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The Effect of Organizational Career Planning on Career Satisfaction: A Study on Teachers Working

Örgütsel Kariyer Planlamanın Kariyer Memnuniyeti Üzerine Etkisi: Kilis İlinde Görev Yapan Öğretmenler Üzerine Bir Araştırma

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ABSTRACT

In today's rapidly evolving business world, effective planning and guiding of individuals' career paths are essential for both their personal growth and the long-term success of organizations. Particularly in foundational sectors like education, managing employees' careers can impact critical factors such as educational quality and student success, extending beyond individual job satisfaction. Therefore, gaining a more comprehensive understanding of the connection between organizational career planning and individual career satisfaction is crucial. This is not only to enhance individuals' job satisfaction but also to assist organizations in crafting more strategic career management policies. This study aims to closely examine the influence of organizational career planning on the career satisfaction of teachers. Conducted on 619 teachers in the Kilis province, this study contributes to a deeper understanding of teachers' career planning processes and their effects on career satisfaction. Data were collected through an online survey method in January and March 2023, and analyses were conducted using SPSS 26 and AMOS programs. According to the study's findings, the sub-dimensions of organizational career planning, "Performance and Talent Display (PTD)," "Needs and Competency Alignment (NCA)," and "Training and Development (TD)" had a positive and significant impact on teachers' career satisfaction. These results offer a broader perspective on how organizational career planning can influence career satisfaction. Furthermore, the overall outcome of the study indicates that organizational career planning has a positive and significant effect on teachers' overall career satisfaction.

Keywords: Human Resource Management, Organizational Career Planning, Career Satisfaction, Kilis, Teacher

ÖZET

Günümüzün hızla evrilen iş dünyasında, bireylerin kariyer yollarını etkili bir şekilde planlayarak yönlendirmesi hem kendi bireysel gelişimleri hem de organizasyonların sürdürülebilir başarısı açısından son derece hayati bir rol oynamaktadır. Özellikle eğitim sektörü gibi toplumun temelini oluşturan alanlarda çalışanların kariyer yönetimi, bireysel memnuniyetin ötesinde, eğitim kalitesi ve öğrenci başarısı gibi temel parametreleri de etkileyebilir. Bu sebeple, örgütsel kariyer planlaması ile bireylerin kariyer memnuniyeti arasındaki ilişkinin daha ayrıntılı bir şekilde anlaşılması, hem bireylerin iş yaşamındaki tatminini artırmak hem de organizasyonların daha stratejik bir şekilde kariyer yönetimi politikaları geliştirmelerine yardımcı olmak açısından büyük bir önem taşımaktadır. Bu araştırma, örgütsel kariyer planlamasının öğretmenlerin kariyer memnuniyeti üzerindeki etkilerini daha yakından incelemeyi amaçlamaktadır. Kilis ilinde görev yapan 619 öğretmen üzerinde yapılan bu çalışma, öğretmenlerin kariyer planlama süreçlerinin ve bu süreçlerin kariyer memnuniyetleri üzerindeki etkilerinin daha iyi anlaşılmasına yardımcı olmuştur. Veriler, çevrimiçi anket yöntemi kullanılarak toplanmış ve 2023 yılının Ocak ve Mart aylarında elde edilmiştir. Analizler SPSS 26 ve AMOS programları kullanılarak gerçekleştirilmiştir. Araştırmanın sonuçlarına göre, örgütsel kariyer planlamasının alt boyutlarından "Performans ve Yeteneklerin Sergilenmesi," "Gereksinim ve Yeteneklerin Düzenlenmesi" ve "Eğitim ve Geliştirme"nin, öğretmenlerin kariyer memnuniyeti üzerinde olumlu ve anlamlı bir etkisi olduğu tespit edilmiştir. Bu sonuçlar, örgütsel kariyer planlamasının kariyer memnuniyetini nasıl etkileyebileceği konusunda daha geniş bir perspektif sunmaktadır. Ayrıca, çalışmanın genel sonucu, örgütsel kariyer planlamasının, öğretmenlerin genel kariyer memnuniyeti üzerinde olumlu ve anlamlı bir etkisi olduğunu göstermektedir.

Anahtar Kelimeler: İnsan Kaynakları Yönetimi, Örgütsel Kariyer Planlama, Kariyer Memnuniyeti, Kilis, Öğretmen

1. INTRODUCTION

In the swiftly evolving landscape of modern business, the professional advancement and contentment of individuals have risen to the forefront as a pivotal concern shared by both employees and employers. In this contemporary milieu, the strategic initiatives undertaken by organizations to meticulously plot and guide their employees' trajectories have assumed an indispensable role, serving as a linchpin that not only aids individuals in realizing their personal aspirations but also augments the overarching performance of the organization itself. The term "OCP" encapsulates a multifaceted endeavor that is acutely attuned to the nuances of each employee's unique talents and proclivities. This dynamic process revolves around the systematic identification of individual proficiencies and interests, subsequently forging a trajectory of career objectives that harmoniously align with these inherent attributes. The resultant roadmap is then systematically employed to guide and nurture the ongoing professional journey of employees within a robust and well-structured framework. Conversely, the degree of satisfaction that individuals derive from their occupational roles carries profound implications, spanning far beyond the confines of immediate career satisfaction. Extensive research consistently underscores that employee who find fulfillment and gratification in their roles exhibit enhanced dedication to their tasks and a stronger bond with the organization. Evidently, the interplay between the strategic orchestration of OCP and the resultant CS experienced by individuals assumes paramount importance, capturing the attention of scholars and practitioners alike within both academic and business spheres. Amidst the complexities of today's corporate

environment, the intricate connections between career planning and CS warrant a thorough exploration. The intricate interweaving of these elements emphasizes the imperative of understanding how organizational strategies aimed at fostering career progression dovetail with the personal aspirations and fulfillment of employees. As organizations increasingly recognize the vital role that the alignment of career pathways with individual passions plays in shaping a motivated and engaged workforce, the necessity to dissect this intricate relationship becomes even more pressing. In light of these imperatives, this article embarks on a journey to delve into the intricate landscape of OCP and its profound impact on individual CS. In this context, two basic research questions of our research were formed as follows.

- ✓ *Research question 1:* Does OCP have an impact CS of the teachers working in Kilis?
- ✓ *Research question 2:* Do 3 dimensions of OCP (PTD, NCA, TD) have an impact CS of the teachers working in Kilis?

To address the research question outlined above, this study is structured into several parts. The second section provides explanations for the concepts of OCP and CS. The third section formulates hypotheses by reviewing the existing literature on the relationships between these variables. The fourth section outlines the methodology employed in the study. In the fifth section, the study's findings are presented. The sixth section combines the results and discussions. Lastly, the seventh section offers suggestions and highlights limitations by presenting implications based on the study's findings.

2. CONCEPTUAL FRAMEWORK

2.1. Organizational Career Planning

OCP is a strategic process that aims to align the individual career goals, capabilities, and potential of employees within an organization with the goals and needs of the organization. This process plays a crucial role in not only enhancing the career development of employees but also contributing to the overall success of the organization by ensuring a well-structured and synchronized workforce. This planning process commences by conducting a comprehensive assessment of employees' skills and potential (Bingöl, 2006: 300). Utilizing tools such as performance assessments, talent inventories, and talent analyses, the strengths and areas for development of employees are meticulously identified (Uzun, 2004: 32). These assessments lay the foundation for understanding both the present position of employees within the organization and their envisioned CS (Ertürk, 2018: 263).

Determining employees' personal career goals forms a crucial stage within the framework of OCP. By taking into consideration the short-term and long-term aspirations of each employee, strategic plans can be crafted for facilitating transitions to different positions within the organization. Additionally, the potential for lateral career moves or other bespoke developmental pathways can be explored (Shi et al., 2017). For instance, a teacher might be encouraged to diversify their experiences by assuming roles not only within the classroom but also in leadership positions, such as that of a training coordinator one of the key pillars of this process revolves around designing tailored training and development plans to propel employees towards achieving their career aspirations (Aytaç, 2005: 168). Such plans encompass a myriad of learning opportunities including training programs, seminars, and workshops meticulously tailored to meet the specific needs of employees. The spectrum of training ranges from harnessing internal resources to incorporating external sources to provide a well-rounded learning experience (Soysal, 2003: 71).

Without the leadership and support of senior managers, effective OCP becomes difficult. For this reason, leader support is important for OCP (Kara and Sağbaş, 2022). Furthermore, the scope of OCP encompasses the intricacies of promotion and advancement opportunities. This dimension involves a meticulous evaluation of prospects for employee promotions. This entails charting a path for employees to gain valuable experience through shouldering new responsibilities and tasks (Uzun, 2004). Simultaneously, lateral career moves within the organization can broaden employees' horizons by offering them exposure to various departments or projects (Maitland, 1997: 30). To ensure the seamless execution of this multifaceted process, the establishment of regular feedback mechanisms and diligent monitoring are paramount. By continuously tracking the progress of employees and periodically assessing their proximity to set targets, organizations can make informed decisions and adjustments as needed. This iterative feedback mechanism ensures a delicate balance between the developmental needs of employees and the strategic imperatives of the organization (Cannon and Witherspoon, 2005). Business life effects life satisfaction and life satisfaction effects career satisfaction. OCP is one of the many things that effects business life (Sağbaş, 2022). So, it's crucial for companies to make the best career plannings for their employees.

2.2. Career Satisfaction

CS is an emotional state that encompasses many dimensions of work life and emerges as a result of individuals' experiences with their careers, professions and organizations (Turunç and Alkan, 2020: 96). This concept helps us to understand how employees feel at work by reflecting their level of satisfaction, satisfaction and fulfillment with their careers (Orçanlı et al., 2020: 40). CS is shaped by the interaction of many factors. Many factors such as the job itself, relationships with coworkers, interaction with senior management, working conditions and career development affect individuals' overall CS (Nguyen et al., 2003). Individuals with high CS tend to show more commitment to their jobs and work with higher motivation. This can improve job performance, increase productivity and support collaboration in the workplace (Nauta et al., 2009: 234). Likewise, employees with high CS may have the ability to reduce workplace tensions and manage negative stress, as satisfaction with their work can make them more resilient (Guest et al., 2000).

CS also affects individuals' perception of self-esteem and self-worth. Successfully completed tasks and achievements can provide individuals with a positive belief in their own abilities and skills (Gary and Saks, 2005). This, in turn, can increase self-esteem and encourage individuals to take more risks and seek new opportunities with confidence in themselves (Fouad et al., 2009). For organizations, CS can influence employees' intention to stay. Employees who experience a sense of satisfaction may tend to stay with the organization rather than leave the workplace (Joo and Park, 2010: 487). This can reduce staff turnover and increase the stability of the organization (Karatepe and Olugbade, 2017).

3. LITERATURE REVIEW, HYPOTHESES DEVELOPMENT AND RESEARCH MODELS

The correlation between OCP and CS holds significant importance. Effective OCP can facilitate the realization of employees' career objectives, consequently often enhancing their CS. OCP provides employees with guidance and assistance in pursuing their career aspirations. Through this planning, individuals' strengths can be identified and developed, which helps them to direct their careers more effectively (Ahmed, 2017). In addition, OCP can increase employee commitment and motivation. Providing the opportunity to achieve career goals can increase career satisfaction and satisfaction (Barutçugil, 2004: 322). At the same time, this planning can improve performance and productivity by enabling employees to maximize the use of their talents. Career planning provides a process through which individuals think about, plan, and develop their career development. This process is essential for workplace satisfaction as well as personal satisfaction (Şimşek and Öge, 2014: 281-282). The sense of achievement and progress that comes from reaching career goals can increase CS. Moreover, good career planning can increase employees' loyalty to the company, which in turn can reduce turnover rates. Taken together, the relationship between OCP and CS plays a vital role in work life (Fasbender et al., 2019). This research is planned to investigate the effect of OCP on the CS of teachers working in Kilis.

The literature contains numerous studies on this subject. Edinsel (2018) conducted research involving 284 individuals in the banking sector in Samsun province and discovered a significant and strong positive relationship between individual career planning, OCP, and CS. Salleh et al. (2020) aimed to investigate the influence of career planning and CS on employee turnover intention, with a focus on bank employees in Amman, the capital of Jordan. They collected questionnaires from 412 employees across 25 banks in Amman and found that career planning has a positive impact on CS. Korankye (2020) conducted a study involving 400 participants from various sectors in Accra, the capital of Ghana, and the results indicated that OCP (comprising career planning, career development, and career opportunities) positively affects employees' CS. Additionally, Aydın (2021) conducted research on 356 individuals working in the banking and finance sector in Konya province, revealing a positive, significant, and moderate relationship between career planning and CS. Lastly, Fide Keskin and Yıldız (2023) sought to ascertain the relationship between career planning and CS among ground-handling employees in the civil aviation sector. Their study involved 401 participants employed by ground-handling companies operating in Istanbul, Ankara, and Izmir, and it demonstrated that OCP also has a positive and significant impact on CS.

Four hypotheses have been developed to determine the effect of OCP on CS. These hypotheses are as follows:

H1: PTD has a significant effect on CS on teachers working in Kilis.

H2: NCA has a significant effect on CS on teachers working in Kilis.

H3: TD has a significant effect on CS on teachers working in Kilis.

H4: OCP has a significant effect on CS on teachers working in Kilis.

Figure 1 illustrates the research model of the hypotheses.

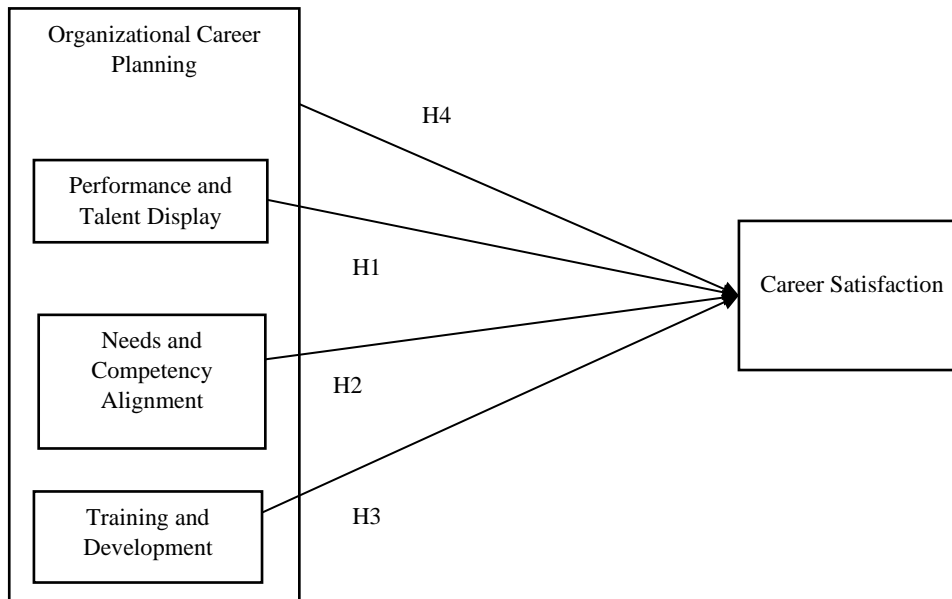


Figure 1. Research Model

Source: Produced by the author.

4. METHODOLOGY

4.1. Scales of The Research

This empirical research aimed to investigate the impact of OCP on the CS of teachers employed in Kilis province. The study relied on a questionnaire, employing scales with established validity and reliability as verified in the literature. The subjective CS was assessed using the CS scale developed by Greenhaus, Parasuraman, and Wormley (1990) and the 5-item scale utilized by Hofmans, Dries, and Pepermans (2008). Responses were collected on a 5-point Likert scale (1=strongly disagree, 5=strongly agree), and the scale was adapted into Turkish by Avcı and Turunç (2012). Hofmans, Dries, and Pepermans (2008) reported a Cronbach alpha reliability coefficient of 0.74 through their reliability analysis for this single-dimensional scale. In Edinsel's (2018) study, the scale's reliability was found to be 0.874. The scale for determining the general level of OCP was developed by Aydın (2010) and used by Edinsel (2018) and consists of 14 items. Aydın (2010) found the reliability of the scale as Alpha=0,782. Edinsel (2018) found the organizing needs and abilities dimension of the scale to be highly reliable with alpha=0.866, the performance and displaying abilities dimension to be moderately reliable with alpha=0.790, and the TD dimension to be low reliable with alpha=0.598.

4.2. Sampling

In this research, in which the relationship of teachers OCP and CM is discussed, the sample was determined from the teachers working in Kilis. There are 203 schools registered in Kilis province (MEB, 2023). The research was carried out in the form of a questionnaire. The prepared questionnaire was sent to the employees electronically. 619 successful surveys were obtained. Survey data was collected in January and March of 2023. It was obtained randomly from the teachers by convenience sampling method. According to the 95% confidence, 619 respondents are sufficient (Bartlett et al., 2001).

Table 1. Sampling

Gender	Number	%	Marital Status	Number	%
Man	437	70,6	Married	273	44,2
Woman	182	29,4	Single	346	55,8
Total	619	100	Total	619	100
Tenure	Number	%	Age	Number	%
0-5	211	34,1	20-25	118	19,1
6-10	130	21,0	26-30	186	30,0
11-15	93	15,0	31-35	142	22,9
16-20	105	17,0	36-40	93	15,0
21+	80	12,9	41+	80	12,9
Total	619	100	Total	619	100

Source: Produced by the author.

The demographic of the sample area is presented in Table 1. 70,6% of the participants in the research are men and 29,4% are women. 55,8% are married and 44,2% are single. The highest density is in the 26-30 age group. The second is the 31-35 age group. According to Tenure, the highest density is between 0 and 5 years. The second is the between 6 and 10 years.

5. FINDINGS

5.1 Normality Tests

This study employed OCP and CS scales. In this section, various assessments were conducted, including sampling proficiency tests, normal distribution tests, and validity and reliability assessments of the scales, all of which were performed using the SPSS program. The normality test was conducted using the Kolmogorov-Smirnov (KS) normality test. Furthermore, the kurtosis and skewness values of the variables were examined using Q-Q Plot charts.

Table 2. Normality Test Findings, Skewness, And Kurtosis Scores

Scales	N	Mean	SD	Kolmogorov-Smirnov Z	Asymp. Sig.	Skewness	Kurtosis
Organizational Career Planning	619	3.98	0.68	1.750676	0.004	0.558	0.137
Career Satisfaction	619	4.27	0.82	4.715335	0.000	-1.251	1.161

Source: Produced by the author.

The results of the KS normality test, along with the kurtosis and skewness scores, are presented in Table 2. It is anticipated that the kurtosis scores for the variables are below "3," and the skewness scores are below "10" (Kline, 2011). The kurtosis and skewness values in Table 2 and Normal Q-Q Plot of Mean OCP and CS in Figure 2 indicate a normal distribution. Thus, data set has a normal distribution.

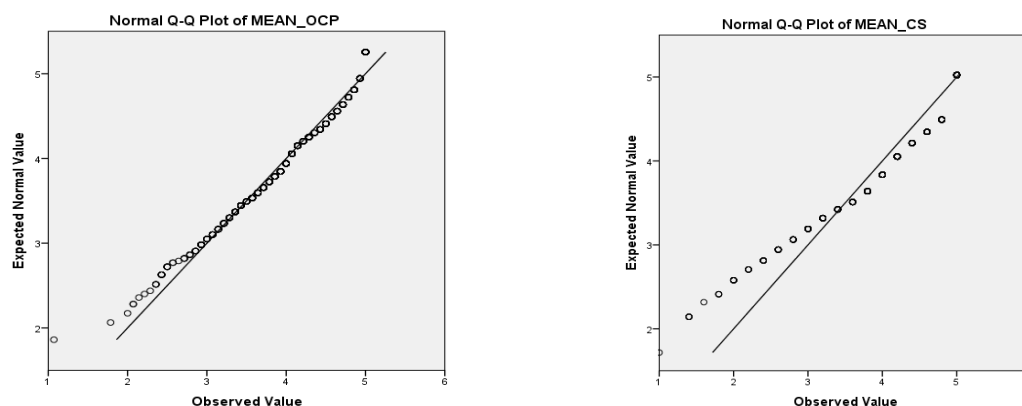


Figure 2: Normal Q-Q Plot of Mean OCP and CS

Source: Produced by the author.

5.2. Validity and Reliability of The Scales

The adequacy of the sample area was assessed using the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity (BTS). The results of the KMO and BTS tests can be found in Table 3. The KMO values for both OCP and CS variables exceed 0.70, while the BTS values are below 0.01. These values indicate that the sample adequacy for these variables is at a commendable level. According to these findings, it is accepted that the sample area was sufficient (Tabachnick et al., 2007).

Table 3. KMO and BTS Findings

		OCP	CS
KMO		0.901	0.876
BTS	Approx. Chi-Sq.	5863.349021	2022.399856
	df	91	10
	Sig.	0.000	0.000

Source: Produced by the author.

Details regarding the scales utilized in the study are provided in the methodology section. As the study was conducted in Turkey, the scale items were translated into Turkish. The guidelines outlined by Brislin (1973) were adhered to during the translation process to ensure linguistic and cultural adaptation. Given the application of the scales in a distinct language and sample context, an Exploratory Factor Analysis (EFA) was conducted.

Table 4. EFA Findings

Items	Factor Loads	Eigenvalues / Total Variance Percentage		Cronbach's Alpha
PTD2- “Strategic positions that may become vacant in the future are identified.”	0.858	19.339 / % 57.307	2.974 / % 73.929	0.900
PTD3- “Job opportunities are created to reveal talents in the organization.”	0.819			
PTD1- “Performance is valued and performance management is applied.”	0.803			
PTD4- “The competencies of successors are tested for promotion to a higher position.”	0.795			
NCA4- “I find the articles on promotion and salary in the regulation correct.”	0.894	6.125 / % 43.750		
NCA5- “The organization provides career counseling services.”	0.866			
NCA3- “Equal and fair promotion opportunities are provided.”	0.857			
NCA6- “I believe that the human resources department takes career management seriously enough.”	0.805			
NCA2- “There is job enrichment and job redesign.”	0.804			
NCA1- “Special development programs are organized for employees identified as having high potential.”	0.758			
TD4- “Written procedures and policies are in place to guide career management and planning efforts.”	0.884	1.518 / % 10.840		
TD3- “Job orientation and orientation programs are organized.”	0.847			
TD2- “Organizational training and seminar programs are organized.”	0.810			
TD1- “Rotation opportunities are provided by evaluating according to ability and education.”	0.781			
CS2- “I am satisfied with the progress I have made towards meeting my overall career goals.”	0.903	3.622 / % 72.435		
CS3- “I am satisfied with the progress I have made towards meeting my goals for income.”	0.877			
CS4- “I am satisfied with the progress I have made towards meeting my goals for advancement.”	0.877		0.903	
CS5- “I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	0.874			
CS1- “I am satisfied with the success I have achieved in my career.”	0.710			

Source: Produced by the author

Exploratory Factor Analysis (EFA) was conducted using the SPSS program, and the EFA results are presented in Table 4. All factor loadings for scale items exceeded 0.40. Moreover, when reviewing the Eigenvalues and Total Variance Percentage values, it is observed that all values exceeded 50%, indicating satisfactory variance explained. The Total Variance Percentage also met the expected criteria (Büyüköztürk, 2008). The Cronbach's Alpha (α) coefficients for the OCP and CS scales are 0.900 and 0.903, respectively (Table 4), signifying high reliability.

Confirmatory Factor Analysis (CFA) results are provided in Table 5, and CFA analyses were conducted using the AMOS program.

Table 5. CFA Findings

Parameter Estimates	Estimate	S.E.	Fit Values	AVE / CR
Measuring Model				
PTD4 <--- PTD	0.779*	0.045	“ χ^2 [253.74, N=619] = 74, CMIN/df (3.427)**, CFI (0.969)***, RFI (0.947)***, IFI (0.969)***, TLI (0.962)*** NFI (0.937)***, RMSEA (0.063)****”	0.679 / 0.967
PTD3 <--- PTD	0.802*	0.045		
PTD2 <--- PTD	0.891*	0.060		
PTD4 <--- PTD	0.901*	0.055		
NCA6 <--- NCA	0.786*	0.045		
NCA5 <--- NCA	0.853*	0.045		
NCA4 <--- NCA	0.905*	0.049		
NCA3 <--- NCA	0.859*	0.048		
NCA2 <--- NCA	0.776*	0.048		
NCA1 <--- NCA	0.732*	0.047		
TD4 <--- TD	0.865*	0.038		
TD3 <--- TD	0.875*	0.038	“ χ^2 [2.7, N=619] = 3, CMIN/df (0.904)**, CFI (1.000)***, RFI (0.996)***, IFI (1.000)***, TLI (1.000)*** NFI (0.999)***, RMSEA (0.000)****”	0.664 / 0.906
TD2 <--- TD	0.804*	0.043		
TD1 <--- TD	0.680*	0.031		
CS1 <--- CS	0.586*	0.108		
CS2 <--- CS	0.859*	0.108		
CS3 <--- CS	0.882*	0.139		
CS4 <--- CS	0.844*	0.129		
CS5 <--- CS	0.868*	0.137		

Source: Produced by the author.

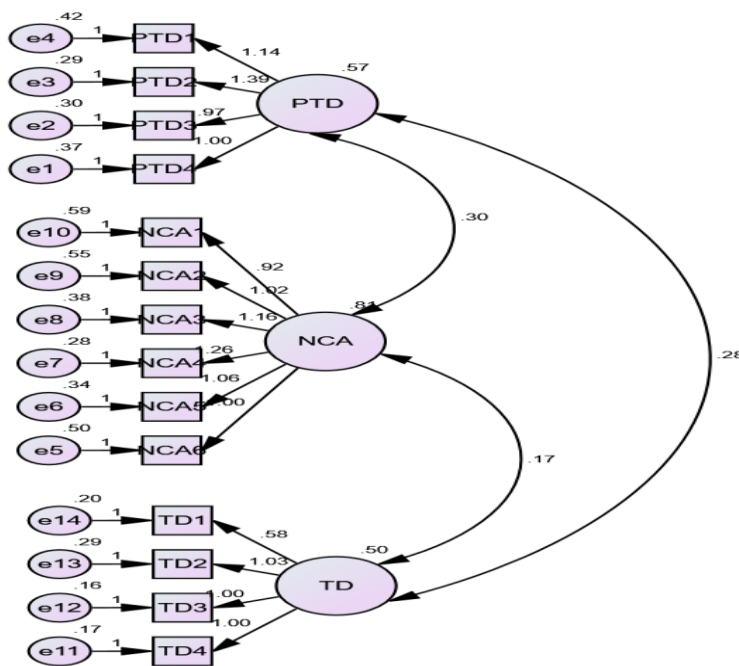
Notes: “* $p < 0.01$, ** CMIN/df < 5 (Acceptable fit), **** CFI, NFI, RFI, IFI, TLI > 0.90 (Good fit), **** 0.05 < RMSEA < 0.08 (Acceptable fit)”

Figure 3: The Path Analysis of 3 Dimensions of OCP

Source: Produced by the author.

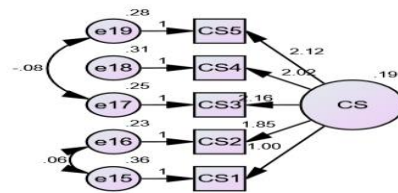


Figure 4: The Path Analysis of 3 Dimensions of CS
Source: Produced by the author.

Path analysis was conducted for the three dimensions of OCP and the three dimensions of CS, as depicted in Figures 3 and 4. The estimated and standard error values were found to be within acceptable ranges. Additionally, the model fit values met acceptable criteria (Tabachnick et al., 2007). Based on the results of validity and reliability tests, it can be concluded that the scales used in the study are both reliable and valid. Furthermore, the scales demonstrate convergent and divergent validity, as indicated by the Average Variance Extracted (AVE) values exceeding 0.50 and Composite Reliability (CR) values surpassing the AVE values (Fornell and Larcker, 1981).

In order to establish a structural model for the relationships among the variables, correlations between the variables were examined. Table 6 displays the correlation relationships between the variables.

Table 6. Correlations Findings

Variables	Mean	S.D	OCP	CS
OCP	3.98	0.68	1	
CS	4.27	0.82	0.708*	1

Source: Produced by the author.

Correlation relationship are significant. Correlation relationship between the dependent variable CS and the independent variable OCP are examined. The correlation between OCP and CS ($r(495)=0.708$, $p<0.01$). Since the correlation values were not above 85%, discriminant validity was also provided.

5.3. Test of The Research Hypothesis

In the research model, the first hypothesis examines the impact of PTD on CS, while the second hypothesis assesses the influence of NCA on CS. The third hypothesis explores the relationship between TD and CS, and the final hypothesis scrutinizes the effect of OCP on CS. According to our structural equation model, OCP and its three dimensions are considered independent variables, with CS being the dependent variable. Structural equation model (SEM) findings are as seen in Figure 2. The estimation values and standard error values of PTD, NCA and TD and OCP are shown in Table 7-8-9-10.

Table 7. Simple Regression Findings-1

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.077903	13.149694	0.000000	0.864312	0.747035	0.746625
PTD	0.864312	0.018600	42.685711	0.000000			

$CS=1.024404 + 0.864312 PTD$ $F(1,617)=1822.069923, p<0.01$.

Note: Dependent variable is CS

Source: Produced by the author.

With the first hypothesis, the effect of PTD sub-dimension on CS was tested with simple regression analysis. The findings of the analysis are shown in Table 7. According to the findings of the analysis, exhibiting PTD has a significant positive effect on CS. ($\beta_{PTD} = 0.86$, $p<0.01$). Also, the regression model is significant.

$F(1,617)=1822.069923, p < 0.01$). The Adjusted R Square value of the model is 74.66%. This level indicates that the model explains at a high level. The mathematical expression is as follows: "CS= 1.024404 + 0.864312 PTD"

Table 8. Simple Regression Findings-2

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.113824	26.907593	0.000000	0.405705	0.164596	0.163242
NCA	0.405705	0.030459	11.025656	0.000000			

CS=3.062734+ 0.405705 NCA $F(1,617)=121.565085, p < 0.01$).

Note: Dependent variable is CS

Source: Produced by the author.

With the first hypothesis, the effect of NCA sub-dimension on CS was tested with simple regression analysis. The findings of the analysis are shown in Table 8. According to the findings of the analysis, exhibiting NCA has a significant positive effect on CS. ($\beta_{NCA} = 0.40, p < 0.01$). Also, the regression model is significant. $F(1,617)=121.565085, p < 0.01$). The Adjusted R Square value of the model is 16.32%. This level indicates that the model explains at a low level. The mathematical expression is as follows: "CS= 3.062734+ 0.405705 NCA"

Table 9. Simple Regression Findings-3

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.195231	9.139735	0.000000	0.460628	0.212178	0.210901
TD	0.460628	0.043470	12.890774	0.000000			

CS=1.784361+ 0.460628 TD $F(1,617)=166.172062, p < 0.01$).

Note: Dependent variable is CS

Source: Produced by the author.

With the first hypothesis, the effect of TD sub-dimension on CS was tested with simple regression analysis. The findings of the analysis are shown in Table 9. According to the findings of the analysis, exhibiting TD has a significant positive effect on CS. ($\beta_{TD} = 0.46, p < 0.01$). Also, the regression model is significant. $F(1,617) = 166.172062, p < 0.01$). The Adjusted R Square value of the model is 21.09%. This level indicates that the model explains at a low level. The mathematical expression is as follows: "CS= 1.784361+ 0.460628 TD"

Table 10. Simple Regression Findings-4

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.138491	6.323577	0.000000	0.707755	0.500916	0.500108
OCP	0.707755	0.034288	24.885056	0.000000			

CS=0.875756+ 0.707755 OCP $F(1,617)=619.265987, p < 0.01$).

Note: Dependent variable is CS

Source: Produced by the author.

With the first hypothesis, the effect of OCP on CS was tested with simple regression analysis. The findings of the analysis are shown in Table 10. According to the findings of the analysis, exhibiting OCP has a significant positive effect on CS. ($\beta_{OCP} = 0.70, p < 0.01$). Also, the regression model is significant. $F(1,617)=619.265987, p < 0.01$). The Adjusted R Square value of the model is 50.01%. This level indicates that the model explains at a moderate level. The mathematical expression is as follows: "CS= 0.875756+ 0.707755 OCP"

6. RESULTS AND DISCUSSIONS

The intricate relationship between OCP and CS constitutes a significant locus of exploration with far-reaching implications for both academia and the corporate world. The findings of this study underscore the undeniable influence that deliberate and well-structured OCP can have on shaping individuals' CS levels. The meticulous alignment of CS with employees' intrinsic talents, aspirations, and interests, as facilitated by the OCP process, emerges as a pivotal determinant of overall CS.

Four main hypotheses were identified in this study. The first of these hypotheses is "PTD has a significant effect on CS on teachers working in Kilis". The second hypothesis is "NCA has a significant effect on CS on teachers working in Kilis". The third hypothesis is "TD has a significant effect on CS on teachers working in Kilis". The last hypothesis is "OCP has a significant effect on CS on teachers working in Kilis." This study reveals findings consistent with the results of Edinsel (2018), Salleh et al. (2020), Korankye (2020), Aydın (2021) and Fide Keskin and Yıldız (2023).

Based on the findings of the first, second and third hypothesis, it was determined that PTD, NCA and TD has positive and significant effect on CS on teachers working in Kilis. The empirical validation of the first hypothesis, which delves into the dimension of PTD, illuminates the pivotal role played by continuous skill enhancement and talent nurturing in shaping teachers' overall CS. The results underscore the intrinsic connection between educators perceiving their skills being honed, acknowledged, and strategically directed

towards achieving better outcomes in the classroom. This linkage highlights the imperative for educational institutions to proactively invest in mechanisms that foster teachers' ongoing growth and elevate their sense of professional accomplishment, consequently engendering heightened CS. Building upon this foundation, the second hypothesis explores the effect of NCA on teachers' CS. The empirical findings serve to underline the symbiotic relationship between educators' perceived alignment of their needs and competencies with their CS and their reported satisfaction levels. This alignment underscores the importance of recognizing teachers' unique aspirations and strengths, tailoring career pathways to suit these individual preferences, and ultimately nurturing a sense of achievement and fulfillment. Addressing these alignment needs emerges as a strategic imperative in cultivating a workforce that is not only content but also motivated to excel. The third hypothesis, focused on TD, delves into the impact of systematic professional growth opportunities on teachers' CS. The study's outcomes provide robust evidence that educators who are provided with comprehensive training avenues tend to exhibit higher levels of CS. This correlation emphasizes the strategic significance of institutions offering targeted and relevant development initiatives that resonate with teachers' professional aspirations. The proactive provision of such opportunities serves as a testament to an organization's investment in its workforce's growth, thereby fostering a mutually beneficial relationship where CS becomes a natural outcome.

According to fourth and last hypothesis OCP has a significant effect on CS on teachers working in Kilis. Drawing upon the insights gleaned from the fourth and final hypothesis, this study unequivocally affirms the considerable influence of OCP on CS among teachers operating within the Kilis region. Through empirical examination, the research substantiates that the strategic implementation of OCP stands as a potent catalyst in shaping educators' overall CS, contributing to a harmonious fusion of individual aspirations and institutional support. The empirical validation of the fourth hypothesis illuminates the instrumental role played by OCP in nurturing an environment that is conducive to teachers' CS.

7. SUGGESTIONS AND LIMITATIONS

The study's findings underscore the symbiotic nature of this relationship, where organized and systematic career planning efforts undertaken by educational institutions have a palpable impact on the sense of fulfillment experienced by teachers. By aligning individual teachers' CS with organizational goals and providing structured pathways for growth, OCP effectively bridges the gap between personal aspirations and professional progression. In practical terms, this means that educators who benefit from well-structured career planning initiatives perceive that their professional journey is supported, valued, and optimized. The provision of clear roadmaps, tailored development opportunities, and avenues for advancement not only empowers teachers to chart their path but also enhances their overall engagement and dedication to their roles. Moreover, the recognition of OCP as a significant determinant of CS serves as a clarion call for educational institutions to acknowledge the strategic implications of this relationship. By investing in deliberate career planning strategies, institutions stand to benefit not only from a more satisfied and motivated workforce but also from improved organizational performance and longevity. The implications of this finding are manifold. Organizational leaders and policymakers in Kilis, and beyond, are presented with a compelling opportunity to reshape the educational landscape by placing OCP at the forefront of their strategies. The evidence suggests that fostering an environment where career pathways are systematically mapped out, talent is cultivated, and aspirations are nurtured will yield benefits that extend beyond individual teachers' satisfaction, ultimately contributing to a thriving educational ecosystem.

The limitations of this research are as follows: (i) The research was carried out in the sample of Kilis province. Differences may be observed in the findings obtained in a different province. For this reason, the study has a sample area constraint. (ii) The research was conducted at a time covering post-pandemic conditions. Differentiation can be observed in the data obtained under different conditions. (iii) It is accepted that the sample area represents the universe. (iv) The research was conducted on teachers working in Kilis province. Different findings can be found in different provinces.

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