

# The Relationship Between High School Teachers' Quality of Work Life and Job Satisfaction Levels

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### Abstract

*In this study, it was aimed to determine the relationship between high school teachers' perceptions of quality of work life and their level of job satisfaction. The study population of the research consisted of 1548 teachers working in high schools in Elazığ Province Center in Turkey, and the sample consisted of 320 high school teachers selected by proportional cluster sampling method. Work life quality and job satisfaction scales were used as data collection tools in the research.*

*According to the results of the research; The perceptions of teachers about the quality of work life in general are at the level of "I am undecided", and the perceptions of the sub-dimensions of the Quality of Work Life; I agree on job career satisfaction", on general well-being dimension "I am undecided", on job control dimension "I am undecided", on working conditions dimension "I disagree" on work life stress dimension, and on family-work life balance dimension on "agree" level; It has been determined that there is no statistically significant difference between teachers' perceptions of work life quality and gender and educational status variables, and there is a statistically significant difference between teachers' perceptions of age, marital status, professional seniority and opportunity, and work life quality. Teachers' job satisfaction perceptions are at the level of "agree", teachers' job satisfaction perceptions do not differ according to gender and educational status variables; It has been determined that there is a statistically significant difference in terms of age, marital status, professional seniority and level of opportunity variables, and there is a positive, moderate and linear relationship between teachers' perceptions of work life quality and their perceptions of job satisfaction.*

**Keywords:** Quality of Work Life, Job Satisfaction, Reacher, High School

With the emergence of professions, business life has started to form an important part of human life. The positive and negative experiences of individuals in business life directly affect their private lives, psychological and physiological health. In this context, people's happiness levels in business life and their satisfaction from business life directly affect them socially, psychologically and economically.

Today, people's working and social lives have become a whole. For this reason, positive or negative situations encountered in working life directly affect the social lives of individuals (Yüksel and Yüksel, 2014, 560). The satisfaction that individuals get from their jobs can both positively affect their social lives and increase their attention to their work. The high motivation of the employees in the institutions with a high quality of work life increases the success of the institution (Ünal, 2015, 7).

Business life, which started with the history of humanity, focused on the relationship between employers and employees in the early periods, but over time this focus focused on concepts such as quality, productivity, satisfaction

and effectiveness. (Torlak, 2019, 13). In organizations with high quality of work life, which is based on employee satisfaction, employees show maximum performance and their productivity levels increase (Gümüş et al., 2013, 44).

The quality of work life aims to reduce the anxiety of employees about their work, to provide a balance between their social needs and the individual, to be included in organizational decisions, to minimize the negative effects such as accidents and injuries that may occur in the organization, to increase their income, to increase their productivity and to realize and use their talents at the maximum level (Kim et al., 2017, 311).

The concept of satisfaction, which has emotional, individual and social dimensions, is a complex element that can only be defined by the individual and expresses the peace in the inner world of individuals and cannot be observed by other individuals (Tekingündüz et al., 2015, 42). The concept of job satisfaction, which emerged in the 1920s and expresses the attitudes and feelings of employees towards their organizations, today constitutes one of the criteria for determining the service quality and effectiveness level in organizations (Bekmez, 2018, 15).

Job satisfaction, which is a phenomenon that varies according to individuals, can be observed at different levels among employees in the same organization. Some demographic characteristics such as age, gender, marital status, personality, education level, organizational status, occupation, intelligence level and socio-cultural characteristics of the employees are the main factors that affect the emergence of job satisfaction levels among employees at different levels. At the same time, organizational factors such as organizational structure, working environment and conditions can also be effective in the differences in job satisfaction levels (Yüksel and Yüksel, 2014: 563). Intra-organizational promotion opportunities, organizational conditions, wages, manager-employee relations, employee-employee relations, job security, social status and environmental factors constitute organizational factors that affect job satisfaction (Özcan, 2013, 17).

The relationship between the concepts of quality of work life and job satisfaction, which play an

important role in working life, directly affects the performance and productivity of employees by affecting them socially and psychologically. In the studies in the literature, it has been determined that there is a positive correlation between the concepts of quality of work life and job satisfaction.

Teachers who take an active role in the development and direction of societies in schools; They contribute to the socialization of students through field teaching, branch guidance counselling, social club activities, national holidays and activities for certain days and weeks. In organizations with high job satisfaction levels and high quality of work life, employees try to fulfill their duties and responsibilities with a high level of duty awareness and effort (Toulabi et al., 2013, 692). In this context, it can be said that determining teachers' work life quality and job satisfaction levels and taking measures to increase it are important in terms of increasing the quality of education, ensuring social development and reaching the goals of education. In this study, the relationship between the quality of work life and job satisfaction levels, and the relationship between the quality of work life and job satisfaction were examined in terms of various characteristics of the teachers working in the central schools of Elazığ.

### **Purpose of the Research**

In this study; Determining the perceptions of high school teachers working in Elazığ in the 2019-2020 academic year about the quality of work life and their job satisfaction perception levels, whether these perceptions change according to their demographic and professional characteristics, whether there is a relationship between teachers' perceptions of work life quality and job satisfaction perceptions. level is to be determined. For this purpose, answers to the following research questions were sought.

- What is the level of perception of high school teachers about work-life conditions?
- High school teachers' perceptions of work-life conditions; Does it differ depending on demographic and occupational characteristics such as gender, age level, marital status, education level, professional seniority, and opportunity?
- What is the level of job satisfaction perceptions of high school teachers?

- High school teachers' perceptions of job satisfaction; Does it differ depending on demographic and occupational characteristics such as gender, age level, marital status, education level, professional seniority, and opportunity?
- Is there a significant relationship between teachers' perceptions of work-life conditions and their perceptions of job satisfaction?

### Research Method

The model of this study, which aims to determine the relationship between high school teachers' perceptions of work life quality and their job life satisfaction levels, is the relational survey model. Relational screening model is defined as a screening model that aims to determine whether there is a reciprocal change between two or more variables (Karasar, 2012, 67). The main purpose of this model is whether there is a reciprocal change between the existing variables; is to determine the direction and degree of the existing mutual exchange (Karasar, 2011, 41).

### Universe and Sample

The population of the research consists of 1548 teachers working in 35 official high schools in the central district of Elazığ province in the spring term of the 2019-2020 academic year. The sample group size of the study was determined by using the

proportional cluster sampling method. In this study, the high schools operating in the province of Elazığ are divided into three different sub-populations according to their types: Anatolian High Schools (General High Schools), Imam Hatip High Schools and Technical High Schools.

When the values obtained regarding the population were evaluated with the Cochran formula, it was determined that the sample size should be at least 278. Considering that the sample group of this study consisted of 320 teachers, it can be said that the sample size of the study is sufficient.

40.30% of the teachers participating in the research are female and 59.70% are male; 6.60% are 25 years old and under, 16.10% are 26-30 years old, 15.80% are 31-35 years old, 20.5% are 36-40 years old, 17.9% are 41-45 years old, and 23.1 are aged 46 and over; 61.9% are married, 25.3% are single and 12.8% are separated from their spouses; 17.2% of them are college graduates, 70.3% are university graduates and 12.5% graduate; 24.5% have 0-5 years, 23.1% have 6-10 years, 16.5% have 11-15 years, 12.8% have 16-20 years, 23.1% have 21 years or more seniority; It is seen that 24.5% of them have advanced, 33.3% upper-intermediate, 44.7% intermediate, 9.2% lower-intermediate, 2.2% weak opportunities. The schools included in the sample of the study and their rates are shown in Table 1.

**Table 1: Information on the Sample of the Study**

School Type	Number of Schools	Number of Teachers in the Universe (N)	Ratios of Sub-Universities in the Universe (%)	Minimum Number of Teachers in the Sample (n)	Number of Teachers Included in the Sampling (n)
Anatolian (General) High School	20	762	%49,2	136	160
Anatolian Imam Hatip High School	6	268	%17,3	47	55
Vocational and Technical Anatolian High School	9	518	%33,5	95	105
Total	35	1548	%100	278	320

The population of the research consists of 1548 teachers working in 35 official high schools (General, Vocational and Technical Anatolian High Schools and Anatolian Imam Hatip High Schools)

in the central district of Elazığ province in the spring term of the 2019-2020 academic year. The sample group size of the study was determined by using the proportional cluster sampling method.

In this sampling method, sub-populations related to the universe are formed and clusters are formed depending on the proportions of the sub-populations in the whole universe (Karasar: 1999:115). In this study, the high schools operating in the province of Elazig are divided into three different sub-populations according to their types: Anatolian High Schools (General High Schools), Imam Hatip High Schools and Technical High Schools. The minimum number of teachers required in each sub-population was determined according to the number of samples determined depending on the percentages of the sub-populations in the universe. The total sample number of the study was determined by considering the formula suggested by Cochran (1962) to calculate the sample size.

### Data Collection Tools

Two different scales were used as data collection tools in the study, namely “Job Satisfaction Scale” and “Work Life Quality Scale”.

Weis et al. (1967) and adapted into Turkish by Baycan in 1985. There are 20 items in the scale to determine the general satisfaction levels of teachers; 12 of these items determine the internal satisfaction levels of the participants and 8 of them determine the external satisfaction levels. While factors related to the internal characteristics of the jobs they do, such as success, promotion, recognition and the job itself, constitute the internal satisfaction sub-dimension; Factors related to environmental factors such as supervision, organizational policy, manager-employee/employee-employee relations, wages and working conditions constitute the sub-dimension of external satisfaction. The teachers answered the questions in the five-point Likert type in five different levels: 1-not at all satisfied, 2-not satisfied, 3-undecided, 4-satisfied, and 5-very satisfied. In the study, reliability coefficients were calculated for the overall scale and its sub-dimensions, and it was determined as .90 for general satisfaction, .87 for intrinsic satisfaction sub-dimension, and .82 for extrinsic satisfaction sub-dimension.

In order to determine teachers’ perceptions of work life quality, Van Laar et al. (2007) “Work Life Quality Scale” was used. Initially, exploratory factor analysis of the scale was performed. As a result of the analysis, the scale took its final form consisting

of 6 dimensions (job and career satisfaction, stress in work life, family-work-life balance, general well-being, working conditions and being able to control the job) and 23 items. Van Laar et al. (2007) applied the scale, which consists of 6 sub-dimensions and 23 items, to 472 healthcare professionals and made a confirmatory factor analysis based on the data obtained. The goodness of fit values obtained as a result of the analysis showed that the structure of the scale consisting of 6 sub-dimensions and 23 items met the validity conditions ( $\chi^2/sd= 642.15/472 = 1.36$ ;  $p < .01$ , CFI = .93; GFI = .90; NFI = .89; RMSEA = .06).

Van Laar et al. (2007) was adapted into Turkish by Akad and Üstüner (2017) as consisting of 6 sub-dimensions and 23 items. Akad and Üstüner (2017) applied confirmatory factor analysis to determine the implicit structure of the scale they adapted into Turkish ( $\chi^2/sd = 402.6657$ ). / 224 = 1.79; RMSEA = .05; SRMR = .05; CFI = .96; NNFI = .95), as a result of the analysis, it was determined that the scale met the conditions of goodness of fit and the sub-dimension factor loads differed between .33-.97. In order to determine the validity and reliability levels of the scale, test-retest and Cronbach Alpha internal consistency tests were determined. job and career satisfaction (0.78; 0.73), general well-being (.79; .81), control at work (.89; .71), stress at work (.70; .77), working conditions (.80) ; .80), home-work interface (.91; .75), overall work-related quality of life (.93; .88). The data obtained as a result of the validity and reliability analyzes show that the work life quality scale form adapted to Turkish is valid and reliable.

### Results

The findings obtained as a result of the analysis of the data obtained in line with the research problem are presented below.

### Findings on Teachers’ Perceptions of Job Satisfaction

The descriptive statistics results of the job satisfaction perceptions of the secondary school teachers participating in the research are given in Table 2.

**Table 2: Information on Teachers' Job Satisfaction Levels**

Dimensions	N	$\bar{x}$	ss	Min.	Maks.
Inner Satisfaction	273	3,57	0,62	1,85	5,00
Extrinsic Satisfaction	273	3,40	0,59	1,29	4,71
Job Satisfaction (General)	273	3,51	0,57	1,65	4,80

It is seen that the average of the job satisfaction scale of the teachers participating in the research is (3.51±.57), the average of the internal satisfaction

level (3.57±.62), and the average of the external satisfaction level (3.40±.59). Considering the values, it is seen that teachers' perceptions of job satisfaction are "Agree/High".

As a result of the t-test for the analysis of teachers' job satisfaction levels in terms of variables such as gender, age, marital status, educational status, opportunity, and seniority;

Intrinsic satisfaction in terms of gender variable [t(271)= -1,149; p=.252, p> .05], Extrinsic satisfaction [t(271)= 1.328; p=.252, p> .05] and overall satisfaction [t(271)= -.333; p=.252, p> .05] mean did not differ significantly. The effect size coefficient of gender on teachers' general well-being scores ( $\eta^2$ ) was calculated as -0.14.

**Table 3: Analysis of Teachers' Job Satisfaction in Terms of Age Variable**

Dimensions	Groups/Age	N	$\bar{x}_{sıra}$	$x^2$	sd	p	$\eta^2$	Differences
Inner Satisfaction	25 and below	18	77,00	24.693	5	.000*	,039	1<2 1<6 3<6
	26-30	44	145,09					
	31-35	43	112,80					
	36-40	56	133,03					
	41-45	49	138,07					
	46 and above	63	167,71					
Extrinsic Satisfaction	25 and below	18	96,78	17.554	5	.004*	,067	1<6 3<6
	26-30	44	149,67					
	31-35	43	108,78					
	36-40	56	135,36					
	41-45	49	135,62					
	46 and above	63	161,44					
	25 and below	18	76,61					
Job Satisfaction (General)	26-30	44	148,10	27.959	5	.000*	,056	1<2 1<5 1<6 3<6
	31-35	43	108,66					
	36-40	56	130,09					
	41-45	49	140,67					
	46 and above	63	169,13					

1:25 and below; 2: 26-30 years; 3: 31-35 years; 4: 36-40 years; 5:41-45 years; 6: 46 and above, \*p< .05

As a result of the Chi-square analysis of the Analysis of Teachers' Job Satisfaction in Terms of Age Variable, in the internal satisfaction sub-dimension [ $\chi^2 = (6.268) = 24,693$ ; p=.000; p< .05]. In the pairwise comparisons made in order to determine between which groups the significant difference is, in terms of the whole scale, in favor of those aged 25 and under and between the ages of 26-30, in favor

of those aged 26-30, in favor of those aged 25 and below and between 41 and 45, in favor of those aged 41-45, and between the ages of 25 and 30. It was determined that there was a significant difference between the ages of six and 46 and in favor of those aged 46 and over, and between the ages of 31-35 and 46 and over in favor of teachers aged 46 and over.

**Table 4: Analysis of Teachers' Job Satisfaction in Terms of Marital Status Variable**

f, $\bar{x}$ and SS Values					Levene test			$\eta^2$	Difference
Dimensions	Group	N	$\bar{x}$	SS	F	p			
Inner Satisfaction	Married	169	3,72	0,64	7.572	.001*	x <sup>2</sup> = 31.900; p= .000*	,065	1>2 1>3
	Single	69	3,31	0,57					
	Divorced	35	3,38	0,34					
Extrinsic Satisfaction	Married	169	3,45	0,63	2.307	.101	F = 2.126; p= .121	,029	
	Single	69	3,33	0,49					
	Divorced	35	3,26	0,51					
Job Satisfaction (General)	Married	169	3,62	0,60	4.331	.014*	x <sup>2</sup> = 26.034; p= .000*	,055	1>2 1>3
	Single	69	3,31	0,50					
	Divorced	35	3,34	0,39					

1: Married; 2: Single; 3: Divorced, \*p< .05

As can be seen in Table 4, while the job satisfaction scale and the internal satisfaction sub-dimension differ significantly according to the marital status of the teachers (p< .05), the external satisfaction sub-dimension does not differ significantly according to the marital status (p> .05). In terms of Overall Job

Satisfaction and Internal Satisfaction sub-dimension, it was determined that there was a difference in favor of the married between the married and the singles, and in favor of the married between the married and the divorced.

**Table 5: Analysis of Teachers' Job Satisfaction in Terms of Educational Status Variable**

f, $\bar{x}$ and SS Values					Levene test		ANOVA Results						
Dimensions	Grup	N	$\bar{x}$	SS	F	p	KT	Sd	KO	F	p	$\eta^2$	Fark
Inner Satisfaction	College	47	3,58	0,68	.405	.667	,097	2	,048	.126	.882	,005	-
	Licence	192	3,56	0,61			103,916	270	,385				
	Degree	34	3,61	0,57			104,012	272					
Extrinsic Satisfaction	College	47	3,53	0,48	2.333	.099	2,191	2	1,095	3.240	.041*	,012	1>3
	Licence	192	3,40	0,61			91,286	270	,338				
	Degree	34	3,20	0,51			93,477	272					
Job Satisfaction (General)	College	47	3,56	0,56	1.818	.164	,203	2	,101	.313	.732	,000	-
	Licence	192	3,50	0,59			87,630	270	,325				
	Degree	34	3,47	0,45			87,833	272					

1: College; 2: Licence; 3: Degree, \*p< .05

As seen in Table 5, while it was determined that the overall job satisfaction scale and the internal satisfaction sub-dimension did not differ significantly according to the educational status of the teachers (p> .05), the external satisfaction sub-dimension differed significantly according to the educational status (p<

.05). In the pairwise comparisons made in order to determine between which groups the significant difference was, it was determined that the education status was in favor of the college graduates between those with a college degree and those with a master's degree.



**Table 6: Analysis of Teachers' Job Satisfaction in Terms of Professional Seniority Variable**

f, $\bar{x}$ and SS Values					Levene test		ANOVA Results						
Dimensions	Group	N	$\bar{x}$	SS	F	P	KT	Sd	KO	F	p	$\eta^2$	Difference
Inner Satisfaction	0-5	67	3,48	0,52	920	.453	5,392	4	1,348	3.663	.006*	,034	1<5
	6-10	63	3,56	0,72			98,621	268	,368				3<5
	11-15	45	3,42	0,57			104,012	272					
	16-20	35	3,50	0,67									
	21 & above	63	3,81	0,55									
Extrinsic Satisfaction	0-5	67	3,48	0,47	1.545	.189	2,798	4	,699	2.067	.085	,019	
	6-10	63	3,28	0,68			90,679	268	,338				
	11-15	45	3,31	0,55			93,477	272					
	16-20	35	3,33	0,49									
	21 & above	63	3,52	0,64									
Job Satisfaction (General)	0-5	67	3,48	0,46	1.318	.264	3,597	4	,899	2.861	.024*	,027	1<5
	6-10	63	3,46	0,69			84,236	268	,314				2<5
	11-15	45	3,38	0,49			87,833	272					3<5
	16-20	35	3,44	0,58									
	21 & above	63	3,71	0,55									

1: 0-5 year; 2: 6-10 year; 3: 11-15 year; 4: 16-20 year; 5: 21 year and above, \* $p < .05$

As seen in Table 6, while the whole job satisfaction scale and the internal satisfaction sub-dimension differ significantly according to the professional seniority of the teachers ( $p < .05$ ), the external satisfaction sub-dimension does not differ significantly according to their professional seniority

( $p > .05$ ). It was determined that the significant difference between which groups in terms of Job Satisfaction scale in general was in favor of teachers with 21 years and more seniority between 0-5 years, 6-10 years, 11-15 years and 25 years and above groups.

**Table 7: Analysis of Teachers' Job Satisfaction in Terms of Economic Status Variable**

Dimensions	Groups	N	$\bar{x}_{sıra}$	$x^2$	sd	p	$\eta^2$	Differences
Inner Satisfaction	Further	29	205,60	49.053	4	.000*	,134	1>4
	upper middle	91	159,88					1>3
	middle	122	110,40					1>5
	below middle	25	119,94					2>3
	low	6	70,42					
Extrinsic Satisfaction	Further	29	222,31	59.898	4	.000*	,136	1>2
	upper middle	91	154,57					1>3
	middle	122	115,96					1>4
	below middle	25	93,46					1>5
	low	6	67,50					2>3
Job Satisfaction (General)	Further	29	215,07	61.132	4	.000*	,147	1>2
	upper middle	91	162,23					1>3
	middle	122	109,31					1>4
	below middle	25	106,34					1>5
	low	6	67,92					2>3
								2>4
								2>5

1:Further; 2:upper middle; 3:middle; 4:below middle; 5:low, \* $p < .05$

As seen in Table 7, it is seen that there is a significant difference between teachers' job satisfaction and their economic status ( $p < .05$ ). In order to determine between which groups the significant difference was, a significant difference was determined in favor of the teachers who had "advanced" and "post-intermediate" opportunities as a result of pairwise comparisons between groups (Scheffe test) in the whole scale and its sub-dimensions.

### Findings on Teachers' Quality of Work Life

Within the scope of the research, it was desired to determine the average level of teachers' work life quality. The findings regarding this situation are given in Table 8.

**Table 8**

Dimensions	N	$\bar{x}$	ss	Min.	Maks.
Job career satisfaction	273	3,47	0,66	1,50	4,83
General well-being	273	3,37	0,63	1,33	4,83
Ability to control work	273	3,39	0,76	1,00	5,00

Working conditions	273	3,30	0,77	1,00	5,00
Stress at work	273	2,49	1,06	1,00	5,00
Family-work-life balance	273	3,53	0,76	1,00	5,00
Work Life Quality Scale (General)	273	3,33	0,57	1,48	4,57

The mean level of job-career satisfaction ( $3.47 \pm .66$ ), general well-being ( $3.37 \pm .63$ ), and job control level ( $3.39 \pm .76$ ) "Moderate", mean working conditions ( $3.53 \pm .76$ ) "High", work life stress level ( $2.49 \pm 1.06$ ) "Low", family-work life balance average ( $3.40 \pm .59$ ) Appears to be "Intermediate Level".

### Findings on Determining the Relationship between Teachers' Perceptions of Work Life Conditions and their Perceptions of Job Satisfaction

In the study, Pearson Correlation analysis was conducted to determine the relationship between teachers' work life satisfaction levels and work life quality levels and sub-dimensions. The obtained results are given in Table 9.

**Table 9: Investigation of the Relationship Between Job Satisfaction and Quality of Work Life and All Its Sub-Dimensions**

Variables	1	2	3	4	5	6	7	8	9
Job Satisfaction (General)									
Inner Satisfaction	.983**								
Extrinsic Satisfaction	.872**	.723**							
Quality of Work Life (General)	.678**	.639**	.626**						
Job career satisfaction	.771**	.731**	.703**	.902**					
General well-being	.653**	.628**	.578**	.921**	.797**				
Ability to control work	.617**	.576**	.580**	.880**	.753**	.746**			
Working conditions	.519**	.474**	.508**	.884**	.730**	.804**	.854**		
Stress at work	-.325**	-.304**	-.304**	.127*	-.096	.051	.011	.030	
Family-work-life balance	.650	.602**	.621**	.782**	.745**	.663**	.657**	.607**	-.163**

\* $p < .05$ ; \*\* $p < .001$

There is a moderately significant positive correlation between teachers' perceptions of job satisfaction and their perceptions of Quality of Work Life ( $r = .678$ ;  $p < .001$ ). It is seen that the highest correlation with the sub-dimensions of the job satisfaction scale is internal satisfaction ( $r = .872$ ;  $p < .001$ ), and the job career satisfaction ( $r = .771$ ;

$p < .001$ ) among the sub-dimensions of the work life quality scale. It was determined that the highest correlation of the work life quality scale with its sub-dimensions was with general well-being ( $r = .921$ ;  $p < .001$ ), and with internal satisfaction ( $r = .639$ ;  $p < .001$ ), one of the sub-dimensions of the job satisfaction scale.



Finally, the effect of teachers' quality of work life on job satisfaction (predictive power) was determined. In this direction, regression analysis was requested. In the study, first of all, some presuppositions of regression analysis (normality and linearity) were examined. George and Mallery (2003) stated that skewness and kurtosis values in the range of (+2) / (-2) can be interpreted as a normal distribution. The skewness values of the Job Satisfaction scale and its dimensions [-.376; 147], while the kurtosis value is [1.390; It was determined to be in the range of .293]. The skewness value for the

Quality of Work Life scale and its dimensions [-.810; .147], and the kurtosis value is [-1.069; It varies in the range of 1.163]. In this direction, it can be said that the data collection tools and all dimensions used in the research show a normal distribution.

Another presupposition of regression analysis is that there is a linear relationship between dependent (job satisfaction) and independent (quality of work life) variables. In the study, it was determined that there is a linear relationship between the dependent (job satisfaction) variable and the control (work life quality) variable.

**Table 10: The Effect of Teachers' Quality of Work Life Perceptions on Job Satisfaction**

The dependent variable	Independent variable	$\beta$	t	p	F	Model (p)	R <sup>2</sup>
Job satisfaction	Work Life Quality	1.257 .676	8.349 15.175	.000 .000	230.273	.000	.46

The regression analysis performed to determine the relationship between the perception of quality of work life and job satisfaction was found to be statistically significant ( $F=230,273$ ;  $p=.000$ ). It was determined that teachers' job satisfaction perceptions had a predictive effect of 46% on the quality of work life ( $R^2= .46$ ). Quality of work life increases the level of job satisfaction positively ( $\beta= .676$ ).

### Discussion, Conclusion and Suggestions

As a result of the research, it was determined that teachers working in high schools in Elazig had a high level of participation in the scale of job satisfaction, a high level of participation in the internal satisfaction sub-dimension, and a moderate level of participation in the external satisfaction sub-dimension. It has been concluded that teachers' personal characteristics such as age, marital status, professional seniority and the level of opportunities of the schools they work in have a significant effect on their job satisfaction, while the variables of gender and education status do not have a significant effect on job satisfaction. The research findings are in line with the results of similar studies. Şahin (2013), in his study aiming to determine teachers' job satisfaction levels, determined that teachers' job satisfaction levels were partially satisfied ( $X = 2.18\pm 0.27$ ). Akgül (2019) studied the relationship between the leadership characteristics of school administrators and job satisfaction levels of teachers working in high

schools in the city center of Tokat. It was determined that the mean scores of the internal satisfaction sub-dimension were  $X = 4.03\pm 0.57$  (agree) and the mean scores of the extrinsic satisfaction sub-dimension were  $X=3.70\pm 0.69$  (agree).

Another important result of the research is that teachers' perceptions of work life quality are at a moderate level. It has been determined that there is a significant relationship between teachers' perceptions of quality of work life and age, marital status, professional seniority and the opportunities provided by the schools they work in, while other variables do not have a significant effect on teachers' perceptions of work life quality. This finding obtained in the study is similar to the findings of the studies in the literature. Sarı Karadaş (2020), in his study, primary school teachers' work life quality levels "agree", job career satisfaction sub-dimension averages "agree", general well-being sub-dimension averages are close to "strongly agree", but "agree", the sub-dimension of being able to control the work. It has been determined that the averages of the sub-dimension of working conditions are "agree", the average of the sub-dimension of working conditions is "agree", the average of the stress in business life is "strongly agree", and the averages of the family-work-life balance sub-dimension are at the level of "agree".

It has been concluded that there is a moderately positive relationship between teachers' job

satisfaction levels and their perceptions of work life quality. It was determined that there was a strong positive relationship between the sub-dimensions of the participants' job satisfaction and quality of work life scales. It was concluded that teachers' perceptions of job life satisfaction were a moderate predictor of their job life quality. Sarı Karadaş (2020), in his study, determined that there is a positive moderate relationship between primary school teachers' quality of work life and job satisfaction levels. In his study, Seyhan (2020) determined that there is a moderately positive relationship between the job satisfaction levels of health workers and their perceptions of work life quality. These findings obtained in the research show parallelism with the findings obtained in this study.

School opportunities constitute one of the important factors that affect teachers' perceptions of job satisfaction and quality of work life. In this context, providing teachers with in-service training on contemporary teaching methods, improving the technological infrastructure in schools and providing course materials will increase teachers' job satisfaction and quality of work life.

Developing career opportunities for all teachers, especially those in the young age group, encouraging teachers' academic work some awards such as service points & salary increases, & providing foreign language learning opportunities will be effective in increasing job satisfaction and quality of work life.

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