THE EFFECTS OF HUMAN RESOURCES MANAGEMENT PRACTICES ON JOB SATISFACTION: A RESEARCH ON TEACHERS IN SECONDARY EDUCATION INSTITUTIONS

by Emin Bostancioğlu

Submission date: 23-Oct-2019 02:42PM (UTC+0300)
Submission ID: 1198685984
File name: TEZ ing.16 ekim 2019.docx (194.45K)
Word count: 26021
Character count: 144412

T.C.
MARMARA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
PUBLIC ADMINISTRATION DEPARTMENT
HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

THE EFFECTS OF HUMAN RESOURCES MANAGEMENT PRACTICES ON JOB SATISFACTION: A RESEARCH ON TEACHERS IN SECONDARY EDUCATION INSTITUTIONS

MASTER THESIS

EMİN BOSTANCIOĞLU

ISTANBUL, 2019

T.C.
MARMARA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
PUBLIC ADMINISTRATION DEPARTMENT
HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

THE EFFECTS OF HUMAN RESOURCES MANAGEMENT PRACTICES ON JOB SATISFACTION: A RESEARCH ON TEACHERS IN SECONDARY EDUCATION INSTITUTIONS

MASTER THESIS

EMİN BOSTANCIOĞLU

ADVISOR: DR. LECTURER. İHSAN OĞUZ BAKKALBAŞI

ISTANBUL, 2019

ABSTRACT

THE EFFECTS OF HUMAN RESOURCES MANAGEMENT PRACTICES ON JOB SATISFACTION: A RESEARCH ON TEACHERS IN SECONDARY EDUCATION INSTITUTIONS

This research was conducted to investigate the effects of human resources management practices on job satisfaction of teachers in secondary education institutions.

The descriptive survey model includes a research questionnaire for the human resources management and job satisfaction of teachers who are actively working in secondary education institutions. The research was applied to 274 teachers working in secondary education institutions.

As a result of the research, it is seen that there is no statistically significant connection between human resources practices and age. It has been found that there is a statistically significant relationship between the effects of human resources practices on the length of service in the same institution. Teachers work longer in schools where human resources practices are properly implemented. It appears that there is no significant relationship between human resources practices and the effect of job satisfaction on seniority in the profession.

Keywords: HRM practices, job satisfaction, perception

PREFACE

I owe special thanks to my respected, dear lecturer İhsan Oğuz Bakkalbaşı, who has always supported me with his valuable contributions, his deep insight and knowledge as well as with his great tolerance and patience and to my dear family for their love and support during the preparation of this research in which we have inspected the effect of human resources management practices on teachers' job satisfaction in secondary education institutions. My dear friend and colleague Ali Çağrı Tepiroğlu also deserves my special thanks for his continuos, constructive, sincere encouragement. I wish that this research would be beneficial to all those who are interested in the issue.

Istanbul, 2019 EMİN BOSTANCIOĞLU

CONTENTS

Page Number

ABSTRACT ..... **i**

PREFACE ..... **ii**

CONTENTS ..... **iii**

LIST OF TABLES ..... **vi**

1. INTRODUCTION **1**

1.1. Problem 1

1.2. Hypothesis Development 4

1.3. Research Objective 5

2. THE CONCEPT OF JOB SATISFACTION **6**

2.1. The Definition and Development of the Concept of Job Satisfaction 6

2.2. The Importance of Job Satisfaction 8

2.3. Factors Which Affect Job Satisfaction 9

2.3.1. Individual Factors 9

2.3.1.1. Age Factor 10

2.3.1.2. Gender Factor 10

2.3.1.3. Education Factor 11

2.3.1.4. Marital Status Factor 12

2.3.1.5. Seniority Factor 13

2.3.1.6. Status Factor 13

2.3.1.7. Personality Factor 14

2.3.1.8. Intelligence Factor 14

2.3.2. Organizational Factors 14

2.3.2.1. Wage 15

2.3.2.2. Nature of Job 16

2.3.2.3. Possibility of Promotion and Progression 17

2.3.2.4. Management Style 17

2.3.2.5. Work Group 18

2.3.2.6. Working Conditions 18

2.4. Increasing Job Satisfaction 19
2.4.1. Job Rotation 19
2.4.2. Job Design 19
2.4.3. Job Enlargement 19
2.4.4. Job Enrichment 20
2.4.5. Reduced workweek 21
2.4.6. Flexible Work Schedule 21
2.4.7. Telecommuting 22
2.4.8. Benefiting from Music 22
2.5. The Results of Job Satisfaction and Lack of Satisfaction 22
2.5.1. Job Satisfaction and Performance 23
2.5.2. Job Satisfaction and Absenteeism 23
2.5.3. Job Satisfaction and Employee Turnover 24
2.5.4. Job Satisfaction and Blocking Responses 25
2.5.5. Job Satisfaction and Organizational Deviance Behaviors 26
2.6. Literature Review on Job Satisfaction 26
3. HUMAN RESOURCES MANAGEMENT PRACTICES 30
3.1. The Concept of Human Resources Management 30
3.2. Historical Development of Human Resources Management 30
3.3. The Objectives and the Scope of Human Resources Management 31
3.4. Principles for Human Resources Management 32
3.4.1.The Principle of Merit 32
3.4.2.The Principle of Equality 33
3.4.3.The Principle of Career 34
3.4.4.The Principle of Security 35
3.4.5.The Principle of Impartiality 35
3.4.6.The Principle of Openness and Confidentiality 35
3.4.7.The Principle of Scientificness 36
3.4.8.The Principle of Discipline 36
3.5. The Functions of Human Resources Management 36
3.5.1. Planning Human Resources 38
3.5.2. Job Analysis 39

3.5.3. Employee Recruitment and Selection 39
3.5.4. Performance Appraisal 40
3.5.5. Training and Development 40
4. RESEARCH METHOD 45
4.1. Data Collection and Instruments 45
4.2. Sample 45
4.3. Sample Features 45
4.4. Factor Analysis 46
4.4. Data Analysis 50
4.5. Reliability Analysis 51
5. FINDINGS AND COMMENTS 52
5.1. Information Concerning Research Group 52
5.2. Correlation Analysis 53
5.3. Regression Analysis 64
CONCLUSION 70
6. LIMITATIONS AND DISCUSSIONS 74
6.1.Recommendations for Future Research 75
6.2. Recommendations for Practitioners 75
BIBLIOGRAPHY 77
APPENDIX 86

LIST OF TABLES **Page Number**

Table 1. The Results of KMO and Barlett Tests for Human Resources Management Practices Scale 46
Table 2.The Results of Factor Analysis for Human Resources Management Practices Scale 47
Table 3. Item Factor Loads for Human Resources Management Practices Scale 48
Table 4.The Results of KMO and Barlett Tests for Job Satisfaction Scale 49
Table 5. The Results of Factor Analysis for Job Satisfaction Scale 49
Table 6. Item Factor Loads for Job Satisfaction Scale 50
Table 7. Reliability Analysis 51
Table 8. Ages of Teachers 52
Table 9. Length of Service in the Same School 52
Table 10. Total Working Years of Teachers (Professional Seniority) 53
Table 11. Job Satisfaction Correlation Analysis with the Items of Human Resources Management Practices Scale 54
Table 12. Human Resources Management Practices Correlation Analysis with the Items of Job Satisfaction Scale 56
Table 13. General Correlation Analysis 58
Table 14.Correlation Analysis for Demographic and HRM Practices Subdimensions Variables 61
Table 15. Intrinsic Job Satisfaction Correlation Analysis 62
Table 16. Extrinsic Job Satisfaction Correlation Analysis 63
Table 17. Regression Analysis for Performance Appraisal and Wage – Trust and Equality in Recruitement and Length of Service in the Same School Variables 64
Table 18. Regression Analysis Anova Table for Performance Appraisal and Wage-Trust and Equality in Recruitement and Length of Service in the Same School Variables 64

Table 19. Regression Analysis for Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices and Length of Service in the Same School Variables 65
Table 20. Regression Analysis Anova Table for Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices and Length of Service in the Same School Variables 65
Table 21. Regression Analysis for Intrinsic Job Satisfaction and Length of Service in the Same School Variables. 66
Table 22. Regression Analysis Anova Table for Intrinsic Job Satisfaction and Length of Service in the Same School Variables. 61
Table 23. Regression Analysis for Intrinsic Job Satisfaction and Total Length of Service Variables 67
Table 24. Regression Analysis Anova Table for Intrinsic Job Satisfaction and Total Length of Service Variables 67
Table 25. Regression Analysis for Extrinsic Job Satisfaction and Total Length of Service Variables 67
Tablo 26. Regression Analysis Anova Table for Extrinsic Job Satisfaction and Total Length of Service Variables 68

INTRODUCTION

1.1. Problem

In our fast changing world, even though advanced technology leads organizations to mechanization, technology still needs human resources. Therefore, organizations require human resources in order to survive and be successful in competitive business world. Hence, human resources management plays a significant role in organizations. Human resources management is defined as the function which concerns the recruitment of required number of qualified employees who will accomplish the activities needed for the organization to achieve its objectives and goals, their development, evaluation and their retention in the organization Çam, 2011:25).

One of the fundemental objectives of human resources management is to enable employees to exhibit desired behaviors. These behaviors will contribute to organizational effectiveness directly and indirectly by increasing employee satisfaction and commitment (Öğüt, Akgemci and Demirsel, 2004:280–281).

Bingöl (1997:269-271) stated that major organizational policies and general personnel implications are among some important issues in terms of employee satisfaction. Furthermore, lack of satisfaction leads to negative consequences such as tardiness, absenteeism, frequent job changes and decrease in performance, which concordantly raises the importance of job satisfaction and human resources management as well. Human resources management practices have found solutions for such problems recently

Thanks to human resources management practices such as permanent training programs in organizations, the phenomenon of learning to learn will be adopted by employees and individuals' knowledge loss will be avoided. Researches on need for education show that providing the environment which will satisfy training needs of the employee in the organization will help them adapt changes faster.

Nowadays, when the significance of meeting education and learning needs of employees is taken into consideration from the perspective of organizations, it is revealed that this should not be confined to employees' efforts solely. In other words, training and learning environments created by organizations should be in line with the targets which aim at gaining lifelong learning habits for employees. The endevours need to be in compliance with this objective. Organizations aiming at developing employees have to make sure that required emphasis is placed on employee training accordingly. Employee training and development has almost become cumpulsory in present conditions to be able to survive permanently in the competitive environment.

Generally speaking, when the structures of organizations are examined, it appears that there are differences between public sector organizations and private sector organizations as wel as various similarities. Therefore, we believe that there are also differences beetween public and private sector workers and these differences are important for us as we are going to examine teachers working in public schools in our research. Wheeras public sector attaches priority to the concept of social benefit, private sector mostly puts emphasis on the purpose of profitibility. This alters the perspective of organizations on their employees and their sectors in which they operate. However, regardless of whether they are public or private institutions, human resources management as a priority never loses its significance. Whereas private corporations have specific organizational structures, the organizational structure in public institutions is specified by laws and quite difficult to change. Therefore, while you are inspecting the structure of public sector, knowing the governing rules for public institutions is beneficial.

Civil servants are the people who represent the state and other public entities in return for a wage in public institutions and perform the primary duty with a permanent status according to general administrrative principles. These people who have the authority of representing the state are employed in primary jobs in the institution they represent for, receiving a wage in exchange. The position of civil servant is broad in meaning which involves several titles such as operator, technician, general administrative services, engineer whose working conditions are independent of each other. Considerable differences in terms of their working conditions exist among these groups and they are not allowed to exceed the limitations imposed by the state. In some cases, public institutions meet the need for additional staff through service procurement.

This system is also called subcontracting colloquially. In subcontracting system, allocated staff who work in tendering procedure is available in order to close the gap for the services of public institutions where personnel need arises. Most public institutions employ staff from lowest to highest ranks through service procurement agreements although they do not have authority to sign.

Another position in public institutions is the status of worker whose importance does not decline although its number declines. Workers can be defined as laborers performing primary jobs especially in investor public institutions. Nowadays as most public institutions embrace tender model, the number of workers shows a decrease.

Public and private sector employees show differences in terms of job satisfaction and productivity. Employees' productivity and job satisfaction differ also according to the status which they belong to. Due to these status differences, the concept of injustice within the organization arises and there are many other factors which this concept affects. When we consider the concept of organizational injustice, basic organizational structures of public and private sector stand out. Modern organizational structure and fair management will earn employees' trust in exchange. In corporations where organizational injustice is perceived, it will not make sense to bring forward the issues of job satisfaction and productivity. One of the main factors in achieving job satisfaction is that all employees have equal condititons and equal rights. Justice even in reward and punishment systems must be secured and opportunities for promotion and bonus payments must be distributed fairly as well.

In the first section of the thesis study, there is the indroduction part which incudes a short summary of the issues related to human resources management and its practices and job satisfaction in public and private sectors. Developed hypotheses and the objective for our research have also been mentioned in this part. In the second section, the concept of job satisfaction and the factors which affect job satisfaction have been examined. Additionally, studies for increasing job satisfaction have been discussed and various proposals have been suggested to managers and organizations and the literature review about job satisfaction has been included. In the third section, the importance and the objectives of human resources management have been reviewed. Basic information about the historical development process and the scope of human resources management has been presented. The principles of human

resources management have been elaborated. In the fourth section of thesis, the method part of our research which examines the effect of human resources management on teachers' job satisfaction in secondary education institutions has been clarified. Research findings have been explained in the fifth section of the thesis. In the conclusion part, based on obtained findings, the effects of human resources management practices on teachers' job satisfaction have been analyzed in reference to survey data and the thesis study has been concluded with the limitations and discussion part in which relevant recommendations about the research are presented.

1.2. Hypothesis Development

H1: There is a correlation between the perception of HRM practices and job satisfaction.

H1- a: There is a correlation between performance appraisal and wage - trust and equality in recruitement and intrinsic job satisfaction.

H1- b: There is a correlation between fair and equitable promotion-fair, equal, instructive approach in HRM practices and intrinsic job satisfaction.

H1- c: There is a correlation between performance appraisal and wage - trust and equality in recruitement and extrinsic job satisfaction.

H1- d: There is a correlation between fair and equitable promotion-fair, equal, instructive approach in HRM practices and extrinsic job satisfaction.

H2: There is a correlation between total length of service and job satisfaction.

H2- a: There is a correlation between total length of service and intrinsic job satisfaction.

H2- b: There is a correlation between total length of service and extrinsic job satisfaction.

H3: There is a correlation between the length of service in the same school and job satisfaction.

H3- a: There is a correlation between the length of service in the same school and intrinsic job satisfaction.

H3- b: There is a correlation between the length of service in the same school and extrinsic job satisfaction.

H4: There is a correlation between intrinsic job satisfaction and extrinsic job satisfaction.

1.3. Research Objective

The objective of the research is to unfold the relation between human resources management practices and the job satisfaction of teachers in public secondary schools, if there is a relation to what extent human resources management practices affect the job satisfaction of teachers.

2.THE CONCEPT OF JOB SATISFACTION

According to the theory Y, work is as natural as play or rest. (McGregor, 1957: 166). After the classical age and its "mechanical wisdom", today it is clearly confirmed that working is a part of the social life of human being. Because workers spend most of their time in a workplace where they belong to another social structure. Like all other social groups, employees have some needs to be satisfied by this social structure and then they feel satisfied in terms of their jobs when they meet these requirements or demands.

Dismissing employees due to the problems industry experienced after the Second World War significantly decreased the efficiency and the productivity. In this context, managers began to attach value to the concept of job satisfaction to be able to find solutions for the existing problems. Thus, many different definitions for the concept of job satisfaction have been made so far and all these definitions have got one thing in common focusing on physical and mental satisfaction of employees (Yaman, 2009: 52).

Nowadays in the competition which exists in the business world among companies, the most important factor to lead one step forward is to achieve employee job satisfaction. Apart from regarding all workers as robots, chief executives have to be aware of their emotional beings and target success by motivating them in a way that they can provide them with their demands and needs. Therefore, job satisfaction is considerably important both individually and organizationally.

Job satisfaction is more of an emotional concept though its fundamental function seems to be mental. The most important task that administrators have to perform is to try to make employees feel satisfied in an optimum level since job satisfaction is individual. (İşcan and Timuroğlu, 2007: 125)

2.1.The Definition and Development of the Concept of Job Satisfaction

Job satisfaction is considered as the degree of employee satisfaction with his job and therefore it is thought of a remarkable concept in selecting the reactions of employees towards their jobs. It is generally agreed that the first systematic studies on job satisfaction started in 1930s. Although there are many various definitions in the literature for job satisfaction, it is

described as the perceived positive emotional state or feeling of satisfaction as a result of job evaluation (Yüksel, 2005: 293). Job satisfaction is reflected as a kind of feeling of relaxation and relief which the employee struggles to derive from the job environment, from the job itself, from his managers, from his colleagues working together as a team or from the organization. Another definition is that it is a criteria of quality for working life. (Karcıoğlu, Timuroğlu, & Çınar, 2009: 61).

Similarly, job satisfaction can also be stated as the pleasing or constructive state of feeling which the employee himself has experienced after the assessment of his job and job experiences. According to the results of recent studies, thanks to the involvement of employees more efficiently in decision making processes and as well as more straight and sincere communication with their managers, their perception of ambiguity in their work environments has decreased whereas their motivation and the level of employee job satisfaction have remarkably increased (Bitmiş, Güney, & Demirel, 2014: 60).

In plain language, job satisfaction is the indicator of how pleased a worker is with his job. According to the research by Köroğlu (2012), job satisfaction is only achieved when job specifications (job description, job variety, autonomy, feedback, friendly relationship) and the demands of employees comply with each other. Research results demonstrate that physical and psychological health is closely related to job satisfaction while job dissatisfaction leads to stress, conflict and boredom. Besides, job dissatisfaction is associated with behavioral disorders related to job such as quitting job, tardiness or absenteeism (never appearing for work) (Köroğlu, 2012: 276). Job satisfaction is usually defined as having a positive attitude towards the job or the job status by the employee. Together with the positive attitude, both cognitive and behavioral components can be added to this definition. The cognitive aspect of job satisfaction represents the belief of an employee for his own job and his job status. In other words, an employee may believe that the job he performs is interesting and refreshing or dull and demanding. The behavioral component, on the other hand, symbolizes employee behaviors or more often his behaviors towards his job specifically. The level of an employee job satisfaction can appear as a result of attending to work regularly, working hard and showing willingness to stay with the organization for a long period (Jex and Britt 2002:116).

Positive manners that an employee might develop for his job is identified as job

satisfaction level and can be evaluated in terms of the productivity of the organization as well. The effective deployment of resources occupies an important place in order to accomplish organizational objectives. In terms of human resources, employees feeling content and satisfied while they perform their jobs make a vital contribution in order to attain organizational goals and help the organization to survive in rising competitive circumstances by maximizing the job effectiveness.

2.2.The Importance of Job Satisfaction

Employees with some certain expectations in the organization feel satisfied both with their jobs and workplaces to the extent that they could fulfil these expectations, thereby it is expected that they become more productive. Today job satisfaction really matters from two perspectives. First of all, managers consider themselves responsible for generating high level of job satisfaction. Therefore, whether employees are satisfied with their jobs or not and the issues related to the job perceived as meaningful or boring are of vital importance for administrators. Secondly, it is the impact of job satisfaction on employee performance (Ceylan, 2014: 150).

Job satisfaction is important from personal and organizational perspectives. Considering the individual perspective, employees expect all their needs at workplace be addressed as they spend most of their time at work. Unless these requirements are met, the general life satisfaction, physical and psychological health of employees will all be affected negatively. When job satisfaction is not achieved, negative organizational outcomes such as absenteeism, indifference, slowdown and quitting the job, which might influence the service of the organization in a negative way, will inevitably appear (Sat, 2011: 5).

Achieving job satisfaction in the workplace enables the employee to be happy in his private life and at the workplace at the same time. In this regard, job satisfaction plays an important role in one's life not only economically but also psychologically (Yoğun, 2014: 28).

When job satisfaction level of employees increases, both their own motivation and their contribution for the organization they are employed increases considerably. Employees having high level of job satisfaction in an organization enhance the energy and performance of other workers, too. Within this context, from the perspective of an organization, having

employees with high level of job satisfaction is crucial in terms of productivity (Elmas, 2017: 45).

In conclusion, numerous comments have been made about the concept of job satisfaction. From this wievpoint, the concept of job satisfaction has been a living, dynamic case. For instance, senior executives having the power of managing job satisfaction are required to know and continue to mantain this situation once they have succeeded in providing their employees with job satisfaction (Emre, 2016: 4).

When job satisfaction is not achieved in an organization, additonal costs appear. Rotation of employees, training of newly hired employees and applications of other operations once again are some examples of these so-called costs. So long as job satisfaction is achieved, employees will not attempt to seek for other employment opportunities and will also increase the productivity of their organization by displaying strong commitment to their organization and delivering an outstanding performance at work accordingly (Sunar, 2016: 26).

2.3. Factors Which Affect Job Satisfaction

The issues that have to be emphasized in order to boost employee job satisfaction are the factors which influence job satisfaction. As job satisfaction has an important place in raising the efficiency and performance of organizations, the factors which affect job satisfaction have been examined (Aydemir, 2013: 29).

Although the factors affecting job satisfaction differ in reference to jobs and individuals, these factors can be categorized in two groups namely, individual and organizational factors (Çolak Alsat, 2016: 44):

These factors are explained below:

2.3.1. Individual Factors

Individual factors have a significant impact on job satisfaction. Individual factors are a number of inborn features as well as the factors relevant to experiences which people have gained throughout their lifetime. In this sense, individual factors influence directly the viewpoint of a person on his current situation (Davran, 2014: 19).

2.3.1.1. Age Factor

According to studies, because young employees have more expectations from work life and there is a huge gap between what is expected and achieved in the course of time, their job satisfaction levels appear to be lower compared to older employees (Ergül, 2015: 29).

Herzberg et al. suggest that the correlation graphic between age and job satisfaction is U-shaped. According to this graphic, the job satisfaction levels of those employees under 25 and over 45 display an increase. As employees start working, their job satisfaction levels rise, however, after a certain period of time, it starts to diminish. Yet, when their careers have improved in their jobs, their job satisfaction levels show an increase once again (Silah, 2005: 120). A research conducted by Keser in our country yielded similar results. It was found that the job satisfaction level was quite high in 16-25 age group whereas it was low in 25-34 age group. However, the job satisfaction level for 35-44 age group showed an increase once again (Keser, 2006: 107).

In their research on job satisfaction, Glenn at al. has determined that as the age has increased, the job satisfaction level has also increased. The most important factor causing this is the education level. Since the expectations of young employees rise as well as their increasing education level, their job satisfaction levels decrease (Davran, 2014: 19).

Older employees have some advantages in terms of age and job satisfaction. Senior workers can make a better comparison between the expected work conditions and the existing ones. Senior employees are paid higher wages. Another factor which leads to job satisfaction is that employees are entitled to more rewards with increasing age. Moreover, senior employees are better adjusted to work conditions (Yelboğa, 2007: 3-4).

2.3.1.2. Gender Factor

The researches conducted to comprehend the relationship between job satisfaction and gender do not produce the same results. Some of these studies show that women have lower job satisfaction levels in comparison with men. According to these research results, this stems from women being employed in less qualified jobs and paid lower wages (Somuncuoğlu, 2013: 71).

The researches which suggest that women have lower job satisfaction account for their

prior roles as maternity and spouses. Furthermore, how women and men feel about their jobs do not appear to be identical. Whereas women have more complicated responsibilities and many more liabilities in life, men are able spend all their energy on their jobs (Elçi, 2014: 34).

A research done in South Korea claims that women employees have higher job satisfaction levels as compared with men. The research clarifies the reason that women have fewer expectations about their jobs. Another reason for this is that women do not articulate their dissatisfaction (Sat, 2011: 7).

Another outstanding factor which affects job satisfaction is gender factor. According to the research on the impact of gender on job satisfaction, conducted by Tang and Talpade, it is explained that as the payment of male workers rises, their job satisfaction also increases. As for female workers, having decent social relations at the workplace has caused an increase in their job satisfaction levels (Elmas, 2017: 51).

In general, female employees have higher employee turnover rates compared to men. In order to explain this issue, Martin indicated that when women employees decide to quit their jobs, some women are also influenced by certain other factors which lead to work stress such as being exposed to gender discrimination more in comparison with male workers. Brough and Frame, on the contrary, have stated that gender is not so much linked with job satisfaction and employee turnover rate (Çolak Alsat, 2016: 45).

2.3.1.3. Education Factor

Education factor indicates that to what extent society benefits from educational institutions which fulfil the need for education. The level of education not only affects the knowledge and expertise of employees but also transforms their perspectives on life. The educational level has been one on of the most important elements affecting employee job satisfaction (Davran, 2014: 22).

In reference to some researches which inspected the link between the education level of employees and the job satisfaction, it was concluded that employees with higher level of education had higher general job satisfaction. However, it is thought that this is only possible when people find jobs in accordance with their educational level (Aydemir, 2013: 31).

On the other hand, some other researches demonstrate that there is a negative correlation between education and job satisfaction. In respect to these researches, employees with higher levels of education display lower job satisfaction. This results from employees having higher level of education with more anticipations desire to derive more achievement and sense of responsibility from their jobs. Because jobs cannot often meet these expectations, employees with higher levels of education appear to have low job satisfaction (Samadov, 2006: 18).

The relation between the level of education and job satisfaction does not appear to be clear enough. In general, it is expected that as the educational level of the employee rises, his job satisfaction level rises, too. In this context, people with higher levels of education are considered to find better employment opportunities and will be paid higher wages (Keser, 2006: 112).

2.3.1.4. Marital Status Factor

As a result of the studies in order to examine the link between the marital status of employees and job satisfaction, no significant correlation has been found. Nonetheless, in reference to most of these researches, married employees have higher job satisfaction when compared with single employees. This may result from the fact that the expectations of married employees might either differ or their satisfaction in their family life is reflected on their jobs. It is expressed that married employees have higher levels of job satisfaction due to the fact that marriage brings order into people's life (Davran, 2014: 2122).

Lambert and Kellough have found out that married employees have higher job satisfaction levels than single employees. According to Mack, marital status has no notable impact on job satisfaction. Apart from these, Thomas and Talpade determined that married teachers have lower job satisfaction levels compared to single teachers. Within this context, the researches conducted on marital status and job satisfaction does not offer clear results (Çolak Alsat, 2016: 50).

2.3.1.5. Seniority Factor

It is stated that when the years of seniority of employees rise, their job satisfaction

levels rise accordingly. Because senior workers with length of service embrace their jobs better and comply more with their jobs thanks to this sense of achievement. Besides, as the length of service in the organization increases, employee needs are better satisfied and their job satisfaction levels are increased owing to the fact that the organization provides its employees with more opportunities (Demirtaş, 2014: 68).

In reference to Gilmer's research in 1975, people's job satisfaction increased when they started working but later showed a decrease. It is signified that if their desire of being successful and expectations cannot be satisfied, the dissatisfaction of newly-recruited employees towards their jobs increases. Additionally, their attitude in reaction to senior managers who want to make inexperienced employees work in difficult tasks has also lowered their job satisfaction levels (Kesici, 2006: 40).

2.3.1.6. Status Factor

The word 'Status' which comes from French means the position of people in the society, reputation they have earned, the authority and responsibility they have in the organizational hierarchy (Elçi, 2014: 37).

From professional perspective, when employee status improves, job satisfaction levels are also enhanced. This is because employees with higher positions enjoy an increase in their wages and their anticipations from the organization are accomplished at a desirable level (Elmas, 2017: 52).

It is inferred that there is a tight link between job satisfaction and status and senior workers have higher levels of job satisfaction in comparison to junior workers. Additionally, low-ranked employees get satisfaction by being stimulated in order to obtain some certain status (Samadov, 2006: 21).

2.3.1.7. Personality Factor

Personality factor assists people in making important individual preferences. Many researches argue that there is a connection between work life and personality. According to

some studies, employees who are in harmony with their workplaces and jobs and having sufficient emotional balance possess higher levels of job satisfaction (Sat, 2011: 8).

Employees own some specific judgements of values and beliefs relevant to their personalities. Whereas some workers desire to have freedom without having any interference from their senior managers when they perform their jobs, some would like to maintain order in their own work stations and some others get satisfaction in performing even tougher jobs (Davran, 2014: 24).

2.3.1.8. Intelligence Factor

Studies demonstrate that intelligence level affects the attitudes of employees towards their jobs and is also influenced by these attitudes. Moreover, job satisfaction is affected by the level of the job depending on the changes of intelligence level. The employees who attain satisfaction from jobs requiring more talents appear to be more in number compared to those performing routine jobs. When the states of employee job satisfaction are examined in compliance with their intelligence level, it is observed that those employees with higher level of intelligence derive much more satisfaction (Aydemir, 2013: 31).

Among employees with equal levels of education, those having higher intelligence capacity are able to understand, comprehend and learn faster when compared with other employees. In this context, they harmonize with their jobs much more easily and their satisfaction levels are higher (Somuncuoğlu, 2013: 70).

2.3.2. Organizational Factors

It is stated that organizational factors have stronger impacts on job satisfaction than individual factors. Individual factors also affect employee job satisfaction due to mutual interaction between them and organizational conditions (Sezgin, 2009: 36).

There are numerous factors which affect job satisfaction. The most important ones among them are given below (Ceylan, 2014: 150):

- Wage and payments

- The nature of the job
- Possibility of promotion and progression
- Management style
- Work group
- Working conditions

2.3.2.1. Wage

Wage factor is regarded as the primary important factor among all other important factors which influence economical, political and social life. Wage is described as a certain amount of fee depending on a fixed standart which is offered to a person who makes contribution to a production activity by exerting physical or mental efforts (Ergül, 2015: 33).

According to the researches, wage is one of the most significant factors in order to achieve job satisfaction as money plays a crucial role in meeting basic needs for people (Yoğun, 2014: 29).

Equity theory, developed by J. Stacey Adams, suggests that employees perceive what they receive from outcomes in relation to their inputs at work and then make comparison between their inputs-outputs ratio with others. The "equity norm" is a social assumption that an employee will expect a fair return for the contribution to the job they do (Adams, 1963: 1965). The "social comparison" is the determination employees will make as to whether or not their outcome is equitable in comparison to others' inputs and outcomes (Adams, 1963: 1965). If an employee perceives his ratio is equal to others, a state of equity exists. However, if the ratio is unequal, inequity exists. When inequities occur, employees will try to reduce the inequity in three ways: 1) cognitively distorting inputs and outcomes known as "cognitive distortion," meaning they may make a psychological adjustment justifying the imbalance, or the behaviors they take to reduce the imbalance; 2) they may actually alter their inputs, meaning they will restrict work inputs until they reach a level that they perceive is on par with the outcomes they are receiving; and/or 3) they may quit the organization (Adams, 1963: 1965).

Fair distribution of wage for employees is also as important as the amount of it for achieving job satisfaction. Employees decide whether their wages are fair or not by comparing the wages paid to them with other employees performing the same or similar jobs. If employees

believe that the wage paid is fair, their levels of job satisfaction rise, otherwise, decrease (Keser, 2006: 80).

Getting satisfaction through wage depends on the perception of balance between what is paid to them in reference to personal features such as employees' age, length of service, education level, lifestyle and their behaviors such as efforts spent, the nature of production, being creative and open-minded and job specifications such as having sense of responsibility, competence, cognitive burden (Başaran, 2004: 387).

2.3.2.2. Nature of Job

The nature of job has a very important place for achieving job satisfaction. Employees choose to perform significant tasks rather than doing routine jobs. Job satisfaction is influenced by two important specifications of the job. These are, namely, diversity and work methods and having control over performing the job (Ceylan, 2014: 151).

One of the most important reasons for job satisfaction is that employees should enjoy doing their jobs while they work. In order to achieve this, the job must contain the following features (Başaran, 2004: 386):

- The job must permit employees to reveal and use their talents and be meaningful,
- The job must enable workers to learn about innovations and improve themselves,
- The job must guide the employee to be creative, open-minded and to take responsibility,
- The job must also involve problem solving.

Employees would like to know to what extend they have achieved their goals. In this respect, it is of great importance that employees are given feedback related to their jobs so that they could improve themselves by correcting their errors. Employees working in jobs where they do not receive feedback have difficulty in seeing their errors and devoting themselves to their jobs. It is imperative that feedback be given in order for employees to evaluate themselves and achieve job satisfaction (Demirtaş, 2014: 70).

2.3.2.3. Possibility of Promotion and Progression

Employees of organizations deserve to reach pay increase, social status, more difficult and meaningful jobs thanks to promotion possibility. In this case, employees with higher expectations of promotion feel much more satisfaction when they are promoted. Besides, since pay rise is higher for management positions in case of promotion, they get a lot more satisfaction in comparison with other workers (Ceylan, 2014: 152).

The concept of promotion might have different meanings for employees. Whereas it might mean a higher position or a higher wage for certain employees, for some other employees it may refer to psychological development, achieving equality, retrieving a better social status and succeeding in a competition. In this regard, the results of whether employees attain job satisfaction or not differ according to their perceptions of promotion (Başaran, 2004: 387).

2.3.2.4. Management Style

Employee job satisfaction differs depending on different factors such as management style, the approach of management to employees and application method of determined rules or the physical conditions of the workplace. According to the studies, management style affects job satisfaction from two perspectives. Firstly, it requires involving employees in decision taking processes. Secondly, it means establishing employee-centered, constructive relations with employees (Demirtaş, 2014: 75).

Managers are seen as a very important factor for employees to reach job satisfaction. In reference to studies, having a decent manager and a management style may increase job satisfaction levels even in workplaces where a significant motivational drive like wages are at an insufficient level. In this context, management style has a great impact on job satisfaction (Bozkurt Ö., Bozkurt İ., 2008:4).

When administrators appreciate their employees, establish sincere relations with them and display a positive attitude towards them, employees get satisfaction from their jobs. Employees will be able to exhibit better attitudes thanks to managers who are sensitive to their employees, deal with some of their problems and create a friendly atmosphere at the workplace. Therefore, employees will show stronger loyalty to their managers and perform the duties that

their managers assign to them willingly (Sezgin, 2009: 38-39).

2.3.2.5. Work Group

Work group is included among the factors which influence employee job satisfaction. Additionally, work group factor is more influential among newly hired people. As employees' sense of belonging improves, their levels of job satisfaction will increase as well (Sat, 2011: 11).

If employees in an organization develop good relations with other workers and have fewer people in their work groups, this increases their job satisfaction. In case of lack of satisfaction when employees do routine jobs, the dissatisfaction of those employees who are in harmony with their work groups disappear (Kesici, 2006: 45).

2.3.2.6. Working Conditions

One of the most significant factors affecting job satisfaction appears to be working conditions. This factor, which is also called physical working conditions, is linked with the compatibility of the work environment with the employees. Providing employees with these facilities affects both job satisfaction and employee health (Keser, 2006: 85).

The majority of employees desire such issues as workplace temperature, air-conditioning, lighting, noise level, comfort to be convenient for working efficiently. Apart from these, they also ask for shorter distance to workplace from their homes and want their work environments to be neat and tidy and the used tools and gadgets appropriate as well. Ensuring these physical conditions enhances employee productivity and job satisfaction (Başaran, 2004: 388).

2.4. Increasing Job Satisfaction

Locke (1976) stated that increasing job satisfaction comprises of 8 subtitles. These will be explained in order as follows:

2.4.1. Job Rotation

Because of the employee job identification in time, in order to lower the monotonousness, they resort to employ their workers in various jobs. With such a practice, employees have a chance of retiring from monotonousness of the job and gaining additional talents. In this context, because employees learn to do jobs in different fields, disruption of work will no longer pose a problem. Thus, as they learn different procedures, they will be aware of their own contribution in the production process and get more satisfaction accordingly. According to researches, it appears that some employees do not want to change their jobs because they have specialized in certain jobs and they think this has earned them status (Eren, 2001: 258).

2.4.2. Job Design

Modern management theoreticians argue that it is essential to apply job design. It is the process of altering the characteristics of jobs in order to raise productivity. It examines certain jobs which will be performed and their connections with other jobs. According to the defendants, if managers would like to have a motivation force for their employees, they must give feedback for the performed jobs and develop sense of responsibility related to the job employees perform. Thereby, employees get much more satisfaction due to completing a visible job (Can et al. 2006: 126).

Another important factor influencing job design are the features related to talents and attitudes of employees. Redesigning a certain job must not be done without taking talents of employees into consideration because employees' attitudes towards change also affect these arrangements considerably (Can et al. 2006: 127).

2.4.3. Job Enlargement

It is the enlargement of tasks laterally. For instance, it means assigning the employee the responsibility for operating two or three machines instead of knowing how to operate only one machine. However, the employee is not allocated additional responsibility. It is the job enrichment which includes additional duties. The objective for job enlargement is aimed at lowering boredom in order to maximize the satisfaction felt with the job. Yet, some studies show that in reality, it is not always perceived as in this case. As a result of such a job enlargement, an employee was heard to say 'I had one job before but now I have three' (Can et

al. 2006: 127).

Employees practicing job enlargement employ more of their talents while they perform their duties. Because of this, struggling to complete the tasks which have to be accomplished mostly decreases productivity and retards the business (Luthans, 2011: 179).

2.4.4. Job Enrichment

Job enrichment refers to an extension of job design; job rotation which is more simplified and job enrichment techniques. As it is the conclusion of Herzberg's two-factor theory, elements such as success, status, responsibility and promotions are designed in order to offer employees opportunities for the purpose of raising employee motivation. The combination of such elements generates job enrichment. It is connected with job design since job content variety is abundant. It requires higher level of knowledge and skills. In order to monitor employees, more responsibilities must be assigned to them and opportunities for personal growth must be offered (Luthans, 2011: 179).

While job rotation functions horizontally, job enrichment functions vertically. More duties and responsibilities are given for obligations at work. Instead of assigning an employee a job in which he specializes, asking him to continue working with another job means giving him full authority. Some studies, on the other hand, declare that job enrichment is difficult to implement. The majority of employees have expressed that they are resistant to change and prefer to work with familiar colleagues. Therefore, they opt for higher wages, their friendly relations at workplace and responsibilities rather than job enrichment and autonomy. Consequently, managers must apply job enrichment selectively and describe complicated state variables correctly (Luthans, 2011: 180).

2.4.5. Reduced Workweek

It is a work practice which refers to completing a 5-day full time job earlier than that. This practice comprises of 10 hours of daily work and 4 days a week. It is assumed that because this implementation will allow the employee to allocate more time for his family and friends, it will increase employee motivation and job satisfaction. Thus, quitting jobs and absenteeism

will be lowered whereas the organization becomes more appealing for job seekers (Aşan, 2007: 320).

During the economical recession in 1930s, daily working hours were shortened and the jobs used to be performed by more people. However, during the years of war, daily working hours were lengthened so as to increase production. In other words, in reference to a study in England, whereas the weekly working hours were 56 hours before, it was raised to 69,5 hours in 1940s. This increase produced positive effects and production increased by 10 % accordingly. However, after a period of time, the production gradually decreased and absenteeism and occupational accidents began to rise again. As a result, the production dropped by 12 %. Weekly working week was shortened once again six months later. This time, the production showed a massive increase and absenteeism and occupational accidents dropped as well (Eren, 2001: 262).

2.4.6. Flexible Work Schedule

According to standard working hours, people work 8 hours a day for 5 or 6 days a week starting work at a certain time in the morning and leave work at a certain time in the evening after completing 8 hours. According to the suggested flexible work schedule, which allows employees in the organization to work during the hours when they can be more productive, they are required to be at the workplace at a certain time of the day such as 11-14 a.m. The authority for working time arrangements other than this agreed time belongs to employees. This method provides many benefits such as preventing absenteeism, decreasing overtime hours, increasing productivity and eventually increasing job satisfaction of employees by giving them freedom and sense of responsibility (Can et al. 2006: 129).

2.4.7. Telecommuting

It refers to performing a job in another place outside the office by connecting the workplace via computer. This practice is occasionally called as flexible work location, too. Although it is similar to flexible work schedule, what is focused on here is the location where the job is performed rather than time. In this regard, it also raises employee job satisfaction by

offering them sense of freedom. Yet, this application poses some problems such as managers staying away from employees and preventing the formation of team spirit (Aşan, 2007: 322).

This practice has increasingly become widespread recently. The availability of using e-mails in the locations worked is essential. Telecommuting is performed approximately by 14 million people in the United States. It benefits both managers and employees considerably. It saves expenditures such as time, gasoline, clothing significantly. In addition, employees share more time with their families as they work at home. In studies in reference to this issue, it is determined that employees have saved thousands of dollars since they do not go to their workplace within this framework (Özkalp, 2013: 15).

2.4.8. Benefiting From Music

Most companies have aimed at increasing interest in their jobs by allowing employees to listen to music during work hours in recent years. It appears that music raises productivity and affects particularly the quantity of production. While music increases productivity, the monotonousness of the job for employees is also decreased. Music relaxes employee's mind, distracts from work and allows him to dream. However, this might suggest that the number of occupational accidents may increase. This idea is highly valid particularly in jobs where attention and focus is required. Besides, when working conditions are compromised by the group, music affects employees positively, absenteeism decreases and employees feel more satisfied with their jobs (Eren, 2001: 261).

2.5. The Results of Job Satisfaction and Lack of Satisfaction

Lack of satisfaction results in complaints of employees, decrease in performance, absenteeism and eventually quitting jobs in terms of organization. In order not to face such problems, it has become compulsory for organizations to attach great importance to job satisfaction. Those employees who are not satisfied with their jobs have personal feautures such as being more introvert and emotionally distressed and less friendly. Dissatisfied employees may have difficulty in complying with job standards arbitrarily. Besides, we will encounter problems in the organization like low performance of employees, rising absenteeism, increase in occupational accidents and conflicts. These negative issues are undesirable in terms of the organization and cause financial losses (Kantar, 2008: 71).

Job satisfaction is a concept which has effects on employee behaviors. The results of job satisfaction have been one of the issues that researchers have focused on. According to the results of researches conducted, various conclusions have been revealed. Those results most often empsized are indicated below (Özcan, 2011: 117).

2.5.1. Job Satisfaction and Performance

Hawthorne studies have revealed that there is a connection between employee job satisfaction and their productivity. However, they found that the link between job satisfaction and productivity was weakened in subsequent researches (Başaran, 2000: 221).

Are employees with higher job satisfaction more productive? Even if the answer to this question is yes, no strong positive relationship could be found on this issue in the studies.In most analyses, this connection level appears to be 0.17. In other words, this means that the employee who has a high job satisfaction is not the most productive one (Özkalp and Kırel, 2011: 118).

The employee who shows a good performance and accomplishes a job successfully must be given spiritual rewards. Their job satisfaction must also be secured by offering them material rewards so as to appreciate their quality job. Fair distribution of these rewards to employees will raise their performance. Otherwise, the employee with low performance will get a lower wage and experience lack of job satisfaction (Ceylan, 2014: 155).

2.5.2. Job Satisfaction and Absenteeism

It appears that there is a negative relationship between satisfaction and absenteeism. For example, in a survey done among public workers, it was confirmed that employees who perceived their jobs as important had lower levels of absenteeism compared to those who did not feel the same way (Luthans, 2011: 145). Besides, when there are many alternative job opportunities, dissatisfied employees are absent from work more often. However, if there are fewer job opportunities, the absenteeism level of these employees is as low as satisfied employees (Robbins and Judge, 2013: 86).

Measures to be taken to lower absenteeism are as follows (Eren, 2001: 274):

- In researches done in terms of their personal feautures, employees who feel indifferent towards the job they perform, who cannot socialize with their colleagues and who become isolated avoid joining the organization due to lack of job satisfaction. The probability of preventing such absenteeism is very low.

- Some jobs cause employees to feel mental fatigue, moral burnout and monotonousness. As a result of this case, employee absenteeism will be inevitable. When measures such as improving lighting, temperature, and air-conditioning conditions are taken to prevent this, absenteeism level will be lowered.

2.5.3. Job Satisfaction and Employee Turnover

Employee turnover rate refers to the rate of increase and decrease in the number of employees in an organization. Generally, this rate is expected to be low. When experienced employees quit jobs, organizations suffer from significant financial losses in the processes of recruiting new employees for vacant positions and and their training (Özcan, 2011: 122).

Does the satisfaction of employees with high turnover rate lead to low turnover rate? In a study conducted, a moderate negative correlation was found between satisfaction and turnover. High job satisfaction will not necessarily keep employee turnover rate low but it is helpful. On the other hand, if the lack of satisfaction is at a remarkable level, it is likely that the turover rate is high (Luthans, 2011: 145).

High job satisfaction will not keep turnover rate low but it is helpful. If an employee is offered a job that he does not like, job dissatisfaction will not foresee employee turnover adequately as it will be more likely that the employee quits his job because of pull factor rather than push factor. Likewise, when employment opportunities are abundant, lack of satisfaction is more likely to affect turnover rate. Within this context, employees will perceive changing jobs as much easier (Robbins and Judge, 2013: 86).

2.5.4. Job satisfaction and Blocking Responses

One of the most important issues in the investigation of job satisfaction is the way employees state their dissatisfaction. The forms of their statements will be explained below in

a two-dimensional system. These dimensions are constructive-destructive and active-passive (Özkalp and Kırel, 2011: 120):

*Resignation: (exit):*This form of behavior refers quitting the organization which involves seeking for a new job or resigning (Robbins and Judge, 2013: 83).). Leaving work early, avoiding decision making and leaving the tasks to his colleagues or quitting the job are examples of this (Ceylan, 2014: 154).

Speech right: This reaction is a form of active and constructive behavior which tries to improve existing facilities. Examples for these behaviors are making suggestions, discussing the problems with managers and joining union activities (Özkalp and Kırel, 2011: 120).

Loyalty: It is passive but optimistic. It refers to expecting that the organization will improve by speaking in favour of the organization against external criticism and by trusting the management that they will do the right thing and by having confidence in the organization (Robbins and Judge, 2013: 84).

Neglectfulness: It is allowing conditions to worsen by remaining passive. It can be illustrated as tardiness, chronic absenteeism, high rates of error (Özkalp and Kırel, 2011: 121).

Behaviors such as resignation and neglectfulness are performance variables which are described as productivity and employee turnover rate. Besides, its scope can also be extended in a way that employees tolerate negative conditions or it contains loyalty and speech right, which allow working conditions to be revitalized (Robbins and Judge, 2013: 85).

2.5.5. Job Satisfaction and Organizational Deviance Behaviors

There has been no consensus over the concept of deviance, which is quite an extensive term. Many reasearhers have done numerous studies on different dimension of organizational deviance and found various approaches. It affects both employees and organizations in work life. All behaviors of employees and groups in organizations which can deliberately damage or likely to damage the structure, members and relations of the organization either verbally or in written form are defined as deviance (Demir and Tütüncü, 2010: 64).

Employee behaviours against productivity in organizations are an attitude which is usually ignored in employee performance. Behaviors against productivity cause organizations to make great losses. Such kinds of behaviors which are exhibited particularly to customers have negative impacts on corporate image (Örücü and Üngören, 2013: 47). These behaviors include negative behaviors such as disobeying rules, interfering with the job of another worker, being disrespectful to superiors, disclosing organizational information to competitors, working as little as possible, pretending to work hard and tardiness (Çetin and Fıkırkoca, 2010: 42).

2.6. Literature Review on Job Satisfaction

The literature on job satisfaction is quite rich in terms of resources. After a domestic and foreign literature review, the following studies are presented below.

In his study conducted among 451 private sector employees in Istanbul, Uyargil(1988) aimed at inspecting the correlation between job satisfaction and demographic features of employees (age, marital status, education level, status and length of service). As a research method, survey technique was used and as fundamental analysis, multiple regression and correlation analyses were applied. The research result revealed that there was a very strong relationship between job satisfaction and length of service and status at the present job. Moderately significant relationship was determined with other factors (Uyargil, 1988: 1-94).

In their research, Judge, Heller and Mount (2002), assessed the results of meta analysis connected with job satisfaction in terms of five-factor personality features. The study concluded that only the relationship between personality feautures of extroversion and neuroticism and job satisfaction could be generalized (Judge et al., 2002: 530).

In his study, Lopopolo (2002), examined the levels of stress, professional commitment, job satisfaction and organizatiol commitment among 273 physiotherapists working in hospitals. Using survey method, the collected data were analysed through factor, regression and correlation analyses. According to the result of the research, it was found that organizational commitment had a weak but positive effect on job satisfaction. They also concluded that whereas professional commitment had a positive effect, the impact of stress level was negative (Lopopolo, 2002: 984-999).

In their study, Faragher, Cass and Cooper (2003), conducted a systematic meta analysis research among 485 employees, asserting that there was a relationship between the levels of job satisfaction and health. The findings of the study revealed that job satisfaction mostly had a relationship with mental or psychological problems as well as a very strong relationship between burnout and depression (Faragher et al., 2003: 105112).

In their research, Bakan and Büyükbeşe (2004) examined the correlation between variables of managers, corporate image, the nature of job, colleagues and wage, which were thought to have affected the job satisfaction of 129 academicians and communication dimension. They applied the methods of frequency analysis, chi-square test and correlation analysis with the survey method in the research. In reference to the study, while no significant relationship was found between communication and only wage, significant relationship was found with other factors (Bakan and Büyükbeşe, 2004: 1-30).

In their research, Grandey et al. (2005), inspected the correlation between the job satisfaction of 174 married couples and work-family conflict. They employed regression and correlation analyses by using survey method in their study. The study results revealed a negative correlation between the job satisfaction of married couples and work-family conflict (Grandey et al., 2005: 1-20).

Petty et al. (2005), in their research, employed job descriptive index in order to measure the demographic variables among 332 employees of a youth development organization and their job satisfaction level. They examined descriptive statistics, T-test and anova analyses with survey method. According to the research results, they determined that there was no difference between demographic variables and job satisfaction (Petty at al., 2005: 57-73).

Kök (2006), in his study, aimed at determining the factors leading the job satisfaction or dissatisfaction of 85 academicians and the importance level of their organizational commitment. The research was based on empirical analyses. The findings of the study revealed that the factors which were considered to be influencial on the job satisfaction of academicians were important and showed significant differences (Kök, 2006: 291- 317).

Örücü et al. (2006) aimed at determining job satisfaction levels of 104 employees working in banks and the factors affecting their job satisfaction in their study. They applied

regression and correlation analyses for the data collected by means of surveys. The research results revealed a significant correlation between the factors which influence job satisfaction such as wage, management style and job satisfaction (Örücü et al., 2006: 39-51).

Ahmadi and Keshavarzi (2012) did a research about the influential factors on the job satisfaction of 35 university lecturers by using T-test and anova analyses in their study. The research results showed that lecturers had low job satisfaction due to their wages. Additionally, a significant difference was observed in terms of gender (Ahmadi and Keshavarzi, 2012: 151-156).

Yumuşak and Özafşarlıoğlu (2013) inspected the perceptions of job satisfaction and organizational commitment among 122 employees in their research. They evaluated their research by using survey method and performing factor and validity tests, T-test, correlation, anova and multiple regression analyses. According to the research results, whereas no correlation was observed between the dimensions of demographic features and job satisfaction, a significant relationship was determined between gender, length of service, education level and organizational commitment (Yumuşak and Özafşarlıoğlu, 2013: 56-80).

Gün (2016), in her research, examined the correlation between job satisfaction and organizational cynicism among 99 people working in city hotels. She assessed her study by survey method and correlation, regression analyses. As a result of her research, she observed a negative, normal correlation between organizational cynicism and job satisfaction levels (Gün, 2016: 253-266).

In their research, Keser and Polatçı (2017) examined the effects of job satisfaction over the dimensions of life satisfaction and work-family spillover considering the interaction between work and family life as a starting point among 317 human resources employees. They examined the data collected through survey method by applying correlation, T-test, anova and scheffe tests and regression analyses. The research results revealed that while work-family spillover level increased life satisfaction, it did not affect the level of job satisfaction (Keser and Polatçı, 2017: 401-421).

3. HUMAN RESOURCES MANAGEMENT PRACTICES

3.1. The Concept of Human Resources Management

Transforming of the personnel management to the human resources management is due to the intensified competiton especially after the 1980s. As a result of emerging competition in the 1980s all around the world, human resources management substituted for personnel management. The thought that managing the human resources which bring the biggest advantage in the best way will provide organizations competitive advantage caused personnel management to be replaced by the philosophy of development of human resources management (Tunçer, 2011). Being a philosophy of management, HRM aims at adopting a dynamic approach of service by establishing an organizational culture along with developing and changing environmental conditions and allocating responsibility on the personnel management of this organization (Aykaç, 1999).

HRM involves effective use of human resources in line with strategic goals of the organization and within the framework of individual needs. HRM employs all support activities when necessary for the recruitment of managers or staff, their placement, training and to increase their productivity.

Among the production factors which we can list as raw material, energy, capital, labour force and enterprise, human being is the most important factor which brings success. He accomplishes the production by taking part in the organization with his physical and mental power and by organizing other production factors concurrently. Human being is both the means and target of production (Tunçer, 2011). Human Resources Management allows employee talents and work force to be adjusted to organizational goals most appropriately by adapting existing management systems to modern everyday needs (Mathis and Jackson, 2010).

3.2. Historical Development of Human Resources Management

Mankind has always searched for social factors and surrounding since the earliest days. Surviving without establishing a social system is almost impossible in terms of historical process. The common objective of rulers and subjects in countless regimes established up to now is to reach a better system protecting mutual interests. In all established regimes since the

ancient times, when the ruler had been able to govern his people well, he derived more productivity and the subjects lived more comfortably due to the protection of their social unity. There have been innumerous positive and negative sample cases throughout human history about this issue. Pricing policies of Hammurabi, King of Babylonia, in his self-titled code of laws, cooperation and reconciliation in b.c China can be regarded as an approach to human resources. Scientifically speaking, particularly after the industrial revolution, departmentalization of production and starting mass production subsequently required the recruitment of people in accordance with their talents and expertise. The foundations of personnel management were laid in this period to benefit more from workforce (Yılmaz, 2016).

The concept of human resources was firstly used by economist Springer in 1817 (Aykaç, 1999:18). However, attaining unity for the concept of human resources management was only achieved along with the ideas in the field of management developed by Taylor and Fayol. The development of human resources management differs from one country to another. Whereas some countries regard human resources management and personnel management as the same thing, some other countries regard them separately (Aykaç, 1999:18). Nowadays, more importance is attached to the concept of human resources as its utility area has increasingly become more widespread.

3.3. The Objectives and the Scope of Human Resources Management

Human Resources Management is held accountable for employing all support activities for organizations to achieve their vision and mission. It is directly related to enabling organizations to operate at a maximum performance in order to accomplish their strategic goals and maintains the sustainability of employee productivity and effectiveness. (Tunçer, 2011).

Nowadays, the success rate of an organization wil never reach the desired level unless it owns an effective human resources management no matter how strong its organizational resources are. Therefore, HRM aims at achieving 4 basic goals ;

- Deriving maximum employee productivity by enabling them to use their knowledge and talents in the best way,

- Making employees enjoy their jobs in a healthy and safe surrounding by increasing the quality of work life,

- Integrating individual and organizational goals,

- Giving opportunities to employees for continuos development by taking their demands, needs, anticipations and motivations into consideration (Tunçer, 2012).

3.4. Principles for Human Resources Management

3.4.1. The Principle of Merit

Its lexical meaning can be defined as the capabily, ability to do a job. The principle of merit is based on deserving something. The concept of merit refers to two different situations. While,in the first place, it means hiring the most appropriate staff for the job, in a broad sense, it also refers to an efficient, productive and rational personnel management system (Şen, 1995).

The principle of merit basically appeared against the system of favoritism. Favoritism was first applied in 1828 in history during the public servants recruitment for the bureacracy by the American president General Jackson. Privileges granted to some individuals in organizations may stem from some certain commitments and liabilities apart from financial interests. Especially in public bodies, differrent forms of favoritism is seen such as favoritism towards relatives (nepotism), towards acquaintances (favoritism) and political favoritism (cronyism) (Büte, 2011). Preventing political favoritism especially in public sector is of great importance. Such kind of injustice leaves negative impacts on employees and lowers productivity rate. Unbiased judgement during recruitments or internal promotions based on individual talents will bring about a fairer work environment.

3.4.2. The Principle of Equality

This principle must be strictly applied ranging from recruitement to derecruitment among employees without discriminating against language, race, gender, dissent, belief and

religion. In case of punishment also they must be treated equally and the principle of equal pay for equal work must be implemented (Tunçer, 2011).

The principle of equality became a constitutional right for the first time in line with the declaration of French human and citizens' rights in 1789. In Turkey, according to the 10th article of 1982 constitution act, 'all citizens are equal under the law without any discrimination regardless of language, religion, race, color,gender, political view, philosophical belief, religion, religious sect and similar cases. Nobody, no families, no groups or no social class will be granted privileges. Government bodies and administrative authorities are obliged to act in accordance with the principle of equality before law at all times'. Article 10 declares that 'all Turkish citizens are entitled to employment in public services'. No distinction during the employment procedure can be made except for the required qualifications for the duty only' (TBMM, 2016). Aforementioned equality here actually refers to equal opportunities rather than equality before the law

Equality is achieved in three ways in organizations. These are designated as equality of opportunity, equality of promotion and equality of sharing. Equality of opportunity refers to offering the same chance to all. However, even if everybody is equal before law, informal obstacles such as gender discrimination appear in front of people in some cases. As for equality of promotion, promotions of some groups are blocked in some organizations. For example, in family corporations, individuals apart from family members have very little chance of being promoted no matter how good their talents are. Equality of opportunity is a kind of equality which facilitates the enforcement of legal provisions. As a result of an examination in line with the training before recruitment, offering the same conditions, giving an exam, sharing information simplify the evaluation procedure (Yüksel, 1998).

The principle of equality has different dimensions. Equality is a principle which requires permenance even in cases like promotion, compensation and appointment starting from the recruitment stage. Even the slightest fault leads to feelings of frustration and despair among employees and lower their satisfaction with the job.

3.4.3. The Principle of Career

Career is gaining experience and talents for an individual in a line of work in which he can perform by proceeding step by step (Tortop, 1994). Enabling talented people to buid a career in the organization will produce positive results for both the organization and the individual. Because of this reason, eligible people must be given opportunities of employment and promotion so as to provide mutual interests.

Career system is divided into two as person oriented and business oriented career system. Business oriented career system is called as status, task or staff system. In this case, the individual is staffed for a certian job. In this system, the person who will be hired is supposed to have gained all the required qualifications for the cadre before recruitment. In other words, he has specialized in his job. During the employment, the person's knowlegde, skills and expertise with the job are attached more importance than his age and length of service (Tutum, 1979).

Person oriented career system is identified as rank system. It is a system which emphisizes the significance of the person who will perform the job rather than the job itself. No relation is seeked between the grade of the person and the level of the job. During the recruitment, the person is selected for being promoted in a certain job, not for performing a certain duty. This system pays attention to general proficiency during employment and is closely linked with the level of education. The employee has job security in reference to his rank and grade in the job he preforms. Even if his staffing cadre is removed, his personal rights as an employee are retained. This system is applied in the civil service in Turkey (Yüksel, 1998). In organizations where career building opportunities are equal, people and the organization will improve further. When each individual is offered equal opportunities of promotion, organizational and personal benefits will be better protected.

3.4.4. The Principle of Security

It is necessary to work for a long time in order to build a career. This can only be provided with job security. There are two kinds of security as job security and status security.

Whereas job security prevents the person from being fired unjustly, status security refers to the protection of his job in the promoted status. Job security is available at public enterprises whereas in private sector, labour law tries to ensure this but partly remains incapable (Yüksel, 1998).

An individual anticipates security from the organization where he works and this is his natural right. Productive servive cannot be expected from people who fear losing their jobs. People having job security will increase their service quality.

3.4.5. The Principle of Impartiality

Human Resources Management continuously involves leading and evaluating people. During these activities, the administration is compelled to appraise individuals objectively. Therefore, impartiality and justice concepts are the fundemental conditions in establishing a secure environment for personal and organizational relations. Impartiality can also be regarded as the attitude of management to subordinates. Managements must never be biased to working individuals owing to their political views as citizens, under any circumstances (Yüksel, 1998).

3.4.6. The Principle of Openness and Confidentiality

The Principle of openness and confidentiality mandates to ensure the support and contribution of all employees in establishing and implementing organizational policies . Thus communication channels must be used suitaby and employees must be kept well informed about recent developments. The support of all employees must come first in selecting the policies which will be followed and during their enforcement. The application of openness principle takes place through written documents or oral announcements. Announcements can be made by means of publications such as corporate newspapers, posters and company meetings (Tuncer, 2011).

The involvement of employees in a procedure in an organization and informing them about the developments accomplished or those planned to be completed in the future is of great importance in terms of sense of belonging. Being aware of such developments will bring moral satisfaction to employees and it will stop individuals from feeling worthless. Making this kind

of announcements officially in corporations will avert speculations and as a result, it will establish an important footing for institutionalization.

3.4.7. The Principle of Scientificness

Developments in the field of human resources management must be followed in accordance with the principle of scientificness. Activities which are performed in case of a lack of scientificness always cause doubts. Performance appraisal, psycho-technical applications etc. must be practised along with scientificness and an environment of trust must be ensured at all times (Tuncer, 2011).

3.4.8. The Principle of Discipline

Discipline means keeping incidents and developments under control lexically. Operations which lack discipline are hard to reach success. Even if sucess is achieved somehow, excessive amount of time and effort will have been spent. As time management is crucial for each and every organization, creating a disciplined work environment is compulsory to be able to conduct the businesses in a planned way (Tuncer, 2011).

3.5. The Functions of Human Resources Management

The main goal of human resources management is using human resources effectively and productively. Ensuring that all activities ranging from production to marketing are done efficiently and productively depends on the quantity and quality of working staff. HRM is found in all stages of operating activities from personnel recruitment to derecruitment. During this process, in general, the functions of HRM such as human resources planning, job analysis, and employee procurement and selection, training and development, industrial relations, wage management and career management are employed (Keçecioğlu, 2005).

As for the functions of HRM, tasks particularly related to employee procurement and their coordination in small or big organizations are understood. The functions of HRM comprise of the following items (Tuncer, 2011) :

- Trying to help the organization accomplish all its administrative obligations,

- Performing job analysis for establishing job specifiifations of individual jobs in the organization
- Estimating the required workforce in order to realize organizational goals,
- Developing an appropriate plan in line with these requirements and implementing it,
- Recruiting the needed staff for attaining organizational goals,
- Employee selection and hiring for duties requiring special talents,
- Staff orientation and training,
- Planning managerial and organizational development programs and executing them,
- Planning individual employee performance measurement systems,
- Assisting employees to build their career plans,
- Planning a compensation system for all employees and implementing it,
- Serving as a mediator between the union and organization,
- Designing, planning and implementing programs for promoting health and safety of employees,
- Helping employees with personal problems affecting their job preformance,
- Planning and implementing communication systems within the organization.

3.5.1. Planning Human Resources

The most important necessity for a successful human resources management is to supply the required workforce in advance adequately for all parts of the organization

consciously and regularly. All the activities performed in line with this are identified as planning of human resources.

Human Resources planning can also be decribed as 'determining the required workforce in the future in terms of quantity and quality for all parts of the organization in advance and specifying where, when and how this resource will be supplied' and 'the process of determining the needs for the organization related to employees under changing economical, political and environmental circumstances and generating policies and programs to fulfil these requirements' (Keçecioğlu, 2005).

Human resource planning is a primary element of management. Capital and human factors are in continuous interaction according to modern management approach. Therefore, performing human resources planning which will maximize benefits derived from the workforce affects the growth positively by raising the oganizational profitability.When human resources management is implemented entirely, it produces constructive outcomes (Bayraktaroğlu, 2003).

The significance of planning human resources in terms of organization can be summarized as noted below;

- Determining the required workforce in advance and satisfying needs accordingly,
- Improving the process of organizational planning,
- Specifying the qualifications for the required workforce,
- Raising the efficiency of human resources management in all organizational levels.

Human resources have to be planned effectively in order to designate the requirements and manage the process in a more controlled way. If this function is practised properly, a more fruitful work environment will be created and both employers and employees will be pleased.

3.5.2. Job Analysis

In order to accomplish the objectives previously designated, employees and performed duties in organizations are categorized under such names as departments,units. For the

productivity of organizations, the limitations and specifications of these groups must be determined and known and their job descriptions have to be made as well. For this reason, identifying jobs and their relations with one another is of great significance and job analysis studies in parallel with this are required. Through job analysis activities in the organization, job descriptions are made and duty, authority,responsibilities and working conditions of those people who will be employed are defined. Besides, required skills, knowledge and talents for people who will perform the job are also specified during these activities (Uyargil, 2015).

From the perspective of human resources management, job analysis is a vital source of data. However, malfunctions, inadequacies, problems experienced during job analyses are reflected badly on human resources and affect the achievement of these programs adversely (Uyargil, 2015).

3.5.3. Employee Recruitment and Selection

This function involves implementations devoted to searching for, selecting and hiring people suitable for the job. While some organizations determine their workforce need with a systematic human resources planning, some other enterprises take action according to instant needs and manager demands.

Employee recruitment and selection is mainly divided into three parts. These are human resources(workforce) planning, searching and providing employee candidates and employee selection. In the first stage, it is necessary to determine whether workforce need requires employee procurement or not. If it is needed, it is specified what qualifications and how many people with these qualifications are required. In the second stage, a candidate pool of people with the required qualifications from internal and external resources is formed. In the last stage, those qualified for the job among candidates are recruited and employed. All these three stages have to be put into practice appropriately in the strictest sense in order to satisfy the workforce need in the best possible way (Acar, 2015).

3.5.4. Performance Appraisal

Changes in social, cultural and political areas have occurred along with globalization. Organizations have to act in compliance with these changes as well. Organizations also were

obliged to review their management styles and struggle efficiently and productively so as to survive the competitive environment in this changing new world worder. Human being is the most important factor in the aforesaid process of adaptation to change. Performance appraisal appears to be a way of understanding to what extent working individuals make contribution to the organization. The fundemental obligation of management in organizations is to accomplish organizational goals and missions as perfectly as possible. Performance appraisal appears to be a significant issue in order to maintain operations, increase market share and achieve organizational growth within the intense competition environment. Most organizations employ performance appraisal process as a strategic tool so as to attract qualified employees into the organization and increase job satisfation and productivity. Additionally, performance appraisal provides a basis for a great number of managerial decisions (Bakan and Kelleroğlu, 2003).

The outcomes of performance appraisal show the human resources management how to achieve organizational goals. The data from performance appraisal is of vital importance in terms of assuming required responsibility for employees in organizations and also considering the available workforce for managers. The data regarding performance can be obtained from various sources.

3.5.5. Training and Development

According to behaviorism, education is the process of generating desired behaviors in people through learning experiences. In reference to constructivism, on the other hand, education is the process of constructing one's own cognitive schemas as a result of experiences through living. Training starts at birth and continues lifelong (Tezcan, 1985). Education starts with the family and through formal and informal learning experiences, individuals continue their training. Education takes place in all aspects of our life, at home, on the way and at work all the time.

Sabuncuoğlu defines education as a process of change in brief. He sums up this change as the improvement in people's knowledge, talents, opinions and behaviors (Sabuncuoğlu, 2000).

Development involves taking the lead in personal and team development in order to increase competition abilities of organizations in the long run with the aim of developing and

implementing strategies which will improve the performance of people and groups (Bayraç, 2008). The concept of development refers to improvement by complying with new lines of work and updating management and work concepts in the organization along with technical, economical and social progresses. Training and development programs are thought to benefit intragroup and intergroups relations. The benefits to organizations are as follows;

- It improves job related knowledge and skills in all organizational levels,
- It helps employees to understand organizational goals,
- It leads to transparency and trust within the organization,
- It enhances relations between subordinates and superiors,
- It leads to organizational development,
- It increases productivity and job quality,
- It improves sense of responsibility within the organization,
- It supports organizational communication.

Benefits to employees;

- It increases efficiency in individual decision taking,
- It promotes individual success, promotion and sense of taking responsibility,
- It leads to individual self-condidence,
- It helps employees deal with stress (Şimşek and Öge, 2007).

Benefits to relations between intragroup and intergroups;

- It promotes communication between groups and employees,
- It supports orientation of newly-hired or newly-assigned individuals
- It gives information about management policy and its implementations,
- It raises moral support and motivation,
- It provides a suitable environment for learning,
- It improves working conditions in the organization (Şimşek and Öge, 2007).

Training in organizations can either take place on-the-job or outside the workplace. On the job training could be provided in the forms of training under the supervision of superiors,

coaching, training with the help of foremen, training through internship, job rotation and job orientation.

Benefits and drawbacks of on-the-job training can be summed up as follows (Özçelik, 2015);

Benefits:

- The application of on-the-job training methods is likely to cost less. Training equipments do not require much expense. Travel expenses etc. are not necessary, either.
- As training is given during work in real conditions, you have the possibility of putting into practice simultaneously,
- As the employee is already at work, not much work disruption occurs,
- As the education takes place at the actual workplace, there will not appear adaptation problems during practice later on.

Drawbacks:

- The person delivering on-the-job tranining may not be a good and real instructor,
- Actual working conditions and methods may be underdeveloped. In this case, the employee will be deprived of contemporary technological knowledge,
- During learning stages, great amount of defective goods production may arise, machine and equipment loss are also likely,
- Working conditions such as noise, uncleanliness, hygene and stress may not be convenient for a constructive training,
- On-the-job training is not appropriate for the training of large numbers of employees at the same time.

The methods of off-the-job training are in the forms of narration, case study, business games, role-playing, sensitivity training (T group), simulation, in-basket, outdoor training and virtual training.

Benefits and drawbacks of off-the-job training can be summarized as follows (Özçelik, 2015);

Benefits:

- As training is given by an expert instructor, it can be more effective,
- More systematic and planned training is achieved compared to on-the-job training,
- Through the methods applied in off-the-job training, large numbers of people can be trained,
- The cost of training can be calculated more easily compared to on-the-job training,
- During the planned training process, the candidate can comprehend the hardships of the job in detail,
- In programs where there are participants from other corporations, employees benefit from others' experiences as well.

Drawbacks:

- When real working conditions are experienced after training, individuals may have adaptation problems,
- Workforce loss due to participation in training will also lead to production loss.
- Its cost is higher compared to on-the-job training and its organization is also difficult.

The need for training can ocur at any time in business life. Necessary measures have to be taken to address this need in order to overcome deficiencies and innovations must be followed to maintain business life sucessfully.

4. RESEARCH METHOD

4.1. Data Collection and Instruments

Scanning model has been used in the research. Scanning (survey) model is based on illustrating the existing situation exactly as it is. (Karasar,1994:34). The research method comprises of creating and conducting a survey which is a quantitative data collection tool. Survey forms where people can express themselves easily or in which they can reflect almost all of their views have been prepared and used accordingly. Within the scope of the survey form, first of all, demographic feautures of the respondents have been learnt and successively perception of human resources management practices and job satisfaction scales have been applied.

4.2. Sample

The active working teachers constitutes the universe of this study who were asked to fill in a survey research on human resources management applications and their job satisfaction in public secondary schools. Within this framework, our sample group which consists of 274 secondary school teachers from 11 different public schools in the districts of Kartal, Tuzla, Pendik in the Asian side of Istanbul, have responded the survey in total.

4.3. Sample Feautures

The first part of the survey aims at measuring to what extent human resources management practices are perceived by employees and includes 20 survey questions. This part has been composed benefiting from the literature review and from the survey forms of thesis researches entitled as 'Ethical Perception of Human Resources Management Practices by Employees and a Field Study on its Relation with Organizational Commitment' by Yeliz Karasu and 'Social Responsibility Applications in Human Resources Management and its Relation with Corporate Social Responsibility' by Fazıl Alkan and reliability analysis has been performed. In the second part of the survey, in order to measure job satisfaction of the teachers in secondary schools related to human resources management practices, the survey form used in a doctoral thesis entitled as 'The Effect of Workplace Spirituality on Job Satisfaction and Organizational Commitment' by Tuğba Bekiş was used, which is called Minnesota Job

Satisfaction Scale.The scale which was developed by Weiss et al. (1967) was adapted to Turkish by Baycan (1985). Minnesota Job Satisfaction Scale, which was also employed by Robert et al. (2006) , Komala and Ganesh et al. (2007) and Marschke et al. (2011), comprises of subdimensions of intrinsic and extrinsic job satisfaction and includes two subdimensions and 20 statements. Alpha coefficient of the scale (Cronbach Alpha) differs within the range of 0,87 and 0,92. All of the statements used in the scale are statements of positive attitudes. Seven-point likert scale has been used in order to measure survey questions as follows: 1- I strongly disagree 2- I disagree 3- I partly disagree 4- I neither agree nor disagree 5- I partly agree 6- I agree 7- I strongly agree

4.4. Factor Analysis

In the explanatory factor analysis for human resources management scale, firstly it has been examined that whether the data is appropriate for explanatory factor analysis according to KMO and Bartlett tests. The values shown in table 1 reveal that the data is appropriate for factor analysis (KMO=,952; p<0,05).

Table 1. The Results of KMO and Barlett Tests for Human Resources Management Practices Scale

KMO Sample Adequacy		**0,952**
Bartlett Degree of Freedom	Chi-Square	4074,835
	df	190
	Significance Value (p)	0,000

In the following stage, expanatory factor analysis has been applied in order to determine construct validity. As seen in table 2, the values in 20 questions in the scale whose eigenvalues exceed 1 constitute two-factor structure. The existing structure explains 63,238 % of the total variance.

Table 2. The Results of Factor Analysis for Human Resources Management Practices Scale

Factor	Variance Factor Values		
	Eigenvalue	Explanatory Rate for Variance (%)	Explanatory Rate for Total Variance (%)
1	10,788	53,939	53,939
2	1,860	9,300	63,238

In the two-factor structure emerging as a result of explanatory factor analysis, the highest values for each statement is seen in table 3. The existing two factors (factor 1, factor 2) according to the values in the table, factor 1 'performance appraisal and wage-trust and equality in recruitement' comprises of the items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 and factor 2 'fair and equitable promotion and equal, fair and instructive approach in HRM practices' comprises of the items 15, 16, 17, 18, 19 and 20 and they will be named as mentioned. Two factors have 63.238 % of total variance.

Table 3. Item Factor Loads for Human Resources Management Practices Scale

	Items of HRM Practices Scale	Factor	
		1	2
1	At my workplace, there is no discrimination based on religion, language, political view, gender, marital status, city of birth during recruitment	**0,681**	
2	At my workplace, objective evaluation methods such as psycho-technic tests etc. are applied to all candidates having minimum required qualifications	**0,662**	
3	At my workplace, all conditions pledged in job advertisements are fulfilled even after being employed.	**0,653**	
4	All newly recruited employees in the organization are included in job orientation program.	**0,582**	
5	At my workplace, training policy is announced in writing form and clearly.	**0,596**	
6	At my workplace, employees are evaluated by objective methods during the selection of participants for training.	**0,740**	
7	At my workplace, all employees benefit from training activities under equal conditions without any discrimination.	**0,598**	
8	Performances emerging after training are shared frankly.	**0,774**	
9	At my workplace, performance appraisal process is performed in such a way that justice among employees is achieved.	**0,804**	
10	At my workplace, employees are given required training about the performance system.	**0,791**	
11	At my workplace, employees are informed well about what performance criteria measure.	**0,809**	
12	At my workplace, employee performances are assessed as fairly as possible.	**0,722**	
13	At my workplace, performance appraisal system is regularly applied.	**0,780**	
14	I believe that the promotion policy at my workplace is fair.	**0,704**	
15	At my workplace, there is no gender discrimination for vacant positions when promoting.		**0,785**
16	At my workplace, all employees having minimum qualifications are given equal opportunities for promotion.		**0,728**
17	At my workplace, equal pay for equal work policy is implemented.		**0,807**
18	The wage paid for the job I perform at my workplace is compatible with the wage in the labor market for the same job.		**0,723**
19	At my workplace, wage is determined based on the required labor for the job, responsibility, the challenge of the job, and the knowledge, skill, talent and performance of the employee.		**0,730**
20	At my workplace, there is no gender discrimination when determining wage for jobs with the same requirements.		**0,810**

In the explanatory factor analysis for job satisfaction scale, firstly it has been examined that whether the data is appropriate for explanatory factor analysis according to KMO and Bartlett tests. The values shown in table 4 reveals that the data is appropriate for factor analysis (KMO=,970; p<0,05).

Table 4. The Results of KMO and Barlett Tests for Job Satisfaction Scale

KMO Sample Adequacy		**0,970**
Bartlett Degree of Freedom	Chi-Square	7213,675
	df	190
	Significance Value (p)	0,000

In the following stage, expanatory factor analysis has been applied in order to determine construct validity. As seen in table 5, the values in 20 questions in the scale whose eigenvalues exceed 1 constitute two-factor structure. The existing structure explains 78,694 % of the total variance.

Table 5. The Results of Factor Analysis for Job Satisfaction Scale

Factor	**Variance Factor Values**		
	Eigenvalue	**Explanatory Rate for Variance (%)**	**Explanatory Rate for Total Variance (%)**
1	**14,660**	**73,300**	**73,300**
2	**1,079**	**5,394**	**78,694**

In the two-factor structure emerging as a result of explanatory factor analysis, the highest values for each statement are seen in table 6. The existing two factors (factor 1, factor 2) according to the values in the table, factor 1 'intrinsic job satisfaction' comprises of the items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 20 and factor 2 'extrinsic job satisfaction' comprises of the items 12, 13, 14, 15, 16, 17, 18 and 19 and they will be named as mentioned. Two factors have 78.694 % of total variance.

Table 6. Item Factor Loads for Job Satisfaction Scale

	Items of Job Satisfaction Scale	Factor	
		1	2
1	At my workplace I am satisfied that I can always occupy myself with some things	0,870	
2	At my workplace, I am satisfied that I have the opportunity to work alone.	0,825	
3	At my workplace, I am satisfied that I have the opportunity to do different things from time to time.	0,803	
4	At my workplace, I am satisfied that I have the opportunity to be somebody in the community.	0,819	
5	At my workplace, I am satisfied with the way my boss/my superiors handle their employees.	0,732	
6	At my workplace, I am satisfied with the competence of my supervisor in making decisions.	0,700	
7	At my workplace, I am satisfied that I do not have to do things that are against my conscience.	0,717	
8	I am satisfied that workplace provides steady employment for people.	0,745	
9	At my workplace, I am satisfied that I have the opportunity to do things for other people.	0,786	
10	At my workplace, I am satisfied that I have the opportunity to tell people what to do and how to do them.	0,745	
11	At my workplace, I am satisfied that I have the opportunity to do things by using my abilities.	0,737	
12	I am satisfied with the way company policies are put into practice.		0,656
13	I am satisfied with my pay and the amount of work I do at my workplace.		0,747
14	I am satisfied with the opportunities given for my self-development at my workplace.		0,772
15	I am satisfied with the freedom to use my own judgment in my workplace.		0,801
16	I am satisfied that my workplace offers me opportunities to try my own methods of doing the job.		0,753
17	I am satisfied with the working conditions at my workplace.		0,685
18	I am satisfied with the way my co-workers get along with each other.		0,701
18	I am satisfied with the praise for doing a good job at my workplace.		0,708
20	I am satisfied with the feeling of accomplishment I get from my job.	0,666	

4.5. Data Analysis

During the stages of data analyses, while the data from the research was being assessed, SPSS (Statistical Package for Social Sciences) for Windows 21.0 software for statistical analyses and also other methods of statistical analyses (frequency, percentage, mean, standard deviation) were utilized. In order to test survey questions, correlation and regression analyses have been applied.

4.6. Reliability Analysis

The reliability results of the surveys on human resources management practices and job satisfaction which were used in the research are shown in the table below.

Table 7. Reliability Analysis

Scale	Cronbach's Alpha	N
HRM Practices (Performance Appraisal and Wage – Trust and Equality in Recruitement)	,950	14
HRM Practices (Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices)	,898	6
Job Satisfaction (Intrinsic Job Satisfaction)	,974	12
Job Satisfaction (Extrinsic Job Satisfaction)	,910	8

In order to determine the reliability of the scales Cronbach Alfa reliability coefficient (α) has been calculated. According to the conducted statistics, validity coefficient has been calculated for factor items and these values have been found as ,950 for the subdimension of Performance Appraisal and Wage – Trust and Equality in Recruitement and as ,898 for the subdimension of Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices in the scale of HRM Practices. As for job satisfaction scale, the values have been found as ,974 for the sundimension of intrinsic job satisfaction and as ,910 for the subdimension of extrinsic job satisfaction

5. FINDINGS AND COMMENTS

5.1. Information Concerning Research Group

Table 8. Ages of Teachers

Age Range	N	%
20-30	22	8,0
31-40	117	42,7
41-50	104	38,0
51 and over	31	11,3
Total	274	100,0

When the ages of teachers who responded to the survey were examined, it was found out that 22 teachers were 20-30 age range with 8 %, 117 teachers were 31-40 age range with 42,7 %, 104 teachers were 41-50 age range with 38 %, and finally 31 teachers were 51 and over age range with 11,3 % .

Table 9. Length of Service in the Same School

Range of Working Years	N	%
1-5 years	80	29,2
6-10 years	94	34,3
11-15 years	46	16,8
16-20 years	32	11,7
21 years and over	22	8,0
Total	274	100,0

When the length of service for teachers who participated in the survey according to their working years in the same school was inspected, it was seen that 80 teachers had 1-5 years of working time with 29.2 %, 94 teachers had 6-10 years of working time with 34,3 %, 46 teachers had 11-15 years of working time with 16,8 %, 32 teachers had 16-20 years of working time with 8 % and the remaining 22 teachers had 21 years and over working time.

Table 10. Total Working Years of Teachers (Professional Seniority)

Range of Working Years	N	%
1-5 years	20	7,3
6-10 years	41	15,0
11-15 years	78	28,5
16-20 years	68	24,8
21 years and over	67	24,5
Total	274	100,0

When total length of service for survey respondent teachers were analyzed, it occurs that 20 teachers had 1-5 years of total working time with 7,3%, 41 teachers had 6-10 years of total working time with 15 %, 78 teachers had 11-15 years of total working time with 28,5 %, 68 teachers had 16-20 years of total working time with 24,8 % and the remaining 67 teachers had 21 years and over total working time with 24,5 % .

5.2. Correleation Analysis

The results of correlation analysis between the variables of intrinsic and extrinsic job satisfaction and the items of human resources management practices scale are shown in the table 11 below.

The results of correlation analysis between the variables of human resources management practices and the items of job satisfaction scale are shown in the table 12 below.

The results of correlation analysis between the variables of human resources management practices, intrinsic and extrinsic job satisfaction, age, length of service in the same school and total length of service are shown in the table 13 below.

Table 11. Job Satisfaction Correlation Analysis with the Items of Human Resources Management Practices Scale

		Intrinsic Job Satisfaction	Extrinsic Job Satisfaction
At my workplace, there is no discrimination based on religion, language, political view, gender, marital status, city of birth during recruitment.	r	-,038	-,009
	p	,528	,884
	N	274	274
At my workplace, objective evaluation methods such as psycho-technic tests etc. are applied to all candidates having minimum required qualifications.	r	,088	,119(*)
	p	,145	,050
	N	274	274
At my workplace, all conditions pledged in job advertisements are fulfilled even after being employed.	r	,080	,116
	p	,187	,054
	N	274	274
All newly recruited employees in the organization are included in job orientation program.	r	,065	,092
	p	,282	,128
	N	274	274
At my workplace, training policy is announced in writing form and clearly.	r	-,003	-,012
	p	,960	,841
	N	274	274
At my workplace, employees are evaluated by objective methods during the selection of participants for training.	r	-,099	-,044
	p	,101	,473
	N	274	274
At my workplace, all employees benefit from training activities under equal conditions without any discrimination.	r	-,016	,023
	p	,797	,709
	N	274	274
Performances emerging after training are shared frankly.	r	-,097	-,033
	p	,108	,588
	N	274	274
At my workplace, performance appraisal process is performed in such a way that justice among employees is achieved.	r	-,096	-,046
	p	,114	,444
	N	274	274
At my workplace, employees are given required training about the performance system.	r	-,087	-,003
	p	,150	,956
	N	274	274
At my workplace, employees are informed well about what performance criteria measure.	r	,021	,085
	p	,727	,158
	N	274	274
At my workplace, employee performances are assessed as fairly as possible.	r	,038	,059
	p	,526	,335
	N	274	274
At my workplace, performance appraisal system is regularly applied.	r	,081	,126(*)
	p	,179	,038
	N	274	274
I believe that the promotion policy at my workplace is fair.	r	-,024	,027
	p	,697	,651
	N	274	274
At my workplace, there is no gender discrimination for vacant positions when promoting.	r	-,024	-,033
	p	,688	,582
	N	274	274
At my workplace, all employees having minimum qualifications are	r	,013	-,007

given equal opportunities for promotion.	p	,827	,911
	N	274	274
At my workplace, equal pay for equal work policy is implemented.	r	,089	,064
	p	,143	,292
	N	274	274
The wage paid for the job I perform at my workplace is compatible with the wage in the labor market for the same job.	r	,165(**)	,140(*)
	p	,006	,020
	N	274	274
At my workplace, wage is determined based on the required labor for the job, responsibility, the challenge of the job, and the knowledge, skill, talent and performance of the employee.	r	,184(**)	,172(**)
	p	,002	,004
	N	274	274
At my workplace, there is no gender discrimination when determining wage for jobs with the same requirements.	r	-,018	-,107
	p	,763	,076
	N	274	274

The items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 in human resources management practices scale are related to the subdimension of 'performance appraisal and wage-trust and equality in recruitement' whereas the items 15, 16, 17, 18, 19 and 20 are related to the subdimension of 'fair and equitable promotion and equal, fair and instructive approach in HRM practices' .

The value 0,119 in the table above reveals that there is a strong, positive, linear relationship between the item 2- 'At my workplace, objective evaluation methods such as psycho-technic tests etc. are applied to all candidates having minimum required qualifications' and extrinsic job satisfaction. Whereas there is no cause and effect relationship between these two variables, it could be commented that the application of objective evaluation methods such as psycho-technic tests etc. to all candidates having minimum required qualifications raises extrinsic job satisfaction of employees.

The value 0,126 in the table above reveals that there is a strong, positive, linear relationship between the item 13- 'At my workplace, performance appraisal system is regularly applied' and extrinsic job satisfaction. Whereas there is no cause and effect relationship between these two variables, it could be commented that the application of regular performance appraisal raises extrinsic job satisfaction of employees.

The values 0,165 and 0,140 in the table above reveal that there is a strong, positive, linear relationship between the item 18- 'The wage paid for the job I perform at my workplace is compatible with the wage in the labor market for the same job' and both intrinsic and extrinsic

job satisfaction. Whereas there is no cause and effect relationship between these two variables, it could be commented that the compatibility of the wage with the labor market for the job performed raises both intrinsic and extrinsic job satisfaction of employees.

The values 0,184 and 0,172 in the table above reveal that there is a strong, positive, linear relationship between the item 19- 'At my workplace, wage is determined based on the required labor for the job, responsibility, the challenge of the job, and the knowledge, skill, talent and performance of the employee' and both intrinsic and extrinsic job satisfaction. Whereas there is no cause and effect relationship between these two variables, it could be commented that determining wage according to the challenge of the job, and the knowledge, skill, talent and performance of the employee raises both intrinsic and extrinsic job satisfaction of employees.

Table 12. Human Resources Management Practices Correlation Analysis with the Items of Job Satisfaction Scale

		Performance Appraisal and Wage – Trust and Equality in Recruitement	Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices
At my workplace, I am satisfied that I can always occupy myself with some things.	r	,035	,124(*)
	p	,562	,040
	N	274	274
At my workplace, I am satisfied that I have the opportunity to work alone.	r	,009	,102
	p	,888	,091
	N	274	274
At my workplace, I am satisfied that I have the opportunity to do different things from time to time.	r	,009	,115
	p	,887	,057
	N	274	274
At my workplace, I am satisfied that I have the opportunity to be somebody in the community.	r	-,038	,047
	p	,531	,438
	N	274	274
At my workplace, I am satisfied with the way my boss/my superiors handle their employees.	r	-,024	,042
	p	,690	,484
	N	274	274
At my workplace, I am satisfied with the competence of my supervisor in making decisions.	r	,004	,093
	p	,946	,123

	N	274	274
At my workplace, I am satisfied that I do not have to do things that are against my conscience.	r	-,012	,136(*)
	p	,837	,024
	N	274	274
I am satisfied that my workplace provides steady employment for people.	r	-,019	,060
	p	,758	,321
	N	274	274
At my workplace, I am satisfied that I have the opportunity to do things for other people.	r	,012	,085
	p	,848	,162
	N	274	274
At my workplace, I am satisfied that I have the opportunity to tell people what to do and how to do them.	r	-,041	,056
	p	,502	,358
	N	274	274
At my workplace, I am satisfied that I have the opportunity to do things by using my abilities.	r	,003	,042
	p	,963	,492
	N	274	274
I am satisfied with the way company policies are put into practice.	r	,004	,041
	p	,949	,500
	N	274	274
I am satisfied with my pay and the amount of work I do at my workplace.	r	,062	,078
	p	,306	,201
	N	274	274
I am satisfied with the opportunities given for my self-development at my workplace.	r	,074	,086
	p	,223	,158
	N	274	274
I am satisfied with the freedom to use my own judgment at my workplace.	r	,059	,038
	p	,329	,535
	N	274	274
I am satisfied that my workplace offers me opportunities to try my own methods of doing the job.	r	,024	,036
	p	,694	,555
	N	274	274
I am satisfied with the working conditions at my workplace.	r	,079	,065
	p	,191	,280
	N	274	274
I am satisfied with the way my co-workers get along with each other.	r	-,032	-,038
	p	,598	,535
	N	274	274
I am satisfied with the praise for doing a good job at my workplace.	r	-,012	,008
	p	,840	,894
	N	274	274
I am satisfied with the feeling of accomplishment I get from my job.	r	-,031	,022
	p	,615	,718
	N	274	274

The items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11 and 20 in job satisfaction scale measure the subdimension of intrinsic satisfaction while the items 12, 13, 14, 15, 16, 17, 18 and 19 measure the subdimension of extrinsic job satisfaction in the table 12 above.

The value 0,124 in the table above reveals that there is a strong, positive, linear relationship between the item 1- 'At my workplace, I am satisfied that I can always occupy myself with some things' and 'Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices' . Whereas there is no cause and effect relationship between these two variables, it could be commented that the application of fair and equitable promotion – equal, fair and instructive approach in HRM practices raises the satisfaction of being occupied with some things at the workplace.

The value 0,136 in the table above reveals that there is a strong, positive, linear relationship between the item 7- 'At my workplace, I am satisfied that I do not have to do things that are against my conscience.' and 'Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices' . Whereas there is no cause and effect relationship between these two variables, it could be commented that the application of fair and equitable promotion – equal, fair and instructive approach in HRM practices raises the perception of not having to do things that are against employee's conscience at workplace.

Table 13. General Correlation Analysis

		Length of Service in the Same School	Total Length of Service	Performance Appraisal and Wage – Trust and Equality in Recruitment	Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices	Intrinsic Job Satisfaction	Extrinsic Job Satisfaction
Age	r	,446(**)	,801(**)	,003	,062	,086	,049
	p	,000	,000	,958	,310	,157	,417
	N	274	274	274	274	274	274
Length of Service in the Same School	r		,449(**)	,228(**)	,254(**)	,122(*)	,092
	p		,000	,000	,000	,044	,128
	N		274	274	274	274	274

Total Length of Service	r	-,017	-,026	,139(*)	,132(*)
	p	,781	,663	,021	,029
	N	274	274	274	274
Performance Appraisal and Wage – Trust and Equality in Recruitment	r			-,009	,045
	p			,884	,457
	N			274	274
Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices	r			,087	,050
	p			,151	,411
	N			274	274

** Correlation value range 0.01 limit(2-tailed).
* Correlation value range 0.05 limit (2-tailed).

The value 0,446 in the table above shows that there is a very strong, positive linear relationship between age and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that the length of service in the same school extends with increasing age.

The value 0,801 in the table above shows that there is a very strong, positive linear relationship between age and total length of service. It is concluded that total length of service extends with increasing age between these two variables.

The value 0,449 in the table above shows that there is a very strong, positive linear relationship between total length of service and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that employees would like to continue to work in the same corporation and do not want to change their workplace as time passes.

The value 0,228 in the table above shows that there is a very strong, positive linear relationship between the subdimension of performance appraisal and wage – trust and equality

in recruitment and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that proper implementation of performance appraisal and wage – trust and equality in recruitment causes employees to desire to stay in the same corporation.

The value 0,254 in the table above shows that there is a very strong, positive linear relationship between the subdimension of fair and equitable promotion – equal, fair and instructive approach in HRM practices and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that proper implementation of fair and equitable promotion – equal, fair and instructive approach in HRM practices causes employees to desire to stay in the same corporation.

The value 0,122 in the table above shows that there is a strong, positive linear relationship between the subdimension of intrinsic job satisfaction and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that the increase in the perception of intrinsic job satisfaction causes employees to desire to stay in the same corporation.

The value 0,139 in the table above shows that there is a strong, positive linear relationship between the subdimension of intrinsic job satisfaction and total length of service. Whereas there is no cause and effect relationship between these two variables, it could be commented that as total length of service extends, intrinsic job satisfaction increases as well.

The value 0,132 in the table above shows that there is a strong, positive linear relationship between the subdimension of extrinsic job satisfaction and total length of service. Whereas there is no cause and effect relationship between these two variables, it could be commented that as total length of service extends, extrinsic job satisfaction increases as well.

Table 14. Correlation Analysis for Demographic and HRM Practices Subdimensions Variables

		Age	Length of Service in the Same School	Total Length of Service	Performance Appraisal and Wage – Trust and Equality in Recruitement	Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices
Age	r		,446(**)	,801(**)	,003	,062
	p		,000	,000	,958	,310
	N		274	274	274	274
Length of Service in the Same School	r			,449(**)	,228(**)	,254(**)
	p			,000	,000	,000
	N			274	274	274
Total Length of Service	r				-,017	-,026
	p				,781	,663
	N				274	274

** Correlation value range 0.01 limit(2-tailed).
* Correlation value range 0.05 limit (2-tailed).

The value 0,446 in the table 12 shows that there is a very strong, positive linear relationship between age and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that the length of service in the same school extends with increasing age.

The value 0,801 in the table 12 shows that there is a very strong, positive linear relationship between age and total length of service. It is concluded that total length of service extends with increasing age between these two variables.

The value 0,449 in the table 12 shows that there is a very strong, positive linear relationship between total length of service and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it could be commented that as the length of service in the same school increases, total length of service increases as well.

The value 0,228 in the table 12 shows that there is a very strong, positive linear relationship between the length of service in the same school and HRM practices subdimension

of performance appraisal and wage–trust and equality in recruitement. Whereas there is no cause and effect relationship between these two variables, it could be commented that as the length of service in the same school increases, the perception of performance appraisal and wage – trust and equality in recruitement is also raised.

The value 0,254 in the table 12 shows that there is a very strong, positive linear relationship between the length of service in the same school and HRM practices subdimension of fair and equitable promotion–equal, fair and instructive approach in HRM practices. Whereas there is no cause and effect relationship between these two variables, it could be commented that as the length of service in the same school increases, the perception of fair and equitable promotion – equal, fair and instructive approach in HRM practices is also raised.

Table 15. Intrinsic Job Satisfaction Correlation Analysis

		Intrinsic Job Satisfaction
Age	r	,086
	p	,157
	N	274
Length of Service in the Same School	r	,122(*)
	p	,044
	N	274
Total Length of Service	r	,139(*)
	p	,021
	N	274
Performance Appraisal and Wage – Trust and Equality in Recruitement	r	-,009
	p	,884
	N	274
Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices	r	,087
	p	,151
	N	274
Extrinsic Job Satisfaction	r	,857(**)
	p	,000
	N	274

** Correlation value range 0.01 limit (2-tailed).
* Correlation value range 0.05 limit (2-tailed).

The value 0,122 in the table 13 shows that there is a strong, positive linear relationship between the length of service in the same school and intrinsic job satisfaction subdimension.

Whereas there is no cause and effect relationship between these two variables, it could be commented that as the length of service in the same school increases, the perception of intrinsic job satisfaction is also raised.

The value 0,139 in the table 13 shows that there is a strong, positive linear relationship between total length of service and intrinsic job satisfaction subdimension. Whereas there is no cause and effect relationship between these two variables, it could be commented that as total length of service increases, the perception of intrinsic job satisfaction is also raised.

Table 16. Extrinsic Job Satisfaction Correlation Analysis

		Extrinsic Job Satisfaction
Age	r	,049
	p	,417
	N	274
Length of Service in the Same School	r	,092
	p	,128
	N	274
Total Length of Service	r	,132(*)
	p	,029
	N	274
Performance Appraisal and Wage – Trust and Equality in Recruitement	r	,045
	p	,457
	N	274
Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices	r	,050
	p	,411
	N	274
Intrinsic Job Satisfaction	r	,857(**)
	p	,000
	N	274

** Correlation value range 0.01 limit (2-tailed).
* Correlation value range 0.05 limit (2-tailed).

The value 0,132 in the table 14 shows that there is a strong, positive linear relationship between total length of service and extrinsic job satisfaction subdimension. Whereas there is no cause and effect relationship between these two variables, it could be commented that as total length of service increases, the perception of extrinsic job satisfaction is also raised.

5.3. Regression Analysis

The results of regression analysis between the independent variable of length of service in the same school and the dependent variable of performance appraisal and wage – trust and equality in recruitement are shown in the table below.

Table 17. Regression Analysis for Performance Appraisal and Wage – Trust and Equality in Recruitement and Length of Service in the Same School Variables

Model	R	R^2	Corrected R^2	Standard Error of Estimation
1	0,228	0,052	0,049	13,73565

It is understood that the independent variable length of service in the same school in column R^2 value in model summary table explains the variance of dependent variable performance appraisal and wage – trust and equality in recruitement in the ratio of 5,2 %, which means that perception of human resources practices depends on the length of service in the same school with the ratio of 5,2 % .

Table 18. Regression Analysis Anova Table for Performance Appraisal and Wage – Trust and Equality in Recruitement and Length of Service in the Same School Variables

	Sum of Squares	df	Quadratic Mean	F	Sig.
Regression	2.816,446	1	2.816,446	14,928	,000(a)
Residual	51.317,689	272	188,668		
Total	54.134,135	273			

a Fixed Variate : Length of Service in the Same School
b Dependent Variable: Perception of Human Resources Practices

The value in significance column of Anova table reveals that the correlation between relevant variables is statistically significant at the level of $p < 0,01$.

The results of regression analysis performed between the independent variable of length of service in the same school and the dependent variable of fair and equitable promotion – equal, fair and instructive approach in HRM practices are illustrated in the table below.

Table 19. Regression Analysis for Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices and Length of Service in the Same School Variables

Model	R	R^2	Corrected R^2	Standard Error of Estimation
1	0,254	0,064	0,061	6,45285

It is understood that the independent variable of length of service in the same school in column R^2 value in model summary table explains the variance of dependent variable fair and equitable promotion – equal, fair and instructive approach in HRM practices in the ratio of 6,4%. In other words, it means that 6,4 % of perception of human resources practices is dependent on the length of service in the same school.

Table 20. Regression Analysis Anova Table for Fair and Equitable Promotion – Equal, Fair and Instructive Approach in HRM Practices and Length of Service in the Same School Variables

	Sum of Squares	df	Quadratic Mean	F	Sig.
Regression	780,079	1	780,079	18,734	,000
Residual	11.325,892	272	41,639		
Total	12.105,971	273			

a Fixed Variate: Length of Service in the Same School
b Dependent Variable: Perception of Human Resources Practices

The value in significance column of Anova table reveals that the correlation between relevant variables is statistically significant at the level of $p < 0,01$.

The results of regression analysis performed between the independent variable of length of service in the same school and the dependent variable of intrinsic job satisfaction are illustrated in the table below.

Table 21. Regression Analysis for Intrinsic Job Satisfaction and Length of Service in the Same School Variables

Model	R	R^2	Corrected R^2	Standard Error of Estimation
1	0,122	0,015	0,011	18,87452

It is understood that the independent variable of length of service in the same school in column R^2 value in model summary table explains the variance of dependent vaariable intrinsic job satisfaction in the ratio of 1,5 %. In other words, it means that 1,5 % of perception of intrinsic job satisfaction is dependent on the length of service in the same school.

Table 22. Regression Analysis Anova Table for Intrinsic Job Satisfaction and Length of Service in the Same School Variables

	Sum of Squares	df	Quadratic Mean	F	Sig.
Regression	1.460,227	1	1.460,227	4,099	,044
Residual	96.899,339	272	356,248		
Total	98.359,566	273			

a Fixed Variate: Length of Service in the Same School
b Dependent Variable:Intrinsic Job Satisfaction

The value in significance column of Anova table reveals that the correlation between relevant variables is statistically significant at the level of $p < 0,01$.

The results of regression analysis performed between the independent total length of service and the dependent variable of intrinsic job satisfaction are illustrated in the table below.

Table 23. Regression Analysis for Intrinsic Job Satisfaction and Total Length of Service Variables

Model	R	R^2	Corrected R^2	Standard Error of Estimation
1	0,139	0,019	0,016	18,83083

It is understood that the independent total length of service variable in column R^2 value in model summary table explains the variance of dependent variable intrinsic job

satisfaction in the ratio of 1,9 %. In other words, it means that 1,9 % of perception of intrinsic job satisfaction is dependent on total length of service.

Table 24. Regression Analysis Anova Table for Intrinsic Job Satisfaction and Total Length of Service Variables

	Sum of Squares	df	Quadratic Mean	F	Sig.
Regression	1.908,293	1	1.908,293	5,382	,021
Residual	96.451,273	272	354,600		
Total	98.359,566	273			

a Fixed Variate:Total Length of Service
b Dependent Variable:Intrinsic Job Satisfaction

The value in significance column of Anova table reveals that the correlation between relevant variables is statistically significant at the level of $p < 0,01$.

The results of regression analysis performed between the independent variable of total length of service and the dependent variable of extrinsic job satisfaction are illustrated in the table below.

Table 25. Regression Analysis for Extrinsic Job Satisfaction and Total Length of Service Variables

Model	R	R^2	Corrected R^2	Standard Error of Estimation
1	0,132	0,017	0,014	14,07556

It is understood that the independent variable total length of service in column R2 value in model summary table explains the variance of dependent variable extrinsic job satisfaction in the ratio of 1,7 %. In other words, it means that 1,7 % of perception of extrinsic job satisfaction is dependent on total length of service.

Table 26. Regression Analysis Anova Table for Extrinsic Job Satisfaction and Total Length of Service Variables

	Sum of Squares	df	Quadratic Mean	F	Sig.
Regression	950,066	1	950,066	4,795	,029
Residual	53.889,014	272	198,121		
Total	54.839,080	273			

a Fixed Variate:Total Length of Service
b Dependent Variable:Extrinsic Job Satisfaction

The value in significance column of Anova table reveals that the correlation between relevant variables is statistically significant at the level of $p < 0,01$. According to all these results above;

H1: The hypothesis 'There is a correlation between the perception of HRM practices and job satisfaction' has not been confirmed.

H1- a: The hypothesis 'There is a correlation between performance appraisal and wage - trust and equality in recruitement and intrinsic job satisfaction' has not been confirmed

H1- b: The hypothesis 'There is a correlation between fair and equitable promotion-fair, equal, instructive approach in HRM practices and intrinsic job satisfaction' has not been confirmed.

H1- c: The hypothesis 'There is a correlation between performance appraisal and wage - trust and equality in recruitement and extrinsic job satisfaction' has not been confirmed.

H1- d: The hypothesis 'There is a correlation between fair and equitable promotion-fair, equal, instructive approach in HRM practices and extrinsic job satisfaction' has not been confirmed.

H2: The hypothesis 'There is a correlation between total length of service and job satisfaction' has been confirmed.

H2- a: The hypothesis 'There is a correlation between total length of service and intrinsic job satisfaction' has been confirmed.

H2- b: The hypothesis 'There is a correlation between total length of service and extrinsic job satisfaction' has been confirmed.

H3: The hypothesis 'There is a correlation between the length of service in the same school and

job satisfaction' has not been confirmed.

H3- a: The hypothesis 'There is a correlation between the length of service in the same school and intrinsic job satisfaction' has been confirmed.

H3- b: The hypothesis 'There is a correlation between the length of service in the same school and extrinsic job satisfaction' has not been confirmed.

H4: The hypothesis 'There is a correlation between intrinsic job satisfaction and extrinsic job satisfaction' has been confirmed.

CONCLUSION

There are many factors which provide job satisfaction for individuals. It is of great importance to investigate these factors and analyze their effects on raising organizational productivity in terms of achieving organizational goals.Managing the most important resource in the best way, namely human resources in today's competitive world will increase the competitive power of organizations. With the advancement of technology, service sector has improved recently and in all other sectors technology has been used more than human resources.

Schools which are included in service sector are institutions which have to accomplish their missions in the best manner in order to develop societies. Our research topic has been teachers who are the majority of human resources working in institutions (schools) where services related to education are offered as planned and their organizational commitment and the relations between their job satisfaction and HRM practices. When we look at the history of HRM, transformation from personnel management to human resources management can be explained by strong, significant effects of human resources.

When we consider about HRM activities in schools that are organizations educating people, they have to be examined separately as public and private schools. Whereas private schools determine and implement their own HRM processes,in public schools, processes determined by the Ministry of National Education are implemented. Generally speaking, since job guarantee in public schools is taken for granted, the performance of teachers might change from one school to another. Our research has examined the relations between ages of teachers, their total length of service, their length of service in the same school, their job satisfaction and HRM practices and it has compared the results with other relevant study results.

80,7 % of the teachers who responded to our survey are within 31-50 age range. 34,3 % of the teachers have been working in the same school for 6-10 years, which is relatively a long period. The rate of the tachers who have been working for 21 years or longer appears to be 8 % .

15 % of respondent teachers' total length of service is within 6-10 years range. It is seen that approximately 25 % of the teachers have been working for 21 years or longer.

It is revealed that there is no statistically significant correlation between HRM practices and age. In a research conducted by Haniç (2011), the effects of HRM practices on job satisfaction among various public and private sector employees were investigated and no statistical significant relationship between age and HRM practices were found, similar to our research results. It can be stated that the perception of HRM practices are at the same level according to all age groups and therefore, age variable has no effect. However, it appears that there is a very strong, positive linear correlation between age and the length of service in the same school. Whereas there is no cause and effect relationship between these two variables, it can be commented that the length of service in the same school extends with increasing age. It can be thought that teachers who have reached at a certain age have already established their own living conditions and do not desire any changes.

As for the effect of HRM practices on the length of service in the same school, it has been determined that there is a statistically significant relation between them. Teachers work longer in schools where HRM practices are implemented properly. As they believe this has a positive effect on their job satisfaction, they do not think of working in another school. When 25 years of retirement period in Turkey is taken into account, approximately 10 % of the participant teachers in our survey have been working in the same school for 21 years or longer, which is rather meaningful. Teachers prefer working in schools where the implementation of HRM practices does not fail. Teachers, who have more possibilities to work in other public institutions compared to other public employees, choose to continue working in schools where more appropriate working conditions are provided. Whether length of working time increased service quality and its effect on productivity and job satisfaction have been researched. According to research results, vocational blindness has been brought to agenda and some stıdies about this current issue have been planned by the Ministry of Education. The Ministry declared that teachers who worked in the same school for 8 years would be subjected to compulsory job rotation and made relevant legal regulations and enforced the new regulation but could not maintain this implementation due to reactions. This enforcement remained limited only to school principals. Within the framework of school managers' assignment regulation, the Ministry of Education has made this a legal obligation for school managers that they could work in the same school for up to 8 years maximum and those who have completed 8 years of service are subjected to compulsory job rotation. What is aimed here is removing operational blindness.

Investigating the effects of teachers' length of service on their job satisfaction and evaluating the necessary legal regulations in reference to the research results by the Ministry of Education in cooperation with nongovernmental organizations must be accomplished and legistlative regulations which will raise performance of schools have to be put into effect.

It appears that there is a very strong, positive linear correlation between total length of service and the length of service in the same school. Whereas no cause and effect relationship exists between these two variables, it can be commented that as their total working time goes by, they desire to remain in the same institution and they do not want to change their institutions.

It is revealed that a very strong, positive, linear relationship exists between the perception of HRM practices and the length of service in the same school. Although no cause and effect relationship is available between these two variables, we may conclude that appropriate functioning of HRM practices causes employees to continue to stay in the same organization.

It is seen that there is no significant relation between HRM practices and total length of service. Education being a dynamic process might have caused teachers to have this opinion. It appears that there is a strong, positive linear relationship between job satisfaction and total length of service. Although there is no cause and effect relationship between these two variables, it may mean that the increase in total length of working time results in the increase in job satisfaction.

If we happen to review the results of the analyses performed in order to determine the relationship between the subdimensions of HRM practices and job satisfaction dimensions;

It appears that there is a very strong, positive linear correlation between 'performance appraisal and wage-trust and equality in recruitment process' and 'fair, equitable promotion-equal, fair and instructive approach in HRM practices'. It is concluded that between these two variables when the recruitement process is conducted in a trustable and equal way, the perception that performance appraisal and wage is performed fairly is raised. Employees who believe that a fair recruitment process is applied will also think other implementations in subsequent stages are performed fairly as well and especially their performances are evaluated fairly and paid accordingly. It is infered that when promotions are given fairly and equally, the

perception that performance appraisal and wage is also performed fairly is raised.It is concluded that when the participant at work for training are chosen equally and fairly, the perception that performance appraisal and wage is also performed fairly is raised.

One of the issues that employees most care about has been the wage paid to them in the organizations where they work. Maintaining the balance between the job the employee performs and the wage paid is crucial. Employees tend to quit their jobs when they think they work more but are paid less in return for their work. The wages paid by the Ministry of Education are based on tier and level. However, the high wages of employees assigned to the Ministry of Education from privatized institutions might create some disturbance among employees.

It is concluded that between these two variables when the recruitment process is conducted in a trustable and equal way, the perception that promotions are alo given equally and fairly is raised. Recruitment processes in the Ministry of Education are applied through examinations and are based on exam scores and promotions are given according to designated processes for all.

It is concluded that between these two variables when the recruitement process is conducted in a trustable and equal way, the perception that the participants at work for training are also selected equally and fairly is raised.

It is concluded that when it is thought that promotions are given fairly and equally, the perception that participants at work for training are selected equally and fairly is raised.

When we examine the relationship between demographic factors such as total length of service, the length of service in the same school and job satisfaction we conclude that there is a strong, positive linear relationship between job satisfaction and total length of service. It could be commented that as total length of service extends, job satisfaction increases as well. There is a strong, positive linear relationship between total length of service and intrinsic job satisfaction subdimension. It could be commented that as total length of service increases, the perception of intrinsic job satisfaction is also raised.

It is revealed that there is also a strong, positive linear relationship between total length of service and extrinsic job satisfaction subdimension. It could be commented that as total length of service increases, the perception of extrinsic job satisfaction is also raised.

It is concluded that there is also a strong, positive linear relationship between the length of service in the same school and intrinsic job satisfaction subdimension. It could be commented that as the length of service in the same school increases, the perception of intrinsic job satisfaction is also raised.

It also appears that there is a very strong, positive linear correlation between intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction comprises of activity, independence, diversity, social status, moral values, job security, social service, responsibility, authority and achievement. Extrinsic job satisfaction ,on the other hand, involves manager-employee relations, managerial, technical and company policies, compensation, promotion and statements of appreciation. Between these two variables, when relations between employees, employers and managers are pleasant, it appears that workers use their qualities such as responsibility, moral values, performance, achievement, creativity, job security and displaying talents at full strength.

6. LIMITATIONS AND DISCUSSION

- The research is limited to secondary education institutions.
- The research is limited to teachers working in secondary education institutions.
- The research is restricted to the survey conducted in 2018-2019 academic year.
- Different experiences and feelings of teachers in different periods and cultures can pose limitations.
- Acheiving a novel synthesis is restricted to the researcher's knowledge, experience and his skills of evaluation and synthesis.

- It is assumed that survey respondent teachers reflect both their feelings sincerely and realities of their actual situations with their honest responses.
- Sample group of survey respondents will fill in the questionnaire on a volunteer basis.
- It is assumed that the selected sample reperesents the research universe.

6.1. Recommendations for Researchers

- Whether HRM practices in public schools and private schools affect job satisfaction differently could be a research topic.
- The effect of job rotation at the workplace on job satisfaction can be researched.
- The effect of perception of justice on job satisfaction in organizations can further be researched.
- The effect of transparent and effective implications of human resources management processes on employee turnover in organizations might be an interesting topic for future researches.
- In what way fair and equal promotion system affects employee productivity and job satisfaction could attract future researchers' attention.

6.2. Recommendations for Practitioners

- The effects of HRM processes on employee job satisfaction could be taken into consideration and reviewed and the experienced inconveniences in HRM practices can be removed and improved by the Ministry of Education.
- Periodical survey studies may be done among the personnel of the Ministry of Education to learn their opinions about HRM practices. In-service training for relevant problems can be organized for administrators.
- Human resources management training programs could be designed for senior bureacrats in the Ministry of Education and workshops at ministerial level could be organized to give information about HRM practices.

- Studies might be conducted to determine job satisfaction level of all employees working for the Ministry of Education and necessary precautions could be taken to avoid low job satisfaction. Digital platforms could be established for employees to share their opinions with the Ministry showing that their opinions are valued and paid attention.

- Good HRM practices of private institutions affiliated to the Ministry of Education can be shared and the obtained experiences thanks to this can also be implemented in public sector.

BIBLIOGRAPHY

Acar A. C. (2015). *Human Resources Management.* Publishing House, March, İstanbul

Adams, J.S, 'Inequality in Social Exchanges,' in L. Berkowitz (ed.), Advances in Experimental Social Psychology, vol.2 (New York Academic Press,1965), pp 267-300; and Ambrose and Kulk,' Old Friends, New Faces.'

Ahmadi, S. and Keshavarzi, A. (2012). The Study Of Islamic Azad University Faculty Members Job Satisfaction. *Procedia-Social And Behavioral Sciences,* 46, Pp. 151-156.

Aşan, Ö. (2007). *Management and Organization.* Editor: Salih Güney, Nobel Publishing House, Ankara.

Aydemir, P. (2013). Wage Satisfaction Of Employees, Job Satisfaction And Perception Of Performance: An Application. Unpublished Master Thesis. Bülent Ecevit University, Institute of Social Sciences, Zonguldak

Aykaç B. (1999). *Human Resources Management and Strategic Planning of Human Resources.* Nobel Publishing House, Ankara

Bakan İ. and Kelleroğlu H. (2003). Performance Appraisal: A Field Study On Employees' Expectations From Performance Appraisal Practices. *Süleyman Demirel University F.E.A.S. Journal,* Volume 8

Bakan, İ. and Büyükbeşe, T. (2004). Relations Between Organizational Communication and Job Satisfaction: A Field Study For Academic Organizations. *Akdeniz University. F.E.A.S. Journal,* V.7, I.1, Pp.1-30.

Başaran, İ. E. (2000). *Management.* Ankara: Feryal Printing House.

Başaran, İ. E. (2004). *Human Relations In Management.* Ankara: Nobel Publishing and Distribution House.

Bayraç A. (2008). Organizational Training And Development In Strategic Human Resources Management, Unpublished Master Thesis. Selçuk University, Institute of Social Sciences, Konya P.128

Bayraktaroğlu S. (2003). *Human Resources Management.* Sakarya Bookstore, Sakarya

Bingöl, D. (1997). *Personnel Management.* Istanbul: Beta Publishing.

Bitmiş, M.G., Güney, S., & Demirel, H. (2014). The Role Of Organizational Commitment And Job Satisfaction In The Relationship Between Communicational Satisfaction And Productivity: A Multiple Mediative Model Test. *H.Ü. The Faculty of Economics and Administrative Sciences Journal,* 32(2), 57-74.

Bozkurt Ö. and Bozkurt İ. (2008). A Field Study On The Evaluation Of Organizational Factors Affecting Job Satisfaction From The Perspective of Education Sector. *Doğuş University Journal,* 9(1), 1-18.

Büte M. (2011). The Relationship Between the Effects of Favoritism On Employees and Human Resources: A Research On Turkish Public Banks. *Atatürk University Institute of Social Sciences Journal,* Volume15, Issue:1,

Can, H., Aşan, Ö. and Aydın, E. M. (2006). *Organizational Behavior:* Arıkan Press, İstanbul.

Ceylan, B. (2014). An Empirical Study Regarding The Role Of Career Development Programs In Organizations On Increasing Employees' Job Satisfaction And Organizational Commitment. Unpublished Master Thesis. Beykent University, Institute of Social Sciences, Istanbul

Çam, S. (2011). *Human Resources Planning in Organizations.* Istanbul: Hayat Publishing Group.

Çetin, F. and Fıkırkoca, A. (2010). Can Positive Behaviors Beyond Roles Be Foreseen Through Personal And Attitudinal Factors? *Ankara University FPS Journal,* 65-4, Pp. 41-66.

Çolak Alsat, O. (2016). An Application For Determining The Effects Of Factors Influencing Employee Motivation On Job Satisfaction. Unpublished Doctoraal Thesis. Selçuk University, Institute of Social Sciences, Konya

Davran, D. (2014). The Relationship Between Organizational Commitment and Job Satisfaction: A Field Study On Primary And Secondary School Teachers In The City of Van. Unpublished Master Thesis. Yüzüncü Yıl University, Institute of Social Sciences. Van

Demir, M. and Tütüncü, Ö. (2010). The Relationship Between Organizational Deviance and Quitting Jobs In Organizations Of Hospitality Services. *Anatolia: Journal of Tourism Researches,* V. 21, I. 1, Pp. 64-74.

Demirtaş Doğaner, M. (2014). The Effects Of Ethic Behaviors Of Bank Managers On Employees' Job Satisfaction and Organizational Commitment: A Sample In The City Of Izmir. Unpublished Master Thesis. Gediz Universitesy, Institute of Social Sciences, Izmir

Elçi, G. (2014). Job Satisfaction, Organizational Commitment And Healthcare Staff. Unpublished Master Thesis. Beykent University, Institute of Social Sciences, Istanbul

Elmas N. (2017). The Effect Of Organizational Communication On Job Satisfaction And An Application. Unpublished Master Thesis. Istanbul Ticaret University, Institute of Social Sciences. Istanbul

Emre G. (2016). Interaction Between Job Satisfaction And Organizational Commitment: An Application On Employees of Logistic Companies In The City of Istanbul, Unpublished Master Thesis, Istanbul Gelişim University, Institute of Social Sciences, Istanbul

Eren, E. (2001). *Organizational Behavior And Psychology of Management.* (Extended Version, 7th Edition) Beta Publishing House, Istanbul.

Ergül, O. (2015). A Field Study For Determining The Factors Affecting The Job Satisfaction Of Banking Employees. Unpublished Master Thesis. Istanbul Gelişim University Institute of Social Sciences, Istanbul

Faragher, E.B., Cass, M. ve Cooper, C. L. (2003). The Relationship Between Job Satisfaction And Health: A Meta-Analysis. *Occup Environ Med*, 62, Pp. 105–112.

Grandey, A., A., Cordeiro, B., L. and Crouter, A., C. (2005). A Longitudinal And Multi-Source Test Of The Work-Family Conflict And Job Satisfaction Relationship. *Journal Of Occupational And Organizational Psychology,* Vol.78, Issue 3. Pp. 1-20.

Gün, G. (2016). Examining The Relationship Between The Perceptions Of Organizational Synicism And Job Satisfaction. A Study In Tourism Sector: *Journal of Academic Social Studies,* Y. 4, I. 37, Pp. 253-266.

İşcan, Ö.F. and K. Timuroğlu. (2007). The Effect Of Organizational Culture On Job Satisfaction And An Application. *Atatürk University The Faculty of Economics and Administrative Sciences Journal,* 21 (1), Pp. 119-136.

Jex, S.M., & Britt, T.W. (2002). *Organizational Psychology: A Scientist-Practitioner Approach.* John Wiley & Sons; 2nd Ed.

Judge, T. A., Heller, D. and Mount, M. (2002). Five-Factor Model Of Personality And Job Satisfaction: A Meta-Analysis. *Journal Of Applied Psychology,* Vol. 87, No. 3, Pp. 530–541.

Kantar, H. (2008). *Motivation In Organizations.* (1st Edition). Kum Saati Publishing, Istanbul.

Karasar, Niyazi. (1994). Preparing Research Reports. 7th Edition, Ankara: Research Education Consultancy Ltd.

Keçecioğlu T. (2005). *Strategic Human Resources Management.* Siyasal Publishing House, Ankara,

Keser, A. (2006). Motivation In Work Life. Alfa Akademi Printing Publishing Distributing Ltd., Istanbul.

Keser, A. and Polatçı, S. (2017). A Research On The Effects Of Work and Family Life Spread On Individual's Job And Life Satisfaction. *Ankara University Fss Journal,* V. 72, No. 2, Pp. 401 – 421.

Kesici, S. (2006). The Relationship Between Motivation And Job Satisfaction In Banks And An Application Sample. Unpublished Master Thesis. Pamukkale University Institute of Social Sciences. Department of Business Management School of Management and Organization, Denizli

Komala, K. And L.S. Ganesh. (2007). Individual Spirituality At Work And Its Relationship With Job Satisfaction And Burnout: An Exploratory Study Among Healthcare Professionals. *The Business Review Cambridge,* Vol. 7 (1): 124-130.

Kök, S. B. (2006). A Research On Examining Job Satisfaction And Organizational Commitment. *Journal of Economics and Administrative Sciences,* V. 20, I. 1, Pp. 291-317.

Köroğlu, Ö. (2012). Determining The Relationship Between Intrinsic-Extrinsic Job Satisfaction Levels And General Job Satisfaction Level: A Study On Tourist Guides. *Doğuş University Journal,* 13, 275-289.

Locke, E.A., (1976), "*The Nature and Causes of Job Satisfaction*", The Handbook of Industrial and Organizational Pyschology, IL: Rand McNally, Chicago, 1297-1349.

Lopopolo, R. (2002). The Relationship Of Role-Related Variables To Job Satisfaction And Commitment To The Organization In A Restructured Hospital Environment. *Physical Therapy.* V. 82, N. 10. Pp. 984-999.

Luthans, F. (2011). *Organizational Behavior* (12th Ed.). New York: Mcgraw-Hill.

Marschke, E. B. (2008). A Comparative Study: Do Corporations That Embrace Spirituality In The Workplace Encourage Desired Organizational Outcomes? Unpublished Doctoral Dissertation, Nova Southeastern University, School Of Business And Entrepreneurship.

Mathis Robert L. and Jackson John. H. (2010). *Human Resource Management.* Publisher Joseph Sabatino, Mason, Usa, – 13th Edition

McGregor, D. (1957). "The Human Side of Enterprise", Management Review, 46(11), 166-171.

Öğüt A., Akgemci, T. Demirsel, M. T. (2004). The Process Of Employee Motivation In Organizations Within The Context Of Human Resources. *Selçuk University Journal of Social Sciences,* 12: 277-290.

Örücü, E. and Üngören, E. (2013). *Organizational Behavior.* Lisans Publishing, Istanbul.

Örücü, E., Yumuşak, S. and Bozkır, Y. (2006). A Research On Examining the Factors Affecting Job Satisfaction Of Banking Employees Within The Framework of Quality Management. *Journal of Management and Economics,* 13/1, Pp. 39-51.

Özcan, E. D. (2011). *Organizational Structure and Job Satisfaction.* Beta Publishing, (1st Edition), Istanbul.

Özçelik O. (2015). *Human Resources Management*. Beta Publishing, Istanbul, March

Özkalp, E. (2013). *Organizational Behavior.* Ed. Kırel, Çiğdem and Ağlargöz Ozan, Anadolu University Publishing, No: 1804, Ankara

Özkalp, E. and Kırel, Ç. (2011). *Organizational Behavior*. Ekin Publishing House, Bursa.

Petty, G. C., Brewer, E. W. and Brown, B. (2005). Job Satisfaction Among Employees Of A Youth Development Organization. *Child & Youth Care Forum,* Vol.34, Issue 1, Pp. 57-73.

Robbins, S. P. and Judge, T. A. (2013). *Organizational Behavior.* Translator: İnci Erdem, Nobel Publishing House, No: 240, Istanbul.

Robert, T. E., J. S. Young And V. A. Kelly. (2006). Relationships Between Adult Workers' Spiritual Well-Being And Job Satisfaction: A Preliminary Study. *Counseling And Values,* Vol. 50: 165-175.

Sabuncuoğlu Z. (2000). *Human Resources Management.* Ezgi Publishing House, Bursa,

Samadov, S. (2006). Job Satisfaction And Organizational Commitment: An Application In Private Sector. Dokuz Eylül University Institute of Social Sciences, Department of Business Management, Management and Organization Program Master Thesis,

Sat, S. (2011). The Relationship Between Job Satisfaction and The Level of Burnout In Terms Of Organizational And Personal Features: A Review On Banking Employees In Alanya. Unpublished Master Thesis. Çukurova University, Institute of Social Sciences, Adana

Sezgin, M. (2009). A Focus Group Study On Job Satisfaction. Unpublished Master Thesis, Celal Bayar University Institute of Social Sciences, Manisa.

Silah, M. (2005). Industrial Working Psychology. Seçkin Publishing Industry and Trade Inc., Ankara.

Somuncuoğlu, A. B. (2013). The Relationship Between Psycological Empowerment And Job Satisfaction: An Application. Unpublished Master Thesis. Istanbul University. Institute of Social Sciences, Department of Business Management

Sunar, S. (2016). An Application Concerning The Effect Of Organizational Justice On Job Satisfaction And Intention Of Quitting Jobs. Unpublished Master Thesis. Bahçeşehir University, Istanbul

Şen M., L. (1995). Principle of Merit And Its Position In Turkish Personnel System. Journal of Public Administration, Ankara, Volume 28, Issue 1, Access Address: Http://Www.Todaie.Edu.Tr/Resimler/Ekler/1631c2ee6989c03_Ek.Pdf?Dergi=Amme%20ıdaresi%20dergisi, Access Date: 04.09.2016

Şimşek M. Ş. and Öge H. S. (2007). Human Resources Management With Its Strategic and International Dimensions. Gazi Publishing House, Ankara,

Tezcan M. (1985). *Sociology Of Education.* Ankara University Faculty of Educational Sciences Publications No:150, Ankara, P.4

Timuroğlu, K. and Çınar, O. (2009). The Relationship Between Organizational Communication And Job Satisfaction: An Application. *Management Journal,* Y. 20, I. 63, Pp. 59-76.

Tortop N. (1994). *Personnel Management.* Yargı Publishing, Ankara,

Tunçer P. (2011). *Human Resources Management.* Ekin Printing Publishing Distributing, Bursa,

Tutum C. (1979). *Personnel Management. Turkey and the Middle East Institute of Public Administration Publication,* Ankara

Grand National Assembly of Turkey. (2016). Official Webpage. *The Constitution of Turkish Republic.* Access Address: Https://Www.Tbmm.Gov.Tr/Anayasa.Htm, Access Date: 06.09.2016

Uyargil C. (2015). *Human Resources Management*. Beta Publishing, İstanbul,

Uyargil, C. (1988). *Job Satisfaction And Individual Features, A Research Done On Job Satisfaction In Public Sector In Turkey.* Istanbul University Faculty of Business Management Publication, İstanbul.

Weiss, D.J., R. V. Dawis, G. W. England And L. H. Lofquist. (1967). Manual For The Minnesota Satisfaction Questionnaire. *XXII. Minnesota Studies In Vocational Rehabilitation,* University Of Minnesota.

Yaman, R. (2009). The Effects Of Organizational Culture On Job Satisfaction (A Research). Master Thesis. Marmara University, Institute of Social Sciences, Istanbul.

Yelboğa, A. (2007). Examining The Relationship Between Individual Demographic Variables And Job Satisfaction In Finance Sector. *Journal of Social Sciences,* Issue 4-2, December

Yılmaz E. (2016). *Total Quality Management And Human-Centered Librarianship*, Access Address: Http://Kaynak.Unak.Org.Tr/Bildiri/Unak06/U06-17.Pdf, Access Date: 05.09.2016

Yoğun, S. (2014). Motivation And Job Satisfaction Of Employees. Unpublished Master Thesis. Beykent University Institute of Social Sciences, Istanbul

Yumuşak, S. and Özafşarlıoğlu, S. (2013). Examining The Relationship Between Job Satisfaction And Organizational Commitment: An Application In Textile Sector In The City Of Uşak. *Ege Journal of Strategic Researches,* V. 4, I. 2, Pp. 56-79

Yüksel Ö. (1998). *Human Resources Management.* Gazi Publishing, Ankara,

Yüksel, İ. (2005). The Effects of Communication On Job Satisfaction: An Empirical Research Done In An Organization. *Doğuş University Journal,* 6 (2), Pp. 291-306

Zeynel, E., Çarıkçı, İ. (2015). The Effect Of Professional Motivation On Job Satisfaction And Organizational Commitment: An Empirical Research On Academicians. *Süleyman Demirel University Faculty of Economics and Administrative Sciences Journal,* 20 (3)

APPENDIX

Appendix-1

Survey Form

Dear respondent,

This survey has been conducted in secondary education institutions with the aim of examining the effect of human resources management practices on teachers' job satisfaction. Within the context of survey questions, no such questions which will reveal your true identity exist. Thank you for your attention and contribution in advance.

Survey-1

1ST PART: VARIABLES RELATED TO DEMOGRAPHIC STUDY

Age : 20-30 ( ) 31-40 ( ) 41-50 ( ) 51 and over ( )

Workplace Seniority (Length of service in the same school: 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21 and over ( )

Total length of service: 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21 and over ( )

Appendix-2: Human Resources Management Practices Survey

Survey

	To what extent do you agree with the following statements? Tick the boxes accordingly.	I strobgly disagree	I disagree	I have no idea	I agree	I strobgly agree
1.	At my workplace, there is no discrimation based on religion, language, political view, gender, marital status, city of birth during recruitment.					
2.	At my workplace, objective evaluation methods such as psychotechnic tests etc. are applied to all candidates having minimum required qualifications					
3.	At my workplace, all conditions pledged in job advertisements are fulfilled even after being employed.					
4.	All newly recruited employees in the organization are included in job orientation program.					
5.	At my workplace, training policy is announced in writing form and clearly.					
6.	At my workplace, employees are evaluated by objective methods during the selection of participants for training.					
7.	At my workplace, all employees benefit from training activities under equal conditions without any discrimination.					
8.	Performances emerging after training are shared frankly.					
9.	At my workplace, performance appraisal process is performed in such a way that justice among employees is achieved.					
10.	At my workplace, employees are given required training about the performance system.					
11.	At my workplace, employees are informed well about what performance criteria measure.					
12.	At my workplace, employee performances are assessed as fairly as possible.					
13.	At my workplace, performance appraisal system is regularly applied.					
14.	I believe that the promotion policy at my workplace is fair.					
15.	At my workplace, there is no gender discrimination for vacant positions when promoting.					
16.	At my workplace, all employees having minimum qualifications are given equal opportunities for promotion.					
17.	At my workplace, equal pay for equal work policy is implemented.					
18.	The wage paid for the job I perform at my workplace is compatible with the wage in the labor market for the same job.					
19.	At my workplace, wage is determined based on the required labor for the job, responsibility, the challenge of the job, and the knowledge, skill, talent and performance of the employee.					
20.	At my workplace, there is no gender discrimination when determining wage for jobs with the same requirements.					

PERCEPTION OF HUMAN RESOURCES MANAGEMENT PRACTICES BY EMPLOYEES

Appendix-3: Job Satisfaction Survey

Survey-3

	To what extent, do you agree with the following statements? Tick the relevant number box. **1= I strongly agree 7= I strongly disagree**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1	At my workplace I am satisfied that I can always occupy myself with some things.							
2	At my workplace, I am satisfied that I have the opportunity to work on my own.							
3	At my workplace, I am satisfied that I have the opportunity to do different things from time to time.							
4	At my workplace, I am satisfied that I have the opportunity to be somebody in the community.							
5	At my workplace, I am satisfied with the way my boss/my superiors handle their employees.							
6	At my workplace, I am satisfied with the competence of my supervisor in making decisions.							
7	At my workplace, I am satisfied that I do not have to do things that are against my conscience.							
8	I am satisfied that my workplace provides steady employment for people.							
9	At my workplace, I am satisfied that I have the opportunity to do things for other people.							
10	At my workplace, I am satisfied that I have the opportunity to tell people how to do their jobs.							
11	At my workplace, I am satisfied that I have the opportunity to do things by using my abilities.							
12	I am satisfied with the way company policies are put into practice.							
13	I am satisfied with my pay and the amount of work I do at my workplace.							
14	I am satisfied with the opportunities given for my self-development at my workplace.							
15	I am satisfied with the freedom to use my own judgment at my workplace.							
16	I am satisfied that my workplace offers me opportunities to try my own methods of doing the job.							
17	I am satisfied with the working conditions at my workplace.							
18	I am satisfied with the way my co-workers get along with each other.							
19	I am satisfied with the praise for doing a good job at my workplace.							
20	I am satisfied with the feeling of accomplishment I get from my job.							

THE EFFECTS OF HUMAN RESOURCES MANAGEMENT PRACTICES ON JOB SATISFACTION: A RESEARCH ON TEACHERS IN SECONDARY EDUCATION INSTITUTIONS

ORIGINALITY REPORT

17%	8%	5%	16%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.dias.ac.in Internet Source	1%
2	Submitted to University of Leicester Student Paper	1%
3	Submitted to Middlesex University Student Paper	1%
4	Submitted to Higher Education Commission Pakistan Student Paper	<1%
5	citation.allacademic.com Internet Source	<1%
6	Submitted to Bahcesehir University Student Paper	<1%
7	Submitted to University of Surrey Roehampton Student Paper	<1%
8	Submitted to Sheffield Hallam University Student Paper	<1%

9	Submitted to Institute of Graduate Studies, UiTM Student Paper	<1%
10	Submitted to CSU, San Jose State University Student Paper	<1%
11	Submitted to Multimedia University Student Paper	<1%
12	Submitted to University of Surrey Student Paper	<1%
13	Submitted to University of Wales Institute, Cardiff Student Paper	<1%
14	Submitted to Mancosa Student Paper	<1%
15	Submitted to Grand Canyon University Student Paper	<1%
16	Submitted to University of Luton Student Paper	<1%
17	www.researchgate.net Internet Source	<1%
18	Submitted to Hong Kong Baptist University Student Paper	<1%
19	link.springer.com Internet Source	<1%

20	Submitted to University of Northampton Student Paper	<1%
21	Submitted to CVC Nigeria Consortium Student Paper	<1%
22	pt.scribd.com Internet Source	<1%
23	Submitted to 9676 Student Paper	<1%
24	Submitted to University of Newcastle Student Paper	<1%
25	Submitted to University of Warwick Student Paper	<1%
26	Submitted to Yeditepe University Student Paper	<1%
27	Submitted to University of the Free State Student Paper	<1%
28	www.na-businesspress.com Internet Source	<1%
29	Submitted to University Of Tasmania Student Paper	<1%
30	Submitted to Nyenrode Business Universiteit Student Paper	<1%
31	gbata.org Internet Source	

		<1%
32	Submitted to The Scientific & Technological Research Council of Turkey (TUBITAK) Student Paper	<1%
33	Submitted to University of Sheffield Student Paper	<1%
34	Submitted to Glion Institute for Higher Education Student Paper	<1%
35	www.ijimt.org Internet Source	<1%
36	www.tandfonline.com Internet Source	<1%
37	Submitted to Universiti Sains Malaysia Student Paper	<1%
38	Submitted to United States International University Student Paper	<1%
39	Submitted to University of Glamorgan Student Paper	<1%
40	Gamze Yorgancıoğlu Tarcan, Menderes Tarcan, Mehmet Top. "An analysis of relationship between burnout and job satisfaction among emergency health professionals", Total Quality Management & Business Excellence, 2016	<1%

	Publication	
41	ejbss.com Internet Source	<1%
42	Submitted to Intercollege Student Paper	<1%
43	Submitted to Hellenic Open University Student Paper	<1%
44	Submitted to Anglia Ruskin University Student Paper	<1%
45	Submitted to North East Surrey College of Technology, Surrey Student Paper	<1%
46	Submitted to University of Lugano Student Paper	<1%
47	Submitted to University of Greenwich Student Paper	<1%
48	Submitted to University of Sunderland Student Paper	<1%
49	www.ijbts-journal.com Internet Source	<1%
50	mafiadoc.com Internet Source	<1%
51	Submitted to University of Northumbria at Newcastle	<1%

	Student Paper	
52	Submitted to Savitribai Phule Pune University Student Paper	<1%
53	citeseerx.ist.psu.edu Internet Source	<1%
54	Submitted to Macquarie University Student Paper	<1%
55	Submitted to American Intercontinental University Online Student Paper	<1%
56	repository.nwu.ac.za Internet Source	<1%
57	Submitted to University Tunku Abdul Rahman Student Paper	<1%
58	Submitted to 5027 Student Paper	<1%
59	Submitted to Laureate Higher Education Group Student Paper	<1%
60	Submitted to Tshwane University of Technology Student Paper	<1%
61	digitalcommons.auctr.edu Internet Source	<1%
62	anayasa.gov.tr Internet Source	<1%

63	Submitted to University of Western Australia Student Paper	<1%
64	Submitted to Colorado Technical University Online Student Paper	<1%
65	Submitted to Ateneo de Davao University Student Paper	<1%
66	Submitted to Asian Institute of Technology Student Paper	<1%
67	core.ac.uk Internet Source	<1%
68	ptjournal.apta.org Internet Source	<1%
69	A.Y.W Au, J.G Garey, N Bermas, M.M Chan. "The relationship between acculturation and job satisfaction among Chinese immigrants in the New York city restaurant business", International Journal of Hospitality Management, 1998 Publication	<1%
70	bmcpublichealth.biomedcentral.com Internet Source	<1%
71	Submitted to Eastern Mediterranean University Student Paper	<1%
72	Submitted to University of Queensland Student Paper	<1%

73	Submitted to National College of Ireland Student Paper	<1%
74	Manu Gupta, Vinod Kumar, Mandeep Singh. "Creating Satisfied Employees Through Workplace Spirituality: A Study of the Private Insurance Sector in Punjab (India)", Journal of Business Ethics, 2013 Publication	<1%
75	Submitted to The Hong Kong Polytechnic University Student Paper	<1%
76	calhoun.nps.edu Internet Source	<1%
77	Submitted to London School of Commerce Student Paper	<1%
78	Binnur Yeşilyaprak, Murat Boysan. "Latent Class Analysis of Job and Life Satisfaction Among School Counselors: A National Survey", Journal of Happiness Studies, 2014 Publication	<1%
79	Submitted to Universiti Teknologi Malaysia Student Paper	<1%
80	www.uweb.ucsb.edu Internet Source	<1%
81	Submitted to Charles Sturt University	

	Student Paper	<1%
82	Submitted to North East Wales Institute of Higher Education Student Paper	<1%
83	Esef Hakan Toytok, Adem Uçar. "The Effect of Administrators' Behaviors That Involves Favoritism on Organizational Opposition", Journal of Education and Training Studies, 2018 Publication	<1%
84	Submitted to Alabama State University Student Paper	<1%
85	Submitted to University of Bath Student Paper	<1%
86	Submitted to Postgraduate Schools - Limkokwing University of Creative Technology Student Paper	<1%
87	www.nepjol.info Internet Source	<1%
88	academicjournals.org Internet Source	<1%
89	www.ukessays.com Internet Source	<1%
90	Gregory C. Petty, Ernest W. Brewer, Beth Brown. "Job Satisfaction among Employees of a	<1%

	Youth Development Organization", Child and Youth Care Forum, 2005 Publication	
91	econstor.eu Internet Source	<1%
92	digitalcommons.kennesaw.edu Internet Source	<1%
93	Shikha Rana, Anchal Pathak. "chapter 13 Coping With Deviant Workplace Behavior Through Employee Participation", IGI Global, 2020 Publication	<1%
94	eprints.ioe.ac.uk Internet Source	<1%
95	Submitted to Western Governors University Student Paper	<1%
96	Submitted to University of Stirling Student Paper	<1%
97	david.cuartielles.com Internet Source	<1%
98	Submitted to University of Cape Town Student Paper	<1%
99	Submitted to Regenesys Business School Student Paper	<1%

100	Submitted to National Pingtung Univeristy of Science and Technology Student Paper	<1%
101	researchbank.swinburne.edu.au Internet Source	<1%
102	Leadership & Organization Development Journal, Volume 30, Issue 8 (2009-11-16) Publication	<1%
103	docshare.tips Internet Source	<1%
104	Khalil M. Dirani. "Measuring the learning organization culture, organizational commitment and job satisfaction in the Lebanese banking sector", Human Resource Development International, 2009 Publication	<1%
105	edepot.wur.nl Internet Source	<1%
106	www.efst.hr Internet Source	<1%
107	Submitted to Argosy University Student Paper	<1%
108	Submitted to Nottingham Trent University Student Paper	<1%
	Submitted to Sim University	

109	Student Paper	<1%
110	Submitted to Holmesglen Institute of TAFE Student Paper	<1%
111	Submitted to (school name not available) Student Paper	<1%
112	Submitted to INSEAD Student Paper	<1%
113	Submitted to EDMC Student Paper	<1%
114	Submitted to University of Birmingham Student Paper	<1%
115	Submitted to Western Michigan University Student Paper	<1%
116	iticam.net Internet Source	<1%
117	Submitted to Kisii University Student Paper	<1%
118	media.sjm06.com Internet Source	<1%
119	Rezzan Uçar, Cemalettin İpek. "The Relationship Between High School Teachers' Perceptions of Organizational Culture and Motivation", Journal of Education and Training	<1%

Studies, 2019
Publication

120	Submitted to Open University Malaysia Student Paper	<1%
121	Submitted to EThames Graduate School Student Paper	<1%
122	Submitted to Vaasan yliopisto Student Paper	<1%
123	Submitted to University of Plymouth Student Paper	<1%
124	Submitted to Southampton Solent University Student Paper	<1%
125	Remus Ionut Naghi, Gheorghe Preda. "Individual Consequences of Internal Marketing", Studia Universitatis „Vasile Goldis" Arad – Economics Series, 2015 Publication	<1%
126	Choi Sang Long, Sia Shi Xuan. "chapter 19 Human Resources Development Practices and Employees' Job Satisfaction", IGI Global, 2018 Publication	<1%
127	etds.lib.ncku.edu.tw Internet Source	<1%
128	Submitted to University of Strathclyde Student Paper	<1%

129	Submitted to Asia e University Student Paper	<1%
130	ro.ecu.edu.au Internet Source	<1%
131	bura.brunel.ac.uk Internet Source	<1%
132	Submitted to Laureate Education Inc. Student Paper	<1%
133	mije.mevlana.edu.tr Internet Source	<1%
134	Submitted to University of the West Indies Student Paper	<1%
135	Submitted to Kent State University, Stark Campus Student Paper	<1%
136	Submitted to Saint Leo University Student Paper	<1%
137	Submitted to University of Leeds Student Paper	<1%
138	Oguzhan Altungul, Reşat Demirag. "Implementability of Benchmarking (Comparative) Technique in Sports Enterprises (Sample Elazig)", Journal of Education and Training Studies, 2017 Publication	<1%

139	Submitted to University of Lancaster Student Paper	<1%

Exclude quotes	On	Exclude matches	< 5 words
Exclude bibliography	On		