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Ramazan Ertürk<sup>1</sup>

<sup>1</sup>Republic of Turkey Ministry of National Education,  
 0000-0002-8140-0895

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## **The Effect of Teachers' Quality of Work Life on Job Satisfaction and Turnover Intentions\***

**Ramazan Ertürk<sup>1\*\*</sup>**

<sup>1</sup>Republic of Turkey Ministry of National Education

### **Abstract**

The purpose of this is to determine the relationships between teachers' quality of work, job satisfaction, and turnover intentions. The relational survey model with quantitative research design was used for the study. The sample of the study composed of 368 teachers working in primary schools in the central district of Bolu, Turkey. In the study, the scale of teachers' quality of work; the scale of the turnover intentions and the scale of job satisfaction were used. Parametric tests were used in the research as the data were suitable for normal distribution. According to the findings, teachers' perceptions of the quality of work are moderate in the whole scale in terms of career satisfaction, stress in work life, working conditions, and work-family life balance dimensions and weak in terms of self-control over the work higher than the overall well-being. It is significant that teachers do not have enough self-control over their work. The fact that teachers' perceptions of job satisfaction and turnover intentions are moderate should be considered although the intentions of teachers to leave work are not high. There is a strong positive relationship between all dimensions except for the whole scale of teachers' quality of work and the dimensions of stress in work life and job satisfaction; a moderate negative relationship between the dimensions of stress in work life and job satisfaction; a high level of negative relationship between the scale of quality of work and all dimensions except for the dimensions of stress in work life and the turnover intention; a positive high relationship between the dimensions of stress in work life and turnover intentions. The quality of work and all dimensions are the predictors of job satisfaction and turnover intentions.

**Keywords:** The quality of work, Job satisfaction, Turnover intentions, Teacher.

### **Introduction**

The effectiveness and efficiency of the organizations created to achieve certain objectives depends on the care for employees. Creating positive work conditions reveals the importance of humanitarian conception in organizations, ensuring employees' job satisfaction of employees positive work conditions reveals the importance of humanitarian conception in organizations, ensuring employees' job satisfaction, working in a safe environment and having self-control over their work. Furthermore, the employees working in positive work conditions improve work quality. Creating a positive work environment for teachers, which is essential for schools, will have a positive impact on their job satisfaction and thus improve their performance. Teachers who perceive a high quality of work do not consider leaving their school, so their intentions to change are low. Consequently, the quality of teachers' work is critical in many ways.

People spend a long period of their lives in work environments. The quality of these working conditions increases their motivation and makes them feel good about themselves. Minimizing these problems in the work-life and increasing the efficiency of the organizations has emerged the concept of teachers' quality of work. Today, quality of work life covers issues such as balancing between jobs and people in modern work life, having a self-control over work, job safety, reward, career path (Arslan, 2018). The quality of work of teachers is a concept that requires the improvement of working conditions, job satisfaction, productivity and social

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\*\*Corresponding Author: *Ramazan Ertürk, koroglu522@hotmail.com*

balance (Aba, 2009); a technique that aims to create better working conditions by making changes in the current work environment and contributing to the improvement of the quality of life, while increasing the productivity of the organization and trying to increase the skills of people working in the organization and ensure their satisfaction (Erginer, 2003); a physical and psychological well-being in the work environment in a way that leads to the integration of employees with the whole work environment (Bilgin, 1995). The quality of teachers' work directly affects the evaluation of working conditions, employee satisfaction and dissatisfaction, productivity, the social environment in the organization, management style, and the relationship between work life and social life (Martel & Dupuis, 2006). Teachers' quality of work keeps employees in the organization and the sustainability of employees (Sandrick, 2003).

Teachers' quality of work can improve the performance and job satisfaction of the employees at work by organizing the working conditions. Teachers working under unfavorable conditions and with excessive workload reduce their work quality. (Demir, 2016). Employees spend most of their time at work and their productivity increases in line with their job satisfaction (Yalcin, 2014). Employees working under favorable conditions can improve their commitment to the job and perform at a high level at their work (Aydın, 2006). The fact that employees influence the organization's performance has emerged the necessity of teachers' quality of work. It can be concluded that the organization's effectiveness is directly related to the performance of the employees. Many factors such as wages, working conditions and career opportunities in the workplace can provide job satisfaction. The productivity and effectiveness of the employees may be high when job satisfaction achieved (Demir, 2019).

As necessary and important as it is for teachers to be qualified, it is not enough alone because it is required for the teachers to be employed equally, effectively, and efficiently at the country level as well as an improvement in their quality of work (Dilaver, 1996). School environments where teachers' quality of work is not favorable can affect the teachers' performance and the relationships, motivations, job satisfaction, commitment to the organization, and work-life balance (Barker, 1986; Bolduc, 2002). Teachers, who have important duties and responsibilities for the efficiency and effectiveness of the school by successfully carrying out the activities at the school, must be provided with job satisfaction, general well-being, self-control over their work, no or less stress, good working conditions, and the opportunity to balance their family and work lives in order to have an adequate quality of work life.

In this study, employees' quality of work life was considered as six behavioral dimensions, namely career satisfaction, general well-being, ability to control work, stress in work life, working conditions and family-work life balance developed by Van Laar, Edwards and Easton (2007). Job and career satisfaction is the level of happiness experienced by meeting the wishes and needs of the employees in the working environment (Cook, 2008) and ensuring their career development. While general well-being and subjective well-being generally mean happiness, relaxation and the relative absence of problems, psychological well-being is defined as challenging, making an effort, and striving for individual development (Waterman, 1993). Being able to control the work is the ability of employees to have self-control over their work and to do their work independently (Ertürk, 2020). Employees have control over their work positively affects their health, well-being and quality of work life (Rethinam & Ismail, 2008). Stress in business life is the reaction of the organism to the pressure it encounters intensely (Genç, 2005). In case of excessive stress, both psychological and physiological diseases and disorders will occur in the person, and in this case, performance can be decreased (Işıkhan, 2004). It indicates conditions such as working conditions, workload, class sizes, salary and status, behavior and motivation problems of students, availability of sufficient resources, and manager and colleague support. The insecurity of the working environment increases the productivity, absenteeism, and employee turnover of the employees and decreases their organizational commitment (Fatimah, Noraishah, Nasir & Khairiddin, 2012). Family-work life balance is the consideration of work life and private life together. The transfer of positive and negative emotions that occur at work to the home defines it as emotional overflow. Negative overflows in an individual's work life negatively affect the time he needs to spend with his family, disrupting the balance of work and non-work life (Bartelome & LeeEvans, 2001).

The fact that school administrators and teachers are committed to the school and their work, that they are satisfied with their work, that they can manage stress and burnout, that they build strong and effective relationships with students, parents and colleagues, in short, that they have a high quality of work, can be considered as the most important factor for success (Erdem, 2008). In this sense, it is believed that the quality of teachers' work will influence their job satisfaction.

Job satisfaction is a feeling that a worker experiences when he realizes that his work and what he does intersects or intersects with his needs and personal value judgments (Barutçugil, 2004), the individual's appreciation of his

work or work life as a situation, that produces a satisfying or positive feeling (Luthans, 2011), a combination of feelings and thoughts toward the job as a result of the employee's perception of his or her self-esteem and what he or she gets in return (Akehurst, Comeche & Galindo, 2009). Job satisfaction is vital for employees. It is possible for organizations to achieve the objectives, ensure the job satisfaction of employees, and improve the quality of life of the employees. Improving the quality of work can be achieved by regulating working conditions and working environment, meeting the psychological, economic, and social needs of employees, and minimizing the problems that will emerge in work life (Gürsel, Izgar & Altınok, 2003). With the presence of job satisfaction, employees' self-esteem, motivations, performance, and productivity levels will be increased. Thanks to these positive aspects, negative issues such as stress, anxiety, complaints, and tension will be decreased (Akşit Aşık, 2010). In cases where job satisfaction cannot be achieved, negative outcomes such as poor performance, absence and turnover intentions can be experienced (Luthans, 2011). Job satisfaction is one of the most significant factors among organizational behaviors in that an individual with a high job satisfaction will have positive attitudes and behaviors regarding the work he/she carries out (Gamsız, Yazıcı & Altun, 2013). Employees with positive attitudes and behaviors will also have fewer turnover intentions because employees with a high job satisfaction do not have problems concerning turnover intentions, absence, late arrival to work, etc. (Hayes, Pallas & Duffield, 2006).

Turnover intention is an employee's plan and consideration to leave the current job at a certain time (Fong & Mahfar, 2013), an intention to voluntarily change jobs or organizations (Schyns, Torck & Goessling, 2007), a tendency to leave an organization of one's own accord (Gaertner, 1999), an employee's cognitive response to an organization's working conditions (Rainayee, 2012); an employee's intention or desire to leave the organization in which he or she is employed (Liu & Onwuegbuzie, 2012). Employees are likely to believe that it is more beneficial for them to leave the organization and look for another organization or job if they are dissatisfied with the current job, expectations are not met (salary, promotion, peer group, attitude of the school management, organizational culture, etc.), the organization and the employer are not satisfied, the inability of the organization and the individual to achieve common goals (Yücel & Koçak, 2018). The turnover intention is described as a case of employees not willing to work more in the organization they already work for. The turnover intentions can be prevented organizationally. Some improvements to the employee's conditions will ensure that the employee's turnover intention is eliminated (Ercan, 2016). While factors such as job satisfaction, job opportunities, investments, rewards, and penalties, etc. are among the factors that prevent turnover intentions (Gül, Oktay & Gökçe, 2008), wages, career and promotion opportunities, profession, stress and working conditions are among that induce turnover intentions among employees (Gün, 2006). The employee who has turnover intention will be more insensitive to some of the negative work practices that he has endured for various reasons before and will have a negative impact on the organization by being more irresponsible towards both his managers and his colleagues (Şevik, 2019). The turnover intentions will lead to the need for urgent employment, the loss of trained employees who have adapted to the organization, demoralization, and low motivation in other employees (Çakır, 2001) and therefore organizational productivity will decrease.

The turnover intention in educational organizations means a teacher's desire to leave the teaching profession (Liu & Onwuegbuzie, 2012). Qualified teachers are directly related to improving students' performance and the future success of the education system, as they have a critical role in improving the entire educational processes and their contributions to improving students' academic achievement (Borman & Dowling, 2008). This can also negatively affect the quality of teaching, as the intention of teachers to leave the teaching profession may lead to less teaching efforts (Ingersoll, 2001; Shapira-Lishchinsky, 2012). Teachers' job satisfaction can increase the quality and quality of education and training services offered to students. Because teachers can provide an effective and efficient service through their job satisfaction. Job satisfaction affects teachers' work and social life and their physical and psychological health and productivity (Yılmaz & Ceylan, 2011). In this sense, it can be said that the job satisfaction of teachers, who are at the center of education and training services, is very important in achieving the school's goals. Therefore, it would be useful to investigate the effect of quality of work life on teachers' turnover intentions and job satisfaction. This fact exhibits the importance and authenticity of the research. Therefore, this study aimed to determine the effect of teachers' quality of work life on their job satisfaction and turnover intentions. For this purpose, the following questions were determined to seek for answers:

1. What is the level of teachers' perceptions of quality of work, turnover intention, and job satisfaction?
2. Are there statistically significant relationships between teachers' quality of work, turnover intention, and perceptions of job satisfaction?
3. Are teachers' perceptions of quality of work predictors of their intentions and job satisfaction?

## Method

### Research Model

The research was designed in the relational survey model, which is one of the quantitative research methods. The purpose of the relational survey model is to determine the existence of a change between two or more variables to determine whether the variables change together and if there is a change, how (Karasar, 2011). In addition, it aims to determine the thoughts and attitudes of the participants in the survey models and determine the level of the relationship between the variables by regression analysis (Balçı, 2013). In this context, in the research, the relationship between quality of work-life, job satisfaction and intention to leave work, and the level of predicting the level of work-life quality on teachers' job satisfaction and turnover intention were tried to be revealed.

### Participants

The participants of the study are 425 teachers who work at primary schools in the center of Bolu, Turkey. The participation of teachers was on a volunteer basis and 368 teachers provided feedbacks. Since all the participants were contacted in the scope of the study, no samples were taken.

### Data Collection Tools

In the study, the data were collected using the scale of teachers' quality of work, the scale of job satisfaction and the scale of turnover intention.

#### *The Scale of Teachers' Quality of Work*

The scale developed by Van Laar et al. (2007) was adapted to Turkish culture by Akar and Üstüner (2017). The scale consisting of 23 items and six dimensions (job satisfaction, general well-being, self-control over work, stress at work, working conditions, and work-life balance) was calculated by Akar and Uestuener (2017) using Cronbach's alpha coefficients across the dimensions and the total scale as follows: .78 in the dimension of job satisfaction; .79 in the dimension of general well-being; .89 in the dimension of self-control over work; .70 in the dimension of work-life stress; .80 in the dimension of working conditions; .91 in the dimension of work-family balance; .93 in the total score of the teachers' quality of work scale. In this study, the Cronbach alpha coefficients for the dimensions and the total scale were .80 for the job satisfaction dimension, .81 for the general well-being dimension, .88 for the self-control over work dimension, .74 for the work life stress dimension, and .82 for the working conditions dimension, .90 for the work-life balance dimension, and .92 for the total teacher work quality scale score. The scale, which was developed as a 5-point Likert type, was graded as Disagree (1), Agree Little (2), Agree Moderately (3), Agree Mostly (4), Strongly Agree (5). Some of the items of the scale are as follows: "The career opportunities available at my school make me happy", "My school administrator provides everything necessary for me to do my job effectively", "I am included in the decisions that affect me at my school."

#### *Job Satisfaction Scale*

Developed by Ho and Au (2006) and adapted to Turkish by Demirtaş (2010), the job satisfaction scale consists of 5 items and one dimension. The Cronbach Alpha coefficient of the scale was calculated as .84 by Demirtaş (2010). As a result of the reliability analysis of the scale, the Cronbach Alpha coefficient was calculated as .86. The scale was developed in a 5-point Likert type style; Strongly Disagree (1), Disagree (2), Moderately Agree (3), Agree (4), Strongly Agree (5) rated as. Some of the items of the scale are as follows: "I have the conditions required to be a teacher at an excellent level", "I have achieved important achievements so far and I want to stay as a teacher", "I am satisfied with being a teacher."

#### *The Scale of Turnover Intentions*

Developed by Cammann and his colleagues (1979) and adapted to Turkish by Yapıcı (2008), the scale of the turnover intentions consists of one dimension and three items in 5-type Likert scale. The scale is rated as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). As a result of the reliability analysis, the Cronbach's alpha value of the turnover intention questionnaire was calculated to be .88 and the factor loading of the scale was calculated to be over .40 (Yapıcı, 2008). Within the scope of these results, it can be determined that the reliability of the scales is high. Evaluation intervals of the scales are Very Low (1.00-

1.80); Low (1.81-2.60); Moderate (2.61-3.40); High (3.41- 4.20) and Very High (4.21-5.00). Some of the items of the scale are as follows: "I am thinking of actively looking for a job in the next year", "I often think about quitting my job", "I will probably look for a new job next year."

### **Data Collection Process- Data Analysis**

After obtaining the necessary permissions from the relevant researchers for the scales used in the study, the permission of the Ethics Committee was obtained. The scales were delivered and applied online to 368 teachers who accepted participating in the research. During this process, school administrators were also informed about the study. Three hundred sixty-eight valid data obtained from teachers were transferred to the SPSS program and made ready for analysis.

In the study, the normality of the data was examined by calculating the kurtosis coefficients. Tabachnick and Fidell (2013) stated that the values of kurtosis-skewness between +1.5 and -1.5 correspond to the normal distribution of the data. Based on the fact that the sum of the scale of teachers' work quality (Skewness: -.202; Kurtosis: .681), job satisfaction (Skewness: -.642; Kurtosis: .301), general well-being (Skewness: -.985; Kurtosis: .464), self-control over work (Skewness: -.883; Kurtosis: .416), job stress (Skewness: -.104; Kurtosis: .452), working conditions (Skewness: -.704; Kurtosis: .521), and work-life balance (Skewness: -.688; Kurtosis: .317), and job satisfaction scale (Skewness: -.732; Kurtosis: .502), turnover intentions scale (Skewness: -.851; Kurtosis: 1.026) ranged from +1.5 to -1.5, the data were found to be normally distributed. Therefore, parametric tests were used in the research.

According to the result of the Durbin-Watson coefficient calculated to study the autocorrelation between variables, it was found that there is no autocorrelation between variables ( $d=1.89$ ). Kalaycı (2009) emphasized that the Durbin-Watson coefficient being between 1.5-2.5 values means that there is no autocorrelation problem between the variables. To examine whether there is a multicollinearity problem in the research, the  $r$  coefficients were examined and it was determined that the  $r$  coefficients were lower than .90. Field (2009), Tabachnick and Fidell, (2013) stated that the  $r$  coefficient between the independent variables should not be 0.9 or higher as a criterion to avoid the problem of multicollinearity. In this sense, it was determined that there was no problem of multicollinearity among the variables. In addition, the Variance Amplification Factor (less than Variance Inflation Factor/VIF:10) and tolerance value (greater than 0.2) of each independent variable for the multicollinearity problem between the independent variables were examined. The VIF value of each independent variable is between 3.36 and 5.07; The tolerance value was found to be between .63 and .91. Field (2009) and Stevens (2009) stated that these obtained values mean that there is no multicollinearity problem between the variables.

### **Ethical**

This research was evaluated and found ethically appropriate at the Ethics Committee of Human Research in Social Sciences, Bolu Abant İzzet Baysal University, at the meeting dated 30.07.2021 and 2021/08

### **Findings**

In this part, the relationships between teachers' quality of work, turnover intentions and their perceptions of job satisfaction, their turnover intentions and their perceptions of job satisfaction, the effect of teachers' perceptions of quality of work on their turnover intentions and job satisfaction and the effects of teachers' job satisfaction on their turnover intentions are included. Accordingly, teachers' perceptions of the quality of work are shown in Table 1.

Table 1. Teachers' Perceptions of The Quality of Work

Scale and Dimensions	N	$\bar{x}$	SS
Career Satisfaction	368	2.89	0.38
Overall Well-being	368	3.56	0.41
Self-control Over the Work	368	2.19	0.53
Stress in Work Life	368	2.73	0.47
Working Conditions	368	3.28	0.36
Family-Work Life Balance	368	3.02	0.29
The Total Score of The Quality of Work	368	3.11	0.33

When table 1 is examined, it is determined that the perceptions of teachers' quality of work are low in the dimension of the self-control over the work ( $\bar{x}$ =2.19); moderate in the dimensions of career satisfaction ( $\bar{x}$ =2.89), stress in work life ( $\bar{x}$ =2.73), working conditions ( $\bar{x}$ =3.28) and family-work life balance ( $\bar{x}$ =3.02) with the total scale of teachers' quality of work ( $\bar{x}$ =3.11); high in the overall well-being ( $\bar{x}$ =3.56). These findings show that teachers' perceptions of the quality of work are generally moderate. While the overall well-being of teachers is high; it is remarkable that their perception of stress in work life is moderate.

Teachers' perceptions of job satisfaction and turnover intentions are shown in Table 2.

Table 2. Teachers' Perceptions of Job Satisfaction and Turnover Intentions

Scales	N	$\bar{x}$	SS
Job Satisfaction	368	2.81	0.76
Turnover Intention	368	3.25	0.48

When Table 2 was examined, it was determined that teachers' job satisfaction ( $\bar{x}$ =2.81) and perceptions of turnover intention ( $\bar{x}$ =3.25) were moderate. These findings indicate that teachers' job satisfaction is insufficient, and their turnover intention exists, if not high. The moderate turnover intentions of teachers can be expressed as undesirable situation at schools because it will be difficult for a teacher with turnover intentions to feel committed to school or to focus on his work.

Pearson Correlation Coefficient results for the relationships between Teachers' quality of work, turnover intention and perceptions of job satisfaction are presented in Table 3.

Table 3. Pearson Correlation Coefficient results for the relationships between Teachers' Quality of Work, Turnover Intention and Perceptions of Job Satisfaction

Scale and Dimensions		Turnover Intentions	Job Satisfaction
Career Satisfaction	r	-.830**	.861**
Overall Well-being	r	-.842**	.791**
Self-control Over The Work	r	-.834**	.814**
Stress in Work life	r	.842**	-.611**
Working Conditions	r	-.751**	.860**
Family-Work Life Balance	r	-.760**	.732**
The Total Score of The Quality of Work	r	-.821**	.801**

\*\* $p < 0.05$ , \*\*\* $p = .000$

\*\* $p < 0.01$ : Correlation coefficient as absolute value is high between 0.71-1.00; moderate between 0.70-0.31; and low between 0.30-0.00 (Büyükoztürk, 2011).

Table 3 shows the magnitude and direction of the relationship between teachers' quality of work, perceptions of their turnover intentions and job satisfaction. When the table is examined; it is determined that there are statistically significant relationships between the dimensions of overall teachers' quality of work scale ( $r = -.821$ ;  $p < 0.05$ ), career satisfaction ( $r = -.830$ ;  $p < 0.05$ ), overall well-being ( $r = -.842$ ;  $p < 0.05$ ), self-control over the work ( $r = -.834$ ;  $p < 0.05$ ), working conditions ( $r = -.751$ ;  $p < 0.05$ ) and family-work life balance ( $r = -.760$ ;  $p < 0.05$ ) and turnover intentions in strong negative level; in strong positive levels ( $r = .842$ ;  $p < 0.05$ ) between the dimensions of

stress in work life and turnover intentions. It is seen that there is a high level of relationship between teachers' perceptions of the quality of work and their turnover intentions.

According to the table, there are statistically significant relationships between the dimensions of overall teachers' quality of work scale ( $r=.801$ ;  $p<0.05$ ), career satisfaction ( $r=.861$ ;  $p<0.05$ ), overall well-being ( $r=.791$ ;  $p<0.05$ ), self-control over the work ( $r=.814$ ;  $p<0.05$ ), working conditions ( $r=.860$ ;  $p<0.05$ ) and family-work life balance ( $r=.732$ ;  $p<0.05$ ) and job satisfaction in positive high level; in moderate negative level ( $r=-.611$ ;  $p<0.05$ ) between stress in work life and job satisfaction. There is a high level of relationship between their perceptions of quality of work and their job satisfaction.

Regression results as a predictor of teachers' perceptions of work quality, job satisfaction and Turnover intentions are presented in Table 4.

Table 4. Regression Results As A Predictor of Teachers' Perceptions of The Quality of Work, Job Satisfaction and Turnover Intentions

Independent Variable	Model 1 Dependent Variable Job Satisfaction			Model 2 Dependent Variable Turnover Intentions		
	$\beta$	t	p	$\beta$	t	p
Stability	1,13	2,81	0.00*	1,04	2,01	0.00*
Career Satisfaction	0.51	1.63	0.00*	0.42	2.60	0.00*
Overall Well-being	0.62	3.46	0.00*	0.44	4.32	0.00*
Self-control Over The Work	0.84	4.21	0.00*	0.71	3.41	0.00*
Stress in Work Life	-1,41	-2,80	0.00*	-0,37	-1,82	0.00*
Working Conditions	0.83	1.36	0.00*	0.70	2.30	0.00*
Family-Work Life Balance	0.42	3.52	0.00*	0.56	4.18	0.00*
Total Score of Quality of Work	0.77	4.01	0.00*	0.62	3.21	0.00*
		F 86.03		F 81.12		
		p 0.00*		p 0.00*		
		R <sup>2</sup> 0.89		R <sup>2</sup> 0.83		

According to Model 1 in Table 4, It is determined that the sub-dimensions of the teachers' quality of work scale and the total score of the scale of teachers' quality of work are significant predictor of job satisfaction ( $F=86.03$ ;  $p<0.01$ ). The subdimensions of the teacher job quality scale and the total score of the job quality scale explained 89% ( $R^2=0.89$ ) of the total variance in teachers' perceptions of job satisfaction. The p-values indicate that each of the total scores and dimensions of the teacher job quality scale are statistically significant predictors of job satisfaction ( $p<0.01$ ). These findings suggest that with the increase in teachers' quality of work, their job satisfaction levels will also increase. It can be said that as the stress experienced by teachers in the work life increases, their job satisfaction will decrease.

Model 2 suggests that the subdimensions and total scales of teachers' quality of work are significant predictors of the turnover intentions ( $F=81.12$ ;  $p<0.01$ ). The subdimensions and the total scales of teachers' quality of work explains 83% ( $R^2=0.83$ ) of the total variance in teachers' perceptions of turnover intentions. According to p values, it is determined that each of the total scores and dimensions of the teachers' quality of work scale are statistically significant predictors of teachers' intentions ( $p<0.01$ ). These findings explain that teachers' turnover intentions will decrease with improved quality of work life. It can be said that the more teachers' stress level increase at work, the more they will have turnover intentions. In other words, teachers' turnover intentions will increase as the teachers' quality of work decreases, and turnover intentions of the teacher will be less with a low level of stress in work life.

## Discussion

Teachers' perceptions of the quality of work are moderate in the whole scale, in the dimensions of career satisfaction, stress in work life, working conditions and work- family life balance; low in the self-control over the work; high in overall well-being. Manju (2014), Yalcin (2014), Demir (2016), Swathi and Reddy (2016), Kösterelioğlu (2011) and Çoruk and Karakaya Çiçek (2017) have concluded that teachers' perception of the quality of work is moderate as in the results of this research. İsmetoğlu (2017) and Demir (2019) have suggested

that teachers' perceptions of the quality of work are high. The reason for this difference may be due to the fact that the studies were conducted in different sample groups and in different places. In addition, although the working conditions of the schools and the resources transferred to the schools are similar in general, schools may differ when factors such as the number of students, school management, school environment and school financing are taken into account. This situation may have caused a difference in teachers' quality of work life. It should be considered that teachers with high levels of overall well-being experience stress in their work life because even if the teachers' level of individual well-being is high, stress at schools can refer to an insufficient quality of work life there. In this case, school administrators and experts may recommend taking the necessary precautions in line with the results of scientific research.

Teachers' perceptions of job satisfaction are moderate. Teachers' perceptions of job satisfaction are moderate. There are studies in the literature that conclude that teachers' job satisfaction is at a moderate level and support the results of this research (Yılmaz & Altınkurt, 2012; Demirtaş & Alanoğlu, 2015; Büyükgöze & Özdemir, 2017; Çoruk ve Karakaya Çiçek, 2017; Demirtaş & Nacar, 2018; Sarıkaya, 2019). In addition, some studies (Menziroğlu, 2005; Demirtaş, 2010; Başaran & Güçlü, 2018) found that teachers' job satisfaction is high; In some studies (Sarpkaya, 2000; Köklü, 2012) it was concluded that it is low. Teachers' job satisfaction can be considered as an effective factor for the quality and effectiveness of educational activities. The absence of job satisfaction is one of the reasons for turnover intentions (Ingersoll & Smith, 2003; Makela, 2014). Therefore, high levels of teachers' job satisfaction will reduce their turnover intentions. It will be difficult for a teacher with low job satisfaction and turnover intentions to focus on his work, succeed or perform effectively in the educational process. This will also negatively affect student achievement and the success of the school as well. In addition, it can even cause the teacher personal problems. It is emphasized in the literature that teachers' job satisfaction affects student success (Michaelowa, 2002; Patrick, 2007; Tek, 2014).

Remarkably, teachers' turnover intentions are moderate. Ingersoll (2001), Ingersoll and Smith (2003), Yüksel and Yüksel (2014), have also concluded that teachers have turnover intentions at high levels. Cerit (2015) has also highlighted that teachers' turnover intentions are above average. Töremen and Demir (2016), on the other hand, concluded that teachers' intention to quit their job is at the level of partially agree. The emergence of different results in the studies mentioned may be due to the different sample groups of the studies and the fact that the teachers in the sample group work in schools with different working conditions. In addition, the improvement of teachers' working conditions day by day, the reorganization of the career steps by publishing the teaching profession law, the development of the educational environments offered to teachers, the increase of professional development opportunities offered to teachers, and the more democratic and participatory management of school administrations as a result of improving themselves in line with contemporary developments, teachers' intention to quit their job. may have led to the emergence of different studies. It is emphasized in the literature that one of the most important problems in many countries is the turnover intentions of teachers (Liu & Onwuegbuzie, 2012). Teachers with turnover intentions affect student achievement and the quality of the education system totally (Ingersoll, 2001).

Additionally, teachers' turnover intentions can cost overrun for the organizations (Hsiao, Auld & Ma, 2015). It will be difficult for a teacher with turnover intentions to be efficient for the students. Teachers' turnover intentions lead to a decrease in students' educational qualifications (Liu, 2012), a negative impact on student achievement, inconsistencies in the curriculum, a decrease in the quality of teaching and a negative impact on the effective use of resources (Loeb & Darling-Hammond, 2005). For the sustainability of the organizations, it is important to identify employees with turnover intentions and take necessary steps to find solutions to their problems. Losses should be prevented by determining the internal and external reasons that led to turnover intentions (Yıldırım, 2007). In this sense, this research is essential for school administrators to give them an idea and raise their awareness for taking necessary steps.

There is positive high level of relationship between job satisfaction and all the dimensions except for the dimensions of stress in work life and the overall scale of job satisfaction; moderate negative level of relationships between the dimension of stress and job satisfaction; A high level of negative level of relationships between the scale of teachers' quality of work and all dimensions except for the dimension of stress in work life and the turnover intentions; positively high level between the dimensions of stress and turnover intentions; a moderate negative relationship between job satisfaction and turnover intentions. Although there are few studies in the literature on the relationships between quality of work life, job satisfaction and intention to leave, there is a positive relationship between quality of work life and job satisfaction (Bhavani & Jegadeeshwaran, 2014; Bhatnagar & Soni, 2015; Hong, Tan & Bujang, 2010; Demir, 2011; Singh & Singh, 2015; Lee, Singhapakdi & Sirgy, 2007; Meng & Wu, 2015; Şangar, 2016; Çoruk & Karakaya Çiçek, 2017; Çelik & Kılıç, 2019; Sarı Karadaş, 2020; Seyhan, 2020; Deveci, 2021); It is possible to come across studies that have concluded that there

is a significant negative relationship between quality of work life and intention to leave (Tuncer, 2012; Lee, Singhapakdi, & Sirgy, 2007; Meng & Wu, 2015) and support the results of this research. Therefore, the results of this study show similarities with the studies in the literature.

The fact that teachers' quality of work affects their job satisfaction positively and decrease their turnover intentions underlines the importance of teachers' quality of work. Therefore, teachers should be provided with offered a higher level of job satisfaction and career opportunities, they should have self-control over their work, in other words, teachers should be able to make important decisions in educational activities professionally, they should be provided with organized classroom environments and workshops, they should have a say in planning, implementation, development and administrative actions of these processes (Ertürk, 2020). When teachers are provided with an environment to perform their job in a comfortable, peaceful manner without stress; their requirements for tools, equipment and materials are met; they are included in the decisions making processes; when school administrators adopt a non-repressive management style and ensure the balance of work and family life of teachers, in other words, when they do not ignore family life in school and evaluate the school and family life together, care about these two living spaces of the teacher equally, the job satisfaction of the teachers will increase and it will contribute to the reduction or prevention of the turnover intentions.

Teachers' quality of work and all dimensions are statistically significant predictor of both job satisfaction and turnover intentions. In this context, as teachers' quality of work increases, their levels of job satisfaction will rise, and the turnover intentions will decrease. On the other hand, all dimensions of teachers' quality of work and the overall scale emerge as statistically significant predictor of teachers' job satisfaction and turnover intentions. In this regard, the quality of work life has a high level of impact, among other factors, on ensuring teachers' job satisfaction and preventing or minimizing their turnover intentions. Therefore, it would be wrong to ignore teachers' quality of work at schools. Interestingly, there are limited number of studies on teachers' quality of work, so these results are crucial for giving ideas to administrators and experts. Therefore, this study can be considered as an original research. Studies in the literature (eg., Padler, Burgoyne & Boydell, 2001; Waitayangkook, 2003; Preffer, 2004; Kheirandish, 2009; Akar & Üstüner, 2017) supports the results of this research, that the quality of work life increases the organizational productivity and effectiveness of employees as well as positive behaviors such as forming organizational identity, and increasing professional performance, job satisfaction and professional initiatives and they emphasize that absenteeism, turnover intention and burnout reduce their standard of living.

## **Conclusion**

This study determined the effect of teachers' work quality on job satisfaction and turnover intentions and the effect of job satisfaction on turnover intentions. As a result, it was suggested that teachers' quality of work influences both job satisfaction and turnover intentions. Given that teachers' perceptions of the quality of work, job satisfaction and turnover intentions are moderate, improving teachers' quality of work will increase their job satisfaction and reduce their turnover intention. In this context, necessary precautions should be taken at the district, provincial and ministry level, starting with the school administrators, and necessary studies should be carried out to have a high quality of work life for teachers at schools. Otherwise, the teachers' quality of work will decrease, which will lead to a decrease in job satisfaction and an increase in turnover intentions, which is undesirable situation at schools because teachers will be beneficial for students and the school if they work in a comfortable quality work environment. No matter how qualified teachers are, when their perceptions of quality of work are not high, it will be difficult for them to focus on educational activities, and they will not have the desire to use their skills.

## **Recommendations**

In line with the results of the research, the following suggestions are presented to researchers and practitioners:

- 1- To improve teachers' quality of work, teachers can be offered career opportunities, have self-control over their work, perform their work in a comfortable, peaceful environment without stress, and participate in decision-making processes. Their requirements for the tools, equipment and material can be met; school administrators can ensure the balance of work and family life of teachers, and care about these two living spaces of the teacher equally.
- 2- Teachers' job satisfaction, salary, and additional course fees could be increased, the teaching profession could become an ideal, attractive, and respected profession in society, and career opportunities could be raised to a high level by providing career opportunities to teachers.
- 3- Teachers' turnover intentions could be reduced by increasing their quality of work and job satisfaction.
- 4- A qualitative study could be carried out on the teachers' quality of work.

### Conflicts of Interest

There is no conflict of interest for individuals or institutions in this research.

### Limitations of the Research

This research is limited to the opinions of 368 teachers employed in the center of Bolu and their responses to the items on the Quality of Work, The Scale of Job Satisfaction and The Scale of Turnover Intention.

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