachers' evaluations of their own lives may reflect not only on their lives but also their job performance and communication with teachers, students, administrators, and parents.

The concept of efficacy as a predicting variable in the current research is explained within Bandura's theory [6] of social learning. Teacher self-efficacy is defined as teacher's perception of motivating students to learn [68]. In another definition, it is described as beliefs that facilitate teacher's learning about students [38]. Küçükahmet [52], included five basic characteristics in his definitions of teaching efficacy: teacher's personal characteristics, academic competencies, world knowledge, professional attitudes, and professional competence. A review of studies on teacher efficacy indicates that most studies were conducted with pre-service teachers and research with teachers was limited [1, 73, 75, 45, 41, 78]. In a similar study, Demirtaş, Cömert, and Özer [28] found a positive relationship between self-efficacy and attitudes toward profession in pre-service teachers. In another similar research, Bümen and Ercan-Özaydın [15] found that pre-service teachers' beliefs about teacher self-efficacy significantly increased based on grade-levels. Yeşil [74] revealed that teachers were incompetent in using the teaching materials. Bielicki [9] found that perceptions of classroom management, associated with teacher efficacies, were effective on job satisfaction. In a similar study, teacher efficacy significantly predicted job satisfaction [35]. Teacher efficacy was found to be effective on job satisfaction in similar studies [58, 19, 50]. Thus, based on a review of conducted studies, it may be said that teacher efficacy (personal characteristics, academic and professional competencies, world knowledge, etc.) may be significantly effective on job satisfaction. It may also be said that teachers who consider themselves competent may have high job satisfaction. Hence, it may be said that teacher efficacy can be a significant variable in increasing teachers' job satisfaction.

Another variable, effective on job satisfaction in the current research, was self-esteem. Rosenberg [60] described self-esteem as individuals' positive and negative self-perception. Coopersmith [23], on the other hand, defined self-esteem as individual's consideration of his/her own self as competent and important as well as perceiving oneself as successful and valuable. Studies conducted showed that individuals with high scores of self-esteem had self-control [63], higher scores of psychological soundness [46], and higher-level variables such as life satisfaction and happiness levels [7] and they were more optimistic [54]. Individuals with low-levels of self-esteem were found to be pessimistic about their future and to have negative thoughts [21]. Thus, it can be said that self-esteem has an important role in an individual's life and high-level self-esteem reflects positively on many variables. In addition, studies conducted

showed that employees with high-level self-esteem had high-level job satisfaction [43, 10, 11, 57, 40]. In a similar study, Balkar [5] showed that teaching faculty with high levels of self-esteem had high-level job satisfaction and low-level burnout. A review of studies conducted showed a positive relationship between self-esteem and job satisfaction. Particularly teachers' self-esteem is considered important because self-esteem and professional awareness of teachers to educate future generations will positively affect their job satisfaction. It can be said that teachers with high-level job satisfaction will be able to better communicate with students, parents, and administrators and they will be more successful in their social and academic lives.

In order for the teachers, with an important share in the development within communities, to be in modern and self-renewing educational systems, life satisfaction, self-efficacy, and self-esteem are considered influential on educational activities, work performance, and job satisfaction. The variables influential on teachers' job satisfaction are considered to affect both the teacher-student and the teacher-parent communication as well as the collaboration. Adiyaman is a city in Turkey, a membership candidate for the European Union (EU). Thus, education has been reported to be a stimulator of development in economics, politics, social, and cultural spheres in Turkey. However, it was seen that sources were not adequately allocated for education expenses among EU countries. As all other public institutions, education is also based on a central management in Turkey. In European Union countries, education management is local: cities, local administrations, and schools are largely authorized to make decisions. In Turkey, both education budget and the rate of schooling are on lower levels than those in EU countries and the class sizes in schools are larger than those in EU schools. Teacher work days in a week are around the same amount compared with EU countries [90]. Thus, it is thought that the current research on the factors impacting job satisfaction of teachers employed in high schools in a city in Turkey may facilitate comparison with those in other countries.

Teachers have the most important role in conducting educational activities within the basic structure of education system. Therefore, any variable to affect teachers' job satisfaction may also influence educational activities. Thus, it is considered important to reveal the variables that affect teachers' job satisfaction. Also, the current research is considered necessary and important in terms of providing interventional services in the case of low-level job satisfaction.

1.1. The Purpose of the Study

The current research aims to find out the extent to which high school teachers' life satisfaction, teaching efficacy, and self-esteem predict their job satisfaction. The following research questions were put forward based on this purpose:

- To what extent does teachers' life satisfaction predict their job satisfaction?
- To what extent does teachers' efficacy predict their job satisfaction?
- To what extent does teachers' self-esteem predict their job satisfaction?

1.2. Limitations

Minnesota Job Satisfaction Questionnaire, Satisfaction with Life Scale, Teacher Efficacy Scale, and Rosenberg Self-Esteem Scale were used in the current study. Thus, the current research is limited to the characteristics measured by these instruments. The research participants included 358 teachers employed in high schools in the city of Adiyaman. To be able to generalize the findings, the current study should be repeated in different places in Turkey and around the world.

2. Methods

The current research is a predictive study based on a descriptive relational survey model. According to Heppner, Wampold, and Kivlighan [92], relational designs are used for studying the relationships between two or more variables. Descriptive research focuses on describing phenomenon as it is. Survey studies are widely used in the field of education. Researchers study relationships among variables in order to better understand them. A study on relationships and associations is often called an associational research [91]. The current research aimed to study the extent to which life satisfaction, teacher efficacy, and self-esteem of teachers employed in a high school predicted their job satisfaction.

2.1. Participants

Research participants included a total of 358 teachers (age=38.82; $S_s=6.73$; range, 22-58), 222 males (62%) and 136 females (38%), employed in 21 public high schools in the city center of Adiyaman in Turkey. 50 participant teachers (14%) were single and 308 (86%) were married. Education levels of the participant teachers were as follows: 318 (88.8%) with a BA degree, 36 (10.1%) with a MA degree, 3 (0.8%) with an associate degree and 1 (0.3%) with a PhD. Years in service were as follows: (\bar{X} service years=14.72; $S_s=7$; range, 1-35). Adiyaman is a city in the eastern part of Turkey and, as in all other cities, education administration is based on centralization. Thus, because education is provided centrally and publicly, except environmental and geographical differences, working conditions in Turkey may be considered similar.

2.2. Instruments

2.2.1. Minnesota Job Satisfaction Scale (MJSS)

MJSS, developed by Weiss, Dawis, England ve Lofquist

[71], was adapted into Turkish language by Baycan (1985). MJSS is a Likert-type scale with 20 items calculating Internal, External, and General Satisfaction scores. General Satisfaction scores were used in the current research. General Satisfaction scores are found by dividing the item total into 20. The top score to be obtained on the scale is 100 and the lowest score is 20. The scale Cronbach's alpha value was found as 0.77. Sat's (2011) study showed that the rate of variance explained upon MJSS factor analysis was 0.65 and it had a negative relationship with Maslach Burnout Inventory. Baycan [7] and Sat [62] concluded in their studies that the scale was valid and reliable.

2.2.2. Satisfaction with Life Scale (SWLS)

Satisfaction with Life Scale was developed in order to investigate the satisfaction that individuals perceive in their lives. The scale, consisting of total 5 items, is a single-dimension scale. The scale has a 7-point structure with 1= Never Satisfying, 2= Not Satisfying, 3= Somewhat Not Satisfying, 4= neither Satisfying nor Not Satisfying, 5= Somewhat Satisfying, 6= Satisfying, and 7= Very Satisfying. The scale was adapted into Turkish language by Köker [51]. Face validity technique was used for the scale validity study. Upon item analysis for the scale, correlations between scores obtained on each item and the total scores was considered adequate. Scale reliability study showed that test-retest reliability was $r= .85$ and item-test correlations were between .71 and .80. All items on the scale were positive.

2.2.3. Teacher Efficacy Scale (TES)

Teacher Efficacy Scale, developed by Gibson and Dembo [37] to define the competencies of teaching profession and later reviewed by Guskey and Passaro [38], was used in the current research. The scale, adapted into Turkish language by Diken [31], consists of 16 Likert-type items. The lowest score on the scale is 16 and the highest score is 80. High total score indicates high teacher efficacy and low score obtained on the scale means low teaching efficacy. The scale includes 7 positive and 9 negative items. Internal consistency coefficient of the items that make up the scale was analyzed through Cronbach's alpha test and it was found as .71. Based on this, the scale can be considered valid and reliable.

2.2.4. Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-Esteem Scale is a generally valid scale used in many studies in different countries today. The scale was developed by Rosenberg [60]. The total scale score ranges between 10 and 40. Self-esteem increases as the total increases. The validity and reliability studies for the scale, adapted into Turkish language by Çuhadaroğlu [24], were conducted and the validity of the self-esteem category was tested. In evaluations through psychiatry interviews, students' self-esteem was put into three groups such as high, medium, and low, based on views of their own self. The relationships

between the results of interviews and the self-esteem scale were calculated and the validity ratio was found as .71. It was seen that the scale could be administered on adolescents and adults in groups. The scale, consisting of total 63 items, has 12 sub-dimensions. In the current research, Self-Esteem sub-dimension, with 10 items, was used.

2.2.5. Personal Information Form

PIF was used to collect data associated with personal information in the current research. It contains items to reveal teachers' ages, genders, years in service, and levels of education.

2.3. Data Analysis

Descriptive analyses, Pearson product-moment correlation, and hierarchical linear multi regression analysis were used in the analyses of quantitative data in the current research. Data analysis was conducted through IBM SPSS 15.0 software. Significance level was set as .05 in order to define whether the difference between the averages was significant.

3. Findings

In this section, findings associated with quantitative dimension of the current research were presented. Some assumptions are required to be made in order to use the *hierarchical linear multi regression analysis* in the current study. According to Kalaycı [44], data should be distributed normally, there should be a linear relationship between the variables, and the average of the error terms must be zero. In addition, there should not be an auto-correlation issue (Durbin-Watson values must be between 1.5 and 2.5) and there should be no multi-covariance among the independent

variables (multi co-linearity – the relationship among more than two variables must not be more than .80). It can be said that data in the current research was distributed normally and when Mahalanobis value, found for the outlying value analysis, was lower than the table value found, it can be said that multi-variable normality assumption was met. Participants with a Mahalanobis value, more than the Chi Square table value, are defined as outliers and can be excluded in the data set. For these operations, a significance level of .001 is recommended to be considered [16]. Thus, 8 data with outlying values were excluded in the data set. A review of dispersion traffic among the variables showed a linear relationship, a Durbin-Watson value of 1.96, no auto-correlation issues, and no multi co-variance issues among independent variables. In addition, VIF values were found between 1 and 1.33. Based on that, it can be said that there was no multi linearity issue. In Table 1 below, descriptive statistics and Pearson correlation coefficient values associated with the current research variables are included. Based on that, skewness and kurtosis values ranged between .07 and .68. Data falling between +1 and -1 indicate that there was no significant breach of normality [66].

As can be seen in Table 1, Minnesota Job Satisfaction Scale average was (\bar{X} =3.26); Satisfaction with Life Scale average was (\bar{X} =23.45); Teacher Efficacy Scale average was (\bar{X} =52.22); and Rosenberg Self-Esteem Scale average was (\bar{X} =31.77). A review of correlation coefficient values showed that there was positive relationships between MJSS and, respectively, SWLS (r=.56), TES (r=.33), and RSES (r=.28). A positive relationship between SWLS and TES (r=.28) and RSES (r=.37) was found. Finally, there was a positive relationship between TES and RSES (r=.43).

Table 1. Descriptive Statistics and Pearson Correlation Coefficient Values associated with the Research Variables

Variables	\bar{X}	Ss	Skewness	Kurtosis	1	2	3	4
1. Minnesota Job Satisfaction	3.26	.63	-.48	.31	1			
2.Satisfaction with Life Scale	23.45	6.27	-.68	-.05	.56**	1		
3. Teacher Efficacy Scale	52.22	5.49	.39	.14	.33**	.28**	1	
4. Rosenberg Self-Esteem Scale	31.77	4.29	.09	-.67	.36**	.37**	.43**	1

N=358, **p<.01

Table 2. Results of Stepwise Regression Analysis

Dependent Variable	Model	Predictor Variables	B	SH _B	β	t	F	R	R ²	ΔR ²
Job Satisfaction		Constant	1.94	.1		18.04				
	1	Satisfaction with Life Scale	.05	.00	.56	12.76	162.99**	.56	.31	.31
		Constant	.90	.26		3.44				
	2	Satisfaction with Life Scale Teacher Efficacy Scale	.02	.00	.19	4.35	95.105**	.59	.34	.34
		Constant	.67	.27		2,464				
	3	Satisfaction with Life Scale Teacher Efficacy Scale Rosenberg Self-Esteem Scale	.01	.00	.11	2.37	66.12*	.59	.35	.35

**p< .001, *p< .05

A review of Table 2 showed that three different regression models were obtained upon hierarchical multi regression analysis of teachers' scores on Minnesota Job Satisfaction Scale. A review of R^2 values showed that Satisfaction with Life Scale explained 31% of Minnesota Job Satisfaction Scale ($F_{(1,356)}=162.991^{**}$); this was increased by 34% upon analyzing Teacher Efficacy Scale ($F_{(2,355)}=95.105^{**}$) and by 35% upon analyzing Rosenberg Self-Esteem Scale ($F_{(3,354)}=66.123^{**}$).

4. Discussion, Results, and Suggestions

Three different regression models were obtained upon hierarchical multi regression analysis of scores on Minnesota Job Satisfaction Scale. A review of R^2 values, on the other hand, showed that Satisfaction with Life Scale explained 31% of Minnesota Job Satisfaction Scale; this was increased by 34% upon analyzing Teacher Efficacy Scale and by 35% upon including Rosenberg Self-Esteem Scale in the analysis. In similar studies conducted, relationships were found between job satisfaction and personality characteristics [27, 49, 61]. Personal inclination, close relationship, and cultural experiences were reported to be more important in explaining the satisfaction with life [22]. In another similar study, Akgündüz [2] found a positive relationship between job satisfaction and satisfaction with life and self-efficacy. A positive relationship between job satisfaction and life satisfaction was found in similar studies [4, 47, 3, 12, 25]. Gümüş [39], found a positive relationship between job satisfaction, satisfaction with life, and personal achievement, in his study investigating various professions. Based on the studies in relevant literature and the findings of the current research, it can be said that there is a positive relationship between job satisfaction and satisfaction with life. It can also be said that satisfaction with life predicted the job satisfaction because teachers' positive or negative evaluations of their own lives could not be separated from their professional lives. Even though life and profession are considered separate, they both are medium of interpersonal relations. Hence, it can be said that individuals' positive considerations and evaluations (life standards, education levels, socio-economic level, etc.) of their own lives are expected to reflect on their professional lives: both areas are mutually influential. In addition, the teaching profession in Turkey is not attractive due to inadequate salaries and benefits [85]. Also, studies conducted in Turkey indicated that decrease in the prestige of teaching profession became an important factor among others impacting teachers [82, 84]. Döş and Atalmış [83] studied the results of PISA tests conducted to evaluate education qualities in OECD (Organization of Economic Cooperation and Development) countries. In the current research, annual spending per student and teacher salary had a positive relationship with all PISA scores and, also, class size and student-teacher ratio had a negative relationship with these scores. Similarly,

Güven [86] stated that teachers' salaries were much less than those in European countries; economic benefits and prestige of the profession in the society were publicly determined because employment in teaching profession was largely provided by the state. The perception of professionalism, by professional groups and by the community, in teaching was mostly shaped by inadequate budget allocations for education and the policies of employment. It was also stated that teachers were considered practicing technicians rather than a group of professionals due to limited number and influence, leading to all decisions and applications centrally managed and audited, of non-government professional organizations. Thus, it may be stated that salaries paid, number of students in a class, and social status of the profession, considered to increase the quality of education, may be positively influential on life and job satisfaction.

Another finding of the current research showed that upon including Teacher Efficacy Scale in the analysis, the model increased by 34%. Thus, this indicated that teacher efficacy also affected teachers' job satisfaction. In a study conducted by the Ministry of National Education in 2000s, teacher efficacy domains were categorized under three headings such as specific field knowledge and skills, general world knowledge and skills, and educational and instructional competencies [80]. In another study to support the findings of the current research, Caprara, Barbaranelli, Steca, and Malone [20] found that teacher self-efficacy beliefs influenced job satisfaction and students' academic achievement. In another similar study, Gençtürk and Memiş [36] revealed the relationship between teacher efficacy and the job satisfaction. In another similar research, Buluç and Demir [14] found that teachers' self-efficacy perceptions significantly predicted job satisfaction. In similar studies, teacher efficacy was found to be effective on job satisfaction [58, 19, 50]. Küçükahmet [52] reported that personal characteristics, academic competency, general world knowledge, professional attitudes, and professional competence were significant for teacher efficacy. Studies in the relevant literature seem to support the findings of the current research. Hence, it can be said that teachers' consideration of themselves as academically adequate (personal characteristics, academic and professional competencies, world knowledge, etc.) may positively influence their job satisfaction. Therefore, when increasing teachers' job satisfaction, personal characteristics, attitudes toward the teaching profession and professional competence within teacher efficacy can be considered significant. Similarly, Karabıyık and Korumaz [81] found a positive relationship between teacher efficacy and job satisfaction in their study conducted in Turkey. They stated that teacher preparation policies needed to be reviewed as the student-teacher ratio in Turkey was larger than that in EU countries [90]. Hence, teacher efficacy affecting job satisfaction was found in various studies.

Another finding of the current research showed that the

model increased by 35% upon including Rosenberg Self-Esteem Scale in the analysis. Teachers with high self-esteem can be said to have positive job satisfaction. In similar studies, employees with high self-esteem were found to have high job satisfaction [43, 10, 11, 57, 40]. Thus those studies conducted support the findings of the current research. Respect by the professional or social environments (spouse, friend, student, administrator, politician, etc.) toward teachers is considered important for them to be able to develop high self-esteem. It is also thought that teachers' prestige, status, income, in connection with profession, and their attitudes toward the profession may affect the self-esteem. It can also be said that low levels of self-esteem may lead to experiences of dissatisfaction in the profession for the teachers. Hence, studies conducted in Turkey indicated that teachers thought that their salaries were inadequate and included inadequate salaries among stress factors [87]. Similarly, it was reported that school administrators' attitudes led to stress in teachers [87] and created problems [89]. Also, it was stated that both education budget and schooling rates were lower than those in EU countries and the class sizes were larger than those in EU schools [90]. Thus, it may be expected that all those factors (salary, administrators' attitudes, large class sizes) may reduce teachers' self-esteem and impact job satisfaction.

Based on the findings of the current research, it can be said that satisfactions with life, teacher efficacy, and self-esteem have important roles in teachers' job satisfaction. Thus, in order for teachers to be more successful in their professions and to have high levels of job satisfaction, studies (psycho-educational group activities, psychological counseling, in-service training, etc.) to increase their positive perceptions of life can be recommended. As teachers also need to keep up with the changes and developments of teacher efficacy in this age, practicing and pre-service teacher efficacy (personal characteristics, professional attitude, academic skills, etc.) can be reviewed, keeping students' academic needs in mind. In addition, it is thought that, first of all, increasing or improving the prestige (pay and attitudes of administrators, bureaucrats, etc. toward teaching profession) of teaching profession is needed in order for teacher self-esteem to be improved.

Finally, the current research has the following limitations: the current study was conducted with teachers employed in public high schools in Adıyaman. Thus, it is not generalizable to teachers overall. In future studies, with teachers on various education levels, the role of socio-demographic (school type, year in service, city, teaching load, class size, etc.) variables in job satisfaction can be investigated.

REFERENCES

[1] Akar, E. (2007). İlköğretim sosyal bilgiler öğretmenliği son

- sınıf öğrencilerinin öğretmenlik mesleğine verdikleri değer ve mesleki yeterlilikleri. [The value that the students of primary school social sciences teaching department have for teaching profession and their professional adequacy (Uşak example)] Unpublished Master Thesis, Afyon Kocatepe University, Institute of Social Sciences, Afyon.
- [2] Akgündüz, Y. (2013). Konaklama işletmelerinde iş doyumunu, yaşam doyumunu ve öz yeterlilik arasındaki ilişkinin analizi, [Analysis of relationship between job satisfaction, life satisfaction, and self-efficacy in hospitality business] *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 11 (1), 180-204.
- [3] Altınkılıç, Ş. (2008). *Okul öncesi öğretmenlerinin iş ve yaşam doyumlarının incelenmesi*. Unpublished Master Thesis Yeditepe University, Institute of Social Sciences, İstanbul.
- [4] Avşaroğlu, S., Deniz, M.E. & Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumunu iş doyumunu ve mesleki tükenmişlik düzeylerinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 115-129.
- [5] Balkar, H. (2009). *Okulöncesi öğretmenliği anabilim dalı öğretim elemanlarının benlik saygıları, iş doyum ve tükenmişlik düzeyleri arasındaki ilişkinin bazı değişkenler açısından incelenmesi*, [The analysis from the aspect of some variables towards the relationship between self-respect, work satisfaction and burnout levels of preschool academic staff department instructor], Unpublished Master Thesis Adnan Menderes University, Institute of Social Sciences, Aydın.
- [6] Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- [7] Bartoletti, B. B. (2006). *Effectiveness of Mruk's self-esteem change program on psychological and physiological measures of well-being*. Unpublished Doctoral Dissertation. Marywood University. Scranton.
- [8] Baycan, A. (1985). *An analysis of the several aspects of job satisfaction between different occupational groups*. Unpublished Doctoral Thesis, Boğaziçi University, Institute of Social Sciences, İstanbul.
- [9] Bielicki, S. M. (2014). Novice, Rural New York State Teacher Perceptions Of Their Classroom Management And How These Perceptions Affect Their Job Satisfaction And Retention. <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2014&context=doctoral>
- [10] Bono, J. E., & Judge, T. A. (2003). Core self-evaluations: A review of the trait and its role in job satisfaction and job performance. *European Journal of Personality*, 17, 5-18.
- [11] Erbil, Ö. & Bostan, N. (2004). Ebe ve hemşirelerde iş doyumunu, benlik saygısı ve etkileyen faktörler, *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 7(3), 56-66.
- [12] Braynt, R. M. & Constantine, M.G. (2006). Multiple role balance, job satisfaction and life satisfaction in women school counselors, *Professional School Counseling*, 9 (4), 265-271.
- [13] Brough, P. (2004). Comparing the influence of traumatic and organizational stressors on the psychological health of police, fire, and ambulance officers. *International Journal of Stress Management*, 11(3), 227-244.
- [14] Buluç, B. & Demir, S. (2015). İlk ve ortaokul öğretmenlerinin öz-yeterlilik algıları ile iş doyumları arasındaki ilişki, [The Relationship between job satisfaction and self efficacy based

- on elementary and middle school teacher's Perceptions], *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 16 (1), 289-308.
- [15] Bümen, N.T. & Ercan-Özaydın, T. (2013). Adaylıktan göreve öğretmen özyeterliliği ve öğretmenlik mesleğine yönelik tutumlardaki değişimler, [Changes on teacher self-efficacy and attitudes towards teaching profession from candidacy to induction], *Education and Science*, 38 (169), 109-125.
- [16] Büyüköztürk, Ş.(2004). *Sosyal bilimler için veri analizi el kitabı [Handbook of data analysis for social sciences]* 4.Baskı, Ankara: Pegem A Yayıncılık.
- [17] Boke, K & Nalla, M. K. (2009). Police organizational culture and job satisfaction: A comparison of law enforcement officers' perceptions in two Midwestern states in the U. S. *Journal of Criminal Justice and Security*, 1, 55-73.
- [18] Castle, T. L. (2008). Satisfied in the jail?: Exploring the predictors of job satisfaction among jail officers. *Criminal Justice Review*, 33(1), 48-63.
- [19] Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95(4), 821.
- [20] Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level, *Journal of School Psychology*, 44(6), 473-490.
- [21] Coleman, J., & Hendry, L. (1990). *The Nature Of Adolescence*. (Second Edit.). London: Routledge.
- [22] Çeçen, A. R. (2008). Üniversite öğrencilerinde yaşam doyumunu yordamda bireysel bütünlük (tutarlılık) duygusu, aile bütünlük duygusu ve benlik saygısı. [Sense of coherence, family sense of coherence and self-esteem in predicting life satisfaction among university students] *Eğitimde Kuram ve Uygulama*. 4(1), 19-30.
- [23] Coopersmith, S. (1967). *The Antecedents Of Self-Esteem*. San Francisco: W. H. Freeman & Co.
- [24] Çuhadaroğlu, F. (1986). *Adölesanlarda benlik saygısı*, Unpublished Master Thesis, Hacettepe University Faculty of Medicine, Ankara.
- [25] Dağdelen, M. (2008). *Üretim ve hizmet sektöründe çalışan işçilerde ruhsal sağlık düzeyi, ruhsal belirti dağılımı, algılanan sağlık, iş doyumunu, yaşam doyumunu ve sosyo-demografik özelliklerinin Karşılaştırılması [The comparison of mental health level, distribution of mental signs, perceived health, occupational satisfaction, life satisfaction and sociodemographic characteristics among workers of production and service industries]*, Unpublished Master Thesis, İnönü University, Faculty of Medicine, Malatya.
- [26] De Cuyper, N. & De Witte, H. (2006). The impact of job insecurity and contract type on attitudes, well-being and behavioural reports: A psychological contract perspective. *Journal of Occupational and Organizational Psychology*, 79, 395-409.
- [27] Demirkan, S. (2006). *Özel sektördeki yöneticilerin ve çalışanların bağlanma stilleri, kontrol odağı, iş doyumunu ve beş faktör kişilik özelliklerinin araştırılması [Investigate private sector managers and workers? attachment styles, locus of control, job satisfaction and big five personality traits]* Unpublished Master Thesis Ankara University, Institute of Social Sciences, Ankara
- [28] Demirtaş, H., Cömert, M. & Özer, N. (2011) Öğretmen adaylarının özyeterlilik inançları ve öğretmenlik mesleğine ilişkin tutumları, [Pre-service teachers' self-efficacy beliefs and attitudes towards profession] *Education and Science*, 36(159), 96-111.
- [29] Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
- [30] Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(19), 71-75.
- [31] Diken, H. İ. (2004). Öğretmen Yeterlik Ölçeği Türkçe Uyarlaması, Geçerlik ve Güvenirlik Çalışması. *Eurasian Journal of Educational Research*, 16, 102-112.
- [32] Dowler, K. (2005). Job satisfaction, burnout, and perception of unfair treatment: The relationship between race and police work. *Police Quarterly*, 8(4), 476-489.
- [33] Duy, B., & Yıldız, M. A. (2014). Farklı zorbalık konumunda olmak empatik eğilim ve yaşam doyumunu bağlamında bir fark yaratır mı? [Does being in a different bully status make a difference regarding empathy and life satisfaction?], *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 10(3), 31-47.
- [34] Evans, S., Huxley, P., Gately, C., Webber, M., Mears, A., Pajak, S., Medina, J., Kendall, T. & Katona, C. (2006). Mental health, burnout and job satisfaction among mental health social workers in England and Wales. *British Journal of Psychiatry*, 188, 75-80.
- [35] Gamsız, Ş., Yazıcı, H. & Altun, F., (2013). Öğretmenlerde a tipi kişilik, stres kaynakları, öz yeterlik ve iş doyumunu, [Type a personality, stress resources, self-efficacy and job satisfaction among teachers] *Turkish Studies*, 8 (8), 1475-1488.
- [36] Gençtürk, A. & Memiş, A. (2010). İlköğretim okulu öğretmenlerinin öz-yeterlilik algıları ve iş doyumlarının demografik faktörler açısından incelenmesi, [An investigation of primary school teachers' teacher efficacy and job satisfaction in terms of demographic factors] *İlköğretim Online*, 9(3), 1037-1054.
- [37] Gibson, S. & Dembo, M. H. (1984). Teacher efficacy: a construct validation, *Journal of Educational Psychology*, 76(4), 569-582.
- [38] Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimension. *American Educational Research Journal*, 31, 627-643.
- [39] Gümüş, H. (2006). *Farklı mesleklerde çalışanların iş ve yaşam doyumlarının tükenmişlik düzeyleri açısından karşılaştırılması [The comparison of work and life satisfaction of people from various professions in terms of burnout levels]* Unpublished Doctoral Dissertation. Atatürk University Institute of Social Sciences Erzurum.
- [40] Gürbüz, S., Erkuş, A. & Sığı, Ü. (2010). İş tatmini ve iş performansının yeni öncülü: temel benlik değerlendirmesi [A new antecedent of job performance and job satisfaction: core self-evaluation] *Sosyal ve Beşeri Bilimler Dergisi*, 2(1), 1309 -8012.

- [41] Hacıömeroğlu, G. & Taşkın, Ç. Ş. (2010). Sınıf öğretmeni adaylarının matematik öğretimi yeterlik inancı [Elementary preservice teachers' mathematics teaching efficacy belief] *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 23 (2), 539-555.
- [42] Heller, D., Judge, T. A. & Watson, D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of Organizational Behaviour*, 23, 815-835.
- [43] Howell, R.D., Bellenger, D.N. & Wilcox, J.B. (1987). Self-esteem, role stress and job satisfaction among marketing managers, *Journal of Business Research*, 15, 71-85.
- [44] Kalaycı, Ş. (2008). *SPSS uygulamalı çok değişkenli istatistik teknikleri*, 3.Baskı, Asil Yayın Dağıtım, İstanbul.
- [45] Kaya, B. (2009). Sosyal bilgiler öğretmen adaylarının transferin öğretimi ile ilgili özyeterlik düzeylerinin çeşitli değişkenler açısından incelenmesi. [Examining the self-efficacy levels of preservice teachers' on teaching transfer in terms of various parameters] *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 27, 99-119.
- [46] Kararımak, Ö. (2007). *Investigation of personal qualities contributing to psychological resilience among earthquake survivors: A model testing study*. Unpublished Doctoral Dissertation. Middle East Technical University Ankara.
- [47] Keser, A. (2005). İş doyum ve yaşam doyum ilişkisi, *Çalışma ve Toplum*, 4, 77 - 96.
- [48] Kohan, A. & O'Connor, B. P. (2002). Police officer job satisfaction in relation to mood, well-being, and alcohol consumption. *The Journal of Psychology*, 136(3), 307-318.
- [49] Kınık, S. (2007). *Kişilik özellikleri ile iş doyum arasındaki ilişkinin incelenmesi [The relationship between personality traits and job satisfaction as perceived by bank employees]* Unpublished Master Thesis, Eskişehir Osmangazi University, Institute of Social Sciences, Eskişehir.
- [50] Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741-756.
- [51] Köker, S. (1991). *Normal ve sorunlu ergenlerin yaşam doyum düzeylerinin karşılaştırılması*. Unpublished Master Thesis, Ankara University, Institute of Social Sciences,, Ankara.
- [52] Küçükahmet, L. (2000). *Öğretmenlik Mesleğine Giriş*. Ankara: Nobel Yayınları.
- [53] Locke, E. A. (1976). The nature and causes of job satisfaction. M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* içinde (ss. 1297-1343). Chicago: Rand McNally.
- [54] Lucas, R. E., Diener, E., & Suh, E. (1996). Discriminant validity of well-being measures. *Journal of Personality and Social Psychology*, 71, 616-628.
- [55] Meziroğlu, M. (2005). *Sınıf ve branş öğretmenlerinin iş doyum düzeylerinin ölçülmesi, [Measurement of primary school teachers and junior high school teachers' job satisfaction]* Unpublished Master Thesis, Zonguldak Karaelmas University, Institute of Social Sciences, Zonguldak.
- [56] Pernice, R. & Long, N. (1996). Long-term unemployment, employment attitudes and mental health, *Australian Journal of Social Issues*, 31, 311-326.
- [57] Piccolo, R.F., Judge, T.A., Takahashi, K., Watanabe, N. & Locke, E.A. (2005) Core self-evaluations in Japan: relative effects on job satisfaction, life satisfaction, and happiness, *Journal of Organizational Behavior*, 26 (8), 965-984.
- [58] Prussia, G. E., Anderson, J. S., & Manz, C. C. (1998). Self-leadership and performance outcomes: The mediating influence of self-efficacy. *Journal of Organizational Behavior*, 19 (5), 523-538.
- [59] Receptoğlu, E. (2013). Öğretmen adaylarının yaşam doyumları ile öğretmenlik mesleğine ilişkin tutumları arasındaki ilişkinin incelenmesi [Analyzing the relationship between prospective teachers' life satisfaction and attitudes concerning teaching profession] *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi Özel Sayı* (1), 311-326.
- [60] Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, New Jersey: Princeton University Press.
- [61] Sarı, S. (2011). *Çalışanların kişilik özellikleri ile iş doyum arasındaki ilişkiler [The personality characteristics of employees relations between job satisfactions: A case of the banking sector Antalya staff]* Unpublished Master Thesis, Adnan Menderes University, Institute of Social Sciences, Aydın.
- [62] Sat, S. (2011). Örgütsel ve bireysel özellikler açısından iş doyum ile tükenmişlik düzeyi arasındaki ilişki: Alanya'da banka çalışanları üzerinde bir inceleme [The relationship between burnout and job satisfaction in terms of organizational level and personal characteristics: A study of banking professionals in Alanya] Unpublished Master Thesis, Çukurova University, Institute of Social Sciences Adana.
- [63] Schütz, A. (1998). Coping with treats to self-esteem: The differing patterns of subjects with high versus low trait self-esteem in first-person accounts. *European Journal of Personality*, 12, 169-186.
- [64] Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: SAGE Publications.
- [65] Sung-Mook, H. & Giannakopoulos, E. (1994). The relationship of satisfaction with life to personality characteristics. *Journal of Psychology Interdisciplinary & Applied*, 128(5), 547-555.
- [66] Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Boston: Pearson.
- [67] Telef, B.B. (2011). Öğretmenlerin öz-yeterlikleri, iş doyumları, yaşam doyumları ve tükenmişliklerinin incelenmesi. [The study of teachers' self-efficacy, job satisfaction, life satisfaction and burnout] *Elementary Education Online*, 10(1), 91-108,
- [68] Tschannen-Moran, M. & Woolfolk-Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- [69] Tunacan, S. (2005). *Beykoz İlçesindeki Lise Öğretmenlerinin İş Doyumunu Etkileyen Faktörler*, Unpublished Master Thesis, Yeditepe University, Institute of Social Sciences, İstanbul.

- [70] Özyürek, A. (2009). Okul öncesi eğitimi öğretmen ve yöneticilerinin iş doyumunu, kişisel özellik ve mesleki yeterlik algısının değerlendirilmesi, [The appraisal of preschool education teachers and directors perceptions of labor satisfaction, personal characteristics and professional qualifications] *MEB Bilim ve Aklın Aydınlığında Eğitim Dergisi*, 110(182), 8- 18.
- [71] Weiss, R., Dawis, G., England, G. & Lofquist, L. (1967). Minnesota studies in vocational rehabilitation 22: Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: University of Minnesota.
- [72] Wright, T. A. & Bonett, D. G. (2007). Job satisfaction and psychological wellbeing as non-additive predictors of workplace turnover. *Journal of Management*, 33(2), 141-160.
- [73] Yanpar-Yelken, T. Çelikkaleli, Ö & Çapri, B. (2007). Eğitim fakültesi kalite standartlarının belirlenmesine yönelik öğretmen aday görüşleri (Mersin Üniversitesi Örneği) [Student teachers' views on quality standards of faculty of education (Mersin University)] *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 3(2).
- [74] Yeşil, R. (2006). Sosyal bilgiler öğretmenlerinin sınıf içi öğretim yeterlikleri (Kırşehir Örneği). *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 7(2), 61-78.
- [75] Yeşil, R. (2008). Aday öğretmenlerin öğrenme-öğretme ilkelerini uygulama yeterlikleri (Kırşehir Örneği). *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (20), 637-652.
- [76] Yıldız, M. A. & Baytemir, K. (2016). Evli bireylerde evlilik doyumunu ile yaşam doyumunu arasındaki ilişkide benlik saygısının aracılık etkisi [A mediation role of self-esteem in the relationship between marital satisfaction and life satisfaction in married individuals] *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 67-80.
- [77] Yılmaz, M. (2014). Ortaokul öğretmenlerinin güdülenme ve iş doyumunu düzeyleri arasındaki ilişki, [The relationship between motivation and job satisfaction levels of secondary school teachers] Unpublished Master Thesis, Adnan Menderes University, Institute of Social Sciences, Aydın.
- [78] Yılmaz, M. & Gürçay, D. (2011). Biyoloji ve fizik öğretmen adaylarının öğretmen öz yeterliklerini yordayan değişkenlerin belirlenmesi. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 1 (40), 53-60.
- [79] Yılmaz, N. (2010). *Lise öğretmenlerinin iş doyum düzeyleri*, Unpublished Master Thesis, Yeditepe University, Institute of Social Sciences, İstanbul.
- [80] Şişman, M. (2009) Teacher's competencies: a modern discourse and the rhetoric, *Inonu University Journal of The Faculty Of Education*, 10(3), 63-82.
- [81] Karabıyık, B. & Korumaz, M. (2014) Relationship between teachers' self-efficacy perceptions and job satisfaction level, *Procedia - Social and Behavioral Sciences*, 116, 826 – 830
- [82] Demir, M. K. & Arı, E. (2013). Öğretmen sorunları: Çanakkale ili örneği. [Teacher problems-Çanakkale case]. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*. 32(1), 107-126.
- [83] Döş, İ. & Atalmış, E. H. (2016). OECD verilerine göre PISA sınav sonuçlarının değerlendirilmesi. [Evaluating of pisa results based on OECD data] *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(2), 432-450.
- [84] Çüm, S. & Doğan, N. (2016). Determining the importance order of factors which are increasing the motivation level of teachers in their professional life [Determining The Importance Order Of Factors Which Are Increasing The Motivation Level Of Teachers In Their Professional Life]. *Türk. Kastamonu Eğitim Dergisi*, 24 (1) 119-132.
- [85] Sağlam, M., Çiçek-Sağlam, M. (2006) Öğretmenlik mesleğinin maddi yönüne ilişkin genel bir değerlendirme. *Eğitim Bilimleri Dergisi*, 3(3), 1-11.
- [86] Güven, D. (2010) Teaching as a Profession: The case of Turkey, *Boğaziçi Üniversitesi Eğitim Dergisi*, 27 (2), 13-21.
- [87] Akpınar, B. (2008). Eğitim sürecinde öğretmenlerde strese yol açan nedenlere yönelik öğretmen görüşleri. [Opinions of teachers on the factors causing stress on teachers in the process of education] *Kastamonu Eğitim Dergisi*, 16 (2), 359-366.
- [88] Doğan-Yıldırım, F. (2008). *Sınıf öğretmenlerinin stres kaynakları ve baş etme yolları (Kilis İli Örneği)*. [Stress sources of primary school teachers and their coping strategies (The case of Kilis)] Unpublished Master Thesis, Gazi University, Institute of Education Sciences, Ankara.
- [89] Güler, A. (2006). *İlköğretim okullarında öğretmeni yönetici ilişkilerinde sorun yaratan konular (Bingöl Örneği)*. [The Subjects Causing Problems in Teacher-Manager Relations at Elementary Schools], Unpublished Master Thesis, Sakarya University, Institute of Education Sciences, Sakarya.
- [90] Çalışkan-Maya, İ. (2006). The comparison of EU and Turkey education statistics in EU process, *Türk Eğitim Bilimleri Dergisi*, 4(4), 375-394.
- [91] Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2013) *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- [92] Heppner, P. P., Wampold, B. E. & Kivlighan, D. M. (2013). *Psikolojik danışmada araştırma yöntemleri* (Çev. Ed. D. M. Siyez). Ankara: Mentis Yayınları.