

Investigation of the Teachers' Perceptual Organizational Support and Job Satisfactions in Terms of School Type Variable.

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Abstract

This study aims to investigate the teachers' perceptual organizational support and job satisfactions, working in official educational organizations in Mugla, in terms of school type variable. Official kindergarten, primary school, secondary school high school and vocational high school teachers that located in Mugla province Mentese district, formed this study's universe. 310 teachers (193 female and 117 male teachers) appointed with primitive random sampling method, participated this study as a sample. To collect data, personal information form, "job satisfaction scale" which was adopted to Turkish by Aslı Baycan in 1985 and "perceived organizational support scale" which was developed by Funda Nayır, applied to the participant teachers. Relational survey of quantitative research method was used in the study. Descriptive statistics, unrelated group t-test oneway variance analysis (Anova test) were used in the analysis of the collected data. The level of significance was accepted as $p < 0.05$ and the related results were indicated. According to the results of variance analysis, Tukey comparison tests were used to determine the source of significant differences. The multivariate regression analysis was used to determine whether or not perceived organizational support's dimensions "organizational justice", "organizational presents and job conditions" and "administrators'support" predicted teachers' job satisfactions level. It has been concluded that there are significant differences in perceived organizational support and job satisfaction of teachers according to the types of schools they work.

Keywords: Perceived organizational support, job satisfaction, teacher

Introduction

Perceived organizational support is an element that increases the employee's willingness and desire to work. Appreciation and valuation of the employee by the organization will provide job satisfaction to the employee. Employees who are satisfied with their job will be more likely to be successful. Its success will directly increase the success and quality of the organization. The opposite is also possible. In this context, the achievement of job satisfaction of teachers working in schools, whose input and output are human education services, will have a positive or negative effect on the development and development of that society or country. According to Kose (2008), it is known that perceived organizational support is a factor that increases the employee's willingness to work.

One of the most important factors in the success of organizations is people, that is, the employee. For this reason, it is highly likely that the attitude of the employee towards the job and the satisfaction he receives from his job directly affect the success of the job. From this point of view, the perception of organizational support, which will determine the level of satisfaction of the employee from his job and his attitude towards the work, that is, the perceptions that the employee is perceived as valuable by his colleagues and that his happiness is important, is a subject that organizations should focus on.

Job satisfaction is the pleasure or positive emotional state that an employee experiences as a result of evaluating his/her job or work life (Basaran, 1991). According to Watson and Frank, while job satisfaction affects the attitudes of the employees towards their jobs, according to Dunette, it is the positive emotions and excitements that occur as a result of a person's evaluation of their work experience (Ozguven, 2003). Results of job satisfaction; increase in productivity, increase in

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organizational commitment, decrease in absenteeism and decrease in the desire to quit (Luthans, 1992).

Educational organizations are organizations that have human inputs and outputs in the social system, are not profit-oriented, and have high benefits and contributions to the environment they are in. Educational institutions play a major role in the development of a country by increasing the education rate in that country (Ayan, Kocacik, & Karakus, 2009). It is possible to see the school as a social system. We can define the social system as the interaction of people who have come together for a common purpose. It can be said that the most important employees of these service organizations are teachers. The support of teachers by their administrators has an important place in increasing the learning-teaching quality of the school as an educational institution (Derinbay, 2011).

The support that the employee receives from his/her organization increases his/her commitment, job satisfaction and performance, and decreases his/her behaviors such as stress, leaving the job and absenteeism. Therefore, the contribution of organizational support to both the employee and the institution is of considerable importance (Giray, 2010). In this study, it was aimed to examine teachers' perceived organizational support and job satisfaction in terms of school type variable. For this purpose, teachers in the official educational organizations of Mentese district of Mugla province in the 2018-2019 academic year were determined as the universe of the study. In the study designed in the survey model, significant differences between teachers will be investigated by using the scales of "job satisfaction levels" and "perceived organizational support" according to the school type variable.

In his master's thesis study, Sahin (1999) aimed to reveal the job satisfaction of 658 teachers working in public primary schools in İzmir in the 1997-1998 academic year. Within the scope of the research, the dimensions of the job itself, salary, management, success, prestige-recognition, interpersonal relations and parent-student indifference; Teachers' job satisfaction was determined according to gender, age, marital status, type of school they graduated from, professional experience and working time at school. The data collected with the "job satisfaction scale" developed by the researcher shows that teachers' job satisfaction is partially satisfied. It has been observed that female teachers have higher job satisfaction than male teachers. The job satisfaction of married teachers was found to be higher than that of single teachers. In addition, while teachers' job satisfaction does not show a significant difference in terms of age and working time at school; It was also seen that there was a significant difference in terms of professional experience and the type of school graduated from.

Tasdan and Tiryaki (2008), by determining the job satisfaction of private and public primary school teachers in Trabzon; They aimed to determine whether there is a significant difference according to gender, professional seniority and the type of school graduated. The research was carried out with 151 teachers working in a total of 12 primary schools, 6 of which are private and 6 are state, in the 2005-2006 academic year. The data were collected with the "Educational Manager's Job Satisfaction Scale", which was developed by Balcı (1985) and adapted to teachers. The results of the research show that the total scores of teachers' job satisfaction levels do not differ according to gender, seniority and the type of school they graduated from; It shows that there is a significant difference in the sub-dimensions of the nature of the job, co-workers and conditions, wages, and promotion opportunities. In addition, it has been observed that private primary school teachers have higher job satisfaction than public teachers in all and sub-dimensions of the job satisfaction scale.

These studies were carried out in different service institutions, both private and public. When the studies carried out in educational organizations are examined, it has been investigated whether the perception of organizational support and job satisfaction are related to different concepts and whether there is a mediating role. The results of the research were tried to be explained by evaluating the sub-dimensions of the perception of organizational support and job satisfaction in general and demographic variables. The common result of these studies can be evaluated as the support provided by the organization affects the job satisfaction of the employees positively and negatively. It would be appropriate to state that in organizations where the perception of organizational support is high, the performance of the employees, their commitment to the job and the organization are higher, and accordingly, they work more happily and efficiently in their organizations.

Method

Official kindergarten, primary school, secondary school and high school teachers that located in Mugla province Mentese district, formed the study's universe. 310 teachers (193 female and 117 male teachers) appointed with primitive random sampling method, participated this study as a sample. To collect data personal information form, "job satisfaction scale" which was adopted to Turkish by Asli Baycan in 1985 and "perceived organizational support scale" which was developed by Funda Nayir, applied to the participant teachers. Relational survey of quantitative research method was used in the study.

Participants

Information on the demographic characteristics of the teachers included in the study is given in Table 1.

Table 1

Information on the Demographic Characteristics of the Teachers Participating in the Research

Variables	Personal Characteristics	Number of teachers(n)	Percentage(%)
Gender	Female	193	62.3
	Male	117	37.7
Type of The school	Primary Schhol	125	40.4
	Secondary School	89	28.7
	High School	42	13.5
	Vocational High School	54	17.4
Branch	Preschool	17	5.5
	Primary School Teacher	109	35.2
	Branch Teacher	166	53.5
	Vocational Course Teacher	18	5.8
Period of Service	14 years and less	92	29.7
	Between 15 ve 24 years	126	40.6
	25 years and more	92	29.7
Service at this school	3 years and less	101	32.6
	Between 4 ve 9 years	134	43.2
	10 years and more	75	24.2

Table Interpretation

Looking at Table 1, data were collected from a total of 310 teachers within the scope of the research. 193 (62.3%) female and 117 (37.7%) male teachers participated in the research. When the school types of the teachers participating in the research were examined, it was seen that 125 (40.4%) were primary school, 89 (28.7%) secondary school, 42 (13.5%) high school, 54 (17.4%) vocational high school. When the branch variable of the participants was examined, it was seen that 17 (5.5%) teachers participated in the study as pre-school teachers, 109 (35.2%) teachers were classroom teachers, 166 (53.5%) teachers were branch teachers, and 18 (5.8%) teachers were vocational course teachers. It is seen that 92 (29.7%) teachers who participated in the research worked for 14 years or less, 126 (40.6%) teachers worked between 15 years and 24 years, and 92 (29.7%) teachers worked for 25 years or more. 101 (32.6%) teachers who participated in the research worked at the school where they worked for 3 years or less, 134 (43.2%) teachers worked at the school where they

worked between 4 years and 9 years, 75 (24.2%) teachers worked at the school where they were for 10 years or more. has been stated.

Descriptive statistics such as frequency and percentage distributions of the data collected with the personal information form used within the scope of the research were found, and the results were tabulated and given in detail. Before the analysis of the data, it was checked whether the data met the normality conditions. Measures of central tendency (mean, median and peak value) were looked at whether the data met the normality conditions, and it was seen that the resulting measures were close to each other. Accordingly, the skewness value determined for the perceived organizational support scale was -.329 kurtosis value -.288. For the job satisfaction scale, the skewness value was -.740 and the kurtosis value was 1.306. Since these values were between +1.5 and -1.5, 36 distributions were accepted as normal (Buyukozturk, 2015; Tabachnick & Fidell, 2013). Parametric tests were used because the data met the normality conditions.

Research Instruments

At this part, there are explanations about the "perceived organizational support scale" and "Minnesota job satisfaction scale" used as data collection tools for teachers in the study.

Perceived Organizational Support Scale

The perceived organizational support scale developed by Nayir (2013) consists of 28 items that have the characteristics of "organizational justice", "organizational rewards and work conditions" and "management support". The first sub-dimension "organizational justice" consists of items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14, the second sub-dimension "organizational rewards and working conditions" 15, 16, 17, 18, 19, 20 and 21. The third sub-dimension "management support" consists of 22, 23, 24, 25, 26, 27, and 28 items. There is no reverse coded item in the scale. The scale was arranged as a 5-point Likert type (1 = strongly disagree, 2 = slightly agree, 3 = moderately agree, 4 = strongly agree, and 5 = completely agree 37). The perceived organizational support scale, which was originally 65 items and consisted of three sub-dimensions as "organizational justice", "managerial support" and "organizational rewards and work conditions", was developed by Nayir in a shorter form with 28 items and a three-factor structure. has been delivered.

Minnesota Job Satisfaction Scale

The Minnesota job satisfaction scale was developed by Weiss, Davis, England, and Lofquist (1967). It was adapted into Turkish by Aslı Baycan in 1985. The Minnesota Job Satisfaction Scale consists of 20 items that have characteristics that determine internal, external and general satisfaction levels. High internal and external satisfaction scores indicate high internal/external satisfaction, and low internal/external satisfaction indicates low internal/external satisfaction (Yavuzkurt, 2017). In the internal dimension of the scale consisting of 12 items, 1, 2, 3, 4, 7, 9, 10, 11, 12, 16, 19 and 20 items; The external dimension, which consists of eight items, includes items 5, 6, 8, 13, 14, 15, 17, and 18. General satisfaction includes all items in the scale. The grand total is taken from the scale. There is no reverse coded item in the scale. The scale was arranged as a 5-point Likert type (1 = not at all satisfied, 2 = not satisfied, 3 = undecided, 4 = satisfied, and 5 = very satisfied).

Results and Findings

Findings Regarding the Evaluation of Job Satisfaction Levels According to Teachers in Terms of School Type Variable

Table 2 shows teachers' job satisfaction levels and the evaluation of the school type variable.

Table 2

Anova Results of Teachers' Job Satisfaction Levels according to School Type Variable

Dimensions	Type Of School	n	\bar{x}	Ss	sd	F	p.	Difference
Internal Satisfaction	1. Primary School	125	46.97	5.44	4	8.728	.000*	1- 3,4
	2. Secondary School	89	44.54	5.97	305			2- 4
	3. High School	42	42.90	7.58	309			3- 1
	4. Vocationa High Sc.	54	41.41	8.25				4- 1,2
External Satisfaction	1. Primary School	125	32.64	3.52	4	11,003	.000*	1- 2,3,4
	2. Secondary School	89	30.81	4.41	305			2- 1,4
	3. High School	42	29.10	5.52	309			3- 1
	4. Vocationa High Sc.	54	28.31	6.36				4- 1,2
<i>Job Satisfactions</i>	1. Primary School	125	79.61	8.36	4	10.600	.000*	1- 2,3,4
	2. Secondary School	89	75.35	9.78	305			2- 1,4
	3. High School	42	72.00	12.52	309			3- 1
	4. Vocationa High Sc.	54	69.72	14.31				4- 1,2

* $p < 0.05$

Table Interpretation

When Table 2 is examined, the job satisfaction levels of teachers according to school types are primary school ($\bar{x} = 46.97$), secondary school ($\bar{x} = 44.54$), high school ($\bar{x} = 42.90$), vocational high school ($\bar{x} = 41.41$), and primary school in "external satisfaction" dimension. ($\bar{x} = 32.64$), secondary school ($\bar{x} = 30.81$), high school ($\bar{x} = 29.10$) and vocational high school ($\bar{x} = 28.31$). Dimensions of job satisfaction levels according to teachers; There is a significant difference in the levels of internal satisfaction [$F(4,305) = 8.728, p < 0.05$] and external satisfaction [$F(4,305) 11.003, p < 0.05$] according to the school types of the teachers.

When the general averages of teachers' job satisfaction levels according to school types are examined, there is a significant difference according to the school type of the teachers. [$F(4.305) = 10.6000, p < 0.05$]. According to these findings, it can be stated that the school type variable of teachers is an important variable in job satisfaction levels for this sample.

According to the results of the analysis, as a result of the Tukey test, which was conducted to find out between which groups the teachers' job satisfaction levels differ according to the type of school they work in, in the dimension of internal satisfaction, there was a significant difference between teachers working in primary school and teachers working in high schools and vocational high schools, in favor of teachers working in primary school, teachers working in secondary schools and those working in vocational high schools. There was a difference between teachers, in favor of teachers working in secondary school, between teachers working in high school and teachers in primary school, in favor of teachers working in primary school, between teachers working in vocational high schools and teachers working in primary and secondary schools in favor of teachers working in primary school.

According to the results of the analysis, as a result of the Tukey test, which was conducted to find out which groups the teachers' job satisfaction levels differ in terms of external satisfaction according to the type of school they work in, there was a difference between teachers working in primary school and teachers working in secondary, high school and vocational high schools, in favor of teachers working in primary school, and in favor of teachers working in secondary school and primary school.

There were significant differences between teachers working in primary and vocational high schools, in favor of teachers working in primary school, between teachers working in high schools and teachers in primary schools, in favor of teachers working in primary schools, between teachers working in vocational high schools and teachers working in primary schools and teachers working in secondary schools.

According to the results of the analysis, it was concluded that there is a statistically significant difference in the job satisfaction levels of the teachers according to the school type [$F(4,305) = 10.6000, p < 0.05$]. As a result of the Tukey test, which was conducted to find out between which groups the job satisfaction levels of the teachers differ according to the types of schools they work in, in favor of the teachers working in the primary school, the teachers working in the primary school and the teachers working in the secondary school, high school and vocational high school, in favor of the teachers working in the secondary school and the teachers working in the primary and vocational high schools. There were significant differences among teachers, in favor of teachers working in primary school, between teachers working in high school and teachers working in primary school, in favor of teachers working in primary school, between teachers working in vocational high schools and teachers working in primary and secondary schools, in favor of teachers working in primary school.

Findings Regarding the Evaluation of Perceived Organizational Support by Teachers According to the Variable of School Type

Table 3 shows the teachers' perceived organizational support and the evaluation of the school type variable.

Table 3

Anova Results of Teachers' Perceived Organizational Support According to School Type Variable

Sub Dimensions	Type of School	n	\bar{x}	Ss	sd	F	p.	Difference
Organizational Justice	1. Primary School	125	48.62	11.32	4	7.622	.000*	1- 4,5
	2. Secondary School	89	46.37	12.18	305			2- 3
	3. High School	42	40.17	11.33	309			3- 4
	4. Vocational High Sc.	54	41.59	11.17				4- 1
Organizational	1. Primary	125	27.63	4.92	4			1- 3,4

Presents and Job Conditions	2.	School Secondary School	89	26.34	6.22	305	6.985	.000*	3- 1
	3.	High School	42	23.55	6,21	309			4- 1
	4.	Vocational High Sc.	54	23.87	6.28				
Administrators' Support	1.	Primary School	125	22.02	6.95	4			1- 3,4
	2.	Secondary School	89	20.45	6.28	305	7.114	.000*	3-1
	3.	High School	42	18.19	6.35	309			4- 1
	4.	Vocational High Sc.	54	17.70	7.51				
Perceived Organizational Support	1.	Primary School	125	98.26	21.05	4			1-3,4
	2.	Secondary School	89	93.16	22.53	305	8.638	.000*	3-1
	3.	High School	42	81.90	22.65	309			4-1
	4.	Vocational High Sc.	54	83.17	22.78				

* $p < 0.05$

Table Interpretation

When Table 3 is examined, the organizational justice dimension of teachers' perceptions of organizational support according to school types includes primary school ($\bar{x} = 48.62$), secondary school ($\bar{x} = 46.37$), high school ($\bar{x} = 40.17$), vocational high school ($\bar{x} = 41.59$); In the dimension of "organizational rewards and work conditions", primary school ($\bar{x} = 27.63$), secondary school ($\bar{x} = 26.34$), high school ($\bar{x} = 23.55$) vocational high school ($\bar{x} = 23.87$); and in the dimension of "management support", it is seen that there are primary school ($\bar{x} = 22.02$), secondary school ($\bar{x} = 20.45$), high school ($\bar{x} = 18.19$) and vocational high school ($\bar{x} = 17.70$). Dimensions of perceived organizational support according to teachers; Organizational justice [$F(4,305) = 7.622, p < 0.05$], organizational rewards and work conditions [$F(4,305,309) 6.985, p < 0.05$] and management support [$F(4,305) = 7.114, p < 0.05$] levels of teachers' school types. significant difference is observed.

Considering the general averages of the organizational support perceived by the teachers according to the school types, there is a significant difference according to the school type of the teachers. [$F(4.305) = 8.638, p < 0.05$]. According to these findings, it can be stated that the school type variable of teachers is an important variable in the perception of organizational support for this sample.

According to the results of the analysis, as a result of the Tukey test, which was conducted to find out between which groups the teachers were different in the organizational justice dimension of perceived organizational support, there was a difference between teachers working in primary school and teachers working in high schools and vocational high schools in favor of teachers working in primary school, and between teachers working in secondary schools and teachers working in high schools. It has been observed that there is a difference in favor of teachers working in secondary school, between teachers working in high schools and teachers in vocational high schools in favor of teachers working in vocational high schools, and between teachers working in vocational high schools and teachers working in primary schools.

According to the results of the analysis, as a result of the Tukey test, which was conducted to find out which groups differ in the dimensions of perceived organizational support in terms of organizational rewards and work conditions, according to the school types, there was a difference between teachers

working in primary school, teachers working in high schools and teachers working in vocational high schools, in favor of teachers working in primary school, teachers working in high schools. It has been observed that there is a significant difference between teachers working in primary school and teachers working in primary school, and between teachers working in vocational high schools and teachers working in primary schools in favor of teachers working in primary schools.

According to the results of the analysis, as a result of the Tukey test, which was conducted to find out which groups the teachers were different from in terms of the management support dimension of the perceived organizational support, there was a significant difference between teachers working in primary school and teachers working in high schools and vocational high schools, in favor of teachers working in primary school, and between teachers working in high schools and teachers working in primary schools. It has been observed that there is a difference in favor of teachers working in primary school, between teachers working in vocational high schools and teachers working in primary schools, in favor of teachers working in primary schools.

As a result of the Tukey test, which was conducted to find out which groups the perceived organizational support differs according to the school types, according to the results of the analysis, it was found that between teachers working in primary school and teachers working in high schools and vocational high schools, in favor of teachers working in primary school, between teachers working in high schools and teachers working in primary schools. In favor of teachers, it was seen that there was a significant difference between teachers working in vocational high schools and teachers working in primary schools, in favor of teachers working in primary schools.

Discussion, Conclusion and Recommendation

In this study, there is a significant difference in teachers' perceptions of organizational support according to school types. In other words, for this sample, it can be stated that the school type variable of teachers is an important variable in the perception of organizational support. In terms of school types in the study conducted by Gecer (2015) in Mugla, it is seen that there is a significant difference in teachers' organizational support perceptions in terms of school types in the study conducted by Gecer (2015) in Mugla.

In this study, when the general averages of teachers according to their school types and job satisfaction are examined, there is a significant difference according to the school type of the teachers. According to these findings, it can be stated that the school type variable of teachers is an important variable in their job satisfaction for this sample.

The findings obtained by adding different variables to this study and supporting it can contribute to the literature. Tasdan and Tiryaki (2008), by determining the job satisfaction of private and public primary school teachers in Trabzon; They aimed to determine whether there is a significant difference according to gender, professional seniority and the type of school graduated.

This research was conducted for teachers working in official (public) educational organizations. A similar study can be conducted for teachers working in special education organizations (such as colleges). The universe of this research consists of teachers working in educational organizations in Mentese district of Mugla province. Similar studies can be conducted in different provinces, districts and organizations. More general results can be reached by comparing the data to be obtained by diversifying and expanding the research with different samples.

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