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Motivation and Job Satisfaction as Predictors of Professional Commitment in Teachers

Öğretmenlerde Mesleki Bağlılığın Yordayıcıları Olarak Motivasyon ve İş Doymu

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ABSTRACT

In the education process, the person in direct communication with all the stakeholders and the implementer of the process is the teacher. The commitment of teachers to their profession has an important place in achieving the goals of education. As such, it is substantial to specify the variables that are related to and affect it to improve professional commitment. The concepts of teachers' motivation and job satisfaction have occupied a very important place in the literature in recent years. Determining the relationship between these two features and teachers' professional commitment will provide practical benefits for the educational process. The study investigated the relationship between job satisfaction and motivation of teachers with their professional commitment and their effect on it. The research, conducted with a correlational survey design, was carried out with 555 teachers from different school types and branches working in schools in different districts of Erzurum. Data were collected through the Professional Commitment Scale, the Job Satisfaction Scale, and the Teacher Motivation Scale. Multiple Linear Regression Analysis (MLRA) were used to analyze data. The results showed that teachers' professional commitment was positively related on motivation sub-dimensions and job satisfaction. Also, it was designated that job satisfaction and the sub-dimensions of motivation, "professional satisfaction and personal development" and "school management," were significant predictors of professional commitment. Considering the findings and limitations of the study, some suggestions were presented.

Keywords: professional commitment, motivation, job satisfaction, teacher

Öz

Eğitim sürecinde tüm paydaşlarla doğrudan iletişim hâlinde olan ve sürecin uygulayıcısı olan kişi öğretmendir. Öğretmenlerin mesleklerine olan bağlılıkları, eğitimin amaçlarına ulaşmasında önemli bir yere sahiptir. Bu açıdan öğretmenlerin mesleki bağlılığını artırmak için onunla ilişkili ve onu etkileyen değişkenlerin belirlenmesi önemlidir. Öğretmen motivasyonu ve iş doymu kavramları son yıllarda literatürde oldukça önemli bir yer tutmaktadır. Bu iki özellik ile öğretmenlerin mesleki bağlılıkları arasındaki ilişkinin belirlenmesi, eğitim süreci için pratik yararlar sağlayacaktır. Bu çalışmada öğretmenlerin motivasyonları ve iş doymalarının mesleki bağlılıkları ile ilişkisi ve mesleki bağlılığa olan etkisini belirlemek amaçlanmıştır. İlişkisel tarama deseniyle yürütülen araştırmanın örneklemini Erzurum iline bağlı farklı ilçelerdeki okullarda çalışan, farklı okul düzeylerinden ve çeşitli branşlardan 555 öğretmen oluşturmaktadır. Araştırmanın verileri "Mesleki Bağlılık Ölçeği", "İş Memnuniyeti Ölçeği" ve "Öğretmen Motivasyon Ölçeği" ile toplanmıştır. Araştırmanın verileri Çoklu Doğrusal Regresyon Analizi (stepwise/adımsal) ile çözümlenmiştir. Araştırmanın sonucunda, öğretmenlerin mesleki bağlılıklarının motivasyon alt boyutları ve iş doymu ile ilişkili olduğu belirlenmiştir. Ayrıca iş doymu ile motivasyon alt boyutları olan "Mesleki Doym ve Kişisel Gelişim" ve "Okul Yönetimi" boyutlarının mesleki bağlılığın anlamlı birer yordayıcısı olduğu belirlenmiştir. Araştırmanın bulguları ve sınırlılıkları dikkate alınarak birtakım öneriler sunulmuştur.

Anahtar Kelimeler: Mesleki bağlılık, motivasyon, iş doymu, öğretmen

Introduction

Perceptions of individuals towards the professions, in which they take duties and responsibilities are defined as professional commitment (Günlük, 2010). This concept describes the contributions employees make toward their job (Hall et al., 2005). According to another definition, professional commitment is defined as a psychological relationship between the employee and his profession and emotional reactions towards his profession (Lee et al., 2000). Employees' liking, adoption, and internalization of their profession express this concept. Professional commitment is linked to the ethical understanding of people working in a job and also affects the interests of society. Because studies show that teachers' professional commitment may be related to their social-emotional capacity (Buettner et al., 2016). Their social-emotional capacities, on the other hand, will affect their ties to both the community and the organization they work for. For being designate this impact, it has become substantial to understand the relationship between professional and organizational commitment. Because it is thought that a teacher's commitment to his profession will also positively affects his commitment to the school he works for, increasing professional commitment becomes more important.

The indicators of professional commitment are believing and accepting the goals and values of the profession, making efforts for the benefit of the profession, and being willing to continue the profession (Aranya et al, 1981). A profession expects a strong commitment from its members, which goes beyond the desire for financial gain and means embracing certain values (Weick & McDaniel, 1989). Especially since schools are loosely structured organizations, it is often not easy to observe teachers, evaluate their performance and force them to do certain things. For this reason, it is important for teachers to have a high level of professional commitment for successful teaching (Firestone & Pennel, 1993).

According to Lee et al. (2000), understanding the occupational commitment structure is important for several reasons. First, occupations represent a meaningful focus in many people's lives. The concept becomes more and more meaningful as the education levels of the employees increase and they specialize in the job (Burris, 1983) and thus, the employees bring about more organizational change. Second, professional commitment is important for continuity in both professional and organizational membership. Third, professional commitment is important because of its ties to job performance. Finally, the occupational commitment construct is important because it

contributes to our understanding of how people develop, make sense of, and integrate their multiple commitments to work, including those that go beyond organizational boundaries.

Motivation

There has been a remarkable increase in the literature on teacher motivation in different sociocultural contexts in recent years (Han & Yin, 2016). Apart from the meaning of "taking action to do any task" of motivation (Ryan & Deci, 2000), it can also be defined as "to be alive, to be determined in behaviors, and to be able to manage behaviors" (Aksoy, 2006). Motivation expresses why individuals decide to do a certain activity, how eager they are to continue doing that activity, and how much they will try to complete it (Han & Yin, 2016). For this reason, we can think of motivation as the first step an employee takes to be able to do his job. The motivation of teachers, who have duties related to almost every dimension of the education process, is of great importance.

It is assumed that the motivation of teachers is of great importance for the appropriate interaction between individuals in schools. The reason for this is that highly motivated teachers devote more time to their work and are more satisfied with it (Levesque et al., 2004). The motivation of the teacher also affects the administrative decisions and practices in the school environment. In this sense, the negativities that occur in schools also reduce trust, satisfaction, and motivation in institutions (Kırımlı, 2017). Apart from this, teachers' motivation also affects students' motivation (Pelletier et al., 2002). Considering that students' motivation will affect their success in many areas, can be understood why teacher motivation is substantial. Moreover, the motivation of the teacher is also seen as crucial for reforms in the educational process. It is teachers who are motivated to ensure the viability of innovations in the process of creating educational policies (Neves de Jesus & Lens, 2005). Therefore, researchers working in the field have made great efforts to understand teacher motivation. It is very important for teachers to be highly motivated, effective, and efficient in their duties, JS, and performance at work (Okçu & Anık, 2017). Work motivation should be taken into account, as it is a fairly stable personality trait that influences professional commitment. (Mueller et al., 1992).

Job Satisfaction

This term can be described as a function of the connection between a teacher's teaching role and his affective relationship, and between what he desires from teaching and what he perceives (Zembylas & Papanastasiou, 2004).

Teacher JS is a key affective feature that explains both the process and the outcome.

Most of the research on teachers' job satisfaction is based on a pioneer study conducted by Herzberg et al. (1959) (Bogler, 2001). Many studies conducted over the years have shown that teacher JS affects and is affected by different processes related to education. Moreover, a correlation was found between teacher JS and the education quality in the classroom (Hall et al., 2009). Estimates of continuity in the teaching profession reveal that approximately one in four students cannot complete a teacher training program (Kim & Loadman, 1994). In another study, it was stated in a report that half of those who started teaching quit their job within the first seven years (Heller et al., 1993). Teachers' JS is an important determinant in career decisions related to teaching (Kim & Loadman, 1994). Therefore, researchers suggest that teachers' JS should be given more importance (Heller et al., 1993). However, it is also seen in studies conducted years after these studies that the factors stated to affect teachers' JS are not taken into account.

Achieving the goal of education depends on how teachers think about their work and what level of satisfaction they get from it (Bogler, 2001). Decisions taken, works, and plans made in the education process can affect teachers. It has been determined that resources that increase teachers' JS have a significant effect on teaching performance (Ololube, 2006). JS has a structure that is affected by all kinds of elements in the educational environment. Dinham and Scott (1998) mention three basic classes that affect JS. These are elements specific to instruction; elements that emerge in the school environment; and elements that emerge at the system level (Griva et al., 2012).

Specific to the teaching profession, some determinations have been made regarding the factors affecting JS. Bolin (2007) mentioned four types of factors that affect teachers' JS and questioned them in his study. These are leadership, perceived social position, test scores, and personal background factors.

Considering the factors mentioned above, it can be said that teacher JS is a concept related to management, students, and personal factors. The elements that are thought to be missing in this classification are the school's environment and physical conditions. A study revealed that there is a meaningful connection between working conditions and JS. More specifically, it has been stated that teachers' workload, collaboration with colleagues, and perceptions of students' discipline in their school are factors closely related to teacher JS (Toropova et al., 2020).

Researches About Professional Commitment

Professional commitment has been included in the

literature as a variable associated with many concepts. High professional commitment of teachers is associated with high performance (Özgenel, 2019). It has been stated that low professional commitment will cause teachers to experience burnout, as a result, to behave less sympathetically to students, to show less tolerance, to feel more nervous and tired, to make less effort, and ultimately to decrease student success (Firestone and Pennell, 1993). Also in the literature, it was designated that there are many factors affecting professional commitment. In addition, the results obtained from the studies on the variables that professional commitment is related to or affected by are important. Studies have shown that professional commitment affects the intention to stay in the organization (Tak & Çiftçioğlu, 2008); also it has positive effects on organizational commitment (Uştu & Tümkaya, 2017). Also, it has been determined that professional commitment is related to some similar variables or mediates the relationships (Töre & Şen, 2022; Ding et al, 2023). Therefore, it can be said that this feature affects many features in the individual's life.

Besides, there are some studies in the literature about relationship between professional commitment and job satisfaction. According to a study, leads to an increase in job satisfaction and a decrease in the probability of leaving the profession (Hall et al, 2005). Besides, it has been revealed that professional commitment is positively related to job satisfaction (JS) and life satisfaction. It is stated that professional commitment contributes positively to JS, and JS to life satisfaction (Çalık, 2019). Similarly, in many studies, it has been determined that job satisfaction is a concept related to professional commitment (Reyes & Shin, 1995; Lu et al, 2007; McCarthy et al, 2014). As can be seen, professional commitment stands out as a concept related to job satisfaction. In addition, it has been determined that professional commitment also affects motivation (Nesje, 2015). On the contrary, studies have shown that motivation has an effect on professional commitment (Fertig, 2011; Fernet et al., 2012).

The relationship between motivation and job satisfaction with professional commitment has been frequently discussed in the literature. In addition, when considered in terms of both the basic structures that make up these concepts and the variables that affect them, these variables are thought to be related.

It has been discussed in the above section that teacher job satisfaction and motivation both lead to positive outcomes in the educational environment. It is important to determine whether these two concepts affect the professional commitment of the teacher, who is an important stakeholder of the educational environment,

because the professional commitment of the teacher also affects the performance in his profession (Lee et al, 2000). In addition, the professional commitment of the teacher affects student success positively (Park, 2005). Therefore, professional commitment is important and determining the affective variables that may affect it should also be considered important.

The relationship between motivation and job satisfaction has been revealed in many studies. In addition, the relationship between motivation and job satisfaction with professional commitment was discussed separately in the studies. In this study, however, the power of these two concepts to explain professional commitment together was examined, and it will guide the determination of the factors affecting professional satisfaction. Measures to be taken in this context will make significant contributions to the educational process. In addition, motivation in studies has mostly been considered as intrinsic extrinsic motivation based on self-determination theory, and job satisfaction has similarly been addressed as intrinsic extrinsic satisfaction within the framework of Herzberg's two-factor theory. In this study, job satisfaction was handled with one dimension and motivation with three different dimensions. It is thought that the results obtained in this respect will bring innovation to the literature. For the dimensions addressed are school management, teaching process and students, as well as professional satisfaction and personal development, which are also addressed within the conceptual framework of professional satisfaction. Determining the effects of the structure formed by these dimensions on professional commitment can bring a novelty to the literature. The results to be obtained may lead to the determination of the variables that will take place in the process of developing a model that will be created within the framework of this concept in the future.

Purpose of the Study

The research aims to address the relationship between JS and the motivation of teachers with their professional commitment. To that end, the question to be answered is as follows:

1. Are the motivation dimensions and job satisfaction of teachers' significant predictors of their professional commitment?

Methods

The research is designed as a relational screening model, as it examines the relationships between different affective characteristics of teachers. Relational screening studies are studies that designate if there is a co-change between the variables without interfering with them (Fraenkel et al.,

2011, p.12). Since both the reciprocal relationship and the predictive relationship of the variables discussed in the research was handled, it was designed as a relational survey.

Sample Group

The sample consists of 555 teachers from different school types and various branches, working in schools at different levels in different districts of Erzurum. The teachers involved in this research were designated with a stratified method. This method would allow the researcher to stratify along the variable of party affiliation that is, to select a sample that was more representative of the population. (Lodico et al., 2006, 9.141).

325 of the teachers are female and 230 are male. 310 of them work in the city center, 178 in the county town, and 67 in the village or towns. 19 of them work in kindergarten, 320 in primary school, 138 in secondary school, and 78 in high school. Teachers' seniority years are in the range of 1 to 40 years; The years of working at their school are between 1-27 years.

Data Collection Process

Data were collected via three different measurement tools: "Professional Commitment Scale", "Job Satisfaction Scale" and "Teacher Motivation Scale". Confirmatory factor analysis was performed for each of the scales used and the validity and relevance of the data were tested. In addition, the Cronbach Alpha reliability coefficient (CARC) was calculated for all scales and sub-dimensions.

The Professional Commitment Scale is a scale adapted by Tak and Çiftçioğlu (2008) and consists of 8 items and additional dimensions. The CARC for the scale was calculated as .84.

The Job Satisfaction Scale is a one-dimensional, 3-item scale adapted by Yerdelen (2013). The CARC for the scale was calculated as .81.

The Teacher Motivation Scale (Yıldız & Taşgın, 2020) is a scale consisting of 28 items and 3 dimensions. The CARC was calculated as .96 for the "School Management" subscale, .91 for "Professional Satisfaction and Personal Development", and .86 for "Teaching Process and Students". The obtained values show that the scale and its subscales are highly reliable (Özdamar, 2017, p.112).

Ethics committee permission was obtained from the XXX Institute of Educational Sciences Social Studies Ethic Committee before starting the data collection process. Data were collected with the e-form prepared by the researcher in the 2022-2023 academic year. The teachers in the schools

where the data will be collected were contacted and they were included in the research on a voluntary basis.

Data Analysis

In the data analysis, firstly, data were examined with descriptive statistical techniques, and the normality of the data and the homogeneity of the variances were checked. Then, missing data was automatically filled in by performing missing data analysis. Then, Mahalanobis outlier analysis, which is used for multivariate data, was performed. Afterward, CFA and CARC analyses were performed on the scales and the suitability of the scales was tested. To answer the research questions, MLRA (stepwise) were performed.

Findings Related to Research Question 1

The stepwise model in which all three variables were included at the same time was chosen as the regression analysis. In this model, the researcher creates a list of independent variables and then, based on a set of statistical criteria, allows the program to participate in which variable will enter the equation in which order (Pallant, 2017, p.166).

The studies on critical values questioned before starting the regression analysis are as follows:

Results

Table 1.
Results of MLRA Practised to Specify Predictors of JS

		B	S.e.	B	T	p
Model 1	JS*	1.02	.13	.806	31.96	.000
Model 2	JS	.89	.03	.704	25.13	.000
	PSPD**	.44	.06	.200	7.13	.000
	JS	.88	.03	.697	24.92	.000
Model 3	PSPD	.38	.06	.171	5.75	.000
	SM***	.09	.03	.073	2.93	.006

Model 1= $R=.806$; $R^2=.649$; $F=1021.94$; $p<.05$

Model 2= $R=.824$; $R^2=.679$; $F=582.52$; $p<.05$

Model 3= $R=.826$; $R^2=.681$; $F=395.45$; $p<.05$

*JS: Job Satisfaction **PSPD: Professional Satisfaction and Personal Development ***SM: School Management

The PCA analysis shows that there was a significant relationship between the dependent variable (professional commitment) and the independent variables (JS, PSPD, TPS, SM). Table 1 shows that occupational commitment has positive and moderate correlations with the TPS dimension [$r(555) = .431$, $p = .00$] and PSPD dimension [$r(555) = .557$, $p = .00$]. It also has a low correlation with SM [$r(555) = .352$, $p = .00$] and a high correlation with JS [$r(555) = .806$, $p = .00$]. In the correlations, a value of .90 and above that could cause multicollinearity between the independent variables was not found. Therefore, this assumption required for the regression analysis were met.

Durbin-Watson values for multi-correlation were examined and it was seen that it had a value within the critical value of 1-3 (1.88). Therefore, it was determined that this

assumption was also met. Tolerance and VIF values, which are seen as important values for multicollinearity, were examined. It was observed that the tolerance value moved away from the critical value of 1.00, and the VIF value was less than the critical value of 10.00. Assumptions regarding these two values are provided. In line with these obtained values, regression analysis was deemed appropriate. In this direction, MLRA was conducted to answer the second research question and the findings can be seen in Table 2.

Table 1 shows that the TPS dimension is automatically removed in the MLRA. When the models with one, two, and three variable predictors show that all models have values that can predict the variable of professional satisfaction. The JS variable in Model 1 alone can explain 64.9% of the total variance; JS and PSPD together could explain 67.9% of it. The model with JS, PSPD, and SM variables can explain 68.1% of it. When these three models are investigated, it can be said that the most proper model is "Model 2". Because the PSPD added in Model 2 contributed to the R^2 value and increased the predictive level. However, the SM variable included in Model 3 does not make a significant contribution. Therefore, it can be said that the variables of

JS and PSPD in Model 2 may explain 67.9% of the total variance regarding the JS, and together they are significant predictors of this variable. The standardized (β) coefficient and t values show that the variables of JS, PSPD, and SM, respectively, are significant predictors of professional commitment as relative importance levels.

Conclusion and Discussion

Perceptions of individuals towards the professions in which they take duties and responsibilities are defined as professional commitment (Günlük, 2010). If we consider it in terms of the teaching profession, the fact that teachers love their profession, enjoy their profession, and are happy to fulfill the duties required by their profession shows that they are committed to their profession. The concept is essentially similar to the concepts of motivation and job satisfaction. Therefore, it can be expected that both variables will develop in line with professional commitment. The results show that teachers' motivation and JS were related to their professional commitment. This is an expected result because both concepts seem to be related in nature to professional commitment. In addition, in the literature, the relationship between both concepts and professional commitment has been revealed in many studies. In addition, it was revealed that PSPD and SM dimensions, which are motivation sub-dimensions, and JS predict professional commitment.

Many studies have revealed the relationship between motivation and JS (Adeoye et al., 2016; Ayub & Rafif, 2011; Canrinus et al., 2012; Masvaure & Maharaj, 2014; Ogunnaiké et al., 2014; Rasool et al., 2017; Shah et al., 2012). The fact that these two concepts are related may be a sign that they have relations in the same direction.

The study showed that JS was related to professional commitment and was a significant predictor of professional commitment. The result obtained by Basu (2016) from his study coincides with the results of this research. The fact that it has a very high predictive power may mean that many factors affecting job satisfaction will also affect professional commitment. In this sense, it may be useful to consider the job satisfaction factors revealed in studies. There are studies in the literature that reveal the relationship between professional commitment and motivation (Ahmad et al., 2012; Gao & Xu, 2014; Nesje, 2015). Since motivation refers to the energy required to start a job, its relationship with professional commitment can be explained. In the study, it was determined that all sub-dimensions of motivation were related to professional commitment, and PSPD and SM dimensions predicted professional commitment. However, it is surprising that although the TPS dimension is correlated with professional commitment, it does not have a predictive

effect. It is an unexpected result that this dimension, which is directly related to the teaching profession, does not explain professional commitment.

In light of the results and limitations of the study, some suggestions can be made to researchers who will conduct research in the future. The research was conducted with 555 teachers working in public schools. A study conducted with a larger sample, including teachers from private schools, may yield more valid and reliable results. By considering the same variables, research can be conducted with a sample consisting of different occupational groups. In the study, the relationship between five variables in total was examined. Structural equation modeling or mediation analysis studies including different variables can be suggested. In particular, it can be investigated why the TPS dimension, which was determined not to predict professional commitment, does not explain it. In this regard, it may be useful to conduct mixed studies that include a qualitative dimension as support.

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Informed Consent: Consent forms were obtained from the students' parents.

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GENİŞLETİLMİŞ ÖZET

Amaç

Eğitim, içinde birçok değişkeni ve bu değişkenleri etkileme gücüne sahip olan birçok paydaşı içinde barındıran karmaşık bir süreçtir. Eğitim sürecinde tüm paydaşlarla doğrudan iletişim hâlinde olan ve sürecin uygulayıcısı olan kişi öğretmendir. Öğretmenler, mesleklerine ilişkin birçok görevi üstlenmiş olan önemli bir paydaştır. Öğretmenlerin mesleklerine olan bağlılıkları, eğitimin amaçlarına ulaşmasında önemli bir yere sahiptir. Bu açıdan öğretmenlerin mesleki bağlılığını artırmak için onunla ilişkili ve onu etkileyen değişkenlerin belirlenmesi önemlidir. Bu değişkenlerin içinde, eğitim ortamına ilişkin somut etkenlerin yanı sıra duyuşsal etkenler de yer almaktadır. Öğretmen motivasyonu ve iş doyumunu kavramları son yıllarda literatürde oldukça önemli bir yer tutmaktadır. Bu iki özellik ile öğretmenlerin mesleki bağlılıkları arasındaki ilişkinin belirlenmesi, eğitim süreci için pratik yararlar sağlayacaktır. Bu çalışmada öğretmenlerin motivasyonları ve iş doyumlarının mesleki bağlılıkları ile ilişkisi ve mesleki bağlılığa olan etkisini belirlemek amaçlanmıştır.

Yöntem

Araştırma, öğretmenlere ilişkin duyuşsal değişkenler arasındaki ilişkiyi ortaya koyduğundan ilişkisel tarama olarak desenlenmiştir. Araştırmanın örneklemini, Erzurum iline bağlı farklı ilçelerdeki okullarda çalışan, farklı okul düzeylerinden ve çeşitli branşlardan 555 öğretmen oluşturmaktadır. Öğretmenler, tabakalı örnekleme ile belirlenmiştir. Bu sayede örneklem grubunun, öğretmenlerin tümünü kapsayacak bir dağılıma sahip olması hedeflenmiştir. Araştırmada yer alan öğretmenlerin 325'i kadın, 230'u erkektir. Öğretmen grubunun 310'u il merkezinde, 178'i ilçe beldesinde ve 67'si köy veya beldelerde çalışmaktadır. Ayrıca öğretmenlerin 19'u anaokulunda, 320'si ilkökulda, 138'i ortaokulda ve 78'i lisede görev yapmaktadır. Öğretmenlerin kıdem yılları 1 ile 40 yıl arasında değişmektedir. Yine öğretmenlerin, görev yapmakta oldukları okullarında çalışma yılları 1-27 yıl arasında değişmektedir. Araştırmada veri toplama aracı olarak Tak ve Çiftçioğlu (2008) tarafından geliştirilen “Mesleki Bağlılık Ölçeği”; Yerdelen (2013) tarafından uyarlanmış olan “İş Memnuniyeti Ölçeği”; Yıldız ve Taşgın (2020) tarafından geliştirilmiş olan “Öğretmen Motivasyon Ölçeği” ile toplanmıştır. Araştırmanın verilerine ilişkin olarak ilkin, normallik ve homojenlik varsayımları incelenmiş, devamında kayıp veri analizi yapılarak eksik veriler otomatik olarak tamamlanmıştır. Daha sonra çok değişkenli verilerde kullanılan Mahalanobis Uç Değer Analizi yapılarak uç değerler verilerden ayıklanmıştır. Ölçeklere ilişkin olarak ayrıca doğrulayıcı faktör analizi yapılmış, her bir alt ölçeğe ilişkin Cronbach Alpha Güvenirlik Katsayıları hesaplanmıştır. Veriler Çoklu Doğrusal Regresyon Analizi (stepwise/adımsal) ile çözümlenmiştir.

Tartışma, Sonuç ve Öneriler

Araştırmanın sonucunda, öğretmenlerin mesleki bağlılıklarının motivasyonun tüm alt boyutları ve iş doyumunu ile ilişkili olduğu belirlenmiştir. Ayrıca iş doyumunu ile motivasyon alt boyutları olan “Mesleki Doyum ve Kişisel Gelişim” ve “Okul Yönetimi” boyutlarının mesleki bağlılığın anlamlı birer yordayıcısı olduğu belirlenmiştir. Ancak “Öğretim Süreci ve Öğrenciler” alt boyutunun, mesleki bağlılığı yordamadığı belirlenmiştir. Bu sonuç, çalışmada beklenmedik bir sonuçtur çünkü mesleğin omurgasını oluşturan öğrenciler ve bu öğrencilerle yürütülen öğretim süreci değişkeninin mesleki bağlılıkla ilişkisinin yüksek olması beklenmektedir. Araştırmanın bulguları ve sınırlılıkları dikkate alınarak birtakım öneriler sunulmuştur. Araştırmadaki değişkenler arasındaki ilişkinin, daha büyük bir örneklemeyle yürütülecek bir çalışmada sınanması yararlı olabilir. Araştırma, devlet okulunda görev yapan öğretmenlerle yürütülmüştür. Özel okulda görev yapan öğretmenlerin de dahil edildiği bir çalışma yürütülmesi, bu kapsamda okul türünün de değişken olarak ele alınması önerilebilir. Öğretim süreci ve öğrenciler alt boyutunun, mesleki bağlılığı neden açıklamadığının belirlenmesi adına, nitel boyutun da dahil edildiği karma bir çalışma yürütülmesi önerilebilir.