

# **Relationships between Job Satisfaction, Motivation and Life Satisfaction in the Teachers: A Structural Equation Modeling Study**

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## **Abstract**

The purpose of this study is to explore the effects of life satisfaction and job motivation to job satisfaction in the teachers, and examining mediating roles of job motivation between the other two variables. The online form consisted of 24 items was voluntary filled by 264 teachers. A structural equation modeling analysis was carried out when analysing data. The fit indices of the hypothesized structural model indicated perfect fit the data. It was found that the life satisfaction was a significant predictor of teacher job motivation and job satisfaction. This means that as the life satisfaction level of teachers increased, the level of job motivation and satisfaction positively increased. We concluded that in order to increase job satisfaction of teachers, any action which might increase the motivation level and the life quality of the teacher should be supported by the schools and ministries.

**Keywords:** Teacher Education, Job Satisfaction, Job Motivation, Life Satisfaction, Structural Equation Modelling

**DOI:** 10.29329/ijpe.2020.248.16

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## INTRODUCTION AND LITERATURE REVIEW

Apart from their responsibilities while fulfilling their duties, the teachers who are one of the most indispensable components of the education and training are also expected to be filled with the required qualifications. The qualified teacher who fulfils his or her responsibilities needs to carry the components required by the occupation and a very successful person. Teachers' satisfaction with life, their perspectives on life, and their professions are interrelated, for this reason; it is quite likely to be affected by each other. When the literature is examined, it is clear that the job satisfaction of the teachers is efficient on shaping their points of view, and high job satisfaction leads to higher life satisfaction on teachers. It is highly important and required to be identified what the job satisfaction is, what it is affected by and what kind of impacts life satisfaction and motivation has on job satisfaction.

Job satisfaction is made up of understanding an individual's job and its experience related to his job as a case which ends up with emotions arousing satisfaction. Job satisfaction, which is sing of physiologic and spiritual emotion of the employees (Koç, Yazıcıoğlu & Hatipoğlu, 2009), and which reflects one's perception and emotion (Şahin, 2013) is a general attitude that employees perform towards their jobs (Greenberg & Baron, 2000; Kara, 2010; Sonmezer & Eryaman, 2008). The general attitude which the employees perform towards their jobs while fulfilling that job is quite important and required, and it is also a fact that it reflects the responsibilities that they feel towards their jobs. Job satisfaction, which might be defined in different ways, can be defined such as through the appreciation of the individual's works and experiences, the increase of the fertility, productivity and the quality of the jobs they do, (Demirtaş & Alanoğlu, 2015), happy and positive psychology based on worker's job experience, through his or her values, job pleasure and expectation, attitude towards the job; its result and emotional reaction, (Tüy, 2008; Weiss, 2002), the pleasure extent they get from their jobs (Muchinsky, 2000, as cited in Terzi, 2017).

Job satisfaction, which expresses the extent of pleasure related to the subjects of the education and training of the teachers (Zembylas & Papanastasiou, 2005) has a significant role on teachers' in spending productive and qualified education period and increasing the quality of education (Michaelowa, 2002). The interaction and communication, which the teachers set on the students, and the effect they leave can be demonstrated one of the main factors which affect the job satisfaction. The effect that the teacher leaves on the student during the education period, the reaction they receive and the feedbacks he or she gets is each a sign of reaction of the qualification. Demirtaş and Alanoğlu (2015) have stated that the factors affecting the job satisfaction have been gathered in two groups as individual and organizational; individual factors are age, experience, education level, length of service, the characteristics of the employee, and organizational factors are the job itself, colleagues, wage, administration, working conditions, promotion opportunities, job security and protection, appreciation, awarding and communication.

There are a lot of factors that affect the job satisfaction of the teachers who take place in the foreground in the society with the tasks and the responsibilities they take. One of the factors affecting the job satisfaction is the pleasure and the happiness they get in life. While the life satisfaction term defines the satisfaction of an individual in or out of his or her work life, when the period of time that the individual spends in his or her work life is also taken into consideration, it is rather probable to comment that there is a relation between job and life satisfaction and due to the relation between job and life satisfaction, life satisfaction has effect on one's work life and reflects the happiness and perception of a qualified life (Karaman, Neslon, & Cavazos, 2018; Keser, 2005; Piccolo, Judge, Takahashi, Watanabe & Locke, 2005; Rode, 2004; Sevimli & İşcan, 2005). While several factors like interpersonal relations and job satisfaction affect life satisfaction, based on these, differences may be observed on individuals' job satisfaction; both life satisfaction and job satisfaction may become efficient on individuals' work lives.

It is rather obvious that there is a relation between job and life relation, a balance between the increase of life satisfaction and the increase of job satisfaction, and positive perception between job satisfaction and life satisfaction (Kırcı Çevik & Korkmaz, 2014; Yenihan, Öner & Balcı, 2016). It can

also be observed that the situations and satisfaction which the individuals experience during their life span are efficient on job satisfaction and there is a relation between them. Since all the situations and satisfaction which the individuals experience or are high likely to experience might result in negative or positive effects on work life, it may be commented that whatever the work place is, all the individuals have upmost job satisfaction; in addition to this, their life satisfaction is also high likely to increase. Therefore, especially in education world, increasing the job satisfaction of the teachers or those taking teaching tasks and also their life satisfaction as it directly affects or affected is needed to be provided with all the required equipment.

The fact that teachers' job satisfaction and motivation is at high or lower level affects also the quality of their service (Smith, Karaman, Balkin, & Talwar, 2019; Yavuz & Karadeniz, 2009). That teachers could get efficiency is constantly bound to keeping alive their emotion and excitement. The continuity of their willingness and happiness is also focused on improving some motivational elements. The fact that teachers feel relaxed, are happy at their works and feel love and respect might also enable to unite with their institutions. Hence, teachers may consider themselves as a part of their institution (Akman, 2009). Yalçın and Korkmaz (2013) determined that teachers could work more voluminously as long as they are happy with their work and work environment; and it is not adequate condition in terms of improving only the fertility of financial satisfaction. They emphasized that the fact that teachers become happy while working, like their jobs and do them well is through a good motivation. Besides, they also expressed that the teachers' motivation is highly important for both teachers' motivation and also education reforms which might be realized. Evans (2000) also stated that motivation affects the fertility in educational environment and has a significant role. It is quite obvious that the feeling of pleasure that the motivated person or people are showing respect to his or her responsibilities have created a positive impression on job satisfaction.

It is obvious that changing world conditions, technology, life balance, economic conditions and the realized educational reforms have negative and positive effects on individuals and consequently affect the national education system and the teachers whose role are crucial in this system. It is also obvious that change and innovation affect the individual's job satisfaction and also the job satisfaction is efficient on individual's work life and job satisfaction. Motivation which increases the pleasure acquired from life and has important role in shaping the point of view related to the life is directly proportionated to the job satisfaction and at the same time it has been detected that it affects the job satisfaction. It has become needy to research and to make explanations about to what extent the life satisfaction and motivation of the teachers who especially play important roles in growing new generations affect their job satisfaction and how important the job satisfaction for the teachers is. To fulfill the roles the teachers take and to be able to give their due to these roles needs inconvenient and intense effort. Therefore, in this research, it has been aimed to identify the teachers' life satisfaction and motivation and to reveal that their life satisfaction and motivation have great effect on their job satisfaction. The following questions have been in pursuit of being answered in order to reach up to this general aim.

### **Research Questions**

- How strong are the structural relations between job satisfaction, job motivation and life satisfaction among teachers?
- What is the role of teacher job motivation as a mediator variable between job satisfaction and life satisfaction among teachers?
- How strong are the direct and indirect effects from life satisfaction to job satisfaction among teachers?

## METHODOLOGY

### Participants and Procedure

The data in this study were collected from kindergarten, primary, secondary and high school teachers in the month of May-2019. First, an online survey was created on Google Forms application, and then the electronic link was sent to the more than three thousands school teachers. Of the recipients, 264 filled the online form. The form consisted of 24 items was voluntary filled by the participations. The average age of the participants was 32.71 ( $SD=8.10$ ), and the average number of experience was 5.88 ( $SD=3.45$ ) years. Of the participants, 31.4% ( $n=83$ ) was female, and 68.6% ( $n=181$ ) was male. The electronic form did not allow item skipping so, we did not encounter missing data problems. The data collection process was completed in three weeks.

### Measures

**Teacher job satisfaction survey.** This survey was designed and validated by Dilek (2019), and aims to measure teachers' job satisfaction levels. The survey was developed in Turkish. In the survey, there were a total of 13 likert-type items in the three sub-scales. These subscales were named "*enjoying job*", "*respecting job*" and "*receiving support from colleagues*". The first subscale intends to measure how much a teacher enjoys teaching duties, and consists of six items. This subscale includes items such as "I am very happy to be a teacher" and "I recommend being a teacher to those who will choose a new profession". The second subscale intends to measure how much a teacher respects teaching as a profession, and consists of three items. This subscale includes items such as "I respect my profession" and "Teaching is a very important profession". The third subscale intends to measure how much support a teacher receives from his/her colleagues, and consists of four items. This subscale includes items such as "I can easily ask for help from my colleagues" and "I work in harmony with other teachers in my school". All items in the survey had five ordinal categories ranged from 1=*strongly disagree* to 5=*strongly agree*. The measurement tool had second order structural model. This meant that there were three subscales in the survey, and these three subscales measure a general domain named *teacher job satisfaction* (see Figure 1). In this study, we used the same structural relations when analyzing the data. The Cronbach alpha values of the original scale were 0.84, 0.65 and 0.82 for the subscales "*enjoying job*", "*respecting job*" and "*support from colleagues*", respectively. The omega coefficient value for the whole scale in the original study was 0.92. In our study, the Cronbach alpha values were 0.90, 0.78 and 0.86 for the subscales "*enjoying job*", "*respecting job*" and "*support from colleagues*", respectively, and the alpha value for the whole scale was 0.85. There were three negatively worded items in the job satisfaction survey, and these items were reverse-coded before analyzing the data.

**Contextual Achievement Motivation Measure.** To measure job motivation, Contextual Achievement Motivation Measure (CAMM) developed by (Smith, 2015), and translated into Turkish by Karaman and Smith (2016) was used. This survey was designed and validated by Karaman and Smith and (2016) and translated to Turkish. The survey had six likert-type items, and aims to measure teachers' motivation in their work. The survey includes items such as "In my school, I am an achiever", "In my school, I am productive" and "In my school, I am ambitious". All items had five ordinal response options as *never* (0), *sometimes* (1), *50% = %50 of the time* (2), *usually* (3), and *always* (4). The original scale had two subdimensions as motivation in school work, and motivation in community, but we used the first one in our study. The subscale had a single dimensional structure meaning that all six items were measuring the same construct of interest, teacher job motivation in their work place which is school. The Cronbach alpha value of the translated version of the scale was 0.85. In our study, Cronbach alpha value was 0.89.

**The satisfaction with life scale.** This psychological survey was designed and validated by (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), and aims to measure how much teachers are happy about their lives outside the school. The Turkish version of the instrument was translated and

validated by Dağlı and Baysal (2016). The survey includes items such as “The conditions of my life are excellent”, “If I could live my life over”, I would change almost nothing” and “I am satisfied with my life”. The survey had five likert-type items, and each item had seven response options, ranged from 1=*strongly disagree* to 7= *strongly agree*. The original scale had a single dimensional structure meaning that all five items were measuring the same construct of interest, satisfaction with life. The Cronbach alpha value of the original scale was 0.88. In our study, Cronbach alpha value was 0.89. The descriptive statistics and Cronbach alpha values for all measures were presented in Table 1.

### Data Analysis

A structural equation modeling analysis was carried out with the data consisted of responses from 264 teachers.. Based on the previous work, in the hypothesized model, the teacher job satisfaction was hierarchical factor endogenous latent variable, the life satisfaction was single factor exogenous latent variable and the teacher job motivation was a single factor mediator latent variable. As illustrated in Figure 1, this means that there is a direct effect from teacher life satisfaction to job satisfaction, and there is a specific indirect effect mediated through teacher job motivation. In the data analysis, when there is both direct and indirect effect from life satisfaction to job motivation, we conclude the job motivation plays partial mediating roles. We fit the hypothesized model in Mplus software version 7 (Muthen & Muthen, 1998-2012). The bootstrapping confidence intervals of standardized direct, indirect and total effects with 10.000 iterations were calculated.

## RESULTS

The fit indices of the hypothesized structural model were  $\chi^2(246) = 462.70.13$  and  $p < .01$ ,  $\chi^2/df=1.88$ , CFI=.97, Tucker-Lewis index (TLI) =.97, RMSEA=.05 with 90% CI [.04, .06] and WRMR= 1.04. The goodness of fit indices indicated that the model fitted the data well based on the common criteria (see Hooper, Coughlan, & Mullen, 2008; Kline, 2005). All standardized factor loadings for all measurement models were significant, and above the historical cut-off value of .30 (Tabachnick & Fidell, 2013), and ranged from .58 to .96. The standardized factor loadings and their standard errors for the items in all scales were provided in Table 2. The bivariate (e.g., zero-order) correlations between all survey items were presented in Supplementary Table 1. The standardized coefficients found in the analysis were significant and presented in Figure 1. The proportions of the explained variances for the three subscales of the teacher job satisfaction were .79, .50 and .38, for the enjoying job, respecting job and support from colleague, respectively. The standardized loadings for the three subscales were .89, .70 and .62, respectively. The amount of explained variances for the teacher job motivation and teacher job satisfaction were .11 and .46, respectively. All proportions or loadings were significant at the alpha level of .001.

We found that the life satisfaction was a significant predictor of teacher job motivation, and explained 11% variance in teacher motivation ( $\beta=.34$ ,  $SE=.05$ ,  $p < .001$ ). This means that as the life satisfaction level of teachers increased, the level of motivation in job positively increased. The teacher life satisfaction was a significant predictor of teacher job satisfaction, as well. The life satisfaction had effect on job satisfaction with the total effect of  $B=.63$  ( $SE=.05$ ,  $p < .001$ ). The .53 ( $SE=.06$ ,  $p < .001$ ) effect is entirely direct as was specified in the model (see Figure 1). This means that the teacher life satisfaction explained %28 proportion of teacher job satisfaction, after controlling for mediator variable, teacher job motivation. This finding implies that as the life satisfaction level of teachers increased, job satisfaction level of teachers directly increases. The .09 ( $SE=.02$ ,  $p < .001$ ) effect is indirect effect through teacher job motivation (i.e.,  $.34 \times .28=.09$ , see Figure 1). The indirect effect was small but significant. This means that as amount of the life satisfaction increases, the amount of job motivation teachers increases, and this leads to meaningful increase in the amount of teacher job satisfaction. These findings support partial mediation hypothesis. Overall speaking, the increase in teacher life satisfaction leads to both direct and indirect increase in teacher job satisfaction. The bootstrapping confidence intervals of standardized direct, indirect and total effects were also presented in Table 3.

## DISCUSSION

The purpose of this study was to test the structural relationships between life satisfaction, job motivation and job satisfaction in the teachers, and mediated effect of job motivation among the job satisfaction and life satisfaction. To our best knowledge, no study has simultaneously examined the interrelationships of these three variables in a structural equation modelling in Turkish literature. Thus, we highly believe that the current study contributes to understanding of the literature on the factors affecting job satisfaction and teacher education.

We have found that teachers' life satisfaction directly affects their level of job satisfaction. This aligns with the existing literature. Uyguç, Arbak, Duygulu and Çıraklar (1998) stated in their researches that in most of the people there is a balance between the increase of job satisfaction and life satisfaction and they both interact each other. Koruklu, Feyzioglu, Özenoğlu Kiremit and Aladağ (2013) in their researches came up with the solution that the job satisfaction of the teachers is affected by the life and the variables through teachers' opinions; consequently, when the variables which are considered to have effect on satisfaction are taken into consideration, enhancing the physical conditions of the schools where the teachers work to increase their job satisfaction and identifying the causes of the problems which the administrators have with their colleagues are rather important. Türker and Çelik (2019) in their researches came up with a solution that apart from that the problems and issues which the teachers encounter in work-family environment are not only related to teachers' private lives, but they may cause bigger results and the problems which the teachers encounter in their private lives may affect their job satisfaction and may cause some declines in teachers' performances. Karakaya, Çiçek and Çoruk (2017) in their researches touched on the relation between the perception of school-life quality of the teachers who work in primary schools and their job satisfaction and detected that there is a meaningful result in positive way and at medium level between the level of perception in job satisfaction of the teachers and the level of school-life quality. They obviously stated that there is a direct relation between teachers' job and life satisfaction. In some conducted researches, it was concluded that the pleasure which the teachers get from job and life satisfaction interacts with each other and has a positive direct relation between job and life satisfaction (Aydıntan & Koç, 2016; Bonebrigt, Clay & Ankenman, 2000; Ignat & Clipa, 2012; Perrone, Webb & Jackson, 2007).

We have also found that the level of life satisfaction positively affects job motivation levels of teachers, and this effect leads to positive effect on job satisfaction levels in teachers. This finding also aligns with the previous studies. It was made out in the researches conducted by Yalçinson (2017) and Gökçe (2008) that motivation is highly affected by life satisfaction and future anxiety and they are terms which are highly interrelated.

In the studies conducted in the outside of Turkish literature support our research findings. The other findings indicated that teachers' job satisfaction affects their life satisfaction and motivation. Byron (2005) determined that there is a balance between work life and family life, and the family life of the individual has a significant effect on work life. In the research of Ahsan, Abdullah, Fie and Alam (2009), it was determined that the individuals who have problems and tension in their work life are quite low in their job and life satisfaction.

It was detected in researches conducted by Yerlisu Lapa, Ağyar ve Bahadır (2012) there is a direct positive relation between life satisfaction and free-time motivation and the frequency of participation in these free-time activities. Koç (2018) stated in the research that there is a relation between life satisfaction and motivation, and also stated that there is also inner motivation bound to knowledge, success and identified exterior motivation between life satisfaction and academic motivation and also there is positive relation between the exterior regulations with the sub-dimensions and life satisfaction. Job satisfaction which is detected to have positive effects on life satisfaction has strong relation with the motivation. While Mertler (2016) state that the individuals who trust on themselves and are highly motivated have more job satisfaction and can easily adopt themselves in their work environment, Çevik and Köse (2017) underlined in their researches that motivated individuals are needed in forming the strong cultures of the organizations. Ertürk and Aydın (2016)

also stated in their researches that it is needed for teachers to keep their job motivation at high level and added that their job motivation and organizational commitment are in relation, as well.

## CONCLUSION

When the effects of the teachers' life satisfaction and motivation on their job satisfaction are taken into consideration, their working conditions should be healed by the Ministry of National Education to motivate and improve their performances in the institutions where they support service.

Because the increase of life satisfaction means having teachers satisfied with their jobs, the physical conditions of the institutions where teachers work should also be reviewed. It is obvious that the classroom environments which will be designed with technology, innovation and contemporary education perception, and the classroom environments which enable the utility of every kind of technologic devices have also effect on the motivation of the teachers.

In terms of increasing teachers' motivation and affecting the satisfaction they will get from the life, awards which may make teachers happy and satisfied, encouragements; in short, any action which might increase the motivation level and the life quality of the teacher should be supported by the schools and ministries.

Since the fact that teachers' motivation will enable them to focus more on their jobs and get more fertility, schools should focus more on school-parent association and have more meeting with the parents and get more information about the students' situations. Accordingly, workshops which will be conducted will ease the communication between the parents and teachers and will enable the teachers to get healthier and in-depth information related with their students. It is also probable that this case will have effect on teachers' motivation.

When the life and working conditions of the teachers are taken into consideration, area experts can be provided to train teachers to improve their motivation at the seminars or in-service training periodically conducted at the beginning or the end of the education and training academic year or during the education period.

In this research where the effect of the teachers' life satisfaction and motivation on their job satisfaction is identified, the quantitative method has been applied. When the qualitative method is included in this research, broader and in-depth opinions are high likely to be reached by a setting a group and having qualitative discussions and adding the observation method, as well. By adding the qualitative method to the research, it can be provided by teachers what kind of requirements they need to improve their life satisfaction and motivation and can also be provided by people and institutions that can improve the job satisfaction and motivation of the teachers to conduct enterprising education services.

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**Table 1. Descriptive statistics for the scales**

Variable	Subscale	Mean	SD	$\alpha$
Teacher Life Satisfaction Survey	1.Enjoying Job	52.48	7.14	.85
	2.Respecting Job	22.64	4.95	.86
	3.Support from Colleagues	13.91	1.40	.64
Teacher Life Satisfaction Survey	-	15.92	2.49	.76
Teacher Life Satisfaction Survey	-	14.96	4.28	.89
Teacher Job Motivation Survey	-	21.48	4.20	.89

SD= Standard deviation,  $\alpha$ = Cronbach alpha

**Table 2. Standardized factor loadings for all survey items**

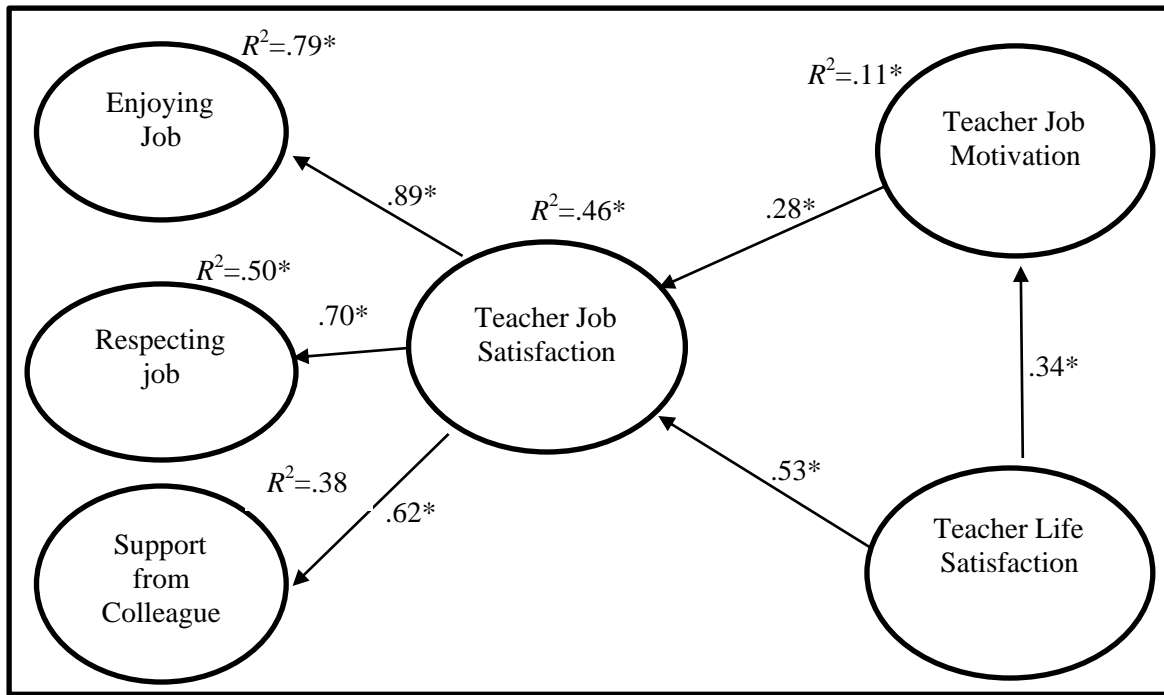
Variable	Subscale	Item	Factor Loading	S.E.
Teacher Job Satisfaction Survey	Enjoying Job	jb1	.90*	.01
		jb5	.77*	.03
		jb9	.87*	.03
		jb15	.65*	.04
		jb20	.72*	.04
		jb24	.77*	.03
	Respecting Job	jb3	.69*	.05
		jb11	.96*	.04
		jb17	.62*	.06
	Support from Colleagues	jb7	.76*	.04
		jb13	.58*	.05
		jb19	.78*	.03
jb23		.82*	.04	
Teacher Life satisfaction Survey	-	ls1	.92*	.01
	-	ls2	.81*	.02
	-	ls3	.87*	.01
	-	ls4	.80*	.02
	-	ls5	.77*	.02
Teacher Job Motivation Survey	-	m1	.84*	.02
	-	m2	.88*	.01
	-	m3	.71*	.03
	-	m4	.89*	.01
	-	m5	.74*	.02
	-	m6	.88*	.01

\* Significant at the alpha level of .001

jb= Job satisfaction, ls= life satisfaction, m= motivation

**Table 3. Standardized direct, indirect and total effect estimates with %90 confidence intervals.**

Effect	Lower 5%	Estimate	Upper 5%
Direct Effect	.40	.53	.66
Indirect Effect	.03	.09	.16
Total Effect	.52	.63	.73



**Figure 1. The structural model depicting the hypothesized relations between the variables.**

$*p < .001$