

## Connecting Work Flexibility and Job Satisfaction in Turkey: A Study of a Leading Turkish University

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### Abstract

Working flexibility and job satisfaction are considered in this study. The most important assets of any organization are its human resources, which differ from other assets due to their psycho-social nature. This distinct nature requires the job satisfaction of workers to be considered, further driving the authors to focus on work flexibility. The inherent demographic differences among workers may also influence job satisfaction. This possibility led the authors to consider the potential relationships between demographic characteristics and job satisfaction in the analysis of work flexibility. The analysis was performed on the teaching staff of one of the leading foundation (private) universities in Turkey, and work flexibility involved teaching in classrooms and via distance education. The results indicated that job satisfaction was influenced by different factors depending on the teaching style and that some of these factors varied according to the demographic characteristics of the participants.

**Keywords:** Work flexibility, job satisfaction, distance education, university, Turkey

## 1. Introduction

Today's business world is facing change and uncertainty, and this context may sometimes lead to changes in traditional perceptions of work. The concept of challenging routine ways of working is called "flexibility" and it encompasses working at unusual hours and locations. Flexibility is also seen as an opportunity for workers to balance their working and private lives through agreements with their employers. This balance is believed to be associated with the job satisfaction of the workers; in other words, it is expected that workers will be happier and more satisfied with their jobs when they can balance their professional and private lives.

It may therefore be concluded that the general happiness of workers is also related to their working environments and tasks. Because flexibility refers to the physical environment as well as to the timing of work, it affects the general happiness of workers by enabling them to have more active private social lives.

Flexibility seems to be important to employers as well. The previously mentioned uncertain business environment makes it difficult for organizations to survive, forcing them to generate and maintain core competencies to support sustainable competitiveness. A great deal of this competitiveness may be driven by human resources, a type of resource that has psycho-social features. In other words, a company's workers may become the main source of its competitiveness, but they require support in psychological and social terms, leading once again to the issue of job satisfaction.

The authors believe that work flexibility for workers can be an essential strategic tool for competitiveness. It affects the workers' happiness and job satisfaction, and, therefore, their performance; it acts as a dynamic mechanism for the organization to adapt to changes in the business environment; and, moreover, it may have macro-level effects because the increasing capability of organizations to adapt may lead to a more stable economy. With these ideas in mind, the authors decided to consider this vital concept and its relationships with the human resources of an organization. It would be useful to focus on a sector in which human labor is essential for business success, such as in the service industry. The authors therefore chose to study one of the leading foundation (private) universities in Turkey because economic activities would be considered to be critical in this service organization when compared with the state universities.

## 2. The Concept of "Flexibility" in Working Life

Since the 1980s, "globalization", has become a common concept in our daily lives. Globalization, which raises issues such as change, transformation, technology, competition, and quality (Bayar, 2008, p. 27), forces us to adopt the concepts of "harmony" and "flexibility". Those who cannot exhibit the necessary harmony or flexibility (i.e., those who do not keep up with the ever-changing nature of globalization in their professional and private lives), face unemployment and poverty. Meanwhile, those who are in harmony with and adopt a flexible approach in response to globalization are able to exploit its opportunities and are thus rewarded with welfare and prosperity (Ekin, 1999, p. 6). This reality applies to individuals as well as groups, organizations, communities and even countries (Leonard, 2009, p. 40).

There is a human aspect to both harmony and flexibility because they can be applied to individuals. Work environments and working life therefore reflect these concepts as well. From this perspective, flexibility refers to the ability of professionals to keep up with economic, social and technological changes and advances in their working lives (Yorgun, 1999, p. 215). Following the same approach, flexibility also entails taking sudden changes in the work context into consideration and responding through new arrangements in order to build harmony (Çağan, 1999, p. 17).

According to the definitions mentioned above, flexibility applies to a company's internal (especially capacity) and external (especially economic, social, cultural and legal factors) environments and involves adapting its employment and working systems by considering the conditions of these environments (Gonçalvez, 2010, p. 244). Some subjects, such as diversity management (Ayrancı, 2008, p. 68) and the Social Accountability 8000 Standard (Ayrancı, 2007a, p. 94), suggest that this adaptation cannot be forced. This raises a more humanistic definition for flexibility in working life as a consensus between workers and employers that depends on individual or collective contracts and that is used to adapt to the changing environmental conditions of the work context (Evren, 2007, p. 25). It can additionally be inferred that flexibility can also be used as a managerial tool to enhance employee

motivation. For example, providing flexibility in terms of working hours may result in increased willingness to work (Ayrancı, 2011, p. 94-95).

Flexibility, moreover, is more than a managerial tool due to its macro effects. The literature contends that flexibility is a mechanism that may reduce unemployment (Yavuz, 1999, p. 97) or at least prevent unemployment from increasing (Karakoyunlu, 1999, p. 2). These effects can be seen in the global context, beyond national boundaries. Some multinational companies use flexibility to maintain competitive advantages by taking the burden of compensation into account and therefore operating without the full unemployment of workers (Kurt, 1999, p. 62). Whether in terms of time or other working conditions, multinational enterprises benefit from altering traditional employee-employer relations (Topcuk, 2006, p. 75-76) through flexibility with the aim of reducing the costs of their global activities (Kutal, 2007, p. 23).

An important micro effect of flexibility is that it allows employees to better control their lives in terms of their free time, thus providing them the opportunity to pursue their personal interests and preferences (Yorgun, 1999, p. 213). In addition, agreements between employees and their employer instead of conflicts lead to positive results in terms of stress reduction increased job satisfaction, especially during the economic crisis (Turkish Confederation of Employer Associations, 1999, p. 6-7).

### *2.1 Types of Work Flexibility*

As generally understood, flexibility can be expressed in four main ways: numerical flexibility, functional flexibility, disposition strategies and wage flexibility.

Numerical flexibility entails changing the number of employees, wages and types of jobs to be carried according to fluctuations in the business environment (Ekonomi, 2008, p. 12; Turkish Confederation of Employer Associations, 1999, p. 114). In short, numerical flexibility involves updating the quantitative elements related to working conditions.

Functional flexibility means directing workers to other functions or tasks within the enterprise (Evren, 2007, p. 87). The characteristics and competencies of employees are especially relevant in this orientation. Functional flexibility can be applied through de-jobbing (Oldenburg, 1995, p. 1), job rotation and job enrichment, for example, and its ultimate goal is to prevent wasted labor time (Uyargil, 2008, pp. 84-85).

Disposition strategies assume that a company can operate according to three alternatives: Using its own employees, using external professionals, or using a combination the two (Tarcan, 2000, p. 10), thereby allowing for the selection of the alternative with the lowest cost (Yavuz, 1995, p. 18). This approach is in line with the firm theory-Transaction Cost Economics Approach (Ayrancı, 2007b, p. 46), which entails comparing the costs of own-operations with those of using external aid. Outsourcing, the concept that most quickly comes to mind in this context (Koçel, 2010, pp. 384-385), can be used to tap the available supply of external skills (Solak, 2002, p. 45). For example, in subcontracting, a type of outsourcing, the company transfers some of its activities to other organizations (Mucuk, 2003, p. 183).

Wage flexibility refers to dynamic changes in a company's wage policy in accordance with changes in the economy, particularly in the labor market (Evren, 2007, p. 69). An important feature of this flexibility is that it also takes employee skills and job-specific knowledge into account (Turkish Confederation of Employer Associations, 1999, p. 12). For example, in the Sliding Scale system, an index of the costs of living is created and wages are updated according to changes in this index (Kuter, 1997, p. 10). As another example, the Halsey waging system posits that, if a worker completes a task before the specified deadline, a premium is paid to the worker due to the time savings (Yürürdurmaz, 2006, p. 43).

The main types of work flexibility have now been briefly noted. Because of their direct relation to the study, disposition strategies and distance working, which is type of these strategies, should be elaborated.

Distance working refers to working outside the physical working area but still being in contact with the organization (Yu, 2008, p. 30). In other words, it entails the use of tele-communications to interact with the organization and perform necessary duties (Alkan & Filiz, 2007, p. 52). The generally accepted definition of distance working in the European Union states that it is a type of work that employees complete in a place that is distant from customers, employees and employers, and entails the efficient

use of information technology and work communication (Tokol, 2003, p. 1). Distance working is a type of disposition strategy and also has some sub-types. The most common form of distance working is “home-based teleworking” (Yavuz, 1995, p. 64), which is also known as “office at home” or “working from home electronically”. These terms simply express that employees complete their work at their homes via electronic communication networks (Teleworkmirti, 2011). Another form of distance working is “telecenter-based distance working”, in which work is carried by employees at centers that have technological equipment and that are established in places that are distant from the actual workplace (Yavuz, 1995, p. 64). An example of this is “movable telecenter-based working”, which requires employees to continue working outside their workplaces in multiple locations such as airplanes, trains, hotels and customer offices (Teleworkmirti, 2011). Whether in changing or permanent locations, telecenter-based distance working may also be cost-efficient. For example, the working centers can be neighboring, allowing these centers may be used by more than one employer at a time (Yavuz, 1995, p. 64).

### *2.2 An Example of Academic Distance Working: Distance Education*

Distance education entails the interactions of instructors and students through telecommunications (Üçkardeş, Şahin, Efe, & Küçükönder, 2011, p. 350) and provides students who are far away from educational institutions with the opportunity of getting an education.

It should be considered that the main aim of distance education is to remove the physical and temporal obstacles that may be encountered in the traditional educational approach, and therefore, to make education more efficient (İbicioğlu & Antalyalı, 2005, p. 326). In order to remove temporal conflicts, real-time (i.e., synchronous, meaning that educators and students interact using electronic communication tools) and asynchronous (i.e., students can follow the course records at any time) forms of education could be used (Üçkardeş et al., 2011, p. 351).

### **3. Definition of Job Satisfaction**

“Satisfaction” is defined as the feeling of achieving something desirable or accomplishing an important goal (Turkish Language Institution, 2012). It is also defined as a state of happiness or the sense of inner peace that is formed when an important need is met (Karcioğlu, Timuroğlu, & Çınar, 2009, p. 60).

According to the literature, the concept of “job satisfaction” primarily began to be examined in the pioneering research of the Hawthorne studies (Telman, 1988, p. 77). Another early study was carried out by Hoppock in 1935, built a specific job satisfaction scale (Hoppock, 1935). In the same decade, Kornhause defines job satisfaction as the mental health status of the employee of a company (Telman, 1988, p. 79). Davis (1988) treats job satisfaction as a dual concept and contends that it depends on the relationship between the work-related expectations of employees and what is offered by the job. Accordingly, job satisfaction occurs when employee expectations overlap with what they are given whereas conflict between these two leads to job dissatisfaction. Mertol (1993, p. 3) also investigates the concepts of job satisfaction and dissatisfaction and posits that job satisfaction emerges when the organization or the job is perceived as pleasant, whereas job dissatisfaction occurs when there is a negative perception of the organization or job. Luthans (1995) expands these two dimensions of job satisfaction and explains that job satisfaction is comprised of multiple elements: It is a complex concept that includes the combination of the match between the work-related expectations and realizations of employees, the work itself, wages, management behavior and the general attitudes of co-workers. Kirel (1999, p. 118) takes a more general approach following Luthans and claims that job satisfaction is a mixture of all the issues pertaining to the work itself with work-related attitudes. According to these definitions, job satisfaction depends on work-related factors, and in general, a degree of emotional satisfaction and discontent towards these factors are observed. There are also other studies that address these factors individually (for example, Bruce & Blackburn, 1992, p. 2).

### **4. A Study of the Job Satisfaction Derived from Teaching through Distance Education and in the Classroom at One of Turkey’s Leading Universities**

This section addresses the population, sampling, hypotheses, data collection and evaluation methods, data analyses and analysis results.

#### 4.1 Purpose and Importance of the Study

In this study, the staff of one of Turkey's leading universities, who teach in classrooms and also through distance education, were considered. The first goal was to discover the factors that build up the job satisfaction derived from teaching in classrooms and through distance education. The second goal was to understand whether these factors are similar. The main purpose was to understand whether these factors vary according to demographic characteristics such as gender, marital status, and educational status.

This study is important because job satisfaction has rarely been studied in the higher education systems of many countries. This study can therefore be considered to contribute in this sense. Another reason pertains to the selection of a foundation university. Foundation universities are not governmental institutions, but are established by private entrepreneurs in Turkey. This makes the research interesting because it could be expected that foundation (private) universities have more economic concerns than state universities and thus can be expected to be more sensitive to factors that affect the job satisfaction of teaching staff. The third important factor related to the study pertains to the comparison between the satisfaction of teaching in classrooms and through distance education, which implicitly compares standard work arrangements to flexible ones. In short, the authors believe that this study is an important addition to the literature because it considers a rarely studied area, focuses on an educational context that appears to be more sensitive to economic aspects, and compares regular and flexible working conditions.

#### 4.2 Population, Sample, Data Collection, and Evaluation Methods

The population includes all the teaching staff of a leading foundation university in Istanbul, Turkey, who teach in both classrooms and via distance education. Questionnaires divided into two parts were used to collect data from the population. Job satisfaction items were adopted from the Minnesota Job Satisfaction Inventory ([Weiss Dawis, England, & Llyod, 1967](#)). The authors performed an exploratory factor analysis to discover the statistical structure of job satisfaction. The second part of the questionnaire related to demographic features such as age, gender, marital status, and level of education.

Each subject of the population filled in two questionnaires, one about the job satisfaction of teaching in classrooms and the other about the job satisfaction of teaching through distance education. After applying reliability and exploratory factor analyses, Levene and ANOVA (Analysis of Variance) analyses were used to determine whether the components of job satisfaction for both teaching in classrooms and via distance education vary according to the demographic characteristics of the subjects.

#### 4.3 Main Hypotheses

Because no exploratory factor analyses were carried out at the beginning of the study, the components of job satisfaction related to teaching in classrooms and via distance education were unknown. Therefore, the experienced job satisfaction levels were considered to be whole concepts, not the combinations of their respective components, in forming the main hypotheses of the research:

$H_{0}$ JOB SATISFACTION DERIVED FROM TEACHING IN THE CLASSROOM: The job satisfaction experienced by teaching staff from teaching in the classroom does not vary according to demographic characteristics.

$H_{1}$ JOB SATISFACTION DERIVED FROM TEACHING IN THE CLASSROOM: The job satisfaction experienced by teaching staff from teaching in the classroom varies according to demographic characteristics.

$H_{0}$ JOB SATISFACTION DERIVED FROM TEACHING VIA DISTANCE EDUCATION: The job satisfaction experienced by teaching staff from teaching via distance education does not vary according to demographic characteristics.

$H_{1}$ JOB SATISFACTION DERIVED FROM TEACHING VIA DISTANCE EDUCATION: The job satisfaction experienced by teaching staff from teaching via distance education varies according to demographic characteristics.

The authors formed the sub-hypotheses of these main hypotheses after the exploratory factor analyses revealed the statistical components of job satisfaction for teaching in classrooms and via distance education.

#### 4.4 Results Obtained through Descriptive Statistics

It was discovered that nearly 35% of the study participants were female. The oldest subject was born in 1943 and the youngest was born in 1986. The educational levels of the subjects were diverse; 17% were undergraduates, 45% had master's degrees and 38% had PhDs. Therefore, almost half of the population had a master's degree. Finally, 45% of the subjects were married.

#### 4.5 Results Obtained through Inferential Statistics

This section addresses the reliability, exploratory factor and ANOVA analyses that were carried out.

##### 4.5.1 Reliability and Exploratory Factor Analysis about job Satisfaction for Teaching in the Classroom

As seen in Table 1, there are a total of 20 items related to the job satisfaction of teaching in the classroom. The Cronbach's Alpha value is 0.830; therefore, the mentioned statements about job satisfaction have reliability.

[Table 1 here]

Prior to the exploratory factor analysis, the authors verified the results of Kaiser-Meyer-Olkin (KMO) and Bartlett's tests to understand the factorizability of the mentioned items. The results of these tests are given in Table 2.

[Table 2 here] According to Table 2, the KMO value is 0.576; this value shows that the data are relatively weak for factorization. However, this research covered the population, meaning that all available data were used. Table 2 also shows that the Bartlett's test indicates a compliance of the data with the factor analysis.

The results of the exploratory factor analysis of the mentioned data are shown in Table 3. In the analysis, the factors with eigenvalues of more than one were taken into account and varimax rotation was used in accordance with the exploratory factor analysis. Accordingly, three factors were extracted, and these three factors account for 53.38% of the total variance.

[Table 3 here]

The factors in Table 3 can be summarized as follows:

*Job satisfaction in terms of supervisor and job subject independence:* This factor encompasses the qualifications of the supervisor, the supervisor's treatment of the staff and the staff's freedom to take initiative at work.

*Job satisfaction from the job itself:* This component encompasses issues such as working conditions, remuneration, opportunities for promotion, relations with co-workers, work intensity, working independently and the work-related policies of the university.

*Job satisfaction from the job in social and psychological terms:* This factor comprises the social status provided by the job, the opportunity to help others, the alignment of the job with the values of the staff, the ability to use skills, and the feeling of success.

##### 4.5.2 Reliability and Exploratory Factor Analysis of the Job Satisfaction for Teaching via Distance Education

The same instrument was used to measure the job satisfaction for teaching via distance education, resulting in another 20 items, as seen in Table 4. According to the results of the reliability analysis, the Cronbach's Alpha value is 0.906, meaning that the mentioned items have good reliability.

[Table 4 here]

The results of the KMO and Bartlett's analyses are shown in Table 5; the data are suitable for an exploratory factor analysis.

[Table 5 here]

Table 6 reveals that the exploratory factor analysis of job satisfaction components for teaching via distance education results in four factors. These factors explain 68.32% of the total variance. This exploratory factor analysis employed the same criteria as in the previous one, meaning that the factors with eigenvalues of more than one were extracted and varimax rotation was used.

[Table 6 here]

The four factors shown in Table 6 can be summarized as follows:

*Work-related satisfaction in physical and spiritual terms:* This factor includes satisfaction about issues such as promotion, salary, rewards, success, and skills.

*Work-related satisfaction in social and psychological terms:* This factor pertains to satisfaction related to interactions with supervisors and co-workers, the alignment of work to the values of the staff, and the social status provided by the work.

*Satisfaction in terms of working conditions and providing contribution to other individuals:* This factor encompasses satisfaction in terms of guiding other individuals, contributing to other individuals, and working conditions.

*Satisfaction in terms of taking initiative at work:* This item relates to satisfaction in terms of working independently and performing a variety of work-related activities.

#### 4.5.3 Job Satisfaction Factors and Hypothesis Testing Including Demographic Features

As previously mentioned, this study has two main hypotheses. These hypotheses aim to analyze the relationship between the demographic characteristics of the subjects and the job satisfaction they experience by teaching in classrooms and via distance education. However, it was also stated that the factors influencing the satisfaction related to the two jobs were not known at the beginning of the research.

These factors have been shown in Tables 3 and 6. It is therefore now possible to form the sub-hypotheses. In other words, the hypotheses including the relationship between each demographic characteristic and each job satisfaction component may now be constructed.

Table 7 presents the sub-hypotheses concerning the relationship between each demographic characteristic with each job satisfaction component for teaching in the classroom.

[Table 7 here]

Table 8 includes the hypotheses regarding the relationship between each component of job satisfaction and each staff demographic characteristic for teaching via distance education.

[Table 8 here]

##### 4.5.3.1 Testing the Hypotheses of the relationship between Each Job Satisfaction Component and Each Demographic Characteristic for Teaching in Classrooms

The authors seek to discover whether any of the job satisfaction components for teaching in classrooms varies according to demographic characteristics such as gender, education status, and marital status.

The first hypothesis is related to job satisfaction in terms of supervisor and independence at job subjects:

$H_{0A}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to gender.

$H_{1A}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects varies according to gender.

Table 9 shows the result of the Levene analysis and ANOVA related to  $H_{0A}$  and indicates that the variances of both job satisfaction and gender are homogenous. *The ANOVA shows that the job satisfaction related to supervisor and independence at job subjects varies according to the gender of the participants* ( $H_{0A}$  is rejected).

[Table 9 here]

The results of the hypothesis about the relationship between gender and job satisfaction from the job itself are shown in Table 10.

$H_{0B}$ : The job satisfaction from the job itself experienced by the teaching staff does not vary according to gender.

$H_{1B}$ : The job satisfaction from the job itself experienced by the teaching staff varies according to gender.

[Table 10 here]

Table 10 shows that the variances of gender and job satisfaction from the job itself are homogenous, and that *the job satisfaction from the job itself does not vary according to the gender of the participants* ( $H_{0B}$  is accepted).

The third factor, namely the job satisfaction from the job in social and psychological terms, is considered in the next hypothesis and the results relating to this factor's relationship with gender are shown in Table 11.

$H_{0C}$ : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to gender.

$H_{1C}$ : The job satisfaction experienced by the teaching staff in social and psychological terms varies according to gender.

[Table 11 here]

The results in Table 11 demonstrate that *gender has no effect on job satisfaction in social and psychological terms* ( $H_{0C}$  is accepted).

Table 12 shows the relationship between the educational status of the participants and job satisfaction in terms of supervisor and independence at job subjects.

$H_{0D}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to educational status.

$H_{1D}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects varies according to educational status.

[Table 12 here]

According to Table 12, *the educational status of the participants has no significant effect on their job satisfaction in terms of supervisor and independence at job subjects* ( $H_{0D}$  is accepted).

Table 13 shows the effect of educational status on job satisfaction from the job itself.

$H_{0E}$ : The job satisfaction from the job itself experienced by the teaching staff does not vary according to educational status.

$H_{1E}$ : The job satisfaction from the job itself experienced by the teaching staff varies according to educational status.

[Table 13 here]

The results in Table 13 show that the variances of educational status and job satisfaction are homogenous, and that *educational status affects the variance of job satisfaction from the job itself* ( $H_{0E}$  is rejected).

Table 14 shows the results of the analysis of the effects of educational status on job satisfaction in social and psychological terms. According to these results, *educational status has no significant effect on job satisfaction in social and psychological terms* ( $H_{0F}$  is accepted).

$H_{0F}$ : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to educational status.

$H_{1F}$ : The job satisfaction experienced by the teaching staff in social and psychological terms varies according to educational status.

[Table 14 here]

The next table, Table 15, shows the results of the analysis regarding the relationship between marital status and job satisfaction in terms of supervisor and independence at job subjects.

$H_{0G}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to marital status.

$H_{1G}$ : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects varies according to marital status.

[Table 15 here]

Table 15 shows that *job satisfaction in terms of supervisor and independence at job subjects does not vary according to marital status* ( $H_{0G}$  is accepted).

According to the analysis, the results in Table 16 show that *the marital status of participants has a significant effect on job satisfaction from the job itself* ( $H_{0H}$  is rejected).

$H_{0H}$ : The job satisfaction from the job itself experienced by the teaching staff does not vary according to marital status.

$H_{1H}$ : The job satisfaction from the job itself experienced by the teaching staff varies according to marital status.

[Table 16 here]

Finally as shown in Table 17, *the marital status of the participants has no significant effect on job satisfaction in social and psychological terms* ( $H_{0I}$  is accepted).

$H_{0I}$ : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to marital status.

$H_{1I}$ : The job satisfaction experienced by the teaching staff in social and psychological terms varies according to marital status.

[Table 17 here]

#### 4.5.3.2 Testing the Hypotheses Related to the Relationship between Each Job Satisfaction Component of Teaching via Distance Education and Each Demographic characteristic

The authors went on to analyze the possible relationships between each job satisfaction component for teaching via distance education and each demographic characteristic of the participants. The same demographic characteristics, namely gender, education status and marital status, were considered.

The relationship between job satisfaction in physical and spiritual terms and the gender of the participants was analyzed first. Table 18 shows that *the physical and spiritual job satisfaction of participant does not vary according to their gender* ( $H_{0J}$  is accepted).

$H_{0J}$ : The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to gender.

$H_{1J}$ : The job satisfaction experienced by the teaching staff in physical and spiritual terms varies according to gender.

[Table 18 here]

According to the analysis results shown in Table 19, *job satisfaction in social and psychological terms does not vary according to the gender of the participant* ( $H_{0K}$  is accepted).

$H_{0K}$ : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to gender.

$H_{1K}$ : The job satisfaction experienced by the teaching staff in social and psychological terms varies according to gender.

[Table 19 here]

*Gender also has no significant effect on job satisfaction in terms of working conditions and contributing to other individuals*, as seen in Table 20 ( $H_{0L}$  is accepted).

$H_{0L}$ : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to gender.

$H_{1L}$ : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals varies according to gender.

[Table 20 here]

As shown in Table 21, *the gender of participants has no significant effect on job satisfaction in terms of taking initiative at work* ( $H_{0M}$  is accepted).

$H_{0M}$ : The job satisfaction experienced by the teaching staff in terms of taking initiative at work does not vary according to gender.

H<sub>1M</sub>: The job satisfaction experienced by the teaching staff in terms of taking initiative at work varies according to gender.

[Table 21 here]

*The educational status of the participants has no effect on job satisfaction in physical and spiritual terms, as shown in Table 22 (H<sub>0N</sub> is accepted).*

H<sub>0N</sub>: The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to educational status.

H<sub>1N</sub>: The job satisfaction experienced by the teaching staff in physical and spiritual terms varies according to educational status.

[Table 22 here]

The results in Table 23 indicate that *job satisfaction in social and psychological terms does not vary according to the educational status of participants (H<sub>0O</sub> is accepted).*

H<sub>0O</sub>: The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to educational status.

H<sub>1O</sub>: The job satisfaction experienced by the teaching staff in social and psychological terms varies according to educational status.

[Table 23 here]

The results in Table 24 show that *educational status does not have a significant effect on job satisfaction in terms of working conditions and contributing to other individuals (H<sub>0P</sub> is accepted).*

H<sub>0P</sub>: The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to educational status.

H<sub>1P</sub>: The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals varies according to educational status.

[Table 24 here]

Table 25 shows the results of the analysis that examined *the possible effect of educational status on job satisfaction in terms of taking initiative at work. The results indicate that there is no significant effect (H<sub>0R</sub> is accepted).*

H<sub>0R</sub>: The job satisfaction experienced by the teaching staff in terms of taking initiative at work does not vary according to educational status.

H<sub>1R</sub>: The job satisfaction experienced by the teaching staff in terms of taking initiative at work varies according to educational status.

[Table 25 here]

Table 26 shows that there is *no relationship between the marital status of the participants and job satisfaction in physical and spiritual terms (H<sub>0S</sub> is accepted).*

H<sub>0S</sub>: The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to marital status.

H<sub>1S</sub>: The job satisfaction experienced by the teaching staff in physical and spiritual terms varies according to marital status.

[Table 26 here]

The results presented in Table 27 indicate that *the marital status of participants does not affect job satisfaction in social and psychological terms (H<sub>0T</sub> is accepted).*

H<sub>0T</sub>: The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to marital status.

H<sub>1T</sub>: The job satisfaction experienced by the teaching staff in social and psychological terms varies according to marital status.

[Table 27 here]

Table 28 shows that *the marital status of the participants is not related to job satisfaction in terms of working conditions and contributing to other individuals* ( $H_{0U}$  is accepted).

$H_{0U}$ : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to marital status.

$H_{1U}$ : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals varies according to marital status.

[Table 28 here]

*The last possible relationship, between the marital status of the participants and job satisfaction in terms of taking initiative at work, is mentioned in Table 29. The table demonstrates that there is no such relationship* ( $H_{0V}$  is accepted).

$H_{0V}$ : The job satisfaction experienced by the teaching staff in terms of using work-related initiative does not vary according to marital status.

$H_{1V}$ : The job satisfaction experienced by the teaching staff in terms of using work-related initiative varies according to marital status.

[Table 29 here]

## 5. Conclusion, comments and recommendations

The rapidly changing world creates the need for changes in working behavior. Therefore, alternative practices in terms of location and temporal flexibility are starting to be adopted. Beyond aligning business needs with working conditions, this flexibility allows employees to better balance their professional and private lives, leading to the notion that flexibility is vital for job satisfaction.

In this study, the teaching staff of one of the leading foundation universities in Turkey was investigated. The main objective was to discover the possible effects of demographic characteristics, such as gender, educational status and marital status, on their job satisfaction related to teaching in classrooms and teaching via distance education. Three job satisfaction components related to teaching in classrooms were identified, whereas four components of job satisfaction of teaching via distance education were found.

Regarding the main objective of the study, an important result is that none of the satisfaction components for teaching via distance education are impacted by the demographic characteristics of the participants. In other words, the satisfaction related to teaching via distance education does not vary according to the demographic features of the teaching staff.

The authors believe that there may be many reasons for this result. Distance education does not require instructors to physically be in the classroom, and this may have taken pressure off the teaching staff. Another factor is that, in distance education, there is no in-person interaction with students but there is digital interaction, which may be easier for staff to manage. The authors also consider that distance education provides the opportunity to work outside common working hours, and this temporal flexibility may thus have eased the stress related to time pressure. In summary, it is believed that flexibility in terms of space and time has been embraced by the teaching staff, who has viewed it as an opportunity to be more comfortable. This comfort may have led to more calm and professional behavior while teaching, which may have prevented the differences in demographic attributes from affecting the level of satisfaction of the instructors.

A second main result indicates the job satisfaction of teaching in classrooms partly varies according to some demographic characteristics. Job satisfaction from the job itself varies according to both the educational and marital statuses of the participants. The authors believe that there are several reasons for this result. Teaching in classrooms requires the staff to be more versatile. For example, students may suddenly ask unrelated or unexpected questions, in-class group activities may lead to unforeseen consequences and the subject of the class may cause debates among the students or between the instructor and the students. The successful resolution of all these situations requires versatility and depends on the instructor's experience and level of education. Another relevant characteristic, marital status, may be associated with the different roles played by the instructor. A married instructor has an additional role play – that of the spouse. This additional role forces the instructor to balance the increased and diversified family- and job-related responsibilities; thus, teaching activities that must be

performed physically in the classroom and during standard times may represent an additional burden. The second main result relates to the gender of the participants. The job satisfaction pertaining to the supervisor and the independence at job subjects varies according to the genders of the participants. A reason for this may be related to privacy, in that staff of different genders may desire their own private spaces to different extents. Gender could also influence the nature of vertical relationships with supervisors. For example, male and female instructors may have different evaluations of their supervisors' directions or different interpretations of language used in interactions.

In conclusion, it is proposed that the participants in the study are professionals who tend to entirely avoid mentioning their demographic differences in relation to the satisfaction derived from teaching via distance education. Furthermore, some characteristics partly impact the satisfaction derived from teaching in classrooms.

Some recommendations should be made at this point. The study showed that the staff has the tendency to conceal how their demographic characteristics impact their teaching. This implies the need for a different remuneration approach in the teaching profession. Remuneration should not be limited to such criteria as tenure or level of education, but should also include how professionally the instructor behaves. In other words, the competencies related to professionalism should also be considered as criteria for remuneration. Professionalism seems to be linked with the manner of teaching, and wages or salaries should therefore differ according to teaching physically in the classroom and teaching via distance education.

In this study only considered the relevant staff of one university. However, future studies should focus on comparing multiple universities, state and other types of universities or universities in other countries. The use of outsourcing could also be considered in future studies, in the form of employing instructors who are residing in a foreign country. The issue of teaching foreign students could also be considered. Both of these ideas mainly relate to culture; future studies could therefore also incorporate culture as a variable impacting the job satisfaction of the instructors who reside in different countries or who teach foreign students.

Future studies could also focus on the distribution of the instructors in terms of different teaching approaches. In this study, the job satisfaction derived from teaching via distance education seems to be unaffected by demographic characteristics but the satisfaction derived from teaching in the classroom is partially affected. Future studies could compare the satisfaction relating to the different media that are used to teach and could propose appropriate teaching media to be assigned to the instructors with the highest job satisfaction.

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**Tables**

Table 1. Reliability analysis of job satisfaction components for teaching in classrooms

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.823	20

Table 2. Results of KMO and Bartlett's tests of the components of job satisfaction for teaching in classrooms

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.576
	Approx. Chi-Square	454.774
Bartlett's Test of Sphericity	df	190
	Sig.	.000

Table 3. Results of the exploratory factor analysis of the components of job satisfaction for teaching in classrooms

<b>Rotated Component Matrix<sup>a</sup></b>			
		<i>Component</i>	
	Job Satisfaction in terms of supervisor and independence	Job satisfaction from the job itself	Job satisfaction from the job in social and psychological terms
Q.16 The opportunity to use my own methods regarding the subjects of my job.	.866		
Q.5 The way my supervisor treats employees.	.864		
Q.15 The freedom to make my own decisions about the subjects of my job.	.841		
Q.6 The sufficiency of my supervisor about decision-making in terms of authority and technical aspects.	.795		
Q.19 Being rewarded for high performance.	.526		
Q.17 Working conditions.		.853	
Q.12 My organization's policies.		.838	
Q.2 The opportunity to work independently.		.619	
Q.1 Being constantly busy at work.		.594	
Q.13 My wage/salary and the amount of work.		.533	
Q.18 The relationships with my co-workers.		.408	
Q.14 The opportunity for promotion in my job.		.405	
Q.3 The opportunity to do different things from time to time in my job.			.730
Q.20 The feeling of success I get from my job.			.671
Q.11 Being able to perform tasks that are in line with my abilities.			.651
Q.8 My job provides continuous employment.			.612
Q.10 Being able to help other people by directing them.			.595
Q.4 Being known as a person with a specific societal status.			.557
Q.9 Being able to do something for other people.			.456
Q.7 Being able to do things that are in accordance with my values.			.329
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Table 4. Reliability analysis of the components of job satisfaction for teaching via distance education

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.906	20

Table 5. Results of KMO and Bartlett's tests of the components of job satisfaction for teaching via distance education

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.545
Bartlett's Test of Sphericity	Approx. Chi-Square	422.390
	df	190
	Sig.	.000

Table 6. Results of the exploratory factor analysis of the job satisfaction components for teaching via distance education

<b>Rotated Component Matrix<sup>a</sup></b>				
		<i>Component</i>		
	Work-related satisfaction in physical and spiritual terms	Work-related satisfaction in social and psychological terms	Satisfaction in terms of working conditions and contributing to other individuals	Satisfaction in terms of taking initiative at work
Q.13 My wage/salary and the amount of work.	.836			
Q.15 The freedom to make my own decisions about the subjects of my job.	.779			
Q.19 Being rewarded for high performance.	.699			
Q.16 The opportunity to use my own methods for the subjects of my job.	.695			
Q.11 Being able to perform tasks that are in line with my abilities.	.674			
Q.12 My organization's policies.	.639			
Q.8 My job provides continuous employment.	.618			
Q.20 The feeling of success I get from my job.	.479			
Q.4 Being known as a person with a specific societal status.		.782		
Q.7 Being able to do things that are in accordance with my values.		.730		
Q.18 The relationships with my co-workers.		.691		
Q.5 The way my supervisor treats employees.		.556		
Q.6 The sufficiency of my supervisor about decision-making in terms of authority and technical aspects.		.536		
Q.14 The opportunity for promotion in my job.		.522		
Q.9 Being able to do something for other people.			.786	
Q.10 Being able to help other people by directing them.			.759	
Q.17 Working conditions.			.578	

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Q.3 The opportunity to do different things from time to time in my job.	.913
Q.2 The opportunity to work independently.	.906
Q.1 Being constantly busy at work.	.210
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.	
a. Rotation converged in 6 iterations.	

Table 7. Hypotheses about the relationship between each demographic characteristic and each job satisfaction component for teaching in classrooms

<b>H<sub>0</sub>JOB SATISFACTION DERIVED FROM TEACHING IN THE CLASSROOM:</b> The job satisfaction experienced by teaching staff from teaching in the classroom does not vary according to demographic characteristics.
H <sub>0A</sub> : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to gender.
H <sub>0B</sub> : The job satisfaction from the job itself experienced by the teaching staff does not vary according to gender.
H <sub>0C</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to gender.
H <sub>0D</sub> : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to educational status.
H <sub>0E</sub> : The job satisfaction from the job itself experienced by the teaching staff does not vary according to educational status.
H <sub>0F</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to educational status.
H <sub>0G</sub> : The job satisfaction experienced by the teaching staff in terms of supervisor and independence at job subjects does not vary according to marital status.
H <sub>0H</sub> : The job satisfaction from the job itself experienced by the teaching staff does not vary according to marital status.
H <sub>0I</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to marital status.

Table 8. Hypotheses about the relationship between each demographic characteristic and each job satisfaction component for teaching via distance education

<b>H<sub>0</sub>JOB SATISFACTION DERIVED FROM TEACHING VIA DISTANCE EDUCATION:</b> The job satisfaction experienced by the teaching staff from teaching via distance education does not vary according to demographic features.
H <sub>0J</sub> : The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to gender.
H <sub>0K</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to gender.
H <sub>0L</sub> : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to gender.
H <sub>0M</sub> : The job satisfaction experienced by the teaching staff in terms of taking initiative at work does not vary according to gender.
H <sub>0N</sub> : The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to educational status.
H <sub>0O</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to educational status.
H <sub>0P</sub> : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to educational status.
H <sub>0R</sub> : The job satisfaction experienced by the teaching staff in terms of taking initiative at work does not vary according to educational status.
H <sub>0S</sub> : The job satisfaction experienced by the teaching staff in physical and spiritual terms does not vary according to marital status.
H <sub>0T</sub> : The job satisfaction experienced by the teaching staff in social and psychological terms does not vary according to marital status.
H <sub>0U</sub> : The job satisfaction experienced by the teaching staff in terms of working conditions and contributing to other individuals does not vary according to marital status.
H <sub>0V</sub> : The job satisfaction experienced by the teaching staff in terms of taking initiative at work does not vary according to marital status.

Table 9. Results of the Levene analysis and ANOVA related to the relationship of gender with job satisfaction in terms of supervisor and independence at job subjects

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.158	1	27	.777			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.121	1		.121	.117	.721
<b>Within</b>	27.879	27		1.033		
<b>Total</b>	28.000	28				

Table 10. Results of the Levene analysis and the ANOVA about the relationship between gender and job satisfaction from the job itself

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.141	1	27	.710			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.186	1		.121	.117	.735
<b>Within</b>	27.814	27		1.024		
<b>Total</b>	28.000	28				

Table 11. Results of the Levene analysis and ANOVA about the relationship between gender and job satisfaction from the job in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
3.017	1	27	.094			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	1.774	1	1.774	1.826	.188	
<b>Within</b>	26.226	27	.971			
<b>Total</b>	28.000	28				

Table 12. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction in terms of supervisor and independence at job subjects

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
2.137	2	26	.138			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	2.515	2		1.257	1.283	.294
<b>Within</b>	25.485	26		.980		
<b>Total</b>	28.000	28				

Table 13. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction from the job itself

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.642	2	26	.534			
	<b>Sum</b>	<b>of</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	9.343	2		4.671	6.510	.005
<b>Within</b>	18.657	26		.718		
<b>Total</b>	28.000	28				

Table 14. Results of Levene analysis and ANOVA about the relationship between educational status and job satisfaction in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
3.127	2	26	.061			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.263	2		.132	.123	.884
<b>Within</b>	27.737	26		.106		
<b>Total</b>	28.000	28				

Table 15. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in terms of supervisor and independence at job subjects

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.189	1	27	.667			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.343	1		.343	.335	.568
<b>Within</b>	27.657	27		1.024		
<b>Total</b>	28.000	28				

Table 16. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction from the job itself

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.578	1	27	.454			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	12.472	1	12.472	21.688	.000	
<b>Within</b>	15.528	27	.575			
<b>Total</b>	28.000	28				

Table 17. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
1.387	1	27	.249			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	1.561	1	1	1.561	1.595	.217
<b>Within</b>	26.439	27	27	.979		
<b>Total</b>	28.000	28	28			

Table 18. Results of the Levene analysis and ANOVA about the relationship between gender and job satisfaction in physical and spiritual terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
2.377	1	27	.135			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.876	1		.876	.872	.359
<b>Within</b>	27.124	27		1.005		
<b>Total</b>	28.000	28				

Table 19. Results of Levene analysis and ANOVA about the relationship between gender and job satisfaction in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.073	1	27	.789			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.497	1	1	.497	.488	.491
<b>Within</b>	27.503	27	27	1.019		
<b>Total</b>	28.000	28	28			

Table 20. Results of the Levene analysis and ANOVA about the relationship between gender and job satisfaction in terms of working conditions and contributing to others

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
1.616	1	27	.214			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.429	1		.429	.420	.522
<b>Within</b>	27.571	27		1.021		
<b>Total</b>	28.000	28				

Table 21. Results of the Levene analysis and ANOVA about the relationship between gender and job satisfaction in terms of taking initiative at work

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.041	1	27	.840			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	1.723	1	1.723	1.770	.194	
<b>Within</b>	26.277	27	.973			
<b>Total</b>	28.000	28				

Table 22. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction in physical and spiritual terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.599	2	26	.557			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	2.774	2	2	1.387	2.083	.145
<b>Within</b>	17.307	26	26	.666		
<b>Total</b>	20.081	28	28			

Table 23. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
8.900	2	26	.001			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	2.922	2		1.461	2.221	.129
<b>Within</b>	17.112	26		.658		
<b>Total</b>	20.034	28				

Table 24. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction in terms of working conditions and contributing to other individuals

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
1.905	2	26	.169			
	<b>Sum</b>	<b>of</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	1.687	2		.843	1.427	.258
<b>Within</b>	15.363	26		.591		
<b>Total</b>	17.050	28				

Table 25. Results of the Levene analysis and ANOVA about the relationship between educational status and job satisfaction in terms of taking initiative at work

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.734	2	26	.490			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.273	2		.137	.161	.852
<b>Within</b>	22.094	26		.850		
<b>Total</b>	22.368	28				

Table 26. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in physical and spiritual terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.930	1	27	.343			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.224	1		.224	.217	.645
<b>Within</b>	27.776	27		1.029		
<b>Total</b>	28.000	28				

Table 27. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in social and psychological terms

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
1.354	1	27	.255			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.922	1		.922	.919	.346
<b>Within</b>	27.078	27		1.003		
<b>Total</b>	28.000	28				

Table 28. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in terms of working conditions and contributing to other individuals

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.068	1	27	.797			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.868	1		.868	.864	.361
<b>Within</b>	27.132	27		1.005		
<b>Total</b>	28.000	28				

Table 29. Results of the Levene analysis and ANOVA about the relationship between marital status and job satisfaction in terms of taking initiative at work

<b>Levene</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>			
.109	1	27	.744			
	<b>Sum</b>	<b>of</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	.243	1		.243	.237	.630
<b>Within</b>	27.757	27		1.028		
<b>Total</b>	28.000	28				