

**RESEARCH ARTICLE**

## The Effect of Bureaucratic Practices in Education on Teachers' Job Satisfaction

Ahmet TOPRAK \*1

<sup>1</sup> Ministry of National Education, Bolu, Turkey.

**Correspondence:**

\*Ahmet TOPRAK

E-mail: toprak7821@gmail.com

**Submitted:** 10.01.2022

**Revision Requested:** 01.02.2022

**Revision Received:** 14.02.2022

**Published Online:** 06.04.2022

**Citation:** Ahmet T. (2022). The Effect of bureaucratic practices in education on teachers' job satisfaction. *Political Economy and Management of Education*, 3(1), 1-19.

### Abstract

Bureaucracy is a form of management that positively or negatively affects institutions and remains valid. Job satisfaction is the satisfaction that occurs when employees fulfill the requirements of their work. One of the factors affecting the job satisfaction of the employees is the management approach of the organization in which they work. From here, it was requested to examine the effect of bureaucratic practices in schools on teachers' job satisfaction and this study was carried out. A relational scanning model was used in the research. The sample of the study consists of 119 teachers working in Bolu city center in the 2020-2021 academic year. In the research, the "Bureaucratic Characteristics of Schools Scale" developed by Öztürk (2001) and the "Job Satisfaction Scale" developed by Kavutçu (2016) were used as data collection tools. In the analysis of the data, spss 13.0 program was used to determine the percentage, frequency, ANOVA, T-Test, correlation analysis, Scheffer test, and regression analysis. Research data showed that teachers' overall perception and job satisfaction regarding bureaucratic practices in education was "sufficient". When we looked at the results of the research, a positive relationship was found between bureaucratic practices in schools and the job satisfaction of teachers.

**Keywords:** *Job Satisfaction, Bureaucratic practices in schools, Teacher*

## Introduction

In today's management approaches, it is accepted that the effective, efficient use of the human factor, which is the most basic source of the organization, is one of the important factors affecting the success of the organization. The raw material that is studied in educational institutions, which includes all the characteristics of the organizations and therefore is considered as an organization, is the person who comes from the society and goes to the society. Therefore, the individual aspect of the school organization is more sensitive to the institution. In the job satisfaction of the staff working in a school, organizations centered on the human factor, the bureaucratic characteristics of the institution play a major role (Bursalioğlu, 2012).

It is known that institutions in many developed and developing countries have forms of management with a sense of bureaucracy. In these administrations, there is specialization and job department, established authority, and written job rules. In these methods, people who specialize in the field are studied, authority is gathered in a center, the works divided by subordinate-top rating are connected. Orders and rules are written, pre-issued. The responsibility of each employee is clear. Since authority and responsibility are given to the authorities, it is more institutional than personal (Damar, 2018). Max Weber, who contributed greatly to the examination of the bureaucracy and avoided expressions that disparaged the bureaucracy, defined the bureaucracy as an organization consisting of the job department, the hierarchy of authority, written rules, filing of correspondence and activities, non-personality, a disciplined structure, and official positions. (Akçayaka, 2016).

Even if people choose professions according to their wishes and skills, they face many problems related to their profession or due to work conditions. When there is no solution to the negative situations and problems experienced by the people, the employees cannot be happy and their motivation decreases. Negative situations experienced by individuals, unrelated problems, and low motivation; causes job insatiability in the person. Job insatiability and low motivation lead to low productivity at work, absenteeism, layoffs, polarization, and morale in relations between employees and managers.

The effective functioning of schools, which are the infrastructure system of the education system and also the basic system, is possible by having an institutional structure. The institutional structures of the schools are under the requirements of the age, allowing them to successfully perform the roles they need to fulfill. There is no doubt that the success of schools is closely related to teachers' attitudes towards school and job satisfaction. It can be said that one of the many organizational and individual factors affecting the job satisfaction of teachers in schools is the practices within the bureaucratic structure that the school has. (Alanoglu and Demirtas, 2015)

In this study, the concepts of bureaucracy and job satisfaction, bureaucracy in schools, and the concepts of job satisfaction of teachers are discussed. Bureaucratic practices in schools have been examined depending on the writing that affects teachers' job satisfaction.

## **Concept and Definition of Bureaucracy**

Bureaucracy; It means the system consisting of the words bureau and cratie (sovereignty) and in which the powers are used by the bureaus (Buluc, 2009). In the Turkish Language Institution (2019), the concept of bureaucracy is defined as "Making transactions difficult by suggesting stationery in state institutions, stationery". According to this definition, the bureaucratic structure has the ability to cumbersome the organization. However, as a management approach, bureaucracy is an approach that allows the implementation of decisions taken regarding the administrative activities of organizations, and social relations that have developed since the period when people started to socialize have revealed the need for the bureaucratic organization (Akçakaya, 2016).

When the field is examined in summer, it is seen that the concept of bureaucracy is defined in different ways. According to Buluc (2009), the concept of bureaucracy is often considered as an organizational model that evokes a negative structure in people, mostly with stationery and hierarchical structure. Practices in most organizations show that these views and opinions have a fair share. According to Yildirim (2010), bureaucracy is a managerial form that is not based on compromise or social interaction. Relationships are ruleful. The way it works and possible situations are determined by systematic formal rules in advance. The main task of the employees is to strictly comply with these rules. The legitimacy of formal rules is due to the necessities of work and the logical order of relations. Önal (2012) defined bureaucracy as a concept related to management and politics. In addition, he considered the bureaucracy as a pejorative concept used to describe the abuse of negative and official authority and stated that it covers negative behaviors and processes such as inefficiency, slowing of work, canning, stationery, evasion of responsibility, secrecy in management, reluctance to delegate authority, excessive commitment to authority. Damar (2018) has determined that bureaucracy is perceived in three different ways in society in general. He stated that the first meaning is stationery, which means "go today and come tomorrow" in the language of speech, the second meaning means the system of employees in public institutions, and the third meaning constitutes an ideal type category in social sciences. Based on the definitions, the concept of bureaucracy can be expressed as a form of management in which the duties and responsibilities of employees are determined within the framework of certain rules, authority is felt, informal groups are not included in the working environment.

## **Basic Features of Bureaucracy**

Buluc (2009) said that there are two main characteristics of bureaucratic organizations. These are the ones that are going to Formality and centralism.

Formality; is the degree to which the organization has written rules, regulations, methods, and policies. Formality can be explained in two ways: effective and challenging (Adler and Borys, 1996). Effective Formality; It helps to solve the problems that employees face in their work. Effective rules and procedures are flexible and guiding, helping employees in crisis and surprise situations with what best practice will be. Effective procedures provide interactive dialogue and see problems as an opportunity. He learns from mistakes. In short, it makes problem-solving easier. Challenging Formality, on the other hand, lacks two-way communication and is autocratic. He sees problems as an obstacle. It feeds insecurity, doubts differences. It punishes mistakes and

fears unexpected situations. In short, such procedures want to blindly follow the rules (Hoy and Sweetland, 2000).

**Centralization;** The other important feature of bureaucratic organizations is centrality or hierarchy. According to Hirschhorn (1997), hierarchy is not obstructive, but rather helpful. Effective organizations need instructions, coordination, and disciplined compliance of their members with the rules. In this process, hierarchy plays a central role. The centrality of the authority relates to the degree to which employees participate in the decision process. Highly centralized, decisions are collected in the hands of several people. In low centrality, authority was distributed in the decision process (Hoy and Sweetland, 2000).

## **Bureaucracy Theory**

Max Weber is the first person to put the concept of bureaucracy on a scientific basis and explain it in a meaningful way. It acts from the current relationship of authority when defining the bureaucracy (Ergun, 2004). According to Tortop, Aktan, and Ergun (2002), Weber's ideal bureaucracy is rational. Its purpose is to provide effective and efficient service. Legal framework, hierarchy, division of labor, official documentation management, the presence of the angelized executive class, career-shaped civil service, and the personnel regime that comes with it are the main elements of the Weber bureaucracy.

According to Weber, modern bureaucratic units (general) or bureaucratic initiatives (private) operate within a defined jurisdiction. Accordingly, there are three main elements:

1. Regular activities of the organizational units are defined as "official duties".
2. These tasks are distributed quite fixedly, and the authority involved in their fulfillment can be compelling enough to eliminate the rules at any time, as well as strictly adhere to these rules.
3. When individuals encounter additional rules and features, there are regular and established ways to ensure the continuity of these duties with the law (Tortop, Aktan, and Ergun, 2002).

In this context, the organization carries out the specified works and operations regularly and under the rules, but there is no mayhem.

When considering the dimensions of the bureaucracy, Hall (1963) listed the dimensions of the bureaucracy as follows;

*Department of Labor and Specialization:* In structures governed by bureaucracy, all tasks are divided into highly specialized jobs and each employee is given the necessary authority to do these tasks

*Rules and Regulations:* Each bureaucracy has a system of abstract and consistent rules regulations that are set for the purpose. Each system of rules includes the original rights and tasks, is used to control activities within the hierarchy, and ensures the continuity of jobs even if individuals change.

*Hierarchy of Authority:* In the bureaucracy, tasks are organized vertically according to the principle of hierarchy and enable the leveling of authority.

*Objectivity:* People at all levels of a bureaucratic structure are expected to make decisions based on facts, not emotions. In this sense, objectivity provides equality and strengthens rationality.

*Career Orientation:* Since employment in bureaucratic organizations is based on technical qualifications, employees consider their jobs as a career. Employment should be done according to the qualifications of individuals and promotion should be given based on performance related to the job.

### **Bureaucracy in School Administration**

Schools are considered bureaucratic structures because they carry the basic characteristics of bureaucracy such as the use of authority, department of labor, certain standards, technical competence, rules, and regulations (Hoy, 2003). From the point of view of the school administration, the role of school administrators in the effective functioning of the bureaucracy is great. Managers who know the bureaucracy and use it effectively can use it for purposes by eliminating the negativity of the bureaucracy. In cases where bureaucracy is not used effectively, problems will inevitably arise and management will lose its functionality (Buluc, 2009). Strict and prescriptive functioning of bureaucracy in schools; Managers' view of the resource issue above every problem, the blindness of creativity since rules, regulations, and circulars are at the heart of the decisions, and the inability of subordinates to develop reform proposals due to the centralized structure of the system (Önal, 2012).

### **Job Satisfaction Concept**

Job satisfaction, also known as job satisfaction, is derived from the Latin word "sales" and means sufficient. Satisfaction; It is a personal, emotional, and socially qualified concept that can only be defined by feeling by the relevant individual, a complex concept that describes its inner peace (Sencan, 2011). When the field is examined in writing, various definitions are available for the concept of job satisfaction. Day (2016) evaluated job satisfaction as a symptom of employees' physical and mental health as well as their individual, physiological and mental feelings and stated that it does not provide job satisfaction not only in the financial interests obtained from the job but also in the colleagues that the employee enjoys working with and the happiness of obtaining a product.

Pinar (2008) emphasized that another way to describe job satisfaction by approaching job satisfaction from a different perspective is to define job insatiability. Loss of job insatiability, employees' sense of enjoyment of their work can occur in the form of slowing down work, inefficiency or less efficiency, or indiscipline than it should be.

### **Importance of Job Satisfaction**

According to Day (2016), working life gives employees work-related experiences while at the same time causing the employee to create a mental and emotional attitude towards work. The positive emotional reactions of the employee to the work he/she is working show the presence of job satisfaction. Job satisfaction affects not only the employee himself and the organization he works for but also his family, friends, and even his outlook on life. Therefore, to determine the

problems of the employees of the researches on the job satisfaction of the employees; to reveal the general attitude about the job; organize intra-organizational communication; plan and manage change; it has been found to benefit the individual in determining educational needs.

Negative feelings develop towards the work when the individual is unable to get satisfaction from the work he/she works. Accordingly, there may be job inefficiency, disruption of work, complaints about work, psychological problems, etc. (Bozkurt, 2008). If the person is satisfied with what he or she is doing, he may show positive behaviors such as taking care of his work, developing himself in his/her work, coming up with creative ideas and practices, etc. In addition, people who experience job satisfaction experience satisfaction in their social lives, enjoy life, and are happier (Kes 2006). This understanding applies to teachers in our schools. Teachers, who are one of the stakeholders of the education system, have an important place in the education system. It is the teacher who motivates the student in the education of the student and prepares the educational environment. Teachers guide the academic achievements and futures of the students in the educational environment they prepare and ensure the development of their personalities. Therefore, teachers who train individuals who will shape the future of society should have high job satisfaction.

### **Factors Affecting Job Satisfaction**

Many factors affect job satisfaction. Individual and organizational factors are the main factors.

#### *Individual Factors*

Individual factors are factors that allow the person to achieve different levels of satisfaction from what they do. Among the individual factors affecting job satisfaction; factors such as gender, education level, age, personality, marital status, etc. can be listed.

If we talk about these factors, with the progression of age, the effort to succeed or accept the situation that the person shows leads to increased job satisfaction. However, there has been a decrease in job satisfaction in people approaching retirement time (Agnli, 2009). The results of the research examining the relationships between genie and job satisfaction differ. Some research results show that women have higher job satisfaction levels, while others show that women have lower job satisfaction (Sword, 2011)

The time that employees spend in job life is important in determining job satisfaction. In those who have just started work, the fact that there are often unrealistic expectations leads to job insatiability. However, long-term employees in the same workplace have higher job satisfaction (Daytime, 2016).

They stated that individuals with high education level generally work at the management level and the desk, benefit from social security and health opportunities well, while individuals with low education levels work in severe conditions and conditions that negatively affect human health and their quality of life is low (Torlak and Yavuzçehre, 2008).



### *Organizational Factors*

Among the organizational factors affecting job satisfaction are wages, the nature of the work, the opportunities for promotion, management style, and job security.

The work that employees do; if they are suitable for their abilities, open to learning and development, encouraging the creativity of the employee, imposing responsibility, and giving the person freedom, provide sufficient job satisfaction. In particular, the fact that the work done gives the employee a certain degree of freedom causes the work to be preferred (Daytime, 2016). The fee charged; if it is proportional to the work done if it is by the expectations and performance of the individual if the market is determined fairly based on the wage system, it causes increased job satisfaction (Bozkurt and Bozkurt, 2008). Management methods that include the creativity of employees and supportive teamwork increase the job satisfaction of employees. In some cases, the good management style, and the manager's approach, causes employees to stay in the workplace even if the wage is low (Daytime, 2016). The ability to rise in the workplace is an important factor that increases the desire of employees to work. When it comes to the possibility of workplace growth and the associated wage increase, employees can take more ownership of their job and strive to succeed (Sencan, 2011). In our country, as in other institutions, bureaucratic management in educational institutions varies. The differences shown by this management approach can have an impact on teachers' job satisfaction. Teachers' job satisfaction plays an important role in achieving the school's objectives. As a result of the research, it is seen that it can make positive contributions to situations affecting teachers' job satisfaction.

### **Relationship Between Bureaucracy and Job Satisfaction**

The purpose of the use of bureaucracy in institutions is speed and efficiency. The rules and regulations of the work and procedures of the employees are determined in advance and the employees are expected to comply with them. However, working in this way can interfere with the ability of individuals to think rationally and make quick decisions. This situation reveals the whole of people who apply certain rules without question. In this respect, the bureaucracy traps the individual in an invisible cage.

The bureaucratic structure of the school is expected to affect the behavior, attitudes, and perceptions of the teachers as well as the management style exhibited by the school administrator. In addition to shaping the management style of the manager, the bureaucratic structure is expected to affect the job satisfaction of teachers (Alanoglu and Demirtaş, 2019). Students will be positively affected as the level of satisfaction of the teacher from his profession increases. This phenomenon is two-way and the fact that the students are in a good educational environment will also positively affect the teacher's professional satisfaction level.

Teachers have a very important role in shaping future generations and achieving the desired quality of society. Teachers aim to educate individuals who are useful to society and leaders in social progress as a result of their efforts in education. Within the education and training system; administrator, teacher, student, supervisor, parent, monetary and physical resources, although there are many different elements, the most important element that raises the quality is the teacher. For this reason, teachers' professional satisfaction should be optimized due to the responsibilities they are burdened with (Akbulut, 2015). From here, it can be said that one of the

factors affecting teachers' job satisfaction in schools is the bureaucratic practices that the school has.

### **Purpose of the research**

This research aims to determine whether bureaucratic practices in schools have an impact on teachers' job satisfaction. When the universe is examined in the summer, it is seen to be done with issues such as organizational citizenship, politicization, organizational health, attitude, public administration. In the studies carried out with job satisfaction, it can be said that most of them are studied with occupational burnout, life satisfaction, organizational justice, burnout level. In this research, the fact that the bureaucracy and job satisfaction will be studied will bring a different perspective to the field of writing.

For this purpose, the following questions were sought:

1. How do teachers' perception levels and job satisfaction levels related to bureaucratic practices in education be distributed?
2. Do teachers' perceptions of bureaucratic practices in schools differ in general and scaled-down demographics (Gender, Education Level, Year of Employment Service)?
3. Is there a relationship between teachers' perceptions of bureaucratic practices in education and job satisfaction?
4. Does teachers' perceptions of bureaucratic practices in education affect job satisfaction?"

## **Method**

This section includes research model, universe and sampling, validity and reliability analysis, data collection tool, data collection, and data analysis.

### **Research Model**

The research is a study in the relational screening model created to determine how there is a relationship between bureaucratic practices in education and teachers' job satisfaction. The relational scanning model is called the scanning approach, which aims to determine the presence of interchange between two and more variables. In the relational scanning model, it is tried to determine whether the variables change together; if there is a change, how this happens (Karasar, 2011).

### **Universe and Sampling**

The field of the research is 800 teachers working in the official secondary and imam hatip secondary schools in Bolu Provincial Center in the 2021-2022 Academic Year. A total of 200 teachers are sampled from within this universe.

The main feature of unelected sampling methods is that the sample has a high power to represent the universe. The probability that the units based on sampling are selected for the



sample is equal. With these methods, it is aimed to create highly representative samples in which valid generalizations can be made to the universe (Rooted and Büyüköztürk, 2007).

**Table 1.** *Distribution of working group by Demographic Characteristics*

Variable		n	%
Gender	Female	132	66
	Male	68	34
Job Seniority	1-10 years	89	44,5
	11-20 years	51	25,5
	21 years and over	60	30
Education Level	Undergraduate	151	75,5
	Postgraduate	49	24,5

When the genders are examined in Table 1, it is seen that 132 (66%) of the teachers surveyed were female and 68 (34%) were male. According to the seniority year, 89 (44.5%) of the teachers surveyed have job seniority between 1-10 years, 51 (25.5%) have 11-20 years, and 60 (30%) have 21 years or more of work seniority. When the education levels are examined, 151 (75.5%) of the teachers who participated in the study are undergraduate and 49 (24.5%) are graduates.

### Data Collection Tool

The data collection tools used in the research consist of three parts. The first part consists of personal information aimed at determining gender, job seniority, and educational status, which is thought to have an impact on the research results of teachers. In the second part, the scale of the bureaucratic characteristics of the schools and the work satisfaction scale are included in the third party.

### Scale of Bureaucratic Characteristics of Schools

The scale of bureaucratic characteristics of schools is a 4D scale developed by Ozturk (2001) to measure teacher perception levels related to the level of bureaucratization in schools and the level of bureaucratization in the dimensions of the hierarchy of authority of the bureaucracy, rules-regulations, objectivity and procedural characteristics. The scale consists of 42 questions and is a 5-type Likert scale and is created as 1= I Do Not Agree At All, 2= I Disagree, 3= I Am Undecided, 4= I Agree and 5= I Completely Agree. A low score on the scale means low bureaucracy means high score high bureaucracy. The alpha reliability coefficients of Cronbach by Ozturk (2001) are .65 for the subdivision of the "Authority hierarchy", .82 for the "Rules-regulations" subdivision, .81 for the "Objectivity " subdivision, .83 for the subdivision of "Procedural properties", and Cronbach alpha coefficient for the entire scale  $\alpha = .90$ . As a result of the Cronbach alpha reliability test, the "Authority hierarchy" subdivision was found to be .65, the "Rules-regulations" subdivision was .82, the "Objectivity " subdivision was .83, the "Procedural properties" subdivision was .81, and the Cronbach Alpha coefficient for the entire scale was  $\alpha = .90$ . The scale overlaps with the coefficients found by the owner.

## Job Satisfaction Scale

The Job Satisfaction Scale is a one-dimensional scale developed by Kavutçu (2016) to measure and determine teachers' job satisfaction and determine whether they vary according to different variables. The job satisfaction scale consists of 24 questions and is created as scoring as 1= I Am Not Satisfied, 2= I Am Not Satisfied, 3= I am undecided, 4= I am satisfied and 5= I am very satisfied. The lowest score on the scale is 24 and the highest score is 120. As the scores are higher, the job satisfaction increases. The Cronbach Alpha coefficient is  $\alpha = .98$  by Kavutçu (2016). As a result of the Cronbach alpha reliability test, the Cronbach Alpha coefficient was found to be  $\alpha = .90$ . The scale corresponds to the coefficient found by the owner.

## Analysis of Data

Kolmogorov Smirnov test was performed to determine whether the data were distributed normally and the data presented in Table 2.

**Table 2.** *Kolmogorov-Smirnov Test on Normalization Distribution*

	Statistics	N	Sig.
Bureaucratic Features	0,07	200	0,11
Job Satisfaction	0,03	200	0,08

Kilmen (2020) interpreted the values of signability as follows as a result of the Kolmogorov-Smirnov tests; "Sig. > 0.05 is the normal distribution," Sig. if the < is 0.05, it is considered an abnormal distribution". From here, when table 2 is examined, it is understood that the data shows the normal distribution. For this reason, parametric analyses were used. The Cronbach Alpha reliability coefficient was used to demonstrate the reliability of the results.

The analysis of data obtained was analyzed below using the IBM SPSS Statistical 13 program.

1. The  $\bar{x}$ ,  $s_s$  values of the scores taken by teachers from the Bureaucratic Characteristics of Schools Scale sub-dimensions and job satisfaction scale were calculated.
2. Teachers' scores from the Job Satisfaction Scale, The Bureaucratic Characteristics Scale, and sub-dimensions of the Schools.
  - a. An independent sample t-test was used to determine whether it differed by gender.
  - b. An independent sample t-test was used to determine whether it differed according to the level of education.
  - c. One-way variance analysis (one-way ANOVA) was used to determine whether the work differed according to seniority.
3. Pearson Multiplication Moment Correlation Analysis was used to determine the relationship between the bureaucratic characteristics of schools and job satisfaction.
4. Linear regression analysis was performed to evaluate whether the bureaucratic characteristics of the schools are a significant strainer of teachers' job satisfaction levels.

To determine whether the data showed normal distribution, distortion, and pressure values were looked at and these values were found to be .44 and .40 for the bureaucratic characteristics scale of schools and -.45 and .63 respectively for the job satisfaction scale. It is acceptable for normality that the distortion and pressure values are in the range of  $\pm 1.5$  (akt from Tabachnick and Fidell. Kadioglu, 2018). From here, distribution is considered normal.

## Findings

Statistical analysis of the data obtained in the findings section and the results obtained and the comments about them are included.

### Findings and Interpretation of the First Sub-Problem of the Study

In the study, the answer to the question "What are the perception levels and job satisfaction levels of teachers regarding bureaucratic practices in education in general and in the lower dimensions of scale?" was sought. The data obtained are presented in Table 3.

**Table 3.** *Descriptive Statistics on the Effect of Bureaucratic Practices in Education on Teachers' Job Satisfaction*

	N	X	Ss
Hierarchy of Authority	200	3,84	0,84
Rules – Regulations	200	3,94	0,81
Objectivity	200	3,32	0,70
Procedural Features	200	3,88	0,68
Bureaucratic Features of Schools	200	3,65	0,56
Job Satisfaction	200	3,82	0,63

In Table 3, the teachers who participated in the study; were found to participate in items in the subdivisions "Hierarchy of Authority", "Rules - Regulations", "Procedural Features" and the Bureaucratic Characteristics Scale. This can be cited as the reason why schools have a hierarchical structure and bureaucracy has an important role in the conduct of affairs because it is a public institution. However, as can be understood from the opinions, it is not thought that the bureaucracy is operated at every step. This may be because schools are more informal environments and have a positive impact on the functioning of human relations. When the responses of the teachers who participated in the study to the substances in the subdivision of "Objectivity" are examined, it is seen that they are uncertain about whether bureaucratic work in their institutions varies from person to person. This may be due to the manager not applying the bureaucracy to all staff in the same way. The average score of the work satisfaction scale was calculated as 3.82. Teachers' views on the scale of job satisfaction are at the level of "satisfied". This situation also indicates the presence of situations in which teachers are not satisfied. Kavutçu (2016) stated that teachers' job satisfaction is very satisfactory.

## Findings and Interpretation of the Second Sub-Problem of the Study

The second sub-problem of the study was "Does teachers' perceptions of bureaucratic practices in education show a significant difference according to their (a) gender, (b) their work seniority, (c) their learning status?"

### *Examining Teachers' Perceptions of Bureaucratic Practices in Education by Gender Variable*

**Table 4.** T-test results on the Effect of Bureaucratic Practices in Education on Teachers' Job Satisfaction according to Teachers' Genders

	Gender	N	x	Ss	t	P
Hierarchy of Authority	Male	132	3,98	0,82	2,5	0,01
	Female	68	3,58	0,83		
Rules - Regulations	Male	132	4,01	0,82	1,3	0,20
	Female	68	3,82	0,78		
Objectivity	Male	132	3,42	0,79	2	0,05
	Female	68	3,16	0,44		
Procedural Features	Male	132	4,00	0,65	2,7	0,01
	Female	68	3,65	0,69		
Schools Bureaucratic Features	Male	132	3,75	0,59	2,7	0,01
	Female	68	3,47	0,46		
Job Satisfaction	Male	132	3,86	0,64	1	0,03
	Female	68	3,47	0,6		

When Table 4 was examined, it was observed that there was a significant difference between groups in the subdivisions of "Hierarchy of Authority" and "Procedural Characteristics" of teachers' perception of bureaucratic practices in education. However, it was concluded that there was no significant difference between groups in the subdivisions "Rules - Regulations" and "Objectivity". When the full scale of the bureaucratic characteristics of the schools is examined, it can be said that there is a significant difference between the groups. It can be considered that male teachers see school as a job and feel the concept of bureaucracy more in the practices of management, while female teachers are emotional towards the school and students and ignore administrative practices. When the studies in the literature were examined, Eđri (2015) stated that there was no significant difference in the perceptions of male and female teachers regarding the level of bureaucratization of schools. It is seen that the research carried out with this research is not similar. This may be because the number of teachers participating in the study in the research universes varies by gender.

As a result of the independent group t-test to determine whether there was a significant difference in the work satisfaction scale according to the gender variable, it was observed that the job satisfaction score of my teachers showed a significant difference between the groups. According to the finding, male teachers have higher job satisfaction levels in schools than female teachers. The results of the research are similar to the research conducted by Grarslan (2021).

*Examining Teachers' Perceptions of Bureaucratic Practices in Education according to The Year of Work Seniority Variable*

To determine whether teachers differ statistically according to the course of the year of seniority in terms of the scale and subdivision of bureaucratic practices in education; one-way variance analysis (ANOVA) was performed and the results were given in Table 5.

**Table 5.** One Way ANOVA test results on the Effect of Bureaucratic Practices in Education on Teachers' Job Satisfaction by Professional Seniority

		Squares Sum	Df	Square Average	F	p
Hierarchy of Authority	Intergroups	4,15	4	2,08	3,04	0,052
	In-Group	79,31	196	0,68		
	Sum	83,47	200			
Rules - Regulations	Intergroups	3,52	4	1,76	2,76	0,068
	In-Group	73,96	196	0,64		
	Sum	77,48	200			
Objectivity	Intergroups	4,05	4	2,03	4,36	0,150
	In-Group	53,87	196	0,46		
	Sum	57,92	200			
Procedural Features	Intergroups	0,72	4	0,36	0,78	0,460
	In-Group	53,86	196	0,46		
	Sum	54,58	200			
Bureaucratic of Schools Properties	Intergroups	2,28	4	1,14	3,75	0,260
	In-Group	35,23	196	0,30		
	Sum	37,51	200			
Job Satisfaction	Intergroups	0,44	4	0,22	0,55	0,540
	In-Group	46,44	196	0,40		
	Sum	46,88	200			

When Table 5 was examined, there was no significant difference in the "Hierarchy of Authority", "Rules - Regulations", "Objectivity", "Procedural Characteristics" subdivision of the groups and the bureaucratic characteristics of the schools as a result of the one-way variance analysis (ANOVA) to determine whether the averages of the scale and subdivisions of bureaucratic practices in education showed a significant difference according to the job seniority year variable. This can be cited as the reason for the application of bureaucratic practices in the school to all of them in the same way, regardless of the seniority year of the teachers. Karaođlan's (2019) study concluded that the bureaucratic structure of schools varies according to professional seniority. The result it reaches differs from the study.

There was no significant difference between arithmetic averages of groups across the work satisfaction scale. From here, it can be said that teachers have close ties with the students in their practices, do not look at them as work, and therefore do not reach job satisfaction even though their working years increase. Gurarslan's (2021) researches show similar results and coincide with the research results.

*Examining Teachers' Perceptions of Bureaucratic Practices in Education according to The Learning Status Variable*

**Table 6.** T-test results on the Effect of Bureaucratic Practices in Education on Teachers' Job Satisfaction according to Teachers' Education Level

	Education	N	x	ss	t	P
Hierarchy of Authority	Undergraduate	141,00	3,90	0,86	1,88	0,06
	Postgraduate	59,00	3,50	0,64		
Rules - Regulations	Undergraduate	141,00	3,96	0,86	0,40	0,69
	Postgraduate	59,00	3,87	0,48		
Objectivity	Undergraduate	141,00	3,41	0,71	3,28	0,00
	Postgraduate	59,00	2,85	0,36		
Procedural Features	Undergraduate	141,00	3,94	0,68	2,47	0,01
	Postgraduate	59,00	3,52	0,60		
Bureaucratic Features of Schools	Undergraduate	141,00	3,72	0,58	3,07	0,00
	Postgraduate	59,00	3,29	0,17		
Job Satisfaction	Undergraduate	141,00	3,80	0,67	0,68	0,49
	Postgraduate	59,00	3,91	0,29		

When table 6 is examined; It was observed that there was no significant difference in teachers' perception of bureaucratic practices in education according to the learning status variable in the subdivision of "Rules - Regulations". When the full scale of "Objectivity", "Procedural Characteristics", "Hierarchy of Authority" subdivisions, and bureaucratic characteristics of schools are examined, it can be said that there is a significant difference between the groups according to the learning status variable. Based on this, the education levels of individuals did not make a difference in compliance with the rules, but their discomfort with objectivity, procedural characteristics that define paperwork, respect for authority, and bureaucratic practices that symbolize the impartiality of managers was seen. This can be due to the awareness generated by the increase in the level of education.

As a result of the independent group t-test to determine whether there is a significant difference in the job satisfaction scale according to the learning status variable, it was observed that the teachers' job satisfaction scores did not differ significantly according to the learning status variable. It is understood that the level of education does not affect achieving job satisfaction. This can be cited as a reason for teachers not to reach job satisfaction because they are turning to academic careers. Similar results are seen in the researches conducted by Aydinol and Üredi (2020) and coincide with the research results.

### **Findings and Interpretation of the Third Sub-Problem of the Study**

The third sub-problem of the study is "Is there a relationship between teachers' perceptions of bureaucratic practices in education and job satisfaction?" To answer this sub-problem, the data obtained from teachers' responses to the scale are examined with Pearson Correlation Analysis and shown below with table 7.



**Table 7.** Pearson Correlation Analysis Results to Determine The Relationship Between Teachers' Perceptions of bureaucratic practices and Job Satisfaction

		Job Satisfaction
Hierarchy of Authority	r	.414**
	p	.00
	N	200
Rules Regulations	r	.582**
	p	.00
	N	200
Objectivity	r	.14
	p	.129
	N	200
Procedural Features	r	.596**
	p	.00
	N	200
Bureaucratic Practices	r	.482**
	p	.00
	N	200

When Table 7 was examined, a positive moderate relationship was found between the "Hierarchy of Authority", "Rules and Regulations", "Procedural Characteristics" subdivisions, and the "Bureaucratic Characteristics of Schools" scale and teacher opinions regarding job satisfaction. There was no current ability between the subdivision of "objectivity" and views on job satisfaction.

According to this result, it can be said that job satisfaction scores increase as the perception score of bureaucratic practices increases in education, and teachers with a high perception of bureaucratic practices in education have high job satisfaction. When the studies in the literature are examined, similar results are seen in the research carried out by Eğri (2015) and Eroglu (2013) and they coincide with the research results.

### Findings and Interpretation of the Fourth Sub-Problem of the Study

The fourth sub-problem of the study is " Does teachers' perceptions of bureaucratic practices in education affect job satisfaction?" To answer this sub-problem, the data obtained from teachers' responses to the scale were examined by regression analysis and presented in Table 8.

**Table 8.** Regression Analysis showing the effect of bureaucratic practices on teachers' job satisfaction in education

Variables	B	Std. Error	t	p	$\beta$	R <sup>2</sup>	F
Constant	1,851	,335	5,531	,000			
					,482	,232	35,393
Bureaucratic practices	,539	,091	5,949	,000			

As shown in Table 8, as a result of the regression analysis to determine the effect of bureaucratic practices scores on job satisfaction in education, it is seen that bureaucratic practices have a 23% strength in the workforce of teachers to procedure their job satisfaction levels.

According to the results of the analysis, the linear relationship between bureaucratic practices in schools and teachers' job satisfaction levels is statistically significant. The fact that the rules are the same for everyone in the bureaucratic order applied in schools, whether the managers treat all teachers equally, the situation of adopting the rules determined by the teachers, whether they work and procedures planned to be done are done promptly, i.e. the willingness of the teachers to come to the work environment, to do what they do lovingly and willingly, increases their enjoyment of working.

## **Conclusions and Recommendations**

### **Result**

The first sub-problem of the research is "What are the perception levels and job satisfaction levels of teachers regarding bureaucratic practices in education in general and in the lower dimensions of scale?". analysis has been made. According to the results of these analyses, the lower dimension with the highest average according to the bureaucratic characteristics scale of schools was "Rules-Regulations", and the lower dimension with the lowest average was "objectivity". In general, it is seen that the scores of schools regarding their bureaucratic characteristics scale and subsystems are above average. According to this result, it can be concluded that teachers are satisfied with bureaucratic practices in schools. It was seen that the other scale, the job satisfaction scale, was above average and from here it was concluded that the teachers' job satisfaction was high.

The second sub-problem of the study, "Does teachers' perceptions of bureaucratic practices in education show a significant difference according to their (a) gender, (b) their job seniority, (c) their learning status?" according to the results of the analysis for the question;

a) When looking at teacher perceptions according to gender variable, there was a significant difference in the sub-dimensions of "Hierarchy of Authority" and "Procedural Characteristics" in favor of male participants, while there was no significant difference in the sub-dimensions of "Rules - Regulations" and "Objectivity". When the perception averages of teachers were examined, it was observed that the perception averages in the lower dimensions of male teachers in the "Hierarchy of Authority" and "Procedural Characteristics" were higher than that of female teachers. When we looked at the entire scale of the bureaucratic characteristics of the schools, it was concluded that the perceptions of teachers regarding the level of bureaucratization of the schools differed significantly according to the gender of the teachers. Based on this finding, it was concluded that teachers' perceptions of the bureaucratic structure vary according to gender differences.

On the other hand, when we look at it from the point of view of job satisfaction, it was seen that there is a significant difference between gender variability and teachers' job satisfaction. According to the finding, male teachers have higher job satisfaction levels in schools than female teachers.

b) When teacher perceptions of the level of bureaucratization of schools are examined according to the seniority variable; There was no significant difference in the subdivision of "Hierarchy of Authority", "Rules - Regulations", "Objectivity", "Procedural Features" and the scale of Bureaucratic Characteristics of Schools. This can be cited as the reason for the bureaucratic implementations in the school to be applied to all of them in the same way, regardless of the seniority year of the teachers. There was no significant difference between job satisfaction and seniority variable.

c) When looking at teacher perceptions according to the Learning Status variable; It was observed that there was no significant difference in the subdivisions of "Rules - Regulations". In the sub-dimensions of "Procedural Characteristics", "Hierarchy of Authority" and "Objectivity", it was concluded that there was a significant difference in favor of undergraduate teachers. Looking at the full scale, it was seen that there was a significant difference between the groups in favor of undergraduate teachers. Based on these results, teachers' perceptions of the level of bureaucratization change as the level of education increases. It can be said that the level of education of teachers does not affect job satisfaction, although it is concluded that there is no meaningful difference when looking at the relationship between job satisfaction and learning status variable.

According to the results of the analysis for the third sub-problem of the study, "Is there a relationship between teachers' perceptions of bureaucratic practices in education and job satisfaction?"

As a result of Pearson correlation analysis, a moderately significant positive relationship was found between teachers' job satisfaction levels and perceptions of school culture. Based on this, it has been concluded that as the perception score of bureaucratic practices in education increases, job satisfaction scores increase, i.e. teachers with a high perception of bureaucratic practices in education have high job satisfaction.

The fourth sub-problem of the study, "Does the teachers' perception of bureaucratic practices in education affect job satisfaction?" according to the results of the analysis for the question; Regression analysis shows that bureaucratic practices have a 23% power to procedure teachers' job satisfaction levels. According to this result, 23% of teachers' job satisfaction level depends on their perception of bureaucratic practices, and bureaucratic practices are a meaningful strainer of teachers' job satisfaction.

## **Recommendations**

The recommendations developed according to the results of the research are as follows;

- For the school to be adopted by all teachers and to establish an emotional connection with the school they work with, activities such as school adaptation, in-service training, sightseeing, etc. can be included.
- As teachers' learning status increases, the reasons that change their perception of the level of bureaucratization can be investigated.

- Administrative measures should be taken to eliminate the negative thoughts of teachers regarding the concept of bureaucracy.

## References

- Alanođlu, M. ve Demirtaş, Z. (2015). Öğretmenlerin karara katılımı ve iş doyumunu arasındaki ilişki. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 16(2), 83-100
- Alanođlu, M. ve Demirtaş, Z. (2019). Bürokratik okul yapısı ile müdür yönetim tarzları arasındaki ilişkilerin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 40(1), 199-213
- Adler, P. S. ve Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. *Administrative Science Quarterly*, 41, 61-89.
- Akçakaya, M. (2017). Bürokrasi kuramları ve Türk kamu yönetiminde bürokratik sorunlar. *Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 18(3), 669- 694.
- Akbulut, B. (2015). Ortaöğretim kurumlarında görev yapan öğretmenlerin örgütsel imaj algıları ile iş doyumunu düzeyleri arasındaki ilişki. (Unpublished Doctoral Dissertation). Hacettepe University, Institute of Educational Sciences, Ankara.
- Aydınođ, P. and Üredi, L. (2020). Sınıf öğretmenlerinin mesleki aidiyet duyguları ile mesleki doyum düzeyleri arasındaki ilişkinin incelenmesi: Mersin ili örneđi. *Uluslararası Toplum Araştırma Dergisi*, 16(1), 5683-5701.
- Bozkurt, Ö. ve Bozkurt, İ. (2008). İş tatminini etkileyen işletme içi faktörlerin eğitim sektörü açısından değerlendirilmesine yönelik bir alan araştırması. *Doğuş Üniversitesi Dergisi*, 9 (1), 1-18.
- Bursaliođlu, Z. (2012). Okul yönetiminde Yeni Yapı ve Davranış. Ankara: Pegem.
- Buluç, B. (2009). İlköğretim okullarında bürokratik okul yapısı ile okul müdürlerinin liderlik stilleri arasındaki ilişki. *Eğitim ve Bilim Dergisi*, 34(152), 71-86.
- Damar, A. (2018). Bürokrasi okullardaki örgütsel yapı yaklaşımlarını nasıl etkiler? *Kamubiz.com.tr* 04 Haziran 2018, Köşe yazısı.
- Demir Tümen, S. (2014). Liselerde bürokratikleşme düzeyine ilişkin öğretmen algıları. (Unpublished Master's Thesis). Bolu Abant İzzet Baysal University, Institute of Educational Sciences, Bolu.
- Eryılmaz, B. (2009). Kamu yönetimi. Ankara: Okutman.
- Ergun, T. (2004). Kamu Yönetimi, TODAİE, Ankara.
- Eğinođ, T. (2009). Çalışanlarda iş doyumunu: kamu ve özel sektör çalışanlarının iş doyumuna yönelik bir araştırma. *Atatürk Üniversitesi, İktisadi ve İdari Bilimler Dergisi*, 23(3), 35-52.
- Eğri, M. (2015). Okulların bürokratikleşme düzeyi ile öğretmenlerin iş doyum düzeyi arasındaki ilişki, (Unpublished Master's Thesis). Gazi University, Institute of Educational Sciences, Ankara.
- Erođlu, E. (2013). İlköğretim okullarında bürokratikleşme ve öğretmenlerin iş doyum düzeyleri. (Unpublished Master's Thesis). Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Gündüz, G. (2016). Banka çalışanlarında iş doyumunu ve iş doyumunun örgütsel bağlılığa etkisi, (Unpublished Master's Thesis). Gazi University, Institute of Educational Sciences, Ankara.
- Gürarslan, N. (2021). İlkokullarda öğretmenlerin örgütsel güven ve örgütsel adalet algılarının mesleki doyumuna etkileri. (Unpublished Non-thesis Master's Project). Pamukkale University, Institute of Educational Sciences, Denizli.
- Hall, R. H. (1963). The concept of bureaucracy: An empirical assessment. *American Journal of Sociology*, 69(1), 32-40.

- Hoy, W. K. ve Sweetland, S. R. (2000). School bureaucracies that work: Enabling, not coercive. *Journal of School Leadership*, 10, 524-541.
- Hoy, W. K. (2003). An analysis of enabling and mindful school structures: Some theoretical, research, and practical consideration. *Journal of Educational Administration*, 41, 87-108.
- Karasar, N. (2011). *Bilimsel araştırma yöntemleri*. Ankara: Nobel.
- Karaođlan, Ö. (2019). *Okulların bürokratik yapısı, örgütsel sessizlik ve örgütsel sinizm arasındaki ilişki*. (Unpublished Master's Thesis). Pamukkale University, Institute of Educational Sciences, Denizli.
- Keser, A. (2006). Çađrı merkezi çalışanlarında iş yükü düzeyi ile iş doyumunu ilişkisinin araştırılması. *Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 11(1), 100-119.
- Kılıç, Ö. (2011). *İlköğretim okullarında görev yapan okul müdürü ve öğretmenlerin iş doyumunu*. (Unpublished Master's Thesis) Selçuk University, Institute of Educational Sciences,
- Kilmen, S.(2020). *Eđitim arařtırmaları için spss uygulamalı istatistik*. Ankara: Anı.
- Kadiođlu, S. (2018). *Eđitim kurumlarında okul kültürünün öğretmenlerin iş doyumuna etkisi*. (Unpublished Master's Thesis). İstanbul Sabahattin Zaim University, Institute of Social Sciences, İstanbul.
- Karaca, D. (2015), *İlk ve ortaokullarda bürokratikleşme düzeyinin öğretmen profesyonelliđine etkisi*. (Unpublished Doctoral Dissertation). Pamukkale University, Institute of Educational Sciences, Denizli.
- Kavutcu, R. (2016). *Öğretmenlerin iş doyum düzeyleri*, (Unpublished Master's Thesis). Pamukkale University, Institute of Educational Sciences, Denizli.
- Köklü, N. Büyüköztürk, Ş. (2007). *Sosyal bilimler için istatistik*. Ankara: Pegem.
- Öztürk, N. (2001). *Liselerde bürokratikleşme ve öğretmenlerin stres düzeyleri*. (Unpublished Doctoral Dissertation). Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Önal, H. (2012). *İlk öğretim okullarında örgüt kültürü ile bürokrasi arasındaki ilişki*, (Unpublished Master's Thesis). Gazi University, Institute of Educational Sciences, Ankara.
- Pınar, İ. (2008). İş tatminini oluşturan boyutların toplam tatmin üzerindeki etkilerinin doğrulayıcı faktör analizi ile incelenmesi üzerine Türk işletmelerinde bir araştırma. *İstanbul Üniversitesi İşletme Fakültesi Dergisi*, 37(2), 151-166.
- Şencan, N.S. (2011). *Türk ilaç sanayiinde çalışan yöneticilerin örgütsel bađlılık ve iş doyumlarına yönelik bir araştırma*. (Unpublished Doctoral Dissertation). Hacettepe University, Graduate School of Health Sciences, Ankara.
- Tortop, N., Aktan T. and Ergun T. (2002). *Kamu yönetimi*, Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları No:571.
- Torlak, S. E. and Yavuzçehre, P. S. (2008). Denizli kent yoksullarının yaşam kalitesi üzerine bir inceleme. *Çađdaş Yerel Yönetimler Dergisi*, 17(2), 23-44.
- Yıldırım, M. (2010). Kamu yönetiminde takdir yetkisi: Geleneksel ve yeni kamu yönetimi arasında karşılařtırmalı bir inceleme. *Uluslararası İnsan Bilimleri Dergisi*, 7(2), 840-858.
- Yılmaz, A. (2018). *Okullardaki bürokratik yapı ve öğretmen liderliđi arasındaki ilişki*, (Unpublished Doctoral Dissertation). Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Weber, M. (2012). *Ekonomi ve toplum* (Trans. L. Boyacı). İstanbul: Yarım.
- Zeytin, N. (2008). *İlköğretim okullarında bürokratikleşme ve okul kültürü* (Unpublished Master's Thesis). Dokuz Eylül University, Institute of Educational Sciences, İzmir.