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The Effects of Working in Public or Private Schools on Job Satisfaction of Teachers in Turkey: A Meta-Analysis Study*

Tufan AYTAC[1]

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ABSTRACT

Purpose: The main problem of this study is to investigate whether the school type (private/public) has any effects on job satisfaction of teachers or not to reveal the effects of the school type (private/public) on job satisfaction of teachers in Turkey.

Research Methods: In this study, as one of the research synthesis methods, the meta-analysis method was used. In the analysis of the data, one of the group comparison meta-analysis methods, the Group Difference Method was used.

Findings: According to the results of this research, in accordance with the random effects model (d=.56; [.41; .70]), a statistically significant medium level of effect size was detected in favor of teachers working in private schools concerning the school type variable. As a result of the conducted moderator analysis, it was determined that the effect sizes of the studies varied by the grade of education (p=.002), and the place of research (p=.00). Effect sizes of the studies did not differ significantly publication type (p=.07), the title of the teacher (p=.13), and the scale (p=.23).

Implications for Research and Practice: In the context of this meta-analysis study, the findings suggest that qualitative and quantitative studies discussing which factors are effective in high job satisfaction of teachers working in private schools should be carried out.

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[1] Kırşehir Ahi Evran University, TURKEY, e-mail: t.aytac@ahievran.edu.tr, ORCID: 0000 0002 6103 3530

Introduction

Nowadays, it has been discussed that there is a relationship between the quality of the education and job satisfaction (JS) of teachers. JS of teachers who work in public and private schools where competition is highly observed can be affected by many factors, such as the culture of the school, working conditions, way of management, and the communication style of the staff. Especially in recent years, the establishment of private schools is encouraged within the context of privatization of education; parents are supported in this direction and they are encouraged to send their children to these schools. On the other hand, given that most teachers who were not appointed by the government were working in private schools as an alternative way of being employed as a teacher makes it significant to detect the JS levels of teachers working in private and public schools. The working conditions of teachers in the school environment may cause their JS to decrease after a while. The low JS levels of teachers also decrease their satisfaction with life over time (Vural, 2004). The working conditions of private and public schools differ for teachers. It is necessary to reveal to what extent these differences affect teachers' JS levels. In many developed and developing countries, the privatization of education in the context of neo-liberal policies has been on the agenda in recent years (Bracey, 2002). Types of privatization of education and the role of private schools in this process vary from country to country (Levin, 2001). Within this scope, private and public schools are compared concerning variables, such as efficiency, productivity, the success of students, accountability, and JS (Papanastasiou & Zembylas, 2005; Yılmaz & Sarpkaya, 2016).

Job Satisfaction: Private and Public Schools

In this context of definitions in the literature, JS of teacher refers to an emotional situation that occurs as a result of perceiving values related to working conditions, wages, career opportunities and organizational environment in school (Canbay, 2007; Hongying, 2007). JS for teachers can be stated as teacher's attitude towards his/her students and school (Vural, 2004; Zembylas & Papanastasiou, 2004). Teacher JS is an essential factor for teachers' and school effectiveness and students' academic and educational achievement (Lopes & Oliveira, 2020). JS level of teachers isaffected by personal characteristics, such as age, gender, and educational level as well as many organizational factors, such as salary, the perspective of administrators, school type (private/public), working conditions, and social relationships (Vural, 2004; Yaramıs & Cinkir, 2014). The JS level of teachers affects their performances in a positive or negative way (Xiaofu & Qiwen, 2007). Various studies (Akhtar, Hashmi, & Naqvi, 2010; Buka & Bilgic, 2010; Small, 2020; Tasdan & Tiryaki, 2008) revealing that the type of school affects JS of teachers in different dimensions and levels have been carried out in national and international literature.

In the research conducted by Demato (2001), it was observed that the JS of teachers working in private schools was higher compared to teachers working in public schools. The JS of teachers is significantly affected by internal factors, such as the quality of students, their relationship with the teacher, and their perspectives (Lee, Dedrick, &Smith, 1991). In addition to these internal factors, positive relationships

with students and the factor of autonomy in the process of education are also effective (Shann, 1998). It was revealed in various studies that although external factors, such as working conditions, salary, administrator support, workload, physical environment, rewards, school security, and status are effective in JS of teachers, internal factors are more effective in JS (Akhtar, Hashmi, & Naqvi, 2010; Dinham & Scott, 2000; Markovits, Davis, Fay, & Dick, 2010; Small, 2020; Tye & O'Brien, 2002). On the other hand, workload, low salaries, and the negative teacher profile perceived by the society are mentioned as the factors which decrease JS of teachers (Sugrue & Mertkan, 2017; Spear, Gould, & Lee, 2000). Although there are various studies in the literature that compare the perception of teachers on JS concerning the school type (public/private), the number of studies that synthesize which factors cause these differences is not sufficient.

In various studies carried out to determine the effects of school type on JS of teachers (Demirel, 2014; Papanastasiou &Zembylas, 2005; Small, 2020), it was observed that opinions and perceptions of teachers working in public schools on JS were more positive compared to teachers working in private schools. In some studies, (Buka & Bilgic, 2010; Bil, 2018), it was observed that teachers working in private schools had more JS compared to teachers working in public schools. In some other studies (Akhtar, Hashmi, & Naqvi, 2010), it was observed that the school type did not have any determinant role in the perception of teachers on JS.

In the meta-analysis study conducted by Yurtcu (2015), it was observed that there was a positive strong relationship between JS of teachers and their organizational commitment. In the meta-analysis study carried out by Gedik and Ustuner (2017), it was revealed that working in public or private schools had a moderator role in the relationship between organizational commitment and JS. Additionally, in the meta-analysis study carried out by Yorulmaz, Colak and Altinkurt (2017), their findings showed that there was a relationship between JS of teachers and their exhaustion. In Turkey, there are meta-analysis studies which discuss the relationship between JS of teachers and educational leadership (Cogaltay, Yalcın, & Karadag, 2016), the effects of gender on JS of teachers (Aydın, Uysal, & Sarıer, 2012; Aytac, 2015), and the relationship between JS of teachers and the quality of work life (Akar, 2018).

The increase recently experienced in Turkey in the number of studies discussing opinions of teachers on JS has revealed the need to compile these results by considering the number of samples and to synthesize them to reach a common result. However, to our knowledge, there is not any meta-analysis study discussing the JS of teachers within the context of public and private schools in Turkey. The problem of this study is to determine if the school type (private/public) is effective in the JS of teachers. The aim of this research is to identify the effects of school type (public and private school) on JS of teachers.

Method

Research Design

Meta-analysis method was used in this study. Meta-analysis method is a method of systematically analyzing and synthesizing the data of quantitative studies on the same subject independently. As one of the comparative meta-analysis methods, the group difference method was used in the analysis of data. In the group difference method meta-analysis, the effect size is calculated to show the mean difference between groups. If the experimental and control groups were formed by the researcher, this type of meta-analysis is called group comparison meta-analysis (Cumming, 2012).

Data Collection

Master's theses, PhD dissertations, and research articles which discuss the topic of this research in Turkey constitute the main data sources and scope of this study. To have access the relevant studies, the keywords "job satisfaction/satisfaction from job," "occupational satisfaction," "job content," "public and private school," and "pleasure from job" were searched in several databases, including Web of Science, ERIC, ULAKBİM, EBSCOhost, Scopus, Google Academic and YOK National Thesis Center. After this search, it was determined that 43 studies among 126 studies carried out on the topic of research were appropriate for the inclusion criteria in Turkey. Inclusion criteria used in the selection of the studies which would be included in this research are given below:

(i) Criterion 1: Published or unpublished study sources: Master's theses, PhD dissertations, and research articles published in the literature were taken into the scope.

(ii) Criterion 2: The appropriateness of dependent or independent variables in the studies for meta-analysis study: It was paid attention that studies included in meta-analysis studies to reach effect size were empirical studies and that private-public schools were used as the independent variable.

(iii) Criterion 3: Quantitative data which are necessary for meta-analysis: It was paid attention that it included quantitative data (e.g., mean, standard deviation, number of samples and p-value) in calculating effect sizes, which are necessary for meta-analysis.

(iv) Criterion 4: Studies carried out in Turkey between 1990 and 2019 were considered.

Exclusion Criteria: 83 studies obtained as a result of the literature review were excluded from the carried out meta-analysis study since they were not deemed appropriate for the inclusion criteria because they were carried out in different samples (e.g., school administrators and academic staff), they did not have necessary statistical data for meta-analysis, and they included only qualitative findings.

Reporting

Turkish version published on the official website of PRISMA is used for systematic review and meta-analysis. The process of determining the studies included in the meta-analysis study is given in Figure 1 (Asık & Ozen, 2019).

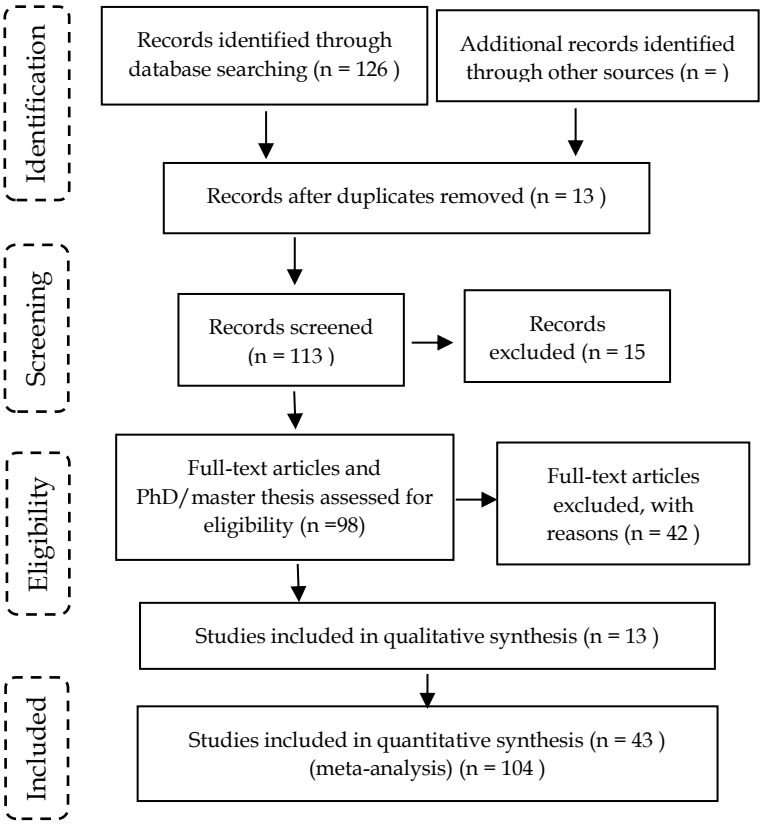

Figure 1. *Prisma Flow Diagram for Meta-analysis*

Reliability of the research: In a meta-analysis study, inter-rater reliability is significant in the coding process of studies on the reliability of results. With this aim, a coding protocol and form, including the identity, content, and data of the study were created. Data in the studies which would be included by at least two coders were separately written into coding protocol. Cohen's Kappa statistics were used to provide inter-rater reliability after the coding process (Lipsey & Wilson, 2001) and the reliability was .97. This result indicates a good concordance between coders (Card, 2012).

Validity of the research: Given that all accessible studies which are deemed appropriate for the inclusion criteria of the meta-analysis were scanned and included by using all

data bases is an indicator of the validity of the research (Petticrew & Roberts, 2006). In the context of accessing all studies as a result of the scan, it can be stated that validity was ensured. Each one of 43 studies included in the meta-analysis in this context was analyzed in detail, and it was verified that the validity and reliability of data collection tools used in the research was provided. Therefore, it can be stated that this meta-analysis study is also valid.

Data Analysis

CMA Ver. 2. [Comprehensive Meta-Analysis] software was used for the statistical calculations of this study. In this meta-analysis study, the random effects model was used in the calculation of the overall effect size. In this study, private schools were taken as the experiment group and public schools were taken as the control group. Therefore, the positive effect size was interpreted in favor of private schools and the negative effect size is interpreted in favor of public schools.

Results

Publication Bias

Publication bias exists when the studies included in the analysis differ systematically from all studies that should have been included. This may lead to an upward bias in the summary effect (Borenstein, Hedges, Higgins, & Rothstein, 2009). The published studies generally reach similar findings or unpublished studies may obtain different findings. This problem may lead to researchers to question the reliability of the meta-analysis study (Dincer, 2020). One common form of missing data in a meta-analysis is missing studies. The most common cause of missing studies is publication bias. As many researchers have shown, there is a bias in the published literature toward statistically significant results (Begg & Berlin, 1988; Duval & Tweedie, 2000; Pigott, 2012). Therefore, it is necessary to investigate whether there is publication bias in the meta-analysis study. In this study, publication bias was calculated using Funnel plot, Orwin's Fail-Safe N., Duval's and Tweedie's Trim and Fill method, Egger's tests, and Kendall's Tau coefficient (Borenstein et al., 2009; Cooper, Hedges, & Valentine, 2009). As observed in Figure 2, most of the 43 studies included in the research are located towards the top of the figure and highly close to the united effect size. Accordingly, the funnel plot indicates that there is not any publication bias for the studies included in the research (Borenstein et al., 2009).

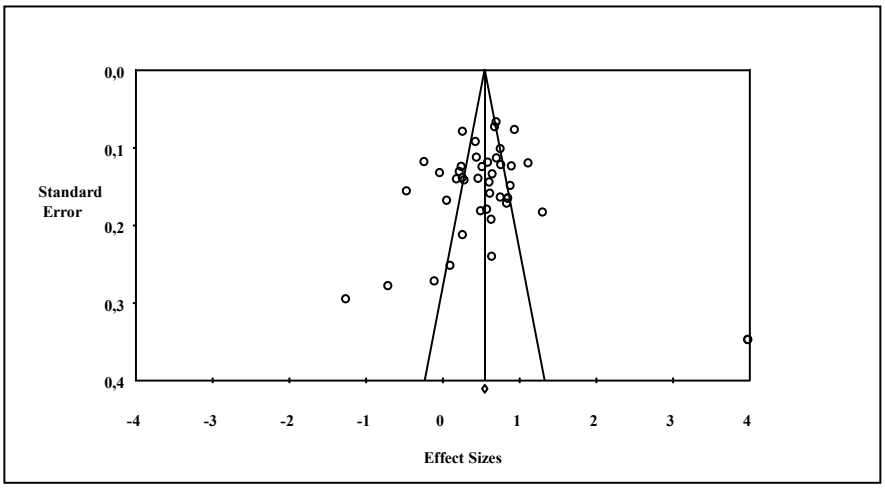

Figure 2. *Funnel Plot*

Test results of the publication bias of the studies included in the meta-analysis are given in Table 1. Orwin's Fail-Safe N calculation was also carried out to test publication bias. Orwin's Fail-Safe N calculates the number of studies that might be missing in a meta-analysis (Borenstein et al., 2009). As a result of this analysis, Orwin's Fail-Safe N was calculated as 2317. The necessary number of studies for .56 average effect size, which was found as a result of meta-analysis, to reach .01 level of effect size (trivial). In other words, to almost zero effect level is 2317. Forty-three studies that were specified in accordance with inclusion criteria are the whole number of studies that were carried out in Turkey for this research question. Since there is no possibility of accessing other 2317 studies apart from these ones, the acquired result is considered another indicator that there is no publication bias in this meta-analysis.

Table 1

Publication Bias Test Results for JS/School Type

The Number of Included Studies	Orwin's Fail-Safe N number	Duwal's and Tweedy's Trim and Fill Method		Egger's Test	Kendall's Tau Coefficient
		Trimmed	SOF	P=.98	
	2317	Study	Observed (filled)	(Double queue)	P=.57
43		2	.56 (.58)		

According to the result of the trim and fill method of Duval and Tweedie, when two equal studies were included, it was observed that average effect size which was.56 as a result of the meta-analysis changed to .58. Since this change is insignificant, it can be accepted that the reported effect size is reliable. Given that Egger's test result (p=.49) is not significant, it was considered another indicator that there is no publication bias in this meta-analysis. It was observed that Kendall's Tau coefficient, which is another

method, is -.06 and p=.57; in this case, since the expectation that p-value did not create a significant difference, in other words, it was higher than .05, was met, it was statistically proved that there was not any publication bias (Table 1).

Uncombined Findings of Effect Size Analysis in Accordance with School Type Variable

Forest plot of effect sizes of the opinions of teachers working in private and public schools on JS, standard error, and lower and upper limits concerning 95% reliability interval is given in Figure 3.

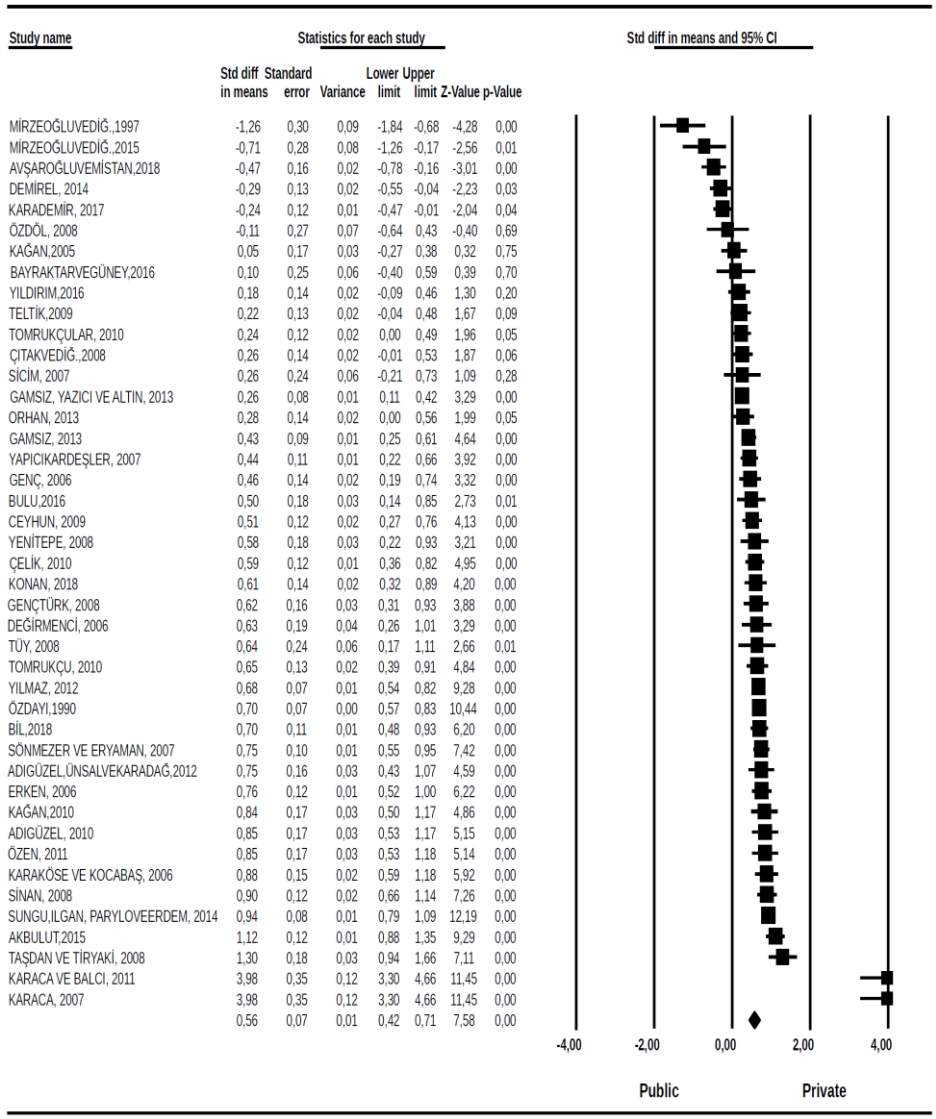

Figure 3. *Forest Plot of Effects Sizes of Studies by the Variable of School Type*

When Figure 3 is analyzed, it is observed that according to the random effects model, there is a difference higher than zero in favor of teachers working in private schools. While a statistically significant difference ($p<.05$) was in 36 of 43 studies, no significant difference was found in seven studies.

Findings of Effect Sizes Combined by Fixed and Random Effects Model and Heterogeneity Test Results

Average effect size (without excluding outliers) of the effect sizes of the perceptions of teachers working in the private and public schools on JS, which was combined according to the fixed and random effects model, standard error, and lower and upper limits in accordance with 95% confidence interval are given in Table 2.

Table 2

Findings of the Effect Size Meta-Analysis of Studies Combined by Fixed and Random Effects Model and Homogeneity Test

Model		Effect size and 95% confidence interval				Homogeneity		
	Number of Studies	ES	Standard Error	Variance	Z-value	Q-value	df (Q)	I^2
Fixed effect	43	.54	.02	.00	27.60	550.40	42	92.36
Random effect	43	.56	.07	.06	7.57			

According to the random effects model, the average effect size value of the effect size values of the studies which were included in this study in accordance with school type is ES=.56; the standard error of the average effect size was SE=.07; and the upper limit of the confidence interval of the average effect size was .70 and the lower limit was .41 (Table 2).

The data obtained from 43 studies included in the meta-analysis in line with the calculations showed that according to the random effects model, teachers working in private schools had more JS than teachers working in public schools. In the interpretation of the effects size, it has been stated that in Cohen's classification, d=0.20-0.50 means low effect level; 0.50-0.80 means medium effect level, and higher than 0.80 means high effect level (Cohen, 1988). Since the effect size value was between 0.50-0.80 in this study, according to Cohen's classification, a medium level of effect size was found.

According to the classification carried out by Thalheimer and Cook (2002), $-0.15 < d < 0.15$ means insignificant; $0.15 < d < 0.40$ means low level; $0.40 < d < 0.75$ means medium level; $0.75 < d < 1.10$ means high level; $1.10 < d < 1.45$ means very high level; and $1.45 < d$ means perfect level of effect size. According to this classification, it was observed that there was a medium level (0.40-0.75) of difference. When the statistical significance was calculated in accordance with Z test, Z was 7.57 (Z=7.57).

Homogeneity Analysis

For the homogeneity test, in other words, for Q-statistic, Q was calculated to be 550.40 (Q=550.40). From the chi-square table, 44 degrees of freedom was 45.77 at the 95% significance level. Since the Q-statistic value (Q = 550.40) exceeds the critical value of the chi-square distribution with 42 degrees of freedom (x2 0.95 = 27.50), the absence hypothesis of the distribution of effect sizes was rejected in the fixed effects model. In other words, the distribution of effect sizes is heterogeneous according to the random effects model.

Developed as a complement to Q statistics, I2 reveals more clear results about heterogeneity. I2 shows the ratio of the total variance of the effect size. Unlike Q statistic, the I2 statistic is not affected by the number of studies. In the interpretation of I2, 25% indicates a low level of heterogeneity; 50% indicates a medium level of heterogeneity; and 75% indicates a high level of heterogeneity (Cooper et al., 2009). As a result of homogeneity tests (Q and I2) administered for the school type variable, since there was a high level of heterogeneity between studies, the model for the process of combining was transformed into a random model. As a result of homogeneity tests (Q and I2) for the school type variable, since there was a level of heterogeneity which was close to a high level between studies, moderator analyzes were carried out to determine the possible causes of this heterogeneity.

Results of the Moderator Analysis according to School Type Variable

Results of the moderator analysis which was performed to reveal the reasons of heterogeneity occurring as a result of the school type variable are given in Table 3.

Table 3

Categorical Moderator Results related to the Effects of School Type on JS

Moderator	k	d	SE	%95 CI	Q
Publication Type					5.21
MA	23	.59	.08	[.43; .75]	
PhD	4	.80	.08	[.63; .97]	
Article	16	.43	.16	[.11; .75]	
Education Level					18.67
Preschool	3	1.41	.75	[-.06; 2.88]	
Primary	12	.74	.12	[.51; .97]	
Preschool/Primary	3	.08	.16	[-.24; .40]	
Middle School	11	.27	.16	[-.05; .59]	
Primary/Middle School	12	.74	.12	[.51; .97]	
Private Education	2	.009	.48	[-.93;.95]	
Scale Type					6.82
Balcı	4	.64	.25	[.13; 1.14]	
Batıgun and Sahin	4	1.09	.35	[.39; 1.79]	
Gunduz	3	-.27	.82	[-1.89; 1.35]	
Hackman and Oldham	1	.09	.25	[-.39; .59]	
Minnesota	30	.56	.07	[.41; .71]	
Spector	1	.60	.14	[.32; .89]	

Table 3 Continue

Moderator	k	d	SE	%95 CI	Q
Title of Teacher					8.51
Classroom	2	.44	.19	[.07; .82]	
Branch	17	.55	.13	[.28; .82]	
Classroom-branch	17	.51	.08	[.35; .68]	
Counselor	2	.84	.11	[.61; 1.07]	
Preschool	3	1.41	.75	[-.06; 2.88]	
Special Education	2	.009	.48	[-.93; .95]	
Region of the Study					2605
All regions	1	.93	.07	[.78; 1.08]	
Aegean	1	.85	.16	[.52; 1.17]	
Southeastern	3	.51	.39	[-.26; 1.28]	
Central Anatolia	12	.77	.23	[.30; 1.24]	
Black Sea	10	.46	.11	[.24; .68]	
Marmara	16	.48	.05	[.37; .60]	

Note: k=number of studies, d=Cohen's d (SOF), SE= Standard Error, CI= Confidence Interval, Q=heterogeneity among the studies; Comparison analyses were carried out for the studies with two and more subgroups. *p<.05

As a result of the conducted moderator analysis, it was determined that the effect sizes of the studies varied by the education level (p=.00) and the region of the study (p=.00). Results of the studies in which preschool education level was considered in terms of education level show that JS of teachers is higher in favor of private schools (d=1.41). The findings showed that effect sizes of studies do not differ significantly publication type (p=.07), the title of the teacher (p=.13), and the scale type (p=.23). In this meta-analysis study, it was observed that the Minnesota Job Satisfaction Scale (Akkamıs, 2010), which is thought to contain many variables related to teaching and based on the theoretical basis of Herzberg's two factor theory, was used in 30 studies.

Discussion, Conclusion and Recommendations

In this study, a statistically significant moderate effect size was determined in accordance with the random effects model (d =.56; [.41; .70]) in favor of teachers working in private schools in terms of the school type variable. According to the classification of Thalheimer and Cook (2002), this result is a medium level ES. Results of this meta-analysis show that whether teachers work in private or public schools is a significant variable affecting their JS.

In the TALIS report published by OECD (2014), it was revealed that the number of students is high in Turkey (average number of students in class 30 and more), the lack of a reward system, and that the performance evaluation processes are not effective had a negative impact on JS of teachers. It is determined that teachers have high job satisfaction and self-efficacy perception in schools where teachers participate in professional development activities in TALIS 2018 report (OECD, 2019). According to the random effects model results, there is a medium level of difference in favor of

teachers working in private schools concerning the school type variable that has shown parallelism with the results of studies conducted by Adıguzel (2010), Akbulut (2015), Bil (2018), Tasdan and Tiryaki (2008) and TED (2014). It is seen that teachers working in public schools generally have a negative perception of the sub-dimensions of JS about these studies. According to Herzberg's two-factor theory (Herzberg, Mausner, & Snyderman, 1959), it is possible to say that the protective factors-external factors (e.g., wage, social relations, working conditions, physical-technological infrastructure and organizational culture) which are one of the significant dimensions of JS, are effective in the high levels of JS of teachers working in private schools. The working conditions (e.g., wages, administators and parent pressure, no job guarantee and workload) of public schools' teachers in Turkey actually is better than the teachers working in private schools. However, in this meta-analysis study, it was observed that the JS of private school teachers is relatively higher than public school teachers. This situation can be explained by the high number of teachers who are new to the profession in private schools. There are teachers who have completed university but cannot be appointed to work in private educational institutions. This can be related to the high level of job satisfaction of teachers in the first years of the profession. Private school teachers who are new to the profession desire to gain experience and have a job may cause their job satisfaction to be high. It can be stated that the satisfaction of teachers working in private schools is higher than the satisfaction of teachers in public schools concerning external satisfaction factors, such as working conditions, social relations with administrators and other teachers. In addition, it is seen that these results show continuity during the years of meta-analysis studies. This situation needs to be questioned, especially in terms of public schools because the low level of JS of teachers shall negatively influence the performance of teachers and schools.

In the studies carried out by Celik (2010), Gencturk (2008), Green, Machin, Murphy, and Zhu (2008), (Lopes and Oliveira, 2020), Ocal (2011) and Yılmaz (2012), it was revealed that teachers working in private schools have higher JS because all kinds of opportunities in private schools are higher than in public schools, wages are more satisfactory, physical-technological infrastructure is sufficient, education and self-development activities are given more, working conditions are better, and the number of students in the classes is lower. These results support the results of the meta-analysis study. This difference may reflect the greater autonomy of private schools. For instance, private schools can select their students and teachers, and they can set their culture and disciplinary regulations (Lopes & Oliveira, 2020).

There is a significant positive relationship between the school's organizational climate and teachers' JS. In addition, teachers' JS is influenced by several factors, such as instructional leadership, teacher autonomy and social communication (Rezaee, Khoshsima, Zare-Behtash, & Sarani, 2019). In the studies conducted by Tasdan and Tiryaki (2008), and Yılmaz and Altinkurt (2012), the prominent findings of external job satisfaction factors, such as low salaries received by teachers working in public schools, limited career development opportunities, insufficient physical-technological infrastructure, lack of positive social relations and lack of working conditions provide an important clue in the low level of JS of teachers in this meta-analysis study. It was

observed in these studies that job satisfaction of teachers working in private schools is higher than the JS of teachers working in public schools in terms of job and quality, wages, organizational climate, executive support, social relations, career conditions, and career management. Within the scope of these studies, it can be stated that the school type variable affects the external JS (hygiene-protective) the most, and the internal job satisfaction (motivation-self-assessment) the least.

Teachers working in public schools have problems concerning autonomy, working conditions, administrative support and school resources. JS decreases as there is not a structure supporting the idealistic approach in the early years of the teaching profession, an effective system that monitors their professional competencies and development, and a performance-based approach to success (NCES, 1997; TED, 2014). As one of the factors that increase the job satisfaction of teachers in private schools, it is important to create an independent and autonomous work environment where teachers can reveal their own abilities and to raise awareness in both schools and Ministry of National Education (MONE) for providing administrative support in public schools (Sinan, 2008; Tuy, 2008). The results of this study are also significant in terms of revealing that the low level of JS of teachers in public schools has become continuous over the years. Within the context of that "the quality of an education system is related to the quality of teachers", measures must be taken to increase teachers' job satisfaction, especially in public schools.

In the meta-analysis study conducted by Akar (2018), it was revealed that teachers' quality of work life strongly affects their JS. In this context, measures must be taken to increase the job satisfaction of teachers in public schools, especially in terms of wages, administrative support, social relations, working conditions and career management. Within the scope of the results of this meta-analysis study, apart from the school type variable, meta-analysis studies can be carried out using variables affecting job satisfaction, such as school culture, exhaustion, economic and social environment. In the context of the results of this meta-analysis study, it may be suggested that qualitative and quantitative studies should be carried out on which factors are effective in increasing the JS of teachers in private schools compared to teachers in public schools.

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(The symbol of * refers to the studies included in the meta-analysis).

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Türkiye'de Resmi ve Özel Okullarda Çalışmanın Öğretmenlerin İş Doyumu Üzerindeki Etkisi: Bir Meta-Analiz Çalışması

Atıf:

Aytac, T. (2020). The effects of working in public or private schools on job satisfaction of teachers in Turkey: A meta-analysis study. *Eurasian Journal of Educational Research 89, 179-200*. DOI: 10.14689/ejer.2020.89.9

Özet

Problem Durumu: Eğitimin niteliği ile öğretmenlerin iş doyumu (İD) arasında ilişki olduğu günümüzde tartışılmaktadır. Rekabetin yoğun olarak yaşandığı resmi ve özel okullarda çalışan öğretmenlerin İD; okulun kültürü, çalışma koşulları, yönetim biçimi ve çalışanların iletişim biçimi gibi birçok faktörden etkilenebilir. Özellikle son yıllarda eğitimin özelleştirilmesi politikaları bağlamında özel okulların kurulması teşvik edilmekte ve velilere de bu yönde katkılar sağlanarak çocuklarını bu okullara gönderme konusunda destek sağlanmaktadır. Bir yandan da öğretmen istihdamı konusunda atanamayan öğretmenlerin bir çoğununda alternatif olarak özel okullarda çalışması, özel ve resmi okullarda çalışan öğretmenlerin İD düzeylerinin belirlenmesini önemli hale gelmektedir. Öğretmenlerin işten doyumunda, çalıştıkları okul türünün (özel/resmi) etkili olup olmadığının belirlenmesi, bu çalışmanın problemini oluşturmaktadır.

Araştırmanın amacı: Bu araştırmanın amacı: öğretmenlerin çalıştıkları okul türünün (resmi ve özel okul) işten doyumlarına etki düzeyini belirlemektir.

Araştırmanın Yöntemi: Çalışmada, araştırma sentezleme yöntemlerinden biri olan ve ampirik çalışmaların bulgularının yeniden analiz edilmesinde kullanılan meta-analiz yöntemi kullanılmıştır. Meta-analiz yöntemi aynı konu ile ilgili birbirinden bağımsız olarak yapılmış nicel çalışmaların verilerinin sistematik bir şekilde analiz edillmesi ve sentezlenmesi yöntemidir. Verilerin analizinde grup karşılaştırma meta-analiz yöntemlerinden (Rastgele etkiler modelleri) Grup Farklılığı yöntemi kullanılmıştır. Türkiye'de resmi ve özel okullarda çalışan öğretmenlerin iş doyumu (İD)'na ilişkin algılarını konu alan yüksek lisans ve doktora tezleri ile araştırma makaleleri, bu çalışmanın temel veri kaynağını ve kapsamını oluşturmaktadır. İlgili araştırmalara ulaşmak için Web of Science, ERIC, ULAKBİM, EBSCOhost, Google Akademik, Scopus ve YÖK Ulusal Tez Merkezi veri tabanlarından "iş/işten doyumu", "mesleki doyum", "iş tatmini", "resmi ve özel okul" ve "iş mennuniyeti" anahtar sözcükleri kullanılarak tarama yapılmıştır. Yapılan tarama sonrası araştırma konusuna yönelik yapılan 126 çalışmadan dâhil edilme kriterlerine uygun 43 çalışmanın olduğu belirlenmiştir. Araştırmaya dahil edilen çalışmaların seçiminde kullanılan dahil edilme kriterleri aşağıda verilmiştir;

(i) Kriter 1: Yayınlanmış veya yayımlanmamış çalışma kaynakları: Yüksek lisans ve doktora tezleri ile alanyazında yayınlanmış araştırma makaleleri kapsama alınmıştır.

(ii) Kriter 2: Çalışmalardaki bağımlı ve bağımsız değişkenin meta-analiz çalışmasına uygun olması: Meta-analiz çalışmalarında etki büyüklüğüne ulaşabilmek için dahil

edilen çalışmaların empirik çalışmalar olması ve özel-resmi okulların bağımsız değişken olarak kullanılmış olması dikkate alınmıştır.

(iii) Kriter 3: Meta-analiz için gerekli nicel verileri içermesi: Meta-analiz çalışması için gerekli olan etki büyüklüklerinin hesaplanabilmesi için nicel veriler (ortalama, standart sapma, örneklem sayısı, p değeri vb.) içermesi dikkate alınmıştır.

(iv) Kriter 4: 1990 ve 2019 yılları arasında Türkiye'de yapılan çalışmalar dikkate alınmıştır. Bu çalışmalar kapsamındaki toplam örneklem sayısı 14599 olup bunun 4296'sı özel okullarda ve 10303'ü ise devlet okullarındaki öğretmenlerdir.

Hariç Tutma Kriterleri: Literatür taraması sonucu elde edilen 83 çalışma; farklı örneklemlerde yapılan çalışmalar olması (okul yöneticileri ve öğretim üyeleri), meta-analizi için gerekli istatistiksel verilere sahip olmaması ve yalnızca nitel bulgulara yer vermesi bağlamında dâhil edilme kriterlerine uygun olmadığı için yapılan meta-analiz çalışması dışında tutulmuştur.

Araştırmanın güvenirliği: Kodlama işlemi yapıldıktan sonra kodlayıcılar arası güvenirliğin (interrater reliability) sağlanması için Cohen's Kappa istatistiği kullanılmış ve güvenirlik .97 olarak bulunmuştur. Bu sonuç, kodlayıcılar arasında mükemmel bir uyumu göstermektedir.

Araştırmanın geçerliği: Meta-analize dahil edilme kriterlerine uygun tüm çalışmaların ulaşılabilecek tüm veri tabanları kullanılarak taranması ve çalışmaya dahil edilmesi araştırmanın geçerliliğinin bir göstergesidir. Tarama sonucunda bütün çalışmalara ulaşılması bağlamında geçerliliğin sağlandığı söylenebilir. Bu bağlamda meta-analize dahil edilen 43 çalışmanın her biri ayrıntılı olarak incelenmiş, araştırmada kullanılan veri toplama araçlarının geçerliğinin ve güvenirliğin sağlandığı doğrulanmıştır. Dolayısıyla bu meta-analiz çalışmasının da geçerli olduğu söylenebilir. Bu çalışmanın istatistiksel hesaplamaları için, CMA Ver. 2. [Comprehensive Meta Analysis] yazılımı kullanılmıştır. Verilerin analizinde grup farklılığı meta-analiz yöntemi kullanılmıştır. Genel etki büyüklüğünün hesaplanmasında rastgele etkiler modeli kullanılmıştır.

Araştırmanın Bulguları: Bu çalışmada, 14599 kişilik bir örneklemi oluşturan 43 çalışmaya ait 43 adet etki büyüklüğü hesaplanmıştır. Araştırma sonuçlarına göre, okul tipi değişkenine göre özel okulda çalışan öğretmenler lehine rastgele etkiler modeline göre (d=.56; [.41; .70]) istatistiksel olarak anlamlı orta düzeyde bir etki büyüklüğü belirlenmiştir. Özel okullarda çalışan öğretmenlerin işten doyumlarının resmi okullarda çalışan öğretmenlere oranla daha fazla olduğu görülmüştür. Yapılan moderatör analizi sonucunda öğretim kademesine (p=.002) ve araştırmanın yapıldığı bölgeye (p=.00) göre çalışmaların etki büyüklüklerinin farklılaştığı belirlenmiştir. Öğretim kademesi açısından okulöncesi eğitim kademesinin ele alındığı çalışmaların sonuçları, özel okullar lehine (d=1,41) öğretmenlerin işten doyumunun daha yüksek olduğunu göstermektedir. Yayın türüne (p=.07), öğretmenin unvanına (p=.13) ve ölçek türüne (p=.23) göre çalışmaların etki büyüklüklerinin farklılaşmadığı belirlenmiştir.

Araştırmanın Sonuçları ve Önerileri: Özel okullarda çalışan öğretmenlerin İD'larının resmi okullarda çalışan öğretmenlere oranla daha fazla olduğu görülmüştür. Bu meta-

analiz çalışması sonuçları, öğretmenlerin özel ya da resmi okullarda çalışıyor olmalarının, İD'larını etkileyen anlamlı bir değişken olduğunu göstermektedir. Türk Eğitim Sistemi bağlamında resmi okullarda çalışan öğretmenlerin özel okullarda çalışan öğretmenlere oranla İD'larının düşüklüğünde onları güdüleyici bir okul kültürü olmaması, ödül sisteminin yetersizliği ve etkili bir rehberlik ve mesleki gelişim olanaklarının olmaması etkili olabilir. Türkiye'de devlet okullarında çalışan öğretmenlerinin çalışma koşulları (ücretler, yöneticiler ve ebeveyn baskısı, iş garantisi, iş yükü vb.) özel okullarda çalışan öğretmenlerden daha iyidir. Bununla birlikte bu meta-analiz çalışmasında, özel okul öğretmenlerinin iş doyumlarının devlet okulu öğretmenlerinden nispeten daha yüksek olduğu görülmüştür. Bu durum, özel okullarda mesleğe yeni başlayan öğretmenlerin deneyim kazanma motivasyonları ve bir iş sahibi olmanın öneminden kaynaklanabilir. Bu bağlamda resmi okullarda öğretmenlerin İD'unu yükseltici özellikle yönetici desteği, sosyal ilişkiler, mesleki gelişim, çalışma şartları ile kariyer yönetimi boyutlarında iş yaşamının niteliğini destekleyici ve güdüleyici önlemlerin alınması gerekir.

Resmi okullardaki öğretmenlerin işten doyumlarının düşük olması bulgusunun çeşitli araştırmalarda ifade edilmesi ve yıllar boyunca bunun devam etmesi, Türk Eğitim Sistemi sistemi açısından önemli bir sorun alanı olarak gözardı edilmemelidir. Resmi okullarda çalışan öğretmenlerin İD'larını yükseltecek düzenlemelerin gerçekleştirilmesi, MEB'in öncelikli politikaları arasında ele alınmalıdır. Bu bağlamda, "Bir eğitim sisteminin niteliğinin öğretmenlerin niteliğinin üzerinde olmasının söz konusu olamayacağı" anlayışıyla resmi okullarda, öğretmenlerin iş doyumunu artırmaya yönelik bir farkındalığın ve kültürün oluşturulmasına yönelik uygulamalar hayata geçirilmelidir.

Okulun örgüt iklimi ile öğretmenlerinin İD arasında anlamlı pozitif ilişki vardır. Ayrıca öğretmenlerin İD; öğretimsel liderlik, öğretmen özerkliği ve sosyal iletişim gibi faktörlerden etkilenmektedir. Resmi okullarda öğretmenlerin İD'unu yükseltmeye yönelik nesnel performans değerlendirmeye dayalı kariyer basamaklarının hayata geçirilmesi ve sürekliliğinin sağlanması, öğretmen özerkliğinin desteklenmesi ve özellikle yönetici-öğretmenler arasındaki ilişkilerin artırıldığı daha demokratik ve katılımcı okul kültürünün oluşturulması öğretmenlerin İD'unu olumlu yönde etkileyecektir. Bu meta-analiz sonuçları özellikle resmi okullarda çalışan öğretmenleri destekleyici ve güdüleyici bir kültür, öğrenme-öğretme ve çalışma ortamının yetersizliğini göstermektedir. Bu meta-analiz çalışması sonuçları bağlamında öğretmenlerin çalıştıkları okul türü değişkeni dışında İD'larını etkileyen okul kültürü, tükenmişlik, ekonomik ve sosyal ortam gibi değişkenler kullanılarak meta-analiz çalışmaları yapılabilir. Bu meta-analiz çalışması sonuçları bağlamında özel okullardaki öğretmenlerin İD'larının resmi okullardaki öğretmenlere göre daha yüksek olmasında hangi faktörlerin etkili olduğu konusu ile ilgili nitel ve nicel çalışmalar yapılması önerilebilir.

Anahtar Sözcükler: İş tatmini, öğretmen, meta-analiz, özel ve resmi okul.