

Job Satisfaction of Turkish Volleyball League Trainers

Hakan Sunay

Ankara University, Faculty of Sport Science, Ankara, Turkey
E-mail: hsunay@ankara.edu.tr

KEYWORDS Volleyball. Volleyball Trainers. Job Satisfaction

ABSTRACT The purpose of this study was to examine the job satisfaction of coaches working in Turkish Volleyball Leagues and to compare their job satisfaction expectations. The research is limited to first and second league trainers, which is a set of 120 trainers. Although it was intended to reach all of the set, however, only 90 trainers participated in the study. Research data was collected by survey. To finalize the survey form, 40 trainers participated in two preliminary applications at different intervals. The first application is used to verify the integrity of survey; the second application is used to find the reliability coefficient. The reliability coefficient is found to be $\alpha .91$. In the research the statistical techniques of frequency, % (percentage), single sided variance analysis and t-test are used, for statistical meaning. As a result, it was observed that there are differences between job satisfaction levels of Turkish Volleyball League trainers. Trainers who graduated from high school have higher level of satisfaction with respect to university graduates; similarly, trainers with more than 11 years of experiences have higher level of satisfaction with respect to trainers with less experience. It was determined that courses; and university education have no effect on the satisfaction level of trainers. It was also observed that, the higher a coach's degree is, the higher satisfaction level he has.

INTRODUCTION

As the occupation of a person has a significant role in one's life, taking up at least one third of a man's life, people should have high job satisfaction levels in order to live happily, healthy and productive in the society (Sunay 2005; Yelboga 2012). Having advantages over the competitors is directly related to the value and performance of human resources in an institution. Attracting, satisfying and maintaining the continuity of human resources is considered as the motive of success and effectiveness (Yerlisu 2003). Therefore, it is evident that job satisfaction has an undeniably great influence on effectiveness.

Job satisfaction is defined as the satisfactory and positive feelings of a person when one is assessing the job or any kind of work experience (Luthans 1995; Currivan 1999). Job satisfaction, opinions and feelings of people about their jobs, such as one finding the job disappointing, satisfactory, boring or meaningful is of great importance for themselves and their jobs. Moreover, it is important for the managers as job satisfaction of the employee affect their productivity and effectiveness (Mrayyan 2005;

Ozcan 2011). Therefore, job satisfaction has an influence on leave of employment absenteeism, performance and unionization of the employees as well as their psychological and physical health (Tan 2003; Saari and Judge 2005).

Defining and promoting job satisfaction of employees can be seen as a subject worth studying not only because it sheds light on such issues as defining the problems employees encounter, general attitude towards the job; regulating internal communication, determining educational needs, planning and managing the changes, but also because it contributes to the development of human resources, which is a reliable source for the competition environment, and to the overall well-being of every one (Ghiselli 2001; Tan 2003).

Trainers who are vital for any kind of sport are the practitioners of continuous and collaborative trainings which develop and enhance an individual's characteristics and natural dynamism, as well as to enable athletes to give positive reactions to the external environment (Celenk 2002). Coaching is a relatively new occupation in Turkey. The effect of coaches on job satisfaction is important for coaching the athletes and for the achievement of success (Sunay 2005).

In conclusion, considering the above, the purpose of this study was to determine and compare the job satisfaction and realization of the job expectations of volleyball trainers in Turkey.

Address for correspondence:
Assist Prof. Dr. Hakan Sunay
Ankara University, Faculty of
Sport Sciences, Ankara, Turkey
Telephone: +905324347221
E-mail: hsunay@ankara.edu.tr

METHODOLOGY

Scope and Sampling

According to the statistical data 2337 trainers are actively working in Turkey (2004, Turkish Volleyball Federation). This study is limited to trainers working in League 1 and 2 with advanced certificates. Accordingly, the study group of this study is 120 trainers from League 1 and 2. Though all trainers were contacted for the study, only 90 of them participated in the study by filling out the questionnaires where the proportion of the returned ones was 75%.

Data Collection Tool

A questionnaire form was prepared for the assessment of job satisfaction of volleyball trainers working in Turkish leagues. The questionnaire is based on the job satisfaction scale by Balci (1985) reveal. Pretests were applied to 40 trainers in two different periods during the finalizing process of the questionnaire. In the first application, structural validity of the questionnaire was tested and statements included were corrected in accordance with the experts' opinions. After the second application, the reliability coefficient of the questionnaire was calculated and found as $\alpha = .91$. Following this preliminary applications, the questionnaire which has two sections was finalized. The first part is about the personal information on participating trainers and the second part has statements on expectations about job satisfaction and its levels of realization.

Statistical Analysis

The data gathered was evaluated via SPSS (Statistical Package for Social Sciences) program and Reliability Statistics was used to calculate the reliability of the questionnaire. During the analysis of the data, descriptive statistics were obtained by finding the frequency (f) and percentage (%) distributions of variables in the personal information part. Afterwards, arithmetical mean (x) and standard deviation (sd) values of 33 statements in the second part on job satisfaction and its sub-dimensions of volleyball trainers were analyzed. Moreover, personal information variables of volleyball trainers (age, educational background, years of coaching experience,

coaching degree, coaching certificate) wanted to be combined with job satisfaction expectation levels and the levels of their realization. To determine the differences One-Way-ANOVA was used, while for the coaching degree, t-test is used. Post-Hoc method "Scheffe" is applied to find the source of the differences which occurred between groups as a result of variance analysis.

FINDINGS

This part covers the personal information of participating trainers, job satisfaction expectation levels and findings on realization of the expectations. Personal information in the data analysis: frequencies and percentages were used in the comparisons to demonstrate the difference in the One-Way Analysis of Variance (One-Way-ANOVA) The t-test was used for coaching level, and the result are given in tables.

Findings on Personal Information

The majority of participating coaches, are: 64% (58 coaches) by percentage and are 35 years old or above. When educational backgrounds are examined, it was observed that most of them that is to say 62% (56 coaches), are college graduates, and 41% (37 coaches) have been coaching for 11 years or more. 61% (55 coaches) of them got their certificates from coaching courses. Third, fourth and fifth degree coaches are the majority (78%, 61 coaches). It was also learnt that coaches are working as Physical Education and Sports teachers (28%, 26 coaches) and have other jobs of any kind (31%, 28 coaches) in addition to coaching.

Job Satisfaction and Its Sub-dimensions regarding Expectation and Expectation Realization Levels in Terms of their Importance

According to the results obtained from the findings, (Table 1) volleyball trainers have high expectation levels such as having a relationship based on love and respect with athletes, keeping good relations with managers, having an effective information exchange among managers, trainers and athletes. They do not have any expectations with regards to adequate social benefits in the case of illness, death, birth and the

Table 1: Expectation level of job satisfaction sub-dimensions

<i>Sub-dimensions</i>	<i>n</i>	<i>X</i>	<i>sd</i>	<i>Sequence of importance</i>
Work and its quality	86	4.04	0.59	4
Salary	88	3.68	1.02	6
Opportunities to get promoted	88	3.73	1.15	5
Working conditions	87	4.06	1.06	3
Staff working in cooperation	88	4.18	0.77	2
Organizational structure	87	4.24	0.70	1

P<0.05

salary rise being above the price rise. Moreover, it was discovered that the expectations of volleyball trainers' about having a relationship based on love and respect with athletes as well as with other staff, and having no problems related to discipline among athletes were realized. On the other hand, expectations on the sufficiency of social benefits in the case of illness, death, birth; salary rise being above the price rise, having equal opportunities in getting coaching degrees were not realized.

Job Satisfaction Sub-dimensions Regarding Expectations and Expectation Realization Level

When sub-dimensions were examined, it is clearly seen that trainers have prior expectations on organizational structure.

As seen in the Table 2 expectations of trainings about staff working in cooperation were realized.

Table 2: Realization level of expectations on job satisfaction sub-dimensions

<i>Sub-dimensions</i>	<i>n</i>	<i>X</i>	<i>sd</i>	<i>Sequence of importance</i>
Work and its quality	86	3.28	0.70	2
Salary	86	2.48	0.89	6
Opportunities for promotion	88	2.54	0.97	5
Working conditions	86	3.21	1.05	4
Staff working in cooperation	88	3.33	0.71	1
Organizational structure	84	3.22	0.82	3

P<0.05

Educational Background, Coaching Year and Degree of Volleyball Trainers in Turkey

The findings display that there are differences between the expectations of job satisfaction and their educational backgrounds, regarding such statements as working freely as a trainer, living on the extra earnings having a deserved salary, having salary rises which is above the price rise, and having an in-service training opportunities at the club.

For the expectation of working freely as a trainer, a difference between high school and graduate school graduates is observed which is in favor of the latter. The expectation about living on the extra earnings and the salary is quite different between secondary, tertiary and graduate levels, but are in favor of high school graduates. The expectations on having the deserved salary, salary increase that is above the price increase, and in-service training opportunities at the club differ between high school and college graduates which is in favor of the former.

As seen in Table 3, the difference between educational background and job quality expectation of participating volleyball trainers is significant. The difference is among high school, college and graduate school graduates and in favor of high school graduates.

Table 4 displays that the difference between educational background and work quality, salary and staff working in cooperation sub dimensions is significant. Job quality, salary and staff working in cooperation differ between high school and graduate school graduates where the high school graduates are at a better advantage.

Variance Analysis between Volleyball Trainers' Years of Coaching and Job Satisfaction Expectations

The findings show that the difference between the years of coaching and job satisfaction is significant in terms of 'authority in coaching' and 'responsibilities being equal' expectations.

This difference between coaches who have been working for 6 to 10 years and those who have been coaching for 11 years or more is that the latter has advantage.

Variance Analysis between Volleyball Trainers' Years of Coaching and Job Satisfaction Expectations' Realization

According to the findings, the difference between the expectations of responsibility, equal

Table 3: Variance analysis results of volleyball trainers' educational background and job satisfaction expectations'

<i>Job satisfaction expectations'</i>	<i>Source of the variance</i>	<i>Total of squares</i>	<i>Df</i>	<i>Average of squares</i>	<i>F</i>	<i>P</i>
Job and job quality expectation level	Inter group	3.548	2	1.774	5.742	.005
	In groups	25.643	83	.309		
	Total	29.190	85			
Salary expectation level	Inter group	6.114	2	3.057	3.092	.51
	In groups	84.024	85	.989		
	Total	90.138	87			
Promotion expectation level	Inter group	5.503	2	2.752	2.139	.124
	In groups	109.354	85	1.287		
	Total	114.857	87			
Working conditions expectation level	inter group	2.187	2	1.094	.967	.385
	In groups	95.041	84	.131		
	Total	97.229	86			
Staff working in cooperation expectation level	Inter group	.318	2	.159	.261	.771
	In groups	51.796	85	.609		
	Total	52.115	87	.159.609		
Organizational structure expectation level	Inter group	.556	2	.278	.559	.574
	In groups	41.793	84	.498		
	Total	42.349	86			

P<0.05

Table. 4: Variance analysis results of volleyball trainers' educational background and job satisfaction expectations realizations'

<i>Job satisfaction expectations'</i>	<i>Source of the variance</i>	<i>Total of squares</i>	<i>Df</i>	<i>Average of squares</i>	<i>F</i>	<i>P</i>
Work and work quality expectation level	Inter group	3.288	2	.644	3.509	.34
	In groups	38.883	83	.468		
	Total	42.171	85			
Salary expectation level	Inter group	9.235	2	4.618	6.563	.002
	In groups	58.395	83	.704		
	Total	67.630	85			
Promotion expectation level	Inter group	5.967	2	2.983	3.360	.039
	In groups	75.463	85	.888		
	Total	81.429	87			
Working conditions expectation level	Inter group	2.621	2	1.311	1.199	.307
	In groups	90.723	83	1.093		
	Total	93.344	85			
Staff working in cooperation expectation level	Inter group	4.840	2	2.420	5.307	.007
	In groups	38.763	85	.456		
	Total	43.603	87	2.420.456		
Organizational structure expectation level	Inter group	2.069	2	1.035	1.558	.217
	In groups	53.786	81	.664		
	Total	55.856	83			

P<0.05

authority in coaching, working freely as a trainer, living on the extra earnings and the salary, salary increase being above price increase and building up a team with other trainers is significant in terms of the coaches' years of experience and job satisfaction expectations' realization.

Expectations of responsibilities, equal authority, and of working freely as a coach differ significantly between coaches with a 1-5 year

experience and coaches with an 11 year experience, but the latter has advantage.

For the expectations of living on the extra earnings and the salary, salary rises being above the price rise and building up a team with other coaches; there is a significant difference between coaches with a 6-10 year experience and coaches who have worked for 11 years or more. This difference is in favour of the latter.

Variance Analysis between Volleyball Trainers' Years of Coaching and Job Satisfaction Expectations' Realization

According to the findings, there exists no difference between sub dimensions of coaching years and job satisfaction expectations. However, the difference between coaching years and work quality realization sub dimensions is significant. The above mentioned difference is between coaches with a 1–5 year experience and coaches who have worked for 11 or more years, but the latter has advantage.

Variance Analysis of Volleyball Trainers' Coaching Degree and Job Satisfaction Expectations

The findings display that the difference between coaching degree and job satisfaction ex-

pectations of coaches is significant with respect to coaching profession's providing the opportunity to learn the knowledge and skills, having equal opportunities to get promoted in coaching, Federation's providing all the training opportunities for coaches, having in-service training opportunities at the club, having sufficient social facilities, appropriateness of facilities in terms of temperature, light conditioning, air conditioning, and being in good relationships with personnel apart from coaches.

Variance Analysis of Volleyball Trainers' Coaching Degree and Job Satisfaction Expectations' Realization Level

The findings show us that there is a significant difference between coaching degree and job satisfaction expectations' realization level with regard to the expectations on the sufficiency of

Table 5: Variance analysis between volleyball trainers' years of coaching and job satisfaction expectations' realization

<i>Job satisfaction expectations'</i>	<i>Source of the variance</i>	<i>Total of squares</i>	<i>Df</i>	<i>Average of squares</i>	<i>F</i>	<i>P</i>
Work and work quality expectation level	Inter groups	3.725	2	1.862	4.021	.022
	In groups	38.446	83	.463		
	Total	42.171	85			
Salary expectation level	Inter groups	4.039	2	2.020	2.636	.078
	In groups	63.591	83	.766		
	Total	67.630	85			
Promotion expectation level	Inter groups	.058	2	.029	.030	.970
	In groups	81.371	85	.957		
	Total	81.429	87			
Working conditions expectation level	Inter groups	.195	2	.097	.087	.917
	In groups	93.149	83	1.122		
	Total	93.344	85			
Staff working in cooperation with expectation level	Inter groups	2.235	2	1.162	2.394	.097
	In groups	41.278	85	.486		
	Total	3.603	87			
Organizational structure expectation level	Inter groups	1.594	2	.797	1.190	.309
	In groups	54.261	81	.670		
	Total	55.856	83			

P<0.05

Table 6: variance analysis of volleyball trainers' coaching degree and job satisfaction expectations'

<i>Job satisfaction expectations'</i>	<i>t</i>	<i>df</i>	<i>f</i>	<i>P</i>
Work and work quality expectation level	.751.715	8447.318	2.605	.110
Salary expectation level	1.4591.403	8648.084	.214	.645
Promotion expectation level	1.9982.213	8668.548	3.562	.062
Working conditions expectation level	1.7361.926	8569.436	6.388	.013
Staff working in cooperation with expectation level	-.099-.091	8645.521	2.020	.159
Organizational structure expectation level	-.314-.298	8542.285	1.245	.268

P<0.05

social benefits in the case of illness, death, and birth.

Variance Analysis of Volleyball Trainers' Coaching Degree and Job Satisfaction Expectations'

As seen in the Table 6, there is a significant difference in the sub dimensions of coaching degree and job satisfaction expectations on working condition expectations of the coaches who took part in this study.

Variance Analysis of Volleyball Trainers' Coaching Degree and Job Satisfaction Expectations' Realization

It was seen that Table 7 no significant difference was found between coaching degree and job satisfaction expectations' realization sub dimensions of the volleyball coaches.

DISCUSSION

Furthermore, the desired targets in sports are directly related to giving priority to education and it requires coaching the staff to attend scientific educational programs. Having a vital role in the development of sports, coaches are at the core of education in sports. Considering their importance, trainers need to be given as many opportunities as possible so that they could train athletes of high performance (Sevim et al. 2001).

When job satisfaction expectation and the level of realization of these expectations are compared, it is found that:

A significant relationship between age and job satisfaction levels has not been found in this study. This result is parallel to the research findings of Yerlisu (2003) reveal. In addition, Yerlisu and Celenk (2008), found out that by

working in the volleyball coaches' job satisfaction levels in order to evaluate them, 163 volleyball coaches were studied on volleyball coaching in terms of their age, education and seniority according to the job satisfaction levels of management style, job opportunities, development and promotion, colleagues, and costs of physical environment size and the size difference was found when compared to the overall average. On the other hand studies by Ulucan (2008) reveal a research on professional football clubs in Turkey who employed coaches and got infrastructures in order to investigate the levels of job satisfaction 390 coaches were studied, the manager of the overall job satisfaction stated that the coaches are at a good level having document type, marital status, age, seniority, licensed football playing conditions and playing football level variable according to the level of job satisfaction among the statistically significant We found no difference (Ulucan 2008). Herrera and Lim (2007) used the National American College Athletics Association (NCAA) standard to determine the job satisfaction levels of coaches. 138 coaches were studied in accordance to their age level and job satisfaction. It was discovered that increase in job satisfaction and age has no significant relationship. In his study on job satisfaction levels of soccer coaches. Age is not a factor affecting the job satisfaction of the trainers. In his study on job satisfaction of coaches in Turkey, by Sunay (2005) reveal stated that coaches who graduated from sports programs of universities have more job satisfaction than coaches who attended trainer courses of GDYS in terms of physical environment, colleagues and education. Trainers give utmost importance to each dimension of job satisfaction. However, it is seen that coaches who attended trainer courses place more importance to job satisfaction. College graduate coaches get

Table 7: Variance analysis of volleyball trainers' coaching degree and job satisfaction expectations' realization

<i>Job satisfaction expectations'</i>	<i>t</i>	<i>df</i>	<i>f</i>	<i>P</i>
Work and work quality expectation level	-1.398-1.353	8449.250	.796	.375
Salary Expectation Level	-1.307-1.163	8439.064	4.030	.048
Promotion Expectation Level	-1.040-1.057	8655.047	.331	.567
Working Conditions Expectation Level	-.512- .517	8451.681	.321	.573
Staff Working In Cooperation Expectation Level	-2.352-2.405	8659.155	.605	.439
Organizational Structure Expectation Level	-1.724-1.730	8242.755	.259	.612

P<0.05

more job satisfaction than individual and team sports trainer course graduate colleagues do; and the importance given to this satisfaction is higher. Nevertheless, no significant relation has been found between holding a trainer certificate and job satisfaction expectations of volleyball coaches. Thus, it can be concluded that, the condition of having a trainer certificate does not affect job satisfaction.

When job satisfaction is analyzed in terms of coaches' educational background, though most of the participants (56 people) are college graduates (62%), it is found out that those having a higher educational level are not much satisfied: high school graduates are more satisfied than college graduates. Coaches who are high school graduates seem to be more satisfied with work and work quality, salary, staff working in cooperation dimensions than college graduate coaches. Although, college graduate coaches were found to be satisfied in

Studies by Herrera and Lim (2007) yet by the National American College Athletics Association (NCAA) coaches' job satisfaction levels test was done in order to determine the job satisfaction among the significant differences that emerged as a result of it and age of 138 coaches. It was found that increase in job satisfaction increases with age. Sunay's studies by (2005) reveal. The findings of this study are not similar. The difference of this study is that it is in favor of high school graduates. This difference might be caused by the fact that there is a variety of career fields for the graduates of sports sciences and that college graduates are working at different lines of work nowadays.

Forty-one percent (37 trainers) of the participants are experienced coaches who have worked for 11 years or more. Yerlisu studies by (2003) reveal stated that as degree and experience increases, the chance of getting better positions increases as well and this influences job satisfaction. This is parallel to the results of this study which underlines the link between job satisfaction and years of experience. Karli and Kocak studies by (2004) reveal, did a similar study and obtained similar results, as the length of service of staff with high levels of job satisfaction is also high. In the study considering the average of the data and over 11 years working experience as manager less satisfied coaches reached more than they are observed. The amount of satisfaction gotten by coaches whose incomes

derived from outside the profession may be caused by having enough. When the averages are examined, it is seen that coaches who have worked for 11 years or more are more satisfied with their jobs compared to their colleagues who have worked for five years or less. The reason for this can be the sufficiency of extra earnings coaches make from their second jobs apart from coaching.

The majority of trainers participated in the study 78,89 % (61 coaches) are third, fourth or fifth degree trainers who are more satisfied with working conditions and promotion expectation levels.

This study has also shown that; age and coaching certificate do not affect job satisfaction that coaches who are high school graduates are more satisfied and that job satisfaction increases when coaches have more experience and higher coaching degrees.

CONCLUSION

Coaching profession and its practices in our country are greatly in line with those of developed countries and they are developing according to the needs and conditions of the era. The development of coaching profession and, transmission of well-trained coaches' knowledge to athletes will raise the level of sports in our country.

The foremost condition for our athletes to reach the desired level is to have skilled, well-trained coaches who have the capacity to train athletes at any level. It is a necessity for coaches to be trained within a model suitable for the type of sport they excel in. It is highly possible that well trained trainers educate qualified athletes. In Turkey, two institutions train coaches: universities and trainer courses offered by General Directorate for Youth and Sports (GDYS).

In conclusion, when job satisfaction expectation and these expectations' realization levels are compared, it is found that:

A significant relationship between age and job satisfaction levels has not been found in this study.

No significant relationship has been found between holding a trainer certificate and job satisfaction expectations of volleyball coaches.

It is seen that coaches who have worked for 11 years or more are more satisfied with their jobs compared to their colleagues who have worked for five years or less.

Coaches' higher levels of coaching have increased the levels of job satisfaction.

Finally, this study has shown that; age and coaching certificate do not affect job satisfaction that coaches who are high school graduates are more satisfied and that job satisfaction increases when coaches have more experience and higher coaching degrees.

RECOMMENDATIONS

Within the frame of this study into which a limited number of trainers participated in, the recommendations for further studies are as follows:

As sports managers have received sports education they are more aware of the importance of coaching profession. Hence, more sports managers preferably those who studied sports management in college, should be employed by sports clubs.

For the professional development of sports managers, seminars, conferences, panels and in service trainings should be organized and the participation of sports managers should be encouraged.

Sports management practices in other countries should be examined and applicable ones should be introduced to Turkey.

Sports managers should provide better working conditions for the trainers (facilities, equipment etc.).

Sport managers should take legal precautions for the social insurance of the trainers.

Quality sports education should be provided at the courses and colleges.

The importance of coaching should be frequently emphasized to the sports managers.

LIMITATIONS

This study is limited to trainers working in Turkish volleyball League 1 and 2 with advanced certificates. Accordingly, the study group of this study is limited to 120 trainers from Turkish volleyball League 1 and 2.

REFERENCES

- Balci A 1985. *Job Satisfaction of Educational Manager*. Ph.D. Thesis, Unpublished. Ankara: Ankara University Faculty of Education Sciences.
- Celenk B 2002. *Examination of Volleyball, Basketball, Handball Trainer Characteristics from Turkish 1st League*. Master's Thesis, Unpublished. Ankara: Gazi University School of Physical Education and Sport.
- Currihan DB 1999. The Causal Order of Job Satisfaction and Organizational Commitment in Models of Employee Turnover. From <<http://mres.gmu.edu/pmwiki/uploads/Main/Currihan1999.pdf>> (Retrieved on 5 October 2013).
- Ghiselli RF, La Lopa JM, Bai B 2001. Job Satisfaction, Life Satisfaction and Turnover Intent: Among Food-Service Managers. *Cornell Hotel and Restaurant Administration Quarterly*, 42(2): 28-37.
- Herrera R, Lim J 2007. Job Satisfaction among Athletic Trainers in NCAA Division I-AA Institutions, [Electronic Journal] From <<http://www.thesportjournal.org/article/job-satisfaction-among-athletictrainers/ncaadivision-iaa-institutions>> (Retrieved on 13 June 2013).
- Karlı U, Koçak S 2004. In Turkey levels of job satisfaction employees of private health and fitness centers. *Hacettepe University Journal of Sport Science*, 3(15): 133-137.
- Luthans F 1995. *Organizational Behavior*. 7th Edition. USA: McGraw-Hill.
- Mrayyan MT 2005. Nurse Job Satisfaction and Retention: Comparing Public to Private Hospitals in Jordan. From <<http://www.readtube.com/articles/10.1111/j.1365-2834.2004.00453.x?locale=en>> (Retrieved on 3 October 2013).
- Ozcan ED 2011. *Personality Perspective Organizational Structure and Job Satisfaction*. Istanbul: Beta Print Release Distribution.
- Saari L, Judge T 2004. Employee attitudes and job satisfaction. *Human Resource Management*, 4(43): 396-399.
- Sevim Y, Tuncel F, Erol E, Sunay H 2001. *Trainer Education and Its Principles*. Ankara: Gazi Bookstore.
- Solmu T 2004. *Interpersonal Relations and Feelings at Work*. Istanbul: Beta Publishing.
- Sunay H 2005. Job satisfaction of sports trainers in Turkey. *International Journal Applied of Sports Sciences*, (IJASS), 1(6): 18-29.
- Tan N 2003. *Factors Affecting the Job Satisfaction of Anatolian High School Teachers*. Master's Thesis, Unpublished. Ankara: Gazi University Faculty of Education.
- Yalcin HB 2001. Teaching? Training? Effect of individual differences, Role preference and role adjustment on job satisfaction. *Hacettepe University Journal of Sports Sciences*, 1(12): 12-19.
- Yerlisu T 2003. *Evaluation of Job Satisfaction Levels of Trainers Working at Professional Teams. Physical Education and Sports, Congress of Social Subjects*. Ankara: Sim Publishing.
- Yerlisu T, Celenk B 2008. Volleyball leagues serve coaches on the assessment of job satisfaction levels. *Sportmetre Ankara University Journal of Physical Education and Sport Sciences*, 6(29): 87-93.
- Yelboga A 2012. An empirical study the relationship between organizational justice and job satisfaction. *Journal of Egean Academic*, 2(12): 172-175.