

Full Length Research Paper

Demographic variables and levels of life satisfaction: The case of students enrolled in apprenticeship training

Hasan Bozgeyikli^{1*}, Abdullah Işıklar¹ and Susran Erkan Eroğlu²

¹Faculty of Education, Erciyes University, Kayseri, Turkey.

²Faculty of Education, Selçuk University, Konya, Turkey.

Accepted 13 May, 2010

The aim of this research is to observe apprenticeship students' life satisfaction levels related to several environments (friend, school, environment, family and self) according to some variables (parents' educational situation, parents' profession, pleasure from job and pleasure of working conditions). The scope of the study was 548 apprenticeship students. "Multidimensional life satisfaction questionnaire" was used as data collecting medium. There is a significant difference according to parents' educational levels at students' friend, school, family, environment and self dimensions. There are significant differences at all dimensions except self dimension according to income level. According to pleasure from job variable there are significant differences at the all dimensions of life satisfaction of the students who were pleased from their professions chosen compared to the students who were not pleased from their professions. The results of this study were discussed according to related literature and recommendations were made for future researches.

Key words: Life satisfaction, well-being, apprenticeship, apprenticeship training.

INTRODUCTION

Studies of life satisfaction (and related constructs such as quality of life and subjective well-being (SWB)) have been useful in clarifying how individuals react to different life circumstances, especially stressful or challenging circumstances. It is not surprising that a great deal of research on life satisfaction has been done with adults, who were given that the willingness in order to act in productive ways (e.g., relationships, parenting, work, involvement in community) and this situation is connected to one's sense of satisfaction in those arenas of life (Diener et al., 1999). In modern, individualistic societies where basic needs are met for the majority of citizens, life satisfaction becomes increasingly connected to the attainment of goals beyond basic needs (Veenhoven, 1999). Cummins and Nistico (2002) argued that in more politically and economically advantaged circumstances, life satisfaction "must involve some comparative processes between current experience and internalized standards". Because life satisfaction is connected to an

individual's commitment to a set of goals and beliefs concerning the attainability of those goals (Diener et al., 1999), the emerging strength of goals pertaining to relationships, work and community involvement during adolescence is likely to inspire life satisfaction with considerable psychological meaning. Likewise, life satisfaction is likely to emerge as meaningful during adolescence as advancing cognitive abilities enable adolescents to more accurately assess and forecast how well their basic needs will be met (Cummins and Nistico, 2002). The evidence indicates that more affluent adults are generally happier than less affluent adults. Even so, the effect of income appears small. However, because income provides access to resources and resources may enable adolescents to both meet basic needs and pursue their goals, it seems likely that life satisfaction for most groups of adolescents would be associated with level of family income (Granzin and Haggard, 2000). Dew and Huebner (1994) found that life satisfaction was moderately related to family socioeconomic status for adolescents, but other research shows conflicting results with respect to family demographics generally (Hagerty, 2000; Huebner, Drane and Valois, 2000). Thus, the relation between family income and adolescent life

*Corresponding author. E-mail: hbozgeyikil@erciyes.edu.tr. Tr.
Tel/Fax: +90 352 437 32 06, +90 352 437 88 34.

satisfaction may be attenuated in groups that enjoy a relatively high standard of living (Grob et al., 1996; Huebner, 1991).

The issues mentioned above remind that adolescents have different motives to experience life satisfaction. The adolescents who have jobs namely apprentices in our study are special youngsters in life satisfaction scope. Because their life satisfaction depends not only on job satisfaction but also depends on happiness. In other words, job satisfaction is considered seen as a fundamental component of productivity likewise, happiness of themselves (Bilgin, 1995). Job is a part of life. Job satisfaction obviously affects the life satisfaction by the help of the relation between job and life (Ergene, 1994). Negative working conditions which do not provide contemporary circumstances and environment of happiness affect the mental health in a negative way. The negative conditions in working place create disharmony and discomfort and threaten the apprentices' psychological health and decrease their productivity. However the possibility of earning money motivates the adolescents to be apprentice in the working life. In addition it is argued that life satisfaction researches intensify on subjects which are about adults such as marriage, job, aging and the researches about adolescents' life satisfaction are relatively less than mentioned area. For that reason, our study will be a critical research in this field and it is hoped to fill in a big gap about adolescents' life satisfaction especially about the adolescents' working life namely apprentices.

The purpose of this study was to observe apprenticeship students' life satisfaction levels related to several surroundings (friend, school, environment, family and self) according to some variables (parents' educational situation level, income level, pleasure from job and choosing job situation. As a result, this study seeks answers to the following questions:

- 1) Does apprenticeship students' life satisfaction have significant difference according to fathers' education level?
- 2) Does apprenticeship students' life satisfaction have significant difference according to mothers' education level?
- 3) Does apprenticeship students' life satisfaction have significant difference according to their income level?
- 4) Does apprenticeship students' life satisfaction have significant difference according to being pleased about their jobs?
- 5) Does apprenticeship students' life satisfaction have significant difference according to choosing job situations?

METHODS

Participants

This study was conducted with apprentices, who were trained in a vocational school located in a semi-urban setting during the 2009 - 2010 academic years. The sample of this study was constituted of 560 students who were randomly chosen from 3580 apprenticeship students. Students' ages ranged from 15 - 22 years. Sixty-seven

percent of the students' had an 8th-grade level education, 20% had a 5th-grade level education, and 13% had a high-school degree or a higher level of education.

Procedure

The research was conducted in 2009 - 2010 educational period. Data collection process was made by the researchers. Data gathering instruments were conducted to 560 vocational training students who are trained in vocational training centers in Konya province. The forms, which belong to 12 participants, were eliminated because of information absence after conducting them. The data gathered from remaining 548 participants were statistically analyzed.

There were a set of procedures followed to collect the data for this study. First, the school administration was approached to receive permission for the study. Second, a battery of surveys was prepared for each student. Next, the students were approached by the researchers during class and asked to participate in the study. They were given the option not to participate, if they did not wish to do so. The completion of the surveys took approximately 30 min. Initially, there were 560 completed surveys. However, after carefully examining each one of these surveys, we realized that 12 of the surveys were not fully completed and that the missing information would make it harder for us to include these responses in the statistical analyses. As a result, all 12 surveys were excluded from the final data set. The statistical analyses were conducted based on the remaining 548 surveys.

Instruments

Participant Information form and multi dimensional student life satisfaction scale were used in order to collect necessary data in this study.

Participant information form: It was developed by the researchers in order to gain information about students' character qualities. Respondents indicated their parents' educational level, income level, Being Pleased about Their Job and choosing job situation (profession choice). Parents' educational level was assessed by asking students to check the highest level of education each parent had completed.

Multidimensional student life satisfaction scale: In the research "Multi Dimensional Student Life Satisfaction Scale" (MSLSS) which was developed by Huebner (1994) and determined validity and reliability on elementary school students by Çivitçi (2007) was used. The original scale constituted five different sub dimensions which are "family, friend, school, self and environment". Scale items are answered on four degree options. (1) Never, (2) sometimes, (3) often, (4) always. Besides, there are 40 items, 10 of which are graded reversely. Item numbers were reduced to 36 because of cultural differences when it was adapted to Turkey. Factor quantity was determined as 5 in the original scale. MSLS scales' Cronbach's alpha was 0.87 for the total scale, 0.85 for the friends subscale, 0.76 for the school subscale, 0.75 for the environment subscale, 0.74 for the family subscale and 0.70 for the self subscale. For the current sample, a Cronbach's alpha of 0.85 for the MSLS total scale, 0.87 for the friends subscale, 0.72 for the school subscale, 0.74 for the environment subscale, 0.77 for the family subscale and 0.71 for the self subscale were obtained.

FINDINGS

This section presents the results of the collected data

Table 1. ANOVA results of participants' father educational level according to multi dimensional student life satisfaction scores.

MSLS	Education level	n	\bar{x}	Sd	F	p
Friend	Primary	374	24.40	4.37	2.68	.069
	Elementary	102	23.82	3.83		
	High school	72	25.31	3.68		
School	Primary	374	21.70	4.08	11.87 *	.001
	Elementary	102	19.39	4.23		
	High school	72	21.41	5.13		
Environment	Primary	374	18.81	4.13	3.89 *	.021
	Elementary	102	19.15	4.15		
	High school	72	20.31	4.61		
Family	Primary	374	21.16	4.69	5.53 *	.004
	Elementary	102	19.50	3.42		
	High school	72	20.70	4.61		
Self	Primary	374	18.24	4.54	21.30 *	.001
	Elementary	102	15.18	3.26		
	High school	72	17.88	3.51		

*p < 0.05.

derived from the test that participants took on participant information form and multidimensional student life satisfaction scale. five analyses were conducted in order to investigate the previously mentioned aim.

Analysis 1: ANOVA using father educational level on the multidimensional student life satisfaction

In order to examine whether or not there were significant differences between participants' fathers' educational levels on the Multidimensional Student Life Satisfaction Scale, which was conducted to our sample, a univariate analyses of variance were conducted. Table 1 displays the means and standard deviations for participants' fathers' educational levels on the MSLSS and ANOVA results.

In ANOVA, significant differences were found between participants' father educational levels and four of the sub dimensions (school (F = 11.87, p < 0.05), environment (F = 3.89, p < 0.05), family (F = 5.53, p < 0.05), self (F = 21.30, p < 0.05)), whereas no significant difference was found in friend (F = 2.68, p > 0.05) sub dimension.

Follow-up Tukey test were conducted to identify specific group differences. Table 2 displays the Tukey test results of participants' father educational levels according to sub dimensions of MSLSS.

When Table 2 is examined it is seen that the difference which is "School" sub dimension is based on whose fathers are graduated from primary school and elementary school. According to this result, it was found

that the students whose fathers graduated from primary school had higher life satisfaction than students whose fathers graduated from elementary school in "School" sub-dimension.

When "Environment" sub dimension is examined it was found that the students whose fathers graduated from high school had higher life satisfaction than students whose fathers graduated from primary school. In "Family" sub dimension, students whose fathers graduated from primary school had higher life satisfaction than students whose fathers graduated from elementary school. When "Self" sub dimension is examined it is seen that students whose fathers graduated from primary school had higher life satisfaction than students whose fathers graduated from elementary and high school.

Analysis 2: ANOVA using mother educational level on the multidimensional student life satisfaction

In order to examine whether or not there were significant differences between participants' mothers educational levels on the Multidimensional Student Life Satisfaction Scale univariate analyses of variance were conducted. Table 3 displays the means, standard deviations for participants' mothers' educational levels on the MSLSS and ANOVA results.

In ANOVA, significant differences were found between participants' mother educational levels and all of the sub dimensions (friend (F = 3.35, p < 0.05), school (F = 12.16,

Table 2. Tukey results of students' father educational level according to multi dimensional student life satisfaction scores average comparisons.

MSLS	Father education (I)	Father education (J)	Mean differences (I - J)	p
School	Primary	Elementary	2.31*	.000
		High	.28	.858
	Elementary	Primary	-2.31*	.000
		High	-2.02*	.006
Environment	Primary	Elementary	-.34	.747
		High	-1.50*	.015
	Elementary	Primary	.34	.747
		High	-1.16	.171
Family	Primary	Elementary	1.66*	.003
		High	.45	.710
	Elementary	Primary	-1.66*	.003
		High	-1.20	.187
Self	Primary	Elementary	3.05*	.000
		High	.35	.787
	Elementary	Primary	-3.05*	.000
		High	-2.70*	.000

*p < 0.05.

Table 3. ANOVA results of participants' mother educational level according to multi dimensional student life satisfaction scores.

MSLS	Education level	n	\bar{X}	Sd.	F	p
Friend	Illiterate	46	25.84	5.81	3.35	.059
	Primary	368	24.11	4.12		
	Elementary	84	24.38	3.64		
	High School	50	25.40	3.61		
School	Illiterate	46	19.36	2.66	12.16*	.001
	Primary	368	21.69	3.91		
	Elementary	84	19.35	4.76		
	High School	50	22.76	6.16		
Environment	Illiterate	46	21.60	4.49	6.78*	.000
	Primary	368	18.72	4.06		
	Elementary	84	18.94	4.48		
	High School	50	19.54	3.98		
Family	Illiterate	46	18.76	3.53	9.45*	.000
	Primary	368	21.30	4.48		
	Elementary	84	19.14	3.70		
	High School	50	21.64	5.57		
Self	Illiterate	46	17.10	4.89	8.22*	.000
	Primary	368	17.99	4.58		
	Elementary	84	15.65	2.73		
	High School	50	18.76	3.34		

*p < 0.05.

12.16, $p < 0.05$), environment ($F = 6.78$, $p < 0.05$), family ($F = 9.45$, $p < 0.05$), self ($F = 8.22$, $p < 0.05$)).

Follow-up Tukey tests were conducted to identify specific group differences. Table 4 displays the Tukey test results of participants' mother educational levels according to sub-dimensions of MSLSS.

When Table 4 is examined it is observed that the source of the difference in "School" sub dimension is from the mean scores of participants whose mothers graduated from primary school than whose mothers graduated from elementary school, whose mothers graduated from elementary school than whose mothers are illiterate and whose mothers graduated from high school than whose mothers graduated from elementary school. According to this result, the participants whose mothers graduated from primary school have higher life satisfaction levels than the participants whose mothers graduated from elementary school; the participants whose mothers graduated from elementary school have higher life satisfaction levels than the participants whose mothers are illiterate and the participants whose mothers graduated from high school have higher life satisfaction levels than the participants whose mothers graduated from elementary school.

In "Environment" sub-dimension the participants whose mothers are illiterate have higher life satisfaction levels than the participants whose mothers graduated from primary and elementary schools.

In "Family" sub-dimensions the participants whose mothers graduated from primary school have higher life satisfaction levels than the participants whose mothers graduated from elementary school. In "Self" sub dimension the participants whose mothers graduated from primary school have higher life satisfaction levels than the participants whose mothers graduated from elementary school.

Analysis 3: ANOVA using income level on the multidimensional student life satisfaction

In order to examine whether or not there were significant differences between participants' income levels on the multidimensional student life satisfaction scale a univariate analyses of variance were conducted. Table 5 displays the means standard deviations for participants' income levels on the MSLSS and ANOVA results.

In ANOVA, significant differences were found between participants' income levels and four of the sub dimensions (friend ($F = 7.04$, $p < 0.05$), school ($F = 6.81$, $p < 0.05$), environment ($F = 9.84$, $p < 0.05$), family ($F = 13.04$, $p < 0.05$)), whereas no significant difference was found in self ($F = 0.14$, $p > 0.05$) sub dimension. Follow-up Tukey test were conducted to identify specific group differences. Table 6 displays the Tukey test results of participants' income levels according to sub-dimensions of MSLSS.

When Table 6 is examined the difference in "Friend" sub-dimension is based on means of the participants whose incomes are between 0-249 TL and are between 250-399 TL. According to this result, the participants whose incomes are between 0-249 TL have lower life satisfaction levels than the participants whose incomes are between 250-399 TL. In "School" sub-dimension the participants whose incomes are between 250-399 YTL have lower life satisfaction levels than the participants whose incomes are 400 TL and +.

In "Environment" sub-dimension the participants whose incomes are between 0-249 TL have lower life satisfaction levels than the participants whose incomes are 400 TL and over do. In the same sub-dimension the participants whose incomes are between 250-399 TL have lower life satisfaction levels than the participants whose incomes are 400 TL and over. In "Family" sub-dimension the participants whose incomes are between 0-249 TL and 250-399 TL have lower life satisfaction levels than the participants whose incomes are 400 and +.

Analysis 4: ANOVA using participants' being pleased about their jobs level on the multidimensional student life satisfaction

In order to examine whether or not there were significant differences between participants' being pleased about their jobs levels on the Multidimensional Student Life Satisfaction Scale a univariate analyses of variance were conducted. Table 7 displays the means standard deviations for participants' being pleased about their jobs levels on the MSLSS and ANOVA results.

In ANOVA, significant differences were found between participants' being pleased about their jobs levels and the entire sub dimensions (friend ($F = 6.18$, $p < 0.05$), school ($F = 5.40$, $p < 0.05$), environment ($F = 21.61$, $p < 0.05$), family ($F = 7.96$, $p < 0.05$), self ($F = 5.07$, $p < 0.05$)).

Follow-up Tukey test were conducted to identify specific group differences. Table 8 displays the Tukey test results of participants' are pleased about their jobs levels according to sub-dimensions of MSLSS.

When Table 8 is examined the difference in "Friend" sub-dimension is based on the means of the participants who are pleased about their occupations and who are not pleased about their occupations. According to this result the participants who are pleased about their occupations have higher life satisfaction levels than the participants who are not pleased about their occupations.

In the "School" sub-dimension, the participants who are pleased about their occupations have higher life satisfaction levels than those who are not.

In the "Environment" sub-dimension, while the participants who are pleased about their occupations have higher life satisfaction levels, those who are not

Table 4. Tukey results of participants' mother educational level according to multi dimensional student life satisfaction scores average comparisons.

MSLS	Mother education (I)	Mother education (J)	Mean differences (I-J)	p
School	Illiterate	Primary	-2.32*	.003
		Elementary	-3.40*	.000
		High school	-3.39*	.001
	Primary	Elementary	2.33*	.000
		High school	-1.06	.337
	Elementary	High school	-3.40*	.000
Environment	Illiterate	Primary	2.88*	.000
		Elementary	2.66*	.003
		High school	2.06	.072
	Primary	Elementary	-.21	.975
		High school	-.81	.566
	Elementary	High school	-.59	.851
Family	Illiterate	Primary	-2.54*	.001
		Elementary	-.38	.965
		High school	-2.87*	.008
	Primary	Elementary	2.16*	.000
		High school	-.33	.960
	Elementary	High school	-2.49*	.009
Self	Illiterate	Primary	-.88	.551
		Elementary	1.45	.250
		High school	-1.65	.234
	Primary	Elementary	2.33*	.000
		High school	-.76	.633
	Elementary	High school	-3.10*	.000

*p < 0.05.

Table 5. ANOVA results of participants' income according to multi dimensional student life satisfaction scores.

MSLS	Income levels	n	\bar{X}	Sd.	F	p
Friend	0-249 TL	185	23.80	4.16	7.04*	.001
	250-399 TL	224	25.21	4.37		
	400 and+ TL	139	23.94	3.81		
School	0-249 TL	185	21.23	4.51	6.81*	.001
	250-399 TL	224	20.58	4.34		
	400 and+ TL	139	22.29	3.92		
Environment	0-249 TL	185	19.26	4.24	9.84*	.001
	250-399 TL	224	19.73	4.30		
	400 and+ TL	139	17.76	3.76		
Family	0-249 TL	185	20.57	4.31	13.04*	.001
	250-399 TL	224	19.98	4.32		
	400 and+ TL	139	22.38	4.70		
Self	0-249 TL	185	17.49	3.85	.14	.867
	250-399 TL	224	17.68	5.23		
	400 and+ TL	139	17.72	3.35		

*p < 0.05.

Table 6. Tukey results of participants' income level according to multi dimensional student life satisfaction scores average comparisons.

MSLS	Income (I)	Income (J)	Mean differences (I-J)	P
Friend	0-249 TL	250-399 YTL	-1.41*	.002
		400 and +	-.13	.954
	250-399 TL	400 and +	1.27*	.013
School	0-249 TL	250-399 YTL	.65	.274
		400 and +	-1.05	.074
	250-399 TL	400 and +	-1.71*	.001
Environment	0-249 YL	250-399 YTL	-.46	.495
		400 and +	1.49*	.004
	250-399 TL	400 and +	1.96*	.000
Family	0-249 TL	250-399 YTL	.59	.364
		400 and +	-1.81*	.001
	250-399 TL	400 and +	-2.40*	.000

*p < 0.05.

Table 7. ANOVA results of participants' being pleased about their jobs according to multi dimensional student life satisfaction scores.

MSLS	Being pleased situation	n	\bar{X}	Sd.	F	p
Friend	Yes	408	24.74	4.36	6.18*	.002
	No	76	22.93	3.47		
	Partially	64	24.12	3.59		
School	Yes	408	21.58	4.46	5.40*	.005
	No	76	19.98	3.41		
	Partially	64	20.51	4.24		
Environment	Yes	408	19.46	4.13	21.61*	.001
	No	76	16.25	3.63		
	Partially	64	19.93	4.18		
Family	Yes	408	21.17	4.57	7.96*	.001
	No	76	18.96	4.40		
	Partially	64	20.56	3.74		
Self	Yes	408	17.94	4.50	5.07*	.007
	No	76	17.18	3.89		
	Partially	64	16.17	3.62		

*p < 0.05.

have a lower value. In the "Family" sub-dimension, the participants who are pleased about their occupations have higher life satisfaction levels than those who are not.

In the "self" sub-dimension, the participants who are pleased about their occupations have higher life satisfaction levels than those who are partially pleased about their occupations.

Analysis 5: ANOVA using choosing job situation on the multidimensional student life satisfaction

In order to examine whether or not there were significant differences between participants' choosing job situation on the Multidimensional Student Life Satisfaction Scale, a univariate analyses of variance were conducted. Table 9 displays the means and standard deviations for participants'

Table 8. Tukey results of participants' being pleased about their jobs according to multi dimensional student life satisfaction scores average comparisons.

MSLS	Being pleased situation (I)	Being pleased situation (J)	Mean differences (I-J)	P
Friend	Yes	No	1.80*	.002
		Partially	.61	.516
	No	Partially	-1.19	.213
School	Yes	No	1.59*	.009
		Partially	1.06	.157
	No	Partially	-.52	.750
Environment	Yes	No	3.21*	.001
		Partially	-.46	.668
	No	Partially	-3.68*	.001
Family	Yes	No	2.21*	.000
		Partially	.60	.567
	No	Partially	-1.60	.087
Self	Yes	No	.75	.342
		Partially	1.76*	.007
	No	Partially	1.01	.354

*p < 0.05.

Table 9. ANOVA results of participants' choosing job situation according to multi dimensional student life satisfaction scores.

MSLS	Choosing job situation	n	\bar{X}	Sd.	F	p
Friend	Myself	284	24.57	4.11	.45	.633
	Family	190	24.28	4.12		
	Other	74	24.13	4.79		
School	Myself	284	21.76	4.18	8.30*	.001
	Family	190	21.12	4.28		
	Other	74	19.50	4.69		
Environment	Myself	284	19.22	4.50	1.39	.249
	Family	190	18.68	3.70		
	Other	74	19.51	4.30		
Family	Myself	284	21.89	4.29	18.75*	.001
	Family	190	19.61	4.81		
	Other	74	19.58	3.35		
Self	Myself	284	18.41	3.47	16.76*	.001
	Family	190	17.37	5.27		
	Other	74	15.25	3.97		

*p < 0.05.

Table 10. Tukey results of participants' choosing job situation according to multi dimensional student life satisfaction scores average comparisons.

MSLS	Choosing job situation (I)	Choosing job situation (J)	Mean differences (I-J)	p
School	Myself	Family	.64	.243
		Other	2.26*	.001
	Family	Other	1.62*	.017
Family	Myself	Family	2.28*	.001
		Other	2.31*	.001
	Family	Other	.034	.998
Self	Myself	Family	1.03*	.025
		Other	3.15*	.001
	Family	Other	2.12*	.001

*p < 0.05.

choosing job situation on the MSLSS and ANOVA results.

In ANOVA, significant differences were found between participants' choosing job situation and three of the sub dimensions (school ($F = 8.30$, $p < 0.05$), family ($F = 18.75$, $p < .05$), self ($F = .14$, $p < .05$)), whereas no significant difference was found in friend ($F = 0.45$, $p > 0.05$) and environment ($F = 1.39$, $p > 0.05$) sub-dimensions.

Follow-up Tukey test were conducted to identify specific group differences. Table 10 displays the tukey test results of participants' choosing job situation according to sub-dimensions of MSLSS. When Table 10 is examined the difference in "School" sub-dimension is based on means of the participants who chose their jobs by themselves and the participants who did not choose their jobs. According to this result the participants who chose their jobs by themselves have higher life satisfaction levels than those who did not. In "Family" sub-dimension the participants who chose their jobs by themselves have higher life satisfaction levels than those who did not. In "Self" sub-dimension the participants who chose their jobs by themselves and the participants whose family chose their jobs have higher life satisfaction levels than the participants whose jobs were chosen by others.

CONCLUSIONS AND DISCUSSION

The major finding of the current study was that adolescents' life satisfaction showed significant differences according to parents' educational situation level, income level, being pleased about their jobs and choosing job situation in their lives' specific domains, such as family, friend, school and so forth. In our study, there are some variables like parents' educational situation, income level, being pleased about their jobs

and choosing job situation. There is not much study about all variables in the literature however they are important variables in finding adolescents life satisfaction situations as seen in our study. All of the variables mentioned above affect life satisfaction levels of the adolescents especially who were enrolled apprenticeship training, because there are several results about being satisfied from life. For instance, when parents' educational level is lower the life satisfaction of the participants' increases in our study. A prediction can be made here such as the lower the educational level of the parents' is, the higher the life satisfaction levels of the adolescents hence, the parents whose educational levels are low show more consideration to their off springs and this makes the life satisfaction level higher. This situation can be explained by evaluation of apprenticeship education among Turkish adolescents. However Ben-Zur (2003) reported that SWB of adolescents did not show any significant difference according to their fathers' educational situation in her research in which she observed the relationship between SWB and family factors.

In the literature of modern social science, the measures for happiness or life satisfaction are the feelings a person has about his/her own life. Economists have little doubt about the relation between income and happiness, called the subjective welfare function (Vaughan and Lancaster, 1980; Scitowsky, 1976). There are also theories in the social sciences which suggest such a relationship. The livability theory suggests that there is a strong relationship between the living conditions of people and their satisfaction level (Veenhoven, 1996) but the evidence for this theory has only be found at aggregate level and not at the individual level (Saris et al., 1996). At the individual level, only few researches report a strong relationship between these two variables but in his case he used a subjective judgment of the change in income as the causal variable and not the objective variable. In this level,

some relationships were found in our study. The participants whose incomes are lower have lower life satisfaction levels than those whose incomes are higher in “Friend”, “School”, “Environment” and “Family” sub-dimensions. These results show that life satisfaction level is directly related with income level. There is much evidence to support the hypothesis that living conditions have a weak effect on people’s life satisfaction. Campbell et al. (1976), Ingelhart and Rabier (1986) and Mastekaasa and Moum (1984) report such relationships for the income domain.

It is thought that positive or negative occasions in an individual’s work life is an important determinant of general life satisfaction. Besides, it is known that an individual’s working style affects his behavior and life style. In the current study, it was observed that there were significant differences in all sub-dimensions of life satisfaction when being pleased about job situation was observed. The findings of this study show that the apprentice adolescents who were pleased about their jobs had higher life satisfaction than those who were not.

The last finding of the research is constituted of observation of apprentice adolescents’ life satisfaction levels according to factors which are effective in choosing a job. When the related findings about the related variable were taken into consideration, it was observed that the apprentice adolescents who chose their job by themselves had higher life satisfaction levels in “School”, “Family” and “Self” sub-dimensions than apprentice adolescents whose jobs were chosen by their families and by others. There was no significant difference between life satisfactions of groups in “Friend” and “Environment” sub-dimensions.

RECOMMENDATIONS

1. It was found that life satisfaction level increases as income level increases. According to this situation, regulations about increasing income levels of individuals enrolled in apprenticeship education should be organized.
2. The life satisfaction levels of individuals who were pleased about their jobs were higher than the levels of individuals who were not pleased about their jobs. The precautions about increasing satisfaction levels towards jobs should be taken into consideration by regulating working conditions.
3. The most important finding of the research is life satisfaction of the individuals who chose their jobs is higher than individuals whose jobs were chosen by others. Linked to this situation, individuals should be guided through appropriate fields according to their interests, abilities and wishes by making the vocational guidance services efficient in the primary school level.

4. There are negative evaluations for apprenticeship education in Turkey. This situation makes adolescents avoid choosing this field. For this reason, some studies should be made in order to turn these negative evaluations to positive ones about apprenticeship education.

REFERENCES

- Ben-Zur H (2003). Happy adolescents: The link between subjective well-being, internal resources and parental factors. *J. Youth. Adolesc.* 32(2): 67–79.
- Bilgin N (1995). *Sosyal psikoloji’de yöntem ve pratik çalışmalar*. İstanbul: Sistem Yayıncılık.
- Campbell A, Converse PE, Rogers WR (1976). *The Quality of American Life* (Russel Sage Foundation, New York).
- Çivitçi A (2007). Çokboyutlu öğrenci yaşam doyumu ölçeğinin Türkçe’ye uyarlanması: Geçerlik ve güvenilirlik çalışmaları. *Eurasian J. Educ. Res.* 26: 51-60.
- Cummins RA, Nistico H (2002). Maintaining life satisfaction: The role of positive cognitive bias. *J. Happiness Stud.* 3: 37–63.
- Dew T, Huebner ES (1994). Adolescents’ perceived quality of life: An exploratory investigation. *J. School Psychol.* 32: 185–199.
- Diener E, Suh EM, Lucas RE, Smith HL (1999). Subjective wellbeing: Three decades of progress. *Psycholo. Bull.* 125: 272–302.
- Ergene T (1994). Müfettiş adaylarının iş doyumu düzeyleri. 1. Eğitim Bilimleri Kongresi Bildirileri. Cilt 2 Adana.: Çukurova Üniversitesi Yayınları.
- Granzin KL, Haggard LM (2000). An integrative explanation for quality of life: Development and test of a structural model. In E. Diener and D.R. Rahtz (Eds.), *Advances in quality of life research* London: Kluwer. pp. 31–63.
- Grob A, Little TD, Wanner B, Wearing AJ (1996). Adolescents’ wellbeing and perceived control across 14 sociocultural contexts. *J. Personality. Soc. Psychol.* 71: 785–795.
- Hagerty MR (2000). Social comparisons of income in one’s community: Evidence from four national surveys of income and happiness. *J. Personality Soc. Psychol.* 78: 764–771.
- Huebner ES (1991). Correlates of life satisfaction in children. *School Psychol. Q.*, 6: 103–111.
- Huebner ES (1994). Preliminary development and validation of a multi-dimensional life satisfaction scale for children. *Psychol. Ass.* 6: 149–158.
- Huebner ES, Drane W, Valois RF (2000). Levels and demographic correlates of adolescent life satisfaction reports. *School Psychol. Int. Reports*, 21: 281–292.
- Inglehart R, Rabier JR (1986). Aspirations adapt to situations – but why are the Belgians so much happier than the French? in F. Andrews (ed.), *Research on the Quality of Life* (Ann Arbor).
- Mastekaasa A, Moum T (1984). ‘The perceived quality of life in Norway: Regional variation and contextual effects’, *Social Indicators Res.* 14: 385–419.
- Saris WE, Veenhoven R, Scherpenzeel AC, Bunting B (1996). *A Comparative Study of Life Satisfaction in Europe*. Budapest: Eötvös University Press.
- Scitovsky T (1976). *The Joyless Economy: An Inquiry into Human Satisfaction and Consumer Dissatisfaction* New York : Oxford University Press.
- Vaughan DR, Lancaster C (1980). ‘Income levels and their impact on two subjective measures of well-being: some early speculations from work in progress’, *Proceedings of the Social Statistics Section, American Statistical Association*. Washington D, pp. 271–276.
- Veenhoven R (1996). The study of life satisfaction, in Saris, W.E., Veenhoven, R., Scherpenzeel, A.C. & Bunting, B. (eds.), *A Comparative Study of Life Satisfaction in and Europe*, Budapest: Eötvös University Press, pp. 11–49.
- Veenhoven R (1999). Quality of life in individualistic society. *Soc. Indicators Res.* 48: 157–187.