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Organizational Dissent as an Intermediator in the Relationship Between Job Security Perception and Professional Self-Esteem of Elementary School Teachers

Sınıf Öğretmenlerinin İş Güvencesi Algıları ile Mesleki Benlik Saygıları Arasındaki İlişkide Örgütsel Muhalefetin Aracılık Etkisi

Reyhan GEÇDOĞAN YILMAZ [1] ID , Bahri AYDIN[2] ID

Abstract: The purpose of this study is to determine whether organizational dissent has a mediating role in the relationship between elementary school teachers' job security perceptions and professional self-esteem. The research was conducted using the descriptive-relational survey model with 211 elementary school teachers working in 14 public primary schools in the city center of Amasya in the 2018-2019 academic year. The data in the study were collected using Arıcak's (1999) Professional Self-Esteem Scale, Kassing's (2000) Organizational Dissent Scale, and the Job Security Perception Scale developed by the researcher. According to the results of the research, elementary school teachers exhibit vertical dissent behavior rather than horizontal dissent behavior. In addition, job security positively and significantly affects Vertical and Horizontal dissent. Vertical Dissent affects Belief in the Functionality of the Profession sub-dimensions significantly and positively; its' effect on Acceptance of the Profession and the Value of the Profession is not statistically significant. Horizontal Dissent does not significantly affect Acceptance of the Profession, Value of the Profession, and Belief in the Functionality of the Profession sub-dimensions. It was concluded that there is a low and positive relationship between elementary school teachers' job security perceptions and professional self-esteem, organizational dissent is a partial mediator in the relationship between job security perception and professional self-esteem, and vertical dissent is a partial intermediator in the relationship between job security perception and belief in the functionality of the profession.

Keywords: Professional self-esteem, organizational dissent, job security, elementary school teacher.

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Öz: Bu araştırmanın amacı, sınıf öğretmenlerinin iş güvencesi algıları ile mesleki benlik saygıları arasındaki ilişkide örgütsel muhalefetin aracılık rolünün olup olmadığının belirlenmesidir. Araştırma betimsel-ilişkisel tarama modeli kullanılarak yürütülmüştür. Araştırma 2018–2019 Eğitim-Öğretim yılında Amasya il merkezinde 14 kamu ilkokulunda görev yapan 211 sınıf öğretmeni ile gerçekleştirilmiştir. Araştırmada veriler Arıcak (1999) Mesleki Benlik Saygısı Ölçeği, Kassing (2000) Örgütsel Muhalefet Ölçeği ve araştırmacı tarafından geliştirilen İş Güvencesi Algısı Ölçeği kullanılarak toplanmıştır. Araştırma sonuçlarına göre; sınıf öğretmenleri yatay muhalefet davranışından çok dikey muhalefet davranışı sergilemektedirler. İş Güvencesi Algısı, Dikey ve Yatay Muhalefet'i pozitif yönde ve anlamlı olarak etkilemektedir. Dikey Muhalefet; Mesleğin İşlevselliğine İnanç alt boyutunu anlamlı ve pozitif yönde etkilemekte ancak Mesleği Kabul ve Mesleğin Değeri'ni anlamlı olarak etkilememektedir. Yatay Muhalefet; Mesleği Kabul, Mesleğin Değeri ve Mesleğin İşlevselliğine İnanç alt boyutlarını anlamlı olarak etkilememektedir. Sınıf öğretmenlerinin iş güvencesi algıları ile mesleki benlik saygıları arasında düşük ve pozitif düzeyde bir ilişki olduğu, örgütsel muhalefetin iş güvencesi algısı ile mesleki benlik saygısı arasındaki ilişkide ve dikey muhalefetin de iş güvencesi algısı ile mesleğin işlevselliğine inanç arasındaki ilişkide kısmi aracı olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Mesleki benlik saygısı, örgütsel muhalefet, iş güvencesi, sınıf öğretmeni.

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[1]Sorumlu Yazar: Dr. Reyhan Geçdoğan Yılmaz, r.gecdogan@hotmail.com,ORCID:http://orcid.org/0000-0001-8942-4915

[2]Prof. Dr. Bahri Aydın, Bolu Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Bölümü, bahriaydin@ibu.edu.tr, ORCID:http://orcid.org/0000-0002-1720-6334

1. INTRODUCTION

Human beings have always had to live together and meet their different needs. Since the beginning of history, they have had to establish various organizations. Since their first emergence, these established organizations have changed according to economic, social, political, and technological developments. Every development and change affects the input and output of the organization. Organizations have to keep up with these changes to survive and gain a competitive advantage. Educational organizations also have to train and develop the teacher profile they need to reach their goals and keep up with the era. Otherwise, an old-fashioned education system, which cannot keep up with contemporary requirements, will bring the whole nation down in every field and aspect. Its negative consequences will affect all systems directly and indirectly. It would not be wrong to say that teachers have the most critical and essential role in the development and change of the education system. The teaching profession is a profession where input and output are both human and require human qualities.

Achieving the targeted educational goals can become a reality with teachers who love their profession, believe that their profession is respectable and important, and consider their profession to be identical to their personality (Okan & Döğer, 2017). If the individual chooses a profession compatible with his personality, self-perception gets stronger, while a profession incompatible with the personality causes dissatisfaction and conflicts (Super & Bohn, 1970). At this point, professional self-esteem can be considered a necessary teacher quality to achieve the targeted educational goals by expressing the value and importance given to the profession (Arıcak, 1999). Professional self-esteem is an organized view of value in a job role based on the individual's evaluation of one's perception of competence in interpersonal relationships related to work and role expectations (Kunes-Connel, 1991). Carmel (1997) defines professional self-esteem as an individual's positive and negative personal attitude towards professional competence, performance, and professional value.

Studies have shown that professional self-esteem affects attitude towards the teaching profession (Girgin et al., 2010); prospective teachers have higher professional self-esteem when they are satisfied with the department they study (Arıcak & Dilmaç, 2003); what's more, voluntarily choosing the teaching profession and preference order of teaching as a profession affects professional self-esteem (Uslu, 2015). In addition, teachers' professional self-esteem is reported to be ata moderate level in some studies (Baloğlu et al., 2006; Cesur, 2007; Irmak, 2015; Kiriş, 2016) while others report that teachers' professional self-esteem levels are high (Camadan et al., 2018). When these studies are evaluated, it is seen that teachers' opinions about professional self-esteem are at the level of "I agree," and it is necessary to determine whether there are different variables that affect teachers' professional self-esteem levels.

Professional self-esteem should not only be seen regarding one's profession as a valuable and respected job, nor should it be considered separately from individual and social values. Payne (2007) found that employees with high organizational-based self-esteem exhibit more oppositional behavior than employees with low and moderate self-esteem. Bozali & Camadan (2018) found a relationship between professional self-esteem and supportive and intrusive over-role behavior. Teachers with a higher level of professional self-esteem show supportive and intrusive behaviors more often compared to their colleagues. Teachers with high professional self-esteem feel responsible for expressing this when they see a problem in their organization or feel things are worsening. Shahinpoor & Matt (2007) state that the key concept in solving the problems of social and organizational systems is not those who constantly glorify existence but the enlightened employees who can look critically. Graham (1983) defines dissidents as those who can express their dissenting views when organizational problems and practices exceed the threshold of acceptance of their conscience. An organizational dissent is a form of employee voice, which includes the expression of disagreements and contradictory opinions of employees about practices and policies in the organization

(Kassing, 2002). In light of these explanations, it is thought that organizational dissent is related to professional self-esteem.

It is not enough for a teacher to be competent in fulfilling their instructional duty. It is also important to express themselves (Turan, 2004). Every individual joining the organization with different goals and expectations brings some disagreement and differences of opinion (Özdemir, 2010). It is necessary to transform the organization into a social environment where the individuals working in the organization participate in decisions and present their ideas and suggestions rather than just being a place where bread is earned (Tosun, 1990). It is no longer sufficient to motivate the people of the global world only with material motives. The individual feels happy and satisfied in organizations that value their thoughts, regard themselves as respected, and even support their contrary thoughts. When members of an organization from different backgrounds and environments have the opportunity to voice their different thoughts and opinions about the organization, they improve the organization in terms of organizational development, change, and democracy (Kassing, 2002). In the light of these explanations, organizational dissent is a concept that enables individuals to express their dissatisfaction with the organization.

In this context, it is thought that the responsibility of the employees to display an oppositional attitude also affects their professional self-esteem levels. Organizational dissent contributes to intra-organizational democracy and the solution of problems within the organization, thanks to the individual's expressions of different views and disagreements in the organization (Kassing, 1997). The existence of organizational dissent in educational organizations can be seen as an expression of educational problems, and it can be interpreted that organizational democracy is dominant in organizations where organizational dissent is intense (Özdemir, 2010). Organizational democracy states that individuals in the organization have the right to participate in the management and organizational processes (Harrison & Freeman, 2004) and have the right to live with the opinions and thoughts that are contrary to the organization (Sönmez, 2008). Organizational democracy enables individuals in the organization to have their voices heard (Yazdani, 2010). It can be said that dissident teacher behavior is important in forming teachers' professional values (Kadı & Beytekin, 2015). However, if the members of the organization have a long-term employment guarantee in their organization, they do not hesitate to express their opposing opinions to their superiors by taking power from this guarantee (Özdemir, 2010).

At this point, employeescan express the negativities they see in the organization, their different opinions, an unethical situation, or their oppositional thoughts thanks to their job security. The concept of job security refers to the protection of the individual's right to work with the limitations imposed on the termination of the employment contract without a valid reason (Fidan, 2006) to increase his seniority over time and thus to live a safe life thanks to the standard of living and retirement in the future (Dereli, 2002). The concept of job security is composed of the regulations that restrict and prevent the employee's labor, prevent termination by the employer without a justified reason, the legal dimension of the business relationship, the arbitrary practices of the employer, and provide continuity to the service contract (Çelebi, 2017). If the individual has a perception that job security will protect him when he exhibits an opposing attitude, he may have the courage to take an opposing attitude. Because the individual meets his physiological needs thanks to his job and even meets the need for respect and appreciation by gaining a place in society with his profession, in this context, job security provides a prerequisite for organizational dissent.

The high perception of job security supports organizational dissent by freely expressing different opinions and disagreements in educational organizations. Organizational democracy can only be contributed by organizations where different opinions and thoughts are not suppressed or even supported. Teachers who are democratic, who agree with the decision, whose opinions are valued, and who can express this easily even when they have contrary thoughts, are respectful to their profession and consider their profession valuable. Employees who can express themselves with opposing thoughts and behaviors, change organizational practices and policies, and impact other stakeholders feel stronger and have more control

over their profession (Kesen & Pabuçcu, 2016). From this point of view, it is thought that organizational dissent behavior will contribute positively to professional self-esteem by giving teachers a sense of professional power, control, self-expression, and creating change. A teacher evaluates their profession and, according to the result of this evaluation, either sees their profession as valuable or worthless. In this assessment made by the teacher, the importance of organizational dissent behavior becomes apparent. Because if the teacher's efficiency in school is low, their ability to correct mistakes has no effect on organizational practices and policies, and it is difficult to have high professional self-esteem. If the teacher sees himself as an active member within the organization, their evaluation of the profession will also be positive. At this point, it is thought that the concept of job security can affect professional self-esteem through organizational dissent.

Demir (2010) found that teachers without job security behave cautiously in their relations with their administrators, perform tasks they do not have to do, and cannot perform their professional duties as they wish due to their anxiety and fear. An employee who does not have job security is obliged to fulfill even the orders that are not included in the employment contract, and even those that are illegal, for fear of being fired (Poyraz & Kama, 2008). Opposing views will not be voiced when employees have limited opportunities to find a job, if they need training for a new job, if they need to move, in short, if the cost of leaving the job is high (Graham, 1983). The outcomes of this study show that determining the relationship between job security and organizational dissent is important, and it is worth doing further research on.

Individuals get their first impressions of professional self-esteem in educational institutions, and therefore, the prerequisite of creating a society with high professional self-esteem is institutions equipped with educators with high professional self-esteem (Karadağ et al., 2009). It is thought that the higher the professional self-esteem of the teachers who shape society, the higher the respect of the students they educate about their future professions. Generations that believe in freedom of thought, freedom of conscience, and wisdom (Atatürk, 1925) that the founders of the Turkish Republic expect can only be raised by teachers who have the ability to think scientifically, give importance to freedom of thought, have the courage to oppose, democratic, honorable, valuable and respected in their profession. In this context, it is necessary to determine whether job security provided to teachers affects professional self-esteem through organizational dissent.

In addition to general culture and professional training, teachers should have additional virtues such as self-efficacy perception, positive attitude, and professional self-esteem (Girgin et al., 2010). It is important to determine and understand the moral and psychological factors that affect the employees and meet their expectations (Bursalıoğlu, 2011). In accordance with these findings, being at the heart of the education system, it is important to reveal the factors related to teachers' professional self-esteem. When the literature is examined, studies investigate the relationship between professional self-esteem and several variables. These studies reported important results relating professional self-esteem to these variables. However, to the best of our knowledge, no study has investigated the effect of job security perception on professional self-esteem through organizational dissent. In this regard, we believe this study will contribute to the literature.

1.1. Purpose of the Study

The purpose of this study is to determine whether organizational dissent has a mediating role in the relationship between elementary school teachers' job security perceptions and professional self-esteem.

1.2. Importance of the Study

With this study, it is expected that determining the relationship between job security, organizational dissent, and professional self-esteem concepts and their effects on each other will primarily be useful for teachers. In addition, being directly affected by the quality of education, this study may raise awareness among students and parents; what is more, having a great influence on determining the professional self-esteem level of teachers and being an important factor in shaping organizational dissent in educational organizations; school administrators and executives of Ministry of National Education [MoNE] may find points in increasing teachers' job security perceptions.

2. METHOD

2.1. Research model

This research was conducted using a relational model. In this type of research model, it is tried to determine whether there is a change between the variables (Karasar, 2012). Predicting relationships between variables and possible outcomes, ıt can be determined by relational research whether the variables show a consistent change. (Metin, 2014). There are two independent variables and one dependent variable in this study. While organizational dissent is a dependent variable with the assumption that it can be affected by the perceptions of elementary school teachers' job security, it is included in the model as an independent variable with the assumption that it can affect elementary school teachers' professional self-esteem. It is predicted that classroom teachers' perceptions of job security may have an impact on their professional self-esteem through organizational dissent, and by using the relational model, it is revealed whether the variables show a consistent change together.

2.2. Participant

Due to the wide availability of the research population, sampling was not used, and the research was carried out on the whole universe. The universe of the research consists of 247 elementary school teachers working in 14 public primary schools in the city center of Amasya in the 2018-2019 academic year. Scales were delivered to 247 elementary school teachers in the research universe, and the study was conducted with 211 elementary school teachers who voluntarily participated in the study. 56.9% of the participants in the research group are women, and 43.1% are men; 95.3% of the participants are married; theremaining 4.7% are single; 95.7% have a bachelors degree, 4.3% have master's or Ph.D. degree; 88.6% of them are members of a union, while 11.4% are not members of any union; 6.2% of them have seniority of 6-10 years, 4.3% for 11-15 years, 37% for 16-20 years and 52.6% for 21 years or more; and age strata is as follows; 22.3 % of them are 31-40, 42.2% are 41-50, 27% are 51-60 and 8.5% are 61 years or older.

2.3. Data collection tools

In this study, we collected the data using the "Professional Self-Esteem Scale" developed by Arıcak (1999), "Organizational Dissent Scale" developed by Kassing (2000) and adapted into Turkish culture by Dağlı (2015) and "Job Security Perception Scale developed by authors.

Professional Self-Esteem Scale: Developed by Arıcak (1999), this scale consists of 30 items and 3 sub-dimensions (Acceptance of the Profession, Value of the Profession, and Belief in the Functionality of the Profession). Arıcak (1999) determined the reliability coefficient of the scale as (α =.93), the test-retest method result as (.90) (p <.01), and also the reliability coefficients of the sub-dimensions as Profession Acceptance as (α =.90), The Value of the Profession as (α=.80) and Belief in the Functionality of the Profession as (α=.65). Within the scope of the research, according to the scale evaluation criteria of Kalaycı (2008); Acceptance of the Profession is (α =.78), Value of the Profession is (α =.73), and Belief in the Functionality of the Profession is (α =.63) sub-dimensions were found to be quite reliable. The Professional Self-Esteem Scale total (α =.87) was found to be highly reliable. The scale validity was determined using content and construct validity. Items accepted by at least 75% of the experts were included in the scale. Factor analysis was performed for

construct validity, and a 3-factor structure was derived, which explained 46% of the total variance, and 30 items had a factor load of more than 0.40.

Organizational Dissent Scale: The scale was developed by Kassing (2000) and adapted into Turkish by Dağlı (2015). The scale consists of 18 items and 2 sub-dimensions. The reliability coefficient (α=.83) of 9 items in the open dissent (vertical dissent) sub-dimension, the reliability coefficient (α =.87) of 9 items in the hidden dissent (horizontal dissent) sub-dimension, and the sum of the Organizational Dissent Scale (α = .87) have all been determined by (Kassing, 2000). Within the scope of the research, according to the scale evaluation criteria of Kalaycı (2008), It was found that the vertical dissent is (α=.79) and the horizontal dissent is (α=.75) sub-dimensions were quite reliable. The total of the Organizational Dissent Scale (α = .85) was highly reliable.The scale was translated into Turkish, and then we asked for expert opinions in terms of language, content, measurement, and evaluation. The survey was administered to a group of teachers in Turkish and then two weeks later in English, and Pearson's Product-Moment Correlation Coefficient was found to be 0.976. Accordingly, it was observed that there was a high level, positive and significant relationship between the English and Turkish scales. Factor analysis was performed to determine the construct validity. A two-dimensional structure was obtained, consistent with the original scale, and explained 45.10% of the total variance. Confirmatory factor analysis was performed to test the two-factor structure of the scale. The goodness of fit values was obtained from the confirmatory factor analysis of the Organizational Dissent Scale; χ2/cd=2.23; CFI=.90; GFI=.88; AGFI=.84; RMSEA=.07; CFI=.90; NFI=. 84; NNFI(TLI)=.89; SRMR= .07. The results of confirmatory factor analysis determined that the two-factor structure of the scale showed a good fit.

Job Security Perception Scale: "Job Security Perception Scale" was developed by authors consisting of 6 items and one dimension. We asked for expert opinion for the content validity of the scale again, and it was observed that the items of the scale are significant at a 0.05 level of significance. What is more, the content validity criterion was higher than 0.62. In addition, one-to-one interviews were conducted with 10 teachers for linguistic validity, and the opinions of 2 Turkish teachers were taken. The result of the exploratory factor analysis; Kaiser-Meyer-Olkin (KMO) test value is .87; Bartlett's Sphericity test value was 811.911 (p <0.001); The item-total correlations of the items in the scale were between .65 and .84, and the variance explained was 71.49%; It was determined that there is a factor with an eigenvalue greater than 1 in the scale and the scale (α=.91) is highly reliable. The goodness of fit values was obtained from the confirmatory factor analysis of the Job Security Perception Scale; χ2/cd=1.73; CFI=.98; GFI=.97;AGFI=.94; RMSEA=.05; CFI=.98; IFI=.98; NFI=97= NNFI(TLI)=.97; SRMR= .03 PGFI=.41 PNFI=.58 and RFI=.95.

2.4. Data analysis

The data obtained in the study was analyzed using SPSS and AMOS programs. In the analysis of the data; for measuring the levels of professional self-esteem, organizational dissent, and job security perception among primary school teachers, percentage (%), frequency (f), arithmetic mean ($\bar{x}$), and median were used. The Kolmogorov Smirnov-Normal Distribution test was used to help us decide which analysis to choose. The Kolmogorov Smirnov-Normal Distribution test was applied for the research variables, and the skewness and kurtosis coefficient were examined in the normality test of the scale and sub-dimension scores. Pearson's Product-Moment Correlation Analysis was conducted to determine the relationship between job security, organizational dissent, and professional self-esteem. The Pearson Correlation Coefficient was used to determine the relationship level and direction of the two variables since the distribution meets normality. The Structural Equation Model was used to determine whether organizational dissent is a mediating variable in the relationship between job security and professional self-esteem. Finally, to see whether organizational dissent is a mediating variable in the relationship between job security and professional self-esteem, the 95% confidence interval given by the Bootstrap technique was

used, which was determined according to the lower and upper limit values obtained from the 5000 Bootstrap sample.

2.5. Ethical approval

In this study, all rules stated to be followed within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Violating Scientific Research and Publication Ethics," which is the second part of the directive, have not been carried out.

Ethics Committee Approval Information

Ethical committee = Bolu Abant İzzet Baysal University Ethics Committee

Data of ethical approval= 21.11.2018

The number of ethical approvals=9EB.6929

3. FINDINGS

Normality test was applied to the data obtained from elementary school teachers; skewness, kurtosis, mean and median values, normal distribution curves, and Q-Q normal graphic distributions were examined. Descriptive statistics, skewness, and kurtosis values regarding the scales are given in Table 1.

Table 1.
Descriptive Statistics on Scales

Scales andSub-Dimensions	N	$\bar{x}$	Median	Skewness	Kurtosis
Professional Self-Esteem Total	211	4.40	4.46	-1.43	2.02
Acceptance of the Profession	211	4.36	4.50	-1.52	2.27
The Value of the Profession	211	4.48	4.60	-1.25	2.51
Belief in the Functionality of the Profession	211	4.34	4.33	-.96	.78
Organizational Dissent Total	211	3.70	3.73	-.07	.14
Vertical Dissent	211	3.84	3.87	-.29	-.22
Horizontal Dissent	211	3.55	3.57	.11	.01
Job Security Perception Total	211	3.74	3.83	-.54	-.25

In Table 1, it is seen that mean and median values are close to each other, and skewness and kurtosis values are between skewness (-1.52) and kurtosis (2.51) values. According to George & Mallery (2010) and Kline (2011), the predicted +2 and -2 values for normal distribution were taken as a criterion, normal distribution curves and QQ normal graphic distributions were also examined, and it was determined that parametric tests should be applied to the data, assuming that the data were normally distributed. In addition, in Table 1, we can see elementary school teachers' Professional Self-Esteem Scale total ($\bar{x}$= 4.40), Acceptance of the Profession ($\bar{x}$= 4.36), Value of the Profession ($\bar{x}$= 4.48), and Belief in the Functionality of the Profession ($\bar{x}$= 4.34), we can see that their opinions in the sub-dimensions are at the level of "I strongly agree." Considering the opinions of elementary school teachers in the Job Security Perception Scale total ($\bar{x}$= 3.74), Organizational Dissent Scale total ($\bar{x}$= 3.70), Vertical Dissent ($\bar{x}$= 3.84), and Horizontal Dissent ($\bar{x}$= 3.55) sub-dimensions; it is seen to be at the level of "I agree." On the other hand, the results of Pearson Moments

Multiplication Correlation Analysis conducted to determine the relationship between job security, organizational dissent, and professional self-esteem are given in Table 2.

Table 2.
Correlation Analysis Results Between Variables

	Acceptance of the Profession	Value of the Profession	Belief in the Functionality of the Profession	Professional Self-Esteem Total	Job Security Perception
	r	r	r	r	r
Job Security Perception	.30**	.25**	.29**	.33**	1
Vertical Dissent	.15*	.15*	.28**	.20**	.17*

Table 2. Continued
Correlation Analysis Results Between Variables

	Acceptance of the Profession	Value of the Profession	Belief in the Functionality of the Profession	Professional Self-Esteem Total	Job Security Perception
	r	r	r	r	r
Horizontal Dissent	.14*	.18**	.23**	.20**	.29**
Organizational Dissent Total	.16*	.18**	.29**	.22**	.25**

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

According to the criteria for evaluating the relationship level in Table 2 (Büyüköztürk, 2009), elementary school teachers' job security perceptions and professional self-esteem total (r =.33; p =.00 <.01), Acceptance of the Profession (r =. 30; p =.00 <.01) and the Value of the Profession (r =.25; p =.00 <.01) relationships have been determined. The path analysis diagram for the mediation model designed in the research is given in Figure 1.
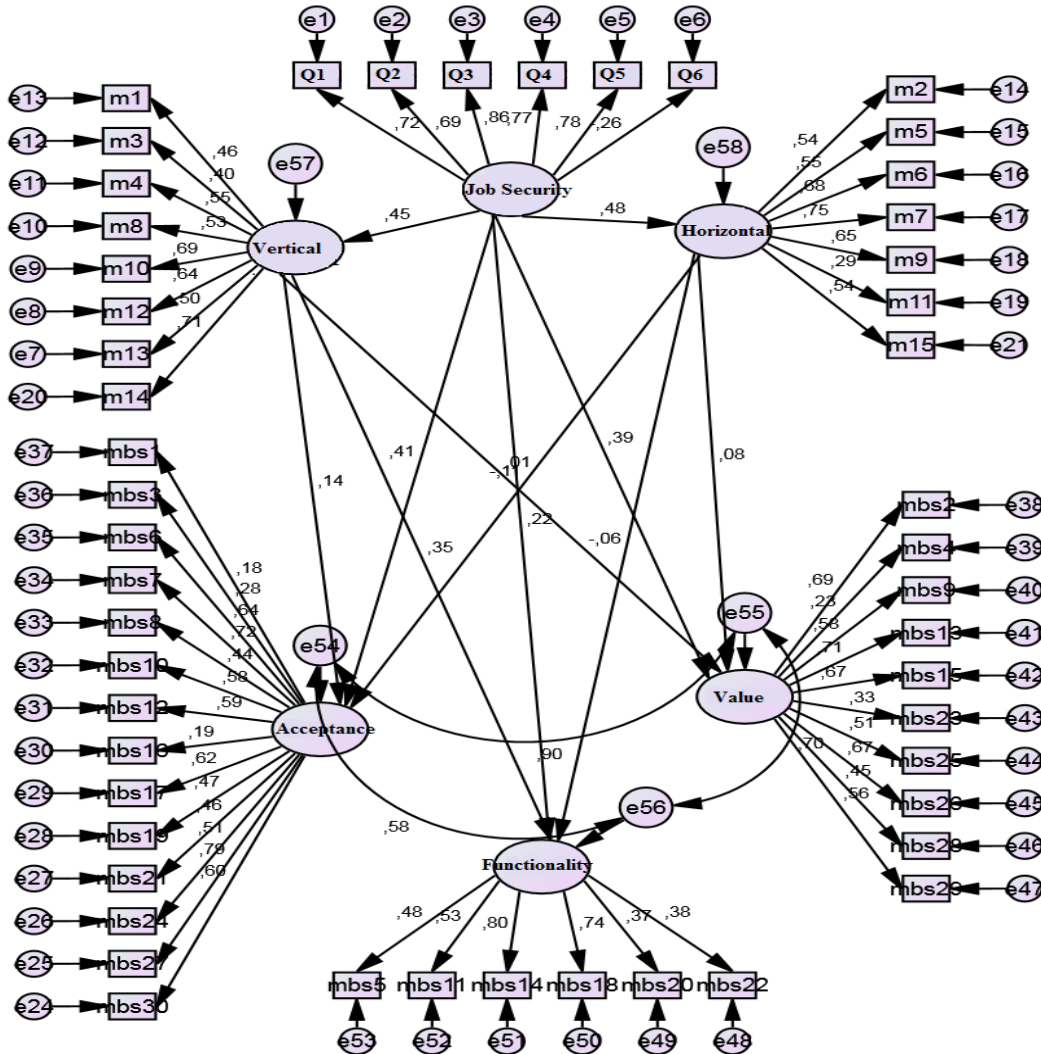

Figure 1. Path analysis diagram for the mediation model designed in the study

In Figure 1, we demonstrate path analysis showing the mediation effect of the Vertical and Horizontal Dissent sub-dimensions of organizational dissent between the sub-dimensions of Job Security and Professional Self-Esteem, such as Professional Acceptance, Value of the Profession, and Belief in the Functionality of the Profession. High MI (Modification Indicates) values indicate that there is a link between these variables; that is, they are not free, and the MI values of the covariances show the link between the error terms. The evaluation stage should be conducted according to the MI values between the error terms of the factors belonging to the same sub-dimensions (Yaşlıoğlu, 2007). For this reason, covariance was made between these sub-dimensions considering the high MI values of the error terms of the Professional Self-Esteem Scale's sub-dimensions of Professional Acceptance, Value of Profession, and Belief in the Functionality of the Profession and that these sub-dimensions are theoretically related. The residual correlation was not detected when the latent variables were tested separately. Correlated measurement residuals may indicate things as trivial as similar wording between items or method effects

(Saris & Aalberts, 2003). Thus, a typical model modification allows for correlations between measurement residuals within or across factors, particularly when shared method variance is expected (Hermida, 2015). Brown (2015) considers several reasons to justify error correlations following modification indices, namely, specific item content. In fact, correlating errors can improve the reliability of the latent construct's scale (Saris & Aalberts, 2003).The path analysis results regarding the inter-subdimensional effects of the model designed in the research are given in Table 3.

Table 3

Path Analysis Results Regarding the İnter-Subdimensional Effects of the Designed Model in the Research

Path	Std. regression coefficients	S_e	t	P
Acceptance of the Profession ➔ Job S.	.41	.07	3.82	**
Value of the Profession ➔ Job S.	.39	.04	3.69	***
Belief in the Functionality of the Profession ➔ Job S.	.22	.07	2.02	.04*
Vercital Dissent ➔ Job S.	.44	.07	4.50	***
Horizontal Dissent ➔ Job S.	.47	.07	4.89	***
Acceptance of the Profession ➔ Vertical D.	.13	.07	1.52	.12
Value of the Profession ➔ Vertical D.	.00	.05	.09	.92
Belief in the Functionality of the Profession ➔ Vertical D.	.35	.10	2.92	.00*
Acceptance of the Profession ➔ Horizontal D.	-.10	.07	-1.18	.23
Value of the Profession ➔ Horizontal D.	.07	.05	.86	.38
Belief in the Functionality of the Profession ➔ Horizontal D.	-.05	.07	-.59	.55

*p<.05 **p<.01 ***p<.001

When Figure 2 and Table 3 are examined together, the effect of job security has a positive effect on the sub-dimensions of Acceptance of the Profession (ß =.41; p <.001), Value of the Profession (ß =.39; p <.001) and Belief in the Functionality of the Profession (ß =.22; p <.05) and it seems to be statistically significant In Figure 2, it is determined that there is no decrease in the standardized regression coefficients in the sub-dimensions of the job security Acceptance of the Job. The Value of the Profession and the significant effect continue. In addition, considering organizational dissent, Two Tailed Significance (BC) values were examined for the Bootstrap Confidence confidence interval in the sub-dimensions of job assurance and Profession Acceptance and the Value of the Profession for the Acceptance of the Profession (.91; p>.05) and the Value of the Job (.37; p>.05) sub-dimensions there was not a significant or significant relation, but it was significant in the Belief in the Functionality of the Profession (.00; p <.01) sub-dimension.

In addition, job security positively and significantly affects Vertical (ß =.44; p <.001) and Horizontal (ß =.47; p <.001) dissent. Vertical Dissent affects Belief in the Functionality of the Profession (ß =.35; p <.01) sub-dimensions significantly and positively; its' effect on Acceptance of the Profession (ß =.13; p>.05) and the Value of the Profession (ß =.00; p>.05) is not statistically significant. Horizontal Dissent does not affect Acceptance of the Profession (ß = -.10; p>.05), Value of the Profession (ß = .07; p>.05), and Belief in the

Functionality of the Profession (ß = -.05; p>.05) sub-dimensions significantly. The direct, indirect, and total effect results on the sub-dimensions of Acceptance of the Profession, Value of the Profession, and Belief in the Functionality of the Profession are given in Table 4.

Table 4

Direct, İndirect and Total İmpact Results on the Sub-Dimensions of Acceptance of the Profession, Value of the Profession, and Belief in the Functionality of the Profession

Variables	Direct Impact	Indirect Impact	Total Impact	Bootstrap %95 Lower/Upper Bounds	Two Tailed Significance (BC)	Impact Type
Acceptance of the Profession						
Job Security Perception	.41	.01	.42			
Vertical Dissent	.44		.44	-,034/,197	.91	------
Horizontal Dissent	.47		.47	-,076/,162		
Value of the Profession						
Job Security Perception	.39	.04	.43			
Vertical Dissent	.44		.44	-,047/,186	.37	
Horizontal Dissent	.47		.47	-,008/,209		------
Belief in the Functionality of the Profession						
Job Security Perception	.22	.13**	.35			
Vertical Dissent	.44		.44	,036/,356	.00	Partial
Horizontal Dissent	.47		.47	-,041/,248		

**p<.01

As given in Table 4, the coefficients of the Acceptance of Profession Sub-dimension are; the direct impact coefficient is (.41), the total impact coefficient is (.42), and the indirect effect is (.01). When the Two Tailed Significance (BC) values were examined for the Bootstrap confidence interval, it was seen that the indirect effect was not significant for the Acceptance of the Profession (.91; p>.05) sub-dimension. The direct impact coefficient of the Value of the Profession sub-dimension is (.39), the total impact coefficient is (.43), and the indirect effect is (.04). When the Two Tailed Significance (BC) values for the Bootstrap confidence interval were examined, it was seen that the indirect effect was not significant for the Value of the Job (.37; p>.05) sub-dimension.

The direct effect coefficient of the Belief in the Functionality of the Profession sub-dimension is (.22), and the total effect coefficient is (.35). 13 of the relations between job security and Belief in the Functionality of the Profession stems from the vertical dissent sub-dimension. When the Bootstrap confidence interval Two Tailed Significance (BC) values were examined, the indirect effect of the Vertical Dissent sub-dimension for Belief in the Functionality of the Profession was (.00; p <.01).

In the relationship between Belief in the Functionality of Profession and job security, Vertical Dissent can explain all or part of this relationship. When Vertical Dissent is included in the analysis, there is a decrease in the level of relationship between Belief in the Functionality of the Profession and job security, but the relationship remains significant. Moreover, Bootstrap analysis also confirms the significance of the indirect

effect. In this context, it has been determined that the Vertical Disent partially mediates this relationship. Organizational dissent was a partial mediator in the relationship between job security perception and professional self-esteem, as well as the Vertical Dissent sub-dimension in the relationship between Job Security Perception and the Belief in the Functionality of the Profession sub-dimension.

4. RESULTS and DISCUSSION

In this study, it was concluded that organizational dissent was a partial mediator in the relationship between job security perception and professional self-esteem, as well as the Vertical Dissent sub-dimension in the relationship between Job Security Perception and the Belief in the Functionality of the Profession sub-dimension. However, previous related work on job security, organizational dissent, and professional self-esteem support the results of the research done conceptually.

According to the research findings, teachers' opinions on professional self-esteem are at the level of "I strongly agree" and very high; the fact that the teachers who have worked for a long time in the educational organization because of the high professional seniority and age range of the research group have accepted the values and principles of the teaching profession, teachers value and respect their profession, and understand the value and functionality of the teaching profession. Baloğlu et al. (2006) stated that teachers' professional self-esteem is moderate; Cesur (2007) stated that teachers' opinions about the Attitudes and Behaviors Regarding the Teaching Profession, their Evaluations of the Teaching Profession, and the General Satisfaction Level with the Teaching Profession are at the level of "I agree"; Irmak (2015) and Kiriş (2016) stated that teachers' views on professional self-esteem are at the level of "I agree" and that teachers working in primary schools have the highest professional self-esteem level, while teachers working in high schools have the lowest professional self-esteem level; Camadan et al. (2018) found that teachers' professional self-esteem levels are high.

According to the research findings, teachers' views on organizational dissent are at the level of "I agree"; the negative situation that teachers see in their organizations can be explained by the fact that they easily share events and contrary thoughts, school administrators support open and direct dissent, support communication channels and interpersonal communication, and teachers have a responsibility as a personality structure. Yıldız (2013) found that teachers' perceptions of Open Dissent were low in the total Dissent Scale and in the Sub-dimensions of Implicit Dissent and Informing, while their perception of Open Dissent was moderate; Ağalday (2013) stated that teachers mostly opposed the unethical practices of administrators and used the Explicit Dissent strategy at the highest level; Ağalday et al. (2014) stated that teachers prefer direct dissent; Yıldız (2014) stated that elementary school teachersperceptions of organizational dissent are low; Aydın (2015) reported that teachersorganizational dissent is occasionally at the moderate level and that teachers often oppose at this level for personal reasons and also rarely exhibit whistleblowing level; Akada (2015) stated that teachers occasionally opposed at the level of dissent, that teachers often displayed upward dissent behavior and occasionally horizontal dissent and whistleblowing; Korucuoğlu (2016) stated that teachers' perceptions of organizational dissent are high and it is the highest in the Open Dissent dimension and the lowest in the Hidden Dissent dimension; Dağlı (2017) stated that teachers mostly use the upward and horizontal dissent strategy; Ergün (2017) stated that teachers' perceptions of organizational dissent are at medium and above medium level, the highest average is in Vertical Dissent dimension and above medium level, and the lowest is in the External Dissent dimension and medium level; Iliman Püsküllüoğlu & Altınkurt (2018) stated that teachers' dissent behavior was moderate and teachers expressed their dissent to their administrators, then their colleagues, and their family and friends outside of school; Ağalday & Dağlı (2018) found that teachers' views on organizational dissent were mostly at the level of agreeing, and that teachers participated in the Vertical Dissent dimension the most, and the Horizontal Dissent at least.

According to the research findings, teachers' opinions on job security perceptions are at the level of "I agree"; Considering the demographic variables of the teachers, it can be explained by the fact that the majority of the research group has a seniority of 21 years or more, the average age is high, and they have worked in the education sector for many years. They have not encountered a negative and unusual life at the point of their experience and job loss. In their study, Çarıkçı & Oksay (2005) stated that employees stated the factors of salary, job security and a safe working environment as the reasons for preferring their current profession, and that there was no significant difference in the perceptions of public and private sector employees regarding job security; Demirel (2006) stated that teachers agree with the item "Classroom teaching has job security" at a high level and they provide higher job satisfaction than job security; Poyraz & Kama (2008) found in their research with public and private sector employees that job security perceptions of those working in the public sector were higher than those of private sector employees; Turkish Education Association [TED] (2014) stated that 59.4% of teachers preferred the teaching profession because it is a state-guaranteed job; Akün (2015) stated that the first factor affecting teachers' motivation is job security; Hatipoğlu (2016) stated that teachers' views on job security are at the level of agreeing; Dede (2017) found that the general and qualitative job insecurity perceptions of teachers working in public schools were higher than teachers working in private schools.

In the context of the finding that there is a low level of significance and positive relationship between elementary school teachers' job security perceptions and organizational dissent total, Vertical, and Horizontal Dissent sub-dimensions, Özdemir (2010) found that teachers most frequently opposed the administrators in the form of direct objection and that the more middle-aged, unionized, middle-level senior and long-term teachers were more opposed. In addition, Kassing & Avtgis (1999) found that employees with higher professional seniority exhibit more dissenting behavior, the level of verbal teasing and discussion, and their position in the organization are clearly stated and prompted them to use a horizontal dissent strategy. The emergence of a significant relationship between the perception of job security and the total and vertical dissent sub-dimensions of organizational dissent can be understood more clearly with the structure of the research universe. Research universe; Most of them are unionized teachers with high seniority, age, and service time. In addition, Kassing (1997) reported that if individuals perceive that they will be regarded as constructive by the organization and will not receive negative feedback when they oppose, they will be able to choose the vertical dissent strategy by conveying the situation that is the subject of dissent to their top managers. If the members of the organization have a long-term employment guarantee in their organization, they do not hesitate to express their opposing opinions to their superiors by taking power from this guarantee (Özdemir, 2010). Based on this, this result can be explained by the fact that when teachers express their opposing opinions to their administrators, they will not encounter any opposing attitudes and do not feel afraid of losing their jobs. In addition, the higher correlation of job security perception with Horizontal Dissent can be explained by the identification of employees. As the level of identification of employees increases, their willingness to exhibit organizational cynicism and dissent is low, and at this point, organizational identification behavior restricts employees' decision to oppose (Beldek, 2017). If employees feel identified with their organization, they will engage in long-term projects, experience fewer conflicts about the organization's practices and policies, enjoy their work, and defend the organization's practices and policies in different settings (Cheney & Tompkıns, 1987). The employee, who identifies themselves with the organization, sees themselves as a representative of the organization and defends the interests of the institution against those who develop an attitude contrary to the aims and values of the organization (Tüzün, 2006). Even if the employees of the organization feel uneasy when they encounter an unfair situation, they are reluctant to report their dissatisfaction to the managers in order not to affect the harmony within the organization and other employees negatively (Ata, 2018). The fact that teachers have been in the education system for many years, that they are employees who are identified with their organizations, and that they adopt the school culture and convey their opposing ideas to their colleagues suggest that teachers are employees identified with their profession.

In the context of the finding that there is a positive and low-level relationship between elementary school teachers' perceptions of organizational dissent and their professional self-esteem, Bozali and Camadan (2018) found a relationship between professional self-esteem and supportive and intrusive over-role behavior. Teachers with a high level of professional self-esteem show more supportive and intrusive behaviors than their colleagues. When teachers with high professional self-esteem see a problem in their organization or feel that things are getting worse, they feel the responsibility to express this situation on their own. Graham (1983) defines opponents as those who can express dissenting views when organizational problems and practices cross the threshold of acceptance of their conscience. Özdemir (2013) states that teachers working in general high schools oppose the administrator for personal and administrative reasons; teachers' main reasons for dissent are the violation of legal rights by the administrators, ethical and illegal demands, unjust decisions, and despotic behaviors, Payne (2007) reported that employees with high organizational self-esteem display more oppositional behavior than employees with low and moderate self-esteem; Kadı & Beytekin (2015) found that teachers' organizational dissent behavior positively affected their professional values. An individual who can oppose vertically can make their work more meaningful, thinking that the will is in their own hands (Kesen & Pabuçcu, 2016). The result of the study suggests that teachers who can express their opposing opinions are aware of the dignity, value, and functionality of their profession.

In regards to the finding that there is a positive and low-level relationship between the job security perceptions of elementary school teachers and their professional self-esteem, Çarıkçı & Oksay (2005) determined that the reasons for public and private sector employees to choose their profession are salary, job security, and safe working environment, respectively. Professional self-esteem is an important concept for individuals to be successful and adaptable in their profession, and the self-efficacy beliefs perceived by the individual about their profession, and also individuals have more respect and self-confidence about the professions they choose and do voluntarily (Gençtanırım Kurt & Gürlen, 2016). Akün (2015) lists the following as the primary motivation tools for teachers; 1. Job security 2. Managers appointed according to objective criteria 3. Social rights 4. Fairness of the disciplinary system, and 5. Good communication system. Pekkaya & Çolak (2013) found that university students attach importance to job security, professional gain, and career opportunities, respectively, while choosing a profession. Having job security is accepted as an important professional value in the selection of a profession. Especially in our country, one of the most important reasons why most people want to work in the public sector is job security. The importance attributed to a professional value, such as job security, can directly affect the value that an individual gives to their profession. In this context, the fact that the teachers participating in the study chose the teaching profession voluntarily because of job security may have revealed this result. The job security of a profession can affect both the individual and society's respect for the profession and the profession's being sought after and desired. The fact that the teaching profession provides job security to the public and is seen as a respectable profession by society may be explained by the value of the profession, its prestige, and the perception that it is worth doing.

In regards to the finding that organizational dissent is a mediating variable in the relationship between job security and professional self-esteem, If the members of the organization have a long-term employment guarantee in their organization, they do not hesitate to express their opposing opinions by taking power from this guarantee (Özdemir, 2010). The concept of job security also ensures that the right to work continues without a valid reason for termination (Fidan, 2006). This result suggests that teachers' being able to express their opinions and opposing views openly by getting strength from their job security in their organization affects their professional self-esteem. Herzberg (1966) defines hygiene factors as factors that do not motivate in their presence but cause dissatisfaction in their absence. Job security provided to the employee provides professional self-esteem, but it may not be a reason for satisfaction alone, and the

lack of job security lowers professional self-esteem. The reason for that is; thanks to job security, the employee benefits from many motivating gains. Gökçe et al. (2010) stated that employees would not be able to say "no" to the desire to be overworked for fear of being fired, even 54.4% would increase their performance in order not to be fired, and 47.8% were given more jobs than they would do or even more and stated that they would not react in case of frequent extra shifts. Employees were asked what their reaction would be in the face of a negative situation about themselves and the work environment in the organization they work for, and 43.4% of the employees stated that they would remain silent, 30% would quit their job, and 28.4% would come to work late, loafing, and restlessness. They stated that they would react in the form of removing and slowing down the work. For this reason, employees attach importance to the concept of job security and prefer silence and latent dissent to leaving their jobs despite the negativity in the work environment. Individuals who prefer the vertical dissent strategy openly express their opposing thoughts to those who will directly resolve them rather than transferring them to ineffective units. It can be expressed as an attitude that individuals cannot afford to express their opposing thoughts at the risk of retaliation. Loss of job, change of assignment, being taken under control, being ignored, etc., due to the opposing attitude of the individual. In short, it may face a lot of different sanctions. It can be explained by the fact that individuals in the organization are able to demonstrate vertical dissent by evaluating all these sanction risks, feel confident that their job security will protect them, or prefer to adopt a humanitarian and conscientious attitude by taking all these risks. Thanks to vertical dissent, it can be interpreted as an increase in the beliefs of the employees who think they have an effect and contribution to organizational practices and policies by making sense of their profession.

Job security provided to teachers enables the expression of dissenting thoughts and opinions and the professional self-esteem of teachers who can express their views and opinions increases. At this point, it should not be considered sufficient to motivate today's people only with material incentives. The individual wants to see himself in a valuable and respected place in the organization. Employees who participate in decisions, whose opinions are valued, responsible, and appreciated, respect their profession and have high professional self-esteem. Employees who cannot express themselves in the organization, who cannot even express negativities, that is, cannot show an opposing attitude, may lose respect for their character and personality, and profession over time. School administrators may be advised to create an environment in which organizational dissent is not suppressed or even supported and that they always keep their communication channels open. Opposing thought boxes can be created in schools for teachers who cannot express their opposing opinions due to fear of reprisal or punishment, in which they can express their negative situations or contrary opinions anonymously. Noting that news, statements, or even rumors claiming that job security will be reduced may cause a decrease in teachers' job security perceptions, which is usually the case even if these claims are not true; top managers and administrators may be suggested to avoid unfounded discourses and expressions. Causes and consequences of organizational dissent and research can be conducted to reveal the factors affecting the professional self-esteem of teachers. The research reveals the results regarding the mediating role of organizational dissent in the relationship between job security and professional self-esteem and the results that organizational dissent is a partial mediator variable, variables that can fully mediate between job security and professional self-esteem can be investigated. Finally, since the teachers in the study are experienced teachers, similar studies can be conducted with teachers who are paid, contracted, working in private schools, and are in the first years of their profession.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

İnsanlar birlikte yaşamak, farklı ihtiyaçlarını karşılamak zorunda olduklarından çeşitli örgütler kurmak durumunda kalmışlardır. Kurulan bu örgütler yaşanılan dönemdeki ekonomik, sosyal, siyasal ve teknolojik gelişmelere göre değişimler geçirmektedir. Her gelişme ve değişim örgütün girdi ve çıktısını etkilemektedir. Örgütler ayakta kalmak ve rekabet avantajı sağlayabilmek için bu değişimlere ayak uydurmak zorundadır. Eğitim örgütleri de hedeflediği amaçlara ulaşmak ve bulunduğu çağa ayak uydurmak için ihtiyaç duyduğu öğretmen profilini yetiştirmek ve geliştirmek durumundadır. Eğitimde hedeflenen amaçlara ulaşılması, mesleğini kendine yakıştıran, mesleğinin saygın ve önemli olduğuna inanan ve mesleğini kişiliği ile özdeş gören öğretmenler ile gerçekleştirilebilir (Okan ve Döğer, 2017). Birey benliği ile uyumlu bir meslek seçerse benlik algısı güçlenirken, benlik sistemi ile uyumsuz bir meslek seçimi bireylerin doyumsuzluk ve çatışma yaşamalarına neden olur (Super ve Bohn, 1970).

Mesleki benlik saygısı sadece mesleğini değerli ve saygın görme olarak görülmemeli, bireysel ve toplumsal değerlerden ayrı düşünülmemelidir. Payne (2007) örgüt temelli benlik saygısı yüksek çalışanların, düşük ve orta düzeyde benlik saygısına sahip çalışanlara göre daha fazla muhalif davranış sergilediklerini, Bozali ve Camadan (2018) mesleki benlik saygısı ile destekleyici ve müdahaleci rol fazlası davranış arasında bir ilişki saptamışlardır. Shahinpoor ve Matt (2007) sosyal ve örgütsel sistemlerin sorunlarının çözümünde anahtar kavramın sürekli olarak mevcudu yüceltenler değil, eleştirel bakabilen aydın çalışanlar olduğunu, Garner (2012) yöneticisi gibi düşünmeyen üyelerin farklı düşüncelere sahip olabileceğini ve bu görüşlerini özgürce dile getirebilmesi gerektiğini ifade eder. Graham (1983) muhalifleri, örgütsel sorun ve uygulamalar kendi vicdanlarının kabul eşiğini aştığında muhalif görüşlerini açıklayabilenler olarak tanımlamaktadır. Örgütteki uygulama ve politikalar konusunda çalışanların anlaşmazlık ve aykırı düşüncelerinin ifade edilmesini içeren çalışan sesinin bir biçimi örgütsel muhalefettir (Kassing, 2002). Bu açıklamalar ışığında, örgütsel muhalefetin mesleki benlik saygısı ile ilişkili olduğu düşünülmektedir.

İş güvencesi kavramı, iş sözleşmesinin geçerli bir sebep olmaksızın feshedilmesine getirilen sınırlamalar ile bireyin çalışma hakkının korunmasını (Fidan, 2006), zaman içerisinde kıdemini arttırmayı, bu sayede yaşam standardı ve gelecekte emeklilik sayesinde güvenli bir yaşam süreceği anlamına gelen bir kavramı ifade eder (Dereli, 2002). İş güvencesi kavramı, çalışanın emeğinin garantiye alınmasını, çalışana haklı bir sebep göstermeksizin işveren tarafından işinin sonlandırılmamasını, iş ilişkisinin hukuki boyutunu, işverenin keyfi uygulamalarını kısıtlayan ve engelleyen, hizmet sözleşmesine devamlılık sağlayan düzenlemelerdir (Çelebi, 2017). Demir (2010) iş güvencesi olmayan öğretmenlerin yöneticileri ile ilişkilerinde temkinli davrandığını, yapmak zorunda olmadıkları görevleri yaptıklarını ve yaşadıkları kaygı ve korku durumlarından dolayı mesleki görevlerini istedikleri gibi yerine getiremediklerini saptamıştır. İş güvencesine sahip olmayan çalışan işten atılabilirim korkusuyla iş sözleşmesinde bulunmayan hatta yasaya aykırı olan emirleri bile yerine getirme zorunluluğunda kalmaktadır (Poyraz ve Kama, 2008). Çalışanların iş bulma imkânları kısıtlı olduğunda, yeni bir iş için eğitim alma ihtiyacı var ise, taşınması gerekiyorsa yani kısacası işten ayrılma maliyeti yüksek ise muhalif görüşler seslendirilmeyecektir (Graham, 1983). Bu bağlamda, öğretmenlere sağlanan iş güvencesinin örgütsel muhalefet aracılığıyla mesleki benlik saygısını etkileyip etkilemediğinin belirlenmesi gereklidir. Bu noktada, eğitim sisteminin önemli unsurlarından biri olan öğretmenlerin mesleki benlik saygıları ile ilişkili faktörlerin ortaya çıkarılması önemli görülmüştür. Literatür incelendiğinde mesleki benlik saygısı ile farklı değişkenlerin ilişkisini araştıran araştırmalar bulunmaktadır. Yapılan araştırmalar ele alındığında, mesleki benlik saygısı ile ilgili farklı değişkenler incelenmiş ve önemli sonuçlara ulaşılmıştır. Ancak iş güvencesi algısının örgütsel muhalefet aracılığıyla mesleki benlik saygısına etkisini saptamaya yönelik bir araştırmaya rastlanmamıştır. Bu noktada, bu araştırmanın literatüre katkısı olacağı düşünülmektedir.

2. YÖNTEM

Bu araştırma ilişkisel model kullanılarak gerçekleştirilmiştir. Bu tür araştırma modelinde değişkenler arasında değişim olup olmadığı belirlenmeye çalışılır (Karasar, 2012). Değişkenler ve olası sonuçlar arasındaki ilişkileri yordayarak, değişkenlerin tutarlı bir değişim gösterip göstermediği ilişkisel araştırma ile belirlenebilir. (Metin, 2014). Bu çalışmada iki bağımsız değişken ve bir bağımlı değişken bulunmaktadır. Örgütsel muhalefet, sınıf öğretmenlerinin iş güvencesi algılarından etkilenebileceği varsayımıyla bağımlı bir değişken iken, sınıf öğretmenlerinin mesleki benlik saygılarını etkileyebileceği varsayımıyla bağımsız değişken olarak modele dâhil edilmiştir. Sınıf öğretmenlerinin iş güvencesi algılarının örgütsel muhalefet aracılığıyla mesleki benlik saygıları üzerinde etkili olabileceği tahmin edilmiş ve ilişkisel model kullanılarak değişkenlerin birlikte tutarlı bir değişim gösterip göstermediği ortaya konulmuştur. Araştırma evreninin ulaşılabilir olması nedeniyle örneklem alma yoluna gidilmemiş, araştırma evren üzerinde gerçekleştirilmiştir. Araştırmanın evrenini 2018–2019 Eğitim-Öğretim yılında Amasya il merkezinde kamuya bağlı 14 ilkokulda görev yapan 247 sınıf öğretmeni oluşturmaktadır. Araştırma evrenindeki 247 sınıf öğretmenine ölçekler ulaştırılmış olup araştırmaya gönüllü olarak katılan 211 sınıf öğretmeni ile araştırma gerçekleştirilmiştir.

3. BULGULAR, TARTIŞMA ve SONUÇLAR

Bu araştırmada örgütsel muhalefetin iş güvencesi algısı ile mesleki benlik saygısı arasındaki ilişkide ve ayrıca Dikey muhalefet alt boyutunun da iş güvencesi algısı ile Mesleğin İşlevselliğine İnanç alt boyutu arasındaki ilişkide kısmi aracı olduğu sonucuna varılmıştır.

Sınıf öğretmenlerinin iş güvencesi algıları ile örgütsel muhalefet toplam, Dikey ve Yatay Muhalefet alt boyutları arasında düşük düzeyde anlamlı ve pozitif bir ilişki olduğu bulgusu bağlamında; Özdemir (2010) öğretmenlerin yöneticilere en sık doğrudan itiraz etmek şeklinde muhalefet ettiklerini, orta yaşlı, sendikalı, orta düzeyde kıdemli ve okuldaki hizmet süresi fazla öğretmenlerin daha fazla muhalefet ettiklerini saptamıştır. Ayrıca Kassing ve Avtgis (1999) mesleki kıdemi fazla olan çalışanların daha fazla muhalif davranış sergilediğini, çalışanların sözlü sataşma ve tartışmaya yatkınlık düzeyi ile örgütteki pozisyonunun açıkça belirtilmiş ve yatay muhalefet stratejisini kullanmaya sevk ettiğini saptamıştır.

Sınıf öğretmenlerinin örgütsel muhalefet algıları ile mesleki benlik saygıları arasında pozitif ve düşük düzeyde bir ilişki olduğu bulgusu bağlamında; Bozali ve Camadan (2018) mesleki benlik saygısı ile destekleyici ve müdahaleci rol fazlası davranış arasında bir ilişki saptamışlardır. Yüksek düzeyde mesleki benlik saygısına sahip öğretmenler destekleyici ve müdahaleci davranışları diğer meslektaşlarına göre daha fazla göstermektedirler. Mesleki benlik saygısı yüksek öğretmenler örgütlerinde bir problem gördüklerinde ya da işlerin kötüye gittiğini hissettiklerinde kendilerinde bu durumu dile getirme sorumluluğu hissetmektedirler. Graham (1983) muhalifleri, örgütsel sorun ve uygulamalar kendi vicdanlarının kabul eşiğini aştığında muhalif görüşlerini açıklayabilenler olarak tanımlamaktadır. Özdemir (2013) genel liselerde görev yapan öğretmenlerin kişisel ve yönetsel nedenlerden yöneticiye muhalefet ettiklerini, öğretmenlerin başlıca muhalefet etme nedenleri olarak yöneticilerin yasal hakların kullanımını ihlâl etmeleri, etik ve kanun dışı istemleri, adaletsiz kararları ve despot davranışları olduğunu, Payne (2007) örgüt temelli benlik saygısı yüksek çalışanların, düşük ve orta düzeyde benlik saygısına sahip çalışanlara göre daha fazla muhalif davranış gösterdiklerini, Kadı ve Beytekin (2015) öğretmenlerin örgütsel muhalefet davranışlarının, mesleki değerlerini pozitif yönde etkilediğini saptamışlardır.

Sınıf öğretmenlerinin iş güvencesi algıları ile mesleki benlik saygıları arasında pozitif ve düşük düzeyde bir ilişki olduğu bulgusu bağlamında; Çarıkçı ve Oksay (2005) kamu ve özel sektör çalışanlarının mesleklerini tercih etme nedenleri olarak sırasıyla maaş, iş güvencesi ve güvenli çalışma ortamı olduğunu

saptamışlardır. Mesleki benlik saygısı, bireylerin mesleklerinde başarılı ve uyumlu olmalarında, bireyin mesleği hakkında algıladığı öz yeterlik inancında önemli bir kavramdır ve ayrıca bireyler gönüllü olarak seçtikleri ve yaptıkları meslekler hakkında daha fazla saygı ve özgüven duymaktadırlar (Gençtanırım Kurt ve Gürlen, 2016). Akün (2015) öğretmenlerin sırası ile motive araçları olarak; 1. iş güvencesi 2. objektif ölçütlere göre atanan yöneticiler 3. Sosyal haklar 4. Disiplin sisteminin adaletli olması ve 5. İletişim sisteminin iyi olması konularını tespit etmiştir. Pekkaya ve Çolak (2013) üniversite öğrencilerinin meslek seçerken başta iş güvencesi olmak üzere sırasıyla mesleki kazanç ve kariyer imkânlarına önem verdiklerini saptamışlardır.

Örgütsel muhalefetin iş güvencesi ile mesleki benlik saygısı arasındaki ilişkide aracı bir değişken olduğu bulgusu bağlamında; örgüt üyeleri bulundukları örgütte uzun süreli istihdam garantisine sahip iseler bu garantiden güç almak suretiyle muhalif düşüncelerini ifade etmekten çekinmezler (Özdemir, 2010). İş güvencesi kavramı da çalışma hakkının geçerli bir fesih nedeni olmaksızın devam etmesini sağlar (Fidan, 2006). Bu sonuç, öğretmenlerin bulundukları örgütte sahip oldukları iş güvencesinden güç almak suretiyle düşüncelerini ve muhalif görüşlerini açıkça ifade edebilmelerinin mesleki benlik saygılarında etkili olduğunu düşündürmektedir. Herzberg (1966) hijyen faktörleri, varlığında motive yaratmayan ancak yokluğu tatminsizlik oluşturan faktörler olarak ifade eder. Çalışana sağlanan iş güvencesi mesleki benlik saygısı sağlar ancak tek başına tatmin nedeni olmayabilir ve iş güvencesinden yoksunluk mesleki benlik saygısını düşürür. Çünkü çalışan iş güvencesi sayesinde motive edici birçok kazanımları da beraberinde elde etmektedir. Öğretmenlere sağlanan iş güvencesi muhalif düşünce ve görüşlerin ifade edilmesini sağlamakta, görüş ve düşüncelerini ifade edebilen öğretmenlerin ise mesleki benlik saygılarında artış olmaktadır. Bu noktada, günümüz insanını sadece maddi güdüler ile güdülemek yeterli görülmemelidir. Örgütte kendini ifade edemeyen, olumsuzlukları dahi dile getiremeyen yani muhalif tavır sergileyemeyen çalışanların zamanla benliklerine ve mesleklerine karşı saygıları azalabilir. Okul yöneticilerine, örgütsel muhalefetin bastırılmadığı hatta desteklendiği bir ortam oluşturmaları ve iletişim kanallarını hep açık tutmaları önerilebilir.

ARAŞTIRMANIN ETİK İZNİ

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

Etik kurul izin bilgileri

Etik değerlendirmeyi yapan kurul adı: Bolu Abant İzzet Baysal Üniversitesi Sosyal Bilimlerde İnsan Araştırmaları Etik Kurulu

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ARAŞTIRMACILARIN KATKI ORANI

Araştırmada 1. yazarın araştırmaya katkı oranı %50, 2. yazarın araştırmaya katkı oranı %50'dir. Yazar 1 projeyi ve ana kavramsal fikirleri tasarladı. Yazar 2 sunulan fikirden yola çıkarak süreci yönetti. Yazar 1 teoriyi geliştirmiş ve analizleri yapmıştır. Yazar 2 analitik yöntemleri doğruladı. Yazar 2, Yazar 1'i [belirli bir yönü] araştırmaya teşvik etti ve bu çalışmanın bulgularını denetledi. Yazar 1, makalenin yazımına öncülük etmiştir. Yazar 2 kritik geri bildirimler sağladı ve araştırma, analiz ve makalenin şekillendirilmesine yardımcı oldu. Yazar 1 ve Yazar 2, sonuçları tartıştı ve nihai çalışmaya katkıda bulundu.

DESTEK ve TEŞEKKÜR BEYANI

''Sınıf Öğretmenlerinin İş Güvencesi Algıları ile Mesleki Benlik Saygıları Arasındaki İlişkide Örgütsel Muhalefetin Aracılık Etkisi'' adlı doktora tezim boyunca rehberliklerinden dolayı danışmanım Prof. Dr. Bahri Aydın ile Prof. Dr. Yusuf Cerit ve Dr. Nuri Akgün'e teşekkür ederim.

ÇATIŞMA BEYANI

Bu çalışmada herhangi bir çıkar çatışması bulunmamaktadır.