

**REPUBLIC OF TURKEY
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DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS**



**INVESTIGATION OF SATISFACTION
LEVELS OF STUDENTS OF SPORT
SCIENCES AND OTHER FACULTIES WITH
THEIR FACULTIES**

MASTER THESIS

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CONFIRMATION

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Principal of Institute of Health Sciences

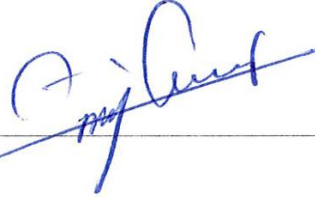
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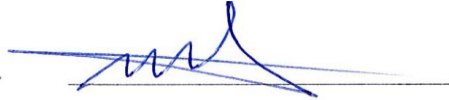
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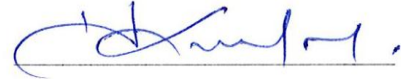
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ACRONYMS

ANOVA	: One-way Analysis of Variance
R&D	: Research and Development
ERG	: Existence (E), Relatedness (R) and Growth (G)
JDI	: Job Descriptive Index
JSS	: Spector's Job Satisfaction Survey
MSQ	: Minnesota Satisfaction Questionnaire
SPSS	: Statistical Package for the Social Sciences Software
PNSQ	: Porter Need Satisfaction Questionnaire

1. ABSTRACT

In lexical meaning, Satisfaction is defined as “Fulfillment of something desired, reaching contentment and gratification”. Job satisfaction is an attitude that reflects positive and negative feelings of an individual about a work, colleagues and work environment. It is also defined as the pleasant and positive mood that results from the evaluation of job and work experiences.

A university is “A higher education foundation which consists of faculties, institutions, academies and similar establishments and units which have scientific autonomy and public entity and performs education at a high level, scientific research, publishing, and consulting”.

The population of the study consists of university students and the sample group consists of students of Faculty of Sport Sciences of Firat University and students of different faculties of the same university in order to determine the satisfaction levels of the students with their faculties/departments. In order to determine this difference among faculties, The JOB SATISFACTION SCALE, which was developed by Judge et al., was utilized. A total of 400 students participated in the study voluntarily.

According to the statistical results at the conclusion of the study, statistically meaningful differences were observed among the participant on the matters such as “The bond with my school and me is quite strong”, “If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit”, “I feel a weak bond with the job I will do when I graduate” and “Sometimes, I feel sad or depressed”.

As a result, it was concluded that students of faculty of sport sciences, thanks to their field of education, were happier, more self-sacrificing, more charitable and

had a stronger bond with their jobs while students of faculty of sport sciences were more pessimist and insecure about their future concerns, by the nature of team spirit and fair play rules of the job, they were observed to be more self-sacrificing, more charitable and had more bonds to their jobs, compared to the students of other departments.

Keywords: Satisfaction, Job Satisfaction, Faculty, Faculty of Sport Sciences, Student



2. ÖZET

Sözlük anlamı olarak tatmin “İstenen bir şeyin gerçekleşmesini sağlama, gönül doygunluğuna erme, doyum” olarak tanımlanmaktadır. Çalışma tatmini, bir kişinin bir çalışma, ortak çalışanlar ve çalışma ortamı hakkında kişinin olumlu ve olumsuz duygularını yansıtan bir tutumdur. İş ve çalışma tecrübelerinin değerlendirilmesi sonucunda oluşan hoş ve pozitif ruh hali olarak da tanımlanmaktadır.

Üniversite “Bilimsel özerkliğe ve kamu tüzel kişiliğine sahip yüksek düzeyde eğitim- öğretim, bilimsel araştırma, yayın ve danışmanlık yapan; fakülte, enstitü, yüksekokul ve benzeri kuruluş ve birimlerden oluşan bir yükseköğretim kurumudur.”

Çalışmanın evreni üniversite öğrencileri olup örneklimi ise Fırat Üniversitesi Spor Bilimleri Fakültesi öğrencileri ile yine aynı üniversitenin farklı fakültelerinde öğrenim gören öğrencilerin öğrenim gördükleri fakülteler/bölgülerden memnuniyet ve tatmin olma düzeyini belirlemeye yönelik bir çalışmadır. Fakülteler arasındaki bu farkı belirlemek için Judge ve arkadaşları (2003) tarafından geliştirilen İŞ TATMİN ÖLÇEĞİ kullanılmıştır. Araştırmaya toplamda 400 öğrenci gönüllü olarak katılmıştır.

Araştırma sonucundaki istatistikî sonuçlara göre “Katılımcılar arasında Öğrenim gördüğüm okul ile aramdaki bağlar son derece güçlüdür”, “Eğer çalışacağım işin iyiliği için gerekli ise bireysel iyiliğimi feda edebilirim Mezun olunca yapacağım işe şimdiden çok az bağlılık duyuyorum”, “Bazen kendimi üzgün veya kederli hissediyorum” gibi maddelerde istatistikî olarak anlamlı farklılıklar bulunmuştur.

Sonuç olarak, Spor bilimleri fakültesi öğrencileri eğitim gördüğü alan dolayısıyla daha mutlu, daha fedakar, daha iyiliksever ve mesleğine daha güçlü bağlarla bağlandığı, Spor bilimleri Fakültesi öğrencilerinin gelecek kaygılarından dolayı daha karamsar ve güvensiz görülürken, mesleğinin verdi takım ruhu ve

fairplay kuralları geređi daha fedakar, daha iyiliksever ve mesleđine bađlıđı diđer b6l6mlere g6re daha g6çl6 olduđu sonucuna ulařılmıştır.

Anahtar Kelimeler; Tatmin, İř Tatmini, Fak6lte, Spor bilimleri Fak6ltesi, 6đrenci



3. INTRODUCTION

Students spend a major part of their life in school. As a result of this, a need for financial source arises for life standards and career plans. Job Satisfaction in school/work environment is believed to be an influence on many aspects such as efficiency, productivity, attendance, the percentage of leaving the school or desire to drop out. Similarly, several studies reported that many factors affect the school/work satisfaction. In this section, school/work satisfaction's definition, job satisfaction theories, and their sub-dimensions will be discussed (1).

3.1. Concept of Job Satisfaction

In lexical meaning, Satisfaction is defined as “Fulfillment of something desired, reaching contentment and gratification”. Similarly, Job satisfaction can be simply defined as fulfillment of something desired, reaching contentment and gratification.

In English, the term “satisfaction, first appeared in the 13th century. This word originated from the word “satis” in Latin. As a suffix, the word took the “facere”, which means doing. The first usage of the word became widespread as “making a mistake”. Afterward, the word used with the meaning of “moving away from uncertainty” (2).

Job satisfaction is an attitude that reflects positive and negative feelings of an individual about a work, colleagues and work environment. It is also defined as the pleasant and positive mood that results from the evaluation of job and work experiences (3). The significance of Locke's definition is that it includes both cognition (valorization) and emotionality.

Dawis and Lofquist (4) defined job satisfaction as the result of an individual's evaluation of work environment in terms of meeting a need. While Barutçugil (5) defined job satisfaction as an emotion which results from the recognition of whether the work an individual performs and the gains acquired provides a possibility to match the individual's needs and personal standards of judgment. Similarly, Smith et al. (6) defined job satisfaction as sensations and emotional response towards the various aspects of the present situation.

Rice et al. defined job satisfaction as incompleteness appearing in parts as a result of a psychological comparison process which includes the comparison of current work experience with personal standards (what the worker wants, what others gain, to what the worker has a right to acquire, experiences acquired in the past). This psychological comparison can create both positive and negative incompleteness. Positive incompleteness occurs as a result of having more than personal standard expectation while negative incompleteness occurs as a result of having less reward for the work performed compared to personal standard expectation (7).

Lease (8), as it was pointed out in all these definitions, considers job satisfaction as the level of the emotional tendency of an individual oriented to the role of the individual in the organization (8).

Motivation affects job satisfaction directly. Motivation theories affect the systematical analysis of job satisfaction (9). In order to fully grasp job satisfaction, it is necessary to understand the motivation theories first. A number of theories exist regarding motivation. These theories are divided into two categories as content and process theories. All of the theories help to understand job satisfaction better. However, none of them can explain job satisfaction alone.

Content theories basically focus on the needs of individuals. Content theories indicate the personal values which the individual needs to be satisfied and the individual gains from the work (3). The most remarkable content theories include Maslow's need hierarchy, Alderfer's ERG theory, McClelland's motivation for success and Herzberg's two-factor theory.

Process theories, on the other hand, focus on ideas and cognitive processes which affect the behavior in the individual's mind. While content theories define job safety as an important personal need, process theories try to understand why an individual behaves this way in the face of job possibilities. Equity theory, Vroom's expectancy theory, and Locke's goal setting theory are among process theories.

The first of these theories view job satisfaction as a process while the second views it as a result. Satisfaction as a process focuses on underlying elements and psychological processes of satisfaction rather than satisfaction itself. This type of view reveals an evaluation of what's received and what's expected. Satisfaction, as a result, can be viewed as whether an expectation is met (10).

Individuals' feelings of happiness in their jobs have both personal and organizational positive results (11, 12). Individuals' satisfactions in jobs also depend on their job satisfactions. Within this framework, a number of academic studies, which aim to reveal the reasons of individuals' dissatisfactions of their jobs, can be mentioned (3, 13). Besides, individuals' job satisfactions are also expressed as an organizational output at the same time (14, 15).

The beginning of studies regarding job satisfaction is based on Hawthorne's studies and Hoppock's job satisfaction measurement studies (16). Job satisfaction is one of the most focused elements among employee's attitude (together with

attending the job and commitment to the organization) towards the job in the organizational behavior field and the attitude of an employee towards the job is defined as positive or negative evaluations of various aspects of the work environment and an individual's level of loving the job in general (17, 18). Within this context, job satisfaction is the general attitude of an individual about the job. While an individual with high levels of job satisfaction has a positive attitude towards the job, an individual with job dissatisfaction demonstrates a negative attitude (17).

The fact that a number of studies were carried out on job satisfaction results from the facts that obtaining a positive team result about the job depends majorly on an individual's achieving of job satisfaction (19), an individual spends a large part of his life in work environment, individuals expect this time to be happy and satisfactory, job dissatisfaction causes serious psychological problems and in addition, dissatisfaction is expected to affect the body health negatively (20, 21). Likewise, job satisfaction is one of the major variables which affects life satisfaction (22).

Job satisfaction is also defined as an individual's feelings or general attitude about the job (23, 24). At the same time, it also expressed that the individual is in a good state, both physically and mentally (25). With more information about individuals' work experiences (26) and places of work (27), their emotions about the job reveal itself as satisfaction or dissatisfaction about their jobs (11). While a positive attitude towards the job brings satisfaction, a negative attitude towards the jobs brings dissatisfaction (28). Additionally, job satisfaction is dynamic and it can decrease faster than it increased (29).

Intrinsic job satisfaction of individuals covers the emotional reaction to the work characteristics in a job such as variety, the opportunity to use personal skills and autonomy. Whereas the extrinsic job satisfaction covers the outer characteristics for the job itself, such as payments and company management style.

Job satisfaction appears as a factor which is the subject of many studies about organizational behavior and job satisfaction's relationship with organizational variables is investigated in various studies. Thus, a number of motivational theories, which attempts to understand what the job satisfaction is, were created and various scientists demonstrated created various theories which aim to explain the reasons for job satisfaction and how it takes place.

In the following section, some of these theories will be discussed.

3.1.1. Motivation Theories

Job satisfaction as an attitude differs from the motivation which includes behavior. However, the investigation of job satisfaction was possible through motivation theories (30). Because humans and their behaviors are complicated, motivation theories cannot define the human satisfaction in integrity. Motivation theories which can define job satisfaction will be investigated within this section because they define the job satisfaction at the same time. Especially, Maslow's need hierarchy theory, Herzberg's two-factor theory and Adam's equity theory, even though they are motivational theories, have characteristics which investigate job satisfaction, too (31).

Job satisfaction is a term which was attempted to be defined by various theories. These theories, in the most general sense, are expressed as process and content theories (32). Within this context, job satisfaction is defined depending on

the motivation levels of individuals and it is stated that, with increased motivation level, job satisfaction increases (33).

There are a number of theories about motivation. These theories are evaluated within two categories. While the first one content theories, the other is process theories (33).

Within this framework, as content theories which attempt to reveal the reasons of individuals for motivation and accordingly the content, the situations creating motivation, events, and human needs, Maslow's need hierarchy theory, Herzberg's two-factor theory and McClelland's motivation for success theory can be regarded as content theories. Process theories study the creation of individual's motivation and its creation levels and attempts to identify the properties of the motivation process which can be observed from birth to satisfaction. These theories can be exemplified by Vroom's expectancy theory, Adam's equity theory and Edwin Locke's goal setting theory. Now, these theories will be discussed briefly (32,33).

3.1.2. Content Theories

3.1.2.1. Maslow's Need Hierarchy Theory

The need hierarchy theory suggests that people are driven by various needs and these needs exist in a hierarchal order (34). This theory is based on the facts that individuals behave in certain ways to meet their needs and the needs are a major factor which determines the behavior (35).

According to the theory, individual's needs, the needs that drive humans to work and certain behaviors, divided into five groups and individuals try to meet their needs by following a certain hierarchal order. These needs, hierarchically and according to their significance, are ranked as physiological needs, safety needs,

social needs, esteem needs and self-actualization need (36-38). According to this theory, the needs placed first in the order are prioritized. Unless these needs are not satisfied, the worker does not feel the need on the higher rank. The needs are met in order. Before physiological needs are met, social needs or psychological needs do not come to the fore. After these needs are met, they lose their behavior affecting the role and the next needs gains more importance (34).

3.1.2.1. Herzberg's Two-factor theory

Herzberg claimed that the factors leading to job satisfaction and job dissatisfaction are different from each other (39). In the first dimension, there are "hygiene factors" which defines the existence or non-existence of job dissatisfaction and in the second dimension, there are "motivator factors" which includes high-level needs affecting the job satisfaction (34, 38).

Hygiene factors are factors which cause job dissatisfaction in their absence. However, the existence of hygiene factors does not create a motivator or a satisfactory effect on the individual. The individual is only satisfied when motivator factors are present (38). Hygiene factors include factors such as company policy, working conditions, wage and salary levels and the lack of increase in these and conflicts with colleagues. Hygiene factors are extrinsic to the work and the individual. Motivator factors, on the other hand, include success, recognized with success in the work environment, appreciation, and encouragement, working in a job which suits the desires, wishes and skills of the individual and opportunity to get a promotion and improving on the job (38, 40). Motivator factors and intrinsic (41).

Hence, an individual does not experience job dissatisfaction when the hygiene factors are present, and with the presence of motivator factors, the individual experiences job satisfaction.

3.1.2.3. McClelland's Motivation for Success Theory

McClelland, different from the others, suggests that needs are acquired later with learning. The motivation for success theory advocate that individuals behave under the influence of three groups of needs (42).

The need for affiliation: It is the need to bond with others and establish friendly and warm relations. It is expressed as belonging to a group and express oneself in terms of social relations. These types of people take pleasure from being loved. For this reason, the desire to belong to a social group and develop social relations (42).

The need for power: It is the need to put others under the influence and the desire to affect others' behavior. Executives who possess this need believes in the significance of the company first rather than individuals in an authoritarian system. They value job discipline greatly. They sacrifice their desires for the benefit of the company and they pay a great attention to accomplish this in a way that every employee can grasp (42).

The need for achievement: It is the need to utilize skills and knowledge to achieve an aim. It covers the execution of a job in a better and more efficient way, problem-solving and overcoming complex assignments. These people feel an intense desire to achieve their goals. They also feel a great deal of fear of failure. Knowing about these learnable or later-emerged needs and how intense these needs are for each employee can help the executives or teams in appointing suitable individuals to

jobs. Important projects can be assigned to individuals with high achievement needs. Individuals with high power needs can be assigned to jobs which demand high performance and quality. For individuals with high affiliation needs, constructive and encouraging comments can be made as a result of the job they completed. However, it should be noted that these needs are present in various amounts in every individual (42, 43).

3.1.2.4. Alderfer's ERG Theory

ERG theory is based on human needs, similar to Maslow's theory. Alderfer collects Maslow's need hierarchy theory into three categories as Existence (E), Relatedness (R) and Growth (G) (42).

The needs of existence include all varieties of material and physical needs (food, water, clothing, shelter and a safe environment). In organizational point of view, wages and working conditions are among the needs of existence. The needs of relatedness are the needs of an individual to communicate which is based on sharing a mutual feeling or idea with other individuals. Belonging, approval, understanding and affecting are the elements of relatedness. According to Alderfer, the need levels of individuals are set by the satisfaction levels of themselves and the individuals with whom they are in relation to. Self-development, and being creative and productive are among the growth needs (44).

This theory explains an individual's formation of a behavior and its permanence depend on which conditions that occur in the environment of the individual. According to Alderfer, the term satisfaction and need are subjective situations belonging to the individual. Satisfaction is an intrinsic condition which is created with the results of the relation of an individual with the environment. While

needs, because they do not need to be related to an extrinsic situation as in satisfaction, are more subjective. The requirement is a term which includes both wishes and satisfaction or disappointment as an opposite (44).

The theory provides a purer understanding of human behavior in an organization due to its double components such as satisfaction-progression and frustration-regression. It is based on Maslow's need hierarchy. It can be defined as job organization adaptation of Maslow's theory. Alderfer, who observed several deficiencies in Maslow's theory, used this theory as a base and created a theory which is suitable for work organizations. In order to point out the major reasoning of ERG theory, the distinctive differences between Maslow's and Alderfer's theories can be presented as follows (43, 44).

According to Maslow, in the satisfaction of needs, a stairway structure is present while according to Alderfer, all needs may be present in an individual at the same time and in different intensities depending on the individual's personal and environmental characteristics. Alderfer approached the needs, which Maslow divided into five, into three categories. With the less satisfaction of "Relatedness needs", "Existence needs" become more important. With the less satisfaction of "Growth needs", "Relatedness needs" become more important (45-47).

3.1.3. Factors Determining Job Satisfaction

Job satisfaction has a relationship with a number of variables in an organization. Several studies were carried out in order to investigate the determination of these variables, reveal the factors creating job satisfaction and how the individuals are affected as a result of these variables (48). The common finding

of these studies is that the job satisfactions of individuals are affected by personality, job conditions, values and social power. Figure 1 (49)

3.1.3.1. Personality

Personality, which is the permanent way of behavior consisting of the individual's feelings, thoughts, and behaviors, is the first indicator of an individual's way of thinking about jobs and job satisfaction (50). An individual's personality affects his ideas and thought about a job to a degree of being positive or negative. According to a conducted study, it was reported that extrovert people had higher job satisfaction levels. Apart from personality, there is also a finding which suggests that genetics also affect the job satisfaction. Arvey et al. (51) reported in a study conducted on identical twins that 30% of the effect of job satisfaction is provided by genetics.

Personal factors affecting job satisfaction are expressed as age, gender, marital status, education, professional seniority, statue-title, sociocultural environment, personality and having a child. In the investigation of the relationship between personal factors and job satisfaction, it was stated that job satisfaction had a linear relation with the factors of age, education when an individual is working in a job appropriate to his education, seniority, title and a social environment, which encourages the desire for advancement. It was reported that there is no clear result of the relationship between marital status and gender variables with job satisfaction and personality is a precursor of job satisfaction (52).

3.1.3.2. Values

Values affect the level of job satisfaction. Because values reflect the opinion of the worker about the results of how a job should be finalized and how an

individual should behave in a job. For example, an individual with high intrinsic job values receives more job satisfaction in a more interesting and personally meaningful job (requiring more effort, low payment) compared to an individual with less intrinsic values. Similarly, an individual with high intrinsic job values receives more job satisfaction in a more paying but monotonous job compared to an individual with less intrinsic values (53).

3.1.3.3. Job Conditions (Environment)

The largest source of job satisfaction is solely job conditions. The individual's job (how boring it is etc.), communications with others (customers, superiors, leaders and employees), the surrounding environment at work (noise level, temperature, crowd, etc.), the behavior of the organization towards the individual (job security, fairness in wages or additional payments), any other way of the job and the employing organization are pieces of job conditions and they affect the job satisfaction. Individuals who are paid more and have more job security have more job satisfaction compared to individuals who are paid less and have less job security (53).

3.1.3.4. Social Power

Social power or effect is the fact that individuals or groups have a potential to affect an individual's attitude and behavior. Colleagues, the team which the individual works with, the culture which the individual was raised and lived in; all these factors have the potential to affect an individual's job satisfaction. The social influence of colleagues constitutes a major factor in job satisfaction. The reason for this is the fact that worker and colleagues are always together. Colleagues have a great influence on new workers' idea of the job, too. Especially being together with

colleagues with job dissatisfaction causes new workers to experience job dissatisfaction. The group, which the individual is a member of also affects the job satisfaction. A worker who grew up in good conditions has a high possibility to experience job dissatisfaction in jobs with low payments (53).

Cultural difference is another element to affect job satisfaction. Individuals who grew up in individualistic societies such as the USA, experience more job satisfaction in jobs which individual competition and individual success is rewarded while individuals who grew up in societies which are focused more on making contributions to the society such as Japan, in companies which reward individual achievements and individual success, workers experience more job dissatisfaction (53).

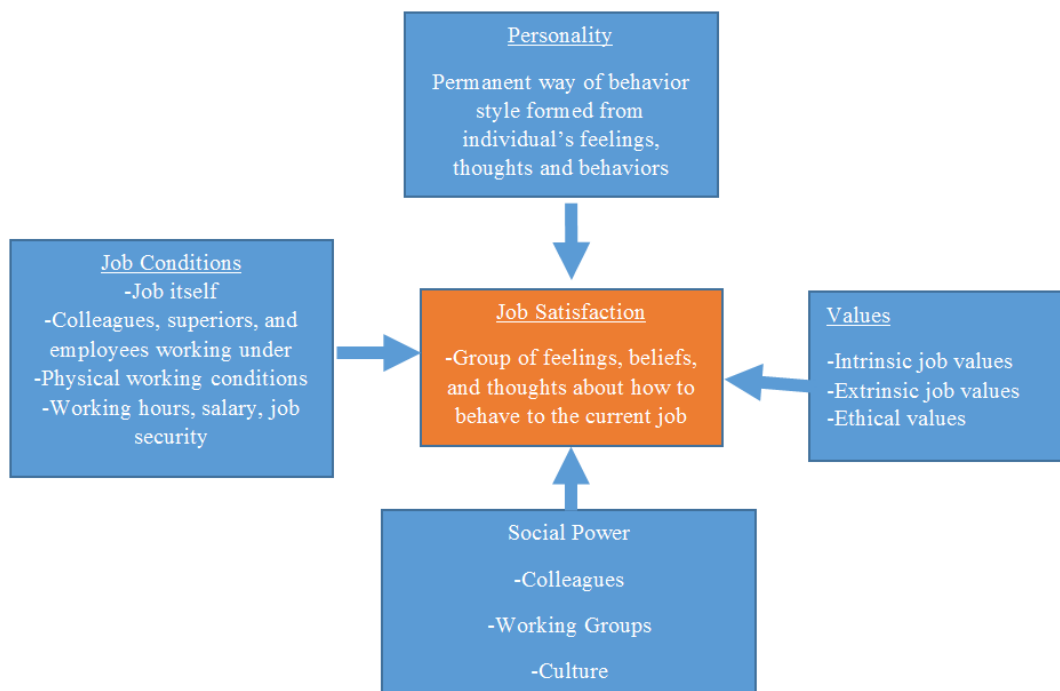


Figure 1. Factors determining job satisfaction (53)

3.1.4. Process Theories

3.1.4.1. Vroom's Expectancy Theory

According to this theory, motivation is a result of a rational calculation. An individual is motivated depending on the levels of believing three factors. These are;

- 1) The effort will result in acceptable performance.
- 2) The performance will be rewarded.
- 3) Values of rewards are rather positive.

These three factor's interactive combination affects motivation. This theory relates the spent effort of an individual for a certain work to three factors and these factors are claimed to be the individual's desire for reward and expectancy level. This state is formulated as $\text{Motivation} = \text{Valence} \times \text{Expectance} \times \text{Instrumentality}$. This model has three major concepts as valence, expectance, and instrumentality. Valence represents the level of an individual's desire for something. Expectance represents the probability of getting something desired as a result of a certain effort. Instrumentality represents the belief that the performance of an individual will result in a reward. As a result, when the individual's expectation is met, job satisfaction increases (42).

3.1.4.2. Adam's Equity Theory

It is a theory which explains how people desire the terms of truthfulness, rightfulness, and justice in social process and interactions (34). According to equity theory, an individual's success and satisfaction level depend on the individual's sense of equity or inequity in the work environment. Job satisfaction is determined according to the individual's senses of inputs and outputs and the individual compares his own efforts and gains with others' efforts and gains in the same work

environment (45). As a result of this comparison, if the individual finds that his gains are fair, he is motivated and satisfied. Equity theory, along with mainly being a motivation theory, remarks important points in job satisfaction and dissatisfaction (31). An individual who thinks that he is receiving too much wage increases the amount and the quality of the work while an individual who thinks he is receiving too little wage decreases the amount and the quality of the work (42).

3.1.4.3. Locke's Goal Setting Theory

Goal setting theory suggests that the goals the individuals set determine their motivation levels. This theory has a major significance in work environments which require high performances. Goal setting theory is a process that forms, negotiates and regularizes the aims or purposes which the individual is responsible for fulfilling. This theory has a framework model which was created by taking the expectancy theory as a model (42). According to this, an individual who sets hard to achieve and high aims demonstrates a higher performance compared to an individual who sets rather easy to achieve aims and as a result, can be more motivated and more satisfied (46).

3.1.4.4. Hackman and Oldham Job Characteristics Model

This model is created on the basis that the basic characteristics of a work environment create psychological conditions which affect the individual's satisfaction and motivation levels. This model, which aims to increase the work experiences and work efficiencies of workers together, is related to changing the jobs and redesigning them (34). This model was based (34) on five dimensions of work as skill variety, task significance, task identity, autonomy and feed from the job by Hackman and Oldham (47). According to this model, if the job requires skills

variety and tasks possesses a significance and integrity, the job provides autonomy to the worker and creates a sense of responsibility on the individual. With the feedback, the individual is informed about the outcomes (44). As a result of this, the job satisfaction of the individual increases.

3.1.5. Dimension of Job Satisfaction

Various factors were suggested in various studies which investigated the organizational factors affecting an individual's job satisfaction. These factors are also decisive in the job satisfaction scales (44).

- a. Smith et al. (6) and Luthans (37) reported five dimensions regarding job satisfaction. These are (56);

Work itself: The job's opportunity to responsibility and learning (attractive, requires to be careful at all times, useful, boring, tiring, creative, requires struggles, having prestige, never ending, stressful, creating a sense of achievement). This concept expresses that individuals are working a job which is interesting and pleasing, and in a job environment which they can take on responsibilities owing to the job. This state increases job satisfaction levels of some workers while causing some others to experience job dissatisfaction (44-46).

Wage: When compared to other organizations, equal wages, the payment (money, economic benefits, social contributions, opportunities etc.) which is provided by the organization for the labor of the worker is an important factor in ensuring job satisfaction while studies suggest that in the satisfaction of wages, individuals do not consider the amount of the wage as a criteria but they consider the comparison of the wage they get with other individuals a criteria and they get meaningful results with this way (47).

Opportunity to get a promotion: The opportunity to get a promotion in the hierarchy. What is meant by the term getting a promotion is whether the individual has an opportunity to get a promotion in the hierarchical structure. If an individual knows that he can be promoted to a higher position as a result of the successful jobs he will complete, this positive result will affect the individual's job satisfaction positively (47).

Executives: Executives having abilities to provide technical and behavioral support (values ideas, difficult to please, appreciates a good job, guides the way, knows the subject well, supervision ability is inadequate). Executive's attitude and behavior are another significant factor which affects the worker's job satisfaction level. When the executive's way of behavior does not correspond to the worker's expected way of executive behavior, this situation can lead workers to experience job dissatisfaction (44).

Colleagues: It is the evaluation of the level of expertise of individuals and colleagues and the level of support in a social environment. Individuals' satisfaction level and in return their job satisfaction levels may vary considering the topics like colleagues' technical adequacies and social shares (encouraging, boring, ambitious, responsible, intelligent, coexisting etc.) (46).

- b.** Another significant study was carried out by Spector (54, 55). According to the study conducted by Spector, job satisfaction is the composition of the dimensions of wages, opportunities to get promoted, executives, additional opportunities, possible rewards, process procedures, colleagues, work itself and communication. These dimensions appeared as a more inclusive model of job satisfaction as a result of the studies investigating various job satisfaction scales by Spector. Spector, in addition

to the mentioned five dimensions by Smith et al. (6) and Luthans (37), included four more dimensions mentioned below, considered the total of nine dimensions within the organizational factors affecting job satisfaction. (56)

- **Additional Opportunities:** In addition to the wages the individuals receive, these are defined as the additional opportunities presented to individuals. These additional opportunities include monetary (tickets for meals, bus tickets, funds for gas, etc.) or nonmonetary (transportation service, meals, coffee/tea service etc.) opportunities presented by the organization. The existence or nonexistence of these opportunities may lead the individual to experience job satisfaction or job dissatisfaction (56).
- **Possible Rewards:** In an organization, the facts that an individual is recognized and demonstrating a good job or a performance can present an opportunity to receive a reward in turn for these may affect job satisfaction positively(56).
- **Process Procedure:** It is the function that whether the procedures of the organization regarding the process of works and policies determined in this direction make the works easier or more difficult. This level of making works easier or more difficult may affect the level of job satisfaction (46, 56).
- **Communication:** It is the correct and the versatile establishment of communication mechanisms and their effective usages in an organization. It is the function that whether the workers in an organization are at the desired level of communication and the worker is in a good communication with superiors and colleagues. This state may affect the job satisfaction of the worker (55, 56).

In the job satisfaction evaluation of workers affected by all these individualistic and organizational variables mention above, environmental variables have an effect, too.

Conducted studies reported that the other roles of the individuals apart from the ones

in job environment and the factors which have an influence on these roles and also the social culture which affects the individuals' lives completely have roles on job satisfaction perceptions (56).

3.1.6. Measurement of Job Satisfaction

There a number of studies regarding the measurement of job satisfaction in the literature. The outstanding and frequently used ones out of these are Porter's Need and Satisfaction Questionnaire, Minnesota Satisfaction Questionnaire, Job Descriptive Index developed by Smith et al. and Spector's Job Satisfaction Scale (JSS). Within the framework of this study, Spector's Job Satisfaction Scale was employed due to its usage in similar studies, the conducted validity and reliability tests and the variety of dimensions it possesses (56, 57).

Porter Need and Satisfaction Questionnaire: The questionnaire developed by Porter is a question form which evaluates job satisfaction or job dissatisfaction by using various job satisfaction dimensions. The questionnaire is based on Maslow's need hierarchy and Porter establishes a connection between the currently perceived conditions and expected ideal conditions (57). In addition, the questionnaire is especially used for executive personnel and the questions are generally about the problems which executives face and specific subjects they experience (37).

Minnesota Satisfaction Questionnaire (MSQ): Minnesota Satisfaction Questionnaire is the most preferred model to measure job satisfaction of employees in academic research. Minnesota Satisfaction Questionnaire was developed by Weiss, Davis, England and Lofquist in 1967. In the questionnaire, basic working conditions and job satisfaction is associated (58). MSQ aims to measure job satisfaction in 20 different dimensions. These are relationships with colleagues,

promotion, wage, relationship with management, success, recognition, responsibility, organizational policies, security, statute, making use of skills, practiced activities, authority, creativity, independence, moral values, social services, change, working conditions and technical assistance (59, 60).

Job Descriptive Index: The scale was published by Smith, Kendal, and Hulin in 1969 and revised and developed in 1987. Johnson et al (61) and Schneider and Dachler (62) investigated JDI in terms of validity and reliability and acquired results which were appropriate for genuine studies. Additionally, while a three-point format was used in the scale until 1982, following this date, thanks to the studies of Johnson et al., it was revealed that a five-point Likert type scale could provide more reliable results (63). The translation of the scale into Turkish was carried out by Ergin (64) and validity and reliability tests were conducted, too. While all models are different from each other, various models independent of these models are used, too. However, there is no method, technic or scale which can exactly measure job satisfaction. The most appropriate method is chosen by taking the targeted population into account (65).

3.1.7. Relationship between Job satisfaction and Performance

Politis (66) conducted a study investigating the relationship among strategies focused on self-leadership behavior, job satisfaction, and team performance. In the conducted study, it was reported that a positive, linear and high relationship existed between strategies focused on self-leadership behavior and job satisfaction. The relationship between job satisfaction and team performance is again positive and high. According to the results, job satisfaction had a spacer effect between self-leadership and team performance (Figure 2).

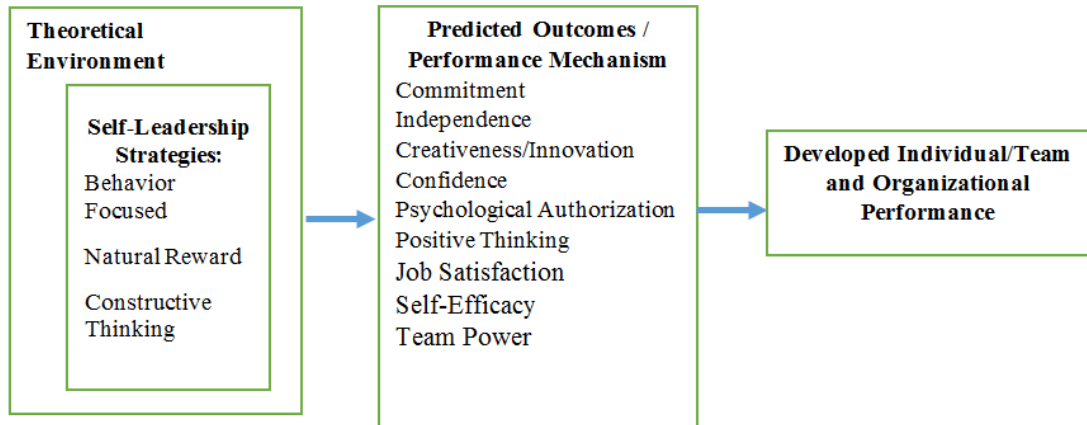


Figure 2: Relationship between Self-Leadership and Performance (66)

There are various empirical studies regarding the premises and outputs of job satisfaction. In a study investigating the relationship between ethical climate and job satisfaction, it was concluded that job satisfaction has a relationship with several organizational behavior factors. Job satisfaction has a positive relationship with productivity and performance (67).

A satisfied and motivated workforce helps in the protection of productivity, without a doubt. Job satisfaction also plays a major role in the reduction of worker commitment, work non-attendance and getting bored of work. Job satisfaction can lead to reducing costs thanks to reducing non-attendance, mistakes and worker movement. This causes major efficiency, and economical and industrial growth (68).

In a study investigating the effect of job satisfaction and motivation to worker commitment and organizational performance, it was reported that workers with job satisfaction have higher motivations and the worker's desire to work depends on the authorization, education, performance evaluation, encouragements and free working hours etc. and how varied the job is. The relationship between job satisfaction and motivation should not be overlooked as organizations which aim to be successful should know the value of the relationship between these two elements. It is rather

important for organizations to place mechanisms which can detect and evaluate the needs of employees at every level and developing employees in terms of meeting the needs. This state ensures that companies stay competitive with the action due to employees' further commitment to organizational success in environments which they feel satisfied (67, 68).

In another study conducted in the textile industry, it was reported that there was a meaningful and positive relationship between job satisfaction and organizational climate in organizations. In the same study, it was also concluded that married employees' organizational commitment were higher compared to single employees and there was a positive relationship between education level and job satisfaction (43). By using structural information about companies, organizational climate and factors affecting the organizational climate were demonstrated. It was concluded that the job satisfaction levels of the employees in the organizations within the scope of the study were high. Additionally, the organizational climate in organizations is appropriate for the open organizational climate. In organizations, there is a meaningful and positive relationship between organizational climate and job satisfaction levels (43).

3.1.8. General Evaluation

One of the significant variables affecting research and development performance is job satisfaction. In this section, job satisfaction was discussed and defined. Following the summarization of motivation theories affecting job satisfaction directly, job satisfaction's dimensions, factors affecting job satisfaction and measurement methods were investigated in detail. As job satisfaction scale, Spector's JSS job satisfaction scale, which was employed in a number of studies and

tested for validity and reliability in Turkey, was decided to be used. Additionally, it was determined that job satisfaction is affected by personality, values, work environment and social power (41-43).

It was concluded that a satisfied and motivated workforce helps to maintain productivity and performance increase without a doubt. Additionally, an individual or a team with satisfaction will demonstrate a better performance in their environment (66, 67). Another significant finding was that in organizations where the organization climate is regarded to be positive, job satisfaction is positive, too (43). In a similar study carried out by Çekmecelioğlu (69), it was reported that in a climate where creativity was supported positively, job satisfaction increased, too.

Considering all these results, it can be concluded that job satisfaction affects research and development performance positively and in environments where the team climate is regarded positive, job satisfaction will be positive, too. (43, 69).

3.2. Extent of Job Satisfaction

Job satisfaction has a significant position in industrial and organizational psychology literature due to its direct effect on organizational behavior. It can be mentioned that an individual's happiness in his job leads to positive results in terms of both the individual and the organization. Within this context, the individual's happiness in his job depends on his satisfaction in his job (70, 71). There are a number of studies investigating the reasons for individuals' to be satisfied with their jobs (72). In these studies, job satisfaction was regarded as a significant organizational output (73). Thus, discussing the term job satisfaction, which can be a significant result of self-leadership behaviors, in various ways will ease the comprehension of the subject.

3.2.1. Definition and Extent of Job Satisfaction

Satisfaction is defined as the general feeling of happiness of an individual from his job, environment and relationship and experience this intrinsic feeling. As for the definition of job satisfaction, a number of various definitions exist. The initial studies regarding job satisfaction are based on Hawthorne's research and Hoppock's studies on job satisfaction measurement (75). Job satisfaction is defined as an employee's attitude towards the job, his positive or negative evaluation of various aspects of the work environment and his general level of affection of the job (76, 77). Job satisfaction, in general, expresses an individual's contentment of a job. Within this context, it can be said that while an individual with high job satisfaction feels contentment from his job, an individual with job dissatisfaction has a negative attitude towards the job (78).

Luthans (79) expressed job satisfaction as the attitude an individual creates upon interacting with his job and situations he faced in the job, his perception on the job and the benefits of the job and his emotional response to these matters. Eren (80) defined job satisfaction as the material gains an individual acquires from the job, colleagues an individual enjoys working with and the happiness of creating a piece of work. Yang and Chang (81) defined job satisfaction as an emotional reaction resulting from the comparison of the desired results with the actual results acquired in a job. Smith and Hoy (82) defined job satisfaction as an emotional and pleasing state resulting from an individual's evaluation of his job and work experience.

In addition to these, it was reported that job satisfaction can be an intrinsic content caused by situations such as the work itself, satisfaction, personal development, success in work and the taken responsibilities while it can be an

extrinsic content caused by situations such as the received wage, company policies, executives' support and opportunity to get a promotion (83).

Job satisfaction is a factor which is frequently studied in organizational behavior literature and a subject of various studies investigating the relationship between job satisfaction and organizational variables. Thus, a number of theories trying to define job satisfaction were created and various scientists presented various theories trying to define the reasons of job satisfaction and how job satisfaction is created according to their own scientific foundations. In the following section, some of these theories will be discussed briefly (82, 83).

3.2.2. Job and Work Satisfaction Theories

The term job satisfaction is a term which was attempted to be defined by various theories. These theories, in the most general sense, are expressed as content and process theories (84).

Content (extent) theories try to understand the factors which an individual is in and lead the individual to certain behaviors. According to these theories, if executives can understand and comprehend these factors which force employees to behave in a certain way, they can lead their employees in accordance with the aims of the organization by addressing these factors. The most known content theories are Maslow's Need Hierarchy Theory, Herzberg's Two-factor theory, McClelland's Motivation for Success Theory and Alderfer's ERG Theory (84).

Process theories study the creation of individual's motivation and its creation levels and attempts to identify the properties of the motivation process which can be observed from birth to satisfaction. These theories can be exemplified with Vroom's

Expectancy Theory, Adam's Equity Theory and Edwin Locke's Goal Setting Theory. Now, these theories will be discussed briefly (84).

3.2.2.1. Maslow's Need Hierarchy Theory

The need hierarchy theory is a theory which is based on the facts that the behaviors an individual demonstrates are aimed to meet a need, individuals behave in certain ways to meet their needs and the needs are a major factor which determines the behavior (80).

According to the theory, an individual's needs are divided into five groups and individuals try to meet their needs by following a certain hierarchical order. These needs, hierarchically and according to their significance, are ranked as physiological needs, safety needs, social needs, esteem needs and self-actualization need (79). These five needs are also divided into two groups as intrinsically satisfied higher needs and extrinsically satisfied lower needs. Physiological and safety needs are classified as lower needs while social, esteem and self-actualization needs are classified as higher needs (87). As a result, individuals are satisfied more with needs met in higher orientation.

3.2.2.2 Herzberg's Two-factor theory

The two-factor theory suggested by Herzberg is one of the most known theories and it is regarded as one of the most significant theories regarding job satisfaction at the same time (88). Herzberg divided the factors causing individuals to act and reach contentment into two main groups and named these factors as hygiene factors and motivator factors (89).

Hygiene factors are factors which cause job dissatisfaction in their absence. However, the existence of hygiene factors does not create a motivator or a

satisfactory effect on the individual. The individual is only satisfied when motivator factors are present (90). Hygiene factor includes factors such as company policy, working conditions, wage and salary levels and the lack of increase in these and conflicts with colleagues. Motivator factors, on the other hand, include success, recognized with success in the work environment, appreciation, and encouragement, working in a job which suits the desires, wishes, and skills of the individual and opportunity to get a promotion and improving on the job (91). Hence, an individual will be motivated by the existence of hygiene factors, and as a result, experience satisfaction from the job.

3.2.2.3. McClelland's Motivation for Success Theory

The motivation for success theory suggests that individuals are under the influence of three groups of needs. These are the need for affiliation, the need for power and the need for achievement. These needs are significant for both the individual and the society. The theory suggests that individual's being the best in their field of job and their enthusiasm and emotions to search for the perfect is based on their need for achievement (80). Koçel (85), based on this theory, suggests that executives should determine their employees' needs and develop a selection and placement system in accordance with these evaluations.

3.2.2.4 Alderfer's ERG Theory

This theory is a simplified version of Maslow's need hierarchy theory, developed by Clayton Alderfer. In this theory, while the need ranking is simpler, a ranking similar to Maslow's is fundamental. According to the basic principle, the lower needs should be satisfied first and the higher needs should be satisfied later (85).

ERG theory focuses on three categories of need. These are the need for existence, the need for relatedness and the need for growth. ERG theory, which is expressed as the initials of these needs, is interpreted as Maslow's need hierarchy theory (85).

3.2.2.5. Vroom's Expectancy Theory

The theory connects the individual's effort for a certain job to two factors and suggests that these factors are an individual's desire for reward and an individual's expectancy. This state is formulated as $Motivation = Valence \times Expectance \times Instrumentality$. This model has three major concepts as valence, expectance, and instrumentality. Valence represents the level of an individual's desire for something. Expectance represents the probability of getting something desires as a result of a certain effort. Instrumentality represents the belief that the performance of an individual will result in a reward (85). As a result, when the individual's expectation is met, job satisfaction increases.

3.2.2.6. Adam's Equity Theory

According to the equity theory, an individual's success and satisfaction level depend on the individual's sense of equity or inequity in the work environment. Satisfaction level depends on the individual's sense of equity or inequity in the work environment. Job satisfaction is determined according to the individual's senses of inputs and outputs and the individual compares his own efforts and gains with others' efforts and gains in the same work environment (92). As a result of this comparison, if the individual finds that his gains are fair, he is motivated and satisfied. Equity theory, along with mainly being a motivation theory, remarks important points in job satisfaction and dissatisfaction (88).

3.2.2.7. Locke's Goal Setting Theory

The goal setting theory expresses the goals individuals set determine their motivation levels. According to this, an individual who sets hard to achieve and high aims demonstrates a higher performance compared to an individual who sets rather easy to achieve aims and as a result, can be more motivated and more satisfied (85).

3.2.2.8. Hackman and Oldham Job Characteristics Model

This model is created on the basis that the basic characteristics of a work environment create psychological conditions which affect the individual's satisfaction and motivation levels. This model was based (34) on the dimensions of work as skill variety, task significance, task identity, autonomy and feed from the job by Hackman and Oldham (93). According to this model, if the job requires skills variety and tasks possesses a significance and integrity, the job provides autonomy to the worker and creates a sense of responsibility on the individual. With the feedback, the individual is informed about the outcomes (94).

As a result of this, an individual's job satisfaction level increases.

3.2.3. Relation between Job satisfaction and Self-Leadership

Job satisfaction can be defined as the pleasant feeling resulting from an individual's evaluation of his job (95). Recent widespread opinion focuses on situational factors such as features of the job, wage and working conditions and caused the designers of the jobs to focus only on the objective features of the job in order to increase job satisfaction. In the mid-1980s, a different perspective was suggested regarding the subject. This different perspective focused on the individual's disposition (creation) and suggested that individuals are individuals evaluate their jobs according to their constant emotional disposition. In other words,

people who are generally happy and enjoy life, independent from the positive and negative aspects of their jobs, are happier in their jobs and enjoy their job more (96, 97).

Within this context, in studies which were conducted in accordance with this new perspective, Judge et al. suggested a new compound model based on disposition (creation) regarding job satisfaction. According to this model, the main determiner of personal welfare is emotional disposition. Personal welfare is in interrelation with job satisfaction. In a study, which was based on this model, it was reported that individuals who are more prone to be pleased emotionally had higher levels of personal welfare and job satisfaction (50). In addition, considering the beliefs that job satisfaction is based on a personal evaluation process and an individual's non-functional thought processes are an obstacle to an appropriate evaluation, it was suggested that there is a relationship between job satisfaction and non-functional thought process. Additionally, it was indicated that job satisfaction and personal welfare can be increased by reducing employees' non-functional thought processes and increasing effective organizational interventions to reduce this type of thinking (98-100).

Within this context, it was indicated that constructive thinking model strategies, which are a dimension of self-leadership, have a significant potential to affect job satisfaction in a positive way (96). Constructive thinking model strategies consist of an evaluation of non-functional thoughts and assumptions, and positive talks and mental descriptions to oneself.

Evaluation of non-functional thoughts and assumptions include the determination of non-functional thoughts and replace them with more logical ones

(101). Generally, non-functional thoughts, which result from problematic and stressful jobs, may cause an individual to be problematic and unhappy. Individuals may eliminate or change these thoughts, as a result, their non-functional thought processes decrease and they can feel happier (102). Individuals' talk to oneself, which is defined as engaging in private speech, is in compliance with the individual and also affect individual's emotional components (101). Individuals who apply appropriate talk to oneself strategies can suppress negative and pessimistic speech and can learn to conduct more optimistic dialogues (103). The mental description can be defined as imagining a successful completion of a job before it is carried out. According to this strategy, individuals who imagine and rehearse the job before completion acquire more positive results compared to individuals who do not engage in these activities (101, 104). Within this context, it is indicated that constructive thinking strategies affect the individuals' way of thinking or their thinking behaviors (101).

In a study on this topic, Neck and Manz (105) reported that individuals who received an education about constructive thinking strategies demonstrated a higher level of mental performance, experience more positive feelings about jobs and experience higher job satisfaction compared to the control group. Robert and Foti (106) investigated the interaction between self-leadership and executive structures (supervision structure and work autonomy) and their relationships with job satisfaction. In their study, it was concluded that individuals with high self-leadership abilities had more job satisfaction in more autonomous and free work environments where they can utilize their self-leadership abilities. Additionally, it was reported that individuals with low self-leadership abilities are given roles and responsibilities by

others in the organization, they prefer hard structured work environments and they are satisfied in these environments. Houghton and Jinkerson investigated the effects of constructive thinking strategies, which is a sub-dimension of self-leadership, on increasing the job satisfaction of employees in their study and they reported a relation between constructive thinking models and job satisfaction and concluded that non-functional thinking process and personal welfare completely intercede with this relationship (71).

Job satisfaction is a significant factor affecting individuals' social life. If an employee is satisfied with his job, this satisfaction reflects upon his whole life. Studies conducted on the subject indicate that individuals who experience high job satisfactions demonstrate more positive behaviors in their social structures. For these reasons, similar to other jobs, teachers doing their jobs willingly with care constitute a significant element of an efficient and effective education system (107).

Because teachers have a number of important duties such as regulating the education environment, choosing appropriate education methods, and student relationships, the role of teachers is of utmost importance in order to achieve the aims of education. The performances of teachers, who are regarded as the employees of education intuitions, is the precondition of achieving the aims of that institution. One of the most significant factors affecting a teacher's performance is his job satisfaction. It is known that a teacher's high or low job satisfaction can affect the quality of the service they can provide (108).

Studies carried out on the job satisfaction of teachers usually concluded with inconsistent results. Pearson and Moomaw (109) reported that different indicators were evaluated in the topics of the roles of teachers in the classroom and school and

their job satisfaction in the conducted studies and at the conclusion of these evaluations, the schools which they study were carried out on had demonstrated differences in terms of sociocultural and economic structure.

Factors affecting teachers' job satisfaction generally are divided into three main topics. These are demographic variables, characteristics regarding the role and work experience (110).

In studies carried out about the topic of demographic variables, it was observed that factors such as age, gender, marital status, education level, school type and quality of the school stood out as demographic variables affecting teachers' job satisfaction. Ma and McMillan reported in their study that older and more experienced teacher had less job satisfaction compared to young and inexperienced teachers. Additionally, various studies reported that female teachers experienced higher job satisfaction compared to male teachers, married female teacher experienced higher job satisfaction compared to single female and male teachers, teachers of primary education experienced higher job satisfaction compared to teachers of secondary education and teachers with high-level educations experienced higher job satisfaction compared to teachers with lower level educations (112-116).

In studies investigating the characteristics of the role, it was indicated that role conflict, role ambiguity, intense role load and stress are among the factors affecting job satisfaction. Billingsley and Cross (117) reported that higher level of leader support, lower level of role conflict, role ambiguity and stress are significant factors affecting job satisfaction and leave of employment at a high level. Similarly, Hargreaves (118) reported in the study that there is an inverse relationship between excessive workload and job satisfaction. Within this context, a teacher's perceived

excessive workload leads to job dissatisfaction. Additionally, Hargreaves (118) indicated that excessive workload is a major factor causing burnouts on teachers.

As for the subject of work experience, educating students and the opportunity to work with students are the most significant factors, as positive work experiences, affecting the job satisfaction of teachers (118, 19). In studies carried out on this subject, it was also indicated that establishing friendly and personal relations with students, being able to cooperate with colleagues, school managements' leadership characteristics and their appreciations of teachers, and personal development opportunities are among the factors which affect teachers' job satisfaction positively (111, 116, 118, 119). Karşlı and İskender (114) indicated in their study that motivation level affects job satisfaction and teachers with high motivation were satisfied more with their jobs. Nguni et al. (120) reported in their study that transformative leadership dimensions had strong effects interceding with the relationship between teacher's job satisfaction and their organizational commitment and organizational citizenship behaviors. In addition to these, it was observed that indifferences of students and parents and teacher's lack of professional autonomy in the school are among the negative work experiences affecting job satisfaction (115, 116).

Summarizing the topic of job satisfaction generally, it can be concluded that there is a positive relationship between self-leadership and job satisfaction. Within this context, although there is no study directly investigating the relationship between teachers' self-leadership abilities and job satisfaction in the previous literature, it can be assumed that teachers with high self-leadership abilities, experience higher job satisfaction.

3.3. Emergence and Development of Universities

Higher education of the Turkish dates back to 1000 years old Turkish States. The initiation of higher education facilities dates back to madrasas and first qualified Turkish madrasa, Nizamiyyah Madrasa, was established in Baghdad in 1067 (122-125).

In the Ottoman Empire, first qualified madrasa was established shortly after the establishment of the Ottoman Empire by Orhan Ghazi with the name of İznik (Nicaea) of Orhaniye. In the following periods, new developments in education were ensured by the establishment of new madrasas in Bursa, Edirne (Adrianople) and İstanbul (Constantinople) (123).

Developments aimed at higher education in the Ottoman Empire were initially aimed at the military field and later on, it was aimed to make it widespread. However, the fact that that day's society was not ready for this led to the initiation of a very long period of higher education. With the reforms, innovations initiated in every field were present in education, too. The act of bringing higher education to the forefront was carried out by Ali, Fuad and Ahmed Pashas (126). One of these innovations was the initiation of education in 1."Darülfünun" in 1863, which can be regarded as the first western mannered university (127).

In this period, education was regarded as a public duty and together with the higher education facilities and education in the military, preliminary civil higher education schools, "Mekteb-I Mülkiye" (1859) and "Tıbbiye-I Mulkiye" (1866), were established. Along with the developments ensured in the education system and taking into the rising need for teachers into account, "Darulmuallimin" (1847), "Darulmuallim-i Sıbyan" (1862) and "Darulmuallimat" (1870) were established for

this purpose. During this period, several vocational schools and academies were “Mekteb-I Funun-u Maliye” (1878), “Sanay-I Nefise Mektebi” (1879) and “Ticaret mektebi” (1882). These schools were ensured to be widespread by establishing them out of İstanbul, too (128).

Financing in the Ottoman Education system was completely provided by foundations. From primary education to higher education, every level of education institution had a specific foundation. In other words, education was completely foundational in the Ottoman Empire, too (129). Additionally, everyone could attend to the madrasa type of education institutions liberally and free of charge. Furthermore, the fact that the students who attend to madrasa were financially helped with 2-3 akçe (Ottoman currency) daily, emphasizes the significant characteristics of madrasa education (130).

The Ottoman Empire, while achieving its successes in the advancement period thanks to these advanced level madrasas, it should be accepted that corruption and impairment of these institutions were one of the most fundamental factors preparing the downfall of the Ottoman Empire. In spite of all these negations, madrasas stayed as the only higher education institutions of the Ottoman Empire until the late 18th century. Generally, it can be regarded that social developments of the Ottoman Empire were reflected upon the Republic and the Republic Period education system (131).

3.3.1. Higher Education in Turkey Following the Declaration of Republic

With the declaration of Republic in Turkey, rapid developments were experienced in the higher education field, just as every other field. With these rapid developments, a number of discussions were carried out, too. In Turkey, these

developments experienced in the higher education field can be investigated in three periods such as the period until 1946, the period when the Council of Higher Education (CoHE) was established in 1946 and the period from the establishment of CoHE to today. With the declaration of Republic in Turkey, higher education institutions were divided into two main groups. The first group consists of universities producing science and knowledge and the second group consists of vocational academies focused on education for professions (126).

3.4. University and Studentship at University

3.4.1. University

The model establishing the basis of higher education is universities. Because other higher education models are established based on universities, too. The origin of the word university is “universitas” in Latin and it means “group of independent private entities and individuals with common goals (guild)” or “institution, community” in Latin (132). However, the meaning the term university actually evoke is “universal” reality (133). In The Encyclopædia Britannica, the university is defined as “a higher education institution providing science and art educations, vocational educations and post-graduate educations and granting diplomas in various fields” (134). Newman in the 19th century made a classical definition of the university as “an institution coloring the society and developing the best qualities peculiar to selective minds”. In addition, according to Newman, “university aims to raise the ideology voice of the society, develop public mind, refine national joy, determine the real principles of popular excitement and constant aim of popular influence, provide extent and positivity to the ideas of the age, ease the utilization of political power and make the private life relationships elegant”. In this case, while

the university is defined as “an environment where scientific supremacy, academic ability, and leadership skills dominate”, it is also defined according to its education and research functions (135). Universities are institutions which have universal identities thanks to their education and research (136). Thus, the universal aim of the university can be expressed as conducting research, provide high-level education, produce knowledge and spread it (137, 138).

According to the 3rd matter of Higher Education Law, University is defined as “an institution which has scientific autonomy and legal personality, conducts high-level education, scientific research, publishing and consultancy, consisting of faculties, institutions, academies and similar establishment and units”.

3.4.2. Faculty

In the Higher Education Law No 2547, the faculty is defined as 16 “a higher education institution which conducts high-level education, scientific research and publishing and can direct units under it” (137, 138).

3.4.3. Academy

In the same Higher Education Law, the academy is defined as 17 “a higher education institution which focuses on education orientated at a certain profession”. (137, 138).

3.4.4. Higher Education

According to Higher Education Law no 2547, higher education is defined as “Universities and higher technology institutions and the faculties, institutions, academies, conservatories, vocational high schools and research and developments under the managements of them” (Law Matter 3/c). Higher education superior

institutions are defined as “Council of Higher Education and Inter-universities Institutions” (Law No 2547, Matter 3/b).

3.5. Introduction and Aims of Faculty of Sport Sciences

Faculties of Sport Sciences education institutions which creates activities in order to improve people’s quality of life, contribute to raising healthy people by conducting research and creating projects within the framework of sports and social aims, ensure that sports are a lifestyle in public. The major aim of these faculties is providing education for physical education, trainer and sports teachers who will provide the intelligence which will combine the professional knowledge and abilities and follow scientific and technological developments (138).

Individuals who graduated from this department can work with governmental institutions and private companies by applying with their diplomas. They can work as officers in universities, trainers in sports directorates and as professional experts in even military and law enforcement institutions. Thus, it can be said that it will be a graduation which will not experience problems for a long time. You can choose this department as there is no situation for your future concern (138).

This department is present in several universities in our country. Department of Sport Sciences provides undergraduate education in the departments of recreation, recreation sports management, sports animator, health knowledge and intensive sport sciences, fitness specialization and leadership, and coaching as a secondary (138).

Sport Sciences undergraduate program, which knowledge of physical activities, exercises and scientific foundations of sports are transferred to students, includes lessons on biological and medical subjects in health sciences, psychosocial aspects of sports in behavioral sciences, focusing on practical aspects of sports in

sports branches, emphasizing on sports education in education sciences and focusing on sports' management and organizational aspects in management sciences (138).

Graduates of this department are granted the title of “Sports Scientist”. Job definition in public and sector is that “Graduates of this department are entitled to employment in universities, the Ministry of Education, center and field organizations of the Ministry of Youth and Sports, sports federations, sports clubs, sportive performance and research centers, talent selection and development centers, fitness centers, athlete training centers, and municipalities. Their job description is defined as the preparation of the programs of individuals from every age group, sports branch choosing, directing, development, talent modeling, performance analysis, conditioning for every sports branch and training programs, and coaching practices and development works based on these(138).

In addition to lessons aimed at establishing the scientific foundations of sports and physical activities, lessons such as recreation in tourism, recreation sports management, and coaching are also included in the undergraduate program.

3.4.1. Main Job Opportunity of Graduates of Faculty of Sport Sciences

Graduates of this department are entitled to the following employments (139).

- Recreation manager and organizer in touristic facilities of tourism sector
- Fitness experts and leaders in private fitness centers
- Activity coordinator and director in fitness centers
- Leaders of camps organized by Ministry of Youth and Sports
- Academician in universities
- Sports Critics

- Sports Writer
- Sports expert and fitness leader in sports centers of public institutions
- Coaching.
- In addition to these, they can provide services such as
- Health services in private/public institutions, clubs, and fitness centers
- Preparing, regulating and applying preventing and developing programs for health in work environments and sports centers
- Planning and applying physical fitness programs for individuals in order to contribute to their integral and optimal development
- Directing fitness managements by combining management abilities and exercise, psychology, nutrition and related knowledge or working as a director in fitness program planning
- Organizing and regulating physical activities inside and outside the campus and sports centers of universities
- Determining individual's physical adaptabilities and planning and applying programs to increase these levels
- Working in public health and providing fitness programs in private health clubs, fitness centers, and youth camps.

The aim of this study is to determine the faculty/department contentedness and satisfaction levels of, in addition to athletes maintaining their sport life actively, students coaching in various sports clubs, students of Faculty of Sport Sciences in Firat University and students of different faculties of the same university (139).

4. MATERIAL AND METHOD

4.1. Definition of the Study

In the first section of the study, information regarding satisfaction (job satisfaction) was emphasized. The research and results will be explained by discussing the job satisfaction and thoughts of students of Firat University, department of sport sciences and others.

4.1.1. Aim of the Study

It is aimed to determine the faculty satisfaction levels of students of the Faculty of Sport sciences and other faculties.

4.1.2. Significance of the Study

Job satisfaction is related to a number of organizational variables in organizations. Numerous studies were carried out on the determination of these variables and factors creating job satisfaction and as a result of these, investigating how individuals are affected by these. The common finding of these studies is that job satisfaction is affected by personality, working conditions, values and social power. In our study, we believe that the determination of the job satisfaction of students of Firat University, faculty of sport sciences and other faculties from their faculties is essential.

4.1.3. Research Model

In our study, as the research model, descriptive (defining) research model and a relational research model were used in order to determine and discuss the satisfaction levels of students of the Firat University Faculty of Sport Sciences and other faculties from their faculties.

Within this context, in 400 surveys conducted in Firat University, Elazığ, the generally used setup model was focused on determining the existing state and discussing this state among sport sciences and other departments.

4.1.4. Method of the Study

In our study, survey forms were used as the data gathering tool. These survey forms include some information in the beginning, regarding the aims of conducting this survey. Surveys were conducted with a total number of 400 in the sample group, sport sciences students and other faculties' students.

Before conducting the survey, 40 pre-surveys were conducted and the survey was revised according to these results. The latest version of the survey was conducted on the sample group.

The survey, which was developed and employed by Judge et al. (2003), consists of 23 questions and there are 4 questions aimed to determine the demographic specialties of the participants. The 23 questions were created using a 5-point Likert scale. At the Likert scale, it was aimed to investigate and analyze the job satisfaction attitudes and behaviors of students in order to determine the perspective of the students (50).

Factor Analysis

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,457	19,379	19,379	4,457	19,379	19,379
2	2,135	9,282	28,661	2,135	9,282	28,661
3	1,552	6,749	35,410	1,552	6,749	35,410
4	1,220	5,306	40,716	1,220	5,306	40,716
5	1,192	5,184	45,900	1,192	5,184	45,900
6	1,111	4,832	50,732	1,111	4,832	50,732
7	1,027	4,466	55,198	1,027	4,466	55,198
8	,992	4,312	59,510			
9	,937	4,073	63,583			
10	,846	3,678	67,261			
11	,800	3,478	70,739			
12	,782	3,401	74,141			
13	,720	3,132	77,273			
14	,677	2,943	80,216			
15	,645	2,802	83,018			
16	,584	2,541	85,559			
17	,569	2,473	88,032			
18	,539	2,344	90,376			
19	,535	2,327	92,703			
20	,479	2,083	94,786			
21	,456	1,984	96,770			
22	,403	1,751	98,521			
23	,340	1,479	100,000			

Extraction Method: Principal Component Analysis.

The matters in the Likert scale used in the survey are as follows.

1 = Strongly Disagree

2= Somewhat Disagree

3= Partially Agree

4= Mostly Agree

5= Completely Agree

In the analysis conducted according to the 5-point Likert scale, the definition of the mean values is defined as follows.

“Completely Agree” 4,21-5,00(5),

“Mostly Agree” 3,41-4,20(4),

“Partially Agree” 2,61-3,40(3),

“Somewhat Disagree”1,81-2,60(2),

“Strongly Disagree”1,00-1,80(1)

The evaluation of the data gathered in the study was conducted by using SPSS 16 Package Software.

4.1.5 Population and Sample of the Study

The study population consists of university students and the sample of the study comprises of 400 students of Firat University.

4.1.6 Extent and Limitation of the Study

The limitations of the study are as follows.

- a- It is limited to students of Firat University
- b- It is limited to 1st, 2nd, 3rd and 4th-grade students.
- c- The last part of our study is the comparison of students from sport sciences department and other departments.

4.1.7. Statistical Analyses Applied in Data Evaluation

In the evaluation of the study data, SPSS 21.0 package software was used. According to this, the answers of the questions were calculated for frequency and percentages, and general specialties of the students within the extent of the study were determined. Additionally, one-way variance analysis (ANOVA-LSD) test and the student –t test were used.

4.1.8. Reliability Analysis of the Study.

In order to ensure that the survey achieves its aim, the Cronbach alpha coefficient was calculated in the reliability analysis. The Cronbach alpha coefficient is a statistical technique serving this purpose.

The Cronbach alpha coefficient is between 0 and 1. The criteria for the calculation of the Cronbach alpha coefficient are as follows.

Alpha coefficient is lower than 0,40: The scale is not reliable.

Alpha coefficient is between 0,41-0,60: The scale is reliable at a low level.

Alpha coefficient is between 0,61-0,80: The scale is rather reliable.

Alpha coefficient is between 0,81-1,00: The scale is highly reliable.

For this purpose, following the data entry in the SPSS software, the Cronbach alpha coefficient was calculated and it was determined that this coefficient is α : 0,79. This value is regarded as a rather reliable value for a study.

4.2 The Data of the Study and the Evaluation of the Data

As it was mentioned above, the data of the study were gathered by using surveys. In the light of this data, it was aimed to determine the job satisfaction among students of sport sciences department and other departments of Firat University.

5. FINDINGS

Table 1. Gender distribution of the participants of the study

Gender	Count	N
Female	193	48,2
Male	207	51,8
Total	400	100,0

400 people participated in our study. These participants consist of 193 (48,2%) females and 207 (51,8%) males.

Table 2. Age distribution of the participants of the study

Age	Count	N
18	14	3,5
19	50	12,5
20	90	22,5
21	72	18,0
22	79	19,8
23	49	12,2
24	32	8,0
25	14	3,5
Total	400	100,0

Participants consist of 14 (3,5%) 18 years old, 50 (12,5%) 19 years old, 90 (22,5%) 20 years old, 72 (18,0%) 21 years old, 79 (19,8%) 22 years old, 49 (12,2%) 23 years old, 32 (8,8%) 24 years old and 14 (3,5%) 25 years old and older groups. The mean age of the study is $21,24 \pm 1,71$.

Table 3. Department distribution of the participants of the study

Department	Count	N
Faculty of Sport Sciences	155	38,8
Others	245	61,2
Total	400	100,0

The study consists of 155 (38,8%) students of faculty of sport sciences and 245 (61,2%) students of other faculties.

Table 4. Grade distribution of the participants of the study

Grade	Count	N
1	148	37
2	134	33,5
3	80	20
4	38	9,5
Total	400	100

The study consists of 148 (37%) 1st grade, 134 (33,5%) 2nd grade, 80 (20,0%) 3rd grade and 38 (9,5%) 4th-grade students.

Table 5. Students' satisfaction levels with their departments, according to department

		Strongly Disagree	Disagree	Partially Agree	Mostly Agree	Strongly Agree	Total	mean±std t	p
I am sure that I will achieve the success I deserve in life									
Department	Faculty of Sport Sciences	20 12,9%	8 5,2%	28 18,1%	29 18,7%	70 45,2%	155 100,0%	3,58±1,40	
	Others	9 3,7%	16 6,5%	44 18,0%	73 29,8%	103 42,0%	245 100,0%	4,00±1,09	2,749 ,003
Total		29 7,2%	24 6,0%	72 18,0%	102 25,5%	173 43,2%	400 100,0%		
Sometimes, I feel sad or depressed									
Department	Faculty of Sport Sciences	7 4,5%	34 21,9%	41 26,5%	27 17,4%	46 29,7%	155 100,0%	3,45±1,24	
	Others	20 8,2%	36 14,7%	87 35,5%	58 23,7%	44 18,0%	245 100,0%	3,18±1,16	2,403 ,005
Total		27 6,8%	70 17,5%	128 32,0%	85 21,2%	90 22,5%	400 100,0%		
When I try to do something, I am usually successful									
Department	Faculty of Sport Sciences	13 8,4%	13 8,4%	24 15,5%	59 38,1%	46 29,7%	155 100,0%	3,42±1,21	
	Others	4 1,6%	18 7,3%	67 27,3%	94 38,4%	62 25,3%	245 100,0%	3,78±0,96	2,558 ,002
Total		17 4,2%	31 7,8%	91 22,8%	153 38,2%	108 27,0%	400 100,0%		
Sometimes, I feel worthless when I fail									
Department	Faculty of Sport Sciences	39 25,2%	32 20,6%	37 23,9%	23 14,8%	24 15,5%	155 100,0%	2,74±1,38	
	Others	61 24,9%	52 21,2%	49 20,0%	41 16,7%	42 17,1%	245 100,0%	2,80±1,42	0,358 ,902
Total		100 25,0%	84 21,0%	86 21,5%	64 16,0%	66 16,5%	400 100,0%		
I complete the task assigned to me successfully									
Department	Faculty of Sport Sciences	9 5,8%	19 12,3%	18 11,6%	44 28,4%	65 41,9%	155 100,0%	3,88±1,24	
	Others	9 3,7%	23 9,4%	41 16,7%	98 40,0%	74 30,2%	245 100,0%	3,63±1,07	1,402 ,029
Total		18 4,5%	42 10,5%	59 14,8%	142 35,5%	139 34,8%	400 100,0%		

Table 5. (Cont.) Students' satisfaction levels with their departments, according to department

		Strongly Disagree	Disagree	Partially Agree	Mostly Agree	Strongly Agree	Total	mean±std	t	p
Sometimes, I feel that some things are not in my control										
Department	Faculty of Sport Sciences	21	27	42	27	38	155	3,21±1,35		
		13,5%	17,4%	27,1%	17,4%	24,5%	100,0%			
Department	Others	19	34	74	64	54	245	3,40±1,19	-0,460	,103
		7,8%	13,9%	30,2%	26,1%	22,0%	100,0%			
Total		40	61	116	91	92	400			
		10,0%	15,2%	29,0%	22,8%	23,0%	100,0%			
In a general sense, I am pleased with myself										
Department	Faculty of Sport Sciences	12	14	23	54	52	155	3,77±1,22		
		7,7%	9,0%	14,8%	34,8%	33,5%	100,0%			
Department	Others	16	20	51	80	78	245	3,75±1,17	0,189	,674
		6,5%	8,2%	20,8%	32,7%	31,8%	100,0%			
Total		28	34	74	134	130	400			
		7,0%	8,5%	18,5%	33,5%	32,5%	100,0%			
I have doubts about my abilities										
Department	Faculty of Sport Sciences	50	30	25	23	27	155	2,65±1,49		
		32,3%	19,4%	16,1%	14,8%	17,4%	100,0%			
Department	Others	56	57	54	39	39	245	2,78±1,38	-0,887	,221
		22,9%	23,3%	22,0%	15,9%	15,9%	100,0%			
Total		106	87	79	62	66	400			
		26,5%	21,8%	19,8%	15,5%	16,5%	100,0%			
I can make decisions about the events in my life										
Department	Faculty of Sport Sciences	23	11	31	30	60	155	3,60±1,43		
		14,8%	7,1%	20,0%	19,4%	38,7%	100,0%			
Department	Others	18	34	45	69	79	245	3,64±1,26	-1,598	,010
		7,3%	13,9%	18,4%	28,2%	32,2%	100,0%			
Total		41	45	76	99	139	400			
		10,2%	11,2%	19,0%	24,8%	34,8%	100,0%			
I feel that I am not in control of the success in my career										
Department	Faculty of Sport Sciences	57	22	31	21	24	155	2,56±1,48		
		36,8%	14,2%	20,0%	13,5%	15,5%	100,0%			
Department	Others	67	50	51	39	38	245	2,71±1,41	-0,018	,273
		27,3%	20,4%	20,8%	15,9%	15,5%	100,0%			
Total		124	72	82	60	62	400			
		31,0%	18,0%	20,5%	15,0%	15,5%	100,0%			

Table 5. (Cont.) Students' satisfaction levels with their departments, according to department

		Strongly Disagree	Disagree	Partially Agree	Mostly Agree	Strongly Agree	Total	mean±std	t	p
I have the capacity to deal with most of my problems										
Department	Faculty of Sport Sciences	12 7,7%	22 14,2%	31 20,0%	29 18,7%	61 39,4%	155	3,67±1,32		
	Others	21 8,6%	17 6,9%	43 17,6%	76 31,0%	88 35,9%	245	3,78±1,24		
Total		33 8,2%	39 9,8%	74 18,5%	105 26,2%	149 37,2%	400		1,842	,023
Sometimes, events appear to be unpleasant, sad and hopeless to me										
Department	Faculty of Sport Sciences	22 14,2%	30 19,4%	34 21,9%	27 17,4%	42 27,1%	155	3,23±1,40		
	Others	28 11,4%	54 22,0%	63 25,7%	54 22,0%	46 18,8%	245	3,14±1,27		0,673 ,244
Total		50 12,5%	84 21,0%	97 24,2%	81 20,2%	88 22,0%	400			
The job I will do after graduation is like a hobby for me										
Department	Faculty of Sport Sciences	18 11,6%	14 9,0%	24 15,5%	34 21,9%	65 41,9%	155	3,73±1,38		
	Others	28 11,4%	38 15,5%	46 18,8%	59 24,1%	74 30,2%	245	3,46±1,36		1,948 ,107
Total		46 11,5%	52 13,0%	70 17,5%	93 23,2%	139 34,8%	400			
I believe that I will be happier with the job I will do after graduation compared to most people										
Department	Faculty of Sport Sciences	14 9,0%	9 5,8%	30 19,4%	35 22,6%	67 43,2%	155	3,85±1,28		
	Others	19 7,8%	29 11,8%	45 18,4%	81 33,1%	71 29,0%	245	3,63±1,23		2,069 ,011
Total		33 8,2%	38 9,5%	75 18,8%	116 29,0%	138 34,5%	400			
I really enjoy my department										
Department	Faculty of Sport Sciences	21 13,5%	21 13,5%	26 16,8%	26 16,8%	61 39,4%	155	3,54±1,46		
	Others	39 15,9%	33 13,5%	45 18,4%	63 25,7%	64 26,1%	245	3,53±1,47		0,060 ,079
Total		60 15,0%	54 13,5%	71 17,8%	89 22,2%	125 31,2%	400			

Table 5. (Cont.) Students' satisfaction levels with their departments, according to department

		Strongly Disagree	Disagree	Partially Agree	Mostly Agree	Strongly Agree	Total	mean±std	χ^2	p
In a general sense, my department is satisfactory for me										
Department	Faculty of Sport Sciences	14 9,0%	17 11,0%	37 23,9%	34 21,9%	53 34,2%	155 100,0%	3,54±1,46		
	Others	34 13,9%	37 15,1%	41 16,7%	62 25,3%	71 29,0%	245 100,0%	3,40±1,40	0,49	,146
Total		48 12,0%	54 13,5%	78 19,5%	96 24,0%	124 31,0%	400 100,0%			
I believe that the job I will do after graduation is more interesting compared to other jobs I can find										
Department	Faculty of Sport Sciences	16 10,3%	15 9,7%	32 20,6%	31 20,0%	61 39,4%	155 100,0%	3,68±1,35		
	Others	27 11,0%	37 15,1%	38 15,5%	68 27,8%	75 30,6%	245 100,0%	3,51±1,35	0,69	,089
Total		43 10,8%	52 13,0%	70 17,5%	99 24,8%	136 34,0%	400 100,0%			
I feel that my future is closely related to my school of education										
Department	Faculty of Sport Sciences	15 9,7%	26 16,8%	28 18,1%	38 24,5%	48 31,0%	155 100,0%	3,50±1,34		
	Others	26 10,6%	34 13,9%	55 22,4%	61 24,9%	69 28,2%	245 100,0%	3,46±1,31	0,309	,781
Total		41 10,2%	60 15,0%	83 20,8%	99 24,8%	117 29,2%	400 100,0%			
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit										
Department	Faculty of Sport Sciences	17 11,0%	22 14,2%	26 16,8%	45 29,0%	45 29,0%	155 100,0%	3,50±1,34		
	Others	27 11,0%	49 20,0%	62 25,3%	64 26,1%	43 17,6%	245 100,0%	3,46±1,31	2,407	,027
Total		44 11,0%	71 17,8%	88 22,0%	109 27,2%	88 22,0%	400 100,0%			
I have a strong bond with my school of education										
Department	Faculty of Sport Sciences	15 9,7%	16 10,3%	39 25,2%	35 22,6%	50 32,3%	155 100,0%	3,57±1,29		
	Others	30 12,2%	52 21,2%	61 24,9%	49 20,0%	53 21,6%	245 100,0%	3,17±1,32	2,96	,020
Total		45 11,2%	68 17,0%	100 25,0%	84 21,0%	103 25,8%	400 100,0%			

Table 5. (Cont.) Students' satisfaction levels with their departments, according to department

		Strongly Disagree	Disagree	Partially Agree	Mostly Agree	Strongly Agree	Total	mean±std	t	p
In a general sense, I am proud to be in this school										
Department	Faculty of Sport Sciences	20 12,9%	27 17,4%	20 12,9%	36 23,2%	52 33,5%	155 100,0%	3,47±1,43		
	Others	38 15,5%	44 18,0%	49 20,0%	57 23,3%	57 23,3%	245 100,0%	3,20±1,38	1,82	,140
Total		58 14,5%	71 17,8%	69 17,2%	93 23,2%	109 27,2%	400 100,0%			
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education										
Department	Faculty of Sport Sciences	13 8,4%	24 15,5%	29 18,7%	37 23,9%	52 33,5%	155 100,0%	3,58±1,31		
	Others	28 11,4%	47 19,2%	55 22,4%	60 24,5%	55 22,4%	245 100,0%	3,27±1,31	2,32	,158
Total		41 10,2%	71 17,8%	84 21,0%	97 24,2%	107 26,8%	400 100,0%			
I feel a weak bond with the job I will do when I graduate										
Department	Faculty of Sport Sciences	36 23,2%	25 16,1%	16 10,3%	34 21,9%	44 28,4%	155 100,0%	3,16±1,56		
	Others	59 24,1%	62 25,3%	35 14,3%	35 14,3%	54 22,0%	245 100,0%	2,84±1,49	2,00	,047
Total		95 23,8%	87 21,8%	51 12,8%	69 17,2%	98 24,5%	400 100,0%			

According to the comparative cross tables and chi square test conducted in order to determine the job satisfaction levels of the students from their departments, the following conclusions were reached.

On the matter *“I am sure that I will achieve the success I deserve in life”*, Faculty of Sport sciences had 20 (19,2%) strongly disagree, 8 (5,2%) disagree, 28 (18,1%) indecisive, 29 (18,7%) mostly agree and 70 (45,2%) strongly agree. The other departments had 9 (3,7%) strongly disagree, 16 (6,5%) disagree, 44 (18,0%) indecisive, 73 (29,8%) mostly agree and 103 (42,0%) strongly agree. As it can be

seen, students of faculty of sport sciences were observed to be more hopeless on the matter *“I am sure that I will achieve the success I deserve in life”* compared to the other departments. Also in the same matter, it was observed that students of faculty of sport sciences had 18,7% mostly agree, other faculty students had 29,8% strongly agree (t: -2,749 p:0,003) .

On the matter *“Sometimes, I feel sad or depressed”*, Faculty of Sport sciences had 7 (4,5%) strongly disagree, 34 (21,9%) disagree, 41 (26,5%) indecisive, 27 (17,4%) mostly agree and 46 (29,7%) strongly agree. The other departments had 20 (8,2%) strongly disagree, 36 (14,7%) disagree, 87 (35,5%) indecisive, 58 (23,7%) mostly agree and 44 (18,0%) strongly agree. As it can be seen, students of faculty of sport sciences felt sadder or more depressed on the matter *“Sometimes, I feel sad or depressed”* compared to the other departments (t: 2,403 p:0,005).

On the matter *“When I try to do something, I am usually successful”*, Faculty of Sport sciences had 13 (8,4%) strongly disagree, 13 (8,4%) disagree, 24 (15,5%) partially agree, 59 (38,1%) mostly agree and 46 (29,7%) strongly agree. The other departments had 4 (1,6%) strongly disagree, 18 (7,3%) disagree, 67 (27,3%) partially agree, 94 (38,4%) mostly agree and 62 (25,3%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to have less self-confidence and more indecisive on the matter *“When I try to do something, I am usually successful”* compared to the other departments (t: -2,558 p:0,002).

On the matter *“Sometimes, I feel worthless when I fail”*, no difference was observed between the students of faculty of sport sciences and other departments (t: -0,358 p:0,902).

On the matter *“I complete the tasks assigned to me successfully”*, Faculty of Sport sciences had 9 (5,8%) strongly disagree, 19 (12,3%) disagree, 18 (11,6%) partially agree, 44 (28,4%) mostly agree and 65 (41,9%) strongly agree. The other departments had 9 (3,7%) strongly disagree, 23 (9,4%) disagree, 41 (16,7%) partially agree, 98 (40,0%) mostly agree and 74 (30,2%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more positive answers about completing the tasks assigned successfully on the matter *“I complete the tasks assigned to me successfully”* compared to the other departments (t: 1,402 p:0,029).

On the matter *“Sometimes, I feel that some things are not in my control”*, no difference was observed between the students of faculty of sport sciences and other departments (t: -0,460 p:0,103).

On the matter, *“In a general sense, I am pleased with myself”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,189 p:0,674).

On the matter, *“I have doubts about my abilities”*, no difference was observed between the students of faculty of sport sciences and other departments (t: -0,877 p:0,221).

On the matter, *“I can make decisions about the events in my life”*, Faculty of Sport sciences had 23 (14,8%) strongly disagree, 11 (7,1%) disagree, 31 (20,0%) partially agree, 30 (19,4%) mostly agree and 60 (38,7%) strongly agree. The other departments had 18 (7,3%) strongly disagree, 34 (13,4%) disagree, 45 (18,4%) partially agree, 69 (28,2%) mostly agree and 74 (32,2%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more

negative answers on the matter *“I can make decisions about the events in my life”* compared to the other departments (t: -1,589 p: 0,010).

On the matter, *“I feel that I am not in control of success in my career”*, no difference was observed between the students of faculty of sport sciences and other departments (t: -0,018 p:0,273).

On the matter, *“I have the capacity to deal with most of my problems”*, Faculty of Sport sciences had 12 (7,7%) strongly disagree, 22 (14,2%) disagree, 31 (20,0%) partially agree, 29 (18,7%) mostly agree and 61 (39,4%) strongly agree. The other departments had 21 (8,6%) strongly disagree, 17 (6,9%) disagree, 43 (17,6%) partially agree, 76 (31,0%) mostly agree and 88 (35,9%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more negative answers in mostly agree on the matter *“I have the capacity to deal with most of my problems”* compared to the other departments (t: -1,842 p:0,023).

On the matter, *“Sometimes events appear to be unpleasant, sand and hopeless to me”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,673 p:0,244).

On the matter, *“The job I will do after graduation is like a hobby for me”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 1,948 p:0,107).

On the matter, *“I believe that I will be happier with the job I will do after graduation compared to most people”*, Faculty of Sport sciences had 14 (9,0%) strongly disagree, 9 (5,8%) disagree, 30 (19,4%) partially agree, 35 (22,6%) mostly agree and 67 (43,2%) strongly agree. The other departments had 19 (7,8%) strongly disagree, 29 (11,8%) disagree, 45 (18,4%) partially agree, 81 (33,1%) mostly agree

and 71 (29,0%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more positive answers in mostly agree on the matter *“I believe that I will be happier with the job I will do after graduation compared to most people”* compared to the other departments (t: 2,069 p:0,011).

On the matter, *“ I really enjoy my department”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,060 p:0,079).

On the matter, *“In a general sense, my department is satisfactory for me”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,69 p:0,146).

On the matter, *“I believe that the job I will do after graduation is more interesting compared to other jobs I can find”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,69 p:0,089).

On the matter, *“I feel that my future is closely related to my school of education”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 0,309 p:0,781).

On the matter, *“If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit”*, Faculty of Sport sciences had 17 (11,0%) strongly disagree, 22 (14,2%) disagree, 26 (16,8%) partially agree, 45 (29,0%) mostly agree and 45 (29,0%) strongly agree. The other departments had 27 (11,0%) strongly disagree, 49 (20,0%) disagree, 62 (25,3%) partially agree, 64 (26,1%) mostly agree and 43 (17,6%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more positive answers on the matter *“If it is*

necessary for the benefit of the job I will work, I can sacrifice my own benefit” compared to the other departments (t: 2,407 p:0,027).

On the matter, *“I have a strong bond with my school of education”*, Faculty of Sport sciences had 15 (9,7%) strongly disagree, 16 (10,3%) disagree, 39 (25,2%) partially agree, 35 (22,6%) mostly agree and 50 (32,3%) strongly agree. The other departments had 30 (12,2%) strongly disagree, 52 (21,2%) disagree, 61 (24,5%) partially agree, 49 (20,0%) mostly agree and 53 (21,6%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with more positive answers on the matter *“I have a strong bond with my school of education”* compared to the other departments (t: 2,96 p:0,027).

On the matter, *“In a general sense, I am proud to be in this school”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 1,86 p:0,140).

On the matter, *“If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education”*, no difference was observed between the students of faculty of sport sciences and other departments (t: 2,32 p:0,158).

On the matter, *“I feel a weak bond with the job I will do when I graduate”*, Faculty of Sport sciences had 36 (23,2%) strongly disagree, 25 (16,1%) disagree, 16 (10,3%) partially agree, 34 (21,9%) mostly agree and 44 (28,4%) strongly agree. The other departments had 59 (24,1%) strongly disagree, 62 (25,3%) disagree, 35 (14,3%) partially agree, 35 (14,3%) mostly agree and 54 (22,0%) strongly agree. As it can be seen, students of faculty of sport sciences were observed to respond with

more negative answers in mostly agree on the matter “*I feel a weak bond with the job I will do when I graduate*” compared to the other departments. (t: 2,00 p:0,047)

Table 6. Students’ satisfaction levels with their departments, according to gender

	Gender	N	Mean	Std. dev	Levene's Test for Equality of Variances			
					F	p.	T	p
Sometimes, I feel sad or depressed	Female	193	3,84	1,31	,942	,332	,331	,741
	Male	207	3,99	1,14				
When I try to do something, I am usually successful	Female	193	3,57	1,24	6,688	,010	-1,664	,047
	Male	207	3,33	1,17				
Sometimes, I feel worthless when I fail	Female	193	3,67	1,12	,302	,583	-,322	,748
	Male	207	3,85	1,00				
I complete the task assigned to me successfully	Female	193	2,76	1,42	,234	,629	,086	,931
	Male	207	2,80	1,40				
Sometimes, I feel that some things are not in my control	Female	193	3,86	1,13	,406	,525	,900	,369
	Male	207	3,85	1,16				
In a general sense, I am pleased with myself	Female	193	3,59	1,24	4,189	,140	-1,653	,049
	Male	207	3,28	1,28				
I have doubts about my abilities	Female	193	3,66	1,22	,015	,903	-1,289	,198
	Male	207	3,86	1,16				
I can make decisions about the events in my life	Female	193	2,64	1,42	4,340	,038	1,685	,043
	Male	207	2,93	1,43				
I feel that I am not in control of the success in my career	Female	193	3,84	1,27	2,043	,154	-1,696	,041
	Male	207	3,52	1,38				
I have the capacity to deal with most of my problems	Female	193	2,53	1,38	,080	,778	-,531	,595
	Male	207	2,78	1,49				
Sometimes, events appear to be unpleasant, sad and hopeless to me	Female	193	3,71	1,27	,011	,915	,360	,719
	Male	207	3,78	1,29				
The job I will do after graduation is like a hobby for me	Female	193	3,21	1,33	1,831	,177	-,910	,363
	Male	207	3,16	1,33				
I believe that I will be happier with the job I will do after graduation compared to most people	Female	193	3,50	1,41	,025	,875	-,553	,580
	Male	207	3,63	1,34			-,554	,580
I really enjoy my department	Female	193	3,68	1,25	1,238	,266	,254	,800
	Male	207	3,75	1,27				
In a general sense, my department is satisfactory for me	Female	193	3,58	3,85	1,115	,292	-1,218	,224
	Male	207	3,50	1,42				
I believe that the job I will do after graduation is more interesting compared to other jobs I can find	Female	193	3,40	1,40	,452	,502	-,992	,322
	Male	207	3,57	1,33				

Table 6. (Cont.) Students' satisfaction levels with their departments, according to gender

	Gender	N	Mean	Std. dvt	Levene's Test for Equality of Variances			
					F	p.	T	p
I feel that my future is closely related to my school of education	Female	193	3,51	1,37	,155	,694	-,843	,400
	Male	207	3,65	1,34				
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit	Female	193	3,42	1,34	2,133	,145	,943	,346
	Male	207	3,53	1,31				
I have a strong bond with my school of education	Female	193	3,38	1,24	,040	,842	-,731	,465
	Male	207	3,26	1,34				
In a general sense, I am proud to be in this school	Female	193	3,28	1,32	,521	,471	,296	,768
	Male	207	3,38	1,33				
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education	Female	193	3,33	1,40	,833	,362	,511	,609
	Male	207	3,29	1,43				
I feel a weak bond with the job I will do when I graduate	Female	193	3,43	1,30	,031	,860	1,036	,301
	Male	207	3,36	1,34				

As a result of the student –t test conducted in order to determine the job satisfaction levels of the students from their departments according to gender, the following conclusions were reached.

On the matter, “*When I try to do something, I am usually successful*”, mean level of females was $3,57 \pm 1,24$ and mean level of males was $3,33 \pm 1,14$. According to these results, it was observed that females had more positive thoughts on the matter “*When I try to do something, I am usually successful*” compared to males (F: 6,68, t: -1,664, p: 0,047).

On the matter, *“In a general sense, I am pleased with myself”*, mean level of females was $3,59 \pm 1,24$ and mean level of males was $3,28 \pm 1,28$. According to these results, it was observed that females had more positive thoughts on the matter *“In a general sense, I am pleased with myself”* compared to males (F:4,18, t: -1,653, p: 0,049).

On the matter, *“I can make decisions about the events in my life”*, mean level of females was $2,64 \pm 1,24$ and mean level of males was $3,28 \pm 1,28$. According to these results, it was observed that females had more positive thoughts on the matter *“I can make decisions about the events in my life”* compared to males (F:4,18, t: -1,653, p: 0,049).

On the matter, *“I feel that I am not in control of the success in my career”*, mean level of females was $3,83 \pm 3,52$ and mean level of males was $3,52 \pm 1,38$. According to these results, it was observed that females had more positive thoughts on the matter *“I can make decisions about the events in my life”* compared to males (F:4,18, t: -1,653, p: 0,049).

Table 7. Satisfaction levels of students of faculty of sport sciences in the study, according to gender

	Gender	N	Mean	Std. dev	Levene's Test for Equality of Variance	t-test for Equality of Means		
					F	Sig.	t	p
I am sure that I will achieve the success I deserve in life	Female	84	3,65	1,52	9,80	,002	-1,27	,002
	Male	70	3,94	1,23				
When I try to do something, I am usually successful	Female	84	3,47	1,32	10,98	,0010	-1,954	,047
	Male	70	3,42	1,05				

According to the satisfaction levels of students from Faculty of Sport Sciences, in terms of gender, on the matters,(Table 7).

- I am sure that I will achieve the success I deserve in life
- When I try to do something, I am usually successful,

It was observed that male students expressed a more positive job and work satisfaction compared to female students.

Table 8. Job and work satisfaction levels of female students, according to department variable

Female Students			N	Mean	Std. Deviation	Levene's Test for Equality of Variances	Test Sig.	t-test for Equality of Means	t	p
Matter	Department					F	Sig.			
I can make decisions about the events in my life	Faculty of Sport Sciences	of	84	3,50	1,50	27,090	,000	-2,335	,021	
	Others		109	3,92	1,02					
In a general sense, my department is satisfactory for me	Faculty of Sport Sciences	of	84	3,64	1,36	,160	,690	2,139	,034	
	Others		109	3,21	1,40					
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit	Faculty of Sport Sciences	of	84	3,58	1,33	2,990	,085	2,026	,044	
	Others		109	3,22	1,14					
I have a strong bond with my school of education	Faculty of Sport Sciences	of	84	3,64	1,30	,591	,443	3,446	,001	
	Others		109	3,00	1,26					
In a general sense, I am proud to be in this school	Faculty of Sport Sciences	of	84	3,65	1,39	,340	,560	2,874	,005	
	Others		109	3,08	1,35					
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education	Faculty of Sport Sciences	of	84	3,67	1,25	,059	,809	2,356	,019	
	Others		109	3,23	1,31					
I feel a weak bond with the job I will do when I graduate	Faculty of Sport Sciences	of	84	3,44	1,48	,033	,856	3,178	,002	
	Others		109	2,75	1,49					

In the evaluation of job and work satisfaction levels of students, according to department variable, students of the faculty of sport sciences reported more positive opinions on job and work satisfaction on the following matters.

- In a general sense, my department is satisfactory for me
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit
- I have a strong bond with my school of education
- In a general sense, I am proud to be in this school
- If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education
- I feel a weak bond with the job I will do when I graduate.

On the matter, “*I can make decisions about the events in my life*”, students of other departments reported more positive opinions compared to the students of faculty of sport sciences.

Table 9. Job and Work Satisfaction Levels of Male Students, According to Department Variable

	Department	N	x	Std. dvt	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	p.	t	p
I am sure that I will achieve the success I deserve in life	Faculty of Sport Sciences	81	3,87	1,31	4,490	,043	-,695	217
	Others	138	3,99	1,11				
Sometimes, I feel sad or depressed	Faculty of Sport Sciences	81	3,43	1,27	4,764	,030	,767	217
	Others	138	3,30	1,13				

According to job and work satisfaction opinions of male students in terms of department variable, the following conclusions were reached (Table 9).

On the matter, *“I am sure that I will achieve the success I deserve in life”*, male students of sport sciences reported more positive opinions compared to male students of other departments.

On the matter, *“Sometimes, I feel sad or depressed”*, male students of other departments reported more positive opinions compared to male students of faculty of sport sciences (Table 9)



Table 10. Students' satisfaction levels with their departments, according to age variable

		N	ort	Std.dvt		Sum Squares	of Square mean	F	P
I am sure that I will achieve the success I deserve in life	18-20	154	4,00	1,18	Among	12,813	,906	3,602	,048
	21-23	200	3,46	1,24	In Group	597,297	1,505		
	24-above	46	3,26	1,29	Total	609,110			
	Total	400	3,71	1,22					
Sometimes, I feel sad or depressed	18-20	154	3,44	1,17	Among	11,019	2,510	3,753	,045
	21-23	200	3,35	1,21	In Group	568,278	1,431		
	24-above	46	3,01	1,21	Total	579,297			24 ve +
	Total	400	3,35	1,19					
When I try to do something, I usually successful	18-20	154	3,85	,99	Among	2,382	1,191	1,049	,351
	21-23	200	3,69	1,10	In Group	450,578	1,135		
	24-above	46	3,71	1,12	Total	452,960			
	Total	400	3,76	1,06					
Sometimes, I feel worthless when I fail	18-20	154	2,70	1,39	Among	1,963	,982	,493	,611
	21-23	200	2,85	1,41	In Group	790,677	1,992		
	24-above	46	2,71	1,45	Total	792,640			
	Total	400	2,78	1,40					
I complete the task assigned to me successfully	18-20	154	3,88	1,09	Among	1,013	,506	,388	,679
	21-23	200	3,86	1,14	In Group	518,577	1,306		
	24-above	46	3,71	1,271	Total	519,590			
	Total	400	3,85	1,14					
Sometimes, I feel that some things are not in my control	18-20	154	3,38	1,21	Among	2,389	1,195	,750	,473
	21-23	200	3,34	1,27	In Group	632,721	1,594		
	24-above	46	3,13	1,35	Total	635,110			
	Total	400	3,33	1,26					
In a general sense, I am pleased with myself	18-20	154	3,79	1,15	Among	,376	,188	,131	,877
	21-23	200	3,73	1,20	In Group	568,584	1,432		
	24-above	46	3,73	1,30	Total	568,960			
	Total	400	3,76	1,19					
I have doubts about my abilities	18-20	154	2,76	1,42	Among	,239	,119	,059	,943
	21-23	200	2,72	1,41	In Group	809,199	2,038		
	24-above	46	2,69	1,51	Total	809,437			
	Total	400	2,73	1,42					
I can make decisions about the events in my life	18-20	154	3,93	1,25	Among	11,133	2,067	3,166	,033
	21-23	200	3,49	1,34	In Group	703,617	1,772		
	24-above	46	3,21	1,49	Total	714,750			
	Total	400	3,62	1,33					

Table 10. (Cont.) Students' satisfaction levels with their departments, according to age variable

		N	ort	Std.dvt		Sum	of Square F		p
I feel that I am not in control of the success in my career	18-20	154	2,72	1,44	Among	,994	,497	,238	,788
	21-23	200	2,63	1,41	In Group	828,766	2,088		
	24-above	46	2,58	1,57	Total	829,760			
	Total	400	2,66	1,44					
I have the capacity to deal with most of my problems	18-20	154	3,83	1,17	Among	9,780	4,890	3,032	,049
	21-23	200	3,60	1,35	In Group	640,210	1,613		
	24-and	46	4,06	1,18	Total	649,990			
	Total	400	3,74	1,27					
Sometimes, events appear to be unpleasant, sad and hopeless to me	18-20	154	3,20	1,31	Among	,718	,359	,203	,816
	21-23	200	3,19	1,32	In Group	702,959	1,771		
	24-above	46	3,06	1,42	Total	703,678			
	Total	400	3,18	1,32					
The job I will do after graduation is like a hobby for me	18-20	154	3,52	1,40	Among	1,022	,511	,269	,765
	21-23	200	3,57	1,34	In Group	755,155	1,902		
	24-above	46	3,69	1,44	Total	756,178			
	Total	400	3,56	1,37					
I believe that I will be happier with the job I will do after graduation compared to most people	18-20	154	3,76	1,23	Among	11,523	2,261	3,434	,040
	21-23	200	3,63	1,29	In Group	626,117	1,577		
	24-above	46	4,05	1,15	Total	637,640			
	Total	400	3,82	1,25					
I really enjoy my department	18-20	154	3,43	1,42	Among	6,923	3,462	,421	,656
	21-23	200	3,66	3,78	In Group	3260,514	8,213		
	24-above	46	3,32	1,52	Total	3267,438			
	Total	400	3,53	2,86					
In a general sense, my department is satisfactory for me	18-20	154	3,43	1,44	Among	,760	,380	,203	,816
	21-23	200	3,50	1,32	In Group	743,150	1,872		
	24-above	46	3,56	1,31	Total	743,910			
	Total	400	3,48	1,36					
I believe that the job I will do after graduation is more interesting compared to other jobs I can find	18-20	154	3,44	1,37	Among	12,296	4,148	5,278	,024
	21-23	200	3,61	1,35	In Group	722,981	1,821		
	24-above	46	4,01	1,22	Total	734,277			24 +
	Total	400	3,58	1,35					
I feel that my future is closely related to my school of education	18-20	154	3,59	1,31	Among	3,972	1,986	1,133	,323
	21-23	200	3,38	1,30	In Group	695,826	1,753		
	24-above	46	3,52	1,42	Total	699,798			
	Total	400	3,47	1,32					
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit	18-20	154	3,54	1,32	Among	11,289	2,645	3,583	,047
	21-23	200	3,46	1,27	In Group	663,021	1,670		
	24-above	46	3,10	1,25	Total	674,310			
	Total	400	3,51	1,29					

Table 10. (Cont.) Students' satisfaction levels with their departments, according to age variable

		N	ort	Std.dvt		Sum	of Square F	p	
I have a strong bond with my school of education	18-20	154	3,34	1,29	Among	,052	,026	,015	,985
	21-23	200	3,32	1,35	In Group	700,388	1,764		
	24-above	46	3,32	1,30	Total	700,440			
	Total	400	3,33	1,32					
In a general sense, I am proud to be in this school	18-20	154	3,31	1,41	Among	,897	,448	,225	,799
	21-23	200	3,28	1,40	In Group	792,663	1,997		
	24-above	46	3,43	1,45	Total	793,560			
	Total	400	3,31	1,41					
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education	18-20	154	3,42	1,32	Among	2,166	1,083	,618	,539
	21-23	200	3,33	1,34	In Group	695,424	1,752		
	24-above	46	3,56	1,22	Total	697,590			
	Total	400	3,39	1,32					
I feel a weak bond with the job I will do when I graduate	18-20	154	3,39	1,51	Among	10,006	4,503	3,946	,044
	21-23	200	2,96	1,52	In Group	918,634	2,314		
	24-above	46	2,58	1,54	Total	928,640			
	Total	400	2,97	1,52					

According to the one-way variance analysis (ANOVA-LSD) test in order to investigate the satisfaction level of students from their school of education, in terms of age variable, the following conclusions were reached.

On the matter, *"I am sure I will achieve the success I deserve in life"*, mean level of 18-20 ages was $4,00 \pm 1,18$, mean level of 21-23 ages was $3,46 \pm 1,24$, mean level of 24-above ages was $3,71 \pm 1,22$. According to this data, it was observed that 18-20 ages group responded with more positive opinions compared to other age groups (F:3,602, p:0,048).

On the matter, *"Sometimes, I feel sad or depressed"*, mean level of 18-20 ages was $3,44 \pm 1,17$, mean level of 21-23 ages was $3,35 \pm 1,21$, mean level of 24-above ages was $3,01 \pm 1,21$. According to this data, it was observed that 18-20 ages group responded with more positive opinions compared to other age groups (F:3,753, p:0,045).

On the matter, *“I can make decisions about the events in my life”*, mean level of 18-20 ages was $3,93 \pm 1,25$, mean level of 21-23 ages was $3,49 \pm 1,34$, mean level of 24-above ages was $3,21 \pm 1,49$. According to this data, it was observed that 18-20 ages group responded with more positive opinions compared to other age groups (F:4,166, p:0,033).

On the matter, *“I have the capacity to deal with most of my problems”*, mean level of 18-20 ages was $3,83 \pm 1,17$, mean level of 21-23 ages was $3,60 \pm 1,35$, mean level of 24-above ages was $4,06 \pm 1,18$. According to this data, it was observed that 24-above age group responded with more positive opinions compared to other age groups (F:3,032, p:0,049).

On the matter, *“I believe that I will be happier with the job I will do after graduation compared to most people”*, mean level of 18-20 ages was $3,76 \pm 1,23$, mean level of 21-23 ages was $3,63 \pm 1,29$, mean level of 24-above ages was $4,01 \pm 1,22$. According to this data, it was observed that 24-above age group responded with more positive opinions compared to other age groups (F:3,434, p:0,040).

On the matter, *“I believe that the job I will do after graduation is more interesting compared to other jobs I can find”*, mean level of 18-20 ages was $3,44 \pm 1,37$, mean level of 21-23 ages was $3,61 \pm 1,35$, mean level of 24-above ages was $4,05 \pm 1,15$. According to this data, it was observed that 24-above age group responded with more positive opinions compared to other age groups (F:3,434, p:0,040).

On the matter, *“If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit”*, mean level of 18-20 ages was $3,54 \pm 1,32$, mean level of

21-23 ages was $3,46 \pm 1,27$, mean level of 24-above ages was $3,10 \pm 1,25$. According to this data, it was observed that 18-20 ages group responded with more positive opinions compared to other age groups (F:3,85, p:0,047).

On the matter, "*I feel a weak bond with the job I will do when I graduate*", mean level of 18-20 ages was $3,39 \pm 1,51$, mean level of 21-23 ages was $2,96 \pm 1,52$, mean level of 24-above ages was $2,58 \pm 1,54$. According to this data, it was observed that 18-20 ages group responded with more positive opinions compared to other age groups (F:3,94, p:0,044).



Table 11. Job and work satisfaction levels of 18-20 age group, according to department

	Department	N	mean	Std. devt	Levene's Test for Equality of Variances	T-test for Equality of Means	t-test for Equality of Means	
					F	Sig.	t	Sig. (2-tailed)
I believe that I will be happier with the job I will do after graduation compared to most people	Faculty of Sport Sciences	61	4,03	1,15	2,560	,112	2,194	,030
	Others	94	3,59	1,24				
I really enjoy my department	Faculty of Sport Sciences	61	3,78	1,31	1,722	,191	2,445	,016
	Others	94	3,22	1,45				
I feel that my future is closely related to my school of education	Faculty of Sport Sciences	61	3,83	1,18	2,559	,112	2,469	,015
	Others	94	3,42	1,36				
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit	Faculty of Sport Sciences	61	3,68	1,34	3,553	,061	2,225	,046
	Others	94	3,27	1,29				
I have a strong bond with my school of education	Faculty of Sport Sciences	61	3,68	1,24	,009	,924	2,901	,049
	Others	94	3,11	1,27				
I have a strong bond with my school of education	Faculty of Sport Sciences	61	3,68	1,24	,269	,605	2,748	,007
	Others	94	3,11	1,27				
In a general sense, I am proud to be in this school	Faculty of Sport Sciences	61	3,62	1,43	,141	,707	2,212	,028
	Others	94	3,11	1,35				
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education	Faculty of Sport Sciences	61	3,70	1,26	,637	,426	2,242	,026
	Others	94	3,22	1,32				

According to the job and work satisfaction results of 18-20 age group, in terms of department variable, on the following matters,

- I believe that I will be happier with the job I will do after graduation compared to most people

- I really enjoy my department
- I feel that my future is closely related to my school of education
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit
- I have a strong bond with my school of education
- I have a strong bond with my school of education
- In a general sense, I am proud to be in this school
- If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education

It was observed that, according to 18-20 age group variable, students of faculty of sport sciences reported more positive opinions on job and work satisfaction compared to the students of other departments. According to these matters, commitment of students of faculty of sport sciences to their department of education is higher than students of other students.

Table 12. Job and work satisfaction levels of 21-23 age group, according to department variable

	Department	N	Mean	Std. dvt	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	p.	t	p
I am sure that I will achieve the success I deserve in life	Faculty of Sport Sciences	80	3,63	1,45	19,153	,000	-2,307	,022
	Others	127	4,03	1,04				
I feel a weak bond with the job I will do when I graduate	Faculty of Sport Sciences	80	3,27	1,51	,288	,592	-2,429	,016
	Others	127	2,75	1,48				

According to the job and work satisfaction results of 21-23 age group, in terms of department, on the following matters,

- I am sure that I will achieve the success I deserve in life
- I feel a weak bond with the job I will do when I graduate

It was observed that students of other departments reported more positive opinions compared to the students of faculty of sport sciences.

Table 13. Job and work satisfaction levels of 24-above age group, according to department variable

	Department	N	Ort	Std. dvt	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	p.	t	p
Sometimes, I feel that some things are not in my control	Faculty of Sport Sciences	14	2,57	1,50	1,773	,084	-1,897	0,044
	Others	32	3,37	1,23				
In a general sense, I am pleased with myself	Faculty of Sport Sciences	14	3,21	1,31	1,791	,046	-1,849	0,041
	Others	32	3,96	1,25				

According to the job and work satisfaction results of 24-above age group, in terms of department, on the following matters,

- Sometimes, I feel that some things are not in my control

- In a general sense, I am pleased with myself

It was observed that students of other departments reported more positive opinions compared to the students of faculty of sport sciences. According to this result, students of other departments reported more positive opinion on self-confidence and job control.

Table 14. Student's satisfaction levels with their departments, according to grade variable

	Grade	N	ort	Std. dvt		Sum Squares	of Square mean	F	p
I am sure that I will achieve the success I deserve in life	1	94	4,03	1,27	Among	1,974	,658	,509	,676
	2	85	3,87	1,10	In Group	322,991	1,292		
	3	51	4,10	0,94	Total	324,965			
	4	24	4,00	1,10					
	Total	254	3,99	1,13					
Sometimes, I feel sad or depressed	1	94	3,48	1,13	Among	8,452	2,817	2,230	,045
	2	85	3,13	1,11	In Group	315,914	1,264		
	3	51	3,04	1,09	Total	324,366			
	4	24	3,29	1,20					1.Grade
	Total	254	3,26	1,13					
When I try to do something, I am usually successful	1	94	3,91	0,97	Among	5,119	1,706	3,393	,049
	2	85	3,60	1,03	In Group	251,972	1,008		
	3	51	3,88	0,86	Total	257,091			
	4	24	3,71	1,30					1.Grade
	Total	254	3,78	1,01					
Sometimes, I feel worthless when I fail	1	94	2,53	1,38	Among	8,848	2,949	3,499	,045
	2	85	2,93	1,35	In Group	491,861	1,967		
	3	51	2,63	1,50	Total	500,709			
	4	24	2,96	1,46					4.Grade
	Total	254	2,72	1,41					
I complete the task assigned to me successfully	1	94	3,93	1,17	Among	1,907	,636	,499	,683
	2	85	3,78	1,14	In Group	318,408	1,274		
	3	51	3,76	1,07	Total	320,315			
	4	24	4,00	1,06					
	Total	254	3,85	1,13					
Sometimes, I feel that some things are not in my control	1	94	3,38	1,22	Among	4,717	1,572	1,071	,362
	2	85	3,14	1,20	In Group	366,940	1,468		
	3	51	3,29	1,25	Total	371,657			
	4	24	3,58	1,14					
	Total	254	3,30	1,21					

Table 14. (Cont.) Student's satisfaction levels with their departments, according to grade variable

		N	ort	Std. dvt		Sum Squares	of Square mean	F	p
Grade									
In a general sense, I am pleased with myself	1	94	3,86	1,21	Among	,050	,017	,013	,998
	2	85	3,84	0,99	In Group	323,560	1,294		
	3	51	3,86	1,20	Total	323,610			
	4	24	3,88	1,23					
	Total	254	3,85	1,13					
I have doubts about my abilities	1	94	2,78	1,47	Among	1,403	,468	,234	,873
	2	85	2,61	1,41	In Group	500,644	2,003		
	3	51	2,65	1,38	Total	502,047			
	4	24	2,75	1,26					
	Total	254	2,69	1,41					
I can make decisions about the events in my life	1	94	3,79	1,29	Among	1,599	,533	,336	,800
	2	85	3,73	1,26	In Group	397,109	1,588		
	3	51	3,71	1,15	Total	398,709			
	4	24	3,50	1,35					
	Total	254	3,72	1,26					
I feel that I am not in control of the success in my career	1	94	2,56	1,48	Among	,624	,208	,104	,958
	2	85	2,47	1,29	In Group	500,624	2,002		
	3	51	2,53	1,46	Total	501,248			
	4	24	2,63	1,50					
	Total	254	2,53	1,41					
I have the capacity to deal with most of my problems	1	94	3,84	1,21	Among	1,188	,396	,274	,844
	2	85	3,89	1,09	In Group	361,867	1,447		
	3	51	3,71	1,29	Total	363,055			
	4	24	3,88	1,36					
	Total	254	3,83	1,20					
Sometimes, events appear to be unpleasant, sad and hopeless to me	1	94	3,05	1,37	Among	2,556	,852	,510	,676
	2	85	3,26	1,22	In Group	417,822	1,671		
	3	51	3,27	1,15	Total	420,378			
	4	24	3,13	1,51					
	Total	254	3,17	1,29					
The job I will do after graduation is like a hobby for me	1	94	3,74	1,34	Among	5,809	1,936	1,029	,380
	2	85	3,54	1,36	In Group	470,270	1,881		
	3	51	3,33	1,44	Total	476,079			
	4	24	3,54	1,41					
	Total	254	3,57	1,37					

Table 14. (Cont.) Student's satisfaction levels with their departments, according to grade variable

		N	ort	Std. dvt		Sum Squares	of Square mean	F	p
Grade									
I believe that I will be happier with the job I will do after graduation compared to most people	1	94	3,82	1,27	Among	1,165	,388	,248	,863
	2	85	3,69	1,25	In Group	391,186	1,565		
	3	51	3,71	1,15	Total	392,350			
	4	24	3,88	1,36					
	Total	254	3,76	1,25					
I really enjoy my department	1	94	3,62	1,49	Among	5,112	1,704	,823	,482
	2	85	3,32	1,36	In Group	517,617	2,070		
	3	51	3,31	1,49	Total	522,728			
	4	24	3,50	1,38					
	Total	254	3,44	1,44					
In a general sense, my department is satisfactory for me	1	94	3,54	1,40	Among	5,068	1,689	,921	,431
	2	85	3,47	1,35	In Group	458,428	1,834		
	3	51	3,29	1,36	Total	463,496			
	4	24	3,83	1,17					
	Total	254	3,50	1,35					
I believe that the job I will do after graduation is more interesting compared to other jobs I can find	1	94	3,64	1,36	Among	2,646	,882	,510	,676
	2	85	3,79	1,21	In Group	432,555	1,730		
	3	51	3,53	1,39	Total	435,201			
	4	24	3,54	1,35					
	Total	254	3,66	1,31					
I feel that my future is closely related to my school of education	1	94	3,61	1,31	Among	7,658	2,553	3,385	,049
	2	85	3,39	1,27	In Group	429,838	1,719		
	3	51	3,29	1,43	Total	437,496			
	4	24	3,88	1,19					4.Grade
	Total	254	3,50	1,32					
If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit	1	94	3,43	1,36	Among	2,596	,865	,544	,653
	2	85	3,21	1,24	In Group	397,834	1,591		
	3	51	3,33	1,13	Total	400,429			
	4	24	3,17	1,20					
	Total	254	3,31	1,26					
I have a strong bond with my school of education	1	94	3,50	1,24	Among	9,358	3,119	3,862	,037
	2	85	3,05	1,28	In Group	418,898	1,676		
	3	51	3,22	1,35	Total	428,256			
	4	24	3,29	1,43					1.Grade
	Total	254	3,27	1,30					

Table 14. (Cont.) Student's satisfaction levels with their departments, according to grade variable

	Grade	N	ort	Std. dvt		Sum Squares	of Square mean	F	p
In a general sense, I am proud to be in this school	1	94	3,56	1,38	Among	14,426	4,809	2,441	,045
	2	85	3,00	1,44	In Group	492,428	1,970		
	3	51	3,25	1,47	Total	506,854			
	4	24	3,38	1,21					
	Total	254	3,30	1,42					
If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education	1	94	3,44	1,36	Among	7,420	2,473	1,390	,246
	2	85	3,38	1,23	In Group	445,009	1,780		
	3	51	2,98	1,42	Total	452,429			
	4	24	3,29	1,40					
	Total	254	3,31	1,34					
I feel a weak bond with the job I will do when I graduate	1	94	3,14	1,54	Among	22,981	7,660	3,332	,020
	2	85	2,64	1,45	In Group	574,739	2,299		
	3	51	2,43	1,51	Total	597,720			
	4	24	3,17	1,66					
	Total	254	2,83	1,54					

According to the one-way variance analysis (ANOVA-LSD) test in order to investigate the satisfaction level of students from their school of education, in terms of grade variable, the following conclusions were reached.

On the matter, “*Sometimes, I feel sad or depressed*”, mean level of 1st Grade was 3,48±1,13, mean level of 2nd Grade was 3,13±1,11, mean level of 3rd Grade was 3,04±1,09, mean level of 4th Grade was 3,29±1,20. According to these results, it was observed that 1st-grade students were sadder or depressed on the matter “*Sometimes, I feel sad or depressed*”.

On the matter, “*When I try to do something, I am usually successful*”, mean level of 1st Grade was 3,91±0,97, mean level of 2nd Grade was 3,60±1,03, mean level of 3rd Grade was 3,88±0,86, mean level of 4th Grade was 3,71±1,30. According to

these results, it was observed that 1st -grade students had more positive results on the matter *“When I try to do something, I am usually successful”*, compared to other grades.

On the matter, *“Sometimes, I feel worthless when I fail”*, mean level of 1st Grade was $2,53 \pm 1,38$, mean level of 2nd Grade was $2,93 \pm 1,35$, mean level of 3rd Grade was $2,63 \pm 1,50$, mean level of 4th Grade was $2,96 \pm 1,46$. According to these results, it was observed that 4th -grade students had more negative results on the matter *“Sometimes, I feel worthless when I fail”*, compared to other grades.

On the matter, *“I feel that my future is closely related to my school of education”*, mean level of 1st Grade was $3,61 \pm 1,31$, mean level of 2nd Grade was $3,39 \pm 1,27$, mean level of 3rd Grade was $3,29 \pm 1,43$, mean level of 4th Grade was $3,88 \pm 1,19$. According to these results, it was observed that 4th -grade students had more positive results on the matter *“I feel that my future is closely related to my school of education”*, compared to other grades.

On the matter, *“I have a strong bond with my school of education”*, mean level of 1st Grade was $3,50 \pm 1,24$, mean level of 2nd Grade was $3,05 \pm 1,28$, mean level of 3rd Grade was $3,22 \pm 1,35$, mean level of 4th Grade was $3,29 \pm 1,43$. According to these results, it was observed that 1st -grade students had more positive results on the matter *“I have a strong bond with my school of education”*, compared to other grades.

On the matter, *“I have a strong bond with my school of education”*, mean level of 1st Grade was $3,50 \pm 1,24$, mean level of 2nd Grade was $3,05 \pm 1,28$, mean level of 3rd Grade was $3,22 \pm 1,35$, mean level of 4th Grade was $3,29 \pm 1,43$. According to these results, it was observed that 1st -grade students had more positive results on the

matter *“I have a strong bond with my school of education”*, compared to other grades.

On the matter, *“In a general sense, I am proud to be in this school”*, mean level of 1st Grade was $3,56 \pm 1,38$, mean level of 2nd Grade was $3,00 \pm 1,44$, mean level of 3rd Grade was $3,25 \pm 1,47$, mean level of 4th Grade was $3,38 \pm 1,21$. According to these results, it was observed that 1st -grade students had more positive results on the matter *“In a general sense, I am proud to be in this school”*, compared to other grades.

On the matter, *“I feel a weak bond with the job I will do when I graduate”*, mean level of 1st Grade was $3,14 \pm 1,54$, mean level of 2nd Grade was $2,64 \pm 1,45$, mean level of 3rd Grade was $2,43 \pm 1,51$, mean level of 4th Grade was $3,17 \pm 1,66$. According to these results, it was observed that 1st -grade students had more positive results on the matter *“I feel a weak bond with the job I will do when I graduate”*, compared to other grades.

6. DISCUSSION

According to the results of satisfaction levels of students from their departments, in terms of department variable,

On the following matters,

- I am sure that I will achieve the success I deserve in life
- Sometimes, I feel sad or depressed
- When I try to do something, I am usually successful
- I can make decisions about the events in my life
- I have the capacity to deal with most of my problems
- I feel a weak bond with the job I will do when I graduate

It was observed that students of faculty of sport sciences had more negative opinions compared to the students of other departments. In these results, it was observed that students of faculty of sport sciences were more insecure and more pessimistic. It was also observed that students of faculty of sports had lower satisfaction levels from their departments compared to the students of other departments.

On the following matters,

- I complete the task assigned to me successfully – When I try to do something, I am usually successful
- I believe that I will be happier with the job I will do after graduation compared to most people
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit
- I have a strong bond with my school of education

It was observed that students of faculty of sport sciences had more positive opinions compared to the students of other departments. In these results, it was observed that students of faculty of sport sciences were happier, more self-sacrificing, and more charitable, and had stronger bonds with their jobs.

On the following matters,

- Sometimes, I feel worthless when I fail
- Sometimes, I feel that some things are not in my control
- In a general sense, I am pleased with myself
- I have doubts about my abilities
- I feel that I am not in control of the success in my career
- Sometimes, events appear to be unpleasant, sad and hopeless to me
- The job I will do after graduation is like a hobby for me
- I really enjoy my department
- In a general sense, my department is satisfactory for me
- I believe that the job I will do after graduation is more interesting compared to other jobs I can find
- I feel that my future is closely related to my school of education
- In a general sense, I am proud to be in this school
- If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education

No difference was observed between the students of faculty of sport sciences and students of other departments.

According to the results of satisfaction levels of students from their departments, in terms of department variable, it was observed that students of faculty

of sport sciences were more pessimistic and insecure due to their future concerns and more self-sacrificing and charitable, and had a strong bond with their jobs due to their job's team spirit and fair play aspects (Table 5).

According to the results of satisfaction levels of students from their departments, in terms of gender variable,

On the following matters,

- When I try to do something, I am usually successful
- In a general sense, I am pleased with myself
- I feel that I am not in control of the success in my career
- I can make decisions about the events in my life

Male students thought more positively compared to female students. We can conclude that the reason for these results is males' active role in society (Table 6).

In the study conducted by, in the investigation of gender variable's effects on job satisfaction and its sub-dimension, it was reported that there was no statistically meaningful difference while in our study, some males were proved to be more positive in some matters.

According to the results of satisfaction levels of male students of faculty of sport sciences from their departments, in terms of gender variable,

On the following matters,

- I am sure that I will achieve the success I deserve in life
- When I try to do something, I am usually successful

It was observed that, according to the gender variable of students of faculty of sport sciences, male students reported more positive opinion on job and work satisfaction levels compared to female students (Table 7).

According to the results of job and work satisfaction levels of female students, in terms of department variable

On the following matters,

- In a general sense, my department is satisfactory for me
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit
- I have a strong bond with my school of education
- In a general sense, I am proud to be in this school
- If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education

It was observed that students of faculty of sport sciences reported more positive results compared to students of other departments. In these results, it was observed that female students of faculty of sport sciences had a stronger bond with their departments compared to the students of other departments (Table 8).

On the matter, *“I am sure that I will achieve the success I deserve in life”*, it was observed that students of other departments responded with more positive opinions compared to the students of faculty of sport sciences.

According to the results of job and work satisfaction levels of male students, in terms of department variable,

On the matter, *“I am sure that I will achieve the success I deserve in life”*, it was observed that male students of faculty of sport sciences responded with more positive opinions compared to male students of other departments. It was also observed that male students of faculty of sport sciences had more positive opinions on achieving success compared to the male students of other departments (Table 9).

On the matter, *“Sometimes, I feel sad or depressed”*, it was observed that male students of other departments responded with more positive opinions compared to male students of faculty of sport sciences. Male students of faculty of sports and science felt sadder and more depressed.

According to the results of satisfaction levels of students from their departments, in terms of age variable,

On the following matters,

- I am sure that I will achieve the success I deserve in life
- Sometimes, I feel sad or depressed
- I can make decisions about the events in my life
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit

It was observed that 18-20 age group students had more positive responses compared to other age groups. In these results, it can be concluded that student groups who just started their education and cannot fully understand life’s reality had higher self-confidence yet because of their ages, they are more emotional.

On the following matters,

- I have the capacity to deal with most of my problems
- I believe that I will be happier with the job I will do after graduation compared to most people
- I believe that the job I will do after graduation is more interesting compared to other jobs I can find

It was observed that 24-above age group students had more positive results compared to other age groups. In these results, it can be concluded that 4th -grade students had more self-confidence due to their age group and they are a little more hopeful due to being closer to graduation.

Güleçoğlu (2012) reported in their study that there was no meaningful difference between the age variable and job satisfaction. In our study, 24-above age group responded with more positive opinions on job satisfaction compared to other groups (141).

In the investigation of age and work life period's effects on job satisfaction dimension, it was reported that there was a statistically meaningful difference and 41-above age group had higher job satisfaction, intrinsic satisfaction, and extrinsic satisfaction levels. Tatlı et al. (142) had findings similar to our study while Kurçer (143), Topal (144) reported in their studies that there was no statistically meaningful relationship between age and job satisfaction. The facts that with more work-life increasing with job satisfaction and 41-above age groups had more job satisfaction were explained by the fact that with older age, adaptation to the work environment increases. In our study, it was observed that 25-above age group students, in the end of their education, had a correct job satisfaction and agreed with the matters of graduation and begin to work (Table 10).

According to the results of job and work satisfaction levels of 18-20 age group students, in terms of department variable,

On the following matters,

- I believe that I will be happier with the job I will do after graduation compared to most people
- I really enjoy my department
- I feel that my future is closely related to my school of education
- If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit
- I have a strong bond with my school of education
- I have a strong bond with my school of education
- In a general sense, I am proud to be in this school
- If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education

It was observed that 18-20 age group students of faculty of sport sciences had more positive results compared to the students of other departments. In these results, students of sport sciences had stronger bonds with their departments compared to the students of other departments (Table 11).

According to the results of job and work satisfaction levels of 21-23 age group students, in terms of department variable

On the following matters,

- I am sure that I will achieve the success I deserve in life
- I feel a weak bond with the job I will do when I graduate

It was observed that students of other students had more positive opinions compared to the students of faculty of sport sciences (Table 12).

According to the results of job and work satisfaction levels of 24-above age group students, in terms of department variable,

On the following matters,

- Sometimes, I feel that some things are not in my control
- In a general sense, I am pleased with myself

It was observed that students of other departments had more positive opinions compared to the students of faculty of sport sciences. In these results, it was observed that students of other departments had more self-confidence and job control compared to the students of faculty of sport sciences (Table 13).

According to the results of job and work satisfaction levels of students, in terms of grade variable,

On the following matters,

- Sometimes, I feel sad or depressed
- When I try to do something, I am usually successful
- I have a strong bond with my school of education
- In a general sense, I am proud to be in this school
- I feel a weak bond with the job I will do when I graduate

It was observed that 1st-grade students had more positive opinions compared to the other grades. These results were in parallel with age variable.

On the following matters,

- Sometimes, I feel worthless when I fail
- I feel that my future is closely related to my school of education

It was observed that 4th-grade students had more positive opinions compared to other grades. These results were in parallel with age variable. In these results, the uneasiness caused by failure became more obvious. It can be concluded that a stronger bond exists due to the sadness of graduation.

In conclusion:

- Students of the faculty of sport sciences were more insecure and more pessimist compared to the students of other departments. Students of faculty of sport sciences had lower satisfaction levels from their departments compared to the students of other departments.
- Students of the faculty of sport sciences were happier, more self-sacrificing and more charitable, and had stronger bonds with their jobs due to their field of education.
- Students of the faculty of sport sciences were more pessimist and insecure while being more self-sacrificing and more charitable, and having a stronger bond with their jobs due to their team spirit and fair play aspects.
- According to gender, males demonstrated more positive opinions compared to females. It can be concluded that this result was due to males' active role in society.
- Students of the faculty of sport sciences, according to gender variable, male students had more positive opinions on the job and work satisfaction levels compared to female students.
- In these results, female students of faculty of sport sciences had stronger bonds with their departments compared to female students of other departments.

- Male students of faculty of sport sciences had more positive opinions on achieving success compared to male students of other departments. Male students of faculty of sport sciences were sadder and more depressed.
- Students of the faculty of sport sciences had stronger bonds with their departments of education compared to the students of other departments.
- Students of 18-20 age group had more positive opinions compared to the students of other age groups. In these results, student groups who just started their education and cannot fully understand life's reality had higher self-confidence yet because of their ages, they are more emotional
- Students of 18-20 age group of faculty of sport sciences had more positive opinions on the job and work satisfaction compared to students of 18-20 age group of other departments. Students of the faculty of sport sciences had stronger bonds with their departments compared to students of other departments.
- According to grade variable, 4th -grade students had more self-confidence due to their age group and they are a little more hopeful due to being closer to graduation. This result was in parallel with age variable.

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8. ATTACHMENTS

Attachment 1:

This study has a scientific quality aimed at a research master's degree thesis. Please read each matter carefully and mark the best suitable matter for you with (X).

Thank you for your contribution.

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Firat University Institute of Health Sciences Department of Physical Education

and Sports

1. Gender: Female Male
2. Age
3. Department of Education:
 Faculty of Sport Sciences Other Department
4. Grade:

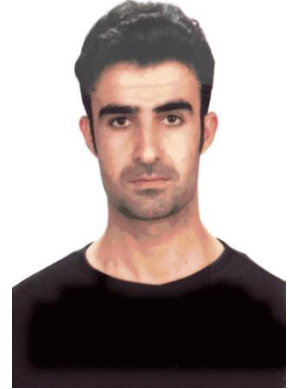
JOB SATISFACTION SCALE						
State your degree of agreement for each matter by marking the best suitable option for you. Mark the related column with (X).						
No	Matter	Strongly Disagree	Somewhat Disagree	Partially Agree	Mostly Agree	Completely Agree
1	I am sure that I will achieve the success I deserve in life					
2	Sometimes, I feel sad or depressed					
3	When I try to do something, I am usually successful					
4	Sometimes, I feel worthless when I fail					
5	I complete the task assigned to me successfully					
6	Sometimes, I feel that some things are not in my control					
7	In a general sense, I am pleased with myself					
8	I have doubts about my abilities					
9	I can make decisions about the events in my life					
10	I feel that I am not in control of the success in my career					
11	I have the capacity to deal with most of my problems					
12	Sometimes, events appear to be unpleasant, sad and hopeless to me					
13	The job I will do after graduation is like a hobby for me					
14	I believe that I will be happier with the job I will do after graduation compared to most people					
15	I really enjoy my department					
16	In a general sense, my department is satisfactory for me					
17	I believe that the job I will do after graduation is more interesting compared to other jobs I can find					
18	I feel that my future is closely related to my school of education					
19	If it is necessary for the benefit of the job I will work, I can sacrifice my own benefit					
20	I have a strong bond with my school of education					
21	In a general sense, I am proud to be in this school					
22	If it is necessary, I can perform well beyond my duties voluntarily for the benefit of my school of education					
23	I feel a weak bond with the job I will do when I graduate					

9. CURRICULUM VITAE

Curriculum Vitae - CV

1. Personal Data :

- **Name:** Mohammed Khalid H.Mohammed
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2. Higher Education and Scientific Title:

- University of Sulamiani Physical Education Department 2012-2013 _ BS.C (Bachelor)
- M.Sc. Student at Department of Physical Education. College of Sport Science- Firat University Elazig-Turkey "Satisfaction, Job Satisfaction, Faculty, Faculty of Sport Sciences, Student" (2015-2017).

3. Language:

- Fluent spoken and \written (Kurdish).
- Median spoken and \written (English).
- Median spoken\ written (Arabic).