

THE RELATIONSHIP BETWEEN WORK VALUES, JOB SATISFACTION AND
INTENTION TO LEAVE

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BY

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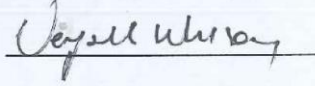
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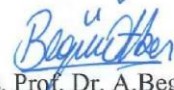
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ABSTRACT

The objective of the study is to put forward the effect of the work values of the administrative personnel working for a foundation university with the same board of executives and in charge of similar working conditions on the relationship between job satisfaction and the intention to quit work. The research sample comprises of 251 white collar administrative personnel working for this foundation university. This study is important in that, it covers administrative staff from the same foundation university, and in that it examines the effect of work values on job satisfaction and intention to leave. The results of the study supported the hypothesis. Work Values have a significant and positive relationship with three dimensions of job satisfaction. According to Hypothesis 2, work values have a significant and negative relationship with intention to leave. Also, job satisfaction has a significant and negative relationship with intention to leave. The questions of the study showed that findings revealed higher levels of self-improvement and actualization, social values, monetary values and general work value for female employees than male employees. Young women care more about self-improvement and actualization values, self-improvement and actualization levels of single employees were higher than that of married employees, employees with lower level education care more about social values, employees with less work experience tend to care more about self-improvement and actualization values.

Key Words: Work Values, Job Satisfaction, Intention to Leave

ÖZET

Çalışmanın amacı; bir vakıf üniversitesinde çalışan, aynı yönetim kuruluna sahip ve benzer çalışma şartlarında görev yapan idari personelin iş değerlerinin, iş tatmini ve işten ayrılma niyeti arasındaki ilişkideki etkisini ortaya koymaktır. Araştırmanın örneklemi bir vakıf üniversitesinde çalışan 251 beyaz yakalı idari personeli kapsamaktadır. Bu çalışma, aynı vakıf üniversitesinde görev yapan idari personeli içermesi bakımından ve personelin iş değerleri, iş tatmini ile işten ayrılma eğilimi arasındaki ilişkiyi incelemesi bakımından önemlidir. Sonuç olarak araştırmanın hipotezleri doğrulanmıştır. İş değerleri ile iş tatminin 3 alt boyutu arasında anlamlı bir ilişki ve pozitif bir ilişki olduğu görülmüştür. Hipotez 2'ye göre, iş değerleri ile işten ayrılma niyeti arasında anlamlı ve negatif bir ilişki olduğu görülmüştür. Aynı zamanda iş tatmini ile işten ayrılma niyeti arasında da anlamlı ve negatif bir ilişki olduğu tespit edilmiştir. Araştırmanın sorularına bakıldığında kadın çalışanların kendini geliştirme ve gerçekleştirme, sosyal değerler, parasal değerler ve genel iş değerleri düzeyleri erkek çalışanlara göre daha yüksek çıkmıştır. Bekar çalışanların kendini geliştirme ve gerçekleştirme düzeyleri evli çalışanlara göre daha yüksek, eğitim seviyesi düşük olan çalışanların sosyal değerleri, az deneyimli olan çalışanların kendini geliştirme ve gerçekleştirme düzeyleri diğerlerine göre daha yüksek çıkmıştır.

Anahtar Kelimeler: İş Değerleri, İş Tatmini, İşten Ayrılma Niyeti

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1. INTRODUCTION

In the modern business era, evaluation of the notion of work as an integral part of work values demonstrates a direct relationship between work values and job satisfaction and intention to leave work. Hence, bearing in mind that people are the most valuable assets of an organization, it is essential to establish these values by considering their impact on job satisfaction and intention to leave due to discontent. Implementing true work values and satisfying employees is key to maintaining a steady workforce. Otherwise, employees are likely to favor leaving the work. Employee retention is best attained by job satisfaction. Job satisfaction, defined as the positive feeling or level of contentments people feel about their work or work experience, together with work values, is among major research topics.

Within the scope of this research, it is aimed to analyse the impact of work values on job satisfaction and intention to leave work. Initially, work values are analysed and then the effect of these values on employee satisfaction is analysed. Adversely, the origins of intention to leave and its causes are presented in bullet points. The significance of the research is to present facts on how an employee successfully performs and improves work through a system of values while feeling satisfied. Meanwhile, it is important to consider the dragging effect of lack of work values on intention to leave.

In the second part of the research, a theoretical framework analysis regarding work values, job satisfaction and intention to leave will be performed. Upon providing a general description for the term value, its formation and classification, the focus of the study will be on the description of the term work values and its classification. Previously developed scales, prior studies and factors affecting work values will be

discussed. Later, a detailed analysis on job satisfaction together with its history and development will be laid forward. Job satisfaction will be evaluated in terms of its meaning and its importance. In addition, various definitions, theories and factors affecting job satisfaction will be presented with subheadings. Subsequently, effects of job satisfaction and relevant motivation theories will be presented with subheadings. Continuum Theories, Motivational Incentives Tools, Job Satisfaction Measurement, Job Satisfaction Organizational Outcomes and Methods for Increasing Job Satisfaction are some other important subheadings to be covered. Intention to leave will also be outlined in terms of the meaning of the concept and its types, driving forces, outcomes and prevention methods. By utilizing this theoretical framework, the study will be finalized with an analysis regarding the relationship between work values, job satisfaction and intention to leave work.

1.1. Purpose of The Study

Universities are institutions that establish dynamics of the society, raise qualified work force, conduct scientific studies and find solutions to the society's problems. Today, newly established foundation universities have particularly enhanced the competition. Advanced and innovative education, together with sophisticated and qualified academic staff will give them a competitive advantage. In this highly competitive environment, academic staff plays an important role in helping universities perform their duties. Therefore, it is becoming highly essential to maintain their satisfaction and prevent their intention to leave by understanding their work values.

Literature review does not present any previous studies that evaluate either the relationship between work values and job satisfaction or intention to leave for administrative staff of a university. This study aims to set forth this relationship. Besides, it is aimed to search the impact of the demographic variables on all the subdimensions of work values, on all the subdimensions of job satisfaction and on intention to leave. In addition, it is aimed to demonstrate the connection and the distinction between the research model and age and gender variables. Consequently, in line with these findings, it is aimed to contribute support to the practice and implementation of potential corrective measures.

1.2. Importance of The Study

Due to increased competitive conditions, organizational success and sustainability have become dependent on the existence of various factors. The key factor that enables success is the maintenance of highly motivated, psychologically healthy and productive employees. Employee productivity is best achieved through the fulfillment of employee expectations by the organization. Integration of the expectations of the employees and the organization leads to satisfaction for both sides. Thus employees become loyal to their organization and prefer staying with the organization in the long run. In this context, this study will elaborate on the relationship between the work values of individuals in an organization and their job satisfaction and intention to leave work. As a result, the degree to which the values of the employees and the organization comply, the level of their satisfaction and their intention to leave will be demonstrated. This study will be beneficial in the sense that it will provide guidance to the organizations in maintaining true work values

and creating employee satisfaction and retention and reducing their intention to leave work.

Literature review reveals that studies conducted at universities mostly focus on academic staff and students. While many studies have been performed regarding job satisfaction and intention to leave, their connection with work values have not been analyzed. This study will be a significant source of study for other universities with respect to providing ideas on the work values, job satisfaction and intention to leave patterns of white-collar worker ¹of a foundation university.

¹ White-collar worker: A person who performs professional, managerial, or administrative work.

2. THEORETICAL FRAMEWORK

The objective under this heading is to give in detail the concepts of work values, job satisfaction and intention to leave by analyzing them within a theoretical framework.

2.1. Work Values

In this section, the studies conducted on work values, their definition and classification have been discussed by giving in detail the concept of asset which forms the basis of work values.

2.1.1. Definition of value

The subject of value has been analyzed within quite a wide framework by the researchers involved in behavioural and social sciences, notably the philosophers, theologians, anthropologists, political scientists, sociologists, economists and psychologists. Eventually, there have been differences in terms of the approach to concept, and no common definition could be made over “value” as in several other social sciences (Silah, 2005).

The concept of value was defined by The Turkish Language Association as “the abstract meter/norm that helps determine the importance of a particular thing; the compensation touched by / of a particular thing; value” (TDK).

The first empirical research regarding values was carried out by F.C. Sharp in 1928. In this study, values were addressed as social perceptions (Asan, Ekşi, Doğan, & Ekşi, 2008). As the result of his studies, Sharp regarded values as the concepts involving excitement and attitudes. Keeping up his researches in line with this, Dewey

came to the conclusion during the studies he conducted between 1930-1960 that values were the products of practices (Aydın, 2003).

“Value” was defined and used in different ways by different researchers. Some of these definitions are as follows:

Super (1970) defined values as “the desired results or goals for which people make an effort through their behaviours in order to attain them”. According to Lussier’s (1993) definition, “values are” an individual’s values and his/her feelings as to what should be right and what should be wrong for him/her” (Ferk, 1998). Ravlin and Meglino (1987) defined values as “an individual’s beliefs as to how s/he should behave” (Burd, 2002). An value, according to Lawrence, is the concept “associated with the desires that are sometimes explained explicitly and sometimes relatively, and that determine the consequences of an individual’s activities affecting his/her personality, the characteristics of a group and the choice made among the alternatives” (Özmete, 2007).

Shwartz (1999), on the other hand, stated that “values singly have a normative standard functioning for evaluating the alternative behavioural patterns and making a choice among them”. Shwartz and Bilsky (1987) have described the concept of values as such: “Values are beliefs or thoughts, and they are about the desired ultimate states or behaviours, which are beyond special cases/ exceptions; they govern the choice or evaluation of behaviours and events, and they are prioritized according to their relative significance”. Values are the desirable tools that serve people as the guiding principles within a variational importance in their lives (Schwartz, 1999).

2.1.2. Constitution of values

Human beings is a system of values. Anything around man means an value to him/her. For man, it is not solely the material / physical reality that has a value in it. Emotions and thoughts, judgements/considerations, rules and even the metaphysical phenomena have value in them for man. While man is dignifying these physical and metaphysical entities, s/he takes as a basis the data in his/her nearby or remote environment in which s/he is continually in interaction with those data. S/he intellectualizes those data, some of which are accepted and some of which are changed and developed by him/her (Darende, 2013).

In the formation of values, social support mechanisms are of great importance. The values approved, supported and recognized by the society have a great influence on individuals. The values that are not approved and supported, on the other hand, lose their effect in time.

Values are the criteria that construe and place importance on the culture and society. They are the genuine behavioural standards shared and agreed on by the majority of people. They do not depend on the personal judgement of an individual. People acknowledge and practise these values for common peace and the maintenance of success.

Social events have great power on an individual's life. A number of events experienced as daily routines shape an individual's system of values by affecting thoughts and behaviours without a particular effort. Family life and social life provide acquisitions for the constitution and development of business values. The incidents and tendencies experienced in a culture and within the society affect values. For this reason, it becomes inevitable for individuals to be affected by the collective social tendencies in the process of time (Özmete, 2007).

Being effected by social events, values can change as time changes. In particular, the economic structure and circumstances within the society are regarded as major factors in determining values. Such a change, so long as it does not take place in a negative direction, prevents monotony, adds meaning to life and contributes to the process of development.

2.1.3. Classification of values

When the literature of values is reviewed, it is possible to come across classifications made on the basis of various criteria related to values. Of these, the ones considered important are as follows:

Rokeach (1979) divided individual values into two main groups in the first place, which he named as instrumental and terminal values. Terminal values are about beliefs or thoughts over a desired situation or main objectives in the final state of life. The instrumental values, on the other hand, are used for achieving the desired result (Burd, 2002). He, then, divides the terminal values as individual ²and social values ³; and then he divides the instrumental values in two as the values regarding skills ⁴ and ethic values ⁵ (Altaş, 2004). Rokeach's classification of value is seen in detail in the following table:

² Individual values: Like being at peace with one's self.

³ Social values: Like the World peace

⁴ Regarding skills: Centered on the individual

⁵ Ethic values: Which are about interpersonal relationships

Table 2.1.

Classification of Values According to Rokeach

Terminal Values	Instrumental Values
A peaceful and comfy life (a successful and wealthy life)	Ambitions (working hard, desiring too much)
An exciting life (an inspiring, active life)	Broad foresight (open-minded/open foresight)
Sense of a successful achievement	Having a capacity (talented, attractive /influential)
A world at peace (far from wars and conflicts)	Cheerful (joyful, excited)
A beautiful world	Clean (tidy, organized)
Equality (brotherhood, equal responsibilities for anyone)	Brave (Making attempts for the sake of beliefs)
Family Security (thinking of the beloved ones)	Forgiving (willing to forgive others)
Freedom (independence, free choice/free will)	Helpful (working for the welfare of others)
Happiness (satisfaction, contentment)	Honest (sincere, truthfulness)
Inner Balance (far from inner conflicts)	Creative (with a powerful imagination, brave)
Reasonable Love (sexual and spiritual intimacy)	Independent (self-dependent, self-sufficient)
National Security (protection from attacks)	Intellectual (clever, thoughtful)
Pleasure (joy, a serene life)	Logical (hard-edged(modest), rational)
Liberation/Release (hiding, eternal life)	Full of love (compassionate, affectionate, humane)
Self-respect (self-dignity)	Docile, obedient (full of responsibility, respectful)
Social Recognition (respect, appreciation)	Gentle (polite)
True friendship	Sense of responsibility (reliable)
Wisdom (understanding life from a reasonable perspective)	Self-control (restrained, self-disciplined)

Resource : (Altaş, 2004)

In Schwartz's classification, there are 10 main values putting forward the "basic motivational objectives" (Schwartz, 2006):

1. **Power:** Social status and prestige, predominance over people or resources or managing them.
2. **Success:** Showing skills through individual success according to social standards.
3. **Hedonism - pleasure:** Sense of satisfaction and pleasure perceived by one.
4. **Impulse/Stimulation:** Values arousing novelty and excitement within life.
5. **Self-guidance:** Independent thinking and behaviours; choice, creation and discovery.
6. **Universality:** Understanding other people and nature, respecting and protecting them. Having tolerance for people.
7. **Generosity – kindness:** Providing welfare of the individuals interacted with, and serving for this purpose.
8. **Tradition:** Respect for the traditions and ideas constituted by the involved culture and religion, and accepting them with devotion.
9. **Conformation:** Restricting the violation of social expectations or norms or the actions likely to harm others or the intentions to do those deeds.
10. **Security:** Harmony, state of balance and security in social relationships.

Uyan (2002), on the other hand, included Allport et al.'s classification in his study. The researchers gathered the values within six main groups as the **institutional values** based on the opinion that "the main objective of life is to acquire information

in a coordinated and systematic way”; the **economic values**, the general concern of which is based on the concept of utility; the **aesthetic values** attaching importance to form and harmony; the **social values** attaching importance to kindness/courtesy, being sympathetic and exhibiting selfless/devoted actions; the **political values** laying emphasis on gaining power over others and becoming effective; and the **religious values** based on understanding and describing the unity of the universe (Uyan, 2002).

Values are also divided in eight according to their motivational characteristics, which are entertainment, security, success, self-guidance, restrictive-enforcer, prosocial, power and maturity (Altaş, 2004).

As the result of his studies conducted on individual values, Goodstein (1983) classified values as theoretical, economic, aesthetic, social, political and religious. Özgener (2000), on the other hand, classified values as economic, social, personal, administrative, organizational and ethic values (Yılmaz, 2009).

In line with those mentioned above, such can be stated: even though various classifications have been made on values, the common point here is that values exist in every walk of life and are effective in people’s emotions, thoughts and choices involved in these fields.

2.1.4. Concepts associated with values

It is possible to study the concepts of values, attitudes, motivations and behaviours by dealing with them in the process of behaviours. As humans grow up and improve themselves, their values are shaped by the influence of both their innate genetic makeup and their social environments, notably their parents. After the values have taken form, their standards of judgement are developed by their personal preferences and attitudes, and their emotional motivations against events are

developed by their attitudes. Eventually, our motivations against events turn into behaviours (Kasnak, 1998).

Attitude can be defined as the tendency to act in a certain way against individuals, events/happenings and situations (Marshall, 1999). On the other hand, when associated with values, attitudes can be said to be the preparative/preparer of a behaviour based on values (Silah, 2005). In the researches in which the relationship between values and attitudes is examined, two views are mainly dominant. In the former, values are defined as attitudes more general, broader and more important in a hierarchical sense. In the latter, on the other hand, values are evaluated as part of attitudes (Silah, 2005). Separately, values are more radical, more stable and more permanent although they are similar to attitudes (Ferk, 1998).

According to Rokeach (1973), values occupy a more central space in character formation and in cognitive systems; therefore, they are the determinants of attitudes as well as behaviours. In order to suggest that values and attitudes are the concepts different from each other, Rokeach dwelled on seven points putting forth those differences (Rokeach, 1973):

1. While an value describes one single belief, an attitude is a pattern of all the different beliefs focused on a certain object and situation.
2. Whereas values are of a quality that is beyond objects and situations, attitudes are focused on a certain object, or situations.
3. While values explain a standard, an attitude is a concept far from standards. Positive or negative evaluations of a number of objects of attitude may be associated with a small number of values functioning as a standard.
4. While an individual has values as many as the learned beliefs with respect to the desired behavioural patterns and the final state of his/her

existence, s/he has the attitude encountered directly or indirectly towards certain objects and circumstances. As the result of this condition, an individual may have thousands of attitudes while having tens of values in him/herself.

5. Values in an individual's character exist in a more central space compared to attitudes. Thus, values are in the position of determinants of attitudes.

6. Values are in a closer relationship with motivations and are more dynamic than attitudes. Even though attitudes are regarded as being related with motivations, attitudes cannot be more than a tool to acquire an asset.

7. Whereas values fulfill the functions, such as adaptation to the society, self-protection and self-fulfilment, attitudes are not involved in these issues. An attitude is only involved in implications/inferences (Çerçi, 2013).

Belief can be defined as carrying a torch for a consideration. Beliefs and values are considered to be the concepts close to one another. However, beliefs are about what is known now and what was known in the past, and they can be tested objectively; on the contrary, values express what is favourable, true and nice, and they cannot be assessed objectively (Silah, 2005). Rokeach states that values are permanent beliefs related to life purposes. He also describes the types of beliefs as descriptive and existential beliefs indicating the capacity of anything to be right or wrong, and as evaluative beliefs evaluating that the object of the belief is right or wrong. Separately, Güngör, who states that an value is the combination of our apprehension, emotions and knowledge of a certain part of our world in terms of being a belief, defines an value in itself as a higher intellectual organization than belief in terms of being a specific type of belief. On the other hand, the reason why it is considered at a higher level than belief is that it comprises not only a single but

several organized beliefs, as stated by Güngör. For instance, what underlies the action of doing a favour to someone is the belief that helping people is a socially benevolent deed (Güngör, 2000).

Norms are uncoded (unwritten) principles and standards taking shape in accordance with values and defining what way the behavioural patterns of individuals should be. These are the unwritten rules determining what an individual living within a certain society should do and should not do, what s/he should pronounce and not pronounce and how s/he should behave, as well (Şişman, 2014). Rokeach (1973) specified the difference between an asset and a norm from 3 perspectives. Values are beyond special cases or occasions. Norms, on the other hand, are associated with manners and customs along with prohibitions as well as acting in a certain way under specific circumstances. The second difference is that an value is of a more personal quality whereas a norm is general and exclusive of individuals. Thirdly, an value can belong to both a behavioural pattern and the targets desired to be achieved while a norm is only about a behavioural pattern (Demirtaş, 2011).

2.1.5. Concept of work values

The early studies conducted on business values dates back to the study known in the literature as “Hawthorne Researches”, which was initiated in 1924 in the facilities of Western Electric Company Chicago. In these studies, Mayo studied and analyzed the effects of psychological, physiological and economic elements on the attitudes of the labourers working in those facilities. Along with the development of new administrative approaches and their becoming even more important than ever, education on more specific subjects like work values and business ethics increased more and more, and a considerable increase has been observed in the number of the studies conducted in these fields. However, the number of studies conducted as to the

work values in our country is fewer when compared to the foreign resources. As the result of the conducted studies, no common way of expression conclusively accepted was formed, yet, different ways of expression emerged. Below are the definitions specified as the result of the studies conducted in this field (Çerçi, 2013).

Work values, different from those about life itself, are merely related with business, and they determine how effective a job is on humans' lives. Work values are an individual's considerations towards his/her job. According to Locke and Henne (1986), individual work values affect people's desires and goals towards their jobs as well as their business performances and even their colleagues.

Today, the researchers developing scales while studying the concept of values suggest that there are values referred to as work values which are found within life itself in association with the parameters of life, yet, which are prominent by being in compliance with the objectives of the business and the workplace, and which are unique to individuals or groups (Ros, Schwartz, & Surkiss, 1999). Wollack, Goodale, Wijting and Smith (1971) defined work values as intrinsic values associated with the desire to succeed in a business, and they also stated that attaining higher positions, gaining a certain status and demonstrating certain attitudes towards payments could affect work values. According to Super (1970), work values, as the sub-set of an individual's overall values, are the quality, reward and satisfaction sought or desired by an individual in his/her job.

On the other hand, according to Elizur (1991), values of a business represents the importance attached by the individuals to the output acquired at the end of the job performed. Work values stand for the personal expectations as to what is sought or desired regarding a business or career (Šverko, 1999). Work values are defined as the

beliefs about the desired certain business qualities⁶ and the outputs of a job⁷ (Joolideh & Yeshodhara, 2009). Tinaz (1996) values are important elements that should be known before giving a decision or making a judgement about a person.

What the source of work values could be has been discussed until today. Experts state that 40% of work values are genetic, which explains that the work values of parents directly affect the work values of individuals. The effect of environmental factors is also inevitable in the formation of work values. In business life; character traits, fields of interest or individual differences that take shape as the result of the effect of different environments, cultures and social circumstances in which humans grow up as well as their genetic makeup lead them to acquiring different values and behaving in line with those values. Accordingly; in the analyses performed over work values, we can mention four periods that do appear, which determine the work values of individuals until today:

Table 2.2.

Periods Determining Work Values

Periods	The individual's Start-up Period in Business Life	The individual's current age group	Major Work Values
1-Protestant Business Ethics	1940-1950s	55-75	Quite hard-working, Conservative, Devoted and Loyal to the institution worked for
2- The Philosophy of Existentialism	1960-1975s	40-55	Quality of Life, Readily obedient, Self-loyalty
3-Pragmatic / Practical Approach	1976-1980s	30-40	Success, ambition, quite hard-working
4-Recent Generation	1990-up to the present	Under the age of 30	Flexibility, Job Satisfaction, Leisure time, Sensitivity in relationships

Resource : (Özmete, 2007)

⁶ Business qualities: Like payment, independence, working conditions.

⁷ Outputs of a job: Like success, satisfaction, prestige.

2.1.6. Classification of work values

Even though there is no consensus in the classification of work values, the researchers classified work values in various ways (Elizur, Borg, Hunt, & Beck, 1991); (Ros, Schwartz, & Surkiss, 1999).

In the classification made by Hofstede (1984), dimensions of individualism-collectivism and masculinity-femininity involve the values of work. Individualism-collectivism puts forward the relationship between an individual and the organization s/he is a part of as well as the structure of this relationship. In the individualistic dimension, an individual seeks his/her existence/presence to be noticed and recognized, desires to participate in decisions and to receive individual rewards. In the collectivist dimension, however, an individual seeks to act along with the group involved and to make decisions together. On the other hand, in the masculine-feminine dimension; material values, success, clear and open expressions are valued in the masculine dimension, whereas in the feminine one, ethic values are more prominent. Importance is attached to cooperation and good relations among individuals (Ergeneli & Temirbekova, 2006).

One of the ways of differentiation referred to at most as to work values is the differentiation of intrinsic and extrinsic values. Intrinsic values indicate an individual's non-material expectations from his/her job, such as workforce diversity and autonomy⁸ (self-determination). Extrinsic values, on the other hand, indicate material or instrumental business expectations of employees (Hegney, Plank, & Parker, 2006), which are the values like payment and promotion opportunities. Not directly related with the job performed, extrinsic values are associated with payments and unpaid material means, status, prestige and power to be achieved due to being a

⁸ Autonomy: Self-determination.

part of a particular organization and as the result of the performance exhibited within the business done. Apart from this, intrinsic values are relative to the contents of the work done and the satisfaction attained because of performing that job. In other words, an individual whose extrinsic values are prominent is interested in the material means and social values which the involved job will bring to him/her in the end, whereas an individual with intrinsic values in the first place is interested in getting a spiritual delight/joy due to performing the involved job (Kasnak, 1998).

Dov Elizur (1991) developed a 24-item-questionnaire composed of various dimensions of work values as the result of an extensive literature review in order to analyze the institutional structure of work values in a systematic way and to perform this on administrators, employees and students in eight different countries, and then, as the result of this analysis, he gathered work values under two main headings according to business outputs and the time duration of the opportunities provided. (Ergeneli & Temirbekova, 2006).

He expressed the initial direction of the business outputs as the forms of business outputs and dealt with them in three dimensions as conceptual, emotional and instrumental outputs (Sagie, Kantor, Elizur, & Barhoum, 2005). **Conceptual work values** were characterized by Elizur (1984) as the belief system in which decent behaviours like success were approved. Rather than being materialistic or social, it defines the psychological values, which are success, promotion, feedback at work, status, being beneficial to the society, independence at work, being an employee of a praised company, being efficient and effective in an organization or at work, having an interesting and sensible job, finding the opportunity to have personal development at work and applying skills and knowledge at work (Altaş, 2004). **Emotional work values**, on the other hand, involve those associated with social relations, including the

values such as congenial and sincere colleagues, receiving respect and prestige at work, being able to get to know people and get into an interaction with them and having fair/righteous and thoughtful supervisors as well as getting recognized as one doing his/her job well. **Instrumental work values** are relative to material means, which are listed as working hours, business opportunities, job security and sustainability, comfortable and clean working conditions, and payments (Altaş, 2004).

Elizur (1984) came with two differentiations as resources and rewards in his classification dealing with work-performance relationship. The first part of business outputs and opportunities aims to motivate the employee to work efficiently before even performing his/her job, which is referred to as resources. This is related to working conditions and non-material means. Such values have been listed below:

- Accomplishing the job
- Means provided apart from the payment, such as service-bus, retirement pension, and insurance
- Being part of a praised company
- Being beneficial for the society
- Suitable working hours
- Congenial and sincere colleagues
- Receiving respect and prestige at work
- Independence at work
- Being effective within an organization
- Being effective and efficient at work
- Interesting job
- Job security and sustainability
- Job sensibility

- Opportunity to develop personal growth
- Opportunity to be able to get to know people and interact with them
- Responsibility
- Fair, righteous and considerate supervisors
- Being able to apply knowledge and skills at work
- Clean and comfortable working conditions

Rewards, on the other hand, are formed of the respects to be obtained only after having demonstrated a good performance. These are as follows (Özcan E. B., 2008):

- Promotion and progression opportunity
- Receiving feedback as to the results obtained at work
- Sensibility/reasonability of the job done
- Status
- Being recognized as one doing his/her job well
- Payment rise

2.1.7. Scales developed for work values

In this section, various scales developed by Rokeach (1973), Manhardt (1972), Mirels and Garret (1971) and Schwartz (1994) and used for the purpose of assessing work values have been included.

The scale referred to as “Value Attainment” and developed by Rokeach (1973) is based on the ordering of a total of 36 items, 18 of which are terminal and 18 of which are instrumental, according to the degree of importance per person. The terminal values that can be discussed in two categories as individually and socially-

focused values point out the desirable ultimate states like a “peaceful life”. Beauty of the world, freedom, happiness, family security and national security can be given as the examples of terminal values. The instrumental values, on the other hand, are related to behavioural patterns. Ambition, open-mindedness, honesty, and responsibility can be the examples of instrumental values.

Manhardt (1972) developed a scale called “Work Value Inventory” which evaluates 25 different job characteristics. He grouped 21 of these characteristics in three dimensions, which are “comfort and security”, “talent and growth”, and “status and independence”. The dimension of comfort and security include the job characteristics such as comfortable working conditions, job security and regular routines. Talent and growth cover the job characteristics such as the sense of success and continuing to develop skills. The dimension of status and independence, on the other hand, comprise the job characteristics such as high income, allowing to be promoted to higher administrative levels (line managements) and permission for working independently (Özcan E. B., 2008).

Mirels and Garrett (1971) developed the scale called “Protestant Work Ethic”. The scale is composed of 19 items, and it is dealt with by Mudrack Mason and Stepanski (1999) in three dimensions as work, asceticism and idleness. The Protestant work ethic comprises not idleness but the efforts regarding work problems. It prioritizes paybacks of loans on time and being economical on consumption.

The “Work Values Survey” developed by Schwartz (1994) assesses 56 behavioural patterns and outputs. The value items in question can be grouped under 10 headings. The first one is “power” and covers the values such as control over social status, prestige, resources and humans. The second is the “success” which is formed of values such as personal accomplishment, ambition and capability. The third

one, on the other hand, is expressed as “hedonism”, which includes the values like pleasure and an enjoyable life. The fourth one is “encouragement”, which is composed of the values like excitement, novelty and challenging. The fifth group is referred to as “self-management” and comprises the values such as independent thinking and acting. The sixth group called “universality”, on the other hand, contains the items like understanding, tolerance and the protection of welfare of humans and nature. The seventh group is “humanitarianism”, which is related to the protection of the welfare of family, friends and close environment as well as increasing it. Humanitarianism involves the values like honesty and responsibility. The eighth group is about “traditions” and includes the values such as showing respect for the traditional culture and religious adoptions. The ninth group is “compliance” and covers the values such as politeness and self-discipline relative to having control over one’s self in performing his/her actions. The tenth and the final group is “security”, which includes the items like social order, national security and family security (Özcan E. B., 2008).

Some other scales developed as to work values have been given in Table 2.3.

Table 2.3.

Work Values Scales

Author/Year	Scale	Definition
Super (1970)	Work Value Inventory	With 15 dimensions, prepared by considering the satisfactory aspects of the job .
Gay et al. (1971)	Minnesota Importance Scale	The 21-dimension-scale considered to be important for employees at work was designed as part of a job arrangement/adjustment theory.

Wollack et al. (1971)	Work Value Inventory		This is a 54-item-scale arranged according to the dimensions of the Protestant Ethics.
Mietus (1977)	Maryland Work Value Inventory		It was designed for assessing the opinions of the students towards work.
Jurgensen (1978)	Job Preferences Form		This is a 10-item-scale for a short job preference.
Pryor (1979)	Job Preference Scale		It has 13 dimensions and 52 items and was designed for assessing the different aspects of the work.
Billings and Cornellus (1980)	Work Results Scale/Inventory		This is a 21-item-scale, and even though it was not directly designed for assessing work values, most of the items are the same as those regarding work values.
Harrington and O'Shea (1989)	Harrington-O'Shea Decision Making Scale	Career -	This is a 14-item-scale prepared for assisting the high school students in making their career choice.
Nevill and Super (1989)	Work Importance Scale		An inventory of 105 items, which assess 21 values. The items are assessed through a likert-type scale.
McKeen and Beatty (1992)	X Generation Value Scale		12 items of this 16-item-scale are related to work.
Elizur (1994)	Elizur Work Value Survey		The 24-item-scale targeted to assess both intrinsic and extrinsic work assests.

Mason (1994)	Work Value Scale	In this scale composed of 14 items, the responders are asked to select the most important 7 items applying to them.
England et al. (1995)	Work Sensibility/Reasonability Scale	This is a study regarding how individuals regard their work as part of their lives, 2 of the items are involved with work values.
Super et al. (1995)	Work Importance Scale	This was used in an international study with 5 factors.
Sagie et al. (1996)	Personal Value Scale	9 items of this 54-item-scale are about work.

Resource: (Kubat, İmalat Sektöründe İş Değerleri ile Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi, 2007)

2.1.8. Studies conducted as to work values

Most of the studies conducted on work values were performed in facilities. Siu (2003) made a research on Chinese employees for putting forward the relationship between work values and work performance. As a result, he found out that the Chinese work values and work performance were positively correlated (Siu, 2003).

Miller (2006), in his studies conducted on hotel employees, could not come across any significant relevance between work values and age. The relationship between the age variable and work values can also be described by taking as a basis the difference among generations. Accordingly; Eslinger (2000) evaluated generations in terms of work values and found significant differences over the matter, which could be the indicator that when different age groups at work are examined in terms of work values, they may show several differences among themselves.

In some research, it was determined that gender did not change work values and that there was no difference between the work values of male and female employees (Chen, 1995; Scherling, 1999). Marini et al. (1996), in their studies called ‘Gender and Work Values’, state that gender affects work and career choices, and eventually the performance of employees. As the result of the study, it was revealed that gender differences were of importance in intrinsic, individual and social rewardings, and that female employees attached more importance to these values when compared to male ones. Taylor and Thompson (1976), as the result of their study in which they analyzed the job asset systems of 1058 employees, found that female employees attaches more importance to the working conditions other than the payment in comparison to the male employees.

Kubat (2007) carried out his research for the purpose of determining the importance attached to the work values by the employees of the production sector and for investigating the relationship between work values and personality, along with the employees of 8 firms operating in the production sector in Antalya. During the study, to what extent the employees of the production sector found the dimension of 14 work values important and which work value they attached more importance to were investigated. It was questioned whether or not the character traits were good predictors for work values. As the result of the study, it was concluded that the employees in the production sector regarded the dimension of “success” as the most important work value, and that the job they performed at work became important for them in terms of creating the sense of success. It was also seen that there was a moderate level of relevance between character traits and work values and that character traits were not that much of good predictors for work values (Kubat, 2007).

Altaş (2004), in his doctorate study, discussed the relationships regarding work values, organizational citizenship behaviours and individual performances as well as the effect of these on the tendency to resign from work. The study was conducted on at least the employees of high school graduates of 15 firms working with over 50 employees and operating in Sakarya Automotive and Sub-industry. As the result of the study, it was seen that work values had positive impact on both organizational citizenship behaviour and individual work performance but negative effect on the tendency to leave work. There is no direct significant relationship between work values and the tendency to leave work. The individual work performance has a negative effect on the tendency to leave work. The organizational citizenship behaviour from among the cognitive and emotional work values and individual work performance is the exact intervening variable. It was suggested that the individual work performance from among the organizational citizenship behaviour and the tendency to leave work was the partially intervening variable.

Sagie et.al. (1996) included in their studies the variables investigated to find out whether or not they were concerned with work values. Accordingly; in the literature review they performed, they mentioned about the studies in which the relationship between work values and genetic and environmental factors, demographical variables ⁹, work ethics, organizational devotion and performance were investigated. Accordingly, Keller et al. (1992), in their study conducted on 23 maternal twins and 20 dizygotic twins, stated that 40% of the work values were genetic and that 60% of them could be explained through environmental factors. They also mentioned about the fact that age, gender and race variables did not directly affect the work values. In addition, they established a connection between work

⁹ Demographical variables: Age, gender, education, degree, etc.

values and work ethics by stating that ethics was based on various religious traditions like diligence and success which lay emphasis on work values. Besides, they touched on the fact that some values showed a positive correlation with organizational commitment whereas some others showed a negative relevance. In some of the researches where they analyzed performance at work, they determined that performance had no significant relevance with work values, while in some others, they saw that performance had a positive correlation (Sagie, Kantor, Elizur, & Barhoum, 2005).

Furnham et al. (2005) examined the effects of age and gender on work values in two studies comprising over five hundred employees throughout England and Greece, in which they compared individuals' character traits with the work values. Consequently, they came across no significant relationship between work values and age. They pointed out that age was not a reliable variable in explaining work values.

Cherrington, Conde and England (1979) found that age and education were associated with various work values such as the ethical importance of work or the importance of money (Sagie, Kantor, Elizur, & Barhoum, 2005).

Lyons et al. (2006) studied the work values according to sectors. They determined differences in the work values of the employees working for three different sectors discussed as the public sector, private sector and semi-public sector. Those working for semi-public sectors attach more importance to the jobs that will make contribution to the society when compared with those working for public sectors, whereas those from the public sectors attach importance to those sorts of jobs more than those working for the private sectors. Those working for the semi-public sectors value the opportunity to make a progress less than those working for both public and private sectors. On the other hand, those from the public sectors attach

importance to incentive and challenging jobs more than those from the semi-public sectors. Moreover, when compared in terms of prestige, it was found that the employees of private sectors attach more importance to prestige than those from the public sectors (Kalkan, 2009).

2.1.9. The relationship between work values and demographic variables

Researchers have reasoned that work values were related with demographic variables. The most important of these have been mentioned below.

Gender: In the researches carried out, gender is accepted as the most important variable associated with work values. In particular, male employees often care about the economic aspects, independence, competition, superiors and long-term targets of the job; whereas, female employees care about job relations, social approvals and short-term career targets. According to Elizur (1994), women attach importance to the subjects, such as the sensibility of the job, respect, superiors, colleagues, interaction with people, working hours, job security and additional benefits of the job; whereas men attach importance to payments, responsibility, independence and the efficiency within the organization (Kubat, 2007).

Sagie and Elizur (1996) state that men are conventionally involved in materialistic values more when compared with women, while women are more interested in emotional values when compared to men.

The studies investigating the effect of gender on values suggest that men, right from the beginning of their birth, are inclined to individual values whereas women are inclined to the values for providing service; separately, in the process of socialization, men tend to have individualistic values more while women tend to have communitarian values more (Özkan, 2010).

Pilavcı (2007) stated in his study that success and material means were important in the career decisions of women. However, he pointed out that women wanted to prefer a career that would maintain a balance between their work life and home life due to their roles within the family and within the society (Çerçi, 2013).

Age: The effect of age on work values have been studied by a number of researchers until today, and it was stated by the researchers that there were differences in the intrinsic and extrinsic values of the employees of different ages (Kubat & Kuruüzüm, 2010).

Tüzen (2002) remarked that as the age of the individuals progressed, their behavioural patterns, perceptions, expectations, goals and targets also undergo changes. They stated that such changes also led to developments and changes in the work values, that one's age progression meant also a progression in his/her psychological development process, and that this process was experienced in different ways by men and women (Çerçi, 2013).

According to International Research Team studies (1987), young employees attach more importance to payment than the elderly. Providing opportunities for young employees in business life is of great importance for their career advancement and income generation. Job security is important for elderly employees (Özkan, 2010).

Jurgensen (1978) found that there was a significant relevance between age and work values. In his study, it was determined that young employees often focused on their relationships with their colleagues, payment, working hours and the working environment, whereas the elderly ones focused more on the prestige and the security of the company.

According to the study in which the values of the architects and civil engineers working in the Turkish construction sector with respect to the ideal job were analyzed, the “physical conditions of the workplace” and “promotion at work” is of more importance for the age group between 30-39 than the other age groups. In addition, job diversity and adventure for the age group between 20-29 is more important than that in the other age groups (Kubat, 2007).

Education: It was seen that there was a difference between the work values of the individuals from different educational levels.

Kasnak, in his study where the work values of those working in the service sector were examined, determined that there was a significant relationship between the educational level and values in terms of instrumental values, and that high school graduates attached more importance to instrumental values when compared to college graduates (Kasnak, 1998).

In some studies, those from higher educational levels were determined to have attached more importance to intrinsic rewards (valueing the work itself, interesting job, etc.) while considering the extrinsic values (money, security and prestige) as less important (Uyan, 2002).

Experience: Becoming a professional in a certain field is also associated with age, since as the age progresses, so do the experiences.

Jurgensen (1978) determined that the experienced employees attached importance to the prestige and security of the company, whereas the others considered the relationships with their colleagues and the working environment as more significant.

In a study where the work values of those working for the service sector were examined, it was ascertained that there was no significant difference in terms of

emotional values between the seniors of 1-5 years and the seniors of 11 years and above in business life. Those experienced for 11 years and more in business life attach more importance to emotional values when compared to those experienced for 1-5 years (Kubat, 2007). However, there are also some studies suggesting that experience does not affect work values (Kubat & Kuruüzüm, 2010).

2.2. Job Satisfaction

Job satisfaction expresses the happiness and pleasure felt about the business life by an individual. It is deduced that if the individual has pleasure in the business life, s/he has job satisfaction; and if not, s/he is not satisfied with the work done (Keser, 2006).

The pleasure of the employees about their work or their workplace is called as the job satisfaction (Pekdemir, Özçelik, Karabulut, & Arslantaş, 2006). Job satisfaction, with its basic sense, shows how much employees love their work. The more the job covers the elements that are cared for by an individual, the more job satisfaction received by that employee increases. Job satisfaction occurs when the demands of the job and the characteristics of the employee coincide with each other. The individual has some expectations that are relevant to the training s/he received and her/his skills about the job. The complex interaction between the desires of the individual and the conditions of the job reveals the job satisfaction of the individual (Tınaz, 1996).

2.2.1. The definition of the job satisfaction

Job satisfaction has an important place in the literature because of its direct influence on organizational behavior (Baş, 2002). The job satisfaction concept may be defined as the general attitude for the work done by an employee (İşcan & Sayın, 2010). Locke (1976) defined the job satisfaction as “the positive feelings developed

by an individual with his/her evaluation of himself/herself". George and Jones (2008) defined it as "the sum of the emotions and beliefs about the job done by people". Spector (1997) defined job satisfaction as "the positive feelings of a person for the job done by himself/herself" (Türk, 2007).

In general, job satisfaction is defined as the general feeling about the work done. These feelings are related both with the inner and outer environment of a person. According to Galbraith, job satisfaction stems from the positive or negative feelings formed in an organizational and behavioral environment of an employee. These feelings may also stem from internal and external sources. If the employee has positive feelings for the work in general, it means that s/he has job satisfaction. If the attitude of the employee, which accumulates upon the experiences of him/her at work, is negative for the work, then this employee is not satisfied with his/her job (Mammadova, 2013).

Based on these descriptions, it may be suggested that an individual having a high satisfaction at work has a positive attitude for his/her job; and if the job satisfaction is low, s/he has a negative attitude for his/her job. On case the material and spiritual rewards that are expected by an employee at work are realized at the same level in real life, the job satisfaction becomes possible. If the real situation is lower than the expected one, in this case, the job dissatisfaction becomes the problematic issue (Erdil, Keskin, İmamoğlu, & Erat, 2004).

The value that is attributed to the job from which job satisfaction is received is also defined as the opportunities to learn at work and the use of abilities at work (Wilson, Squires, Widger, Cranley, & Tourangeau, 2008). The individuals who would like to be in the business life have some needs related with the quality and the environment of the work. The characteristics of the individuals, their education and

trainings, ages, genders and similar factors are related with these requirements, and only then the job satisfaction issue becomes possible (Ugah, 2008).

2.2.2. The history of the job satisfaction concept and its development

One of the most important studies conducted on job satisfaction is known as the *Hawthorne Studies*. Elton Mayo conducted this study between the years 1924 and 1933, and measured the job efficiency of the employees. This study showed that the changes at work places increased the efficiency, and this was named as the “*Hawthorne Effect*”. Later on, it was noticed that this increase did not stem from the changes at the work places, but from the awareness of the individuals thinking that they were being observed. These findings showed that the employees worked for something other than the *money*, and cast a light on the road of future researchers (Ökten, 2008).

Another viewpoint on these issues is that the motivation theory called Maslow’s Theory of Hierarchy of Needs. This theory was a basis for job satisfaction theories. This theory claims that individuals struggle for satisfying five basic needs. These needs are; *physiological needs*, *safety needs*, *love and sense of belonging*, *the need for respect*, and the need for *self-realization*. This model has been a basis for recent researchers in forming their job satisfaction models.

Edwin A. Locke’s Affect Theory is one of the well-known job satisfaction models. This model claims that the job satisfaction stems from the difference between the expectations of an individual about his/her job and the things s/he receives. In addition, he showed that the independence given to the individual and the expectations being covered have important effects on job satisfaction.

Another well-known theory is the Dispositional Theory. This theory claimed that individuals had some innate inclinations and these inclinations influenced the job satisfaction (Ökten, 2008).

The Two Factor Theory of Herzberg, which is also well-known, claims that satisfaction or dissatisfaction depends on motivation and hygiene factors, respectively. Motivational factors are the internal factors such as success, being well-known, being appreciated, the quality of the job done, authority and responsibility, improving and being promoted. In case these factors come true, the desire to work of the individuals increase. Hygienic factors are the organization and the management of it, working conditions, the level of the salary, the superior-inferior relations in the organization and other similar environmental factors. According to Herzberg, covering these factors are important for realizing job satisfaction (Kitapçı, Kaynak, & Ökten, 2013).

The Job Characteristics Model of Hackman and Oldman is another job satisfaction model which has found a wide area of application. While the researchers were forming the models, they emphasized the internal job motivation, which they cared much for. According to them, the feelings of the individuals who have high internal motivation depend on how well they do their work (Kitapçı et al., 2013).

High job success is a factor which constantly encourages a person for doing better work. In this model, there are five characteristics of a job; which are, *skill variety, assignment integrity, importance of the duty, being independent and feedback*. According to this model, these characteristics lead to three psychological conditions in individuals, and these conditions give important results in the job satisfaction and in motivation of individuals. The notion that the job requiring skill variety, and the duties having job integrity, and the job being important lead to the feeling in the

individual that the job is meaningful, and the job giving independence to the employee creates a sense of responsibility in the employee, and the feedback gives him/her information about the results of the job (Kaşlı, 2011).

2.2.3. The evaluation of job satisfaction in terms of meaning and its importance

The effects of job satisfaction on our lives are obvious. Managers evaluate employees from three viewpoints. The first one is; employees who are not satisfied run away from job, and seek ways to find an opportunity to leave the job. This situation affects the high capacity work of the organization in a negative way and causes losses of productivity. The second one is; individuals who are satisfied with their jobs are healthier and live longer. This situation gives positive results for an organization in terms of the lifespan of it. The third one is; individuals who are satisfied continue their positive attitudes in their work places, in their social lives, and in family environments. By doing so, they consider life from a dynamic and optimistic viewpoint.

The viewpoints on the importance of job satisfaction are as follows :

- People usually wish to be accepted by individuals.
- The individuals who are not satisfied with their jobs cannot reach psychological maturity.
- The individuals who are not satisfied with their jobs face disappointment and become unhappy.
- Job constitutes the focus of one's life.
- Those who do not work in a job may be weak in mentality.
- Job and social life are inseparable parts of a whole. Individuals who do not work in a creative job cannot take the pleasure of life.

- Being dissatisfied because of job cause moving away from the job and demoralization. This situation decreases the efficiency and prepares the reasons for a society that is full of sick people.

In business life, it is observed that managers do not care for job satisfaction at a sufficient level. However, studies show that behaviors such as leaving the job, being late for work, absenteeism and similar behaviors, which are very harmful for an organization, occur due to low job satisfaction levels. For this reason, managers have to take the issue of job satisfaction into consideration. Job satisfaction studies provide benefits for organizations in terms of determining the problems of the employees, revealing potential problems in organizations, establishing healthy relations with the management, explaining the reasons of leaving the job and absenteeism, planning changes, and management (Eronat, 2004).

2.2.4. The factors affecting job satisfaction

The majority of the factors that affect the job satisfaction are related with the job itself. The employees mostly prefer the jobs in which the job descriptions are clearly defined. The job definition being clear and understandable helps the employee realize the responsibilities and thus have job satisfaction. The structural characteristics of the job are also influential on the satisfaction. The sense of success and being well-known, financial and spiritual rewards and salaries that are satisfying are among the other factors affecting the satisfaction. One of the other factors that provide job satisfaction is the job being enjoyable and understandable in this sense. The feedback received by the employee about his/her job and his/her being able to use initiative are also among the factors that increase the job satisfaction (Çarıkçı, 2000).

Locke (1976) reported that the most important factors that constitute job satisfaction are rewards that are given in equal conditions, supportive working

conditions and friends. Payment systems that are fair, sufficient and cover the expectations of the employees and the promotion approaches have all positive effects on job satisfaction. The working conditions being developed in physical sense and thus facilitating the work of the employees affect the job satisfaction in a positive way. Meanwhile, supportive and sympathetic colleagues and managers are also among the factors that affect job satisfaction positively.

2.2.4.1. Individual factors

The human resources management and the job satisfaction are important in organizational behavior discipline. The attitudes of work behaviors have important shares in job satisfaction. For this reason, the organizational behaviors of the individual are closely related with the job satisfaction. Locke gives a detailed description of job satisfaction. According to him, “Job satisfaction is the result of an individual interpreting his/her behaviors as a positive and pleasant feeling.” Job satisfaction is a result of the evaluation of various factors that are important according to the individual and by the individual (Özkalp & Kirel, 2011).

2.2.4.1.1. Age

The studies conducted so far have revealed that there is a positive relation between job satisfaction and the age factor. It has been observed that young employees have lower job satisfaction levels than the elderly employees, and it has been also observed that as the age proceeded, so did the job satisfaction. Because young employees have excessive expectations or doubts about their job safety and promotions and these expectations being not covered lead to dissatisfaction (Demir, 2005). According to Herzberg, “The job satisfaction levels of young employees decrease in their early years at work, and then, it increases as they gain experience” (Demirtaş, 2011).

2.2.4.1.2. Gender

The man-dominant scene in labor markets has begun to change with the participation of women labor power to the labor market after the second half of the previous century. Although the rate of men employees is still high, women in significant number also exist in the labor markets. It is possible to explain this situation with the developing technology decreasing the time of women to spend on housework, and with the part-time and full-time jobs increasing more than the supply in the labor markets leading to the employment of women. Depending on this development, the attitudes of employees on their jobs in terms of gender has been the subject of studies and has been examined in many studies (Keser, 2006)

2.2.4.1.3. Education level

A negative relation has been determined between the education level and organizational commitment (Çolakoğlu, Ayyıldız, & Cengiz, 2009). In 14 studies out of 17 that was evaluated by Güçlü, it was reported that there was a negative relation in terms of the same topic, and this situation justified the previous findings. Buncho (1998) et al. did not find a meaningful relation between the education level and organizational commitment. The researchers state that the reason of the negative relation was due to the increase in the options (different job opportunities, etc.) depending on their education level of the employees and due to the excessive expectations that could be covered by the organization (Bayram, 2005).

2.2.4.1.4. Personality structure

Personality is defined as the whole of the characteristics that are not changeable and that make it possible to reach estimations on what a person may do about a certain issue (Soysal, 2008).

Human is an “individual” being. The characteristics that give him/her this individuality is the structure of the relations called “personality” and which is developed in a style that is unique and specific to the individual about him/her and the environment. In other words, personality means the whole of the characteristics that are clearly unchanging and consistent (Keser, 2006).

One of the factors that affect the job satisfaction is the personality structure of the employee. The new qualities that will be acquired with the experiences and learnings in business life will surely have effects in shaping the private life. Similarly, the negative changes in personality characteristics that may be caused by business life will also be reflected in private life (Soysal, 2008).

2.2.4.2. Organizational factors

When the literature is examined, it is observed that five factors that motivate an individual mostly are mentioned. These are, *the quality of the job, working conditions, fees, approaches of the managers, and organizational factors that are related with the colleagues*. The fee, among these dimensions (i.e. the instrumental function), is handled as an external function; and the other factors are mentioned as the internal (the quality of the job) factors in the job satisfaction of an individual.

It is important that an individual considers his/her job as valuable, meaningful and self-developing in terms of job satisfaction. The expectations of the employee being covered by the business life is another factor affecting the job satisfaction in a positive way. In case the expectations are not covered, the life satisfaction is also affected in a negative way (Keser, 2011).

2.2.4.2.1. The quality of the job

One of the most important factors determining the job satisfaction is the quality of the job. The quality of the job gains importance in the satisfaction of the employee. The elements that constitute the quality of the job are the variety of skills that are required by the job, identification with the job, the meaning of the job, the self-determination provided by the job for the employee, and the feedback received about the performance (Keser, 2006).

The job being considered as a pleasant job by the individual means that the attitude of the individual for his/her job is positive. For this reason, the perception of the individual about his/her job is an important element in satisfaction. In a hypothesis developed in 1960s, it was accepted that in case the job was considered as boring and monotonous by an employee, the job satisfaction level decreased (Spector, 2003).

2.2.4.2.2. Seniority and status

It is mentioned that there is a relation between the working duration being longer and the job satisfaction, and it is claimed that as the duration of job increases, so does the job satisfaction (Güven, Bakan , & Yeşil, 2005).

- The increase in the seniority of the individual, his understanding the job better and the feeling of success provided to the employee,
- As the duration of the work increases, the organization will cover the needs of the employees more,
- As the duration of the work increases, the employee will become identified with the organization,
- As the duration of the work increases, the organization will provide more opportunities for its employees.

Status is a concept that constitutes the values that are attributed by others for a person. The individual will not hesitate to give any type of effort to have such values.

2.2.4.2.3. Opportunities of promotion

Promotion is a means that satisfies ambition, which the most important factor that drives people to work. If an individual who is employed feels that s/he will never be promoted and s/he will never receive increase in payment, then s/he will believe that any kind of effort at the workplace would be meaningless and futile, and have a negative attitude. In such situations, dissatisfaction and complaints will be inevitable (Eren, 2012).

2.2.4.2.4. Payment

One of the most prominent factors that affect the commitment to the organization is the level of payment. In a study conducted it has been reported that the level of payment is one of the most important factors in leaving the job. The fairness in the distribution of the payments, as well as the payment level, and the payment policy, the perception of the distribution of payments within an organization are other important factors that affect the organizational commitment (Bayram, 2005).

In some sources, it is reported that the benefits and happiness of employees depend not only on payment levels but also on increasing the payments. Although payment is one of the most important factors that affect the job satisfaction, it does not bring job satisfaction alone (Mammadova, 2013).

2.2.4.2.5. Working conditions

We can name the workplace of a person as the material environment. There might be bad heating conditions, insufficient lighting, noise and air conditioning problems in a workplace and affect the work to be done in a negative way. This situation may harm the bodily and spiritual health of an employee and affect the work

in a negative way. Mayo et al. conducted Hawthorne Studies and reported that the improvements in a workplace was important in that they brought job satisfaction with them. Proper working conditions and physical comfort make it easier to reach the targets and enhance the performance thus having a positive effect on the job satisfaction. As a matter of fact, employees prefer those working environments with more physical comfort (Şişman, 2014).

2.2.4.2.6. Management, management style and participation in decision-making process

The attitude of the manager to an employee affect the job satisfaction in two ways: Being on the side of the employee, and making it possible to participate in decision-making process. The manager caring for the work of the employee, supporting and helping him/her, caring for his/her personal problems affect job satisfaction in a positive way. The level of job satisfaction is high in a work place where there is effective and participative management (Ugboro & Obeng, 2000). Employees who participate in decisions develop positive feelings for their work, colleagues and management, and thus the level of job satisfaction increases. The participation of the employees in decision making process being made possible by the management provides initiative, creativity, innovation and similar opportunities and therefore affect the job quality.

2.2.4.2.7. Colleagues

Each organization has a relations system and an organizational functioning system developed according to its organizational structure. Very few employees work in their workplaces without being included in this relations system. Employees do not expect mere payment and concrete success from their work. It is necessary for an employee to be socialized with agreeable colleagues in the workplace where s/he

spends the most of the day. For this reason the employees who have agreeable colleagues at their workplaces who support them have more job satisfaction. The more employees interact with each other, the more the job satisfaction is in a workplace. It is known that friendly relations and mutual working mentality have a mild effect on job satisfaction of the group member. The work group may also be considered as a source of support or help for the employee. Being accepted by colleagues is important in job satisfaction (Luthans, 1994).

2.2.5. The effects of job satisfaction

People spend most of their times at their workplaces in their lives. Therefore, individuals who are not satisfied with their jobs are affected by this situation in other fields of their lives. Job satisfaction ensures the psychological agreement of the individuals in their lives. Individuals with no satisfaction are under deep stress and their health and other life activities are affected negatively.

The effects of job satisfaction on our lives is quite clear. Managers consider the job satisfaction of employees from three viewpoints: The first one is; the dissatisfied employees flee from the job and seek ways to leave the job. This situation affects the high capacity work of the organization in a negative way and causes losses of productivity. The second one is; individuals who are satisfied with their jobs are healthier and live longer. This situation gives positive results for an organization in terms of the lifespan of the organization. The third one is; individuals who are satisfied continue their positive attitudes in the work place, in their social lives, and in family environments. By doing so, they consider life from a dynamic and optimistic angle.

The viewpoints on the importance of job satisfaction are as follows :

- People usually wish to be accepted by other individuals.

- The individuals who are not satisfied with their jobs cannot reach psychological maturity.
- The individuals who are not satisfied with their jobs face disappointment and become unhappy.
- Job constitutes the focus of one's life.
- Those who do not work in a job may be weak in mentality.
- Job and social life are inseparable parts of a whole. Individuals who do not work in a creative job cannot take the pleasure of life.
- Being dissatisfied because of job cause moving away from the job and demoralization. This situation decreases the efficiency and prepare the reasons for a society that is full of sick people (İşcan & Sayın , 2010).

In business life, it is observed that managers do not care for job satisfaction at a sufficient level. However, studies show that behaviors such as leaving the job, coming to the work late, absenteeism and similar behaviors, which are very harmful for an organization, occur due to low job satisfaction levels. For this reason, managers have to take the issue of job satisfaction into consideration. Job satisfaction studies provide benefits for organizations in terms of determining the problems of the employees, revealing potential problems in organizations, establishing healthy relations with the management, explaining the reasons of leaving the job and absenteeism, planning changes, and management.

2.2.6. The motivation theory on job satisfaction

When considered as an attitude, job satisfaction is different from behavior; however, systematic examination of job satisfaction in literature scan has been performed by motivation theories. However, since the human behaviors are complex, each theories does not cover the job satisfaction alone (Toker, 2007). In this context,

although the Maslow's Theory of Hierarchy of Needs, Herzberg's Two Factor Theory and Adams's Equality Theories are motivation hypotheses, they are also considered among the major studies examining the job satisfaction. As well as these hypotheses that explain job satisfaction, the Job Characteristics Model of Hackman and Oldman are also among the important theory that try to explain job satisfaction (Tümğan, 2007).

2.2.6.1. The importance of motivation

Motivation has important and widespread application areas today, and means the process that covers the density of efforts for self-realization of an individual, his/her being directed towards this purpose and the insistence of him/her on this road.

When considered in terms of job satisfaction, motivation means the formation of the work team from right individuals, making the efforts more frequent for a certain purpose, and managing and sustaining these efforts.

- Efficient management of motivation ensures that organizations use the potentials of their employee at the highest level in reaching their targets.
- It ensures that the human resources are made use of at the highest level for the defined purposes by increasing the employee performance to the highest level.
- Managing the motivation aims to ensure that the job satisfaction of the employees is increased and a commitment of employees has been provided with the motivation management.
- The whole of the skills of a team tells about the things that can be done by this team. However, it is really difficult to reach this potential.
- The motivation of a team defines how close the members of the team can come to the potential and therefore affects the performance of the team deeply (Topaloğlu, 2015).

2.2.6.2. *The theory of content*

Motivation theories explain the reasons of the behaviors of the people and the processes that cause these behaviors. Most theories are focused either on the reason or on the process. Motivation theories are examined under two titles as *content-need theories*, and *process theories* (Keser, 2006)

According to *content theories*, the manager must pay attention to understand the factors in which the individual is living and that drive the individual to behave in a certain way.

By doing so, the manager will increase the added value to the organizational aims and manage the employee in a better way. There are four important content theories:

1. Abraham Maslow's Theory of Hierarchy of Needs
2. Frederick Herzberg's Two Factor Theory
3. David McClland's Theory of Needs
4. Alderfer's ERG Theory

2.2.6.2.1. Maslow's theory of hierarchy of needs

According to Maslow, there are the needs of a person in his/her motivation, and that individual acts in order to cover these needs. Therefore, needs are important elements that define the behaviors.

In the core of Maslow's theory, there is the order of needs that follow a pattern that is collected under five groups. According to this theory, there is not an approach telling that when a need is covered, otherwise it will lose its motivating effect.

These needs follow this pattern according to their importance levels:

Physiological needs, security needs, social needs, respect and status, self-realization

needs. Maslow separated these needs as the needs in upper levels and the needs in lower levels

The physiological needs and the security needs are defined as those that are in the lower levels; whereas, the social needs, the status need, the need for respect and the need of self-realization are classified as those that are in the upper levels. The difference between two levels is that the needs in the upper levels are satisfied with internal methods, and those that are in lower levels are satisfied with external means. However, Maslow's theory has not been developed by taking the work environment into consideration, on the contrary, it was developed as a general theories (Arisoy, 2007).

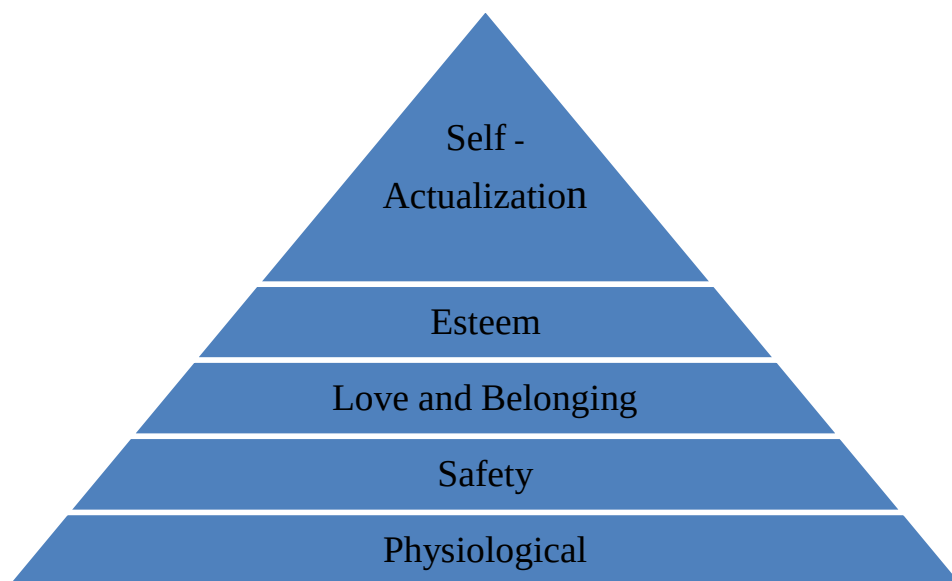


Figure 2.1. Maslow's Hierarchy Pyramid

2.2.6.2.2. Herzberg's two factor theory

According to the assumptions of this theory, the hygienic factors that cause pessimism, leave of work and dissatisfaction of the employee at workplace; and the factors that make the employee happy, that are encouraging and that ensure satisfaction must be separated from each other. Because the existence of various

factors at the workplace contribute to the satisfaction. However the lack of these factors lead to a neutral situation and do not cause dissatisfaction. On the contrary, lack of certain factors make the employee unhappy and lead to dissatisfaction (Eren, 2012).

2.2.6.2.3. McClelland's theory of needs

McClelland, the thinker, grouped human needs under three headings, which are *power*, *affiliation*, and *achievement*. It is considered generally that these needs are mainly socio-economic, but the author also thinks that they have some social aspects as well. In other words, they have importance in terms of individual, society and nation. According to the thinker, power is the underlying reason in the passion of becoming perfect and seeking for the best one in the human nature.

Need for achievement: If an individual spends most of his/her time by considering how s/he can do his/her work better, this person is accepted as having high need for success. People with high levels of this need choose hard and difficult-to-achieve targets for themselves and want to obtain and use the knowledge and skill to reach their targets. For this reason, an individual with high need for success acts diligently in choosing a target (Yıldırım, 2007).

Need for Affiliation: This need emphasizes the need of an individual for being included in other groups since an individual alone cannot continue his/her life and therefore has social characteristics. Each individual has a friendship circle with certain people gained at various levels. However, this social quality and need varies in degree from people to people (Eren, 2012).

Need for power: The need for being strong ensures that an individual controls others and interacts with them and uses his/her power. The people with high levels of

need for being strong love being in charge for something, impressing others, and showing off their status (Özkalp & Kirel, 2011).

McClelland claims that the success motivation -among these, also the three needs and motivations- influences the individual and society most. An individual wants to be successful in his/her work, but also fears and avoids failure. This fear will prevent him/her from showing the behaviors that will take him to success. In such a situation, if the individual overcomes this fear, then s/he will start to act with the desire of success (Eren, 2012).

2.2.6.2.4. Alderfer's ERG theory

Another thinker after Maslow who contributed to the coverage approaches is Clayton Alderfer. Alderfer simplified the approach of Maslow by making some amendments. In Alderfer theories three different needs are mentioned. These are the “*Existence*”, “*Relatedness*”, and “*Growth*”, which give the theories its name.

1. Existence needs are staying alive physically and regenerating, and staying in safety away from any kind of danger.
2. Relatedness needs are about establishing and sustaining good relations with other people both in business life and in social life.
3. Growth or development needs are related with the support for the human beings to develop their humane and individual potentials (Eren, 2012).

Existence needs are identical to the physiological and security needs that are also mentioned in Maslow's theory. These needs experienced in business life appear in the form of payment, bonuses, premiums, physical working conditions, job safety, etc.

The need for being together -or being related- are interrelated with the social environment of the individual. Satisfying the relations between the people, sharing the feelings and thoughts, and social approval demands are included in this group.

Growth or development needs are related with improving one's self-potential. Personal development tells us about the self-contentment and success demands. When this theory is compared with the Maslow's hierarchy of needs, it is observed that it presents more flexible viewpoint in understanding the human needs. In understating the power that drives people for action, education, family structure, cultural environment and similar variables gain importance. As a matter of fact, developmental needs in some societies are more cared for, while in others, the social needs come to the front line (Tınaz, 2007).

Alderfer's existence need corresponds to the physiological and security needs in Maslow's physiological and security needs. Alderfer's relatedness need corresponds to social needs like love and belonging. Again, Alderfer's growth need may be identified with Maslow's value and self-realization needs (Eren, 2012). The ERG theory has been developed both in order to make Maslow's hypothesis work and to include the human-environment interaction. Those who want to apply the ERG theory and Maslow's hypothesis to business life seek answers to questions like "What kind of basic needs are there in humans?", "What specific purposes are human beings directed in business life?", and "What are these needs influenced by?" (Özer & Topaloğlu, 2008).

2.2.6.3. Process theories

The focus of process theories examining all the variables by considering the cognitive processes within the time limit of the appearance and disappearance of the behavior. According to the researchers who develop these hypotheses, different

people have different viewpoints and value judgments. However, the motivation that drives the behavior is the same in all of them (Tınaz, 2007).

2.2.6.3.1. Vroom's expectancy theory

The first one of the process theory is Vroom's expectation theory. According to this model, the success of job and duty is the function of the rewarded behavior. The expectancy theory has developed some scientific hypotheses about organizational behaviors. These theories may be explained as follows (Haktanıyan, 2012):

- According to the theory, the factors that cause the emergence of a behavior are defined and directed with the personal characteristics of an individual and the environmental conditions.
- According to the theory, every human being has needs, desires and aims that are different from each other. These differences that are not coincidental may be examined by understanding the changes in the severity of the needs of an individual.
- According to the theory, people make choices and preferences among various rewards according to their perceptions. They do not react the same to every reward. The motivation of an employee depends on his future expectation from the work s/he does. So, the power of the influence of a result on an individual depends on the expectation of how positive s/he will find this result when s/he gets it in the future. For this reason, according to the theory, the thing that affects the motivation is the value of the result.

The basic elements of extirpations hypothesis may be summarized as follows (Ünlü , Eroğlu, Gökdağ, & Ergüven, 2013):

- The individual must believe greatly that his/her efforts will make him/her gain some rewards.

- The individual must have a desire for the rewards that will be given to him/her in the end. In other words, the rewards must mean something for him/her.
- The individual must believe that s/he will succeed, which is expected from him/her.

2.2.6.3.2. Porter-lawler's expectancy theory

The basic characteristics of the theory is that it gathers the variables that have been mentioned before and states the relations among them. There are nine variable in the theory (Durak, 1998).

The Value of the Reward: This variable shows the attractiveness of the various results (purposes) for the individual. The rewards gain values according to the level of covering the basic needs.

The Perceived Effort-Reward Probability: This variable shows the expectations on whether the individual can obtain the rewards or not.

Effort: This tells the amount of the efforts made by a person to do a job. The important point here is the fact that the effort is considered as a separate variable from success at job. It is claimed that the motivation in the working environment appears not due to the success at work but mostly due to the effort of an employee.

Skill and Characteristics: These tell about the long-term characteristics that are not affected by instant changes in an individual's environment. These characteristics are influential in how an employee completes his/her work and whether s/he is successful at a job or not.

Role perceptions: This variable is related with how an employee defines his/her job, and with his/her efforts to be successful in the job.

Job performance: This shows the products that are obtained by an employee, in short, the results of his/her own efforts.

Rewards: This term expresses the results that are desired by the employees. These are either obtained via the employees' own efforts or are given by others.

Perceived Fair Rewards: This term expresses the expected amount of the rewards by the employees as a result of their efforts.

Satisfaction: This variable shows whether the received rewards cover the perceived fair rewards or whether they exceed the expected amount or not. If the rewards that are considered as fair by an employee are more than the obtained ones, the employee will feel dissatisfaction (Özer & Topaloğlu, 2008).

The expectancy theory has been supported by various researches. For example, Arvey conducted a study and determined a positive relation between the performance expectation and the efficiency level. It was also reported in this study that the performances with high expectations were better than lower expectation status. In addition, the challenges experienced during the study, the complexity of variables and the dynamics between these variables made it difficult to continue empirical studies .

2.2.6.3.3. Equity theory of Adams

Adams determined in his study that individuals compared the rewards given to others and tried to determine whether their rewards are equal with the rewards given to others who have showed similar success at work. In these comparisons, the efforts, intelligence, experiences and skills of the employees are considered (Aydoğdu, 2009). On the other hand, as well as the rewards they received from the organization and the increases in payments, status, the premiums, bonuses and similar social aids, management authorities, resources and job security issues are also considered in this process. The individuals compare the rate between these issues in order to determine the fairness of the rewards given to them. If there is an unfair decision in the rewards, it is observed that there is an imbalance in the workplace.

2.2.6.3.4. Locke's goal setting theory

According to this hypothesis developed by Locke, each individual determines some purposes that are relevant to themselves and these purposes affect the motivation level of that individual. The purposes determined give information to the individual on what to do and how much effort is needed in this process. The performance of the individual increases in a rate that is consistent with the difficulty of the performance of the purposes and the rate of their being accepted in the social community (Bayram, 2005); (Tınaz, 2007) .

Locke et al. focused on the quality of the purposes that are determined by the individual and tried to connect the achievements and the motivations at the workplace to the qualities of the purposes.

2.2.7. Incentive tools in motivation

There is no single way for ensuring motivation to the employees, because the expectations, joys and characters of each employee are different. While understanding your motivation profile helps you define what is important for you in your work, knowing the profiles of the employees helps managers and companies to form an efficient reward system, ensure a powerful motivation, and manage that motivation. If people can satisfy their belonging to somewhere and being noticed, they start to identify themselves with the purposes of the organization. Managers with a vision for the future care for human relations. A manager can feel the vibrations and problems in the deeper layers of the organization only by talking to his/her employees. In order to motivate the employees, an attitude that cares for the human factor is beneficial. Psychological studies show that we make 95% of our decisions with the help of our feelings (Kaplan, 2007).

2.2.8. Measurement of job satisfaction

Various analyses methods have been developed and applied for the purpose of measuring job satisfaction. The job satisfaction inventory is the most widely-known among these methods. In this method, various visions of the job are given for the person and the satisfaction pile-ups (much, little, normal, etc.) of the person according to these visions are determined. Both job satisfaction scans and questionnaires are examined under three general titles according to the type of the question (Çalışkan, 2005).

- **Objective Scanning:** There are many types of this scanning. The most-frequently used one is the one that includes the multiple choice questions. In this scanning, the people who are being asked the questions read all the answers to the questions and tick the most proper one. In some types, the “true” and “false” is marked. Whatever the type is, the most negative way of the objective scan is the fact that all the answers are organized by the management. The only thing that can be done by the participants is choosing the most proper one for themselves. This situation may lead to miss-reflection of the feelings of the employee or to no reflection at all.
- **Descriptive Scanning:** In this scanning type, the employees give their own answers. The reactions are obtained either by directive or by non-directive questions. The directive question focuses the attention of the employee on a specific side of the job and asks question on this aspect. In the non-directive question, there is the possibility of stating the impromptu thoughts for the employees.
- **Projective Scanning:** These type of scanning is developed by psychiatrists or psychologists in order to examine mental health. This type of scanning cannot be used for general scanning purposes.

2.2.8.1. Scoring scales

One of the most-frequently used methods to determine the job satisfaction of the employees is the scoring scale. With this method, the information is used homogenously and numerical expressions are obtained. Scoring scales are divided into three groups.

2.2.8.1.1. Minnesota satisfaction scale

This scale was developed by Weiss, Dawis, England and Lofquist in 1967. It was translated into Turkish in 1985 by Aslı Baycan. It is used in two forms, one consisting of 100 questions, and the other one consisting of 20 questions. Each expression is evaluated with the 5-Point Likert Scale with the expressions “I am not satisfied at all”; “I am not satisfied”; “I am indecisive”; “I am satisfied”; and “I am very satisfied” (Toker, 2007).

It measures the satisfaction or dissatisfaction of the employees in their workplaces. Firstly the general structure, the characteristics of the job that give perceptions and the sides of work that gives satisfaction are analyzed. The factors that lead to satisfaction or dissatisfaction are considered as a measurement factor and a scale is developed according to these factors. The employee ticks the relevant area in the form and eventually the sides of the work that give satisfaction and the satisfaction of the employees are determined (Keser, 2006).

2.2.8.1.2. Critical incidents technique

Critical incidents management is the method that measures the job satisfaction by using the critical events in an organization. This technique was developed by Herzberg in 1959. In a study conducted by Herzberg on job attitudes, the employees were asked to mark the events that gave them the most satisfaction and the events that gave them the most dissatisfaction. Then, the contents of these events were analyzed

and the elements that created the reaction of the employer were determined. To illustrate, in this event; the job which is done by the employee, the auditing method, or the promotion (Özkalp & Kirel, 2011).

One of the benefits of the critical incidents approach is the comfort felt by the responding employees and their freedom in saying whatever they think. There is no direction of the respondents, and the employees are not limited with the categories or structure of the questionnaire. Besides these benefits, making measurements with the critical events technique takes time, and there is the possibility of moving away from objectivity in interpretations and reactions. The responding employees may give the answers to the researcher that s/he wants to hear and mislead them (Erdoğan, 1991).

2.2.8.1.3. Job descriptive index approach

This scale was developed in 1969 by Smith, Kendal and Hulin and improved by JDI Research Group in 1985. The scale consists of 72 questions and includes adjectives or short paragraphs. The employees are asked to answer as “Yes” or “No” to each adjective or paragraph (Keser, 2006).

2.2.8.1.4. The questionnaire method

When job satisfaction is measured via the questionnaire method, if the questionnaire is applied in a rightful manner, the management supports the research, and if the study is conducted by taking the needs of the organization and employees into consideration, and when the management take the necessary precautions in accordance with the questionnaire, there will be specific benefits.

Conducting a study with the questionnaire method gives general information to the management about the job satisfaction of the employees. With the help of the information obtained during the study, the specific satisfaction elements and the reasons of dissatisfaction are defined. This method provides efficient communication

within the organization. During the preparation, application and evaluation of the questionnaires, there will be the opportunity for establishing communication between the employees and the management for the purpose of ensuring job satisfaction. Questionnaires are opportunities for expressing their feelings for some of the people answering the questions (Erdoğan, 1991). They express themselves freely by answering the questionnaire. For the management, on the other hand, the questionnaires are the display of the goodwill of the employers. With these and similar benefits, the employees may consider the management with a more positive viewpoint.

2.2.8.1.5. Interview method

In the interview method, personal interviews are made with each employee. These may be pre-planned or consist of standardized questions. The biggest advantage of this method is the opportunity for the researcher to speak deeply and receive detailed information (Özkalp & Kirel, 2011).

With the interview method, the job satisfaction is measured and analyzed in detail. If the person who conducts the questionnaire handles a topic that is of specific importance for the researcher, it is possible for him/her to ask further questions and make the questions multi-dimensional. In the interview management, the researcher must be objective in the evaluation stage. The way the questions are asked to the employee and recording the answers in a rightful manner will affect the accuracy of the data.

2.2.9. The results of job satisfaction

The results of job satisfaction are way too important to be ignored in that they affect the physical and mental health of the employees, the success and efficiency of the organization, and the development and peace of the society. It is possible to claim

that job satisfaction is not only individual but also organizational and social because of its results. For this reason, job satisfaction is a phenomenon that is most demanded but not easy to obtain. Since the job satisfaction being high ensures positive working conditions managers have a desire for job satisfaction. On the other hand, a low satisfaction is considered as the display of the disorder of the work, and may show itself in the secret form of low efficiency, slowing down the work and causing discipline issues (Erdoğan, 1991).

2.2.9.1. Individual results

The employee spends a good deal of his/her life in the workplace, and the job satisfaction level affects his/her private life and health in a positive or negative way. The job satisfaction level being high contributes to the happiness of the employee, and its being low alienates the employee to the job and depending on this, indifference and lack of harmony appears (Erdoğan, 1991).

2.2.9.1.1. Alienation

Dissatisfying working conditions lead to the alienation of the employees. The employees who are alienated have only one purpose, earning money; and therefore they will be in a vicious cycle of dissatisfaction. The employees who do not show any efforts for improving their workplaces continue their work just because they do not have better job opportunities, and they will be far from showing the necessary effort for their expected organizational targets (Ayaydın, 2012).

2.2.9.1.2. Stress

Stress, in general, is defined as the term that affects the behaviors, performances and relations with other people, and is also considered as the term that give information on the negative stimuli. The term is defined as the physical, psychological or behavioral response for a stimulant that is threatening the individual.

The two important stress sources in the living environment of an individual stem from the working sources and from working conditions. The organization of the working environment being bad, the inappropriate work division and work flow are the sources of stress for an individual. Another source of stress in working environment is the inappropriate role, job and responsibility distribution, and the inappropriateness of the employees in terms of lacking knowledge, skills, and experiences (Eren, 2012).

2.2.9.1.3. Life satisfaction

Business life has a central place in many people's lives. The individual spends an important part of his/her life with the "role of employee". In this context, business life covers an indispensable part of life and affects it at a significant level (Keser, 2006).

A strong relation between the satisfaction in business life and life satisfaction may be considered. A job gives the individual satisfaction in many aspects. It is known that working at a job has a significant effect on the life satisfaction of an individual. Another factor that is equally effective on life satisfaction is the job satisfaction being high at workplace. The job satisfaction of an individual being high contributes to the life satisfaction being higher. It is observed that the individuals having job satisfaction in their jobs have higher life satisfactions in their lives (Keser, 2006).

2.2.9.2. Organizational results

Each organization wants to increase the organizational commitments of its members. Studies show that employees with higher organizational commitment show more effort to perform better at job. In addition to this, it is reported that employees with higher organizational commitment stay in their work longer and have a responsible relation with their organizations. Studies show that there are important

relations between organizational commitment, stress and leaving the job. The organizational commitment among these has a determinant role on employee turnover rate and job satisfaction (Currivan, 1999). On the other hand, other studies conducted on organizational commitment focus on the fact that the commitment has different results on the organizations. These are; *the level of performance at work, the level at the job, absenteeism, being late for work, and leaving the job* (Kök, 2006).

2.2.9.2.1. Labor force turnover and leaving the job

The employee turnover rate expresses the density of the employees leaving their jobs. The membership of an organization may end with the desire of an employee or upon the will of a manager. Since it requires high costs to replace and train an employee, organizations want to follow and control the employee turnover rates (Barutçugil, 2004).

The employee turnover rate being high is an important problem for the organization and therefore it is crucial to prevent the possible reasons of high employee turnover rate. The job satisfaction and organizational commitment of the employees being low are among the factors that increase the employee turnover rate. In other words, organizational commitment and job satisfaction are higher in organizations where the employee turnover rate is low.

The intention for leaving the job tells us about the devastating and active actions that appear in case the employees are dissatisfied with the job conditions. There is a widely-held belief that the intention for leaving the job affects the organizational activity. With the determining of the factors that affect the intention for leaving the job, researchers develop measures to solve this issue (Gül, Oktay, & Gökçe, 2008).

The most powerful and the most expected result of the organizational commitment is the decrease in the intention of leaving the job and eventually in the rate of employee turnover. Therefore, it may be claimed that the organizational members with low organizational commitment will have more intentions and desire for leaving the job. Studies conducted so far have verified this, and it has been reported that, in the contrary situation in which there is lower organizational commitment due to dissatisfaction about various aspects of the job, i.e. in situations where organizational commitment is high, the intention for leaving the job decreases (Sabuncuoğlu, 2007).

2.2.9.2.2. Absenteeism and latecomers to job

Absenteeism is defined as not being present in the workplace of an employee within working hours. It is expected that the level of absenteeism is higher in the employees who do not have -or have low- organizational commitment for their work places, since they do not consider them as the part of the workplace (Uyguç & Çımrın , 2004).

Being late for work, on the other hand, is defined as the coming of an employee to the workplace later than expected. Angle and Perry detected a meaningful and reverse relation between the organizational commitment and being late for work. However, they also found out that being late for work was related with not only the passive devotion for work that took the staying as a member of the organization as a basis, but also with the active organizational commitment that expressed being enthusiastic about making an endeavor for reaching the targets of the organization (Angle & Perry, 1981).

Employees who show the behavior of being late for work ignore the fact that this situation will have negative effects in the organization and will cause unexpected

costs. The reasons for this is that they see themselves as permanent employees in the organization. According to many studies ¹⁰, individuals inclined to have rational reactions consider leaving their jobs in case they face a better job alternative when it comes to the basic economic and social interests.

In a study conducted by Özdevecioğlu on employees working in furniture industry, it was reported that the attendance to work and leaving the job intentions of the employees with higher organizational commitment were lower than those with lower organizational commitment (Özdevecioğlu, 2003).

2.2.9.2.3. Job performance and efficiency

When performance is mentioned, the success level of an organization or an individual is meant. Performance is the expression of what an individual, group or an enterprise can reach or obtain with a certain job they are doing in a quantitative and qualitative way (Özer M. A., 2009). The importance of total quality management in reaching organizational performance become obvious at this point. The Total Quality Management is a modern management style in which the processes and products and services are developed with the participation of both the top-level management and the bottom-level employees, and internal-external job and customer satisfaction is increased, and customer devotion is ensured through constantly improving the results obtained in the organization; the customer expectations are considered above all other issues, and the quality described by the customers at all levels during the activities in all products and services, and mistakes are prevented before they appear (Gül, Oktay, & Gökçe, 2008).

Many organizations use various rewarding systems in the scope of quality management in order to ensure that the employees find their job important and feel as

¹⁰ Many studies: i.e. Griffeth and Hom, 1988; Mueller, 1994.

if the job is their own. The reason for this is the important effects of rewarding system on job satisfaction and organizational commitment. Employees with high job satisfaction and organizational commitment love their job and feel as if it is their job, and this affects the personal performance in a positive way, and increases the quality of the job done. This situation influences the organizational performance in a positive way. Another display of organizational performance is efficiency. In general, efficiency is described as the relation between the inputs and outputs of an organization. Efficiency is the display of what the organization obtains with the resources that are allocated for the purpose of reaching the targeted aims (Çelikkol & Çarıkçı, 2009).

There is a close relation between efficiency and quality. While the focus is job in increasing the efficiency in producing the goods and transporting them to the end users, the display of efficiency in information and service field is quality.

According to the studies conducted so far, organizational commitment at a high level causes having more responsibility, more loyalty and higher performance; and an employee with a higher performance has more desire for staying in the organization and his/her organizational efficiency increases (Çekmecelioğlu, 2005).

2.2.10. Methods for increasing the job satisfaction

2.2.10.1. Job design

Job design is described as “organizing the job, its rewards, quality and contents to merge the job and human factor together” with a more common saying (Özutku, 2015).

Job design is described as changing the quality and structure of the work for the purpose of increasing job satisfaction and efficiency. In this process, certain jobs, the methods that will be used in performing these jobs, and the relation of this job

with other elements are examined. Managers in job design should provide reliable feedback in order to obtain a high motivation and to ensure that the employee feels that s/he is responsible for the job s/he does. Employees feel more satisfaction when they complete some parts of the job or the whole of it (Okay, 2014).

2.2.10.2. Job rotation

Job rotation is a method that is used commonly in upper, middle and lower levels of companies. In upper and middle levels, the managers are assigned for various jobs for various periods and the purpose is ensuring that the individuals, who will be assigned to important jobs in the future, know the functions of the organization better, and providing them with management responsibilities and technical skills (Tınaz, 2007).

2.2.10.3. Enrichment of the work

In order to make the content of the works attractive for the employees, Herzberg developed the *Job Enrichment Method*. The main idea in job enrichment is making amendments in the basic quality of the job by loading bigger responsibilities and giving the opportunity to talk to the employee for judging the accuracy of the job (Eren, 2012).

2.2.10.4. Expanding the work

Expansion of a work is the state of forming a new job by merging more than one job. It provides variety of jobs and eliminates the monotonous and bored state of the employees and increases the enthusiasm for work.

Expansion of work may be in two types:

Horizontal and Vertical Expansion of Work. The aim in horizontal expansion is making amendments in the contents of the work mainly towards sub-work. By doing so, the employee will not change the work in favor of another one from time to time,

but will have various work in the same job, and this will increase the job satisfaction of the employee. Vertical expansion is almost the same with the work enrichment. The thing which counts here is the employee obtaining more authorities ¹¹about his job (Barutçugil, 2004).

2.3. Intention to Leave

The labour force of employees is quite an important issue in both industrial and organizational psychology. Labour turnover represents the labour turnover employees' resignation from work for any reason or their suspension from the organization after having been employed within the staff of the organization (Eren, 2012). Labour turnover, in other words, is defined as the overall number of destaffing or personnel recruitment formed within a management during one term as well as the work load remaining unchanged within that term; hence, the necessity to re-recruit as many personnel as those that leave the workplace so as to perform the same amount of work (Gül, Oktay, & Gökçe, 2008). There are two different types of labour turnover, which are voluntary employee withdrawal and dismissal from work by the organization. While the voluntary employee withdrawal reflects an employee's own decision, the decision to dismiss an employee belongs to the employer himself/herself (Shaw, Delery, & Gupta, 1998).

The involuntary employee withdrawal that takes place in the form of being dismissed by the organization is seen when the organization cannot receive the efficiency expected of the personnel involved or is dissatisfied with the employee's attitudes and behaviours at work. The voluntary labour turnover takes place with the preference of the employee him/herself and due to the effect of several reasons.

¹¹ Authorities: Planning the work, auditing and directing, etc.

Among these reasons are the inability of self-expression, better opportunities in other places, payment or salary, management, geographical conditions, and pressure.

The concept of the intention to leave is defined as ‘‘ a conscious and cautious decision or intention to quit the organization’’ (Bartlett, 2001). Rusbult et al. define the intention to quit work as the destructive and active deeds performed by the employees in the event that they become dissatisfied with the working conditions (Rusbult & Farrell, 1983). The factors affecting the employees’ intentions to leave are the culture and values of the organization, the relationships with the colleagues, demands and expectations for work/role at work, the opportunities to develop career, rewarding structures as well as the job itself and the payment received (Çelikkol & Çarıkçı, 2009).

The reasons for the behaviours and the intentions of the employees to quit their work differ from one person to another. In general, employees quit work so as to start at another institution that can meet their expectations, such as making use of their potentials more efficiently and increasing the payments and rewards they will receive. Before even exhibiting the behaviour of leaving work, the employees show the intention to quit work in the first place. Having the intention to leave in mind is the most important symptom of the behaviour of leaving work.

If an employee with the intention to leave in his/her mind is not intervened in time, such a thought turns into the behaviour of leaving work. Once the resignation from work has taken place, it is then impossible to get back to the same place again. However, those with the intention to leave can be made to stay by taking necessary precautions. For this reason, the intention to leave is the matter that should be taken into inconsideration.

Leaving work carries several risks, such as financial costs ¹², operating costs ¹³ and psychological costs ¹⁴. Thus, this is a major time of decision. Most of the time, putting forward the intention to quit work appears to be much easier than exhibiting the behaviour of leaving work for real. As far as the literature is concerned, according to the results of the studies regarding the intention to quit work and the behaviour of leaving work; the intention to quit work is, indeed, seen to have resulted in the behaviour of leaving the work. The intention to quit work within a certain timeframe actually shows the behaviour of leaving work (Çakar & Ceylan, 2005). Executives, as far as economy is concerned, felt obliged to prioritize the costs of quitting work more than the benefits it would bring, since several expenditure factors with respect to quitting work can be defined, whereas there are not many respects as to its benefits. For instance, one of the benefits of quitting work is the decreasing average labourer cost.

As the working period of an employee extends, so do the payment and position within the workplace rise. Yet, learning often lasts for a shorter time, and the efficiency of the employee does not increase as the duration of work increases. In such cases, leaving work may reduce the labourer costs. Doubtlessly, such cases are true rather for simple jobs and can set an example to one of the probable benefits of quitting work. Another probable advantage of one's quitting work may be in the issues like change and creativity. Although this situation may not be that much economical, new people and new ideas integrating with the organization may contribute to changes within that organization as well as increasing creativity, which

¹² Financial costs: Loss of pay.

¹³ Operating costs: Transition from one job to another.

¹⁴ Psychological costs: Losing a number of valuable business relations.

may then allow the organization to become a continually dynamic structure open to change (Yang, 2010).

2.3.1. The concept of the intention to leave

Employees' intention to leave their work has been the subject of various studies for years. According to Mobley, the intention to quit work is related with the idea of an employee working in an organization to leave that workplace. The tendency of one to actualize leaving his/her workplace takes some time.

Mobley (1977) explained this fact as follows:

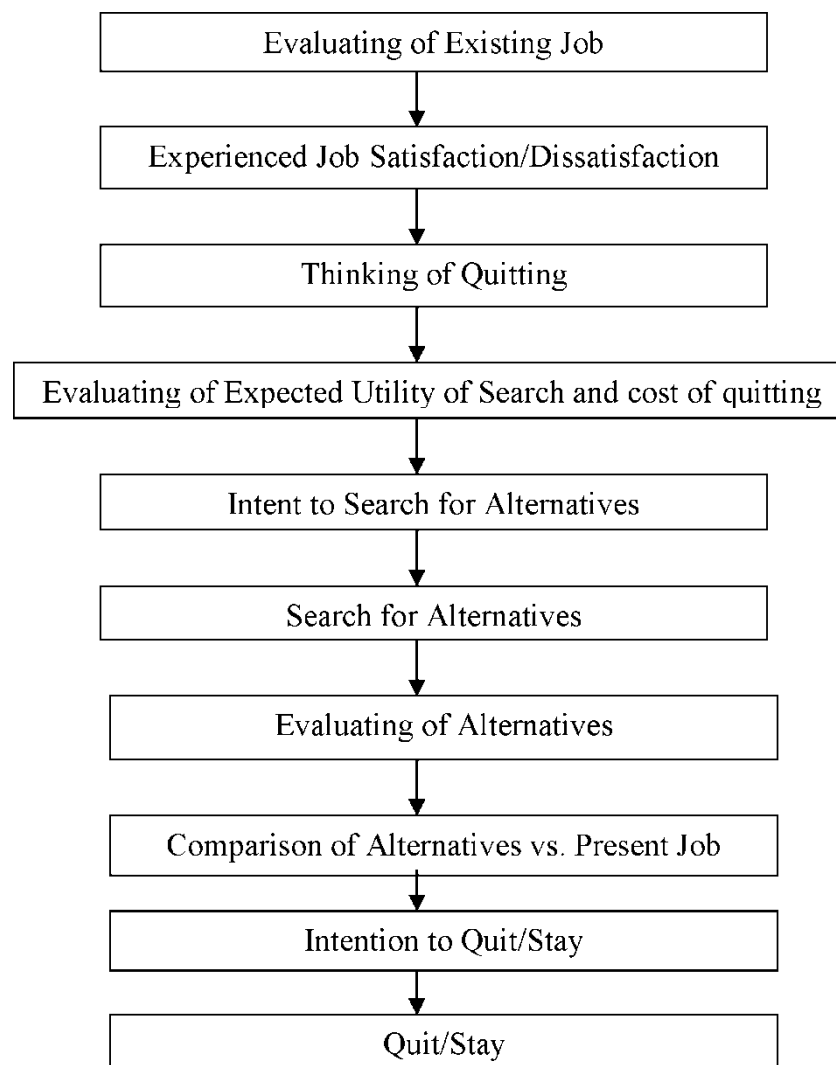


Figure 2.2. A model of the employee turnover decision process

Note. (Aydoğdu, 2009)

If we are to unfold this model, we can say that job dissatisfaction due to several factors experienced by an employee triggers the idea of leaving work, which then brings about the behaviour of seeking another job. If alternative jobs become more attractive than the current one, the employee develops the intention of the tendency to quit his/her job and, eventually, leaves the organization (Kaya & Abdioğlu, 2010).

One of the indicators of organizational efficiency in the management of human resources is related to the ability of the qualified personnel to stay within the organization (Sarıdede, 2004). The fact that the intention to leave causes the absence and labourer turnover rate which have psychological, sociological and economic dimensions to increase in the further stages of the intention to leave work makes it mandatory for all organizations to determine the intention to leave. Rusbult et al. (1988) defined the intention to leave as “the destructive and active deeds performed by the employees in the event that they become dissatisfied with the working conditions” (Rusbult & Farrell, 1983).

The intention to leave is the tendency of personnel to continue to work within another organization by leaving their job in the current organization (Sarıdede, 2004). Absenteeism is evaluated as the employee’s ceasing to go to work without a reason or excuse during the times when s/he has to be at work according to the working schedule or whatever program requires him/her to be there (Eren, 2012). On the other hand, the labourer turnover which is the behaviour of withdrawal like absence from work expresses the fact that employees leave their job for some reason or are suspended from the organization after having been employed within the staff of the organization, and it is calculated by dividing the number of the personnel that quit work within a given period of time (within one year in general) by the number of the

average total personnel (Eren, 2012). That is to say, the point here is that the employee leaves the workplace either at his/her own request or the employer's own will.

The increase in the labourer turnover rate that is an inevitable case within the life cycle of organizations causes resignation, employment and placement costs along with the education, training and development of the labour force to increase and leads to the fact that the investments made by the organizations on their employees qualified as key personnel to become stagnant.

Separately, the labourer turnover rate becomes a major determinant in terms of the additional costs occurring as the result of inefficient production, loss of time, efficiency problems, and the balance and the stability of the goods and services quality. Therefore, the organizations unwilling to experience the losses in question can foresee the labourer turnover by analyzing the development and the course of the intention to quit work (Bingöl, 2013). The factors, such as excessive work load and work stress, role role ambiguity and role conflict, unclear job definitions, negativw working conditions, low salary, limited means for promotion, abrasive relationships among individuals, lack of social support, communication issues and conflicts in the working environment, dissatisfaction with the administrative practices, the perception of inequality and injustice within the organization, unhappiness in the current workplace, the long duration of stay within the organization, the conditions of the labour force market, the presence of alternative business means, exhaustion, absenteeism, and low motivation and devotion for work and the organization, are among the powerful determinants of the intention to quit work, and thus, the labour turnover, as well. At this point, there appears to be the necessity that executives should be aware of the fact that such factors are associated with the employees'

character traits and their work processes and that they cause negative effects on the health of the personnel; separately, the overall presence of all these factors is more effective on the intention to quit work than the presence of a single factor and that the executives should develop various control mechanisms regarding this matter.

Therefore, it can be stated that the labour turnover models are focused on the variables affecting the intention and decision to leave work, such as the demographic characteristics and organizational factors along with the features of the job and the factors as to the labour force market (Djurkovic, McCormack, & Casimir, 2004).

In a research carried out by Weisberg and Kirschenbaum (1991), it was concluded that as the age progressed and the period of experience increased, the intention to leave work decreased, while as the educational and occupational level increased, the intention to leave work increased, as well. Separately, it was determined that single people had more tendency to leave work than the married ones. Also in a research made by Nogueras (2006) with nurses, there were similar results to those seen in the research carried out by Weisberg ve Kirschenbaum with respect to the relationships between the intention to leave work and the educational level. In another study conducted with the participation of 404 high school teachers in Israel for the purpose of determining the relationships between job satisfaction and the intention to quit work along with exhaustion and stress and somatic complaints, age and experience were determined to affect the intention to leave (Weisberg, 1994).

In another study conducted by Mor Barak et al. (2001), surprisingly, no conclusion could be made as to the fact that demographic factors and work-family conflicts had significant effects on the intention to leave, contrary to the researches performed beforehand. However, it was determined that the employees younger, more educated and less experienced than the others and showing difference in comparison

to the majority in terms of the variables like race, origin, gender and age were more prone to quitting work. Consequently, it was put forward that the effect of demographic factors on the intention to leave had remained rather weak and that only the sector worked for was able to foresee the intention to leave at a considerable degree (Mor Barak, Nissly, & Levin, 2001).

Rusbult et al. (1988) characterized the intention to quit work as the destructive and active deeds performed by the employees in the event that they became dissatisfied with the employment conditions (Rusbult & Farrell, 1983). On the other hand, emphasized the fact that the first factor that is suspected of within the organizations having a high level of labourer turnover was job dissatisfaction, and he also added that the personnel wished to quit their job due to job dissatisfaction in cases where they failed to receive a recompense for the effort made or where they considered the result they achieved as something less than what had been expected. Moreover, he stated that the primary reasons for why the labourer turnover rate proved to be high were the factors, such as the work getting monotonous after a period of time, failure in physical activity, a continuous sense of being monitored, the fact that the personnel do not regard their work as a career target and also the presence of other attractive job alternatives. In addition, it was noted that the personnel turnover within the organization got minimized in the event that the premium system based on payment and performance, means for promotion, physical working conditions, job security and the relations within and out of the organization were formed in the way that they would meet the expectations of the employees.

2.3.2. Types of intention to leave

The deeds of quitting work are divided into two groups in the literature, which are as follows:

1. Getting dismissed from work
2. Voluntary Quitting

In this research, among the types of personnel turnover, the subject of quitting work voluntarily/at one's own request is analyzed.

Although voluntary leavings may sometimes allow an organization to correct the mistakes made in forming a staff and allow for a new blood into the unit involved, excessive personnel turnover may cost a lot to the organization. Separately, the procurement made due to those who have resigned and left work, and the investments in the form of choice and education become lost. For this reason, companies analyze the reasons for the resignations of their employees by continuously bringing the personnel turnover rate under control. Negotiations (interviews) are being held so as to obtain necessary information to analyze the reasons for the personnel turnover. In this sort of an interview, for what reasons the person wishes to leave work is tried to be learned. Hence, through the interview, even though the employee in question cannot be stopped in leaving the company, some studies as to eliminating the reasons for this will be started out. Thus, more open ideas can be acquired over these reasons (Bingöl, 2013).

2.3.3. Factors affecting the intention to leave

Each employee brings together with him/her a couple of sets of expectation into the organization worked for. The common rewarding system¹⁵ can be considered to be much closer to the expectations of those that remain within the organization when compared to those who leave work. Within such sort of a framework, certain attitudes and quitting work can be seen as the result of the employees comparing their

¹⁵ Rewarding system: Payment, payment level, educational procedures, job requirements or executives, etc.

own expectations from the organization with what is presented to them in real (Porter, Steers, Mowday, & Boulian, 1974).

2.3.3.1. General economic reasons

When considered in terms of profit maximization, there are rather serious costs/expenditures regarding the resignation of employees. The costs likely to emerge along with the resignation of an employee (except for the investments made for the employee resigned) can be considered as putting an advertisement for employing another employee, sparing time and costs for orientation, training of the new employee, employment of the new employee and propping up during the period until the job is taught, the efficiency loss during that time, and low level of efficiency study within the required time period in order for the new employee to learn the job very well, etc. The economic cost of leaving a job is too important for the executives to ignore, and the point to be considered in the real sense is right here (Futrell & Parasuraman, 1984). In the economic evaluation of leaving a job, executives have always been obliged to prioritize the costs more than the benefits, since a number of cost items in regard to leaving work have been readily defined, whereas not many respects as to its benefits have been highlighted. For instance, one of the advantages/benefits is the decreasing average labourer cost. As the working period of one increases, so will his/ her salary and position within the organization rise. Yet, in most cases, learning takes a shorter time, and the efficiency of the employee does not increase as the working period extends. In such cases, leaving work may help reduce the labourer costs. Doubtlessly, such a case can be seen in much more elementary jobs, which can set an example to one of the probable benefits of leaving work.

One of the benefits of one's quitting work may show itself in change and creativity. Although such a case may not be so economically measurable for the

organization, new people integrating with the organization along with new ideas when one leaves work may contribute to the change and creativity within the organization as well as keeping it dynamic at all times (Yang, 2010).

2.3.3.2. Operational factors

These are the reasons emerging in the processes of production and management of companies. Since the administrative levels/ line managements have great impact on their occurrence, the elimination of these factors is also possible thanks to the executives. We can list these reasons as follows:

- The site of the establishment (Either in the city center or away)
- Means of Transport (making use of service buses or public vehicles, parking facilities)
- Type of the job and difficulty level (dirty work, manual labour/hard duty, etc)
- Negative organizational conditions (frequent change of location at work, extreme rigidity in job rules, etc.)
- The irregularity in the payment system (failing to perform fair payments, failing to do performance evaluation, etc.)
- Terrible working conditions (high probability of accidents, lack of necessary physical and aesthetic qualities at work, badly-arranged work schedules/periods)
- Employees experiencing extreme difficulty in terms of psychological, physiological and occupational knowledge and skills.
- Poor management practice of personnel (behaving in rather a rude and unfair way, the insufficiency of means of progress and development, etc.)
- Lack or insufficiency of social services at work (no canteen, no resting places in working spaces, etc.)

- Malfunctioning of the production period (recruiting noncompetent and untalented staff, excessive work load, insufficiency in tools and materials, etc.) (Kesen, 2011).

2.3.3.3. Factors regarding personal living conditions

We can list the general economic reasons for leaving work and those apart from the reasons due to the management/establishment as the reasons belonging to employees:

- Changes in living conditions
- Sympathy felt for another job
- Changes within family relations (marriage, death, etc.)
- Obligations regarding age (retirement and disablement, etc.)
- Requirements for education and learning (for him/herself and his/her children)
- Various psychological and physical reasons (health condition, work environment, etc.) (Porter, Steers, Mowday, & Boulian, 1974).

2.3.4. Consequences of intention to leave

High rate of labour force turnover brings about several drawbacks for the organization. While a loss in production is experienced when a well-trained employee used to the organization is lost, such a case also creates disappointment on other personnel. Separately, it is known that the individuals with the intention to leave work may impair the product and service quality by ignoring the job roles to be performed as required (Çelikkol & Çarıkçı, 2009).

The costs of one's quitting work changes depending on the the elimination of the office position dropped or left vacant, or on the decision to recruit new personnel in the place of the one that quitted. The elimination of the position may help reduce the human resources costs in the long term. This is one of the objectives of the

frequently-experienced downsizing practices in recent times. Yet, even in this case, the quittings may cost a great deal to the organization. Besides the financial costs, the loss of talented employees, their shift to some of the rival companies and the high stress level of those who remain along with their disappointments or frustrations have all been considered among the cost item (Barutçugil, 2004).

Among the costs of personnel renewal; finding new personnel, interviews, selection and employment, training- educational costs and various costs cause by the one who quitted should all be taken into consideration, as well. The time spared for interviews, tests and exams, reference controls, costs of starting the job and adaptation period, being far from efficient performance at work, and renewal of the personnel are the primary factors of such costs. The compensation received by those who quitted work, legal payments, social rights they benefit from, several harms done on the image of the company and on the spiritual/psychological levels of those that remained along with the outplacement support they receive should also be considered among the cost items of leaving work.

Sanderson (2003) listed the costs caused by quitting work as follows:

- The cost of replacing and selecting new employees
- Educational costs over again
- The cost of unnecessarily paid salaries during the learning period of the personnel when they are not operating with full capacity,yet
- The cost of crash, damage and accidents likely to occur in the process of the work-adaptation period
- The cost of overtime payments of the other employees until the period when the new staff gets used to working there and begins to work with full capacity

- The cost of the production loss that takes place during the time between the recruitment of the new staff and the former employees resignation
- The cost of the negative behaviours of the individual which holds up the tasks in his/her own department (Sanderson, 2003).

2.3.5. Prevention of intention to leave

The intention to leave is sort of a precursor of leaving the job and the precursor of labourer turnover. There is a positive relationship between these concepts. The success and performance of organizations depend largely on utilizing the current resources, particularly making use of the labour force, which is the most important factor in this matter, in the most efficient and effective way (Güner & Ünal, 2007). For this reason, the executives in an establishment must foresee/sense the intention of an employee to leave work beforehand without even allowing the labourer turnover to take place, and they must also analyze the underlying reasons as to the matter in the best way.

Sanderson (2003) listed the steps to be taken by an executive to avoid the obstacles caused by leaving work as follows:

- A behaviour-focused employment process putting forward talents should be developed to recruit the right person for the job.
- It is necessary to unite/integrate the employees for success.
- Growth and development opportunities should be provided.
- Groups and teams should be motivated.
- Rewarding should be appropriate and personal.
- Problem-solvers should be assisted, and participation should be ensured in problem solving (Sanderson, 2003).

2.4. The Relationship Between Work Values and Job Satisfaction

Institutions have tried to put forward work values in order to meet the demands of the employees and to determine the satisfaction they get from the job. According to Smither (1998), it was found that employees attached importance to the secured health insurance value at most, however, they mostly got satisfaction from the inter-personal relationships. High income, on the other hand, is the value they get least satisfaction from (Özmete, 2007).

According to Ghawazzi (2008), one of the factors affecting the level of job satisfaction is values. When the tasks performed help the individuals in achieving their values, targets and standards, they get satisfied with their work but dissatisfied when the case is the other way round (Özcan E. D., 2011).

In their studies about work value and job satisfaction, Arcenia and Gonzalez (2005), Altıntaş (2006) and Yılmaz and Dilmaç (2011) pointed out the existence of a significant relationship between the two concepts. Altıntaş (2006) and Ercan and Dilmaç (2011) both stated that there is a significant and high-level relationship between self-improvement and job satisfaction. Similarly, Naktiyok (2002) in his research included that self-improvement values enhance overall job satisfaction in a positive manner. According to Schwartz (1992), individuals who highly value self-improvement are motivated by social status and dignity.

Many researchers found that work values were positively correlated with job satisfaction. Sarnswang (1995), in a study conducted with a total of 64 deans working in the state and private universities in Thailand, determined that work values were positively correlated with job satisfaction. Some researchers stated that work values were associated with internal satisfaction rather than external one (Kubat, 2007).

Internal and external satisfaction is dependent on the empowerment over the job. The internal satisfaction is related to the work itself, whereas the external one is composed of the factors like material means and comfort. Dhanasarnsilp (2006), on the other hand, stated in his study that there was a significant relevance between the job satisfaction and work values of the production personnel; however, no such relevance could be found in the sales personnel (Kubat & Kuruüzüm, 2010).

2.5. The Relationship Between Work Values and The Intention to Leave

While a job is being performed, the way it is done and the autonomy representing the freedom space of the individual with respect to making a decision is effective on the tendency to quit work through job satisfaction. Individuals regard their institutions as a means to be able to progress in their career and to be able to develop their knowledge. If the institution cannot provide this opportunity, the intention to leave rears its head. In the same way, failure to find a means for promotion and continually performing the same routine tasks also bring about this tendency. Autonomy, means for personal development, promotion, and the means for feedback are all within the scope of cognitive work values. The studies included in the literature suggest that these values have an indirect impact on the tendency to quit work.

Schwartz (1992) proposed that individuals with high level of self-enhancement values pay attention to equality at the workplace and leave work in case they perceive inequality. Similarly, Altıntaş (2006) expressed that individuals with high level of self-enhancement tend to leave work more easily in case they face any unconformity or conflict at work. The idea that job satisfaction will be high among employees, who are presented with self-improvement opportunities by the organization and management, supports the thought that their intention to quit work will be less. It is

considered that as pleasure to do work increases, their intention to quit work diminishes.

With the increasing support do the positive attitudes of the employees towards their job increase. In this case, when the support of the organization increases, the tendency to quit work decreases. In other words, there is a negative relationship between the support perceived by individuals and the tendency to quit work. The employees' belief that there is injustice in the workplace also affects the tendency to quit work in a negative way. As well as the payment in financial values directly affect the tendency to quit work, it also has an indirect impact on job satisfaction and quitting the work by creating an organizational loyalty and devotion. In the compliance of the employees' values with the organization, the tendency to quit work is affected. In the case of the discordance of values, the tendency to quit work increases (Altaş, 2004).

3. METHODOLOGY

The study aims to examine the effect of work values on job satisfaction and intention to leave work. In this section, information about research sample, research design, research methods and assessment tools are presented.

3.1. Research Sample

Research sample comprises of 251 white-collar administrative staff working for a foundation university with the same board of directors and similar working conditions. The objective of the study is to determine the effect of work values on their job satisfaction and intention to leave.

Data collection process started in January 2015 and ended in February 2015. 300 hundred questionnaires were delivered to the employees in closed envelopes and they were collected back a week later. While 25 surveys were totally left unanswered, 24 of them were not evaluated because of missing answers. As a result, 251 questionnaires were used in the analysis.

3.2. Research Design

The type of research used in this study is quantitative research. Exploratory data analysis will be performed and existence of correlational will be searched among the variables. Besides, three key concepts of the research referred to as work values, job satisfaction and intention to leave will be analysed.

3.3. Research Model

In the research model, work value is the independent variable, while job satisfaction and intention to leave are the dependent variables. Accordingly, the research model was formed as below:

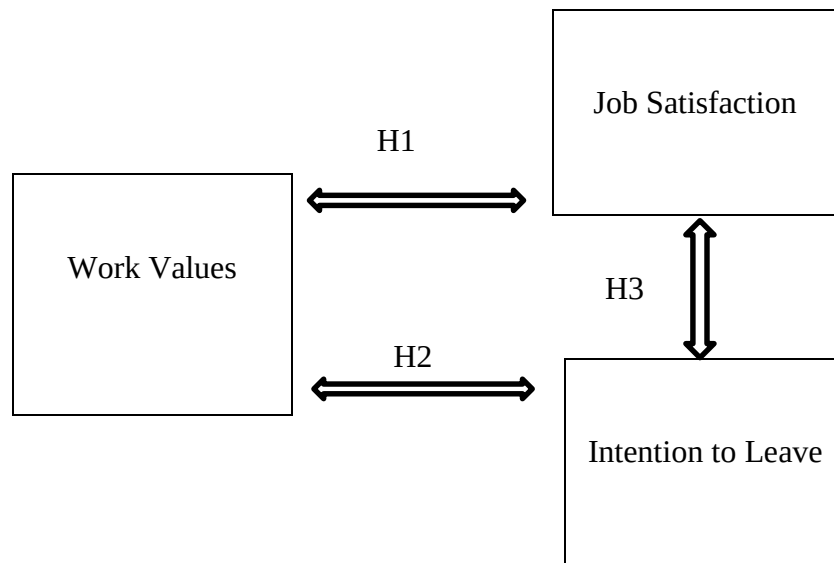


Figure 3.1. Research Model

3.4. Research Hypothesis

The three hypotheses of the study are shown below:

H1: There is a significant relationship between work values and job satisfaction.

H2: There is a significant relationship between work values and intention to leave.

H3: There is a significant relationship between job satisfaction and the intention to leave.

The research will answer the three questions posed below:

- 1) What is the relationship between work values and demographic variables¹⁶ ?
- 2) What is the relationship between job satisfaction and demographic variables ?
- 3) What is the relationship between the intention to leave and demographic variables ?

¹⁶ Demographic variables: Age, gender, marital status, parental status, education level, company tenure, overall work experience.

3.5. Measurement Instruments

The survey questions were designed in four sections. In the first section, initially, there were eight demographic questions. Since question number eight ‘‘your position within the institution’’ was mostly left unanswered by the respondents, it was omitted from the survey, leaving the first section of demographic questions with 7 items.

In the second section, questions about employee’ perception on values were prompted to the respondents. Work Values Research Form, developed by Pinar Tınaz (1999), was used regarding work values scale. In this section, including 35 items, a 5-point Likert-type scale, ranging from ‘‘Not important at all’’ to ‘‘ Quite Important’’ was used.

The third section covered questions on the assessment of job satisfaction. As for the scale regarding job satisfaction, the ‘‘Minnesota Employee Job Satisfaction Scale’’ developed by Weiss, Dawis, England and Lofquist (1967) was used. A 5-point Likert scale was used ranging from ‘‘Not satisfied at all’’ to ‘‘Quite Satisfied’’. The fourth section included questions regarding the tendency of employees to quit work. The scale used in this section was the one developed by Mobley et al. in 1978 and it consisted of 3 questions. Again, a 5-point Likert scale was used.

3.6. Statistical Analysis

Data gathered from the research is analysed using SPSS (Statistical Package for Social Sciences) for Windows 21.0. Data evaluation is performed through statistical methods ¹⁷.

¹⁷ Statistical methods: Number, Percentage, Mean, Standard Deviation.

While t-test is performed to compare the means of two groups, one-way Anova test is used to compare means of three or more groups and Tukey Post Hoc Test is used to determine which groups in the sample differ.

Pearson Correlation technique is used for investigating the relationship between the dependent and independent variables and regression analysis is performed for testing the effect. The degree to which the variables are correlated is assessed based on the below criteria (Kalaycı, 2014).

<i>R</i>	Correlation
0,00-0,25	Very Weak
0,26-0,49	Weak
0,50-0,69	Moderate
0,70-0,89	Strong
0,90-1,00	Perfect

The output is validated at 95% confidence interval and 5% significance level.

4. RESEARCH FINDINGS

In this section, it is aimed to present the outcome and major findings of the research study. Besides, descriptions and commentaries on major findings including key quantitative results are provided.

4.1. Frequency Analysis

Table 4.1

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	168	66,9	66,9	66,9
	Male	83	33,1	33,1	100,0
	Total	251	100,0	100,0	

As summarized in Table 4.1, the majority of the employees are female (66,9%). 33.1% of the employees are male.

Table 4.2.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-34	168	66,9	66,9	66,9
	35-49	78	31,1	31,1	98,0
	50+	5	2,0	2,0	100,0
	Total	251	100,0	100,0	

As summarized in Table 4.2, 66,9% of the employees is at the age interval of 18-34. Thus, the majority of the respondents in this research are referred to as Generation Y. 31,1% of the population stands at the age interval of 35-49, which is referred to as Generation X.

Table 4.3.

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	136	54,2	54,2	54,2
	Single	104	41,4	41,4	95,6
	Divorced	11	4,4	4,4	100,0
	Total	251	100,0	100,0	

As shown in Table 4.3, the frequency count of marital status reveals that those who are married constitute half the respondents (54,2%).

Table 4.4.

Parental Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	61,4	66,4	66,4
	No	97	38,6	38,6	100,0
	Total	251	100,0	100,0	

As shown in Table 4.4, among all respondents, 154 employees (61,4%) have children, and 97 employees (38,6%) are childless.

Table 4.5.

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	4	1,6	1,6	1,6
	High school	44	17,5	17,5	19,1
	Junior college	56	22,3	22,3	41,4
	University	105	41,8	41,8	83,3
	Master	37	14,7	14,7	98,0
	Doctorate	5	2,0	2,0	100,0
	Total	251	100,0	100,0	

As listed in Table 4.5, majority of the participants are university graduates (41.8%)

Table 4.6.

Total Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	64	25,5	25,5	25,5
	6-10	81	32,3	32,3	57,8
	11-15	72	28,7	28,7	86,5
	16-20	16	6,4	6,4	92,8
	21+	18	7,2	7,2	100,0
	Total	251	100,0	100,0	

As indicated in Table 4.6, 32,3 % of the participants possesses work experience of 6-10 years. While 28,7% of the participants have work experience of 11-15 years, participants having 0-5 years experience constitute 25,5% of the total employees.

Table 4.7.

Company Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	146	58,2	58,2	58,2
	6-10	64	25,5	25,5	83,7
	11-15	36	14,3	14,3	98,0
	16-20	3	1,2	1,2	99,2
	21+	2	,8	,8	100,0
	Total	251	100,0	100,0	

Table 4.7 shows that the majority of the participants (58,2%) have worked for their current employer between 0-5 years.

4.2. Factor and Reliability Analysis

4.2.1. Work values

Cronbach's alpha is used as a measure of internal consistency in order to measure the reliability of 21 items in the "Work Values" scale. Few rotations were performed to obtain the best representation of the data and items 1, 2, 3, 7, 8, 10, 11, 12, 14, 16, 18, 31, 32, 35 were left out of the analysis due to low factor loadings and cross loadings. The alpha coefficient for the scale is 0.905, suggesting that the items have very high internal consistency. In addition to measuring internal consistency, exploratory factor analysis (EFA) is performed in order to identify the underlying factor structure. Bartlett Test result is significant ($p=0.000<0.05$) indicating relationships between the variables included in the factor analysis. The value of $KMO=0.893>0.60$ suggests that the sample size is adequate for factor analysis. Varimax rotation is preferred in factor analysis as it yields an identical relationship structure among factors.

Factor analysis, with a total explained variance of 63.945%, indicates that a five-factor model is most suitable for the variables in the model.

Cronbach alpha reliability and explained variance values confirm the validity and reliability of the "Work Values" scale. Factor structure for the Work Values scale is shown below.

Table 4.8.

Factor Analysis of Work Values

Dimension	Item	Factor Loading	Explained Variance	Cronbach's Alpha
Self Improvement and Actualization	(wv30) To Have Knowledge, To Make Research	0,819	21,859	0,890
	(wv29) To Improve Myself Through My Competencies and My Personality	0,793		
	(wv9) To Achieve My Objectives	0,697		
	(wv19) To Get The Chance To Utilize My Competencies and Knowledge	0,691		
	(wv22) To Be Creative	0,691		
	(wv23) To Exert Effort and Diligence	0,618		
	(wv17) To Bear Responsibility	0,590		
	(wv6) To Strive For Mental and Intellectual Exertion	0,553		
Social Values	(wv4) To Share Something With Others	0,674	13,524	0,760
	(wv26) To Establish Social Relations	0,665		
	(wv5) To Provide Benefit To The Society	0,663		
	(wv25) To Be Honest	0,645		
	(wv24) To Provide Benefits To The Others	0,633		
Attainment of Authority and Status	(wv28) To Administer	0,816	12,839	0,799
	(wv20) To Be Authorized	0,732		
	(wv15) To Oversee Other's Work	0,728		
	(wv13) To Have Status	0,643		
Working Conditions	(wv33) To Have Convenient Working Hours	0,883	8,756	0,816
	(wv34) To Have Convenient Working Conditions	0,843		
Monetary Values	(wv21) To Make a Living	0,848	6,967	0,671
	(wv27) To Achieve Economic Freedom	0,629		
Total Variance %63.945				

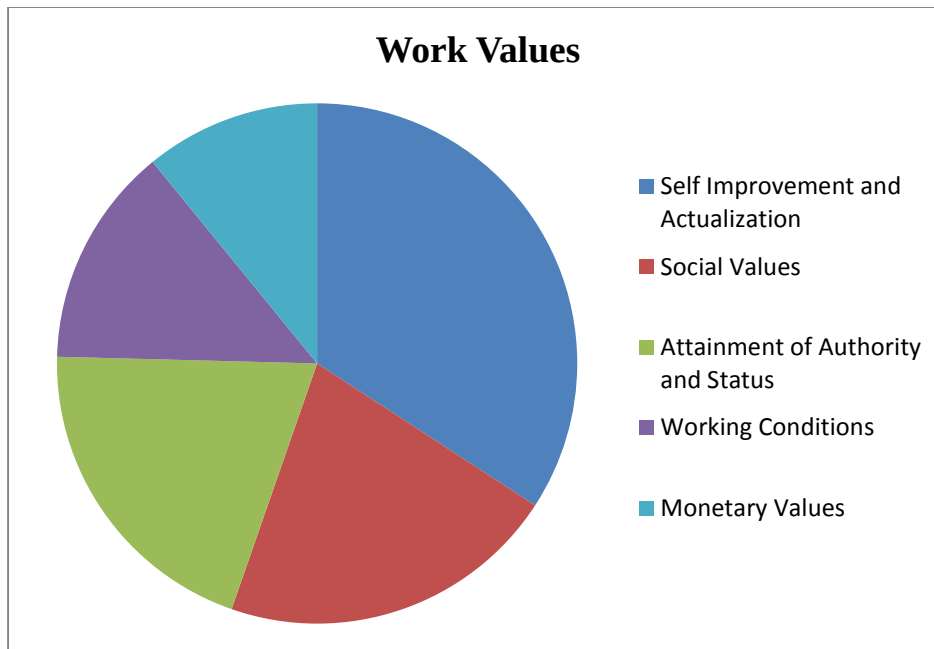


Figure 4.1. Factor Analysis of Work Values

Reliability coefficients and explained variance ratios imply that the scale has a powerful factor structure. Items in the first factor are labelled as “*Self Improvement and Actualization*”. Eight items in the first factor “*Self Improvement and Actualization*” have a Cronbach Alpha reliability of 0.890 and an explained variance of % 21.859. Items in the second factor are labelled as “*Social Values*”. Five items in the second factor have a Cronbach Alpha reliability of 0.760 and an explained variance of % 13.524. Items in the third factor are labelled as “*Attainment of Authority and Status*”. Four items in the third factor have a Cronbach Alpha reliability of 0.799 and an explained variance of % 12.839. Items in the fourth factor are labelled as “*Working Conditions*”. Two items in the fourth factor have a Cronbach Alpha reliability of 0.816 and an explained variance of % 8.756. Items in the fifth factor are labelled as “*Monetary Values*”. Two items in the fifth factor have a Cronbach Alpha reliability of 0.671 and an explained variance of %6.967. Factor scores are obtained by summing items in the factor and by dividing the sum of the items (arithmetic mean) to the number of items.

4.2.2. Job satisfaction

Cronbach's alpha is used as a measure of internal consistency in order to measure the reliability of 19 items in the "Job Satisfaction" scale. A rotation was performed to obtain the best representation of the data and item 7 was left out of the analysis due to low factor loading and cross loading. The alpha coefficient for the scale is 0.931, suggesting that the items have very high internal consistency. In addition to measuring internal consistency, exploratory factor analysis (EFA) is performed in order to identify the underlying factor structure. Bartlett Test result is significant ($p=0.000<0.05$) indicating relationships between the variables included in the factor analysis. The value of $KMO=0.912>0.60$ suggests that the sample size is adequate for factor analysis. Varimax rotation is preferred in factor analysis as it yields an identical relationship structure among factors.

Factor analysis, with a total explained variance of 59.378%, indicates that a three-factor model is most suitable for the variables in the model.

Cronbach alpha reliability and explained variance values confirm the validity and reliability of the "Job Satisfaction" scale. Factor structure for the Job Satisfaction scale is shown below.

Table 4.9.

Factor Analysis of Job Satisfaction

Dimension	Item	Factor Loading	Explained Variance	Cronbach's Alpha
Intrinsic Job Satisfaction	(js9)With respect to having the opportunity to do things for others	0,732	24,836	0,877
	(js11)With respect to having the chance to do things by utilizing my competencies	0,729		
	(js8)With respect to providing a stable job for myself	0,666		
	(js4)With respect to giving me the chance to be an esteemed individual in the society	0,660		
	(js3)With respect to having the chance to do different things	0,650		
	(js10)With respect to having the chance to tell people what to do	0,647		
	(js2)With respect to having the chance to work alone	0,604		
	(js20)With respect to the sense of achievement in return for doing my job	0,564		
Extrinsic Job Satisfaction	(js1)With respect to keeping me busy at all times	0,509		
	(js5)With respect to my supervisor's management style	0,852	21,410	0,889
	(js6)With respect to my supervisor's competency in decision making	0,836		
	(js19)With respect to being appreciated in return for my success on the job	0,682		
	(js16)With respect to giving me the chance to apply my own techniques on the job	0,617		
	(js12)With respect to the implementation of the decisions taken about work	0,565		
	(js18)With respect to my colleagues getting along with each other	0,563		
	(js15)With respect to giving me the freedom to execute my own decisions	0,546		
Job Satisfaction in Terms of Wages, Advancement and Conditions	(js13)With respect to doing my job and receiving the deserved level of pay	0,830	13,132	0,785
	(js14)With respect to giving me the advancement opportunity	0,797		
	(js17)With respect to working conditions	0,563		
Total Variance %59.378				

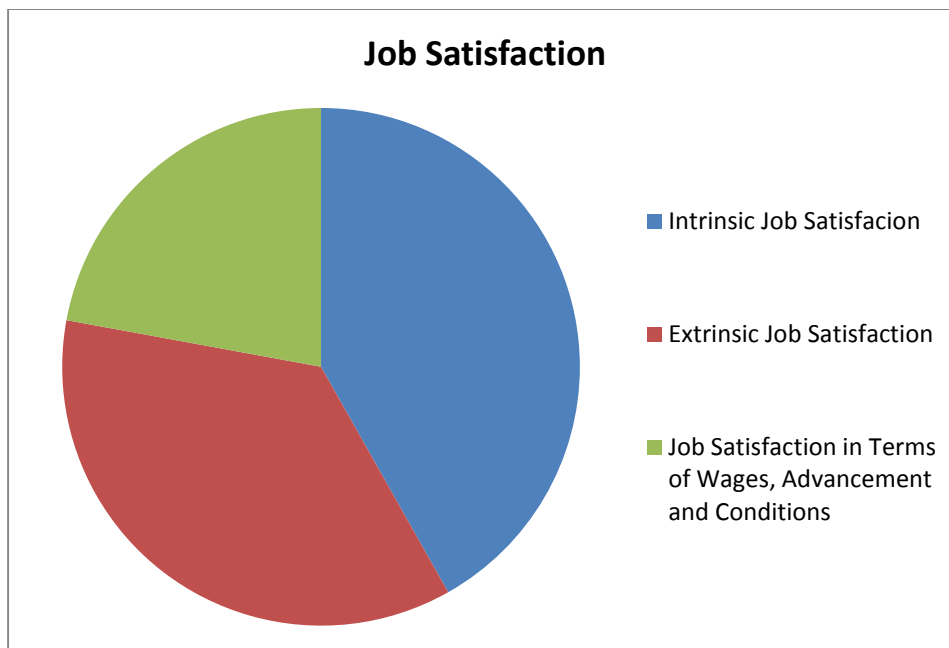


Figure 1.2. Factor Analysis of Job Satisfaction

Reliability coefficients and explained variance ratios imply that the scale has a powerful factor structure. Items in the first factor are labelled as “*Intrinsic Job Satisfaction*”. Nine items in the first factor “*Intrinsic Job Satisfaction*” have a Cronbach Alpha reliability of 0.877 and an explained variance of % 24.836. Items of the second factor are labelled as “*Extrinsic Job Satisfaction*”. Seven items in the second factor have a Cronbach Alpha reliability of 0.889 and an explained variance of % 21.410. Items in the third factor are labelled as “*Wage, Advancement and Conditions Affecting Job Satisfaction Authority and Status*”. Three items in the third factor have a Cronbach Alpha reliability of 0.785 and an explained variance of % 13.132. Factor scores are maintained by summing items in the factor and by dividing the sum of the items (arithmetic mean) to the total number of items.

4.2.3. Intention to Leave

Cronbach’s alpha is used as a measure of internal consistency in order to measure the reliability of 3 items in the “Intention to Leave” scale. The alpha coefficient for the

scale is 0.952, suggesting that the items have very high internal consistency. In addition to measuring internal consistency, exploratory factor analysis (EFA) is performed in order to identify the underlying factor structure. Bartlett Test result is significant ($p=0.000<0.05$) indicating relationships between the variables included in the factor analysis. The value of $KMO=0.775>0.60$ suggests that the sample size is adequate for factor analysis. Varimax rotation is preferred in factor analysis as it yields an identical relationship structure among factors. Factor analysis, with a total explained variance of 91.258% indicates that a single-factor model is most suitable for the variables in the model. Cronbach alpha reliability and explained variance values confirm the validity and reliability of the “Intention to Leave” scale. Factor structure for the Intention to leave scale is shown below.

Table 4.10.

Factor Analysis of Intention to Leave

Dimension	Item	Factor Loading	Explained Variance	Cronbach's Alpha
Intention to Leave	(IL1)I often consider quitting my current job	0,960	91,258	0,952
	(IL3)I will leave this organization as soon as I have an opportunity	0,955		
	(IL2)I will probably be searching for a new job next year	0,950		
Total Variance %91.258				

4.3. Research Questions

4.3.1. Comparison of the means of research participants' "work value" levels in terms of demographic variables

Table 4.11.

Comparison of the Means of Research Participants' Work Value Levels by Gender

	Group	N	Mean	Ss	T	P
Self Improvement And Actualization	Female	168	4,613	0,407	2,706	0,015
	Male	83	4,447	0,544		
Social Values	Female	168	4,599	0,394	2,341	0,020
	Male	83	4,465	0,484		
Attainment of Authority and Status	Female	168	4,064	0,632	1,960	0,075
	Male	83	3,880	0,825		
Working Conditions	Female	168	4,682	0,535	1,677	0,095
	Male	83	4,548	0,697		
Monetary Values	Female	168	4,765	0,427	2,680	0,015
	Male	83	4,596	0,544		
General Work Value	Female	168	4,526	0,341	3,049	0,007
	Male	83	4,367	0,470		

T-test, conducted in order to determine if the means of self-improvement and actualization scores significantly differ between gender groups, proved that among respondents participating to the research, there was a statistically significant difference between gender groups. ($t=2.706$; $p=0.015<0,05$) Self-improvement and actualization scores for female employees ($x=4,613$) were higher than self-improvement and actualization scores for males. ($x=4,447$)

T-test, conducted in order to determine if the means of social values scores significantly differ between gender groups, proved that among respondents participating to the research, there was a statistically significant difference between

gender groups. ($t=2.341$; $p=0.020<0,05$) Social values scores for female employees ($x=4,599$) were higher than social values scores for males. ($x=4,465$)

T-test, conducted in order to determine if the means of Monetary values scores significantly differ between gender groups, proved that among respondents participating to the research, there was a statistically significant difference between gender groups. ($t=2.680$; $p=0.015<0,05$) monetary values scores for female employees ($x=4,765$) were greater than monetary values scores for males. ($x=4,596$)

T-test, conducted in order to determine if the means of general work value scores significantly differ between gender groups, proved that among respondents participating to the research, there was a statistically significant difference between gender groups. ($t=3.049$; $p=0.007<0,05$) General work value scores for female employees ($x=4,526$) were greater than General Work Value scores for males. ($x=4,367$)

T-test, conducted in order to determine if the means of attainment of authority and status and working conditions scores significantly differ between gender groups, proved that among respondents participating to the research, there was no statistically significant difference between gender groups. ($p>0,05$)

Table 4.12.

Comparison of the Means of Research Participants' Work Value Levels by Age Group

	Group	N	Mean	Sd	t	P
Self Improvement And Actualization	18-34	168	4,603	0,416	2,218	0,027
	35-49	83	4,467	0,536		
Social Values	18-34	168	4,549	0,453	-0,302	0,763
	35-49	83	4,566	0,380		
Attainment of Authority and Status	18-34	168	4,055	0,696	1,670	0,096
	35-49	83	3,898	0,718		
Working Conditions	18-34	168	4,667	0,532	1,107	0,269
	35-49	83	4,578	0,705		
Monetary Values	18-34	168	4,714	0,476	0,243	0,808
	35-49	83	4,699	0,475		
General Work Value	18-34	168	4,503	0,381	1,662	0,098
	35-49	83	4,415	0,418		

T-test, conducted in order to determine if the means of self-improvement and actualization scores significantly differ between age groups, proved that among respondents participating to the research, there was a statistically significant difference between age groups. ($t=2.218$; $p=0.0027<0,05$) Self-improvement and actualization scores for employees aged 18-34 ($x=4,603$) were greater than self-improvement and actualization scores for employees aged 35-49. ($x=4,467$)

T-test, conducted in order to determine if the means of social values, attainment of authority and status, working conditions, monetary values and general work value scores significantly differ between age groups, proved that among respondents participating to the research, there was no statistically significant difference between age groups. ($p>0,05$)

Table 4.13.

Comparison of the Means of Research Participants' Work Value Levels by Marital Status

	Group	N	Mean	Sd	F	p	Difference
Self Improvement And Actualization	Married	136	4,484	0,493	4,775	0,009	2 > 1
	Single	104	4,627	0,421			
	Divorced	11	4,818	0,226			
Social Values	Married	136	4,534	0,432	1,070	0,345	
	Single	104	4,564	0,439			
	Divorced	11	4,727	0,272			
Attainment of Authority and Status	Married	136	3,960	0,723	0,577	0,562	
	Single	104	4,051	0,697			
	Divorced	11	4,091	0,562			
Working Conditions	Married	136	4,592	0,621	1,237	0,292	
	Single	104	4,707	0,533			
	Divorced	11	4,546	0,789			
Monetary Values	Married	136	4,680	0,474	0,864	0,423	
	Single	104	4,755	0,473			
	Divorced	11	4,636	0,505			
General Work Value	Married	136	4,425	0,410	2,541	0,081	
	Single	104	4,522	0,382			
	Divorced	11	4,615	0,207			

Analysis of Variance (ANOVA), conducted in order to determine if the means of self-improvement and actualization scores significantly differ by marital status, proved that among respondents participating to the research, there was a statistically significant difference between three marital status groups. ($F=4.775$; $p=0.009<0,05$) Post hoc tests were run to find the source of differences occurred between groups. Self-improvement and actualization scores of single employees ($4,627 \pm 0,421$) were higher than self-improvement and actualization scores of married employees ($4,484 \pm 0,493$).

Analysis of Variance (ANOVA), conducted in order to determine if the means of Social Values, Attainment of Authority and Status, Working Conditions, Monetary Values and General Work Value scores significantly differ by marital status, proved that among respondents participating to the research, there was no statistically significant difference ($p>0,05$).

Table 4.14.

Comparison of the Means of Research Participants' Work Value Levels by Parental Status

	Group	N	Mean	Sd	t	p
Self Improvement And Actualization	No	154	4,605	0,410	2,017	0,058
	Yes	97	4,485	0,529		
Social Values	No	154	4,571	0,411	0,782	0,435
	Yes	97	4,528	0,459		
Attainment of Authority and Status	No	154	4,060	0,682	1,620	0,106
	Yes	97	3,912	0,735		
Working Conditions	No	154	4,679	0,520	1,382	0,197
	Yes	97	4,572	0,696		
Monetary Values	No	154	4,724	0,489	0,625	0,533
	Yes	97	4,686	0,453		
General Work Value	No	154	4,511	0,367	1,927	0,055
	Yes	97	4,413	0,430		

T-test, conducted in order to determine if the means of Self Improvement and Actualization, Social Values, Attainment of Authority and Status, Working Conditions, Monetary Values and General Work Value scores significantly differ by parental status, proved that among respondents participating to the research, there was no statistically significant difference between employees with children and employees without children. ($p>0,05$)

Table 4.15.

Comparison of the Means of Research Participants' Work Value Levels by Education Status

	Group	N	Mean	Sd	F	P	Difference
Self Improvement And Actualization	High school	48	4,589	0,388	0,839	0,474	
	Junior college	56	4,489	0,405			
	University	105	4,552	0,540			
	Master	42	4,631	0,398			
Social Values	High school	48	4,654	0,375	2,815	0,040	1 > 2
	Junior college	56	4,429	0,512			
	University	105	4,589	0,403			
	Master	42	4,524	0,405			
Attainment of Authority and Status	High school	48	4,016	0,689	0,052	0,984	
	Junior college	56	4,005	0,683			
	University	105	4,012	0,654			
	Master	42	3,964	0,883			
Working Conditions	High school	48	4,646	0,494	0,875	0,454	
	Junior college	56	4,554	0,593			
	University	105	4,633	0,673			
	Master	42	4,750	0,485			
Monetary Values	High school	48	4,667	0,549	0,486	0,692	
	Junior college	56	4,670	0,429			
	University	105	4,748	0,486			
	Master	42	4,714	0,415			
General Work Value	High school	48	4,508	0,330	0,750	0,523	
	Junior college	56	4,406	0,402			
	University	105	4,484	0,428			
	Master	42	4,498	0,368			

Analysis of Variance (ANOVA), conducted in order to determine if the means of social value scores significantly differ between education levels, proved that among respondents participating to the research, there was a statistically significant difference ($F=2.815$; $p=0.040<0,05$) Post hoc tests were run to search source of the

differences between groups. Social values scores for high school graduate employees ($4,654 \pm 0,375$) were greater than social values scores for junior college graduate employees ($4,429 \pm 0,512$).

Analysis of Variance (ANOVA), conducted in order to determine if the means of self improvement and actualization, attainment of authority and status, working conditions, monetary values and general work value scores significantly differ by education level, proved that among respondents participating to the research, there was no statistically significant difference between different education status. ($p > 0,05$)

Table 4.16.

Comparison of the Means of Research Participants' Work Value Levels by Total Work Experience

	Group	N	Mean	Sd	F	p
Self Improvement And Actualization	0-5 Years	64	4,639	0,405	1,287	0,275
	6-10 Years	81	4,551	0,565		
	11-15 Years	72	4,556	0,415		
	16-20 Years	16	4,367	0,361		
	21 Years +	18	4,486	0,371		
Social Values	0-5 Years	64	4,528	0,448	1,504	0,202
	6-10 Years	81	4,605	0,401		
	11-15 Years	72	4,519	0,470		
	16-20 Years	16	4,400	0,450		
	21 Years +	18	4,700	0,220		
Attainment of Authority and Status	0-5 Years	64	3,973	0,743	0,723	0,577
	6-10 Years	81	4,108	0,698		
	11-15 Years	72	3,924	0,712		
	16-20 Years	16	3,953	0,770		
	21 Years +	18	4,000	0,507		
Working Conditions	0-5 Years	64	4,680	0,530	0,593	0,668
	6-10 Years	81	4,673	0,628		
	11-15 Years	72	4,549	0,629		
	16-20 Years	16	4,625	0,500		
	21 Years +	18	4,694	0,622		
Monetary Values	0-5 Years	64	4,742	0,398	0,557	0,694
	6-10 Years	81	4,667	0,576		
	11-15 Years	72	4,701	0,433		
	16-20 Years	16	4,688	0,479		
	21 Years +	18	4,833	0,383		
General Work Value	0-5 Years	64	4,499	0,356	0,702	0,591
	6-10 Years	81	4,502	0,464		
	11-15 Years	72	4,440	0,380		
	16-20 Years	16	4,351	0,372		
	21 Years +	18	4,497	0,240		

Analysis of variance (ANOVA), conducted in order to determine if the means of self improvement and actualization, social values, attainment of authority and status, working conditions, monetary values and general work value scores significantly differ by total work experience, proved that among respondents participating to the research, there was no statistically significant difference between different work experience durations. ($p > 0,05$)

Table 4.17.

Comparison of the Means of Research Participants' Work Value Levels by Company Tenure

	Grup	N	Mean	Sd	F	p	Difference
Self Improvement And Actualization	0-5 Years	146	4,625	0,383	3,946	0,021	1 > 2
	6-10 Years	64	4,441	0,633			
	11-15 Years	41	4,503	0,365			
Social Values	0-5 Years	146	4,536	0,446	0,404	0,668	
	6-10 Years	64	4,569	0,394			
	11-15 Years	41	4,600	0,429			
Attainment of Authority and Status	0-5 Years	146	4,021	0,766	0,636	0,531	
	6-10 Years	64	3,922	0,677			
	11-15 Years	41	4,067	0,497			
Working Conditions	0-5 Years	146	4,664	0,519	2,350	0,097	
	6-10 Years	64	4,508	0,789			
	11-15 Years	41	4,744	0,463			
Monetary Values	0-5 Years	146	4,730	0,436	1,811	0,166	
	6-10 Years	64	4,617	0,582			
	11-15 Years	41	4,781	0,404			
General Work Value	0-5 Years	146	4,502	0,366	1,682	0,188	
	6-10 Years	64	4,396	0,491			
	11-15 Years	41	4,493	0,308			

Analysis of Variance (ANOVA), conducted in order to determine if the means of self-improvement and actualization scores significantly differ by company tenure, proved that among respondents participating to the research, there was a statistically significant difference among employees due to their length of stay in the company. ($F=3,946$; $p=0.021<0,05$) Post hoc tests were run to search the source of the difference between groups. Self Improvement and actualization scores for employees with 0-5 years of company tenure ($4,625 \pm 0,383$) were greater than self improvement and actualization scores for employees with 6-10 years of company tenure ($4,441 \pm 0,633$).

Analysis of Variance (ANOVA), conducted in order to determine if the means of social Values, attainment of authority and status, working conditions, monetary values and general work value scores significantly differ by tenure with the company, proved that among respondents participating to the research, there was no statistically significant difference ($p>0,05$).

4.3.2. Comparison of the means of research participants' "job satisfaction" levels in terms of demographic variables

Table 4.18.

Comparison of the Means of Research Participants' "Job Satisfaction" Levels by Gender

	Group	N	Mean	Sd	t	p
Intrinsic Job Satisfaction	Female	168	3,759	0,689	-0,156	0,876
	Male	83	3,774	0,703		
Extrinsic Job Satisfaction	Female	168	3,503	0,887	-1,384	0,168
	Male	83	3,664	0,839		
Job Satisfaction in terms of Wage, Advancement and Conditions	Female	168	2,895	0,976	-1,041	0,299
	Male	83	3,036	1,081		
Overall Job Satisfaction	Female	168	3,528	0,709	-0,922	0,357
	Male	83	3,617	0,734		

T-test, conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ by gender, proved that among respondents participating to the research, there was no statistically significant difference between females and males. ($p>0,05$)

Table 4.19.

Comparison of the Means of Research Participants' "Job Satisfaction" Levels by Age

	Group	N	Ort	Sd	t	p
Intrinsic Job Satisfaction	18-34	168	3,735	0,719	-0,952	0,342
	35-49	83	3,823	0,636		
Extrinsic Job Satisfaction	18-34	168	3,526	0,900	-0,766	0,444
	35-49	83	3,616	0,819		
Job Satisfaction in terms of Wage, Advancement and Conditions	18-34	168	2,865	1,009	-1,711	0,088
	35-49	83	3,096	1,005		
Overall Job Satisfaction	18-34	168	3,521	0,731	-1,160	0,247
	35-49	83	3,632	0,687		

T-test, conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ between age groups, proved that among respondents participating to the research, there was no statistically significant difference between any age group. ($p>0,05$)

Table 4.20.

Comparison of the Means of Research Participants' Job Satisfaction Levels by Marital Status

	Group	N	Mean	Sd	F	p
Intrinsic Job Satisfaction	Married	136	3,767	0,612	0,061	0,941
	Single	104	3,753	0,791		
	Divorced	11	3,828	0,702		
Extrinsic Job Satisfaction	Married	136	3,524	0,815	0,197	0,821
	Single	104	3,593	0,964		
	Divorced	11	3,597	0,702		
Job Satisfaction in terms of Wage, Advancement and Conditions	Married	136	2,929	0,970	0,136	0,873
	Single	104	2,971	1,087		
	Divorced	11	2,818	0,821		
Overall Job Satisfaction	Married	136	3,545	0,652	0,045	0,956
	Single	104	3,571	0,810		
	Divorced	11	3,584	0,604		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ by marital status, proved that among respondents participating to the research, there was no statistically significant difference for three marital status groups. ($p>0,05$)

Table 4.21.

Comparison of the Means of Research Participants' Job Satisfaction Levels by Parental Status

	Group	N	Mean	Sd	t	P
Intrinsic Job Satisfaction	No	154	3,759	0,741	-0,145	0,880
	Yes	97	3,772	0,611		
Extrinsic Job Satisfaction	No	154	3,581	0,901	0,563	0,574
	Yes	97	3,517	0,830		
Job Satisfaction in terms of Wage, Advancement and Conditions	No	154	2,944	1,023	0,042	0,966
	Yes	97	2,938	0,998		
Overall Job Satisfaction	No	154	3,565	0,755	0,195	0,845
	Yes	97	3,546	0,657		

T-test, conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ by parental status, proved that among respondents participating to the research, there was no statistically significant difference between employees with children and employees without children. ($p>0,05$)

Table 4.22.

Comparison of the Means of Research Participants' Work Value Levels by Education Status

	Group	N	Mean	Sd	F	p
Intrinsic Job Satisfaction	High school	48	3,944	0,574	1,372	0,252
	Junior college	56	3,710	0,626		
	University	105	3,718	0,763		
	Master	42	3,746	0,704		
Extrinsic Job Satisfaction	High school	48	3,577	0,927	0,399	0,754
	Junior college	56	3,487	0,881		
	University	105	3,615	0,853		
	Master	42	3,476	0,868		
Job Satisfaction in terms of Wage, Advancement and Conditions	High school	48	2,979	1,053	0,329	0,805
	Junior college	56	2,881	0,900		
	University	105	2,908	1,095		
	Master	42	3,064	0,902		
Overall Job Satisfaction	High school	48	3,657	0,714	0,447	0,719
	Junior college	56	3,497	0,657		
	University	105	3,552	0,762		
	Master	42	3,539	0,696		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intrinsic job Satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job Satisfaction scores significantly differ by education status, proved that among respondents participating to the research, there was no statistically significant difference between employees with different education levels. ($p > 0,05$)

Table 4.23.

Comparison of the Means of Research Participants' Work Value Levels by Total Work Experience

	Group	N	Mean	Sd	F	p
Intrinsic Job Satisfaction	0-5 Years	64	3,885	0,739	0,862	0,487
	6-10 Years	81	3,696	0,749		
	11-15 Years	72	3,735	0,663		
	16-20 Years	16	3,667	0,558		
	21 Years +	18	3,846	0,425		
Extrinsic Job Satisfaction	0-5 Years	64	3,703	0,890	1,762	0,137
	6-10 Years	81	3,450	0,929		
	11-15 Years	72	3,609	0,840		
	16-20 Years	16	3,152	0,773		
	21 Years +	18	3,659	0,656		
Job Satisfaction in terms of Wage, Advancement and Conditions	0-5 Years	64	3,037	1,034	2,178	0,072
	6-10 Years	81	2,761	1,107		
	11-15 Years	72	3,093	0,874		
	16-20 Years	16	2,521	0,919		
	21 Years +	18	3,185	0,930		
Overall Job Satisfaction	0-5 Years	64	3,684	0,753	1,586	0,179
	6-10 Years	81	3,457	0,760		
	11-15 Years	72	3,587	0,689		
	16-20 Years	16	3,296	0,614		
	21 Years +	18	3,673	0,496		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ by total work experience, proved that among respondents participating to the research, there was no statistically significant difference among employees with work experience levels. ($p > 0,05$)

Table 4.24.

Comparison of the Means of Research Participants' Work Value Levels by Current Job Tenure

	Grup	N	Mean	Sd	F	P
Intrinsic Job Satisfaction	0-5 Years	146	3,784	0,736	0,935	0,394
	6-10 Years	64	3,668	0,670		
	11-15 Years	41	3,843	0,552		
Extrinsic Job Satisfaction	0-5 Years	146	3,624	0,868	1,422	0,243
	6-10 Years	64	3,404	0,878		
	11-15 Years	41	3,551	0,873		
Job Satisfaction in terms of Wage, Advancement and Conditions	0-5 Years	146	2,968	0,975	0,880	0,416
	6-10 Years	64	2,807	1,123		
	11-15 Years	41	3,057	0,957		
Overall Job Satisfaction	0-5 Years	146	3,596	0,733	1,263	0,285
	6-10 Years	64	3,435	0,714		
	11-15 Years	41	3,611	0,657		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wage, advancement and conditions and overall job satisfaction scores significantly differ by current company tenure, proved that among respondents participating to the research, there was no statistically significant difference for employees with different company tenure levels. ($p > 0,05$)

4.3.3. Comparison of the means of research participants' "intention to leave" level in terms of demographic variables

Table 4.25.

Comparison of the Means of Research Participants' Intention to Leave Levels by Gender

	Group	N	Mean	Sd	t	P
Intention to Leave	Female	168	2,391	1,136	-0,307	0,759
	Male	83	2,438	1,144		

T-test, conducted in order to determine if the means of intention to leave scores significantly differ between gender groups, proved that among respondents participating to the research, there was no statistically significant difference between any gender groups. ($p > 0,05$)

Table 4.26.

Comparison of the Means of Research Participants' Intention to Leave Level by Age Groups

	Group	N	Mean	Sd	t	p
Intention to Leave	18-34	168	2,464	1,135	1,149	0,252
	35-49	83	2,289	1,138		

T-test, conducted in order to determine if the means of intention to leave scores significantly differ between age groups, proved that among respondents participating to the research, there was no statistically significant difference between age groups. ($p > 0,05$)

Table 4.27.

Comparison of the Means of Research Participants' Intention to Leave Level by Marital Status

	Group	N	Mean	Sd	F	p
Intention to Leave	Married	136	2,314	1,099	1,201	0,303
	Single	104	2,539	1,168		
	Divorced	11	2,303	1,278		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intention to leave scores significantly differ by marital status, proved that among respondents participating to the research, there was no statistically significant difference between married, single or divorced employees. ($p>0,05$)

Table 4.28.

Comparison of the Means of Research Participants' Intention to Leave Level by Parental Status

	Group	N	Ort	Sd	t	p
Intention to Leave	No	154	2,431	1,154	0,427	0,670
	Yes	97	2,368	1,113		

T-test, conducted in order to determine if the means of intention to leave scores significantly differ by parental status, proved that among respondents participating to the research, there was no statistically significant difference between employees with children and employees without children. ($p>0,05$)

Table 4.29.

Comparison of the Means of Research Participants' Intention to Leave Level by Education Status

	Group	N	Mean	Ss	F	p
Intention to Leave	High school	48	2,319	1,138	0,336	0,799
	Junior college	56	2,429	1,122		
	University	105	2,378	1,196		
	Master	42	2,548	1,022		

Analysis of Variance (ANOVA), conducted in order to determine if the means of Intention to leave scores significantly differ by education level, proved that among respondents participating to the research, there was no statistically significant difference for different educational backgrounds. ($p>0,05$)

Table 4.30.

Comparison of the Means of Research Participants' Intention to leave Level by Total Work Experience

	Group	N	Mean	Ss	F	p
Intention to Leave	0-5 Years	64	2,276	1,125	1,184	0,318
	6-10 Years	81	2,630	1,235		
	11-15 Years	72	2,319	1,038		
	16-20 Years	16	2,354	0,847		
	21 Years +	18	2,259	1,281		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intention to leave scores significantly differ by total work experience, proved that among respondents participating to the research, there was no statistically significant difference due to the experience ranges of employees. ($p>0,05$)

Table 4.31.

Comparison of the Means of Research Participants' Intention to Leave Level by Company Tenure

	Grup	N	Ort	Ss	F	P
Intention to Leave	0-5 Years	146	2,400	1,148	0,511	0,601
	6-10 Years	64	2,505	1,208		
	11-15 Years	41	2,276	0,980		

Analysis of Variance (ANOVA), conducted in order to determine if the means of intention to leave scores significantly differ by company tenure, proved that among respondents participating to the research, there was no statistically significant difference in terms of the years served for the current employer. ($p>0,05$)

4.4. Correlation Analysis

4.4.1. Analysis of the relationship between work values and job satisfaction by using correlation

H1: There is a significant relationship between work values and job satisfaction.

Table 4.32.

Correlation Analysis of the Relationship Between Work Values and Job Satisfaction

		Intrinsic Job Satisfaction	Extrinsic Job Satisfaction	Job Satisfaction in terms of Wage, Advancement and Conditions	Overall Job Satisfaction
Self Improvement And Actualization	R	0,384**	0,246**	0,238**	0,339**
	P	0,000	0,000	0,000	0,000
Social Values	R	0,362**	0,271**	0,203**	0,332**
	P	0,000	0,000	0,001	0,000
Attainment of Authority and Status	R	0,280**	0,128*	0,201**	0,230**
	P	0,000	0,043	0,001	0,000
Working Conditions	R	0,140*	0,071	0,071	0,112
	P	0,026	0,261	0,262	0,077
Monetary Values	R	0,163**	0,028	0,027	0,093
	P	0,010	0,661	0,671	0,142
General Work Value	R	0,399**	0,237**	0,240**	0,342**
	P	0,000	0,000	0,000	0,000

The analysis of correlation reveals that there is a statistically significant relationship between self-improvement and actualization and intrinsic job satisfaction ($r=0.384$; $p=0,000<0.05$). As self-improvement and actualization increases, intrinsic job satisfaction also increases.

There is a statistically significant relationship between self-improvement and actualization and extrinsic job satisfaction ($r=0.246$; $p=0,000<0.05$). As self-improvement and actualization increases, extrinsic job satisfaction also increases.

There is a statistically significant relationship between self-improvement and actualization and job satisfaction in terms of wage, advancement and conditions ($r=0.238$; $p=0,000<0.05$). As self-improvement and actualization increases, job satisfaction in terms of wage, advancement and conditions also increases.

There is a statistically significant relationship between self-improvement and actualization and overall job satisfaction ($r=0.339$; $p=0,000<0.05$). As self-improvement and actualization increases, overall job satisfaction also increases.

There is a statistically significant relationship between social values and intrinsic job satisfaction ($r=0.362$; $p=0,000<0.05$). As social values increase, intrinsic job satisfaction also increases.

There is a statistically significant relationship between social values and extrinsic job satisfaction ($r=0.271$; $p=0,000<0.05$). As social values increase, extrinsic job satisfaction also increases.

There is a statistically significant relationship between social values and job satisfaction in terms of wage, advancement and conditions ($r=0.203$; $p=0,000<0.05$). As social values increase, job satisfaction in terms of wage, advancement and conditions also increases.

There is a statistically significant relationship between social values and overall job satisfaction ($r=0.332$; $p=0,000<0.05$). As social values increase, overall job satisfaction also increases.

There is a statistically significant relationship between attainment of authority and status and intrinsic job satisfaction ($r=0.28$; $p=0,000<0.05$). As attainment of authority and status increases, intrinsic job satisfaction also increases.

There is a statistically significant relationship between attainment of authority and status and extrinsic job satisfaction ($r=0.128$; $p=0,043<0.05$). As attainment of authority and status increases, extrinsic job satisfaction also increases.

There is a statistically significant relationship between attainment of authority and status and Job satisfaction in terms of wage, advancement and conditions ($r=0.201$; $p=0,001<0.05$). As attainment of authority and status increases, job satisfaction in terms of wage, advancement and conditions also increases.

There is a statistically significant relationship between attainment of authority and status and overall job satisfaction ($r=0.23$; $p=0,000<0.05$). As attainment of authority and status increases, overall job satisfaction also increases.

There is a statistically significant relationship between working conditions and intrinsic job satisfaction ($r=0.14$; $p=0,026<0.05$). As working conditions increase, intrinsic job satisfaction also increases.

There is no statistically significant relationship between working conditions and extrinsic job Satisfaction.

There is no statistically significant relationship between working conditions and job satisfaction in terms of wage, advancement and conditions.

There is no statistically significant relationship between working conditions and overall job satisfaction.

There is a statistically significant relationship between monetary values and intrinsic job satisfaction ($r=0.163$; $p=0,010<0.05$). As monetary values increase, intrinsic job satisfaction also increases.

There is no statistically significant relationship between monetary values and extrinsic job satisfaction.

There is no statistically significant relationship between monetary values and job satisfaction in terms of wage, advancement and conditions.

There is no statistically significant relationship between monetary values and overall job satisfaction.

There is a statistically significant relationship between general work value and intrinsic job satisfaction ($r=0.399$; $p=0,000<0.05$). As general work value increases, intrinsic job satisfaction also increases.

There is a statistically significant relationship between general work value and extrinsic job satisfaction ($r=0.237$; $p=0,000<0.05$). As general Work value increases, extrinsic job satisfaction also increases.

There is a statistically significant relationship between general work values and job satisfaction in terms of wage, advancement and conditions. ($r=0.24$; $p=0,000<0.05$). As general work value increases, job satisfaction in terms of wage, advancement and conditions also increases.

There is a statistically significant relationship between general work values and overall job satisfaction. ($r=0.342$; $p=0,000<0.05$). As general work value increase, overall job satisfaction also increases.

4.4.2. Analysis of the relationship between work values and intention to leave by using correlation

H2: There is a significant relationship between work values and intention to leave.

Table 4.33.

Correlation Analysis of the Relationship Between Work Values and Intention to Leave

	Intention To Leave	
Self Improvement And Actualization	r	-0,156*
	p	0,014
Social Values	r	-0,146*
	p	0,021
Attainment of Authority and Status	r	-0,038
	p	0,552
Working Conditions	r	-0,019
	p	0,766
Monetary Values	r	0,022
	p	0,726
General Work Value	r	-0,120
	p	0,057

The analysis of correlation reveals that there is a statistically significant relationship between self-improvement and actualization and intention to leave ($r = -0.156$; $p = 0.014 < 0.05$). As self-improvement and actualization increase, intention to leave decreases.

There is a statistically significant relationship between social values and intention to leave ($r=-0.146$; $p=0,021<0.05$). As social values increase, intention to leave decreases.

There is no statistically significant relationship between attainment of authority and status and intention to leave.

There is no statistically significant relationship between working conditions and intention to leave.

There is no statistically significant relationship between monetary values and intention to leave.

There is no statistically significant relationship between general work value and intention to leave.

4.4.3 Analysis of the relationship between job satisfaction and intention to leave by using correlation

H3: There is a significant relationship between job satisfaction and intention to leave.

Table 4.34.

Correlation Analysis of the Relationship Between Job Satisfaction and Intention to Leave

	Intention To Leave	
Intrinsic Job Satisfaction	r	-0,470**
	p	0,000
Extrinsic Job Satisfaction	r	-0,471**
	p	0,000
Job Satisfaction in Terms of Wages, Advancement and Conditions	r	-0,569**
	p	0,000
Overall Job Satisfaction	r	-0,580**
	p	0,000

The analysis of correlation reveals that there is a statistically significant relationship between intrinsic job satisfaction and intention to leave ($r=-0.470$; $p=0,000<0.05$). As intrinsic job satisfaction increase, intention to leave decreases.

There is a statistically significant relationship between extrinsic job satisfaction and intention to leave ($r=-0.471$; $p=0,000<0.05$). As extrinsic job satisfaction increase, intention to leave decreases.

There is a statistically significant relationship between job satisfaction in terms of wages, advancement, conditions and intention to leave ($r=-0.569$; $p=0,000<0.05$). As job satisfaction in terms of wages, advancement, conditions increase, intention to leave decreases.

There is a statistically significant relationship between overall job satisfaction and intention to leave ($r=-0.580$; $p=0,000<0.05$). As overall job satisfaction increase, intention to leave decreases.

4.5. Regression Analysis

4.5.1. Work values – intrinsic job satisfaction

Table 4.35.

Effect of Work Values on Intrinsic Job Satisfaction

Dependent Variable	Independent Variable	β	t	P	F	Model (p)	R ²
Intrinsic Job Satisfaction	Constant	0,752	1,452	0,148	11,016	0,000	0,167
	Self Improvement and Actualization	0,403	3,252	0,001			
	Social Values	0,313	2,628	0,009			
	Attainment of Authority and Status	0,085	1,241	0,216			
	Working Conditions	-0,020	-0,256	0,798			
	Monetary Values	-0,106	-1,037	0,301			

Regression Analysis, performed in order to investigate the relationship between self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values and intrinsic job satisfaction, yielded statistically significant results ($F=11,016$; $p=0,000<0.05$). A weak level of relationship (exploratory power) was observed between intrinsic job satisfaction and its determinants self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values ($R^2=0,167$). Self-improvement and actualization level of employees enhances the level of intrinsic job satisfaction ($\beta=0,403$). Social values level of employees enhances the level of intrinsic job satisfaction ($\beta=0,313$). Level of attainment of authority and status does not affect the level of intrinsic job satisfaction. ($p=0,216>0.05$). Level of working conditions does not affect the level of intrinsic job satisfaction. ($p=0,798>0.05$). Change in the

level of monetary values does not affect the level of intrinsic job satisfaction.

($p=0.301>0.05$).

4.5.2. Work values – extrinsic job satisfaction

Table 4.36.

Effect of Work Values on Extrinsic Job Satisfaction

Dependent Variable	Independent Variable	β	T	P	F	Model (p)	R^2
Extrinsic Job Satisfaction	Constant	1,227	1,792	0,074	5,556	0,000	0,084
	Self Improvement and Actualization	0,387	2,358	0,019			
	Social Values	0,437	2,776	0,006			
	Attainment of Authority and Status	-0,018	-0,199	0,842			
	Working Conditions	-0,021	-0,203	0,840			
	Monetary Values	-0,267	-1,964	0,051			

Regression Analysis, performed in order to investigate the relationship between self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values and Extrinsic Job Satisfaction, yielded statistically significant results ($F=5,556$; $p=0,000<0.05$). A weak level of relationship (exploratory power) was observed between extrinsic job satisfaction and its determinants self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values ($R^2=0,084$). Self-improvement and actualization level of employees enhances the level of extrinsic job satisfaction ($\beta=0,387$). Social Values level of employees enhances the level of extrinsic job satisfaction ($\beta=0,437$). Change in the level of employee attainment of authority and status does not affect the level of extrinsic job satisfaction. ($p=0.842>0.05$). Change in the level of working conditions does not affect the level of

extrinsic job satisfaction. ($p=0.840>0.05$). Change in the level of monetary values does not affect the level of extrinsic job satisfaction. ($p=0.051>0.05$).

4.5.3. Work values – job satisfaction-3

Table 4.37.

Effect of Work Values on Job Satisfaction in Terms of Wages, Advancement and Conditions

Dependent Variable	Independent Variable	β	T	p	F	Model (p)	R ²
	Constant	0,865	1,081	0,281	4,603	0,000	0,067
Job Satisfaction in Terms of Wages, Advancement and Conditions	Self Improvement and Actualization	0,453	2,366	0,019			
	Social Values	0,199	1,083	0,280			
	Attainment of Authority and Status	0,170	1,606	0,110			
	Working Conditions	-0,006	-0,051	0,960			
	Monetary Values	-0,329	-2,075	0,039			

Regression Analysis, performed in order to investigate the relationship between self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values and job satisfaction in terms of wages, advancement and conditions, yielded statistically significant results ($F=4,603$; $p=0,000<0.05$). A weak level of relationship (exploratory power) was observed between Job Satisfaction in terms of Wages, Advancement and Conditions and its determinants self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values ($R^2=0,067$). Self-improvement and actualization level of employees enhances the level of job satisfaction in terms of wages, advancement and conditions ($\beta=0,453$). Social values level of employees does not have an effect on the level of Job Satisfaction in terms of

Wages, Advancement and Conditions ($p=0.280>0.05$). Change in the level of employee attainment of authority and status does not affect the level of job satisfaction in terms of wages, advancement and conditions. ($p=0.110>0.05$). Change in the level of working conditions does not affect the level of job satisfaction in terms of wages, advancement and conditions ($p=0.960>0.05$). Monetary values level reduces the level of job Satisfaction in terms of Wages, Advancement and Conditions ($\beta=-0,329$).

4.5.4. Work values – general job satisfaction

Table 4.38.

Effect of General Work Value on General Job Satisfaction

Dependent Variable	Independent Variable	β	T	p	F	Model (p)	R^2
	Constant	0,777	1,599	0,111	33,025	0,000	0,114
Overall Job Satisfaction	General Work Value	0,622	5,747	0,000			

Regression Analysis, performed in order to investigate the relationship between general work value and overall job satisfaction yielded statistically significant results ($F=33,025$; $p=0,000<0.05$). A weak level of relationship (exploratory power) was observed between overall job satisfaction and its determinant general work value ($R^2=0,114$). General work value level of employees enhances the level of overall job satisfaction ($\beta=0,622$).

4.5.5. Work values – intention to leave

Table 4.39.

Effect of Work Values on the Intention to leave

Dependent Variable	Independent Variable	β	T	P	F	Model (p)	R ²
Intention to Leave	Constant	3,861	4,204	0,000	2,418	0,037	0,028
	Self Improvement and Actualization	-0,480	-2,185	0,030			
	Social Values	-0,299	-1,416	0,158			
	Attainment of Authority and Status	0,090	0,739	0,460			
	Working Conditions	0,063	0,465	0,642			
	Monetary Values	0,307	1,683	0,094			

Regression Analysis, performed in order to investigate the relationship between self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values and intention to leave, yielded statistically significant results ($F=2,418$; $p=0,037<0.05$). A weak level of relationship (exploratory power) was observed between the intention to leave and its determinants self-improvement and actualization, social values, attainment of authority and status, working conditions, monetary values ($R^2=0,028$). Self-improvement and actualization level of employees reduces the level of intention to leave ($\beta=-0,480$). Social Value level of employees does not affect the level of intention to leave ($p=0.158>0.05$). Change in the level of employee attainment of authority and status does not affect the level of intention to leave ($p=0.460>0.05$). Change in the level of working conditions does not affect the level of intention to leave work. ($p=0.642>0.05$). Change in the

level of monetary values does not affect the level of intention to leave work.

($p=0.094>0.05$).

4.5.6. Job satisfaction – intention to leave

Table 4.40.

Effect of Job Satisfaction on the Intention to leave

Dependent Variable	Independent Variable	β	t	p	F	Model (p)	R ²
Intention to Leave	Constant	5,177	15,963	0,000	44,933	0,000	0,345
	Intrinsic Job Satisfaction	-0,272	-2,238	0,026			
	Extrinsic Job Satisfaction	-0,103	-0,998	0,319			
	Job Satisfaction in Terms of Wages, Advancement and Conditions	-0,470	5,944	0,000			

Regression Analysis, performed in order to investigate the relationship between intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wages, advancement and conditions and intention to leave, yielded statistically significant results ($F=44,933$; $p=0,000<0.05$). A weak level of relationship (exploratory power) was observed between the intention to leave and its determinants intrinsic job satisfaction, extrinsic job satisfaction, job satisfaction in terms of wages, advancement and conditions ($R^2=0,345$). Intrinsic job satisfaction level of employees reduces the level of intention to leave ($\beta=-0,272$). Extrinsic job satisfaction level of employees does not affect the level of intention to leave ($p=0.319>0.05$). Job satisfaction in terms of wages, advancement and conditions level of employees reduces the level of intention to leave ($\beta=-0,470$).

5. DISCUSSION

Universities are institutions that exist for the purpose of conducting scientific research, with the aim to better the society, to educate and raise talented and committed individuals, and to improve the human condition for a country's economic, social and scientific prosperity. While academic staff assumes significant responsibility for the execution of these goals, administrative staff, with their support to the academicians for scientific research, also plays an important role. It is critical that human resources undertake significant tasks where administrative staff's role is fundamental in an institution. Besides, it is of great importance to create a collaborative work environment for employees working at different structures and positions. This is rendered when employees are satisfied with their work. Employee satisfaction is best secured with the integration of organizational values and employee values. If work values of employees are clearly understood, their satisfaction is maintained, thus enabling companies prevent the additional costs of employee turnover.

Literature typically focuses on academic staff and students. This study, setting work values as the principle variable, aims to set forth the relationship of work values and job satisfaction and intention to leave work for the administrative staff of a foundation university. Besides, other demographic variables, and age and gender as differences are included in the research model in order to examine their effect on the research study.

The research sample comprises of 251 white-collar administrative staff working for a foundation university. According to the frequency analysis results, majority (66,9%) of the research participants are females. 66,9% of the respondents are between the age intervals 18-34. The frequency count of marital status reveals that

there is a minor difference between married and single employees, as married employees constitute half the respondents (54,2%). Majority of the married employees have children (%61,4). The majority of the participants are university graduates (41.8%). Majority of the participants possesses a total work experience of 6-10 years (32,3%). Majority of the participants (58,2%) have worked for their current employer between 0-5 years.

Factor and reliability analysis were applied as to reduce and classify the number of variables into subdimensions. Work values, identified under five subdimensions were labelled as “Self Improvement and Actualization”, “Social Values”, “Attainment of Authority and Status”, “Working Conditions” and “Monetary Values” with a high reliability coefficient of 0.905. Job Satisfaction, identified with three subdimensions, was labelled as “Intrinsic Satisfaction”, “Extrinsic Satisfaction” and “Job Satisfaction in terms of Wages, Advancement and Conditions” with a high reliability coefficient of 0.931. Intention to Leave, composed of three items had a high reliability coefficient of 0.952.

When research question number one about the relationship between work values and demographic variables was viewed, findings revealed higher levels of self-improvement and actualization, social values, monetary values and general work value for female employees than male employees. This demonstrates that women care more about work values than men do. When the relationship between work values and age variable was examined, self-improvement and actualization level of employees aged between 18-34 was stronger than self-improvement and actualization level of employees aged between 35-49. This demonstrates that young women care more about self-improvement and actualization values. When work values and marital

status were examined, self-improvement and actualization levels of single employees were higher than that of married employees. This demonstrates that single status employees value self-improvement and actualization. When work values and education status were examined, social value levels of high school graduate employees were stronger than employees with higher education. This also demonstrates that employees with lower level education care more about social values. Besides, employees with 0-5 years of experience hold higher levels of self-improvement and actualization levels as compared to the others. This also implies that employees with less work experience tend to care more about self-improvement and actualization values.

In most research studies, gender is recognized as the most important variable with its connection to work values. According to Elizur (1994), while women recognize meaningful work, respect, superiors, coworkers, communication, work hours, job security and additional benefits of work as important, men view salary, responsibility, independence and organizational impacts as more important. Research performed on the role of age on work values by many researchers up till now, indicates a difference between the work values of different ages. Based on Akiner et al. 's (2005) study in the Turkish construction industry, X Generation employees value "physical conditions at work" and "advancement at work" and Y Generation employees value "self- enhancement", "adventure" and "financial incentives". Jurgensen's (1978) research showed that while younger employees recognize values such as relationship with colleagues and wages as essential, older employees recognize company reputation and security as more important. In the findings of the International Research Team (1987), young employees care more about money than

older employees do. Uyan's (2002) research on teachers detects the effects of age and marital status on the level of work values.

When other research questions were viewed, no significant relationship was observed between job satisfaction, intention to leave and demographic variables.

Hypothesis testing is performed through correlation and regression analysis with the results given below:

Table 5.1.

Result of Research Hypothesis and Questions

Hypothesis and Questions	Result
H1: There is a significant relationship between work values and job satisfaction.	Partially Supported
H2: There is a significant relationship between work values and intention to leave.	Partially Supported
H3: There is a significant relationship between job satisfaction and the intention to leave.	Partially Supported
Q1)What is the relationship between work values and demographic variables ?	Partially Supported
Q2)What is the relationship between job satisfaction and demographic variables?	Not Answered
Q3)What is the relationship between the intention to leave and demographic variables ?	Not Answered

H1: There is a significant relationship between work values and job satisfaction.

There is a significant and positive relationship between the first subdimension of work values labelled "Self Improvement and Actualization" and all subdimensions of job satisfaction. In other words, self-improvement and actualization level of employees

boosts the level of intrinsic job satisfaction, extrinsic job satisfaction and job satisfaction in terms of wages, advancement and conditions. There is a significant and positive relationship between the second subdimension of work values labelled “Social Values” and all subdimensions of job satisfaction. Social values level of employees enhances the level of intrinsic job satisfaction and extrinsic job satisfaction. However, social values level does not make a difference on job satisfaction in terms of wages, advancement and conditions. There is a significant and positive relationship between the third subdimension of work values labelled “Attainment of Authority and Status” and all subdimensions of job satisfaction. However, attainment of authority and status does not make a difference on intrinsic job satisfaction, extrinsic job satisfaction and job satisfaction in terms of wages, advancement and conditions. There is a significant relationship between the fourth subdimension of work values labelled “Working Conditions” and only intrinsic job satisfaction. However, working conditions level does not make a difference on intrinsic job satisfaction. There is a significant relationship between the fifth subdimension of work values labelled “Monetary Values” and only intrinsic job satisfaction. However, monetary values level of employees does not make a difference on intrinsic job satisfaction.

In summary, our H1 hypothesis is validated and it is concluded, “level of work values of employees boosts job satisfaction level”. This outcome supports most of the studies carried out earlier. In their studies about work value and job satisfaction, Arcenia and Gonzalez (2005), Altıntaş (2006) and Yılmaz and Dilmaç (2011) pointed out the existence of a significant relationship between the two concepts.

Altıntaş (2006) and Ercan and Dilmaç (2011) both stated that there is a significant and high-level relationship between self-improvement and job satisfaction.

Similarly, Naktiyok (2002) in his research included that self-improvement values enhance overall job satisfaction in a positive manner. According to Schwartz (1992), individuals who highly value self-improvement are motivated by social status and dignity.

H2: There is a significant relationship between work values and intention to leave.

There is a significant and negative relationship between the first subdimension of work values labelled “Self Improvement and Actualization” and intention to leave. Self-improvement and actualization level of employees reduces the level of intention to quit work. There is a significant relationship between the second subdimension of work values labelled “Social Values” and intention to leave. However, social value level of employees does not make a difference on the level of intention to quit.

Schwartz (1992) proposed that individuals with high level of self-enhancement values pay attention to equality at the workplace and leave work in case they perceive inequality. Similarly, Altıntaş (2006) expressed that individuals with high level of self-enhancement tend to leave work more easily in case they face any unconformity or conflict at work. The idea that job satisfaction will be high among employees, who are presented with self-improvement opportunities by the organization and management, supports the thought that their intention to quit work will be less. It is considered that as pleasure to do work increases, their intention to quit work diminishes.

H3: There is a significant relationship between job satisfaction and the intention to leave.

There is a significant and negative relationship between the first subdimension of job satisfaction labelled “Intrinsic Satisfaction” and intention to leave. Intrinsic

Satisfaction level of employees reduces the level of intention to leave. There is a significant and negative relationship between the second subdimension of job satisfaction labelled “Extrinsic Satisfaction” and intention to leave. However, extrinsic satisfaction level of employees does not make a difference on the level of intention to quit. There is a significant and negative relationship between the third subdimension of job satisfaction labelled “Job Satisfaction in terms of Wages, Advancement and Conditions” and intention to leave. Job Satisfaction in terms of Wages, Advancement and Conditions level of employees reduces the level of intention to leave.

It is widely acknowledged that employees who are highly satisfied with their jobs are more committed to their organization. Literature presents some theoretic and empirical findings on the negative relationship between job satisfaction and intention to leave. Mobley (1977), in his findings, presents job satisfaction as the most significant indicator of intention to leave. Employees are more likely to commit to the organization if they are satisfied and adversely less likely to commit if not satisfied. Başoda’s (2012) research on the employees of an organization operating in the accommodation business indicates the significant and negative effect of job satisfaction on intention to leave. Research findings of Gül et al. in the health industry indicate similar results. Çekmecioğlu’s (2006) research on chemical industry employees reveals the negative effect of job satisfaction on intention to leave.

Literature research reveals various findings about this subject. Research performed by Busacca et al. (2010), including 674-research participants, showed that work values differ by age and gender. The work of Bozkurt ve Doğan (2013) on public and private sector employees also proves that work values differ by gender. Furnham et al. (2005) conducted two studies with five hundred employees in the U.K.

and Greece in order to compare personnel traits and work values and to search the effect of age and gender on work values. Accordingly, their research proved no significant relationship between work value and age. Marini et al. (1996), in their work named Gender and Work Values stated the effect of gender on the selection of job and occupation and as a result their effect on performance. In conclusion, the study reveals that gender difference is of great importance in internal, individual and social incentives and that women care more about these values compared to men. Taylor and Thompson's (1976) investigation on the work values processes of 1058 employees also proved that women tend to value working conditions more than monetary incentives as compared to men.

5.1. Limitations

There are some limitations to this research. The most important limitation in this research is the sample size. The research is limited to the white-collar administrative personnel working for a foundation university. This study may be extended as to include academic personnel and blue-collar personnel of the same university.

Second limitation is the sector in which the research was performed. The research is limited not only to a university but also to a foundation university. The same study may be extended as to include a public university. Besides, it may be conducted both for private and public sector employees.

Another limitation is the way the survey is filled out by respondents. Even though the surveys were anonymous and delivered in closed envelopes, respondents may not respond with full objectivity due to some kind of fear.

5.2. Managerial Implications

The environment people live, the job they do and the workplace they work at all contribute as to how people develop certain values throughout their lives. As organizations meet employee expectation about values, employees feel satisfied, organizational cohesion increases, and as a result, their intention to leave work diminishes. In order to maintain this, it is critical that management and human resources undertake significant tasks. First of all, during the recruitment and selection process, Human Resources must deeply assess the compliance between the job applicant and the position and understand the values applicants recognize. Identifying and hiring individuals who reflect the values of the organization ensures long-term sustainability for both the organization and the employee.

When employees feel truly valued, their job satisfaction levels boost. And this depends on meeting their needs and demands. Communicating employees on a regular basis or identifying their needs by conducting surveys helps Human Resources figure out areas of improvement and undertake tasks as this will significantly create employee satisfaction.

Based on the research results, it is evident that employee expectations are not that difficult to meet since employees appreciate self-improvement and social values as more important than anything else. Providing opportunities such as career training and development programs, supporting creativity at work, empowerment, fair work environment or social activities to build social relationships are sure to strengthen the bond between the organization and the employee. As most literature studies evidence, this study also confirms the fact that employees prefer moral incentives to financial incentives at work. Higher self-improvement and social value expectations of the

respondents in this research is evident in the sense that employee expectations are not that difficult to meet. Career and personal development trainings and motivational activities (company trips, dinners, sports activities) to build social relationships are likely to strengthen the connection between the employee and the organization.

Managers must approach their subordinates fairly, by avoiding any discrimination among employees and by demonstrating empathy in an open and involvement based communication style. They must understand their strengths and weaknesses and recognize their training needs. In that respect, a research to be conducted in particular for the personnel of a university is certain to facilitate the management's tasks. Enabling employees utilize self-improvement courses, seminars and trainings leads to increased employee motivation. Empowerment and self-governing job opportunities may help employees discover their creativity. Receiving employee opinion about work, asking for their involvement in decision-making, fair wages, career planning, advancement and rewarding systems may all contribute to employee satisfaction. Convenient work environment, and maintenance of job security make employees feel valued. Besides, management practice with a focus on generation and gender differences and maintenance of a work environment based on these differences are obviously to assure employee motivation.

As a result, in today's global work environment, agreement between management and the employee creates organizational success. Therefore, it is required that organizations examine the values of employees and work towards maintaining job satisfaction for long-term sustainability.

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Appendix A

SURVEY INSTRUMENTS

Sayın Katılımcı,

Bu araştırma, iş yaşamınıza ilişkin bir çalışmadır. Bu amaçla hazırlanmış olan bu anket formunda sizden istediğimiz, soruları kendi fikirlerinizi ve yaklaşımlarınızı dikkate alarak doldurmanızdır.

Bize vereceğiniz cevaplar sadece ilgili bilimsel araştırma dahilinde kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Cevaplarınızın gizli tutulacağına dair bize olan güveninizi sağlamak için sizden isminizi veya kimliğinizi açığa çıkartacak herhangi bir işareti anket formu üzerine yazmamanızı önemle hatırlatırız.

Bu araştırmaya vereceğiniz katkı için şimdiden teşekkür ederiz.

Yrd. Doç.Dr.Özlem Kunday

Türkan Şenay

1. Cinsiyetiniz?

Kadın () Erkek ()

2. Yaşınız?

18-34 () 35-49 () 50 ve üstü ()

3. Medeni durumunuz?

Evli () Bekar () Boşanmış ()

4. Çocuğunuz var mı? Varsa kaç tane? ____

5. Eğitim durumunuz?

İlköğretim () Lise () Önlisans () Lisans () Yüksek Lisans ()
Doktora ()

6. Toplam çalışma süreniz?

0-5 yıl () 6-10 yıl () 11-15 yıl () 16-20 yıl () 21 yıl ve üstü ()

7. Şu an görev yaptığınız kurumda kaç yıldır çalışıyorsunuz?

0-5 yıl () 6-10 yıl () 11-15 yıl () 16-20 yıl () 21 yıl ve üstü ()

8. Kurumdaki Pozisyonunuz

I. BÖLÜM

Aşağıdaki çalışma hayatınızla ilgili değerlere ilişkin düşüncelerinizi size uygun gelen tek bir şıkkı (X) işareti koyarak belirtiniz.

1: Hiç Önemli Değil	2: Önemsiz	3: Kararsızım	4: Önemli	5: Çok Önemli
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	1	2	3	4	5
1. Ortaya bir ürün çıkarmak.					
2. Saygınlık kazanmak.					
3. Şu anki çalışma ortamında bulunmak.					
4. Başkalarıyla bir şeyleri paylaşmak.					
5. Topluma yarar sağlamak.					
6. Zihinsel ve düşünsel gayret içinde bulunmak.					
7. Zamanı verimli şekilde değerlendirmek.					
8. Ne yapılmasını söyleyen birinin bulunması.					
9. Amaçlarımı gerçekleştirmek.					
10. Başarılı olmak.					
11. Fiziksel çaba sarf etmek.					
12. Karşılığında para kazanmak.					
13. Statü sahibi olmak.					
14. Yükselmek ve ilerlemek.					
15. Başkalarının çalışmalarını denetlemek.					
16. Zorunluluk olarak yapmak.					
17. Sorumluluk taşımak.					

18. Belli bir disiplin içine girmek.					
19. Yetenek ve bilgilerini kullanma şansını elde etmek.					
20. Yetki sahibi olmak.					
21. Geçimimi temin etmek.					
22. Yaratıcı olmak.					
23. Emek ve gayret sarf etmek.					
24. Başkalarına faydalı olmak.					
25. Dürüst olmak.					
26. Sosyal ilişkiler kurmak.					
27. Ekonomik özgürlüğe kavuşmak.					
28. Yönetmek.					
29. Yetenekler ve kişiliğimle kendimi geliştirmek.					
30. Bilgi sahibi olmak, araştırma yapmak.					
31. Kişi olarak değerli olduğum duygusuna kapılmak.					
32. İş güvenliğimin sağlanması.					
33. İş saatlerinin uygun olması.					
34. Çalışma şartlarının uygun olması.					
35. Emekli olabilmek.					

II. BÖLÜM

Aşağıdaki iş tatmininize ilişkin memnuniyetinizi ölçen sorular yer almaktadır. Size uygun gelen tek bir şıkkı (X) işareti koyarak belirtiniz.

	Şimdiki işimden;	Hiç Memnun Değilim	Memnun Değilim	Fikrim Yok	Memnunum	Çok Memnunum
1	Beni her zaman meşgul etmesi bakımından					
2	Tek başıma çalışma olanağının olması bakımından					
3	Ara sıra değişik şeyler yapabilme şansımın olması bakımından					
4	Toplumda “saygın” bir kişi olma şansını bana vermesi bakımından					
5	Amirimin emrindeki kişileri idare tarzı açısından					
6	Amirimin karar vermedeki yeteneği bakımından					
7	Vicdanıma aykırı olmayan şeyler yapabilme şansımın olması bakımından					
8	Bana sabit bir iş sağlaması bakımından					
9	Başkaları için bir şeyler yapabilme olanağına sahip olmam bakımından					
10	Kişilere ne yapacaklarını söyleme şansına sahip olmam bakımından					
11	Kendi yeteneklerimi kullanarak bir şeyler yapabilme şansımın olması bakımından					
12	İş ile ilgili alınan kararların uygulanmaya konması bakımından					
13	Yaptığım iş ve karşılığında aldığım ücret bakımından					

14	İş içinde terfi olanağının olması bakımından					
15	Kendi kararlarımı uygulama serbestliğini bana vermesi bakımından					
16	İşimi yaparken kendi yöntemlerimi kullanabilme şansını bana sağlaması bakımından					
17	Çalışma şartları bakımından					
18	Çalışma arkadaşlarımla birbirleri ile anlaşması açısından					
19	Yaptığım iyi bir iş karşılığında takdir edilme açısından					
20	Yaptığım iş karşılığında duyduğum başarı hissinden					

III. BÖLÜM

Burada işte kalma niyetiniz ile ilgili bazı ifadeler vardır. Her bir ifadeye ne kadar katılıp katılmadığınızı (X) işareti koyarak belirtiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1	Şu andaki işimden sık sık ayrılmayı düşünüyorum.					
2	Gelecek yıl büyük ihtimalle yeni bir iş arıyor olacağım.					
3	Bulabildiğim ilk fırsatta bu kurumdan ayrılacağım.					

Appendix B**CIRRICULUM VITAE****TÜRKAN ŞENAY****Personal Information**

Date of Birth : 09.09.1982

Place of Birth : Rize, Pazar

Marital Status : Married

Education

High School : 1995- 1999 Avcılar Süleyman Nazif Lisesi

University : 2000- 2006 Karadeniz Teknik Üniversitesi İşletme Bölümü

2. University : 2004-2006 Anadolu Üniversitesi AÖF Halkla İlişkiler

Work Experience

2007/ January- 2007/November : Başkent Üniversitesi Hastanesi/Halkla İlişkiler

Elemanı

2008/July- ... : İstek Servis Eğitim A.Ş. / İdari Bakım Hizmetleri/ Uzman