

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE RELATIONSHIP BETWEEN OCCUPATIONAL
PROFESSIONALISM AND JOB SATISFACTION OF EFL
TEACHERS: KİLİS SAMPLE**

Master of Arts Thesis

REŞİT KÖSE

**Gaziantep
December, 2020**

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Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI

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December, 2020

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Thesis Title : The Relationship between Occupational Professionalism and Job Satisfaction of EFL Teachers: Kilis Sample
Thesis Date : 15.12.2020

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION



To my beloved family.

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ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ PROFESYONELLİK VE İŞ DOYUMU ARASINDAKİ İLİŞKİ: KİLİS ÖRNEĞİ

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Günümüzde mesleki profesyonellik ve iş doyumunu bütün sektörlerde olduğu gibi eğitim için de önemli bir yer tutmaktadır. Öğretmenlerin mesleki profesyonelliğe ve iş doyumuna sahip olmaları eğitim kalitesini arttıran önemli faktörlerdendir. Mesleki profesyonelliğin iş doyumunu ve iş doyumunun da mesleki profesyonelliği etkilediği düşünülmektedir. Bu bağlamda bu çalışmanın amacı İngilizce öğretmenlerinin mesleki profesyonelliği ve iş doyumunu arasındaki ilişkiyi ortaya koymaktır. Araştırma örneklemini, Kilis ilinde farklı okullarda görev yapan 150 İngilizce öğretmeninden oluşmaktadır. Bu çalışmada nicel ve nitel araştırma yöntemleri birlikte kullanılmış olup karma desen tercih edilmiştir. Nicel verileri elde etmek için iki adet ölçek kullanılmıştır. Bunlar, Öğretmenlerin Mesleki Profesyonelliği ve Öğretmen İş Doyum ölçekleridir. Ölçeklerden elde edilen nicel verileri analiz etmek için, bilgisayar ortamında SPSS Statistics 23 programı kullanılmıştır; frekanslar, yüzdeler, ortalamalar ve standart sapmalar bu program aracılığı ile hesaplanmıştır. Mesleki profesyonellik ve iş doyumunu arasındaki ilişkinin incelemesinde ise Spearman's rho korelasyon katsayısından faydalanılmıştır. Ayrıca İngilizce öğretmenlerinin mesleki profesyonellik ve iş doyumunun demografik özelliklere göre farklılık gösterip göstermediğini bulabilmek için tek yönlü ANOVA ve Kruskal Wallis H testi kullanılmıştır. Çalışmanın nitel boyutunda ise araştırmaya katılan İngilizce öğretmenleri arasındaki ölçek puanlarına göre 15 öğretmenle görüşmeler yapıldı. Çalışmanın nicel kısmında elde edilen bulgular, İngilizce öğretmenlerin mesleki profesyonellik seviyelerinin yüksek olduğunu ve iş doyumunu seviyelerinin ise orta seviyede olduğunu göstermektedir. Ayrıca İngilizce öğretmenlerinin mesleki profesyonellikleri ile iş doyumları arasında pozitif bir ilişki saptanmıştır. Katılımcıların demografik özellikleri düşünüldüğünde mesleki profesyonellik ve iş tatmini arasında anlamlı bir fark yoktur. Son olarak öğretmenlerle yapılan görüşmelerde elde edilen sonuçlar da nicel sonuçları destekler niteliktedir.

Anahtar Kelimeler: Mesleki profesyonellik, iş doyumunu, İngilizce öğretmenleri

ABSTRACT**THE RELATIONSHIP BETWEEN OCCUPATIONAL PROFESSIONALISM
AND JOB SATISFACTION OF EFL TEACHERS: KİLİS SAMPLE**

KÖSE, Reşit

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Today, occupational professionalism and job satisfaction have an important place in education as in all sectors. Teachers' occupational professionalism and job satisfaction are important factors that increase the quality of education. It is thought that occupational professionalism affects job satisfaction and job satisfaction also affects occupational professionalism. In this context, the purpose of this study is to reveal the relationship between English teachers' occupational professionalism and job satisfaction. The research sample consists of 150 English teachers working at different schools in Kilis province. In this study, quantitative and qualitative research methods were used together and thus mixed design was preferred. Two scales were used to obtain quantitative data which were Occupational Professionalism of Teachers Scale and Teacher Job Satisfaction Scale. SPSS Statistics 23 was used to analyze the data obtained through the questionnaire. Means, standard deviations, percentages and frequencies were calculated through this program. Spearman's rho correlation coefficient was used to examine the relationship between occupational professionalism and job satisfaction. In addition, one-way ANOVA and Kruskal Wallis H test were used to find out whether the occupational professionalism and job satisfaction of English teachers differ according to demographic characteristics. In the qualitative dimension of the study, interviews were conducted with 15 teachers according to the scale scores among the English teachers who participated in the survey. The findings showed that English teachers' occupational professionalism level is high and their job satisfaction level is medium. Besides, a significant positive relationship was found between the occupational professionalism of English teachers and their job satisfaction. Based on the demographic characteristics of the participants, there was no significant difference between their occupational professionalism and job satisfaction. Finally, the results obtained from the interviews with the teachers also support the quantitative results.

Key words: Occupational professionalism, job satisfaction, EFL teachers

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LIST OF ABBREVIATIONS

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

SPSS: Statistical Package for Social Sciences

OPTS: Occupational Professionalism of Teachers Scale

TJSS: Teacher's Job Satisfaction Scale

MoNE: Ministry of National Education

CHAPTER I

INTRODUCTION

1.1 Presentation

Details about the background information are given in this chapter. Then, the problem statement is clarified; the purpose and the significance of the study are declared. It also encompasses research questions, assumptions and limitations of the study in.

1.2 Background of the Study

Today, the concepts of occupational professionalism and job satisfaction come out in many areas. Occupational professionalism is a concept that is defined as doing one's profession with minimum errors (Adıgüzel, Tanrıverdi & Sönmez, 2011). When we come to the concept "job satisfaction", the term has different definitions, the most famous of which is given by Locke (1976), as "a pleasant or positive emotional state resulting from the appraisal of one's jobs or experiences" (as cited in Judge & Klinger, 2008, p.394). Different research about these topics has been carried out in fields ranging from nursing to teaching. These studies focusing on occupational professionalism and job satisfaction can be categorized as:

- a) Studies related with occupational professionalism
- b) Studies related with job satisfaction
- c) Studies related with both concepts

Occupational professionalism has been studied with different variables until now. For instance, some of the studies including only occupational professionalism take this topic in terms of relations with other concepts such as professional qualification, nature of job; teaching experience and professional development (Toh, Diong, Boo & Chia, 1996; Varia, 2014). Also, Adıgüzel et al., (2011) carried out a study entitled occupational professionalism and the case of nurses as the members of the profession. In their study, they attempted to find out the levels of occupational

professionalism of nurses and their perceptions about this topic. Again, Bayhan (2011) also took the views of teachers about occupational professionalism and tried to explain the factors affecting professionalism. Besides, the relationship between teachers' occupational professionalism and burnout was studied as a master thesis by Çelik (2015). Moreover, the concept “occupational professionalism” can be said to exist with different variables in different studies in the literature such as collegial authority (Löfgren, 2015), workaholism (Nartgun, Ekinici, Tukul & Limon, 2016), teachers' critical thinking dispositions (Ekinici & Ekinici, 2017), organizational alienation levels of teachers (Yorulmaz, Yılmaz & Altinkurt, 2015), organizational cynicism of teachers (Altinkurt, 2016), factors shaping teacher professionalism (Sachs, 2016), cross-cultural differences (Peña-López, 2016), school leadership (Shantz & Prieur, 1996), professional development and, gender and obstacles for teacher professionalism (Yuwono & Harbon, 2010; Sharifzadeh & Khojasteh, 2018).

Some studies which look into the job satisfaction of teachers show a positive significant relationship between job satisfaction and other associated variables like organizational commitment (Anari, 2012), emotional intelligence (Hekmatzadeh, Khojasteh & Shokrpour, 2016), psychological empowerment (Khany & Tazik, 2016), centre of control (Akkaya & Akyol, 2016), gender, age, graduate and places of origin of teachers (Abdullah, Uli & Salahudin, 2007) and teacher attitudes towards student beliefs and motivation (Salehi, Taghavi & Yunus, 2015) whilst some of them display negative or no correlation with the different terms such as recognition and the three teacher empowerment dimensions of decision-making, self-efficacy and impact (Amoli & Youran, 2014), stress (Sadeghi & Sa'adatpourvahid, 2016), teachers' self-efficacy and their spiritual well-being (Rastegar & Moradi, 2016). Besides, some researchers care about factors influencing job satisfaction: teacher's collective efficacy and job stress in an EFL context (Göker, 2012), EFL teacher's motivation and laws made by policy makers (Karavas, 2010; Griva, Panitsidou & Chostelidou, 2012), teachers' individual characteristics (Ibnian, 2016; You, Kim & Lim, 2017).

In other respect, job satisfaction not just affects teacher roles but also student achievements. Therefore, the teacher job satisfaction topic should be carefully studied (Snoek, 2009). Teacher job satisfaction has a positive impact on the quality of education. So, this will affect standard of education by affecting job satisfaction for teachers (Michaelowa, 2002). Satisfaction is an important aspect of student

success, and higher satisfaction levels have been reported to coincide with higher levels of academic achievement (Brown, Anfara & Roney, 2004). Apart from the relationship between job satisfaction and student success, Kılıç (2019) investigated the relationship among authentic leadership of school administrators, teachers motivation and job satisfaction and found a significant positive correlation between teacher motivation and job satisfaction.

It is seen that there is a high impact on the job satisfaction of the institutions which work for increasing professionalism by giving importance to professionalism in the study of Boyt, Lusch, and Naylor (2001) who examined the effect of occupational professionalism on job satisfaction and its power of determining job satisfaction. Yılmaz and Altınkurt (2014) studied the relationship between occupational professionalism of teachers and their job satisfaction. They found a low significant relationship among the views of participants, contribution to the institution, personal development, professional sensitivity and job satisfaction. Moreover; in their study, there are moderate significant relationship among the total score of the emotional labor and occupational professionalism and their related thoughts (Yılmaz & Altınkurt, 2014). Apart from these studies, there are not enough resources about occupational professionalism and job satisfaction studied together for a research. The concept of job satisfaction has been studied in the literature with many different variables. The concept of occupational professionalism has been expressed in the last decades and has been studied with limited variables. There are few studies dealing with the relationship between occupational professionalism and job satisfaction.

1.3 Problem Statement

Although there are a lot of studies about job satisfaction, the studies on occupational professionalism are quite limited and there is a lack of focus on the relation between these concepts. Also, there have not been many studies that directly enrich these fields by trying to find out how these variables affect each other in these studies. On the one hand, job satisfaction can be seen with other subjects like teacher burnout, teacher autonomy, job performance, EFL teachers' reflective practice, in several studies. Esfandiari and Kamali (2016), investigated the relationship between job satisfaction, teacher burnout and teacher autonomy. Besides, Rezaee, Khoshsim, Zare-Bahtash and Sarani (2018) carried out a study to search for the relationship

between job satisfaction and performance in Iranian context; specifically, with EFL teachers. Aliakbari, Khany and Adibpour (2020) focused on job satisfaction and five variables of the school context —teacher autonomy, collegial support, time pressure, student demotivation, and the problems of student discipline. Strong positive relationships were noted between job satisfaction, teacher autonomy and reflective practice in their study. Time pressure, student demotivation and issues with student discipline correlated strongly and negatively with reflective teaching. On the other hand, occupational professionalism is mostly studied with other concepts such as self-esteem, barriers to teacher professionalism, computer literacy. Motallebzadeh and Kazemi (2018) questioned the relation between EFL teachers' professional identity and their self-esteem in their study and they found that self-esteem had a powerful effect on teachers' professional identity. Soodmand, Afshar and Ghasemi (2020) tried to explore the barriers thought by Iranian EFL teachers to inhibit their professional identity. The results of their study revealed that the barriers were attributed to three major factors including teachers themselves managers of the language institutes and educational policy. Anew, Abtahi and Motallebzadeh (2016) did a research on the sense of professional identity and computer literacy of Iranian EFL teachers. Their study displayed language teachers' medium levels of digital literacy, no statistically significant difference between gender and experience of teaching in language teachers' digital literacy, and a statistically significant difference between academic degree and digital literacy of language teachers.

There are a few studies in the literature which deal with both concepts: occupational professionalism and job satisfaction. In most of the studies about different professions like nursing, there was a positive and significant correlation between occupational professionalism and job satisfaction (Sabancıoğulları & Dogan, 2015; Kabeel & Eisa, 2017) although the concept occupational professionalism in this study did not mean exactly the same thing as the concept we used in our research. They utilized the term professional identity which has a close meaning to occupational professionalism. As for the studies on education, the relationship between these concepts is again positive (Shukla, 2014 & Bashir, 2017). Ostad, Ghanizadeh, Ghanizadeh and Lin (2019), examined the dynamism of professional identity of EFL teachers in terms of their commitment to teaching and job satisfaction, and also found positive relationship between professional identity

and job satisfaction. Besides, Yılmaz and Altınkurt (2014) had a survey on the relationship between occupational professionalism of teachers and their job satisfaction. Apart from these or similar studies, there are not enough studies that discuss two concepts together in the literature.

As the given studies are taken into consideration, it can be seen that occupational professionalism and job satisfaction were studied several times; however, there has been little discussion about this relation or topic specifically in terms of EFL teachers in Turkey. With this study, this topic can be investigated, and the gap in the literature could be filled. For realizing this aim, this study was carried out in Kilis and the EFL teachers there enabled the researcher to have deeper insight about this topic. Also, this study could help us understand the relationship between these variables.

Day (2002) deals with teacher professionalism as a teacher creates effective teaching practices, an environment suitable for learning and develops professional knowledge and skills to provide students with richer learning experiences. With the understanding of occupational professionalism, teachers will develop professionally and contribute to improving the quality of education (Day, 2002; Sachs, 2016). Hence, the level of occupational professionalism of EFL teachers were questioned in order to have an opinion about to what extent the EFL teachers are professional and devote this issue to their job in this study.

When it comes to job satisfaction; employees with high job satisfaction become healthier, happier, bring their happiness out of business, and become happy in other areas of life. In this context, high job satisfaction among employees has many positive effects on organizational life. For example, employee absenteeism decreases, employee turnover rate decreases, employee voluntary behavior increases, communication skills can improve, and productivity can increase (Yılmaz & Altınkurt, 2014). Because of this contribution to the job, we can comprehend the issue of how satisfied the EFL teachers are and have their comments about their situation in their workplaces.

Also, another objective of the present study was to contribute to the scope of teachers' professionalism by questioning the relationship between these two variables. Thus, it would be easier to establish cause-and-effect relationships related

to these variables in the studies for organizational development efforts in educational institutions, and more accurate solutions can be produced for the sources of the current problems of teachers regarding job satisfaction.

To sum up, the importance and originality of this study are that it explores the relationship between occupational professionalism and job satisfaction of EFL teachers since it is open to new findings and it can enable us to discover new horizons regarding EFL teachers' careers.

1.4 Purpose of the Study

This study aims at investigating the relationship between occupational professionalism and job satisfaction of EFL teachers in Kilis. In order to achieve this, what EFL teachers think of occupational professionalism and job satisfaction, and the relation between them were questioned. Then, the ideas of teachers about these topics were referred to and examined in terms of the relation between occupational professionalism and job satisfaction of EFL teachers in Kilis.

1.5 Research Questions

The study examined whether the occupational professionalism affects job satisfaction level of EFL teachers in Kilis. This thesis attempted to find answers to the following questions concerning research:

1. What are EFL teachers' occupational professionalism levels?
2. What are EFL teachers' job satisfaction levels?
3. Do EFL teachers' levels of occupational professionalism and job satisfaction vary by demographic variables: age, department, degree, experience, the school type they work, peer EFL teachers at the same school, weekly teaching load and class size?
4. Is there a relationship between EFL teachers' occupational professionalism and job satisfaction?
5. How do the EFL teachers perceive job satisfaction and occupational professionalism?

1.6 Assumptions

The followings are assumed for this study:

1. The EFL teachers in Kilis can be a representative sample for EFL teachers in Turkey and understanding the relationship between the occupational professionalism and job satisfaction.
2. EFL teachers who participated in the research answered the questionnaires sincerely.
3. The data obtained with the data collection tools used in the study reflect the opinions of the participants exactly.

1.7 Significance of the Study

The present study including the topics occupational professionalism and job satisfaction is significant as it would be one of the pioneer research concentrating specifically on these concepts in terms of EFL teachers and to contribute to the field of English Language Teaching with many features. First, EFL teachers' thoughts about occupational professionalism and job satisfaction should be revealed, then the relationship between two would be questioned. The current study is important because there have been few studies carried out only with EFL teachers on this issue. Second, the success of any reform and remediation efforts in the education system, in particular in the areas of education policies, curricula, materials, technology, depends largely on the professional competencies, perceptions and dedication of teachers and school administrators (2023 Vizyon Belgesi, 2018). Because of this, our study is necessary for understanding teacher professionalism, at least in one area (in teaching English as a foreign language) to contribute our country's success of education policies in the following years.

Lastly, the fact that this study was done with only English teachers has great importance in terms of being a resource for further studies, because few studies have investigated the EFL teachers' perceptions about occupational professionalism and job satisfaction in a systematic way.

1.8 Limitations

There are few studies carried out to find out the relationship between occupational professionalism and job satisfaction of EFL teachers and this situation made hard to compare the findings of the study.

Semi structured interview was planned at the beginning of the study; however, the interview was carried out online because of the Covid 19 pandemic. Therefore, having online interview with the participants may have affected the non-verbal communication components of the interview.



CHAPTER II

LITERATURE REVIEW

2.1 Presentation

This chapter provides information about job satisfaction and occupational professionalism. Additionally, related studies on both concepts from national and international literature are presented.

2.2 Job Satisfaction

The concept of job satisfaction, which is generally described as an indicator of the employee emotions about their works, first came out in the 1920s and its value was found out in the 1930s-40s (Sevimli & İşcan, 2005).

Since then, various job satisfaction definitions have been made. As one of the most common and accepted definitions, Locke (1976) described job satisfaction as a satisfactory or positive emotional condition that he achieved as a result of evaluating one's work or work life, while Spector (2011) stated that job satisfaction is related to people's feelings about various aspects of their job. According to him, job satisfaction is an attitude variable reflecting how a person feels about the overall job, along with various aspects of the job.

On the one hand; in a simple way, job satisfaction is the extent to which people enjoy their jobs and job dissatisfaction is the extent to which a job is disliked on the other (Spector, 2000). Daft (2000) explained job satisfaction as a person's attaching a positive sense meaning to their job.

In addition to the explanations afore mentioned, Davis (1977) addresses job satisfaction in the sense of whether employees consider their jobs appropriate for them. Job satisfaction implies that one considers the job he does as a particular and entertaining condition (Davis, 1988). Job satisfaction is the condition linked to the work that someone has and what is gained by means of the job (Spector, 1997). It is

a concept that usually occurs in individuals as a result of evaluating the characteristics of their work and expressing positive feelings about the job (Robbins & Judge, 2013). Job satisfaction is the status of fulfillment of the requirements of their obligations (Özaydın & Özdemir, 2014).

As common features of all these definitions, a broad definition can be made as following:

- satisfactory or positive emotional state that somebody expressed for job,
- related to people's feelings about different aspects of their work,
- the extent to which people enjoy their jobs,
- positive sense for an individual's job,
- in the sense of whether employees consider their jobs appropriate for them,
- the condition linked to the work that someone works and what is gained by means of the job,
- a concept that usually occurs in individuals as a result of evaluating the characteristics of their work and expressing positive feelings about the job,
- the status of satisfaction of fulfillment of the requirements for their obligations.

2.2.1 Teachers' Job Satisfaction

Doing best for work is something everyone desires. They get emotionally and mentally happy when they have this condition they wish. This is termed as job satisfaction. Unless we have satisfaction; it is very hard for us to complete our responsibilities correctly and effectively. Job satisfaction is an individual decent conduct. It is a sincere and intellectual prosperity that comes from the activity. If a teacher does not own job satisfaction, the entire educational system can be harmed (Bhat, 2020).

Ouyang and Paprock summarized the teacher job satisfaction (2006, p. 341):

Teachers are always regarded as a powerful source in schools; however, teacher job satisfaction is rarely considered (Garrett, 1999). But teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Harris, 1992; Klecker & Loadman, 1996) and the commitment to the teaching organization (Shin & Reyes, 1991;

Kushman, 1992; Klecker & Loadman, 1996). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997).

Teacher job satisfaction relevant to work performance of teachers requires the dedication, commitment and encouragement of teachers to the profession (Sargent & Hannum, 2005). Not only is it critical for teachers, but also it is empirically influential on the students and schools. According to Choy, Bobbitt, Henke, Horn and Lieberman (1993); highly satisfied teachers are more likely to stay in their schools and continue to work in their teaching roles, rather than their disgruntled colleagues (as cited in Perie, Baker, & Whitener, 1997, p.32). Also, the more teachers work with a high level of job satisfaction, the faster the future generations will be raised and the greater the development of the society will be in that route (Özdayı, 1990; Kılıç, 2013).

Moreover, teacher job satisfaction is a source of motivation that includes preparation of programs to monitor student development, daily lesson plans, careful homework control, and detailed record keeping, and the efforts of successful teachers in performing their professional duties (Vangai, 2015).

2.3. Why is Job Satisfaction Necessary for English Teachers?

Given the necessity of learning English in education in Turkey, the value of learning English in Turkey is increasing day by day as in the whole world for people at all levels. Therefore, a teacher should teach this language efficiently and the teacher needs job satisfaction in order to do so (Rezaee, Khoshsima, Zare-Bahtash & Sarani, 2018).

Within the scope of 4 + 4 + 4 system in our country, teaching English starts in primary school, and continues in secondary school and high school and then in universities at higher education level. Students take English lessons almost all of their educational lives. A great deal of adults tries to learn English with their own means, such as courses, private lessons and individual studies (Yaman, 2018). Bayraktaroğlu (2012) attributes the problems of English language teaching to many reasons. Among these problems, lack of in-service training and motivation, excessive teaching load, insufficient assessment and evaluation system can be said to exist. To solve these problems, teachers should be professional as in the other jobs like nursing, attorney. Also, Amin (2015) found that the job satisfaction was closely

related to teacher professional performance. Hence, teachers can increase the satisfaction they get from work by being professional.

When the working conditions in Turkey was considered, many English teachers have to teach in crowded classes whose physical conditions are not suitable for language teaching. Classes where U-shaped seating plans cannot be made and where there are more students than the teacher may teach in or perform activities are factors that make language teaching difficult (Büyükyavuz & İnal, 2008; Uysal, 2012). Teachers are held responsible for success and failure without considering these obstacles. In order to get better results in language teaching, special classes and equipment are required. As success is achieved, work-induced pressure, stress and burnout levels for teachers will decrease and job satisfaction will increase (Atila, 2014).

When the sources of training of foreign language teachers, which are subject to the teacher qualifications of the Ministry of National Education (MoNE), are examined, it is seen that the institutions that teachers who have been appointed as foreign language teachers to complete their profession are different from each other (Alagözlü, 2017). In order to meet the need for a foreign language teacher, which emerged due to the lack of necessary planning, many graduates from other departments were appointed to this task.

Teachers who have the necessary training, knowledge and skills and high job satisfaction to carry out their profession will do their job effectively and efficiently, thus the teachers increase the quality of the people they train. The equipment and professional competence of the teachers are the most important elements in the successful execution of educational activities (Eskicumalı, 2003).

Researching teachers' job satisfaction levels is important not only for the efficiency of the school but also for the individual happiness of the teachers. The teachers, who have low satisfaction with their work and private life, will not be able to provide the desired contribution to the realization of the educational objectives of the school (Taşdan & Tiryaki, 2008).

2.4. Job Satisfaction Models and Theories

It is possible to examine job satisfaction theories from different perspectives in two main groups: “Content Theories” and “Process Theories”. Content theories

investigate the factors that motivate employees in the organization. Process theories, on the other hand, examine how the behavior of the individual is directed, rather than the factors that motivate the employees in the organization, and try to explain the preferences of the actions and actions that the employees take to meet their own needs (Yılmaz, 2015).

2.4.1 Content Theories

Content theories clarify the components that influence job satisfaction. Specifically, content theories are theories that include the presentation of elements that make up the content of job satisfaction. In a study by Metle (2003), content theories are generally described as theories that try to attempt to decide the particular needs and estimations of the employee working in a specific job (As cited in Murat & Çevik, 2008).

The content theories depend on what inspires people at work; in other words, determining the needs, drives and reasons/aims and their prioritization by people to have satisfaction and thus act productively (Luthans, 2011).

Content theories that deal with what drives human behavior are explained in the following part in order to clarify the models and theories of job satisfaction to lead a clear comprehension of the term. These content theories are:

- Maslow's Needs Hierarchy Theory (Maslow, 1954),
- McClelland's Need for Success Theory (McClelland, 1961),
- Alderfer's Existence-Relationship-Growth (E.R.G) theory (Alderfer, 1980),
- Herzberg's Motivation-Hygiene theory (Herzberg, 1959).

2.4.1.1 Maslow's Hierarchy of Needs Theory

Maslow's Hierarchy of needs theory (1954) classifies motivation into five groups - physiological necessities, safety and security needs, ego/esteem needs and self-realization needs. Satisfaction of one need prompts the craving to get the following degrees of requirements satisfied. Maslow proposes that higher needs like personality/regard needs and self-realization needs emerge just once the lower request needs are satisfied.

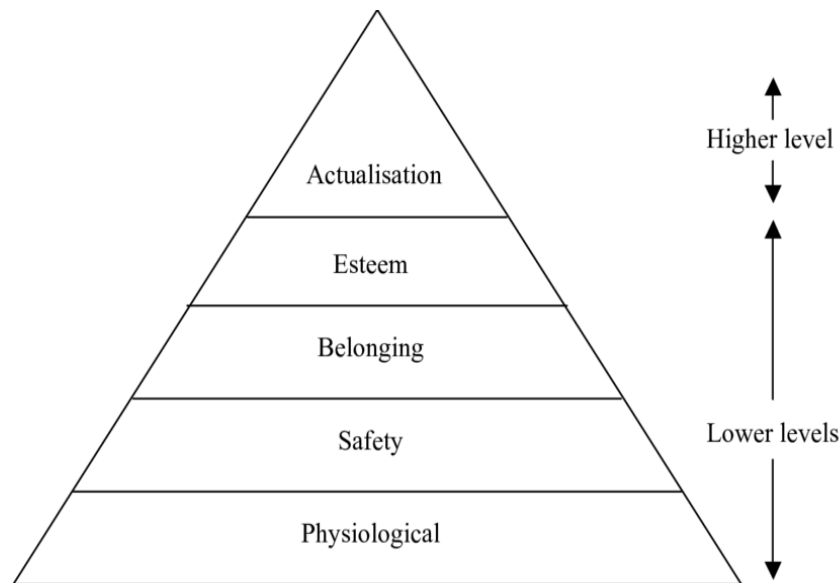


Figure 1. Maslow's hierarchy of needs

Physiological needs: Physiological needs are the requirements that are enrolled for human survival (Glassman & Hadad, 2009). In the event that this prerequisite is not met, at that point the human body cannot work appropriately. We can say that physiological needs are those that are fundamental for supporting life, for instance air, water, sustenance and rest like that activity is a solitary source to conquer their neediness, on the occasion that they lose it, their family needs to have a destitute existence (Maslow, 1970).

Safety and security needs: This is the second level in the hierarchy order of needs. At this level, individuals look for security and wellbeing; it tends to be employer stability, life security and monetary security. Workers may keep on endeavoring to keep up employer stability. Assuming that a worker lands sure that his position is made sure about, that idea itself makes him job satisfaction (Maslow, 1970).

Social needs: Once the initial two needs of an individual are satisfied, at that point he/she tries to satisfy the following degree of need, which is social or belongingness need. Individuals need to have solid social connections. Henceforth, we cause companions; to have commonplace connection, strict agreements (Jeyashree, 2015).

Ego/esteem needs: The following degree of need emerges when individuals need to accomplish; issues identified with confidence, fearlessness, regard and status.

Individuals who accomplish this degree of need are frequently spurred. To make upbeat and roused laborers, the bosses should allow to representatives to share his thought in a specific errand. They ought to be valued and remunerated frequently, when they did any developments or early completing of any task. At any assignment nobody is prepared to get discipline from bosses, in case that it happens, their self-image will be influenced. It will prompt disappointment of a representative in his work (Jeyashree, 2015).

Self-realization needs: Self-realization is an effort made by an individual to improve their own potential, grow their talents, and achieve the ideal type of person they really want to be (Kalish, 1973). People should be interested in opportunities to satisfy meta value for self-actualization needs such as looking for reality, giving unselfish love to others, trying to be a decent human being, being fair and supporting fairness, and being truthful and maintaining your honesty (Mathes, 1981).

2.4.1.2 McClelland's Need for Success Theory

McClelland (1961) has grouped the needs of individuals under three socially important topics.

Need to Succeed: Various factors have influenced individuals who need to be successful at this point. Among them, the families they grow up; the religion and race they belong to. Individuals who need achievement do not spare a moment to face challenges; they like to succeed what others fizzle.

Need to be Together: People with high should be as one has improved relational abilities. They like to be at the bleeding edge in public activity. They are in steady correspondence with others and they need to share the data. Communication is an irreplaceable component for them.

Need to Gain Power: Generally, people with advanced leadership qualifications are included in this group. These people like to build up power over others. It is significant for them to deal with a gathering and have an economic wellbeing. They attempt all the techniques to accomplish this.

According to the Need for Success Theory, it is stated that the more the need to succeed, the more individuals who trust themselves and who have developed their cultural background and communication skills will increase (Mammadova, 2013).

2.4.1.3 Alderfer's Existence-Relatedness-Growth Theory

This theory, developed by Alderfer (1980), explains the commitment of motivation to needs. Alderfer has divided the needs into three basic groups (as cited in Daft, 1994, p.516):

- **Existence:** It refers to being physically in good condition and all material physiological needs.
- **Relatedness:** It is the need to establish satisfying relationships with other people. It is satisfied as a result of mutual sharing of emotions and thoughts.
- **Growth:** It refers to the need to develop its potential, increase its capacity, competence and personal development.

ERG theory and Maslow's needs theory are two very similar theories. One of the most fundamental differences between them is that it does not require the necessity of meeting the needs of the previous step to a large extent when moving to the next level between the existence, belonging and development stages of ERG theory as in Maslow's needs theory (Helms, 2006).

2.4.1.4 Herzberg's Motivation-Hygiene Theory

One of the most comprehensive theories known after Maslow's needs hierarchy theory is the two-factor theory developed by Herzberg (1959). It is accepted as one of the most important theories about job satisfaction (Drafke & Kossen, 1997). Herzberg's study in 1959 also asked his subjects about the factors that made them sad in their job and the reasons that would also enhance their motivation to work. In the results of this experiment, the absence of some factors in the workplace has created unhappiness while the conclusion of these factors does not provide extra happiness (Luthans, 2011). According to this study, it can be concluded that the creation of the factors which employees should possess in their offices is an obligatory circumstance to increase their job satisfaction.

2.4.2 Process Theories

Process theories explain how people are motivated by and by what purposes. These are depended on the belief that people have deliberate choices bearing their behavior. The most common process theories are:

- The equity theory,

- Expectancy theory,
- The job characteristics model,
- Goal setting theory,
- Attribution theory,
- Reinforcement theory.

2.4.2.1 Adam's Equity Theory

This theory, established by R. Stacy Adams (1963), is primarily a theory of motivation, but it also addresses issues such as job satisfaction and dissatisfaction. According to this theory, the job success and satisfaction of the person varies according to the equality and inequality he / she understands from the job he / she works. For Adams, job satisfaction becomes evident from one's input-output balance. People try to understand what they have by comparing what they earn as a result of the job they work with the income of another person from the same job (McCormick & Ilgen, 1980).

The four important terms related to J. Stacy Adams' theory of equality are (Gibson, Ivancevich, Donnelly & Konopaske, 2012):

- The person who comprehends equality or inequality
- Comparing person: the person whose ratio of inputs and outputs is compared
- Inputs: Experience, skills, age, gender, race are individual characteristics brought by the employee.
- Outputs: Payments, compensation, approval are the results perceived by the person.

2.4.2.2 Vroom's Expectancy Theory

The expectation theory put forward by Victor Vroom is based on the expectations of the employees. According to Vroom (1964), if the employee considers that a high degree of effort contributes to good results and organizational rewards, then he is motivated. If a performance evaluation system is attractive to employees, then employees do their best to achieve organizational goals (Kondalkar, 2007).

Expectation theory focuses on three relationships (Robbins & Judge, 2013):

Effort-performance relationship: If the individual shows a high level of effort, it shows a high level of performance.

Performance-reward relationship: If the individual performs at a level, he can get the rewards he wants.

Reward-personal goal relationship: If the individual gets the rewards he wants, he can satisfy his personal goals and needs.

2.4.2.3 Hackman and Oldham's Job Characteristics Theories

According to this theory, developed by Hackman and Oldham (1974), job satisfaction has five basic dimensions: (1) skill diversity, (2) quality of the job, (3) importance of the job, (4) autonomy of the job and (5) feedback received from the people who are in the business relationship. While employees are completely satisfied with any aspect of their work, they may experience dissatisfaction with another factor. In other words, it refers to whether or not each employee receives separate satisfaction from each of the different elements in a workplace (Çakar, 2009).

2.4.2.4 Locke's Goal Setting Theory

This theory, the fourth of the process theories, was proposed by Edwin Locke. According to Locke (1968), the goals of individuals affect their degree of motivation. The degree of accessibility of the purpose determined by the individual is important. According to this, the appropriateness of the objectives set by the organization and the objectives of the employee is an important factor. Taking goals and opinions of the subordinates is important for performance and motivation while determining the purpose. Goals should be clear and meaningful, and challenging but achievable goals should be set so that they do not intimidate employees (Büber, 2017).

Gibson, Ivancevich, Donnelly and Konopaske (2012) specify the main steps in setting goals as:

- Determining whether people, organization and technology are suitable for goal setting
- Preparing employees with an action plan for increased interpersonal interaction, communication, training and goal setting

- Highlighting goals in a way that managers and subordinates can understand
- Reviewing the necessary targets to make the necessary adjustments
- Reviewing the last set, modified and accomplished goals

2.4.2.5 Heider's Attribution Theory

Theorizing of causal attributions begins with Fritz Heider. According to Heider, attribution theory is an important theory that deals with the models people use to explain the causes of events and behavior. People have two strong motivations: the need to understand the world in a consistent way and to control the environment. Because of these needs, people want to make predictions about how others will behave (Heider, 1954).

We communicate with people in our daily lives. People's feelings, desires, beliefs, and attitudes determine how they behave. Our thoughts about people are mostly based on our predictions rather than reality. According to this theory, there are two fundamental factors that determine the behavior of people. The first is internal factors that are completely under the control of the individual. The second is external factors that cannot be controlled. Attribution theory alleges that we assess people's behaviors according to either internal or external factors (Kondalkar, 2007).

2.4.2.6 Skinner's Reinforcement Theory

Desired behaviors are strengthened (behavior conditioning) with specific reward and punishment while undesired behaviors can be weakened (Pulur, 2006). For instance, if the boss rewards the employee who succeeds and behaves well in the workplace when faced with better results, this is a positive reinforcement for any employee in the workplace (Gordan & Amutan, 2014). The term punishment is generally limited to contingencies purposely orchestrated by other persons, who organize them because they are strengthened by the outcome. When a person criticizes, ridicules, accuses, or physically assaults someone in order to suppress unwanted conduct, a person resorts to punishment (Skinner, 1972). Punishment is when a person damages the business and something has been wrong with him or her, and the student or the employee may be punished by the boss or teachers in this situation.

2.5 Components Influencing Job Satisfaction

According to the study of Spector (1997), it is possible to classify the variables that affect job satisfaction under two basic factors as individual and organizational factors.

2.5.1 Individual Factors

2.5.1.1 Age

There are various results with respect to the relationship between age and job satisfaction in the literature. Quinn, Staines, and McCullough (1974) (as cited in Green, 2000, p. 11) claim that job satisfaction increases as people get older. They stated that this result stemmed from older employees working in better jobs and in better positions. Spector (1977) explained two reasons why job satisfaction increases with increasing age. The first is that as age increases, payments such as salaries and bonuses increase (as cited in Green, 2000, p. 11). The second is that, as the age increases, the employees determine their expectations more realistic and adapt to their jobs (as cited in Green, 2000, p. 11). The study of Herzberg et al. (1972) showed quite consistent results between age and job satisfaction. Accordingly, people are very enthusiastic when they first start work - especially in their early 20s. However, this enthusiasm begins to fade dramatically. This extinction continues until the late 20s or early 30s. Then attitudes begin to increase positively until the 50s. The next trend is not certain. Some studies have pointed out that job satisfaction continues to increase, at least stays steady, while others have noted a decline (Organ & Hamner, 1982).

Stable results have not been achieved that there has been a link between age and job satisfaction over the years. However, there is considerable evidence that there is a relationship right now. It can be considered that a direct relationship exists between age and job satisfaction. However, it seems that the situation is more complicated than this. Researches show that the relationship is U-shaped. Employees who are very young have higher job satisfaction than those in their twenties. Job satisfaction rises again as age increases (Baghaei, 2007).

2.5.1.2 Marital status and gender

When the marital status is examined, married individuals were found to have higher levels of job satisfaction. The reason why married individuals have high job

satisfaction may be related to the spread of satisfaction in the family life to the business environment or the marriage may change due to the job expectations of the employees (Telman & Ünsal, 2004).

The situations between gender and job satisfaction are clarified properly in the study of Green (2000). Three possibilities emerged as a result of studies investigating the relationship between gender and job satisfaction. Women have higher job satisfaction in some studies while in others, men have higher job satisfaction. Lastly, some studies found no difference between women and men. According to Gruneberg (as cited in Green, 2000, p.12), reasons such as women and men working at different job levels in the same organization and different promotion processes may cause these different results.

2.5.1.3 Personality

In almost every research on job satisfaction and personality, two personality traits are noted. These are extraversion and neuroticism. These personality traits determine general emotional trends in humans. People with high positive emotions tend to be alive, social and generally in a positive mood. People with a high negative tendency tend to look stressed, unhappy and on the negative side of events (Weiss & Cropanzano, 1996).

The terms extraversion and neuroticism (emotional instability) are characterized as characters; however, these concepts also clarify situations such as positive and negative effects. These situations are independent from each other. High positive effect manifests itself in the form of feelings of perseverance and excitement. High negative effect manifests itself in the form of feelings of anger, fear, sadness and guilt. These positive and negative emotions of individuals with extroverted and neurotic character structure directly affect job performance and job satisfaction (Baghaei, 2007).

2.5.1.4 Expectation

Regardless of the level of payment, difficulty, and social status of a job, if the expectations of the person doing the job are high, it is unlikely to provide job satisfaction. The decrease in general job satisfaction among the workforce in recent years is not only about the deterioration of the business conditions. Today, people receive better payments than in the past, work under better physical conditions and

more flexible time frames. However, it is observed that expectations have increased at the same rate with these developments (Organ & Hamner, 1982). That's to say, job satisfaction takes place at the intersection of the characteristics of the job and the expectations and demands of the employees. Therefore, it can be said that the level of job satisfaction develops in proportion to the degree of job meeting the needs of the employee. Employees' job satisfaction levels vary depending on how much of their job needs are satisfied (Silah, 2002).

2.5.1.5 Seniority

When the literature on the subject is examined; there are studies concluding that the relationship between job satisfaction and year of experience is not noteworthy. Özcan (2013) concluded that job satisfaction scores of teachers did not vary significantly depending on the seniority variable in his research in which primary school teachers' job satisfaction was examined. Karabulut (2014) stated that meaningless relationship occurs between professional seniority of teachers and job satisfaction in his research, which examines the job satisfaction levels of primary and secondary school teachers working in İzmir province.

However, it was also seen that there were also studies that reached different findings and reached the conclusion that job satisfaction increased according to year of seniority. Kılıç (2013) concluded that the level of job satisfaction increased according to seniority. Accordingly, the increase in the seniority of the teachers also increases the level of satisfaction provided by the work they do. Erkan (2009) looked into the relationship between job satisfaction of primary school teachers and their approach to classroom management, and thus found an important relationship between their seniority and job satisfaction. It is concluded that job satisfaction of primary teachers with higher seniority is significantly higher than primary teachers with lower seniority. This result from the research shows that job satisfaction situation contradicts some findings such as the exhaustion of older people's job satisfaction and stable relation between age and job satisfaction in the age variable.

There are also studies that have reached the conclusion that job satisfaction has decreased compared to the year of seniority. For example; Bayrı (2006), in his research with counselors, concluded that job satisfaction of teachers in the sample group caused a substantial difference in regard to seniority year. According to the

seniority level, teachers' average job satisfaction scores in the first years of the profession are high, whereas teachers approaching the end of the profession have low job satisfaction.

2.5.2 Organizational Factors

2.5.2.1 The job

The interesting tasks that the job provides to the individual are the degree of situations such as learning opportunities and the chance to take responsibility. Research has revealed that job characteristics and complexity have an intermediary effect between personality and job satisfaction, and that employees are more satisfied when they meet their creative needs (Luthans, 2011). Besides, Koustelios and Tsigilis (2005) revealed that job satisfaction is primarily influenced by the job itself followed by supervision and working conditions. Koustelios and Tsigilis (2005) also found out that the job itself basically had an important influence on job satisfaction.

2.5.2.2 Salary

It is the amount of material income earned for service and the degree of seeing this in accordance with the equity of other employees in the organization. According to a research which was conducted with 158 employees working in irrigation unions in Turkey by Bakan and Sözbilir (2015), the responses given to the proposals in their study related to wage satisfaction revealed that the employees were satisfied in this regard in Turkey. Money not only helps people meet their basic needs; it is also a means of achieving a higher level of satisfaction. Workers often see money as a result of how management views their contribution to the company (Luthans, 2011). The fact that the people receive the wages they expect in return for their work or that they can meet their economic needs with this fee affects their attitudes towards their job positively and the job satisfaction of the people increases (Erdoğan, 2007).

2.5.2.3 Promotion opportunities and rewards

It is one of the job satisfaction factors that give a positive direction to one's thoughts for his job. It is about the fact that the person has the opportunity to have a higher position in his job and benefit from this opportunity when he deserves increases his job satisfaction (Erdoğan, 2007).

Employees who believe that they should rise in their profession may experience job dissatisfaction when the expected increase does not come. Nevertheless, giving employees the opportunity to be promoted is extremely important as it will increase the financial gain and its position in society in daily life. As a result of the employees' success in their jobs knowing that they will have the opportunity to rise and having a fair system structure will positively affect their job satisfaction levels (Türk, 2007). Rewarding the person for his work in the workplace and the fair functioning of the reward system improves job satisfaction. When the employee has a fair reward system in the workplace, he feels that his success will be met and believes that he will get the results of his work (Eğinli, 2009). The situation about promotion in Turkey is more related to rewarding:

The Turkish Ministry of National Education (MONE) has its own rewarding system. MONE rewarding system is governed by laws and regulations, and includes a number of rewards such as monetary rewards up to an amount of one-month salary, promotions, testimonials and certificates of recognition of excellent performance: certificate of achievement or excellence (Yıldırım, 2008, p.664).

According to Silah (2007), the awarded teacher is happy and productive. Gürsel (2003) stated that teachers who are not awarded will not stay for a long time in the organization. Reward can be said that it will motivate the teacher, satisfy psychologically and be happy, and enable the teacher to work more effectively by positively affecting his commitment to the profession.

2.5.2.4 Supervision

Supervision is a critical managerial activity for deciding whether organizations operate according to determined objective. In order to determine whether desirable objectives are accomplished, the complex nature of the organization requires continuous monitoring of organizational activities (Hicks and Gullet, 1981).

It is an operation that is considered to be one of the most significant factors in an organization's continuous growth and improvement; it is also considered to be an integral component of educational organizations. Supervision in this sense, according to Sergiovanni and Starratt (1993), is an important task in making the more productive learning environments in schools. The primary justification for supervision in educational institutions is the avoidance of an organizational loss of

power; supervision tasks are also carried out today for developmental objectives. In order to account for the overall functions of the education system and to achieve its aims, supervision should be effectively and efficiently implemented (Yılmaz, Taşdan & Oğuz, 2009).

For supervision of candidate teachers, a new directive on the Candidate Teacher Training process was prepared in Turkey in March 2016. According to this directive; the process of candidate teachers' training covers practices such as in-class, in-school and out-of-school activities and in-service training activities under the responsibility of educational institution administrators and counselor teachers in the educational institution where they are assigned. Counselor teachers provide monitoring, evaluation and guidance in order to train prospective teachers in accordance with their study programs (MEB, 2016).

2.5.2.5 Colleagues

A person's help with other employees in the workplace in terms of technical expertise and social support is within the scope of their relations with their colleagues. Friendly, collaborative workers and team members are a modest reason for employee satisfaction. A good business group or an effective team makes things more enjoyable (Luthans, 2011).

2.5.2.6 Extra rights

It is still important, although not as effective as other environmental factors that affect job satisfaction (Luthans, 2011). When the employee's rights and allowances are compared with other institutions, it includes the evaluations regarding the fairness of these rights and allowances and whether they are satisfied with them.

2.6 Results of Job Satisfaction and Dissatisfaction of Teachers

People will work more efficiently in a job and workplace, where they use their existing knowledge and skills in business life and have the opportunity to satisfy his material and spiritual needs. This satisfaction in the work of the employee will be reflected in their life to a large extent (Hersey, 1977).

Satisfaction from work affects not only direct work life, but also other life areas of the employee. Locke (1976) collected these effects in four groups: (1) life satisfaction effect, (2) effect on physical health, (3) effect on performance, (4) effect

on efficiency. “Job satisfaction for teachers can be defined as ‘teacher's attitude towards students and school or teachers' satisfaction or dissatisfaction with their jobs” (Vural, 2004, p.32).

It is very important to ensure the job satisfaction of managers and employees in the education within the institutions that produce services because they can affect an entire society with what they produce or cannot do. As education is a service sector, it is very important that its employees provide satisfaction in their work (Özkalp, 2005).

Teachers' job satisfaction may decrease after a while in adverse working conditions. Due to this situation, absenteeism can start in teachers and the teacher who can find the opportunity changes his job (Akçamete, Kaner & Sucuoğlu, 2001). If teachers are barely happy with their job satisfaction, their life satisfaction also decreases (Vural, 2004). Therefore, researching teachers' job satisfaction levels is important not only for the effectiveness of the school but also for the personal happiness of the teacher. The teacher, who provides low satisfaction in his work and life, will contribute less to the realization of the school's goals (Yılmaz, 2011, p. 282).

To sum up, the results of satisfaction and dissatisfaction of teachers can be understood better in Suriansyah's study (2018, p.124):

Being more specific to teacher's job satisfaction, it has a positive or negative effect on organizational functioning due to teacher's job satisfaction has been found affecting for teacher quality of the job and productivity. Teacher's job satisfaction leads to their behavior and profession as a teacher. It also has the effect of teaching quality assurance in which the teaching quality assurance has an effect on teaching effectiveness. Teacher's job satisfaction is significantly related to teacher's job success in terms of student achievement and teacher's performance. A teacher with low satisfaction makes students achieve less and increases the absent rate. Students will be less creative and depressed, leading to low achievement among them.

2.7 Related Studies with Job Satisfaction

2.7.1 Studies about Job Satisfaction in Turkey

Different studies have been carried out about the relationship between teachers' job satisfaction and the various demographic variables like age, gender, year of experience, personal characteristics, form of school in Turkey. Data from

these studies shows that there are some researches in which the various variables mentioned before had positive or significant relationship with job satisfaction in the literature in terms of studies in Turkey.

Demirtaş (2010) had a study on the relationship between job satisfaction and age of primary school teachers and found a meaningful difference between job satisfaction and age. To explain this, we can look at the highest job satisfaction level that belongs to 36-40, followed by 31-35. Nevertheless, the teachers who have the least satisfaction level are 41 years old and above, followed by 26-30.

Karakuzu (2013) examined the job satisfaction of branch teachers and primary school teachers in Denizli. This research indicated that a meaningful relationship exists between a teacher's sex and the expression “giving a chance to bear a conscientious responsibility”.

Besides, Özcan (2013) had a study about the job satisfaction of teachers who work for primary schools in Niğde province. It was expressed that the job satisfaction of teachers within the sample group is low. It also reached the conclusion that year of experience and age variables represent a significant difference in terms of job satisfaction. It is therefore seen that there is a major difference in the degree of job satisfaction of teachers in terms of branch variables and educational rank.

Moreover, Göl (2015) conducted her study to examine the relationship between the personal characteristics and job satisfaction of teachers working in secondary and primary schools. As a result of the study an important relationship was found between personality traits and job satisfaction. The job satisfaction of teachers with extroverted and responsible personality traits appeared in a low level and positive direction. A low and negative significant relationship was found between teachers with extroverted personality characteristics in terms of wages and promotion opportunities of job satisfaction. In addition, when the sub-dimensions of the job satisfaction scale and the responses given to the sub-dimensions of personality traits were examined; job satisfaction of teachers with neuroticism personality traits was found to be low.

Also, in his research; Ergün (2016) studied the relationship between job satisfaction and life satisfaction among teachers working at private and public

schools in Ankara. Consequently, a strong relationship was found between teachers' satisfaction at work and satisfaction at life.

In addition to the other studies including positive or significant relationship with job satisfaction; the relationship between physical education teachers' time management skills and job satisfaction was examined in the study of Güler (2018). According to the result of this study, it was inferred that there is a low level of positive correlation between the time management skills and physical education teachers' job satisfaction levels. As the time management skills of physical education teachers increase, levels of job satisfaction increase.

Lastly, Türker and Çelik (2019) studied the mediating function of job satisfaction in the effect of job and family conflict on teachers' life satisfaction. As a result of the research, job satisfaction functions a mediator duty in the effect of work-family conflict on life satisfaction. It was found that the job satisfaction levels for teachers possess a medium influence on their life satisfaction levels.

However, there is some research about job satisfaction which had no positive or noticeable relationship with different variables previously mentioned in the literature as regards to the studies in Turkey.

Başaran (2017) examined the relation between management styles of school administrators and teachers' job satisfaction. Pursuant to the study findings; it was discovered that job satisfaction levels of teachers working in secondary school were higher. Job satisfaction levels of teachers did not shift by gender, age and seniority. Also, it was found in this study that there is a positive relationship between the school administrators' protective, supportive, cooperative management styles and teachers' job satisfaction according to the secondary school teachers.

Furthermore; according to Özkan's (2017) study on primary and secondary school teachers, male secondary school teachers possess more job satisfaction than female teachers, no difference exists between primary school teachers' job satisfaction levels in conformity with sex, primary teachers' job satisfaction levels and secondary school teachers. He pointed out that the job satisfaction level increased as the year of experience of teachers went up, the job satisfaction was enhanced as primary school teachers got older, and the age was not determinant factor on the job satisfaction of secondary school teachers.

Finally, Gafa (2019) investigated job satisfaction and loneliness levels of the teachers working in public schools in his research. The class teachers were realized to have a high degree of job satisfaction as a conclusion to the report. Levels of job satisfaction for teachers did not differentiate by sex, marriage status, seniority, educational background and grade level.

2.7.2 Studies about job satisfaction abroad

A variety of studies that are based on job satisfaction of teacher and other variables were carried out and still continue to be studied abroad. These studies included such relation as job satisfaction of teachers and the type of organization, job satisfaction levels of teachers in terms of gender, factors for providing job satisfaction of teachers.

For instance, Omondi (2012) set forth that the job satisfaction of teachers is at low levels at the age of 29 and at the younger ages however, it is at high levels for teachers older than 34 in his study of teacher job satisfaction in Kenya.

Additionally, Mehta (2012) and Zilli (2012) carried out a study for teacher's job satisfaction to learn whether the teacher's understanding is influenced by the kind of institution. The results showed that there is an important distinction in the level of satisfaction of state and private school teachers.

Further, Neog and Barua (2014) discovered hardly any components which are responsible for job satisfaction, the connection between job satisfaction and reasonable compensation, working condition and job satisfaction, employer stability and occupation satisfaction. They saw that wage was the major significant factor that impacts the job satisfaction and indicated that the degree of job satisfaction is normal among representatives.

In addition to other studies, another study is "The impact of job satisfaction on teachers' mental health" which belongs to Aliakbari (2015). The results displayed that there is an important relation between job satisfaction and mental health of the teachers who joined the study.

Also, Boruah and Tok (2017) had a research about job satisfaction and teacher effectiveness of secondary school teachers of Assam. The study shows that the secondary school teachers of Assam are not completely happy with their job. It is

also seen that the teachers of secondary schools of Assam was found average in effectiveness.

Moreover, Sospeter (2017) examined leadership styles and its influences on job satisfaction of teachers at public secondary schools in his study. This research displayed that teachers who are in public secondary school are not happy with the teaching career; they join schools just to realize the necessity of being at the job without being willing to it. The study further revealed that teachers are hopeless with their profession have because of a variety of reasons, such as poor and low wage, bad working situations, working too much hours, weak administration type preferred by heads of schools, spending a lot of time for promotion and reluctance to professional development.

Besides, Baluyos, Rivera and Baluyos (2019) conducted a study that centered on the relationship of job satisfaction of teachers and their work performance in the Misamis Occidental Division during the 2018- 2019 school year. Results showed that the teachers were extremely pleased with their job and their job performance was very satisfactory in this study. Teachers' job satisfaction with the supervision of principals and job security vice versa affected the job performance of the teachers.

2.8 Professionalism

Professionalism is a concept that is believed to exist, accepted as important, but has not been clarified yet (Evans, 2008). According to Turkish Language Association (TDK, 2020), the concept of professional means someone who does a business for profit is a specialized and mastered person. Professionalism being a professional status is an originally English word and is used as the competence and high standard required of a professional; a professional is described as a person employed in a job that requires special knowledge, qualifications and training (Longman, 2009).

When considered professionalism definitions in the literature, professionalism can generally be defined as accepting responsibility for one's professional development and progress. In particular, it means that the person is aware of the developments in his field and can practice exemplary practices with these new developments (Shantz & Prieur, 1996). Professionalism refers to how well

individuals or groups of individuals are compatible with what is expected of them because of their work (Lee, 1981).

According to another significant aspect description of professionalism, it emerges largely from professional culture and even gets ahead of professional culture by describing the roles, responsibilities, basic tasks, necessary knowledge and skills accepted for the profession (Evans, 2008). Professionalism means not only doing a job well, but also for the right reasons and at the right time. Darling and Hammond (1989) stated that there are three basic principles for a profession to be accepted as a professional. The first one is to use the knowledge in line with the needs of those who will benefit from the service. The second is to put those who benefit from the service they offer at the center of any application of the professional. The last principle is that the professional takes the source of its standards practices and ethical behavior from the joint responsibility it creates with its colleagues (as cited in Gesilva, 1994, p. 41).

2.8.1 Occupational professionalism

Occupational professionalism is that individual professionalism leaves its place to organizational professionalism. In other words, it means that not only employees are professional individually, but that all employees act professionally as an organization. Technological developments and rapid social changes require occupational professionalism (Adıgüzel, Tanrıverdi & Sönmez-Özkan, 2011).

From another perspective, occupational professionalism is a discourse that unites professional groups and authorities. It includes the relations of both the employer and the customer with a professional person. Occupational professionalism depends on the autonomy, judgment and evaluation of the professional in complex situations (Evetts, 2010).

Also, occupational professionalism is mostly related to one's own inner structure. What pushes the person to learn or to do something is not external factors, but one's own wishes, desires and curiosity (Yılmaz & Altinkurt, 2014). It can be said that occupational professionalism for teachers is related to skills such as renewing the knowledge of the field, having knowledge about the functioning of the school, and guiding students accordingly (Girgin, Çetingöz & Ekinci-Vural, 2009).

Whether an occupation is a professional or not is discussed on the basis of some criteria in the literature (Kim-Godwin, Baek & Wynd, 2010). Educator Abraham Flexner (2001) had the one of the oldest known explanation of criteria for professionalism. According to him, the six main criteria on the evaluation of professionalism are the followings;

- Individual responsibility.
- To be learned on the basis of the whole of information
- Theoretical knowledge can be reproducible.
- In line with an educational discipline technique to be taught
- Organized very well
- Members of Altruism (altruism) prone to helping each other and society willingness to work for the benefit of (Flexner, 2001).

2.8.2 Professionalism in Teaching Profession

The concept of professionalism for teachers includes being the best in the profession, constantly renewing to convey knowledge to students and exceeding the standards in its applications (Helsby & McCulloch, 1996; Tichenor & Tichenor, 2004). However, Hildebrandt and Eom (2011, p.416) define teacher professionalism as “an attempt to improve the status, education and working conditions of teachers” taking into account their education, recruitment and professional development, powers and wages.

Teachers are the people who guide the formation of positive changes in individuals' lives and society by using the theoretical knowledge required by their profession (Çelik, 2015). The most important resource that can be utilized in creating a democratic and learning society is teachers (Bakioğlu, 2009). Therefore, it is very important for teachers to perform their duties with a professional understanding (Bayhan, 2011). Besides, the term ‘professionalism’ can be defined that it expresses both good and basic characteristics of an effective teacher in an effective school. Professionalism is ensured by meeting the professional standards specified for teachers and educators. However, professionalism involves more than simple tasks such as preparing students to pass standardized memory-based tests and exams, managing behaviors, and keeping students quiet (Moore & Clarke, 2016). It also

requires teachers to act as researchers that will enable them to learn continuously (Kincheloe, 2004) In order to have qualified and successful students in education, there is a need for teachers who have trained themselves and have proven their occupational professionalism.

Teachers' behaviors, competencies, beliefs, personality, occupational professionalism, following up-to-date developments and vision characteristics should be in harmony. Occupational professionalism, field knowledge, general knowledge and professional knowledge in teaching self-efficacy are essential for classroom management. When these features are considered, a professional teacher in class should (Karaman, 2016, p. 21):

1. Express the goals and objectives clearly and determine the appropriate method, technique and strategy for them.
2. Prepare tools and materials suitable for the course activities by following the current developments.
3. Increase the interest and attention according to the students' level of readiness while having a class.
4. Be very active during the lecture and students must be motivated.
5. Create a democratic class environment in which everyone expresses themselves comfortably.
6. Use the feeling of empathy very well in their relations with students.

In addition to the explanations mentioned before about the teacher professionalism, Hargreaves (2000) also investigated the professionalization process of the teaching profession and examined this process in four groups:

- 1) The period before professionalism:** The teaching profession is administratively demanding but technically simple. Teachers earn personal rewards by serving the community.
- 2) Professional autonomy period:** The teacher has extensive authority over the curriculum and decision-making processes. In many countries, the status and income level of teaching has increased.

3) Peer collaboration period: They build strong professional communities that come together for common goals. In these communities they discuss educational reforms and different instructional techniques.

4) Post-professionalism: Teachers had to fight the concept of professionalism, in which different groups and powers define and restructure professionalism, as well as fighting different and complex customer groups (Goepel, 2012).

Lastly, Yılmaz and Altinkurt (2014) examined teacher professionalism in four dimensions: personal development, contribution to the institution, professional sensitivity and emotional labor. These dimensions are described below:

- **Personal Development:** It includes the efforts of the professionals to improve themselves so that they can do their jobs better, although there is no obligation. Examples include doing a master's degree and attending in-service training without the expectation of appointment or promotion. Again, it is in the effort of the teacher to follow scientific publications, activities or books about his fields and to read books outside his field.
- **Contribution to the Institution:** It is the use of the potential that the teacher has for his institution. In other words, it transfers the knowledge, experience and experience it has to the institution. Teachers who are high level in occupational professionalism; they participate actively and voluntarily in the studies in the school and use the opportunities around them for the benefit of the school.
- **Professional Sensitivity:** It includes awareness of the needs for the profession, being open to different ideas and changes, communicating and collaborating with colleagues, maintaining professional ethics, being sensitive to doing the job in the best way and being an example to students with their behavior.
- **Emotional Labor:** It includes the behavior of teachers to manage their emotions. In other words, teachers should behave in the work environment when necessary. Even if professional teachers have problems in their private lives, they try not to reflect this to their work environment, their relations with their colleagues and school management.

2.8.3 EFL Teacher's Professionalism

The international development in the utilization of English language has brought with new necessities and principles of Teaching English as a Foreign

Language (TEFL). So, there is a greater degree of professionalism in TEFL now than previously (Richards, 2008).

Professionalism and professional development programs for English teachers are undoubtedly attractive and important in all ELT settings around the world, especially given that English is currently the preferred language of communication in the fields of science, engineering, technology, commerce and education (Senior, 2006; Walker, 2001). This period of globalization has brought about the further spread of English as a worldwide language. Ongoing financial and employment patterns and improvements have additionally changed the manner in which English is spoken (Warschauer, 2000). Such patterns, accordingly, have prompted the changing jobs of English instructors along with their professionalism methodology and learning chances that English educators may get. In this era, English educators cannot get away from the realization of globalization. Language instructors, for instance, should now have the option to reconceptualize how they consider the connection among language and culture. Furthermore, there is a direct requirement for instructors of English to have the option to write powerfully, fundamentally comment and analyze data, and do complex arrangements and collaboration in English (Warschauer, 2000). Hence, EFL teacher's professionalism which makes instructors more successful has been a significant theme to be talked about among educators and educator teachers.

It is maybe difficult to list what proficient English language educators must have or how they ought to improve as professionals. For instance, EFL teacher's professionalism is generally said to be affected by internal and external factors such as aptitude, interests in teaching and opportunities for having personal development, colleagues according to Amin (2015). Again, there are still discussions on whether native speakers have more language ability than non-native speakers in terms of EFL teacher's professionalism. Shin (2008), for example, has alleged that while native speakers do have the capability in the target language, such capability alone is not adequate capability for teaching situations – they ought to have educating competency. Simultaneously, in any case, English instructors who are non-native speakers are required to have a great level of written and oral capability in the language just as competency in educating should they need to be considered as professional English educators.

Although it is hard to state what features a professional teacher or English teacher need to have, the following features can be found in the definitions about teacher professionalism (Appleyard & Appleyard, 2014, p. 22):

- ✓ Subject / area expertise: Knowledge-based expertise.
- ✓ Teaching expertise: Expertise in the application of knowledge supported by theory.
- ✓ Continuous learning: Having interest and energy towards the field and educating
- ✓ Autonomy in the management of learning.
- ✓ Versatile responsibility: To feel responsible to students, associations, clients and society
- ✓ Acceptance of ethical rules and compliance.

Similarly, while describing professionalism for EFL teachers, we can benefit from the concepts below (Amin, 2015):

- ✓ Teacher Aptitude and Interests in English and Teaching,
- ✓ Teacher Qualification,
- ✓ Teacher Subject Matter Mastery,
- ✓ Teacher Job Satisfaction and Commitment,
- ✓ Teacher Personality Traits and Resilience,
- ✓ Teacher Environmental Factors,
- ✓ School Location and Facilities, Colleagues,
- ✓ School Leadership,
- ✓ Opportunities for Conducting Professional Development,
- ✓ Existence and Roles of Teacher Inspectors.

Moreover, professional development for English teachers is a complicated and non-linear process containing personal and environmental components. Early enthusiasm in English and high tendency are two supporting factors prior to their appointment as teachers. Their professional development after the appointment is influenced by job satisfaction, commitment to their own and student learning, communication skills and resilience (Amin, 2015).

To conclude, the professionalism of an EFL teacher is a must including a difficult and multi-dimensional process consisting of personal and environmental

parts. It depends on personal characteristics such as enthusiasm and tendency in English and environmental influences like teaching environment, existence of teacher of inspectors and opportunities for having professional development.

2.8.4 Studies about occupational professionalism in Turkey

When the previous researches related to occupational professionalism were revised in the literature, it is understood that there are very few studies with teachers. In the literature, most studies on occupational professionalism only focus on nurses; however, this study only includes studies with teachers.

To begin with, one of the studies on occupational professionalism belongs to Demirkasımoğlu (2010) who discussed teacher professionalism from different perspectives; how teacher professionalism has been recently described in academic discussions has been explained in his study. In addition, issues such as professionalism definitions, professionalism criteria, the characteristics and status of a professional teacher, the teacher professionalism from different perspectives are discussed and whether or not teaching has a professional status in the historical context is discussed.

In Bayhan's (2011) study; the professionalization of the teaching situation in Turkey, the existing professionalism of teachers and teachers' perceptions of the factors affecting the professionalism of teachers and their views regarding the determination of professionalism factor was examined. According to the results of the research, it was found that professionalization in the teaching profession is insufficient in Turkey. The research also lists the factors affecting the professionalism of teachers as follows: the teacher himself, the school administrator, laws/regulations, teacher education, experience, economic and social status, and colleagues. During the interviews, the participants seemed to state they touched on items such as pre-service and in-service training, professional development activities, use of technology, creating career steps based on teachers' success and development in addition to the development of professionalism. It is determined that the qualitative and quantitative data of the study are supportive of each other.

Cerit (2012) tried to determine the relationship between the bureaucratic structures of the schools and the professional behavior of the teachers in his research. An important and positive relationship was observed between the efficient

bureaucratic school system and the professionalism of the teachers. Regression analysis indicated that effective bureaucratic school structure became an important explanatory for teacher professionalism.

Another study trying to determine the perceptions of Science and Technology teachers about the concept of professional teacher was conducted by Uzun, Paliç and Akdeniz (2013). It was determined that most of the Science and Technology teachers participating in the study did not perceive themselves as a professional teacher and adopted a view that professionalism could occur over time. In addition, a significant number of teachers see the insufficient in-service training opportunities as a disadvantage towards being a professional teacher.

In Kılınç's (2014) research, teacher professionalism was examined according to school culture. As a result of the research, the task culture, which is one of the organizational culture dimensions, was perceived by teachers at the highest level. In addition, it was concluded that the perceptions of teachers towards their professionalism are above medium level. It was determined that "Support-oriented and task-oriented cultures" dimensions of organizational culture have significantly positive correlation with teacher professionalism; "bureaucratic school culture" dimension is negative and significant. It was also concluded that "support-oriented, task-oriented, and bureaucratic cultures" dimensions of organizational culture are strong predictors of teacher professionalism.

The relationship between occupational professionalism of teachers and job satisfaction was attempted to be assessed in the study of Yılmaz and Altınkurt (2014). The teachers have a moderate level of professionalism and job satisfaction according to the research findings. Participants' perceptions differ on the contribution to the institution in line with gender and the type of school in which they were assigned to; views on emotional labor depend on the type of school they were served; their ideas on personal development dimension vary significantly resting on the type of school served. The participants' ideas about the contribution to the institution, personal development and professional sensitivity and job satisfaction are low, in the same direction and meaningful; their views on the total score of emotional labor and occupational professionalism have medium level, the same direction and meaningful relationship between these variables.

Çelik (2015) aimed at investigating the relationship between occupational professionalism of teachers and burnout in his study. According to the results obtained, the teachers own a moderate level of professionalism. The professional sensitivity and emotional labor of the teachers participating in the research is higher than their contribution to the institution and their personal development. When the opinions of the teachers about their professionalism are explained, it is seen that while there is a big difference in some dimensions in gender, age and total number of school students, the marital status and school type variables do not change significantly. There is a low, opposite and meaningful relationship between teachers' occupational professionalism and emotional exhaustion and desensitization. There is a medium-level and meaningful relation between occupational professionalism and personal success.

Also, Karaman (2016) examined whether the classroom management competencies and occupational professionalism of teachers differ according to their age, gender, marital status, type of school graduated, socio-economic status, seniority, duration of study at school, branch and grade levels in his study. According to the results of the research, the occupational professionalism level of teachers is high. However, the occupational professionalism level of teachers does not differ in terms of the variables studied. There is a rational, adverse, and strong relation between the teachers' management skills in classrooms and their occupational professionalism.

Over and above, Yirci (2017) wanted to identify the obstacles to the professional and personal development of teachers within the scope of teacher professionalism in his study “barriers to professionalism and solution suggestions”. According to the results of the research, the most important obstacles to the professional development of teachers are the current status quo structure, ministerial practices, economic reasons and the physical facilities of the school. The biggest obstacle to personal development is the teacher.

Moreover, Çelik Yılmaz (2017) investigated the relationship between teachers' perceptions of occupational professional level and their perceptions about teacher leadership. The results of the research showed that teacher perceptions of occupational professionalism level and their expectations for teacher leadership behaviors are high. Teachers' perceptions of occupational professionalism differed

significantly in terms of gender, type of institution served, branch and school graduated, but not significantly in seniority whereas teachers' perceptions about teacher leadership showed an important difference with regard to gender, institution type, seniority and graduated school variables taking into account both the necessity of leadership behaviors and the demonstration of those behaviors. However, no significant difference was uncovered in branch variable.

Additionally, Küsmüş (2018) studied on classroom management skills of preschool teachers and occupational professionalism. In her research, a medium level, significant and positive relationship was recorded between classroom management skills of preschool teachers and occupational professionalism. Also, it was determined that pre-school teachers had high level of classroom management skills and occupational professionalism. Additionally, the classroom management skills of pre-school teachers varied considerably depending on age, education level, professional seniority, number of children in the classroom, age group given education. Finally, it was determined that the occupational professionalism of teachers differed significantly according to age, education level, professional seniority variables.

Lastly, Küçükbere (2019) tried to discover the opinions of secondary school teachers on their accountability and occupational professionalism and the relationships between accountability and occupational professionalism. As a result of this research; it was found that secondary school teachers are often accountable and evaluate themselves completely professional. A strong positive relationship between the accountability of teachers and professionalism occurs and accountability is an important precondition for occupational professionalism.

2.8.5 Studies about occupational professionalism abroad

Considering the studies carried out abroad regarding occupational professionalism in the literature, it was seen that as regards teacher professionalism, various studies such as the relationship between teacher professionalism and the laws, childhood professionalism, narrative approach and teacher professionalism according to the school type the teachers work have been carried out.

In his research, Goepel (2012) examined teacher professionalism in the UK and tried to determine how it changed and improved within the framework of laws

and regulations He investigated teaching standards published in the UK and found that it introduced various standards to teacher professionalism. As a result of the research, it was determined that it was aimed to maintain community trust in the teaching profession with these standards and to give qualifications to the teaching profession.

Furthermore, Douglass and Gittell (2012) investigated the laws and regulations related to preschool teachers in the USA and emphasized the change in the law on the pre-school programs and the change in the definition of professionalism in their study. It was stated in the research that although professionalism has many contributions in the pre-school area, formalism and standardization have a negative effect on the parent-teacher relationship. With this article, an attempt was made to clarify the conflicts between family-centered practices and bureaucratic organizational structure, and an alternative model proposal was presented with the name relational bureaucracy.

In another study on teacher professionalism, Banković (2014) had a survey on early childhood professionalism in Serbia. In this context, he examined the concept of professionalism in the light of current international discussions on professionalism, and gave information about how Early Childhood Education and Care services add value to Serbia's notions of professionalism. He mentioned that pre-school teachers need to be organized in a protected or distinctive manner in parallel with teachers in other sections of the education sector, including the need for improved working and salary conditions, more promising job prospects, union organizing and a more supportive infrastructure for a quality early childhood sector. He also discussed the factors that are important for professionalism.

With his study, Hordern (2016) explained early childhood professionalism based on the concepts of professional society and professional knowledge. He also stated that processes which can see the validity of certain types of information is needed in order to develop and advance professionalism in early childhood. In the study, it was stated that the development of professional societies focused on advancing professionalism depends on their integration with early childhood workforce, organizational diversity and the roles of governments.

Besides, Monk and Phillipson (2017) interviewed 78 early childhood educator candidates who improved their professionalism. The aim of the study is to determine how early childhood educators see themselves professionally and how they understand professionalism in the context of Asia. At the end of the study, professionalism was perceived by teacher candidates in 3 main dimensions. In the first dimension, there is a perception of professionalism in terms of work-life balance and roles, in the second dimension, professionalism is a culturally derived phenomenon, and in the third dimension, professionalism is a sense of hope for the future.

In addition to the studies mentioned before, Adams (2017) studied the professional life experiences of a mathematics teacher who started their profession in England in the late 1990s in his work. According to the result of the research; supervision puts pressure on teachers and restricts the shaping and collaboration of professional identity. Both school and accountability systems; It affects teachers' professional identity, professional learning and relationships with students and colleagues. Professional learning of teachers is shaped by the social and cultural environment they live in. Teachers' identity development process is an important aspect of professional learning. Along with changes in teacher autonomy, changes in the quality of teaching knowledge affect teacher professionalism.

Torres and Weiner (2018) targeted at examining the experiences of the contracted school teachers and the qualifications of the teaching profession in their study. The results of the research show that teachers perceive their schools and professionalism positively. Teachers stated that their school supports teacher autonomy, professional accountability and cooperation. According to the results of the research; the high accountability climate in these schools enables teachers to develop their sense of competition and question activities. The "new professionalism" approach can produce consistent results with efforts to professionalize teaching.

Finally, Macheridis and Paulsson (2019) tried to question how the professionalism of university teachers affects coordination processes at institutions of higher education in their study. The research is part of a project exploring how university professors view and define quality in light of rising governance frameworks in institutions of higher education. According to the research results,

university teachers follow two distinct paths: following decisions, policies and rules; following their professional characteristics, preferences, and desires in the collaboration process with management actors in higher education institutions. Researchers conceptualize one of these two different processes in the form of professionalism and the other as governance. The process of professionalization mainly concerns basic teaching and research questions and is above all involved in collective discussions. Governance process; relates applies to questions of form and of procedure; happens when rules and procedures are applied. These two processes can be brought to life when unions, professional organizations and accreditation institutes act as platforms or arenas to discuss the issue.



CHAPTER III

METHODOLOGY

3.1 Presentation

This thesis investigates the relation between occupational professionalism and job satisfaction level of EFL teachers working in Kilis. This chapter gives information about the methodology of the present study in the following sections: research design, participants of the study, data collection and data analysis procedures.

3.2 Research Design

The research design of this study was mixed method because both quantitative and qualitative techniques were utilized to determine the relation between EFL teachers' occupational professionalism and job satisfaction perceptions. Frankel, Wallen and Hyun (2011, p. 558) explain mixed methods research as:

Mixed-methods research has several strengths. First, mixed-method research can help to clarify and explain relationships found to exist between variables. Second, mixed-methods research allows us to explore relationships between variables in depth. In this situation, qualitative methods may be used to identify the important variables in an area of interest. Third, mixed-methods studies can help to confirm or cross-validate relationships discovered between variables, as when quantitative and qualitative methods are compared to see if they converge on a single interpretation of a phenomenon. If they do not converge, the reasons for the lack of convergence can be investigated.

Mixed method research has a rigorous use and integration of both qualitative and quantitative approaches (e.g., experimental research integrated with qualitative research) or collection of qualitative and quantitative data from different sources, such as quantitative test data along with qualitative interview data, to find out if findings from the two sources converge (Creswell, 2014).

When the powerful features of mixed methods research and the data gathering tools were taken into account, this study was a sample of mixed methods research as it involved quantitative and qualitative methods together. For the first part of the current research: quantitative part, survey method was used. 168 EFL teachers in Kilis were asked to participate in our study and then the questionnaire was sent them by using online questionnaire forms and 150 of them filled in the questionnaire.

In accordance with analysis of quantitative part, the researcher continued to gather data for the second part of the study with semi-structured interviews for the qualitative part. Rossman and Wilson (1985) told that the affiliation of quantitative and qualitative data is used to provide or to improve analysis in order to present more data.

The present study also owned the descriptive research design as it tried to state the participants 'levels of ongoing job satisfaction and occupational professionalism. It also included survey in the quantitative part of it because survey tools are used to collect data in descriptive research (Creswell, 2014).

3.3. Participants and Procedure

3.3.1 Participants and sampling

The target population of this research was EFL teachers employed at state schools in Turkey. The accessible population of the study was a total of 168 teachers of English in Kilis, Turkey. All the teachers were invited to participate; 150 of them voluntarily participated in our study and completed our online-survey. Participants were graduates of the English Language Teaching department or graduates of the department of English Language and Literature, or graduates of related departments of English Language.

Convenient sampling was chosen as the sampling method since there was limited number of EFL teachers in Kilis. Also, this sampling was suitable for the study and it provided a very important advantage to this work by reaching the entire accessible population. Convenience sampling also known as Haphazard Sampling or Accidental Sampling, is a form of non-probability or non-random sampling where members of the sample population who meet certain functional requirements such as ease of access, geographical proximity, availability at a given time or willingness to

participate are included for study purposes (Dörnyei, 2007). Table 1 shows the demographic information of the participants.

Table1.

Demographic variables of the participants

Variables		F	%
Gender	Female	117	78.0
	Male	33	22.0
Age	20-30	83	55.3
	31-40	55	36.7
	41-50	9	6.0
	51 and above	3	2.0
Graduated school	English Language Teaching	124	82.7
	English Language Literature	24	16.0
	American Culture and Literature	1	.7
	Other	1	.7
Degree	Bachelor's Degree	145	96.7
	Master's Degree	4	2.7
	PhD	1	.7
Experience	0-5 years	83	55.3
	6-10 years	34	22.7
	11-15 years	18	12.0
	16-20 years	9	6.0
	21 years and above	6	4.0
School	High School	42	28.0
	Secondary School	80	53.3
	Primary School	27	18.0
	Other	1	.7

Table 1. (Continued)

Demographic variables of the participants

Variables		F	%
The number of peer EFL teachers	0	34	22.7
	1-3	65	43.3
	4-6	36	24.0
	7 and above	15	10.0
Weekly teaching load	15 and less classes	4	2.7
	16 - 20 classes	18	12.0
	21- 30 classes	128	85.3
Class size	15 – 20	19	12.7
	21 – 30	50	33.3
	31 - 40	75	50.0
	41 – 50	6	4.0

From the Table 1, we can understand that 117 teachers (78 %) were female and 33 (22%) teachers were male. Besides, there were 83 (55.3 %) teachers whose ages ranged between 20 and 30, 55 (36.7%) teachers whose ages ranged between 31 and 40, 9 (6%) teachers whose ages ranged between 41 and 50, and 3 (2 %) teachers whose ages are 51 and above. Furthermore, 124 (82.7%) of teachers graduated from English Language Teaching Department, 24 (16.0 %) of teachers graduated from English Language Literature Department, 1 (0.7%) teacher graduated from American Culture and Literature Department and 1 (0.7%) teacher graduated from other departments with English medium instruction. Moreover, 145 (96.7%) of teachers had Bachelor's degree, 4 (2.7%) of them had Master's degree, and 1 (0.7%) of them had PhD. Also, 83 (55.3%) of teachers had between 0 and 5 years of experience, 34 (22.7%) of teachers had between 6 and 10 years of experience, 18 (12.0%) of teachers had between 11 and 15 years of experience, 9 (6 %) of teachers had between 16 and 20 years of experience and 6 (4.0%) of teachers had 21 and above years of experience. Additionally, there were teachers working at public primary schools, secondary schools, high schools and other public institutions affiliated to the ministry of education. There were 42 (28%) teachers working at high school, 80 (53.3%)

teachers at secondary school, 27 (17.4%) teachers working at primary school and 1 (0,7 %) teacher working in other institutions. In addition, the peer EFL teachers the participants work together changed between 0 and 7 and above. 34 (22.7%) of teachers had no colleagues, that is, they were the only EFL teachers at school, 65 (43.3%) of teachers had between 1 and 3 colleagues who teach English at the same school, 36 (24.0 %) of teachers had between 4 and 6 colleagues who teach English at the same school and 15 (10 %) of teachers had 7 and above colleagues who teach English at the same school. Further, teachers had different weekly teaching loads from 15 classes to 30 classes. 4 (2.7 %) of teachers had 15 and less classes per week, 18 (12.0 %) of teachers had between 16 and 20 classes per week and 128 (85.3 %) of teachers had between 21 and 30 classes per week. As the last demographic variable, the class size that teachers had included between 15 and 50 students. There were 19 (12.7 %) teachers had between 15 and 20 students in a class, 50 (33.3%) teachers had between 21 and 30 students in a class, 75 (50.0 %) teachers had between 31 and 40 students in a class and 6 (4.0 %) teachers had between 41 and 50 students in a class.

3.3.2 Procedure

After the necessary literature was reviewed and data collection tools were obtained, the necessary permissions of the authorities were obtained from Kilis Provincial Directorate of National Education. Volunteers were asked to participate in our study. For ethical reasons, all the participants were informed about the aim of the study and asked to sign the consent form.

Occupational Professionalism of Teachers Scale and Teacher's Job Satisfaction Scale were applied online and together. Before the participants filled in the scales, they were given information about the study and requested to be sincere as much as possible. Also, they were required to write their e-mail address on their scales in order to find possible participants who have high, medium and low points from the scales so as to reach for individual interviews. While collecting data, the scales were categorized according to the e-mails of participants to facilitate the process of reaching people who were needed to be interviewed.

After the analysis of quantitative part was done, the interviews for qualitative part of the study were done online by having the semi structured interview with the volunteer teachers. The interviews had purposeful sampling (Patton, 1990), the most

prevalent form of nonprobability sampling (Merriam, 1998). Purposeful sampling allows you to select individuals who might demonstrate different perspectives of the problem (Creswell, 1998, p.62). Therefore, the participants were chosen according to their scores they had in order to understand different perspectives of the participants. 15 participants were selected intentionally according to their scores of the quantitative part of this study. The points the participants got were classified as high, medium and low level. Then, 10 teachers from each group were invited to take part in the interview and 5 of teachers from every group joined the research. All the planned data was collected by having interview with the selected participants,

The participants were chosen according to their scores they had. 15 participants were selected intentionally according to their scores of the quantitative part of this study. The points the participants got were classified as high, medium and low level. Then, 10 teachers from each group were invited to take part in the interview and 5 of teachers from every group joined the research. All the planned data was collected by having interview with the selected participants,

3.4 Data Collection

Three types of data collection instruments were used in this research. These tools were Occupational Professionalism of Teachers Scale by Yılmaz and Altinkurt (2014), Teacher's Job Satisfaction Scale by Aftab (2013) and semi structured interview by the researcher. The Teacher's Job Satisfaction Scale by Aftab (2013) was used after translating it to Turkish and having expert opinion on translation made.

Data for the study was collected online instead of face-to-face data collection ways due to the Covid 19 pandemic. Also, it was collected via online ways in order to reach teachers more easily and not to take too much time as in the printed versions of scales. In addition to this, 15 teachers for the semi structured interview were reached via e-mails in order to get answer the interview questions and the answers obtained from the interviewees were recorded and transcribed.

3.4.1 Occupational Professionalism of Teachers Scale (OPTS)

Occupational Professionalism of Teachers Scale developed by Yılmaz and Altinkurt (2014) was used to determine the opinions of teachers about their occupational professionalism. The scale contains 24 items of 5 - point likert - type

and it has four sub-dimensions as Personal Development, Contribution to the Institution, Occupational Sensitivity and Emotional Labor. In order to test the reliability of the scale, Cronbach Alpha internal consistency coefficients (α) were examined. This coefficient was calculated as .79 for the personal development factor, .86 for the occupational sensitivity factor, .86 for “the organizational contribution” factor, .80 for” the emotional labor “factor and .90 for “the whole scale”. Items in the scale are given points between 1 (strongly disagree) and 5 (strongly agree). The increase in the score from the scale shows to the positive opinion of the respondent regarding his occupational professionalism and vice versa.

The results of the reliability analysis of this scale and the present study are given in Table 2

Table 2.

Cronbach's Alpha Values of two studies

	Cronbach's Alpha (α) of Yilmaz and Altinkurt's study	Cronbach's Alpha (α) of the present study	N of Items
Occupational Professionalism of Teachers Scale (OPTS)	.90	.96	24

As Table 2 reveals, the scale alpha score is .96, which is admissible for reliability.

3.4.2 Teacher's Job Satisfaction Scale (TJSS)

Job satisfaction is a prerequisite for a productive atmosphere in which successful teaching and learning occur. However, the measurement of job satisfaction in terms of teachers is different from other sectors. In some studies, the scales applied in the normal job sector in order to measure job satisfaction of teachers have been adapted to teachers by making some adaptations for teachers without changing the main items (Aftab, 2013). So, there is an obligation to include such dimensions of job satisfaction in scales as: students' characteristic features and attitudes of the students, management of the classroom, availability of the resources,

connections with students, colleagues and administrators (Ramatulasamma & Rao, 2003; Rosser, 2005; Sharma & Jyoti, 2009).

Aftab (2013) improved a 5-point Likert-type scale of 20 items to assess the teacher's job satisfaction. The scale contains four positively worded statements and seventeen negatively worded statements for job satisfaction. The scheme of scoring response category, strongly agree was given a weight of 5, agree a weight of 4, undecided a weight of 3, disagree a weight of 2, and strongly disagree a weight of 1 as regards responses positively worded job satisfaction. The rating was reversed for statements which were stated negatively to job satisfaction. The job satisfaction score for teachers is found out by adding together the individual scores of all items where possible range can be between 20 and 100 with a mean of 60. Low score on the TJSS means low level of satisfaction or unfavorable attitudes toward the teaching profession, and high score on the TJSS implies high level of satisfaction or optimistic attitudes toward the job of teacher. The job satisfaction rates of the teachers are classified into high (71-100), moderate (51-70) and low (20-50) satisfaction rates according to the satisfaction scores obtained.

The scale possessed a split-half reliability of 0.77 which boosted to 0.87 when corrected by Spearman Brown Prophecy Formula. The inner consistency coefficient was calculated as 0.89 with the Cronbach alpha correlation. Another consistency test for the scale was conducted using the item total correlation method, the item total score correlations for all test items are within 0.48 and 0.77 range.

TJSS was used in Turkish for the sake of consistency with Occupational Professionalism of Teachers Scale because it is in Turkish. So, the TJSS scale was translated with the help of three academicians who had PHD in English language teaching department before the implementation stage of the TJSS was carried out. Having permission from the person who created the scale was the first step. So, the researcher kept in touch with the author of the scale to translate the scale into Turkish for academic purposes. One of the frequent problems occurring during the translation part is using just one translator who can easily be got into contact (Hambleton, Merenda & Spielberger, 2005). The success of the translation is mostly dealt with the knowledge and experience, so finding two translators competent in both languages is not a remedy. Translators should closely know two cultures (Deniz, 2007). In pursuance of these ideas, three translators who are academicians

with doctorate degree within the field of English Language Teaching and are qualified in two languages and aware of these cultures translated the dimensions into Turkish separately. For the first step of the translation process, the linguistic validity of the dimensions within the target language was examined during this study; the techniques of the one-way translation and group translation were used.

After translation procedures, the scale was piloted with 23 teachers whose profile is similar to the target population. The teachers were from different branches at Mehmet Akif Ersoy Middle School in Kilis. Choosing the teachers from different branches was taken into consideration because it was important to comprehend how teachers who teach different classes understand the questions and answer them. While the pilot study was applied, each item was read loudly, and explained what the statements mean. Later, an example of the scale was given to the participants so that they could examine it in detail and write their comments on it. With the completion of the pilot study, the findings on this translated version of the scale displayed that it had .84 alpha score and it was an acceptable value. TJSS also had .87 as the reliability value of the scale in this study.

A summary of the findings of this scale's reliability analysis and the present research is given in Table 3.

Table 3.

Cronbach's Alpha Values of two studies

	Cronbach's Alpha(α) of Aftab's study	Cronbach's Alpha (α) of the present study	N of Items
Teacher's Job Satisfaction Scale (TJSS)	.89	.87	20

As Table 3 displays, the Cronbach's Alpha score of the inventory used in the present study is .87, which is appropriate for reliability.

In brief, reliability of the scale which was translated with the aim of learning teachers' job satisfaction levels was proven by expert opinion and implementing a pilot study.

3.4.3 Semi structured interview

Qualitative semi-structured interviews are one of the most dominant and widely used methods of data collection within the social sciences (Bradford & Cullen, 2012). They are valuable because they allow researchers to explore subjective viewpoints (Flick, 2009). Semi structured interviews can be useful in mixed methods research as an alternative to complement and add depth to other approaches if it is discovered that important issues cannot be dealt with effectively without further open-ended questions and prolonged review after drawing up a structured survey questionnaire (Newcomer, Hatry & Wholey, 2015). Accordingly, to triangulate the data and make an in-depth analysis of the data obtained from the likert scale questionnaire, four questions were developed based on the occupational professionalism and job satisfaction of teachers defined in the studies of the literature to be integrated into a semi-structured interview (See Appendix B for interview questions). That's to say, the interview questions were developed by the researcher after examining some research studies (Burden, 1982; Atay, 2006; Huysman, 2007; Yuwono & Harbon, 2010; Bayhan, 2011; Griva, Panitsidou & Chostelidou, 2012; Afshar & Doosti, 2016; Zehir Topkaya & Çelik, 2016), and getting advice and views of some experts in the field. These experts are three university professors who held a PHD in ELT. Ten items for the interview were presented in the item pool of the interview. Based on their comments, some modifications were made in the content and the structure of some items. The number of the items was decreased to four items then; the final form of it was given and used.

The participants of the interview were selected according to the results of the scales. That is to say, the participants who took high, medium and low-level points of teacher job satisfaction and occupational professionalism scale were determined and 10 teachers from each group were invited to take part in the interview. In order to have different ideas, special attention was given to choose teachers and 5 of them were selected for each group randomly from the volunteer teachers who wanted to take part in the interview. A total of 15 teachers who were volunteers for the

interview also represented the teachers having low, medium and high-level points of teacher job satisfaction and occupational professionalism scale.

3.5 Data Analysis

All the data for quantitative part of this study was analyzed by using SPSS Statistics 23. Descriptive statistics was used to determine the opinions of teachers about occupational professionalism and job satisfaction in data analysis.

Skewness and kurtosis values for data tools were examined for normality test. When Skewness and Kurtosis values are -1.5 to +1.5, it is accepted to be normal distribution (Tabachnick & Fidell, 2013). Table 4 shows the findings including the normality test statistics.

Table 4.

Normality Statistics for Teacher Occupational Professionalism and Job Satisfaction Scales

	Skewness		Kurtosis	
	Value	Std. Error	Value	Std. Error
OPTS	-1.891	.198	5.678	.394
TJSS	-.726	.198	.983	.394

In the current study, it was observed that the Skewness value for teacher occupational professionalism scale was -1.891 and it was -.726 for teacher job satisfaction scale while Kurtosis statistics were 5.678 for teacher occupational professionalism scale and -.983 for teacher job satisfaction scale. That's why; non-parametric tests were used because the data of OPTS did not conform to the normal distribution rule and parametric tests were used for the data of TJSS because the data was normally distributed.

For the first and second research questions, EFL teachers' levels of occupational professionalism and job satisfaction; descriptive statistics involving frequency, percentage, mean and standard deviations would be computed for all the items in scales.

For the third research question, Kruskal Wallis-H analysis was carried out to understand whether EFL teachers' levels on occupational professionalism vary according to age, the type of school they work, the type of school they graduate, weekly teaching load, average number of students at a class, the year of experience, education level and the number of peer EFL teachers in the school. As for the levels of EFL teachers on job satisfaction, one-way ANOVA analysis was used to compare the levels of the participants according to age, the type of school they work, the type of school they graduate, weekly teaching load, average number of students at a class, the year of experience, education level and the number of peer EFL teachers in the school.

For the fourth research question, Spearman's rho coefficient was calculated if there is a significant relationship between EFL teachers' occupational professionalism and job satisfaction. It is a non-parametric statistic and was used in the study owing to the data of violated parametric assumptions, such as non-normally distributed data as Field (2009) suggested. It was used for the correlation between EFL teachers' occupational professionalism and job satisfaction as the occupational professionalism scale was not normally distributed.

For the fifth research question, the interview was carried out to understand how EFL teachers perceived job satisfaction and occupational professionalism. The answers of teachers were recorded and transcribed. The content analysis was done in order to learn their views about job satisfaction and occupational professionalism.

CHAPTER IV

FINDINGS

4.1 Presentation

This study aimed at investigating the occupational professionalism and job satisfaction level of EFL teachers in Kilis. In this part, quantitative data obtained through questionnaires and qualitative data obtained through interview are presented.

4.2 Questionnaire Findings

4.2.1 Findings Related to First Research Question: *What are EFL teachers' occupational professionalism levels?*

The occupational professionalism of teachers scale used to determine the occupational professionalism of EFL teachers includes four parts: personal development, contribution to institution, occupational sensitivity and emotional labor. The mean and standard deviation values of the occupational professionalism levels of EFL teachers in the study are shown in Table 5.

Table 5.

EFL Teachers' Occupational Professionalism Levels

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Job Satisfaction	150	1.04	5.00	4.05	.70
Valid (listwise)	150				

When Table 5 was investigated, the opinions of the participants in the Occupational Professionalism total score (Mean= 4.05) are equal to the answer "agree". Therefore, the participants can be said to have high level of occupational professionalism. The lowest occupational professionalism level of the teachers who took part in the survey was 1.04 and the highest was 5.00.

4.2.2 Findings Related to Second Research Question: *What are EFL teachers' job satisfaction levels?*

Another aim of this thesis was to determine the job satisfaction level of EFL teachers. For this purpose, 20-item teacher job satisfaction scale prepared by Aftab (2013) was used. Table 6 presents the information about the job satisfaction of EFL teachers.

Table 6.

Levels of EFL Teachers' Job satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Job Satisfaction	150	1.20	4.80	3.69	.61
Valid (listwise)	150				

As seen in Table 6, the data of 150 teachers were taken into consideration in the questionnaire and the average job satisfaction level of the teachers was noted as 3.69. So, it can be said that EFL teachers have medium level of satisfaction according to this result. The lowest job satisfaction level of the teachers who participated in the survey was 1.20 and the highest was 4.80.

4.2.3 Findings Related to Third Research Question

4.2.3.1 Do EFL teachers' levels of job satisfaction vary by demographic variables?

a) Does the EFL teachers' job satisfaction level change according to their age?

In order to find whether there was a statistically significant difference among the EFL teachers in terms of their job satisfaction based on their ages, one-way ANOVA was used.

Table 7.

One-way ANOVA according to Age

	Age	N	Mean	SD	F	P
Job satisfaction	20-30	83	3.66	.58	1.53	.20
	31-40	55	3.79	.65		
	41-50	9	3.37	.53		
	51 and above	3	3.46	.76		
	Total	150	3.69	.61		

According to the results, it was found that there is no statistically significant difference among EFL teachers in terms of their job satisfaction based on their ages, ($F(3,146) = 1.53, p > .05$).

b) Does the EFL teachers' job satisfaction level change according to their department?

To learn whether there was a statistically significant difference among the EFL teachers in terms of their job satisfaction regarding their departments, one-way ANOVA was used.

Table 8.

One-way ANOVA according to Department

	Department	N	Mean	SD	F	P
Job satisfaction	English Language Teaching	124	3.68	.61	.10	.95
	English Language Literature	24	3.75	.64		
	American Culture and Literature	1	3.55	-		
	Other	1	3.60	-		
	Total	150	3.69	.61		

After analyzing Table 8, it can be seen that the value in the p (in other words: significance) column is 0.95 for job satisfaction. Since the mentioned value ($F(3,146) = .10, p > .05$) is bigger than .05, there is no statistically significant difference among EFL teachers in terms of job satisfaction regarding their departments.

c) Does the EFL teachers' job satisfaction level change according to their degree?

In this study, teachers had bachelor's degree ($N=145$), master's degree ($N=4$), and PhD ($N=1$). To learn if there is a statistically significant difference among EFL teachers in terms of job satisfaction with regard to their degree levels, one-way ANOVA was implemented.

Table 9.

One-way ANOVA according to Degree

	Degree	N	Mean	SD	F	P
Job satisfaction	Bachelor' s Degree	145	3.71	.60	1.96	.14
	Master' s Degree	4	3.16	.96		
	PHD	1	3.15	-		
	Total	150	3.69	.61		

When analyzed the statistics of ANOVA, the p values of degrees and job satisfaction it is .14. According to the results of one-way ANOVA, there is no statistically significant difference among EFL teachers in terms of job satisfaction with regard to their degree levels ($F(2,147) = 1.96, p > .05$).

d) Does the EFL teachers' job satisfaction level change according to their experience?

The scale was responded by 0-5 year experienced, 6-10 year experienced, 11-15 year experienced, 16-20 year experienced and 21 and above years experienced teachers. One-way ANOVA was done to see if there is a statistically significant difference among the EFL teachers in terms of job satisfaction regarding their teaching experiences or not.

Table 10.

One-way ANOVA according to Experience

	Experience	N	Mean	SD	F	P
Job satisfaction	0-5	83	3.69	.59	.44	.77
	6-10	34	3.76	.50		
	11-15	18	3.53	.84		
	16-20	9	3.79	.80		
	21 and above	6	3.65	.38		
	Total	150	3.69	.61		

According to the analysis of variance, the p value of experience and job satisfaction factor is .77. For this factor, there is no statistically significant difference among the EFL teachers in terms of job satisfaction regarding their teaching experiences ($F(4,145) = .44, p > .05$).

e) Does the EFL teachers' job satisfaction level change according to school type they work?

The scale was applied to teachers working at primary schools (N=27), secondary schools (N=80), high schools (N=42) and other institutions (N=1). To comprehend if there is a statistically significant difference among EFL teachers in terms of job satisfaction according to the school types they work, one-way ANOVA was performed.

Table 11.

One-way ANOVA according to School Type

	School type	N	Mean	SD	F	P
Job satisfaction	Primary School	27	3.88	.59	1.20	.31
	Secondary School	80	3.67	.64		
	High School	42	3.60	.56		
	Other	1	3.60	-		
	Total	150	3.69	.61		

According to one-way ANOVA results the p value of school type and job satisfaction was found .31. As the analysis stated, there is no statistically significant difference among EFL teachers in terms of job satisfaction according to the school types they work ($F(3,146) = 1.20, p > .05$).

f) Does the EFL teachers' job satisfaction level change according to the number of peer EFL teachers at the same school?

One-way ANOVA was used to determine whether there was a statistically significant difference among the EFL teachers in terms of their job satisfaction regarding the number of peer EFL teachers at the same school. The results are as follows:

Table 12.

One-way ANOVA according to the number of peer EFL teachers

	The number of peer EFL teachers	N	Mean	SD	F	P
Job satisfaction	0	34	3.84	.56	1.16	.32
	1-3	65	3.65	.67		
	4-6	36	3.68	.53		
	7 and more	15	3.51	.64		
	Total	150	3.69	.61		

As seen in table 12, it was determined that there was no a statistically significant difference among the EFL teachers in terms of their job satisfaction regarding the number of peer EFL teachers at the same school ($F(3,146) = 1.16, p > .05$).

g) Does the EFL teachers' job satisfaction level change according to their weekly teaching load?

In order to determine whether there was a statistically significant difference among the EFL teachers in terms of their job satisfaction with regard to their weekly teaching load, one-way ANOVA was utilized.

Table 13.

One-way ANOVA according to the weekly teaching load

	The weekly teaching load	N	Mean	SD	F	P
Job satisfaction	15 and less	4	3.53	.89	.13	.87
	16-20	18	3.70	.57		
	21-30	128	3.69	.61		
	Total	150	3.69	.61		

When table 13 is evaluated, it is seen that the value in the “p” column is .87 for job satisfaction. Due the fact that the mentioned value ($F(2,147) = .13, p > .05$) is bigger than .05, there was no statistically significant difference among the EFL teachers in terms of their job satisfaction with regard to their weekly teaching load.

h) Does the EFL teachers' job satisfaction level change according to their class size?

For finding out whether there was a statistically significant difference among the EFL teachers in terms of their job satisfaction based on their class size they had, one-way ANOVA was used.

Table 14.

One-way ANOVA according to the class size

	The class size	N	Mean	SD	F	P
Job satisfaction	15-20	19	3.82	.45	2.22	.08
	21-30	50	3.76	.56		
	31-40	75	3.65	.61		
	41-50	6	3.15	1.12		
	Total	150	3.69	.61		

The analysis showed that the p value of the class size of the English teachers is .08. According to the results of one-way ANOVA, there is no statistically significant difference among the EFL teachers in terms of their job satisfaction based on their class size they had ($F(3,146) = 2.22, p > .05$).

4.2.3.2 Do EFL teachers' levels of occupational professionalism vary by demographic variables?

a) Does the EFL teachers' occupational professionalism level change according to their age?

In order to find whether there was a statistically significant difference among the EFL teachers in terms of their occupational professionalism based on their ages, Kruskal Wallis H-Test was performed.

Table 15

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between age and occupational professionalism of EFL teachers

	Age	N	Mean Rank	df	X ²	P
Occupational professionalism	20-30	83	79.15	2	2.11	.55
	31-40	55	71.12			
	41-50	9	76.78			
	51 and above	3	51.00			
	Total	150				

According to results, it was noticed that there was no statistically significant difference among the EFL teachers in terms of their occupational professionalism based on their ages, ($X^2 = 2.11$, $df = 2$, $N = 150$, $p > .05$).

b) Does the EFL teachers' occupational professionalism level change according to their department?

In order to be able to figure out whether EFL teachers differ in terms of their occupational professionalism depending on the department they graduated from, Kruskal Wallis H-Test was applied.

Table 16.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the department and occupational professionalism of EFL teachers

	Department	N	Mean Rank	df	X^2	P
Occupational professionalism	English Language Teaching	124	76.98	3	3.39	.33
	English Language Literature	24	71.58			
	American Culture and Literature	1	1.00			
	Other	1	61.00			
	Total	150				

As seen in table 16, it was determined that there was no statistically significant difference among EFL teachers in terms of occupational professionalism regarding their departments, ($X^2 = 3.39$, $df = 3$, $N = 150$, $p > .05$).

c) Does the EFL teachers' occupational professionalism level change according to their degree?

In order to be able to comprehend whether the occupational professionalism of the EFL teachers differs depending on the degree they have, Kruskal Wallis H-Test is implemented.

Table 17.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the degree and occupational professionalism of EFL teachers

	Degree	N	Mean Rank	df	X ²	P
Occupational professionalism	Bachelor' s Degree	145	74.18	2	4.99	.08
	Master' s Degree	4	113.25			
	PHD	1	15.00			
	Total	150				

According to the results of the Kruskal Wallis H-Test, there was no statistically significant difference among EFL teachers in terms of occupational professionalism with regard to their degree levels, ($X^2 = 4.99$, $df = 2$, $N = 150$, $p > .05$).

d) Does the EFL teachers' occupational professionalism level change according to their experience?

Kruskal Wallis H-Test was run in order to determine whether EFL teachers' occupational professionalism change according to the experience of teachers or not.

Table 18.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the experience and occupational professionalism of EFL teachers

	Experience	N	Mean Rank	df	X ²	P
Occupational professionalism	0-5	83	77.36	4	4.31	.36
	6-10	34	72.46			
	11-15	18	65.67			
	16-20	9	98.39			
	21 and above	6	62.17			
	Total	150				

After analyzing table 18, it can be seen that the value in the p column is .36 for occupational professionalism. Since the mentioned value ($X^2 = 4.31$, $df = 4$, $N = 150$, $p > .05$) is bigger than .05, there is no statistically significant difference among the EFL teachers in terms of occupational professionalism regarding their teaching experiences.

e) Does the EFL teachers' occupational professionalism level change according to the school type they work?

In this study, EFL teachers work in different school types like primary school, secondary school, high school and other institutions affiliated to Ministry of National Education. Kruskal Wallis H-Test was conducted to see if there is a statistically significant difference among EFL teachers in terms of occupational professionalism according to the school types they work or not.

Table19.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the school type and occupational professionalism of EFL teachers

	School type	N	Mean Rank	df	X ²	P
Occupational professionalism	Primary School	27	69.35	3	1.86	.60
	Secondary School	80	79.84			
	High School	42	72.76			
	Other	1	61.00			
	Total	150				

The analysis showed that the p value of the school types of EFL teachers work for occupational professionalism is .60. According to the results in table19, there was no statistically significant difference among EFL teachers in terms of occupational professionalism according to the school types they work, ($X^2 = 1.86$, $df = 3$, $N = 150$, $p > .05$).

f) Does the EFL teachers' occupational professionalism level change according to the number of peer EFL teachers at the same school?

Kruskal-Wallis H-Test was utilized to determine whether there was a statistically significant difference among the EFL teachers in terms of their occupational professionalism regarding the number of peer EFL teachers at the same school. The results are as follows:

Table 20.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the number of peer EFL teachers at the same school and occupational professionalism of EFL teachers

	The number of peer EFL teachers	N	Mean Rank	df	X ²	P
Occupational professionalism	0	34	83.06	3	1.83	.60
	1-3	65	73.69			
	4-6	36	70.03			
	7 and more	15	79.33			
	Total	150				

The results of Kruskal-Wallis H-Test in Table 20 revealed no statistically significant difference among the EFL teachers in terms of their occupational professionalism regarding the number of peer EFL teachers at the same school, ($X^2 = 1.83$, $df = 3$, $N = 150$, $p > .05$).

g) Does the EFL teachers' occupational professionalism level change according to their weekly teaching load?

Kruskal-Wallis H-Test was administered to find out if there was a statistically significant difference between the weekly teaching load EFL teacher have and their occupational professionalism.

Table 21.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between weekly teaching load and occupational professionalism of EFL teachers

	The weekly teaching load	N	Mean Rank	df	X ²	P
Occupational professionalism	15 and less	4	60.50	2	1.09	.57
	16-20	18	83.36			
	21-30	128	74.86			
	Total	150				

From the table 21, we can see that there was not a statistically significant difference among the EFL teachers in terms of their occupational professionalism with regard to their weekly teaching load because the significant value in the p column is bigger than .05, ($X^2 = 1.09$, $df = 2$, $N = 150$, $p > .05$).

h) Does the EFL teachers' occupational professionalism level change according to the class size they have?

The table 22 presents the Kruskal-Wallis H-Test done for learning whether there was a statistically meaningful difference between the class size EFL teachers had and their occupational professionalism.

Table22.

Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for the relationship between the class size EFL teachers had and their occupational professionalism

	The class size	N	Mean Rank	df	X ²	P
Occupational professionalism	15-20	19	80.32	3	2.27	.51
	21-30	50	81.40			
	31-40	75	70.21			
	41-50	6	77.17			
	Total	150				

Table 22 indicates the results of Kruskal-Wallis H-Test for occupational professionalism scores of the participants depending on the class size EFL teachers had. When the p column is investigated, it can be understood that there was no statistically significant difference among the EFL teachers in terms of their occupational professionalism based on their class size they had, ($X^2 = 2.27$, $df = 3$ $N = 150$, $p > .05$).

4.2.4 Findings Related to Fourth Research Question: *Is there a relationship between EFL teachers' occupational professionalism and job satisfaction?*

After examining the relationship among the EFL teachers' occupational professionalism, job satisfaction level and their demographic variables, table 23 shows the relationship between EFL teachers' occupational professionalism and job satisfaction, which answers the fourth research question. Spearman's rho was used for the correlation between EFL teachers' occupational professionalism and job satisfaction as the occupational professionalism scale was not normally distributed (Field, 2009).

Table 23.

Correlation between EFL Teachers' Occupational Professionalism and Job Satisfaction

<i>Correlations</i>			Occupational professionalism	Job satisfaction
Spearman's rho	Occupational professionalism	Correlation	1.000	
		Coefficient		.452**
		Sig. (2-tailed)	.	.000
		N	150	150
	Job satisfaction	Correlation	.452**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
		N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

When Table 23 is interpreted, it was observed that the correlation between the occupational professionalism and job satisfaction of EFL teachers was .452. That is to say, the correlations between the occupational professionalism and job satisfaction of EFL teachers are found out to be statistically significant (at the level of 0.01). It can be inferred depending on these findings that a high positive correlation exists between the occupational professionalism and job satisfaction of EFL teachers, which means when one increases, the other one also increases.

4.3 Interview Findings

In the literature, there is limited number of research examining the relationship between occupational professionalism and job satisfaction of EFL teachers in Turkey and abroad. The aim of this study was to investigate the relationship between occupational professionalism and job satisfaction level of EFL teachers in Kilis. It further investigated which factors affect occupational professionalism and job satisfaction of EFL teachers in Kilis. To reach these goals, this study sought to find answers to the following questions of the interview:

- 1) What do you think about job satisfaction and occupational professionalism? Please explain them.
- 2) What are the factors that bring you satisfaction in your profession? Please explain?
- 3) In your opinion, what are the factors that affect your occupational professionalism? Please explain.
- 4) Do you think there is a relationship between occupational professionalism and job satisfaction? How, if any?

The semi-structured interview was carried out with 15 English teachers. Content analysis method was used to analyze all the answers got through the interview. Findings derived from content analysis are given in the form of an abstract from interviews with teachers below. According to the confidentiality policy, the actual names of the participants were not used; names were marked with numbers instead.

4.3.1 The perceptions of EFL teachers on job satisfaction and occupational professionalism

With this fifth research question and also a question for the interview, the researcher wanted to understand how EFL teachers consider job satisfaction and occupational professionalism. The data categorized as the common ideas had by EFL teachers in the classroom were evaluated by coding as job satisfaction and occupational professionalism. The table 24 displays the thoughts that teachers have.

Table 24.

EFL Teachers' Thoughts on Job Satisfaction

Thoughts on Job Satisfaction	F	%
Explanations including intangible concerns	6 (T3, T7,T11,T12,T13,T14,)	40
Explanations including financial and moral thoughts	9 (T1, T2, T4, T5, T6, T8, T9,T10,T15)	60
Total	15	100

As can be seen in Table 24, six of the English teachers explained the job satisfaction in terms of intangible concerns and nine of them regarded the job satisfaction as the combination of moral and financial circumstances. In the interview findings obtained through content analysis, it was found that 40 % of English teacher considered job satisfaction as the spiritual pleasure achieved only in return for the work done while 60 % of English teacher considered job satisfaction to be both material gain and moral pleasure in exchange for the work done only. Some selected excerpts from the answers of the teachers who stated that job satisfaction is related with moral issues such as attitude to the job, an expression of how much you love your job are given below:

-The concept of job satisfaction expresses the feeling of being developed against the job, loving the job and satisfaction with the job. (T7).

- Job satisfaction

✓ *is how much the individual loves what he does.*

✓ *is about the satisfaction she feels about her job.*

✓ *is the harmony between the characteristics of the job and the wishes of the employee. (T11)*

- *The more the job being met meets the expectations of the person, the greater the satisfaction of the person. (T12)*

- *Job satisfaction is to feel that you are where you want to be, that is, the happiness provided by the job you want. If you are aware of your level and balanced with the position you want to be found, job satisfaction is sufficient. If you see the difference between balances, your job satisfaction has not yet met your expectations and there is a deficiency and dissatisfaction there. (T14)*

T1, T2, T4, T5, T6, T8, T9, T10, T15 have defined job satisfaction as getting the reward for your work, both financially and spiritually.

- *Job satisfaction is a total of all the savings of the person from his job. All the material, spiritual and physical opportunities the job gives to the person means job satisfaction. In this way, the person updates his attitudes and behaviors towards his work and continues to work in his job gladly. Job satisfaction also includes meeting the expectations that the person has entered due to the job he / she works. (T1)*

- *Job satisfaction generally indicates the level of satisfaction with the work done. It can also be defined as the level of meeting the expectations from work. Job satisfaction is not only related to the possibility of promotion and wage status. But it also related to belonging, dismissal as well as emotional dimensions. I think an employee with high job satisfaction will be happy in other areas of life as well, such as absenteeism, alienation and dissatisfaction and he will have fewer problems. (T8)*

- *Job satisfaction is to have a sufficient salary as in every profession and to see that being successful is at the profession you have by fulfilling the requirements of it. (T15)*

Occupational professionalism means the individual's professional self-development and it is expressed as taking responsibility for maintaining its progress (Shantz & Prieur, 1996). On the other hand, even if professionalism seems like the individual's self-improvement, it also refers to the harmonious work within the organization (Gökçora, 2006; Lee, 1981). It is the transition from personal professionalism to organizational professionalism (Karacaoğlu & Vicdan, 2010).

Table 25.

EFL Teachers' Thoughts on Occupational Professionalism

Thoughts on Occupational Professionalism	F	%
To fulfill the requirements of the profession with the least error	10(T1, T2,T3,T5,T8,T9, T10,T11,T12,T13)	66,66
To improve yourself constantly	5 (T4, T6, T7,T14,T15)	33,34
Total	15	100

When the table 25 is investigated, it can be understood that occupational professionalism is to fulfill the requirements of the profession with the least error according to the majority of EFL teachers (66, 66 %) who participated in the interview. Excerpts from teachers' explanations are given below:

-Occupational professionalism is

- ✓ *to have received training on work to be done.*
- ✓ *to strive for self-improvement in order to be more professional.*
- ✓ *trying to do it with minimal error while caring with his/her job. (T2)*

- Every profession has its own expectations. The requirements of the profession for the person are to carry out that profession with minimum error, in accordance with the age and in a changing-developing world. This is called occupational professionalism. (T8)

- Occupational professionalism is that the person does his job with minimum error. It is the ability to predict the results of his actions and attitudes in his work and to do his job in the most efficient way. (T12)

Based on the above-mentioned teacher statements, it is clear that some teachers understand their occupational professionalism as performing the job with minimum errors.

-Occupational professionalism: it is about being a role model, having a lot of knowledge, having responsibility and being open to self-improvement. No matter how

old the person is, he is professional in his profession if he can practice what he has tried and learned in his profession. (T7)

- Occupational professionalism is to have the consciousness of self-improvement by following the developing and updated education concepts and needs for students to get the necessary education. (T15)

Thus, it is assumed that occupational professionalism is constantly renewing itself in order to do its job well. T7 and T5 stated how important it is to constantly renew themselves for their occupational professionalism.

4.3.2 The factors that affect your satisfaction in your profession

The purpose of this interview question was to find the factors that affect teachers' job satisfaction. This question, which was asked for this purpose, was subjected to content analysis after the interviews were completed and 7 codes emerged. These codes are listed according to the frequency of passing in teachers' answers and are as follows: student-teacher relationship, relations with administrators and colleagues, school's physical, social and cultural environment, motivation, salary, feedback and rewards. Results are shown in table 26.

Table 26.

The factors that affect your satisfaction in your profession

Factors	F
Student-teacher relationship	9 (T1,T5,T6,T7,T8, T9,T10,T12,T13)
Relations with administrators and colleagues	5 (T1,T4, T6,T10,T11)
School's physical, social and cultural environment	3 (T1,T2,T11)
Motivation	3 (T3,T14,T15)
Salary	3 (T1,T2,T11)
Feedback	4(T6,T8,T12,T14)
Rewards	1 (T1)
Total	28

While the number of teachers who participate in the interview is 15, the reason why the total number in the table is 26 is repeated answers. Table 26 also

shows repeated answers. Some of the teachers' explanations in accordance with the codes given in the table are as follows:

- I love my profession as a teacher and I am happy when I give my students skills such as behavioral change and knowledge, which are stated in the objectives of primary school. I try to be useful for my students by setting goals to improve my relationship with the student and directing the teacher-student relationship in line with these goals. (T9)

-Firstly, "As Atatürk said, teachers, the new generation will be your devotion" I would like to be a good role model for my students and contribute to their personal and moral development. My aim is to be able to transfer the information that is expected from me around the curriculum in English, which is my branch and to see that the students I taught as a teacher have reached good points in the future. (T5)

-Salary and additional tuition fees that we received on time, the administration of the school I work at, the attitude of my teacher friends, the school culture and physical conditions, the positive attitudes of the students towards the teachers, the management style of the school, the rewards that the employee gained by working, social status and positive attitude towards my colleagues and behaviors make me satisfied. (T1)

- A peaceful working environment at work is one of the factors that make me satisfied in the profession. For a peaceful working environment, it is necessary to work in harmony with managers and colleagues and be tolerant of mistakes. (T2)

- As the motivation of the teacher and my ambition to work increase, I feel that I am close to satisfaction. My feedback: the feedback I received points to the places I need to complete, and compensating those shortcomings provides job satisfaction. (T14)

As seen in the explanations above, T9 expressed student and teacher relationship as an affecting factor for job satisfaction of teachers while T5 mentioned about relations with administrators and colleagues as an important factor for job satisfaction. T1 stated that student-teacher relationship, relations with administrators and colleagues, school's physical, social and cultural environment, salary and rewards have influence on our job satisfaction. Also, school's physical, social and cultural environment and salary are the effective factors for job satisfaction according to T2. Lastly, T14 emphasized the importance of feedback as the contributing factor for their job satisfaction of teachers.

4.3.3 The factors that affect your occupational professionalism

For the 3rd interview question "What are the factors affecting your occupational professionalism?" most of the teachers who participated in interview answered by mentioning the following factors: in-service trainings, student success, physical opportunities, administrators, parents' perspectives, sense of discretion, age and salary. As a result of the content analysis of the data obtained from the interview, eight codes came out: in-service trainings, student success, physical opportunities, administrators, parents' perspectives, feeling of appreciation, age and salary. Results are exhibited below:

Table 27.

The factors that affect your professionalism

Factors	F
In-service trainings	7(T6,T8,T10,T11,T12,T14,T15)
Student success	4 (T1,T5,T9,T13,)
Physical opportunities	5 (T2,T3,T5,T8,T9,)
Administrators	2 (T2,T4,)
Parents' perspectives	2 (T1,T5)
Feeling of appreciation	2(T1, T7)
Age	2 (T3,T6)
Salary	2 (T2,T15)
Total	26

Even though there are 15 teachers participating in the interview, there are 26 answers due to repeating answers. This shows how often the factors affecting occupational professionalism are repeated by teachers. The most frequently repeated answer was in-service training. Seven teachers think that in-service training affects occupational professionalism. With this emerging idea, we can say that the most important factor affecting the occupational professionalism of teachers is in-service training. The least repeated answers by teachers (2) were administrators, families' perspectives, feeling of appreciation, age and salary. Some of the excerpts of the participants are below:

-In my opinion, the fact that I am a person who applies the technical knowledge I learned in the real life in my university education or in-service trainings during or before my job, having an effort and desire to do my job in the best way are the factors that affect my occupational professionalism. (T12)

- Our students' ability to fully use the knowledge and skills acquired throughout the year in exams applied to them and to achieve the success we want and aim at, will affect our professionalism. (T1)

- Managers in the institution studied are the main factors that affect the level of professionalism. No matter how professional you try to behave, different attitudes of your managers can affect your professionalism level. In addition, if the physical facilities at the workplace are poor and the work is low, this affects your level of professionalism. If the fee is low, you can give up the path to improve yourself and become more caring about what you do. (T2)

- Managers and attitudes in the institution studied are important elements that affect the level of professionalism. Although your professionalism level is high, the different attitudes of your managers can affect your professionalism level positively or negatively. (T4)

- According to me, the point of view of people in the region where I work is the most important factor affecting my occupational professionalism level. (T5)

- The further development of my occupational professionalism depends entirely on the fact that the administration and my students / parents appreciate my work and make me proud. (T1)

- I think age is a factor that affects our professionalism. I am of the opinion that as we get older, we experience more and take a more professional attitude in the profession. (T3)

- I think that the salary received in return for the work done has an impact on our level of occupational professionalism. If we are not given the wages we deserve as a teacher, we will be demoralized professionally and we will not develop ourselves because we cannot give ourselves to our profession. This will affect our professional development, that is, our professionalism in the profession. (T15)

The number of peer EFL teachers who said that in service trainings are very crucial for their occupational professionalism is more than the other answers given by the participants and T12 is one of them. The utterances by T1 and T5 display that student success and physical opportunities are effective for occupational professionalism. In addition to these factors, T2 and T4 emphasized the role of

administrators at schools for shaping the occupational professionalism of teachers. Finally, T3 gave importance to the age as a contributing factor the occupational professionalism whereas T15 stated that salary is an important factor for occupational professionalism.

4.3.4 The relationship between occupational professionalism and job satisfaction

As the data needed for this question were obtained via interview, teachers were expected to answer this question to validate the quantitative data. 13 teachers (86.66) answered this question similarly. They stated that there was a relationship between occupational professionalism and job satisfaction.

-I think there is a material and spiritual relationship between occupational professionalism and job satisfaction. I believe that both physically and spiritually, the person is pleased with the job he has worked and that he can carry out these jobs by carrying all the qualifications required by the job and that they are directly related to each other. (T1)

-There is a relationship between occupational professionalism and job satisfaction. As occupational professionalism increases, one's job satisfaction increases, he loves his job more and becomes happier. (T7)

-Yes, I think there is a relationship between occupational professionalism and job satisfaction. Being productive in the institution studied, getting rewarded for your labor, being more specialized, being open to innovations by following daily updates explains the relationship between job satisfaction and occupational professionalism. Occupational professionalism affects job satisfaction. (T11)

However, 2 teachers (13.33) claimed that there is no relationship between occupational professionalism and job satisfaction. They thought these concepts as unrelated to each other.

-There is no absolute relationship between occupational professionalism and job satisfaction. One represents respect for work and the other represents love for work. Even if a teacher working in a public institution does not like his job, he should respect him. Therefore, even if there is no job satisfaction in a teacher, he/she has to be professional. (T13)

- There is no relationship between occupational professionalism and job satisfaction. Professionalism includes actions to be taken for development. Job satisfaction starts at the point where professionalism ends or at the point where the profession ends. (T15)

In brief, it can be understood from the answers of majority of teachers that there is a relationship between the occupational professionalism and job satisfaction. That is to say, the occupational professionalism and job satisfaction have mutual influence on each other.



CHAPTER V

DISCUSSION

5.1 Presentation

In this part, the discussion of the findings of the study in the previous section is presented. There is a thorough discussion of the quantitative and qualitative results found in this study. Besides, the findings of each research question investigated in the present study are provided by comparing them with previous studies in this subject.

5.2 Questionnaire Findings

5.2.1 The Levels of EFL Teachers' Occupational Professionalism

The first question in this study was for defining the levels of EFL teachers' occupational professionalism. The scale used to answer this question consisted of 4 sub-dimensions; personal development, contribution to institution, professional sensitivity and emotional labor. In regard to the first research question, it was found that the level of EFL teachers' occupational professionalism is high. This means that the EFL teachers took part in the study thought themselves professional in terms of personal development, contribution to institution, professional sensitivity and emotional labor. According to the findings, EFL teachers participating in the research have a good level of professionalism. When the research in the literature is analyzed, it is seen that teachers have a medium level (Yılmaz & Altinkurt, 2014) and low level (Bayhan, 2011; Cerit, 2012) perception of professionalism. These studies have different results from the current research as the EFL teachers had high level of occupational professionalism in the present study. Uzun, Paliç and Akdeniz (2013) and Çelik (2015) had the contradictory studies with this study because they also stated that the occupational professionalism levels of teachers are low or moderate. Similarly; in their studies, Noordin, Rashid, Ghani, Aripin, and Darus (2010) found that teachers' occupational professionalism level in Malaysia is "low". Again, Geist

(2002) stated the occupational professionalism of teachers as “low” in his study with secondary school teachers.

However, some studies conducted abroad shows that teachers have a high level of professional perception (Pearson & Moomaw, 2005; Tukonic & Harwood, 2015; Torres & Weiner, 2018). These studies had the similar results with the current research. Moreover, the studies of Kılınç (2014), Çekin (2015), Karaman (2016), Hoşgörür (2017), Çelik Yılmaz (2017), Cansoy and Parlar (2017), Küsmüş (2018) and Küçükbere (2019) indicated the similar results with the current study by stating that teachers have high or quite high level of occupational professionalism.

What is expected of the teachers who perform their profession well is that they can use their knowledge and skills effectively and perform their educational activities successfully in order to offer good education to their students. Professional teacher is the person who does not bind children's behavior in education to certain rules and standards, and can determine and apply the behaviors necessary for children to receive education in the best way (Cerit, 2012). In this context, it is important for teachers to behave professionally because teacher professionalism increases the quality of education (Thoonen, Slegers, Peetsma & Geijssels, 2011). Since English Language education is critical in the Turkish education system and in the globalizing world, it is thought that teacher professionalism will be effective in increasing the quality of English education. Due to the lack or little work done in this field, it is important to include research that examines the occupational professionalism of EFL teachers. Therefore, it is thought that the research result contributed to the literature.

5.2.2 The Levels of EFL Teachers' Job Satisfaction

The findings for the second research question have uncovered the EFL teachers' job satisfaction levels. It was aimed to learn to what extent EFL teachers are satisfied with their jobs. As the average job satisfaction level of the teachers was noted as 3.69, it can be said that EFL teachers have medium level of satisfaction. In other words, they are neither happy nor sad with their jobs. Therefore, it can be said that the participants taking part in this study are partly glad with their occupation.

As the items in the teacher job satisfaction scale were investigated, the items that took the highest mean score from the scale also indicates that EFL teachers have

medium level of job satisfaction. For instance, the items “The teaching profession is one among the few noble professions” with 4.38 average mean and “I feel proud of introducing myself to anyone as a teacher working in a school” with 4.16 average mean are positive evidences for increasing teacher job satisfaction. In spite of this, the other items “Teaching is dull because, teachers deal only with facts out of books” with 4.46 average mean and “Teaching profession does not attract brilliant and efficient persons” with 4.13 average mean imply that EFL teachers have some negative thoughts that decreases their job satisfaction.

In the literature, there are some studies that are in line with the level of job satisfaction of EFL teachers in our study (Dündar, 2011; Yılmaz & Altınkurt 2014; Köksal, 2019; Gürsoy, 2019). Besides, Özkan (2017) stated that the secondary school teachers possessed medium level of job satisfaction in his study.

However, the findings of the current study do not support some of the previous research. Bishay (1996), Demirtaş (2010), Tezcan (2010), Kılıç (2011), Salehi, Taghavi and Yunus (2015), Cebeci (2019) and Çoban (2019) showed that teachers had high level of job satisfaction in their studies. The results of the present study are inconsistent with these studies. In addition to these studies, Özkan (2017) found that primary school teachers had high level of job satisfaction in his study. This result also contradicts the present study.

In contrast to the current study and the studies claiming that the teachers had high level of job satisfaction, some studies in the literature showing low level of job satisfaction for teachers exist (Kılıç, 2002; Tellioğlu, 2004; Demirtaş, 2010; Ekşi, 2013; Özcan, 2013; Çanak, 2014; Çalışkan, 2019).

5.2.3 The differences of EFL teachers' levels of job satisfaction and occupational professionalism according to their demographic variables

The current study aimed to determine whether there was a statistically significant difference among EFL teachers regarding demographic characteristics of EFL teachers in terms of their job satisfaction and occupational professionalism. According to the findings we gained from the study, the job satisfaction and occupational professionalism of the EFL teachers do not vary according to their age, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have.

In terms of the relationship between job satisfaction of EFL teachers and their age, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have; there are different studies which possess similar results with our study findings and various findings from the current study in the literature.

While Tan (2003), Demirtaş (2010), Köksal (2019), Keser (2019), Çalışkan (2019) stated that there is a relationship between age of teachers and their job satisfaction; Çanak (2014), Amoli and Youran (2014), Özkan (2017), Tunacan and Çetin (2019), Cebeci (2019) and Gürsoy (2019) set forth that there is not a relationship between age and teachers' job satisfaction parallel with the findings of this study.

As for the relationship between department and job satisfaction of teachers; Tan (2003) found a positive relation between department and job satisfaction of teachers. However, Taşdan and Tiryaki (2008) and Atilla (2014) claimed that there is no relationship between them.

For another demographic feature: degree and its relationship with job satisfaction of teachers, there is a positive relationship between degree and job satisfaction of teachers in the study of Tunacan and Çetin (2009). But the other studies support the current study with regards to the relationship between degree and job satisfaction of teachers (Telef, 2011; Atilla, 2014; Amoli & Youran, 2014; Köksal, 2019).

The current study is contrary to previous studies which have suggested that there is a positive relationship between experience and job satisfaction of teachers (Tan, 2003; Tunacan & Çetin, 2009; Kılıç, 2011; Çalışkan, 2019; Köksal, 2019). In spite of these studies, some studies are consistent with the present study for the relationship between experience and job satisfaction of teachers (Taşdan & Tiryaki, 2008; Demirtaş, 2010; Telef, 2011; Çanak, 2014; Atilla, 2014; Özkan, 2017; Cebeci, 2019; Gürsoy, 2019; Çoban, 2019).

Consistent with the literature, this study found no relationship between school type teachers work and their job satisfaction levels (Telef, 2011; Atilla, 2014; Köksal, 2019). But still, this outcome is contrary to that of Özkan (2017) and Cebeci,

(2019) who found positive relationship between school type teachers work and their job satisfaction levels.

In the current study, no relationship was found between weekly teaching load and job satisfaction of teachers. This result is in line with another study in the literature (Atilla, 2014). However, there is a study contradicting with the current study (Köksal, 2019)

According to this study, there was not a meaningful relationship between the class size EFL teachers have and their job satisfaction. Yet, this result is inconsistent with the study of Köksal (2019) who found out there was a positive relationship between them.

The relation between the job satisfaction of EFL teachers and the number of peer EFL teachers they work together was investigated together for the first time in this thesis in the literature. No relationship was found between the job satisfaction of EFL teachers and the number of peer EFL teachers they work together.

In terms of occupational professionalism of EFL teachers and their age, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have; in the literature, there are numerous studies that are consistent with the results of our research and inconsistent with the current study.

For the relationship between the ages of teachers and their occupational professionalism, Çelik (2015) stated there is no difference between the ages of teachers regarding their occupational professionalism of teachers in his study while Küsmüş (2018) found out that teachers' occupational professionalism levels differ according to their ages.

The findings of the current study about whether occupational professionalism of teachers changes in line with the degree of teachers or not are consistent with some studies in the literature (Bayhan, 2011; Çelik, 2015; Çelik Yılmaz, 2017). Though, Küsmüş (2018) had different result for the relationship between teachers' degree and occupational professionalism levels from this study. According to her study, teachers had different levels of occupational professionalism levels when their degrees were taken into consideration.

The fact that occupational professionalism of teachers varies in consonance with teachers' experience differs from the present study and some other studies in the literature (Yılmaz & Altinkurt, 2014; Yorulmaz, Yılmaz & Altinkurt, 2015; Küçükbere, 2019). However, the teachers' occupational professionalism varies in agreement with their experience in other studies in the literature (Gesilva, 1994; Karaca, 2015; Çelik, 2015; Tukonic & Harwood, 2015; Çelik Yılmaz, 2017; Küsmüş, 2018)

With this thesis, it was also aimed to find whether there is a significant difference among EFL teachers different school types in terms of their occupational professionalism. This study accords with earlier studies, which showed that no statistically significant difference between the school types teachers work regarding their occupational professionalism. Çelik (2015) and Karaca (2015) examined the relationship between the school types teachers work and their occupational professionalism. They found no statistically significant difference between the school types teachers work regarding their occupational professionalism. Yet, this result differs from some studies in the literature which suggests that teachers' occupational professionalism levels are affected by their school they work (Yorulmaz, Yılmaz & Altinkurt, 2015; Çelik Yılmaz, 2017; Hoşgörür, 2017).

In the present study, no difference was found among the EFL teachers in terms of occupational professionalism based on their class size they had. This result is contradicted by another study in the literature (Çelik, 2015).

The data available in the literature for discussing the relationship between the department, weekly teaching load, the number of peer EFL teachers they work together and their occupational professionalism was limited and as a result enough comparison with the literature for this topic was not done. Therefore, this study can be considered to be a significant step forward in understanding the relationship between the departments, weekly teaching load, the number of peer EFL teachers they work together and their occupational professionalism and it found no difference between the departments, weekly teaching load, the number of peer EFL teachers they work together in regards to occupational professionalism of teachers.

5.2.4 The Relationship between EFL Teachers' Occupational Professionalism and Job Satisfaction

The relationship between EFL Teachers' Occupational Professionalism and Job Satisfaction was investigated through a Spearman's rho correlation in this study and it was found that high positive correlation existed between the occupational professionalism and job satisfaction of EFL teachers. In other words, the levels of occupational professionalism EFL teachers increase if the job satisfaction levels of EFL teachers increase. The findings of the study showed that there was a statistically positive relationship between EFL Teachers' Occupational Professionalism and Job Satisfaction. In the literature, it was found out the same results that were consistent with the current study (Boyt, Lusch & Naylor, 2001; Yılmaz & Altınkurt, 2014).

Similarly, from an international perspective, both cross national (Sims, 2018) and single-country (Ma & McMillan, 1999; Liu & Ramsey, 2008; Kraft, Marinell, & Shen-Wei Yee, 2016) studies have found a positive association between teacher professional development and job satisfaction though teacher professional development does not mean the same as teacher professionalism this study used. Besides, Wu and Ye (2017) found out a moderate positive relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology, GuangXi province of China.

5.3 Interview Findings

The main purpose of the interview in this study was to have a deeper understanding of the relationship between EFL teachers' occupational professionalism and job satisfaction level. The interview was also implemented to verify the data gathered from the quantitative part of the study. After implementing the two-part questionnaires to all of the teachers, 15 volunteer teachers were chosen to be interviewed. It was a semi-structured interview and consisted of four questions. The first question aimed to understand how EFL teachers consider job satisfaction and occupational professionalism. The data categorized as perceptions on job satisfaction and occupational professionalism of EFL teachers were assessed separately. Firstly, the teachers' explanations of job satisfaction were coded as explanations including intangible concerns and explanations including financial and moral thoughts. 40 % of English teacher explained job satisfaction as the spiritual

pleasure achieved only in return for the work done while 60 % of English teacher explained job satisfaction as both material gain and moral pleasure in exchange for the work done only.

Comparison of the findings on the teachers' explanations of job satisfaction with those of other studies showed that job satisfaction can be said the positive emotional state gained at the end of fulfilling a task (Locke, 1976; Daft, 2000; Sevimli & İşcan, 2005; Spector, 2011). However, there are also other studies which seem to be consistent with the thought job satisfaction as both material gain and moral pleasure in exchange for the work done only (Spector, 1997; Akıncı, 2002). For instance, job satisfaction is the pleasure an employee feels at creating a work as a result of her financial gains from her job and a pleasant effort with her colleagues (Akıncı, 2002).

As for the occupational professionalism, the EFL teachers mentioned occupational professionalism as fulfilling the requirements of the profession with the least error (66.66 %) or it means constantly improving yourself (33.34 %) when the participants were asked about their thoughts on occupational professionalism. The finding "occupational professionalism as fulfilling the requirements of the profession with the least error" is consistent with that of Adıgüzel, O., Tanrıverdi, H. and Sönmez - Özkan, D. (2011) who studied with nurses. Moreover; consistent with the literature, this research found that participants who told occupational professionalism as constantly improving oneself (Helsby & McCulloch, 1996; Tichenor & Tichenor, 2004).

The other interview question was to learn the factors that affect teachers' job satisfaction. With this question, it was aimed to understand the factors which provide job satisfaction for EFL teachers. After having the interview with the teachers, seven codes came out: student-teacher relationship, relations with administrators and colleagues, school's physical, social and cultural environment, motivation, salary, feedback and rewards.

Student and teacher relationship have a powerful effect on job satisfaction according to the participant teachers in the interview. This finding is in agreement with the findings of several studies in the literature (Kyriacou, 2001; Betoret, 2006; Jepson & Forrest, 2006; Chang, 2009; Klassen & Chui, 2010; Spilt, Koomen &

Thijs, 2011). Relations with administrators and colleagues were the second mostly repeated answer by the teachers as an effective factor for their job satisfaction. This finding is consistent with that of Noll (2004) and Luthans (2011) who examined the factors which affect the job satisfaction of the teachers and found a relationship between the relations with colleagues and their job satisfaction. Then, the physical, social and cultural school environment was mentioned as an influencing factor for teachers' job satisfaction. In accordance with the present results, previous studies have demonstrated the same results that physical working conditions also have a great impact on job satisfaction (Robbins, 2008; Yetiş, Katkat & Bakıcı, 2008; Yılmaz & Altınkurt, 2014). Next, motivation has also been a factor contributing to job satisfaction for teachers according to our study. Similarly, Abusama, Haming, and Hamzah, (2017), Yavuz and Bahtiyar Karadeniz (2009), Baleghizadeh and Gordani (2012) also found the motivation as a pushing power for job satisfaction of teachers. In addition to the other factors mentioned before, the salary also influences the job satisfaction of EFL teachers as a result of the responses of the participant teachers at the interview. The results of present study had similarity with the previous studies claiming that salary is an important factor for job satisfaction of teachers (Erdoğan, 2007; Luthans, 2011; Bakan & Sözbilir, 2015). Feedback and rewards were determined as the last effective factors on job satisfaction of EFL teachers when the teachers' answers in the interview were taken into consideration. These factors are in line with those of previous studies (Erdoğan, 2007; Türk, 2007; Eğinli, 2009; Luthans, 2011; Meb, 2016)

Another question of the interview was asked to have idea about what factors affect occupational professionalism of EFL teachers. The answer for this question included these factors: in-service trainings, student success, administrators, physical opportunities, feeling of appreciation, parents' perspectives, age and salary. In-service trainings are the most repeated answer for this question by the participants. They are closely related with in- service trainings for the process of professional development in the study of Güven (2010). It means that this finding is consistent with that study. The factors "student success, physical opportunities, administrators" also accords with earlier studies, which showed that these elements had a powerful role in shaping a teacher's professional identity (Amin, 2015). Another factor may be called as feeling of appreciation by the researcher in this thesis but it was nearly the

same as job satisfaction or commitment that is important features for a professional of EFL teacher (Amin, 2015). Starr (2017) suggested increasing the salary of teachers for increasing occupational professionalism in his study and this study reached at the “salary” factor as an effective component for raising the occupational professionalism of teachers. However, the findings of the current study including age factor for occupational professionalism of EFL teachers are contrast to the previous research that shows no relation with age and occupational professionalism (Babanoğlu & Yardımcı, 2017). As different from the studies in the literature, this study also found that parents’ perspectives are effective for the occupational professionalism of EFL teachers.

Lastly, the fourth question of the interview was asked to get information about whether there is a relationship between occupational professionalism and job satisfaction of the EFL teachers or not. It was aimed to learn the opinions of the participants on this issue in a more detailed and careful way. The results of the study showed that there is a relationship between occupational professionalism and job satisfaction of the EFL teachers. Because, 13 teachers in the interview stated that they thought each of these concepts affect each other mutually. This result is consistent with some of the studies in the literature. Boyt, Lusch and Naylor (2001) and Yılmaz and Altinkurt (2014) have also found a positive relationship between occupational professionalism and job satisfaction of the EFL teachers. Moreover, the interview results are also in the same line with the quantitative part of our research.

In this chapter, the results of the study are argued and compared with the other studies on this topic. As stressed in the chapter, there were similar studies which had nearly the same results while there were inconsistent studies with this study.

CHAPTER VI

CONCLUSION

6.1 Presentation

The last chapter declares the summary of the present study and the conclusion remarks from the results gained at the end of qualitative and quantitative studies. Finally, it gives recommendations for further studies.

6.2 Summary of the Study

This study aimed at investigating the relationship between occupational professionalism and job satisfaction level of EFL teachers in Kilis in consideration of four research questions. We tried to understand what EFL teachers think of occupational professionalism and job satisfaction, and the relation between them. So, the thoughts of teachers about these topics were questioned and examined in terms of the relation between occupational professionalism and job satisfaction of EFL teachers in Kilis. The study was carried out with 168 teachers working at state schools and mixed-method research was utilized. In the quantitative part, occupational professionalism of teachers scale consisting of four subscales was used to determine the occupational professionalism level of EFL teachers. These subscales were personal development, contribution to institution, professional sensitivity and emotional labor. Also, the teachers' job satisfaction scale was implemented to EFL teachers to learn their levels of job satisfaction. As the qualitative part, a semi-structured interview including four questions was conducted.

SPSS Statistics 23 was used for data analysis in the quantitative part of the study and 15 teachers who became volunteers for the interview among the teachers who took part in the questionnaire were interviewed in the qualitative part of the study. Then, content analysis was used to interpret the data collected through the interview.

On the one hand, research results of the quantitative side of the study show that EFL teachers' occupational professionalism level is high. According to the results of the present study, the EFL teachers participated in the study thought themselves professional in terms of personal development, contribution to institution, professional sensitivity and emotional labor. In other words, EFL teachers taking part in the research have a good level of professionalism. When job satisfaction level EFL teachers were questioned, it was understood from this study that EFL teachers have a medium level of job satisfaction in terms of job satisfaction. That is, EFL teachers' job satisfaction is neither sufficient nor insufficient. As a result of the analysis of the third research question of the current study, it was found that the job satisfaction and occupational professionalism of the EFL teachers do not change according to their age, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have. Lastly, it was found that high positive correlation existed between the occupational professionalism and job satisfaction of EFL teachers. In other words, the levels of occupational professionalism EFL teachers increase if the job satisfaction levels of EFL teachers increase or vice versa.

On the other hand, research results for the fifth research question which was the qualitative part of the study showed that the majority of EFL teachers who participated in the interview thought of job satisfaction as both financial gain and moral pleasure in return of solely the work accomplished. They also commented on occupational professionalism as satisfying the criteria of the profession with least error. Data obtained from interview questions asking factors affecting job satisfaction and occupational professionalism are consistent with many studies in the literature, as highlighted in the discussion section. However, "parents' perspectives" among the factors affecting teachers' occupational professionalism is a different finding from other studies on occupational professionalism. Lastly, the findings from the question about whether there is a relationship between occupational professionalism and job satisfaction displayed the same result with the quantitative part of the study. Because, both data gained from quantitative and qualitative parts of the study showed that there is a positive relationship between occupational professionalism and job satisfaction of EFL teachers.

6.3 Conclusion

English, as an international language, is now the most important communication language preferred in science, technology, trade, education and many fields. It is necessary that English language teachers should be professional in order to perform their job effectively due to this international feature of English. That's why; being a professional teacher is a desirable feature for EFL teachers. In relation to this desired feature, it is a prerequisite for the EFL teacher to achieve more job satisfaction as he becomes professional in the profession, to develop him professionally and to become more professional. Based on important features such as being professional and having job satisfaction, this study focused on the relationship between occupational professionalism and job satisfaction of EFL teachers' occupational professionalism and job satisfaction. With this study, it was concluded that there is a positive relationship between EFL teachers' occupational professionalism and job satisfaction. It has been revealed that when teachers' occupational professionalism increases, their job satisfaction will also increase or vice versa.

Teachers are considered as the most important group of professionals for securing the future of a nation. High quality education and successful reforms of educational systems are the outcome of well-trained, motivated, committed, and satisfied teachers (Nguni, 2005). Masanja (2013) declares that teachers' job satisfaction is an important factor for any educational institutions to be successful with regard to performance and progress. In reality, job satisfaction is a main sign of teachers' performance relating to teaching and other regular responsibilities. In addition, with the increase in the value given to human in the management approach in recent years, the importance of ensuring the job satisfaction of the employees and creating an effective working environment in this way has been understood. Because getting satisfaction from his work and doing his job with pleasure is the prerequisite for performing that job efficiently (Aydın, 2006). Bearing the importance of job satisfaction for education, this study focused on the levels of EFL teachers' job satisfaction. It found out that EFL teachers had medium level of job satisfaction. The medium level of job satisfaction of EFL teachers shows us that EFL teachers are not happy or sad with their job.

Teachers are people who guide the positive changes in the lives of individuals and society by using the theoretical knowledge required by their profession (Çelik, 2015). The most important resource that can be utilized in creating a democratic and learning society is teachers (Bakioğlu, 2009). For this reason, it is very important for teachers to perform their duties with a professional understanding. Besides, technological developments and rapid social changes require occupational professionalism (Adıgüzel et al., 2011). At the same time, the complexities in organizational life require employees to behave professionally in their behavior (Yılmaz & Altınkurt, 2014). Therefore, the fact that being a professional teacher has vital importance prompted us to study on the level of EFL teachers' occupational professionalism. After EFL teachers' occupational professionalism levels were questioned, the present study put forth that EFL teachers possessed high level of occupational professionalism.

In terms of the relationship between the levels of job satisfaction and occupational professionalism of EFL teachers, this study can be recognized as a pioneering study in the field. It had a special role in understanding the relationship between departments, weekly teaching load, the number of peer EFL teachers working together and their professionalism and it reported no difference between departments, weekly teaching load, the number of peer EFL teachers working together with regard to teacher professionalism.

As a result, EFL teachers' job satisfaction and occupational professionalism equally shape each other. A highly professional EFL teacher will also have a high job satisfaction and vice versa.

6.4 Suggestions for Further Studies

The present study included 150 EFL teachers working in Kilis. The same study can be carried out with more participants from different cities of Turkey and different kinds of schools to generalize the results obtained. Besides, this study aimed to find out the levels of job satisfaction and occupational professionalism of EFL teachers. However, the original reasons could not be determined. Further studies may scrutinize what factors affect or contribute to the levels of job satisfaction and occupational professionalism of EFL teachers before determining the relationship between the levels of job satisfaction and occupational professionalism of EFL

teachers. In this study, online questionnaire and online interview methods were used to gain the data because of the Covid 19 pandemic. In future studies, face-to-face studies of this questionnaire and interview practice may provide more accurate and detailed information. In addition, more qualitative research can be designed on the perception of occupational professionalism. Since there are not enough studies on the occupational professionalism of EFL teachers and the factors affecting this situation, future studies may address these issues.

6.5 Implications

The findings of this study have some important implications for future practice. Firstly, the professional competencies, perceptions and dedication of teachers and school administrators form the success of any reform and remediation efforts in the education system, especially in the areas of education policies, curricula, materials, technology according to 2023 Vizyon Belgesi, 2018. Because of this, our study aimed at understanding EFL teacher professionalism and found that EFL teachers have a high level of occupational professionalism. This suggests that teachers should participate in all kinds of activities that will contribute to their professional development in order to maintain the high level of their occupational professionalism. Secondly, the job satisfaction level of EFL teachers is medium according to the results of this study. The result EFL teachers have medium level of job satisfaction that we got and is supported by some of the other studies in the literature suggests that some creative ideas for developing policies should be set in order to increase the job satisfaction of EFL teachers such as improving the value that society attaches to teachers, salary improvement and positive relationship between teachers and parent-student-school administrators to increase EFL teachers' job satisfaction. Lastly, the positive relationship between occupational professionalism and job satisfaction indicates that the institutions that attach importance to occupational professionalism will have higher job satisfaction or, conversely, institutions that attach importance to job satisfaction will have higher occupational professionalism level. That's why; education institutions should give much importance to both occupational professionalism and job satisfaction.

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APPENDICES

APPENDIX A. SCALES

Appendix A1: Job satisfaction and Occupational Professionalism Scale (English and Turkish version)

Dear Teacher,

These questionnaires were prepared for a thesis study on “The relationship between occupational professionalism and job satisfaction level of EFL teachers: Kilis Sample”. The research conducted is purely academic and the information to be obtained will be used for scientific data purposes and will be kept strictly confidential.

The questionnaire consists of three sections:

- a) The first section asks for some demographical information.
- b) The second section aims to figure out your job satisfaction level. (20 items)
- c) The third section searches for your occupational professionalism level. (24 items)

I would like to thank you in advance for your valuable contribution to the development of the English language teaching profession. Please contact me if you have any questions or concerns.

Personal Information Questionnaire

1. Gender:

☐ Female

☐ Male

2. Age range

☐ 20-30

☐ 31-40

☐ 41-50

☐ 51 and over

3. Major:

☐ American Culture and Literature

☐ Comparative Literature

☐ English Language and Literature

☐ English Language Teaching

☐ English Linguistics

☐ Other

4. Educational Status

☐ B.A.

☐ M.A.

☐ Ph.D.

5. Experience in teaching:

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21 years and over

6. Which institution are you working at?

☐ High School

☐ Secondary School

☐ Primary School

☐ Other

7. What is the number of peer EFL teachers in this school?

☐ 0

☐ 1-3

☐ 4-6

☐ 7 and above

8. How many hours a week do you teach English?

☐ less than 15 hours

☐ 16-20 hours

☐ 21-30 hours

9. What is the approximate number of students in each classroom?

☐ 15- 20 students

☐ 21-30 students

☐ 31-40 students

☐ 41-50 students

Teachers Job Satisfaction Scale

Please indicate your opinion about each statement by putting a tick mark (✓) in any one of the five columns against the given statements that best represent your beliefs.

S.No.	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Teachers lead vocationally unsatisfied lives.					
2	People give me much respect when they know that I am a teacher.					
3	Most people regard teacher as a poor creature.					
4	It would have perhaps been better if I had joined some other profession.					
5	School authorities do not deserve co-operation from teachers.					
6	Due to the nature of my colleagues, I find it difficult to cooperate with them.					
7	Given fresh opportunity for choosing a career, I will again choose teaching.					
8	Teaching is dull because, teachers deal only with facts out of books.					
9	Opportunity of further progress is lacking in teaching.					
10	Teaching profession does not attract brilliant and efficient persons.					
11	By nature, the school children are troublesome creatures.					
12	The teaching profession is one among the few noble professions.					
13	Teaching is boring because of repetition					

	of similar work.					
14	The teachers are not given due respect by society.					
15	Economic condition of a teacher makes me dislike this profession.					
16	I feel proud of introducing myself to anyone as a teacher working in a school.					
17	School authority treats teachers roughly.					
18	To control students is a headache for the teachers.					
19	Kind treatment of teacher spoils the students.					
20	The end of my working day brings dissatisfaction for me.					

Öğretmenlerin iş doyumu ölçeği

Lütfen her bir ifade hakkındaki görüşünüzü, inancınızı en iyi şekilde veren ifadelere karşı beş sütundan herhangi birine bir onay işareti (X) koyarak işaretleyin.

S.No	İfadeler	KesinlikleKatı	Katılıyorum	Kararsız	Katılmıyorum	İnıvorum	KesinlikleKatı
1	Öğretmenler mesleki olarak tatmin edici olmayan yaşam sürmektedirler.						
2	İnsanlar, öğretmen olduğumu bildiklerinde bana daha fazla saygı duyarlar.						
3	Çoğu insan öğretmeni zayıf bir varlık olarak görür.						
4	Başka bir mesleğe seçseydim daha iyi olurdu.						
5	Okul idarecileri öğretmenlerin iş birliğini hak etmiyor.						
6	Meslektaşlarımdan doğası gereği onlarla iş birliği yapmayı zor buluyorum.						
7	Bir kariyer seçmek için yeni bir fırsat verilirse, yine öğretmenliği seçeceğim.						
8	Öğretmenlik sıkıcıdır, çünkü öğretmenler yalnızca kitaplardaki gerçeklerle ilgilenir.						
9	Öğretmenlikte daha fazla ilerleme fırsatı eksiktir.						
10	Öğretmenlik mesleği zeki ve verimli kişileri çekmez.						
11	Doğası gereği okul çocukları zahmetli kişilerdir.						
12	Öğretmenlik mesleği asil mesleklerden biridir.						
13	Benzer çalışmaların tekrarı nedeniyle öğretim sıkıcıdır.						
14	Öğretmenlere toplum tarafından hak ettikleri saygı gösterilmiyor.						
15	Öğretmenlerin ekonomik durumu benim bu mesleğe değer vermememe sebep oluyor.						
16	Kendimi bir okulda çalışan öğretmen						

	olarak tanıtmaktan gurur duyuyorum.					
17	Okul idaresi öğretmenlere kabaca davranır.					
18	Öğrencileri kontrol etmek öğretmenler için bir baş ağrısıdır.					
19	Öğretmenin kibar davranışı öğrencileri şımartır.					
20	Çalışma günümün sonu beni mutsuz eder.					



Occupational Professionalism of Teachers Scale

1. Part	Scale
<i>Please indicate to what extent you agree with the statements below by placing a cross (X) under the option that suits you on the scale opposite them.</i>	1.Strongly Disagree 2.Disagree 3.Uncertain 4.Agree 5.Strongly agree

1	I read about my classes, even on holidays.						1
2	I follow scientific journals about my teaching field.						2
3	I follow scientific meetings (congress, symposium) related to my teaching field.						3
4	I follow the books about my teaching field.						4
5	I read books regularly, though not related to my teaching area.						5
6	I use information and communication technologies to improve the course.						6
7	I prefer team work rather than individual work.						7
8	I follow the legislation regarding my duties, rights and responsibilities.						8
9	I try to use environmental opportunities in the development of the school.						9
10	I try to contribute to the development of the environment.						10
11	I volunteer to work in school development-management teams.						11
12	I actively participate in social, cultural and professional work at school.						12
13	I do scientific research on school problems.						13
14	I would be happy to receive feedback on matters related to my teaching.						14
15	It is important for me to exchange information with my colleagues.						15
16	I think I am open to new ideas and change.						16
17	I am aware of my professional needs.						17
18	I try to be a good role model for my students.						18
19	Even if I have a problem with my colleagues, I maintain my relationships professionally.						19
20	Even if I have personal problems, I try to prepare for the lesson that I teach in the best way.						20
21	Even if I have a hard time, I try not to reflect this situation to my students.						21
22	I give regular feedback to the parents of the students on the development of their children.						22

23	I try to do my lessons in the best way even if I have personal problems.						23
24	I act in accordance with the ethics principles of the teaching profession.						24
		1	2	3	4	5	



Öğretmenlerin Mesleki Profesyonelliği Ölçeği

2. BÖLÜM	ÖLÇEK
<i>Lütfen, aşağıdaki ifadelere ne düzeyde katılıp katılmadığınızı, karşılardaki ölçekte size uygun gelen seçeneğin altına çarpı (X) işareti koyarak belirtiniz.</i>	1. Kesinlikle Katılmıyorum 2. Katılmıyorum 3. Orta Derecede Katılıyorum 4. Katılıyorum 5. Kesinlikle Katılıyorum

1	Tatillerde bile derslerimle ilgili okumalar yaparım						1
2	Öğretmenlik alanım ile ilgili bilimsel dergileri takip ederim						2
3	Öğretmenlik alanım ile ilgili bilimsel toplantıları (kongre, sempozyum gibi) takip ederim						3
4	Öğretmenlik alanım ile ilgili kitapları takip ederim						4
5	Öğretmenlik alanım ile ilgili olmasa da düzenli olarak kitap okurum						5
6	Bilgi ve iletişim teknolojilerini dersi geliştirmek için kullanırım						6
7	Bireysel çalışmalardan çok takım çalışmalarını tercih ederim						7
8	Görev, hak ve sorumluluklarımla ilgili mevzuatı takip ederim						8
9	Okulun geliştirilmesinde çevre olanaklarını kullanmaya çalışırım						9
10	Çevrenin gelişimine katkıda bulunmaya çalışırım						10
11	Okul gelişim-yönetim ekiplerinde görev almaya gönüllü olurum						11
12	Okuldaki sosyal, kültürel ve meslekî çalışmalara aktif bir biçimde katılırım						12
13	Okuldaki sorunlar ile ilgili bilimsel araştırmalar yaparım						13
14	Öğretmenliğimle ilgili konularda geribildirim almaktan mutlu olurum						14
15	Meslektaşlarımla bilgi alışverişinde bulunmak benim için önemlidir						15
16	Yeni fikirlere ve değişime açık olduğumu düşünüyorum						16
17	Mesleki gereksinimlerimin farkındayım						17
18	Öğrencilerime iyi bir rol model olmaya çalışırım						18
19	Meslektaşlarımla aramda sorun olsa bile, ilişkilerimi profesyonelce sürdürürüm						19
20	Kişisel sorunlarım olsa bile yürüttüğüm derse en iyi şekilde hazırlanmaya çalışırım						20
21	Zor zamanlar geçirsem bile, bu durumu öğrencilerime yansıtmamaya çalışırım						21
22	Öğrenci velilerine, çocuklarının gelişimi konusunda düzenli geribildirimde bulunurum						22
23	Kişisel sorunlarım olsa bile dersimi en iyi şekilde yapmaya çalışırım						23

24	Öğretmenlik mesleği etik ilkelerine uygun davranırım						24
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1 2 3 4 5



APPENDIX B: INTERVIEW QUESTIONS**Yarı Yapılandırılmış Görüşme Formu Soruları**

1. İş doyumu ve mesleki profesyonellik denince aklınıza neler geliyor? Lütfen her iki kavramı açıklayınız.
2. Sizi mesleğinizde doyuma ulaştıran etmenler nelerdir? Açıklayınız?
3. Sizce mesleki profesyonellik seviyenizi etkileyen etmenler nelerdir? Açıklayınız?
4. Sizce mesleki profesyonellik ile iş doyumu arasında bir ilişki var mıdır? Varsa nasıl, yoksa nasıl?



APPENDIX C: PERMISSIONS

Appendix C1: Official permission for conducting the scales

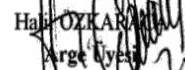
T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Kilis Milli Eğitim Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Reşit KOSE
Kurumu / Üniversitesi	GAZİANTEP ÜNİVERSİTESİ
Araştırma yapılacak il	KİLİS
Araştırma yapılacak eğitim kurumu ve kademesi	Kilis İl Milli Eğitim Müdürlüğüne Bağlı tüm devlet ve özel okullar
Araştırmanın konusu	İngilizce öğretmenlerinin mesleki profesyonellikleri ve iş doyumu ve iş doyumu seviyesi arasındaki ilişki: kilis örneği
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Araştırma/tez
Veri toplama araçları	Anket/Test/Ölçek/Başarı Testi
Görüş istenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
Söz konusu çalışmanın okul müdürlüklerinin sorumluluğunda ve gözetiminde eğitim ve öğretimi aksatmamak kaydı ile gönüllülük esasına göre yapılması uygun görülmektedir	
4	
Komisyon kararı	Oybirliği
Muhalef üyenin Adı ve Soyadı:	Yok


İbrahim YAGCI
Şube Müdürü


İshak YENER
Arge Üyesi


Halil OZKAR
Arge Üyesi


UYGUNDUR
13.08.2018
M. Emin AKKURT
İl Milli Eğitim Müdürü



T.C.
KİLİS VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 21722023-605.01-E.15564896
Konu : Bilimsel ve Eğitim Amaçlı İzin

29.08.2019

GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi : 01.08.2019 tarih ve 16361 sayılı yazınız.

İlgi yazınız gereği; kurumunuz Eğitim Bilimleri Enstitüsü İngiliz Dili ve Eğitimi Ana Bilim Dalı Tezli Yüksek Lisans Programı Öğrencisi Resit KÖSE'nin " İngilizce Öğretmenlerinin Profesyonellikleri ve İş Doyumu Seviyesi Arasındaki İlişki: Kilis Örneği " isimli bilimsel ve eğitim amaçlı çalışmasının uygun görüldüğüne dair Araştırma Değerlendirme Formu ekte gönderilmiştir.

Bilgi ve gereğini arz ederim.

Hüseyin POLAT
İl Millî Eğitim Müdürü V.

EK : Form (1 adet)



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e-posta: istatistik79@meb.gov.tr

Bilgi için: A.SARAÇOĞLU
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Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 1f37-6e82-39c2-9f81-12ce kodu ile teyit edilebilir.

Appendix C2: Permission for adaptation or translation of teacher job satisfaction scale

Re: Permission for adaptation of teacher job satisfaction scale



Mariya Aftab  maria.aftabaug12@gmail.com

feb, 19 at 8:50

To you:  koseresit33@yandex.com ^

Thanks for contacting me Ms KÖSE.

I am sorry for the delayed response, as I was traveling and out of social media.

I would be happy to help you out. Yes, please go ahead with the translation and use the scale for your thesis. The only thing that I request you is to kindly give due credits to the test constructors while using the scale in your thesis or research articles.

Best Wishes,
Dr. Mariya Aftab

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VITAE

Reşit Köse was born in 1987 in Mersin. He completed his high school education at Mersin Dumlupınar High School in 2005. In 2010 he graduated from the Department of English Language Teaching at Balıkesir University. After being a teacher at a state school in 2010, he participated in a lot of Erasmus+ projects as both participant and coordinator. He is fluent in English and beginner in French. He is currently working as a teacher of English at a state middle school in Kilis.

ÖZGEÇMİŞ

Reşit Köse 1987 yılında Mersin’de doğdu. Lise eğitimini 2005 yılında Mersin Dumlupınar Lisesinde tamamladı. 2010 yılında Balıkesir Üniversitesi İngilizce Öğretmenliği bölümünden mezun oldu. 2010 yılında bir devlet okulunda öğretmen olduktan sonra hem katılımcı hem de koordinatör olarak birçok Erasmus+ projelerine katıldı. İyi derecede İngilizce ve başlangıç seviyede Fransızca bilmektedir. Şu anda Kilis’te bir devlet ortaokulunda görev yapmaktadır.