The Predictive Roles of Organizational Culture and Psychological Symptoms on Job Satisfaction

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ABSTRACT

This study was designed using a relational survey model to examine the relationships between teachers' organizational culture, job satisfaction, and psychological symptoms. The predictive roles of teachers' perceptions of organizational culture and various psychological symptoms on their perceptions of job satisfaction were analyzed. Data were collected from 305 teachers working in public and private schools at primary, secondary, and high school levels. According to the findings, a high-level positive relationship was observed between organizational culture and job satisfaction. A moderate negative relationship was found between teachers' negative self-perceptions and feelings of hostility and their job satisfaction. Interestingly, the negative self-concept and hostility variables, which are among the sub-dimensions of psychological symptoms, positively influenced teachers' perception of job satisfaction when combined with a positive school culture. This study highlights that improving job satisfaction—an essential issue for teachers for various reasons—can be achieved by enhancing school culture. Furthermore, the school culture variable can mitigate the negative effects of a negative self-concept and hostility on job satisfaction.

ÖZ

Bu araştırma öğretmenlerin örgüt kültürü, iş doyumu ve psikolojik belirti gösterme düzeyi arasındaki ilişkileri incelemek amacıyla ilişkisel tarama modeli ile tasarlanmıştır. Öğretmenlerin örgüt kültürü algıları ile çeşitli psikolojik belirtileri gösterme durumlarının onların iş doyumu algıları üzerindeki yordayıcı rolleri incelenmiştir. İlkokul, ortaokul ve lise kademelerinde olmak üzere devlet okulları ve özel okullarda görev yapan 305 öğretmene ulaşılarak veri toplanmıştır. Araştırma bulgularına göre örgüt kültürü ile iş doyumu arasında olumlu yönde yüksek düzey ilişki gözlenmiştir. Öğretmenlerin olumsuz benlik algıları ve hostilitileri ile iş doyumları arasında ise negatif yönlü orta düzeyde ilişkiler tespit edilmiştir. Psikolojik belirtilerin alt boyutları arasında yer alan olumsuz benlik ve hostalite değişkenleri, okul kültürü ile bir araya geldiklerinde öğretmenlerin iş doyumu algısını olumlu yönde artırmıştır. Bu araştırma öğretmenler için farklı gerekçelerle hayati önem taşıyan bir konu olan iş doyumunun arttırılmasının okul kültürünün geliştirilmesi ile mümkün olacağını, ayrıca okul kültürü değişkeninin olumsuz benlik ve hostilite duygularının iş doyumu üzerindeki olumsuz etkisini düşürebileceğini öne sürmektedir.

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INTRODUCTION

The culture of the organization and psychological health (Cao, et al., 2022) are very important and influential variables for job satisfaction. Workplaces and workplace conditions have a significant impact on individuals' mental health; in other words, their psychological health (Bluestein, 2008). The concept, which can be expressed in both ways, is referred to as psychological health in this study. Psychological health is defined as more than having few or no symptoms of various psychological disorders (Jahoda, 1953). But absence of mental disorder is necessary, though not a sufficient, condition of psychological health. The fact that the individual has these symptoms causes negativities in job satisfaction at a higher rate (Cortés-Denia, et al., 2023). According to Cooper and Wood (2011), if employees are not satisfied within the organizational culture influenced by different variables, they are negatively affected both in terms of work outcomes and psychological health. In the literature, there are many studies on this subject that point to different results (Faragher, et al., 2005; Quynh Anh & Anh Dung, 2022). It has been revealed in many studies that organizational culture affects job satisfaction (Abbas, et al., 2020; Cerit, et al., 2021; Çeltek & Yılmaz, 2021). The importance of psychological health in this relationship is becoming more and more noticeable (Warszewska-Makuch, 2020). In this context, how psychological health in organizational culture will make a difference in job satisfaction is the research topic of this study.

A significant part of a human's life is spent in a job where he or she is engaged in, earns a living, has the opportunity to express himself or herself and feels useful to society by being in this job. Sometimes voluntarily, sometimes thinking that they have no other choice, people get a job and often continue to work in those jobs until they retire. Job satisfaction (Jalagat, 2016:37), which is expressed as a positive or negative emotion or a feeling of liking or disliking one's job, is a concept related to the degree of satisfaction with one's job (Schultz & Schultz, 1986). According to Locke (1976), job satisfaction is defined as a positive or pleasant emotional state caused by a person's appreciation of their work or experience. The extent to which these work experiences are compatible with the employee's value judgments or expectations is also expressed in the form of job satisfaction (Hayes et al., 2015:589). Newton (1980) stated that the most efficient and effective organizations are those that provide simultaneous satisfaction and self-actualization for all human and social science researchers and theorists.

Although job satisfaction is expressed as a concept that includes individual emotions and processes, it is actually a multidimensional concept that affects other organizational variables and whose outputs are reflected in the organization. Depending on job satisfaction in the organization, there are significant differences in organizational behaviors such as productivity, performance, commitment to the organization and job, absenteeism, tardiness, work alienation, and quitting the job (Akomolafe & Olatomide, 2013; Farrel, 1983:596; Feldman & Arnold, 1983; Robbins & Judge, 2012). Considering the importance of all these variables for the organization, it is possible to say that job satisfaction is a key concept for the existence of the organization. In organizations where employees achieve job satisfaction, it can be said that the productivity and well-being of the organization increase (Roodt, et al., 2002). Employees who are satisfied with their jobs are more innovative and create a positive working environment in their organizations; in addition, the development of ethical, healthy relationships contributes to a positive attitude towards work (Mwesigwa, et al., 2020). Job satisfaction contributes to better performance and increased organizational commitment of employees (Thangaswamy & Thiyagaraj, 2017). It has been found that higher job satisfaction is associated with better mental health, better human relations, more positive social status, etc. (Hoppock, 1935). It can be said

that low job satisfaction leads to job stress, occupational burnout, and intention to quit (Wang et al., 2020).

Job satisfaction, which is a concept related to organizational variables, not only affects these variables but is also affected by organizational variables. According to Eryılmaz (2019), the results of research have revealed a clear relationship between organizational culture and job satisfaction (Mckinnon et al., Dec., 2003; Navaie-Waliser et al., 2004; Chang & Lee, 2007; Mansoor & Tayib, 2010). It can be said that culture is all of the skills, experiences, habits, methods, traditions, customs, values, and beliefs that have been learned during the struggle with the society's environment and the solution of the problems arising from living together, and which are intended to be transferred to new members for their functionality (Schein, 1990:111). According to Schein (2004:3), organizational culture is "a set of assumptions learned by a particular group during its adaptation to the environment and its internal integration, which have given positive results at a level that can be proven to be valid, and which are therefore taught to new members as the right way to perceive, think, and feel." Organizational culture is defined as the pattern of beliefs, expectations, and values formed during the existence of an organization, and it has emerged as a necessity to give importance to the attitudes, values, and traditions of organizational employees and the cultural aspect of organizational life due to the changes caused by industrialization and subsequent globalization (Eruygun & Tınaz, 2021).

Its culture can be explained as the ideological structure of the organization or the beliefs and values that distinguish it from other organizations (Mintzberg; 1989:98). These values, norms, beliefs, attitudes, principles, and assumptions that explain the unique character of the organization may also include unwritten or non-verbal behaviors that explain how things are done (Manetje & Martins, 2009:89). Culture, which reflects beliefs, values, and assumptions in a broad sense, is briefly the "deep structure of organizations" (Tuna, 2021). In most of the studies, a common consensus has been reached that culture is the "social glue" that holds the organization together (Cameron, 2004:3).

The culture existing in the organization can affect people both emotionally and behaviorally, direct the actions and perceptions of employees, and lead to certain consequences in terms of organizational behavior. The organizational culture of organizations shapes the working environment, directly affects the way employees work and their capacities (Schein, 1990), and has the most important role in the success or failure of the organization (Cameron & Sarah, 1991; Lim, 1995). According to Schein (1990), organizational culture may enable an organization to function effectively. Robbins and Judge (2012), on the other hand, emphasize that in institutions where there is a strong organizational culture, the self-values of organizations will be intensively owned by employees and widely shared. According to another point of view (Jad Al-Rab, 1997), organizational culture ensures harmony and integration inside and outside the organization.

Job satisfaction is defined as the emotional response to work (Locke 1976). However, one of the factors that determine this emotional response is psychological health. Individuals give their emotional response to the work based on their expectations and values. Job satisfaction is a multidimensional structure that encompasses the emotional experience of the employee, which is related to both the job itself and the work environment (Spector, 1997). Psychological problems can cause job loss and problems related to job performance and satisfaction (Dağdelen, 2008). A number of dilemmas that are at work and in the work itself can be called psychological dangers. These dangers may be caused by work content, organizational

management, and environmental conditions that affect the psychological and physical health of the employee (Cox, et al., 2005). Organizational well-being is determined by how employees perceive the functioning and quality of a workplace (Warr 1992). This includes both the physical and psychological health of employees as well as their sense of satisfaction and social well-being (Grant, et al., 2007). Therefore, in addition to organizational culture, which has been found to affect job satisfaction, the level of psychological symptoms representing the psychological health of individuals which emphasizes psychological well-being, are variables that are thought to affect and determine job satisfaction.

The aim of this study is to examine the relationships between teachers' organizational culture, psychological symptoms, and job satisfaction. Addressing the relationship between these three variables and their dimensions constitutes the starting point of this study. For this purpose, answers to the following questions were sought:

1. What is the relationship between teachers' organizational culture, job satisfaction, and psychological symptoms?

2. Do teachers' perceptions of organizational culture and levels of psychological symptoms predict their job satisfaction perceptions?

METHODOLOGY

Design of Study

This study was designed using the relational survey model to examine the relationships between organizational culture, psychological symptoms, and job satisfaction. In the relational screening model, the aim is to determine the existence or degree of co-variation between two or more variables (Karasar, 2009:81).

Participant

Within the scope of this study, 305 teachers working in public or private schools at the primary, secondary, and high school levels were reached online through the convenient sampling method. After examining and eliminating incomplete, erroneous, or extreme data from the scales received from the participants, 305 scales were included in the study.

Of the teachers participating in the study, 227 were female, and 78 were male. A total of 246 teachers work in public schools, while 59 work in private institutions. The number of primary school teachers is 85, middle school teachers 98, and high school teachers 122. According to their seniority: 60 teachers have 1-5 years of experience,77 teachers have 6-10 years, 49 teachers have 11-15 years, 39 teachers have 16-20 years, 54 teachers have 21-25 years, and 26 teachers have over 26 years of experience.The research data was collected between June 2021 and December 2021.

Data Collection Tools

In this study, the Job Satisfaction Scale, Organizational Culture Scale, and Brief Symptom Inventory were used.

The Organizational Culture Scale (OCS) was developed by Glaser et al. (1987) and adapted into Turkish by Öztürk (2015). It is a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) consisting of 31 items and six sub-dimensions: teamwork (T), moral values (MV), information flow (IF), participation (P), supervision (S), and meetings (M). The Cronbach's alpha internal consistency coefficient of the scale calculated in this study was .97.

The Job Diagnostic Survey (JDS) was developed by Hackman and Oldham (1975) and adapted for school organizations and teachers by Taşdan (2008). The scale is one-dimensional, consists of 14 items, and is a 5-point Likert scale (1 = Not at all satisfies me, 5 = Satisfies me very much). The Cronbach's alpha internal consistency coefficient of the job satisfaction scale in this study was calculated as .91.

The Brief Symptom Inventory (BSI) is a Likert-type self-assessment scale designed to screen for mental symptoms. It consists of 53 items and five subscales: anxiety, depression, negative self-concept, somatization, and hostility. The score range is between 0-212. The scale can be administered to adolescent and adult individuals or groups, with no time limit for completion. The BSI aims to identify and measure various psychological symptoms as defined by individuals themselves. The Cronbach's alpha internal consistency coefficient of the scale calculated in this study was .97.

Data Analysis

Incomplete, erroneous and extreme data were identified and extracted before the research data were analyzed. Then, correlation analysis was performed to determine the relationships between the variables. Finally, hierarchical multiple regression analysis was used to determine the predictive effects of the independent variables (organizational culture and psychological symptoms) on the dependent variable (job satisfaction). Hierarchical regression analysis was performed in stages according to the correlation levels of the independent variables with the dependent variable. The significance level was accepted as $p < .05$ and the results of the analysis were interpreted. The analyses were performed using SPSS software.

Before conducting the analyses, it was examined whether the assumptions of multiple correlation analysis regarding linearity, multicollinearity, autocorrelation and co-variance (Field, 2009) were met. For the multicollinearity problem, the relationship between the independent variable and the dependent variable should be less than .30 and the relationship between the independent variables should be greater than .70 (Tabachnick & Fidell, 2001). When the correlation analysis results in Table 1 are examined, correlations less than .30 are observed between the dependent variable job satisfaction and the independent variables anxiety *(r = -.23)* and somatization *(r = -.13)*. The independent variables depression, negative self *(r=.88)* and hostility *(r = .77)* have correlations higher than .70. It was decided not to include these variables in the regression analysis to avoid multicollinearity problems. In linearity analyses, a variance inflation factor (VIF) value less than 10 and a tolerance value greater than 0.1 are considered acceptable (Hair et al., 2010). While VIF values were calculated as 1.09, 2.89 and 2.82; Tolerance values were calculated as .91, .34 and .35. These values are considered acceptable. Histogram, P-P Plot and Scatterplot graphs were found to meet the linearity and co-variance criteria.

FINDINGS

Table 1 below presents the results of the correlation analysis conducted to determine the relationships between organizational culture, job satisfaction and the variables of negative self and hostility, which are sub-dimensions of psychological symptoms.

Table 1

Relationships between job satisfaction, organizational culture and psychological symptoms,

	X̄	Ss	JS	OC	NSELF	HOS
JS	3.46	.77	1	.78**	-.35**	-.30**
OC	3.46	.90		1	-.29**	-.24**
NSELF	2.07	.85			1	-.35**
HOS	2.17	.77				1

*p<.05, **p<.01

Notes: JS: Job Satisfaction OC: Organizational culture NSELF: Negative self HOS: Hostility

According to these results, the independent variables included in the regression analysis were determined as organizational culture (OC), negative self (NSELF), and hostility (HOS). Hierarchically, the organizational culture variable, which has the highest correlation with job satisfaction, was first regression analyzed. Afterwards, other independent variables were included in the regression analysis.

Table 2 presents the results of the hierarchical regression analysis performed in stages according to the correlation levels in order to determine the predictive effects of the independent variables on the dependent variable

Table 2

Hierarchicalregressionanalysis

	B	SE	β	R	R^2	t	p
Model 1							
OC	.67	.03	.78	.78	.61	22.05	.00
Model 2							
OC	.64	.03	.74	.79	.63	20.44	.00
NSELF	-.08	.05	-.09			-1.57	.11
HOS	-.05	.05	-.05			-.85	.39

*p< .05

When the hierarchical regression analysis results in Table 2 are examined, it is seen that organizational culture is a significant predictor of teachers' job satisfaction perception according to Model 1 *(p = .00)* and explains *61%* of job satisfaction perception. According to Model 2, when the variables of negative self and hostility were added together with organizational culture, it was seen that together they predicted 63% of teachers' job satisfaction perception. According to the standardized regression coefficients, the order of importance on job satisfaction is school culture *(β = .74)*, negative self *(β = -.09)*, and hostility *(β = -.05)*. It was determined that negative self *(p = .11)* and hostility *(p = .39)* variables were not significant predictors.

Although they are not significant variables, it is seen that negative self and hostility variables, which have an inverse effect on job satisfaction, have a low-level effect on job satisfaction when analyzed together with positive school culture perception. In other words, even if teachers' negative self-concept or hostility values are high, if their perceptions of the school culture are positive, their symptoms of these variables do not negatively affect their job satisfaction. In this context, it is possible to say that in an environment where school culture is perceived positively, teachers' negative feelings of self or hostility do not negatively affect their job satisfaction.

CONCLUSION AND DISCUSSION

After a certain age, adults spend most of their time at work. Therefore, they often share much more time with their colleagues, with whom they create the corporate culture, than with their families. It is very important to understand how and at what level people's jobs affect their psychological health and ability to maintain a healthy mood. There are many variables that affect the structure and culture of the school. Especially when it comes to schools, the job satisfaction of employees, that is, teachers, and the factors affecting it, have a much more diverse and profound meaning than any industry and production branch. The teaching profession is considered to be a much more stressful profession compared to other occupational groups (Uzman & Telef 2014). This stress closely affects their performance in the classroom and the bond they establish with their students. Values related to education are transmitted to the new generation through schools, which are the atmosphere in which students grow up, and the corporate culture there.

Therefore, in this study, based on the related literature, school culture and psychological symptom frequency were thought to affect job satisfaction, and the level and direction of the effect were revealed. In this study, it was aimed to reveal the relationship between organizational culture and psychological symptoms with job satisfaction and the predictive effect of independent variables and their dimensions on the dependent variable, which is job satisfaction. As a result of the analysis, the research hypotheses were confirmed. Organizational culture and job satisfaction variables have been addressed in many studies, but in addition to these two variables, the variable of psychological symptoms, which was included in the research by considering the human factor, constitutes the unique aspect of this research. Mental health is important for everyone and mediates the achievement of satisfying results in life (Bradley & Roberts 2004; Piccolo, et al. 2005).

Although the results of this study are specific to the teaching profession, they overlap with other studies in the literature (Erkman & Şencan 1994). In this respect, the findings are important in terms of contributing to the literature on the subject. Future studies may focus on sub and mediating variables to address the issue in more detail. The results of the study may also be instructive for further detailed research on the variables of the study. There is a need for more detailed research on the relationship between organizational culture and job satisfaction and psychological health, especially in the field of education.

According to the results of the correlation analysis, it was found that there was a moderate negative correlation between negative self and hostility levels and job satisfaction. This result supports the thesis that a person's job satisfaction is closely related to mental health (Locke 1976). Baron (1993) identified many personality variables associated with job satisfaction. Self-perception and hostility are the most important of them. Self-perception is all of the thoughts and feelings about oneself (Kulaksızoğlu, 2000). In this context, negative self can be defined

as the negativity in one's acceptance of oneself. Hostility is briefly defined as angry and hostile attitudes towards the environment (Smith, 1992).

Within the framework of this study, it was found that negative self and hostility, which are sub-dimensions of the BSI applied to teachers, were negatively and moderately related to job satisfaction. This means that job satisfaction decreases when negative self and hostile attitudes increase, and this finding is in line with the results of research in the field (McCann, et al. 1997; Miner-Rubino & Cortina 2004). These findings show that the development of school culture leads to an increase in teachers' job satisfaction. The development of school culture not only increases the motivation of teachers but also promises protection against risk factors, the negative effects of stress of work, negative self, and hostility (Ferguson, et al. 2012).

Increased job satisfaction is closely related to the realization and achievement of the educational goals of the school. Low job satisfaction, on the other hand, means being exposed to physiological and psychological stress and, as a result, psychological health problems (Ho & Au 2006). Stress and its consequences arising from lack of job satisfaction lead to burnout, tension, excessive fatigue and cause teachers to fail to demonstrate the characteristics expected of them (Cunningham 1983). This situation affects psychological and social development and leads to uneconomic consequences for society. On the other hand, teachers with high job satisfaction can achieve very important results by providing balance within the triad structure consisting of students, parents, and administration (Demirtaş 2010).

Although the current study has revealed important results regarding the relationships between school culture, psychological symptoms, and job satisfaction of teachers, it also has some limitations. The first is that the period when the data was collected was the period when the extraordinary effects of the Covid-19 pandemic were still ongoing. It has devastated life in terms of psychological symptoms, as in many other issues. It has had serious negative effects on mental health, and its impact on mental health continues even though the pandemic is over. Therefore, the results obtained bear the traces of this period and constitute findings within the framework of this limitation.

Secondly, this study is cross-sectional. It is thought that more holistic conclusions will be reached when the data obtained are supported by longitudinal studies. Thirdly, although the participants were reached and informed individually, the data of the study were collected through links. This situation constitutes a limitation compared to face-to-face data. However, considering the difficulty of collecting data face-to-face from such a large sample, from different provinces of Turkey, and from different school levels, the findings of the study reveal important results regarding the variables.

Support and Acknowledgement

Change and development in school culture will increase teachers' job satisfaction. It is suggested that improvements should be made in moral values, information flow, participation, meeting, and inspection, which are the sub-dimensions of the concept, in order to improve the organizational culture in schools, which are the institutions where education is provided. Implementation programs focusing on these issues should be developed.

It is possible to say that mental health variables are very effective in teachers' work and the outcomes of their work. In this sense, it is recommended that psycho-education programs, intervention studies, and practices on psychological symptoms and coping methods be organized for teachers, and that projects and institutional studies be carried out so that they can easily access psychological support in case of possible problems.

Conflict Statement

We declare that we, as authors of the study, have no interests/conflicts.

PublicationEthical Statement

All the rules stated in the framework of "Scientific Research in Universities and Publication
Ethic Codes were followed throughout the process (planning, implementation, data collection
and analysis). None of the actions stated under the title "Actions that violate scientific research
and Publication Ethics " which is the second part of the codes that must be considered. During
the writing process of the manuscript, the rules of scientific ethics and citation were followed,
no falsifications were made to the collected data, and this study was not sent to any other
academic publication environment for evaluation. Ethics committee approval for the study was
obtained from Samsun University with the approval dated 12.04.2021 and numbered 59760180-
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GENİŞLETİLMİŞ ÖZET

İnsan yaşamının önemli bir kısmı meşgul olduğu, geçimini sağladığı, kendini ifade etme
olanağına sahip olduğu ve bu işte bulunarak topluma faydalı olduğunu hissettiği bir işte
geçmektedir. İnsanlar bazen gönüllü olarak, bazen de başka çareleri kalmadığını düşünerek bir
iş bulur ve çoğu zaman da emekli olana kadar bu işlerde çalışmaya devam ederler. Locke'a
(1976) göre iş tatmini, kişinin işini veya deneyimini takdir etmesinden kaynaklanan olumlu
veya hoş bir duygusal durum olarak tanımlanmaktadır. İş tatmini her ne kadar bireysel duygu
ve süreçleri kapsayan bir kavram olarak ifade edilse de aslında diğer örgütsel değişkenleri de
etkileyen çok boyutlu bir kavramdır. Örgütte iş tatminine bağlı olarak üretkenlik, performans,
örgüte ve işe bağlılık, devamsızlık, geç kalma, işe yabancılaşma, işten ayrılma gibi örgütsel
davranışlarda önemli farklılıklar oluşmaktadır (Akomolafe & Olatomide, 2013; Farrel, 1983:
596; Feldman & Arnold, 1983; Robbins & Judge, 2012).

İş tatminini etkileyen önemli kavramlardan biri örgüt kültürüdür. Eryılmaz'a (2019) göre bu
konu üzerine 2000'li yıllarda yapılan araştırmaların sonuçları örgüt kültürü ile iş tatmini
arasında açık bir ilişki olduğunu ortaya koymuştur. Kültür toplumun çevresiyle mücadelesi ve
birlikte yaşamaktan kaynaklanan sorunların çözümü sırasında öğrenilen, deneyim, alışkanlık,
yöntem, gelenek, görenek, değer ve inançların tümü olup; işlevsellik açısından yeni üyelere
aktarılması amaçlanmaktadır (Schein, 1990: 111).

İş tatmini işe verilen duygusal tepki olarak tanımlanmaktadır (Locke 1976). Bu duygusal
tepkiyi belirleyen faktörlerden birinin psikolojik sağlık olduğunu söylemek mümkündür.
Psikolojik sorunlar iş kaybına, iş performansı ve doyumuna ilişkin sorunlara neden
olabilmektedir (Dağdelen, 2008). İşyerinde ve işin kendisinde var olan birtakım ikilemler
psikolojik tehlikeler olarak adlandırılabilir. Bu tehlikeler; çalışanın psikolojik ve fiziksel
sağlığını etkileyen iş ile ilgili örgütsel yönetim ve çevresel koşullardan kaynaklanabilmektedir
(Cox, vd. 2005). Örgütsel refah, çalışanların işyerinin işleyişini ve kalitesini nasıl
algıladıklarıyla belirlenir (Warr, 1992). Bu, çalışanların hem fiziksel hem de psikolojik
sağlığını, memnuniyet duygularını ve sosyal refahlarını da içermektedir (Grant, vd. 2007).
Dolayısıyla örgüt kültürü değişkeninin yanı sıra psikolojik iyi oluşu vurgulayan bireylerin
psikolojik sağlığını temsil eden psikolojik belirtilerin düzeyinin de iş tatminini etkilediği
düşünülmektedir.

Bu çalışmanın amacı öğretmenlerin örgüt kültürü, psikolojik belirtileri ve iş tatmini arasındaki ilişkileri incelemektir. Bu üç değişken arasındaki ilişkinin ve boyutlarının ele alınması bu çalışmanın çıkış noktasını oluşturmaktadır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmenlerin örgüt kültürü, iş tatmini ve psikolojik belirtileri arasındaki ilişki nasıldır?

2. Öğretmenlerin örgüt kültürü algıları ve psikolojik belirti düzeyleri iş tatmini algılarını yordamakta mıdır?

Bu çalışma, örgüt kültürü, psikolojik belirtiler ve iş tatmini arasındaki ilişkileri incelemek amacıyla ilişkisel tarama modeliyle tasarlanmıştır. İlişkisel tarama modelinde iki veya daha fazla değişken arasında ortak değişkenlerin varlığı veya derecesinin belirlenmesi amaçlanmaktadır (Karasar, 2009:81). Bu çalışma kapsamında devlet okullarında ve özel okullarda ilkokul, ortaokul ve lise düzeyinde görev yapan 305 öğretmene çevrimiçi olarak ulaşılmıştır. Bu çalışmada iş tatmini ölçeği, örgüt kültürü ölçeği ve kısa semptom envanteri kullanılmıştır. Araştırma verileri analiz edilmeden önce eksik, hatalı ve aşırı veriler tespit edilerek çıkarılmıştır. Daha sonra değişkenler arasındaki ilişkilerin belirlenmesi amacıyla korelasyon analizi yapılmıştır. Son olarak bağımsız değişkenlerin alt boyutlarının (örgüt kültürü ve psikolojik psikolojik belirti düzeyi) bağımlı değişken (iş tatmini) üzerindeki yordayıcı etkilerini belirlemek için hiyerarşik çoklu regresyon analizi kullanılmıştır. Bağımsız değişkenlerin bağımlı değişkenle korelasyon düzeylerine göre aşamalı olarak hiyerarşik regresyon analizi yapılmıştır.

Korelasyon analizi sonuçlarına göre bağımlı değişken olan iş tatmini ile bağımsız değişkenler olan kaygı *(r=-.23)* ve somatizasyon *(r=-.13)* arasında .30'dan düşük korelasyonlar olduğu görülmüştür. Bağımsız değişkenler olan depresyon, olumsuz benlik *(r=.88)* ve düşmanlık *(r=.77)* ile iş doyumu arasında ise .70'den yüksek korelasyonlar tespit edilmiştir. Hiyerarşik regresyon analizi sonucunda okul kültürünün Model 1'e göre öğretmenlerin iş tatmini algısının anlamlı bir yordayıcısı olduğu *(p=.00)* ve iş tatmini algısının %61'ini açıkladığı görülmüştür. Model 2'ye göre olumsuz benlik ve düşmanlık değişkenlerinin örgüt kültürü ile birlikte öğretmenlerin iş tatmini algısını %63 oranında yordadığı görülmüştür. Standardize edilmiş regresyon katsayılarına göre iş tatmini üzerindeki önem sırası okul kültürü *(β=.74)*, olumsuz benlik *(β=-.09)* ve düşmanlık *(β=-.05)* olup olumsuz benlik *(p=.11)* ve düşmanlık *(p=.39)* değişkenlerinin anlamlı yordayıcı olmadıkları belirlenmiştir. Anlamlı değişkenler olmasa da iş doyumunu ters yönde etkileyen olumsuz benlik ve düşmanlık değişkenlerinin, olumlu okul kültürü algısıyla birlikte incelendiğinde iş doyumu üzerinde düşük düzeyde bir etkiye sahip olduğu görülmektedir. Başka bir ifadeyle öğretmenlerin olumsuz benlik kavramı ya da düşmanlık değerleri yüksek olsa bile okul kültürüne ilişkin algıları olumlu ise bu değişkenlere ilişkin belirtiler iş doyumlarını olumsuz etkilememektedir. Bu bağlamda okul kültürünün olumlu algılandığı bir ortamda öğretmenlerin olumsuz benlik ya da düşmanlık duygularının iş doyumlarını olumsuz etkilemediğini söylemek mümkündür.

Araştırma sonuçlarına göre olumsuz benlik ve düşmanlık düzeyleri ile iş tatmini arasında orta düzeyde negatif bir ilişki olduğu tespit edilmiştir. Bu sonuç, kişinin iş tatmininin ruh sağlığıyla yakından ilişkili olduğu tezini desteklemektedir (Locke, 1976). Bu çalışma çerçevesinde öğretmenlere uygulanan KSE'nin alt boyutları olan olumsuz benlik ve düşmanlığın iş tatmini ile negatif ve orta düzeyde ilişkili olduğu tespit edilmiştir. Bu durum olumsuz benlik ve düşmanca tutumlar arttıkça iş tatmininin azaldığı anlamına gelmektedir ve bu bulgu alanda yapılan araştırmaların sonuçlarıyla da örtüşmektedir (Mc Cann, vd. 1997; Miner-Rubino &

Cortina 2004). Bu bulgular okul kültürünün gelişmesinin öğretmenlerin iş doyumunun artmasına yol açtığını göstermektedir. Okul kültürünün geliştirilmesi öğretmenlerin motivasyonunu artırmanın yanı sıra risk faktörlerine, iş stresinin olumsuz etkilerine, olumsuz benliğe ve düşmanlığa karşı da koruma vaat etmektedir (Ferguson, vd. 2012).

Bu çalışma önemli sonuçlar ortaya koymuş olsa da bazı sınırlılıklara sahiptir. Toplanan veriler, Kovid-19 salgınının olağanüstü etkilerinin halen devam ettiği döneme aittir. İkinci olarak bu çalışma kesitsel olarak tasarlanmıştır. Elde edilen verilerin boylamsal çalışmalarla desteklenmesi durumunda daha bütünsel sonuçlara ulaşılacağı düşünülmektedir. Üçüncü olarak araştırmanın verileri online yöntemler aracılığıyla toplanmıştır. Bu durum yüz yüze verilerle karşılaştırıldığında bir sınırlılık oluşturmaktadır. Ancak Türkiye'nin farklı illerinden ve farklı okul düzeylerinden bu kadar geniş bir örneklemden yüz yüze veri toplamanın zorluğu göz önüne alındığında, çalışmanın bulgularının değişkenlere ilişkin önemli sonuçları ortaya koyduğunu söylemek mümkündür.

Okul kültüründeki değişim ve gelişimin öğretmenlerin iş doyumunu artıracağı öneri olarak ifade edilebilir. Bu konulara odaklanan uygulama programları geliştirilmelidir. Bu çalışmanın sonuçlarında özellikle olumsuz benlik kavramı ve düşmanlığın iş tatminini etkilediği bulunmuştur. Bu anlamda öğretmenlere yönelik psiko-eğitim programları, psikolojik belirtiler ve baş etme yöntemlerine yönelik müdahale çalışmaları ve uygulamaların düzenlenmesi, olası sorunlar durumunda psikolojik desteğe kolayca ulaşabilmeleri için proje ve kurumsal çalışmaların yapılması önerilebilir.

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