



## THE RELATIONSHIP BETWEEN OCCUPATIONAL PROFESSIONALISM AND JOB SATISFACTION OF EFL TEACHERS

Reşit KÖSE <sup>a 1</sup>, Mehmet BARDAKÇI <sup>b</sup>

<sup>a</sup> Kilis 7 Aralık University, School of Foreign Languages, Kilis 79000, Türkiye

<sup>b</sup> Gaziantep University, Faculty of Education, Gaziantep and 27000, Türkiye

Received: 09.05.2023

Revised version received: 06.08.2023

Accepted: 07.08.2023

---

### Abstract

Occupational professionalism and job satisfaction of teachers are important elements that boost education quality. It is thought that occupational professionalism affects job satisfaction and job satisfaction also affects occupational professionalism. In this context, the goal of this study is to determine the relationship between occupational professionalism and job satisfaction in the field of English teaching. In this study, quantitative research techniques were employed to gather data from a sample size of 150 English teachers who are currently teaching at state schools in a city of the southeastern Türkiye. To gather information on participants' occupational professionalism and job satisfaction levels, researchers utilized both the Occupational Professionalism of Teachers Scale and the Teacher Job Satisfaction Scale. Means, standard deviations, percentages and frequencies were calculated through using SPSS Statistics 23. Spearman's rho correlation coefficient was applied to assess the relation between occupational professionalism and job satisfaction. Furthermore, the independent sample T-test, the analysis of one-way ANOVA, Mann-Whitney U Test and Kruskal Wallis H test have been employed to determine potential variations in the occupational professionalism and job satisfaction levels of English teachers in relation to demographic characteristics. The findings showed that English teachers' occupational professionalism level is high and their job satisfaction level is medium. Moreover, there was a strong and statistically significant correlation between the occupational professionalism of English teachers and their overall job satisfaction. Finally, no statistically significant difference

---

<sup>1</sup>Corresponding author: Reşit KÖSE ORCID ID.: <https://orcid.org/0000-0002-2474-9986>

E-mail: [resit.kose@kilis.edu.tr](mailto:resit.kose@kilis.edu.tr)

\* This article is adapted from the M.A thesis titled “The relationship between occupational professionalism and job satisfaction of EFL teachers: Kilis sample” by the first author (Reşit KÖSE).

was found in their occupational professionalism and job satisfaction based on demographic characteristics, except for the relationship between the degree and job satisfaction.

**Keywords:** Occupational professionalism, job satisfaction, EFL teachers

## 1. Introduction

Today, the concepts of occupational professionalism and job satisfaction come out in many areas. While occupational professionalism is a concept that is defined as doing one's profession with minimum errors (Adıgüzel, Tanrıverdi & Sönmez, 2011), the concept "job satisfaction" has different definitions, the most well-known definition of this concept by Locke (1976) is that it refers to "a happy or favorable mental state brought on by the evaluation of experiences or jobs" (as cited in Judge & Klinger, 2008, p.394). Different research about these topics has been carried out in fields ranging from nursing to teaching. These studies focusing on occupational professionalism and job satisfaction can be categorized as studies related with occupational professionalism; studies related with job satisfaction and studies related with both concepts.

Although there are many studies (Toh, Diong, Boo & Chia, 1996; Karavas, 2010; Griva, Panitsidou & Chostelidou, 2012; Çelik, 2015; Altinkurt, 2016; Ibnian, 2016; You, Kim & Lim, 2017; Sharifzadeh & Khojasteh, 2018) in which the occupational professionalism and job satisfaction were studied separately, these topics are rarely studied together. Boyt, Lusch, and Naylor (2001) who examined the impacts of occupational professionalism on job satisfaction and its power of determining job satisfaction asserted that institutions which work for increasing professionalism by giving importance to professionalism influence job satisfaction in a highly effective way. Yılmaz and Altinkurt (2014) studied the relation between teachers' occupational professionalism and job satisfaction. They realized a weakly significant relationship among the participants' views, personal development, contribution to the institution, professional sensitivity and job satisfaction. Moreover; in that study, the total points of the emotional labor, occupational professionalism, and their associated ideas are somewhat significantly related. Apart from these studies, there are limited studies (Yılmaz & Altinkurt, 2014; Shukla, 2014; Sabancıoğulları & Dogan, 2015; Bashir, 2017; Kabeel & Eisa, 2017) about job satisfaction and occupational professionalism studied together in the literature and in English education as a foreign language teaching. Hence, the scarcity of the both concepts studied together triggered us to have a study about EFL teachers' occupational professionalism and job satisfaction.

This research aims to investigate the relationship between EFL teachers' occupational professionalism and job satisfaction in a city of southeastern Türkiye. The present study

including the occupational professionalism and job satisfaction holds great importance as it may be one of the pioneer research concentrating specifically on these concepts in terms of EFL teachers and provides valuable insights to the field of English Language Teaching with many features. First, EFL teachers' thoughts about occupational professionalism and job satisfaction should be revealed, then the relationship between two would be questioned. The current study is important because there have been few studies carried out only with EFL teachers on this issue. Second, any educational system reform and effectiveness of remedial solutions especially in the areas of curricula, education policies, technology, and materials depends largely on the teachers' and school administrators' professional competencies, perceptions and dedication (2023 Vizyon Belgesi, 2018). Hence, this study plays a crucial role for understanding teacher professionalism, at least in one area (in English teaching as a foreign language) to contribute our nation's success of education policies in the following years.

The study examined whether the occupational professionalism affects job satisfaction level of EFL teachers in a city of southeastern Türkiye. It attempted to address the following questions:

1. What is the overall occupational professionalism level of EFL teachers in state schools in Türkiye?
2. What is the overall job satisfaction level of EFL teachers in state schools in Türkiye?
3. To what extent do EFL teachers' levels of occupational professionalism and job satisfaction vary by age, department, degree, experience, the school type they work, peer EFL teachers at the same school, weekly teaching load, and class size?
4. Is there a relationship between the job satisfaction and occupational professionalism of EFL teachers?

## **2. Review of Literature**

### ***2.1 Job Satisfaction***

Locke (1976) explicates job satisfaction as a satisfying or contented emotive mood that someone achieved as a result of evaluating work or work life, while Spector (2011) stated that job satisfaction is pertinent to feelings of people about various aspects of their job.

Doing best for work is something everyone desires. People get emotionally and mentally happy when they have the condition they wish. This is termed as job satisfaction. Unless we have satisfaction; it is very hard for us to complete our responsibilities correctly and effectively.

Job satisfaction is an individual decent conduct. It is a sincere and intellectual prosperity that comes from the activity. Individuals who experience higher levels of job satisfaction are more likely to report positive emotions, increased motivation, better psychological health, stronger commitment towards their organization, enhanced productivity levels, and a greater sense of overall happiness in both personal and professional domains. If a teacher as an individual does not own job satisfaction, the entire educational system can be harmed (Bhat, 2020). To explain this vast role of job satisfaction of teachers, Vangai (2015) claims that job satisfaction of teacher is a source of motivation including preparation of programs to monitor student development, daily lesson plans, careful homework control, and detailed record keeping, and the efforts of successful teachers in performing their professional duties.

Given the necessity of learning English in education in Türkiye, the value of learning English is increasing day by day for people at all levels as in the whole world. Therefore, a teacher should teach this language efficiently and the teacher needs job satisfaction in order to do so (Rezaee, Khoshsima, Zare-Bahtash & Sarani, 2018)

Within the scope of 4 + 4 + 4 system in Türkiye, English teaching starts in primary school and continues in secondary school, high school and then universities at higher education level. Students take English lessons during almost all of their educational lives. Many adults attempt to learn English on their own methods like private instruction, and independent study (Yaman, 2018). Throughout their struggle to learn, some problems that stem from students and teachers can occur. Bayraktaroğlu (2012) attributes these problems of English language teaching to many reasons in terms of teacher. Among these problems, lack of in-service training and motivation, excessive teaching load, insufficient assessment and evaluation system can be said to exist. To solve these problems, teachers should be professional as in the other jobs like nursing, attorney.

Regarding job satisfaction, content and process theories play a significant role in understanding its components. Content theories clarify the components that influence job satisfaction. Specifically, content theories include the presentation of elements that make up the content of job satisfaction. In a study by Metle (2003), content theories are generally described as theories that try to attempt to decide the particular needs and estimations of the employee working in a specific job (as cited in Murat & Çevik, 2008). The content theories depend on what inspires people at work; in other words, identifying the needs, motivations, and purposes that people prioritize in order to be satisfied and operate in a productive manner (Luthans, 2011). One such theory is Maslow's Needs Hierarchy Theory, proposed by Abraham Maslow in 1954. Another content theory is McClelland's Need for Success Theory, introduced by David

McClelland in 1961. Additionally, Alderfer's Existence-Relationship-Growth (E.R.G) theory, developed by Clayton Alderfer in 1980, proposes that individuals have three core needs: existence, relatedness, and growth. Finally, Herzberg's Motivation-Hygiene theory, presented by Frederick Herzberg in 1959, differentiates between motivators (factors that lead to job satisfaction) and hygiene factors (factors that prevent job dissatisfaction).

Process theories explain how people are motivated by and by what purposes. These are depended on the belief that people have deliberate choices bearing their behavior. The equity theory, expectancy theory, job characteristics model, goal setting theory, attribution theory, and reinforcement theory are the six most popular process theories.

In relation to job satisfaction, it is possible to classify the variables affecting job satisfaction into two basic factors as individual and organizational factors according to the study of Spector (1997). Age, marital status, gender, personality, expectations, and seniority are among the individual factors affecting job satisfaction and the organizational factors having an effect on job satisfaction are the job itself, salary, promotion opportunities and rewards, supervision, colleagues, and extra rights.

Ensuring the job satisfaction of managers and employees in the education institutions that produce services is very crucial because these people can affect the whole society with what they create or cannot do. So, it is very important to provide satisfaction in their work for employees (Özkalp, 2005).

However, adverse working conditions can lead to a decline in teachers' job satisfaction over time, resulting in absenteeism and even prompting some teachers to seek alternative employment. Absenteeism can start in teachers and the teacher who can change his job due to this situation (Akçamete, Kaner & Sucuoğlu, 2001). If teachers are barely happy with their job satisfaction, their life satisfaction also decreases (Vural, 2004). Therefore, researching job satisfaction of teachers is important both for the effectiveness of the school and for personal pleasure of teachers. If a teacher is not satisfied with his or her life and work, the teacher contributes less to the accomplishment of the school's goals (Yılmaz & Ceylan, 2011, p. 282).

## ***2.2 Professionalism and occupational professionalism***

When professionalism definitions in the literature were considered, accepting responsibility for one's professional growth and development can be summed up as professionalism. In particular, it means that the person is aware of the developments in his field and can practice exemplary practices with these new developments (Shantz & Prieur, 1996).

Professionalism refers to how well individuals or groups of individuals are able to meet the expectations placed upon them due to their work (Lee, 1981).

On the other hand, occupational professionalism is that individual professionalism leaves its place to organizational professionalism. In other saying, it means that employees are professional individually, in addition to this; they act professionally as an organization. Technological developments and rapid social changes require occupational professionalism (Adıgüzel et al., 2011).

From another perspective, occupational professionalism is a discourse that unites professional groups and authorities. It includes the relations of both the employer and the customer with a professional view. Occupational professionalism depends on the autonomy, judgment and evaluation of the professional in complex situations (Evetts, 2010).

Several studies have explored the relationship between occupational professionalism, classroom management competencies and teachers' perceptions in different contexts. Karaman (2016) found that teachers generally exhibited a high level of occupational professionalism, with no significant differences based on various demographic variables. Yirci (2017) identified obstacles to professional and personal development, including structural constraints and economic factors. Çelik Yılmaz (2017) discovered that teachers' perceptions of occupational professionalism and expectations for teacher leadership were generally high, with some variations based on gender, institution type, and seniority. Küsmüş (2018) observed a positive relationship between classroom management skills and occupational professionalism among preschool teachers, with variations based on factors such as age and education level. Finally, Küçükbere (2019) found a strong positive relationship between teacher accountability and occupational professionalism, emphasizing the importance of accountability in fostering professionalism.

As for EFL teacher's professionalism, professionalism and professional development programs for English teachers are unquestionably desired and important in all ELT settings worldwide since English is the most commonly used language for communication in the fields of science, engineering, technology, business, and education nowadays (Senior, 2006; Walker, 2001). Fast spread of English as a worldwide language has accelerated during this era of globalization. Patterns and improvements of ongoing finance and employment have additionally shifted the manner in which English is spoken (Warschauer, 2000). Such patterns have accordingly prompted changes in the roles of English instructors, influencing their approach to professionalism and the learning opportunities they may encounter. In this era, English educators cannot escape the reality of globalization. Language instructors, for instance, should

now have the option to reconceptualize how they consider the connection between language and culture. Furthermore, there is a direct requirement for English teachers to have the option to write powerfully, fundamentally comment and analyze data, and do complex arrangements and collaboration in English (Warschauer, 2000). Hence, the professionalism of EFL teachers, which contributes to their success, has been a significant topic of discussion among educators and teacher trainers.

### **3. Method**

This research utilized a descriptive and correlational research design as it tried to state the participants' ongoing job satisfaction and occupational professionalism levels, and the relationship between them. The research is considered a descriptive study because its main objective is to describe the ongoing job satisfaction and occupational professionalism levels of the participants without manipulating or intervening in any way (Seliger & Shohamy, 1989).

Additionally, the study is correlational in nature because it seeks to determine the relationship between job satisfaction and occupational professionalism. It aims to assess whether there is a correlation or association between these two variables (Fraenkel et al., 2012).

#### ***3.1 Participants and sampling***

The target population for the study was EFL teachers employed by Turkish public schools. The accessible population of study consisted of 168 English teachers in a city of southeastern Türkiye. All of the teachers were invited to participate; 150 of them voluntarily participated in this study and completed an online survey. Participants consisted of 117 female teachers and 33 male teachers. In the group of participants, there were 3 people above the age of 51, 83 people between 20 and 30 years old, 55 people between 31 and 40, and 9 people between 41 and 50 years old. The participants are from different departments such as graduates of English Language Teaching, graduates of English Language and Literature, or graduates of other related departments of English Language. The sample strategy chosen was convenience sampling, a type of non-probability or non-random sampling (Dörnyei, 2007). This sampling method was suitable for the study as it provided an important advantage to this study by reaching the entire accessible population.

### 3.2 Data Collection

In the current research, two different data gathering tools were employed. These tools were Yılmaz and Altınkurt's (2014) Occupational Professionalism of Teachers Scale and Teacher's Job Satisfaction Scale by Aftab (2013). The Teacher's Job Satisfaction Scale by Aftab (2013) was used after translating into Turkish and having expert opinion on translation made. Both translation and back translation procedures were conducted in order to ensure content validity.

Data of the study were gathered online instead of vis a vis data collection ways due to the Covid 19 pandemic. Also, it was collected via online methods to reach teachers more easily and save time compared to using printed versions of scales.

### 3.3 Data Analysis

All of the data were assessed using SPSS Statistics 23. The opinions of teachers about occupational professionalism and job satisfaction were determined through descriptive statistics.

The skewness and kurtosis values of the data tools were examined for the normality test. If the values for skewness and kurtosis range from -1.5 to +1.5, the pattern is said to be normal, (Tabachnick & Fidell, 2013). Table 1 shows the findings including the normality test statistics.

Table 1. Normality statistics for teacher occupational professionalism and job satisfaction scales

	Skewness		Kurtosis	
	Value	Std. Error	Value	Std. Error
OPTS	-1.891	.198	5.678	.394
TJSS	-.726	.198	.983	.394

In this study, it was observed that the Skewness value for the Teacher Occupational Professionalism Scale was -1.891, and it was -0.726 for the Teacher Job Satisfaction Scale. The Kurtosis statistics were 5.678 for the Teacher Occupational Professionalism Scale and 0.983 for the Teacher Job Satisfaction Scale.

The Kolmogorov-Smirnov Test, a well-known and often-used test in SPSS, was also employed to check the normality assumptions for the variables studied in this research (Pallant, 2013). The value for the Teacher Occupational Professionalism Scale did not meet the normal



distribution criteria, and it was normally distributed for the Teacher Job Satisfaction Scale. As a result, nonparametric tests were performed to analyze data because the data of OPTS was not suitable for the normal distribution rule. On the other hand, TJSS data was subjected to parametric testing as the data was normally distributed.

For the first and second research questions, the level of occupational professionalism and job satisfaction among EFL teachers was assessed. Descriptive statistics, including frequency, percentage, mean, and standard deviations were computed for all the items in the scales.

For the third research question, Mann-Whitney U Test and Kruskal Wallis-H analysis were performed to understand if EFL teachers' levels on occupational professionalism vary in accord with age, the sorts of school they work, the type of school they graduate, weekly teaching load, average number of students at a class, the year of experience, education level and the number of peer teachers of English as a foreign language in the same school. To find out the levels of EFL teachers on job satisfaction, one-way ANOVA analysis and independent samples T-test were conducted to view the participants' levels in respect to age, the sort of school they work, the type of school they graduate, weekly teaching load, average number of students at a class, the year of experience, education level and the number of peer EFL teachers.

For the fourth research question, it was determined through the use of Spearman's rho coefficient whether there is a significant relationship between occupational professionalism and job satisfaction among EFL teachers. The non-parametric statistic was implemented in the study to examine the correlation between occupational professionalism and job satisfaction among EFL teachers due to the data being not suitable for parametric assumptions, such as non-normally distributed data, as indicated by Field (2009).

#### **4. Findings**

This research sought to reveal EFL teachers' occupational professionalism and job satisfaction level. Hence, quantitative data through questionnaires were obtained.

##### ***4.1 Findings related to EFL teachers' occupational professionalism levels***

The evaluation of EFL teachers' occupational professionalism was done using a scale that comprises four dimensions, namely occupational sensitivity, personal development, emotional labor and contribution to institution. The mean and standard deviation of the levels of occupational professionalism exhibited by these educators are displayed in Table 2.

Table 2. EFL teachers' occupational professionalism levels

	N	Minimum	Maximum	Mean	Std. Deviation
Level of job satisfaction	150	1.04	5.00	4.05	.70
Valid (listwise)	150				

When table 2 was investigated, the opinions of the participants in the Occupational Professionalism total score (Mean= 4.05) are equal to the answer "agree". Therefore, the participants can be said to own high level of occupational professionalism. The outcomes of the survey indicated that their occupational professionalism levels became significantly different, fluctuating from a minimum point of 1.04 to a maximum point of 5.00.

#### ***4.2 Findings related to EFL teachers' job satisfaction levels***

The current research had the objective of assessing the level of EFL teachers' job satisfaction. Aftab's (2013) 20 – item teacher job satisfaction scale was employed for this purpose. Table 3 presents the information about EFL teachers' job satisfaction.

Table 3. EFL teachers' job satisfaction levels

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Job Satisfaction	150	1.20	4.80	3.69	.61
Valid (listwise)	150				

As understood from table 3, the average job satisfaction level of EFL teachers was noted as 3.69. So, it may be claimed that EFL teachers own medium level of satisfaction according to this result. The lowest job satisfaction level of EFL teachers in the survey was 1.20 and the highest was 4.80.

#### ***4.3 Findings related to whether job satisfaction and occupational professionalism level of EFL teachers differ with different demographic variables***

##### ***4.3.1 The relationship between job satisfaction level of EFL teachers and different variables***

Whether a statistically significant difference can be found in job satisfaction among the EFL teachers based on their ages was determined with one-way ANOVA.

Table 4. One-way ANOVA based on age

	Age	N	Mean	SD	F	P
Job satisfaction	20-30	83	3.66	.58	1.53	.20
	31-40	55	3.79	.65		
	41-50	9	3.37	.53		
	51 and above	3	3.46	.76		
	Total	150	3.69	.61		

The outcomes indicated that there was no statistically significant difference among EFL teachers in terms of job satisfaction when considering their ages ( $F(3,146) = 1.53, p > .05$ ).

The departments of participants were investigated as another demographic variable. In order to determine the existence of a statistically significant difference amid the EFL teachers pertaining to satisfaction with job in respect to departments, an analysis of variance employing one factor was applied.

Table 5. One - way ANOVA according to department

	Department	N	Mean	SD	F	P
Job satisfaction	English Language Teaching	124	3.68	.61	.10	.95
	English Language Literature	24	3.75	.64		
	American Culture and Literature	1	3.55	-		
	Other	1	3.60	-		
	Total	150	3.69	.61		

Analysis of table 5 reveals that the significance value for job satisfaction is 0.95 in the p column. No statistically significant difference could be inferred among EFL teachers in relation to job satisfaction with reference to departments because the value given ( $F(3,146) = .10, p > .05$ ) is greater than .05.

In this study, there were 145 teachers having undergraduate degree and 5 having graduate degree. The independent samples T-test was employed to investigate whether there is

a statistically significant difference among EFL teachers in terms of job satisfaction based on their degrees.

Table 6. The independent samples T- test according to degree

	N	Mean	SD	t	Df	p
Undergraduate	145	3.71	.60	1.987	148	.049
Graduate	5	3.16	.83			

When the statistics of independent samples T- test in table 6 were analyzed, the p -value for the degrees and job satisfaction was found to be .049. The findings of the independent samples T-test indicated that there was a statistically significant difference in job satisfaction among EFL teachers based on their degree levels ( $t_{148} = 1.987$ ,  $p < .05$ ).

The survey participants consisted of teachers with diverse levels of experience, categorized into five groups: those with 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 21 years of teaching experience. An attempt was made to determine if there is a significant difference in job satisfaction among EFL instructors based on their level of teaching experience using one-way ANOVA analysis.

Table 7. One way ANOVA according to experience

	Experience	N	Mean	SD	F	P
Job satisfaction	0-5	83	3.69	.59	.44	.77
	6-10	34	3.76	.50		
	11-15	18	3.53	.84		
	16-20	9	3.79	.80		
	21 and above	6	3.65	.38		
	Total	150	3.69	.61		

Based on the variance analysis in table 7, it can be inferred that there is no significant relationship between job experience and satisfaction as indicated by p value of .77. For this factor, no statistically significant difference among the EFL teachers can be inferred in terms of job satisfaction regarding their teaching experiences ( $F(4,145) = .44$ ,  $p > .05$ ).

Besides, a one - way ANOVA analysis was conducted with regard to whether EFL teachers' job satisfaction level change according to school type they work.

Table 8. One - way ANOVA according to school type

	School type	N	Mean	SD	F	P
Job satisfaction	Primary school	27	3.88	.59	1.20	.31
	Secondary school	80	3.67	.64		
	High school	42	3.60	.56		
	Other	1	3.60	-		
	Total	150	3.69	.61		

The conclusions of the one-way ANOVA in table 8 revealed p value (.31) for school type and job satisfaction. According to the findings, there is no significant difference observed in job satisfaction levels among English as foreign language teachers across their corresponding educational institutions ( $F(3,146) = 1.20, p > .05$ ). This implies that school types do not exert any discernible influence over EFL teacher's level of job satisfaction.

Another variable whose relationship with job satisfaction was examined was the number of peer EFL teachers at the same school. An application of one-way ANOVA was preferred to check the existence of a statistically significant variance in job satisfaction among EFL educators with respect to the number of peer EFL teachers at their school. The findings are outlined below:

Table 9. One - way ANOVA according to the number of peer EFL teachers

	The number of peer EFL teachers	N	Mean	SD	F	P
Job satisfaction	0	34	3.84	.56	1.16	.32
	1-3	65	3.65	.67		
	4-6	36	3.68	.53		
	7 and more	15	3.51	.64		
	Total	150	3.69	.61		

Based on the results outlined in table 9, a statistically significant difference did not emerge among the EFL teachers concerning their job satisfaction in terms of the number of peer EFL teachers at the same school ( $F(3,146) = 1.16, p > .05$ ).

Then, the relationship between job satisfaction of EFL teachers and their weekly teaching load was investigated. To ascertain if a statistically significant difference happens among EFL teachers in terms of their job satisfaction in relation to their teaching load per week, one - way ANOVA method was employed.

Table 10. One - way ANOVA according to the weekly teaching load

	The weekly teaching load	N	Mean	SD	F	P
Job satisfaction	15 and less	4	3.53	.89	.13	.87
	16-20	18	3.70	.57		
	21-30	128	3.69	.61		
	Total	150	3.69	.61		

After examining table 10, it can be inferred that the column labeled "p" reveals a score of .87 for job satisfaction. This suggests no statistically significant difference between job satisfaction level of EFL teachers and their workloads per week as indicated by the given F-value ( $F = .13$ ,  $p > .05$ ), which surpasses the critical threshold for statistical significance set at .05.

Lastly, one - way ANOVA analysis was implemented for finding out if a statistically significant difference occurs in job satisfaction levels of the EFL teachers attributed to their class size they had.

Table 11. One - way ANOVA according to the class size

	The class size	N	Mean	SD	F	P
Job satisfaction	15-20	19	3.82	.45	2.22	.08
	21-30	50	3.76	.56		
	31-40	75	3.65	.61		
	41-50	6	3.15	1.12		
	Total	150	3.69	.61		

The analysis of table 11 revealed that the p-value for the class size of English teachers is .08. According to the findings of a univariate analysis of variance, no statistically significant difference was observed in the job satisfaction of EFL teachers based on their class size ( $F(3, 146) = 2.22$ ,  $p > .05$ ).

### 4.3.2 The relationship between occupational professionalism level of EFL teachers and different variables

To discover if a statistically significant difference exists among the EFL teachers in terms of their occupational professionalism based on their ages, Kruskal Wallis H-Test was carried out.

Table 12. Results of Kruskal Wallis H-Test in relation to the participants' average mean scores for the relationship between EFL teachers' age and occupational professionalism

	Age	N	Mean Rank	df	X <sup>2</sup>	p
Occupational professionalism	20-30	83	79.15	2	2.11	.55
	31-40	55	71.12			
	41-50	9	76.78			
	51 and above	3	51.00			
	Total	150				

Based on the findings in table 12, age does not create a statistically significant difference among the EFL teachers in terms of their occupational professionalism, ( $X^2 = 2.11$ ,  $df = 2$ ,  $N = 150$ ,  $p > .05$ ).

The department of EFL teachers is another variable that was checked in terms of its relationship with their occupational professionalism. To respond whether EFL teachers' level of occupational professionalism alters depending on the department where they obtained their degree, the researcher used the Kruskal-Wallis H-test.

Table 13. Results of Kruskal Wallis H-Test showing the participants' average mean scores for the relationship between EFL teachers' department and occupational professionalism

	Department	N	Mean Rank	df	X <sup>2</sup>	p
Occupational professionalism	English Language Teaching	124	76.98	3	3.39	.33
	English Language Literature	24	71.58			
	American Culture and Literature	1	1.00			
	Other	1	61.00			
	Total	150				

According to the findings presented in table 13, no statistically significant difference was found among EFL teachers in terms of their occupational professionalism based on their departments ( $X^2 = 3.39$ ,  $df = 3$ ,  $N = 150$ ,  $p > .05$ ).

Next, the relation between EFL teachers' occupational professionalism level and their degree was questioned. The Mann-Whitney U-Test was used to determine whether the educational background of EFL teachers has an effect on their level of occupational professionalism.

Table 14. Results of Mann-Whitney U-Test with regard to the participants' average mean scores for the relationship between EFL teachers' degree and occupational professionalism

Degree	N	Mean Rank	Sum of Ranks	U	z	p
Undergraduate	145	74.98	10857.00	272.000	-.948	.343
Graduate	5	93.60	468.00			

The Mann-Whitney U-Test results in table 14 indicated there was not a statistically significant difference in occupational professionalism level of EFL teachers according to their degree, (sig. = .343,  $p > .05$ ).

Then, Kruskal Wallis H-Test was employed to understand if EFL teachers' occupational professionalism changes according to the experience of teachers.

Table 15. Results of Kruskal Wallis H-Test related to the participants' average mean scores for the relationship between of EFL teachers' experience and occupational professionalism

	Experience	N	Mean Rank	df	X <sup>2</sup>	p
Occupational professionalism	0-5	83	77.36	4	4.31	.36
	6-10	34	72.46			
	11-15	18	65.67			
	16-20	9	98.39			
	21 and above	6	62.17			
	Total	150				



Table 15 analysis reveals that the value in the p column is .36 for occupational professionalism. Since the mentioned value ( $X^2 = 4.31$ ,  $df = 4$ ,  $N = 150$ ,  $p > .05$ ) is bigger than .05, it cannot be said that the occupational professionalism of EFL teachers varies in any statistically meaningful way regarding their teaching experiences.

Also, this research investigates the occupational professionalism of teachers of English as a foreign language employed in various educational settings, including primary schools, secondary schools, high schools and other institutions affiliated with the Ministry of National Education. Kruskal Wallis H-Test was adopted to answer the question: whether there is a statistically significant difference among EFL teachers regarding occupational professionalism according to the sorts of school they work or not.

Table 16. Results of Kruskal Wallis H-Test regarding the participants' average mean scores for the relationship between the sorts of school and EFL teachers' occupational professionalism.

	School type	N	Mean Rank	df	$X^2$	p
Occupational professionalism	Primary School	27	69.35	3	1.86	.60
	Secondary School	80	79.84			
	High School	42	72.76			
	Other	1	61.00			
	Total	150				

The analysis of table 16 showed that the p value of the school types of EFL teachers work for occupational professionalism is .60. The findings of table 16 indicated no statistically significant difference among EFL teachers' occupational professionalism concerning the sorts of schools they work, ( $X^2 = 1.86$ ,  $df = 3$ ,  $N = 150$ ,  $p > .05$ ).

In addition to the previous variables, whose relationship with the occupational professionalism of EFL teachers was examined, the number of peer EFL teachers working in the same school was also investigated in this study as a variable. An evaluation utilizing Kruskal-Wallis H-Test was executed to define whether a statistically significant difference could be observed among the EFL teachers concerning their occupational professionalism in regard to the number of peer EFL teachers at the same school. The results are as follows:

Table 17. Results of Kruskal Wallis H-Test based on the participants' average mean scores for the relationship between the number of peer EFL teachers at the same school and occupational professionalism of EFL teachers

	The number of peer EFL teachers	N	Mean Rank	df	X <sup>2</sup>	p
Occupational professionalism	0	34	83.06	3	1.83	.60
	1-3	65	73.69			
	4-6	36	70.03			
	7 and more	15	79.33			
	Total	150				

The findings from table 17 for the Kruskal-Wallis H-Test did not demonstrate a statistically significant difference among the EFL teachers in point of their occupational professionalism regarding the number of peer EFL teachers at the same school, ( $X^2 = 1.83$ ,  $df = 3$ ,  $N = 150$ ,  $p > .05$ ).

Furthermore, this study examines whether the occupational professionalism of English teachers changes based on their weekly course load. The question whether statistically significant difference existed between the weekly teaching load EFL teachers have and their occupational professionalism or not was replied with Kruskal-Wallis H-Test.

Table 18. Results of Kruskal Wallis H-Test in relation to the Participants' average mean scores for the relationship between EFL teachers' weekly teaching load and occupational professionalism

	The weekly teaching load	N	Mean Rank	df	X <sup>2</sup>	P
Occupational professionalism	15 and less	4	60.50	2	1.09	.57
	16-20	18	83.36			
	21-30	128	74.86			
	Total	150				

From the table 18, it is evident that no statistically significant difference was found among the EFL teachers about their occupational professionalism with regard to their weekly teaching load because the significant value in the p column is bigger than .05, ( $X^2 = 1.09$ ,  $df = 2$ ,  $N = 150$ ,  $p > .05$ ).

Lastly, the Kruskal-Wallis H-Test was implemented by the researcher in order to examine if a significant difference existed between the number of pupils taught by teachers of English as a Foreign Language and their level of occupational professionalism. The outcomes are presented in table 19.

Table 19. Results of the Kruskal Wallis H-Test for the Participants' average mean scores for the relationship between the number of students that EFL teachers had in their classes and their occupational professionalism

	The class size	N	Mean Rank	df	X <sup>2</sup>	P
Occupational professionalism	15-20	19	80.32	3	2.27	.51
	21-30	50	81.40			
	31-40	75	70.21			
	41-50	6	77.17			
	Total	150				

The findings presented in table 19 display the outcomes of the Kruskal-Wallis H-Test analysis performed on occupational professionalism scores, with respect to class size variations among EFL teachers. Upon examining the p-values column, it appears that there is no evidence to support a statistically significant difference among these educators in terms of their occupational professionalism, ( $X^2 = 2.27$ ,  $df = 3$   $N = 150$ ,  $p > .05$ ).

#### ***4.4 Findings related to relationship between occupational professionalism and job satisfaction of EFL teachers***

The fourth study question examined the correlation between job satisfaction and occupational professionalism within the population of teachers of English as a foreign language. This relationship is illustrated in table 20, which was generated after analyzing the connection between demographic factors, job satisfaction, and occupational professionalism level of EFL educators. In light of the non-normal distribution of data on occupational professionalism scale, Spearman's rho test was employed to explore this relation further.

Table 20. Correlation between EFL Teachers' Occupational Professionalism and Job Satisfaction

#### ***Correlations***

			Occupational professionalism	Job satisfaction
Spearman's rho	Occupational professionalism	Correlation Coefficient	1.000	.452**
		Sig. (2-tailed)	.	.000
		N	150	150
	Job satisfaction	Correlation Coefficient	.452**	1.000

---

	Sig. (2-tailed)	.000	.
	N	150	150

---

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Upon analysis of table 20, it was noted that there existed a correlation coefficient of .452 between occupational professionalism and job satisfaction of EFL teachers. That is to say, the statistical analysis has revealed a statistically significance relation (with a significance level of 0.01) between the occupational professionalism of EFL teachers and their job satisfaction. The findings propose that there is a strong positive relationship involving occupational professionalism and job satisfaction among EFL teachers, implying that any increase in one factor is linked to growth in another variable as well.

## 5. Discussion

The first question in this study aimed to define the level of occupational professionalism of EFL teachers. The scale used to answer this question consisted of 4 sub-dimensions; emotional labor, professional sensitivity, personal development and contribution to institution. It has been determined that the occupational professionalism level of EFL teachers is high. The participating EFL teachers considered themselves to be professionals in light of their professional sensitivity, professional development, contribution to institution and emotional labor. The results show that EFL teachers are highly professional. When the previous studies are analyzed, it becomes clear that EFL teachers' perceptions of professionalism range from low to medium (Yılmaz & Altınkurt, 2014; Bayhan, 2011; Cerit, 2012). These studies have different results from the current research as the EFL teachers had high level of occupational professionalism in the present study. For instance, Uzun, Paliç and Akdeniz (2013) and Çelik (2015) had the contradictory studies with this study because they also stated that teachers display low or moderate level of occupational professionalism. Similarly; Noordin, Rashid, Ghani, Aripin, and Darus (2010) identified that the level of occupational professionalism among Malaysian primary school teachers is "low" in their study. Again, Geist (2002) stated the occupational professionalism of teachers as "low" in his study with teachers at secondary school. These contrasting findings highlight the importance of considering the specific context and population when assessing occupational professionalism. Factors such as cultural differences, educational systems, and institutional support can contribute to variations in the perceived level of occupational professionalism among teachers. Therefore, it is crucial to interpret the findings

of this study within the specific context of EFL teachers, recognizing that the results may differ from other studies conducted in different educational settings.

However, teachers possess a considerable degree of professional perception according to some studies conducted abroad shows (Pearson & Moomaw, 2005; Tukonic & Harwood, 2015; Torres & Weiner, 2018). These studies had the similar results with the current research. Moreover, the studies of Kılınç (2014), Çekin (2015), Karaman (2016), Hoşgörür (2017), Çelik Yılmaz (2017), Cansoy and Parlar (2017), Küsmüş (2018) and Küçükbere (2019) indicated the similar results with the current study by stating that teachers have high or quite high level of occupational professionalism.

Teachers who perform their jobs effectively are expected to utilize their knowledge and abilities successfully to provide high-quality education to their students. A professional teacher is someone who does not restrict children's educational behavior to specific rules and standards but rather has the ability to identify and implement the behaviors necessary for children to receive the best possible education (Cerit, 2012). It's critical that teachers act responsibly in this situation because teacher professionalism increases the quality of education (Thoonen, Slegers, Peetsma & Geijssels, 2011). Since English Language education is critical in the education system of Türkiye and in the globalizing world, it is thought that teacher professionalism will be effective in increasing the quality of English education. Due to the lack or little work done in this field, it is important to include research that examines the occupational professionalism of teachers of English as a foreign language. That's why; findings of this research are believed to strengthen the literature.

The consequences for the second research question have uncovered the level of job satisfaction among EFL teachers. It was designed to learn how content EFL teachers are with their jobs. It could be decided that teachers of English as a Foreign Language possess a moderate level of satisfaction. In other words, they are neither happy nor sad with their jobs. Therefore, it can be said that the participants taking part in this study are partly glad about their occupation.

Some research in the literature corroborates the job satisfaction level reported by teachers of English as a foreign language in this research (Dündar, 2011; Yılmaz & Altinkurt 2014; Köksal, 2019; Gürsoy, 2019). Besides, Özkan (2017) stated that the secondary school teachers possessed medium job satisfaction level in his study.

However, the present study does not substantiate certain findings from prior studies. As reported by Bishay (1996), Demirtaş (2010), Tezcan (2010), Kılıç (2002), Salehi, Taghavi and Yunus (2015), Cebeci (2019) and Çoban (2019), teachers demonstrate a significant degree of job satisfaction with their career. These findings contradict the outcomes reported in previous

investigations on this topic. In addition to these studies, Özkan (2017) found that primary school teachers are reported to own high level of job satisfaction in his study. This result also contradicts the present study.

In contrast to the current study and the studies stating that the educators were highly content with their jobs, some studies in the literature showing low level of job satisfaction for teachers exist (Kılıç, 2002; Tellioğlu, 2004; Demirtaş, 2010; Ekşi, 2013; Özcan, 2013; Çanak, 2014; Çalışkan, 2019).

The data currently available on job satisfaction among EFL teachers presents a mixed picture. While other studies contradict it, showing either high or low levels of job satisfaction, some studies support the current research, demonstrating a moderate level of job satisfaction among EFL teachers. Variations in study techniques, sample sizes, cultural backgrounds, and teacher working conditions can be used to explain these disparities. Teachers' experience, qualifications, and support play a significant impact in determining how satisfied they are with their jobs. It is essential to understand that job satisfaction is a dynamic and subjective experience that can be impacted by social, professional, and personal aspects.

The goal of present investigation was also to ascertain if there existed a statistically significant difference amid EFL teachers concerning demographic profile of teachers of English as a foreign language in respect to their occupational professionalism and job satisfaction. The findings of the study displayed that EFL teachers' job satisfaction and occupational professionalism do not vary according to their age, department, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have. The only change that made a statistical difference in terms of job satisfaction was the degree, which did not cause any difference in terms of occupational professionalism among EFL teachers.

With regard to relation between the age of EFL teachers and job satisfaction level, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have; there are different studies which possess similar results with this study and various findings from the current study in the literature.

While Tan (2003), Demirtaş (2010), Köksal (2019), Keser (2019), Çalışkan (2019) stated that there is an overlap between teachers' ages and their level of job satisfaction; Çanak (2014), Amoli and Youran (2014), Özkan (2017), Tunacan and Çetin (2019), Cebeci (2019) and Gürsoy (2019) set forth that in line with the outcomes of this investigation, there is no relation observed between age of teachers and their job satisfaction.

In Tan's (2003) study, there is a significant relationship between the teachers' level of job satisfaction and the department they work in. However, Taşdan and Tiryaki (2008) and Atila (2014) claimed that there is no relationship between them.

Another variable whose effect was examined for the relationship between the degree EFL teachers have and job satisfaction. According to a study by Tunacan and Etin (2009), there seems to be a relationship between the level of education attained by teachers and their overall job satisfaction, similar to the findings of this study. This demographic characteristic also has a favorable relation with job satisfaction. However, the other research (Telef, 2011; Atila, 2014; Amoli & Youran, 2014; Köksal, 2019) contradicts the current study regarding the relation between degree of teachers and job satisfaction.

The relation between the experience and job satisfaction of teachers was reported to be positive according to the earlier research (Tan, 2003; Tunacan & Etin, 2009; Kılç, 2002; Çalışkan, 2019; Köksal, 2019). This is in contrast to the current study. Despite these research, some research studies corroborate the present study's discoveries regarding the relation between job satisfaction and teachers' experience ( Taşdan & Tiryaki, 2008; Demirtaş, 2010; Telef, 2011; Çanak, 2014; Atila, 2014; Özkan, 2017; Cebeci, 2019; Gürsoy, 2019; Çoban, 2019).

Consistent with the literature, this study found no relationship between school type where teachers work and their job satisfaction levels (Telef, 2011; Atila, 2014; Köksal, 2019). However, this outcome is contrary to that of Özkan (2017) and Cebeci (2019), who identified a relationship between teachers' job satisfaction and the sort of schools where they work.

In the present research, there was a lack of relation between teaching load per week and job satisfaction among educators. This finding corresponds with one similar investigation documented in existing literature (Atila, 2014). Contrarily, Köksal (2019) conducted a study that challenges the findings of the current research.

The research findings indicate that there is not a statistically significant relation between the level of job satisfaction reported by EFL teachers and the size of their class. However, this conclusion is at odds with a study by Köksal (2019) that discovered a positive relationship between them.

This study, which is a novel contribution to the body of literature, examined the relationship between EFL teachers' relationships with other peer EFL teachers and their job satisfaction. There is no relationship between the number of colleagues with whom EFL teachers collaborate and their job satisfaction.

This research aligns with various studies available in the literature. However, there are also inconsistent studies with the current study in regard to EFL teachers' occupational professionalism and their age, department, degree, experience, school type they work, the number of peer EFL teachers they work together, weekly teaching load and the class size they have.

Upon investigating the relationship between age and occupational professionalism of teachers, Çelik (2015) stated that there is no difference in the occupational professionalism of teachers based on their age, which is consistent with the findings of this study while Küsmüş (2018) found out that the levels of teachers' occupational professionalism vary with their age.

The results of the current study regarding whether the occupational professionalism of EFL teachers varies in line with their degree are compatible with certain previous studies in the literature (Bayhan, 2011; Çelik, 2015; Çelik Yılmaz, 2017). Though, the current research findings differ from those of Küsmüş (2018) on the relationship between teachers' educational attainment and occupational professionalism levels. According to her study, teachers had different levels of occupational professionalism levels when their degrees were taken into consideration.

The fact that occupational professionalism of teachers varies in consonance with teachers' experience differs from the present study and some other studies in the literature (Yılmaz & Altinkurt, 2014; Yorulmaz, Yılmaz & Altinkurt, 2015; Küçükberber, 2019). However, the teachers' occupational professionalism varies in agreement with their experience in other studies in the literature (Gesilva, 1994; Karaca, 2015; Çelik, 2015; Tukonic & Harwood, 2015; Çelik Yılmaz, 2017; Küsmüş, 2018)

This study also expected to discover if a significant difference exists among EFL teachers working in diverse school settings in terms of their occupational professionalism. It accords with earlier studies displaying no statistically significant difference in the level of occupational professionalism among teachers working in different school types. In research conducted by Çelik (2015) and Karaca (2015), it was observed that the type of school where teachers work did not affect their level of occupational professionalism, based on statistical analysis. Yet, this result differs from some studies in the literature which suggests that teachers' occupational professionalism levels are affected by their school they work (Yorulmaz, Yılmaz & Altinkurt, 2015; Çelik Yılmaz, 2017; Hoşgörür, 2017).

Based on the size of their classes, no differences in occupational professionalism among EFL teachers were discovered in the current study. This result is contradicted by another study in the literature (Çelik, 2015).



The data available in the literature for discussing the relationship between the department, weekly teaching load, the number of peer EFL teachers they work together and their occupational professionalism was limited and as a result enough comparison with the literature for this topic was not done. Therefore, this study can be considered to be a substantial advancement in understanding the relationship between the departments, weekly teaching load, the number of peer EFL teachers they work together and their occupational professionalism. No difference was found between the departments, weekly teaching load, and the number of peer EFL teachers they work with, in regards to the occupational professionalism of teachers.

The current study attempted to explore the relationship between the demographic characteristics of EFL teachers and their levels of occupational professionalism and job satisfaction. According to the study, factors such as age, department, degree, experience, type of school, number of other EFL teachers, weekly teaching load, and class size had little to no impact on EFL teachers' job satisfaction and occupational professionalism. These results conflict with certain earlier studies in the literature while being compatible with others. Some studies have reported a relationship between age and job satisfaction, department and job satisfaction, experience and job satisfaction, and school type and job satisfaction, while the present study did not find such associations. However, this research has only revealed a relation between degree and job satisfaction. The findings for the relationship between age, education level, experience, and occupational professionalism also varied, as did those for the relationship between school type and occupational professionalism. Nonetheless, the study adds valuable insights to the literature, providing a comprehensive analysis of various demographic factors and their impact on job satisfaction and occupational professionalism among EFL teachers.

The findings of the research indicate a positive correlation between occupational professionalism and job satisfaction among EFL teachers. This outcome is consistent with previous studies conducted by Boyt, Lusch & Naylor (2001) and Yılmaz & Altinkurt (2014), which also reported similar results.

Moreover, when looking at the international perspective, both domestic and international studies have shown a positive relationship between occupational professionalism and job satisfaction among teachers. Sims (2018), Ma & McMillan (1999), Liu & Ramsey (2008), and Kraft, Marinell, & Shen-Wei Yee (2016) have all identified this connection. Interestingly, despite the current study's differing definition of teacher professionalism from what teacher professional development typically entails, the positive correlation between the two constructs remains consistent.

Additionally, the research by Wu and Ye (2017) conducted at Guilin University of Electronic Technology in the Chinese province of GuangXi adds another dimension to the discussion. Their study found a moderate positive relationship between teachers' perceptions of professional growth and their job satisfaction. This finding further strengthens the argument that

professional development and career growth play a crucial role in influencing teachers' overall job satisfaction, not only in EFL contexts but also across different international settings.

Overall, the collective evidence from these studies highlights the importance of recognizing and nurturing the factors that contribute to teacher job satisfaction. It indicates that supporting occupational professionalism and offering opportunities for professional growth and development are instrumental in enhancing teachers' satisfaction with their work, ultimately leading to better outcomes in the field of education. As educators and policymakers, understanding these findings can guide us in designing more effective strategies for fostering a positive and fulfilling work environment for teachers worldwide.

## 6. Conclusions

English, as an international language, is now the most important communication language preferred in science, technology, trade, education and many fields. It is necessary that EFL teachers should be qualified professionals in order to perform their job effectively due to this international feature of English. That's why; being a professional teacher is a desirable feature for EFL teachers. In relation to this desired feature, it is a prerequisite for the EFL teacher to achieve more job satisfaction as he becomes professional in the profession, to develop him professionally and to become more professional. Based on important features such as being professional and having job satisfaction, this study concentrated on the relationship between occupational professionalism and job satisfaction of teachers of English as a foreign language. This study came to the conclusion that EFL teachers' occupational professionalism and job satisfaction are positively related. It has been revealed that when teachers' occupational professionalism increases, their job satisfaction will also increase or vice versa.

The most crucial group of professionals for safeguarding a country's future is thought to be its teachers. Teachers that are well-trained, motivated, devoted, and satisfied produce high-quality education and effective educational system improvements (Nguni, 2005). According to Masanja (2013), any educational institution's performance and advancement depend heavily on how satisfied teachers are at their jobs. Actually, a key indicator of how well teachers perform in terms of teaching and other routine duties is whether they have job satisfaction or not. In addition, with the increase in the value given to human in the management approach nowadays, the significance of guaranteeing the employees' job satisfaction and creating an effective working environment in this way has been understood. Because getting satisfaction from his work and doing his job with pleasure is the prerequisite for performing that job efficiently (Aydın, 2006). Recognizing the significance of job satisfaction in the field of education, this research focused on determining the level of job satisfaction among teachers who specialize in teaching English as a foreign language. Results

suggest that EFL teachers' job satisfaction score was at an average level. The medium level of job satisfaction of EFL teachers shows us that EFL teachers are not happy or sad with their job.

Teachers are people who guide the positive changes in the lives of individuals and society by using the theoretical knowledge required by their profession (Çelik, 2015). The most important resource that can be utilized in creating a democratic and learning society is teachers (Bakioğlu, 2009). Therefore, it is very crucial for educators to perform their duties with a professional understanding. Besides, technological developments and rapid social changes require occupational professionalism (Adigüzel et al., 2011). At the same time, the complexities in organizational life require employees to behave professionally in their behaviour (Yılmaz & Altinkurt, 2014). Therefore, the fact that being a professional teacher has vital importance prompted the researchers to study on the level of occupational professionalism of EFL teachers. After EFL teachers' occupational professionalism levels were questioned, the present study put forth that EFL teachers possessed high level of occupational professionalism.

Regarding the relation between EFL teachers' levels of job satisfaction and occupational professionalism, the present study can be recognized as a pioneering study in the field. It had a special role in understanding the relationship between departments, weekly teaching load, the number of peer EFL teachers working together and their professionalism and it reported no difference between departments, weekly teaching load, the number of peer EFL teachers working together with regard to teacher professionalism.

As a result, EFL teachers' job satisfaction and occupational professionalism equally shape each other. A highly professional EFL teacher will also have a high job satisfaction and vice versa.

### **Implications for future studies**

The present study included 150 EFL teachers working in a city of southeastern Türkiye. In order to enhance the generalizability of the findings, future research may involve a larger sample from diverse Turkish cities and school types. Moreover, while this study attempted to investigate EFL teachers' levels of job satisfaction and occupational professionalism, the underlying factors contributing to these outcomes remain unclear and warrant further investigation. It is important for future studies to investigate the various factors that impact or influence these variables so as to establish a relationship between EFL teachers' levels of job satisfaction and occupational professionalism. Due to the Covid-19 pandemic, online questionnaire was utilized in this study as data collection tool. However, conducting face-to-face interactions with participants may offer more precise and comprehensive insights in upcoming research endeavors. In addition, more qualitative research can be designed on the perception of occupational professionalism. To fill the gap in literature, it would be valuable for future research to investigate the factors that influence occupational professionalism among EFL

teachers. Currently, a limited number of studies exist on this topic and more academic exploration is necessary to provide insight into this matter.

**Acknowledgements**

Initially, I would like to convey my appreciation towards Assoc. Prof. Dr. Mehmet BARDAKÇI, because of his help with my research. This study would not be possible without his invaluable encouragement, support and feedback. I appreciate all of his guidance and unending patience for me. Associate Professors Emrah Cinkara, Fadime Yalçın Arslan, and Mehmet Kılıç are also deserving of my gratitude. I am really thankful for their assistance.

**Declaration of Conflicting Interests and Ethics**

The authors have not disclosed any potential conflicts of interest.

### References

- Adıgüzel, O., Tanrıverdi, H. & Sönmez-Özkan, D. (2011). Mesleki profesyonellik ve bir meslek mensupları olarak hemşireler örneği. *Yönetim Bilimleri Dergisi*, 9(2), 237-259.
- Aftab, M. (2013) *An investigation into the relationship among teachers occupational stress job satisfaction work values and pupil control ideology*. [Doctoral dissertation, Aligarh Muslim University] Shodhganga : a reservoir of Indian theses @ inflibnet <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/21096#>
- Akçamete, G., Kaner, S.& Sucuoğlu, B. (2001). *Öğretmenlerde tükenmişlik, iş doyumu ve kişilik*. Ankara: Nobel Yayın Dağıtım.
- Alderfer, C. P. (1980). The methodology of organizational diagnosis. *Professional Psychology*, 11(3), 459.
- Altinkurt, Y. (2016). Examining the relationship between occupational professionalism and organizational cynicism of teachers. *Educational Process: International Journal (EDUPIJ)*, 5(3), 236-253.
- Amin, M. (2015). What makes teachers of EFL professional or unprofessional. *Jurnal Pendidikan Humaniora (JPH)*, 2(4), 294-303.
- Amoli, F.& Youran, M. (2014). Delving the relationship between teacher empowerment and job satisfaction among Iranian EFL teachers in Tehran Aviation University. *Theory and Practice in Language Studies*, 4(4), 771-777.
- Atila, E. (2014). *The relationship between burnout and job satisfaction levels of English teachers and instructors: Ankara Case* (Master's Thesis). Çanakkale Onsekiz Mart University, Çanakkale.
- Aydın, D. (2006). *Eğitim kurumları çalışanlarında iş doyumu* (Master's Thesis). Marmara University, Institute of Social Sciences, İstanbul.
- Bakioğlu, A. (2009). *Çağdaş sınıf yönetimi*. Ankara: Nobel Yayın Dağıtım.
- Bashir, L. (2017). Job satisfaction of teachers in relation to professional commitment. *The International Journal of Indian Psychology*, 4(4), 1-8.
- Bayraktaroğlu, S. (2012). Neden Yabancı Dil Eğitiminde Başarılı Olamıyoruz? Türkiye’de yabancı dil eğitiminde eğilim ne olmalı? *Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı 1. Yabancı Dil Eğitimi Çalıştayı Bildirileri*, 12 – 13 November.
- Bayhan, G. (2011). *Öğretmenlerin profesyonelliğinin incelenmesi*. (Unpublished Master's Thesis). Marmara University, İstanbul, Türkiye.
- Bhat, I. (2020). Teacher effectiveness and job satisfaction of secondary school teachers of Kashmir Valley. *Our Heritage*, 68(1), 801-812.

- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *J Undergrad.Sci*, 3, 147-154.
- Boyt, T., Lusch, R. & Naylor, G. (2001). The role of professionalism in determining job satisfaction in professional services. *Journal of Service Research*, 3(4), 321– 330. <https://doi.org/10.1177/109467050134005>.
- Cansoy, R., & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership. *International Online Journal of Educational Sciences*, 9(2), 310 – 322.
- Cebeci, Y. (2019). *Özel okullarda öğretmenlere yönelik yetenek yönetimi uygulamaları ile iş doyumları arasındaki ilişki* (Master's Thesis). Okan University, İstanbul.
- Cerit, Y. (2012). Okulun bürokratik yapısı ile sınıf öğretmenlerinin profesyonel davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 4(8), 497-521.
- Çalışkan, S. (2019). *Öğretmenlerin tükenmişlik ve iş doyumları düzeyleri arasındaki ilişki* (Master's Thesis). On Dokuz Mayıs University, Graduate School of Educational Sciences, Samsun
- Çanak, M. (2014). Ortaöğretim kurumlarında görev yapan öğretmenlerin iş doyumlarının incelenmesi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 4(7), 7-26.
- Çekin, A. (2015). İmam-hatip lisesi meslek dersleri öğretmenlerinin profesyonelliği üzerine bir araştırma. *International Journal of Social Science*, 37, 85-100.
- Çelik Yılmaz, D. (2017). *Mesleki profesyonellik ile öğretmen liderliğine yönelik öğretmen algıları arasındaki ilişki* (Unpublished Master's Thesis). Abant İzzet Baysal University, Graduate School of Educational Sciences, Bolu .
- Çelik, M. (2015). *Öğretmenlerin mesleki profesyonelliği ile tükenmişlikleri arasındaki ilişki* (Unpublished Master's Thesis). Dumlupınar University, Graduate School of Educational Sciences, Kütahya.
- Çoban, O. (2019). *Okul müdürlerinin hizmetkâr liderlik davranışları ile öğretmenlerin iş doyumları arasındaki ilişkiler* (Master's thesis). Pamukkale University, Graduate School of Educational Sciences, Denizli.
- Demirtaş, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069- 1073.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Dündar, T. (2011). *Öğretmenlerin Örgütsel Adalet Algıları İle İş Doyumu Düzeyleri Arasındaki İlişki*. Unpublished Master's Thesis). Yıldız Teknik University, Institute of Social Sciences, İstanbul.
- Ekşi, E. L. (2013). *Devlet ve vakıf üniversitelerindeki ingilizce okutmanların iş doyumları* (Master's thesis). Maltepe University, Institute of Social Sciences, İstanbul.

- Evetts, J. (2010). *Organizational professionalism: Changes, challenges and opportunities*. In DPU Conference (Aarhus University), Organizational learning and beyond, Copenhagen, October 20th (see www. dpu. dk).
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences / Languages.
- Gesilva, E. (1994). *The professionalism among elementary and secondary school teachers at Saint Paul de Chartres schools in Bangkok, Thailand: policy implications for institutional development*. (Unpublished Doctoral Dissertation), Illinois State University, Illinois, USA. Retrieved from ProQuest Digital Dissertation and Thesis.
- Griva, E., Panitsidou, E. & Chostelidou, D. (2012). Identifying factors of job motivation and satisfaction of foreign language teachers: research project design. *Procedia-Social and Behavioral Sciences*, 46, 543-547.
- Gürsoy, E. (2019). *Yabancı dil olarak türkçe öğretiminde görev alan öğretmenlerin iş tatmini ve tükenmişlik düzeyleri* (Master's Thesis). Çanakkale Onsekiz Mart University, Graduate School of Educational Sciences, Çanakkale.
- Herzberg, F., Mausner, B. & Snyderman, B. (1959). *The motivation to work*. New York: John Wiley & Sons. Inc.
- Hoşgörür, T. (2017). Öğretmenlerin mesleki profesyonellikleri ile saygınlıklarını yitirme kaygıları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 23(3), 387-424.
- Ibnian, S. S. (2016). The level of job satisfaction among EFL teachers in Jordan. *International Journal of Humanities and Social Science*, 6(1), 40-46.
- Judge, T. & Klinger, R. (2008). *Job satisfaction: Subjective well-being at work*. New York, Guilford Press.
- Kabeel, A. R., & Eisa, S. A. (2017). Relationship between job satisfaction and professional identity among psychiatric nurses. *Egyptian Nursing Journal*, 14(1), 9.
- Karaca, D. (2015). *İlk ve ortaokullarda bürokratikleşme düzeyinin öğretmen profesyonelliğine etkisi* (Doctoral dissertation). Pamukkale University, Graduate School of Educational Sciences, Denizli.
- Karaman, S. (2016). *Öğretmenlerin sınıf yönetimi yeterlikleri ile mesleki profesyonellikleri arasındaki ilişki (Bitlis İli - Ahlat İlçesi Örneği)* (Unpublished Master's Thesis). Yeditepe University, Graduate School of Educational Sciences, İstanbul.
- Karavas, E. (2010). How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers. *Porta Linguarum*, 14, 59-78.

- Keser, A. (2019). *Sınıf öğretmenlerinin iş doyumlarının özyeterlik inançları ve bazı değişkenler açısından incelenmesi* (Master's Thesis). Necmettin Erbakan University, Graduate of Educational Sciences, Konya.
- Kılıç, B. (2002). *Özel ve devlet üniversitelerinde çalışan araştırma görevlilerinin iş doyum düzeylerinin karşılaştırılması* (Unpublished Master's Thesis). Yıldız Teknik University, İstanbul.
- Kılınç, A. (2014). Öğretmen profesyonelizminin bir yordayıcısı olarak okul kültürü. *Eğitim ve Bilim*, 39 (174), 105-118.
- Köksal, K. (2019). *İngilizce öğretmenlerinin iş doyum düzeylerinin belirlenmesi* (Master's Thesis). Ankara University, Graduate School of Educational Sciences, Ankara.
- Kraft, M., Marinell, W. & Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411–1449.
- Küçükbere, R. (2019). *Ortaokul öğretmenlerinin mesleki profesyonelliklerinin geliştirilmesinde bir araç olarak hesap verebilirlik* (Master's Thesis). Gaziantep University, Graduate School of Educational Sciences, Gaziantep.
- Küsmüş, G.İ. (2018). *Okul öncesi öğretmenlerinin sınıf yönetimi becerileri ile mesleki profesyonellikleri arasındaki ilişkinin incelenmesi* (Master's Thesis). Marmara University, Graduate School of Educational Sciences, İstanbul.
- Lee, J. (1981). Professionalism. *The Agricultural Education Magazine*, 54, 1-3.
- Liu, X. & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000–2001. *Teaching and Teacher Education*, 24(5), 1173–1184.
- Locke, E. A. (1976). *The nature and causes of job satisfaction*. In M. D. Dunnett (Eds.), *Handbook of industrial and organizational psychology* (pp.1297-1394). Chicago, USA: Rand McNally.
- Luthans, F. (2011). *Organizational Behavior An Evidence-Based Approach (Twelfth Edition)*. Newyork: McGraw-Hill/Irvin.
- Masanja, S. (2013). *Effects of workplace conditions on primary school teachers' job satisfaction in Tanzania* (Unpublished Doctoral thesis). University of Dar es Salaam, Tanzania.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Row.
- McClelland, D. (1961). *The achieving society*. Harvard University D. Van Nostrand Company. New York.
- Metle, M. A. (2003). The impact of education on attitudes of female government employees. *Journal of Management Development*, 22(7), 603-626.
- MoNE (2018). 2023 *Eğitim vizyonu*. [Educational vision of 2023]. Retrieved from <https://2023vizyonu.meb.gov.tr/>.



- Murat, G., & Çevik, E. İ. (2008). İç paydaş olarak akademik personel memnuniyetini etkileyen faktörlerin analizi: Zonguldak Karaelmas Üniversitesi örneği. *Uluslararası Yönetim İktisat ve İşletme Dergisi*, 4(8), 1-18.
- Nguni, S. (2005). *Effects of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour in Tanzania schools* (Unpublished PhD). Redbud University, Nijmegen-Holland.
- Noordin, F., Rashid, R. M., Ghani, R., Aripin, R., & Darus, Z. (2010). Teacher professionalization and organizational commitment: Evidence from Malaysia. *International Business & Economics Research Journal (IBER)*, 9(2), 49-58.
- Özcan, Z. E. (2013). *İlköğretim okullarında görev yapan öğretmenlerin iş doyumu (Niğde İli Örneği)* (Unpublished Master's Thesis). Gazi University, Graduate School of Educational Sciences, Ankara.
- Özkan, A. (2017). *İlkokul ve ortaokul öğretmenlerinin iş doyumu düzeyleri (Balıkesir ili Merkez ilçeler örneği)* (Master's thesis). Balıkesir University, Institute of Social Sciences, Balıkesir.
- Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education (UK).
- Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational research quarterly*, 29(1), 38-54.
- Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A mixed method study of the relationship between EFL teachers' job satisfaction and job performance in Iran. *International Journal of Instruction*, 11(4), 577-592.
- Sabancıoğulları, S. & Dogan, S. (2015). Relationship between job satisfaction, professional identity and intention to leave the profession among nurses in Türkiye. *Journal of Nursing Management*, 23(8), 1076-1085.
- Salehi, H., Taghavi, E. & Yunus, M. (2015). Relationship between teachers' job satisfaction and their attitudes towards students' beliefs and motivation. *English Language Teaching*, 8(7), 46-61.
- Seliger, H. W. & Shohamy, E. (1989). *Second language research methods*. Oxford University Press.
- Senior, R. M. (2006). *The experience of language teaching*. Cambridge: Cambridge University Press.
- Shantz, D. & Prieur, P. (1996). Teacher professionalism and school leadership: an antithesis? *Education*, 116 (3), 393-396.
- Sharifzadeh, M. & Khojasteh, L. (2018). Iranian public school and private institute EFL teachers perception towards self-initiated professional development. *Pertanika Journal of Social Sciences & Humanities*, 26(T), 97-122.

- Shukla, S. (2014). Teaching competency, professional commitment and job satisfaction - a study of primary school teachers. *Journal of Research & Method in Education*, 4(3), 44-64.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, cause and consequences*. California: Sage Publications.
- Spector, P. (2011). *Job satisfaction*. Retrieved from job satisfaction survey, JSS. <http://shell.cas.usf.edu/~pspector/scales/jsspag.html>.
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics* (6th ed.). Boston, MA: Pearson.
- Tan, N. (2003). *Anadolu lisesi öğretmenlerinin iş doyumunu etkileyen etmenler* (Master's Thesis). Gazi University, Graduate School of Educational Sciences, Ankara.
- Taşdan, M., & Tiryaki, E. (2008). Özel ve devlet ilköğretim okulu öğretmenlerinin iş doyum düzeylerinin karşılaştırılması. *Eğitim ve Bilim*, 33(147), 54-70.
- Telef, B. (2011). Öğretmenlerin Öz-yeterlikleri, iş doyumları, yaşam doyumları ve tükenmişliklerinin incelenmesi. *İlköğretim Online*, 10(1), 91-108.
- Tellioğlu, A. (2004). *İstanbul ili Beyoğlu ilçesinde çalışan ilköğretim okulu öğretmenlerinin doyum düzeyleri* (Master's Thesis). Yıldız Teknik University, Institute of Social Sciences, İstanbul.
- Tezcan, F. (2010). *Vakıf ve devlet üniversitelerinde görev yapan yabancı diller ingilizce bölümü öğretim elemanlarının iş doyum ve kuruma bağlılıklarının incelenmesi* (Master's thesis). Maltepe University, Institute of Social Sciences, İstanbul.
- Thoonen, E., Sleegers, P., Oort, F., Peetsma, T. & Geijsel, F. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational administration quarterly*, 47(3), 496-536.
- Toh, K., Diong, C., Boo, H. & Chia, S. (1996). Determinants of teacher professionalism. *British Journal of In-Service Education*, 22(2), 231–244. <https://doi.org/10.1080/0305763960220209>.
- Torres, A. & Weiner, J. (2018). The new professionalism? Charter teachers' experiences and qualities of the teaching profession. *Education Policy Analysis Archives*, 26(19), 1-33.
- Tukonic, S. & Harwood, D. (2015). The glass ceiling effect: Mediating influences on early years educators' sense of professionalism. *Journal of Childhood Studies*, 40(1), 36-54.
- Tunacan, S. & Çetin, C. (2009). Lise öğretmenlerinin iş doyumunu etkileyen faktörlerin tespitine ilişkin bir araştırma. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 29, 155-172.
- Uzun, S., Paliç, G. & Akdeniz, A. (2013). Fen ve teknoloji öğretmenlerinin profesyonel öğretmenliğe ilişkin algıları. *Buca Eğitim Fakültesi Dergisi*, 35, 128- 145.
- Vural, B. (2004). *Yetkin- İdeal-Vizyoner Öğretmen*. İstanbul: Hayat Yayınları.

- Walker, J. (2001). Client views of TESOL service: Expectations and perceptions. *The International Journal of Educational Management*, 15(4), 187-196.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.
- Wu, X. & Ye, Y. (2017). A Relationship Study of Teachers' Perception towards Professional Development and Their Job Satisfaction in Guilin University of Electronic Technology, Guangxi, China. *Scholar: Human Sciences*, 8(2), 1-10.
- Yaman, İ. (2018). Türkiye’de İngilizce Öğrenmek: Zorluklar ve Fırsatlar. *Rumeli Dil ve Edebiyat Araştırmaları Dergisi*, 11, 161-175.
- Yılmaz, A. & Ceylan Ç, Ç. B. (2011). İlköğretim okul yöneticilerinin liderlik davranış düzeyleri ile öğretmenlerin iş doyumunu ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(2), 277-394.
- Yılmaz, K. & Altinkurt, Y. (2014). Öğretmenlerin mesleki profesyonelliği ölçeği geçerlik ve güvenirlik çalışması. *International Journal of Human Sciences*, 11(2), 332-345.
- Yorulmaz, Y., Altinkurt, Y., & Yılmaz, K. (2015). The relationship between teachers' occupational professionalism and organizational alienation. *Educational Process: International Journal*, 4(1-2), 31-44.
- You, S., Kim, A. & Lim, S. (2017). Job satisfaction among secondary teachers in Korea: Effects of teachers' sense of efficacy and school culture. *Educational Management Administration & Leadership*, 45(2), 284-297.

---

#### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).