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Benchmarking Job Satisfaction Levels of Teachers in Private and Public Sectors

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Abstract

Teacher guides and directs members of the society to make them beneficial for the sake of the society. This adds vital important responsibilities on to the shoulders two of the teacher. With this aspect in mind, the current study is conducted to major the job satisfaction levels of teachers, working at state and private schools in İstanbul. There is a comparison of job satisfaction levels between the two groups of teachers, one formed from the teachers in states schools whereas the other group involving the teachers in private schools. A total of three hundred teachers enrol into the research and according to the results the teachers at state schools have a higher job satisfaction than the ones working at private schools in term of some issues such as the ability to self-study, to perform different activities, having a better job security as well as better working conditions. On the other hand those working in private schools are more satisfied in terms of the freedom to perform on their own wills, respect and social status, the acts of their superiors, the match between their qualifications and their duties, social interactions, promotional opportunities, and finally the feeling of success.

Keywords: Education, job satisfaction, teacher, Turkey.

1. Introduction

Educational institutions are one of the vital contributors of the society in term of intellectual heritage, innovation, culture, as well as many other psycho-social aspects.

In order for this contribution to be wealthy, the teachers in these institutions should be contended. Put it other way, the high moral and satisfaction of the teachers reflect on their jobs, and therefore, the performance of the education institution, and from this way, to the society. The literature posits that the satisfaction and moral issues at work context are closely related to the job itself, social interactions, the behaviours of the superiors, and the respect towards the worker (Bingöl, 1984).

The current study considers that the mentioned moral and satisfaction can also be analysed from the paradigm of education. More clearly, teacher's satisfaction is the focal point of this current study. It is expected that the changes in the work context in terms of being

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public or private, is a reason for differences in the nature and level of teachers' satisfaction from their jobs. These differences may stem from social security, working conditions, income, and social interactions within the business context.

To this end, the job satisfaction of the teachers working at state high schools and those working at the private courses are compared. There are significant and noteworthy results achieved and this current study, with these results, is an important contribution to the job satisfaction literature at national and international levels.

2. Education: Definition, Goals, Private Courses

To start with, learning, by scientific means, is the persistent change of an entity's behaviours (Eren, 2010). Education, on the other hand, is a more specific concept and is about making changes in the behaviours of an individual towards some specific aims (Ertürk, 1972). According to the literature, education has some specific properties (Güney, 2000): It is a process that aims to change the individual's behaviours intentionally towards some specific goals, also considering the experiences of the individuals as one of the pillars. In other words, education is the process, in which the people are matched with specific goals and their personalities will also be intentionally effected (Büyükkaragöz, 1994). By and large, the specific aim of education is the creation of a society, rich in moral, contentment, health, and culture, all of which are presumed to be the reasons of an independent and powerful nation (Ereş, 2005).

If this general aim is considered in more details, some facts are uncovered. One fact is that adequate and deliberate education directs the personality of the individual towards personal, organizational and social goals via providing development of the personality (Varış, 1998). It is evident from the literature that the social values are *added* to the child by the child's family first, followed by the *injection* of the work values by the formal education, and finally, the organizational values are provided to the individual by own organization. All these are related to the culture and education, and are totally known as cognitive programming (Hofstede, 2001). Briefly, it is obvious that the fundamental aim of the education is the transfer of the values to the individual in order to make that individual compatible and productive in the society (Gezgin and Amman, 1993).

It is noteworthy that private courses constitute an important part of education. Private courses fill in a great gap in the Turkish education system. It is reported that these courses were not much widespread till 1981, but after 1985 the number of the private courses rose rapidly and many private courses were established in different towns of Turkey. Private courses are perceived as important contributions to the students, who do not sufficiently get education to meet the necessities of the high schools, universities and special professions.

Private courses are vital institutions that contribute to the society, and thus, that contribute to the sustainability and the evaluation of the society. In terms of Turkish context, private courses are fairly new institutions. The main reason for such is that the formal education system of Turkey sometimes lacks the necessities for some professional occupations. This leads to the facilitation from private courses and this courses have been founded in some locations of Turkey until 1981. After 1985, many private courses have been founded in different cities of Turkey.

More precisely, Turkish education system occasionally has the deficiency of funds, which causes the student to be insufficient for the university entrance exams. In this case, private courses are important actors within the education system and are sometimes perceived as alternatives to the formal education institutions. Today, it almost becomes impossible for a student to enter in to a prominent university without backup of the private courses in Turkey.

Table 1. Private Courses and the number of teachers and students

Years	Number of Private Courses	Number of Teachers	Number of Students
2002–2003	2.122	19.881	606.522
2003–2004	2.568	23.730	668.673
2004–2005	2.984	30.537	784.565
2005–2006	3.928	41.031	925.299
2006–2007	3.986	47.621	1.071.827
2007–2008	4.031	48.855	1.122.861
2008–2009	4.262	51.916	1.178.943
2009–2010	4.193	50.432	1.174.860

Source: Turkish Ministry of Education, Formal Education Statistics (2009–2010)

As can be seen from Table 1, the students preferring private courses have increased sharply for the last years and have become 1.174.860. The number of private courses has almost doubled from 2002 till 2010. Moreover, the number of teachers working at private courses has almost tripled, from 19.881 to 50.432. This findings from Table 1 clearly show that private courses has started to become an important portion of the Turkish education system.

3. Job Satisfaction

Job can be defined as any task that has some specific purposes, carried out in a profession (Eren, 2010). The other concept, satisfaction, is the contentment that someone has, from a specific situation or an event. Akçamete (2001) defines job satisfaction as *the contentment a worker has, as a result of the match between the workers and the jobs values.* With a simpler description, job satisfaction is the extent to which a worker is happy with own job. A good review about different definitions of job satisfaction is put forward by Ayrancı (2011).

There are three important dimensions of job satisfaction (Kaynak, 1995); it is an emotional matter, related to the job and thus it cannot be observed; it is about the balance between the earnings and the expectations in the work context; and finally, it is the result of many factors such as the job itself, wages, promotions and social relations in the work context.

Miner (1992) posits that job satisfaction is one of the main indicators of how healthy an organization is. In this case, a weak job satisfaction or even dissatisfaction harms the social relationships in the organization, causing troubles in terms of team working. Research (e.g., Eren, 2010) also shows that job satisfaction is closely the connected with the mental and physical health of the workers – i.e.; low job satisfaction, or worse, dissatisfaction is one of the reasons for emotional disorders such as insomnia, anorexia, emotional corruption and disappointment. It is also important to mention that job satisfaction depends on different factors if workers and managers are compared (Ayrancı, 2011) and flexible working is an important matter that affects job satisfaction (Ayrancı and Şimşek, 2012).

4. Methodology

This research was conducted to measure the job satisfaction levels of the teachers working at state schools and private courses in the city of Istanbul, in order to compare this two. General Survey Model (GSM) was used in this research. According to the literature (e.g., Karasar, 1998), GSM is actually an arrangement made from the universe, an example or a sample, in order to make a general inference about the universe.

4.1. Universe, Sample, and Data Collection in the Research

The universe consists of all the teachers working at state schools and private courses in Istanbul. From this universe, three hundred participants were reached and 143 (approximately 47,7%) of them were working at public schools leaving 157 teachers working at private courses. Data collection method was the administration of questionnaires, which consisted of 34 questions. 14 questions were related to the demographic features of the participants, while the rest 20 questions belonged to Minnesota Job Satisfaction Scale (Weiss et al., 1967).

4.2. Preliminary Findings

A reliability analysis was performed on the data, acquired from Minnesota Job Satisfaction Scale. The Cronbach's alpha indicator shows 0,9 and thus, the relevant data had high reliability.

The other part of the questionnaire including demographic features, revealed many results. It was found out that 63,7% of the participants were females and 56% of all the participants were married. As explained before, 47,7% of the participants were working at public schools. An inspection of the ages revealed that only 9% of the participants were between 20 and 24, while almost half of the participants (44%) were between 25 and 34. Moreover, 28,3% were between 35 and 44; 12,7% between 45 and 54 and the rest, 6% being 55 or older.

Of all the participants, 36% declared that they loved teaching, 13% felt that they were talented for teaching profession, 12,7% agreed that teaching was their preference from university years, 8,7% told teaching to be suitable for their personalities, 8% told that their families forced them to be teachers, 8,5% told that it was just a coincidence that they became

teachers, 4,2% admitted that they became teachers because teaching is an honourable duty, while 4% explained that they became teachers because of its' alluring working conditions. The rest 4,9% preferred not to explain the reason they became teachers.

The incomes of the participants also varied profoundly. 36,7% were earning between 1001 and 1500TL, 35,3% between 1501 and 2000 TL, 7% between 2001 and 3000 TL and 11% were earning more than 3000TL. A noteworthy result was that 10% of the participants were earning 1000TL or less.

Finally, in relation with the job satisfaction, 45% of the participants declared that they had occupational stress.

If job satisfaction is to be evaluated via Minnesota Job Satisfaction Scale, than the results in Table 2 are obtained.

Table 2. Opinions of the teachers about their job satisfaction

	Completely Satisfied		Satisfied		Neither Satisfied nor Dissatisfied		Dissatisfied		Completely Dissatisfied	
	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %
Opportunity to act freely in the workplace.	5,6	28	39,9	31,8	28,7	17,2	21	15,4	4,9	7,6
Opportunity to use initiative in the workplace.	7,7	12,7	56,6	43,3	18,2	26,1	11,2	11,5	6,3	6,4
Opportunity to engage in different activities in the workplace.	4,2	10,2	42,7	28	31,5	26,8	15,4	24,2	6,2	10,8
Opportunity to have a respected status in the society.	10,5	17,8	41,3	50,3	28,7	18,5	14	9,6	5,5	3,8
Attitudes of the superiors to works to workers.	5,6	14,6	40,6	45,9	37	26,8	9,8	9,6	7	3,1
Sufficiency of the superiors' decision making.	8,4	12,7	39,2	50,3	32,1	29,3	14,7	5,8	5,6	1,9
Conformity of the job with the worker's conscience.	28,7	38,2	48,3	43,9	17,4	14	1,4	3,9	4,2	0
Job's sufficiency to provide social security for the future.	9,8	9,6	41,3	17,8	24,4	25,5	14,7	33,1	9,8	14
Being able to be beneficial for other people.	23,8	40,1	49,7	43,4	18,1	12,1	7,7	3,8	0,7	0,6
The appropriate authority to	11,2	15,3	46,2	43,3	32,9	31,2	7,7	8,9	2	1,3

direct others in the workplace.										
Conformity of the job with the worker's skills.	22,4	42	54,5	47,1	13,3	7	4,9	1,9	4,9	1,9
The way of administrating management policies.	6,2	8,9	22,4	26,8	42,7	36,9	18,2	18,5	10,5	8,9
Sufficient salary in return of the service provided.	0,6	7,6	9,8	22,3	31,5	33,1	32,2	20,4	25,9	16,6
Promotion opportunities.	1,3	3,8	16,8	26,1	28	42	39,2	18,5	14,7	9,6
Empowerment in terms of self-deciding.	6,2	7,6	44,8	40,8	27,3	31,8	15,4	15,3	6,3	4,5
Being able to use own methodology while doing the job.	6,3	19,7	53,8	50,3	20,3	21,7	14	5,1	5,6	3,2
Physical working conditions.	4,9	5,7	34,2	26,8	35	31,8	21	23,6	4,9	12,1
Social relationships with the co-workers.	18,2	26,8	53,1	58,6	19,6	9,6	7	4,5	2,1	0,5
Appreciation for the high job performance.	7,7	10,8	37,8	38,9	34,3	35,7	13,3	8,9	7	5,7
The feeling of success from the job	18,2	22,9	48,3	52,9	16,8	19,7	13,3	3,8	3,5	0,6

There are some striking results obtained from Table 2. A general result is that a great portion of the teachers in public and private education institution were satisfied with their jobs. This satisfaction is more evident in terms of social relationships, the feeling of success derived from the job, the margin to use own methodology, the chance for self-deciding, conformities of the job with the conscious and the skills, being beneficial for others, having the appropriate authority, being respected and using initiative. On the other hand, the teachers considered that they are generally upset about engaging in different activities their salaries, promotions opportunities, and being more obscure, about their physical working conditions.

4.3. Statistical Structure of the Teachers' Job Satisfaction

In order to determine the statistical of job satisfaction, principal component analysis and varimax rotation applied within and exploratory factor analysis (Çolakoğlu, 2000) on the Minnesota Job Satisfaction Scale's Questions. The reason was that there was no supportive evidence for this scale to be validated in Turkish context.

The results indicated that the Kaiser-Meyer-Olkin (KMO) value was 0,898 and thus, the data obtained from the teachers were appropriate to be factorized (Nakip, 2006), Bartlett test result is also statistically significant, indicating again that the data were ready for the factor analysis. Table 3 includes the results of the factor analysis. There are four factors extracted that aggregately explain 56,122% of the total variance. The Cronbach's alpha values also suggest that each factor extracted is reliable.

Table 3. The Results of Exploratory Factor Analysis about Teachers' Job Satisfaction

Factors	Factor Loading	t Values	Factor Variance	Cronbach's Alpha
1st Factor: Emotional Satisfaction		**7,078**	**35,388**	**0,82**
Being able to be beneficial for other people.	,818			
Conformity of the job with the worker's skills.	,723			
Conformity of the job with the worker's conscience.	,691			
The feeling of success from the job.	,627			
The appropriate authority to direct others in the workplace.	,606			
Opportunity to have a respected status in the society.	,503			
2nd Factor: Freedom in the Working Environment		**1,554**	**7,768**	**0,77**
Opportunity to engage in different activities in the workplace.	,716			
Opportunity to act freely in the workplace.	,673			
Opportunity to use initiative in the workplace.	,618			
Social relationships with the co-workers.	,497			
Empowerment in terms of self-deciding.	,491			
Being able to use own methodology while doing the job.	,454			
3rd Factor: Working Conditions		**1,369**	**6,843**	**0,78**
Sufficient salary in return of the service provided.	,691			
Job's sufficiency to provide social security for the future.	,690			
The way of administrating management policies.	,575			
Promotion opportunities.	,565			
Physical working conditions.	,532			
Appreciation for the high job performance.	,399			
4th Factor: Relationships with the Superiors		**1,224**	**6,122**	**0,80**
Attitudes of the superiors to works to workers.	,831			
Sufficiency of the superiors' decision making.	,805			
Total Variance Explained			**56,121**	

Table 3 uncovers that the first factor extracted is *Emotional Satisfaction,* which focuses on the feeling of success, respect, compatibility with the skills and conscious and being

beneficial. It is also important that this factor has the highest reliability level. The second factor, *Freedom in the Working Environment,* refers to social relationships empowerment, opportunity to engage in different activities in the work place as well as the facilitation from own methodology for the test. The third factor directly aims at working conditions in term of salary, management policies, appreciation, social security and finally promotion opportunities. It is also noteworthy that the teachers' pay and extra attention to the relationships with their superiors, which is significant in the fourth factor.

5. Conclusion

Teachers are the most important assets, who affect the quality and character of the education. Because of this reason, the satisfaction and the motivation of teachers are particularly vital for both the teachers and the education institutions. The level of the teachers' job satisfaction, for sure, shall affect the quality of the service they provide. The level of education is one of the most important criteria for the development of a country. Thus, in order to equip the new generations with the qualifications and the training necessary for a developed country, the teachers shall be provided the necessary environments. In other words, in order a country to hold the qualified manpower, the teachers shall be provided environments that they can work in peace and joy.

The results of this current study indicated that the teachers in public and private education institutions are generally satisfied with their jobs, albeit their satisfaction decreases if working conditions are considered. It is also found out that the teachers' job satisfaction not only depends on working conditions, but also relates to social relationships and emotional factors.

The authors of this current study consider that this finding provide valuable insights about the subject as it is necessary to provide all the teachers with peaceful working environment besides proper social and emotional factors in the education institutions.

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