

The Effect of Teachers' Person-Organization Fit on Work-Family Conflict and Life Satisfaction

Ali AKKUŞ¹ Mustafa KAYA² Arife ÇELİK³

Cited:

Akkuş, A., Kaya, M. & Çelik, A. (2025). The Effect of Teachers' Person-Organization Fit on Work-Family Conflict and Life Satisfaction, *Journal of Interdisciplinary Educational Research*, 9(20), 204-231, DOI: 10.57135/jier.1639260

Abstract

The aim of the research is determining the effect of teachers' person-organization fit on work-family conflict and life satisfaction. The research sample consists of teachers working in schools affiliated with the Ministry of Education in Istanbul Sultanbeyli, Sancaktepe, Kartal, Pendik, Maltepe, and Tuzla. In the study, data were collected from 461 teachers with a questionnaire technique. The research was carried out with quantitative techniques. Frequency values, reliability and factor analysis, difference tests, correlation, and regression analysis were used in the analysis. According to the research findings; It has been determined that person-organization fit has a negative effect on teachers' work-family conflict. It was concluded that the person-organization fit does not have a significant effect on teachers' family-work conflict. Also, it was determined that the person-organization fit of teachers has a positive effect on teachers' life satisfaction. It was determined that the levels of work-family conflict and family-work conflict negatively affect teachers' life satisfaction. As a result of the different tests; It has been determined that there are significant differences in perceptions of person-organization fit, life satisfaction, and work-family conflict in terms of teachers' gender, marital status, age, total experience duration, and school-level they work.

Keywords: Person-Organization Fit, Work-Family Conflict, Family-Work Conflict, Life Satisfaction

INTRODUCTION

Due to the changes in the structure of the field of work and family, work-family conflict has become a rapidly developing issue (Rabenu et al., 2014: 1143). Because it is observed that the number of women and couples working in business life is increasing rapidly. In addition, the work and responsibilities expected from employees in competitive environments increase over time, and employees are not only asked to fulfill their responsibilities, but also to be foresighted, take initiative and dedicate themselves to their work when necessary. Therefore, employer expectations are increasing, working time is increasing, and employees are frequently asked to go on business trips. Therefore, differentiating and increasing expectations in the workplace cause employees to not always fulfill some of their responsibilities in their families as expected. Such a situation causes employees to experience conflict between their jobs and family responsibilities (Balci, 2018: 5).

Life satisfaction, which is known as an important psychological factor affecting the social relations and mental health of individuals in daily life, was first revealed by Neugarten et al. (1961) (Şener, 2009: 5). Although this concept, which aims to increase the happiness level of individuals, has developed within the framework of the psychology paradigm, it has become widespread in a short period of time and has managed to take place in many different fields such as behavioral sciences, management, communication, management, sociology and management (Şimşek and Aktaş, 2015: 149). The concept of life satisfaction, which has recently been directly associated with the life that is being pursued, focuses on how satisfying the ongoing life of the individual is for him (Dikmen, 1995: 119). Life satisfaction refers to a description of a person's responsibilities in his daily life, his activities, his achievement of his goals, and the meaning of his

¹Teacher, Mimar Sinan Primary School, İstanbul-Türkiye, akkusali7@gmail.com, orcid.org/ 0000-0002-8575-2230

²Teacher, Mimar Sinan Primary School, İstanbul-Türkiye, mustafa-kaya84@hotmail.com, orcid.org/ 0000-0003-3201-7029

³Teacher, Mimar Sinan Primary School, İstanbul-Türkiye, ogretmenarife1@gmail.com, orcid.org/ 0009-0006-8943-6856

life (Sunk, 2003: 1094). In this context, in the study, the relationship between the person-organization adaptation of teachers working in public schools affiliated to the Ministry of National Education (MEB), teachers' work-family conflict and life satisfaction was examined.

Person-Organization Fit

The interaction of the individual with the internal and external environment in a way that does not disturb his peace is known as "Fit". An individual's mental health is the result of two types of adaptation. The fit of the individual with himself is the first type of fit. This fit indicates that the individual's impulses, maxims and values are in balance. The second type of fit is the fit of the individual with his environment. This fit means that the needs of the individual and the principles and values of his environment are in balance. The fit of the individual's environment with values such as social, cultural and economic is also a source of external peace of mind. Emotional, cognitive and behavioral forces are of great importance in the adaptation of the individual to the organization (Başaran, 2004: 356). The differences of the individual are important in terms of organization, environment and interpersonal relations. Interpersonal, organizational and environmental fit are the factors affecting the success of employees (Tatlı, 2014: 121). In this context, it is seen that the definition of the concept of person-organization fit is important.

In general, there are many definitions of the concept of person-organization fit in the literature that are similar to each other. Chatman (1989) defined the concept of person-organization fit as the fit between the cultural characteristics of the organization and the personality traits and values of individuals. Cable (1995: 9-10) stated the concept of person-organization fit as the compatibility between the values of individuals and organizations based on various researches on this subject. Kristof (1996: 152), on the other hand, looks at the issue from a broader perspective and defines person-organization fit; It is defined as the fit between the value judgments, attributes and goals of the person and the organization, and the similarity between the characteristics of the person and the organizational culture. Yahyagil (2005: 12), on the other hand, expressed individual-organization fit within the scope of organizational behavior science. According to this form of expression, person-organization fit is the relationship between the individual value judgments of the employees of the institution and the value system within the institutions they work for.

The concept of person-organization fit has been a subject of debate since the 1950s (Xiaojun and Shizong, 2010: 120). In the late 1980s and early 1990s, different dimensions of person-organization fit, including value alignment, person-organization alignment, demand-ability and need-presentation alignment, began to be defined and became the subject of research. The concept of person-organization alignment is often conceptualized as "goal alignment" and "value alignment". Value alignment means that both the organization and the employee have similar values. Values are known to be an important element of both organizations and individuals that can be directly compared (Cable and Judge, 1997: 547).

A person whose values are compatible with the organization he is in begins to exhibit more positive attitudes towards the organization and tends to stay in the organization. Goal alignment, on the other hand, shows the fit of the similarity between the goals of the individuals and the goals of the organization when they are compared. If the goals of the organization are in fit with the goals of the person, the similarity of the goals attracts individuals to the institution. In the vast majority of empirical researches, value compatibility has been mostly emphasized (Verquer, et al., 2003: 474). The study of the fit between organizational and individual qualities that can influence attitudes and behaviors has been the focus of attention of many researchers (Finegan, 2000: 149).

Research on the concept of person-organization fit deals with the antecedents and consequences of fit between people and their organizations (Kristof, 1996: 1). The main construct of the Attraction-Selection-Attrition (ASA) theory put forward by Schneider (1987: 43) shows goal alignment as an important dimension of person-organization fit. According to this theory, people

are attracted to institutions that may be more effective in achieving their individual goals than other institutions. For this reason, goal alignment includes the similarity between the goals of individuals and the goals of the institution, and goal alignment is of great importance in achieving individual goals such as employees' job performance and individual attitudes such as commitment to the institution. In this context, the ability of institutions to sustain their own existence and gain sustainable competitive advantage in the market in business life requires a multilateral, heavy and complex working process. Achieving sustainability in this process will be the result of good management of many variables in business life. Employees are seen as one of the important variables in ensuring, increasing and maintaining the success of the organization. Studies carried out on the needs of the industrial revolution and its aftermath; It has focused on increasing the performance of employees and meeting the common expectations of employees and institutions within the framework of developing and changing conditions. As a result of these studies, the importance of ensuring fit between the employees and the organization has emerged. This two-sided requirement is seen as an important criterion and even a prerequisite for meeting the needs of employees and organizations. In this context, the concept of person-organization fit is among the leading concepts in terms of institutions. Person-organization fit is the fit that occurs when mutual needs and expectations are met and the relevant parties have similar characteristics. This concept is also expressed as the expression of the attitudes and behaviors of the employees towards work. Creating a balance between the expectations of the employee and the organization and ensuring fit between the parties reveals the fit of the person and the organization (Başaran, 2004: 187).

In addition, the concept of person-organization fit is also seen as individuals loving their organizations and feeling in connection with organizational ethics. Individuals who have achieved person-organization fit develop a social class in the organizational structure and see themselves as a part and element of this organizational structure (Steele, 2016: 16). In general, while person-organization fit can be defined as compatibility between individuals and organizations, some conceptual confusions arise due to the fact that the concept can be defined in different ways. For example; In organizational studies, two different adaptations are mentioned: integrative and complementary fit (Cable and Edwards, 2004: 822).

Integrative cohesion occurs when the employee and the organization have the same or similar basic characteristics. For example; When both the organization and the employee have the same values and support the same values, such as creativity and autonomy, this type of alignment is higher. In other words, if an individual has the same or similar characteristics as other individuals in the workplace, then integrative fit is referred to (Muchinsky and Monahan, 1987: 269-271).

Piasentin and Chapman (2007: 245) developed the complementary fit approach and put forward two basic criteria that distinguish this fit from other types of adaptation. The first criterion is defined as the perception that people are not similar to organizational qualities in terms of some basic criteria (such as knowledge, abilities, characteristics, personality) that they attach importance to. The second criterion is that people think that this difference makes them unique in the organization and therefore adds value to the organization. In other words, this type of Fit occurs when an employee perceives that his unique qualities are different from the qualities of others, but valuable. The complementary type of cohesion occurs when the individual or organization has the characteristics that each other needs and wants. Complementary Fit can be said to be high if the individual possesses the characteristics and abilities that the organization deems necessary for a particular job, or when the organization provides the wages and rewards that the employee needs or wants (Cable and Edwards, 2004: 822; Kristof, 1996: 3).

The Concept and Definition of Work-Family Conflict

In recent years, work-family conflict has become a rapidly developing issue due to changes in the structure of the work field and family field (Rabenu, et al., 2014: 1143). Because it is observed

that the number of women and couples working in business life is increasing rapidly. In addition, the work and responsibilities expected from employees in competitive environments increase over time, and employees are not only required to fulfill their responsibilities, but also to be foresighted, take initiative and dedicate themselves to their work when necessary. For this reason, employer expectations are increasing, working hours are increasing, and women are frequently asked to go on business trips. Therefore, differentiating and increasing expectations in the workplace cause employees to not always fulfill some of their responsibilities in their families as expected. Such a situation causes employees to experience conflict between their jobs and family responsibilities (Arslan, 2012: 99).

In the field of organizational behavior, this issue, which is called "Work-Family Conflict" (IAS), is becoming more and more important because it negatively affects the performance of individuals in terms of their positions in organizations, and studies are carried out to understand the nature of this process and to find out the factors that cause it and the negative consequences of this situation (Arslan, 2012: 100). This conflict arises as a result of the incompatibility of some sides of the role demands arising from the fields of work and family (Greenhaus and Beutell, 1985: 295). According to Greenhaus and Beutell (1985: 295), work-family conflict is "a form of intermediate role conflict in which role pressures from the spheres of work and family domains are mutually incompatible in some respects". In other words, work-family conflict is a state of tension that arises as a result of the pressure that occurs on the person who has two or more roles while trying to fulfill the requirements of these roles (Greenhaus and Beutell, 1985: 296). Accordingly, in role conflict, it is possible for the individual to be caught between two different roles due to the fact that he assumes one role while at the same time assumes another role (Arslan, 2012: 101).

Work-family conflict is seen as a result of the formation of a mismatch between the role adopted as a result of the necessity of being a member of an organization and the role adopted as a result of being a member of a family. It is formed as a result of a process in which an employee's behavior in one place is affected by positive or negative reactions in another place (Kaya, 2008: 256). Wayne (2004), on the other hand, defined the concept of work-family conflict as the negative interference of a person's job role with his or her family role. Kahn (2015) expressed the concept as the conflict between the demands from work roles and the demands from family roles.

Another important point regarding the possible incompatibilities that may occur between the work life and family life of individuals is that these two factors affect each other in two ways. The concept of work-family conflict, which is as important as work-family conflict and moves in the opposite direction compared to work-family conflict, is called "Family-Work Conflict". Based on Greenhaus and Beutell's findings on the concept of "work-family conflict", Carlson, Kacmar and Williams (2000) stated that there are "Work-Family Conflict" and "Family-Work Conflict" as the two main dimensions of this relationship.

Family-work conflict, which is expressed as the family roles of individuals preventing them from fulfilling their job requirements, shows the negative situation that occurs as a result of the responsibilities of individuals in the family affecting their work performance and productivity (Arslan, 2012: 103). Different situations such as the parent's having a sick child at home prevents or negatively affects the attendance of work (Çetinkaya, 2011: 28), life changes such as moving, problems with the individual's family, and elderly individuals in need of care at home are among the examples of family-work conflict.

The Concept of Life Satisfaction and Its Importance

According to the definition made by Neugarten et al. (1961), life satisfaction refers to the situation that occurs as a result of comparing what an individual wants from his life with what he gets (Softa, et al., 2015: 13). According to Veenhoven (1996), the individual's assessment of the quality of life as a whole is life satisfaction. In other words, it is the level at which the individual is satisfied with his life. Shin and Johnson saw life satisfaction as a general assessment

of a person's quality of life according to some criteria (Diener, et al., 1985: 71). An increase in the rate of achieving individual goals and objectives will cause life satisfaction to increase in the same way. In this context, life satisfaction can be defined as the level of achievement of people's goals and objectives (Aysan and Bozkurt, 2004: 2). Life satisfaction refers to a description of a person's responsibilities in his daily life, his activities, his achievement of his goals, and the meaning of his life (Sunk, 2003: 1094).

Life satisfaction, which expresses the psychological state in which individuals' perspectives on life, their expectations from life and the degree to which it is met are effective, also affects organizational life (Yılmaz and Altınok, 2009: 456). From an organizational point of view, the concept of satisfaction is defined as the satisfaction that occurs as a result of whether the material and moral demands expected from the organization of a new or existing member are met. As some of the factors that provide satisfaction in the organizational sense; material factors such as wages, salaries, bonuses, etc., the nature of the job, the appreciation of the work seen, and the promotion within the organization can be said (Göksu, 2007: 191). In addition, the high level of organizational commitment of employees also has a positive effect on the level of life satisfaction (Özdevecioğlu and Aktaş, 2007: 3-4).

The concept of need has a very important place in life satisfaction. When the needs of the individual are met, pleasure and happiness arise, but when they are not met, emotions that cause sadness and pain arise (Yılmaz and Sünbül, 2009: 474). In daily life, people have some basic needs such as food and drink, success or monetary rewards. These basic needs cause people who are in search of satisfaction to exhibit certain behaviors (Şimşek and Çelik, 2014: 103). In his study, Dikmen (1995) divided life into work and non-work. Business life is the environment in which the individual spends a certain part of the day and is asked to do the desired work for a certain fee or salary. Life outside of work; It is more beneficial to divide it into leisure time and other non-work time. Leisure time includes the time that a person devotes only to himself and to doing things that he enjoys. In general, people can't spend all of their non-work time as free time. His wife, children, relatives, friends have to do different things in the future, perform the necessary responsibilities at home, etc. For this reason, other non-work time is also expressed as time reserved for marriage or social fit. Life satisfaction, on the other hand, is seen as the emotional reaction or attitude of a person towards his whole life, which is defined as work, leisure time and other non-work time (Dikmen, 1995: 117-118).

Life satisfaction, which covers the whole of life, is known as an important indicator of what kind of mood the individual is in in an emotional dimension. Any conflicts, obstacles, difficulties and sudden negative changes that may occur in the life of the individual may cause a decrease in the degree of life satisfaction (Demirel and Canat, 2004: 6). In people with low levels of life satisfaction, this situation has negative consequences. For example, depression may occur. Individuals in the depression period are in negative emotional states such as tired, sad, helpless, hopeless and reluctant. Therefore, individuals experience emotionally diverse moods. As a matter of fact, different moods are not only related to the emotional dimension, but also have physical dimensions. In other words, it can be seen in negative situations such as anorexia and sleep disorders in a depressed person (Demirel and Canat, 2004: 7).

The level of life satisfaction also has a very important place in our work and non-work lives. If we do not spare enough time for our sleep patterns, eating and drinking, resting and vacationing that will keep us energetic in our daily lives, our work performance decreases and the balance between work and life is observed. However, when we achieve a work-life balance, we are more confident in ourselves, we feel more energetic and motivated (Erdoğan, 2016: 43). In addition, if employees create a healthy balance in their work and non-work life; Working efficiency and high productivity are ensured, employees work longer in organizations, organizations experience lower levels of illness and absenteeism, organizations can add better quality personnel to themselves, and there is an increase in the morale level of the personnel and their commitment to the organization. By creating a work-life balance, individuals can be clearer, sharper and more creative towards events and situations, as well as being more motivated (Morgenstern, 2004:

28). In this sense, it is not possible to consider the concept of life satisfaction separately from business life (Keser, 2003: 80). Therefore, the importance given to people in both institutions and social relations is increasing day by day (Yılmaz and Sünbül, 2009: 173). In this context, individuals' satisfaction in business life significantly affects their general life satisfaction and productivity in general. It is very important in terms of organizational goals to achieve more satisfaction and less exhaustion by revealing the factors that have both positive and negative effects on the life satisfaction of individuals in organizations (Ünal, et al., 2001: 114).

Research on individuals' life satisfaction has examined the impact of various variables such as age, occupational satisfaction, social support, economic income, and education level. Diener and Suh (1997) stated that positive emotions decrease with age, but this does not directly reduce life satisfaction. Braun (2000) also found a low level of significant relationship between age and life satisfaction, while Blanchflower and Oswald (2004) identified a "U" shaped relationship between age and happiness. Factors such as parental relationships, self-esteem, interpersonal relationships, and academic achievement have also been associated with high life satisfaction (Gilman & Huebner, 2006; Proctor, Linley & Maltby, 2009). Studies on income level indicate that economic status contributes positively to life satisfaction (Boes & Winkelmann, 2010). While Yetim (1991) stated that higher education may lower satisfaction due to rising expectations, it was also found that education increases women's life satisfaction by enhancing independence and self-actualization. In studies conducted with teachers, factors such as professional burnout, work-family conflict, and job satisfaction were found to affect life satisfaction. Burnout levels varied based on school type and length of service but not by gender (Çelik & Üstüner, 2018). Work-family conflict negatively affects teachers' life satisfaction, and female teachers report higher satisfaction levels compared to males (Firat & Cula, 2016). Furthermore, job satisfaction mediates the relationship between work-family conflict and life satisfaction, and person-job fit positively contributes to life satisfaction (Türker & Çelik, 2019; Çırpan et al., 2018).

The professional life of teachers directly affects not only their individual performance, but also the overall efficiency and student achievement within the education system (Firat & Cula, 2016). In this context, teachers' processes of maintaining a balance between their work and private lives are of critical importance. Although current research has revealed the impact of work-family conflict on teachers, there are limited studies on how this conflict is shaped in the context of person-organization Fit. Therefore, this research aims to fill an important gap in the literature by analyzing how teachers' person-organization alignments affect work-family conflict and life satisfaction. The findings may have important implications for both education policies and school administrations. Developing institutional policies that will support teachers' person-organization fit can reduce work-family conflict and thus increase teachers' overall life satisfaction. Determining strategies that will help teachers better adapt to the work environment, especially for education administrators, will make positive contributions to the quality of education as well as increasing professional satisfaction.

The aim of this study is to examine the relationship between the person-organization adaptation of teachers' work-family conflict and life satisfaction

For this purpose, answers to the following questions will be sought in the research:

1. Personal-organization fit levels, work-family conflict levels and life satisfaction levels of teachers working in schools; Is there a significant difference according to gender, marital status, age, total period of experience, duration of employment at the current school, whether or not there is an administrative duty and the education level of the school?
2. How does the person-organization fit of teachers affect their work-family/family-work conflict and life satisfaction levels?
3. How do the work-family/family-work conflict levels of teachers affect their life satisfaction levels?

METHOD

Model of the Research

In this study, which aims to examine the impact of person-organization fit on job and family conflict and life satisfaction, a quantitative research approach was adopted. Specifically, the correlational model employed. Survey models are designed to reach conclusions about a population composed of numerous elements by examining the entire population or a representative sample. The correlational survey model, as a subtype of this approach, seeks to identify the existence and/or degree of relationships or mutual variations between two or more variables (Karasar, 2016: 111-114).

The model used in the research is presented in Figure 1 below.

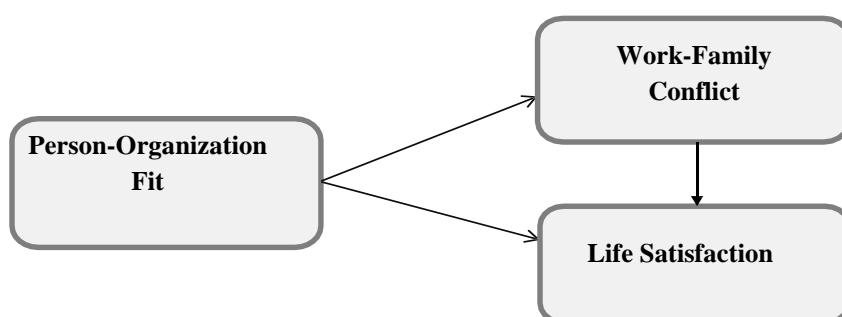


Figure 1. Model of the Research

Sample

The population of the study consists of teachers at different school types and levels in public schools in Istanbul. The sample of the study consists of 461 teachers working in schools in Sultanbeyli, Pendik, Tuzla, Kartal, Sancaktepe and Çekmeköy districts of Istanbul in the 2019-2020 academic year. While determining the sample of the research due to problems such as financial constraints and time, the selection of random sample, which has a very important place in the sampling theory, and the simple random sampling method were used.

Demographic characteristics of participant are given in Table 1 below.

Table 1. Demographics and Participant Opinions

Variable	Group	Number (f)	Percentage (%)
Gender	Woman	258	56,0
	Male	203	44,0
Marital Status	Married	345	74,8
	Single	116	25,2
Age	29 years and younger	77	16,7
	30-39 years old	315	68,3
	40 years and older	69	15,0
	10 years and below	200	43,4
Total experience	11-20 years	178	38,6
Your duration	21 years and older	83	18,0
Your current period of study at the school	5 years and under	252	54,7
	6 years and older	209	45,3
Do you have an administrative role?	Yes	40	8,7
	No	421	91,3
School level	Primary school	205	44,5

Secondary school	155	33,6
High school	101	21,9

As can be seen in Table 1, 44.0% of the teachers participating in the study were female and 56.0% were male. In addition, in terms of marital status, the majority of the participants are married teachers. While 74.8% of the individuals participating in the study were married, 25.2% were single. In terms of age, people between the ages of 29 and under have a rate of 16.7%, people between the ages of 30-39 have a rate of 68.3%, and people between the ages of 40 and over have a rate of 15.0%. According to the statistics of the teachers participating in the research in terms of total experience periods; Teachers with a total experience of 10 years or less constitute the majority of the participants (43.4%). The percentage of teachers with a total experience period of 11-20 years was 38.6%. Teachers with a total experience of 21 years or more constituted the minority (18.0%). In addition, according to 4.10; Teachers with 5 years or less of experience in the current school have a percentage of 54.7%, while teachers with a total experience of 6 years or more have a percentage of 45.3%.

In terms of the administrative duties of teachers; With a percentage of 91.3%, the vast majority do not have administrative duties, while 8.7% have administrative duties. According to the descriptive statistics of the teachers participating in the research; Teachers working in high school have 21.9%, teachers working in secondary school have 33.6%, and teachers working in primary school have 44.5%.

Data Collection Tools

Personal Information Form, Person-Organization Fit Scale, Work-Family Conflict Scale, Life Satisfaction Scale were used in the research. The permissions of the scales have been obtained in advance. In the application of the scales, the data obtained on a completely voluntary basis were kept confidential.

Personal Information Form

In the study, a "Personal Information Form" was prepared by the researcher in order to determine the personal information of the participating teachers. In this form, a total of 7 questions were prepared to determine the variables of "age, gender, marital status, total period of experience, duration of employment in the school where he is currently working, school level, whether he has an administrative position or not".

Person-Organization Fit Scale

On this scale, there are questions about person-organization fit. The person-organization Fit scale developed by Netemeyer et al. (1997) consists of 4 items in total. The translation of the scale into Turkish was carried out by Turunç and Çelik (2012) and the reliability coefficient was found to be 0.81. In addition, the person-organization fit scale is a one-dimensional scale. The 5-point Likert scale was used to answer the items in the scales and they were scored as "1-strongly disagree / 5-strongly agree". Cronbach's Alpha value of the person-organization Fit scale was found to be very high as 0.938. Since this value exceeds the value of 0.600 accepted by Hair et al., (2015), there is no problem in using the scale in the research and all expressions in the scale provide a high level of reliability as a result of the analysis.

In the study, the limit values specified by Hair et al., (2014) and Kurtuluş (2010) were taken into consideration for factor analysis. The KMO sample suitability value of the person-organization fit scale is 0.794 and the result of Bartlett's Sphericity Test is 0.000 is statistically significant. According to the correlation values between items, all items of the person-organization fit scale are above the critical value of 0.40. For this reason, it is possible to state that it is appropriate to use the items of the person-organization fit scale in the analysis. In addition, the total variance of the person-organization Fit scale was found to be 84.51%. All items representing the scale are combined in a single factor. It is possible to state that the person-organization fit scale is a suitable scale for use in the research, since the limit value that Hair et al. (2015) considers

appropriate for the total variance explained is above 60% and the limit value for the KMO value is above 0.60

Work-Family Conflict Scale

The work-family life conflict scale developed by Netemeyer et al. (1996) was used to measure the work-family life conflict levels of employees. The scale consists of two sub-dimensions that aim to measure the levels of work-family conflict arising from employees' work life and family-work conflict arising from family life. There are five items related to both dimensions in the scale. The answers were taken with a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree). As a result of the reliability analysis conducted by Netemeyer et al. (1996), the Cronbachalpha reliability coefficients of the work-family conflict and family-work conflict dimensions were found to be .88 and .89, respectively. The scale was translated into Turkish by Efeoğlu (2006) and applied in the pharmaceutical industry. As a result of the reliability analysis, it was determined that the Cronbach alpha reliability coefficients of the items were between .83 and .88. Confirmatory factor analysis was performed to test the construct validity of the scale. As a result of the factor analysis, it was determined that the data adapted to the two-factor structure of the scale and the factor burdens were between .67 - .88 for the work-family conflict dimension and between .69 and .80 for the family-work conflict dimension. As a result of the reliability analysis, the total Cronbach alpha reliability coefficient of the scale was found to be .86, the work-family conflict dimension was .90 and the family-work conflict dimension was found to be .86. Cronbach's Alpha value of the scale was found to be very high as 0.943. Since this value exceeds the value of 0.600, which is accepted as a value by Hair et al. (2015), it was seen that there was no problem in using the scale in the research and all expressions on the scale provided a high level of reliability as a result of the analysis.

In the construct validity analyses for the work-family conflict scale, the KMO sample suitability value was 0.838 and the Bartlett's Sphericity Test result was statistically significant at 0.000. According to the correlation values between items, all items of the work-family conflict scale are above the critical value of 0.40. For this reason, it is possible to state that it is appropriate to use the items of the work-family conflict scale in the analysis. In addition, the total variance of the work-family conflict scale was found to be 81.58%. All items representing the scale are combined in a single factor. The results obtained are that Hair et al., (2015) found that the limit value for the total variance explained was above 60% and the limit value for the KMO value was above 0.60, so it is a suitable scale for the use of the work-family conflict scale in the research.

Life Satisfaction Scale

The life satisfaction scale was created by Diener et al. (1985) and consists of 5 items. In addition, the scale consists of a single dimension. The scale was adapted to Turkish by Yetim (1991) and the reliability coefficient of the scale was found to be 0.78. A 5-point Likert scale was used to answer the items in the scale and they were scored as "1-strongly disagree / 5-strongly agree". Cronbach's Alpha value of the scale was found to be high as 0.883. Since this value exceeds the value of 0.600 accepted by Hair et al., (2015), it was seen that there was no problem in using the scale in the research and all expressions on the scale provided a high level of reliability as a result of the analysis. According to the results of the factor analysis made to determine the construct validity of the scale; The KMO sample suitability value was 0.822 and the Bartlett's Sphericity Test result was statistically significant at the level of 0.000. According to the correlation values between items, all items of the life satisfaction scale are above the critical value of 0.40. For this reason, it is possible to state that it is appropriate to use the items of the life satisfaction scale in the analysis. In addition, the total variance of the life satisfaction scale was found to be 68.28%. All items representing the scale are combined in a single factor. It is possible to state that the life satisfaction scale is a suitable scale for use in the research, since the limit value that Hair et al. (2015) considers appropriate for the total variance explained is above 60% and the limit value for the KMO value is above 0.60.

Analysis of Data

The research was carried out with quantitative techniques. In the study, the survey method was used to collect data and a total of 469 people were surveyed, but some of these questionnaires were excluded from the analysis due to incorrect or incomplete filling, and as a result, only 461 questionnaires were analyzed through the SPSS 21.00 package program. In the study, firstly, the reliability and validity of the collected data were tested, and for this purpose, Cronbach's Alpha reliability value and Factor analysis results were evaluated. Descriptive statistics and difference tests (t-test and ANOVA) were carried out by taking into account the demographic characteristics of the individuals who participated in the study and the opinions of the participants. Correlation and regression analyses were performed to determine the relationships and effects between the relevant variables of the research. Frequency values, reliability and factor analysis, difference tests, correlation and regression analyses were used in the analysis of the data.

RESULTS

Person-Organization Fit by Gender of Teachers, Work-Family/Family-Work Conflict, Life Satisfaction Competencies

A t-test was performed to determine whether the opinions of the teachers participating in the study differed significantly in terms of their gender. Table 2 contains the results of the t-test. According to the findings, a statistically significant difference was found in teachers' views on person-organization fit, work-family conflict and family-work conflict ($p \leq 0.05$). On the other hand, there was no statistically significant difference in teachers' opinions about life satisfaction ($p > 0.05$). When the findings on person-organization fit were examined, the person-organization Fit of male teachers ($x = 4.05$) was higher than the person-organization Fit of female teachers ($x = 3.76$). In other words, male teachers experience more person-organization fit than female teachers. When the findings on work-family conflict were examined; Work-family conflict of male teachers ($x = 2.35$) is lower than work-family conflict of female teachers ($x = 3.17$). The level of work-family conflict is less common in male teachers than in female teachers. In addition, the family-work conflict of male teachers ($x = 2.03$) is lower than the family-work conflict of female teachers ($x = 2.19$). In other words, the level of family-work conflict is less common in male teachers than in female teachers.

Table 2. Person-Organization fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies by Gender of Teachers t-Test Results

		Leneve Test			T-test		Group statistics	
		N	F	p	t	p	Avg.	Std. S.
Person-Organization Fit	Woman	258	,687	,408	-5,644	,000	3,7616	,47900
	Male	203					4,0591	,65217
Work-Family Conflict	Woman	258	24,840	,000	9,568	,000	3,1721	,97206
	Male	203					2,3547	,82577
Family-work Conflict	Woman	258	21,217	,000	2,393	,017	2,1953	,78625
	Male	203					2,0305	,66187
Life Satisfaction	Woman	258	2,794	,095	-,650	,516	3,1612	,87493
	Male	203					3,2128	,80668

Person-Organization Fit According to Marital Status of Teachers, Work-Family/Family-Work Conflict, Life Satisfaction Competencies

A t-test was performed to determine whether the responses of the teachers participating in the study differed significantly in terms of their marital status. Table 3 shows the t-test results. According to Table 3; A statistically significant difference was found in teachers' opinions about life satisfaction, work-family conflict and family-work conflict ($p \leq 0.05$). On the other hand, there was no statistically significant difference in teachers' opinions about person-organization fit ($p > 0.05$). When the findings about life satisfaction are examined; Life satisfaction of married

teachers ($x = 3.31$) is higher than life satisfaction of single teachers ($x = 2.79$). In other words, married teachers have a higher level of life satisfaction than single teachers.

When the findings on work-family conflict were examined; Work-family conflict of married teachers ($x = 2.99$) is higher than work-family conflict of single teachers ($x = 2.28$). The level of work-family conflict is higher in married teachers than in single teachers. In addition, the family-work conflict of married teachers ($x = 2.17$) is higher than the family-work conflict of single teachers ($x = 1.96$). In other words, the level of family-work conflict is less common in single teachers than in married teachers.

Table 3. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to Marital Status of Teachers t-Test Results

		Leneve Test			T-test		Group statistics	
		N	F	p.	t	p	Avg.	Std. S.
Person-Organization Fit	Married	345	28,811	,000	1,769	,078	3,9203	,49542
	Single	116					3,8103	,77713
Work-Family Conflict	Married	345	24,695	,000	6,948	,000	2,9901	,99231
	Single	116					2,2828	,80393
Family-work Conflict	Married	345	,848	,358	2,641	,009	2,1751	,72366
	Single	116					1,9672	,76075
Life Satisfaction	Married	345	,834	,362	6,000	,000	3,3159	,82307
	Single	116					2,7914	,78879

Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies by Age of Teachers

Anova test was performed to determine whether the responses of the teachers participating in the study differed significantly in terms of their age. The findings related to the results of the Anova test are given in Table 4. According to Table 4; A statistically significant difference was found in teachers' views on person-organization fit, work-family conflict, family-work conflict and life satisfaction ($p \leq 0.05$).

Table 4. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies by Age of Teachers Anova Results

		N	Avg.	Std. S.	Std. Error	Anova	
						F	p
Person-Organization Fit	29 years and younger	77	3,7922	,41240	,04700	8,832	,000
	30-39 years old	315	3,8603	,62963	,03548		
	40 years and older	69	4,1522	,41617	,05010		
	Sum	461	3,8926	,58036	,02703		
Work-Family Conflict	29 years and younger	77	2,7169	,65562	,07472	29,235	,000
	30-39 years old	315	2,6610	,94773	,05340		
	40 years and older	69	3,6087	1,15118	,13859		
	Sum	461	2,8121	,99618	,04640		
Family-work Conflict	29 years and younger	77	2,2779	,49858	,05682	3,802	,023
	30-39 years old	315	2,0590	,73368	,04134		
	40 years and older	69	2,2406	,92710	,11161		
	Sum	461	2,1228	,73787	,03437		
Life Satisfaction	29 years and younger	77	3,1221	,66976	,07633	7,617	,001
	30-39 years old	315	3,1200	,86264	,04860		
	40 years and older	69	3,5449	,85878	,10339		
	Sum	461	3,1839	,84504	,03936		

In order to determine exactly in which groups these differences occurred, the Tukey test, which is one of the Post-Hoc tests, was performed. Table 5 presents the findings of the Tukey test.

When the findings on person-organization fit in Table 5 are examined; The person-organization Fit of teachers with an age range of 29 and less was lower than the person-organization Fit of teachers with an age range of 40 and more (Mean difference= (-0.359); $p= 0.000$). Teachers with an age range of 29 and less experience less person-organization fit than teachers with an age range of 40 and more. The person-organization Fit of teachers between the ages of 30-39 was lower than the person-organization Fit of teachers with an age range of 40 and more (Mean difference= (-0.292); $p= 0.000$). In other words, teachers between the ages of 30-39 experience less person-organization fit than teachers with an age range of 40 and more.

When the findings about work-family conflict are examined; Work-family conflict of teachers with an age range of 29 and less was lower than that of teachers with an age range of 40 and more (Mean difference= (-0.891); $p= 0.000$). Teachers with an age range of 29 and less experience less work-family conflict than teachers with an age range of 40 and more. Work-family conflict of teachers between the ages of 30-39 was lower than that of teachers aged 40 and more (mean difference= (-0.947); $p= 0.000$). In other words, teachers between the ages of 30-39 experience less work-family conflicts than teachers with an age range of 40 and more.

In addition, when the findings about life satisfaction are examined; The life satisfaction of teachers with an age range of 29 and less was lower than the life satisfaction of teachers with an age range of 40 and more (mean difference= (-0.422); $p= 0.007$). Teachers with an age range of 29 and less have a lower level of life satisfaction than teachers with an age range of 40 and more. The life satisfaction of teachers aged 30-39 was lower than that of teachers aged 40 and more (mean difference= (-0.947); $p= 0.000$). In other words, teachers between the ages of 30-39 have less level of life satisfaction than teachers with an age range of 40 and more.

Table 5. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies by Age of Teachers Tukey Test Results

Dependent variable	(I) Age	(J) Age	Avg. difference (I-J)	Std. Error	Meaningfulness.
Person-Organization Fit	29 years and younger	30-39 years old	-,06811	,07255	,616
	29 years and younger	40 years and older	-,35997*	,09461	,000
	30-39 years old	40 years and older	-,29186*	,07586	,000
Work-Family Conflict	29 years and younger	30-39 years old	,05593	,11952	,886
	29 years and younger	40 years and older	-,89181*	,15585	,000
	30-39 years old	40 years and older	-,94774*	,12496	,000
Family-work Conflict	29 years and younger	30-39 years old	,21887	,09324	,050
	29 years and younger	40 years and older	,03734	,12158	,949
	30-39 years old	40 years and older	-,18153	,09749	,151
Life Satisfaction	29 years and younger	30-39 years old	,02208	,11592	,988
	29 years and younger	40 years and older	-,42285*	,13811	,007
	30-39 years old	40 years and older	-,42493*	,11074	,000

Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to the Total Experience Period of Teachers

Anova test was performed to determine whether the responses of the teachers participating in the study differed significantly in terms of total experience duration. The findings related to the results of the Anova test are given in Table 6. According to Table 6; A statistically significant difference was found in teachers' opinions about person-organization fit, work-family conflict

and life satisfaction ($p \leq 0.05$). On the other hand, there was no statistically significant difference in teachers' views on family-work conflict ($p > 0.05$).

Table 6. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to the Total Experience Period of Teachers Anova Results

		N	Avg.	Std. S	Std. Error	Anova	
						F	p
Person-Organization Fit	10 years and below	200	3,9425	,51162	,03618	3,045	,049
	11-20 years	178	3,8090	,54724	,04102		
	21 years and older	83	3,9518	,76355	,08381		
	Sum	461	3,8926	,58036	,02703		
Work-Family Conflict	10 years and below	200	2,7140	,90215	,06379	3,334	,037
	11-20 years	178	2,8124	1,08844	,08158		
	21 years and older	83	3,0482	,97710	,10725		
	Sum	461	2,8121	,99618	,04640		
Family-work Conflict	10 years and below	200	2,1400	,54173	,03831	1,216	,297
	11-20 years	178	2,0629	,77800	,05831		
	21 years and older	83	2,2096	1,00966	,11082		
	Sum	461	2,1228	,73787	,03437		
Life Satisfaction	10 years and below	200	3,1020	,82547	,05837	6,733	,001
	11-20 years	178	3,1348	,80550	,06038		
	21 years and older	83	3,4867	,91502	,10044		
	Sum	461	3,1839	,84504	,03936		

In order to determine exactly in which groups these differences occurred, the Tukey test, which is one of the Post-Hoc tests, was performed. Table 4.6 presents the findings of the Tukey test. When the findings about work-family conflict in Table 7 are examined; Work-family conflict of teachers with a total experience of 10 years or less was lower than that of teachers with a total experience of 21 years or more (Mean difference= (-0.334); $p = 0.027$). In other words, teachers with a total experience of 10 years or less experience less work-family conflicts than teachers with a total experience of 21 years or more.

In addition, when the findings about life satisfaction are examined; The life satisfaction of teachers with a total experience of 10 years or less is lower than the life satisfaction of teachers with a total experience of 21 years or more (mean difference= (-0.384); $p = 0.001$). Teachers with a total experience of 10 years or less have a lower level of life satisfaction than teachers with a total experience of 21 years or more. The life satisfaction of teachers with a total experience of 10 years or less was lower than the life satisfaction of teachers with a total experience of 21 years or more (Mean difference= (-0.351); $p = 0.005$). In other words, teachers with a total experience of 10 years or less have a lower level of life satisfaction than teachers with a total experience of 21 years or more.

Table 7. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to the Total Experience Period of Teachers Tukey Test Results

Dependent variable	(i) Total Experience	(j) Total Experience	Avg. difference (I-J)	Std. Error	Meaningfulness.
Person-Organization Fit	10 years and below	11-20 years	,13351	,05954	,065
	10 years and below	21 years and older	-,00931	,07544	,992
	11-20 years	21 years and older	-,14282	,07680	,152
Work-Family Conflict	10 years and below	11-20 years	-,09836	,10213	,601
	10 years and below	21 years and older	-,33419*	,12941	,027
	11-20 years	21 years and older	-,23583	,13174	,174
Life Satisfaction	10 years and below	11-20 years	-,03283	,08601	,923
	10 years and below	21 years and older	-,38475*	,10899	,001
	11-20 years	21 years and older	-,35192*	,11094	,005

Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to the Working Time of Teachers in the School where they are currently working

In order to determine whether the responses of the teachers participating in the study differ significantly in terms of the duration of experience in the current school, a t-test was performed and the results of the t-test are found in Table 8. According to Table 8; A statistically significant difference was found in teachers' opinions about work-family conflict ($p \leq 0.05$). On the other hand, there was no statistically significant difference in teachers' views on person-organization, family-work conflict and life satisfaction Fit ($p > 0.05$).

When the findings on work-family conflict were examined, the work-family conflict of teachers with 6 years or more of experience in the current school ($x = 2.96$) was higher than the work-family conflict of teachers with 5 years or less of experience in the current school ($x = 2.68$). Teachers with 6 years or more of experience in the current school have more work-family conflicts compared to teachers with 5 years or less of experience in the current school.

Table 8. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies t-Test Results According to the Working Time of the Teachers in the School where they are currently working

		Leneve Test		T-test		Group statistics	
		N	F	Meaningfulness.	t	Meaningfulness. (2-tail)	Avg. Std. S.
Person-Organization Fit	5 years and under	252	1,034	,310	,009	,992	3,8929
	6 years and older	209					,58528
Work-Family Conflict	5 years and under	252	26,932	,000	-2,980	,003	2,6873
	6 years and older	209					,88511
Family-work Conflict	5 years and under	252	,546	,460	-,499	,618	2,1071
	6 years and older	209					,73552
							2,1416
							,74203

Life Satisfaction	5 years and under	252	19,312	,000	-,969	,333	3,1492	,91432
	6 years and older	209					3,2258	,75314

Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies According to Whether Teachers Have Administrative Duties or Not

A t-test was performed to determine whether the responses of the teachers participating in the study differed significantly in terms of administrative task. According to Table 9; A statistically significant difference was found in teachers' views on person-organization, work-family conflict and life satisfaction ($p \leq 0.05$).

When the findings on person-organization fit were examined, the person-organization fit of teachers who had administrative duties at school ($x = 4.15$) was higher than the person-organization fit of teachers who did not have administrative duties at school ($x = 3.86$). The level of person-organization fit is higher in teachers who have administrative duties in the school compared to teachers who do not have administrative duties in the school.

When the findings about work-family conflict are examined; Work-family conflict of teachers who have administrative duties at school ($x = 3.20$) is higher than work-family conflict of teachers who do not have administrative duties at school ($x = 2.77$). The level of work-family conflict is higher in teachers who have administrative duties in the current school than in teachers who do not have administrative duties in the school.

When the findings about life satisfaction are examined, the life satisfaction of teachers who have administrative duties in school ($x = 3.68$) is higher than the life satisfaction of teachers who do not have administrative duties in school ($x = 3.13$). Teachers who have administrative duties in the current school have a higher level of life satisfaction compared to teachers who do not have administrative duties in the school.

Table 9. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies t-Test Results According to Whether Teachers Have Administrative Duties or Not

				Leneve Test		T-test		Group statistics	
		N	F	Meaningfulness.		t	p		
								Avg.	Std. S.
Person-Organization Fit	Yes	40	12,982	,000		2,960	,003	4,1500	,20255
	No	421						3,8682	,59848
Work-Family Conflict	Yes	40	,437	,509		2,593	,010	3,2000	,84002
	No	421						2,7753	1,00283
Family-work Conflict	Yes	40	,116	,733		-1,823	,069	1,9200	,68508
	No	421						2,1420	,74057
Life Satisfaction	Yes	40						3,6800	1,07637
	No	421	17,590	,000		3,946	,000	3,1368	,80552

Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies of Teachers According to School Level

Anova test was performed to determine whether the responses of the teachers participating in the study differed significantly in terms of school level. Findings related to the results of the Anova test are given in Table 10. According to Table 10; A statistically significant difference was found in teachers' opinions about person-organization fit, work-family conflict and life satisfaction ($p \leq 0.05$). On the other hand, there was no statistically significant difference in teachers' views on family-work conflict ($p > 0.05$).

Table 10. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies of Teachers According to School Level Anova Results

		N	Avg.	Std. S.	Std. Error	Anova	
						F	p
Person-Organization Fit	Primary school	205	3,8728	,60974	,03030	3,502	,031
	Secondary school	155	4,2500	,25820	,06455		
	High school	101	3,9500	,18947	,02996		
	Sum	461	3,8926	,58036	,02703		
Work-Family Conflict	Primary school	205	2,8454	1,03718	,05154	5,104	,006
	Secondary school	155	3,1000	,72296	,18074		
	High school	101	2,3600	,32408	,05124		
	Sum	461	2,8121	,99618	,04640		
Family-work Conflict	Primary school	205	2,1437	,77549	,03853	2,880	,057
	Secondary school	155	1,7000	,51640	,12910		
	High school	101	2,0800	,09923	,01569		
	Sum	461	2,1228	,73787	,03437		
Life Satisfaction	Primary school	205	3,1146	,81113	,04031	14,763	,000
	Secondary school	155	4,1000	,92952	,23238		
	High school	101	3,5200	,87448	,13827		
	Sum	461	3,1839	,84504	,03936		

In order to determine exactly in which groups these differences occurred, the Tukey test, which is one of the Post-Hoc tests, was performed. When the findings on person-organization fit in Table 10 are examined; The person-organization Fit of teachers whose place of work is primary school is lower than the person-organization fit of teachers whose place of work is secondary school (Mean difference= (-0.377); $p= 0.029$). Teachers who teach in primary school have less individual-organization adaptation than teachers who teach in secondary school.

When the findings about work-family conflict are examined; Work-family conflict of teachers whose place of work is primary school is higher than work-family conflict of teachers whose place of work is high school (Mean difference= 0.485; $p= 0.009$). Teachers who teach in primary school have more person-organization fit than teachers who teach in high school. Work-family conflict of teachers whose place of work is secondary school is higher than work-family conflict of teachers whose place of work is high school (Mean difference= 0.740; $p= 0.031$). In other words, teachers who teach in middle school experience a higher level of work-family conflict than teachers who teach in high school.

In addition, when the findings about life satisfaction are examined; The life satisfaction of teachers whose place of work is primary school is lower than the life satisfaction of teachers whose place of work is secondary school (Mean difference= (-0.985); $p= 0.000$). Teachers in primary school had lower levels of life satisfaction than teachers in secondary school. In addition, the life satisfaction of teachers whose place of work is primary school is lower than the life satisfaction of teachers whose place of work is high school (Mean difference= (- 0.405); $p= 0.009$). Teachers teaching in primary school had less level of life satisfaction than teachers teaching in high school.

Table 11. Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Competencies of Teachers According to School Level Tukey Test Results

Dependent variable	(I) School level	(J) School level	Avg. difference (I-J)	Std. Error	Meaningfulness.
Person-Organization Fit	Primary school	Secondary school	-.37716*	,14713	,029
	Primary school	High school	-.07716	,09567	,699
	Secondary school	High school	,30000	,17075	,185
Work-Family Conflict	Primary school	Secondary school	-.25457	,25168	,570
	Primary school	High school	,48543*	,16365	,009
	Secondary school	High school	,74000*	,29208	,031
Life Satisfaction	Primary school	Secondary school	-.98543*	,20922	,000
	Primary school	High school	-.40543*	,13604	,009
	Secondary school	High school	,58000*	,24281	,045

Correlation Analysis Between Teachers' Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Levels

Information on the correlation analysis results between the variables of person-organization fit, work-family conflict, family-work conflict and life satisfaction is given in Table 12. According to the correlation analysis results in Table 12; There is a low level of negative relationship between the person-organization Fit variable and the work-family conflict variable, and this relationship is statistically significant ($R=(-0.256)$; $p=0.000$). There was no significant relationship between the variable of person-organization Fit and the variable of family-work conflict ($p> 0.05$). In addition, there is a low positive relationship between the person-organization Fit variable and the life satisfaction variable, and this relationship is statistically significant ($R=0.244$; $p=0.000$). There is a weak negative relationship between the work-family conflict variable and the life satisfaction variable, and this relationship is statistically significant ($R=(-0.256)$; $p=0.000$). Similarly, there is a weak negative relationship between the family-work conflict variable and the life satisfaction variable, and this relationship is statistically significant ($R=(-0.178)$; $p=0.000$). In addition, there is a moderate positive relationship between the family-work conflict variable and the work-family conflict variable, and this relationship is statistically significant ($R=0.515$; $p=0.000$).

Table 12. Correlation Test Between Teachers' Person-Organization Fit, Work-Family/Family-Work Conflict, Life Satisfaction Levels

		A	B	C	D
Person-Organization Alignment (A)	Pearson Correlation	1	-.256**	-.082	,244**
	Meaningfulness. (2-tail)		,000	,077	,000
	N	461	461	461	461
Work-Family Conflict (B)	Pearson Correlation	-.256**	1	,515**	-,128**
	Meaningfulness. (2-tail)	,000		,000	,006
	N	461	461	461	461
Family-Work Conflict (C)	Pearson Correlation	-.082	,515**	1	-,178**
	Meaningfulness. (2-tail)	,077	,000		,000
	N	461	461	461	461
Life Satisfaction (D)	Pearson Correlation	,244**	-,128**	-,178**	1
	Meaningfulness. (2-tail)	,000	,006	,000	
	N	461	461	461	461

** . Significant at the 05 level (2-tail).

Teachers' Person-Organization Fit Levels Work-Family Regression on the Predictive Level of Conflict Levels

Regression analysis was performed to determine the effect of person-organization Fit on work-family conflict, and in this context, the regression model summary findings are given in Table 13.

According to the results of the model summary; $R^2 = 0.065$ (Adjusted $R^2 = 0.063$). In other words, the independent variable of person-organization fit explains 6.3% of the variance of the dependent variable of work-family conflict. The change in work-family conflict 6.3% of them are caused by the effect of the person-organization fit variable.

Table 13. Regression Model Summary on the Predictive Level of Teachers' Person-Organization

Model summary				
Model	R	R ²	Edited R ²	Standard of forecasts Error
1	,256a	,065	,063	,96411

a. Predictors: (Fixed), Person-Organization Fit

Fit Levels and Work-Family Conflict Levels

Teachers' Person-Organization Fit Levels Work-Family Regression Analysis of Predictive Level of Conflict Levels

Table 14 contains information about the results of the regression analysis Anova test. There is a statistically significant relationship between the independent variable and the dependent variable ($F=32.107$; $p=0.000$), which is possible to state that the model of the study is statistically significant.

Table 14. Regression Analysis of Teachers' Person-Organization Fit Levels and Work-Family Conflict Levels Predictive Level Anova Test Results

	Model	Sum of Squares	Sd	Average Square	F	Meaningfulness.
1	Regression	29,844	1	29,844	32,107	,000
	Residue	426,648	459	,930		
	Sum	456,492	460			

Teachers Person-Organization Fit Levels Work-Family Regression Model Coefficient Analysis of Predictive Level of Conflict Levels

According to Table 15; The relationship between the independent variable of person-organization Fit and the dependent variable of work-family conflict was statistically significant ($p=0.000$) and the β value was found to be -0.256 . In other words, a one-unit increase in person-organization fit constitutes a decrease of 0.256 units in the level of work-family conflict. In other words, the increase in the level of person-organization fit in teachers' business life reduces their experience of work-family conflict.

Table 15. Regression Model Coefficient Analysis Results Table Regarding the Predictive Level of Teachers' Person-Organization Adaptation Levels and Work-Family Conflict Levels

	Model	Non-standardized coefficients		Standardized Coefficients	t	Meaningfulness.
		B	Std. Error	Beta		
1	(Fixed)	4,521	,305		14,830	,000
	Person-Organization Fit	-,439	,077	-,256	-5,666	,000

a. Dependent Variable: Work-Family Conflict

Person-Organization Adaptation of Teachers Levels Family-Business Regression Analysis of Predictive Level of Conflict Levels

Regression analysis was performed to determine the effect of person-organization fit on family-work conflict and the results of the regression analysis Anova test are given in Table 16. There is no statistically significant relationship between the independent variable and the dependent variable ($p=0.077$), which is possible that the model of the study is not statistically significant.

Table 16. Regression Analysis of Teachers' Person-Organization Fit Levels and Family-Work Conflict Levels Predictive Level Anova Test Results

	Model	Sum of Squares	Sd	Average Square	F	Meaningfulness.
1	Regression	1,699	1	1,699	3,134	,077
	Residue	248,752	459	,542		
	Sum	250,451	460			

Regression Analysis of Teachers' Person-Organization Fit Levels on Life Satisfaction Level

Regression analysis was performed to determine the effect of person-organization Fit on life satisfaction, and in this context, the regression model summary findings are given in Table 17. According to the results of the model summary; $R^2 = 0.060$ (Adjusted $R^2 = 0.058$). In other words, the independent variable of person-organization Fit explains 5.8% of the variance of the dependent variable of life satisfaction. In other words, 5.8% of the change in life satisfaction occurs with the effect of the person-organization fit variable.

Table 17. Regression Model Summary of Teachers' Person-Organization Fit Levels and Life Satisfaction Level

Model summary				
Model	R	R ²	Edited R ²	Standard of forecasts Error
1	,244a	,060	,058	,82033

a. Predictors: (Fixed), Person-Organization Fit

Regression Analysis of Teachers' Person-Organization Fit Levels and Life Satisfaction Levels

Table 18 contains information about the results of the regression analysis Anova test. There is a statistically significant relationship between the independent variable and the dependent variable ($F=29.125$; $p=0.000$), and in this sense, it is possible to state that the model of the study is statistically significant.

Table 18. Regression Analysis of Teachers' Person-Organization Fit Levels and Life Satisfaction Levels Predictive Level Anova Test Results

	Model	Sum of Squares	Sd	Average Square	F	Meaningfulness.
1	Regression	19,599	1	19,599	29,125	,000
	Residue	308,882	459	,673		
	Sum	328,481	460			

Regression Analysis of Teachers' Person-Organization Fit Levels on the Predictive Level of Life Satisfaction

According to Table 19; The relationship between the independent variable of person-organization Fit and the dependent variable of life satisfaction was statistically significant ($p=0.000$) and the β value was found to be 0.244. In other words, a one-unit increase in person-organization fit will create an increase of 0.244 units in the level of life satisfaction. In other words, the increase in the level of person-organization fit in teachers' business life positively affects their level of life satisfaction, that is, it increases it.

Table 19. Regression Model Coefficient Analysis Results Regarding the Predictive Level of Teachers' Person-Organization Fit Levels and Life Satisfaction Levels

Teachers' Person-Organization Fit Levels and Life Satisfaction Levels						
	Model	Non-standardized coefficients		Standardized Coefficients	t	Meaningfulness.
		B	Std. Error	Beta		
1	(Fixed)	1,799	,259		6,938	,000
	Person-Organization Fit	,356	,066	,244	5,397	,000

a. Dependent Variable: Life Satisfaction

Regression Analysis of Teachers' Work-Family Conflict Levels and Life Satisfaction Levels

Regression analysis was performed to determine the effect of work-family conflict on life satisfaction, and in this context, the regression model summary findings are given in Table 20. According to the results of the model summary; $R^2 = 0.016$ (Adjusted $R^2 = 0.014$). In other words, the independent variable of work-family conflict explains 1.4% of the variance of the dependent variable of life satisfaction. In other words, 1.4% of the change in life satisfaction occurs with the effect of the work-family conflict variable.

Table 20. Regression Model Summary on the Predictive Level of Teachers' Work-Family Conflict Levels and Life Satisfaction Levels

Model summary				
Model	R	R ²	Edited R ²	Standard of forecasts Error
1	,128a	,016	,014	,83897

a. Predictors: (Fixed), Work-Family Conflict

Table 21 contains information about the results of the regression analysis Anova test. There is a statistically significant relationship between the independent variable and the dependent variable ($F=7.678$; $p=0.006$), which means that the model of the study is statistically significant.

Table 21. Regression Analysis of Teachers' Work-Family Conflict Levels and Life Satisfaction Levels Predictive Level Anova Test Results

	Model	Sum of Squares	Sd	Average Square	F	Meaningfulness.
1	Regression	5,405	1	5,405	7,678	,006
	Residue	323,077	459	,704		
	Sum	328,481	460			

Regression Model Coefficient Analysis Results of Teachers' Work-Family Conflict Levels and Life Satisfaction Levels

According to Table 22; The relationship between the independent variable of work-family conflict and the dependent variable of life satisfaction was found to be statistically significant ($p=0.006$) and the β value was found to be (-0.128). In other words, a one-unit increase in work-family conflict will cause a decrease of 0.128 units in the level of life satisfaction. In other words, as a result of teachers' work-family conflict, the level of life satisfaction is negatively affected, that is, life satisfaction decreases.

Table 22. Regression Model Coefficient Analysis Results of Teachers' Work-Family Conflict Levels and Life Satisfaction Levels

	Model	Non-standardized coefficients		Standardized Coefficients	t	Meaningfulness.
		B	Std. Error	Beta		
1	(Fixed)	3,490	,117		29,794	,000
	Work-Family Conflict	-,109	,039	-,128	-2,771	,006

a. Dependent Variable: Life Satisfaction

Regression Analysis of Teachers' Family-Work Conflict Levels and Life Satisfaction Levels

Regression analysis was performed to determine the effect of family-work conflict on life satisfaction, and in this context, the regression model summary findings are given in Table 23. According to the results of the model summary; $R^2 = 0.032$ (Adjusted $R^2 = 0.029$). In other words, the family-work conflict independent variable explains 2.9% of the variance of the life

satisfaction dependent variable. In other words, 2.9% of the change in life satisfaction occurs with the effect of the family-work conflict variable.

Table 23. Regression Model Summary on the Predictive Level of Teachers' Family-Work Conflict Levels and Life Satisfaction Levels

Model summary				
Model	R	R ²	Edited R ²	Standard of forecasts Error
1	,178a	,032	,029	,83249
a. Predictors: (Fixed), Family-Work Conflict				

Table 24 contains information about the results of the regression analysis Anova test. There is a statistically significant relationship between the independent variable and the dependent variable ($F=14.968$; $p=0.000$), which is possible to state that the model of the study is statistically significant

Table 24. Regression Analysis of Teachers' Family-Work Conflict Levels and Predictive Level of Life Satisfaction Levels Anova Test Results

	Model	Sum of Squares	Sd	Average Square	F	Meaningfulness.
1	Regression	10,374	1	10,374	14,968	,000
	Residue	318,108	459	,693		
	Sum	328,481	460			

Regression Model Coefficient Analysis Results of Teachers' Family-Work Conflict Levels and Life Satisfaction Levels

According to Table 25; The relationship between the independent variable of family-work conflict and the dependent variable of life satisfaction was statistically significant ($p=0.000$) and the β value was found to be (-0.178). In other words, a one-unit increase in family-work conflict decreases by 0.178 units in the level of life satisfaction. In other words, as a result of teachers' family-work conflict, the level of life satisfaction is negatively affected, that is, it decreases.

Table 25. Regression Model Coefficient Analysis Results of Teachers' Family-Work Conflict Levels and Life Satisfaction Levels

	Model	Non-standardized coefficients		Standardized Coefficients	t	Meaningfulness.
		B	Std. Error	Beta		
1	(Fixed)	3,616	,118		30,590	,000
	Family-Work Conflict	-,204	,053	-,178	-3,869	,000
a. Dependent Variable: Life Satisfaction						

CONCLUSION and DISCUSSION

As a result of the research, it was determined that there was a statistically significant difference in the teachers' thoughts about person-organization fit in terms of gender variable. According to these results, it was determined that male teachers experienced more person-organization fit levels compared to female teachers. Similarly, in the studies conducted by Erkutlu, Özdemir and Elden (2018) and Akkaya (2019) on academics, it was concluded that the gender variable was effective on person-organization fit and it was seen that the person-organization fit level of male academics was higher than the person-organization fit level of female academics. On the other hand, in the studies conducted by Sezgin (2006), Demirkasimoğlu (2012), Doğan et al., (2019), it was found that the level of person-organization fit among teachers teaching in schools did not show a significant difference in terms of gender variable. It was determined that the responses of the teachers participating in the study regarding the level of person-organization fit did not differ significantly in terms of their marital status. According to these results, it was seen that

whether the teachers were married or single did not have a significant effect on their perceptions of the level of individual-organization fit.

It was determined that the opinions of the teachers participating in the study about the level of person-organization fit differed significantly in terms of their age. It was observed that the person-organization fit of teachers with an age range of 29 and less and teachers with an age range of 30-39 was lower than the person-organization fit of teachers with an age range of 40 and more. In this sense, it has been determined that as the age of the teachers increases, the level of person-organization fit also increases.

It was determined that teachers' thoughts about person-organization fit did not differ significantly in terms of total experience duration. In other words, the variable of total duration of experience plays an effective role on teachers' person-organization Fit levels. In the studies conducted by Demirkasimoglu (2012), Erkutlu, Özdemir and Elden (2018), results that are parallel to the findings of the research were reached. In parallel, Çetinkaya (2016), Taşdan (2010), Doğan et al., (2019) found that there was no significant difference in teachers' perceptions of person-organization fit according to the total duration of experience.

According to another finding of the study, teachers' perceptions about the level of person-organization fit did not show a significant difference in terms of their experience in the current school. In other words, the total duration of teachers' experience in the current school is not an effective variable on their level of person-organization fit. Similarly, in the study conducted by Sezgin (2006), it was concluded that the perception levels of teachers regarding person-organization fit did not differ significantly according to the duration of their experience in the current school. In addition, Finegan (2000) and Balci (2003) concluded that the length of service in the current school was not effective in teachers' perceptions of the person-organization fit level.

It was concluded that teachers' perceptions of person-organization fit showed a significant difference in terms of school level. In other words, the school level variable is effective on the person-organization fit levels of teachers. As a result of the study, it was determined that the work-family conflict levels of the teachers differed statistically significantly in terms of gender variable. According to these results, it was determined that female teachers experienced more work-family conflicts compared to male teachers. Similarly, in the studies conducted by Ay (2006), Aydın (2018), Gözde (2019), it was concluded that the gender variable was effective on work-family conflict. On the other hand, in the studies conducted by Özkul (2014) and Yiğit (2018), it was concluded that the gender variable was not effective on the level of work-family conflict.

It was determined that the responses of the teachers participating in the study regarding the level of work-family conflict differed significantly in terms of their marital status. According to these results, it was seen that whether the teachers were married or single had a significant effect on their perceptions about the level of work-family conflict, and in this context, the level of work-family conflict was higher in married teachers compared to single teachers. In the studies conducted by Özkul (2014) and Akgemci (2018), it was concluded that the marital status of teachers was effective on work-family conflict. This finding is similar to the results of the research. On the other hand, according to the results of the research of Ay (2010), it was determined that marital status was not effective on work-family conflict.

It was determined that the thoughts of the teachers participating in the study about work-family conflict differed significantly in terms of their age. Similar to the results of the research, Ay (2010), Özkul (2014); In the study conducted by Zincirkıran (2013), it was observed that the work-family conflict levels of individuals differed significantly in terms of their age. In addition, in the studies conducted by Akgemci (2018) and Aktay (2019), it was found that the age variable was not effective on work-family conflict.

It was determined that the level of work-family conflict of teachers differed significantly in terms of total experience duration, and the level of family-work conflict did not differ significantly in

terms of total experience periods. In other words, while the total experience duration variable plays an effective role on teachers' work-family conflict levels, it does not play an effective role on teachers' family-work conflict levels. In the studies conducted by Ay (2010) and Zincirkiran (2013), it was revealed that the total duration of experience was an effective variable on the level of work-family conflict. On the contrary, Ay (2006) and Aydın (2018) found in their research that there was no significant differentiation in individuals' perceptions of work-family conflict according to the total duration of work.

According to another finding of the study, the level of work-family conflict of teachers differs significantly in terms of total experience in the current school, while the level of family-work conflict does not differ significantly in terms of total experience periods in the current school. While the variable of total experience duration in the current school plays an effective role on teachers' work-family conflict levels, it does not play an effective role on teachers' family-work conflict levels. As a result of their research, Özkul (2014) and Yiğit (2018) found that the duration of experience in the current workplace was effective on the work-family conflict of the teachers participating in the research, while Ay (2006) found that the duration of experience in the current workplace was not effective on the work-family conflict of the teachers participating in the research.

The level of work-family conflict of teachers differs significantly in terms of school level, and the level of family-work conflict does not differ significantly in terms of school level. In other words, while the school level variable is effective on the work-family conflict levels of teachers, it is not effective on the family-work conflict levels of teachers. As a result of the study, it was determined that the life satisfaction levels of the teachers did not differ statistically significantly in terms of gender variable. Similarly, in the studies conducted by Telef (2011), Recepoğlu and Ülker-Tümlü (2015), Korkmaz (2017) and Şekeroğlu (2019), it was concluded that there was no significant difference in the life satisfaction levels of the participants in terms of gender variable. On the other hand, in the studies conducted by Taş (2011), Yılmaz and Aslan (2013), Güner (2019), it was concluded that the gender variable was not effective on the life satisfaction level of individuals.

It was determined that the responses of the teachers who participated in the study about the level of life satisfaction differed significantly in terms of their marital status. According to these results, it was seen that whether the teachers were married or single had an effect on their life satisfaction levels, and in this context, the level of life satisfaction was higher in married teachers compared to single teachers. In the studies conducted by Recepoğlu and Ülker-Tümlü (2015), Şahin (2008), Dağlı and Baysal (2017), it was concluded that the marital status of teachers was effective on life satisfaction, and these results are similar to the results of the research. On the other hand, according to the results of the research of Güner (2019) and Şekeroğlu (2019), it was determined that marital status was not effective on life satisfaction.

It was determined that the thoughts of the teachers participating in the study about life satisfaction differed significantly in terms of their age. Similar to the results of the research, in the study conducted by Şekeroğlu (2019), Yılmaz and Altınok (2009), it was observed that the work-family conflict levels of individuals differed significantly in terms of their age. In addition, in the studies conducted by Ülker-Tümlü and Recepoğlu (2013), Recepoğlu and Ülker-Tümlü (2015), it was found that the age variable was not effective on life satisfaction.

It was determined that the life satisfaction level of the teachers differed significantly in terms of the total duration of experience. In other words, the variable of total experience duration plays an effective role on teachers' work-family conflict levels. In the studies conducted by Başoğlu, Şekeroğlu and Altun (2016), it was revealed that the total duration of experience was an effective variable on life satisfaction. In addition, in the study conducted by Dağlı and Baysal (2017), they found that there was no significant difference in the life satisfaction perceptions of individuals according to the total duration of experience. The level of life satisfaction of teachers

differs significantly in terms of school level. In other words, the school level variable is effective on teachers' life satisfaction levels.

In the study, it was concluded that person-organization fit is effective on work-family conflict, person-organization fit is not effective on family-work conflict, person-organization fit is effective on life satisfaction, work-family conflict is effective on life satisfaction, and family-work conflict is effective on life satisfaction. In the study, it was determined that person-organization fit had a negative effect on work-family conflict. In other words, as a result of the increase in the level of person-organization fit of teachers in business life, their work-family conflict decreases. In addition, it has been determined that person-organization fit does not have an effect on family-work conflict. In the study, it was concluded that work-family conflict has a negative effect on life satisfaction. In other words, as a result of teachers' work-family conflict, the level of life satisfaction is negatively affected, that is, it decreases. In the study, it was concluded that family-work conflict had a negative effect on life satisfaction. In other words, as a result of teachers' family-work conflict, the level of life satisfaction is negatively affected.

Recommendations for Practitioners

- Teaching is a profession that requires to be lively and dynamic. It is very important for the teacher to be ready for every day and even for every lesson, and to prepare for the lesson efficiently. In a profession that is so closely related to the human mind and human psychology, conflicts can be considerably reduced if the personal values of teachers are in fit with school values and show similarity. In this case, negative factors such as the negative impact of job responsibilities on home and family life, and the fact that work-related responsibilities make it difficult to implement family responsibilities or require them to be changed should be prevented as much as possible by education administrators. In this case, while preventing the person's work and family conflict, it can also increase the professional and organizational commitment of the person.
- People spend most of their lives at work. In the same way, teachers spend a lot of time at school. Business environments, which cover such a large part of life in terms of quantity, should be places where individuals will feel valuable in terms of quality. Teachers are satisfied with their lives if their personal values are well aligned with the values of the school. This satisfaction will also positively affect the family and private life of the professional. This satisfaction can be primarily reflected in the school climate and in a sense to the students who are the outcomes of the schools. For teachers and qualified students with professional satisfaction in schools, it is important for school administrators to ensure that teachers' personal values and school values are in fit.
- In an educational environment, everything should be balanced. When the balance is disturbed, the system deteriorates, and the deterioration of the system negatively affects all kinds of work and functioning of the institution. The teacher's job responsibility may directly and negatively affect the teacher's life if he negatively affects his family and home life, and if he disrupts his family obligations due to his work-related obligations. Education administrators should not see the teacher—or even all employees—as a machine that performs all the tasks they think about. It is a balanced environment that is desired and must be provided for the person to fulfill his obligations related to school while doing his family responsibilities without interruption. In the same direction, family and private life needs should be prevented from constantly and systematically taking precedence over job responsibilities. This balance, which should be provided by education administrators, can positively affect the professional satisfaction of teachers while providing us with a healthy family environment and children who grow up in healthy families.
- If the personal values of the teachers are in good fit with the values of the school, it can be ensured that the teachers are satisfied with their lives, feel like they have everything, enjoy life, etc

- Considering that the person-organization fit of young teachers is lower than that of teachers over the age of 40, special programs can be organized for young teachers to increase cohesion.
- Teachers' negative effects on their family and home lives, their job responsibilities making it difficult to implement family-related responsibilities, having to change family-related plans and tasks due to job responsibilities, etc., can negatively reduce their satisfaction levels in their lives.
- Teachers' family needs negatively affect their work life, not being able to do what they want to do about work due to responsibilities towards the family, negatively affecting their ability to perform work-related tasks due to the tension and burden caused by family life, etc., can negatively reduce their satisfaction levels in their lives
- Considering that teachers with more experience have more life satisfaction, social environments can be created where experienced teachers can share their experiences with young teachers.
- Considering that female teachers have more work-family conflict problems, the working principles of female teachers can be arranged in a way that supports the family order.
- Likewise, considering the fact that the person-organization fit of female teachers is lower than that of male teachers, special studies can be carried out to increase the level of organizational fit of female teachers by adopting the school culture. For example, the teachers' room is allocated only to female teachers at certain times and they are given the opportunity to do their own activities.
- Based on the finding that teachers' life satisfaction rates differ according to the type of school they work in, programs can be made that require teachers to interact more with their colleagues working in other types of schools.
- Regular family life should be considered as an issue that increases the work efficiency of teachers and activities and activities that strengthen family ties should be organized for teachers. In this context, considering that married teachers have higher life satisfaction, single teachers should be encouraged to get married and establish a family order.

Recommendations for Researchers

- These research findings are limited to teachers working in public schools in a few districts in Istanbul. Researchers can study this issue in more districts and cities.
- In this study, the situation of a limited number of teachers working at primary, secondary and high school levels was examined comparatively. Researchers can independently examine the individual-organization fit of elementary, middle, and high school teachers. In this way, the difference between the levels is determined more clearly and makes it possible to take measures to increase the life satisfaction of teachers.
- Qualitative research can be conducted to measure teachers' perceptions of person-organization fit, life satisfaction, and work-family conflict in more depth.
- In this study, the effect of teachers' person-organization Fit on work-family conflict and life satisfaction was investigated. The effect of person-organization fit on different areas can be investigated. For example, the effect of person-organization fit on professional or organizational commitment can be studied

REFERENCES

- Akkaya, A. (2019). *Investigation of the relationship between individual-organization adaptation and burnout levels of academicians* (Master's Thesis). Istanbul University- Cerrahpaşa Institute of Graduate Studies, Istanbul.

- Aktay, S. (2019). *The relationship between work-family conflict and workaholism and job insecurity: a study on engineers working in technoparks* (Unpublished Master's Thesis). Çankaya University Institute of Social Sciences, Ankara.
- Arslan, M. (2012). The effect of work-family and family-work conflicts on job satisfaction of female employees. *Individual and Society*, 2(3), 99 – 113.
- Moon, F. (2010). *Primary school teachers' perception of workload and work-family conflict* (Unpublished Master's Thesis). Kocaeli University, Institute of Social Sciences, Kocaeli.
- Aydin, G. (2018). *A research to reveal the effect of organizational family support on work-family conflict and work integration* (Master's Thesis). Ege University, Institute of Social Sciences, Izmir.
- Aydin, I. P. (2002). *Stress in business life*, Ankara: Pegem A Publishing
- Aysan, F. & Bozkurt, N. (2004). Life satisfaction, stress coping strategies and negative automatic thoughts of school counselors: A sample of Izmir province, *13th National Educational Sciences Congress*, 6-9 July 2004 İnönü University, Malatya.
- Balci, A. (2003). *Organizational socialization. Theory, Strategy and Tactics*. (2nd Edition). Ankara: Pegem Publishing.
- Başaran, İ. E. (2004). *Human Relations in Management*, Ankara: Nobel Publishing.
- Blanchflower, D. G. & Oswald, A. J. (2004), Well-being over time in Britain and the USA. *Journal Of Public Economics*, 88(7-8), 1359-1386.
- Boes, S. & Winkelmann, R. (2010). The Effect of income on general life satisfaction and dissatisfaction. *Social Indicators Research*, 95(1), 111–128.
- Cable, D. M. & Judge, T. A. (1997). Person–organization fit, job choice decisions, and organizational entry. *Organizational Behavior And Human Decision Processes*, 67(3), 294–311
- Cable, D. M. (1995). Person-organization fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decision Processes*, 67(3), 294–311.
- Carlson, D. S., Kacmar, K. M., and Williams, L. J. (2000). Construction and initial validation of a multidimensional measure of work–family conflict. *Journal Of Vocational Behavior*, 56(2), 249-276.
- Chatman, A.J. (1989). Improving interactional organizational research: A model of person- organization fit. *Academy of Management Review*, 14(3), 333-349.
- Celik, T. & Üstüner, M. (2018). The relationship between teachers' professional burnout and life satisfaction, *Journal of Theoretical Pedagogy*, 14(2), 25-46.
- Cetinkaya, B. (2016). *The role of gender in the relationship between individual-organization fit and organizational commitment: The case of Kayseri* (Unpublished Bachelor's Thesis). Erzincan University Institute of Social Sciences, Erzincan.
- Cetinkaya, F. (2011). *The effect of stress sources in organizations on employees' work-family conflict and a study on female bank employees in the city center of Afyon* (Unpublished Master's Thesis). Institute of Social Sciences, Afyonkarahisar.
- Çırpan, H., Vardarli, P. and Koçak, Ö. E. (2018). The mediating effect of self-education on the relationship between person-work fit and life satisfaction, *Balıkesir University Journal of Social Sciences Institute*, 22(41), 237-252.
- Demirel, S. and Canat, S. (2004). A study on self-mutilation behavior in five educational institutions in Ankara. *Journal of Crisis*, 12(3), 1-9.
- Demirkasimoglu, N. (2012). *The relationship between public and private primary school classroom teachers' perceptions of psychological contracts and their level of adaptation to the work environment* (Unpublished Ph.D. Thesis). Ankara University Institute of Educational Sciences, Ankara.
- Diener, E. & Suh, E. (1997), Measuring quality of life: economic, social, and subjective indicators. *Social Indicators Research*, 40(1-2), 189–216.
- Diener, E. (1985). The satisfaction with life scale, *Journal Of Personality Assessment*, 49(1), 71-75.
- Dikmen, A. (1995). The relationship between job satisfaction and life satisfaction, Ankara University, *Journal of SBF*, 50(3), 115-140.
- Dogan, E., Serin, H. and Sarıboğa, V. (2019). A research on individual-organizational fit of classroom teachers. *OPUS–International Journal of Society Studies*, 13(19), 144-165.
- Efeoglu, İ. F. (2006). *Effects of work-family life conflict on job stress, job satisfaction, and organizational commitment: a study in the pharmaceutical industry* (Unpublished PhD Thesis). Çukurova University, Adana.
- Erdogan, E. (2016). *Investigation of nurses' individual social responsibility levels and life satisfaction according to demographic variables* (Unpublished Master's Thesis). Süleyman Demirel University Institute of Social Sciences, Isparta.

- Erkutlu, H., Elden, B. and Özdemir, H. (2018). Examination of the relationship between individual demographic variables and individual-organization fit. *International Journal of Social Science*, 1 (3), 52-60.
- Firat, Z. M. & Cula, S. (2016). Work-family conflict, family-work conflict, and the effect of job satisfaction on teachers' life satisfaction. *Başkent University Journal of Education*, 3(2), 146-155.
- Finegan, E. (2000). The impact of person and organization values on organizational commitment. *Journal of Occupational and Organizational Psychology*, 73(2), 149- 169.
- Gilman, R. & Huebner, E. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal Of Youth And Adolescence*, 35(3), 311-319.
- Göksu, T. (2007). Organizational Behavior. (Ed. Salih Guney). *Management and Organization*. Ankara: Nobel Publishing, 181-232.
- Gozde, G. A. (2019). *A study to uncover the impact of organizational family support on work-family conflict and work integration* (Unpublished Master's Thesis). Ege University, Institute of Social Sciences, Izmir.
- Greenhaus, J. H. & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy Of Management Review*, 10(1), 76-88.
- Güner, N. (2019). *The relationship between favoritism behaviors of school administrators and teachers' life satisfaction* (Unpublished Master's Thesis). Dicle University, Institute of Educational Sciences, Diyarbakır.
- Hair, J. M. (2004). Work-family conflict and turnover intention: exploring the moderation effects. *New Zealand Journal Of Psychology*, 33(1), 35-47.
- Kapız, S. Ö. (2002). Work-family life balance and an approach to balance: Boundary theory, *Dokuz Eylül University Journal of Social Sciences Institute*, 4(3), 139-153.
- Karasar, N. (2016). *Scientific Research Method*. Ankara: Nobel Publishing Distribution.
- Kaya, E. U. (2008). The relationship between work-home interaction and work conditions: a study in the postal service. *Firat University Journal of Social Sciences*, 18(2), 253-275.
- Khan, M. N. (2015). Impact of work- family conflict on organizational performance. *Research Journal of Recent Sciences*, 4(5), 48-53.
- Korkmaz, C. (2017). *Examining the relationships between organizational commitment, organizational justice and life satisfaction: An application* (Unpublished Master's Thesis). Giresun University, Institute of Social Sciences, Giresun.
- Kristof, A. L. (1996). Person-organization fit: an integrative review of its conceptualizations, measurement, and implications. *Personnel psychology*, 49(1), 1-49
- Morgenstern, J. (2004). *Two in One: Productivity and Satisfaction in Business Life*, T. Akal (Trans.), Istanbul: Optimist Publications.
- Muchinsky, P. M. & Monahan, C. J. (1987). What is person-environment congruence? Supplementary versus complementary models of fit. *Journal of Vocational Behavior*, 31(3), 268-277.
- Netemeyer, R. G., Boles, J. S., and Mcmurrian, R. (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal Of Applied Psychology*, 81(4), 400-418.
- Özdevecioğlu, M. & Aktaş, A. (2007). The effect of career commitment, occupational commitment, and organizational commitment on life satisfaction: the role of work-family conflict. *Erciyes University Journal of the Faculty of Economics and Administrative Sciences*, 9(6), 1-20.
- Ozkul, R. (2014). *Work-family conflict and life satisfaction levels in secondary school teachers* (Unpublished Master's Thesis). İnönü University, Institute of Educational Sciences, Malatya,
- Piasentin, K. A. & Chapman, D. S. (2006). Subjective person-organization fit: bridging the gap between conceptualization and measurement. *Journal of Vocational Behavior*, 69(2), 202-221.
- Proctor, C., Linley, P. A., and Maltby, J. (2009). Very happy youths: benefits of very high life satisfaction among adolescents. *Social Indicators Research*. 6(2), 21-40.
- Rabenu, E., Tziner A., and Sharoni G. (2014). The relationship between work-family conflict, stress and work attitudes. *International Journal Of Manpower*, 38(8), 1143-1156.
- Recepoglu, E. & Tümlü, G. (2015). Investigation of the relationship between professional and life satisfaction of university academic staff, *Kastamonu Education Journal*, 23(4), 1851-1868
- Schneider, B. (1987). The People Make the Place. *Personnel Psychology*, 40(3), 437- 453
- Sezgin F. (2006). Primary school teachers' perceptions of individual-organizational value alignment, *Educational Administration in Theory and Practice*, 48(1), 557-583.
- Softa, H. K., Karaahmetoğlu, G. U., Erdogan, O. and Yavuz, S. (2015). Examination of some factors affecting life satisfaction in the elderly. *Journal of Elderly Issues Research*, 8(1), 12-21.

- Steele, S. A. (2016). *An evaluation of emotional intelligence and person-organization fit* (Unpublished Ph.D. Thesis). The University of the Rockies, Denver, USA.
- Sunk, K. (2003). Influencing variables on life satisfaction of korean elders in institutions, *Journal Of Korean Academy Of Nursing*, 33(8), 1093-1100.
- Sahin, S. (2008). *Burnout and life satisfaction levels of physical education teachers* (Unpublished Master's Thesis). Mersin University, Institute of Health Sciences, Mersin.
- Şekeroğlu, M. Ö. (2019). Life satisfaction and positivity levels of workers of provincia directorate of youth and Sports.
- Şener, A. (2009). Old age, life satisfaction and leisure activities, *Hacettepe University Journal of Sociological Research*, 12(4), 45-58.
- Şimşek, E. & Aktaş, H. (2015). The relationship between loneliness and life satisfaction in the context of communication skills, (Ed. Selen Doğan), Life Satisfaction. Ankara: Nobel Publishing, 147-178.
- Stone, I. (2011). *Investigation of life meaning, life satisfaction, social comparison and internal-external locus of control in terms of various variables in teachers* (Master's Thesis). Sakarya University, Institute of Educational Sciences, Sakarya.
- Taşdan, M. (2008). *The relationship between the level of alignment, job satisfaction and perceived social support between the individual values of public and private primary school teachers in Turkey and the organizational values of the school* (Unpublished PhD Thesis). Ankara University Institute of Educational Sciences, Ankara.
- Sweet, H. S. (2014). *The effect of diversity management on organizational commitment* (Master's Thesis). Kahramanmaraş Sütçü İmam University, Institute of Social Sciences, Kahramanmaraş.
- Telef, B. (2011). Examination of teachers' self-efficacy, job satisfaction, life satisfaction and burnout. *Elementary Education Online*, 10(1), 91-108.
- Turunç Ö. (2017). The role of person-organization fit in the relationship between organizational justice and cynicism: a study in the education sector, [*International Journal of Economics and Administrative Sciences*, 3\(2\)](#), 80- 96.
- Türker, Y. & Çelik, K. (2019). The mediating role of job satisfaction in the effect of work-family conflict on life satisfaction in teachers. *Hacettepe University Journal of Education Faculty*, 34(1), 242-258.
- Ünal, S., Karlıdağ, R. and Yoloğlu, S. (2001). The relationship between burnout and job satisfaction levels and life satisfaction levels in physicians, *Clinical Psychiatry*, 4(2), 113-118.
- Veenhoven, R. (1996). *The Study of Life-Satisfaction*. University Press.
- Verquer, M., Beehr, T., & Wagner, S. (2003). A meta-analysis of the relations between person-organization, fit and work attitudes. *Journal of Vocational Behavior*, 63(3), 473-489.
- Xiaojun, W. & Shizong, L. (2010). The research on knowledge worker's person- organization fit, IEE, Computer Society.
- Yahyagil, M. Y. (2005). Individual and organizational fit and its effect on employees' work attitudes. *Marmara University Journal of Suggestion*, 6(24), 137-149
- Yetim, U. (1991). *Life satisfaction in terms of organization and pattern of personal projects* (Unpublished PhD Thesis). Ege University, Institute of Social Sciences, Izmir.
- Yılmaz, E. and Altinok, V. (2009). Investigation of loneliness and life satisfaction levels of school administrators. *Educational Administration in Theory and Practice*, 15(59), 451- 469.
- Yılmaz, E. and Aslan, H. (2013). Examining the relationship between teachers' loneliness in the workplace and their life satisfaction. *Pegem Journal of Education and Training*, 3(3), 59-69.
- Yılmaz, E. and Sünbül, A. M. (2009). Teachers' life span and level of organizational trust in schools, *Journal Of Qafqaz University*, 26(1), 172-179.
- Yigit, S. (2018). *The relationship between work-family conflict and burnout levels in female employees: The case of Burdur/parish* (Unpublished Master's Thesis). Süleyman Demirel University, Isparta.
- Zincirkıran, M. (2013). *Investigation of the relationship between workaholism and work-family conflict with structural equation model: An application in health enterprises* (Doctoral Thesis). Dicle University, Institute of Social Sciences, Diyarbakır.