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Research on Teachers' Working Approach and their Level of Job Satisfaction

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Author's contribution

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Original Research Article

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ABSTRACT

Today, working life is assumed to be part of the human personality. An individual's attitudes and behaviors towards working are considered important for the development of human personality in social life. It is expected an individual's choices regarding their working life and career match their personality development. Thus, attitudes and values towards working life affect our performance in our work. On the other hand, the level of work satisfaction of employees is also considered as a factor directly affecting one's happiness and efficiency at work. Accordingly, it is expected that there is a significant relationship between individuals' sense of work; that is the attitudes and behaviors they develop towards work, and the level of work satisfaction they have. In this study, an attempt was made to determine whether there is a relationship between teachers' sense of work and their level of work satisfaction and if so, the source of this relationship was researched. According to this, it was found that there is a relationship between teachers' sense of work and their level of work satisfaction, and recommendations were made based on the findings.

Keywords: Business life; working concept; work perceptions; job satisfaction; working understanding of teachers; teachers' job satisfaction.

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1. INTRODUCTION

1.1 Work Approach

Doubtless to say, work has become an inevitable part of modern life and now people have to spend most of their time working. Individuals' approaches towards work have been dealt with as an important field of research in career development theories and organizational psychology. However, approaches regarding organizational psychology have mostly focused on working individual and evaluated employees' performances within the organization. Research in this field has focused on issues such as "job satisfaction", "motivation", "stress at work setting", "burn-out", "work adaptation", "work attitude" [16].

For centuries, the concept of working has been understood in a different way by human beings. In pre-industrial societies, work has mostly been perceived negatively and considered as something that slaves should do to fulfill the commitment to their masters. With the transition to agricultural society, the psychological properties of work have struggled with the hard conditions of life and survival [16]. The Industrial Revolution led to the fact that people regarded working as the tool for demonstrating their skills by getting an education [23] and thought that it was a significant tool for job selection and for their professional future [16].

Following the Industrial Revolution, the concept of working was explained from different perspectives by sociologists, economists and psychologists. Working was accepted by the individual and regarded as one of the approved social responsibilities. Since the Industrial Revolution, work has been considered the synthesis of one's individual skills and abilities that reflect his goals and values. One assesses work as a part of his personality while defining himself and considers working life as the reflection of individual attitudes, behaviors and skills. A person's work approach is shaped both with his opinions and self-assessments and a common synthesis of his social relations. A person's whole life – including his working life, experiences, skills and abilities – shape his approach towards work.

Super (1953), who is explaining working with the self-concept, argues that choices regarding work and career are ideally the natural product of built-in interests, skills and values in the professional world [24]. Who tried to explain work by emphasizing Maslow's "self-actualization", advocates that the effort of self-actualization possess the function of regulating several functions with regards to working [16].

Wilson approaches work in a different manner. Wilson considers that as a result of urbanization, working life has gained importance in social sciences. Wilson states that organized work has an important effect on human beings, and that it has an economic and social effect of determining one's place in society. While analyzing urban life, Wilson mentioned the contradictory relationship of a sustainable world and working life. According to Wilson, some of the most important problems of urban communities are hopelessness, alienation, discrimination and poverty, and these are the results of perceptions they develop with regards to working. Wilson argues that people are hopeless about the future of working life [6]. Also, as a result of modernization throughout the world, inequalities ranging from regional imbalance to gender discrimination are gradually becoming prominent. Thus, the paradox that working life has had positive impacts on human life while also being used as a tool for abuse has become an issue for discussion.

Today, all fields of science that examine human beings have something in common: while examining an adult, problems with regards to working life have become more important than any other factor. Therefore, social sciences tend to examine human beings in terms of professions. The idea that different profession groups might have different work approaches has become essential. Accordingly, it is expected that there should be some similarities in factors that attract people to a profession, reasons to stay in a profession and the emotions, ideas, attitudes, value judgments and beliefs of people in the same profession. There is also a widespread belief that there are significant differences in working approaches of different professions. Research has supported this belief.

The working approach of teachers, their attitudes towards work, and their level of job satisfaction have been issues of interest for social sciences and educational sciences. Research supports that teachers have a different working approach and job satisfaction than people with other professions.

Teachers generally have different working conditions compared to other people. Compared to other employees, teachers have very special responsibilities regarding their students; therefore, their work stress level is high [2]. Teachers are responsible to the school and families for several issues, such as students' safety and educating them in a healthy atmosphere. Therefore, they are obliged to communicate and cooperate with other teachers, experts, administrators and families. The problems that teachers face change along with rapidly developing and changing conditions. Consequently, teachers must constantly improve themselves and renew their skills and knowledge. Teachers are not only responsible for education and instruction but also obliged to be competent in dealing with issues such as plans, programs, correspondence and regulations [2]. Teachers should always be in communication with the school administration and families to solving students' problems and improve their problem solving skills. The challenges that teachers face may sometimes lead to burn-out, depression or other physical and psychological health problems in terms of emotional and intellectual resources [2].

The opportunities in any profession, and the way that they satisfy people, may vary. Examining teachers' job satisfaction has a distinct importance among the others. Teachers go through a quite challenging and effort-requiring process while bringing up future generations. Their intense interactions with children, their responsibility to observe children's development and behaviors carefully, their continuous instruction in the classroom, and the high number of students in each class lead to both physical and spiritual exhaustion, decreasing their job satisfaction [21].

Teachers' work conditions are quite different from other types of employees. For this reason, internal motivators such as appreciation, communication, recognition, colleagues, work security and job satisfaction are generally utilized by educators. Unlike internal motivation sources, the external motivation tools such as organizational structure, organizational policies and procedures, payments, fringe benefits, personal development and promotion opportunities as well as control processes may not always match with teachers' job satisfaction [3]. According to the results of a study by [3] teachers' sources of motivation generally depend on new ideas, achievements regarding the level of responsibility suitable to the profession and free work successes that might primarily be considered sources of intrinsic motivation. Based on the findings of this study, a negative relationship was found between commitment and pay policies. It would be wiser to explain the real job satisfaction of teachers with meeting higher-level needs such as social needs and respect [3]. In other profession groups, the possibility of equal pay for equal work is higher [3]. As a result,

teachers' motivation factors are mostly related to meeting their positive higher level needs [3]. This study was performed due to the expectation that there might be a significant relationship between the approaches and perceptions regarding teachers' working approach and factors effecting job satisfaction.

1.2 Job Satisfaction

Job satisfaction is the general statement of the positive attitudes that employees have towards their job. Employees develop an attitude towards their job as a result of various features of the work such as the social status they receive and their experiences in the work environment. This attitude towards work can be either positive or negative. If economic gains, social status, the specific properties of the job and employee's expectations regarding the job match with employee's desires, there is job satisfaction. If work positively affects one's emotions and value judgments, as well as meeting the physiological and security needs of the individual, there is job satisfaction [8].

Attitudes are an important issue in social sciences. Attitudes are the enthusiasm and recognition processes arising based on certain value judgments and beliefs regarding one aspect of an individual's own internal world [8]. Attitudes are composed of three main factors: emotions, opinions and behaviors. The emotion factor is related to an individual's state of being positive, negative or neutral towards objects. The opinion or knowledge factor is composed of individual knowledge and beliefs. The behavior factor is related to actions that are the reflection of knowledge and emotion factors [8]. The most important aspect of behavior is that it is quite complicated. The main reason for this complexity is that behaviors are composed of the interaction of biological, spiritual and social factors [8].

Research on job satisfaction was initially encouraged in order to improve employees' efficiency and effectiveness. However, scientific studies performed to test the positive relationship between job satisfaction and employees' effectiveness and studies conducted to determine the level of this relationship do not always confirm this assumption. For instance, in their study, [4] concluded that there was no significant relationship between the attitudes and behaviors of employees and their performances at work [8].

The classical management theory, which is the combination of scientific management of and bureaucratic management of [18-22] regards employees as an economical asset in general. Employees are considered as creatures trying to meet their biological needs while following economic goals. The classical theory has over-simplified human beings' needs in this respect [8].

On the other hand, the neo-classical theory developed as an alternative to the classical theory focuses on mutual interaction of employees, their desires to participate in decisions, and effective communication. Accordingly, it places importance on the quality and content of informal social relations in an organization and on whether a working person is satisfied [8].

Human relations theory takes into consideration the mutual interaction of the employees in an organization as social beings and their sense of belonging as well as their economical behaviors. According to this theory, an individual is not only motivated by economic, safety and belonging needs, but regarded as a creature that has self-respect, respect for others, and a desire to improve his own skills [8].

One of the important theories that explain job satisfaction is Lawler's theory. Lawler (1973) explains job satisfaction with four main theories. The first is the fulfillment theory, the second is the discrepancy theory, the third is equity theory and the last one is the two-factor theory [8].

According to fulfillment theory, the basis of making employees happy is satisfying needs or obtaining the things desired. If the needs of employees are fully met, there is satisfaction. An employee who gets more income from his job has more job satisfaction than the one who receives less income. Also, stimulating tasks or a higher status at work are other examples of things received that lead to job satisfaction.

The discrepancy theory is the variable related to the value judgment that people have about what they get from their work. Accordingly, employees' expectations about the job, their assessments and desired benefits are more important than what they obtain in reality. The main assumption of this theory is the difference between what employees obtain and what they hope to get.

The equity theory is based on the difference between the value the employee assigns for his cost, effort and technical skill and the gain he brings to the organization. It means developing an attitude depending on the work done. In this case, should the employee be given more than he deserves, there is the feeling of guilt; likewise, there is the feeling of injustice if he is given less than he felt he deserved.

According to two-factor theory, factors causing job satisfaction as well as factors causing job dissatisfaction are considered. The latter are low pay, lack of job security and similar factors. The factors causing job satisfaction are self-actualization at work and reaching ambitions, as indicated by [8-12].

With the two-factor theory, [8-15] needs theory – defined as basic, psychological and self-realization – and tried to support it with a theory called double factor theory. This is a method based on comparisons between employees' states of feeling good or bad against an event at work. The factors related to employees' good feelings at work are called motivators while the ones about employees' feeling bad are called preventive (hygiene) factors. According to Herzberg, preventive factors cause job dissatisfaction while motivators cause satisfaction. The preventive factors causing job dissatisfaction are as follow: firm policy and management, guards, working conditions, pay, status and relationships with colleagues. The foremost of the motivators are success, recognition, characteristics of the job, responsibility, promotion and opportunities for growth [8].

Hackman and Oldham mention about five basic dimensions related to work. These are variety of skills, task identity, the importance of the task, independence and feedback on task. These basic properties can be associated with three critical psychological factors in terms of the employee. These are as follows: (1) the meaningfulness of work, (2) the level of responsibility and (3) information about the results of the work. According to Hackman and Oldham, the more these psychological factors are satisfied, the higher the job satisfaction [16].

Job satisfaction is an emotion that mostly arises depending on administrators' fair actions, as well as the organizational climate, organizational culture and organizational corporate identity. In the formation of this emotion, both quantitative and qualitative factors are important. As mentioned in this study, quantitative factors are the required standard factor,

but qualitative factors make up the actual feeling of job satisfaction. Therefore, administrators should minimize the factors adversely affecting job satisfaction by occasionally reviewing employees' level of job satisfaction [8].

1.3 Relevant Research

Among the studies conducted on working approach is one titled "Basic Individual Values and Work Values", by Ros where they classified work values as social values, external values, prestige values and reality values. In their study, [12] tried to identify workaholism by looking at the relationship between Basic Needs and Personality. In their approach called "A Self-Determination Theory", which was developed with regards to the relationships among work values, psychological needs and working life, [19] divided work values into two as internal and external work values. In a study on unemployment, [5] examined work values in two parts: internal work values tendency and coherence with external work values. In another study on unemployment in youth, [1] obtained findings regarding working life, work ethics, attitude, school and work relationship, general skills, habits, earning money, reaching goals, better life conditions and experiences of family members. In a study about teachers' motivation and job satisfaction, [3] worked with two different study groups and compared teachers' professional satisfaction levels to economical satisfaction levels and the importance they give to teaching. Also, another study that examined the effect of teachers' satisfaction on school effectiveness, [20] examined teachers' motivation factors using the theories of Maslow and Herzberg, and assessed these factors in terms of variables such as success, recognition, responsibility, promotion, pay and inter-personal relationships. The results of the current study support previous findings and demonstrate that there is a positive and significant relationship between job satisfaction and work performance.

1.4 Purpose

The purpose of this study is to reveal whether there is a significant relationship between teachers' sense of work and their level of job satisfaction and also if there is a significant relationship and to make recommendations in line with the findings by determining the level of relationship in terms of different variables.

Examining the relationship of teachers' sense of work with job satisfaction along with the demographic features of teachers constitutes the purpose of this study. Findings of the study are essential in terms of examining sense of work with the demographic characteristics of people working in the Turkish education system besides showing its relationship with job satisfaction, unlike other studies. The aim of the study was to find answers to these questions:

1. Is there a significant relationship between teachers' sense of work perceptions and their job satisfaction?
2. Is teachers' sense of work perception "Self-determination" sub-dimension scores higher than the scores of "Survival – Power" sub-dimension?
3. Does teachers' sense of work perception "Self-determination" sub-dimension differ according to job satisfaction "Survival – Power" sub-dimension?

2. METHODS

2.1 The Population and Sample Group

The study was conducted by collecting the teacher opinions at 20 schools chosen randomly from 5 districts in the city of Ankara. The total number of teachers in Ankara is 55,732 and sample size was identified as 600. The number of surveys returned was 462. In the study, "Sense of Work Inventory" developed by [16] and "Job Satisfaction Scale" developed by [25] were used.

2.2 Data Collection Instruments

In this study, "Working Approach Inventory", [16] and "Job Satisfaction Scale" [25] methods were used. In order to determine the structural validity of the "Working Approach Inventory", which was developed by [16], explanatory factor analysis was used. Thirty-six items appropriate to the measurements determined for the factor analysis were combined under two headings. One of the factors explained 27% of the total variance of the scale, while the second one explained 17% of it. The common variance explained by two factors was found to be 44%. While naming the two factors, item contents were considered factor 1 was called "self-determination" and factor 2 as "survival-power". The reliability of the inventory was analyzed with Cronbach Alpha internal consistency coefficient, test-re-test and reliability coefficient calculations. Within the scope of the internal consistency reliability study of the inventory, Cronbach Alpha internal consistency coefficients of the sub-scale scores and the whole scale were calculated. The Cronbach Alpha coefficients obtained were found to be 0.91, for the first factor (self-determination) and 0.82 for the second factor (survival-power). Data obtained from the scales were interpreted by using the t-test and variance analysis methods in SPSS.

Based on the data obtained in the study, reliability coefficient Cronbach Alpha for the Working Approach Inventory was 0.954 and 0.704 for the job satisfaction scale.

2.3 Data Analysis

In this study, information collection form, job satisfaction scale and Working Approach Inventory were analyzed together by the researcher. A total of 462 individuals were analyzed by using appropriate statistical techniques in SPSS software (version 17.0 for Windows).

First, the demographic characteristics of teachers participating in the study were analyzed. Regarding the Working Approach Inventory, the two-dimensional factor (self-determination and survival-power) structure that [16] obtained in their study was used in this study in the same manner. Although the job satisfaction scale used has different sub-dimensions, general job satisfaction scores were used in the analyses. One-way analysis of variance was performed to examine the relationship among working approach dimensions and to test the relationship between each dimension with teachers' demographical characteristics and job satisfaction.

3. RESULTS AND DISCUSSION

In this section, hypotheses developed by the researcher based on data were tested and interpretations were made depending on the findings obtained.

3.1 Teachers' Working Approach

"What are teachers' working approach?" Score averages and item rankings obtained based on this question are given below:

When Table 1 is examined, according to the findings obtained based on the average Working Approach Inventory scores, we found that teachers gave the highest scores to Item 9 ("Working is one's being useful for his country, others and himself", $X_{\text{mean}}=4.40$), Item 4 ("Working is making effort for a purpose", $X_{\text{mean}}=4.40$), Item 3 ("Working means being principled and planned", $X_{\text{mean}}=4.33$) and Item 13 ("Working is one's standing on his own feet", $X_{\text{mean}}=4.33$).

Accordingly, three of the four items with the highest average scores are considered "self-determination" factors.

The items with the lowest average scores were Item 35 ("Working is one's having power and effect on others", $X_{\text{mean}}=3.18$), Item 14 ("Working is one's spending a certain amount of time at a certain place", $X_{\text{mean}}=3.45$) and Item 36 ("Working is one's using his freedom in his area", $X_{\text{mean}}=3.71$).

Accordingly, all of the three items with the lowest average scores were considered "survival-power" factors.

3.2 Teachers' Level of Job Satisfaction

"What is teachers' level of job satisfaction?" Score averages and item rankings obtained based on this question are given below:

According to the findings obtained based on the score averages of Job Satisfaction Scale Table 2, teachers gave the highest scores to Item 35 ("I like my job", $X_{\text{mean}}=4.85$), Item 10 ("Pay rises are so little", $X_{\text{mean}}=4.81$) and Item 27 ("I am proud of the job I do", $X_{\text{mean}}=4.75$).

The items with the lowest average scores were Item 1 ("I think my income is fair relative to the work I do", $X_{\text{mean}}=2.21$), Item 11 ("The ones who do their jobs are candidates for promotion at my organization", $X_{\text{mean}}=2.51$) and Item 20 ("People at the organization I work at can promote as fast as the ones in other organizations", $X_{\text{mean}}=2.48$).

3.3 Comparing Teachers' Working Approach and Job Satisfaction Levels

One-way analysis of variance was performed in order to test whether there was a significant relationship between teachers' working approach and level of job satisfaction.

Considering the results of the analysis in Table 3, a significant relationship was found between teachers' working approach and their job satisfaction levels ($p=0.00$, $p<0.05$).

Table 1. Score averages and score ranking table for working approach inventory items

Questions	(X)Avg	Rank
1. Working is earning money in order to survive and meet the needs.	3,72	33
2. Working is the source of happiness.	4,01	22
3. Working means being principled and planned.	4,33	3
4. Working is making effort for a purpose.	4,38	2
5. Working is one's continuously trying for self-improvement.	4,22	8
6. Working is getting rid of financial dependence on others.	4,33	5
7. Working is one's having a profession suitable for his skills and interests.	3,97	26
8. Working is a way that a person earns income.	4,14	10
9. Working is one's being useful for his country, others and himself.	4,40	1
10. Working forms the basis for one's self-confidence.	4,32	6
11. Working is meeting the goals in life.	4,10	14
12. Working is producing something willingly and with pleasure.	4,16	9
13. Working is one's standing on his own feet.	4,33	4
14. Working is one's spending a certain amount of time at a certain place.	3,45	35
15. Working is a need that a person needs to live.	4,04	20
16. Working is performing the given task.	4,04	19
17. Working is reaching the goal by using all powers.	3,95	27
18. Working is a tool through which a person can use his skills.	3,98	14
19. Working is securing one's himself and his family.	4,13	11
20. Working is having economic security.	4,27	7
21. Working is a way that enables acceptance in a social setting as an individual.	4,07	16
22. Working is one's feeling that he is free and can act freely.	3,92	29
23. Working is having fun at work when it is the time.	3,85	30
24. Working is doing an activity willingly.	3,98	25
25. Working is a way that a person can use his knowledge and skills.	4,06	17
26. Working is spending time efficiently and managing it well.	4,12	12
27. Working is one's realizing his characteristics.	3,94	28
28. Working is one's producing new things and creating original products.	3,98	23
29. Working means a peaceful future.	4,03	21
30. Working means collecting the fruits of effort.	3,78	31
31. Working is one's putting forth his determination and the effort he made to be successful.	4,06	18
32. Working is needed for a person to live in the best way.	4,12	13
33. Working means that a person doesn't need anyone.	4,08	15
34. Working is doing different things with enthusiasm.	3,76	32
35. Working is one's having power and effect on others.	3,18	36
36. Working is one's using his freedom in his area.	3,71	34

3.4 Teachers' Working Approach Perceptions "Self-determination" Sub-scale Scores and "Survival-power" Sub-scale Scores

When Table 4 is examined, teachers' Working Approach Inventory self-determination inventory sub-scale score averages ($X_{\text{mean}}=4,06$) were found to be higher than survival-power sub-scale score averages. In order to find out the difference between the teachers' working approach "Self-determination" sub-scale scores and "Survival – Power" sub-scale scores job satisfaction, two-way variance analysis ($p=0.012$, $p>0.05$) demonstrated that there was a statistically significant difference between the two factors. Accordingly, the job

satisfaction levels of teachers with higher working approach sub-scale score averages were higher than their survival-power sub-scale score averages.

Table 2. Table of score averages and score rankings of job satisfaction items

Questions	(X)	Rank
1. I think my income is fair relative to the work I do.	2,21	36
2. I have so little opportunity to promote in my job.	4,22	13
3. My manager is quite competent in his job.	3,75	16
4. I am not happy with the benefits I receive for my work.	4,47	7
5. I am appreciated by others when I perform well at work.	3,34	23
6. The current methods and rules at the work place make it hard for me to do my work.	3,39	21
7. I like the people I work with.	4,51	5
8. I sometimes think that the job I do is meaningless.	2,85	28
9. I think communication at the organization I work is good.	4,24	12
10. Pay rises are so little.	4,81	2
11. The ones who do their jobs are candidates for promotion at my organization.	2,51	33
12. The ones who supervise me are not fair towards me.	2,77	3
13. The benefits I have at this organization are as good as the ones at other organizations.	2,66	32
14. I think I am not happy with the work I do.	2,82	27
15. My good performance at work is rarely inhibited by bureaucracy.	3,61	19
16. Since people I work with are not competent enough, I have to work harder at my work.	3,05	23
17. I like the job I do at my organization.	4,48	6
18. The purposes of the organization I work at are not clear for me.	3,37	22
19. Considering my pay check, I feel that I am not happy.	4,36	10
20. People at the organization I work at can promote as fast as the ones in other organizations.	2,48	34
21. My manager has little interest in employees' emotions.	3,57	20
22. I think that benefits at the organization I work at are equal as much as possible.	2,92	26
23. Lots of prizes are given for employees at this organization.	4,46	8
24. There are several jobs I need to do at my workplace.	4,32	11
25. I like my colleagues at the workplace.	4,54	4
26. I feel like I have so little information about what is happening at the organization I work at.	3,63	17
27. I am proud of the job I do.	4,75	3
28. I am happy with the pay rises.	2,27	35
29. I think that we do not have the rights we have to have at my organization.	3,63	18
30. I like my manager.	4,21	14
31. I have to deal with a lot of correspondence and similar tasks at my organization.	3,91	15
32. I think that my efforts are not rewarded as they should be.	4,42	9
33. I think that I have enough chance for promotion.	3,14	24
34. There is too much conflict and fighting in my organization.	2,93	25
35. I like my job.	4,85	1
36. The tasks I need to do are not clear enough.	2,76	31

Table 3. Results of the one-way analysis of variance regarding teachers' working approach and job satisfaction levels

	X	S	N	Sig.
Working Approach	4.030	.588	462	.00
Job Satisfaction	3.621	.429	462	.00

Table 4. Results of the two-way analysis of variance test for the difference between teachers' working approach "self-determination" sub-scale and "survival-power" sub-scale job satisfaction

Source	Sum-squ.	N	X	F	Sig.
Self-determination	11,3	462	4,06	1,36	,075
Survival- power	6,7	462	3,98	1,43	,081
Self-determination* Survival – power	49,4	462	-	1,42	,012
Total	6135	462			

P=0.012

4. CONCLUSION AND SUGGESTION

It was determined that working approach perception was classified in different ways in theoretical studies and it was also examined under different dimensions. This study, in general, was aimed at determining how teachers define the need for working by associating their perceptions of working life with their own personal characteristics. Accordingly, questions of self-determination, which was one of the two sub-dimensions identified in the Working Approach Inventory, were found to be composed of mainly the questions matching with self-realizations. It was concluded that teachers mostly associate working approach with self-realization. According to the results, the level of job satisfaction for teachers who associated working approach mostly with self-realization was high.

Based on the findings, teachers were found to regard working as being useful to one's country, others, and themselves, and making an effort towards a goal. Also, they considered working as a reflection of being principled, planned and standing on one's own feet.

According to teachers, working is not having power and effect on others or spending a certain amount of time at a certain place. Also, teachers do not regard working as doing things enthusiastically.

In this regard, stemming from this perception, teachers tend to regard working life not as a source of income but a way of life where professional values are prominent.

According to items regarding job satisfaction level, teachers like their job and they are proud of it. However, they have promotion problems. In the study, the relationship of the dimensions of working approach perception with job satisfaction results was questioned. One of the conclusions was that working approach perception dimension was positively related to job satisfaction. Based on the research findings, the positive changes in employees' working approaches at education organizations led to increases in job satisfaction. According to the results of the study, gender and experience variables were found to be important co-factors impacting of the relationship between teachers' working approach and job satisfaction levels.

Also, in terms of working approach sub-dimensions, this research revealed a relationship between the effect of sub-dimensions “Self-Determination” and “Survival – Power” on job satisfaction. Accordingly, teachers with high scores of self-determination sub-dimension (based on one’s self-realization) had higher job satisfaction scores compared to the teachers with high scores of survival-power sub-dimension, which is based on basic needs. In other words, teachers who associated working approach primarily with self-realization had higher levels of job satisfaction.

The following recommendations can be made based on the above findings:

1. In order to increase teachers’ level of job satisfaction, professional, social, cultural and economic precautions that might positively affect their working approach should be taken into account, and continuous activities such as trainings and activities should be included.
2. Unlike other professions, teaching professionals should not be regarded as a profession based on only survival, so all administrators and teacher training organizations (as well as policy makers) should be attentive to any kind of planning, implementation and assessment processes.
3. Encouraging precautions should be taken regarding the teaching profession. Integration and consistency should be provided in teacher education, selection and promotion processes. In order for the teaching profession to be regarded as a career profession, law and regulations should be applied to support career paths for teaching. Precautions should be installed by professional organizations to protect teachers’ rights and such organizations should be encouraged to participate in making policy decisions.
4. Teachers’ approaches towards working life tend to be idealist. In this respect, the economic rights for teachers, as well as value and respect that teachers receive from society, should be provided.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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