

An Investigation of Teachers Values and Job Satisfaction

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ABSTRACT. The aim of this research is to analyze the effect of teachers' values to their job satisfaction in Konya. In this research, 121 male and 182 female teachers, 303 in total, working on different branches at were examined. The data were collected by using Schwartz's list of values and job satisfaction scale developed by Hackman and Oldham. The study indicated a meaningful relationship between job satisfaction and humanitarian value and power, success, hedonism, excitation, self-control, universality, charitableness, traditionality and safety sub magnitudes. Another result of the research is to regress the teachers' humanitarian values of job satisfaction meaningfully.

Key words: Human values, job satisfaction, teacher

INTRODUCTION

During the alternation from the agricultural society to the industrial society and from there to the information society; social changes that were lived gave cause for the traditional and religion-based ethic conception almost collapses. Instead of the traditional ethic values, a conception based on success at any cost, and ignoring conscience, candidness, fairness, safety, goodness etc values appeared (Şen, 1998). Human has to attitudinize to all status at his/her life's stages comprising his/her organizational life. Also, every attitudinization that people will take, always bases on a value. As a widely meaning with every type of ideals, power and capability, love and abhorrence, belief and denials, friendships, fidelity and truths express a value and also base on a value (Kılıoğlu, 1988). Values can be defined as a person's principles or standards of behavior. The values take place in the basic elements which determine all the human actions, especially the ethical actions, whether it is obligatory or not (Ural, 1999; Gündüz, 2005).

Human has freedom to choose while expressing his activities. In this choosing process, human that has to use an obvious criterion, expresses his activities with telling a decision by using the values. Although many discussions and researches are made on value concept by scientific and philosophical views, what values completely imply is not known clearly yet. Sometimes it is brought about that the concept in which values take subjective property does not base on an objective basis. Many of the doctrinaires tried to explain the values by relating them to various concepts. The entrance of value concept in many various disciplines makes this concept's description more difficult (Dilmaç, Kulaksızoğlu & Ekşi, 2007; Dilmaç & Ekşi, 2007). Value is accepted as valid and required to maintain or provide the processing and continues of the people that forms the group or the society by any of the members and means the generalized ethic rules and beliefs reflecting their sense opinions, aim and advantages (Erjem & Kızılcelik, 1992). Value helps to the facilities which are peculiar to humans that means to the facilities which make humans as humans. In other words, it will help to change the activities, which are peculiar to humans, into the manners in which human actions will be proper to their aims. As Aristotle said, helping the people to "do human's work" means: helping them to make the other activities which are peculiar to humans proper to the aims; in other words to help people recognize that correctly thinking, correctly appraising, are being in a correct action (Kuçaradi, 1995). Values are normative standards, they have to be interested in all people and life manner of each person is formed by a value system (Kluckhohn, 1951).

The values are often used criterion at determining the success of workmen. Shared values are important determiners in understanding organizational character and the sense of organizational identity (Çelik, 1997). It is thought that, values are directly effective on workers' behaviors at work place because, shared values reflect on personal relations, too. For example, it is seen that people who have similar values, have better relation between themselves. The goodness of relations eliminates negative factors in communicating process and increase the job satisfaction (Erkmen & Şencan, 1994).

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As can be seen in the example above, the value that workers have can affect their characteristics related to their works. One of these characteristics is the job satisfaction. Job satisfaction is a phase of sense in which individual is happy with his/her job and he is provided to take pleasure (Izgar, 2000). In another description of job satisfaction; job's pecuniary income, working with other workers and a happiness obtained from forming a product are thought (Şimşek et al, 1998). In addition, it is the general attitude of the worker to the job (Greenberg and Baron, 2000). One extent of the satisfaction expresses the sensual extent. This can be described within the individual's senses. Another extent is about meeting the expectations. The last extent includes; job salary, promotional possibilities, management style, working friends (Luthans, 1995 ; Sevimli and Işcan, 2005). The theories about the job satisfaction are divided into two groups as Comprehend theories and Process theories. Comprehend theories focus on "what" will motivate the workers' attitudes (Tanrıverdi, 2007).

General properties of the Comprehend theories can be defined as (Günbayı, 2000):

- None of the necessities of the workers is met completely. For this reason to make a necessity satisfied, another necessity should be partly provided.
- Necessities of an individual are always being changed. For this reason, necessities are often being concealed in the conscious of the individual.
- Necessities are seen as groups and they are in a mutual dependence.

The second theory is process theory which generally tries to tell how people do the works in relation to how human behaviors start, continue, and stop (Tanrıverdi, 2007). The process theory cares with how the attitudes of workers are been motivated, too.

It is possible to provide general characteristics of the Process theory as follows:

- An Individual repeats the attitude, if the person's expectations met what he/she wants result of the attitude.
- The worker compares his gaining to the person's expectations met what he/she wants as result of the attitude, his performance with the gaining of another worker who is at the same level. As a result of this, if he/she sees an unfair state at rewarding, he/she will work more or less to provide this equality (Daft, 1997).
- The aims which are hard to be reached for the workers need higher performance than the aims which are easy to be reached. High performance will provide the degree of motivation rise.
- If the positive attitudes that can change the attitudes are determined, workers' satisfaction can be supplied by these (Çetinkanat, 2000).
- Inherent motivation can affect the job satisfaction (Aşan, 2001).

Job satisfaction at teachers

There are many variables that can affect the productivity. The most important variable is the teacher. A productive teacher is a person who has attitudes to make the student learn in the best way (Ataklı, 1999). Teacher is a person who applies the plans and programs during the teaching and learning. For this reason, achievement or non-achievement of the education activities depends mostly on the teacher. Therefore, the success of the teaching and learning activities mostly depends on the teacher (Akkutay, 1996). Moreover, teacher is the most important factor in the process of increasing the quality of education up to the expected level. Satisfaction or non-satisfaction of the teacher during his career, also changes the school's structure and application. Teachers' satisfaction levels also effect school's structure and quality of educational activities; who got satisfied with what he desired, either from the individual characters or the job characters, will be more productive and desirous. If the teachers' personal characteristics and expected work characteristics are fulfilled they are more motivated and productive (Bilgin, 1986). The dissatisfaction of the teachers with their works does not affect only themselves, but affect their schools too. A low level of satisfaction of teachers with the job can affect themselves and the school negatively. Teachers who are disappointed with the job can develop negative reactions against their job.

There are many factors that can affect the teachers' satisfactions. Chapman and Lowther (1982) set up the factors that affect the teachers' job satisfactions in order as follows:

- Teacher's character.
- Teacher's abilities and skills at their career duties.

- The criteria for appraising the career achievement of a teacher.
- The state of the career achievement.
- Honors and rewards

Job satisfaction of the teachers is also important in their educational institution's success. Researchers observed that making teachers authorized, making them use the education time efficiently, supporting teachers in taking risk, providing activities, opportunities and necessary tools to make them improve are provided in successful educational institutions (Cotton, 2003). As understood from these, the most success of the educational institutions is dependent on the teachers. Analyzing teachers' characteristics related to their job and the factors that affect these are becoming to be important. The job satisfaction that is one of the signs of teacher's attitudes in general meaning, can be expected to affect their values. In this research, it is aimed to describe the job satisfaction and values of the teachers. For this aim this study was conducted to find answers to the following questions:

- Is there a meaningful relation between the job satisfaction and the humanitarian values of teachers?
- In which level do the humanitarian values of teachers regress their job satisfaction?

METHOD

In this chapter, the philosophy of the research, the model of the research, exemplification of it, collection of the data, and solution of the data were dwelled on. The research has a quantitative paradigm as the context of the data. Associative scanning model was used in the study. For the sampling, Convenience purposeful sampling (Patton, 1990) was used to save time, materiality and making endeavor. The comprehend of the research consists of teachers that are working in the city called Konya at 2008-2009. The work group of the research consists of 182 female, 121 male teachers that are working. In the current researches, generally interviews, open-ended and surveys with likert scale are used as three data collecting methods. In this study, because of the reasons explained above Likert type "Schvartz List of Values", "job satisfaction scale" and "the form of personal information" were used as quantitative methods.

Data collection tools

Job satisfaction scale

Job satisfaction scale was developed by Hackman and Oldham (1980) to use it at appraising the individual about his/her job. The reliability and validity of the scale: The reliability and validity of the scale was made by Hackman and Oldham (1980) with the repeating test process, it was found that the point average of the first applying and of the second applying were equal. The similarity of these two point averages was accepted as reliability. The scale consisted of 14 substances and was regulated to the likert technique. In a study that made by Sevimli and İşcan (2005) the Cronbach Alpha value of the job satisfaction scale was found as 0,75.

Scale can be applied to people at every education level. The substances which form the scale are all positive; so they are being pointed from 1 to 5.

-The maximum point that can be got from the scale is 70. Being the point of scale between 53-70 means, the job satisfaction is high.

-The minimum point that can be got from the scale is 14. Being the point of scale between 33-52 means, the job satisfaction is at middle level.

-The width of the series is 56. Being the point of scale between 14-32 means, the job satisfaction is low.

Schwartz's List of Values: The Schwartz and Bilsky (1990) who approached to the value list of Rokeach (1973) with a different and theoretical aspect saw that human values can be examined by some basic changes. A value list of 57 values was prepared as a result of the researches in theoretical frame, with basing on Rokeach's list by some changes at the later years. (Schwartz, 1992; Schwartz and Bilsky, 1990) According to the basic assumption in Schwartz's (1992) theory, the most prominent feature which differentiates the levels of individual values is the type of the motivational aim it represents. For this reason, Schwartz (1994) determined motivational value type about 57 values in 10 different value types and claimed that specific values of different cultures will be replaced in one of the 10 different value types. These value types are power, achievement, hedonism, excitation, self-orientation, universalism,

benevolence, traditionality, conformity, security. Schwartz's value theory is formed for determining the dynamic relations between these value types. It is seen that, value types carry characteristics which can be in harmony or in discrepancy between each other, according to the motivational aim. The harmonies and discrepancies, which are envisaged between the value types, are shown in figure 1. It is envisaged that the value types, which place at the membrane of the circle opposing each other, contrast with the value types which place near each other in harmony. While the values which are interfering with each other go to the opposite sides from the center on the circle; the values, which are in harmony, are near to each other in the circle. Also, because of the contrasts between the interfering value types, values are grouped in 2 main dimensions as it is seen in figure 1. Schwartz (1992) described the first of these as dimension "openness to change/conservation". The "openness to change" part of this dimension comprehend the "self-orientation" and "stimulation" value types and consists of the values that provide possibility to watch the sensual and thoughtful interests of individuals in unpredictable forms. The "conservation" end of this dimension consists of the "conformity" and "traditionality" value types and contains the values which provide possibility to ceaselessness and specificity at the relations with institutions! Traditions and persons that they are close. He described the second dimension as "self-transcend/self-enhancement. The self-transcendence end of this dimension comprehend the "universalism" and "benevolence" value types ; and self-enhancement end comprehend the "power", "achievement" and "hedonism" value types. The values in the self-enhancement consist of the values that provide possibility to the individual to behave towards his own benefit, although it is harmful to others. Self-transcendence group comprehend the values which are aimed to giving up of selfish aims of the individuals for all the close or far people's and nature benefits'. Only "hedonism" beyond the ten value types contains both the "openness to change" and "self enhancement".

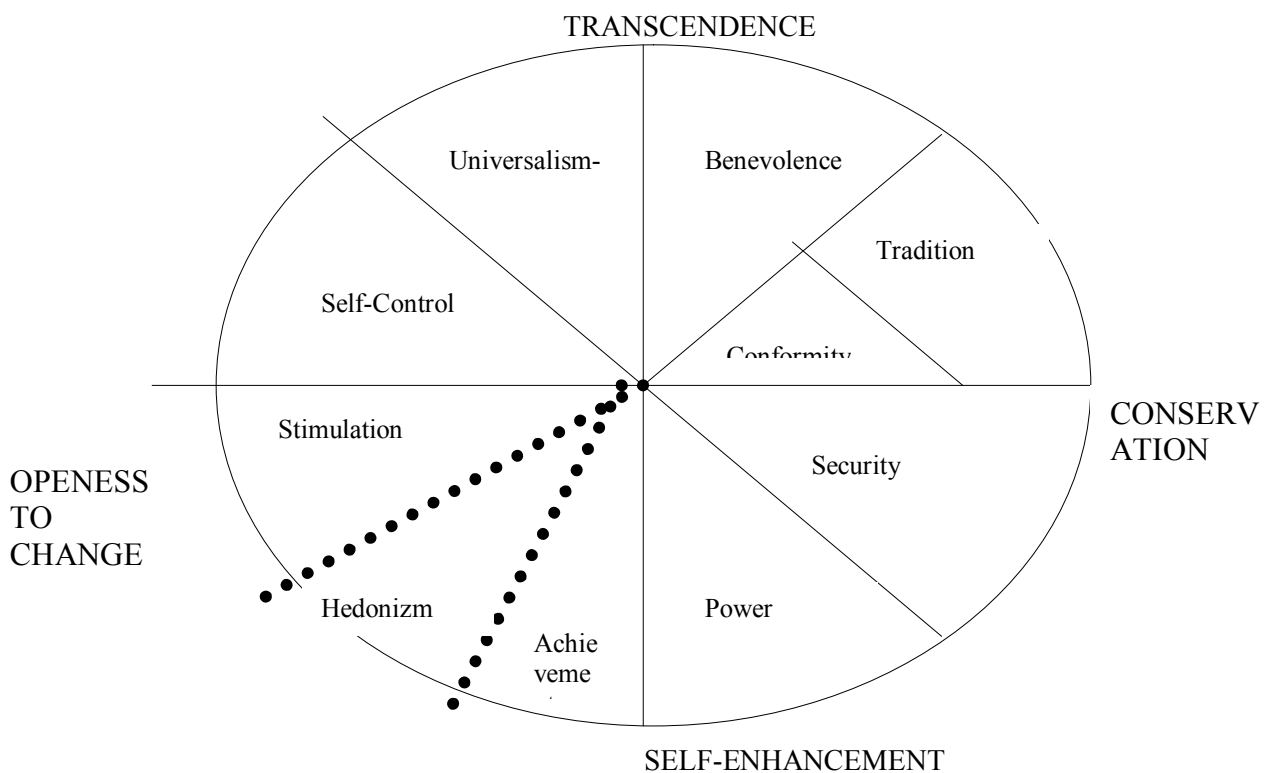


Figure 1. The value types in the Schwartz value theory and the model about the relation between main value groups. (Schwartz, 1992) The hypothesis, in which values will present a description which will be sufficient and valid, interculturally, was supported by the data belonging to 97 sampling from 44 countries that Turkey is in. (Schwartz and Sagiv, 1995) At a study of Kuşdil and Kağıtçıbaşı (2000), Turkish namings were taken as basis about the values in each of the value type with main dimension and value types. Self-Transcendence value dimension comprehend universalism and benevolence; self-enhancement value dimension comprehend achievement, power and hedonism value types. In a study conducted by Kuşdil and

Kağıtçıbaşı (2000) for the value types of the individual level, the reliability coefficients were found as between 0.51-0.77; for the value groups they were found as changing between 0.77-0.83; for the universalism as 0.76; for the benevolence as 0.76; for the hedonism as 0.54; for the power as 0.75; for the achievement as 0.66; for the stimulation as 0.70; for the self-orientation as 0.69; for the traditionality as 0.63; for the conformity as 0.51 and for the security as 0.59. Also, when we look to the results of internal consistency analyze, they are 80 for conversation group, 81 for the openness to change value group, 81 for self-transcendence value group, 84 for the self-enhancement value group. After the participants read the 57 value totally with the explanations given in the parentheses, they appraised each on a scale changing between -1 (opposing to my principles) and 7 (important at the highest level) according to the importance of them as being a principle of their own lives.

Analyses of the data

It was tested whether there is a relation between the job satisfaction level and humanitarian values of teachers by Pearson Product – Moment Coefficients’ technique. To test the regress levels of job satisfaction levels and humanitarian values of teachers a stepwise multiple regression technique was used.

FINDINGS

In this part, findings and interpretations obtained as the results of statistical analyses related to the sub – problems of the research took place.

Table 1: *The relationships between mean human values of teacher work satisfaction*

HUMAN VALUES	WORK SATISFACTION
	-r-
Power	0.212**
Achievement	0.263**
Hedonism	0.241**
Stimulation	0.215**
Self-Control	0.254**
Universalism	0.276**
Benevolence	0.283**
Tradition	0.267**
Conformity	0.156*
Security	0.254**

** p<0.01
* p<0.05

In analysing the relation between humanitarian values and job satisfaction of teachers, Pearson Product – Moment Coefficients’ technique was used. The job satisfaction showed a meaningful relation to every extend of humanitarian values scale. The job satisfaction showed a high level relation with power, achievement, hedonism, stimulation, self control universalism, benevolence, tradition and security extents. In the same way job satisfaction showed a meaningful relation with conformity extent from humanitarian values at the level 0,05 .

Job status regression level of teachers’ humanitarian values is tested with multiple regression technique. Totally the humanitarian values of teachers regress the job satisfaction at a meaningfully (F = 3,73; P < 0,01). In the job satisfaction variable, % 13,78 of the appeared variability is based on the humanitarian values. When the affecting level of humanitarian values extent to the job satisfaction analyzed it is seen obviously that, only the traditional and conformity extents of the humanitarian values affected the job satisfaction at a meaningful level. There is no meaningful affecting in other extents.

Table 2: The effects of main human values on the work satisfaction teacher

Variable	R ²	F	p	Dimensions	R	t
Values	13,78	3,73**	0,000	Power	0.069	0.829
				Achievement	-0.001	-0.009
				Hedonism	0.119	1.379
				Stimulation	-0.089	-0.919
				Self-Control	0.068	0.606
				Universalism	0.171	1.396
				Benevolence	0.124	1.057
				Tradition	0.182	2.097*
				Conformity	-0.234	-2.468*
				Security	0.005	0.047

** p < 0.01, * p < 0.05

DISCUSSION AND INTERPRETATION

At the discussion part of the research the arrangement of the sub – aims will be noted and the findings that are in the scope of sub – aims will be discussed:

1. The relationships between mean human values of teacher work satisfaction

As the results of statistical solutions made, and power, achievement, hedonism, stimulation, self control, universalism, benevolence tradition security - extents were found (p < 0,01)

As it is understood from these results while the humanitarian values of teachers increase, their satisfaction from the job increases, too.

Individual can satisfy his job as in much as it both obtained anticipated values, both behaving proper to important values or as in much as it's encouraging.

Also, if the work does not contribute to the humanitarian values and causes to the behavior against these, individual may not get satisfied by his job (Brief, 1998). For this reason a relation between the job satisfaction and humanitarian values can be expected to occur.

The individuals who have humanitarian values can be said to be healthy. The job satisfaction expresses people's case of being physically and mentally well (Osahagbemi, 2000). Because of this the job satisfaction of people who have humanitarian values, can be thought to have high job satisfaction.

Some studies indicated that there are some corruptions occurring in mental health, in case of the low job satisfactions (Hsy and Marshall, 1987; Sutherland and Coope, 1992). It can be fictionalized that the mental health of people who have humanitarian values will be well. This fiction can support the positive relationship between having the humanitarian values level and the job satisfaction of teachers in this research.

Some researchers found that there was a meaningful relation between organizational values and job satisfaction (Burke et al, 2005; Verplanken, 2003; Gordon, 1982). If it is thought that the organizational values get affected by the values belong to individuals, these results support the research results. As Arslan (2006) found in a study he conducted, if the job satisfaction rises teachers give more importance to universalism, self-orientation, conformity and achievement values. This fits with the finding of the research, finally.

It is believed that values are directly effective on the behaviors at work place and the shared values between individuals are reflected to the individual relations and increases the work fidelity. So, these may affect the job satisfaction, too (Erkmen and Şencan, 1994). As it can be understood from these findings the job satisfaction of the individuals who have humanitarian values can be expected to be high.

2. The effects of main human values on the work satisfaction teacher

As a result of statistical solutions made, the job satisfactions of the teachers regress the humanitarian values, meaningfully. In the way of humanitarian values' extents, when we look at the results of the analyses, conformity and traditionalism from the humanitarian values regress the job satisfaction of teachers at a meaningful level.

As with job satisfaction, it is thought that monetarily advantages provided from the job within the work – friends who get pleasure in working that is provided by forming a product (Şimşek et al, 1998). The traditional extent of humanitarian values expresses; accepting the life, moderate, religious, modest, respectful to the traditions, privacy and private rights (Schwartz, 1992). The conformity extent of the humanitarian values expresses, being servile, giving appreciation to the parents and old people, being gentle and supervising himself (Schwartz, 1992). Some content of job satisfaction is getting pleasure from working with other people. So, because of conformity and traditional values' meaning the ability of living with other people together and accepting others except himself, it can be expected that these extents regress the job satisfaction.

Some studies found a positive relation between the life satisfaction and job satisfaction (Ünal et al, 2001; Avşaroğlu et al, 2005). However, Bulut's (2007) reverse relation study showed a reverse between life satisfaction and negative thinking. So a reverse relation between the job satisfaction and negative thinking of individuals can be expected. Especially conformity the extent of humanitarian values requires a positive and moderate looking, fort he life. Based on all these, it can be expected that conformity extent of humanitarian values regress the job satisfaction.

Studies showed it is found that the job satisfaction gets affected by the personal characteristics. Especially, it is found that individuals with high negative affectivity will have more tendencies on having job dissatisfactions? Spector et al, 1999, Cited: Telman and Ünsal, 2004) It can be said that this result supports the research finding when traditionalism and conformity extents of humanitarian values are thought to be positive personality. As a result of some researches, it is found that job dissatisfaction causes these:

- Becoming stranger
- Psychosocial corruptions (Josepson & Josepson, 1962, Cited: Telman and Ünsal, 2004).
- Psychomatic diseases
- Stress, neurological disease
- Alcoholism (Inkson and Simpson, 1975; Cited: Telman and Ünsal, 2004).

When we look at these results, it can be said that the people whose traditionalism and conformity values are high, do not have these signs. So, it can be said that conformity and traditionalism should regress the job satisfaction meaningfully.

When ethic values are thought to be parts of humanitarian values, it can be said that this result of the research is supported by Elci and et al (2007). In their study, they found a positive relation between the ethic values and the job satisfaction

According to Brief (1998), workers can provide satisfaction from the job as they provide the final and tools values if the job is disagreeing to his belongings, he may not get satisfied from his job. These decisions are supported by the results of the research. Finally, Poppleton (1989) found a positive relation between the values and job satisfaction of teachers. It can be said that this finding fit on result of the research

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Öğretmenlerin Sahip Oldukları Değerler İle İş Doyumlarının İncelenmesi

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Öz. Bu araştırmanın amacı, öğretmenlerin sahip oldukları değerlerin, iş doyumuna olan etkisini incelemektir. Araştırmanın çalışma grubu, farklı branşlara sahip olan 182 bayan, 121 erkek olmak üzere Konya’da görev yapan 303 öğretmenden oluşmaktadır. Araştırma verileri toplamak için, Schwartz Değerler Listesi ve Hackman ve Oldham tarafından geliştirilen İş Doyum Ölçeği kullanılmıştır. Araştırma sonucunda, öğretmenlerin iş doyumunu ile insani değerlerin güç, başarı, hazcılık, uyarılma, özdenetim, evrensellik, yardım severlik, geleneksellik ve güvenlik alt boyutlarıyla anlamlı ilişki bulunmuştur. Araştırmanın bir diğer sonucu ise, öğretmenlerin iş doyumlarının insani değerleri anlamlı bir şekilde yordamaktadır.

Anahtar Kelimeler: İnsani Değerler, İş tatmini, Öğretmen

ÖZET

Amaç ve Önem: Bu araştırmanın amacı, öğretmenlerin sahip oldukları değerlerin, iş doyumuna olan etkisini incelemektir. Eğitimde verimliliği etkileyen çok sayıda etkin bulunmasına rağmen en önemli değişken, öğretmendir. Verimli öğretmen, öğrencinin en iyi şekilde öğrenmesini sağlayacak davranışlara sahip olan kişidir. Öğretmen, eğitim sürecinde plan ve programları uygulayan kişidir. Bu nedenle de eğitim-öğretim etkinliklerinde başarı ya da başarısızlık büyük ölçüde öğretmene bağlıdır. Öğretmenin meslek yaşamındaki doyum ya da doyumsuzluğu okulun yapısını ve işleyişini de değiştirir. Gerek bireysel özellikleri gerekse iş özellikleri bakımından istediği doyumunu elde etmiş olan öğretmenlerin daha verimli ve istekli olacakları ileri sürülmektedir. Öğretmenlerin işe genel anlamda tutumunun bir göstergesi olan iş doyumunu, onların değerleri etkilemesi beklenebilir. Bu çalışmada, öğretmenlerin iş doyumlarını onların tercih ettikleri insani değerler açısından açıklamayı amaçlamaktadır. Araştırmanın bu amacı kapsamında aşağıdaki sorulara cevap aranmıştır.

- Öğretmenlerin iş doyumunu ile tercih ettikleri insani değerler arasında anlamlı bir ilişki var mıdır?
- Öğretmenlerin tercih ettikleri insani değerler iş doyumlarını anlamlı bir şekilde açıklamak mıdır?

Yöntem: Araştırma genel tarama modelindedir. Araştırmanın bağımsız değişkeni öğretmenlerin tercih ettikleri insani değerlerdir. Bağımlı değişkeni ise öğretmenlerin iş doyumlarıdır. Araştırmanın veri toplama grubunu, 2008–2009 yılları arasında Konya ilinde çalışan 303 öğretmen oluşturmaktadır. Bu öğretmenlerin, 182 bayan, 121 erkektir.

Bulgular: Öğretmenlerin insani değerleri ile iş doyumları arasındaki ilişki, Pearson Momentler Çarpım Korelasyon Tekniği ile test edilmiştir. Bu testin sonucunda öğretmenlerin iş doyumunu ile tercih ettikleri insani değerler arasında anlamlı ilişki göstermiştir. Öğretmenlerin tercih ettikleri insani değerlerinin iş doyumlarını yordama düzeyi Çoklu Regresyon Analizi ile test edilmiştir. Sonuçlar göstermiştir ki, öğretmenlerin tercih ettikleri insani değerler, iş doyumunu anlamlı düzeyde yordamaktadır ve öğretmenlerin tercih ettikleri insani değerler, iş doyumundaki değişkenliğin %13,78’i açıklamaktadır.

Sonuç: Öğretmenlerin iş doyumunu ile insani değerlerin güç, başarı, hazcılık, uyarılma, özdenetim, evrensellik, yardım severlik, geleneksellik ve güvenlik alt boyutlarıyla anlamlı ilişki bulunmuştur. Bu sonuçlardan anlaşılacağı gibi öğretmenlerin insani değerler düzeyi arttıkça işten aldıkları doyumda artmaktadır. Birey yaptığı işle, öngördüğü değerleri elde etmesini sağladığı ölçüde, hem de kendisi önem taşıyan değerlere uygun davranmasına olanak tanıdığı ya da cesaretlendirdiği ölçüde işinden doyum sağlayabilir. Değerlerin, çalışanların iş yerindeki davranışlar üzerinde doğrudan etkili olduğu düşünülmektedir ve bireyler arasında paylaşılan değerler işteki yaşam kalitesini artırabilir.

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