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INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**INVESTIGATING THE RELATIONSHIP BETWEEN JOB CRAFTING AND JOB
SATISFACTION AMONG LANGUAGE TEACHERS IN PRIVATE K- 8 SCHOOLS
IN SOUTHERN TURKEY**

**THESIS BY
Funda AZNİK**

Supervisor: Dr. Senem ZAİMOĞLU

Member of Jury: Dr. Deniz ELÇİN (Siirt University)

Member of Jury: Dr. Gürcan DEMİROGLARI

MASTER OF ARTS

MERSİN / JUNE 2024

APPROVAL**REPUBLIC OF TURKEY ÇAĞ UNIVERSITY DIRECTORSHIP OF THE
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(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside permanent member-Supervisor-Head of Examining Committee:

Dr. Senem ZAIMOĞLU

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside - permanent member: Dr. Gürcan DEMİROGLARI

(The Original Copy Hold in the Institute Directorate is Signed.)

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DEDICATION



To my beloved family

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Name & Surname : Funda AZNİK

Number : 2022008017

Department : English Language Education

Program : Master Thesis (X) Ph.D. Thesis ()

Thesis Title : Investigating the Relationship Between Job Crafting and Job Satisfaction among Language Teachers in Private K- 8 Schools in Southern Turkey

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Funda AZNİK

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ABSTRACT**INVESTIGATING THE RELATIONSHIP BETWEEN JOB CRAFTING AND
JOB SATISFACTION AMONG LANGUAGE TEACHERS IN
PRIVATE K-8 SCHOOLS IN SOUTHERN TURKEY****Funda AZNİK****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****June 2024, 98 Pages**

This study aims to explore the relationship between job crafting and job satisfaction in K8 private schools among English language teachers in southern Turkey.

A total of 114 ELT teachers participated in the study, which utilized a mixed-method research design that incorporated both quantitative and qualitative approaches. At first, surveys were used to gather demographic information, utilizing the Job Crafting Scale by Tims and Bakker (2012), and the Teacher Job Satisfaction Questionnaire by Lester (1997). After the survey, a series of semi-structured interviews were carried out with a selected group of 10 teachers. The purpose was to further explore their experiences and gain more insightful information.

The study with the results obtained from quantitative data found that teachers who engaged in more job-crafting behaviours reported higher levels of job satisfaction regardless of demographic factors, including age, gender, type of school, employment type, and work experience. Furthermore, the results were reinforced by qualitative data, which underlined that teachers who were able to adapt their duties and worked in flexible environments noted higher levels of job satisfaction. However, successful job crafting was limited by obstacles such as centralized decision-making processes and standardized lesson plans, especially in chain private schools.

Overall, the study highlights the significance of creating a supportive environment that encourages job crafting in order to boost job satisfaction among ELT teachers. It is suggested that school administrators should actively engage teachers in decision-making processes and customize professional development programs to address their requirements. Implementing

these strategic actions can ultimately result in increased teacher satisfaction and improved educational outcomes for students.

Keywords: K8 private schools, ELT teachers, job crafting, job satisfaction, autonomy, Southern Turkey.



ÖZ**TÜRKİYE’NİN GÜNEYİNDEKİ ÖZEL K- 8 OKULLARINDAKİ DİL
ÖĞRETMENLERİNİN İŞ ŞEKİLLENDİRME VE İŞ MEMNUNİYETİ
ARASINDAKİ İLİŞKİNİN İNCELENMESİ****Funda AZNİK****Yüksek Lisans Tezi ,İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Haziran 2024, 98 Sayfa**

Bu çalışma, Türkiye'nin Güneyindeki K8 özel okullarında İngilizce öğretmenleri arasında iş şekillendirme ile iş memnuniyeti arasındaki ilişkiyi araştırmayı amaçlamaktadır. Toplamda 114 ELT öğretmeni çalışmaya katılmıştır. Çalışmada hem nicel hem de nitel yaklaşımları içeren karma yöntem araştırma deseni kullanılmıştır. İlk olarak, Tims ve Bakker (2012) tarafından geliştirilen İş Şekillendirme Ölçeği ve Lester (1997) tarafından geliştirilen Öğretmen İş Memnuniyeti Anketi kullanılarak demografik bilgileri toplamak için anketler uygulanmıştır. Anketlerin ardından, deneyimlerini daha detaylı keşfetmek ve daha içgörülü bilgiler elde etmek amacıyla seçilen 10 öğretmenle yarı yapılandırılmış bir dizi görüşme gerçekleştirilmiştir.

Nicel verilerden elde edilen sonuçlarla yapılan çalışmada, daha fazla iş şekillendirme davranışında bulunan öğretmenlerin, yaş, cinsiyet, okul türü, istihdam türü ve iş deneyimi gibi demografik faktörlerden bağımsız olarak daha yüksek iş memnuniyeti bildirdikleri bulunmuştur. Ayrıca, nitel verilerle desteklenen sonuçlar, görevlerini uyarlayabilen ve esnek ortamlarda çalışan öğretmenlerin daha yüksek iş memnuniyeti düzeylerine sahip olduklarını vurgulamıştır. Ancak, başarılı iş şekillendirme, özellikle zincir özel okullarda merkezi karar alma süreçleri ve standart ders planları gibi engeller tarafından sınırlanmıştır.

Genel olarak, çalışma, ELT öğretmenleri arasında iş memnuniyetini artırmak için iş şekillendirmeyi teşvik eden destekleyici bir ortam yaratmanın önemini vurgulamaktadır. Okul yöneticilerinin, öğretmenleri karar alma süreçlerine aktif olarak dahil etmeleri ve mesleki gelişim programlarını onların gereksinimlerine göre özelleştirmeleri önerilmektedir. Bu

stratejik eylemleri uygulamak, nihayetinde öğretmen memnuniyetini artırabilir ve öğrenciler için daha iyi eğitim sonuçlarına yol açabilir.

Anahtar kelimeler: K8 özel okullar, İngiliz Dili Eğitimi öğretmenleri, iş zanaatkarlığı, iş tatmini, özerklik, Türkiye'nin Güneyi.



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ABBREVIATIONS

ELT	: English Language Teaching
EU	: European Union
JC	: Job Crafting
JS	: Job Satisfaction
ISJR	: Increasing Structural Job Resources
DHJD	: Decreasing Hindering Job Demands
InSJR	: Increasing Social Job Resources
ICJD	: Increasing Challenging Job Demands
JCS	: Job Crafting Scale
TJSQ	: Teacher Job Satisfaction Questionnaire
JD- R	: Job Demands Resources
JCM	: Job Characteristics Model
TALIS	: Teaching and Learning International Survey
SPSS	: Statistical Package for the Social Sciences
TJC	: Teacher's Job Crafting
TJS	: Teacher's Job Satisfaction

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CHAPTER I

1. INTRODUCTION

English language education is a dynamic and constantly evolving field, therefore it has many requirements for everyone involved in the field of education such as being flexible, staying up to date, and adaptable. As a result, the field of education has undergone changes in Turkey to stay current. One of the significant changes was the Anatolian High Schools where most lessons (Maths, Science, Physics, Biology, etc.) were taught in English (Aksu & Akarsu, 1985; Paykoç, 1986). In 1997 the mandatory education was expanded to 8 years and to align with the standards of the European Union (EU) the starting year of English language education was lowered to the fourth grade. Due to this, scholars like Büyükduman, (2005); Harman, (1999); Mersinligil, (2002); Zincir, (2006) regarded 1997 changes as an important turning point. In 2013, a new educational model (4 + 4 + 4) was introduced, and this time the starting year for English was reduced to the second grade. In addition to this, some technical changes such as integrating technology into teaching and some constructive changes for improving students' oral skills and competencies, were aimed to modernize and improve the educational system (Yiğitoglu & Akçamete, 2019).

In line with these reforms, the field of English Language Teaching (ELT) has been continuously evolving globally. The dynamic nature of ELT, coupled with significant contributions from scholars, has led to innovative teaching methods and practices. For instance, the introduction of the flipped classroom method by Lage, Platt, and Treglia (2000) aligns with the reform's emphasis on integrating technology into education. Furthermore, Tomlinson and Allan (2000) highlighted the increasing adoption of inclusive practices, while Ellis (2003) emphasized the widespread usage of task-based learning. Richards and Farrell (2003) also drew attention to the importance of continuous development for teachers to stay updated and improve their skills. Additionally, Kumaravadivelu (2006) argued the environment in which teachers work (socio-political factors) and the teaching methods the teachers use are related and this relationship significantly affects the job satisfaction of teachers and their performance. The aforementioned alterations exemplify the appropriateness and harmony of the modifications implemented in Turkey, which have successfully kept pace with contemporary developments.

Recently, in 2019, Bonk and Graham introduced a new educational approach, blended learning which enabled teachers to combine traditional face-to-face classroom methods with online digital media. This is a very flexible customization opportunity. Later, Matsuda (2020) highlighted how important it is to equip students with critical thinking and communication skills. By using these skills, students can successfully analyse information and make reasoned judgments, therefore conveying their ideas to each other effectively. This is a great investment for the student's future career. All these aforementioned approaches in English Language Teaching demonstrate the actions being taken by educators toward becoming ready for the constantly evolving world by 2023. They enhance their job satisfaction by consistently improving their performance, which ultimately leads to contented students.

Due to the ever-changing landscape of ELT worldwide, including in Turkey, teachers encounter many new challenges and opportunities in their professional practice, some of which are difficult to implement. Therefore, Richards and Farrell (2005) highlight the importance of staying updated with the latest trends for professional development and emphasize the importance of workshops and training program opportunities. They highlight that a workshop is a short, focused event designed to provide participants with specific knowledge and skills. The ongoing trends, such as student-centered and technology-driven approaches, urge teachers to adapt and grow in their profession to meet the diverse needs of the students and the requirements of their profession.

Given these new changes, especially in private schools, there are some challenges that teachers have to encounter that have a great impact on their job satisfaction. They are salary inequality and excessive workload. Özdemir (2017) highlights that teachers in private schools are dissatisfied as a result of lower salaries and limited opportunities for additional paid activities. They are expected to do many extracurricular activities after school or at the weekends but are rarely paid. In addition to unpaid extracurricular activities, which makes everything worse, is the excessive workload; such as having too many teaching hours, preparing extra worksheets, filling in official papers for the administration as part of their advisory teacher responsibility, grading the quiz or exam papers, or fulfilling mandatory duties like supervising students within and outside the classroom, even in the garden or cafeterias.

According to Aydın (2019), teachers in private schools often face additional challenges apart from the teachers working in public schools, such as effectively communicating with parents and their never-ending demands and requests. Or responding to the needs of each student effectively and patiently, and creating an encouraging and fair classroom environment.

Although compared to public schools, usually, the size of the students in private schools is lower, it is not easy for private school teachers to respond to the unique needs of students or make each of them fully satisfied at the end of each lesson. He emphasizes that trying to meet all these kinds of demands sometimes causes significant mental depression and anxiety among private school teachers. In this case, it is inevitable that teachers' job satisfaction and their well-being will be negatively affected. Under these circumstances, teachers sometimes feel stuck or powerless, and to prevent this, facilitating an environment where teachers can actively participate in their work and access assistance is essentially necessary. According to Yılmaz (2020), teachers who are given the freedom to make decisions about their teaching methods tend to have more work satisfaction and motivation. Teachers must have control and independence in their teaching.

Despite these challenges mentioned above, private sector schools also offer certain advantages. For instance, there is a strong culture of continuous professional development, with in-house training programs and workshops organized by university presses. Within an atmosphere, teachers consider professional development as an opportunity and a common requirement of their tasks. Teachers also have the opportunity to take part in extracurricular activities or clubs, usually according to their interests and skills, which turn out to be a great investment for their personal and professional development. In addition, most private school teachers have the privilege to take their students to international summer schools abroad, which is a chance for their international line of vision and global experience, and it is free of charge for them. Also, there is usually good communication, cooperation, and exchange of ideas and knowledge, where experienced teachers share their ideas with the other English teachers or younger teachers helping the experienced teachers to keep up with the latest technological applications or innovations. This supportive work environment in private schools brings harmony and cohesive teaching among private school teachers. Besides, all the resources needed for teaching such as flashcards, classroom supplies, audio-visual aids, and assessment tools are all provided by the heads of departments or school administrators. Compared to the teachers working in public schools, the teachers working in private schools have many advantages and opportunities as mentioned above, and they enhance their job satisfaction and most of these things align with some scholars' ideas. For example, Richards and Farrell (2005), emphasize the importance of professional development and collaboration among colleagues for improving job satisfaction. Furthermore, scholars like Bonk and Graham (2019) claim that

a collaborative and innovative atmosphere has many benefits on both teacher's professional development and job satisfaction.

Although the advantages of private schools mentioned above are noteworthy, the cognitive and emotional burden of private school teachers cannot be underestimated and must be analyzed expertly, and effective strategies should be applied to mitigate and reduce the stress and anxiety of teachers. From this perspective, the concept of “Job Crafting” introduced by Wrzesniewski and Dutton (2001) is an effective strategy. This concept is defined by Wrzesniewski and Dutton as an intentional act of making changes to the task or relationship aspects of one's work, including both physical and mental adjustments. This method allows teachers to adjust, adapt, or integrate their impact and engagement in ways that align with their skills or strengths, fostering personal satisfaction and a more collaborative work environment.

This is known as collaborative job crafting. Tims, Bakker, Derks, and Van Rhenen (2013) describe it as the process by which team members work together to enhance structural and social job resources, as well as to address challenging job demands while minimizing hindering ones. Job crafting is autonomy and allows teachers to integrate their individual skills into their teaching practice. Tailor-made changes enable teachers not only to achieve their goals effectively but also to gain control over their teaching. This autonomy in return results in meaningful teaching experiences thereby improving teacher well-being and job satisfaction. Moreover, researchers such as Wrzesniewski, Dutton, Tims, Bakker, Derks, Van Rhenen, Leana, Appelbaum, and Shevchuk (2009) agree that job crafting results in higher levels of job satisfaction due to its positive impact on the work environment.

Support from administrators or head teachers is essential for successful job crafting, as they provide opportunities for exploring new methods, professional growth, and collaboration. Facilitating an environment where teachers can actively participate and access assistance is crucial. When job crafting is implemented in any school, whether public or private, it creates a positive snowball effect. Teachers find new meaning in their work, which enhances their commitment, job performance, and overall satisfaction. Consequently, teaching becomes a more rewarding experience, fostering a supportive environment with shared goals and improving the educational experience for both teachers and students.

1.1. Statement of the Problem

Since language teaching has been evolving continuously, adaptation to up-to-date approaches and the latest trends is an inevitable requirement for teachers, especially in private

K8 schools. Job crafting has gained a lot of credit and is a good alternative for enhancing teacher performance, well-being, and job satisfaction. Therefore, it has been crucial to comprehend how job-crafting influences teachers. There are many kinds of research supporting this idea. For example, Wrzesniewski and Dutton (2001) claim that job-crafting can lead to better performance because it can improve mental health and engagement. Also, studies by Goddard, Hoy, and Hoy (2000) likewise reveal that job satisfaction is closely linked to teacher motivation, performance, and well-being. All these underscores the importance of job crafting.

Teachers working in private schools have to deal with unique challenges such as excessive workloads, demands from parents, students, or management, or high academic expectations. Teachers in private schools are under stress while trying to balance these demands and expectations. This stress can directly affect the fulfilment of the teachers. It is known that many teachers in private schools deal with these demands, responsibilities, and burdens via job crafting. Therefore, understanding how the teachers use job crafting for their job satisfaction is essential. Although there have been studies in different educational settings about this relationship, there is a big gap in the research on job crafting for English Language Teaching (ELT) teachers in private K–8 schools in southern Turkey. This study aims to investigate the relationship between job crafting and its impact on job satisfaction in private K8 schools in southern Turkey. Due to its direct impact on teachers' motivation, physical and mental health, and the quality of education, it is important to fully comprehend its dynamics. By doing so it is aimed to contribute to the teachers and indirectly to the students by developing strategies.

1.2. Purpose of the Study

The purpose of this study is to investigate the relationship between job crafting and job satisfaction among language teachers in private K-8 schools in Southern Turkey.

This study will address the following questions:

1. How do teachers perceive their job crafting behaviours in the ELT context?
2. Is there a statistically significant difference between teachers' job crafting behaviours and their demographic information such as age, gender, type of school, employment type, and work experience?
3. How do teachers perceive their job satisfaction in the ELT context?

4. Is there a statistically significant difference between teachers' job satisfaction and their demographic information such as age, gender, type of school, employment type, and work experience?
5. Is there a relationship between ELT teachers' job crafting behaviors and their job satisfaction in private K8 schools in the ELT context?
6. What are the perspectives of language teachers about the relationship between job crafting and job satisfaction in their teaching context?

1.3. Significance of the study

The significance of this study lies in its potential to enhance the educational landscape by focusing on the relationship between job crafting (JC) and job satisfaction among language teachers in private K-8 schools in Southern Turkey. Job satisfaction is a crucial factor that directly impacts the quality of teaching and learning outcomes in the education sector. Research by Berg, Grant, and Johnson (2008) and Tims, Bakker, and Derks (2012) indicates that job crafting can positively impact job satisfaction among employees, including teachers. Engaging in job crafting can enhance teachers' sense of autonomy and control over their work, ultimately resulting in increased job satisfaction Wrześniewski and Dutton (2001). By understanding how job crafting influences job satisfaction among language teachers in private K-8 schools in Southern Turkey, this study aims to provide valuable insights into their perspectives and contribute to the existing body of knowledge. This research addresses a notable gap in the literature by focusing on private school teachers in Southern Turkey, which can inform strategies and interventions to enhance teacher well-being and improve the overall educational experience for students in the private sector. The findings of this study can be beneficial for both teachers and students because ultimately it increases the quality of education in Southern Turkey.

CHAPTER 2

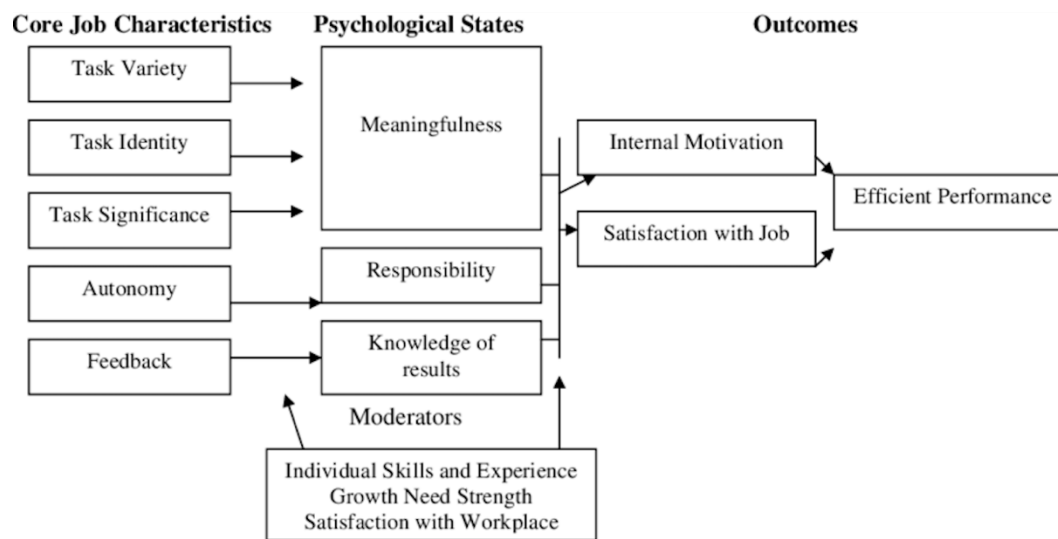
2. LITERATURE REVIEW

2.1. A Journey through Job Crafting: Historical Foundations and Contemporary Applications

Job crafting, a concept discussed by Berg et al. (n.d.), has its roots in organizational psychology and has evolved to encompass various aspects of work design and employee well-being. Munsterberg (1913), Taylor (1911), and Hawthorne (1920), along with McGregor (1960) were the most important scholars who studied advancing work design. They emphasized the necessity for scientific methods, improving the productivity and motivation of the human element in the workplace. These were very important turning points since they grounded a base for understanding the importance of job design and its impact on productivity, and employee wellbeing. By using these steps, Hackman with other scholars (Hackman et al., 1975) created The Job Characteristics Model (JCM), and they listed five key factors. They were skill variety, task identity, task significance, autonomy, and feedback. This study in the 1970s contributed to Karasek and Theorell 's research on job demands and resources in 1990 and triggered modern discussions, on how employees can adjust their tasks and relationships at the workplace to increase their job satisfaction and well-being.

Researchers Wrzesniewski and Dutton (2001) expanded Hackman and Oldham's (1975) Job Characteristics Model (JCM) and adapted and later coined the term "Job Crafting". They stated that when employees proactively shape their tasks and relationships, they experience a more meaningful and fulfilling work environment. Employees' proactivity shapes their work environments to align with their personal and professional values, goals, and strengths better.

Figure 1. Hackman and Oldham 1980 – Jon Characteristics Model (JCM)



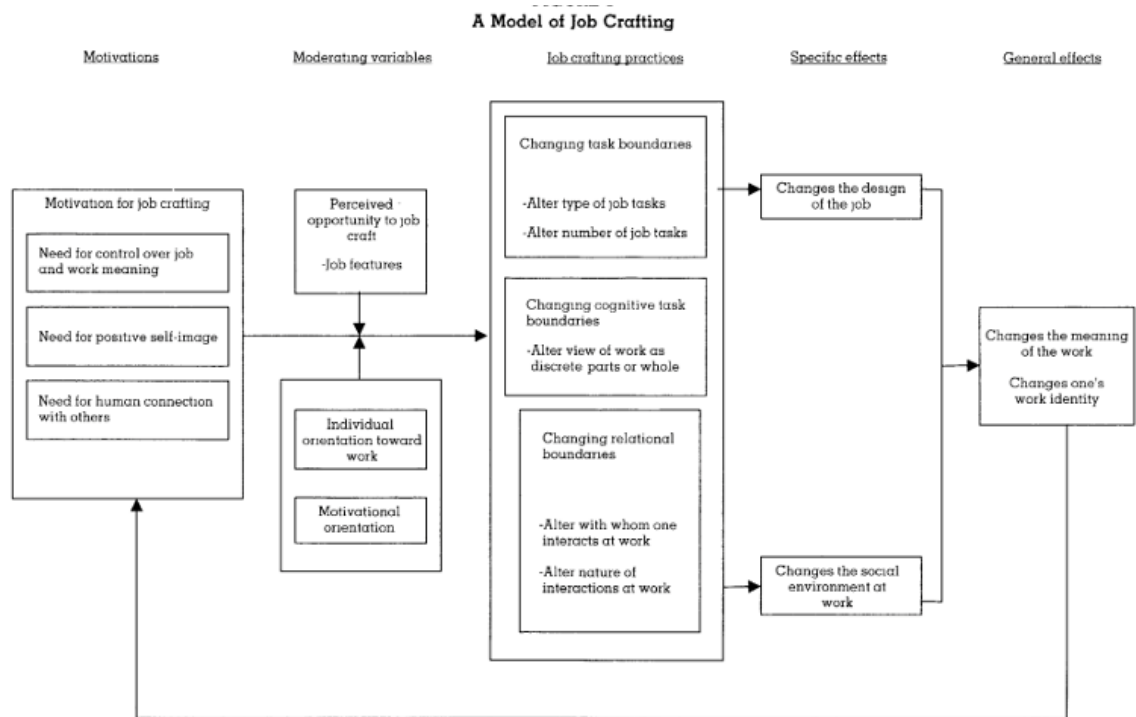
Unlike Hackman and Oldham's (1975) JCM's five dimensions, Wrzesniewski and Dutton (2001) listed JC with three key components. Wrzesniewski and Dutton's three components are Task Crafting, Relational Crafting, and Cognitive Crafting.

In Task Crafting, employees use their potential and modify the size, nature, or number of tasks by using JC. Employees can explore new projects because they will have the opportunity to do new tasks. With their potential, they will either make these tasks more challenging or more meaningful or even have the freedom to eliminate some of them. For instance, teachers might implement new teaching methods to attract students' attention or engage more students.

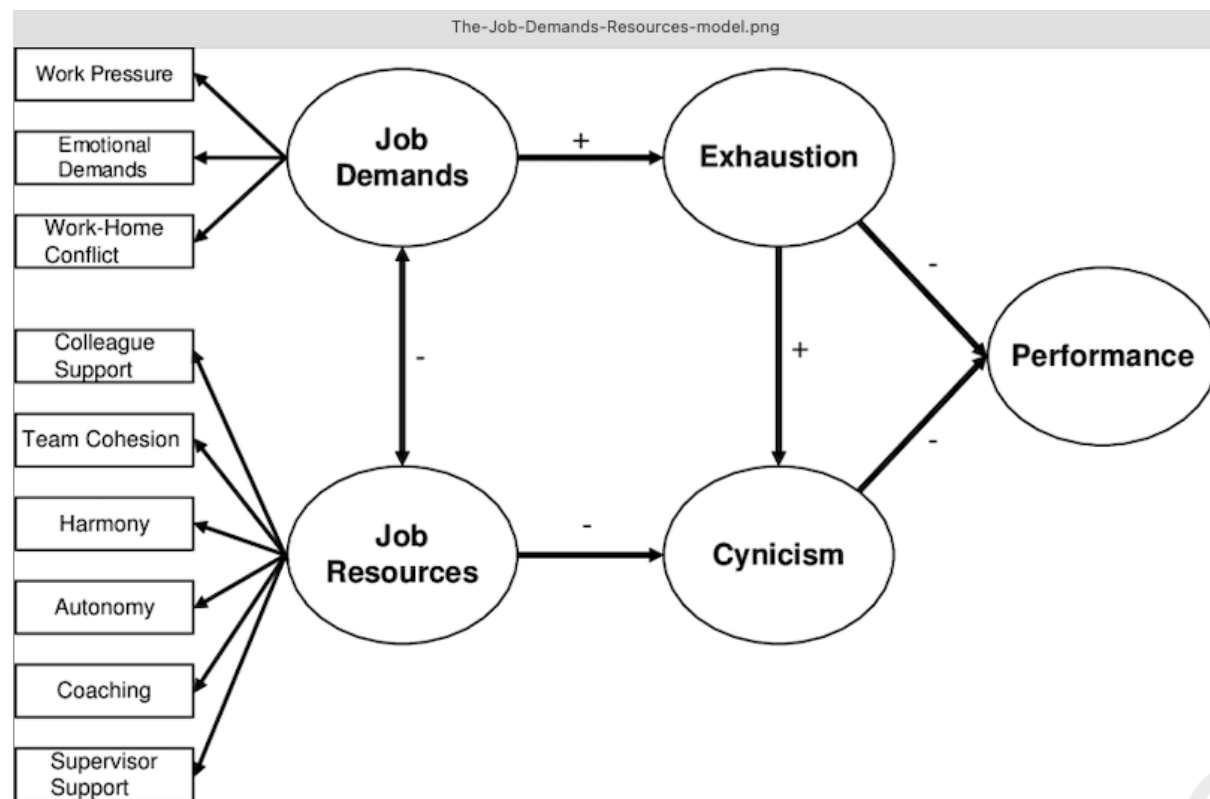
In Relational Crafting, the focus is on how employees alter the relationships at the workplace. Again proactively, employees build new relationships with either colleagues or stakeholders, to strengthen new or current relationships or adapt interpersonal approaches to enhance collaboration and assistance. For example, a teacher could enhance their skills by seeking guidance from a seasoned colleague or by building strong relationships with parents to provide better support for students.

In Cognitive Crafting, the employees change their mindsets and find more meaning or purpose in their job. They focus only on the positive sides of their jobs and leave fixed mindsets behind, adopting a growth mindset. By doing so, they see the challenges as a part of their improvement or as an opportunity rather than being an obstacle or challenge. For example, with the help of cognitive crafting, with a new perspective, challenges can be seen as opportunities to develop new skills or try new teaching methods.

Figure 2. *A Model of Job Crafting of Wrzesniewski and Dutton (2001)*



After Wrzesniewski and Dutton's (2001) work on JC, a rising interest was shown in this topic and many scholars started researching different aspects of JC. Just six years later, Bakker and Demerouti (2007) introduced a model called the Job Demands – Resources (JD- R) model. This model highlights the balance between job demands (e.g., workload, time pressure) and job resources (e.g., autonomy, support) which directly has an impact on employee wellbeing and performance. Later, Tims, Bakker, and Derks (2012) contributed to further developing the JD- R model, by emphasizing its importance for enhancing work engagement and performance. Tims, Bakker, and Derks's (2012) study was a follow-up study of Bakker and Demerouti's (2007) JD-R model and integrated JD-R's principles to advance the concept.

Figure 3. JD- R Model Table

2.2. Job Crafting in Educational Settings

Owing to its profound impact on teachers, institutions, and student outcomes JC has caught the interest of a lot of scholars, and academics in educational settings. As Wrzesniewski and Dutton (2001), Tims and Bakker (2010) stated employees use JC to reshape their tasks, roles, and relationships, adjusting their work to better fit their strengths, passions, and values. According to Tims et al., this purposeful change provides the opportunity for employers to reorganize their work experiences while improving job satisfaction, work engagement, and overall well-being of the teachers (Tims et al., 2012).

Taking these outcomes from different business sectors, Bakker and Demerouti (2017), as well as Rudolph et al, (2017), conducted research in educational settings, and both underlined the need for tailoring approaches using JC. They highlighted that these tailored teaching methods meet the diverse needs of students because they improve the effectiveness of educators and enable a student-centered learning environment. When the educational setting is comprehensive, it necessitates adaptability and diversity. That's why Van Wingerden et al. (2017) studied deliberate adjustment and adaptability. With their study, they showed that "C actions are very effective and improve teacher work satisfaction, autonomy, and overall performance and in this way greatly enhance teaching methods and student outcomes and the

educational atmosphere. This point had already been studied by Emmer and Stough in 2001, and they also stated that establishing a positive educational atmosphere is crucial in encouraging student involvement and facilitating successful learning.

From the beginning in 2001, Wrzesniewski and Berg stated that it is crucial to comprehend the complex nature of job crafting, it is no different for educational settings Wrzesniewski and Berg (2001). It is also very important to fully understand and improve JC actions, and for better outcomes, create a more favorable and flexible learning environment for educators and students.

That's why JC has been extensively studied in the field of education and the private sector because according to Tims and Petrou, JC has the potential to improve teacher well-being and job satisfaction Tims et al., (2013) and Petrou et al., (2012). Lyons, Schweitzer, and Ng (2015), studied a component of JC, task crafting, and found that it enhances job satisfaction and performance, especially in private schools. Brown, (2008) also studied JC strategies and asserted that it allows private innovative teaching methods to play a significant role in creating effective learning environments.

Teaching is a demanding job. Teachers have many responsibilities and a lot of workloads, which is why according to Skaalvik and Skaalvik (2017), JC is a good alternative for teachers in the private sector since JC gives teachers the freedom to effectively manage their workload and prioritize their responsibilities, this way they easily handle their responsibilities. Very recently Slemp, Vella-Brodrick, and Francis (2023) conducted a study and discussed the benefits of job crafting for teachers in managing and finding fulfillment in their demanding profession. Their study offers valuable examples of how Australian teachers use JC techniques and modify their tasks and relationships.

JC can also be used by teachers for their mental and physical well-being because they directly impact students and also overall learning environment. That's why Day and Gu (2014) stated that implementing self-care strategies can support teachers, especially in the private sector, in maintaining their mental and physical well-being.

Unlike private schools, government schools have unique difficulties when implementing JC such as the standard curriculum and the government books that have to be followed by every government school and teacher rigidly. Because of this limitation, the teachers may have difficulty in meeting the needs of their students or adapting them according to the unique needs of their classes. The size of the classes in government classes is another challenge, especially while building relationships, which is an important aspect of a good teaching environment. It

is not easy to make a good rapport or manage the classes in fully-sized classes. Government schools are very organized settings and have limitations coming from outside sources, but in his study, M.T. Ford (2021) highlights the importance of shaping their own experiences and using their skills and strengths even when they are working in such organized and rigid environments for teachers. Compared to private schools challenges, government school teachers face different challenges, such as bureaucratic rules, bigger class sizes, and not having enough resources, or chances for professional growth, compared to their colleagues working in private schools. No matter what kind of school they are working in, proactive teachers will take responsibility for their teaching, find more meaning in their jobs, and find ways to make changes within the limits.

2.3. Job Satisfaction

Job satisfaction is a field that is subject to countless sectors and has many definitions. According to Locke (1976) and Hackman and Oldham (1976), it is a state of pleasure that arises as a result of one's job experience, which is impacted by specific aspects of the job. In the realm of education, job satisfaction is very crucial because it significantly influences their motivation, involvement, and dedication to the act of teaching whether in the public or private sector, and cannot be overstated.

According to many scholars, including Hakanen et al. (2006), Hsieh and Huang (2018), and Skaalvik and Skaalvik (2017), satisfied educators are likely to enhance the positive educational setting, remain in their roles, apply more diligence, and achieve better performance and outcomes. Since job satisfaction enhances teaching quality and eventually results in better student outcomes, comprehending dealing with the factors that contribute to job satisfaction is vital. Judge and Bono (2001) highlight another aspect of job satisfaction, the individual variances, and its significance. These variations influence levels of work happiness, so Judge and Bono (2001) emphasize the need for customized strategies to enhance job satisfaction among instructors. Schools must customize themselves too since if increased and overall effectiveness in teaching is targeted, a more rewarding and supporting work environment must be prepared, and priority should be given to the improvement of job characteristics and understanding the varied demands of teachers.

The level of work satisfaction among teachers directly affects the school's general environment and teaching methods, which in turn affects the well-being of teachers and student's academic performance so scholars conducted studies on this topic. A study conducted

by Klassen and Chiu (2010) proved a direct correlation between teacher job satisfaction and student involvement and accomplishment. Similarly, Hultell and Gustavsson (2011) discovered that instructors who are content with their work encounter reduced levels of burnout and demonstrate enhanced job performance.

There have been studies, especially in the private educational sector. Büyükgöze (2020) specifically focused on societal-level factors such as social utility, perceptions of value, and the effect of educational policies and pointed out the significance of work satisfaction among private school teachers in Turkey. The previous claim mentioned above is consistent with the results of the Teaching and Learning International Survey (TALIS) 2018 cycle. TALIS underlines the importance of improving teachers' work happiness, especially in the private sector, to enhance educational achievements Lin, Parker, and Horowitz (2020).

If these findings are given adequate importance and become subject to discussions, specifically within the framework of the private sector in English Language Teaching (ELT) in Turkey, gaining a valuable understanding of the various difficulties and opportunities for improving job satisfaction among private school teachers is inevitable. This, in turn, will contribute to a more efficient educational system.

2.4. Job Crafting and Job Satisfaction in Educational Settings

As Ingersoll and Strong (2011) asserted satisfied teachers have a significant impact on student's academic development, so in educational settings, the correlation between teacher satisfaction and student results is very crucial. Also, Kyriacou (2001) stressed that teacher satisfaction has a direct effect on the setting up of an advantageous learning environment, which in turn greatly affects students' welfare and academic advancement. Good and engaging conditions for their students to learn are observed to have been cultivated by the teachers who have a sense of fulfilment in their work environment.

JC, initially presented by Wrzesniewski and Dutton (2001), enables educators to freely customize their responsibilities to align with their abilities, interests, and passions, therefore maximizing their work satisfaction and general well-being is very applicable, in educational settings. Rudolph et al. (2017) found that participating in job crafting activities significantly enhances job satisfaction and individual happiness and well-being among employees, especially teachers. This means that instructors feel higher levels of satisfaction when they adapt their responsibilities to align with their preferences. This in return, as educators affects their efficiency and of course student results, too.

According to Demerouti and Bakker (2020), proactive teachers use and actively engage in JC, when they want to try new challenges and experience new teaching techniques or approaches. Consequently, they are rewarded with improved performance and outcomes for their students because by doing so, they are more involved in their work. Furthermore, the level of JS has been linked with JC and organizational support and has been investigated in many studies. Ingusci et al. (2016) noted that in the field of education, JC has an impact on JS, and organizational support is in the facilitator mode. In short, when teachers' JC efforts are supported by their organizations, their level of JS is greater. Similarly, like Ingusci et al. (2016), Ghitulescu (2007), explored how individual job crafting can enhance JS and organizational commitment among employees, especially teachers. It is clear and supported by previous studies that when teachers implement JC strategies, teachers working whether in public or private schools, can shape their work experiences.

In conclusion, there is a multifaceted connection between JC and JS, and they are intertwined. For creating a positive and engaging educational setting, it is essential to promote teacher autonomy and support their individual preferences. In return, boosted teacher satisfaction and better student outcomes may be achieved.

CHAPTER 3

3. METHODOLOGY

This chapter introduces a detailed description of the research design, setting, participants, participants' demographics, instruments and reliability, the scales, data collection procedure, and ethical issues, and data collection and analysis.

3.1. Research Design

This study aims to investigate the relationship between job crafting and job satisfaction among English Language Teachers in Southern Turkey's private K8 schools. For

analyzing the numerical data collected through JCS and TJSC and reaching a bigger population quantitative research, but for analyzing the participants' interviews for reflecting the participant's perspectives and interpolations qualitative research, a mixed method research design is used. As Creswell and Plano Clark stated, a mixed-method approach not only provides a comprehensive understanding but also allows for a deeper exploration Creswell and Plano Clark (2017). Since this is a study in educational research, understanding human behaviour and experience is crucial Morse, Niehaus, and Wolfe (2016). This study facilitates a comprehensive exploration of job crafting and job satisfaction among English Language Teachers.

3.2. Setting and participants

The research samples 114 English language teachers who voluntarily took part in this study and participants 88 females, and 26 male teachers are all working at various private schools (kindergarten, primary, and secondary schools) in Mersin, in Southern Turkey.

For this research, seven independent variables were utilized to examine the relationship between JC and TJS among private English language teachers. These variables were gender, age, teaching experience, school type, teaching level, employment type, and major at university. The participants were categorized into seven groups based on their age. 12 participants were between 21-25, 20 of them were between 26-30, 34 of them were between 31-35, 18 of them between 36-40, 17 of them were between 41-45, 13 of them were between 46+. According to the results, the participants in the study were mostly young, with the largest

age group being between 31-35 years old, followed by the 26-30 age group, indicating a predominance of younger individuals.

The teaching experience was divided into five categories. The majority of participants had 6-15 years of experience, with the 6-10-year bracket being the most common. Significant numbers of participants fell into the 1-5-year and 16–20-year categories, while those with 21+ years of experience were the smallest group. In detail, there were 26 participants with 1-5 years of experience, 30 with 6-10 years, 26 with 11-15 years, 21 with 16-20 years, and 11 with 21 or more years of experience.

The participants' university graduation was categorized into four groups. The majority, 82 participants, graduated from public (state) schools. Private schools accounted for 5 participants, state universities for 2 participants, and foundation universities for 11 participants. Participants' current-teaching levels were classified into three groups. There were 23 participants teaching at the kindergarten level, accounting for 20.2% of the total. Primary school teachers constituted 32 participants, or 28.1%, while the majority, 59 participants, or 51.8%, were teaching at the secondary school level. Participants' employment types were categorized into two groups. The majority, 101 participants, or 88.6%, were employed full-time, while 13 participants or 11.4% were substitute teachers. Participants' majors in university were classified into four groups. The majority, 67 participants, or 58.8%, majored in Foreign Language Teaching. Philology was the major for 21 participants or 18.4%, while 15 participants, or 13.2% majored in Translation and Interpreting.

For the qualitative part of the study; 3 male – 7 female teachers volunteered to take part in interviews. All the interviews were done face to face by arranged meetings – and appointments. All the participants signed their consent forms before the interviews and all the interviews were recorded and then decoded by “Turboscribe”.

3.3. Participants Demographics

Table 1. *Demographic Information of Participants*

Variable	Characteristic	N	%
Gender	Female	88	77.2
	Male	26	22.8
Age	21-25	12	10.5
	26-30	20	17.5
	31-35	34	29.8
	36-40	18	15.8
	41-45	17	14.9
	46+	13	11.5
Teaching experience	1-5 yr	26	22.8
	6-10 yr	30	26.3
	11-15 yr	26	22.8
	16-20 yr	21	18.4
	21+	11	9.6
University School type	Public (state) school	108	82
	Private school	7	5
	State university	3	2
	Foundation university	14	11
Teaching level	Kindergarten	23	20.2
	Primary School	32	28.1
	Secondary School	59	51.8
Employment Type	Full	101	88.6
	Substitute	13	11.4
Major in University	Foreign language teaching	67	58.8
	Philology	21	18.4
	Translation and interpreting	15	13.2
	Department of Linguistics	11	9.6

Note: N=114

3.4. Instruments and Reliability

In this study, the evaluation was done with two scales. For JC, the Job Crafting Scale (JCS) by (Tims et al., 2012), was used. It consisted of 21 comprehensive questions and was distributed into four sections. The purpose of this scale is to assess employees' behaviours. Each

item is rated on a 5- 5-point Likert Scale and allows participants to indicate to what extent they engage in job crafting behaviors.

In addition to JCS, the Teacher Job Satisfaction Questionnaire (TJSQ) (Lester, 1997) was used. Unlike (JCS), (TJSQ) wasn't distributed into sections, it consisted of 66 statements and allowed us to evaluate the language teachers' job satisfaction factors. Similar to the JCS, the TJSQ items are rated on a 5-point Likert scale, allowing participants to express their agreement or disagreement.

The assessments were conducted online using "Google Forms ". The JCS allows a minimum score of 21 up to a maximum score of 105 points. On the other hand, the TJSQ scores range from a minimum of 66 to 330 points. Each scale provided a comprehensive overview of the factors related to JC behaviours and the factors that influence language teachers' job satisfaction.

3.5. Job Crafting Scale

To assess JC behaviours, JCS developed by Tims et al. (2012), was utilized among volunteer participants. Before utilizing, permission was requested from the developers. The scale consisted of 21 items aiming to measure the proactive behaviors related to JC. Participants rated each item on a 5- 5-point Likert Scale ranging from "Never "to

"Always ". The scale is distributed into four subscales; increasing structural job resources, decreasing hindering job demands, increasing social job resources, and increasing challenging job demands. Table 2 illustrates the details of the sub-themes and item distribution.

Table 2. *JCS Subscale Dimension*

Variable	Subdimensions	Item No.
JCQ	Increasing structural job resources (ISJR)	1.2.3.4.5
	Decreasing hindering job demands (DHJD)	6.7.8.9.10.11
	Increasing social job resources (ISJR)	12.13.14.15.16
	Increasing challenging job demands (ICJD)	17.18.19.20.21

The JCS consists of four subscales, and each subscale is designed to assess different aspects of JC behaviours. Subscale 1, Increasing Structural Job Resources (ISJR), addresses behaviours that can improve the accessibility of structural resources in the workplace, such as developing skills and pursuing growth opportunities. This subscale consists of 5 items (Items 1-5). The second subscale Decreasing Hindering Job Demands (DHJD) consists of 6 items (Items 6-11)

and focuses on strategies that can eliminate or decrease obstacles in the workplace. The third subscale, ISJR, includes 6 items (Items 12-16). This subscale analyses behaviours related to requesting assistance and help from colleagues and supervisors. This involves seeking input and direction. The final subscale, Increasing Challenging Job Demands (ICJD), consists of 4 items (Items 17-21) and emphasizes proactive behaviors that ask for new challenges and opportunities for personal and professional growth in the workplace. Table 3 displays the reliability coefficient (Cronbach's alpha) for assessing internal consistency across the four dimensions.

Table 3. *Reliability Analysis of JCS*

Subscales	Number of items	Cronbach Alpha
Increasing structural job resources	5	.66
Decreasing hindering job demands	6	.76
Increasing Social job resources	5	.81
Increasing challenging job demands	5	.86
JC total	21	.79

Table 3 illustrates the reliability analysis of the Job Crafting Scale (JCS) of this study. The Cronbach's alpha coefficients for these subscales are 0.66, 0.76, 0.81, and 0.86, respectively. Additionally, the overall Cronbach's alpha for the JCS is 0.79, indicating good internal consistency. According to Cronbach (1951), a reliability coefficient of 0.70 or higher is considered acceptable, suggesting that the JCS is valid and has good internal consistency for use in this study.

3.6. Teacher Job Satisfaction Questionnaire (TJSQ)

In this study, The Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1997) was used and before utilization, permission to use the TJSQ was obtained from the developer and is included in Appendix 4. This scale assesses job satisfaction factors among English language teachers. The questionnaire consists of only 66 statements, no subscales and they are rated on a 5-point Likert scale, covering various aspects of job satisfaction.

The reliability analysis of the Teacher Job Satisfaction Questionnaire (TJSQ) used in this study is presented in Table 4. Unlike JCS, the TJSQ was not separated into dimensions, therefore The Cronbach's Alfa analysis was conducted on the survey as a whole (Items 1-66). The Cronbach's alpha coefficient for the TJSQ is 0.90, indicating high internal consistency.

According to the guidelines, a reliability coefficient of 0.70 or higher is considered acceptable, suggesting that the TJSQ is a reliable instrument for measuring job satisfaction among English language teachers in this study.

Table 4. *Reliability Analysis of TJSQ*

Variable	Items	Cronbach Alpha
TJSQ	1-66	.90

3.7. Data Collection Procedure and Ethical Issues

At the beginning of the research, the necessary approval from the Research Ethics Board at Çağ University was obtained to ensure that ethical considerations were taken into account. After receiving authorization from Çağ University and the Mersin Directorate of National Education, we were able to establish a collaboration with English language teachers working in Private schools in Mersin, in Southern Turkey. Teachers were given the option to withdraw from the study at any time. Participants' identities were kept confidential throughout the study, ensuring privacy and anonymity. In addition, participants expressed their willingness to participate in the study. Before the interviews, all participants willingly agreed to take part in the research and completed a consent form. (Appendix C) A user-friendly online survey was designed using Google Forms, which included the Job Crafting Scale (JCS), the Teacher Job Satisfaction Questionnaire (TJSQ) (Appendix D), and a questionnaire to gather demographic information. The survey link was then shared with teachers through school WhatsApp groups or direct e-mails to the Head of the Departments or with the help of a few University Press firms, ensuring easy access for participants. Since all the participants were English teachers, all the interviews were conducted in English and recorded, and then decoded by an app “Turboscribe”.

3.8. Data Collection and Analysis

An online survey was prepared before initiating the data collection process for the English language teachers in private K- 8 schools in Southern Turkey. JCS and TJSQ were used to assess job crafting and job satisfaction behaviours. In addition to these scales, a piece of demographic information about age, gender, type of school, employment type, and work experience was collected through a questionnaire. After the deadline of the survey, the Google Form was closed and the results were extracted from the spreadsheets. The collected data was transferred to Microsoft Office Excel and prepared for Statistical Package for the Social

Sciences (SPSS) for analysis. All the verbal expressions were changed into numerical expressions, and as the data didn't contain any missing values, a total of 114 surveys using SPSS were examined. Before proceeding with parametric analysis (Milliken & Johnson, 2009), the gathered data was assessed through histogram and Shapiro-Wilk analyses to confirm whether there was a normal distribution or not. The views of private K-8 teachers about the relationship between JC and JS were analyzed by using descriptive statistics, including frequency, mean value, and standard deviation. To understand if there was a statistically significant difference in JC and JS demographic factors were used and an independent t-test and ANOVA were implemented for this purpose. (Howell, 2016; Field, 2013). To explore the relationship between JC and JS among language teachers, and if there was a correlation between these two variables, an analysis was conducted. Based on the normality analysis, the data exhibited a normal distribution and this means that parametric analyses can be applied. (Cohen et al., 2013; Hair et al., 2019)

To get deeper insights into the views of language teachers about job crafting and job satisfaction, and to enhance the quantitative scale results, semi-structured interviews were conducted with a subset of 10 teachers. The interviews were transcribed verbatim by the application "Turbo Scribe" using content analysis. All the teachers' responses were systematically examined and carefully categorized to uncover themes and patterns in the data. As Elo and Kyngäs,(2008)stated, when a study is enriched by qualitative data, and the quantitative data scale results gain depth and clarity, it provides valuable insights for future research and practice in the field of English Language Teaching. That's why both qualitative and quantitative research were implemented for this study.

CHAPTER 4

4. RESULTS

This research aims to thoroughly investigate the correlation between JC and JS among private K-8 language teachers by using both quantitative and qualitative methodologies. By doing so, the research seeks to get a comprehensive and detailed comprehension of the impact of JC behaviours on teacher JS in an ELT environment.

4.1. Findings Regarding the First Question

To investigate the first research question "How do teachers perceive their job crafting behaviours in the context of English Language Teaching (ELT)?" The data collected from the JCQ was collected by using descriptive statistics. With the help of the descriptive statistical analysis, we were able to see the mean value, standard deviation, and frequency of replies for each question on the different sections of the JCS. Table 5 below illustrates the findings.

Table 5. *JCS and Subscales Descriptive Statistics*

Job Crafting Scale (N=114, M= 3.8874, SD=.476)												
ISJR (N=114, M=4.42, SD=.503)	Never		Rarely		Sometimes		Often		Always		M	SD
	F	P	F	P	F	P	F	P	F	P		
1. I try to develop my capabilities	--		--		4	3.5	32	28.1	78	68.4	4.65	.548
2. I try to develop myself professionally	--		1	9.9	11	9.6	31	27.2	71	62.3	4.51	.707
3. I try to learn new things at work	--		--		10	8.8	29	25.4	75	65.8	4.57	.651
4. I make sure that I use my capacities to the fullest	--		1	.9	12	10.5	33	28.9	68	59.6	4.47	.719
5. I decide on my own how I do things	5	4.4	5	4.4	33	28.9	25	21.9	46	40.4	3.89	1.124
DHJD (N=114, M=3.40, SD=.820)												
6. I make sure that my work is mentally less intense	15	13.2	13	11.4	40	35.1	27	23.7	19	16.7	3.19	1.233
7. I try to ensure that my work is emotionally less intense	15	13.2	8	7	33	28.9	33	28.9	25	21.9	3.39	1.273
8. I manage my work so that I try to minimize contact with people whose problems affect me emotionally	8	7	13	11.4	23	20.2	42	36.8	28	24.6	3.61	1.180
9. I organize my work so as to minimize contact with people whose expectations are unrealistic	8	7	9	7.9	27	23.7	33	28.9	37	32.5	3.72	1.201

10. I try to ensure that I do not have to make many difficult decisions at work	9 4.4	14 4.4	42 28.9	31 21.9	18 40.4	3.31	1.122
11. I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once	16 14	17 14.9	32 28.1	28 24.6	21 18.4	3.18	1.294
ISJR (N=114, M=3.92, SD=.846)							
12. I ask my supervisor to coach me	3 2.6	13 11.4	25 21.9	26 22.8	47 41.2	3.89	1.150
13. I ask whether my supervisor is satisfied with my work	6 5.3	14 12.3	20 17.5	33 28.9	41 36.0	3.78	1.210
14. I look to my supervisor for inspiration	6 5.3	12 10.5	17 14.9	33 28.9	46 40.4	3.89	1.203
15. I ask others for feedback on my job performance	4 3.5	8 7	31 27.2	32 28.1	39 34.2	3.82	1.091
16. I ask colleagues for advice	2 1.8	2 1.8	23 20.2	30 26.3	57 50	4.21	.945
ICJD (N=114, M=3.81, SD=.878)							
17. When an interesting project comes along, I offer myself proactively as project co-worker	1 0.9	5 4.4	33 28.9	40 35.1	35 30.7	3.90	.921
18. If there are new developments, I am one of the first to learn about them and try them out	1 0.9	6 5.3	19 16.7	42 36.8	46 40.4	4.11	.925
19. When there is not much to do at work, I see it as a chance to start new projects	3 2.6	10 8.8	24 21.1	33 28.9	44 38.6	3.92	1.090
20. I regularly take on extra tasks even though I do not receive extra salary for them	13 11.4	18 15.8	16 14	25 21.9	42 36.8	3.57	1.414
21. I try to make my work more challenging by examining the underlying relationships between aspects of my job	5 4.4	12 10.5	35 30.7	38 33.3	24 21.1	3.56	1.073

As it is demonstrated in Table 5 above, within the increasing structural job resources (ISJR) subdivision of the JCS, item 1, “*I try to develop my capabilities*”, shows the highest mean score (M=4.65, SD=.548) suggesting that a substantial number of teachers (68.4%) reported actively participating in activities to enhance their skills. This implies that educators are proactive in pursuing chances for personal and professional development, which can result in increased job satisfaction and performance. But item 5, “*I decide on my own how I do things*”, signifies the lowest mean value (M=3.89, SD=1.124) suggesting that a smaller percentage of

teachers (40.4%) reported having the freedom to make decisions about how they carry out their work. This implies that although teachers appreciate having the freedom to make their own choices, there might be certain restrictions or limitations in their work setting that affect their capacity to exercise independent decisions.

Second, according to Table 5 above, within the decreasing hindering job demands (DHJD) subcategory of the JCS, item 9 which indicates “*I organize my work to minimize contact with people whose expectations are unrealistic*”, reveals the highest mean value ($M=3.72$, $SD=1.201$). This suggests that a majority of teachers (32.5%) reported engaging in this behavior “Often.” This indicates that teachers proactively take charge of their work environment and reduce stress and frustration caused by unrealistic demands. Item 11 states, “I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once” and has the lowest mean score. ($M=3.18$, $SD=1.294$). This means that the individual organizes their work in a manner that avoids extended periods of concentration. This reveals with the (18.4%) percentage a lesser proportion of teachers reported regularly participating in this behaviour. This also suggests that although instructors are skilled in handling some areas of their profession, such as workload, there is a demand for improvement in their capacity to maintain concentration for long periods.

The study's findings suggest that English teachers in the ELT context are actively using strategies to reduce the mental and emotional requirements and challenges of their work, as shown by the results of the Decreasing Hindering Job Demands (DHJD) subscale of the JCQ.

The subcategory of increasing social job resources (InSJR) in the JCQ was linked to another data result. Based on the information presented in Table 5, item 16 with the highest mean score ($M=4.21$, $SD=.945$) was “I ask colleagues for advice.” This suggests that a substantial number of teachers (50%) regularly requested their colleagues for advice. In other words, it reveals that teachers value their colleagues' knowledge and perspectives and actively request their advice to improve the way they teach and make choices.

In contrast, item 13 ($M=3.78$, $SD=1.210$), which asserted “I ask whether my supervisor is satisfied with my work,” had the lowest mean value in this category. The item with the lowest mean score showed that the majority of teachers (36%) often asked their supervisors for critiques on how they had been performing at work. It suggests that teachers value getting feedback from their peers more than specifically requesting it from their supervisors.

In closing, when the last subcategory of increasing challenging job demands (ICJD) was analyzed within the JC the highest mean value was achieved with item 18 ($M=4.11$, $SD=.925$).

It stated, "If there are new developments, I am one of the first to learn about them and try them out," as shown in Table 5. This item got the highest mean score, indicating that a significant proportion of teachers (40.4%) showed an active role in keeping themselves up-to-date and adapting to recent developments in their field. We can conclude that teachers are eager to embrace new opportunities and are committed to staying up-to-date with the latest developments and advancements in ELT.

The lowest mean value was found with item 21, "I try to make my work more challenging by examining the underlying relationships between aspects of my job" indicating that a smaller percentage of teachers (21.1%) expressed a proactive approach in enhancing their work by investigating the interrelationships among various aspects of their job. This implies that while educators are open to adopting new advancements, they may be less motivated to actively explore methods of enhancing the difficulty level of their current tasks.

Based on the analytical results presented in Table 5, English teachers exhibit a strong inclination toward developing their capabilities, as indicated by a high mean score for the item focusing on skill enhancement. However, there is a lower tendency to decide on their own how they do things.

In terms of decreasing hindering job demands (DHJD), teachers demonstrate an effort to manage stress by actively organizing their work to minimize contact with unrealistic expectations. However, there is room for improvement in sustaining concentration for extended periods.

Regarding increasing social job resources (ISJR), teachers seek advice from colleagues more frequently than they seek feedback from supervisors, highlighting the importance of peer support in their work environment.

Lastly, in the subcategory of Increasing Challenging Job Demands (ICJD), teachers demonstrate a proactive approach to learning about and adapting to new developments. However, they show less enthusiasm in making their work more challenging by exploring the underlying relationships between aspects of their job.

4.2. Findings Regarding the Second Research Question

To address the second research question "Is there a statistically significant difference between teachers' job crafting behaviors and their demographic information such as age, gender, type of school, work type, and work experience", independent sample t-test and one-way ANOVA analyses were performed on the data obtained from the JCS based on the

mentioned participants' characteristics (e.g., age, gender, type of school, tenure, and work experience). Moreover, through the independent t-test and ANOVA analyses, the F value and p-value ($p=.05$) were observed to see if the data carried statistical significance. Firstly, the teachers' responses to the subcategories of JCS along with the survey as a whole (e.g., JCS-Total) were analyzed via one-way ANOVA based on the attribute of age to assess if the findings carried a statistically significant difference. Table 6 below illustrates the findings.

Table 6. *One-Way ANOVA Analysis on JCS According to Age*

Variable	Age	N	Mean	SD	F	P
Increasing structural job resources	21-25	12	4.4833	.39505	1.699	0.14
	26-30	20	4.3500	.53852		
	31-35	34	4.2824	.54410		
	36-40	18	4.6444	.33294		
	41-45	17	4.5529	.42737		
	46+	13	4.3385	0.6239		
Decreasing hindering job demands	21-25	12	3.5417	.88798	0.5827	0.71
	26-30	20	3.5083	.75019		
	31-35	34	3.4608	.76438		
	36-40	18	3.3704	.80350		
	41-45	17	3.1176	.97675		
	46+	13	3.3589	0.8683		
Increasing social job resources	21-25	12	4.1833	.98519	1.2438	0.29
	26-30	20	3.7600	.91904		
	31-35	34	3.9941	.71940		
	36-40	18	3.5556	1.03482		
	41-45	17	4.0588	.78665		
	46+	13	4.0308	0.621		
Increasing challenging job demands	21-25	12	3.9167	1.12317	1.1179	0.36
	26-30	20	3.5800	.83073		
	31-35	34	3.8294	.76931		
	36-40	18	3.6556	.93508		
	41-45	17	4.2000	.64031		
	46+	13	3.7385	1.1147		
TJCQ-TOTAL	21-25	12	4.0313	.57396	0.5904	0.71
	26-30	20	3.7996	.48434		
	31-35	34	3.8917	.43730		
	36-40	18	3.8065	.49400		
	41-45	17	3.9824	.36107		
	46+	13	3.8666	0.5955		

Note: $N=114$, statistical significance at $p=0.05$

Based on the empirical data, obtained from the one-way ANOVA analysis on the Job Crafting Scale (JCS) scores according to different age groups indicates that there are no statistically significant differences in job crafting behaviours among English teachers across various age brackets.

Specifically, the analysis found no significant differences in scores for Increasing Structural Job Resources ($F=1.699$, $p=0.14$), Decreasing Hindering Job Demands ($F=0.5827$, $p=0.71$), Increasing Social Job Resources ($F=1.2438$, $p=0.29$), Increasing Challenging Job Demands ($F=1.1179$, $p=0.36$), and the overall TJCQ scores ($F=0.5904$, $p=0.71$).

These results suggest that age does not play a significant role in influencing how English teachers engage in job-crafting behaviours, as measured by the JCS. Despite differences in mean scores across age groups, these differences were not large enough to be considered statistically significant.

Further exploration through additional analyses or qualitative research could provide more insights into why age does not seem to impact job-crafting behaviours among English teachers. Factors such as career stage, personal preferences, and external circumstances may play a more significant role in shaping how teachers approach job crafting. Additional research could help uncover these nuances and provide a more comprehensive understanding of job crafting behaviours in the context of English teaching. Table 7 below delineates the findings for the independent sample t-test.

Table 7. *Independent Sample T-Test Analysis on JCS According to Gender*

Variable	Gender	N	M	SD	<i>t</i>	<i>P</i>
Increasing structural job resources	Female	88	4.40	0.50	.575	0.567
	Male	26	4.47	0.51	.573	
Decreasing hindering job demands	Female	88	3.31	0.86	2.634	0.034
	Male	26	3.70	0.58	2.144	
Increasing social job resources	Female	88	3.95	0.84	-.632	0.520
	Male	26	3.82	0.88	-.646	
Increasing challenging job demands	Female	88	3.86	0.89	-1.018	0.321
	Male	26	3.66	0.85	-.966	
TJC total	Female	88	3.88	0.48	.310	0.755
	Male	26	3.91	0.48	.313	

Note: *N*=114, statistical significance at *p*=0.05

As portrayed in Table 7 above, the JCS total and its subdivisions were analyzed via an independent sample t-test to appraise if there was a significant difference in relation to the component of gender. The results show that only the subcategory of DHJD (*p*=0.034) carried a significant difference while the other components of the JCS did not possess any significant difference: This suggests that there are differences in how male and female English teachers perceive and manage hindering job demands. However, there were no significant differences found in the other subcategories (ISJR, InSJR, ICJD) or the total score of the Job Crafting Scale (JCS) based on gender.

Thirdly, the JCS responses, both overall and within its subcategories, underwent a one-way ANOVA analysis to determine if the teachers' work experience exhibited a statistically significant difference (*p*=0.05). The results of the one-way ANOVA analysis are outlined in Table 8 below.

Table 8. *One-Way ANOVA on JCS According to Work Experience*

Variable	Experience	N	Mean	SD	F	P
ISJS	1-5 years	26	4.5000	.38884	.791	.533
	6-10 years	30	4.3733	.52452		
	11- 15 years	26	4.3154	.55476		
	16- 20 years	21	4.4286	.56315		
	21+	11	4.5818	.44231		
DHJD	1-5 years	26	3.4872	.96024	.358	.838
	6-10 years	30	3.3833	.64942		
	11- 15 years	26	3.4487	.69565		
	16- 20 years	21	3.2222	1.00738		
	21+	11	3.4697	.85251		
ISJR	1-5 years	26	3.8769	.91228	.435	.783
	6-10 years	30	3.9733	.83992		
	11- 15 years	26	3.8846	.82399		
	16- 20 years	21	3.7905	.92190		
	21+	11	4.1818	.66606		
ICJD	1-5 years	26	3.7923	.91123	1.762	.142
	6-10 years	30	3.7800	.96182		
	11- 15 years	26	3.7231	.79413		
	16- 20 years	21	3.6571	.89475		
	21+	11	4.4545	.49873		
TJCQ-TOTAL	1-5 years	26	3.9141	.46685	1.378	.246
	6-10 years	30	3.8775	.46937		
	11- 15 years	26	3.8429	.47765		
	16- 20 years	21	3.7746	.50248		
	21+	11	4.1720	.41710		

Note: N=114, statistical significance at $p=0.05$

It is evident in Table 8 above that the teachers' work experiences did not possess a statistically significant difference with the JCS. The findings indicate neither the subcategories, (1) ISJS ($F=.791$, $p=0.533$), (2) DHJD ($F=.358$, $p=0.838$), (3) ISJR ($F=.435$, $p=0.783$), (4) ICJD ($F=1.762$, $p=0.142$), or the TJCQ ($F=1.378$, $p=0.246$) have shown to carry significance.

The analysis presented in Table 8 shows that there is no statistically significant difference in the Job Crafting Scale (JCS) total score or its subcategories based on teachers' work experience. Particularly, there were no significant differences observed in the subcategories of increasing structural job resources (ISJR), decreasing hindering job demands (DHJD), increasing social job resources (InSJR), increasing challenging job demands (ICJD), and the total JCS score based on the length of teachers' work experience.

Irrespective of their years of experience, the findings indicate that teachers' views and behaviours related to JC remain consistent. There can be various factors that impact how teachers approach JC such as job environment, organizational culture, etc., so having a deep understanding of these factors can offer valuable insights for organizations looking to improve their teachers' job satisfaction and performance.

Table 9. *One-Way ANOVA on JCS According to Teaching Level*

Variable	School Level	N	Mean	SD	F	p
ISJS	Kindergarten	23	4.3130	.61148	1.056	.351
	Primary School	32	4.3813	.41693		
	Secondary School	59	4.4814	.49844		
DHJD	Kindergarten	23	3.4493	.94606	.231	.794
	Primary School	32	3.3177	.66311		
	Secondary School	59	3.4266	.85392		
ISJR	Kindergarten	23	4.2609	.69396	4.597	.012
	Primary School	32	4.0688	.84793		
	Secondary School	59	3.7017	.84964		
ICJD	Kindergarten	23	3.7739	.84489	.163	.850
	Primary School	32	3.7563	.86619		
	Secondary School	59	3.8576	.90900		
TJCQ-TOTAL	Kindergarten	23	3.9493	.52534	.249	.780
	Primary School	32	3.8810	.44005		
	Secondary School	59	3.8668	.48017		

Note: $N=114$, statistical significance at $p=0.05$

Based on the data shown in Table 9, a one-way ANOVA analysis was conducted to investigate if there was a significant difference between JCS and the teaching level characteristic. The results showed that among all four subcategories, the only subcategory that had a significant difference was ISJR ($F=4.597$, $p=0.012$).

There was a significant difference in the subcategory of Increasing Structural Job Resources (ISJR) among teachers from different teaching levels ($F=4.597$, $p=0.012$) according to the one-way ANOVA analysis.

To determine where the difference truly came from, additional analysis using the Tukey HSD test was implemented. The Post -hoc analysis revealed that a significant difference was found between Kindergarten and Secondary School teachers ($p=0.0178$), suggesting variations in perceptions and behaviors related to job crafting in ISJR. However, no significant difference in ISJR scores between Kindergarten and Primary School teachers ($p=0.6689$), and between Primary School and Secondary School teachers ($p=0.1080$). These findings indicate that teachers from different teaching levels have varying approaches to job crafting, but these differences do not apply consistently to all subcategories. Several factors, including individual characteristics, job environment, and organizational culture, may also contribute to these differences, in addition to teaching experience. Gaining an understanding of these factors can provide valuable insights for organizations looking to enhance teachers' job satisfaction and performance.

There were no significant differences found in the subcategories of Increasing Structural Job Satisfaction (ISJS), Decreasing Hindering Job Demands (DHJD), Increasing Challenging Job Demands (ICJD), or the overall score of the Job Crafting Scale (JCS) based on teaching

level. The statistical parameters for these subcategories did not show any significant results (ISJS: $F=1.056$, $p=0.351$; DHJD: $F=0.231$, $p=0.794$; ICJD: $F=0.163$, $p=0.850$; TJCQ: $F=0.249$, $p=0.780$). Other factors, such as personal preferences, job requirements, and organizational support, may play a larger role in influencing the job-crafting activities of teachers in these specific subcategories, rather than just their teaching level. In addition, a one-way analysis of variance (ANOVA) was performed to determine if there was any significant difference in JCS (Job Crafting Scale) responses among instructors based on their employment type. The results of this study are displayed in Table 10.

Table 10. *One-Way ANOVA on JCS According to Employment Type*

Variable	School Level	N	Mean	SD	F	P
ISJS	Full Time	101	4.3960	.51145	1.911	.170
	Substitute	13	4.6000	.40000		
DHJD	Full Time	101	3.4142	.80644	.242	.623
	Substitute	13	3.2949	.94564		
ISJR	Full Time	101	3.9228	.87268	.034	.855
	Substitute	13	3.8769	.63002		
ICJD	Full Time	101	3.7861	.89900	.783	.378
	Substitute	13	4.0154	.69022		
TJCQTOTAL	Full Time	101	3.8798	.48494	.227	.635
	Substitute	13	3.9468	.40760		

Note: $N=114$, statistical significance at $p=0.05$

The data in Table 10 displays the results of a one-way ANOVA analysis that sought to assess if there was any statistically significant distinction between JCS and the component of teachers' employment type. The analysis showed that there were no significant differences in the JCS total or its subcategories: ISJS, DHJD, ISJR, and ICJD.

Table 10 provides the results of the one-way ANOVA analysis, which suggests that there is no significant difference between the Job Crafting Scale (JCS) and the component of teachers' employment type. The results are consistent across all aspects of the JCS including the total score ($F=.227$, $p=0.635$), and its subcategories: increasing structural job resources ($F=.034$, $p=0.855$), decreasing hindering job demands ($F=0.242$, $p=0.623$), increasing social job resources ($F=1.911$, $p=0.170$), and increasing challenging job demands ($F=.783$, $p=0.378$)

The findings indicate that teachers, regardless of their employment type, demonstrate comparable levels of job-crafting behaviors. This implies that factors other than employment type, such as job role, work environment, or personal preferences, may play a more significant role in influencing how teachers perceive and engage in job-crafting behaviors.

4.3. Findings Regarding the Third Research Question

In order to answer the third research question, “How do teachers perceive their job satisfaction in ELT context?”, descriptive statistical analysis was conducted on the responses acquired from The Teachers Job Satisfaction Questionnaire (TJSQ; N=114, M=3.26, SD=.434). Moreover, since the survey consisted of 66 items and these items were answered on a five-point Likert Scale of 1=Strongly Disagree and 5=Strongly Agree, it was decided by the researcher to select the top ten agreed and the ten least agreed items to appraise the perceptions of the participants. Thus, Table 11 below displays the top ten most agreed items according to mean value while delineating the least ten disagreed statements concerning the mean score.

Table 11. *TJSQ Descriptive Statistics*

Teachers Job Satisfaction Questionnaire (N=114, M=3.26, SD=.434)										
<i>Top 10 Items According to Mean Value</i>										
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	P	F	P	F	P	F	P	F	P
34. I am responsible for planning my daily lessons	--		1	0.9	8	7	21		84	73.7
64. I get along well with my students.	3	2.6	--		5	4.4	21		85	74.6
19. Teaching provides me the opportunity to help my students learn.	1	0.9	--		8	7.0	31		74	64.9
22. My students respect me as a teacher.	3	2.6	3	2.6	4	3.5	25		79	69.3
3. Teaching provides an opportunity to use a variety of skills.	--		1	0.9	8	7	44		61	53.5
38. I do have responsibility for my teaching	8	7	--		6	5.3	23		77	67.5
1. Teaching provides me with an opportunity to advance professionally.	--		3	2.6	7	6.1	47		57	50
42. Teaching encourages me to be creative.	1	0.9	1	0.9	13	11.4	41	36	58	50.9
15. I get along well with my colleagues.	2	1.8	1	0.9	14	12.3	38		59	51.8
25. Teaching is very interesting work.	1	0.9	5	4.4	15	13.2	33		60	52.6
<i>Least 10 Items According to Mean Value</i>										
	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
52. I am not responsible for my actions	73	64	17	14.9	8	7	7	6.1	9	7.9
24. My immediate supervisor does not back me up.	60	52.6	20	17.5	20	17.5	7	6.1	7	6.1
48. I dislike the people with whom I work.	59	51.8	22	19.3	17	14.9	7	6.1	9	7.9
6. No one tells me that I am a good teacher.	62	54.4	16	14	19	16.7	6	5.3	11	9.6
56. My immediate supervisor makes me feel uncomfortable.	58	50.9	23	20.2	14	12.3	10	8.8	9	7.9
63. I am not interested in the policies of my school	51	44.7	33	28.9	14	12.3	7	6.1	9	7.9
30. Teaching does not provide me the chance to develop new methods.	53	46.5	28	24.6	16	14	9	7.9	8	7
43. My immediate supervisor is not willing to listen to suggestions.	48	42.1	32	28.1	16	14	9	7.9	9	7.9
47. I receive too many meaningless instructions from my immediate supervisor.	53	46.5	24	21.1	18	15.8	9	7.9	10	8.8
66. My colleagues seem unreasonable to me.	44	38.6	31	27.2	22	19.3	8	7	9	7.9

Based on the data presented in Table 11, the most agreed-upon statement among the English language teachers in the study was item 34, which states "*I am responsible for planning my daily lessons,*" with 86.25% of respondents agreeing ($M=4.65$, $SD=.652$). This indicates that a large majority of private school teachers in the study agreed that they are responsible for planning their daily lessons, suggesting a high level of autonomy in their teaching practices.

The second most agreed-upon statement was item 64, "*I get along well with my students,*" with 85.62% of respondents agreeing ($M=4.62$, $SD=.803$). This suggests that a significant majority of teachers in the study felt they had positive relationships with their students, which is known to contribute to a supportive learning environment and student success.

Finally, the third most agreed-upon statement was item 19, "*Teaching provides me the opportunity to help my students learn,*" with 84.38% of respondents agreeing ($M=4.55$, $SD=.705$). This indicates that a large majority of teachers in the study found teaching to be a rewarding profession that allows them to make a positive impact on their students' learning.

In conclusion, the results in Table 11 indicate that a significant proportion of the English language instructors in the research have a positive opinion about their profession as educators. They feel personally responsible for their lesson preparation, maintain strong connections with their students, and consider teaching to be a fulfilling profession.

According to the data in Table 11, the English language instructors in the questionnaire disagreed the most with statement 52, which claims "*I am not responsible for my actions.*" Only 11.88% of the participants disagreed with this statement ($M=1.79$, $SD=1.279$). The data reveals that a large proportion of instructors in the research expressed disagreement with the statement, and took responsibility of their actions.

Only 14.38% of the participants disagreed with item 24, "*My immediate supervisor does not back me up,*" making it the second most disagreed-upon statement. The mean score for this statement was 1.96, with a standard deviation of 1.229. ($M=1.96$, $SD=1.229$) These results reveal that most instructors in the questionnaire had a high level of support from their immediate supervisors. This support is first of all very important for feeling commitment to the organization and then for their job satisfaction.

The statement that received the third highest level of disagreement was item 48, which states "*I dislike the people with whom I work.*" Only 15.62% of the respondents disagreed with this statement, with a mean score of 1.99 and a standard deviation of 1.279. This indicates that a significant majority of teachers in the study did not dislike their colleagues, which is also crucial for a positive work environment.

Overall, these findings suggest that a high percentage of English language teachers in the study have a strong sense of personal responsibility, feel supported by their supervisors, and have positive relationships with their colleagues, all of which are important factors for job satisfaction.

4.4. Findings Regarding the Fourth Research Question

To address the fourth research question “Is there a statistically significant difference between teachers’ job satisfaction and their demographic information such as age, gender, type of school, employment type, and work experience?” data from the TJSQ, considering the participant’s mentioned characteristics underwent both independent t-test and one-way ANOVA analyses. What is more, these analyses aimed to determine statistical significance as indicated by the p-values with a significance level set at $p=.05$.

First, the TJSQ was observed with an independent t-test analysis to appraise if the component of gender carried a statistically significant difference. Table 13 below portrays the results of this analysis.

Gender

Table 12. *Independent T-Test Analysis on TJSQ According to Gender*

Variable	Gender	N	Mean	SD	t	p
TJSQ	male	26	3.34	.50294	1.160	.078
	female	88	3.23	.41123		

Note: N=114, statistical significance at $p=0.05$

As it was mentioned earlier, an independent t-test analysis was performed on the responses from the TJSQ to investigate if the attribute of gender carried statistical significance. What is more, as it can be observed in Table 12 above, the results indicate that the component of gender is not statistically significant ($t=1.160$, $p=0.078$). The analysis compared the mean scores of job satisfaction between male ($N=26$) and female ($N=88$) teachers.

The results indicate that there was no statistically significant difference in job satisfaction between male and female teachers ($t=1.160$, $p=0.078$). This suggests that, based on the TJSQ responses, gender is not a significant factor in influencing job satisfaction among the participants.

Although the p-value of 0.078 is higher than the conventional significance level of 0.05, which means the result lacks statistical significance, it is worth noting that the p-value is relatively close to the threshold value. Further investigation with a larger sample size or different analytical approaches could shed light on any possible patterns or effects.

Based on the findings of this study, it can be concluded that gender does not have a significant impact on job satisfaction among English language teachers. This conclusion is drawn from the analysis of data collected using the TJSQ.

Age

The factor of age was examined using a one-way ANOVA test to determine its statistical significance in the TJSQ. Table 13 below displays the findings of this analysis.

Table 13. *One-Way ANOVA Analysis on TJSQ According to Age*

Age	N	Mean	SD	F	p
21-25	12	3.31	.31877	0.9130	0.48
26-30	20	3.12	.23817		
31-35	34	3.21	.38490		
36-40	18	3.36	.52130		
41-45	17	3.34	.55583		
46+	13	3.30	0.5611		

Note: N=114, statistical significance at $p=0.05$

The analysis of the Teacher Job Satisfaction Questionnaire (TJSQ) responses across different age groups indicates that age does not have a significant impact on job satisfaction among English teachers.

The analysis encompassed six distinct age brackets, ranging from 21 to 25, 26 to 30, 31 to 35, 36 to 40, 41 to 45, and 46 years and older. Within these groups, the mean scores for job satisfaction varied slightly, ranging from 3.1205 to 3.3678, with standard deviations ranging from 0.23817 to 0.5611.

Despite these slight variations in mean scores, the F-value for the ANOVA was calculated to be 0.9130, with a corresponding p-value of 0.48. Given that the p-value exceeds the typical significance level of 0.05, it can be inferred that the observed differences in job satisfaction scores across different age groups are not statistically significant.

These findings suggest that factors other than age may have a more substantial impact on job satisfaction among English teachers. Possible factors could include the work environment, teaching load, professional development opportunities, and individual preferences or values.

Further research may be needed to explore these factors and their influence on job satisfaction in more depth.

Work Experience

An analysis was conducted on the TJSQ to assess the statistical significance of the influence of teachers' work experience on the variable using a one-way ANOVA. The findings of this analysis are shown in Table 14.

Table 14. *One-Way ANOVA Analysis on TJSQ According to Work Experience*

Experience	N	Mean	SD	F	p
1-5 years	26	3.23	.26941	1.643	.169
6-10 years	30	3.13	.20760		
11- 15 years	26	3.27	.45139		
16- 20 years	21	3.34	.58349		
21+	11	3.48	.71493		

Note: N=114, statistical significance at $p=0.05$

Based on the findings presented in Table 14, it can be concluded that work experience does not have a statistically significant impact, and Table 14 indicates that there was no significant variation in job satisfaction among teachers with different levels of work experience ($F=1.643, p=0.169$). According to the TJSQ responses, it seems that the participants' job satisfaction is not significantly affected by their work experience.

The highest mean job satisfaction score was reported by participants with 21 or more years of experience ($M=3.4862$), followed by those with 16-20 years of experience ($M=3.3434$), based on the analysis of the mean scores. Whereas participants with 6-10 years of experience reported the lowest mean job satisfaction score ($M=3.1338$).

Although the p-value of 0.169 is higher than the conventional significance level of 0.05, suggesting that the result lacks statistical significance, it is worth noting that the p-value is relatively close to the threshold. Further exploration with a larger sample size or different analytical approaches may shed light on potential trends or effects.

In conclusion, the analysis suggests that, based on the TJSQ responses, work experience does not have a statistically significant impact on job satisfaction among English language teachers in this study.

Teaching Level

Next, a one-way ANOVA was performed on the TJSQ to evaluate the statistical importance of the impact of teaching level on the variable. The results of this analysis are displayed in Table 15 below.

Table 15. *One-Way ANOVA Analysis on TJSQ According to Teaching Level*

Teaching Level	N	Mean	SD	F	p
Kindergarten	23	3.26	.41593	.465	.629
Primary School	32	3.32	.48193		
Secondary School	59	3.22	.41743		

Note: N=114, statistical significance at $p=0.05$

As previously mentioned, a one-way analysis of variance was executed on the TJSQ responses to explore the potential statistical importance of the teaching level. Additionally, the outcomes illustrated in Table 15 above reveal that teaching level lacks statistical significance, with $F=.465$ and $p=0.629$.

The one-way ANOVA analysis was conducted to examine the influence of teaching level (kindergarten, primary school, and secondary school) on job satisfaction among English language teachers, as measured by the Teacher Job Satisfaction Questionnaire (TJSQ). The analysis compared the mean scores of job satisfaction among different teaching levels.

The results from Table 15 indicate that there was no statistically significant difference in job satisfaction based on teaching level ($F=0.465$, $p=0.629$). This suggests that, according to the TJSQ responses, teaching level does not have a significant impact on job satisfaction among the participants.

Looking at the mean scores, it can be observed that the highest mean job satisfaction score was reported by participants teaching at primary schools ($M=3.3215$), followed by those teaching at kindergarten ($M=3.2681$) and secondary schools ($M=3.2293$). However, these differences in mean scores were not statistically significant.

The p-value of 0.629 is higher than the conventional significance level of 0.05, indicating that the result is not statistically significant. This suggests that there is no evidence to suggest that teaching level influences job satisfaction among English language teachers in this study, based on the TJSQ responses.

In conclusion, the analysis suggests that teaching level does not play a significant role in determining job satisfaction among English language teachers in this study, as measured by the TJSQ.

Major at University

Fifth, it was considered vital to explore whether the attribute of teachers' majors at university had a statistically significant impact on the responses of the TSJQ. Hence, a one-way ANOVA was conducted on the responses and the results are displayed in Table 17 below.

Table 16. *One-Way ANOVA Analysis on TJSQ According to Major in University*

Major at University	N	Mean	SD	F	p
Foreign language teaching	67	3.28	.48995	.379	.768
Philology	21	3.28	.47732		
Translation and interpreting	15	3.20	.19550		
Department of Linguistics	11	3.15	.11679		

Note: $N=114$, statistical significance at $p=0.05$

As stated earlier, a one-way analysis of variance was conducted on the TJSQ responses to examine the potential statistical significance of the majors of teachers in the university. Furthermore, the results depicted in Table 16 above indicate that the majors of the teachers do not show statistical significance with $F=.379$ and $p=0.768$.

The one-way ANOVA analysis was performed to investigate whether the majors of English language teachers in university (foreign language teaching, philology, translation and interpreting, department of linguistics) had a statistically significant impact on their job satisfaction, as measured by the Teacher Job Satisfaction Questionnaire (TJSQ). The analysis compared the mean scores of job satisfaction among different majors.

The results from Table 16 indicate that there was no statistically significant difference in job satisfaction based on the majors of teachers in university ($F=0.379$, $p=0.768$). This suggests that, according to the TJSQ responses, the major studied in university does not have a significant influence on job satisfaction among the participants.

Examining the mean scores, it can be observed that the highest mean job satisfaction score was reported by participants majoring in foreign language teaching ($M=3.2867$), followed by those majoring in philology ($M=3.2828$), translation and interpreting ($M=3.2081$), and department of linguistics ($M=3.1556$). However, these differences in mean scores were not statistically significant.

The p-value of 0.768 is much higher than the conventional significance level of 0.05, indicating that the result is not statistically significant. This suggests that there is no evidence to suggest that the major studied in university significantly influences job satisfaction among English language teachers in this study, based on the TJSQ responses.

Employment Type

Finally, it was deemed imperative to investigate whether the employment status of the teachers exerted a statistically significant influence on the responses of the TSJQ. Consequently, a one-way ANOVA was executed on the responses, and the findings are presented in Table 17 below.

Table 17. *One-Way ANOVA Analysis on TJSQ According to Employment Type*

Employment Type	N	Mean	SD	F	p
Full Time	101	3.27	.45386	.303	.583
Substitute	13	3.20	.22971		

Note: N=114, statistical significance at $p=0.05$

As previously indicated, a one-way analysis of variance was carried out on the TJSQ responses to scrutinize the prospective statistical significance of employment type. Moreover, the findings delineated in Table 17 above suggest that the employment type of the teachers does not manifest statistical significance with $F=.303$ and $p=0.583$.

The one-way ANOVA analysis was conducted to explore whether the employment type of English language teachers (full-time or substitute) had a statistically significant impact on their job satisfaction, as measured by the Teacher Job Satisfaction Questionnaire (TJSQ). The analysis compared the mean scores of job satisfaction between full-time and substitute teachers.

The results from Table 17 indicate that there was no statistically significant difference in job satisfaction based on the employment type of teachers ($F=0.303$, $p=0.583$). This suggests that, according to the TJSQ responses, employment type does not have a significant influence on job satisfaction among the participants.

Examining the mean scores, it can be observed that the mean job satisfaction score was slightly higher for full-time teachers ($M=3.2711$) compared to substitute teachers ($M=3.2005$). However, this difference in mean scores was not statistically significant.

The p-value of 0.583 is much higher than the conventional significance level of 0.05, indicating that the result is not statistically significant. This suggests that there is no evidence to suggest that employment type significantly influences job satisfaction among English language teachers in this study, based on the TJSQ responses.

In conclusion, the analysis suggests that the employment type of teachers (full-time or substitute) does not play a significant role in determining job satisfaction among English language teachers in this study, as measured by the TJSQ.

Findings Regarding the Fifth Research Question

To address the fifth research inquiry posited as "Is there a correlation between ELT teachers' job crafting behaviours and their job satisfaction in private K8 schools within an ELT context?", a Pearson's correlation analysis was executed utilizing the responses from the TJSQ and JCS. What is more, Pearson's correlation coefficient measures the strength and direction of the linear relationship between two continuous variables. Interpretations range from perfect positive correlation ($r = 1$) to perfect negative correlation ($r = -1$) with values close to 0 implying no linear relationship. Pearson's correlation coefficient is widely used due to its simplicity and ability to measure the strength and direction of a linear relationship between two continuous variables (Pearson, 1895). Hence, the results of Pearson's r correlation analysis are delineated in Table 18 provided below.

Table 18. *Pearson's Correlation Analysis Between Teacher's Job Crafting Behavior (TJC) and Teacher's Job Satisfaction (TJS)*

Variable		TJSQ	TJCQ
TJSQ	Pearson Correlation	1	.499**
	Sig. (2-tailed)		.000
	N	114	114
JCS	Pearson Correlation	.499**	1
	Sig. (2-tailed)	.000	
	N	114	114

Note: Correlation is significant at the 0.01 level (2-tailed).

As previously mentioned, a Pearson's correlation analysis was conducted to examine the linear relationship between ELT teachers' job crafting behaviors and their job satisfaction in private K8 schools within an ELT context. The analysis revealed a statistically significant moderately positive correlation ($r = 0.499$, $p < 0.01$) between the two variables. When ELT teachers are actively involved in job crafting behaviours like resource-seeking, relationship-building, and task modifications to match their preferences, they often experience an increase in job satisfaction. The statistical significance level ($p < 0.01$) suggests a strong and accurate correlation between job crafting behaviours and job satisfaction in this specific context. The findings highlight the importance of promoting job crafting as a potential strategy to enhance job satisfaction among ELT teachers, leading to a more positive and satisfying work experience. Following the study conducted by Schober, Boer, and Schwarte (2018), it was found that there exists a slight positive connection between the variables being analysed, with

a correlation coefficient of 0.499. The statistical significance of this finding ($p < 0.01$) indicates a strong and reliable association between the variables. The findings offer valuable insights for improving the overall work experience of English Language Teaching (ELT) instructors.

Findings Regarding the Sixth Research Question

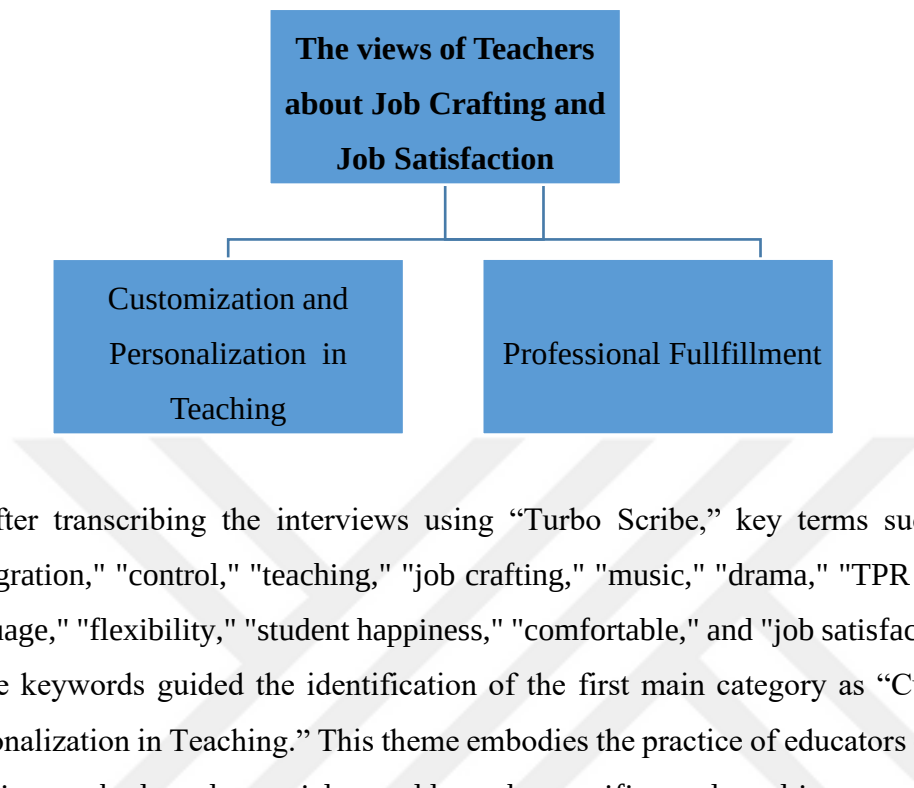
This section focuses on the sixth research question, which explores the perspectives of K8 language teachers about the connection between job crafting and job satisfaction in their teaching context. A qualitative research methodology to gain insights into English teachers' perceptions of the effect of job crafting on job satisfaction is used. Semi-structured interview questions were chosen for this purpose. Interviews were conducted with 10 teachers from different service regions and demographic backgrounds throughout the process. It is shown in Table 19;

Table 19. *Demographic Information of the Participants for the Qualitative Data*

Participants	Gender	Years of Experience	Currently working Department
P1	Female	6	Primary
P2	Male	7	Primary
P3	Female	13	Kindergarten
P4	Female	8	Secondary
P5	Female	17	Secondary
P6	Female	26	Kindergarten
P7	Male	22	Secondary
P8	Female	16	Secondary
P9	Male	16	Secondary
P10	Female	8	Secondary

Through semi-structured interviews with 10 language teachers, two main themes were identified as following “Customization and Personalization in Teaching “and “ Job Satisfaction and Professional Development”.

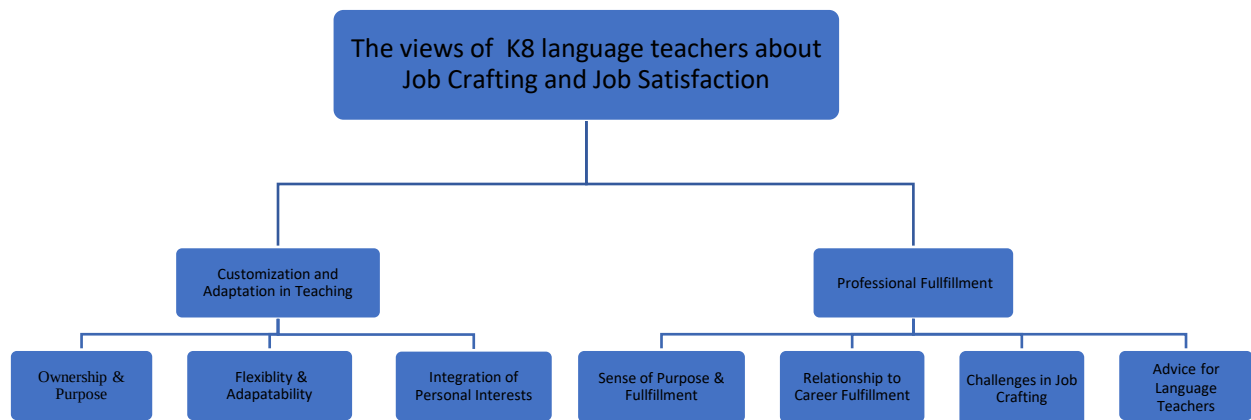
Figure 4 Main themes identified for Research Question 6 (The perspectives of language teachers about the relationship between job crafting and job satisfaction in their teaching context)



After transcribing the interviews using “Turbo Scribe,” key terms such as "abilities," "integration," "control," "teaching," "job crafting," "music," "drama," "TPR methods," "body language," "flexibility," "student happiness," "comfortable," and "job satisfaction" were noted. These keywords guided the identification of the first main category as “Customization and Personalization in Teaching.” This theme embodies the practice of educators customizing their teaching methods and materials to address the specific needs and interests of their students, incorporating various elements into lessons, and maintaining flexibility in approach. For example, one participant mentioned, *"Using my abilities and integrating my abilities in my classes or having the control of my own teaching,"* highlighting the importance of ownership and purpose

Similarly, the prevalence of keywords such as "skills," "abilities," "integration," "satisfaction," "teaching," "personal interests," "happiness," "confidence," "integration challenges," "student fears," "clear goals," "reflections," and "SMART model" led to the identification of the second main category as “Professional Fulfilment.” This theme encompasses the sense of purpose and fulfilment educators experience, the relationship between personal interests and career fulfilment, the challenges encountered in job crafting, and the advice for language teachers to enhance their professional satisfaction.

Figure 5. Subthemes Identified for Research Question 6 (The perspectives of language teachers about the relationship between job crafting and job satisfaction in their teaching context)



First Category

In their teaching context, English language teachers' views regarding the relationship between job crafting and job satisfaction are divided into two main categories, and the first main category is divided into three subcategories. They are “Ownership and Purpose,” “Flexibility and Adaptability,” and “Integration of Personal Interests.”

Distributions regarding Customization and Personalization in Teaching are given in Table 20.

Table 20. Customization and Adaptability Subthemes

	Description	Keywords
Ownership and Purpose (N=4)	<i>Taking the ownership of teaching methods and materials, aligning them with their teaching goals and objectives.</i>	<i>Abilities, Integrate, Control teaching, Job Crafting</i>
Adaptation, Flexibility, and Integration (N= 8)	<i>Adapting flexibility in teaching methods and integrating personal interests, music, drama, and TPR methods, including body language.</i>	<i>Music, Drama, TPR methods, body language, Flexibility</i>
Connection to Job Satisfaction (N=7)	<i>Integrating personal interests into teaching to enhance student happiness, comfort, and overall job satisfaction</i>	<i>Student happiness, comfortable, Teaching, Job satisfaction</i>

Customization and Personalization in Teaching

In line with the first sub-theme **Ownership and Purpose**; Participants emphasize the importance of aligning their teaching methods and materials with their personal strengths, values, and teaching goals to enhance job satisfaction and student learning experiences. For instance, P (1) highlights the value of integrating personal abilities into teaching by stating,

"Using my abilities and integrating my abilities in my classes or having the control of my own teaching."

Similarly, P (10) underscores the significance of shaping lessons to meet student's needs and the social aspect of language teaching, emphasizing that,

"As language teachers, we teach a language, you know. So, it is a social activity for me rather than a school subject... We need to feel free to shape our lessons according to their needs."

Participants highlight the need to tailor teaching techniques and activities to their preferences and students' requirements, often including personal interests and new ways in accordance with another sub-theme, **Flexibility, and Adaptability**. For example, P (2) emphasizes the advantages of teaching outside the regular classroom:

"I did my lesson in the garden because I and my students like to be in the garden... They saw the places. They touched the places and they can make the sentences. So I feel relaxed. They feel relaxed."

Additionally, P(3) reflects on using interactive storytelling and games to create a fun and effective learning environment, noting,

"Instead of just using worksheets, I can tell stories with puppets in the garden. This makes learning more fun and helps kids learn more words and understand stories better."

In line with the sub-theme **Integration of Personal Interests** participants integrate personal interests into their teaching to increase engagement and satisfaction for both themselves and their students and express themselves. For instance, P (2) mentions using music and drama in teaching to enhance engagement:

"I usually use music and drama with TPR methods... I use my body language and I want them to do also."

Similarly, P(8) discusses integrating technology to make lessons more engaging:

"If I teach vocab, I want to integrate my new words into technology by using GIFs or pictures or some presentation or games... The students like gaming."

Second Category

Professional Fulfilment

In their teaching context, English language teachers' perceptions regarding "Job Satisfaction and Professional Fulfilment" are divided into four subcategories. They are "Sense of Purpose and Fulfilment," "Relationship to Career Fulfilment," "Challenges in Job Crafting," and "Advice for Language Teachers." Distributions regarding Job Satisfaction and Professional Fulfilment are given in Table 21.

Table 21. *Professional Fulfilment Subthemes*

	Description	Keywords
Sense of Purpose and Fulfilment (N =9)	<i>How job crafting leads to a sense of purpose, satisfaction, and relaxation among teachers.</i>	<i>Skills, abilities, integration, satisfaction, teaching</i>
Relationship to Career Fulfilment (N =6)	<i>The positive impact of integrating personal interests and skills into teaching on teachers' happiness and confidence</i>	<i>Personal interests, skills, happiness, confidence</i>
Challenges in Job Crafting (N =7)	<i>The difficulties faced by teachers when implementing job crafting, including student fears and confidence issues</i>	<i>Integration challenges, student fears, confidence</i>
Advice for Language Teachers (N =10)	<i>Recommendations for effective job crafting, such as setting specific, measurable, achievable, relevant, and time-bound (SMART) goals</i>	<i>Clear goals, reflections, SMART model, job crafting</i>

In line with the sub-theme; **Sense of Purpose and Fulfilment** participants express a sense of fulfilment from seeing their students succeed and knowing they have made a positive impact on their lives. For example, P(6) finds joy in watching students grow and succeed:

"It's satisfying to see children progress both academically and non-academically. We are the students' role models"

Similarly, P(10) shares satisfaction from former students expressing gratitude for their English skills:

"My old graduated students call me and tell me that they have a high level of English skills thanks to my efforts."

Participants underlined the importance of job designing for obtaining professional happiness by allowing them to educate in ways that are suitable to their unique preferences and talents, in line with the subtheme Relationship to Career Fulfilment. P(4) comments on how work satisfaction is increased by the opportunity to personalize instruction:

"If teachers are given the freedom in their job, they feel more liberated and happier. A teacher who knows their students well can tailor the lessons according to those students. For example, as I mentioned with Model United Nations, students became more active and happy which also motivated me more in my job. I think there is a positive relationship between them."

Likewise, P(10) discusses how job crafting affects work satisfaction:

"Actually, when I see that my students become more interested in the lesson when I change the lesson plan according to their needs and in a more enjoyable way, I feel satisfied. Otherwise, we as teachers have to work as robots who are controlled by other people. But when I am able to add my own perspective, my own touching in my lessons, then I feel that I am a teacher. Therefore, I consider job crafting as a crucial issue in teaching English."

In line with the sub-theme "Challenges in Job Crafting," participants face challenges while adjusting their teaching methods, such as resistance from peers or problems striking a balance between a curriculum that must be followed and individualized approaches. P(4) outlines the issue of balancing ready-made programs with innovative additions:

"Our programs come ready-made from the central office and we are required to follow them. But they don't prevent us from thinking freely... We also make our own additions with our creativity."

Similarly, P(1) discusses how student fears and dislikes impact class effectiveness:

"While I'm writing my drama before the classes, planning my lessons, I always thought that, okay, it's going to work perfectly but in the classes, of course, some of my students have some fears of it like they don't like drama and they feel less confident."

In line with the last sub-theme; **Advice for Language Teachers**, participants provide suggestions for boosting satisfaction at work via job crafting, emphasizing the value of professional development, student-centered methods, and ongoing learning. For example, P(3) stimulates instructors to reflect on their teaching approach and be open to professional development:

"To increase job satisfaction through job crafting, language teachers can start by reflecting on their teaching style... Lifelong learning is essential, so teachers should stay open to professional development opportunities."

Moreover, P(10) emphasizes balancing adherence to guidelines with creating an engaging learning environment:

"Of course, we have to obey the rules, we have to follow some lesson plans... They should try their best, do their best to both teach them the objectives and create an authentic learning environment."

These insights underscore the multifaceted nature of effective teaching, the importance of continuous adaptation and creativity, and the need for a supportive and flexible teaching environment to enhance both teacher satisfaction and student engagement.

All in all, in line with the main and subthemes, teachers in private schools guarantee that they are by their pedagogical objectives by taking responsibility for their lessons, and lesson planning related to their teaching practice via job crafting. Teachers in private schools bring a unique and flexible approach to the classroom by incorporating their interests, such as a passion for music, dramatic abilities, and TPR techniques including expressive body language, especially in kindergarten and primary schools. This autonomy and integration provided by job crafting result in the teacher's and their student's happiness, and job satisfaction. By pursuing their passions, teachers in private schools experience a more positive impact on their well-

being and confidence, and this reduces their stress and anxiety and they embrace a sense of fulfilment. Yet, the teachers encounter some challenges such as student anxiety or confidence. These feelings may arise in the language lessons with students and the teachers have to handle them. The teachers in private schools create effective job descriptions by using the SMART framework (specific, measurable, achievable, relevant, and time-bound) because crafting effective job descriptions enables them to overcome obstacles and make their efforts meaningful and motivating.



CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Discussion

The objective of this study was to examine and understand the relationship between job crafting behaviours and job satisfaction in English Language Teaching (ELT) among teachers in private K-8 schools through the use of qualitative and quantitative methods.

5.2. Teachers' Perceptions of Job Crafting Behaviours in ELT Context

The Job Crafting Scale (JCS) conducted in this study provided valuable insights into English language teachers' perspectives on job crafting in the ELT context. In accordance with the findings, private school teachers emphasized professional development, individual task management, coping with job demands, and social support were emphasized as key factors. Based on this, it can be interpreted that many private school teachers have a strong desire to enhance their skills through professional development for various factors. One factor is by many private school teachers, it is seen as a crucial opportunity for their professional growth and development. Secondly, many private school teachers consider professional development as an important factor in improving teaching quality by integrating new teaching strategies and methodologies. Teaching quality has a positive relationship with effective and better student outcomes by scholars' findings such as Singh and Billingsley (1998), it is better understood why many private school teachers prioritize professional development. In addition, ongoing learning and growth are considered to enhance job satisfaction and motivation. Teachers who participate in professional development activities experience greater fulfilment and motivation in their roles as they increase their new viewpoints and utilize them in the classroom. (Desimone, 2009)

However, for the second key factor managing task management, many private school teachers pointed out a restriction rather than autonomy especially while choosing their teaching methods. This limitation of independence can be related to organizational or administrative factors; such as rules, policies, or expectations set by the school or educational institutions. All these factors result in negative feelings. For example, most private school teachers feel that rigid policies, and procedures prevent them from choosing and utilizing teaching methods. Also, not being involved in critical decision-making processes, such as curriculum design

classroom strategies, or insufficient professional development opportunities that enable the teachers with the skills and confidence needed to independently make decisions in their teaching practice, causes them to think that they are excluded from crucial discussions or are not supported by their schools. This finding is consistent with Johnson (2013), who underlined that when teachers are excluded from collaborative decision-making processes and lack professional development opportunities, they often feel uninformed and even inadequate.

Teachers in the private schools within the DHJD (Decreasing Hinder Job Demands) subcategory revealed that they reduce stress effectively by organizing their work to minimize contact with unrealistic objectives of their profession related to many different factors varying from students, parents, or school administration. This can be interpreted like this, to balance the stress and their workload and set realistic goals, private school teachers use proactive strategies and often adjust their tasks. Private school teachers have many reasons to adjust their tasks. One of them is the cause of stress and pressure due to unrealistic job demands. It is not always possible to achieve or can be done at ease. Bakker and Demerouti (2007) also highlighted teachers experience stress and burnout because they often encounter unrealistic job demands. Another reason why teachers prefer job crafting in terms of DHJD is that they want to use their innate ability, strengths, and interests to reach their goals and focus on achievable goals rather than unrealistic ones in their teaching. This customization allows them to align their daily responsibilities, and enhance their job satisfaction and performance. This finding is supported by the study of Skaalvik and Skaalvik (2017), who noted that teachers should be granted the freedom to adapt their tasks and responsibilities, which would improve their capacity to handle stress and pressure effectively.

Teachers in private schools in line with the Increasing Challenging Job Demands (ICJD), face challenges in maintaining their focus due to the nature of their profession and its demanding roles. It can be defined as long hours and extracurricular activities after school or at the weekend. Based on the findings of this study, private school teachers experience mental and physical exhaustion while dealing with many tasks and meeting various expectations. This study pointed out that teachers' cognitive resilience must be strengthened. Kaplan and Berman (2010) also supported this finding by their study which noted the importance of promoting cognitive resilience. To help teacher handle stress and maintain a positive outlook in their work, stress management workshops or mindfulness training can be used as effective methods for boosting resilience, creating a supportive learning environment and working with committed motivated teaching staff.

In addition, with respect to the aspect of Increasing Social Job Resources (ISJR) nearly half of the private school teachers who participated in this study asked for advice or support from their colleagues rather than feedback from their superiors such as heads of departments and coordinators. In line with this finding, it can be interpreted that teachers' first consultant person is not their heads of departments, coordinators, or supervisors to request guidance or help. There may be several factors contributing to this preference. First of all, because of sharing similar experiences and challenges, colleagues might be considered as the more approachable helpful, and trusted source of support. Furthermore, teachers in private schools may be demoralized from seeking feedback from their superiors (heads of departments, coordinators) due to an apparent absence of authority or distance between them and their superiors. This finding is in accordance with Hattie's (2012) argument that hierarchical structures in educational environments occasionally prevent the process of obtaining feedback from administrators. Consequently, nearly half of the teachers frequently depend on peer support as professional support. Furthermore, teachers consider their colleagues as more accessible for practical and immediate solutions due to their direct involvement in the daily teaching environment. Research, such as that pointed out by Kilduff and Tsai (2003), reveals that teachers frequently acquire and improve their professional skills through relationships with their peers, rather than solely depending on formal experts. It is certain that there is a communication gap and several strategies such as training programs, feedback sessions, or open communication promotions can be alternatives to achieve these challenges. In this way, collaboration can be fostered and a team spirit can be nurtured that will improve the private school's overall support system.

In conclusion, the administrators or the superiors who are in charge of making decisions in private schools should reconsider their policies, especially regarding teacher autonomy. The significance of collaboration between schools and teachers was highlighted by Dou, Devos, and Valcke (2017) for overcoming administrative barriers. Another step for collaboration and overcoming administrative obstacles should be involving teachers in decision-making processes, such as curriculum design, assessment methods, textbook selection, and classroom strategies. Nguyen's (2022) study also emphasizes the importance of allocating time and resources for teacher professional growth, leading to improvements in teacher effectiveness and student academic performance.

5.3. Demographic Influences on Job Crafting Behaviours among ELT Teachers

This study investigated how demographic factors, including age, gender, work experience, and employment type, influence job crafting behaviours in the ELT context. The findings demonstrate that demographic factors do not have any impact on job-crafting behaviours. Since this study is implemented only in private schools, this can be attributed to several reasons specific to the private school environment. For example, according to Freeney & Fellenz (2013), in private schools due to high-performance expectations and heavy workloads, job crafting is a natural expected reaction for teachers. Private school teachers consider continuous adaptation and improvement of teaching methods as a requirement of their responsibility in private schools. Another distinctive factor of private schools promoting job crafting is the collaborative planning and professional development culture. Hattie's study in 2015 highlights that job crafting is a regular aspect of the teaching process in private schools. Since there is a collaborative planning and professional development culture, teachers share their best practices and do their lesson plans collaboratively. Autonomy is another distinctive feature of private schools which is provided by school administrators for their teachers. Wang, Li, & Chen (2020) highlight that private schools provide autonomy-supportive environments which encourage proactive behaviours. As meeting high standards and achieving positive student outcomes is seen as a natural part of their task, teachers in private schools have intrinsic motivation to engage in job crafting. Cheng, Yen, & Tsai's (2014) study reveals that this intrinsic motivation of teachers and job crafting engagement improves their overall well-being and job satisfaction.

It was found that teachers in private schools engage in job crafting at various teaching levels, utilizing different strategies based on their autonomy and resource availability. This means that private school teachers in various educational settings and teaching levels may have different levels of independence and resource requirements. For example, higher education teachers' priority is their flexibility in choosing teaching materials and designing the curriculum, whereas primary school teachers' priority is more standardized educational programs. All these differences have an impact on how private school teachers adjust their roles to align with their individual abilities and job expectations. This is consistent with Freeney & Fellenz's study (2013) which noted that proactive behaviors like job crafting are fostered in environments that prioritize autonomy. However, not only the way how the teachers in private schools at various levels engage in job crafting but also job requirements vary widely across teaching levels. For example, diverse job crafting strategies are employed by higher education educators to effectively manage the complex administrative duties and academic responsibilities they are

responsible for. This is supported by Cheng, Yen, and Tsai (2014), who emphasized that teachers develop their roles to be consistent with their personal capabilities, which enhances their job satisfaction and overall well-being. In contrast, primary school teachers in private schools focus on promoting the growth of relationships with others within structured job requirements to enhance their effectiveness and satisfaction.

Moreover, these findings demonstrate the significance of providing teachers with the resources and autonomy necessary for successfully carrying out their responsibilities is emphasized by these results. As a result, support strategies that meet the specific needs of teachers at different levels of education should be developed by schools. A significant effect can be achieved through personalized guidance. For example, a variety of instructional resources and professional development opportunities can be provided by schools, specifically designed for each teaching level. In addition, a collaborative environment that allows teachers to share and present their most effective practices promotes a supportive culture. This approach is supported by Tims et al. (2012) and Wrzesniewski and Dutton (2001), who assert that autonomy and a supportive environment improve job satisfaction and performance.

It is certainly essential to understand the individual abilities of teachers and the environment surrounding them at schools to create a nurturing environment. This concept must be understood carefully otherwise, it will not be possible for private school teachers to reach their full potential or the highest level of their performance. Teachers can maximize their capacity when they have the freedom to tailor their roles to match their unique strengths, interests, goals, and values. So as well as providing the teachers in private schools with freedom and also supportive environment to maximize their potential is necessary. All these intervened factors trigger each other, and result in enhanced job satisfaction and performance, motivated and proficient teaching staff, and improved student outcomes.

Although job crafting behaviours are not influenced by demographic factors like age, gender, work experience, and employment type, it is influenced by the level of teaching. Therefore private school administrators or decision-makers should be meeting the specific needs of teachers at different levels while customizing their strategies, especially the ones related to support. This has the potential to create a positive atmosphere that encourages independence, teamwork, and personal development, resulting in increased job fulfillment and academic achievements.

5.4. Teachers' Perceptions of Job Satisfaction in ELT Context

The Teachers' Job Satisfaction Questionnaire (TJSQ) indicates that teachers' overall satisfaction is moderate, neither very high nor very low. This provides a comprehensive view of how language teachers perceive their job satisfaction. Based on the findings, it can be interpreted that having the freedom to prepare lesson plans independently, positive relationships with students, and the ability to facilitate student learning are key factors in teacher satisfaction. This means that the private school teachers in this study value the freedom to personalize their lesson plans to respond to the unique needs of each student which enables them not only to have a more fulfilling teaching experience but also stronger bonds with students. This is beneficial in many aspects such as the success and improvement of their students, a deep sense of professional contentment, etc...

There are several important factors related to this finding. First of all, teachers in private schools can respond to the unique needs and interests of their students more effectively with the freedom to prepare their own lesson plans. Allowing teachers to have autonomy in preparing their lesson plans is essential for their success in implementing teaching methods, as it encourages them to be creative and innovative. This is supported by the study of Salazar-Ayala, Greenier, and Lämmerer (2021), who emphasized that teachers' feelings of competence and connection are strengthened by autonomy and supportive relationships. As a result, they experience increased engagement and satisfaction in their teaching duties on a daily basis. Another factor pointed out by most private school teachers is the autonomy to choose the materials and activities. When teachers are given the freedom to design their lessons, they choose the most relevant and captivating teaching materials and design their lessons to the unique learning styles and preferences of their students and experience full student engagement, and effective and enjoyable learning experience not only for themselves but also for their students. This finding is supported by the study of Hattie (2015) who emphasized the importance of using relevant materials to promote effective engagement, which is crucial for achieving success in teaching and learning.

Furthermore, the findings reveal that a positive relationship between students is an important factor in teachers' job satisfaction. A strong bond between teachers and their students is the key to a supportive and respectful classroom environment. A supportive and respectful classroom environment leads to better student engagement and more enjoyable lessons. This finding is supported by Hattie (2009), who highlighted that positive student-teacher relationships significantly impact student engagement and teacher satisfaction. In another

study, Pianta, Hamre, and Allen (2012) also emphasized the importance of understanding student needs to provide effective support. In line with this, teachers in this study claimed that a positive relationship between their students helps them understand their student's needs, strengths, or weaknesses and this leads them to prepare more personalized support and guidance.

Additionally, positive student-teacher relationships contribute to better academic outcomes. When students feel understood and supported by their teachers, they are more likely to be motivated and perform better academically. This, in turn, boosts teacher satisfaction as they see the positive impact of their efforts. This finding is consistent with the research of Roorda, Koomen, Spilt, and Oort (2011), who found that positive relationships with teachers are strongly associated with student motivation and academic success. These findings comply with Salazar-Ayala, Greenier, and Lämmerer (2021), who emphasize that teacher autonomy and supportive relationships elevate the requirements of autonomy, capability, and relatedness, making teachers more engaged and satisfied with their daily academic activities.

Moreover, another key factor in private school teachers' satisfaction is facilitating student learning. It is one of the most important factors for teachers' professional fulfilment because when teachers witness that their students are improving, and thriving and they are the most important contributor to this process, this gives them a profound sense of purpose and accomplishment. This finding is supported by Hargreaves and Fullan (2012), who highlighted the same factor by emphasizing that teachers find meaning in their roles in fostering student success. In private schools when teachers experience the success of their students or improvement or freely take part in their teaching process, they feel great satisfaction in their jobs, because they feel validated in their efforts and skills. This result also finds support with the study of Day and Gu (2010) who underlined that experiencing professional validation through student achievements reinforces teachers' sense of professional identity and dedication.

However, the private school teachers in this study revealed that lack of personal responsibility and inadequate feedback or guidance from the heads of departments or coordinators are the factors of their dissatisfaction. This means that when teachers in this study feel that they lack personal responsibility, they feel undervalued and disconnected from their roles, which is very critical because it leads to decreased motivation and dissatisfaction. This is consistent with the findings of Ingersoll (2003), who highlighted that lack of autonomy and support can lead to teacher burnout and dissatisfaction. This lack of responsibility can stem from rigid school administrative staff or strategies that do not allow teachers to take initiative

or make meaningful contributions to their work. Additionally, the private school teachers in this study highlighted the importance of guidance and feedback from their superiors. In such situations, teachers may experience feelings of uncertainty and lack of support regarding their professional development and performance. This is backed up by the study of Hattie and Timperley (2007), who underlined the importance of constructive feedback in the development and satisfaction of teachers. Teachers in this study are of the opinion that constructive feedback and guidance are necessary for their personal growth and development. Without this, they feel isolated and frustrated, and this affects their job satisfaction.

Addressing these issues must be a priority for private school administrators or decision-makers to foster a sense of personal responsibility, they should create supportive work environments, provide efficient support, and in addition set clear and sustainable objectives. The study conducted by Johnson, Kraft, and Papay (2012) revealed that supportive work environments and clear goals significantly improve teacher satisfaction and performance. Furthermore, another point that has to be prioritized by private school administrators or decision-makers is establishing an atmosphere of collaboration because a collaborative environment increases the motivation and satisfaction of teachers. Also, the results of this study showed that teachers' relationships with their colleagues are of the greatest significance and contribute to their sense of purpose and belonging in the workplace. Agarwal, Kumar, and Ali (2023) emphasized in their study that a positive workplace culture improves teamwork, raises morale, increases productivity and efficiency, and enhances retention of the workforce. It can be concluded that by focusing on these key areas, schools will achieve better academic results in the long term by investing in teachers' enthusiasm, dedication, and happiness.

5.5. Demographic Factors and Their Impact on Job Satisfaction among ELT Teachers

The Teachers' Job Satisfaction Questionnaire provided an understanding of the factors that influence teachers' experiences. Although no significant differences in job satisfaction based on gender, age groups, work experience, teaching level, subject area, or employment type were found in this study, some related points must be taken into consideration.

Based on the data from this study, it can be concluded that job satisfaction levels among male and female teachers are quite similar, regardless of their gender. However, there are cultural variations and they can have a significant impact on gender expectations and roles that can affect teachers' job satisfaction. Teachers emphasize this impact because educational settings are shaped by social and cultural norms, and it affects how male or female teachers are

perceived, this is a critical issue and cannot be underestimated. This critical issue is consistent with Ingersoll (2003), who emphasized how cultural and social norms greatly influence the level of teacher satisfaction. Another issue that female teachers can encounter in certain cultures is the biases or extra pressures put only on females. This should be considered by school administrators or decision-makers while developing policies and practices for teacher job satisfaction. They should respect all the cultural factors, and evaluate a larger context and unique factors while creating a welcoming working atmosphere for their teachers regardless of their gender.

Although there was no significant difference in job satisfaction across different age groups in this study, depending on the specific circumstances job satisfaction of older and younger teachers can be affected in various ways. It can be concluded from the teachers' suggestions in this study that, when a supportive environment is established, they take advantage of the strengths of both experienced and new teachers. This aligns with Dou, Devos, and Valcke (2017), who stated creating a supportive work environment is crucial for boosting job satisfaction among teachers of all ages. Therefore, school administrators or decision-makers should make the most of this richness and create an atmosphere that fosters collaboration and the exchange of ideas. This will be advantageous for both experienced and younger teachers. Mentoring programs can be an alternative for fostering knowledge exchange and professional growth. Experienced teachers can be paired with younger teachers, and by this way experienced teachers can share their knowledge and valuable experiences they had saved throughout their teaching process, on the other hand, the younger teachers can bring their fresh and creative ideas such as the usage of technology or applications along with enthusiasm. This will be valuable guidance and support and will create a vibrant and productive teaching environment, enriched by a dynamic and diverse culture.

Furthermore, there was no significant difference in job satisfaction regardless of teaching level, university subject areas, or employment type. Based on the findings, it is evident that factors such as administrative support, school culture, workload, and job autonomy have an important effect on determining teachers' level of job satisfaction. In their study, Klassen and Chiu (2010) highlighted the importance of administrative support and a positive school culture in influencing job satisfaction. Since these factors greatly influence the work experience of teachers, administrative support; such as necessary resources and guidance should be taken as a precaution to help teachers. This support will enhance the teachers' job performance, too. This attempt should be backed up with a strong school culture. When teachers work in a strong

school culture, they feel that they are embraced by a community, and they are connected to this team. In such environments, teachers feel that they are appreciated, find meaning in their profession and they will be backed up by this community. Furthermore, another issue that is underlined in this study is the workload of teachers in private schools which affects their job satisfaction. School administrators or decision-makers should maintain reasonable workloads to avoid burnout and reduce the stress of teachers. This is supported by a study by Chowhan and Pike (2023). They found that an overwhelming workload can significantly reduce job satisfaction due to the stress and burnout it causes.

In conclusion, it is apparent from the results that the lack of significant differences in job satisfaction across various demographic groups in this study could be attributed to the unique and supportive environment of private schools. The various factors that contribute to job satisfaction among teachers should be listed as the availability of resources, support systems, a positive professional culture, efficient administrative practices, and strong community support. These elements, work together and create a uniformity and consistently high level of satisfaction among teachers in private schools regardless of their demographic differences. This can be aligned with the findings of Hargreaves and Fullan (2012), who emphasized that supportive environments and adequate resources contribute to higher job satisfaction uniformly.

5.6. The Correlation Between Job Crafting Behaviours and Job Satisfaction of Teachers in ELT Context

According to the findings in "The Correlation Between Job Crafting Behaviours and Job Satisfaction in the ELT Context", teachers highlighted several important aspects in terms of job crafting and job satisfaction. First of all, it can be interpreted from the findings that teachers value job crafting because it allows them to highlight their areas of expertise, experience a sense of freedom, and customize their work. This finding aligns with the study of Slemp and Vella-Brodrick (2013), who discovered that job crafting has a positive impact on employees' well-being. This is because it allows the teachers to customize their job responsibilities to better align with their strengths and interests. Having the flexibility to align their work with their passions enhances job motivation for teachers working in private schools because it gives them greater control over their work. In addition, job crafting enhances performance by allowing teachers to efficiently use their strengths and interests. Since the teachers' contributions are valued and acknowledged, teachers in private schools experience a greater sense of belonging

within their schools. Thus, it is evident that promoting job crafting in educational institutions is crucial in enhancing the motivation, performance, and overall job contentment of teachers.

Secondly, teachers have many opportunities to explore areas that can match their individual interests or skills through job crafting. It can be interpreted that job crafting is essential in teachers' engagement and satisfaction in their professional roles. For example, teachers in private schools whose individual interest is technology can integrate technology models to include innovative digital tools that align with their teaching philosophy. This finds support in the study conducted by Berg, Dutton, and Wrzesniewski (2013), who emphasized that job crafting allows individuals to shape their job roles to better fit their strengths and interests, leading to greater job satisfaction and professional development.

In addition, job crafting has a variety of positive effects not only for teachers but also for students and their schools as well, therefore, schools and school administrators should promote job crafting. For example, school administrators can reduce or even stop the rates of turnover by prioritizing job crafting because teachers who craft their jobs feel satisfied so they keep working in their schools. In this way, the private schools will continue with their skilled and motivated teaching staff and will not be struggling with turnover. Allowing the teachers to shape their job responsibilities is beneficial for all stakeholders involved. This partnership fosters growth, guidance, and achievement which means a better and more harmonized school environment. According to Demerouti's research in 2014, it was found that allowing teachers to shape their jobs within educational settings can result in a more motivated and adaptable workforce. Therefore, the fact that supportive and encouraging work environments make teachers thrive and support their happiness and job satisfaction, the school administrators should focus on this satisfaction, otherwise, they will encounter a major problem for private schools, retaining teachers.

According to the findings, whenever private school teachers feel valued and appreciated and are given the autonomy to shape their work, they experience a deep sense of fulfillment and purpose. It can be interpreted as; creating a supportive work environment is crucial for creating motivated and efficient teaching staff because an encouraging environment at work enhances the teachers' motivation and dedication. This result is supported by the study of Maltby and Hall (2022), who found that work environments that offer important job resources like feedback, autonomy, and growth opportunities greatly improve teacher resilience and satisfaction. This sense of fulfilment is so intense that, it becomes advantageous

for their school's reputation and makes their school appealing for both their students and their parents.

Job satisfaction can be affected by factors such as professional commitment and effective workload management, this finds support in a recent study by Janib, Rasdi, and Zaremohzzabieh (2022). This finding in this study must be interpreted carefully by private school administrators or decision-makers. Supportive work environments have the potential to influence these variables and job satisfaction, therefore, private schools should prioritize the creation of supportive environments to improve teacher satisfaction and performance. One of the things that this study highlighted about job satisfaction was the importance of having a fair amount of work and being able to access professional development opportunities to maintain job satisfaction. Creating supportive environments that respond to these needs can greatly help teachers effectively manage their responsibilities and stay devoted to their profession.

In conclusion, implementing job crafting in private schools has a significant effect on teacher satisfaction, performance, and the overall culture of collaboration. This, in return, benefits both educators and students in a variety of ways.

5.7. ELT Teachers' Views on the Relationship Between Job Crafting and Job Satisfaction

The qualitative data results obtained from the interviews conducted with 10 teachers are consistent with the quantitative data, and provide detailed and descriptive information that strengthens the findings. Based on the findings, there are multiple variables that private school teachers consider integrating job-crafting strategies into their practices.

Among these variables, the first crucial one is independence in lesson plans and teaching materials. Based on the findings, it can be concluded that autonomy gives a deep sense of purpose, ownership, and satisfaction to most teachers who participated in this study, therefore, most of them prioritize the opportunity to adapt their lesson planning and teaching methods. While doing this adaptation, they add their personal dimension by including their interests, like music, drama, technology, creative techniques, and Total Physical Response (TPR) methods. It means they redesign their work experiences to better match their teaching styles and interests. This result is supported by the study conducted by Tims et al. (2013), who stated that purposeful change can help employees reorganize their work experiences.

Furthermore, teachers in private schools in this study use autonomy and freedom by using different teaching places apart from typical classes, such as libraries, gardens, and club rooms.

Based on this finding, it can be inferred that alternative teaching environments have a positive effect, enhance teaching quality provide effective lessons, and lower stress levels for both teachers and students. This finding is supported by the research of Johnson et al. (2014) who noted that teaching in different environments has a positive impact on reducing stress levels and increasing engagement for both teachers and students. Teachers feel more relaxed in these environments, therefore their connections and interactions with their students improve.

Additionally, in private schools, there are some extracurricular activities or clubs such as Junior Model United Nations (JMUN) or Destination Imagination (DI). Job crafting can be implemented by engaging with extracurricular activities or clubs, which allows the teachers to support adaptability and creativity in their students. Most of the teachers think that these activities do not increase their workload although they are usually done after school or at the weekends, instead, they believe these activities enhance the overall quality of their teaching.

Based on the findings, most students in private schools consider their language teachers as their idols, both the students and their parents admire their teachers because they value their language teachers' efforts to teach a language and also consider them exceptional educators since they create a positive feeling, even love, for foreign languages in their children. All these positive and encouraging factors contribute to the job satisfaction and professional fulfillment of private school teachers since they feel a strong sense of appreciation from a community they are always in a relationship with. Ingersoll and Strong (2011) support this finding who noted that teachers who are content with their work have a notable influence on the academic growth of their students. All in all, it is evident that when teachers have the autonomy to redesign their lessons it has many benefits, and, all educational institutions should prioritize this approach.

Nevertheless, teachers in private schools encounter some challenges while implementing some job crafting practices related to various factors. Based on the findings, these various factors can vary from the books to parental pressure or being excluded from some critical decisions. The teachers in this study make some frequent changes to the books which are sometimes very boring or monotonous for students, but while they are doing these modifications they are under parental pressure because some parents want the teachers to follow the books strictly page by page. In addition to this, the teachers in this study especially those working in chain schools find it challenging to finish the curriculum within a time frame to the strict lesson plans or curricula enforced by upper management. Moreover, one of the factors that teachers in private schools have to struggle with is the decisions of the upper management or head of departments without underestimating the teacher's input. This is a very

critical issue since teachers in private schools may feel isolated, and not valued and this can cause discontent. Blasé and Blasé (2000) also highlight the same point stating that isolating teachers from important processes can lead to feelings of demotivation and frustration and compromise their professional autonomy.

In addition, another challenge that private school teachers encounter is the modified lesson plans. Teachers make some adjustments and want to try some new techniques on their lesson plans on paper and when these modified lesson plans cannot be carried out effectively in their natural classroom environment, it can result in a lack of student engagement and not fulfilled classroom objectives. It can be interpreted like this. If teachers want to make some adjustments in their teaching via job crafting practices, they must introduce them carefully and properly. Otherwise, the adjustment on the paper lesson plan can be confusing to use or to adapt for the students because they are not familiar with these new teaching practices. This result is also underlined in a study by Hargreaves (2000), who noted that to prevent chaos, resistance, and confusion among students, new teaching methods must be clearly conveyed and performed. It is essential that teachers clearly and effectively implement new methods in order to guarantee student adaptation and overall classroom success.

In summary, it is possible to deduce that teachers have a desire and ability to establish positive and effective educational environments when they are provided with autonomy and the opportunity to redefine their teaching, as well as when they are surrounded by supportive environments. Therefore, to enhance teacher satisfaction and performance, enhancement of teaching quality, and improvement of student outcomes it is a must for private school administrators or decision-makers to place a high priority on job-crafting practices for its multitude of benefits. This result finds support by the research of Petrou, Demerouti, and Schaufeli (2012). In their study, they underlined how crucial it is for schools to invest in job-crafting practices in order to establish a successful and effective educational environment.

5.8. Directions for Further Research

Based on the current study many potential areas of research can be explored. First of all in terms of school type and sample size. It should be emphasized that the study was only conducted in private schools and had only 114 participants. Therefore, it has the potential to restrict the generality of the results. It would be beneficial to include a broader range of teachers as well as teachers from public schools or maybe from other languages. A larger size and variety of school types would lead to a more detailed and generalizable understanding of job crafting and work-related job satisfaction among teachers.

The study also had other issues that need further research related to the heads of departments or coordinators. There is not only a communication gap between the teachers and heads of departments and a lack of support from superiors, but also an exclusion of teachers from critical decisions such as the choice of textbooks or curriculum. These factors have a negative impact on teachers' job satisfaction and job crafting abilities. Further research on the support of heads of departments and their effect on teacher's job satisfaction, job performance or teaching effectiveness and the impact of excluding teachers from important decision-making processes on their sense of ownership, motivation, and alignment with materials and curricula would be beneficial.

A need for more independence, opportunities for professional growth, and reasonable workloads were also issues expressed by teachers in this study. To investigate the impact of workload management, leadership support, and professional growth on job crafting and job satisfaction would be valuable for further research. By confronting these concerns and enhancing approaches, schools can enhance teacher satisfaction and performance.

5.9. Pedagogical Implications and Limitations

Particularly in the context of English Language Teaching (ELT), the results of this study have several significant implications for educational practices and teaching methodologies. It is evident that job crafting behaviours among ELT teachers have an important effect on the quality of teaching and job satisfaction of teachers. To enhance teacher satisfaction and performance, educational institutions should focus on several implications such as promoting autonomy, creating supportive educational environments, providing continuous professional development programs or training, etc.,

Educational institutions should focus on job-crafting strategies more and establish supportive environments that promote flexible and autonomous teaching practices as a part of professional development opportunities for teachers. This can be accomplished by participating in workshops, seminars, and ongoing professional development programs. These professional development programs should underline the advantages of job crafting and equip teachers with practical tools and techniques to integrate these strategies into their daily teaching routines.

Recognizing the significance of autonomy is another implication that should be focused on by school administrators or decision-makers since it affects the quality of teaching as well as teacher job satisfaction. This can be achieved only by allowing teachers to personalize their teaching methods including integrating their interests and strengths, and lesson plans to meet

the unique needs of their students and experimenting with innovative teaching methods. **Since** innovative teaching methods can lead to a more motivated and engaged teaching staff. Slemph and Vella-Brodrick (2013) also support this finding by stating creating a supportive environment that values teacher input and creativity, schools can foster a culture of continuous improvement and innovation.

Additionally, the sense of ownership and commitment to one's work can be improved by engaging teachers in decision-making processes, particularly in the context of curriculum development and textbook selection. Active participation in these critical decisions by educators increases their motivation and sense of worth, resulting in improved teaching outcomes and greater job satisfaction. This is consistent with the findings of Ingersoll and Strong (2011), who underscored the beneficial effects of teacher participation in decision-making on student achievement and job satisfaction.

However, this study has several limitations that must be recognized. First of all, in terms of school type, its special emphasis on private schools may restrict the generality of the results. In comparison to public school teachers, private school teachers may possess distinct perspectives regarding institutional cultures, resources, and socioeconomic conditions. That's why, the results have the potential not to represent all English language teachers. A variety of school types would lead to a more detailed and generalizable understanding of job crafting and work-related job satisfaction among teachers.

Secondly, the sample size, a small size of participants limited to 114 teachers, has the potential to restrict the generality of the results. Expanding the size of the participants would not only improve the reliability and validity of the results but also allow more accurate generalizations as well as provide a better understanding of job crafting and work-related job satisfaction among teachers.

Furthermore, the study's cross-sectional nature restricts the ability to make causal inferences. It is important to conduct longitudinal studies in order to investigate the lasting impact of job crafting on both job satisfaction and teaching effectiveness. Studying the evolution of job crafting behaviours over time and their long-term impact on teachers' professional lives would offer valuable insights.

5.10. Conclusion

The study findings indicate a strong correlation between job crafting and job satisfaction among English language teachers in private K8 schools. In addition to the advantages of this

topic for teachers, including increased autonomy, finding purpose and fulfilment in their work, and experiencing greater satisfaction, there are also some challenges they may face. These include being excluded from important decision-making processes, lacking support and inadequate communication with superiors, and dealing with a heavy workload.

Within this context, it is crucial for school administrators to involve teachers in decision-making processes and establish a supportive environment that encourages job crafting. This will ultimately enhance teacher satisfaction. Furthermore, it is crucial to arrange professional development programs that cater to the specific requirements of teachers in order to enhance their job satisfaction and performance. Implementing these beneficial strategies will help boost teacher satisfaction, leading to enhanced student achievement.

Overall, this study emphasizes the significance of job crafting in enhancing job satisfaction for ELT teachers. It adds to the existing literature by offering a more comprehensive understanding of how job crafting relates to work-related job satisfaction. Developing practices that support teachers' job-crafting behaviours can have a positive impact on education quality, teacher satisfaction, student outcomes, and overall educational success. School administrators and education policymakers have the opportunity to make a difference in these areas.

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APPENDIX

Appendix A. Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	FUNDA AZNİK
ÖĞRENCİ NO	2022008010
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDINI YAPILIP-YAPILMADIĞI	2023 / 2024 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Özel Okullarda Öğretmenlerin İş becerikliliği ile iş tatmini arasındaki ilişkinin ELT bağlamında incelenmesi
TEZİN AMACI	Bu çalışmanın temel amacı, çeşitli faktörlerden etkilenen bir yapı olan iş becerikliliği ile iş tatmini arasındaki ilişkiyi araştırmaktır. Bu ilişkinin incelenmesi mevcut bilimsel literatürde sınırlı sayıda araştırmaya konu olmuştur. Ayrıca, "iş becerikliliği" kavramı nispeten yenidir ve mevcut literatürde bu konuyla ilgili sınırlı sayıda araştırma mevcuttur.
TEZİN TÜRKÇE ÖZETİ	Devlet okullarında ve özel okullarda öğrenim gören ortaokul öğrencilerinin İngilizce dersine olan ilgileri, dil öğrenme motivasyonları ve derse katılma istekleri gözlemlendikten sonra motivasyon farklılığı gözlemlenen öğrencilerle yapılacak olan yarı yapılandırılmış görüşmeler birlikte bu motivasyon farklılıklarının, öğrenciler arasındaki sosyoekonomik farklılık ve buna bağlı olarak sosyal adaletsizlikle ilişkisi araştırılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Mersin İli Millî Eğitim Müdürlüğü'ne bağlı anaokulu, ilkokul ve ortaokul düzeyinde eğitim vermekte olan özel okullar.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mersin İli Millî Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mersin İli Millî Eğitim Müdürlüğü'ne bağlı anaokulu, ilkokul ve ortaokul düzeylerinde eğitim vermekte olan özel okullarda Yabancı Dil öğretmenlerine 2 (iki) adet anket ve 1 (bir) adet açık uçlu sorulardan oluşan, yarı yapılandırılmış görüşme uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Bu çalışma için veri toplamayı kolaylaştırmak amacıyla katılımcılara çevrimiçi iki anket gönderilecektir. Birinci ankette katılımcıların yaş, cinsiyet, öğretmenlik tecrübesi, alınan en yüksek derece, nitelikler ve mezun olunan bölüm gibi demografik bilgileri toplamaya yönelik sorular yer almaktadır. Anketin ikinci kısmında ise Timms vd(2012) tarafından hazırlanan 21 soruluk JCS anketi cevaplandırılacaktır .2. anket olarak İş Tatminini ölçmek için Lester (1997) tarihinde hazırlanan 66 soruluk anket uygulanacaktır. Ek Olarak, araştırmacı tarafından hazırlanmış 7 sorudan oluşan açık uçlu görüşme soruları katılımcılara uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 2 (iki) Sayfa İş Becerikliliği Ölçeği (Timms vd., 2012) 2) 2 (iki) Sayfa İş Tatmini Ölçeği (Lester). 3) 1 (bir) Sayfa İş Becerikliliği ve İş Tatmini Görüşme Soruları
ÖĞRENCİNİN ADI - SOYADI: Funda AZNİK	ÖĞRENCİNİN İMZASI: Enstitüde Evrak Ashı İmzalıdır TARİH: / / 2023
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	
2. Anılan konu faaliyet alanı içerisine girmektedir.	

Appendix B. Informed Consent Form

Tarih:.....

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Özel Okullarda Öğretmenlerin İş becerikliliği ile iş tatmini arasındaki ilişkinin ELT bağlamında incelenmesi" başlıklı araştırma "Funda AZNİK" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: çeşitli faktörlerden etkilenen bir yapı olan iş becerikliliği ile iş tatmini arasındaki ilişkiyi araştırmaktır. Bu ilişkinin incelenmesi mevcut bilimsel literatürde sınırlı sayıda araştırmaya konu olmuştur. Ayrıca, "iş becerikliliği" kavramı nispeten yenidir ve mevcut literatürde bu konuyla ilgili sınırlı sayıda araştırma mevcuttur. Dolayısıyla bu araştırmanın mevcut literatüre değerli bir katkı sağlayacağı düşünülmektedir.

Süresi: 2023-2024 Eğitim öğretim yılı boyunca

Araştırmanın Yürütüleceği Yer: Mersin İl Milli Eğitim Müdürlüğüne bağlı, anaokulu, ilkokul ve ortaokul düzeylerinde eğitim vermekte olan özel okullar

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile**)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Funda Aznik

e-posta:

İmzası: Enstitü Müdürlüğünde Evrak Aslı Mevcuttur

Appendix C: Participant Consent Form

Participant Consent Form

Investigating the Relationship Between Job
Crafting on Job Satisfaction of English Language
Teachers in Private K8 Schools in Southern Turkey

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves.....
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research, my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview that may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in .
- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

- I understand that signed consent forms and original audio recordings will be retained in until the board confirms the results of the dissertation.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board
- I understand that under freedom of information legalization, I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Names, degrees, affiliations, and contact details of researchers (and academic supervisors when relevant).

Signature of research participant

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date

Enstitü Müdürlüğünde Evrak Aslı Mevcuttur

Appendix D. Job Crafting Scale

İş Yaratma Anketi (JCQ)
Demografiik kısım

Cinsiyet: Erkek

Kadın:

Hangi bölümden mezun oldunuz?

Yabancı dil öğretimi:

Filoloji (dil ve edebiyat)

Mütercim tercümanlık:

Dil bilim bölümü:

Kaç yıllık iş tecrübeniz var?

1-5 yıl

6-10 yıl

11-15 yıl

16-20 yıl

+21 yıl

Yaş:

21-25

26-30

31-35

36-40

41-45

46-50

51+

Ne tür Sözleşmeniz var?

1 yıllık sözleşme:

Vekil (ücretli öğretmen)

No	Items	1	2	3	4	5
	Increasing structural job resources					
1	I try to develop my capabilities					
2	I try to develop myself professionally					
3	I try to learn new things at work					
4	I make sure that I use my capacities to the fullest					
5	I decide on my own how I do things					
	Decreasing hindering job demands					
6	I make sure that my work is mentally less intense					
7	I try to ensure that my work is emotionally less intense					
8	I manage my work so that I try to minimize contact with people whose problems affect me emotionally					
9	I organize my work so as to minimize contact with people whose expectations are unrealistic					
10	I try to ensure that I do not have to make many difficult decisions at work					
11	I organize my work in such a way to make sure that I do not have to concentrate too long a period at once					
	Increasing social job resources					
12	I ask my supervisor to coach me					
13	I ask whether my supervisor is satisfied with my work					
14	I look to my supervisor for inspiration					
15	I ask others for feedback on my job performance					
16	I ask colleagues for advice					
	Increasing challenging job demands					
17	When an interesting project comes along, I offer myself proactively as project co-worker					
18	If there are new developments, I am one of the first to learn about them and try them out					
19	When there is not much to do at work, I see it as a chance to start new projects					
20	I regularly take on extra tasks even though I do not receive extra salary for them					
21	I try to make my work more challenging by examining the underlying relationships between aspects of my job					

Appendix E. Teacher Job Satisfaction Questionnaire

ÖĞRETMEN İŞ MEMNUNİYETİ ANKETİ (TJSQ)

Yönergeler: Aşağıdaki ifadeler, bir öğretmenin işi hakkında nasıl hissettiğini etkileyebilecek faktörlere atıfta bulunur. Bu faktörler öğretim ve bireyin ob durumuna ilişkin algısı ile ilgilidir. Aşağıdaki ifadeleri cevaplarken. İfadelere katılımı veya katılımına derecenizi temsil eden rakamı daire içine alın. Lütfen düşünceli yanıtlar vermek için kesintisiz 10-15 dakika ayırın. Lütfen bu enstrümanda kendinizi tanıtmayın.

Anahtar: 1 2 3 4 5

1. Kesinlikle katılmıyorum

2. Nötr

3. Katılıyorum

4. Kesinlikle katılıyorum

5 Ne katılıyorum ne katılmıyorum

1. Öğretmenlik bana profesyonel olarak ilerleme fırsatı sunuyor. 1 2 3 4 5
2. Öğretmen geliri normal giderler için yeterlidir. 1 2 3 4 5
3. Öğretim, çeşitli becerileri kullanma fırsatı sunar. 1 2 3 4 5
4. Yetersiz gelir, yaşamak istediğim gibi yaşamamı engelliyor. 1 2 3 4 5
5. En yakın amirim bir öğretmenini diğerine karşı çevirir. 1 2 3 4 5
6. Kimse bana iyi bir öğretmen olduğumu söylemiyor. 1 2 3 4 5
7. Bir öğretmenin işi rutin faaliyetlerden oluşur. 1 2 3 4 5
8. Şu anki öğretmenlik pozisyonumda ilerlemiyorum. 1 2 3 4 5
9. Okulumdaki çalışma koşulları iyileştirilebilir. 1 2 3 4 5
10. Birinci dereceden amirimden denklik alıyorum. 1 2 3 4 5
11. Kendi kararlarımı verme özgürlüğüm yok. 1 2 3 4 5
12. En yakın amirim öğretimimi geliştirmek için önerilerde bulunur. 1 2 3 4 5
13. Öğretim güvenli bir gelecek sağlar. 1 2 3 4 5
14. Başarılı öğretmenliğim için tam takdir alıyorum. 1 2 3 4 5
15. Meslektaşlarımla iyi geçinirim. 1 2 3 4 5
16. Okulumdaki yönetim, politikalarını açıkça tanımlamıyor. 1 2 3 4 5
17. Yardıma ihtiyacını olduğunda amirim bana yardım ediyor. 1 2 3 4 5
18. 18. Okulumdaki çalışma koşulları rahat. 1 2 3 4 5
19. 19. Öğretmek bana öğrencilerimin öğrenmesine yardımcı olma fırsatı veriyor. 1 2 3 4 5
20. 20. Birlikte çalıştığım insanları seviyorum. 1 2 3 4 5
21. Öğretim, ilerleme için sınırlı fırsatlar sağlar. 1 2 3 4 5
22. Öğrencilerim bana bir öğretmen olmak saygı duyuyor. 1 2 3 4 5
23. Öğretmenlik işimi kaybetmekten korkuyorum. 1 2 3 4 5
24. En yakın amirim beni desteklemiyor. 1 2 3 4 5
25. Öğretim çok ilginç bir iştir. 1 2 3 4 5
26. Okulumdaki çalışma koşulları daha kötü olamazdı. 1 2 3 4 5
27. Öğretmek özgünlüğü caydırır. 1 2 3 4 5
28. Okulumdaki yönetim politikalarını iyi iletiyor. 1 2 3 4 5
29. Öğretmenlik işimde kendimi asla güvende hissetmiyorum. 1 2 3 4 5

30. Öğretmek bana yeni yöntemler geliştirme şansı vermiyor. 1 2 3 4 5
31. En yakın amirim herkese eşit davranır. 1 2 3 4 5
32. Meslektaşlarım beni daha iyi iş yapmam için teşvik ediyor. 1 2 3 4 5
33. Öğretim terfi için bir fırsat sağlar. 1 2 3 4 5
34. Günlük derslerimi planlamaktan sorumluyum. 1 2 3 4 5
35. Okulumdaki fiziksel çevre hoş değil. 1 2 3 4 5
36. Yeteneğimle orantılı olarak iyi maaş alıyorum. 1 2 3 4 5
37. Meslektaşlarım birbirlerini çok eleştiriyorlar. 1 2 3 4 5
38. Öğretimim için sorumluluğum var. 1 2 3 4 5
39. Meslektaşlarım bana 1 2 3 4 5 öğretimim hakkında öneri veya geri bildirimde bulunurlar.
40. En yakın amirim öğretimi geliştirmek için yardım sağlar. 1 2 3 4 5
41. Birlikte çalıştığımı insanlardan işbirliği almıyorum. 1 2 3 4 5
42. Öğretmek beni yaratıcı olmaya teşvik ediyor. 1 2 3 4 5
43. En yakın amirim önerileri dinlemeye istekli değil. 1 2 3 4 5
44. Öğretmen geliri yaşamak için zar zor yeterli. 1 2 3 4 5
45. Öğretmeye karşı kayıtsızım. 1 2 3 4 5
46. Bir öğretmenin işi çok keyifli. 1 2 3 4 5
47. Acil 1 2 3 4 5'imden çok fazla anlamsız talimat alıyorum.
Danışman.
48. Birlikte çalıştığım insanları sevmiyorum. 1 2 3 4 5
49. Çok az tanınıyorum. 1 2 3 4 5
50. Öğretim ilerleme için iyi bir fırsat sağlar. 1 2 3 4 5
51. İlgi alanlarım meslektaşlarımla benzer. 1 2 3 4 5
52. Eylemlerimden sorumlu değilim. 1 2 3 4 5
53. En yakın amirim ihtiyacım olan materyali 1 2 3 4 5
54. Elimden gelenin en iyisini yapacağım. 1 2 3 4 5
55. Meslektaşlarım arasında kalıcı dostluklar kurdum. 1 2 3 4 5
56. Okulumdaki çalışma koşulları iyi. 1 2 3 4 5
57. En yakın amirim beni rahatsız ediyor. 1 2 3 4 5
58. Öğretmen geliri hak ettiğimden daha az. 1 2 3 4 5
59. Okulumun politikalarından haberdar olmaya çalışıyorum. 1 2 3 4 5
60. İyi bir ders verdiğimde, en yakın amirim fark eder. 1 2 3 4 5
61. En yakın amirim benden ne beklendiğini açıklıyor. 1 2 3 4 5
62. Öğretmenlik bana finansal güvenlik sağlıyor. 1 2 3 4 5
63. En yakın amirim iyi öğretimi övüyor. 1 2 3 4 5
64. Okulumun politikalarıyla ilgilenmiyorum. 1 2 3 4 5
65. Öğrencimle iyi geçiniyorum. 1 2 3 4 5
66. Ücret diğer okul bölgelerindeki benzer işlerle karşılaştırılır. 1 2 3 4 5
67. Meslektaşlarım bana mantıksız geliyor. 1 2 3 4 5

Appendix F. Interview Questions

İŞ BECERİKLİLİĞİ VE İŞ TATMİNİ GÖRÜŞME SORULARI

1. Bir dil öğretmeni olarak tipik bir gününüzü paylaşabilir misiniz?
2. Bir eğitimci (olarak hem sınıf içinde hem de dışında öğretim metodolojilerinizi tercihlerinize uyacak veya öğrencilerinizin ihtiyaçlarına daha iyi uyacak şekilde uyarlamak için iş becerisini nasıl kullanırsınız?) Spesifik örnekler verebilir misiniz?
3. Bir dil öğretmeni olarak ne tür şeyler sizi tatmin ve mutlu hissettirir? Öğretmenlik görevinizde memnuniyet ve tatmin duygunuzu önemli ölçüde etkileyen bir deneyimi paylaşabilir misiniz?
4. Bir dil öğretmeni olarak öğrenme şeklinizi veya görevlerinizi (iş işçiliği yapmak) değiştirmek iş tatmininizi nasıl etkiler? Dil eğitimi alanında iş becerisi ve iş tatmini arasındaki ilişki hakkında ne düşünüyorsunuz. İş işçiliği eylemlerinin iş tatminini olumlu yönde etkilediğini düşünüyor musunuz/inanıyor musunuz? Neden ya da neden olmasın?
5. Öğretim yaklaşımınızı veya görevlerinizi iş işçiliği yoluyla ayarlamak, genel iş memnuniyetinizi nasıl etkiler? Dil eğitimi alanında iş becerisi ve iş tatmini arasındaki ilişkiyi nasıl değerlendiriyorsunuz? İş becerisi girişimlerinin dil eğitimcileri arasında iş tatminini olumlu yönde etkilediğine inanıyor musunuz? Neden ya da neden olmasın?
6. Öğretim sorumluluklarınızı (görevlerinizi) değiştirirken (değiştirirken) iş tatmininizi etkileyen herhangi bir zorlukla karşılaştınız mı veya beklenmedik sorunlarla (olaylarda) karşılaştınız mı? Bunları nasıl çözdünüz ve üstesinden geldiniz'?
7. Kendi deneyimlerinize veya gözlemlerinize dayanarak, iş becerileri yoluyla iş tatminlerini artırmak isteyen dil öğretmenlerine herhangi bir tavsiye veya öneride bulunmak ister misiniz?

Appendix G. Request for Ethics Committee Approval for Thesis Research



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-050.04.04-2400002351
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

11.03.2024

REKTÖRLÜK MAKAMINA

İlgi: Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan Funda AZNİK isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrenciye Ait Tez Etik Dosyası.

Appendix H. Scientific Research and Publication Ethics Committee Approval of Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük



Sayı : E-81570533-044-2400002763

26.03.2024

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 11.03.2024 tarih ve E-23867972- 050.04.04-2400002351 sayılı yazınız.
b) 13.03.2024 tarih ve E-23867972- 050.04.04-2400002433 sayılı yazınız.
c) 05.03.2024 tarih ve E-23867972- 050.04.04-2400002189 sayılı yazınız.

İlgi yazılarda söz konusu edilen Zekeriya DURMAZ, Muhammet Tuğrul ÖZEN ve Funda AZNİK isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2400002809
Konu : Funda AZNİK'in Tez Anket İzni
Hk.

27.03.2024

DAĞITIM YERLERİNE

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Funda AZNİK isimli öğrencinin "Özel okullarda öğretmenlerin iş becerikliliği ile iş tatmini arasındaki ilişkinin ELT bağlamında incelenmesi" başlıklı tezi Üniversitemizde görevli Dr. Öğr. Üyesi Senem ZAIMOĞLU'nun danışmanlığında yürütülmektedir. Adı geçen öğrenci çalışmasında, Müdürlüğünüze bağlı özel okulların anaokul, ilkokul, ortaokullarında halen yabancı dil öğretmeni olarak görev yapan personeli kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Anket dosyası.

Dağıtım:
Gereği:
Mersin İl Milli Eğitim Müdürlüğüne

Bilgi:
Mersin Valiliğine

Appendix J. Permission from Mersin Provincial Directorate for National Education



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-34776202-605.01-102043736
Konu : Funda AZNİK ' in
Araştırma Uygulama İzni

10.05.2024

DAĞITIM YERLERİNE

İlgi : a) Çağ Üniversitesi Rektörlüğünün 27.03.2024 tarihli ve 2400002809 sayılı yazısı.
b) Valilik Makamının 30.04.2024 tarihli ve 101373857 sayılı Oluru.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisan programı öğrencisi Funda AZNİK'in "Özel Okullarda Öğretmenlerin İş Becerikliliği İle İş Tatmini Arasındaki İlişkinin ELT Bağlamında İncelenmesi" konulu izin talebi talebi ilgi (a) yazı ile bildirilmiştir.

Söz konusu araştırmanın, 2023-2024 eğitim öğretim yılında, Mersin ilindeki özel ilkokul, ortaokul ve anaokullarında görev yapan öğretmenlere yönelik olarak, eğitim öğretim faaliyetleri aksatılmadan, gönüllülük esasına dayalı olarak, uygulama sırasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçları kullanılarak çalışmaya konu kişiler ve aile üyelerinden ad soyad, telefon, adres, din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda, tarafımıza gönderilmesi şartı ile uygun görüldüğüne dair ilgi (b) Olur ve ekleri ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Fazilet DURMUŞ
Vali a.
İl Millî Eğitim Müdürü

Ek:
1-Valilik Oluru (1 Sayfa)
2-Veri Toplama Araçları (7 Sayfa)

Dağıtım:
-13 İlçe Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)
-Çağ Üniversitesi Rektörlüğüne



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-34776202-605.01-101373857
Konu : Funda AZNİK' in
Araştırma İzin Onayı

30/04/2024

VALİLİK MAKAMINA

- İlgi : a) Çağ Üniversitesi Rektörlüğünün 27.03.2024 tarihli ve 2400002809 sayılı yazısı.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı "Araştırma Uygulama İzinleri" Konulu (2020/2 No'lu) Genelgesi.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi, Funda AZNİK' in "Özel okullarda öğretmenlerin iş becerikliliği ile iş tatmini arasındaki ilişkinin ELT bağlamında incelenmesi" konulu izin talebine ilişkin ilgi (a) yazı ve eklerine istinaden, ilgi (b) Genelge doğrultusunda düzenlenen 26.04.2024 tarihli uygun komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Araştırmanın, 2023-2024 eğitim öğretim yılında, Mersin ilindeki Özel ilkokul, ortaokul, ve anasınıflarında görev yapan öğretmenlere yönelik olarak, eğitim öğretim faaliyetleri aksatılmadan, gönüllülük esasına dayalı olarak, uygulama sırasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçları kullanılarak çalışmaya konu kişiler ve aile üyelerinden ad soyad, telefon, adres, din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda, tarafınıza gönderilmesi şartı ile Müdürlüğümüzce uygun değerlendirilmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.

Fazilet DURMUŞ
İl Millî Eğitim Müdürü

OLUR
Adem YILMAZ
Vali a.
Vali Yardımcısı

Ek:
1-Komisyon Görüşü (2 Sayfa)
2-Yazı (49 Sayfa)