

EVALUATION OF TEACHERS' LIFE SATISFACTION AND INDIVIDUAL PERFORMANCE PERCEPTION LEVEL

AValiação da Satisfação com a Vida e do Nível de Percepção do Desempenho Individual dos Professores

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ABSTRACT

Teachers' life satisfaction is effective on teaching process and students' learning process. Teachers' life satisfaction and individual performance perception levels directly affect the educational process and quality of education. The aim of the study is to determine the life satisfaction and individual performance perception levels of preschool teachers and to evaluate them according to demographic characteristics. The study employed the life satisfaction scale and the individual performance scale to gather data. The SPSS Program was used to analyze the data that were obtained from the study. First of all, information about the demographic characteristics of the participants was presented. In order to reveal whether there were problems related to the distribution of the data, kurtosis, skewness, mean and standard deviation values were examined, and the reliability levels of the factors were also tested. Correlation analysis, Mann-Whitney-U Test for differences according to demographic variables and Kruskal-Wallis H Test Tests were used to determine the relationship between the variables. As a result of the research, It was determined that teachers' life satisfaction averages were at a very high level and their individual performance perception levels were at a medium level. In the results of the difference test, It was determined that life satisfaction and individual performance perception levels of teachers differed statistically according to graduated school, branch and age, but not according to duty region and education level. It was also determined that the individual performance perception levels of teachers did not differ according to income, while there was a statistically significant difference between life satisfaction and income.

Keywords: Individual performance, Life satisfaction, Teacher.

RESUMO

A satisfação com a vida dos professores é eficaz no processo de ensino e no processo de aprendizagem dos alunos. A satisfação com a vida dos professores e os níveis de percepção de desempenho individual afetam diretamente o processo educacional e a qualidade da educação. O objetivo do estudo é determinar os níveis de satisfação com a vida e a percepção de desempenho individual de professores de pré-escola e avaliá-los de acordo com as características demográficas. O estudo empregou a escala de satisfação com a vida e a escala de desempenho individual para coletar dados. O programa SPSS foi usado para analisar os dados obtidos do estudo. Primeiramente, foram apresentadas informações sobre as características demográficas dos participantes. Para revelar se havia problemas relacionados à distribuição dos dados, foram examinados os valores de curtose, assimetria, média e desvio padrão, e também foram testados os níveis de confiabilidade dos fatores. Análise de correlação, teste Mann-Whitney-U para diferenças de acordo com variáveis demográficas e teste H de Kruskal-Wallis foram usados para determinar a relação entre as variáveis. Como resultado da pesquisa, foi determinado que as médias de satisfação com a vida dos professores estavam em um nível muito alto e seus níveis de percepção de desempenho individual estavam em um nível médio. Nos resultados do teste de diferença, foi determinado que a satisfação com a vida e os níveis de percepção de desempenho individual dos professores diferiam estatisticamente de acordo com a escola graduada, filial e idade, mas não de acordo com a região de serviço e nível de educação. Também foi determinado que os níveis de percepção de desempenho individual dos professores não diferiam de acordo com a renda, enquanto havia uma diferença estatisticamente significativa entre satisfação com a vida e renda.

Palavras-chave: Desempenho individual, satisfação com a vida, professor.

Introduction

Life Satisfaction

A key component of human pleasure is life satisfaction. One of the most significant factors influencing an individual's own quality of life is life satisfaction, which is measured by an individual's well-being according to the characteristics of their choice (HONG & GIANNAKOPOULOS, 1994; ASH & HUEBNER 2001). Almost every aspect of our lives is connected to life satisfaction. (MATHENY et al., 2002; SAM, 2001). The positive evolution of overall life quality is referred to as life satisfaction (VEENHOVEN, 1996). Life is not always satisfying, even when things are going well at one point in time. It involves viewing every stage of life with optimism. A person's life happiness may not be high if they are simply content with their professional life. Life happiness is influenced by a variety of factors, including job satisfaction (VEENHOVEN, 1996). According to MacDonald et al. (2005) and Appleton & Song (2008), an individual's income level, occupation, social standing, possibilities for upward social mobility, living standards, environment, family, social

relationships, and governmental policies are all factors that contribute to their level of life satisfaction. Numerous nations place a high value on life satisfaction, which is also used to inform social policy (HIRLAK, TAŞLIYAN, & SEZER, 2017).

Research conducted in this context has demonstrated that life satisfaction is positively impacted by emotions and psychological well-being (CIARROCHI ET AL., 2000; CONSTANTINE & GAINOR, 2001; SAKLOFSKE, AUSTIN, & MINKSI, 2003; DENIZ & YILMAZ, 2004; AUSTIN, ET AL., 2005; DENIZ & YILMAZ, 2006; TÜMKAYA, ET AL., 2008). Having social ties is essential to living a happy life. Among the fundamental components of the social environment that influence life pleasure are spouse, kids, friends, and family. Living with someone, having family and other relationships, and being married or single all have an impact on a person's level of life satisfaction. Because the individual spends time with his/her family and close circle and receives social support and help from them (ADAMS, 1971; RUSBULT, ET AL., 1998; DIENER, ET AL., 2000; FITNES, 2001; DIENER & DIENER MCGAVRAN, 2008). Other factors affecting life satisfaction include the individual's feeling of freedom, gender, health, education, religion, the happiness he/she gets from his/her life, the meaning he/she attributes to life, the degree to which he/she directs his/her own life, physical and mental condition, activities, environmental conditions, democratic conditions, political stability, security and the livability of the social environment, and many other variables. (MATHENY, ET AL., 2002; ÖZDEVECIOĞLU & AKTAŞ, 2007; YILMAZ & ASLAN, 2013).

The process of assessing one's life's quality in accordance with personal preferences is known as life satisfaction (SHIN AND JOHNSON, 1978). According to Bakan and Güler (2017), people can say that their level of life satisfaction is high if they feel pleasure or contentment after comparing what they have accomplished with their goals and expectations. A person's love of their job and life contentment are related, and it has been shown that those who have high life satisfaction are highly productive and perform well (UNAL ET AL., 2001).

Individual Performance

Performance is the effort an individual shows to accomplish a task, the degree of approaching the intended goals and the degree of success achieved. Although performance and success are used in the same sense, they are different but related and complementary concepts. While success is defined as reaching a targeted situation or completing a task, performance is the sum of the effort shown while achieving these goals or tasks. When considered in terms of individuals, performance is defined as the degree to which an individual can do a job within acceptable limits according to defined characteristics, and the ability of the individual to accomplish the job according to the characteristics and skills defined for him/her (KUÇUK, 2005). The performance of an individual is evaluated with the effort he/she spends to achieve predetermined goals and objectives and the results he/she achieves. (SIGLER & PEARSON, 2000). In order to talk about individual performance, the existence of a defined job, its suitability for the individual and the existence of an evaluation system that can measure how well the job is accomplished are seen as prerequisites (YILDIRIM, 2008). If the individual achieves success above the determined criteria according to the evaluation system outputs, his/her performance is considered high, if the individual achieves success below the criteria, his/her performance is considered low. The person's performance can then be categorized as excellent, good, very good, average, or poor.

While individual performance evaluation concerns the success of individuals in the institution, organizational performance evaluation covers the presentation of the activities of the organization, the goods and services it produces according to the criteria of economy, efficiency and effectiveness (KÖSEOĞLU, 2005). Research on performance shows that the sustainability of the success of businesses will be achieved by increasing organizational and individual performance. It is accepted that performance will increase when the goals of the employees and the organization coincide.

Aim of Research and Research Questions

The purpose of the study is to ascertain the life satisfaction and individual performance perception levels of preschool teachers employed in North Cyprus, as well as the ways in which these variables vary among instructors based on their demographic characteristics. Within the parameters of the study, the following questions were raised; What are the life satisfactions and individual performance perception levels of preschool teachers?

- Do teachers' life satisfaction differ according to demographic factors (age, type of school graduated from, educational status, region where schools are located, monthly income)?
- Do the individual performance perceptions of teachers differ according to demographic factors (age, type of school graduated from, educational status, length of service, region where schools are located, monthly income)?

The Participants and Sampling

The research sample was 278 students working in private and public preschool institutions, selected by random sampling method. The distribution of participants according to their demographic characteristics is given in Table 1.

Table 1 – Demographic Characteristics

Variable	Factor	f	%
Age	1-20	20	7.2
	31-35	119	42.8
	41-45	139	50.0
	Total	278	100
School Type	Preschool teaching	194	69.8
	Other	84	30.2
	Total	278	100
Education	Primary education	3	1.1
	High school	29	10.4
	Licence	166	59.7
	Postgraduate	80	28.8
	Total	278	100
Area	Nicosia	148	53.2
	Kyrenia	130	46.8
	Total	278	100
Income	1-4999 TL	50	18.0
	5000-8999 TL	222	79.9
	9000-+ TL	6	2.2
	Total	278	100

As seen in Table-1, the majority of the participants are teachers aged 31-35 (% 42.8) and 41-45 (% 50.0) who are preschool teachers graduates (% 69.8). When the educational background is examined, it is seen that more than half of the participants have a bachelor's degree (% 59.7), followed by postgraduate graduates (% 28.8). When the distribution information regarding the region is evaluated, it is seen that most of the participants work in Lefkoşa (% 53.2). According to the income level, it is seen that the majority have an income between 5000-8999 TL (% 79.9).

Methodology

Data Collection and Tools

In the study, the survey method was applied. The statistical software SPSS was used to analyze the data. The information was gathered using two measures: the individual performance scale and the life satisfaction scale. The life satisfaction

levels of teachers were assessed using the “Life Satisfaction Scale,” which was created by Diener, Emmons, Larsen, and Griffin (1985) and translated into Turkish by Dağlı (2016). There are five elements on the scale with positive expressions. The reliability of the life satisfaction scale was examined in the initial study by Diener et al. (1985), and the Cronbach's Alpha value was determined to be 0.87. According to Dağlı (2016)'s reliability studies, the scale's reliability was determined to be 0.88. On the scale, low scores denote poor life satisfaction and high values indicate great life satisfaction. A 4-item individual performance scale created by Kirkman and Rosen (1999) and also utilized by Sigler and Pearson (2000) was used to gauge the study participants' assessments of their own personal performance levels among the professors. The authors computed the dependability coefficient as $\alpha = 0.94$. A 5-point Likert-type rating method, ranging from completely disagree (1) to completely agree (5), was used to assess the assertions. Çöl (2008) made the necessary adaptations to the suitable scale in Turkish. Çöl (2008) determined that the scale used on academicians had a reliability coefficient of $\alpha = 0.82$. A single group (individual performance) underwent evaluation of the performance scale. A reliability analysis was conducted on the study's scales. Table 2 displays the Cronbach's Alpha coefficients for the scales.

Table 2 – Reliability Analysis

Factors	Number of Expressions	Reliability Level (α)
IP	4	.64
LS	5	.97
Overall Cronbach's Alpha coefficient: . 82		

Data Analysis

Initially, data regarding the participants' demographic attributes was showcased. For data analysis, the SPSS package application was utilized. The initial step in doing quantitative analysis was to employ descriptive statistics. Consequently, it was determined whether there were issues with the data's distribution, and the display of the kurtosis, skewness, mean, and standard deviation values corroborated this conclusion. Furthermore, tests were conducted on the

factors' levels of reliability. Mann-Whitney-U Test, correlation analysis, and Kruskal-Wallis H To ascertain the association between the variables, test tests were employed.

Normality Tests

Whether the values of the scales had a normal distribution or had extreme values was determined by taking the kurtosis and skewness values suggested by Kline (2015) as reference. Table 3 shows the values of skewness and kurtosis.

Table 3 – Test Values of Skewness and Kurtosis

Variable	Expressions	Avg.	Hss	Distortion	Kurtosis
IP	BF (S1)	3.15	.74	.38	1.19
	BF (S2)	3.19	.69	.17	.66
	BF (S3)	3.76	.81	-.21	-.07
	BF (S4)	3.94	.77	-.35	.46
LS	LS (1)	5.47	.99	-.64	.89
	LS (2)	5.55	.82	-.48	1.19
	LS (3)	5.51	.96	-.52	.20
	LS (4)	5.53	.96	-.33	-.27
	LS (5)	5.79	.69	-.60	2.52

Note: IP: Performance, LS: Life Satisfaction.

Findings

Results of Correlation Analyses

The correlations between the variables were ascertained by correlation analysis. Table 4 presents the correlation analysis's findings.

Table 4 – Variables Inter Correlation results

	Avg.	Sd	IP
IP	5.36	.57	1
LS	5.50	.94	.308**

** Correlation is significant at the 0.01 level (2-tailed). Ss: Standard deviation, Avr.: Avarage.

When Table 4 is examined, a statistically significant positive relationship was found between life satisfaction and individual performance ($r=.308$ $p<0.01$).

Life Satisfaction (LS) and Individual Performance (IP) Levels of Teachers

Teachers' LS and IP Perception Levels are given in Table 5.

Table 5 – Teachers' LS and IP Levels

Dimension	N	X	SS	Range of scores
Life Satisfaction	278	5.50.	0.94	1-7
Individual Performance	278	3.36	0.57	1-5

When Table 5 is examined, it is possible to say that the teachers' averages regarding their LS levels (X=5.50) are at a very high level. Their averages regarding their IP perception levels (X=3.36) are at a medium level.

Test Results Related to Research Questions

This section examined whether the study's variables differed significantly based on the demographic subcategories that were employed in the correlation analysis. The analyses were carried out using nonparametric tests because the descriptive statistics (Kolmogorov and Smirnov tests) revealed that the data did not exhibit a normal distribution and that the significance value was small at $p>000$. Table 6 displays the findings of the Mann-Whitney U test, which was used to analyze the PS levels, LS, and IP perceptions of teachers based on the regions in which they work.

Table 6 – Mann-Whitney-U Test Results by Region

	LS	IP
Mann Whitney University	8864,500	9538,000
Wilcoxon W	19890,500	18053.000
Z	-1.185	-.126
Asymp. Sig. (2-tailed)	.236	.900

Table 6 shows that teachers' perceptions of LS and IP are similar regardless of the location in which they are assigned. Table 7 presents the teachers' opinions of LS and IP based on the school from where they received their degree, together

with the findings of the Mann-Whitney U test to ascertain whether there is a difference between the two groups.

Table 7 – Mann-Whitney U Test Table by Graduation School

	LS	IP
Mann Whitney University	6843,500	7114.500
Wilcoxon W	25758.500	26029.500
Z	-2.224	-1,720
Asymp. Sig. (2-tailed)	.026	.085

Table 7 shows that there was a statistically significant difference between the school of graduation and LS ($U=6843.500$; $Z=- 2.224$ $p<0.05$) and IP perception ($U=7114.500$; $Z=- 1.721$ $p<0.05$). Table 8 provides the test results pertaining to the difference.

Table 8 – According to School Status Mann-Whitney U Test Results Regarding LS and IP Variables

Dimension	School Status	Average	Mann Whitney University	Z	p
LS	Preschool Teacher	132.78	6843,500	-2.224	0.026
	Others	155.03			
IP	Preschool Teacher	134.17	7114,500	-1.7120	0.085
	Others	151.80			

According to Table 8, it is seen that the LS average score (152.03) and IP average score (151.80) of teachers who graduated from other faculties are higher than the LS average score (132.78) and IP perception average score (134.17) of teachers who received pre-school teacher education. The test results of whether the teachers' LS and IP perceptions differ according to the education they received are given in Table 9.

Table 9 – Kruskal-Wallis H Test Results According to Education Level

	LS	IP
Chi Square	1,178	.607
df	3	3
Asymp . Sig.	.758	.895

According to Table 9, it is seen that teachers' perception levels of LS and IP do not differ according to education level. The test results of whether teachers' perceptions of LS and IP differ according to age are presented in Table 10.

Table 10 – Kruskal-Wallis H Test Results by Age

	LS	IP	IY	UMM	VOTE	DP
Chi Square	7,076	3,503	4,397	1,825	6,109	2,554
df	2	2	2	2	2	2
Asymp . Sig.	.029	.174	.111	.402	.047	.279

Table 10 shows that there was a statistically significant difference between age and LS ($U=3.503$; $df=2$; $p<0.05$). Teachers' IP perception level does not differ according to age. Mann-Whitney U Test was conducted to understand the reason for the difference in LS. The test results regarding the difference are given in Table 11.

Table 11 – Mann-Whitney U Test Results Regarding Age and LS Variable

Sub Dimension	Age Status	N	Avg.	Chi Square	(P)
LS	18-30	20	49.43	7,076	0.029
	40 and Above	139	73.46		

According to Table 11, the average score of teachers aged 40 and over in terms of LS (73.46) is higher than the average score of teachers aged 18-30 (49.43). Table 12 displays the test results pertaining to the potential differences in teachers' opinions of LS and IP based on income.

Table 12 – Kruskal-Wallis H Test Table for Income Variable

	LS	IP
Chi Square	2,437	.208
df	2	2
Asymp . Sig.	.296	.901

Table 12 shows that there was a statistically significant difference between income and LS ($U=2.437$; $df=2$; $p<0.05$). Income has no bearing on teachers' perceptions of IP. The Mann-Whitney U Test was used to determine the cause of the variation. Table 13 provides test results pertaining to the difference.

Table 13 – Kruskal-Wallis H Test Results for Income Variable and LS Variable

Sub Dimension	Income Status	N	Average	Chi Square	(P)
LS	1-4999 TL	50	76.54	5,046	0.080
	5000-8999 TL	222	46.5		
	9000, + TL	6	30,035		

When Table 13 is examined, it is seen that the LS average score (30.035) of teachers with an income of 9000 TL and above is higher than the average score of teachers with other incomes.

Conclusion

Preschool teacher graduates (% 69.8) and those between the ages of 31-35 (% 42.8) and 41-45 (% 50.0) comprised the bulk of study participants. It was noted that 59.7% of the participants held a bachelor's degree, 53.2 percent of them were employed in Nicosia, and 79.9% of them earned between 5000 and 8999 TL. It was found that the averages of the teachers' LS levels were very high, and their averages of the IP perception levels were moderate. Similarly, in some studies, it was found that teachers' life satisfaction was high and their individual performance perception levels were moderate (XU ET AL., 2021; SAHITO & VAISANEN, 2020). Another study conducted by Polat (2017) concluded that teachers' performance perceptions were

high. Bernarto et al. (2020) reveals that teachers' job satisfaction directly affects their life satisfaction and performance.

There was a statistically significant difference in the LS and IP perception levels of instructors based on the school from which they graduated when the difference test data were analyzed. There was a notable difference between the average scores for LS and IP perception of teachers who graduated from different universities and those who got preschool teacher education. Sahito & Vaisanen, (2020) also revealed in their study that teachers' life satisfaction differed according to their branches.

It was found that there was a substantial variation in LS between age groups, however that teachers' perceptions of IP were not age-related. In terms of LS, teachers 40 years of age and older have a higher average score than teachers between the ages of 18 and 30. In their research, Qiao & Lina (2019) discovered that there are differences in teachers' life satisfaction and performance based on age. According to the outcomes, the studies are parallel in line with the results obtained. It can be said that as age progresses, expectations from life are achieved, and as experience and expertise increase, satisfaction with the profession increases.

Income has no effect on teachers' perceptions of their IP, although there is a statistically significant difference between LS and income. It was noted that teachers earning 9000 TL or more had an LS average score that was greater than the average score of teachers earning other salaries. According to evaluations, high welfare and high rates of need meeting are linked to an increase in life happiness as income rises. Numerous studies show a direct correlation between performance and life satisfaction and income. Studies have shown that when income rises, so does life satisfaction (SONG ET AL., 2020; CERCI & DUMLUDAG, 2019; CHITRA, 2020). The study revealed that there was no significant difference in the LS and IP perception levels of educators based on their educational background or duty region. The research findings are validated by the studies. Research has shown that participants' opinions of their performance and life satisfaction are not affected by their educational background (BILGIÇ, 2010; ALSEMIR & ERDOGAN, 2013; BIÇER & TAHTALIOGLU, 2023).

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