

The impact of demographic features on teachers' work engagement

Akif Köse

Kahramanmaraş Sütçüimam University, Educational Sciences Department, Kahramanmaraş, Turkey,
akifkose@ksu.edu.tr

ABSTRACT The aim of this study is to reveal the impact of demographic features on teachers' work engagement. The sample of the study consists a total of 433 primary school and branch teachers working at primary and secondary schools located within the province of Kahramanmaraş during the academic year of 2014-2015. Path analysis was conducted using structural equation modeling in the study. The findings showed that the model was found to be statistically significant (CFI=0.94; TLI=0.92; RMSEA=0.06; SRMR=0.04). The findings also revealed that gender, marital status, age, branch and the educational status were not statistically significant factors on teachers' work engagement, but the effect of seniority variable is statistically positive and significant. Based on the findings that teachers' work engagement increase the seniority, it is suggested that it might be benefited from the teachers who have high seniority in areas such as counseling, mentoring, academic studies and management at schools.

Keywords Work Engagement, Organization, School, Teacher.

Öğretmenlerin işe angaje olmalarında demografik özelliklerinin rolü

ÖZ Bu çalışmanın amacı, öğretmenlerin demografik özelliklerinin işe angaje olmaları üzerine olan etkisini ortaya çıkarmaktır. Araştırmanın örneklemini 2014-2015 Eğitim-Öğretim yılında Kahramanmaraş İli Merkezindeki ilkokullar ve ortaokullarda görev yapan 433 sınıf ve branş öğretmeni oluşturmaktadır. Çalışmada yapısal eşitlik modeli kullanılarak yol analizi (path analysis) yapılmıştır. Araştırmada oluşturulan modelin istatistiksel olarak anlamlı olduğu görülmüştür (CFI=0.94; TLI=0.92; RMSEA=0.06; SRMR=0.04). Yapılan analiz sonucunda cinsiyet, medeni durum, yaş, branş ve eğitim durumlarının öğretmenlerin işe angaje olmalarına etkisi istatistiksel olarak anlamlı bulunmazken, kıdem değişkeninin etkisi istatistiksel olarak pozitif yönde ve anlamlı bulunmuştur. Öğretmenlerin kıdemlerinin artmasıyla işe angaje olma düzeylerinin de arttığı bulgusuna dayalı olarak okullarda danışmanlık, rehberlik, akademik çalışmalar ve yönetim gibi alanlarda kıdemi yüksek öğretmenlerden faydalanılabileceği önerisi getirilmiştir.

Anahtar Kelimeler İşe Angaje Olma, Örgüt, Okul, Öğretmen.

GENİŞLETİLMİŞ ÖZET

Okullar, eğitim sistemlerinde üretimin yapıldığı yerlerdir ve hammaddeleri insandır. Toplumdan aldıkları bu hammaddeyi işledikten sonra tekrar topluma sunuyor olmaları okulların üstlendiği görevin önemini daha da arttırmaktadır. Okullar bu görevleri çoğunlukla öğretmenler aracılığıyla yerine getirmektedirler. Eğitim örgütlerinin etkililiği ve verimliliği ile eğitim hizmetlerinin niteliği bu yönüyle öğretmenlerin etkililik, verimlilik ve niteliklerine bağlıdır.

Örgütsel verimlilik ve etkililik elde etmek, çalışma hayatının kalitesini yükseltmek ve çalışan refahını arttırmak için çalışanların işleri ile bütünleşmeleri (Ardıç ve Polatçı, 2009) yani işlerine angaje olmaları gerekmektedir. Öğretmenlerin işlerine angaje olmaları; işlerini tutku ve coşku ile yapmaları, zihinlerini, yüreklerini ve tüm varlıklarını işi için ortaya koymaları, işlerine gönüllerini katmaları anlamına gelmektedir.

İlk olarak iş dünyasında ortaya çıkan “çalışanın işe angaje olması” kavramının kökeni hakkında bilgi kesin olmasa da kavram ilk olarak 1990 yılında Gallup Organizasyonu tarafından kullanılmış ve etnografik araştırmacı olan Khan (1990) tarafından kavramsallaştırılmıştır (Schaufeli, 2012). İşe angaje olma kavramının alan yazında farklı kullanımların olduğu görülmekte, işle bütünleşme, işe gönülden adanma, işe tutkunluk, işe kapılma, işe ilgi duyma, işe bağlılık gibi farklı kavramlarla nitelendirilmektedir (Ardıç ve Polatçı, 2009; Esen, 2011; Kanten ve Yeşiltaş, 2013).

Üretilen hizmetin, ürünün ve işin niteliği daha çok çalışanın performansına bağlıdır. Araştırmalar çalışanın performansı ile işine angaje olması arasında ilişkinin olduğunu ortaya koymaktadır. Yüksek seviyede işine angaje olmuş çalışanlar daha enerjik, işlerine adanmış ve kendilerini işlerine kaptırmışlardır. İşlerine angaje olmuş çalışanlar enerji dolu, sağlıklarını ciddi bir şekilde olumsuz olarak etkileyecek işle ilgili daha az stres rahatsızlıklarından şikayetçidirler (Roozeboom and Schelvis, 2015). Yapılan deneysel araştırmalar sonucunda işe angaje olma düzeyinin yüksek olması durumunda örgütsel sorumluluk ve artmış iş memnuniyetinin yüksek, devamsızlığın daha az olacağı ortaya çıkmıştır. İşe angaje olma beraberinde iyileştirilmiş sağlık ve iyi olma halini, iş görenlerin daha fazla rol davranışlar sergilemelerini, yüksek performans göstermelerini, önleyici tedbirler alan iş gören davranışlarını ve öğrenmede motivasyonu beraberinde getirmektedir (Schaufeli ve Salanova, 2007).

Çalışma ortamında iş gören davranışlarına etki eden birçok unsur bulunmaktadır. Bu unsurlar aynı zamanda iş görenlerin işe angaje olmalarını da etkilemektedir. İş görenlerin işlerine angaje olmalarına etki eden bu unsurları örgütsel, kişisel, çevresel ve iş kaynaklı unsurlar diye sınıflandırmak mümkündür. Farklı yazarlar işe angaje olma davranışının birçok unsurdan etkilendiğini belirtmektedirler. Berg (2013) algılanan desteğin; Mustosmäki, Anttila ve Oinas (2013) iş zorluklarının düşürülmesi ve görevle ilgili takdir yetkisinin artırılmasının; Arifin, Afnan, Rahayu ve Djumahir (2014) örgütsel kültür ve dönüşümcü liderliğin; Maslach, Schaufeli ve Leiter (2001) ise birey ve iş arasındaki uyumun işe angaje olmaya etki ettiğini belirtmektedirler.

Geçmiş çalışmalara bakıldığında yaş, cinsiyet, meslek grupları gibi demografik özelliklerin işe angaje olmaya etkilerinin incelendiği görülmektedir. Bu araştırmaların sonuçlarına bakıldığında ise işe angaje olma ile sadece cinsiyet değişkeninin istatistiksel olarak anlamlı ilişkisine rastlanılmıştır (Ugwu, 2013; Kular, Gatenby, Rees, Soane ve Truss, 2008). Ardıç ve Polatçı (2009) yaptıkları araştırmada işle bütünleşme, işle bütünleşmenin boyutları ve işle bütünleşmeyi sağlayacak stratejileri incelemişler, örgüt içinde çalışanların işle bütünleşebilmelerinin enerji, aidiyet ve yeterlilik duygusuyla örgütün verimlilik ve etkinliğinin artırılabilirliğini ortaya koymuşlardır. Esen (2011) tarafından yapılan araştırmada çalışanların örgüte cezbolması kavramına ilişkin operasyonel tanımın yapılması ve kavramla ilgili kapsamlı bilginin verilmesi amaçlanmıştır. Kanten ve Yeşiltaş (2013) ise yaptıkları çalışmada pozitif örgütsel davranışları kavramsal olarak incelemiş, işe adanma kavramının yerine işe ilgi duyma, işe kapılma, işle bütünleşme, işe bağlılık, işe tutkunluk, işe cezbolma, işe angaje olma gibi kavramların da kullanıldığı belirlemişlerdir.

Yapılan çalışmalara bakıldığında hem çalışmaların niceliksel olarak hem de işe angaje olmaya etkisi araştırılan demografik özelliklerin sayısı sınırlı olduğu görülmüştür. Bu çalışmada geçmiş çalışmalardan farklı olarak cinsiyet, medeni durum, yaş, branş, eğitim durumu ve kıdem değişkenlerinin aynı anda işe angaje olmaya etkisi incelenmiş, bu demografik değişkenlerin istatistiksel olarak işe angaje olmanın ne kadarını açıkladığına bakılmıştır. Bu yönüyle çalışmanın, Türkiye’de, demografik özelliklerin işe angaje olma üzerine etkisinin incelendiği ilk çalışma niteliğinde olduğu söylenebilir.

Araştırma kapsamında cinsiyet, medeni durum, yaş, branş, eğitim durumu ve kıdemden oluşan altı demografik özelliğin aynı anda işe angaje olmaya olan etkileri ortaya konulmaya çalışılmıştır. Bu amaçla 2014-2015 Eğitim Öğretim Yılında Kahramanmaraş İli Merkezindeki ilkokul ve ortaokullarda görev yapan sınıf ve branş öğretmenlerinden 433 öğretmen araştırma örneğine dahil edilmiştir. Araştırmada Schaufeli, Salanova, Gonzalez ve Bakker (2001) tarafından geliştirilen ve araştırmacı tarafından Türkçe uyarlaması yapılan işe angaje olma ölçeği bu araştırma kapsamında tek boyut analizine tabi tutulmuş, faktör yüklerinin belirlenmesi için varimax dikköndürme tekniği ile açımlayıcı faktör analizine tabi tutulmuş ve ölçeğin tek boyutlu olduğu sonucuna ulaşılmıştır. Ölçeğin tek boyutlu yapısını doğrulamak için MPLUS 7.0 programı kullanılarak doğrulayıcı faktör analizi yapılmış ve ölçeğin tek boyutlu yapısı doğrulanmıştır. Yapılan analiz sonucunda modelin istatistiksel olarak uyumlu olduğu görülmüştür. Model uyum indekslerine bakıldığında CFI, TLI değerlerinin 0,90'ın üzerinde olduğu ve RMSEA ve SRMR değerlerinin 0.08'den küçük olduğu görülmektedir. Kline (2010)' e göre modelin kabul edilebilir olduğu anlaşılmaktadır ($\chi^2(109,602)=333.38$; CFI=0.95; TLI=0.96; RMSEA=0.07; SRMR=0.03).

Yapısal eşitlik modeli kullanılarak yapılan yol analizi sonucundan elde edilen bulgulara göre demografik özelliklerin işe angaje olmanın %10' unu açıkladığı ortaya çıkmıştır ($R^2=0.10$; $p<0.01$). Demografik değişkenler arasında sadece kıdem değişkeninin anlamlı olduğu görülürken ($\beta_{kıdem}=0.22$, $p<0.05$), diğer demografik değişkenlerle işe angaje olma arasında anlamlı ilişki bulunmamıştır ($\beta_{cinsiyet}=0.14$, $p=0.14$; $\beta_{medeni}=0.00$, $p=0.97$; $\beta_{yaş}=0.17$, $p=0.12$; $\beta_{branş}=0.21$, $p=0.08$; $\beta_{eğitim}=0.07$, $p=0.60$). Model uyum indekslerine bakıldığında CFI, TLI, değerleri 0,90'ın üzerinde olduğu ve RMSEA ve SRMR değerlerinin 0.08'den küçük olduğu bulunmuş ve modelin kabul edilebilir olduğu görülmüştür ($\chi^2(205,602)=546.40$; CFI=0.94; TLI=0.92; RMSEA=0.06; SRMR=0.04).

Öğretmenlerin kıdemlerinin artmasıyla işe angaje olma düzeylerinin de arttığı bulgusuna dayalı olarak araştırma sonucunda okullarda danışmanlık, rehberlik, akademik çalışmalar ve yönetim gibi alanlarda kıdemi yüksek öğretmenlerden faydalanılabileceği önerisi getirilmiştir. Öğretmenlerin aile eğitim durumları, gelir durumları, çalıştıkları sosyoekonomik çevre gibi farklı demografik özelliklerin öğretmenlerin işe angaje olmalarına etkisinin incelenebileceği önerisi araştırmacılar için öneri olarak sunulmuştur.

INTRODUCTION

Schools are open societal systems founded so as to achieve educational and instructional goals. They have various important tasks such as the realization of the goals of the educational system. The significance of schools in the system is because of the fact that they are the primary means of education as schools are social organizations that have the best relationship as well as being the most transparent to the community (Turk, 1999). Schools are places that provide a common learning culture for students who are from a variety of social environments (Schlechty, 2014).

Schools are places where the manufacturing takes place in systems of education, and raw materials are human beings. After processing these raw materials, schools present these materials back to the society, which further increases the importance of tasks that schools take on. Schools generally accomplish these duties through teachers. One of the vital components of the social systems called school is teachers (Bursahoglu, 2012). Today, in almost every country, teachers are considered as one of the most important elements of education and instruction. Thanks to their various strengths, teachers' job is to improve "not-yet-fully-developed" individuals and to help a crude, raw, and insufficient structure change into a state where it is developed and ready to mature. As the raw materials are individuals, the task of "molding" of the individual is quite difficult (Tozlu, 1992). Teachers, as the manpower to fulfill this task, are the determiners of the quality of educational and instructional activities. The quality of education is directly related to teachers' bonding with their jobs with passion and absorption.

Teachers have a key role in the realization of school goals. Work engagement of teachers, their passion and absorption, their willingness to set their hearts, minds, and everything they possess on their jobs mean that they are putting their hearts and souls into their jobs. Therefore, work engagement of teachers has an important part in accomplishing goals of schools. In order to have organizational effectiveness and productivity, to increase the quality of work life, and improve the welfare of workers, workers need to be unique in their jobs (Ardic & Polatci, 2009).

Literature Review

Schaufeli (2012) states that the concept of workers being engaged in their jobs firstly emerged in the business world, and it was first used by the Gallup Organization although the root of the concept is not certain. The first academician to conceptualize *engagement* was Khan (1990), who was an ethnographic researcher. Khan (1990) defines engagement as workers' having themselves being made use of their roles in their jobs, and after they get themselves hired for the position, workers' display of physical, cognitive, emotional, and mental performances for the sake of their roles in their jobs.

There is no consensus on the Turkish equivalent of the concept of work engagement. The concept of work engagement is also characterized with different concepts such as integration with the job, commitment to the job, passion for the job, getting carried away by the job, being interested in the job, and job commitment (Ardic & Polatci, 2009; Esen, 2011; Kanten & Yesiltas, 2013). In some studies regarding work engagement, although it seems that the concept of work engagement is intertwined with concepts such as workaholism, absorption, job satisfaction, job involvement, organizational commitment, and organizational citizenship behaviors, international literature indicates that these concepts differ from the concept of work engagement, and it is also suggested that work engagement is actually antecedent of the concepts of organizational citizenship behaviors, job satisfaction, organizational commitment, dedication, absorption, job involvement (Saks, 2006; Halbesleben & Wheeler, 2008; Xanthopoulou et al., 2009; Bakker & Bal, 2010; Alarcon, 2009: as cited in Kanten & Yesiltas, 2013).

Schaufeli (2012) states that work engagement means involvement in daily life, commitment, passion, absorption, commitment, focused effort, and energy; Schaufeli, Salanova, Gonzalez & Bakker (2001) defines work engagement as a work-related, positive, and fulfilling state of mind that is characterized by vigor, dedication, and absorption. Wildermuth (2008) mentions that work engagement is a persistent state that may turn into enthusiasm, passion, high levels of concentration and energy. Kanten & Yesiltas (2013) state that work engagement is workers' having a positive attitude towards their jobs, in which they are energetic, are committed to their jobs and absorb themselves in their jobs with passion. Roozeboom and Schelvis (2015) defines work engagement as a positive behavior or a state of mind that leads to positive results, effective and positive cognitive state, vigor, commitment, and absorption. Work engagement has various definitions. Kular, Gatenby, Rees, Soane & Truss (2008), assert that work

engagement of workers are conceptualized in different ways and there is no certain definition regarding the concept of work engagement. Macey and Schneider (2008) state that there is an ambiguity in the meaning of work engagement that has not yet been clarified by academicians and pragmatists. Work engagement affects employees' work performance. When the relationship between workers' performance and work engagement is taken into consideration, it is essential to stress the significant relationship between work engagement and the quality and quantity of the service produced. Workers with a high level of engagement are more energetic, committed and absorbed into their jobs. Work engagement behavior is directly related to psychology and work performance; workers who have work engagement are full of energy, and they complain about few stress-related ailments that may seriously influence their health (Roozeboom & Schelvis, 2015).

Empirical studies found out that organizational responsibility improves, job satisfaction increases, and absenteeism is reduced in the cases where there is a high level of work engagement. Work engagement leads to improved health and well-being, a display of more responsible behaviors of workers, high performances, practical behaviors that take preventive actions, and motivation in learning (Schaufeli & Salanova, 2007).

Work engagement behaviors are effective on meaningful work outcomes (Harter, Schmidt & Hayes, 2002: as cited in Roozeboom & Schelvis, 2015). As engaged workers have a tendency to respond appropriate to sources provided to them by their organizations, they build stronger loyalty to their organizations (Agyemang & Ofei, 2013). Therefore, it can be said that the most dominant factor affecting teacher performance is work engagement (Arifin, Afnan, Djumahir & Rahayu, 2014).

Another study indicates that careers and physical health of engaged workers are affected at least three times more positively when compared to those who are not effectively engaged in their jobs (Kular et al., 2008). Work engagement (with energy and sense of belonging and competence) will improve the productivity and effectiveness of organizations (Ardic & Polatci, 2009). Workers with high levels of work engagement are more responsive to organizational activities; besides they are expected to be more amiable and helpful to their colleagues; they mostly feel positive emotions such as happiness, optimism, helpfulness in their jobs, and these positive emotions play an important role in improving organizational productivity and workers' being eager to obtain new information and skills (Bakker & Demerouti, 2008). In this regard, engagement of workers is of vital importance for organizations. In conclusion, work engagement results in positive outcomes for individuals and organizations.

There are several factors that affect behaviors of workers in a working environment. These factors also influence the level of engagement of workers. They can be classified as organizational, personal, environmental, and work-related factors.

As for the studies in which factors that affect work engagement have been analyzed; Lockword (2007) noted that work engagement is affected by many factors such as organizational culture, institutional communication, management upon trust and respect, leadership, and prestige of the organization affect work engagement. Berg (2013) emphasized that another factor that affects work engagement is perceived by support. Mustosmäki, Anttila & Oinas (2013) stated that decrease in difficulties of jobs and increase in discretionary power is another factor of work engagement. While Arifin et al (2014) implied that organizational culture and transformational leadership are other predictors that determine work engagement Maslach, Schaufeli & Leiter (2001) indicated that harmony between individuals and jobs also influences work engagement. As stated above, work engagement behavior is remarkable for organizations and workers is affected by many organizational and non-organizational factors. Employment of workers with high levels of work engagement results in positive outcomes for organizations. Managers, therefore, should work on hiring workers with work engagement.

Revaling which demographic variables affect work engagement behavior that is highly significant for the organization and its employees is the main purpose of the present study. Hence, two specific research questions were posed:

1. Which demographic variable(s) significantly influence work engagement behaviours of teachers in this study?
2. How much of the variance of work engagement behaviours of teachers are explained by demographic variables?

METHOD

This section presents population and sample, data collection tools and data analysis.

Population and Sample

Primary and secondary schools in central districts of Onikişubat and Dulkadiroğlu in Kahramanmaraş were identified as the population of the study. Two-stage sampling was used, and the stratification sampling method from probability-based sampling methods and also cluster sampling method was employed in the study. Stratification method is employed in cases when there are sub-strata in a population whose boundaries are determined or when there are groups of sub-units (Yıldırım & Simsek, 2011). This method indicates that primary and secondary schools were considered to be separate strata. Cluster sampling is used in situations where each cluster in the population individually (together with all their components) has the equal chance to be selected (Karasar, 2000). The schools in the population were considered to have similar properties and each school was regarded as a cluster. 23 institutions were determined as the sample of the study through cluster sampling method.

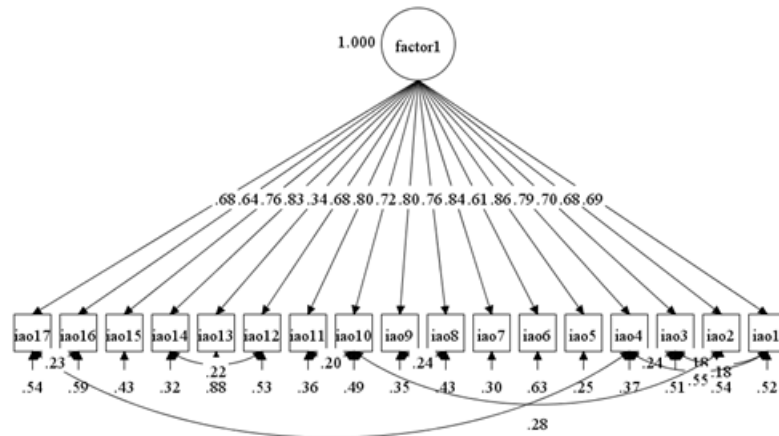
According to data obtained from Kahramanmaraş Provincial Directorate for National Education in 2014 academic year, there are 79 primary schools and 42 secondary schools in the central district of Dulkadiroğlu, and 147 primary schools and 80 secondary schools in the central district of Onikişubat in Kahramanmaraş. Of 2274 teachers working at primary and secondary schools in the central district of Dulkadiroğlu, 869 are primary school teachers and 1405 are branch teachers. Of 2201 teachers working in primary and secondary schools in the central district of Onikişubat, 1346 are primary school teachers while 855 are branch teachers. There are 4475 primary school and branch teachers in the primary and secondary schools in the central districts of Dulkadiroğlu and Onikişubat in Kahramanmaraş, 2274 from Dulkadiroğlu and 2201 from Onikişubat. Regarding the minimum sample from the population, when it is taken into consideration that, for a population of 5000 with %5 confidence interval, a sample of 356 is sufficient (Balci, 2011), and it has been determined that a sample consisting 433 participants is quite sufficient.

Data Collection Tools

The study deployed one data collection tool. "The work engagement scale" developed by Schaufeli, Salanova, Gonzalez & Bakker (2001) consists of 3 dimensions and 17 items. There are 6 items under the dimension of Vigor (Cronbach's Alpha value: 0.79), 5 items under the dimension of Dedication (Cronbach's Alpha value: 0.89), and 6 items under the dimension of Absorption (Cronbach's Alpha value: 0.72).

The work engagement scale developed by Schaufeli et al. (2001) (UWES: Utrecht Work Engagement Scale) was adapted to Turkish by the researcher. After the adaptation, in the first value obtained from the scale, the reliability was found to be 0.94 (Cronbach Alpha). It was observed that each item's total-item correlation was higher than 0.30. As a result of the exploratory factor analysis, the scale was improved into a two-factor structure, and the two-factor structure of the scale was confirmed by means of the structural equation modeling.

The Work Engagement Scale adapted into Turkish and confirmed to have two-dimensions as part of the doctorate study by researcher was subjected to one-dimensional analysis different from the doctorate study, and MPLUS 7.0 was used to confirm the one-dimensional structure of the scale to perform confirmatory factor analysis. The model formed in the analysis is presented in Figure 1. In this model, the measurement errors of two pairs of items are correlated (at1-at4; at-at10; at4-at17).



Chi-Square=333.38, df=109, CFI=0.95, TLI=0.96, RMSEA=0.07, SRMR=0.03

Figure 1: The structure of confirmatory factor analysis of the work engagement scale.

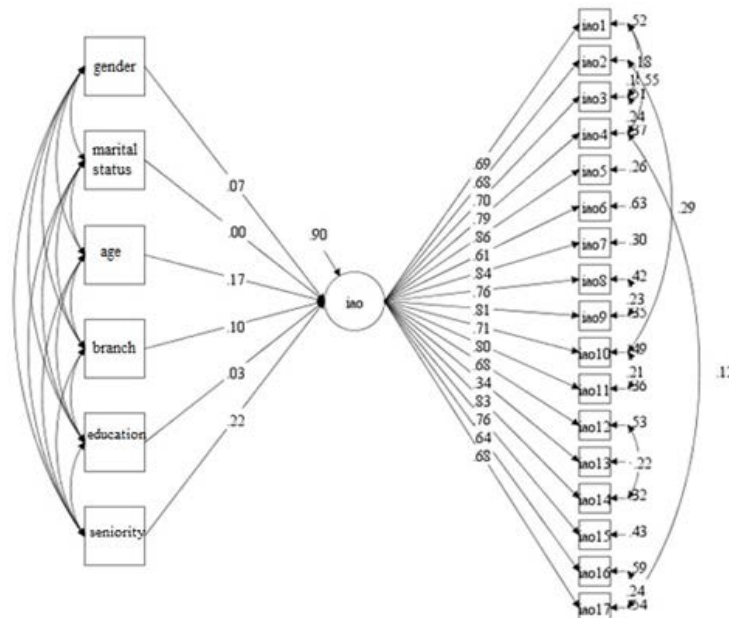
Upon examining the model fit indexes, it has been recorded that CFI and TLI values are over 0.90, and RMSEA and SRMR values are below 0.08. According to Kline (2010), it appears that the model is acceptable.

Data Analysis

The study has examined to what extent demographic variables explain work engagement. Thus, path analysis was performed by means of the structural equation modeling in MPLUS 7.0. The reason why this model was used is that work engagement is a latentvariable (Schumacker & Lomax, 2004). In this model, work engagement has been considered as the dependent variable and seniority, educational background, marital status, age, gender, and branch as the independent variables.

FINDINGS

Figure 2 displays the model indicating the effect of demographic properties on work engagement.



Chi-Square=546.40, df=205, CFI=0.94, TLI=0.92, RMSEA=0.06, SRMR=0.04

Figure 2: The model indicating the effect of demographic properties on work engagement.

Examining the model fit indexes, it has been observed that CFI and TLI values are over 0.90, and RMSEA and SRMR values are below 0.08; therefore, it has been noted that the model is acceptable depending on Kline (2010).

Based upon the findings, 10% of work engagement can be explained by the demographic variables ($R^2=0.10$; $p<0.01$). While only the variable of seniority seems to be significant among the demographic variables ($\beta_{seniority}=0.22$, $p<0.05$), work engagement and other demographic variables is free from a significant difference ($\beta_{gender}=0.14$, $p=0.14$; $\beta_{maritalstatus}=0.00$, $p=0.97$; $\beta_{age}=0.17$, $p=0.12$; $\beta_{branch}=0.21$, $p=0.08$; $\beta_{education}=0.07$, $p=0.60$). In this context, it may be wise to emphasize that demographic characteristics that are included in the study as well the different demographic characteristics and /or different variables have an impact upon the teachers' work engagement.

DISCUSSION and CONCLUSION

In the current study, efforts were made to find out whether work engagement behaviors of teachers vary across some demographic variables. On this point, 433 classroom and branch teachers working at the primary and secondary schools in the central districts of Onikişubat and Dulkadiroğlu within the province of Kahramanmaraş during the academic year of 2014-2015 were included in the sample of the study.

This research carried out the confirmatory factor analysis of "Work Engagement Scale" developed by Schaufeli (2001) and adapted into Turkish by researcher in order to confirm the one-dimensional structure of the scale.

The study also aims to explore whether work engagement of teachers significantly differs depending on some demographic variables. As a result of the study, it has been revealed that there is no significant relationship between work engagement behaviors of teachers and the variables of educational background, marital status, age, gender, and branch; however, a significant relationship has been observed between work engagement and the variable of seniority. There has been positive and poor relationship between work engagement seniority, thus seniority and work engagement increase, collaterally.

In the study carried out by Ugwu (2013), it has been found that there is a slight difference in work engagement in favor of male participants, that this difference creates a significant relationship, and there is no significant relationship between work engagement and age.

The study conducted by Kular et al. (2008) indicates that females are more engaged in their works compared to men and females who have more job satisfaction. Kular et al. (2008) shows that novice workers have the highest levels of work engagement contrary to the findings in this study. This may arise from the optimism and excitement resulting from starting a new job as emphasized by the researchers. Contrary to the findings of this study, Agyemang and Ofei (2013) found out that there is no significant relationship between seniority and dedication of workers. Likewise, the findings in the study conducted by Malekiha & Abedi (2014) also suggested that there is no significant relationship between work engagement and demographic variables.

In their study, Ozer, Saygili & Ugurluoglu (2015) concluded that there are statistically significant differences in the levels of engagement of workers in terms of educational background and gender; however, seniority, gender, and marital status are free from a significant difference.

Kuruuzum, Irmak & Cetin (2010) noted that gender and education have an effect on merely service sector workers' work commitment while it is not affected by marital status, age and working hours. In the study carried out by Bostanci and Ekiyor (2015), it has been found that gender, age, education level and professional experience do not significantly differ in terms of work dedication scores.

This study is considered to provide contributions for the field in terms of the relationship between work engagement behavior and demographic variables. In this study, the confirmatory factor analysis of the work engagement scale adapted by researcher was performed to translate it into an appropriate form that can be employed in Turkey. Furthermore, the relationship between work engagement behaviors and the variables of seniority, educational background, marital status, age, gender, and branch was observed. There is also no relationship between work engagement behaviors and the variables of marital status, educational background, age, gender, and branch; however, a significant difference has been determined between work engagement and seniority variables.

The findings of this study showed that the seniority level increases as work engagement increases among teachers. In this regard, senior teachers are suggested to be in charge of specific areas of schools, such as counseling, guidance, academic studies, and administration. The results of this study are limited to the sample of the study and the demographic properties of the participants. Within the scope of this study, 6 different demographic variables of teachers – seniority, educational background, marital status, age, gender, and branch – were examined. In future studies, different demographic variables may be discussed and studies may be employed to different samples.

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