

## THE RELATIONSHIP BETWEEN LIFE SATISFACTION LEVELS AND WORK ALIENATION IN PHYSICAL EDUCATION TEACHERS\*

### BEDEN EĞİTİMİ ÖĞRETMENLERİNİN YAŞAM DOYUMU DÜZEYLERİ VE İŞE YABANCILAŞMALARINI ARASINDAKİ İLİŞKİ\*

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**ABSTRACT:** The purpose of this study is to seek answers to the question “To what extent work alienation variables contribute to predicting life satisfactions of physical education teachers?”. In accordance with the research goals, this study was conducted in the relational survey model, which is one of the quantitative research designs. The research group of the study consists of 179 physical education teachers working at public schools affiliated to the Ministry of National Education. 96 of the physical education teachers who constitute the research group work at primary schools whereas 83 physical education teachers work at middle schools. 25.7 % of the research group (46) are female participants while 74.3 % are male (133). The teachers participating in the study come from 53 provinces. The data were collected online using the e-questionnaire technique. A personal information form, which was developed by the researchers to collect information about physical education teachers’ genders, ages and seniority, was used as the data collection instrument. In order to determine the life satisfaction levels of the physical education teachers, *Life Satisfaction Scale* was used whereas in order to determine their work alienation levels *Work Alienation Scale* was used. In the study, Pearson Product-Moment Correlation Coefficient (r) was used to investigate the relationship between the sub-dimensions of the Work Alienation Scale, namely weakness, meaninglessness, isolation and alienation to school, and the physical education teachers’ life satisfaction scores. On the other hand, Multi-functional Regression Technique was used to determine to what extent the sub-dimensions of the alienation scale predicted the life satisfaction scores of the Physical Education teachers.

According to the findings of the correlation analysis, a medium-level, significant and negative relationship was observed between the life satisfaction scores of the physical education teachers and the sub-dimensions of alienation, namely weakness, meaninglessness, isolation and alienation to school ( $p < .01$ ). According to the findings of the regression analysis, on the other hand, Work Alienation is a significant predictor of Physical Education Teachers’ life satisfaction levels. Work alienation, with all of its sub-dimensions (weakness, meaninglessness, isolation and alienation to school) accounts for 34 % of the total variance of Physical Education teachers’ life satisfaction scores. While weakness and alienation to school, which are sub-dimensions of work alienation, makes a significant contribution to prediction according to the results of the t-test, meaninglessness and isolation, which are the other sub-dimensions of work alienation, does not make a significant contribution to the prediction of physical education teachers’ life satisfaction.

According to the results of the study, it can be said that as alienation increases, life satisfaction decreases. However, work alienation is a significant variable in determining Physical Education teachers’ life satisfaction.

**Keywords:** life satisfaction, work alienation, physical education teachers

**ÖZET:** Bu araştırmanın amacı “Beden eğitimi öğretmenlerinin yaşam doyumunu yordamada işe yabancılaşma değişkenleri ne seviyede katkıda bulunmaktadır?” sorusuna yanıt aramaktır. Araştırma amaçları doğrultusunda bu çalışma nicel araştırma desenlerinden ilişkisel tarama modelinde yürütülmüştür. Araştırmanın çalışma grubunu Milli Eğitim Bakanlığına bağlı resmi devlet okullarında görev yapan 179 Beden Eğitimi Öğretmeni oluşturmaktadır. Araştırma grubunu oluşturan 96 beden eğitimi öğretmeni ilköğretim okullarında, 83 beden eğitimi öğretmeni ortaöğretim okullarında görev yapmaktadır. Çalışma grubunun %25,7’sini kadın (46), %74,3’ünü erkek (133) katılımcılar oluşturmaktadır. Öğretmenler araştırmaya 53 ilden katılmıştır. Veriler e-anket uygulaması ile çevrimiçi ortamda toplanmıştır. Araştırmada veri toplama aracı olarak Beden Eğitimi Öğretmenlerin cinsiyet, yaş ve kıdemleri ile ilgili bilgileri toplamak amacıyla araştırmacılar tarafından geliştirilen kişisel bilgi formu uygulanmıştır. Beden eğitimi öğretmenlerinin yaşam doyumunu düzeylerini belirlemek amacıyla *Yaşam Doyumu Ölçeği* ve işe yabancılaşma düzeylerini belirlemek için *İşe Yabancılaşma Ölçeği* kullanılmıştır. Araştırmada, İşe Yabancılaşma ölçeğinin alt boyutları olan güçsüzlük, anlamsızlık,

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yalıtılmışlık ve okula yabancılaşmanın beden eğitimi öğretmenlerinin yaşam doyumu puanları ile ilişkisini incelemek için Pearson Momentler Çarpımı korelasyon katsayısı (r) hesaplanmıştır. İşe Yabancılaşma ölçeğinin alt boyutlarının Beden eğitimi öğretmenlerinin yaşam doyumu puanlarını ne seviyede yordadığını tespit etmek için ve Multi-fonksiyonel regresyon tekniği kullanılmıştır.

Korelasyon analizi bulgularına göre beden eğitimi öğretmenlerinin yaşam doyum puanları ile yabancılaşmanın alt boyutları olan güçsüzlük, anlamsızlık, yalıtılmışlık ve okula yabancılaşma puanları arasında orta düzeyde, anlamlı ve negatif yönlü bir ilişki olduğu gözlenmiştir ( $p<.01$ ). Regresyon analizi bulgularına göre ise İşe yabancılaşma Beden Eğitimi öğretmenlerinin yaşam doyumunun anlamlı yordayıcısıdır. İşe yabancılaşma tüm alt boyutları birlikte (güçsüzlük, anlamsızlık, yalıtılmışlık ve okula yabancılaşma) Beden Eğitimi öğretmenlerinin yaşam doyumunu puanlarının toplam varyansının %34'ünü açıklamaktadır. İşe yabancılaşmanın alt boyutlarından güçsüzlük ve okula yabancılaşma t-testi sonuçlarına göre yordamada anlamlı katkı sağlarken, işe yabancılaşmanın diğer boyutları olan anlamsızlık ve yalıtılmışlığın beden eğitimi öğretmenlerinin yaşam doyumunun yordanmasında anlamlı katkısı olmadığı bulunmuştur.

Araştırma sonuçlarına göre işe yabancılaşma arttıkça yaşam doyumunun azaldığı söylenebilir. Bununla beraber Beden eğitimi öğretmenlerinin yaşam doyumunun belirlenmesinde işe yabancılaşma algıları önemli bir değişkendir.

**Anahtar Kelimeler:** Yaşam doyumu, işe yabancılaşma, beden eğitimi öğretmenleri

## INTRODUCTION

Scientists and pragmatics get more and more interested in individuals' relations between their inner and outer lives. On the one hand, people in this age are lonely and alienated to work with fast developing urbanization, industrialization and technology, on the other hand, they are worried to have good relationship with others, to do their responsibilities in daily life and keep a healthy life. If these people are working in jobs which especially need to work face to face just like teaching, this worry can increase in a parallelism with work and daily living conditions. According to the results of American Stress Institute, one of the jobs that makes it difficult to deal with daily life problems and likely to shorten the life span of people is teaching and because of different reasons it has the potential to make life time shorter (Baltaş & Baltaş, 2002).

Beside the problems mentioned, teaching PE is different than other subjects. It is different because in PE you are not in classroom, but in sport hall, field, school yard which makes discipline difficult and which is insecure (Smith & Leng, 2003), it is different because of the inappropriate fields for PE (Hardman & Marshall, 2000), because of education far away from classroom in different weather conditions (Gencay, 2009; Koustelios & Tsigilis, 2005), because of teacher-student relations and interactions' being so deep during the course and after the course. Besides, as PE course is done before the whole school, it causes tension in teachers (Fejgin, Ephraty & Ben-Sira, 1995; Smith & Leng, 2003). Students consider PE teachers in a different way than other teachers. Researches (Hardman & Marshall, 2000; Melville & Maddalozzo, 1988) show that students take PE teachers as an example when it comes to health. Thus, PE teachers should be a healthy model in the eyes of the students and the society (Siedentop, 1991). With the deep responsibility this status gives, PE teachers may be insufficient to meet these expectations and wills. This may result in stress and wearing for teachers. The mentioned cases bring more physical, emotional, cognitive burden and responsibilities on teachers.

The first variable of the research, satisfaction with life is positive evaluation of the individual's whole life according to his own criteria (Diener, Emmons, Larsen & Griffin, 1985; Veenhoven, 1996). Research about satisfaction with life shows that sex, race and income have almost no effect for satisfaction with life and happiness; on the contrary, psychological variables have more effect in explaining satisfaction with life (Myers & Diener, 1995). It is reported in the researches done in almost all of the cultures (individualist and communitarian) that among the psychological factors affecting the happiness, the interest shown to work, consistently and strongly predicts satisfaction with life (Dolan & Gosselin, 2000; Ünal, Karlıdağ, & Yoloğlu, 2001; Cimete, Gencalp, & Keskin, 2003; Piccolo, Judge, Takahashi, Watanabe & Locke, 2005; Peterson, Park & Seligman, 2005). Life satisfaction is the whole of processes connected with individuals' own life patterns and standards.

Variables such as teachers' economic levels, their Professional status, environment conditions of where they work and their levels of expectation are factors that affect their life satisfaction. Therefore, teachers' ways of perceiving their job satisfaction and Professional-burnout-alienation levels influence their life satisfaction (Avşaroğlu, Deniz & Kahraman, 2005). Time allocated to work occupies a significant portion of individuals' lives and although they do not raise the live of attaining individual goals, they increase their life satisfaction. In a sense, life satisfaction is defined as the degree to which individuals attain the goals they set for themselves (Aysan & Bozkurt, 2004). The result of the literature scanning shows that the number of the researches about satisfaction with life increasing. However, there is no research of teachers in which work alienation and life satisfaction are considered together.

As a factor that can affect all aspects of daily life and is a psychological element, life satisfaction can be important for the teaching profession because in its broadest sense teaching is a profession that is conducted through interaction and relationship with a group of human beings (Şişman, 2002). In addition, another aspect that distinguishes the teaching profession from other professions is that teachers have the power to influence other people around in the communication process. This aspect brings the topic of teachers' psychological characteristics to the foreground. Teachers' personality traits constitute psychological power that affects students' cognitive, affective and social development (Sünbül, 2002).

Life satisfaction is closely related with peoples' jobs (Aşan & Erenler, 2008). Many of the people's lives' important parts pass in the office. Moreover, in some occupations individuals see their coworkers and managers more often than their families (Özdevecioğlu, 2003). In this respect, it is not possible to talk about life satisfaction independently without mentioning concept of work. Because, primary factor that affects life satisfaction is work life which has a wide part in the lives of the people. From this point, it is an ensconced opinion that there is an interaction between the emotion obtained from work life and life satisfaction.

Work alienation which means the people are lonely even in a hostile universe and which is the second variable of the research, is a theme which maintains its importance for two hundred years in almost all sociology and human sciences philosophy and literature (Marx, 2003). The concept of alienation, which is used to refer to a "condition which is stated in psychiatry as depersonalization, irrealism, lawlessness, loneliness, weakness, role confusion and hopelessness in psychological disorders such as schizophrenia and psychosis" (Budak, 2003), and in sociology to refer to a condition where "in its broadest sense, individuals get separated from one another or from a certain process or environment" (Marshall, 1999) and which entered the discipline of philosophy with Hegel (Ulaş, 2002) was derived from the Latin Word "alienus", meaning other, or someone else. Faunce, says about the concept of work alienation: "the term work alienation is used in such different styles that this term is like a shortened statement of socio- psychological illnesses of the modern people" (Denhardt, 1971).

As mentioned above work alienation is one of the most important socio-psychological of the people of our time and it has negative effects on the especially working individuals. From an organizational respect with work alienation, the concept of 'work alienation to the job' is begun to be used (Elma, 2003). People pass most of their lives at work. This situation causes individuals to think that they are integrated with their work (Hirschfeld & Field, 2000). However, it is observed that individuals may be alienated to their work and are not happy after a while.

Human attitudes and behaviors have socio-economic and cultural roots as well as individual ones.. When the relevant literature is examined, it is seen that many studies have been conducted with regard to teachers' alienation. These studies usually deal with the factors affecting teachers' alienation in the context of personal-demographic factors, which are composed of variables such as gender, age, place of birth, place of living, marital status, number of children etc. (Çalışır, 2006; Kesik & Cömert, 2014); socio-economic factors which are composed of variables such as monthly income, home

ownership etc. (Elma, 2003; Kılıç, 2009) and factors connected with working conditions which are composed of variables such as the type of school they work at, branch of teaching term of Office (Erjem, 2005; Şimşek, Balay & Şimşek, 2012; Şirin 2009), Occupational Professionalism (Yorulmaz, Altinkurt & Yılmaz, 2015), reason for choosing the profession, weekly hours of teaching and appropriateness of the school for teaching activities etc (Eryılmaz & Burgaz 2011; Halaçoğlu, 2008; Suarez, Zoghbi & Lara, 2007; Yılmaz & Sarpkaya, 2009).

The study has showed that people satisfied with their work are more emotionally consistent. Emotional inconsistency may cause dissatisfaction in all phases of life. One of the factors on work satisfaction is work alienation. People who are less alienated to their work have more work satisfaction (Schultz & Schultz, 1990). According to Knoop (1982) work dissatisfaction is an important factor in teacher work alienation. The conditions in schools are decisive on work dissatisfaction. In schools, especially difficulties in teaching success, stressful conditions, and little interaction among teachers, outer supervision, over work burden, crowded classrooms, and strict curriculum affect work dissatisfaction negatively. The level of satisfaction of an individual, most of whose life pass in his work place will be negatively or positively affected in respect of private life and health. It is widely accepted that when work satisfaction is high people are happier, when it is low, it causes work alienation, and as a result of this indifference and disharmony appear (Akıncı, 2002).

Today, teachers' working fields are multifaceted and are not restricted only to teaching activities. At the same time, teachers assume various tasks connected with schedules, students, parents, school clubs and field (Pillay, Goddard & Wilss, 2005). PE teachers represent a unique type of teaching with the responsibilities they have. Because of the things mentioned above, the over work burden of the PE teachers makes it important that levels of satisfaction with life and work alienation of PE teachers are to be researched. I might not be appropriate to obtain the causes and levels of work alienations and satisfaction of life of PE teachers from the researches done with other teachers. Stressing the importance of the subject will be become guide while solving the problems that PE teachers will encounter as they are doing their jobs. Moreover, it will positively contribute their working with students, families, school administration, and other teachers in more productive environment. The goal of the study is to find out answers to the following problem. "What is the Level of Contribute of Work Alienation Variables on Prediction of Life Satisfaction of selected physical education teachers?"

## **METHODOLOGY**

### **Research Design**

The study is a quantitative survey in relational screening model. The level and existence of relations between dependent and independent variables suitable to this model are worked on (Crano & Brewer, 2002). The power of predicting life satisfaction of PE teachers' work alienation was researched.

### **Participants**

The research group of the study consists of 179 physical education teachers working at public schools affiliated to the Ministry of National Education. 96 of the physical education teachers who constitute the research group work at primary schools whereas 83 physical education teachers work at middle schools. 25.7 % of the research group (46) are female participants while 74.3 % are male (133). The teachers participating in the study come from 53 provinces. Data collection tools was done as an e-survey on which only PE teachers who are registered to [bedenegotimogretmenleri@yahoo.com](mailto:bedenegotimogretmenleri@yahoo.com) can sign in and which only works with e-mails. Data were collected from 05.01.2011 to 17.11.2011. USA and Europe, there are websites doing this kind of surveys. With this way, time and paper is not wasted and bureaucracy is minimized. Furthermore, this

method makes it easy to make corrections and take survey at any convenient time. As being volunteer is the principal of this method in these groups, it is more realistic (Kerski, 2000).

## **Data collection**

### *Personal Information Form*

Study group of gender, age and seniority of the information collected by the form. Personal Information Form developed by the researcher.

### *Satisfaction with life Scale (SWLS)*

The scale is developed to determine the satisfaction with life levels of individuals by Diener, Emmons, Larsen, & Griffin, (1985) was translated to Turkish by Köker (1991) and Yetim (1991). It is a self evaluation scale in Likert scale which consists of five-item is rated on a scale of 1 (not at all true) to 7 (absolutely true). The points taken from each component are range from 1 to 7, total point range from 1 to 35. More points signify that satisfaction with life level is increased. Inner consistency coefficients ranges from .80 to .89 Analysis results of the factor determine the satisfaction with life of people as a whole. Correlations of scale, subjective goodness mood and other scales of satisfaction with life range from .35 to .82 (Pavot & Diener, 1993). Köker (1991) says that consistency coefficient of the test done every three months is .85. Yetim (1991) says regulated split-half value is .75 and Kuder Richardson-20 value is .78. Furthermore, in the reliability analysis done for this study, the inner consistency coefficient of Cronbach Alpha is 0.89.

### *Work Alienation Scale (WAS)*

In the study “Work alienation Scale” which is developed by Elma (2003) by taking recalled school alienation primarily to determine the PE teachers’ work alienation levels, powerlessness, meaningfulness, isolation concepts that Seeman (1959) conceptualized is used. Scale is a tool which consists of 38 components and a five-likert scale; ranging from ‘always’ (5), to ‘never’ (1). Components are classified as (1-11) powerlessness, (12-22) meaningfulness, (23-31) isolation (32-38) school alienation. Powerlessness, meaningfulness, and isolation are negative statements. In work of scale reliability it is calculated that; first factor alpha coefficient is 0.86, second factor is 0.84, third is factor 0.80 and forth factor is 0.62.

## **Data analysis**

In analyzing the study data to see the relations of the variables, to determine pearson moment product correlation coefficient ( $r$ ) and what order variables of satisfaction with life contribute, Multi-functional regression techniques are used and it is analyzed by packet program of SPSS 15.0.

If the correlation coefficient, which was implemented to determine the relationship between life satisfaction and sub-dimensions of alienation was as an absolute value between 0.70 and 1.00, then it was considered to a high correlation whereas if it was between 0.70 and 0.30, then it was a medium level correlation and if it was between 0.30 and 0.00, then it was considered to be a low correlation (Büyüköztürk 2007).

## **RESULTS**

### *Descriptive Statistical Findings*

Average, minimum, maximum points and standard deviation results that each scale tools of PE teachers attending the study were shown in table 1.

Table 1.

Average and standard deviation values of points taken from subscales.

Measure	Mean	Std Deviation	Min	Max
Satisfaction with life	23,08	6,76	5	35
Powerlessness	2,41	0,85	1	5
Meaningfulness	1,94	0,99	1	5
Isolation	2,08	0,92	1	5
School Alienation	2,79	0,80	1	5

When Table 1 was taken into consideration, PE teachers had respectively: for life satisfaction scale 23.08 (Sd=6.76), for work alienation scale powerlessness 2.41 (Sd=0.85), for meaningfulness 1.94 (Sd=0.99), for isolation 2.08 (Sd=0.92) and for school alienation 2,79 (0,80) average points.

### Findings About Scales' Correlation With Each Other

In the study, correlations about relationships between satisfaction with life and subscales of work alienation emotions (powerlessness, meaningfulness, isolation and school alienation) were shown in Table 2.

Table 2.

Correlation of the points taken from

	1	2	3	4	5
1 Satisfaction with life					
2 Powerlessness	-.540**				
3 Meaningfulness	-.504**	.833**			
4 Isolation	-.393**	.756**	.805**		
5 School Alienation	-.316**	.267**	.282**	.214**	-

\*\*p&lt;.01

When we look up Table 2 It seen that there was a middle leveled, negative and meaningful relations among PE teachers' points of life satisfaction scale and points of one of the subscales of work alienation, powerlessness ( $r=-0.540$ ,  $p<.01$ ), points of meaningfulness scale ( $r=-0.504$ ,  $p<.01$ ), points of isolation scale ( $r=-0.393$ ,  $p<.01$ ) and points of school alienation scale ( $r=-0.316$ ,  $p<.01$ ). According to this when powerlessness, meaningfulness and in school work dimensions increase, life satisfaction decreases.

Table 3.

Multi-functional regression analysis results in predicting life satisfaction

Variable	Standard		$\beta$	T	P	Duo r	Partial r
	B	Error					
Stable	35.828	1.793	-	19.980	.000	-	-
Powerlessness	-3.220	0.913	-0.409	-3.526	.001	-0.540	-0.258
Meaningfulness	-1.489	0.876	-0.219	-1.700	.091	-0.504	-0.128
Isolation	0.946	0.792	0.129	1.194	.234	-0.393	0.090
School Alienation	-1.444	0.541	-0.172	-2.667	.008	-0.316	-0.198
R= 0.579,		R <sup>2</sup> =0.335					
F <sub>(4,174)</sub> =21.891,		p=.0000					

When duo and partial correlation between predictive variables and dependent variables, it was seen that among powerlessness which was one of the sub dimensions of work alienation, there was a negative and middle leveled relation ( $r=-0.54$ ). However, when the other variables were checked, the

correlation between two variable was calculated  $r=-0.26$ . Among one of the sub dimensions of work alienation, meaningfulness, there was a negative and middle leveled relation ( $r=-0.50$ ). However, when other variables were checked, it was calculated that that the correlation between two variables was  $r=-0.13$ . Among one of the sub dimensions of work alienation, isolation, there was a negative and middle leveled relation ( $r=-0.39$ ). However, when other variables were checked, it was calculated that that the correlation between two variables is  $r=0.09$ . Among one of the sub dimensions of work alienation, school alienation, there was a negative and middle leveled relation ( $r=-0.32$ ). However, when other variables were checked, it is calculated that that the correlation between two variables was  $r=-0.20$ .

All sub dimensions of work alienation, powerlessness, meaningfulness, isolation and school alienation variables all together gave a middle leveled and meaningful relation in respects of PE teachers satisfaction with life points ( $R= 0.579$ ,  $R^2=0.335$ ,  $p<.001$ ). The four variables together explain 34% of total variance on satisfaction with life.

According to standardized regression coefficient ( $\beta$ ), relative importance order of predictive variables on satisfaction with life was; powerlessness, meaningfulness, school alienation and isolation. When t-test results about meaningfulness of regression coefficient were checked, it was seen that powerlessness and school alienation are important predictive on satisfaction with life.

According to regression analysis results, regression equity (mathematical model) about predicting satisfaction with life was like; *Satisfaction with life* =  $35.828 - 3.220$  Powerlessness –  $1.489$  Meaningfulness +  $0.946$  Isolation –  $1.444$  School alienation

## DISCUSSION

According to study results, a meaningful and negative relation was found between PE teachers' work alienation sub dimensions; powerlessness, meaningfulness, isolation and school alienation levels and teachers' life satisfaction. Moreover, powerlessness, meaningfulness, isolation and school alienation helped to predict teachers' life satisfaction in a meaningful way.

In relevant literature, it was not found any research which describes the relation between work alienation and satisfaction with life of teachers. However, it was found that some characteristics of work and experience obtained from work affect whole life of the individual positively (Chcako, 1983). Furthermore, it is reported in all of the research done on almost all cultures (individualist or socialist) that dissatisfaction with life is an important reason of work dissatisfaction and work satisfaction consistently and strongly predicts satisfaction with life (Avşaroğlu, Deniz, & Kahraman 2005; Cimete, Gencalp, & Keskin, 2003; Erdem, 2014; Peterson, Park & Seligman, 2005; Piccolo et al., 2005;). However, work satisfaction, stress, work environment and organizational climate are generally seen as related to burnout (Tsigilis, Zachopoulou & Grammatikopoulos, 2006). Inexhaustibility is defined as individuals' developing physical exhaust, emotion of hopelessness and desperation, emotional emptiness, negative self-perception and developing negative manners to work, life and other people (Elma, 2003). Exhaustibility syndrome is said to be sub dimension of work alienation. Work alienation is thought to be a signal of psychological exhaustibility (Ergun- Özler & Özçınar-Dirican, 2014). Whereas, the explanations mentioned point out that there is a tight relation between satisfaction with life and work alienation, no theoretical frame has been found to describe this relation yet.

When the correlations of the points taken from subscales were studied on in the research; it was seen that between powerlessness which is one of the sub dimensions of work alienation and satisfaction with life, there was a negative relation ( $r=-0.54$ ). This finding showed that statistically there was a meaningful negative relation between satisfaction with life and powerlessness. Powerlessness result when an individual cannot control his own life (Sanberk, 2003). As a result of work alienation, the individual gets bored, and the activities after work do not enjoy himself and this vicious circle exhausts him. As a result of work alienation, the individual; perceives himself not the

creator of his own powers, prosperity but an object which perceives himself bound to outer powers, a person who is lack of and who reflects his essence to these powers (Eryılmaz & Burgaz, 2011). Considering fate and luck as the determinant element is a sign of powerlessness emotion (Sanberk, 2003). So, these values which are the basic of work alienation may result in individual's feeling himself powerless and ending of his expectations from life. As a result these may affect satisfaction with life. At this case, it can be said that in PE teachers' powerlessness emotion has negative effect in general satisfaction with life.

In addition to this, it is seen that there is a negative relation between satisfaction with life and meaningfulness which is a sub dimension of work alienation ( $r=-0.50$ ). This finding shows that statistically there is a meaningful negative relation between satisfaction with life and meaningfulness. If there is indefiniteness in a person's designs of future, with a sharper statement, if there are no goal which can be defined easily in the life of a person, this causes a emotional uncertainty. As a result, meaningfulness appears (Urlick, 1970) and this time it may appear as a concept which characterizes dissatisfaction with life. So, PE teachers' experiencing meaninglessness results in; deterioration and toughness of working, not comprehending the whole work, monotonous works lacking of creativity and initiative, bureaucratic hindrances and hierarchy, disability of reaching the date and sources, wrapping up of the individual between things which happen and should happen and pulling him inside (Elma, 2003). These negatively affect the individual's education environment, students, families and his whole life and as a result, affect the satisfaction with life negatively. In other words, PE teachers' satisfaction with life decreases if they have higher levels of work alienation on account of experiencing meaningfulness.

It was seen that there is a negative relation between satisfaction with life and isolation which was a sub dimension of work alienation ( $r=-0.39$ ). This finding shows that statistically there is a meaningful negative relation between satisfaction with life and isolation. Isolation may be defined as people's avoiding interacting with the physical atmosphere they are in or other people or people are minimizing this interaction (Elma, 2003). This staying away or avoidance makes people's emotions socially isolated and unfamiliar. The factors defining isolation such as an individual's losing social interaction emotion, weakening the group ties, weakening of work and organization devotion, worsening of interaction, dominance of anti-social characteristics (Tokmak, 2014) affect the individual's life negatively. In other words, PE teachers whose isolation feeling is high have lower satisfaction with life.

Moreover, There was a negative relation between satisfaction with life and school alienation, sub dimension of work alienation, ( $r=-0.32$ ). This finding showed that statistically there was a meaningful negative relation between satisfaction with life and school alienation. Natvig, Albrektsen, and Qvarnstrom, (2003) in their research which they search the effects of psycho-social changes in adults in happiness perception, they put forward that school alienation and school stress are higher in those who have lower level of happiness. When the close relation of satisfaction with life with work alienation perception is considered, it is an expected situation that the effect of satisfaction with life in teachers' work alienation sub dimension, school alienation, is meaningful.

According to another result of the study, powerlessness, meaningfulness, isolation and school alienation of work alienation scale predicted PE teachers' satisfaction with life in a meaningful level. While powerlessness and school alienation had a significant impact on predicting satisfaction with life, meaninglessness and isolation did not determined a significant impact on predicting satisfaction with life.

It was seen that negative process in working life affects life out of work; some kind of negative situations such as incensement in the feeling of powerlessness, meaningfulness, isolation and school alienation negatively affect the individual's life out of work, as a result, negatively affect general satisfaction with life.

It was seen that the variable that mostly contribute to predict satisfaction with life is the powerlessness an individual feels. Powerlessness in teachers' work alienation was related with especially management process in schools, curriculum and motivation. Reasons such as especially PE teachers' organization and work relation, motivation, career planning, success evaluation (Morris, 2004) role fight and indefiniteness (Higgs, 1985), equality of opportunity (Brigantti, 2004), nature of work with its repeat, attendance to decision, overloading in work and organization culture (Macdonald, 1995; Xin & Macmillan, 1999), relations of colleagues, prizes, physical inability (Chan, Lau & Hui, 2001), students' lacking of discipline, grade press on subjects, lacking of material (Olwy & Ralph, 1991), high expectations in reaching success (Lindholm, 1997), teacher and manager support (Bradley, 1999; Hutchins & Macdonald, 1993; Williams & Williamson, 1998) Because PE teachers to feel that they are powerless.

Teachers who have the feeling of school which negatively affect satisfaction with life, are affected by the reasons such as the individual's being not near to office and institution where he/she works. These reasons also affect work alienation. On the other hand, when Ehrhardt, Saris, and Veenhoven, (2000), and Meulemann's (2001) taking satisfaction with life is considered, satisfaction with life means an individual's generally evaluating his life, the stressors he encounters, negative and positive results after the events. In this sense, it is possible that PE teachers' level of satisfaction with life is decreased parallel to the powerlessness, meaningfulness, school alienation and isolation which an individual experiences during the mentioned evaluation. In other words, if teachers do not experience powerlessness, meaningfulness, school alienation and isolation, they are more satisfied with life.

The result of the study shows that; the opportunities and conditions of work may meaningfully explain satisfaction with life (Böhnke, 2004; Dockery, 2003; EFILWC, 2005; Haller & Hadler, 2006; Şirin, 2012; Wallace et al., 2007). According to what Bayındır (2002) says; the results of work alienation may be ordered as; work dissatisfaction, communication problem, responsibility and avoiding deciding, bureaucracy sympathy, fear of innovation, permanent complaint, perceiving close contact with people as burden. Accordingly, primary characteristics of an alienated individual may be ordered as; disappearing of creativity, mental disorders, avoiding social interaction, indifference to life, irregular life and opposition or indifference to values and norms of the society, over egoism subordination, submissiveness, accepting without questioning and fatalism. When the perception of work alienation which has a critical importance concerning work is considered as an important characteristic of work conditions, it can be said that the work alienation at schools can possibly affect satisfaction with life of teachers. Therefore, it can be said that the findings above support the findings of this study.

## **CONCLUSION AND RECOMMENDATIONS**

This study had some limitations regarding sample and method. This study can be applied on a bigger sample and on primary and secondary PE teachers separately. However, it can be said that this study will be a basis to more extensive studies that will be done from now on. Moreover, it can be considered that to what extent other variables (such as social support, life incidents creating stress and ways to overcome stress, depression, loneliness, automatic negative thoughts etc.) that are possible to contribute to satisfaction with life, can contribute to explaining it.

As work alienation predicts satisfaction with life in a meaningful way, the enterprises that will diminish work alienation for PE teachers will contribute to satisfaction with life and happiness. Nevertheless, more extensive studies should be done that will talk about highly preventing alienation and obtaining strategies to overcome this process. With this aim, PE teachers can be given in-service education and their motivation can be increased and they can develop themselves and can be more successful in their fields. By using this study in which work alienation and satisfaction with life variables are used, more questions can be answered by studying the relation between some unsearched and independent variables. Increasing the quality of vocational training to speed up obtaining date and

skills, giving in-service training to overcome stress and management skills will help teachers to feel themselves better.

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