Job Satisfaction with Profession among Teachers in Türkiye: Perceptions of Social Utility and Educational Policy Influence

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Teachers' job satisfaction with their profession can vary depending on a variety of factors encompassing both individual and societal realms. This study delves into teachers' job satisfaction with their profession within the context of Türkiye, focusing on societal-level variables. Specifically, it explores the role of social utility, and perceptions of value and educational policy influence on teachers' job satisfaction with their profession. Teacher level data collected across Türkiye by the Organisation for Economic Co-operation and Development (OECD) within the scope of the Teaching and Learning International Survey (TALIS) 2018 cycle was utilized in the research. The results of the regression analysis revealed that teacher perceptions of social utility and educational policy influence positively predict teachers' job satisfaction with their profession. The regression model accounted for about 13% of the total variance in teachers' job satisfaction with their profession. Overall, teachers who believe that their work is valued and meaningful to society are more satisfied with their profession, as are the professional satisfaction of participants who feel that their opinions on educational policies are heard and acknowledged. Thus, it is critical for teachers' job satisfaction to value and consider their opinions and feedback in the development of education policies. This research suggests that by acknowledging the importance of teachers' perspectives and involving them actively in policy making processes, their overall job satisfaction can be enhanced.

Introduction

Teachers' job satisfaction directly affects their own psychological well-being at the individual level (Zhao & Jeon, 2023), and may potentially influence student outcomes at a certain level (Büyükgöze & Özdemir, 2017; Han, Bong, Kim & Kwon, 2019; Harrison, King & Wang, 2023; Jugović, Marušić, Ivanec & Vidović, 2012; Liebendörfer & Schukajlow, 2020). In this respect, job satisfaction experienced by teachers in a professional sense is considered important (Fraser, Draper, & Taylor, 1998; Sahito & Vaisanen, 2020). Similarly, teachers' professional satisfaction can vary depending on various variables, including factors at the individual and societal levels (Büyükgöze & Gün, 2017).

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Considered at the societal level, teachers' perceptions of the social utility and value of their profession (Han et al., 2019) can affect their job satisfaction with their profession in different ways (Dompnier, Pansu & Bressoux, 2007; Willmott, 2012; Pişkin & Parlar, 2021). For example, teachers who consider the teaching profession to be beneficial to society are more likely to feel a higher purpose and satisfaction in their work. However, a teacher who thinks that their profession has a high social utility is also more likely to have a positive self-image. In other words, they can see themselves as a valuable member of the society they live in, making a difference in the lives of their students (Jury, Darnon, Dompnier & Butera, 2017). When we think from another point of view, it can be thought that teachers who believe that the teaching profession has social utility and value may be highly likely to be appreciated by others within the scope of their work. Being appreciated and valued by others contributes positively to the professional satisfaction of teachers (Kıran, Durmuş, & Sucu, 2019). Finally, it can be stated that teachers who think that their work has social benefits are more likely to continue in their profession.

Similarly, when considered on a national scale, the impact of teachers on education policies is another critical factor influencing their job satisfaction (Liu, Keeley & Sui, 2023; Wiseman, 2012). At this point, teachers who think that they have a say in shaping education policies are more likely to experience job satisfaction with their profession. This situation may also positively impact teachers' perception of autonomy and control. The sense of autonomy and control of teachers who think that their ideas and feedback are valued and that they can be effective in the development of education policies further develops and contributes to their professional satisfaction. On the other hand, the sense of professional respect and recognition can also affect teachers' professional satisfaction. Finally, teachers who think that their impact on policies is visible will be more likely to think that these policies are more compatible with their values and to adopt these policies (Hinnant-Crawford, 2016).

Considering the factors mentioned above, this study aims to investigate the impact of teachers' perception of (1) social utility to their professional satisfaction in Türkiye and (2) the impact of teachers' perceptions of their influence on national education policies on their professional satisfaction. It is envisaged that understanding the results of the current research, teachers' perceptions of the social utility and value of their profession and its impact on education policies can provide valuable insights and implications for various stakeholders in education, including policy makers, education researchers and school principals at the national and local level to develop initiatives aimed at increasing teacher well-being and improving student outcomes. More specifically, this study can help throw light on latent factors that contribute to teacher well-being as job satisfaction and well-being in teachers are inextricably connected (Zhao & Jeon, 2023) and they may feel more purpose and meaning when they see their job more socially beneficial (Dompnier et al., 2007). Besides, teachers perceiving their job more socially useful would be more motivated towards their career and stay in the teaching profession. Lastly, teachers who consider their feedback and/or ideas are appreciated in building and forming education policies might have higher sense of control and autonomy over their instructional practices and profession, and professional respect (Hinnant-Crawford, 2016). Overall, the present study seeks to explore the interrelated relationships between these factors, and the results of the study have the potential to make a contribution to better understand and improve teacher job satisfaction and well-being, presenting valuable guidance for educational stakeholders.

Conceptual Framework

Professional satisfaction of teachers can vary according to many factors at both individual and societal level. Job satisfaction with profession includes 'feelings or perceptions about situations at work (p. 316)' (Büyükgöze & Özdemir, 2017). When teachers' professional satisfaction is examined at the individual level, it is possible to associate it with motivation, self-efficacy, job performance, organizational commitment and overall well-being (Admiraal & Røberg, 2023; Buluç & Demir, 2015; Dreer, 2021; Evans, 2001; Judge, Thoresen, Bono & Patton, 2001; Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen & Kyndt, 2023). These factors can also be effective on teachers' decisions to continue in the profession (Madigan & Kim, 2021; Richter, Lucksnat, Redding & Richter, 2022).

On the other hand, there are also societal factors that affect teachers' professional satisfaction. One of these is teacher perceptions regarding the social benefit and value of the teaching profession. It is necessary to consider the social utility of the teaching profession multidimensionally, because it is possible to talk about its contributions to the individual and society (Dompnier, Pansu, & Bressoux, 2007). Social utility is related to the extent to which an individual realizes the expectations of the society from them (Cambon, Djouari, & Beauvois, 2006). In the existing literature, some factors are reported that make teachers see themselves as more valuable and find their profession more meaningful. First, the role of the teaching profession in 'raising up generations' can be mentioned (e.g., De Cooman, De Gieter, Pepermans, Du Bois & Caers, 2007; Giersch, 2016; O'Brien & Schillaci, 2002; Watt & Richardson, 2007). At this point, teachers provide the acquisition of knowledge, skills and values that will help their students to be successful in their future lives and careers (Akcaoglu & Akcaoglu, 2022). However, by supporting their skills such as curiosity, creativity and critical thinking that will enable them to learn throughout their lives, they can help them become more resilient to ever-changing and, in a way, difficult life conditions. The teaching profession also has a role to support 'social justice' (e.g., Arar, Saiti, Anysiadou, & Arar, 2022; Gandolfi & Mills, 2022; Holmes, 2018).

Teachers have the power to make a positive impact on the lives of students, especially students from disadvantaged groups. In this context, teachers can support the learning processes of all students, regardless of their students' socio-economic status, gender, religion, ethnicity and many other demographic factors, and provide equal opportunities for them to be successful. In this context, teachers also have the opportunity and mission to raise awareness of their students by addressing topics such as social inequalities, discrimination and prejudice in their curriculum and course content and materials.

The role of teachers in creating 'sense and feeling of community' can also be addressed (Angelle, 2011; Smart, 1980; Yaacob & Don, 2018). Schools are not only places where academic activities take place, but also institutions that bring students, families and other stakeholders of the school together. In this respect, it also serves to raise the awareness and sense of community to both students and all stakeholders by increasing interaction and cooperation among stakeholders. Relatedly, students learn to establish collaborations, share their ideas, and thus meet people from different backgrounds and respect individual differences. Giersch (2016) stated that such social contributions of the teaching profession are among the factors that attract teacher candidates to the profession, as well. However, it has been reported in various studies that teachers who think their contribution to society is higher and more meaningful have higher intrinsic motivation and professional satisfaction (e.g. Cable & Edwards, 2004; Ceylan & Özdoğan-Özbal, 2020; De Cooman et al., 2007; Wang and Klassen, 2023).

At the policy level, the evaluation of teachers' opinions during the development of education policies increases the quality of professional learning communities and contributes positively to the reputation of the profession (Gavish & Friedman, 2011; Schechter, 2010). Similarly, evaluating teachers as professionals and including them in the process of creating educational policies can contribute to teachers' job satisfaction by increasing the effectiveness of policies and enabling them to be designed more appropriately for school life and realities (Jessop & Penny, 1998; Kirk & MacDonald, 2001; Shieh, 2023).

Based on the conceptual framework and research findings presented above, the following hypotheses were investigated within the scope of this research:

> **H₁:** Teachers' perceptions of the contribution of the teaching profession to social utility positively predict teachers' job satisfaction with profession.
> **H₂:** Teachers' perceptions of their influence on national education policies positively predict teachers' job satisfaction with profession.

Methodology

In this study, a correlational model was applied (Fraenkel & Wallen, 2006). Correlational models focus on the relationship of two or more variables. In this model, the size and direction of the relationship between the variables is tried to be determined. This model is suitable for situations where it is not possible or unethical to manipulate variables. In the extant literature, there are many studies designed in correlational design (e.g., Büyükgöze & Yakut-Özek, 2023; Demirkasimoğlu, 2018).

Data source and participants

Within the scope of the research, teacher data collected from Turkey in TALIS 2018, implemented by the OECD, was used. TALIS provides important information about schools, school principals and teachers. However, since both the OECD member countries and non-member countries have a wide participation in the practice, it gives the opportunity to compare countries and education systems and to obtain statistical inferences (Bellibaş, 2023). A total of 48 countries or economies participated in TALIS 2018. Turkey participated in the TALIS implementation in 2008, but did not participate in the 2013 implementation cycle. TALIS data basically includes data sets at two levels as school and teacher level. In the present study, teacher-level data were used as it was aimed to examine teacher opinions in general. In the teacher data, the views of the school principal they work in were consulted in different areas, from the leadership attitudes and behaviors of the country they work to the education policies of the country.

TALIS aims that approximately 200 schools from each country will participate in the TALIS 2018 application. It is aimed to reach approximately 20 teachers from each participating school. 3952 teachers working in 198 schools from Turkey participated in this cycle. 57.8% ($n = 2286$) of the participants were female and 42.2% ($n = 1666$) were male teachers. When the participants were analyzed according to their education levels, it was determined that the majority of them were undergraduate (91.4%, $n = 3611$) and graduate (7.3%, $n = 287$). When the teachers were examined according to their experience, it was observed that they had an average of 12.32 ($SD = 8.01$, $range = 43$) years of experience in their profession.

Variables and data collection tools

Teachers' job satisfaction with profession

In this study, the values of four items (TT3G53A, TT3G53B, TT3G53D, TT3G53F) in the scale coded as T3JSPRO were used to examine the professional satisfaction of teachers. The items in T3JSPRO have a 4-point Likert-type rating ranging from "I strongly disagree (1)" to "I strongly agree (4)". TT3G53D and TT3G53F items in the scale are reverse coded. As an example of the items in T3JSPRO, "If I had the chance to choose again, I would prefer to be a teacher again (TT3G53B)" can be given. An example of reverse coded items is 'I wonder if it would be better if I chose another profession (TT3G53F)'. The omega reliability coefficient of the scale was calculated as $\omega = .863$. When the validity values of the scale were examined, it was determined that T3JSPRO was at the level of 'metric invariance' in terms of measurement invariance. The item loads of the items in the scale range from 0.423 (TT3G53D) to 0.728 (TT3G53B).

The perception of social utility

Teachers' perceptions of the social utility of the teaching profession were measured with the items in the T3SOCUT scale (TT3G07E, TT3G07F, TT3G07G). The items in the scale have 4-point Likert-type options ranging from "Not important at all (1)" to "Of high importance (4)". There is no reverse coded item in the scale. Examples of items in the scale are "Teaching profession enabled me to contribute to society (TT3G07G)" and "Teaching profession enabled me to be effective in the development of children and youth (TT3G07E)". The omega reliability coefficient of the scale is $\omega = .812$. When examined in terms of measurement invariance, it was determined that the scale showed measurement invariance at the level of 'metric invariance'. However, the loading values of the items in the scale were between 0.458 (TT3G07E) and 0.607 (TT3G07F).

Perception of influence on education policies

The views of the participants on the teacher's influence in the national education policies were examined with the items in the T3VALP scale in the TALIS 2018 teacher questionnaire (TT3G54C, TT3G54D, TT3G54E). The options in the items range from 'I strongly disagree (1)' to 'I strongly agree (4)'. Examples of items in the T3VALP scale are 'In this country, teachers can influence education policies (TT3G54D)' and 'Policymakers in this country value teacher opinions (TT3G54C)'. Within the scope of the validity studies of the scale, measurement invariance was examined and it was determined that the scale had measurement invariance at the level of 'metric invariance'. The omega reliability coefficient of T3VALP was calculated as $\omega = .780$. Finally, the loading values of the items in the scale were calculated between 0.502 (TT3G54E) and 0.571 (TT3G54C).

Data analysis

Within the scope of the current research, teacher data of the TALIS 2018 cycle carried out by the OECD was used. Within the framework of the regression model created in the research, a data file consisting of two dependent and one independent variables was prepared from this data. The main objective of the study is to measure the contribution of (1) perceptions of the social utility of the teaching profession and (2) perceptions of the influence of teachers on education policies on the professional satisfaction levels of teachers working throughout Türkiye.

Before moving on to the linear regression analysis, which is the main analysis of the research, the data set was examined and evaluated in terms of some statistical assumptions. In this context, the data of each continuous variable in the study was converted into a *z* score in order to examine it in terms of univariate extreme values. In this context, 96 observations from the T3SOCUT variable and 34 observations from the T3VALP variable, which are outside the range of ± 3.00, were excluded from the data. However, calculations were carried out to examine the kurtosis and skewness values of the variables. The kurtosis score of T3JSPRO was calculated as -.460 (SE = .080) and the skewness score as -.504 (SE = .040). The kurtosis score of T3SOCUT is 2.740 (SE = .079) and the skewness score is -1.989 (SE = .040). Finally, the kurtosis score of the T3VALP variable was calculated as -.753 (SE = .080) and the skewness score as .409 (SE = .040). The kurtosis and skewness values of the variables were in the range of ± 3.00. Hair, Black, Babin and Anderson (2010) state that the skewness score being in the range of ± 2.00 and the kurtosis score being in the range of ± 7.00 can be accepted as evidence of normality. Chou and Bentler (1995) and Kline (2005) state that kurtosis and skewness values being in the range of ± 3.00 indicate normality. Accordingly, it can be stated that the data set created within the scope of the study fulfills the assumption of normal distribution.

In order to determine whether there is a multicollinearity problem in the research data, the correlation coefficients between the independent variables was examined. In the study, participant teachers' perceptions of the social utility of the teaching profession and their perceptions of the influence of teachers on education policies were included as independent variables. It was observed that the correlation value between the two independent variables was below the coefficient of 0.80 (Field, 2009).

Within the scope of the preliminary analysis of the dataset, homoscedasticity and multicollinearity assumptions were also examined. First of all, the tolerance value (Tolerance coefficient) was examined. The tolerance coefficient examines the relationship between the independent variables in the study $(1 - R2)$ and coefficients < 0.20 indicate that there may be a statistical problem in the data (Şencan, 2015; Weisburd & Britt, 2013). Allison (1999) states that tolerance values of 0.40 and below indicate multicollinearity. In the present study, tolerance values were found to be above 0.80. Considering the relevant threshold values, it can be stated that there is no problem in terms of multicollinearity in the research data.

Variance inflation factor (VIF) was also calculated within the scope of preliminary examinations. The VIF value is one of the values that shows the level of multicollinearity in the data and may affect the regression results. A VIF value between 5.00 and 10.00 is accepted as evidence that the data contains a risk in terms of multicollinearity (Kim, 2019), while a value of 10.00 and above is considered as evidence that there is a high probability of multicollinearity in the data (DeMaris, 2004). In the current study, the highest VIF value was calculated as 1.006. From this point of view, it is concluded that there is no multicollinearity problem in the dataset.

The reliability of data collection tools was evaluated with McDonald's omega (ω) coefficient (McDonald, 1999). While the Cronbach's alpha coefficient takes into account the average of the loading values of the items in the scale, the omega coefficient produces a value by calculating the item loadings separately (Hayes & Coutts, 2020; McNeish, 2018). In this respect, it is stated that McDonald's omega coefficient is a more accurately calculated reliability value than Cronbach's alpha coefficient (Dunn, Baguley, & Brunsden, 2014; Green & Yang, 2009). Within the current study, the omega coefficients was .863 for teachers' job

satisfaction with profession, .812 for the perception of social utility, and .780 for the perception of influence on education policies.

Within the scope of the validity studies of the scales, the measurement invariance values were examined. It has been determined that the measurement invariance of each of the T3JSPRO, T3SOCUT and T3VALP scales used in the current research is at the level of 'metric invariance' (OECD, 2019). Metric invariance supports the assumption that the factor loadings of the items in the scale are 'equal' or 'invariant' among the measured groups (Önen, 2007; Shou, Sellbom, & Chen, 2022).

Results

The mean values, standard deviation values and the bivariate correlation coefficients between the variables of the three main variables examined within the scope of the research are presented in Table 1 below.

Table 1. Pearson correlation coefficients

Variables	Mean	SD	1	2	3
1. Job satisfaction with profession	2.85	0.57	(.863)[a]		
2. Social utility of teaching profession	3.08	0.28	.262**	(.812)[a]	
3. Teacher influence on education policies	2.14	0.53	.255**	.080**	(.780)[a]

Notes. **All correlation coefficients are statistically significant at the $p < .01$ level.
   SD = standard deviation, [a] Omega reliability values of the variables.

As presented in Table 1, the lowest mean value among the variables examined within the scope of the current study was about the participation of the teachers' opinions in the education policies of the participating teachers, in other words, the perceptions of the teachers about their influence on the education policies ($M = 2.14/4.00$). The variable with the highest mean value among the variables was about the participants' perceptions of the social utility of the teaching profession ($M = 3.08/4.00$). From this point of view, it can be stated that the participants do not feel relatively high participation in the influence of teachers' opinions and feedback on education policies, on the other hand, they feel a higher level of participation in the social utility and value of the teaching profession.

When the standard deviation values of the variables were examined, the lowest standard deviation value was for the participation levels of the participating teachers regarding the social utility of the teaching profession ($SD = 0.28$). Accordingly, it can be stated that the participants have relatively similar views on the social utility of the profession. On the other hand, the variable with the highest standard deviation value was related to the professional satisfaction levels of the participating teachers. At this point, it can be stated that the professional satisfaction levels of teachers working in Turkey have relatively larger differences.

When the bivariate Pearson correlation coefficients of the variables examined in the study were considered, it was determined that all correlation values between the variables were statistically significant and in the same direction at the $p < .01$ level. The highest correlation coefficient was between teachers' levels of professional satisfaction and their perceptions of the social utility of the teaching profession ($r = .262$, $p < .01$). Based on this bivariate correlation coefficient, it can be stated that as teachers' positive perceptions of the social utility of the teaching profession increase, their level of professional satisfaction tends to increase. Another correlation value is between teachers' professional satisfaction levels and

their influence on national education policies ($r = .255$, $p < .01$). Accordingly, it can be stated that as teachers' perceptions of their contribution to education policies become stronger, their professional satisfaction tends to increase. Finally, it was determined that there was a low but statistically significant relationship between the participants' perceptions of the social utility of the teaching profession and their perceptions of the teacher's influence on education policies ($r = .080$, $p < .01$).

The results of the analysis of the regression equation [$Y = β_0 + β_1χ_1 + β_2χ_2 + ε$], which was established to determine the role of the perceptions of the social utility of the teaching profession on the professional satisfaction levels of the participating teachers and the perceptions of the teacher's influence on the national education policies, are presented in Table 2 below.

Table 2. Linear regression analysis results.

Variables	B	SH$_B$	β	R	R^2	F
Constant	3.274	.391				
Social utility of teaching profession	.485	.030	.245	.353	.125	267.964***
Teacher influence on policies	.251	.016	.236			

Note. *** Statistically significant at $p < .001$ level.

Table 2 shows the results of linear regression analysis. In the present study, it was determined that the regression equation produced statistically significant results ($F = 267.964$, $p < .001$). Accordingly, it was determined that teachers' perceptions of the social utility of the teaching profession, which were examined as independent variables within the scope of the research, and teacher perceptions of the teacher's influence on national education policies, explained approximately 13% of the change in the professional satisfaction of teachers, which is the output variable of the research ($F = 267.964$, $p < .001$, $R_2 = .125$). Based on this value, it can be stated that when teachers evaluate their profession at a point that contributes to social development, they experience a higher level of professional satisfaction. In addition to this, it can be stated that the perceptions of the teachers regarding the consideration of the education policies developed at the national level in the planning and development stages by including the opinions and feedbacks of the teachers have a positive contribution to their professional satisfaction. As a result, it was observed that the social factors discussed in the present study contributed positively to the professional satisfaction of teachers. It has been concluded that teachers are affected by contextual factors at the social level and that these factors can affect the satisfaction they experience in their professional life.

Discussion and Conclusion

In the current study, the role of some social-level contextual variables on teachers' professional satisfaction was examined based on teachers' opinions across Turkey. In this context, it has been determined that teachers' perceptions of the social utility of the teaching profession have a predictive role for teachers' professional satisfaction. At this point, it is necessary to consider the social utility of the teaching profession comprehensively and multi-dimensionally based on the extant literature (e.g., Dompnier, Pansu, & Bressoux, 2007). Social utility is related to what the society they are in or a member of, expects from them and to what extent they can realize these expectations (Cambon, Djouari, & Beauvois, 2006). According to this, some factors contribute to the fact that teachers see themselves as more valuable in the society they live in and practice their profession and accordingly find their profession more important and meaningful. The role of 'generation raising' stands out as the main contribution of the teaching profession in Türkiye and in the world (e.g., De Cooman et

al., 2007; Demirtaş & Kırbaç, 2016; Giersch, 2016; Naillioğlu Kaymak & Sezgin, 2021; O'Brien & Schillaci, 2002; Watt & Richardson, 2007). In the context of raising the next generation, teachers mediate the transfer and acquisition of necessary knowledge, skills and values in order for students to be successful and stable in their future professional and private lives. In addition, teachers and also academics support their students' lifelong learning and self-development, such as creativity, innovation, criticality, and inquisitiveness (Ayyildiz & Yilmaz, 2021; Buyukgoze, 2023).

When considered in terms of social utility, the teaching profession also has the function and duty of raising community awareness (Smart, 1980; Yaacob & Don, 2018). Schools should not be limited to environments where academic and educational activities and tasks take place. Essentially, schools support both school members (students, teachers, administrators, support staff, etc.) and other stakeholders to gain sense of community by bringing together the stakeholders of the school and the school environment and promoting communication, interaction, and cooperation between these stakeholders. This supportive environment and atmosphere positively affect the professional satisfaction of school personnel in general and teachers in particular.

Another point is that teachers contribute to the development and promotion of social justice understanding and practices through their profession (Büyükgöze et al., 2018; Gandolfi & Mills, 2022; Holmes, 2018). With this aspect of their profession, teachers can also have the power to contribute positively to the lives of their students who come from disadvantaged groups in ethnic, religious, political, and economic terms or who have a disadvantaged background. At this point, teachers can support the learning and development processes of all of their students without discriminating among their students, unlike many demographic, political, economic and social factors that cause their students to be disadvantaged or discriminated against, and they can be instrumental in reducing the impact of these disadvantages on their lives. In addition, teachers can contribute to their being more sensitive towards ensuring social justice in their future lives by addressing social differences, inequalities and discrimination in their course materials and content, by enabling students to raise awareness on these issues. As a result, there are many areas where the teaching profession can contribute at the social level and produce positive outputs in the moderate and long term, and being a part of a great influence can have a positive effect on teachers' professional satisfaction.

Within the scope of the research, it was determined that teachers' views on the contribution of teachers to national education policies contributed positively to professional satisfaction. Evaluation of teacher opinions, suggestions, and feedback during the development, planning and implementation phase of education policies can increase the quality and effectiveness of professional learning communities among teachers, and as a result, can contribute to the prestige and reputation of the teaching profession (Gavish & Friedman, 2011; Pişkin & Parlar, 2021; Schechter, 2010; Sezgin, Naillioğlu-Kaymak & Doğan, 2020). Effective cooperation and learning together by teachers also contribute to their job satisfaction at this point (Yakut-Özek & Büyükgöze, 2023). However, evaluating teachers as professionals, and benefiting from their experience, skills and knowledge in the development and planning stages of education policies will enable teachers, who are practitioners of education policies, to adopt and own the policies more. At this point, due to the increase in the effectiveness of educational policies and the policies that are more suitable for school life, it will make teachers feel happier professionally (Jessop & Penny, 1998; Kirk & MacDonald, 2001).

Limitations and future directions

The current research has focused only on societal-level variables such as the societal utility of the teaching profession and teachers' perceptions of their contribution to national education policies. In this study, individual-level factors that may affect teachers' professional satisfaction were not examined. Therefore, future research may examine the role of individual-level variables such as teacher motivation, self-efficacy, and work-life balance on job satisfaction with profession.

The data used in the study were obtained based on self-evaluation. In future research, more than one data source can be used to make a more comprehensive assessment of teachers' professional satisfaction, taking into account the evaluations of the school principal or colleagues of the participating teachers. Thus, it is possible to evaluate multidimensional and different perspectives.

Even if job satisfaction with profession does not change in a short time, it can change over time based on factors at the individual, contextual or social level. In this respect, longitudinal designs and studies can give an idea about the relatively dynamic nature of teachers' job satisfaction and the factors that positively contribute to their job satisfaction over time. At this point, in addition to the individual variables mentioned above, school culture, the school principal's leadership behaviors, practices, attitudes and support can be investigated as contextual factors.

Finally, considering some difficulties and constraints in the education system such as teacher shortages and high occupational attrition rates, local and national strategies to increase teachers' professional satisfaction and commitment can be examined. In this context, it can be suggested to investigate the contribution of professional development opportunities, mentorship and feedback opportunities offered to teachers, relocation and settlement situations, and financial incentives (e.g., career opportunities, improvement in additional course fees, being expert or head teacher and alike) on professional satisfaction.

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