

The Impact of Anxiety Levels on Job Satisfaction Among Educational Professionals*

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Abstract: The aim of this study is to examine the effect of anxiety levels of individuals working in the education sector on job satisfaction. Relational survey method was used in the study. The population of the study consisted of all education employees in Turkey, while the sample consisted of 110 education employees in a province in western Turkey. State and Trait Anxiety Inventory and Job Satisfaction Scale were used in the study. The data of the study were analyzed with SPSS program. The results were evaluated in detail using statistical methods such as frequency analysis, t-test and ANOVA. The results of the study revealed that high levels of anxiety decrease job satisfaction and significantly reduce the satisfaction of employees at work. These findings suggest that developing strategies to reduce anxiety can be effective in increasing job satisfaction and thus organizational productivity. This study in the education sector aims to make a valuable contribution to the literature on the relationship between anxiety and job satisfaction

Keywords: Educational professionals, anxiety, job satisfaction

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Eğitim Çalışanlarının Kaygı Düzeyinin İş Tatminine Olan Etkisi

Özet: Bu araştırmanın amacı, eğitim sektöründe çalışan bireylerin kaygı düzeylerinin iş tatmini üzerindeki etkisini incelemektir. Araştırmada ilişkisel tarama yöntemi kullanılmıştır. Araştırmanın evrenini Türkiye genelindeki tüm eğitim çalışanları oluştururken örneklemini ise Türkiye'nin batısındaki bir ildeki 110 eğitim çalışanı oluşturmaktadır. Araştırmada Durumluk ve Sürekli Kaygı Envanteri ve İş Tatmini Ölçeği kullanılmıştır. Araştırmanın verileri SPSS programı ile analiz edilmiştir. Araştırmada frekans analizi, t-testi ve ANOVA gibi istatistiksel yöntemler kullanılarak sonuçlar detaylı şekilde değerlendirilmiştir. Araştırma sonuçları, yüksek kaygı düzeylerinin iş tatminini düşürdüğünü ve çalışanların iş yerinde yaşadıkları memnuniyeti ciddi oranda azalttığını ortaya koymuştur. Bu bulgular, kaygıyı azaltmaya yönelik stratejilerin geliştirilmesinin, iş tatminini ve dolayısıyla örgütsel verimliliği artırmada etkili olabileceğini göstermektedir. Eğitim sektöründe yapılan bu çalışma, kaygı ve iş tatmini arasındaki ilişkiye dair literatüre değerli bir katkı sunmayı amaçlamaktadır.

Anahtar Kelimeler: Eğitim çalışanları, kaygı, iş tatmini

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INTRODUCTION

Anxiety is a natural emotional response to uncertainties, high expectations, and challenges encountered in professional life (Lazarus & Folkman, 1984). It emerges as a result of employees' cognitive and emotional reactions to stress factors within the workplace (Lazarus & Folkman, 1984). Spielberger (1983) categorizes anxiety into two dimensions: "state anxiety" and "trait anxiety," emphasizing how these dimensions influence employees' ability to cope with stress. State anxiety refers to an individual's reaction to specific events or situations, whereas trait anxiety is considered a general personality characteristic. Sustained levels of trait anxiety can have long-term effects on employees' professional performance and job satisfaction (Freud, 1920; Rogers, 1951). Understanding the dynamics of anxiety and its impact on workplace outcomes is crucial for developing effective strategies to enhance employee well-being and organizational productivity.

Empirical studies focusing on the educational sector reveal that factors such as classroom management, student achievement, and school administration significantly contribute to teachers' anxiety, thereby negatively affecting their job satisfaction (Klassen & Chiu, 2010). Furthermore, organizational stressors, including insufficient social support, excessive workloads, and role ambiguity, exacerbate anxiety, leading to decreased employee motivation and diminished overall satisfaction (Kahn & Byosiere, 1992). Anxiety has been identified as a critical determinant of job satisfaction, motivation, and workplace performance (Hobfoll, 2001). In human-centered professions such as education, elevated anxiety levels can exert a direct and substantial impact on job satisfaction while simultaneously increasing the likelihood of professional burnout (Sonnetag & Fritz, 2007). The lack of adequate social support systems is a pivotal factor contributing to heightened anxiety among educational workers. In particular, perceptions of low social support within the education sector further complicate the interplay between occupational anxiety and job satisfaction (Friedman, 2000). Additionally, Kahn and Byosiere (1992) highlight role ambiguity, job insecurity, and unfavorable working conditions as key organizational factors that intensify workplace anxiety.

Childhood trauma and genetic predisposition are critical determinants of individuals' anxiety levels (Acat & Hisar, 2023; Harmancı, Akdeniz, Gültekin Ahçı & Dalmış, 2021; Karal, 2023; Terzioğlu, Çelikay Söyler & Menekşe, 2023). Such early-life experiences can impair an individual's ability to manage stress in later stages of life, often contributing to the development of chronic anxiety. Beyond these intrinsic factors, the escalating social and economic pressures

characteristic of modern society also emerge as significant external contributors to elevated anxiety levels among employees (Ceylan, Gül & Öksüz, 2016; Gökçe, 2022). These insights highlight the complex interplay between personal vulnerabilities and external stressors in shaping anxiety. Addressing both dimensions is essential for developing effective interventions aimed at reducing anxiety and fostering resilience in professional and social contexts.

The relationship between anxiety levels and job satisfaction among employees in the education sector has been found to be significant. However, the intricate nature of this relationship highlights the necessity for implementing more comprehensive strategies within workplace settings. Policies designed to mitigate anxiety and enhance job satisfaction are essential for promoting both individual well-being and organizational success (Judge & Church, 2000). Specifically, establishing a flexible and supportive work environment that meets employees' social and emotional support needs can substantially improve job satisfaction levels (Schaufeli & Bakker, 2004). These findings underscore the importance of adopting proactive measures to cultivate a healthier and more productive organizational climate.

Job satisfaction represents employees' overall sense of contentment and happiness with their work. Locke (1976) conceptualizes job satisfaction as an emotional reaction to one's job, highlighting its pivotal role in fostering motivation and organizational commitment. Employees who experience high levels of job satisfaction are more likely to exhibit enhanced performance and demonstrate lower turnover tendencies (Robbins & Judge, 2013).

Herzberg's (1968) two-factor theory classifies the factors influencing job satisfaction into hygiene factors and motivation factors. Hygiene factors address basic needs such as salary, job security, and working conditions, while motivation factors encompass intrinsic elements such as a sense of achievement and the nature of the work itself. These factors collectively determine job satisfaction by aligning with the extent to which employees' expectations are fulfilled. Spector (1997) argues that job satisfaction is influenced not only by job characteristics but also by individual differences and cultural contexts. Personal values, motivation levels, and cultural backgrounds significantly shape employees' perceptions of job satisfaction. Furthermore, job satisfaction plays a pivotal role in enhancing individuals' overall quality of life and work-life balance. High levels of job satisfaction not only increase life satisfaction but also boost organizational productivity (Warr, 2007).

Judge and Klinger (2008) highlight the critical role of individual personality traits in shaping job satisfaction, emphasizing that individuals with neurotic tendencies are more

susceptible to experiencing lower levels of satisfaction. The body of literature examining the relationship between anxiety and job satisfaction is extensive, with numerous studies demonstrating the significant impact of anxiety on job satisfaction (Eyitmiş & Yıldırım, 2022; Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964; Karadağ Ak & Diken, 2020; Neşe & Gündoğan, 2023; Schaufeli & Bakker, 2004; Ürün & Şafak Öztürk, 2020). These studies consistently reveal that anxiety levels directly influence employees' performance, overall satisfaction, and job satisfaction. Elevated anxiety is particularly associated with reduced workplace productivity and a decline in job satisfaction, underscoring its adverse effects on both individual well-being and organizational outcomes. The present study seeks to explore the relationship between anxiety and job satisfaction among professionals in the education sector, aiming to provide valuable insights into this multifaceted interaction.

METHODOLOGY

Research Design

This study adopts a correlational survey model to examine the relationship between job satisfaction and anxiety levels among individuals employed in the education sector. The correlational survey model is designed to identify the existence and strength of relationships between two or more variables (Karasar, 2005). Rather than focusing on establishing cause-and-effect relationships, this model seeks to explore the direction and magnitude of the relationships between variables (Creswell, 2012). In this research, job satisfaction and anxiety levels are treated as the primary variables, and the statistical analysis aims to elucidate the nature and strength of their interaction.

Population and Sample

The target population for this study includes all educational workers across Türkiye, with the sample drawn from 110 individuals employed in schools located in province in western Türkiye. To investigate the relationship between job satisfaction and anxiety levels among school employees, a total of 384 survey forms were distributed, of which 110 were completed and returned, forming the basis for analysis.

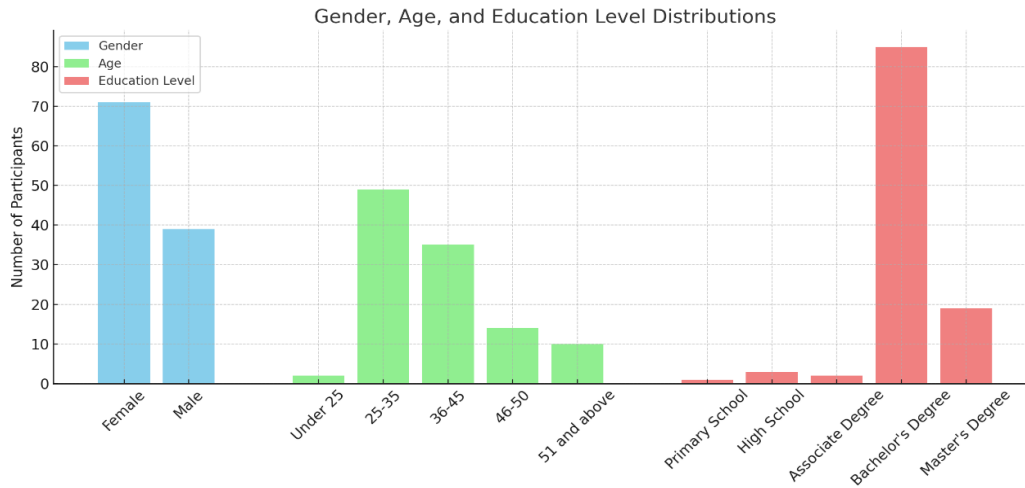


Figure 1: Gender, Age, and Educational Background of Participants

According to Figure 1, 64.5% of the participants are female ($n=71$), while 35.5% are male ($n=39$). Regarding age distribution, the largest proportion of participants falls within the 25-35 age group, accounting for 44.5% ($n=49$). This is followed by the 36-45 age group at 31.8% ($n=35$). Participants aged 46-50 constitute 12.7% ($n=14$), while those aged 51 and above represent 9.1% ($n=10$). The lowest representation is observed among participants under the age of 25, accounting for 1.8% ($n=2$). In terms of educational background, the majority of participants, 77.3% ($n=85$), hold a bachelor's degree, followed by 17.3% ($n=19$) with a master's degree. Associate degree holders make up 1.8% ($n=2$), while high school graduates constitute 2.7% ($n=3$). The lowest representation is observed among participants with primary education, accounting for 0.9% ($n=1$).

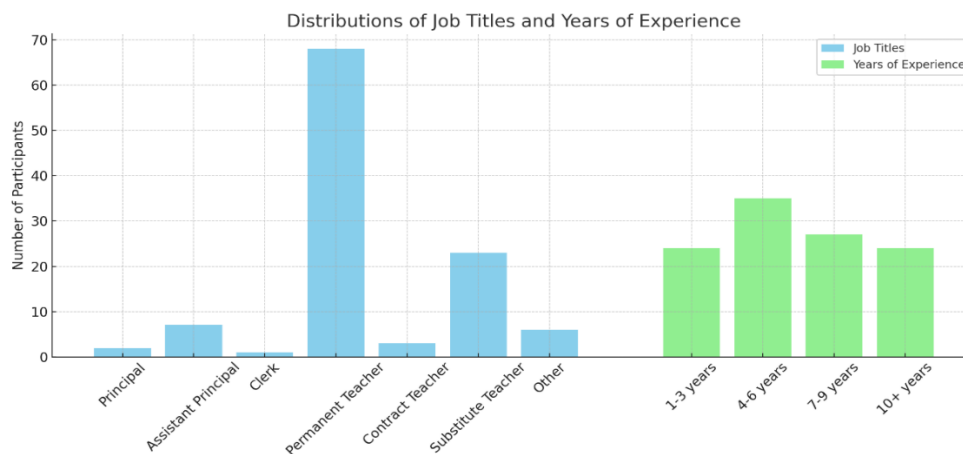


Figure 2: Job Roles and Years of Experience of Participants

An evaluation of participants based on their job roles reveals that 1.8% serve as principals, 6.4% as assistant principals, 0.9% as administrative staff, 61.8% as tenured teachers, 2.7% as contract teachers, 20.9% as substitute teachers, and 5.5% occupy other roles. Regarding years of service, 21.8% of the participants have 1-3 years of experience, 31.8% have 4-6 years, 24.5% have 7-9 years, and 21.8% have been working for 10 years or more.

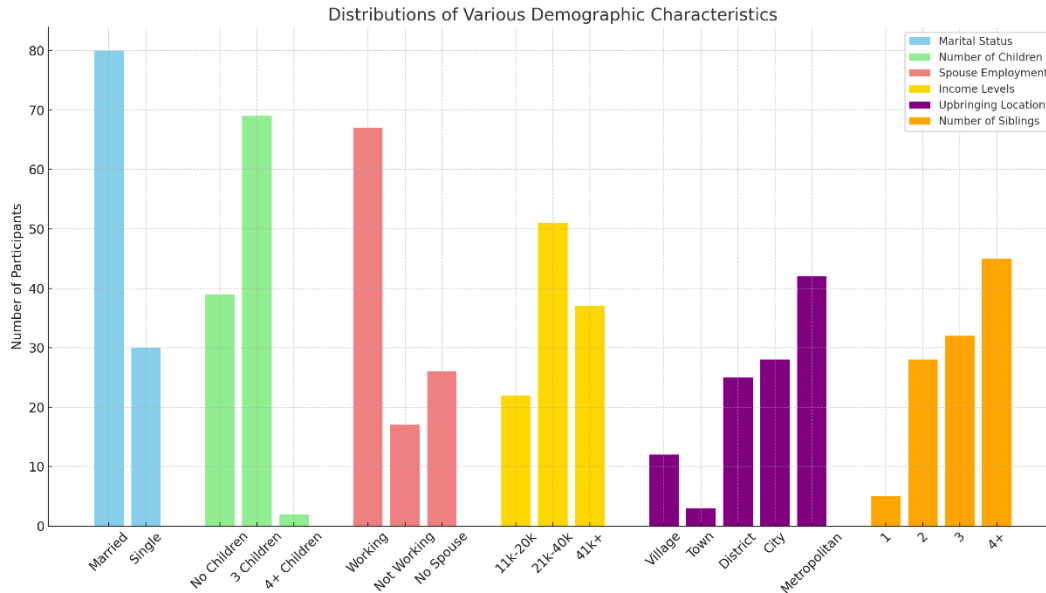


Figure 3. Marital Status, Number of Children, Spousal Employment, Income Levels, Childhood Residence, and Sibling Count of Participants

The demographic analysis of participants reveals that 72.7% are married, while 27.3% are single. Regarding the number of children, 35.5% have no children, 62.7% have three children, and 1.8% have four or more children. In terms of spousal employment, 60.9% of participants reported having employed spouses, 15.5% reported unemployed spouses, and 23.6% indicated they do not have a spouse. Income levels show that 20% earn between 11,000-20,000 TL, 46.4% earn between 21,000-40,000 TL, and 33.6% earn over 41,000 TL. When examining childhood residence, 10.9% of participants grew up in villages, 2.7% in towns, 22.7% in districts, 25.5% in provinces, and 38.2% in metropolitan areas. Lastly, sibling count data indicates that 4.5% have one sibling, 25.5% have two, 29.1% have three, and 40.9% have four or more siblings, including themselves. These demographic characteristics provide essential context for understanding the relationships between participants' personal backgrounds, anxiety levels, and job satisfaction.

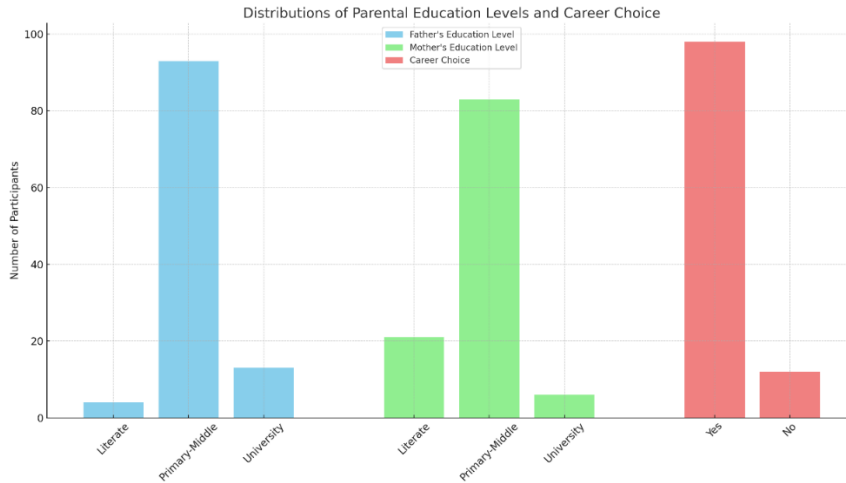


Figure 4. Educational Levels of Parents and Career Choices of Participants

The analysis reveals that 3.6% of participants' fathers are literate without formal education, 84.5% have primary or secondary education, and 11.8% have higher education. For mothers, 19.1% are literate without formal education, 75.5% have primary or secondary education, and 5.5% have higher education. Additionally, 89.1% of participants reported that they willingly chose their professions.

Before initiating the data analysis process, the normality of the data distribution was examined to ensure its suitability for further statistical procedures.

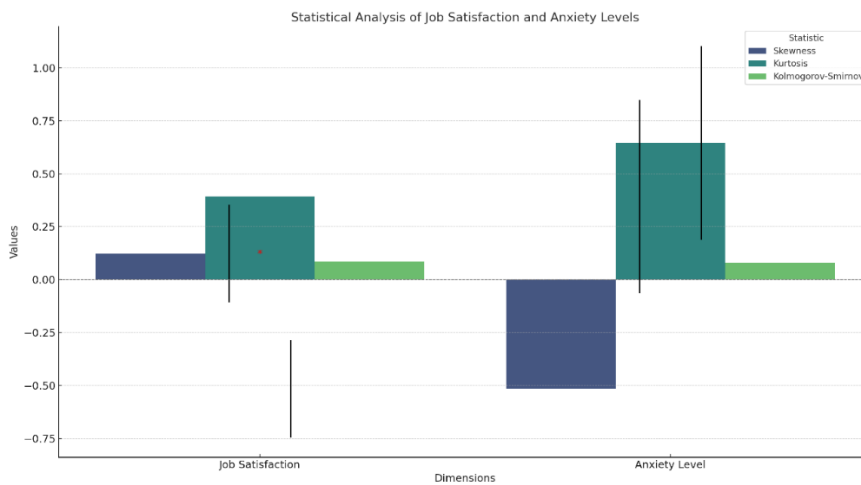


Figure 5. Skewness and Kurtosis Values and Kolmogorov-Smirnov Test Results

The analysis revealed that the skewness and kurtosis values for both job satisfaction and anxiety levels fall within the acceptable range of -2 to +2, indicating a normal distribution.

Additionally, the Kolmogorov-Smirnov test confirmed that the data adheres to a normal distribution. Based on these results, parametric tests were employed in the analysis process, as the data met the necessary assumptions for such statistical methods. This approach ensures the validity and reliability of the findings derived from the dataset.

Data Collection Tools

The State-Trait Anxiety Inventory adapted into Turkish by Ayaz, Bilgin, and Mollaoğlu (2017) and the Job Satisfaction Scale adapted into Turkish by Keser and Öngen Bilir (2019) were used in the study.

FINDINGS

Descriptive Analyses of the Trait Anxiety Inventory

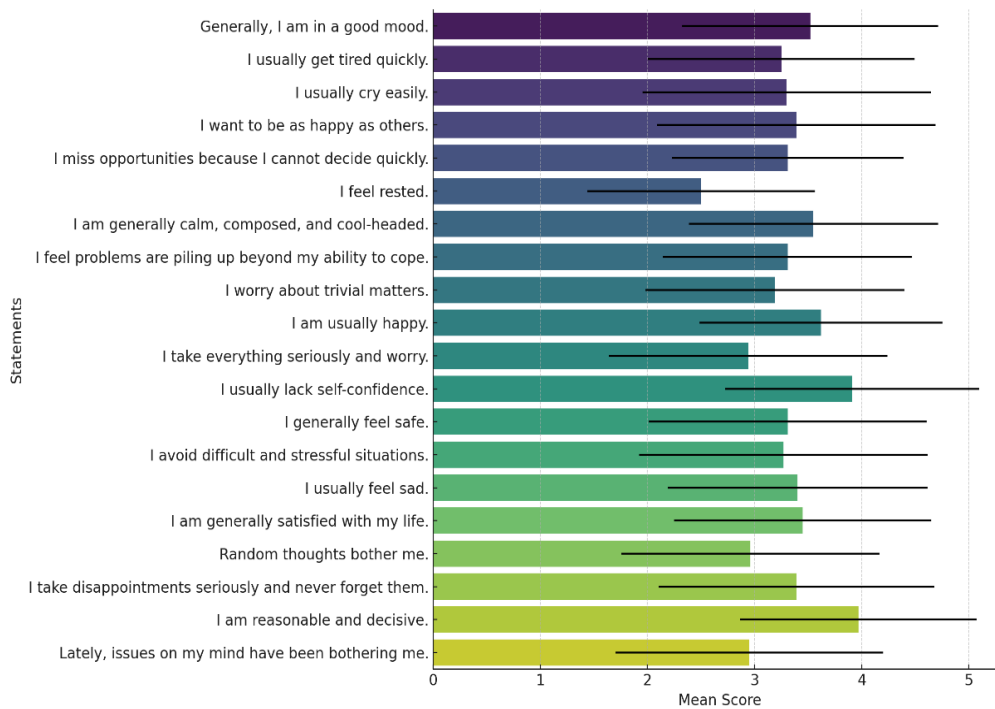


Figure 6. Descriptive Analysis of the Trait Anxiety Inventory

Figure 6 offers critical insights into participants' psychological states, behaviors, and emotional well-being. The findings indicate that participants predominantly perceive themselves as "rational and determined" (Mean = 3.97), demonstrating a high degree of consensus regarding this positive trait. Interestingly, they also expressed significant agreement with the statement "I generally lack self-confidence" (Mean = 3.91), revealing a complex interplay between self-assurance and rationality. The statement "I feel rested" received the

lowest mean score (Mean=2.50), indicating a notable deficit in perceived restfulness among participants. Statements reflecting positive psychological states, such as "I am generally happy," exhibited higher mean scores, whereas items addressing psychological challenges, such as "I am disturbed by trivial thoughts," showed comparatively lower mean scores and greater variability in responses, as indicated by broader standard deviations. This suggests pronounced individual differences in participants' mental states. The findings highlight the importance of tailoring support mechanisms to meet the specific needs of individuals. The observed low levels of restfulness and mental strain underscore the necessity for interventions targeting work-life balance and stress management. These results call for organizational strategies to enhance employee well-being by addressing both physical and psychological dimensions of workplace satisfaction.

Descriptive Analysis of the Job Satisfaction Survey

Figure 7 provides a comprehensive assessment of the strengths and weaknesses in educational employees' job satisfaction and workplace perceptions. A notable strength is the sense of purpose employees associate with their roles and the robust social connections within the workplace, which positively influence overall job satisfaction. For instance, high mean scores for statements such as "I feel proud of the work I do" (Mean = 4.05) and "I enjoy my job" (Mean = 3.93) indicate that employees derive meaning and value from their work, fostering greater organizational commitment. Conversely, areas of dissatisfaction are evident in low mean scores for statements like "I am satisfied with my salary increases" (Mean = 1.89) and "People in this workplace get promoted as quickly as in other organizations" (Mean = 2.14). These findings reflect dissatisfaction with salary policies and career advancement opportunities, which represent critical challenges for employee satisfaction. Perceptions of managerial behavior exhibit mixed results. While some employees expressed positive views about their managers, as reflected in the statement "I like my manager" (Mean = 3.49), others perceived managerial behavior as unfair, as evidenced by the statement "My manager is unfair to me" (Mean = 3.75). These findings suggest variability in how managerial actions are perceived across the organization. Strong interpersonal relationships and effective communication were evident in high mean scores for statements such as "I like the people I work with" (Mean = 3.77) and "I think communication in my workplace is good" (Mean = 3.71). These results highlight the positive influence of strong social bonds and clear communication on employee

satisfaction. However, challenges related to workplace clarity and policy implementation were identified.

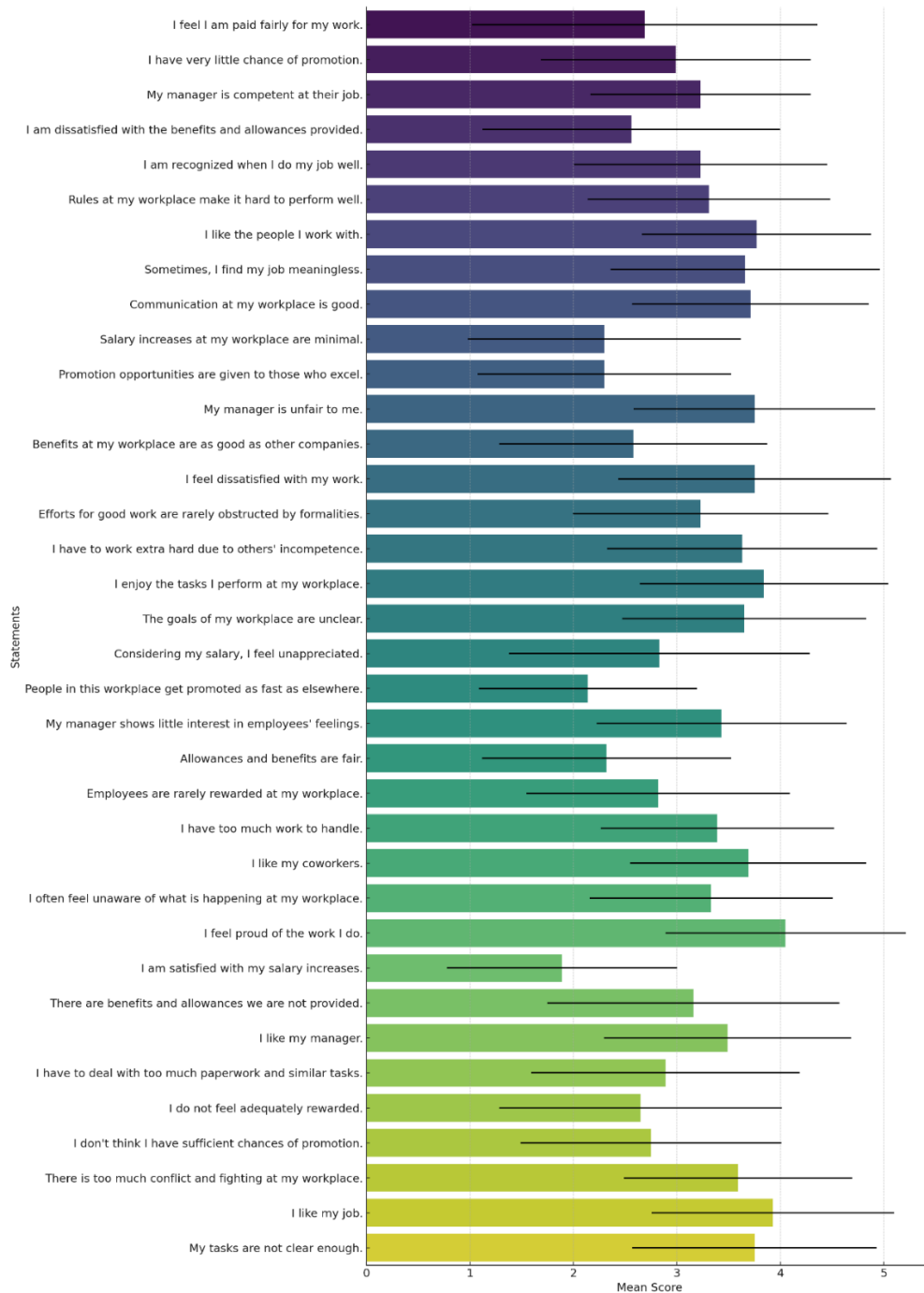


Figure 7. Descriptive Analysis of the Job Satisfaction Survey

For instance, the statement "The tasks I need to complete are not clearly defined" (Mean = 3.75) suggests ambiguity in job roles, while "There are additional benefits we do not receive in this workplace" (Mean = 3.16) indicates a perceived lack of equitable benefit distribution.

These issues point to a need for enhanced organizational transparency and clearer procedural guidelines.

t-Test Analysis of the Source of Differences in Job Satisfaction and Anxiety Levels by Gender



Figure 8. t-Test Analysis of Job Satisfaction and Anxiety Scores by Gender

Figure 8 examines gender-based differences in job satisfaction and anxiety scores among participants. The analysis reveals that female participants exhibit slightly higher mean scores for job satisfaction compared to males. However, this difference is not statistically significant, as indicated by a p-value of 0.197. This finding suggests that the observed variation may be due to random fluctuations rather than a systematic difference, affirming the absence of a meaningful gender-based disparity in job satisfaction levels. Similarly, female participants demonstrate marginally lower anxiety scores than their male counterparts, potentially indicating that women might be employing more effective strategies to cope with workplace stress. Conversely, male participants display slightly higher mean scores for anxiety. Nevertheless, the p-value of 0.312 confirms that this difference is not statistically significant, underscoring that no substantial variation exists between genders in terms of anxiety levels. In conclusion, the results indicate no statistically significant differences between male and female participants in either job satisfaction or anxiety scores. These findings underscore the importance of addressing broader individual and organizational factors influencing these variables rather than attributing differences to gender. This approach is essential for the development of inclusive and evidence-based workplace strategies aimed at enhancing employee well-being across all demographics.

ANOVA Analysis of Employees' Job Satisfaction Levels by Income Groups

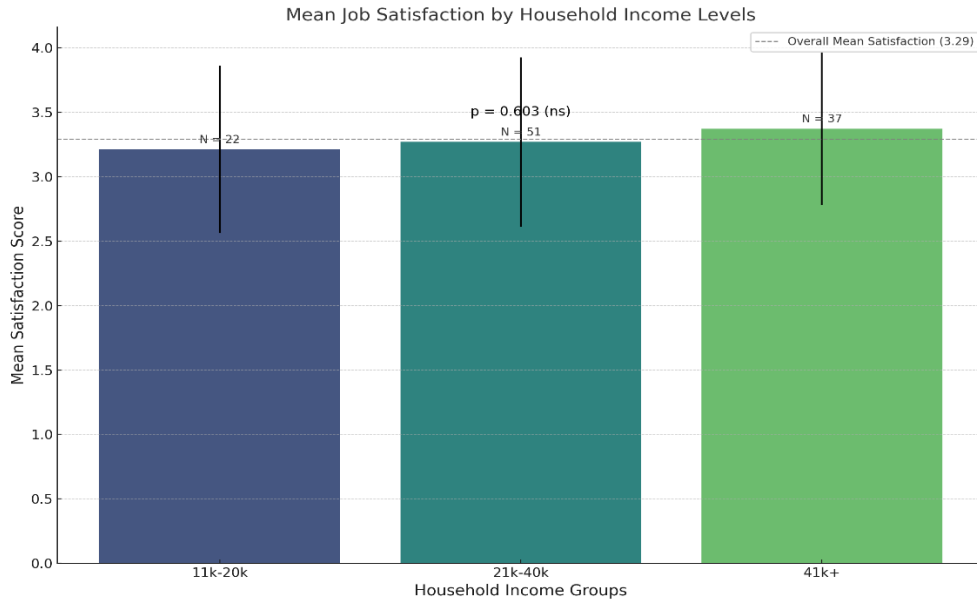


Figure 9. ANOVA Analysis of Job Satisfaction Levels Based on Employee Income

Figure 9 demonstrates that there are no statistically significant differences in job satisfaction levels across various income groups. This finding suggests that income alone does not play a decisive role in determining employees' satisfaction with their jobs. While financial compensation remains an important factor, it is evident that it is not sufficient on its own to enhance overall job satisfaction

ANOVA Analysis of School Employees' Job Satisfaction Levels by Number of Children

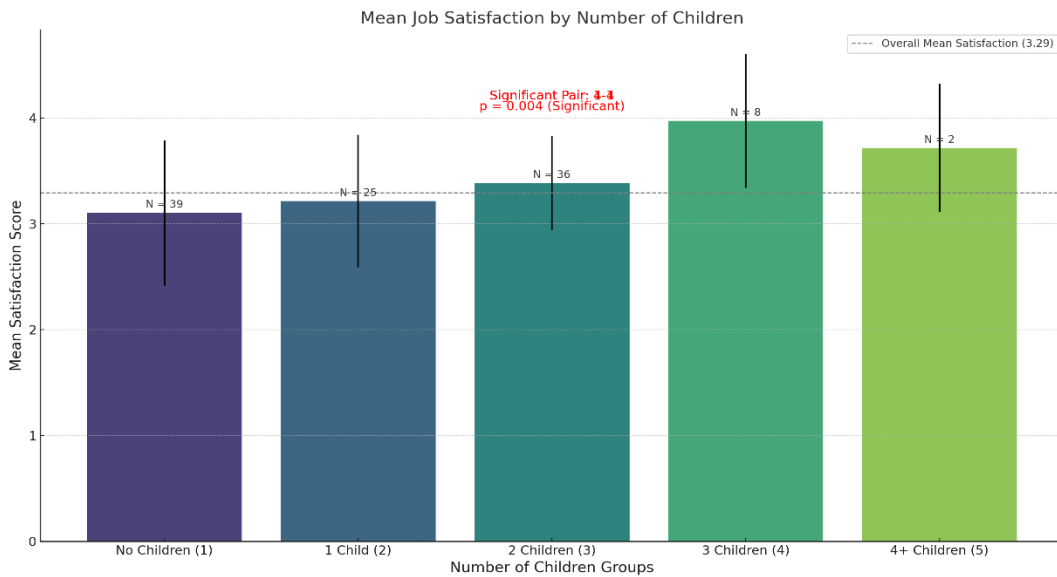


Figure 10. ANOVA Analysis of Job Satisfaction Levels Based on the Number of Children

Figure 10 reveals a statistically significant difference in job satisfaction levels among school employees based on the number of children they have ($F = 3.293$; $p < 0.05$). Results from the Scheffe post-hoc test indicate that employees with three children report the highest job satisfaction levels ($M = 3.97$), exceeding those with four or more children ($M = 3.71$). Similarly, employees with two children ($M = 3.38$) demonstrate higher satisfaction compared to those with one child ($M = 3.21$) or no children. A significant relationship is observed between employees with no children and those with three children, with the latter group exhibiting substantially higher satisfaction levels. These findings suggest that having two or three children positively influences job satisfaction, potentially by enhancing employees' motivation and sense of purpose in their professional lives. Employees without children report the lowest job satisfaction levels, a trend that may reflect unique stressors faced by this group or perceptions of reduced workplace support. In contrast, the highest satisfaction levels observed among employees with three children may underscore the beneficial role of family dynamics, such as emotional fulfillment and stronger social support, in fostering greater workplace satisfaction.

The Relationship Between Job Satisfaction and Anxiety Levels Among Employees



Figure 11. Graphical Analysis of the Relationship Between Job Satisfaction and Anxiety Levels

Figure 11 demonstrates a positive correlation between job satisfaction and anxiety levels, indicating that as job satisfaction increases, anxiety levels also tend to rise. This suggests

that in certain workplace environments, higher levels of job satisfaction may lead to elevated pressure on employees, potentially increasing their stress levels. A substantial proportion of participants exhibit moderate levels of both job satisfaction and anxiety, which aligns with the overall demographic profile of the study sample. The regression line visually confirms the positive association between the two variables, with a slight upward slope indicating a statistically significant, albeit moderate, relationship. This slope highlights that increases in job satisfaction correspond to proportional increases in anxiety levels, albeit within a controlled range. The density contours depicted on the graph reveal a clustering of observations in the moderate ranges of job satisfaction (3.0–3.5) and anxiety levels (3.0–3.5). These dense areas suggest that the majority of participants fall within these ranges, whereas observations are less frequent at extreme high or low values of either variable, indicating limited variability in these extremes within the sample. Outliers deviating from the regression line point to individuals whose job satisfaction and anxiety levels diverge from the general trend. For instance, some individuals exhibit higher anxiety despite lower job satisfaction, while others demonstrate lower anxiety even with moderate satisfaction. These outliers suggest the presence of unique influencing factors, such as personal resilience, workplace dynamics, or external stressors, that merit further investigation.

Correlation Analysis Explaining the Relationship Between Job Satisfaction and Sub-Dimensions of Anxiety Levels

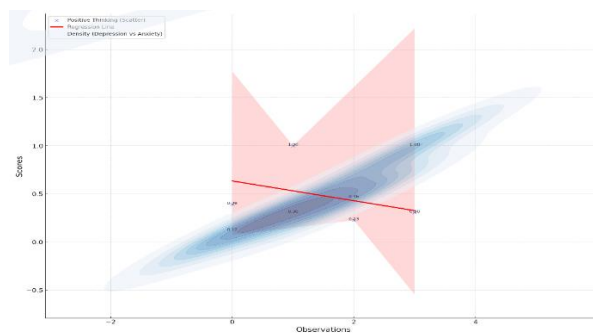


Figure 11. Correlation Analysis Graph Illustrating the Relationship Between Job Satisfaction and Anxiety Sub-Dimensions

Figure 11 highlights a positive relationship between positive thinking and job satisfaction, suggesting that individuals who adopt a constructive mindset are more likely to experience higher levels of satisfaction at work. This finding emphasizes the potential value of workplace initiatives, such as training programs or workshops, aimed at fostering positive thinking to improve employees' overall satisfaction. On the other hand, the graph also reveals

that individuals with elevated levels of depression and anxiety may require additional workplace support. The density contours demonstrate a strong correlation between depression and anxiety ($r = 0.461$), indicating that these emotional states frequently co-occur and may adversely affect employees' workplace experiences. The regression line further confirms a positive trend between positive thinking and job satisfaction ($r = 0.390$), reflecting a moderate yet meaningful relationship. The clustering of data points near the regression line suggests consistency in this trend among participants, while the contours for depression and anxiety emphasize the need for targeted interventions to address these challenges. Collectively, these findings suggest that workplaces should focus on strategies that promote positive thinking while simultaneously mitigating the negative effects of depression and anxiety. By doing so, organizations can enhance employee satisfaction and foster a more supportive and productive work environment.

Regression Analysis Between Job Satisfaction and Anxiety Levels of Employees

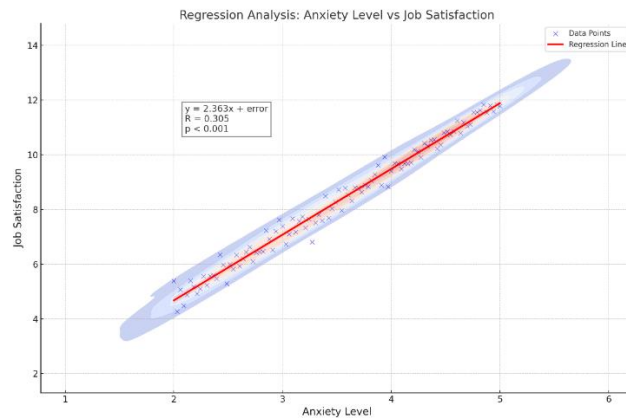


Figure 12: Regression Analysis of the Relationship Between Job Satisfaction and Anxiety Levels

The regression analysis, represented by the red regression line in Figure 12, illustrates a positive relationship between anxiety levels and job satisfaction. The regression coefficient ($B = 2.363$) indicates the magnitude of this positive association, suggesting that higher anxiety levels are associated with increased job satisfaction. The correlation coefficient ($R = 0.305$) reflects a moderate positive relationship, and the statistical significance ($p < 0.001$) confirms the validity of this relationship within the context of the study. As the significance level is below 0.05, the regression model is considered statistically robust. The results reveal a weak yet significant positive relationship between job satisfaction and anxiety levels among school employees. The coefficient of determination ($R^2 = 0.093$) indicates that 9.3% of the variance in

job satisfaction is accounted for by anxiety levels. Furthermore, the standardized regression coefficient (Beta = 0.305; $p < 0.05$) underscores the significant influence of anxiety on job satisfaction. The density contours in the graph, depicted in varying shades of blue, highlight the frequency distribution of observations across anxiety levels and job satisfaction scores. The darker regions, indicating higher observation densities, are concentrated around moderate anxiety levels (3.0–4.0 range) and corresponding job satisfaction scores. This clustering suggests that individuals with moderate anxiety levels tend to exhibit more balanced and consistent levels of job satisfaction. The positive slope of the regression line further supports the idea that increasing anxiety levels may correspond with heightened job satisfaction. This could reflect the potential influence of greater responsibilities or expectations associated with higher satisfaction levels. Conversely, individuals with lower anxiety levels may report relatively lower satisfaction, possibly due to reduced engagement or workplace stimulation.

CONCLUSION

The findings of this study reveal that employees generally demonstrate emotional stability; however, they occasionally exhibit signs of persistent anxiety in certain situations. The high ratings for statements such as "I am generally in a good mood" and "I am usually happy" indicate that participants predominantly maintain a positive psychological state. Conversely, the moderate ratings for statements like "I worry about small things" and "I feel overwhelmed by problems I cannot overcome" suggest that employees encounter a manageable yet notable level of anxiety in their daily professional lives.

The attention drawn to the statement "I miss opportunities due to my indecision" highlights that some individuals face difficulties in decision-making processes. Overall, the findings suggest that while most employees successfully manage their anxiety levels, there are specific scenarios in which these levels increase. This underscores the necessity for organizations to implement strategies aimed at reducing workplace stressors and enhancing the emotional resilience and overall well-being of their workforce. These results provide valuable insights for developing targeted interventions to support employees in maintaining a balanced psychological state in the workplace.

The participants expressed a strong sense of pride in their work and reported developing positive relationships with their colleagues. However, notable dissatisfaction was observed in financial matters, particularly regarding salaries and rewards. Participants highlighted concerns about perceived managerial unfairness and insufficient sensitivity to employees' emotional

needs. Additionally, excessive workloads and bureaucratic formalities were identified as significant challenges that hinder employees' ability to perform their tasks efficiently. These results underscore the critical importance of fostering a workplace environment that offers both material and emotional support to employees to enhance overall satisfaction and performance.

Furthermore, the analysis revealed no significant differences in job satisfaction and anxiety levels based on gender. Both male and female participants demonstrated similar results across these variables, suggesting that gender is not a significant determinant in this context. These findings indicate the need for inclusive strategies that address the broader factors influencing employee satisfaction and well-being, irrespective of gender.

The analysis indicated no statistically significant differences in job satisfaction levels across income groups. Although a slight upward trend in job satisfaction scores was observed as income levels increased, this variation was not found to be statistically meaningful. These results suggest that the determinants of job satisfaction extend beyond financial conditions, underscoring the importance of addressing employees' emotional, social, and professional needs. Accordingly, strategies aimed at enhancing job satisfaction should integrate not only material factors but also organizational elements such as work environment, managerial practices, and opportunities for personal and professional development.

Moreover, the findings revealed that having children significantly influenced job satisfaction levels. Employees with two or three children reported notably higher job satisfaction, suggesting that parenthood may foster greater motivation and a sense of purpose in their professional lives. Among the groups analyzed, individuals with three children exhibited the highest levels of job satisfaction, whereas childless employees reported the lowest levels. This pattern may reflect the possibility that childless individuals perceive lower workplace support or experience unique stressors. These findings highlight the importance of developing organizational policies that account for employees' familial responsibilities and provide adequate support to accommodate diverse personal circumstances.

The analysis has identified a positive relationship between job satisfaction and anxiety levels. This relationship indicates that an increase in anxiety levels is associated with an increase in job satisfaction. However, it is important to note that this increase in job satisfaction may lead to additional pressure from responsibilities or expectations, particularly once a certain threshold is reached. The majority of participants exhibited moderate levels of both job satisfaction and anxiety. While the regression analysis confirmed this relationship, it also

suggests the need to investigate other factors influencing both job satisfaction and anxiety levels.

The correlation between positive thinking and job satisfaction was assessed as moderately strong. Individuals with higher levels of positive thinking tended to approach challenges at the workplace more optimistically, which had a positive effect on their job satisfaction. This indicates that fostering positive thinking through targeted programs or interventions could play a crucial role in improving job satisfaction.

In conclusion, while there is a positive relationship between anxiety levels and job satisfaction, it must be considered that excessively high anxiety could have detrimental effects on job satisfaction. Therefore, it is essential to manage the variables related to job satisfaction in a balanced manner. Furthermore, developing strategies to address employees' emotional needs is critical to enhancing employee satisfaction and overall organizational well-being. These strategies should focus on creating a supportive work environment that attends to both emotional well-being and professional development.

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