The Relationship between Motivation and Job Satisfaction of Secondary School Teachers*

Meryem YILMAZ[6] **& Erkan KIRAL**[7]

Abstract

This study aimed to find out the relationship between teachers'-who are on duty in Aydın's Efeler town-motivation level and job satisfaction. The sample of this study is 268 teachers. Results of research showed that teachers' organizational-administrational motivation level is higher than economic and psycho-social motivation level. In addition to this internal satisfaction level is higher than external satisfaction. According to demographic variables female teachers' organizational-administrational motivation level is higher than male teachers. Teachers whose teaching department is mostly consist verbal lessons have higher organizational-administrational motivation level than quantitative department teachers. On the other hand, teachers whose teaching department is mostly consist skills lessons have higher internal and general satisfaction level than quantitative department teachers. There is a positive significant correlation between teachers' motivation level and job satisfaction. The psycho-social motivation level and internal satisfaction have the highest rank.

Key words: *Motivation, job satisfaction, teacher, secondary school.*

Introduction

Recently, by means of proliferating of knowledge and demanding to access it and together with arising competition environment, organizations focused on getting high products with low costs. As a result of this situation, in organizations staff productivity required as a vital notion and some different motivation theories has been developed associated with staff productivity. Urging and motivating staffs in order to do something process is very complex. It is possible to see this complexity in current theories. No doubt, fecundity in work life can only possible by enriching productivity and fertility of public servants. This can be provided by highly motivated and job satisfied staff. In order to fulfill organizational purposes and meet the expenses of staff to create an environment which provides organizational motivation climate is vitally important. In organizations which don't provide minimum conditions in order to work at a certain level both organizational purposes cannot be reached and the participation of workers to organization will be limited, even they will void to use their current capacity (Sağlam, 2007: 53). As a socially open system in an education organizations productivity can be provided by human sources not by machines. During the generating this productivity staff's feeling, enthusiasm and exciting has a great importance (Karaköse and Kocabaş, 2006: 4). Therefore, similar with global congeneric, to provide high job satisfaction and motivation for staff of education and instruction organizations in Turkey is very important. Education and instruction organizations are very important for society because of their vitally significant function of "human training". The main base of society is "human factor" and by reason of this situation the process of motivating and satisfying teacher, who will directly arise the quality of education, is so important.

According to Akbaba (2010: 43) motivating is somebody's going into action to do something. Humans, naturally, motivate by different methods and types. As matter of this fact while some teachers are motivated by economic factors, some motivated by being appreciated and success expectance but some teachers are motivated by being a useful for students. The more teachers fulfill these expectance the more they will be happy and satisfied from their occupation. Motivation provides some profits to organizations in terms of developing competition interpersonal and to give opportunity to staff for developing their talents and enable to overcome some social needs (Genç, 2007: 262-263). Actually, it can be claimed that those who are properly motivated can quickly reach their organizational and individual purposes.

Job satisfaction is another being focused subject of this research and it can be describe as ones direct or indirect emotional feelings behind evaluating his work or work experience. If attitude of work motivate worker also there is a "job satisfaction", if not there is "job dissatisfaction" (Rutherford, 2009; cited from Demirel, 2013: 222). Dissatisfied desires and needs in time can cause some spiritual stress and unbalanced behaviors. Just only after the depleting or diminishing this stress individuals will be satisfied. Internal unbalanced feelings or motives cannot be easily observed or measured from outside. But with observing some behaviors, which are depend on environmental conditions, and by some kinds of encouragement instruments the qualification of those motives and feelings can be described. Also by satisfying personal needs, diminishing internal stress and unbalanced feelings is possible and thus the intensity of driving force decreases. In social organizations a lot of negative attitudes and behaviors even uprisings cause from individuals unsatisfied desires or needs (Eren, 2011: 531). As can be understood from descriptions it can be claimed that there is a relationship between motivation and job satisfaction (Başaran, 2008: 263). Motivation begins with some needs to something. Unless getting satisfaction or accessing his/her purpose one feels a psychological emptiness. This situation can cause a psychological unbalancing and stress. In order to finish this unbalancing it should be fulfill the need. Thus one can deeply feel a happiness of reaching satisfaction. Together with there is no any satisfaction type which permanently makes individuals happy. After finishing one need, another need begins and motivation process follows same road at every turn (Kaya, 2006: 145-146). A relationship between motivation and job satisfaction can be described as below (Genç, 2007: 261-262)

- In organizations workers have also some psycho-social needs, desires and demands, purposes and targets apart from physiologic needs and social assurance. In organizations as much as workers feel satisfaction in terms of income amount and other physical conditions they feel satisfaction in terms of psycho-social needs.
- One of the main factors of increasing organizational fertility and productivity is to make workers a partner of organizational decisions and creating an opportunity for taking roles in the name of important subjects and giving a chance in order to show their talents. According to some researches this situations makes a dramatic increase in job satisfaction and also provides dramatic decrease in organizational conflict and workforce turnover speed.

According to Aydın (2008: 361) getting satisfaction compasses a larger meaning than motivation. Motivation can be regarded as a type or a form of satisfaction. Relationship between motivation and job satisfaction is explained in great detail in the Expectance Theory of Porter-Lawler. From this point of view it can be claimed that motivation, talent, labor, intelligence, perception of role and organizational structure is vitally important for one's getting success. One gets success by his/her labor, talent, intelligence, role perception and organizational structure and his/her successful end up with inner and outer rewards, thus one feels psychological satisfaction. One who feels satisfaction because of his/her success again feels motivation in order to success again and this process goes on like this cycle.

Inputs and outputs of education organizations are humans. Humans as a production of education organizations, after graduation not only becomes an occupation owner but also and more significantly they become individuals who create, change and develop society. Therefore there are education organizations and schools in order to develop students' some kinds of talents and cognitive skills towards basic purposes of Ministry of National Education. Thus, education organizations and schools reshape students. During this period the most difficult duty is belong to teachers. In order to train students towards the purposes of organizations their job satisfaction and motivation is required. Teachers' job satisfactions and motivations are vitally important in terms of education quality. Principals' building

interactional, constructive and positive communication methods with teachers and also supporting behaviors towards them not only develop school climate but also participate teachers self-adequate feeling and enhancing their job satisfaction and motivation. Hence, both educational qualities and efficiency will be raised.

Both taking into consideration to necessity of organizations trying to continue their presence and obligation of using all sources effective and productive it is clear that in 21st century the most important purpose of education is to teach some problem solving skills and to teach some basic skills relevant to accommodating to social values and bring up students who are profitable to state and society and who can think productive and scientific. To achieve accessing mentioned educational purposes and to give quality and intended educational service is closely related with teachers' success. Teachers' effective and productive working is just only possible with motivating them towards organizational purposes. In fact, recent developments in educational structure and system have great effect on teachers' motivation and job satisfaction level. The main purpose of this research is to find out the relationship between the job satisfaction and motivation of secondary school teachers'.

Method

Method of Research

This research aims to find out the relationship between secondary school teachers' motivation level and teachers' job satisfaction level and it has been designed as a relational screening model (Karasar, 2012: 81). In order to measure the level and also the relationship of teacher motivation and job satisfaction some scales has been fulfilled by teachers and thus according to teacher views this relationship has been described.

Population and Sampling

The target population of this research consist totally 1041 teachers who are in charge in the 34 state schools in the city of Aydın and Efeler town in Turkey. Due to impossibility of accessing all of universe, the research has been carried out on the sample. Towards the purpose of research the "stratified sampling" and "simple random sampling" methods have been selected in order to collect data. According to Balcı (2009: 93) stratified sampling method provides an opportunity of high level of representation in the universe to sub-groups. During the sample size calculating process it has been benefited from the Sample Size Table and according to this table for all universe of this research (1041 teachers) the sample size has been calculated as a 285 secondary school teachers for α= .05 significant level and 5 % tolerance (Ural and Kılıç, 2005:43). But due to some possible missing and possible problems during getting back scales and keeping other possibilities in mind sample size has been calculated as a 342 teachers which is 20 % over than first size.

In the second phase of sample sizing the secondary schools which are in Aydın's Efeler town has been stratified according to their size as a large, medium and small. "Small" encompasses those schools which has less than 601 students, "medium" encompasses those schools which have between 601-1200 students and "large" school encompasses those schools which have over than 1201 students (Karakütük, Tunç, Bülbül, Özdem, Taşdan ve diğerleri; 2012: 184). Small schools have 487 teachers, medium schools have 163 teachers and large schools have 391 teachers and totally calculated teacher number is 1041. By protecting representing value and according to this computational range the real sample size has been calculated. Schools in sample have been selected by using simple random sampling method. As a result scales have been given to totally 473 teachers in 10 schools. But after

filling scales some teachers have not deliver back and some have not filled scales according to filling instruction. However, for validity and reliability of scale, together with scales which are in extreme values totally 30 of them have not taken into consideration. Eventually, totally 268 valid scales have been taken into consideration.

Data Collection methods

In this study Minnesota Job Satisfaction Scale, Motivation Scale and demographic questionnaire form which has been developed by researchers have been used.

Demographic Questionnaire Form: This form has been developed by researchers and contains some data about teachers' sex, age, branch, tenure, graduated school, service time in current school and selecting teaching as an occupation whether or not voluntarily.

Minnesota Job Satisfaction Scale: In order to determine teachers' job satisfaction level, Dawis, Wiess, England and Lofquist (1967) have selected and united the inner and outer satisfaction factors from the longer form of Minnesota Job Satisfaction Scale (100 items) and then create the short version of Job Satisfaction Scale (20 items). This shorter version composed of two factors. One the factors is internal satisfaction (12 items) and external satisfaction (8 items). Minnesota Job Satisfaction Scale is a kind of Likert scales and it can be marked between 1-5 points. Minnesota Job Satisfaction Scale is frequently used by a lot of researcher on teachers because of its easily understandable of questions, correctly classifying the factors, and easily evaluating [Duman (2006), Serinkan ve Bardakçı (2007; Akkan (2008), Türkoğlu (2008), Okan (2010), Adıgüzel, Karadağ ve Ünsal (2011), Türkçapar (2012)]. After the doing factor analyze it is detected that all items have congregated under two factors and this is in agreement with original version. A Cronbach alpha coefficient of scale is .80 and for internal factor it is .72, for external factor it is .64. Items similarly with original version congregated under two sub-dimensions.

Motivation Scale: In order to determine views of teachers on principals' motivating methods of teachers Çiçek (2002) has developed Motivation Scale and also in this research it has been used. Scale contains these sub-dimensions: Psycho-Social (8 items), Organizational-Administrative sub-dimension (14 items) and Material sub-dimension (9 items). Totally there are 31 items. Motivation Scale is a kind of Likert Scale and it is marked between 1-5 points. Both in Uz's (2009) research and this research after the factor analyzing in agreement with original version 3 sub-dimensions have been found. A Cronbach coefficient of scale is .94. psycho-social sub-dimension Cronbach alpha coefficient is .85, organizational-administrative sub-dimension Cronbach alpha coefficient is .92 and material sub-dimension Cronbach alpha coefficient is .89.

Data Analysis

In the research the descriptive statistics (frequency and percent) sample's demographic variables have been calculated. Teachers' motivation and job satisfaction level; average and standard deviation values and parametric difference tests (such as t-test and ANOVA) which are belong to teachers' job satisfaction and motivations independent variables have been calculated. These independent variables are teachers' sex, age, branch, tenure, graduated school, service time in current school and selecting teaching as an occupation whether or not voluntarily. And also Scheffe test has been done in order to determine the source of difference. With the aim of determining the relationship of teachers' motivation and job satisfaction Pearson Moments Correlation Coefficient test has been used. The significant level is regarded as a $p < 0.05$ and $p < 0.01$.

Findings

Findings about Teachers' Motivation Level: Among the items of teachers' psycho-social motivation scale the item of "Verbally and immediately celebrating a teacher for his/her high performance" ($\bar{x}$ =3.96) has the highest level. On the other hand the lowest marked item is "Declaring the most successful teacher of month on the bulletin board" ($\bar{x}$ =2.82).

Among the items of teachers' organizational-administrative scale the item of "Being impartial during the evaluating teachers" ($\bar{x}$ =4.46) is relatively has the highest marking. Relatively the lowest marked item is "Encouraging teachers for the participation of seminar, conference, in service training etc. activities" ($\bar{x}$ =3.58)

Among the items of teachers' material motivation scale the item of "Rewarding teachers by proposing a salary for successful ones" ($\bar{x}$=3.93) has relatively the highest marking. On the other side under this factor relatively the lowest marked item is "Rewarding teachers by buying some toys as a gift for their children" ($\bar{x}$= 2.84).

It has been detected that secondary school teachers are mostly motivated firstly from the organizational-administrative sub-dimension ($\bar{x}$= 4.08), secondly from material sub-dimension ($\bar{x}$ =3.54) and the lastly psycho-social sub-dimension ($\bar{x}$ =3.46). Teachers' motivation frequency has been found out as a "mostly" from the organizational-administrative, psycho-social, material and general motivation methods.

According to sex variable while psycho-social [$t_{(266)}$= 1.266, $p>$ .05], material [$t_{(266)}$= 1.548, $p>$ .05] and general [$t_{(266)}$= 1.868, $p>$ .05] motivation methods have no any statistically meaningful difference the organizational-administrative [$t_{(266)}$= 1.985, $p<$ .05] method has statistically meaningful difference at the level of teachers' motivation. At this dimension female teachers' ($\bar{x}$ =4.15) motivation level is higher than male teachers ($\bar{x}$ =4.01).

According to branch variable while psycho-social [$F_{(2,265)}$= 1.972, $p>$ .05], material [$F_{(2,265)}$= .186, $p>$ .05] and general [$F_{(2,265)}$= 1.540, $p>$ .05] motivation methods have no any statistically meaningful difference on teachers motivation level, organizational-administrative sub-dimension has statistically meaningful difference [$F_{(2,265)}$= 3.553, $p<$ .05]. In other words the teachers' motivation level at the dimension of organizational-administrative differ with respect to teachers' branch. In order to determine the source of difference the Scheffe test has been done and according to the test results the verbal weighted lesson teachers organizational-administrative motivation level ($\bar{x}$=4.17) is higher than quantity weighted lesson teachers' ($\bar{x}$= 3.96) motivation level.

According to age variable teachers' psycho-social [$F_{(4-263)}$= 1.189; $p>$ .05], organizational-administrative sub-dimension [$F_{(4-263)}$= 1.032; $p>$ .05], material sub-dimension [$F_{(4-263)}$= .687; $p>$ .05] and general motivation sub-dimension [$F_{(4-263)}$= 1.014; $p>$ .05] have no any statistically difference. The sub-dimensions of motivation have no any effect on teachers' motivation according to age variable.

According to tenure variable teachers' psycho-social sub-dimension [$F_{(4-263)}$= 1.080; $p>$ .05], organizational-administrative sub-dimension [$F_{(4-263)}$= 1.793; $p>$ .05], material sub-dimension [$F_{(4-263)}$=.755; $p>$ .05] and general motivation sub-dimension [$F_{(4-263)}$= 1.417; $p>$ .05] have no any statistically difference. The sub-dimensions of motivation have no any effect on teachers' motivation according to tenure variable.

According to variable of service time in current school teachers' psycho-social sub-dimension [$F_{(2-265)}$= 1.033; $p>$ .05], organizational-administrative sub-dimension [$F_{(2-265)}$ = .597; $p>$ .05], material sub-dimension [$F_{(2-265)}$=.222; $p>$ .05] and general motivation sub-dimension [$F_{(2-265)}$= .253; $p>$ .05] have no any statistically difference. According to these

findings the motivation level of teachers in terms of service time in current school variable is similar.

According to variable of graduated school type variable psycho-social sub-dimension [$F_{(2-265)}$= 1.604; p> .05], organizational-administrative sub-dimension [$F_{(2-265)}$= 2.381; p> .05], material sub-dimension [$F_{(2-265)}$=.1.499; p> .05] and general motivation sub-dimension [$F_{(2-265)}$= 2.296; p> .05] have no any statistically difference. According to these findings the motivation level of teachers in terms of graduated school variable is similar.

According to variable of selecting teaching as an occupation whether volunteer or not teachers' psycho-social sub-dimension [$t_{(266)}$= .331; p> .05], organizational-administrative sub-dimension [$t_{(266)}$= 1.583; p> .05], material sub-dimension [$t_{(266)}$= .08; p> .05] and general motivation sub-dimension [$t_{(266)}$= .759; p> .05] have no any statistically difference. According to this result it can be claimed that the level of teachers' motivation does not originate from the selecting occupation.

According to variable of the size of school psycho-social sub-dimension [$F_{(2-265)}$= 1.591; p> .05], organizational-administrative sub-dimension [$F_{(2-265)}$= 2.031; p> .05], material sub-dimension [$F_{(2-265)}$=.85; p> .05] and general motivation sub-dimension [$F_{(2-265)}$=1.477; p> .05] have no any statistically difference. The size of school has no any effect on the teacher's motivation level.

Findings about Teachers' Job Satisfaction Level: Among the internal satisfaction level of secondary school teachers while relatively the highest marked item is "Having the possibility of doing something for others" ($\bar{X}$ =4.40), relatively the lowest marked item is "Carrying out the decisions about job" ($\bar{X}$=3.55).

Among the external satisfaction level while relatively the highest marked item is "My colleagues" ($\bar{X}$=4.20), the lowest marked item is "My job and on condition that my earning" ($\bar{X}$=2.66). Also it has found out that the secondary school teachers' relatively live mostly internal satisfaction ($\bar{X}$=3.93), secondly general satisfaction ($\bar{X}$=3.77) and lastly external satisfaction ($\bar{X}$=3.52). Teachers' internal, external and general satisfaction level is at "satisfied" level.

According to variable of the teacher's sex, internal [$t_{(266)}$= .086, p> .05],external [$t_{(266)}$= .957, p> .05] and general satisfaction level [$t_{(266)}$= .432, p> .05] have no any statistically meaningful difference. According to this result teachers' job satisfaction does not differ in terms of sex. In other saying female and male teachers' internal, external and general satisfaction level is similar.

According to variable of the teacher's branch teachers' job satisfaction level while there is no statistically meaningful difference in external dimension [$F_{(2,265)}$= 2.571, p > .05]; there is a statistically meaninful difference in internal satisfaction [$F_{(2,265)}$= 4.008, p < .05] and general satisfaction [$F_{(2,265)}$= 4.042, p < .05]. Teachers' internal and general job satisfaction level has difference according to branch. In order to determine the resource of difference the Scheffe test has been done and according to test level the talent lesson teachers' internal job satisfaction ($\bar{X}$=4.05) is higher than those who are the teachers ($\bar{X}$=3.87) of quantity weighted lessons. Similarly skills lessons teachers' general job satisfaction level ($\bar{X}$=3.88) is higher than those who are the teachers ($\bar{X}$=3.70) of quantity weighted lessons. Due to students' regarding of quantity weighted lessons as a hard and mostly preferring skills weighted lessons cause the low success feeling for quantity weighted lessons. And it can be claimed that this situation affects teachers' job satisfaction.

According to variable of the teacher's age internal [$F_{(4-263)}$= .372; p> .05], external $F_{(4-263)}$= .808; p> .05] and general job satisfaction level [$F_{(4-263)}$= .617; p> .05] has no statistically meaningful difference. According to age variable teachers' job satisfaction level is similar.

According to variable of the teacher's tenure internal [$F_{(4-263)}$= .863; p> .05], external [$F_{(4-263)}$= .602; p> .05] and general job satisfaction level [$F_{(4-263)}$= .760; p> .05] has no statistically meaningful difference. According to tenure variable has no any effect on teachers' job satisfaction level. According to variable of service time in current school teachers' internal [$F_{(2-265)}$= .204; p> .05], external [$F_{(2-265)}$= .029; p> .05] and general job satisfaction level [$F_{(2-265)}$= .131; p> .05] has no statistically meaningful difference. According to this variable teachers' job satisfaction level is similar.

According to variable of teachers' graduated school type internal [$F_{(2-265)}$= .862; p> .05], external [$F_{(2-265)}$= .117; p> .05] and general job satisfaction level [$F_{(2-265)}$= .354; p> .05] has no statistically meaningful difference. According to this variable teachers' job satisfaction level is similar. According to variable of selecting teaching as an occupation whether volunteer or not teachers' while internal [$t_{(266)}$= 1.895; p> .05] and external satisfaction level [$t_{(266)}$= 1.933; p> .05] has no statistically meaningful difference, general job satisfaction level [$t_{(266)}$= 2.135; p< .05] has statistically meaningful difference. The level of general job satisfaction of teachers ($\bar{X}$=3.79) who selected their occupation voluntarily is higher than other teachers ($\bar{X}$=3.60) who have not selected their occupation voluntarily.

According to schools size variable; internal [$F_{(2-265)}$= 1.420; p> .05], external [$F_{(2-265)}$= 2.522; p> .05] an general job satisfaction level [$F_{(2-265)}$= 2.157; p> .05] as no statistically meaningful difference. In other saying teachers who are in charge in small, medium and large size schools have similar job satisfaction.

Findings about Relationship between Job Satisfaction and Motivation: In the Table 1 there is a job satisfaction and motivation correlation test results which are belong to research participator secondary school teachers.

Table 1. *The Results of Pearson Moments Correlation coefficient for the relationship between teachers' motivation and job satisfaction level*

PSM	OAM	MM	GM	GJS	IS	ES
-						
.638**	-					
.755**	.550**	-				
.897**	.849**	.877**	-			
.159**	.128*	.175**	.176**	-		
.216**	.156*	.171**	.205**	.915**	-	
. 053	.066	.141*	.101	.875**	.607**	-

PSM: Psycho-Social Motivation; **OAM:** Organizational-Administrative Motivation; **MM**: Material Motivation; **GM**: General Motivation; **GJS**: General Job Satisfaction; **IS**: Internal Satisfaction; **ES**: External Satisfaction; p value is meaningful at the level of. 05*; p value is meaningful at the level of 01**.

As shown in Table 1, teachers' psycho-social motivation has positive medium level relationship between organizational-administrative motivation (r = .64; p< .01); there is a positive and high relationship between material motivation and psycho-social motivation (r= .76; p< .01); there is a positive and high relationship between general motivation and psycho-social motivation (r= .90; p< .01. There is a low and positive relationship between general job satisfaction and psycho-social motivation (r= .16; p< .01), There is a low and positive relationship between inner satisfaction and psycho-social motivation (r= .22; p< .01).

Also there is a medium and positive level significant correlation between teachers' organizational-administrative motivation and material motivation (r= .55; p< .01); there is a high and positive level significant correlation between general motivation and organizational-administrative motivation (r= .85; p< .01); there is a low and positive level significant correlation between general job satisfaction and organizational-administrative motivation (r = .13; p< .05); there is a low and positive level significant correlation between inner satisfaction and organizational-administrative motivation (r= .16; p< .05).

On the other hand, there is a high and positive level significant correlation between teachers' material motivation and general motivation (r= .88; p < .01); there is a low and positive level significant correlation between material motivation and general job satisfaction (r= .18; p < .01); there is a low and positive level significant correlation between material motivation and inner satisfaction (r= .17; p < .01) and there is a low and positive level significant correlation between material motivation and outer satisfaction (r= .14; p < .05).

There is a low and positive level significant correlation between teachers' general motivation and general job satisfaction (r= .18; p< .01) and there is a low and positive level significant correlation between teachers' general motivation and internal satisfaction (r= .21; p< .01).

There is a high and positive level significant correlation between teachers' general job satisfaction and internal satisfaction (r= .92; p< .01) and there is a high and positive level significant correlation between teachers' general job satisfaction and external satisfaction (r= .88; p< .01). And there is a medium and positive level significant correlation between internal and external satisfaction (r= .61; p< .01).

Discussion and Conclusion

Teachers' highest motivation method is firstly organizational-administrative method, secondly material motivation and the lowest is psycho-social motivation method. Teachers' motivation is at the "mostly" level for all types of motivation sub-dimension. There are similar results in the studies of Çiçek (2002) and Yıldırım (2009). According to the Uz's (2009) study teachers are motivated mostly from organizational-administrative sub-dimension and secondly psycho-social motivation and material motivation methods are mostly motivate teachers. By the way in the Kadı and Selçuk's (2012) research psycho-social motivation material motivation methods mostly motivate teachers and organizational-administrative methods are the highest motivator.

While teachers' sex has no any statistically meaningful difference in psycho-social motivation, material motivation and general motivation but there is a statistically meaningful difference on organizational-administrative sub-dimension. In this sub-dimension female teachers have higher and meaningful average than male teachers. According to Çiçek (2002), Yılmaz (2009), Yıldırım (2009) and Kadı and Selçuk (2012) there is no meaningful difference according to teachers sex in their motivation level. Nevertheless according to Kulpcu (2008)

primary school teachers' motivation level has statistically meaningful difference and female teachers' motivation level is higher than male teachers' motivation level.

While teachers' branch has no statistically meaningful difference in the psycho-social motivation, material motivation and general motivation sub-dimension but there is statistically meaningful difference in the organizational-administrative sub-dimension. Especially verbal weighted lesson teachers' motivation level is statistically meaningful and higher than quantity weighted lesson teachers' motivation level. Between teachers' age and motivation level any meaningful difference is detected. As a matter of fact according to Gökçe (2009), Yılmaz (2009) and Kadı and Selçuk (2012) it is found out that there is no any meaningful difference between teachers' motivation and teachers' age. By the way Recepoğlu (2012) found meaningful difference between teachers' motivation level and age. Those who are between 22-30 ages have the highest motivation level and those who are between 41-50 ages have the lowest motivation level.

In this study it has determined that there is no any meaningful difference between teachers' tenure and motivation level. Also according to Kulpcu (2008), Özdöl (2008) and Kadı and Selçuk (2012) there is no any meaningful difference between teachers' tenure and motivation level. In the study of Gökçe (2008) a meaningful difference has been found between teachers' motivation level and occupational tenure. According to this study those who have 0-3 year tenure have higher motivational level than those who have 6-10 year tenure. In Yıldırım's (2009) research organizational-administrative sub dimension has statistically meaningful difference has been found out.

Teachers who have 16-20 year tenure have lower motivational level in the sub-dimension than those whose occupational tenure is below 5 year. According to Recepoğlu (2012) teachers whose occupational tenure is between 1-5 years have the highest motivational level. Similarly Gupta and Gehlawat (2013) in their research found out that teachers whose occupational tenure is low have statistically meaningful higher motivational level than those whose occupational level is high. The possible resource of this difference is researchers collecting data from many groups apart from secondary school teachers. The variable of teacher service time in current school has no any statistically meaningful difference in the sub-dimensions of psycho-social, organizational-administrative, material and general motivation. Yılmaz (2009) and Recepoğlu (2012) also found same results in their studies. Teachers' graduated school type variable also has no any statistically difference in the sub-dimensions of motivation. Correspondingly, there are similar results in the Gökçe's (2009) and Yıldırım's (2009) study. The variable of voluntarily selection of occupation has no any statistically meaningful difference in the sub-dimensions of psycho-social, organizational-administrative, material and general motivation. Also there is no any statistically meaningful difference in terms of the variable of school size.

Findings about Teachers' Job Satisfaction: Secondary school teachers relatively have mostly internal satisfaction, secondly general satisfaction and lastly external satisfaction. The average of teachers' internal, external and general satisfaction level is at "I am pleased". In the external satisfaction sub-dimension, relatively the lowest item is "My job and on condition that my earning". Sarpkaya (2000), Demirel (2006), Akkan (2008), Ersözlü (2008) and Tunacan and Çetin (2009) have found similar results in their studies. And according to these studies teachers' salary satisfaction is "low". Teachers' salary and other personal rights should be rearranged in order to raise their social status and thus they can focus on school works and can use time much more efficient. Sex of teachers has no any significant difference in the sub-dimensions of internal, external and general satisfaction. According to this result teachers' job satisfaction does not differentiate in terms of their sex. Female and male teachers have similar job satisfaction level. Correspondingly, Sargent and Hannum (2005), Demirel

(2006), Çelik (2008), Özdöl (2008), Boğa (2010) Adıgüzen and others (2011) and Türkçapar (2012) found no difference in job satisfaction of teachers in terms of sex. However Sarpkaya (2000), Kartal (2006), Duman (2006), Akhtara, Hashmib and Naqvic (2010) and Şahin (2013) have significant difference in terms of teachers' sex. Duman (2006), Ololube (2006), Akhtara, Hashmib and Naqvic (2010) found female teachers' job satisfaction average higher than male teachers.

According to Sarpkaya's (2000) study, which has been done in Manisa city, difference is significant and in job satisfaction female teachers have lower average than male teachers. Also teachers' internal factors dependent job satisfaction has no significant difference but external factor dependent job satisfaction has meaningful difference and female teachers have higher average than male teachers. In the study of Kartal (2006), in terms of sex, male primary school teachers have significantly higher average than female primary school teachers. Also Tura (2012) found similar results according to sex variable male teachers have higher satisfaction in external and general satisfaction than female ones.

While teachers' job satisfaction level has no significant difference in the sub-dimension of outer satisfaction but there is significant difference in the sub dimensions of internal and general job satisfaction. Talent weighted lesson teachers' inner and general satisfaction level is higher than those who are teachers of quantity weighted lessons. Sarpkaya (2000) has not found and significant difference between teachers' branch and job satisfaction. Boğa (2012) social science teachers have higher job satisfaction than primary school teachers, foreign language teachers and special talent lesson teachers. Also primary school teachers, science teachers and special talent required lesson teachers have higher job satisfaction than foreign language teachers. According to teachers' age inner, outer and general satisfaction sub-dimensions have no any statistically significant difference. In terms of age variable teachers' job satisfaction level is similar. Sarpkaya (2000), Duman (2006), Çelik (2008), Özdöl (2008), Tunacan and Çetin (2009) and Adıgüzel and others (2011) have found no any significant difference between teachers' age and job satisfaction.

Kartal (2006), has found statistically significant difference between teachers' age and job satisfaction and primary school teachers' who are between the ages of 31-40 have significantly higher job satisfaction than those who are between the ages of 21-30. In Demirel's (2006) study a significant difference has been found between teachers' age and job satisfaction. According to this study teachers whose ages are between of 41-50 have higher job satisfaction than those whose ages are between of 31-40. Sargent and Hannum's (2005) study shows that younger teachers have lower job satisfaction than aged teachers. Talub (2013), in his study, found a contrary result. According to him teachers who are between of 20-25 ages have higher job satisfaction level than aged teachers. Ololube (2006) have found similar results in his study which has been done on Nigerian teachers. According to this study teachers who are between of 20-30 ages have higher satisfaction than those whose ages are higher than 31. According to teachers' another variable, there is no any significant difference between internal, external and general sub-dimensions of motivation and occupational tenure. From this point of view it can be claimed that occupational tenure does not affect teachers' job satisfaction. Adıgüzel and others (2011), Boğa (2010), Özdöl (2008), Türkoğlu (2008) and Sarpkaya (2000) have not found a significant difference between teachers' occupational tenure and job satisfaction.

In Çelik's study (2008) teachers' job satisfaction differs according to teachers their occupational service time. Those who have occupational tenure between of 5-10 years have the lowest job satisfaction. Demirel (2006) also has found that between teachers' job satisfaction and occupational tenure there is a significant difference. Those who have more

than 20 years occupational tenure have higher job satisfaction than those who have occupational tenure between of 11-19.

Similarly Duman (2006) has observed some significant difference among the observed teacher groups. Teachers who have more than 11 years of occupational tenure have more job satisfaction than those whose occupational tenure is between of 1-5 years. Beside this there is a significant difference between occupational tenure and internal factor dependent satisfaction and external factor dependent satisfaction. 11 years and above tenured teachers have higher internal satisfaction than 1-5 years tenured teachers. Also 11 years and above tenured teachers have higher external satisfaction than 6-10 year tenured teachers. Gupta and Gehlawat'ın (2013) in their study found that between high tenured teachers and low tenured teachers there is a significant difference in terms of job satisfaction. According to them low tenured teachers' job satisfaction is higher than high tenured teachers.

The variable of selecting teaching occupation as a voluntarily while there is no statistically difference between internal and external satisfaction sub-dimensions but there is a statistically significant difference general satisfaction sub-dimension and variable. Teachers who have selected teaching occupation voluntarily have much more satisfaction than those who have not selected teaching occupation voluntarily. While Çelik (2008) and Türkçapar (2012) in their study have not found any difference between job satisfaction and job selection type but Akkan (2008) has found some significant results. According to Akkan (2008) voluntarily job selecting teachers have much more job satisfaction than others.

Findings about Motivation and Job Satisfaction: There is a medium and positive relationship between teachers' psycho-social motivations and organizational-administrative motivation. Also there is a high and positive relationship between material and general motivation. Between teachers' psycho-social motivation and general job satisfaction and internal satisfaction low and positive relationship has been found. While between teachers' organizational-administrative motivation and material motivation a medium level and positive relationship has been found out but there is a high and positive relationship between general motivations. Between organizational-administrative motivation and general job satisfaction and internal satisfaction a low and positive relationship has been observed. Also while there is a high and positive relationship between material motivation of teachers and general motivation but there is a low and positive relationship between internal and external satisfaction and general satisfaction.

Between teachers' general motivation and general job satisfaction and internal satisfaction there is a low and positive relationship. Between general motivation of teachers and internal satisfaction and external satisfaction there is a high and positive relationship. Between internal and external satisfaction a medium level and positive relationship has been found. Beside them, the highest and positive relationship has been found between teachers' psycho-social motivation and internal satisfaction. Maharjan (2012) in his study of "Association between Work Motivation and Job Satisfaction of College Teachers" has found high and positive relationship between job motivation and job satisfaction. According to a forementioned study if teachers' job motivation arises also job satisfaction simultaneously arises.

In this study it is found out that teachers are motivated by several motivation instruments. They are the mostly motivated by organizational-administrative instruments, secondly motivated by material motivation instruments and the least motivated by psycho-social instruments. Also in this study it has been found that female teachers' organizational-administrative motivating level is higher than male teachers. Correspondingly this finding it is required that male teachers' organizational-administrative motivating level should be raised.

In order to rise male teachers' organizational-administrative motivating level, between school staff and school administrators good relationships should be developed. And during taking some administrative decisions about school administration process the administrative staff should be impartial and thus they will be gained the trust. Also all school workers can provide the increase the social status of teacher by taking some precautions. Verbal weighted lesson teachers who are also work in secondary schools have statistically meaningful higher organizational-administrative motivating level then those who are quantity weighted lesson teachers and charge in secondary schools. Some informing trainings can be done in order to raise quantity weighted lesson teachers' psycho-social motivating level. Also according to findings of this research, teachers' internal satisfaction level is higher than external satisfaction level.

Special skill required lesson teachers' internal and general job satisfaction level are higher than the quantity weighted lesson teachers' internal and general job satisfaction level. In parallel with this research it can be claimed that there is a positive and statistically meaningful relationship between teachers' motivation and job satisfaction level. The highest level is between teachers' psycho-social motivation and internal satisfaction. From this point of view it can be declared that teachers who have high job satisfaction they also have high motivation level. Due to this research's sample just only encompasses teachers who are in charge in city of Aydın's secondary schools there are some limitations about generalizing the results to whole teachers who work in the name of Turkish secondary schools. Therefore by receiving some support, enlarging sampling is possible and hence getting some generalizable results is guessed.

References

Adıgüzel, Z., Karadağ, M. ve Ünsal, Y. (2011), Fen ve Teknoloji Öğretmenlerinin İş Tatmin Düzeylerinin Bazı Değişkenlere Göre İncelenmesi (An investigation on the levels of job satisfactions of science and technology teachers according to some variables), *Batı Anadolu Eğitim Bilimleri (Western Anatolia Journal of Education Sciences)*, Cilt 2, (4), 49-74.

Akkan, Ö. (2008), *Milli Eğitime Bağlı Meslek Okullarında Görev Yapan Öğretmenlerin İş Tatmini (Job satisfaction of teachers employed at occupational state schools)*, Yüksek Lisans Tezi (Unpublished Master's Thesis), Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Yönetimi ve Denetimi Anabilim Dalı, İstanbul.

Akhtar, S. N., Hashmi, M. A. ve Naqvi, S. I. H. (2010), Comparative study of job satisfaction in public and private school teachers at secondary level, *Procedia Social and Behavioral Sciences, Issue,* 2, 4222–4228.

Aydın, H. (2008), Örgütlerde Personelin Tatmini (Staff satisfaction in organizations), M. Ş. Şimşek ve A. Çelik (Ed.), *Çağdaş Yönetim ve Örgütsel Başarım (Contemporary management and organizational performance)*, Eğitim Kitabevi Yayınları, Konya, p. 361-377.

Aytürk, N. (2010), *Örgütsel ve Yönetsel Davranış (Organizational and administrative behavior),* Detay Yayıncılık, Ankara.

Balcı, A. (2009), *Sosyal Bilimlerde Araştırma Yöntem, Teknik ve İlkeler (Research principles, techniques and methods in social sciences)*, Pegem Akademi, Ankara.

Başaran, İ. E. (2008), *Örgütsel Davranış İnsanın Üretim Gücü (Organizational behavior power production of human)*, Ekinoks Basım Yayım, Ankara.

Boğa, Ç. (2010), *İlköğretim Okul Yöneticilerinin Liderlik Davranış Düzeylerinin Öğretmenlerin İş Doyumuna Etkisi (The effect of level of primary managers' leadership behaviour to job satisfaction of teachers, Samsun province sample)*, Yüksek Lisans Tezi (Unpublished Master's Thesis), Ondokuz Mayıs Üniversitesi Sosyal Bilimler Enstitüsü, Samsun.

Bursalıoğlu, Z. (2011), *Okul Yönetiminde Yeni Yapı ve Davranış* (*New structure and behavior in school administration*). Pegem Akademi, Ankara.

Çelik, N. S. (2008), *Ortaöğretim Kurumlarında Görev Yapan Öğretmenlerin İş tatmin Düzeylerinin Uygulamalı Bir Çalışma İle Değerlendirilmesi, (Job satisfaction level of secondary education teachers a field study with evaluation),* Yüksek Lisans Tezi (Unpublished Master's Thesis), Beykent Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı Eğitim Yönetimi ve Denetimi Anabilim Dalı, İstanbul.

Çiçek, A. (2002), *İlköğretim Okulu Yöneticilerinin Sınıf Öğretmenlerini GüdülemedeKullandıkları Yöntemlere İlişkin Yönetici ve Öğretmen Görüşleri, Rize İli Örneği (The views of administrators and teachers in relation to motivation methods used by public primary schools administrators to motivate teachers at work, sample of Rize)*Doktora Tezi(Unpublished Doctor's Thesis), Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Dawis R., Weiss R., England G., ve Lofquist L. H. (1967), *Manual for the Minnesota satisfaction questionnaire*, Vocational phsycology research, Minnesota.

Demirel, E. T. (2013), Mesleki Stresin İş Tatminine Etkisi: Örgütsel Desteğin Aracılık Rolü, (The effects of professional stress on job satisfaction: The mediating effect of organizational support). *Niğde Üniversitesi İ.İ.B.F Dergisi*, (*Niğde University Faculty of Economics And Administrative Sciences Journal)* 1, (6), p. 220-241.

Demirel, F. (2006), *Sınıf Öğretmenlerinin İş Doyum Düzeyleri (Denizli İli Örneği) ,(Job satisfaction levels of class teachers (sample of Denizli),* Yüksek Lisans Tezi (Unpublished Master's Thesis), Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü, Denizli.

Duman, C. (2006), *Ortaöğretim Kurumlarında Görev Yapan Coğrafya Öğretmenlerinin İş Tatmini. (Job satisfaction of geography teachers employed at high state schools)* Yüksek Lisans Tezi (Unpublished Master's Thesis), Marmara Üniversitesi Eğitim Bilimleri Enstitüsü Ortaöğretim Sosyal Alanlar Anabilim Dalı, İstanbul.

Eren, E. (2010), *Örgütsel Davranış ve Yönetim Psikolojisi (Organizational Behaviour and Phschology of Management),* Beta Basım Yayım, İstanbul.

Eren, E. (2011), *Yönetim ve Organizasyon, Çağdaş ve Küresel Yaklaşımlar. (Management and organization, modern and global approaches), Beta Basım Yayım Dağıtım A. Ş., İstanbul.*

Ersözlü, A. (2008), *Sosyal Sermayenin Ortaöğretim Kurumlarında Görev Yapan Öğretmenlerin İş Doyumuna Etkisi (Tokat İli Örneği), (The effects of social capital on job satisfaction of high school teachers (Sample of Tokat city) (Unpublished Master's Thesis) Yüksek Lisans Tezi, Fırat Üniversitesi Sosyal Bilimler* Enstitüsü Eğitim Bilimleri Anabilim Dalı, Elazığ.

Genç, N. (2004), *Yönetim ve Organizasyon-Çağdaş Sistem ve Yaklaşımlar (Management and organization- modern systems and approaches), Seçkin* Yayıncılık Sanayi ve Ticaret A. Ş., Ankara.

Gökçe, A. (2009), *İlköğretim Okulu Yöneticilerinin Motivasyonunu Etkileyen Faktörler (The factors that influence the motivation of the primary school administrators), Yüksek Lisans Tezi* (Unpublished Master's Thesis), Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

Gupta, M. ve Gehlawat, M. (2013), Job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A Comparative study *educationia confab*, 2, (1), p. 10-19.

Gündüz, A. (2009), *Yönetim Sürecinde Yöneticilerin Sergilediği Davranışların Çalışanların Motivasyonuna Etkisi: Eğitim Kurumlarında Bir Uygulama, (The effect of the administrators behaviours on the employees motivation in administration process; an application in educational institutions).* Yüksek Lisans Tezi (Unpublished Master's Thesis), Beykent Üniversitesi Sosyal Bilimler Enstitüsü: İstanbul.

Güney, S. (2000), *Yönetim ve Organizasyon El Kitabı*, (Management and organization hand book) Nobel Yayın Dağıtım, Ankara.

Güney, S. (2011), *Örgütsel Davranış*, (Organizational Behaviour) Nobel Yayın Dağıtım, Ankara

Gürsel, M. (2003), *Okul Yönetimi, Kuramsal ve Uygulamalı, (School administration, theoratical and applied),* Eğitim Kitapevi, Konya.

İflazoğlu, A. , Tümkaya, S. (2008), Öğretmen Adaylarının Güdülenme Düzeyleri ile Drama Dersindeki Akademik Başarıları Arasındaki İlişkinin İncelenmesi (An Investigation of the relationship between Student Teachers' Motivation Levels and Their Academic Achievement of Educational Drama), *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi (Pamukkale University Journal of Education),* Issue, 23, p. 61-73.

Kadı, A. ve Selçuk, G. (2012), İlköğretim Okul Yöneticilerinin Güdüleme Davranışları ile Öğretmenlerin Mesleki İlgi Düzeylerinin İncelenmesi (Analysis of primary school administrators' motivating behaviours on teachers and teachers' vocational interest levels), *CBÜ Sosyal Bilimler Dergisi (CBÜ Journal of Social Sciences)*, 10, (2), p. 23-38.

Karaköse, T. ve Kocabaş, İ. (2006), Özel ve Devlet Okullarında Öğretmenlerin Beklentilerinin İş Doyumu ve Motivasyon Üzerine Etkileri(The effect of teachers' expectations on job satisfaction and motivation in private and public schools), *Eğitimde Kuram ve Uygulama (Journal of Theory and Practice in Education),* 2, (1), p. 3-14.

Karasar, N. (2012*), Bilimsel Araştırma Yöntemi (Scientific Research Model)*, Nobel Yayıncılık, Ankara.

Kartal, Ş. (2006), *Alan ve Alan Dışından Atanan Sınıf Öğretmenlerinin İş Tatmini Düzeylerinin Karşılaştırmalı Analizi (Nevşehir İli Örneği),(A comparative analysis of job satisfaction levels of in-field and out-of-field primary school teachers appointed in Nevşehir)* Yüksek Lisans Tezi, Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Kayseri.

Kaya, A. (2006), *Yönetimde İnsan İlişkilerinin Sırları (Secrets of human relations in management),* Eğitim Kitabevi Yayınları, Konya.

Koç, H., Yazıcıoğlu, İ. ve Hatipoğlu, H. (2009), Öğretmenlerin İş Doyum Algıları İle Performansları Arasındaki İlişkinin Belirlenmesine Yönelik Bir Araştırma (A Study on the determination of the relationship between thejob satisfaction perception of teachers and their performance). *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi (Ondokuz Mayıs University Journal of Education)*, Issue, 28, p. 13-22.

Koçel, T. (2001), *İşletme Yöneticiliği-Yönetim ve Organizasyon, Organizasyonlarda Davranış, Klasik, Modern, Çağdaş ve Güncel Yaklaşımlar,(Business administration-management and organization, classic, modern, contemporary and current approaches in organizational behavior),* Beta Basım Yayım Dağıtım, İstanbul.

Kulpcu, O. (2008), *İlköğretim Okullarında Görev Yapan Öğretmen ve Yöneticileri Motive Etmede Kullanılabilecek Motivasyon Araçları Üzerine Bir İnceleme (Gaziantep Örneği) (*A search on motivation tools, which can be used to motivate the administrators and teachers who work at primary schools. (Sample of Gaziantep), Yüksak Lisans Tezi (Unpublished Master's Thesis), Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü, Gaziantep.

Özdöl, M. F. (2008), *Konya İlinde Görev Yapan Ortaöğretim Fizik Öğretmenlerinin Motivasyon ve İş Tatminlerinin Araştırılması, (In high schools education physics teachers' who work in Konya motivation and their job satisfaction)* Yüksek Lisans Tezi (Unpublished Master's Thesis), Selçuk Üniversitesi Fen Bilimleri Enstitüsü, Konya.

Öztekin, A. (2005*), Yönetim Bilimi (Science of Management),* Siyasal Kitabevi, Ankara.

Recepoğlu, E. (2013), Öğretmenlerin İş Motivasyonlarının Farklı Değişkenler Açısından İncelenmesi, (Analyzing job motivation of teachers in terms of different variables), *Kastamonu Eğitim Dergisi(Kastamonu journal of educations)*, 21, (2), p. 575-588.

Sabuncuoğlu, Z. (1988), Güdülemede Özendirici Araçlar(Incentive tools on motivation), E. Özkalp (Ed). *Örgütlerde Davranış,*(Behaviour in organizations) Anadolu Üniversitesi Yayınları, Eskişehir, p. 96-109.

Sabuncuoğlu, Z. ve Tüz, M. (2003), *Örgütsel Psikoloji (Organizational Psychology)*, Furkan Ofset, Bursa.

Sağlam, A. Ç. (2007), Akademisyenlerin İşe Güdülenmesinde "Hijyen" ve "Güdüleme" Faktörlerinin Önemi (The effect of hygiene and motivation factors on motivation of academicians to work), *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi (Mehmet Akif Ersoy University Journal of Education)* Haziran, p. 52-57.

Sargent, T. and Hannum, E. (2005), Keeping teachers happy: job satisfaction among primary school teachers in rural northwest china, *Gansu Survey of Children and Families Papers*, p. 174-204.

Sarpkaya, R. (2000), Liselerde Çalışan Öğretmenlerin İşdoyumu (Manisa İli Örneği) (Job satisfaction level of teachers working in high schools (Sample of Manisa), Review of Public Administration, 33, (3), p. 111-124.

Şahin, İ. (2013), Öğretmenlerin İş Doyumu Düzeyleri (Job satisfaction level of teachers), *YYÜ Eğitim Fakültesi Dergisi,(YYU Journal of Education Faculty)*, 10, (1), p. 142-167.

Şimşek, Ş., Akgemci, T. ve Çelik, A. (2011) *Davraniş Bilimlerine Giriş ve Örgütlerde Davraniş (Introduction to behavioral sciences and behavior in organizations)*, Gazi Kitabevi: Ankara.

Talub, T. F. A. (2013), Job satisfaction among jordan's kindergarten teachers: effects ofworkplace conditions and demographic characteristics, *Early ChildhoodEducations*. 41,p.143–152.

Tunacan, S. ve Çetin, C. (2009), Lise Öğretmenlerinin İş Doyumunu Etkileyen Faktörlerin Tespitine İlişkin Bir Araştırma (A Study on determination the factors that effect state school teachers' job satisfaction)**,** *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi (M.Ü Atatürk Faculty of Education Journal of Educational Sciences)*, 29, p.155-172.

Türkçapar, Ü. (2012), Beden Eğitimi Öğretmenlerinin Farklı Değişkenler Açısından İş Doyumu Düzeylerinin İncelenmesi (Study of job satisfaction level according to different variant among physical education teachers), *Gazi Eğitim Fakültesi Dergisi (Gazi journal of education)*, 32, (2), p. 331-346.

Ural, A. ve Kılıç, İ. (2005), *Bilimsel Araştırma Süreci ve SPSS ile Veri Analizi (The process of scientific research and data anaylsis via SPSS)*, Detay Yayıncılık: Ankara.

Uz, D. G. (2009), *İlköğretim Okullarında Görevli Yöneticilerin Kullandıkları Güdüleme Araçları İle Öğretmenlerin Güdülenme Düzeylerinin İlişkisi, (*Relationship between the motivational means used by school managers and the level of teacher motivation), Yüksek Lisans Tezi (Unpublished Master's Thesis), Ege Üniversitesi Sosyal Bilimler Enstitüsü: İzmir.

Yıldırım, D. Ş. (2006), *Resmi İlköğretim Okullarında Görev Yapan Öğretmenlerin Motivasyon ve İş Tatminini Etkileyen Faktörler (Factors affecting motivation and job satisfaction of teachers working in state primary schools),* Yüksek Lisans Tezi(Unpublished Master's Thesis), Yeditepe Üniversitesi,Sosyal Bilimler Enstitüsü: İstanbul.

Yılmaz, F. (2009), *Eğitim Örgütlerinde Örgüt Kültürünün Öğretmenlerin İş Motivasyonu Üzerindeki Etkisi (Effects of organizational culture in educational organizations on teachers' job motivation),* Yüksek Lisans Tezi, (Unpublished Master's Thesis). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü: Konya.

Yıldırım, S. (2009), *İlköğretim Okullarında Yöneticilerin Sınıf Öğretmenlerini Güdüleme Davranışları ve Gerçekleşme Düzeylerine İlişkin Öğretmen ve Yönetici Görüşleri (Konya İli Örneği), (Views of teachers and administrators concerning the administrators' behaviors of motivating the form masters and their fulfilment levels at primary schools, sample of Konya),* Yüksek Lisans Tezi,(Unpublished Master's Thesis), Selçuk Üniversitesi Sosyal Bilimler Enstitüsü: Konya