

Investigating the Relationship between Job Satisfaction Levels of the Teachers in Educational Institutions and Their Attitudes towards Teaching Profession

Associate Prof. Dr. Lütfi ÜREDİ¹

Mersin University

Abstract

The basic purpose of this research was to investigate the relationship between job satisfaction levels of the teachers in educational institutions and their attitudes towards teaching profession. Obtained results provided significant contributions for improving the quality of educational activities. Relational screening model as one of the quantitative research methods was used for carrying out this research. Relational screening models are the research models aiming to determine the presence and/or level of change between two or more variables and to specify the relationships between the variables. In the research, quantitative methods were used. For collecting the data, "Job Satisfaction Scale" and "Attitude Scale towards Teaching Profession" were performed to all teachers included into the sample. The scale was on 5-point Likert type including 35 items. The data were analyzed on computer environment using SPSS 16.0 for Windows program. The three items teachers in educational institutions answered as "rarely" as average in the questionnaire of job satisfaction levels were "Do you find the profession you carry on as important and meaningful?" (4.3056), "Do you try to learn new things related to your profession?" (4.1944), and "Do you think you job is appropriate to your abilities?" (4.1389). For these three items, the answers of teachers were "rarely" or "never." The three items with the highest average among the ones in the attitude scale towards teaching profession for the teachers in educational institutions were "Teaching is a profession requiring self-devotion" (4.6389), "teaching is a dignified profession" (4.5278), and "teaching is the leading of the professions with conscientious dimension" (4.5278), respectively. The answer of teachers for these three items was "I totally agree." A negative weak relationship was found between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession. Namely, as the job satisfaction level of teachers decreased, their attitudes towards teaching profession increased. According to research results, attitudes of views of teachers towards teaching profession were high as they should be. However, teachers worked at a low job satisfaction level due to some disadvantages in different dimensions. This should be regarded as a problem decreasing their productivity in their profession, the reasons for this to appear should be investigated. While investigating this, school managers and students should also be included into the process as being in other grades of the educational activities.

Key Words: Professional life, productivity, job satisfaction, education

1. Introduction

One of the most important factors for creating a solid society is the educational system and maintaining this system in an organized way. The basic and most effective factor of the educational system is teachers. Teachers affect and develop students as the other factor of the system from any dimensions through their knowledge and experiences. This interaction leads shaping of the societies through growing, and plays an important role upon societies' attaining a place among the other countries. Because the thing that makes societies stronger in today's world is knowledge, and the importance of being a knowledge-based society has gradually increased. Teachers, therefore, are required to duly shoulder this significant responsibility during their professional life.

People's carrying on their profession only physically is nor adequate for a healthy professional life. When considering that a significant part of day is spent at work and this has continued for long years, individuals' feeling satisfaction from the profession they carry on is remarkable. Not only productive working of the employees but also the need for increasing their life quality, as well, has become more important day by day (Kumaş and Deniz, 2010). Because the individuals with high level job satisfaction are psychologically strong and more productive in their profession. According to Altinkurt and Yılmaz (2014), high job satisfaction in

¹ Associate Prof. Dr. Lütfi ÜREDİ, Mersin University, Faculty of Education, Elementary Education Department, Classroom Teaching Program, e-mail: lutfiuredi@gmail.com

employees have several positive effects upon organizational life. For example, absence rate of the employees in their profession decreases, volunteer behaviors of the employees increase, communication skills develop, and productivity improves.

There are several factors affecting the attitudes of teachers towards their profession. Attitude towards profession expresses feelings, behaviors and addiction of individuals towards their profession (Hussain, Ali, Khan, Ramzan & Qadeer, 2011). In general, attitudes of teachers towards their profession is related to their loving the profession they carry on, being devoted to their profession, being conscious on necessity and importance of their profession socially, and believing that they have to develop themselves continuously as a necessity of their profession (Ayık and Ataş, 2014). The problems in these attitudes affect their professional behaviors. According to Açıklı and Kolomuç (2012), because attitude of teachers towards their profession is one of the strongest indicators of their professional behaviors, this reflects their way of perceiving their profession. Current determination of this perception styles provides significant benefits upon shaping and development of the educational system. Because, it should be kept in mind that legal curriculums submitted to schools strengthens in the hands of teachers. For that reason, perception styles, professional attitudes, and satisfaction levels of teachers are important in fulfilling the curriculums.

When these two situations are investigated in terms of teaching profession, the question of whether there is a relationship between job satisfaction level and attitude springs to mind. In this research, therefore, it was aimed to investigate the relationship between job satisfaction levels and attitudes of teachers in educational institutions towards teaching profession. In accordance with this result, important results were obtained in order to provide a reference to further researches and shaping of the educational system through the analyses.

The main purpose of this research was to investigate the relationship between job satisfaction levels and attitudes of teachers in educational institutions towards teaching profession. Obtained results provided significant contributions upon increasing the quality of educational activities. Within the framework of this general purpose, answers to the questions below were sought:

- How are the job satisfaction levels of the teachers in educational institutions?
- How are the attitudes of the teachers in educational institutions towards teaching profession?
- Is the relationship between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession significant?

2. Method

2.1 Research Design

Relational screening model as one of the quantitative research methods was used for carrying out this research. The screening model is a model in which qualitative and quantitative research approaches are used together. Relational screening models aims to determine the presence and/level of the change between two or more variables and to specify the relationships between the variables (Ayık and Ataş, 2014). Relational screening model does not provide a real cause and result relationship, but provides opportunity predicting the other in case of knowing the one (Karasar, 2006). Literature was reviewed on conceptual basis of the research. Literature review is summary, synthesis and analysis of the information related to the research problem (Balci, 2013). Because literature review provides to have more detailed information related to the investigated subject, it enables to discuss the investigated subject from different viewpoints.

2.2 Population and Sample

The study group of the research included 108 elementary education teachers carrying on their duties in educational institutions in Adana province during the first term of 2015-2016 academic year. In order to provide diversity at maximum level, different schools were included into the sample. Gender distribution of the selected teachers was also regarded to be balanced.

2.3 Data Collection Tools

Quantitative methods were used in the research. "Job Satisfaction Scale" and "Attitude Scale towards Teaching Profession" were performed to all teachers included into the sample in order to collect data.

Job Satisfaction Scale developed by Kuzgun (2005) included 20 items and was a one-dimensional scale on 5-point Likert type. The scale scored as 5, 4, 3, 2, and 1. The answers possible to be given to the scale items by the participants were organized as always, often, sometimes, rarely, and never. In the scale, 4th, 9th, 10th, 11th, 14th and 19th items were organized reversely. Cronbach Alpha reliability coefficient for all scale was determined to be .90.

Attitude Scale towards Teaching Profession was developed by Çetin (2006). The scale included 35 items and was on 5-point Likert type. In the scale, 10 items (3rd, 5th, 7th, 10th, 13th, 16th, 18th, 23rd, 24th, and 26th) were scored reversely. Total alpha value of the scale was calculated as .95.

2.4 Data Analysis

The data were analyzed on computer environment using SPSS 16.0 for Windows program. Normality test was primarily performed for analyzing the data. Correlation analysis was performed in order to investigate the relationship between job satisfaction levels and attitudes of teachers towards teaching profession, and Pearson correlation coefficient was tried to be found. Furthermore, average and standard deviation values were calculated in order to analyze job satisfaction levels and attitudes of teachers towards teaching profession.

3. Findings

In this section, the findings obtained from the sub-problems created to investigate the relationship between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession were presented in tables, and interpreted after analyzing under sub-titles according to the research questions.

Table 1: Job satisfaction levels of the teachers in educational institutions

	N	Average	Standard Deviation
If you were born once more, would you like to have the same profession again?	108	3.6389	1,42382
Dou you think the job you carry on as important and meaningful?	108	4,3056	,94184
Dou you suggest your job to other people?	108	3.8056	1,05422
Have you ever told I wish I carried on another job?	108	2.8889	1,20228
Dou you think your job provides opportunities for your development?	108	3.3611	1,16377
Dou you eagerly come to your workplace?	108	3.6944	,84785
Do you try to learn something new related to your job?	108	4.1944	,77891
Do you carry on work in accordance with the education you have in your job?	108	3.8056	1,13119
Do you feel yourself unhappy and fed up at the end of a workday?	108	2.7778	1,03521
Do you want to have another job if you find the opportunity?	108	2.3333	1,20745
Do you think doing nothing by retiring early?	108	2.3333	1,18401
Do you ask how they carry on their work when they encounter your colleagues?	108	3.2778	1,24430
Do you attend professional seminars, congresses in order to increase your interest towards your job?	108	3.3056	1,17972
Do some obstacles in the workplace prevent your will to work?	108	2.8333	1,01852
Do you think your job is appropriate to your abilities?	108	4.1389	1,06304
Do you watch broadcasts related to your profession?	108	3.6111	1,16678
Do you struggle with the obstacles you encounter while carrying on your profession?	108	3.9722	1,01814
Do you think your job is in accordance with your interests?	108	3.6944	1,24899
Have you ever considered changing your job?	108	2.4167	1,06889
Do you attempt to improve your professional knowledge?	108	3.8889	,96995

As could be seen in Table 1, the first three items teachers in educational institutions answered as “rarely” as average in the questionnaire of job satisfaction levels were “Do you find the profession you carry on as important and meaningful?” (4.3056), “Do you try to learn new things related to your profession?” (4.1944), and “Do you think your job is appropriate to your abilities?” (4.1389). The answers of teachers were “rarely” or “never” for these three items.

According to Table 1, the three items teachers in educational institutions answered as “often” as average in the questionnaire of job satisfaction levels were “Do you want to have another job if you find the opportunity?” (2.3333), “Do you think doing nothing by retiring early?” (2.3333), and “Have you ever considered changing your job?” (2.4167). The answers of teachers were “often” or “always” for these three items.

Table 2: Attitudes of teachers in educational institutions towards teaching profession

Item No	N	Average	Standard Deviation
1	108	3,4167	1,23897
2	108	3,3056	1,13119
3	108	2,1667	1,01852
4	108	3,3889	1,01238
5	108	2,2222	1,21003
6	108	3,2222	1,08803
7	108	2,7222	1,19839
8	108	3,3889	1,09231
9	108	3,3889	1,14250
10	108	2,8611	1,46267
11	108	3,9722	1,09765
12	108	3,1667	1,21901
13	108	1,9444	,94556
14	108	3,4444	1,26294
15	108	3,3333	1,20745
16	108	2,4722	,96149
17	108	3,5278	,86962
18	108	2,6944	1,29310
19	108	4,1944	,97116
20	108	2,0833	1,01507
21	108	4,3056	,99961
22	108	4,2778	,87364
23	108	2,1667	1,07216
24	108	2,3333	1,23045
25	108	3,8611	1,00892
26	108	2,5556	1,42955
27	108	4,6389	,58738
28	108	4,5278	,83675
29	108	2,3611	1,21100
30	108	4,3056	1,15571
31	108	2,5278	1,26386
32	108	2,7222	1,33138
33	108	4,5278	1,01814
34	108	2,5000	1,09800
35	108	4,5000	1,04569

As could be seen in Table 2, the three items with the highest average among the ones in the attitude scale towards teaching profession for the teachers in educational institutions were “Teaching is a profession requiring self-devotion” (4.6389), “teaching is a dignified profession” (4.5278), and “teaching is the leading of the

professions with conscientious dimension” (4.5278), respectively. The answer of teachers for these three items was “I totally agree.”

According to Table 2, the items with the lowest average among the ones in the attitude scale towards teaching profession were “I don’t like teaching profession” (1.9444), “For me, teaching is the last profession I can carry on because I am fed up with the lessons and teachers” (2,0833), “Performing the activities related to my profession do not give me pleasure” (2.1667), and “I can only think carrying on this profession if I feel difficulty” (2.1667). The answer of teachers for these three items was “I disagree” and “I totally disagree.”

Table 3: The correlation analysis related to the relationship between job satisfaction levels of teachers in educational institutions and their attitudes towards teaching profession

		Job Satisfaction	Attitude towards Profession
Job Satisfaction	r	1	-.171
	P		.077
	N	108	108
Attitude towards Profession	r	-.171	1
	P	.077	
	N	108	108

(N: 108)

When Table 3 was analyzed, a negative weak relationship was found between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession. The Pearson correlation coefficient was -.171. Namely, as the job satisfaction levels of teachers decreased, their attitudes towards teaching profession increased. However, this relationship was at a weak level. It could be clearly noticed from these results that teaching profession had a very important place and make too much for teachers. However, teachers could not provide adequate satisfaction from this honored profession due to different dimensions. Namely, they considered that required importance and value was not attained for their profession.

4. Conclusion and Discussion

The results of this study aiming to investigate the relationship between job satisfaction levels and attitudes of teachers in educational institutions towards teaching profession were remarkable in terms of the efficiency of the educational activities. Because it has been known that contributions of teachers with high job satisfaction level upon educational activities and academic and psychological development of their students increases. When considering that students spend most of the day at school with their teachers, how much the interaction between students and teachers will be understood better. For that reason, because experiences, knowledge, skills and many more dimensions teachers will transfer to their students will direct the life of students, psychological beliefs of teachers are essential.

When the data obtained from the first sub-problem of the research as “How are the job satisfaction levels of the teachers in educational institutions?” were analyzed, the first three items teachers in educational institutions answered as “rarely” as average in the questionnaire of job satisfaction levels were noticed to be as “Do you find the profession you carry on as important and meaningful?” (4.3056), “Do you try to learn new things related to your profession?” (4.1944), and “Do you think your job is appropriate to your abilities?” (4.1389). The answers of teachers were “rarely” or “never” for these three items. Namely, teachers mentioned that they were not willing to learn the innovation related to their profession, and this profession did not associate with their interest and abilities. However, it was revealed in as result of several studies that the contribution teachers who chose their profession in accordance with their interests and abilities and felt themselves satisfied with their profession provided to their students was remarkable. Previous studies reported that classroom management skills (Sevim and Hamamcı, 1999; Hamamcı, Göktepe and İnanç; 2005) and organizational citizenship behaviors (Yılmaz and Taşdan, 2009; Sezgin, 2005) of the teachers with high satisfaction levels were at a significant level. Furthermore, the employees who fondly carry on their job were also willing to learn through an internal motivation because being aware of the innovations and developments related to their profession increased their productivity.

The three items teachers in educational institutions answered as “often” as average in the questionnaire of job satisfaction levels were “Do you want to have another job if you find the opportunity?” (2.3333), “Do you think

doing nothing by retiring early?" (2.3333), and "Have you ever considered changing your job?" (2.4167). The answers of teachers were "often" or "always" for these three items. The biggest power of a country is knowledge. The most important role for a country to use its power of knowledge was upon individuals who are the most significant part of educational activities. The leading of these individuals include teachers and students. Therefore, it is necessary to discuss to what extent teachers who do not carry on their profession willingly and are not satisfied with their profession will be beneficial for their students, and to take necessary precautions to increase the satisfaction levels of the teachers.

When answers of the teachers were considered as a whole, it was possible to mention that job satisfaction levels of the teachers were at medium and low level with 3.41389 average. In some previous studies, it was concluded that job satisfaction levels of the teachers were not high (Günbayı and Tokel 2012; Koç, Yazıcıoğlu and Hatipoğlu, 2009; Akın and Koçak, 2007; Crossman and Haris, 2006; Yılmaz, 2012). However, in the study carried out by Kumaş and Deniz (2010), job satisfaction level of the teachers were determined to be above average. High job satisfaction level of teachers is in favor of educational activities. However, job satisfaction level of teachers is not at a level it should be. Obstacles in workplaces, and the increase at the workload of teachers out of classroom are possible to be indicated as the reasons for this to appear. Because it was noticed that one of the items teachers answered as "often" was "Do some obstacles in the workplace prevent your will to work?" Here, workplaces, namely the managers at schools have significant roles on overcoming these problems of the teachers. School management is obliged to provide school environment as a place teachers and students will be able to benefit at the maximum level. School managements have significant roles upon organizing educational environments asking the views of teachers and students. Furthermore, keeping the school climate at an appropriate level, preventing the problems possible to appear between the staff or staff and management are also under the responsibility of school managements for improving the quality of educational activities.

In some previous researches, failure of school cultures was depended upon deficiency of school managements in terms of some skills. In the study carried out by Şimşek and Altınkurt (2009), school culture was not determined to be successful at any levels, and it was concluded that communication skills of school directors were not high. For that reason, ways of solutions should be tried to be found including everybody at school into the research process while investigating the sources of the obstacles

The data obtained from the question of "How are the attitudes of the teachers in educational institutions towards teaching profession?" as the second-sub problem of the research were analyzed. According to the results of the analysis, the three items with the highest average among the ones in the attitude scale towards teaching profession for the teachers in educational institutions were "Teaching is a profession requiring self-devotion" (4.6389), "teaching is a dignified profession" (4.5278), and "teaching is the leading of the professions with conscientious dimension" (4.5278), respectively. The answer of teachers for these three items was "I totally agree." According to the results of the analysis, the items with the lowest average among the ones in the attitude scale towards teaching profession were "I don't like teaching profession" (1.9444), "For me, teaching is the last profession I can carry on because I am fed up with the lessons and teachers" (2.0833), "Performing the activities related to my profession do not give me pleasure" (2.1667), and "I can only think carrying on this profession if I feel difficulty" (2.1667). The answer of teachers for these three items was "I disagree" and "I totally disagree." It was possible to see here clearly that teaching profession had a remarkable place in the eyes of teachers. Namely, attitudes of teachers towards the teaching profession was positive. Similar results were also obtained in the studies carried out before, and attitudes of teachers towards their profession were determined to be positive (Kızıltaş, Halmatov and Sarıçam, 2012; Bektaş and Nalçacı, 2012; Çağlar, 2013). Investigating the reasons lying under teachers' not providing satisfaction from their profession that had such a remarkable place is essential. Because, individuals' carrying on a profession they did not like with a high level of satisfaction was an unexpected result. However, here, it was revealed that a respected profession was carried on through a low satisfaction level. This was a problem possible to be overcome in case necessary precautions were taken. In the study carried out by Çapraz and Samancı (2014), it was revealed that pre-service teachers perceived teaching as a profession requiring patient and efforts, love of children and job. According to Açışlı and Kolomuç (2012), it was necessary to carry on teaching profession fondly and willingly in order to be successful in this profession that required being patient, self-denying and insistent on the obstacles in teaching.

The data obtained from the answers related to the question of "How is the relationship between job satisfaction levels and attitudes of teachers in educational institutions towards teaching profession?" as the third sub-problem of the research were analyzed. According to the results of the analysis, a negative weak relationship was found

between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession. The Pearson correlation coefficient was -0.171 . Namely, as the job satisfaction levels of teachers decreased, their attitudes towards teaching profession increased. However, this relationship was at a weak level. In the study carried out by Receptoğlu (2013), it was concluded that there was a medium level negative relationship between job satisfaction and attitudes of teachers towards teaching profession. There were several factors causing this to appear. It was possible to notice here primarily that attitudes of teachers towards their profession were positive. According to them, teaching was a respected profession requiring effort and devotion. However, job satisfaction level of the teachers was not at an adequate level. They could not feel adequate satisfaction while carrying on their duties; however, this did not change the place of teaching in the eyes of them. It was possible to be noticed in this research that although teaching was an important and necessary profession, they would like to feel satisfaction, happiness and pleasure as much as the importance. Some obstacles in the workplace and the problems they experienced decrease their satisfaction levels; however, the place and importance of teaching profession remained the same.

5. Suggestions

According to the research results, attitudes and views of teachers towards their profession were high as they should be. However, teachers have worked with a low satisfaction level due to some problems at different dimensions. This should be perceived as a problem decreasing their productivity in their profession, and the reasons for this to appear should be investigated.

One of the most determinative factors on development levels of the countries is the level of knowledge. Knowledge should be used accurately, and should progress in a spiral way increasing gradually. At this point, educationalists have significant roles. The teachers who fondly carry on their profession develop their students more in every sense, and this increases both educative and social quality of the students. For that reason, it is necessary to keep job satisfaction levels of teachers towards their profession as high, and provide them carry on their profession in a pleased way. While investigating the reasons for this, it is necessary to investigate the other elements of the process, as well. In this sense, interviews can be made on this with school managers. Further studies on school culture should be carried out, and positivity or negativity of these cultures is possible to be discussed. Studies can also be carried out with students as the other element of the process, and the imperfections of the educational environments can be revealed from their viewpoints. Considering these results as a whole, whether low satisfaction level of teachers appears due to their self or other reasons can be revealed.

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