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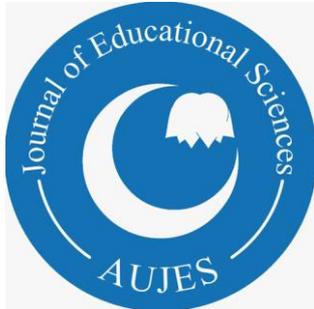
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Investigation of Factors Predicting Job Satisfaction of School Counsellors in Turkey

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Investigation of Factors Predicting Job Satisfaction of School Counsellors in Turkey

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Abstract

Job satisfaction can be defined as individuals' perceptions of satisfaction towards their profession. This concept is also considered to be important for the school counselling profession because school counsellors' high level of job satisfaction is assumed to have positive effects not only on them but also on their students and accordingly on the education system. Therefore, it is thought that it is important to examine the factors that predict job satisfaction of school counsellors. For this purpose, this study was conducted on 194 (female=145 and male=49) school counsellors in Turkey. As a result of the research, it was determined that there was a significant positive relationship between school counsellors' job satisfaction and professional self-esteem. In addition, job satisfaction of school counsellors working in the private sector was found to be higher than those working in the public sector. It was found that job satisfaction of school counsellors did not differ significantly according to gender, age and school level variables.

Key words: School counsellors, Job satisfaction, Professional self-esteem, Psychological counselling and guidance

Introduction

George & Jones (2009) defined job satisfaction as a set of emotions and beliefs that individuals have in relation to their current job, and then graded it from extreme satisfaction to extreme dissatisfaction. Job satisfaction is described as one's having pleasure and desired outcomes in his/her professional life (Hoy & Tarter, 2011). In a different definition, it was expressed as satisfaction or dissatisfaction of employees in their work (Güçlü & Zaman, 2011). According to Akkuş (2010), job satisfaction is necessary for the establishment and continuity of workplace culture and a high level of job satisfaction of employees is important for individuals, institutions and societies.

Job satisfaction is a complex and broad concept, and its level of influence from different variables is higher. Therefore, it is impossible to predict job satisfaction by studying a single variable. Occupational activities can be important means to meet people's psychological needs as well as material needs. As Maslow points out, people have many different needs such as love, belonging, respect, status and self-actualization in addition to their physiological and security needs (Akbay, 2018). Also, as stated by Kuzgun et al. (1999), situations in which psychological needs such as self-expression, opportunity to use of abilities, and being successful increase individuals' job satisfaction. Swarnalatha & Vasantham (2014) stated that the main variables affecting job satisfaction are working conditions, opportunity for promotion, workload, stress, respectability at work, relations with their superiors and financial awards. Güçlü & Zaman (2011) classified the factors affecting job satisfaction as individual (age, gender, education level and seniority) and organizational (quality and wage of job, working conditions, promotion opportunities, colleagues, and management).

When the related literature was examined; it was found that the job satisfaction level of school counsellors was high (Cottrell & Barrett, 2016; DeMato, 2001; Güçlü & Zaman, 2011; Usta, 2017; Worrell, 2004). Besides, it was determined that school counsellors' job satisfaction had a significant positive relationship with listening skills and counselling self-efficacy (Ekşi et al., 2015), occupational problem identification and perception of occupational competence (Kocayörük, 2000; Yeşilyaprak, 2001), self-esteem (Kadıoğlu, 2014),

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professional development efforts (Kocabaş, 2019), and a significant negative relationship with professional burnout (Owen and Demir, 2015). In addition to the studies mentioned above, some studies revealed that job satisfaction of school counsellors differs according to various demographic features. In some articles, job satisfaction of female school counsellors was found higher (Aliyev & Tunç, 2015; Hamamcı et al., 2005), while in others the opposite was the case (Çulha, 2017; Kocabaş, 2019). Also, in some studies it was determined that job satisfaction increases as the age increases (Agnew et al., 2000; Alçekiç, 2011; Cirhinlioğlu & Demir, 2017; Worrell et al., 2006). When school counsellors were compared in terms of type of school they are employed, the studies showed that school counsellors working in private sector had higher job satisfaction than those working in public schools (Çulha, 2017; Kadioğlu, 2014; Kağan, 2010; Köksal, 2019; Özen, 2011). In some studies, it was found that job satisfaction of school counsellors differed significantly according to the school level they serve (Çivilidağ, 2012; Dalçiçek, 2016).

It is thought that as in all occupational fields, the high level of professional self-esteem of professionals working in the field of education is likely to increase their job performance and efficiency. Educators who have an important role in the education of future generations ought to find their profession appropriate to them and work willingly (Işık, 2006). Tabassum & Ali (2012) stated that educators' improving their professional skills, self-renewal, and commitment to this profession is related to their professional self-esteem. Today, self is a concept that is widely used and associated with different variables and is defined as the whole of ideas, perceptions, emotions and evaluations developed by a person himself/herself (Bacanlı, 2005; Lawrence, 1996; Shavelson et al., 1976). Aydın (1996) extended the concept of self to one's self-evaluations, personal references, past experiences, plans for the future, and reflection of social roles in his/her mind. It is also emphasized that individuals are born in an environment, interact with this environment, reveal an identity, and their "self" is influenced positively or negatively by their surroundings (Özoğlu, 2007). Self-esteem is related to the ratings the person makes about his or her own characteristics (Khezerlou, 2014). In this context, self is expressed as the sum of the cognitive beliefs that people have about themselves, while self-esteem is explained as the emotional reactions that people have about themselves after they think about and evaluate themselves (Heatheron & Wyland, 2003).

According to Yörükoğlu (1993), every person has a self that s/he wants to reach and s/he struggles to reach this ideal self. The individual becomes happier as s/he approaches the ideal, and becomes unhappy as s/he moves away. One of the concepts that is thought to be related to the ideal self is the professional self. According to Işık (2006), the professional self is in a close relationship with the individual's decision on the profession, his/her professional performance, expression of himself/herself through professional activities and living his/her own values. Therefore, the self-perceptions of the people should be compatible with the profession they have chosen. In addition, Kulaksızoğlu (2004) reported that professional self could be affected from people's needs, their attitudes towards their occupation, their plans for the future, their system of values, and their expectation from their family. Thus, there is a close relationship between the self-concept and the professional orientation of the person. Another concept thought to be as important as a professional self is professional self-esteem. Carmel (1997) considered the professional self as the attitude towards an individual's professional competence, performance, and attitude towards positive and negative aspects of the profession. Another concept thought to be as important as professional self is professional self-esteem which is defined as a judgment about one's building "self" relating to his/her occupation (Aricak, 1999a).

It is thought that school counsellors' job satisfaction is related to their perception of this profession. As stated by Bond (2016), high level of professional self-esteem affects the professional life of psychological counsellors positively. As a matter of fact, it is not realistic to expect a successful career when a school counsellor's respect for his/her profession is low. Also, it seems impossible for such professionals to have a high level of job satisfaction. One of the measurements of professional respect is to be committed to the ethical rules and values. As Schmidt (2008) states, anyone who performs the school counseling profession is deemed to have accepted to act in accordance with the values and principles of this profession. In Turkey, one of the ethical principles in Code of Ethics for Psychological Counseling and Guidance (2011) published by the Turkish Psychological Counseling and Guidance Association is to have "the professional and scientific responsibilities". According to this principle, it is necessary for school counsellors to take responsibility for adhering to ethical standards, understanding the duties and roles, and behaving accordingly. In this way, it is possible for school counsellors to have job satisfaction. In other words, those school counsellors who do not fulfill their professional responsibilities can be supposed to have a low job satisfaction. In this context, it is considered that one of the variables thought to explain the job satisfaction of school counsellors is professional self-esteem. Therefore, it is important to examine the relation between the professional self-esteem of school counsellors and their job satisfaction. When the research done on this subject was examined, it was found that there is a positive relationship between school counsellors' self-esteem and job satisfaction (Kadioğlu, 2014). According to another study, there is a positive relationship between school counsellors' professional self-esteem and need for achievement (Çivitci, 2010).

The results of the studies above show that in order to explain the job satisfaction of school counsellors, it is necessary to examine their professional self-esteem. One of the variables thought to predict the job satisfaction of school counsellors is amorality. Actually, amorality is not expected to be seen in school counsellors. It is thought that amorality can also be handled within the framework of ethics in the school counseling profession. It is very important for schools to provide school counseling services effectively by school counsellors who respect and are firmly committed to the ethical values of their profession. As a matter of fact, as Karaca & İkiz (2010) mentioned, the professionalism of school counseling requires being aware of and acting in accordance with the ethical principles of the profession. One of the ethical principles of psychological counsellors in the ACA Code of Ethics (2014), prepared by the American Counseling Association (ACA) is also expressed as “honesty” and principles of psychological counsellors in the Ethical Framework for the Counselling Profession (2018) created by the British Association for Counseling and Psychotherapy (BACP) is also expressed as “being trustworthy”. Moreover, effective psychological counsellors are expected to demonstrate empathy, unconditional acceptance, natural, honest, sincere, willing and spontaneous behavior in their interactions with their clients (Cormier & Hackney, 2015; Egan, 2013). Thus, it is considered that amorality is a behavior that does not match the characteristics that school counsellors should have and may affect their job satisfaction negatively.

One of the variables thought to predict the job satisfaction of school counsellors is distrust of others. The concept of distrust of others can be discussed within the framework of the concept of cooperation. Distrust of others is thought to be a feature that school counsellors should not have because school counsellors need to have a trust-based relationship with their colleagues. As a matter of fact, consultation services, which are one of the service types of school counseling, are expressed as the studies carried out in order to cooperate with administrators and teachers and to develop common understanding within the scope of school guidance services (Yeşilyaprak, 2004). Also, one of the basic principles of counselling services is cooperation. Cooperation is based on the mutual assistance of school counsellors with all stakeholders of the school (Kuzgun, 2006). As Schmidt (2008) stated, it is not possible to achieve success in the school counselling profession in an environment where school counsellors, administrators and teachers do not work in cooperation. At this point, it can be said that school counsellors should develop a trust-based relationship with other stakeholders rather than distrust of others. Therefore, distrust of others may be a quality that may negatively affect the job satisfaction of school counsellors.

One of the variables thought to predict the job satisfaction of school counsellors is desire for control. Burger (1992) and Burger & Cooper (1979) used this concept to define the desire of individuals to control events throughout their lives. People with higher desire for control than others are generally defined by others as determined, willing to influence others, and assertive (Amoura et al., 2014). As a matter of fact, it was pointed out that individuals with high desire for control prefer to make their own decisions and take action to prevent a possible loss of control (Burger, 1985). Based on these explanations, it can be said that school counsellors are not expected to have a desire for control. It is because they are taught that it is beneficial to cooperate with and interact with other stakeholders within the framework of cooperation and democratization, which is one of the principles of school counselling. In this context, it was stated that caring about the ideas of teachers and administrators, getting their support and cooperating with them will increase the effectiveness and efficiency of the services to be provided (Çetinkaya, 2009). In addition, as Doğan (2000) stated, it is not according to an authority or hierarchical understanding in order to achieve success in the school counselling profession; it is necessary to act according to democratic, libertarian and individualization understanding. Therefore, it was considered that desire for control could have negative effects on job satisfaction of school counsellors.

Another variable thought to predict the job satisfaction of school counsellors is desire for status. Anderson et al. (2015) states desire for status as a basic human motivation. Desire for status is about the individual's being motivated by external goals such as wealth, power, and status rather than intrinsic goals like self-development and self-worth. Based on these explanations, it is not appropriate for school counsellors to have a desire for status. It is because, as Guy (1987) stated, one of the motivation sources that should not be seen in school counsellors is the desire for power. According to Cormier & Cormier (1991), a psychological counsellor should have goodwill. Goodwill requires that the psychological counsellors take care of the client's interests, and that it is based on satisfying the client's needs, not their own needs. It is also stated that psychological counsellors are a virtue to commit themselves to the good of their professions and clients (Cormier & Hackney, 2015). It was emphasized that school counseling is a field of study focused on serving people and should be done primarily for the benefit of the individual and society. Also, they are expected to serve for people's mental health, happiness, and well-being (ACA Code of Ethics, 2014). From this point of view, it was considered that school counsellors' having a desire for status can affect their job satisfaction negatively.

When the relevant literature was examined, no research was found on school counsellors examining variables such as amorality, distrust of others, desire for control and desire for status. However, it was determined that there were various studies on school counsellors and ethics (Camadan, 2018; Campbell, 2004; Hubert & Freeman, 2004; İkiz, et al., 2017a; İkiz et al., 2017b; Lambie et al., 2011; Lawrence & Kurpius, 2000; Lehr et al., 2007; Mullen et al., 2014; Mullen et al., 2016; Neukrug & Milliken, 2011; Taşdan & Yalçın, 2007). The results of those studies indicate that ethics is an important issue for the school counseling profession and the behavior of school counsellors must be ethical. The aforementioned variables, which are thought to have a negative relationship with ethical behavior, are regarded important and worth investigating for school counsellors.

When the results of the studies above were examined, it could be understood that as the professional self-esteem of the individuals increases, the positive situations in their professional lives increase. Similarly, amorality, distrust of others, desire for control and desire for status are important variables that may negatively predict the school counsellors' professional lives. In addition, in the light of the explanations above, it is estimated that there is a significant relationship between school counsellors' professional self-esteem and their amorality, distrust of others, desire for control and desire for status. As a matter of fact, a school counsellor with a high level of professional self-esteem is expected to be helpful, decisive, sincere, committed to ethical values and honest in his professional activities. For this reason, it is assumed that there is a negative relationship between the professional self-esteem of school counsellors and their amorality, distrust of others, desire for control, and desire for status.

When the relevant literature was examined, no studies that investigated job satisfaction together with the variables mentioned above were found. Therefore, it is anticipated this present study will contribute to the literature. Besides, it is expected that the discovery of the effects of those variables on school counsellors' job satisfaction will provide implications that could be taken into account in the professional education and development of school counsellors. Also, in the literature it was seen that these variables show differences according to various demographic variables. In this context, it was thought that examining the variables of the study in terms of some demographic variables is worth investigation. The aim of this study, therefore, is to seek the role of professional self-esteem, amorality, distrust of others, desire for control and desire for status on job satisfaction of school counsellors. Besides, it was attempted to reveal whether these variables significantly differ in terms of gender, school type, school level and age.

Method

Research Model

This research was carried out within the framework of relational screening model. Relational screening is a research model used to determine whether there is a joint variation between two or more variables and its degree if there is. In other words, the relations between two or more characteristics are examined in this model (Karasar, 2008). In this study, the relationship between job satisfaction of school counsellors and their professional self-esteem, immorality, distrust of others, desire for control and desire for status were examined. Also, whether these variables differ in terms of gender, school type, school level and age were examined.

The Study Group

The study group is composed of 194 school counsellors employed in Artvin, Rize and Trabzon provinces (Turkey). 145 of them are female (74.70%) and 49 are male (25.30%). 131 of the school counsellors work in public schools (67.50%) and 63 in private schools (32.50%). Also, 40 of the participants teach in primary school (20.60%), 90 in middle school (46.40%) and 64 in high school (33.00%). In addition, 60 of the participants are at the age of 22-24 (30.90%), 50 of them are 25-26 years old (25.80%), 40 of them are in between 27-30 (20.60%) and 44 of those are in between 31-48 (22.70%).

Instruments

The Job Satisfaction Scale, Arıcağ Professional Self-esteem Scale, Machiavellianism Scale and Personal Information Form were used as instruments in the present study. Utilization permits of the scales were taken.

Job Satisfaction Scale

This scale was developed by Kuzgun et al. (1999) in order to determine the satisfaction that individuals receive from their work. The scale consists of 20 items and is in 5-point Likert type of scale formation. As a result of the factor analysis carried out in order to determine the validity of the scale, it was understood that it consists of two dimensions; "suitability to qualifications" and "development opportunity (request)". The total variance explained by the two factors is 48.6%. Besides, it can be used by calculating the total score of the scale.

The Cronbach alpha of the scale's total was found to be .90. Based on these results, the scale was considered valid and reliable. In this study, the measurement tool was used by calculating the total score. The validity and reliability of the scale was tested in the context of this research. According to the result of confirmatory factor analysis for validity, goodness of fit index was found at the acceptable level ($\chi^2/df=3.44$, CFI=.92, RMSEA=0.06, SRMR=0.07) (Kline, 2005). The Cronbach alpha was calculated and found to be .84 for the total of the scale.

Arıcak Professional Self-esteem Scale

This scale was developed by Arıcak (1999b) and consists of 30 items: 14 positive (2, 5, 7, 9, 11, 13, 14, 16, 18, 20, 24, 26, 28, 30) and 16 negative (1, 3, 4, 6, 8, 10, 12, 15, 17, 19, 21, 22, 23, 25, 27, 29). The scale is in 5-point Likert type of scale formation and used by calculating the total score. To ensure content validity, the items which were agreed on by 75% of the expert group are included in the scale. Factor analysis was performed to determine the construct validity and it was determined that the total variance explained by the one-dimensional structure of the scale was 59.37%. The calculated Cronbach alpha of the scale is .93. The test-retest reliability coefficient of the scale was found to be .90. As a result, it was concluded that the scale was valid and reliable. In this study, the measurement tool was used by calculating the total score. The validity and reliability of the scale was tested in the context of this research. According to the result of confirmatory factor analysis for validity, goodness of fit index was found at the acceptable level ($\chi^2/df=4.85$, CFI=.90, RMSEA=0.07, SRMR=0.08) (Kline, 2005). The Cronbach alpha was calculated and found to be .81 for the total of the scale.

Machiavellianism Scale

The original form of the scale was developed by Dahling et al. (2009) and was adapted to the Turkish version by Ülbeği (2016). The scale consists of 16 items in four dimensions: "amorality", "distrust for others", "desire for control" and "desire for status". Factor analysis was performed to determine the construct validity. It was determined that factor loads varied between .72 and .82 and the four dimensions explained 67% of the total variance. The calculated Cronbach alpha for the reliability of the sub-dimensions of the scale, amorality, distrust for others, desire for control and desire for status were found to be .86, .82, .83, and .80, respectively. According to these results, it was concluded that the scale was valid and reliable. In this study, the measurement tool was used by calculating the sub-dimensions. The validity and reliability of the scale was tested in the context of this research. According to the result of confirmatory factor analysis for validity, goodness of fit index was found at the acceptable level ($\chi^2/df=3.12$, CFI=.93, RMSEA= 0.06, SRMR=0.06) (Kline, 2005). The Cronbach alpha was calculated. The score of the sub-dimensions were found as follows: amorality=.72, distrust for others=.76, desire for control= .79, and desire for status=.72.

Demographic Information Form

This form was developed for this present research so as to collect information regarding the participants' age, gender, school type (public-private) and school level (primary school-secondary school-high school) where they are currently working.

Collection of the Data

Prior to the application of measurement tools, approval was obtained from the Recep Tayyip Erdogan University Social and Humanities Ethics Committee on the ethical compliance of the practice. Then, the purpose of the research and the measurement tools were presented to the National Education Directorates in 3 different cities (Artvin, Rize and Trabzon) where the measurement tools were applied, and their application permissions were requested. Thereupon, the "Ethics Committees" in those directorates conducted the necessary examinations and allowed the implementation of the measurement tools. It took approximately half an hour to fill out the measurement tools by one participant. Four researchers also took part in the application of the measurement tools. Within the scope of the research, 18 schools in Artvin, 22 schools in Rize and 38 schools in Trabzon were visited. It took about a month to collect the data as the researchers could visit only a few schools each day.

Analysis of the Data

Multiple regression analysis was performed on the data obtained in order to reveal the role of professional self-esteem and distrust for others of school counsellors. To do this analysis, there must be several assumptions: 1. Multicollinearity and Singularity, 2. Extreme Values, 3. Adequate Sampling Size, and 4. Normality of Distribution (Seçer, 2013). Before the analysis was conducted, the necessary assumptions were tested. These assumptions were found to be satisfied. Then multiple regression analysis was done. In addition, these variables studied in the research were analyzed in terms of various demographic variables (gender, school

type, school level and age) by independent t-test and ANOVA. Analysis of the data was carried out with the SPSS 22.

Results

Results about the Test of the Assumptions of Multiple Regression Analysis

Multicollinearity and Singularity

That the relationship among the predictive variables in multiple regression analysis is high is regarded as a problem. It is suggested that this correlation values must not be above .90 (Pallant, 2015). Correlation analysis was performed to determine the relationship between the variables and is presented in Table 1.

Table 1. Correlations Between Variables

	1	2	3	4	5	6
(1) Professional Self-Esteem	1					
(2) Amoralıty	-.232**	1				
(3) Distrust for Others	-.242**	.365**	1			
(4) Desire for Control	-.070	.292**	.333**	1		
(5) Desire for Status	-.156*	.305**	.394**	.483**	1	
(6) Job Satisfaction	.726**	-.053	-.216**	-.115	-.130	1
Mean	4.092	1.601	2.117	2.994	2.829	3.865
Sd	.543	.573	.735	.876	.908	.498

**p<.01 *p<.05

As a result of the correlation analysis between the variables, it was found that there was a low negative correlation between professional self-esteem and amorality ($r=-.232$), distrust for others ($r=-.242$), desire for control ($r=-.070$), and desire for status ($r=-.156$). Therefore, it was concluded that there is not a problem of multicollinearity and singularity between the predictive variables. In the test of these assumptions, the Variance Inflation Factor (VIF) and Tolerance Value (TV) were also calculated. According to Pallant (2015), the TV value must be greater than .10 and the VIF value must be less than 10. In these analyzes it was understood that there is not a problem of multicollinearity between variables. It was also checked whether there was autocorrelation between the independent variables. For this purpose, the Durbin-Watson coefficient was calculated. This value is expected to be between 1.5 and 2.5 (Kalaycı, 2009). It was understood that the calculated Durbin-Watson coefficient value was 1.774; therefore, there was no autocorrelation between the variables (Table 3).

Extreme Values

In the study, it was tested whether the data had univariate and multivariate extreme values. To determine the univariate extreme values, z scores calculated regarding the data were examined. The data obtained with a standard z score of greater than 3.29 were reported to have extreme values (Tabachnick and Fidell, 2015). As a result of the analyses made, it was determined that there was no data with this value. The Mahalanobis distance was calculated to examine the multivariate extreme values. Considering that there are five independent variables in the study, it was stated that Mahalanobis value which is higher than the degree of freedom value (20.52) corresponding to 0.001 significance level in the critical values of the chi-square (χ^2) distribution table is the extreme value (Tabachnick and Fidell, 2015). As a result of the analyses made, four data which exceed the aforementioned values were excluded from the study because it is suggested to remove them from the data set (Pallant, 2015). In this way, it was tried to overcome the multivariate extreme value problem.

Adequate Sampling Size

This research was performed on 200 school counsellors. However, two of them left most of the items in the scales unanswered and so they were excluded from the sample group. As mentioned before, four of them had extreme values and those were also excluded from the study. After these stages, the sample of the study was clarified as 194 people. With regard to determining the adequacy of the sample size, Tabachnick and Fidell (2015) developed the formula " $N \geq 50 + 8m$ (m =number of independent variables)". Taking this formula into consideration, it is considered that the sample size is adequate ($194 > 90$) as there are two independent variables in the study.

Normality of Distribution

Skewness and kurtosis coefficients were calculated in order to test whether the variables have normal distribution. The obtained results are presented in Table 2.

Table 2. Skewness and Kurtosis Coefficients Related to the Variables of the Study

Variable	Skewness	Kurtosis	\bar{X}	Sd
Job Satisfaction	-.392	-.340	3.865	.498
Professional Self-Esteem	-.450	-.386	4.092	.543
Amorality	.813	.037	1.601	.573
Distrust for Others	.409	-.367	2.117	.735
Desire for Control	-.080	-.388	2.994	.876
Desire for Status	-.097	-.444	2.829	.908

To Çokluk, Şekercioğlu and Büyüköztürk (2012), when the skewness and kurtosis coefficients are between -1 and +1, the distribution could be accepted normal. When the values in Table 2 are examined, it is seen that the variables are between -1 and +1 and therefore it is accepted that the normal distribution is provided.

Results about the Multiple Regression Analysis

Multiple regression analysis was conducted to examine the role of independent variables on job satisfactions of school counsellors, which is the main objective of this study. The obtained results are presented in Table 3.

Table 3. Multi-Regression Analysis to Predict Job Satisfaction of School Counsellors

Variable	B	Std. Error	β	t	p	Zero Order	Partial	TV	VIF	Durbin-Watson
Constant	1.241	.223		5.562	.000**					
Professional Self-Esteem	.657	.047	.716	13.985	.000**	.726	.711	.942	1.062	1.774
Distrust for Others	-.029	.035	-.043	-8.49	.397	-.216	-.061	.942	1.062	

R= .73 R²=.53 F₍₂₋₁₉₁₎= 107.284 p=.000 p<.001**

According to the t-test results calculated regarding the significance of the regression coefficients in Table 3, it was understood that only professional self-esteem explained job satisfaction significantly (β =.716, p<.001). However, distrust for others did not explain job satisfaction significantly (β =-.043, p>.05)

Results about the Demographic Variable

In this study, it was tried to determine whether job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status differed in terms of demographic variables. The results of independent t-test to determine whether school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status differ significantly in terms of gender are shown in Table 4.

Table 4. Examining the Characteristics of School Counsellors in Terms of Gender

Variable	Gender	n	\bar{X}	sd	df	t	p
Job Satisfaction	Female	145	3.88	.51	192	.511	.610
	Male	49	3.83	.48			
Professional Self-Esteem	Female	145	4.12	.53	192	1.064	.289
	Male	49	4.02	.58			
Amorality	Female	145	1.57	.56	192	-1.371	.172
	Male	49	1.70	.62			
Distrust for Others	Female	145	2.13	.76	192	.305	.761
	Male	49	2.09	.68			
Desire for Control	Female	145	2.96	.87	192	-1.053	.294
	Male	49	3.11	.91			
Desire for Status	Female	145	2.80	.93	192	-.667	.506
	Male	49	2.90	.84			

When Table 4 was examined, it was understood that gender is not a differentiation factor to job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status of school counsellors. The results of independent t-test to determine whether school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status differ significantly in terms of school type where they serve are shown in Table 5.

Table 5. Examining the Characteristics of School Counsellors in Terms of School Type

Variable	School Type	n	\bar{X}	sd	df	t	p
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Job Satisfaction	Public	131	3.80	.50	192	-2.799	.006
	Private	63	4.01	.47			
Professional Self-Esteem	Public	131	4.05	.57	192	-1.641	.103
	Private	63	4.18	.48			
Amorality	Public	131	1.58	.55	192	-.676	.500
	Private	63	1.64	.62			
Distrust for Others	Public	131	2.05	.67	192	-1.760	.080
	Private	63	2.25	.85			
Desire for Control	Public	131	2.97	.82	192	-.464	.643
	Private	63	3.04	.99			
Desire for Status	Public	131	2.77	.87	192	-1.248	.213
	Private	63	2.95	.98			

Table 5 shows that school type is a factor that differentiates school counsellors' job satisfaction, but not their professional self-esteem, amorality, distrust for others, desire for control or desire for status. The results of the ANOVA test to determine whether the school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status differ significantly in terms of the school level they work are shown in Table 6.

Table 6. Examining the Characteristics of School Counsellors in Terms of School Level

Variable	School Level	n	\bar{x}	sd	df	F	p
Job Satisfaction	Primary	40	3.96	.51	2	.960	.385
	Secondary	90	3.84	.49	191		
	High	64	3.84	.51	193		
Professional Self-Esteem	Primary	40	4.24	.59	2	2.163	.118
	Secondary	90	4.07	.53	191		
	High	64	4.02	.52	193		
Amorality	Primary	40	1.55	.60	2	2.773	.065
	Secondary	90	1.53	.49	191		
	High	64	1.74	.64	193		
Distrust for Others	Primary	40	2.07	.79	2	.293	.746
	Secondary	90	2.16	.71	191		
	High	64	2.09	.74	193		
Desire for Control	Primary	40	2.88	.79	2	.486	.616
	Secondary	90	3.01	.86	191		
	High	64	3.04	.95	193		
Desire for Status	Primary	40	2.66	.93	2	1.123	.328
	Secondary	90	2.83	.92	191		
	High	64	2.93	.88	193		

When Table 6 was examined, it was observed the school level is not a differentiation factor to school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status. The results of the ANOVA test to determine whether the school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control and desire for status differ significantly in terms of age are shown in Table 7.

Table 7. Examining the Characteristics of School Counsellors in Terms of Age

Variable	Age	n	\bar{x}	sd	df	F	p
Job Satisfaction	22-24	60	3.81	.51	3	1.684	.172
	25-26	50	3.77	.48	190		
	27-30	44	3.93	.51	193		
	31-48	40	3.97	.48			
Professional Self-Esteem	22-24	60	4.08	.58	3	1.250	.293
	25-26	50	3.99	.48	190		
	27-30	44	4.09	.55	193		
	31-48	40	4.22	.55			
Amorality	22-24	60	1.55	.52	3	2.404	.069
	25-26	50	1.76	.56	190		

	27-30	44	1.61	.61	193		
	31-48	40	1.45	.60			
Distrust for Others	22-24	60	2.11	.71	3	.077	.972
	25-26	50	2.16	.69	190		
	27-30	44	2.10	.81	193		
	31-48	40	2.12	.77			
Desire for Control	22-24	60	3.12	.83	3	.658	.579
	25-26	50	2.99	.84	190		
	27-30	44	2.89	.96	193		
	31-48	40	2.94	.91			
Desire for Status	22-24	60	2.92	.94	3	.281	.839
	25-26	50	2.78	.86	190		
	27-30	44	2.82	1.00	193		
	31-48	40	2.78	.83			

When Table 7 was examined, it can be stated that age is not a differentiation factor to school counsellors' job satisfaction, professional self-esteem, amorality, distrust for others, desire for control, and desire for status.

Discussion

One of the results of this study is that the professional self-esteem of school counsellors explains their job satisfaction positively and significantly. Bulut Yazıcı (2018) found that there is a positive and significant relationship between school counsellors' professional self-esteem and job satisfaction. It can be said that this result are parallel to the results obtained in this research. In the light of all these studies, it was understood that there is a positive correlation between the level of respect for the professions of the individuals and the satisfaction they receive from their work. In other words, those who respect their profession enjoy doing their jobs. In the theory put forward by Korman (1970) under the name of "balance", the view that professional self-esteem is a predictor of job satisfaction was supported. As Yeşilyaprak (2011) states, the profession of the person is a very important factor in meeting his physiological, psychological and social needs as well as attaining life satisfaction. It was stated that the person's perception about his profession is also a determinant of job satisfaction. According to Corey (2017), effective psychological counsellors know who they are, what they can do, what they expect from life, and what is important to them. They are aware of their strengths and weaknesses, accept them and respect themselves. They feel strong and sufficient but are not afraid to try innovations. They can rediscover and improve themselves. At this point, their respect for their profession is also important. As a matter of fact, since the school counselling profession is focused on providing services directly to people, it is unrealistic that school counsellors can be useful for someone who wants help if their professional self-esteem is not high. It is difficult to say that school counsellors, which cannot help their clients, will also have high job satisfaction. As Arıcak (1999a) also mentioned, high professional self-esteem is an effective factor for people to be successful and productive in their profession.

In the research, it was found that amorality, distrust for others, desire for control and desire for status dimensions do not significantly explain job satisfaction. In the related literature, no research on school counsellors examining these variables was found. In the previous studies carried on school counsellors, a positive relationship was found between their job satisfaction and organizational commitment, a term defined as the acceptance of organizational goals and values and a strong belief in them; extra efforts towards the achievement of organizational objectives; a strong desire to continue membership of the organization (Karaköse & Bozgeyikli, 2012; Güçlü & Zaman, 2011). Also, in some studies it was asserted that school counsellors who perceive school climate negatively have higher anxiety levels (Ekşi, 2006) and who exhibits behaviors with occupational compassion have higher job satisfaction (Tahincioğlu, 2018). Considering these explanations, it is thought that as school counsellors' positive thoughts, feelings and behaviors towards the institution they work for increase, they will experience more job satisfaction.

Another striking result of this study is that there is a significant and negative relationship between school counsellors' professional self-esteem and amorality, distrust for others, and desire for status. As for desire for control, there is a negative relationship between professional self-esteem and it; however, it is not statistically significant. It was therefore understood that as school counsellors' professional self-esteem increases, these variables decrease. In the related literature, no research on school counsellors regarding this issue was found. As a consequence, it can be said that such behaviors as opportunism and seeking personal interest in an institution are incompatible with the respect people have to their profession. As a consequence, it can be said that such behaviors as unethical behavior, opportunism and seeking personal interest in an institution

are incompatible with the respect people have to their profession. In this context, it was stated that school counsellors have certain ethical principles that they should pay attention to as a requirement of respect for their profession, and these principles should be acted in order to make the right decisions in their work and to make the decisions based on substantive reasons (Corey, 2017). In this regard, the Ethical Standards for School Counsellors (2016), published by the American School Counsellor Association [ASCA], emphasize that counsellors should be committed to the principles of “beneficence”, “autonomy”, “nonmaleficence”, “fidelity” and “justice” in their activities. In addition, it was noted that school counsellors should not manipulate the service they provide for their own interests (Nelson-Jones, 2013); instead, they should be reliable (Hackney & Cormier, 2015), concerned about the happiness of other people (Corey, 2017), virtuous (Cormier & Hackney, 2015) honest and sincere (Egan, 2013). Therefore, it can be said that the principles of school counselling, ethical behaviors in school counselling and the characteristics of school counsellors do not match with amorality, distrust for others, and desire for status. In this context, it can be said that the inverse relationship between professional self-esteem and amorality, distrust for others, and desire for status variables is an expected result for school counseling profession.

Based on the examination of school counsellors’ job satisfaction in terms of demographic variables, no significant difference regarding gender was determined. It was seen that there are various research results supporting this result. Acar (2019); Alçekiç (2011); Cırhinlioğlu & Demir (2017), Dalçipek (2016), Ekşi et al. (2015), Kadioğlu (2014) Kağan (2010), and Uslu (1999) determined that job satisfaction does not differ significantly by gender as a result of their research on school counsellors. Unlike these results, Aliyev & Tunç (2015) and Hamamcı et al. (2005) determined that females’ job satisfaction is higher than males’ in their study on school counsellors. Çulha (2017) and Kocabaş (2019) revealed that male school counsellors have higher job satisfaction than the females. In this context, it is understood that there are studies with different results. According to the results of this present study, it can be stated that gender is not a variable explaining the school counsellors’ job satisfaction. The reason for this may be the fact that the roles, duties, and responsibilities in the professional life are mostly distributed without considering the gender factor. In this way, it can be said that this job and job satisfaction is prevented from forming a sexist character.

As a result of the research, it was concluded that the job satisfaction of school counsellors did not differ significantly according to their age. In studies conducted on this subject, it was observed that there are research results similar to this result. For example, Acar (2019), Bayrı (2006), Dalçipek (2016), Güçlü & Zaman (2011), Hamamcı et al. (2005) and Kocayörük (2000) determined as a result of their research on school counsellors that the job satisfaction of the participants did not differ according to their age. Unlike these results, Çulha (2017) and Kocabaş (2019) found that younger school counsellors had higher job satisfaction than the older ones. Agnew et al. (2000), Alçekiç (2011), Cırhinlioğlu & Demir (2017) and Worrell et al. (2006), in their study on school counsellors, determined that the job satisfaction of school counsellors increases with age. As a result of these studies above, age is a differentiating factor to job satisfaction. The results in the mentioned studies contradict the result of this research. According to the results obtained from this research, there is no age differentiate on the job satisfaction of the school counsellors. In this case, it can be said that a person who has just started his/her career and the person who has worked for many years in his/her profession can show similarity or difference in job satisfaction level. Indeed, a new employee’s enthusiasm and curiosity may be in his/her favor, or a senior employee’s successful experience and career might give rise to a high level of job satisfaction.

It was also understood that school counsellors working in private institutions have a higher job satisfaction than those in public schools. When the related literature was examined, it was seen that there were several studies with similar results. In Çulha’s (2017) study with 104 participants 44 of whom work in the private sector and 60 in the public sector, in Kağan’s (2010) study with 202 participants 42 of whom work in the private sector and 160 in the public sector, in Köksal’s (2019) research with 240 participants 39 of whom work in the private sector and 201 in the public sector, in Özen’s (2011) research with 212 participants 47 of whom work in the private sector and 165 in the public sector, and in Kadioğlu’s (2014) study with 297 participants 29 of whom work in the private sector and 268 in the public sector, it was determined that job satisfaction of school counsellors working in the private sector is higher than that of public institutions. Considering the results of the studies in the literature and this very research, it was understood that private schools can contribute more to job satisfaction than public schools. This may be related to the success-oriented examination system in Turkey because private schools can compete more than public schools for the success of their students. This competitive environment may be less common in public schools. This situation may cause employees in private schools to act with higher motivation than those working in public schools. School counsellors can also be affected by this competitive environment. With the effect of this competitive environment, the job satisfaction of school counsellors working in private schools may be higher than those working in public schools. Similarly, it can be said that this situation is also seen in the reward system. The functioning of public schools may be more stringent than private schools. With the effect of this, a person who does his/her job well in the public sector

may not be rewarded enough, while a person who works well in the private sector can be rewarded materially and morally. This situation can increase the job satisfaction of the employees in private schools. For this reason, it is thought that the job satisfaction of school counsellors in private institutions may be higher than those in public institutions.

In this study, it was determined that the last demographic variable, school level in which school counsellors work (primary/secondary/high school), did not lead to any significant differentiation in the job satisfaction of school counsellors. When the studies conducted on this variable were examined, the result of the research done by Ekşi et al. (2015) was similar to this present study. They conducted the research on 57 school counsellors who were working in primary school, 60 in secondary school and 43 in high school and noted that school level did not differentiate to job satisfaction. Hamamcı et al. (2005) stated that job satisfaction of school counsellors working in primary and high school did not differ according to the school level they work at. Kadioğlu (2014) found that job satisfaction of school counsellors who work in primary, secondary, high school, special education center and guidance and counselling research center does not differ from each other. Differing from these results, Çivilidağ (2012) found that the job satisfaction of school counsellors who work in primary school was higher than that of those working in secondary school. The participants of his research were 91 school counsellors; 54 were working in primary schools and 37 in secondary schools. In the study conducted by Dalçipek (2016), it was determined that the job satisfaction of 147 school counsellors working in primary school was higher than that of 76 school counsellors working in pre-school education institutions. It was understood that researchers are not in agreement on this subject. As for this present study, it was found that school level does not differentiate significantly job satisfaction of school counsellors. As a result, for school counsellors who want to be satisfied with their occupation, it can be said that they can improve themselves and satisfy themselves by taking advantage of the problems encountered regardless of the school level.

Based on the examination of professional self-esteem in terms of demographic variables, first of all, no significant gender difference was found among school counsellors. Similar to these results, it was determined in the studies conducted by Er (2017) and Kutlu & Soğukpınar (2015) that school counsellors do not show a significant difference according to their gender. Unlike these results, Arıcak & Dilmaç (2003) and Çivitçi (2010) found that the professional self-esteem of female school counsellors was higher than male school counsellors. Considering the results obtained from this research, it was seen that gender does not make a significant difference to explain the respect of the school counsellors for their profession.

As for age variable, there was no significant difference in terms of the professional self-esteem level of school counsellors. In the research conducted by Er (2017), Foster (2010) and Kutlu and Soğukpınar (2015), it was determined that the professional self-esteem of school counsellors does not differ significantly according to their age. In contrast to these results, the research conducted by Bulut Yazıcı (2018) determined that there is a negative relationship between school counsellors' professional self-esteem and age. According to the results obtained from this research, it was understood that the age of school counsellors is not a variable that differentiates their professional self-esteem.

When whether the school counsellors' professional self-esteem differ according to school types (public/private) was investigated, no significant difference was found. In the related literature, no research was found in which the professional self-esteem of school counsellors was examined in terms of school type.

Upon the examination of last variable, school level (primary/secondary/high school), no significant difference among school counsellors was detected in terms of job satisfaction. Some studies on this subject were found. In the research conducted by Kutlu & Soğukpınar (2015), it was determined that there was no significant difference regarding the professional self-esteem of the school counsellors who work in the primary, secondary, high school and guidance and counselling research centers. Similarly, in a study conducted by Foster (2010), it was determined that there was no significant difference among the self-esteem of school counsellors who work in pre-kindergarten, middle/junior high school or high school. The result is in harmony with the result of these studies. This situation could be explained as the fact that the primary and secondary school classes are mostly located in the same buildings, which reduces the impact of school level. This might be resulted from the fact that in Turkey, primary school and middle school students are studying in the same building and high schools in many cities are located in the same campus with primary and secondary schools. Therefore, this situation may cause school counsellors not to experience the perception that they work at different school levels.

Within the scope of the research, it was investigated whether the behaviors of school counsellors differ in terms of amorality, distrust for others, desire for control, and desire for status in terms of various demographic variables. In the related literature, no research on school counsellors on these variables was found. After the examination of these variables in terms of demographic variables, no significant gender difference was found among school counsellors. It can be said that the result obtained from this research is the effect of male and female working under similar conditions in the globalizing world. Hence, this result can be interpreted as

the effect of gender gap in the business environment decreases. When it comes to age variable, no significant difference was determined regarding school counsellors' amorality, distrust for others, desire for control, and desire for status, either. According to the results, the increase or decrease of the ages of the school counsellors does not change their amorality, distrust for others, desire for control, and desire for status. Therefore, it is understood that these behaviors do not occur with increasing or decreasing age, but with the effect of different psychological variables. It was also found that the school counsellors' amorality, distrust for others, desire for control, and desire for status do not differ significantly in terms of the school type in which they are employed. According to these results, it was understood that school counsellors' amorality, distrust for others, desire for control, and desire for status show no difference whether they work in a public or private school. Given that in recent years, the income gap between school counsellors in private and public schools has decreased and both sectors provide similar rights and privileges, which can be interpreted as an expected result that individuals' amorality, distrust for others, desire for control, and desire for status are similar to each other. It was determined that school counsellors' amorality, distrust for others, desire for control and, desire for status do not change by working in primary, secondary or high school. According to the result of this present study, it can be said that the coexistence of culture and the similar education and training environments in which the school counsellors are working may prevent the differentiation of their amorality, distrust for others, desire for control, and desire for status.

Recommendations

In this study, school counsellors working in private institutions were found to have more job satisfaction than those who work in public schools. Based on this result, the working conditions of the public institutions in which the school counsellors are working can be improved to influence their job satisfaction positively. For example, the provision of the rooms, the tests and the materials that school counsellors need may increase their job satisfaction.

In future studies, school counsellors' job satisfaction could be studied in terms of other variables (personality, school climate, organizational commitment, professional burnout and so forth). In addition, more detailed information can be obtained through qualitative research. For instance, in this study school counsellors working in private institutions were found to have more job satisfaction than those who work in public schools. The personal or social reasons of this result can be examined in more detail through interviews. In addition, it is thought that a focus group study on job satisfaction with school counsellors can yield important results.

Besides, based on the positive relationship between job satisfaction and professional self-esteem, some steps that will promote the professional self-esteem can be taken in the trainings to be held with school counsellors. In this context, theoretical and practical trainings on the importance of the school counselling for the individual and society, professional ethics, ways to communicate effectively with other stakeholders working in schools, and so on could be provided. Moreover, it is thought that it would be beneficial to consider the results obtained in the study in the education of the candidates of school counsellors.

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