

TURKISH REPUBLIC TRAKYA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES FOREIGN LANGUAGES
TEACHING DEPARTMENT
DIVISION OF ENGLISH LANGUAGE TEACHING
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**THE JOB SATISFACTION OF BEGINNING EFL
TEACHERS IN DIFFERENT EDUCATIONAL
INSTITUTIONS AND THEIR PROBLEMS**

HAKAN SEÇKİN

ADVISOR

ASSOC. PROF. DR. EMRE GÜVENDİR

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ABSTRACT

THE JOB SATISFACTION OF BEGINNING EFL TEACHERS IN DIFFERENT EDUCATIONAL INSTITUTIONS AND THEIR PROBLEMS

Seçkin, Hakan

A Master's Thesis

Thesis Advisor: Assoc. Prof. Emre GÜVENDİR

The aim of this research is to examine the job satisfaction levels of beginning English as a Foreign Language (EFL) teachers in Turkey and compare their levels across different types of organizations: public schools, private schools, and other private organizations. Additionally, the research aims to investigate the difficulties that these teachers encounter. A mixed-methods research design was adopted, and data were gathered through Brayfield and Rothe's (1951) job satisfaction index and interviews with 30 beginning EFL teachers. The results were analyzed statistically using SPSS (version 25) and the results of the survey were analyzed with a content analysis method. The study found that beginning teachers in public schools had higher levels of job satisfaction. Additionally, the study found that the problems encountered by participants varied depending on the type of schools they were working for. Teachers in private schools had a tendency to focus on organizational problems, while those in public schools tended to focus on instruction-related problems. The findings also indicate that beginning EFL teachers experience a reality shock at the beginning of their careers, highlighting a disconnect between teacher training programs and the realities of the classroom. Finally, the study found that beginning EFL teachers tend to prioritize stability and prefer to be employed in public schools. The study also presents the recommendations of the participants to increase the quality of teacher training programs.

Key words: Job satisfaction, beginning EFL teachers, EFL, public school, private school, teacher problems, teacher education

ÖZET

MESLEĞE FARKLI KURUMLARDA BAŞLAYAN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ TATMINLERİ VE KARŞILAŞTIKLARI SORUNLAR

Seçkin, Hakan

Yüksek Lisans Tezi

Tez Danışmanı: Doç. Dr. Emre GÜVENDİR

Bu araştırmanın amacı, Türkiye'de kariyerinin başındaki İngilizce öğretmenlerinin farklı türde kurumlar özelinde (devlet okulları, özel okullar ve diğer özel kurumlar) mesleki tatmin düzeylerini karşılaştırmak ve karşılaştıkları problemleri analiz etmektir. Çalışma karma araştırma yöntemiyle desenlenmiştir. Çalışmanın verileri, Brayfield ve Rotte (1951) tarafından geliştirilen İş Tatmini Ölçeği ile mesleğinin ilk beş yılında olan İngilizce öğretmenleriyle yapılan görüşmelerle toplanmıştır. Ölçek verileri anlam çıkarıcı istatistik, görüşme sonuçları içerik analizi metoduyla analiz edilmiştir. Çalışma, devlet okullarındaki mesleğinin başındaki İngilizce öğretmenlerinin daha yüksek iş doyum düzeyine sahip olduğunu ortaya koymuştur. Ayrıca, çalışma, katılımcıların karşılaştığı sorunların okul türüne göre değiştiğini göstermiştir. Özel okullardaki öğretmenlerin çalıştıkları kurumdan kaynaklı sorunlara odaklandıkları, kamu okullarındaki öğretmenlerin ise eğitimle ilgili sorunların üzerinde durdukları görülmüştür. Bulgular ayrıca, mesleğinin başındaki İngilizce öğretmenlerinin gerçeklik şoku yaşadıklarını göstermekte ve öğretmen eğitim programları ile sınıf ortamı arasındaki uyumsuzluğu vurgulamaktadır. Son olarak, mesleğinin başındaki İngilizce öğretmenlerinin iş güvencesini öncelendiklerini ve kamu okullarında çalışmayı tercih ettiklerini ortaya koymuştur. Çalışma ayrıca, öğretmen eğitim programlarının kalitesini arttırmaya yönelik katılımcı görüşlerini de sunmaktadır.

Anahtar kelimeler: Mesleki tatmin, kariyerinin başındaki İngilizce öğretmenleri, İngilizcenin yabancı dil olarak öğretimi, devlet okulu, özel okul, öğretmen sorunları, öğretmen eğitimi

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LIST OF ABBREVIATIONS

ANOVA	: Analysis of Variances
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FL	: Foreign Language
OECD	: Organization for Economic Co-operation and Development
TEFL	: Teaching English as a Foreign Language
SPSS	: Statistical Package for Social Sciences

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CHAPTER I: INTRODUCTION

The aim of this chapter is to present the research area and background of the study. It also lists the purpose of the study, the research questions, and the significance of the study in order to provide a better understanding of the research.

1.1. Background of the Study

The 21st century has brought with it new challenges and expectations for individuals seeking success in the ever-changing job market. With the rapid advancement of technology and increasing competitiveness, employers now demand a more diverse set of skills from employees. Consequently, schools are under immense pressure to prepare students for the real world and equip them with the necessary skills to succeed in a globalized society (Cimatti, 2016; Hurrell, 2016).

One of the most crucial skills in the modern world is the ability to communicate effectively in international settings (Hasman, 2004). The 21st century has witnessed a growing importance of English as a global language and a greater demand in increasing the proficiency of individuals. In today's interconnected world, the ability to communicate in a common language has become a key factor in promoting international trade, scientific collaboration, and cultural exchange. The impact of globalization and setting English as the common ground for intercultural communication contribute to the rising demand for fluency in English across the world.

In today's increasingly interconnected global community, fluency in English has become a highly prized asset across a diverse range of professional fields, including academia, business, and international communication. English is widely recognized as a language that plays a crucial role in bringing together people from different cultural backgrounds and facilitating communication. This has led to its being referred to as a "lingua franca" (Jenkins, 2007; Seidlhofer, 2001) and "language of the internet" (Baron, 2003). In response to this demand, the role of EFL instructors has become increasingly important. As a result, many individuals and families living in non-native English-speaking countries are prioritizing English instruction.

The demand for English instruction has led to a rapid expansion of the EFL field, particularly in recent years, leading to the employment of EFL teachers in a variety of formal and non-formal education contexts. Formal education contexts include public schools and private schools, where EFL instruction is integrated into the formal curriculum. On the other hand, in non-formal education contexts, such as private language schools, EFL teachers provide intensive language instruction to students seeking to improve their language skills outside of the formal education system. These teachers play a vital role in preparing students for specific real world needs and are especially responsible for preparing students for high-stakes English proficiency exams.

With the growing demand for English proficiency, the number of privately owned schools offering EFL classes has seen a significant increase. In fact, statistics reveal that since 2010, the number of privately owned schools has five folded while the number of teachers working in those schools has four-folded (MEB, 2022). This massive growth has led to a significant increase in the number of EFL teachers entering the workforce by opening up new career opportunities for English teachers, especially in privately owned schools.

As the contexts in which EFL instructors are employed have proliferated, the contextual differences depending on the nature of school types present several variables that need to be taken into account while analyzing the conditions offered to teachers. The focus on producing highly skilled and competitive graduates has placed a significant burden on teachers to not only teach the language but also equip students with the necessary communication skills and cultural awareness to help them succeed. For example, especially in private schools, the fast-paced job environment often puts pressure on EFL teachers to provide intensive language instruction that prepares students for the demands of the modern world. Moreover, studies examining the opinions of parents on private schools and the education provided by these institutions have revealed that their ideal school descriptions (Nartgün & Kaya, 2016), expectations of private schools (Hesapçioğlu, 1999; Nartgün & Kaya, 2016), and reasons for choosing private schools (Ergin, 1993; Nartgün & Kaya, 2016) highlight the paramount importance of high-quality foreign language (FL) education. Upon closer inspection of these views, it becomes apparent that the primary agents responsible for meeting the expectations of parents are FL teachers in private schools.

At the same time, the job satisfaction of teachers plays a crucial role in the success of their schools and their students. Research has shown that high job satisfaction leads to increased motivation, reduced burnout, and improved job performance (Rezaee et al., 2018). This, in turn, contributes to the success of students, as satisfied and motivated teachers are more likely to provide engaging and effective instruction (Baptiste, 2019). Therefore, it is crucial to investigate the conditions in which EFL instructors perform their jobs, and the problems they encounter should be addressed.

1.2. Statement of the Problem

A carefully planned and well-run educational program in schools is the of the most important aspects of any schooling system. The preeminent way for schools to help students reach their full potential and learn the right skills and attitudes is through a well-organized and systematic education program (Ch, 2006). A well-trained and highly competent teaching force is a vital precondition for such effective schooling. To achieve this, educational authorities and universities aim to offer quality training programs for teacher candidates. On the other hand, it is commonly acknowledged that the teacher training process cannot and should not be limited to the pre-service period alone in approaches that emphasize the notion of gradualness and continuity of teacher education, and that the professional experience of teachers also has an effect on their professional competence (Darling-Hammond, 2010; Feiman-Nemser, 2001; Ingvarson et al., 2007; Loughran et al., 2001). In line with that, in the literature it has been repeatedly noted that the experiences teachers gain in the early years of their career are especially vital for teachers to develop their professional identity and adapt to the educational contexts (Edwards & Edwards, 2017; Fantilli & McDougall, 2009; Kane & Francis, 2013; Kosnik & Beck, 2009).

Specifically, it has been emphasized that assessing the challenges teachers confront could serve as a diagnostic tool for designing and revisiting pre-service and in-service professional development programs (Battle, 2008; Black, 2003; Cihan, 2016; Ergenekon, 2005; Fantilli & McDougall, 2009; Güvendir, 2017; Kane & Francis, 2013; Kosnik & Beck, 2009; Shorrock & Calderhead, 2004). Furthermore, research indicates that teachers must be content with their conditions in order to remain in their positions (Bumgartner, 2013). It is also noted that the teacher

training process is the costliest part of any education program, and therefore the well-being of the teachers should be one of the primary concerns of educational authorities to maintain a healthy, well-functioning education system (Maslach & Leiter, 1999). Moreover, especially in their first years of practice, beginning teachers confront numerous difficulties as they attempt to establish their teacher identities (Fantilli & McDougall, 2009; Sanford, 1988). Therefore, understanding and analyzing the problems that teachers confront, and seeking solutions to those issues could help elevate the working conditions of the teacher, which might lead to an elevation of their level of job satisfaction and encourage them to remain in their positions.

EFL instruction has been an integral component of the Turkish educational system for many years, and it has been shaped by various factors, including globalization, international communication, and the nation's political and economic situation. EFL instruction is a mandatory subject in Turkish primary and secondary schools, as well as at the tertiary level. The Turkish Ministry of National Education regulates the EFL curriculum, which incorporates a four-skills based approach to second language instruction. Nonetheless, the teaching methodologies and approaches adopted in EFL classes may vary depending on the individual teacher and the institution they work for.

EFL teachers in Turkey are employed in diverse educational settings, including public schools, private schools, and other private institutions that provide non-formal education. Public schools are the primary employment opportunities for EFL teachers, as 84% of all teachers in Turkey are employed in a public school. On the other hand, since the 1980s, there has been a growing prevalence of private schools in Turkey (Kulaksızoğlu et al., 1999), particularly in the past decade, due to the global trend of emphasizing the privatization of education. As a result, private institutions have witnessed an uptick in their spread, with their expansion having continued apace since that time. Additionally, some EFL teachers provide one-on-one English instruction both within their schools and independently from their schools through private tutoring.

Another crucial aspect of the investigation of the current conditions of EFL teachers in Turkey is an analysis of teacher education programs. The Turkish education system provides several pathways for individuals to become EFL teachers. Firstly, ELT programs offer students a

comprehensive education on TEFL methodologies and approaches, including theoretical and practical components. These programs are typically four years in duration, and upon completion, graduates receive a degree that enables them to apply for EFL teaching positions in public and private educational institutions. Alternatively, individuals can obtain a pedagogical training certificate while pursuing another degree program. In addition to their core degree program curriculum, these programs aim to provide students with pedagogical skills and knowledge in EFL teaching. Students who complete this certificate program can apply for EFL teaching positions in both public and private educational institutions. Finally, individuals can become EFL teachers by scoring at least 60% in the YDS exam. The YDS exam is a language proficiency test administered by the Turkish Higher Education Council, and it assesses individuals' proficiency in languages. Candidates who score 60% and above are eligible to apply to EFL teaching positions in public and private educational institutions.

Another crucial aspect to be considered is the dynamic evolution of the Turkish EFL context over the years. The rapid development of private schools in Turkey beginning in the 1980s has led to their widespread acceptance and recognition as an essential part of the country's academic system. In recent years, notably in Turkey, the number of private schools has grown rapidly (MEB, 2022). This expansion of private schools has resulted in the creation of more job opportunities for EFL teachers in Turkey. Correspondingly, the number of universities offering ELT departments has experienced significant growth over the last two decades, providing diverse channels for individuals seeking to pursue EFL teaching as a career. Even while these institutions are under the authority of the ministry of education, they may have differing expectations of EFL teachers.

In addition, many universities now offer pedagogical training certificate programs alongside their ELT departments, providing the pedagogical knowledge and skills essential to effective teaching to students who desire to become EFL teachers in other disciplines.

The experiences and challenges of EFL teachers in Turkey vary significantly, owing to their diverse educational backgrounds and employment settings. These contextual differences are reflected in the dynamics of language instruction, which differ based on the purpose of the

instruction, learner profile, and class size. Although public and private schools in Turkey operate under the same curriculum and ministry of education framework, differences in conditions and expectations are more demanding in private schools (Bozyiğit, 2017). In spite of this variance, there is a lack of research on contextual differences in EFL teaching settings and experiences in Turkey, highlighting the need for a comprehensive study to better comprehend the current conditions of EFL teachers.

1.3. Purpose of the Study

The study has two key goals. The first is to identify the level of job satisfaction of EFL teachers employed in the Turkish context and whether the levels of job satisfaction of teachers vary significantly between types of institutions in the Turkish schooling system. Another aim of this study is to assess the problems EFL teachers face in the early stages of their careers in Turkish schools. The study also intends to evaluate the following areas regarding teachers' perceptions as the subsidiary aims:

- To investigate the perceived causes of teacher's problems.
- To compare and contrast the participants' perspectives on FL instruction at the pre-service level and the perspectives that arose from the experiences they acquired after starting to work.
- To determine if the participants believe the training, they have received has assisted them in dealing with the challenges they confront.
- To collect the ideas of participants on how English teacher education programs and formation education could be improved in universities.
- To reveal whether the participants think they could spend the rest of their careers at their current institution and to identify the participants' perceptions of an ideal school for them.

1.4. Research Questions

The study aims to address the following research questions:

1. How satisfied are the EFL teachers with their jobs? Do their levels of job satisfaction vary depending on the type of school in which they work?
2. What are the most significant challenges Turkish EFL teachers face in their early careers? Are the teachers' challenges comparable to those of other teachers in the same type of institution and distinct from those of teachers in other kinds of institutions?
3. Do the thoughts of English instructors' pre-service and in-service perspectives on EFL instruction in the Turkish context differ?
4. Do EFL instructors in the Turkish context believe their tertiary education has assisted them in addressing the problems they face?
5. What are the opinions of EFL teachers in Turkey on the development of English teacher education programs and pedagogical training certificate programs at universities?
6. Do EFL teachers in the Turkish context believe they can maintain their careers in their schools?
7. What type of institution do English teachers in Turkey believe would be most suitable for them?

1.5. Significance of the Study

Job satisfaction is a construct that has been comprehensively investigated in the field of industrial and organizational psychology to increase the overall well-being of the employees. Several studies highlight the determinant effect of job satisfaction levels on employee absenteeism, lower performance, and retention (Ali, 2008; Ali & Farooqi, 2014; Pithers, 1995). Moreover, it was found that the occupational stress experienced by EFL/ESL teachers could have a negative impact on the levels of job satisfaction experienced by teachers, and the level of job satisfaction experienced by EFL teachers was connected with the level of job performance (Rezaee et al., 2018; Sadeghi & Sa'adatpourvahid, 2016). Therefore, teacher satisfaction should be better

investigated in order to increase the quality of schooling systems.

The context-specific variables affecting employee satisfaction in the public and private sectors have been compared and contrasted across different fields. There exists a body of empirical research indicating that there are distinctions in job satisfaction levels between employees in the public and private sectors (e.g., Eğinli, 2009; Kumari & Pandey, 2011). Moreover, some researchers have carried out studies on the given comparison in the educational setting with teachers (Akhtar et al., 2010; Çolakoğlu & Odabaşı, 2013; Gius, 2015; Hameed et al., 2018; Nikolaos et al., 2006; Rahaman, 2012; Shabbir & Wei, 2015; Sönmezer & Eryaman, 2008), a similar comparison between public and private sector EFL teachers' levels of job satisfaction has been neglected. The purpose of this study is to compare and contrast EFL teacher job satisfaction in the public and private sectors. This comparison aims to clarify how the two industries differ in terms of job satisfaction in educational settings and how that might impact educational policies. Additionally, this study aims to explore how these differences might be addressed in order to improve overall job satisfaction for EFL teachers. Through this comparison, the study seeks to better equip educational policy makers with the knowledge needed to develop strategies and initiatives for improving job satisfaction among EFL teachers. This research will also contribute to a better understanding of how the professional environment and working conditions in both public and private schools affect job satisfaction for EFL teachers. Ultimately, the goal of this research is to provide insight into how EFL teachers can be better supported and empowered.

In the formal education system of Turkey, FL instruction typically begins in grade 2 and continues through the completion of high school in both public and private schools. In addition, some universities provide English classes in their degree programs to help students improve their language skills. Furthermore, private language schools can be found in many Turkish cities and towns, giving the general public extra possibilities to learn English outside of the traditional education system. Typically, these schools offer language instruction at various levels, catering to students of varied skills and ages. In addition, they frequently offer specialized courses such as business English, exam preparation courses, and even one-on-one coaching. As English is a requirement for many international colleges, such lessons are particularly popular among students preparing to take tests to study languages or study abroad. They can also be helpful for adult

learners who wish to enhance their employment prospects or travel abroad.

Prior research has investigated the general challenges and job satisfaction levels of educators yet has largely overlooked the specific issues confronting teachers in their respective subject areas (e.g., Ergünay & Adıgüzel, 2019; Sönmezer & Eryaman, 2008; Şentürken & Aytunga, 2020). Some context specific issues may arise due to variations in curricula, methodologies, and approaches prescribed by the Ministry of National Education that are unique to a teacher's field of instruction. In contrast, some research has delved into the particular difficulties encountered by English as a Foreign Language (EFL) educators (e.g., Berkant et al., 2019; Güvendir, 2017). However, these studies predominantly centered on the tribulations of EFL instructors within the public school system.

This study intends to fill in the gap in the existing literature by highlighting issues that may be common across all teachers and highlighting those that are particular to EFL instructors in the Turkish context. Furthermore, the study underscores difficulties that have been overlooked in past research that has not included EFL teachers in the private school sector, both formal and non-formal education.

By acknowledging and exploring the contextual problems that are unique to EFL instruction in Turkey, this study provides a more comprehensive understanding of the challenges faced by teachers in this context. Thus, this study has the potential to shape TEFL policy and practice and aid in the creation of effective pedagogical approaches that are specifically designed for the needs of EFL educators in Turkey.

To summarize, while prior research has examined the challenges and job satisfaction of teachers, scant attention has been paid to the specific issues facing teachers within their subject domains, particularly EFL instructors outside of the public school system. Therefore, this study seeks to augment the literature by exploring the specific challenges encountered by EFL instructors working in private schools and offering potential solutions to these challenges.

1.6. Definitions of Terms

Beginning EFL Teachers: Beginning EFL teachers are commonly defined as those who have less than five years of work experience in the field of TEFL. This cut-off point has been supported by several studies. Katz (1972) suggests that it takes approximately five years for teachers to reach maturity in their profession. Herrington, Herrington, Kervin, and Ferry (2006) found that high attrition rates are observed during the first five years of teaching. Varah, Theune, and Parker (1986) argue that it takes about five years for teachers to demonstrate competence as effective teachers, with a thorough understanding of the school, curriculum, learning theories, growth and development, principles of learning, and evaluation procedures. Additionally, Haun and Martin (Haun & Martin, 2004) analyzed teachers within their first five years of teaching in their research on beginning teachers. Therefore, in this study, beginning EFL teachers are considered those who have five years of work experience or less in the field of TEFL.

Cultural Historical Activity Theory: Cultural Historical Activity Theory is a theoretical framework developed by Vygotsky and further developed by his followers, which posits that human activity is shaped by social, cultural, and historical factors (Engeström, 2001). According to this theory, individuals do not exist in isolation, but are instead part of larger social systems that shape their beliefs, values, and behaviors. The theory emphasizes the importance of understanding the context in which activity occurs, and considers the roles of multiple actors, artifacts, and tools in shaping that activity (Wertsch, 1998). To investigate how social, cultural, and historical aspects affected the activity of novice EFL educators in various settings, this study adopted Cultural Historical Activity Theory as a theoretical framework.

I-O Psychology: Industrial-Organizational (I-O) psychology is a field of psychology that focuses on the study of human behavior in work environments. I-O psychologists apply psychological principles and theories to solve problems related to human behavior in the workplace (Spector, 2012). Today, I-O psychology is a highly specialized and diverse field, encompassing a broad range of topics such as employee selection, performance appraisal, job satisfaction, and aims to improve the well-being of employees and organizations by developing and implementing effective personnel practices (Landy & Conte, 2016).

Motivation-Hygiene Theory: Motivation-hygiene theory, also known as the two-factor theory, was introduced by Herzberg et al. in the 1950s as a framework for understanding the factors that contribute to job satisfaction and dissatisfaction (Herzberg et al., 1993). The theory suggests that there are two sets of factors that influence job satisfaction and dissatisfaction: hygiene factors and motivators. Hygiene factors are aspects of the work environment that can cause dissatisfaction if they are not present, but do not necessarily lead to job satisfaction if they are present (Skaalvik & Skaalvik, 2008). Examples of hygiene factors include salary, working conditions, job security, and company policies. On the other hand, motivators are factors that lead to job satisfaction and motivation, such as recognition, achievement, and opportunities for growth and development (Gruneberg, 1979). The theory proposes that both hygiene factors and motivators are necessary for employees to be satisfied and motivated in their work. The findings suggested that job satisfaction was largely influenced by motivators, whereas job dissatisfaction was primarily related to hygiene factors (Luthans & Peterson, 2002). The theory has been widely applied and tested in various work settings and continues to be relevant in organizational psychology research.

Pedagogical Training Certificate Program: Pedagogical Training Certificate Programs, also known as teacher formation training in Turkey, are specialized training programs aimed at developing the pedagogical and methodological skills of prospective teachers. These programs have been mandatory for prospective teachers who do not hold a TEFL degree since 2010, in accordance with the requirements set forth by the Turkish Ministry of National Education (MEB, 1973). The duration of the program is usually one year, and it consists of both theoretical coursework and practical training sessions. The aim of the program is to offer an alternative teacher training program option for those who are not enrolled in a program in an ELT department in higher education institutions.

CHAPTER II: LITERATURE REVIEW

This study aims to first compare and contrast whether in-service EFL teachers in Turkey significantly differ in terms of their job satisfaction levels across institutional types. Along with that, beginning teachers were also contrasted as to whether their problems at work differed according to the type of institution. This chapter focuses on the literature on job satisfaction and problems of teachers.

2.1. Job Satisfaction

The earliest attempts to evaluate workplaces from a psychological perspective date back to the 1880s, with the emergence of industrial and organizational psychology (I-O psychology) as a modern science discipline (Landy, 1997). As an initial subject of I-O psychology, job satisfaction has been found to influence job outcomes such as absenteeism, job performance, retention, job involvement, organizational commitment, and actual turnover; as a result, job satisfaction has been the focus of a great deal of research, particularly in the past fifty years (Dicke et al., 2019; Judge & Church, 2000; Spector, 2022). In addition, Tett and Meyer (1993) assert that job satisfaction has a considerable impact, especially on occupational well-being, motivation, and retention. Regarding this, numerous researchers have noted that the reason why job satisfaction is seen to be so crucial is because almost half of working adults spend more time at work than any other place (Gruneberg, 1979; Johnson & Riggio, 2022; Judge & Klinger, 2008).

In literature, job satisfaction has been defined in a variety of ways. Hoppock is generally credited with articulating the notion of job satisfaction for the first time (Hoppock, 1935). However, there had been studies conducted prior to his work aiming to assess job attitudes of employees which had incorporated a comparable idea as job satisfaction (Spector, 2022). Thorndike (1917) had done an experiment on what he termed "the satisfyingness of work" by assessing the attitudes of those performing an evidently boring task. Since then, I-O psychology specialists have sought methods to analyze human behavior in the workplace for the benefit of organizations in order to boost job satisfaction, well-being, motivation, and safety, as well as

minimize turnover rates (Johnson & Riggio, 2022).

As our understanding of human psychology has evolved, the meaning of job satisfaction has been explored from a variety of perspectives (Bowling et al., 2010). Thus, it is not surprising to find varying conceptualizations of job satisfaction, given the notion has been the subject of the majority of study in the realm of attitudes toward work, and as a result, numerous scholars have endeavored to provide a definitive and representative definition of job satisfaction since the earliest attempts (Dicke et al., 2019; Judge & Church, 2000;).

According to Hoppock's definition (1935), which is commonly accepted as the earliest one, job satisfaction is evaluated holistically, and although he asserts that total job satisfaction is linked to extrinsic factors, he concludes that it has an intrinsic component associated with human emotions and experiences. What is more, in defining job satisfaction, Hoppock (1935) hypothesized that job satisfaction and dissatisfaction are inversely correlated.

However, this hypothesis has been rejected in Herzberg's Motivation-Hygiene Theory. According to the Motivation-Hygiene Theory, satisfaction and dissatisfaction are two different factors and do not necessarily correlate with each other (Herzberg et al., 1993). According to this theory, there are two sorts of factors that influence job satisfaction: motivational factors and hygiene factors (Scruton, 2013). Motivator factors refer to achievement, recognition, and the intrinsic interest of the work itself; their presence leads to satisfaction, although their absence does not necessarily suggest dissatisfaction. Conversely, hygiene factors lead to dissatisfaction when they are not provided, but do not necessarily predict satisfaction, such as pay, security, and physical working conditions (Gruneberg, 1979).

On the other hand, the Motivator-Hygiene Model to explain job satisfaction has been extensively criticized since, by its very nature, it disregards individual differences and assumes that all employees would react similarly to the same circumstances (Ewen, 1964; Hackman & Oldham, 1976; Hulin & Smith, 1964). Moreover, Hackman and Oldham (1976) proposed the Job Characteristics Model to further explain influences on job satisfaction. They asserted that work related outcomes (satisfaction, motivation, performance, absenteeism, and turnover) are heavily

influenced by job characteristics (task identity, task significance, autonomy, and feedback), though every individual is influenced to a different degree by them (Hackman & Oldham, 1976).

The Core Self-Evaluation Model is another approach that takes individual characteristics into account. Researchers concluded in this model that individual traits (greater levels of self-esteem, general self-efficacy, internal locus of control, and emotional stability) determine the level of job satisfaction (Barrick & Mount, 1991; Judge et al., 1997). As the first dimension, self-esteem is defined as an individual's perception of their own worth (Harter, 1990). General self-efficacy refers to a person's confidence in their ability to perform well or handle a certain circumstance (Bandura, 1982). Internal locus of control on the other hand refers to being in control of the outcomes in professional settings and not being controlled by external factors or luck (Rotter, 1966; Spector, 1982). And, higher emotional stability, -or having lower levels of neuroticism- refers to the notion of one's resilience while experiencing unpleasant emotions. Those with greater emotional stability are less likely to experience job dissatisfaction. This is because they react less negatively to stress, are less prone to anxiety, and are less likely to experience desperation in demanding circumstances (Costa & McCrae, 1988). In addition, Staw and Cohen-Charash (2005) asserted that the mentioned personal characteristics would be the primary predictors of job satisfaction and that job satisfaction levels would remain stable throughout jobs and careers.

Another significant and widely used definition of job satisfaction was offered by Locke (1976), who defined it as a positive feeling or emotion one derives from their work or experiences regarding their work. He also highlighted that one's expectations at work determine the level of satisfaction. As a result, as long as the employees' expectations are met, they demonstrate greater levels of contentment and satisfaction. In reverse, it is asserted that once individuals fail to obtain rewards -such as praise, approval or affect- at work, negative feelings -such as dejection, disappointment and even depression- occur (Higgins, 1987). Through his Value-Percept Model, it is claimed that the causes of job satisfaction or dissatisfaction fall under the emotional domain as well as the cognitive domain (Locke, 1976). Later, with the Goal Setting Theory, Locke et al. (1990) aimed to bridge success and job satisfaction. It was argued that defining clear and demanding goals, and targets is essential for improving the performance and satisfaction of employees, as the theory links job satisfaction to goal achievement (Latham, 2009).

The Cornell Method, in contrast to other approaches, asserts that job satisfaction is determined by the individual's frames of reference, which include their past experiences, economic conditions, and living standards (Hulin & Judge, 2003). Hulin (1966) had also noted that higher levels of prosperity, which result in elevated frames of reference, are correlated with decreased job satisfaction. This highlights the fact that individuals in communities with better economic circumstances tend to experience lower levels of job satisfaction.

Equity Theory on the other hand approaches the situation from an interactional perspective, highlighting the value of input (things gained) and output (things given) ratio of employees at work and fairness (Huseman et al., 1987). The concept of equity is strongly tied to a supervisor's objectivity toward his or her employees in the distribution of responsibility and burden (Walster et al., 1973). According to this theory, one determines whether or not they have an equitable relationship by comparing their input-to-output ratio to that of their colleagues and the level of job satisfaction or dissatisfaction is directly influenced by that (Adams, 1965).

Mincu (2015) offers an alternative approach to job satisfaction from an interactional perspective. He ties the concept of job satisfaction to the working environment and the positive attitude of employees toward their occupations. In accordance with Mincu's definition, other researchers also stated that job satisfaction is the overall valuation of a job's merits (Judge et al., 2017; Weiss, 2002).

Throughout the field of organizational psychology, various theories have been proposed to account for job satisfaction. While each approach offers unique insights, none can be said to offer a definitive explanation of the phenomenon.

To sum up, Motivation-Hygiene Theory suggests that satisfaction and dissatisfaction are distinct factors that are not necessarily linked. The theory distinguishes between two types of factors that affect job satisfaction, namely, motivator and hygiene factors. The Job Characteristics Model considers individual characteristics and asserts that work-related outcomes are heavily influenced by job characteristics. The Core Self-Evaluation Model proposes that individual traits

determine the level of job satisfaction. Value-Percept Model suggests that job satisfaction is determined by one's expectations and the emotional and cognitive domains. The Cornell Method asserts that job satisfaction is determined by an individual's frames of reference, including past experiences, economic conditions, and living standards. The Equity Theory takes an interactional perspective and focuses on the input-to-output ratio and fairness.

Overall, it is evident that job satisfaction is a complex and multifaceted concept, and no single theory or model can fully explain it. Instead, it is important to consider individual characteristics, job characteristics, expectations, and working environment when attempting to understand job satisfaction. In conclusion, the various theories and models discussed in this chapter provide a valuable framework for understanding the factors that influence job satisfaction, but further research is needed to fully comprehend this complex phenomenon.

Factors Influencing Job Satisfaction

In literature, the factors that determine job satisfaction are typically classified as intrinsic or extrinsic (Bolin, 2007; Spector, 1997). The extrinsic factors are primarily based on material and economic rewards such as income, promotion, social status, etc., whereas the intrinsic factors are nonmaterial, including self-achievement, creativity, and professional competence (Herzberg, 1966; Spector, 1997; Weiss et al., 1967). Some research also highlighted that personal factors such as age, gender, educational background, marital status, and length of service should be taken into consideration as determinant factors of job satisfaction of employees (Castillo & Cano, 2004; Smagina, 2020). However, the impact of those demographic factors has been found to either have a small effect or have presented inconsistent results (Gruneberg, 1979; Herzberg et al., 1993). Thus, the environmental factors have been identified more reliable as determinants of job satisfaction.

In Sypniewska's (2014) analysis of 215 participants, the factor with the greatest impact on job satisfaction was the atmosphere at work. The atmosphere at work was positively correlated with a rating of job satisfaction; that is, the more satisfied an individual is with the atmosphere of

their place of employment, the higher their level of job satisfaction. Sypniewska's (2014) definition of atmosphere at work included several sub-dimensions that are (1) employee's relationship with their supervisors, (2) giving and receiving feedback from others, (3) communication with coworkers, and (4) employee recognition. First, supervisors' verbal and nonverbal interactions with subordinates were found to have a direct impact on the job satisfaction of employees (Burgoon & Bacue, 2003; Teven, 2007). Those who have a favorable relationship with their managers are more inclined to collaborate and cooperate, along with their colleagues and show higher levels of job satisfaction, while those who have a negative one are less likely to communicate with and be motivated by their managers (Jablin, 1979). Secondly, being able to give and receive feedback, and the type of feedback at work has been found to influence the job satisfaction of employees (O'Reilly III & Anderson, 1980). In some research, some empirical evidence indicated that the more supervisors are encouraged to offer and receive feedback, as well as increasing the quality of feedback, the higher their subordinates' satisfaction levels get (Anseel & Lievens, 2007; Rosen et al., 2006). As well as supervisors' comments, peers' feedback has also been demonstrated to have an impact on the job satisfaction of employees. Typically, coworkers provide affective and emotional support to one another, and it has been established that this support and a positive communication environment at work enhance employee job satisfaction (Ducharme & Martin, 2000). Employee recognition was the last aspect mentioned in Sypniewska's (2014) study. Employee recognition refers to positive reinforcements that demonstrate acknowledgement, appreciation, or approval of accomplishments, either through modest gestures or official workplace initiatives such as employee of the month programs (Luthans & Stajkovic, 2009). Although recognition typically refers to non-financial awards, such programs occasionally incorporate a financial incentive which could lead to having a stronger motivation and higher levels of job satisfaction (Irimie & Armean, 2012).

Along with the communicational climate at work, job satisfaction is also bound to other working conditions regarding the physical surroundings. It is observed that physical circumstances such as temperature, ventilation, noise, convenient work hours, a safe location, as well as a safe and attractive surrounding, lighting, and equipment and resources provided at work were found to have a direct influence on the levels of job satisfaction (George & Zakkariya, 2018; Henne & Locke, 1985). In addition to physical factors, working conditions regarding social and

psychological constraints such as administrative assistance and teacher autonomy are correlated with teacher satisfaction (Katz, 1978; Perie & Baker, 1997).

According to research, financial incentives are just as influential as nonfinancial ones in determining employee job satisfaction and motivation if not more (DeCenzo & Robbins, 2009; Haile, 2015). The reason why pays and financial rewards are typically seen as one of the most important factors influencing job satisfaction is due to their importance in satisfying lower-order needs as outlined in the Hierarchy of Needs Theory. (Feldman & Arnold, 1983; Maslow, 1943; Smith et al.1969). Thus, more often than not, pay is listed as the most significant element in determining job satisfaction (Cummins, 2000; Feldman & Arnold, 1983; Sanchez & Brock, 1996). Gruneberg (1979) pointed out that beyond being a tool to satisfy the needs of individuals, pay has become a symbol of employee recognition and achievement. Conversely, pay could also be perceived as a sign of failure if equitability of pay is questionable and could result in dissatisfaction when it is not distributed fairly (George & Zakkariya, 2018). Spector (2012) suggests that pay systems should be designed equitably, since the level of job satisfaction reduces significantly when individuals are paid less than others who perform the same job or are perceived to be less competent and qualified.

Teacher Satisfaction

To sustain the quality of education, the job satisfaction of teachers is of great importance, especially in terms of strengthening the rapport between teachers and students, since teachers who are satisfied with their jobs are more eager to spend time, energy, and effort on the development of their students (Bogler, 2001). Moreover, according to Ostroff (1992), there is a correlation between teacher satisfaction and student quality metrics. Besides, understanding the factors that influence teaching quality and retention is essential for assuring the quality of education, according to Perie and Baker (1997), as job satisfaction, as a significant determinant, is linked to organizational commitment and organizational success. In line with that, it is generally agreed upon by researchers that the level of satisfaction experienced by teachers is a significant factor in both the performance of teachers (Rezaee et al., 2018) and the success of students (Sharma &

Jyoti, 2009). According to Perie and Baker (1997), the interaction between students and teachers is at the foundation of the teaching-learning process, and the quality of teachers is a key determinant of a successful educational system. In line with that, according to the findings of Kett's (2014) research, students who are allotted to a teacher with lower levels of satisfaction have significantly lower levels of achievement than those students who are allotted to a satisfied one. Similarly, Caprara et al. (2006) analyzed 78 teachers and concluded that higher levels of job satisfaction and motivation, as well as lower levels of stress and burnout result in greater school performance. According to Kett (2014), dissatisfied teachers are more likely to experience burnout, lose their motivation to teach, develop a cynical attitude toward students and the teaching profession, and become less motivated and committed, potentially leading to a drop in school performance and student accomplishment.

As teacher satisfaction has such a strong influence, numerous attempts have been made to explain job satisfaction for teachers in a manner that is relevant to the nature of teaching. In accordance with the generic definition of job satisfaction, Hongying (2007) defined job satisfaction as "the overall attitude and views of teachers toward their working conditions and profession" (p. 11). Skaalvik and Skaalvik (2010) center their definition of teacher satisfaction on affective components by emphasizing teachers' emotional reactions to their job and their role as teachers. Evans (1997) defines teacher satisfaction as "a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met" (p. 833). Similarly, Zembylas and Papanastasiou (2004) merge the affective aspect and extrinsic factors through the role of expectations of teachers and actual job outcomes. In line with them, Pennington (1991) defines teacher satisfaction as the fit between the expectations and values of teachers and the reality of the schools, and the affective responses of teachers to the given circumstances.

Evans (1997) on the other hand, claimed that there is no definitive general agreement over the definition of what it means for a teacher to be satisfied. According to Skaalvik & Skaalvik (2010) the challenge with describing teacher satisfaction stems from its multidimensional structure. This is due to the fact that different job-related aspects may be significant to different teachers. Consequently, it has been considered essential to explore thoroughly the underlying

factors influencing teacher satisfaction across educational and social domains (Skaalvik & Skaalvik, 2017; Zembylas & Papanastasiou, 2004).

From the relevant literature, it can be understood that the primary focus of research on teacher job satisfaction was constructed around the facets of job satisfaction and the factors that are unique to teaching context (Hongying, 2007). Typically scales and questionnaires on teacher job satisfaction included dimensions such as the nature of the job, work intensity, physical conditions, the education system and social environment, social status, pay, interpersonal relationships, administration, student quality, work achievements, opportunities for advanced studies and promotion, and self-fulfillment (Hongying, 2007). Furthermore, Weiki (2007) identified ten factors for a questionnaire survey on secondary school teacher job satisfaction: leadership and administration, work achievements, student quality, education system and social environment, social status, income and welfare, relationships with colleagues, social recognition, work stress, and work environment and conditions. Moreover, there is some research suggesting a relation between teacher satisfaction, and teachers' self-efficacy (Wang et al., 2015) and principals' leadership (Griffith, 2004; Littrell et al., 1994) and therefore they can also be listed among the factors influencing job satisfaction. Dinham and Scott (1998) identified factors as: school leadership, school climate and participation in decision making, support from leadership and peers, school infrastructure, the school's relation with its local community, workload, staff supervision, class size, school communication networks. Bolin (2007), on the other hand, explains the factors affecting teachers' job satisfaction in five dimensions: self-actualization, workload, income level, relations with the leader, and relations with colleagues. Moreover, Hongying (2007) stated that teachers are generally satisfied with factors that are intrinsic to the job such as interpersonal relations, self-fulfillment, social recognition, and professional input, the nature of the job; however, dissatisfaction is more frequently observed in extrinsic job factors such as income, promotions, management, physical conditions, student quality, the social environment of education, and work stress in their research. Parallel to this, very few teachers have found to choose a teaching career mainly considering the financial incentives of the job but rather for their intrinsic motives (Perie & Baker, 1997). Moreover, as an intrinsic factor, student achievement outcomes and the disciplinary climate of the working environment is listed among the factors which are unique to teaching positions in determining job satisfaction (Currall et al., 2005;

Skaalvik & Skaalvik, 2017). Furthermore, Dicke et al. (2019) in their study with teachers from various cultural contexts, implied a strong link between teacher satisfaction and the working environment and disciplinary climate, and student achievement. Thus, students' success and the social environment in terms of work relations at schools can be seen as factors that lead to teacher satisfaction or dissatisfaction.

Moreover, in ample research, work itself is attributed a significant role as a determinant factor of job satisfaction. Employee perceptions of their work have a substantial impact on job satisfaction, according to the research (Freed, 2003; Wong et al., 1998). The case has been identified evident among teachers in other studies as well. Despite high work demand and low income being objective realities for the majority of teachers, those factors do not appear to affect teachers' sense of self-fulfillment, and a positive attitude toward work achievements and occupational commitment can still be observed (Bolin, 2007). In line with that, Marlow et al. (1996) found out that merely 25% of the teachers stated that they pursue their teaching careers purely because of their financial motives, and 54% of the teachers who participated in their study deemed their teaching career rewarding when they were asked to evaluate their experiences. In addition, Kassabgy et al. (2001) revealed that teachers consider being able to assist their students, having a career that fits their skills, and being treated fairly at work to be among their most important concerns. Furthermore, it was revealed that intrinsic factors, such as the teachers' bonds with their students, are strong enough for teachers who had previously considered a career change to remain in their teaching positions (Marlow et al., 1996). Thus, it could be argued that the work itself may mitigate the negative impacts of other factors on teacher satisfaction, and although teachers prevalently experience a *financial deprivation* (Sharma & Alter, 2012) at work, few attribute their motivation to the financial incentives of their position.

Other studies have also identified a correlation between autonomy and teacher satisfaction (Koustelios et al., 2004; Peeters & Rutte, 2005). According to Perie and Baker (1997), teachers' having a significant amount of autonomy regarding the preparation and presentation of lessons could also predict their satisfaction. Moreover, Skaalvik & Skaalvik (2009) noted that autonomy is essential to satisfy the ever-changing demands of students, and hence identify autonomy as a prerequisite for teacher satisfaction. Therefore, it can be concluded that autonomy is a factor

affecting teacher satisfaction.

On the other hand, some researchers examining the factors for job dissatisfaction have listed some extrinsic factors from a wider social context as work overload, student misbehavior, conflict with colleagues and lack of autonomy (Kokkinos, 2007; Malach-Pines, 2005). Furthermore, as a result of pressure of educational authorities, certain extrinsic factors emerge in determining teacher satisfaction, such as imposed educational reforms, level of system support to implement curricular changes, teacher support services, and working conditions, expectations from schools to deal with social problems, teachers' public image, media representation of teachers (Farber, 1984; Hargreaves, 1994; Shann, 1998).

In the EFL/ESL setting, Rezaee et al. (2018) identified that EFL teachers' job satisfaction correlated with their job performance. Sadeghi and Sa'adatpourvahid (2016) concluded that the occupational stress on EFL teachers could have a detrimental impact on the job satisfaction levels of teachers. Therefore, a link between teachers' stressors and teachers' job performances could be assumed. A similar notion was also asserted in Blase's (1986) study. Therefore, it can be understood that by increasing the level of contentment of teachers, educational authorities could elevate the quality of the education.

2.2. Problems of Teachers

Although teaching is a reputable job in terms of job security, Travers (2001) claimed that this is no longer the case. "Teachers are expected to be twice as good, twice as altruistic, twice as flexible and one-half as concerned with salary as other professionals" (McClay, 1995, p. 663). According to Kyriacou (2000), teaching is acknowledged as one of the "high stress" professions, due to the degree of pressure making teaching as stressful as working in the police, prison service, or as air traffic controllers, doctors, and nurses. Other researchers have found out that teachers have the highest levels of work stress (Kyriacou & Sutcliffe, 1979), and have found teachers to be the least motivated with their professions of any professional group (Neves de Jesus & Lens, 2005). Hepburn and Brown (2001) asserts that the teachers' stress stems from the modern teaching system and the pressure of the imposed educational changes. According to Piechurska-Kuciel

(2011), teaching is particularly demanding as teachers must effectively display appropriate behavioral traits critical for interaction management. In addition, Skaalvik and Skaalvik (2009) note that teachers' relationships with parents and time restrictions could well be viewed as external context variables that influence teacher satisfaction. Also, some educational researchers attribute the teacher stress to an increase in working tempo among teachers and an increase in workload which results in less time for rest and recovery for teachers (Hargreaves, 2003; Lindqvist & Nordänger, 2006). In addition to the heavy workload, Zembylas and Papanastasiou (2004) highlight low income and negative public impressions of teachers as effective factors on teacher satisfaction.

According to other studies conducted in a variety of cultural contexts, as a result of the stress, a significant proportion of teachers experience burnout, lower levels of job satisfaction, early retirement, or teacher attrition, which are becoming a global issue affecting many nations (Chang, 2009; Skaalvik & Skaalvik, 2009). It is also highlighted that there is a relationship between job dissatisfaction and decreased commitment and productivity, and high levels of stress, decreased ability to meet student needs and absenteeism (Zembylas & Papanastasiou, 2004).

In Stoeber & Rennert's (2008) study on German teachers, it was identified that pressure and the demands of the parents predicted teachers' occupational stress that lead to teacher burnout and even resulted in a decrease in teachers' self-efficacy. Moreover, other researchers listed time pressure and work overload as hygiene factors on teacher satisfaction, leading to teacher burnout (Hakanen et al., 2006; Peeters & Rutte, 2005; Skaalvik & Skaalvik, 2008).

Specifically, in the EFL context, Sadeghi and Sa'adatpourvahid (2016) identified that one third of their participants were found to be at least somewhat dissatisfied with their jobs. In another study, Richard (2015) focused specifically on the underlying causes of EFL teachers' stressors. As a result, he relates the stress on EFL teachers to the competitive market conditions for English instructors, which could even lead to their attrition due to the rising expectations of school administrations for teachers' proficiency and competence. The stress of EFL teachers can have numerous major implications on both individuals and organizations. It may well affect teacher satisfaction, which is a highly influential element in the performance and productivity of teachers

(Jepson & Forrest, 2006). Moreover, Rezaee et al. (2018) identified a moderate positive correlation between teachers' job satisfaction and their job performance. They also concluded that among the facets of job satisfaction, pay and benefits, contingent reward, work itself, supervision, and advancement/promotion found to be the most determinant ones.

2.3. Theoretical Framework

The current research was guided by Herzberg's (1993) Motivation-Hygiene Theory and Cultural-Historical Activity Theory (Engestrom & Miettinen, 1999; Leont'ev, 1978), which was grounded on Vygotsky's (1978) Socio-Cultural Theory. According to Leont'ev (1978), an activity was defined as a purposeful and socially mediated human interaction with the environment, and an activity system is the network of interconnected activities that people engage in as they pursue their goals. The relationship between a person and an activity system, according to the theory, is one of co-regulation, which means that the person can regulate his or her own acts in context to achieve a goal while simultaneously being influenced by task demands and social and cultural norms of the activity system (Morf & Weber, 2000). This indicates that an individual's activities are shaped not only by their own motivations, but also by the social and cultural context in which they find themselves.

Cultural-Historical Activity Theory provides a valuable framework for understanding language learning and teaching in a broader sociocultural context (Engeström, 2015). In the field of TEFL, Cultural-Historical Activity Theory can address both the theoretical understanding of language learning and teaching, as well as practical applications in the classroom. The theory views language learning as a sociocultural activity that is situated in specific contexts (Lantolf, Second language learning as a mediated process, 2000). This approach to TEFL acknowledges the importance of culture and social practices in shaping the way teachers interact with the language, learners, and the socio-cultural contexts. For TEFL practitioners, this means that understanding the cultural context in which language learning is taking place is essential. This includes understanding the learner's background, their experiences of language learning, and the cultural norms and practices that shape their language use and purposes to acquire a language.

Cultural-Historical Activity Theory highlights the importance of mediation in shaping human activity, including language learning (Lantolf & Thorne, 2006). TEFL practitioners can employ Cultural-Historical Activity Theory to reflect on the ways in which these mediators impact the learning experience and discuss how they might be used more effectively to facilitate language learning. Examples of mediating artifacts in the TEFL domain include educational policies, high-stakes examinations, and the values, beliefs, and approach of the community in which an instructional discourse is set (Densgombe, 1982; Johnson K. E., 2009). Although these mediating artifacts do not actively intervene in classroom education, they do establish conditions that restrict classroom activities (Ball, 2000). Such factors are referred to as macro-structures, and they may end up becoming natural limitations on teachers' autonomy (Johnson K. E., 2009). In the teaching context, teachers confront constraints that are commonly mandated by authorities of education such as the local ministry, school principals, and administrators.

The Motivation-Hygiene Theory, on the other hand, aims to explain the impact of facets of job satisfaction (Herzberg et al., 1993). This hypothesis holds that the absence of specific hygiene factors leads to dissatisfaction. These factors include a pleasant working environment, a sufficient income, and positive interpersonal interactions. The Motivator-Hygiene Theory can be seen to have a relationship with macrostructures in that it gives insight into what the specific factors are that may make up those structures. Although hygiene factors are more focused on the specific conditions of an individual's job and macro structures are concerned with the larger organizational context in which the job is situated, it can be concluded that both theories overlap on certain points. These overlapping aspects include a decent working environment, income, and interpersonal relationships.

In summary, Cultural-Historical Activity Theory offers a potent framework for illuminating the complexities of language learning and teaching in the broader sociocultural context. By emphasizing the role of mediation in shaping human activity, including language acquisition, the theory prompts TEFL practitioners to reflect critically on the multifaceted factors that influence the learning process. Moreover, the Motivation-Hygiene Theory provides insight into the specific elements that contribute to job satisfaction and professional fulfillment, illuminating the broader organizational context in which English language teachers operate. By

drawing on these complementary theories, educators can develop a nuanced understanding of the intricacies of language learning and teaching, enabling them to make informed decisions and take a more deliberate approach to their pedagogical practice. Ultimately, this approach can empower students to navigate the complex sociocultural landscape in which they live, acquire a new language, and unlock new horizons of opportunity in their personal and professional lives.



CHAPTER III: METHODOLOGY

This chapter focuses on reporting the research participants and instruments used to collect data. In this chapter, how participants were selected, and the characteristics of the participants were explained.

3.1. Research Design

This study utilized a mixed-methods research design with an exploratory design. The use of mixed-methods research allowed for a more comprehensive understanding of the conditions EFL teachers work in the Turkish context. The exploratory design was used as the study aimed to investigate a phenomenon that has not been explored in depth before, and to provide an initial understanding of the conditions of EFL teachers in Turkey. The exploratory design is ideal for such a study as it allows the researcher to gather preliminary data on the topic and develop research questions and hypotheses for further investigation (Creswell & Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2018).

Mixed-methods research designs have become increasingly popular in social sciences research as they allow researchers to use the strengths of both qualitative and quantitative methods (Creswell J. W. et al., 2003). By triangulating findings from multiple sources, mixed-methods research designs can provide more valid and reliable results, as well as enhance the external validity of the research by providing a more holistic view of the phenomenon under investigation (Teddle & Tashakkori, 2003).

The data collection method used in this study is a semi-structured interview. The semi-structured interview is a research method that combines both open-ended and closed-ended questions and provides flexibility for the interviewer to ask follow-up questions or explore topics in more depth (Bryman, 2016). This type of interview allows for a more comprehensive understanding of the participant's experiences and perspectives, providing more depth than structured interviews and more structure than unstructured interviews (Bryman, 2016).

Semi-structured interviews are particularly useful in exploratory research, as they allow the researcher to gather rich data about the phenomenon under investigation. Additionally, they allow the researcher to adapt the interview questions based on the participant's responses, which can lead to more in-depth and insightful data (Bryman, 2016).

In this study, a semi-structured interview was designed by the researcher to investigate the conditions of EFL teachers in the Turkish context. The interview questions focused on the problems, the root of the problems, EFL teachers' expectations, the perceived usefulness of teacher training programs, strategies for improving the quality of teacher training programs, teacher turnover intentions, and the preferred school type of participants, all of which could influence or reflect the working conditions of EFL teachers. The use of a semi-structured interview allowed for flexibility in exploring these topics and provided the opportunity to gather rich data about the conditions EFL teachers work in.

To conclude, the mixed-methods research design used in this study, incorporating a job satisfaction scale and a semi-structured interview, allowed for a more comprehensive understanding of the conditions of EFL teachers in the Turkish context. The use of a semi-structured interview provided flexibility and a more in-depth exploration of the participant's experiences and perspectives.

3.2. Participants

For the job satisfaction scale, a purposive sampling method was utilized. Purposive sampling is a non-probability sampling technique that involves selecting participants based on specific characteristics that are relevant to the research question (Palinkas et al., 2015). In this case, the criteria were the work experience of the participants. EFL teachers with more than 5 years of experience were excluded, and only beginning EFL teachers with less than 5 years of experience were included in the study. The participants were selected from public and private schools that provide formal education, as well as private schools that provide non-formal education.

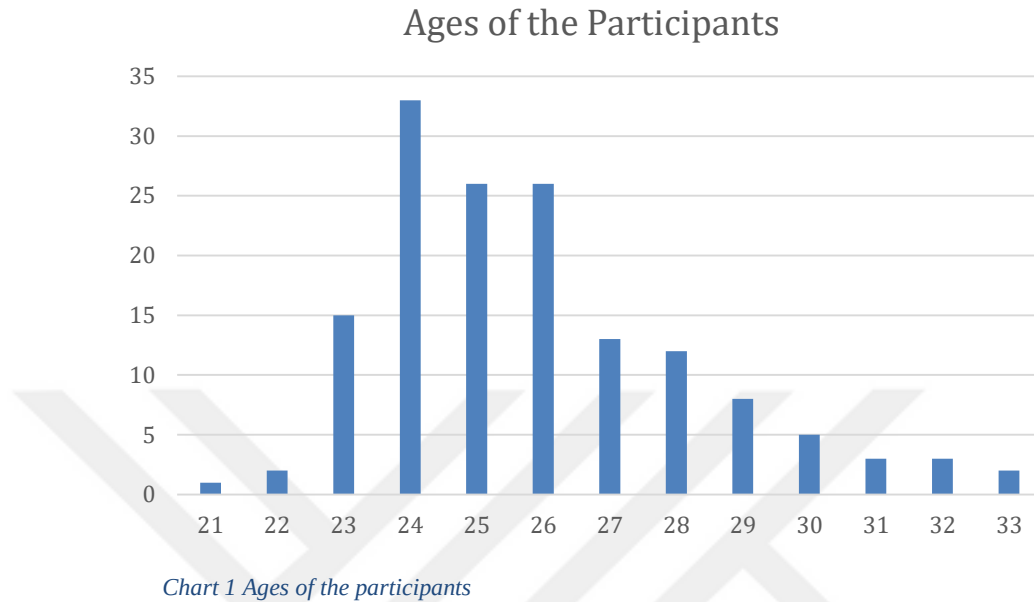
Moreover, employing a purposive sampling method allows to select participants who are most likely to provide relevant and meaningful data for the research question (Creswell, 2014). By focusing on beginning EFL teachers with less than 5 years of experience, the study can provide insight into the conditions that may be affecting the job satisfaction of these teachers in the early stages of their careers. Additionally, by including participants from different types of schools, the study can compare and contrast the experiences of beginning EFL teachers in different settings.

The data collection process involved distributing the Brayfield and Rothe's (1951) index of job satisfaction to 164 EFL teachers. Of these, 164 participants provided responses. However, nine respondents were excluded from the final data set as they had more than five years of work experience in the field, which did not align with the study's purposive sampling criteria. Additionally, six participants were excluded due to their employment in institutions that fell outside the scope of the study.

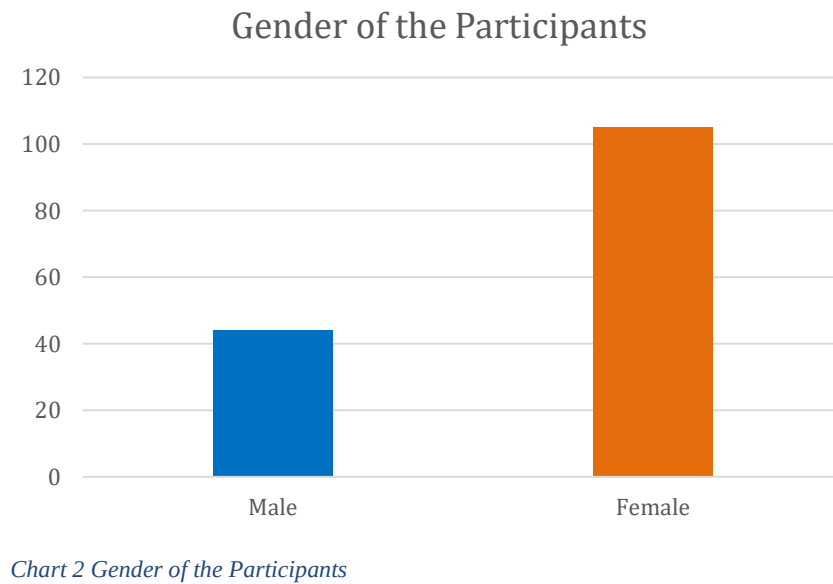
The next step in the data collection process involved conducting interviews with the EFL teachers who participated in the study. From the initial group of 164 participants, 30 beginning EFL teachers were randomly selected to participate in the interviews. The selection of these participants was based on the type of school in which they were employed, with an equal number of participants invited from each of the three subgroups: (1) beginning EFL teachers in public schools which provide formal education, (2) beginning EFL teachers in private schools which provide formal education, and (3) beginning EFL teachers in private schools that provide non-formal education. In total, 30 beginning EFL teachers participated in the interviews. The use of random sampling to select participants in each group helps to ensure that the data collected is representative of the broader population of beginning EFL teachers in the study.

Random sampling is a method of selecting participants from a population in such a way that each member of the population has an equal chance of being selected (Bryman, 2016). This method helps to minimize bias in the selection of participants and ensures that the sample is representative of the population from which it is drawn (Neuman, 2014). The use of random sampling in this study helps to increase the generalizability of the findings and contributes to the

overall validity of the study.



It can be seen that the average age of the participants is 25.8. Moreover, the ages of participants varied from 21 to 33.



As can be seen in chart 2, there were 44 male (29.53%) and 105 female (70.47%) participants.

Educational Background of Participants

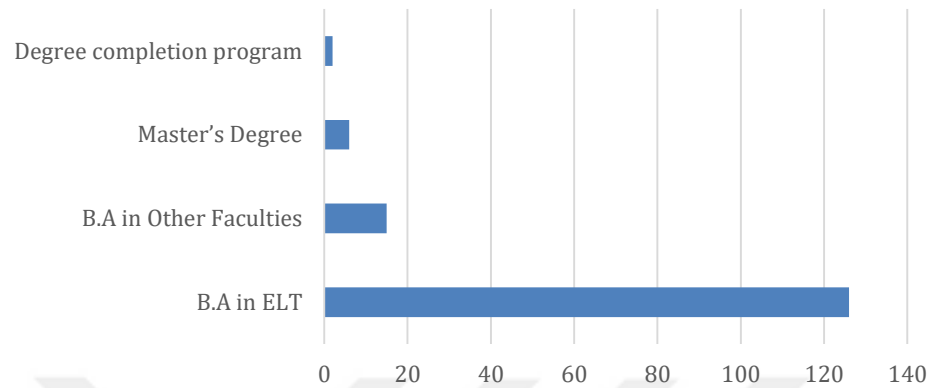


Chart 3 Educational Background of the Participants

As shown in the chart 3, 126 of the participants (84.56%) hold a degree in teaching English, while 15 of them (10.07%) hold a Bachelor's degree in another field. Moreover, 6 of the participants (4.03%) stated that they were holding a master's degree and 2 of them (1.34%) last completed a degree completion program.

Tenure of the Participants

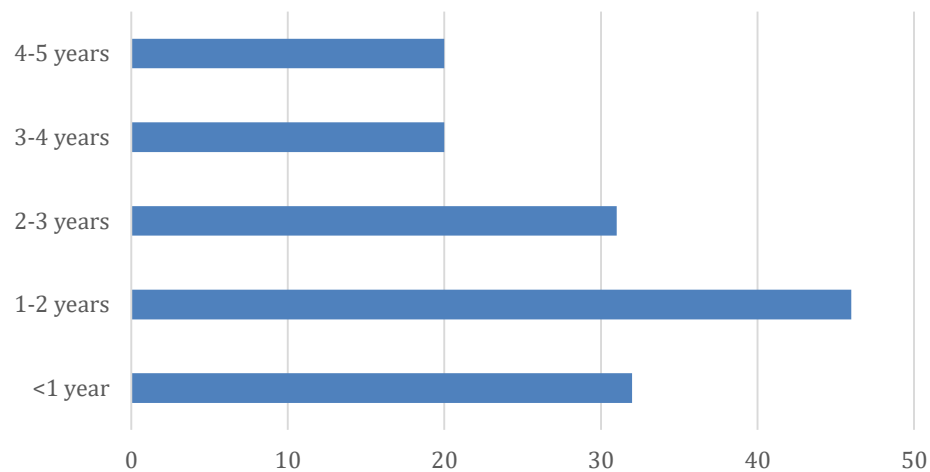


Chart 4 Tenure of the Participants

As shown in the chart 4, 32 participants (21.47%) were first-year teachers. 46 participants (30.87) reported a tenure greater than one year but less than two years. Another 31 participants (20.80%) reported having finished their second academic year. 20 participants (13.42%) reported

completing their third year on the job. The most experienced group, who had completed their fourth year of teaching, accounted for an additional 13.42% of the total participants.

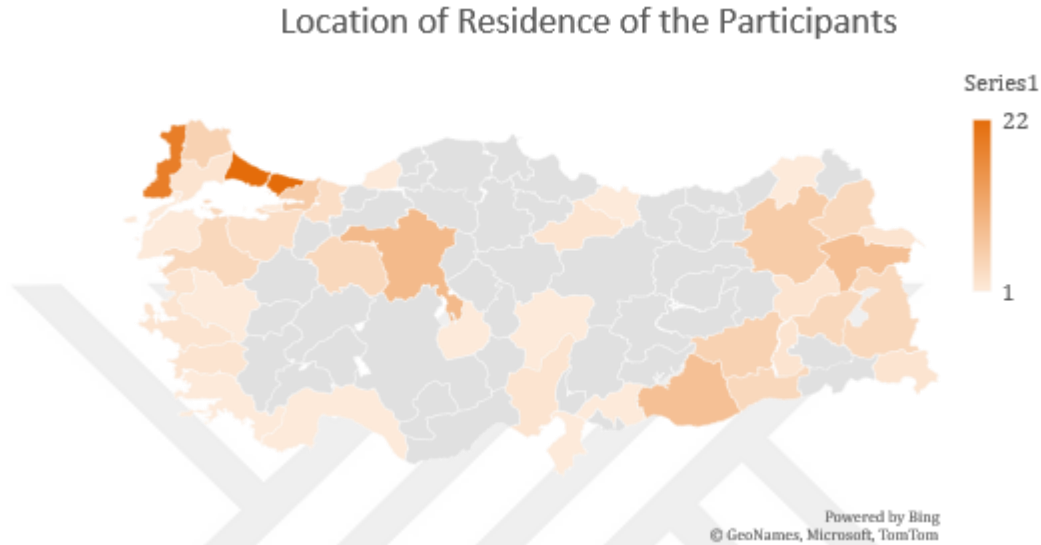


Figure 1 Location of Residence of the Participants

As can be seen on the map, more than a quarter of the participants were found to be residing in Istanbul and Edirne with 22 participants (14.76%) and 19 participants (12.75%) respectively. The city with the next highest number of participants was Ankara with 9 participants (6.04%).

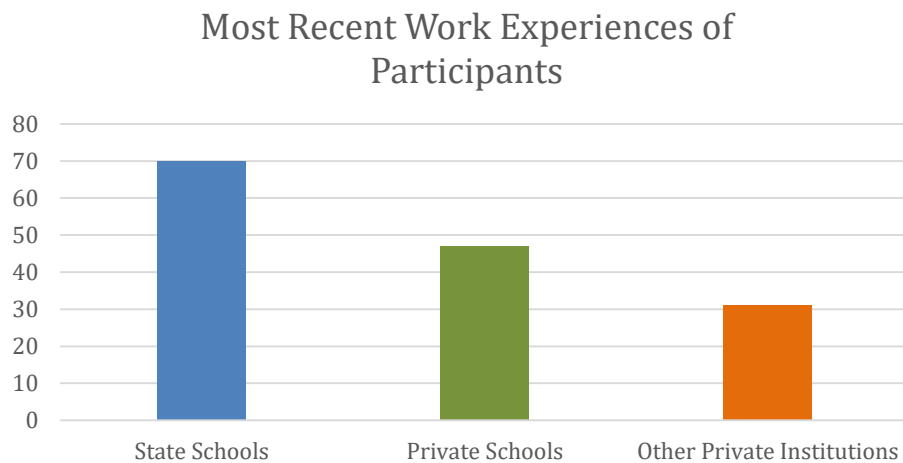


Chart 5 The Types of Schools Where Participants were Employed.

The participants of this research were distributed to three main categories as state schools,

private schools and other private institutions. The participants who were employed at state schools made up the majority of the participants with 70 participants (47.30%) in total. Besides, 47 (31.75%) participants were working at a private school. There were 31 participants (20.94%) who were employed at private schools that provide non-formal education such as language schools, cram schools or kindergartens.

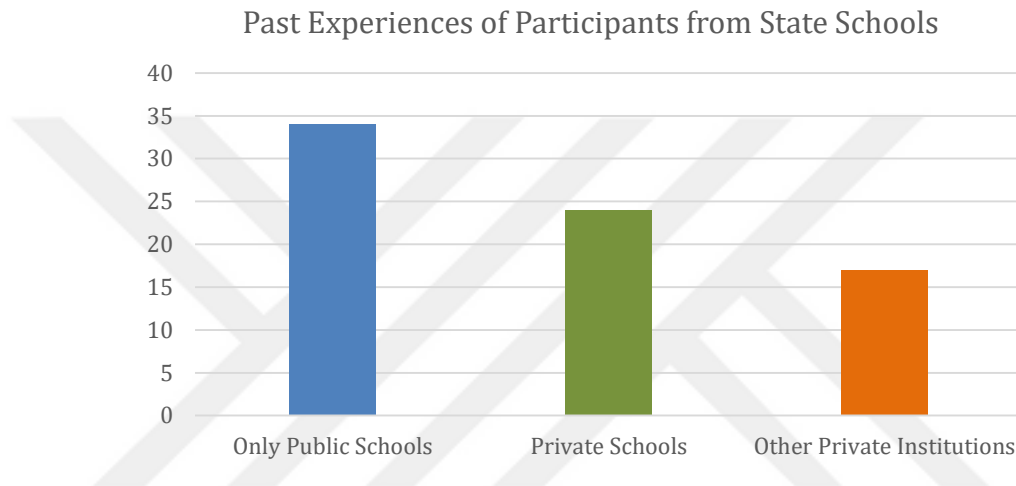


Chart 6 Past Experiences of Participants from State Schools

Examining the past employment experiences of the participants who had worked at a public school reveals that 34 participants (48.57 %) had only worked in state schools and had no experience in other types of schools. In contrast, 17 participants (24.28%) reported having worked at a private school prior to joining the public schools. In addition, 24 of the participants (34.28%) have worked at other privately owned institutions, such as language schools. In addition, it was reported that 5 participants (7.14%) had worked in each of the listed institution types.

Past Experiences of Participants from Private Schools

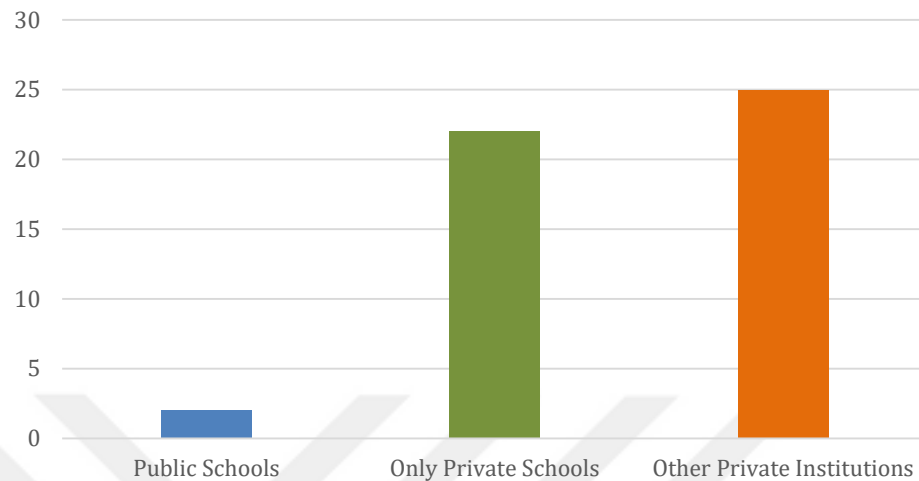


Chart 7 Past Experiences of Participants from Private Schools

As can be seen in chart 7, 22 of the participants noted that they have only worked at private schools and had no experiences at a different educational setting. Besides, 2 of the participants (4.25%) who worked at a private school had previously been employed at a state school. In addition, 25 participants (53.19%) reported working in private institutions other than private schools.

Past Experiences of Participants from Other Private Institutions

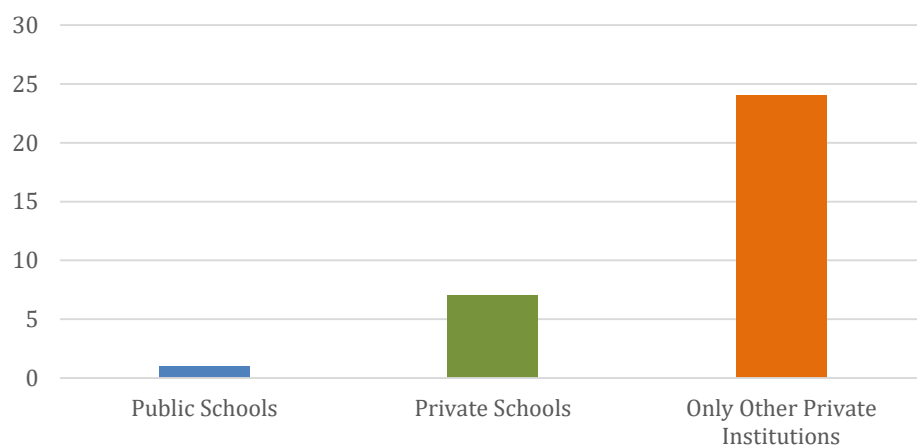


Chart 8 Past Experiences of participants from private schools that provide non-formal education

The bulk of participants from various private schools, 24 participants (77.41%), only had experiences within their institution types, as shown in chart 8. In addition, one participant (3.22%) from a private sector organization other than private schools had previously worked in a public school. Seven (22.58%) of the participants from other private sector schools had worked in private schools. And none of the participants from the other private institutions group had the opportunity to observe all three types of schools.

3.3. Data Collection

The present study employs a mixed-methods research design to investigate the job satisfaction levels and problems encountered by beginning EFL teachers in different types of schools in Turkey. By collecting both quantitative and qualitative data, the present study aims to provide a comprehensive understanding of the job satisfaction levels and problems of beginning EFL teachers in different types of schools. The quantitative data collected through the job satisfaction scale will be complemented and expanded through the qualitative data collected via interviews with beginning EFL teachers to have an in-depth understanding of the current circumstances of the beginning EFL teachers in the Turkish context.

The job satisfaction scale was selected as a data collection tool for its reliability and validity in measuring job satisfaction (Brayfield & Rothe, 1951). The researcher also conducted a semi-structured interview in order to offer more in-depth information on the challenges faced by beginning EFL teachers. The researcher prepared and conducted this interview, and an expert in the subject area reviewed the questions to ensure their relevance and appropriacy for the study's goals. The collected data were then used to compare the levels of job satisfaction and problems of beginning EFL teachers in various types of schools.

The use of mixed-methods research designs allows researchers to provide comprehensive insights into research questions (Creswell & Plano Clark, 2017). The complementarity of qualitative and quantitative data can enhance the understanding of complex phenomena by providing converging results that increase the reliability and validity of findings (Greene et al., 1989). Finally, the expansion of findings through the use of multiple methods and data sources

can lead to a more thorough and nuanced understanding of the research question (Teddle & Tashakkori, 2009).

3.3.1. The Brayfield-Rothe Index of Job Satisfaction

The Brayfield-Rothe (1951) index of job satisfaction was selected particularly suitable to the scope of the research as it focuses on overall job satisfaction rather than focusing on the specific circumstances regarding work (Brayfield & Rothe, 1951). Besides, since 44.82 % of participants have experienced the working conditions in at least two different types of institutions, the Brayfield-Rothe index was found to be particularly tailored for the research since it specifically disregards prior work experiences and instead evaluates the level of job satisfaction individuals receive from their current job (Ho & Au, 2006)

An example item is "My job is like a hobby to me." Responses are given on a 5-point scale with anchors "strongly disagree" (1) and "strongly agree" (5) and the scores can range from 18 to 90, with neutral point at 54. A high score indicates a high level of job contentment (Brayfield & Rothe, 1951). In Brayfield-Rothe's (1951) study, odd-even reliability was used to encourage participants to carefully consider each response rather than ticking items randomly; the scale's reliability score is 0.77 for odd-even product moment reliability.

3.3.2. Interviews

In the present study, a semi-structured interview was developed as a data collection tool for exploring the job satisfaction levels of beginning EFL teachers. The interview questions were developed based on the research questions and objectives of the study. To ensure the clarity and suitability of the questions, the interview protocol was reviewed by a field expert in the area of English language teaching. According to Hennink, Hutter, and Bailey (2020), involving an expert in the field can enhance the validity and reliability of the interview questions. The interview was semi-structured to allow for flexibility and to encourage participants to elaborate on their

experiences and perceptions. This approach is consistent with the recommendation of Kvale and Brinkmann (2014), who argued that a semi-structured interview allows the researcher to ask open-ended questions while maintaining a focus on the research objectives. The use of a semi-structured interview in this study provides an opportunity for the participants to share their unique perspectives and experiences, which can contribute to a deeper understanding of the job satisfaction levels of beginning EFL teachers.

Interviews were done with 30 participants in total. 29 of the 30 interviews were conducted over the phone. The interviews were recorded separately, then transcribed. The purpose was to encourage participants to discuss their experiences with ease and to provide concrete examples of the circumstances they refer to. However, due to concerns about privacy, 1 interview was performed through email. The interviews were conducted in Turkish with the assumption that participants would express themselves more clearly in their native language.

Interview Questions:

1. What are the main challenges you faced in the first year(s) of your career?
 - a. What do you believe caused the challenges you encountered in the first year(s) of your career?
2. Can you tell us comparatively about your thoughts on EFL teaching during your university life and your current thoughts?
3. Do you think that the education you have received has helped you in solving the problems you face?
 - a. How can English teacher education programs and pedagogical training certificate programs be developed in universities?
4. Do you think you can spend the rest of your career at your current institution? Why/ Why not?
 - a. What kind of institution do you think would be a better place for you?

The aim of the first interview question was to understand the major challenges that EFL teachers face in their profession in Turkish schools setting. Additionally, it was intended to ascertain the underlying causes of their difficulties. Besides that, the solutions that teachers have

utilized to alleviate the impact of their difficulties were discussed to uncover whether they received help from their principals or colleagues, or not. Teachers were then asked what else could have been done to mitigate the impact of their problems and possibly eradicate them permanently. To do so, it was aimed to identify where teachers generally seek solutions.

The second question aims to have participants compare and contrast their pre-service teaching expectations with their actual EFL teaching experiences. The objective was to determine if EFL teachers' expectations matched the reality in schools, or not. Moreover, it was also aimed to demonstrate the impact of teacher training programs on the perceptions of pre-service teachers, considering that pre-service teachers' on-hands experiences are limited to their micro-teaching experiences and the practicum applied in Turkish universities.

The third question was designed to ascertain EFL instructors' perceptions of the usefulness of teacher training programs. To do so, the aim was to identify the role and the impact of teachers' tertiary education. Moreover, the perceptions on the usefulness of English studies other than ELT programs were elicited in the scope of this question. The teachers who previously intended to do their studies in another program such as English language and literature programs or English translation and interpreting, were asked about the perceived usefulness of their major in their teaching career as well as their perceptions towards alternative teacher training certificate programs offered at Turkish universities.

The final question of the interview sought to elicit responses regarding EFL teachers' attitudes toward their institution and their description of an ideal teaching environment. Thus, interviewees were also asked which type of school they would like to be employed in.

3.4. Data Analysis

In this mixed methods study, two different data analysis techniques were employed to provide a comprehensive understanding of the research questions. First, the results of the job satisfaction index (Brayfield & Rothe, 1951) were analyzed statistically with the software package SPSS (Version 25). One-way ANOVA was used to compare the mean scores on the job

satisfaction scale of the three groups of beginning EFL teachers, including those in public schools providing formal education, private schools providing formal education, and private schools providing non-formal education. One-way ANOVA is a statistical test used to compare the means of three or more groups and identify whether there is a significant difference among them (Tabachnick & Fidell, 2019). It was chosen because it enables researchers to explore the variation within and between groups and to investigate whether any significant differences exist among them.

In addition, the data collected through interviews were analyzed using a content analysis method. Content analysis is a research method that involves analyzing the content of data in a systematic and objective manner to identify patterns, and trends (Krippendorff, 2013). The interviews were transcribed verbatim and then coded according to codes and patterns emerging from the data. The analysis of the interview data aimed to provide a deeper understanding of the experiences and perceptions of the beginning EFL teachers.

Both the statistical analysis of the job satisfaction index and the content analysis of the interviews were used to contrast the beginning EFL teachers in different types of schools. The integration of quantitative and qualitative methods in this study allows for a more comprehensive understanding of the research question by triangulating the results from different sources (Creswell & Plano Clark, 2017).

CHAPTER IV: RESULTS

4.1. Results of the Index of Job Satisfaction

A One-way Analysis of Variance (ANOVA) was used to examine the question of whether the teachers working in a public school, a private school, or a language school (also cram schools and kindergartens) differ with respect to their job satisfaction levels. The independent variable represented the different institution types, with three groups being represented: (1) public schools; (2) private schools; and (3) language schools (also cram schools and kindergartens). The dependent variable was the average score that teachers got on the job satisfaction index, with a range of 18 (low level of job satisfaction) to 90 (high level of job satisfaction) (Brayfield & Rothe, 1951).

Institution Type	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>Skewness/Std. Error</i>	<i>Kurtosis/Std. Error</i>
Public School	70	71.60	10.136	-0.734 / 0.287	0.484/0.566
Private School	48	65.92	14.355	-0.765 / 0.343	-0.076 / 0.674
Other Private Organizations	31	67.19	9.597	-0.581 / 0.421	0.409 / 0.821

Table 1 The normality tests for the data

Before starting One-Way ANOVA, the data set was tested for normality and possible outliers. It was observed that when the skewness coefficient and the kurtosis coefficient were divided by the standard error of the skewness and kurtosis, respectively, it was concluded that the data were not normally distributed in each subgroup, since the values did not lie between -1.96 and +1.96 (Can, 2013).

Having observed that the data set could not meet the normal distributed population precondition, the histogram graph was analyzed to determine whether the data set included any outliers. According to the results of the histogram, three outliers were found in the subgroup of teachers working in a public school and 1 outlier in the subgroup of teachers working in a private

school. In order to fulfill the precondition of normality, the stated figures were extracted from the data set. After the data were purged of extreme values, the tests were repeated. See Table 2 for the means, standard deviations, and skewness information of the three groups.

Institution Type	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>Skewness/Std. Error</i>	<i>Kurtosis/Std. Error</i>
Public School	67	72.79	8.586	-0.290 / 0.293	-0.385 / 0.578
Private School	47	66.74	13.302	-0.610 / 0.347	-0.537 / 0.681
Other Private Organizations	31	67.19	9.597	-0.581 / 0.421	0.409 / 0.821
Total	145	69.63	10.869		

Table 2 Normality tests for the data

The second test for normality examining skewness and kurtosis, indicated the data were statistically normal. Moreover, the data were gathered from independent samples. However, the *Levene's F* test revealed that the homogeneity of variance assumption was not met ($p = .011$). As such, the *Welch's F* test was suitable for the analysis. (Field, 2009) An alpha level of .05 was used for all subsequent analyses.

The one-way ANOVA of teachers' average scores on the measure of job satisfaction revealed a statistically significant main effect, *Welch's F* (2,71.46) = 6.04, $p < .05$, i.e., *there is a significant difference between the means of at least two of the three groups whose averages were compared.*

In order to determine the groups with a significant difference between them, it is necessary to look at the result of a multiple comparison test. For further analysis, the *Games-Howell* post hoc test was employed as it provides the most accurate results when sample sizes are unequal (Field, 2009).

Groups	N	Mean	SD	Private Schools	Other Private Organizations
Public Schools	67	72.8	8.6	p<.05	p<.05
Private Schools	47	66.7	13.3		p>.05
Other Private Organizations	31	67.2	9.6		

Table 3 Results of descriptive statistics

The results of the Games-Howell post hoc test are given in table 3 and indicate that teachers working in public schools (M = 72.8, SD = 8.6) had a significantly higher average score on the measure of job satisfaction than teachers working in private schools (M = 66.7, SD = 13.3) as well as teachers working in other private organizations (M = 67.2, SD = 9.6). However, no statistically significant difference was observed between teachers of private schools and other private schools that provide non-formal education.

4.2. Results of the Interviews

According to Valli (1992), beginning teachers are more inclined to encounter difficulties in the classroom and are susceptible to being influenced by them. In order to identify the challenging situations in which beginning teachers found themselves in, a semi-structured interview was utilized. It was aimed to identify whether beginning teacher problems differed according to the types of school they are currently employed in.

The interview questions were designed to elicit information about potential problems and coping strategies of the English instructors. The interviews were undertaken through phone calls and were recorded on a separate recording device. The participants were randomly selected from 3 groups based on the type of schools in which participants of this study employed. The content analysis approach was used to classify the responses to these questions into codes. The text generated from the collected data has a total of 100.155 words. This data indicates that the average number of words per participant is 3.338.

In the study, participants were categorized according to the organizations for which they

work. There are three groups of teachers: (1) public school teachers, (2) private school teachers, and (3) teachers at private schools that provide non-formal education. Individuals who participated in the interview did so voluntarily. Interviews were conducted and analyzed in Turkish and illustrative quotations were translated into English by the author. To refer to the interviewees from whom we quote, pseudonyms are used throughout the text. In the research, participants employed at public schools are coded as "S+number," those employed at private schools as "P+number," and those employed at private schools that provide non-formal education as "O+number." The responses of the participants are presented accordingly.

4.2.1. Problems of Teachers

The participants were asked to list the problems they had to deal with in the initial phases of their careers as the first aim of the interviews. The problems of teachers are classified based on the type of organizations for which they work. Their responses were analyzed with a content analysis method. In response to the first question, some participants mentioned challenges they had encountered at their previous institutions. The data set also included the participants' statement on their prior organizations. The results are presented according to the type of organizations in which participants are employed.

i. Problems Public School Teachers Face

In the first question, participants were asked to describe the problems they encountered while teaching at their respective institutions. The participants stated the problems they had while working at a public school. As a result of the content analysis conducted on the responses of public-school teachers, a total of six fundamental categories emerged. The data were gathered from 10 public school in-service EFL teachers and one teacher who is currently employed at a private school with former public school working experience. The result of the content analysis is presented in table 4 below.

	Categories	f	%
Dealing with students from different cultures and deprived backgrounds	<i>Student attendance</i>	6	54.55%
	<i>Cultural differences</i>	3	27.27%
	<i>Native languages of learners</i>	3	27.27%
Student achievement	<i>Poor literacy skills</i>	3	27.27%
	<i>Readiness</i>	3	27.27%
	<i>Low student achievement</i>	2	18.18%
Low student motivation		6	54.55%
Inadequate school equipment and infrastructure		6	54.55%
Imposed educational policies	<i>Curricular mandates</i>	2	18.18%
	<i>Time pressure</i>	2	18.18%
	<i>State mandated textbooks</i>	2	18.18%
	<i>Class size</i>	1	9.09%
Teacher recognition		3	27.27%

Table 4 The problems public school teachers face

When table 4 is analyzed, it can be seen that the most frequently stated problem among beginning teachers is *dealing with students from different cultures and deprived backgrounds*. It is concluded that 63.64% of the participants expressed issues regarding the subject. The problem among beginning teachers is manifested by students' missing classes (54.55%), cultural barriers between students and teachers (27.27%), and communication difficulties between students and teachers due to language barriers (27.27%). Some participants' statements on the given subjects are as follows:

"Half of them are not attending classes right now because of the pandemic. Even if there was no pandemic, students would come to school two or three months late because of work. ... They come when the harvest ends in the field. I can say that they give priority to farm work." (S2)

"...for example, participation from 1 class of 30 people is 8-9. Because, okay, those in the center participate, but those in the village, let alone the internet, do not have electricity." (S1)

“I don’t know how to put this but, the children don’t have... There is no future plan. Even if the child has a plan, their family does not allow them because it takes the children to labor. When they go to another city for farm work, children do not go to school there.” (S6)

“There is a huge cultural difference. It is not only about the local dialect, even some words are used with a different meaning, people here. As a result, it can be difficult to communicate with students and the locals.” (S10)

“Also, our students' first language is not Turkish, their mother tongue is not Turkish. Their first language is Arabic. We have a lot of Syrian students, so I can't communicate with them in Turkish either. Sometimes I even use translator. ... They also speak Arabic with each other.” (S4)

“... the children's mother tongue is Arabic, not Turkish. The children learn Turkish later.” (S6)

In the research, 54.55% of beginning teachers have expressed problems about *student achievement*. In this context, the problems with the students' achievement manifested itself in three distinct subdimensions. The subdimensions are listed as students’ poor literacy skills (27.27%), readiness levels of students (27.27%) and students’ low academic achievements (18.18%). The following are some of the beginning teachers' comments:

“I have students in 5th grade, 6th grade, and 7th grade who are still behind in literacy.” (S8)

“They struggle with both reading and writing. Including those of seventh and eighth graders ... There are students who cannot even write what they see. ... It doesn't matter whether it is English or Turkish. The students' native language skills are low, thus reading and writing in their mother tongue is a problem. Of course, we have even greater difficulties in teaching a second language.” (S2)

“I have a lot of students in the eighth grade who cannot read or write. For example, there are no children who can read fluently. (S6)

“I have to switch to our mother tongue in teaching English. Because when you speak English, children do not understand, they cannot make inferences.” (S8)

“... readiness levels are really insufficient.” (S7)

“I can't get all the exercises done since they are too difficult for the children.” (S6)

“Most of my students come by bus from other villages to the school where I am. Not about the primary school in my town, but other students who come from other villages inform me that they did not have English classes in primary school. I have students who have just started learning English in the fifth grade. (S8)

54.55% of the participants also noted *students' lack of motivation* to learn EFL as the leading cause of their instructional problems. The main consideration of the teachers who shared their thoughts on this subject was that students' not comprehending the significance of learning EFL and their changeable attitudes toward English lessons in relation to the benefits it provides in exam settings, as well as raising affective filters. The comments of the participants are as follows:

“The second challenge I faced is that students have no English-related goals at all. So they usually see it as something unnecessary, if they do not consider a career in the languages department.” (S7)

“Trying to teach English to students here is really hard. How well could you explain the importance of English to the children in a village on a mountain? It's unnecessary for them. ...The children have never seen a tourist in their lives. ... They are biased, that is, against the English language.” (S10)

“Since there is no section for English in our examination system, and they do not

understand where they can use English and how it will be beneficial for them, the children already think that they do not need English.” (S6)

“While we were trained at university, we learned to teach the language to the child, not test-oriented. But unfortunately, since the exam is a test, we must prepare the children for the test after a while ... Because they have a test to take.” (S5)

54.55% of the teachers who participated in the study highlighted the limitation of the schools' physical conditions, the lack of resources, and the unavailability of certain infrastructure. In this environment, teachers stressed that even the most basic requirements might not be offered. The following are the participants' comments:

“Our resources at school are really insufficient. ... I mean, it would be great if every school had a smart board, or a projector, a speaker, or something in our classrooms. But, sadly, I work at a village school... They are not present in any of our classrooms.” (S4)

“I have not demanded anything from the school so far, even the most basic needs. Something simple, such as soap is missing in the toilet. So I thought it wouldn't be right for me to go and ask for materials, and I do not think they would find a solution. ... I mean, there are more fundamental deficiencies.” (S9)

“Everybody thinks that tablets are distributed to everyone. Some of my students still can't get one, we do not get them because our school is in the center. They are usually sent to the villages, but do the tablets that are sent to the villages have a network connection?” (S5)

“The electricity is constantly cut off, there is no smart board, we only work with the book.” (S1)

Imposed educational policies were cited by 45.45% of the participants as a common problem they encounter in the type of institution they work for. Curricular mandates (18.18%), limited number of lesson hours for learning outcomes (18.18%), problems arising from

compulsory textbooks (18.18%) and class size (9.09%) were the main factors that teachers emphasized within the scope of imposed education policies. Some of their comments are listed below:

“There are certain subjects in the curriculum, but they are too detailed, and they were not analyzed whether they are appropriate for the child's level or not.” (S5)

“Normally, I have 4 hours of main course and 2 hours of electives, and even if we have 6 hours, it would not be enough to complete our curriculum.” (S5)

“I'm having some difficulty with the textbooks our government provide. Grammar rules are not presented enough, they are not emphasized. Instead, stress is placed on vocabulary and speaking.” (S8)

“Normally, the class size of the school I work in is 45 people. But right now, we have classes of 22-25 people due to the pandemic. ... classes with 25 students are still too crowded. You know, there should be 10-15 students, a maximum of 20 students.” (S5)

27.27% of the participants reported problems with *teacher recognition* in their schools or national education offices in their province. It has been discovered that these instances occur as a result of administrators' looking down on teachers and demoralizing them. Some comments of the participants are as follows:

“For instance, I did not appreciate how the commissioner addressed the teachers. Sadly, they were as if scolding, while talking to us. Surely, these are the factors that decrease the teacher's motivation a little.” (S2)

“The school principal told me that... The first reaction was, "They can't even speak Turkish yet, our students". "Are you going to come and try to teach English?" He said... When I had such a reaction, I felt a little sad indeed.” (S4)

“Officials, the ones working in the Ministry of National Education are a little bit from my point of view, unfortunately, see themselves as superior to teachers.” (S5)

ii. Problems Private School Teachers Face

In the first question of the interview, the difficulties private teachers face were aimed to be collected. The participants stated the problems they had while working at a private school. As a result of the content analysis conducted on the responses of private-school teachers, a total of eight categories emerged. The data were gathered from 10 private school in-service EFL teachers and 5 teachers who are currently employed at another type of organization with former private school working experience. The results of the content analysis is presented in table 5 below.

Categories	f	%
Work overload	9	60.00%
Problems with fringe benefits and pay	9	60.00%
Issues with teacher identity and recognition	8	53.33%
Pressure and demands from administrators and principals	8	53.33%
Schools' prioritizing their financial concerns	6	40.00%
Pressure and demands from parents	6	40.00%
Imposed educational policies	4	26.67%
Low student motivation	3	20.00%

Table 5 The problems private school teachers face

According to table 5, 60.00% of participants working in a private school have difficulties due to their *heavy workload*. Participants in this context primarily reported that the situation was unfavorable to them due to the excessive number of lesson hours. Some teachers also reported that they had to address students of varying levels within the same academic year, which increased their workload in terms of lesson planning and material development. Furthermore, several participants reported being overwhelmed by additional responsibilities, such as parent meetings. Furthermore, several participants stated that responsibilities may not be equally

distributed among teachers at their school. The following are the comments of the participants on the subject:

"So, I have also taught preschool, middle school, and high school groups, and I did all of them in one year... It was very difficult, really difficult." (P1)

"The long working hours. ...because of the intensity of the groups, the intensity of these extra classes, there were times when I mixed up the classrooms, the assignments." (P6)

"If you are a class teacher, you are already obliged to deal with each child individually and to speak with their parents at least once or twice a month for 15-20 minutes on the phone. And for a class with 20 students, calling all the parents probably takes up your weekends." (P2)

According to table 5, 60.00% of beginning EFL teachers had problems regarding their *income and fringe benefits* such as shuttle services. Mainly, teachers noted that their salary was insufficient, and they were expected to tolerate irregular payments. Furthermore, it was reported that some teachers were being assigned heavier workload than others while the salary remained the same. The following are the teachers' comments:

"I worked in a private school in my first year, the salary and budget issues were low in private schools. ... They offered minimum wage up to 30 lesson hours. If I had more than 30 lessons, they would give me 20 liras per lesson. But they had a policy that if you are in your first year in the school, you would receive the minimum wage even if you work more than 30 hours." (S7)

"There are no services that the school promised. It was said that we would have a shuttle service, but we don't have one." (P5)

"There is a fund called the stationary fee. It is paid only in October at the beginning of the year and is a one-year fee. In private schools, this grant is definitely not given to the teachers. ... The money transferred to the teacher is deducted from the teacher's salary the following month.

So, it is being deducted." (P1)

53.33% of participants reported problems with their *teacher identities and employee recognition* as teachers. Among the responses, teachers commented on the role and expectations of administrators and principals. In addition, they claimed they were required to perform duties unrelated to their teaching positions. Several participants' opinions on this topic are as follows:

"Of course, the parents are in the foreground, in some cases, the parent's request is given priority. Regardless of what you say, even if you didn't make a mistake, the mistake is yours. You seem to have made it." (P3)

"As the main problem, many things are expected, apart from teaching. That is, they make you do things that are not part of the teacher's job. ... They wear out the teacher a lot." (S3)

"They treat you like an employee who can do anything even other than teaching." (P5)

53.33% of the participants reported that they were under pressure from their superiors and struggled to meet their demands. Several participants reported feeling pressured and unable to make decisions regarding their work because they anticipated that they might not get their superiors' approval. The following are the comments made by teachers:

"One of the problems was that the administration established a very hierarchical structure over the teachers. In other words, rather than establishing a collegial relationship, a more superior-subordinate relationship was established, and that new teachers being seen as students was a problem." (P1)

"Because exams affect the grade point average... I completed my first examination, graded the papers, prepared my list, and turned it in to the vice principal. During recess, the vice-principal called me and asked me why a student's grade was low. ... He meant that we should not give such a low grade. They asked me to assign that student homework so that the student could get a high grade and prevent the parent from developing a negative attitude towards us." (P10)

“The principal could enter the class and observe the lesson, unannounced just like in the faculty of education. He could enter without knocking the door and interfere with the lesson.” (S3)

The research revealed that 40.00% of participants felt overwhelmed by their superiors' prioritization of their financial concerns. They not only identified this situation as a problem by itself but also as a potential source of additional problems. The following are the comments made by teachers on this topic:

“ Their only concern is for the parents to be satisfied, so that they continue next year. They do not care about teachers. ... Do what they want and take a photo in the lessons so that they can advertise.” (P4)

“Private schools treat their students and parents as customers. So, for the school, they are the customers that need to be satisfied.” (P10)

Another area of problem, according to the participants in the interviews, was parents' high and sometimes unrealistic expectations and the pressure they create on teachers. 40.00% of the participants listed problems regarding their relationships with the parents of their students. Moreover, some teachers expressed their worries about the reactions that they get from parents to the materials they use or the homework they assign. The comments of the teachers are as follows:

“The teachers are like... At some point, parents see them as nannies.” (P2)

“For example, I cannot give any homework to children at Christmas time about it. ... Because they can be against such things because of their religious views or any of their views.” (P6)

“Even if a student's potential is low, their parents expect a lot from them. That's why parents blame teachers...” (P9)

26.67% of the participants also stated their discontent with *the imposed educational*

policies of their schools. They claimed that they did not understand the logic behind the regulations or that the regulations were based on a foundation that contradicted their higher education. The following are the teachers' comments on this subject:

“Beginning teachers are always assigned to the youngest classes in private institutions; Kindergarten, Grade 1. They are treated as if they don’t know anything. On the contrary, those classes are the ones that require the most experience.” (P1)

“I had problems adapting to the system in my school.” (P4)

20.00% of teachers at private schools also complained about the low levels of motivation of their students. Students are not motivated to learn EFL, according to the participants, due to national examination system. In addition, it was stated that some school principals perceive English instruction as unimportant. The statements of the participants are as follows:

“It was one of the schools that were transformed due to the law... In other words, they could not get rid of their mentality of being a cram school. They didn't care about English at all.” (S7)

“These are the groups that suffer the most from authority problems. Language teachers. Because children do not want to participate in the lesson most of the time.” (P8)

iii. The Problems of Teachers Working in Private Schools that Provide Non-Formal Education

The objective of the first question was to collect the problems of teachers from other types of private organizations. There were teachers employed by private language schools, private kindergartens, and private cram schools in the specified category. The participants expressed the challenges they encountered while practicing EFL instruction. Seven categories were developed on the basis of the content analysis conducted on the responses of teachers. The data was gathered

from 10 EFL teachers who are currently employed by various private organizations and 3 teachers who are currently employed by either a public school or private school but formerly worked in the specified institutions. The results of the content analysis are presented in table 6 below.

	Categories	f	%
Work overload	<i>Lack of time for social life and family</i>	6	46.15%
	<i>Heavy teaching load</i>	4	30.77%
	<i>Working hours flexibility</i>	4	30.77%
Dealing with individual differences		6	46.15%
Problems with fringe benefits and pay		5	38.46%
Imposed educational policies		4	30.77%
Issues with teacher identity and recognition		4	30.77%
Pressure and demands from parents		4	30.77%
Schools' prioritizing their financial concerns		4	30.77%

Table 6 The problems of teachers working for private schools that provide non-formal education.

When table 6 is analyzed, it can be concluded that the most prevalent problems beginning teachers face in private schools that provide non-formal education is about *the workload* of the teachers. In total, 61.54% of the participants expressed their dissatisfaction with their workload. The problem is manifested commonly through the lack of personal time for teachers (46.15%), excessive lesson hours (30.77%) and flexible working hours (30.77%). Although flexible working arrangements are frequently listed among the benefits for employees, in the context of education, some beginning teachers expressed their concern that a flexible schedule could result in simply a distribution of the workload throughout the day, thereby increasing the total office hours of teachers even though they are expected to teach for a reasonable number of lesson hours. Regarding that, some participants stated that they have difficulties in arranging some time for their family and social activities in their personal lives. Some comments of the participants are as follows:

“Your working hours are typically not between 9 and 5. Since it is usually only one or two

days per week, this does not negatively affect the students. But the teachers are there every day and work every weekend. If your family and friends invite you to do something together, you either never go or, if you did, you would be so exhausted. It has a major impact on your social life.” (P10)

“I teach too many lesson hours, I work too much. ... And I'm not just an English teacher at that school. I am a Mind Games teacher. I also teach mind games classes. ... For example, how many hours per month do I attend classes? For 67 hours or so...” (O7)

“Our work hours are quite flexible... We start work at 9.00 a.m. and may have to do some overtime if we have evening classes. For example, we sometimes have lessons until 21.20. In other words, even though I do not actively teach from 9.00 to 21.20 during the day, I have to stay there. Not every day of the week, but two or three days a week.” (O1)

“First of all, of course, I can say that my workload is too high. In other words, having too many lesson hours. ... 5 days a week for 11 hours... This means 55 hours of lessons per week. ... It can be especially tiring to teach classes with young children.” (O8)

Dealing with individual differences on a student-by-student and class-by-class level was the second most common challenge among participants. In the context of this subject, 46.15% reported experiencing difficulties due to the learners' diverse needs, interests, characteristics, and goals. Some participants mentioned the variances based on learners' age and linguistic ability. On the other hand, some beginning teachers reported feeling overwhelmed by teaching heterogeneous (mixed) groups in terms of language skills and varying levels of groups of learners, particularly in exam preparation programs for YDS and IELTS. The following are some of the beginning teachers' comments:

“Since the age range can be very different, there are high school students, and a 50-year-old student in the same class. The expectations and hobbies of the two are different. ...When teaching primary schoolers, middle schoolers, IELTS, YDS and others all at once, you get a little distracted.” (O5)

“For example, a prep school student and a 40–45-year-old doctor were in the same class. There was a difference in status, and in the age group.” (O3)

38.46% of the participants referred to their *problems with fringe benefits and pay*. Some participants expressed that even the most fundamental benefits might be lacking in this context. On the other hand, the participants stated their dissatisfaction on the salaries offered to them. The following are the comments made by teachers:

“Salaries paid to teachers in language schools are insufficient. ...They are trying to take advantage of them. They see your inexperience as a valid reason to pay you less. (P10)

“Financial constraints for sure. ... Teachers' salaries are very insufficient.” (O2)

Another area of problem that teachers need to deal with was the imposed educational policies of their organizations. 30.77% of the participants expressed having problems regarding the *educational policies and regulations* in their organizations. The participants not only referred to this area of problem as a direct problem but also a condition leading to others via lowering autonomy in the classroom through curricular restrictions and regulations. Comments of the participants are as follows:

“They provide me a syllabus, and I am not allowed to change it. Since this was very challenging for me, maybe some flexibility would have motivated me even more.” (O4)

“I could have been much more useful if I had worked with teenagers at A2 and above levels, but since I just started working, I was naturally teaching English to the youngest age groups at A1 level.” (O10)

“The management of the institution wants us to follow a course book and does not want us to use any other resources.” (O2)

Another 30.77% of the participants in the study stated that they have been expected to perform additional duties that cannot be counted within the scope of the job description of the teaching profession in the institutions they work. Moreover, some participants expressed that they did not feel valued as a teacher in their organizations. The following are the comments made by teachers:

“I think the general problem of private institutions is that they do not see teachers as educators. ... they want the teachers to do things that a teacher normally would not do. ...So, they want me to track whether the student has paid the school fee or not.” (O4)

“They don't value their employees as teachers, to be honest. I honestly do occasionally feel like I am a nanny rather than an English instructor.” (O7)

“Since they don't have a hostess in their shuttle, I help them get on and out of the bus. ... I also work as a hostess in the shuttle.” (O8)

The overwhelming demands of the parents and their pressure on teachers was expressed by 30.77% of the participants. They noted that parents try to interfere with the content, pace and intensity of their lessons. Teachers mainly relate parents' pressure to their expectations that their children perform better in exams. The comments of the teachers are as follows:

“I had a lot of trouble with the parents. ...They expect a lot from you for the students' exam success. They expect more lessons, they expect a more intensive curriculum, and there are even those who want to get involved in the content of the curriculum. Such high expectations tire us.” (O2)

“Students go on vacation with their families, and their parents expect the teacher to offer extra lesson hours that they missed when they return. It may take up a day of your week. This is something. I believe it is due to the parent's ill intentions.” (O5)

“A parent of one of my students asked me to speak English on the phone for 5 minutes

every other day with the student. My employer asked me to do this, but with nothing in return, for free.” (O6)

Another challenge participants encountered early in their careers was *the prioritization of organizations' financial concerns* over their educational concerns. 30.77% of the participants indicated they were negatively affected by the given situation. Teachers noted that due to this approach, they had to teach under strict time constraints. Moreover, according to the participants, teachers are held responsible by their superiors for the decisions of students and parents to remain or leave the institution.

“Parents and students are seen as customers who bring money. ...this situation did not satisfy me much. ... I do not feel psychologically comfortable.” (O1)

“Financial concerns push me to do everything quickly, both in terms of the pace of the course and administratively. It requires us to assess the students immediately after the lessons finish and start the next level without waiting.” (O3)

“They want to use 100% of the teacher, as they approach the situation with a focus on having more students and keeping students in the institution because they value financial concerns. Of course, this is beneficial for them, but from my point of view, it forces me both physically and mentally. And from the first year, I questioned whether I should do this profession. So, I thought about it in just 3 months.” (O4)

iv. Underlying Reasons of Teacher Problems

Within the scope of the first interview question, participants were also asked about their perceived reasons underneath the problems they faced to better analyze the difficulties they have had to deal with and shed light on the sources of the problem. Since the problems among participants varied, the sources of their problems were also analyzed based on the classification. The results are presented based on the types of organizations in which they work for.

Categories	f	%
Lack of student motivation	5	50%
Dealing with students from different cultures and deprived backgrounds	4	40%
Imposed educational changes	3	30%

Table 7 Perceived causes of public-school teachers' problems

As a result of the content analysis, four themes regarding the perceived causes of problems among public school teachers emerged. When public teachers' views were considered, 50% of beginning teachers attributed their problems to a lack of student motivation. The comments of participants are as follows:

“There is nothing around that arouses curiosity towards English. ... They ask where they can see a tourist. They say that tourists do not come here. They ask who they are going to speak to in English.” (S10)

“Students lack a social life and social activities. Culturally, this is the reason why children here do not know much about what happens in the world. This is actually the reason why students are not motivated.” (S10)

The fact that students come from culturally and economically deprived families was another factor that teachers attributed to their problems. 40% of the participants commented about the difficulty as a significant source of difficulties. The participants identified the phenomenon as both a problem in and of itself and a foundation of additional problems. The following are some of the beginning teachers' comments:

“I would say this is because of cultural difference. ...here, the responsibilities of the students were taken in a different direction by the families. Since most families on this side make a living from farming, students sometimes have to do something. Students don't come to class, when I ask why they don't come, they say they had to deal with farm animals.” (S8)

Moreover, 30% of the beginning teachers identified the imposed educational changes in their organizations as a driving factor for their problems. The following are the comments of the participants on the subject:

“The ministry says I don't care about the readiness of the children, you have to teach the student the curriculum and the necessary learning outcomes and principles during that period.”
(S7)

“If the higher echelon of the system does not have any consistency, it automatically starts to affect the other lower echelons. ...The authorities should not be exam-focused at first. If we can say that education is for education...” (S5)

Categories	f	%
Lack of experience	6	60%
Schools' prioritizing their financial concerns	5	50%
Lack of inspection from authorities	2	20%

Table 8 Perceived causes of private school teachers' problems

The content analysis revealed three themes about the perceived sources of difficulties among private school teachers. When the views of private school teachers evaluated, 60% of beginning teachers connected their problems to their lack of experience. The following are participants' comments:

“Since I am not a department graduate, I did not do any internship related to the teaching department. A 6-month internship would be good, at least it would have been nice for me to know what to expect. I mean, I wouldn't get involved instantly. Otherwise, as I said, I do not believe that you can become a great teacher by simply learning the theoretical knowledge they teach there.”
(P8)

“Experience is the biggest reason. You actually get to know people, get to know the

environment, and see how you can react in case of chaos or any distress.” (P2)

Another 50% of the participants expressed that they believed their problems stemmed from their school's priority of profitability over the quality of education in their schools. The participants' comments on the subject are as follows:

“My workplace is more like a business organization than an educational facility. In other words, the fact that business is at the forefront and that advertising and marketing are at the forefront is the direct cause of the difficulties I face.” (P6)

“I think this profession has gone significantly more toward customer service than teaching in private organizations. The majority of people, especially parents, perceive it as delivering a service, and think that since they are paying for their children's education, they are free to intervene as they wish.” (P7)

20% of the participants in the research claimed that the Ministry of National Education's deficiencies in inspecting the schools were the underlying cause of the problems they encountered. Some comments of the participants are as follows:

“I believe it is caused in part by the distortion of the system and in part by the parents. In my opinion, the National Education does not inspect the schools properly if such incidents are occurring. If they did, things wouldn't be this way.” (P7)

“For private schools, I feel that if the inspection mechanism was implemented properly, and ministry commissions evaluated our exam materials, it would be clear whether we were right or wrong.” (P10)

Categories	f	%
Schools' prioritizing their financial concerns	7	70%
Lack of experience	4	40%

Table 9 Perceived causes of problems among teachers working for other private schools

The content analysis uncovered two themes regarding the perceived sources of challenges among teachers employed by other institutions. When evaluating the perspectives of participants, 70% of beginning teachers attributed their problems to their schools' prioritization of financial concerns. Some participants identified a link between the educational background of the managers of their organizations and their problems. The following are comments of participants:

“Private organizations in general, in my opinion, have this issue. In other words, education is undoubtedly pushed to the sidelines in a profit-driven business. As a result, this accounts for 80% of the difficulties.” (O4)

“Another factor, in my opinion, is that the institutions' owners and managers are not educators. So, what I mean is that they do not come from a teaching background. In other words, a nursery can be founded by someone from another sector, for instance by an engineer. That is why, for example, that person does not see it from your perspective.” (O8)

Another 40% of those interviewed said they thought their problems arose from a lack of experience. Some participants' statements on this subject are below:

“Frankly, it was due to inexperience. ...For me, there was a big difference between working in a private language school and doing an internship at a public school. There was a huge difference for me.” (O3)

“I think it's because... It's probably due to my inexperience a little bit.” (O6)

4.2.2. Expectations of Beginning Teachers

The participants were asked to compare the thoughts they had about EFL teaching during their undergraduate education with the thoughts that evolved as a result of their experiences after starting their career. A total of four categories were identified on the basis of the content analysis. When the responses of the participants were analyzed, certain themes were common to all the participants. They all shared somewhat similar beliefs. Thus, the themes formed did not differ in terms of the types of organizations they work for or their educational backgrounds.

Categories	f	%
Experiencing Reality Shock	19	63.33%
Views unchanged	7	23.33%
Finding better conditions than anticipated	3	10.00 %

Table 10 Perceptions beginning teachers had in university and their present views

63.33% of the participants in the study reported experiencing "reality shock" as they began their careers. They discuss that, although the micro-teaching simulations they performed during their undergraduate studies were beneficial, they were insufficient for their professional development in experiencing authentic instructional interaction. The participants claimed that the realities of Turkish schools are not reflected well enough in teacher training programs. According to the participants, the condition was caused by the imbalance between theoretical input and practical experience in the teacher training programs. They argued that if they had had the opportunity to interact with students in an authentic classroom environment, they would have been able to anticipate what awaited them in their careers. In addition, some participants noted that, while they felt overwhelmed by the assignments they had to do throughout their teacher training program, they felt even more overwhelmed by the responsibilities they assumed after beginning their careers. Some participants' comments are as follows:

"I believe there are problems with classroom management, that is, between the theory we learn and the real challenges we meet in school. In other words, I may argue that the classroom

management theories I was taught did not lead to a solution in practice.” (S2)

“It is not possible to give an education based on 4 skills, let me tell you that first. In addition, our resources are very limited as we are far from the city in this region. ... It's becoming more difficult for me to do the things in my mind.” (S10)

“I think you should change your question to “Is there anything that is the same?” No, because there is no such thing. What did we learn in college?” (P2)

“When we were in college, it felt like we were in a busy schedule, but after graduation, things in college seem really simple. Well, you prepare two or three lesson plans throughout a semester at university. When you start working full-time in a place, you are expected to prepare as many lesson plans for an average afternoon as the number of lessons you prepared in that semester. I wasn't expecting it to be this intense.” (P10)

“The education I received in university and what I witnessed in the field were vastly different.” (O3)

“Clearly, I can now see that some of my previous beliefs were utopian. I mean, not for preschoolers, but for older students, such as those in middle school...” (O4)

In contrast, 23.33% of beginning teachers reported that their beliefs did not change and that they began their careers in an organization that they had imagined working for. The participants emphasized the significance of teacher autonomy and being able to utilize the approaches, methods, and techniques learned throughout their teacher training. The following are some participant comments:

“Actually, it did, because the school is not an institution that interferes with me in terms of teaching... Actually, I think that I reflect very well the education I received at the university in my lessons.” (O2)

“Actually, not much has changed in this regard. I think I can count this as the only advantageous aspect of the institution, which is an advantage for me. Throughout our university life, they always told us to avoid traditional methods, they showed us methods to engage students in the course in an interactive way.” (O4)

“I had no difficulty starting the nursery here thanks to the "Very Young Learner" course. Because I have benefited in many ways from using the resources I have, I am able to determine how I should teach and what language I should use. When I first started school, I even thanked the lecturer of the course.” (O7)

In contrast, 10% of the participants indicated that the type of organization in which they work provided better conditions than they anticipated. Some participants linked the situation to the stereotypical classroom settings in their minds. The fundamental determinant of the given state was related to the technological resources and the location of the school. Despite their bias against teaching young and very young learners in the early stages, some participants indicated they started enjoying teaching young learner groups. The following are the participants' comments:

“Actually, I thought I would work in worse conditions. Ok, I work in the east, but the school I work at is at least in a very central location and it's a great chance to have a smart board, especially for English. ...I am currently working in a place that exceeds my expectations.” (S9)

“I used to think that I couldn't teach younger age groups when I was at university. I thought I would have problems due to the significant age difference. I mean, I preferred to work more in the high school part because the age difference is a little less. In other words, I thought I could share more things with them, chat more and engage them more in lessons. But, in the end, I'm of the opposing opinion.” (P3)

4.2.3. Perceived Usefulness of Teacher Training Programs

In this research, it was also aimed to explore the perceptions of beginning teachers

regarding the usefulness of teacher training programs and collect their ideas for improving the quality of such programs. To this end, the ideas of participants about their experiences with and views on teacher training programs were collected. The results provide valuable insights into the usefulness of these programs from the perspective of those who have recently completed them, as well as ideas for how to enhance the quality of teacher training in the future.

In the first place, the participants were asked whether they viewed the teacher training program they had completed as effective or ineffective in terms of assisting them in handling problems they encountered. The comments of participants were categorized as positive or negative and presented in chart 9. 23 (76.67%) participants completed a TEFL degree in college, while 7 (23.33%) graduated from an English studies program other than teaching. 5 of the beginning teachers (16.67%) who did not have a teaching degree had a pedagogical training certificate.

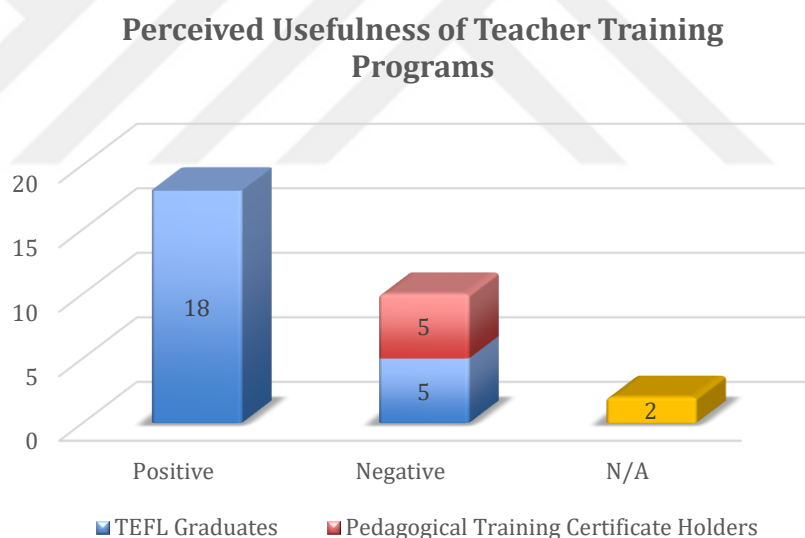


Chart 9 Perceptions on usefulness of teacher training programs

Among the participants who held a degree in TEFL, 18 participants (78.26%) reported that their experience had been rewarding in helping them to solve their instructional problems. The following are some participant comments:

“I think it really helped me. You know, I can more or less predict what to do when I encounter a difficult situation, thanks to the education I have received.” (S8)

“Yes. I noticed how my university education helped me a lot with the challenges I was facing. They largely assisted me in solving classroom challenges.” (P4)

“Yes I do. ...I had a lot of problems with students, but none of them were things I could not handle. They were problems that I could solve during the lesson or by talking to students after the lesson. And in the faculty, we thought about what we should do if we encounter those situations. I especially benefitted from the microteaching activities for instructional problems.” (O4)

On the other hand, 5 participants (21.74%) who also held a teaching degree believed that their tertiary education had not been particularly helpful in addressing the difficulties they encountered. The statements of participants are as follows:

“I could not see any contribution, particularly in the courses (educational courses) where Turkish is the language of instruction. I did not know how to respond to even the simplest classroom incident, such as filling out the class book. I began learning them by myself and by observing it in others.” (S3)

“I never think about it. While dealing with a problem, I can't even think of what I learned in the faculty and what was there about it.” (P2)

“I don't think... I think that a very theory-oriented education was given. This isn't enough. ...No it never happened, I had to try and gain experience more.” (O2)

All 5 participants with a certificate in pedagogical training (16.67%) commented negatively on the effectiveness of the program. One participant even suggested that pedagogical training programs should be abolished. The following are the participants' comments:

“No one should study language and literature and do pedagogical training, and become an English teacher, in my opinion. As I already said, this is the fault of our educational system. ...Because when people study language and literature, people usually end up unemployed. They see being a teacher as a solution to this.” (S6)

“I believe it is insufficient. So, as I mentioned at the beginning, we did the pedagogical training in the last two semesters, but this program was too dense and more should have been offered. And, you know, we should have spent more time with the students, you know, during those educational psychology assessment and evaluation courses in pedagogical training.” (O6)

“I do not think that the pedagogical training has a significant impact.” (O5)

“In general, this pedagogical training focuses a bit too much on theory.” (O8)

There were two beginning EFL teachers in the participants group who did not have a teaching degree or a pedagogical training certificate. As a result, they avoided commenting on the programs' effectiveness in addressing the problems of beginning teachers.

Ideas to Improve Teacher Training Programs

Participants' recommendations for advancing teacher training programs were collected within the scope of the interviews. It was aimed at finding certain common themes and areas of attention by examining their suggestions in order to improve the effectiveness of these programs in preparing new teachers for their possible future problems. The purpose of this analysis is to help in the design and implementation of future teacher training programs. As a result of the content analysis performed on beginning teachers' responses, four categories were identified.

Categories		f	%
Improving the quality of internship programs	<i>Extending the teaching practice period</i>	13	43.33%
	<i>Having teacher trainees observe a range of schools during teaching practice</i>	3	10.00%
Shifting the focus from theory to practice		9	30.00%
Abolishing the pedagogical training programs		8	26.67%
Fostering the language development of teacher trainees		4	13.33%

Table 11 Beginning teachers' ideas to improve teacher training programs

As the most prevalent improvement idea, 46.67% of the beginning teachers who took part in the study suggested that the teaching practice should be adjusted in some way. The ideas of participants mainly fell under two categories. The participants either suggested an extension on the period of the practicum program (43.33%) or incorporating a range of school types into the program (10.00%) so that pre-service teachers could gain valuable insight into a variety of school types. The comments of participants are as follows:

“First of all, the duration of the internship program should be extended. ...We can gain experience close to teaching in courses such as teaching methods and techniques, but there is something missing fundamental, real students. After all, we make those presentations to our classmates, and they don't try to disrupt the class, they don't try to sabotage us, and they all come in as super students. I think the internship should start earlier, for example, in the 3rd year.” (P10)

“We also talked to our professors about starting these practical trainings earlier while we were at university. Especially starting it around the 2nd and 3rd years and continuing until the end... For example, there was a community service seminar that we did in the 3rd year. We had a chance to teach with that as well as in the 4th year. ... I think it would be better to take the method lessons earlier and prepare the student for practice more quickly.” (O3)

“I had such bad luck that I did my internship at a middle school for two semesters. I couldn't do an internship at a primary school; I couldn't do an internship at a high school. I think everyone should benefit from these internship areas at all levels. You know, I think that every level of education should be observed by students of the faculty of education in a way.” (O3)

According to the findings of the interviews, 30% of the participants noted that teacher training programs should emphasize practical training and experiential learning over traditional methods such as lecturing theoretical input. Some participants' statements on the given subjects are as follows:

“That reminded me special education (course). While I was doing it at university, for

instance, I wondered why I just learned the names of diseases. For example, I encountered a case. We must file and administer an exam based on the student's conditions... As I said, in the English language teacher education program, a more experience-oriented system can be developed.” (S5)

“We used to make presentations in our courses, we used to do microteaching activities, but I think that they were not enough. I wish we had done more.” (O4)

“Again, these presentations we made in the university were very effective. So, they can start early as well.” (P9)

Of the proposed improvement ideas, 26.67% of participants noted that abolishing pedagogical training certificate programs would be more beneficial than attempting to enhance their quality through adjustments. The following are some of the beginning teachers' comments:

“In other words, I believe that pedagogical training is indeed faulty. I say this as someone who has completed it. Then, I believe that no pedagogical training programs should be offered. Only those with a degree in teaching should become teachers.” (P1)

“I think the formation (pedagogical training) already has deficiencies. But I think what I did was wrong too. In my opinion, one should not study (English) language and literature and become an English teacher. Again, as I said, it is the fault of our education system. Because when people study language and literature, people end up being unemployed.” (P6)

“First of all, let me say one thing, an education spread over 4 years in the faculty should definitely not be given in a single semester. And they should not be equal.” (O4)

“As students and graduates of Faculty of Education, we are individuals who have studied in that faculty for 4 years and then graduated. If pedagogical training is to be offered, and I think they should not, it should be given thoroughly in 4 years. Maybe even as a postgraduate course.” (O2)

Fostering the language development of teacher trainees was also suggested by 13.33% of the participants. The comments of the participants are as follows:

"In my opinion, the FL instruction provided in prep schools is insufficient. Other than that, I believe teachers do not graduate with a good proficiency of English. ...language is, after all, something that requires constant reinforcement. There could be additional lessons, and trainees' errors in language usage should not be tolerated—after all, we were required to write or answer questions in the classes." (P9)

"While the lectures should be delivered 75% in English and 25% in Turkish, this is not the case. In other words, at least 75% of the time in class, if not more, Turkish is spoken. When you graduate from such a program and begin working at a private school, you may be shocked to be asked to teach an entire class in English. Because you have not received such an education even at the university level, let alone in high school or primary school." (P10)

4.2.4. Beginning EFL Teachers' Perceptions of Retention and Attrition

To determine whether beginning EFL teachers have career change intentions, they were asked if they planned to stay at their current workplace for the rest of their careers. The conclusion of the content analysis is shown in chart 10 below.

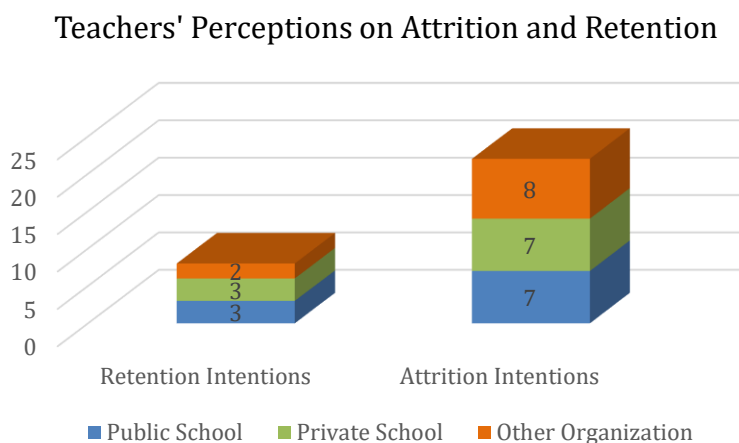


Chart 10 Participants' turnover intentions

According to the content analysis performed on the responses of beginning EFL teachers, a significant proportion of beginning teachers (73.33%) do not see themselves remaining with their current workplace in the long run. Seven out of ten public school teachers (70.00%) stated that they did not see themselves continuing their teaching careers in their current organization in the long run. Similarly, 7 out of 10 private school teachers (70.00%) and 8 out of 10 teachers working in private schools that provide non-formal education (80.00%) said they could not picture themselves retiring from their current workplace.

Common possible explanations for this tendency among public school teachers are either a desire to work in a more developed city or work in a school with higher achieving students. This suggests that issues related to student performance and location may be important considerations for beginning teachers when deciding whether to remain in their current teaching positions. The comments of teachers are as follows:

“At the end of four years, our compulsory service is complete. I would love to transfer to a school where there are more opportunities, and the parents are more engaged. I don't want to continue at my current school. Because I can't teach right now, unfortunately I don't have such an opportunity. Even if I do, what I teach is forgotten after students go home; it is pointless. I hope that I can put up with this for four years.” (S4)

“Since my current institution is a vocational high school, I do not plan to spend the rest of my career at my current institution. When I have the right to be appointed, I will try to leave.” (S7)

“I am really happy with the school I am in, but, as I said, I want to go back to my hometown.” (S8)

On the other hand, private school teachers noted pressure from parents and school principals as their primary reasons for not envisioning a long-term future with their current positions. In contrast, those who expressed a desire to remain in their current organizations explained their decision by citing their relationships with the parents of their students and their laid-back work atmosphere. This highlights the importance of addressing issues related to

workplace culture and support for teachers in private schools. The following are some of the beginning teachers' comments:

"I do not believe I will be able to continue my career at his current institution. The most important factor here is being under pressure." (P4)

"I do not believe so. Because, as I said, the conditions are really difficult, and I am in a position where I do not receive fair payment for my work. Therefore, I do not wish to continue my career here." (P6)

"I think I do. It may be because of the opportunities, conditions and work we do here pay off. Also, I have comfortable working conditions in general so, I think that... Being able to do something, producing something, working with different groups of people in my department... For example, we are 14 English teachers, and we work in harmony. ... I can't say I don't see a future." (P8),

"From my point of view, I think, yes. ...I can say that my good communication with parents and students is the number one reason for staying here." (P3)

Finally, teachers working in private schools that provide non-formal education cited workload and low income as key motivating factors for considering leaving their current place of employment. This suggests that addressing these issues may be important for retaining teachers in these types of institutions. The comments of some participants are as follows:

"I don't think I can spend the rest of my career at my current institution. ...First of all, because of the long lesson hours. It is really tiring to continue at this pace. ...Secondly, of course, the salaries. I mean, I think that the salaries paid in private institutions are really low." (O8)

"No way. So, I just have to continue now because I have a contract. I certainly wouldn't have continued if it wasn't binding. I wouldn't continue even now." (O4)

Beginning Teachers' Preferred Educational Context

This study also sought to shed light on the ideal workplace preferences of beginning teachers. To do so, participants were asked what kind of organization they would choose to work for if they could choose in the educational context in Turkey. The results are first shown as a whole in order to determine if there is a clear tendency toward a particular institution type. Then, the findings for each subgroup were evaluated.

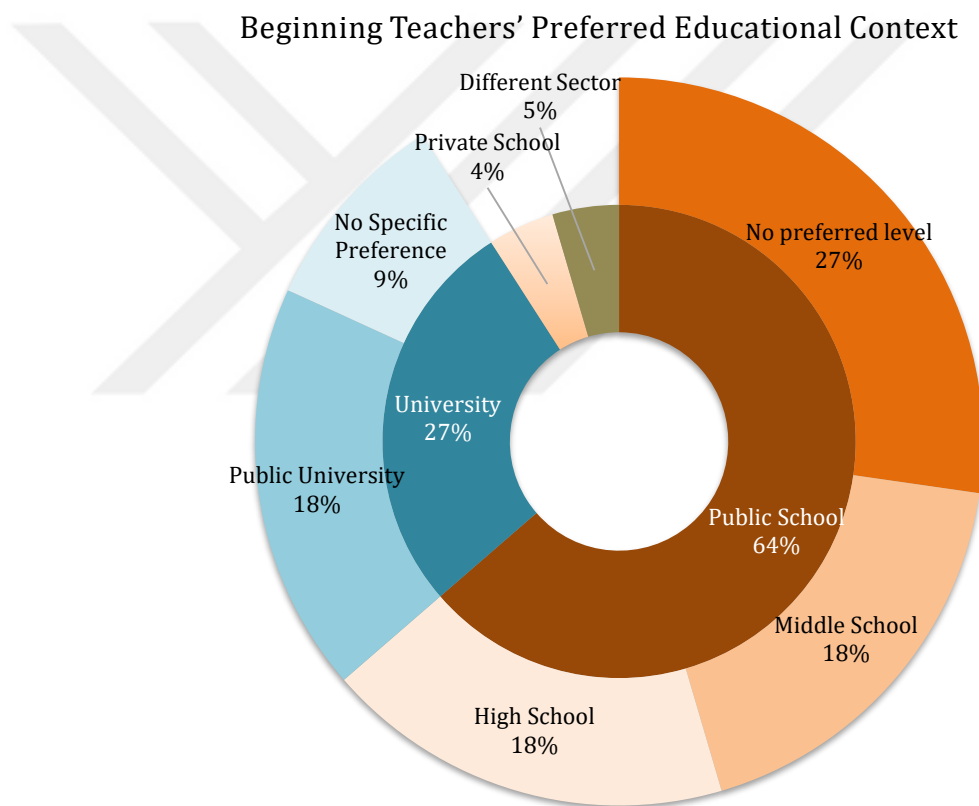


Figure 2 Participants' preferred educational contexts

The responses of the participants to this question provide insight into the career goals and motivations of beginning EFL teachers. As a result of the analysis of the participant comments, it was seen that 8 participants (26.67%) indicated that they could see themselves working in their current workplace until retirement and have no immediate plans to leave their teaching positions. Since the context did not fit their circumstances, the remaining participants' responses were

analyzed within the scope of the last interview question. 22 participants who stated a desire to change teaching positions during the interview (73.33%) were asked where they would prefer to work if given the opportunity. Although nearly three-quarters of the participants expressed a desire to leave their positions, only one participant (4.55%) indicated a desire to leave the teaching profession.

In order to see other behavioral patterns of the beginning teachers and to better analyze the motives behind their decisions, the findings are presented for each sub-group.

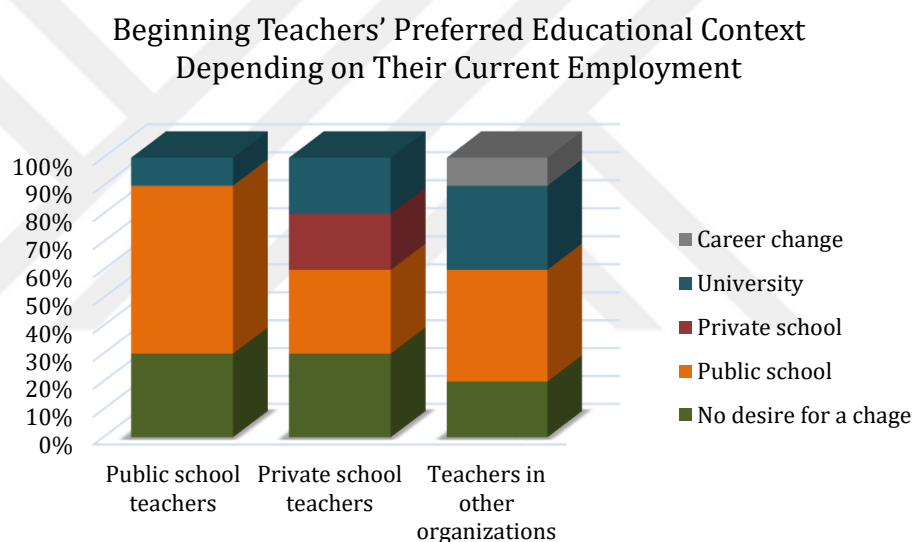


Chart 11 Participants' preferred educational context depending on their current employment

Among public school teachers, there were 3 participants (30.00%) who were content with their current position and expressed no intentions to leave their teaching positions in their organizations. However, 6 of the public-school teachers (60.00%) expressed a desire to work in another public school, either to change the level of learners they teach or to work in a larger city with more opportunities, particularly in the western part of the country. Moreover, one participant (10.00%) expressed their intent to find a position at a university. The comments of the participants aiming a change in their careers are as follows:

“Of course, in a city center, where the climate is milder. I prefer to work in a place where

there are social opportunities. Also, I would like to work in an institution where students have high academic goals, of course. ...I do not intend to work in private institutions, because their financial means are far behind public schools. Also, in an environment where the status of private institutions is constantly changing, I think working in these institutions does not provide job security.” (S10)

“I believe that with my university education, I can provide a better education to high school students. I would prefer a public school. Not every public school, however. I prefer selective schools. In other words, I am thinking of applying to schools such as a social science high school and science high school in my teaching career. ... I think that with the education I received at university, it focused better on teaching "teenagers". (S2)

“I feel like I would be happier if I taught young adults. I don't know, to prep school students at a language center in a university or something.” (S6)

Three private school teachers (30.00%) indicated that they were willing to retain their current positions; however, two of them desired to work in a university (20.00%) and two indicated that it would be more satisfying for them to work in a different private school that prioritizes student success over financial considerations (20.00%). The remaining three teachers (30.00%) expressed interest in pursuing a career in a public school. One participant (10.00%) expressed a wish to work at a public high school, while another (10.00%) specified a public middle school as an ideal place to work in. Teachers who expressed a desire to work in a public school mentioned autonomy, salary, and working circumstances as motivating factors. The following are the participants' comments:

“I would like to work at a more established institution, one that actually prioritizes student success. You may have heard of some private schools in Istanbul, which are institutions that select students through examination. ...So, the aim here is not financial gain, but rather the school's reputation. They earn their publicity through educating students well.” (P1)

“State schools would be very suitable for me. Because there is a certain curriculum there,

but what the teacher does in the classroom is only up to the teacher.” (P4)

“In terms of salary and working conditions, I think it makes much more sense to work in state schools.” (P10)

The responses of the beginning teachers reveal that 7 participants (70.00%) who work in private schools that provide non-formal education have a strong preference for working in the public sector, either in a public university (30.00%) or a public school (40.00%). Two participants (20.00%) responded that they could see themselves continuing their careers within their current organizations. Only one participant (10.00%) indicated a desire to leave the teaching profession altogether. None of the interviewees indicated a preference for working at a private school or other kinds of private organizations. The comments of the participants are as follows:

“Now, after seeing these working conditions and this exploitation of labor for sure, I want to be appointed in the state schools rather than in private institutions, because I think the compensation will be better in state schools.” (O7)

“Simply put, working hours and the convenience of the working conditions attract us all. Afterwards, parental pressure is not as much as in private institutions, or the expectations of administrators are not as high in state institutions. ... There are less expectations compared to private organizations.” (O1)

CHAPTER V: DISCUSSION

The first aim of the present study was to investigate the job satisfaction levels of teachers across educational contexts and whether they differed significantly depending on the types of institutions. The study also intended to shed light onto the challenges beginning teachers encounter at early phases in their careers. The problems of the participants contrasted depending on the type of organization in which they worked. Therefore, participant comments on the perceived sources of their problems were also investigated. Moreover, in order to have a deeper understanding of the dynamics of the transition teacher trainees experience at the end of their pre-service training, the participants were asked whether their perceptions during the pre-service stage coherent with the conditions they observed after starting their career. Furthermore, participants in the scope of the present study were encouraged to further evaluate the effectiveness of the teacher education program they completed and were elicited their ideas in improving the quality of such programs. In this chapter, beginning teachers' recommendations to improve teacher training programs were also discussed and compared with the relevant literature. Finally, participants were asked about their turnover intentions and their ideal teaching environments to further pursue their career.

5.1. Discussion on Findings for Teacher Satisfaction

One of the primary objectives of this study was to compare the levels of job satisfaction among EFL teachers in public and private schools. Private school teachers and teachers of other private organizations, such as language schools, pre-schools, and cram schools, were evaluated separately since their working conditions differed significantly in terms of working hours, scheduling, and the objectives of language instruction.

When the mean scores of the participants on the job satisfaction scale are analyzed, participants' overall job satisfaction appears to be moderately higher than the measure's neutral point of the scale. This research supports the conclusions of the OECD report (2020), which revealed that 89% of Turkish teachers were overall satisfied with their jobs.

It was concluded that there is a statistically significant difference between the public schools and the private schools in Turkey, according to the results of the scale measuring job satisfaction among teachers in different settings. Public school teachers appear to report the highest levels of job satisfaction among the three groups of participants. This indicates that the majority of public-school teachers had job satisfaction levels above the neutral point. On the other hand, the scores of the teachers of private school which provide formal education indicate a greater degree of variation in job satisfaction and lower levels of satisfaction. The mean score of teachers at other private schools which provide non-formal education also indicate lower levels of job satisfaction when compared to their counterparts in public schools. This finding is in line with previous research on the job satisfaction levels of teachers, which has consistently shown that teachers working in the public sector tend to experience higher levels of job satisfaction compared to those working in the private sector, both in the international (Bhatti et al., 2012; Mehta, 2012; Papanastasiou & Zembylas, 2005; Rahaman, 2012; Razavipour & Yousefi, 2017) and Turkish contexts (Sönmezer & Eryaman, 2008; Yıldız, 2018). The difference in job satisfaction between teachers has commonly been attributed to the inequalities in terms of salaries and working conditions in the literature (Evans l. , 1998; Karavas, 2010; Papanastasiou & Zembylas, 2005; Taşdan & Tiryaki, 2008; Zembylas & Papanastasiou, 2004).

5.2. Discussion on Findings for Beginning Teacher Problems

The current study sought to investigate the difficulties that beginning EFL teachers face in the early stages of their careers. Among the 30 participants, 10 worked in public schools, 10 in private schools, and the remaining 10 in private schools that provide non-formal education. The study's findings show that beginning EFL teachers encounter a variety of difficulties, which vary based on the educational setting.

One of the key findings found in the analysis of the problems faced by teachers was that the problems faced by teachers in the public and private sectors fundamentally differed. Conversely, it was also discovered that the perceived problems of the participants in private schools and other private organizations overlapped, although their frequency varied. Teachers in the private sector mainly focused on organizational problems, while those in public schools

typically emphasized instruction-related problems. This suggests that the challenges faced by EFL teachers in the private sector are more closely aligned with lower-order needs, as they are related to physiological needs, whereas those faced by EFL teachers in the public sector are related to "esteem needs" and "self-actualization needs," which are considered higher-order needs in the Hierarchy of Needs Theory (Maslow, 1943).

The most frequently stated problems were related to teachers' workload in private sector institutions. According to the findings of this study, both private school teachers and teachers at other private organizations reported having an excessive workload. This particular finding is significant since excessive workload has been linked to both teacher burnout and high stress levels, both of which have negative effects on teachers' well-being (Çağlar & Demirtaş, 2011) and performance in the classroom (Aydın et al., 2018; Orange, 2014).

It is also worth noting that, despite the fact that teacher work overload was the most prevalent problem in the private sector, its effects on participants varied depending on the type of organization they work for. Teachers at private schools reported feeling overwhelmed by their heavy teaching load and bureaucratic paperwork. However, teachers at private schools that provide non-formal education indicated that their social lives were negatively impacted by their scheduling system, working hours, and the varying levels and expectations of students both within and between classes. Therefore, it can be claimed that the implications of the same problem differ for teachers in different types of organizations.

The results of the analysis revealed that private school teachers identified their workload as including both teaching-related and non-teaching-related tasks. Previous research has shown that a heavy workload is related to teacher burnout, including emotional exhaustion, depersonalization, and a lack of personal accomplishment. (Droogenbroeck et al., 2014). Furthermore, it has been found that teachers' sense of professional identity might be affected by their excessive workload, since they may feel overwhelmed and unsupported in their jobs (Zhao et al., 2022). In accordance with this, participants reported that the workload was significantly greater than they had anticipated, that teaching was more difficult than they had anticipated, and that the unexpected and continuous pressure from students' parents, feeling disrespected as a

professional, and being ordered by the principal to cover all bases with parents were challenging to them.

Participants in private sector organizations also expressed that they lack rest time due to their non-teaching related tasks. Additionally, due to their split shift scheduling, some participants from other private organizations reported spending up to 12 hours at work. In addition, they reported that their typical days off and rest periods did not always correspond with those of their family and friends. Consequently, some participants noted that it was challenging for them to keep a healthy social life.

These findings indicate that private sector organizations may not be providing a safe and supportive environment for beginning EFL teachers due to the stated factors, which may lead to higher rates of burnout and turnover among these teachers, which again would have a detrimental effect on students' education. These findings are also in line with previous research in which a decrease in teachers' workload was advised in order to retain teachers in their profession and increase the performance of teachers (Jomuad et al., 2021). Similarly, some studies from the Turkish educational context also identified work overload as predicting a decrease in job satisfaction levels among teachers (Aydın et al., 2018) and a decrease in student success.

Some participants not only identified teachers' work overload as a problem all by itself but also expressed that it is a byproduct of private sector organizations' profit-oriented nature. This notion of private schools as profit-driven organizations is significant for multiple reasons. First, it shows that private sector organizations may prioritize financial considerations over instructional issues, as discussed by the participants, which may have a negative effect on the quality of education. In addition, due to the stated nature of these organizations, private sector teachers noted additional concerns that may be considered indirectly connected, such as problems with fringe benefits and pay and their approach to students and parents as customers. This identified concern indicates an increased emphasis on a profit-driven and management-oriented educational system. This viewpoint correlates with the notion that education policy is increasingly following a market logic in which education is viewed as a product produced by schools (Apple, 1986).

Among participants who were public school teachers, on the other hand, it was discovered that their problems centered on instructional concerns, predominantly factors that directly affect their students' academic success, rather than participants' professional identities and organizational considerations. As a result of the COVID-19 pandemic, an issue of particular significance to the current study emerged. The majority of public-school teachers interviewed stated that their students lacked the technology needed for online instruction during the pandemic. This highlights the additional challenges that both teachers and students are facing due to the pandemic, particularly with regards to technological access and the impact of external factors on student engagement and motivation. The study's findings were also consistent with Dinler and Dündar's (2021) findings, which indicated a decline in student attendance due to technical infrastructure and economical constraints during the distant education process.

Furthermore, some participants during the interviews expressed that they had been experiencing problems with their students' attendance even before the distant education period during the COVID-19 pandemic. They claimed that their students were to assist their families with farm work, resulting in low attendance rates and, as a result, lower motivation and academic success among students. Many studies, particularly in recent years, have been conducted to address the negative consequences of the issue on the Turkish schooling system (Çıtırık & Taş, 2021; Demirli-Yıldız, 2016; Gömleksiz & Özdaş, 2013; Görücü, 2010; Tabcu, 2015). It is important to note that these issues disproportionately affect students from disadvantaged backgrounds, who are more likely to lack the necessary technology and be obliged to assist with farm work.

Another commonly cited problem of teachers in public schools were related to the cultural differences between the participants and students. The participants were found to be experiencing difficulties communicating with their students due to cultural differences. However, beginning teachers should expect to confront students from different cultural backgrounds (Gaikhorst & Volman, 2022). These difficulties were identified as having two dimensions: having non-Turkish speakers in the classrooms and differences in dialect. The findings of this study are consistent with previous research on the topic. Güvendir (2017) and Uğraş et al. (2019) identified cultural

differences as a source of difficulties for teachers in the Turkish context. Similarly, Taşkaya et al. (2015) and Atmaca (2004) found that teachers in rural areas of Turkey experienced specific issues related to the native language of the learners. Güder (2019) highlighted that these difficulties must be addressed in teacher training programs.

Moreover, another area for public school teachers to confront challenges was with the student achievement rates, which the participants attributed to students' low levels of literacy skills, both at the primary and middle school levels. The participants noted that having students struggle with literacy development was a major concern. Additionally, the participants reported that students' low readiness level was another issue that impacted student success. This finding aligns with the previous research, that has identified that the readiness of the students is a problem faced by beginning Turkish EFL teachers (Adıgüzel, 2019; Güvendir, 2017).

On the other hand, the study's findings revealed that beginning EFL teachers in Turkey, regardless of the type of organization they work for, face a number of common challenges. The results of the interviews suggested that imposed educational policies were a significant contributor to these challenges. Specifically, participants most frequently cited problems related to curricular mandates, time constraints, prescribed syllabuses, as well as the implementation of school policies. In some previous research, mandated policies were also identified as stressors for teachers (Putwain & von der Embse, 2019; Romano, 2007; Yalçın & Yalçın, 2018). An OECD report (2020) also found that Turkish teachers had lower levels of autonomy compared to the OECD average. The imposition of restrictive policies can result in a lack of flexibility in the classroom, making it difficult for teachers to respond effectively to the specific needs of their students. This lack of authority in curriculum development might negatively affect the quality of instruction these teachers give. Research has demonstrated a correlation between teacher autonomy and teaching success (Nosratinia & Zaker, 2017), as well as well-being, with increased autonomy resulting in decreased on-the-job stress (Pearson & Moomaw, 2005) and reduced feelings of burnout (Javadi, 2014). Therefore, it is important to consider revising current imposed educational policies in Turkey in order to foster a more positive teaching-learning environment and improve the overall well-being and job satisfaction of teachers.

The current study also discovered that "pressure and demands from principals" was a problem shared by participants regardless of their teaching context. Some participants even expressed that they felt disrespected when they communicated with the educational authorities, including school principals and board members of the national education directorate. Participants' comments were in line with previous studies demonstrating that leadership style can have a significant impact on teacher job satisfaction. For instance, Bhatti et al. (2012) found that democratic leadership styles and job satisfaction were correlated. The findings are also in line with Cihan's (2016) findings, as she listed problems with relationships with colleagues, school principals, and parents among the difficulties beginning teachers may encounter.

To sum up, it was aimed to shed light on the different challenges encountered by beginning EFL teachers in the Turkish context. These challenges were found to be multifaceted and include issues related to student demographics, academic performance, imposed educational policies, professional identity, workload, benefits, and income, as well as administrative pressures. These challenges were identified across the spectrum of public schools, private schools, and other private organizations in the education sector.

It is paramount that efforts be made to address these challenges in order to improve education quality and teacher well-being. Such efforts may include providing teachers with the necessary support, resources, and autonomy and creating a supportive work environment. Furthermore, it is important to consider the impact of leadership styles and school policies on teachers' job satisfaction and well-being. Additionally, addressing the financial and administrative issues that may impede the effectiveness of teachers should be given due consideration.

In conclusion, this section underscores the importance of addressing the challenges faced by beginning EFL teachers in the Turkish context. By taking the necessary steps to address these challenges, a better learning environment for students and a more satisfying experience for teachers can be created.

Perceived Underlying Reasons for the Teacher Problems

The data presented in this study provide valuable insight into the perceived causes of problems experienced by beginning EFL teachers. The results indicate that private school teachers and teachers of other private organizations share similar perceptions of the causes of problems they face. Specifically, both groups claimed their problems stemmed from lack of experience and schools' prioritizing their financial concerns.

It is worth noting that the public school teachers, on the other hand, seem to attribute the underlying reasons for their problems to other factors. "Lack of student motivation", "Dealing with students from different cultures and deprived backgrounds", and "Imposed educational changes" were identified as the perceived causes of their problems. This suggests that the challenges faced by beginning EFL teachers may vary depending on the context in which they are working.

Moreover, when participants were asked about the triggering factors behind the problems they face, they offered certain specific problems. They not only listed the given factors among their problems but also identified them as driving factors for others. This finding suggests that the problems beginning EFL teachers face need to be addressed in a holistic manner through gaining a deeper understanding of their circumstances.

5.3. The Transition Period: From a Teacher Trainee to a Teacher

This study's data provide additional insight into the experiences of beginning EFL teachers. Specifically, when comparing the expectations, they had had as teacher candidates with the circumstances they encountered in their teaching positions, the majority of the participants reported suffering from "reality shock." This finding suggests that a significant proportion of beginning EFL teachers may have been unprepared for the realities of schools. This is consistent with previous research which has shown that beginning teachers may experience a period of adjustment as they navigate the realities of the teaching profession (Beijaard et al., 2005; Carré,

1993; Flores, 2006; Veenman, 1984). Ferfolija (2008) concluded that this adjustment process is the consequence of beginning teachers starting the profession with the same responsibilities as their experienced colleagues.

The participant interviews suggested that they were not effectively encouraged to explore alternative teaching techniques for learning contexts that differed from the idealized scenarios offered during their teacher training. This finding aligns with previous research that has identified a disconnect between teacher education programs and the realities of school environments (Ergünay & Adıgüzel, 2019; Güder, 2019; Murshidi et al., 2006; Uğraş et al., 2019). Lundeen (2004) further posits that the reality shock experienced by teachers may be a manifestation of the unrealistic expectations formed during their pre-service training. Güder (2019) specifically found that teacher education programs tend to present an idealized portrayal of teaching and learning contexts, which can contribute to the formation of unrealistic expectations among teacher candidates.

These findings suggest that there is some variability in the extent to which teacher education programs fail to prepare teacher candidates for the realities of working in schools. Some participants also indicated that the teacher education program they completed properly equipped them for particular educational contexts and that they reported higher levels of perceived self-efficacy for those educational settings. Additionally, participants in the study generally reported that their teacher education programs were "too idealistic" and "euphoric" and disconnected from the realities of schools.

On the other hand, the present study also found that a minority of participants (23.33%) reported that their organizations met their expectations, and an even smaller number (10%) reported that the circumstances they encountered exceeded their expectations. Among those participants, one highlighted the positive impact of having opportunities to experience an organization relevant to their current employment.

5.4. Participants' Evaluation of Teacher Training Programs

Within the scope of this study, participant evaluations of their teacher education experiences were also investigated. The majority of participants reported that the teacher education program that they completed provided effective strategies for addressing problems they experienced in their teaching practice, whereas a smaller group of participants reported that their teacher education program had major deficiencies in preparing them for the challenges of the teaching context. There were also two participants who had not obtained pedagogy training; thus, they were unable to evaluate the effectiveness of teacher education programs.

In the present study, participants were also asked how teacher training programs could be improved to better address the challenges faced by beginning teachers. Their responses consistently emphasized the need for more practical education and the ineffectiveness of theory-oriented teacher training programs. This finding highlights a clear desire among teacher trainees for further hands-on, experiential learning, as well as a recognition of the limitations of traditional, lecture-based instruction in preparing teachers for the realities of the classroom. According to the findings of the interviews, beginning EFL teachers claimed that theoretical information does not always provide practical solutions in their teaching environments. This finding aligns with the previous research (Çakmak, 2013; Ergünay & Adıgüzel, 2019; Güvendir, 2017).

In addition, participants indicated that the theoretical information tends to present concepts in a superficial manner and results in a surface approach to learning, which may not be reflected later in the relevant contexts since participants were unable to put the theory into practice under the supervision of their professors during their teacher education. The findings are consistent with prior research in which teachers claimed that the theoretical aspect of teacher education programs is inadequate in preparing them for the practical nature of instruction (Çakmak, 2013; Ergünay & Adıgüzel, 2019; Güder, 2019; Güvendir, 2017; Özkan et al., 2005; Yeşilyurt, 2011; Zembat, 2007). Furthermore, this finding is not unique to the Turkish context. There is also a growing body of research from international contexts that similarly concludes that teacher training programs are inadequately practice oriented (Loughran et al., 2001; Thompson, 2010). This suggests that the problem of an over-reliance on theoretical input in teacher education is a widespread issue that

requires attention.

In the present study, participants also criticized the teacher training programs for preparing them for an idealized instructional setting in which conditions, -such as facilities and student characteristics- were optimal rather than realistic. This highlights a disconnect between the content of teacher training programs and the actual conditions that beginning EFL teachers may encounter in their first teaching positions. However, teacher education programs should prepare teachers to the realities of schools and beginning teachers should be prepared to confront students from different backgrounds (Gaikhorst & Volman, 2022) and various instructional contexts (Güder, 2019).

Participants noted that they could only bridge theory and practice through microteaching activities or during their teaching practicum. Although participants cited the microteaching experiences as invaluable for developing an understanding of teaching practice, they also claimed that they were able to understand the dynamics of classroom instruction and could observe an authentic classroom environment only during their teaching practicum in their last year of pre-service training. Participant comments indicate that the best way to prepare teacher trainees is through the teaching practice course. Similarly, Azar (2003) stated that a teacher candidate can only acquire the knowledge and skills they need in a classroom setting through experience. The participants also reported that the teaching practicum was effective in allowing them to put the theory they acquired into practice. Similarly, Özçelik (2012) concluded that teaching practicum experiences aided teacher candidates in bridging the theory-practice gap.

However, recent OECD (2022) statistics reveal that the average Turkish teacher candidate receives 224 hours of teaching practicum, which is significantly less than the OECD average. This underscores the need for a greater emphasis on teaching practicum in the teacher education programs. As a result, an extension of the teaching practicum is proposed by the participants, so that teacher training programs better address the challenges and better equip teachers for the realities of schools during the pre-service stage. The proposed solution is also consistent with the findings of previous research, which concluded that teacher candidates were found to be in favor of putting more weight on teaching practicum and microteaching activities during the pre-service

teacher education (Kavas & Bugay, 2009; Köse & Caner, 2022).

However, some participants also noted that increasing the length of practicum alone would not be sufficient enough as long as teacher trainees are not given opportunities to observe classes with different levels of students and in different types of organizations. Some beginning teachers stated that they would have made a better decision in applying to organizations if they had been introduced to different educational settings, both in public and private organizations, and levels of students (pre-school, primary school, middle school, high school). This limitation is also one of the sources of reality shock observed by the participants, since some participants expressed they began their careers in institutions with incoherent expectations and no prior experience.

In the present study, more than a quarter of the participants advised terminating pedagogical training certificate programs as a means of increasing the quality of teacher education programs. According to previous research, academics in the field of teacher education and teachers have negative impressions of such programs and argue that it is inappropriate to offer the opportunity to teach to individuals with a background in another field (Köse, 2017; Tamabağ, 2007). Furthermore, other studies highlighted that while granting the opportunity to teach to individuals who hold a degree in other fields may provide limited advantages in the short-term, these advantages are outweighed by the potential long-term negative consequences and thus concluded that pedagogical training programs should be phased out in the long-term (Akdemir, 2013; Azar, 2011; Memduhoğlu & Topsakal, 2008). In addition, some studies have stated that teacher training certificate programs should at least be extended (Kiraz & Dursun, 2015; Köse & Caner, 2022; Süral & Sarıtaş, 2015) in the fields in which they are viewed as a solution to teacher shortages.

All the participants who held a pedagogical training certificate among the participant group evaluated the program as ineffective. This finding highlights a potential disconnect between the content of pedagogical training certificate programs and the actual needs and challenges faced by teachers in the field. Although the number of participants who held a pedagogical training certificate is insufficient to reach an overall conclusion, their comments were found to overlap in terms of questioning the effectiveness of those programs. It is also worth noting that among the

participants who suggested abolishing pedagogical training certificate programs, one participant who held a pedagogical training certificate stated what they did was "wrong." That participant even went so far as to say that their employment as a teacher is a result of the flaws in the teacher recruitment process. This highlights the importance of considering the perspectives of teachers who have completed different types of teacher education programs when examining the effectiveness of teacher education processes.

Last but not least, beginning EFL teachers in Turkey suggested that the programs for training teachers incorporate language instruction. According to the participants in this study, teacher training programs concentrate "how to teach" over the need to improve teacher trainees' language proficiency, and as a result, some teacher trainees may neglect their linguistic development. This observation highlights the significance of language proficiency for teacher trainees and the necessity for more efficient language development programs within teacher education. This conclusion aligns with an increasing number of studies that have similarly identified language proficiency as a crucial concern within teacher education. For instance, Dağtan and Cabaroğlu (2021) found that a significant proportion of EFL teacher candidates were unable to demonstrate proficiency in the language. Furthermore, their study revealed that the participants encountered difficulties in achieving fluency and maintaining confidence while speaking English, primarily due to a lack of appropriate contexts that would enable them to master speaking skills.

Moreover, the lack of English proficiency among teachers has been identified as a significant barrier to a successful language instruction (Butler, 2004). Demirpolat (2015) posits that implementing quality standards for pre-service education and elevating language proficiency to a level that facilitates effective communication in the target language in the classroom, as well as ensuring that they reach an environment where the target language and culture are authentically represented, can be a solution to the difficulties faced by pre-service teachers with language proficiency. Pre-service teachers who do not start their program with adequate English proficiency are limited to learning only teaching techniques and methodologies and possibly struggle with reaching fluency in the target language (Alagözlü, 2017)

Overall, it is clear that there is a need for more extensive and authentic experience in

teacher training programs. The results of this study reinforce the idea that teacher education programs must be more practice-oriented in order to better prepare teachers for the realities of the classroom. Additionally, the study suggests the need for further attention on the effectiveness of pedagogical training certificate programs and alternative approaches to improving the quality of teacher education. Furthermore, alternative models of teacher education should be explored and evaluated for their effectiveness in preparing teachers for the realities of the classroom. The study also highlights the crucial issue of language development within teacher education. The results suggest that language proficiency is essential for ELT department students to acquire the necessary skills to be effective teachers.

5.5. Beginning EFL Teachers' Future Employment Preferences

The study found that a majority of beginning EFL teachers surveyed were not satisfied with their current work situation and intended to leave their organizations. This suggests that there may be issues within the organizations that are causing turnover intentions among beginning EFL teachers. However, it is worth noting that even though the majority of teachers in the study had turnover intentions, only a small percentage stated their intentions to change their career completely. This finding was found to be incoherent with the findings of research in which beginning teachers were found to leave their teaching positions (Achinstein, 2006; Ingersoll, 2003; Ulvik et al., 2009). This could suggest that the dissatisfaction of the teachers may not be related to the teaching profession itself but rather to specific issues within their current organizations.

These results suggest that beginning EFL teachers value the stability offered by public sector organizations and may prioritize that factor when considering their retention intentions. When the individual comments of the participants were evaluated, it was discovered that beginning EFL teachers valued teacher autonomy in the public schools. Several participants cited autonomy as their motivation to start working or remain in a public school. Also, similarly some participants who were employed at a private organization referred to the hierarchical structure within the organization and the pressure from the parents of their learners. Moreover, some participants from private organizations expressed that their motivations were regarding the

financial constraints of the private organizations and that they were tempted by the benefits and higher pay in the public organizations. In line with that, some participants expressed their discontent with the profit-oriented nature of private organizations and identified it as their motivation. In line with the given finding, two participants expressed that they wished to carry on their teaching career at a private organization which prioritizes student success.

When the comments of the participants who were employed at a public school were evaluated, it was observed that beginning teachers commonly expressed that they wished to continue their teaching career at a school in a city center or a more developed town. Some participants concluded that their motivation to transfer to another organization is linked to the physical conditions of the schools and the surrounding areas. This finding aligns with the findings of Güvendir (2017), where beginning EFL teachers expressed that they wished to move to a location where they had more opportunities in terms of social life and with milder winter conditions.

These findings are valuable as they provide insight into the preferences of beginning teachers across different educational contexts, whereas previous research has primarily focused on the career change intentions of public-school teachers (Şahin & Doğan, 2020; Tekingündüz, 2017; Türkmen et al., 2014; Demir Yıldız, 2018). This suggests that the preferred type of organization for beginning teachers and the motivations behind their decisions should be investigated by incorporating teachers both in public schools and private organizations.

5.6. Limitations and Ideas for Further Research

In the present study, data were initially gathered from 145 beginning EFL teachers; however, the sample size for each sub-group (public school teachers, private school teachers, and teachers of other private organizations) was not distributed equally. This study's limitations underscore the fact that a larger sample size and an equal number of participants in each group would yield more reliable results.

Additionally, beginning EFL teachers were classified according to the type of organization they worked for. Analyzing the job satisfaction levels and challenges of beginning EFL teachers teaching different levels of learners, such as primary, middle, and high school students, can provide relevant insights. Furthermore, breaking down teacher problems into sub-branches such as science high school teachers, Anatolian high school teachers, and vocational high school teachers would better reflect context-specific challenges. This limitation suggests that more research is needed to investigate EFL teachers' job satisfaction and challenges across instructional contexts in order to provide a more comprehensive knowledge of the challenges faced by beginning EFL teachers.

Additionally, the study suggests the need for further research on the effectiveness of pedagogical training certificate programs and alternative approaches to improving the quality of teacher education in the EFL context. This may involve a comprehensive review of the current teacher education system and the identification of specific areas in need of improvement. Additionally, more research is needed to identify the root causes of this problem and explore ways to improve the alignment between teacher training programs and the needs of teachers in the field. Furthermore, it is important to examine and assess alternative approaches to teacher education, in order to determine their efficacy in training teachers to navigate the practicalities of the classroom. This underscores the significance of exploring different models of teacher education, in order to identify the most effective strategies for preparing teachers to meet the demands of the teaching profession.

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APPENDIX 1: Data Collection Tools

Dear Colleague,

This questionnaire was prepared to collect scientific data within the scope of the thesis study on "Professional satisfaction of English teachers who started their profession in different institutions and the problems they encounter", which is carried out in the Department of Foreign Languages Education of Trakya University, Institute of Social Sciences, English Language Teaching Master's Program. The survey consists of two parts. There is a demographic information form for teachers in Part I and a professional satisfaction scale in Part II.

The answers to the questionnaire and the scale and the information about the individuals will be kept confidential, and the results will be used for academic purposes only. I would like to thank you in advance for your time and invaluable contributions.

Hakan Seçkin

Section I: Demographic Information Form

1. Age/Yaşınız: _____
2. Gender/Cinsiyetiniz: Female ☐ Male ☐
3. The last school you graduated from/ En Son Mezun Olduğunuz Okul:
 - a) Faculty of Education/Eğitim Fakültesi
 - b) Faculty of Arts and Sciences/Fen-Edebiyat Fakültesi
 - c) Undergraduate Degree Completion Program/Lisans Tamamlama
 - d) Master's/Yüksek Lisans
 - e) PhD/Doktora
 - f) Other: _____
4. How long have you been working? (Specify in years or months.)/Ne kadar süredir görev yapıyorsunuz? (yıl ya da ay cinsinden belirtiniz): _____
5. What types of institutions have you worked in so far? /Şu ana kadar hangi türde kurumlarda çalıştınız?
 - a) Public Schools/Devlet okulları
 - b) Private schools / Colleges affiliated to MEB / MEB'e bağlı özel okullar / Kolejler
 - c) Private education courses affiliated to MEB (Language courses, cram schools, kindergartens)/ MEB'e bağlı özel öğretim kursları (Dil kursları, Etüt merkezleri, kreşler)

- d) Diğer: _____
6. What type of institution are you currently working for? / Şu an çalışmakta olduğunuz kurumun türü nedir?
- a) Public Schools/Devlet okulları
 - b) Private schools / Colleges affiliated to MEB / MEB'e bağlı özel okullar / Kolejler
 - c) Private education courses affiliated to MEB (Language courses, cram schools, kindergartens)/ MEB'e bağlı özel öğretim kursları (Dil kursları, Etüt merkezleri, kreşler)
 - d) Diğer: _____
7. City where you work / Çalıştığınız kurumun bulunduğu şehir: _____
8. How long have you been working in your current institution? (Specify in years or months.) / Çalıştığınız Kurumdaki Hizmet Süreniz? (yıl ya da ay cinsinden belirtiniz.): _____
9. At which level(s) do you teach students in your institution? / Çalıştığınız kurumda hangi kademe(ler)den öğrencilere eğitim veriyorsunuz?
- a) Pre-school - Kindergarten / Okul öncesi
 - b) Primary school / İlkokul
 - c) Middle School / Ortaokul
 - d) High school / Lise
 - e) Adult groups/Yetişkin gruplar
 - f) Diğer: _____

Section II: Brayfield Rothe (1951) Index of Job Satisfaction

JOB QUESTIONNAIRE

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. This blank contains eighteen statements about jobs. You are to cross out the phrase below each statement which best describes how you feel about your present job. There are no right or wrong answers. We should like your honest opinion on each one of the statements. Work out the sample item numbered (0).

0. There are some conditions concerning my job that could be improved.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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1. My job is like a hobby to me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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2. My job is usually interesting enough to keep me from getting bored.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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3. It seems that my friends are more interested in their jobs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

4. I consider my job rather unpleasant.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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5. I enjoy my work more than my leisure time.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

6. I am often bored with my job.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

7. I feel fairly well satisfied with my present job.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

8. Most of the time I have to force myself to go to work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

9. I am satisfied with my job for the time being.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

10. I feel that my job is no more interesting than others I could get.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

11. I definitely dislike my work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. I feel that I am happier in my work than most other people.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13. Most days I am enthusiastic about my work.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. Each day of work seems like it will never end.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. I like my job better than the average worker does.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16. My job is pretty uninteresting.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. I find real enjoyment in my work.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. I am disappointed that I ever took this job.				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree