



JOB SATISFACTION OF TEACHERS AND PREDICTOR VARIABLES FOR ORGANIZATIONAL COMMITMENT

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Abstract

The purpose of this study is to analyze the effect of four branch, seniority and life satisfaction of the teachers that work in the state schools in Istanbul province on the two dependent variables of job satisfaction and organizational commitment. This study employs a quantitative method and the study group was formed by means of disproportionate cluster sampling method by the rule of impartiality. The study group consists of 194 teachers that work in the state schools in Istanbul province. The data in the study were analyzed by using path analysis in AMOS program. According to the study findings, the effect of the positive direct correlation between Life Satisfaction and Job Satisfaction is found (.527, $p < .05$) "strong." The effect of the positive direct correlation between job satisfaction and organizational commitment is found (.842, $p < .05$) "strong." The effect of the negative direct correlation between organizational commitment and job satisfaction is found (-.174; $p < .05$) "weak."

Anahtar Sözcükler: Job satisfaction; organizational commitment; life satisfaction

ÖĞRETMENLERDEKİ İŞ DOYUMU VE ÖRGÜTSEL BAĞLILIĞI YORDAYAN DEĞİŞKENLER

Özet

Bu çalışmanın amacı İstanbul'da devlet okullarında çalışan öğretmenlerin branş, kıdem ve yaşam doyumunun iş doyumu ve örgütsel bağlılık değişkenleri üzerindeki etkisini incelemektir. Bu çalışmada nicel yöntem kullanılmış olup çalışma grubu oransız küme örnekleme yolu ile yansızlık kuralına göre geliştirilmiştir. Araştırmanın çalışma grubu İstanbul'da devlet okulunda çalışan 194 öğretmenden oluşmuştur. Araştırmada verilerin analizinde AMOS programıyla path analizi kullanılarak veriler analiz edilmiştir. Araştırma sonucunda elde edilen bulgulara göre yaşam doyumu ile iş doyumu arasındaki pozitif yönlü doğrudan ilişkinin (.527, $p < .05$) "yüksek" düzeyde etkisi olduğu görülmektedir. İş doyumu ile örgütsel bağlılık arasındaki pozitif yönlü doğrudan ilişkinin ise (.842, $p < .05$) "yüksek" düzeyde doğrudan etkisi görülmektedir. Örgütsel bağlılık ile iş doyumu arasındaki negatif yönlü doğrudan ilişkinin (-.174; $p < .05$) "düşük" düzeyde etkisi olduğu ortaya çıkarılmıştır.

Keywords: İş doyumu; örgütsel bağlılık; yaşam doyumu

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1. INTRODUCTION

Today, there have been significant changes in the education system due to the fact that is applied in the system. Teachers may also have difficulty in adapting to the process as much as students. For education, it is important for many educators they do not don't have any experience in distance education previously to get used to this

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process and for the lessons to be efficient and productive. The study aims to analyze a number of significant variables that affect the educators in the distance education process: organizational commitment, job satisfaction, and life satisfaction.

There are many factors for organizational commitment of employees. Organizational commitment may affect the interaction of teachers within an institution. The interaction has an impact on the motivation and performance of teachers, consequently their job satisfaction. Organizational communication has four main objectives: information, motivation, control, and job satisfaction. Thus, organizational communication is one of the significant factors for ideal job satisfaction among the factors that affect job satisfaction (Özdemir, 2006). The studies on the basic variables of organizational commitment include the studies on occupational commitment (Vanderberg & Scarpello, 1994), commitment to colleagues (Yoon et al., 1994) and work commitment (Simpson, 1993). Job satisfaction varies by the needs and the standards of judgments of people and their adaptation to work. This concept indicates if the teachers' job affects them positively.

The scope of job satisfaction includes all positive attitudes of individuals towards their workplace environment. According to this concept, workplace satisfaction or dissatisfaction of employees is a significant factor. In the meantime, job satisfaction depends on the extent of consistence of job specifications with the employees' expectations (Özgen et al., 2005). Oshagbemi, (2000) defines job satisfaction as an emotional reaction of individuals to their jobs. This concept includes the feelings, emotions, and experience of employees. In general, it is explained as a feeling that arises out of job values and achievements. High job satisfaction generally increases happiness of employees; on the other hand, low job satisfaction causes the employees to become alienated from their jobs. In addition, employees with high job satisfaction are more likely to be motivated for the organizational objectives, thus behavioral change is achieved. Job satisfaction is one of the significant factors, in fact the most significant factor, for life satisfaction (Iverson, 2000).

It is pointed out that "Life satisfaction" is a cognitive component of subjective well being and includes cognitive judgments of individuals on their lives (Diener, 1984). Besides, life satisfaction comes out of comparison of expectations of individuals to what they actually achieve (Haybron, 2004:3). Veenhoven (1996) defines life satisfaction as the degree of improvement of life quality as a whole. Job satisfaction may increase life satisfaction, but it cannot replace it.

In literature review, a moderate and positive correlation ($r=0.576$) was found between the variable of job satisfaction and the variable of organizational commitment according to the study by Kiliç, Efeoğlu, Mimaroglu and Özgen (2008). It is stated that job satisfaction of employees is highly correlated to their organizational commitment.

Life satisfaction depends on the happiness and sadness of individuals in their work life according to their job satisfaction and expectations on organizational commitment. In this context, life satisfaction and job satisfaction increase and the bond between an employee and an organization gets stronger as the expectations are met. Studying the relationship among these variables may contribute to this field. Carrying out different studies in this field is also important for the field of education. The individuals that achieve life satisfaction or job satisfaction are more motivated, productive, successful, eager, and comfortable in their jobs.

In summary, the purpose of the study is to analyze the effect of life satisfaction and demographic variables of teachers on the variables of job satisfaction and organizational commitment. Accordingly, the study primarily defines the concept of organizational commitment and then provides information on the concepts of job satisfaction and life satisfaction.

2. METHOD

The study employs a quantitative method and is developed based on correlational survey model. Correlational survey models aim to set out previously or currently existing cases as is (Karasar, 2004). Correlational survey models aim to determine the existence and/or the degree of covariance among two or more variables (Karasar, 2004). Therefore, the correlational design is employed in this study.

2.1. Study Group

The study was carried out in 2019-2020 educational year after distance education started. The study group consists of primary, secondary, and high school teachers that work in 10 schools in Istanbul province, Üsküdar

district. The study group was formed by means of disproportionate cluster sampling method by the rule of impartiality. The number of people included in the study group was determined by using the tables of sample group size that were developed by Balcı (2004). Accordingly, the data were collected from 194 teachers for the study in order to achieve a confidence level of 95% and significance of $\alpha = .05$. Using an online survey form collected the data. Of the participants, 138 (71.1%) are female, 56 (28.9%) are male; by seniority, 143 (73.70%) have a working experience of 1 to 10 years, 31 (16.0%) have a working experience of 11 to 20 years, and 20 (10.3%) have a working experience of 21 years and above. By branches, 44 (22.7%) participants are Classroom Teachers, 75 (38.1%) participants are Branch Teachers, 68 (35.1%) participants are Preschool Teachers, and 7 (3.6%) participants are School Counselors.

2.2. Data Collection Tool

Within the scope of the study, four different assessment tools were used to collect the data related to the variables in hand. These scales are: “Life Satisfaction Scale,” “Job Satisfaction Tool,” and “Organizational Commitment Scale for Teachers.” Those scales were used in the study after getting the necessary permissions from the writers.

The items in: “Life Satisfaction Scale” that were developed by Diener, Emmons, Larsen and Griffin (1985) and adapted to Turkish by Dağlı and Baysal (2016) were used. The scale has a one-factor structure and consists of 5 items. Cronbach Alpha internal consistency coefficient of the scale was found 0.88, and its test-retest reliability coefficient was found 0.97.

The items in: “Job Satisfaction Scale” that was developed by Gündüz (2008) and consists of 19 items has 3 sub-dimensions; working conditions and social environment, individual factors and organizational communication. 5 point likert scale (1= too insufficient- 5= very good) was used in this scale. The scale point ranges from 19 to 95. KMO coefficient was found 0.77 and Bartlett's Test of Sphericity test was found .00 significant in assessment of conformity of the data to factor analysis. Cronbach Alpha value of the tool was found .93.

The items in: “Organizational Commitment Scale” consisting of 17 items that were developed by Üstüner (2009) and one sub-dimension has one sub-dimension. Internal consistency of the scale is “.96”, and its test-retest correlation coefficient is “.88”. The scale was considered to be acceptable and reliable for measuring organizational commitment levels of the teachers. Kaiser-Meyer-Olkin and Bartlett tests were used to find if the data are suitable for exploratory factor analysis.

2.3. Data Collection and Analysis

In this study, data collection process started following the beginning of distance education process. The study data were obtained by using an online form. Intended population of the form is the teachers that work in state schools. The data were obtained from 194 teachers that volunteered to participate in the study.

Path analysis was carried out on the study data by using the packaged software AMOS. Goodness of fit indices reveals if the tested model explains the data well. Some critical limit points were set in each goodness of fit index (Tabachnick and Fidel, 2001). The criteria and breakpoints for acceptance in the study are given in Table 1 below.

Table 1. The Criteria for Goodness of Fit Indices and The Breakpoints for Acceptance in the Structural Equation Model

Goodness of Fit Index	Breakpoints for Acceptance
χ^2/sd	≤ 3 =perfect fit ≤ 5 =moderate fit
GFI	$\geq .90$ =good fit
AGFI	$\geq .95$ =perfect fit
RMSEA	$\leq .05$ = perfect fit $\leq .08$ =good fit $\leq .10$ =weak fit
CFI	$\geq .90$ = good fit $\geq .95$ = perfect fit
NFI	$\geq .90$ = good fit
NNFI	$\geq .95$ = perfect fit

3. FINDINGS

The average points that reflect the opinions of the participants, standard deviations, and correlation analysis results in the life satisfaction, job satisfaction, and organizational commitment scales for teachers are given in Table 2 below.

Table 2. Correlation Coefficients Among the Variables (N=194)

	\bar{X}	SD	Organizational commitment	Job satisfaction	Life satisfaction
Organizational Commitment	57.3	14.8	1.000		
Job Satisfaction	66.7	13.6	.796	1.000	
Life Satisfaction	15.3	4.0	.380	.477	1.000

In table 2, there is a positive and significant correlation among all of the variables according to the correlation analysis. A strong positive correlation was found between job satisfaction and organizational commitment. A moderate correlation was found between life satisfaction and job satisfaction.

The Study Hypothesis: The study analyzed if the branch, seniority, and life satisfaction of the teachers have any effect on organizational commitment and job satisfaction.

In path analysis models, theoretical data are crucial, and study models should be based on a strong theoretical basis (Çokluk, Şekercioğlu, Büyüköztürk, 2014). The model in this study was developed based on the literature mentioned at the beginning of the study. The study by Hulpia, Dimevos and Rosseel, (2009) deals with the variables that affect organizational commitment and job satisfaction. The analysis values of the conceptual model that was designed according to this model are given in Figure 1 below.

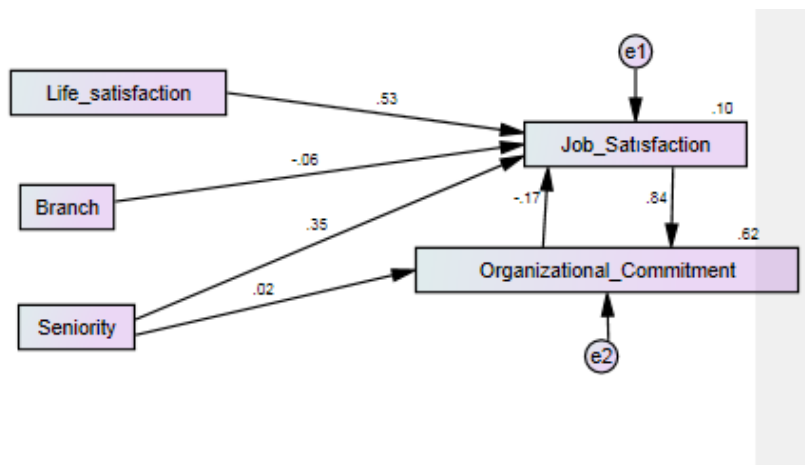


Figure 1. Correlation Among the Variables According to Path Analysis

The paths and the standardized path coefficients are given in Figure 1. The conceptual model reveals that organizational commitment and job satisfaction are predicted by branch, seniority, and life satisfaction. Chi-Square= 9.697, DF=4, P-value=0.046, RMSEA=0.086

In Figure 1, p-value of the value of χ^2 (χ^2 (4)= 9.697) was found to be significant ($p < .05$). Goodness of fit value was found to be optimal in the analysis of the model by the rate of χ^2 and the degree of freedom ($\chi^2/SD=9.697/4=2.42$). Other goodness of fit indices of the model is given in Table 3.

Table 3. The Goodness of Fit Values in the Model that Yields the Optimal Goodness of Fit Values

	χ^2	χ^2/SD	RMSEA	CFI	NFI	IFI	GFI	AGFI
Model	9.697	2.42	.086	.979	.965	.979	.982	.933

According to the table above the value of RMSEA (.086) corresponds to good fit. In addition, the values of NFI (.965) and CFI (.979) correspond to perfect fit; the values of GFI (.982) and AGFI (.933) correspond to good fit (Tabachnick and Fidel, 2001). Based on the evaluation of the goodness of fit indices of the study, it was concluded that all of the paths in the model are significant following the changes in the model.

According to Kline (2011), the path coefficients in the path analysis of the model are as follows;

- “Weak” if the effect is smaller than .10
- “Moderate” if the effect is around .30
- “Strong” if the effect is greater than .50

The standardized coefficients and effect sizes for the model are given in Table 4 below.

Table 4. Coefficients and Effect Sizes Standardized for the Model

		Direct Effect	Effect Size
Life satisfaction	Job satisfaction	.527	Strong
Seniority	Job satisfaction	.354	Moderate
Seniority	Organizational commitment	.022	Ineffective
Branch	Job satisfaction	-.057	Ineffective
Job satisfaction	Organizational commitment	.842	Strong
Organizational commitment	Job satisfaction	-.174	Weak

In Table 4 above, an increase of one unit in the standard deviation of Life satisfaction directly increases the standard deviation of Job Satisfaction by .527 rates. It was also found that an increase of one unit in the standard deviation of Seniority directly increases the standard deviation of Job Satisfaction by .354 rates. An increase of one unit in the standard deviation of Seniority indirectly increases the standard deviation of Organizational Commitment by .022 rates. An increase of one unit in the standard deviation of Branch indirectly decreases the standard deviation of Job Satisfaction by -.057 rates. An increase of one unit in the standard deviation of Job Satisfaction directly increases the standard deviation of Organizational Commitment by .842 rates. An increase of one unit in the standard deviation of Organizational Commitment directly decreases the standard deviation of Job Satisfaction by -.174 rates.

4. CONCLUSION AND DISCUSSION

According to the study findings, the positive direct correlation between Life satisfaction and Job Satisfaction was found to be (.527, $p < .05$) “strong.” The positive direct correlation between Job Satisfaction and Organizational Commitment was found to have direct (.842, $p < .05$) “strong” effect. The negative direct correlation between Organizational Commitment and Job Satisfaction was found to have indirect (-.174; $p < .05$) “weak” effect. Thus, similar result for the study revealed a significant positive correlation between job satisfaction and organizational confidence (Perry and Mankin, 2007).

It is emphasized that organizational commitment is a strong indicator of job satisfaction of the teachers (Özden, 1997). Kim-Prieto et al., (2005) stated that positive feelings mean that important needs and expectations are met and the objectives are achieved. In addition, negative feelings lead to regression and recession in work environment. According to the data in this study, there is a strong correlation between job satisfaction and life satisfaction. Besides, job satisfaction is found to be a factor for commitment and attendance of the teachers to school (Shin and Reyes, 1995). In this regard, the studies found that low life satisfaction is a predictor of many problems and maladaptive behaviors in workplaces including job performance and satisfaction (Judge and Hulin, 1993).

The study by Türkmen, Yıldız and Çetinöz (2009) indicates that the levels of job satisfaction of the teachers that have a working experience of less than 15 years is higher than those of the teachers that have a working experience of more than 15 years. The study emphasizes that this is a significant factor for the teachers that try to be more efficient and productive at the beginning of their career.

This study points out that life satisfaction, seniority, and branch affect job satisfaction. The study found that seniority has an effect on organizational commitment. In addition, there is a correlation between organizational commitment and job satisfaction. Researchers, who employed quantitative method and correlational survey model, found positive correlations between organizational commitment and job satisfaction (Meador, 2001).

This study employed quantitative research method may also be employed in order to analyze the variables of organizational commitment and job satisfaction thoroughly. Researchers may also study on larger sample groups or school administrators by using the same variables. Besides, researchers may examine if job satisfaction and organizational commitment are predicted by different variables.

5. REFERENCES

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