



A COMPARATIVE ANALYSIS OF JOB SATISFACTION LEVELS OF PUBLIC AND PRIVATE SCHOOL TEACHERS

KAMU VE ÖZEL EĞİTİM KURUMLARINDA ÇALIŞAN ÖĞRETMENLERİN
İŞ TATMİN DÜZEYLERİNİN KARŞILAŞTIRILMASI

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ABSTRACT

This study aims to determine whether differences exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. If the differences exist, this study will also try to find out the causes of these differences. Quantitative Survey method has been employed in this study. The findings of the study indicated that differences do exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. The main factors that cause the differences were salary, social ranking, reputation, and improvement, ability to use skills, administrator-employee affairs, and creativity.

Keywords: Public Schools, Private Education Institutions, Job satisfaction level, Teachers.

ÖZ

Bu çalışmada; kamu okullarında çalışırken emekli olarak veya istifa ederek özel eğitim kurumlarına geçen öğretmenlerle kamu okullarında çalışmaya devam eden öğretmenlerin iş tatmin düzeyleri arasında farklılığın olup olmadığı belirlenmeye çalışılmıştır.. Çalışma sonucunda, kamu okullarında görev yapan öğretmenlerle özel eğitim kurumlarına geçiş yapmış öğretmenlerin iş tatmin düzeyleri arasında istatistiksel olarak anlamlı bir fark olduğu görülmüştür. İş tatmin düzeylerinin farklılığına neden olan faktörlerin; *ücret, sosyal statü, tanınma, ilerleme, yetenekleri kullanma, yönetici-insan ilişkileri ve yaratıcılık* faktörleri olduğu görülmüştür.

Anahtar Sözcükler: Devlet okulları, Özel Eğitim Kurumları, İş Tatmin Düzeyleri, Öğretmenler

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INTRODUCTION

Ministry of National Education (2008) reported that between 2002-2007 there has been a continuous increase in the number of students attending private education institutions and the number has reached 1.071.827. While in 2002, the number of private education institutions was 2.122, in 2007 this number reached 3.986. In the same period, the number of teachers has increased from 19.881 to 47.621. In order to supply the need for qualified personnel, private education institutions preferred transferring experienced teachers, especially from public schools, by offering them better conditions. According to the data obtained from the Association of Private Schools (2007), private school teachers are paid an average of 1333 dollars per month. In one year, a total amount of 454.478.352 dollars was paid to all these teachers. This large amount accelerates the transfer of experienced public school teachers to private education institutions. The increase in these transfers might be considered as one of the reasons degrading the education quality in public schools (Egitim-Sen, 2008).

The purpose of this study is to determine whether differences exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. If the differences exist, this study will also try to identify reasons of these differences. In order to determine if the difference in job satisfaction levels has an affect on the transfers from public schools to private education institutions, teachers who started their careers in private education institutions also participated in this research.

This study also aims to identify the factors that cause a low job satisfaction level and offer practical suggestions to increase the job satisfaction levels of the public school teachers.

Minnesota Job Satisfaction Questionnaire with one hundred questions and a personal information questionnaire, "Demographic Questions," was prepared and 1667 copies sent to related institutions to be filled by public and private school teachers in Tokat, Sivas, Amasya and Çorum. One thousand and twenty nine of these questionnaires were returned.

Research Hypotheses

Hypotheses of this research study are:

H_1 : There is a difference between job satisfaction levels of public and private school teachers.

H_2 : There is a difference between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation.

H_3 : There is a difference between job satisfaction levels of teachers who started working in private education institutions right after graduation and

of teachers who transferred to private education institutions from public schools due to retirement or resignation.

THEORETICAL FRAMEWORK

Description of Job Satisfaction

With its simplest definition, job satisfaction is the designation of how happy a worker is with his job. Cranny, Smith and Stone claimed that there is a common definition for job satisfaction. They defined job satisfaction as individuals' emotional responses to their jobs (Weiss, 2002). Job satisfaction is a concept where an individual is evaluated from her point of view, and this concept includes the worker's feelings and emotions about her job.

Lock defined job satisfaction as workers' positive emotional expressions towards their jobs and work experience (Testa, 1999). In simple terms, the realization of workers' physical and psychological expectations constitutes job satisfaction. An individual joins an organization with certain expectations and when these expectations come true the individual becomes pleased with her organization and her job, and this increases her efficiency and performance (Nelson & Quick, 1995). However, when these expectations do not meet with work conditions, job satisfaction does not occur, and as a result; the worker loses performance and efficiency and might even sabotage the job or quit it. It is important to prevent workers from feeling disappointed and maximize their efficiency and performance by identifying and regulating the factors that affect job satisfaction (Noe, et al. 1997). According to Ergenç (1981), job satisfaction can be briefly defined as the realization level of one's expectations from her job and her organization.

Considering all of the definitions above, for this study, job satisfaction is defined as follows:

Job satisfaction is all a worker's emotional responses towards his organization and his job, when his expectations and realization of these expectations are considered.

As mentioned above, job satisfaction is constituted by the worker's behaviors, and positive and negative feelings in her organizational environment. These feelings are formed by internal and external sources. Internal source of satisfaction is internal rewards and external source is the motivators in the organization (Galbraith, 1997).

Research on Teachers' Job Satisfaction

The research studies on teachers' job satisfaction levels barely have overlapping results. According to Pearson & Moomaw (2005), the main reason for this is that the research studies analyzed different indicators about teachers' in-class and in-school roles and their job satisfaction levels. In addition, identification of these indicators varies in schools with different socio-cultural and economical background.

Besides the differences effecting job satisfaction levels such as teachers' education level, gender, ethnicity, age, and socio-economic conditions, their devotion to their jobs makes these differences more complicated and personal (Tye & O'Brien 2002). Davis and Wilson (2000) discussed that teachers accept their jobs as a sacred duty and therefore they give less importance to external factors and rewards about job motivation.

According to Latham (1998), teachers give more importance on internal factors of job satisfaction. Their relations with students, in-class relations, students' educational conditions, freedom in teaching methods, and class activities and relations with other teachers and managers play a bigger role in job satisfaction when compared to the external factors.

The results of Protheroe, Lewis, and Paik (2002)'s research shows that when solving problems, the level of collaboration and communication between teachers and managers is essential in increasing job satisfaction.

Several qualitative and quantitative research studies (Bogler, 2001; Woods & Weasmer, 2002; Ebmeir, 2003; Jacobson, 2005) identified the importance of teacher's participation level in decision making mechanisms, and of the school culture in which managers value teachers' ideas, in improving the commitment and job satisfaction levels of teachers.

There are also many research studies on teachers' job satisfaction levels in Turkey. Some of these studies are as follows:

Regarding the result of Özdayı (1990)'s research, the factors that effect the job satisfaction levels of public and private school teachers are; salaries, work conditions, inspections and promotions.

In their research, Bozkurt (2008) found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. In addition, results of the study indicated that teachers evaluated their jobs as pleasurable even though they mentioned negative conditions in which they performed their jobs.

Dikmen (1995) compared the job satisfaction levels of teachers and of workers from other public institutions, and found that teachers have a higher job satisfaction level.

With his research, "Job Satisfaction Level of Teachers Working for Public or Private Schools and the Relation of This Level with Responses against Frustration and Aggression", Minibaş (1990) claimed that private school teachers have a higher job satisfaction level.

Günbayı (2001) compared the age and seniority of teachers and their relation with job satisfaction, and found that senior teachers have a higher job satisfaction level than juniors, and older teachers have a higher job satisfaction level than younger ones.

Kara (2001) analyzed the job satisfaction level of teachers working in schools with many problems and in schools with fewer problems, and stated

that teachers working in schools with fewer problems have a higher level of job satisfaction.

Işıklar (2000) has determined that there is a difference between the job satisfaction levels of high school teachers and of primary school teachers.

RESEARCH METHOD

A quantitative survey method has been used in this study. Research data were gathered through questionnaires. First, various questionnaire forms were analyzed, and one of the most preferred questionnaire in the literature, Minnesota Job Satisfaction Scale, was found suitable for the purpose of this research. Then 1667 questionnaire forms were prepared for teachers working for public and private education institutions, and they were sent to the related institutions in the cities Tokat, Sivas, Amasya and Çorum. Even though some of these forms were not returned, there were 602 participants from private education institutions and 427 participants from public schools, making a total of 1029 participants. Only primary and secondary school teachers participated in this research study. Distribution of the survey started and was completed in June 2006.

As mentioned above, the usage of Minnesota job satisfaction scale was found suitable for this research. Two types of data forms have been used:

1. A data form composed of 23 questions for identifying the demographic profiles of the participants.
2. Minnesota Job Satisfaction Scale's 100 question form.

Minnesota Satisfaction Questionnaire (M.S.Q) was developed by R.V. Dawis, G.W. England, and L.H. Lofquist in 1967. M.S.Q is a 100 question data form composed of internal and external satisfaction factors.

When compared with other job satisfaction scales, M.S.Q differs in observing job satisfaction from different points of view. Other than evaluating job satisfaction as internal and external satisfaction, M.S.Q. analyzes job satisfaction with 20 determinants about work and environmental conditions. With this scale, it is possible to identify the individual's job satisfaction and dissatisfaction and identify the causes of dissatisfaction.

The points and their designation are listed below:

Not satisfying at all	: 1 point
Not satisfying	: 2 points
Neither satisfying nor dissatisfying	: 3 points
Satisfying	: 4 points
Very satisfying	: 5 points

The participants' grading are evaluated, and then the percentage values of the evaluation results are commented as:

- Above 0.75: High job satisfaction

- Below 0.25: Low job satisfaction
- Between 0.26 and 0.74: Moderate job satisfaction

In this scale, the 20 dimensions of job and environment conditions can be summarized in two parts:

Internal Factors:

- *Activity*: being able to stay busy on the job
- *Independence*: The opportunity to work alone
- *Variety*: Occasionally being able to do different things
- *Social Status*: Being a respected individual in the society
- *Moral Values (conscience)*: Having moral and ethical values
- *Recognition*: Achieving respect and social status
- *Social Service*: The opportunity to help others
- *Authority*: The opportunity of telling people what to do
- *Ability Utilization*: Opportunity to accomplish something by using abilities
- *Responsibility*: The opportunity to execute the decisions made
- *Creativity*: The opportunity to use own methods
- *Achievement*: The feeling of being successful

External Factors:

- *Advancement*: The opportunity to progress in career
- *Company*: Satisfaction with the company policy
- *Colleagues*: Relationships with co-workers
- *Working conditions*: Suitability of work conditions
- *Security*: Having a job that provides a safe future
- *Compensation (Salary)*: Payment for the work done
- *Manager-Worker relations*: Harmony of workers and manager
- *Manager and technique*: Manager's skills for decision making and organization

As seen in this classification, internal factors are naturally constructed. These factors are about satisfying high-level needs such as individual success and being respected.

The participants of this research study are the teachers working for public schools and private education institutions in Amasya, Çorum, Sivas and Tokat.

In total, there were 21.285 teachers working in primary and secondary public schools, and 1.678 teachers working for private schools and other private education institutions in these cities.

While trying to reach all of the private and public school teachers in the cities, the number of questionnaires sent was calculated by taking a meaningfulness level (α) of 0.05.

The sampling size, as seen in Table 1, was found 375 for $\alpha = 0.05$, and the occurrence frequency of the observed event (p) and the frequency that the observed event does not occur (q) are taken as 0.5.

Table 1: Necessary Sampling Sizes for Different Target Audience Sizes and Error Levels³

Target audience size (N)	Sampling sizes for $\alpha = 0.05$					
	± %3 sampling error (d)		± %5 sampling error (d)		± %10 sampling error (d)	
	p = 0.5 q = 0.5	p = 0.8 q = 0.2	p = 0.5 q = 0.5	p = 0.8 q = 0.2	p = 0.5 q = 0.5	p = 0.8 q = 0.2
100	92	87	80	71	49	38
250	203	183	152	124	70	49
500	341	289	217	165	81	55
750	441	358	254	186	85	57
1.000	516	506	278	198	88	58
2.500	748	537	333	224	93	60
5.000	880	601	357	234	94	61
10.000	964	639	370	240	95	61
25.000	1023	665	375	244	96	61
50.000	1045	674	381	245	96	61
100.000	1056	678	383	245	96	61
1.000.000	1066	682	384	246	96	61
100.000.000	1067	683	384	246	96	61

In order to reach the acceptable questionnaire number (375 questionnaires), 456 questionnaire forms, which is 20% more, were prepared and distributed as illustrated in **Table 2**.

³ T. Baş, *Anket*, Seçkin Yayınevi, Ankara, 2001, p. 46.

Table 2: Distribution of Questionnaire Forms among Cities

City	NUMBER OF TEACHERS					NUMBER OF QUESTIONNAIRES SENT		
	Private Schools	Private Courses	Public Schools	Teachers transferred to private education inst. from public schools		Private Schools/Courses	Public Schools	Total
				Due to resign.	Due to retiremt.			
Sivas	97	362	6.069	24	17	454	156	610
Amasya	94	234	3.494	8	19	126	55	181
Çorum	76	421	5.590	12	19	171	125	296
Tokat	31	363	6.132	17	18	375	120	495
Total	298	1.380	21.285	61	73	1.126	456	1.582

FINDINGS

In the data analysis stage, the data was organized by using MS Excel, and then evaluated with the **SPSS/PC (11.5) (Statistical Package of Social Science)** software. In this evaluation, Frequency and percentage, t-test, Pearson R correlation analysis, and one-way analysis of variance were used, and meaningfulness levels are taken as 0.05 and 0.01.

Findings from Demographic Questionnaire

After analyzing data from the questionnaire of the demographic profiles of the participants, the following demographic findings are formed:

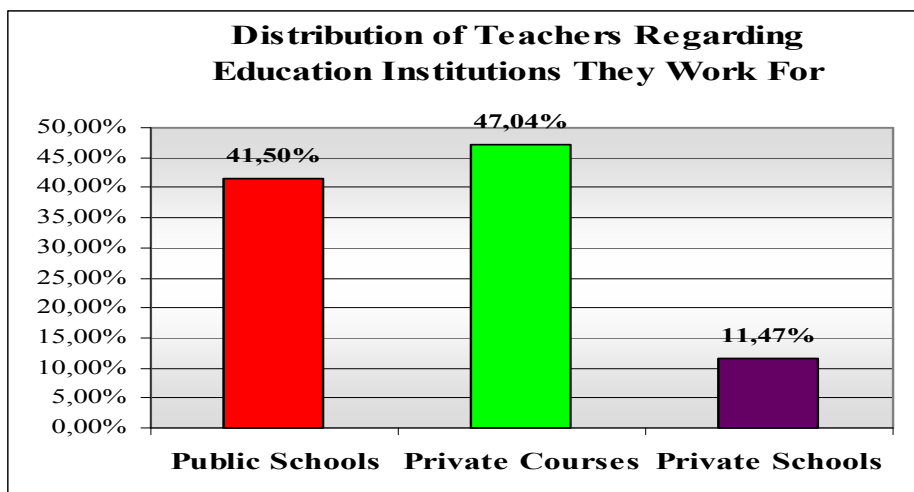


Figure 1-A: Participants' Distribution Regarding the Education Institution They Work for

As seen in Figure 1-A, 47% of 1029 teachers work in private exam preparation courses (“dershane”), 41.5% in public schools, and 11.5% in private schools.

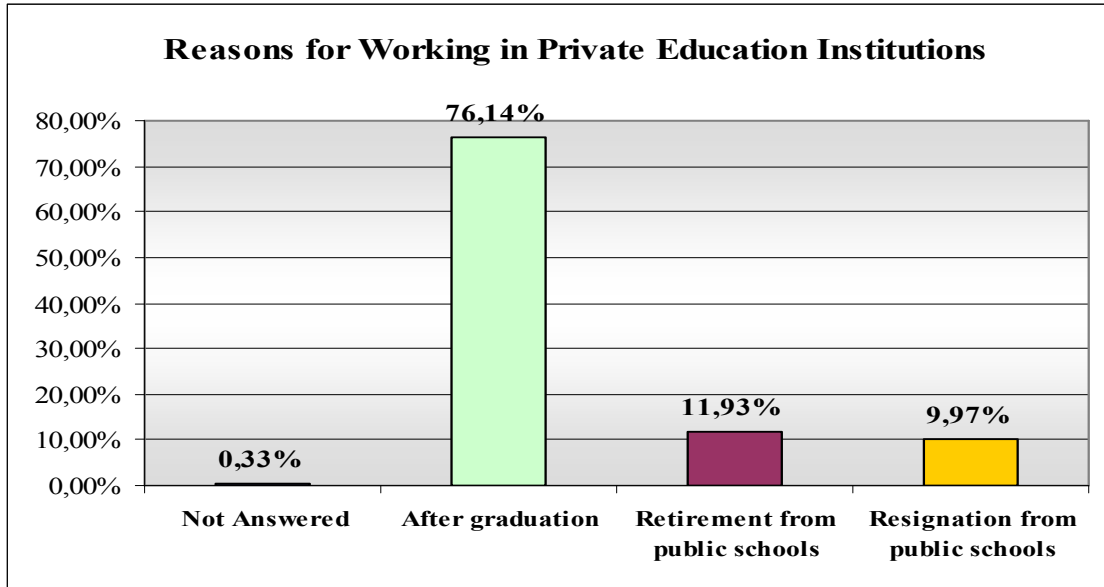


Figure 1-B: Reasons for Participants to Start Working for Private Education Institutions

Figure 1-B indicates that 76.1% of the participants started working for private education institutions after graduation, 11.9% started working for private education institutions due to retirement, and 10% started working for private education institutions due to resignation.

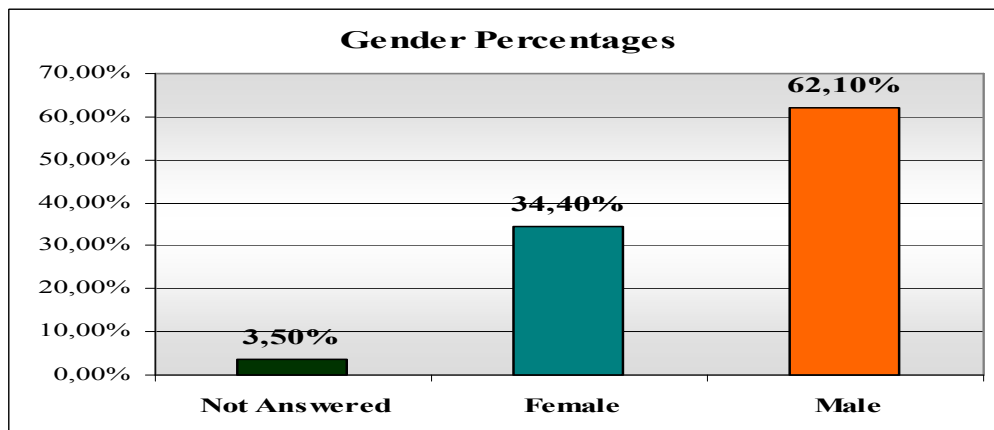


Figure 2: Genders of the Participants

As shown in Figure 2, the majority of the participants (62.1%) were male, and the others (34.4%) were female.

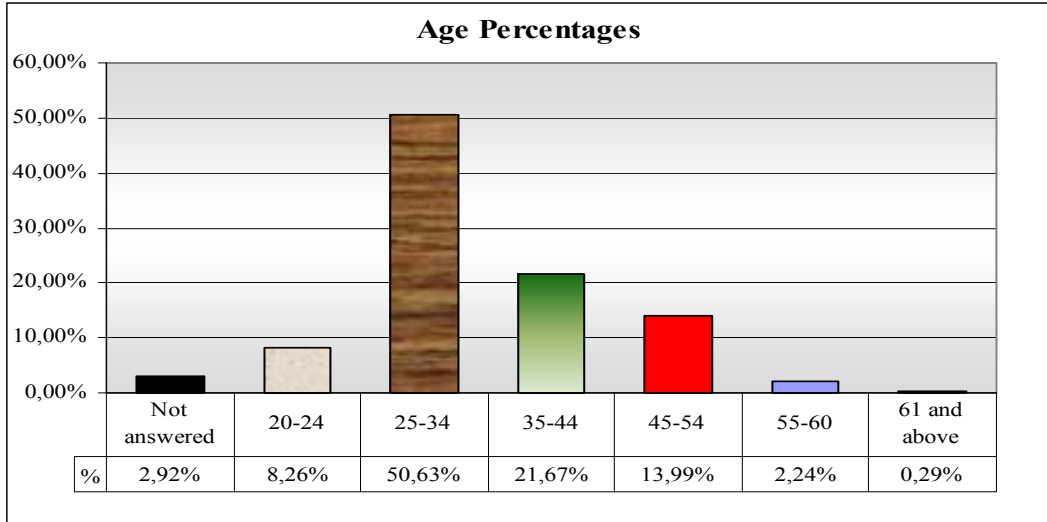


Figure 3: Percentage of Participants Regarding Age Groups

As seen in **Figure 3**, 50.6% of the participants were between 25-34 years old and 0.3% were 61 years old and above. Newly graduated teachers, age group of 20-24, formed 8.3% of the participants.

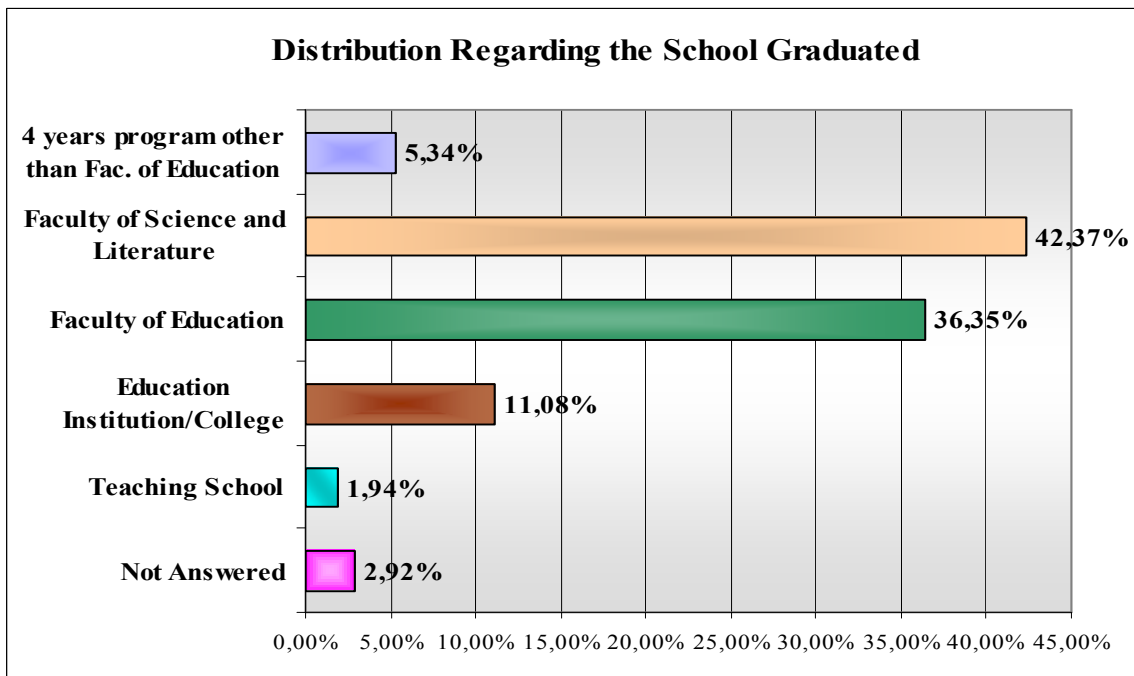


Figure 4: Distribution of Participants Regarding the School They Graduated from.

Figure 4 indicates that 78.7% of the teachers graduated from faculties of science and literature or education.

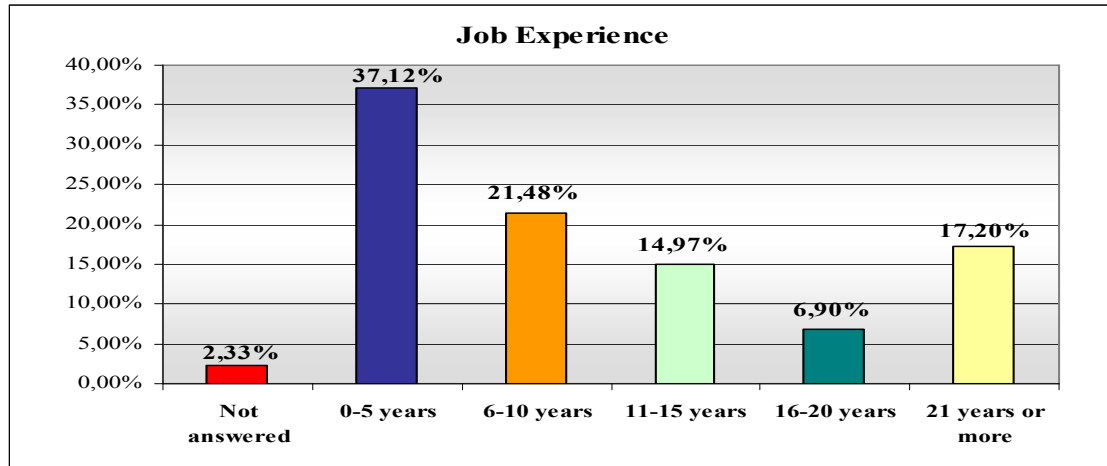


Figure 5: Distribution of Teachers Regarding their Teaching Experience

Figure-5 shows that 37% of the participants have worked for 0-5 years, 58.6% have worked for 0-10 years, and 17.2% have worked for 21 years or more as a teacher.

Table 3 indicates that the two main reasons for preferring the Teaching job were “Liking for teaching” (53.06%) and “University selection” (10.5%).

Table 3: Factors Affecting Participants’ Decisions to Choose Teaching as a Profession

	1. Choice	2. Choice	3. Choice
Not answered	3,50%	19,05%	24,98%
Liking for teaching	53,06%	7,58%	4,66%
Opportunity to take responsibility	0,39%	3,30%	3,11%
Family factor	5,93%	7,00%	4,18%
Extra holidays	0,78%	1,85%	2,14%
Internal satisfaction	4,86%	13,22%	7,29%
Suitable working conditions	2,33%	6,90%	6,90%
Compatible with personality	6,03%	19,92%	17,40%
Coincidence	4,18%	2,72%	1,85%
Feeling skilled	7,00%	10,50%	18,08%
University selection	10,50%	7,39%	7,09%
Other	1,36%	0,58%	2,14%
Helping other people	0,10%	0,00%	0,19%
Total	100,00%	100,00%	100,00%

The second most preferred choices were “the profession being compatible with personality” (19.9%) and “internal satisfaction” (13.2%). The third most preferred choices were “feeling skilled” (18.08%) and again “the profession being compatible with personality” (17.4%). When all of the answers are evaluated, the most preferred choice was “having a liking for teaching”. Participants working for public schools were asked if they had thought of quitting their jobs. (Question-11) As shown in **Figure 6**. 80.5% of the participants in this group were negative and 16.4% were positive about quitting their jobs.

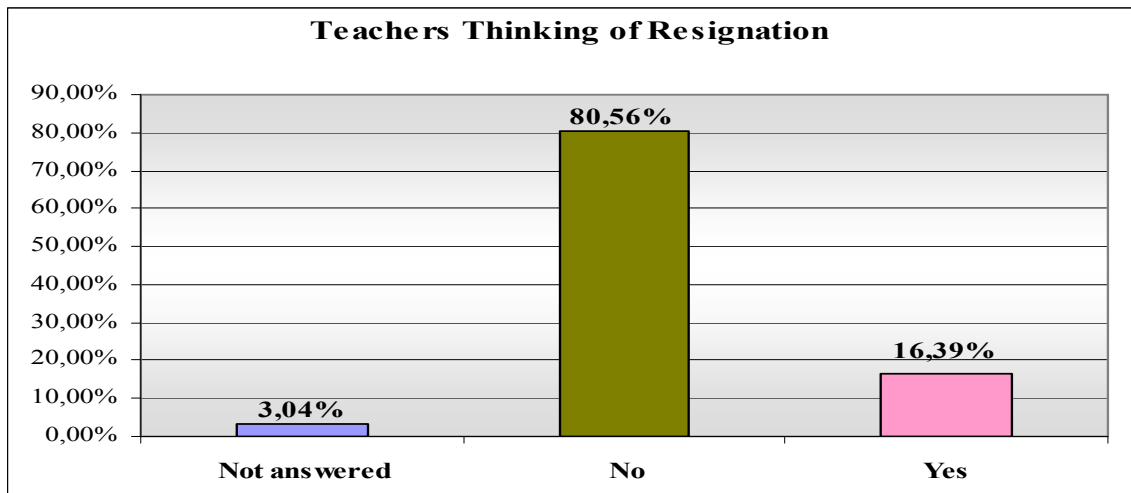


Figure 6. Participants Ideas about Quitting Their Jobs

With the extension of Question-11, public school teachers were asked the reasons for quitting their jobs.

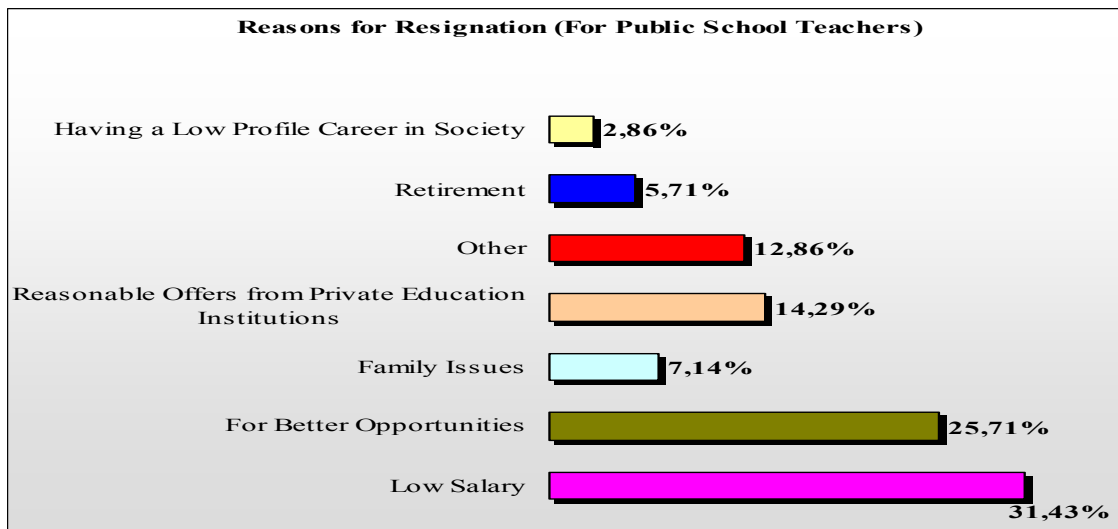


Figure 7. Distribution of Participants Regarding their Reasons for Quitting

As shown in Figure 7, the top two reasons for public school teachers to resign were insufficient pay (31.43%) and the opportunity to have better conditions (25.71%). On the other side, 14.29% of the participants resigned from public schools because of job offers from private schools.

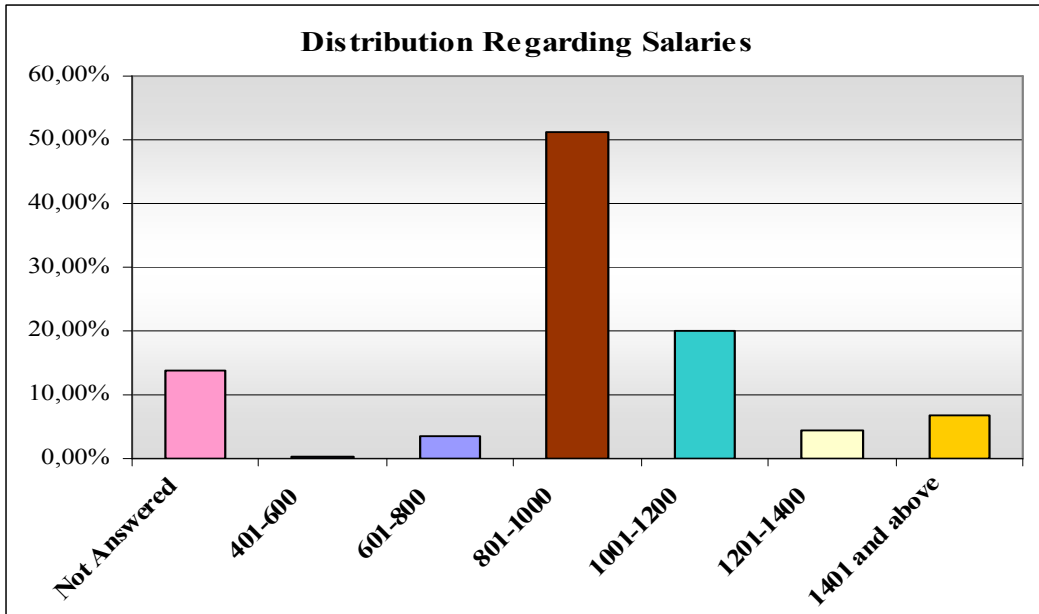


Figure 8. Distribution of Participants Regarding Their Salaries

Figure-8 indicates that the majority (51.21%) of the participants are paid 673-840\$ per month, 20.02% of the participants are paid 841-1008\$, 6.9% are paid 1177\$ or more, and 4.47% are paid 1009-1176 dollars per month. 13.7% of these participants did not answer this question.

Figure 9 illustrates the public school teachers who had the intention to transfer to private education institutions (44.96%) and the teachers who do not (50.82%).

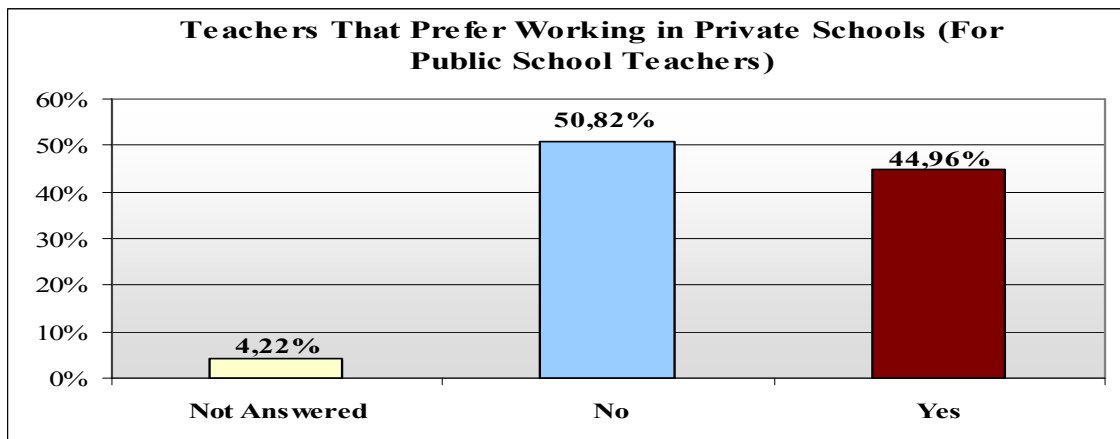


Figure 9. Public School Teachers' Preferences about Working in Private Schools or Not

The reasons for public school teachers intending to transfer to private education institutions are shown in Figure 10. The main reason is the salary amount (21.17%). The rest of the reasons are; student quality (13.61%), ability utilization (11.53%), opportunity for self improvement (10.78%), promotion due to performance (10.40%), quality of student character (9.07%), inventory supply (6.05%) and better work conditions (6.05%).

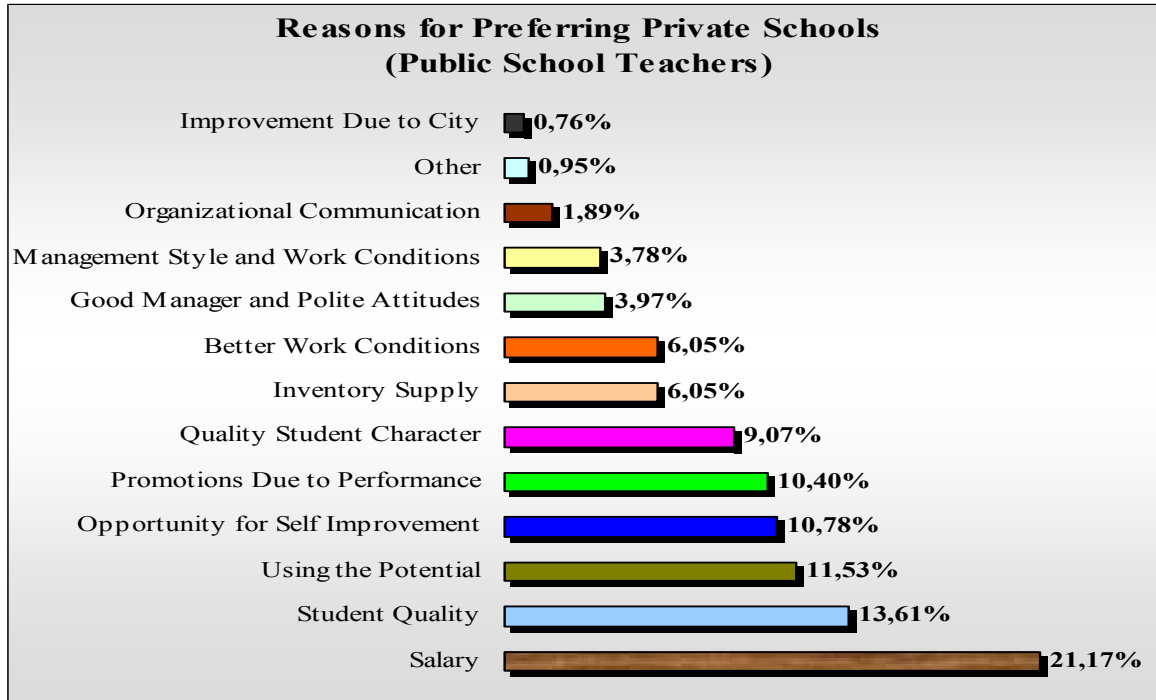


Figure 10. The Reasons Why Public School Teachers Prefer Private Schools

Figure 11 shows that about 70% of the teachers working for the private institutions had worked at a public school before.

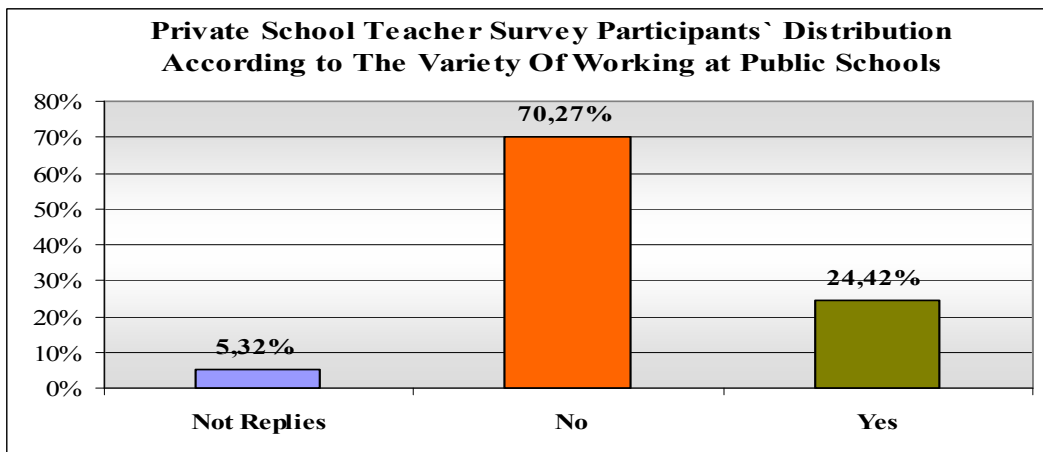


Figure 11. Private Educational Institution Teachers Who Worked At Public Schools Before

In Figure 12, the reasons of the teachers who transferred to private educational institutions from public schools are depicted. Within this frame, it can be argued that the reasons are mostly related to retirement or resignation. Likewise, 44.9% of the participants in this group transferred to private educational institutions as a result of retirement and 40.1% of the participants transferred to private educational institutions as a result of resignation from public schools.

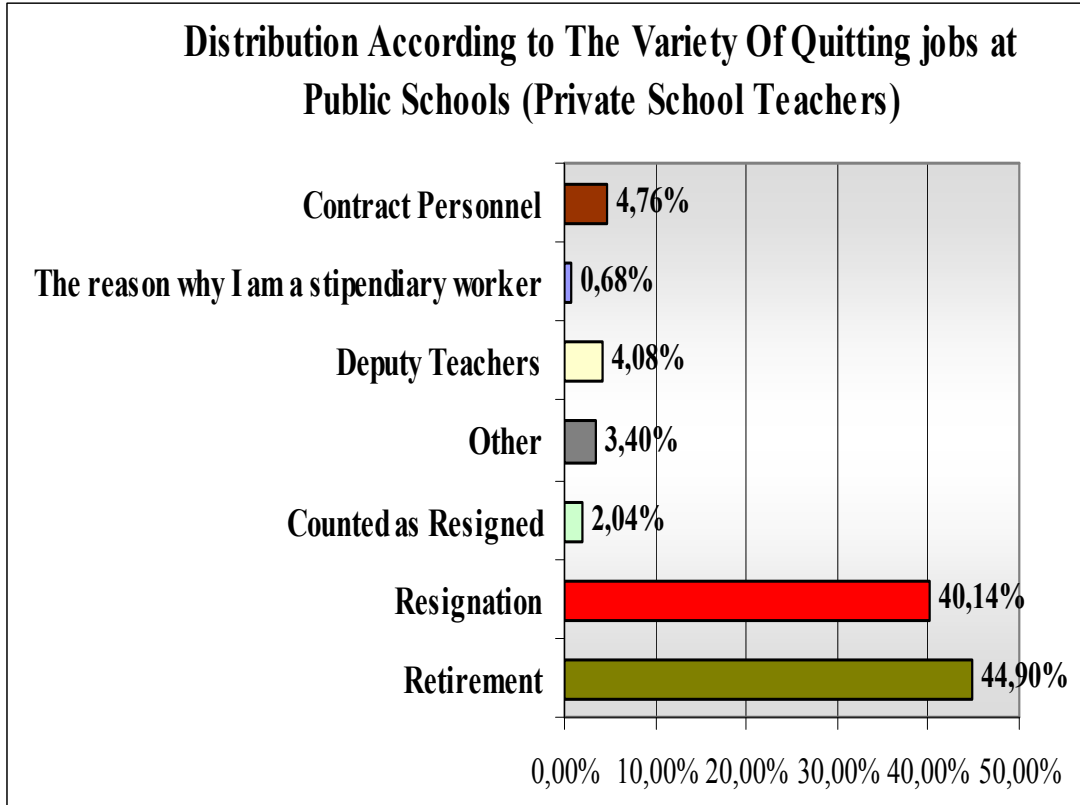


Figure 12. Reasons of Private Educational Institution Teachers for Quitting Their Jobs at Public Schools

Findings about Acceptability of Hypotheses

Findings about the acceptability of hypotheses are presented below:

H₁: Job satisfaction levels of teachers who work at private educational schools attached to M.E.B. and teachers who work at public schools attached to M.E.B are different from each other.

Table 4A. One-Way Variance Analysis Results (Private Educational Institutions and Public Schools)

	Total Number	Degree of Independence	Average	F	Fallibility
Between Two Groups	27.925	2	13.962	51.151	0,000
In the Groups Themselves	280.060	1026	0,273		
Total	307.985	1028			

If we examine the Variance Analysis (ANOVA) results, it can be argued that there is a statistically meaningful difference between the group averages ($p < 0.01$).

Table 4B. Relationship between Job Satisfactions of Public School Teachers and Private Educational Institution Teachers

(I) Institution	(J) Institution	Average Difference (I-J)	Standard Error	Fallibility	95% Safety Ratio	
					Lower Bound Of Safety Space	Upper Bound Of Safety Space
Public School	Private Course	-0,3500*	0,03469	0.000	-0,4350	-0,2649
	Private School	-0,2223*	0,05434	0.000	-0,3555	-0,0891

Table 5. Results of Scheffe Test (According to the Institutions of the Teachers)

Institution	Frequency	Satisfaction Degrees
Public School Teachers	427	3,4803
Teachers in Private Courses	484	3,8302
Private School Teachers	118	3,7001

A statistically meaningful ($p < 0.05$) difference was observed between job satisfaction levels of private educational institution teachers and public school teachers. When the “Average Difference” part on Table 5 is analyzed, it is noticed that this relationship is negative; in other words, the job satisfaction degree of teachers who work at private educational schools is higher than the teachers who work at public schools. Thus, our H_1 hypothesis has been accepted.

As the result of the Scheffe test, it was determined that job satisfaction degree average of public school teachers is 3.48, job satisfaction degree average of private school teachers is 3.70 and job satisfaction degree average of private course teachers is 3.83. These findings also support our hypothesis.

H_2 : *Job satisfaction level of teachers who work at public schools attached to M.E.B. is different from job satisfaction level of teachers who resigned or retired from public schools and started to work at private educational institutions.*

Table 6. t-Test (Public School Teachers and Teachers who transferred to Private Educational Institutions due to Resignation or Retirement)

Variable	N	Average	Std. Deviation	Std. Error Average	t-value	Fallibility	
General Job Satisfaction	Public Schools	427	3,4825	0,54401	0,02632	-3,935	0,000
	Private Institutions	134	3,8845	0,50005	0,04319		
Activity	Public Schools	427	3,6754	0,66702	0,03228	-6,484	0,000
	Private Institutions	134	4,0552	0,56589	0,04889		
Independence	Public Schools	427	3,6707	0,66936	0,03239	-3,702	0,000
	Private Institutions	134	3,9075	0,56391	0,04871		
Variety	Public Schools	427	3,3030	0,68933	0,03336	-4,828	0,000
	Private Institutions	134	3,5970	0,58963	0,05094		
Social Status	Public Schools	427	3,3630	0,82305	0,03983	-9,274	0,000
	Private Institutions	134	3,9701	0,60151	0,05196		
Moral Values	Public Schools	427	4,1279	0,56655	0,02742	-2,778	0,000
	Private Institutions	134	4,2851	0,58727	0,05073		
Recognition	Public Schools	427	3,2557	0,93677	0,04533	-8,415	0,000
	Private Institutions	134	3,9104	0,7319	0,06323		
Social Service	Public Schools	427	3,8473	0,72689	0,03518	-4,534	0,000
	Private Institutions	134	4,1627	0,61811	0,0534		
Authority	Public Schools	427	3,2885	0,64911	0,03141	-6,353	0,000
	Private Institutions	134	3,6940	0,62993	0,05442		
Ability Utilization	Public Schools	427	3,7354	0,70846	0,03428	-7,821	0,000

	Private Institutions	134	4,2164	0,59119	0,05107		
Responsibility	Public Schools	427	3,5710	0,63386	0,03067	-5,324	0,000
	Private Institutions	134	3,9045	0,62898	0,05434		
Creativity	Public Schools	427	3,3550	0,7418	0,0359	-7,543	0,000
	Private Institutions	134	3,8672	0,66714	0,05763		
Achievement	Public Schools	427	3,7761	0,64195	0,03107	-6,045	0,000
	Private Institutions	134	4,1478	0,54782	0,04732		
Advancement	Public Schools	427	2,9368	0,82532	0,03994	-8,414	0,000
	Private Institutions	134	3,5313	0,67483	0,0583		
Company	Public Schools	427	3,4623	0,80431	0,03892	-6,463	0,000
	Private Institutions	134	3,9090	0,66111	0,05711		
Colleagues	Public Schools	427	3,7747	0,66975	0,03241	-2,983	0,000
	Private Institutions	134	3,9716	0,65679	0,05674		
Working Conditions	Public Schools	427	3,3944	0,74138	0,03588	-5,569	0,000
	Private Institutions	134	3,7657	0,65052	0,0562		
Security	Public Schools	427	3,7504	0,563	0,02725	2,249	0,000
	Private Institutions	134	3,6060	0,67298	0,05814		
Salary	Public Schools	427	2,5831	0,86263	0,04175	-11,666	0,000
	Private Institutions	134	3,4851	0,75329	0,06507		
Manager-Employee Relationship	Public Schools	427	3,3902	0,79399	0,03842	-6,581	0,000
	Private Institutions	134	3,8567	0,68961	0,05957		
Manager and Technique	Public Schools	427	3,3883	0,75555	0,03656	-6,254	0,000
	Private Institutions	134	3,8463	0,6858	0,05924		

1. When advancement factor is taken into consideration, average job satisfaction level of public school teachers is 2.94, while average job satisfaction level of teachers who work at private educational institutions is 3.53.

2. When job satisfaction of the teachers who participated in the survey is evaluated in terms of recognition factor, average job satisfaction level of public school teachers is 3.25; while average job satisfaction level of teachers who transferred to private educational institutions due to retirement or resignation is 3.91.

3. When “Ability Utilization” factor is taken into consideration, average job satisfaction level of public school teachers is 3.73; while average job satisfaction level of teachers who transferred to private educational institutions due to retirement or resignation is 4.21.

4. In terms of the relationship between the job satisfaction level of public school teachers and of teachers who transferred to private educational

institutions, another prominent factor is administrator-employee relationship. In this frame, when job satisfaction of these two sides is taken into consideration in terms of administrator-employee relationship, average job satisfaction level of public school teachers is 3.39 while average job satisfaction level of teachers who transferred to private educational institutions due to retirement or resignation is 4.21.

5. When creativity factor is taken into consideration, average job satisfaction level of public school teachers is 3.35 while job satisfaction level of teachers who transferred to private educational institutions due to retirement or resignation is 3.86.

6. In terms of job security factor, job satisfaction level of public school teachers is higher than teachers who work at private educational schools. Yet, when this factor is taken into account, job satisfaction level average of public school teachers is 3.75 while job satisfaction level average of teachers who transferred to private educational institutions due to retirement or resignation is 3.61.

H₃: There is a difference between job satisfaction levels of teachers who started working in private education institutions right after graduation and of teachers who transferred to private education institutions from public schools due to retirement or resignation.

As it is shown at **Table 7**, there is a difference which is statistically meaningful ($t=-1.976$; $p=0.049$) according to 0,05 meaningfulness level between the *job satisfaction levels* of teachers who started to work at private educational institutions right after graduation and of teachers who transferred to private educational institutions due to retirement or resignation. So, our H_4 hypothesis is accepted.

Table 7. *t*-Test (Teachers Who Started to Work at private Educational Institutions Right after Graduation and Teachers Who Transferred to Private Educational Institutions due to Retirement or Resignation.)

Variable		N	Average	Std. Deviation	Std. Error Average	t-value	Fallibility
General Job Satisfaction	Direct Entrants	466	3,7860	0,51053	0,02365	-1,976	0,049
	Retirement or Resignation	134	3,8845	0,50005	0,0432		
Activity	Direct Entrants	466	3,7833	0,61043	0,02828	-0,707	0,48
	Retirement or Resignation	134	3,9075	0,56391	0,04871		
Independence	Direct Entrants	466	3,4901	0,64667	0,02996	-2,11	0,035
	Retirement or Resignation	134	3,5970	0,58963	0,05094		
Variety	Direct Entrants	466	3,9313	0,65563	0,03037	-1,719	0,086
	Retirement or Resignation	134	3,9701	0,60151	0,05196		
Social Status	Direct Entrants	466	4,3399	0,56018	0,02595	-0,615	0,539

	Retirement or Resignation	134	4,2851	0,58727	0,05073		
	Direct Entrants	466	3,6236	0,82668	0,0383		
Moral Values	Retirement or Resignation	134	3,9104	0,7319	0,06323	0,988	0,324
	Direct Entrants	466	4,1961	0,57525	0,02665		
Recognition	Retirement or Resignation	134	4,1627	0,61811	0,0534	-3,88	0,000
	Direct Entrants	466	3,5142	0,63923	0,02961		
Social Service	Retirement or Resignation	134	3,6940	0,62993	0,05442	0,583	0,56
	Direct Entrants	466	4,0622	0,63462	0,0294		
Authority	Retirement or Resignation	134	4,2164	0,59119	0,05107	-2,88	0,004
	Direct Entrants	466	3,8266	0,58348	0,02703		
Ability Utilization	Retirement or Resignation	134	3,9045	0,62898	0,05434	-2,516	0,012
	Direct Entrants	466	3,7858	0,64716	0,02998		
Responsibility	Retirement or Resignation	134	3,8672	0,66714	0,05763	-1,338	0,182
	Direct Entrants	466	4,0571	0,59046	0,02735		
Creativity	Retirement or Resignation	134	4,1478	0,54782	0,04732	-1,273	0,203
	Direct Entrants	466	3,6223	0,74857	0,03468		
Achievement	Retirement or Resignation	134	3,5313	0,67483	0,0583	-1,592	0,112
	Direct Entrants	466	3,7365	0,80209	0,03716		
Advancement	Retirement or Resignation	134	3,909	0,66111	0,05711	1,266	0,206
	Direct Entrants	466	4,0373	0,66783	0,03094		
Company	Retirement or Resignation	134	3,9716	0,65679	0,05674	-2,531	0,012
	Direct Entrants	466	3,6219	0,71934	0,03332		
Colleagues	Retirement or Resignation	134	3,7657	0,65052	0,0562	1,007	0,314
	Direct Entrants	466	3,3536	0,87915	0,04073		
Working Conditions	Retirement or Resignation	134	3,6060	0,67298	0,05814	-2,082	0,038
	Direct Entrants	466	3,3579	0,85567	0,03964		
Security	Retirement or Resignation	134	3,4851	0,75329	0,06507	-3,555	0,000
	Direct Entrants	466	3,6159	0,75611	0,03503		
Salary	Retirement or Resignation	134	3,8567	0,68961	0,05957	-1,669	0,097
	Direct Entrants	466	3,7511	0,74407	0,03447		
Administrator- Employee Relationship	Retirement or Resignation	134	3,8463	0,6858	0,05924	-3,312	0,001
	Direct Entrants	466	4,0137	0,60732	0,02813		
Administrator and Technique	Retirement or Resignation	134	4,0552	0,56589	0,04889	-1,328	0,185

Table 7 indicates that there is a statistically meaningful difference ($p < 0.05$) between “independence”, “ability utilization”, “company” and “working conditions” factors according to the 0.05 meaningfulness level. In terms of “recognition”, “authority”, “security” and “administrator- employee relationship” factors; there is a statistically meaningful difference ($p < 0.01$) according to the 0.01 meaningfulness level. A statistically meaningful difference ($p > 0,05$) was not found in terms of the following factors: Activity,

variety, social status, moral values, social service, responsibility, creativity, achievement, advancement, colleagues, salary, administrator and technique. Consequently, these factors have no effect on the job satisfaction difference between the teachers who started to work at private educational institutions right after graduation and teachers who transferred to private educational institutions due to retirement or resignation.

CONCLUSION

Results of this quantitative research study are discussed below:

1- There is a statistically meaningful difference between teachers who work at private educational institutions, and teachers who work at public schools. Additionally, job satisfaction level of teachers who work at private educational institutions is higher than teachers who work at public schools.

2- Job satisfaction level of teachers who transferred to private schools from public schools is higher than of the teachers who already work there. Consequently, it can be argued that the factors which affect the job satisfaction level of the teachers who transferred to private schools have improved positively as a result of this transfer. The factors that affected the job satisfaction level positively are salary, social status, being acknowledged, improvement, using talents, administrator- employee relationship, and creativity.

3- The most remarkable factor in terms of job satisfaction difference is salary. Parallel to this finding; 112 of 192 public school teachers (21.17%) who would prefer private schools if they had the chance to transfer, according to demographic survey results, stated the salary factor as the main reason of their preference.

4- The second main factor after salary factor, which causes the difference in job satisfaction level, is social status. The results indicate that the teachers who transferred to private schools from public schools status had an increased job satisfaction level because of the positive change in their social status as they transfer to private schools.

5- Another factor that increases job satisfaction level of teachers as they transfer to private schools is "Advancement". Parallel to this finding; 55 of 192 public school teachers (10,4%) who would prefer private schools if they had the chance to transfer, answered the demographic survey question, 'Why would you prefer private schools?', by choosing 'the chance of promotion' option as the reason of their preference .

6- Another factor that causes a difference in job satisfaction level is 'Ability Utilization'. Parallel to this finding; 61 of 192 teachers (11,5%) who would prefer private schools if they had the chance to transfer, answered the question 'Why would you prefer private schools?' by choosing 'revealing my potential' option as the reason of their preference.

7- Another factor that increases job satisfaction level of teachers as they transfer to private schools is administrator-employee relationship. 61 of 192 teachers (11,5%) who would prefer private schools if they had the chance to transfer, answered the question, 'Why would you prefer private schools?', by choosing 'good administrators and kind behaviors' option as the reason of their preference and this result is parallel with the findings.

8- "Creativity" is another factor that causes job satisfaction level difference. Along the same line with this finding, 57 of 192 teachers (10,8%) who would prefer private schools if they had the chance, answered to the question 'Why would you prefer private schools?' by choosing 'the chance of improving myself' option as the reason of their preference.

9- The factor that makes public school teachers' job satisfaction level higher than private school teachers is "job security" as a result of the weakness of job security at private education institutions. Even though private school teachers earn more money than public school teachers do, the public school teachers have more job security with permanent state contracts than private school teachers do. Along the same line with this finding, while considering the lack of job security at private education institutions, 217 participants (50.8%) answered to the question, "Would you prefer private educational institutions if you had the chance to transfer?" by giving a negative answer.

10- A statistically meaningful difference was not found between the job satisfaction levels of teachers who quitted because of resignation and the ones who quitted because of retirement. The reason for this is the fact that the teachers in both group lean upon the same expectations and these expectations are met at private educational institutions at the same proportion.

11- There is a job satisfaction level difference between the teachers who work at private educational institutions despite of the fact that they work at the same organizational climate. There is statistically meaningful difference of job satisfaction level between teachers who started to work at private educational institutions right after graduation and teachers who transferred to private educational institutions because of resignation or retirement. The factors that cause this difference are independence, ability utilization, working conditions, recognition, authority, job security, and administrator- employee relationship.

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