

The Relationship between Classroom Teachers' Job Satisfaction and Organizational Collectivism and Individualism

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Abstract

The purpose of the present study was to explore the relationship between classroom teachers' job satisfaction and organizational collectivism and individualism. Data in this study were collected from a total number of 304 classroom teachers utilizing the Job Satisfaction Survey and Organizational Collectivism and Individualism Scale. Data analysis indicated that organizational collectivism significantly positive correlated with pay, supervisor, coworker, operating procedures, work, communication, and overall job satisfaction. There was a significant positive correlation between organizational individualism and promotion, fringe benefits, rewards, work, communication, whereas there was a significant negatively correlation between individualism and operating procedures.

Keywords: Classroom teacher, job satisfaction, organizational collectivism and individualism

Introduction

As job satisfaction is a factor which has an effect on employees' attitudes and performance (Caprara, Barbaranelli, Steca & Malone, 2006), it is one of the topics commonly studied in educational research. Teachers who conducted educational activities in the class and who spend more time with students have an important impact on student achievement (Rowan, Correnti & Miler, 2002). In this regard, considering the fact that employees with a high job satisfaction contribute to working more effectively and attaining a high performance, the importance of improving teacher job satisfaction in terms of school success and to improve education can easily be understood (Ostroff, 1992). Satisfied teachers are likely to be more enthusiastic to spend more time and energy for educating students (Nguni, Slegers & Denesen, 2006).

Therefore, it is important to know the factors associating with teachers' job satisfaction. One of the factors affecting job satisfaction is characteristics of national culture which had an effect on individuals' behaviors, attitudes, and perceptions. Culture was examined as a predictor variable in organizational behaviour literature (Aycan ve Kanungo, 2000). The results of the studies indicated variance in the level of employees' job satisfaction across cultures (e.g. Kwantes, 2009). In addition, it is evident that outcomes and antecedents of job satisfaction are affected by national cultures (Abdulla, Djerbarni & Mellahi, 2011; Huang & Van de Vliert, 2004). Thus, given the importance of knowing the antecedents of job satisfaction, and there is very limited resarch examining this topic, it may show the importance of this study to scholars and practitioners in Turkey.

To make decision what should be done, it may pay attention to characteristics of cultures where was conducted studies in order to enhance employees' job satisfaction. In this respect, it is important determining factors relating to work affecting level of teaachers' job satisfaction in order to increase their job satisfaction. Also, according to teachers have culturel values, determining whether teachers' job satisfaction change may contribute to knowledgeable about considering factors in order to increase their job satisfaction. One of the characteristics of cultures examining the studies on this

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topic is collectivism and individualism (Khoury, 2008; Noordin & Jusoff, 2010; Su, 2001). Therefore, this study examined relationship between collectivism/individualism and teachers' job satisfaction.

Job Satisfaction

Job satisfaction which show the level of the employees love their jobs has been a major area of interest for manager and researchers, and is one of the subjects commonly studied in organizational behaviour studies (Taormina, 1999). Job satisfaction is an attitude developed by an individual towards the job and job conditions (Luthans, 1994). Job satisfaction is a personal evaluation of job conditions (the job itself, attitude of the administrator) or the results of the job (wage, job security) (Luthans, 1994). Job satisfaction is a result of a employee' viewpoint through the job, the emotional and rational perceptions about the jobs, or appraisal of the job (Demirtaş ve Ersözlü, 2010). Job satisfaction consists of financial income gain from job, relationship with coworkers, supervisor' behaviors, promotion opportunities, rewards attain from performance, the characteristics of work, operating procedures, and communication (Spector, 1997; Abdulla v.d., 2011).

Teacher job satisfaction refers to a teacher's positive affective relation to his or her teaching role and is a function of relationship between a teachers' wants and perceptions from their teaching activities (Zembylas and Papanastasiou, 2004). One of the important sources of teachers' job satisfaction working with students as requiring their profession (Hean & Garrett, 2001). Teachers' job satisfaction may result from characteristic of teaching profession which can contribute to development of students' lives (Zembylas & Papanastasiou, 2004). In the study conducted by Hean ve Garrett (2001), it is founded that factors affecting teachers' job satisfaction are relationship with students, colleagues, parents, manager, a sense of autonomy, external rewards, recognition and respect, and personal growth. Professional competence which involves tachers' belief that that they have instructional strategies and skills, and able to teach the course effectively is a key contributor to teachers' job satisfaction (Ma & MacMillan, 1999). Factors such as poor pay, poor professional status, workload, and excessive pressure to well educate students have an effect on teachers' dissatisfaction (Hean & Garrett, 2001). In the studies examining teachers' job satisfaction conducted in Turkey, it is founded that teachers were more satisfied with relationships with colleagues and manager, to help students through teaching, while they have satisfaction from salary (Azar ve Henden, 2003; Bozkurt ve Bozkurt, 2008).

Teachers with more job satisfaction influences the performance of students (Chamundeswari, 2013), and the social, emotional and cognitive development of students and their academic success (Blandford, 2000). Thus, it may be said that it is important teachers have high level of job satisfaction.

Individualism and Collectivism

One of the factors differentiating national cultures from each other is individualism and collectivism (Hofstede, 2001; Robert & Wasti, 2002). Individualism and collectivism are theoretically and empirically undeniably the most popular concepts in comtemporany cross-cultural pyschology (Green, Deschamps & Páez, 2005). The individualism and collectivism has been used to depict, explain, and predict differences in attitudes, values, behaviors, communication, and socialization (Oyserman, Cuon & Kimmelmeir, 2002).

Attributes related to individualism are independence, autonomy, self-reliance, uniqueness, achievement orientation, and competition (Green et al., 2005). Individualists are described as having control over and taking responsibility for their actions (Green et al., 2005). Collectivism, in turn, is associated with a sense of duty toward one's group, interdependence with others, a desire for social harmony, and conformity with group norms (Green et al., 2005). In this regard, behavior and attitudes of collectivists are determined by norms or demands of the ingroup such as extended family or close-knit community (Hofstede, 2001; Yetim & Yetim, 2006).

The dimension of individualism-collectivism refers to the relationship one perceives between one's self and the group of which one is a member (Noordin & Jusoff, 2010). Hofstede (2001) potray members in individualistic societies as self-centred, competitive rather than collaborative operative,

having low commitment for the organizations they work for, pursuing their own goals, and having a low need for dependency upon others. On the other hand, members in collectivistic societies have a "we," rather than "I" orientation, have high commitment for the organization and work toward its goals, have a feel interdependent, interact with each other, and take action jointly as a group in a cooperative rather than on an individual competitive basis, thus subscribing to the moralistic values of joint efforts and group rewards (Noordin & Jusoff, 2010). Also Hofstede suggested that, in an individualistic society, an individual manager are likely to look out for his/her own interest and try to maximize the gains from any opportunity that might present itself. On the other hand, members in collectivistic societies identify with the organization and act in unison to accomplish the organization's goals (Noordin & Jusoff, 2010). This sense of interdependence, loyalty, and joint obligation to the system would also foster a more co-operative and informal communication and coordination mechanism to operate in the system as the goals of the organization are being achieved (Noordin & Jusoff, 2010).

One of the works on individualism-collectivism is conducted by Triandis (1995). Triandis (1995) proposes four dimensions of individualism-collectivism. The first dimension is related to the conception of the self. Individualists define self as autonomous from groups, while collectivists see themselves as interdependent with others. The second dimension is associated with goal relationships. Tendency of individualist to place higher priority on individual goals, while collectivists take precedence in-group goals over those of the individual. The third dimension concerns the relative importance of attitudes and norms. Triandis (1995) argues that social norms, duties and obligations shape the behaviors of collectivists, while individual attitudes and preferences shape the behaviors of individualists. The fourth dimension is related to the concept of emphasis placed on relationships. Collectivists place a high emphasis on relationships and harmony, while individualists tend to view relationships as a means to achieve individual goals (cited Dakhli, 2009).

To determine countries having characteristics of cultures, in the study conducted by Hofstede (2001), it was founded that Turkish culture is high on collectivism, but low on individualism (Yetim & Yetim, 2006). Oishi, Diemer, Such ve Lucas (1999) found that Turkey was the third most collectivistic after China and Nigeria in 39 countries. In a 10-country study conducted by Aycan ve Kanungo (2000), it is founded that Turkish culture is the second most collectivistic country. Based on the results of these studies, it can be said that Turkey has high collectivism.

The Relationship between Teachers' Job Satisfaction and Collectivism and Individualism

One of the extensive used to variables predicting differences in job attitudes across cultures is collectivism and individualism (Noordin & Jusoff, 2010). The studies examining determinants of job satisfaction in different countries revealed that national cultural values and norms influence job satisfaction (Huang & Van de Vliert, 2004; Kirkman & Shapiro, 2001). Cross-cultural studies found employees in collectivist societies have low job satisfaction (Yetim & Yetim, 2006). In the study conducted by Noordin ve Jusoff (2010), it is founded that Australian manager with high individualist orientation have higher job satisfaction than Malaysian manager with high collectivistic orientation. However the study carried out in Hong Kong by Hui, Yee ve Eastman (1995) found that collectivists have higher job satisfaction than individualists.

Opposed to employee in collectivistic countries, those in individualistic countries would likely need to self-esteem and self-realization, because individualistic cultures tend to socialise the individuals to be self-reliant, self-concerned, and self-motivated (Huang & Van de Vliert, 2004). In this respect, it is said that workers in individualistic cultures may higher satisfied from intrinsical aspects of work. Collectivists prefer jobs which give opportunities serving and helping other rather than jobs which enable autonomy, challenge, and career progression (Hui & Yee, 1994). Accordingly, it is suggested that teachers with collectivistic orientations are high satisfied from the characteristics and nature of work for educational activities is an action which provide growth and development of children, and require closely relationship with students.

Workers with collectivistic orientations may want to warm working relationships rather than those with individualistic orientations. Thus collectivists employees demand close interpersonal relationships. Consequently, collectivistic employees would higher have satisfaction from a work that warm interpersonal relationships than individualistic employees (Hui & Yee, 1999). Collectivists may expect to be tight relations at job such as tight relations in a family (Hofstede, 2001). In Turkey, in this study conducted by Demirel and Erdamar (2009), it is founded that there is a relationship between teachers' job satisfaction and give to value family. Close relationship among teachers in schools have postively effect on their job satisfacton (Azar & Henden, 2003).

Collectivists have the tendency to strive to maintain harmony in interpersonal relationships, and Hui et al. (1995) suggest that this tendency has significantly impact on collectivists' job satisfaction. In addition, people in a collectivistic society desire good relations with their colleagues and manager, and characteristics of collectivism such as intimacy and friendship with colleagues and managers, and they have a sense of solidarity and are supported may associated with job satisfaction (Robert, 1998; Su, 2001). The study was conducted in Turkey with have collectivistic orientation found that managers focusing workers, helping, supporting, interesting persons enhance teachers' job satisfaction (Yılmaz & Ceylan, 2011). The studies revealed that collectivists have higher satisfaction from pay, promotion, coworkers, and mamangers than individualists (Noordin & Jusoff, 2010). In addition, Hui and Yee (1994, 1999) found that collectivism positively related to satisfaction from work, pay, promotion opportunities, coworkers and managers. In China with have collectivistic culture, it is founded that collectivism associated with pay, benefits, rewards, communication, coworkers, managers, and total job satisfaction, while individualism is not related to pay, promotion, benefits, rewards, conditions, coworkers, manager, the nature of work, communication, and total job satisfaction (Su, 2001). In ABD with individualistic culture, it is revealed that individualism is not associated with dimensions of job satisfaction, while collectivism related to pay, coworkers, the nature of work, communication, and total job satisfaction (Su, 2001). In individualist and collectivist samples, it is founded that there is relationship between collectivism and job satisfaction (Oyserman et al., 2002). Nevertheless, collectivism more strong related to social relationship about work than characteristics of work (Khoury, 2008). On the other hand, individualists have higher satisfaction from intrinsic aspects of the work than collectivists (Khoury, 2008). Hui and Yee (1999) found that collectivists have higher job satisfaction from working harmonious job groups, whereas individualists have lower satisfaction. Collectivism focusing social systems, collective interest, and groups correlated with satisfaction from coworkers and managers dimensions of job satisfaction (Khoury, 2008). Generally, workers in developed countries have higher satisfaction with intrinsic factors of job relating the nature of work than those in developing countries (Huang & Van de Vliert, 2004). Researches indicated that workers in non-western countries have higher satisfaction with external factors of job such as pay and working conditions than those in western countries (Huang & Van de Vliert, 2004).

In Turkey, there are limited studies indicating the relationship between individualism/collectivism and job satisfaction in non-educational literature. In the study carried out by Robert and Wasti (2002), it is founded that collectivism and individualism significantly associated with satisfaction from promotion, the nature of work, and manager, while collectivism related to satisfaction with coworkers. Yetim and Yetim (2006) found that there is positively relationship between collectivism and job satisfaction, while individualism negatively correlated with job satisfaction.

As understanding above explained, it may be seen that job satisfaction related to collectivism and individualism. The studies on this topic were not conducted in educational literature. As this study is carried out on teachers, this study contributes to establish and the extend literature about relationship between collectivism/individualism and job satisfaction. Therefore this study examined the relationship between collectivism/individualism and teachers' job satisfaction.

Method

Research Model

In this study examining the relationship between collectivism/individualism and teachers' job satisfaction, it is used to survey model.

Participants

The study was carried out in public primary schools. The participants for this study consisted of 380 primary school teachers at 19 schools located in the province of Bolu. It is not reached the 24 classroom teachers. Thus the surveys were distributed to 356 teachers, but 304 of teachers, representing a response rate of 85.39 %, responded to the surveys. Of the teachers, 53,8% were female and 46,2% were male. Of teachers 32 % had a bachelor's degree, 57 % a college degree and 11 % a master's degree. Teachers had from 3 to 29 years of tenure.

Data Collection

To determine level of teachers' job satisfaction, it is used to job satisfaction scale developed by Spector (1997) and was adapted in Turkish Language by Yelboga (2009). To determine their level of collectivism and individualism orientations, it is used to organizational individualism and collectivism scale developed by Robert and Wasti (2002).

Job Satisfaction Scale: Job Satisfaction Scale consist of 36 items and nine factors. This factors include pay (4 items), supervisor (4 items), coworker (4 items), operating procedures (4 items), work (4 items), communication (4 items), promotion (4 items), fringe benifets (4 items), rewards (4 items).

To determine the consistency of 36 items and the nine factors structure of job satisfaction scale, confirmatory factor analysis (CFA) performed on data for the sample of this study. To assess the model fit, it was used that multiple fit statistics including Chi-square, root mean square error of approximation (RMSEA), googness of fit index (GFI), adjusted goodness of fit index (AGFI) and the comparative fit index (CFI). The results of CFA indicated that fit index of the 36 items and the nine factors structure of job satisfaction scale showed a good fit to the data. ($X^2= 54.22$, $df=34$, $X^2/df= 1.5$, $RMSEA=.05$, $AGFI=.91$ $CFI=.89$, $GFI=.93$). In addition, load values of the items of the pay factor ranged from .71 to .89, that of promotion opportunitis factor from .69 to .86, that of supervisor factor from .58 to .77, that of benefits factor from .54 to .72, that of rewards factor from .36 to .78, that of working conditions factor from .48 to .82, that of coworkers factor from .79 to .91, that of the nature of work factor from .66 to .81, and that of communication factor from .46 to .65. Consequently, it is revealed that nine factors structure of job satisfaction scale is a valid structure.

Internal reliability was measured by using Cronbach alpha coefficient, and alpha was 0.86 for pay, 0.77 for promotion opportunities, 0.76 for supervisor, 0.89 for benefits, 0.87 for rewards, 0.81for working conditions, 0.72 for coworkers, 0.85 for the nature of work, 0.68 for communication, and 0.81 for the whole scale.

Organizational Individualism and Collectivism Scale: Individualism scale has 5 items, and collectivism scale has 7 items. Confirmatory factor analysis (CFA) performed on data for the sample of this study in order to determine the consistency of 5 items and the single factor sutructure of individualism, and 7 items and the single factor structure of collectivism scale. To determine the models fit, it was used that multiple fit statistics including Chi-square, root mean square error of approximation (RMSEA), googness of fit index (GFI), adjusted goodness of fit index (AGFI) and the comparative fit index (CFI). The results of CFA indicated that fit index of the 5 items and the single factor structure of individualism scale showed a good fit to the data ($X^2= 66.42$, $df=46$, $X^2/df= 1.4$, $RMSEA=.03$, $AGFI=.91$ $CFI=.92$, $GFI=.96$). For collectivism scale, the fit scores showed that 7 items and the single factor structure of the scale provided a good fit to the data ($X^2= 61.42$, $df=43$, $X^2/df= 1.4$, $RMSEA=.04$, $AGFI=.93$ $CFI=.91$, $GFI=.95$). In addition, loading of the items of the individualism scale were ranged from .65 to .83, while loading of the items of the collectivism scale were ranged from .68

to .86. Consequently, the results indicated that 5 items structure of individualism scale, and 7 items structure of collectivism scale are a valid structure.

Internal consistency was measured by using Cronbach alpha coefficient which was .90 for individualism scale (item-total correlation ranged from .637 to .813), and .87 for collectivism scale (item-total correlation ranged from .552 to .788). Therefore, the internal consistency of the individualism and collectivism scales were reliable.

Data Analysis

Mean and standard deviation values were used to determine the level of teachers' job satisfaction and the level of individualism and collectivism orientation. Pearson correlations were carried out to explore whether a relationship exists between individualism/collectivism and job satisfaction. The effects of individualism/collectivism on teachers' job satisfaction were tested by utilizing multiple regression analysis.

Results

Mean and standard deviation values of the levels of teachers' job satisfaction and the level of individualism and collectivism orientation are presented in Table 1. According to mean values, it is said that classroom teachers have higher satisfaction from the nature of work, coworkers, supervisor, and communication than from working conditions, benefits, rewards, promotion and pay (see Table 1). Based on the results, it may be stated that classroom teachers was higher satisfied from fulfill of teaching activities, and relations with students, colleagues and manager than from external return gain from teaching profession.

Table 1.
Descriptive statistics for variables

Variables	\bar{X}	ss
Individualism	2.76	.38
collectivism	3.30	.43
Pay	2.17	.64
Promotion	2.35	.12
Supervisor	3.42	.63
Benefits	2.45	.33
Rewards	2.41	.85
Working Conditions	2.40	.21
Coworkers	3.48	.43
The nature of work	3.84	.72
Communication	2.94	.56
Total Job satisfaction	2.91	.30

Table 1 indicated that teachers' organizational collectivism orientations was higher than organizational individualism orientations. Based on the results, it is suggested that classroom teachers have the tendency to be important other workers' interests in school than personal interests of themselves, collaboration and solidarity than competition.

The results of correlations performing to explore whether a relationship exists between individualism/collectivism and job satisfaction are presented in Table 2.

Table 2.
Correlations among variables

Variables	Individualism	Collectivism
Pay	.067	.320*
Promotion	.631*	.121
Supervisor	.160	.629*
Benefits	.472*	.209
Rewards	.555*	.211
Working Conditions	-.245*	.481*
Coworkers	.192	.542*
The nature of work	.366*	.541*
Communication	.424*	.496*
Total Job satisfaction	.355*	.730*

*P< .01,

The results of correlation analysis indicated that organizational collectivism was significantly and positively related to pay, supervisor, working conditions, coworkers, the nature of work, communication, and total job satisfaction, while organizational individualism was positively associated with promotion, benefits, rewards, the nature of work, and communication, but negatively correlated with working conditions (see Table 2). It is founded that organizational collectivism was not related to promotion, benefits and rewards, whereas organizational individualism was not associated with pay, supervisor and coworkers (see Table 2).

The results of regression analysis performing to explore whether exists the effects of individualism/collectivism on teachers' job satisfaction are presented in Table 3.

The results of regression analysis indicated that organizational individualism orientation had an effect on satisfaction with promotion, benefits, rewards, working conditions, the nature of work and communication (see Table 3). In Table 3, it is seen that organizational collectivism orientation had affect satisfaction from pay, supervisor, working conditions, coworkers, the nature of work, communication, and total job satisfaction. Organizational individualism orientation explained the most 41,4% of the variance in satisfaction from promotion dimension of job satisfaction (see Table 3). Organizational collectivism orientation explained the most 39% of the variance in satisfaction from supervisor factor. Organizational collectivism orientation explained 52,7% of the variance in total job satisfaction.

Table 3.

Regression analysis of collectivism and individualism on teachers' job satisfaction

Variables		B	Standart error	β	t	P	Zero-order r	Partial r	R ²
Pay	Individualism	.077	.124	.057	.626	.533	.067	.056	.105
	Collectivism	.287	.077	.341	3.718	.000	.320	.318	
Promotion	Individualism	.175	.019	.676	9.099	.000	.631	.630	.411
	Collectivism	.022	.012	.125	1.683	.095	.121	.116	
Supervisor	Individualism	.106	.100	.080	1.064	.289	.160	.095	.402
	Collectivism	.545	.062	.658	8.789	.000	.629	.621	
Benefits	Individualism	.322	.060	.456	5.343	.000	.472	.434	.225
	Collectivism	.019	.037	.045	.528	.599	.211	.48	
Rewards	Individualism	.242	.036	.544	6.758	.000	.555	.520	.309
	Collectivism	.085	.022	.031	.382	.703	.229	.034	
Working conditions	Individualism	.611	.092	.485	6.667	.000	.245	.515	.436
	Collectivism	.516	.057	.658	9.045	.000	.481	.632	
Coworkers	Individualism	.059	.074	.007	.081	.936	.192	.007	.293
	Collectivism	.306	.046	.544	6.681	.000	.542	.516	
The nature of work	Individualism	.297	.121	.194	2.443	.016	.366	.215	.325
	Collectivism	.447	.076	.470	5.908	.000	.541	.470	
Communication	Individualism	.333	.095	.280	3.492	.001	.424	.300	.314
	Collectivism	.292	.059	.394	4.909	.000	.496	.405	
Total Job satisfaction	Individualism	.569	.364	.102	1.560	.121	.355	.139	.542
	Collectivism	2.401	.227	.693	10.582	.000	.730	.690	

P < .01,

Discussion

The results of this study revealed that there is the relationship between collectivism and communication, satisfaction from work and supervisor subscales of job satisfaction, and collectivism had significantly an effect on these dimensions, but there is no significant the relationship between individualism and these dimensions. Collectivists give importance to establish close relationship with people, have a sense of loyalty to a group and a tendency to think members of the group. Based on these characteristics, it can be expected that there is a relationship between collectivism and satisfaction from coworkers, supervisor, and communication involving teachers are being close with colleagues and their managers and establishing effectively communication with colleagues and managers. Thus, the results of many studies support this finding (Su, 2001; Robert & Wasti, 2002). Robert and Wasti (2002) found that there is a relationship between collectivism and satisfaction from coworkers and supervisors. Such as Turkey in China, Mexico and India which have a high collectivism, and in ABD and Poland which have a high individualism, it is founded that collectivism was related to satisfaction from coworkers and supervisors (Robert, 1998; Su, 2001; Hui, Yee & Eastman, 1995). Contrary to this result, in the study conducted by Khoury (2008) in ABD which is characterized as a an individualistic country, it is founded that there is negatively a relationship between collectivism and satisfaction from coworkers and supervisors. As based on the results of this study, it can be suggested that teachers who possess collectivist orientation will have higher satisfaction from communication, coworkers, and supervisors than those who have individualistic orientation. According to these findings, before it is determine what needs to be done in order to enhance teachers' job satisfaction, it should be learned their collectivism and individualism orientation. It should be provided that it can be open channels of communication among educators, and establish to close relationship between teachers and managers in order to increase teachers' job satisfaction.

In this study, it was founded that there is no the relationship between collectivism and satisfaction from promotion, benefits and rewards subscales of job satisfaction, whereas individualism associated with significant these factors, and had an effect on these dimensions. People who have high collectivistic orientation give importance to individual interest and benefits which derived from work, and are motivated by individual success. In this regard, it may be possible that there is a relationship between individualism and benefit, rewards, and promotion subdimensions of job satisfaction including teachers feel appreciated, receive benefits from do well on job, and have chance for promotion on their job. In addition, the results of studies indicated that individualism related to fair reward system and merit-based promotion (Ramamoorthy, Kulkarni, Gupta & Flood, 2007). In literature, it is seen that the results about this issue are inconsistent. The results of some studies corroborates these results (Robert & Wasti, 2002). Contrary to the results of this study, in China characterized as a collectivistic society such as Turkey, there is no relationship between individualism and satisfaction from promotion, rewards, benefit, while collectivism was associated with these factors. According to these results, it can be said that teachers who have high individualism orientation will have high level of satisfaction from promotion, rewards, benefit. Based on the results of this study, actions can be done that teaching activities of teachers should be rewarded, and successful teachers may be given chance for promotion on their job in order to enhance individualist-oriented teachers' job satisfaction.

In this study, it is needed to discuss the result which is that the nature of work was associated with collectivism and individualism, and collectivism and individualism had an effect on work. Consistent with this result, previous research indicated that work was related to individualism in the more individualistic societies (the U.S. and Poland), and collectivism in the collectivistic countries (India and Mexico) (Robert, 1998). Individualist-oriented people give importance to have challenge and autonomy on their job (Hofstede, 2001). Teachers have relatively autonomy on planning and fulfilling teaching activities, and perform teaching activities with students. Thus, they may encounter a high probability undesirable situations in the classroom. This create a case in which may complicate teaching activities. It may be expected that there is a relationship between individualism and the nature of work for these characteristics of teaching show similarities with individualism which emphasize autonomy and challenge on the nature of work. However, it might not be expected that there is a relationship between collectivism and the nature of work because collectivism emphasize relationships among individuals (Khoury, 2008; Huang & Van de Vliert, 2004). But, it may be possibility suggested that there is a relationship between the perceive of teachers' collectivism and satisfaction from the nature of teaching work arise from the nature of teaching activities, with regard to teaching activities require to relationships with students contribute to help students, and interpersonal relationships are important to welfare of students (Hofstede, 2001). In accordance with these descriptions, it may be perceived as expected a situation that this study found that there is a relationship between collectivism and the nature of work, although there is the findings that collectivism was associated with the nature of work on employees in the non-educational settings (Su, 2001; Khoury, 2008).

In this study, it was founded that there is no the relationship between collectivism/individualism and job satisfaction, whereas individualism had no impact on job satisfaction, collectivism affect job satisfaction. The results of some studies corroborates these results. Hui and Yee (1999) found that collectivism was related to job satisfaction. The results of study conducted by Klassen v.d. (2010) indicated that Korean teachers' collectivism orientations had effect on their job satisfaction. Teachers can be satisfied from factors such as they desire to create positive difference in children's lives, and establish personal relationships with children (Houtte, 2006). These factors are compatible with collectivism which puts emphasis on the needs of other, helpfulness, solidarity, interpersonal relationships. Collectivist oriented individuals may choose teaching as a profession as teaching profession give individuals the opportunity helping and serving the others (Hui&Yee, 1994). In this respect, it is possible seen that there is a relationship between collectivism and teachers job satisfaction. However, many studies found that employees with high individualistic

orientation have higher satisfaction than collectivists (Noordin&Jusoff, 2010; Kirkman&Shapiro, 2001; Yetim & Yetim, 2006). Teachers fulfill largely alone teaching into classroom, teaching profession require autonomy on job, and teaching activities can be carried out with many students in a setting. For nature of challenge of teaching work may result from these characteristics, it may be expected that individualism had an effect on teachers' job satisfaction. However, contrary to this view, this study revealed that collectivism had an impact on job satisfaction. As explained above, this result stem from attributes of teaching profession such as contribute to the development of students, and requiring intensively the relationship with students. This study revealed that collectivism affect teachers' job satisfaction. School managers who want to enhance teachers' job satisfaction may pay attention to the level of teachers' collectivist-orientations. Thus, manager may carry out works to learn teachers' collectivist- orientations (e.g. survey) or ask for help academicians. For example, high collectivist oriented teachers' job satisfaction may enhance when they establish a closely relationship with colleagues and their managers, do activities with them, or share knowledge with them. However, these actions may not influence to increase individualist-oriented teachers' job satisfaction.

Conclusion and Suggestions

This study revealed that teachers with high collectivist orientations have high satisfaction from pay, supervisors, coworker, operating procedures, work, communication, and overall job satisfaction. The results of the study indicated that individualist-oriented teachers have high satisfaction from promotion, fringe benefits, rewards, work, communication.

This study revealed that organizational collectivism and individualism had an effect on teachers' job satisfaction. Thus it may pay attention to teachers' collectivist and individualist orientations in order to enhance their job satisfaction. In this sense, it might be provided that teachers establish a relationship with colleagues and their manager to increase individualist-oriented teachers' job satisfaction. In addition, it may be created a collaborative work environment between teachers and managers. To ensure this, it have a picnic, and celebrating a special occasion.

Based on satisfaction from communication associated with collectivism and individualism, collectivist and individualist-oriented teachers are given information about planning and working in school, and it may be created settings where teachers can share thoughts and information with colleagues and managers (it may be done meeting with teachers to inform at monthly, and when needed, information notes are send out teachers) in order to increase their job satisfaction.

Based on satisfaction from promotion, benefits and rewards related to organizational individualism, individualist-oriented teachers may be given chance for promotion on their job, and teachers who well perform working may be rewarded in order to increase their job satisfaction (e.g. symbolic gifts, and certificate of appreciation).

In this study, it was founded that the nature of work associated with organizational collectivism and individualism. According to this results, collectivist-oriented teachers may be supported to helping students, and developing closely relationships with their students in order to their job satisfaction. Also individualist-oriented teachers might be given autonomy to planning and fulfilling teaching activities in order to their job satisfaction.

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