



## TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT IN TURKEY

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### ABSTRACT

The main goal of the study is to determine the job satisfaction (JS) and organizational commitment (OC) levels of civil servant, contracted, and paid teachers working at elementary schools. The research is a descriptive study based on the survey model. The population of the study covers paid, contracted, and civil servant teachers working at elementary schools in the city of Hatay, Turkey. The sample includes a total of 253 teachers out of which 58 are paid, 76 are contracted, and 119 are civil servants. The study makes use of an assessment instrument made up of two scales. The Job Satisfaction Questionnaire devised by Balci (1985) was used to determine the JS levels of teachers, while the Organizational Commitment Questionnaire devised by Meyer and Allen (1990) was used to determine teachers' OC levels. In order to determine whether the participants' attitudes change at the 0.05 level one way ANOVA was conducted. To understand the reason of the variation, Scheffe-F was applied and in order to determine if there is a significant relationship between the factors of JS and OC bivariate correlation (Pearson-r) was performed. The results of this study, which was conducted in order to determine the JS and OC levels of elementary school teachers, reveal that the teachers' JS levels are "medium" while their OC levels are "high." The group with the highest JS and OC levels is the paid teachers, while contracted teachers have the lowest levels. It is also observed that the teachers' CC levels were "medium" and AC levels were "very high" among the OC factors, and there is no significant difference among the groups. The following can be recommended in the light of the results of the study: Teachers' economic situations should be made better, specifically paid teachers, and their salaries and other payments should be paid on time.

**KEYWORDS:** job satisfaction, organizational commitment, civil servant teacher, contracted teacher, paid teacher,

### INTRODUCTION

For societies to adapt to the age and to be able to compete with developed countries they, first of all, should have man power with adequate quantity and quality. Teachers are responsible for the education of this man power in line with the expectations of the society. Teachers are employees who implement the educational policies of the state in the light of the country's goals. Balci (1991) sees the teacher as an instrument for learning, someone who prepares tests, enables discipline, and someone who is a defender and representative of middle class morality. According to the author, a teacher is a dependable person, substitute parent, students' advisor, colleague, and social participant.

Teaching is a profession for those who are able to adapt to the changes of the age and who are able to reflect these changes to the society, who perpetually renew themselves, who are keen on research, responsible, creative, and productive, who have developed communication skills, who are humanistic, and who have positive attitudes towards the profession. For a teacher to carry out his/her profession in line with these qualities depends on whether he/she is at peace, successful, efficient and productive at his/her profession and whether his/her profession pleases him/her. In order to have these he/she has to have high attitudes affecting his/her organizational life because various studies have found a positive relationship between teachers' attitudes and teachers' efficiency (Stronge, 2007), between their productivity and professional success

(Arıcak, 1999; Çakır, 2005) and it was seen that teachers' attitudes directly affect organizational climate (Woolfolk-Hoy & Hoy, 2003; cited in Stronge, Tucker and Hindman, 2004). Among these attitudes, job satisfaction (JS) and organizational commitment (OC) occupy a significant place. Studies (Holdaway, 1978; Robbins 1994; Schackmuth, 1979; Weaver, 1977) show that employees with high JS and OC levels have positive attitudes towards their occupation. This study investigates the JS and OC levels of teachers in Turkey.

### The Teaching Profession in Turkey

The teaching profession in Turkey is being carried out by teachers working at three different statuses as civil servant, contracted, and paid within the Ministry of National Education. Civil servant teachers work according to the article 4/A of the 657 Civil Servants Law, while contracted teachers are referred to as employees put to work when there is a lack of adequate number of teachers according to the article 4/B of the same law. Paid teachers, on the other hand, are teachers who work in compensation for class fees within the framework of article 89 of the same law.

It has been estimated that the group which encounters the most problems among the teachers covered by the study is the paid teachers since these teachers are paid according to the number of hours they teach, who encounter problems of flexible work, who are being forced to assume different tasks although they have no other responsibilities other than teaching. They are not even being given teacher's

identification cards and no contracts are signed when they start working although they carry out the same job as do the other teachers of different statuses. It has been argued that school administrators asked these teachers not to tell parents and students that they are paid teachers since parents did not want their kids to be educated by these teachers whom they thought could leave school at any moment. This situation can lead to students' considering these teachers as temporary and ignoring their authorities (Bayram, 2009; memurlar.net, 2008).

The other teacher group who are estimated to have problems is the contracted teachers since although they seem to have the rights of civil servant teachers they are not similar in many ways. For instance, contracted personnel do not have the right to be reassigned to another post within the city or to another city other than an impediment situation. They cannot be administrators or supervisors and cannot be assigned to a teaching post abroad. Security cuts apply to their extra classes. They are not eligible for rights such as inter-institutional transfers, return to work without having to sit in for an exam like the civil servants following resignation, and they have no seniority and level progression rights (Bayram, 2009; Güçlü, 2011).

It has been argued that the fact that teachers who carry out the same task work at three different statuses may lead to status loss for teachers, to economic, social, and psychological decline, to their alienation towards one another by regarding their colleagues whom they work with at the same time as competitors, and to divisions among teachers. It has also been suggested that becoming a civil servant teacher seems impossible for a paid teacher, that paid teachers envy contracted teachers while contracted teachers envy civil servant teachers, and that becoming a civil servant teacher immediately has become the main goal because of this system which creates divisions (memurlar.net, 2008).

As is stated above, the differences seen in the employee personnel rights, social security rights, working conditions, economic opportunities of teachers working at different statuses are expected to be also seen in their attitudes towards their work, the teaching profession, their working conditions, their colleagues, the administration, their organization, etc. It is considered that these differences may affect teachers' JS and OC levels and therefore it may have reflections on the educational system as well.

## THEORETICAL FRAMEWORK

### Job Satisfaction

One of the most important factors affecting OC is JS. Job satisfaction is defined as "the extent to which people like or dislike their jobs" (Spector, 1997). Camp (1994) defines job satisfaction with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace. The most-used research definition of JS is by Locke (1976), who defined it as "... a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (as cited in Saari & Judge, 2004).

Investigated by several disciplines such as psychology, sociology, economics and management sciences, JS is a

frequently studied subject in work and organizational literature (Anita, 2012). JS is one of the most researched areas of organizational behaviour and education. This is an important area of research because JS is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993; Chiu, 2000; Tharenou, 1993; all cited in Bull, 2005). An employee with low JS may show tendencies towards absenteeism, turnover, weariness, ignoring rules, complaining about the job, damaging the organization, extravagancy, pretend sickness and accidents, and psychological disorders (Başaran, 2000). JS is significant for both employees and the work itself regarding what the employees think and feel about their jobs, in other words, whether they find it satisfying or frustrating, boring or meaningful (Feldman & Arnold 1986). Clark (1998) summarizes the importance of JS for both employers and their workers:

Job satisfaction is important in its own right as a part of social welfare, and this (simple) taxonomy [of a good job] allows a start to be made on such questions as 'In what respects are older workers' jobs better than those of younger workers?' (and vice versa), 'Who has the good jobs?' and 'Are good jobs being replaced by bad jobs?'. In addition, measures of job quality seem to be useful predictors of future labour market behaviour. Workers' decisions about whether to work or not, what kind of job to accept or stay in, and how hard to work are all likely to depend in part upon the worker's subjective evaluation of their work, in other words on their job satisfaction (p.5). JS is not a static or stable phenomenon. Therefore, JS or dissatisfaction may arise due to personal or some other factors (Lam, 1995). It is a multifaceted attitude affected by many different variables in the work environment and shows rapid increases and decreases in short periods of time (Kiely, 1986). It has been stated that JS is affected by personal factors like gender, age, working period, profession, education, status, personality, socio-cultural environment, intelligence, and skills as well as organizational factors like the physical conditions at work, rewarding, funding, incentive, relations among employees, being respected, workplace policies, promotion opportunities, supervision, participation to decision-making processes, and communication (Abramis, 1994; Abu AlRub, 2004; Archer, Keever, Gordon & Archer, 1991; Balci, 1985; Çetinkanat, 2000; Sasse, 1981 as cited in Günbayı, 1999). This study focuses on such JS factors as *Work and Contents, Salary, Administration and Evaluation, Development and Advancement Opportunities, and Organizational Environment*.

### Organizational Commitment

Meyer and Allen (1991; p.67) defined OC as "a psychological state that (a) characterizes the employee's relationship with the organization and (b) has implications for the decision to continue membership in the organization". Porter, Steers and Mowday (1974) defined OC as an individual's identification with and involvement in a particular organization and they see commitment as attachment and loyalty. OC refers to an individual's feelings about the organization as a whole. It is the

psychological bond that an employee has with an organization and has been found to be related to goal and value congruence, behavioral investments in the organization, and likelihood to stay with the organization (Mowday, Porter, & Steers, 1982).

An employee committed to the organization believes in and accepts the goals and values of the organization, feels a strong will to stay as a member of the organization for a longer period of time (Saal & Knight, 1987). This employee spends more effort to enable organizational goals thinking about the profits of the organization, in comparison to employees with low OC, does not think about leaving the organization, and pursues a more positive relationship with the organization (Northcraft & Neale, 1990). These people have high JS, produce more creative and progressive ideas for the good of the organization (Yüksel, 1993), and accept the requests of the organization more easily (Özbenli, 1999). Therefore, OC is quite different from loyalty which is passive commitment and includes perpetual labor for the good and future of the organization as well (Saal & Knight, 1987). Thus, all organizations wish to increase the commitment of their employees (Northcraft & Neale, 1990).

Meyer and Allen (1990), conceive of OC as reflecting three core themes, namely *affective*, *continuance* and *normative commitment*:

**Continuance commitment (CC)** is regarded as an awareness of the costs associated with leaving the organization (Meyer & Allen, 1997). CC refers to “an awareness of the costs associated with leaving the organization,” such as loss of prestige, status, or monetary incentives (Meyer & Allen, 1991, p.67).

**Affective commitment (AC)** is “the employee’s emotional attachment to, identification with, and involvement in the organization”. AC may encourage adherence to the expectations and values of organization (Meyer & Allen 1997). AC is, in particular, important to organizations because of its effect on employee retention, productivity behavior, and well-being.

**Normative commitment (NC)** can be explained as a sense of responsibility to continue employment with a specific organization (Meyer & Allen, 1997). Individuals with high levels of normative commitment stay with an organization because they feel it is the “morally right” thing to do for the organization. NC may be brought on by the desire to conform to normative pressures perceived by family and friends (Meyer & Allen, 1991).

Meyer & Allen (1997) have stated, employees with strong AC remain because they want to, those with strong CC remain because they need to, and those with strong NC remain because they feel they ought to do so. Although Meyer and Allen identified three components of OC, they argued that most of the literature focuses on AC.

When the relationships among the mentioned factors of OC, no significant relationship between CC and both AC and NC was found. In other words, while most of the questions referring to AC and NC finally come together, questions pertaining to CC come together in another group. This way there arises two main organizational factors (Paksoy & Baysal, 1999). Therefore, CC seems to be a concept independent of AC and NC. The fact that there is a significant relationship between CC and NC

demonstrates that these two are not quite different concepts but intertwining ones. Thus, this study handles NC as a separate factor.

### **Job Satisfaction and Organizational Commitment Relationship**

OC and JS have received significant attention in studies of the work place (Lok & Crawford, 2004). JS and OC have been found to both be inversely related to such withdrawal behaviors as tardiness, absenteeism and turnover (Yousef, 2000). Moreover, they have also been linked to increased productivity and organizational effectiveness (Buitendach & de Witte, 2005). This is furthermore postulated to have an influence on whether employees will have a propensity to remain with the organization and to perform at higher levels.

JS is an attitude formed as a result of work experiences and there is a mutual relationship between JS and OC which is not random. While one increases, the other also increases depending on the previous (Nauman, 1993; Ostroff, 1992; Vandenberg & Lance, 1992; King, 1996). Bishay (1996) postulates that if employees are satisfied with their work they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organization. Commitment, however, reflects the general reaction of the individual towards the organization including the goals and values and is more comprehensive (Knoop, 1995; Lam & Zhang, 2003; Mowday, Steers & Porter, 1979; Silva, 2006; Williams & Hazer, 1986).

Mowday, Steers and Porter (1982) discussed attitudinal differences between JS and OC. OC reflects a general response to the organization as a whole, while JS reflects one’s response to one’s job or specific aspects of one’s job. Furthermore, commitment attitudes appear to develop slowly and consistently over time, while JS reflects more immediate reactions to specific aspects of the work environment, such as pay and supervision (Mowday, Steers & Porter, 1982). Therefore, OC remains more stable than JS.

Porter, Steers, and Mowday (1974) argued that organizational commitment is a better predictor of turnover than job satisfaction. However, as noted by Hom, Katerberg and Hulin (1979), employees may be satisfied with their present work but may leave for a more attractive job. In this situation, one’s JS will poorly predict turnover. Individuals with high CC may easily be enticed by a better opportunity (Waul, 2007). According to Lok and Crawford (2004) when employees are dissatisfied at work, they are less committed and will look for other opportunities to quit. If opportunities are unavailable, they may emotionally or mentally “withdraw” from the organization. Thus, OC and JS are important attitudes in assessing employees’ intention to quit and the overall contribution of the employee to the organization.

### **LITERATURE REVIEW**

Various studies have been conducted regarding the JS and OC levels of teachers in Turkey. Some of these studies are as follows: Sarpkaya (2000) investigated the JS levels of junior high teachers, Demirtaş (2010) studied the JS levels of teachers at private teaching centers, and Demirsoy, Aycan and Uçan (2010) investigated the JS levels of physical education teachers while Zaman (2006) studied

the relationship between guidance counselors' JS and OC levels. Günbayı (1999), Günbayı and Toprak (2010) investigated classroom teachers' JS levels while Celep (2011) and Daniş (2009) studied the OC levels of high school teachers, Dirikan (2009) English teachers' OC levels, Erdağ (2009), Özkan (2008), Nartgün and Menep (2010) studied elementary school teachers' OC levels, and Yılmaz (2012) investigated the relationship between JS levels and organizational citizenship behavior. While Akin and Koçak (2007) analyzed the relationship between teachers' classroom management skills and JS, Karakuş (2008) probed the ways in which the emotional intelligence competences of administrators and teachers affected teachers' levels of AC, organizational citizenship, and JS.

Özcan (2008) investigated the relationships among organizational identification, OC and organizational citizenship behavior of elementary school teachers, while Çakır (2007) studied the relationship between elementary school teachers' OC levels and their perceptions of school culture. Çokluk and Yılmaz (2010) analyzed the relationship between elementary school teachers' leadership behavior and OC; Özkan (2005) studied the effect of organizational socialization process on teachers' OC; Doğan (2008) investigated their organizational justice and OC levels. Koca (2009) also investigated the relationship between junior high school teachers' personality characteristics and OC levels.

Studies conducted abroad include Bryk and Driscoll's study (1988) on JS and OC levels of teachers at state and private schools, while Bull's study (2005) was conducted with high school teachers, and Weiqi's study (2007) was done with junior high school teachers. Reyes and Pounder (1993) investigated the OC levels of teachers at state and private elementary schools, while Reyes (1992) studied the OC levels of high school teachers. LaMastro (1999) investigated the professional and OC levels of elementary and junior high school teachers; Shaw and Reyes (1992) studied the organizational value orientation and OC levels of elementary and high school teachers; Ronit and Somech (2004) analyzed teachers' JS, professional commitment, and organizational citizenship behavior.

The literature review revealed that various studies have been conducted on civil servant teachers but no studies have been conducted on the JS and OC levels of paid, contracted, and civil servant teachers other than the study by Arabacı and Bademci (2010) on the JS levels of contracted elementary school teachers. Therefore, an evaluation of to what degree employing teachers at three different statuses is helpful and a study that will reflect the condition of teachers are needed. By investigating the said attitudes of teachers, it is hoped that the results achieved will contribute to human resources management and to further studies.

### **The goal of the study**

The main goal of the study is to determine the JS and OC levels of civil servant, contracted, and paid teachers working at elementary schools. Answers to the following questions were sought within the framework of this problem:

1. What are the teachers' attitudes towards JS and JS factors like work and contents, salary, administration

and evaluation, development and advancement opportunities, organization environment? Is there a significant difference between their ideas based on their work statuses?

2. What are the teachers' attitudes towards OC and OC factors like CC and AC? Is there a significant difference between their ideas based on their work statuses?
3. Is there a significant relationship between teachers' attitudes regarding their JS and OC levels?

### **METHOD**

The research is a descriptive study based on the survey model. Survey models are approaches that aim at describing either a past or an ongoing situation as they exist. The event, individual or object subject to the study is defined within its own circumstances and as it is (Karasar, 2002). If the purpose of a study is to make descriptions related to many objects or people, the survey model is considered the most suitable model (Balci, 1995).

The population of the study covers paid, contracted, and civil servant teachers working at elementary schools in the city of Hatay, Turkey. The sample includes a total of 253 teachers out of which 58 are paid, 76 are contracted, and 119 are civil servants who were objectively selected.

The study makes use of an assessment instrument made up of two scales. The Job Satisfaction Questionnaire (JSQ) devised by Balci (1985) was used to determine the JS levels of teachers, while the Organizational Commitment Questionnaire (OCQ) devised by Meyer and Allen (1990) was used to determine teachers' OC levels. Both questionnaires used 5-point Likert-type scale (not at all=1, very much=5).

Both scales of a total of 57 questions were asked to 75 elementary school teachers in order to test the validity and dependability of the scales within the pilot study. After that unidimensionality testing of the sub-scale or factors was performed by using factor analysis as statistical analysis. If the load of an item in the scale is over .40 and the factor load of this item is .20 or higher than its load in the other factor, the item is taken to be within that factor (Tavşancıl 2002, 50). Following the elimination of the items remaining outside this frame, a total of 45 items remained out of which 33 were within JSQ while 12 were within OCQ. Item-total correlations of JSQ vary between .35 and .48. The Croanbach's Alpha values which show internal consistency of the two factors are .79 and .82 respectively while the value covering the whole scale is .81. Both scales on which reliability and validity study was conducted were applied to 253 teachers and all responses were evaluated.

SPSS (11.0) package program was used to analyze the data. In order to determine the attitudes of teachers towards JS and OC, all aspects of the questionnaire were considered item by item. As a result, mean scores of items in a factor, and means of factors are calculated. In order to determine whether the participants' attitudes change at the 0.05 level one way ANOVA was conducted. To understand the reason of the variation, Scheffe-F was applied and in order to determine if there is a significant relationship between the factors of JS and OC bivariate correlation (Pearson-r) was performed.

## RESULTS

### Teachers' Opinions on Job Satisfaction

When the teachers' JS levels are generally evaluated it is seen that their JS levels are at a "medium" ( $\bar{X}=3.25$ ) level. The ID is "high" for *Work and Contents* ( $\bar{X}=3.78$ ), *Organizational Environment* ( $\bar{X}=3.64$ ) and *Administration and Evaluation* ( $\bar{X}=3.61$ ) factors. It is "medium" for the *Development and Advancement Opportunities* ( $\bar{X}=2.84$ ) factor, while it is "low" for the *Salary* ( $\bar{X}=2.41$ ) factor (Table 1).

All the items in the *Work and Contents* factors demonstrate that the group with the highest JS is the paid teachers. When the items in this factor are generally evaluated it is seen that the difference is between paid

The teachers' JS at the *Salary* factor is "low" ( $\bar{X}=2.41$ ). The teachers agreed "very little" and "medium" with the statements in this factor. The statement which the teachers agreed most is "I do not have trouble in living my life with the salary I earn" (M10), while they disagreed most with the statement "Payments other than the salary are adequate and are paid on time" (M12). The group with the lowest JS in this factor is the paid teachers. They state that they

The teachers "mostly" agree with most of the factors in the *Administration and Evaluation* factor. The statement that they disagreed most with was "My seniors listen to my complaints" (M19) while the statement that they agreed with was "My seniors make it clear that they trust my

The JS of teachers is not very high in the *Development and Advancement Opportunities* factor. The statement that they disagreed most with is "There is a just promotion policy at my work" (M23) while the statement that they agree with most is "Professional competency is needed for promotion at my work" (M24). When the items in this factor are evaluated, it is seen that there is a significant difference

The teachers generally have high JS in the *Organizational Environment* factor. The most satisfactory item was "I have colleagues whom I can trust at work" (M25); while the most dissatisfying one was "The tasks I carry out bring about some privileges for me" (M30). Paid teachers

### Teachers' Opinions on Organizational Commitment

When generally evaluated it is seen that teachers have "high" ( $\bar{X}=3.68$ ) OC. It is observed that teachers have

The statement that the teachers disagreed most with within the CC factor was "One of the reasons why I work at this place is the abundance of opportunities offered" (M34). The items that the teachers agreed with most were "It would be very hard for me to resign at this point even if it is voluntary" (M39) and "If I decide to resign now many things in my life will be disrupted" (M40) (Table 8). It is seen that the ideas of the participants differ at items 35 (Now I stay at my job willingly not because I have to) and

According to the work variable, the differences among the mean figures of the groups are significant for the *Work and Contents* [ $F(2,250)=11.06$ ,  $P<.05$ ]; *Salary* [ $F(2,250)=11.70$ ,  $P<.05$ ]; *Administration and Evaluation* [ $F(2,250)=13.45$ ,  $P<.05$ ] and *Organizational Environment* [ $F(2,250)=6.38$ ,  $P<.05$ ] factors. It is seen that paid teachers have different opinions from both contracted and civil servant teachers regarding these factors. There arises a difference between contracted and civil servant teachers regarding the *Development and Advancement Opportunities* [ $F(2,250)=3.54$ ,  $P<.05$ ] factor (Table 1).

teachers, and contracted and civil servant teachers. The teachers agree most with the statement "I like my job" (M3), while they disagree most with the statement "My job is limited to the work place" (M6) (Table 2).

disagree with some items responding "not at all" and agree with some "very little." There are significant differences between paid teachers, and contracted and civil servant teachers in this factor regarding the item "My salary is equivalent to my education level" (M11) and between paid and contracted teachers, and civil servant teachers regarding the item "My economic and social rights are the same as other teachers" (M14) (Table 3).

work" (M16). When generally evaluated, it is seen that the group with the highest JS is the paid teachers while the group with the lowest JS is the contracted teachers; and there are also significant differences between paid teachers and both contracted and civil servant teachers (Table 4).

between contracted teachers and civil servant teachers regarding the item "In-service training opportunities are available to develop myself professionally" (M20) and item 23. Civil servant teachers have higher JS. There is also a significant difference between paid teachers and contracted teachers regarding item 24. Paid teachers have higher JS (Table 5).

account for the group with the highest JS. When all the items in this factor are evaluated, except for three items, it is generally seen that there is a significant difference between contracted teachers and civil servant teachers (Table 6).

"medium" ( $\bar{X}=3.31$ ) CC, while they have "very high" ( $\bar{X}=4.21$ ) AC (Table 7).

40. There is a significant difference between paid teachers and both contracted and civil servant teachers regarding item 35, while a significant difference arises between paid teachers and civil servant teachers but there were no significant differences among the groups regarding other items (Table 8). Paid teachers agreed with the statement of item 36 "I do not think that I can easily find a job after leaving this one" more than other teachers.

When the items within the AC factor are evaluated, it is seen that the statement “My organization is very important for me” (M42) is the item that the teachers agreed with most. It is observed that the only significant difference between the opinions of participants based on their statuses arises in the statement “I am proud to tell others

There is a medium positive correlational relationship between JS and OC ( $r=.600$  and  $p<.000$ ). According to this, as the teachers’ attitude levels towards JS increase,

## DISCUSSION

### Teachers’ Opinions on Job Satisfaction

The results of the study reveal that the teachers’ JS levels are at a “medium” level. Previous studies have also stated that the teachers’ JS levels were not very high (Akin & Koçak, 2007; Erjem, 2005; Günbayı&Toprak, 2010; Karakuş, 2008; Weiqi, 2007; Yılmaz, 2012). However, it is seen that an employee with high JS has a lesser tendency towards absenteeism and resigning while he/she has more organizational citizenship attitude and general life satisfaction; that JS affects the employee’s organizational conditions, his/her psychological and physical health, increases his/her self-reliance and morale, and attitudes that are expected of him/her within the organization, and is seen to be more useful Balci, 1985; Davis & Newstrom, 1989; Ergü, 1998; Feldman & Arnold, 1986; Hackett & Guion, 1985; Judge & Watanabe, 1993; Kirkman, 2001; Schoderbek & others, 1991).

The teachers “mostly” agree with the items within the *Work and Contents* factor except for one item. The teachers state that they have to continue their professional works outside the work place too within this factor probably because they are not able to find the desired work environment at their work places. Tsigilis, Zachopoulou and Grammatikopoulos (2006), however, have pointed out that if better work conditions are enabled teachers’ level of job satisfaction might increase. Further, teachers say that they like their jobs in spite of various negative conditions stated in other factors. Hacıömeroğlu and Taşkın (2009) also put forward that the teaching profession is one that is liked. This is a gratifying situation since the will, energy of an employee to work, who likes his/her job, his/her commitment to the organization and to his/her colleagues will be positively affected.

It is observed that teachers’ JS is at a “low” level within the *Salary* factor. This situation is in line with the results of other studies (Akin & Koçak, 2007; Arabacı & Bademci, 2010; Günbayı & Tokel, 2012; Günbayı & Toprak, 2012; Yılmaz & Altınkurt, 2012). A study by Celep, Tuncer and Binali (2000) stated that the external reward resources like payments, executive compensations, and benefits that the teachers receive from organizations are not at a satisfactory level. These external rewards are far from enabling teachers achieve the minimum life standard. It is seen that while teachers in Turkey work more hours than their European counterparts, they get paid less (OECD, 2009; Turkish Education Association [TEA], 2009). However, maybe the most important factor that determines the respectability of a profession in a society is its economic return (Tezcan, 1991).

about my organization” (M44) and that the difference is seen between paid teachers and civil servant teachers. However, no other significant differences were pointed between the opinions of participants regarding other items (Table 9).

their attitude levels towards OC increase as well (Table 10).

The group with the lowest JS within the *Salary* factor is paid teachers. They state that they do not agree with some items at all while they point out that they agree with some “very little.” It is also reached similar conclusions in the study conducted by Bayram (2009). The fact that their incomes are very low in comparison to other teachers might lead to a lower level of JS regarding payments. Studies conducted on the subject put forward that there is a positive relationship between JS and level of income. The higher the salary is, the higher the JS will be (Kolasa, 1969). In other words, an employee who has economic problems has lower performance and higher professional dissatisfaction (Saal & Knight, 1987).

Contracted and paid teachers’ JS is lower than the civil servant teachers within the *Salary* factor. Contracted teachers do not enjoy the same rights as the civil servant teachers like sick leaves, promotions, transfers, and military service requirements. They do not receive benefits for spouses, children, and maternity. Their contracts have to be renewed each year (Bayram, 2009). Paid teachers state that their salaries are not equivalent to their education levels and that their economic and social rights are not the same as other teachers’. Moreover, paid teachers are not eligible for many advantages that the other teachers enjoy (memurlar.net, 2008; Güçlü, 2011). The fact that their salaries are about one third of other teachers despite their being college graduates might be a factor that decreases their JS towards these items.

According to Adams, employees compare their outputs achieved by their labor at work with other people’s inputs and outputs as well as comparing the rewards they are given with the rewards handed to others. They try to determine at what rate the rewards they are given are handed to other people with similar success stories. While the feelings of justice and equality regarding their values that they gather as a result of their observations might motivate them to further their works, the feelings of inequality might prevent this motivation as well (Çetinkanat, 2000; Yüksel, 1990). All these reasons might have led to a lower JS level for paid and contracted teachers.

When the items within the *Administration and Evaluation* factor are evaluated, it is seen that the teachers stated that they were “mostly” appreciated, supported, listened to by their administrators and that the administrators had confidence in them and that they were being consistent in their attitudes. Teachers’ having positive opinions about their administrators is a desired situation because administrators who support their employees, who do not hinder them, who do not nitpick, who appreciate their efforts, and who show that they have trust in their

employees account for an important factor in increasing the JS levels of employees (Başaran, 2000; Baysal, 1993). The teachers' JS levels are "medium" within the *Development and Advancement Opportunities* factor. The teachers specifically find professional promotion policies as not just enough. It is, however, seen that promotion opportunities of an organization have effects on JS. A number of researchers are of the opinion that job satisfaction is strongly related to opportunities for promotion (Pergamit&Veum, 1999; Peterson, Puia&Suess, 2003; Sclafane, 1999). The fact that promotions are just and based on a solid foundation is important for employees (Davis &Newstrom, 1989). Erdoğan (1999) argues that promotion opportunities are more effective than salary regarding JS. Promotion not only provides the individual with financial support but it also raises the social status of the individual. If the individual is successful at his/her job, a promotion will increase satisfaction. If the success valuation system is defective and if incompetent people are rewarded as well as the competent ones, this situation will negatively affect the individual's JS who believes that he/she is successful. It is seen that teachers "mostly" agree with the items within the *Organizational Environment* factor. The teachers state that they have colleagues whom they can believe in and trust and who are also professionally competent. Luthans (1994) defines colleagues as one of the five dimensions that are need for JS. According to the author, the interaction of the employees and the level of social support are important for JS because, employees' relationships with co-workers are important to their success at work. Building allies across the organization helps employees accomplish their work goals and their organization's goals. Forming positive relationships at work may make the workplace and work more enjoyable and increase JS.

### Teachers' Opinions on Organizational Commitment

When generally evaluated, it is seen that the teacher's OC levels are "high." Employees with high OC levels put more labor into the realization of tasks and goals. This type of employees stay in the organization for a longer period of time, maintain positive relationships with the organization (Nauman, 1993; Fletcher, 1998); show their commitment to the organization with strong attitudes and tendencies (Chow, 1994); and are more successful. The fact that the results of this study reveal that teachers have high commitment levels is a positive result because employees with low commitment levels are not successful enough. They put less labor into both personal and group endeavors and contribute less to the realization of the organization's goals. Oberholster and Taylor (1999) argue that these employees do not commit themselves fully to their jobs and cannot dedicate themselves to the organization's mission.

It is observed that teachers' CC levels are "medium," while their AC levels are "very high." This result is a desired one for organizations. Employees are, first of all, expected to have very high AC levels, then NC and finally CC (Brown, 2003).

Although the teachers do not find the opportunities offered to them by the organization adequate enough within the

CC factor, they state that they were not "mostly" thinking of leaving their jobs at that specific moment, resigning would be hard for them and many things in their lives would be disrupted if they did so. When the opinions of the participants are evaluated it is seen that leaving the organization is very hard for them in spite of various negative conditions. CC is the maintaining of organization membership because leaving the organization has a high cost (Lamsa&Savolainen, 1999). Therefore, teachers invest in their organizations, put their labor, time and efforts into it, and earn money and status in return. Probably because it is not easy to let go of these gains, they want to continue their membership in the organization.

When the opinions of teachers within the AC factor are evaluated, it is seen that they attach great importance to their organizations, feel that they belonged there, and have high AC levels. Employees with emotional attachment to their organizations accept the goals and values of the organization and put extraordinary labor into their jobs for the benefit of the organization (McGee & Ford, 1987). Thus to have teachers with high AC levels for schools is a great advantage because these people are employees who are dedicated and loyal to their organizations. They have positive attitudes towards their jobs and try to accomplish their tasks in the best way possible despite having various problems.

It is understood that there is a "medium" positive relationship between JS and OC. In other words, as the JS levels of teachers go up so do their OC levels. Other studies, too, report that there is a strong relationship between JS and OC (Acorn, Rather & Crawford 1997; DeGroot, Burke & George 1998; as all cited in Mcneese-Smith & Nazarev, 2001; Demirtaş, 2010; Varona, 1996; Gee, 1999; Saal& Knight 1987). Studies by Hackman (1995) and Tarr (1992) found that in organizations where organizational commitment is "low" or "none" employees do not have professional satisfaction to a great degree, while employees committed to the organization have higher levels of satisfaction. It is seen that these results are consistent with the results of the study at hand.

### CONCLUSIONS AND RECOMMENDATIONS

The results of this study, which was conducted in order to determine the JS and OC levels of elementary school teachers, reveal that the teachers' JS levels are "medium" while their OC levels are "high." The group with the highest JS and OC levels is the paid teachers, while contracted teachers have the lowest levels. It was seen that JS was "high" within the JS factors *Work and Contents*, *Organizational Environment*, *Administration* and *Evaluation*; that it was "medium" within the *Development and Advancement Opportunities* factor, and that it was "low" within the *Salary* factor. When the difference among the groups is evaluated, it is possible to see that paid teachers have different opinions from both the contracted and civil servant teachers. It is also observed that the teachers' CC levels were "medium" and AC levels were "very high" among the OC factors, and there is no significant difference among the groups. It is concluded that there is a medium positive relationship between the JS

and OC factors and as the teachers' JS levels increase, their OC levels increase as well.

The following can be recommended in the light of the results of the study:

1. Teachers should be provided with an appropriate working environment at their schools where they can carry out extracurricular works like planning, preparation for classes, evaluation of students, and performing tasks assigned by the school administration.
2. Teachers' economic situations should be made better, specifically paid teachers, and their salaries and other payments should be paid on time.
3. Teachers' salaries should be equivalent to their education levels that will enable them to live their daily lives comfortably and that will not lurk behind increases in prices.
4. The injustices in social and economic rights among teachers who perform the same job should be eliminated. Especially the unjust treatment of paid and contracted teachers in this field should be relieved.
5. Administrators should be more sensitive towards teachers' problems.
6. Administrators should be clear about their gratification about the successful and positive works of teachers and should appreciate them, should take their opinions and suggestions into consideration.
7. Professional promotions should be conducted according to a just policy and professional competency should be sought for.
8. Teachers should be evaluated according to their performances and their works.
9. Teachers should be provided with an environment where they can develop themselves in scientific and technological fields; in-service training opportunities should be provided.
10. Measures should be taken in order to make teachers want to work for their organizations rather than having to work there.
11. This study was conducted in order to determine the JS and OC levels of paid, contracted, and civil servant elementary school teachers. A similar study can be conducted in other cities and regions and can be related to different variables. The data in this study were collected through questionnaires. Different studies can be carried out by using qualitative data collection techniques like interviews or content analyses.

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**Table 1. Teachers' Opinions on Job Satisfaction**

Job satisfaction	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
Work and Contents	Paid	58	4,10	,51	2,250	11.06	.00	1-2
	Contracted	76	3,67	,56				1-3
	Civil Servant	119	3,70	,62				
	TOTAL	253	3,78	,60				
Salary	Paid	58	1,98	,89	2,250	11.70	.00	1-2
	Contracted	76	2,40	,78				1-3
	Civil Servant	119	2,62	,80				
	TOTAL	253	2,41	,85				
Administration and Evalution	Paid	58	4,25	1.02	2,250	13.45	.00	1-2
	Contracted	76	3,29	1.20				1-3
	Civil Servant	119	3,49	1.09				
	TOTAL	253	3,61	1.16				
Development and Advancement Oppurtunites	Paid	58	2,91	1.00	2,250	3.54	.03	2-3
	Contracted	76	2,60	,90				
	Civil Servant	119	2,95	,88				
	TOTAL	253	2,84	,93				
Organizational Environment	Paid	58	3,99	,82	2,250	6.38	.00	1-2
	Contracted	76	3,49	,93				1-3
	Civil Servant	119	3,57	,80				
	TOTAL	253	3,64	,86				
<b>GENERAL</b>	Paid	58	3.46	,57	2,250	5.84	.00	1-2
	Contracted	76	3.10	,64				
	Civil Servant	119	3.25	,59				
	TOTAL	253	3.25	,61				

**Table 2. Teachers' Opinions on the Work and Contents Factor**

Work and Contents	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
<b>1. My job earns me prestige and respect both within the institution and out.</b>	Paid	58	4,01	,90	2,250	5.61	.00	1-2
	Contracted	76	3,55	,83				2-3
	Civil Servant	119	3,93	,93				
	TOTAL	253	3,83	,91				
<b>2. There is a balance between my authority and responsibilities regarding my job.</b>	Paid	58	4,22	,89	2,250	3.38	.03	1-2
	Contracted	76	3,82	,95				
	Civil Servant	119	3,91	,87				
	TOTAL	253	3,96	,91				
<b>3. I like my job</b>	Paid	58	4,84	,41	2,250	5.28	.00	1-2
	Contracted	76	4,47	,85				2-3
	Civil Servant	119	4,52	,72				
	TOTAL	253	4,58	,72				
<b>4. I have a job that gives me the feeling of success.</b>	Paid	58	4,67	,60	2,250	7.53	.00	1-2
	Contracted	76	4,11	,92				1-3
	Civil Servant	119	4,21	,94				
	TOTAL	253	4,28	,89				
<b>5. I have a job which is not monotonous and boring.</b>	Paid	58	4,12	1,17	2,250	1.50	.22	
	Contracted	76	3,81	,89				
	Civil Servant	119	3,86	1,13				
	TOTAL	253	3,90	1,07				

6. I have a job which is limited to the work place.	Paid	58	2,72	1,30	2,250	10.56	.00	1-2
	Contracted	76	2,10	1,26				1-3
	Civil Servant	119	1,84	1,07				
	TOTAL	253	2,12	1,23				
7. My job meets my expectations before my joining the institution.	Paid	58	3,46	1,09	2,250	4.27	.01	1-3
	Contracted	76	3,13	1,13				
	Civil Servant	119	2,93	1,16				
	TOTAL	253	3,11	1,15				
8. I have a job which necessitates attention and creativity.	Paid	58	4,75	,50	2,250	5.63	.00	1-2
	Contracted	76	4,35	,72				1-3
	Civil Servant	119	4,47	,76				
	TOTAL	253	4,50	,71				
9. I find true happiness at work.	Paid	58	4,08	,90	2,250	4.04	.01	1-3
	Contracted	76	3,72	,91				
	Civil Servant	119	3,63	1,11				
	TOTAL	253	3,76	1,02				

**Table 3. Teachers' Opinions on the Salary Factor**

Salary	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
10. I do not have trouble in living my life with the salary I earn.	Paid	58	2,62	1,51	2,250	1.83	.16	
	Contracted	76	3,03	1,10				
	Civil Servant	119	2,96	1,37				
	TOTAL	253	2,90	1,33				
11. My salary is equivalent to my education level.	Paid	58	1,65	1,03	2,250	6.05	.00	1-2
	Contracted	76	2,34	1,14				1-3
	Civil Servant	119	2,12	1,19				
	TOTAL	253	2,08	1,17				
12. Payments other than salary are adequate and are paid on time.	Paid	58	1,96	1,28	2,250	.39	.67	
	Contracted	76	2,03	1,14				
	Civil Servant	119	2,13	1,24				
	TOTAL	253	2,06	1,22				
13. The increase in my salary does not lurk behind increases in prices.	Paid	58	1,89	1,14	2,250	2.50	.08	
	Contracted	76	2,34	1,24				
	Civil Servant	119	2,10	1,09				
	TOTAL	253	2,12	1,16				
14. My economic and social rights are the same as other teachers.	Paid	58	1,81	1,31	2,250	68.53	.00	1-3
	Contracted	76	2,26	1,07				2-3
	Civil Servant	119	3,79	1,20				
	TOTAL	253	2,88	1,48				

**Table 4. Teachers' Opinions on the Administration and Evaluation Factor**

Administration and Evaluation	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
15. My seniors support me in order to do my job better.	Paid	58	4,43	2,87	2,250	7.59	.00	1-2
	Contracted	76	3,25	1,33				1-3
	Civil Servant	119	3,55	1,28				
	TOTAL	253	3,66	1,83				
16. My seniors make it clear that they trust my work.	Paid	58	4,32	,86	2,250	10.39	.00	1-2
	Contracted	76	3,46	1,24				1-3
	Civil Servant	119	3,68	1,14				
	TOTAL	253	3,76	1,16				
17. My seniors are consistent in their attitudes.	Paid	58	4,15	1,02	2,250	9.18	.00	1-2
	Contracted	76	3,21	1,43				1-3
	Civil Servant	119	3,52	1,28				
	TOTAL	253	3,57	1,31				
18. My seniors appreciate me when I meet the requirements of my job.	Paid	58	4,15	1,03	2,250	8.57	.00	1-2
	Contracted	76	3,34	1,30				1-3
	Civil Servant	119	3,42	1,27				
	TOTAL	253	3,56	1,27				
19. My seniors listen to my complaints.	Paid	58	4,22	1,02	2,250	13.69	.00	1-2
	Contracted	76	3,21	1,26				1-3
	Civil Servant	119	3,31	1,28				
	TOTAL	253	3,49	1,28				

**Table 5. Teachers' Opinions on the Development and Advancement Opportunities Factor**

Development and Advancement Opportunities	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
20. In-service training opportunities are available to develop myself professionally.	Paid	58	2,67	1,57	2,250	5.00	.00	2-3
	Contracted	76	2,57	1,37				
	Civil Servant	119	3,15	1,19				
	TOTAL	253	2,86	1,36				
21. I have an environment that allows me to follow technological and scientific developments about my job.	Paid	58	2,72	1,37	2,250	2.79	.06	
	Contracted	76	2,72	1,40				
	Civil Servant	119	3,12	1,30				
	TOTAL	253	2,91	1,35				
22. Concerned authorities take my ideas and suggestions about the shortcomings and mistakes that I point out during my job into consideration.	Paid	58	3,13	1,31	2,250	2.04	.13	
	Contracted	76	2,85	1,20				
	Civil Servant	119	2,74	1,15				
	TOTAL	253	2,86	1,21				
23. There is a just promotion policy at my work.	Paid	58	2,62	1,42	2,250	6.20	.00	2-3
	Contracted	76	2,19	1,35				
	Civil Servant	119	2,89	1,28				
	TOTAL	253	2,62	1,36				
24. Professional competency is needed for promotion at my work.	Paid	58	3,39	1,49	2,250	4.41	.01	1-2
	Contracted	76	2,68	1,44				
	Civil Servant	119	2,87	1,34				
	TOTAL	253	2,93	1,42				

**Table 6. Teachers' Opinions on the Organizational Environment Factor**

Organizational Environment	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
25. I have colleagues whom I can trust at work.	Paid	58	4,31	,90	2,250	.66	.51	
	Contracted	76	4,11	1,15				
	Civil Servant	119	4,21	,84				
	TOTAL	253	4,20	,95				
26. My colleagues are professionally competent.	Paid	58	4,29	,79	2,250	4.85	.00	1-2 1-3
	Contracted	76	3,89	,91				
	Civil Servant	119	3,89	,85				
	TOTAL	253	3,98	,87				
27. I am given the opportunity to participate in the decision-making processes which affect me at work.	Paid	58	4,05	1,09	2,250	1.83	.16	
	Contracted	76	3,78	1,06				
	Civil Servant	119	3,73	,98				
	TOTAL	253	3,82	1,03				
28. Equality principle among teachers is implemented.	Paid	58	3,91	1,34	2,250	4.17	.01	1-2
	Contracted	76	3,23	1,49				
	Civil Servant	119	3,47	1,26				
	TOTAL	253	3,50	1,37				
29. Teachers are shown the respect that they deserve at work.	Paid	58	4,15	1,02	2,250	6.38	.00	1-2 1-3
	Contracted	76	3,52	1,24				
	Civil Servant	119	3,52	1,19				
	TOTAL	253	3,67	1,19				
30. The tasks I carry out bring about some privileges for me.	Paid	58	3,15	1,47	2,250	.43	.64	
	Contracted	76	3,05	1,20				
	Civil Servant	119	2,96	1,22				
	TOTAL	253	3,03	1,27				
31. Communication channels are always open at my work place.	Paid	58	3,98	1,08	2,250	4.32	.01	1-2
	Contracted	76	3,39	1,27				
	Civil Servant	119	3,52	1,18				
	TOTAL	253	3,59	1,20				
32. My seniors have leadership qualities.	Paid	58	4,01	1,14	2,250	6.25	.00	1-2 1-3
	Contracted	76	3,23	1,43				
	Civil Servant	119	3,41	1,31				
	TOTAL	253	3,49	1,34				
33. My seniors acknowledge my significance.	Paid	58	4,05	1,08	2,250	8.61	.00	1-2 1-3
	Contracted	76	3,19	1,31				
	Civil Servant	119	3,46	1,17				
	TOTAL	253	3,51	1,23				

**Table 7. Teachers' Opinions on Organizational Commitment**

Organizational Commitment	Görev	N	$\bar{X}$	SS	Sd	F	P
<b>Continuous Commitment</b>	Paid	58	3,39	.81	2,250	1,12	,32
	Contracted	76	3,19	.78			
	Civil Servant	119	3,34	.85			
	TOTAL	253	3,31	.82			
<b>Affective Commitment</b>	Paid	58	4,33	.56	2,250	1.24	,28
	Contracted	76	4,21	.65			
	Civil Servant	119	4,15	.80			
	TOTAL	253	4,21	.71			
<b>GENERAL</b>	Paid	58	3.78	.61	2,250	1.00	,36
	Contracted	76	3.62	.63			
	Civil Servant	119	3.68	.73			
	TOTAL	253	3.68	.68			

**Table 8. Teachers' Opinions on the Continuous Commitment Factor**

Continuous Commitment	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
<b>34. One of the reasons why I work at this place is the abundance of opportunities offered.</b>	Paid	58	2,60	1.28	2,250	1,86	,15	
	Contracted	76	2,19	1.18				
	Civil Servant	119	2,43	1.23				
	TOTAL	253	2,40	1.23				
<b>35. Now I stay at my job willingly not because I have to.</b>	Paid	58	4,18	1.06	2,250	6,07	,00	1-2 1-3
	Contracted	76	3,51	1.34				
	Civil Servant	119	3,51	1.37				
	TOTAL	253	3,66	1.32				
<b>36. I do not think that I can easily find a job after leaving this one.</b>	Paid	58	3,32	1.67	2,250	2,66	,07	
	Contracted	76	2,72	1.49				
	Civil Servant	119	2,89	1.48				
	TOTAL	253	2,94	1.54				
<b>37. I may not find the advantages offered here at another work place.</b>	Paid	58	2,94	1.24	2,250	2,88	,05	
	Contracted	76	2,72	1.29				
	Civil Servant	119	3,17	1.31				
	TOTAL	253	2,98	1.30				
<b>38. I do not think about leaving my current job even if there is a new job opportunity.</b>	Paid	58	3,60	1.46	2,250	1,21	,29	
	Contracted	76	3,97	1.29				
	Civil Servant	119	3,84	1.38				
	TOTAL	253	3,83	1.37				
<b>39. It would be very hard for me to resign at this point even if it is voluntary.</b>	Paid	58	4,13	1.05	2,250	1,32	,26	
	Contracted	76	3,88	1.22				
	Civil Servant	119	3,84	1.18				
	TOTAL	253	3,92	1.16				
<b>40. If I decide to resign now many things in my life will be disrupted.</b>	Paid	58	4,13	1.45	2,250	5,55	,00	1-3
	Contracted	76	3,88	1.48				
	Civil Servant	119	3,84	1.29				
	TOTAL	253	3,92	1.41				

**Table 9. Teachers' Opinions on Affective Commitment Factor**

Affective Commitment	Status	N	$\bar{X}$	SS	Sd	F	P	Scheffe
<b>41. I consider my organization's problems as my own.</b>	Paid	58	4,34	.68	2,250	,42	,65	
	Contracted	76	4,28	.89				
	Civil Servant	119	4,22	.83				
	TOTAL	253	4,27	.82				
<b>42. My organization is very important for me.</b>	Paid	58	4,53	.53	2,250	1,57	,20	
	Contracted	76	4,42	.69				
	Civil Servant	119	4,32	.83				
	TOTAL	253	4,40	.73				
<b>43. I feel 'emotionally attached' to my organization.</b>	Paid	58	4,17	.84	2,250	,81	,44	
	Contracted	76	3,98	.90				
	Civil Servant	119	3,98	1.09				
	TOTAL	253	4,02	.98				
<b>44. I am proud to tell others about my organization.</b>	Paid	58	4,34	.68	2,250	3,73	,02	1-3
	Contracted	76	4,07	.96				
	Civil Servant	119	3,88	1.25				
	TOTAL	253	4,04	1.07				
<b>45. I consider myself a member of this organization.</b>	Paid	58	4,29	.87	2,250	,25	,77	
	Contracted	76	4,28	.89				
	Civil Servant	119	4,36	.85				
	TOTAL	253	4,32	.86				

**Table 10. The Relationship Level between Teachers' Attitudes towards JS and OC Levels**

		<b>Job satisfaction</b>	<b>Organizational commitment</b>
<b>Job satisfaction</b>	Pearson Correlation	1	.600**
	Sig. (2-tailed)	.	.000
	N	253	253
<b>Organizational commitment</b>	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	.
	N	253	253

\*\*Correlation is significant at the 0.01 level (2-tailed)

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