## Job Satisfaction of Teachers Working in Science and Art Centers

## Bilim Sanat Merkezlerinde Çalışan Öğretmenlerin İş Doyumu

### Yazar Bilgisi/ Author Information

**Arif Aydeniz**

Öğretmen, Antalya Bilim ve Sanat Merkezi, Antalya/Türkiye
Teacher, Antalya Science and Art Center, Antalya/Türkiye
arifaydeniz85@hotmail.com
ORCID: https://orcid.org/0000-0002-5387-4794

**Ramazan Gök**

Doç. Dr., Akdeniz Üniversitesi, Eğitim Fakültesi, Antalya/Türkiye
Assoc. Prof., Akdeniz University, Faculty of Education, Antalya/Türkiye
ramazangok@akdeniz.edu.tr
ORCID: https://orcid.org/0000-0002-5432-8971

### Atıf / Cite

Aydeniz, A., and Gök, R. (2023). Job satisfaction of teachers working in science and art centers. *Journal of Innovative Research in Social Studies, 6*(2), 99-124. https://doi.org/10.47503/jirss.1257930

# Job Satisfaction of Teachers Working in Science and Art Centers[1]

## Bilim Sanat Merkezlerinde Çalışan Öğretmenlerin İş Doyumu

### Abstract

This research aims to reveal the opinions of teachers working in Science and Art Centers (BİLSEM) about their job satisfaction. In the study, case study was applied as one of the qualitative research methods. The research was conducted with 15 teachers, 9 male and 6 female, working in Antalya Science and Art Centers in the spring term of the 2020-2021 academic year. The data for the study were collected using open-ended questions created by the researcher. The data were analyzed by face-to-face and descriptive analysis technique by the researcher. According to the findings obtained from the research that a significant number of the teachers stated that the physical facilities and technological infrastructure in the institutions were insufficient and the interest and desire of the students towards the lesson were low. Teachers also stated that they have experienced problems due to the increase in the number of students in their institutions in recent years, so they had difficulty in having enough time to each student and that some courses were not given the necessary importance by the school administrators. Based on the relevant findings of the study, it was concluded that the teachers' expectations of the profession could not be fulfilled by the institution, students and the program due to these reasons, and this situation negatively affected their job satisfaction.

*Keywords*: *Job satisfaction, teacher, science and art centers, gifted*

### Özet

Bu araştırmada Bilim ve Sanat Merkezlerinde görev yapan öğretmenlerin iş doyumlarına ilişkin görüşlerinin ortaya konulması amaçlanmıştır. Araştırmada, nitel araştırma yöntemlerinden durum desenine yer verilmiştir. Araştırma, 2020-2021 Eğitim-Öğretim yılı bahar döneminde Antalya ili Bilim ve Sanat Merkezlerinde görev yapan 9'u erkek, 6'sı kadın olmak üzere toplam 15 öğretmen ile gerçekleştirilmiştir. Çalışmanın verilerine, araştırmacı tarafından oluşturulan açık uçlu sorular ile ulaşılmıştır. Veriler, araştırmacı tarafından yüz yüze gerçekleştirilerek elde edilmiş ve betimsel analiz tekniği ile çözümlenmiştir. Araştırmadan elde edilen bulgularda, öğretmenlerin önemli bir kısmı kurumlarda fiziksel imkân ve teknolojik altyapının yetersiz kaldığını, öğrencilerin derse karşı ilgi ve isteklerinin düşük olduğunu belirtmişlerdir. Öğretmenler, ayrıca son yıllarda kurumlarında yaşanan öğrenci sayılarındaki artışlardan kaynaklı sorunlar yaşadıklarını dolayısıyla her öğrenciye yeterli zaman ayırmakta zorlandıklarını ve bazı derslere okul idarecileri tarafından gerekli önemin verilmediğini ifade etmişlerdir. Araştırmanın ilgili bulgularından hareketle öğretmenlerin söz konusu nedenlere dayalı olarak mesleğe karşı beklentilerinin kurum, öğrenciler ve program tarafından karşılanamadığı, bu durumun iş doyumlarını olumsuz yönde etkilediği sonucuna ulaşılmıştır.

***Anahtar Kelimeler:*** *İş doyumu, öğretmen, bilim ve sanat merkezleri, üstün yetenekli.*

---

[1] This article was produced from the thesis named "Bilim ve Sanat Merkezlerinde Çalışan Öğretmenlerin İş Doyumu" prepared by the researcher in 2022.

## INTRODUCTION

People learn various information through the education they receive throughout their lives and contribute to the development of the knowledge and skill levels of societies by interpreting and using this information. Teachers, who need to transfer these developed ideas, undoubtedly have an important place in the foundation of a nation's human capital formation. (Wicke, 1964, akt Seniwoliba, 2013). Teachers strengthen the teaching tecniques they apply with their academic and professional qualifications, and become moderators of a more effective teaching tecniques for students. In addition to these academic and professional qualifications that teachers have, there are some competences they should have. MEB (2019), Some of these skills can be explained with identifying the student well, developing correct plans, guiding the student, etc. Teachers' best performance on these skills on professional basis is related to their job satisfaction and motivation. Job satisfaction is a multidimensional concept and consists of a combination of psychological and personal relationships. (Hulin ve Judge, 2003). In the historical process, since 1920 the concept of job satisfaction has been examined in both industrial and educational fields, (Dunnett, and others, 1967; Herzberg, and others, 1959 akt Oliver, 1997; Hopper, 1935) but but a permanent and universal meaningfull definition in scientific studies and daily life has not been found yet. Since the concept of job satisfaction differs from author to author, some international studies in order to understand the definition of the concept that need to be focused on are predictors. (Bernal, and others, 2005; Monyatsi, 2012; Oplatka and Mimon, 2008). For example, Hopper (1935) defined job satisfaction as any combination of psychological, physiological, and environmental conditions that make a person to honestly state that they are satisfied with their job. According to this approach, job satisfaction remains an inner motivation for how the employee feels, despite being influenced by many external factors. In other words, job satisfaction consists of a number of factors that cause In other words, job satisfaction consists of various factors. Vroom (1964) defines job satisfaction as the focus of the employees on their role in the workplace. In this definition, it can be improved that the concept of job satisfaction has an emotional concept. Although there are different definitions and perspectives for the concept of job satisfaction in the literature, the most common definition of job satisfaction made by Spector. Spector (1997) defines the concept of job satisfaction as the emotions people feel about various aspects of their jobs. The attitudes people have about their jobs represent their level of job satisfaction. (Johns and Saks, 2001).

Teachers represent one of the most important factors of school dynamics in education. Sometimes the teacher determines the character of an institution and sometimes a school (Wicke, 1964 cited in Seniwoliba, 2013). Teachers contribute to the formation of human capital by transferring their knowledge and skills in the best way. In this respect, job satisfaction has a vital function for the improvement of an education system and has been emphasized in educational researches in recent years. Since teachers are accepted as the primary variable in the evaluation of school or institution effectiveness, increasing the job satisfaction of individuals working in this field creates improvements in many respects. These professional knowledge, skills and competencies are evident while taking on challenging tasks for students' educational success and performance. (Filak & Sheldon, 2003). As a result, a teacher having job satisfaction on a professional scale contributes more to the success and development of students, because they are more attached to the school and feel belonging.

There are some factors that affect teachers' job satisfaction. These factors are classified as internal, external and demographic. Internal factors are derived from an individual's self-efficacy (such as one's ability to choose one's own pace of work) and have psychological value. External factors are caused by the environmental conditions of the individual. It is related to the physical conditions of the educational environment. Some examples of these factors are interactions with students and colleagues, working conditions, professional challenges, professional autonomy, salary and advancement opportunities (Klecker & Loadman, 1999). In both factors, demographic factors such as gender, formal education level, age, marital status, work experience, salary and job orientation play an important role in determining teachers' job satisfaction. Thus, many studies taken at the national and international level in the literature; shows that job satisfaction can be affected by age, gender, marital status, tenure and academic status. (Hackman and Oldham 1975; Henne and Locke, 1985; Pardee, 1990; İncir, 1990; Özdayı, 1991; Tosunoğlu, 1998; Koç, 2001; Bakan and Büyükmeşe, 2004; Sevimli and İşcan, 2005; Çekmecelioğlu, 2005; Keser, 2006; Karaköse and Kocabaş, 2006; Yelboğa, 2007; Özkaya, Yakın and Ekinci, 2008; Izgar, 2008; Chiva and Alegre, 2009; Eğinli, 2009; Tunacan and Çetin, 2009; Kumaş and Deniz, 2010; Yılmaz and Boğaceylan, 2011; Voon, and others, 2011; Koç and Yazıcıoğlu 2011; Tan, 2012; Şahin, 2013; Zhu, 2013; Filiz, 2014; Yavuzkurt, 2017; Judge, and others, 2020).

Nowadays, teachers guide the education of many children whose intelligence level is ahead of their peers. These students defined as gifted, are educated with special their abilities and creative thinking because they have above-average intelligence (Renzulli and Reis, 1985). Gifted students are attentive, observant, curious individuals with an advanced vocabulary at an early age. Gifted students also can access information through different channels and keep their attention for a long time. Gifted students with high abstract thinking ability have less difficulty in understanding the complex concepts and connections than their peers. (Ataman, 2013). Those students, whose intelligence level is higher than their peers have education from many teachers in Science and Art Centers (BİLSEM) subordinating by the Ministry of National Education (MEB). Since the teachers working in Science and Art Centers (BİLSEM) work with students with high mental capacity, they need to show continuous improvement in order to respond to the talents and interests of these students. Teachers working in Science and Art Centers (BİLSEM) need to have the necessary motivation and job satisfaction in order to perform effectively and efficiently. In the literature review, it is possible to come across studies examining teachers' job satisfaction. (Klecker and Loadman, 1999; Ma and others, 1999; Günbayı, 2001; Kuruüzüm and Çelik, 2005; Tunacan, 2005; Dilsiz, 2006; Avşaroğlu, and others, 2005; Dilsiz, 2006; Gençay, 2007; Taşdan and Tiryaki, 2008; Ayan and others, 2009; Yılmaz and Altınkurt, 2012; Hameed, and others, 2018). However, the fact that there are only few studies about the job satisfaction of teachers working with gifted students in Science and Art Centers has led to the need for this research.

## Purpose of the research

The aim of this research is to examine the job satisfaction of teachers working in Science and Art Centers that give special education to gifted children. Within the scope of the research, open-ended interviews were organized for the teachers In the interviews, to understand factors affecting the job satisfaction of teachers; Job satisfaction was studied through questions about their views on issues such as their expectations and feelings towards the institution, their thoughts on the physical conditions of the institution, interpersonal relations and taking

responsibility, feeling personal success and the adequacy of the salary they received. Teachers' job satisfaction was tried to be revealed by the related data collected.

## Importance of Research

The relatively limited number of studies on gifted students studying in Science and Art Centers (BİLSEM) strengthens the contribution of this research to the field. The aim of the research is to determine the factors affecting the job satisfaction of teachers and to identify the reasons. This research is expected to shed light on that the research will shed light on teachers, institution managers and other researchers working with gifted students. In addition, it is thought that the research will be a source for administrators to figure out the factors that negatively affect teachers' job satisfaction and to remove the situations that prevent them from working more efficiently. It is expected that the research will guide other studies as a source to increase the job satisfaction of BİLSEM teachers guiding students who are shaping the future of our country.

## Problem Statement and Sub-Problems

The problem sentence of the research is "What are the opinions of teachers working in Science and Art Centers about their job satisfaction?". In this respect, the aim of the research is to reveal the job satisfaction of teachers working in Science and Art Centers (BİLSEM). The following questions were asked based on the answers to the general purpose of the research.

## Sub Problems

1. What are the expectations/desires of BİLSEM teachers from the institution?
2. What is the realization of BİLSEM teachers' expectations/desires from the institution?
3. What are the feelings of BİLSEM teachers when they come to the institution?
4. What are the feelings of BİLSEM teachers while working in the institution?
5. What are the options of BİLSEM teachers about the physical conditions of the institution?
6. What are the options of BİLSEM teachers about interpersonal relations in the institution?
7. What are the options of BİLSEM teachers about taking responsibility in the institution?
8. What are the options of BİLSEM teachers about the course load/workload in the institution?
9. What are the options of BİLSEM teachers about the financial compensation they receive from the institution?
10. How do BİLSEM teachers feel about the opportunity to use their professional knowledge and competences in their professional lives?
11. How do BİLSEM teachers feel the sense of success in their work?

## METHOD

## Research Model

This research has been designed according to the qualitative research approach which aims to reveal the job satisfaction of teachers working in Science and Art Centers (BİLSEM). Qualitative research can be defined as research in which a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in the natural environment, and data collection methods such as observation, interview and document analysis are used (Yıldırım and Şimşek, 2013). The research in means of its purpose has been designed with the case study method which is one of the qualitative research methods. A case study is a detailed description of

a limited system by examining in detail (Merriam, 2018). In other words, case studies are used to explain, describe and discover events having a relation of causality (Yin, 1984).

## Study Group

The study group of this research consists of a total of 15 teachers, 9 male and 6 female, working in Antalya Science and Art Centers in the spring term of the 2020-2021 academic year. In the research convenience sampling method has been used. The main purpose of using this sampling method is to provide "speed and practicality to the researcher" (Büyüköztürk and others, 2008). The study was based on the principle of voluntariness among teachers, and permission was obtained from the participants to use the data. Demographic information about the study group is displayed in Table 1.

**Table 1**

*Demographic Information on the Study Group*

| Participant | Gender | Age | Branch | Education Level | Year of seniority |
|---|---|---|---|---|---|
| T1 | E | 31 | Elementary math | Master's Degree | 5 |
| T2 | K | 37 | Turkish language and literature | Licence | 12 |
| T3 | E | 41 | Classroom teaching | Licence | 14 |
| T4 | E | 40 | Social studies | Master's Degree | 19 |
| T5 | K | 34 | Classroom teaching | PHD | 8 |
| T6 | E | 28 | Technology and design | Master's Degree | 5 |
| T7 | E | 40 | Science | Master's Degree | 13 |
| T8 | E | 36 | Guidance | Licence | 12 |
| T9 | E | 42 | Classroom teaching | Licence | 14 |
| T10 | K | 32 | English | Licence | 6 |
| T11 | K | 37 | Social studies | Licence | 9 |
| T12 | E | 35 | Physics | Licence | 8 |
| T13 | K | 42 | Music | Master's Degree | 13 |
| T14 | K | 33 | History | Licence | 6 |
| T15 | E | 35 | Biology | Licence | 7 |

## Data Collection Tools

The data of the research were collected using an interview form consisting of open-ended questions created by the researcher. While forming the questions, the relevant literature was examined and the opinions of 2 academicians who were experts of the subject were taken into account. In addition, those open-ended questions were initially read by a language expert and his opinions about the intelligibility of the questions were taken followingly.  After the experts' opinions, the research measurement tool was given its final form. The interview form consists of questions to the teachers working in BİLSEM about the subjects such as their expectations from the institution, the realization of their expectations in the institution, their feelings while coming to the institution and while working, the physical conditions in the institution, interpersonal relations (such as teacher-teacher, teacher-manager), taking responsibility, and density in the institution. Relevant interview questions are presented as an appendix.

## Analysis of Data

The data collected from the research were analyzed by using the descriptive analysis method. In the descriptive analysis method, the findings gained from the study group are interpreted and presented to the reader after being read. The aim is to first describe the data in a systematic and clear way, and then to explain and interpret these descriptions and to reach some results within the cause-and-effect connection (Yıldırım and Şimşek, 2013).

## Validity-Reliability Studies

To ensure the reliability of the analysis of the research and to eliminate the biasness of the researcher, the coding was created by the help of two field experts besides the researcher, and the analyzes continued until the researchers agreed. It was calculated as per the reliability formula suggested by Miles and Huberman (1994) "P (Percentage of Consensus) = [Na (Agreement (98)) / Na (Agreement (98)) + Nd (Disagreement (9)] X 100" and the value of 91 percent found. In addition, the findings were supported by direct quotations from the teachers' opinions (with abbreviations as T1: 1st Teacher; T10: 10th Teacher).

## Ethics Committee Permission Information

Ethical permission of this research was taken from Akdeniz University Social and Human Sciences Scientific Research and Publication Ethics Committee with decision no. 78 dated 01/03/2021.

## FINDINGS

In this part of the research, the findings and comments taken from the analyzes are included.

### 1. Findings Regarding the Expectations/Desires of BİLSEM Teachers from the Institution

The first sub-problem of the research is formatted as "What are the expectations/desires of BİLSEM teachers from the institution?". Findings related to this sub-problem are presented in Table 2.

**Table 2**

*Opinions of BİLSEM Teachers on Their Expectations/Desires from the Institution*

| Opinions | Participants | n |
|---|---|---|
| Organizing appropriate learning environments | T1, T2, T3, T5, T6, T7, T9, T10, T14, T15 | 10 |
| Organizational culture | T4, T7, T9, T10, T12 | 5 |
| Project studies | T5, T6, T8, T9, T11 | 5 |
| Supporting the staff | T1, T10, T12, T13, T14 | 5 |
| Keeping oneself updated on the latest developments | T1, T9, T10 | 3 |
| Activities to increase motivation | T1, T10, T12 | 3 |
| Educational administrator's leading the field | T1, T10, T12 | 3 |
| Parent support | T2, T4 | 2 |
| Curriculum | T6 | 1 |
| Career Progression | T10 | 1 |

In table 2 BİLSEM teachers mostly expressed options about 'Organizing appropriate learning environments',' Organizational culture ', Project studies Supporting the staff 'Keeping oneself updated on the latest developments', 'Activities to increase motivation', In terms of frequency of expression, the most expressed opinion was "Organization of appropriate learning environments (10)", while the least expressed opinion was "Curriculum (1) and Career progression (1)". According to these, some of the answers given by the teachers are as follows:

T1: "It is the provision of necessary materials and activity-lesson processing environments in the education and training activities. In addition to this, the institution should be able to carry out activities in order to lead up and create a vision, not only in terms of administration, but also for the educators in its staff and to follow new developments in education permanently. In addition to these, while ensuring the unity and solidarity of the people in the education staff, it should have effects that increase their motivation. It is necessary to support the teachers who want to improve themselves in terms of academic progress. Besides being educational administrators, institution administrators should be able to lead teachers by improving themselves academically."

T6: I'd like to have an environment where the students can learn activity-based lessons in an enjoyable way thorough learning by experiencing and no obligation to train a curriculum, workshops where we can show our creativity, low number of students, students' having sense of ownership for the institution, a chance to reach the student more often while consulting a project and degreased effects of private schools' busy schedules.

T7: My expectation from the institution is that a smart board or a good net connection because I'd like to apply the technique of demonstration and showing examples to my students while teaching. It is my desire to work in a cooperative and respectful environment with the staff of the institution and my colleagues, and to experience the mentality of moving' I culture to We' in the institution where I work."

T12: "High motivation, job satisfaction, teamwork, wellbeing and safe organizational culture, producing-managing institution."

T14: "I expect from the institution I work to provide the materials I need for my course and to provide the financial support I need in projects and competitions."

## 2. Findings Regarding the Realization of BİLSEM Teachers' Expectations/Desires from the Institution

The second sub-problem of the research is formed as "How is the realization of BİLSEM teachers' expectations/desires from the institution?" Findings related to this sub-problem are displayed in Table 3.

**Table 3**

Opinions of BİLSEM Teachers on the Realization of Their Expectations/Desires from the Institution

| Opinions | Participants | n |
|---|---|---|
| Sufficient output is provided | T3, T4, T5, T9, T10, T11, T14 | 7 |
| Being of the option that the outcomes will be positive. | T8, T12, T15 | 3 |
| Financial means and resources | T2, T3 | 2 |

| | | |
|---|---|---|
| Organizing suitable learning environments | T1 | 1 |
| Being a leader of education manager | T1 | 1 |
| Activities to increase motivation | T1 | 1 |
| Teacher and administrator Devotion | T2 | 1 |
| We can produce original outputs | T6 | 1 |
| Organizational Culture | T7 | 1 |
| Outputs usually come true | T13 | 1 |

In Table 3, The question "What is the realization status of the outputs you demand from your institution by BİLSEM teachers?" was asked to indicate their options, ten different opinions were encountered. Among the opinions in Table 4.2; Sufficient output is provided 'Being of the option that the outcomes will be positive', 'Financial means and resources', 'Organizing suitable learning environments', 'Being a leader of education manager', 'Activities to increase motivation', 'Teacher and administrator Devotion', 'We can produce original outputs' 'Organizational Culture', 'Outputs usually come true' are all often stated. In terms of expression frequency, the highest number of opinions was "Adequate output is provided (7)". Accordingly, some of the answers given by the teachers are as follows:

T1: "For education activities, the required and requested materials, activity environments, are carried out within the limits of the possibilities. The activities of being a leader for the teachers and for the formation of the vision of the institution are going on successfully. However, developments in education should be followed up harder. The unity and solidarity activities and activities to increase the motivation and the effects of these are positive. However, it should continue increasingly. Teachers willing to improve themselves should be given the necessary support for their academic career."

T2: "As far as I can see, financial means and resources are not very different from other MEB (Ministry of education) schools. So, as always, I think that the only power is the teacher. These outputs can only be realized with the total dedication of the teacher and the administrator."

T3: "Necessary environment and support are provided when circumstances allow"

T6: "I think we can create something by having fun freely. The number of students need to go down. In addition, the normal school heavy schedule of the students' needs to be reduced."

T7: "When we come up with the administration and management of the institution, I believe in our institution and in our environment and 'WE Culture' has been managed. There is high possibility for this. I believe that the possibility of smart board procurement can also be realized."

T12: "Even though we are at the beginning of the road (due to the fact that we are a newly opened institution), I think that the outputs I expect will occur over time and we will reach the expected added value."

### 3. Findings concerning the opinions of BİLSEM Teachers about their feelings while coming to the institution

The third sub-problem of the research was the question that "What are the opinions of BİLSEM teachers about the feelings while coming to the institution?". Findings related to this sub-problem are presented in Table 4.

**Table 4**

Opinions of BİLSEM Teachers on Their Feelings While Coming to the Institution

| Opinions | Participants | n |
|---|---|---|
| Motivated | T1, T2, T3, T5, T9, T11, T12 | 7 |
| Happy | T2, T4, T5, T11, T14, T15 | 6 |
| Excited | T3, T5, T7, T10 | 4 |
| Good | T6, T8, T12 | 3 |
| Energetic | T4, T14 | 2 |
| Belonging | T5, T9 | 2 |
| Curious | T7, T10 | 2 |
| Peaceful | T13, T15 | 2 |
| Pleasant | T1 | 1 |

In Table 4 The options of BİLSEM teachers were asked through the question 'how do you feel when you go to work and why'? Among the responses received from teachers; It is seen that they stated the expressions "Motivated, Happy, Excited, Good, Energetic, Belonging, Curious, Peaceful, Pleasant". In terms of frequency of expression, the most expressed opinion was "Motivated (7)", while the least expressed opinion was "Pleasant".

According to these findings, some of the answers given by BİLSEM teachers are as follows:

T1: "First of all, I do not see my job in the institution as it is just a job. I see my job here not as a job, but as raising young minds that will move our country forward. For that reason, I feel happy and pleasant while coming to the institution. Because the most important or intended atmosphere in the institution is that studies are processed to create a different perspective for students integrating the vision of the institution. The biggest factor for this is that it is different from the classical perspectives in some educational environments".

T2: " I felt highly  motivated  and happy after many years when I became a BİLSEM teacher. But I think that this excitement should be maintained, increased and sustained by administrators Give some work to do for the teachers having passion and make them work, but do not neglect them."

T4: "Most of the time I feel cheerful and energetic. Because I work in an environment where there are people thinking out of the box and that I can cooperate with.

T9: "It's not like I'm going to my work only , I have the impression of my second home where I can express myself, be understood and motivated."

T10: "Teaching, like other professions, is ultimately a job, but I am one of those who failed to see teaching as a job. While coming to the Science and Art Center, I am usually full of curiosity and excitement, just like my students… While they are listening to what I tell them with curiosity and excitement, I watch their reactions with curiosity and excitement and try to answer their questions as accurately as I can and keep their curiosity alive."

T15: "I feel extremely happy to work in an environment where I can present myself and develop my own skills. I am doing my job in peace."

### 4. Findings concerning the opinions of BİLSEM Teachers about their feelings while working in the institution

The fourth sub-problem of the research was the question that "What are the opinions of BİLSEM teachers about the feelings while working in the institution?". Findings related to this sub-problem are presented in Table 5.

**Table 5**

Opinions of BİLSEM Teachers on the Emotions They Feel while Working in the Institution

| *Opinions* | *Participants* | *n* |
|---|---|---|
| Happy | T3, T4, T5, T7, T8, T13, T14 | 7 |
| Peaceful | T4, T5, T7, T9, T13 | 5 |
| Job Satisfaction | T12, T10, T14, T15 | 4 |
| Motivated | T3, T10 | 2 |
| Self-improvement oriented (Personel development) | T1 | 1 |
| Proud | T2 | 1 |
| Excited | T4 | 1 |
| Succesful | T5 | 1 |
| Pretty Good | T6 | 1 |
| Safe | T9 | 1 |
| Electee | T10 | 1 |
| Privilaged | T11 | 1 |
| Belonging | T11 | 1 |

In Table 5, When the opinions of BİLSEM teachers were asked through the question 'how do you feel when you go to work?', it seems that they stated '' happy, Peaceful, Job Satisfaction, Motivated, Self-improvement oriented( Personal development) , Proud, Excited, Successful,  Pretty Good, Safe, Electee, Privileged, Belonging.'' Self-improvement

In terms of frequency of expression, the highest number of opinions was "I am happy (7)".

According to these findings, some of the answers given by the teachers are as follows:

T 1: "I am satisfied with my institution that provides education to the gifted. I always continue to adopt the corporate vision in the institution I work for. The institution makes a teacher feel that he/she is at the best position in MEB. While doing my job, I focus on the issues that will be beneficial to my students, such as "how can I get better" or "how can I go further".

T2: "I am proud of both myself and my students. Being a member of such a privileged and qualified family and being able to touch the lives of individuals who will shape the future of the country is invaluable."

T4: "Happiness, peace, excitement. I don't know if I would have had the same feelings if I were in another institution, but being in Finike makes me feel these feelings."

T7: "I work happily and peacefully with my students in both my institution and my workshop. Thus, I believe that our environment provides us with many opportunities in terms of creativity."

T9: "I have a sense of corporate belonging. We proceed in a peaceful and safe manner, with all stuff exchanging ideas in cooperation and harmony, and supporting each other."

**5. Findings Regarding the Opinions of BİLSEM Teachers on the Physical Conditions of the Institution**

The fifth sub-problem of the research was the question that "What are the opinions of BİLSEM teachers about the physical conditions in the institution? Findings related to this sub-problem are presented in Table 6.

**Table 6**

Opinions of BİLSEM Teachers on the Physical Conditions of the Institution

| *Opinions* | *Participants* | *n* |
|---|---|---|
| Overcrowded | T1, T3, T5, T9, T10, T12, T14 | 7 |
| Noise level | T1, T5, T9, T10, T12, T14 | 6 |
| Ventilation Rate | T1, T5, T9, T10, T12, T14 | 6 |
| Lighting | T1, T5, T9, T10, T12, T14 | 6 |
| Adequate Physical conditions | T4, T7, T8, T11, T13 | 5 |
| Inadequate physical conditions | T6, T15 | 2 |
| Satisfied | T2 | 1 |
| Materiel | T5 | 1 |

In Table 6, When the BİLSEM teachers asked "what are the physical conditions like in your institution?"; it is seen that they stated as "Overcrowded, Noise level, Ventilation Rate, Lighting, Adequate Physical conditions, inadequate physical conditions, Satisfied and Material". In terms of frequency of expression, the highest number of opinions was "Overcrowded (7)", while the least expressed opinion was "Satisfied (1) and Material (1)". Accordingly, some of the answers given by the teachers are as follows:

T1: "If we evaluate the physical conditions, the ventilation and lighting conditions are quite adequate. However, in terms of noise level and crowd, the level of proficiency in these subjects decreases as the institution provides education services to students above its capacity. Opening a new similar institution as soon as possible can improve these conditions."

S5: "The ventilation and lighting conditions in our institution are good. Since the schedules of the student groups are different, there is not much noise. In particular, not ringing a bell is a noise-reducing factor. In terms of being a private education institution, I can say that the number of students in their groups is a little high. Because when the number of students is high, the activities are less efficient."

T6: "I have a friendly environment. I love my class but it is not enough these days as the number of students increases, I'm very short of material, but I can manage."

T10: "The physical conditions in our institution are sufficient. In detail, ventilation and lighting are fine. It can be a bit noisy during break times as it serves so many students. In our institution, which applying the group system, there is no large group and lessons are taken with a maximum of ten students in a group."

T11: "As the physical conditions have been optimized and the needs of the institution has been considered from A to Z, I have not come across any negativity."

T14: "The physical conditions in our institution are good and continue to get better day by day. Since the number of students is low, our institution is not crowded and the noise level is very low. Ventilation, light, cleanliness, heating and cooling conditions are quite good. Only when the number of students increases, the number of classrooms will not be enough because we do not have a building of our own."

## 6. Findings Regarding the opinions of BİLSEM Teachers on Interpersonal Relations in the Institution

The sixth sub-problem of the research was the question "What are the opinions of BİLSEM teachers about interpersonal relations in the institution?" Findings related to this sub-problem are presented in Table 7.

**Table 7**

Opinions of BİLSEM Teachers on Interpersonal Relations in the Institution

| Opinions | Participants | n |
|---|---|---|
| Effective communication | T4, T5, T6, T9, T12, T14 | 6 |
| teacher-teacher | T1, T8, T9, T10, T14 | 5 |
| teacher-administration | T1, T8, T9, T10, T14 | 5 |
| Solution oriented | T10, T14, T15 | 3 |
| Respectful | T5, T7 | 2 |
| Counseling centered | T10, T14 | 2 |
| Trustworthy | T9, T10 | 2 |
| Weak | T2 | 1 |
| motivating environment | T3 | 1 |
| Team spirit | T11 | 1 |
| Plain Language | T13 | 1 |
| Helpful | T15 | 1 |

In Table 7, BİLSEM teachers were asked about their opinions throught the question "How do you evaluate interpersonal relations in your institution?" As a result of the interviews with the teachers; The answers were "Effective communication, Teacher-teacher, Teacher-administration, Solution-oriented, Respectful, Counseling-centered, Trustworthy, Weak, Motivational environment, Team spirit, Plain Language and Helpful". In terms of frequency of expression, the highest number of opinions was "Effective communication (6)".

According to these findings, some of the answers given by the teachers are as follows:

T2: "I think communication is weak."

T5: "There is a good relationship between the teacher and the administration in the institution. I can always talk to our director and assistant directors about anything without hesitation and express my wishes without fear. When I have a problem, I always feel that they are behind the teacher. Our institution consists of two buildings. We cannot meet with other teachers. We don't have so much intimacy. But there is always a respectful relationship and within the framework of

mutual respect. The relationship between teacher and student also progresses in a respectful manner."

T12: "I believe that interpersonal relations are good in our institution. I can say that the relations between the teachers and between the administration and the teachers are healthy and based on a positive manner."

T14: I think that interpersonal relations are good in our institution and that we as teachers and administrators support each other professionally. I think we help each other in the areas we are competent. I know that when I am in need of help , I can get support from my colleques and administrators."

T15: "Solution oriented and helpful."

## 7. Findings Regarding the Opinions of BİLSEM Teachers About Taking Responsibility in the Institution

The seventh sub-problem of the research was thorough the question "What are the opinions of BİLSEM teachers about their taking responsibility in the institution?". Findings related to this sub-problem are presented in Table 8.

**Table 8**

*Opinions of BİLSEM Teachers About Taking Responsibility in the Institution*

| Opinions | Participants | n |
|---|---|---|
| I do not hesitate to take responsibility | T7, T8, T10, T11, T12, T13, T14 | 7 |
| I'd be happy | T2, T3, T6, T9, T10 | 5 |
| I would like to take responsibility | T1, T2, T4 | 3 |
| I take responsibility | T5, T6 | 2 |
| I do my best | T7, T11 | 2 |
| I strugle | T4, T5 | 2 |
| I try to help | T1 | 1 |
| I take voluntary responsibility | T3 | 1 |
| I do it with pleasure | T8 | 1 |
| I'm excited | T9 | 1 |
| I don't feel any negative emotion | T14 | 1 |
| I think solution oriented | T15 | 1 |

In Table 8, When the opinions of BİLSEM teachers were asked through the question ' "What do you do when there are situations in which you need to take responsibility? It seems that the following answers stated frequently; 'How do you feel about this?" I do not hesitate to take responsibility, I am happy, I want to take responsibility, I take responsibility, I do my best, I try my best, I try to help, I take voluntary responsibility, I do it with pleasure, I feel excited, I do not feel negative emotions and I think solution-oriented' ., The most stated respond was "I don't hesitate to take responsibility (7)" in terms of the frequency of expressions.

According to these findings, some of the answers received from BİLSEM teachers are as follows:

T5: "When there is a situation in which I have to take responsibility, I take this responsibility. I try to do my best. Whenever I can't, I try to research for it then try to manage. I feel responsible for the assigned task."

T8: "I don't avoid taking responsibility, if the job is something that I can contribute to, I do it with pleasure."

T9: "I like to take responsibility, but it also brings excitement. Because I want to fulfill the responsibility I have taken and I do not want to break faith with somebody."

T10: "Whenever I am given any responsibility within the institution, I try to do it in the best way possible and I feel privileged and happy."

T15: "I immediately think student-oriented and intend to take part of the solution."

## 8. Findings Regarding the opinions of BİLSEM Teachers on the Course Load/Workload in the institution

The eighth sub-problem of the research was the question "What are the options of BİLSEM teachers about the course load/workload in the institution?". Findings related to this sub-problem are presented in Table 9.

**Table 9**

*BİLSEM Teachers' Opinions on Course Load/Workload in the Institution*

| *Opinions* | *Participants* | *n* |
|---|---|---|
| Course load is normal | T1, T2, T3, T4, T5, T7, T8, T10, T12, T13, T14 | 11 |
| Project activities are intense | T8, T14 | 2 |
| I don't see it as a load | T9, T11 | 2 |
| I do my job with pleasure | T9, T11, T15 | 2 |
| My course load is too much | T6, T15 | 2 |
| Classes are crowded | T1 | 1 |
| A new BİLSEM should be opened | T1 | 1 |
| Content enrichment | T10 | 1 |

In Table 9, when BİLSEM teachers were asked their opinions through the questions ' "What do you think about your course load? What do you think about the workload?"; they responded such as "The course load is normal, Project activities are intense, I do not see it as a load, I do my job with pleasure, My course load is too much, Classes are crowded, A new BİLSEM should be opened, Content enrichment". In terms of the frequency of expression, the highest number of opinions was "Normal (11)".

According to these findings, some of the answers given by BİLSEM teachers are as follows:

T6: "My course load is as intense as I wish. Frankly, it doesn't bother me because I love BİLSEM."

T9: "I do not see my work as a load. My greatest responsibility towards my country and my nation is to inspire the young people who will shape the future and to shed light on them to take steps towards the future."

T12: "I have twenty lessons per week in the institution. I think my course load is neither too much nor too little. I can say that I have the ideal lesson time. Due to the students' being gifted, there is no problem in terms of comprehension in the lessons and this makes the lessons more enjoyable. According to the draft program, I find materials suitable for a new topic every week. In that situaion, only the pre-lesson preparation phase is more arduous than other institutions, but I think this is a must for a teacher's professional development. I do not think that teachers who only teach through ready-made materials, who do not research or do not find something in order to change and develop then, present it to their students cannot be happy in our institution."

T12: "I can say that my course load is not too much in terms of workload."

T14: "I think that my course load is not heavy, but my workload regarding projects and competitions is high."

### 9. Findings regarding the Opinions of BİLSEM Teachers about the financial compensation they receive from the institution?

The ninth sub-problem of the research was the question that "What are the opinions of BİLSEM teachers about the financial compensation they receive from the institution?". Findings related to this sub-problem are presented in Table 10.

**Table 10**

*Opinions of BİLSEM Teachers on the Financial Reward They Get from the Institution*

| Opinions | Participants | n |
|---|---|---|
| Insufficient payment | T3, T5, T6, T9, T12, T14, T15 | 7 |
| The payment is sufficient | T1, T4, T7, T10, T13 | 5 |
| Payment should be improved | T2, T8, T9, T14, T15 | 5 |
| The payment situation should be improved | T5, T6 | 2 |
| Additional fees must be paid for projects | T2 | 1 |
| I don't care about the payment | T11 | 1 |

In Table 10, when BİLSEM teachers asked their opinions through the question "What is your opinion about the financial compensation you receive for your performance?" it seems that they frequently responded such as "The payment is insufficient, the payment is sufficient, the payment should be improved, the payment situation should be improved, additional fees must be paid for the projects and I don't care about the payment". In terms of frequency of expression, the highest number of opinions was "Insufficient payment (7)". Accordingly, some of the answers given by the teachers are as follows:

T2: "The financial situation of the teacher in such an institution should definitely be improved. I even give as an example for this, an additional payment should be made under a title such as R&D allowance. Because we happened to me buy materials from our salary so many times"

T5: "I find the financial return we receive is less than the performance we show. For example, there are some paid courses that we can improve ourselves and make projects. I wish I got paid more to be able to participate in them."

T6: "It is not a problem for me personally, but I think that teaching conditions should be improved in many aspects in general. We are going through a period in which we have difficulties economically according to the conditions of the country. I think this situation needs to be fixed."

T10: "Since teaching is a kind of a profession that touches people's lives, I do not think that any salary/payment can cover this. I think my current salary is sufficient to meet my needs."

T11: "Perhaps the last thing I think is the income. The only things I pay attention are my students, my lessons and the performance in the lessons."

T15: "I think that all social problems can be solved with education and there are no alternatives than the teachers. I think our salaries are low compared to other professions and need improvement."

**10. Findings related with the opinions about 'how do BİLSEM teachers feel about the opportunity to use their professional knowledge and competences in their professional lives?**

The tenth sub-problem of the research was the question that "How do BİLSEM teachers feel about the opportunity to use their professional knowledge and competences in their professional lives? Findings related to this sub-problem are presented in Table 11.

**Table 11**

*Opinions of BİLSEM Teachers About the Opportunity to Use Their Professional Knowledge and Competences in Their Professional Lives*

| Opinions | Participants | n |
|---|---|---|
| I definitely feel | T4, T11, T12, T15 | 4 |
| I feel | T3, T5, T8, T14 | 4 |
| I do not feel | T6, T7, T13 | 3 |
| I am given the opportunity to use my skills in the institution | T1, T4 | 2 |
| I realized that I did not receive enough education about gifted children in the faculty. | T1 | 1 |
| What I learned in the faculty is of no use apart from programming. | T2 | 1 |
| I don't remember much of what I learned in college | T6 | 1 |
| Postgraduate is more beneficial | T7 | 1 |
| I don't feel, what I know is out of date | T9 | 1 |
| Lifelong learning | T9 | 1 |
| In-service training | T9 | 1 |
| Self-improvement | T9 | 1 |
| I feel but not enough | T10 | 1 |

In Table 11, When the BİLSEM teachers were asked for their opinions about "Do you feel that you have the opportunity to use what you learned from the faculty and your personal talents in your job?", they responded as 'I definitely feel, I feel, I do not feel, I am given the opportunity to use my skills in the institution, I realized that I did not receive enough education about gifted children in the faculty, What I learned in the faculty is of no use apart from programming. I don't remember

much of what I learned in college, Postgraduate is more beneficial, I don't feel ,what I know is out of date, Lifelong learning, In-service training, Self-improvement, I feel but not enough(4)''

According to these findings, some of the answers given by BİLSEM teachers are as follows:

T1: "Yes, the subjects learned, the competence I got from the university are quate useful in the institution I worked at. However, it is not enough. Universities are not sufficient in terms of having programs that can support these institutions that provide education to gifted and talented students yet. There are just a few universities rich in this aspect, but in general this is the situation. Apart from mine, in the symposiums, congresses and other scientific meetings related to education and training that I have attended, there have been no statements, presentations or studies about gifted individuals. Studies on this subject are very few. As for the possibility to use my own talents, my institution certainly gives these opportunities. There are no limits to use your individual talents and creativity. However, in addition to these, you need to constantly renew and improve yourself."

T9: "It has been a long time since I graduated and a lot of things has changed on it. In this respect, educators should update the revised studies from their universities every 5 years after graduating and add these new studies to their diplomas. Of course, although there are master's and doctoral programs, there is such a high demand for them that we cannot be involved in the process for many reasons. We can try to strengthen our weaknesses by participating in in-service training programs and many courses and seminars that support Professional Development."

T10: "Yes, I definitely feel it. Not at all but most of the students who come here are above a certain level of English. With them, it is much easier for me to apply what I learned at the faculty. However, I think that what is taught in the faculty is not enough. For example, at the faculty, we had a "Teaching English to Young Learners" course. But if we had a course called 'Teaching English to Talented and Gifted Students', I think it would be much more productive for me. According to my research, there is no university in Turkey yet that offers such a course at undergraduate, graduate or doctoral level. There is a great need for academic research and training in this area, namely the language acquisition of gifted students."

T14: "Yes. In fact, I feel that I am able to use most of the knowledge I learned at the faculty for the first time in BİLSEM"

## 11. Findings regarding the opinions of BİLSEM Teachers on Feeling Personal Success at Work

The eleventh sub-problem of the research was the question that "How do BİLSEM teachers feel the sense of personal success in their work?". Findings related to this sub-problem are presented in Table 12.

**Table 12**

*Opinions of BİLSEM Teachers on Feeling the Sense of Personal Success in the Institution they Work*

| *Opinions* | *Participants* | *n* |
|---|---|---|
| Yes (I feel the sense of achievement) | T1, T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T14, T15 | 13 |
| I don't always feel | T7, T13 | 2 |

| | | |
|---|---|---|
| Career | T10 | 1 |
| To be respected | T10 | 1 |
| Positive feedback | T10 | 1 |
| Goals achieved | T12 | 1 |

In Table 12, When BİLSEM teachers asked about their opinions through the question "Do you feel that your job gives you a sense of personal success? it is seen that they frequently state statements such as "Yes (I feel the sense of success), I don't always feel it, Career, Respect, Positive feedback, goals achieved". In terms of frequency of expression, the highest number of opinions was "Yes (I feel the feeling of success), (13).

According to these findings, some of the answers given by BİLSEM teachers are as follows:

T1: "I feel a sense of success every time I succeed in creating a different perspective for students. These opportunities and possibilities are more common in the institution I work for. In this respect, although all educational institutions have basically the same goals and objectives, I think that the institution in which they work has a strong effect on the sense of personal success for the teacher."

T2: "Of course. A lot. This is one of the most important feelings that connects me to life and makes me feel good."

T7: "Although sometimes I get pessimistic, I mostly say 'Yes'"

T3: "Yes, I definitely feel it. First of all, the opinions of people outside about BİLSEM are very positive, and whenever I say that I work at BİLSEM somewhere, I felt that people have a little more respect than the teachers working in the other institutions."

T9: "Moreover, I prepare lessons with different subjects and materials every week within the framework of the draft program, so at the end of the lesson, the feedback of my students such as 'teacher, the lesson was very enjoyable', 'we never got bored', 'we had a lot of fun', 'I've already wanted to learn about this subject' makes me happy. It is very satisfying and makes me feel successful."

T12: "Yes, I think it did. I think I feel this more especially in individual and student participation, competitions and projects."

T13: "Sometimes. Being supported after some of the work done make me feel a sense of success."

## CONCLUSION AND DISCUSSION

In this study, the factors affecting the job satisfaction of teachers working in Bilsems in Antalya have been examined. Among these factors; teachers' expectations from the institution, the realization of their expectations from the institution, the feelings they feel while coming to the institution and while working, the physical conditions of the institution, their interpersonal relationships, their status of taking responsibility, their course load/workload, their satisfaction with the financial compensation they receive, and the feeling of personal success. The research was carried out with interviews with 15 teachers working in Bilsems in different Antalya provinces in this sense. It has been emphasis was placed on the situations that cause teachers 'positive or negative opinions about the organizational structure of BİLSEM, its functioning, and

attitudes towards administrators and students. The study interprets whether teachers' expectations are met, the situations that bother them, and their overall job satisfaction.

In the research, firstly, the findings regarding the problems related to the education-teaching process were evaluated. Most of the BİLSEM teachers interviewed shared the opinion that the physical facilities and technological infrastructure are insufficient and that the interests and concerns of the students are affected by this deficiency. Some of the teachers stated that they could not get enough support from the administrators of some institutions, that some courses were generally perceived as unimportant, and that this situation constituted some of the problems experienced.

The prominent elements in the general opinions of the teachers about BİLSEM have tendency to the necessity of organizing a suitable learning environment. Not reaching the materials needed in the education-training activities (such as technological devices) and the necessity of finishing the curriculum turn into a concern, as a result of these, a safe organizational culture being not able to felt are the opinions that frequently emphasized.

BİLSEM teachers, who participated in the interviews, stated in their answers towards the problems they have during the education process that increasing the number of students participating in the programs according to the last directive created a problem. In this respect, not being able to carry out activities related to the individual differences due to the large number of students can be considered as the most important problem. According to the relevant research findings, it can be stated that the teachers want to create a learning environment suitable for the individual differences of the students, but increasing the number of students in the last BİLSEM directive is not an appropriate approach to this perspective. In addition, among the answers given by the teachers about what their problems are, it is remarkable that the students continue their formal education and teachers have difficulty in bringing together the groups of students who will attend the classes because they leave their schools at different times. In this case, it is possible to state that there is a communication and coordination problem between the school where the student continues their formal education and BİLSEM.

When the expectations of teachers in the preparation and implementation process of education are examined, these expectations can be evaluated under four different headings. Those can be expressed as expectations from school administration, expectations from students, expectations from parents and expectations from the ministry. According to the findings, it is understood that teachers primarily expect support from the school administration and want their lessons to be taken more seriously by the administrators. Teachers expect from the ministry the expectation of the teachers from the students is that they do not have any attendance problems and that they are willing to produce a product. The expectation of teachers from parents can be considered as making students more eager to the lesson. It is understood that the expectation of the teachers from the ministry is to increase the opportunities, to reduce the number of students who will participate in the programs and to create an activity book for the lessons. In Akhan and Altaş's (2020) studies for BİLSEM social studies teachers, regarding the functioning of BİLSEMs; They concluded that the way of student selection should be changed and the physical facilities and technological infrastructure should be improved. In this aspect, the study matches up with the findings of Akhan and Altaş regarding the problems and expectations of BİLSEM teachers. In the study conducted by Bozan and Savi Çakar (2020) on all teachers working at BİLSEM, it was found that teachers generally have a desire to improve physical facilities, reduce the number of students

who will attend the lesson, and prevent students from being absent. Kurnaz (2014), in his study, in terms of making BİLSEMs functionally better; concluded that directors should be professional and have a vision with leadership qualities. In this part of the study, it was concluded by some teachers that BİLSEM administrators do not have these characteristics. In his study on the workshop experiences of BİLSEM social studies teachers, Altaş (2021) reached the conclusion that the teachers share the opinions that they did not receive sufficient support by the BİLSEM administration, regarding the functioning of BİLSEM, the way of student selection should be changed, the physical facilities and technological infrastructure should be improved, and the connection with universities should be increased. In this respect, the study matches up with the results of Altaş.

When the opinions of BİLSEM teachers about the problems/expectations related to the sufficiency of the institution are examined, it is understood that the teachers mostly complain about the lack of equipment and materials. In addition, the fact that institutions have an occupancy rate above their capacity turns these centers into areas with high noise levels and insufficient ventilation and lighting conditions. In the research, the majority of the teachers stated that the payment they received was insufficient to meet their performance and that an additional allowance was needed especially for the implementations of the projects. When the relevant literature is examined, it is understood that in the studies conducted for BİLSEM teachers, results for similar problems came up. For example, in the study of Bozan and Savi Çakar (2020), which was aimed to reveal the problems faced by the teachers working in BİLSEM and the solution suggestions for these problems; in terms of education, they reached the conclusion that they had a lack of equipment and materials in the center they worked in, and that they thought that the centers were inadequate in terms of physical equipment. In the study of Akhan and Altaş (2020) on BİLSEM social studies teachers, they concluded that teachers lack material and physical equipment. Similarly, in Altaş (2020)'s study on BİLSEM social studies teachers' workshop experiences, it was stated that teachers mostly complain about the lack of equipment and materials. In this respect, the study matches up with the findings of Bozan and Savi Çakar, Akhan and Altaş and Altaş. In the same way, it is possible to say that in the study of research of Gökdere, and others (2004) titled "Basic Problems Encountered by Gifted Children", BİLSEM matches the result that teachers find the centers lacking in terms of physical equipment in meeting the needs of students.

One of the problems that the teachers who participated in the research stress out clearly is that the activity evaluations are disqualified and the correct evaluation criteria suitable for the students are not applied. Teachers are of the opinion that students' assessment forms should be based on contemporary teaching models. In this respect, activity evaluations are considered appropriate in which the process is based on creativity-based, experiences of learning by doing are made possible, and the students actively participate. It is understood that the expectations of the teachers are intended for the development of scales with appropriate evaluation criteria in this direction. When the results of the research are evaluated in general, it is possible to say that the students in the study group showed that the biggest problem in BİLSEMs was not having a sense of belonging to the institution. The main reason for this situation is that the participants think that BİLSEMs do not provide full-time education. Moreover, in terms of running of BİLSEMs; most of the participants shared the opinion that the way of student selection should be changed, the physical facilities and technological infrastructure should be improved, and the connection with universities should be increased more. The common opinion of many teachers is that the efficient lecturing weakens due to the excess number of students in the institution. Taking into

consideration the teachers' views that students do not feel a sense of belonging to the institution, expressing that they do not receive their job performance in return, and repeating that there are deficiencies in physical conditions, it is possible to say that these problems reduce their job satisfaction. Some teachers working in BİLSEMs shared the view that their lessons are perceived as a neglected lesson and stated that this is due to the fact that administrators, families and children do not regard their field as a disipline. Teachers stated that administrators, parents and students should give importance to these non-math courses as well. According to the statements in the results of the research, the fact that most of the teachers are willing to take responsibility in the institution, give importance to interpersonal communication, and feel motivated while coming to the institution and working shows that there is an internal motivation. On the other hand, it is possible to say that teachers' having crowded classrooms, the obligation of using wrong evaluation criteria, and the inability to reach the necessary materials for education affect their job satisfaction and motivation negatively. As a result, providing the needs of BİLSEM as an institution, affects the motivation of all teachers directly, strengthens their work efficiency, organizational commitment, and their desire to continue working at BİLSEM.

## Suggestions

In this part of the research, suggestions were made based on the findings taken from result of the research.

### Suggestions for BİLSEM Teachers

- It may be suggested to create social environments in order to develop cooperation, solidarity and cooperation skills within the institution.
- Teachers' communication with students, parents and relevant ministries is considered important for the construction of a safe organizational culture. In this sense, it may be recommended to arrange regular meetings with the relevant persons and institutions and to convey the requests.

### Suggestions for Researchers

- In the study, the opinions of 15 volunteer BİLSEM teachers were examined. It is thought that a study that includes administrators, principals, staff, students and parents will contribute to the field in order that following researchers can discuss the problems more inclusively.

### Suggestions for Applications

- Since it is emphasized in the research that students do not feel a sense of belonging because they cannot come to school full-time, it may be suggested that the Ministry of National Education initiate studies for the full-time structuring of BİLSEMs.
- School administrators and parents should attach importance to some courses without discriminating them as important or unimportant At this point, the Ministry of National Education can conduct various researches on school administrators and parents in order to prevent administrators who make arbitrary decisions.
- Material development training can be given to BİLSEM teachers to be used in the education of the gifted. Additional allowances can be provied for the supply of necessary materials.

## Researchers' Contribution Rate Statement

Both authors contributed equally to the article.

**Conflict Statement**

There is no conflict between the authors.

**REFERENCES**

Akhan, N. E. & Altaş, S. (2020). *Opinions of social studies teachers in BİLSEMs on working conditions.* A. Dinç (Moderator), in International Aegean Symposiums on Social Sciences & Humanities. International Aegean Symposium, Izmir, 29-44.

Ataman, A. (2013). *Fundamentals of special education.* A. Cavkaytar (Ed.), in Special education (pp. 1-19). Vize Yayıncılık.

Avşaroğlu, S., Deniz, E. M. & Kahraman, A. (2005). Investigation of life-long job satisfaction and professional burnout levels of technical teachers. *Selcuk University Journal of Social Sciences Institute,* 14, 115-129.

Ayan, S., Kocacik, F. & Karakus, H. (2009). The level of job satisfaction of high school teachers and the individual and institutional factors affecting it: Sivas central district example. *Anatolian Journal of Psychiatry*, 10, 18-25.

Bakan, I. & Büyükbese, T. (2004). Relationships between organizational communication and job satisfaction elements: A field study for academic organizations. *Mediterranean FEAS Journal*, 4(7), 1-30.

Bozan, I. & Savi Çakar, F. (2020). Determining the problems experienced by BİLSEM teachers and solution suggestions for these problems. *Turkish Studies Education*, *15*(3), 1607-1628.

Buyukozturk, S. Cakmak, E. K. Akgun, O. E. Karadeniz, S. & Demirel, F. (2008). *Scientific research methods*. Pegem A. Yayıncılık.

Chiva, R. & Alegre, J. (2009). Organizational learning capability and job satisfaction: An empirical assessment in the ceramic tile industry. *British Journal of Management*, 20(3), 323-340.

Cekmecelioglu, H. G. (2005). The effect of organizational climate on job satisfaction and intention to leave, *CU Journal of Economics and Administrative Sciences*, *6*(2), 23-39.

Dunnette, M. D., Campbell, J. P. & Hakel, M. D. (1967). Factors contributing to job satisfaction and job dissatisfaction in six occupational groups. *Organizational Behavior and Human Performance, 2*(2), 143-174.

Eginli, A. T. (2009). Job satisfaction among employees: A research on job satisfaction of public and private sector employees. *Atatürk University Journal of Economics and Administrative Sciences, 23*(3), 35-52.

Filak, V. F. & Sheldon, K. M. (2003). Student psychological need satisfaction and college teacher-course evaluations. *Journal of Educational Psychology, 23*(3), 235-247.

Filiz, Z. (2014). Investigation of teachers' job satisfaction and burnout levels. *International Journal of Management, Economics and Business, 10(*23), 157-172.

Gencay, O. A. (2007). Investigation of physical education teachers' job satisfaction and professional burnout in terms of some variables, *Kastamonu Journal of Education, 15*(2), 765-780.

Gokdere, M., Ayvaci H. S. & Small, M. (2004). The main problems faced by gifted children. *Journal of Contemporary Education, 313*, 23-32.

Hackman, J.R. & Oldham, G.R. (1975), Development of the job diagnostic survey. *Journal of Applied Psychology, 60*(2), 159-70.

Hameed, F., Ahmed-Baig, I., & Cacheiro-González, M. L. (2018). Job satisfaction of teachers from public and private sectors in Lahore, Pakistan: A comparative study. *Economics & Sociology, 11*(4), 230.

Henne, D., & Locke, E. A. (1985). Job dissatisfaction: What are the consequences? *International Journal of Psychology, 20*(2), 221-240.

Hopper R. (1935). A publication of the National Occupational Conference, New York: Harper, p.284-294.

Hulin, C. L., & Judge, T. A. (2003). Job attitudes. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology,* Vol. 12, p. 255–276).

Izgar, H. (2008). Job satisfaction and organizational commitment in school administrators. *Selcuk University Ahmet Keleşoğlu Faculty of Education Journal, 25*, 317-334.

İncir, G. (1990). *A study on the job satisfaction of employees.* National Productivity Center.

Johns, G., & Saks, A. M. (2001). *Understanding and managing life at work: Organizational behavior.* Prentice Hall.

Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). *Essentials of job attitudes and other workplace psychological constructs,* Routledge, New York and London.

Karakose, T. & Kocabaş, İ. (2006). The effects of teachers' expectations on job satisfaction and motivation in private and public schools. *Journal of Theory and Practice in Education, 2*(1), 3-14.

Keser, A. (2006). Investigation of the relationship between workload level and job satisfaction in call center employees. Kocaeli University Journal of Social Sciences, 11, 100-119.

Klecker, B.M. & Loadman, W.E. (1999). Male elementary school teachers' ratings of job satisfaction by years of teaching experience. *Journal of Education, 119*(3), 504–513.

Koç, H. & Yazıcıoğlu, İ. (2011). The relationship between trust in the manager and job satisfaction: Comparison of public and private sector. *Doğuş University Journal*, 12(1), 46-57.

Koç, Z. (2001) Examining the job satisfaction of counselors working in counseling and research centers according to some variables, *Kastamonu Eğitim Dergisi*, 9(2).

Kumaş, V. & Deniz, L. (2010). Examination of teachers' job satisfaction levels. *MU Atatürk Faculty of Education Journal of Educational Sciences,* 32(32), 123-139.

Kuruüzüm, A. & Çelik, N. (2005). Analysis of the factors determining teacher job satisfaction with the second order factor model, *Hacettepe University Journal of Education Faculty*, 29, 137-146.

Ma, X. & MacMillan, R. B. (1999). Influence of workplace conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93, 39-47.

Merriam, S. B. (2018). *Qualitative research*. A guide to pattern and application. (3rd Ed.). (Trans. Edt. Selahattin Turan). Nobel.

Miles, M. B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded source book*. (2nd ed). Thousand Oaks, CA: Sage.

Ministry of National Education Bilsems Directive (2019). *MEB Notifications Journal*. Volume: 82. Number:2747. December 2019.

Monyatsi, P. P. (2012). The level of the job satisfaction of teachers in Botswana. *European Journal of Educational Studies*, 4(2).

Oliver, R. L. (1997). *Satisfaction: A behavioral perspective on the consumer.* McGraw Hill.

Oplatka, I., & Mimon, R. (2008). Women principals' conceptions of job satisfaction and dissatisfaction: an alternative view? *International Journal of Leadership in Education*, *11*(2), 135-153.

Özdayi, N. (1991). The job satisfaction levels of teachers working in public and private high schools. Comparison, *Marmara University Atatürk Education Faculty Journal of Educational Sciences*, 3.

Özkaya, M. O., Near, V. & Ekinci, T. (2008). The effect of stress levels on job satisfaction of employees An empirical research on Celal Bayar University employees. *Journal of Celal Bayar University Faculty of Economics and Administrative Sciences*, *15*(1), 163-179.

Pardee, R. L. (1990). *Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.*

Renzulli, J. S. & Reis, S.M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence.* Mansfield Center, CT: Creative Learning Press.

Seniwoliba, J. A. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. *Merit Research Journals*, 1(9).

Sevimli, F. & İşcan, O. F. (2005). Job satisfaction in terms of individual and work environment factors. *Aegean Journal of Academic Perspective*, 5(1-2), 55-64.

Spector, P. (1997). Job satisfaction: Application, assessment, cause and consequences. Sage Publications.

Sahin, I. (2013). Teachers' job satisfaction levels. *YYU Faculty of Education Journal*, *10*(1), 142-167.

Tan, C. (2012). *The effect of primary school administrators' team leadership behaviors on teachers' job satisfaction, organizational commitment and organizational citizenship* [Unpublished doctoral dissertation]. Fırat University.

Tasdan, M. & Tiryaki, E. (2008). Comparison of job satisfaction levels of private and public primary school teachers, *Journal of Education and Science*, 33(147), 54-70.

Tosunoglu, H. (1998). *Job satisfaction of Fırat University faculty members* [Unpublished master's thesis]. Fırat University.

Tunacan, S. (2005). *Factors affecting job satisfaction of high school teachers in Beykoz district* [Unpublished Master's Thesis]. Yeditepe University.

Tunacan, S. & Cetin, C. (2009). A research on the determination of the factors affecting the job satisfaction of high school teachers. *MU Atatürk Faculty of Education Journal of Educational Sciences,* 29(1), 155-172.

Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.

Vroom, V. (1964). *Work and motivation.* John Wiley and Sons.

Yavuzkurt, T. (2017). *Secondary school teachers' perception of workplace friendship and their relationship with job satisfaction (Aydın province example)* [Unpublished master's thesis]. Adnan Menderes University.

Yelboğa, A. (2007). Examination of the relationship between individual demographic variables and job satisfaction in the finance sector. *Çağ University Journal of Social Sciences, 4*(2), 1-18.

Yıldırım, A. & Şimşek, H. (2013). *Qualitative research methods in the social sciences.* (9th Enlarged Edition) Seçkin Yayıncılık.

Yılmaz, A. & Bull Ceylan, C. (2011). The relationship between primary school administrators' leadership behavior levels and teachers' job satisfaction. *Journal of Educational Administration in Theory and Practice*, 17(2), 277-394.

Yılmaz, K. & Altınkurt, Y. (2012). The relationship between the power sources used by school administrators and the job satisfaction of teachers. *Kastamonu Journal of Education*, 20(2), 385-402.

Yin, R. (1984). *Case study research: Design and methods.* (3rd Ed.). Sage Publications.

Zhu, Y. (2013). A review of job satisfaction. *Journal of Asian Social Science*, 9(1), 293.