

The Relationship between Teachers' Job Satisfaction and Loneliness at the Workplace

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Abstract

Problem Statement: Emotional circumstances of the teachers are one of the most significant variables that determine their professional efforts and performance. In this context, some the research has shown that teachers' job satisfaction and loneliness at the school both have unique aspects. Gradually raising interest on loneliness and job satisfaction of teachers has brought a new question on whether there is a significant relationship between teachers' job satisfaction and loneliness at school.

Purpose of the Study: The purpose of this study was to determine the relationship between the job satisfaction of the teachers working in the primary schools and their loneliness at work.

Method: This quantitative study was designed as correlational research design. The participants of the study consist of 369 teachers teaching in elementary schools in Istanbul. The correlations between the dimensions of loneliness at work and job satisfaction was determined with simple linear correlation test. And the prediction level of emotional deprivation and social companionship to intrinsic job satisfaction and extrinsic job satisfaction were determined with multiple linear regression test.

Findings: The results of the study have indicated that there was significant and negative correlation between dimensions of loneliness at work and job satisfaction of teachers. The results of regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with the intrinsic satisfaction. And the social companionship was the significant predictor of intrinsic satisfaction. Besides, it is found that emotional deprivation and social companionship together had a significant relationship with the extrinsic satisfaction and

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only the social companionship was the significant predictor of extrinsic satisfaction.

Conclusion and Recommendations: As a result, in order that the schools may reach the determined objectives, the teachers' performances can be said to be very important. In order to increase the teachers' performances, it is necessary to increase the job satisfaction. In the researches carried out, it was determined that there was a relationship between the teachers' job satisfaction and the extent of social friendship at the workplace. In case such relationships are adverse, the loneliness at workplace reveals. Therefore, in order to enable to increase the productivity of the organization due to the increase of the teachers' performances, it is necessary to prevent teachers from falling into loneliness in schools by supporting the extent of social friendship which is an extent of the job satisfaction.

Keywords: Intrinsic job satisfaction, extrinsic job satisfaction, loneliness, primary school teachers

Introduction

Business life has a substantial place in human life. People work in most of their life span. If their job is on the right track, people are motivated and satisfied with their job (Arches, 1991; Butler, 1990). A high level of job satisfaction provides benefits for employees in terms of performance increase and productivity. In addition, scholars argued that job satisfaction provides benefits for organizations in terms of productivity growth and low employee turnover rates (Brief, 1998; Chen, 2008).

The concept of job satisfaction is defined from different points of view. Job satisfaction is a person's pleasure in his/her work life (Locke, 1976); employees' satisfaction in the workplace (Davis, 1984); a likable and emotional situation showing up as a result of the assessment of employees' job and experience (Testa, 1999); the happiness resulting from collaborative work performed with colleagues, pleasure to work, and pecuniary advantage (Simsek, 1998); the difference between the level of employees' meeting the requirements and the significance level given to the requirements (Cetinkanat, 2000); and/or the level of pleasure or positive feeling in the workplace (Basaran, 2000). Based on these definitions, it can be said that job satisfaction is employees' pleasure provided by moral and material profit.

The research on job satisfaction started in the 1930s and reached its highest level in the 1960s (Sisman & Turan, 2004). In terms of organizations and employees, the importance of job satisfaction showed up when the researcher willing to enhance productivity of the organization emphasized human factors and personal needs instead of the structure and process of organization. When employees are satisfied in their needs, their motivation will be increased. This situation will affect the employees' job satisfaction positively (Bluedorn, 1982).

Several theoretical and practical studies have been conducted to explain job satisfaction (Koroglu, 2012). Primary research dealing with job satisfaction is Maslow's Theory of Hierarchy of Needs, Herzberg's Double Factor Theory, McClelland's Need for Achievement Theory, and Alderfer's ERG Theory (Brief, 1998). Herzberg pointed out that employees' job satisfaction influenced external and internal factors. Internal factors deal with personal need and prestige. External factors include the factors dealing with business environments, like management, colleagues, promotion, and development (Aliyev, 2004). According to Herzberg, internal factors increase job satisfaction, whereas external factors affect the job satisfaction negatively (Papin, 2005).

Studies on job satisfaction (Akyuz, 2002; Altas, 1992; Balci, 1985; Baron, 1986; Celik, 1987; Cetinkanat, 2000; Ergene, 1994; Hunisch & Hulin, 1991; Koustelios, 2001; Mathieu, 1991; Ostroff, 1992; Scott & Taylor, 1985; Sisman & Turan 2004; Staw, 1984; Spector, 1997; Zigareli, 1996) showed that job satisfaction was correlated with turnover intention, absenteeism, organizational citizenship, exhaustion, physical and psychological well-being, the joy of life, productivity, leadership, personality, relationship between employees, time of retirement, and mobbing. A few studies analyzed the relationship between job satisfaction and loneliness at work. Reichman's research entitled "Loneliness" (1959) was the first study on the subject. It was accepted as a psychoanalytic research. Before the 1970s, research about loneliness investigated loneliness in conjunction with abnormal cognitive processes, narcissism, psychopathology, and alcoholism. According to Peplau and Perlman (1982), loneliness means the difference among those relation levels that are expected and those that are obtained from social relationship.

Studies on loneliness have shown that married people feel less alone than single ones (Berg, 1981; Caar & Schellenbach, 1993; Creecy, 1985; Lynch, 1977; Sears, 1991; Weiss, 1973). Although loneliness is generally felt more by women, bachelors in search of more qualified social relationships are more fragile than women (Acorn, 1992; Rogers, 1961; Weiss, 1973); loneliness is felt most in the older and early ages (Berg, 1981; Dugan & Kivett, 1994; Rogers, 1961; Sears, 1991); loneliness decreases with education level, and people with higher status jobs feel less loneliness (Ozkorukcugil, 1998); loneliness is felt in managerial status (Tabanali & Korumaz, 2014).

Loneliness at work is closely associated with the concept of loneliness, but in certain points these concepts dissociate. Loneliness at work states isolation and solitude stemming from social environment (Yilmaz & Aslan, 2013). A person's loneliness at work affects his/her psychological well-being and job performance negatively (Gumbert & Boyd, 1984).

Most studies on loneliness at work (Dogan, Cetin & Sungur, 2009; Izgar, 2009; Mercan et al., 2012; Sisman & Turan, 2004; Tabanali & Korumaz, 2014; Yilmaz & Aslan, 2013; Yuksel, Ozcan & Kahraman, 2013; Wright, Burt & Strongman, 2006) analyze loneliness under two major topics: social loneliness and emotional loneliness. Social loneliness is that a person has a very poor relation with the other organization

members or does not have any relation with them. Emotional loneliness involves the quality of the employee's relationship with his/her colleagues. This sub-dimension is defined as the emotional quality of relationships at the workplace (Dogan, Cetin & Sungur, 2009). Emotional loneliness emerging at the workplace occurs when the employee avoids conveying his/her opinions to other employees and thinks other employees cannot understand his/her opinions (Mercan et al., 2012).

Loneliness at work causes a disorder in the balance between personal and organizational targets, declines job satisfaction and productivity of employees, and promotes fear of failure, feelings of incompetence, contestable attitudes, work overload, fearful organizational climate, and perceived work stress. (Wright, 2005). In this context, the purpose of this study was to determine the relationship between the job satisfaction of teachers working in primary schools and their loneliness at work. In order to reach this purpose, the research questions of the study were determined as follows:

1. Do emotional deprivation and social friendship, which are the sub-dimensions of loneliness at the workplace, significantly predict internal job satisfaction?
2. Do emotional deprivation and social friendship, which are sub-dimensions of loneliness at the workplace, significantly predict external job satisfaction?

Method

Research Design

In the current quantitative study, a correlational design was preferred to measure two or more factors to determine the extent to which the values for the factors were related or change in an identifiable pattern (McMillan & Schumacher, 2006). The predictor variable of this study was loneliness of teachers at the school, and the dependent variable of the study was their job satisfaction.

Research Sample

The participants of the study were teachers from schools located in the province of Istanbul, and they were selected according to convenience sampling, which was suggested for a less time-consuming and easier application for the researcher. The participants were 369 elementary school teachers working in Istanbul. The researcher considered gender, marital status, age, career phases, and level of education while recruiting participants of the study.

Research Instrument and Procedure

Participants were asked for to fill out the "Loneliness at Work Scale" originally developed by Wright, Burt and Strongman (2006) and adopted into the Turkish language by Dogan, Cetin and Sungur (2009). There were 16 items in the questioner. Five of the items (5, 6, 10, 11, 12, 14, 15, 16) were reverse entry. The scale had two dimensions: emotional deprivation and social companionship. Cronbach's alpha for

scores on the subscales ranged from .81 to .87, indicating adequate reliability. The total scale's Cronbach alpha was found to be .88 for the data in this study.

Another data collection instrument of the study was the "Minnesota Job Satisfaction Scale" short form originally developed by Weiss et al. (1967). The MSQ consists of 20 items and uses a 5-point Likert-type response format. The MSQ comprises two distinct components: intrinsic job satisfaction measures feelings about the nature of the job tasks. On the other hand, extrinsic job satisfaction measures feelings about situational job aspects external to the job. Scores possibly ranged from 16 to 80. Cronbach's alpha for scores on the subscales ranged from .84 to .96, indicating a high level of reliability. The total scale's Cronbach alpha was found to be .98 for the data of this study.

Data Analysis

In the first step, means, standard deviations, and minimum and maximum scores were determined to describe the data. Then the Kolmogorov-Smirnov test was used to find out the normality of the distribution of the data. The distribution was found to be normal at the .05 significance level. Therefore, the researcher preferred to use parametric analysis to answer the research questions. The correlations between the dimensions of loneliness at work (emotional deprivation and social companionship) and job satisfaction (intrinsic job satisfaction and extrinsic job satisfaction) were determined with a simple linear correlation test. The prediction level of emotional deprivation and social companionship to intrinsic job satisfaction and extrinsic job satisfaction were determined with a multiple linear regression test. The level of significance was calculated as $p < .05$ for all of the analysis.

Results

Means, standard deviations, and minimum and maximum scores were determined to describe the data. The results are presented in Table 1.

Table 1.
Descriptive Analysis Results

| | Dimensions | N | Min. | Max | \bar{X} | Std. |
|--------------------|------------------------|-----|------|-----|-----------|--------|
| Loneliness at work | Emotional deprivation | 369 | 9 | 33 | 16,96 | 5,800 |
| | Social companionship | 369 | 7 | 29 | 12,99 | 4,824 |
| | Total | 369 | 16 | 55 | 29,95 | 9,495 |
| Job satisfaction | Intrinsic satisfaction | 369 | 17 | 85 | 58,57 | 10,352 |
| | Extrinsic satisfaction | 369 | 8 | 40 | 24,67 | 5,589 |
| | Total | 369 | 20 | 100 | 68,65 | 12,143 |

All of the participants filled out all of the items in dimensions of loneliness at work and job satisfaction. The minimum score of the emotional deprivation dimension was 9, and the maximum score was 33. The mean score of this dimension was 16,96, and the standard deviation was 5,80. Another dimension of loneliness is social companionship. The minimum score of this dimension was 7, and the maximum score was 29. The mean of the social companionship dimension was 12,99, and the standard deviation was 4,82. The results indicated that the minimum score of the total scale was 16, and the maximum score was 55. The mean of the total scale was 29,95, and the standard deviation was 9,49.

Job satisfaction results showed that the minimum score of the intrinsic satisfaction dimension was 17, and the maximum score was 85. The mean score of this dimension was 58,57, and the standard deviation was 10,35. Another dimension of job satisfaction was extrinsic satisfaction. The minimum score of this dimension was 8, and the maximum score was 40. The mean of extrinsic satisfaction dimension was 24,67, and the standard deviation was 5,58. The results indicated that the minimum score of the total scale was 20, and the maximum score was 100. The mean of the total scale was 68,65, and the standard deviation was 12,14.

2. Correlation between Dimensions of Loneliness at Work and Job Satisfaction of Teachers

The prediction level of the dimensions of loneliness at work to dimensions of teachers' job satisfaction was tested with multiple linear regression analysis. Before running multiple linear regression analysis, the researcher determined correlations between the dimensions of loneliness at work and job satisfaction.

Table 2.

Correlation between the Dimensions of Job Satisfaction and Loneliness at Work

| Variables | \bar{X} | Sd | 1 | 2 | 3 | 4 |
|----------------------------------|-----------|--------|-------|-------|------|------|
| Loneliness at work scale | | | | | | |
| 1- Emotional deprivation | 16,96 | 5,800 | 1,00 | | | |
| 2- Social companionship | 12,99 | 4,824 | ,594 | 1,00 | | |
| Minnesota Job Satisfaction Scale | | | | | | |
| 3- Intrinsic satisfaction | 58,57 | 10,352 | -,162 | -,261 | 1,00 | |
| 4- Extrinsic satisfaction | 24,67 | 5,589 | -,199 | -,219 | ,816 | 1,00 |

p<0,000

The Pearson's correlation analysis indicated that there was significant correlation between the dimensions of loneliness at work and job satisfaction of teachers. This negative correlation was significant in the level of p<0.000. In this study, the multicollinearity of independent variables was found at the moderate level. All of these results let researcher run a regression analysis to find out the prediction level of loneliness at work to job satisfaction level of teachers.

3. Prediction Level of Dimensions of Loneliness at Work to Intrinsic Job Satisfaction

After fulfilling the correlation assumption for running regression analysis, the researcher ran the multiple linear regression analysis to determine the prediction

level of the dimensions of loneliness at work to the dimensions of teachers' intrinsic job satisfaction.

Table 3.

The Regression of Dimensions of Loneliness at Work to Intrinsic Job Satisfaction

| Variables | B | ShB | β | t | p | Zero-order r | Partial r |
|------------------------|--------|------------------|---------|--------|------|--------------|-----------|
| Constant | 65,984 | 1,729 | - | 38,161 | ,000 | - | - |
| Emotional deprivation | -,019 | ,112 | -,010 | -,166 | ,868 | -,162 | -,009 |
| Social companionship | -,547 | ,135 | -,255 | -4,064 | ,000 | -,261 | -,208 |
| R= | ,261 | R ² = | ,068 | | | | |
| F ₍₂₋₃₆₆₎ = | 13,400 | p= | 0,000 | | | | |

The results of the regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with intrinsic satisfaction ($R=.261$, $R^2=0.68$), ($F_{(2-366)}=13,400$, $p<0.01$). According to standardized regression coefficients, the order of significance of predictors was social companionship ($\beta=-.255$) and emotional deprivation ($\beta=-.010$). The result of the regression analysis was that social companionship was the only significant predictor ($p<0.01$) of intrinsic satisfaction. According to the regression analysis results, the regression equation of intrinsic satisfaction was: Intrinsic Job Satisfaction= ($-.547 \times$ Social Companionship Scale Score).

4. Prediction Level of Dimensions of Loneliness at Work to Extrinsic Job Satisfaction

The researcher ran multiple linear regression analysis to determine the prediction level of the dimensions of loneliness at work to the dimensions of teachers' extrinsic job satisfaction.

Table 4.

The Regression of Dimensions of Loneliness at Work to Extrinsic Job Satisfaction

| Variables | B | ShB | β | t | p | Zero-order r | Partial r |
|------------------------|--------|------------------|---------|--------|------|--------------|-----------|
| Constant | 28,758 | ,940 | - | 30,599 | ,000 | - | - |
| Emotional deprivation | -,102 | ,061 | -,106 | -1,685 | ,093 | -,199 | -,088 |
| Social companionship | -,181 | ,073 | -,156 | -2,474 | ,014 | -,219 | -,128 |
| R= | ,235 | R ² = | ,055 | | | | |
| F ₍₂₋₃₆₆₎ = | 10,743 | p= | 0,000 | | | | |

The results of the regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with extrinsic satisfaction ($R=.35$, $R^2=0.55$), ($F_{(2-366)} = 10,743$, $p<0.01$). According to standardized regression coefficients, the order of significance of predictors was social

companionship ($\beta=-.156$) and emotional deprivation ($\beta=-.106$). The results of the regression analysis were that social companionship was the only significant predictor ($p<0.01$) of extrinsic satisfaction. According to the regression analysis results, the regression equation of extrinsic satisfaction was: Extrinsic Job Satisfaction= ($-.181 \times$ Social Companionship Scale Score).

Discussion and Conclusion

In this study intending to determine the relationship between the job satisfaction of teachers and their loneliness at workplace, it was determined that there was a meaningful and inverse relationship between the extents of loneliness at the workplace and job satisfaction. One of the most important resources of organizations is their employees, and the performance of the employees is the main factor influencing the success of organizations. Whether employees can perform highly and work efficiently depends on their satisfaction with their jobs. Within this frame, the issues of how satisfied employees are and how employees are made satisfied are brought into the agenda (Erdil, Keskin, Imamoglu & Erat, 2004). Therefore, research on employees' job satisfaction has been carried out since the 1930s.

Job satisfaction is a term dominated by emotions because it cannot be seen and it is just felt (Luthans, 1995). Job satisfaction means the pleasure, happiness, and satisfaction experienced by an employee in his working life (Kesen, 2005). When it comes to job satisfaction, the pecuniary advantage obtained from a job, the colleagues with whom the employee likes working, and happiness coming from completing tasks comes to mind (Eren, 2012). Job satisfaction is closely associated with factors such as working conditions, promotion and improvement opportunities, and working environment (Balci, 1983).

Enhancing the administration style and the working conditions, maintaining a circle of friends, and the feeling of appreciation provide positive contributions to the job satisfaction of employees (Erdil et al., 2004). Furthermore, the relationship of employees to other employees at the workplace has a unique importance in terms of job satisfaction. The fact that the relationship with other employees is not good confronts us as a form of loneliness at the workplace.

Loneliness in working life, unlike general loneliness, may be active only in the work environment. An individual who has satisfying and healthy relationships in his daily life and does not experience the feeling of loneliness has difficulty establishing social relationships and receiving social support. This situation may cause the individual to experience the feeling of loneliness and decline in his work life (Dogan, Cetin & Sungur, 2009). Lam and Lau (2012) stated that experiencing loneliness will cause lower quality leader-member and organization-member exchanges at work and that teachers will be worse at in-roles and extra-roles in their workplaces.

Loneliness in work life is approached through social friendship and emotional deprivation. Loneliness at the workplace is more visible than personal loneliness (Reinking & Bell 1991). Emotional deprivation describes the quality of the employee's

relationship with his colleagues at the workplace and may be defined as the perception of the emotional quality of relationships at the workplace. Social friendship is about the amount of relationships at the workplace and may be defined as the perception of the number of relationships at the workplace (Dogan, Cetin & Sungur, 2009). The extent of social friendship, the failure to join the social network of the workplace, and considering himself a part of the social network at the workplace are in question for the employee. It can be said that employees who do not communicate easily with other employees at the workplace, do not attend social activities such as picnics, parties, and dinners, and do not show interest in various events, such as weddings, births, and funerals experience loneliness at the level of social friendship. In addition, people experiencing loneliness at the level of social friendship at the workplace have difficulty sharing their daily problems and personal ideas about work, finding someone with whom they can spend time during the breaks, and do not feel like a part of a social circle at the workplace (Mercan, Oyur, Alamur, Gul & Bengul, 2012). At the level of social friendship, the facts that employees join in the social relationships at the workplace and considers themselves as a part of a social circle at the workplace are in question. The employees who do not communicate with the other employees at the workplace easily and do not show interest in the activities can be said to experience loneliness at the level of social friendship (Dussault & Thibodeau, 1997). It can be said that lack of communication plays an important role on the sub-dimension of social friendship (Mercan et al., 2012). The human being who is a social being needs to establish satisfying, meaningful, and healthy relationships with other people. The human being's need for communication is so strong that in addition to emotional stress and problems, he can have physical problems unless he can establish the above-mentioned healthy and satisfying relationships (Dogan, Cetin & Sungur, 2009).

One of the main effects of loneliness experienced at the workplace on employees is job dissatisfaction and deeper feelings of loneliness among colleagues (Mercer, 1996). The fact that lonely individuals have problems with self-confidence, consider as insufficient, and lose their belief in being successful will cause dissatisfaction with work. Gumbert and Boyd (1984) state that the decrease in an individual's dissatisfaction with work will cause a significant loss in efficiency (Yilmaz, 2011).

It is an inevitable fact that the effects of loneliness affect not only the private lives of individuals, but also their working life. Providing peace at the workplace and creating a safe working environment is important for the individual. Unless loneliness can be prevented, it will cause many adverse impacts on the employees. Failure to prevent loneliness will affect the individual's efficiency, decrease his peace at the workplace, and may prevent him from feeling secure (Kaplan, 2011).

The most obvious results of loneliness at the workplace are expected to be the decrease of productivity and the job satisfaction. The fact that employees who fail to perform sufficiently at the workplace due to loneliness have feelings of failure and consider themselves insufficient causes a further decrease in job satisfaction. It was determined that loneliness at the workplace was meaningfully associated with mental features such as competitor attitude, support of the colleagues, support

outside the job, support of the manager, workload, climate of fear, spirit of community, job satisfaction, perceived work stress, organizational commitment, and life satisfaction (Wright, 2005).

The main effect of loneliness experienced at the workplace on employees is job satisfaction. The fact that individuals feeling lonely have a problem with self-confidence, consider themselves insufficient, and lose the belief in their success will cause their dissatisfaction with work. Hawkley, Thisted, Masi and Cacioppo (2010) expressed that loneliness affected every age group at the workplace. Another adverse effect of loneliness in the working life is to cause stress. Individuals experiencing loneliness at their workplaces have been expected to have higher levels of stress. In such a situation, the productivity of the employee under stress will decrease significantly. Also, he will begin to show an unconfident, aggressive, introverted profile and have a low sense of self. This structure will both the employee to worsen his relationships with his colleagues and deepen his loneliness as a result (Keser & Karaduman, 2014). Killeen (1998) also stated that loneliness at work is an epidemic in modern society.

The job satisfaction of the employee who finds friends and supportive colleagues at the organization he works increases (Erdogan, 1996: 242). In inter-organizational relationships, each relationship is based on interdependence and mutual help. Whether such relationships are better or worse influences the job satisfaction of the employees (Basaran, 2000). The highest factor in the job satisfaction of bank staff is colleagues (Altinisik, 1997). This situation maintains its validity in terms of educational organizations and their employees.

Satisfaction decrease causes teachers to weaken mentally and have stress (Basaran, 1982). Loneliness at the workplace for teachers costs organizational loss (Bakioglu & Korumaz, 2014). Bilgen (1989) found that with the increase of teachers' loneliness, their level of social, personal, and general adaptation decreased (Bilgen, 1989). Colleagues and working conditions in organizations are considered among the determinants in teachers' job satisfaction (Marvin, 2006). The fact that teachers establish good relationships with their colleagues contributes to the development of a positive school environment by decreasing the fatigue of teachers and increases job satisfaction (Hughes, 2006). In previous research carried out in public schools, it was revealed that teachers trusted their colleagues most (Polat & Celep, 2008). It was also determined that there were meaningful relationships between the job satisfaction of applicants to the department manager of Ministry of Education and their level of social loneliness (Sisman & Turan, 2004).

The quality of the relationship with colleagues, being approved or recognized by inspectors and the school principal, effective leadership, and obtaining opportunities to develop professional abilities and skills all play an important role in the job satisfaction of the teachers (Cockborn, 2000; Hargreaves, 1994; Kushman, 1992; Meek, 1998; Klecher and Loadman, 1999; McLaughlin et al., 1986, as cited in: Isiklar Purcek, 2014).

Erdil and Ertosun (2011) stated that a supportive organization environment decreased the feeling of loneliness and made a positive impact so that the employees could feel good (happy) and that social environment and loneliness were predictors of whether employees could feel good (happy) (Erogluer & Yilmaz, 2015).

As a result, in order for schools to reach the determined objectives, the teachers' performances can be said to be very important. In order to improve teacher performance, it is necessary to increase their job satisfaction. In this study, it was determined that there was a relationship between teachers' job satisfaction and the extent of their social friendships at the workplace. In cases where such relationships are adverse, loneliness at the workplace increases. Therefore, in order to increase the productivity of the organization through teacher performance, it is necessary to prevent teachers from falling into loneliness at work by supporting social friendship, which impacts job satisfaction.

The results of this study allow the researcher to make some suggestions for further research and policy. The suggestions are presented as follows:

1. The relationship between loneliness at work and job satisfaction should be analyzed through qualitative research. This kind of research can be used to better comprehend the details of this relationship.
2. School principals should support social companionship groups organizing both in-school and out-of-school activities. The existence of these kinds of groups would raise both the external and internal job satisfaction of teachers.
3. Policymakers should try to find ways to decrease the loneliness of teachers at schools because this would indirectly affect teachers' job satisfaction. Teaching at school is a social role and has emotional aspects. Hence, policymakers should be aware of these aspects when deciding on teachers.

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İlkokul Öğretmenlerinin İş Doyumları ile İşyerindeki Yalnızlıkları Arasındaki İlişki

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Özet

Problem Durumu: İnsanlar yaşamlarının büyük bir kısmını iş yerlerinde geçirirler. İş yerleri insanlar için bu nedenle büyük önem taşımaktadır. İş yerleri sadece para kazanmak amacıyla gidilen yerler değildir. İş yerlerinde sosyal ihtiyaçlarını da giderirler. Bu nedenle insanların iş yerinde mutlu olması önem taşır. İş yerinde mutlu olmak, iş doyumunu olarak da adlandırılabilir. İnsanlar yaptıkları işten doyum sağlarsa motivasyonları yükselmektedir. İş yerinde çalışanların motivasyon yüksekliği ise verimlilikte artışa yansımaktadır. Ayrıca iş yerinde olumsuzluklar olarak gösterilebilecek iş gücü devri, iş yavaşlatma, iş niteliğinde meydana gelen niteliksiz sonuçlar gibi istenmeyen durumların azalmasına veya ortadan kalkmasına neden olmaktadır. İş doyumunu, bireyin iş hayatından aldığı haz, duygusal istenen durum, iş yerinde beklentilerinin karşılanması, olumlu duygulara yönelme olarak tanımlanabilir. İnsanların iş yerinde verimlilikleri ve iş doyumları ile ilgili diğer bir kavram ise iş yerinde yalnızlık kavramıdır. İş yerinde yalnızlık, yalnızlık kavramından farklı olarak çalışanın iş yerinde bulunduğu sosyal çevrede yalnız kalma durumudur. Bireyin iş yerindeki yalnızlığı performanslarını olumsuz etkilediği gibi ruhsal durumları ile de olumsuz sonuçlar doğurmaktadır. İş yerinde yalnızlık kavramı genellikle, sosyal yalnızlık ve duygusal yalnızlık olma üzere iki alt boyutta ele alınmaktadır. Sonuçta, iş yerinde bireylerin verimliliklerinin artırılması, onların iş doyumları ve iş yerindeki yalnızlıklarının giderilmesi ile gerçekleştirilebilir.

Bu nedenle, yöneticilerin örgütün amaçlarını gerçekleştirmek için iş yerinde yalnızlık ve iş doyumunu kavramlarını dikkate alma gerekliliği ortaya çıkmaktadır.

Araştırmanın Amacı: Bu araştırmanın amacı, ilköğretim okullarında görev yapan öğretmenlerin iş doyumları ile yalnızlıkları arasındaki ilişkiyi incelemektir. Bu amaca ulaşmak için, iş doyumunun iki alt alanı olan içsel motivasyon ve dışsal motivasyon ile iş yerinde yalnızlığın iki alt alanı olan duygusal yoksunluk ve sosyal ilişkiler ayrı ayrı incelenmiştir.

Araştırmanın Yöntemi: Araştırma, ilişkisel tarama modelinde düzenlenmiş nicel bir araştırmadır. Araştırmaya İstanbul ilinde 2014-2015 eğitim-öğretim yılında görev yapan ilkökul öğretmenlerinden 369 kişi katılmıştır. Katılımcılar kolay örnekleme yoluyla seçilmiştir. Katılımcılara "İş Yerinde Yalnızlık Ölçeği" ve "Minnesota İş Doyum Ölçeği" uygulanmıştır. Minnesota İş Doyumu Ölçeği, 20 maddeden oluşan ve beşli likert tipi bir ölçektir. Ölçekte içsel ve dışsal iş doyumunu ölçen iki alt boyut bulunmaktadır. Toplam Cronbach Alpha değeri .98 bulunmuştur. İş yerinde Yalnızlık Ölçeği 16 maddeden oluşmaktadır ve beşli likert tipi bir ölçektir. Ölçekte duygusal yoksunluk ve sosyal ilişkiler olmak üzere iki alt boyut bulunmaktadır. Toplam Cronbach Alpha değeri .88 bulunmuştur. Verilerin analizinde iş yerinde yalnızlık ölçeğinin alt boyutları ve iş doyumunu ölçeğinin alt boyutları arasında korelasyon analizi yapılmıştır. Ayrıca iş yerinde yalnızlık ölçeğinin duygusal yoksunluk ve sosyal ilişkiler boyutlarının, iş doyumunu ölçeğinin alt boyutlarını oluşturan içsel doyum ve dışsal doyum boyutlarını açıklama düzeyini araştırmak için çoklu doğrusal regresyon analizleri yapılmıştır.

Araştırmanın Bulguları: Yapılan analizlere göre öğretmenlerin iş doyumları ve iş yerindeki yalnızlıkları arasında negatif yönlü bir ilişki bulunmuştur. Söz konusu değişkenler arasındaki ilişki istatistiki olarak anlamlıdır. Bu anlamlı ilişki değişkenler arasındaki yordama düzeyini belirlenmesini sağlayan regresyon analizini yapılabilir kılmaktadır. Yapılan regresyon analizinin sonuçlarına göre duygusal yoksunluk ve sosyal ilişkiler boyutları içsel doyum ile anlamlı bir ilişkiye sahiptir ($R=.261$, $R^2=0.68$), ($F(2-366)=13,400$, $p<0.01$). Ancak, yalnızca sosyal ilişkiler boyutu içsel doyumun anlamlı bir açıklayıcısıdır ($p<0.01$). Yine yapılan regresyon analizine göre dışsal doyum boyutu ile duygusal yoksunluk ve sosyal ilişkiler boyutu arasında anlamlı bir ilişki saptanmıştır ($R=.35$, $R^2=0.55$), ($F(2-366)=10,743$, $p<0.01$). Ancak, regresyon analizi sonuçlarına göre yalnızca sosyal ilişkiler boyutu dışsal doyumun anlamlı bir açıklayıcısıdır ($p<0.01$).

Araştırmanın Sonuçları ve Önerileri: Analiz sonucunda elde edilen bulgulara göre, iş yerinde yalnızlığın alt boyutları ile iş doyumunu arasında negatif yönlü anlamlı bir ilişki vardır. Eğer yalnızlık artar ise, iş doyumunu azalacaktır. Aynı şekilde, yalnızlığın alt boyutlarından olan sosyal ilişkiler boyutu içsel ve dışsal doyumun anlamlı bir açıklayıcısıdır. Sosyal ilişkilerin bulunmadığı ya da düşük olduğu örgütlerde içsel doyum da dışsal doyum da azalacaktır. Diğer çalışanlarla kolay iletişim kuramayan; piknik, akşam yemeği gibi sosyal aktivitelere ilgi göstermeyen iş görenlerin sosyal ilişkiler anlamında yalnız oldukları söylenebilir. İş yerinde yaşanan yalnızlığın en önemli sonuçları da iş doyumundaki düşüştür. Yalnızlık hisseden bireylerin özgüven

konusunda problem yaşaması, kendilerini yetersiz görmeleri ve başarıya olan inançlarını kaybetmeleri iş doyumunda da düşüşe neden olacaktır. Bireylerin iş doyumundaki düşüş, önemli derecede verim kaybına yol açacaktır. İş yerindeki yalnız bireyin özel hayatını da etkiler. Özel hayat ise iş yerinde ki iş doyumunun önemli belirleyicilerindendir. Öğretmenlerin iş doyumundaki düşüş öğretmenlerin strese girmelerine neden olmakta ve meslektaşları ile bağlarını zayıflatmaktadır. Oysa meslektaşlarla iyi ilişkiler, iş yerinde yalnızlığı azaltan ya da ortadan kaldıran önemli değişkenlerdendir. Sonuç olarak, okulların amaçlara ulaşabilmesi için öğretmenlerin performansları önemli rol oynamaktadır. Öğretmenlerin performanslarını yükseltmek için iş doyumunu artırmak gereklidir. Yapılan araştırmada öğretmenlerin iş doyumları ile iş yerinde sosyal ilişkiler boyutu arasında ilişki olduğu saptanmıştır. Aksi durumda iş yerinde yalnızlık hissi ortaya çıkacaktır. Bu yüzden öğretmenlerin performanslarını yükselterek kurumun verimini artırabilmek için sosyal ilişkiler desteklenerek öğretmenlerin yalnızlık hissine kapılmaları önlenmelidir.

Anahtar Sözcükler: İçsel iş doyumunu, dışsal iş doyumunu, yalnızlık, ilköğretmenleri.