

INVESTIGATION OF THE JOB SATISFACTION, MOTIVATION AND ORGANIZATIONAL COMMITMENT LEVELS OF ACADEMICS

AKADEMİSYENLERİN İŞ DOYUMU, MOTİVASYONU VE ÖRGÜTSEL BAĞLILIK DÜZEYLERİNİN İNCELENMESİ

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Abstract: *The main purpose of this research was to examine the job satisfaction, motivation and organizational commitment levels of academicians at public and private universities in the Turkish Republic of Northern Cyprus. Within the scope of the research, a working group was formed from academics working at universities in the Nicosia district of the Turkish Republic of Northern Cyprus in the 2022-2023 academic year. The research was carried out with the participation of 100 volunteer academics. "Personal Information Form", "Professional Motivation Survey for Academicians", "Organizational Commitment Scale" and "Job Satisfaction Scale" were applied to the academics participating in the research for the purpose of data collection. In the analysis of the data obtained; Descriptive, One-Sample Kolomogorov-Smirnov Test, Mann Whitney U Test, Kruskal Wallis H Test and Bonferroni analyzes were used when there was a significant difference between the two groups. According to the data obtained, 83.8% of the academicians working at universities in the Nicosia district of the Turkish Republic of Northern Cyprus are male, 47.7% are between the ages of 20-29, 52.3% are lecturers, 88.3% are male working at a private university, 91.9% of them work at the faculty, organizational commitment scale general scores, academic motivation scale general and job satisfaction levels are at "medium level" and academicians are in the 20-29 age group and 40-49 age group. It was determined that there was a significant difference, and there was no statistically significant difference between title, length of employment in the profession, gender, type of university, unit, department and scale scores. It is suggested that research examining academicians' job satisfaction, motivation and organizational commitment levels should be conducted with comprehensive groups.*

Keywords: *Academician, job satisfaction, motivation, organizational commitment.*

Öz: *Bu araştırmanın temel amacı Kuzey Kıbrıs Türk Cumhuriyeti'nde devlet ve özel üniversitelerindeki akademisyenlerin iş doyumunu, motivasyonu ve örgütsel bağlılık düzeylerinin incelenmesini sağlamak amacıyla yapılmıştır. Araştırma kapsamında 2022-2023 eğitim-öğretim yılında*

Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa ilçesindeki üniversitelerde görev yapan akademisyenlerden bir çalışma grubu oluşturulmuştur. Araştırma 100 gönüllü akademisyenin katılımı ile gerçekleştirilmiştir. Araştırmaya katılan akademisyenlere veri toplama amacı ile “Kişisel Bilgi Formu”, “Akademisyenlere Yönelik Mesleki Motivasyon Anketi”, “Örgütsel Bağlılık Ölçeği” ve “İş Tatmini Ölçeği” uygulanmıştır. Elde edilen verilerin analizinde; betimsel, One-Sample Kolomogorov-Smirnov Testi, Mann Whitney U Testi, Kruskal Wallis H Testi ve İki grup arasında anlamlı farklılık çıktığında Bonferroni analizleri kullanılmıştır. Elde edilen verilere göre Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa ilçesindeki üniversitelerde görev yapan akademisyenlerin, %83,8’inin erkek, %47,7’sinin 20-29 yaş aralığında, %52,3’ünün öğretim görevlisi, %88,3’ünün özel üniversitede görevli olduğu, %91,9’u fakültede çalıştığı, örgütsel bağlılık ölçeği genel puanları, akademik motivasyon ölçeği genel ve iş tatmin düzeylerinin “orta düzeyde” olduğu ve akademisyenlerin 20-29 yaş grubunda bulunan akademisyenler ile 40-49 yaş grubundaki akademisyenler arasında anlamlı farkın olduğu, unvan, meslekte çalışma süresi, cinsiyet, üniversite türü, çalıştıkları birim, bölüm ve ölçek puanları arasında istatistiksel olarak anlamlı farkın olmadığı saptanmıştır. Akademisyenlerin iş doyumu, motivasyonu ve örgütsel bağlılık düzeylerini inceleyen araştırmaların kapsamlı gruplarla yapılması gerektiği önerilmektedir.

Anahtar Kelimeler: *Akademisyen, iş doyumu, motivasyon, örgütsel bağlılık.*

INTRODUCTION

Individuals, teachers, academics and other employees in working life in the world are seen as the basis for success in competition for public institutions and businesses. For this reason, investment tools for human resources are not considered as an unnecessary economic situation, and institutions such as universities and educational institutions are important for the development of capital by making them feel that they are a more important asset (Ali and Anwar, 2021). When examined with this in mind, it is stated that it is important for business organizations to work efficiently for employees to adopt and implement these goals in order to achieve the target they have set in competition. It is reported that increasing the level of motivation and job satisfaction of the academic staff in achieving the determined goals is important in terms of organizational commitment (Al-Jabari, Ghazzawi, 2019).

Today, it has led to changes in the organizational commitment of those working in the developed business world and their expectations from the institution or business. For this reason, only employees are important to variables and social structure, interpersonal relations and professional development. In this context, it is stated that individuals who attach importance to the social structure system provide an advantage in order to help working individuals in achieving their career goals (Alkhateri, Abuelhassan, Khalifa, Nusari and Ameen, 2018; Oznacar et al., 2023).

It is stated that educational institutions or businesses should be open to change and up-to-date information in order to ensure that they are in competition (Altaş, 2021; Akdag et al., 2023). In this context, it is stated that it is important to adapt to innovative technology, to make plans to determine and meet the needs of working individuals, to meet the wishes and needs of the individuals who are served or trained in a timely manner, and that the preference of institutions compared to competing organizations depends on these factors (Amin 2021; Danju et al., 2020; Serttas and Kasabalı, 2020).

The main goal of all institutions is to use the existing resources efficiently in order to ensure that the institutions achieve their goals. Organizations need not only to be financially efficient, but also to use the social structure efficiently. Because it is important for institutions or businesses to determine the needs of employees not only

economically, but also socially in terms of job satisfaction and motivation (Aruldoss, Kowalski and Parayitam, 2021). Institutions, just like living beings, need change and development in order to survive. This development should be not only about technical applications, but also about service understanding and human resources management. This change should be not only in technical terms but also in service and human education management (Azimi, Akan, 2019). The development of management approach allows all students who provide education and receive education in business, educational institutions and especially universities to be affected. For this reason, all educational institutions try to provide quality education to the students who receive education. Institutions or businesses should not forget that they have an understanding that is open to development while providing quality service to individuals who receive services (Bağcı, Kolbaşı, 2019).

In order for institutions to serve effectively, academicians or personnel working should adopt the goals of the organization and prepare a suitable environment to increase their organizational commitment levels. In today's competitive conditions, organizations have to be more students and learning targeted, and sensitive to energy and teamwork (Basalamah 2021). In these periods, it reveals that in order to achieve the goal, it is necessary to reveal the organizational records, where the commitment that ensures that the physical and emotional components are together, and human resources are necessary. In this context, it is stated that there has been a change in the performance level of organizations from the period when labor was kept in the background to the present day (Bashir, Long. 2015).

Job satisfaction and motivation are more efficient and the fact that it is less costly to maintain the existence of employees in the organization than to recruit a new employee into the organization and provide training. It is formed by the fact that working individuals feel honored both from the workplace and the organization in order to increase their level of commitment to organizations (Başolve Çömlekçi, 2020; Oznacar et al., 2023). Organizational commitment; the level of commitment between the relations between the institution and the employee helps to show the level of belonging of the individuals working to the institution. It has been reported that the level of commitment of institutions restructure their existing relationships with working individuals to the extent that working people work continuously in the organization (Bernarto, Bachtiar, Sudibjo, Suryawan, Purwanto and Asbari, 2020).

In recent years, various mechanisms have been developed for institutions or businesses in order to keep up with the ever-changing conditions with the effect of globalization (Demir and Tatar, 2022) For this reason, in order to ensure that employees are productive, job satisfaction, teamwork to increase their motivation levels, regular trainings, trip planning and other social activities should be organized. It causes institutions operating in education or service branches to plan in accordance with the developing technology focused on customer satisfaction in order to provide competition (Bilgili and Tekin, 2019).

Emotions in academics or other working individuals are variables that affect the behavior of the individual. It is stated that it is evidence in the studies conducted in the literature that it affects job satisfaction, motivation and organizational commitment that it affects social relations by affecting people's emotions (Boxall, Purcell and Wright

2007). It is stated that the emotions felt by individuals affect social relations in their behaviors and behaviors shown to society (Boz, Duran and Uğurlu (2021).

In this study, it was carried out to examine the job satisfaction, motivation and organizational commitment levels of academicians working in universities.

In the field of competition between institutions or enterprises, reasons such as the concept of overtime and the understanding of administration cause the state or private capital universities to have a burden on academics and complain about reaching the intended number of students. In order to continue to work in universities, academics make a special effort and sometimes prefer to resign themselves.

In public universities, as in private universities, the pressure to achieve goals and the fear of dismissal are expressed more in academics working in private universities. In the study, the problem related to the situation of academicians working in public, private and foundation universities is expressed as follows. What are the job satisfactions, motivation and organizational commitment levels of academics in universities?

The essence of this research is to evaluate the relationship between job satisfaction, motivation and organizational commitment levels of academicians. In the research, first of all, the job satisfaction and motivation of the academicians will be determined, job satisfaction and job satisfaction differences will be determined according to the factors affecting motivation. After determining the levels of organizational commitment, the factors affecting organizational commitment will be determined. Then, the relationship between job satisfaction, motivation and organizational commitment will be revealed.

1. IMPORTANCE OF RESEARCH

When the literature was examined, it was determined that the issues related to job satisfaction, motivation and organizational commitment were examined separately. For example, it has been determined that studies such as bank employees, teachers, health professionals, insurance agency employees are carried out. It has been observed that there is no research on job satisfaction, motivation and organizational commitment related to academics.

In order for academics to be more knowledgeable and specialized, universities need to bear the cost in order to make the in-service trainings of high quality. It is known that the quality of the workforce in universities significantly affects the educational outcomes in universities, and there is a strong link between the quality of the workforce and the financial performance of universities. However, if academics are dissatisfied with work and cannot be motivated, it is inevitable for universities to lose their quality academics. It is expected that academics have high job satisfaction and motivation, and accordingly, their organizational commitment is high. With this study, the relationship between job satisfaction, motivation and organizational commitment levels of academicians, job satisfaction, motivation levels and organizational commitment will be investigated.

The lack of studies on this subject is important in terms of revealing the necessity of the study. In addition, the results obtained will inform the administrative units of the universities, and it will be explained with what kind of organizational commitment the academicians stay in their jobs.

1.1. Research Model

Since it is already a descriptive study for academics, the general screening method has been used. In order to reach a general conclusion about our universe, the research model we apply on a group, sample or sample from the entire universe or from our current universe is used. In this study on job satisfaction, motivation and organizational commitment of academicians, we preferred to use the general screening method.

In this research, a mixed research model was used in which qualitative and quantitative methods were used together. Mixed methods research is defined as the researcher combining qualitative and quantitative methods, approaches and concepts within a study or successive studies (Creswell, 2003). Conducting mixed method research means presenting, analyzing and bringing together events within a framework using various methods. Johnson and Turner (2003) state the basic principle of mixed research as "the researcher should collect multiple data using different strategies, methods and approaches." On the other hand, Creswell (2006) explains the basic premise of the mixed approach as "using quantitative and qualitative approaches together allows us to understand research problems better than using either approach alone." It gives as follows. Similar to the definition given above, Creswell (2006) says that mixed methods studies include the collection and analysis of quantitative and qualitative data in a single study or multiple studies conducted within the scope of a research program. Based on this, answers to the following questions will be sought in this research.

- Q1. Is there a relationship between academics' job satisfaction, motivation and organizational commitment?
- Q2. What are the significant differences between the socio-demographic characteristics of academics and their job satisfaction and motivation levels?
- Q3. What is the significant difference between the socio-demographic characteristics of academics and their organizational commitment?

1.2. Universe and Sample of the Research

Our universe consists of academics working at universities in the Nicosia district of the Turkish Republic of Northern Cyprus. However, due to time and economic problems, the study universe was considered as the district of Nicosia. In our study, working on the sample representing the universe benefited the researcher in terms of time and economy. For this reason, the collection of data was based on the sample representing the universe instead of the whole universe, and the research was carried out on the sample. The questionnaires consist of 100 academicians who volunteered for the research because they were collected through social media tools (WhatsApp, Facebook, etc.) on the internet network connection.

1.3. Data Collection Tools

A questionnaire was applied to the sample group. The questionnaire used in the research consists of 3 stages. In the first stage, there are 8 questions that determine the characteristics of the personal information form of the participants. In the second part, there are 5 questions about job satisfaction, 50 Likert-type questions for the professional motivation questionnaire for academics, and 12 questions about the organizational

commitment scale. The type of scale used is the "ranking scale" and the Likert scale, which is suitable for collecting sequential data, was used.

1.3.1. Personal information form

In the study, the data were obtained by the researcher from the literature (Zeynel and İlker 2015; Varlı and Bayar, 2023; Çınar and Gündoğdu, 2019), data were obtained with a questionnaire form. There are a total of 8 questions in the questionnaire. In the questionnaire form, there are 8 questions about the personal information of the academicians (gender, age, title, university, university unit, department and year of work in the profession).

1.3.2. Professional Motivation Survey for Academicians

In order to measure professional motivation; The Cronbach alpha value of the scale consisting of 50 items, developed by Zeynel and İlker (2015), for which reliability-validity analyzes were made, and the Occupational Motivation Scale, which showed that the scale with a high value of 94.6 was valid and reliable (Zeynel and İlker 2015).

1.3.3 Job Satisfaction Scale

Dispositional Effects on Job and Life Satisfaction: The Role of Core Evaluators: Journal of Applied Psychology was used. Our measurement application consists of five stages. In the Turkish 69 version, Aşkın Keser and Burcu Öngen Bilir (2014) used the scale in which they ensured the validity of the Job Satisfaction Scale with Turkish Reliability.

1.3.4 Organizational Commitment Scale

In order to measure and evaluate the commitment of academicians, which is our research subject, the "Organizational Commitment Scale" developed by Meyer, Allen and Smith (1993) and adapted to Turkish by Dağlı, Elçiçek and Han (2018) was used.

1.4. Data Collection and Process

The research was completed and the conceptual framework was reached. The survey used in the study was carried out by a researcher in May 2023. The survey, which was administered to academics at three universities, prevented them from collecting more data.

1.5. Data Analysis

Since there are both quantitative data, two different data analysis methods were used. Statistical Package for Statistical Science (SPSS) 21.0 was used for statistical analysis of quantitative data. When the general distribution of the data obtained from the measurement tools used in the research was examined, it was seen that the total

scores of the measurement tools used did not exhibit normal distribution characteristics and non-parametric methods were frequently used in the aforementioned analysis.

2. FINDINGS OF THE RESEARCH

Table 2.1. Identifying Characteristics of Participants

Variables	Number (n)	Percentage (%)
Gender		
Woman	18	16,2
Male	93	83,8
Age		
20-29 years old	53	47,7
30-39 Years	48	43,2
40-49 Years	8	7,2
50-59 years old	1	,9
60 years and older	1	,9
Appellation		
Prof. Dr.	1	,9
Assoc. Prof.	4	3,6
Asst. Prof. Dr.	33	29,7
Lecturer	58	52,3
Research Assistant	15	13,5
Type of University		
State University	12	10,8
Foundation University	1	,9
Private University	98	88,3
Academic Unit		
Faculty	102	91,9
Graduate School	1	,9
Vocational School	1	,9
Other	7	6,3
Section		
Company	45	40,5
Other	66	59,5
Duration of Employment in the Profession		
1-5 Years	23	20,7
6-10 Years	43	38,7
11-15 Years	36	32,4
16-20 Years	8	7,2
21 years and above	1	,9

As can be seen in Table 4.1, the participants; It was found that 83.8% were male, 47.7% were between the ages of 20-29, 52.3% were lecturers, 88.3% were working in private universities, 91.9% were working in the faculty, 59.5% were working in a department other than business administration, and 38.7% had been working in the profession for 6-10 years.

Table 2.2. Spearman rho Correlation Coefficient Results of the Scales Used in the Research

Scales	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.Organizational Commitment Scale	r 1,00									
2.Emotional Attachment	r ,806	1,00								
3.Attendance Addiction	r ,986	,755	1,00							
4.Normative Dependence	r ,814	,375	,832	1,00						
5.Job Satisfaction Scale	r ,198*	,200*	,202*	0,127	1,00					
6.Academic Motivation Scale	r ,426**	,365**	,427**	,399**	0,175	1,00				
7.Professional Characteristics	r ,446**	,406**	,444**	,370**	,258**	,891	1,00			
8. Management Policies and Practices	r ,390**	,288**	,400**	,424**	0,055	,901	,712	1,00		
9. Relationships at Work	r ,341**	,304**	,343**	,323**	0,129	,913	,761	,775	1,00	
10. Student	r ,333**	,311**	,327**	,306**	0,064	,886	,682	,823	,850	1,00
11.Physical Conditions in the Workplace	r ,350**	,270**	,356**	,376**	0,159	,886	,708	,862	,799	,765

*:p<.05 - **:p<.001

Participants' overall scores of the organizational commitment scale and the academic motivation scale were general ($r=.426$; $p<.001$), **professional characteristics** ($r=.446$; $p<.001$), **management policies and practices** ($r=.390$; $p<.001$), **relations in the workplace** ($r=.341$; $p<.001$), **student** ($r=.333$; $p<.001$) and **physical conditions in the workplace** ($r=.350$; $p<.001$). A significant and moderate **positive** linear relationship was found between the subscale scores. A significant and low level of positive linear correlation was found **between the general scores of the organizational commitment scale and the job satisfaction scale** ($r=.198$; $p<.05$) scores of the academicians participating in the study.

Participants' organizational commitment scale emotional commitment sub-dimension scores and academic motivation scale were significantly and moderately positive **between general** ($r=.365$; $p<.001$), **occupational characteristics** ($r=.406$; $p<.001$), **workplace relations** ($r=.304$; $p<.001$) and **student** ($r=.311$; $p<.001$) sub-dimension scores A linear relationship has been found. A significant and low level of positive linear correlation was found between the emotional commitment sub-dimension scores **of the organizational commitment scale** and the job satisfaction scale ($r=.200$; $p<.05$), the management policies and practices of the academic motivation scale ($r=.288$; $p<.001$) and the **physical conditions in the workplace** ($r=.270$; $p<.001$) **sub-dimension scores of the academicians** participating in the study.

Participants' attendance dependency sub-dimension scores and academic motivation scale were general ($r=.427$; $p<.001$), **occupational characteristics** ($r=.444$; $p<.001$), **management policies and practices** ($r=.400$; $p<.001$), **relations in the workplace** ($r=.343$; $p<.001$), **student** ($r=.327$; $p<.001$) and **physical conditions in the workplace** ($r=.356$; $p<.001$). A significant and moderate **positive** linear relationship was found between the subscale scores.

A significant and low positive linear relationship was found between the attendance dependency sub-dimension scores of the organizational commitment **scale and the job satisfaction scale** ($r=.202$; $p<.05$) **scores of the participants.**

Participants' organizational commitment scale normative dependency sub-dimension scores and academic motivation scale were general ($r=.399$; $p<.001$), **occupational characteristics** ($r=.370$; $p<.001$), management policies and practices ($r=.424$; $p<.001$), **relations in the workplace** ($r=.323$; $p<.001$), **student** ($r=.306$; $p<.001$) and physical conditions in the **workplace** ($r=.376$; $p <.001$) A significant and moderate **positive** linear relationship was found between the subscale scores.

There was no statistically significant relationship between the normative dependency sub-dimension scores of the organizational commitment scale and the scores of the job satisfaction scale.

A significant and low **positive linear correlation was found** between the general scores of the job satisfaction scale and the occupational characteristics of the academic motivation scale ($r=.258$; $p<.001$) sub-dimension scores.

There was no statistically significant relationship between the general scores of the job satisfaction scale and the academic motivation scale general, management policies and practices, workplace relations, student and physical conditions at work sub-dimension scores.

Is there a significant difference between the general and sub-dimensions of the organizational commitment, job satisfaction and academic motivation scale of the participants according to the age variable?

Table 2.3. Results of Organizational Commitment, Job Satisfaction and Academic Motivation Scale General and Sub-Dimension Scores with Age Variable

Scales	Age Groups	n	Rank Avg.	X	p	Significant Difference
Organizational Commitment Scale	a 20-29 years old	53	59,13	2,04	,359	---
	b 30-39 Years	48	50,18			
	c 40-49 Years	8	56,56			
Emotional Attachment Sub-Dimension	a 20-29 years old	53	58,95	1,62	,444	---
	b 30-39 Years	48	51,22			
	c 40-49 Years	8	51,50			
Continuation Dependency Subdimension	a 20-29 years old	53	59,76	2,66	,264	---
	b 30-39 Years	48	49,53			
	c 40-49 Years	8	56,25			
Normative Dependency Sub-Dimension	a 20-29 years old	53	58,66	1,54	,462	---
	b 30-39 Years	48	50,88			
	c 40-49 Years	8	55,50			
Job Satisfaction Scale	a 20-29 years old	53	52,24	,817	,665	---

	b	30-39 Years	48	57,75			
	c	40-49 Years	8	56,81			
Academic Motivation Scale	a	20-29 years old	53	59,82	5,65	,059	---
	b	30-39 Years	48	53,54			
	c	40-49 Years	8	31,81			
Professional Characteristics Sub-Dimension	a	20-29 years old	53	57,74	4,95	,084	---
	b	30-39 Years	48	55,93			
	c	40-49 Years	8	31,31			
Management Policies and Practices Sub-Dimension	a	20-29 years old	53	62,00	8,62	,013	A>C
	b	30-39 Years	48	51,58			
	c	40-49 Years	8	29,13			
Workplace Relationships Sub-Dimension	a	20-29 years old	53	59,36	2,17	,337	---
	b	30-39 Years	48	51,63			
	c	40-49 Years	8	46,38			
Student Sub-Dimension	a	20-29 years old	53	59,25	3,20	,201	---
	b	30-39 Years	48	52,94			
	c	40-49 Years	8	39,19			
Physical Conditions in the Workplace Sub-Dimension	a	20-29 years old	53	59,20	4,69	,096	---
	b	30-39 Years	48	53,92			
	c	40-49 Years	8	33,69			

Test Used: Kruskal Wallis H Test- Benfornia Correction Applied

In line with the results obtained, it was revealed that the academicians participating in the study differed from each other in terms of academic motivation scale, management policies and practices sub-dimension scores according to their age ($p < 0.05$). As a result of the mann-whitney-u test, which was conducted to determine in which age groups the changes were seen, academicians in the 20-29 age group and academicians in the 40-49 age group differed significantly ($u: 85.00 - p.006 p < .05$). In a broader sense, the sub-dimension scores of the academic motivation scale management policies and practices of academicians in the 20-29 age group were higher than the academicians in the 40-49 age group.

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance addiction, normative addiction sub-dimension, job satisfaction scale and academic motivation scale, occupational characteristics, workplace relations, student and workplace physical conditions sub-dimension scores based on age groups ($p > 0.05$).

Is there a significant difference between the general and sub-dimensions of the organizational commitment, job satisfaction and academic motivation scale of the participants according to the title variable?

Table 2.4. Results of Organizational Commitment, Job Satisfaction and Academic Motivation Scale General and Sub-Dimension Scores with Title Variable

Scales	Title Groups	n	Rank Avg.	X	p	Significant Difference
Organizational Commitment Scale	a Assoc. Prof.	4	76,88	3,66	,300	---
	b Asst. Prof. Dr.	33	50,45			
	c Lecturer	58	58,46			
	d Research Assistant	15	49,47			
Emotional Attachment Sub-Dimension	a Assoc. Prof.	4	62,38	0,84	,840	---
	b Asst. Prof. Dr.	33	52,48			
	c Lecturer	58	57,50			
	d Research Assistant	15	52,57			
Continuation Dependency Subdimension	a Assoc. Prof.	4	77,00	3,57	,311	---
	b Asst. Prof. Dr.	33	50,62			
	c Lecturer	58	58,32			
	d Research Assistant	15	49,60			
Normative Dependency Sub-Dimension	a Assoc. Prof.	4	85,13	5,19	,158	---
	b Asst. Prof. Dr.	33	52,02			
	c Lecturer	58	57,62			
	d Research Assistant	15	47,07			
Job Satisfaction Scale	a Assoc. Prof.	4	50,50	0,69	,875	---
	b Asst. Prof. Dr.	33	57,58			
	c Lecturer	58	56,04			
	d Research Assistant	15	50,17			
Academic Motivation Scale	a Assoc. Prof.	4	87,13	4,89	,180	---
	b Asst. Prof. Dr.	33	53,98			
	c Lecturer	58	56,14			
	d Research Assistant	15	47,93			
Professional Characteristics Sub-Dimension	a Assoc. Prof.	4	80,63	4,66	,198	---
	b Asst. Prof. Dr.	33	51,27			
	c Lecturer	58	58,41			
	d Research Assistant	15	46,87			
Management Policies and Practices Sub-Dimension	a Assoc. Prof.	4	89,75	6,58	,087	---
	b Asst. Prof. Dr.	33	54,08			
	c Lecturer	58	56,75			
	d Research Assistant	15	44,67			
Workplace Relationships Sub-Dimension	a Assoc. Prof.	4	82,13	3,49	,322	---
	b Asst. Prof. Dr.	33	57,41			
	c Lecturer	58	52,42			
	d Research Assistant	15	56,10			
Student Sub-Dimension	a Assoc. Prof.	4	94,88	6,91	,075	---
	b Asst. Prof. Dr.	33	57,11			
	c Lecturer	58	53,03			
	d Research Assistant	15	51,03			
Physical Conditions in the Workplace Sub-Dimension	a Assoc. Prof.	4	82,75	5,58	,134	---
	b Asst. Prof. Dr.	33	55,52			
	c Lecturer	58	56,96			
	d Research Assistant	15	42,57			

Test Used: Kruskal Wallis H Test- Benfornia Correction Applied

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance addiction, normative dependency sub-dimension, job satisfaction scale and academic motivation scale, professional characteristics, management policies and practices, workplace relations, student and physical conditions in the workplace sub-dimension scores ($p>0.05$).

Is there a significant change in the relationship between organizational commitment, job satisfaction and academic motivation scale general and sub-dimensions according to the variable of working time in the profession?

Table 2.5. Results of the Variable of Working Time in the Profession and the General and Sub-Dimension Scores of the Organizational Commitment, Job Satisfaction and Academic Motivation Scale

Scales	Title Groups	n	Rank Avg.	X	p	Significant Difference
Organizational Commitment Scale	a 1-5 years	23	47,61	2,40	,492	---
	b 6-10 years.	43	56,40			
	c 11-15 years	36	60,36			
	d 16-20 years	58	51,50			
Emotional Attachment Sub-Dimension	a 1-5 years	23	48,24	5,73	,125	---
	b 6-10 years.	43	51,72			
	c 11-15 years	36	65,75			
	d 16-20 years	58	50,56			
Continuation Dependency Subdimension	a 1-5 years	23	49,54	1,36	,714	---
	b 6-10 years.	43	57,27			
	c 11-15 years	36	58,21			
	d 16-20 years	58	50,94			
Normative Dependency Sub-Dimension	a 1-5 years	23	50,46	2,23	,525	---
	b 6-10 years.	43	61,06			
	c 11-15 years	36	52,75			
	d 16-20 years	58	52,50			
Job Satisfaction Scale	a 1-5 years	23	52,04	1,69	,638	---
	b 6-10 years.	43	56,16			
	c 11-15 years	36	54,07			
	d 16-20 years	58	68,31			
Academic Motivation Scale	a 1-5 years	23	48,17	3,74	,290	---
	b 6-10 years.	43	61,44			
	c 11-15 years	36	55,63			
	d 16-20 years	58	44,06			
Professional Characteristics Sub-Dimension	a 1-5 years	23	44,87	4,96	,174	---
	b 6-10 years.	43	61,27			
	c 11-15 years	36	57,67			
	d 16-20 years	58	45,31			

<i>Management Policies and Practices Sub-Dimension</i>	a	<i>1-5 years</i>	23	51,78	3,03	,387	---
	b	<i>6-10 years.</i>	43	61,30			
	c	<i>11-15 years</i>	36	53,61			
	d	<i>16-20 years</i>	58	43,50			
<i>Workplace Relationships Sub-Dimension</i>	a	<i>1-5 years</i>	23	51,50	2,77	,428	---
	b	<i>6-10 years.</i>	43	60,94			
	c	<i>11-15 years</i>	36	54,14			
	d	<i>16-20 years</i>	58	43,88			
<i>Student Sub-Dimension</i>	a	<i>1-5 years</i>	23	51,48	,649	,885	---
	b	<i>6-10 years.</i>	43	58,02			
	c	<i>11-15 years</i>	36	55,07			
	d	<i>16-20 years</i>	58	55,44			
<i>Physical Conditions in the Workplace Sub-Dimension</i>	a	<i>1-5 years</i>	23	51,20	2,93	,402	---
	b	<i>6-10 years.</i>	43	60,58			
	c	<i>11-15 years</i>	36	55,13			
	d	<i>16-20 years</i>	58	42,25			

Test Used: Kruskal Wallis H Test- Benfornia Correction Applied

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance dependency, normative addiction sub-dimension, job satisfaction scale and academic motivation scale, professional characteristics, management policies and practices, workplace relations, student and physical conditions at work sub-dimension scores according to their working time ($p>0.05$).

Is there a significant difference between the general and sub-dimensions of the organizational commitment, job satisfaction and academic motivation scale of the participants according to the gender variable?

Table 2.6. Results of Gender Variable and Organizational Commitment, Job Satisfaction and Academic Motivation Scale General and Sub-Dimension Scores

Scales	Gender	n	Rank Avg.	It's the turn of the ball.	U	p
Organizational Commitment Scale	<i>Woman</i>	18	49,64	893,50	722,5	,359
	<i>Male</i>	93	57,23	5322,50		
<i>Emotional Attachment Sub-Dimension</i>	<i>Woman</i>	18	52,44	944,00	773,0	,608
	<i>Male</i>	93	56,69	5272,00		
<i>Continuation Dependency Subdimension</i>	<i>Woman</i>	18	50,19	903,50	732,5	,402
	<i>Male</i>	93	57,12	5312,50		
<i>Normative Dependency Sub-Dimension</i>	<i>Woman</i>	18	51,03	918,50	747,5	,472
	<i>Male</i>	93	56,96	5297,50		
Job Satisfaction Scale	<i>Woman</i>	18	56,44	1016,00	829,0	,948
	<i>Male</i>	93	55,91	5200,00		
Academic Motivation Scale	<i>Woman</i>	18	56,36	1014,50	830,5	,958
	<i>Male</i>	93	55,93	5201,50		
<i>Professional Characteristics Sub-Dimension</i>	<i>Woman</i>	18	55,50	999,00	828,0	,942
	<i>Male</i>	93	56,10	5217,00		
<i>Management Policies and Practices Sub-Dimension</i>	<i>Woman</i>	18	52,81	950,50	779,5	,643
	<i>Male</i>	93	56,62	5265,50		
<i>Workplace Relationships Sub-Dimension</i>	<i>Woman</i>	18	57,47	1034,50	810,5	,831
	<i>Male</i>	93	55,72	5181,50		
<i>Student Sub-Dimension</i>	<i>Woman</i>	18	63,78	1148,00	697,0	,260

	Male	93	54,49	5068,00		
Physical Conditions in the Workplace Sub-Dimension	Woman	18	54,25	976,50	805,5	,800
	Male	93	56,34	5239,50		

Test Used: Mann-Whitney U Test

In line with the results obtained, it was revealed that the participants did not differ statistically according to their gender in terms of organizational commitment scale, emotional commitment, attendance addiction, normative addiction sub-dimension, job satisfaction scale and academic motivation scale, professional characteristics, management policies and practices, workplace relations, student and physical conditions in the workplace sub-dimension ($p>0.05$).

Is there a significant change in terms of the general and sub-dimension relationship of organizational commitment, job satisfaction and academic motivation scale according to the variable of the type of university studied?

Table 2.7. Results of the Variable of the Type of University Studied and the General and Sub-Dimension Scores of the Organizational Commitment, Job Satisfaction and Academic Motivation Scale

Scales	Type of University Studied	n	Rank Avg.	It's the turn of the ball.	U	p
Organizational Commitment Scale	State University	12	55,54	666,50	587,5	,996
	Private University	98	55,49	5438,50		
Emotional Attachment Sub-Dimension	State University	12	56,46	677,50	576,5	,912
	Private University	98	55,38	5427,50		
Continuation Dependency Subdimension	State University	12	52,58	631,00	553,0	,737
	Private University	98	55,86	5474,00		
Normative Dependency Sub-Dimension	State University	12	57,25	687,00	567,0	,840
	Private University	98	55,29	5418,00		
Job Satisfaction Scale	State University	12	46,04	552,50	474,5	,270
	Private University	98	56,66	5552,50		
Academic Motivation Scale	State University	12	56,71	680,50	573,5	,889
	Private University	98	55,35	5424,50		
Professional Characteristics Sub-Dimension	State University	12	55,25	663,00	585,0	,977
	Private University	98	55,53	5442,00		
Management Policies and Practices Sub-Dimension	State University	12	50,79	609,50	531,5	,586
	Private University	98	56,08	5495,50		
Workplace Relationships Sub-Dimension	State University	12	58,63	703,50	550,5	,718
	Private University	98	55,12	5401,50		
Student Sub-Dimension	State University	12	60,13	721,50	532,5	,592
	Private University	98	54,93	5383,50		
Physical Conditions in the Workplace Sub-Dimension	State University	12	53,58	643,00	565,0	,824
	Private University	98	55,73	5462,00		

Test Used: Mann-Whitney U Test

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance dependence, normative addiction sub-dimension, job satisfaction scale and

academic motivation scale, professional characteristics, management policies and practices, workplace relations, student and physical conditions in the workplace sub-dimension scores depending on the type of university studied ($p>0.05$).

Is there a significant difference between the general and sub-dimensions of the organizational commitment, job satisfaction and academic motivation scale according to the unit variable of the participants?

Table 2.8. Results of Organizational Commitment, Job Satisfaction and Academic Motivation Scale General and Sub-Dimension Scores with the Unit Variable Studied

Scales	Unit Worked	n	Rank Avg.	It's the turn of the ball.	U	p
Organizational Commitment Scale	Faculty	102	55,34	5644,50	322,5	,669
	Other	7	50,07	350,50		
<i>Emotional Attachment</i> Sub-Dimension	Faculty	102	55,38	5649,00	318,0	,629
	Other	7	49,43	346,00		
<i>Continuation Dependency</i> Subdimension	Faculty	102	55,23	5633,50	333,5	,771
	Other	7	51,64	361,50		
<i>Normative Dependency</i> Sub-Dimension	Faculty	102	55,37	5647,50	319,5	,642
	Other	7	49,64	347,50		
Job Satisfaction Scale	Faculty	102	55,61	5672,00	295,0	,437
	Other	7	46,14	323,00		
Academic Motivation Scale	Faculty	102	56,20	5732,00	235,0	,131
	Other	7	37,57	263,00		
<i>Professional Characteristics</i> Sub-Dimension	Faculty	102	55,75	5687,00	280,0	,340
	Other	7	44,00	308,00		
<i>Management Policies and Practices</i> Sub-Dimension	Faculty	102	56,13	5725,50	241,5	,151
	Other	7	38,50	269,50		
<i>Workplace Relationships</i> Sub-Dimension	Faculty	102	56,17	5729,50	237,5	,137
	Other	7	37,93	265,50		
<i>Student</i> Sub-Dimension	Faculty	102	55,93	5705,00	262,0	,237
	Other	7	41,43	290,00		
<i>Physical Conditions in the Workplace</i> Sub-Dimension	Faculty	102	56,84	5797,50	169,5	,020
	Other	7	28,21	197,50		

Test Used: Mann-Whitney U Test

According to the results of the mann whitney-u test, which we applied in order to determine whether the physical conditions in the workplace sub-dimension scores of the participants of the academic motivation scale show a significant change depending on the unit variable in which the academicians work; The difference between the mean rankings of the unit groups was found to be statistically significant (U: 169.5 p: .020 $p<0.05$). According to this result, the academic motivation scale of the academicians working in the faculty is higher than the physical conditions in the workplace sub-dimension scores compared to those working in other units.

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance dependency, normative addiction sub-dimension, job satisfaction scale and

academic motivation scale, professional characteristics, management policies and practices, workplace relations and student sub-dimension scores based on the type of unit they worked in ($p>0.05$).

Is there a significant difference between the general and sub-dimensions of the organizational commitment, job satisfaction and academic motivation scale according to the variable of the department they work in?

Table 2.9. Results of the General and Sub-Dimension Scores of the Organizational Commitment, Job Satisfaction and Academic Motivation Scale with the Variable of the Department Studied

Scales	Section Studied	n	Rank Avg.	It's the turn of the ball.	U	p
Organizational Commitment Scale	Company	45	60,26	2711,50	1293,5	,250
	Other	66	53,10	3504,50		
Emotional Attachment Sub-Dimension	Company	45	55,08	2478,50	1443,5	,803
	Other	66	56,63	3737,50		
Continuation Dependency Subdimension	Company	45	60,88	2739,50	1265,5	,186
	Other	66	52,67	3476,50		
Normative Dependency Sub-Dimension	Company	45	63,99	2879,50	1125,5	,030
	Other	66	50,55	3336,50		
Job Satisfaction Scale	Company	45	58,76	2644,00	1361,0	,450
	Other	66	54,12	3572,00		
Academic Motivation Scale	Company	45	55,64	2504,00	1469,0	,923
	Other	66	56,24	3712,00		
Professional Characteristics Sub-Dimension	Company	45	56,21	2529,50	1475,5	,954
	Other	66	55,86	3686,50		
Management Policies and Practices Sub-Dimension	Company	45	56,53	2544,00	1461,0	,885
	Other	66	55,64	3672,00		
Workplace Relationships Sub-Dimension	Company	45	54,23	2440,50	1405,5	,631
	Other	66	57,20	3775,50		
Student Sub-Dimension	Company	45	56,24	2531,00	1474,0	,947
	Other	66	55,83	3685,00		
Physical Conditions in the Workplace Sub-Dimension	Company	45	55,93	2517,00	1482,0	,986
	Other	66	56,05	3699,00		

Test Used: Mann-Whitney U Test

According to the results of the mann whitney-u test, which was conducted to determine whether the normative dependency sub-dimension scores of the participants' organizational commitment scale show whether the academicians have a change in the variable of the department they work in; The difference between the mean rankings of the study department groups was found to be significant (U: 1125.5 p: .030 $p<0.05$). According to this result, the normative dependency sub-dimension scores of the organizational commitment scale of academicians working in the department of business administration are higher than those working in other units.

In line with the results obtained, it was revealed that the participants did not differ statistically in terms of organizational commitment scale, emotional commitment, attendance addiction sub-dimension, job satisfaction scale and academic motivation scale, professional skills, management policies and practices, workplace relations,

student and physical conditions at work sub-dimension scores based on the type of unit they worked in ($p>0.05$).

CONCLUSIONS AND RECOMMENDATIONS

We will make our discussion by revealing the results with the data we have obtained and observed so far. In this research, two main objectives were determined. The first of these objectives is to examine the variables of job satisfaction, motivation levels and organizational commitment of academicians. Another goal of ours is to determine whether the professional satisfaction of academics differs according to socio-demographic variables.

When the relationship between job satisfaction, motivation and organizational commitment levels of academicians was evaluated, it was determined that there was a moderate, positive and statistically significant relationship between job satisfaction, motivation and organizational commitment. In addition, it was determined that there was a moderate, positive and statistically significant relationship between the sub-dimension of job satisfaction and motivation and organizational commitment. For these results, it is thought that the organizational commitment levels of the academicians are decisive on their job satisfaction and motivation levels. When the studies in the literature are examined; (Mwesigwa, Tusiime and Ssekiziyivu, 2020) conducted a study to examine the leadership styles, job satisfaction and organizational commitment levels in academic staff at state universities, and it was determined that the levels of job satisfaction and organizational commitment were at a moderate level and there was a positive linear relationship between the level of job satisfaction and organizational commitment levels (Yeves, Bargsted, Cortes, Merino, and Cavada, 2019). In the study conducted by (Eliyana and Ma'arif, 2019) to evaluate the effect of job satisfaction and organizational commitment on transformational leadership for employee performance, it was determined that the job satisfaction levels of the personnel were at a high level and there was a positive linear relationship between job satisfaction levels and organizational commitment levels (Zeynel and İlker, 2015). When the results of the studies in the literature are examined, it is observed that they are in parallel with our results. According to the results of the study, it is observed that there is an increase in the organizational commitment levels of academicians, and as their job satisfaction and motivation increase, there will be an increase in their organizational commitment levels (Zeynel and İlker, 2015). In their study to examine the effects of occupational motivation on job satisfaction and organizational commitment, it was concluded that there is a positive relationship between occupational motivation, job satisfaction and organizational commitment levels Öcal (2020). In the research conducted to examine the relationship between job satisfaction and organizational commitment of Turkish teachers, it was determined that there was a high level, positive and significant relationship between teachers' job satisfaction and organizational commitment (Zeynel and İlker, 2015).

According to the findings of this study, it was determined that the academicians were different from each other in terms of the sub-dimension scores of the academic motivation scale, management policies and practices according to their age. It was determined that the sub-dimension scores of the academic motivation scale management policies and practices of the academicians in the 20-29 age group were higher than the

academicians in the 40-49 age group. According to the results of this study, it is observed that there is an increase in the desire of young academicians to improve themselves professionally and accordingly, there is an increase in their professional satisfaction levels. (Demir, 2020) In his study to examine the role of self-efficacy in job satisfaction, organizational commitment, motivation and job commitment, it was determined that the job satisfaction, organizational commitment levels, motivation and job commitment levels of the personnel in the 20-30 age group were higher than the job satisfaction and other component levels of the personnel aged 40 and over. Similarly, (Qureshi et al., 2019) found that the age group with high levels of job satisfaction, job performance and employee engagement was the 20-26 age group, while the job satisfaction, job performance levels and employee engagement levels of the employees with higher levels were low (Çınar and Gündoğdu, 2019). Occupational health and safety, In the research they conducted to examine the relationship between job satisfaction and organizational commitment, it was reported that the job satisfaction and organizational commitment levels of the employees in the 20-26 age group were higher than the job satisfaction and organizational commitment levels of the employees in the 26-35 age group and the 35 and over age group (Çınar and Gündoğdu, 2019). It has been determined that it is similar to the results of the study conducted in the literature.

It was determined that there was no statistically significant difference between the organizational commitment scale and its sub-dimensions, and the academic motivation scale and its sub-dimensions according to the titles of the academicians participating in this study. Similarly, Szromek and Wolniak, (2020) found that there was no statistically significant difference between the job satisfaction and job satisfaction scale according to the titles of the lecturers in their study to evaluate job satisfaction and problems in higher education faculty members (Olofinkua, 2020). In the study conducted to evaluate the job satisfaction and motivation levels of academic staff in Nigerian Catholic universities, it was determined that there was no significant difference between the titles of academicians and their job satisfaction and motivation (Olofinkua, 2020). When the literature search was made, it was observed that the results of the study supported our study results.

In this study, it was determined that there was no statistically significant difference in terms of organizational commitment scale, sub-dimensions, job satisfaction scale, academic motivation scale sub-dimension scores according to the working time of academicians in the profession. According to these results, it is thought that the working time of academicians has a decisive effect on their job satisfaction and motivation. However, it was observed that there was no significant difference in our study, and the results of the study conducted in the literature were effective on job satisfaction, motivation and organizational commitment in the year of seniority. (Soomro and Shah, 2019) In the study in which they examined the mediating role of job satisfaction between the leadership style and performance of academic staff, it was determined that there was a statistically significant difference between the job satisfaction, motivation and working years of the academicians (Gheitani et al., 2019) In their study to evaluate the mediating effect of intrinsic motivation on the relationship between Islamic business ethics, job satisfaction and organizational commitment in the banking sector, it was determined that the working seniority of the working personnel and the job It was determined that there was a statistically significant difference between satisfaction, organizational commitment and motivation levels (Gheitani et al. 2019). In this context,

it is estimated that the professional satisfaction of the personnel working in academicians or other sectors is high due to the inexperience and excitement of the first years of their profession, there is a decrease in the level of job satisfaction due to the lack of meeting the expectations, and there is an increase in job satisfaction and motivation levels after the acceptance process.

In the study, it was determined that there was no difference between the scores of the organizational commitment scale, its sub-dimensions, the job satisfaction scale and the academic motivation scale sub-dimension scores according to the gender of the academicians. Therefore, it can be stated that whether academics are male or female does not determine their job satisfaction and motivation (Cankurtaran and Tengilimoğlu, 2022). In the study, in which academicians at universities evaluated the mediating role of job satisfaction in the effect of favoritism perceptions on organizational commitment, it was determined that there was no statistically significant difference between organizational commitment, job satisfaction and gender (Öztürk, 2019). Similarly, in the study conducted by the academicians of the health sector vocational courses to examine the organizational commitment and job satisfaction levels, it was determined that there was no statistically significant difference between the organizational commitment levels, job satisfaction levels and gender of the teachers (Dubbel, Demerouti and Rispens, 2019) In the study conducted to evaluate the effect of nurses' job satisfaction and organizational commitment on performance levels, It was determined that there was no statistically significant difference between the gender scores of organizational commitment and performance levels (Dubbel, Demerouti and Rispens, 2019). It has been determined that the results of the study conducted in the literature are in parallel with the results of our study.

According to the results of this study, it was determined that there was no significant difference between the organizational commitment scale, its sub-dimensions, the job satisfaction scale and the academic motivation scale of the academicians according to the type of university studied. According to this result, it can be stated that the fact that academicians work in private, public and foundation universities does not have decisive effects on their job satisfaction, motivation and organizational commitment levels. (Wang et al., 2020) Similarly, in the study conducted to examine the relationship between job stress and organizational commitment in Chinese university teachers, it was found that there was no statistically significant difference between the organizational commitment levels of academicians and the type of university (Lopes and Oliveira 2020) In their study to examine the teacher and school determinants of teacher job satisfaction, it was found that there was no difference between teachers' school types and job satisfaction level (Idiegbeyan-Ose et al., 2019). Similarly, in the study they conducted to examine the relationship between the motivation and job satisfaction of the staff in Nigerian private university libraries, it was determined that there was no statistically significant difference between the motivation level of the staff, the level of job satisfaction and the type of school (Idiegbeyan-Ose et al., 2019). It has been observed that the results of the study in the literature and the results of our study are similar.

When we come to the conclusion and suggestions stage, the data determined from this academic study were summarized and ideas were suggested for practice and further research in connection with the research findings.

RESULTS

- 83.8% of the academicians were male and 47.7% were between the ages of 20-29,
- 52.3% of the academicians are lecturers, 88.3% are working in private universities, 91.9% are working in the faculty, 59.5% are working in a department other than business administration,
- Job satisfaction, motivation and organizational commitment of academicians were at a moderate level, and there was a positive statistical relationship,
- Academicians differ from each other in terms of academic motivation scale management policies and practices sub-dimension scores according to their age, and academicians in the 20-29 age group have higher academic motivation scale management policies and practices sub-dimension scores than academicians in the 40-49 age group,
- According to the type of unit they work in, there is no difference between the scores of the organizational commitment scale and its sub-dimensions, the job satisfaction scale and the academic motivation scale sub-dimensions,
- It was determined that there was no statistically significant difference in terms of the sub-dimension of the academic titles, working hours, gender, type of university, organizational commitment scale related to the unit they work in and the department they work in, emotional commitment, attendance addiction, normative addiction sub-dimension, job satisfaction scale and academic motivation scale, professional characteristics, management policies and practices, relations in the workplace, student and physical conditions in the workplace.

SUGGESTIONS

In this section, there are ideas for those who intend to benefit and for academic future studies.

- If we look at the studies, it is observed that the emotional belonging of academics to universities is distinctive for job satisfaction and motivation.
- It is necessary to meet the expectations of academicians in the universities where they have worked and to establish educational conditions on solid foundations where academics can feel that they belong to the university,
- An environment should be created where academics' thoughts are valued without expecting benefits, where their efforts and efforts reach results, where their well-deserved achievements are praised and supported, and where they can establish positive collegiality, where they will feel themselves as a member of universities,

- Academics in universities should be organized working environments where they can be social and express themselves freely both personally and academically,
- Considering the effects of academics' creativity on job satisfaction and motivation; It is necessary to create university environments that develop creativity and where it can continue to develop,
- By cooperating with other universities, it is necessary to diversify and increase the number of projects where academics can reveal their dynamic creativity and socialize by avoiding stagnation,
- When the literature was examined, it was determined that there were no studies examining the job satisfaction, motivation and organizational commitment levels of academicians. In this context, it is suggested that these three concepts should be done by researchers with comprehensive groups.

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