Ilkogretim Online - Elementary Education Online, 2020; 19 (2): pp. 904-922
http://ilkogretim-online.org.tr
doi:10.17051/ilkonline.2020.695324

The factors effecting the grade of academicians' satisfaction level: The reality of major field of study for classroom training[1]

Kamil Ersin Araç, *Marmara University,* Turkey, *kamilersinarac@gmail.com* ORCID: 0000-0002-8194-7938
Zeliha Nurdan Baysal, *Marmara University,* Turkey, *znbaysal@marmara.edu.tr* ORCID: 0000-0002-3548-1217

Abstract. The aim of the research is to find out the satisfaction levels of the academicians in the main science branch of class education; management and organizing, education, research, infrastructure and stakeholder relations subscales according to some demographic variables. Mixed method, explicative sequential pattern was used in the research. A sample of 21 academics working at the university, identified as easily accessible, constitutes the working group, with five academics identified according to the criteria sample of the purposeful sample. Quantitative data were collected through the "Mehmet Akif Ersoy University Academic Staff Satisfaction Survey" and qualitative data were collected through semi-structured interview form. Quantitative data were analyzed by SPSS program and qualitative data by descriptive analysis method. When the findings are examined; the level of satisfaction of academicians did not make a meaningful difference according to their titles, and they showed according to their genders. In addition, the most positive opinion of academicians was sub-dimension, while the most negative was infrastructure. The quantitative findings obtained were examined in depth and the direct opinions of academicians were included. The research was discussed within the framework of related literature and similar study findings and various suggestions were made.

Keywords: Training teacher, primary education, the quality in higher education, education

Received: 16.10.2018	Accepted: 01.11.2019	Published: 15.03.2020

INTRODUCTION

All the steps from primary school to university have significant effects on human life. Universities are among the institutions that need to be addressed and developed in terms of both education and research and informing and developing the society for it to adapt to the needs of the era. Thus in the third article of the Academic Organization Regulation in Universities published in the Official Gazette dated 18.02.1982 and numbered 17609 it is stated that "University is a higher education institution with scientific autonomy and public legal personality, conducting a high level of education, scientific research and publication, and consisting of faculties, institutes, colleges, departments, main branches of science, major branches of arts, branches of science, arts, research and application centers." According to the seventh article of the same numbered regulation, regarding the faculties within the structure of the university, it is stated that "it is a higher education institution, in which higher education, scientific research and publications are performed and to which institutes, colleges and similar institutions can be affiliated and is established by law."

In the faculties, there are main branches of science and related branches of science and departments. Departments are "units in which faculties and colleges Sections; Amaç units which constitute a whole in terms of purpose, scope and quality of faculties and colleges and which carry out research and application in at least one education, science and art branches including undergraduate level. Each department is managed by the department head and department heads

[1] This study was produced from the master thesis called "Factors Affecting the Satisfaction Levels of Prospective Teachers and Academicians: Investigation of Classroom Teaching Department's Problems" under the supervision of Assoc. Dr. Zeliha Nurdan BAYSAL.

must be faculty members" (Özdemir, 2017). The development of universities, which exhibit a very detailed organizational structure, has been tried to be achieved through a number of reforms in our country and these institutions have undergone many changes before and after the republic in the historical process.

The first radical change in the Turkish higher education system in the Republican period was realized with the 1933 reform. Subsequently, reform efforts continued with the laws made in 1946 and 1973. Another change regarding our higher education system was made in 1981. With the Law No. 2547, our higher education system was rearranged according to the principle of integrity and a new content was introduced to the system (Baskan, 2001). Immediately afterwards, in 1982, educational institutes were transformed into faculties of education and included in the scope of YÖK; thus an important amendment was made in teacher training.

Classroom teachers used to be trained in two years; but together with the decision of the Council of Higher Education, the education period of higher education was increased to four years starting from 1989-1990 academic year. This decision is important in terms of ensuring that teachers of all levels start the profession with the same degree (undergraduate). Afterwards, in the 1992-1993 academic year, the department of classroom teaching was transferred to the body of faculties of education (Baskan, 2001). In this case, universities took an important mission to meet the needs of classroom teachers of the society. While secondary school graduates were previously employed as classroom teachers, this process evolved from educational colleges to universities. As a matter of fact, since 1982, the institutions that train teachers for primary schools have been education faculties and classroom teaching departments of these faculties.

Thus, faculties of education started to train teachers at pre-school, primary and secondary school levels. In the regulation made in 1997, the program areas of education faculties and school structuring in the national education system were harmonized. In the primary education department of the faculties of education, five main disciplines (preschool, science, mathematics and social studies education) including classroom teaching were established (Ada and Baysal, 2010). These arrangements did not only necessitate physical capacity, technology, financing, etc. but also the training and employment of teaching staff appropriate for the structure. Because classroom teaching staff should be chosen up from those graduated from the related department of the faculties of education, that is, again, those graduated from classroom teaching or are specialized in this field. As stated by Tunç and Uslu (2013), regarding university tradition, academic hierarchy and progression according to certain conditions in this hierarchy is concerned. Today, an important part of the discussions on the academic field is pursued on the criteria of promotion and appointment. Although the career processes of academic disciplines in Turkey (rising-appointment process and criteria) show a uniformity, there are also subjective conditions stemming from the differences in the theoretical and practical dimensions of the disciplines.

The phenomenon of education has three basic elements that interact continuously with each other (Karagözoğlu et al., 1993, p. 209). These three basic elements are called students, teachers and programs. One of these elements cannot be said to be more important than the other. However, the element of "teacher" among these requires a careful attention. A defect, weakness, inefficiency or malfunction of any of these elements will reduce the efficiency of the whole system. The situation is even more remarkable if primary school students are concerned here. Elementary school students constitute a group continuing their education with the same teacher for four years in accordance with their developmental characteristics and program requirements. The fact that this teacher has the ability to present information from different science fields at student level renders the teacher element even more important. Classroom teaching is a field of teaching that requires the consideration of how to improve the quality of the profession in terms of age level in a vital way.

Academicians have a great influence on the training of prospective classroom teachers. Teacher candidates are tried to be equipped with the necessary qualifications through the programs and academicians are expected to implement the program efficiently and complete the process successfully. Academics working in universities in Turkey contribute to education both with academic studies and by pursuing the courses of graduate/post-graduate students.

Therefore, as the main branches of classroom teaching are interdisciplinary fields that provide information from different fields of science at the student level, the academicians working here must be experts in the sub-fields. In this sense, that is in terms of providing and fulfilling the need for academics who both have comprehended the importance of classroom teaching and know how training should be made in the field concerned, it is seen that Turkey has a distance to cover. The realization of all of these are factors that influence the climate of the main branches of classroom teaching.

Organizational staff, who transfer the knowledge, skills and experiences they have in the most effective way for the organization to achieve its goals, increases the competitiveness of the organization (Ceylan et al. 2015, p.169, qtd. in Özdağoğlu et al., 2016). It is thought that the intense working pace, heavy schedule in academic activities and high performance of academic staff working in universities are directly proportional to their satisfaction (Turhan and Erol, 2017). According to Murat and Çevik (2008, p. 2), it is possible to gather theories aimed at explaining job satisfaction under two headings. These theories are content theories and process theories. Content theories (needs hierarchy theory, motivational hygiene factors) explain the factors that affect job satisfaction. Process theories, on the other hand, discuss how variables such as human needs and expectations interact with environmental characteristics in ensuring employee satisfaction. The satisfaction level of academic staff is an important issue in the context of process theories.

Classroom teaching department is located in the faculties of education, which is a sub-unit of the higher education organization. For this reason, it is useful to clarify the organizational culture and climate. Karcıoğlu (2001, p. 268) describes the organizational culture as "*a set of basic assumptions, symbols and practices of norms, behaviors, values, beliefs and habits shared by members of a group or organization or a business jointly*". He described organizational climate (p. 270) as "*a psychological term that forms the organization's personality, separates the organization from other organizations, describes and dominates the organization, has the very stable, unchanging and constant quality of the internal environment of the organization, affects and is affected by the behaviors of the individuals in the organization, is not concretely in evidence but can be felt and perceived by the individuals in the organization and that encompasses all these features*".

Organizational climate is a general atmosphere that occurs at the end of individuals' expectations regarding how work should be in the establishment and their perceptions regarding to what extent these expectations are met (Dinçer, 1991, qtd. in Karcioglu, 2001). Culture generally reflects the characteristics of the organization that continues to change relatively and resists. In contrast, the term climate is used to describe transient and modifiable properties (Cherrington, 1994, qtd. in p. 469 Karcioglu, 2001). The concept of culture is a broader concept that also includes the organizational climate. However, it can be said that organizational climate has a very sensitive importance in terms of organizational behavior. Organizational culture is relatively more static and organizational climate is more dynamic. Organizational culture is related to the basic principles of Sociology and Anthropology and organizational climate is related to the basic principles of Psychology. All these explanations show that both concepts are scientific tools that can be used both in the diagnosis and treatment of organizational health by organizational development experts (Karcıoğlu, 2001).

Organizational structure, organizational culture and climate constitute a subject that has been studied a lot in the literature in Turkey. However, no study was found that treats there is no study in which a university's climate of classroom education in the context of the satisfaction of academicians is limited. There was an increase in the number of universities in Turkey over time. Therefore, the number of teaching staff / members working in universities is also limited. The field of classroom teaching is open to improvement in terms of the number and quality of academic staff working in many universities. Due to its interdisciplinary nature, individual evaluations and corrections in these units of universities are also necessary and valuable. From this point forth, the aim of this study is to examine the satisfaction levels of academicians regarding the classroom teaching department of a university, in the sub-dimensions of management and organization, education, research, infrastructure and stakeholder relations according to some demographic variables. In addition, it was aimed to thoroughly examine the

satisfaction of the academicians working in the Department of Classroom Teaching with open-ended questions. In line with this main purpose, answers to the questions "What are the satisfaction levels of academics in management and organization, training, research, infrastructure and relations with stakeholders? " and "What are academics' assessments on management and organization, education, research, infrastructure and relations with stakeholders? " were tried to be found.

This research is important as it will provide data to those who conduct studies in the department, faculty, university and higher education board, program development field, to the learning and teaching centers within universities, Academic Development Unit and Quality Coordinatorship. In addition, by responding to the factors that affect their satisfaction, academics describe what they expect from higher education institutions in the 21st century, as well as what roles they assign to themselves and the situations that affect the quality of education.

METHOD

Research Model

"Explanatory sequential design," specified by Creswell et al. (2003) and is one of the six most frequently used basic designs that mixed method researchers can choose*was used in the study*. In this design, qualitative data are obtained after the quantitative data are collected and analyzed in advance. In the research, the subject was wanted to be examined in depth and therefore more importance was given to the qualitative data type. Data analysis was united in interpretation and discussion parts. This pattern is useful in terms of enabling broad or alternative perspectives, supporting the participants of the research and providing a better understanding of the studied phenomenon.

In this design, researchers first collected and analyzed quantitative data. Secondly, qualitative (verbal) data was collected and analyzed, assisting in the description and elaboration of the quantitative data obtained in the first step. Qualitative stage, which is the second stage was built on the quantitative stage, which comes first. Therefore, the satisfaction of the academicians working in the classroom teaching department regarding the institution they worked in was tried to be understood and interpreted in depth and it was aimed to describe the meanings created by the participants with the explanations they make and to reveal their awareness.

Population and Sample of Study, Study Group

The research was conducted in a public university in the city center of Istanbul in the 2016-2017 academic year. This state university *was selected via easy to reach* sampling method. The classroom teaching department of this university is a bachelor's degree program, which has been providing four-year education to its students since 1990 with the aim of educating primary school teachers. The quota of the department, which accepts students with equiponderant score type is 80. Theoretical and practical training is provided in two branches at each grade level. Within the scope of post-graduate education, students are accepted to the master's program since 1991 and to the doctorate program since 2000. A total of 24 faculty members work in this department. The quantitative population of the research consists of 24 academicians (2 professors, 3 associate professors and 5 lecturers) working in the department of classroom teaching and 21 (87.5%) academicians are available in the study. The demographic characteristics of the academicians participating in the research are given in Table 1.

As can be seen from Table 1, 10 (47.6%) of the academicians participating in the research were female and 11 (52.4%) of them were male. 3 (14.3%) were ranked between 1-4 years, 2 (9.5%) between 5-9 years, 1 (4.8%) between 10-14 years, 4 (19,0%) 15-19 years and 11 (52.4%) 20 years and over. As can be seen, all academicians within the scope of the research have a service period of more than 2 years in their universities. 2 (9,5%) of them were Professor Doctor, 2 (9,5%) Associate Professor Doctor, 4 (19,0%) Doctor Faculty Member, 5 (23,8%) Instructor / Doctor / Expert, 2 (9.5%) Research Assistant Doctor, 4 (19.0%) Research Assistant, while 2 (9.5%) did not want to specify their titles. It is seen that 6 (28.6%) of the academicians participating in the study

are between the ages of 30-34, 3 (14.3%) of them between 35-39, 2 (9.5%) between 40-44, 4 (19.0%) between 45-49, again 4 (19.0%) between 50-54 years old, and 2 people (4.8%) were between 55-59 and over 60 years old.

Table 1. *Demographic characteristics of academicians participating in the research*

Gender	**f**	**%**	**Duration of Service**	**f**	**%**
Female	10	47.6	1-4 years	3	14.3
Male	11	52.4	5-9 years	2	9.5
			10-14 years	1	4.8
			15-19 years	4	19.0
			20 years and more	11	52.4
Title	**f**	**%**	**Age**	**f**	**%**
Professor	2	9.5	30-34	6	28.6
Assoc. Prof. Dr.	2	9.5	35-39	3	14.3
Lecturer Doctor	4	19.0	40-44	2	9.5
Instructor / Doctor / Specialist	5	23.8	50-54	4	19.0
Research Assistant Doctor	2	9.5	55-59	4	19.0
Research Assistant	4	19.0	60 and over	1	4.8
Title not specified	2	9.5		1	4.8
TOTAL	21	100	**TOTAL**	21	100

In the qualitative dimension of the research, the study group was determined by criterion sampling, which is one of the targeted sampling methods. The main understanding in this sampling method is that all the situations that meet a series of criteria determined beforehand are studied. The criterion or criteria mentioned here can either be established by the researcher or a previously prepared criteria list may be used (Yıldırım and Şimşek, 2008). The criteria in this study were the staff to be in the department of classroom teaching and to lecture in the the department of classroom teaching. Within the scope of these criteria, five academics form the study group of the research in qualitative dimension.

Data Collection Tools

After the quantitative data were collected through questionnaires, qualitative data were collected through semi-structured interviews and quantitative data were tried to be supported in depth. The academics were asked to fill the "Mehmet Akif Ersoy University Academic Personnel Satisfaction Survey", which was developed by Mehmet Akif Ersoy University Academic Evaluation and Quality Improvement Board (2008), with the permission of the university. In the qualitative dimension, a semi-structured interview form consisting of five questions, which was prepared by the researchers, was used. At the preparation stage of this form, expert opinions were received from five academicians (education programs, education field and education management). The questions were open-ended and given at the end for a better understanding. The interviews were carried out in the rooms of the academicians in person, which took 30 minutes on average. During the interviews, audio recordings were made with the permission of the participants, and these recordings were then written down and presented to the interviewed academics for their control.

Data Analysis

For the analysis of the data obtained from the research, arithmetic mean and standard deviation, which are among the descriptive statistics, were utilized to determine the participants' satisfaction levels. Variance analysis was utilized with the attempt to determine whether the satisfaction levels of academics at the university differ according to title and gender. The qualitative data collected within the scope of the research were classified according to the six dimensions included in the content of the scale and were used in the discussion and interpretation of the findings reached with quantitative data.

The opinions of the academicians were summarized and interpreted according to the predefined themes with the descriptive analysis approach, which is one of the qualitative data analysis methods. The interviews were recorded using a recording device, then all conversations were recorded in written form on a computer and the analyzes were conducted in accordance with the stages of descriptive analysis (Yıldırım and Şimşek, 2008).

Before starting to collect data within the scope of ethical principles, the management of the department of classroom teaching was informed the issue and the participants were contacted with permission; information was provided about the research and participation was provided on the basis of volunteering and willingness. Nicknames were used instead of the names of the participants in the direct quotations in the tables. Since the results of the study are intended to be used to increase the quality of the relevant unit, there is a limitation of conducting the study in only one public university in the department of classroom teaching. For this reason, the findings obtained from the study only include the university in which the research is conducted, the department and the academicians working there.

FINDINGS

Below are presented initially the quantitative and then the qualitative findings of the research.

Findings regarding the Academicians in the Qualitative Research Dimension

In this part of the research, the findings obtained as a result of the statistical analyses of the research are included.

Findings Obtained from the Academic Staff Satisfaction Survey applied to the Academicians within the Scope of the Research

Below, the average and standard deviation values of the total and each sub-dimension (management and organization, education, research, infrastructure and stakeholder relations) obtained from the academic staff satisfaction survey are presented. Afterwards, the distributions related to the survey items that form each sub-dimension of the survey are presented in tables.

Table 2. *Number of samples, arithmetic mean, standard deviation and standard error values regarding the total and sub-dimensions of academic staff satisfaction survey*

		N	$\overline{X}$	ss	Sh_x
Academic Staff Satisfaction Survey Sub-dimensions	Management and organization	21	2.49	0.85	0.18
	Education	21	2.82	0.76	0.16
	Research	21	2.53	0.93	0.20
	Infrastructure	21	2.24	0.78	0.17
	Relations with stakeholders	21	2.52	0.98	0.21
	Total	21	2.52	0.71	0.15

According to the results seen in Table 2, while the sub-dimension in which academicians reported the most positive views was education (x = 2.82), it was followed by research (x = 2.53), relations with stakeholders (x = 2.52), and management and organization (x = 2.49). The sub-dimension with the most negative views was the infrastructure (x = 2.24). The average of the answers given by the academicians about the totality of the satisfaction survey was calculated as x = 2.52.

Table 3 shows the analyses regarding how the "Management and Organization" sub-dimension arithmetic means, which is among the Academic Staff Satisfaction Survey sub-dimensions, is distributed according to the title variable.

Table 3. *Academic personnel satisfaction survey **"Management and Organization"** sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Management and Organization Sub-Dimension		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	3.45	0.14
	Associate Professor	2	2.35	1.48
	Lecturer Doctor	4	2.05	0.54
	Instructor / Doctor / Specialist	5	2.48	0.40
	Research Assistant Doctor	2	3.00	2.19
	Research Assistant	4	2.52	0.68
	Title not specified	2	2.04	1.06
	Total	21	2.49	0.85

When Table 3 is examined, it is seen that those who respond most positively to the management and organization sub-dimension of the satisfaction survey are entitled "Professor Doctor" (x = 3.45) and those who respond the least positively are those who did not state their titles (x = 2.04).

Table 4 shows the analyses regarding how the "Education" sub-dimension arithmetic means, which is among the Academic Staff Satisfaction Survey sub-dimensions, is distributed according to the title variable.

Table 4. *Academic personnel satisfaction survey **"Education"** sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Education Sub Dimension		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	2.89	0.05
	Associate Professor	2	2.82	1.66
	Lecturer Doctor	4	2.80	0.57
	Instructor / Doctor / Specialist	5	3.04	0.43
	Research Assistant Doctor	2	3.53	1.46
	Research Assistant	4	2.28	0.81
	Title not specified	2	2.60	0.65
	Total	21	2.82	0.76

When Table 4 is examined, it is determined that those who respond most positively to the education sub-dimension of the satisfaction survey are Research Assistant Doctors (x = 3.53) and those who respond the least positively are those who did not state their titles (x = 2.60).

In Table 5, the analyses of how the arithmetic means of the "Research" sub-dimension of the Academic Staff Satisfaction Survey sub-dimensions are distributed according to the title variable are provided.

Table 5. *Academic Personnel Satisfaction Survey **"Research"** sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Research Sub-Dimension		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	2.52	0.53
	Associate Professor	2	4.23	0.67
	Lecturer Doctor	4	2.10	0.49
	Instructor / Doctor / Specialist	5	2.05	0.31
	Research Assistant Doctor	2	3.95	1.27
	Research Assistant	4	2.16	0.52
	Title not specified	2	2.26	0.77
	Total	21	2.53	0.93

When Table 5 is examined, those who respond most positively to the satisfaction survey research sub-dimension are found to be Associate Professors (x = 4.23), and those who respond the least positively are found to be Instructor / Doctor / Expert (x = 2.05).

Table 6 shows the analyses regarding how the "Infrastructure" sub-dimension arithmetic means, among the Academic Staff Satisfaction Survey sub-dimensions is distributed according to the title variable.

Table 6. *Academic Personnel Satisfaction Survey* ***"Infrastructure"*** *sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Infrastructure Sub-Dimension		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	2.34	0.48
	Associate Professor	2	1.97	0.63
	Lecturer Doctor	4	2.21	0.53
	Instructor / Doctor / Specialist	5	2.25	0.31
	Research Assistant Doctor	2	3.36	2.08
	Research Assistant	4	1.90	0.82
	Title not specified	2	1.97	0.78
	Total	21	2.24	0.78

According to these findings, those who respond most positively to the satisfaction survey infrastructure sub-dimension are Research Assistant Doctors (x = 3.36) and those who respond the least positively are Research Assistants (x = 1.90).

In Table 7, the analyses of how the arithmetic means of the "Relations with the Stakeholders" sub-dimension of the Academic Staff Satisfaction Survey sub-dimensions are distributed according to the title variable are provided.

Table 7. *Academic Personnel Satisfaction Survey* ***"Relations with the Stakeholders"*** *sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Relations with the Stakeholders Sub-Dimension		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	2.50	0.70
	Associate Professor	2	2.00	1.41
	Lecturer Doctor	4	3.00	0.81
	Instructor / Doctor / Specialist	5	2.40	0.54
	Research Assistant Doctor	2	4.00	1.41
	Research Assistant	4	1.75	0.95
	Title not specified	2	2.50	0.70
	Total	21	2.52	0.98

In Table 8, the analyses of how the total score arithmetic means of Academic Staff Satisfaction Survey are distributed according to the title variable are provided.

Table 8. *Academic Personnel Satisfaction Survey* ***"Total"*** *sub-dimension arithmetic mean and standard deviation values according to the titles of the participants*

Total		**N**	$\overline{X}$	**ss**
Title	Professor Doctor	2	2.65	0.32
	Associate Professor	2	2.67	0.90
	Lecturer Doctor	4	2.43	0.45
	Instructor / Doctor / Specialist	5	2.44	0.20
	Research Assistant Doctor	2	3.66	1.68
	Research Assistant	4	2.12	0.70
	Title not specified	2	2.27	0.79
	Total	21	2.52	0.71

According to Table 8, those who respond most positively to the total of the satisfaction survey are again Research Assistant Doctors (x = 3.66) and those who respond the least positively are Research Assistants (x = 2.12).

Table 9 presents the analyses of the distribution of the arithmetic means of the total and all sub-dimension scores of the Academic Staff Satisfaction Survey according to the gender variable.

Table 9. *Arithmetic mean and standard deviation values of total and sub-dimension scores of Academic Staff Satisfaction Survey according to the gender of participants*

			N	$\overline{X}$	ss
Sub-Dimension	Research	Female	10	2.61	1.00
		Male	11	2.46	0.90
	Infrastructure	Female	10	2.34	0.98
		Male	11	2.14	0.57
	Management and organization	Female	10	2.65	1.03
		Male	11	2.35	0.67
	Education	Female	10	3.05	0.87
		Male	11	2.61	0.60
	Relations with stakeholders	Female	10	2.70	1.15
		Male	11	2.36	0.80
	Total	Female	10	2.67	0.93
		Male	11	2.38	0.42

In Table 9, it is seen that female participants respond more positively to the total and all sub-dimensions of the satisfaction survey than male participants.

Findings regarding the Academics in the Qualitative Research Sub-Dimension

In the qualitative research dimension, a semi-structured interview form was applied to the academicians. The data obtained from the interview were examined in detail in the sub-dimensions of management and organization, education, research, infrastructure and stakeholder relations.

Findings Regarding the Opinions of Academicians on Management and Organization

According to the data obtained from the research, initially the answers given by the academicians were gathered under two themes as "Positive Thoughts" and "Negative Thoughts" (Figure 1).

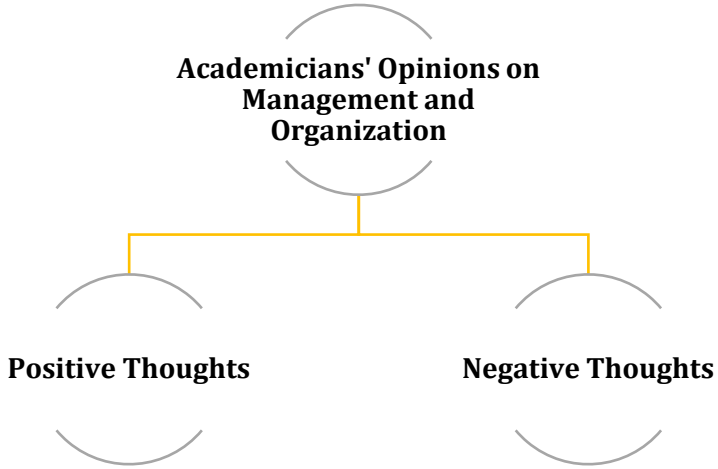

FIGURE 1. *Findings on the themes of academicians' views on Management and Organization*

With reference to Figure 1, the positive and negative views of academicians about management and organization are included directly in Table 10.

Table 10. *Academicians' views on management and organization*

Categories	Descriptions
Positive Thoughts	❖ Academic and administrative affairs of the department are managed without interruption (Kagan, 06.03.2017). ❖ I think the criteria of academic promotion at our university is reasonable compared to other universities. The number of academic staff in our unit is also sufficient (Tuğçe, 20.03.2017). ❖ Meetings that are necessary in legal and bureaucratic terms are held. Ideas and opinions are taken (Oğuz, 03.04.2017).
Negative Thoughts	❖ Since this is a multidisciplinary field, the perception that taking up an appointment from irrelevant fields may be possible occurs in some people. For this reason, the number of lecturers / faculty members in the department is high (Bilge, 09.01.2017). ❖ The status of classroom teaching department... a status that does not even have a co-head (Mustafa, 10.04.2017). ❖ ...We don't have much to say about it. Because the structuring works are usually managed centrally... (Mustafa, 10.04.2017). ❖ Differentiations made such as basic education, primary education, primary school, secondary school while determining central policies in Turkey also differentiate our structure as higher education (Mustafa, 10.04.2017).

When Table 10 is examined, it is seen that the opinions of the participants are mostly negative. Academicians who participated in the research stated that the academic and administrative processes are functioning properly, the criteria for academic promotion, the number of staff in the department is sufficient, and ideas and opinions are received in the department. Academicians who participated in the research maintained that there is a small number of academicians who graduated from undergraduate, graduate and doctorate programs, appointments are taken up from different fields, that there are academicians who do not make any contribution, that expertise is not considered important, the organization structure is weak, the right to speak in management is limited, the structure is shaped by politics and it should not be managed from the center. In the continuation of the research, "Findings regarding the Opinions of Academicians on Education" were included.

Findings regarding the Opinions of Academicians on Education

According to the data obtained from the research, the answers of the academicians were first collected under three themes as "Teacher Candidates", "Courses" and "Academicians" (Figure 2).

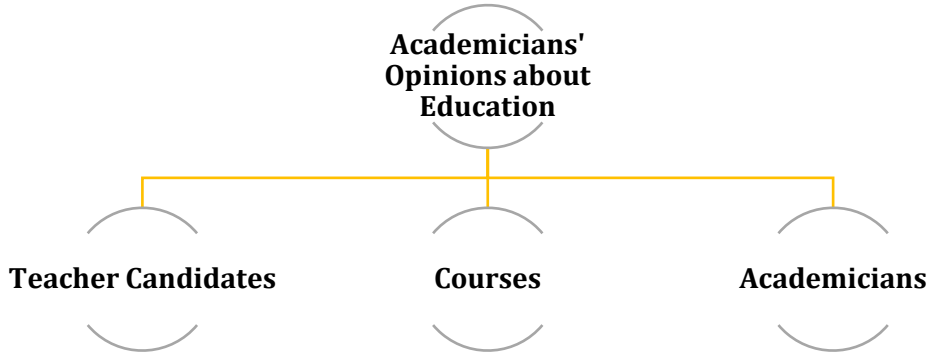

FIGURE 2. *Findings on the themes of academics' views on education*

Based on Figure 2, the opinions of academicians regarding education are given directly in Table 11.

Table 11. *Academics' views on education*

Categories	Descriptions
Teacher Candidates	❖ Unfortunately, student qualifications are decreasing day by day. It can be entered with very low scores (Bilge, 09.01.2017). ❖ I think that with the decrease in the number of teacher appointments, the qualifications of the students who prefer the Department of Classroom Teaching have decreased (Kagan, 06.03.2017). ❖ The quality of the students who enrolled in the undergraduate program is not bad (Tuğçe, 20.03.2017).
Courses	❖ There is also a problem in terms of course contents. Teaching courses usually remain limited to having students make presentations. This system needs to be fixed. Teaching courses should be handled more effectively (Bilge, 09.01.2017). ❖ The content and number of courses in the undergraduate program is not sufficient (Tuğçe, 20.03.2017). ❖ Frankly I think there are many unnecessary lessons. Sometimes I think there are redundant lessons too… I think there should be more courses including field applications (Mustafa, 10.04.2017). ❖ We need to turn to a structure that rather uses educational technologies and instructional technologies. It is necessary to turn to its forms that are reflected on field applications. Some lessons from the old system need to be sorted out (Mustafa, 10.04.2017).
Academicians	❖ Teachers should be active in constructivism in our department. (Oguz, 03.04.2017). ❖ Experts in the field should enter the courses and this should be determined according to the doctoral fields (Bilge, 09.01.2017). ❖ My claim is that if we look at the average of students graduated from us, if there are 150 people (I don't mean the last 20), they know the old program, they know the new program, they knows the goals of the new program, they are especially good in certain courses (Oğuz, 03.04.2017).

When Table 11 is examined, it is seen that academicians mostly make explanations about the courses in the education dimension. This was followed by students and academics. The participants stated that the quality of the prospective teachers was poor and moderate, and that the teacher candidates were received with low scores. In terms of the effect of courses on the education, they stated that the content of the courses should be regulated, the number of applied courses should be increased, reading culture should be improved and educational technologies should be used in the courses. On the other hand, they stated that they have a traditional attitude about the effects of academicians on the education sub-dimension, that experts in the fields should teach the courses, that they should be effective in the selection of teacher candidates and that they are weak in assessment and evaluation. In this table, the views of academicians about education are directly included. In the continuation of the research, "Findings regarding the Opinions of Academicians on the Research" were included.

Findings regarding the Opinions of Academicians on the Research

According to the data obtained from the research, the answers given by the academicians were gathered under two themes as "Support Provided" and "Research Quality" (Figure 3).

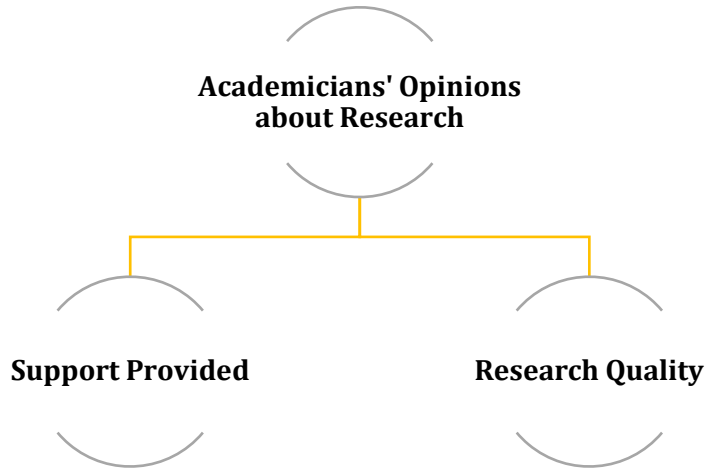

FIGURE 3. *Findings on the themes of academics' views on education*

With reference to Figure 3, the opinions of academicians on education are given directly in Table 12.

Table 12. *Academicians' views on the research*

Categories	Descriptions
Support Provided	❖ Only in your study there is a money to cover your in-kind expenses. If you need a computer, they buy a computer for you, if you need paper, they buy paper and if you need a book, a book... There is no reward system in the form of bravo, well done in exchange for a research in a university (Mustafa, 10.04.2017). ❖ Today, for example, if my article was published in a SSCI journal, I would like to do more research if my university supports me about it (Mustafa, 10.04.2017). ❖ Studies are usually conducted to benefit from academic incentives. Therefore, the number of researches increases but their quality decreases (Oğuz, 03.04.2017).
Research Quality	❖ I think it is partly sufficient in the research dimension in the department. While some faculty / staff give great importance to this, some remain incapable in terms of research (Bilge, 09.01.2017). ❖ It would be good to increase the number and qualification of the researches carried out in our university even further (Tuğçe, 20.03.2017). ❖ Academic studies, especially in the field of classroom teaching are clustered in certain areas. It is necessary to increase the studies in this field. This is not something a single person or a few people can do (Mustafa, 10.04.2017). ❖ As the classroom teaching department is a multidisciplinary field, its range of studies has been expanding. Visual arts, auditory fields, music or foreign language classes are taught by the classroom teacher in primary school, but their research is expected to be done by field experts. Because your area of expertise is effective in associate professorship. Therefore, we remain weak in terms of the number and quality of research (Kagan, 06.03.2017).

When Table 12 is examined, it is seen that the participants mostly expressed their opinions about the quality of the researches. It was stated that the supports given affect the quantity and quality of the researches. Academicians who evaluate the support given to researches in material and moral terms maintained that financial support was provided but did not meet their needs adequately. There are also opinions that spiritual support, encouragement by the university will positively affect their motivation. There are some who think that the academic incentive given by the universities increases the quantity of the researches, but negatively affects its quality. There

are also the expressions that the quality and quantity of the researches conducted in the department should be increased, that these studies are clustered in a certain area and researches vary individually.

Findings regarding the Opinions of Academicians on the Infrastructure

According to the data obtained from the research, the answers given by the academicians were gathered under two themes as "Positive Thoughts" and "Negative Thoughts" (Figure 4).

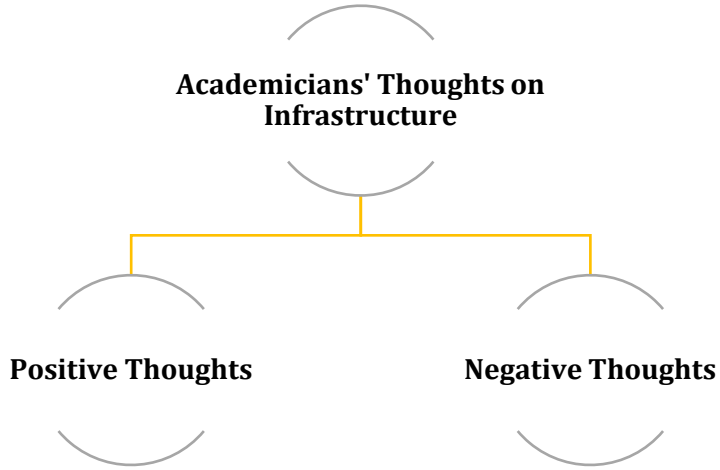

FIGURE 4 *Findings on the themes of academics' views on infrastructure*

When Figure 4 is examined, the opinions of academicians regarding the infrastructure are included directly in Table 13.

When Table 13 is examined, the negative opinions of the participants regarding the infrastructure are observed to be predominant. Among the positive views of the academicians, there are expressions that they are hopeful about the new building and that classrooms, workshops and other educational environments will be developed. That the physical conditions related to infrastructure were poor, educational environments could not meet the expectations for long years and that they affected the teacher candidates, academicians and the quality of the education given adversely were among the negative opinions.

Table 13. *Academicians' views on infrastructure*

Categories	Descriptions
Positive Thoughts	❖ I think it will be a very good unit in terms of infrastructure after moving to the new building (Bilge, 09.01.2017). ❖ In this regard, the university management has made a planning, a new building has been built. We hope to move there (Mustafa, 10.04.2017). ❖ Our building was demolished; it will be better (Oguz, 03.04.2017).
Negative Thoughts	❖ From past to present, faculty / staff worked under very poor conditions. There were a lot of problems such as the physical conditions of the rooms, table-chairs, uselessness of libraries, etc. (Bilge, 09.01.2017). ❖ I spent 15 years in the old building of the department and I can say that the physical conditions were never good (Kagan, 06.03.2017). ❖ In the old building, there were no workshops such as drama, music, art education, etc. In addition, academic staff's not having their own rooms is a major deficiency in terms of work efficiency (Tuğçe, 20.03.2017). ❖ We've taught for years in destroyed buildings. In this regard, there are problems in educational environments (Mustafa, 10.04.2017).

Findings regarding the Opinions of Academicians on Relations with Stakeholders

According to the data obtained from the research, the answers given by the academicians were gathered under two themes as "Positive Thoughts" and "Negative Thoughts" (Figure 5).

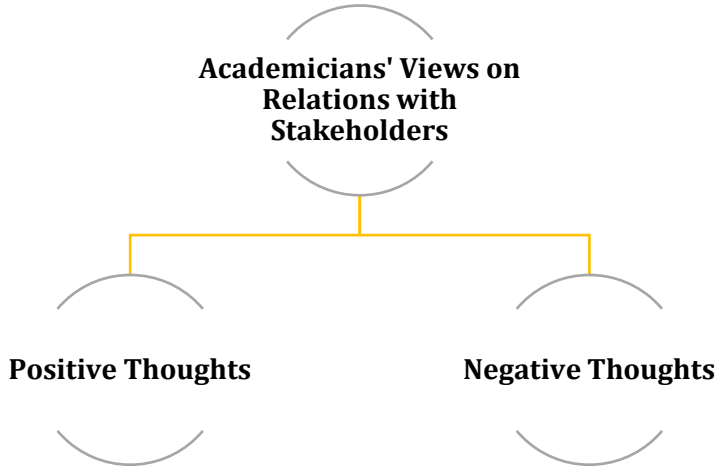

FIGURE 5. *Findings on the themes of the views of academicians on Relations with Stakeholders*

When Figure 5 is examined, the opinions of academicians regarding the relations with stakeholders are given directly in Table 14.

When Table 14 is considered, it is seen that the participants' negative opinions about the relations with stakeholders are predominant. There are the statements that among the positive views of academicians are the usefulness of personal collaborations, workshops, symposiums and congresses, the effectiveness of social networking sites and good relations with prospective teachers. Among the negative opinions are the views that relations with stakeholders are inadequate, that they remain limited to workshops, congresses and symposiums, relations with MoNE are weak, universities and faculty management need to be effective in establishing relations with stakeholders and establish institutional relations.

Table 14. *Academicians' views on Relations with Stakeholders*

Categories	Descriptions
Positive Thoughts	❖ Interviews with faculty members from other universities within the framework of academic activities (panels, congresses, symposia, etc.) are possible. In addition, social networking sites opened for congresses provide this opportunity. This opportunity can also be provided with teachers privately interviewed (Tuğçe, 20.03.2017). ❖ I can say that it is one of the perfect areas where the teachers in our department are the most successful when you look at the average but there can be exceptional examples. In other universities, students cannot enter some professors', associate professors' offices by knocking on the door. We do not put too much distance. At that point, no student generally has the right to criticize (Oğuz, 03.04.2017).
Negative Thoughts	❖ The relations of the department with the stakeholders are insufficient. It is limited only to participation in the Classroom Teaching Workshop (Bilge, 09.01.2017). ❖ I think it is necessary for stakeholders inside and outside the university to communicate more effectively. I believe that the education faculties and the Ministry of National Education should work in a more coordinated way (Kagan, 06.03.2017). ❖ We used to meet at National Education Councils. Both with the teachers and academics. Now we only meet in congresses (Mustafa, 10.04.2017).

DISCUSSION and CONCLUSION

The findings obtained in this section of the research were given in the form of items according to quantitative and qualitative data, and each article was discussed with the results of similar researches in the literature just below, and some suggestions were made to both practitioners and researchers in the context of improving classroom education by making inferences.

- *The sub-dimension, regarding which academicians express the most positive opinions is education and the least positive opinions is infrastructure. Regarding education, academics stated that they provide a better quality of education compared to Turkey in general, but the quality of teacher candidates decreased day by day. Regarding the infrastructure dimension, they stated that the physical conditions were not sufficient but they were hopeful about the new building.*

Despite the many measures taken and studies conducted by the Council of Higher Education and MoNE, the minimum standards of the quality of education in education faculties have not been established and their implementation has not been guaranteed. The only qualification indicator regarding the performance of the faculties of education is the Teaching Subject Matter Knowledge Test, which can be discussed to what extent it can be used to determine this (Education Reform Initiative, 2015). That the participants of the research expressed a positive opinion regarding the education sub-dimension is also an important criterion in the preference ranking of this university. The positive feelings of the participants in this sense also constitute a factor for the positive feeling of the climate. Because it takes a long time for education to become qualified. The most unfavorable physical deficiencies are problems that can be solved in a shorter time in the university where the research is conducted. Many research findings reveal that physical impossibilities are a common problem. In this sense, likewise Bülbül and Tunç (2011 qtd. in İnandı, Tunç and Uslu, 2013) stated that physical working conditions' not being suitable for research and Tuzgöl-Dost and Cenkseven (2007) stated that the inadequacy of physical conditions were considered important by instructors in addition to many other problems. Çetinkanat (2002 qtd. in Tuzgöl-Dost and Cenkseven, 2007), in his/her research, found that there is a high level of significant relationship between physical environment sub-dimension and emotional burnout.

- *In the research subscale, the most positive opinions were stated by associate professors and the most negative opinions were stated by the teaching staff. Regarding the research sub-dimension, they stated that the researches belonging to the main science branch were clustered in a certain field and both the quality and the number of the researches should be increased.*

It is quite understandable for the academicians who try to provide the necessary promotion criteria in order to become an associate professor to approach the situation positively for the instructors. Turkey has a very limited number of faculty members in classroom teaching departments. Many universities cannot take master's and doctoral students and cannot open programs in classroom teaching. In this sense, it can be stated that academicians should conduct researches appropriate to their specialties in all sub-fields of classroom education, and in general, quality and quantity should be improved in their researches. Topçu et al. (2012, p. 19) stated that increasing the participation of academicians in academic activities and encouraging them in this direction are very important.

- *Considering the infrastructure sub-dimension, it was concluded that the most positive opinions are those of doctor research assistants and the most negative opinions are those of research assistants. The academicians stated that the physical conditions related to the infrastructure have not been good so far, that the educational environments should be improved, they want an infrastructure suitable for the course contents and they believe that these deficiencies will be eliminated in the new building.*

Murat and Çevik (2008, p. 15) concluded that physical, technical and social facilities and communication factors were effective in the quality of academic activities. Differing from those who stated positive opinions regarding the study at hand, Paksoy (2007) discovered that

professors were the most satisfied (58.3%) with the internet access, laboratory conditions and library services provided by the institution, and the instructors- experts were those most dissatisfied (53.0%) with these services provided by the institution. Both studies show similarities in terms of titles expressing negative opinions.

- *When the management and organization dimensions were examined, it was found that those expressing the most positive opinions were professors and the most negative opinions were expressed by those who did not want to state their titles. The academicians stated that the administrative and academic affairs of the department related to management and organization are managed without interruption but they are shaped by politics rather than an academic structure and therefore they do not have a lot to say.*

In Paksoy's (2007) study, his conclusion that professors were the most satisfied with the management staff of the institution (75.0%) coincides with the study at hand. It is expected that the titles performing the management are again satisfied with the management. In this sense, it is noteworthy that those who are not satisfied are those who do not want to state their titles. In Tuzgöl-Dost and Cenkseven (2007), when the views of the lecturers were examined in general, they found that management problems were among the prominent problems.

In addition, although the number of academicians in this unit is considered sufficient, their fields of expertise are questioned. It is stated that it is the responsibility of the administration to ensure that the courses are taught in line with the fields of expertise and that inappropriate persons are not tenured. Acar (2002, p. 12) stated that priority should be given to the use of public services in a manner that contributes to the provision of public services by keeping the skilled and informed staff away from political influences. Tekinsoy and Mısır (2012), in their study entitled "Beginning of the Academic Appointment Process, Additional Requirements and Jury Reports" stated that the appointment of a faculty member in universities is a process that starts as a result of the recruitment by the rector in accordance with the needs and results in the appointment of the rector and which is realized as a result of a process involving different units, people and boards. In the continuation of the study, they made the following explanations: It is openly accepted in the Judicial Opinion of the Council that all the stages of this process should be arranged in accordance with the academic requirements and within this framework, a process involving the authorized boards and managers starting from the lowest and basic units should be conducted in determining the need for faculty members. While it is possible to specify additional and specific conditions for each staff as well as the conditions set out in the law, these conditions must be foreseeable, objective and auditable so as not to impair the objectivity of the process. They also stated that these conditions should not be based on reasons other than academic and scientific requirements according to their fields of science.

The number of field experts in the field of classroom teaching is so limited. However, the department of classroom teaching exhibits a property, which enables assigning criteria to be exceeded in the easiest way due to its interdisciplinary nature. In addition, it provides samples to situations in the literature, which reveal that academic assignments and commissionings are not duly established and therefore experts in the fields do not attend classes. Thus, Erginer, Erginer and Bedir (2009) found that the teaching staff working in the faculties of education varied in terms of their academic origins and this diversity was in favor of academicians from the faculty of science and literature. Regarding the diversity of the academic staff in terms of academic background, these researchers stated that the criteria appropriate for the needs of the faculty of education were not considered while assigning instructors to faculties of education and that especially in the selection of instructors initial teacher training and educational sciences majoring were ignored.

- *When the sub-dimension of education is considered, it was concluded that the most positive opinions are those of doctor research assistants and the most negative opinions are of those who do not want to specify their titles. The academicians stated that entering the undergraduate program with very low scores had a negative effect on the quality of education, that the content and number of courses in the*

undergraduate program were insufficient, that the experts in the courses should enter the courses but that a good education was given in general.

It is noteworthy that in the present study, the most positive opinions in the education sub-dimension are those of physician research assistants and this does not show consistency with the studies in the literature. Öztürk and Şahbudak (2015) in their study at Cumhuriyet University, found that professors followed by associate professors constitute the group with the highest job satisfaction when compared to other titles, and that their studies are consistent with the studies in the literature (Çivilidağ, 2011, p. 116; Bilge et al., 2007, p. 38). In the present study, that it was maintained that teacher candidates classroom teaching department with a low score and therefore the input quality is low is noteworthy. When we look at the history of teacher training, there were periods in which the candidates to get teacher education were carefully selected and measures were taken to increase the quality. However, in some periods, the need for quantity created the opposite situation. On the one hand, the Ministry of National Education conducts a number of studies aimed at identifying the competencies of teachers in order to train qualified teachers; on the other hand, pedagogical formation opens the path of teaching to anyone who wishes with certificate training programs, ignoring the determined teacher competencies. Thus, this dilemma creates serious concerns in the public opinion about the training of qualified teachers (Azar, 2011, p. 38).

- *When the sub-dimension of relations with stakeholders was examined, it was concluded that the most positive opinions were again stated by doctor research assistants and the most negative opinions were stated by associate professors. Academicians stated that a personal cooperation was established with stakeholders, good relations were established with teacher candidates but cooperations were limited with certain congresses, symposiums, institutional cooperation was not performed and relations with the Ministry of National Education were weak.*

In Alparslan (2014) 's research, the factors that explain the satisfaction of academicians with their universities are academic incentives, warm and social relations with managers and colleagues, positive attitudes and behaviors of the manager, executive activities and the effectiveness of the staff. When the studies conducted abroad are examined, it is seen that, in an international perspective, Lacy and Sheean (1997, p. 305) discussed job satisfaction among academic staff in eight countries (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, the United Kingdom and the United States). According to the results of the study, the factors related to the academic atmosphere including university atmosphere, morale, sense of unity and relationship with colleagues were found to be the most important determinants of job satisfaction.

- *It was concluded that those who expressed the most positive opinions in the satisfaction survey were research assistants with PhD, and those who expressed the least positive opinions were the research assistants.*

Bilge et al. (2007, p. 32) examined the job satisfaction of faculty members at public universities in Ankara. As a result of the research, they concluded that the intrinsic satisfaction of faculty members was higher than those of instructors that those in the upper echelons of the hierarchy had more intrinsic satisfaction than those in the lower level and the senior had more intrinsic satisfaction compared to the junior. Paksoy (2007) also found that, regarding the titles, professors were the most satisfied title group and the least satisfied title group comprised instructors-experts. He stated that professors' constituting the highest satisfaction group could be explained with the legal structure of universities and the dissatisfaction of lecturers-experts could be explained by their not having sufficient opportunities to improve themselves. Hickson and Oshagbemi (1999, p. 537) concluded that the title increases job satisfaction in both research and educational activities. In this sense, the results of the present study do not show similarities with the researches in the literature.

- *In consideration of the findings obtained from the satisfaction survey, it was seen that female participants expressed more positive opinions than male participants in total and in all sub-dimensions.*

Okpara et al. (2005, p. 17) conducted a survey on 1100 individuals selected from 80 United States universities using the sampling technique and observed that there were differences based on gender regarding the job satisfaction levels of faculty members participating in the survey. Female faculty members are more satisfied with their jobs and colleagues. Hickson and Oshagbemi (1999, p. 537) also stated that there is a correlation revealing that women were (even if slightly) more satisfied in terms of their careers compared to their male colleagues. All of these findings appear to correspond with our research. On the other hand, Öztürk and Şahbudak (2015) found that job satisfaction level in terms of gender did not make a difference between the groups. Eroğlu and Özkan (2009), in their research where they tried to evaluate the relationship between the perception of organizational culture and communication satisfaction with other variables, discovered that the concepts examined did not differ according to the gender variable.

In the context of this study, some suggestions can be offered to university administrations and academics. The attitude and communication power of the manager directly affects the satisfaction and motivation of the staff working in the academy. Therefore, managers need to attach great importance to communication with academics and they need to participate in both mental and emotional contexts. Because being considered valuable and important by the management is a very important issue that can motivate them. Academically encouraging attitude should be prioritized. Naturally, it will be important to render physical space opportunities more adequate. The high level of satisfaction in education also gives an idea about the satisfaction of academicians with the quality of their education. Another issue related to education is the necessity to revise the content and number of courses taught in the department of classroom teaching. The relationship among stakeholders is another issue that should be considered. That academics establish positive relations with the other academics, university or faculty management and teacher candidates will probably affect quality and job satisfaction positively in education.

REFERENCES

Acar, A. (2002). Yönetim-siyaset ilişkisinde kamuda personel politikaları. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7, 5-14.

Ada, S. & Baysal, Z. N. (2010). *Türk eğitim sistemi ve etkili okul yönetimi*. Ankara: Pegem Akademi.

Alparslan, A. M. (2014). Öğretim elemanlarının işlerinden tatmin, üniversitelerinden memnun ve gönüllü olmalarındaki öncülleri: Mehmet Akif Ersoy Üniversitesinde bir araştırma. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *6*(11), 82-101.

Azar, A. (2011). Türkiye'deki öğretmen eğitimi üzerine bir söylem: Nitelik mi, nicelik mi. *Yükseköğretim ve Bilim Dergisi*, *1*(1), 36-38.

Baskan, G. A. (2001). Türkiye'de yükseköğretimin gelişimi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, *21*(1), 21-32.

Bilge, F., Akman Y. & Kelecioğlu H. (2007). Öğretim elemanlarının iş doyumlarının incelenmesi, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *32,* 32-41.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L. & Hanson, W. (2003). Advanced mixed methods research designs. *Handbook of Mixed Methods in Social And Behavioral Research*, 209-240.

Eğitim Reformu Girişimi (2015). Öğretmen politikalarında mevcut durum ve zorluklar http://www.egitimreformugirisimi.org/wpcontent/uploads/2017/03/ERG_%C3%96%C4%9Fretmen-Politikalar%C4%B1nda-Mevcut-Durum-ve-Zorluklar.pdf. adresinden 08.10.2019 tarihinde erişilmiştir.

Erginer, E., Erginer, A. & Bedir, G. (2009). Eğitim fakültelerinde görevli öğretim elemanlarının akademik kökenleri ve öğretmen yeterliklerinin incelenmesi üzerine bir çalışma. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, *9*(2), 93-108.

Eroğlu, E. & Özkan, G. (2009). "Örgüt kültürü" ve "iletişim doyumu" ile bireysel özellikler arasındaki ilişkinin değerlendirilmesi: Bir uygulama örneği. *Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi*, *5*(4), 50-61.

Hickson, C. & Oshagbemi T. (1999). "The effect of age on the satisfaction of academics with teaching and research", *International Journal of Social Economics, 26*(4), 537-544.
İnandı, Y., Tunç, B. & Uslu, F. (2013). Eğitim fakültesi öğretim elemanlarının kariyer engelleri ile iş doyumları arasındaki ilişki. *Eğitim Bilimleri Araştırmaları Dergisi, 3*(1), 219-238.
Karagözoğlu, G., Arıcı H., Bülbül S. & Çoker N. (1993). *Türkiye'de öğretmen eğitim politikaları ve modelleri*. Avrupa konseyi ülkeleri öğretmen yetiştirme politikaları ve modelleri toplantısı. Ankara: Milli Eğitim Basımevi.
Karcıoğlu, F. (2001). Örgüt kültürü ve örgüt iklimi ilişkisi. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, *15*(1-2), 265-283.
Lacy, F. J. & Sheehan, B. A. (1997). Job satisfaction among academic staff: an ınternational perspective. *Higher Education, 34*(3), 305-322.
Machado-Taylor, M. de L., Soares, V. M., Ferreira, J. B. & Gouveia, O. M. R. (2011). What factors of satisfaction and motivation are affecting the development of the academic career in Portuguese Higher Education Institution? *RAP- Rio de Janeiro*, *45*(1), 33-44.
Murat, G. & Çevik, E. İ. (2008). İç paydaş olarak akademik personel memnuniyetini etkileyen faktörlerin analizi: Zonguldak Karaelmas Üniversitesi örneği. *ZKÜ Sosyal Bilimler Dergisi, 4*(8), 1–18.
Okpara, J. O., Squillace M. & Erondu E. A. (2005). Gender differences and job satisfaction: A study of university teachers in the United States", *Women in Management Review, 20*(3),177–190.
Özdağoğlu, G., Damar, M., Karapınar, İ., Tuncel, P., & Özler, C. (2016). Akademik personel memnuniyet çalışması için bir yazılım: Dokuz Eylül Üniversitesi örneği. *International Conference on Quality in Higher Education, Sakarya-TURKEY.*
Özdemir, A. (2017). Üniversitelerin Türk idari teşkilatı içerisindeki yeri ve üniversite teşkilatı. *İktisadiyat*, *1*(1), 171-192.
Öztürk, M. & Şahbudak, E. (2015). Akademisyenlikte iş doyumu. *Journal of International Social Research*, *8*(40), 494-501.
Paksoy, H. (2007). Üniversitelerde akademik personelin iş memnuniyeti: Harran Üniversitesi örneği. *Karamanoğlu Mehmetbey Üniversitesi Sosyal ve Ekonomik Araştırmalar Dergisi*, (1), 138-151. https://dergipark.org.tr/tr/pub/kmusekad/issue/10224/125709 adresinden 01.10.2019 tarihinde erişilmiştir.
Topçu, B., Saraçlı, S., Dursun, P. & Gazeloğlu, C. (2012). Akademisyenlerin yaşam kaliteleri üzerine bir çalışma: Afyon Kocatepe Üniversitesi örneği. *Düzce Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi, 2*(1), 15-19.
T.C. Resmi Gazete (18.02.1982). *Üniversitelerde akademik teşkilat yönetmeliği,* Sayı: 17609. Ankara: Başbakanlık Basımevi.
Tekinsoy, M. A. & Mısır, M. B. (2012). Öğretim üyeliğine atanma sürecinin başlangıcı, ek koşullar ve jüri raporları. *Ankara Üniversitesi Hukuk Fakültesi Dergisi*, *61*(1), 351-382.
Turhan, M. & Erol, Y. C. (2017). Akademisyenlerin akademik teşvik ödeneğine ilişkin görüşleri. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 18*(3), 281-296. DOI: 10.17679/inuefd.341708.
Tuzgöl-Dost, Ö. & Cenkseven, Y. (2007). Devlet ve vakıf üniversitelerinde çalışan öğretim elemanlarının mesleki sorunları. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 16*(2), 203-218. https://dergipark.org.tr/tr/pub/cusosbil/issue/4377/59981 adresinden 03.10.2019 tarihinde erişilmiştir.
Yıldırım, A. & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri* (6. Baskı). Ankara: Seçkin Yayıncılık.