

## The Relationship between Morale and Job Satisfaction of Teachers in Elementary and Secondary Schools<sup>1</sup>

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### Abstract

The purpose of this study is to examine the differences in the morale and job satisfaction levels of teachers in elementary (including primary and middle) and secondary (high) schools in terms of their demographic characteristics (gender, age, branch, marital status, teaching level – primary, middle, or high schools – and seniority) and to analyse the relationship between their morale and job satisfaction. The Purdue Teacher Morale Scale, including 100 items, and 36 items-job satisfaction scale were the data collection tools in the study. The study group was composed of branch and classroom teachers working in primary, second and high schools in Çanakkale during the 2015-2016 academic year. The findings shows that the teachers' morale and job satisfaction were both at the "Generally High" levels. According to their demographic characteristics, there were significant differences in the sub-dimensions of teachers' morale and job satisfaction in terms of their branches and teaching level. There was also a significant, positive and high correlation between the teachers' morale and job satisfaction.

**Keywords:** *Teacher morale, teacher job satisfaction, elementary and secondary schools*

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## **Introduction**

Education is an important factor that has shaped community structures throughout the human history. Education aims to upskill people with necessary knowledge and abilities to expedite their adaptation to the recent conditions of their living environment (Ayaz, 1994). Having a crucial place in community life, education is generally carried out in special institutions, schools. Schools are the organisations that contribute to individuals' physical, mental and moral development. The expectations from schools are to support the individual's personal development and to help the individual to express herself/himself.

In the contemporary world, one of pre-conditions to become a developed society is to ensure the effectiveness of educational process in schools. Teachers are the most important component that influences the achievement of teaching-learning activities (Can, 2015). Teachers are the architectures of students' behaviours (Başaran, 2000). As professional educators, teachers are considered successful and efficient as much as their influence on the behavioural changes of students (Akyıldız, 1991). There is a need for qualified and influent teachers to attain the goals of educational systems (Riedler& Eryaman, 2016; Ay and Yurdabakan, 2015). Teachers who motivate and support students to become successful constitute an important part of educational systems.

Teachers also need motivation and support to increase their performance for better educational outcomes. The improvement of teachers' morale is important to empower the positiveness of their professional attitudes (Govindarajan, 2012). Teachers' morale is an assisting factor to enhance students' positive behaviours as well as their learning. If teachers have higher morale, they form better learning environment to promote students' success. For teachers, higher morale can also increase their job satisfaction as an essential organisational requirement to obtain better educational results in schools (Miller, 1981).

Their job satisfaction helps teachers to become efficient, zealous, high-performing, problem-solver, high-perceiver, effective communicator people and to provide their maximum contribution to the society (Eryaman, 2007; Eryaman & Riedler, 2010; Atay, 2001). 'Job Satisfaction' term has a great importance in education sector as in other sectors. Low job satisfaction causes stress and increases the ineffectiveness by depressing staff's psychology.

The morale level of teachers matters due to its inclusion of many factors that influence job satisfaction. The success level expected from teachers is high in the cases with higher morale level for teachers. Higher morale level for teachers (as professionals carry out educational activities) is important for their perceptions of job satisfaction and to do their job with enthusiasm, aspiration and love. When the importance of education for the country's future is taken into consideration, higher morale level of teachers leads to increase teachers' job satisfaction and to better functioning of teaching process.

### **Teacher Morale**

Morale is an emotional and spiritual sense that a person feels about his/her job. Evans (2000) expressed morale as the sense of satisfaction when meeting individuals' needs and as emotions related to how much satisfaction the person has provided from his/her job. Teachers have the high level of morale in the medium with healthy school climate and feel themselves better in their job environment; in this way, they do their jobs with pleasure (Hoy and Miskel, 2005).

'Morale term' originated in educational organisations with the idea that collaborative and positive employee relations increase student success and expedite to achieve common goals (Mackenzie, 2007; Sturmfels, 2009). Teacher morale is a term that has an ability to influence the complete school environment. Teachers develop their relations deeper with their colleagues if the morale is high; this has an effect that decreases teachers' absenteeism (Robinson, 2010). While high morale is characterised with interest and eagerness to the job, low morale may be characterised with dissatisfaction and disappointment feelings (Govindarajan, 2012). Low teacher morale might cause the reduction in productivity, the minimisation of interest to students, the alienation to colleagues, depression, absenteeism, general tiredness and exhaustion. According to Washington and Watson (1976), teachers with higher morale cannot wait to go to work in the morning and do not hurry to leave their schools; they display necessary actions in line with the changing school rules and curriculums; they participate in school activities and meetings; they give their best to carry out duties even ones out of their responsibilities; they pride to be a part of their schools and education system at large; they perform to achieve school goals; they actively play role in the development of school-environment relationship.

### **Teacher Job Satisfaction**

Teachers working with high motivation increase the performance and productivity in educational institutions. Teachers as essential components of educational institutions must have a high job satisfaction to reach to the high level of motivation. Satisfaction or dissatisfaction that teachers acquire from their institutions has an importance because of its influence on teaching quality (Demirtaş and Ersözülü, 2010). Effective educational programmes are closely related to teachers' job satisfaction (Robinson, 2010).

A high or low job satisfaction teachers have has a fairly great importance for students, colleagues, parents and others with whom teachers communicate with. It is of great importance that teachers acquire satisfaction in terms of fulfilling the purposes of educational institutions. When teachers get satisfaction from their work, they display positive attitudes and behaviours in the school and the environment. Teachers who cannot acquire satisfaction from their jobs display negative attitudes and behaviours in the school and the environment (Çetin, 2007). Good education is impossible without good teaching; good teaching is largely depend on teachers' job satisfaction (Sonmezer & Eryaman, 2008; Safari and Rashidi, 2015).

Employees having high job satisfaction are healthier and happier in their work life, transfer their happiness in their work life to the outside of their work and feel themselves happier in other parts of their life. On the contrary, low job satisfaction leads to alienation to the job, meaninglessness of the job for themselves, aggressive reactions, resistance to change, and similar negative consequences (Altinkurt and Yılmaz, 2014). Teacher job satisfaction has an important function in the increasement of the quality in education. Teachers' job satisfaction is closely related to the level of their morale. It is thought that if teachers who carry out the responsibilities of educational and teaching activities have higher levels of morale and do their job lovingly and satisfactorily, they increase their performances and productivity even more. In this context, the relationship between the morale and job satisfaction levels of teachers is the topic of this research. Although level of teacher morale has great influence on teachers' job satisfaction, the relevant literature provides sample studies that have been carried out merely on the basis of teacher morale or their job satisfaction. To our knowledge, there is no study that examines the relationship between teachers' morale levels and their job satisfaction levels. Considering the important role of education in terms of the future of a country, it is clear that the morale levels of teachers may contribute to their job satisfaction and also to the process of education and training. In this respect, the present study is important as it aims to investigate the relationship between teacher morale and job satisfaction.

## **Method**

### **Study Design**

The General Survey Model was used in this research aiming the relationship between the morale and job satisfaction levels of teachers in elementary (including primary and middle) schools and secondary (high) schools. Survey models require data collection by means of using questionnaires and interviews (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012). Such models present the current situation and conditions as they appear (Kaptan, 1998; İslamoğlu, 2003). According to Christensen et al. (2015); a survey study aims to reveal the changes that occur over time or the inner face of a particular situation. The General Survey Model seeks to gain information about the population via sampling method and to make generalisations via induction method (Karasar, 2015). The General Survey Model benefits from determining information types such as people's attitudes, beliefs, values, habits, and thoughts (McMillan and Schumacher, 2001).

### **Participants**

The population of the research was composed of branch and classroom teachers who worked in primary, second and high schools from Çanakkale city centre and its districts during the 2015-2016 academic year.

The simple random sampling was used as a sampling technique. In the simple random sampling technique, each person in the population has a chance to take place in the sample. Therefore, equal weighting must be assigned to each person in the calculations (Arıkan, 2004; Büyüköztürk et al., 2012). In the simple random sampling technique, the election process is not difficult unless the universe is very large and complex (Cohen, Manion, and Morrison, 2007; Kılıç, 2013). The sample of the research was composed of 288 teachers determined and accessed by the simple sampling technique. The data regarding the teachers who participated in the study were stated in Table 1 below.

**Table 1.** *Demographic characteristics of the sample*

| Variable              |                           | <i>f</i> | %    |
|-----------------------|---------------------------|----------|------|
| <b>Gender</b>         | Male                      | 115      | 39.9 |
|                       | Female                    | 173      | 60.1 |
| <b>Seniority</b>      | 0-5                       | 70       | 24.3 |
|                       | 6-10                      | 83       | 28.8 |
|                       | 11-15                     | 39       | 13.5 |
|                       | 16-20                     | 51       | 17.7 |
|                       | 21-25                     | 24       | 8.3  |
|                       | 26 and over               | 21       | 7.4  |
| <b>Age</b>            | 20-25                     | 19       | 6.6  |
|                       | 26-30                     | 62       | 21.5 |
|                       | 31-35                     | 73       | 25.3 |
|                       | 36-40                     | 47       | 16.4 |
|                       | 41-45                     | 51       | 17.7 |
|                       | 46 and over               | 36       | 12.5 |
| <b>Branch</b>         | Primary Teacher           | 69       | 24   |
|                       | (Natural) Science Teacher | 66       | 22.9 |
|                       | Social Sciences Teacher   | 80       | 27.8 |
|                       | Vocational Teacher        | 24       | 8.3  |
|                       | Arts Teacher              | 25       | 8.7  |
|                       | Pre-school Teacher        | 24       | 8.3  |
| <b>Teaching Level</b> | Primary School            | 87       | 30.2 |
|                       | Middle School             | 98       | 34   |
|                       | High School               | 103      | 35.8 |

### Data Collection Tools

The Purdue Teacher Morale Scale that includes 100 items, and the 36 Items-Job Satisfaction Scale developed by Spector (1994) were the data collection tools in the study. The Purdue Teacher Morale Scale was translated in Turkish by Alıç (1985) and used in PhD dissertation titled “The Relationship between Leadership Behaviours of School Principals and Teachers’ Morale”. The Job Satisfaction Scale was adapted to Turkish by Yelboğa (2009).

### **The Purdue Teacher Morale Scale**

The original form of the Purdue Teacher Morale Scale was developed in the United States in 1961 by Bentley and Rempel. The scale was re-evaluated by Bentley and Rempel in 1970. With this new version, the Teacher Morale Scale helps researchers not only to determine the general morale level but also to define the several parts of teachers' morale. These parts are the 10 sub-dimensions: the compatibility between the teacher and his/her school principal (20 items), satisfaction the teacher acquires from his/her profession (17 items), the compatibility between the teacher and other teachers (15 items), the teacher's workload (13 items), the status of the teacher (8 items), satisfaction the teacher acquires from his/her salary (7 items), problems related to educational and teaching programmes (5 items), support the teacher receives from the society (5 items), school facilities and services (5 items), social pressure (5 items). The reliability coefficient was calculated .87 by Bentley and Rempel (1970) using test-retest technique on the data of 3,023 teachers from Indiana and Oregon. The validity of the scale was examined in the same study, and there was no difference between two teachers groups. In other words, the validity of the scale was found high (Jarnagin, 2004).

### **The Job Satisfaction Scale**

The Job Satisfaction Scale (JSS) was developed by Spector (1985) and adapted to Turkish by Yelboğa (2009). The scale is composed of nine sub-dimensions: Salary, Promotion Opportunities, Management, Social Rights, Rewarding, Work Conditions, Workmates, Nature of Work, and Communication. JSS had .78 Cronbach Alpha coefficient as a sign for the reliability of its internal consistency.

### **Data Analysis**

T-test was used to determine the differences in the sub-dimensions of teachers' morale and job satisfaction in terms of their gender and marital status. F test (One-Way ANOVA) was used to examine the differences in the sub-dimensions in terms of seniority, age, branch and teaching level – primary, middle, or high schools. In the cases of differences between groups, Tukey Test was carried out to find the source(s) of differences in homogenous groups while Tamhane's T2 Test was carried out for heterogeneous groups. The correlation test (Pearson Product-Moment Correlation Coefficient) was used to explore the relationship between the morale and job satisfaction levels of teachers. In this study, the significance level was  $p \leq .05$ . The analysis results were tabulated and interpreted in accordance with the research problems.

## Findings

The findings, in line with the purpose of the study, were presented in this section. The findings were categorised into two sub-titles: The Findings Regarding Job Satisfaction and the Findings Regarding School Life Quality.

### Examining the Morale Level of Teachers According to Demographic Variables

In this sub-section, the morale level of teachers was examined in terms of independent variables, namely, gender, marital status, seniority, age, branch, and teaching level – primary, middle, or high schools.

The difference in the morale level of teachers in terms of their gender was analysed by Independent-Samples t- Test, and the result was presented in Table 2 below.

**Table 2.** *The morale level of teachers according to their gender*

|              | Gender | N   | Mean | s.s. | s.d. | t   | p   |
|--------------|--------|-----|------|------|------|-----|-----|
| Morale Level | Female | 173 | 2.62 | .38  | 288  | .34 | .73 |
|              | Male   | 115 | 2.61 | .40  |      |     |     |

According to their gender, there was no significant difference in the morale level of teachers. It can be said that gender is not a distinctive factor for teachers' morale.

The differences in the morale level of teachers in terms of their seniority were analysed by F Test (One-Way ANOVA), and the results were presented in Table 3 below.

**Table 3.** *The morale level of teachers according to their seniority*

|              |                | Sum of Squares | s.d. | Mean Square | F   | p   |
|--------------|----------------|----------------|------|-------------|-----|-----|
| Morale Level | Between Groups | .20            | 5    | .04         | .27 | .93 |
|              | Within Groups  | 42.33          | 282  | .15         |     |     |
|              | Total          | 42.53          | 287  |             |     |     |

According to their seniority, there was no significant difference in the morale level of teachers. It can be concluded that seniority has not caused a difference in teachers' morale.

The differences in the morale level of teachers in terms of their age were analysed by F Test (One-Way ANOVA), and the results were presented in Table 4 below.

**Table 4.** *The morale level of teachers according to their age*

|              |                | Sum of Squares | s.d. | Mean Square | F    | p   |
|--------------|----------------|----------------|------|-------------|------|-----|
| Morale Level | Between Groups | 1.19           | 5    | .24         | 1.62 | .16 |
|              | Within Groups  | 41.35          | 282  | .15         |      |     |
|              | Total          | 42.53          | 287  |             |      |     |

According to their age, there was no significant difference in the morale level of teachers. It can be concluded that age has not caused a difference in teachers' morale.

The differences in the morale level of teachers in terms of their branch were analysed by F Test (One-Way ANOVA), and the results were presented in Table 5 below.

**Table 5.** *The morale level of teachers according to their branch*

|                     |                | <b>Sum of Squares</b> | <b>s.d.</b> | <b>Mean Square</b> | <b>F</b> | <b>p</b> | <b>Difference*</b> |
|---------------------|----------------|-----------------------|-------------|--------------------|----------|----------|--------------------|
| <b>Morale Level</b> | Between Groups | 2.82                  | 5           | .57                | 4.01     | .00*     | 4<1                |
|                     | Within Groups  | 39.71                 | 282         | .14                |          |          | 2<6                |
|                     | Total          | 42.53                 | 287         |                    |          |          | 3<6<br>4<6         |

\*p ≤ .05; 1: Primary Teacher, 2: (Natural) Sciences Teacher, 3: Social Sciences Teacher, 4: Vocational Teacher, 5: Arts Teacher, 6: Pre-School Teacher

According to their branch, there were significant differences in the morale levels of teachers. Tukey Test was used to analysis the groups as the source(s) of differences. The analysis showed that there was a difference between primary teachers and vocational teachers, between natural sciences teachers and pre-school teachers, between social sciences teachers and pre-school teachers, between vocational teachers and pre-school teachers. The morale levels of pre-school and primary teachers were higher than the morale levels of natural sciences teachers, social science teachers, or vocational teachers. It can be said that pre-school and primary teachers have higher morale because their students have greater enthusiasm to learn and they have joyful job.

The differences in the morale level of teachers in terms of their teaching level were analysed by F Test (One-Way ANOVA), and the results were presented in Table 6 below.

**Table 6.** *The morale level of teachers according to their teaching level*

|                     |                | <b>Sum of Squares</b> | <b>s.d.</b> | <b>Mean Square</b> | <b>F</b> | <b>p</b> | <b>Difference*</b> |
|---------------------|----------------|-----------------------|-------------|--------------------|----------|----------|--------------------|
| <b>Morale Level</b> | Between Groups | 2.82                  | 5           | .57                | 4.01     | .00*     | 2<1                |
|                     | Within Groups  | 39.71                 | 282         | .14                |          |          | 3<1                |
|                     | Total          | 42.53                 | 287         |                    |          |          |                    |

\*p ≤ .05; 1: Primary School, 2: Middle School, 3: High School

According to their teaching level, there were significant differences in the morale levels of teachers. Tukey Test was used to analysis the groups as the source(s) of differences. Herewith, there were differences between primary school teachers and middle and high school teachers. The morale level of teachers working in primary schools was higher than the morale levels of middle and high school teachers. It can be said that the less importance of disciplinary expertise, seeking immediate solutions for problems primary school

teachers experience in their classroom, and various support from parents for success in their classroom are the causes for higher morale of primary school teachers.

### Examining the Job Satisfaction Level of Teachers According to Demographic Variables

In this sub-section, the job satisfaction level of teachers was examined in terms of independent variables, namely, gender, marital status, seniority, age, branch, and teaching level – primary, middle, or high schools.

The difference in the job satisfaction level of teachers in terms of their gender was analysed by Independent-Samples t-Test, and the result was presented in Table 7 below.

**Table 7.** The job satisfaction level of teachers according to their gender

|                        | Gender | N   | Mean | s.s. | s.d. | T    | p   |
|------------------------|--------|-----|------|------|------|------|-----|
| Job Satisfaction Level | Female | 173 | 2.68 | .36  | 288  | 1.38 | .17 |
|                        | Male   | 115 | 2.61 | .40  |      |      |     |

According to their gender, there was no significant difference in the job satisfaction level of teachers. It can be said that gender is not a distinctive factor for teachers' job satisfaction.

The differences in the job satisfaction level of teachers in terms of their seniority were analysed by F Test (One-Way ANOVA), and the results were presented in Table 8 below.

**Table 8.** The job satisfaction level of teachers according to their seniority

|                        |                | Sum of Squares | s.d. | Mean Square | F   | p   |
|------------------------|----------------|----------------|------|-------------|-----|-----|
| Job Satisfaction Level | Between Groups | .48            | 5    | .10         | .67 | .64 |
|                        | Within Groups  | 40.14          | 282  | .14         |     |     |
|                        | Total          | 41.42          | 287  |             |     |     |

According to their seniority, there was no significant difference in the job satisfaction level of teachers. It can be concluded that seniority does not cause a difference in teachers' job satisfaction.

The differences in the job satisfaction level of teachers in terms of their age were analysed by F Test (One-Way ANOVA), and the results were presented in Table 9 below.

**Table 9.** The job satisfaction level of teachers according to their age

|                        |                | Sum of Squares | s.d. | Mean Square | F    | p   |
|------------------------|----------------|----------------|------|-------------|------|-----|
| Job Satisfaction Level | Between Groups | 1.05           | 5    | .21         | 1.50 | .19 |
|                        | Within Groups  | 39.56          | 282  | .14         |      |     |
|                        | Total          | 40.62          | 287  |             |      |     |

According to their age, there was no significant difference in the job satisfaction level of teachers. It can be concluded that age did/ not caused a difference in teachers' job satisfaction.

The differences in the job satisfaction level of teachers in terms of their branch were analysed by F Test (One-Way ANOVA), and the results were presented in Table 10 below.

**Table 10.** The job satisfaction level of teachers according to their branch

|                  |                     |                | Sum of Squares | s.d. | Mean Square | F    | P    | Difference* |
|------------------|---------------------|----------------|----------------|------|-------------|------|------|-------------|
| <b>Job Level</b> | <b>Satisfaction</b> | Between Groups | 3.15           | 5    | .63         | 4.74 | .00* | 2<6         |
|                  |                     | Within Groups  | 37.47          | 282  | .13         |      |      | 3<6         |
|                  |                     | Total          | 40.62          | 287  |             |      |      | 4<6         |

\*p ≤ .05; 1: Primary Teacher, 2: (Natural) Sciences Teacher, 3: Social Sciences Teacher, 4: Vocational Teacher, 5: Arts Teacher, 6: Pre-School Teacher

According to their branch, there were significant differences in the job satisfaction levels of teachers. Tukey Test was used to analysis the groups as the source(s) of differences. The analysis showed that there was a difference between natural sciences teachers and pre-school teachers, between social sciences teachers and pre-school teachers, between vocational teachers and pre-school teachers. Altinkurt and Yılmaz (2014), in their studies, examined the relationship between the vocational professionalism and the job satisfaction of teachers, found that there were statistically significant differences between pre-school teachers and other branch teachers. It can be concluded that pre-school teachers have higher job satisfaction because of several factors such as their specific working conditions, the interest and connexion of parents.

The differences in the job satisfaction level of teachers in terms of their teaching level were analysed by F Test (One-Way ANOVA), and the results were presented in Table 11 below.

**Table 11.** The job satisfaction level of teachers according to their teaching level

|                               |                | Sum of Squares | SD  | Mean Square | F    | p    | Difference* |
|-------------------------------|----------------|----------------|-----|-------------|------|------|-------------|
| <b>Job Satisfaction Level</b> | Between Groups | 1.59           | 5   | .80         | 5.82 | .00* | 1-3         |
|                               | Within Groups  | 39.02          | 282 | .14         |      |      |             |
|                               | Total          | 40.62          | 287 |             |      |      |             |

\*p ≤ .05; 1: Primary School, 2: Middle School, 3: High School

According to their teaching level, there was a significant difference in the job satisfaction level of teachers. Tukey Test was used to analysis the groups as the source(s) of differences. Herewith, there was a significant difference between primary and high school teachers. The job satisfaction level of teachers who have worked in primary schools was higher than the job satisfaction level of high school teachers. Primary school teachers deal with the limited number of students because they teach same students in their class during four years of primary education. However, high school teachers are interested in the large number of

students because they must teach their branch lesson in different classrooms and in various grades. This situation can be explained as a cause for higher job satisfaction of primary school teachers.

### **Examining the Relationship between the Morale and Job Satisfaction Levels of Teachers**

**Table 12.** The relationship between the morale and job satisfaction of teachers

|                        | Morale Level |
|------------------------|--------------|
| Job Satisfaction Level | .76**        |

\*\* $p \leq .01$

Table 12 shows the correlation coefficient for the teachers' morale and job satisfaction. There was a significant positive relationship (at the high level –  $r = .76$ ,  $p \leq .01$ ) between the morale and job satisfaction levels of teachers.

It is possible to say that the morale level of teachers is correlated with their job satisfaction. In the same way, the job satisfaction of teachers is correlated with their morale. According to the findings, if the morale level of the teachers increases, the job satisfaction is also increased. There is also a high correlation between the increase in job satisfaction and the level of teacher morale.

### **Discussion, Conclusion and Suggestions**

According to the research results, there was no significant difference in the morale level of teachers in terms of their gender. Similarly, Aliç (1985), Üstüner (1999), Tanrıöğen (2003), Ada (2006), Ermeç (2007), and Memişoğlu and Aydın (2014) did not find a significant difference in teachers' morale according to their gender. On the other hand, in the relevant literature, Aksay (2005) and also Yetim (2007) found a significant difference in the sub-dimension related to workload.

There was also no significant difference in the morale level of teachers according to their age. There are some studies (Aliç, 1985, Ermeç, 2007, Üstüner, 1999, Yetim, 2007) that include the same result. However, Tanrıöğen (2003) reported significant differences between the opinions of teachers from various age groups.

According to the seniority variable, there was no significant difference in the teachers' opinions related to morale level. In the study of Aliç (1985), seniority was not a variable that causes significant differences in the teachers' morale. On the contrary, Ermeç (2007) found that seniority caused significant differences in the morale level of teachers. The study of Ermeç (2007) showed that teachers' morale decreases as their seniority increases. In the study conducted by Yetim (2007), there were significant differences in terms of seniority variable in several sub-dimensions.

In the morale level of teachers, their branches caused significant differences between classroom teachers and vocational teachers, between natural sciences teachers and pre-school teachers, between social sciences teachers and pre-school teachers, and between vocational teachers and pre-school teachers. In parallel with this study, Tanrıöğen (1998), Aksay (2005), and Yetim (2007) reported that pre-school teachers have higher morale than branch teachers.

In terms of their teaching level, there were significant differences in the morale levels of primary and middle school teachers and of primary and high school teachers. This study explored that primary school teachers have higher level of morale than middle and high school teachers. Weil (1997), Shann (1998), and Yetim (2007) also found similar results.

According to the findings, there was no significant difference in the job satisfaction level of teachers. Similarly, Uslu (1999), Ağan (2002), Tellioglu (2004), Demirel (2006), Ekinci (2006), Canbay (2007), Çelik (2010), and Sat (2011) did not find a significant difference in teachers' job satisfaction in terms of their gender. On the other hand, Kumaş (2008), Öcal (2011), Tura (2012), and Yıldız (2013) reported significant differences in terms of teachers' gender. Tura (2012) and Yıldız (2013) reported a significant difference in favour of male teachers while there was a significant difference in favour of female teachers in the studies of Kumaş (2008) and Öcal (2011).

The analysis shows that there was no significant difference in the job satisfaction level of teachers according to their age. In their studies, Günbayı (1999), Tok (2004), Demirel (2006), and Türkoğlu (2008) also revealed no significant difference in job satisfaction in terms of teachers' age. However, Demirkıran (2004), Bilir (2007), and Yıldız (2013) reported how teachers' age and seniority have an impact on job satisfaction specifically dealing with the participants at the age of 41 or older.

In terms of their seniority, there was no significant difference in the job satisfaction level of teachers. Altinkurt and Yılmaz (2014), similarly indicated that, seniority did not cause any significant difference in the job satisfaction of their participants. On the contrary, Güner (2007) and Şen (2008) reported that job satisfaction increases in parallel with seniority years.

According to their branches, there were significant differences between natural sciences teachers and pre-school teachers, social sciences teachers and pre-school teachers, and vocational teachers and pre-service teachers. The job satisfaction level of pre-school teachers was higher than natural sciences teachers, social sciences teachers, and vocational teachers. In their study, Altinkurt and Yılmaz (2014) also reported a significant difference between the job satisfaction levels of pre-school teachers and teachers from other branches.

This study also resulted that, in terms of teaching levels, there was a significant difference between the job satisfaction levels of primary and high school teachers. This difference was in favour of teachers working in primary schools.

Additionally, the findings show that there was a high level, positive correlation between the morale and job satisfaction levels of teachers. Paknadel (1998) examined teachers' morale as a sub-dimension of organisational climate, and found that there was a significant relationship between teachers' morale and job satisfaction. As two concepts affecting each other, job satisfaction and morale have great influence on the performance, efficiency, and climate in organisations. When job satisfaction level is high, morale level will also be high. Similarly, the higher the morale level, the higher the job satisfaction level. It can be said that the increment of teacher performance and the development of teaching quality in schools are related to the increase in teachers' morale or job satisfaction.

To increase educational quality, primary investment should be made to human resources, so then it must be ensured teachers having high levels of morale and job satisfaction. Therefore, a new system should be developed to help students to easily understand natural sciences, and the curriculums for natural sciences as parts of such system might be re-designed taking the opinion of teachers into consideration. It can be thought that such system increases the job satisfaction and morale levels of teachers by increasing students' academic success and their interest to lessons. Completing equipment that teachers need for their lessons, some regulations can be arranged at the beginning of each academic year in schools to prepare the requirement list of lesson materials for each teacher and to supply the necessary educational equipment in their list. Taking schools' physical capacities into account, the classroom system (Turkish class, Mathematics class, Biology class, etc.) can be organised to carry out courses more efficiently.

Due to the possibility of assignments for branch teachers to different schools (in addition to their own institution), these teachers may not establish effective communication with their colleagues and managers and not have a sense of belonging towards schools in which they carry out their secondary assignments. Therefore, to avoid the victimisation of teachers, the determination of permanent positions in schools should be arranged considering regional opportunities, environmental conditions, etc. Moreover, to prevent possible problems between teachers and school managers, various support services in different issues such as communication, human relations, human resources management, etc. can be provided to managers. Considering that we live in the information age, teachers are allowed to keep their documents in electronic platforms under their own responsibility to decrease the number of the official documents requested from teachers. It can be ensured the voluntary participation in extracurricular activities and the remuneration of teachers' voluntary participations with proper payment.

A new career system might also be introduced to increase teacher performance and their work efficiency. School managers can be selected using merit-based examination and interview techniques. Teachers do not trust the policy that authorities follow to determine their salary and are not pleased with the criteria used for the ratio of wage rise. Therefore, to satisfy teachers, salary and wage rises can be arranged more transparently by explaining the reasons. Moreover, it may be considered to develop a new reward system to increase teachers' personal and professional satisfaction. Furthermore, different activities and arrangements can be carried out to promote the social status of teachers in addition to various social projects to ensure the integration of schools and their environment, to empower the relations between schools and their environment, and to inform people who live in close environment to schools.

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