





Socialization Levels and Job Satisfaction of Secondary School Physical Education Teachers

Ortaöğretim Beden Eğitimi Öğretmenlerinin Sosyalleşme Düzeyleri ve İş Doyumu

Research Article / Araştırma Makalesi

-  Sermin AĞRALI ERMİŞ¹
 Gamze AKYOL¹
 Berkay KALCIOĞLU¹
 Sururi YENİCE¹

¹Adnan Menderes University,
Faculty of Sports Sciences, AYDIN

Corresponding Author / Sorumlu Yazar
Dr. Gamze AKYOL
gamze.akyol@adu.edu.tr

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Abstract

The middle school period, during which students begin to explore their identities, develop social skills, and strengthen their academic foundations, is a critical time for teachers in their guiding role. In this context, our study focuses on examining the relationship between the socialization levels and job satisfaction of 205 middle school physical education and sports teachers in Aydın within the framework of demographic variables. The results of the research were examined using SPSS, applying parametric tests, MANOVA, and linear regression analysis. For the study, a personal information form, the job satisfaction scale validated by Başol and Çömlekçi (2020), and the Organizational Socialization Scale created by Erdoğan and Dönmez (2019) were utilized. The findings suggest that educators possess a high degree of socialization, which positively affects their job satisfaction. Notably, age and professional experience plays a crucial role in shaping educators' social interactions and job satisfaction. In relation to gender, female teachers were more active in social interactions, while teachers with a bachelor's degree perceived their social relationships more positively. These findings highlight the necessity the need for educational institutions to develop strategies aimed at strengthening teachers' social interactions

Keywords: Physical education teacher, Job satisfaction, Socialization

Öz

Öğrencilerin kimliklerini keşfetmeye başladığı, sosyal becerilerini geliştirdiği ve akademik temellerini güçlendirdiği ortaokul dönemi, öğretmenlerin rehberlik rolü açısından kritik bir zamandır. Bu bağlamda araştırmamız, Aydın'da bulunan 205 beden eğitimi ve spor branşı ortaokul öğretmenin sosyalleşme düzeyleri ile iş tatmini arasındaki ilişkiyi demografik değişkenler çerçevesinde incelemeye odaklanmıştır. Araştırma sonuçları SPSS, parametrik testler, MANOVA ve doğrusal regresyon analizi kullanılarak incelenmiştir. Çalışmada kişisel bilgi formu, Başol ve Çömlekçi (2020) tarafından geçerliliği kanıtlanmış iş tatmini ölçeği ve Erdoğan ve Dönmez (2019) tarafından oluşturulan Örgütsel Sosyalleşme Ölçeği kullanılmıştır. Bulgular, eğitimcilerin yüksek düzeyde sosyalleşmeye sahip olduğunu ve bunun iş tatminlerini olumlu yönde etkilediğini göstermektedir. Özellikle yaş ve mesleki deneyim, eğitimcilerin sosyal etkileşimlerini ve iş tatminlerini şekillendirmede önemli bir rol oynamaktadır. Cinsiyete göre, kadın öğretmenler sosyal etkileşimlerde daha aktifken, lisans derecesine sahip öğretmenler sosyal ilişkilerini daha olumlu algılamaktadır. Bu bulgular, eğitim kurumlarının öğretmenlerin sosyal etkileşimlerini güçlendirmeye yönelik stratejiler geliştirmesinin gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: Beden eğitimi öğretmeni, İş tatmini, Sosyalleşme

Introduction

Middle school teachers play a vital role in a significant period of students' lives. During this time, students begin to explore their identities, develop social skills, and solidify their academic foundations. This phase, referred to by researchers in various ways, is undeniably important in a child's life. Eccles and Midgley (1989) term this phases the "Developmental Period". They assert that students are striving to gain insight into themselves and their surroundings throughout this phase, which is considered the onset of adolescence. They argue that middle school teachers contribute significantly to students' emotional and social development by providing guidance through this complex period.

Jenkins, Fuchs, Fuchs & McGlinchey, (2015) refer to this phase as the "Academic Foundation". They view it as a critical stage where students develop their academic skills, emphasizing that the knowledge and abilities acquired during this time directly impact success at university or the high school degree. Research indicates that a strong middle school education has long-term effects on students' academic achievements (Jenkins et al., 2015; Hargreaves, 2000). Wentzel (2010) describes this period as the "Development of Social Skills" highlighting that students enhance their social skills through group work and projects, learning to collaborate, which is vital for both academic success and future professional life.

Additionally, considering that students' motivation and sense of belonging develop during this period, numerous studies suggest that effective middle school teachers can increase students' interest in lessons, promote school success, and enhance students' attachment to school in parallel with their relationships with teachers (Smith, Andrews, & DeMink-Carthew, 2024). It has been shown that middle school educators play a critical role in understanding and supporting students' individual needs, adapting teaching methods to different learning styles and requirements, leading to better learning outcomes. For these reasons, middle school teachers not only provide academic knowledge but also play a critical role in the interpersonal and emotional progress of their students. Thus, the job satisfaction and comfort of middle school teachers who significantly influence the quality of the learning atmosphere and students' academic success are essential. Their levels of socialization and job satisfaction are considered two key concepts that directly influence and regulate teachers' ability to cope with challenges in their professional lives, their professional development, and their interactions with students.

The level of socialization among middle school teachers determines the nature of their engagements with students, parents and colleagues. Social interaction enhances teachers' commitment and motivation in the workplace. Teachers with high levels of socialization can collaborate and share knowledge and experiences, contributing to the development of their pedagogical practices (Hargreaves, 1994).

Additionally, social support helps teachers cope with stress and build resilience against emotional exhaustion (Bakar, LeTendre & Wiseman, 2015).

Job satisfaction is defined as the presence of positive and pleasant attitudes and feelings in workers in relation to their work environment (Zhu, 2013; Quesada Puga et al., 2024). Job satisfaction is also a factor that increases teachers' commitment to and motivation in their profession. High job satisfaction allows teachers to cultivate a more positive outlook on their work, perform better, and guide students more effectively (Skaalvik & Skaalvik, 2014). Furthermore, teachers' job satisfaction affects the overall atmosphere of the educational environment, thereby enhancing students' learning motivation. In particular, the sense of satisfaction reinforces teachers' willingness to improve their professional competencies and implement innovative teaching methods (Shen, 2012; Niu et al., 2023). The levels of integration and work satisfaction among high school teachers are vital not only for the individuals involved but also for the overall effectiveness of the education system. These two factors directly impact teachers' professional development, their engagements with students, and the general educational quality of the school, helping to establish a positive educational atmosphere.

This study seeks to investigate the connection between middle school physical education teachers' socialization levels and their job satisfaction, considering demographic factors such as education level, gender, age, and years of service. Specifically, the study seeks to understand how physical education teachers' social interactions and professional support systems affect their job satisfaction. By revealing the connection between the degree of socialization and physical education teachers' job satisfaction, the research seeks to assist in the advancement of strategies that enhance teachers' professional development and psychological well-being within educational institutions. Additionally, by identifying the role of demographic variables in this relationship, the study aims to help create more effective support mechanisms for different groups.

Method

Research Model

This research was conducted using the correlational survey model, one of the quantitative research methods. The correlational survey model is used to determine the existence and degree of change between two or more variables. Accordingly, relational analysis can be performed in two ways: correlation-type relationships and relationships obtained through comparison. This approach facilitates the identification of attitudes and tendencies (Creswell, 2017).

Study Group

The study group for this research consists of middle school physical education teachers in the Aydın district. Data were provided to participants via Google Drive, and participation was based on voluntary consent. A total of 211 participants were reached, but 205 were included in the evaluation. The sample size was determined based on studies available in the literature (Baş & Coşkun, 2020; Karadağ & Karataş, 2018), and the obtained data size was deemed sufficient.

Table 1. Descriptive variables

Variables		f	%
Gender	Men	108	52,7
	Women	97	47,3
Age (years old)	22-27	11	5,4
	28-33	24	11,7
	34-39	65	31,7
	40-45	45	22,0
	> 46	60	29,3
Professional experience (years)	< 4	17	8,3
	5-9	17	8,3
	10-14	57	27,8
	15-19	46	22,4
	> 20	68	33,2
Educational status	Bachelor's Degree	179	87,3
	Graduate and Postgraduate	26	12,7
		205	100

In Table 1, the highest percentages for categorical variables are as follows: for gender, female participants constitute 52.7%; for age, those aged 34-39 make up 31.7%; for professional experience, individuals with 20 years or more account for 33.2%; and for educational background, bachelor's degree holders represent 87.3%.

Data Collection

The research is structured into three parts; the first one contains a personal information questionnaire, the second one features the job satisfaction scale created by Brayfield & Rothe (1951), which was later condensed by Judge, Erez & Bono (1998) and validated in Turkish by Başol & Çömlekçi (2020), while the third section includes the Organizational Socialization Scale created by Erdoğan & Dönmez (2019).

Personal Information Form: The form prepared by the researchers, consists of questions regarding age, gender, professional experience, and educational background.

Job Satisfaction Scale: The scale, created by Brayfield & Rothe (1951) and later condensed by Judge et al. (1998), was validated in Turkish by Başol & Çömlekçi (2020). This scale comprises 5 items and is unidimensional, demonstrating a

Cronbach's Alpha value of 0.929, which indicates high reliability. A 5-point Likert scale was used ranged from 1 (strongly disagree) to 5 (strongly agree). In our study, the Cronbach's Alpha value was determined to be 0.859. Therefore, it is evident that the scale used for middle school physical education teachers has high reliability.

Organizational Socialization Scale: The scale, created by Erdoğan & Dönmez (2019), comprises 24 items categorized into five dimensions: professional competence, organizational policy, organizational language and history, interpersonal relationships, and goals and values. A 5-point Likert scale was used (1-strongly disagree to 5- strongly agree). The Cronbach's Alpha coefficients for the scale were found to vary from 0.78 to 0.91, indicating acceptable to high reliability. In our study, the Cronbach's Alpha values for the sub-dimensions were found to range between 0.815 and 0.934. Thus, it is evident that the scale used for middle school physical education teachers also demonstrates high reliability.

Table 2. Reliability analysis

Scale Dimensions	Cronbach alpha
Interpersonal Relationships	,868
Organizational Policy	,815
Professional Competence	,867
Alignment with Goals and Values	,842
Organizational Language and History	,932
Organizational Socialization	,934
Job Satisfaction	,859

The reliability analysis obtained from the scales indicates that both the main scales and their sub-dimensions have high reliability coefficients (see Table 2).

Data Analysis

The results of this research were examined using SPSS version 25.0 software. To evaluate the normality assumption, skewness and kurtosis coefficients were assessed, showing values within the range of +2 to -2, which permitted the application of parametric tests in the analysis (Büyüköztürk et al., 2008). The statistical analyses included MANOVA, linear regression, and computations of percentages, frequencies, and reliability coefficients.

Ethical Statement

This study was approved by the Social Sciences Research Ethics Committee of Aydın Adnan Menderes University, with the decision dated December 5, 2022, and numbered 17.

Findings

In this section of the research, the results of the statistical analysis on teachers' job satisfaction and socialization levels are presented in tables, followed by explanations.

Table 3. Score distributions for the organizational socialization and job satisfaction scales

Scale Dimensions	n	\bar{x}	Sd	Skewness	Kurtosis
Interpersonal Relationships	205	4,03	,60	-,202	-,469
Organizational Policy	205	3,84	,65	-,141	-,295
Professional Competence	205	4,17	,56	-,165	-,475
Alignment with Goals and Values	205	4,13	,61	-,499	,228
Organizational Language and History	205	4,04	,86	-1,145	1,145
Organizational Socialization	205	4,05	,50	-,317	,043
Job Satisfaction	205	4,02	,52	-,257	,415

According to Table 3, participants' scores on the Organizational Socialization Scale and its sub-dimensions are high. Among these dimensions, the highest average is observed in the professional competence dimension ($\bar{x} = 4.17$). Additionally, the scores on the Job Satisfaction Scale are also high ($\bar{x} = 4.02$).

Table 4. Pearson correlation analysis

	International Relationship	Organizational Policy	Professional Competence	Alignment with Goals and Values	Organizational Language and History	Organizational Socialization	Job Satisfaction
Organizational Policy	,512** ,000	1 -					
Professional Competence	,642** ,000	,702** ,000	1 -				
Alignment with Goals and Values	,548** ,000	,444** ,000	,622** ,000	1 -			
Organizational Language and History	,432** ,000	,271** ,000	,342** ,000	,562** ,000	1 -		
Organizational Socialization	,822** ,000	,722** ,000	,831** ,000	,817** ,000	,695** ,000	1 -	
Job Satisfaction	,414** ,000	,638** ,000	,623** ,000	,471** ,000	,247** ,000	,596** ,000	1 -

$p < 0,01^{**}$, $p < 0,05^{*}$

According to the findings shown in Table 4, there is a positive, moderately significant relationship between the participants' job satisfaction and interpersonal relations ($r = .414$); a moderately significant relationship with organizational policy ($r = .638$); a moderately significant relationship with professional competence ($r = .623$); a moderately significant relationship with compliance with goals and values ($r = .471$); a low-level significant relationship with organizational language and history ($r = .247$) and a moderately significant and positive relationship with organizational socialization ($r = .596$).

Table 5. Linear regression analysis carried out to assess the impact of organizational socialization on job satisfaction

Independent Variables	Dependent Variables	B	t	p	F	R2	Durbin Watson
Job Satisfaction	Constant	1,343	6,060	,000	36,817	,467	1,905
	Interpersonal Relationships						
	Organizational Policy	,352	4,710	,000			
	Professional Competence	,298	2,716	,007			
	Alignment with Goals and Values	,170	1,947	,053			
	Organizational Language and History	,011	,178	,859			
	Organizational Socialization	-,164	-,668	,505			

Table 5 displays the outcomes of a linear regression analysis aimed at explaining the impact of Organizational Socialization on Job Satisfaction. In the established model, organizational socialization explains 46.7% of job satisfaction ($R^2 = 0.467$). A 1-unit increase in the organization policy variable causes a .352 increase in job satisfaction ($\beta = .352$); a 1-unit increase in the professional competence variable causes a .298 increase in job satisfaction ($\beta = .298$); a 1-unit increase in the purpose and value variable causes a .170 increase in job satisfaction ($\beta = .170$). It can be observed that organizational language and history, as well as Organizational Socialization do not exert a statistically significant influence on job satisfaction ($p > 0.05$).

Table 6. MANOVA analysis of job satisfaction and organizational socialization according to age variable

Dimensions	Age	N	\bar{X}	Sd	F	p	Bonferroni
International Relationship	¹ 22-27	11	4,22	,44	2,566	,039*	4>3
	² 28-33	24	3,93	,62			
	³ 34-39	65	3,87	,61			
	⁴ 40-45	45	4,13	,64			
	⁵ > 46	60	4,15	,56			
Organizational Policy	¹ 22-27	11	3,31	,85	3,784	,005*	5>1
	² 28-33	24	3,59	,61			
	³ 34-39	65	3,87	,63			
	⁴ 40-45	45	3,85	,66			
	⁵ > 46	60	4,00	,55			
Professional Competence	¹ 22-27	11	4,07	,70	1,054	,381	-
	² 28-33	24	4,08	,56			
	³ 34-39	65	4,11	,58			
	⁴ 40-45	45	4,30	,61			
	⁵ > 46	60	4,20	,47			
Alignments with Goals and Values	¹ 22-27	11	3,87	,57	2,127	,079	-
	² 28-33	24	4,13	,52			
	³ 34-39	65	4,00	,63			
	⁴ 40-45	45	4,22	,64			
	⁵ > 46	60	4,25	,57			
Organizational Language and History	¹ 22-27	11	4,15	,91	2,070	,086	-
	² 28-33	24	4,08	,67			
	³ 34-39	65	3,80	,87			
	⁴ 40-45	45	4,10	,86			
	⁵ > 46	60	4,22	,88			
Organizational Socialization	¹ 22-27	11	3,95	,52	2,246	,065	-
	² 28-33	24	3,97	,45			
	³ 34-39	65	3,93	,52			
	⁴ 40-45	45	4,13	,52			
	⁵ > 46	60	4,17	,46			
Job Satisfaction	¹ 22-27	11	3,67	,54	5,308	,000*	5>1 4,5>2
	² 28-33	24	3,70	,64			
	³ 34-39	65	4,00	,47			
	⁴ 40-45	45	4,14	,47			
	⁵ > 46	60	4,15	,49			

p<0,05*

Table 6 shows a statistically significant variation in the overall scores for Interpersonal Relations, Organizational Policy, and job satisfaction, according to the findings from the MANOVA analysis conducted between the participants' organizational socialization, job satisfaction, and the age variable (p<0.05). These results show that respondent in the 40-45 age range scored higher in the Interpersonal Relations dimension compared to those in the 34-39 age range. In the Organizational Policy dimension, participants aged 46 and above scored higher than those in the 22-27 age range. Furthermore, in the overall job satisfaction score, participants aged 46 and above had higher scores than those in the 22-27 age group, while those aged 40-45 and 46 and above scored higher than participants aged 28-33.

Table 7. MANOVA analysis of job satisfaction and organizational socialization based on gender

Dimensions	Gender	Sd	\bar{X}	N	F	p
International Relationship	Women	4,04	,54	108	,015	,902
	Men	4,03	,67	97		
Organizational Policy	Women	3,81	,66	108	,530	,467
	Men	3,87	,63	97		
Professional Competence	Women	4,20	,56	108	,641	,424
	Men	4,14	,56	97		
Alignments with Goals and Values	Women	4,14	,57	108	,072	,789
	Men	4,11	,65	97		
Organizational Language and History	Women	4,21	,72	108	8,927	,003*
	Men	3,85	,96	97		
Organizational Socialization	Women	4,08	,44	108	,943	,333
	Men	4,01	,56	97		
Job Satisfaction	Women	3,98	,52	108	1,267	,262
	Men	4,07	,52	97		

p<0,05*

Table 7 shows that, based on the MANOVA analysis conducted between organizational socialization, job satisfaction, and the gender variable, a statistically meaningful difference exists, favoring female participants, specifically in the dimensions of organizational language and history ($p < 0.05$).

Table 8. MANOVA analysis of job satisfaction and organizational socialization based on years of professional experience

Dimensions	Year of profession	\bar{X}	SS	N	F	p	Bonferroni
International Relationship	¹ < 4	4,17	,49	17	2,418	,050*	5>3
	² 5-9	3,95	,66	17			
	³ 10-14	3,84	,56	57			
	⁴ 15-19	4,11	,71	46			
	⁵ > 20	4,13	,55	68			
Organizational Policy	¹ < 4	3,30	,75	17	3,961	,004*	3,4,5>1
	² 5-9	3,80	,61	17			
	³ 10-14	3,81	,56	57			
	⁴ 15-19	3,89	,76	46			
	⁵ > 20	3,98	,56	68			
Professional Competence	¹ < 4	4,02	,66	17	1,071	,372	-
	² 5-9	4,12	,61	17			
	³ 10-14	4,10	,50	57			
	⁴ 15-19	4,28	,63	46			
	⁵ > 20	4,20	,52	68			
Alignments with Goals and Values	¹ < 4	3,89	,50	17	2,176	,073	-
	² 5-9	4,27	,62	17			
	³ 10-14	4,00	,57	57			
	⁴ 15-19	4,14	,70	46			
	⁵ > 20	4,25	,57	68			
Organizational Language and History	¹ < 4	4,32	,80	17	1,612	,173	-
	² 5-9	4,04	,77	17			
	³ 10-14	3,86	,81	57			
	⁴ 15-19	3,95	,96	46			
	⁵ > 20	4,18	,85	68			
Organizational Socialization	¹ < 4	3,96	,48	17	1,783	,134	-
	² 5-9	4,04	,48	17			
	³ 10-14	3,93	,46	57			
	⁴ 15-19	4,09	,58	46			
	⁵ > 20	4,15	,47	68			
Job Satisfaction	¹ < 4	3,60	,57	17	5,374	,000*	4,5>1
	² 5-9	3,82	,58	17			
	³ 10-14	3,98	,43	57			
	⁴ 15-19	4,09	,59	46			
	⁵ > 20	4,17	,45	68			

$p < 0,05^*$

Table 9. MANOVA analysis of organizational socialization and job satisfaction according to education variable

Dimensions	Education	Sd	\bar{X}	N	F	p
International Relationship	Bachelor's degree	4,07	,60	179	4,828	,029*
	Postgraduate	3,79	,61	26		
Organizational Policy	Bachelor's degree	3,85	,65	179	,391	,533
	Postgraduate	3,76	,63	26		
Professional Competence	Bachelor's degree	4,19	,57	179	1,703	,193
	Postgraduate	4,03	,53	26		
Alignments with Goals and Values	Bachelor's degree	4,16	,61	179	4,959	,027*
	Postgraduate	3,88	,56	26		
Organizational Language and History	Bachelor's degree	4,08	,84	179	2,847	,093
	Postgraduate	3,77	,94	26		
Organizational Socialization	Bachelor's degree	4,08	,49	179	4,609	,033*
	Postgraduate	3,85	,51	26		
Job Satisfaction	Bachelor's degree	4,04	,50	179	1,317	,252
	Postgraduate	3,91	,66	26		

$p < 0,05^*$

Table 8 shows that a statistically significant discrepancy exists in the overall score for Interpersonal Relations, Organizational Policy, and Job Satisfaction because of the MANOVA analysis conducted between participants' organizational socialization, job satisfaction, and the professional experience variable ($p < 0.05$). According to these findings, participants with 20 years or additional work experience scored higher in the Interpersonal Relations dimension compared to those with 10-14 years of experience. In the Organizational Policy dimension, participants with 10-14 years, 15-19 years, and 20 years or more of professional experience scored higher than those with 4 years or less. Regarding the total job satisfaction score, participants with 15-19 years and 20 years or more of experience had higher scores than those with 10-14 years of experience.

Table 9 shows that the MANOVA analysis conducted between participants' organizational socialization, job satisfaction, and the educational status variable reveals a statistically important discrepancy in the dimensions of Interpersonal Relations, Conformity to Goals and Values, and Organizational Socialization ($p < 0.05$). According to these findings, participants with a bachelor's degree scored higher than those with a graduate-level qualification in the dimensions of Interpersonal Relations, Conformity to Goals and Values, and Organizational Socialization.

Discussion

This study was conducted with the participation of 205 middle school physical education teachers from the Aydın district. The research aimed to examine the effect of physical educators' social interactions and professional support systems on their job satisfaction. By exploring the impact of demographic factors on this relationship, the research seeks to support the development of more tailored support systems for various groups. Additionally, by revealing the connection between socialization levels and teachers' job satisfaction, the study aims to illuminate strategies for enhancing professional development and psychological well-being in educational institutions. The key highlight of this study is that teachers' job satisfaction in educational institutions emerges as a critical factor that directly influences not only their individual performance but also students' academic achievement and the overall quality of education. However, the relationship between teachers' social interactions, professional support systems, and job satisfaction has not been explored in sufficient depth. This study aims to fill this significant gap in the literature by examining the impact of physical education teachers' social connections and support mechanisms on their job satisfaction.

When examining the results on the Organizational Socialization Scale and its sub-dimensions, it is evident that physical education teachers possess high average scores, with the highest average found in the professional competence dimension ($\bar{x} = 4.17$). This finding indicates the existence of strong social

interactions among teachers and suggests that social support and collaboration positively influence their professional development. Particularly, the high average in the professional competence dimension reflects teachers' confidence in their professional abilities and the significance they place on their development. This result aligns with earlier studies that highlight the vital importance of organizational socialization in enhancing individuals' professional competencies and job satisfaction (Bakar et al., 2015; Johnson, 2016). Moreover, the high score on the Job Satisfaction Scale ($\bar{x} = 4.02$) indicates that teachers generally experience positive job satisfaction and that social interactions significantly impact their overall satisfaction. In conclusion, these findings underscore the importance for educational institutions to enhance social support mechanisms, highlighting the impact of social interactions and professional competence on physical education teachers' job satisfaction.

The positive, moderate correlations found between physical education teachers' job satisfaction and interpersonal relationships ($r = 0.414$), organizational policy ($r = 0.638$), professional competence ($r = 0.623$), and alignment with goals and values ($r = 0.471$) indicate that these factors significantly influence teachers' job satisfaction. Notably, the strong connection between organizational policy and job satisfaction ($r = 0.638$) supports the notion that effective management practices and open communication play a critical role in enhancing teachers' job satisfaction (Bil, 2018; Yücekaya & Polat, 2020). Additionally, the connection between professional competence and job satisfaction ($r = 0.623$) suggests that teachers' confidence in their competencies positively influences their job satisfaction, emphasizing the significance of programs that support their professional development (Altinkurt & Yılmaz, 2014; Hargreaves, 2000).

The moderate relationships between interpersonal relationships, alignment with goals and values, and job satisfaction ($r = 0.414$ and $r = 0.471$, respectively) reveal the impact of social support and organizational culture on physical education teachers' satisfaction (Coppe Sarazin, März, Dupriez & Raemdonck, 2022; Bahtilla & Hui, 2021). Conversely, the low significant relationship between organizational language and history and job satisfaction ($r = 0.247$) suggests that these elements may have a lower impact and might not directly influence teachers' satisfaction. Additionally, the moderately remarkable connection between job satisfaction and organizational socialization ($r = 0.596$) underscores the importance of teachers' social interactions in enhancing their job satisfaction. This finding suggests that nurturing strong social connections among teachers can create a positive atmosphere in educational settings and highlights the necessity for innovative strategies that promote social interactions and enhance professional competencies (Gardner Huang, Pierce, Niu & Lee, 2022; Adil Kausar, Ameer, Ghayas & Shujja, 2023). Linear regression analysis showed a notable influence of organizational socialization on job satisfaction. When evaluated with its sub-dimensions, an increase of one unit in

organizational policy, professional competence, and alignment with goals and values variables leads to varying degrees of increase in job satisfaction. This suggests that effective organizational policies can significantly enhance physical education teachers' job satisfaction. Open and supportive organizational policies positively influence teachers' satisfaction and motivation, thereby impacting their overall job satisfaction. Conversely, the lack of a statistically significant effect of organizational language and history on job satisfaction ($p > 0.05$) suggests that these variables have limited influence on job satisfaction. This implies that organizational language and history may not be determining factors for teachers' job satisfaction. Therefore, it may be advisable for educational institutions to focus on more effective social interactions and professional development opportunities to enhance teachers' job satisfaction. Existing research supports our results (Brazicha et al., 2020; Yavuzkurt & Kiral, 2020; Adil et al., 2023).

The research findings provide significant insights into understanding the effects of age on organizational socialization and job satisfaction. A meaningful difference is noted between interpersonal relationships, organizational policy, and overall job satisfaction scores ($p < 0.05$). Based on these findings, participants aged 40-45 scored higher in the sub-dimensions of interpersonal relationships and organizational policy compared to those in the 34-39, 28-33, and 22-27 age groups. Similar results are evident in job satisfaction scores. This may be understood as an increase in age correlating with enhanced competency in understanding and adapting to organizational policies, thereby facilitating quicker adaptation to the organizational structure and a greater openness to policy changes, which in turn increases job satisfaction. In conclusion, these findings clearly illustrate the effects of age on organizational socialization and job satisfaction, indicating that educational institutions should develop different strategies tailored to various age groups. Specifically, increasing social support and professional development opportunities for younger teachers could be an important step in enhancing their job satisfaction. Many studies have noted similar results regarding the age variable, indicating that increased age is associated with positive outcomes (Yavuzkurt & Kiral, 2020; Rauvola Rudolph, Ebbert & Zacher, 2020; Livi, De Cristofaro, Theodorou, Rullo, Piccioli & Pozzi, 2020).

In the study, analyses examining the connection between organizational socialization and job satisfaction in relation to gender showed no significant differences. Nevertheless, a statistically notable disparity was observed in the sub-dimension of organizational language and history, favoring female participants. Organizational language and history are crucial elements that reflect the cultural context and communication style of an organization. The higher scores of women in this area may indicate that they are more active or effective in social interactions within the organization, as well as feeling a stronger commitment to the organizational culture and values. The positive perceptions of female participants regarding organizational

language and history may reflect the interplay between gender roles and organizational support mechanisms. This may also suggest that female physical education teachers have more opportunities to strengthen social ties, facilitate communication, and align with organizational values, or that they are more motivated to develop these aspects. Although some studies have shown higher scores among men, the literature generally indicates that women tend to score higher (Spagnoli, 2020; Cepale Alessandri, Borgogni, Perinelli, Avanzi, Livi & Coscarelli, 2021; Yang, Zhou, Peng & Li, 2023; Hafeez, Zahrah, Tahir & Aslam, 2023).

Examining how physical education teachers' professional experiences affect job satisfaction and organizational socialization, it is noted that average scores increase with experience in both criteria. Specifically, in the sub-dimension of interpersonal relationships, the scores reflect a high level at the beginning of the career, followed by a decline over the years. This may suggest that less experienced teachers perceive their social interactions more positively, while those with intermediate to advanced experience may experience a certain regression in their social relationships. In terms of organizational policy, it is observed that the average scores of novice teachers rise with increasing professional experience. This indicates that as teachers gain experience, their competencies in understanding organizational policies and adapting to them improve. Job satisfaction also reaches higher average scores with increasing experience, showing that accumulated experience positively affects job satisfaction over time. The findings highlight that professional experience significantly influences teachers' perceptions of interpersonal relationships, organizational policy, and job satisfaction (Adil et al., 2023; Richter, Lucksnat, Redding & Richter, 2022). Therefore, educational institutions should develop strategies to strengthen social interactions and organizational policies by considering teachers' professional experiences. Additionally, creating supportive programs aimed at enhancing social relationships for less experienced teachers is thought to have the potential to increase their job satisfaction.

In terms of teachers' educational levels, significant effects were observed on their perceptions of interpersonal relationships, alignment with organizational socialization, values, and goals. Nevertheless, no notable variations were observed concerning organizational policy, literature competence, and job satisfaction. It appears that the average scores of teachers with a bachelor's degree in the sub-dimensions of interpersonal communication, alignment with organizational socialization, values, and goals are greater than those of educators with a graduate degree, indicating a significant difference. This may suggest that teachers with a bachelor's degree perceive their social interactions and literature relationships more positively, thus possessing a greater capacity to establish strong interpersonal connections. Likewise, it can be asserted that they are more aligned with institutional goals and values, feeling closer to the organizational culture. Additionally, it can be concluded

that educators holding a bachelor's degree experience organizational social interactions more effectively to establish their institutional networks. The literature supports these findings, with studies by Toprakçı & Avcı (2021), Çobanoğlu & Öğretir (2015), and Aranibar Baez-Lopez, Limon-Romero, Ramírez-Barón, García Rivera, Ortega-Pérez Tejada & Hernández Bejarano, (2022) showing similar results.

Conclusion

This research investigates the connection between organizational integration and work satisfaction within middle school physical education teachers in Aydın, with an emphasis on demographic variables (gender, age, professional experience and education level). The findings reveal that teachers typically report high levels of both job satisfaction and organizational socialization with significant positive correlations noted between job satisfaction and several dimensions of organizational socialization, especially organizational politics and professional competence. The findings suggest a moderately strong positive correlation between work fulfillment and the components of interpersonal relationships, organizational politics, professional competence, and alignment with organizational goals and values. Regression analysis further indicates that a rise in organizational socialization directly results in an enhancement in job satisfaction.

Considering age as a criterion, notable variations were found in the scores concerning interpersonal relationships, organizational politics, and overall job satisfaction. Specifically, it was discovered that with rising age (particularly in the 46 and over age group compared to the 40-45 age group), the average scores in interpersonal relationships, organizational politics, and job satisfaction also increased. When examining the gender variable, no significant results were found regarding overall degrees of job satisfaction and organizational socialization. However, a statistically significant difference favoring female participants emerged in the dimension of organizational language and history. Regarding the relationship with professional experience, substantial differences were observed in scores associated with interpersonal relationships, organizational politics, and general work satisfaction. These results mean that increasing professional experience correlates positively with higher average scores in interpersonal relationships, job satisfaction, organizational politics. In terms of education level, except for the sub-dimension of organizational language and history, it was determined that participants with a bachelor's degree scored higher than those with a postgraduate degree across all other sub-dimensions of organizational socialization and job satisfaction.

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Conflict of Interest

There is no conflict of interest between the authors regarding the publication of this article.

Author Contributions

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