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# To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment

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## Abstract

of teachers and their institutional commitment. Sampling of the research is based on four hundred teachers working in Sakarya. Data was obtained through Minnesota Job Satisfaction Scale, Cook and Wall Institutional Job Commitment Questionnaire and Motivation Questionnaire as well as three questions determining gender, branch and educational status were used. At the end of the research it was found that administration motivated teachers in a positive way and teachers were committed to the institutions.

It is also found out that the level of motivation affects the institutional commitment and the level of institutional commitment changes according to motivation given by the administration. The level of motivation also affects the job satisfaction and high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction.

The level of job satisfaction affects the institutional commitment and teachers having high job satisfaction show high institutional commitment. The difference between branch variations and level of job satisfaction has been found and branch teachers were observed to have higher job satisfaction than form teachers. It has been found out that gender, branch and educational status doesn't affect teachers' motivation and their institutional commitment.

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## 1. Introduction

In today's world, in order for an organization to be successful and maintain its existence, both the productivity of its staff and the satisfaction of them in terms of administration, rewarding system, colleagues and job they are performing are all crucial factors (Yıldırım and Yetim, 1996). The significant constituents of a school as an

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institution are appropriate working conditions for teachers and teachers' job satisfaction (Hallinger and Leithwood, 1996, Reyes and Pounder, 1993).

The culture of an institution includes shared values and beliefs, working conditions and predictions about expectations (Schein, 1996). In education, one of the significant factors influencing the performance of teachers is the motivation levels of them. The task of motivating teachers should be firstly realized by school administrators.

Teachers naturally are in the need of being appreciated, approved and respected by school administrators and other teachers. They attempt to determine their place and roles in the school through comparing themselves with other teachers. If their need to be appreciated is taken into consideration, it may lead to high levels of organizational achievement. Administrators attention to such need and attempts to meet them help the teachers to feel themselves valuable, able, functional and necessary. In turn, such positive approach held by the teachers leads to commitment to their institutions.

Related literature on job satisfaction of educators indicates that there are no significant differences between satisfaction levels of school administrators and those of teachers both having low levels of job satisfaction and that satisfaction levels of teachers working in private educational institutions and of early childhood teachers are higher than satisfaction levels of both public school teachers and classroom teachers (Özdayı, 1990; Minibaş, 1990; Dalgan, 1998). It is also found that employers with higher education background have higher levels of job satisfaction in contrast to those with high school orientation and that female teachers background have higher levels of job satisfaction in contrast to male teachers (Köktürk, 1997). Basic education school teachers (Günbayı, 1999) and those teachers working in districts as well as those teachers graduated from teacher high school or education institutions are also found to have higher levels of job satisfaction (Ayık, 2000). The other major findings of such research are as follows: satisfaction levels of teachers in terms of working conditions are lower (Xiaofeng and Ramsey, 2008); job satisfaction has impacts on one's self-efficiency beliefs (Somech and Drach-Zahavy, 2000; Caprara et. al, 2006); job satisfaction levels are influenced by leadership style of school administrators and teachers' perception of their profession (Bogler, 2002); when school administrators are perceived as supporters by teachers, the job satisfaction levels and commitment levels of teachers significantly increase (Nir and Bogler, 2008) and strong self-efficiency beliefs increases professional commitment of teachers and cooperation among teachers (Imants and Van Zoelen, 1995).

Reichers (1985) reviewed the relevant studies and concluded that several variables have effects on commitment to school on part of teachers. These are as follows: personal variables such as educational background, age, experience; job-related variables such as the difficulty of the job, self-image, the need for job satisfaction, the need for security, occupational prestige, the need for professional achievement, self-efficiency. In addition to these variables, it is also found that perceptions about alternative jobs and job-related and organization variables such as group norms, rewards and costs, job-related tension, job satisfaction performance and involvement are all affect commitment to organization (Balay, 2000).

Motivation is a key factor to make employers useful for the organization (Hicks and Gullett, 1981). Motivation has a dynamic character. It is achieved through meeting the personal motives or needs. Degree of individual performance is a function of the efficiency of motivation. Sometimes individuals are positively motivated if their expectations are realized and the needs are satisfied. However, negative motivation occurs when expectations are not realized and the needs are not satisfied. Both cases affect the productivity of individuals (Aşıkoğlu, 1991). Teachers' actions may not be taken into consideration by school administration leading to negative impacts on their motivation (Stipek, 1998). Studies on motivation indicate that school administrators may fail to motivate teachers (Bakioğlu and İnandı, 2001) and to involve them in decision-making process (Atay, 2001). Such cases have negative influences on teachers' motivation and their job satisfaction. Major factors leading to job dissatisfaction are stated as excessive workload, lower wages and lower appreciation by community (Papanastasiou and Zembylas, 2005).

The current study deals with the effects of motivation by school administrators on teachers' job satisfaction and their commitment to organization.

## 2. Method

### 2.1. Sample

The sample of the study is consisted of three hundred teachers working in public schools in Sakarya province. Of these subjects, 172 are females and 228 are males. In terms of their teaching levels, 252 are classroom teachers whereas 148 are teachers of several subject matters.

### 2.2 Data analysis tools

2.2.1. Job satisfaction measure: Data on job satisfaction of the subjects are collected through the use of the short version of the Minnesota job satisfaction measure (MSQ). The reasons for using MSQ are its use on teachers previously, its ease in terms of use and evaluation and its focus on the needs of the teachers in their working conditions that are regarded by teachers to be met.

English version of MSQ was translated into Turkish by Deniz ve Güliz Gökçora from Hacettepe University and reviewed by other linguists. R. V. Dawis, D. J. Weiss, G. W. England, L. H. Lofquist (1967) developed MSQ with 20 items based on its longer version. Reliability and validity of MSQ were established by Gillet and Schwab (Özdayı, 1990). Score range of MSQ is between 20 and 100. Having 25 points or lower refers to low levels of job satisfaction while 26 through 74 refers to normal levels of job satisfaction. Score of 75 or higher indicates higher levels of job satisfaction. 20 items in MSQ are categorized into two groups of internal factors and external factors. Internal factors are as follows: social status, change, moral values, recognition, authority, accountability, use of abilities, achievement, creativity, etc. Internal factors are questioned through ten items. External factors included in MSQ are policy of the organization, working conditions, colleagues, wage, security, relationships with administrators and interpersonal relationships (Özdayı, 1990).

2.2.2. The Cook and Wall Survey on Commitment to Organization: This survey measures commitment to organization together with related subcategories. Its translation into Turkish and its reliability and validity analyses were carried out by Erol (1998). It includes twelve items although its original form is consisted of nine items. Reliability coefficient of the survey was found to be alpha 0.77.

Answers to the items are given using 5-point likert type scale: 1 "never", 2 "no", 3 "neutral", 4 "yes", 5 "certainly yes".

Minimum and maximum scores of the survey are 12 and 60, respectively. Higher scores refer to higher levels of commitment to organization. 1,2,3 and 4. items deal with uniformity in organizational identity. 5,6,7 and 8. items are concerned with loyalty. 9,10,11 and 12. Items are about job voluntary (Erol, 1998).

2.2.3. Motivation survey: In order to measure motivation levels of the subjects, motivation survey developed by Öçal was used. The survey is consisted of seven sections and 94 items. The first section is about demographic information. The second section with twenty-three items deals with administration. The third section with twenty-seven items is concerned with communication and motivation. The fourth section with eleven items is about efficiency. The fifth section includes six items and is about commitment. The sixth section with sixteen items is on behavior. The seventh section including five items is concerned with gender discrimination. In the present study, the third section of the survey, communication and motivation, was employed. Since its reliability and validity were established previously, no analysis was carried on these aspects of the survey.

## 3. Results

Data on subjects' levels of job satisfaction and commitment to organization based on their age, educational background and teaching levels are presented in the following table.

Table 1. Subjects' levels of commitment to organization based on their age, educational background and teaching levels

Variables	N	Job satisfaction			Commitment		Total	
		%	Low	medium	high	low		high
Gender	Male	N	4	61	163	48	180	228
		%	1,80	26,80	71,50	21,10	78,90	100
	Female	N	2	34	136	44	128	172
		%	1,20	19,80	79,10	25,60	74,40	100
Educational background	Two-year	N	2	26	78	28	78	106
		%	1,90	24,50	73,60	26,40	73,60	100
	Four-year	N	3	65	197	58	207	265
		%	1,10	24,50	74,30	21,90	78,10	100
	Graduate	N	1	4	24	6	23	29
		%	3,40	13,80	82,80	20,70	79,30	100
Teaching level	Classroom teacher	N	4	70	178	64	188	252
		%	1,60	27,80	70,60	25,40	74,60	100
	Subject matter	N	2	25	121	28	120	148
		%	1,40	16,90	81,80	18,90	81,10	100
Total	N	6	95	299	92	308	400	
	%	1,50	23,80	74,80	23	77,00	100	

As seen in Table 1, both males and females have higher levels of job satisfaction (Males: 71,5 %, Females: 79,1 %). The rate of teachers with low levels of job satisfaction is relatively less.

Levels of subjects' commitment to organization are also found to be high both in males and females (Males: 78,9 %, Females: 74,4 %). No subject stated that his/her commitment to organization is "low". It may be a result of their administrators provision of higher levels of motivation. Having higher levels of job satisfactions subjects also have higher levels of commitment to their organizations.

In terms of educational background, the subjects' levels of job satisfaction and commitment to organization are also high. It is also seen that in parallel to education the subjects receive, their levels of both job satisfaction and commitment to organization also increase.

In terms of teaching level, although a minor difference is observed between classroom teachers and other teachers who have slightly higher levels of job satisfaction and commitment to organization, both groups of subjects have "high" levels of job satisfaction and commitment to organization.

Findings on the relationship between administrators' provision of motivation and teachers' commitment to organization are given below.

Table 2. Results of variance analysis on the relationship between administrators' provision of motivation and teachers' commitment to organization

Source of difference	K.Total	ss	K. mean	F	P	Tukey B		
Variables						1,00	2,00	3,00
Motivation and commitment to organization	Intergroups	7,62	2,00	3,81			1,00	2,00
	Intragroup	63,21	397,00	0,15	23,95	0,00	2,00	2,54
	Total	70,84	399,00					2,82
Motivation and job satisfaction	Intergroups	13,22	2,00	6,61	34,00	0,00	1,85	2,38
	Intragroup	77,15	397,00	0,19				

Total      90,37    399,00

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A statistically significant difference was found in regard to the relationship between administrators' provision of motivation and teachers' commitment to organization ( $P < .05$ ).

Tukey b values of the groups indicate that the difference is between those with low levels of motivation and those with medium and high levels of motivation. Therefore, those with high levels of motivation have higher levels of job satisfaction in contrast to those with medium and low levels of motivation. On the other hand, those with medium level of motivation have higher levels of job satisfaction in contrast to those with low level of motivation.

Table 3. T-test results on differences in subjects' levels of job satisfaction based on teaching level

Variable	Teaching level	N	X	S.D.	M.Of.S.E.	t	F	P
Job satisfaction	Classroom teachers	252	2,69	,49	,031	-2,24	18,40	,02
	Subject matter teachers	148	2,80	,43	,036			

It is found that the relationship between teaching level and level of job satisfaction is statistically significant ( $P < .05$ ). Mean scores of teachers of subject matters are higher than those of classroom teachers. Thus, subject matter teachers appear to have higher levels of job satisfaction in contrast to classroom teachers.

Table 4. T-test results on differences in subjects' levels of commitment to organization based on teaching level

Variance	Teaching level	N	X	S.D.	M.Of.S.E.	t	F	P
Commitment to organization	Classroom teachers	252	2,75	,43	,027	-1,41	8,62	,15
	Subject matter teachers	148	2,81	,39	,033			

It is seen that there is no statistically significant difference between teaching level and subjects' commitment to organization ( $P > .05$ ). However, subject matter teachers have slightly higher levels of commitment to organization in contrast to commitment to organization.

#### 4. Discussion

The findings of the study clearly indicate that school administrators provide teachers with high levels of motivation and the subjects' levels of job satisfaction and of commitment to organization are high. Level of motivation influences commitment to organization. Therefore, those with lower level of motivation have also lower level of commitment to organization in contrast to those with medium and high levels of motivation.

Level of motivation also affects the level of job satisfaction. Those with high level of motivation have higher level of job satisfaction than those with medium and low levels of motivation. Those with medium level of motivation have higher level of job satisfaction in contrast to those with low level of motivation.

Job satisfaction also influences commitment to organization. Those teachers with high level of job satisfaction appear to have high level of commitment to organization.

It is also found that age, educational background and teaching level are not significant factors affecting level of motivation and commitment to organization. However, there is a slight difference between classroom teachers and subject matter teachers in terms of job satisfaction. The latter has slightly higher level of job satisfaction than the former.

It is thought that teachers with higher levels of job satisfaction as well as higher levels of commitment to organization have also higher levels of productivity. Therefore, negative factors on motivation of teachers should be identified and eliminated to improve their levels of motivation.

Views of school administrators on motivation may be studied in future research. The other potential topic that can be studied is the effects of motivation provided by school administrators on the relationships between teachers and parents.

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