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**JOB SATISFACTION OF ENGLISH
NATIVE SPEAKING TEACHERS
IN ISTANBUL**

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ÖZET

Dünyada ve Türkiye’de uygulanan “serbest piyasa ekonomisi” bir çok sektörde özelleştirmeyi hayata geçirmiştir. Son yıllarda açılan ve birer ticari işletme olan özel okullar, çeşitli meslek kursları ve dershaneler aracılığıyla özel eğitim önemli bir sektör olmuştur. Özel eğitim kurumlarının çoğalmasıyla birlikte İstanbul’a çok sayıda yabancı İngilizce Öğretmeni gelmiştir. Bu öğretmenlerin iş davranışları hakkında hiç bir araştırma yapılmamıştır.

Biz bu araştırmamızda ilk adım olmak üzere İstanbul’da çalışmakta olan yabancı İngilizce öğretmenlerinin iş doyumunu seviyesi ve hangi değişkenlerden , hangi grup öğretmenlerin daha yüksek veya düşük iş doyumuna sahip olduklarını belirlemeye çalıştık.

Bu araştırmaya İstanbul’daki özel eğitim kurumların da çalışan 67 yabancı İngilizce öğretmeni katılmıştır. Araştırmaya katılanlara Minnesota İş Doyumu Formu verilmiştir. Toplanan bilgiler incelenmiş ve STATVIEW12 istatistik programında faktör analizi, ortalama, f test, standart sapma testleri uygulanmıştır.

Bulgular incelendiğinde öğretmenlerin en yüksek iş doyumunu serbestlik değişkeninden aldığı, en düşük iş doyumunu ise teftiş -teknik değişkeninden aldığı gözlenmiştir.

Diğer arařtırmalarda çıkan sonuçlarla bizim arařtırmamızda çıkan sonuçlar karşılaştırıldığında İstanbul'da çalışan yabancı İngilizce öğretmenlerinin iş doyumunu seviyelerinin genel olarak hem kendi ülkelerinde ki hem de Türk meslektaşlarından daha düşük olduğu gözlenmiştir.

Öğretmenlerin en yüksek iş doyumunu bağımsızlık değişkeninden ve en düşük iş tatminini teftiş değişkeninden almaları çok anlamlıdır. Çünkü okul yöneticilerinin yabancı dil eğitimi ile ilgili bilgilerinin olmayışı ve kurum sahiplerinin yabancı öğretmenleri bir reklam aracı olarak görmelerinden dolayı kendilerine Türk eğitim sistemi ve ders programlarıyla ilgili hiç bir bilgi verilmeden bağımsız olarak sınıf verilmekte ve denetlenememektedir. İngilizce “supervision” kelimesinden “teftiş veya denetim” olarak Türkçeye çevrilen bu değişken aslında yöneticinin yönetilene denetiminden ziyade yönettiği çalışanları bilgilendirip yetiřtirmesi, desteklemesi, sorunlarının çözümüne yardımcı olması anlamına gelmektedir. Bu nedenle göreve yeni başlayan yabancı öğretmenlere Türkiye'nin kültürel, ekonomik, politik, ahlaki yapısı, eğitim sistemi, ders programı ve öğrenci, veli ve çevre yapısı ve çalışma şartlarıyla ilgili bir ön bilgilendirme (oryantasyon) programı verilmelidir. Onların ihtiyaç ve problemlerinin belirlenip çözülmesi, kendilerinden ve bilgilerinden eğitimde daha iyi yararlanıla bilinmesi ve ülkenin ihtiyacı olan

İngilizce bilen insan kaynağının karşılanmasına katkıda bulunula bilinmesi için gereklidir.



ABSTRACT

Privatization has become an important issue in our daily life with "Free Market Economy System" in Turkey and in the World. Private schools, various vocational courses and other educational institutions have constituted an important sector in Turkish economy in last few years. With the opening of a lot of new private schools a lot of English Native Speaking Teachers (E.N.S.T.) came to Istanbul. Unfortunately, no research has been conducted to describe their work behaviors. First time in Turkey, we tried to measure job satisfaction level of E.N.S.T. in Istanbul. We also tried to describe with which of the satisfaction factors and variables E.N.S.T.s were satisfied and which group of them had high or low satisfaction with these factors and variables.

67 E.N.S.T.s , who are working in private schools and courses, participated in this research. Short form of Minnesota Job Satisfaction Questionnaire (MSQ) was given to the participants. After the questionnaires received back improper ones were dropped. The data was processed in STATVIEW 12 statistical analysis program. Factor analyze and Annova test were used.

The findings of this research explained that E.N.S.T.s have the highest job satisfaction from the variable "independence", and they have the highest job satisfaction from the variable "supervision-technical" E.N.S.T.s have lower job satisfaction scores in comparison with the teachers in their own countries

and Turkish teachers when the findings of this research and other researches compared. This is meaningful because headmasters do not have any education about teaching English so they let English teachers whatever they do but they can not supervise them. It is obvious that ENSTs need an orientation program on cultural, economic, politic structure of Turkey, Turkish moral values, curriculum, and Turkish education system. In order to benefit from them and their knowledge in providing English speaking labor power for Turkey, describing the problems of ENSTs and solving their problems is needed.



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I. INTRODUCTION

1.1. Problem Formulation

The need for the researches on Organizational Behavior has increased in the last few decades. A good deal of research has been conducted on job satisfaction, motivation, job stress and so on. All this research has aimed to describe how people behave at work and to suggest reasons for their behavior.

The researchers, who conduct research on Organizational Behavior and who try to explain the relation between the Work Behavior and Work Conditions, try to describe the problem in the fields of Personnel Management and to propose solutions. (Cummings ,1968)

The research on Organizational Behaviour is very productive as the human being is stepping into the 21st century which is assumed to be the age of information. Therefore, Research & Development studies and Human Resource Planning are gaining importance day by day. This research enables us to use individual abilities more effectively and to try to create a more productive climate for manpower. (Marquiles ,1972)

The higher the level of education, the more autonomy and the more responsibility etc. the employees ask for. Studies on job satisfaction in

Industrial Psychology have a long history, and psychologists have developed and varied the theories and terminology in this field recently. Early studies about job satisfaction were aimed to identify job satisfaction variables and describe the role of these variables in determining satisfaction. Recently this topic has been examined as an independent variable. This means that job satisfaction as a dependent variable is examined to describe how it influences other work behaviour, and what is the relationship between job satisfaction and other work behaviour, Job satisfaction is considered to be the level of fulfilment resulting from satisfaction of an individuals' psychological attitudes ,their attitudes towards work and their needs.(Akhun , 1978)

The studies show that the occupations, which have variety and are regarded as important , satisfy people more when compared to routine and simple jobs (Baron , 1986)

Job satisfaction consists of the benefits that are gained between the parameters that are determined by employers. Job satisfaction affects organizations, individuals , work performance , families and feelings. Job dissatisfaction creates job stress on individuals . Teaching, which serves all human beings, must be studied more seriously and new studies must be conducted to identify the problems of teachers in order to solve them.

(Coates , 1976) , Pettigrew and Wolf (1982) explained that over stress due to job dissatisfaction and other reasons creates nervousness , aggressiveness , irritation , reclusiveness/ introvertedness, which in turn affects the teacher's ability to fulfill an increased work load. Teacher and student performance and the level of creativity in the classrooms also suffer. (Harris , 1985) Many expert educators think that teachers' mental health and their personality is as important as their teaching behavior in the classroom. Some of them even think that these characteristics are more important than their being efficient in the field they are teaching or their insight into teaching methods

Over 40 % of the studies which were conducted in the past on job satisfaction were about teachers and their job satisfaction.(Sergiovanni,1968)

Scientists state that the mental health of teachers has declined, because they carried their problems, which were caused by severe economic conditions they are in, and part-time work which does not match up to their social status, into the classroom. A considerable increase in the number of applications to Bakirköy Mental Hospital (Istanbul Turkey) by teachers has been observed in the last few years. (Milliyet Gazetesi ,1988)

There is no doubt that the needs of teachers have increased in our time. The money teachers get is too little to provide for their physical needs, i.e. shelter and food. in Maslow's Theory of Hierarchy of Needs. So it can be said

that teachers are seeking to provide for their other needs, i.e. security, social needs , love and affection , self esteem , and self actualization, in other ways. Therefore; if teachers feel that they are socially isolated or believe that the work climate is not friendly at school, they will look for this friendly climate in other environments.

According to the contemporary theories on education , a teacher is not only somebody who teaches and examines students only but is also a person who has a wide insight in the difficulties and solutions of these problems..

A teacher is also a person who links disciplines , who provides communication between human beings, and who also advises students on profession selection and helps them to widen their interests, as well as being an expert on teaching. In a report published by the European Council in 1983 ; it was stated that ‘A teacher is a person who changes various resources into a meaningful educational life.’ (Oğuzkan, 1984) Teachers are the people who are one of the most important factors in the development of societies by training manpower for the society. So in order to enable them to work peacefully and productively some attention to their problems should be given. Unfortunately, the severe economic conditions of today are forcing teachers to quit their profession or find other part time jobs .

The studies on teachers’ work behavior show that only solving their economic problems, is not enough to solve teachers’ problems. So

educational organizations (schools) must be reorganized with a contemporary understanding of education. In order to realize this, a great deal of basic , theoretical and applied research must be done to examine the conditions that teachers are working under. That is why I have chosen the topic of job satisfaction amongst teachers, as my thesis. Our country, Turkey, which is struggling to be one of the developed countries of the world needs to have a well educated labour force in order to compete with organizations in The European Customs Union and in the world in a free market economy system.

A well educated person must have some characteristics such as an insight into his /her profession, high level inter-personal communication skills, an ability to use technological devices like computers and other necessary machinery, and being able to communicate in a foreign language. When the words ‘ Foreign Language’ are uttered , they usually refer to the English language. It is accepted by everybody that the number of English speaking graduates from high schools and universities in Turkey is almost zero , although they have had English courses for six years at high school and four years at university.

An increase in the number of English speaking people has been observed in the last ten years because of the increase in the number of the state (Anatolian High Schools = Anadolu Liseleri) and private high schools and universities whose target language is English. But this number is not

significant when compared with the population of the country.

Privatization has been discussed in Turkey since 1983. It is not in the scope of my thesis to comment on whether it has been successful or not. But I want to state that Privatization in education has not been discussed at all yet. People think that a lot of new private schools have been opened in last few years , but the percentage of private schools is 1% when compared with the state schools. (**Milli Eđitim Bakanlıđı , 1994-1995**)

Private schools do not have managerial and academic autonomy because of the strict control and bureaucracy of the Ministry of Education, as a result, have no chance to have higher standards in education and therefore in teaching English. As Turkish laws are very strict for foreigners , there is a very little foreign capital transfer into Turkey. (**Hazine ve Dıř Ticaret M¼steřarlıđı , 1995**)

The fees at private schools are very high because of V.A.T. and other taxes, and the lack of competition in the private sector. Only the rich minority can send their children to private schools. The high cost of opening private school prevents privatization in education. The high fees charged decreases the demand for these schools. As there is not significant competition between private schools, nothing forces them to increase their standards.

As a result we have a bit high number of graduates from private and

Anatolian High Schools but we do not have high number of English speaking people .

After 1987 The Ministry Of National Education announced that some native speaker teachers of English were to be employed at State Anatolian High Schools , but it was observed that only a few Asian origin teachers were recruited. Unfortunately, I could not find any statistical data about them at the Statistics Department of The Ministry of Education. However, the job satisfaction and input/output of these teachers is beyond the scope of this thesis.

Since 1983 there has been a trend to employ native speaker teachers of English. Most of them are paid salaries sometimes twice as high as a salary of a Turkish English teacher. Some of them were also given free accommodation and free return air tickets to their countries.

Some private schools and language courses employed only native speaker teachers for their English Departments and this was commonly used in advertisements for reputation and prestige.

Since I have been working as a teacher of English, and Head of English Department and Principal at various private schools, I have met many native speaker teachers and I have also worked with them for about ten years. I have observed many problems they encounter, such as orientation to the

environment and school, cultural differences, different work climate, different attitudes to the work , security and so on. These problems have in turn created some other problems, e.g. absenteeism, high staff turnover, i.e. leaving the school in the middle of the year, etc.

Studies about foreigners in Turkey have become increasingly necessary nowadays since Turkey joined the Customs Union. With the free transportation of the goods and technology a lot of foreigners will come to Turkey. So we should have some information about their work behaviour and the need for a foreign language, preferably English, to communicate with them .

I assume that with the Customs Union the need for English will increase markedly and a lot of native speaker teachers will come to Turkey as a result. I believe that my research will be an important study about foreigners in Turkey and it will contribute a lot in terms of recognizing and solving the problems of foreigners in Turkey. It will be of benefit for many organizations as well as educational institutions.

This research will also be an important resource for future and further studies on job satisfaction of not only foreign teachers of but all foreigners.

I will also mention the important literature on the topic and some of the significant studies abroad and in Turkey.

1.2. Research On Job Satisfaction

A lot of research has been conducted on job satisfaction both in industrial and educational institutions across the world. In this part, a short summary of the research on job satisfaction in educational institutions in the last fifteen year is going to be summarized. The study on job satisfaction in Turkey is quite new. There are not enough number of studies on the topic except a few theses both in the industrial and the educational sectors.

1.2.1. Research On Job Satisfaction Abroad

The studies on job satisfaction in industrial and social psychology are various. It has been observed that the occupations which have task variety and are complicated, satisfied employees more than the ones which have no variety and are routine. If the level of the ability needed to perform a task is high, employees are more satisfied when different groups of tasks are compared.

Hoppock (1935) studied a group of 500 teachers. His study indicated that 90% of the group liked their job. **Bell's** (1937) study on young workers in textile and food conserve factories at assembly lines indicated that 98 % of the workers hated their work. Hoppock, in another study with a group of 309 people in a small town of Pennsylvania ,

stated that the highest level of dissatisfaction was among the people who were working in jobs which did not require any skill.

This was supported by studies of **Hull** (1942), **Thorndike** (1935), **Super** (1939). professionals and technical and managerial staff have the highest job satisfaction but employees in occupations which need no skills have the lowest satisfaction. However, officers, sales representatives, skilled and semi-skilled workers have a medium satisfaction. **Kahn and Katz** (1966) Only 13 % of the unskilled workers were satisfied in contrast to 42 % of professionals who were satisfied with their jobs. **Chapman and Lowther** (1972)

Most of the recent studies were conducted to describe the relationship between job satisfaction and individual characteristics such as success, and ability.

Sergiovanni (1967) conducted research to test the validity of Herzberg's Two-Factor Theory on teachers and tried to describe which factors effected satisfaction. He studied 71 teachers in Monreo, USA .He described which of the factors of Herzberg's Theory were more effective. The aspects of job satisfaction which are related to the work itself are success, responsibility, promotion, recognition or hygiene factors such as working conditions, co-workers, supervision, pay, status, and security. He

also investigated the source of dissatisfaction caused by intrinsic or extrinsic factors. He had a number of interviews with the teachers. The teachers were asked to talk about some incidents that influenced their feelings about their work. The incidents which were reported by the teachers were accepted as the first grade factors of satisfaction or dissatisfaction. Their statements of their attitudes and feelings about the incidents were accepted as the second grade factors.

This study yielded that 69 % of the events , which were the source of high job satisfaction were related with factors of the work itself such as success and recognition. Responsibility was observed in 7 % of the high satisfaction variables. Promotion was not observed in 142 high satisfaction incidents at all. The source of 58 % of the low satisfaction incidents was related to interpersonal relations, administration, school policies and supervision. Success, recognition, the work itself, responsibility and advancement are the variables most associated with high satisfaction.

Society's attitude to education, working conditions, status, lack of enough time for lesson preparation, decision making procedure and promotion systems were observed as causes of dissatisfaction.

Simon and Flanders ; Coates and Thorese (1976) conducted research on teachers' efficiency. In their study they stated that some of the

behaviour of teachers and their effect on student performance should be investigated and the relationship between cause and result should be described.

Pellegrin (1970) compared the job satisfaction levels of the teachers at technical and others schools. He asked the teachers to answer ten questions about job satisfaction. There was no difference in the responses of three questions. These questions were about students. There was a great deal of difference in the responses about the aims of the staff, curriculum, supervision, the relationship between the administration and other staff, the opportunity for being able to accept responsibility, to see the good results of the efforts spent, the relation between teachers and other staff, promotion and the money used for education. The level of the job satisfaction of the teachers working at technical schools was higher than the teachers working at other schools.

Searson (1971) indicated that the teachers who worked for more than five years without higher expectation from their jobs did not experience the same pleasure, feeling of progress and excitement from their jobs as much as they used to at the beginning of their teaching life. This study also indicated that the structure of the reward system of schools was not at the same level as the teachers' perception of satisfaction and success. In the findings chapter it was said that the administration of the schools must

try to satisfy the needs of teachers, by providing them with a chance to use all the facilities and opportunities which come to benefit the students., and allow them to teach their students. In order to be able to teach effectively, teachers need more satisfaction.

Super and Hall (1978) investigated the relationship between career satisfaction and personal values. Leadership , learning new things and rewarding teachers are not the only effective ways in order to provide advancement in the profession. The success of the teachers who work in the countryside or in the suburbs may not be recognized or when their success was recognized the administration may try to exploit it or show it as if it is their own success. This ruins teachers' feeling of leadership and this leads them to be hesitant to learn new things and makes the lessons boring.

Holdaway (1978) measured teachers' level of job satisfaction related to their work and work conditions. This research was developed according to Herzberg's theory. He also had interviews with university lecturers, teachers' unions officers and other American Educational Institutions. An interview guide test was given in three pilot schools. The findings of this research showed that according to factor analysis, the satisfaction rate which was related to teachers' relations with the students,

autonomy in selection of the methodology, relations with colloquies, security, pay and holiday varied between 83 % and 98 %. According to the correlation analysis there is a strong correlation between satisfaction and success, recognition, orientation to the occupational life and supervision. The behavior of society and families, the procedures of signing contract decision making were indicated as the reasons for dissatisfaction.

Hauser's study (1982) contains the investigation into the relationship between satisfaction and their self-esteem. Two forms; Tennessee's Self -acquisition Form and a short form of Minnesota Satisfaction Questionnaire were applied to 98 primary school teachers.

A positive correlation was observed between self-esteem and job satisfaction according to variance analysis. No relation between satisfaction and learning experience could be observed.

Chapman and Lowther (1982) described the factors which influence the teachers occupational satisfaction of their study in 1982. The research project they prepared investigated the relationship between teachers' job satisfaction, their values, skills and success. Women were more satisfied with teaching as an occupation. When the skills and abilities of teachers were important factors influencing their occupational satisfaction the structure of a schoolis of less importance in teachers' success and

activities and therefore in their occupational satisfaction. Recognition by the administrators was another important factor in teachers' job satisfaction. The suggestions in this study are as follows; The organizational structure of schools should such in that it forces teachers to learn new things and encourages their leadership skills. This is possible by enabling the teachers to be active and use their abilities effectively in schools. Administrators' roles in occupational satisfaction are also very important. If a deserved appraisal is recognized by an administrator and evaluated, occupational satisfaction will increase. Administrators should understand teachers' potential and should recognize their occupational success. **Boadmak** (1986) described the relationship between job satisfaction and life satisfaction on a sample group of 830 teachers in the Central American areas of Iowa, Kansas, Missouri, and Nebraska. In this research observation and questionnaire methods are used. The teachers responded to questions about their leisure, family life, health, government policies and their work life as life satisfaction topics, and supervision, recognition, social aids, pay, working conditions as job satisfaction topics. The independent variables were sex, marital status, experience and pay. The findings were as follows;

1. The correlation between life satisfaction and job satisfaction is $r = .63$

2. The highest level of life satisfaction was about moral values, beliefs health and family life.

3. The significant difference in life satisfaction was on marital status and age.

4. The highest level of job satisfaction was observed in the responsibility for the selection of teaching methods, and where there is respect in society for the profession. The researcher stated that this research should be repeated from time to time with the participation of other educators.

Abbas and Al-Shakhes (1983) examined which of the needs of Maslow's Hierarchy of Human Needs Theory were important and dominant for 301 Saudi Arabian school headmasters. These dominant needs also clarified the differences between variables of age, sex, education, social background, teaching experience, and experience in administration. Cultural difference was a dominant factor in the hierarchy of needs. The findings of the research indicated that autonomy and self-esteem were as important as security for the headmasters. The headmasters were highly satisfied with their social status. Self-esteem was the least satisfied need among the social needs. For the headmasters who were younger than 29 years old, satisfaction of social status was more important than the headmasters who were older than 40 years old. For the headmasters with a

higher level of education, satisfaction of self-esteem needs and social needs were more important than for those with a lower level of education. Satisfaction of social status needs was also important for the headmasters who had more than 20 years of teaching experience. This is because of their belief that they had served the education sector for a long time, so they deserved appraisal.

1.2.2. The Research On Job Satisfaction In Turkey

ÖgüŖ (1974) examined occupational grievances and personal states of secondary school teachers in Ankara. The participants were asked to respond to 68 variables. It was observed that the grievances were concentrated on 23 variables. Most of them were related to pay, administration, and curricular.

There was not a significant difference in grievances voiced according to the fields they taught, although Philosophy field teachers had the most grievances.

Most complaints about aspects of work were made by graduates of Institutions of Education. University graduates made only slightly fewer complaints in this field. The higher the experience, the lower the

grievance. Male teachers had more grievances.

Sencer (1982) obtained the following basic findings in his research on Masters students of KYUP.(Kamu Yönetimi Lisans Üstü Uzman Programı) Extrinsic and intrinsic factors which cause job satisfaction and dissatisfaction effect individuals. 27.7 % of the participants believed that advancement and appointment to a higher rank depended on success and ability, while 15.1 % of them had no comment on this statement. 32.8 % of the participants believed that they were given opportunity to satisfy their self actualization needs, while 27 % of them did not believed this. 73 % of the participants did not have motivation for participation at work. Sencer also examined the relationship between job satisfaction and individuals' well being both physically and mentally.

Kabadayı (1982) conducted a research on the relation-ship between leadership behavior of elementary school headmasters and motivation of elementary school teachers.

The researcher found a meaningful and reverse relationship between the leadership behavior of school headmasters and teachers' satisfying their needs. Headmasters were not able to respond to the needs of teachers for job satisfaction.

A high level of dissatisfaction was observed with regard to security,

autonomy, and self actualization and leadership behavior.

Balci (1982) conducted research into job satisfaction of school headmasters of elementary, secondary, and high schools in Ankara. A significant difference was not observed in school occupation of school administration according to participation to conferences or seminars on the occupation, age, and experience.

For the participants, pay and participation at work were very important. They valued intrinsic and extrinsic factors at the same level. They believed that most of their needs about other aspects of the job were satisfied. All of the participants were dissatisfied with pay, opportunity for advancement and appointment, working conditions, supervision systems, work climate, and co-workers. The participants were satisfied with the job itself.

Baycan (1985) examined job satisfaction levels of employees who work in different positions and in different jobs according to Herzberg's two factor theory. She used the Minnesota Satisfaction Questionnaire (M.S.Q.). Managers and officers had the highest level of satisfaction according to the variables of ability utility success, advancement, authority, company policies, reward, co-workers, creativity, conscience, recognition, responsibility, security, social relation, social status, relationship with

management, supervision, change and working conditions. Cleaners and janitors had the lower level of satisfaction.

According to sex, 77.5% of male managers, and 65% of female staff had the highest satisfaction. According to age, the 30-39 age group had the lowest satisfaction, 37.5 %.

According to education, University graduate managers and primary school graduate workers had the highest satisfaction.

According to experience the managers with five or more years of education had the highest satisfaction 32.5 %.

Eroğlu (1986) conducted research on job satisfaction of employees working in three different banks in İzmir. He also tried to find out the similarities and differences between satisfaction and dissatisfaction of male and female employees. Male employees complained about the lack of recognition and reward at the first place but for female employees it was in lower places. The lack of equal opportunity in recognition and pay was in the third place for male employees while it was in the fifth place for female employees. Insufficient pay was the first factor of difficulty in supplying physiological and psychological needs for male employees while it was the third for female employees.

Şencan (1986) conducted research on 295 top managers in steel utensils production industry. It was found that strain, conflict, and worry are temporary, short and have no effect on ego. But neurotic worry occurs in continuous conflict and stressful conditions. The factors which create nervousness in managers are related to individual, organizational, and socio-cultural reasons. Managers must identify which one of these factors effects them the most. The symptoms of nervousness differ from person to person. Psychological symptoms affect reasoning and information processing systems in individuals.

Nervousness of managers does not create illness but it increases the degree of illnesses. According to the findings of the research, the managers who work for long years, develop a personality which matches the general management style in Turkey. Another important finding of the research was that some kinds of personalities were more sensitive towards nervousness.

Çelik (1987) conducted research on job dissatisfaction in technical high school teachers and the effect of dissatisfaction on teachers quitting their jobs, in Ankara. He found that the teachers who quit their jobs had worked at school for only one to two years. Resignation was very common amongst electronics, electrical, and engineering department teachers. The teachers who left their jobs at technical schools and who started work in the public or private sector as teachers, were more dissatisfied than

technical school teachers. The variables that dissatisfied the technical school teachers the most were; social status and lack of opportunity for advancement and appointment. The variable that satisfied the teachers the most was interpersonal relations (co-workers). Other variables that dissatisfied the teachers were: limited time for lesson preparation, the strict discipline regulations, tiring nature of the job, working conditions and supervision .

Gödelek (1987) conducted a research into the level of job stress and its relation with job satisfaction on a group of managers in Adana Cement Factory. The research yielded that the managers had a high level of anxiety for the future.

Telman (1988) investigated negative feelings such as job dissatisfaction and isolation from coworkers in a margarine factory in Irlam (England). The researcher found out that the unskilled employees who were working at the assemble lines had higher level of job dissatisfaction and isolation in comparison with other employees.

Özdayı (1990) measured job satisfaction and job stress levels of 804 state high school and 330 private high school teachers in Istanbul. Both private and state high school teachers had the highest satisfaction level from intrinsic satisfaction factors. In this research it was observed that private

high school teachers had higher level of job satisfaction than state high school teachers.

The participant teachers had the highest level of job satisfaction from the variables as shown below.

<i>Variable</i>	<i>state school teachers</i>	<i>private school teachers</i>
	<i>mean</i>	<i>mean</i>
social service	4.15	4.44
authority	4.05	4.38
independence	3.81	4.06
achievement	3.77	4.00
ability utilization	3.75	4.16
Variety	3.71	3.97
Moral values	3.71	3.95

The participant teachers had the lowest job satisfaction from the variables as shown below.

<i>Variable</i>	<i>state school teachers</i>	<i>private school teachers</i>
	<i>mean</i>	<i>mean</i>

Compensation	1.57	2.74
security	2.55	2.97
advancement	2.87	2.97
recognition	2.93	...



1.3. Aims Of The Research

The aims of the research can be summarized as below :

1. To find out the job satisfaction or dissatisfaction variables of E.N.S.T. and to explain if there are meaningful differences and correlation between the job satisfaction variables.
2. To find out which group of teachers have high or low job satisfaction according to the job satisfaction variables.
3. To find out with which job satisfaction variable the teachers have the highest or the lowest job satisfaction.

1.3.1. The Main Research Question

What is the job satisfaction level of English Native Speaking Teachers in Istanbul ?

1.3.2. Sub Questions Of The Research

The questions which are related to the main aim of the research below will be addressed. The hypothesis will be considered in terms of the framed explanation in the form of a question.

1. What is the job satisfaction level of E.N.S.T. ?
2. Is there a correlation and difference in the level of satisfaction of E.N.S.T. according to age, sex, education, pay, marital status, nationality and experience?

1.3.3. Hypotheses

1. The job satisfaction levels and factors of E.N.S.T. are different from one to another according to their age.
2. The job satisfaction levels and factors of E.N.S.T. are different from one to another according to their sex.
3. The job satisfaction levels and factors of E.N.S.T. are different from one to another according to their marital status.
4. The job satisfaction levels and factors of E.N.S.T. are different from one to another according to their pay.
5. The job satisfaction levels and factors of E. N.S.T. are different from one to another according to their work experience.
6. The job satisfaction levels and factors of E. N.S.T. are different from one to another according to their education level.
7. The job satisfaction levels and total, intrinsic, extrinsic and general

satisfaction factors of E.N.S.T. are different from one to another according to their nationality.

1.3.4. Assumptions

1. The responses given to the questionnaire by the teachers are assumed to be reliable and valid.
2. The short form of the original Minnesota Job Satisfaction Questionnaire, (M.S.Q.), was used.
3. Only volunteer teachers were asked to participate in this research.

1.4. The Importance Of The Research

It is accepted by most people in the world that education is a pre-requisite for the advancement of a society. Advancement is dependent on the level of a society's education. Teachers, as manpower, serving in educational institutions need in-service training in their fields and development in their personal skills. The productivity of education is related to the quality of the abilities of teachers and their well being both physically and mentally. Advancement for society is also strictly dependent on teachers fulfilling their roles with love and willingness.

When we examine the problems of teachers, their problems show only a slight difference to the problems of employees in other industries. In Turkey , there are some studies, but only a few on teachers.

Abstracts were searched in the libraries in Istanbul and in the Documentation Center, Y.Ö.K., in Ankara but I could not find any research on foreign teachers, even on foreigners in Turkey.

This study will clarify the need for keeping statistical data on foreigners, and secondly, to clarify some problems related to job satisfaction amongst E.N.S.T. in particular and foreigners in general.

We can summarize the importance of this research as below:

1. This research will be submitted to The Ministry of Education so it might be of use to raise some questions about E. N.S.T. and to clarify their problems and some measures to be taken to solve their problems.
2. This research is also going to be submitted to The Treasury and Foreign Trade Administration, Ministry of Finance. This department has the authority to give license to foreign capital and Work Permits for the foreign labor force. So this research might remind them to keep a valid data about foreign labor force and it may also give them an insight into recruiting foreign labor especially E.N.S.T.
3. This research will also show the similarities and differences on job satisfaction levels and job satisfaction factors between Turkish teachers and E.N.S.T.

II. THEORETICAL BASES OF THE RESEARCH

2.1. Employee attitudes and job satisfaction

Job satisfaction is the way an employee feels about his /her job. It is a generalized attitude toward the job based on evaluation of different aspects of the job . Although there are hundreds of job characteristics to be considered by an employee , certain clusters of job characteristics tend to be evaluated together in the same way. The clusters most often found in statistical analyses of attitude questionnaires include: pay, working conditions, supervision, coworkers, job content, job security and promotion opportunity. In effect an employee can be assumed to have a component attitude toward each of the job as a whole. A person's attitude toward his or her job reflects pleasant and unpleasant experiences in the job and expectations about future experiences. However, despite several thousand studies on job attitudes during the past three decades, it is not possible to specify precisely how job satisfaction is determined (**Dubin , 1977**).

Most of the research has attempted to discover what things are related to job satisfaction, but the causal basis for the relationship has usually been ignored. For example many studies were conducted to determine how satisfied employees are and to compare the job satisfaction of men versus women, old versus young employees, skilled versus unskilled workers and so on. Other studies were conducted to determine what aspect of the job is

perceived to be most important to employees (e.g., pay, supervision, etc.). The reasons some employees are more satisfied than others or the reasons employees consider some job features to be more important than others were seldom considered. A comprehensive theory of job attitudes has not yet been developed to integrate the diverse findings of the satisfaction research (Lawler , 1973).

However , a few satisfaction theories of more limited scope have been proposed, including :

1. Discrepancy Theory
2. Equity Theory
3. Social Influence Theory
4. Two- Factor Theory.

2.2. Discrepancy Theory

According to Locke (1969), satisfaction or dissatisfaction with some aspect of the job depends on the discrepancy between what a person perceives he/she is getting and what is desired. The 'desired' amount of a job characteristics is defined as the minimum amount necessary to fulfill the person's current needs. A person will be satisfied if there is no discrepancy between desired and actual considerations. A person will be dissatisfied if

there is *less* than the desired amount of a job characteristics. The greater the deficiency and the more important the thing desired the greater will be the dissatisfaction. If there is more than the minimally acceptable amount of some job factor and the excess is beneficial (e.g., extra pay), a person will be even more satisfied than when there is no discrepancy between the desired and actual amount. However, if the excess is perceived to be detrimental (e.g., extra work load , longer hours), the person will be just as dissatisfied as when there is less than the desired amount.

Other variations of the discrepancy model of job satisfaction have been proposed. For example **Porter (1961)** defined satisfaction as the difference between how much of something there 'should be' and how much there 'is now.' This conception is basically similar to Locke's model, but Porter's 'should be' implies more emphasis on equity considerations and less on needs as the determinant of the preferred amount of a job factor. A study by **Wanous and Lawler (1972)** found that employees respond differently depending on how the discrepancy is defined. They conclude that people have more than one kind of feeling about their job, and no 'one best way' exists to measure job satisfaction. The appropriate way of defining and measuring satisfaction will depend on the purpose of the measurement. It is important to remember that, regardless of how this discrepancy is measured, this theory involves what we call an *intrapersonal*

comparison process. This is quite different from the next theory, which involves *interpersonal* comparison process.

2.3. Equity Theory

Equity Theory specifies conditions under which an employee will perceive the benefits and inducements in the job to be fair and reasonable. The theory was developed by Adams (1963), and it is a variation of earlier theories of social comparison processes. The principal components in equity theory are 'inputs', 'outcomes', 'comparison person' and 'equity - inequity'. An *input* is anything of value that employees perceive that they contribute to the job, such as education, experience, skills, amount of effort expended, number of hours worked, and personal tools, supplies, or equipment used on the job. An *outcome* is anything of value that the employees perceive they obtain from the job, such as pay, fringe benefits, status symbols, recognition, and opportunity for achievement or self-expression.

According to the theory, an employee judges the fairness of outcomes by comparing his/her outcome / input ratio to the outcome /input ratio of one or more *comparison persons*. The comparison person may be someone in the organization, someone in a different organization, or even the employee in a previous job. The theory does not specify how an employee selects a

comparison person or how many comparison persons will be used. If an employee's ratio of outcomes to inputs is equal to the comparison person(s), a state of *equity* is perceived to exist by the employee. If the employee perceives the ratios to be unequal a state of *inequity* will usually be perceived to exist.

2.3.1. Type and Magnitude of Inequity

Inequity can occur in many ways. For example an employee will perceive his /her salary to be inequitable if other employees with similar qualifications are receiving a higher salary or if employees who are less qualified are receiving the same salary. These are both examples of under compensation inequity. According to the theory , an employee will also experience inequity if over compensated relative to the comparison person. The amount of inequity will depend on the magnitude of the difference between outcome/ input ratios.

2.3.2.) Reactions to Inequity

Inequity is one source of job dissatisfaction; and it is accompanied by a state of dissonance that acts as a motive for the person to restore equity. The emotional reaction to overcompensation is likely to be a feeling of guilt, whereas with under compensation the feeling is likely to be anger and

resentment at the organization or the boss. There are a variety of ways that an employee can attempt to restore equity.

1. Increase or decrease one's own inputs, especially effort.
2. Persuades the comparison person to increase or decrease his /her input
3. Persuade the organization to alter the employee's outcomes or those of the comparison person.
4. Psychologically distort one's own inputs or outputs.
5. Psychologically distort the inputs of the comparison person.
6. Select a different comparison person.
7. Leave the organization.

How an employee attempts to reduce inequity will depend on the nature of the outcome and input discrepancies and on the relative cost and feasibility of alternative reaction in the given situation. One weakness of the theory is that it does not specify in any detail how a person will choose among the available reactions to inequity.

2.3.3.) Implications For Employee Performance

Equity theory has implications for employee performance as well as for job satisfaction. The theory predicts that an employee will alter

his /her effort input when this is more feasible than other reactions to inequity.

An employee who is under compensated and is paid a salary or hourly rate will restore by reducing effort input, thereby decreasing the quality or quantity of performance. If an employee is under compensated and a substantial portion of his/her pay is contingent on performance quantity (e.g., piece rate), the employee will try to increase incentive earnings without increasing effort. Unless quality control is tight, an employee can usually increase the quantity of output without extra effort by letting quality deteriorate.

For an employee who is overcompensated and is paid on an hourly or salary basis, equity can be restored by an increase in effort input. This should result in an increase in the quantity or quality of performance. If an employee is overcompensated and a substantial portion of pay is contingent on performance quality, the employee will try to increase effort input without a corresponding increase in incentive earnings. According to the theory, the employee will increase performance quality while reducing or holding constant performance quality. These predictions about employee performance when there is under compensation and over compensation inequity are summarized in Table 1.1.

TABLE 1

Performance implications on inequity.

	Under compensation	Overcompensation
Hourly rate or salary	quantity of output	quantity of output
Piece rate commission	Lower quality and greater quantity	Higher quality, lower or same quantity

2.3.4.) Empirical Support

The prediction that employees will restrict or reduce their incentive earnings if they perceive themselves to be overcompensated is highly controversial. This prediction is contrary to expectancy theory and drive-reinforcement theory, which imply that larger incentive will result in an increase in the quantity of employee. Most of the research on equity has tested the performance implications of the theory, including the prediction just mentioned. Other important questions have been mostly neglected, including the basis for selecting comparison person, the basis for choosing between different reactions to inequity, and basis for determining what personal attributes and job characteristics will be regarded as inputs and outcomes in the social comparison process.

Reviews of the equity theory research (Campbell & Prichard 1976;) (Goodman, 1977) find that the empirical evidence is mixed. The occurrence of social comparison processes among employees and the phenomenon of perceived inequity are well validated. However, the implications of inequity for performance have not been conclusively demonstrated. Most of the studies have had methodological problems of one sort or another and been too short in duration to evaluate anything but the immediate short-term effects of inequity on performance. Thus for the present, equity theory appears to be less useful for predicating effort performance than for predicting whether an employee will be dissatisfied with certain aspects of the job for which social comparisons are likely to occur, such as pay, advancement, recognition, and status symbols.

2.4. Social Influence Theory

Salancik and Prefer (1977, 1978) and others have questioned the validity of such complicated social comparison notions as equity theory in explaining job satisfaction. These authors also take issue with the basic need satisfaction model that forms the foundation of job enrichment approaches . Instead, they suggest that perhaps people decide how satisfied they are with

their jobs by simply making observations about other employees' satisfaction levels. This implies that an employee infers a level of his/ her own satisfaction by merely seeing how coworkers behave and by listening to what they are saying about their jobs. That is, satisfaction may be more of a result of how one's coworkers react to the job rather than of the job itself.

~~—To date, only a few empirical studies have tested this assumption. In one study the researchers manipulated both the characteristics of the job (high job enrichment versus low job enrichment) and informational cues (positive versus negative) in a simulated personnel selection task. They found that the informational cues (i.e., what other workers wrote about the task) had a greater impact on their job satisfaction than did the objective characteristics of the task itself (O Reilly & Caldwell, 1979) In another study, 41 part-time student employees worked in a simulated organizational setting involving a routine clerical task. As in the first study, the job satisfaction scores were significantly higher for those people receiving positive social cues from coworkers than for those receiving negative cues. These results held regardless of whether employees were assigned to the enriched or non enriched conditions (White & Mitchell, 1979) . Finally, Weiss and Shaw (1979) conducted a study that also illustrates how individuals model others job satisfaction. They first develop a training film showing people working on an assembly task. Two types of tasks were filmed: one boring and one~~

interesting. Throughout the films, the actors made incidental comment that indicated that they either liked the task (e.g..” This task is OK” I don’t mind doing this at all”) or that they held a neutral position toward the task. Following the film the participants in the study worked on the same task they saw demonstrated in the film (either the boring or interesting one) and then later rated their satisfaction with the task. The results clearly showed that their satisfaction with the task was influenced by the reactions of the people performing the same task in the film as well as by the properties of the task itself. This theory of job satisfaction is interesting because it recognizes the social factors that influence employees’ affective reactions at work. Apparently, one’s coworkers have a greater influence on our satisfaction levels than we realize.

2.5. Two-Factor Theory

The two-factor theory of job attitudes states that job satisfaction is qualitatively different from job dissatisfaction (**Herzberg 1966; Herzberg, Mausner & Snyderman, 1959**). According to the theory, job characteristics can be grouped into two categories, one called dissatisfiers or hygiene factors and the other called satisfiers or motivators. The hygiene factors include such things as pay, supervision interpersonal relations, working conditions, job security and status. A certain amount of the hygiene factors is necessary to fulfill a person’s biological drives and basic

needs, such as safety and affiliation. When these needs are not fulfilled the person will be dissatisfied. Once there is a sufficient amount of the hygiene factors to fulfill needs, a person will no longer be dissatisfied, but neither will he/she be satisfied. A person will only be satisfied if there is an adequate amount of the job factors called satisfiers. Satisfiers are job characteristics that are relevant to a person's higher-order needs and psychological growth, including work that is interesting and challenging, responsibility, and opportunity for achievement, recognition, and advancement. An insufficient amount of the satisfiers will prevent an employee from experiencing the positive satisfaction that accompanies psychological growth but will not result in job dissatisfaction.

Two-factor theory is quite different from conventional theories of job attitudes that portray satisfaction and dissatisfaction as opposite poles of a single bipolar continuum with a neutral point (neither satisfied nor dissatisfied) in the center. In two-factor theory, there are two distinct continua, one for satisfaction and the other for dissatisfaction. The two incompatible conceptions of job attitudes are illustrated graphically in table 2.

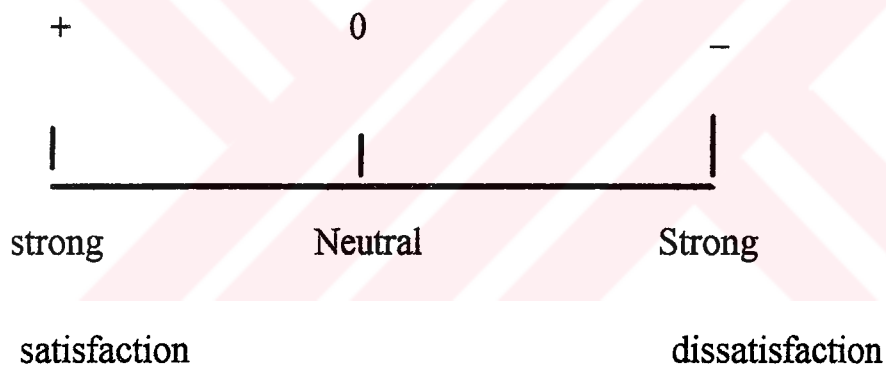
When two-factor theory was proposed, it generated a great deal of controversy and was vigorously attacked by proponents of the conventional

attitude theory. The controversy was fueled by Herzberg's (1968) claim that the only way to motivate employees was to increase the satisfiers, an approach referred to as "job enrichment."

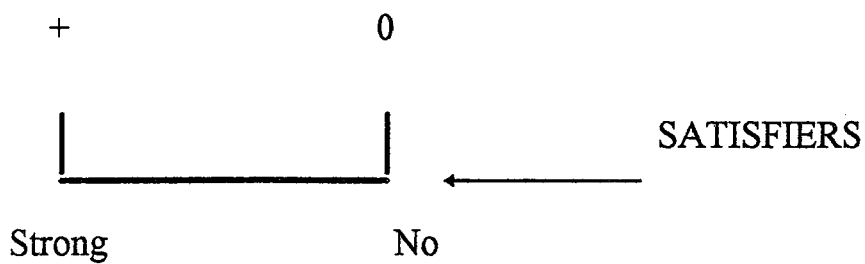
Table 2

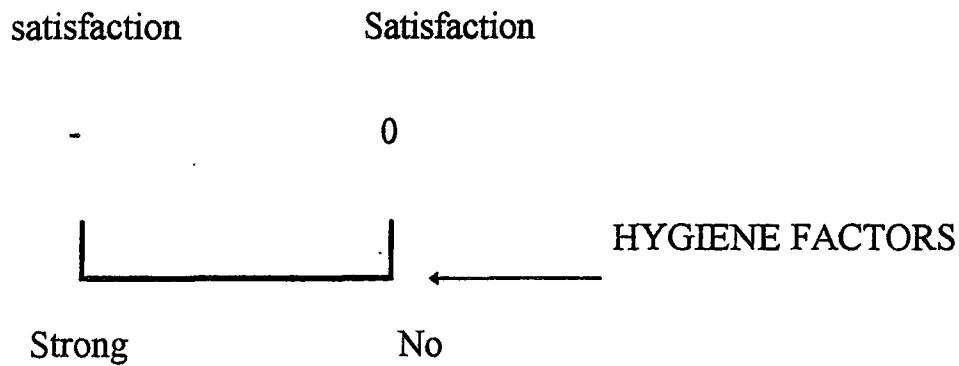
Two views of job attitudes

Conventional bipolar continuum



Herzberg's model





dissatisfaction dissatisfaction

In other words, according to Herzberg, both satisfaction and motivation are dependent on the job factors called satisfiers. Pay incentives, better supervision, and other programs were viewed as ineffective approaches for improving satisfaction and motivation.

Many studies were conducted to test two-factor theory. The results have been mixed. Studies that have employed the methods used in the original research by Herzberg, Mausner, and Snyderman (1959) generally provide support for the theory, but studies using other research methods have usually failed to support the theory. In reviewing this research, King (1970) concluded that there have actually been several different versions of two-factor theory tested in previous studies, and none of the versions has been adequately validated. It is now generally accepted that, contrary to the extreme version of the theory, some job factors can cause either satisfaction or dissatisfaction.

2.6. Measurement Of Job Attitudes

Job attitudes can be measured in a variety of ways. Information about employee attitudes can be obtained by individual interviews, by questionnaire survey, or during regular or special group meetings. The type of questions used to discover employee attitudes also varies. Open-ended and fixed-response questions are most commonly used ones and they have some different variations between them. Fixed-response type of questions are used in *Minnesota Satisfaction Questionnaire (MSQ)*. MSQ is used in this research and you will find a valuable information in Methods section. Another job satisfaction scale using fixed-response items is the *Job Descriptive Index (JDI)* (Smith, Kendal, & Hulin, 1969). The JDI has separate scales for satisfaction with pay, promotion, supervision, work, and people. A third type of fixed response scale for job attitudes is based on the discrepancy theory of satisfaction. Each item has two questions, one for “should be” and one for “is now” in Porter’s *Need Satisfaction questionnaire*. As with fixed-response questions, a respondent’s answers to open-ended questions can be coded to yield a measure of attitude strength. However, with open-ended questions the process of assigning a numerical score to represent the job satisfaction of a respondent is more difficult, subjective, and time-consuming. on the other hand, open-ended questions provide more insight into the reasons an employee likes or dislikes

the job. Moreover, it is easier to detect misinterpretation of the question by the respondent should this occur. Open-ended questions can be used either in a questionnaire or in an interview. They are especially effective in an interview where the interviewer can probe the respondent to obtain more information about the respondent's attitudes. In a questionnaire, the advantages of both kinds of questions can be obtained by using a combination of fixed-response and open-ended items.

2.7. Determinants Of Job Attitudes

The research evidence suggests that the best way to explain how job attitudes are determined is by means of an "interaction model." That is, a person's job satisfaction depends jointly on the characteristics of the job situation and the characteristics of the person. Of the four satisfaction theories described earlier, the one most compatible with an interaction model is probably discrepancy theory. A person's perception of what "should be" in a job will be determined by employee characteristics and situational variables, and perception of what "is now" in a job will be determined mostly by actual job conditions.

Three kinds of employee characteristics that affect “should be” perceptions are needs, values, and personality traits. Needs are important because an employee will desire more of any job factor that is instrumental in fulfilling currently activated needs. Once enough of a job factor (e.g., recognition) is present in the job to fill needs to which it is relevant (e.g., esteem), additional amounts of the job factor will not be desired by the employee and will not increased satisfaction. Values are relatively stable beliefs of a person what is “right” and “wrong” behavior and what are desirable and undesirable life goals. Values influence an employee’s preferences for certain kinds of occupations and job content. Finally, personality traits, such as self-esteem, modify a person’s job aspirations and preferences. Self-esteem is the extent to which a person likes and values himself/herself and perceives himself/herself to be a component, adequate human being. An employee with high self-esteem will prefer a job that is important or one that provides the opportunity for advancement and personal success. An employee with low self-esteem will prefer a low-prestige job that is consistent with an unfavorable self-image and is not very demanding (Korman 1970).

Three aspects of the job situation that affect “should be” perceptions are social comparisons with other employees, previous job characteristics,

and reference groups. An employee will compare the beneficial outcomes received by other employees with similar jobs, after taking into account any differences between his/her “inputs” and those of comparison persons. Employees perception of what “should be” in the job are also influenced by their perceptions of “what was” in the past. Previous conditions are important in that they set a minimum expectation for the present. Nobody wants to receive lower pay or less benefits than were received earlier in the same job or in a previous job. Reference groups make up a third situational influence on an employee’s “should be” perceptions. A reference group is one to which a person looks for guidance in interpreting and evaluating personal experiences. A persons expectations and aspirations for a job will be influenced by the reference group’s conception of what kind of job and working conditions are appropriate for that individual (Korman,1971). An employee will be more satisfied if a job is endorsed by the reference group than if it is not.

2.8. Satisfaction with The Work

Studies on the importance of different job characteristics consistently find that the nature of the work itself is a major determinant of job satisfaction. Several recent studies have attempted to identify the major dimensions of job content and to see how employee satisfaction is influenced by job content

(Brief & Aldag, 1975,Hackman & Lawler 1971)

The most elaborate study of this type was conducted by **Hackman and Oldham (1975)** . They administered a questionnaire called the Job Diagnostic Survey to several hundred employees working in 62 different jobs. The following five “core dimensions” were identified :

Skill variety: The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the ample.

Task identity: The degree to which the job requires completion of a “whole” and identifiable piece of work - that is, doing a job from beginning to end with a visible outcome.

Task significance: The degree to which the job has a substantial impact on the lives or work of other people - whether in the immediate organization or in the external environment.

Autonomy : The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out.

Feedback from the job itself: The degree to which carrying out the work activities required by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance. Each of

these core dimensions involves some aspects of the job content that can affect an employee's work satisfaction (**Hackman & Oldman, 1975**) The greater the variety of activities performed by an employee, the less boring the job will be. The most boring jobs are those in which the same simple actions must be repeated every few minutes, hundreds of times each day. The more a job involves the use of skills and talents relevant to the employee's self-identity, the more the employee can feel that he or she is performing meaningful work rather than simply "putting in time".

Task identity and task significance also affect the experienced meaningfulness of the work. An employee who solders three connections on an electrical panel as it passes by on the assembly line is not likely to find the work very meaningful. The employee is not really "making" a television set, or even a significant component of a television set. On the other hand, an employee who assembles the entire finished product, or who makes an important component of the finished product, will experience a sense of completion and will probably perceive the work to be meaningful.

The amount of autonomy an employee has in the job and the degree to which the work provides objective performance feedback will determine how much opportunity there is for satisfaction of higher - order needs, such as achievement and independence. When an employee has no control over work pace, as on most mechanically paced assembly lines, there is little

opportunity to experience the intrinsic satisfaction of successfully accomplishing a challenging task. On the other hand, in a job in which the employee has substantial autonomy, the task is challenging, and performance feedback is available, there is a good opportunity for fulfillment of achievement needs. A job in which an employee can set the work pace, can vary the pace and rest breaks, and can do the job in the way he or she thinks it should be done (within the limits imposed by work schedules and performance standards) will also allow fulfillment of independence needs.

2.9. Satisfaction with compensation

Several studies have found that pay is the job characteristic most likely to be a source of employee dissatisfaction. For example, in a study by Porter , 80 percent of a sample of managers were dissatisfied with their pay. A major cause of pay dissatisfaction is perceived inequity. As noted earlier in the section on equity theory, employee judge their pay by making social comparisons. The “going rate” for employee in the same occupation is one influence on a person’s belief about what salary he or she should be paid. The higher the level of education and professionalism, the more likely it is that an employee will make social comparisons with persons outside the immediate organization but in the same profession (Goodman, 1974). If an organization pays less than the going rate in the community for a given type of job, employees will probably be dissatisfied with their pay.

Employees will also compare their salaries with those of coworkers in the same organization. In the case of managers, social comparisons will probably be made with subordinates as well as with peers. Managers will expect their pay to reflect the difference in responsibility, experience, and ability that they perceive to exist between themselves and subordinates. The higher a person is in the authority hierarchy and the more responsibility, education, skill, and seniority a person has, the more pay he or she will expect to receive. Managers and certain categories of non supervisory employees, such as sales personnel, usually prefer their pay to reflect how well they perform on the job (Lawler, 1971). If pay is not based on performance, high-performing employees will be dissatisfied that they are earning the same or less than low performers. Nevertheless, an incentive program to reward superior performance will not necessarily result in higher pay satisfaction. As there is no objective measure of performance, most employees tend to overestimate their performance. In this situation, which is quite common, employees are likely to feel that they are not paid as much as their performance justifies (Meyer, 1975). In addition to equity considerations, pay satisfaction will be affected by an employee's needs and values. If an employee's pay is sufficient to provide for existence needs, he/she will be more satisfied than if the pay is less than necessary to ensure an adequate standard of living (Goodman, 1974). Of course, as an

2.10. Satisfaction with supervision

The behavior of the immediate supervisor is another important determinant of an employee's job satisfaction. However, the reaction of employees to their supervisor will usually depend on characteristics of the employees as well as on characteristics of the supervisor. There is seldom any simple and consistent relationship between leader characteristics and subordinate satisfaction. The only leader behavior that has a predictable effect on subordinate satisfaction with the leader is **consideration**. The results most studies indicate that employees are most satisfied with leaders who are considerate and supportive than with leaders who are either indifferent or hostile towards subordinates (Yukl, 1989). This finding is not particularly surprising; people who are warm and considerate are usually liked, whether they are leaders or not. Even so, it should be noted that individuals differ somewhat in their preference for leader consideration. Having a leader who is considerate and supportive is likely to be more important for employees with low self-esteem or very unpleasant frustrating jobs. (House and Mitchell, 1974). The effects of a supervisor's task-oriented behavior on subordinate satisfaction is less predictable. In some studies, employees have been more satisfied with leaders who engage in a great deal of task-oriented behavior, and other studies indicate greater satisfaction with leaders who are not very task-oriented. These inconsistent

results probably reflect differences among studies with regard to employee preferences for task-oriented leadership. In a job situation in which subordinate work roles are quite ambiguous , the subordinate will prefer a leader who clarifies their role requirements. That is , if subordinates are not capable of figuring out how to perform the work by themselves , they will prefer a leader who provide adequate guidance and instruction. On the other hand , where work roles are clearly defined and the subordinates are highly competent to perform without frequent guidance and instruction , a leader , who does not closely will be preferred (**House, 1971; House & Mithell 1974**). Finally , if subordinates are not very motivated and they find the work unpleasant , they will prefer a leader who does not pressure them to maintain a high level of performance.

The amount of participation allowed employees also affects their satisfaction with the supervisor , also once again the relationship is complex. Subordinate preferences for participation in decision making will vary , depending on the type of decision the personality and needs of the subordinates , and the extend to which they trust their leader (**Heller ,1971; Kavanagh 1975;**) . In a study by **Morse** , workers were more satisfied when the amount of participation was equal to the desired amount , regardless of how much was desired. However , researchers have only

begun to identify what specific individual traits and situational variables shape an employee's preferences for participative supervision.

2.11. Consequences Of Job Satisfaction And Dissatisfaction

Some behavioral scientists have studied job satisfaction because they believe that the quality of work experience has important implications for a person's mental health and psychological adjustment. A second reason for studying job satisfaction is that it may have direct or indirect consequences for organizational effectiveness. Most of the research on job attitudes has reflected a greater concern for organizational effectiveness than for employee welfare. Numerous studies have been conducted to determine whether job attitudes affect productivity, absenteeism, turnover, and other aspects of employee behavior relevant to organizational effectiveness.

2.11. 1. Satisfaction and Performance.

In the early research on job attitudes, it was commonly assumed that employees who were satisfied would be more motivated and thus more productive than dissatisfied employees. If true, this assumption would imply that an organization could improve productivity by providing employees with pleasant working conditions, a fair salary, considerate supervisors, and sufficient amounts of other kinds of rewarding outcomes. Reviews of the research literature by **Brayfield and Crockett (1955)** and

by **Vroom (1964)** found that satisfaction and performance were not closely related to each other in any simple fashion. In a majority of studies, there was a positive correlation, but the size of the correlation was usually quite small. Thus the assumption that job satisfaction leads to superior performance was discredited. Building on the analyses and recommendations made by Brayfield and Crockett, more complex and sophisticated models have been developed to explain how satisfaction and performance are related.

The best example of the newer models is the one proposed by Lawler and **Porter (1967)**. According to their model, performance causes satisfaction rather than the other way around. However, the causal connection only occurs when perceive that intrinsic and extrinsic rewards are associated with superior performance. Intrinsic rewards result from superior performance in those situations where an employee can assume credit for successfully accomplishing a challenging task that requires the use of important skills . Extrinsic rewards are administered by the organizations and include such things as pay, promotion, status symbols, and recognition. When the organization makes extrinsic rewards contingent on performance, employees with superior performance will receive more rewards than employees with average or inferior performance. As long as these extrinsic rewards are perceived to be equitable , the superior performance will also

tend to be more satisfied . In other words, when performance leads to intrinsic and extrinsic rewards, and these lead in turn to higher job satisfaction, performance and satisfaction will be positively correlated with each other. However, when performance does not lead to intrinsic and extrinsic rewards, performance and satisfaction will not be correlated positively with each other. Extrinsic rewards are usually less closely related to performance than are intrinsic rewards because extrinsic rewards are administered by the organization and rewards are “self-administered”.

The results of research conducted to test the Lawler and Porter model have not been consistent. Several studies have supported the model. (Cerrington., 1971 ; Greene., 1973 ;Koppelman, 1975; Lawler & Porter, 1967 ; Siegal & Bowen, 1971) , but other studies have failed to find supportive evidence or have yielded mixed results (Kesselman et al., 1974 ; Pritchard 1973 ; Sheridan & Slocum ,1975 ; Wanous , 1974 ; Wood , 1974).

The findings in some of these studies suggest that the model may need to be further refined and elaborated.

2.11.2. Dissatisfaction and withdrawal

A number of literature reviews have found a fairly consistent relationship between dissatisfaction and withdrawal in the form of absenteeism and turnover (**Brayfield & Crockett, 1955; Mobley , 1977; Muchinsky, 1977 ;Steers & Rhodes, 1978**). Employees who are dissatisfied with their jobs are more likely than satisfied employees to stay away from work or resign , although the relationship is not a strong one. Other forms of withdrawal behavior , such as drinking and taking illegal drugs , have received less attention in the research literature , but it is likely that they are also associated to some extent with job dissatisfaction.

Withdrawal behavior by employees usually has adverse consequences for the organization. Absenteeism disrupts normal operations, causes delays, increases expenses for “sick pay” and necessitates the employment of extra personnel to substitute employees who don’t show up for work. Turnover also disrupts normal operations, and expense of selecting training replacements is often very substantial.

2.11.3. Dissatisfaction and aggression

The frustration that accompanies job dissatisfaction can lead to aggressive behavior than withdrawal. Aggression may take the form of sabotage, deliberate errors, and militant union activities, such as wildcat

strikes, slowdowns, and excessive grievances. Aggression may also be displaced to other parties, such as coworkers or an employee's family. Thus there may be a lot of bickering and fighting among employees when they are very frustrated. When aggressive acts interfere with operations, reduce the quality of production, and inhibit cooperation and teamwork, they can prove costly to the organization. Dissatisfaction with inadequate compensation or boring work can also contribute to the incidence of employee theft. Stealing of money, merchandise, and supplies has been a serious problem in some organizations.

2.11.4 Job satisfaction and life satisfaction

What is the relationship between job satisfaction and life satisfaction? On theoretical grounds, three possibilities exist (Kabanoff, 1980). The first is that of compensation; higher satisfaction in one domain (Work) may compensate for low satisfaction in the other. The second possibility is spillover. That is, high (or low) satisfaction in one domain will spill over to the other domain. The third possibility is segmentation. This suggests that the two domains are psychologically separate from one another.

At this time researchers have no definitive empirical support for any of these three explanations. Instead, each of the three theories has received

some confirmation (Dubin & Chamoux, 1977; London, Crandall,& .Seals, 1977; Open ,1978; Weaver, 1978).

The major problem researchers seem to be experiencing is in measuring nonwork satisfaction. It is hoped that when this methodological problem is solved we will be to know which of the possibilities best describes this important relationship.

2.11.5. Satisfaction and organizational effectiveness

Job attitudes affect organizational effectiveness to the extent that they influence turnover, absenteeism, strikes, grievances, sabotage , theft, and so on. Further, studies have shown that satisfied employees tend to live longer (Palmore, 1969) , exhibit better mental and physical health (Burke, 1969 ; Chadwick-Jones, 1969) , learn new tasks faster (Wyatt, Langdon, & Stock,1937) and have few accidents at work (Vroom, 1964) It is for these reasons that Steers (1977) noted that job satisfaction is one of the most popular indicators used by consultants and researchers for assigning organizational effectiveness.

2.12. Improving Employee Satisfaction.

When an employee or a group of employees are dissatisfied , the first step for improving satisfaction should be to determine the reasons for the dissatisfaction. There may be a variety of causes , such as poor supervision ,

poor working conditions , lack of job security , inequitable compensation , lack of opportunity for advancement , interpersonal conflict among coworkers , and lack of opportunity to fulfill higher order needs. For employees who desire to perform their jobs well , dissatisfaction may be due to unnecessary restrictions and delays (red tape) , dissatisfaction may result from insufficient authority to deal with their problems and carry out their responsibilities.

It is not always easy to discover the cause of employee dissatisfaction. Employees may complain in file grievances about one aspect of their job , when in fact it is really something else that bothers them. For example , employees may complain about working conditions or the food in the cafeteria when the problem is actually inconsiderate supervision. Employees may be reluctant to reveal their real complaints if they fear retaliation for being critical. When dissatisfaction is fairly widespread among employees , use of anonymous questionnaires is a good approach for discovering the reasons, although even this approach may not be successful if employees are very suspicious.

An approach called non directive counseling is sometimes effective for handling an individual employee who is upset about something. Here it is important to find out whether the employee is dissatisfied with some aspect of the job or has a personal problem not directly related to the job. The

supervisor should initially try to get the employee to talk about what is bothering him or her. The supervisor should be careful to avoid making a diagnosis or suggesting solutions at this time , since the employee may perceive this as a criticism. Instead , the supervisor should encourage the employee to diagnose the problem and suggest some solutions. This non directive approach avoids the employee defensive , allows the employee to reduce tension by talking about problems , and enhances self-esteem by allowing the employee to develop his or her own remedies (Maier ,1973).

However, if the problem involves other employees or the solution requires significant job changes, the supervisor may need to take a more active role in planing how to deal with the problem after the employee has had a chance to make the initial diagnosis . Finally , it is important to remember that there are certain kinds of psychological problems that supervisors are not trained to handle. when this is the case, the employee should be referred to a professional counselor.

2.13. Remedies for dissatisfaction

Once the source of dissatisfaction has been determined, a variety of approaches can be used to deal with the problem. One approach is to make changes in working conditions, supervision , compensation, or job design,

depending on the job factor responsible for employee dissatisfaction. A second approach is to transfer employees to other jobs to achieve a better match between employee characteristics and job characteristics. Personnel may also be reassigned to form more compatible work groups. Obviously, transferring employees is only feasible in certain limited cases. A third approach involves an attempt to change the perception or expectations of dissatisfied employees. This approach is appropriate when employees have misconceptions based on inadequate or incorrect information.

2.14. Precautionary Actions.

Whenever possible, precautions should be taken to avoid unnecessary job dissatisfaction rather than waiting until it occurs to take action. A well run salary administration program will help to avoid the worst type of inequity problems. Systematic selection and training programs will help to ensure a close match between job requirements and employee characteristics. Proper socialization and orientation are especially important when new employees are recruited and hired. Applicants who are incompatible with the organization are less likely to join it when they are given accurate information, and new members will have more realistic expectations. Unfortunately, many organizations take the opposite approach during recruiting. Exaggerated promises are made, and

disadvantages are ignored , leading to eventual employee disappointment and dissatisfaction when the truth is discovered.



III. METHODS

In this part, the selection of subjects, the quality of questionnaire used in this research and its application, the methods used in the application of the questionnaire and analysis of data and the techniques used in The analysis of data are going to be explained.

3.1. Sample

This research consists of English Native Speaking Teachers (E.N.S.T.) who work at private school and language courses in Istanbul. E.N.S.T. are mostly employed in economically and socially developed environments. As any information about the number of E.N.S.T.s , and the schools they work could not be obtained from the Ministry of Education, private schools and language courses were visited at random . The list of the participating schools are showned in table 2.

Table 2 : The list of private schools and language courses which were given questionnaires .

District	Name of The School of participating teachers	Number of The questionnaires
Bakırköy	Kültür Koleji	1
	Gürsoy Lisesi	2
	ISTEK Bilge Kağan Lisesi	2
	Enlish Fast	4
	Dilko	2
	Antik İngilizce Kursu	2
	Beykent Lisesi	1
Beyoğlu	Mavi Haliç Lisesi	1
Fatih	Akasya Lisesi	2
Kadıköy	Eyüpoğlu Lisesi	2
	Kalamış Lisesi	3
	Moda Lisesi	3
	Semiha Şakir Lisesi	4
	Anakent Lisesi	3
	MÖM İngilizce Kursu	1
Kartal	Ahmet Şimşek Lisesi	2
	Ortadoğu Lisesi	3
Şişli	Işık Lisesi	3
	Yıldız Lisesi	2
	Okutan İngilizce Kursu	3
	Tepum İngilizce Kursu	3
	Yüzyıl Eğt. Merkezi	2
Sarıyer	Yeni Yıldız Lisesi	3
	Bogazici Lisesi	1
Zeytinburnu	Tercüman Lisesi	2
Pendik	Koç Lisesi	2

Total	59
Unknown	8
Total sum	67

3.2. Instrumentation

The literature on job satisfaction was investigated in the Social Abstract, Educational Research, and Current Articles Bibliographies of Turkey were also examined. A list of the theses on job satisfaction in Turkish universities was obtained from YÖK (Higher Education Council).

After the questionnaires, which were used in this kind of research were examined , Minnesota Satisfaction Questionnaire was decided to be used. Short form of MSQ was decided to be used as its application is more practical than other satisfaction questionnaires. A Personal Information Form was developed to be used with the MSQ. This form included some personal information about participants. MSQ was preferred because it is still most widely used questionnaire and it has been proved that MSQ has validity and is reliable. Any item of the questionnaire was not changed in order not to face reliability and validity problems as participants were all of Anglo-Saxon origin. So it was thought that no adaptation was needed.

3.2.1. The Instrument

MSQ is one of several measures associated with a comprehensive theory of work adjustment presented by **Lofquist and Davis(1969)**. The theory is constructed around the assumption that each person seeks to achieve and maintain correspondence with his/her environment.

Correspondence with the environment at work can be described in terms of the individual fulfilling the requirements of this environment (satisfactoriness), and the work environment fulfilling the requirements of the individual (satisfaction).

Drawing upon previously published scales and upon their own theorizing the authors first carried out preliminary studies with a pool of 80 satisfaction items. These items were subsequently amended and augmented to yield a 100-item scale, with 5 items tapping each of 20 sub-scales. This scale was administered to 1973 employed individuals and extensive statistical analyses were carried out (**Weiss, Davis, England and Lofquist, 1967**). These included the calculation of item-total correlations for each sub-scale, and the 20 items most strongly associated with their respective sub-scale totals were brought together into a short form of the questionnaire. The present account deals only with this 20 item short form. Studies using the long form(100 items) or a modification of it include those by **Ilgen and Hollenback (1977)**, **Katz /1978)**, **Katz and Van Maanen (1977)**, **Pritchard and Peters (1974)**, **Schriesheim (1978)** **Schwab and Wallace (1974)**, and **Van Maanen and Katz (1976)**. A matrix of intercorrelations between the 20 sub-scales and with Job Descriptive Index scores for 273 production workers is provided by **Gillet and Schwab (1975)**, and similar information for six of the sub-scales with the Job Descriptive Index and

the Index of Organizational Reactions for 622 varied employees is provided by **Dunham, Smith and Blackburn (1972)**.

Items in the Minnesota Satisfaction Questionnaire were worded in order to enhance readability. Against each item below is the long-form sub-scale label offered by the authors. It can be seen that the measure taps a wide range of features and the total of 20 items (five response alternatives in each case) is taken as an index of General Satisfaction. Factor analysis of responses from 1460 employed men suggested the presence of two main components, representing Intrinsic and Extrinsic Satisfaction. Separate scores may be computed for these two components (12 and 6 items respectively, omitting items 17 and 18), in addition to the General Satisfaction score; items to be included are identified below by 'I' or 'E' respectively. The possible range of scores is between 20 and 100 for General Satisfaction, 12 and 60 for Intrinsic Satisfaction, and 6 and 30 for Extrinsic Satisfaction. **Weiss, Dawis, England and Lofquist (1967)** present mean score from 1723 employees of various kinds as 74.85 (s.d. 11.92), 47.14 (s.d. 7.42) and 19.98 (s.d. 4.78) for the three measures. The source publication also presents normative data for a range of different occupational groups.

The authors report Hoyt internal reliability coefficients for sub-scales and overall scale for a number of samples, as follows: Intrinsic Satisfaction, median 0.86, range 0.84 to 0.91; Extrinsic Satisfaction, median 0.80, range 0.77 to 0.82; General Satisfaction, Median 0.90, range 0.87 to 0.92. The correlations between Intrinsic and Extrinsic Satisfaction ranged in the initial research from 0.52 to 0.68, with an overall value of 0.60. Test-retest reliability was reported as 0.89 across one week (for 75 employees attending night school) and 0.70 across one year (for 115 varied employees).

Several authors have reported mean values for General Satisfaction, including : **Arvey and Dewhirst (1976)**, with 271 scientists and engineers, 79.5 (s.d. 10.7); **Enderlein (1975)**, with 208 young workers, 72.10 (s.d. 13.68); **Jermier and Berkes (1979)**, with 158 police officers, 68.9 (s.d. 12.8), **Schriesheim and Murphy (1976)** with 54 social service counselors, 83.22 (s.d. 6.76). **Wanous (1974)** observed a correlation for “about 80” newly hired female telephone operators of 0.71 between General Satisfaction scores and the sum of the five Job Descriptive Index sub-scales . In their study of 271 scientists and engineers **Arvey, Dewhirst and Boling (1976)** reported General Satisfaction differences associated with, for example, perceived participation in goal setting: means of 82.9, 81.0 and 74.0 for high, medium and low participation respectively. A similar result is reported by **Jeremier and Berkes, 1979**. With 54 social service counselors from 19

organizations, **Schriesheim and Murphy (1976)** recorded a correlation between General Satisfaction and unit size of -0.25 ; the Satisfaction scale itself had a Kuder-Richardson internal reliability coefficient of 0.74 . **Ivancevich (1978)** reported coefficients alpha of 0.80 and 0.84 for the Intrinsic and Extrinsic Satisfaction sub-scales in a study of 170 machinists and technicians. The Kuder-Richardson coefficient of internal reliability for General Satisfaction was 0.92 in the study by **Jermier and Berkes (1979)** of 158 police officers. **Motowidlo and Borman (1978)** studied 614 soldiers in 47 army platoons; mean platoon General Satisfaction was correlated 0.24 with officers' ratings of platoon morale. perceived equity of Pay Rules and Work Pace (8.45) were significantly associated with General Satisfaction in **Dittrich and Carrel's (1979)** study of 126 clerical employees.

In their research of 194 varied employees (46% female), **Wexley, Alexander, Greenawalt and Couch (1980)** reported a correlation between Intrinsic and Extrinsic Satisfaction scores of 0.63 . **Schmitt, Coyle, White and Rauschenberger (1978)** reported an equivalent correlation of 0.83 ($N=411$ young employees), with internal reliabilities (type unspecified) of 0.81 and 0.78 respectively. Corresponding values from 772 civil service retirees and non-retirees were 0.64 , 0.90 and 0.85 respectively (**Schmitt, Coyle, Rauschenberger and White, 1979**). **Ivancevich (1979)** with 184 project engineers, reported an inter- correlation between the sub-scales of

0.15 and alpha coefficients above 0.80. with 398 office employees, **Pierce, Dunham and Blackburn(1979)** recorded an intercorrelation of 0.67, alpha coefficients of 0.88 and 0.84 for Intrinsic and Extrinsic Satisfaction respectively, and test-retest correlations across one month (N= 30) of 0.50 and 0.63. The latter authors cite item means of 3.36 (s.d. 0.69) and 2.89 (s.d. 0.93) for Intrinsic and Extrinsic Satisfaction. Test-retest correlations across one year averaged 0.56 and 0.59 for Intrinsic and Extrinsic Satisfaction respectively in **Schmitt and Mellon's (1980)** study of 254 varied employees.

Other investigators using the short form or a modification of it include **Berger and Schwab (1980), Culha (1977), Desmond and Weis (1975), Dipboye, Zultowski, Dewhirst and Arvey (1978, 1979) Elizur and Tziner (1977), Fisher (1978), Ilgen and Fujii (1976), Ivancevich (1980), Kazanas (1978), Schwab and Heneman (1977), and Wanous (1974, 1976).**

The Minnesota Satisfaction Questionnaire appears to yield a sound measure of Overall Job Satisfaction, although some items may not represent universally valued features ("Being able to keep busy all the time" , for example); this is a problem which faces many scales requiring responses to specific job features. Note also that "men" in item 5 will sometimes need amendment.

We have some reservations about the assignment of items to the Intrinsic and Extrinsic Satisfaction sub-scales. The factor analytic basis for this yields some curious allocations (e.g. “steady employment” emerges as an intrinsic feature) and it omits “working conditions”. The disparity in the number of items (12 and 6) in the two sub-scale is also troublesome. Arvey and Dewhirst (1979), Arvey, Dewhirst and Brown (1978) and Zultowski, Arvey and Dewhirst(1978) have devised their own allocation of items to these two sub-scales. However, many users have scored the items only for General Satisfaction, bypassing their type of criticism.

Items

On my present job, this is how I feel about:

Intrinsic Satisfaction Items

<u>item number</u>	<u>item</u>	<u>variable</u>
1.	1. Being able to keep busy all the time	(Activity)
2.	2. The chance to work alone on the job	(Independence.)
3.	3. The chance to do different things from time to time	(Variety)
4.	4. The chance to be “somebody” in the community	(Social status)
5.7.	Being able to do things that don’t go against my conscience	(Conscience)

- 6. 8. The way my job provides for steady employment (Security)
- 7. 9. The chance to do things for other people (Social service)
- 8. 10. The chance to tell people what to do (Authority)
- 9. 11. The chance to do something that makes use of my abilities
(Ability utilization)
- 10.15. The freedom to use my own judgment (Responsibility)
- 11.16. The chance to try my own methods of doing the job
(Creativity)
- 12. 20. The feeling of accomplishment I get from the job (Achievement)

Extrinsic Satisfaction Items

item number item Variable

- 1. 5. The way my boss handles his man (Supervision- human
relations)
- 2. 6. The competence of my supervisor in making decisions
(Supervision- Technical)
- 3. 12. The way company policies are put into practice
(Company policies and practices)

4. 13. My pay and the amount of work I do (Compensation)
5. 14. The chance for advancement on this job (Advancement)
6. 19. The praise I get for doing a good job (Recognition)

General Satisfaction Items

1. 17. The working conditions (Working conditions)
- 2.18. The way my co-workers get along with each other (Co-workers)

Response Scores

Very dissatisfied	: 1
Dissatisfied	: 2
I can't decide whether I am satisfied or not	: 3
Satisfied	: 4
Very satisfied	: 5

Minnesota Satisfaction Questionnaire was translated into Turkish by Deniz and Güliz Gökçora of Hacettepe University. This questionnaire was used by many researchers and scientist including Baycan and Fişek of Bosphorous University, Telman and Özdayı of Istanbul University, in Turkey.

Pre-test

The questionnaire was pre- tested with twelve English native speaking teachers at Cavuşoğlu Lisesi for proofreading. Some items were criticized because of ambiguity in the meaning. The most criticized item was number five ‘The way my boss handles his man’. Nearly all the participants in the pre -test found this item sexist but they did not mind to respond it. So I did not changed this item in order not to interfere with the reliability and validity of the original M.S.Q. The other item which was criticized was number one “being able to keep me busy all the time”. The participants found this item ambiguous but when they read the instruction again they got the meaning of the item. Item ten “the chance to tell people what to do” was also criticized but the critics were about the idea not about the item itself.

IV. FINDINGS

4.1 Findings On The Demographic Data

Table 3 : Distribution according to nationality.

<u>Nationality</u>	<u>Count</u>	<u>Percent</u>
<i>British</i>	42	62.68
<i>American</i>	8	11.94
<i>Australian</i>	10	14.92
<i>Other</i>	7	10.44
<i>Total</i>	67	100.00

42 of the participants were British and it comprised 62.68 % of the sample group. 8 Americans participated in the research. Their percentage was 11.94. Canadians were also included in the American group. 10 Australian participants were 14.92 % of the sample group. 7 participants were from other nationalities.

Table 4 : Distribution according to age.

<u>Age</u>	<u>Count</u>	<u>Percent</u>
25- (<i>young</i>)	14	21.88
25+ (<i>old</i>)	50	78.12
<i>Total</i>	64	100.00

The teachers who were younger than 25 years old were considered "young" and who were older than 25 years old "old". 14 teachers were below 25 years old and it comprised 21.98 % of the participants. 50 of participants were older than 25 years and it comprised 78.12 % of the participants.

Table 5 : Distribution according to sex.

<i>Sex</i>	<i>Count</i>	<i>Percent</i>
<i>Male</i>	23	37.10
<i>Female</i>	39	62.90
<i>Total</i>	62	100.00

23 of the participants were male and it was 37.10 % of the sample group. 39 of the participants were female and it was 62.90 % of sample group.

Table 6 : Distribution according to education

<i>Education</i>	<i>Count</i>	<i>Percent</i>
<i>University</i>	13	20
<i>B. Ed.</i>	14	21.54
<i>Unv+TEFL</i>	32	49.23
<i>M.A./ Ph.D.</i>	6	9.23
<i>Total</i>	65	100.00

The participants who were graduated from English Language and Literature Departments of universities were put into "university" category. 13 of the participants were university graduates and the percentage of this was 20%. The teachers who had Bachelor of Education degree were put into "B.Ed" group. 14 of the participants had B.Ed. degree comprising 21.54 % of the total . The teachers who had BA or B.Sc. degree in any field (engineering, chemistry i.e.) and a TEFL (Teaching English as a Foreign Language) Certificate, which is gained in one month's training, were put into this category. 32 of the participants formed this category and percentage of

the category was 49.24. The participants who had MA or Ph.D. in any field were put into this category. 6 of the teachers who had these degrees formed 9.23 % of the category.

Table 7 : Distribution according to pay

<u>Pay</u>	<u>Count</u>	<u>Percent</u>
<i>Low</i>	33	49.25
<i>High</i>	34	50.75
<i>Total</i>	67	100.00

The participants who get less than 500 Pounds were put into Low Category. 33 of the participants got less than 500 pounds and it was 49.25 % of the sample group. The participants who get more than 500 Pounds were put into High Category. 34 of the participants formed this category and it was 50.75 of the sample group.

Table 8 : Distribution according to marital status.

<u>Status</u>	<u>Count</u>	<u>Percent</u>
<i>Single</i>	41	64.07
<i>Married</i>	23	35.93
<i>Total</i>	64	100.00

41 of the participants were single and they formed 64.07 of the experimental group. 23 of 64 participants were married and they formed 35.93 % of the sample group.

Table 9 : Distribution according to experience

<u>Experience</u>	<u>Count</u>	<u>Percent</u>
-5yrs	44	69.84
+5yrs	19	30.16
Total	63	100.00

44 of the teachers had less than five years of work experience and they formed 69.84 % of the sample group. The teachers who had more than five years of work experience consisted of 19 people with 30.16 % percent of the sample group.

4.2. Analysis of the Measure . (M.S.Q.)

In order to test the internal consistency of the M.S.Q. , which is used in this study, Cronbach- Alpha formula was assigned and coefficient of internal consistency was found to be acceptable. (alpha = .82.) Therefore the measure used in this study is reliable.

4.3. Factor Analysis of the Measure.

In the original short form of M.S.Q. three factors were found. (extrinsic , intrinsic, and general satisfaction factors.) 20 items of the questionnaire of this study were subjected to default method factor analysis and the analysis of the data produced 6 factors. After studying the values of the items, it was observed that they needed to be forced into three factors. So user specified (3) factor analysis was assigned to identify the underlying structure. The factor analysis is defined in table 10.

Table 10 : Summary Information of factor analysis

<i>Factor Procedure</i>	<i>Principal Component Analysis</i>
<i>Extraction Rule</i>	<i>User specified</i>
<i>Transformation Method</i>	<i>Orthotran / Varimax</i>
<i>Number of Factors</i>	3

The item distribution to the three factors is displayed in table 11.

Table 11 : Factor analysis of the measure. Orthogonal Transformation Solution Varimax.

No	Variable	item no	item	value
F1	1 activity	1	being able to keep busy all the time	.605
	2 independence	2	the chance to work alone on the job	.57
	3 variety	3	the chance to do different things from time to time	.87
	4 social status	4	the chance to be 'somebody' in the community	.765
	5 supervision H.R.	5	the way my boss handles his man	.621
	6 supervision Tech.	6	the competence of my supervisor making decisions	.578
	7 moral values	7	being able to do things that do not go against my conscience	.798

F1	8	<i>security</i>	8	<i>the way my job provides for steady employment</i>	.559
	9	<i>ability utility</i>	11	<i>the chance to do something that makes use of my ability</i>	.794
	10	<i>company policy</i>	12	<i>the way company policies are put into practice</i>	.69
	11	<i>responsibility</i>	15	<i>the freedom to use my own judgment</i>	.852
	12	<i>creativity</i>	16	<i>the change to try my own methods of doing the job</i>	.865
	13	<i>working conditions</i>	17	<i>the working conditions</i>	.724
	14	<i>co-workers</i>	18	<i>the way my co-workers get along with each other</i>	.408
	15	<i>recognition</i>	19	<i>the praise I get for doing a good job</i>	.580
	16	<i>achievement</i>	20	<i>the feeling of accomplishment I get from the job</i>	.785
F2	1	<i>compensation</i>	13	<i>my pay and the amount of the work I do</i>	.785
	2	<i>advancement</i>	14	<i>the chance in this job</i>	.573
F3	1	<i>social service</i>	9	<i>to do things for other people</i>	.559
	2	<i>authority</i>	10	<i>the chance to tell people what to do</i>	.672

There are some differences in item distribution with the original M.S.Q. The items ; supervision - human relation, supervision -technical,

company policies, and recognition were identified as intrinsic satisfaction factors in this measure but they are extrinsic in the original M.S.Q.. The item social service , which is considered as an intrinsic satisfaction factor in the original M.S.Q. , fell into general satisfaction factor in this research. The items, co- workers and working conditions are in general satisfaction category in the original but they were in the intrinsic satisfaction factors category.

The items “authority” and “social service” do not go into general satisfaction factor in the original MSQ but these items fell into general satisfaction factor group in this research. They are not really general satisfaction items but named so.

The items which fell into F1 group were identified as intrinsic satisfaction factors , F2 group were identified as extrinsic satisfaction factors and F3 group were identified as general satisfaction factors and total of F1 , F2 , F3 groups were identified as total satisfaction factor.

All the results of analysis depend the satisfaction factor distribution above.

Table 12 : Factor interrelations

<i>F1</i>	<i>F2</i>	<i>F3</i>	
<i>F1</i>	1		
<i>F2</i>	.742	1	
<i>F3</i>	.23	.214	1

4.4. Analysis of the Findings

4.4.1. Findings about age :

4.4.1.a: Total satisfaction Factor.

There is a significant sample mean score difference in total satisfaction factor according to age. ($F(1,63) = 4.72$; $p = .033$) The teachers who are younger than 25 years , have higher job satisfaction score.

Table 14 :Total satisfaction factor results of analysis of variance according to age.

source	DF	sum squares	mean square	F	P value
Between groups	1	2.12	2.12	4.72	.003
Within groups	62	27.93	.451		
Total	63	30.06			

Groups	\bar{X}	standard deviation	Scheffe F	Fisher T
Young	3.56	.403	4.72*	.406*
Old	3.12	.726		

4.4.1.b . Intrinsic satisfaction factor.

Table 15 : Results of Intrinsic satisfaction factor analysis of variance according to age.

Source	DF	Sum Squares	Mean Squares	F	p value
Between groups	1	3.28	3.28	5.55	.021
Within groups	61	36.37	.587	.....	.021
Total	62	39.65			

Groups	X	standard deviation	Scheffe F	Fisher T
Young	3.64	.372	5.59*	4.63*
Old	3.09	.84	.....	.....

There is also a significant mean score difference difference in intrinsic satisfaction factor according to age.

[F (1,62) = 5.59 ; p = .021]. The teachers who are younger than 25 years are more satisfied with intrinsic satisfaction factors than the teachers who are older than 25 years.

4.4.1.c. Extrinsic and general satisfaction factor.

Tere is not a significant mean score difference between age and extrinsic and general satisfaction factors.

The young teachers have the highest mean score from intrinsic satisfaction score (mean =3.64) whereas they have the lowest mean score from the extrinsic satisfaction scores (mean = 2.92). The old teachers have the highest mean scores from the general satisfaction factors (mean = 3.49) whereas they have the lowest mean score from extrinsic satisfaction factors (mean =2.98). The young teachers have the highest mean score from the variable "creativity" (mean =4.71) and the lowest score from the variable "company policies" (mean =2.42). The old teachers have the highest mean score from the variable "social service" (mean =3.68)and the lowest score from the variable " company policies" (mean = 2.12).

4.4.2. Findings about nationality

There is a significant mean difference in extrinsic satisfaction factors according to nationality [F (3, 63)= 4.67; p = .005].

Table 16 : Results of analysis of variance in extrinsic satisfaction factors according to nationality.

Source	DF	Sum Square	Mean Square	F	p value
Between groups	3	10.22	3.40	4.67	.005
Within groups	63	45.9	.729	.....	.005
Total	66	56.12	.....	.....	.005

Group	\bar{X}	standard deviation	Scheffe F	Fisher P
British	3.14	.926	2.74*	.....
American	2.25	.598	.....	.....
Australian	3.10	.699	.....	.809*
Others	2.14	.802	.....	.....

British teachers have higher satisfaction scores (mean = 3.14) than American teachers (mean = 2.25). There is also a difference between British and other nationality teachers. British teachers have higher satisfaction (mean = 3.14) than the Other nationality group teachers (mean =2.14). American teachers have lower satisfaction (mean = 3.1) than Australian teachers. Australian teachers have higher satisfaction score (mean = 3.1) than the Other nationality group teachers(mean = 2.14). British teachers have the highest satisfaction score (mean = 3.14) and Other nationality teachers have the lowest satisfaction score (mean = 2.14) in this factor.

4.4.2. b : General satisfaction factor.

A significant difference was observed in mean score between nationality and general satisfaction factors [$F(3, 63) = 3.45 ; p = .021$].

Table 17 : Results of findings between general satisfaction and nationality.

Source	DF	Sum square	Mean square	F	p value
Between groups	3	4.47	1.49	3.45	.021
Within groups	63	27.18	4.31		
Total	66	31.65			

Group	n	X	standard deviation	Fisher P
British	42	3.69	.614	.506 *
American	8	3.12	.954	
Australian	10	3.10	.699	
Others	7	3.71	.393	

4.4.2.c: Total and Intrinsic satisfaction factors.

No significant difference was found between these satisfaction factors and nationality. British teachers have the highest satisfaction score (mean = 3.28) and American teachers have the lowest satisfaction(mean = 2.97) from the total satisfaction factor. American teachers have the lowest satisfaction score (mean = 3.04) whereas British teachers have the highest score (mean = 3.26).

4.4.2. d : some result about variables.

British teachers have the highest satisfaction scores from the variables “independence” (mean = 4.00) and “social service” (mean =4.00) and they have the lowest level of satisfaction from the variable “school policies” (mean =2.00).

American teachers have the highest satisfaction score from the variables “variety” (mean = 3.75) , “security” (mean = 3.75), “co-workers” (mean = 3.75) and they have the lowest satisfaction scores from the variables “company policies” (mean = 2.00) , “compensation” (mean = 2.25) and “advancement” (mean = 2.25).

variables “company policies” (mean = 2.00) , “compensation” (mean = 2.25) and “advancement” (mean = 2.25).

Australian teachers have the highest satisfaction scores from the variable “co- workers” (mean = 4.10) whereas they have the lowest score from the variable “social status” (mean =2.60) and “ supervision H.R.” (mean = 2.60).

Other nationality group teachers have the highest level of satisfaction from the variable “co-workers” (mean = 4.28) and the lowest level of satisfaction from the variables “ “supervision Tech.” (mean = 1.85) and “compensation”(mean = 1.85)

4.4.3. Results of variance analysis according to pay.

4.4.3. a : Extrinsic satisfaction factor :

There is a significant mean score difference between extrinsic satisfaction factor and pay [F (1,65) = 6.844 ; p = .011].

The teachers with low salary have higher satisfaction score (mean = 3.21) than the teachers with high salary (mean = 2.64).

Table 18 : Results of pay and extrinsic satisfaction factor.

Source	DF	Sum square	Mean Square	F	p.value
Between groups	1	5.34	5.34	6.84	.011
Within groups	65	50.78	.781		
Total	66	56.12			

Groups	X	Standard deviation	Fisher T
Low pay	3.21	.952	6.84*
High pay	2.64	.812	

4.4.3. b. Extrinsic , Intrinsic and Total satisfaction factors:

No significant difference was found between the above factors and pay.

4.4.3.c some findings about factors and variables:

The teachers with low salary have the highest satisfaction from general satisfaction factor (mean = 3.63) and the lowest satisfaction from the extrinsic satisfaction factor mean (= 3.21). The teachers with high salary

have the highest satisfaction from general satisfaction factor (mean = 3.44) and the lowest satisfaction score from total satisfaction factor (mean =3.07). The teachers with low salary have the highest satisfaction score from the variable 2 “independence” (mean = 4.00) and the lowest satisfaction score from the variable 12 “ company policies” (mean = 2.18) . The teachers with salary have the highest satisfaction score from the variable 18 “co-workers” (mean = 3.70) and the lowest satisfaction score from the variable 12 “company policies” (mean =2.11).

4.4.4. Results of variance analysis according to sex.

No significant mean score was observed in none of the satisfaction factors (extrinsic , intrinsic , general and total) according to sex. Female teachers have the highest satisfaction from the general satisfaction factor (mean = 3.55) whereas they have the lowest satisfaction score from extrinsic satisfaction factor (mean = 3.09). Male teachers have the highest satisfaction from general satisfaction factors (mean = 3.54) and the lowest satisfaction score from extrinsic satisfaction score (mean = 2.71). the female teachers have the highest level of satisfaction with variable 1 “activity” (mean = 3.87) and the lowest satisfaction with the variable 12 “company policies” (mean =2.30) .The male teachers have the highest level of satisfaction with the

variable 2 “independence” (mean = 4.08) and the lowest level of satisfaction with the variable 12 “company policies” (mean = 1.91)

4.4.5. Results of variance analysis according to marital status.

4.4.5. a : Extrinsic satisfaction factors.

There is a significant mean and standard deviation score difference in extrinsic satisfaction factor according to marital status [$F (1,62) = 4.47 ; p = .017$]. Married teachers have higher level of satisfaction (mean = 3.28) than single teacher (mean = 2.73) .

Table 19 : results of variance analysis in extrinsic satisfaction factor according to marital status.

Source	DF	Sum Sq.	Mean Sq.	F test	p. value
Between groups	1	4.47	4.47	5.96	.017
Within groups	62	46.46	.749		
Total	63	50.93			

Groups	X	Standard Dev.	Scheffe F	Fisher T
Single	2.73	1.00		
Married	3.28		5.96*	.451*

4.4.5. b : General satisfaction factors.

There is also a mean score difference in general satisfaction score according to marital status [$F(1, 62) = 3.11; p = .082$]. Single teachers have higher satisfaction scores (mean = 3.63) than married teachers (mean = 3.32).

Table 20 : Results of variance analysis in general satisfaction factor according to marital status.

Source	DF	Sum Sq.	Mean Sq	F test	p. value
Between group	1	1.39	1.39	3.11	.082
Within group	62	27.81	.449		
Total	63				

Group	X	Standard Dev.	Scheffe F	Fisher T
Single	3.63	.698	3.11*	.349*
Married	3.32	.614		

4.4.5. c : Results extrinsic . total satisfaction factors and variables.

Single teachers have the highest satisfaction score from general satisfaction factor (mean = 3.63) and the lowest satisfaction score from the total satisfaction factors (mean =3.23) . Married teachers have the highest satisfaction score from general satisfaction factors (mean = 3.32) and the lowest satisfaction score from intrinsic satisfaction factors (mean = 3.14). Single teachers have the highest satisfaction score with the variable 2 “independence” (mean = 4.04) and the lowest from the variable 12 “ company policies” (mean = 2.02) . Married teachers have the highest satisfaction with the variable 1 “activity” (mean = 3.95) and the lowest satisfaction with the variable 12 “company policies” (mean = 2.39).

4.4.6. Results of variance analysis according to experience.

4.4.6. a : Total job satisfaction factors.

There is a significant mean score difference in total satisfaction factors according to experience [$F(1,61) = 4.07$; $p = .048$]. The teachers who are less than five years' experience have higher total satisfaction score (mean = 3.33) than the teachers who are experienced more than five years (mean = 2.97).

Table 21: Results of variance analysis of total job satisfaction factor according to experience.

Source	DF	Sum Sq.	Mean Sq.	F test	p value
Between groups	1	1.73	1.73	4.07	.048
Within groups	61	25.98	.426		
Total	62	27.72			

Group	X	Standard dev.	Scheffe F	Fisher T
- 5 years	3.33	.632	4.07*	.358*
+5 years	2.97	.699		

4.4.6 b : Intrinsic satisfaction factors.

A significant mean and standard deviation score difference was observed in intrinsic satisfaction factor according to experience [F (1,61) =5.58 ; .012] . The teachers, who have less than five years of teaching experience, have higher score (mean = 3.58) than the teachers , who have more than five years of teaching experience , (mean = 2.94) in intrinsic satisfaction factor according to experience.

Table 22: Results of analysis of variance of intrinsic job satisfaction factors according to experience.

Source	DF	Sum Sq.	Mean Sq.	F test	p value
Between groups	1	5.53	5.53	6.67	.012
Within groups	61	50.52	.828		
Total	62	56.05			

Group	X	Standard dev.	Scheffe F	Fisher T
-5 years	3.58	.905	6.67*	.5 *
+5 years	2.94	.923		

4.4.6. c: Extrinsic and general satisfaction factors.

No significant difference was observed in these factors according to experience.

4.4.6. d. Some general results about satisfaction factors and variables.

The teachers , who have less than five years of teaching experience , have the highest satisfaction score from general satisfaction factors (mean =3.55) and they have the lowest satisfaction score from extrinsic satisfaction

factors (mean = 2.86) . The teachers with more than five years of teaching experience have the highest satisfaction from general satisfaction factors (mean = 3.50) whereas they have the lowest satisfaction score from intrinsic satisfaction factor (mean = 2.89). Less experienced teachers have the highest satisfaction score from the variable 2 “independence” (mean 4.00) and they have the lowest score from the variable 12 “ company policies” (mean =2.22)

The teachers , who have more than five years of teaching experience , have the highest satisfaction score from the variable 1 “ activity” (mean=3.73) and they have the lowest satisfaction score from the variable 5 “supervision-human relations” (mean =2.23).

4.4.7. Results of analysis of variance according to education.

4.4.7. a : Total job satisfaction factors.

There is a significant mean score difference in total job satisfaction factors [$F(3,61) = 7.25$; $p = .0003$]. The teachers , who only have a B.A./ B. Sc. Degree in any field have higher satisfaction score (mean=3.29) than the teachers , who have B. Education Degree (mean= 2.79). The teachers , who , have only B.A. / B.Sc. Degree also have higher total satisfaction score (mean= 3.29) than the teachers , who have Masters / Ph. Degrees (mean= 2.61).

Table 23 : Results of analysis of variance of total job satisfaction factors according to education.

Source	DF	Sum Sq.	Mean Sq.	F test	p value
Between groups	3	8.12	2.71	7.25	.0003
Within groups	61	22.78	.373		
Total	64	30.91			

Groups	X	Standard dev.	Scheffe F	Fisher T
B. A. /B.Sc.	3.29	.825		.471*
B.Ed.	2.72	.565		
B.A. /B.Sc. +TEFL	3.49	.512	5.14*	
M.A. / Ph. D.	2.61	.683		

The teachers , who have B. Ed. Degree , have lower total satisfaction score (mean= 2.72) than the teachers, who have B.A./ B. Sc. Degree + TEFL certificate (mean=3.49). The teachers , who have B.A./ B.Sc Degree + TEFL certificate , have higher total satisfaction score (mean = 3.49) than the teachers , who have M.A., or Ph. D. (mean = 2.61).

4.4.7. b : Intrinsic job satisfaction factors.

A significant mean score difference was observed in intrinsic job satisfaction score according to education [$F(3,61) = 8.072$; $p = .001$]. The teachers , who have only a Bachelor Degree in any field , have higher intrinsic satisfaction score (mean = 3.26) than the teachers , who have Bachelor Degree in Education , (mean = 2.64) . The teachers , who have masters or Ph. degrees , have lower intrinsic job satisfaction score (mean = 2.51) than the teachers , who have only a Bachelor Degree in any field (mean = 3.26). the teachers , who have a Bachelor Degree in any field plus a TEFL certificate , have higher intrinsic job satisfaction score (mean = 3.56) than the teachers , who have Masters or Ph. Degrees (mean = 2.51).

4.4.7. c: Extrinsic and general job satisfaction factors.

There is no significant difference between these two factors. The teachers , who only have a Bachelor Degree in any field have higher extrinsic job satisfaction score (mean = 3.18) than the teachers , who have Masters or Ph. Degrees (mean = 2.16).

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4.4.7. d : Some general results about satisfaction factors and variables.

The teachers , who have Bachelor Degree in any field plus a TEFL certificate, have the highest satisfaction score (mean = 3.49) and the teachers , who have Masters or Ph. Degrees , have the lowest satisfaction score (mean=2.61) from the total job satisfaction factor. The teachers , who have Bachelor Degree in any field plus a TEFL certificate, have the highest satisfaction score (mean = 3.56) and the teachers , who have Masters or Ph. degrees , have the lowest satisfaction score (mean = 2.51) from the intrinsic job satisfaction factors. The teachers , who have only a Bachelor Degree , have the highest satisfaction score (mean = 3.19) and the teachers , who have Masters or Ph. Degrees have the lowest satisfaction score (mean =2.16) from the extrinsic job satisfaction factors.

The teachers , who have only a Bachelor Degree have the highest satisfaction score from the variables “ability utility” (mean = 4.00) and “independence” (mean = 3.61) and “authority” (mean = 3.72) and they have the lowest job satisfaction score from the variables “supervision- technical” (mean = 2.53) and “ company policies” (mean = 2.53) .

The teachers , who have Bachelor Degree in Education , have the highest satisfaction score from the variable “independence” (mean = 4.07) and the lowest score from the variables “ company policies” (mean = 1.57) ,

“ supervision- human relation” (mean = 1.92) and “ supervision-technical” (mean = 1.57).

The teachers , who have Bachelor Degree in any field plus a TEFL certificate , have the highest satisfaction score from the variable “ independence” (mean = 4.18) and “social service” (mean = 4.00) whereas they have the lowest satisfaction score from the variable “company policies” (mean =2.46).

The teachers , who have Masters or Ph. Degrees have the highest satisfaction score from the variable “social service” (mean = 4.00) and the lowest satisfaction score from the variables “ company policies” (mean =1.33) “ supervision-human relations” (mean = 1.50) and “supervision - technical” (mean = 1.50).

V. DISCUSSION

We will discuss the findings presented in the previous section, in this section. First I would like to discuss about the statistical data used in this study. Unfortunately, it is impossible to obtain correct number of N.S.E.T. s in İstanbul. So, an estimate number was used. Some interviews were held with the experts of British Council, Social Security Foundation (SSK) and Foreign Trade Undersecretariat of Ministry of Finance. Some rough data was given by them and the estimation based on this data.

The results of factor analysis of the items is different from the original Minnesota Job Satisfaction Questionnaire. Factor analysis of most of the research is also different from the original M.S.Q. .

The findings supported the hypothesis “ there are some significant differences in the job satisfaction scores of E.N.S.T.s according to their age, sex, education, nationality, marital status, experience, and pay.”

It is really meaningful to see that young teachers have the highest satisfaction with the variable “ creativity” as there is no strict supervision on NESTs by administration, so naturally they can use their abilities. Old teachers have the highest satisfaction with the item “social service” as schools provide accommodation, health service (SSK) and school doctor, holiday pay, return

difficulty satisfying their extrinsic needs. Family life was observed to be a positive factor to motivate the teachers.

Inexperienced teachers are most satisfied with total satisfaction factor. Most inexperienced teachers do not have a chance to find a good teaching post in their own country , keeping this in mind they are more satisfied with their jobs.

The teachers with lower level of diplomas are more satisfied. This does not mean that we should employ teachers with lower level of diplomas but try to find the ways to satisfy experienced teachers.

RECOMMENDATIONS AND LIMITATIONS

In this part some recommendations are going to be done for further studies.

Some items of the original MSQ must be changed . The item 1 “being able to keep me busy all the time” ; the item 5 “the way my boss handles his man” and the item 10 “ to tell people what to do” should be reworded in the further studies.

Some more personal data such as “why they came to Turkey” , “how long they want to stay at the same work or in Turkey” , and some data about their performance should be added to the questionnaire so that the relation between satisfaction and performance can be computed. The relation between their willingness coming to Turkey and satisfaction can also be computed.

Turkish English teachers should be included in a further study in order to compare the similarities and differences in job satisfaction between Turkish and Native speaking English teachers.

Foreign Trade Undersecretariat (Hazine Dış Ticaret Müsteşarlığı) , Ministry of Finance, Social Security Institution (SSK), and Foreigner’

Department of Police should keep a valid statistical data on all foreigners.

These and some other official institution must corporate and supply data to researchers.

LIMITATIONS

Only the volunteer teachers were asked to respond the questionnaires in this research.

Only the English native speaking teachers at private schools only in Istanbul were asked to take part in this research.

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Appendix 1 Number of the students in Turkey in 1994- 1995 academic year

Proviences	TOTAL	PRE-SCHOOL	PRIMARY	SECONDARY	HIGH TOTAL	GENERAL H. SCHOOL	VOCATIONAL HIGH SCHOOL
TOPLAM	11791652	150478	698505	2665429	199068	11599909	830777
01 Adana	696935	5456	289175	112618	89686	55202	34484
02 Adıyaman	130852	1107	88569	24515	16661	10351	6310
03 Afyon	124629	1301	75054	29414	18860	8332	10528
04 Ağrı	85850	294	68699	10956	5901	3134	2767
05 Amasya	73865	824	43986	16123	12932	6662	6270
06 Ankara	763996	13452	372142	204816	173586	108819	64767
07 Antalya	227430	3127	134763	50702	38838	24696	14142
08 Artvin	39310	643	20202	10694	7771	2778	4993
09 Aydın	149965	2682	87019	34036	26228	14941	11287
10 Balıkesir	180950	4000	99771	44096	33083	18031	15052
11 Bilecik	29775	780	16425	7476	5094	1616	3478
12 Bingöl	58008	324	45201	8049	4434	2663	1771
13 Bitlis	53184	303	38554	8931	5396	3297	2099
14 Bolu	107306	2243	60232	23297	21534	7199	14335
15 Burdur	41632	1301	22258	10571	7502	3859	3643
16 Bursa	346047	4168	192298	85988	63593	32622	30971
17 Çanakkale	71629	1986	39949	17220	12474	5949	6525
18 Çankırı	43987	709	27647	9428	6203	2331	3872
19 Çorum	115023	941	71733	25283	17116	9515	7601
20 Denizli	149911	3052	89189	33937	23673	12924	10749
21	204458	1361	140069	39439	23589	17461	6128
Diyarbakır							
22 Edirne	68060	1824	36043	16554	13639	7088	6551
23 Elazığ	112806	1891	65365	25441	20109	13570	6539
24 Erzincan	43816	530	24416	10955	7915	4359	3556
25 Erzurum	155566	854	102401	29668	22643	13001	9642
26 Eskişehir	132696	2458	67350	34154	28734	16244	12490
27 Gaziantep	271681	2789	185513	48734	34645	23964	10681
28 Giresun	87217	963	50855	20681	14718	6991	7727
29	27099	324	16754	5639	4382	2305	2077
Gümüşhane							
30 Hakkari	39536	230	29765	5556	3985	2735	1250
31 Hatay	288970	4580	181438	60291	42661	31162	11499
32 İsparta	76107	1658	40967	18334	15148	7932	7216
33 İçel	279977	4895	160238	65334	49510	33306	16204
34 İstanbul	1667081	20687	908555	415731	322108	207167	114941
35 İzmir	562942	10348	295428	144352	112814	68275	44539
36 Kars	73903	403	52313	12714	8473	5483	2990
37	65964	786	41692	13834	9652	3857	5795
Kastamonu							
38 Kayseri	224482	2111	128559	53616	40196	22621	17575
39 Kırklareli	54245	2506	26015	14401	11323	5025	6298
40 Kırşehir	57428	743	31971	14565	10149	5415	4734
41 Kocaeli	238698	2072	131125	60301	45200	21986	23214
42 Konya	332308	2437	207921	71216	50734	28257	22477
43 Kütahya	101745	1562	58479	24389	17315	7387	9928
44 Malatya	157082	1137	89125	36500	30320	21125	9195
45 Manisa	207504	5099	127503	45358	29544	14976	14568

46 K.Maraş	197332	1269	128226	40740	27097	15459	11638
47 Mardin	105697	733	80642	15480	8842	5836	3006
48 Muğla	94556	2463	54620	22234	15239	8821	6418
49 Muş	71233	617	55126	9980	5510	3421	2089
50 Nevşehir	58423	902	34855	13746	8920	5101	3819
51 Niğde	62837	811	41313	12787	7926	4086	3840
52 Ordu	147698	1226	92250	30719	23503	10586	12917
53 Rize	68917	610	38827	16564	12916	5808	7108
54 Sakarya	142411	1342	84458	31382	25229	11610	13619
55 Samsun	241654	1739	147360	52016	40539	21266	19273
56 Siirt	44743	541	33390	6612	4200	2635	1565
57 Sinop	44126	766	29116	8584	5660	2677	2983
58 Sivas	146886	941	88632	32883	24430	12244	12186
59 Tekirdağ	87023	2382	45244	22767	16630	7456	9174
60 Tokat	134667	834	81840	30353	21640	9612	12028
61 Trabzon	156421	1179	88525	36530	30187	18358	11829
62 Tunceli	27134	363	16798	6031	3942	2907	1035
63 Şanlıurfa	208010	971	160188	30217	16634	9456	7178
64 Uşak	57197	821	33199	13533	9644	5091	4553
65 Van	126061	624	94221	19427	11789	7560	4229
66 Yozgat	117526	863	76275	24538	15850	8259	7591
67	196359	2320	104367	49082	40590	22165	18425
Zonguldak							
68 Aksaray	75081	559	50499	15233	8790	5813	2977
69 Bayburt	17541	163	11665	3661	2052	859	1193
70 Karaman	42060	369	26792	8711	6188	3196	2992
71 Kırıkkale	75579	1154	40588	19129	14708	9086	5622
72 Batman	74131	392	54773	12127	6839	4607	2232
73 Şırnak	41599	31	35809	3963	1796	1343	453
74 Bartın	39778	233	24558	8908	6079	2406	3673
75 Ardahan	34633	163	24937	6027	3506	2695	811
76 Iğdır	32634	156	23240	5498	3740	2877	863

Not:Diğer Bakanlıklara bağlı okulların öğrencileri dahil değildir.

Appendix 2 Number of the teachers in Turkey in academic year 1994-1995

1994-1995							
ÖĞRETİM YILI							
ÖĞRETMEN							
SAYILARI							
İLLER	TOPLAM	OK.ÖN.	İLKOKUL	ORTAOK.	LİSE TOP.	GENEL L.	MESLEK
TOPLAM	430518	9464	233607	62486	124961	65805	59156
01 Adana	14934	330	8387	2302	3915	2082	1833
02 Adıyaman	4445	68	2768	686	923	456	467
03 Afyon	5188	80	3976	495	1537	633	904
04 Ağrı	1830	19	1342	156	313	156	157
05 Amasya	3665	57	2162	371	1075	514	561
06 Ankara	31164	877	12988	5797	11502	6654	4848
07 Antalya	10705	180	5655	2100	2770	1530	1240
08 Artvin	1909	49	1070	340	450	146	304
09 Aydın	7894	170	3734	1051	2939	1559	1380
10 Balıkesir	9278	257	3976	1782	3263	1514	1749
11 Bilecik	1480	49	758	156	517	163	354
12 Bingöl	1397	25	951	122	299	151	148
13 Bitlis	1457	25	915	197	320	163	157
14 Bolu	4730	178	2973	480	1099	382	717
15 Burdur	2893	87	1616	310	880	432	448
16 Bursa	12882	363	6061	2299	4159	1940	2219
17 Çanakkale	3998	138	2114	536	1210	502	708
18 Çankırı	1992	50	1064	312	566	195	371
19 Çorum	5625	62	3669	607	1287	571	716
20 Denizli	7222	182	3796	1029	2215	1085	1130
21 Diyarbakır	5063	105	3084	737	1137	733	404
22 Edirne	3748	125	2189	664	770	353	417
23 Elazığ	4739	151	2599	698	1291	698	593
24 Erzincan	2323	38	1335	295	655	382	273
25 Erzurum	5289	71	3085	714	1419	741	678
26 Eskişehir	5384	147	2258	1050	1929	961	968
27 Gaziantep	6446	156	4161	674	1455	889	566
28 Giresun	3957	85	2597	491	784	341	443
29 G.hane	1266	25	824	146	271	136	135
30 Hakkari	655	6	414	53	182	112	70
31 Hatay	8745	266	5567	980	1932	1171	761
32 Isparta	4261	100	2080	681	1400	648	752
33 İçel	11865	293	6517	1773	3282	1905	1377
34 İstanbul	45688	1098	23014	6428	15148	10009	5139
35 İzmir	23699	570	9353	4857	8919	5207	3712

36 Kars	2203	27	1508	235	433	229	204
37 Kastamonu	3666	59	2382	411	814	301	513
38 Kayseri	7425	112	4432	763	2118	1066	1052
39 Kırklareli	2871	156	1493	483	739	376	363
40 Kırşehir	2162	32	1365	293	472	203	269
41 Kocaeli	7843	156	4415	977	2295	1049	1246
42 Konya	12111	147	6199	1507	4258	2014	2244
43 Kütahya	4511	95	2533	431	1452	690	762
44 Malatya	6440	76	3946	702	1716	1045	671
45 Manisa	9364	217	5071	1457	2619	1255	1364
46 K.Maraş	6103	83	3965	653	1402	659	743
47 Mardin	2717	45	1932	321	419	229	190
48 Muğla	5566	161	2978	1018	1409	621	788
49 Muş	1768	41	1102	297	328	167	161
50 Nevşehir	2295	61	1276	286	672	318	354
51 Niğde	2594	56	1729	307	502	216	286
52 Ordu	5525	73	3124	691	1337	532	805
53 Rize	2500	42	1634	255	569	212	357
54 Sakarya	5243	87	3111	509	1536	727	809
55 Samsun	9475	109	5468	1296	2602	1260	1342
56 Siirt	1210	48	766	161	235	112	123
57 Sinop	2427	61	1450	333	583	233	350
58 Sivas	5466	61	3224	733	1448	638	810
59 Tekirdağ	4104	193	2125	559	1227	633	594
60 Tokat	5560	56	3404	799	1301	403	898
61 Trabzon	6595	62	3776	859	1898	1026	872
62 Tunceli	861	55	451	63	292	202	90
63 Şanlıurfa	4198	67	2740	490	901	462	439
64 Uşak	2497	47	1073	523	854	430	424
65 Van	3514	54	2184	737	539	325	214
66 Yozgat	4523	60	3003	408	1052	452	600
67 Zonguldak	7081	163	4056	856	2006	1032	974
68 Aksaray	2203	34	1392	299	478	264	214
69 Bayburt	636	9	355	111	161	54	107
70 Karaman	1513	28	797	203	485	215	270
71 Kırıkkale	2396	65	1166	410	755	375	380
72 Batman	1696	35	1147	182	332	210	122
73 Şırnak	512	3	378	39	92	62	30
74 Bartın	1820	23	1098	203	496	192	304
75 Ardahan	941	14	1098	203	496	192	304
76 Iğdır	867	9	555	153	150	102	48

Not: Mesleki ve Teknik
Liselerdeki diğer
Bakanlıklara bağlı
5544 öğretmen dahil
değildir.

Appendix 3 : Number of the schools in Turkey in 1994-1995 academic year.

1994-1995 Academic
Year Number of
teachers

Poreviences	Total	Pre- School	Primary	Seconda ry	High Total	General	Professional H. School
TOPLAM	68.690	6.472	48.658	8.938	4.651	2.357	2.264
01 Adana	1699	155	1.165	244	135	79	56
02 Adıyaman	1,048	93	780	136	39	21	18
03 Afyon	885	56	602	140	87	40	47
04 Ağrı	850	76	699	53	22	10	12
05 Amasya	614	33	482	59	40	14	26
06 Ankara	2,315	381	1,163	509	262	136	126
07 Antalya	1,411	117	1,035	175	84	43	41
08 Artvin	510	34	385	65	26	9	17
09 Aydın	969	115	633	142	79	36	43
10 Balıkesir	1,415	165	959	191	100	39	61
11 Bilecik	335	33	234	35	33	12	21
12 Bingöl	587	87	436	46	18	9	9
13 Bitlis	543	45	427	49	22	11	11
14 Bolu	1,246	139	968	85	54	20	34
15 Burdur	428	80	242	68	38	15	23
16 Bursa	1,311	133	778	269	131	60	71
17 Çanakkale	802	119	539	85	59	20	34
18 Çankırı	581	34	463	51	33	15	18
19 Çorum	1,058	37	873	102	46	22	24
20 Denizli	935	109	591	154	81	38	43
21 Diyarbakır	1,326	49	1,136	93	48	25	23
22 Edirne	539	87	320	97	35	18	17
23 Elazığ	861	126	630	67	38	19	19
24 Erzincan	512	50	372	55	35	20	15
25 Erzurum	1,538	172	1,204	107	55	29	26
26 Eskişehir	728	104	442	116	66	33	33
27 Gaziantep	1,139	97	844	132	66	34	32
28 Giresun	937	36	740	118	43	19	24
29 Gümüşhane	402	23	331	31	17	8	9
30 Hakkari	393	73	288	21	11	6	5
31 Hatay	1,081	151	680	175	75	41	34
32 Isparta	638	100	343	118	77	39	38
33 İçel	1,313	183	855	179	96	53	43
34 İstanbul	3,057	558	1,202	822	475	297	178

35 İzmir	2,003	320	1,136	342	205	102	103
36 Kars	601	67	442	67	25	12	13
37 Kastamonu	1,274	55	1,091	79	49	24	25
38 Kayseri	997	62	680	164	91	46	45
39 Kırklareli	408	108	190	76	34	18	16
40 Kırşehir	442	25	318	71	28	19	17
41 Kocaeli	752	64	434	171	83	40	43
42 Konya	1,776	102	1,184	308	182	102	80
43 Kütahya	928	82	650	131	65	33	32
44 Malatya	1,328	111	972	164	89	38	51
45 Manisa	1,434	139	1,042	164	81	48	33
46 K.Maraş	1,151	56	913	131	51	31	20
47 Mardin	782	26	663	67	26	13	13
48 Muğla	775	84	545	91	55	24	31
49 Muş	534	73	395	46	20	11	9
50 Nevşehir	352	47	196	75	34	17	17
51 Niğde	401	47	248	77	29	15	14
52 Ordu	1,368	45	1,115	148	60	30	30
53 Rize	649	32	509	69	39	18	21
54 Sakarya	931	55	719	103	54	25	29
55 Samsun	1,793	59	1,504	153	77	37	40
56 Siirt	457	57	354	31	15	8	7
57 Sinop	733	56	590	59	28	13	15
58 Sivas	1,284	82	988	144	70	32	38
59 Tekirdağ	566	100	352	71	43	19	24
60 Tokat	1,068	59	846	108	55	21	34
61 Trabzon	1,032	37	760	161	74	37	37
62 Tunceli	429	62	312	34	21	11	10
63 Şanlıurfa	1,496	38	1,323	88	47	23	24
64 Uşak	502	35	353	75	29	14	15
65 Van	899	36	762	74	27	16	11
66 Yozgat	987	87	719	115	66	31	35
67 Zonguldak	1,309	88	1,018	136	67	36	31
68 Aksaray	471	40	326	70	35	25	10
69 Bayburt	257	22	205	19	11	5	6
70 Karaman	336	60	211	40	25	15	10
71 Kırıkkale	356	43	216	59	38	22	16
72 Batman	466	27	365	57	17	9	6
73 Şırnak	377	4	339	24	10	7	3
74 Bartın	433	10	371	34	18	7	11
75 Ardahan	327	12	272	30	13	8	5
76 Iğdır	230	8	189	24	9	6	3

Appendix 4 : Foreign Capital Transfer Into Turkey and the Ratio of Private Education Sector.

Ö. Eğitim	Bel. Ad.	T.Yatırım Milyon TL	Sabit Yat. Milyon T:L	Döviz gere Bin Dolar	İhracat Bin Dolar	İstihdam Kişi	T. Yb.Serm Bin Dolar
	1	7.500	7.150	2.117	0	70	1.567,32
T.Sektörler	225	14.881.035	12.373.523	2.359.268	1.308.590	36.303	607.879,84

1991 YILINDA VERİLEN YAB. SERMAYE İZİNLERİ (Milyon Dolar)

Ö. Eğitim	İzin Adedi	Yb. Serma.	Yeni	Tevsii	Ser. Artışı	Portföy
	3	2,30		0,05	0	2,24
T. sektörler	940	1.962,80	822,55	123,97	848,26	167,56

Milyon Dolar

1992 YILINDA VERİLEN YABANCI SERMAYE İZİNLERİ

Ö.Eğitim	1	0,1	0,1	0	0	0
T.Sektörler	1081	1.821,12	309,48	197,98	904,57	408,72

1992 YILI İTİBARIYLA YAB. SERMAYELİ KURULUŞLARIN SEKTÖREL DAĞILIMI

Ö. Eğitim	Firma Say.	Mevcut Yb. Sermaye Milyon T.L.	T. Yb. Serm. içindeki payı %	Şrk.lerin T. sermayesi Milyon T.L.	T.Ser.içinde Yb.ser.payı %
	6	7.563	0,06	7.810	96,84
T.Sektörler	2355	12.871.700	100	24.982.191	51,52

Appendix 5 : The Minossata Job Satisfaction Questionnaire Form Used

This questionnaire will be used in order to collect anonymous data to be used in a scientific research project by a masters student in Marmara University.

Thank you very much for your contribution.

Ask yourself : How satisfied am I with this aspect of my job ?

Very Sat. : Means I am very satisfied with this aspect of my job.

Sat. : Means I am satisfied with this aspect of my job.

N. : Means I can not decide whether I am satisfied or not with this aspect of my job.

Dissat. : Means I am dissatisfied with this aspect of my job.

Very Dissat : Means I am very dissatisfied with this aspect of my job.

On my present job ,this is how I feel about	Very Sat.	Dissat.	N.	Sat.	Very Dissat.
	_____	_____	_____	_____	_____
1. Being able to keep busy all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to be able do different things from time to time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.The chance to be "somebody" in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his man.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.The competence of my supervisor in making decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.Being able to do things that don't go against my conscience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.The way my job provides for steady employment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.The change to do things for other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 10.The change to tell people what to do.....
- 11.The change to do something that makes use of my abilities.....
- 12.The way school policies are put into practice.....
- 13.My pay and the amount of work I do.....
- 14.The chances for advancement on this job.....
- 15.The freedom to use my own judgement.....
- 16.The chance to try my own methods of doing the job.....
- 17.The working conditions.....
- 18.The way my co-workers get along with each other.....
- 19.The praise I get for doing a good job.....
- 20.The feeling of accomplishment I get from the job.....

- Age : below 25 above 25
- Nationality : British N. American Australian Others
- Sex : Male Female
- Pay : L500 - L 500 +
- Marital Status : Married Single
- Experineece: Less than 5 years More than 5 years
- Education : University B. Ed. Unv.+TEFL Cert.
- M.A/ Ph. D

**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**