

6. INTERNATIONAL CAPPADOCIA SCIENTIFIC RESEARCH CONGRESS

August 10-12, 2024, Göreme / TÜRKİYE

THE PROCEEDINGS BOOK



EDITOR

Prof. Dr. Serap GÖNCÜ

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Mustafa Taha ŞEN Kamil Arif KIRKIÇ	Istanbul Sabahattin Zaim University	THE RELATIONSHIP BETWEEN CONTEMPLATION TENDENCY AND ACADEMIC ACHIEVEMENT

ORTAOKUL ÖĞRETMENLERİNİN İŞ DOYUMU İLE ÖĞRENCİLERİN BAŞARISI VE ÖĞRENMESİ HAKKINDAKİ GÖRÜŞLERİ ARASINDAKİ İLİŞKİ

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ÖZET

Öğretmen özellikleri öğrencilerin başarısını ve öğrenme düzeyini etkilemektedir. Öğretmenlerin mesleki olarak sahip oldukları iş doyumları yaptıkları öğretim sürecinde aldıkları maddi-manevi karşılıklarla ilgili olabilir. Dolayısıyla öğretmenlerin iş doyumları bir öğretmen özelliği olarak öğrencilerle ilgili başarı ve öğrenme süreçlerine yönelik görüşlerini etkileyebilir. Bu çalışma ortaokul öğretmenlerinin iş doyumları ile öğrencilerin başarısına ve öğrenmesine yönelik görüşleri arasındaki muhtemel ilişkinin belirlenmesini amaçlamaktadır. Araştırmada nicel araştırma modellerinden Korelasyonel model kullanılmıştır. Araştırmaya İstanbul ili Esenyurt ilçesinde görev yapmakta olan 440 ortaokul öğretmeni katılmıştır. araştırmaya katılan öğretmenlerin 281'i (%63,9) kadın, 159'u (%36,1) erkek, 387'si (%88,0) ön lisans veya lisans mezunu, 53'ü (%12,0) lisansüstü mezunudur. Lisansüstü, 354'ü (%80,5) normal ortaokulda, 86'sı (%19,5) diğer okullarda (imam hatip ve özel), 34'ü (%7,7) 18-25 yaş aralığında, 247'si (%56,1) 26 yaşındadır. Otuz üç yaşında; Öğretmenlerin 116'sı (%26,4) 34-41 yaş aralığında, 43'ü (%9,8) 42 yaş ve üzeri, 186'sı (%42,3) 1-5 yaş aralığında, 155'i (%35,2) 6-10 yaş aralığında, 53'ü ise 53 yaşındadır. Öğretmenlerin %12,0'si 11-15 yıl mesleki deneyime sahipken, 46'sı (%10,5) ise 16 yıl veya daha fazla mesleki deneyime sahiptir. Araştırmaya katılan öğretmenlerin Veriler iş doyum ölçeği ve öğrencilerin başarısına ve öğrenmesine yönelik öğretmen görüşleri ölçeği ile toplanmıştır. Verilerin toplanmasında uzaktan öğretimin devam ettiği için Google formlar kullanılmıştır. Veriler Pearson korelasyon analizi ve regresyon analizi ile analize tabi tutulmuştur. Ortaokul öğretmenlerinin iş doyum düzeyleri ile öğrencilerin başarısı ve öğrenmesine yönelik görüşleri arasında orta düzeyde pozitif bir ilişkinin olduğu saptanmıştır. Yapılan regresyon analizi ile öğretmenlerin iş doyumlarının, öğretmenlerin öğrencilerin başarısı ve öğrenmesine yönelik görüşlerini yaklaşık olarak %10,0 düzeyinde yordadığı belirlenmiştir. Ortaya çıkan bulgular değerlendirilerek gelecekteki araştırmalar için öneriler geliştirilmiştir.

Anahtar Kelimeler: İş doyum, Ortaokul öğretmeni, Öğrenci başarısı, Öğretmen görüşü, Öğrenci öğrenmesi

THE RELATIONSHIP BETWEEN SECONDARY SCHOOL TEACHERS' JOB SATISFACTION AND THEIR OPINIONS ON THE SUCCESS AND LEARNING OF STUDENTS¹

ABSTRACT

Teacher characteristics affect students' success and learning levels. Teachers' professional job satisfaction may be related to the material and moral rewards they receive during their teaching process. Therefore, teachers' job satisfaction, as a teacher characteristic, may affect their opinions about students' achievement and learning. This study aims to determine the possible relationship between secondary school teachers' job satisfaction and their views about students' achievement and learning. The correlational model, one of the quantitative research models, was used. Four hundred forty secondary school teachers working in the Esenyurt district of Istanbul province participated in the research. Of the teachers who participated in the study, 281 (63.9%) were female, 159 (36.1%) were male, 387 (88.0%) had an associate or bachelor's degree, and 53 (12.0%) had a postgraduate degree. Of the graduate students, 354 (80.5%) were working in regular middle schools, 86 (19.5%) were working in other schools (İmam Hatip and private), 34 (7.7%) were between the ages of 18-25, and 247 (56.1%) were 26 years old. Thirty-three years old: Of the teachers, 116 (26.4%) are between 34-41 years of age, 43 (9.8%) are 42 years of age and over, 186 (42.3%) are between 1-5 years of age, 155 (35.2%) are between 6-10 years of age, and 53 are 53 years of age. While 12.0% of the teachers have 11-15 years of professional experience, 46 (10.5%) have 16 years or more of professional experience. Data from the teachers who participated in the research were collected using the job satisfaction scale and the scale of teachers' views on students' success and learning. Since distance education has continued, Google Forms has been used to collect the data. The data were analyzed using Pearson correlation analysis and regression analysis. It was determined that there is a moderately positive relationship between the job satisfaction levels of secondary school teachers and their views on students' success and learning. The regression analysis determined that teachers' job satisfaction predicted teachers' views on student success and learning at approximately 10%. The findings were evaluated, and recommendations were developed for further research.

Keywords: Job satisfaction, Secondary school teacher, Student learning, Student success, Teacher opinion.

1. INTRODUCTION

Education has been defined as an action that adults, children, and young people should implement. This action includes transferring the culture of the past and ancestors to them and giving them ideas and traditions to better adapt to the society in which they will continue their lives (Gülbahar, 2004, p. 228).

Education is an extensive system, and it has many stakeholders. The most critical stakeholder among them is the teacher. Like any other system, the education system must function successfully, and all stakeholders must work harmoniously and be qualified. One of the most critical components of the education system is teacher qualification. The success of a school is equivalent to the quality of the administrators and teachers working at that school (Kavcar, 2002, p. 1).

Teaching has been a bridge between generations regarding transmitting social and cultural values to future generations. It has been accepted as one of the most respected professions (Ministry of National Education [MoNE], 2017).

¹ This article was written from the master's thesis completed by the first author under the supervision of the second author.

Job satisfaction is fundamental in education, as in all business fields. Job satisfaction is related to the positive or negative emotions of employees. Job satisfaction shows an employee's satisfaction with their job or, conversely, the satisfaction that shows their dissatisfaction with his job. There are vast factors contributing to job satisfaction. These factors emerge in different ways, such as the salary received for work, the satisfaction of being in the work environment, the satisfaction of the social conditions and opportunities while working, the satisfaction of the success of the work environment in providing safety, the satisfaction of the employees' opportunity to improve themselves at work, the satisfaction of the internal control and equality environment within the job. (Eğimli, 2009, p. 35-36).

After a certain age, people spend most of their daily time in business life. Based on this, jobs that affect people's psychological states and meet their professional expectations will make people happier. For this reason, satisfaction from any job has a great place in a person's life. Since humans are social beings, job satisfaction concerns their social and psychological aspects because they spend every moment thinking (Bakan & Büyükbeşe, 2004, p. 6). A teacher's satisfaction at school is such an essential issue that it can also mean the future satisfaction of society. Teachers' work is related to people, and they work directly with raw materials from humans. Teachers' job dissatisfaction due to their satisfaction or dissatisfaction is significant enough to affect not only themselves but also the entire society (Demirel, 2006, p.3).

The work a teacher does is directly related to the teacher's feelings. If teachers do their job with happy and positive emotions, they can fulfill their duty properly and be of maximum benefit to their job. While the emotions teachers develop toward them and their profession will lead to high performance and positive results, the opposite will lead to harmful and undesirable results (Dönmez & Karasulu Kavuncuoğlu, 2019, p. 56). Achievement is attainable; it is the degree of reaching the desired goal. From this perspective, success in the education system can be defined as the realization of the objectives of the education program (Arıcı, 2007, p.3). Learning is a concept that requires continuity after the dynamic life that continues throughout life with the influence of environmental factors while going through the processes of reaching the result with the results of the actions (Töremen, 2001, p. 5).

Suppose the teachers have a positive attitude towards their profession. In that case, their job satisfaction is high, and they will keep the students' belief in their success and learning at the highest level, as it plays the most critical role in their achievement and learning. Teachers with this motivation and belief will be able to ensure that future generations become qualified individuals. This research aims to determine how much secondary school teachers' job satisfaction affects their opinions about students' achievement and learning. To improve the views that secondary school teachers should have for students to be more successful and learn better, it is possible to change their job satisfaction levels and how teachers' opinions about students' achievement and learning can be determined. This study aims to determine how teachers are affected and to look for a way to influence their views to raise more successful and better learning students by increasing their sense of work in the future. In this context, first of all, the level of job satisfaction of secondary school teachers and their opinions about students' achievement and learning should be determined, and the relationship, if any, between secondary school teachers' job satisfaction and their views about students' achievement and learning should be sought.

Does a significant relationship exist between secondary school teachers' job satisfaction and their opinions about students' achievement and learning?

- 1) What is the job satisfaction level of secondary school teachers?
- 2) What are the opinions of secondary school teachers about students' achievement and learning?

- 3) Is there a significant relationship between secondary school teachers' job satisfaction and their opinions about students' achievement and learning?
- 4) Is job satisfaction of secondary school teachers a predictor of their opinions about students' achievement and learning?

2. METHOD

2.1. Research Model

This study used the correlational model to examine the relationship between teachers' job satisfaction in secondary schools and their opinions about students' achievement and learning. Survey models can detect a situation that is active today or a situation in the past without changing it. It is a targeted research approach. Correlational models detect increases, decreases, and changes in two or more variables relative to each other (Karasar, 2020, p. 109). The study aimed to reveal the existing situation rather than defending the problem.

2.2. Study Group

The study population is 2246 teachers working in the Esenyurt districts of Istanbul in the 2019-2020 academic year. It consists of secondary school teachers. The number of teachers included in the sample was calculated via the Raosoft (2022) website. According to the calculation made, considering the 5% margin of error and the 95% reliability level, the number of teachers included in the sample was calculated to be at least 329. It was reached by filling out a survey of 451 teachers, but it was filled out carelessly with incomplete information. 11 surveys were not evaluated, and 440 survey results were analyzed. A convenient sampling method was preferred for this research. Convenient sampling is the selection of the sample from accessible and easy units suitable for application due to the limitations arising from labor, time, and cost (Büyüköztürk, 2012, p. 13).

Table 1. Characteristics of secondary school teachers

Characteristics	Groups	f	(%)
Gender	Female	281	63.9
	Male	159	36.1
Education level	Undergraduate	387	88.0
	Graduate	53	12.0
Type of School Attended	Normal Secondary School	35	80.5
	Other Secondary School	86	19.5
Age	18-25 years old	34	7.7
	26-33 years old	247	56.1
	34-41 years old	116	26.4
	42 years and above	43	9.8
Year of Professional Seniority	1-5 years	186	42.3
	6-10 years	15	35.2
	11-15 years	53	12.0
	16 years and above	46	10.5
TOTAL		440	100

Four hundred forty teachers working in secondary schools participated in the research. As can be seen in Table 1, 281 (63.9%) of the teachers participating in the study were women, 159 (36.1%) were men, 387 (88.0%) of the teachers had an associate or bachelor's degree, and 53 (12.0%) had a postgraduate degree. Graduate, 354 (80.5%) are in regular secondary school, 86 (19.5%) are in other schools (imam hatip and private), 34 of the teachers (7.7%) are 18-25 years old, 247 (56.1%) are 26-years-old. Thirty-three years old; 116 (26.4%) of the teachers are 34-41 years old, 43 (9.8%) are 42 years old and over, 186 (42.3%) of the teachers are 1-5 years old, 155 (35.2%) are 6-10 years old, 53 of them are 53 years old. 12.0% have 11-15 years of professional experience, and 46 (10.5%) have 16 years of professional experience or more than that of 16 years.

2.3. Data Collection Tools and Data Collection

Two instruments were used in the study. The first is the Job Satisfaction Scale (JSS), and the second is the Teachers' Opinions Scale about Students' Achievement and Learning (TOS-ASAL). In the first part, the Job Satisfaction Scale developed by Tezer (1991) was used to measure teachers' job satisfaction. Job Satisfaction Scale was developed to measure employees' satisfaction with their work. In this scale, which consists of 10 questions, answers are graded as 1,2,3,4 in terms of satisfaction and dissatisfaction. The highest score on the scale is 40, while the lowest is 10. A high score indicates that the person is satisfied with his job. The scale's factor analysis results show that the scales have a unidimensional structure. The reliability coefficient of the Job Satisfaction Scale, calculated using the Spearman-Brown formula, is 0.91 (Tezer, 1991, p.35). The internal consistency coefficient of the Job Satisfaction Scale is 0.81 (Tezer, 1991, p. 36). As a result of the measured reliability analysis of the Cronbach Alpha coefficient obtained in the Job Satisfaction Scale study, it was $\alpha=.85$ for the total scale (Tezer, 1991, p. 37). In this study, its Cronbach Alpha reliability coefficient is .78. In the second part, the Teachers' Opinions Scale on Students' Achievement and Learning developed by Kırkıç, Aydın, and Yahşi (2020) was used. Teachers' Opinions on Students' Achievement and Learning Scale (TOS-ASAL) has four dimensions. These are 1. opinion "regarding the relationship between student's emotional characteristics and success," 2. opinion "regarding the relationship between student's prior learning and success," 3. Opinion "on the relationship between intelligence and success," and the fourth opinion is "the changeability of the student's success." The four-factor scale explains 67.155% of the total variance. The first dimension has a total variance of 19.1%; the second dimension is 16.8%; the third dimension accounts for 15.8%; the fourth dimension explains 15.5%. Items 1,2,3,4, and 5 must be scored inversely while evaluating the response. The Cronbach Alpha coefficient of the total scale is 0.76. A high score on the scale indicates that teachers' opinions about students' success and learning are positive. For the total scale, the Cronbach Alpha reliability coefficient was found to be .80 in this study.

To carry out the application to the teachers who will be included in the samples of the surveys to be used with the data collection tool, the Ethics Committee approval of Istanbul Sabahattin Zaim University numbered 34555043-302.08.01 and the permissions given by the Istanbul Provincial Directorate of National Education numbered E.59090411-20-16534037 were obtained. Data has been collected. Due to the pandemic, the surveys were carried out in the second half of the 2019 -2020 academic year. It was delivered to the teachers within the scope of the research via Google Forms during the period.

2.4. Data Analysis

To determine the normality of the data, the skewness and kurtosis values of the data were examined. There are specific cut-off points in the literature regarding the skewness and kurtosis coefficients to show the normality of the distribution. Accordingly, if the distribution is normal, the skewness and kurtosis coefficients should be between -1 and 1; if the skewness coefficient is between -1 and 1, the kurtosis coefficient should be between -2 and 2, and if the kurtosis coefficient is between -1 and 1, the skewness coefficient can be between -2 and 2. (George & Mallery, 2001; Leech et al., 2005, cited in Uysal & Kılıç, 2022, p.2). Based on this, the scores obtained from the scales were accepted as normal distribution, and the data were analyzed.

Table 2. Kurtosis and skewness values of the job satisfaction scale (JSS) and teachers' opinions scale about students' achievement and learning (TOS-ASAL)

Dimensions	N	\bar{x}	SD	Skewness		Kurtosis	
				Value	SEM	Value	SEM
JSS	440	3.23	.38	-.231	.116	.365	.232
TOS-ASAL	440	3.70	.51	-.489	.116	1,235	.232

(JSS: Job Satisfaction Scale- TOS-ASAL: Teachers' Opinions Scale about Students' Achievement and Learning)

3. FINDINGS

For the problem “What is the job satisfaction level of secondary school teachers?” the research problem's findings are given in Table 3.

Table 3. Arithmetic mean, standard deviation and standard error values

Dimensions	N	\bar{x}	sd	SEM
JSS	440	3.23	.38	.02

Table 3 explains that the average of the total scale scores received by secondary school teachers from the Job Satisfaction Scale was =3.23. According to these findings, secondary school teachers had low job satisfaction.

For the research problem “At what level are teachers' opinions about students' success and learning?”, an answer to the problem has been sought. The findings regarding this are given in Table 4.

Table 4. Arithmetic mean, standard deviation, and standard error values of the teacher opinions scale on students' success and learning (TOS-ASAL)

Dimensions	N	\bar{x}	SD	SEM
TOS-ASAL	440	3.70	.51	.02

As seen in Table 4, according to the Scale of Teachers' Opinions on Students' Achievement and Learning, the average of teachers' total scale scores of TOS-ASAL was 3.70. According to the findings, teachers' opinions about students' success and learning were at the "positive (agree)" level due to the total scale evaluation.

For the problem “Is there a significant relationship between teachers' job satisfaction and their views on students' success and learning?”, the answer was sought with the question. The data obtained based on the teachers' answers to the scale were examined with correlation analysis. The results of this analysis are shown in Table 5.

Table 5. Pearson correlation analysis results to determine the relationship between teachers' job satisfaction and their views on students' success and learning.

Dimensions	N	\bar{x}	SD	JSS
JSS	440	3.23	.38	-
TOS-SAL	440	3.70	.51	.311*

*Significant at 0.05 level

*(JSS: Job Satisfaction Scale- TOS-ASAL: Teacher Opinions on Students' Success and Learning Scale)

As seen in Table 5, as a result of the Pearson Correlation Analysis conducted to determine the relationship between the job satisfaction of secondary school teachers and the Teacher Opinions Scale on Students' Achievement and Learning, there is a moderate positive correlation between the Job Satisfaction Scale and the Teacher Opinions on Students' Achievement and Learning Scale. A positive moderate significant relationship was found ($r=.311, p<.05$).

The answer to that research problem was sought: "Is secondary school teachers' job satisfaction a predictor of their views on students' success and learning?". A regression analysis was conducted with variables related to teachers' job satisfaction, predicting their views on students' success and learning, as shown in Table 6.

Table 6. Teachers' job satisfaction and their views on students' success and learning Regression analysis results regarding prediction levels.

Independent variable	Dependent variable	B	SE	(β)	t	p	R	R ²	F	p
JSS	TOS-ASAL	2.37	.20		12.10	.000	.311	.097	46,898	.000
		.41	.06	.31	6.85	.000				

Table 6 shows the regression analysis for the effect of secondary school teachers' job satisfaction on their opinions of students' success and learning. It is seen that secondary school teachers' job satisfaction significantly predicts their views on students' success and learning ($R^2 = .097; p < .05$). Teachers' job satisfaction represents 10% of the total variance in their opinions on students' success and learning.

4. DISCUSSION AND CONCLUSION

Secondary school teachers' job satisfaction level was at a medium level. In similar studies, Yılmaz and Altinkurt (2012, p. 391), Çolak, Altinkurt and Yılmaz (2017, p. 199), Ünal and Gül (2020, p. 97) investigated that job satisfaction of teachers were at a medium level. In a different study, Azimi and Akan (2019, p. 132) found that teachers' job satisfaction levels were high. In a similar study, Kumaş and Deniz (2010, p. 136) found that teachers' job satisfaction was above average. It can be said that the teaching profession generally leads to above-average job satisfaction for teachers, as studies show that there is typically a medium or higher level of job satisfaction.

However, it can be concluded from the survey results that there is more work to be done and more ways to go for teachers to have higher job satisfaction professionally. Suppose job satisfaction is a feature that contributes positively to teachers' ability to do their jobs. In that case, it is considered essential for policymakers, administrators, and other people who implement policies to consider and take action to increase teacher job satisfaction, raise teachers' job satisfaction, help them raise better students, and be more effective in their profession.

It was found that teachers teaching in secondary schools generally have a positive (I agree) level of belief in students' education and success. It was found that secondary school teachers have high levels of positive beliefs. As a result of the analysis, secondary school teachers' opinions about students' success and learning were revealed. It was determined to be at the agreed level, that is, positive. In a similar study, Al (2021, p. 84) found that most teachers working in vocational high schools had high views on student success and learning.

Similarly, Turan (2021, p. 82) found that the teachers who participated in his study believed highly in students' success and learning. In a different research, Çelebi (2021, p. 62) found that the teachers who participated in his study highly believed in students' success and learning. The fact that teachers' opinions about students' success and learning are at the agreed level indicates a lower level than previous studies. In studies conducted with vocational high school teachers in approximately the same period, the reason why high school teachers' views on students' learning and success are high and secondary school teachers' opinions on students' success and learning are also high may be related to the fact that the studies were conducted recently. Even though they are at different levels, the high level of positive opinions of both secondary school teachers and high school teachers towards the success and learning of student workers is a very advantageous situation for the education system. It is also essential for teachers to have positive views about students' success and learning in terms of students' actual success and learning levels.

When the relationship between teachers' job satisfaction and their views on students' achievement and learning scales is examined, they find job satisfaction and opinions on students' success and learning on the total scale. A moderate positive significant relationship was found between them. It has been found that when teachers' job satisfaction levels increase, there will be an increase in their belief levels in students' success and learning. When teachers' job satisfaction levels decrease, their belief in students' success and learning will decrease. Buluç and Demir (2015, p. 299) found a positive, moderately significant relationship between job satisfaction and teacher self-efficacy. In another study, Telef (2011, p. 103) found a positive relationship between job satisfaction and teachers' general self-efficacy.

Secondary school teachers' job satisfaction significantly predicts their views on the relationship between students' affective characteristics and success. Secondary school teachers' job satisfaction significantly predicts their opinions on the relationship between intelligence and success. Secondary school teachers' job satisfaction significantly predicts their views on the changeability of student success. It was found that secondary school teachers' job satisfaction significantly predicted their overall opinions on students' success and learning. However, it was found that secondary school teachers' job satisfaction did not significantly predict their views on the relationship between students' prior learning and success. Ekici, Sert Çıbık, and Fettahlıoğlu (2014, p. 34) found that teacher candidates' self-efficacy beliefs towards the teaching profession positively and significantly predicted their attitudes towards the teaching profession. Arslan and Çolakoğlu (2019) concluded, "Due to the sources of self-efficacy beliefs, experiences are significant predictors of teacher candidates' teaching self-efficacy beliefs and attitudes."

Şenel (2014) showed that "the perception of self-efficacy significantly predicts the level of burnout and that the perception of self-efficacy plays an important role in the cycle of depersonalization and burnout between emotional exhaustion and low personal achievement." Based on this, it can be said that teachers who have job satisfaction enjoy their job and will reflect the positive effects of this on their students. In addition, a teacher's job satisfaction will enable them to know the student better regarding affective and cognitive aspects and to use appropriate learning strategies, learning methods, and techniques according to the student's needs. However, students' academic success will also be positively affected.

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TO WHOM IT MAY CONCERN

It has been deemed appropriate for the researchers below to be assigned to **6th International Cappadocia Scientific Research Congress**.

6th International Cappadocia Scientific Research Congress is taking hold in Cappadocia, Turkey on August 10-12, 2024.

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6. ULUSLARARASI KAPADOKYA BİLİMSEL ARAŞTIRMALAR KONGRESİ 10-12 Ağustos, 2024 tarihleri arasında Göreme / Türkiye'de 27 farklı ülkenin (Türkiye-125, Diğer Ülkelerden-136) akademisyen/araştırmacılarının katılımıyla gerçekleşmiştir. Kongre 16 Ocak 2020 Akademik Teşvik Ödeneği Yönetmeliğine getirilen "Tebliğlerin sunulduğu yurt içinde veya yurt dışındaki etkinliğin uluslararası olarak nitelendirilebilmesi için Türkiye dışında en az beş farklı ülkeden sözlü tebliğ sunan konuşmacının katılım sağlaması ve tebliğlerin yarıdan fazlasının Türkiye dışından katılımcılar tarafından sunulması esastır." değişikliğine uygun düzenlenmiştir.

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On behalf of Organizing Board



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attended the 6th International Cappadocia Scientific Research Congress
held on August 10-12, 2024 / Cappadocia-Nevsehir, Türkiye
organised by IKSAD Institute & Chirchik State Pedagogical University
with an oral presentation entitled

THE RELATIONSHIP BETWEEN SECONDARY SCHOOL TEACHERS' JOB
SATISFACTION AND THEIR OPINIONS ABOUT STUDENTS' ACHIEVEMENT
AND LEARNING

Dr. Mustafa Latif EMEK
President of IKSAD Institute

