Examination of the Factors Affecting Teachers' Job Satisfaction Levels with Binary Logistic Regression Analysis[*]

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Abstract

This research aims to determine the factors affecting the job satisfaction levels of teachers. A binary logistic regression analysis was used for this purpose. The research sample consists of 322 teachers working in primary schools in Siirt city centre in the 2021-2022 academic year, selected using a simple random sampling method. According to the research result, the variables of organisational identification, gender, educational background and number of teachers significantly predict the prospect of teachers' job satisfaction levels being in the sufficient group, and the remaining variables (marital status, duration of working with the school principal and age) were found to have no significant effect. Regarding the significance of the regression coefficients in the research model, the order of importance of the predictor variables from the largest to the smallest was determined as organisational identification, gender, number of teachers and educational background.

Keywords: Job satisfaction, organisational identification, binary logistic regression.

Introduction

Professional life is a significant part of human life. Therefore, professional activities in daily life are considered among the determinants of a person's ability to gain a place in social life and to have good living conditions (Nal & Nal, 2018; Şahin, 2013). The most crucial benefit of jobs for individuals is that they provide a working environment and meet the psychological, economic and social needs of individuals (Köroğlu, 2011). Similarly, the benefit or contribution of jobs to individuals is considered among the critical factors affecting the success or failure of organisations (Greenberg & Baron, 2003; Koustelios, 2001; Taşdan & Tiryaki, 2008). Naturally, the attitude of individuals toward their jobs and the sense of pleasure about their jobs raise an important issue such as job satisfaction.

Job satisfaction is the general thoughts, emotional patterns and attitudes of the organisation's members about their jobs or workplaces (Huie et al., 2020; Saba, 2011; Saraf et al., 2007). Alonso (2006), Hodgetts (1991) and Weiss (2002) define job satisfaction as the emotional reactions of the employees of the organisation to their working conditions. However, from a different perspective, Ceresia (2010) defines

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job satisfaction as the consistency between the organisation's and employees' expectations. Nevertheless et al. (2004) draw attention to the fact that the most widely adopted explanations and definitions of job satisfaction were made by Locke (1983). Locke (1983) defines job satisfaction as the sum of general contentment and positive emotions resulting from the individual's doing their job with pleasure. It is also possible to consider job satisfaction as the level of pleasure and enjoyment resulting from the harmony of the individual's personality and job characteristics (Akgündüz, 2013). Umaru and Ombugus (2017) assert that it is a more proper approach to address job satisfaction as a psychological reaction to work. Looking at the explanations and definitions of job satisfaction as a whole, it can be stated that job satisfaction corresponds to the positive feelings that individuals or employees of the organisation have about their jobs, the pleasure they derive from their jobs, and the positive attitudes in this regard.

There are different theories about job satisfaction. In this context, "Content Theories and Process Theories" are two critical theories aiming to explain job satisfaction. Content theories seek to explain the factors motivating the organisation's employees and "what" activates them (Çakmur, 2011). "Maslow's Hierarchy of Needs, Alderfer's ERG Theory, McClelland's Need for Achievement Theory, and Herzberg's Two Factor Theory" are among the most well-known content theories. On the other hand, process theories underline the cognitive aspect of motivation and address "how" the behaviours are activated. Process theories are known as "Expectancy Theory, Expectancy-Value Theory, Cognitive Evaluation Theory, Equivalence Theory, Purpose Theory, Conditioning or Reinforcement Theories" (Eren, 2012). Content theories focus on the aspects or factors directing individuals to behaviour. In contrast, process theories are concerned with how and in what ways individuals can be motivated. It is recognised that content theories seek answers to "what?" and process theories to "how?".

As content theories analyse motivational factors and process theories examine methods, job satisfaction remains pivotal for organisations, impacting aspects like performance and life satisfaction. It is related to many positive variables such as organisational citizenship, job performance, job motivation, and life satisfaction (Heller et al., 2002), and organisations try to keep the job satisfaction of the employees constantly high to increase performance (Harder et al., 2015; Hee et al., 2020). In addition to organisational factors, personal factors may also be decisive in developing the employees' job satisfaction in organisations. In this context, it is vital to examine the factors related to job satisfaction (Eğinli, 2009). For example, availability of high number of researches establishing that job satisfaction is related with variables such as marital status (Gündüz, 2008; İdi, 2017), age (Okpara, 2006; Wagner & Rush, 2000), gender (Clark, 1993; Eğinli, 2000; Garcia Bernal et al., 2005; Groot and Van Den Brink, 1999), education level (Oshagbemi, 2003), time spent at work (Gündüz, 2008; İdi, 2017; Oshagbemi, 2003), professional seniority (Okpara, 2006; Van Maele & Van Houtte, 2012), wage (Boyer et al., 1994; Eğinli, 2000; Groot & Van Den Brink, 1999; Kapar, 2016), employee turnover rate (Poon, 2004), current sector (Eğinli, 2000; Thakur, 2007), position in the workplace (Erkmen & Şencan 1994), personality (Baltaş, 2000), level of communication (Schweiger & Denisi, 1991), perception of justice (Yelboğa, 2012), organisational culture (Sabuncuoğlu & Tüz, 2001), leadership style (Fuller & Morrison, 1999; Singh, 2007), organisational commitment (Galambos, 2006), burnout (Avcı, 2013), life satisfaction (Ergün, 2016; Sarpkaya, 2017), happiness (Terzi, 2017) and quality of life (Şangar, 2016) point to the need for the examination of organisational and personal factors affecting job satisfaction. In other words, besides personal variables, organisational variables might also affect job satisfaction. In this context, it is presumed that organisational identification might be another variable expected to affect job satisfaction. Indeed, this assertion is supported by the availability of studies in the literature displaying the effect of organisational identification on job satisfaction (Aypar, 2018; Ceyahan et al., 2020; Çırakoğlu, 2010; Doğar, 2013; Sökmen & Bıyık, 2016; Sökmen, 2019; Morçin & Çarıkçı, 2016).

Organisational identification is expressed as employees' internalisation of organisational values and envisaging themselves as an essential representative of the organisation (Mael & Ashforth, 1995; Yi & Uen, 2006). Organisational identification is also defined as the communication bond established by the

organisation's members with their organisations (Kreiner & Ashforth, 2004). Scott and Lane (2000) explain organisational identification as employees' considering themselves psychologically a part of the organisation. Organisational identification enables employees to have a continuing solidarity with their organisations and a sense of belonging (Miller et al., 2000). In organisational identification, organisational goals become individual goals, and employees of the organisation are effectively motivated to achieve organisational goals (Edward, 2005). Through organisational identification, employees of the organisation support and trust each other and develop positive attitudes and behaviours toward the organisation (Wiesenfeld et al., 1999). Individuals not identifying themselves enough with their organisations not only undermine their organisations but also prevent the formation of organisational identity (Elbasch & Bhattacharya, 2001). In other words, organisational identification is an essential factor in the formation or disruption of organisational identity (Dick et al., 2004). Therefore, organisational identification can pave the way for positive organisational behaviours or changes. Regarding educational organisations, positive and desirable organisational variables such as organisational identification might contribute to developing positive behaviours such as job satisfaction among teachers.

Job satisfaction in educational organisations is the emotional reactions of teachers towards learning-teaching activities and the teaching profession (Skaalvik & Skaalvik, 2010). Based on the importance of emotional reactions, Bogler and Someh (2004) draw attention to the necessity of job satisfaction in educational organisations and suggest examining teachers' job satisfaction. Emphasising job satisfaction indirectly, Bursalıoğlu (2012) focuses on the importance of meeting the needs of teachers to increase their morale and motivation. Indeed, job satisfaction might decline after a while, and absenteeism may increase among the teachers whose needs are ignored or unmet. Moreover, it is also stated that conducting research on the job satisfaction levels of teachers could help determine how effective schools are in achieving their goals (Suyatno et al., 2019; Taşdan & Tiryaki, 2008) and in increasing the quality of education (Ghavifekr & Pillai, 2016). Bektaş (2003) states that teachers' job satisfaction will positively reflect their psychological state and cause them to fulfil the teaching profession more devotedly. In other words, low job satisfaction among teachers might even cause a decline in their life satisfaction (Vural, 2004). Furthermore, the teachers' job satisfaction might improve the characteristics and quality of education by increasing teacher performance (Balcı, 2004). However, the lack of motivation of the teachers in educational organisations and the accompanying lack of job satisfaction are among the principal problems (Ayan et al., 2009). Accordingly, it can be asserted that both personal and organisational variables may influence positive feelings or attitudes of those working in educational organisations towards their jobs. However, no studies in the literature address the personal variables and a critical variable such as organisational identification together to examine their effect on teachers' job satisfaction. This gap in the literature points to the need to assess the possible effects of personal variables and organisational identification on job satisfaction together. It is believed that this research will significantly contribute to policymakers and practitioners in identifying possible personal and organisational factors related to job satisfaction in educational organisations and in anticipating teachers' emotional reactions.

Job Satisfaction of Teachers in Educational Policies and Practices

As is the case in other organisations, teachers in school organisations are expected to demonstrate positive organisational behaviours. The level of job satisfaction, accepted as one of these positive organisational behaviours, is shaped according to a number of variables (Cohen-Charash & Spector, 2001; James, 2005). In other words, job satisfaction can vary depending on variables such as level of education, professional seniority, gender, age, reward, organisational structure, participation in decision-making, supervision and communication (Fields & Blum, 1997; Groot & Van Den Brink, 1999; İdi, 2017; Luthans, 2011). The variables that affect teachers' job satisfaction are also similar, and they are quite numerous and complex. For this reason, the issue of teachers' job satisfaction is important and has been the subject of several studies. This is because a high level of job satisfaction among teachers increases their commitment to the

profession and reduces their likelihood of moving to another profession (Allen, 2014). On the other hand, teachers' job satisfaction is considered important because it affects their performance, attitudes towards the organisation, and physical and mental health (Klassen & Chiu, 2010).

The efficiency of teachers in their profession and jobs requires specific measures to be taken in educational policies and practices. The prerequisite for achieving the desired level of efficiency from teachers, who are the representatives of the sole professional group that will educate the individuals of the future, is to ensure that teachers have a high level of job satisfaction (Ardıç & Baş, 2001). In other words, expecting high levels of performance from teachers and motivating them is related to their level of their job satisfaction, and the quality of the service provided by teachers is directly proportional to their job satisfaction (Yavuz & Karadeniz, 2009). On the other hand, teachers with a low level of job satisfaction show various adverse reactions towards the school. One of these reactions shown by teachers is to leave the school where they work (Yüksel & Yüksel, 2014). In this context, it is known that teachers who experience job dissatisfaction in general prefer to leave the organisation by breaking contact with it. On the other hand, teachers who can identify with their schools choose to stay in their schools and make efforts for the success of their schools (Bursalıoğlu, 2012). It is understood that, in a way, teachers' job satisfaction varies according to their level of identification with their schools. Indeed, the fact that there are studies in the literature showing that organisational identification is effective on job satisfaction (Aypar, 2018; Ceyahan et al., 2020; Çırakoğlu, 2010; Doğar, 2013; Sökmen & Bıyık, 2016) supports this conclusion. Therefore, the fact that the level of job satisfaction in teachers has a broad impact and changes depending on organisational variables indicates that job satisfaction should be considered in shaping educational policies. Therefore, in decisions and practices related to teachers, it can be considered a requisite to determine and examine based on which variable or variables the job satisfaction levels of teachers differ.

The negative situations or conditions faced by teachers not only lead to a decrease in their levels of job satisfaction but also increase the teachers' absenteeism from school, encourage them in their intention to leave the school, and cause teachers to change their jobs when they find the opportunity to do so (Akçamete et al., 2001). Teachers who cannot achieve the desired level of satisfaction in their jobs or lives show less effort towards achieving the school's goals. A high level of job satisfaction among teachers increases the effectiveness of the school and enables teachers to become happy individuals (Taşdan & Tiryaki, 2008). Therefore, it is of great benefit to know which factors decrease or increase teachers' job satisfaction (Şahin & Dursun, 2009). This is because teachers' efforts and endeavours contribute to the success of the school. Maintaining the level of these teachers' efforts and endeavours is only possible if their level of job satisfaction is high. In other words, teachers with a high level of job satisfaction positively affect educational processes (Şahin, 2013), and some educational policies are oriented towards increasing teachers' level of job satisfaction. For example, in Türkiye, the Ministry of National Education (MoNE) has taken measures and implemented practices that can directly or indirectly increase teachers' job satisfaction. One of the most recent of these is the 2023 Education Vision Document. In the 2023 Education Vision Document, which was shared with the public on 23 October 2018, a critical main objective has been set under the title of "Development and Management of Human Resources", which aims to use human resources efficiently and to establish a fair reward system. In this direction, the 2023 Education Vision Document set sub-objectives such as enacting a law on the teaching profession, establishing incentive mechanisms for teachers working under unfavourable conditions, shortening the term of office of contracted teachers, improving the wages of paid teachers, making necessary arrangements in the personal rights of teachers, making appointments according to objective criteria, and providing support for teachers (Ministry of National Education [MoNE], 2018). In addition, on 14 February 2022, the Teaching Profession Law (T.R. Official Gazette No. 31750, dated 14 February 2022) was enacted and came into force. It can be said that all the efforts and activities of MoNE in implementing the objectives set out in the 2023 Education Vision Document and the enactment of the Teaching Profession Law are aimed at ensuring the efficient use of human resources and increasing the

level of job satisfaction of teachers. Therefore, it is understood that teachers' job satisfaction level is of such importance that it can guide educational policies.

Purpose of the Study

This research aims to determine the factors affecting the satisfaction levels of the teachers. In line with this objective, the following questions were sought to be answered:
1. Do teachers' organisational identification level, gender, marital status, educational background, duration of working with the school principal, age, and number of teachers in the school significantly predict the prospect of sufficient levels of job satisfaction among the teachers?
2. What is the order of importance of the predictor variables in terms of the level of prediction?

Research Method

Design

This research aiming to determine the factors affecting the job satisfaction levels of the teachers was designed using the relational model. The relational model is a research model determining the level and degree of the relationships among multiple variables (Karasar, 2015). In this context, a binary logistic regression model was formed. The binary logistic regression is used when the predicted (dependent) variable has two categories (Field, 2009). Predictor (independent) variables of the research are gender, marital status, educational background, educational stage, age, number of teachers in the school and organisational identification, while the predicted (dependent) variable is the job satisfaction levels of the teachers. Among the predictor variables, gender, marital status, educational background, educational stage, and the number of teachers in the school were included in the analysis as categorical (discrete) variables, while age and organisational identification as continuous (quantitative) variables. Moreover, the predicted variable was defined as a two-category variable with "Yes" and "No" options in the analyses.

Participants

The research population comprises 663 teachers working in primary schools and the central district of Siirt in the 2021-2022 academic year. The research sample was selected using a simple random sampling method. The simple random sampling method means that each unit of a population has an independent and equal chance of being included in the sample (Kerlinger & Lee, 1999; Yıldırım & Şimşek, 2013). The random sampling method was preferred in the research as it ensures a better representation of the population in comparison to other sampling methods (Büyüköztürk et al., 2021). Accordingly, 322 teachers who voluntarily participated in the research were determined as the research sample. According to the literature, 286 participants are suitable for a research population of 1.000 people with a confidence level of 95% and a margin of error of 5% (Cohen et al., 2007). Accordingly, it may be stated that a sample group of 332 is reasonably sufficient in this research for a population of 663. Table 1 displays the information about the teachers participating in the research.

Table 1. Information about the teachers

n=322	Category	*n* (%)	$\overline{\text{X}}$	SD	Median	IQR*
Gender	Female	180 (55.9)				1.00-2.00
	Male	142 (44.1)				
Marital Status	Married	236 (73.3)				1.00-2.00
	Single	86 (26.7)				
Educational Background	Bachelor's degree	315 (97.8)				1.00-2.00
	Master's degree	7 (2.2)				
Duration of working with the school principal	1-3 years	137 (42.5)				2.00-3.00
	4-5 years	126 (39.1)				
	6 years and above	59 (18.3)				
Number of Teachers	Between 1-15 years	118 (36.6)				1.00-2.00
	Between 16-25 years	147 (45.7)				
	26 years and above	57 (17.7)				
Age			38.29	7.52	38.00	32.75-43.25
Organisational Identification			3.94	.74	4.00	3.33-4.50
Sufficiency of Job Satisfaction Level	Yes, at a sufficient level	104 (32.3)				1.00-2.00
	No, not at a sufficient level	218 (67.7)				

*IQR: Interquartile Range

Table 1 displays that 180 (55.9%) of the teachers participating in the research are female, while 142 (44.1%) are male. Regarding marital status, 236 (73.3%) of the teachers are married and 86 (26.7%) are single. As for the educational background, 315 (97.8%) of the teachers have bachelor's degrees, and 7 (2.2%) have master's degrees. 137 (42.5%) teachers had worked with the school principal for 1-3 years, 126 (39.1%) for 4-5 years, and 59 (18.3%) for 6 years or above. The number of teachers working in schools with 1-15 teachers is 118 (36.6%), while in schools with 16-25 teachers is 147 (45.7%), and in schools with 26 or more teachers is 57 (17.7%). 104 (32.3%) teachers considered the job satisfaction level sufficient, while 218 (67.7%) considered it insufficient. Moreover, the participants' mean age was 38.29 (Sd=7.52, Median=38.00), and their organisational identification level was 3.94 (Sd=.74, Median=4.00).

Instruments

Research data was collected through a form with two sections. The first section of the data collection form consists of questions to determine the gender, marital status, educational background, educational stage, age, and the number of teachers in the school, while the second section covers questions on the organisational identification scale. Age and organisational identification were included in the analysis as continuous (quantitative) variables, while gender, marital status, educational background, educational stage, number of teachers in the school, and the variable related to job satisfaction as categorical (discrete) variables. Moreover, the predicted (dependent) variable was defined as a two-category variable with "Yes" and "No" options.

"Organisational Identification Scale", used as a predictor (independent) variable in the research, was developed by Mael and Ashforth (1992) and adapted into Turkish by Tak and Aydemir (2004). This scale, designed as a 5-point Likert type (Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1), is a one-dimensional measurement tool and consists of 6 items. As a result of the exploratory factor analysis (EFA) carried out by Tak and Aydemir (2004), it was determined that the eigenvalue of the scale was greater than 1, gathering under one dimension, and also found that item factor loads varied between .79 and .87. Total variance explained for the scale was calculated as 37%. In terms of reliability, the Cronbach Alpha reliability coefficient of the scale was determined as .88 (Tak and Aydemir, 2004).

Under the current research, the validity and reliability of the organisational identification scale were re-calculated. Accordingly, confirmatory factor analysis (CFA) was carried out to determine whether the one-dimensional structure of the scale was confirmed, and it was found that the model fit values were appropriate (x^2/sd=13.805/6=2.30<4; RMSEA=.064, CFI=.99, TLI=.96, SRMR=.023) (Brown, 2006; Hu and Bentler, 1999; Kline, 2011). Moreover, the Cronbach Alpha reliability coefficient of the scale was determined to be .79. All validity and reliability results indicate that the organisational identification scale is suitable for this research.

Data Collection Procedures

The researcher was actively involved in the data collection process, and participation in the research was voluntary. Filling out the form for measurement took approximately 12 minutes. Participants were informed that they could withdraw from the research at any time and that there were no risks involved in participating in the research. The research followed ethical principles for scientific research during data collection and analysis. All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed, and none of the actions listed under the heading "Actions Against Scientific Research and Publication Ethics", the second part of the directive, were taken.

Data Analysis Procedures

Before the research data analysis, incomplete or improperly filled research forms were excluded. Besides, the missing data were examined and determined to display a random distribution smaller than 5% of the research sample. Instead of the missing data in the scale, new values were assigned through the EM algorithm serial average. Among the research data, 11 data with a *Z* score range exceeding -3 / +3, which could be considered extreme values, were deleted. Thus, the data of 322 teachers were included in the analysis.

After preparing the research data for the actual application, general assumptions of the logistic regression analysis were checked. Accordingly, it was determined that the relationship between the predictor variables was less than r<.90, the Durbin-Watson value was 1.564, the tolerance values ranged between .737 and .928, and the VIF values were between 1.078 and 1.356. The fact that the relationships between the predictor variables were less than .90, the Durbin-Watson value was less than 4, and VIF values were less than 10 while the tolerance values were greater than .20 indicates that there is no multicollinearity problem (Field, 2009; Green & Salkind, 2010; Tabachnick & Fidell, 2007). Based on these results, it can be said that the research satisfies the assumptions necessary for binary logistic regression analysis. Data analyses of the research were carried out with the Jamovi 1.6.14 and M*plus* 7.00 statistical package software, and the research results were interpreted according to the .05 significance level.

Findings

The research examined model fit values to determine whether the predictor variables related to the model established as a result of binary logistic regression analysis significantly predict the prospect of sufficient job satisfaction levels among the teachers. In this context, Table 2 displays the model fit values of the research.

Table 2. Model fit values

						Overall Model Test		
Deviance	AIC	BIC	R^2_{McF}	R^2_{CS}	R^2_N	x^2	df	p
360	380	418	0.112	0.131	0.183	45.2	9	$< .001$

As can be seen in Table 2, the predictor variables related to the model significantly predict the prospect of sufficient job satisfaction levels among the teachers ($x^2_{(4)}$=45.2, p<.001). It was determined that the model consisting of teachers' gender, age, marital status, educational background, the educational stage they work in, number of teachers in the school and organisational identification levels explained 11.2% of the variance concerning sufficient levels of job satisfaction among the teachers according to McFadden's R^2 (R^2 (McF)) and 13.1% according to Cox & Snell's R_2 (R^2 (CS)) and 18.3% according to Negelkerke's R^2 (R_2 (N)).

Table 3 displays the information in the classification table regarding the prospect of sufficient levels of job satisfaction among the teachers.

Table 3. Classification table regarding the research

Observed	Predicted			Correct Prediction Level (%)
	Yes	No	Total	
Yes	71	33	104	68.3 (Selectivity=0.683)
No	72	146	218	67.0 (Sensitivity=0.670)
Total	143	179	322	67.4 (Accuracy=0.674)

Note: The cut-off point was taken as 0.694.

As seen in Table 3, the research model accurately classified the job satisfaction level of 67.4% of the teachers in general. Moreover, the research model accurately predicted that 68.3% of the teachers considered their job satisfaction sufficient, and 67% considered their level insufficient.

In the research, the significance level of the predictor variables on the predicted variable was examined by determining whether the general assumptions and model fit values were appropriate. To this end, binary logistic regression analysis was used in this research. Predictor (independent) variables of the research are gender, marital status, educational background, educational stage, age, number of teachers in the school and organisational identification, while the predicted (dependent) variable is the job satisfaction levels of the teachers. Among the predictor variables, gender, marital status, educational background, educational stage, and the number of teachers in the school were included in the analysis as categorical (discrete) variables, while age and organisational identification as continuous (quantitative) variables. Furthermore,

the predicted (dependent) variable was defined as a two-category variable with "Yes" and "No" options. Table 4 displays the binary logistic regression analysis results of the research.

Table 4. Results of the binary logistic regression analysis regarding the research.

Predictor Variables	B	S.E	Z	p	Exp (B) Odds Ratio	95% Confidence Level	
						Lower	Upper
Fixed	0.5091	12.332	0.413	0.680	1.664	0.1484	18.656
Organisational Identification	0.4476	0.1824	2.454	0.014[**]	1.565	10.943	2.237
Gender							
Male – Female[*]	-0.7270	0.2855	-2.546	0.011[**]	0.483	0.2762	0.846
Marital Status							
Single – Married[*]	0.6024	0.3688	1.633	0.102	1.826	0.8865	3.763
Educational Background							
Bachelor's degree - Master's degree [*]	-17,864	0.8584	-2.081	0.037[**]	0.168	0.0312	0.901
Duration of working with the school principal							
4-5 years - 6 years and above[*]	0.3176	0.4818	0.659	0.510	1.374	0.5344	3.532
1-3 years - 6 years and above[*]	-0.8615	0.4464	-1.930	0.054	0.423	0.1761	1.014
Age	-0.0178	0.0178	-1.003	0.316	0.982	0.9486	1.017
Number of Teachers							
Between 16-25 years - between 1-15 years[*]	-0.2231	0.2952	-0.756	0.450	0.800	0.4486	1.427
26 and above - between 1-15[*]	-11.061	0.3778	-2.928	0.003[**]	0.331	0.1578	0.694

[*]Reference category, [**]$p<.05$

As can be understood from Table 4, among the predictor variables, organisational identification, gender, educational background, and the number of teachers variables significantly predict the prospect of teachers' job satisfaction levels being in the sufficient group ($p<.05$). However, the variables of marital status, duration of working with the school principal, and age do not significantly predict the prospect of teachers' job satisfaction levels to be in the sufficient group ($p>.05$). Based on the odds ratio values in Table 4, it is observed that a one-unit increase in the organisational identification variable, one of the predictor variables, increases 1.565 times the prospect of sufficient job satisfaction levels among the teachers. However, it was found that the prospect of sufficient job satisfaction levels among male teachers is 0.483 times less than that of female teachers; the prospect of sufficient job satisfaction levels among teachers with a master's degree is 0.168 times less than that of teachers with a bachelor's degree; and the prospect of sufficient job satisfaction levels among of teachers working in schools with 26 or more teachers is 0.331 times less than that of teachers working in schools with 1-15 teachers.

In Table 4, change in the predicted variable can also be interpreted in percentages (%). In this context, the change in the predicted variable can be expressed in percentages (%), using the formula [(Exp(B)-1) x 100] (Çokluk, Şekercioğlu and Büyüköztürk, 2021). Therefore, according to Table 4, a one-unit increase in the organisational identification variable increases the prospect of sufficient job satisfaction levels

[(1.565-1) x 100=56.5] 56.5% times among the teachers. On the other hand, the prospect of sufficient job satisfaction levels among male teachers decreases [(0.483-1) x 100=-51.7] 51.7% in comparison to female teachers; the prospect of sufficient job satisfaction levels among the teachers with master's degrees decreases [(0.168-1) x 100=-83.2] 83.2% in comparison to teachers with bachelor's degree; and the prospect of sufficient job satisfaction levels among of teachers working in schools with 26 or more teachers decreases [(0.331-1) x 100=-66.9] 66.9% in comparison to teachers working in schools with 1-15 teachers. When the significance of the regression coefficients is examined in the research model, the order of importance of the predictor variables from largest to smallest is organisational identification (Odds Ratio=1.565), gender (Odds Ratio=0.483), the number of teachers (Odds Ratio=0.331) and educational background (Odds Ratio=0.168). Finally, the regression equation displaying the prospect of teachers' job satisfaction levels to be in the sufficient category might be expressed as follows:

(0.4476xOrganisational Identification)-(0.7270xGender)-(17.864xEducational Background-)-(11.061xNumber of Teachers)

$$p= \frac{e^{(0.4476xOrganisational\ Identification)-(0.7270xGender)-(17.864xEducational\ Background)-(11.061xNumber\ of\ Teachers)}}{1+e}$$

(0.4476xOrganisational Identification)-(0.7270xGender)-(17.864xEducational Background)-(11.061xNumber of Teachers)

$1 + e$

Discussion, Conclusion and Suggestions

This research aims to determine the factors affecting the teachers' job satisfaction levels, organisational identification, gender, marital status, educational background, duration of working with the school principal, age and the number of teachers in the school were included in the analysis as the predictor variables of the research. The research defined teachers' job satisfaction levels as a predicted variable with two categories (yes and no).

This research revealed that the teachers' organisational identification level is "high" and that the organisational identification had a significant effect on teachers' job satisfaction levels. Accordingly, teachers' sense of belonging to their school, building strong relationships with their schools and internalising organisational goals might enable them to have positive feelings towards their schools. This research's finding pointing to high levels of organisational identification among the teachers is similar to the results of other studies in the literature (Aliyev, 2014; Çetinkaya & Çimenci, 2014; Kreinerve & Ashforth, 2004; Nartgün & Kalay, 2014; Özdemir, 2013; Sune, 2016). High levels of organisational identification might be related to the teaching profession's unique characteristics. In other words, the teaching profession's having social and concrete outputs might have increased the identification levels of teachers with their schools. This increase might be accompanied by a positive variable such as job satisfaction. Thus, Wiesenfeld, Raghuram and Garud (1999) stated that organisational identification paves the way for employees to exhibit positive behaviours towards their organisation, while Eicholtz (2000) stated that employees with insufficient levels of organisational identification experience tensions with their organisations. Numerous empirical research findings in the literature also indicate that organisational identification increases job satisfaction and has a positive effect (Aypar, 2018; Ceyahan et al., 2020; Çırakoğlu, 2010; Doğan, 2013; Sökmen & Bıyık, 2016; Sökmen, 2019; Morçin & Çarıkçı, 2016). Therefore, as supported by the literature, this research's finding indicating that organisational identification affects job satisfaction can be considered a positive and expected result.

The research established that the gender variable was a determining factor regarding the teachers' job satisfaction sufficiency. Accordingly, it was determined that the male teachers' prospect of considering their job satisfaction levels sufficient is less than that of female teachers. In other words, it can be said that in terms of job satisfaction, female teachers consider their job satisfaction levels more sufficient when compared to male teachers. This result can be explained by the women's satisfaction with the teaching profession and their propensity to it. Ataklı et al. (2004) and Eğinli (2009) remark that the gender variable

is an influential factor in job satisfaction. However, studies in the literature indicate that the gender variable affects employees' job satisfaction differently. For example, besides the studies establishing that women's job satisfaction is higher than that of men's (Akiri & Ugborugbo, 2009; Clark, 1993; Clark, 1997; Khalid et al., 2011; Spear et al., 2000), there are also researches pointing that men's job satisfaction is higher than that of women (Bakan et al., 2014; Gökdeniz & Merdan, 2016; Lacy & Sheenan, 1997; Okpara, 2006) and that gender does not affect the job satisfaction (Bilge et al., 2007; Öztürk & Şahbudak, 2015; Platsidou & Diamantopoulou, 2009; Ssesanga & Garrett, 2005). Şahin (2013) explains the various results in the literature regarding the effect of gender on job satisfaction, with the complex nature of job satisfaction that cannot be explained only by gender. Moreover, Şahin emphasises that women's job satisfaction may differ due to social conditions and cultural values. The literature partially supports this research's result regarding gender.

Another significant study result is that the marital status variable does not significantly affect the sufficiency of teachers' job satisfaction. The fact that marital status does not affect teachers' job satisfaction might be related to the characteristics of the organisation they worked in, or the opportunities offered by it. Although there are studies in the literature supporting this result (Biçen & Koç, 2019; Bilge et al., 2007; Kemaloğlu, 2011; Koustelios, 2001; Öncel, 1998; Öztürk & Şahbudak, 2015; Toker, 2011; Tuzgöl Dost & Cenkseven, 2008), there are also studies indicating that marital status affects the job satisfaction of employees (Canbay, 2007; Cimete et al., 2003; Kuo & Chen, 2014; Luddy, 2005; Şahin, 2013). Various results encountered in the literature about marital status might be explained by the composition of the sample groups consisting of employees working in different organisations or institutions.

When the research results in terms of educational background were examined, it was determined that the teachers with a master's degree consider their job satisfaction less sufficient than those with a bachelor's degree. In other words, the sufficiency of job satisfaction among teachers with a master's degree is lower than that of teachers with a bachelor's degree. This result is supported by similar research in the literature (Keser, 2005; Oshagbemi, 2003; Özaydın & Özdemir, 2014). Demands and expectations of teachers with a master's degree are different and higher than those of teachers with a bachelor's degree, and this might have led these teachers to consider their job satisfaction less sufficient. According to Tunç (2019), an increase in the education levels of the teachers is not awarded in educational organisations as needed in terms of status, income and promotion. This might cause low job satisfaction among the teachers despite the increase in their education levels (Tunç, 2019).

It was determined in the research that the duration of working with the school principal did not have a significant effect on the job satisfaction levels of the teachers. It might be stated that the job satisfaction levels of the teachers do not differ according to the duration of working with the school principal. This result might be related to the lack of opportunity to work together for a long time due to the appointments of teachers or school principals and various compulsory conditions. Job satisfaction is related to the degree of meeting the needs of the employees and varies based on the extent of satisfying them (Silah, 2000). Moreover, job satisfaction is the general state of contentment regarding pleasure at work (Huie et al., 2020; Locke, 1983). In educational organisations, job satisfaction is the emotional reaction of teachers toward the teaching profession (Skaalvik & Skaalvik, 2010). In this context, the spiritual and emotional aspects of the teaching profession outweigh that of the other professions. This is envisaged to prevent the duration of working with the school principal from determining their job satisfaction.

Another significant result of the study is that the age of teachers does not affect the sufficiency of their job satisfaction levels. The literature covers various research results about the relationship between age and job satisfaction. While some studies point to a significant relationship between age and job satisfaction (Andres & Grayson, 2002; Aydın & Kutlu, 2002; Günbayı & Toprak, 2010; Ssesanga & Garrett, 2005; Toker, 2007), some report that there is not a significant relationship between the age and

job satisfaction (Şahin, 2013; Şahin & Dursun, 2009). However, a U-shape relationship between age and job satisfaction is mentioned in the literature, and it is also stated that the job satisfaction of employees is high at the beginning of their career, low in the middle, and high again at the end (Crossman & Harris; 2006; Opkara, 2006). Therefore, the literature reveals no exact and explicit effect of the age variable on job satisfaction.

The research revealed that the variable of the number of teachers in the school had a significant effect on the sufficiency of the job satisfaction levels of the teachers. In other words, it was determined that the teachers working in schools with a relatively higher number of teachers were less likely to consider their job satisfaction levels sufficient than those working in schools with fewer teachers. In small schools with fewer teachers, communication, cooperation, solidarity, cooperation, and team spirit might be felt more effectively and intensely. This might have contributed to increased interaction and job satisfaction among the teachers working in small schools. Similarly, Solmus (2004) attributes lower job satisfaction in organisations with many employees to the friendship and affinity established among the employees. On the other hand, Akşit Aşık (2010) states that high levels of job satisfaction in small organisations are based on the feeling of trust among the employees in other colleagues and managers of the organisation. Depending on these explanations, it can be said that the literature supports the research result regarding the number of teachers.

The research has its own limitations. These limitations could be that the research is only designed as a quantitative study, that it is a cross-sectional study, and that it uses a relatively low number of predictive variables to explain an important variable such as job satisfaction.

Several suggestions may be made for the practitioners and researchers based on the research results. Accordingly, various in-school and out-of-school actions or activities aiming at cooperation, collaboration, solidarity, and participation in decisions to increase teachers' organisational identification might be emphasised. Priority might be given to male teachers in activities or attempts to increase job satisfaction. Schools might be supported by provincial or central administrations to be provided with the facilities and opportunities capable of meeting the needs of the teachers. Besides, qualitative research might be carried out to thoroughly examine the causes and context of the results of this research. Variables with a possible effect on job satisfaction might be included in the analyses as individual variables and organisational variables. Moreover, this cross-sectional research might also be modelled as longitudinal.

Conflicts of interest

No potential conflict of interest was reported by the author.

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