



The analysis of the relation between social studies and primary school teachers ' levels of liking of children and their job satisfaction in terms of diverse variable

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Abstract

It is required for teachers to become individuals who love children, carry out their jobs with job satisfaction in order to raise individuals who are in tune with the times, effective, creative and produce suitable solutions to the challenges in the face of rapid changes that are experienced. In this research, within the scope of which the relation between social studies and primary school teachers' levels of liking of children and their job satisfaction is analyzed, The research is a descriptive study in comparative survey methods. In the research, it has been analyzed whether a statistically significant relation between social studies teachers' levels of liking of children and their job satisfaction exists or not, in terms of diverse variable. The study group of the research consists of totally 117 teachers, 57 of whom perform as social studies teachers and 60 as primary school teacher. Research data has been gathered by applying the "Barnett Liking of Children Scale" and "Job Satisfaction Scale" to the teachers participated in the research. In the analysis of data, Kruskal-Wallis H Test for independent samples, Mann-Whitney U Test for independent samples, simple correlation, Kolmogorov-Smirnov and Shapiro-Wilk normality tests have been used. In consequence of the research, any significant difference has not been found between teachers' levels of loving children and their ages and job seniorities. It has been determined that female teachers' levels of loving children are higher as compared to that of male teachers and primary school teachers have a stronger liking for children than social studies teachers. The result that their job satisfaction does not vary according to the teachers' age, seniority and field of study and according to gender, female teachers have experienced much job satisfaction than the male ones has been reached.

Keywords: Social studies teacher; primary school teacher; job satisfaction; liking of children.

1. Introduction

Every human being is considered as child, except that majority is attained earlier, up to the age of 18 years (Convention on the Rights of the Child, 2016). Child is a gift of the nature to all mankind. With this gift, the child image people created has determined the education practices from past to present (Elkind, 1999). At the present time, education and training activities provide the child with human values such as love, respect, fairness, objectivity, establishing favorable communication and

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so on, as well as cognitive skills. Every child is a great individual of future, and probably future lawyers, engineers and teachers. Yet, the child must be a good person before anything else (Sakaoglu, 2003).

Teaching is the most important and an indispensable profession for us in order to survive as a society, continue our existence as a developed country. According to Baltacıoğlu (1972), teaching profession, as being an art itself, is a specialization which undertakes the education, training and relevant management duties of the state. Teachers are supposed to perform these duties in accordance with the objectives and fundamentals of Turkish National Education. Child's spiritual development is the be-all and end-all mission of teacher and the effect he/she is going to develop is child's personality (The Ministry of National Education [MEB], 2016). Teachers are the most significant job members who determine the functioning of the system of education and the quality of service provided. The quality of the system of education cannot go beyond the teachers' quality. Teachers are directly effective in respect of their students' gaining human ability and characteristics, socialization and being in psychologically good state, as well as their being academically successful (Tedmem, 2016).

The perspective to the teacher regarded as a blessed one and to teaching profession considered at the mission of the God and as an image of the art of the God ensouling inanimate bodies has changed in time. Kazım Nami, in his article which he wrote in 1923, states that teachers have created a human being, spent their happiest time in the school, and contented themselves with a small wage since they performed their ideal professions (Akyüz, 1992). Later on, however, the viewpoint on teachers and teaching profession has changed. The young has ranked teaching the last in their choices of profession (Uysal, 1970). By its being undervalued, complaints and uneasiness resulted from working and living conditions have become widespread (MEB, 1982). Although nothing has changed at the present time, that teachers are seen as the reason of troubles encountered in the system of education causes the erosion of respectability of the profession in the eyes of society by ignoring the specialty strength of teaching and the strategic importance of teaching profession within the system to become uncertain (Draft for National Teaching Strategy Document, 2016). This and similar cases affect teachers' job satisfaction and levels of liking of children.

Teaching is an affective practice. Learning and teaching require mutual affective understanding, comprehension and effort. These feelings vary as based on the culture and environment (Hargreaves, 1998). Incentives for training qualified teachers should be provided by the state. A suitable environment by which teachers can study for master degree, trainings enabling them improve their skills are arranged, effective professional training is increased and teachers can obtain relevant certificates should be provided. Variables improving teacher quality should be researched. Student success outcomes should be evaluated in detail (Hammond, 2000).

Teachers who interact with children in teaching process beginning from the first stage of education have been contributive and efficient in shaping the process of child development (Şahin and Anlık, 2008). They are the architects of society, who prepare the individual for society by socializing him, enable the cultural heritage of society to be maintained and reintegrate the qualified individuals into the society. Teachers, as the owner of the class, are playmakers, trusted people and discipline the student. The region in which teachers perform their professions, the structure of society, cultural features, the objectives of education system, school management, relations with student's parents and their expectations can cause teachers' characteristics to be different from each other (Çelikten, Şanal and Yeni, 2005).

Liking of children which is a prerequisite for teachers can have influence on the future of societies. What is expected from them is to act by being conscious of the fact that children are different in

physical, emotional and social aspects; to have insight about their various needs and requirements and to show love, affection and interest necessary for them (Ercan, 2014). Liking of children is important for teachers; because, teaching is a profession which requires being together with children. The positive relationship established between teacher and child enhances the liking of child (Erdem and Duyan, 2011). The chance of achieving success in their careers is very little for teachers who do not like children and fail at establishing a positive communication with them. In gaining success desired for education, it is a crucial factor that teachers like children and create an environment motivating them to learn (Dereli İman, 2014).

Another one of the important elements for attaining the quality in education is also teachers' job satisfaction. Job satisfaction, with the accumulation of people's belief and emotions related to their relations existing (Çakan, 2013), is the emotional response given to all kinds of situation occurred in work environment (Yeşilyurt, 2013). From teachers' points of view, job satisfaction is the content or discontent they feel as related to their jobs, with the attitudes to their students and school. Certain factors such as teacher-student relation, working hours and conditions, economic reliance, occupational safety, realizing individual interests, applying their own notions, opportunity of promoting, being appreciated, and so on, constitute the job satisfaction sources for teachers (Vural, 2004). Teachers' job satisfactions determine the actions to be taken in order to improve the quality of education.

In all these assessments, as we will state that job satisfaction is important for teachers to perform their professions efficiently and determinedly, their liking to children at the stage they are performing is also of great importance. Although this case is true for all teachers, it becomes more critical for social studies teachers whose objective is to raise a good citizen. Social studies teachers have an important role in raising a responsible, qualified, socially effective and participative citizen, by enabling the students gain social culture. Primary school teachers are the ones who ensure children to be raised as sociable, outgoing individuals having impressive communication skills and etc., by conveying the information relevant to the subject areas included in primary school curriculum to children and leading them to search. Social studies and primary school teachers' raising socially effective citizens are closely related to their liking of child whom they will educate and their job satisfaction. Nevertheless, it has been detected that no research for determining the relation between the level of liking of child and job satisfaction of both social studies and primary school teacher is available.

1.1. The Aim of Study:

The general aim of this research is to determine the relation between social studies and primary school teachers' levels of liking of child and job satisfaction. In line with this general aim of the study, answer to the following sub-goals has been sought.

- Is there any significant difference in the levels of social studies and primary school teachers' liking of child according to their gender, specialty, age and seniority?
- Is there any significant difference in the job satisfaction levels of social studies and primary school teacher according to their gender, specialty, age and seniority?
- Is there any significant difference between the social studies and primary school teachers' levels of liking of child and job satisfaction?

2. Method

2.1. Research Model

This research is a descriptive study in comparative survey methods. With comparative survey methods, to determine the existence and degree of the change between two and more variables is aimed (Karasar, 2005). In the research, it has been comparatively analyzed whether a statistically

significant relation between social studies teachers' levels of liking of children and their job satisfaction exists or not, in terms of diverse variable.

2.2. Means of Data Collection

The data of research has been gathered by applying the "Barnett Liking of Children Scale" and "Job Satisfaction Scale" to the social studies and primary school teacher participated in the research. Barnett Liking of Children Scale was developed by Barnett and Sinisi (1990) with the aim of evaluating people's attitudes for children. The scale was adopted into Turkish by Duyan and Gelbal (2008). Fourteen items for determining the situations of liking of children are included in the scale. Barnett Liking of Children has Cronbach's Alpha reliability coefficient at a level of 0.92. Test-Retest reliability co-efficient for the test has been calculated as 0.85. In items, it has been demanded from participants to present their opinions at seven extents of answer, ranging from the "Not Agree At All" to "Exactly Agree". The Job Satisfaction Scale, developed by Kuzgun, Sevim and Hamamcı (2005), consists of totally 20 questions in 5 point likert type. Questions are related to individuals' undertaking responsibility, opportunities for development and progress, and the convenience of their job efficiency with their interests and abilities. The Cronbach's Alpha reliability coefficient of scale has been found as 0,9028. In the scale, the positive items numbered 1, 2, 3, 5, 6, 7, 8, 12, 13, 15, 16, 17, 18, 20 have been coded as always = 5, often = 4, sometimes = 3, rarely = 2 and never = 1, and the rest negative items as in the contrary way.

2.3. Research Study Group

117 teachers in total, as 57 social studies and 60 primary school teacher, performing in a medium-size province in Western Black Sea during 2016-2017 academic year, constitute the study group of research. The age average of teachers is 37,15 and the average of seniority is 13,213. In Table 1 and 2, the age and seniorities of teachers participated in the research have been shown.

Table 1. Age Distribution of Teachers Participated in the Research

	24 and below	25-29	30-34	35-39	40-44	45-49	50 and over
Frequency	2	23	23	30	15	14	10
Percentage	1,7	19,7	19,7	25,6	12,8	12	8,5

Table 2. Job Seniority of Teachers Participated in the Research

	0-5	6-10	11-15	16-20	21-25	26 and over
Frequency	27	23	26	23	9	9
Percentage	23,1	19,7	22,2	19,7	7,7	7,7

Purposive sampling type has been chosen while the study group of this research was being determined. Purposive sampling makes a group, which is the most suitable for the issue to be analyzed, the subject of observation (Sencer, 1989: 386). The test of normality is carried out while deciding which tests will be applied to the data obtained from the study group. As is seen in the Table, we can state that, since test results p value is less than 0,05, it has not presented normal distribution for all groups. Because, groups have differed from each other, and thus, distributed heterogeneously. Büyüköztürk (2011) stated that nonparametric tests are alternative in cases where normality hypothesis is not fulfilled.

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Table 3: *Normality Test Results of All Groups in the Study*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Degrees of Freedom	p	Statistics	Degrees of Freedom	p
Specialty	,347	117	,000	,636	117	,000
Gender	,356	117	,000	,635	117	,000
Age	,162	117	,000	,928	117	,000
Seniority	,155	117	,000	,908	117	,000
Age2	,106	117	,003	,964	117	,003
Seniority2	,124	117	,000	,948	117	,000
Liking of Children	,148	117	,000	,889	117	,000
Job Satisfaction	,137	117	,000	,942	117	,000

2.4. The Analysis of Data

In the research, it has been analyzed whether a statistically significant relation between social studies and primary school teacher ' levels of liking of children and their job satisfaction exists or not, in terms of diverse variable. Accordingly, two scales have been used. The first of these is Barnett Liking of Children Scale. There are 14 items in total within the scale. 10 of these items are positive and 4 of them negative. Negative items have been coded reverse. The highest score to be obtained from the scale is 98 and the lowest score is 14. High scores obtained from the scale have been regarded as the sign of higher levels of liking children. The second scale used is the Job Satisfaction Scale which was developed by Kuzgun, Sevim and Hamamcı (2005). There are totally 20 questions in the scale. The scale consists of 20 questions in total that are in 5 point likert type. 14 items are positive; 6 items are negative. Negative items have been coded reverse while being analyzed. The lowest score to be obtained from the test is 20, and the highest score is 100. The job satisfaction increases as the obtained scores increase. While analyzing the data, Kruskal-Wallis H Test for independent samples, Mann-Whitney U Test for independent samples, simple correlation, Kolmogorov-Smirnov and Shapiro-Wilk normality tests have been used.

3. Findings and Comment

In this part, findings revealed as the result of the evaluation of data gathered from the research and the statistical analyses of these findings are presented.

3.1. Findings and Comments for the First Sub-Problem

Whether there is a significant difference at the levels of social studies and primary school teacher ' liking of children in terms of age, seniority and gender, or not, has been analyzed with Kruskal-Wallis H Test for independent samples, Mann-Whitney U Test for independent samples, and findings for this sub-problem have been presented in Table 4, Table 5 and Table 6.

Table 4. *Kruskal-Wallis H Test for Independent Samples of Teachers' Levels of Liking of Children In Terms of Their Age*

Age	N	Mean Rank	sd	X ²	p
25-29	23	58,89	5	4.6	.47
30-34	23	65,96			
35-39	30	51,10			
40-44	15	67,50			
45-49	14	52,68			
50 and over	10	51,55			

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Total	115
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In Table 4, the results of Kruskal-Wallis H Test for independent samples of teachers' ages and levels of liking of children are seen. In consequence of Table 4, no significant difference between teachers' ages X^2 (sd=5, n=115) = 4.6, ($p \leq .05$) has been found. However, a significant difference between teachers' ages and levels of liking of children has not been found in the study, Gelbal and Duyan (2010) has detected that the scores of liking of children for teachers included in 41-45 age group are higher and also Yazıcı (2013) has detected the same in the age group of 24 and over. The reason that teachers' levels of liking of children do not vary according to age can be arisen from their loving children all the time, as a part of their jobs. That their teachers' tolerance levels have already increased can be mentioned as a reason for the variation in liking of children as based on age. As teacher gets older, his / her job experience will develop and they will be more tolerant (Gelbal and Duyan, 2010).

Table 5. *Kruskal-Wallis H Test for Independent Samples of Teachers' Levels of Liking of Children In Terms of Their Seniority*

Seniority	N	Mean Rank	sd	X^2	p
0-5	27	58,26	5	5.51	.36
6-10	23	65,96			
11-15	26	50,17			
16-20	23	59,09			
21-25	9	76,22			
26 and over	9	51,50			
Total	117				

In Table 5, the results of Kruskal-Wallis H Test for independent samples of teachers' seniorities and levels of liking of children are seen. In consequence of Table 5, significant difference between teachers' seniorities and levels of liking of children X^2 (sd=5, n=117) = 5.51, ($p \leq .05$) has not been found. In the study carried out by Gelbal and Duyan (2010) and Durualp and Ünal (2013), a significant difference between the scores of teachers' liking of children in terms of their job term of service has not been found. According to Gelbal and Duyan (2010), the reason that a significant difference has not been found is resulted from the case that teachers do not lose their passion for being a good teacher.

Table 6. *Mann-Whitney U Test for Independent Samples of Teachers' Levels of Liking of Children In Terms of Their Gender*

Gender	N	Mean Rank	Rank Sum	U	p
Female	62	65	4030	1333	.042
Male	55	52,24	2873		
Total	117				

In Table 6, the results of Mann-Whitney U Test for independent samples of teachers' gender and levels of liking of children are seen. When we have looked at this table, teachers' levels of liking of children in terms of their gender has shown a significant difference ($U = 1333$, $p \leq .05$). When we have looked at the mean rank, it has been understood that female teachers participated in the study like children more than males.

In consequence of the research, according to gender, it has been detected that a difference exists between female and male teachers' levels of liking of children and this difference is for the benefit

of female teachers. Yazıcı (2013) has detected that significant differences in the tendency of liking of children by preschool teaching prospective teachers exist in terms of gender. It has been realized that this difference is for the benefit of female prospective teachers and the scores of tendency of liking children for female ones are higher than the male prospective teachers. Kaynak, Ergin, Arslan and Pınarcık (2015) have also found that female preschool teachers' levels of liking of children are higher than that of male preschool teachers. In the study carried out by Çay (2015), it is seen that female prospective primary school teacher' levels of liking children are higher as compared to that of male prospective primary school teachers. Gelbal and Duyan (2010), in their study, have found that there is not any difference between the female and male teachers' levels of liking of children, in terms of gender. Durualp and Ünal (2013) put forth that gender does not cause to a significant difference in preschool teachers' levels of liking of children. According to Çimen (1988), Gülveren (2007) and Ünal (2003), women are more sensitive as compared to men, and they have stated that jobs vary according to gender. For such reasons, we can say that female teachers like children more, since they are more inclined to teaching profession.

3.2. Findings and Comments for the Second Sub-Problem

Whether there is a significant difference in social studies and primary school teacher' job satisfaction states in terms of age, seniority and gender, or not, has been analyzed with Kruskal-Wallis H Test, Mann-Whitney U Test for independent samples, and findings for this sub-problem have been presented in Table 7, Table 8 and Table 9.

Table 7. *Kruskal-Wallis H Test for Independent Samples of Teachers' Job Satisfaction States In Terms of Their Age*

Age	N	Mean Rank	sd	X ²	p
25-29	23	49,96	5	4.34	.502
30-34	23	51,63			
35-39	30	61,62			
40-44	15	66,63			
45-49	14	57,96			
50 and over	10	67,40			
Total	115				

In Table 7, the results of Kruskal-Wallis H Test for independent samples of teachers' ages and job satisfaction states are seen. In consequence of Table 7, no significant difference between teachers' ages X^2 (sd=5, n=115) = 4.34, ($p \leq .05$) has been found.

There are findings which support the research (Türkçapar, 2012; Dursun and Şahin, 2009; Adıgüzel, Karadağ and Ünsal, 2009; Öztürk and Deniz, 2008; Sulu, 2007; Gülay, 2006; Ayrıoğlu Deniz and Kahraman 2005; Kağan, 2005; Çelik, 2003). Also, there are studies which do not support the result attained in the research (Filiz, 2014; Kılıç, S., Tanrıkulu, T., and Uğur, H., 2013; Koruklu and et. al, 2013; Gürbüz, 2008; Yılmaz, 2007; Şahin, 1999, Günbayı, 1999; Dalgan, 1998; Tahta, 1995). When the literature is reviewed, it is encountered with different results; however, when it is theoretically assessed, job satisfaction is seen to increase in line with the age (Schultz and Schultz, 1998). However, according to Cemaloğlu and Erdemoğlu Şahin (2007), this can be explained with that teachers feel tired more with increasing age, have difficulty in performing, and for this reason, get emotionally exhausted and start to be desensitized as they have been working for so long.

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Table 8. *Kruskal-Wallis H Test for Independent Samples of Teachers' Job Satisfaction States In Terms of Their Seniority*

Seniority	N	Mean Rank	sd	X ²	p
0-5	27	60,54	5	6.286	.279
6-10	23	61,85			
11-15	26	47,46			
16-20	23	67,54			
21-25	9	48,72			
26 and over	9	68,89			
Total	117				

In Table 8, the results of Kruskal-Wallis H Test for independent samples of teachers' seniorities and job satisfaction states are seen. In consequence of Table 8, significant difference between teachers' seniorities $X^2 (sd=5, n=117) = 6.286, (p \leq .05)$ has not been found.

The results such as to support the finding obtained from the research have been also introduced in the body of literature (Filiz, 2014; Kılıç, Tanrıku and Uğur, 2013; Koruklu and et. al, 2013; Türkçapar, 2012; Telef, 2011; Adıgüzel, Karadağ and Ünsal, 2009; Dursun and Şahin, 2009; Gürbüz, 2008; Avşaroğlu and et. al, 2007; Kağan, 2005; Gençay, 2007; Köseoğlu and Kocabaş, 2006; Avşaroğlu, Deniz and Kahraman, 2005). Additionally, it has been encountered with the findings which do not support the result. The researchers have found a significant difference between teachers' job satisfaction states according to their seniorities (Gençtürk and Memiş, 2010; Yılmaz, 2007; Mete, 2006; Tunacan, 2005; Tan, 2003; Ayık, 2000). That job satisfaction does not vary according to seniority can be resulted from individuals' liking their jobs or the school where they perform in and their students. According to Cemaloğlu and Erdemoğlu Şahin (2007), that job satisfaction decreases while seniority promotes may be explained by teachers' losing their excitement, experiencing decrease in their performance, getting tired of struggling with similar problems all the time, and also the increase in their physical - emotional tiredness and in wishes for retirement.

Table 9. *Mann-Whitney U Test for Independent Samples of Teachers' Job Satisfaction States In Terms of Their Gender*

Gender	N	Mean Rank	Rank Sum	U	p
Female	62	50,79	3149	1196	.005
Male	55	68,25	3754		
Total	117				

In Table 9, the results of Mann-Whitney U Test for independent samples of teachers' gender and job satisfaction states are seen. When we have looked at this table, teachers' job satisfaction states in terms of their gender has shown a significant difference ($U = 1196, p \leq .05$). When we have looked at the mean rank, it has been understood that female teachers participated in the study experience more job satisfaction than male teachers.

It has been encountered with the results such as to support the finding obtained from the study. In the study carried out by Gençtürk and Memiş (2010), while any difference has not been statistically found in the assessments over extrinsic and general job satisfaction in terms of gender, a differentiation in intrinsic satisfaction has come into question for the benefit of females. According to Yılmaz (2007), the job satisfaction levels of female teachers in vocational high schools are higher. As for the male teachers, the percentage of job satisfaction is higher for the ones in regular high

school. Within the scope of researches carried out by Yiğit (2007) on teachers working in private educational institutions, by Tunacan (2005) on high school teachers and by Perie and Baker (1997) on American teachers, it is seen that they have attained the result concerning that female teachers experience more job satisfaction than male teachers.

When the literature has been reviewed, it has been also encountered with the findings which do not support the result of research (Adıgüzel, Karadağ and Ünsal, 2009; Koruklu and et. al, 2013; Kılıç, Tanrikulu and Uğur, 2013; Türkçapar, 2012; Telef, 2011; Ayan, Kocacık and Karakuş, 2009; Aksoy and Diken, 2009; Üstüner and et. al, 2009; Gençtürk, 2008; Karahan, 2008; Türkoğlu, 2008; Yılmaz and Bökeoğlu, 2008; Gençay, 2007; Özgün, 2007; Canbay, 2007; Papin, 2005; Gülay, 2006; Köseoğlu and Kocabaş, 2006; Avşaroğlu, Deniz and Kahraman, 2005; Kağan, 2005; Jennett, Haris and Mesibov, 2003; Brandon, 2000; Clark, 1997).

Considering the body of literature, several different results related to the effect of gender has come to light. In fact, gender is a state that should be inefficient. But, the case that females tend to teaching profession more than males can explain the result of the study.

3.3. Findings and Comments for the Third Sub-Problem

Whether there is a significant difference in social studies and primary school teacher' levels of liking of children and job satisfactions, or not, has been analyzed with Kruskal-Wallis H Test, Mann-Whitney U Test for independent samples, and findings for this sub-problem have been presented in Table 9, Table 10 and Table 11.

Table 10. *Mann-Whitney U Test for Independent Samples of Teachers' Levels of Liking of Children In Terms of Their Specialties*

Specialty	N	Mean Rank	Rank Sum	U	p
Social studies Teacher	57	52,20	2975,5	1322,5	.034
Primary School Teacher	60	65,46	3927,5		
Total	117				

In Table 10, the results of Mann-Whitney U Test for independent samples of teachers' levels of liking of children and specialties are seen. When we have looked at this table, teachers' levels of liking of children in terms of their specialties have shown a significant difference ($U = 1322$, $p \leq .05$). When we have looked at the mean rank, it has been understood that primary school teacher participated in the study like children much as compared to social studies teachers.

According to the findings obtained from the research, primary school teachers have much liking of children than social studies teachers do. Gelbal and Duyan (2010), have revealed in their research that there is a difference between primary school teacher and subject matter teachers in terms of their liking of children and also concluded that primary school teachers have much liking of children as compared to subject matter teachers.

Gelbal and Duyan (2010) have stated that primary school teachers and branch teachers undergo different education processes. They have also stated that class teachers, in comparison to subject matter teachers, spend more time with their students and therefore, they know the students better and like them more.

Table 11. *Mann-Whitney U Test for Independent Samples of Teachers' Job Satisfaction States In Terms of Their Specialties*

Specialty	N	Mean Rank	Rank Sum	U	p
Social studies Teacher	62	65,06	3708,50	1364,5	.059
Primary School Teacher	55	53,24	3194,50		
Total	117				

In Table 11, the results of Mann-Whitney U Test for independent samples of teachers' job satisfaction states and specialties are seen. When we have looked at this table, teachers' job satisfactions have not shown a significant difference ($U = 1364,5$, $p \leq .05$) in terms of their specialties.

The results such as to support the finding obtained from the research are included in the body of literature (Filiz, 2014; Koruklu and et. al, 2013; Adıgüzel, Karadağ and Ünsal, 2009; Mete, 2006; Günbayı, 2001). In the study carried out by Kumaş and Deniz (2010), however teachers' job satisfaction levels have presented a significant difference in internal variable according to their specialties (subject matters), no significant difference in terms of external variable has been observed. In the study carried out by Gençtürk and Memiş (2010), considering the job satisfaction in terms of specialty, it has been seen that significant differentiation in the aspects of intrinsic and general job satisfaction is for primary school teachers; but in the aspect of extrinsic job satisfaction, there is not any difference between subject matter teachers and primary school teachers.

Job satisfaction is not a result expected to vary according to the field of study, or specialty. The study has also supported this result. In order that difference may be explained, primary school teachers can see their students' developments in the longer term. This case can increase their job satisfaction. Primary school teachers are the only authority of the class and are considered responsible for everything carried out. Any teacher fulfilling the responsibility can have job satisfaction more.

4. Conclusion and Suggestions

4.1. Conclusion

Love, the life itself and an extraordinary gift in fact, is not a spontaneous phenomenon. Love is learned (Buscaglia, 2010) and one of the most important elements of this learning is teachers. In the inner side and world of each child, there is a feeling storage required to be filled with liking (Chapman, 2007). The empty remaining of this storage during education life can cause to the existence of deficiencies which children cannot fill for their whole life. At the same time, individuals who love their jobs experience job satisfaction; but the ones who do not experience job satisfaction can pose problems with regards to education. In this sense, the results of this study:

- According to the result of research, a significant difference among teachers' ages, seniorities and levels of liking of children has not been found. As for gender, it has been determined that the level of liking of children is high in female teachers as compared to male teachers and primary school teachers have much love of children than social studies teachers do.
- The result that teachers' job satisfaction states do not differentiate in terms of their ages, specialties and seniorities and also female teachers experience more job satisfaction than male teachers has been obtained.
- In the correlation analysis carried out, it is seen that there is a positive correlation at mid-level between teachers' levels of liking of children and job satisfaction states. $r = -,445$ $p \leq$

.05. According to this, teachers' job satisfactions increase to the extent that their liking of children increases.

4.2. Suggestions:

- This research has been carried out as related to social studies and primary school teachers ' levels of liking children and their job satisfaction. Therefore, a study can be carried out with a different sampling, with the use of different variables.
- This study has been carried out quantitative method, by using scale. In addition to this, it can be performed with a qualitative study.
- Studies focusing on concern, attitude and skills necessary for teaching profession for the prospective teachers should be carried out.
- Studies concerning liking for teacher the students have and their expectations from teachers should be carried out.
- The reason why male teachers' levels of liking of children are lower than that of female teachers should be researched.
- Into the scope of in-service training to be arranged for teachers, trainings related to the concepts such as child and liking of children, job satisfaction, job competence and etc. should be included and also provided.

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