



The Examination of Teachers' Perceptions Relating to Job Satisfaction: A Mixed-Method Study

Bayram BOZKURT¹, Halil İbrahim AKTAŞ²

¹ Gaziantep University, Gaziantep, Turkey  0000-0002-9184-0878

² Gaziantep University, Gaziantep, Turkey  0000-0002-4973-6137

ARTICLE INFO

Article History

Received 19.09.2021

Received in revised form
05.01.2022

Accepted 05.03.2022

Article Type: Research
Article

ABSTRACT

This study aimed to examine the perceptions of job satisfaction of teachers working in public schools. A concurrent design is one of the mixed methods research designs where qualitative and quantitative research methods are used together. The research was designed with the phenomenology pattern, one of the qualitative research designs, and the hatch pattern, which is one of the quantitative research types. The data in the qualitative part of the research were analyzed by content analysis method. The data in the quantitative part was analyzed with statistical methods such as mean and standard deviation. While the sample of the quantitative part consists of 324 teachers, in the qualitative part, 43 teachers determined from the same sample constitute the study group. The quantitative results showed that the teachers had a high level of internal satisfaction and a moderate external satisfaction perception. It has been concluded that teachers have a medium level of job satisfaction perception in all job satisfaction. The qualitative results revealed that the teachers had negative views on social prestige, adequate pay, being appreciated by the manager, and positive views on being satisfied with the workplace, being satisfied with the manager, and feeling conscientious about their work. It is expected that the research results will provide data for both policymakers in education and school administrators who affect teacher job satisfaction in practice. It can be recommended that the policy-makers and school administrators increase job satisfactors such as wages, rewards, and dignity that can increase their job satisfaction.

© 2022 IJPES. All rights reserved

Keywords:

Content analysis, job satisfaction, mixed method.

1. Introduction

People spend most of their lives in the work environment. Meeting workers' needs, expectations, and comfort in the workplace can affect their enjoyment and satisfaction with their jobs. Although the teaching profession has its own characteristics like other professions, there are also differences (Sağır et al, 2014). Teachers reflect their tangibles and their tangibles and their spiritual characteristics to the institutions they work for. Teachers participate in the institutions they are involved in with their needs, expectations, and goals. It has been anticipated that the parallelism of teachers' goals and expectations with the organizational ones would increase the effectiveness of both teachers and organizations (Noordin & Yusoff, 2009). It can be assumed that teachers would work more efficiently and peacefully and contribute more to the organization they belong to if they were more satisfied and gratified with their work. In this regard, teachers' job satisfaction in educational organizations emerges as a significant concept that should be addressed.

Although the concept of job satisfaction has been an area of interest for a long time in the historical sense and has been a subject of study by many disciplines, it still maintains its importance in management sciences

¹Corresponding author's address: Gaziantep University, Nizip Faculty of Education, Gaziantep/Turkey.

e-mail: byrmbzkrt02@gmail.com

Citation: Bozkurt, B. & Aktaş, H. İ. (2022). The examination of teachers' perceptions relating to job satisfaction: A mixed-method study. *International Journal of Psychology and Educational Studies*, 9(Special Issue), 841-855. <https://dx.doi.org/10.52380/ijpes.2022.9.4.704>

(Evans, 1997; Ololube, 2006; Taşdemir, 2020). Locke (1976) defines job satisfaction as the emotional state that emerges as a result of the difference between the expectation of the individual and the job requirements, while it is described as the state of being satisfied or dissatisfied with the job by Davis and Newstrom (2001). Weiss (2002) portrays job satisfaction as the individuals' positive or negative perceptions about their job. The attitude or satisfaction resulting from individuals' perceptions of their jobs by Gedik and Üstüner (2017). Many intrinsic or extrinsic factors may affect the job satisfaction of individuals in educational organizations. Crossman and Harris (2006) asserted that the job satisfaction of individuals could vary according to their workplace and environment, psychological and demographic characteristics. Batigün and Şahin (2006), on the other hand, explained that job satisfaction may alter due to the physical characteristics of the organization, the individual oneself, interpersonal relations, or organizational factors. Kutanis and Mesci (2010) classified job satisfaction as intrinsic and extrinsic satisfaction by highlighting that the individuals with intrinsic satisfaction are more active in struggle and gain. They pointed out that the intrinsic satisfaction was based on the beliefs and feelings of the individual about one's working life, while the extrinsic satisfaction was stemmed from one's environment, organizational and managerial structure rather than themselves.

Job satisfaction has a great importance for educational organizations and is effective in their professional satisfaction, duties, and responsibilities (Gençtürk & Memiş, 2010). Teachers' high job satisfaction is expected to positively impact the realization of educational goals (Demirtaş, 2010). In recent years in the national field summer, there are many investigations investigating job satisfaction. In some of these studies, teachers' job satisfaction levels were revealed (Azimi & Akan, 2019; Kabakçı & Güdek, 2020; Şahin, 2013), occupational burnout relationship with job saturation in some studies (Kanbur, 2020; Karaaslan et al., 2020), organizational silence (Demirtaş & Nacar, 2018), work stress and organizational commitment (Turhan et al., 2018), self-sufficiency belief (Kalkan, 2020), professional motivation (Taş & Selvitopu, 2020), perception of school culture (Kadioğlu Ateş & Vatanserver Bayraktar, 2018), servant leadership behavior of school principals (Tanrıoğen & Çoban, 2019), eadership styles of corporate executives (Gurbetoğlu & Genç Yücel, 2019), social capital (Durukan-Şimşek et al., 2021) the relationship between was examined. However, in the summer of the national field, a mixed model investigating the job satisfaction has not been found. In this respect, it is thought that the research will contribute to the field writing and reveal teachers' job satisfaction more comprehensively.

Relevant studies concluded that teachers who experience high levels of job satisfaction are committed to both quality education and student achievement (Crawford, 2017; Demirtaş, 2010), lead healthier lives, show higher work commitment, have lower turnover rates (Özkalp & Çiğdem, 2001), have higher motivation, and exhibit less anxiety and discomfort (Gedik et al., 2009). Aşık (2010) stipulated that the individuals with higher job satisfaction would have stronger communication and would exhibit friendly and voluntary work participation. On the other hand, teachers with lower job satisfaction perceptions may exhibit negative attitudes toward themselves, their lessons, students, and student achievement (Cunningham, 2015; Jackson, 2018). Avşaroğlu et al. (2005) indicated that negative consequences such as being late for work, alienation, increased complaints and self-harm may also emerge. When viewed in the relevant field article, it is seen that many different factors can cause business satisfaction. Different factors affecting the roles and behaviours of teachers can be listed in achieving the predetermined goals of educational organizations. Policymakers in educational institutions should follow the factors that may influence teachers' work, job satisfaction, productivity, and motivation by taking teachers' productivity, performance, attitudes, feelings, and behaviours into consideration. Policymakers need to monitor whether teachers are satisfied with their work and take measures to address situations that create dissatisfaction both for the quality of life of teachers and the institution's success. In this context, identifying the different factors affecting teachers' job satisfaction or insatiability and revealing the underlying causes of these factors has been adopted as the main problem of this research. The present study aimed to investigate the job satisfaction or dissatisfaction perceptions of teachers working at public schools through a mixed-method design. The answers to the following questions were sought in line with the main purpose of the study:

- What is the level of teachers' perception of intrinsic satisfaction?
- What are the teachers' views on intrinsic satisfaction?
- What are the factors affecting teachers' intrinsic satisfaction?
- What is the level of teachers' perception of extrinsic satisfaction?
- What are the teachers' views on extrinsic satisfaction?

- What are the factors affecting teachers' extrinsic satisfaction?

2. Methodology

2.1. Research Model

A mixed-method design in which qualitative and quantitative research methods are combined together was adopted in this study to examine teachers' perceptions of job satisfaction. Johnson and Onwuegbuzie (2004) noted that the use of a single research method may be unsatisfactory, and the use of two methods would both eliminate the shortcomings and enhance the generalizability of the data. In this study, concurrent triangulation was preferred among the mixed-method designs. Concurrent triangulation design imposes equal dominance (Johnson & Turner, 2003). Quantitative and qualitative data are collected and analysed simultaneously. Data are analysed independently and the results are combined in interpretation. Concurrent triangulation can effectively confirm and strengthen the research results (Creswell, 2003). In this regard, qualitative and quantitative data were collected and analysed one by one for the present study, and then the results were combined in the discussion section.

2.2. Research Sample

The research was carried out in the 2020-2021 academic year with teachers working in public schools in Gaziantep province. In the quantitative part of the study, the sample consists of 324 teachers determined by simple random sampling method. Simple random sampling is the sampling method in which each unit in the universe is equally involved in sampling (Gezer, 2021). DeVellis (2014) the sample size of 300 people is good value. To achieve this sample size in the study, participants were determined without selection, taking into account the equal chance of each individual from within the universe to participate. Simple random sampling is the current and best way to represent sample (Büyüköztürk et al., 2012). It can be said that this method is a valid way of representing the universe. In the qualitative part, the teachers who participated in the research were asked for their information from the volunteers and 43 teachers among the 324 teachers were interviewed voluntarily. In the qualitative section, criteria sampling method is used from purposeful sampling methods. In purposive sampling, the sample is selected from units that are believed to represent a specific universe or that the researcher believes will provide rich data for its purpose (Gezer, 2021). Criteria sampling is when the researcher creates a working group according to the criteria he has previously set to gain in-depth knowledge of the research (Büyüköztürk et al., 2014). As a criterion, the criteria of participating in the quantitative process of the research and having low perception were taken into account as a result of the analyses carried out in the quantitative section. Demographic information about the teachers participating in the study is given. Demographic information quantitative part of the study, 162 (50%) of the participants were female and 162 (50%) were male; 103 (32%) are single and 221 (68%) are married; 243 (75%) undergraduates and 81 (25%) graduates; 25 (8%) were pre-schoolers, 95 (29%) were in elementary school, 153 (47%) were in secondary school and 51 (16%) were in high school; 82 (25%) have 1-5 years of seniority, 80 (25%) have 6-11 years of seniority, 162 (50%) have 12 years or more; 88 (27%) are 20-30 years old, 149 (46%) are 31-40 years old, 87 (27%) are teachers over 41 years old. The qualitative part of the study was that 17 (40%) of the participants were female and 26 (60%) were male; 32 (74%) are single and 11 (26%) are married; 31 (72%) undergraduates and 12 (28%) graduates; 1 (2%) pre-school, 7 (16%) elementary school, 17 (40%) middle school, 18 (42%) high school; 12 (28%) have 1-5 years of seniority, 6 (14%) have 6-11 years of seniority, 25 (58%) have seniority of 12 years or more; 12 (28%) are 20-30 years old, 20 (47%) are 31-40 years old, 11 (26%) are teachers over 41 years old.

2.3. Data Collection Tools and Procedure

Minnesota Job Satisfaction Scale developed by Weiss et al. (1967) and adapted into Turkish by Baycan (1985) was administered to the respondents along with demographic questions in the quantitative phase of the study. The scale consists of 20 items under two sub-dimensions, intrinsic satisfaction (12 items) and extrinsic satisfaction (8 items). The Cronbach's alpha coefficient of the scale was estimated to be .77 for the adaptation study. For the present study, Cronbach's alpha reliability coefficient was .90 for the overall scale. The Cronbach's alpha reliability coefficient was .87 for the sub-dimensions of intrinsic satisfaction and extrinsic satisfaction, respectively.

A semi-structured interview form developed by the researchers was used with demographic questions in the qualitative phase. Semi-structured conversations provide both fixed-option answering and in-depth data

collection in research (Büyükoztürk et al., 2014). The semi-structured interview form contained 9 open-ended questions prepared to determine the researcher's purpose, personal information and teacher opinions on job satisfaction. When designing the data collection tool, the field related to job satisfaction was first scanned and identified problems affecting job satisfaction. A draft form with open-ended questions has been prepared. A pool of questions was created for the interview form, and the opinions of two experts in the field of Educational Administration Supervision, Planning and Economics were taken to ensure the scope validity, and a Turkish teacher was consulted to test the clarity of the questions (Yıldırım & Şimşek, 2016). In line with the experts' feedback, additions and subtractions were made in the questions, the questions were revised in terms of language and pilot application was made. Then, the pilot application was made with five teachers using the draft form. In line with expert opinions and the feedback made as a result of the pilot application, the questions were revised, changes were made in terms of language, and the final form was finalized. As a result of the pilot application, demographic information and the final form consisting of 9 questions were created. The data was collected in writing from the participants.

2.4. Data Analysis

SPSS 21 software package was used in the analysis of quantitative data. In the study, descriptive statistics were used to determine the participants' perceptions of job satisfaction. Descriptive analyses enable the interpretation of data to determine the general status of participants regarding a case through mathematical processes (İlhan & Çetin, 2021). Descriptive analyses such as mean and standard deviation were performed per each item. The rating scale for the items in measuring the intrinsic satisfaction and extrinsic satisfaction levels of the participating teachers were as follows: "(1) Very dissatisfied" with a mean score of 1.00 and 1.79, "(2) Dissatisfied" between 1.80 and 2.59, "(3) Moderately satisfied" between 2.60 to 3.39, (4) "Satisfied" between 3.40 and 4.19, and "(5) Very satisfied" between 4.20 and 5.00.

The content analysis method was employed for the analysis of qualitative data. The main purpose of content analysis is to reveal the concepts and relationships that will explain the obtained data. For this purpose, the data are firstly conceptualized, and then the themes are created based on these concepts to explain the data (Yıldırım & Şimşek, 2016). Two researchers individually encoded the research data and the obtained conceptual codes were brought together under sub-themes by consensus. Miles and Huberman's (2015) formula $Reliability = \frac{Consensus}{(Consensus + Divergence)} \times 100$ was used to determine the consistency between expert opinions, and the similarity between codings was determined as 83.2%. It can be said that this similarity ratio is sufficient for the reliability of coding (Miles & Huberman, 2015). The frequencies for each sub-theme and conceptual code were presented in the table. Direct quotations were included by assigning pseudonyms such as P1, P2... P43 to the forms belonging to the participants. To ensure the validity of the study, the interview form was developed in line with the expert opinions and by reviewing the literature, the research procedure was explained in detail, and the participant views were supported through direct quotations in the results section. To ensure reliability, some clues about the personal information of the participants were included, the research data were encoded independently by two researchers and the nodes were grouped under sub-themes by consensus.

2.5. Ethical

Scientific, ethical, and citation rules were followed in the preparation of the study entitled "The Examination of Teachers' Perceptions Relating to Job Satisfaction: A Mixed-Method Study" The collected data were not falsified and ethics approval was obtained with meeting number 2021/07 dated 24/03/2021 and decision number 2021/23 of the Ethics Committee of Gaziantep University before the data were collected. I certify that the International Journal of Psychology and Educational Studies (IJPES) assumes no responsibility for any ethical violations, that all responsibility rests with the responsible author, and that this study has not been submitted to any other academic publication environment for evaluation.

3. Findings

This section submitted the results obtained from the quantitative and qualitative data for the research questions that were sought in line with the study's main purpose. Qualitative and quantitative results were presented under separate headings.

3.1. Results from quantitative data on intrinsic satisfaction

In this part of the study, descriptive statistics such as arithmetic mean, standard deviation and the levels of fit for the statistics regarding the research data collected through the Minnesota Job Satisfaction Scale were included. The results of the quantitative data are given in Table 1.

Table 1. *Perceived intrinsic satisfaction levels of teachers*

Intrinsic satisfaction	X	df	Level of fit
Being able to keep busy all the time	3,46	0,94	Satisfied
Being able to do things that don't go against my conscience	3,57	1,17	Satisfied
The way my job provides for steady employment	3,93	0,94	Satisfied
The chance to do things for other people	4,12	0,91	Satisfied
The chance to tell people what to do	3,7	0,97	Satisfied
The chance to work alone on the job	3,49	1,06	Satisfied
The chance to do different things from time to time	3,43	1,16	Satisfied
The chance to be "somebody" in the community	3,14	1,24	Moderately satisfied
The chance to try my own methods of doing the job	3,52	1,03	Satisfied
The freedom to use my own judgment	3,26	1,05	Moderately satisfied
The chance to do something that makes use of my abilities	3,44	1,01	Satisfied
The feeling of accomplishment I get from the job	3,51	1,07	Satisfied
Intrinsic satisfaction overall mean	3,54	0,68	Satisfied

The examination of Table 1 yielded that the teachers' intrinsic satisfaction regarding their work was at the level of "satisfied" and "moderately satisfied", and the overall intrinsic satisfaction was at the level of "satisfied" based on teacher perceptions. The item with the highest mean was "The chance to do things for other people" and the one with the lowest mean was "The chance to be "somebody" in the community".

3.2. Results from qualitative data on intrinsic satisfaction

In this part of the study, the emergent results were presented in Table 2 under the headings of themes, sub-themes, nodes, and frequencies based on the qualitative data analysis on intrinsic satisfaction.

Table 2. *Results related to intrinsic satisfaction based on teachers' opinions*

Theme	Sub-theme	Nodes	f
Intrinsic satisfaction	Using abilities	Using someone's skills	8
		Occupational predisposition	5
		Using divergent teaching methods and techniques	5
		Providing opportunities for socialization	1
		Reconciliation of physical conditions	1
	Not using abilities	Limitations of the educational system	6
		Inadequate physical conditions	6
		Limitations of the curriculum	5
		Low level of students	4
		Negative attitudes towards the lesson	4
	Gaining social respect	School administration's incompetence	2
		A positive social view of teaching	9
		Competence and intellectual accumulation	3
	Inability to gain social respect	Raising people for society	2
		Negative social perception	12
		Teachers' low income	11
		Negative behaviours towards the teacher	2
	Inability to create workplace autonomy	Adverse perception operation	2
		The restriction of laws and regulations	9
		The teacher's not being the decision-maker	4
Creating workplace autonomy	Excessive workload	2	
	The convenience of working hours	12	
Having a clear conscience	The support of school administration	2	
	Doing your job well	20	
		Efforts to be helpful to students	12

	Receiving positive feedback	6
	Student achievement	4
Not having a clear conscience	Feeling professional incompetence	2
	State employment assurance	12
Feeling job guarantee	Fulfilling the requirements of the profession	3
	The indispensability of the teaching profession	2
	Risk of losing your job	9
Not feeling job guarantee	Personal perspectives	5
	Political factors	2

Table 2 shows that the factors that influence teachers' intrinsic satisfaction are the use of skills (f=20) and the non-use of skills (f=27), gaining social respect (f=14) and the inability to gain social respect (f=27), creating autonomy at work (f=14) and inability to create autonomy at work (f=15), good conscience (f=42) and bad conscience (f=2), feeling job security (f=18) and feeling no job security (f=15) are. The participants of the study stated that the teaching profession enables them to use their abilities based on the factors of using a person's abilities, professional disposition, using different teaching methods and techniques, providing opportunities for socialization, and reconciling physical conditions, while they explained the opposite view based on the factors of limitations of the educational system, insufficient physical conditions, limitations of the curriculum, low level of students, negative attitude toward teaching, and incompetence of school administration. Participants P24 and P12 expressed their views as follows:

"I use my speaking, listening, comprehension and writing skills, in other words, all kinds of communication skills while teaching and I think that the teaching profession is the truest profession to use these skills (P24)."

"... I think that the factors such as the exam-oriented educational system and concerns for keeping up with the curriculum limit me in terms of using my skills (P12)"

The study participants justified the teaching profession enabling them to gain social prestige under the factors of a positive social view of the teaching profession, competence, and intellectual accumulation educating people for society, while they listed the factors of negative social perception, low teacher income, negative behaviour toward the teacher, and negative perception of the job under the opposite view. Participants P24 and P16 expressed the following:

"...When I publicly declare that I am a teacher, I notice a palpable love and respect (P24)."

"Teaching used to be valuable, but now teaching is not different from babysitting. Parents advise their children to be a teacher if they can't win any other departments at university. Our profession has been devalued (P16)."

The participants of the study defined the teaching profession's inability to create workplace autonomy based on the factors of the restriction of laws and regulations, the teacher's not being the decision-maker, and excessive workload while the theme of creating workplace autonomy was represented with the convenience of working hours and the support of school administration. Participants P41 and P17 uttered as follows:

"So much so that sometimes our administrators may only ask you to stay within the limits of the framework of regulations and laws. They are not open to new ideas; they are unaware of the unifying element of the school culture among teachers. Unfortunately, flexibility is never possible in workplace environments that are only bound by labour contract (P41)."

"Since I have enough time after school, I can spare time for different pursuits. I can work on my hobbies. I am a teacher and the planning in the classroom belongs to me. I design the process as I want so as to be more efficient and funnier (P17)."

The study participants justified the teaching profession's enabling them to have clear conscience based on the factors of doing your job well, efforts to be helpful to students, receiving positive feedback, and student achievement while the opposite view included feeling professional incompetence. The participants P24 and P11 voiced as follows:

“Approaching students like your own children, meeting their needs as much as you can, making them feel next to them, taking care of them, and witnessing their love makes me feel like a parent rather than a teacher. This makes me think that I deserve the salary I paid, and it relieves my conscience (P24).”

“It would be beneficial for us to receive training to be more productive to constantly improve ourselves. I offer my students every opportunity to communicate with me. Sometimes I feel inadequate academically (P11).”

The participants of the study justified the teaching profession’s job guarantee based on the factors of state employment assurance, fulfilling the requirements of the profession, and the indispensability of the teaching profession and the opposite view consisted of the elements of risk of losing your job, personal perspectives, political factors. Participants P9 and P32 expressed their opinions as follows:

“I am a tenured civil servant. I grew up in a low-income family in a village. Otherwise, I would not have chosen this profession. When choosing a profession, I did not have many alternatives. I chose this profession because of the job guarantee (P9).”

“I think I can be fired from my job at any moment, even for an insignificant reason. I don’t think any job is guaranteed anymore (P32).”

4. Results from quantitative data on extrinsic satisfaction

In this part of the study, descriptive statistics such as arithmetic mean, standard deviation and the levels of fit for the statistics regarding the research data collected through the Minnesota Job Satisfaction Scale were introduced. The results of the quantitative data are presented in Table 3.

Table 3. *Perceived extrinsic satisfaction levels of teachers*

Extrinsic satisfaction	X	Df	Level of fit
My pay and the amount of work I do	2,29	1,07	Dissatisfied
The chances for advancement in this job	2,32	1,13	Dissatisfied
The working conditions	2,99	1,10	Moderately satisfied
The way my co-workers get along with each other	3,18	1,05	Moderately satisfied
The way my boss handles their workers	3,10	1,18	Moderately satisfied
The competence of my supervisor in making decisions	3,04	1,21	Moderately satisfied
The way company policies are put into practice	3,06	0,99	Moderately satisfied
The praise I get for doing a good job	3,02	1,14	Moderately satisfied
Extrinsic satisfaction overall mean	2,87	0,80	Moderately satisfied

The examination of Table 3 implied that the teachers’ extrinsic satisfaction regarding their work was at the level of “dissatisfied” and “moderately satisfied”, and the overall extrinsic satisfaction was at the level of “moderately satisfied” based on teacher perceptions. The item with the highest mean was “*The way my co-workers get along with each other*” and the one with the lowest mean was “*My pay and the amount of work I do*”.

4.1. Results from qualitative data on extrinsic satisfaction

In this part of the study, the emergent results were presented in Table 4 under the headings of themes, sub-themes, nodes, and frequencies based on the analysis of the qualitative data on extrinsic satisfaction.

Table 4 submitted that the factors affecting teachers’ extrinsic satisfaction were having a satisfactory salary (f=4) and having a unsatisfactory wage (f=30), being appreciated (f=16) and being unappreciated (f=15), satisfaction with the workplace (f=29), and dissatisfaction with the workplace (f=10), satisfaction with the principal (f=38) and dissatisfaction with the principal (f=8).

Table 4. Results related to extrinsic satisfaction based on teachers' opinions

Theme	Sub-theme	Nodes	f
Extrinsic satisfaction	Having a satisfactory salary	Economic conditions in the country	3
		Higher than other professions	1
	Having an unsatisfactory salary	Hard living conditions	13
		Low salary	11
		Less than other professions	2
		Fell short of the workload	2
		Less than other countries	1
	Being appreciated	Principal's appreciation	7
		Certificate of achievement	3
		Parent's appreciation	3
		Colleague's appreciation	2
	Being unappreciated	Unfair practices	10
		Incapability of administrators	3
		The impact of unions	1
		The influence of culture	1
	Satisfaction with the workplace	Positive relationships	18
		Favourable physical conditions	8
		Effective communication	3
	Dissatisfaction with the workplace	Unfavourable physical conditions	7
		Negative peer approach	2
		Insincere environment	1
	Satisfaction with the principal	Communicate effectively	10
		Supportive practices	8
Tend to be collaborative		6	
Democratic management approach		6	
Fair practices		4	
Having a vision		2	
Appreciating teachers		1	
Solution-oriented thinking	1		
Dissatisfaction with the principal	Incompetence	3	
	Unfair approaches	2	
	Not taking initiative	2	
	Authoritarian attitude	1	

The participants of the study explained the teaching profession's having an unsatisfactory salary based on the factors of economic conditions in the country, higher than other professions while they clarified the opposite view through the factors of hard living conditions, low salary, less than other professions, fall short of the workload and less than other countries. Participants P4 and P7 expressed their views as follows:

"When I compare it with other occupational groups in the society, I can say that the money I paid is neither more nor less. I think it's enough (P4)."

"Teaching is currently among the lowest-paid public services. This is not the reward for the work we do and it really lowers the social status of the profession (P7)."

The participants of the study justified the teaching profession's enabling them to be appreciated based on the factors of principal's appreciation, certificate of achievement, parent's appreciation, colleague's appreciation while they listed the factors of unfair practices, incapability of administrators, the impact of unions, the influence of culture under the opposite view. The participants P25 and P20 opined as follows:

"Of course, being appreciated is a beautiful thing. It is a good feeling when my efforts are noticed and supported by a colleague or my principal who expresses gratitude for my work at the school. I think I'm lucky in this vein (P25)."

"The dignity of those who work and those who do not work is the same, even for those who do not work, who do not like to work and therefore want to be part of the school administration because they consider

it a more comfortable and prestigious position, and those who are on the side of the powerful actors achieve their goals faster (P20)."

The study participants defined their satisfaction with the workplace based on the factors of positive relationships, favourable physical conditions, effective communication while the opposing view was represented with unfavourable physical conditions, negative peer approach, and an insincere environment. Participants P43 and P19 uttered as follows:

"I am satisfied with the working conditions at my school and my colleagues. So we can share and have conversations together. This is often about educational issues or personal development. In this sense, I enjoy taking part in organizations such as dining with my friends from the workplace environment (P43)."

"I am not satisfied with the physical conditions at our school. Class sizes are crowded. There is not enough space for the garden. No laboratory, poor library (P19)."

Participants in the study justified their satisfaction with the principal on the factors of effective communication, supportive practices, tendency to collaborate, democratic management approach, fair practices, vision, appreciation of teachers, solution-oriented thinking, while the opposite opinion included incompetence, unfair approaches, lack of initiative, and authoritarian attitude.. The participants P36 and P33 voiced as follows:

"Our school principal has a personality trait of highlighting cooperation. S/He is also someone who recognizes the teacher in personal conversations and listens to him/her carefully. It is very important to feel appreciated. Our principal is someone who recognizes the teacher in this regard (P36)."

"Principals should be impartial, merit-holder, and treat everyone equally. They need to be practical and consider the vocabulary when solving problems. But I think many of them don't pay attention to these issues (P33)."

5. Conclusion and Discussion

The purpose of the present study was to investigate teachers' perceptions of job satisfaction. This study used a mixed-methods triangulation design in which quantitative and qualitative data were collected together. The results were simultaneously analysed and combined in the discussion section to confirm, strengthen, and increase the generalizability of the findings related to job satisfaction. According to the quantitative results of the study, it was concluded that the teachers' perception of job satisfaction was high (satisfied) and their perceived extrinsic satisfaction was moderate (moderately satisfied). Based on the qualitative data, it was observed that positive opinions about intrinsic satisfaction were higher than the negative ones). At the same time, positive views about extrinsic satisfaction were also greater than the negative ones. In this regard, it can be alleged that teachers' intrinsic and extrinsic satisfaction was greater than their dissatisfaction. As a result, it was determined that the quantitative and qualitative results supported each other. Similarly, Kılıç et al. (2013) found that teachers' intrinsic job satisfaction was higher than their extrinsic job satisfaction, and Kabakçı and Güdek (2020) found that teachers' intrinsic satisfaction was high and their extrinsic satisfaction was moderate. While some others indicated that teachers' extrinsic satisfaction was moderate (Çifçi & Dikmenli, 2015; Gafa & Dikmenli, 2019), İdi (2017) found that teachers also had high extrinsic satisfaction. It was found that the results related to internal and external satisfaction were due to the autonomy of teachers in the use of their knowledge, skills and abilities, the respect that society has for teachers, the fact that they provide an environment in which they can demonstrate their professional skills within the framework of laws and regulations, support from the executive, positive or negative feedback from other stakeholders as a result of professional study, and the risk of losing the job.

As a result of the quantitative results of the study, the participants were found to have a moderate level of perception for the teaching profession's enabling teachers to be a respectable person in the society, and the qualitative results revealed 14 positive opinions versus 27 negative ones about the profession's enabling social prestige. It can be claimed that the reasons such as the negative perceptions and behaviours of the society towards teachers and the adverse perception operation towards teachers may lead to a low perception of professional reputation. Ünsal (2018) listed the factors such as teacher training institutions, working

conditions, economic conditions, media, society, teacher qualifications, junior and senior administrators, and educational policies as the reasons for the low status of the teaching profession. It is important to analyze the reasons that reduce the professional status of teachers, who have a vital role in raising new generations, and make the necessary social and economic arrangements to enhance the status of the profession to the level it deserves.

As a result of the quantitative analyses, it was determined that the teaching profession created a high level of intrinsic satisfaction in terms of providing the opportunity to do something for others, and the qualitative results were found to support the quantitative ones in terms of raising people for the society, being helpful to students, and contributing to student achievement. Teaching is a profession with an important place in society as it is based on the phenomenon of "human upbringing". Teachers are happy with what they do when they are useful to students while doing their job, when students' social skills and communication develop, and when they feel good about themselves as vicadi. Karataş and Güleş (2010) listed the factors affecting teachers' job satisfaction as future assurance, success, and the opportunity to do something for others, respectively. Özbek et al. (2007) acknowledge that teaching is a significant and responsible profession for the development of society. Teachers are mostly satisfied with their jobs if they are helpful to society and teach new generations (Kılıç et al., 2013). In the study Best (2006), 89% of teachers with job satisfaction declared that their favourite activity was to make a difference in students' lives.

According to the quantitative results of the study, the teaching profession created a high level of intrinsic satisfaction in terms of job assurance, and the qualitative results included clear expressions about the state employment assurance and the indispensability of the profession. However, it was observed that teachers mostly had negative opinions about job guarantees based on the qualitative data. Engür & Kayıkçı (2020) pointed out that there should be professional security, the absence of professional assurance would create psychological pressure, a healthy performance evaluation should accompany professional security, it reduced anxiety and contributed to the work of employees in an environment of peace and tranquillity. As in any profession, it can be said that job guarantees for teachers will have many positive results such as performance, job saturation, decreased stress and anxiety, and a positive climate in the organization.

According to the quantitative results of the study, it was revealed that teachers had a high level of intrinsic satisfaction in working alone and doing different studies. However, it was found that the negative opinions about intrinsic satisfaction, based on the constraint of laws and regulations, excessive workload, and the fact that teachers are not the decision makers, carry equal weight to the positive opinions about the convenience of working hours and support from school administrators, based on the qualitative results. Both the results that teachers' workload was not high (low) based on Erdem and Öztürk (2020) study on teachers' perceptions of workload and the result that teachers' perceptions of workload were at a moderate level according to Keleş Ay's (2010) study do not overlap with the research results. It can be asserted that teachers cannot act autonomously on their own in the context of the restriction of laws and regulations, and teacher's not being the decision-maker. Still, they experienced a high level of intrinsic satisfaction due to acting more autonomously thanks to the availability of working hours and the initiative of administrators.

According to the quantitative results of the study, it was determined that teachers had a high level of intrinsic satisfaction perception in terms of being able to do something by using their abilities. On the other hand, they expressed a predominantly negative view of not being able to use their talents due to the limitations of the educational system, inadequate physical conditions, limitations of the curriculum, low standards of students, negative attitudes toward teaching, and incompetence of school administrators, based on qualitative results. According to Karaköse and Kocabaş (2013), teachers opined that their profession gave them the chance to evaluate their performance and they can reach their goals while doing their jobs. If teachers cannot use their skills in their work as much as intended and were restricted due to different reasons, it would be difficult for them to enjoy their work and therefore, their job satisfaction would decrease.

As a result of the quantitative results, it was found that the extrinsic satisfaction of the teachers was at a moderate level. Based on the research results, it can be claimed that it is necessary to increase teacher salaries so that the job satisfaction of prosperous teachers in economic terms will also increase. At the same time, it was observed that the teachers had the lowest level of perception in terms of the inadequacy of the salary they paid for extrinsic satisfaction. Accordingly, the number of negative opinions such as hard living conditions,

low salary, not equal to the workload, less than other professions and other countries indicated that the qualitative results supported the quantitative ones. Similar to the research results, it has been unveiled in many studies in the relevant literature that teachers experienced economic difficulties (Keser Özmantar & Aktaş, 2018), were not paid adequately (Atmaca, 2020; Bahçalı, 2020; Ünsal, 2018), had to work additionally (Uygun, 2012). In studies examining the relationship between teacher salaries and job satisfaction, it was revealed that job dissatisfaction was experienced due to low wages (Altinkurt & Yılmaz, 2012; Çolak et al., 2017; Karataş & Güleş, 2010; Şahin, 2013). Contrary to the research results, Koruklu et al. (2013) established that there was no significant difference between the job satisfaction levels according to the teachers' views on their economic status.

According to the quantitative results of the research, moderate extrinsic satisfaction was found in relation to the working conditions at the workplace and the agreement among colleagues. Based on the qualitative results, positive opinions were obtained to a great extent in terms of positive relations and effective communication in the workplace. Similar to the quantitative results of the study, Günbayı & Tokel (2012) discovered that teachers' job satisfaction was moderate in terms of working conditions while Bahçalı (2020) uncovered that the teachers experienced dissatisfaction due to the improper working conditions of schools. On the other hand, it was pointed out that the relationship of teachers with their colleagues at work was one of the factors affecting job satisfaction, and job satisfaction would increase when individuals were in a successful group with people similar to their view of life (Erdoğan, 1996). The previous studies determined that individuals who had effective communication and cooperation with their colleagues at work experienced greater job satisfaction (Bahçalı, 2020; Best, 2006, Çolak et al., 2017; Ramere, 2006; Rudolph, 2006). In a school full of teachers who establish good relations with their colleagues, the phenomenon of learning from each other becomes a reality and a more creative and productive learning environment is built. As can be seen, interpersonal relationships have an important influence since teachers' negative interpersonal relationships with their colleagues reduce job satisfaction. Therefore, it can be alleged that creating a positive climate at schools in line with the efforts of the school administrator would be beneficial in terms of establishing more productive and happier schools.

It was concluded that the participants had a moderate level of extrinsic satisfaction due to the quantitative analyses for the appreciation of the teachers in return for their work. Accordingly, positive opinions regarding the principal's, parent's, and colleague's appreciation, and the certificate of achievement versus the negative ones, including unfair practices, the incapability of principal, the impact of unions, and the influence of culture, had equal weight according to qualitative results. Similar to the research results, Keskin (2010) indicated that the rewarding approach was a motivating factor for administrators and teachers, but there was no transparent and fair evaluation in the award system implemented by the Ministry of National Education. Regarding the effect of appreciation on job satisfaction, Altinkurt & Yılmaz (2012) yielded that teachers' not being adequately appreciated in return for their efforts reduced their level of job satisfaction. Similarly, some studies demonstrated that the reward system used for the schools in the Turkish education system was weak in motivating teachers (Ünal, 2000). Based on the research findings, it can be claimed that a fair and transparent reward mechanism is necessary in the Turkish education system and that an effective recognition mechanism and a fair reward system will increase teachers' job satisfaction and improve their productivity.

According to the quantitative results of the study, it was concluded that teachers' perceptions of extrinsic satisfaction were moderate in terms of the principal's management style and decision-making skills. On the other hand, positive views were dominant in terms of the administrator's communication, the tendency to be collaborative, democratic management approach, supportive and fair practices, having a vision, and appreciating teachers based on the qualitative results. According to the research results, it can be alleged that the positive characteristics of school administrators affect teachers' job satisfaction affirmatively. It can also be said that the management approaches of school administrators and their attitudes towards teachers are effective on teachers' job satisfaction. The school administrators' not exhibiting the anticipated behaviours negatively affects teachers' job satisfaction (Ramere, 2006). Bahçalı (2020) concluded that the managerial approach affected teachers' job satisfaction and proposed that the administrators who intended to create a sensible and positive school environment and sympathize with teachers may positively affect teachers' job satisfaction. Sönmezer (2007), on the other hand, found that a positive relationship with administrators

increased teachers' job satisfaction, and Başaran and Güçlü (2018) determined that there was a positive relationship between the management styles of administrators and teachers' job satisfaction levels.

The study yielded that the lack of promotion opportunities in the teaching profession caused teachers' low level of extrinsic satisfaction perception. It is impossible to expect higher job satisfaction if individuals with a passion for promotion cannot find this opportunity in their work environment. Getting promoted based on the efforts and success of the individual will increase job satisfaction due to the social status it brings and financial support (Erdoğan, 1996). Similar to the research results, the limitations of promotion and development opportunities reduced the job satisfaction level of teachers (Çolak et al., 2017; Altinkurt & Yılmaz, 2012), and the lack of career steps was referred to be a crucial teacher problem (Keser Özmantar & Aktaş 2018). It can be alleged that making teaching a profession of career and creating promotion opportunities will improve the status of the profession, increase the job satisfaction of teachers and allow positive developments in the quality of education.

6. Recommendations

Teachers, who can be described as social engineers, have a key role in the social structure due to the nature of their jobs. Therefore, it can be claimed that the higher level of job satisfaction of teachers may significantly affect the progress and development of countries. Based on the research findings, it could be suggested that concrete steps should be taken to make teaching a profession by establishing career stages, improving the economic conditions of teachers, creating a recognition mechanism that includes a fair and transparent reward system for the education system, improving the working conditions of teachers, and finally gaining the social prestige that the profession deserves. Research can be conducted to determine, in diverse and larger samples, how teachers perceive the saturation of their jobs. Action research can be conducted to improve teachers' perceptions of saturation.

7. References

- Altinkurt, Y. & Yılmaz, K. (2012). Relationship between management by values, organizational justice, and job satisfaction in secondary schools. *Sakarya University Journal of Education*, 2(4), 50-68.
- Aşık, N. A. (2010). A conceptual evaluation of individual and organizational factors affecting employees' and results of job satisfaction. *Turkish Administrative Journal*, 467, 31-53.
- Atmaca, T. (2020). Examining factors that negatively affect teachers' social dignity and image. *Journal of Education for Life*, 34(1), 152-167. <https://doi.org/10.33308/26674874.2020341165>
- Avşaroğlu, S., Deniz, M. E., & Kahraman, A. (2005). Examination of life saturation job saturation and occupational burnout levels in technical teachers. *Selçuk University Institute of Social Sciences Journal*, 21(14), 115-129.
- Azimi, M. & Akan, D. (2019). Öğretmenlerin iş doyumunu düzeyleri. *Ulusal Eğitim Akademisi Dergisi*, 3(2), 126-138. <http://dx.doi.org/10.32960/uead.559025>
- Bahçalı, F. (2020). *Job satisfaction of culture teachers at vocational and technical high schools: A qualitative study* [Master's Thesis]. Uludağ University.
- Başaran, M. & Güçlü, N. (2018). Analyzing the relationship between school principles' management styles and teachers' job satisfaction. *Gazi University Journal of Gazi Educational Faculty*, 38(3), 949-963.
- Batıgün, A. D. & Şahin, N. H. (2006). Two Scales for job stress and psychological health investigation: Type-A personality and job satisfaction. *Turkish Journal of Psychiatry*, 17(1), 32-45.
- Baycan, A. (1985). *An analysis of several aspects of job satisfaction between different occupational groups* [Unpublished doctoral dissertation]. Boğaziçi University.
- Best, E. E. (2006). *Job satisfaction of teachers in Krishna primary and secondary schools* [Doctoral dissertation]. University of North Carolina.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2014). *Bilimsel araştırma yöntemleri* (12.baskı). Pegem.

- Civil Servants' Law (1965, 27 May). *Official newspaper* (12056/657). Retrieved from: <https://mevzuat.gov.tr/MevzuatMetin/1.5.657.pdf>
- Crawford, J. D. (2017). *Teacher job satisfaction as related to student performance on state-mandated testing* [Doctoral dissertation]. Lindenwood University.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage.
- Crossman, A. & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, 34(1), 29-46.
- Cunningham, S. L. (2015). *Quantitative analysis of the factors associated with teacher attitudes and perceptions towards job satisfaction* [Doctoral dissertaion]. Seton Hall University.
- Çifçi, T. & Dikmenli, Y. (2015). An examination of geography teachers' job satisfaction and loneliness in work life levels. *The Journal of Academic Social Sciences*, 3(21), 142-160.
- Çolak, İ. & Altınkurt, Y. (2017). The relationship between school climate and teacher autonomy behaviors. *Educational Administration: Theory and Practice*, 23(1), 33-71.
- Çolak, İ., Altınkurt, Y., & Yılmaz, K. (2017). Öğretmenlerin özerklik davranışları ile iş doyumları arasındaki ilişki. *Karadeniz Sosyal Bilimler Dergisi*, 9(2), 189-208.
- Davis, K. & Newstrom, J.W. (2001). *Human behavior at work: Organizational behavior*, McGraw Hill.
- Demirtaş, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069-1073.
- Demirtaş, Z. & Nacar, D. (2018). Öğretmenlerin iş doyum ve örgütsel sessizlik algıları arasındaki ilişki. *Journal of Educational Reflections*, 2(1), 13-23.
- DeVellis, R. F. (2014). *Ölçek geliştirme: Kuram ve uygulamalar* (Çev. Ed. T. Totan). Nobel.
- Durukan Şimşek, R., Yalçınkaya, M., & Kavlak, İ. (2021). İlkokul ve ortaokullarda sosyal sermaye düzeyi ile öğretmenlerin iş doyumları arasındaki ilişkinin incelenmesi. *E-Uluslararası Pedagoji Dergisi*, 1(3), 17-35. <https://trdoi.org/10.27579808/e-ijpa.55>
- Engür, A. & Kayıkçı, K. (2020). The effect of occupational assurance practices on school and the performance of teachers in the Turkish education system. *E-International Journal of Educational Research*, 11(2), 16-34. DOI: [10.19160/ijer.735585](https://doi.org/10.19160/ijer.735585)
- Erdem, M. & Öztürk, M. A. (2020). The relationship between the perception of workload and the occupational burnout levels of classroom teachers. *YYU Journal of Education Faculty*, 17(1), 926-958.
- Erdoğan, İ. (1996). *Organizational behavior*. Istanbul University Publishing.
- Evans, L. (1997). Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction. *Educational Research*, 39(3), 319-331.
- Gafa, İ. & Dikmenli, Y. (2019). An investigation of elementary teachers' job satisfaction and loneliness levels in work life. *Ahi Evran University Institute of Social Sciences Journal*, 5(1), 131-150.
- Gedik, A. & Üstüner, M. (2017). Correlation between organizational commitment and job satisfaction in educational organizations: A Meta-analysis. *E-International Journal of Educational Research*, 8(2), 41-57.
- Gedik, T., Akyüz, K.C. & Batu, C. (2009). Determination of manager job satisfaction level in forest products industry (The case of DÜZCE). *Kastamonu University Journal of Forestry Faculty*, 9(1), 1-11.
- Gençtürk, A. & Memiş, A. (2010). An investigation of primary school teachers' teacher efficacy and job satisfaction in terms of demographic factors. *Elementary Education Online*, 9(3), 1037-1054.
- Gezer, M. (2021). Örneklem seçimi ve örnekleme yöntemleri. B. Çetin, M. İlhan, & M.G. Şahin (Eds.), *Eğitimde araştırma yöntemleri: Temel kavramlar ilkeler ve süreçler* (133-159). Pegem.
- Gurbetoğlu, A. & Genç Yücel, B. (2019). Okulöncesi eğitim kurumu yöneticilerinin liderlik stilleri ile öğretmenlerin iş doyumları arasındaki ilişkinin incelenmesi. *Temel Eğitim*, 1(2), 6-19.

- Günbayı, İ. & Tokel, A. (2012). A comparative analysis of compulsory school teachers' job satisfaction and job stress levels. *ODU Journal of Social Sciences Research*, 3(5), 77-96.
- İdi, A. (2017). *The relationship between the organizational climate and job satisfaction in primary and secondary schools* [Unpublished Master's Thesis]. Dokuz Eylül University, İzmir.
- İlhan, M. & Çetin, B. (2021). *Nitel verilerin toplanması ve analizi*. B. Çetin, M. İlhan, & M.G. Şahin (Eds.), Eğitimde araştırma yöntemleri: Temel kavramlar ilkeler ve süreçler (162-196). Pegem.
- Jackson, M. M. (2018). *Examining the relationship between school climate and teacher absenteeism, teacher job satisfaction, and teachers' intentions to remain* [Doctoral dissertation]. Trevecca Nazarene University.
- Johnson, B., & Turner, L. A. (2003). Data collection strategies in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 297-319). Sage.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Kabakcı, B. & Güdek, B. (2020). The study of the job satisfaction of music teachers. *Journal of Social and Humanities Sciences Research*, 7(59), 2718-2730. <http://dx.doi.org/10.26450/jshsr.2063>
- Kadioğlu Ateş, H., & Vatansever Bayraktar, H. (2018). Sınıf öğretmenlerinin okul kültürü algısı ile iş doyumunu arasındaki ilişki, *Turkish Studies*, 13(19), 127-162. <http://dx.doi.org/10.7827/TurkishStudies.14153>
- Kalkan, F. (2020). Öğretmenlerin öz yeterlik inançları ve iş doyumunu düzeyleri arasındaki ilişki: Bir meta analiz çalışması. *Eğitim ve Bilim*, 45(204), 317-343. <http://dx.doi.org/10.15390/EB.2020.8549>
- Kanbur, O. (2020). *Fizik öğretmenlerinin iş doyumunu ve mesleki tükenmişlik düzeylerinin demografik değişkenler açısından incelenmesi* [Master thesis]. Gazi Üniversitesi, Ankara.
- Karaaslan, İ. , Uslu, T. & Esen, S. (2020). Beden eğitimi öğretmenlerinin mesleki tükenmişlik, iş doyumunu ve yaşam doyumlarının incelenmesi. *Journal of Health and Sport Sciences*, 3(1), 7-18.
- Karaköse, T. & Kocabaş, İ. (2013). The effect of teachers' expectations on job satisfaction and motivation in private and public schools. *Journal of Theory and Practice in Education*, 2(1), 3-14.
- Karataş, S. & Güleş, H. (2010). The relationship between primary school teachers' job satisfaction and organizational commitment. *Uşak University Journal of Social Sciences*, 3(2), 74-89.
- Keleş Ay, F. (2010). *Perceptions of elementary school teachers' work overload and work family conflict* [Master's thesis]. Kocaeli University.
- Keser Özmantar, Z. & Aktaş, H. İ. (2018). A review of current problems in Turkish education system. *International Journal of Eurasia Social Sciences*, 9(34), 2254-2288.
- Keskin, A. (2010). *Motivating impact of rewarding for teachers and managers in secondary education schools: Model for Ankara city* [Master's thesis]. Gazi University, Ankara.
- Kılıç, S., Tanrıkulu, T. & Uğur, H. (2013). Job satisfaction and social comparison levels of teachers working for state schools. *International Journal of Human Sciences*, 10(1), 760-779.
- Koruklu, N. Feyzioğlu, B., Özenoğlu Kiremit, H. & Aladağ, E. (2013). Öğretmenlerin iş doyumunu düzeylerinin bazı değişkenlere göre incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 25, 119 – 137.
- Kutunis, R. Ö., & Mesci, M. (2010). Örgütsel adaletin çalışanların iş tatminine etkisi: turizm alanında eğitim veren bir yükseköğretim kurumuna yönelik bir örnek olay çalışması. *Sosyal Ekonomik Araştırmalar Dergisi*, 10(19), 527-552.
- Locke, E.A. (1976). The nature and causes of job satisfaction. In Dunnette, M. D. (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Rand McNally.
- Miles, M. B. & Huberman, A. M. (2015). *Nitel veri analizi* (Çev. Ed. S. A. Altun & A. Ersoy). Pegem.
- Noordin, F. & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, 5(5), 122-128.

- Ololube, N. P. (2006). *Teachers job satisfaction and motivation for school effectiveness: An assessment*. Online Submission. Retrieved from: <https://files.eric.ed.gov/fulltext/ED496539.pdf>
- Özbek, R., Kahyaoğlu, M. & Özgen, N. (2007). Evaluation of candidate teachers' opinions on teaching profession. *Journal of Social Sciences*, 9(2), 221- 232.
- Özkalp, E.,& Çigdem, K. (2001). *Örgütsel davranış*. Etam.
- Ramere, C. J. (2006). *Examination of job satisfaction related to teacher turnover in selected North Carolina middle schools* [Doctoral dissertation], South Carolina State University.
- Rudolph, L. (2006). *Decomposing teacher autonomy: A study investigating types of teacher autonomy and how it relates to job satisfaction* [Doctoral dissertation]. University of Pennsylvania.
- Sağır, M., Ercan, O., Duman, A. & Bilen, K. (2014). The relationship between mathematics teachers' job satisfaction and burnout levels. *Mustafa Kemal University Journal of Graduate School of Social Sciences*, 11(27), 277-294.
- Sönmezer, M.G. (2007). *Milli Eğitim Bakanlığı'nda çalışan öğretmenler ile Milli Eğitim Bakanlığı'ndan emeklilik veya istifa nedeniyle özel eğitim kurumlarında çalışanların iş tatmin düzeylerinin karşılaştırmalı analizi* [Doktora Tezi]. İstanbul Üniversitesi.
- Şahin, İ. (2013). Öğretmenlerin iş doyumunu düzeyleri. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 142-167.
- Tanrıöğen, Z. M., & Çoban, O. (2019). Okul müdürlerinin hizmetkâr liderlik davranışları ile öğretmenlerin iş doyumunu arasındaki ilişkiler. *Turkish Studies*, 14(4), 2705-2723. <http://dx.doi.org/10.29228/TurkishStudies.24802>
- Taş, A. & Selvitopu, A. (2020). Lise öğretmenlerinin iş doyumunu ve mesleki motivasyon düzeylerinin incelenmesi. *Bayburt Eğitim Fakültesi Dergisi*, 15(29), 23-42. <https://doi.org/10.35675/befdergi.426989>
- Taşdemir, C. (2020). A study on determining the factors affecting teachers ' job satisfaction levels and job satisfaction levels. *Pearson Journal of Social Sciences & Humanities*, 5(7), 294- 305.
- Turhan, M., Erol, Y. C., Demirkol, M., & Özdemir, T. Y. (2018). Örgütsel bağlılık, iş doyumunu ve iş stresi arasındaki ilişki. *Electronic Turkish Studies*, 13(27), 1491-1507. <http://dx.doi.org/10.7827/Turkishstudies.14328>
- Uygun, S. (2012). Press coverage on teachers' problems. *Journal of National Education*, 42(194), 72-91.
- Ünal, S. (2000). Activities of primary school administrators to provide motivation in their schools. *Pamukkale University Journal of Education*, 7(7), 84-90.
- Ünsal, S. (2018). A pareto analysis of status of teaching profession in Turkey. *Sakarya University Journal of Education*, 8(2), 111-130. <https://doi.org/10.19126/suje.379040>
- Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173-194.
- Weiss, D. J., Dawis, R. V. England, G. W. ve Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire* (Vol-22). Minnesota Studies in Vocational Rehabilitation, Minneapolis: University of Minnesota, Industrial Relations Center.
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative research in social sciences* (10. Ed.). Seçkin.
- Yılmaz, K. (2012). The relationship between primary school teachers' job satisfaction levels and organizational citizenship behaviors. *Anadolu Journal of Educational Sciences International*, 2(2), 1-14.