# JOB SATISFACTION: AN EMPIRICAL INVESTIGATION OF SCHOLARS IN TURKISH UNIVERSITIES

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**ABSTRACT**

The aim of this study is to examine the job satisfaction levels of scholars in state and foundation universities. For this purpose, a survey was conducted with 402 scholars employed in state and foundation universities in Istanbul. The Exploratory Factor Analysis (EFA) and the non-parametric hypothesis tests were applied to the data obtained. Two factors were defined as a result of the EFA and they were named as intrinsic satisfaction and extrinsic satisfaction. The Mann-Whitney U test was employed to assess whether there was any statistically significant difference between Generation X and Generation Y respondents with respect to extrinsic job satisfaction and intrinsic job satisfaction. The results of the analysis revealed that a statistically significant difference was identified between Generation X and Generation Y groups with respect to intrinsic job satisfaction. In addition, the Kruskal-Wallis H test was employed to assess whether there was any statistically significant difference between the academic title groups with respect to their extrinsic job satisfaction and intrinsic job satisfaction. The findings have shown that the statistical difference is only 0,05 with respect to the intrinsic job satisfaction factor among title groups.

**KEYWORDS**

Job satisfaction, Higher education, Scholars, Exploratory factor analysis.

**JEL Codes**

C38, C83, I23, J28

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## INTRODUCTION

Job satisfaction is one of the areas concentrated on the most when the attitudes and behaviors of staff working in organizations are examined. There are many different definitions of job satisfaction in literature. For this reason, we would like to, first of all, focus on the major definitions of job satisfaction.

According to Locke's definition which is a popular one in literature, job satisfaction is "a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experiences" (Locke, 1976). From a general point of view, job satisfaction is defined as staff's attitude towards work so it is formally defined as the cognitive, affective and evaluative reactions of indiviuals towards their jobs (Greenberg & Baron, 1996). According to another definition, job definition refers to the degree of positive or negative feelings of people towards their work. The term job satisfaction is used not only as a response to physical and social conditions at a workplace but also as attitude or emotional response to work tasks (Schermerhorn, Hunt & Osborn, 1998).

Job satisfaction is generally examined together with turnover, absenteeism, organizational commitment, motivation and performance (Schermerhorn, Hunt & Osborn, 1998). Job satisfaction degree could change depending on the demographics of staff and the industry they are working in. For example, white collar staff compared to blue collar staff, more experienced people compared to less experienced people, older staff compared to younger staff, men and those who are members of a majority group compared to women and those who are members of a minority group have got higher job satisfaction (Greenberg & Baron, 1996). In addition, people of higher rank within an organization in terms of hierarchical levels have got higher job satisfaction compared to people of lower rank (Hodgetts, 1991).

Job satisfaction levels of staff are dependent on the needs and hopes of the people concerned. In other words, the needs, hopes of a person as well as how important the job is for that person determine the job satisfaction level. Job satisfaction is also influenced by various other factors such as working conditions, management policies, compensation and relationships with coworkers and supervisors (Wright & Noe: 1996). Various measurement tools were developed in order to test the impact of the factors in question on the job satisfaction level. The Minnesota Job Satisfaction Questionnaire consisting of 20 questions (100 questions originally) is one of the major measurement tools aiming to test job satisfaction level (Hodgetts, 1991).

The topics of organizational behavior are examined concentrating on staff working not only on industry but also on service sectors such as banking, insurance and education. This study aims to measure the job satisfaction levels of scholars working in higher education institutions so the scholars working in higher education institutions in Turkey constitute the population of this survey.

The total number of people employed in 193 higher education institutions in Turkey has reached 156,158 staff in total. The breakdown of titles is as follows: 22,391 professors, 15,021 associate professors, 35,306 assistant professors, 20,945 instructors, 10,293 lecturers, 3.867 specialists, 47,386 research assistants, 21 translators, 19 education planners and 909 instructors with a PhD degree.

The purpose of this study is to examine the relationship between job satisfaction and demographical characteristics of scholars working in state and foundation universities in Istanbul. The second part of the study will focus on relevant literature. The third section will focus on the methodology used and the implementation results. The last part will focus on the evaluation of the results obtained.

## LITERATURE REVIEW

There are various field researches available in literature on the job satisfaction levels and factors of staff. The number of researches conducted especially on those staff working in higher education institutions has increased after 2000.

When we examine the literature that has developed to date in this field, we see that the very first research conducted on the job satisfaction of staff working in higher education institutions is by (Gruneberg and Startup in 1978). The research was conducted taking the Two Factor Theory of Herzberg into consideration; the questionnaire was sent to 364 people and the number of respondents reached 52%. Respondents were presented a list of 23 job related issues and were asked to indicate which one(s) of those were important for them. The top three responses rated the highest by respondents were publication quality, time allocated to conduct research and the

interest shown by students. In addition, it was also found out that scholars attached less importance to "administrative activities" with respect to job satisfaction (Gruneberg & Startup, 1978).

Baş (2002) conducted a study that focused on the job satisfaction profile of scholars taking into account the scholars in Turkey. The questions form was prepared by the researcher and 346 people participated in the research in total. The 10 areas examined in the survey were as follows: nature of the job, image, job assurance, academic environment, leadership, managerial environment, communication, colleagues, compensation and work environment. According to the findings of the research, job satisfaction was high for around 81% of the respondents. It was also found out that the job satisfaction levels of scholars increased linearly with age, that there is a "U" type relationship between "career" and "management position" but no relationship with "gender". The research also showed that there is high correlation between "the nature of job", "academic environment", "attitude and behavior of manager", "managed environment" and "communication" (Baş, 2002).

Another study conducted on the job satisfaction level of academic staff was conducted on the scholars working in a faculty of education of a university in Turkey. The study investigated the impact of factors such as physical conditions, human relations, nature of job, organizational environment, supervision, job assurance, compensation and personal rights on job satisfaction and 72 scholars and 18 administrative staff participated in the survey. According to the results of the survey, job assurance has got the highest impact on job satisfaction whereas compensation has got the lowest (Erdem, 2005).

Akman, Kelecioğlu and Bilge conducted a study on this topic in 2005. 488 scholars participated in the survey in total. The conclusion of the survey was that scholars attach great importance to the factors such as the job they do being meaningful to them, being given the opportunity to take responsibility, support given to professional development and being valued by managers. Another conclusion of the survey was that female scholars attach more importance to professional development, taking responsibility, the feeling of success and being appreciated more than male scholars (Akman, Kelecioğlu & Bilge, 2006).

Eyüpoğlu ve Saner investigated the relationship between academic hierarchy and job satisfaction in higher education between 412 scholars. According to the findings of the survey, job satisfaction does not increase in relation to academic hierarchy. Out of 20 factors, the difference was identified only in advancement, compensation, co-workers and variety (Eyüpoğlu & Saner, 2009).

Toker carried out a comprehensive survey on the job satisfaction of scholars in Turkey. A total of 648 people participated in the survey that was conducted in order to identify the job satisfaction levels of scholars and associated demographic factors. The short version of the Minnesota Job Satisfaction Scale was used in the survey and it was identified that the job satisfaction levels of scholars was high. The survey revealed that "social status" ranked the first in terms of job satisfaction whereas "compensation" ranked the last. On the other hand, when the job satisfaction levels were examined based on the title criteria, it was found out that the professors' job satisfaction levels were higher than those of instructors and research assistants. The survey also showed that gender and marital status do not create any difference in job satisfaction whereas age and seniority do have an impact on job satisfaction (Toker, 2011).

Another study on this topic was conducted with the participation of 108 scholars from the universities in Pakistan. According to the findings of this survey, the scholars employed in private universities have got a higher job satisfaction level in comparison to those employed in state universities with respect to compensation, management and promotion possibilities. However, the study also showed that the scholars working in state universities have got higher job satisfaction with respect to coworkers and job assurance (Khalid, Irshad & Mahmood, 2012).

Another study that investigated the job satisfaction level of scholars at an international level was conducted with the participation of 13,403 scholars from 12 countries including Argentina, Australia, Brazil, Canada, Finland, Germany, Japan, Malaysia, Portugal, South Africa, the United Kingdom and the USA. The questions of the survey concentrated on criteria such as achievement (publications), the job itself (the time dedicated to research currently), recognition (working as a manager based on selection and scientific committee membership) and progress (academic hierarchy). The survey found out that the scholars in Canada have got the highest job satisfaction level whereas the scholars in the United Kingdom have got the lowest. Another

striking finding of the survey was that there was a weak relationship between publication productivity and job satisfaction in these countries except for Canada, Argentina, Finland and Germany (Bentley v.d., 2013).

According to the findings of the study conducted by Dalkılıç, Çimen and Ramazanoğlu in Turkey on 314 scholars, the job satisfaction levels of people increase as they climb up the career ladder in academic hierarchy. It was also concluded that the job satisfaction levels of those scholars employed in more developed parts of the country have got higher job satisfaction levels (Dalkılıç, Çimen & Ramazanoğlu, 2015).

## ECONOMETRIC METHODOLOGY

A cross-sectional study was conducted in state and foundation universities in Istanbul, Turkey. A web based questionnaire was used to collect research data due to high access to and use of internet among higher education staff. The data were collected between December 1, 2015 and March 5, 2016. The scholars employed in state and foundation universities in Istanbul were chosen as the targeted population and individuals were invited to participate via e-mails. There were 9 state and 39 foundation universities in Istanbul when the research was conducted. The questionnaires were completed voluntarily by all participants. The application of scales took 3 to 5 minutes.

**Table 1: Participant Demographics**

| Variables | Levels | Number | % |
|---|---|---|---|
| Gender | Female | 207 | 51,5 |
| | Male | 195 | 48,5 |
| Martial Status | Married | 216 | 53,7 |
| | Single, never married | 178 | 44,3 |
| | Divorced / widowed | 8 | 2,0 |
| Age | Less than 25 | 13 | 3,2 |
| | 25-34 | 214 | 53,2 |
| | 35-44 | 90 | 22,4 |
| | 45-54 | 58 | 14,4 |
| | More than 54 | 27 | 6,7 |
| Academic Title | Professor | 27 | 6,7 |
| | Associate Professor | 52 | 12,9 |
| | Assistant Professor | 101 | 25,1 |
| | Research Assistant | 138 | 34,3 |
| | Instructor | 67 | 16,7 |
| | Lecturer | 10 | 2,5 |
| | Specialist | 6 | 1,5 |
| | Translator | 1 | 0,2 |
| The university where s/he works | State | 227 | 56,5 |
| | Foundation | 175 | 43,5 |

The sample of the present study consisted of 402 scholars in Istanbul. Of these scholars, 51,5 % were female, 53,7 % were married, 59,4 % were assistant professors and research assistants, 53,2 % were between the ages of 25 and 34, 43,5 % were employed in foundation universities. The demographic details of participants are provided in Table 1.

The Minnesota Satisfaction Questionnaire (MSQ) was originally developed by Weiss et al. (1967).

The long version of MSQ consists of 100 questions whereas the short version consists of 20 questions. In this study, we used the short version of MSQ that includes three dimensions: extrinsic job satisfaction, general satisfaction and intrinsic job satisfaction. The short version of MSQ was translated and adapted to Turkish by Bektaş and Saldanlı (2015). All items were measured using a four-point scale ranging from 1 (strongly disagree) to 4 (strongly agree).

## DATA ANALYSIS

In social sciences, researchers usually make a large of set of observations for a group of people. In such contexts, a question that often arises is that large set of observations can be more parsimoniously represented. That is, we want to know what the underlying structure of associations is for our sample. Therefore we gain insight into sample by calculating the correlations among the variables. However, we have sets of variables that are not simply easy to understand through the correlation matrix. Factor analysis was developed to overcome challenges of this kind (Fabrigar and Wegener, 2012).

The exploratory factor analysis is based on summarizing the interrelationships between the manifest variables, in other words, the factors that are assumed to underline the manifest variables are extracted. The factor analysis can also be used to achieve data reduction by identifying latent variables from a much larger set for manifest variables (Hair vd. ,2009).

The polychoric correlation matrix was calculated first because of the properties of the measured variables. Then, the factorability of the correlation matrix was investigated. For this purpose, the Bartlett's Test of Sphericity and Kaiser's Measure of Sampling Adequacy (KMO) was conducted (Tabachnick and Fidell, 2013). Based on the analyses results, Kaiser's KMO index is 0,91 and the p-value of the Bartlett's Test of Sphericity is 0,00; these results indicate that the correlation matrix is appropriate for applying the factor analysis.

The EFA was then carried out, using the polychoric correlation matrix and the unweighted least square (ULS) as the extraction method along with a varimax rotation. The software called FACTOR designed as a user-friendly software was used for factor analysis. As a result of the factor analysis, an appropriate number of factors was selected as two taking into consideration the scree test, the eigenvalues greater than one rule and interpretability of solutions. The details of the results are provided in Table 2.

**Table 2: The Factor Analysis Results**

| Factor 1: Extrinsic Job Satisfaction (***Percentage of variance explained:23,920***) | |
|---|---|
| **Items** | **Factor Loading** |
| Supervision (human relations) | 0,870 |
| Supervision (technical) | 0,865 |
| Recognition | 0,582 |
| Institution policies and practies | 0,556 |
| Working conditions | 0,480 |
| Factor 2: Intrinsic Job Satisfaction (***Percentage of variance explained:32,765***) | |
| **Items** | **Factor Loading** |
| Ability utilization | 0,796 |
| Creativity | 0,714 |
| Responsibility | 0,688 |
| Authority | 0,677 |
| Social service | 0,660 |
| Achievement | 0,641 |
| Independence | 0,578 |
| Activity | 0,577 |
| Moral values | 0,520 |

Table 2 shows that the factor two structure was found in the current study. These factors were labeled as "extrinsic job satisfaction" and "intrinsic job satisfaction" which explained 56,68 percent of the total variance. The first factor includes five items and was named as extrinsic job satisfaction. The second factor includes nine items and was named as intrinsic job satisfaction.

It is desirable to have a reliable psychometric test (Kline, 1998). For this reason, the ordinal coefficient alpha which is a special case of coefficient alpha was computed and it was used as an index of reliability in social sciences (Zumbo, Gadermann and Zeisser, 2007). This coefficient was calculated by using R that is an open source software program.

**Table 3: Results of the Reliability Analysis**

| Factor | Number of item | Ordinal α |
|---|---|---|
| Extrinsic Job Satisfaction | 5 | 0,870 |
| Intrinsic Job Satisfaction | 9 | 0,910 |
| Total | 14 | 0,930 |

Table 3 shows the internal consistency coefficient of every dimension included in the scale. The values for these factors were all above 0,7 which shows that the scale was reliable (Nunnally, 1978).

This study aimed to test whether there is a difference between the two subscales of job satisfaction and gender, marital status, generation, academic title, university type. In line with this purpose, the Mann-Whitney U test and the Kruskal-Wallis H test were used which are known as distribution free tests. There is no need to worry about the normality of the population distribution (Israel, 2008). The measurement level of variables was ordinal scale in this study and the non-parametric tests were used as the data was not normally distributed. Before applying non-parametric tests, the factor scores for each of the two factors in the study were calculated. In this context, the summated scales that are calculated by combining only selected variables were used (Hair vd., 2009).

The Mann-Whitney U test may be used to test whether two independent groups were drawn from the same population. The null hypothesis is that these groups have the same distribution (Siegel, 1956). The Kruskal-Wallis H test is an extension of the Mann-Whitney U test to a design involving more than two independent samples. The alternative hypothesis indicates that there is a difference between at least two of the groups population medians (Sheskin, 2004).

## FINDINGS

The MSQ was used in order to investigate the job satisfaction levels of scholars in state and foundation universities and the EFA was implemented based on a data set that included 20 observed variables and 402 observations. As a result of the EFA, the factors of "extrinsic job satisfaction" and "intrinsic job satisfaction" were defined. The descriptive statistics of these fourteen observed variables under these factors are presented in Table 4.

**Table 4: Job Satisfaction of Scholars**

| Item | Mode | Median | Factor |
|---|---|---|---|
| Activity | 3 | 3 | Intrinsic |
| Independence | 3 | 3 | Intrinsic |
| Supervision (human relations) | 3 | 3 | Extrinsic |
| Supervision (technical) | 3 | 3 | Extrinsic |
| Moral values | 3 | 3 | Intrinsic |
| Social service | 3 | 3 | Intrinsic |
| Authority | 3 | 3 | Intrinsic |
| Ability utilization | 3 | 3 | Intrinsic |
| Institution policies and practices | 3 | 3 | Extrinsic |
| Responsibility | 3 | 3 | Intrinsic |
| Creativity | 3 | 3 | Intrinsic |
| Working conditions | 3 | 3 | Extrinsic |
| Recognition | 3 | 3 | Extrinsic |
| Achievement | 3 | 3 | Intrinsic |

Table 4 provides information about the modes and medians of the variables observed in the factor structure obtained by the EFA. As it was mentioned before, the level of response of the variables observed is based on a scale from 1 to 4. Therefore, the mean of 3 means that "the person is satisfied".

The descriptive statistics of the subscales of job satisfaction are provided in Table 5.

**Table 5: Descriptive Statistics of Factor Structure**

| Factor | Number of items | Mode | Median | Minimum | Maximum |
|---|---|---|---|---|---|
| Extrinsic Job Satisfaction | 5 | 14 | 13 | 5 | 20 |
| Intrinsic Job Satisfaction | 9 | 27 | 26 | 9 | 36 |

Table 5 provides information about the median as well as minimum and maximum scores for each and every factor.

The Mann-Whitney U test was used to test whether there is a statistically meaningful difference of 0,05 between gender groups in terms of extrinsic and intrinsic satisfaction.

**Table 6: Results of the Mann-Whitney U Test**

| Factor | Probability Value |
|---|---|
| Extrinsic Job Satisfaction | 0,324 |
| Intrinsic Job Satisfaction | 0,220 |

Table 6 also shows that the basic hypotheses cannot be rejected. In other words, the findings obtained by the analysis indicate that there is no difference between gender groups in terms of intrinsic job satisfaction and extrinsic job satisfaction.

The Mann-Whitney U test was used to test whether there is a statistically meaningful difference of 0,05 in terms of extrinsic and intrinsic job satisfaction with respect to marital status. Although the marital status variable had three different responses (single, married and other), the observation was low for the response "other" so only the difference between single and married groups was examined.

**Table 7: Results of the Mann-Whitney U Test (Marital Status)**

| Factor | Probability Value |
|---|---|
| Extrinsic Job Satisfaction | 0,928 |
| Intrinsic Job Satisfaction | 0,252 |

When Table 7 is examined, there is no difference between extrinsic and intrinsic factors based on the marital status variable. The study also investigated whether there was a statistically meaningful difference (0,05 as the significance level) between generations with respect to the meaningfulness of factors based on the EFA. The age ranges accepted in literature for generations were taken as the basis and the Generation X was accepted as those born between 1960 and 1979 and the Generation Y was accepted as those born between 1980 and 2000. The results of the Mann-Whitney U test conducted on the variable in question are provided in Table 8.

**Table 8: Results of the Mann-Whitney U Test (Generation)**

| Factor | Probability Value |
|---|---|
| Extrinsic Job Satisfaction | 0,610 |
| Intrinsic Job Satisfaction | 0,000 |

Table 8 shows that there is a statistically meaningful difference of 0,05 between Generation X and Generation Y with respect to only the intrinsic satisfaction factor. The participation levels of Generation X and Generation Y with respect to intrinsic job satisfaction are presented in Table 9 in order to understand the difference observed between generations in the analysis.

**Table 9: Mean Rank (Generation)**

| Factor | Generation | Mean Rank |
|---|---|---|
| Intrinsic Job Satisfaction | Y | 179,70 |
| | X | 229,78 |

Table 9 shows that the difference between Generation X and Generation Y with respect to intrinsic job satisfaction is in favor of Generation X. In other words, the contribution of the Generation X respondents to the intrinsic satisfaction level is higher. This indicates that Generation X is more influenced by intrinsic factors such as effectiveness, independence, moral values, autonomy, use of capabilities, responsibility, creativity and success than Generation Y. As a result of the research, the finding with respect to job satisfaction revealed an outcome that was similar to those in literature (Lipkin & Perrymore, 2009; Srinivasan, 2012).

The Kruskal-Wallis H test was used to identify whether there was a statistically meaningful difference (0,05 as the significance level). The academic title variable was coded again by using the classification of the Higher Education Board (YÖK, 2016) due to low level of observations for some of the responses. For this reason, the following three sets of groups were formed: scholars (professor, associate professor, assistant professor), scholar assistants (research assistants, translator, specialist) and instructor and lecturer.

**Table 10: Results of the Kruskal Wallis H Test (Academic Title)**

| Factor | Probability Value |
|---|---|
| Extrinsic Job Satisfaction | 0,806 |
| Intrinsic Job Satisfaction | 0,000 |

Table 10 shows that there is a difference of only 0,05 in terms of meaningfulness level among title groups with respect to intrinsic satisfaction level. The participation level of title groups in the variable in question is provided in Table 11 for a more in-depth examination of the difference reached by the analysis.

**Table 11: Mean Rank (Academic Title)**

| Factor | Academic Title | Mean Rank |
|---|---|---|
| Intrinsic Job Satisfaction | Scholar | 227,49 |
| | Assistant Scholars | 166,98 |
| | Instructor and Lecturer | 205,75 |

Table 11 shows that the participation of especially faculty members is high with respect to intrinsic job satisfaction. Taking into account the variables that create intrinsic satisfaction such as effectiveness, independence, moral values, autonomy, use of capabilities, responsibility, creativity and success, it is understood that faculty members attach importance to these variables for job satisfaction. The lowest level of participation with respect to intrinsic job satisfaction was observed in the title group of faculty member assistants. This indicates that as one goes up in hierarchy, the intrinsic job satisfaction level also increases. The findings of the surveys in relevant literature are also similar to the findings of this survey (Toker, 2011; Dalkılıç, Çimen & Ramazanoğlu, 2015).

The Mann Whitney U test was used to test whether there is a statistically meaningful difference (0,05 as the significance level) among university types with respect to each and every factor. The results of the analysis in question are provided in Table 12.

**Table 12: Results of the Mann-Whitney U Test (Type of University)**

| Factor | Probability Value |
|---|---|
| Extrinsic Job Satisfaction | 0,009 |
| Intrinsic Job Satisfaction | 0,218 |

Table 12 shows that there is a meaningful difference of 0,05 with respect to extrinsic job satisfaction factor between university types (state and foundation). The participation levels of respondents are provided in Table 13 in order to examine the difference in greater detail.

**Table 13: Mean Rank (Type of University)**

| Factor | Type of University | Mean Rank |
|---|---|---|
| Extrinsic Job Satisfaction | State | 188,26 |
| | Foundation | 218,67 |

The participation level of those respondents employed in state and foundation universities is presented in Table 13. These values show that the extrinsic job satisfaction level of scholars in foundation universities is much higher compared to the scholars in state universities. This finding with respect to extrinsic job satisfaction between university types is parallel to the findings of the study by Khalid, Irshad and Mahmood. This study showed that the scholars employed in private universities have got a higher job satisfaction in comparison to those employed in state universities with respect to compensation, management and promotion (Khalid, Irshad & Mahmood, 2012).

## CONCLUSION

Increasing competition with globalization has led organizations to develop policies for their "employees", their most important capital. Offering job satisfaction is one of the main objectives of these policies that aim to prepare a more appropriate environment by aligning employee and organizational objectives. The term job satisfaction is used to express the pleasure and happiness one gets in professional life and is

associated with various behaviors and attitudes including performance, workforce turnover, organizational commitment and organizational citizenship. For this reason, it is of crucial importance to achieve staff job satisfaction and keeping the level of job satisfaction high. As it is the case with other organizations, the employees, in other words their "scholars", are the most basic capital of universities. Universities serve as hubs for the production of knowledge and thus act as pioneers in countries' development. For this reason, employees need to be satisfied with their work first in order for universities to operate effectively. The most important step that needs to be taken to achieve job satisfaction is to identify the factors that would offer satisfaction to employees.

The objective of this study was to examine the relationship between job satisfaction and demographic characteristics of scholars employed in state and foundation universities in Istanbul. To fulfill this objective, the MSQ was used and a cross sectional survey was conducted on a sample of 402 scholars. The EFA was used to analyze the data collected. As a result of the EFA, the factors of "extrinsic job satisfaction" and "intrinsic job satisfaction" were obtained. The variables investigated were gender, marital status, status of university and generation. The Mann-Whitney U test was used to investigate whether there was a statistically meaningful difference between response levels and the Kruskal-Wallis H test was used to investigate whether there was a statistically meaningful difference between academic title response levels. The analyses showed that there was no difference between gender and marital status with respect to intrinsic and extrinsic job satisfaction.

However, there was a difference with respect to intrinsic job satisfaction among title groups. It was found out that especially faculty members contributed significantly to intrinsic job satisfaction. Taking into consideration the variables that contribute to intrinsic job satisfaction such as effectiveness, independence, moral values, autonomy, use of capabilities, responsibility, creativity and success, these factors are important for faculty members for job satisfaction. On the other hand, the lowest contribution to the intrinsic satisfaction factor was made by faculty member assistants. This indicates that the intrinsic satisfaction level goes up in direct proportion with rise in hierarchy. The findings of the study are also similar to the findings of the studies in literature. When the job satisfaction factors are compared between university types, it was observed that the extrinsic satisfaction levels of scholars in foundation universities are much higher than those scholars in state universities. The studies in literature also support this finding.

The factors that have an impact on the job satisfaction levels of Generation X and Generation Y, a popular investigation topic in literature, were also investigated in the study. The findings of the study indicate that intrinsic factors satisfy Generation X more than they satisfy Generation Y similar to the findings of studies in literature.

The main limitation of the study is that the obtained results can be generalized only to scholars employed in Istanbul. In further studies, other factors affecting job satisfaction may also be examined.

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