

RESEARCH ARTICLE

The Relationship Between Teachers' Job Satisfaction and Professional Engagement

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Abstract

This study investigated the relationship between teachers' job satisfaction and professional engagement. Additionally, the study investigated whether the variables of gender, age, marital status, type of school, and professional seniority of teachers created statistically significant differences in both job satisfaction and professional engagement levels. In the study, relational survey design, one of the quantitative research methods, was adopted for the relevant purpose. The sample of the study consists of 354 teachers working in primary, secondary, and high schools in Sakarya province in the 2022/2023 academic year. "Personal Information Form", "Job Satisfaction Scale" and "Teachers' Professional Engagement Scale" were used as data collection tools. According to the findings, both job satisfaction and professional engagement levels of teachers were found to be "high". The comparisons made within the scope of demographic variables showed that teachers' job satisfaction did not differ statistically significantly by gender, age, marital status, type of school, and professional seniority. On the other hand, while it was observed that teachers' professional engagement levels differed statistically significantly by gender and age, they did not differ statistically significantly by marital status, type of school, and professional seniority variables. It can be said that there is a statistically significant, moderate, and positive relationship between job satisfaction and professional engagement levels of teachers. According to the simple linear regression analysis, job satisfaction predicts professional engagement in a statistically significant way.

Keywords: Job satisfaction, professional engagement, teacher

Introduction

Education is a process to provide individuals with positive knowledge, skills, and attitudes. However, providing students with the desired qualities depends on the activities in the teaching-learning process, the quality of students, and teachers who play an important role in providing learning activities (Kozikoğlu & Özcanlı, 2020). It is known that job satisfaction is of great importance for individuals in organizations (Dilekçi, 2022; Yildirim et al., 2024). The importance of job satisfaction stems directly from its effect on productivity. When job satisfaction is not at an adequate level, the individuals cannot be satisfied in their work and become frustrated. In this case, productivity may decrease along with the decrease in motivation. In addition, frustrated individuals may exhibit behaviors such as reluctance, coldness, absenteeism and incomplete work against the organization (Dedebali, 2010). A teacher must recognize the importance of his/her profession and feel a sincere engagement in teaching. Teachers who believe that they will be permanent members of the profession must align their behavior with the values of the profession (Oğuzkan, 1971). To support teachers' productivity and effective work, it is important to know how engaged teachers are in their schools and the factors affecting their engagement. However, it is not correct to attribute the teaching profession only to the degree of satisfaction with physical and material conditions. It is necessary to create a suitable environment for teachers to achieve psychological satisfaction with their work and to perform their duties with pleasure (Celep, 2000). Thus, it is critical to reveal teachers' satisfaction and engagement with the overall quality of the educational process.

Job Satisfaction

The concept of job satisfaction defines the feeling of satisfaction and fulfillment that an employee feels while performing the tasks in his/her job (Eğinli, 2009). Job satisfaction refers to the level of emotional satisfaction an employee receives from his/her job. It is considered as an emotional response to his/her work (Çetinkanat, 2000).

Job satisfaction, which is defined as an individual's attitude towards his/her job, is realized at different levels depending on whether the attitude is positive or negative. In other words, the level of job satisfaction will be high in jobs that are approached with a positive attitude, while the level of job satisfaction will be low in jobs with a negative attitude (Özkalp, 2019). Job satisfaction refers to the fact that employees have a happy and peaceful life in the organization by meeting their spiritual needs as well as their income (Güney, 2011). Job satisfaction is a level of satisfaction determined as a result of the combination of factors such as the quality of the job, wage, coworkers, physical conditions of the working environment, and expectations from the employee (Çetin & Basım, 2011).

For an organization to achieve its goals and be successful, the satisfaction levels of employees must be kept high. This satisfaction can be achieved through their commitment to their jobs, doing their jobs diligently and lovingly, in other words, having high job satisfaction. High job satisfaction positively affects the performance of both the organization and the employees and is therefore important for the continuity of the organization (Akbulut, 2015). A recent study showed

that higher levels of job satisfaction among teachers result in improved educational outcomes (Sale & Quirap, 2024). On the other hand, job satisfaction is associated with teacher well-being and professional development at the individual level and it is associated with turnover intention, organizational commitment, teacher performance, and school climate at the organizational level (Zhou et al., 2024). Drawing on these findings, it can be argued that teachers' job satisfaction is of critical importance for schools.

Professional Engagement

Engagement to the profession refers to both the willingness to fulfill the requirements of the profession and the determination to do so in the most effective way (Eroglu, 2007). Professional engagement is the individual's awareness of his/her professional role through his/her professional skills and expertise. The skills and expertise gained by working in a specific field help an individual to understand the importance and place of his/her profession in his/her life (Karagöz, 2007). For organizations, achieving high performance and increasing productivity are important to gain a competitive advantage. In this context, employees who show a high level of engagement to their profession create a competitive advantage for their organizations (Terlemez, 2012).

Teachers' work styles can be influenced by a variety of factors, and among these factors is professional engagement. It is the state in which teachers work selflessly, dedicate themselves to their work, focus on their work, and voluntarily commit to the profession. Teachers' efforts towards the success and development of their students are an important factor in terms of professional engagement (Turhan, Demirli & Nazik, 2012). The teaching profession requires a committed and dedicated approach to the profession as well as to the students. This means adopting the principles of the profession, following the rules, and prioritizing the wants and needs of students. Dedicated teachers work using a variety of teaching methods following the learning needs of each student. They also use their free time to help the success of the school and its students and take opportunities to continuously improve themselves (Butucha, 2013).

The slightest change in teacher quality will directly affect the educational outcomes. In this context, all the factors that teachers face from their training to their appointment and retirement should be investigated. Teachers' adoption of the goals, principles, and values of their organization, in direct proportion to a high level of engagement, enables them to be productive and efficient (Güner, 2006). Engaged teachers experience positive, satisfying, and job-related mental states while performing their tasks, which can contribute to their overall well-being (Angelini et al., 2024)

Teachers' low level of engagement causes them to act indifferently to their profession and may lead them to feel worthless. Those who are moderately engaged do not make efforts for innovation and change because they think that they fulfill their profession adequately. However, highly engaged teachers do their best to improve student achievement, continuously monitor their professional development, and are open to innovation (Artun, 2008). Karakış (2021) found that teachers' professional engagement is statistically significantly associated with their career aspirations and teaching motivation. In another study, it was revealed that when teachers have

high levels of engagement, they have lower burnout (Li et al., 2025). Dilekçi et al. (2025) showed that engagement positively contributed to teachers' job performance.

Significance of the Research

Unveiling the association between teachers' job satisfaction and professional engagement is essential for improving both individual teacher well-being and overall educational outcomes. Teachers who experience high job satisfaction are more likely to be motivated, committed, and actively engaged in their professional responsibilities and this can positively contribute to student learning and organizational effectiveness. This study contributes to the existing literature by providing up-to-date empirical evidence on how job satisfaction influences professional engagement, offering insights for policymakers, school administrators, and educators seeking to enhance teacher retention and performance. By identifying key factors that foster a supportive and fulfilling work environment, this research can help develop strategies to improve job satisfaction, ultimately leading to a more engaged and effective teaching workforce.

Aim of the Research

This study aims to investigate the association between teachers' job satisfaction and professional engagement. In addition, it investigates whether teachers' job satisfaction and professional engagement differ significantly by demographic characteristics. To this end, the study sought answers to the following questions:

1. *What is the level of teachers' job satisfaction?*
2. *What is the level of teachers' professional engagement?*
3. *Do teachers' job satisfaction and professional engagement levels differ statistically significantly based on variables such as gender, age, marital status, type of school they work in, and years of experience in the profession?*
4. *Is there a significant relationship between teachers' job satisfaction and their professional engagement levels?*
5. *Is teachers' job satisfaction a statistically significant predictor of their professional engagement levels?*

Method

Research Model

In this study, the relationship between teachers' job satisfaction levels and professional engagement levels was investigated. In addition, it was examined whether the demographic characteristics of teachers such as gender, age, marital status, type of school they work in, and their experience create a statistically significant difference in both their job satisfaction and professional engagement levels. The correlational survey model, one of the quantitative research methods, was utilized in the study.

Population and Sample

The population of the study consists of 15.489 teachers working in primary, secondary, and high schools in Sakarya province in the 2022-2023 academic year (Sakarya National Education Directorate, Accessed April 10, 2023). The sample consists of 354 teachers who were reached by convenient sampling method from this population. Various demographic variables of the teachers participating in the study were statistically analyzed. Table 1 presents demographic information about the sample.

Table 1. *Demographic Information of the Sample*

Variable	Group	n	%
Gender	Female	203	57,3
	Male	151	42,7
Age	20-30	31	8,8
	31-40	125	35,3
	41-50	135	38,1
	51 and above	63	17,8
Marital status	Married	299	84,5
	Single	55	15,5
School level	Primary School	45	11,3
	Middle School	77	19,4
	High School	69	17,4
Experience	0-5 years	24	6,8
	6-10 years	92	26,0
	11-15 years	53	15,0
	16-20 years	40	11,3
	21 years and above	145	41,0
Total		354	100

As Table 1 shows, 57.3% (f=203) of the teachers participating in the study were female and 42.7% (f=151) were male. Of the teachers 8.8% (f=31) were between the ages of 20-30, 35.3% (f=125) were between the ages of 31-40, 38.1% (f=135) were between the ages of 41-50, 17.8% (f=63) were 51 and over. 84.5% (f=299) were married and 15.5% (f=55) were single. 11.3% (f=45) work in primary schools, 19.4% (f=77) in middle schools, 17.4% (f=69) in high schools. Of the teachers 6.8% (f=24) had 0-5 years of experience, 26.0% (f=92) had 6-10 years of experience, 15.0% (f=53) had 11-15 years of experience and 11.3% (f=40) had 16-20 years of experience and lastly 41.0% (f=145) had 21 years or more of experience.

Data Collection Tools

"*Job Satisfaction Scale*" adapted by Keser and Bilir (2019) and "*Engagement to Teaching Profession Scale*" developed by Kozikoğlu and Senemoğlu (2018) were used to collect the data of this study. In addition to these scales, a *Personal Information Form* consisting of 5 questions was

used to determine the participants' gender, age, marital status, type of school, and experience in the profession.

Personal Information Form: It is a questionnaire prepared to reveal the demographic characteristics of the teachers who participated in the study. There were questions about teachers' gender, age, marital status, type of school, and length of service in the profession.

Job Satisfaction Scale: The job satisfaction scale was adapted into Turkish by Keser and Bilir (2019). The scale is unidimensional and has 5 items. The 3rd and 5th items on the scale are reverse-coded. It is a 5-point Likert-type scale with response options of "Strongly Disagree (1)", "Disagree (2)", "Neither Agree nor Disagree No Opinion (3)", "Agree (4)", "Strongly Agree (5)" options. A Cronbach's Alpha coefficient above .60, which is used to evaluate the internal consistency of the scale, is considered sufficient in the literature (Kalaycı, 2007). This cut-off point was taken as a criterion in the current study. Table 2 presents the internal consistency coefficients of the scale in the context of both the research in which the adaptation study was conducted and the current research.

Table 2. Cronbach's Alpha Coefficients for Job Satisfaction

	Items	This study	Keser and Bilir (2019)
		α	α
Job Satisfaction Scale	5	,89	,85

As Table 2 suggests, the Cronbach's Alpha coefficient of the job satisfaction scale reported by Keser and Bilir (2019) was .85. On the other hand, in current research, the Cronbach's Alpha coefficient was .89. Based on this finding, it can be concluded the job satisfaction scale is highly reliable.

Engagement to Teaching Profession Scale: The scale was developed by Kozikoğlu and Senemoğlu (2018). It consists of 3 dimensions and 20 items. There are 8 items on the dimension of engagement to the profession (items 1–8), 8 items on the dimension of engagement to students (items 13–20), and 4 items on the dimension of dedicated effort (items 9–12). The scale items are responded to on 5-point Likert-type options which correspond to "Strongly disagree (1)", "Disagree (2)", "Undecided (3)", "Agree (4)" and "Strongly agree (5)". Table 3 below presents the Cronbach's Alpha coefficients for the engagement scale.

Table 3. Cronbach's Alpha Coefficients for Commitment to Teaching Profession Scale

Scale/ Dimension	Items	This study	Kozikoğlu& Senemoğlu (2018)
		α	α
Engagement to the teaching profession	20	,92	,90
Engagement to profession	8	,92	,92
Engagement to students	8	,88	,86
Dedicated effort	4	,76	,70

As Table 3 shows the Cronbach's Alpha coefficients calculated in this study are above .60 which suggests that the reliability criteria were satisfied.

Data Collection

The data were collected with the permission of the Sakarya University Ethics Committee dated 11.05.2023 and numbered E-61923333-050.99-244788. In addition, permission was obtained from the researchers via e-mail for the "Job Satisfaction Scale" and "Engagement to Teaching Profession Scale" used in data collection. Data were collected online through Google Forms. The researcher prepared an online form that included all the data collection tools. The link was shared with teachers and school administrators who sent it to the participants through WhatsApp.

Data Analysis

Data analysis was carried out using the SPSS program. Normality analysis was performed to examine whether the distribution of the data was normal. The findings suggested that data were normally distributed and therefore parametric tests were used (Cevahir, 2020). Reliability analysis, t-test, ANOVA test, correlation analysis, and simple linear regression analysis were conducted.

Table 4. *Skewness and Kurtosis Coefficients*

Scale/ Dimension	n	Min.	Max.	\bar{x}	SD	Skewness	Kurtosis
Job Satisfaction	354	1.00	5.00	3.61	.87	-.660	.006
Engagement to the teaching profession	354	2.20	5.00	3.94	.58	-.304	-.255
Engagement to the profession	354	1.25	5.00	3.81	.86	-.468	-.418
Engagement to students	354	2.25	5.00	4.12	.56	-.334	.199
Dedicated effort	354	1.25	5.00	3.87	.70	-.466	.280

Skewness and kurtosis coefficients were evaluated to check the distribution of the data. The findings in Table 4 indicated that the data displayed a normal distribution since the coefficients ranged between -2.0 and +2.0 (George & Mallery, 2010).

The correlation coefficient ranges between (+1.00) and (-1.00). +1 correlation coefficient indicates a perfect relationship, while 0 indicates no relationship. If the correlation coefficient is less than .30, it can be said that there is a weak relationship, if it is between .30-and .70, it can be said that there is a moderate relationship, and if it is greater than 0.70, it can be said that there is a high level of relationship (Köklü, Büyüköztürk, & Çokluk, 2007; Büyüköztürk et al., 2012).

In this study, a 5-point Likert-type was used to collect data. Assuming that the response options of the 5-point Likert-type scales are in equal ranges, the score ranges taken as reference in the evaluation of arithmetic means are as follows; the values of 1.00-1.79 are considered at the "Very Low" level, in the range of 1.80-2.59 are accepted at the "Low" level, between 2.60-3.59 are considered to be at the "Medium" level, between 3.60-4.19 are as "High", while scores between 4.20-5.00 are considered "Very High".

Findings

Table 5. *Descriptive Statistics*

Scale/Dimension	n	Min.	Max.	\bar{x}	SD
Job Satisfaction	354	1.00	5.00	3.61	.87
Engagement to teaching profession	354	2.20	5.00	3.94	.58
Engagement to profession	354	1.25	5.00	3.81	.86
Engagement to students	354	1.25	5.00	4.12	.56
Dedicated effort	354	1.25	5.00	3.87	.70

As Table 5 shows, the arithmetic mean of the teachers on the job satisfaction scale was (\bar{x} =3.61) indicating that teachers' job satisfaction levels were relatively "high". It was (\bar{x} =3.94; SD=.58) on the engagement to teaching profession scale which shows a high engagement to teaching. Among the dimensions of the scale of engagement to teaching profession, the highest mean was (\bar{x} = 4.12; SD = .56), indicating dedication to students, followed by dedicated effort with a mean score of (\bar{x} =3.87;SD=.70), and lastly, by engagement to the profession with a mean of (\bar{x} =3.81;SD=.86). All the engagement dimensions were high.

Table 6. *Comparison of Teachers' Job Satisfaction and Engagement to Profession by Gender*

Scale	Gender	n	\bar{x}	SD	t	p
Job Satisfaction	Female	203	3.62	.82	.268	.79
	Male	151	3.59	.92		
Professional Engagement	Female	203	4.01	.50	2.763	.00
	Male	151	3.85	.66		

Table 6 compares teachers' job satisfaction and engagement to teaching profession levels by gender. As the table shows, female teachers' job satisfaction level was (\bar{x} =3.62; SD=.82) and it was (\bar{x} =3.59; SD=.92) for males. t-test findings suggested that there was not a statistically significant difference between the mean scores of females and males ($t_{(352)}=.268$; $p=.79$). On the other hand, female teachers' professional engagement level was (\bar{x} = 4.01; SD = .50) and male teachers' was (\bar{x} =3.85; SD=.66). t-test findings showed that the difference between the mean scores of female and male teachers was statistically significant ($t_{(352)}=2.763$; $p=.001$). Based on these findings, it can be concluded that gender was not influential on teachers' job satisfaction, but it was on their professional engagement. Females had a statistically significantly higher professional engagement compared to their male counterparts.

Table 7. Comparison of Teachers' Job Satisfaction Engagement to Profession Levels by Age

Scale	Age	n	\bar{x}	SD	F	p
Job Satisfaction	20-30	31	3.62	.75	2.350	.07
	31-40	125	3.45	.82		
	41-50	135	3.69	.85		
	51 and above	63	3.74	.99		
Professional Engagement	20-30	31	3.95	.52	3.579	.01
	31-40	125	3.83	.58		
	41-50	135	3.97	.54		
	51 and over	63	4.11	.63		

Table 7 compares teachers' job satisfaction and professional engagement levels by age. ANOVA findings suggested that age did not create a statistically significant difference in teachers' job satisfaction level ($F_{(3,350)}=2.350$; $p=.07$). However, the mean scores of professional engagement differed statistically significantly by age ($F_{(3,350)}=3.579$; $p=.01$). To determine between which groups the difference was, Scheffe test was conducted. The finding suggested that mean scores of teachers aged 51 and over ($\bar{x}=4.11$; $SD=.63$) were statistically significantly higher than that of teachers aged between 31-40 years old ($\bar{x}=3.83$; $SD=.58$).

Table 8. Comparison of Teachers' Job Satisfaction and Professional Engagement Levels by Marital Status

Scale	Marital Status	n	\bar{x}	SD	t	p
Job Satisfaction	Married	299	3.62	.86	.524	.60
	Single	55	3.55	.92		
Professional Engagement	Married	299	3.94	.57	.482	.63
	Single	55	3.98	.59		

Table 8 compares teachers' job satisfaction and engagement to teaching profession levels by marital status. As the table displays, married teachers' mean score of job satisfaction was ($\bar{x}=3.62$; $SD=.86$) and it was ($\bar{x}=3.55$; $SD=.92$) for single teachers. t-test findings suggested that there was not a statistically significant difference between the mean scores of married and single teachers ($t_{(352)}=.524$; $p=.60$). The table also shows the comparison of professional engagement level by marital status. Married teachers' mean score of engagement to teaching profession was ($\bar{x}=3.94$; $SD=.57$) and it was ($\bar{x}=3.98$; $SD=.59$) for single teachers. t-test findings suggested that married and single teachers' engagement to their profession did not differ statistically significantly ($t_{(352)}=.482$; $p=.63$). Based on these findings, it can be concluded that marital status is not an influential factor in teachers' job satisfaction and professional engagement.

Table 9. *Comparison of Teachers' Job Satisfaction and Professional Engagement Levels by School Level*

Scale	School	n	\bar{x}	SS	F	p
Job Satisfaction	Primary School	70	3.64	.82	.167	.85
	Middle School	100	3.57	.87		
	High School	184	3.61	.88		
Professional Engagement	Primary School	70	4.06	.57	1.778	.17
	Middle School	100	3.90	.54		
	High School	184	3.92	.59		

Table 9 compares teachers' job satisfaction and professional engagement by school level. ANOVA findings suggested that school level did not create a statistically significant difference in teachers' job satisfaction ($F_{(2,350)}=.167$; $p=.85$) and professional engagement levels ($F_{(2,350)}=1.778$; $p=.17$). Based on these findings, it can be argued that working in primary, middle or high schools do not influence teachers' job satisfaction and professional engagement.

Table 10. *Comparison of Teachers' Job Satisfaction and Professional Engagement Levels by Experience*

Scale	Experience	n	\bar{x}	SS	F	p
Job Satisfaction	0-5 years	24	3.66	.66	.773	.54
	6-10 years	92	3.52	.84		
	11-15 years	53	3.52	.84		
	16-20 years	40	3.59	.84		
	21 years and above	145	3.69	.93		
Professional Engagement	0-5 years	24	3.99	.47	2.357	.053
	6-10 years	92	3.85	.56		
	11-15 years	53	3.84	.59		
	16-20 years	40	3.89	.61		
	21 years and above	145	4.05	.58		

Table 10 compares teachers' job satisfaction and professional engagement by experience. ANOVA findings suggested that experience did not create a statistically significant difference in teachers' job satisfaction ($F_{(4,349)}=.773$; $p=.54$) and professional engagement levels ($F_{(4,349)}=2.357$; $p=.053$). Based on these findings, it can be argued that experience does not influence teachers' job satisfaction and professional engagement.

Table 11. *Correlation between job satisfaction and engagement to teaching profession*

Scale/Dimension		Engagement to profession	Engagement to students	Dedicated effort	Professional engagement
Job satisfaction	r	.59	.23	.24	.59
	p	.00	.00	.00	.00
	n	354	354	354	354

Table 11 presents the associations between job satisfaction and teachers' professional engagement levels. As the table shows, all the associations between variables are positive and statistically significant. There is a statistically significant positive correlation between teachers' job

satisfaction and engagement to the profession ($r=.59$; $p<.001$; moderate level), engagement to students ($r=.23$; $p<.001$; weak), dedicated effort ($r=.24$; $p<.001$; weak). Lastly, teachers' job satisfaction is statistically significantly and positively associated with teachers' professional engagement ($r=.59$; $p<.001$; moderate), Drawing on these findings, it can be concluded that teachers' job satisfaction has weak and moderate levels of statistically significant positive associations with teachers' professional engagement and its dimensions.

Table 12. *The effect of teachers' job satisfaction on their professional engagement*

Independent variable	Dependent variable	r	r ²	B	β	p	F	t
Job satisfaction	PES	.59	.34	.39	.59	.00	183.13	13.53
	ETP	.733	.537	.729	.733	.00	408.647	20.21
	ETS	.234	.055	.150	.234	.00	20.337	4.51
	DE	.235	.055	.189	.235	.00	20.621	4.54

Note: PES=Professional engagement scale; ETP=Engagement to profession; ETS= Engagement to students; DE=Dedicated effort

Table 12 displays the findings regarding the regression analysis. The findings showed that teachers' job satisfaction was a significant predictor of their professional engagement ($F_{(1,352)}=183.131$; $p<.05$). Job satisfaction explained the 34% variance in teachers' professional engagement. On the other hand, teachers' job satisfaction was a significant predictor of engagement to the profession ($F_{(1,352)}=408.647$; $p<.05$). Teachers' job satisfaction explained the 54% of the variance on the engagement to profession dimension. Additionally, teachers' job satisfaction was a significant predictor of engagement with students ($F_{(1,352)}=20.337$; $p<.05$) and it explained 5.5% of the variance in engagement to students. Lastly, teachers' job satisfaction was a significant predictor of dedicated effort ($F_{(1,352)}=20.621$; $p<.05$). Teachers' job satisfaction explained 5% of the variance in dedicated effort.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The study investigated teachers' job satisfaction levels by analyzing their responses to a job satisfaction scale. Statistical analysis revealed that teachers generally exhibit high levels of job satisfaction, a finding consistent with previous research (Arı, 2021; Deveci, 2021; Gezgin Kuşadalı, 2022; Göksu, 2020; Limon et al., 2021; Ölçüm, 2015). However, some studies have reported lower levels of teacher job satisfaction (Ağırdaş, 2014; Tipi, 2022; Erkan, 2009), indicating variability in findings across contexts.

The study also examined the influence of demographics on job satisfaction. No statistically significant differences emerged based on gender, age, marital status, type of school, or years of professional experience. While certain trends were observed—such as higher job satisfaction among female teachers, married teachers, and those aged 51 and over—these differences were not statistically significant. This aligns with findings from Sarıkaya (2019), Arı (2021), and Gezgin

Kuşadalı (2022), who also reported no significant differences based on these variables. These findings imply that other factors beyond demographics, such as organizational conditions, leadership, or intrinsic motivation, could have a more critical role in shaping job satisfaction.

The study further explored teachers' professional engagement level, finding an average score of 3.94, indicating a high level of engagement. This result is consistent with prior research (Dilekçi & Limon, 2020; Gül, 2021; Karagöz, 2008; Kozikoğlu & Senemoğlu, 2018; Kandemir, 2019; Özdemir & Orhan, 2020).

Analysis of demographic variables revealed significant differences in professional engagement based on gender and age. Female teachers exhibited higher levels of professional engagement than their male counterparts, and teachers aged 51 and over showed higher engagement levels compared to younger age groups. However, no significant differences were found based on marital status, type of school, or years of professional experience. This finding can be attributed to the fact that teachers, regardless of their marital status or years of experience, encounter similar professional demands and opportunities that contribute to a relatively uniform level of engagement across these groups. These findings partially align with Turhan, Demirli, and Nazik (2012), who also found age to be a significant factor but reported no gender-based differences. On the other hand, Luna et al. (2025) reported that male and female teachers had similar levels of engagement which is not consistent with this study. In this study, female teachers reported higher professional engagement. However, a study conducted by Chen et al. (2025) in China displayed that male teachers had higher level of engagement. This inconsistency can be attributed to different cultural contexts in which the studies were conducted.

The study identified a significant, positive, and moderate relationship between job satisfaction and professional engagement. As teachers' job satisfaction increases, so does their level of professional engagement. This finding aligns with Zöğ (2007), who also reported a positive correlation between the two variables.

Regression analysis revealed that job satisfaction is a significant predictor of professional engagement, explaining 34.2% of the variance. Specifically, job satisfaction was a strong predictor of the first sub-dimension of professional engagement (53.7% variance explained) but had a weaker influence on the sub-dimensions of dedication to students and selfless work (5.5% variance explained for each).

In conclusion, this study found that teachers generally report high levels of job satisfaction, consistent with prior research, though some variability exists across different contexts. Demographic factors, including gender, age, marital status, and experience, had minimal impact on job satisfaction, aligning with previous studies. Teachers also displayed high levels of professional engagement, with female teachers and those aged 51 and above showing slightly higher engagement. The study found a significant, positive relationship between job satisfaction and professional engagement, indicating that as job satisfaction increases, so does professional engagement. Job satisfaction was a strong predictor of engagement, particularly in emotional commitment to teaching. These findings highlight the importance of improving teachers' job satisfaction to enhance their professional engagement, with potential benefits for teaching effectiveness and overall school performance. Further research is needed to explore additional factors influencing these variables.

Recommendations

Based on the findings, the following recommendations are proposed to maintain and enhance teachers' job satisfaction and professional engagement:

1. Teachers should be provided ongoing professional development opportunities, access to training resources should be facilitated and support and feedback mechanisms should be established.
2. Professional meetings, seminars, and workshops to foster collaboration and sharing among teachers should be organized. Teachers' achievements through award programs or ceremonies should be recognized and awarded.
3. Teachers aged 31-40 exhibited the lowest levels of job satisfaction and professional engagement. Qualitative research should explore the reasons for this trend, and targeted interventions should be developed to address their needs.

Further Research

1. Future studies should include larger and more diverse samples, encompassing teachers from different regions and school types to enhance the generalizability of findings.
2. They should investigate other factors influencing job satisfaction and professional commitment, such as working conditions, leadership styles, and workplace mobbing.
3. Researchers should share their findings with stakeholders and provide evidence-based recommendations to inform educational policies and practices.

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