

The Job Satisfaction of Instructors Teaching at School of Foreign Languages

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Abstract

The purpose of this study is to determine the job satisfaction of instructors. The sample size is 416 instructors working in foreign language school for the academic year 2013-2014. The data has been gathered through "Minnesota Job Satisfaction Questionnaire". Median, Standard Deviation, such non parametric tests as Mann-Whitney U and Kruskal-Wallis are used to analyze the data. According to the results, the instructor's perception on their job satisfaction was obtained at "Satisfied" level. Moreover, a significant difference is found on the job satisfaction of the instructors according to age, length of service, education level, and principals' academic title variable.

Keywords: Instructor, Job satisfaction, Dimension, Variable

1. Introduction

According to Spector (1997), job satisfaction is a phenomenon which is related to peoples' feelings towards directly their jobs or the issues related to their jobs. In general, it is love or hate feelings of the working people. It is a behavioural variable or behavioural reaction to the different dimensions of the job and it includes the internal feelings for the job. It emerges when the expectations of the worker and the conditions that the job offers meet. If they do not meet the workers' needs, dissatisfaction emerges and it affects not only the workers but also the health and the efficiency of the organization. There are some studies on job satisfaction in literature.

1.1 Studies in Turkey on Job Satisfaction

Güllü (2009) tried to determine the relationship between the leadership styles of primary school principals and the job satisfaction of the teachers. According to the findings, the principals mostly showed transformational leadership and the teachers got satisfaction from "job quality" dimension most and "salary" dimension less. She also found out that there was a positive meaningful relation between the leadership types and the job satisfaction.

Boğa's (2010) study focused on job satisfaction and leadership behaviour theories. The relation between job satisfaction and leadership behaviours and the related study results were examined. According to the findings, there was a positive meaningful relation between the leadership behaviours teachers observed in their principals and their job satisfaction.

Öztürk (2012) has examined whether there was a relation between the managerial skills of principals and teachers' job satisfaction. According to the results, it was concluded that the principals generally showed managerial skills and the job satisfaction level of teachers was at "Satisfied" level.

1.2 International Studies on Job Satisfaction

The primary purpose of Johnson's (2007) study was to explore the relationship between teachers' and principal's perceptions of leadership style, as well as its impact on levels of teacher motivation and job satisfaction. Further, this study explored the perceptions of classroom and non-classroom teachers in relation to their views of the leadership exhibited by building level principals. According to the findings, there was not a difference between the perception of the teachers' and that of principals' related to the leadership types applied. Also, an important correlation was found between the leadership types applied and the job satisfaction of the teachers'.

Mota's (2010) study explored the dynamic relationship between leaders and educators in international schools in Switzerland, specifically focusing on whether a correlation exists between a leader's chosen management style and teacher job satisfaction. The predictor variable was principal leadership style and the criterion variable was teacher job satisfaction, with the results indicating a relationship between the two variables exists. Statistical analysis further affirmed a stronger correlation between the transformational leadership style and teacher job satisfaction than other leadership styles.

In his study, İsmail (2012) focused on leadership styles of principals and how perceptions teachers hold of such leadership styles impact their job satisfaction. The research concentrated on how teachers perceived their principal's leadership style, and the specific principal leadership behaviors that enhance teachers' job satisfaction. According to the findings, it was found that teachers generally expected principals

to know about all aspects of their school, while still giving teachers autonomy and freedom to make good decisions in classrooms. Teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved. They also wanted a person with high moral character and someone whose integrity and intellect they respected.

The purpose of the study was to determine instructors' job satisfaction level and whether it changes according to different variables. For this purpose, two basic research questions were developed:

- 1) What is the job satisfaction level of instructors working at schools of foreign languages?
- 2) Is there a significant difference related to the job satisfaction of the instructors in terms of such variables as their gender, age, length of service, department of graduation, educational degree and the principals' academic title and profession?

2.Method

2.1Sample

This study conducted on 4210 instructors working at 62 schools of foreign languages existing in 103 state universities in Turkey during the academic year 2013-2014.

The study sample was composed of 416 instructors elected randomly through "Simple Random Sampling" technique among 4210 instructors existing in the field. In simple random sampling, the number of elements entering sample from each different elements of the field is determined completely by chance (Karasar, 2005: 113).

2.2.Data Tools

In this study, "Minnesota job Satisfaction Questionnaire- short form" developed by R.W.Davis, D.J. Weiss, G.W. England, L.H.Lofquist(1967) were administered to the subjects. On the first page, introductory information including information about questionnaires and demographic questions related with principals and instructors was highlighted.

2.2.1.Minnesota job satisfaction questionnaire

The permission for the adaptation of the questionnaire has been granted from Dr. David Weiss, the director of Vocation Psychology Research. 20-item short form of Minnesota Job Satisfaction Questionnaire was developed by R.W. Davis, D.J. Weiss, G.W. England, L.H.Lofquist in 1967 integrating statements related with predictions consisting of questionnaire's long form's intrinsic and extrinsic satisfaction elements. The adaptation of Minnesota Job Satisfaction Questionnaire uses a Likert-type scale graded 1-5. (based on the responses: (1) very dissatisfied (2) dissatisfied (3) neutral (4) satisfied (5) very satisfied).

The specialists around the field gave their opinions about the content validity and it is concluded that the instrument can measure the distributive leadership applications. For the construct validity The Pearson Correlation method is used to analyze whether each item in the instrument has the highest grade in the dimensions they belong to. Cronbach's alpha reliability coefficient for the whole scale was 0.872.

The SPSS 16 statistical package programme was utilised for the analysis and interpretation of the data which were obtained through the implementation of the scale. The instructors' job satisfaction levels were described by using arithmetic averages and standard deviations. Also, such non parametric tests as Mann-Whitney U and Kruskal-Wallis are used to find the different job perspectives of the instructors according to different variables.

3. Results

The first question of this study has been determined as “What is the job satisfaction level of instructors working at schools of foreign languages?” In order to answer this question, the frequency and average points and instructors response level to the statements derived from the answers of instructors to the dimensions of Minnesota Job Satisfaction Questionnaire have been determined for each dimension separately and in general. The table 1.1 related to this determination is given below.

Table 3.1. Instructors’ job satisfaction levels

Job Satisfaction		
Participation Level	f	%
Very Dissatisfied	5	1
Dissatisfied	13	3
Neutral	132	32
Satisfied	217	52
Very Satisfied	49	12
Sum	416	100
Median		4.00

When it is looked at the job satisfaction levels of instructors, 5 instructors responded as “Very dissatisfied”, 13 instructors responded as “Dissatisfied”, 132 instructors responded as “Neutral”, 217 instructors responded as “Satisfied”, and 49 instructors responded as “Very Satisfied”. If we observe the median values of all the answers given, the perception of instructors on their job satisfaction is at the “Satisfied” ($m=4.00$) level. From this finding it can be concluded that the job satisfaction of the instructors working at schools of foreign languages is very high.

The findings related to the dimensions are given below in detail.

Findings and Comments on Intrinsic Motivation Dimension

Table 3.2 indicates the average, median, standard deviation points and participation levels of the instructors on the dimension of intrinsic motivation.

Table 3.2. Findings on Intrinsic Motivation

Items	n	\bar{X}	Median	Ss	Level
1. Being able to keep busy all the time.	416	2.92	3.00	1.150	Neutral
2. The chance to work alone on the job.	416	3.93	4.00	0.890	Satisfied
3. The chance to do different things from time to time.	416	4.07	4.00	0.943	Satisfied
4. The chance to be “somebody” in the community.	416	4.26	4.00	0.848	Satisfied
7. Being able to do things that don’t go against my conscience.	416	3.91	4.00	1.110	Satisfied
8. The way my job provides for steady employment.	416	4.09	4.00	0.945	Satisfied
9. The chance to do things for other people.	416	4.43	5.00	0.779	Very Satisfied

10	The chance to tell people what to do.	416	3.60	4.00	0.989	Satisfied
7	The chance to do something that makes use of my abilities.	416	4.28	4.00	0.858	Satisfied
15	The freedom to use my own judgment.	416	3.54	4.00	1.196	Satisfied
16	The chance to try my own methods of doing the job	416	3.87	4.00	1.065	Satisfied
20	The feeling of accomplishment I get from the job.	416	4.05	4.00	1.038	Satisfied
Intrinsic Motivation		416	3.94	4.00	0.752	Satisfied

According to the median values in table 1.8, instructors have shown high response to the statement “The chance to do things for other people”; whereas they have shown low response to the statement “Being able to keep busy all the time” at ‘neutral’ level in intrinsic satisfaction dimension. The instructors have responded to the rest ten statements at “Satisfied” level.

Findings and Comments on Extrinsic Motivation Dimension

Table 3.3 indicates the average, median, standard deviation points and participation levels of the instructors on extrinsic motivation dimension.

Table 3.3. Findings on Extrinsic Motivation

Items	n	\bar{X}	Median	Ss	Levels	
5	The way my boss handles his/her workers.	416	3.13	3.00	1.353	Neutral
6	The competence of my supervisor in making decisions.	416	3.12	3.00	1.307	Neutral
12	The way company policies are put into practice.	416	2.71	3.00	1.244	Neutral
13	The amount of work I do.	416	3.00	3.00	1.265	Neutral
14	The chances for advancement on this job.	416	3.20	3.00	1.320	Neutral
17	The working conditions.	416	3.20	3.00	1.206	Neutral
18	The way my co-workers get along with each other.	416	3.65	4.00	1.156	Satisfied
19	The praise I get for doing a good job.	416	3.54	4.00	1.190	Satisfied
Extrinsic Motivation		416	3.23	3.00	0.928	Neutral

According to the median values in table 1.9, instructors have responded high to the statements “The way my co-workers get along with each other” and “The praise I get for doing a good job” whereas they have responded low to the other statements at “Neutral” level. From this result, it can be concluded that instructors have good communication with their colleagues, and this communication contributes to the higher job satisfaction. Also it can be said that when they are praised by the principals, their motivation level increases.

The second problem of the study is indicated as “Is there a significant difference related to the job satisfaction of the instructors in terms of such variables as their age, gender, length of service, department of graduation, educational degree and the principals’ academic title and profession?” Mann – Whitney U and Kruskal – Wallis non-parametrical tests have been used to analyze the problem and the findings are shown in tables below.

Table 3.4. The results of Mann-Whitney U test showing the perceptions of the instructors on the job satisfaction according to gender variable

	Gender	N	Mean Rank	Sum of Ranks	U	Z	p
Job Satisfaction	Male	145	196.77	28532.00	17947.00	-1.60	0.11
	Female	271	214.77	58204.00			
	Sum	416					

$p > 0.05$

Table 3.5 shows whether the perceptions on job satisfaction change according to gender variable or not. According to the results, it is found that there is no significant difference between male and female instructors’ perceptions on job satisfaction ($p > 0.05$). The resemblance of job satisfaction perceptions shows that job satisfaction is mostly based on such different variables as the social statuses and roles, the job, and the type of the goals leading people work rather than gender. The findings are in accordance with those in Demir (2001), Gergin (2006) and Canbay (2007). In each study it was found that gender did not play a significant role in terms of instructors’ job satisfaction.

The results of Kruskal-Wallis analysis performed to sort out whether the perceptions on job satisfaction differ according to age variable or not are given in Table 3.6.

Table 3.6. The results of Kruskal-Wallis test showing the perceptions of the instructors on the job satisfaction according to age variable

	Age	N	Mean Rank	χ^2	Sd	p	Difference
Job Satisfaction	20-30 (1)	143	207.39	12.43	3	0.01*	2-3
	31-40 (2)	159	189.43				
	41-50 (3)	79	234.77				
	51 and above (4)	35	240.39				
	Sum	416					

* $p < 0.05$

When the table 2.2 is examined in detail, it has been found that there is a statistically meaningful difference ($p < 0.05$) among the job satisfaction perceptions of the instructors at different ages. In order to understand which group or groups show this difference, paired comparisons are applied through Mann-Whitney U test. The results indicate that the instructors between the 31-40 and 41-50 groups ($U=4874.00$, $Z=-3.12$, $p < 0.05$); and the instructors between 31-40 and 51 –above ($U=2122.00$, $Z=-2.39$, $p < 0.05$) have different perceptions ($p < 0.05$) related to their job satisfaction.

The findings show parallelism with those of Gündüz (2008). At the end of the study in which the factors affecting primary school teachers’ job satisfaction according to age variable were studied, it was concluded that there was a meaningful difference between 21-30 and 31-40 age groups and 41-50 and 51-above age groups. The reason for that result may result from the fact that instructors between 21-30 and 31-

40 age groups expect more from their lives and jobs, so they do not accept the existing atmosphere in their schools.

The results of Kruskal –Wallis analysis conducted to examine whether the instructors' job satisfaction perceptions are similar according to the length of their service revealed that instructors who have different length of service have variable perceptions ($p < 0.05$) on their job satisfaction. In order to understand which group or groups show this difference, paired comparisons have been applied through Mann-Whitney U test. The results are given in Table. 3.7.

Table 3.7. The results of Kruskal Wallis test showing the perceptions of the instructors on the job satisfaction according to length of service variable

	Length of Service	N	Mean Rank	x^2	Sd	p	Difference
Job Satisfaction	0-10 (1)	206	203.52				
	11-20 (2)	144	200.58	7.15	2	0.03*	1-3
	21 and above (3)	66	241.33				2-3
	Sum	416					

* $p < 0.05$

Table 3.7 show that there is a difference between the job satisfaction perceptions of the instructors who has worked 0-10 year and 21 year-above ($U=5586.00$, $Z= -2.38$, $p < 0.05$) and 11-20 year and 21 year-above ($U=3797.50$, $Z= -2.62$, $p < 0.05$). The average points brought out that the instructors who has worked 21 yer or more in the instutitions have higher points than the rest of the groups. Thus, it can be said that the longer the length of service the instructors have, the higher their job satisfaction will be.

The findings are similar to those of in Öztürk ve Özdemir (2003), Gergin (2006) and Öztürk (2012). According to results it can be said that when experience and the length of service increase, so will the perception of job satisfaction. (Akt, Tülek, 2008:26). The people who worked 21 year or more in an instutition do not have a chance to do other work as they are in the late time of their profession, so they may feel satisfied.

The results of Kruskal-Wallis analysis performed to sort out whether the perceptions on job satisfaction differ according to department of graduation variable or not are given in Table 3.8.

Table 3.8. The results of Kruskal-Wallis test showing the perceptions of the instructors on the job satisfaction according to department of graduation variable

	Department of Graduation	N	Mean Rank	x^2	Sd	p	Difference
Job satisfaction	English Language Teaching	266	201.45				
	English Language and Literature	84	224.92				
	American Culture and Literature	13	166.62				
	English translation and Interpreting	15	241.83	8.49	5	0.13	-
	English Linguistics	12	190.46				
	Others	26	237.60				
	Sum	416					

$p > 0.05$

According to Kruskal-Wallis test results, it is found that there is no significant difference between instructors' perceptions on their job satisfaction in terms of department of their graduation ($p>0.05$). Thus, it can be said that the department of graduation is not a decisive marker for the job satisfaction of the instructors, namely, instructors graduated from different departments are at the same job satisfaction levels.

Mann-Whitney U Test is applied in order to understand whether the instructors' perceptions on job satisfaction show difference according to their education levels. The results are given in Table 3.9

Table 3.9 The results of Mann-Whitney U test showing the perceptions of the instructors on the job satisfaction according to education level variable

	Education Level	N	Mean Rank	Sum of Ranks	U	Z	p
Job Satisfaction	Graduate	194	221.15	42902.50	19080.50	-2.21	0.03*
	Post-graduate (Master, PhD)	222	197.45	43833.50			
	Sum	416					

* $p<0.05$

At the end of the analysis, it is found that there is a meaningful difference between the instructors at graduate degree and the ones at post-graduate degree ($p<0.05$). When the average points are analyzed, the perception points of instructors at graduate level are higher than those of instructors at post-graduate level, and this difference is meaningful for job satisfaction dimension. Thus, it can be indicated that when the instructors get higher education, their expectations from their job also increases and when they do not fulfill their needs, their job satisfaction decreases.

In their studies, Tan (2003), Gergin (2006) and Canbay (2007) also found the same results for this problem. In related studies it was indicated that the instructors having Master or PhD degrees are at the lower levels of job satisfaction as they compare their statutes with those from other institutions. When they feel in equality, it is inevitable for them to suffer from dissatisfaction.

Table 3.10 includes the analysis on whether the perceptions of instructors on job satisfaction differ according to principals' academic titles variable or not. In order to understand which group or groups show this difference, paired comparisons have been applied through Mann-Whitney U test.

Table 3.10. The results of Kruskal Wallis test showing the perceptions of the instructors on the job satisfaction according to principals' academic title variable

	Principals' academic titles	N	Mean Rank	χ^2	Sd	p	Difference
Job Satisfaction	Instructor (1)	42	201.74	15.10	4	0.00*	
	Lecturer(2)	30	273.22				
	Assistant Prof. Dr. (3)	89	222.58				
	Associate Prof. Dr. (4)	58	201.62				
	Prof. Dr. (5)	197	195.75				
	Sum	416					

* $p<0.05$

According to results it is clear that there is a significant difference ($p<0.05$) between instructor principals and lecturer principals ($U=413.00$, $Z=-2.73$, $p<0.05$); lecturer principals and Assistant Prof. Dr. principals ($U=1008.50$, $Z=-2.20$, $p<0.05$); lecturer principals and Associate Prof. Dr. principals ($U=565.50$, $Z=-2.97$, $p<0.05$); lecturer principals and Prof. Dr. principals ($U=1861.50$, $Z=-3.59$, $p<0.05$). The average

points makes it clear that the the perceptions of instructors who work with the lecturer principals are higher than those of the ones working with Assistant Prof. Dr. principals, Associate Prof. Dr. principals and Prof. Dr. principals. The lowest point belongs to the instructors working with Prof.Dr. principals. Thus, it can be said that the higher academic title the principals have, the lower satisfaction level the instructors are.

In contrast to these findings, Bařaran (2006) found that there is a statistically $p < 0.01$ level meaningful difference between the job satisfaction of primary school teachers and their principals' education level. The study shows that the teachers working with the principals at Master degree have higher job satisfaction.

The figures related to Mann-Whitney U Test which is applied in order to understand whether the instructors' perceptions on job satisfaction show difference according to principals' profession are given in Table 3.11

Table 3.11 The results of Mann-Whitney U test showing the perceptions of the instructors on the job satisfaction according to principals' profession variable

	Principals' profession	N	Mean Ranks	Sum Ranks	of U	Z	p
Job Satisfaction	Foreign Languages (English, German, French)	257	203.13	52205.50	19052.50	-1.27	0.20
	Others	159	217.17	34530.50			
	Sum	416					

$p > 0.05$

According to the results, it is found that there is no significant difference between the perceptions of the instructors working with the principals from the field and the ones from the other fields ($p > 0.05$). The average points of instructors working with the principals having profession out of language are higher than those of instructors working with the principals from the field, but it does not make a meaningful sense. Hence, it can be concluded that the principals' profession on language field does not have a strong affect on the job satisfaction of the instructors.

Discussion

This study has tried to determine instructors job satisfaction level. At the end of analysis, the data obtained highlight the answer for the second sub-problem. It is revealed that instructors job satisfaction perception is at the "Satisfied" ($m = 4.00$) level. According to this finding, it can be reached to the conclusion that the job satisfaction level of instructors working at schools of foreign languages is high. Additionally, when it is looked at intrinsic satisfaction level of instructors working in foreign language schools, it is observed that their intrinsic satisfaction perception is at "Satisfied" ($m = 4.00$) level, and when it is looked at extrinsic satisfaction level of instructors working in foreign language schools, it is observed that their extrinsic satisfaction perception level is 'Neutral' ($m = 3.00$).

When analyzing the findings regarding sub-dimension of intrinsic satisfaction, it can be said that the instructors are of the opinion that their work takes excessive and also preparation and training about job out of work is equally time consuming. Moreover, it can be concluded that instructors are complaining about intensive lecture periods and this intensity affects job satisfactions negatively.

On the other hand, it can be understood that instructors' job satisfaction is at "satisfied" level related to the factors of job's intrinsic quality like accomplishment, recognition or appreciation, the job itself, job responsibility, promotion and change in job profile (due to promotion). The instructors who participated in the research expressed an opinion at the 'satisfied' level to the statement "The chance to be 'somebody' in the community". This finding matches up with Gergin's (2006) findings. To Gergin, the status that the job provides is important for teachers. Furthermore, the fact that the job brings prestige and respect is a factor enabling job satisfaction. It is normal for the instructors to be seen as satisfied with job satisfaction status as it is in this finding; just because teacher profession has a longstanding and ongoing prestige. Respect appears as a high level incentive and need in Maslow's necessities scale. It can be taught that fulfilment of this high level necessity will increase the job satisfaction of teachers.

When the findings of extrinsic satisfaction dimension are examined, it can be indicated that instructors make good communication with their collaborators and this communication provides positive contribution to their job satisfaction. Moreover, being appreciated by principals in for their work performance also contributes their job satisfaction.

The findings obtained are consistent with the findings of Güllü (2009). Peace and trust in work environment is largely provided with harmoy among collaborations. For this reason, colleagues who are sharing and listening opinions, being pleased with working together are important factors in order to increase teachers job satisfaction.

It was seen that the instructors who participated the study gave 'neutral' answer at the 'moderate' level with to the rest six statement of the same dimension. According to this finding, it is revealed that instructors do not have an exact perception about job satisfaction that they obtained from jobs environment. Namely, it can be indicated that instructors had job satisfaction at the 'moderate' level in terms of principals policies and controlling way that they applied. This finding can be interpreted as a problem in senior- subordinate relationships, as well. Besides, it can be said that instructors are not pleased with work environment, either and this feeling might originate from insufficiency of educational opportunities especially in terms of physical conditions of the organization.

With the findings that instructors responded an opinion at the 'neutral' level regarding "the chances for advancement on this job" are examined, it can be said that instructors have found insufficient opportunities on job, that is why they do not get satisfied with their career advancement. Başaran (1992) stated that promotion facilities are important variance in employee's job satisfaction, and high probability and frequency of fair promotion chance, and individuals willingness of getting promoted increase the job satisfaction. In other words, promotion opportunities are important source of job satisfaction (Akt, Güllü, 2009: 83).

When the job satisfaction of the instructors are analyzed according to such variables as gender, age, length of service, department of graduation, educational degree and the principals' academic title and profession, it is found that there is a statistically meaningful difference for the job satisfaction of the instructors in terms of instructors' age, length of service, education level, and principals' academic title variables.

The studies in the field show that gender is an important factor for the job satisfaction, but there is no single evidence showing which gender gets more satisfaction. Moreover, the data show that the instructors at the age of 51 and above are more satisfied than the other age groups. This is a good indicator of the fact that

when they get older, they take lessons from what they have experienced, and they learn how to change a problem into an advantage. When time passes, they change their idealistic goals into a more realistic ones so that they can satisfy their needs. Besides, the length of service affects the job satisfaction of the instructors. When the years pass, they become more experienced, and gain powerful roles in both institutions and society (Balci, 1985).

According to Demir (2001), the educational level of the instructors is another factor related to the job satisfaction of the instructors. In some studies on the relation between the educational level and job satisfaction it is determined that the workers with high educational degree get more satisfaction than those of with lower education. However, this result is limited by the opportunity to find an appropriate job for his education (Tülek, 2008:27).

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