

**EXAMINATION OF OCCUPATIONAL SATISFACTION
OF ENGLISH TEACHERS WORKING IN KINDERGARTEN
AND ELEMENTARY SCHOOLS**



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**EXAMINATION OF OCCUPATIONAL SATISFACTION
OF ENGLISH TEACHERS WORKING IN KINDERGARTEN
AND ELEMENTARY SCHOOLS**

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ABSTRACT

EXAMINATION OF OCCUPATIONAL SATISFACTION OF ENGLISH TEACHERS WORKING IN KINDERGARTEN AND ELEMENTARY SCHOOLS

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The main objective of this study is to determine the occupational satisfaction status of English teachers who are working in private kindergartens and primary schools in Istanbul-Turkey. A research design which best fits the aims of this study was a combination of both quantitative and qualitative research methods, namely a mixed methods research design. A total of 56 English teachers working in four kindergarten and elementary schools in Ümraniye, Çamlıca, Ataşehir and Sancaktepe province of Istanbul were included in the sample. The questionnaire used in the research was adapted by the researcher. The Minnesota Job Satisfaction Scale was used to assess job satisfaction of English teachers. Statistical analysis method was used in the analysis of data with the help of SPSS 24 program. As a result of the study, it is possible to say that the job satisfaction levels of English teachers working in kindergartens and primary schools are quite high and proportionally around 75%. The most obvious reasons for increasing the job satisfaction levels of teachers are the chance to use different skills at different times, the ability to use their abilities, the sense of success, loving to teach and students, and loving colleagues. Salary shortage, intense working conditions and test-based system in Turkey stand out as the most important reasons for reducing the job satisfaction of English teachers.

Keywords: English Teacher, Mixed Method, Occupational Satisfaction

ÖZ

ANAOKULU VE İLKÖĞRETİM OKULLARINDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ DOYUMLARININ İNCELENMESİ

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Bu çalışmanın temel amacı, İstanbul-Türkiye’de özel anaokulları ve ilköğretim okullarında çalışan İngilizce öğretmenlerinin mesleki doyum düzeylerini belirlemektir. Bu amaçla, çalışmanın amaçlarına en uygun araştırma tasarımlarından birisi olan ve hem nicel hem de nitel araştırma yöntemlerinin bir kombinasyonunu içeren karma yöntem kullanılmıştır. Çalışmaya Ümraniye, Çamlıca, Ataşehir ve Sancaktepe’de yer alan dört anaokulu ve ilköğretim okulunda çalışan toplam 56 İngilizce öğretmeni dahil edilmiştir. Araştırmada kullanılan anket araştırmacı tarafından uyarlanmış, İngilizce öğretmenlerin mesleki doyumlarını değerlendirmek için Minnesota Mesleki Doyum Ölçeği kullanılmıştır. Toplanan verilerin analizinde SPSS 24 programı yardımıyla istatistik yöntemleri kullanılmıştır. Sonuç olarak İngilizce öğretmenlerinin mesleki doyum düzeylerinin yaklaşık %75 ile oldukça yüksek olduğunu söylemek mümkündür. Öğretmenlerin mesleki doyum düzeylerini arttıran en belirgin nedenler farklı zamanlarda farklı beceriler kullanma imkanı, kendi yeteneklerini kullanabilme, başarı duygusu, öğretmeyi ve öğrencileri sevme, ve meslektaşlarını sevme olmuştur. Öğretmenlerin mesleki doyumlarını azaltan en önemli nedenler olarak ise maaş düşüklüğü, yoğun çalışma koşulları ve Türkiye’deki teste dayalı eğitim sistemi öne çıkmıştır.

Keywords: İngilizce Öğretmeni, Karma Yöntem, Mesleki Doyum

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LIST OF ABBREVIATIONS

ELT	English as a Foreign Language
JDI	The Job Description Index
MSQ	Minnesota Satisfaction Questionnaire
RQ	Research Question
SPSS	Statistical Package for the Social Sciences



Chapter 1

Introduction

1.1 Overview

This chapter provides information about the theoretical framework, statement of the problem, purpose of the study, research questions, significance of the study and the definitions used in the study. In the theoretical framework the importance of education and teachers were explained in a clear way. Then, the indispensable situation of teaching English language and its problems were addressed with particular emphasis on job satisfaction. And, purpose and significance of this study were explained in detail under the following subtitles.

1.2 Theoretical Framework

Education is among one of the important issues in most of the developed and developing countries in the world today because it is necessary for the development of countries and nations. And education all over the world is allocated more resources and intensive studies are carried out covering all the stakeholders of education in order to provide good education at educational institutions and to increase the success levels of students.

Some of the studies done for this purpose are the researches about professional qualification of the teachers today (Bharwai, 2016) because teachers are accepted as a key to a high-quality education all over the world. In other words, qualified teachers have been agreed by all countries and societies as the major need for the training of successful students. Because of community roles and student interaction, teachers are the ones who have the greatest role in determining the output of the education system. Therefore, miscellaneous studies are being carried out today on issues such as teachers' problems and productivity (Oakes et al, 2015).

As a result of the studies carried out on the teachers, it has been revealed that today's teachers have a wide variety of problems. One of these problems is the decrease in the job satisfaction of the teachers (Acar, 2016; Dertlioğlu, 2016; Usta, 2015; Kırılıcı, 2014; Özcan, 2013). For this reason, one of the most important

studies conducted to increase the productivity of teachers and to solve various problems today is about the morale and motivation conditions of the teachers. Thus, job satisfaction has been focused in education as well as in all sectors of business life today because it is known that teachers' job satisfaction and productivity may decrease depending on various reasons. Consequently, studies about the job satisfaction of teachers are crucial today. And, in different studies, it is aimed to determine the causes of the decrease and solve the problems in the teachers' job satisfaction. Moreover, job satisfaction is also one of the vital issues for English teachers today because English teachers are also faced with the problem of diminishing job satisfaction within their professional lives.

1.3 Statement of the Problem

English, which has become an indispensable part of everyday life, is regarded as a "common language" for people on earth to understand each other (Bulut & Atabey, 2016). According to Bolton (2002), nowadays, native speakers of English are in a minority compared to those who speak as a second language. In this way, English has become an important language all over the world and for this reason, English teaching has emerged as a critical subject especially in early ages (Aktaş, 2014). Parallel to this, great importance is attached to the training of English in Turkey.

In Turkey, it is known that English is the most widely taught and learned foreign language and a large majority of students learn English as their first foreign language (Genç, 2002). It is therefore important that children who are learning English love to learn a foreign language, and that they have to learn that language learning is an enjoyable process. And, one of the most important roles for this falls into English teachers (Demir & Koçyiğit, 2014, Mehdiyev et al, 2016). Therefore, it is important that the level of job satisfaction of English teachers must be known so that their deficiencies are to be compensated.

Job satisfaction is a situational response to the job situation, a state of mind shaped by the extent to which an individual considers his/her job-related requirements are fulfilled or an employees' general state of mind or feeling about and

attitudes toward his/her job, which results in job comfort and fulfillment. Job satisfaction is a vital issue for individuals and businesses and it affects both the organization and the employees either directly or indirectly (Barışkan, 2014). In case of failure in job satisfaction, some issues such as slowdown strike, low productivity, discipline, and other organizational problems may arise (Kahn, 1973, p. 94). And, teachers' job satisfaction is very important because unlike other employees, teachers have very diverse responsibilities (Comber & Nixon, 2009).

Teaching profession is different from other professions in various aspects. Teachers spend most of their time working with their students, and therefore they play an active role in shaping the soul and character of nations. In the realization of this, their productivity is an important subject and the most important way to increase their productivity is to increase job satisfaction. Because job satisfaction is the physical and mental wellbeing of teachers, it is very important for the researchers to determine the level of job satisfaction of teachers and to draw attention to the areas where they are insatiable.

It is seen that various studies related to job satisfaction take place in the field of education. These studies have been put forward on education inspectors, managers, various branch teachers and significant results have been revealed. And the main result of these studies was the correlation between burnout, motivation and dissatisfaction. Hence, researches on this subject should be done in relation to English teachers in order that effective English language teaching tailored in Turkey.

1.4 Purpose of the Study

The main objective of this study, of which problematic situation and necessity were described in detail under the previous title, is “to determine the job satisfaction status of English teachers who are working in private kindergartens and primary schools in Istanbul-Turkey”. In addition to this main purpose, it is aimed to determine the problems and positive factors that affect teachers' job satisfaction in detail. It was also aimed to determine whether the teachers' job satisfaction was influenced by gender, school, total working year, weekly working hours and marital status.

Thus, it also aims to determine what kind of solutions can improve the teachers' job satisfaction to be able to teach English, and similarly, what kind of solutions can enhance their professional motivation to a level where they are able perform more efficiently. Therefore, it is aimed to increase the productivity of English teachers by conducting this study and thus to make an important contribution to realize the aims expected from English education in Turkey.

1.5 Research Questions

In the light of what has been discussed so far above, the research questions of the study in the direction of these basic aims and objectives are as follows throughout the study:

1. What is the job satisfaction level of English teachers working in private kindergartens and primary schools?
2. Does the job satisfaction level of teachers differ according to gender, total working year, experience and weekly working hours?
3. What are the factors that make teachers most satisfied with their job and What are the factors that reduce teachers' satisfaction with their job?
4. What do teachers offer as a solution proposal to increase job satisfaction?

1.6 Significance of the Study

When the related literature is examined, it is seen that the studies that deal with the job satisfaction of the English teachers in educational institutions or environments are seen to be very limited. In Turkey, the number of studies examining the subject of job satisfaction of English teachers prepared in universities of Turkey is only three, which are the studies conducted by Köktürk (1997), Atila (2014) and Özsüer (2016). One of these works was done in 1997, 19 years ago, and others were done in 2014 and 2016. One of them generally involved all school levels and the other was conducted on secondary school teachers.

In this regard, there is a need for a comprehensive research that examines the job satisfaction of English teachers working in kindergarten and primary schools. That kind of research will fill a significant gap with its scope. For this reason, it is

thought that the results of this study will provide significant contributions to the literature and will provide important data for decision-makers.

Moreover, it has been mentioned many times that English education in Turkey is not at the desired level and has various problems. Various studies are being conducted to improve the quality of English education. In this regard, this study will contribute to the improvement of the quality of English education in Turkey because one of the important studies that can be done to increase the quality of English education is to carry out researches about professional satisfactions of teachers and to take steps for solution of problems. For this reason, this study has an important place in the field of English education in Turkey.

1.7 Definitions

EFL: Abbreviation for English as a foreign language.

EFL Teachers: English teachers who teach young learners at schools.

Job satisfaction: The feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling (Cambridge Dictionary, 2016b).

Minnesota Satisfaction Questionnaire (MSQ): One of the most widely utilized measures of job satisfaction designed to determine the employees' satisfaction with their jobs available worldwide, developed by Weis, Dawis, England and Lofquist in 1967.

Satisfaction: A pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do (Cambridge Dictionary, 2016a).

The Job Description Index (JDI): One of the most widely used measure of job satisfaction in existence today, developed by Smith, Kendall and Hulin in 1969, in order to measure job satisfaction in a short and cross-sectional manner.

Chapter 2

Literature Review

2.1 Overview

This chapter provides information about the description and importance of the concept of job satisfaction, factors affecting job satisfaction, consequences of job satisfaction, models and theories of job satisfaction and measures of job satisfaction. Under the first two titles of description and importance of job satisfaction, it was tried to explain what the concept of job satisfaction is and its importance based on the information and theories in the literature. In the following titles, detailed information about models and theories were presented and methods developed for measurement of job satisfaction were explained.

2.2 Description of The Concept of Job Satisfaction

Today, there are many definitions of job satisfaction in the literature because the term “job satisfaction”, has plethora of definitions depending on the area of expertise of the person making the definition (Atila, 2014). In a nutshell, “happiness from what employees have done” expresses job satisfaction apparently. And, job satisfaction is realized when the qualities of the work are compatible with the demands of the employees. In other words, job satisfaction is the relieving emotion that the individual has achieved by making efforts from the business environment such as work, manager, workgroup and work organization (Akıncı, 2002, p. 3).

The emergence of job satisfaction as a concept and the first job satisfaction measurements began in 1911 because of Frank Taylor’s works. In the years of 1910s, with the First World War, European and American psychologists detected that employees had problems with their job, and tried to increase the productivity of the employees by making some researches and works. Thus, some researchers have tried to determine how much physical factors as light, humidity, heat, and rest period influence the employees (Türk, 2007, p. 65).

In addition, it is possible to say that job satisfaction has three most important characteristics (Mert, 2011, p. 122). To begin with, job satisfaction is a situational

response to the job situation. For this reason, it is not visible, can only be expressed or can be determined by various attitude measures, it is usually a measure of what needs or expectations are met or job satisfaction represents a variety of interrelated attitudes. These; work itself, wages, promotion possibilities, management style, colleagues, etc.

However, when it is examined carefully some key words stand out in the definitions. One of these words can be given as the word “state of mind” or “feeling”. According to Evans (1997), Robbins (2005), Glisson and Durick (1988, p. 64), Angı (2012) and Spector (1997, p. 2) job satisfaction is defined as an employee’s positive feelings about his or her job, feeling sensed upon an employee’s evaluation of his/her job or work life, how people feel about their different aspects of their jobs, the amount of overall positive feelings that individuals have toward their jobs or a state of mind determined by the extent to which the individual perceives his/her job related needs being met.

In some definitions, some “emotional perspective” is added to the descriptions. In one of them, the most prominent of which, Locke describes job satisfaction as an emotional feeling which arises because of the difference between an employee’s expectation and outcome from the job (Locke, 1976: 389). As reported by Locke, job satisfaction is “a pleasant or positive emotional state or state of mind resulting from the appraisal of one’s job or experiences.” (Atila, 2014, Bař, 2011). Also, similarly job satisfaction is described by Pekdemir et al. (2006, p. 16) as employees’ sentiments and gratitude about their job and workplace (Barıřkan, 2014). Moreover, job satisfaction is an affective reaction to an individual’s work situation. It can be defined as a cognitive, affective, and evaluative reactions about one’s Job or career or in terms of specific facets of the job or career such as compensation, autonomy, coworkers, and so on (Perie & Baker, 1997; Greenberg & Baron, 2000).

Another remarkable keyword that draws attention in definitions is the “attitude”. In those definitions, job satisfaction is defined as the results of the attitudes that employees take about various factors related to their jobs such as working conditions, workplace, remuneration, performance, social relationship, professional growth and promotion (Güney, 2007), individual’s general attitude toward his or her job (Robbins, 2003), an employee’s attitude, values toward his/her

job and pleasure sensed as a result of work (Oshagbemi, 2000) and an attitude which arises as a result of balancing between desired and undesired things concerning the job (Şimşek, 1995). Furthermore, personal desires and the job's characteristics play an important role in the emergence of these attitudes (Tınaz, 2013, p. 25).

Moreover, perhaps the most appropriate key word used in the definitions in terms of the meaning of the word satisfaction itself is "fulfillment". Because the word satisfaction denotes a type of need for fulfilment or gratification which may be achieved by doing certain job activities. Thus, these definitions indicate that when needs are fully met, satisfaction may occur (Özsüer, 2016). According to Evans (1997), there are two distinct components of job satisfaction, which are job comfort and job fulfillment and construed as "a state of mind shaped by the extent to which an individual considers his/her job-related requirements are fulfilled".

All things considered, based on the descriptions above, job satisfaction can be defined as an employees' general state of mind or feeling about and attitudes toward his/her job, which results in job comfort and fulfillment.

2.3 The Importance of Job Satisfaction

To begin with, job satisfaction is a vital issue for individuals and businesses. If it is considered that people spend a considerable part of their time in working life and it can be concluded that the job satisfaction of the individual is a matter of importance. So, if the workers are satisfied with the work they do, they have a positive influence on their physical and mental health. On the other hand, it is also important for the efficiency and performance of the businesses and today, organizations have been conducting considerable researches on job satisfaction in order to find the potential problems of the employees and establish a healthy communication network between employees and employers since the inability of establishing a healthy communication network between employees and employers creates high costs for businesses (Ağan, 2002).

It can be said that attitudes of employees with high job satisfaction level toward their jobs are positive and vice versa (Erdil et al., 2004, p. 18) so job satisfaction affects both the organization and the employees either directly or

indirectly (Barışkan, 2014). First of all, employees who do not derive job satisfaction generally cannot approach the psychological maturity, and they feel frustrated (Özsüer, 2016). Thus, it causes psychological issues as well (Kömürcüoğlu, 2003, p. 3). and the lack of job satisfaction causes dislike for job, unhealthy individuals, low morale, and low efficiency.

Taking a closer look at issue, low job satisfaction causes workers to feel psychological disruption and prevents them to express their talents. An employee with low job satisfaction is alienated toward job and finally they become unconcerned about their work. Consequently, this situation reduces the productivity of both the organization and the employees (Tetik et al., 2008, p. 80) and leads to an unhealthy society.

On the other hand, job satisfaction is a significant factor for organizations' efficiency and productivity (Baş, 2011). It has an impact on employees' performance and productivity. Job satisfaction helps the increase with the feeling provided by material earnings gained at the end of the job; colleagues whom an employee enjoys being with; and the product of employee's work. Moreover, it increases their commitment to the organization, and reduces their absenteeism (Şenturan & Kamitoğlu, 2007, p. 42). Therefore, it is really important to ensure job satisfaction for efficiency and productivity (Akkuş, 2010).

In case of failure in job satisfaction, some issues such as slowdown strike, low productivity, discipline, and other organizational problems may arise (Kahn, 1973, p. 94). A low level of job satisfaction weakens organizational structure and diminishes or even demolishes employees' reaction against internal and external problems. In short, a low level of job satisfaction causes following issues (Barışkan, 2014):

- Decreasing productivity of employees,
- Increasing withdrawal tendency among employees,
- Employee unwillingness to actively work,
- Increasing absenteeism rate among employees,
- Employees' tendency to escape from work,
- Failure to establish cooperation among employees,

- Increasing feeling of inadequacy among employees toward work may slow down their working pace and consequently increase cost,
- Increasing rotation rate of employees increase costs.

Therefore, job satisfaction levels of employees must be investigated. It is more beneficial and useful for employees to be content about job satisfaction (Tutum, 1979). And, it is also related to the sustainability of organizations (Akkuş, 2010).

Moreover, when job satisfaction is considered in terms of an educational perspective, teaching has always been a more and more demanding profession (Özsüer, 2016). And, teachers' job satisfaction is very important because unlike other employees teachers have very diverse responsibilities (Comber & Nixon, 2009). Their responsibilities include;

- need to educate students,
- meet problematic students of different ages or difficult parents,
- communicate and collaborate with parents,
- get into touch other teachers, administrators and specialists,
- use problem solving and conflict managing skills for these interactions,
- need to insure students' safety,
- overcome workload demands,
- create a healthy atmosphere for learning,
- prepare documents,
- arrange school trips,
- fulfill a number of other tasks given by the government and school administration.

Besides, teachers are argued to allocate over 10 hours a day to their jobs, and teaching is an occupation which involves long hours of work (Drago, et al., 1999). They also must work outside school hours at home, and then they face time pressures because of the other commitments that they have in the limited time available (Michelson & Harvey, 2000).

Also, a variety of sources of teachers' low morale, as low status of teachers in the society, poor remuneration, students' bad behavior, insufficient working conditions, and the increase in government accountability measures have been claimed (Mackenzie, 2007). As a result, these challenges in their profession may affect teachers emotionally and intellectually, which may sometimes lead to burnout, depression, and other psychological and physical health related problems (Chang, 2009). In addition, it has been known that teachers' morale has been decreasing (Özsüer, 2016).

2.4 Factors Affecting Job Satisfaction

The main factors affecting job satisfaction include some features as job security, wages, vacation opportunities, working hours and environment, respect, trust, appreciation, cooperation, management style, etc. If these factors are in line with employee's expectation, then he/she will have job satisfaction. He/she experiences satisfaction or dissatisfaction depending on whether the needs are met or not in the work environment.

When looked at the literature, it is seen that the factors affecting job satisfaction are handled in two main categories of "work-related" and "personal". These factors were given in detail below.

2.4.1 Work-Related Factors. It is possible to give work itself, pay, supervision, promotion possibilities, co-workers and working conditions as the work-related factors (Figure 2.1).

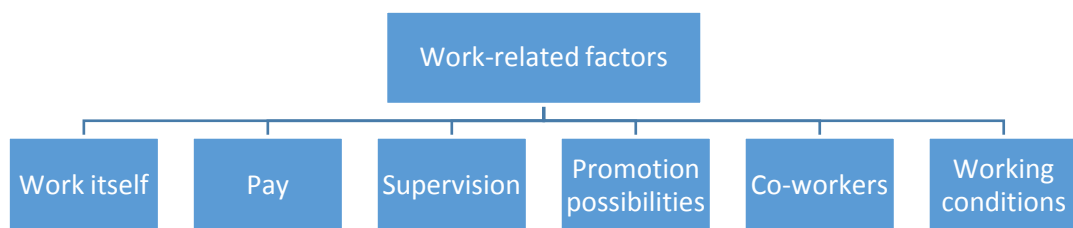


Figure 1. Work-Related Factors Affecting Job Satisfaction

2.4.1.1 Work Itself Evidences show that the work itself plays a significant role in attaining job satisfaction (Feldman et al, 1985). Employees are satisfied with the work they are doing, if the general appearance of the work, the social and economic benefits and the work conditions that they work with are influential. Job satisfaction is the combination of the attitudes of the employee, which is related to the work and work environment (Angı, 2002). So, work-related organizational arrangements contribute to the development of programs to ensure that employees are effective and productive.

In general, work itself is described as the extent to which job tasks are considered interesting and it provides opportunities for learning and for accepting responsibilities (Ivancevich and Matteson, 1990). And, according to Robbins (1993), employees prefer jobs that present them with opportunities to execute their competencies on a variety of tasks and that are mentally stimulating (Baş, 2011).

Moreover, when employees use skills and abilities, they have a sense of self-pride, a sense competence, and a sense of self-confidence. This likely promotes their job satisfaction.

When the impact of work itself on job satisfaction is taken into consideration from teaching perspective, it is possible to list the followings (Özsüer, 2016; Angı, 2002; Baş, 2011; Atila, 2014; Mackenzie, 2007; Erdoğan, 1991, p. 376):

- Unrighteous workload parity with other teachers in the distribution of teaching hours and workload affect job satisfaction.
- Teachers have more chance to use their teaching skills and abilities in the classroom environment and to show their creativeness but excessive control over work methods and work pace decrease job satisfaction.
- Possibility to use of skills and abilities increase job satisfaction.
- Task clarity, in other words, clear job description positively affects the job satisfaction of teachers.
- Relationships with co-workers and supervisors (autonomy) makes teachers feel positive attitudes towards their profession.
- The importance and challenge of teaching are the other factors influencing the job satisfaction.

Students are also one of the main sources of motivation and demotivation of teachers. Poor student behavior is closely related to low teacher morale. Disciplinary problems of students or unconformity among teachers and students and the lack of students' interest may have a harmful effect on teachers' perceptions of job satisfaction and motivation. So, student behavior is probably one of important reasons why teachers leave the profession.

2.4.1.2 Pay (Salary) Pay (salary) is one of the factors related to the job that leads to job satisfaction. Pay is crucial because it enables to acquire the basic needs of life such as food, shelter, and clothing. Also, a salary stands for a symbol of achievement and a source of recognition in life. For this reason, researches show that employees from different occupations and occupational levels perceive pay as a reflection of their contribution to the organization (Naceur & Chan, 2001, p. 2).

The employees' attitudes towards the work are determined by the sufficiency of the wage received and the degree of meeting the needs. Employees want the workplace's wage system and promotion policy to be fair and predictable. So, it is found that the amount of salary received is positively related to job satisfaction (Feldman et al, 1985, p. 193).

Findings indicate that job satisfaction is positively related to income level. The higher the price, the higher the satisfaction (Tosun, 1979). Unsatisfied situations reduce the performance of the employees and increase the likelihood of resignation and absenteeism. As a result, it raises the level of dissatisfaction that is felt throughout the job. In addition, employees compare the wages they earn with those of other people who do similar work. The positive result of this benchmarking will also affect job satisfaction positively.

Moreover, when the impact of pay on job satisfaction is taken into consideration from teaching perspective, first of all the role of remuneration in teacher motivation and job satisfaction cannot be denied (Özsüer, 2016). One of the most important problems in the education sector is the salary. Particularly dissatisfaction with the low level of wages of public sector teachers with the low wage increases is a major dissatisfaction factor today.

Secondly, the status of teachers and teaching in the society affect teachers' feelings towards their profession, their job satisfaction and motivation. Factors such as wages and benefits are all likely to influence teachers' job satisfaction and decision to release the occupation (Boyd et al, 2005).

2.4.1.3 Supervision Supervision is one of the factors that has relationship with the job satisfaction of the employees in a workplace. Some researches demonstrate this positive link between job satisfaction and supervision clearly (Smucker et al, 2003; Baş, 2011). The behavior of the supervisor plays an important role with regard to employees' reactions to a problematic event.

Also, employee-centeredness or consideration which involves personal interest in the employee's welfare makes positive effect in general satisfaction of the employee (Angi, 2002). In other words, one of the factors of employee's motivation and job satisfaction is empowerment, recognition of their achievements/efforts, and feedback (Özsüer, 2016).

When it is taken into consideration from teaching perspective, teachers' interaction and interpersonal relations with their school administrators and supervision are also among the factors which have an effect on their motivation and job satisfaction. Teachers tend to be more satisfied with their jobs if their administrators are friendly, relaxed, attentive, open-minded, and better communicators. Teachers who perceive their supervisor as more approachable and responsive feels more comfortable in their jobs and this results higher job satisfaction.

On the other hand, insufficient administrative support or a lack of administrative support causes teachers' lack of motivation and dissatisfaction (Ingersoll, 2000; Ingersoll, 2001). Inadequate administrative support is one of the major concerns of dissatisfaction (Angi, 2002). Also, insufficient feedback and efforts' not being recognized may have an important negative influence upon teachers' morale (Evans, 1997; Özsüer, 2016). Moreover, some teachers even argue that those who feel less supported are less motivated to do their best in the classroom (Angi, 2002).

2.4.1.4 Promotion Possibilities People often want to be successful in their work and be promoted to a higher-level task. Promotion increases the wage earned and affects the social status of the person and the position in society positively (Karadal, 1999). In addition, promotion is an important element that drives people to work. A person hired can assume a negative attitude when he or she believes that every effort is unnecessary when there is no sense of progress and there is a feeling that salary will not increase (Erdoğan, 1996). In this case, it is likely that dissatisfaction occurs. On the contrary, the presence of career paths within the business and the existence of a fair promotion system will bring a positive working environment and job satisfaction.

Opportunities for promotion is another factor that has relationship with the job satisfaction of the employees in a workplace. Several researchers believe that job satisfaction is strongly related to opportunities for promotion (Pergamit & Veum, 1999; Sclafane, 1999). In short, opportunities for promotion or promotion possibilities can be defined as the availability of advancement opportunities in a job (Baş, 2011).

Jobs with availability of advancement opportunities promote employees to higher levels. And, it provides higher earnings, salary, social status, etc. On the other hand, if employees think that they will not have much promotion possibilities, they may be affected adversely (Feldman et al, 1985, p. 195-196). Their jobs are less repetitive, provide more freedom, and require less physical effort than lower level jobs.

Moreover, perception, structure and difficulty level of work are factors that directly affect job satisfaction. Just as there are ideals that every culture or subculture creates, there are things that employees do not want to do and do not imagine doing. So, the structural characteristics of work are also factors that affect satisfaction (Angı, 2002).

Like other employees, when it is taken into consideration from teaching perspective, teachers may also feel demotivated and unsatisfied by doing the same and monotonous duties from their beginning of their careers to their retirement. Thus, this situation cause job dissatisfaction for the teachers (Özsüer, 2016).

2.4.1.5 Co-workers Several researches prove that having friendly and supportive colleagues make important contributions to the increase of job satisfaction (Kreitner & Kinicki, 2001; Luthans, 1989; Baş, 2011). People join forces to collaborate with other people around and it gives them to live together to create a better living environment. In this way, they are more comfortable with what they want to achieve, and they get the chance to approach it in a certain amount (Aydın, 2000).

For most employees, a job fills the requirement for social interaction. Therefore, supportive and friendly employees also help to increased job satisfaction, because working in a good team makes the job more enjoyable (Feldman et al, 1985, p. 197).

Conversely, poor interaction with co-workers can also affect dissatisfaction with the job. The study in an automobile industry by Walker and Guest demonstrated that isolated workers disliked their jobs. And, when it is taken into consideration from teaching perspective, the results of the work of Sergiovvani (1984) showed that teachers' job dissatisfaction could be attributed to poor relations with colleagues (Angı, 2002).

2.4.1.6 Working Conditions Working conditions are also an important factor in job satisfaction of employees. Lightning, cleanliness of the working place, sufficient tools and equipment, in short good physical working conditions allow employees to carry out their jobs easily, comfortably and efficiently. So, the efficiency in the workplace and the satisfaction of the employee increase.

On the other hand, adverse features like noise, high temperature, long working hours, etc. distract employees' attention. So, it constitutes an obstacle for performance and employees may not carry out their jobs efficiently and the efficiency in the workplace and the satisfaction of the employee decrease.

When the physical environment of a teacher is considered, similarly facilities at the workplace and working conditions also play a role in teacher motivation and job satisfaction (Loeb et al, 2005). Sufficient classroom equipment and conditions make a positive effect on teachers' morale and satisfaction (Angı, 2002). For this reason,

attractive and properly maintained infrastructure and facilities are important to teachers.

Inadequate resources and school deficiencies in teaching and learning technologies as well as physical work environment have a negative impact on teachers' motivation (Özsüer, 2016). Moreover, working conditions such as flextime, job sharing, and shorter workweeks are quite valued by teachers because they can facilitate valued off-the-job activities such as pursuing hobbies.

2.4.2 Individual-Related Factors It is possible to give work itself, loyalty to company, experience, age, education and disposition as the individual-related factors (Figure 2.2).

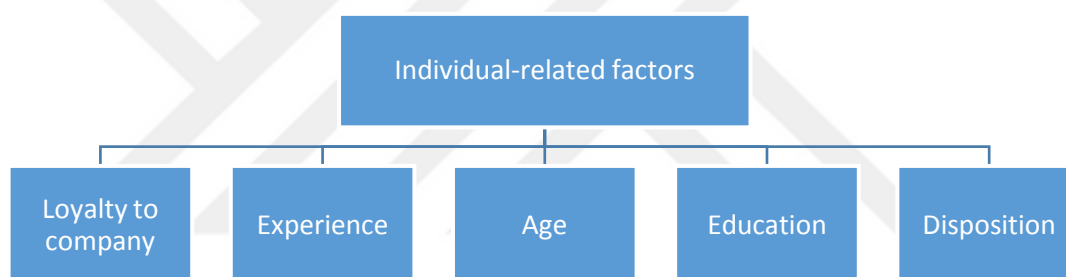


Figure 2.2. Individual-Related Factors Affecting Job Satisfaction

2.4.2.1 Individual's Loyalty to Company Loyalty is one of the important individual factors affecting the job satisfaction of the employees because the sense of loyalty and duty impress employee's desire to stay with the organization based on a sense of duty. This is a kind of moral obligation or normative commitment and affects the employee to stay in the organization because he/she feels as though he/she ought to do so. As a result, if employees are satisfied with their job, they remain in their profession longer (Greenwald & Brorson, 2016).

2.4.2.2 Experience Those who are new to business life and do not have work experience can have dream expectations. Over time, these people can realize the facts of business life. The lack of sufficient work experience and the lack of experience in the business life of newcomers are due to imagination, misleading

information of the media organs, excessive exaggeration of the education institutions, misleading information of the manager who evaluates the candidate's interview. So, work experiences have also an important influence on the satisfaction levels of the employees (Angi, 2002).

When teaching, profession is considered it is known that the stress levels decrease with years of teaching experience. Older teachers who gain their experience through long years of teaching have a high degree of professional competence, feel qualified in their teaching skills, and feel secure about classroom management (Erdoğan, 2001).

So, experienced teachers are more satisfied with their jobs than their younger counterparts. Conversely, younger teachers feel more stressed and alienated when demands on them exceed their capacity to cope.

2.4.2.3 Age Age is one of the individual factors affecting job satisfaction. Researches show that the level of satisfaction increase as the age of the teacher increases. In other words, elder workers are more satisfied. The research conducted by Cohen and Brawer among faculty members reveals that faculty members in their 20's and 30's is less satisfied, and those over 55 years of age have high level of satisfaction. Moreover, a meaningful relation between age and job satisfaction was found (Kaya, 1995; Angi, 2002).

2.4.2.4 Education Some researches revealed that employees with higher educational backgrounds of career oriented disciplines are more satisfied with their jobs than lower graduates. So, educational background is an important individual factor influencing job satisfaction.

Moreover, when the teachers are considered, teachers with a master's degree are significantly more satisfied with their teaching positions comparing to those with a bachelor's degree only (Angi, 2002).

2.4.2.5 Disposition Disposition is also one of the individual factors affecting job satisfaction because some people are consistently more satisfied with their jobs than others, job satisfaction may be as much a function of personality, and even

employees hold different jobs over long periods of time. In other words, job satisfaction is a characteristic or relatively stable individual disposition of the people across situations (Greenberg & Baron, 2000, p. 172).

In addition, there is a close relationship between personality and job satisfaction. If the employee is angry or incompatible with their environment, job dissatisfaction arises. Point of view towards life may be negative. Employees who are not happy in their private lives may want to find happiness in the business environment. Value judgments are influential on the behavior of working people in the working environment.

While common values affect individual relationships, employees who have common values between individuals start to relate to each other. For this reason, it is observed that some individuals are always more satisfied with their jobs than others.

2.5 Consequences of Job Satisfaction

The results of job satisfaction are very important and cannot be ignored due to its effects on the physical and mental health of employees, productivity of the business and the development and peace of the society. It can be said that due to job satisfaction results are tied to not only an individual but also to organizations and society.

According to Locke (1976), in today's world, job satisfaction influences;

- 1- satisfaction from life
- 2- physical health of the employees
- 3- mental health of the health
- 4 -effectiveness of the business.

Liu and Ramsey (2008) demonstrated that there is a positive correlation between the job satisfaction and job performance. Platsidou and Agalotis (2008) also report that regarding the relationship between burnout and job satisfaction, it was found that high-perceived satisfaction with the job itself is significantly correlated to low levels of burnout (Atila, 2014).

When the teachers are taken into account it is stated that teachers' satisfaction certainly support and facilitate a positive teaching and learning environment. Also,

Demirtaş (2010) maintained that high level of job satisfaction of teachers is positively influential for the educational aims to come true (Atila, 2014).

After these explanations, it is possible to summarize the consequences of dissatisfaction as follows (Angı, 2002; Atila, 2014; Özsüer, 2016):

- **Withdrawal from the job:** Withdrawal from the job is one of the consequences of job dissatisfaction. Employees, who stay in the organization but minimize their work time by being absent, shrinking their duties, and socializing with others, may expose their dissatisfaction in this way and this happening is called work withdrawal.
- **Absenteeism:** Findings reveal that satisfaction has an impact on individuals' willingness to come to work regardless of other conditions. And, people who have less job satisfaction tend to be more absent.
- **Turnover:** Researches conclude that job satisfaction has a direct and negative impact on intent to leave. So, voluntary turnover is leaving the work permanently to take a new job and it is associated with dissatisfaction modestly due to some reasons. In addition, dissatisfaction is one of the initial steps for the employee to think about quitting.
- **Changes in performance, physical and mental health:** Performance and productivity, which are the main themes of today's businesses, are since employees are able to adapt to the values and efforts of the businesses.

2.6 Models and Theories of Job Satisfaction

Job satisfaction is a comprehensive topic requires to be analyzed in a deeper way rather than just stating the theories. So, theories related to job satisfaction are generally categorized as;

- (I) content or scope and
- (II) process theories.

The purpose of content theories, also called theories of scope, is investigating what is the motivating factor for people to work. In other words, content theories are used in the expression of factors affecting job satisfaction. Representatives of these

theories are Maslow's hierarchy of needs theory, Herzberg's dual factor theory, and McClelland's theory of achievement.

Process theories, on the other hand, are aimed at solving the existing curiosity about which variable or variable set of job satisfaction comes into being consequently and how these variables come together to form job satisfaction (Balci, 1985). In other words, the most important aspects of this theory are to answer questions about the causes of job satisfaction in business and how these reasons have come to fruition. Leading theories in process are Vroom's Expectation Theory and Adams's Equation Theory.

2.6.1 Content Theories Some of the content theories, Maslow's Hierarchy of Needs Theory, Herzberg's Two Factor Theory and McClelland's Achievement Needs Theory, were discussed under subtitles below.

2.6.1.1 Maslow's hierarchy of needs theory According to this theory developed by Maslow, the five main needs set constitute a sequence order. Persons reach an upper step by enough saturation in one of these steps of physiological needs, need for security, need for love, need for respect, and self-fulfillment. According to Maslow's order theory, job satisfaction is related to the satisfaction of the individual's needs (Demirhan, 2007, p. 27).

Also, according to Maslow, all human needs can be examined in a five-step process from the bottom up. This step is the following (Baştumur, 2006, p. 47):

- **Physiological Needs:** Eating, drinking, sheltering, survival, sleep, sexual needs.
- **Security Needs:** Safety of life and work, and protection from danger in disease, old age, etc.
- **Social Needs (Belonging and Love Needs):** Group membership, self-understanding, compassion, acceptance, love by others, friendship development.
- **Demonstration Needs (Value Needs, Esteem):** Prestige, success, respect, self-confidence, gaining the appreciation of others.

- **Self-fulfillment (actualization) needs:** Creation and desire for completion, personal satisfaction, personal success, scientific discoveries, possession of potential enhancement (Figure 2.3).

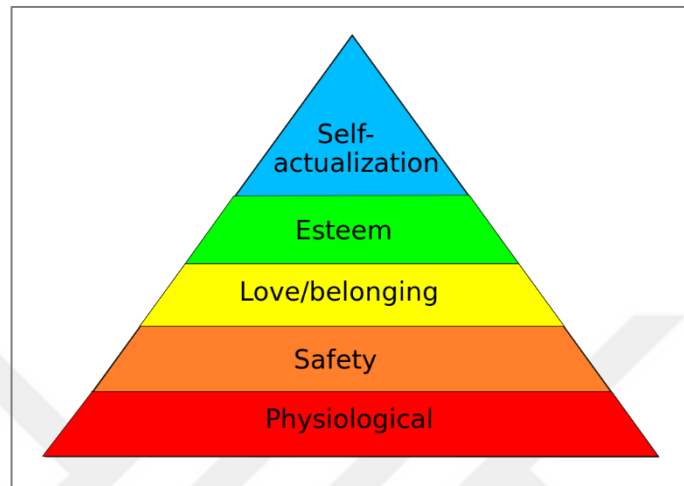


Figure 2.3. Maslow's Hierarchy of needs theory

2.6.1.2 Herzberg's two factor theory Another study on employee satisfaction was conducted by Frederick Herzberg in the second half of the 1950s. The theme of the theory was employee satisfaction and dissatisfaction. After the researches done and in response to the answers he received from the questions; Herzberg described the factors that cause satisfaction as motivates, and again described the factors leading to dissatisfaction as hygiene factors (Taş, 2004, p. 58).

Hygiene factors include pay, company policies and administrative policies, fringe benefits, physical working conditions, status, interpersonal relations and job security. Motivational factors include recognition, sense of achievement, growth and promotional opportunities, responsibility and meaningfulness of the work (<http://www.whatishumanresource.com/herzberg-two-factor-theory>) (Figure 2.4).

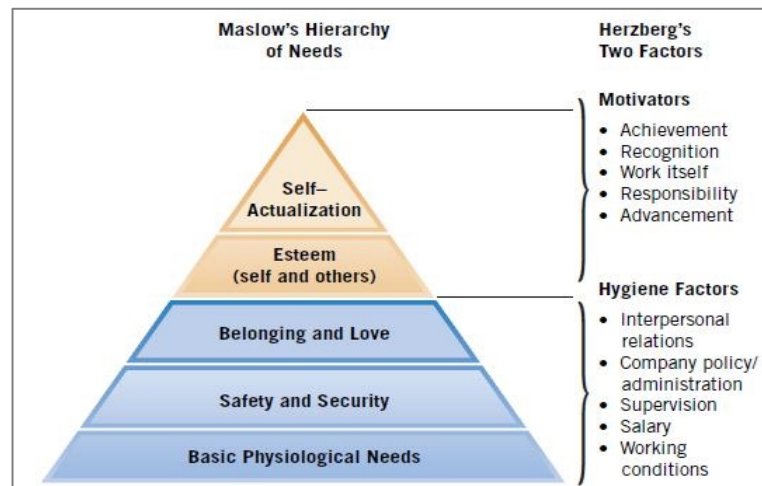


Figure 2.4. Maslow's and Herzberg's ideas compared

2.6.1.3 McClelland's Achievement Needs Theory.

McClelland collected human needs in three groups: success (achievement), relationship (affiliation), and power. McClelland argued that the need for high success will lead people to entrepreneurship, and that the need for success will lead to the emergence of organization success (Robbins, 1998, p. 175) (Figure 2.5).



Figure 2.5. McClelland's achievement needs theory (Robbins, 1998)

2.6.2 Process Theories Some of the content theories, Vroom's Expectation Theory and Adams' Theory of Equality, were discussed under subtitles below.

2.6.2.1 Vroom's expectation theory Vroom's Expectation Theory is in the category of process theories. Both in Maslow's and Herzberg's theory, the requirements are focused on. On the other hand, in order for a person to act, there must be an expectancy to meet this requirement. The most well-known theory that put forward this idea belongs to Victor H. Vroom (Atila, 2014).

In the expectation theory, as well as the factors that cause job satisfaction, the results of job satisfaction are emphasized and the satisfaction-performance relation is searched in the same parallel. According to Vroom, higher satisfaction will enable the individual to work more willingly to obtain a new better output (Saylan, 2008, p. 15) (Figure 2.6).

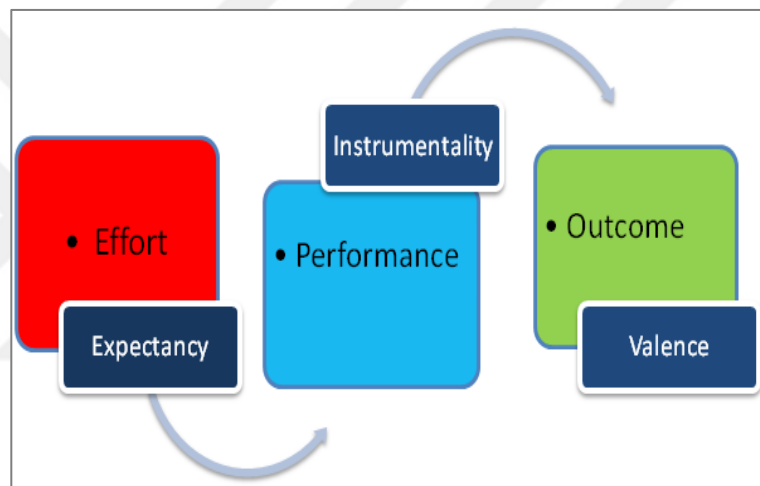


Figure 2.6. Vroom's expectation theory

2.6.2.2 Adams' theory of equality According to this scheme developed by Stacy Adams; the success of the individual in his work and the attainment of satisfaction in his work are related to the perception of justice in the place where he or she served. The essence of theory; the desire to see attitudes that are dominated by an objective point of view in the face of the situations that occur in the business life of the personnel, and the desire to influence this motivation and job satisfaction.

According to this theory, people compare their own reward/contribution ratio with those of others. If their ratio is lower, their dissatisfaction increases. On this condition, these people initially try to increase their rewards (Atila, 2014) (Figure 2.7).

	Individual		Compared with others
Equity	Output/Input	=	Output/Input
Negative Inequity	Output/Input	<	Output/Input
Positive Inequity	Output/Input	>	Output/Input

Figure 2.7. Adams' Theory of Equality

2.7 Measures of Job Satisfaction

A job satisfaction survey is a procedure by which employees report their feelings toward their jobs and work environment. Surveys are completed after combining and analyzing individual responses and they provide general levels of job satisfaction in an organization as well as indicate specific areas of satisfaction or dissatisfaction related to job facets (Angi, 2002). There are a number of data collection methods or surveys for measuring job satisfaction (Atila, 2014). In this section, a few of the scales developed by scientists in this regard will be addressed.

2.7.1 Minnesota satisfaction questionnaire (MSQ) Minnesota Satisfaction Questionnaire (MSQ) developed by Weis, Dawis, England and Lofquist in 1967 is used to measure job satisfaction as internal and external factors. It is one of the most widely utilized measures of job satisfaction designed to determine the employees' satisfaction with their jobs available worldwide. This questionnaire, with a short of 20 and a long of 100 versions, aims to measure levels of satisfaction or dissatisfaction by evaluating spiritual considerations about the work and the workplace of the persons.

There are three forms of Minnesota job satisfaction questionnaire available, two of which are long forms (1977 and 1967 versions) and the other is a short form (Atila, 2014). The short form includes 5- point Likert scale and attempts to determine the employee's job satisfaction with 20 aspects. The level of job satisfaction is determined by marking the sections up to "very satisfied" by the scale on which the main issues such as working conditions, job itself, responsibility, wage, supervision, promotion is handled.

Minnesota job satisfaction questionnaire aims not only to determine whether an employee is satisfied with his/her job but also to uncover which aspects of that certain job this person is satisfied with (Atila, 2014). The reliability of the questionnaire in Turkey was determined by Yıldırım (1996), the test-retest reliability coefficient was found as 0.76 and the internal consistency coefficient was found as 0.90. The scale consists of 20 items, which are evaluated on a 5-digit response scale. And the job satisfaction increases as score is increased. The lowest and highest scores you can get are 20-and 100 points.

2.7.2 The job description index (JDI) The Job Description Index (JDI) was used by Smith, Kendall and Hulin in 1969, in order to measure job satisfaction in a short and cross-sectional manner. The Job Descriptive Index (JDI) (Smith, Kendall & Hulin, 1969) is the most widely used measure of job satisfaction in existence today. More than 50 percent of articles published in management or management related journals employed the JDI to measure job satisfaction. Most writers agreed with Vroom's (1964) judgement that "the Job Descriptive Index is without doubt the most carefully constructed measure of job satisfaction in existence today" (Ramayah et al, 2001).

This scale of five main features (salary, promotion, work itself, supervisors and colleagues) is achieved by using the words "yes", "no" and "unstable" expressed in short words. This scale, which includes the main items of job satisfaction, also helps to determine job satisfaction level, such as MSQ. In this model, which is most used in the tourism sector, the results are revealed because of looking at the factors that affect the level of satisfaction and the highest level among the workers.

2.7.3 The porter and lawler Model and satisfaction scale.

This model (1968), developed by Porter and Lawler, argues that performance is not related to effort, unlike Vroom's expectation model. They proposed a theoretical model, designed basically for managers, which encompassed both the variables of attitudes and performance. This model seemed important because it provided a way of thinking about the relationship among a large number of variables that have not

been combined previously in a meaningful manner, and because it appeared to be adaptable to other populations which were non-managerial (Cherrington et al, 1971).

This structure, which has a job-related rewarding model, is a reward that people will obtain as a result of their own behavior or that will be given to them by the organization (Akgündüz & Akdağ, 2014). When people make a comparison between themselves and their colleagues, they will lose their motivation if they do not consider the award they receive or the award they earn to be fair (Eren, 2001). Based on this, this model is used to determine job satisfaction levels from the motivation status of the persons.

2.7.4 Kunin's faces scale In 1955, a "Face Chart" was developed by Kunin and this chart showed six face models to the participants. Participants are asked to choose one among them. This model is mostly applied to people who cannot read scales such as MSQ or disabled people. Job satisfaction levels are determined by choosing the most appropriate picture for the wage, promotion, management style, work and colleagues (Tarlan et al, 2001, p. 2).

2.8 The Studies on Job Satisfaction Abroad

Kenioua, Bachir and Bacha (2016) conducted a study entitled job satisfaction for physical education teachers and its relationship to job performance and organizational commitment. The findings indicated that there was a strongly positive relationship between job satisfaction and job performance, and the same relationship between job satisfaction and organizational commitment. And Khazaei, Radin & Anbarlou (2016) conducted a study entitled study of social factors on job satisfaction of teachers in nahavand city. The results indicated that there was a significant relationship between independent variables (income, relative deprivation, job satisfaction, satisfying the needs, and patterns of consumption) and the job satisfaction of teachers.

In addition, Mertler (2016) made a research in the USA entitled should I stay or should I go? understanding teacher motivation, job satisfaction, and perceptions of retention among Arizona teachers. The results of this study included an overall job

dissatisfaction rate of 26%, and several significant job satisfaction differences among demographic groups.

And Badri, et al (2013), conducted a study named as the social cognitive model of job satisfaction among teachers: Testing and validation. It was revealed that the teachers who are most satisfied with their jobs see their work environment as supportive, experience positive goal progress, and report high levels of trait positive affect.

Moreover, Gupta and Gehlawat (2013) compared the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables in their study, of which name was job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: a comparative study.

And Chamundeswari (2013), conducted a study entitled job satisfaction and performance of school teachers. These studies revealed important findings about job satisfaction of teachers.

Furthermore, Wang, Hall and Rahimi (2015) conducted a research on 523 Canadian teachers. And findings from 523 Canadian teachers showed self-efficacy and attributions to independently predict teachers' adjustment, and revealed no empirical support for attributions as a mediator of self-efficacy effects.

Also, Srinivasan and Ambedkar (2015) completed a study entitled job satisfaction towards teaching profession among the higher secondary school teachers. The study revealed that most the higher secondary school teachers have average level of job satisfaction towards teaching profession.

And Johnson, Kraft, and Papay (2012) found that measures of the school environment explain away much of the apparent relationship between teacher satisfaction and student demographic characteristics. The conditions in which teachers work matter a great deal to them and, ultimately, to their students. Teachers are more satisfied and plan to stay longer in schools that have a positive work context, independent of the school's student demographic characteristics.

Bishay (1996) conducted a study entitled "Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method". Teachers who had higher levels of responsibility, usually in the form of compensatory-time work,

administrative positions (i.e., dean, department head), or advisorship of a club, had significantly higher levels of satisfaction. The nature of this link cannot be determined from this study. Does job satisfaction increase as a result of responsibility and participation or are individuals with higher levels of motivation and job satisfaction more inclined to assume roles of responsibility? One explanation for the link is provided by the concept of flow. Increased responsibility levels may lead to satisfaction because of the greater involvement, challenge, and control. Thus, those who have greater responsibility levels have come closer to Csikszentmihalyi's (1990) description of how we attain flow: "this pleasurable state can, in fact be controlled, and not just left to chance, by setting ourselves challenges—tasks that are neither too difficult nor too simple for our abilities."

The importance of the classroom experience in teacher satisfaction confirms the conclusion that the gratification of higher-order needs is most important. Nonetheless, while Sylvia and Hutchinson (1985) denigrated the advantages of pay incentives, responses to the conventional survey suggest that teachers felt that pay incentives would improve morale. Teachers, especially younger ones, also reported that they were not satisfied with their incomes. These results warrant a reexamination of the merits of pay incentives as a means for improving teacher motivation.

Tabancali (2016) conducted a study entitled *The Relationship between Teachers' Job Satisfaction and Loneliness at the Workplace*. And, relevant research (Zembylas & Papanastasiou, 2005; 2006) has shown that, for the majority of teachers, professional satisfaction derives from a belief that they can make a contribution to society, have opportunities to work collaboratively with colleagues, receive remuneration for their work, working hours and holidays, which are considered to be favourable when compared to other work benefits.

One of the factors that have a high impact on job satisfaction is overall life satisfaction. Life satisfaction includes an individual's expectations from life and the extent to which these expectations are met (Avşaroğlu, Deniz and Kahraman, 2005).

Some earlier studies *Journal of Education and Training Studies* Vol. 4, No. 6; June 2016 171 have found that job satisfaction increases as age and length of service increase (Günbayı & Toprak, 2010; Koruklu et al., 2013), and some others have found, similar to the present study, that age, gender, marital status, and branch do not

create much of a difference (Filiz, 2014; Telef, 2011). Job satisfaction of teachers working in public schools is higher than that of those working in private schools and the difference between the two groups of teachers is statistically significant . ($p < .05$)

Turkish schools are either public or private schools, all of which are affiliated with the Ministry of National Education. Teachers who work in public schools are permanent government officials and they do not have the risk to be made redundant. However, in private schools teachers work on contracts, which are renewed annually according to their performances. Therefore, teachers working in private schools need to work hard, be successful, and continually develop themselves so as to ensure that their contracts will be renewed for the following academic year. It might be the case that these factors affect teachers' job satisfaction levels negatively.

Now that job satisfaction has a high impact on life satisfaction, increasing job satisfaction levels of teachers will also increase their overall life satisfaction. In other words, life satisfaction and job satisfaction in this case will go hand in hand. Individuals who are not satisfied with their jobs will be unhappy in their personal lives also or the individual's leading an unhappy life will prevent him from having job satisfaction (Uyargil, 1983 / s: 87).

2.9 The Studies on Job Satisfaction in Turkey

It is seen that various studies related to job satisfaction take place in the field of education. These studies have been put forward on education inspectors, managers, various branch teachers and significant results have been revealed. However, between 1997 and 2016, the number of theses studying English teachers' job satisfaction is only three. This number is quite inadequate when compared to the number of English teachers who are working in Turkey and the work done in other branches.

One of the studies on teachers' job satisfaction was made by Acar in 2016 as master's thesis. The name of the thesis is "investigation of the burnout and the job satisfaction levels of pre-school teachers in terms of different variables". The aim of this study was to investigate whether the burnout and job satisfaction levels of pre-school teachers working at private pre-schools show significant differences with

respect to age, teaching experience, and the university they graduated from. As a result of the study it was seen that a higher level of teachers' burnout and lower job satisfaction correlate with an increasing age and incremental years of experience.

In a different study entitled "the relationship between organizational commitment and job satisfaction of the education sector employees" which was conducted in 2016 by Dertlioğlu as a master's thesis the connection of organizational commitment and motivation was investigated in İstanbul. The study demonstrated the importance of the relationship between job satisfaction and organizational commitment.

Usta (2015), aimed to determine the relationship between demographic factors and the level of job satisfaction and job satisfaction of working class teachers in the Primary Schools in Ankara in her master's thesis entitled "defining the relationship between the class teachers job satisfaction and demographic factors (Ankara-Çubuk district of application)" In this study, the overall job satisfaction of teachers has been found to be moderate and there hasn't been found a significant difference between the job satisfaction and demographic factors.

Kıvılcım (2014), aimed to investigate the relationship between job satisfaction, self-efficacy and life satisfaction of teachers in her master's thesis entitled "comparison of job satisfaction, self-efficacy belief and life satisfaction in teachers". The participant teachers were from six branches: English, Physical Education, Science, Preschool, Mathematics and Turkish. The findings of the study revealed that there is no significant difference in the average scores of the self- efficacy and job satisfaction according to the gender, but there is a significant difference according to the branch.

In addition, Özcan (2013) conducted a master's study entitled "job satisfaction of primary school teachers: Niğde sample". The purpose of this study was to identify primary school teachers job satisfaction levels, to find teachers low satisfaction level or dissatisfaction. As the result of the study teachers job satisfaction levels were found low.

Apart from these studies, three different studies have studied the job satisfaction of English teachers. The first of these was done in 1997 by Köktürk as a master's thesis. In this study, entitled "the profile, motivation and job satisfaction of

elementary school secondary level English teachers” Köktürk (1997) tried to understand job satisfaction of English teachers, who teach in Anadolu High Schools and in the second level of primary schools. The findings of the study were given in the study.

In the second study, Atila (2014) aimed to determine the burnout and job satisfaction levels of the English teachers working at primary, secondary and high schools and universities in Ankara. In the study, entitled “the relationship between burnout and job satisfaction levels of English teachers and instructors: Ankara case”. The total number of participants in the study was 135. The findings revealed the negative correlation of burnout and job satisfaction. On the other hand, it is found out that gender, graduated department, professional experience, educational status, weekly course load and experience in the current institution do not have significant impact on the individuals’ intrinsic and extrinsic job satisfaction.

The last study listed in the Council of Higher Education’s (YÖK) Thesis Center is entitled “occupational motivation and job satisfaction of Turkish secondary school teachers of English and other subjects” and conducted by Özsüer in 2016 as a master’s thesis. This study aimed to investigate factors which lead to job satisfaction and which motivate and demotivate Turkish secondary school teachers of English and other subjects and ways to improve their motivation. 237 teachers working at state secondary schools in the district of Bağcılar, Istanbul participated in the study. As a result of the study, 51.5% of the teachers reported that they were either somewhat satisfied or very satisfied with their jobs. 26.6% indicated that they were either somewhat dissatisfied or very dissatisfied.

Chapter 3

Methodology

3.1 Overview

Starting with philosophical paradigm of the study and research design, this chapter provides information on the setting and participants. Later, it states the data collection and data analysis procedures. And, this chapter ends with the limitations of the study.

3.2 Philosophical Paradigm

A research design which best fits the aims of this study was a combination of both quantitative and qualitative research methods, namely a mixed methods research design. Quantitative researches are researches that collect numerical data related to the research subject, turn them into statistical data, and aim to answer research questions by examining this data (Ari, 2015).

In other words, in quantitative research quantitative data are collected from the selected samples or from the population in order to reach predetermined goals or test hypotheses, the data are statistically analyzed and the findings are obtained.

On the other hand, the researcher also made use of a qualitative approach in this study to investigate the case in depth in the research. Qualitative research is a method that aims to examine from the point of view of a person of interest and thus reveal relevant social structures and processes (Çalık et al, 2012).

Furthermore, this study has a cross-sectional screening model because it is performed by collecting data from a large number of English teachers over a certain period of time when considering the research purposes and the time dimension of the data collection. In cross-sectional screening, variables are measured once and instantaneously (Fraenkel and Wallen, 2006).

In addition, a causal comparison model was applied in the research because of the comparison of attitudes and thoughts of different groups existing according to various variables such as gender. Researches with a causal comparison model are the

researches to determine the causes of a situation or event and the variables that effect on these causes or the outcomes of an effect (Büyüköztürk et al, 2008).

3.3 Research Design

As described in the previous part, a mixed-method research design, in which both quantitative and qualitative means of data collection and analysis procedures were utilized jointly, was found more appropriate to succeed purpose of this study.

In the study, initially the literature was searched and the obtained sources were compiled to obtain information about the theoretical framework. Questionnaire and interview methods were used as the basic data collection method. The survey method is defined as a method of collecting data through questionnaires (data collection tool consisting of various questions) related to any research topic. And the method of interviewing is the method of collecting data through mutual speaking, or verbal communication, regarding any research topic (Tuna, 2016, p. 29-39).

Moreover, statistical analysis method was used in the analysis of collected data at the data collection stage. Finally, in the reporting phase, the results obtained were presented in detail in the findings section with the help of tables and graphs, and these were given in the conclusion section of the discussion and the results of the research.

3.4 Setting and Participants

In this study, which aimed to determine the job satisfaction levels of the English teachers working in kindergarten and elementary schools in Ümraniye, Çamlıca, Ataşehir and Sancaktepe province of Istanbul, the universe of the research included English teachers working in Anatolian side of Istanbul, in 2016-2017 education year. For this reason a total of four schools were included in the sample. The reason for choosing this side as a research area is that the researcher lives here. The teachers, who contributed to the study, have indicated that there is a need to focus on this topic and happy to be part of it.

A total of 56 English teachers, 49 (87.5%) female and 7 (12.5%) male, participated in this study, of which main objective was determining the job satisfaction of English teachers working in kindergartens and primary schools in Istanbul. Of these teachers, 11 (19.6%) were working in kindergartens and 45 (80.4%) were working in primary schools (Figure 3.2).

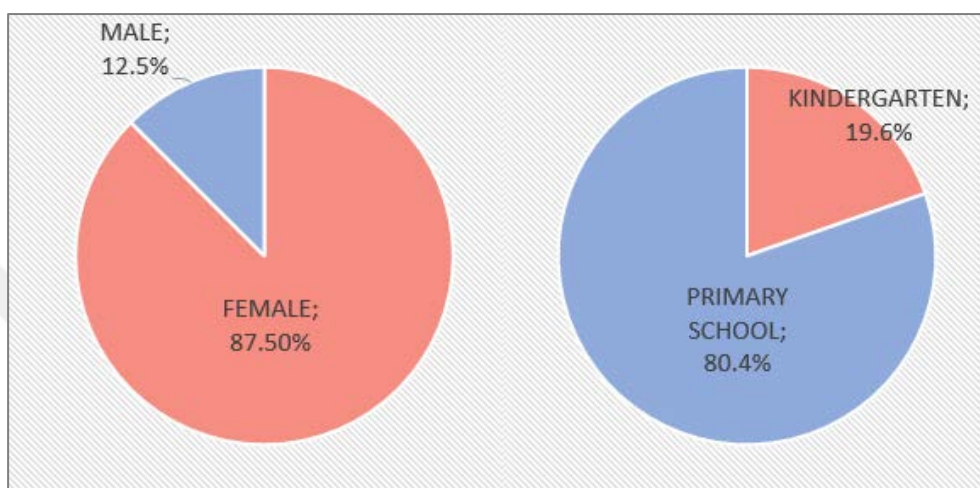


Figure 3.2. Distribution of Participants by Gender and School Type

When the distribution of teachers according to their professional experience is examined, it was observed that 20 of the teachers (35.7%) have 1-5 years of experience, 21 (37.5%) have 6-10 years of experience, 11 (19.6%) have 11-15 years of experience and 4 (7.1%) have 16-20 years of experience (Table 3.1).

Table 3.1

Distribution of Participants by Years of Experience

Years of experience	<i>f</i>	<i>%f</i>
1-5 years	20	35.7
6-10 years	21	37.5
11-15 years	11	19.6
16-20 years	4	7.1
Total	56	100.0

Also, when the distribution of teachers according to weekly working hours is examined, it was revealed that 6 of them (10.7%) have 1-10 hours, 7 (12.5%) have 11-20 hours, 38 (67.9%) have 21-30 hours and 5 (8.9%) have 30+ hours working in a week (Table 3.2).

Table 3.2

Distribution of Participants by Weekly Working Hours

Weekly working hours	<i>f</i>	<i>%f</i>
1-10 hours	6	10.7
11-20 hours	7	12.5
21-30 hours	38	67.9
30+ hours	5	8.9
Total	56	100.0

In addition, when the marital status of the participants is examined, 37 (66.1%) were married and 19 (33.9%) were single (Figure 3.3).

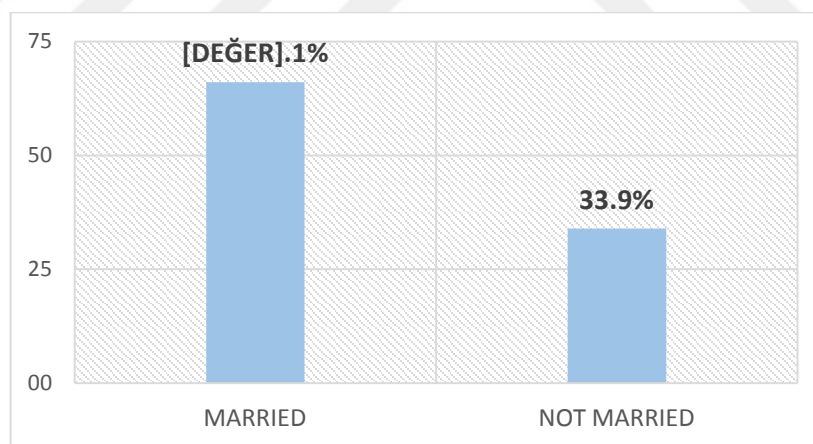


Figure 3.3. Distribution of Participants by Marital Status

3.5 Procedures

3.5.1 Data Collection Procedures The participants of the study were teachers from schools located in the province of Istanbul, and they were selected according to simple random sampling, which was suggested for a less time-consuming and easier application for the researcher. As a sampling method, simple random sampling

method was used in the study. In simple random sampling, the selection of samples is completely done from the entire content (population) and participants are given equal chance to be selected (Tuna, 2016). The participants were 56 teachers working in Istanbul. The researcher considered gender, marital status, age, career phases, and level of education while recruiting participants of the study.

3.5.2 Procedures

For the purposes of this study, two different data sources were employed:

- a) Structured questionnaire,
- b) Semi-structured interview.

The main reason of using two different data sources is to increase in - dept understanding (triangulation for completeness purposes) on examination of occupational satisfaction of english teachers working in kindergarten and elementary schools.

The questionnaire used in the research was adapted by the researcher. The questionnaire used in the research is a structured questionnaire consisting of three sections in total. In the first part of the questionnaire; demographic characteristics of the participants (gender, school working at, experience in teaching, weekly working hours and marital status) were asked.

In the second part of the questionnaire; a 20-item job satisfaction scale was used to assess job satisfaction of English teachers. This scale is the Minnesota Job Satisfaction Inventory developed by Weiss, Davis, England and Lofquist (1967) to measure job satisfaction. The reason why I have chosen this scale is that it has been used extensively in academic studies for many years. Also, in some of the studies the Cronbach-Alpha inner validity coefficient of the scale was found to be .90 and 0.89 (Yıldırım, 1996; Demirel & Koç - Erdamar, 2009).

The Minnesota Job Satisfaction Scale was translated into Turkish by Baycan (1985) and validity and reliability studies were conducted. (Cronbach Alpha = 0.77). The Minnesota Job Satisfaction Scale is a five-point Likert-type scale scored between 1 and 5. The answers of the scale are;

- 1- I totally disagree,
- 2- I partly disagree,
- 3- I neutral,
- 4- I partly agree, and
- 5- I totally agree.

There are no inverse questions on the scale. And in the third part of the questionnaire, 5 questions were asked in order to obtain opinions and recommendations of the participants. Three of these are open-ended questions (See Appendix A).

Apart from questionnaire, a semi-structured interview form was used for the interviews. The interview was prepared by the researcher and the questions were drawn up by the researcher to explain the questions asked at Minnesota scale. It was applied to a total of 16 teachers among the sample. Four open-ended questions were included in the interview. In these questions, participants were asked in which factors they were satisfied with and which factors reduced their satisfaction. It was also asked what the proposals about what could be done to increase their satisfaction (See Appendix B).

3.5.3. Reliability and Validity In the study, statistical analysis method was used in the analysis of data. In this context, frequency tables and frequency analyzes were used to obtain proportional results. In the analysis of difference, various difference analysis methods were used with the help of SPSS 24 program.

Kolmogorov-Smirnov and Shapiro-Wilk Normality tests were done in order to determine the normality of the data gathered in the research. And it was revealed that the data obtained in the research is not normally distributed (nonparametric). Hence, nonparametric Mann Whitney U test was used for binary comparisons and Kruskal Wallis H test was used for multiple comparisons. The obtained data were presented in tables and graphs.

In the qualitative analysis of the interview form data, descriptive analysis and content analysis methods which are among the qualitative research methods were applied. Content analysis is described as to carefully and systematically examine a

certain material in order to determine patterns, preliminary judgments and meanings (Aydın, 2015, p. 380).

In the content analysis, the answers of the participants were divided into themes in relation to quantitative and qualitative research materials. These themes were designated as “satisfaction”, “dissatisfaction” and “remedies”.

In the satisfaction theme, the answers were included to determine the causes of increasing job satisfaction of teachers. In the theme of the dissatisfaction, the factors that reduce teachers’ job satisfaction were questioned. And, in the theme of the remedies, the suggestions that teachers offer for solving problems related to job satisfaction were examined. The sub-themes under these themes were also defined based on the general evaluation of the answers received in relation to the questions. The themes and sub-themes in the findings section were given in Table 3.3.

Table 3.3

The Theme and Subthemes Used in Qualitative Analysis

Theme	Subtheme
Satisfaction	Love to teach and students
	Loving colleagues
	Ambition to be a teacher
Dissatisfaction	Salary
	Intense Working Conditions
	Obsession with Tests
Remedies	Emphasis on Teachers’ Views
	Increasing Opportunities
	Raising Salaries
	Reforming the Education System

At the next stage, the answers received from the participants were subjected to a detailed analysis, named as content analysis. In addition, in the citation made from the statements of the participants, the answers of the teachers are coded as T1, T2...

As a result, in each sub-theme, which answers were expressed more frequently, and the expressions related to them were revealed with the help of coding. In the presentation of the codes, the tables were used and frequencies were included. In addition, the codes with more frequencies are presented on top rows on the tables. In other words, the ordering of the concepts in the qualitative analysis tables shows which concepts are more repeated.

Validity is the shortest way to measure a test or questionnaire without mixing it with other features. In order to ensure the validity of the questionnaire and interview form used in this study, expert examination, colleague confirmation and participant confirmation methods were applied. In addition, factor analysis was used for the validity analysis of the satisfaction inventory questions in the questionnaire used in the research (Büyüköztürk et al, 2011).

Factor analysis aims to determine the validity of a questionnaire by testing whether the questions or items comply with each other, complement each other and form a whole (Tuna, 2016). According to this, as a result of the factor analysis, the questions were collected under 5 factors and it was determined that all 5 factors measured 84.90% of the phenomenon to be measured. The results of factor analysis were given in detail in Table 3.4.

In addition, reliability, in the shortest way, is the degree to which a test or questionnaire measures a phenomenon without error (Büyüköztürk et al, 2011). In our study, the reliability of the questionnaire (Cronbach Alpha score) used was found to be 93.9%, as a result of the reliability analysis. This rate is quite high because it is accepted as reliable in academic studies if it is 70% and above (Table 3.5).

Table 3.4

Factor Analysis Results

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings*		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.940	49.698	49.698	9.940	49.698	49.698
2	2.804	14.018	63.716	2.804	14.018	63.716
3	1.697	8.486	72.202	1.697	8.486	72.202
4	1.476	7.381	79.583	1.476	7.381	79.583
5	1.064	5.319	84.902	1.064	5.319	84.902
6	.826	4.131	89.033			
7	.674	3.370	92.403			
8	.406	2.028	94.431			
9	.254	1.268	95.699			
10	.233	1.163	96.862			
11	.175	.875	97.737			
12	.140	.699	98.435			
13	.110	.549	98.984			
14	.078	.392	99.376			
15	.053	.265	99.641			
16	.038	.189	99.830			
17	.018	.089	99.919			
18	.011	.055	99.975			
19	.004	.019	99.994			
20	.001	.006	100.000			

* Extraction Method: Principal Component Analysis.

Table 3.5

Reliability Analysis Results

Cases	<i>f</i>	<i>%f</i>	Cronbach's Alpha
Valid	56	100.0	
Excluded	0	0.00	0.939
Total	56	100.0	

3.6 Limitations

The study was carried out with a total of 56 English Teachers who were working in kindergartens and primary schools in Istanbul. Therefore, the findings of the study are limited to this research group and can be questioned due to being peculiar to a certain city and thus having low external validity.

In addition, this study was conducted in 2016-2017 education year. So, the findings of the study are limited to this term.

Furthermore, the data obtained from interviews only showed perceived satisfaction between their perceptions about work environment and the actual one.

Although the number of participants is limited, the participants are thought to represent the English teachers in Istanbul since the schools they are working were chosen from different districts of Istanbul as much as possible.

In addition, to increase the validity, teachers were selected from different age groups, from public schools and private schools. Therefore, it is considered that the representation of the research is at a good level.

Chapter 4

Results

4.1 Overview

This chapter covers the results of the study in under the subtitles of demographic results, findings related to the satisfaction inventory, findings related to opinions and recommendations, etc. in detail.

4.2 Findings Related to Research Question 1

In order to reveal the findings to RQ1, the answers of the satisfaction inventory questions included in Part B of the participant questionnaire were examined. The general average of 20 problems was found as 3.59, with the standard deviation of 0.89. Accordingly, participants were “partly satisfied” with their job. In addition, as a result of the detailed examination of the questions, it was seen that the average of 3 opinions was more than 4.00 (I partly agree). These questions were “the chance to do different things from time to time”, “the feeling of accomplishment I get from the job” and “the chance to do something that makes use of my abilities” (Table 4.1).

Table 4.1

The First Three Opinions with the Highest Average in The Satisfaction Inventory

Rank	Opinions	<i>f</i>	Mean	Std. Dev.
1	The chance to do different things from time to time.	56	4.20	1.11
2	The feeling of accomplishment I get from the job.	56	4.16	1.04
3	The chance to do something that makes use of my abilities.	56	4.14	1.01

In the same part, the average of 9 problems was between 3.50 and 4.00. It is possible to say that the answers to these questions are close to “I partly agree”. These

questions were in order, “the chance to try my own methods of doing the job”, “the chances for advancement on this job”, “the chance to do things for other people”, “the praise I get for a good job”, “the chance to be ‘somebody’ in the community”, “the freedom to use my own judgment”, “the way my job provides for steady employment”, “the way my co-workers get along with each other” and “being able to keep busy all the time” (Table 4.2).

Table 4.2.

Opinions Between the 4th and 12th Rank in The Satisfaction Inventory

Rank	Opinions	<i>f</i>	Mean	Std. Dev.
4	The chance to try my own methods of doing the job.	56	3.89	1.10
5	The chances for advancement on this job.	56	3.89	0.90
6	The chance to do things for other people.	56	3.84	1.17
7	The praise I get for doing a good job.	56	3.73	1.48
8	The chance to be ‘somebody’ in the community.	56	3.71	1.38
9	The freedom to use my own judgment.	56	3.70	1.09
10	The way my job provides for steady employment.	56	3.64	1.22
11	The way my co-workers get along with each other.	56	3.59	1.35
12	Being able to keep busy all the time.	56	3.55	1.40

Also, the average of 7 problems was between 3.00 and 3.50. It is possible to say that the answers to these questions are close to “I neutral”. These questions were in order, “the chance to tell other people what to do”, “being able to do things that don’t go against my conscience”, “the chance to work alone on the job”, “the working conditions”, “the way company policies are put into practice”, “the

competence of my supervisor in making decisions” and “the way my boss handles his man” (Table 4.3).

Table 4.3

Opinions Between the 15th and 19th Rank in The Satisfaction Inventory

Rank	Opinions	<i>f</i>	Mean	Std. Dev.
15	The chance to work alone on the job.	56	3.34	1.23
16	The working conditions.	56	3.27	1.28
17	The way company policies are put into practice.	56	3.16	1.42
18	The competence of my supervisor in making decisions.	56	3.16	1.47
19	The way my boss handles his man.	56	3.05	1.40

In addition, only 1 problem was below 3.00 in the average. This question was “my pay and the amount of work I do” (Table 4.4).

Table 4.4

Opinion in the 20th Rank in The Satisfaction Inventory

Rank	Opinions	<i>f</i>	Mean	Std. Dev.
20	My pay and the amount of work I do.	56	2.95	1.49

Furthermore, significant conclusions were reached when the answers to the Part C of the participant survey were examined. As a result of the first question, “in general, are you satisfied with your work?”, it was observed that 41 of the teachers (73.2%) answered yes, and 15 answered no (26.8%) (Table 4.5).

Table 4.5

Response Distribution of “In General, Are You Satisfied with Your Work?” Question

In general, are you satisfied with your work?	<i>f</i>	<i>%f</i>
Yes	41	73.2
No	15	26.8
Total	56	100.0

Also, the overall average of the question 2, “In general, what grade do you give for your job satisfaction?” was found as 3.58 (standard deviation: 0.93). This result is quite similar to the average (3.59) of the satisfaction inventory opinions in the previous section.

4.3 Findings Related to Research Question 2

4.3.1. Difference by School Type.

As a result of examining the level of job satisfaction of English teachers according to the type of school they work in, important results were achieved. Firstly, the average level of the response of teachers working in kindergartens to the opinions in the satisfaction inventory was found as 4.08. This result shows that the job satisfaction level of teachers working in kindergarten is at the level of “I partly agree”. Moreover, the average of the question “in general, what grade do you give for your job satisfaction?” was found as 4.00, for the teachers working in kindergartens.

On the other hand, the average level of the response of teachers working in primary schools to the opinions in the satisfaction inventory was found as 3.47. That is, teachers who work in primary schools have an average job satisfaction level of “I neutral”. Moreover, the average of the question “in general, what grade do you give for your job satisfaction?” was found as 3.49 (Figure 4.1).

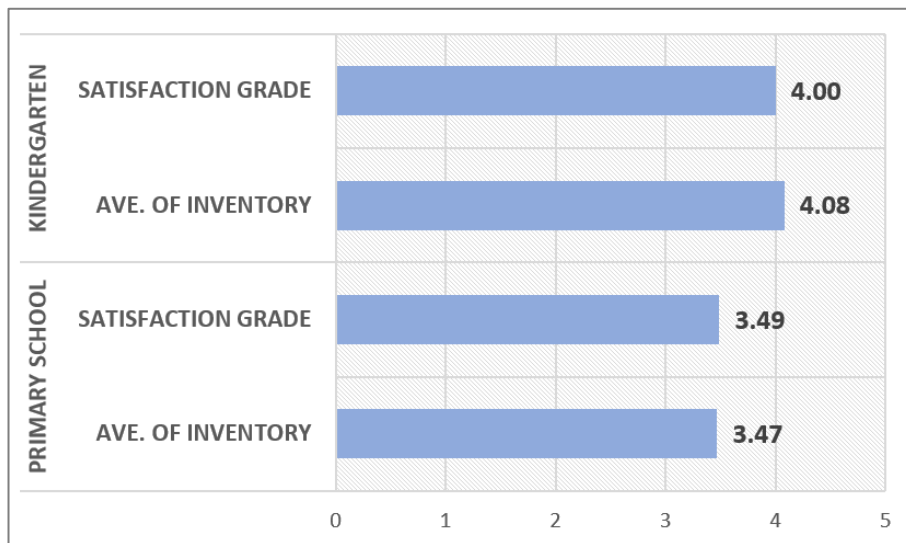


Figure 4.1. Job Satisfaction Levels by School Type

Furthermore, 100% of the English teachers (11 teachers) in kindergartens answered the questions of “in general, are you satisfied with your work?” as “yes”, while this rate was 66.7% for 45 primary school English teachers (Figure 4.2).

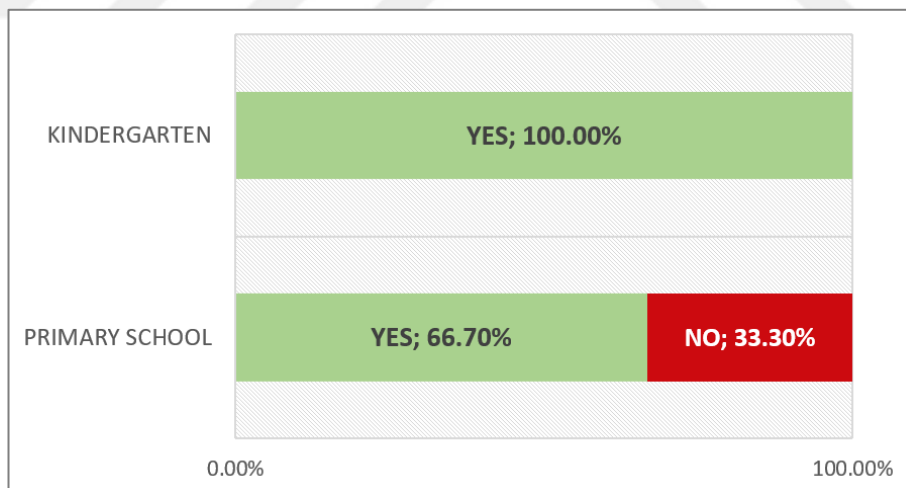


Figure 4.2. Responses to “In General, Are You Satisfied with Your Work?” Question

Moreover, Mann Whitney U difference analysis (because of collected data was nonparametric) was used in order to determine whether the difference between job satisfaction levels of English teachers working in primary schools and in kindergarten schools was statistically significant. As a result of the test done, it has

been determined that the average of the inventory is significantly different by school type. That is, the job satisfaction levels of English teachers working in primary schools and kindergartens differed significantly ($p < 0.05$). However, satisfaction grade means did not differ significantly ($p > 0.05$) (Table 4.6).

Table 4.6

Mann Whitney U Test Results Showing Difference According to School Type

Variable	School	f	Mean Rank	Sum of Ranks	U	Z	p*
Satisfaction Inventory Average	Kinderg.	11	38.09	419.00	142.0	-2.182	0.029
	Primary	45	26.16	1177.00			
Job Satisfaction Grade	Kinderg.	11	35.50	390.50	170.5	-1.741	0.082
	Primary	45	26.79	1205.50			

*p is significant when < 0.05 .

4.3.2. Difference by Gender In this section, the mean values of the gender were examined and then the difference analyses were applied. In the analysis of difference made in this section, the respondents' mean response to the opinions included in the satisfaction inventory and the question of "in general, what grade do you give for job satisfaction?" were used. According to this, difference analysis was applied to the responses according to gender, experience in teaching and weekly working hours respectively.

In order to examine the job satisfaction levels of the English teachers according to gender, firstly the averages were examined. As a result, according to the average of the items in the satisfaction inventory, the job satisfaction of women was found to be 3.60 and the job satisfaction of men was found to be 3.52.

This result revealed that the job satisfaction level of women is higher than that of men. However, the average of the answers given in question to "in general, what grade do you give for your job satisfaction?" was 3.57 for women and 3.71 for men. Here the average of men is higher (Table 4.7)

Table 4.7

Job Satisfaction Averages by Gender

Average	Gender	f	Mean	Std. Dev.
Satisfaction Inventory Average	Female	49	3.60	0.90
	Male	7	3.52	0.86
Job Satisfaction Grade	Female	49	3.57	0.96
	Male	7	3.71	0.76

Initially, Mann-Whitney U Test was used for the difference analysis according to gender (because collected data was nonparametric). Thus, it was found that there was no significant difference between males and females ($p > 0.05$) (Table 4.8).

Table 4.8

Mann Whitney U Test Results Showing Difference According to Gender

Variable	Gender	f	Mean Rank	Sum of Ranks	U	Z	p*
Satisfaction Inventory Average	Female	49	28.85	1413.5	154.5	-0.422	0.673
	Male	7	26.07	182.5			
Job Satisfaction Grade	Female	49	28.45	1394.0	169.0	-0.068	0.946
	Male	7	28.86	202.0			

*p is significant when < 0.05 .

4.3.3. Difference By Experience in Teaching After analyses by gender, in order to examine the job satisfaction levels of the English teachers according to experience in teaching, firstly the averages were examined. Detailed results were given in Table 4.9.

Table 4.9

Job Satisfaction Averages by Experience in Teaching

Average	Exp. in Teach.	F	Mean	Std. Dev.
Satisfaction Inventory Average	1-5 year	20	3.56	0.64
	6-10 year	21	3.30	0.71
	11-15 year	11	4.56	0.36
	16-20 year	4	2.57	1.65
Job Satisfaction Grade	1-5 year	20	3.60	0.68
	6-10 year	21	3.09	0.99
	11-15 year	11	4.36	0.50
	16-20 year	4	4.00	1.15

Kruskal Wallis H Test, one of the nonparametric methods, was used in the difference analysis according to experience in teaching. The results of the test were found to be significant ($p < 0.05$). In other words, there is a significant difference between job satisfaction levels of teachers who have different experience year in teaching. The group with the highest level of job satisfaction is 11-15 years of experience. This group is followed by the groups of 1-5 years of experience, 6-10 years and 16-20 years of experience respectively (Table 4.10).

Table 4.10

Kruskal Wallis H Test Results Showing Difference According to Experience in Teaching

Variable	Experience in Teaching	<i>f</i>	Mean Rank	Chi-Square	df	p*
Satisfaction Inventory Average	1-5 year	20	26.95	24.597	3	0.000
	6-10 year	21	21.05			
	11-15 year	11	49.95			
	16-20 year	4	17.75			
Job Satisfaction Grade	1-5 year	20	28.15	15.345	3	0.002
	6-10 year	21	20.74			
	11-15 year	11	42.05			
	16-20 year	4	33.75			

*p is significant when <0.05 .

4.3.4. Difference by weekly working hours.

After analyses by experience in teaching, in order to examine the job satisfaction levels of the English teachers according to weekly working hours, firstly the averages were examined. Detailed results were given in Table 4.11.

In addition, Kruskal Wallis H Test, one of the nonparametric methods, was used in the difference analysis according to weekly working hours. It was found that the mean of the two tests used in the comparison was not significantly different according to weekly working hours ($p > 0.05$) (Table 4.12).

Table 4.11

Job Satisfaction Averages by Weekly Working Hours

Average	Exp. in Teach.	<i>f</i>	Mean	Std. Dev.
Satisfaction Inventory Average	1-10 Hours	6	4.15	0.00
	11-20 Hours	7	3.44	0.71
	21-30 Hours	38	3.58	0.97
	30+ Hours	5	3.25	0.83
Job Satisfaction Grade	1-10 Hours	6	4.00	0.00
	11-20 Hours	7	3.57	0.53
	21-30 Hours	38	3.57	1.03
	30+ Hours	5	3.20	1.09

Table 4.12

Kruskal Wallis H Test Results Showing Difference According to Weekly Working Hours

Variable	Experience in Teaching	<i>f</i>	Mean Rank	Chi-Square	df	p*
Satisfaction Inventory Average	1-10 Hours	6	41.50	5.538	3	0.136
	11-20 Hours	7	25.86			
	21-30 Hours	38	28.11			
	30+ Hours	5	19.60			
Job Satisfaction Grade	1-10 Hours	6	35.50	2.094	3	0.553
	11-20 Hours	7	26.29			
	21-30 Hours	38	28.49			
	30+ Hours	5	23.30			

*p is significant when <0.05.

4.4 Findings Related to Research Question 3

In order to answer the third and fourth research questions in our study, initially, the content analysis of the results obtained in the interview was given in this part.

4.4.1. Satisfaction Theme Participants were asked, “What are the factors that make you most satisfied with your work? Could you explain the reasons for this?”. And the answers to the question have been defined as the “satisfaction” theme of the content analysis conducted.

The sub-themes are based on the general evaluation of the answers given to the questions. As a result, sub-themes were defined as “teaching and loving students”, “loving colleagues” and “ambition to be a teacher”. Response frequencies according to sub-themes were given in Table 4.13.

Table 4.13

Satisfaction Theme and Its Subthemes

Theme	Subthemes	Frequency
Satisfaction	Love to teach and students	12
	Loving colleagues	4
	Ambition to be a teacher	2

In a total of 12 respondents out of a total of 16 participants, they gave the answer “love to teach and students” as the reason for increasing satisfaction. Some of the outstanding answers included:

“The pupils. When a child learns something new they express a joy and pride that is so pure they almost glow” (T1).

“Teaching to the students excite me when I see their learning. It satisfies me” (T3).

“My lovely students are the most motivation factors. And then, if I can touch one of them, I’m very happy. I like to educate and change positively their lives” (T12).

In a total of 4 respondents out of a total of 16 participants, they gave the answer “loving colleagues” as the reason for increasing satisfaction. Some of the outstanding answers included:

“My workmates are important factor for me. Working conditions are the most important.” (T5).

“Appreciated by my workmates make me satisfied with my work” (T7).

“I am satisfied with my friendly co-workers” (T14).

Two of the respondents out of a total of 16 participants, gave the answer “ambition to be a teacher” as the reason for increasing satisfaction. Some of the outstanding answers included:

“When I was little, I always wanted to be an English teacher and I am a teacher today (T2).

“Being an English teacher in the future... I always wanted this” (T7).

The answers of the participants show that their feelings against students and teaching are the main reasons of their satisfaction when they feel that they touch their lives , see their improvement , that is really priceless for them.

4.4.2. Dissatisfaction Theme Participants were asked, “are there any factors that reduce your satisfaction with your job? If yes, what are they? Could you explain why?”. And, the answers to the question have been defined as the “dissatisfaction” theme of the content analysis conducted.

The sub-themes are based on the general evaluation of the answers given to the questions. As a result; sub-themes were defined as “salary”, “intense working conditions” and “obsession with tests”. Response frequencies according to sub-themes were given in Table 4.14.

Table 4.14

Dissatisfaction Theme and Its Subthemes

Theme	Subtheme	Frequency
Dissatisfaction	Salary	8
	Intense Working Conditions	6
	Obsession with Tests	4

Eight of the respondents out of a total of 16 participants, gave the answer “salary” as the reason for reducing satisfaction. Some of the outstanding answers included:

“Salary is less. We work more but we are paid less. This lessens our satisfaction” (T3).

“Low salary reduces my satisfaction with my job” (T7).

“I can not understand why we take low salaries while we work very hard to teach English to the pupils. It makes me dissatisfied” (T11).

6 of the respondents out of a total of 16 participants, gave the answer “intense working conditions” as the reason for reducing satisfaction. Some of the outstanding answers included:

“In the weekends, I don’t have the time for fun because I have to work” (T4).

“There aren’t homework and exams. They’re not prepared in advance. We have to do them by ourselves. This makes us tired more” (T3).

In a total of 4 respondents out of a total of 16 participants, they gave the answer “obsession with tests” as the reason for reducing satisfaction. Some of the outstanding answers included:

“The Turkish obsession with tests and exams. It’s disruptive and hopelessly un-modern” (T1).

“There’s is a lack of system and organization about tests. There is an obsession with tests” (T15).

“Students always need to study for the exams in Turkey. So, we can not teach English well enough” (T12).

The main reasons of dissatisfaction theme are salary , intense working hours and obsession with tests. Participants mostly complain about working out of working hours , prepare lots of extra materials and lack of organization about tests.

4.5 Findings Related to Research Question 4

4.5.1 Remedies theme Participants were asked, “what should be done first to increase your satisfaction with your work?”. And, the answers to the question have been defined as the “remedies” theme of the content analysis conducted.

The sub-themes are based on the general evaluation of the answers given to the questions. As a result; sub-themes were defined as “emphasis on teachers’ views”, “increasing opportunities”, “raising salaries” and “reforming the education system”. Response frequencies according to sub-themes were given in Table 4.15.

Table 4.15.

Remedies Theme and Its Subthemes

Theme	Subtheme	Frequency
Remedies	Emphasis on Teachers’ Views	8
	Increasing Opportunities	6
	Raising Salaries	4
	Reforming the Education System	2

In a total of 8 respondents out of a total of 16 participants, they gave the answer “emphasis on teachers’ views” as the solution proposal. They believe that teachers should be listened and their ideas should be taken into consideration in order to increase satisfaction. Some of the outstanding answers included:

“Teachers should be listened. Teachers’ ideas should be taken into consideration in order to increase the satisfaction” (T2).

“Not the parents, but the teachers should be the important ones” (T4).

“Responsible persons for the education system should listen us. They should take our ideas about everything about teaching in schools” (T10).

Six respondents out of a total of 16 participants, gave the answer “increasing opportunities” as the solution proposal. Some of the outstanding answers included:

“Some of the important materials for English teaching should be prepared, ready for the teachers” (T3).

“Opportunities of teachers and schools should be increased” (T2).

“We need materials, language program and training. So, the opportunities should be increased” (T9).

And, 4 respondents out of a total of 16 participants, gave the answer “raising salaries” as the solution proposal. Some of the outstanding answers included:

“Salary increase motivates me more than everything” (T5).

“The salaries should be increased first, according to work” (T7).

Moreover, 2 respondents out of a total of 16 participants, gave the answer “reforming the education system” as the solution proposal. Some of the outstanding answers included:

“Reform the education system” (T1).

“It should be a nice, suitable system for us” (T7).

“There should be a system” (T8).

Based on the answers given from respondents , emphasis on teachers' views, increasing opportunities , raising salaries and reforming the education system are the main things that should be done to increase the teachers' satisfaction with their work.

4.5.2 Opinions And Recommendations Offered in Survey In answers to the third question of the survey’s third part, which requires open-ended answers from participants (“is there any problem with your work makes you dissatisfied? If so, what?”), the participants stressed various issues. Among the answers, the most emphasized topics are the amount of work, having to teach all levels at once,

management, wage and parents' behaviors. Participants generally expressed their work intensity with the words "working for more than I expect" and "too much work to do". And, with regard to management, they pointed out that "both administrations' and parents' pressure make me dissatisfied and make me feel worthless" and "I do not feel free because of management".

In addition, many teachers have emphasized that the low salary received has a negative impact on job satisfaction. The statements of one of the participants about the salary and the work they have done summarize the teachers' thoughts very nicely:

"A teacher deserves much more salary. We work too much, but earn too little. We have to be talented for many things besides teaching. For instance: we have to be good singers and dancers. Our drawings should be nice and we should have arts and crafts skills. We have to be creative to prepare wonderful school boards at least once a month. We should also be good at acting and teaching acting to make children perform end of the year dramas which means we should be script writers as well. We also work like psychologists because many parents come and consult us about their private life.

As you see, we must be capable of many things. We get tired not only mentally but also physically because we cannot sit during the working hours. Our target group is young learners and we cannot sit if we want an efficient classroom management. Despite all these facts, everyone including the principals, head of the department, parents etc. just criticize! They criticize more, but thank less which is unfair (T7)."

Furthermore, in response to the question "what do you think is the first thing that you do and what makes you most satisfied?" asked to participant teachers, it is often the case that the answers of "teaching", "working with children and being loved by them" and "working with children and being loved by them" were given. Teachers have seen teaching as being able to motivate and inspire people, to touch others' life and pupils' souls' evolution. Besides, some of the expressions used by the

students for love are as follows: to be remembered even after many years with grateful eyes and smiles and the love I feel towards my students and being loved in return.

As seen , the teachers' thoughts revealed that their expectations are not so high. They only want to be more appreciated more , to be given more opportunities , to be more open to their views and to be paid as they really deserve.

Chapter 5

Discussions and Conclusions

This chapter gives the discussion of the findings for research questions, conclusions and recommendations.

5.1 Discussions of Findings for Research Questions

In conclusion, this study aims to determine the job satisfaction status of English teachers who are working in private kindergartens and primary schools in Istanbul-Turkey. At the same time, it is aimed to elucidate in detail the factors that increase and decrease the job satisfaction of the teachers besides this main purpose. In addition, it was analyzed whether the teachers' job satisfaction levels differed according to gender, total working year and weekly working hours.

Approximately most of the participants of the survey were teachers in primary school, of whom were married and some were married. In addition, most of the participating teachers have a working life of 10 years or less.

The proportion of those with more than 10 years of professional experience remained at a level of one fourth. Again, approximately most of the teachers participating in the study have between 21 and 30 working hours per week. Therefore, when evaluating the results of the study, these characteristics of the participants should be considered.

The main result of the study was that the satisfaction level of participant English teachers was quite high. The level of English teachers' satisfaction with their profession corresponds to the "I am partly satisfied" response from the answers on

the scale. In addition, most of the teachers answered yes in response to the question “in general, are you satisfied with your work?”. And, the average response “in general, what grade do you give for your job satisfaction?” confirmed this quite high satisfaction. As a result, it is possible to say that English teachers have occupational satisfaction with what they are doing , regardless of some negative terms and conditions.

For this reason, it is possible to say that this outcome is quite encouraging in terms of the future of English teachers. Because job satisfaction is a vital issue not only for teachers but also for English language education in schools. If it is considered that English teachers spend a considerable part of their time in schools, it can be concluded that the job satisfaction of the teachers is a matter of importance. Besides, if the teachers are satisfied with the work they do, they have a positive influence on their physical and mental health and on efficiency of education.

Moreover, as a result of examining the level of job satisfaction according to the school type, significant results have been found. Accordingly, English teachers working in kindergartens have more job satisfaction than English teachers working in primary schools. In primary schools, job satisfaction level is lower than the job satisfaction level of kindergartens.

Besides, as a result of detailed examination of the items in the satisfaction inventory, it was seen that the most important features that increase the job satisfaction levels of teachers are the chance to do things from time to time, the feeling of accomplishment and the chance to do something that makes use of abilities. Especially, the presence of these three characteristics in the teaching profession significantly increases the job satisfaction level of English teachers.

In addition, it has been determined that the ability to use their own methods, the possibility of advancement, having opportunity for doing something for others, working conditions and ability to work together with colleagues are also factors that increase job satisfaction. This finding proved that several researches stated that having friendly and supportive colleagues make important contributions to the increase of job satisfaction (Kreitner & Kinicki, 2001; Luthans, 1989; Baş, 2011). In

other words, participating teachers have stated that these characteristics exist in the teaching profession and increase their job satisfaction.

However, some of the features were found to have no significant effect on teachers' job satisfaction. It is possible to say that these properties are not sufficient in schools. For example, teachers responded as "I am neutral" for the questions about the chance to work alone, working conditions, the way education policies are implemented and the way managers make decisions. This finding proved that inadequate administrative support is one of the major concerns of dissatisfaction (Angı, 2002). Also, employee-centeredness or consideration which involves personal interest in the employee's welfare makes positive effect in general satisfaction of the employee (Angı, 2002; Smucker et al, 2003; Başı, 2011).

Besides, the most striking result in the satisfaction inventory is the fact that teachers consider wages they are paid for their work as a negative effect on their job satisfaction. According to the answers to this question, teachers are not satisfied with the wages they receive and this reduces their job satisfaction. Researches show that the employees' attitudes towards the work are determined by the sufficiency of the wage received and the degree of meeting the needs (Naceur & Chan, 2001, p. 2). So, it is found that the amount of salary received is positively related to job satisfaction (Feldman et al, 1985, p. 193). Kolasa (1969) summarized this fact with the words "the higher the price, the higher the satisfaction". And Özsüer (2016) and Boyd et al (2005) emphasized in their studies the same points. So, in parallel with these results, similar results were obtained in this study.

Moreover, as a result of the differences analysis, it was seen that there was no statistically significant effect of gender and weekly working hours on job satisfaction; there was no significant difference between men and women; in addition, there was no significant difference in the job satisfaction levels of teachers who had more or less working hours.

However, the level of job satisfaction of English teachers is significantly different according to their experience in teaching. In general, teachers with the highest job satisfaction were found to be teachers with a working period of 11-15 years. Satisfaction inventory results show that job satisfaction falls below the first 5 years between the 6th and 10th years.

However, it increases between 11-15 years, reaching about twice the level of the first 5 years. This finding proved the fact that experienced teachers are more satisfied with their jobs than their younger counterparts. Conversely, in Erdogan's (2001) study, it was found that younger teachers feel more stressed and alienated when demands on them exceed their capacity to cope. However, in this study after 15 years, the satisfaction falls to the lowest level in professional life.

On the other hand, when content analysis of participant teachers' answers to interview questions were examined, it was seen that the most important reasons for increasing teachers' job satisfaction are loving to teach and students, being happy with their colleagues and ambition to be an English teacher. The most important reason for enhancing the job satisfaction of teachers is that they are happy to teach English to children.

Also, the reasons for dissatisfaction are teachers' lack of salary, intensive working conditions and test-based system in Turkey. Among these, especially the low salary is an important factor. As a solution proposal, teachers firstly want to be given importance to teachers' opinions. Afterwards, it has been suggested that the opportunities in the schools should be increased, salaries should be improved and education system should be reformed.

5.2 Conclusions

As a result, if the answers to the research questions are considered, it is possible to say that the job satisfaction levels of English teachers working in kindergartens and primary schools are quite high and proportionally around 75%. The most obvious reasons for increasing the job satisfaction levels of teachers are the chance to use different skills at various times, the ability to use their abilities, the sense of success, loving to teach and students, and loving colleagues. Also, being able to use their own methods, having advancement facilities, having opportunity for doing something for others, work conditions and working with colleagues increase the job satisfaction of teachers. Teachers' job satisfaction does not differ significantly by gender and weekly working hours. However, their job satisfaction significantly differs according to total year of experience. The highest job satisfaction is between 11-15 years of experience. Salary shortage, intense working

conditions and test-based system in Turkey stand out as the most important reasons for reducing the job satisfaction of English teachers. Steps should therefore be taken by decision makers to resolve them. In addition, teachers suggest that their thoughts be taken. This recommendation should be considered by the authorities.

5.3 Recommendations

The present study provides some recommendations for further study. First and foremost, the present study took place in Istanbul Anatolian side including private kindergartens and primary schools' teachers . Hence, the same study can be applied in the other private kindergartens and primary schools' teachers or on the other side to strengthen the findings of the present study.

Another suggestion is that different data collection instruments such as peer observations and video recording and data analysis procedures could have provided more in-depth results for this study. Last but not least, the study could be extended to a longer period of time, which could have led to detailed results about changing rates of job satisfaction in time. The results of this study should be taken as suggestive for the future studies on job satisfaction of private kindergartens and primary schools' teachers.

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APPENDICES

A. The Questionnaire

JOB SATISFACTION SURVEY

Dear valuable teacher,

This questionnaire was prepared to gather data for a master's dissertation on "*Examination of occupational satisfaction of English teachers working in kindergarten and elementary schools*".

There are no questions to reveal your personal information. *By taking a maximum of 5 minutes*, your answers will provide important contributions if you answer *sincerely and reflect your own thinking in the best way*.

Thank you in advance for your time. Best regards.



A- DEMOGRAPHIC QUESTIONS

- 1-GENDER FEMALE MALE
- 2-SCHOOL WORKING AT KINDERGARTEN PRIMARY SCHOOL
- 3-EXPERIENCE IN TEACHING 1-5 YEARS 6-10 YEARS 11-15 YEARS 16-20 YEARS 21+
- 4-WEEKLY WORKING HOURS 1-10 HOURS 11-20 HOURS 21-30 HOURS 30+ HOURS
- 5-MARITAL STATUS MARRIED NOT MARRIED

B- SATISFACTION INVENTORY

<i>I am satisfied with my job because of</i>	1- I totally disagree	2- I partly disagree	3- I neutral	4- I partly agree	5- I totally agree
1. Being able to keep busy all the time.					
2. The chance to work alone on the job.					
3. The chance to do different things from time to time.					
4. The chance to be 'somebody' in the community.					
5. The way my boss handles his man.					
6. The competence of my supervisor in making decisions.					
7. Being able to do things that don't go against my conscience.					
8. The way my job provides for steady employment.					
9. The chance to do things for other people.					
10. The chance to tell other people what to do.					
11. The chance to do something that makes use of my abilities.					
12. The way company policies are put into practice.					
13. My pay and the amount of work I do.					
14. The chances for advancement on this job.					
15. The freedom to use my own judgment.					
16. The chance to try my own methods of doing the job.					
17. The working conditions.					
18. The way my co-workers get along with each other.					
19. The praise I get for doing a good job.					
20. The feeling of accomplishment I get from the job.					

C- OPINIONS AND RECOMMENDATIONS

1- In general, **are you satisfied** with your work?

- YES NO

2- In general, **what grade do you give** for your job satisfaction?

- 1 2 3 4 5

3- Is there **any problem** with your work makes you dissatisfied? If so, what?

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.....

.....

4- What do you think is **the first thing that makes you like the job** you are doing and what makes you most satisfied?

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5- Do you have any **comments / suggestions** you would like to add about your job satisfaction?

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B. The Interview

Dear valuable teacher,

This interview was prepared to gather data for a master's dissertation on "*Examination of occupational satisfaction of English teachers working in kindergarten and elementary schools*".

There are no questions to reveal your personal information. *By taking a maximum of 15 minutes*, your answers will provide important contributions if you answer *sincerely and reflect your own thinking in the best way*.

Thank you in advance for your time. Best regards.



1- In general, are you satisfied with your work?

2- What are the factors that make you most satisfied with your work? Could you explain the reasons for these?

3- Are there any factors that reduce your satisfaction with your job? If yes, what are they? Could you explain why?

4- What should be done first to increase your satisfaction with your work?

C. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name : Duran, Nurgül

Nationality : Turkish (T.C.)

Date and Place of Birth : 08 January 1982, İzmir

Marital Status : Married

Phone : +90 553 288 10 08

Email : palaznurgul@hotmail.com

EDUCATION

Degree Institution Year of Graduation

MA Bahcesehir University

BA Uludag University 2005

High School Private Izmir College High School 2000

WORK EXPERIENCE

Year Place Enrollment

2017- Present Private Bil College German Teacher

2014 -2016 Bahçeşehir Colleges German Teacher

2013 -2014 Private Doga Schools German Teacher

FOREIGN LANGUAGES

Advanced English and German, Beginner Spanish and Italian

SEMINARS and CERTIFICATES

2016 - Holds 'Microsoft Recognized Educator' certificate from Microsoft

20/02/2016 BAHCESEHIR SCHOOLS

'' The Road Rarely Taken: Differentiated Instruction ''

12/05/2012 FMV ERENKÖY IŞIK SCHOOLS DAF SEMINAR

" ES WAR EINMAL ... "

03/12/ 2011 GOETHE INSTITUT C1 Certificate

19/11/2011 MEV IZMIR PRIVATE SCHOOLS

" Spaß am Lernen und Lehren II "

07/05/2011 Fortbildungsprogramm des DLV-IZMIR am 07.05.2011 in Urla

04/07/2010 - 17/07/2010 GOETHE INSTITUT FRANKFURT

"Sprachliche Fortbildung für Deutschlehrer"

HOBBIES

Travelling, writing, dancing (tango), listening to music, cinema, meeting with friends.

