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AN ANALYSIS ON JOB SATISFACTION LEVELS OF
TURKISH EDUCATIONAL AND INDUSTRIAL ADMINISTRATORS

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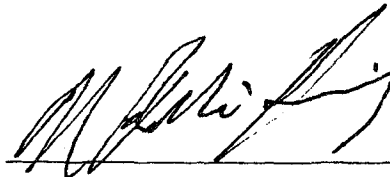
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ABSTRACT

AN ANALYSIS ON JOB SATISFACTION LEVELS OF TURKISH
EDUCATIONAL AND INDUSTRIAL ADMINISTRATORS

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The purpose of this study was to investigate the variation in job satisfaction levels of Turkish administrators, depending on the type of organization in which they were employed, their administrative position, educational attainment level, professional education and monthly salary.

The sample consisted of two groups 143 educational administrators who were selected from 26 lycees in Ankara, and 85 industrial administrators selected from five private industrial organizations located in izmit, Bilecik, İstanbul, izmir and Ankara metropolitan regions of Turkey. A questionnaire was utilized for collecting the data. While collecting the required data for the questionnaire applied to educational administrators, the researcher personally utilized from the school settings. The data required from the industrial administrators were collected during an in-

service training seminar by the National Productivity Center in Ankara.

Anova was used in order to test the significance of the difference between the variation with dependent variable and the one with independent variabel.

Analysis of data has revealed that there was a significant difference between general job satisfaction levels of educational and industrial administrators in terms of self-actulaziation, interpersonal relations, and economic benefits.

The main effect of administrative position on job satisfaction seemed to be significant. The job satisfaction levels of directors were significantly higher than those of assistant directors.

The main effect of educational attainment level on job satisfaction also seemed to be significant. The job satisfaction levels of administrators with higher educational attainment level appeared to be significantly higher than those of administrators with lower educational attainment level.

The main effect of professional education on job satisfaction seemed to be significant as well. The job satisfaction levels of administrators who had professional education were significantly higher than those of administrators who didn't have professional education.

The main effect of monthly salary on job satisfaction seemed to be significant.

Keywords: Job Satisfaction, Industrial and Educational Administrators, Administrative Position, Educational Attainment Level, Professional Education, Monthly Salary.

Science Code: 222.03.01



ÖZET

TÜRK EĞİTİM VE ENDÜSTRİ YÖNETİCİLERİNİN İŞ DOYUMU DÜZEYLERİNİN ANALİZİ

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Bu çalışmanın amacı Türk Yöneticilerinin, çalışmakta oldukları kurumun çeşidine (eğitim yada endüstri), idari konumlarına, eğitim düzeylerine, idari formasyonlarına ve aylık kazançlarına bağlı olarak iş doyumunu düzeyleri arasındaki farklılığın istatistiksel olarak anlamlı olup olmadığını araştırmaktır.

Araştırmanın örneklemini Ankara'da bulunan 26 liseden seçilmiş 143 eğitim yöneticisi ve Türkiye'nin çeşitli endüstri kurumlarından seçilmiş 85 endüstri yöneticisi oluşturdu. Eğitim yöneticilerinin anketi araştırmacının kendisi tarafından uygulandı. Endüstri yöneticilerinin anketi ise Milli Prodüktivite Merkezi'nde yapılan seminerler süresince toplandı.

Anova bağımlı değişkene sahip varyasyon ile bağımsız değişkene sahip varyasyon arasındaki farkın önemini ortaya çıkarmak amacıyla kullanılmıştır.

Araştırma bulguları, endüstrideki yöneticilerin hem genel iş doyum düzeylerinin hem de kendini gerçekleştirme, kişilerarası ilişkiler ve ekonomik kazançlar gibi iş doyumunun alt boyutlarındaki düzeylerinin eğitim yöneticilerinden anlamlı olarak daha yüksek çıktığını gösterdi.

Ayrıca, gerek endüstri, gerekse eğitim yöneticilerinin, idari konumlarına (müdür-müdür yardımcısı), eğitim düzeylerine, mesleki eğitim formasyonlarına ve işlerinden sağladıkları aylık ortalama gelire göre iş doyumlarında önemli farklılıklar gözlenmiştir. Analizler, bu farklılıkların istatistiksel olarak anlamlı olduğunu göstermiştir.

Anahtar Kelimeler: İş Doyumu, Endüstri ve Eğitim Yöneticileri, İdari Konum, Eğitim Düzeyi, Mesleki Eğitim Formasyonu, Aylık Gelir.

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CHAPTER I

INTRODUCTION

The industrial revolution emerged almost simultaneously with the intellectual, scientific and political revolutions of the seventeenth and eighteenth centuries. The industrial revolution consisted essentially of the development of machinery, the linking of power to machines and the consequent establishment of factories in which a large number of people were employed, all resulting in a tremendous increase in the productive power of man. Economically, the industrial revolution resulted in great increases in output and in the accumulation of goods and capital. Also business and commerce were greatly accelerated. Owners did well but the average citizen remained poor in comparison with today's workers in terms of purchasing power and working conditions. Labor was considered a commodity to be bought and sold.

Industrialization process utilizes a level of technology far in advance of that of earlier societies. Moreover, the associated scientific revolution generates continual and rapid changes in production methods and in technology. The continuing changes in science and the technology and production methods inherent in industrialization have a number of decisive consequences on the type, nature structure and size of the organizational

life in the contemporary society for workers, managers, the state and their interrelations. The science and technology of industrialization is based upon research organizations: universities, research institutes, laboratories and specialized departments of enterprises.

The industrial system requires a wide range of skills and professional competency broadly distributed throughout the work force. These specialized human resources are indispensable to the science, technology and production method of industrialism. Indeed the creation of such a highly skilled and professional labor force is one of the major problems of a society which is in transition to industrialism.

One of the most important features of any social system is the way in which the necessary work is divided among the roles, that is the division of labour. The differentiation of roles or division of labour is of great functional importance for a social system that is in the process of industrialization. A proper division of labour is necessary for the attainment of the aims at a given system. The industrial system is particularly dependent on a very fine division of labor. Division of labor helped in various ways in determining the social relations of work. Specialization for example helped create the specific roles played by the individuals within the factory. As tasks were broken down into as more refined and simple ones, the technological problems of converting handicraft into machine

production became simplified. On the other hand, social relations of work were influenced by specialization. The work flow determined the way in which a worker would have social contacts and the form and duration of such contacts. In general, more automatic and stationary machine leads fewer social contacts. The machine altered social relations at work. For example the machine process led one class of workers who operated the machines and another class which supervised the operation to appear. As time went on, both categories became divided supervisors according to their degree of authority and responsibility and workers were divided into semiskilled and unskilled. These new divisions, led to new types of social relations, new power relations, new forms of communication and new informal relationships. Like division of labor, the machine also had certain effects on the psychology of men engaged in the productive process. The machine tended to reduce the worker to an appendage of itself, destroying the need for skill in the process. As a result, the worker became exposed to the danger of monotony and boredom. He was often dominated by a sense of the meaninglessness of work, by a lack of interest in his job. Also, the machine caused a feeling of insecurity in the worker. It directly threatened his livelihood or indirectly served as a weapon in the hands of management.

Industrial organization is directed purposively to the attainment of a single aim. In the case of industry, the aim is particularly clear; it is the creation of profit.

When the aim of an industrial organization is compared with other purposive organizations such as armies or educational institutions, it is found that the industrial organization was singularly purposive. An army fulfills its major function only during wars. Schools and army aim at any diffuse goals, all included in the education or religion. But the effectiveness of an industrial organization is almost immediately and quantitatively certainable. If it doesn't meet at least a minimal standard, it will not continue to exist. Industrial organization is firmly and transparently related to a narrow set of aims, and the efficiency of the organization in meeting its goals is relatively clear. To achieve its aims, industry must engage in a process of production designed to change material objects from one form to another in the most efficient manner possible, that is with least cost. The effectiveness of the industrial organization has proven to be dependent in large measure on dividing the work up in such a way that each person or group is responsible for a definite and limited area.

Specialization is necessary not only to achieve coordination but also to allow personnel to acquire expertise at their work. Inputs such as manpower raw material and capital are included in industrial organization. Outputs include produced commodities and services that are ready to be exchanged on the market. On the other hand, in educational organizations, inputs and

outputs are quite different. Inputs are the students and teachers in educational organizations. Education involves students, teachers, buildings, finances, programs, methods, teaching aids, management and grades. These are components of education. In educational system we have same immediate outputs and cumulative outputs. The characteristics of outputs must be determined before starting the process. The characteristics of output is determined by objectives. For example, to be a good citizen is one of the objectives of the Ministry of Education. To reach this objective, the characteristics of students (outputs of the educational system) must be determined.

Productivity of any organization is measured by effectiveness and efficiency. Effectiveness is the matter of degree to which the system achieves its objectives. School effectiveness is measured by the attainment of national, institutional and instructional objectives. On the other hand effectiveness of the industrial organization is measured by the attainment of the most profit from the market. Efficiency is the achieving the greatest amount of output from a given set of inputs.

Therefore, it is clear that the meanings of effectiveness and efficiency are quite different from each other in industry and education. On the other hand, the aim of both industrial and educational organizations is to reach its goals and also individual satisfaction. However, in

practice the achievement of these are not always possible. Conflicts are inevitable. Employees may have some trouble and conflicts at work. Employees must find compromise between role-adaptation and self-actualization. Administrator should help their employees to solve such organizational problems. Since happy worker is a productive worker, so job satisfaction has a vital importance in the existence of productivity. When organizational goal is achieved in terms of both efficiency and effectiveness, we can talk about the existence of job satisfaction because organizations are for people. If employees aren't happy at work, we can't accept an organization as effective.

Job satisfaction is a specific subset of attitudes held by organization members. It is employee's affective response to the job. Research consequences have shown that the type of leadership which we call "considerate" (democratic or participative) results in higher job satisfaction than the kind of leadership which we call "autocratic". (directive or authoritarian) (Vroom, 1964). Attention must be given to the nature of the groups within the organization and the supervisor must be aware of the fact that high producers are usually those who feel under relatively little pressure. According to the result of Muchinsky's study (1977) it was found that when the organizational climate was favorable, job satisfaction appeared to be high but when the climate was unfavorable,

job satisfaction seemed to be low. Job satisfaction is a part of life satisfaction. It influences employee's general life satisfaction. Researches showed that job dissatisfaction led to alination of the employee. On the other hand, satisfaction itself isn't a strong motivator but it may maintain employees so that they are more receptive to a motivational environment when it is provided. Motivation is a person's drive to take an action because that person wants to do so. It is a complex system of relationship that are affected by forces inside and outside the organization. The Lawler's and Porter's research showed that (1967), a low but consistent relationship existed between satisfaction and performance, but it wasn't all clear why this relationship existed. Also Scheneider (1985) found that satisfaction was simply an important human outcome of organizational life, and researchers study satisfaction because it is as much a part of labour organizations as productivity and motivation.

Review of the literature indicates that over the last seventy years more than 3300 studies have been carried on job satisfaction. Before 1930, job satisfaction studies were mainly focused on the effect of physical conditions of work and pay on worker attitudes. After 1930's, job satisfaction studies which were mainly under the influence of Human Relation Movement and Hawthorne studies were focused on the social and psychological aspects of the working environment, such as supervision and the work group. This influence largely dominated the research until the late

1950's, when researcher began to examine the effects of the work itself on worker attitudes. The contemporary scene reveals a growing interest in the identification of work. This interest will reduce boredom and increase job satisfaction. Schneider (1985) stated, "As an aim of all management and motivation theories, there is to have a satisfied work force." We lack the comprehensive theories of the causes of satisfaction necessary to control worker attitudes. Job satisfaction is one of the most widely studied topic in industrial psychology. Final hypothesis of Schneider (1985) states that satisfaction is simply an important human outcome of organizational life and researchers study satisfaction because it is as much a part of labour organizations as productivity, motivation or anything else. All workers are more or less satisfied with the various aspects of their jobs. Until we study and understand job satisfaction in its own right, we are not likely to learn about its relationship with other behaviors.

A job is not an entity, but an abstraction referring to a combination of tasks performed by an individual in a physical, social and organizational context for financial and other remuneration. Job satisfaction is a function of the perceived characteristics of a job in relation to an individual frame of reference. A particular job dimension on the base of this theory may be a satisfier, dissatisfier or irrelevant depending on conditions in comparable jobs, conditions of other people, of the qualifications and past

experiences of the individual as well as numerous situational variables of the present job. Thus job satisfaction is not an absolute phenomenon but it is relative to alternatives available to the individual. And depending on the very nature of the job, we can't treat job satisfaction to possess a single dimension, but as a set of dimensions, such as satisfaction from self-actualization, satisfaction from interpersonal relations, satisfaction from economic benefits and so on. Job satisfaction of administrators (both educational and industrial) should be investigated by taking at least these three dimensions into consideration in spite of education's and industry's being quite different sectors from each other, they have a common goal which is to be able to get effectiveness and efficiency. Education and industry are different from each other in terms of organizational structure, levels of authority and decision-making process. Education is controlled by Ministry of Education. It is responsible for the guidance, control and supervision of the educational system on behalf of the state. The aim of educational organization is to facilitate teaching-learning activities but the aim of the industrial organization is to be able to get the most profit in terms of money. So functions and responsibilities of educational and industrial administrators are naturally differentiated from each other.

In any organization, before implementing to achieve organizational goals, there is a necessity to have decision-

making. We know that participation to decision-making is an important factor in the morale of employees in both education and industry. Our educational system doesn't permit to participate decision-making process since decisions are taken by Ministry of Education. Educational administrators have to accept decisions. On the other hand industrial administrators have a chance to participate and change decision-making process in Turkey. Because industrial organizations are more flexible than educational organizations. Moreover, the salary of educational administrator's is quite low when it is compared with industrial administrator's. However their job security is more than industrial administrator's because they are under the control and guarantee of Ministry of Education. In private sector, industrial administrators have to follow changing working conditions and new developments in technology and industry. So industrial administrators have to be more competitive in Turkey. Industrial organizations are generally managed by private sectors. On the other hand, our educational organizations are mainly managed by the state. This situation affects the job satisfaction levels of administrators. Industrial administrators, who work in private sector, appears to be more flexible and free than educational administrators who works in public sector.

Investigating whether any difference exists between the job satisfaction of the educational and industrial organizations may have important implications for both

educational and industrial sectors. Furthermore, it has been observed that there is no sufficient research on the job satisfaction of the educational and industrial administrators in Turkey.

The purpose of the present study is to investigate the job satisfaction of the educational and industrial administrators in terms of self-actualization, interpersonal relations and economic benefits. This study may provide some important feedback to universities from which administrators are graduated while preparing their curriculum.



CHAPTER II

STATEMENT OF THE PROBLEM

Introduction

The previous discussion of the situation provides a background for the presentation of the specific research problem of this study. Besides the statement of the problem, the overview of procedures and significance of the study are presented in this chapter.

The Problem

This study tries to analyse the statistical significance of the main effects of the type of organization, administrative position, educational attainment level, professional education and monthly salary on job satisfaction levels of Turkish administrators.

Hypotheses

Hypothesis A Ho(A):

There is no significant difference between general job satisfaction levels of educational and industrial administrators.

Hypothesis a1 Ho(a1):

There is no significant difference between self-actualization dimension of job satisfaction levels of educational and industrial administrators.

Hypothesis a2 Ho (a2):

There is no significant difference between interpersonal relations dimension of job satisfaction levels of educational and industrial administrators.

Hypothesis a3 Ho (a3):

There is no significant difference between economic benefits dimension of job satisfaction levels of educational and industrial administrators.

Hypothesis B Ho (B):

There is no significant difference between job satisfaction levels of directors and assistant directors.

Hypothesis b1 Ho (b1):

There is no significant difference between self actualization dimension of job satisfaction levels of directors and assistant directors.

Hypothesis b2 Ho (b2):

There is no significant different between interpersonal relations dimension of job satisfaction levels of directors and assistant directors.

Hypothesis b3 Ho (b3):

There is no significant difference between economic benefits dimension of job satisfaction levels of directors and assistant directors.

Hypothesis C Ho (C):

There is no significant difference between job satisfaction levels of administrators, depending on their educational attainment levels.

Hypothesis c1 Ho (c1):

There is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Hypothesis c2 Ho (c2):

There is no significant difference between interpersonal relations dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Hypothesis c3 Ho (c3):

There is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Hypothesis D Ho (D):

There is no significant difference between job satisfaction levels of administrators, depending on their professional education.

Hypothesis d1 Ho (d1):

There is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their professional education.

Hypothesis d2 Ho (d2)

There is no significant difference between interpersonal relations dimension of job satisfaction levels of administrators, depending on their professional education.

Hypothesis d3 Ho (d3):

There is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their professional education.

Hypothesis E Ho (E):

There is no significant difference between job satisfaction levels of administrators, depending on their monthly salary.

Hypothesis e1 Ho (e1):

There is no significant difference between self-actualization dimensions of job satisfaction levels of administrators, depending on their monthly salary.

Hypothesis e2 Ho (e2):

There is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their monthly salary.

Hypothesis e3 Ho (e3):

There is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their monthly salary.

Overview of Procedures

143 educational administrators from twenty-six schools in Ankara and 85 industrial administrators from Eczacıbaşı, Otosan, Kordsa, Gürış and Hema were the subjects of this study. Of 250 respondents, 143 educational administrators provided information on the questionnaire among 40 schools. Of 190 respondents, 85 industrial administrators provided information on the questionnaire among 12 industrial organizations.

The questionnaire was developed by Ruhi Köse in 1985. It has validity and reliability. It consists of 3 parts. Part A includes the general questions designed to acquire a basic grasp of information such as sex, marital status, educational level etc. Part B includes 2 questions designed to acquire a basic grasp of administrator's satisfaction and dissatisfaction. Part C of the questionnaire was composed of three sections that are

related with self-actualization, interpersonal relations and economic benefits.

Anova was used in order to test the significance of the difference between the variation with dependent variable and the one with independent variable. Analysis of data was accomplished by running a subprogram of Anova of SPSS (Statistical Package for Social Science Students) (Nie, Hull, Jenkins, Steinbrenner, Bent; 1975).

Significance of the study

From a theoretical point of view, the present study is of interest because it tries to find out the question of whether or not there is significant difference between educational and industrial administrator's levels of job satisfaction in terms of economic benefits, interpersonal relations and self-actualization in Turkey.

There is a lack of research in comparison of job satisfaction of educational and industrial administrators in Turkey. This study is expected to give some valuable information about job evaluation of administrators employed in industrial and educational organizations in Turkey. Present study is expected to provide an initial step for further studies related to administrator's satisfaction in two different populations called education and industry. Through the findings of this study there may be important implications for both education and industry. Moreover, the

findings of the present study may help one to compare and contrast the situation in Turkey with other countries.



CHAPTER III

Review of Literature

Introduction

This chapter is devoted to the presentation of a theoretical background for the study. It consists of eight parts. The first part is concerned with the scientific management, the second part is concerned with the Human Relations Approach (Hawthorne studies and Hoppock's study), the third part is concerned with the satisfaction and motivation relationship, the fourth part is concerned with Maslow's Need Hierarchy Theory, the fifth part is concerned with Herzberg's two-factor theory. Relationship between job satisfaction and turnover, performance, age, occupational level, organization size, job content, pay and leadership are explained in the sixth part. Recent developments and researchs on job satisfaction are explained in the seventh part. Finally, the last part is concerned with the conclusions and comments on findings.

I. Scientific Management

Many studies have been carried on job satisfaction since satisfaction is simply an important human outcome of organizational life and it is as much a part of labour organizations as productivity, motivation or anything else. (Schneider, 1985) Job satisfaction research started to improve the productivity of lower-level employees.

(Salancik, Pfeffer; 1978). Initially studies focused on such a physical factor as fatigue and their impact on satisfaction and production. Scientific management was an outgrowth of this type of approach. Frederic Taylor, the founding father of Scientific Management movement, sought ways to use people effectively in industrial organizations. The key to the Scientific Management approach is the metaphor of man as a machine. According to Taylor, the major goal was to increase productivity of the organization. In his formulation of "Basic Principles of Scientific Management" (1911), he conceptualized the worker as an isolated unit, rather than an organizational and societal individual, so he ignored the employee's feelings, attitudes and values. Taylor restricted job satisfaction of employee's to their economic needs and interests. Taylor hold that what is called as employee's job satisfaction is their satisfaction from physical working conditions and economic benefits presented by the organization within which they are employed. He implicitly assumed that a worker who accepted the Scientific Management philosophy and who received the highest possible earnings with the least amount of fatigue would be satisfied and productive. The problem of fatigue reduction which had been a primary concern of both Taylor and Gilbreth (1970), continued to be investigated during World War I. and into the 1930's. Although Taylor's work had a narrow physiological focus and ignorant of employees' psychological and sociological characteristic, he demonstrated that many jobs could be performed more

efficiently. He also helped the unskilled worker by improving productivity enough to raise the pay of unskilled labor nearly to that of skilled.

II. Human Relations Approach

Why does job satisfaction attract so much interest? Originally job satisfaction became important since "Human Relation Approach" showed that a happy worker was a productive worker. The Hawthorne studies introduced the concept of supervision and group processes to the study of job satisfaction. The Hawthorne study is the first major social science experiment aimed at to ascertain the relationship between productivity and physical working conditions as including illuminations . Then researchers concluded that there had to be other factors that affect production. They focused their attention on the human factors. It was found that there was a relationship between the productivity and the quality of supervision. Improved supervision would improve morale, which in turn would improve productivity. In brief Hawthorne studies have shown that productivity is significantly dependent on the social and psychological environment of the organization. Theoretical basis of Human Relation School was established through this study. Leaders of this movement were Homans (1950) Whyte (1955), Fleishman (1972), Halpin and Winer (1957), Likert (1961) and Marow (1967). There are many important findings of Human Relation School, especially

related to motivation. Employees have social and psychological motives. So there is a conflict between personality and organizations. An individual can't meet his or her full needs in an organization. Also it showed that informal organization existed in all kinds of organization. But, if supervision is democratic and employee-centered, it is quite effective. In addition, high morale and productivity in organizations are promoted if the employees have opportunity to interact with each other. And the employee should have a chance to participate in decision-making process in the organization. So, human relation approach concentrated on organizational structure with an emphasis on employee motivation, satisfaction and group morale. The interpretations of Hawthorne studies (Mayo, 1960; Roethlisberger, 1939) stressed the role of the informal group and supervisory practices in shaping employee attitudes and performance. Two years after Mayo's preliminary report on the Hawthorne studies, Hoppock (1935) published the first intensive study of job satisfaction. His study emphasized the multiplicity of factors that could affect job satisfaction which had been formerly studied (fatigue, monotony, working conditions and supervision).

Organization is the structural side of the process. There are mainly two kinds of organizations: formal and informal organizations. Formal organizations are identified by written rules and regulations, levels of authority, channels of communication and method to be followed. Formal

organizations are created by institutions to fulfill specific tasks. On the other hand informal organizations are configured according to a given situation and they have not continuous structures. An administrator must know that there is formal and informal side of the organization. To reach organizational goals, we need both attainment of individual and organizational requirement. Therefore, behavior of an individual in a formal organization can be evaluated from the perspectives of the individual and the organizations. An action is effective if it accomplishes its specific objective, and efficient if it satisfies the motives underlying the immediate objective. When behavior is congruent with the bureaucratic expectations for a given role, it is effective. When behavior is consistent with the personal motives of an organizational member, it is efficient. Clearly, personal action can be effective without being efficient and viceversa. However, when behavior results in the fulfillment of both bureaucratic expectations and individual needs and motives, satisfaction with the organization is maximized. Job satisfaction then depends on the congruence of bureaucratic expectations and individual needs and motives. The principle aim of any organization is to reach its goals and also individual satisfaction. Ideally, social system should permit both role adaptation and self-actualization. When organizational goal is achieved (or reached) both in terms of efficiency and effectiveness, we can talk about the existence of job satisfaction.

III. Satisfaction and Motivation Relationship

Job satisfaction is a specific subset of attitudes held by organization members. In other words, it is one's affective response to the job. Job satisfaction results from the appraisal of one's job, allowing the attainment of one's important job values. These needs are of two separable but interdependent types; physical and psychological needs, particularly the need for growth. Growth is made possible by the nature of the work itself. Therefore, job satisfaction is concerned with one's feelings towards the job. However, work motivation is concerned with the behaviors that take place during the job. At the present time there seems to be some agreement that the distinguishing characteristic of motivated behavior is something that is directed to a goal. Bindra (1959), for example, has said that the core of what is usually called the problem of motivation lies in the "purposive" or goal-directed aspect of behavior. It is generally accepted that in examining goal-directed behavior, one must consider both what energizes the behavior and what directs the behavior toward the goal. Atkinson (1964), maintains that "the study of motivation has to do with the analysis of the various factors which incite and direct an individual's actions". Jones (1955), has stated that motivation is concerned with "how behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism while all this is going on." Jones's definition is broader than

Bindra's or Atkinson's. Since it will allow the broadest coverage of the literature. Job satisfaction and work motivation are not clearly differentiated in general. This occurs for two reasons. First, satisfaction is a hedonic response of liking or disliking the attitude of the object. Also, it is often assumed that individuals will approach things dissatisfied. Therefore, as happened in motivation, job satisfaction is frequently associated with job behaviors. Secondly, most theories of motivation have an underlying hedonic assumption that individuals are motivated to seek those which are pleasant to them. As a result, many theories of motivation are also considered at least in part by theories of job satisfaction.

Despite the failure to show a consistent empirical relationship between satisfaction and performance (Locke, 1976), researchers assume that satisfied employees will produce more. This assumption ties the study of satisfaction to the issue of motivation. There are mainly two theoretical approaches in relating satisfaction to motivation. The first is through the concept of needs whereby an individual is considered to have requirements which will be met. Once met, the result is satisfaction. Different types of needs may be posited. (Maslow, 1970; Alderfer, 1972; Herzberg, 1957) But the main point is that the work is seen as a context in which needs may be satisfied. The second approach is realized through expectancy theory. Here, the individual is assessed as a person having a valued goal that can be

reached by engaging in some behavior. As work behavior can result in achieving the desired goal, motivation is linked to satisfaction. (Vroom, 1964).

Early work motivation theories were quite simple. "Pay people for being good workers and punish them for being otherwise." It was also a basic idea of Scientific Management. (Taylor, 1911) In contrast, a notion that has been a happy worker is a good worker, a notion has been criticized as the core of then naive "human relation" movement. (Perrow, 1972). Finally, the validity of both formulations was called into questions by empirical findings. For example, it was noted that workers had responded to incentives and disincentives rather than money and even the keeping of a job (Hezberg, Mausner, Synderman; 1959), and the basic assumption of the Human Relation movement was challenged by the typically low correlations between job satisfaction and performance. (Brayfield, Creckett; 1955) According to the result of another study (Katzell, Thompson, 1990) it has been concluded that "exogenous causes", which are motive-need, incentive-reward, reinforcement, goal, personal and material resource, group and norm and sociotechnical system theory, help identify levers for improving worker motivation and performance. Endogenous processes which are arousal-activation, expectancy-valence, equity-attitude, intention-goal and attribution-self efficiency, help explain motivation. The study "Source of Motivation among Nigerian Managers" (Eze, 1985) showed that

managers regarded work as a conclusive means and preferred higher order to lower order motivators, and higher order motivators were driven mostly by technological benefits, intellectual growth, foreign mentality, religion and eternal life. According to the result of another study (Chen; 1984), an overarching theoretical framework can be constructed from which the organizational variables associated with teacher motivation can be viewed in an enriched manner. As mentioned previously, work motivation consists three major components. The first is energizing, that is the force or drive present in the organism which lead to some behavior. Secondly, there are some directing functions that guide the behavior in a particular dimension. Finally, motivation will maintain behavior once it occurs. The latter is particularly important to work setting in which jobs are expected to maintain high attendance and good performance. Emphasizing these 3 factors work motivation is defined as conditions which influence the arousal, direction and maintenance of behaviors relevant to work settings. The importance of work motivation stems from its applicability in work settings. Specific programs are developed and implemented within organizations, for example Management by Objectives. This is a very popular management procedure which helps individual to participate in decision making. The most direct antecedent to the performance-related work behavior is the employee's performance goal or goals. These goals represent what the employee intends to do at sometime in the future.

IV. Maslow's Need Hierarchy Theory:

Content theories try to specify the particular needs that must be satisfied or the values that must be attained for an individual to be satisfied with his job. Two major theories have dominated the contemporary scene: Maslow's Need Hierarchy Theory and Herzberg's Motivator-Hygiene theory.

Maslow's theory (Maslow, 1954, 1970) asserts that man has five basic categories of needs: physiological needs, including food, water, air, etc, safety needs, including freedom from physical threats and harm as well as economic security; belongingness and love needs, esteem needs of 2 types: the need for mastery and achievement and the need for the recognition and approval of others and the need for self-actualization which is defined as "the tendency to become actualized in what he is potentially capable or the desire to become more than what he is". (Maslow, 1954). The theory argues that these needs are arranged in a hierarchy of "prepotency" or dominance, the order from the most to the least prepotent being that given above. According to Maslow, the less dominant needs are neither desired nor sought until the more dominant needs are satisfied or fulfilled. Thus, for example, the need for safety will not motivate behavior or produce satisfaction when attained, until the physiological needs are fulfilled. Similarly, the need for self-actualization will not become operative until all four of the more prepotent needs (physiological, safety,

belongingness, self-esteem) are fulfilled. He also recognizes that there are individual exceptions of his theory. Maslow actually didn't develop a specific theory of work motivation as such, but the implications of his theory for the design of incentive system by management are obvious. The optimal job environment for a given employee would be the one which corresponded most closely to his position on the need hierarchy. On the other hand, it has already been stated that all men have a hierarchy of values, but this hierarchy differs from one person to another and a given hierarchy may or may not correspond to the individual's actual needs. It is not necessarily what a man needs but what he most strongly appreciates dominates his thoughts and actions. As a matter of fact, values in general are acquired during the post-birth era, but not inherently. Men have the capacity to choose their values and such values may or may not be congruent with their needs. Also the individual's value order may put physical needs first or it may not. At any rate, values, including the self-destructive ones can dominate action. Research results have shown that there is a relationship between job satisfaction and motivation.

Job satisfaction is a part of life satisfaction. The nature of one's environment of the job does affect one's feeling on the job. Similarly, since a job is an important part of life, job satisfaction influences one's general life satisfaction. The result is that satisfaction arises from a

complex set of circumstances in the same way that motivation does. Research has shown that job dissatisfaction leads to alienation of the employee.

On the other hand satisfaction by itself is not a strong motivator but it may maintain employees so that they become more receptive to a motivational environment when it is provided. Motivation is a person's drive to take an action because that person wants to do so. It is a complex system of relationship that is affected by forces inside and outside the organization. According to the Lawler and Porter's research (1967), a low but consistent relationship exists between satisfaction and performance, but it isn't all clear why this relationship exists. Another study of Lawler's has shown that (1969) when a job is structured in a way that makes intrinsic rewards appear to result from good performance, then the job itself can be a very effective motivator. Also if job content is to be a source of motivation, the job must allow for meaningful feedback, test the individual's valued abilities and allow a great amount of self-control by the job holder. In order for this to happen, jobs must be enlarged on both the vertical and horizontal dimensions. Further, it has been predicted that job enlargement is more likely to lead to increased product quality than to increased productivity.

V. Herzberg's two-factor theory;

Human motivation is characterized by basic needs, it is directed toward achieving certain desirable goals and toward avoiding other undesirable negative results. Thus in the work setting the question arises as to what variables are perceived as being desirable goals to achieve and undesirable conditions to avoid. (Tiffin, McCormick; 1965) In this connection, Herzberg and his associates have carried out a very significant study that answers to this question (Herzberg et al; 1959). The distinction between satisfiers and dissatisfiers was the result of his study. The factors that lead to positive job attitudes are important because they satisfy the individual's need for self-actualization in his work. Substantial confirmation of Herzberg's findings regarding satisfiers and dissatisfiers in the work situation comes from a subsequent study by Schwartz, Jerwaitis and Stark (1963) with a group of superivsors in the utility industry. Another study of motivation that was carried out by Myers (1964) confirmed the results and theories of Herzberg's study. However, in this study, there were noticeable differences in the specific factors that were perceived as being important by these in the various groups. According to the result of this study, while factors, associated with the work activities as such (advancement, recognition, responsibility, the work itself etc.), are generally considered as satisfiers, unsatisfactory conditions relating to such factors can operate to induce

dissatisfaction. In the case of the technicians, for example, it was suggested that "the work itself" had served as a dissatisfier since such workers might have felt that they had been tasked with the dirty work of scientists.

According to the result of another study (Cohen; 1982), principles, indicated motivators as a group, were significantly greater indicators of job satisfaction than hygienes were, and also principals, indicated hygienes as a group, were significantly greater indicators of job dissatisfaction. It also showed that major indicators of satisfaction for the sample of principals were: the motivators achievement, recognition and the hygiene interpersonal relation...etc. The result of Stefanski (1978) supported the Herzberg Motivator Hygiene Theory of job satisfaction for school administrators in middle-management positions. It was found that major indicators of satisfaction for the sample of principals were intrinsic to the work. Achievement, recognition and the work itself seem to be critical indicators of principal job satisfaction. Major indicators of job dissatisfaction for the sample of principals are extrinsic to work. Lack of good interpersonal relations and salary, appeared to be critical indicators of principals job dissatisfaction. And finally according to same study demographic and organizational characteristic don't affect indicators of satisfaction/dissatisfaction or overall satisfaction levels of the groups of principals. A study of factors related to principal's job satisfaction and

dissatisfactions by Iannone (1970) showed that the principal's job satisfaction tended to be related to factors which were in the job itself, and their job dissatisfaction tended to be related to factors which were in the job environment. Another replication of Herzberg's motivator-hygiene theory confirmed the same results. (Russell, 1981). Groseth study (1978) showed that the chief student personnel officer supported Herzberg's theory for the satisfying incidents but not for the dissatisfying ones, while data for the directors of financial aid, housing and the union supported Herzberg's theory for the dissatisfying incidents, but not for the satisfying ones. The data for the director of counseling position supported Herzber's theory for both satisfying and dissatisfying incidents. The most frequently mentioned motivators were recognition, achievement and work itself. Each was significantly more satisfying than dissatisfying incidents. The most frequently mentioned hygienes were company policy and administration, interpersonal relationships and working conditions. And also each of them were significantly more dissatisfying than satisfying incidents. According to result of another study (Butler; 1983) firstly, motivators cause job dissatisfaction as well as job satisfaction. Secondly, hygienes cause job satisfaction as well as job dissatisfaction, thirdly motivators are a major source of job satisfaction, fourthly the traditional view that factors can contribute to both job satisfaction and dissatisfaction was supported. Also Herzberg's assumption will be supported more often through

open-ended responses than in a written forced-choice. Questionnaire and the assumptions in Herzberg's theory are methodology bound, and finally job satisfaction is a stronger force than job dissatisfaction.

Herzberg's findings were in direct opposition to the traditional idea that if the presence of a variable in the work situation leads to job satisfaction, then its absence will lead to job dissatisfaction, and vice versa. These findings also contradict with the findings of Herzberg, Mausner, Peterson and Capwell (1957) based on an extensive review of literature. Research relevant to the Herzberg's theory has produced conflicting results. There are positive results as well as negative and partially confirmed ones. All positive studies had, in common, the fact that they used to apply the same recall method. Subjects first recalled instances of previous satisfaction and dissatisfaction and then checked or described the events which they perceived as leading up to or causing each instance. (Ewen, Hulin, Smith, Locke; 1966) A different method was used by Halpern (1965) has shown that subjects rate their "best-liked job" on four "satisfiers" and four "dissatisfiers" as well as overall satisfaction. Unfortunately, this study didn't deal with the dissatisfaction part of the theory. Results of Ewen et al studies showed that (Ewen, Hulin, Smith, Locke; 1966) neither the Herzberg theory nor the traditional theory was supported by the data. Instead, results indicated that intrinsic factors are more strongly related to both overall

satisfaction and dissatisfaction than the extrinsic factors. It is concluded that the concepts of satisfiers and dissatisfiers don't accurately represent the manner in which job satisfaction variables operate.

The Herzberg Theory says that there is a different nonlinear relationship between motivators and hygienes, and the level of overall satisfaction. But traditional theory predicts a linear relationship for both motivator and hygiene variables. Hammer's study (1971) showed that neither the Herzberg theory nor the traditional theory was consistently supported and the question was raised that some other methodology might have proven more effective, nor Herzberg's theory could have been generalized beyond his own methodology. In this study Herzberg Theory was supported by the motivator factors of Growth and Advancement and the hygiene factors of supervision and job security. On the other hand, traditional theory was supported by the motivator factor of recognition and hygiene factors of interpersonal relations, school policy and administration, personal life, salary, status and working conditions. While the content factor appeared to be the most important in determining satisfaction with the job itself, the context factor was not significantly related to the elements of the job least liked. The context factors, were related to both satisfaction and dissatisfaction. Another study has shown that (Grigaliunas and Herzberg; 1971) the rating scale techniques lead to inappropriate and misleading

results when used to examine either the M-H theory or job attitudes in general.

There are some research findings that do not support Herzberg's theory. Ewen (1963,1964) investigated a sample of 1000 life insurance agents and found that various job factors didn't for the most part act in the manner predicted by the Herzberg theory. Dunnette (1965) concluded that the two-factor theory was an oversimplification. He stated that job satisfaction was multidimensional and the same factors were able to contribute to both satisfaction and dissatisfaction. Graen (1965) performed a factor-analysis, using groups of engineers and found that Herzberg's prior satisfaction dimensions didn't emerge as clear factors. Malinovsky and Barry (1965) found that contrary to Herzberg theory, both satisfiers and dissatisfiers were positively related to job satisfaction. Graen and Hulin (1968) found that their results were more compatible with the traditional theory. The traditional theory hypothesizes that if job variables are categorized according to the two-factor classification system, both satisfiers and dissatisfiers contribution to the entire continuum of overall job satisfaction-dissatisfaction is not significant. Locke and Whiting (1974) found that whitecollar employees were more likely to derive satisfaction and dissatisfaction from intrinsic sources and less likely to derive them from extrinsic sources than blue-collar workers. Another study carried out by Graen (1966) showed that the contribution

of the satisfiers was demonstrated to be much greater than that of the dissatisfiers to both satisfaction and dissatisfaction. It is concluded that the distinction between satisfiers and dissatisfiers is no longer reasonable. Gruenfeld and Weissenberg (1970) study has shown that a consideration of individual differences may clarify some confusion surrounding the study of job satisfaction, particularly as defined by the Herzberg, Mausner and Synderman (1959). This study also showed that (Gruenfeld and Weissenberg) extrinsic rewards were related to overall satisfaction, and sometimes intrinsic rewards were related to dissatisfaction, depending on the samples used. According to the results of Hulin and Water study (1971) two factor theories received no support when tested using data generated by methods other than the critical incident or S-coded techniques. Bobby's study showed that (1983) motivators and hygienes both contributed to administrator's job satisfaction and dissatisfaction. Very little emprical support was given to Herzberg's theory in this research because motivators and hygienes contributed to administrator's job satisfaction and job dissatisfaction. Another study revealed (Pallone, Hurley and Rickard; 1971) insufficient evidence to support the two-factor theory's assumption that job satisfaction was generated by one set of variables, and dissatisfaction by another. Graen's study (1968) has shown that traditional predictions, which advocate linear relationship between satisfaction with job

variables and overall job satisfaction, are generally supported.

In one respect, Herzberg has made a major contribution to our knowledge and understanding of the nature of job satisfaction. This contribution comes from his focus on the importance of psychological growth as a "precondition" of job satisfaction, and such growth comes from the work itself. He took into consideration how jobs might be redesigned to allow for greater psychological growth. Of course he was not the first theorist who emphasized the existence of such needs, but his work has served to focus attention on the importance of psychological growth and its relation to work, and has been a major impetus to applied research (Ford, 1969; Maher, 1971).

On the other hand Herzberg's insistence on the idea of two unipolar continuum (motivator lead to only satisfaction and hygiene lead to only dissatisfaction) seems to be indefensible, both logically and empirically. They only assume that factors in the work itself are an important source of positive attitudes. Their studies all involve restructuring jobs so as to make the work more satisfying. No researcher has yet tried to test the other side of the motivator coin by redesigning the work so as to produce dissatisfaction. On this point, Ford (1969a) who originally supported the idea that job enrichment would lead to increased job satisfaction, later suggested that this might be incorrect assumption and that the major effect of

enrichment in the realm of attitudes might be to increase job involvement. (1969b). One of the consequence of greater involvement is that the potential is greater for both satisfaction and dissatisfaction.

Finally, Herzberg's treatment of supervisory practices as Hygiene elements is contrary to assumption of his theory and even to some of his own statements. (Herzberg et al, 1959). When theory is applied to industry, the supervisor is given an important new role. So the job of the supervisor, in this view, is to help his subordinates to gain values, especially task values. (Locke, 1970)

VI. Relationship between job satisfaction and turnover and absences, performance, age, occupational level, organization size, job content, pay and leadership.

Job satisfaction is the favorableness and unfavorableness with which employees view their work. It monitors job satisfaction closely, because satisfaction affects turnover, absences, performance and other vital personnel issues. More helpfull and human-oriented personnel departments build employee motivation, growth and satisfaction.

Turnover and absences are important concern for the job satisfaction. (Steers and Rhodes; 1978) When job satisfaction goes up, turnover declines. The reverse is also

true. Employees who have lower satisfaction usually have high turnover. (Hulin; 1966 and 1968).

A similar relationship applies to absences. Those employees who have less satisfaction tend to be absent more often. Absenteeism may not frequently be associated with job satisfaction because absence behavior is determined by other factors even when there is dissatisfaction (Ilgen and Hollenback 1977).

Are high job satisfaction and high performance related to each other? Historically, it was assumed that more satisfied workers performed better. These often are positive relationship between high satisfaction and improved performance, but most of these aren't large. There are many satisfied workers who aren't high producers. They remain content to perform only average job. Satisfaction by itself is a strong motivator, but it may maintain employees so that they are more receptive to a motivational environment when it is provided. Better performance leads to higher rewards. If these rewards are seen as fair and equitable, then improved satisfaction emerges, because employees feel that they are receiving rewards in proportion to their performance. If rewards are seen as inadequate for one's level of performance, dissatisfaction tends to occur. In both situation, level of satisfaction becomes a feedback that affects future performance, so the total performance satisfaction relationship becomes a continuous system.

There is a positive relationship between age and job satisfaction. As workers grow older, they tend to be more satisfied with their jobs. There are many reasons for their satisfaction, such as lowered expectation and better adjustment to their experienced work situation. Younger workers are generally less satisfied because of higher expectations, less adjustment and other causes. This is true for both men and women and for managers as well as workers (Korman, 1933).

People with higher-level occupations tend to be more satisfied with their jobs. They usually have better pay and working conditions, and their jobs make fuller use of their abilities, so they have good reasons to be more satisfied (Korman, 1933).

The result is that managers and professionals are usually more satisfied than skilled workers, who tend to be more satisfied than semiskilled and unskilled workers. Occupation is more strongly related to job satisfaction than age. Those who work at high occupational levels are more satisfied than unskilled workers (Vroom, 1964).

As organization size grows, job satisfaction tends to decline moderately unless corrective action is taken to offset the trend. Without corrective action, large organizations tend to overwhelm people and disrupt supportive processes, such as communication, coordination and participation. Employees begin to feel that they are

loosing the control over the events that affect them because decision-making power is so far removed. The work environment also loses elements of personal closeness, friendship and small group teamwork that are important to the satisfaction of many employee. The term "organization size" refers to the size of an operating unit, such as a branch plant, rather than an entire corporation or governmental unit. Because of the organization size and satisfaction relationship, the personnel function in larger organizations may have a more difficult job in maintaining employee satisfaction.

The research result shows that the greater the variation in job content and the less the repetitiveness with which the tasks must be performed the greater the satisfactions of the individuals involved. (Walker, Guest; 1952) Similar results have been found by Wyatt, Fraser and Stock (1929), Baldamus (1951) and Mann and Hoffman (1960), among others. Job content in terms of variety and nature of tasks called for is a function, to a great extent, of occupational level.

Pay and promotional oppurtunities are positively related to job satisfaction. When they are increased, job satisfaction will also be increased (Centers, Bugental; 1966).

There is a relatively consistent trend of evidence which indicates that when occupational level held constant,

there is a negative relationship between the educational level of the individual and his job satisfaction. (Centers, Cantril; 1946, Cantril 1943, Klein and Maner; 1966)

There is no consistent evidence whether women are more satisfied with their jobs than men, holding job and occupational level constant.

Organizational climate is the favorableness or unfavorableness of the environment for people in an organization. Some organizations emphasize work, others emphasize teamwork. The difference between work and team work may appear unimportant, but it is significant in the climate of an organization. According to result of the Muchinsky's study (1977) when the climate was favorable, satisfaction was high but when climate was unfavorable, satisfaction was low.

Many research results show that the type of leadership which we call considerate (democratic or participative) results in higher job satisfaction than the kind of leadership which we call autocratic (directive or authoritarian) (Vroom, 1964). Moreover, Likert and Seashore (1956) have concluded that the performance and morale of employees are more strongly influenced by their immediate superiors than by any other factor in the work environment. Superiors need to develop patterns of motivational conditions that are for a given group or individual. Attention must be given to the nature of the groups within

the organization and the supervisor must be aware of the fact that high producers are usually those who feel under relatively little pressure.

VII. Recent developments and researchs on job satisfaction (Between 1980 and up to now)

1992

Important research developments have taken place in the field of job satisfaction between 1980 and 1990. In this recent research it is mainly concerned with improving employee satisfaction as well as organization's productivity. So job satisfaction has been seen as the key element of productivity and the quality of working life. The productivity studies of this period have focussed mainly on the simple jobs with the individual employee as the unit of analysis. It is difficult to measure performance of employees, because of the interdependencies and complexities of the job. Another study showed that (Freedman, Phillips; 1985) despite the fact that participant's performance was being constrained and they were aware of these constraints, the mere presence of the constraints alone failed to result in lower levels of satisfaction or motivation on a proofreading task. Results of the Wisniewski's study (1990) on Polish teachers showed that teachers, who have had their jobs for alongtime (over 20 years), were resulted in higher job satisfaction, and they are more free in deciding how to do their work. Decker and Dean study (1980) indicates that public schools teachers appear to be more satisfied with

their work than residential school teachers. Fulfillment of overall, field, agency, work, supervision and co-worker satisfaction, seems to be higher in public schools than in residential schools, though no difference was noted with pay, promotion and satisfaction. Results of Seitz's study (1984) showed that the male employees were significantly lower in job satisfaction than the female employees.

Also the men indicated a preference for greater personal control on the job than the women did. This finding is consistent with the locus of control literature which advocates men as more internally oriented than women. The men also placed a higher value on the professional bargaining association for achieving work goals than the women did. Another research (Christesson, Nancy; 1983) findings showed that the individual job dimensions, which were the most closely related to overall job satisfaction, were involvement, challenge, opportunity for advancement, benefits and supervision. Supervision was more important for women than it was for men. Vatthaisong's study (1982) showed that source of satisfaction, for faculty members in rank order of importance, were interpersonal relations, the work itself, achievement, recognition, responsibility, growth, working conditions, supervision and administrative policies. The source of dissatisfaction was salary. Also faculty members, who have over 10 years teaching experience, were more satisfied with their achievement and working conditions than members who have under 10 years experience. And,

finally no difference observed between males and females satisfaction levels. Kenepp's study (1981) concludes that job satisfaction is multidimensional, and facets of an undergraduate academic program do have a positive impact on job satisfaction five years after graduation. However, personal and background factors have very little impact on determining the job satisfaction. Another finding of the study is that job satisfaction of graduates is influenced by "professional" attributes of the job such as career growth, job status and challenge rather than material rewards such as fringe benefits or salary. Another study shows that (McKee, Murphy; 1984) the source of dissatisfaction can be reduced or eliminated through greater cooperation, the application of effective supervisory practices and recognition of the professional development needs of adult education administrators. Lam's study (1988) indicated that external pressures triggered extra-organizational, intra-organizational and interpersonal stress in the work setting. Therefore constraints, from external source, constitute a major dimension that can't be ignored in understanding the complex phenomenon of school administrator's stress related with their job. Another research results showed that educational attainment was found to be negatively associated with job satisfaction of correctional officer even when other important determinants are held constant. (Jurik, Halemba, Musheno, Boyle; 1987) Wolpin, Burke, Geenglass's study (1980) showed that the negative work setting characteristics and marital dissatisfaction were associated

with greater work stressors, which in turn were associated with increased burnout, which in turn resulted in decreased job satisfaction.

VIII. Conclusions and comments on findings;

Review of the literature indicates that over the last seventy years more than 3300 studies have been carried on job satisfaction. Before the thirties research was mainly focused on the effects of physical conditions of work and pay on worker attitudes. After thirties studies were mainly under the influence of the Human Relation Movement. The Hawthorne studies were focused on the social and psychological aspects of working environment such as supervision and the work group. This influence largely dominated the research until the late 1950's, when researchers began to examine the effects of the work itself on worker attitudes. The contemporary scene reveals a growing interest in the identification of work attributes that will reduce boredom and increase job involvement.

Neither Maslow's Need-Hierarchy theory nor Herzberg's Motivator-Hygiene theory provide an adequate specification of the particular job conditions conducive to job satisfaction. Both suffer from many logical inconsistencies and from lack of empirical support. Herzberg's theory however does provide a useful distinction between physical and psychological needs and identifies cognitive growth as a major psychological need that can be fulfilled through work.

Job dissatisfaction can have a variety of results, including effects on individual's other attitudes, physical health, absence, turnover and grievances. However, there is no direct effect on productivity. The opposite cause-effect relationship will hold in cases where high production leads to the attainment of important job values.



CHAPTER IV

DESIGN OF THE STUDY

Introduction

This chapter is devoted to presentation of the methodological background of the study. It includes the sample, the data collection, the analytical procedure, and the analysis of data.

Sample

The sample of this study consisted of two groups of subjects. The first group was composed of 143 educational administrators selected from directors and assistant directors of 40 lycees located in the metropolitan region of Ankara, the capital of Turkey. Educational administrators (directors and assistant directors) were selected from Çankaya, Ayrancı, Atatürk, 50.Yıl, İncesu, Kalaba, Keçiören, Mimar Sinan, Kurtuluş, Abidin Paşa, Gülveren, Aktepe, Tuzluçayır, Şentepe, İncirli, Sincan, Mamak, Bahçelievler Cumhuriyet Lisesi, Balgat Ömer Seyfettin, Başkent, Seyranbağları, Yahya Kemal Beyatlı, Dikmen, Etimesgut Mehmetçik, Yenikent, Yenimahalle Mustafa Kemal and Gölbaşı Lycees. These schools were randomly selected among 26 lycees in Ankara. In order to conduct the study at these 26 lycees the researcher took a formal clearance from the Ministry of National Education in October 1991. Among 250 directors and assistant directors employed in 40 lycees, only 143 gave

valid answers to the questionnaire administered by the researcher.

The second group composed of 85 middle status administrators of several private industrial organizations selected from among several industrial centers of Turkey. These industrial organizations were selected randomly from the list of the National Productivity Center in Ankara. The directors and assistant directors of Eczacıbaşı, Kordsa, Otosan, Güriş and Hema were composed of industrial administrators. 85 of the questionnaire were taken from industrial directors and assistant directors, during the seminar of National Productivity center. So, from 190 respondents, 85 industrial administrators answered the job satisfaction questionnaire among 12 industrial organizations, which are located in İzmit, Bilecik, İstanbul, İzmir and Ankara.

Data Collection

The data were collected from 143 educational administrators and 85 industrial administrators between October 1991 and May 1992 by administering a questionnaire. The questionnaire used in this study was developed by Ruhi Köse in 1985. It consists of 3 parts. Part A includes the general questions designed to acquire a basic grasp of the administrator's sex, marital status, age, level of education, name of the graduate school, name of the department, status of the administrator, total job duration

in present organization, total job duration before coming present organization and monthly salary. Part B includes two questions designed to acquire a basic grasp of administrator's rank orderings of the given ten job dimensions as being source of their satisfaction and dissatisfaction. Part C of the questionnaire was composed of three sections. The first section consisted of 18 questions aimed at measuring administrator's satisfaction from self-actualization as a dependent variable. Section II also has 18 questions, utilized to measure administrator's satisfaction from interpersonal relations as a dependent variable. The third section included 14 questions intended to measure administrator's satisfaction from economic benefits as a dependent variable.

The content validity and reliability of the questionnaire was done by Ruhi Köse on a sample of 30 research assistants employed in the departments of Educational Science, Science Education, Sociology and the Graduate School of Social Science at METU in Ankara during May 1985 (Köse, 1985).

A list of known industrial organizations in Turkey was obtained from the National Productivity Center. Then 12 organizations were randomly selected. 85 industrial directors and assistant directors answered the job satisfaction questionnaire from 5 organizations (Eczacıbaşı, Kordsa, Otosan, Güriş and Hema).

A list of schools in Ankara was obtained from Ministry of Education. 40 of them were randomly selected. 250 questionnaires were administered to these schools. 143 of them returned from 26 schools, in Ankara from December 1991 and up to March 1992. The researcher herself was administered the questionnaires to the educational administrators.

The average time to answer the questionnaire was nearly 15 minutes.

Analytical Procedures

Operational Definition of Dependent Variables

The dependent variables of this study consist of general job satisfaction, satisfaction from self-actualization, interpersonal relations and economic benefits.

General Job Satisfaction: was measured as consisting of satisfaction from self-actualization, interpersonal relations and economic benefits.

Satisfaction from self-Actualization: As consisting of intrinsic aspects of job such as: recognition, responsibility, achievement, creativity and self-expression, aspirations, expectations, work itself and so on, which were measured by 18 questions in part C, section I of the questionnaire.

Satisfaction from Interpersonal relations: As consisting of social aspects of job, such as inter and intra departmental interpersonal relations, group dynamics and group effort, cooperation and social approval and so on, which were measured by 18 questions in Part C, Section II of the questionnaire.

Satisfaction from Economic Benefits: As consisting of economic aspects of job such as wages, economic advantages, compensation, professional advancement, job security and so on, which were measured by 14 questions in Part C, Section III of the questionnaire.

Operational Definition of Independent Variables

Type of Organization: Lycees were accepted as educational organizations and Eczacıbaşı, Kordsa, Otosan Giriş, Hema were accepted as industrial organizations.

Administrative Position: As consisting of being directors or assistant directors which were measured by the question 7 in part A of the questionnaire.

Educational Attainment Level: As consisting of administrators who have higher and lower educational attainment level were differentiated. It was measured by the question 4 in part A of the questionnaire.

Professional Education: As consisting of administrators who have professional education and have not professional

education were differentiated. It was measured by the question 6 in part A of the questionnaire.

Monthly Salary: The variable was measured by the question 10 in Part A of the questionnaire.

Analysis of Data

Anova was used in order to test the significance of the difference between the variation with dependent variable and the one with independent variable. (Nie et al, 1975). There are two basic assumptions involved in F distribution. First the data are at the interval level for both of the variables involved. The second assumptions also true of both variables is that the population distribution is normal. As indicated before direct research of the F distribution is to test for the significance of the difference in variability between two variables. In Anova, the researcher identifies all of the variation in a set of data and proceeds to analyze it. This analysis consists of determining mathematically how much of the variation is attributable to the variation within each of the separate groups and how much is attributable to the variation from group to group.

The analysis of data was accomplished by running a subprogram of Anova of SPSS (Statistical Package for the Social Sciences)(Nie et al, 1975) in the computer facilities of METU.

Limitations

The differences between job satisfaction levels of directors and assistant directors in terms of job experience and age were neglected in this study.

In this study, it was measured that the effect of type of organization, administrative position, educational attainment level, professional education and monthly salary on job satisfaction levels of administrators. The main and interaction effects of independent variables on job satisfaction were not deal with.

This study was limited to only public lycees in Ankara. Vocational, technical and private lycees were excluded.

Industrial organizations were limited to Ankara, Bilecik, izmir, izmit and istanbul. And only administrators, from five of the selected industrial organizations, answered the questionnaire.

This study was limited to directors and assistant directors of public lycees and industrial organizations.

Assumptions

It is assumed that educational and industrial administrators' responses were true and sincere on the questionnaires.

CHAPTER V
RESULTS OF THE STUDY

This chapter is devoted to a presentation of the results of the study, which were obtained by analyzing the data in the way described in the preceding chapter. The findings concerning the cell means of the type of organization, administrative position, educational attainment level, professional education and monthly salary of job satisfaction levels of (self-actualization, interpersonal relations and economic benefits) educational and industrial administrators were explained.

The level of significance for this study was set at $\alpha = .05$.

Table 5.1.

Mean Distribution of general job satisfaction and satisfaction from self-actualization, interpersonal relations and economic benefits dimensions of industrial and educational administrators.

	Industrial Administrators	Educational Administrators	Total
General Job Satisfaction	39.21 (85)	25.87 (143)	30.85 (228)
Self-Actualization	13.85 (85)	10.06 (143)	11.47 (228)
Interpersonal Relations	15.25 (85)	11.61 (143)	12.96 (228)
Economic Benefits	10.12 (85)	4.21 (143)	6.41 (228)

As indicated on Table 5.1. general job satisfaction level of industrial administrators ($x=39.21$) was quite high than those of educational administrators ($x=25.87$). Also the self-actualization, interpersonal relations and economic benefits dimensions of job satisfaction level of industrial administrators were higher than those of educational administrators.

Table 5.2.

Mean Distribution of general job satisfaction and satisfaction from self-actualization, interpersonal relations and economic benefits dimensions of directors and assistant directors.

	Directors	Assistant Directors	Total
General Job Satisfaction	35.39 (64)	28.52 (162)	30.47 (226)
Self-Actualization	12.45 (64)	11.00 (162)	11.41 (226)
Interpersonal Relations	14.22 (64)	12.37 (162)	12.89 (226)
Economic Benefits	8.72 (64)	5.15 (162)	6.16 (226)

As indicated on Table 5.2 general job satisfaction of directors ($x=35.39$) was higher than those of assistant directors ($x=28.52$). Moreover, the self-actualization, interpersonal relations and economic benefits dimension of job satisfaction level of directors were higher than those of assistant directors.

Table 5.3.

Mean Distribution of general job satisfaction and satisfaction from self-actualization, interpersonal relations and economic benefits dimensions of administrators, depending on their educational attainment level.

	High School	University	Master	Total
General Job Satisfaction	27.94 (82)	31.31 (131)	40.83 (12)	30.59 (225)
Self-Actualization	9.90 (82)	12.27 (131)	13.33 (12)	11.46 (225)
Interpersonal Relations	12.09 (82)	13.26 (131)	15.25 (12)	12.94 (225)
Economic Benefits	5.95 (82)	5.79 (131)	12.25 (12)	6.19 (225)

As indicated on Table 5.3 the general job satisfaction level of administrators who have higher educational attainment level appeared to have the highest general job satisfaction level ($\bar{x} = 40.83$) among administrators who have lower educational attainment level. Furthermore, the self - actualization, interpersonal relations and economic benefit dimensions of job satisfaction level of administrators who have higher educational attainment level were higher than those of administrators who have lower educational attainment level.

Table 5.4.

Mean Distribution of general job satisfaction and satisfaction from self-actualization, interpersonal

relations and economic benefits dimensions of administrators,
depending on their professional education.

	Administrators who have professional education	Administrators who have not professional education	Total
General Job Satisfaction	39.91 (22)	29.46 (203)	30.48 (225)
Self- Actualization	12.27 (22)	11.31 (203)	11.40 (225)
Interpersonal Relations	15.18 (22)	12.66 (203)	12.90 (225)
Economic Benefits	12.45 (22)	5.50 (203)	6.18 (225)

As indicated on the Table 5.4 the general job satisfaction of administrators who have professional education ($x=39.91$) was higher than those administrators who have not professional education. Moreover, the self-actualization, interpersonal relations and economic benefits dimension of job satisfaction level of administrators who have professional education were higher than those of administrators who have not professional education.

Table 5.5.

Mean Distribution of general job satisfaction and
satisfaction from self-actualization, interpersonal
relations and economic benefits dimensions of administrators,
depending on their monthly salary.

	Administrators monthly salary		Total
	1.300.000 - 5.000.000	5.000.000 - 24.000.000	
General Job Satisfaction	25.91 (155)	36.54 (35)	27.87 (190)
Self-Actualization	10.03 (155)	14.00 (35)	10.76 (190)
Interpersonal Relations	11.54 (155)	14.71 (35)	12.12 (190)
Economic Benefits	4.34 (155)	7.83 (35)	4.98 (190)

As indicated on Table 5.5. general job satisfaction level of administrators with higher monthly salary was higher than satisfaction level of those with lower monthly salary. The same trend observed in sub-dimensions of job satisfaction also.

In order to determine that whether or not these mean differences were significant, F tests were applied to the data.

The findings of the study in testing the hypotheses are given below.

Hypothesis A Ho (A):

Hypothesis A stated that there is no significant difference between general job satisfaction levels of educational and industrial administrators.

Table 5.6: Effect of type of organization on job satisfaction

SS	DF	MS	F	P
9483.705	1	9483.705	34.064	0.000

Table 5.6. shows that with 1 degree of freedom the F value of 34.064 is significant at .05 level.

Hypothesis a1 Ho (a1):

Hypothesis a1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of educational and industrial administrators.

Table 5.7. Effect of type of organization on self-actualization

SS	DF	MS	F	P
766.221	1	766.221	41.127	-0.000

Table 5.7. shows that with 1 degree of freedom the F value of 41.127 is significant at .05 level.

Hypothesis a2 Ho (a2):

Hypothesis a2 stated that there is no significant difference between interpersonal relations dimension of job satisfaction levels of educational and industrial administrators.

Table 5.8. Effect of type of organization on interpersonal

SS	DF	MS	F	P
9483.705	1	9483.705	34.064	0.000

Table 5.6. shows that with 1 degree of freedom the F value of 34.064 is significant at .05 level.

Hypothesis a1 Ho (a1):

Hypothesis a1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of educational and industrial administrators.

Table 5.7. Effect of type of organization on self-actualization

SS	DF	MS	F	P
766.221	1	766.221	41.127	-0.000

Table 5.7. shows that with 1 degree of freedom the F value of 41.127 is significant at .05 level.

Hypothesis a2 Ho (a2):

Hypothesis a2 stated that there is no significant difference between interpersonal relations dimension of job satisfaction levels of educational and industrial administrators.

Table 5.8. Effect of type of organization on interpersonal relations

SS	DF	MS	F	P
705.838	1	705.838	11.251	0.001

Table 5.8. shows that with 1 degree of freedom the F value of 11.251 is significant at .05 level.

Hypothesis a3 Ho (a3):

Hypothesis a3 stated that there is no significant difference between economic benefits dimension of job satisfaction levels of educational and industrial administrators.

Table 5.9. Effect of type of organization on economic benefits

SS	DF	MS	F	P
1860.716	1	1860.716	21.191	0.000

Table 5.9. shows that with 1 degree of freedom the F value of 21.191 is significant at .05 level.

Hypothesis B Ho (B):

Hypotesis B stated that there is no significant difference between job satisfaction levels of directors and assistant directors.

Table 5.10. Effect of administrative position on job satisfaction

SS	DF	MS	F	P
2162.648	1	2162.648	7.311	0.007

Table 5.10. shows that with 1 degree of freedom the F value of 7.311 is significant at .05 level.

Hypothesis b1 Ho (b1):

Hypothesis b1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of directors and assistant directors.

Table 5.11. Effect of administrative position on self-actualization

SS	DF	MS	F	P
96.871	1	96.871	4.526	0.034

Table 5.11. Shows that with 1 degree of freedom the F value of 4.526 is significant at .05 level.

Hypothesis b2 Ho (b2):

Hypothesis b2 stated that there is no significant difference between interpersonal relations dimension of job satisfaction levels of directors and assistant directors.

Table 5.12. Effect of administrative position on interpersonal relations

SS	DF	MS	F	P
156.736	1	156.736	2.411	0.122

Table 5.12. shows that with 1 degree of freedom the F value of 2.411 is not significant at .05 level.

Hypothesis b3 Ho (b3):

Hyhothesis b3 stated that there is no significant difference between economic benefits dimension of job satisfaction levels of directors and assistant directors.

Table 5.13. Effect of administrative position on economic benefits

SS	DF	MS	F	P
582.863	1	582.863	6.735	0.010

Table 5.13. shows that with 1 degree of freedom the F value of 6.735 is significant at .05 level.

Hypothesis C Ho (c):

Hypothesis c stated that there is no significant difference between job satisfaction levels of administrators, depending on their educational attainment levels.

Table 5.14. Effect of educational attainment levels on job satisfaction

SS	DF	MS	F	P
1903.852	2	951.926	3.214	0.042

Table 5.14. shows that with 2 degrees of freedom the F value of 3.214 is significant .05 level.

Hypothesis c1 Ho (c1):

Hypothesis c1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Table 5.15. Effect of educational attainment levels on self-actualization

SS	DF	MS	F	P
326.394	2	163.197	8.172	0.000

Table 5.15. shows that with 2 degrees of freedom the F value of 8.172 is significant at .05 level.

Hypothesis c2 Ho (c2):

Hypothesis c2 stated that there is no significant difference between interpersonal relations dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Table 5.16. Effect of educational attainment levels on interpersonal relations

SS	DF	MS	F	P
137.301	2	68.650	1.052	0.351

Table 5.16. shows that with 2 degrees of freedom the F value of 1.052 is not significant at .05 level.

Hypothesis c3 Ho (c3)

Hypothesis c3 stated that there is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their educational attainment levels.

Table 5.17. Effect of educational attainment levels on economic benefits

SS	DF	MS	F	P
466.712	2	233.356	2.662	0.072

Table 5.17. shows that with 1 degree of freedom the F value of 2.662 is not significant at .05 level.

Hypothesis D Ho (D):

Hypothesis D stated that there is no significant difference between job satisfaction levels of administrators, depending on their professional education.

Table 5.18. Effect of professional education on job satisfaction

SS	DF	MS	F	P
2165.904	1	2165.904	7.291	0.007

Table 5.18. shows that with 1 degree of freedom the F value of 7.291 is significant at .05 level.

Hypothesis d1 Ho (d1)

Hypothesis d1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their professional education.

Table 5.19. Effect of professional education on self actualization

SS	DF	MS	F	P
18.384	1	18.384	0.842	0.360

Table 5.19. shows that with 1 degree of freedom the F value of 0.842 is not significant at .05 level.

Hypothesis d2 Ho (d2):

Hypothesis d2 stated that there is no significant difference between interpersonal relations dimension of job satisfaction levels of administrator, depending on their professional education.

Table 5.20. Effect of professional education on interpersonal relations

SS	DF	MS	F	P
126.714	1	126.714	1.937	0.165

Table 5.20. shows that with 1 degree of freedom the F value of 1.937 is not significant at .05 level.

Hypotehsis d3 Ho (d3):

Hypothesis d3 stated that there is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their professional education.

Table 5.21. Effect of professional education on economic benefits

SS	DF	MS	F	P
960.686	1	960.686	11.276	0.001

Table 5.21. shows that with 1 degree of freedom the F value of 11.276 is significant at .05 level.

Hypothesis E Ho (E):

Hypothesis E stated that there is no significant difference between job satisfaction levels of administrators, depending on their monthly salary.

Table 5.22. Effect of monthly salary on job satisfaction.

SS	DF	MS	F	P
3228.289	1	3228.289	12.383	0.001

Table 5.22. shows that with 1 degree of freedom the F value of 12.383 is significant at .05 level.

Hypothesis e1 Ho (e1):

Hypothesis e1 stated that there is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their monthly salary.

Table 5.23. Effect of monthly salary on self-actualization

SS	DF	MS	F	P
449.503	1	449.503	32.170	0.000

Table 5.23 shows that with 1 degree of freedom the F value of 32.170 is significant at .05 level.

Hypothesis e2 Ho (e2):

Hypothesis e2 stated that there is no significant differences between interpersonal relations dimension of job satisfaction levels of administrators, depending on their monthly salary.

Table 5.24 Effect of monthly salary on interpersonal relations

SS	DF	MS	F	P
288.518	1	288.518	5.460	0.021

Table 5.24 shows that with 1 degree of freedom the F value of 5.460 is not significant at .05 level.

Hypothesis e3 Ho (e3):

Hypothesis e3 stated that there is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their monthly salary.

Table 5.25. Effect of monthly salary on interpersonal relations

SS	DF	MS	F	P
347.104	1	347.104	4.107	0.044

Table 5.25 shows that with 1 degree of freedom the F value of 4.107 is significant at .05 level.

The results of the study can be summarized as follows: The general job satisfaction level of industrial administrators appeared to be greater than educational administrators. And, this difference seemed to be statistically significant at .05 level.

1. There is a significant difference between general job satisfaction levels of educational and industrial administrators.
2. There is a significant difference between self-actualization dimension of job satisfaction levels of educational and industrial administrators.
3. There is a significant difference between interpersonal relations dimension of job satisfaction levels of educational and industrial administrators.
4. There is a significant difference between economic benefits dimension of job satisfaction levels of educational and industrial administrators.
5. There is a significant difference between job satisfaction levels of directors and assistant directors.
6. There is a significant difference between self actualization dimension of job satisfaction levels of directors and assistant directors.
7. There is no significant difference between interpersonal relations dimension of job satisfaction levels of directors and assistant directors.
8. There is a significant difference between economic benefits dimension of job satisfaction levels of directors and assistant directors.

9. There is a significant difference between job satisfaction levels of administrators, depending on their educational attainment level.
10. There is a significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their educational attainment level.
11. There is no significant difference between interpersonal relations dimensions of job satisfaction levels of administrators, depending on their educational attainment level.
12. There is no significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their educational attainment levels.
13. There is a significant difference between job satisfaction levels of administrators, depending on their professional education.
14. There is no significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their professional education.
15. There is no significant difference between interpersonal relations dimension of job satisfaction levels of

administrator, depending on their professional education.

16. There is a significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their professional education.

17. There is a significant difference between job satisfaction levels of administrators, depending on their monthly salary.

18. There is a significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their monthly salary.

19. There is no significant difference between interpersonal relations dimension of job satisfaction levels of administrators, depending on their monthly salary.

20. There is a significant difference between economic benefits dimension of job satisfaction levels of administrators, depending on their monthly salary.

CHAPTER VI

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

This chapter presents a discussion of the results that were reported in the previous chapter, their implications to both educational and industrial settings and recommendations for future studies.

Discussion of the results

The present study aimed at analyzing the statistical significance of the main effects of the type of organization, administrative position, educational attainment level, professional education and monthly salary on job satisfaction levels of Turkish administrators.

The findings reveal that there are significant differences between educational and industrial administrators with regard to general job satisfaction and subdimensions of job satisfaction such as self-actualization interpersonal relations and economic benefits.

Depending on these results, it can be said that job satisfaction levels of industrial administrators were higher than those of educational administrators in terms of self-actualization interpersonal relations and economic benefits.

The results of the analysis of variance showed that there was a significant difference between job satisfaction levels of directors and assistant directors. Furthermore, there were significant differences between self-actualization and economic benefits dimension of job satisfaction levels of directors and assistant directors. However, there was no significant difference between interpersonal relations dimension of job satisfaction levels of directors and assistant directors. Therefore job satisfaction levels of directors in terms of self-actualization and economic benefits were higher than job satisfaction levels of assistant directors.

It was also found that there was a significant difference between job satisfaction levels of administrators, as depending on their educational attainment level. Also there was a significant difference between self-actualization dimension of job satisfaction levels of administrators, depending on their educational level. However, there were no significant difference between interpersonal relations and economic benefits dimension of job satisfaction levels of administrators, depending on their educational attainment level. So, job satisfaction levels of administrators (in terms of self-actualization) who had higher educational attainment level showed that the highest job satisfaction level when it was compared with administrators who have lower educational attainment level.

The result of the study also showed that there was a significant difference between job satisfaction levels of administrators, (in terms of economic benefits) depending on their professional education. It can be said that the job satisfaction levels of administrators (in terms of economic benefits) who had professional education was higher than administrators who had not professional education. However, there was no significant difference between self-actualization and interpersonal relations dimension of job satisfaction levels of administrators, depending on their professional education.

Finally it was found that there was a significant difference between job satisfaction levels of administrators, depending on their monthly salary. However, the interpersonal relations dimension of job satisfaction levels of administrators was not significant depending on their monthly salary.

The self-actualization dimension job satisfaction levels of educational and industrial administrators was found to be significant. Self-actualization dimension includes that intrinsic aspects of job such as recognition, responsibility, achievement, creativity, self-expression, aspiration, expectation and work itself. Achievement, recognition and work itself were found as major indicators of job satisfaction in studies by Stefanski (1978) and Cohen (1982). Similar result was found by Butler (1983). He concluded that the sense of achievement and work itself were

the most predictive factors in job satisfaction. Work itself was found to be the major factor in determining overall job satisfaction of Libyan teachers in Attuwaybi's study (1975). The self-actualization dimension of job satisfaction level of industrial administrators was higher than those of educational administrators. Since especially educational administrators are more valued the intrinsic job components than the extrinsic ones in our country. So they have chance to express themselves in their jobs. This may lead to increasement of their job satisfaction level. On the other hand industrial administrators have more advantages than educational administrators, since they are more free while doing their jobs. Industrial administrators have a chance to participate and change decision-making process in Turkey. Since industrial organizations are more flexible than educational organizations in our country. Educational administrators are controlled by Ministry of Education. So their activities are limited. These may affect educational administrator's self-actualization level.

Interpersonal relations dimension of job satisfaction level of educational and industrial administrators was found to be significant. This result is also consistent with the results of another studies. Mayo (1960), Roetlisberger (1939) stressed the role of the informal group and supervisory practices in shaping employee attitudes and performance. The importance of interpersonal relations in work settings was understood by the existence

of the Hawthorne studies which showed that productivity was significantly depended on social and psychological environment of the organization (Homans, 1950; Whyte, 1955; Fleishman, 1972; Halpin and Winer, 1957; Likert, 1961; and Marow, 1967). Also another research showed that (Herzberg, Mausner, Synderman; 1959 and Dickson, 1939) workers respond to incentives and disincentives other than money and even the keeping of a job. According to Maslow's Need Hierarchy Theory (Maslow; 1954, 1970) there are 2 types of esteem needs: the need for mastery and achievement and the need for the recognition and approval of others. Maslow states that the need for self-actualization will not become operative until the need for the recognition and approval of others are fulfilled. Social approval and recognition are the important elements of the interpersonal relations dimension of job satisfaction levels. Maslow studies showed that the importance of social approval and recognition by others in work setting. Stefanski (1978) found that the lack of good interpersonal relation and salary appeared to be critical indicators of principals job dissatisfaction. The interpersonal relations dimension of job satisfaction level of industrial administrators was higher than those of educational administrators. The reason of this result may arise from the structure of the Ministry of Education. Educational administrators have not chance to participate decision-making process. They have to follow rules and regulations that are taken by Ministry of Education.

Educational administrators have to apply those rules. Since our educational system is a centralized one. In this respect, educational administrators may have to do show more autocratic leadership style in accordance with the framework of rules and regulations of the Ministry of Education. Of course, this type of leadership style affects their interpersonal relations with teachers. On the other hand industrial administrators are more free to change or participate decision-making process in the system. Sometimes they can determine their own limitations. So this difference may make them more democratic when they are compared with educational administrators. Therefore interpersonal relations of industrial administrators with their co-workers can be higher than educational administrators.

The economic benefits dimension of job satisfaction level of educational and industrial administrators were found to be significant. This result is consistent with the findings of other studies. Pay and promotional opportunities are positively related with job satisfaction. When they are increased the job satisfaction will be increased. Nearly all occupational groups consider either amount of pay and employment security to be relatively important (Herzberg et al; 1957, Smith, Mendall and Hulin; 1969). Ingham study showed that blue collar employees who choose to work in large organizations are motivated mainly by economic advantages. The economic benefit dimension of job satisfaction level of industrial administrators was

significantly higher than those of educational administrators. The reason of this difference is very clear that our educational administrator's salary is very low even when they become administrator when it is compared with industrial administrator's. So economic benefits affects directly the job satisfaction level of administrators. On the other hand job security of educational administrators is more than industrial administrators since educational administrators are under the control of Ministry of Education in Turkey. However, job security is not as strong indicator as salary in determining economic benefits dimension of job satisfaction level of administrators.

Administrative position was found to be significant in explaining job satisfaction levels of administrators. The job satisfaction levels of directors was higher than the job satisfaction levels of assistant directors. Also, self-actualization, and economic benefits dimension of job satisfaction levels of industrial directors were higher than educational directors. One reason of it, may be that directors. So they can be able to apply their projects in their mind, this leads to increasment to the self-actualization dimension of their job satisfaction particularly in industry. In educational setting, there is no big difference between the economic benefits of directors and assistant directors in Turkey. However, in industry director's monthly salary is quite high than assistant director's.

It was found that there was a significant difference between the job satisfaction levels of administrators, depending on their educational attainment level. Administrators who have higher educational attainment level showed that the highest job satisfaction level in terms of self-actualization dimension when it was compared with administrators who have lower educational attainment level. However, there were no significant difference between the economic benefits and interpersonal relations dimension of job satisfaction levels of administrators, depending on their educational attainment level. Educational attainment level was found to be significant in determining self-actualization dimension of job satisfaction. This result is consistent with the results of other studies. Educational attainment level of the administrators may lead to advancement and achievement which are the important elements of motivators. (According to Herzberg's motivator Hygiene Theory). Also, according to theory motivator lead to job satisfaction are those that satisfy an individual's need for self-actualization in one's work and it is only from the performance of a task that the individual can get the rewards that will reinforce his or her aspirations (Herzberg et al, 1959). There were no significant difference between the economic benefits dimension of job satisfaction levels of administrators, depending on their educational attainment level. The reason of this result may come from the structure of Ministry of Education. Because, having

master degree doesn't make important difference in terms of monthly salary of educational administrators.

There was a significant difference between economic benefits dimension of job satisfaction level of administrators, depending on their professional education. However, there were no significant difference between self-actualization and interpersonal relations dimension of job satisfaction levels of administrators, depending on their professional education. Especially, in industry setting, having professional education is the desired qualification for the administrators. So, if administrators have administrative formation, of course his or her salary will increase. This may lead to increasement in economic benefits and finally in job satisfaction.

Finally it was found that there was a significant difference between self-actualization and economic benefits dimension of job satisfaction levels of administrators, depending on their monthly salary. However, there was no significant difference between interpersonal relation dimension of job satisfaction levels of administrators, depending on their monthly salary. There has been a persistent controversy between the importance of wages and employee's job satisfaction. Hoppock (1935) reported that there is no significant difference in average earnings between one-hundred well satisfied and one-hundred poorly satisfied teachers matched for wage and sex. Herzberg et al., (1959), on the other hand by asking the employees to

describe what makes them satisfied or dissatisfied with their jobs, had found wages to be the most important source of dissatisfaction, but the least source of satisfaction. Friedlander (1963) Smith and Kendal (1963), Hapen (1970), Findley (1975) and Stitt (1980) findings indicates that there is a positive correlation between salary and job satisfaction. While Hulin and Smith (1965), Hallum (1974), Rubins (1975), and Woodruff (1980) report that there is no relationship between salary and job satisfaction.

Implications

In the light of the results of this study several implications may be mentioned for the field of educational and industrial administration.

In order to eliminate or minimize job dissatisfaction, which leads to aggression of both employee and administrator, organizations must pay attention on this topic. Since there is a important relationship between job satisfaction and effectiveness of the organization. In-service training programs for administrators, in order to show that how to relate with their subordinates, may be prepared. And also organizations must create an environment in which administrators can change their position and get promotion. Moreover, succesful workings of administrators should be rewarded by the organizations, in terms of salary or promotion in the job.

The needs, expectations and suggestions of educational administrators should have taken into consideration by Ministry of Education. Since educational administrators have serious problems that affects their job satisfaction, work motivation and finally effectiveness of the educational organizations. Ministry of Education must reexamine the whole system and also find new solutions or regulations for the existing problems of educational system. It is very clear that educational administrators have important economic problems when they are compared with industrial administrators. Actually, educational administrators are teachers who have to be administrator at the same time. So being administrator leads to increase in quantity of job but not leads to increase in their salary among educational administrators. On the other hand, being administrator in industry causes increase in their salary. This problem must also be solved by Ministry of Education. Because economic benefit is one of the important dimensions of job satisfaction.

The findings of this study concerning with the source of administrators job satisfaction levels should be taken into consideration by the administrator training institutions while preparing their curriculum. Because it is found that professional education and educational attainment level are significant in determining job satisfaction level of administrators. Ministry of Education must prepare new policies related with the educational administrators.

It is hoped that this study has at least been a guide for future researchs related with the topic of job satisfaction.

Recommendations

1) This study can be replicated in the similar lycees and industrial organizations on a greater sample of administrators.

2) A similar study can be conducted with a larger sample from different organizations to reach a generalization for Turkish administrators and to make a cross cultural comparison with the other countries

3) Additional studies within the theoretical framework of this study should be conducted using another "job satisfaction" scale.

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APPENDICES

APPENDIX A

İş Doyumu Anketi

Orta Doğu Teknik Üniversitesi'nde yapılmakta olan bir araştırma için düzenlenmiş olan bu soru kağıdında iş doyumunuzla ilgili bilgi toplanılması amaçlanmaktadır. Soru kağıdının birinci bölümünde sizin kişisel durumunuzla ilgili sorular yer almaktadır. İkinci bölümde iş doyumunu ve iş doyumunuzu etkileyebilecek faktörler yer almakta, bunları önem derecesine göre sıralamanız istenmektedir. Son bölümde ise iş doyumunun çeşitli boyutları ile ilgili sorular yer almakta, bu sorulara "Evet" ya da "Hayır" biçiminde cevap vermeniz istenmektedir.

Doldurduğunuz soru kağıtlarına isminizi yazmanız gerekmektedir. Lütfen hiç bir soruyu boş bırakmayınız ve soruları her bölümün başlangıcındaki açıklamaya uygun biçimde cevaplayınız.

Bize zaman ayırdığınız ve yardımcı olduğunuz için şimdiden teşekkür ederiz.

(PART A)

1. Cinsiyetiniz: () Kadın () Erkek
2. Medeni durumunuz: () Bekar () Evli () Dul veya
boşanmış
3. Kaç yaşınızdasınız:
4. Eğitim durumunuz:
5. Mezun olduğunuz üniversite veya yüksekokulun adı:
6. Mezun olduğunuz fakülte veya bölüm adı:
7. Şu anda çalıştığınız kurumdaki göreviniz:
8. Şu anda çalıştığınız kurumdaki toplam görev süreniz:
9. Bu kuruma gelmeden ne kadar çalıştınız:
- 10.Çalıştığınız kurumdan aldığınız ortalama net aylık ücretiniz (ikramiye ve yan ödeme dahil):

(PART B)

1. Aşağıda işinizde doyum (tatmin) sağlamanızı etkileyebilecek bazı faktörler verilmiştir. İşinizden tatmin olmanızı etkilemeleri bakımından lütfen her seçeneğin başındaki parantezin içine bu faktörlere verdiğiniz öncelik sırasına göre "1"den "10"a kadar sayılar koyunuz.

- () İşimin sağladığı maddi kazançlar.
- () İşimdeki başarı, yetki ve sorumluluğum.
- () İşimin beklenti, ilgi ve yeteneklerime uygunluğu,
- () İşyerindeki yönetim ve denetim uygulamaları.
- () İşyerindeki çalışma koşulları.
- () Yönetici ve deneticilerle ilişkilerim.
- () Yönetici ve deneticiler dışındaki çalışma arkadaşlarımla ilişkilerim.
- () İşyerimin toplumsal prestiji ve statüsü.
- () İşimin toplumsal prestiji ve statüsü.
- () İşimin mesleki ilerlememe sağladığı katkı.

2. Aşağıda, varsa iş doyumsuzluğunuzu etkileyebilecek bazı faktörler verilmiştir. İş doyumsuzluğunuzu etkilemeleri bakımından lütfen her seçeneğin başındaki parantezin içine bu faktörlere verdiğiniz öncelik sırasına göre "1"den "10"a kadar sayılar koyunuz.

- () İşimin sağladığı maddi kazançlar.
- () İşimdeki başarı, yetki ve sorumluluğum.
- () İşimin beklenti, ilgi ve yeteneklerime uygunluğu,
- () İşyerindeki yönetim ve denetim uygulamaları.
- () İşyerindeki çalışma koşulları.
- () Yönetici ve deneticilerle ilişkilerim.
- () Yönetici ve deneticiler dışındaki çalışma arkadaşlarımla ilişkilerim.
- () İşyerimin toplumsal prestiji ve statüsü.
- () İşimin toplumsal prestiji ve statüsü.
- () İşimin mesleki ilerlememe sağladığı katkı.

(PART C)

Lütfen aşağıda üç bölüm halinde sunulan soruların sonundaki "Evet veya "Hayır" bölümlerinin altındaki parantezler içine "Evet" veya "Hayır" tercihlerinizi belirtecek şekilde "E" veya "H" harflerinden birini koyunuz.

(SECTION I)

	<u>Evet</u>	<u>Hayır</u>
1. Şu andaki işiniz ilgili alanınıza uygun mudur?.. ()	()	()
2. Yaptığınız işi seviyor musunuz?..... ()	()	()
3. Yaptığınız iş özlem ve beklentilerinizi karşılıyor mu?	()	()
4. İşinizle ilgili yetkileriniz yeterli buluyormusunuz?..... ()	()	()
5. Yaptığınız iş bilgi ve becerilerinizi geliştiriyormu?..... ()	()	()
6. Bazı zamanlar yanlış bir iş veya meslek seçtiğiniz düşüncesine kapılır mısınız?..... ()	()	()
7. İşinizi ilgilendiren kararlara katılmanızı yeterli buluyor musunuz?..... ()	()	()
8. Yaptığınız işin toplumsal yararlılığını doyurucu buluyor musunuz?..... ()	()	()
9. İşinizle ilgili sorumluluğunuzu yeterli buluyor musunuz?..... ()	()	()
10. İşiniz sizi kendinize ve çevrenize yabancılaştırıyor mu?	()	()

- | | <u>Evet</u> | <u>Hayır</u> |
|--|-------------|--------------|
| 11. Bugün yeniden seçme şansınız olsaydı, yine şu andaki işinizi seçer miydiniz? | () | () |
| 12. İşinizle ilgili süreç ve uygulamaları yeterli buluyor musunuz? | () | () |
| 13. İşiniz kişiliğinizin gelişmesine ve olgunlaşmasına katkıda bulunuyor mu? | () | () |
| 14. İşinizdeki başarınızdan memnun musunuz? | () | () |
| 15. İşinizde bireysel inanç ve görüşlerinizi açıklama olanağı buluyor musunuz?..... | () | () |
| 16. İşyeriniz çağdaş gelişme ve yeniliklere açıkmıdır?..... | () | () |
| 17. İşyerinizde hoşlanmadığınız ve inanmadığınız şeyleri yapmak zorunda kalıyor musunuz? | () | () |
| 18. İşyerinizde görüş ve önerilerinize yeteri kadar önem veriliyor mu?..... | () | () |

(SECTION II)

1. İşyerinizde sevmediğiniz ve beğenmediğiniz insanlar var mıdır?
2. Bazen arkadaşlarınızla düşünce ve görüş ayrılığına düşer misiniz?.....
3. İşyerinizdeki arkadaşlarınızla ortak inanç ve görüşlere sahip misiniz?.....
4. Çalıştığınız kurum veya birimde adilane bir görev dağılımı var mıdır?.....

Evet Hayır

5. Size karşı haksız ve gerekçesiz davranan arkadaşlarınız var mıdır?..... () ()
6. İşyerinizde ne yapmanız gerektiğini söyleyen çok fazla insan var mıdır?..... () ()
7. İşyerinizdeki yöneticileriniz işinizde karşılaştığınız zorlukları aşmada size yeterli yardım ve desteği sağlıyorlar mı?..... () ()
8. İşyerinizde çalışma arkadaşlarınızdan ihtiyaç duyduğunuz yardım ve desteği alıyor musunuz?..() ()
9. İşyerinizde kendinizi yalnız ve çalışma arkadaşlarınıza yabancı hisseder misiniz?..... () ()
- 10.Yöneticilerinize işyerindeki uygulama ve davranışlarınızdan memnun musunuz?..... () ()
- 11.Çalışma arkadaşlarınızla kırıcı ilişkileriniz oluyor mu?..... () ()
- 12.Çalıştığınız kurum veya birime dostça ve arkadaşça bir birim olarak tanımlayabilir misiniz?..... () ()
- 13.İş arkadaşlarınızla karşılıklı mutluluk ve üzüntülerinizi paylaşıyor musunuz?..... () ()
- 14.Maddi veya manevi yardıma ihtiyacınız olduğunda arkadaşlarınıza başvurur musunuz?..... () ()
- 15.İşyerinde rahatsız edici dost-ahbap ilişkileri var mıdır?..... () ()
- 16.Çalışma arkadaşlarınız görev ve sorumluluklarını yerine getiriyor mu?..... () ()

Evet Hayır

17. Arkadaşlarınız arasındaki eleştiri ve öz eleştiri mekanizmasını yeterli buluyor musunuz?..... () ()
18. Bir bütün olarak, çalıştığınız kurumdaki arkadaşlık ilişkilerini doyurucu buluyor musunuz?..... () ()

(SECTION III)

1. Maaşınız zorunlu ihtiyaçlarınızı karşılamaya ve ailenizi geçindirmeye yetiyor mu?.... () ()
2. Maaşınız yaptığınız iş ve çalışmalarınızın karşılığı mıdır?..... () ()
3. İşiniz, eğitim düzeyinizin karşılığı olan maddi imkanları sağlıyor mu?..... () ()
4. Bilgi ve becerilerinizin karşılığı olan ücreti alıyor musunuz?..... () ()
5. Şu andaki işyerinizdeki iş güvencenizi doyurucu buluyor musunuz?..... () ()
6. Arasına işinizi kaybetme korkusuna kapılırmısınız?..... () ()
7. İşiniz size iyi bir maddi gelecek vaad ediyor mu?..... () ()
8. Çalıştığınız işyerinde hakettiğiniz kıdem, derece ve kadroyu alabiliyor musunuz?..... () ()
9. İşyerinizi seviyor musunuz?..... () ()

- | | <u>Evet</u> | <u>Hayır</u> |
|---|-------------|--------------|
| 10.Çalıştığınız kurumda maaş ve yan ödenekle-
rinize yapılan zamları yeterli görüyor
musunuz? | () | () |
| 11.Maaşınız yetersizliğinden dolayı bazı ihtiyaç-
larınızdan fedakarlık yapıyor musunuz?..... | () | () |
| 12.Şu andaki işinizden sağladığınız yan gelirleri
doyurucu buluyor musunuz?..... | () | () |
| 13.Fazla mesai ve çalışmalarınızın karşılığını
alabiliyor musunuz?..... | () | () |
| 14.Bir bütün olarak işinizden sağladığınız maddi
kazançları doyurucu buluyor musunuz?..... | () | () |

APPENDIX B

List of Lycees

Ankara Çankaya Lisesi
Ankara Ayrancı Lisesi
Ankara Atatürk Lisesi
Ankara 50. Yıl Lisesi
Ankara İncesu Lisesi
Ankara Kalaba Lisesi
Ankara Keçiören Lisesi
Ankara Mimar Sinan Lisesi
Ankara Kurtuluş Lisesi
Ankara Abidin Paşa Lisesi
Ankara Gülveren Lisesi
Ankara Aktepe Lisesi
Ankara Tuzluçayır Lisesi
Ankara Şentepe Lisesi
Ankara İncirli Lisesi
Ankara Sincan Lisesi
Ankara Mamak Lisesi
Ankara Bahçelievler Cumhuriyet Lisesi
Ankara Balgat Ömer Seyfettin Lisesi
Ankara Başkent Lisesi
Ankara Seyranbağları Lisesi
Ankara Yahya Kemal Beyatlı Lisesi
Ankara Dikmen Lisesi
Ankara Etimesgut Mehmetçik Lisesi

Ankara Yenikent Lisesi

Ankara Yenimahalle Mustafa Kemal Lisesi

Ankara Gölbaşı Lisesi



Y. G.
Yükseköğretim Kurulu
Dokümantasyon Merkezi

APPENDIX C

List of Industrial Organizations

Eczacıbaşı

Kordsa

Otosan

Güriş

Hema

