



Investigation of Teachers' Professional Satisfaction Levels according to Various Variables

Öğretmenlerin Mesleki Doyum Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi

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Abstract

For an effective education process, it is essential that both students and teachers are highly motivated. In this context, it is necessary to determine teachers' professional satisfaction levels and take political steps according to these levels. In this study, the professional satisfaction levels of teachers and whether these levels differ according to gender, graduation status, and education level were examined. The research is structured on the relational survey model, one of the survey models. The sample of the study consists of 255 primary school teachers. 157 of the participants were female, and 98 were male. While 159 teachers graduated from the faculty of education, 96 teachers graduated from different faculties. 12 teachers have college degrees, 190 teachers have bachelor's degrees, 51 teachers have master's degrees, and two teachers have doctorate degrees. The scale for determining the level of teachers' professional satisfaction (TPSS) developed by Yurdakul & Aktaş (2023) was used to collect data in the study. The Cronbach's Alpha value of the scale is 0.87, and it has three dimensions. The total variance value explained for the scale is 54.53%. The scale consists of 32 items. Necessary permissions were obtained during the data collection process. Then, the items in the measurement tool were uploaded to the Google form, and the data were collected online. Since the distribution was homogeneous, independent groups T-test was used to differentiate teachers' satisfaction levels according to gender and graduated institution variables. One Way Anova analysis was used for the education level variable. As a result of the research, teachers' professional satisfaction levels were determined as "medium level." Teachers' professional satisfaction levels do not differ according to gender in the overall scale and in the sub-dimensions. According to the graduated institution, differences were found in the overall scale and in the personal characteristics sub-dimension and administrative characteristics sub-dimension.

Keywords: Professional satisfaction, teacher, quantitative research.

Öz

Etkili bir eğitim süreci için hem öğrencilerin hem de öğretmenlerin motivasyonunun yüksek olması şarttır. Bu bağlamda öğretmenlerin mesleki doyum düzeylerinin belirlenmesi ve bu düzeylere göre politik adımların atılması gerekmektedir. Bu çalışmada öğretmenlerin mesleki doyum düzeyleri ile bu düzeylerin cinsiyet, mezuniyet durumu ve eğitim düzeyine göre farklılaşp farklılaşmadığı incelenmiştir. Araştırma, tarama modellerinden biri olan ilişkisel tarama modeli üzerine yapılandırılmıştır. Araştırmanın örneklemini 255 ilkökul öğretmeni oluşturmaktadır. Katılımcıların 157'si kadın, 98'i erkektir. 159 öğretmen eğitim fakültesinden mezun olurken, 96 öğretmen farklı fakültelerden mezun olmuştur. Öğretmenlerin 12'si ön lisans, 190'ı lisans, 51'i yüksek lisans ve 2'si doktora derecesine sahiptir. Araştırmada veri toplamak amacıyla Yurdakul ve Aktaş (2023) tarafından geliştirilen öğretmenlerin mesleki doyum düzeylerini belirlemeye yönelik ölçek (TPSS) kullanılmıştır. Ölçeğin Cronbach Alfa değeri 0,87 olup üç boyutludur. Ölçeğe ilişkin açıklanan toplam varyans değeri %54,53'tür. Ölçek 32 maddeden oluşmaktadır. Veri toplama sürecinde gerekli izinler alınmıştır. Daha sonra ölçme aracı yer alan maddeler Google formuna yüklenerek veriler çevrimiçi ortamda toplanmıştır. Dağılımın homojen olması nedeniyle öğretmenlerin memnuniyet düzeylerinin cinsiyet ve mezun olunan kurum değişkenlerine göre farklılaştırılmasında bağımsız gruplar t testi kullanılmıştır. Eğitim düzeyi değişkeni için One Way Anova analizi kullanılmıştır. Araştırma sonucunda öğretmenlerin mesleki doyum düzeyleri "orta düzeyde" olarak belirlenmiştir. Öğretmenlerin mesleki doyum düzeyleri ölçeğin geneli ve alt boyutlarında cinsiyete göre farklılık göstermemektedir.

Anahtar Kelimeler: Mesleki Tatmin, öğretmen, nicel araştırma.



Introduction

The architects of a country's future are teachers. It is always teachers who train engineers, doctors, lawyers, teachers, soldiers, police, drivers, in short, the manpower that serves in every segment of society. Teachers take very important roles in the destiny of countries. Teachers are the most basic element of the education system (Çelikten et al, 2005, p. 208). The teacher is the most important force that enables students to develop their individual talents, grow up as individuals useful to society and the state, and determines the success and failure of schools (Altınok, 2021). Teaching is a sacred profession, and everyone recognizes its prestige in society. Because there is a teacher who touches the lives of everyone who goes through the education and training process. Primary school teachers, whom childrens first encountered when they stepped into school, are the first people who come to our minds and are never forgotten, no matter how old they are.

The influence of teachers is the most fundamental determinant in the quality and success of trained human capital. Teachers' high professional satisfaction, morale and motivation while performing their duties enable their performance to increase and their efficiency to increase (Yardımcı, 2010). In order for teachers to achieve professional satisfaction, it is possible for them to be satisfied, satisfied, enjoy and be happy with their jobs and the processes they experience while doing their jobs. Professional satisfaction; It means that the employee is happy and satisfied with his/her profession (Kuzgun & Bacanlı, 2012). Job satisfaction is generally expressed as an individual evaluation of the situations and events that occur within the work fields (the work itself, management) or the results that may occur in the work fields (job security, wages). As a result of research on the subject, the effects of factors such as leadership, management styles, working conditions, friendly environments, salaries and wage policies, security, advancement, appreciation and the jobs themselves on job satisfaction have been revealed (İmamoğlu, Keskin & Serhat, 2004).

Yelboğa (2007), who defines the concept of professional satisfaction as the spiritual happiness that employees feel while fulfilling their duties and responsibilities, states that job satisfaction can occur if the characteristics of the work performed and the wishes and expectations of the employees intersect. Job satisfaction refers to the happiness and satisfaction that employees get from the job they perform. Job satisfaction or dissatisfaction, as expressed by Eğinli (2009), is related to the motivation of employees. In addition, it is stated that job satisfaction is formed by being affected by many factors related to the quality of the jobs that employees carry out and the environment of the tasks performed. The fact that working people are not engaged in tasks that match their interests and abilities causes unhappiness, discomfort and restlessness in these people after a certain period of time. Individuals who do not work in jobs that meet their interests and abilities experience feelings of being unimportant, feeling discouraged, losing their grip on life, becoming stressed, and dissatisfied with their work (Ada, 2014). There are many factors that affect job satisfaction. These factors are expressed and classified in different ways. These can be grouped briefly as demographic, environmental and organizational factors. Demographic factors (Şengül, 2008); It is examined under the headings of age, gender, education level, marital status, profession and length of service. Environmental and organizational factors (Tanrıverdi & Paşaoğlu, 2014) can be examined under the headings of the job itself and the nature of the job, wage, promotion opportunity (career), working conditions, and relationships with colleagues. In the literature review, it was seen that studies in this field are quite limited. This research will contribute to the literature on this subject and provide information about the Denizli sample. This study aimed to reveal the level of professional satisfaction of teachers. In

this context, it was investigated what the level of professional satisfaction of teachers is and whether this varies according to their personal characteristics (gender, graduation status and education level).

Teaching Profession

Candidate teachers graduate after four years of university education by reaching a certain level of qualification. During this education process, theoretical and practical training are offered together. As a result, the basic knowledge and equipment of the teaching profession are acquired during these years. However, it is difficult to sustain the teaching profession only with the knowledge obtained in university education today when information changes rapidly. As a result of increasing knowledge, teachers should always improve themselves and adapt to this transformation.

The success of education systems in the world; On the axis of reading change and responding quickly to change, quantitative to develop the capacities of teachers, who constitute the largest human resource, and to improve all aspects of the system. It depends on the restructuring of its components according to the requirements of this emerging new paradigm (Gökçer & Özer, 2015). No matter what profession we do, we must constantly update our knowledge about our profession and be open to new information. This importance is more important in teaching than in other technical professions because of teachers are a profession that touches people personally. The education and training process lies at the basis of all professions. Teachers take the leading role in this process. In order to perform this profession that shapes people life, it is undoubtedly necessary to have some professional competencies. Yılmaz (2005) stated that a qualified teacher has a personality that always renews and develops itself in direct proportion to the developing science and technology.

According to MoNE (2006), the general professional competencies that should be possessed by those who choose the teaching profession are as follows.

- Personal and professional values-professional development,
- Knowing the student,
- Learning and teaching process,
- Monitoring and evaluating the learning and development,
- School-family and community relations,
- Program and context information.

To summarize, a teacher who is considered professionally competent is someone who embraces personal and professional values, is open to professional development, knows the student population well, manages and monitors the learning and teaching process well, evaluates the skills gained by students, maintains healthy school, family and community relations, and has a good understanding of the curriculum.

Education is a service sector whose product is human, and the most important element of this sector is teachers. Efficient education and raising the cultural level of the society are only possible if the teachers who undertake this duty do their duties willingly and willingly. Unfortunately, teacher problems have been ignored for years within the current system. Perhaps the first thing to do should be to meet the needs of teachers, who are defined as the internal customers of the sector, and to improve their working conditions (Adıgüzel, Karadağ & Ünsal, 2011, p. 50). Research shows that individual and organizational reasons are effective in individuals' job satisfaction (Erdoğan, 1996).

Determining the job satisfaction of teachers due to individual reasons and making decisions accordingly will also increase the quality of educational services.

In this context, a successful teacher must have all these competencies because these competencies describe an ideal teacher as a part of the whole. In order to reach this ideal, it is necessary to make an effort. Here we come across the concept of professional satisfaction. Because people strive for what makes them happy. No one strives for something they are not satisfied with. In this context, if we want to see teachers who fit the ideal teacher profile in schools, we need to investigate what satisfies them professionally, how, and at what level. This issue is also considered necessary by MoNE. Teachers were also considered in the 2023 Education Vision published in 2018.

In this context, the goals for teachers in the 2023 Education Vision published by MoNE (2018) are compiled under human resources development and management. This heading consists of two sub-headings. These are:

1. Professional development of teachers and school administrators will be restructured.
2. Efficient use of human resources and equitable reward will be ensured.

In general, these objectives aim to ensure the professional development of teachers and increase their satisfaction levels.

When we look at the literature, there are studies showing that decreased job satisfaction leads to a decrease in dependency on work attendance (Erdoğan, 1996), an increase in the likelihood of conflicts (Üngüren & Cengiz, 2009), a decrease in productivity (Cemaloğlu & Şahin Erdemoğlu, 2007), alienation from work (Eroğlu, 2004), the emergence of psychological problems (Bingöl, 1996), disciplinary problems (Yılmaz & Ceylan 2011) and stress (Ertekin, 1993). Akın & Koçak (2007) concluded in their research that more than half of the teachers experienced job satisfaction at "medium", "low" and "very low" levels. In case of increased job satisfaction, work-related productivity increases (İnce, 2008), performance increase (Günbayı, 2000), motivation increase (Cüceloğlu, 1991), loyalty to the institution (Akçadağ & Özdemir, 2005) emerges.

Teachers, who have such an important place in our lives, need to have a high level of satisfaction in order to demonstrate their performance fully. Professional satisfaction is the degree to which the job pleases the person. In other words, it is the pleasure and happiness that a person feels from that job. Some variables affect the level of professional satisfaction of individuals.

Professional Satisfaction

According to Kuzgun (2003), the profession allows people to be respected, realize themselves, be useful and feel useful, show their creativity, realize their talents and get satisfaction and pleasure in these processes. Professional satisfaction has been defined in different ways depending on people and approaches. In Kadioğlu (2016) study, professional satisfaction; It is the emotional interaction of a person regarding his experiences in business life. In the study of Bilge, Sayan & Kabakçı, (2009) professional satisfaction; It is the harmony between the personal characteristics of employees and the conditions of their professions, and the feelings, attitudes, behaviors, values and thoughts regarding the work done. According to Kaliski (2007), professional satisfaction; While Kokay (2007) defines it as people's professional success and sense of accomplishment, it is defined as the psychological well-being that arises as a result of experiences in business life. When looking at these definitions, it can be seen that there are common points but also differences are emphasized. The common points in the definitions are satisfaction, the employee's feelings about the job, meeting their expectations,

financial earnings and opportunities, career opportunities and social relations with colleagues (Solmuş, 2004).

From the definitions regarding job satisfaction, it can be said that professional satisfaction will be achieved if the concrete or abstract wishes and needs of employees are met (Firat, 2018). While positive effects are seen in the lives of employees with high job satisfaction, negativities such as unhappiness and hopelessness are experienced by employees with low job satisfaction (Tekin, Bozkır, Sazak, & Özer, 2014). Yıldız & Özsoy (2013) argue in their study that as employees realize their professional expectations in their working lives, positive feelings, thoughts and attitudes towards their profession increase. This enables business success to increase and synergy to emerge in the work environment. In this regard, Ok-Taş, 2021) argue in their studies that people's satisfaction with their jobs contributes significantly to satisfaction in their private lives, health and performance improvements. As another study in this field, Korkmaz & Balkan (2011) concluded that job satisfaction levels have a significant impact on employees' job performance and success. It is noteworthy that many studies have been conducted on the concept of job satisfaction. The results of many studies have revealed that the concept of job satisfaction should be considered as a very important factor in terms of improving organizational behavior in general and preparing for increased productivity. One of the main reasons why the concept of job satisfaction is of great importance in managerial environments is that achieving certain positive results related to work is largely linked to the possibility of job satisfaction being achieved. Within the scope of a meta-analysis study in which data obtained from 36 different companies and 7,939 different units were evaluated, it is emphasized that significant relationships were detected between job satisfaction and customer satisfaction and belonging, labor turnover rates, security, efficiency and profitability. It is stated that the relationship between job satisfaction and productivity and profitability is generalizable. However, it seems that the relationship level is not very high. The relationship between other variables and job satisfaction was found to be high (Harter et al., 2002).

It is noteworthy that the phenomenon of job satisfaction also has positive effects on organizational performance. In general, individuals both in working life and in academic environments expect positive relationships between morale (total satisfaction levels) and organizational performance levels (Schneider et al., 2003). It is seen that the phenomenon of job satisfaction has an impact on personnel productivity levels in terms of organizational performance, as well as a positive impact on service quality for businesses and institutions operating in the context of the service sector. It is not possible to expect quality service from unsatisfied jobs. This idea is supported by studies conducted on the subject. Ostroff (1992), who conducted a study including 364 educational institutions, discussed the relationships between the attitudes of employees and organizational performance. Within the scope of this research, Ostroff concluded that the phenomenon of job satisfaction has a positive relationship with school performance, which is measured by certain criteria such as the satisfaction status of students and the transformation of teachers. On the other hand, the results of the research revealed that job satisfaction is a factor that also affects organizational commitment. In addition, many studies (LePine, Erez, & Johnson, 2002; Tang & Ibrahim, 1998) have stated that increased satisfaction levels are associated with high organizational citizenship behavior.

Studies have also shown that job satisfaction has positive and negative consequences in the lives of employees. It is possible to examine the factors affecting job satisfaction as demographic factors, environmental and organizational factors. Demographic factors; It can be detailed as age, gender,

education level, marital status and presence of children, profession and work experience. Environmental and organizational factors are; It is possible to examine the job itself and its nature, salary, promotion opportunities (career), working conditions and relationships with colleagues. It has been seen in studies that the demographic, environmental and organizational factors in question affect professional satisfaction largely positively or negatively (Sönmez, 2014; Çiçek, 2018; Hoş & Oskay, 2015; Kayacık, 2020; Düru, 2015; Kardaş, 2016; Özpehlivan, 2018; Nal & Nal, 2018; Uludağ, 2017; Çoban, 2017).

The question of what level of professional satisfaction teachers have and whether this varies according to different variables constituted the problem of this research. In this context, answers to the following sub-problems were sought.

1. What is the level of professional satisfaction of teachers?
2. Do teachers' professional satisfaction levels differ according to gender?
3. Do teachers' professional satisfaction levels differ according to graduation status?
4. Do teachers' professional satisfaction levels differ according to their level of education?

Method

Model

This study, which aims to examine the professional satisfaction levels of teachers in the context of different variables, is structured according to the survey model. According to Kraemer (1991), survey research defines certain aspects of a certain population in the context of relationships and can generalize its findings to the whole population. As a matter of fact, in this study, teachers' professional satisfaction levels were examined in terms of different variables, and the results were tried to be generalized. The relational survey method, one of the survey models, was used in the study. According to Tekbıyık (2014), relational surveys are studies conducted to make statistical comparisons for the scores of each sample instead of influencing or controlling variables. In this context, the differentiation of teachers' professional satisfaction levels according to gender, graduation status, and education level was examined.

Sample

The study sample consists of teachers working in the center and districts of Denizli province. A convenient sampling model was used in sample selection in the study. The convenient sampling method, also known as accidental or convenient sampling, aims to prevent loss of time, money, and labor (Büyüköztürk et al., 2014). Since the study data coincided with the schools' closing period, the convenience sampling model was deemed appropriate for the study considering a temporally limited period. In this context, 255 teachers were included in the study. Bryman & Cramer (2001) state that the sample size should be at least five times the number of items and, if possible, ten times the number of items. Considering that there are 32 items in the measurement tool used in the study, it is thought that 255 is sufficient for the study. Descriptive statistics about the sample are given in Table 1.

Table 1. Gender, Graduation, and Education Level Characteristics of the Sample

Variables		f	%
Gender	Female.	157	61.6

	Male	98	38.4
Graduation Status	Faculty of Education	159	62.4
	Other	96	37.6
Educational Level	College degree	12	4.7
	Bachelor's degree	190	74.5
	Master's degree	51	20
	PhD	2	0.8

When Table 1 is analyzed, 157 participants were female, and 98 were male. While 159 teachers graduated from the faculty of education, 96 teachers graduated from different faculties. 12 teachers have college degrees, 190 teachers have bachelor's degrees, 51 teachers have master's degrees, and 2 teachers have doctorate degrees. Because numerical differences between groups, especially in SPSS analyses, undermine the reliability of the results, the low number of Ph.D. and college degree graduates compared to other groups can be considered as a limitation of the study.

Data collection tools

The study used the scale for determining teachers' professional satisfaction levels (TPSS) developed by Yurdakal & Aktaş (2023). According to Pinsonneault & Kraemer (1993), scales or questionnaires can collect information about a large group of people characteristics, actions, or opinions. As a result of the analyses, the KMO value of the scale was 0.91; Cronbach's Alpha value was 0.87; Spearman-Brown correlation value was 0.85; Guttman Split-Half value was 0.84; Anova Tukey's Nonadditivity was,000, Hotelling's T-Squared was,000 and Intraclass Correlation Coefficient value was,000. The first dimension explained 36.16% of the variance of the scale, the second dimension explained 13.37%, and the last sub-dimension explained 5.00%. The factor item loadings of the items in the first dimension ranged between 0.92 and 0.50; the factor loadings of the items in the second dimension ranged between 0.82 and 0.37; and the loadings of the items in the third dimension ranged between 0.57 and 0.44. The total variance explained by the three factors is 54.53%. After confirmatory factor analysis, the IFI value was 0.91; NFI 0.84; CFI 0.91; REMSEA 0.06, and X2/sd value 2.01. The scale consists of three dimensions and 32 items in its final form. Considering the nature of the items, the first sub-dimension was named "personal characteristics," the second sub-dimension was called "professional characteristics," and the third sub-dimension was named "administrative characteristics." The measurement tool used in this context is valid and reliable (Yurdakal & Aktaş, 2023).

Data collection

Necessary permissions were obtained during the data collection process. Then, the items in the measurement tool were uploaded to the Google form, and the data were collected online. In the

process, the consent form was sent to all participants, the study's purpose was explained, and information about the filling system was given. Then the document was sent to 316 teachers. 278 forms were returned, and 255 forms were included in the analysis within the scope of the study because some of the forms contained seriously missing data.

Findings

Findings related to the first sub-problem

The first sub-problem of the study is "What is the professional satisfaction level of teachers?" and the data related to the sample are presented in Table 2.

Table 2. Descriptive Statistics on Teachers' Professional Satisfaction Levels

	Number	The Lowest	The Highest	Total	Mean	sd
Total	255	58,00	140,00	2878,00	112,874	14,368
Valid N	255					

When Table 2 is examined, the lowest score obtained from the measurement tool was 58, and the highest score was 140. The average level of professional satisfaction of the participants was 112.87. The scoring system for the measurement tool is 32-74 points as "low-level satisfaction," 75-117 points as "medium-level satisfaction," and 118-160 points as "high-level satisfaction" (Yurdakal & Aktaş, 2023). In this context, when the sample average is examined, the teachers' professional satisfaction was found to be at a medium level. When the most recurring scores were analyzed, ten people scored 112, 113, and 123 points, 11 scored 108 points, and 12 scored 115 and 119 points. In addition, the scores for the three scale dimensions were examined, and the data on the scores are shown in Table 3.

Table 3: Data on the Sub-dimensions of the TPSS

Dimensions	Items	Highest possible score	Lowest possible score	\bar{x}	sd
Personal characteristics dimension	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 21, 24, 28, 30, 31, 32.	80	19	61.92	9.82
Administrative characteristics	12, 13, 14, 15, 16, 17, 18, 19, 20, 29.	50	10	35.23	7.44
Professional characteristics	11, 22, 23, 25, 26, 27.	30	6	15.71	2.09

When Table 3 is analyzed, it is seen that the satisfaction levels of the teachers in the sub-dimensions of personal, administrative, and professional characteristics are at a medium level.

Findings related to the second sub-problem

The second sub-problem of the research is "Do teachers' professional satisfaction levels differ according to gender?" and as a result of the normality analysis, it was seen that the distribution was homogeneous (kurtosis value= 0.622 and skewness value= -0.902). In this context, independent samples t-test was used to examine the differentiation of scale scores and sub-dimensions according to gender. The data according to the independent samples t-test are shown in Table 4.

Table 4. Variation of TPSS Results by Gender

	Gender	N	\bar{X}	sd	t	p
1st sub-dimension	Female	157	62,26	9,649		
	Male	98	61,37	10,121		
	Total	255			,703	,483
2nd sub-dimension	Female	157	35,66	6,887		
	Male	98	34,55	8,258		
	Total	255			1,160	,247
3rd sub-dimension	Female	157	15,70	2,262		
	Male	98	15,72	1,797		
	Total	255			-,065	,948
Scale overall	Female	157	208,10	15,004		
	Male	98	207,31	16,243		
	Total	255			,394	,694

When Table 4 is examined, no differentiation was found between the overall scale and its sub-dimensions according to gender. In this context, the professional satisfaction levels of teachers do not change based on the overall scale and sub-dimensions.

Findings related to the third sub-problem

The third sub-problem of the research is "Do teachers' professional satisfaction levels differ according to the institution they graduated from?" as a result of the normality analysis, it was seen that the distribution was homogeneous (kurtosis value= 0.622 and skewness value= -0.902). In this context, independent samples t-test was used to examine the differentiation of scale scores and sub-dimensions according to gender. The data according to the independent samples t-test are shown in Table 5.

Table 5: Variation of TPSS Results According to Graduated Institution

	Graduation	N	\bar{X}	sd	t	p
1st sub-dimension	Faculty of Education	159	60,51	10,307		

	Other	96	64,26	8,511		
	Total	255			-2,995	,003
2nd sub-dimension	Faculty of Education	159	34,35	7,898		
	Other	96	36,69	6,412		
	Total	255			-2,461	,015
3rd sub-dimension	Faculty of Education	159	15,71	2,062		
	Other	96	15,70	2,151		
	Total	255			,032	,975
Scale overall	Faculty of Education	159	205,57	16,027		
	Other	96	211,48	13,790		
	Total	255			-3,007	,003

When Table 5 is examined, the professional satisfaction levels of teachers differ according to the institution of graduation in the overall scale, in the personal characteristics sub-dimension, and in the administrative characteristics sub-dimension. The professional satisfaction levels of the teachers who graduated from the faculty of education are lower than the teachers who graduated from other faculties, and this difference is significant. Similarly, in the sub-dimensions of professional characteristics and administrative characteristics, the professional satisfaction levels of teachers who graduated from other faculties are higher than those who graduated from education faculties, and this difference is significant at a 0.05 significance level. No significant difference was found in the professional characteristics sub-dimension according to the graduated institution. The fact that the expectations of the teachers who graduated from the faculty of education are higher than the graduates of other faculties may have brought about this dissatisfaction. According to another point of view, the fact that teachers who graduated from other faculties see teaching as a right acquired later (formation or open appointment) may have led them to be more attached to their profession. Cohen's d coefficient was examined in the differentiation of satisfaction levels in the scale, and it was seen that the effect size was not at a very high level (Cohen's $d=0.43$). According to Morgan et al. (2004, p. 91), an effect size above one is interpreted as "a huge effect" (as cited in Can, 2014, p. 141).

Findings related to the fourth sub-problem

The fourth sub-problem of the research is "Do teachers' professional satisfaction levels differ according to their level of education?" and as a result of the normality analysis, the distribution was found to be homogeneous (kurtosis value= 0.622 and skewness value= -0.902). In this context, the One Way Anova test examined the differentiation of scale scores and sub-dimensions according to gender. The data from the One Way Anova test are shown in Table 6.

Table 6. Differentiation of Professional Satisfaction According to Education Level, According to One Way Anova Analysis Results

	Sum of squares	df	Mean Squares	F	Sig.

Total	Between Groups	2257,324	3	752,441	3,229	,023
	In-group	58493,476	251	233,042		
	Total	60750,800	254			
Dimension 1	Between Groups	1072,329	3	357,443	3,828	,010
	In-group	23437,255	251	93,376		
	Total	24509,584	254			
Dimension 2	Between Groups	734,352	3	244,784	4,600	,004
	In-group	13357,530	251	53,217		
	Total	14091,882	254			
Dimension 3	Between Groups	7,561	3	2,520	,573	,633
	In-group	1104,541	251	4,401		
	Total	1112,102	254			

When Table 6 is examined, except for the third sub-dimension of the scale, which is the professional characteristics dimension, teachers' professional satisfaction levels in all dimensions and throughout the scale differ according to the level of education variable. Post hoc techniques were used to determine which groups the differentiation was between. When the boxplot graph and Levene test were analyzed, it was seen that the variances were homogeneous ($p=0.511$), and Scheffe post hoc technique was preferred to determine the differences between groups. According to Scheffe's analysis, the data are given in Table 7.

Table 7. Differentiation of Professional Satisfaction by Education Level According to Scheffe Analysis Results

Dependent Variable	(I) Educational level	(J) Educational level	Difference (I-J)	Standard Error	Sig.
Total	College degree	Bachelor's degree	10,03947	4,54	,184
		Master's Degree	14,60294*	4,89	,033
		PhD	6,25000	11,65	,962
	Bachelor's degree	College degree	-10,03947	4,54	,184
		Master's Degree	4,56347	2,40	,311
		PhD	-3,78947	10,85	,989
	Master's Degree	College degree	-14,60294*	4,89	,033
		Bachelor's degree	-4,56347	2,40	,311
		PhD	-8,35294	11,00	,902
	PhD	College degree	-6,25000	11,65	,962
		Bachelor's degree	3,78947	10,85	,989
		Master's Degree	8,35294	11,00	,902
Dimension1	College degree	Bachelor's degree	6,22105	2,87	,200
		Master's Degree	9,63725*	3,10	,023
		PhD	1,50000	7,38	,998

	Bachelor's degree	College degree	-6,22105	2,87	,200
		Master's Degree	3,41620	1,52	,173
		PhD	-4,72105	6,86	,925
	Master's Degree	College degree	-9,63725*	3,10	,023
		Bachelor's degree	-3,41620	1,52	,173
		PhD	-8,13725	6,96	,714
	PhD	College degree	-1,50000	7,38	,998
		Bachelor's degree	4,72105	6,86	,925
		Master's Degree	8,13725	6,96	,714
Dimension2	College degree	Bachelor's degree	5,60965	2,17	,086
		Master's Degree	8,24020*	2,34	,007
		PhD	2,58333	5,57	,975
	Bachelor's degree	College degree	-5,60965	2,17	,086
		Master's Degree	2,63055	1,15	,159
		PhD	-3,02632	5,18	,952
	Master's Degree	College degree	-8,24020*	2,34	,007
		Bachelor's degree	-2,63055	1,15	,159
		PhD	-5,65686	5,25	,763
	PhD	College degree	-2,58333	5,57	,975
		Bachelor's degree	3,02632	5,18	,952
		Master's Degree	5,65686	5,25	,763

When Table 7 is examined, according to the Scheffe analysis, teachers' professional satisfaction levels differ according to their level of education. It is seen that this differentiation is between college and master degrees both in the overall scale and in the sub-dimensions of personal characteristics and administrative characteristics. In this context, it can be said that the professional satisfaction levels of college degree graduates are higher than those of master's degree graduates, and this difference is significant.

Discussion and Conclusion

The aim of this study is to determine the professional satisfaction levels of teachers and to determine whether teachers' professional satisfaction levels differ according to some demographic characteristics. As a result of the analyzes carried out for this purpose, various findings were obtained. Within the scope of the study, teachers' professional satisfaction was found to be at a medium level. In his research with teacher candidates, Yurdakal (2019b) concluded that factors such as the prestige of the profession, economic status, high appointment rate and clarity of job description are effective in choosing the teaching profession. In addition, although the participants chose the profession themselves, they stated that they would like to do another profession when given the opportunity. In this context, the motivation of teachers with similar qualifications was found to be at a medium level due to some reasons. This issue is one of the most important educational problems to be considered. As a matter of fact, it is difficult for a teacher who does not have a high level of professional satisfaction to provide effective education and training services. As a result of the data analysis conducted within the scope of this study, no difference was determined in the job satisfaction levels of teachers according to their gender. In this context, teachers' job satisfaction does not vary

depending on their gender. There are different research findings on this subject in the literature. In his study to determine the job satisfaction levels of primary school teachers, Demirel (2006) found that there was no significant relationship between job satisfaction and gender. In their study where they examined the job satisfaction and professional motivation levels of high school teachers, Taş & Selvitopu (2020) determined that job satisfaction did not differ according to gender. When looked at according to school levels, it can be said that professional satisfaction does not vary by gender. In his study on counselors, Kağan (2005) found no significant difference between the job satisfaction levels and gender of counselors. There are also various study results indicating that job satisfaction differs by gender. For example, Kumaş (2008) found in his study that the job satisfaction levels of female teachers were higher than the job satisfaction levels of male teachers. On the other hand, Kartal (2006) found in his study that the job satisfaction levels of male teachers were higher than the job satisfaction levels of female teachers. The difference in the results of this study may be due to the year the study was conducted, the sample taken or the number of samples.

The study's third finding is related to teachers' professional satisfaction levels according to their undergraduate degrees. Throughout the scale, the professional satisfaction levels of teachers who graduated from the faculty of education are lower than the teachers who graduated from other faculties, and this difference is significant. Similar to this finding, Taş & Selvitopu (2020) determined that graduates of the faculty of education experienced lower satisfaction in their study. On the other hand, Yurdadön (2021) examined the relationship between organizational commitment and professional satisfaction levels of secondary school mathematics teachers and administrators and found that the professional satisfaction levels of teachers did not differ according to their graduation. Similarly, Kartal (2006) examined the professional satisfaction levels of primary school teachers appointed from and out of the field and found no significant difference between the general levels of professional satisfaction.

The last finding of the study is related to teachers' professional satisfaction levels according to educational level. Education level was determined as college, undergraduate, and graduate. According to the study results, postgraduate graduates have less professional satisfaction than college degree graduates. This may be because postgraduate graduates expect to have more professional satisfaction. In addition, it can also be said that dissatisfaction is caused by the inability to transfer the knowledge learned during the postgraduate education process to the field. Yurdakal (2019a) emphasizes in his research that students should have high motivation for effective education and training. In this context, teachers should also have high levels of professional motivation and professional satisfaction to increase students' motivation and provide adequate education and training. As a result of the research, the following suggestions can be presented;

- In-depth qualitative research can be conducted to investigate the reasons for the moderate level of teachers' professional satisfaction.
- Longitudinal studies can be conducted to see the results of the changes made in the process to increase teachers' professional satisfaction.
- Studies can be conducted to investigate why teachers want to do another profession when given the opportunity.
- Studies can be conducted to investigate why the professional satisfaction levels of teachers who graduated from the faculty of education are lower than those of teachers who graduated from other faculties.

- Studies can be conducted to investigate why postgraduate teachers have lower levels of professional satisfaction than associate degree graduates.

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