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Investigation of the relationship between psychological counselors' job satisfaction and self-esteem

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The purpose of this research is to investigate the relationship between psychological counselors' job satisfaction and self-esteem. The sample of the research consists of 297 psychological counselors who are accessible and working at schools and the center for guidance research in different districts such as Kadıkoy, Kartal and Maltepe in Anatolian part of Istanbul. The data of the research were obtained by using "Personal Information Form" prepared by the researcher, "Job Satisfaction Scale" for job satisfaction and "Self-Esteem Scale" for self-esteem. Independent Group T Test and One Way ANOVA were used to analyze the data. Post-Hoc Scheffe was used for the difference between groups, Kruskal-Wallis H Test and Mann Whitney U Test were used for the comparison of quantitative data and Pearson Correlation Analysis in order to analyze the relationship between job satisfaction and self-esteem. As a result of analysis, the relationship between job satisfaction and self-esteem of counselors was significantly positive. The relationship of self-esteem of counselors with the variables such as gender, marital status, graduated department of university, educational status, the type of school, having administrative experience, the number of students in schools, the levels of school, having room for counseling at school or not, on-the-job seminars and off-the-job seminars were found as not significant. The relationship of job satisfaction of counselors with the variables such as age, seniority, the type of school and room for counseling at school were not significant.

Key words: Self-esteem, job satisfaction, psychological counselors.

INTRODUCTION

Choosing a job affects the whole life of an individual. The concept of job satisfaction is defined in literature as the harmony between expectations and gains of individuals. In other words, positive or negative emotions emerged from the harmony between the individual's expectation and gain related to the individual's level of perception. Counseling service has become an area of expertise beyond being a teacher in recent years. Psychological

counseling and guidance services are carried out by expert counselors who were trained in this field. An individual can solve most of the problems within the bounds of possibilities, yet some problems may bother the individual. Guidance is briefly the psychological helping process to an individual. Both helper and the helped are important in this process (Kepçeoğlu, 1992).

Psychological counseling and guidance service is very

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important especially at schools. It is so vital for students to have such service in their schools. They can achieve their academic and personal goals and develop their capacity in this way (Bakırcıoğlu, 2000). Counseling is a professional relationship that empowers diverse individuals to accomplish their goals. It is an interaction process between a counselor and a counselee which provide a solution to the counselee for his/her problem, and self-confidence (Tan, 2000). Corsini and Wedding (1986) defined psychological counseling as a kind of face-to-face interview between the counselor and the counselee. Therapeutic interaction between them includes both formal and informal elements. The therapist-counselee interaction is identified by the context of transference and counter-transference. In general, transference which is a complex reflection of subconscious experiences into mutual relationship, whereas being a possible experience to develop between two individuals, it occurs in therapeutic relationship.

Psychological counselors become a role model for their counselees. An effective psychological counselor has a strong personality. Effective counselors have high self-esteem and self-satisfaction. Effective counselors can help the counselee for them to be to resilient and self-esteemed (Corey, 2008). If a counselor does not have self-esteem and self-worth, it will be difficult for them to help the counselee. It is highly possible that a counselor who has lower self-esteem can create harm for the counselee instead of helping him/her. A counselor who has lower self-esteem does not effectively use the counseling skills and enjoy his/her psychological counseling process.

In Turkey, counselors who are working in schools are expected to fulfill many duties apart from guidance and counseling. In the job definition of psychological counselors done by Turkish Ministry of National Education, teaching part is primarily emphasized while counseling stays in the background. In fact, the job description is written as "school counselor and psychological counseling" on the regulations. For this reason school counselors experience difficulties while serving students.

This study aims to investigate the relationship between self-esteem and job satisfaction of psychological counselors and school counselors. Although psycho-logical counselors and school counselors are given many responsibilities due to their job description, they are constrained in having authority by the schools in which they work in both private schools and other institutions of Ministry of National Education. Despite the fact that it is clearly and indisputably stated on the regulations that psychological counselors and school counselors cannot be authorized as a hall monitor or as a supervisor during exams, there is a confusion in practice and it leads administrators, teachers and other employees to confuse

psychological counselors with school counselors. Psychological and school counselors are charged with doing many tasks such as strategy development, safe schools projects and total quality administration apart from psychological counseling. Psychological and school counselors are authorized for these projects in the first place by the regulations. Regarding the above mentioned tasks and projects, psychological counselors and school counselors have almost become the assistants or the secretariats of administrators in recent years. If the physical conditions of schools are inadequate, the psychological counseling room is the first thing to sacrifice. According to Article 192 of High Schools Regulations by Ministry of National Education, if a disciplinary case takes place in schools and this case is reported directly, indirectly or as a complaint into the administration, the case is conveyed to psychological counseling and guidance service. The service is responsible for preparing the report about the student's psychological state while committing the action. According to Article 192, psychological counselor can contribute the disciplinary process just by writing the report about the student. This practice enables students to perceive psychological and schools counselors as a member of school disciplinary council. Therefore, it is thought that the job satisfaction of psychological and school counselors is negatively affected by working out of their expertise area and various tasks appointed by the administration. If they are negatively affected, one wonders how it affects their self-esteem.

'Is there any relationship between self-esteem and job satisfaction levels of psychological counselors?' is investigated in this study within this framework. In addition, it was also examined that whether the relationship between self-esteem and job satisfaction of psychological counselors differentiate or not according to variables such as gender, age, marital status, graduated department, educational status, period of service, administrative experience, ranks in institution, the number of students in school, having a counseling room and attending the seminars related or not related to the field. If the results of this study show that there is a relationship between job satisfaction and self-esteem, planning activities towards raising self-esteem of psychological counselors and revising the regulations of psychological counseling and guidance services can be required. Therefore, it can be ensured that psychological counselors will be able to express themselves according to their expertise. On-the-job trainings of psychologists, counselors and psychological counselors can be rearranged to raise their self-esteem on top level and activities that support their personal development can be organized. Raising their self-esteem, they are supported to be productive in terms of job satisfaction. Raising personal awareness regarding self-esteem is important.

The overall objective of this study was to determine the relationship between psychological counselors' job satisfaction and self-esteem.   For this purpose, the following sub problems have been tried to be answered:

1. Is there a relationship between self-esteem levels of job satisfaction of counselors?
2. Are there differences between counselors' job satisfaction and self-esteem according to gender, marital status, department, education levels, the counseling room they have, administrative status, age, seniority, the number of training seminars they attended and the number of students at school?

METHOD

For examining the relationship between *job satisfaction* and *self-esteem* levels of psychological counselors according to the criteria set by the researcher, relational survey model was used in this study. Survey model is a research method, performed on samples taken from the population or on population as a whole to take the general measure of the population. A relational survey model aims to determine the existence of co-changing between two or more variables and /or establish the degree of change (Karasar, 2005).

Population and sample

Research population comprised psychological counselors who are working in the Anatolian side of Istanbul. Sampling was realized with stratified and simple random sampling methods. Firstly, Kadıköy, Maltepe and Kartal provinces located in Anatolian side of Istanbul were determined to make the research. 300 psychological counselors that are working in primary, elementary and high schools along with counseling and research centers (CRC) were contacted. 3 of the psychological counselors were eliminated and the sample consisted of 297 counselors of which 243 were females and 54 were males. The questionnaire was applied voluntarily during in-service training on the monthly meeting of CRC by the researcher.

Data collection tools

In this research, Personal Information Form, Job Satisfaction Scale and Self-Esteem Scale were used for collecting data.

Personal Information Form: This form includes the questions for school counselors' gender, marital status, graduated department, seniority, the types and features of the institution that they work, the number of people that they serve, on-the-job and off-the-job trainings they have.

Job Satisfaction Scale: Aiming to determine the psychological counselors' job satisfaction level, 20-item "Job Satisfaction Scale" was applied. Developed by Kuzgun et al. (1999), 5 likert-types "Job Satisfaction Scale" includes 20-item. The subscales are 13-item "suitability of qualification" and 7-item "developing opportunities". Cronbach Alpha reliability coefficient t of the scale was .90. This coefficient for the first subscale was found as .91; for the second

subscale, the coefficient was found as .75. The lowest score could be 20 and the highest could be 100 in the scale. The validity of job satisfaction scale and total variance explained by two factors is 48.6%. Explaining 36.4% of the total variance, the first subscale was thought to be used solely.

Self-Esteem Scale: Self-Esteem Scale was developed by Bogenç in 1994 (Kuzgun and Bacanlı, 2005). The scale was developed to determine how much the individual's being sensitive to needs and meeting them, knowing oneself and his/her skills, avoiding hurting oneself or others' pride while meeting the needs, trying to improve oneself and evaluating oneself as positive, being aware of one's negative sides and though having these negativities, still evaluating himself/herself as valuable. A guide was prepared which had 25 positive and 25 negative, in total 50 statements as items for the scale. Some of the prepared items were removed or changed regarding the evaluation of experts. 5-likert type Self-Esteem Scale (SES) comprises 20 items. Getting low scores from the scale signifies having low self-esteem and getting high scores signifies having high self-esteem. The lowest score could be 20 and the highest could be 100 in the scale. Reliability of the scale was found as 0.81. The SES was tested among 324 students who are between 12-20 ages. The factor analysis was carried out to determine structure of the scale. For finding out the structure, principal components factor analysis was applied to the test scores. According to Kaiser-Meyer-Olkin test results, 7 factors were acquired that exceeded 1 factor load. It was determined that 8-item were below .30; therefore, they were removed from the scale. It was also determined that 20-items were loaded onto one factor. This factor explains 36.3% of total variance. The individuals who have depression symptoms and those who have not were compared in distinctive validity test. It was found out that there is a significant difference between the group who have depression symptoms and the other group who do not have any depression symptoms. Retest consistency of the test was found as 0.84.

Data analysis and interpretation

First, data were grouped according to personality traits and then the scales applied to psychological counselors were scored. The conducted data were statistically analyzed on computer. On this stage, personality traits of the psychological counselors were determined considering frequency and percentage distribution, then standard deviation and arithmetic mean was calculated to reach the total score of scale. Finally, analysis tests were conducted.

1. Independent group t-test was used for psychological counselors' scores in Job Satisfaction Scale and Self-Esteem Scale to determine whether there was a differentiation according to variables such as age, gender, types and features of institutions that they work, the number of people that they serve, on-the-job and off-the-job trainings.
2. One-way analysis of variance (ANOVA) was used for psychological counselors' scores in Job Satisfaction Scale and Self-Esteem Scale to determine whether there was a differentiation according to variances such as age, seniority, types and features of institutions that they work, the number of people that they serve, on-the-job and off-the-job trainings.
3. LSD test was used to determine the reason of the differentiation that was found between the groups according to the results of one-way analysis of variance (ANOVA).
4. Non-parametric Kruksal-Wallis test was used to determine whether there was any differentiation in psychological counselors'' scores from job satisfaction scale and self-esteem scale according

Table 1. The values of arithmetic mean, standard deviation and standard error based on self-esteem and job satisfaction scale scores.

Scale	N	$\bar{x}$	SD	SE
Self-Esteem	297	82,57	7,72	,45
Job Satisfaction	297	78,01	10,67	,62

to variances such as age, types and features of institutions that they work, the number of people that they serve, on-the-job and off-the-job trainings and other variances.
5. Non-parametric Mann Whitney-U test was used to determine the reason of the differentiation that was found between the groups according to the results of non-parametric Kruksal-Wallis test.
6. Pearson Product Moment Correlation analysis was used to determine whether there was a significant relationship between school counselor's job Satisfaction Scale and Self-Esteem Scale.

FINDINGS

Respectively, the findings on demographic variances and statistical analysis were explained in this chapter. On demographic information, 243 of psychological counselors are females (81.8%) and 54 of them are males (18.2%). 168 of psychological counselors are married (56.6%), 129 of them are singles (43.4%). 109 of psychological counselors are between 21-30 ages (36.7%), 126 of them are between 31-40 ages (42.4%) and 62 of them are 41 and above ages (20.9%). 83 counselors (27.9%) are working in primary schools, 88 of them (29.6%) in elementary schools and 107 of them (36.0%) are working in high schools. 3 of the counselors (1%) are working in special education and 16 of them (5.4%) are working in counseling and research centers.

Findings on psychological counselors' job satisfaction and self-esteem levels

The values about the psychological counselors' job satisfaction and self-esteem levels are shown in Table 1.

As seen from Table 1, arithmetic mean of self-esteem scale scores was found as ($\bar{X}$) 82.57; standard deviation (SD) was found as 7.72; and standard error of arithmetic mean was found as (SE) .45. Arithmetic mean of job satisfaction scale scores was found as ($\bar{X}$) 78.01; standard deviation (SD) was found as 10.67 and standard error of arithmetic mean was found as (SE) .62.

Findings on whether psychological counselors' job satisfaction and self-esteem significantly differentiate from demographic variances

According to Table 2, t-test results of psychological counselors' job satisfaction and self-esteem scale scores were shown considering gender, marital status, graduated department and educational status variances.

As seen from Table 2, according to the results of independent group t test which was used to determine whether the psychological counselors' job satisfaction and self-esteem scale scores significantly varied considering *gender* variable, the difference between arithmetic means of groups was not statistically significant (t_1 = ,443, t_2 =,301; *p>.05*); for *marital status* variance, the difference between arithmetic means of groups was not statistically significant (t_3 = -,054, t_4 = ,382; *p>.05*); for *department graduated* from variance, the difference between arithmetic means of groups was not statistically significant (t_5 = ,907, t_6 = -,116; *p>.05*); for *educational status* variance, the difference between arithmetic means of groups was not statistically significant (t_7 = -,578, t_8 = ,821; *p>.05*); for *having a counseling room* variance, the difference between arithmetic means of groups was not statistically significant (t_9 = 1,619; *p>.05*), but it was statistically significant in favor of counselors who have already had a counseling room in the institutions (t_{10} = 2,354; *p<.05*); for *administration experience status* variance, the difference between arithmetic means of groups was not statistically significant (t_{11} = 1,488, t_{12} =1,153; *p>.05*).

As seen from Table 3, according to the results of one-way analysis of variance (ANOVA) conducted to determine whether arithmetic means of self-esteem scale scores significantly differentiated considering age variance, the difference between arithmetic means of groups was statistically significant (*F=4,538; p<01*). Post-hoc analyses were conducted to determine the reasons of the differentiation. It was found out that variances were homogenous when deciding on which method would be preferred. According to the results of LSD test used to determine the reason of the differentiation among age groups, it was found out that the differentiation came from p<,05 level in favor of 41 and above ages group compared to the group of 21-30 ages and 41 and above ages. It was also found out that the differentiation came from p<,01 level in favor of the group 41 and above ages compared to the group of 31-40 ages and 41 and above ages. The differentiation of arithmetic means of other groups was not significant (p>,05).

As seen from Table 4, according to one-way analysis of variance (ANOVA) results which was conducted to determine whether arithmetic means of job satisfaction scale significantly differentiated considering seniority

Table 2. Independent group t test results of psychological counselors' self-esteem scale scores considering demographic variances.

Variables	Score	Group	N	$\overline{x}$	SD	SE	t-Test t	t-Test Df	t-Test p
Gender	Self-Esteem	Female	243	82,663	7,667	,492	,443	295	,658
		Male	54	82,148	7,989	1,087			
	Job Satisfaction	Female	243	78,095	10,414	,668	,301	295	,764
		Male	54	77,611	11,871	1,615			
Marital Status	Self-Esteem	Married	168	82,548	7,693	,594	-,054	295	,957
		Single	129	82,597	7,774	,684			
	Job Satisfaction	Married	168	78,214	10,162	,784	,382	295	,703
		Single	129	77,736	11,340	,999			
Graduated Department	Self-Esteem	PCG	217	82,816	7,524	,510	,907	295	,365
		Other	80	81,900	8,224	,920			
	Job Satisfaction	PCG	217	77,963	11,298	,7670	-,116	295	,908
		Other	80	78,125	8,824	,987			
Educational Status	Self-Esteem	Bachelor	229	82,428	7,745	,512	-,578	295	,564
		Master	68	83,044	7,650	,928			
	Job Satisfaction	Bachelor	229	78,284	11,051	,730	,821	295	,413
		Master	68	77,074	9,305	1,128			
Having a Counseling Room	Self-Esteem	Yes	245	82,902	7,663	,490	1,619	295	,106
		No	52	81,000	7,839	1,087			
	Job Satisfaction	Yes	245	78,674	10,597	,677	2,354	295	,019
		No	52	74,865	10,572	1,466			
Administration Status	Self-Esteem	Experienced	31	84,516	8,410	1,510	1,488	295	,138
		Inexperienced	266	82,342	7,615	,467			
	Job Satisfaction	Experienced	31	80,0968	8,83687	1,58715	1,153	295	,250
		Inexperienced	266	77,7632	10,85584	,66561			

Table 3. One-way analysis of variance (ANOVA) results conducted to determine whether psychological counselors' self-esteem scale and job satisfaction scale scores differentiated considering age variance.

	Descriptive results				ANOVA results					
Score	Group	N	$\overline{x}$	SD	Var.	SS	Df	MS	F	p
Self-Esteem	21-30 ages	109	82,27	7,447	Btw.Gr.	527,592	2	263,796	4,538	,011
	31-40 ages	126	81,59	7,866	Within Gr.	17091,243	294	58,133		
	41 and above	62	85,10	7,430	Total	17618,835	296			
	Total	297	82,57	7,715						
Job Satisfaction	21-30 ages	109	79,94	10,825	Btw.Gr.	1419,860	2	709,930	6,461	,002
	31-40 ages	126	75,46	11,014	Within Gr.	32304,126	294	109,878		
	41 and above	62	79,79	8,576	Total	33723,987	296			
	Total	297	78,01	10,674						

Table 4. One-way analysis of variance (ANOVA) results of psychological counselors' job satisfaction and self-esteem scale scores considering seniority variance.

| Scores | Descriptive results | | | | ANOVA results | | | | | |
	Group	N	$\overline{x}$	SD	Var.	SS	Df	MS	F	p
Self-Esteem	1-5 years	87	81,22	7,766	Btw .Gr.	570,558	3	190,186		
	6-10 years	71	83,68	6,313	Within Gr.	17048,277	293	58,185		
	11-15 years	83	81,61	8,035	Total	17618,835	296		3,269	,022
	16 and above	56	84,68	8,288						
	Total	297	82,57	7,715						
Job Satisfaction	1-5 years	87	79,53	11,157	Btw.Gr.	1090,071	3	363,357		
	6-10 years	71	78,38	9,037	Within Gr.	32633,916	293	111,379	3,262	,022
	11-15 years	83	75,02	12,089	Total	33723,987	296			
	16 and above	56	79,59	8,767						
	Total	297	78,01	10,674						

Table 5. One-way analysis of variance (ANOVA) results of psychological counselors' job satisfaction and self-esteem scale scores considering the number of off-the-job seminars variance.

| Scores | Descriptive results | | | | ANOVA results | | | | | |
	Group	N	$\overline{x}$	SD	Var.	SS	Df	MS	F	p
Self-Esteem	1-3	81	81,86	7,795	Btw. Gr.	318,707	3	106,236		
	4-6	85	81,47	8,113	Within Gr.	17300,128	293	59,045		
	7-9	30	84,00	7,656	Total	17618,835	296		1,799	,147
	10 and above	101	83,63	7,218						
	Total	297	82,57	7,715						
Job Satisfaction	1-3	81	78,95	10,492	Btw. Gr.	138,937	3	46,312		
	4-6	85	77,65	11,267	Within Gr.	33585,049	293	114,625		
	7-9	30	78,67	9,238	Total	33723,987	296		,404	,750
	10 and above	101	77,36	10,789						
	Total	297	78,01	10,674						

variance, the differentiation between arithmetic mean of seniority groups was found as statistically significant (*F*=3,269*; p<05*). Post-hoc analyses were conducted in order to determine the reason for the differentiation. When deciding on which method would be preferred to use, homogeneity of variances were controlled and the variances were found as homogeneous (L=1,004; p>,05).

According to the results of LSD test conducted to determine the reason of the differentiation arose from which groups in self-esteem scale scores, it was found out that the differentiation came from p<,05 level in favor of the group 6-10 years seniority compared between the group of 1-5 years seniority and the group of 6-10 years seniority. It was also found out that the differentiation

came from p<,01 level in favor of the group 16 years and above seniority compared between the group of 1-5 years seniority and the group of 16 years and above seniority. The differentiations of arithmetic means of other groups was not found as significant (p>,05).

As seen from Table 5, according to one-way analysis of variance (ANOVA) results which was conducted to determine whether arithmetic means of job satisfaction scale and self-esteem scale significantly differentiated considering the variable of off-the-job seminars that the psychological counselors' had attended, the difference between arithmetic means of groups was not found as statistically significant (*F1*=1,799, *F2*=,404*; p>05*).

As seen from Table 6, according to one-way analysis of

Table 6. One-way analysis of variance (ANOVA) results of psychological counselors' job satisfaction and self-esteem scale scores considering the number of students variance.

Descriptive results					ANOVA results					
Scores	Group	N	$\bar{x}$	SD	Var.	SS	Df	MS	F	p
Self-Esteem	Less than 500	61	81,33	8,420	Btw.Gr.	343,845	2	171,923		
	501-1000	121	83,84	7,724	Within Gr.	17274,990	294	58,758	2,926	,055
	1001 and above	115	81,89	7,171	Total	17618,835	296			
	Total	297	82,57	7,715						

Table 7. Relationship between psychological counselors' job satisfaction and self-esteem scores.

Variables	N	R	p
Self-Esteem Scores Job Satisfaction Scores	297	,369	,000

variance (ANOVA) result which was conducted to determine whether arithmetic means of job satisfaction scale and self-esteem scale significantly differentiated considering the variable of the number of students that they serve, the difference between arithmetic means of groups was not found as statistically significant (F_3=2,926, F_4=,313; p>05).

Findings on the relationship between psychological counselors' job satisfaction and self-esteem

Examining Table 7, according to Pearson Product Moment Correlation Analysis results which were conducted to determine whether there was a significant relationship between psychological counselors' self-esteem and job satisfaction scores, the relationship between variances was found as positively significant (r= ,369; p<,001).

DISCUSSION AND CONCLUSION

Before starting the research, it was thought that there was a relationship between psychological counselors' job satisfaction and self-esteem levels. Arithmetic mean of psychological counselors' job satisfaction scale scores was found as 78.01 and standard deviation was 10.67. According to the research psychological counselors that were working in Ankara conducted by Hamamcı (2005), Job Satisfaction Scale was applied to school teachers. Arithmetic mean of the scale was found as 70.66 and standard deviation was found as 5.40. In this research,

the average was higher.

Arithmetic mean of Self-Esteem Scale was found as 82.57, and considered as high. There is no research about self-esteem scores of psychological counselors in literature. Regarding the maximum score could be 100, we could say that the arithmetic mean was high. The individuals who have high self-esteem make less mistakes, make more achievements and as a result, they can feel themselves more valuable. The individuals with high self-esteem know how they reach their goals and they accept the responsibilities of their actions (Patrick et al., 2004). When they are unsuccessful, they review their dealing ways and they do not appraise being unsuccessful thoroughly as a mistake, they see the mistakes as opportunities to improve themselves (Ünsar and İşsever, 2003). The individual's self-esteem level affects one's skills and success at school/work, ability to overcome stress, development of friendship relationships and one's livelihood and fun levels (Ünsar and İşsever, 2003).

Taking into consideration of gender variable in Self-Esteem scale, it was discovered that arithmetic mean of female participants' score as 82.663, and arithmetic mean of male participants' score as 82.148. Self-esteem levels of female and male psychological counselors were not differentiated as statistically significant. Arithmetic mean of job satisfaction scale among female counselors was found as 78.095 and arithmetic mean of job satisfaction scale among male counselors was found as 77.611. Examining the literature, there are different findings about the effect of gender on job satisfaction and organizational commitment. However, in some studies gender factor made disagreements among the opinions (Gözen, 2007; Özkaya et al., 2006; Özdayı 1991), in some of them there were no disagreements (Pelit and Öztürk, 2010; Nartgün and Menep, 2010). In Piyal et al. (2000) the relationship between job satisfaction, gender, seniority, educational status and organizational environment was investigated and it was found out that job satisfaction of female and male workers differentiated. According to the research, compared to male workers, female workers' job satisfaction was lower. While seniority

increased, it negatively affected job satisfaction to some extent, but after tenth-year of seniority, it positively affected job satisfaction. Another study indicated that doctorate level counselors were more satisfied with promotion opportunities than masters-level counselors, and counselor educators were more satisfied with promotion opportunities than mental health, school, or creative arts/other counselors (Gambrell et al., 2011). In other study, Bane (2006) has found counselors were satisfied with their current jobs in middle schools at Virginia.

Examining the relationship between psychological counselors' marital status and their job satisfaction and self-esteem levels, the arithmetic mean of married psychological counselors' self-esteem levels was 82.548 and the arithmetic mean of single psychological counselors' self-esteem levels was 82.597. The arithmetic mean of married psychological counselors' job satisfaction levels was 78.214 and the arithmetic mean of single psychological counselors' job satisfaction levels was 77.736. Job satisfaction and self-esteem did not significantly differentiate according to marital status variable. The researchers investigated whether teachers' job satisfaction levels differed from their age, seniority and marital status. It was seen that job satisfaction did not differ from age and seniority (Çelik, 2003; Kağan, 2005; Mete, 2006; Sulu, 2007; Gürbüz, 2008). Cemaloğlu and Şahin (2000) examined the teachers' marital status and their burnout levels in the research and they found out that there was a relationship between marital status and burnout levels and this relationship was against divorced and widow women/men teachers. In the research of Aydın (2004), the burnout levels of widow men/women teachers were found as higher. Koç (2010) pointed out that the singles have lower self-esteem compared to the married. As seen from the many researches in literature, there is a relationship between marital status and burnout.

In this research, the arithmetic mean of age groups in self-esteem scale was found as statistically significant. It was noted that the mean of self-esteem scale scores of psychological counselors who were at 41 and/or above, was higher and as age increases, self-esteem levels positively increase. The results of one-way analysis of variance (ANOVA) conducted to determine whether arithmetic means of self-esteem scale scores significantly differentiated considering age variable, the difference between arithmetic means of groups was found as statistically significant. It was found out that the abovementioned differentiation came from p<,05 level in favor of the group 41 and above ages compared between the group of 21-30 ages and the group of 41 and above ages. It was also found out that the differentiation came from p<,01 level in favor of the group 41 and above compared between the group of 31-40 ages and the

group of 41 and above ages. When considering the studies in literature investigating the relationship between self-esteem and age, the different results came up. Although some of the results pointed that there was a significant differentiation between self-esteem and age, some of them asserted that there was no significant differentiation. Then, the relationship between self-esteem levels and the graduated department of sample group was investigated. There was no statistically significant differentiation considering their arithmetic means. According to the results of independent group t test which was used to determine whether the psychological counselors' job satisfaction and self esteem scale scores significantly differentiated considering graduated department variable, the difference between arithmetic means of groups was not found as statistically significant.

In the research, according to the results of independent group t test which was used to determine whether the psychological counselors' self-esteem scale scores significantly differentiated considering educational status variable, the difference between arithmetic means of groups was not found as statistically significant. According to the results of independent group t test which was used to determine whether the psychological counselors' job satisfaction scale scores significantly differentiated considering educational status variable, the difference between arithmetic means of groups was not found as statistically significant.

In this research, according to the results of one-way analysis of variance (ANOVA) which was conducted to determine whether arithmetic means of self-esteem scale significantly differentiated considering seniority, the differentiation between arithmetic mean of seniority groups was found as statistically significant. It was found out that the differentiation came from p<,05 level in favor of the group 6-10 years seniority compared between the group of 1-5 years seniority and the group of 6-10 years seniority. It was also found out that the differentiation came from p<,01 level in favor of the group 16 years and above seniority compared between the group of 1-5 years seniority and the group of 16 years and above seniority. It was stated that the differentiation came from p<,01 level in favor of the group 16 years and above seniority compared between the group of 11-15 years seniority and the group of 16 years and above seniority. According to the results of one-way analysis of variance (ANOVA) that were conducted to determine whether arithmetic means of self-esteem scale significantly differentiated considering seniority variance, the differentiation between arithmetic mean of seniority groups was found as statistically significant. Job satisfaction of classroom teachers and subject teachers who were working in public and private schools were examined in study conducted by Crossman and Haris (2006). According to the results, job satisfaction of

classroom teachers who were working in both private and public schools were found as higher than the subject teachers' job satisfaction.

In the conducted research, according to the results of independent group t test that was used to determine whether the psychological counselors' self-esteem scale scores significantly differentiated considering administration experience status variance, the difference between arithmetic means of groups was not found as statistically significant. According to the results of independent group t test which was used to determine whether the psychological counselors' job satisfaction scale scores significantly differentiated considering administration experience status variance, the difference between arithmetic means of groups was not found as statistically significant. When the literature scanned, there was no finding about the relationship between psychological counselors' administration experience and job satisfaction and self-esteem levels. In other words, there was no information about how psychological counselors' administration experience affected their job satisfaction and self-esteem. The background of managers and administrators in Turkey Ministry of National Education is being teacher and even if they are working as administrator, they have to teach in class 6 h a week. The fundamental duty is being teacher. It is thought that this is the reason why there is no differentiation about the findings in the research.

In the conducted research, according to the results of one-way analysis of variance (ANOVA) which was conducted to determine whether arithmetic means of self-esteem scale significantly differentiated considering the variable of the number of students that they serve, the difference between arithmetic means of groups was not found as statistically significant. According to the results of one-way analysis of variance (ANOVA) which were conducted to determine whether arithmetic means of job satisfaction scale significantly differentiated considering the variance of the number of students that they serve, the difference between arithmetic means of groups was not found as statistically significant. In their research, Cemaloğlu et al. (2007) investigated that whether teachers' burnout levels significantly differentiated according to the average number of the students in classes. The results showed that there was a significant relationship between the teachers' burnout levels and the average number of the students in classes. Gündüz (2004) and Tümkaya (1996) stated that the number of students negatively affected the teacher.

There was no significant difference according to having a counseling room variable of psychological counselors' self-esteem scale scores. In the research, whether psychological counselors' scores of job satisfaction scale significantly differentiated considering having a counseling room variance, the results was found as statistically significant in favor of those who had a counseling room. Baron (1991) thought that providing a comfortable and safe working environment to the employees enables them to be satisfied in their jobs. Psychological counselors' job satisfaction scale and self-esteem scale scores did not differentiate according to the on-the-job seminars variance. (Rendall et Al., 2009) stated that sufficient level of self-esteem makes the teacher candidates believe in their skills and improve their academic and non-academic performances. There was no significant differentiation of arithmetic means of psychological counselors' self-esteem scale and job satisfaction scale scores considering the off-the-job seminars variable.

In the conducted research, according to the results of Pearson Product Moment Correlation Analysis which was conducted to determine whether there was a significant relationship between psychological counselors' self-esteem and job satisfaction scores, the relationship between variables was found as positively significant. It can be interpreted as there is a positive relationship between self-esteem and job satisfaction when looking at the similar researches in literature. It was when the characteristic of individuals who have a high self-esteem was investigated. In other words, it is possible for the individuals who have a high self-esteem to have a high job satisfaction. Locke et al. (1997) stated while the individual who has a high self-esteem evaluates the job that one's having as a deserved opportunity, the individual who has a low self-esteem evaluates the job that one's doing as undeserved opportunity and as a loss.

In the result of this study, it was seen that not having a counseling room negatively affects the job satisfaction of psychological counselors. Regarding the positive relationship between job satisfaction and self-esteem, it is a necessity to reorganize the working conditions. Therefore, various activities can be organized towards raising self-esteem of psychological counselors and psychological counselors. In this way, there is a possibility to increase their professional respect level. Psychological counselors and psychological counselors should not be authorized out of their job descriptions. It was noticed that there are less research about psychological counselors and psychological counselors' self-esteem in the literature.

The upcoming researches in this subject should be supported. Qualitative and experimental researches should be conducted about the problems of psychological counselors. The physical conditions could be upgraded. Because of having a counseling room, which is well-decorated, positively affects job satisfaction, the required organization should be done. As noticing that job satisfaction decreases in the later years, the necessary precautions to increase the job satisfaction should be

taken. Seeing that there is a relationship between self-esteem and job satisfaction, activities that aim to raise self-esteem could be organized and on-the-job trainings could be done. It is also possible to increase the psychological counselors' self-esteem and job satisfaction level by appreciating counseling and guidance services in the institutions or in schools.

Conflict of Interests

The authors have not declared any conflict of interests.

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