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Institute of Educational Sciences

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Division of Educational Administration

THE EXAMINING ASSOCIATIONS BETWEEN STUDENT-TEACHER RELATIONSHIPS, CLASSROOM DISCIPLINARY CLIMATE AND JOB SATISFACTION

Master Thesis

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DECLARATION

I declare that this research "The Examining Associations between Student-Teacher Relationships, Classroom Disciplinary Climate and Job Satisfaction" is my original work and has not been presented in any other university.

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Shoeebullah SHIJA

Date ……./……./2023

ABSTRACT

The Examining Associations between Student-Teacher Relationships, Classroom Disciplinary Climate and Job Satisfaction

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Master Thesis

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Several empirical studies conducted the effects of disciplinary school climate on teachers' perceptions, feelings and attitudes. Researches proved that school environment has a vital role in raising teachers' job satisfaction as well as student-teacher relationship quality. In spite of that, Turkish population was the sample of few researches. School disciplinary climate may have effects over the classroom in particular, and the whole school in general as it may affect either positively or negatively the student-teacher relationship and job satisfaction. Accordingly, it is stated that investigating the relationships between classroom disciplinary climate, student-teacher relationship and teachers' job satisfaction will contribute to the field of educational administration. Therefore, the main aim of this study is to examine the associations between classroom disciplinary climate, student-teacher relationship and teachers' job satisfaction.

This research examined the relationships between classroom disciplinary climate, student-teacher relationship and job satisfaction based on TALIS 2018 data. The Republic of Turkey is among the countries that participated in TALIS research in 2018. A total of 8342 teachers from 457 high schools from Turkey participated in TALIS 2018 research. TALIS is considered as a reliable source of data on teaching and learning in all over the world. In this research, sections 41 (classroom disciplinary climate), 49 (teacher-student relations) and 53 (teachers' job satisfaction) of TALIS 2018 Teacher Questionnaire were used.

This study found that male teachers have more negative perceptions on classroom environment comparing to female teachers. Another finding of this study is that female teachers' level of job satisfaction is higher than male teachers' job satisfaction. From our investigation in the current study, we found that teachers' level of education has differentiated their job satisfactions in favor of teachers who have bachelor degree. In this study, the analyses showed a negative correlation between negative classroom disciplinary climate and job

satisfaction. We also found a negative and weak correlation between negative classroom disciplinary climate and student-teacher relationships. Moreover, we found a moderate and positive correlation between student-teacher relationships and job satisfaction. It has been revealed that a positive classroom disciplinary climate will increase student-teacher relationships and promote teachers' job satisfaction. Based on study results, suggestions for policy makers and practitioners have been developed.

Key Words: Student-Teacher Relationships, Classroom Disciplinary Climate, Job Satisfaction, Teachers' Job Satisfaction, TALIS 2018 data.

ÖZ

Öğrenci-Öğretmen İlişkileri, Sınıf Disiplin İklimi ve İş Doyumu Arasındaki İlişkilerin İncelenmesi

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Okulun disiplin ikliminin öğretmenlerin algıları, duyguları ve tutumları üzerindeki etkilerine ilişkin birçok ampirik çalışma yürütülmüştür. Önceki araştırmalar, okul ortamının, öğretmenlerin iş doyumunun yanı sıra öğrenci-öğretmen ilişki kalitesinin artmasında da hayati bir rolü olduğunu göstermiştir. Diğer yandan, Türkiye'de bu konu ile ilgili az sayıda araştırma yapılmıştır. Sınıf disiplin iklimi, öğrenci-öğretmen ilişkisini ve iş doyumunu olumlu ya da olumsuz etkileyebileceği gibi, genel olarak tüm okul üzerinde etkili olabilir. Buna göre sınıf disiplin iklimi, öğrenci-öğretmen ilişkisi ve öğretmenlerin iş doyumu arasındaki ilişkilerin araştırılmasının eğitim yönetimi alanına katkı sağlayacağı değerlendirilmektedir. Bu nedenle, bu çalışmanın temel amacı, sınıf disiplin iklimi, öğrenci-öğretmen ilişkisi ve öğretmenlerin iş doyumu arasındaki ilişkileri incelemektir.

Bu araştırma, TALIS 2018 verilerine dayalı olarak sınıf disiplin iklimi, öğrenci-öğretmen ilişkisi ve iş tatmini arasındaki ilişkileri incelemektedir. Türkiye TALIS 2018 araştırmasına katılan ülkeler arasında yer almaktadır. TALIS 2018 araştırmasına Türkiye'den 457 liseden toplam 8342 öğretmen katılmıştır. TALIS, tüm dünyada öğretme ve öğrenme konusunda güvenilir bir veri kaynağı olarak kabul edilmektedir. Bu araştırmada TALIS 2018 Öğretmen Ölçeğinin 41. bölümü (sınıf disiplin iklimi), 49. bölümü (öğretmen-öğrenci ilişkileri) ve 53. bölümü (öğretmenin iş doyumu) kullanılmıştır.

Bu çalışma, erkek öğretmenlerin kadın öğretmenlere göre sınıf disiplin iklimine ilişkin daha olumsuz algılara sahip olduğunu ortaya koymuştur. Araştırmanın bir diğer bulgusu da kadın öğretmenlerin iş doyum düzeylerinin erkek öğretmenlere göre daha yüksek olmasıdır. Ayrıca, lisans mezunu öğretmenlerin iş doyumunun, lisansüstü eğitim mezunu öğretmenlerE göre daha yüksek olduğu tespit edilmiştir. Bu çalışmada yapılan analizler, olumsuz sınıf

disiplin iklimi ile iş doyumu ve öğretmen öğrenci ilişkileri arasında negatif bir ilişki olduğunu göstermiştir. Ayrıca, öğrenci-öğretmen ilişkileri ile iş doyumu arasında orta düzeyde ve pozitif bir ilişki olduğu bulunmuştur. Olumlu bir sınıf disiplin ikliminin ve daha kaliteli bir öğrenci-öğretmen ilişkisinin öğretmenlerin iş doyumunu artıracağı sonucuna ulaşılmıştır. Çalışma sonuçlarına dayalı olarak, politika yapıcılar ve uygulayıcılar için öneriler geliştirilmiştir.

Anahtar Kelimeler: Öğrenci-Öğretmen İlişkisi, Sınıf Disiplin İklimi, İş Memnuniyeti, Öğretmenlerin İş Memnuniyeti, TALIS 2018 verileri.

TABLE OF CONTENTS

APPROVE ..... **i**
DECLARATION ..... **ii**
ACKNOWLEDGEMENT ..... **iii**
ABSTRACT ..... **iv**
ÖZ ..... **vi**
TABLE OF CONTENTS ..... **viii**
LIST OF TABLES ..... **xi**
LIST OF APPENDICES ..... **xii**
CHAPTER ONE **1**
I. INTRODUCTION **1**
1.1. Problem Statement 5
1.2. Purpose of the Study 8
1.3. Limitations 8
1.4. Definition of terms 8
CHAPTER TWO **10**
II. REVIEW OF LITERATURE **10**
2.1. School Climate and Classroom Climate 10
2.1.1. Definition of Classroom Climate 12
2.1.2. Importance of Classroom Climate 12
2.2. Classroom Disciplinary Climate 15
2.2.1. Discipline and Classroom Discipline 15
2.2.2. Classroom Disciplinary Climate 16
2.2.3. Classroom Disciplinary Climate and Academic Achievement 20
2.2.4. Classroom Disciplinary Climate and Self-Efficacy 22
2.2.5. Classroom Disciplinary Climate and Student Motivation 24
2.2.6. Classroom Disciplinary Climate and Behavioral Problems 24
2.3. Student-Teacher Relationship 26
2.3.1. Definition of Student-Teacher Relationships 26
2.3.2. Student-Teacher Relationships and Teacher Behavior 28
2.3.3. Student-Teacher Relationship and Academic Achievement 29
2.3.4. Student-Teacher Relationships and School Engagement 30
2.3.5. Student-Teacher Relationships and Student Motivation 30
2.3.6. Student-Teacher Relationship and Self-Efficacy 31
2.3.7. Building Quality Student-Teacher Relationship 33

2.4. Teachers' Job Satisfactıon 33
2.4.1. Definition of Job Satisfaction 33
2.4.2. Teacher's Job Satisfaction 35
2.4.3. Factors That Affect Job Satisfaction and Dissatisfaction 36
2.4.4. The Relationship between Job Satisfaction and Job Performance 37
2.4.5. Job Satisfaction and Motivation 40
2.4.6. Job Satisfaction and Environment 42
2.4.7. Job Satisfaction and Flexible Working Hours 43
2.4.8. Job Satisfaction and Gender 44
2.4.9. Job Satisfaction and Stress 44
2.4.10. Job Satisfaction and Communication Satisfaction 45
2.4.11. Job Satisfaction and Academic Attainment 46
2.5. The Relationships among Student-Teacher Relationships, Classroom Disciplinary Climate and Teachers' Job Satisfaction 47
CHAPTER THREE 50
III. METHODOLOGY 50
3.1. Research Design and Technique 50
3.2. Population and Sample 50
3.3. Data Collection Process and Scales 51
3.4. Data Analysis and Presentation 51
CHAPTER FOUR 52
IV. FINDINGS AND COMMENTS 52
4.1. Teachers' Perceptions on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction 52
4.2. Comparing Teachers' Views on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction In Terms of Gender 53
4.3. Comparing Teachers' Views on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction In Terms of Level of Education 54
4.4. Relationships among Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction 55
4.5. Classroom Disciplinary Climate as a Predictor of Teachers' Job Satisfaction 56
4.6. Student-Teacher Relationship as a Predictor of Teachers' Job Satisfaction 56
4.7. Classroom Disciplinary Climate and Student-Teacher Relationship as Predictors of Teachers' Job Satisfaction 57

CHAPTER FIVE **59**
V. CONCLUSION AND SUGGESTIONS **59**
5.1. Results on Classroom Disciplinary Climate, Student-Teacher Relationships and Job Satisfaction 59
5.1.1. Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationships and Job Satisfaction 59
5.1.2. Effects of Demographic Variables 59
5.1.3. Relationships among Classroom Disciplinary Climate, Student-teacher Relationship and Job Satisfaction 60
5.1.4. Classroom Disciplinary Climate as a Predictor of Teachers' Job Satisfaction 62
5.1.5. Student-Teacher Relationship as a Predictor of Teachers' Job Satisfaction 62
5.1.6. Classroom Disciplinary Climate and Student-Teacher Relationship as Predictors of Teachers' Job Satisfaction 62
5.2. Conclusion 63
5.3. Suggestions (Suggestions for Action and Further Studies) 64
REFERENCES **66**
APPENDICES **99**
PERMIT DOCUMENTS **99**
CURRICULUM VITAE **105**

LIST OF TABLES

Table 1 Teachers' perceptions on classroom disciplinary climate 52

Table 2 t-test results comparing teachers' views on Classroom Disciplinary Climate, Student Teacher Relationship and Job Satisfaction in terms of gender 53

Table 3 t-test to Compare Teachers' Views on Classroom Disciplinary Climate, Student Teacher Relationship and Job Satisfaction In Terms of Level of Education 54

Table 4 Relationships among Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction 55

Table 5 Regression analysis for classroom disciplinary climate as independent variables and job satisfaction as Dependent Variable 56

Table 6 Regression analysis for student-teacher relationship as independent variables and job satisfaction as Dependent Variable 57

Table 7 Regression analysis for classroom disciplinary climate and student-teacher relationship as independent variables and job satisfaction as Dependent Variable 57

LIST OF APPENDICES

Appendix-1: Ethics Committee Report 99
Appendix-2: Research Certificate..... 101
Appendix-3: Graduate Thesis Similarity Report 104

CHAPTER ONE

I. INTRODUCTION

Policymakers have highlighted the value of school reforms in order to intensify the teachers' performances that are expected to cooperate and work in teams. It is also important to strengthen the students' academic success for more tangible results and optimal outcomes (Elmore, 1995; Fullan and Stiegelbauer, 1991). Student-teacher relations, classroom disciplinary atmosphere and job satisfaction are three essential variables that have a great impact for the success of a school system. The role of each of these variables; student-teacher relations, classroom disciplinary climate and job satisfaction in the improvement of a school cannot be overdramatized. The close cooperation among main players in the school surroundings has a lasting effect on the entire outcomes of the school.

The school climate is one of the crucial factors that determine whether educational management is effective or ineffective. Administrators, teachers, staff, and students can all be encouraged or supported to perform a range of duties in accordance with their individual roles and responsibilities in a positive or supportive school climate. Since the 17th century, according to certain studies, school atmosphere has been acknowledged as a significant impact in student achievement (Schoen and Teddlie, 2008). Furthermore, the school climate consists of shared faiths and shared experimentations between school components and colleagues (Van Houtte, 2005). Additionally, Hoy and Miskel, 2012, defined school climate as "the set of internal characteristics that distinguish one school from another and influence the behavior of each school's members". On the other hand, a school's psychological sense and its physical properties greatly influence school climate (Van Houtte, 2005). Dufour et al., (2006), argues that cooperative work environment in academic space leads to build deep sense of trust, improve efficacy among stakeholders and improve students' outcomes. Some other researches show that the positive school climate is highly related to positive students' behavior such as higher school engagement, higher grades and less engagement in risky behavior (Cornell et al, 2017). Subsequently, the relationships in a school have an important influence on school climate (Wang and Degol, 2016). In other words, in today's educational system,

the researches show that school climate components should be a priority for both educators and communities for obtaining significant outcomes.

Student-teacher relations constitute an important dimension of the school climate. There are many research findings showing that teachers and students get along well, listen to and consider each other, facilitate the implementation of school and classroom management policies and reduce undesirable behaviors (Zee et al., 2017; Rudasill et al., 2010).

The components that give the room a certain mood or tone are related to the learning environment in the classroom (Fraser, 2001). The social, psychological, and educational circumstances in which learning occurs and which have an impact on students' academic performance and attitudes together make up the learning environment (Fraser, 2012). Numerous studies show that classrooms are a crucial component of instruction and should be given significant weight. In addition to this learning environments promote improved student interactions and communication. These subjects pique pupils' curiosity towards learning, that is to say; through integrating appropriate spaces in classrooms, there are more chances to create a socializing environment (Dourish and Chalmers, 1994). The type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. Thus, the classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses (Zabaleta, 2007). Some of the attributes of classroom environment including windows, ceiling, lighting, temperature, carpeting, color, height and sound have a significant impact on students' learning performance since it helps in creating a comfortable, productive learning atmosphere (Troop et al., 2000). Furthermore, classroom management is used by a teacher to ensure that conditions that promote effective and efficient learning are available. In some situations, teachers may face students who attempt to disrupt learning in different ways. Students’ disruptive behavior has to be handled skillfully; effective classroom communication can help teachers to prevent or deal with inappropriate behavior (Emmer and Stough 2001; Gordon, 1996; Hall and Hall, 1988; Nimmo, 1997; Nelson-Jones, 1995; Sadik, 2000; Brandes and Ginnis, 1986; Charles et al., 1996).

According to several studies, a negative relationship between students and teachers is unlikely to result in a productive learning environment in the classroom (Basaran, 2000; Doyle, 1986; Emmer and Stough, 2001; Öztürk, 2002; Ozyurek, 2007). Moreover, the physical setting of the classroom has an impact on student learning and morale. Students' participation in the physical environment's creation can improve it, foster a sense of community in the classroom, and empower them to thrive academically (Lyons, 2001).

According to the previous researches, students are motivated to study, which reduces issues with conduct and classroom management thanks to technology. Additionally, it enables educators to effectively differentiate instruction. Depending on the degree of knowledge of their students, teachers can make the most of the use of several virtual assignments (Wells, 2007). However, according to the scarce study on students' opinions on smart classrooms, not all technological advancements are appreciated equally and some can disadvantage pupils (Tornabene, 1998; Marcellus and Ghrayeb 2002). Disciplinary climate is very important to constitute a positive learning atmosphere in classroom. Previous research shows that classroom disciplinary climate has strong relationships with many variables such as academic achievement, school engagement, bullying etc. (Cheema and Kitsantas, 2014; Chiu et al., 2012; Gregory et al., 2010).

According to other researches, students' opinions of the classroom environment, including the level of discipline and the support of the teachers, have an impact on their motivation and achievment performance (McMahon et al., 2009; Ma and Williams, 2004). The concept of the classroom's "disciplinary environment" is related to students' views of the consistency of the regulations and the way teachers handle behavioral problems in the classroom. The primary duty of educators is to make sure that the learning atomosphere in the classroom is favorable (Matsumura et al., 2008). If students believe that their teachers are unfair or biased in how they interpret their behavior, they can feel that the school environment is unpleasant and increase their deviant conduct (Pena-Shaff et al., 2019). However, prior research has demonstrated that school-level factors, many of which are outside the authority of teachers, also affect the disciplinary climate. For instance, compared to disadvantaged schools, socioeconomically

advantaged schools often have a more supportive disciplinary environment (Ma and Willms, 2004; OECD, 2016).

Additionally, there is ample evidence that instructors' comments help students feel more proud of their academic accomplishments (Marsh, 1990; Mcpartlan et al., 2020). In a setting where students are more likely to receive, comprehend, and act upon teachers' advice, the effects of feedback from teachers on students' self-concept would be enhanced (Hamre and Pianta, 2007). In other words, a friendly learning environment can strengthen the positive effects of instructor comments on students' self-perceptions. On the other hand, if instructors spend too much time and effort trying to maintain order in a disruptive classroom environment, the effect of teacher feedback on a student's self-concept will be lessened (Skaalvik and Skaalvik, 2015).

Locke (1976) described job satisfaction as “the positive emotional state resulting from the appraisal of one’s job or job experiences’’. Perie and Baker (1997), defines job satisfaction as a non-cognitive reaction to an individual’s work state. Additionally, job satisfaction is a vital aspect of organizational success (Mathieu and Farr, 1991; Ostroff, 1992). Moreover, job satisfaction is the degree to which an employee feels comfortable or motivated to perform his or her job. Some researches indicate that the extent to which a worker is satisfied with his or her employment depends on how well they see their ability to contribute to it (Darling-Hammond, 1995). It is the overall impression that an employee seeks to form of his or her job, managers, coworkers, and organization (Eroğlu, 2000). It's crucial to remember that job happiness rises with experience and age (Dewar and Werbel, 1979; Parasuraman, 1982). According to Snipes et al. (2005), there are a number of factors that contribute to job satisfaction, including contentment with the work, compensation, prospects for promotion, coworkers, and customers. Chinomona and Sandada (2014) identified two sizes of job satisfaction; those are external satisfaction and internal satisfaction. External satisfaction includes in satisfaction with salary, physical conditions, organizational policies and procedures; whereas, internal satisfaction includes creativeness, accomplishment and success. The studies have shown that job satisfaction is related to a variety of factors, including life satisfaction (Ho and Au, 2006), service quality (Hartline and Ferrell, 1996; Schneider and Bowen 1985), performance (Luthans, 1995: 129), demographic, occupational, and personality traits (Miller et al., 2009). Furthermore, The relevant research papers

pinpoint the key variables impacting both positive mood and job perceptions as well as job satisfaction (Ilies and Judge, 2004), talent perceptions (Rhodes et al., 2007), flexiblity, responsibility, (job variety) (Houston et al., 2006), (role clarity), (job control) (Korunka et al., 2003), independence in choice (Zembylas and Papanastasiou, 2005), the state of the economy and the degree of autonomy (Garrido et al., 2005), accommodating management of human resources (Stevens et al., 2006), change-oriented leadership (Nguni et al., 2006), coworker relationships and participatory working environments (Rhodes et al., 2007).

The literature review showed that relationships between student-teacher relations, classroom disciplinary atmosphere and teachers' job satisfaction had not been studied in Turkish sample. In fact, the literature review shows that there is limited number of studies handling these three variables at a goal. This study aims to fill this gap in the research by conducting a relational study of these three variables. By doing so, it hopes to improve school administration practices in Turkey and other parts of the world and make a significant contribution to the existing knowledge on this topic.

1.1. Problem Statement

The main problem of this study is to specify the relationships among student-teacher relations, classroom disciplinary atmosphere and teachers' job satisfaction. Firstly, student-teacher relations, classroom disciplinary atmosphere and teachers' job satisfaction were analyzed in terms of different demographics from the perspectives of teachers. The study also examined the relationships between the variables.

It has been perceived that there is flagrantly a limited searching inquiry on student-teacher relations, classroom learning atmosphere and job satisfaction of instructors in Turkey, as a result; literature at hand demonstrates the presence of few studies related to the concerned fields. Particularly, Türkoğlu et. al. (2017) studied the connection between the following: Teachers' self-efficacy beliefs and their job satisfaction. 489 teachers from Istanbul's primary, middle, and high schools are among the study's participants, more precisely in Beyoğlu district. The study found a link between teacher work satisfaction and self-efficacy that was both positive and constructive. Furthermore, teacher self-efficacy was designed to be a key component of job contentment.

Gursel et al. (2002) investigated the relationship of employment status, gender, and work experiences in relation to head teachers' and teachers' burnout and job satisfaction. According to the study, head teachers experience higher levels of work discontent and depersonalization than regular instructors. Compared to their female coworkers, men have less emotional exhaustion but more depersonalization. Compared to their less experienced counterparts, instructors with more experience report feeling more depersonalized and less satisfied with their jobs. Conversely, teachers with more experience have greater levels of personal achievement than others. In all cases, just one variable—work satisfaction—had been examined; however, job satisfaction, school climate, and learning environment had not.

The relationship between the level of learning organization and the job satisfaction of primary school teachers was examined by Erdem et al. in 2014. According to this research, teachers' perceived learning organization needs to be improved in order to improve their level of job satisfaction, which is a key component of instructors' performance.

In the Turkish context, Kaya and Selvitopu (2019) looked at the impact of organizational, professional, and personal factors on teachers' classroom management abilities. It has been discovered that teachers' personality qualities, professional considerations, and organizational elements all have a moderately positive impact on their ability to manage their classrooms. Teachers' emotional qualities, a sub-dimension of personality traits, had a bigger impact than their cognitive abilities and personality type. Teachers tend to employ classroom management techniques more successfully when they are content with their jobs, work in a favorable school environment, receive motivation from their top bosses, and have similar values and cultures with their coworkers. Job satisfaction, school climate, organizational motivation, shared organizational values, and organizational rules all have a moderately positive and significant impact on teachers' classroom management abilities, whereas professional burnout, poor teaching performance, and poor organizational communication have a negative but significant impact.

In respect to school size and status, Çağlayan's (2013) research looked at the perceptions of the school climate. In 16 public and 4 private primary schools in Izmir, Turkey, a sample of 600 children in the sixth, seventh, and eighth grades as well as 426

teachers were used for the study. According to the study's findings, both teachers and students have generally positive opinions of the school environment. However, there is a big disparity between how each group feels about certain aspects of the school environment.

In their 2012 study, Yucel and Bektas examined the connection between teachers' organizational commitment and job satisfaction. They also considered whether, in the case of Turkey, instructors' age moderated this link. The study focused particularly on secondary school instructors. It demonstrates the importance of taking into account the varying ages of teachers and the necessity for school administrators to create ways to address the requirements of those instructors who have lower levels of commitment and job satisfaction.

On the whole, the literature at hand associated with School Climate, Classroom Learning Atmosphere and Job Satisfaction of teachers in Turkey either analyses one of these variables and relate it to another or just concentrate on one of the variables. In short, this thesis has a global focus and would provide a lot of great content since its main concern depends on the expansion of the perceived school climate and relate it to both classroom learning atmosphere as well as job satisfaction. Thus, it would be necessary to do this study on the school climate, classroom learning atmosphere, and job satisfaction of Turkish teachers.

This Research will come up with literature that is identified through advocating some supportive practices in Turkey’s schools in addition to other schools worldwide. It will bring collaboration to management processes at the academic level because these three variables are closely related to the management process of a school system. Moreover, this research would surely improve the school management process because it will provide a comprehensive comparative study of these variables and propose multiple ways of applying these results in the concrete environment of the school.

The existing data which has been provided is related to Teaching and Learning International Survey (TALIS) will be used. TALIS is considered as a reliable source of data on school management in all over the world. The Republic of Turkey is among the countries that participated in TALIS research in 2018. TALIS is managed and coordinated by the Organization for Economic Co-operation and Development (OECD). TALIS is an international investigative body aimed at providing easy access to

comparable information regarding education management and education policies. TALIS does this by asking teachers and principals' questions about school life, working conditions and school climate to help countries that need information in the education sector. By carrying out a global survey on education and learning and making the results available, TALIS enables countries to review, adapt and learn from good practices, and also formulate policies that participate in the development of the education sector.

1.2. Purpose of the Study

The general aim of this research is to examine the relationships among student-teacher relations, classroom disciplinary climate and teachers' job satisfaction. To reach this general aim, the following questions will be answered;

1. What are the teachers' perceptions on student-teacher relations?
2. What are the job satisfaction levels of teachers?
3. What are the teachers' perceptions on classroom disciplinary climate?
4. Are there any significant differences among teachers' perceptions on student-teacher relations, classroom disciplinary climate and job satisfaction based on demographic variables?
5. What is the relationship between student-teacher relations, classroom disciplinary climate, and teachers' job satisfaction, as perceived by teachers?

1.3. Limitations

This study is limited by TALIS 2018 data.

1.4. Definition of terms

1- Classroom Disciplinary Climate

One of the most crucial components associated with students' achievement is the disciplinary climate in schools or classrooms (Hattie, 2009; Scheerens, 2005; Wang et al., 1993). The elements that give the room a certain mood or tone are related to the learning environment in the classroom (Fraser, 2001). The social, psychological, and educational circumstances in which learning occurs and which have an impact on students' academic performance and attitudes together make up the learning environment (Fraser, 2012).

2- Student-Teacher Relationship

According to research on student-teacher interactions, good partnerships are defined as having few issues and a lot of closeness (Davis, 2003; McCormick et al., 2013; White, 2013). Student and teacher connections that exhibit "affection, warmth, and open communication" are examples of this type of relationship (Pianta, 2001, p. 11). Additionally, students who feel connected to, supportive of, and loved by their teachers are more likely to conform than students who experience more conflict with them (Hosan and Hoglund, 2017).

3- Job Satisfaction

Locke (1976) described job satisfaction as “the positive emotional state resulting from the appraisal of one’s job or job experiences’’. It is also defined by Newstrom (2011) as “a set of favorable or unfavorable feelings and emotions which employees view with their work”

CHAPTER TWO

II. REVIEW OF LITERATURE

This chapter explores previous literature that is related to Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction of teachers. It begins with a literature review on classroom disciplinary climate; touching on discipline and classroom discipline, school climate and challenges involved in practicing them. The chapter also explores previous literature regarding student-teacher relationshipand it highlights the relationship of this variable to the following: the academic achievement, school engagement, student motivation, self-efficacy as well as the various techniques of building a quality student-teacher relationship.

It also reviews job satisfaction and job satisfaction of teachers in particular. The review includes the meaning of job satisfaction and its relationship to motivation, academic attainment, and also the environment. The demographic variables with regard to job satisfaction are also discussed. The chapter is closed with a discussion on the relationships that exist among classroom disciplinary climate, student-teacher relationship and job satisfaction of teachers.

2.1. School Climate and Classroom Climate

The term **school** is taken from Old English *scol*, it refers to the place of instruction, in Latin schola "gathering place for instructors and students, classroom;" also"In the earlier Greek definition, school relates tointermission of work, leisure for learning and also it refers to learned dialogue, debate, lecture, disciples of a teacher, body of followers, and so more (Online Etymology Dictionary).

Four categories were found in relation to beliefs about the goals of education in order to understand the significance of school. Which were: (1) to study and develop self-knowledge; in other words, students from the high and middle decile schools likewise thought that one aim of education was to acquire self-knowledge as they discovered what they enjoyed doing and learned a lot about themselves and who they are; (2) to build character the goals of education and the development of students' social and emotional abilities, or non-academic learning for successful involvement in society and the community; (4) to enable future employment and ensure economic wellbeing is the final category among the purposes of education across all three decile schools. This category includes maximizing life chances and quality of life through providing, more

generally, future pathways that maximize one's life opportunities and that contribute to overall quality of life as well as personal fulfillment (Widdwson et al, 2015).

The notion of school climate is complex and diverse. Many definitions have been made such as the set of rules, values and expectations that form the school's unwritten character and atmosphere (Brookover et al., 1978; Haynes et al., 1997; Petrie, 2014). Other sources have described it as “the standard and nature of academic life” (Cohen et al., 2009, p. 182). It is crucial to understand that examining the administrative or physical characteristics of the school such as teacher salaries or the school's material resources should never be prioritized, as long as research on the school climate gives much more importance to the psychosocial atmosphere of the school and the intergroup interactions which can affect in one way or another the learning of the students and also the functioning of the school (Johnson and Stevens, 2006; Lubienski et al., 2008; Reyes et al., 2012).

One of the key indicators of the nature of students' emotions and behaviour is thought to be the school climate. It affects students' adaptive psychosocial adjustment, mental health (Roeser et al., 2000; Brand et al., 2003), and sense of competence (Brand et al., 2008). (Way et al., 2007). The environment at school has an impact on how students act as well, including bullying and aggression rates, student crime rates, and the emergence of social maladies like drug and alcohol use (Espelage et al., 2014; Turner et al., 2014). (Brand et al. al., 2003). Additionally, it has been discovered that how students perceive their school might have an impact on their academic progress (Brookover et al., 1978; Brand et al., 2008).

When we say school climate, we mean the social features of a school in terms of the relationship between learners, staff and of course instructors, also the focus on learning and teaching, without forgetting the values and standards, as well as the shared approaches and practices (Anderson, 1982; Moos, 1987; Thapa et al., 2013). Empirical data has confirmed that the school atmosphere has a strong influence on students' educational success (Brand et al., 2008; Chen and Weikart, 2008; Collins and Parson, 2010).

Teachers' attitudes about their jobs and their teaching methods are influenced by the school climate. Recent studies have shown that the school environment has a significant impact on teachers' lives and boosts teacher retention. Attrition, emotional weariness,

depersonalization, and emotions of low personal success can all be affected by school climate (Grayson and Alvarez, 2008; Higgins-D'Alessandro, 2002). (Miller et al., 1999). According to research, teachers are more likely to be motivated in their work when they receive encouragement from their peers and the principal (Singh and Billingsley, 1996). According to Guo and Higgins D'Alessandro (2011) and Hoy and Woolfolk (1993), instructors who feel confident in their abilities to have a good impact on student learning are more likely to have a favorable school atmosphere. A community of learning is how the National Commission on Teaching and America's Future defines a school's climate. It corroborates the notion that a toxic learning environment has a significant impact on teacher retention (Fulton et al., 2005).

2.1.1. Definition of Classroom Climate

The atmosphere in the classroom reflects how students feel about their time in school (Reid and Radhakrishnan, 2003). Included are the students' opinions of the level of rigor in the classroom, their interactions with the teacher and their peers, and their participation in class. Due to the fact that the atmosphere in the classroom is a shared feeling by all of the students, there is both an individual sense of the environment in each student and a communal or collective sense among the students and the teacher (Fraser and Treagust, 1986).

2.1.2. Importance of Classroom Climate

Numerous studies have demonstrated that learning, motivation, satisfaction, and accomplishment are significantly influenced by postsecondary students' impressions of the classroom environment. In other words, it encourages friendly interactions among students, which raises student connectivity and enhances the learning environment.

Since the act of teaching and learning is inherently social, it is crucial for teachers to understand the significance and function of the social and emotional dynamics present in their classes because these factors affect students' ability to learn and perform well. The effects of a "cold classroom climate" on some pupils, particularly women and other minorities, have been well-documented by a substantial body of research (Hall and Sandler, 1982).

The climate plays an important role because it regulates the circulation as well as the proper construction of knowledge. For example, in a positive climate encouraging students to participate in the course, students are keen to offer different perspectives and thus enrich the discussions; On the other hand, some students may stop participating in the conversation if they feel that their ideas are not valued as highly as those of others. For instance, women in technical sectors frequently believe that men's opinions are appreciated more highly.

The climate gives rise to emotions that influence learning. In a classroom full of productivity, learning is more exciting to discover new things, to feel satisfied, and also to feel happy after having achieved something. All of these pleasant feelings encourage pupils to keep learning. In contrast, negative feelings like fear, humiliation, or embarrassment at making a mistake, as well as boredom and content disinterest, can make students feel demotivated in class (Ford, 1992).

The climate has an impact on school perseverance. When the cumulative direct and indirect messages perceived by students make them think that they are not as capable as their classmates and have no place in the course, students are less likely to participate in the course (Tinto, 1993).

An important factor in the learning process in schools is the working environment in the classroom. Because students are likely to learn less if their learning environment is significantly disrupted, the disciplinary atmosphere in the classroom may have an impact on student performance. Numerous studies have shown that a supportive learning environment influences students' motivation and contentment, which in turn affects their level of academic success (Brown et al., 2010; Reyes et al., 2012). As a consequence, research on disruptive student conduct in the classroom and its potential to harm learning has been extensive for many years (Fraser, 1989; Rutter and Maugham, 2002). As a result, concerns regarding the state of the classroom climate are widespread (Haydn, 2014, p. 35).

Research on classroom management is regarded as a component of a larger literature (Seiz et al., 2015). Classroom management refers to the methods teachers use to establish and uphold order in their classrooms. Of course, order in a classroom does not require submission to authority, complete stillness, or rigid adherence to regulations (Doyle, 2009).

In general, a helpful learning environment is one that is well-organized and quiet so that learning may take place. To gauge the environment in the classroom, a variety of scales have been created (Fraser, 2014; Haydn, 2014).

Additionally, considerable study has been done on the connection between the learning climate in a classroom and the climate of the institution as a whole (Koth et al., 2008; OECD, 2009). Although there are many ways to define school climate, in general it refers to the standard and nature of school life. This can include the degree to which violent conduct, bullying, and other disciplinary concerns are present as well as the effectiveness of staff-student interactions and school safety.

The disciplinary atmosphere of the classroom is probably influenced by the characteristics of the students. Previous studies have indicated that, generally speaking, the environment in the classrooms of more advantaged children is better (OECD, 2009). Additionally, studies have indicated that when there are more students with behavioral difficulties in the classroom, the classroom climate tends to be worse (Koth et al., 2008).

The design of learning environments and their physiological effects on users must be given great consideration. Color and the type of light in the surroundings have an impact on hormone levels, heart and pulse rates, body temperature, degree of interest and participation in work, and are even associated with IQ tests (Mahnke, 1996; Baird and Lutkus, 1982; Holtzschue, 2006). As a result, how a room is organized, how welcome a space feels, and how easily children may move from one area to another affect how they learn and behave. These factors can either improve learning or negatively affect it. The value of learning environments should be recognized because they influence a child's capacity for learning.

A positive learning and teaching environment is essential for students' achievement. However, promoting a positive school climate is considered as an essential step for the successful function of a school (Hoy and Hannum, 1997). That means, a supportive school climate is related to several beneficial students’ results like less behavior issues, improved socioemotional wellbeing, increased motivation, and academic success (Jones and Shindler, 2016; Kwong and Davis, 2015; Voight et al., 2013). Additionally, another study has shown that a positive school climate is related to and may be predictive of positive development including learning and academic achievement and increasing

student chances to excel (Hallinger et al., 1996). Feeling comfortable, included, and accepted, relationships, teaching and learning, school processes and environment, and teaching and learning are just a few of the factors that affect teachers' and students' perceptions of the school climate (Thapa et al. 2013; Voight et al. 2013; Smith et al. 2014). According to studies, creating a school atmosphere where students feel safe, encouraged, engaged, and welcomed is the one and only task that leaders have, which is why they place so much emphasis on it (Johnson and Uline, 2005).

2.2. Classroom Disciplinary Climate

2.2.1. Discipline and Classroom Discipline

The Latin word "Disciplina," which means administration, rule, education, practice, instruction, and trained condition, is where the word "discipline" originates. The Latin word "discipulum," which means "pupil," is the source of the English term "discipline." It can be understood that the pupils were expected to obey their teachers respectfully in order to improve and develop themselves for successful endeavor (Online Etymology Dictionary).

Discipline is described as adopting desirable behaviors and eliminating undesirable behaviors (Evertson and Emmer, 1982), in other words, discipline is also related to the terms “order” and “regularity” (Gungor, 2014). Teachers are responsible for maintaining discipline in the classroom. The word “order” is considered more appropriate to use in such a situation (Basar, 2008). For an effective classroom management, it is essential (Ugurlu, 2015) that teachers know the terms as well as the theories related to the discipline. In order to deal with unwanted students’ behaviors, teachers can develop different strategies, and the decision-making to solve each situation depends on the problem itself. Classroom discipline is important for effective learning and teaching.

The goal of classroom discipline is to enforce classroom rules and foster cooperative behavior in order to reduce interruptions and increase learning (Jones, 1987).

Jones (1987) identified three categories of discipline:

A. *Preventive discipline* entails actions a teacher might take to avoid discipline issues altogether.

B. *Supportive discipline* entails actions that a teacher can take while instructing to help the student's capacity for appropriate behavior.

C. *Corrective discipline* refers to the punishments we give students who misbehave.

2.2.2. Classroom Disciplinary Climate

In the last few years, a range of studies related to the concept Disciplinary Climate in schools from different angles and a lot of definitions have appeared. For some researches, the disciplinary climate was considered as a part of school atmosphere (Ma and Klinger, 2000; Ma and Willms, 2004; Wang and Degol, 2016). While it was viewed as a component of some episodes, such as bullying, victimization, fighting, absenteeism, and suspension, by other researchers (Marks, 2010; Goh and Fraser, 1998; Arum and Velez, 2012). Different disruptive episodes that typically occur in the classroom, such as disturbance, noise, and disorder, as well as students who do not pay attention to what the teacher is saying, can be categorized as a classroom's disciplinary climate.

One of the most important aspects associated with students' progress is the disciplinary climate in schools or classrooms (Hattie, 2009; Scheerens, 2005; Wang et al., 1993). The elements that give the room a certain mood or tone are related to the learning environment in the classroom (Fraser, 2001). The social, psychological, and educational circumstances in which learning occurs and which have an impact on students' academic performance and attitudes together make up the learning environment (Fraser, 2012).

Classroom disciplinary atmosphere is an important component of school climate, which relates to how students feel about how consistently the rules are enforced in the classroom and how frequently disciplinary actions are taken (Cheema and Kitsantas, 2014). According to studies, a disciplined environment is necessary for learning (Guo et al., 2018; Teng, 2020). Some earlier studies suggested that a disciplined environment might ensure students opportunity to learn during the learning process. In particular, a better disciplinary atmosphere would free up instructors to concentrate more time on

curriculum-related content rather than on maintaining order (Infantino and Little, 2005). Additionally, students would be highly engaged and focus on their studies without engaging in troublesome behaviors (Frenzel et al., 2007; Mostafa et al., 2018).

Although everyone has a different idea of what makes a good learning environment in a classroom, most individuals can recognize one. The degree to which noise and disorder are controlled, pupils pay attention to what their teachers (and other students) are saying, and students can focus on academic work is one of the main elements of such a learning environment (Moos, 1979). According to Cheema and Kitsantas (2014), classroom disciplinary environment refers to students' opinions of the regularity of classroom regulations and how instructors handle behavioral issues in class. PISA uses a more practical definition in which the degree to which students miss out on learning opportunities because of behavioral problems in the classroom is used to gauge the disciplinary climate.

According to other researches, students' opinions of the classroom environment, including the level of discipline and the support of the teachers, have an impact on their stimulation and educational performance (McMahon et al., 2009; Ma and Williams, 2004). The concept of the classroom's "disciplinary environment" relates to students' views of the consistency of the regulations and the way teachers handle behavioral problems in the classroom. The primary duty of teachers is to make sure that the learning atmosphere in the classroom is favorable (Matsumura et al., 2008). If students believe that their teachers are unfair or biased in how they interpret their behavior, they can feel that the school climate is unpleasant and increase their deviant behavior (Pena-Shaff et al., 2019). However, prior research has demonstrated that school-level factors, many of which are outside the authority of teachers, also affect the disciplinary climate. For instance, compared to poor schools, socioeconomically advantaged schools often have a more supportive disciplinary environment (Ma and Willms, 2004; OECD, 2016).

According to OECD 2019, a classroom's disciplinary atmosphere is thought to improve student learning by minimizing interruptions and missed learning opportunities, which are known to impede learning (Granström, 2006). Therefore, maintaining order in the classroom encourages kids to learn (Evertson and Weinstein, 2006). Although it is a recognized truth that a positive school environment fosters

learning, not all students may find the importance of the environment to be equally important for learning.

In consonance with empirical studies, academic accomplishment, academic self-concept, and increased emotional control are all linked to a supportive learning environment (Reyes et al., 2012; Wang et al., 2020). (Pianta et al., 2002). In addition to having an immediate impact on student performance, the discipline atmosphere may also interact or moderate the impacts of teacher behavior (Aloe et al., 2014; Jensen, 2021). Students would more strongly perceive teachers' feedback in an atmosphere of harmony and attentive discipline when it demonstrates their concern for and contribution of students' educational and emotional needs. This could encourage teachers to provide their students with feedback even more frequently (Hamre and Pianta, 2007). It means a positive disciplinary environment can enhance the benefits of teachers' comments on students' learning. Contrastingly, there is essentially no emotional relationship between pupils and instructors in a disruptive or discordant environment. Teachers who spend excessive time and effort keeping order may eventually become worn out, experience bad emotions, and provide fewer insightful comments to students. It means an unruly classroom environment may lessen the impact of teachers' comments on students' learning. Thus, we proposed that the relationship between teacher comments and student learning might be moderated by the institutional atmosphere.

Additionally, it has been extensively demonstrated that teachers' comments enhance students' perceptions of their intellectual achievements (Marsh, 1990; Mcpartlan et al., 2020). The impacts of teachers' comments on students' self-perception would be amplified in an environment where students are more likely to receive, understand, and act upon teachers' input (Hamre and Pianta, 2007). In other words, a welcoming classroom atmosphere can improve the favorable impact of teacher comments on students' perceptions of themselves. On the other hand, the impact of teacher feedback on a student's self-perception will be reduced if teachers spend excessive time and effort attempting to maintain order in a disruptive learning environment (Skaalvik and Skaalvik, 2015).

Moreover, students with a positive self-perception tend to learn quickly in a favorable educational environment (Kovas et al., 2016). Alternatively said, a good disciplinary environment can be an improving and enabling element for student learning (Reyes et al., 2012; Wang et al., 2020), that can boost the beneficial effect of educational self-perception on students' learning. On the other hand, the facilitating influence of self-perception on learning will most certainly be inhibited in a chaotic classroom environment (Kovas et al., 2016). Differently said, a disrupted class environment can lessen the effect of students' academic self-perception on their education. As a result, it has been anticipated that disciplinary atmosphere may modulate the relationship between academic self-perception and student education.

Better disciplinary environments in the classroom provide students more opportunity to teach and learn. Teachers have more time to cover the material and employ a variety of teaching techniques in a controlled classroom setting with fewer interruptions, and students can focus on their work more readily (Mostafa et al., 2018). Even after taking into consideration socioeconomic status and other student and school factors, prior PISA results consistently demonstrated a favorable correlation between students' assessments of the academic climate in the classroom and their performance (OECD, 2016). (Ning et al., 2015). Further research by Blank and Shavit (2016) reveals that student achievement is negatively connected with disruptive classroom behavior but not with the school's disciplinary procedures. Other research suggests that some students, such those from impoverished backgrounds and ethnic minorities, may gain more from an organized learning environment than others (Cheema and Kitsantas, 2014). Other student outcomes, such kids' sense of belonging at school, may benefit from a favorable disciplinary atmosphere (OECD, 2017).

A supportive school climate makes reciprocal trust, acceptance of individuality, and school discipline stronger. Kauffman (1997) stated that instructors’ first replies to accelerating discipline issues and violence should not be through installing metal detectors, instead of imposing zero-tolerance policies or hiring more security personnel, schools can promote civility in the classroom. For those who work and learn in schools, discipline and atmosphere are dynamic aspects. According to Walker (1995), getting students involved through making their building and school areas beautiful contribute to create a feeling of school and community ownership.

Also, creating a calm classroom atmosphere is seen as a means of enhancing academic attainment when addressing disciplinary climate, a crucial component of school climate (Ma and Willms, 2004; Frenzel et al., 2007; Jennings and Greenberg, 2009). In general, teachers must spend time establishing a calm classroom environment before engaging in effective education (Putnam et al., 2003; Mainhard et al., 2011). Disruptions in the class can hinder students' quality of interest and their capacity to pay attention to courses (Frenzel et al., 2007; OECD, 2010). In the event that a weak discipline policy is in place, students' views of the classroom climate may be negatively correlated with their respect and confidence in the teacher (Cheema and Kitsantas, 2014). Thus, teachers' and students' abilities to teach and learn are directly impacted by the classroom's disciplinary climate. Less time is available for teaching and learning strategies as teachers spend more time on classroom management.

2.2.3. Classroom Disciplinary Climate and Academic Achievement

One of the most important aspects associated with students' progress is the disciplinary climate in schools or classrooms (Hattie, 2009; Scheerens, 2005; Wang et al., 1993). Numerous research (Arum and Velez, 2012; Figlio, 2007; Frempong et al., 2012; Marks, 2010; Ning et al., 2015; Teodorovic, 2011) document the important influences of classroom disciplinary climate on student accomplishment.

In a study of 10–11-year-old Singaporean pupils, Goh and Fraser (1998) found that while three other classroom climate variables did not have a strong link with math achievement, the classroom mean for one disciplinary climate measure did. Last but not least, Marks' (2010) methodology uses each individual student as a level of measure to forecast how well students will perform when applying to Australian postsecondary institutions. Based on PISA 2003 data, he recognizes a significant correlation between the students' perceptions of the school's disciplinary climate in the ninth grade and their readiness to take a cognitive test in order to enroll in tertiary education.

Numerous researches have been done to look at how race and socioeconomic status affect the relationship between the disciplinary atmosphere in the classroom and academic achievement (Hadre et al, 2007; Ma and Williams, 2004). For instance, Klinger (2000) used a hierarchical linear model to assess the impact of a number of school variables (context and climate) and student traits (ethnic background, gender) on

student achievement in mathematics, science, reading, and writing. The results of the investigation showed that students' opinions of the school's disciplinary climate had the greatest influence on their abilities in math, science, and writing. The influence of the discipline climate actually overshadowed the effects of the socioeconomic state of the school and the individual-level student determinants and features on achievement. The researchers hypothesize that this is due to the relationships that can emerge between a teacher and a student when a school's disciplinary environment is positive, which then results in a setting that is more supportive of a student's academic achievement.

Furthermore, Ma and Williams (2004) discovered that schools with a high socioeconomic standing tended to have fewer concerns with the disciplinary environment and that lower-level grades generally had more positive impressions of the disciplinary climate than higher-level grades. These findings were based on data from the National Education Longitudinal Study. Asian, Hispanic, and Black students often had higher favorable opinions of student-teacher interactions than Native or White American students, regardless of their ethnicity. Additionally, compared to White students, Black, Asian, and Native American students did not seek as much discipline in the classroom. Finally, White and Asian students were more inclined than Hispanic, Black, or Native American students to discuss disciplinary issues with their teachers and counselors. According to the findings, communication with a school counselor or instructor regarding discipline and concern about disruptions in the classroom had the greatest effects on students' academic progress.

Additionally, as is more clearly stated in the Measurement section, the PISA framework held that a student's economic, social, and cultural standing was influenced by the line of job, degree of education, and possessions of their parents. According to the PISA 2009 report (OECD, 2010), schools with more orderly classroom climates outperform others for a number of reasons, including partly because they frequently have more students from privileged socioeconomic backgrounds, who typically outperform others, partly because the appearance of students from wealthy socioeconomic backgrounds creates an environment that is conducive to learning, and partly for reasons unrelated to socioeconomic factors.In other words, the influence of classroom discipline climate is greater at the student and school levels than the influence of social, cultural, and economic issues. One explanation, according to

Cheema and Kitsantas (2014), is that a school's classroom environment can promote cordial student-teacher interactions, which can assist students in avoiding some risks related to poverty, such as the high rate of high school dropouts, the low rate of college applications, and low self-efficacy and confidence (Murray and Malmgren, 2005).

2.2.4. Classroom Disciplinary Climate and Self-Efficacy

Self-beliefs about one's capacity to support student learning are referred to as teacher self-efficacy or instructional self-efficacy (Pintrich and Schunk, 2002, p. 331). According to research, teachers' feeling of self-efficacy affects how they instruct and maintain discipline in the classroom (Bandura, 1997). Students' performance in learning maths and reading (Bandura, 1997; Brownell and Pajares, 1996; Pintrich and Schunk, 2002; Ross et al., 2001) and self-efficacy for learning (Bandura, 1997) fluctuate due to different teachers' techniques and attitudes toward teaching and classroom management.

In their research, Bandura (1995), Tschannen-Moran et al. (2001), and Woolfolk and Hoy (1990) demonstrate the relationship between teacher effectiveness and a variety of student and academic results. These studies show a connection between teacher self-efficacy beliefs and student achievement, motivation, and self-efficacy as well as classroom management techniques and goal-setting by teachers.

Additionally, eager and willing to try out novel teaching techniques they have never used before, high self-efficacy teachers are also outstanding organizers. Teachers' expectations of their own efficacy affect their thoughts and sentiments, activity choices, amount of effort put forth, and degree of tenacity in the face of challenges (Ashton and Webb, 1986, p. 3).

The efficacy of teachers is also essential since it influences how they handle pupils' misbehavior. Researchers frequently contrast the classroom behavior of high- versus low-efficacy teachers when researching teacher efficacy. One such study is Melby's (1995) investigation on the ability of high and poor efficacy teachers to qualitatively establish distinct ideas, feelings, expectations, control philosophies, and behavior management techniques when discipline issues arise. The outcome was as follows: She made it clear that poor efficacy teachers preferred to utilize a punitive style of discipline, were agitated and enraged by misbehavior, and prioritized content over kids' growth. Teachers with high efficacy, on the other hand, were more productive, upbeat,

self-assured, emotionally composed, unstressed, and promoted pupils' innate motivation by using persuading techniques rather than dictatorial control.

The Elton Report (1989) found that students' behavior is significantly impacted by the teacher's overall ability. The competence of the teacher greatly influences behaviors such as subject expertise, steady lesson planning and delivery, and attention-getting of the students. Additionally, it's crucial to feel capable of leading student groups, instructing them in appropriate behavior, and deftly dealing unsuitable or disruptive behavior. When teachers lack the self-assurance to handle disturbance, they create a hostile learning environment by criticizing, rarely giving praise, and using threats and reprimands in front of the class. Efficacy in teaching and learning among teachers has drawn a lot of study attention and has been found to be a significant factor in studies of instructional effectiveness. Self-beliefs about one's capacity to support student learning are referred to as teacher self-efficacy or instructional self-efficacy (Pintrich and Schunk, 2002, p. 331). According to research, instructors' sense of self-efficacy affects how they instruct and set up the classroom (Bandura, 1997). Students' success in learning the material (Bandura, 1997; Brownell and Pajares, 1996; Pintrich and Schunk, 2002; Ross et al., 2001) and self-efficacy for learning (Bandura, 1997) vary as a result of different teachers' actions and behaviour toward teaching and classroom management.

The first study on teacher efficacy was conducted by Ashton and Webb in 1986, with a focus on Bandura's (1977) self-efficacy theory. According to Bandura, conduct is influenced by both result and efficacy expectations. But they are distinct constructions. The distinction is that outcome expectancy refers to an estimate of what might happen if a task is completed at the expected level of competence. Contrarily, efficacy anticipation is the belief that one can employ the appropriate behaviors to complete a particular task (Bandura, 1986).

According to a number of studies cited by Bandura (1995), Tschannen-Moran et al. (2001), and Woolfolk and Hoy (1990), teacher effectiveness is linked to a variety of student and educational outcomes. According to these studies, there is a connection between instructors' self-efficacy beliefs and students' academic success, motivation, and sense of efficacy, as well as teachers' classroom management techniques, their teaching effort, and their goal-setting. Additionally, teachers who have a high sense of

self-efficacy are receptive to different ideas, more inclined to be ambitious about trying out brand-new teaching techniques, and good organizers. As a result, these teachers are more dedicated to their work, which allows them to overlook mistakes made by students and give slower learners more time.

2.2.5. Classroom Disciplinary Climate and Student Motivation

The Latin verb movēre, which means "to move," is the source of the term "motivation," claim Schunk et al. (2013). The secret to getting you moving is motivation, which also encourages you to keep exercising. Motivation is "the process by which goal-directed activities are prompted and perpetuated," according to Schunk et al. (2013, p. 5). Three crucial components of motivation are apparent from this succinct definition. The process of motivating is first. To put it another way, motivation is thought of as an internal mental activity that can only be studied indirectly by seeing how people behave, such as how they choose to respond to survey questions. The individual strives towards or away from something; therefore, there is always a direction to motivation because of goal-directed behaviors, which is the second significant feature of motivation. Last but not least, motivation helps people get started on achieving a goal and is crucial for maintaining motivation over time.

Simply put, motivation gives human activity both direction and energy (Ryan, 2012). Motivation scholars have developed a variety of complementary and partially overlapping theories to explain the steps leading to this direction and energy, including the achievement goal theory, self-determination theory, attribution theory, and expectancy-value theory (for an overview of motivation theories in education, see e.g., Schunk et al., 2013).

2.2.6. Classroom Disciplinary Climate and Behavioral Problems

Student misbehaviors are those that interfere with the classroom's systematic order (Finn et al., 2008). Behavioral disruptions in the classroom include pupils abandoning their seats, interrupting or failing to follow instructions, failing to finish work, and cheating (Finn et al., 2008). Student misbehaviors and disciplinary issues are sometimes used mutually in practice, although logically, student misbehavior belongs in the group of disciplinary issues (Aloe et al., 2014; Reyes et al., 2012). Significant disciplinary issues may significantly affect the learning atmosphere in the classroom and at school.

Student misbehavior, for example, has been linked to social and emotional interactions in the classroom and has been shown to negatively impact the general school atmosphere (Barnes et al., 2006). (Reyes et al., 2012). The emotional climate of the classroom refers to the standard of connections on a social and emotional level between teachers and students (Pianta et al., 2008). As already mentioned, friendly, cordial, and courteous interactions describe schools with a positive emotional climate (Hamre and Pianta, 2007). On the other hand, mistrust and disdain are prevalent in classes where the emotional climate is poor. The majority of research that have looked at the emotional climate in classrooms have used observational data; very few, however, have focused on using student accounts to gauge student relationships. However, because students' perceptions of the environment probably influence their behavior to a greater extent than any objective predictor of the same setting, student reports are the most accurate way to gauge the emotional atmosphere in the classroom (Lüdtke et al. 2009).

A classroom where students are successful and enjoy their time at school is necessary for an efficient and successful school discipline program. In response to these demands, Glasser (1992) created a well-liked school discipline scheme. The discipline philosophy of Glasser (1993) teaches pupils how to make practical decisions. Gender inequalities are another factor that affects the disciplinary atmosphere in the classroom. While researchers and policymakers have focused on the differences between boys and girls in terms of educational attainment and other learning outcomes, such as grades or test scores (Diprete and Buchmann, 2013; Weaver-hightower, 2003), some studies have explained how much the classroom climate may be responsible for this phenomenon. Gender is often the only control variable used in the majority of studies on the association between disciplinary atmosphere and student achievement.

According to Freiberg et al. (1995), misconduct among students has an impact on the disruptive student, their peers, the learning environment at school, and the local neighborhood (Freiberg et al. 1995, p. 37). However, according to some researches, even with the existence of some social problems like problematic family backgrounds which create difficulties for teachers, instructors can change children’s lives (Jones and Jones, 1998). In other words, according to the Elton Report (1989), a significant amount of the students' behavior is influenced by the teacher's general ability. In other words, topic expertise, effective lesson planning and delivery, and maintaining students'

attention are all strongly correlated with a teacher's competence. Furthermore, pupils feel important, capable, and responsible thanks to teachers' "inviting messages," or those that present something positive for contemplation and acceptance (Purkey and Novak, 1984).

2.3. Student-Teacher Relationship

2.3.1. Definition of Student-Teacher Relationships

Student-Teacher Relationships are conversations that take place in a classroom between a student and a teacher. It is regarded as the academic interaction between students and teachers in a learning environment, in other words. Gaining each other's respect and trust is the goal of a healthy student-teacher relationship in the classroom. This relationship could entail getting to know your students better, offering choices, and inspiring them to improve as learners every day. By doing this, teachers are showing respect for their students, recognizing their individuality, and being polite. A strong working relationship with your students not only enables them to excel in the classroom, but it also creates a welcoming and safe environment for all kids (Vanner et al., 2022). However, studies on these interactions between teachers and students define good ones as being characterized by low levels of conflict and high levels of intimacy (Davis, 2003; McCormick et al., 2013; White, 2013). Student and teacher connections that exhibit "affection, warmth, and open communication" are examples of this type of relationship (Pianta, 2001, p. 11). According to Korthagen et al. (2014), the relationship between students and teachers is similar to that of a mother and child. So that they feel protected, children need to establish a deep contact with at least one primary caregiver (Bretherton, 1992). On the other hand, there is a strong likelihood that children will acquire insecure patterns of attachment that are harmful to their development when there isn't a reciprocal sensitive and responsive contact between caregivers and children (Bretherton, 1992). As a result, the quality of the relationships that kids develop with their teachers is also influenced by the type of mother-child relationships (Al-Yagon and Mikulincer, 2004; O'Connor and McCartney, 2006).

There are three possible attachment patterns for pupils, according to certain studies.

These are "internal working models" that create new connections, according to Pianta (2001), and they are conflict, dependency, or proximity (Spilt et al., 2011, p. 463). While intimacy denotes secure relationship patterns, conflict and dependency both allude to unstable relationship patterns (Pianta, 2001; Sabol and Pianta, 2012). Students with insecure attachment styles may try to establish a close bond with teachers by getting into arguments or being overly reliant. Teachers find it difficult to build strong relationships with students who are insecurely connected, and as a result, they feel less affection for them than for students who are more cooperative (Al-Yagon and Mikulincer, 2004; O'Connor and McCartney, 2006; Toth and Cicchetti, 1996). According to this viewpoint, it is clear that strong student-teacher connections are necessary for kids to feel safe and at ease at school and to help them concentrate on learning (Dilalla et al., 2004; White, 2013); in other words, they constitute a "precondition for learning" (Korthagen et al., 2014, p. 23).

Building relationships with students in the classroom can be challenging for teachers (e.g., due to hostility, hyperactivity, and attention/distraction issues). According to research, the kind of relationship that a teacher and student will have is closely tied to how the instructor responds to students' problematic behaviors (Valiente et al., 2012). Understanding the causes of students' behavioral issues is crucial to children's academic progress and the avoidance of subsequent behavioral issues.

The development of students' academic performance is significantly, favorably, and permanently impacted by improving their relationships with teachers. Gains in achievement are contributed to in part by enhancing the interactions between students and their teachers. Additionally, students feel more conformable than students with more conflict in their interactions when they have close, supportive, and good ties with their professors (Hosan and Hoglund, 2017).

When a teacher and a student are at odds, the student exhibits difficult behaviors including impatience, rage, and frustration. Students may exhibit negative behaviors such as physical or verbal violence, hyperactivity, problems with concentration or distraction, lack of social skills, and low effort control, such as trouble controlling one's own actions. (Stipek and Miles, 2008; Valiente et al., 2012; Demirkaya and Bakkaloglu, 2015)

According to researchers, caring and accepting teachers help students succeed

academically (Spilt et al., 2012).

Additionally, according to research by Elledge et al. (2016), positive student-teacher connections increase academic achievement, shield children from the negative impacts of stress, and lessen peer-victimization among students.

2.3.2. Student-Teacher Relationships and Teacher Behavior

According to research, when utilized appropriately and successfully, praise can change challenging behaviors and enhance T-S interactions. (Simonsen et al., 2008; Henderlong and Lepper, 2002) In other words, teachers tend to have stronger relationships with their students when they utilize praise as a tactic to improve the frequency of good encounters. They experience fewer behavioral problems and lose less teaching time. What specifically teachers can do to foster positive interactions with pupils is a further issue that requires more documentation (Aultman et al., 2009; Lewis et al., 2012; Newberry, 2010; Newberry and Davis, 2008; Wu et al., 2010). For example, Scarlett et al. (2009) seek further information on particular relational tactics. When creating tools and interventions for strengthening student-teacher connections, this documentation of teaching techniques might be used (Hughes, 2012; McCormick et al., 2013; White, 2013). This is more suitable for professional development for teachers who want to help "disengaged and disadvantaged kids" (Martin and Dowson, 2009, p. 347). Hattie (2009) asserts that in order to demonstrate "how teachers can create positive relationships with all (original emphasis) students," teacher education would be more effective (p. 127). In addition, according to Newberry (2010), despite 30 years of study revealing that teachers treat their students differently in the classroom, the cause has not been well addressed in the literature.

Additionally, 119 studies from 1948 to 2004 by Cornelius-White (2007) include 355,325 pupils and 14,851 teachers in Brazil, Canada, Germany, the UK, and the USA. 99 research spanning 1990 to 2011 are organized in the review of Roorda et al (2011), encompassing 129,423 students from Africa, Asia, Australia, Canada, Europe, and the USA. Good student-teacher interactions are strongly correlated with student involvement and academic success, according to both reviews.

2.3.3. Student-Teacher Relationship and Academic Achievement

With a vast number of research carried out over the last 20 to 30 years, there is a wealth of empirical evidence supporting the positive effects of student-teacher relationships on student outcomes (Hughes, 2012; Newberry and Davis, 2008; Roorda et al., 2011). There are numerous interventions in education aimed at improving student learning outcomes, and one of these is the quality of student-teacher interactions, which is one of the most significant influencers on academic success (Hattie, 2009). Numerous studies, for instance, show a beneficial relationship between intimate student-teacher interactions and literacy, including learning the names of alphabet letters (Webb, 2008), improving grammar (Schmitt et al., 2012), producing high-quality writing (White, 2013), and reading performance (Lee, 2012). Overall, there is a strong correlation between students' enthusiasm to learn and the quality of student-teacher connections (Roorda et al., 2011). A positive student-teacher relationship, characterized by ongoing conflict, is linked to higher levels of student participation as well as a decrease in behavior issues, absences, and dropout rates (Cornelius-White, 2007). In contrast, a negative student-teacher relationship is linked to underachievement (Spilt et al., 2012).

The influence of relationship quality on learning goes through motivation:

According to research by Cornelius-White (2007) and Roorda et al. (2011), the effectiveness of student-teacher interactions has a significant impact on both students' academic success and their motivation to study. In a similar vein, a more recent meta-analysis of 19 researches on student characteristics found that teachers had closer interactions with students who were highly engaged (Nurmi, 2012). According to Cornelius White (2007) and Roorda et al. (2011), the connection between positive student-teacher relationships and achievement is mediated by students' feelings of motivation. The quality of the student-teacher relationship is more strongly associated with student engagement than with learning achievement (Hughes et al., 2008; Martin and Dowson, 2009; Roorda et al., 2011). Thus, student involvement may begin with liking and progress to participation (Fredricks et al., 2004); students may exert more effort for teachers they find appealing (Davis, 2006). In this way, students' desire to please professors might increase their drive for engagement. For instance, kids may want praise and attention from teachers as payment, driven by "feeling special and

important" (Furrer and Skinner, 2003, p. 149). Students' emotional involvement can eventually lead to their cognitive involvement (Fredricks et al., 2004).

2.3.4. Student-Teacher Relationships and School Engagement

According to research, students who have close relationships with their teachers and exhibit positive behaviors do better in class (Howes et al., 1994). Students' drive, appreciation, identification with other students, and receiving more helpful advice and encouragement from the teacher rather than merely criticism are examples of these positive actions (Spilt, et al., 2012). Students are therefore more likely to display increased levels of academic engagement, more levels of trust in the teacher, better classroom behavior, and higher levels of academic achievement. In other words, effective student-teacher interactions encourage students' desire to learn and help them engage in the learning process, which leads to successful outcomes. Conversely, poor student-teacher interactions result in poor learning outcomes (Howes et al., 1994).

Adolescence is a time when kids begin to form new perspectives on life, go through physical and emotional changes, and encounter a gap between the assistance they receive and the support they require. As students get older, the necessity for positive T-S interactions and relationships does not diminish, according to the study's findings on interactions and relationships between teachers and students at this level (Hughes, 2012). Additionally, it is a crucial developmental transitional period that might influence whether a youngster continues to be interested in education (Kennedy, 2011). Consequently, building rapport with students and establishing higher levels of emotional support is an excellent way to combat emotional and behavioral problems that the students experience (Yeung and Leadbeater 2009).

2.3.5. Student-Teacher Relationships and Student Motivation

Children can develop positive conduct with the support of strong student-teacher relationships. Students will be able to accomplish their personal and academic objectives as they learn how to assess and control their behavior. In other words, strong relationships between educators and learners can improve both the academic and behavioral results of students. Mashburn et al. (2008); Merritt et al. (2012); Connor et al. 2005; Curby et al., 2009; They are therefore more inclined to see their instructors, classes, and lessons favorably. However, research also shows that interactions between

teachers and students who have behavioral or academic issues are usually marked by less favorable interactions, such as more redirecting behavior and fewer instructional interactions (Cook and Cameron, 2008).

2.3.6. Student-Teacher Relationship and Self-Efficacy

According to research, having positive relationships with students is beneficial for teachers since they have a favorable impact on their job satisfaction and effectiveness (Day et al., 2006; Veldman et al., 2013). Additionally, according to teachers, positive relationships between teachers and students are a major source of motivation (Day and Gu, 2009; Flores and Day, 2006; Hirschkorn, 2009). In contrast, poor relationships between teachers and students are a common source of stress and exhaustion for teachers (Chang, 2009; Clunies-Ross et al., 2008; Jennings and Greenberg, 2009; Spilt et al., 2011), which can cause teachers to give up and quit (Jepson and Forrest, 2006). In fact, one of the occupations with the highest levels of stress is teaching (Veldman et al., 2013). If we consider the emotional labor, such as anger, that teachers perform, especially when dealing with pupils' inappropriate behavior, this is entirely natural (Chang, 2009; Flores and Day, 2006; Hargreaves, 2000). Additionally, Chang (2009) researches a range of emotions that instructors may experience. Positive feelings include joy, pride, and enthusiasm whereas negative emotions include worry, frustration, rage, guilt, and disappointment. It is essential for teachers to feel good about their interactions with pupils because it increases their self-confidence as teachers (Gu and Day, 2007).

According to the social cognitive theory, relationships with others have a significant impact on learning outcomes and motivation. Another hypothesis that Bandura created is known as self-efficacy, and it plays a significant role in a person's capacity to learn. The social cognitive theory is the foundation of Bandura's (1977, 1986) self-efficacy theory. Self-efficacy is defined as "people's assessments of their capacity to plan and carry out the courses of action necessary to achieve specified types of performances" (Bandura, 1986, p. 391). Additionally, self-efficacy beliefs affect people's ideas and behaviors (Bandura, 1997, Eccles and Wigfield, 2002). In the social cognitive theory, Bandura (1986) proposed that self-efficacy is one of the most significant factors that affect a person's capacity to learn. People who lack confidence in

their talents to succeed reduce their efforts or eventually give up completely (Bandura, 1977). Additionally, studies have shown that individuals with high levels of self-efficacy beliefs tend to be more responsible and do not give up easily when they face challenges and fail at a particular task (Betz, 2004; Bandura et al., 1996; Bong and Clark, 1999; Pajares, 2002; Pajares and Urdan, 2006). In other words, according to Bandura (1977), self-efficacy significantly influences an individual's success on tasks.

Numerous academic fields, including science and mathematics, continue to look at how self-efficacy affects both behavioral and physiological processes, which in turn affects academic accomplishment (Bandura, 1986, 1997). The most significant source of self-efficacy, according to Bandura (1997), is a person's prior action or mastery experience. A person's self-esteem rises when they experience achievement, but it falls when they suffer failure. In addition, overcoming a challenging task or activity can boost self-efficacy and confidence in comparison to tasks that are simple to execute. But Bandura (1997) also made clear that mastery experience alone is insufficient to assess a person's level of self-efficacy. The following are a few examples of additional factors that may play a role: Self-efficacy can also be influenced by prior self-efficacy beliefs, a person's cognitive process, judgment of the difficulty of particular tasks, willpower, and assistance received during task or activity completion (Bandura, 1997; Britner and Pajares, 2006).

Studies (Bong and Skaalvik, 2003; Pajares, 1996; Pajares and Urdan, 2006; Pintrich and Schunk, 2002) have demonstrated the significance of self-efficacy beliefs as they are seen as mediators of various types of achievement, specifically: self-regulatory strategies, academic course enrollment, and task and goal persistence. Bandura (1993) investigated how higher academic self-efficacy encouraged people to consistently commit to tasks and goals put out, demonstrate the wisdom of exerting more effort despite setbacks, and view problems as merely challenges. Following these guidelines and developing these skills will increase the likelihood that students will succeed and flourish in their academic endeavors.

2.3.7. Building Quality Student-Teacher Relationship

Peer interactions provide excellent support by encouraging children to have a more positive attitude toward education, according to Ladd et al. (1996). Students are more aware of the proper conduct and interpersonal attitudes they should uphold in the classroom. Additionally, according to Furrer and Skinner (2003), kids who have good relationships with their classmates feel more secure and confident in academic situations. This indicates that fostering peer interactions in the classroom fosters a positive environment. Learning should focus on more than just academics; it should also teach pupils how to enjoy their social surroundings and the core principles of life. Additionally, peer conversations are one of the finest ways to motivate students, according to study. The secret is to let the students talk about their concepts in pairs or small groups. They may assess themselves more accurately once they begin contrasting their opinions with one another. A excellent technique to assist students in improving their ability to express themselves is by encouraging positive relationships between them. According to Hosan and Hoglund (2017), for students to develop a sense of respect for one another, they need to have good relationships with one another. As a result, the students can feel secure, build stronger relationships with their teachers, and have higher school engagement. Furthermore, Furrer and Skinner (2003) argued that children experiencing domination behaviors or rejection with their peers tend to associate the negative feelings with their friends, and subsequently, with school as well as learning activities. As a consequence, poor peer relationships gives rise to demotivation in the young minds (Parker and Asher 1993).

2.4. Teachers' Job Satisfactıon

2.4.1. Definition of Job Satisfaction

"A happy or positive emotional state arising from the appraisal of one's job or job experiences" is how job satisfaction is defined (Locke, 1976, p. 1304). According to Newstrom (2011), it can also be described as "a collection of positive or negative sensations and emotions that employees associate with their employment" (Mahmood et al., 2011).

In addition, a person's attitude toward their employment is referred to as their level of job satisfaction. When one has strong or weak feelings about the internal or exterior elements of their employment or work environment respectively (Bhuian and Mengue, 2002; Hoy and Miskel, 1996; Dinham and Scott, 1996; Muchinsky, 1993).

Furthermore, job satisfaction was characterized as a way to control it by Brooke et al. (1988) and Okoye (2011). Others have described it as simply how satisfied a person is with their profession, or whether they enjoy it (Spector, 1997). Bogler (2001) uses teachers' opinions of job autonomy, self-esteem, and professional self-development to define job happiness.

In accordance with Miner (1992), job satisfaction is an important topic in the functioning of organizations and one of the major touchstones of the state of an organization. For this reason, organizations set a high value on job satisfaction circumstances. Employee satisfaction levels are significant to organizations as satisfied and content employees hand out to the efficiency and success of organizations over the long run. Employee efficacy and productivity are dependent on an organization, and "a happy worker is an effective worker." The development of an organization is not possible without bearing in mind the skills of the employees and enhancing the working conditions. The organizations they have highly content staff are likely more successful than other organizations (Başar, 2011).

While there are numerous definitions of job satisfaction in the literature, there is no universally recognized definition of employee satisfaction. Because people are affected by a wide range of elements, such as personal characteristics, needs, values, sentiments, and expectations, job satisfaction implies different things to different people. Additionally, variables influencing job satisfaction, such as the working environment, the demands of the position, the opportunities offered to employees, and the working environment, vary from organization to organization (Harputlu, 2014).

2.4.2. Teacher's Job Satisfaction

The results of the studies suggest that a teacher or educator could be one of the most significant individuals in charge of planning the destiny of a country. Consequently, job satisfaction has received a lot of attention in the literature and in empirical education research (De Nobile and McCormick, 2008; Dinham and Scott, 2000; Singh and Billingsley, 1996; Spector, 1997).

Schools "must pay more attention to improving teacher work satisfaction," contend Heller et al. (1993). It is disheartening to realize that while some instructors genuinely enjoy their work, a sizable portion of other teachers are unhappy with it.

It has been suggested that the following elements should be looked at in an effort to learn more about the fundamental traits that result in effective schools: the choice of qualified instructors, teacher morale, teacher satisfaction, and school culture, as well as principal autonomy (Zigarelli, 1996).

Zembylas and Papanastasiou (2004) assert that relationships between teachers and their instruction have an impact on job satisfaction. Further investigation also showed a significant relationship between several elements of the school environment and teachers' job satisfaction. In other words, they can influence classroom management and address numerous issues in schools if they maintain positive interpersonal relationships with teachers, students' parents, coworkers, and school principals (Henke et al., 1996; Whiteford, 1990).

In addition, some recent studies from various nations contend that public school teachers were content with their jobs and their supervision but unhappy with their salary and possibilities for advancement (Aspridis, 2013; Koustelios, 2001; Tsigilis et al., 2006). Additionally, additional studies have revealed a detrimental connection between instructors' emotional interactions with their students and high levels of stress in the teaching profession (Chang, 2009; Spilt et al., 2011). Additionally, using the self-report approach, Veldman et al. (2013) found a link between student-teacher relationships and job satisfaction among teachers.

2.4.3. Factors That Affect Job Satisfaction and Dissatisfaction

The factors determining job satisfaction or discontent have been the subject of research. The fundamental components of job satisfaction, according to Locke (1976), include the job itself, compensation, advancement opportunities, working conditions, employment perks, coworkers, personal values, and employee relationships. In addition, Vroom (1964) noted that there are seven factors that contribute to job satisfaction: pay, the boss, the coworkers, the work environment, the job content, advancement opportunities, and the organization as a whole.

Additionally, in 2009, Irin listed the following factors as having an impact on job satisfaction: sense of accomplishment, relationships with coworkers and management, job security, responsibility, recognition, high salary, opportunity for promotion, clarity of roles, participation in decisions, freedom, well-coordinated work, lack of continuity, displacement, performance, life satisfaction, and perception of work stress.

Other researchers have recently attempted to identify in the literature the following factors that can affect job satisfaction: pay, the nature of the work, pressure, education and training, management style, job security, appreciation, workload, promotions, rewards, the overall working environment, department environment, equity, intergroup conflict, delegation of power, communication, communication with management, and communication between coworkers. Spector (1997) further subdivides the core components of job satisfaction into two major categories: environmental influences and human aspects. Working conditions, possibilities for professional growth, incentives, supervision, coworkers, and communication are examples of environmental influences. Demographic elements like superiority, gender, and education level make up personal factors.

Initiating a gender effect, Kessler (1982) suggested that for males but not for women, there was a positive link between personal wealth and well-being. According to Purohit and Lambert (1983), factors that influence job satisfaction include a sense of accomplishment, use of education, learning opportunities, relationships with coworkers, and income.

Furthermore, intricacy of the task and the degree to which one can influence the type and speed of one's career are some other aspects that can affect job satisfaction

(Moseley, 1988; Walsh, 1982). Thus, factors relating to job satisfaction change from individual to individual, job to job, and environment to environment.

The scholars have tried to explain the factors affecting job dissatisfaction for many years. The important factor that relates to job dissatisfaction is burnout (Newcome and Clark 1985), the other factor is employee strikes (Okafor, 1985), turnover is also affecting job dissatisfaction (Griffeth et al., 2000), poor job performance affects job dissatisfaction hence lowers the efficiency (Beatty and Schneier, 1977), and the last factor the affects job dissatisfaction is stress (Eichinger, 2000).

2.4.4. The Relationship between Job Satisfaction and Job Performance

Industrial or organizational psychology has extensively studied the relationship between job satisfaction and performance for many years (Judge et al., 2001). The relationship between workplace attitudes and behavioral outcomes continues to be a popular research topic for academics (Harrison et al., 2006; Schleicher et al., 2004).

According to one definition, job satisfaction refers to "feelings or affective responses to aspects of the (workplace) scenario" (Smith et al., 1969, p. 6). In recent years, scholars have attempted to provide an explanation for why job satisfaction is a phenomenon with both cognitive and affective characteristics.

Furthermore, it has been proposed that in order to measure job satisfaction of the individuals it would be better if the individuals report affects or emotions at working place and these affective touching experiences at working place can indicate to which extend they are content at work (Brief and Weiss, 2002). Additionally, according to Brown and Peterson (1993), employee job satisfaction is a measure of how people feel about numerous parts of their work. As a result, job satisfaction takes into account how people feel about various aspects of their work. There is a cognitive component to job satisfaction (Organ and Near, 1985). The emotional component also comprises sentiments and emotions associated to the job, while the cognitive component consists of judgments and beliefs related to the job.

It's also thought that people are predisposed to find employment satisfying. According to this dispositional perspective, assessing individual traits can aid in the prediction of job satisfaction (Staw and Ross, 1985). Studies showing consistency in job happiness in two ways through time and in many contexts have aided in understanding

the dispositional phenomena of job satisfaction (Ilies and Judge, 2004). This dispositional nature of job satisfaction may have several causes, including a person's genetic make-up. In their investigation of independently raised monozygotic or identical twins, Arvey et al. (1989) found evidence in favor of a genetic component for job satisfaction. Even when they were not raised together, they found that identical twins tended to have substantially associated levels of job satisfaction. Given that identical twins share the same genetic make-up but are reared apart, they do not share the same environmental factors, it has been hypothesized that this similarity in job satisfaction ratings has a genetic component. Another study demonstrated a strong and constant relationship in attitudes over time, as well as an association in attitudes across various contexts or settings, supporting the dispositional nature of job satisfaction (Staw and Ross, 1985). Employee dispositions have a real impact on job happiness, and this dispositional attitude is not a ghost (Staw and Cohen-Charash, 2005).

It is important to investigate workplace satisfaction because I it has been suggested that high satisfaction is correlated with high productivity and (ii) it has inherent human value (Smith et al., 1969). Job satisfaction is also associated with other favorable workplace outcomes, such as strong organizational citizenship behaviors (Organ and Ryan, 1995), high life satisfaction (Judge, 2000), low unproductive work behaviors (Dalal, 2005), and low absenteeism (Hardy et al., 2003). Each of the aforementioned outcomes is desired in firms, highlighting the need of researching and comprehending job happiness.

The connection that is relating both job satisfaction and job performance has not always been of high quality. According to Singh and Tiwari (2011) even though there is a possibility of the existence of certain employees with high level of job satisfaction, they might not perform well yet. For them, the main source of this issue is the organization's lack of motivation and determination for which they work, and apparently there even might be employees with low level of job satisfaction, but whose performance stays the same in all situations and the following: altruism, dedication, and conscience can be the reasons behind.

Studies reveal that there are numerous studies that have produced contradictory findings about the connection between job performance and job happiness. Argyle (1989) came to the following conclusion after analyzing the prior research on the

connection between job satisfaction and job performance: "Job satisfaction and work performance correlate generally at roughly +.15, though more strongly than this for white collar professionals" (p. 6). Fisher (2003) used the empirical reviews as a data source and stated that "the average observed association between overall job satisfaction and performance is positive but relatively small, in all cases between 0.14 and 0.25" (p. 754). According to Fisher (2003), who conducted two different studies about the connection between satisfaction and performance, more satisfied employees are more likely to perform better than less satisfied employees from the standpoint of laypeople.

On the other hand, many research studies related to job satisfaction and job performance connection have showed a tight and solid association. Ostroff (1992) used data collected from 13, 808 junior and senior high school teachers in the United States and Canada to conduct study on the relationship between employee happiness, other job-related attitudes, and organizational success. He claimed that prior research on the relationship between job satisfaction and performance had failed to establish a reliable connection, and that this was due to the focus on the satisfaction-performance relationship at the individual level, as opposed to Ostroff's analysis of the relationship at the organizational level using a sizable sample.He examined the issue from three various angles, including those of the principals, teachers, and students, who might also contribute their individual viewpoints to this analysis. He came to the conclusion that there is a significant correlation between organizational performance and teachers' work happiness. Additionally, he discovered that while results for student achievement and school effectiveness are tied to these attitudes, satisfaction and other job-related behaviors including dedication, adaptability, and psychological stress are extremely important.

Judge et al. (2001) reviewed earlier studies that demonstrate the connection between job satisfaction and job performance evaluation. These studies produced a variety of findings, the most of which are seen as having questionable consistency and validity.

Peng (2014) also looked into the connection between Taiwanese university librarians' job satisfaction and productivity. He offered practical advice on how to do well at work in the university library setting. The findings of this study suggested that participants' predicted levels of task and contextual performance were influenced by

both intrinsic and extrinsic job satisfaction. However, she discovered that inner job contentment affects job performance more than extrinsic satisfaction.Because of this, she claimed that while the concept of intangible compensation for those working in service industries, such as the nonprofit sector, with lower salaries, can be successful, intrinsic motivation is more significant in careers like librarianship and has a greater impact on job performance.

2.4.5. Job Satisfaction and Motivation

A scenario or action that motivates someone to put their all into a task or activity is known as motivation (Rasmi et al., 2017). People who lack motivation frequently express discomfort and dissatisfaction with their employment. Job pleasure is a phenomenon that is experienced personally (Rasmi et al., 2017). Each person's level of satisfaction varies depending on the value system that is applied to them. Knowing the intrinsic and extrinsic motivators is crucial because the greater the appraisal of the perceived effectiveness in terms of the individual's goals, the better the happiness with the activity.

Top business executives must concentrate on the factors that boost extrinsic job satisfaction to increase reservations within the organization, ensure workforce stability, ensure organizational and economic growth, and reduce costs associated with job satisfaction in order to understand the complex relationship between intrinsic and extrinsic motivation, salary satisfaction, and job satisfaction among employees (Larkin-Perkins, 2017).A fair pay and compensation policy is required to keep personnel, and it must be continually adjusted, according to qualitative findings (Mabaso and Dlamini, 2017). People who felt their pay was unfair made comparisons with others or believed their salary did not fairly reflect their work, and these perceptions will have a larger impact on how well a company performs (Chrisman et al., 2017). The direct impact of inducement compensation on business performance in family and non-family firms is viewed as favorable, and empirical research has mostly supported this perception (Long and Fang, 2015).

Intrinsic rewards, such as a sense of duty and achievement, were thought to be necessary to boost job happiness in the long term, despite the fact that money is a key component in raising job satisfaction in the short term (Rasool et al., 2017). As a result,

it is crucial for leaders to assign appropriate goals to workers they consider to be fair and to involve them in planning and controlling operations as part of the management process.

In a research of 2,700 social workers conducted in 2015, Samad et al. found a strong correlation between transformative leadership and employee well-being. The researchers discovered a strong link between leadership style and both worker satisfaction and organizational effectiveness. Organizational outcomes such as work satisfaction, employee engagement and loyalty, and turnover intentions are influenced by management and leadership (Mittal, 2016; Samad et al., 2015). It's crucial to have an environment at work that promotes employees' health and allows them to switch off from their jobs when they're not working. High demands on the job might result in emotional tiredness, psychosomatic symptoms, a lack of devotion to the position, and a high intention to quit (Mittal, 2016).

Additionally, it was asserted by Gholipour and Einolahzadeh (2017) that a decrease in turnover is a result of job satisfaction. While researching the relationship between employee engagement, job motivation, and job satisfaction and employee performance in the Ministry of Export and Import Department, the Indonesian Ministry of Trade, Tampubolon (2016) discovered that these factors significantly and positively influenced employee performance. Mendis (2017)'s study to comprehend the connection between job contentment and job performance of bank assistants in Sri Lanka verified the similar relationship between job satisfaction and performance.

The effects of work stress on personal life are lessened when you spend your off-time not at work. As a result, managers should allow staff members to take breaks from work during non-working hours, for example, by instituting a no-after-hours communication policy unless absolutely necessary. In order to improve workplace satisfaction, leaders should start with the suggestions on this list that are the simplest to implement. Daily obstacles like excessive effort or pointless administrative activities can have a significant impact on an employee's level of job satisfaction (Akwuole, 2017).

According to Akwuole (2017), a worker may consent to perform a task for a certain purpose, but this does not imply that he is happy with it. When an employee's motivating demands are met by their job's nature and rewards, job satisfaction happens.

Even if it might not seem like much, minor inconveniences can have an impact on job satisfaction. One of the simplest things to alter and a fantastic way to boost employee happiness are minor everyday issues. Leaders should analyze the current processes and determine whether process reengineering might make them simpler. If a leader inquires about the difficulties they face on a daily basis, employees will be appreciative. In order for people to feel content with their professions, autonomy and control are crucial. In fact, psychologists have suggested that people find employment to be more stressful and frustrating the less control they have over it. Therefore, a leader can give his team members many instructions to do a task efficiently, but conceptualizing the precise path is not possible.

According to Ezam (2018), there is a correlation between employee motivation and job satisfaction. It implies that a person is more driven to work hard the greater their perceived level of job satisfaction. In a study between lower middle-class and middle-class groups working in several banks in Karachi, Pakistan, Ezam (2018) examined the connection between job satisfaction and motivation and discovered that employees primarily viewed monetary rewards as satisfying. The study by Ezam (2018) was limited in that it was only conducted on a small scale and exclusively in the banking industry, raising concerns about the applicability of these findings to other small company sectors.

2.4.6. Job Satisfaction and Environment

As is common knowledge, fostering a positive workplace culture is essential to job satisfaction. The ability to create a work environment that retains the most valued, devoted, and experienced people is suggested by job satisfaction, according to Wnuk (2017). Additionally, as managers have a substantial impact on how employees view their organization's support and job satisfaction, companies should plan for and guide managers' attitudes toward their staff in a positive way (Wnuk, 2017). Low levels of job satisfaction are a sign of unsafe working conditions. Employees desire status, high positions, and power in return for their abilities, including knowledge, ability, education, and skills. When their expectations aren't met at work, employees become unhappy or unsatisfied. Therefore, employee unhappiness has an impact on the company where they work. Job satisfaction is crucial to motivation and effective

leadership abilities that boost output and, in turn, job satisfaction is necessary to inspire workers, lower turnover costs, and foster a sense of belonging. Job happiness can lower accident rates, staff turnover, and erratic attendance (Wnuk, 2017).

According to Ayranci and Ayranci (2017) and Rajak and Pandey (2017), happy employees perform better and contribute to the sustainability of businesses at higher rates because they are more productive, creative, and devoted to their employers. The ideas of dedication, job happiness, productivity, and creativity are all favorably and significantly related to one another (Ayranci and Ayranci, 2017; Rajak and Pandey, 2017). Employees will therefore be better positioned to succeed in a competitive economy that requires quality and cost effectiveness if leaders build work cultures that inspire, attract, and keep hardworking subordinates (Malik et al., 2017). The physical working environment is essential to boosting job satisfaction because people spend the majority of their time at work; it can have an impact on job satisfaction. For example, having a comfortable workstation, a little bit of privacy, separating the sociable and silent spaces, good lighting, and some plants are some of the things that make working more enjoyable.

2.4.7. Job Satisfaction and Flexible Working Hours

Flexible work schedules have been linked to higher job satisfaction, according to several studies. How flexible a person is in choosing when to start and stop working is positively correlated with how satisfied he or she is with that employment (Orpen, 1981; Clark, 2001). In 1997, Scandura and Lankau outlined a few explanations for the favorable correlation between job satisfaction and work flexibility. This flexibility potential is seen by employees as a work concern and a family by their employers, which boosts their favorable attitudes toward the workplace and their employment in general. Employee control is another benefit of flexibility because it allows them to plan their workday and hours around other commitments. Finally, social comparison processes may raise job satisfaction for those who value flexibility (Adams,1965).

When there are conflicts between work and family for employees with families, flexibility in working hours is considered as a huge advantage. The study argues that conflict or dispute between work and family reduces the employee's perception of the quality of work (Higgins et al., 1992). According to another study, flexibility in working

hours is more crucial for women than for males in terms of job satisfaction and for people who have family responsibilities (Scandura and Lankau, 1997; Greenhaus et al., 1989). Flexibility was cited as having a significant impact on job satisfaction, particularly for parent employees as compared to those without children (Rothausen, 1994).

2.4.8. Job Satisfaction and Gender

The researchers have looked into the connections between gender issues and job happiness. Three main factors, including personal characteristics or demographic factors, work-specific features, and organizational characteristics, have been identified as significant job attitude influencers (Gosnell, 2000).

Research on the subject of teachers has produced contradictory results about the connection between gender and job satisfaction. According to numerous surveys, female teachers are more satisfied with their jobs than male instructors are (Ma and MacMillan, 1999; Michaelowa 2002; Spear et al., 2000). In contrast, Bishay (1996) and Mwamwenda (1997) discovered that female instructors were less content with their professions than male teachers. Other researches, however, discovered that there is no connection between gender and teachers' job happiness (Gosnell 2000; Sargent and Hannum, 2003).

2.4.9. Job Satisfaction and Stress

According to certain research, the majority of teachers view their jobs as fulfilling, yet many also express significant levels of stress and burnout (Johnson and Birkeland, 2003; Neves and Lens, 2005; Stoeber and Rennert, 2008). Additionally, data demonstrates that teacher attrition has turned into a global issue (Chang, 2009; Hong, 2010; Ingersoll, 2001). Additionally, research on teachers shows that, in addition to being linked to the personal circumstances and professional traits of teachers, stress and attrition are also closely linked to the working environment of instructors (Day et al., 2006; Skaalvik and Skaalvik, 2011).For instance, it was discovered that excessive workload predicted emotional exhaustion, motivation to leave the teaching profession, and actual teacher attrition (leaving the teaching profession), while supportive school environments are positively encouraged to motivate people to stay in the teaching career

(Skaalvik and Skaalvik, 2011; Smithers and Robinson, 2008). (Skaalvik and Skaalvik, 2011; Weiss, 1999).

2.4.10. Job Satisfaction and Communication Satisfaction

An employee who is well-informed by their line manager and organization is likely to grasp the requirements of their job and the expectations of their collaboration with the business's goals, according to Downs and Adrian (2004). Additionally, the construction of communication satisfaction in three different contexts—namely, interpersonal, group, and organizational communication satisfaction—was used (Hetch, 1978). The Communication Satisfaction Questionnaire (CSQ) is the most popular tool used in companies (Greenbaum et al., 1988). It has been the most popular method for gauging the efficiency of internal communications. The relationship between communication and job happiness has been the subject of research. The tool focuses on employees' impressions of various communication strategies, as these perceptions will affect how employees behave within a business (Zwijze-Koning and De Jong, 2007). Organizations that empower their people to achieve business goals benefit from effective communication (Hindi et al., 2004).

Eight communication elements that Downs and Hazen discovered in 1977 were later endorsed by Crino and White (1981). According to Downs and Hazen (1977) and Downs (1988)'s descriptions of the eight elements that resulted from this analysis, they are as follows:

1. **Communication Climate** assesses employee satisfaction at both the corporate and individual levels.
2. **Supervisory Communication** includes listening by the supervisor, openness to communication, and both upward and downward communication.
3. **Organizational Integration** focuses on the information that staff members receive regarding their jobs and related topics, such as policies and benefits. Information on what is happening right now, what departments are doing, and personnel news are also presented.
4. **Media Quality** examines how communication is transmitted using various channels (e.g., publications, memos, and meetings). The usefulness, clarity, and quantity of various information sources are all evaluated by employees.

5. **Horizontal and Informal Communication** Employee opinions of the grapevine and the degree to which unofficial communication is open and accurate.
6. **Organizational Perspective** refers to the information provided about the company, its objectives, and performance. It also includes information about outside events that affect the organization, such as new government regulations.
7. **Relationship with Subordinates** is only finished by people in managerial or supervisory roles. It takes use of workers' openness to downward communication as well as their capacity and inclination to communicate effectively from the bottom up. Also inquired about is the degree of communication overload experienced by superiors.
8. **Personal Feedback** There are questions in this dimension about whether employees believe the standards by which they are evaluated are clear and whether their superiors are aware of the issues employees encounter at work.

Numerous researchers concur that there is a positive association between communication satisfaction and job satisfaction, according to the literature review used in studies by Gülnar (2007), Kumar and Giri (2009), and others (Wagenheim and Rood, 2010; Carriere and Bourque, 2009; Goris, 2007; Brunetto and Farr-Wharton, 2006; De Nobile and McCormick 2005; Chen et al., 2006).

2.4.11. Job Satisfaction and Academic Attainment

According to research, academic achievement and work happiness among instructors are directly related. Researchers Dabo (1998), Gosnell (2000), Michaelowa (2002), Sargent and Hannum (2003) discovered a substantial inverse correlation between teachers' academic achievement and job happiness. According to the study's findings, highly qualified teachers tend to be less satisfied than less qualified ones and are more likely to quit their jobs as teachers (Darling-Hammond, 1984; Schlechty and Vance, 1983). Avery (1998) found that academic success will not significantly affect teachers' job happiness, in contrast to prior studies.

2.5. The Relationships among Student-Teacher Relationships, Classroom Disciplinary Climate and Teachers' Job Satisfaction

Many studies have been conducted to understand the following interrelated variables: Student-Teacher Relations, Classroom Disciplinary Climate, and Teachers' Job satisfaction. They are essential variables that have a great impact for the success of a school system. The role of each of these variables in the improvement of a school cannot be overdramatized. The close cooperation among main players in the school surroundings has a lasting effect on the entire outcomes of the learning environment.

First and foremost, enhancing students' interactions with teachers has significant, advantageous, and long-lasting effects on their academic growth. Gains in achievement are contributed to in part by enhancing the interactions between students and their teachers. Additionally, kids feel more conformable than students with more conflict in their interactions when they have close, supportive, and good ties with their professors (Hosan and Hoglund, 2017). According to researchers, caring and accepting teachers help students succeed academically (Spilt et al., 2012). Students' enthusiasm to learn is closely correlated with the quality of student-teacher relationships (Roorda et al., 2011). A positive student-teacher relationship, characterized by ongoing conflict, is linked to higher levels of student participation as well as a decrease in behavior issues, absences, and dropout rates (Cornelius-White, 2007). In contrast, a negative student-teacher relationship is linked to underachievement (Spilt et al., 2012).

Student-teacher relations constitute an important dimension of the school climate. There are many research findings showing that teachers and students get along well, listen to and consider each other, facilitate the implementation of school and classroom management policies and reduce undesirable behaviors (Zee et al., 2017; Rudasill et al., 2010).

Next, one of the most important elements associated with student achievement is the discipline climate in schools or classrooms (Hattie, 2009; Scheerens, 2005; Wang et al., 1993). A school's psychological sense and its physical properties greatly influence school climate (Van Houtte, 2005). The relationships in a school have an important influence on school climate (Wang and Degol, 2016). Disciplinary climate is very important to constitute a positive learning atmosphere in classroom. Previous research shows that classroom disciplinary climate has strong relationships with many variables

such as academic achievement, school engagement, bullying etc. (Cheema and Kitsantas, 2014; Chiu et al., 2012; Gregory et al., 2010)

Dufour et al., (2006), argues that cooperative work environment in academic space leads to build deep sense of trust, improve efficacy among stakeholders and improve students' outcomes.

The elements that give the room a certain mood or tone are related to the learning environment in the classroom (Fraser, 2011). The social, psychological, and educational circumstances in which learning occurs and which have an impact on students' academic performance and attitudes together make up the learning environment (Fraser, 2012). Numerous studies show that classrooms are a crucial component of instruction and should be given significant weight. Additionally, learning environments promote improved student interactions and communication. These subjects boost pupils' curiosity towards learning, that is to say; through integrating appropriate spaces in classrooms, there are more chances to create a socializing environment (Dourish and Chalmers, 1994). The kind of learning environment that a teacher fosters and supports can either improve or worsen a student's capacity to learn and feel at home in the classroom. Therefore, the learning atmosphere in the classroom should promote collaboration and acceptance just as much as the teacher's chosen techniques of instruction (Zabaleta, 2007).

Locke (1976) continued by defining job satisfaction as "the pleasant emotional state resulting from the appraisal of one's job or job experiences." Then, Perie and Baker (1997), defines job satisfaction as a non-cognitive reaction to an individual's work state. Additionally, job satisfaction is a vital aspect to organizational success (Mathieu and Farr, 1991; Ostroff, 1992). Moreover, job satisfaction is the degree to which an employee is cozy or motivated to do his or her job. Some researches indicate that job satisfaction is the degree to which an employee observes his skill to positively add his efforts at his work (Darling-Hammond, 1995).

The results of the studies suggest that a teacher or educator could be one of the most significant individuals in charge of planning the destiny of a country. Consequently, job satisfaction has received a lot of attention in the literature and in empirical education research (De Nobile and McCormick, 2008; Dinham and Scott, 2000; Singh and Billingsley, 1996; Spector, 1997).

Zembylas and Papanastasiou (2004) assert that relationships between teachers and their instruction have an impact on job satisfaction. Further investigation also showed a significant relationship between several elements of the school environment and teachers' job satisfaction. In other words, they can influence classroom management and address numerous issues in schools if they maintain positive interpersonal relationships with teachers, kids' parents, coworkers, and school principals (Henke et al., 1996; Whiteford, 1990).

Chinomona and Sandada (2014) identified two sizes of job satisfaction; those are external satisfaction and internal satisfaction. External satisfaction includes in satisfaction with salary, physical conditions, organizational policies and procedures; whereas, internal satisfaction includes creativeness, accomplishment and success.

Finally, school atmosphere and teacher job satisfaction have received a lot of attention from researchers who want to understand how they affect student results, hiring and retaining teachers, and school program outcomes. According to certain empirical studies, morale is high in classrooms when teachers have autonomy over their work and opportunities to participate in decisions about curriculum and teacher welfare (Katz, 1949).

All in all, in the light of the above analysis, it is clear that good student-teacher relationships foster academic growth of students, enhance their participation, and reduce the conflict relationships and undesirable behaviors. Disciplinary climate enhances the students’ achievements, increases positive learning atmosphere in the classroom, improves school engagements, and reduces bullying. Job satisfaction leads to learning environment success, contributes to classroom management and leads to higher students’ academic outcomes. We can deduce that each variable plays a crucial role for building a positive learning environment, improving students' academic performance. In other words, a favorable environment; job satisfaction; positive teachers' behaviors, i.e., adequate facilities as well supportive student-teacher relationships stimulate, promote, and encourage the learning of students in all educational sectors.

CHAPTER THREE

III. METHODOLOGY

This chapter outlines the procedures and processes used to determine the relationships among classroom disciplinary climate, student-teacher relationship and job satisfaction of teachers. The chapter further details the data sources, the designs and approaches adopted in this study. Also, this chapter spells out the population and sample size, questionnaire design, data gathering processes, tools and analysis as well as the demographic data of teachers who participated in the TALIS 2018 survey.

3.1. Research Design and Technique

This is a correlational research based on TALIS 2018 data. Researchers reviewed obtainable and accessible literature as well as used good advantage data that is related to TALIS 2018 in Turkey. For data collection, TALIS research makes use of different approaches. For instance, the questionnaires used in TALIS research are based on the Program for International Students Assessments (PISA), International Standard Classification of Education (ISCED) and Medicare Secondary Payer Questionnaire (European MSP Platform). Also, as identified on the TALIS questionnaire, a room is allowed for national differences to be included in the survey questions for the integration of good quality data. TALIS research provides a chance for teachers and school leaders to provide input into educational policy analysis and development in key areas of education.

3.2. Population and Sample

A total of 8342 teachers from 457 high schools from Turkey participated in TALIS 2018 research. The data of all the teachers participating in the research were included in the analysis. 3834 (46%) of the teachers who participated were female teachers and 4508 (54%) were male teachers. While 1406 (20.2%) teachers have completed their graduate degree, the remaining teachers 5568 (79.8) have completed their bachelor degree. The rest of them didn’t mark the questionnaire.

TALIS 2018 data was obtained from OECD web site (OECD, 2018). TALIS 2018 data is made available to researchers after being analyzed by the OECD.

3.3. Data Collection Process and Scales

In this research, sections 41, 49, 53 of TALIS 2018 Teacher Questionnaire were used. Section 41 (for the questionnaire see appendix 1.) has 4 items to assess teachers' perceptions on classroom disciplinary climate (one of the item is "When the lesson begins, I have to wait quite a long time for students quieten down.").

Section 49 (for the questionnaire see appendix 1.) has 5 items to assess teachers' perception on teacher-student relations (one of the item is "Teachers and students usually get on well with each other").

Section 53 (for the questionnaire see appendix 1.) has 10 items to assess teachers' job satisfaction (one of the item is "The advantages of being a teacher clearly outweigh the disadvantages"). This questionnaire designed by TALIS is an internationally recognized means for gathering research data. Each of the sections (41, 49 and 53) of the questionnaire were measured at 4 points including (1) Strongly Disagree, (2) Disagree, (3) Agree and (4) Strongly Agree.

3.4. Data Analysis and Presentation

To analyze data; mean, percentage, t-test, multiple regression analysis and correlation analysis technics were used.

CHAPTER FOUR

IV. FINDINGS AND COMMENTS

This part of the study focuses on both the analyses of descriptive statistics, comparing the means and the relationships among classroom disciplinary climate, student-teacher relationship and job satisfaction of teachers.

4.1. Teachers' Perceptions on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction

The mean values and standard deviations of teachers' assessments of the classroom atmosphere with regard to discipline, the student-teacher relationship, and job satisfaction are shown in the table below.

Table 1

Teachers' perceptions on classroom disciplinary climate

Scale	N	Mean	Std. Deviation
Classroom Disciplinary Climate	6989	2.01	0.67
Student-Teacher Relationship	8177	3.09	0.52
Job Satisfaction	8048	2.89	0.51

The mean score for classroom disciplinary climate as shown in table 1 is 2.01. This 2.01 mean value belongs to "Disagree" on our 4-Point Likert Scale. This result shows that teachers' opinions about negative classroom climate are low. In other words, they stated that the classes generally showed the negative disciplinary climate characteristics at a low level. In other words, teachers disagree that they experience negative classroom disciplinary climate in their schools.

Next, the mean score for student-teacher relationship according to table 1 above is 3.09. The 3.09 figure falls under "Agree" on our 4-Point Likert Scale. Thus, it implies the idea that teachers who took part in this survey on the average indicated the existence of a good student-teacher relationship.

Concerning job satisfaction, it is seen from table 1 that the mean value for job satisfaction is 2.89 which belongs to "Agree" on our 4-Point Likert Scale as well. It means that the teachers who participated in this survey reported the average level of their job satisfaction.

4.2. Comparing Teachers' Views on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction In Terms of Gender

The findings of the t-test used to compare responses from male and female respondents in terms of classroom discipline climate, student teacher relationships, and job satisfaction are shown in Table 2 below.

Table 2

t-test results comparing teachers' views on Classroom Disciplinary Climate, Student Teacher Relationship and Job Satisfaction in terms of gender

	Gender	N	Mean	Std. Deviation	T	P
Classroom Disciplinary Climate	Female	3251	7.96	2.79	-2.21*	0.02
	Male	3738	8.11	2.64		
Student-Teacher Relationship	Female	3762	15.43	2.66	-1.32	0.18
	Male	4415	15.50	2.62		
Job Satisfaction	Female	3700	29.19	5.12	4.55*	0.00
	Male	4348	28.66	5.21		

*p<0.05

The researcher determines the perception differences between male and female teachers with regard to classroom discipline climate, student teacher relationships, and work satisfaction based on Table 2 above.

Considering Table 2, there is a significant difference between female and male teachers' views on classroom disciplinary climate in favor of male teachers (M_{female}=7.96; M_{male}=8.11; p<0.05). We can understand that teachers' perceptions on classroom disciplinary climate differ in terms of gender. That is to say, male and female teachers do not share similar perceptions about classroom disciplinary climate of their schools. Male teachers have more negative perceptions on classroom environment.

The results of the t-test show that there is no discernible difference between male and female teachers' perceptions on student-teacher relationship. In other words, male and female teachers share similar perceptions about student-teacher relationship (t=-1.32; p>0.05).

There is a significant difference between females and males' job satisfaction (p <0.05). As a result, it has been observed that teachers' job satisfaction levels differ in terms of gender in favor of female teachers. That is to say, female teachers' level of job satisfaction is higher than male teachers' job satisfaction.

4.3. Comparing Teachers' Views on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction In Terms of Level of Education

Table 3 indicates the t-test results to determine the differences between teachers who have bachelor and graduate degrees in terms of classroom disciplinary climate, student teacher relationship and job satisfaction.

Table 3

t-test to Compare Teachers' Views on Classroom Disciplinary Climate, Student Teacher Relationship and Job Satisfaction In Terms of Level of Education

	Group	N	Mean	Std. Deviation	t	p
Classroom Disciplinary Climate	Bachelor	5568	8.06	2.70	1.28	0.19
	Graduate	1406	7.95	2.75		
Student-Teacher Relationship	Bachelor	6539	15.48	2.64	0.39	0.69
	Graduate	1620	15.45	2.63		
Job Satisfaction	Bachelor	6429	29.05	5.14	4.96*	0.00
	Graduate	1603	28.33	5.27		

**p<0.05*

Table 3 shows the t test results of teachers' level of education based on International Standard Scale of Education (ISCED) 2011. As indicated in Chapter 3, ISCED Levels were decreased to two categories to allow t test (Bachelor, Graduate).

From Table 3 above, the mean scores of classroom disciplinary climate for the level of education of teachers according to ISCED 2011, (Bachelor, Graduate) are 8.06 and 7.95 respectively. And the *t*-value is 1.28 while the *p*-value is 0.19. This means teachers' perception on classroom disciplinary climate do not differ in terms of level of education (t=1.28; p<0.19). Ultimately, teachers' perception on classroom disciplinary climate is not significantly differentiated by their level of education. In other words, teachers with different levels of education share similar perceptions.

As well, from Table 3 above, the mean scores for student-teacher relationship in terms of their level of education (ISCED 2011) are 15.48 and 15.45 respectively while the *t*-value is 0.39 and the *p*-value is 0.69. This means teachers' perception on student-teacher relationship are not significantly different in terms of level of education. From this point, it can be said that teachers with different levels of education experience have similar perceptions on student-teacher relationship in their schools.

Finally, Considering Table 3, there is a significant difference between job satisfaction of teachers who have bachelor and graduate degrees on classroom disciplinary climate in favor of teachers who have bachelor degree ($M_{bachelor}$=29.05; $M_{graduate}$=28.33; p<0.05). We can understand that teachers' job satisfaction differs in terms of gender. In other words, teachers' level of education has differentiated their job satisfactions in favour of teachers who have bachelor degree. It can be caused from the education getting higher, the expectations as well getting higher.

4.4. Relationships among Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction

Table 4 shows Pearson Correlation test results among the three variables under this current study. The table shows the relationships among classroom disciplinary climate, student-teacher relationship and job satisfaction of teachers.

Table 4

Relationships among Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationship and Job Satisfaction

		Classroom Disciplinary Climate	Student-Teacher Relationship	Job Satisfaction
Classroom Disciplinary Climate	r	1.00		
	p			
Student-Teacher Relationship	r	-0.23*	1.00	
	p	0.00		
Job Satisfaction	r	-0.33*	0.44*	1.00
	p	0.00	0.00	

**Correlation is significant at the 0.01 level (2-tailed).

As can be observed in Table 4, there is a negative association (r=-0.33; p<0.01) between the environment of discipline in the classroom and work satisfaction. According to the aforementioned research, work satisfaction and classroom discipline have a moderately unfavorable association. Considering the correlation results, it can be said that as teachers' perceptions of classroom disciplinary climate increase as their job satisfaction decreases. In other words, as the classes show more negative discipline climate characteristics, teachers' job satisfaction decreases.

The association between the student teacher relationship and the classroom's disciplinary climate is correlated (r=-0.23, p<0.01). This result demonstrated a tenuous and unfavorable link between the disciplinary climate in the classroom and the rapport between the students and teachers. Our understanding of the interaction between students and teachers' declines when students' perception of the classroom's

disciplinary atmosphere rise is based on this study. In other words, discipline-related issues in classrooms get better when student-teacher relationships develop at school.

The association between student-teacher relationships and instructors' job satisfaction is correlated with r=0.44, according to Table 4 above. The association between job satisfaction and student-teacher relationships is moderately positive, as seen by this graph. Thus, there is a favorable correlation between the student-teacher relationship and job happiness.

4.5. Classroom Disciplinary Climate as a Predictor of Teachers' Job Satisfaction

Table 5 shows regression results administered to determine prediction level of classroom disciplinary climate to job satisfaction.

Table 5

Regression analysis for classroom disciplinary climate as independent variables and job satisfaction as Dependent Variable

Predictor	R	R^2	B	Standard Error	β	t	p
Constant			34.187	0.18		185.6	0.00
Classroom Disciplinary Climate	0.339	0.115	-0.645	0.021	-0.339	-29.7	0.00
Dependent variable: Job Satisfaction R^2=0.115; F=883; p<0.01							

As can be seen from Table 5, the regression analyses indicate that classroom disciplinary climate is a significant predictor of teachers' job satisfaction (R^2=0.115; F=883; p<0.01). Based on β, t and p values, it can be said that classroom disciplinary climate are negatively associated with teachers' job satisfaction. It means that classroom disciplinary climate explains approximately 11.5% of the variance in teachers' job satisfaction. More specifically, it is realized that just 11.5% of job satisfaction is explained by classroom disciplinary climate. Correlation analysis results are supported by regression analysis results.

4.6. Student-Teacher Relationship as a Predictor of Teachers' Job Satisfaction

Table 6 shows regression results administered to determine prediction level of student-teacher relationship to job satisfaction.

Table 6

Regression analysis for student-teacher relationship as independent variables and job satisfaction as Dependent Variable

Predictor	R	R^2	B	Standard Error	β	t	p
Constant			0.3089	15.404		49.9	0.001
Student-Teacher Relationship	0.445	0.198	0.0197	0.873	0.445	44.4	0.001
Dependent variable: Job Satisfaction R^2=0.198; F=1968; p<0.01							

As can be seen from Table 6 the regression analyses indicate that student-teacher relationship is a significant predictor of teachers' job satisfaction (R^2=0.198; F_{STR}=1968; p<0.01). Based on β, t and p values, it can be said that student-teacher relationship are positively associated with teacher job satisfaction. This means that student-teacher relationship explains approximately 19.8% of the variance in teachers' job satisfaction. More specifically, it is realized that just 19.8% of teachers' job satisfaction is explained by student-teacher relationship.

4.7. Classroom Disciplinary Climate and Student-Teacher Relationship as Predictors of Teachers' Job Satisfaction

Table 7 shows regression results administered to determine prediction levels of classroom disciplinary climate and student-teacher relationship to job satisfaction.

Table 7

Regression analysis for classroom disciplinary climate and student-teacher relationship as independent variables and job satisfaction as Dependent Variable

Predictors	R	R^2	B	Standard Error	β	t	p
Constant			20.907	0.4108		50.9	0.001
Classroom Disciplinary Climate	0.504	0.254	-0.475	0.0206	-0.249	-23.1	0.001
Student-teacher relationship			0.770	0.0217	0.384	35.5	0.001
Dependent variable: Job Satisfaction R^2= 0.254 ; F_{CDC}= 532 ; F_{STR}= 1262 ; p<0.01							

Considering the data in Table 7, it is seen that the classroom disciplinary climate and student-teacher relationship variables entered together the model. Based on β, t and

p values; it can be said that both of the variables (classroom disciplinary climate and student-teacher relationship) are significant predictors of job satisfaction (t_{CDC}=-23.1, p<0.01; t_{STR}=35.5, p<0.01). As seen on the table, classroom disciplinary climate together with student-teacher relationship explains approximately 25.4% of teachers' job satisfaction.

CHAPTER FIVE

V. CONCLUSION AND SUGGESTIONS

This chapter provides a clear and comprehensive description of the statistical results analyzed in the previous chapter. It provides deeper explanations to these results through making references to previous studies on classroom disciplinary climate, student-teacher relationships and job satisfaction as variables. In the last section of this chapter, various suggestions are given for more detailed data related to the variables under discussion and also in order to raise awareness among officials in educational sector and take the necessary decisions.

5.1. Results on Classroom Disciplinary Climate, Student-Teacher Relationships and Job Satisfaction

5.1.1. Teachers' Perception on Classroom Disciplinary Climate, Student-Teacher Relationships and Job Satisfaction

From our analyses in chapter four, respondents agreed that their classes generally showed the negative disciplinary climate at a low level. In other words, teachers experience low level of negative classroom disciplinary climate in their schools.

Furthermore, from our analyses in chapter four, teachers who took part in the survey on the average indicated the existence of a good student-teacher relationship.

Finally, most instructors concur that they experience some degree of job satisfaction.

5.1.2. Effects of Demographic Variables

In our analysis, we investigate whether gender (independent variable) has any effect on the dependent variables, classroom disciplinary climate, student-teacher relationship and job satisfaction. We analyzed these using t-test technics.

From our analyses, we observed the existence of a significant difference between female and male teachers' perceptions on classroom disciplinary climate in favor of male teachers. We can deduce that teachers' perceptions on classroom disciplinary climate differ in terms of gender. In other words, male and female teachers do not share similar views about classroom disciplinary climate of their schools. Thus, male teachers have more negative perceptions on classroom environment.

From the t-test results, we found that there isn't an important difference between the views of male and female teachers' perceptions on student-teacher relationship. In other words, male and female teachers share similar perceptions about student-teacher relationship.

In terms of job satisfaction, our analysis shows that there is a significant difference between females and males' job satisfaction. Consequently, it has been observed that teachers' job satisfaction levels differ in terms of gender in favor of female teachers. That is to say, female teachers' level of job satisfaction is higher than male teachers' job satisfaction.

Finally, the results of our findings about teachers' perceptions on classroom disciplinary climate and job satisfaction in terms of gender are significantly different. On the other hand, both male and female teachers' perceptions in terms of student-teacher relationship are the same.

We observed that teachers' perseptions about classroom disciplinary climate and student-teacher relationships do not differ in terms of level of education. From this insight, it can be understood that teachers, whose levels of education are different, experience indistinguishable perceptions related to classroom disciplinary climate and student-teacher relationship. On the other hand, we concluded that teachers' job satisfaction levels differ in terms of level of education. In other words, teachers' level of education has differentiated their job satisfactions in favor of teachers who have bachelor degree. It can be caused from the education getting higher, the expectations as well getting higher.

5.1.3. Relationships among Classroom Disciplinary Climate, Student-teacher Relationship and Job Satisfaction

The findings in this study above showed moderate and negative correlation between classroom disciplinary climate and job satisfaction (r = -0.33, *p-value* = 0.01). Considering the correlation results, it can be said that as teachers' perceptions of classroom disciplinary atmosphere increase as their job satisfaction decreases. In other words, as the classes show more negative discipline climate characteristics, teachers' job satisfaction decreases. Previous studies showed that school climate is related to teacher burnout and teacher job satisfaction (Grayson and Alvarez, 2008; Ahghar, 2016).

Additionally, this study discovered an association between the student teacher relationship and the classroom's disciplinary atmosphere (r = -0.23, p<0.01). This result demonstrated a negative correlation between the disciplinary climate in the classroom and student-teacher relationships. Based on this finding, we can understand that student-teacher relationship decreases as their perception of classroom disciplinary climate increase. In other words, as student-teacher relations strengthen at school, problems related to discipline in classrooms decrease. Similarly, according to Hill and Hawk (1998), teachers from Pasifika and Maori secondary schools agree that children perform better when their teachers demonstrate trust in them, and It may be clear how significantly a straightforward teaching strategy might alter students' behavior and performance (Hawk et. al, 2002). Again, Pianta and Stuhlman (2004) defines a good student-teacher connection as one in which the instructor supports the academic growth of the students, including both learning and affective or emotional outcomes. Additionally, numerous empirical research has demonstrated a substantial positive correlation between teacher support and positive academic emotions including acceptance, understanding, warmth, closeness, trust, respect, care, and cooperation (Leitao and Waugh, 2007). Therefore, teacher assistance improves the bond between a teacher and a student. Additionally, by raising student involvement, these connections can raise academic performance. The teachers' care and concern for the pupils can help them become more intrinsically motivated to learn (Little and Kobak, 2003). Classroom environment can also be improved by teachers and students communicating well (Hughes and Kwok, 2006).

Finally, in this study the correlation between student-teacher relationship and teachers' job satisfaction is r=0.445. This figure shows a moderate and positive correlation between job satisfaction and student-teacher relationship. It means student-teacher relationship positively correlates with job satisfaction. It is to say that when the student-teacher relationships are positive, job satisfaction of teachers are likely to be more strengthened. According to Veldman et al. (2013), who employed the self-report approach, there is a link between instructors' job satisfaction and their relationships with their students. Zembylas and Papanastasiou (2004) assert that relationships between teachers and their instruction have an impact on job satisfaction. Further investigation also showed a significant relationship between several elements of the school

environment and teachers' job satisfaction. In other words, they can influence classroom management and address numerous issues in schools if they maintain positive interpersonal relationships with teachers, kids' parents, coworkers, and school principals (Henke et al., 1996; Whiteford, 1990). Additionally, additional studies have revealed a correlation between instructors' emotional interactions with their students and high levels of stress in the teaching profession (Chang, 2009; Spilt et al., 2011).

In essence, our correlation analyses of the three variables, classroom disciplinary climate, student-teacher relationship and job satisfaction generally agree with our findings in the literature.

5.1.4. Classroom Disciplinary Climate as a Predictor of Teachers' Job Satisfaction

The regression analyses indicate that classroom disciplinary climate is a significant predictor of teacher's job satisfaction (R^2=0.115). According to the results, it can be said that classroom disciplinary climate is negatively associated with teachers' job satisfaction. It means that classroom disciplinary climate explains approximately 11.5% of the variance in teachers' job satisfaction. More specifically, it is realized that just 11.5% of job satisfaction is explained by classroom disciplinary climate. Correlation analysis results are supported by regression analysis results.

5.1.5. Student-Teacher Relationship as a Predictor of Teachers' Job Satisfaction

The regression analyses indicate that student-teacher relationship is a significantpredictor of teachers' job satisfaction (R^2=0.198). Based on the findings, it is true that teacher job satisfaction is positively correlated with student-teacher relationships. This means that student-teacher relationship explains approximately 19.8% of the variance in teachers' job satisfaction. More specifically, it is realized that just 19.8% of teachers' job satisfaction is explained by student-teacher relationship.

5.1.6. Classroom Disciplinary Climate and Student-Teacher Relationship as Predictors of Teachers' Job Satisfaction

Based on the regression results, it can be concluded that both of the variables (classroom disciplinary climate and student-teacher relationship) are significant predictors of job satisfaction (t_{SDC}=-23.1, p<0.01; t_{STR}=35.5, p<0.01). Moreover,

classroom disciplinary climate together with student-teacher relationship explains approximately 25.4% of teachers' job satisfaction.

5.2. Conclusion

At the level of the school or educational system, job satisfaction, student-teacher relationships, and classroom disciplinary climate are seen as essential elements for success. The main objective of this research was to highlight the connections between these three variables.

This study tried to find out teachers' perceptions on classroom disciplinary climate, student-teacher relationship and job satisfaction. We found participants generally agreed that their schools practice low negative classroom disciplinary climate. Also, they agreed upon the idea of the existence of a good student-teacher relationship. Ultimately, teachers agreed that they enjoy some level of job satisfaction in their schools.

Furthermore, this study tried to investigate whether there are "significant differences of teachers' perception on classroom disciplinary climate, student-teacher relationship and teachers' level of job satisfaction in terms of gender, and level of education. Hence, we found that there is a significant difference of teachers' perception on classroom disciplinary climate, and job satisfaction in terms of gender. We can deduce that male teachers share more negative views on classroom environment; female teachers' level of job satisfaction is higher than male teachers' job satisfaction. On the contrary, there is no significant difference of teachers' perception on student-teacher relationship in terms of gender. We can say that, male and female teachers share similar perceptions about student-teacher relationship.

Additionally, we found that there isn't any significant difference of teachers' perception on classroom disciplinary climate and student-teacher relationship in terms of level of education. We can understand that, teachers' perception on classroom disciplinary climate is not significantly differentiated by their level of education and teachers with different levels of education experience have similar perceptions on student-teacher relationship in their schools. Contrastingly, there is a significant difference of teachers' perception on job satisfaction in terms of level of education. It means that, teachers' level of education has differentiated their job satisfactions in favor of teachers who have bachelor degree.

Our analyses showed a negative correlation between negative classroom disciplinary climate and job satisfaction. We also found a negative and weak correlation between negative classroom disciplinary climate and student-teacher relationship. Also, we confirmed a moderate and positive correlation between student-teacher relationship and job satisfaction. In essence, our correlation analyses of the three variables, classroom disciplinary climate, student-teacher relationship and job satisfaction generally agree with our findings in the literature survey.

5.3. Suggestions (Suggestions for Action and Further Studies)

Based on the results from our study, we would like to present the following suggestions;

1. The current research found that male teachers have more negative perceptions on classroom environment comparing to female teachers. We suggest that, educational authorities should give special attention to the plight of male teachers as that potentially can reduce their negative classroom disciplinary climate issues and allow for better school environments.
2. Secondly, according to our findings, this study indicates that female teachers' level of job satisfaction is higher than male teachers' job satisfaction. We therefore suggest that policy makers and practitioners look into promoting and entrenching both genders in terms of level of job satisfaction to keep both male and female teachers satisfied.
3. From our investigation in the current study, we found that teachers' level of education has differentiated their job satisfactions in favor of teachers who have bachelor degree. It can be caused from the education getting higher, the expectations as well getting higher. Thus, we propose the governmental officials to give more importance and attentions in order to improve job satisfaction considering teachers' level of education.
4. Sensitivity to classroom climate and classroom management skills of students who are currently working should be increased. In the pre-service teacher education process, the time and the quality of the classroom management course should be increased, and more emphasis should be placed on the management of student-teacher relations in this course.

5. Durign pre-service teacher education, faculties and practice schools should work more closely together so that teacher candidates can obtain more experience in classroom management, student-teacher relations, and school classroom climate during the teaching practice process.
6. In light of the study results, it is revealed that a well-positioned classroom disciplinary climate will increase student-teacher relationship and promote job satisfaction. It probably will increase general outcomes of schools. Therefore, efforts of all stakeholders of the school are necessary to create and maintain a positive classroom disciplinary climate.

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APPENDICES

PERMIT DOCUMENTS

Appendix- 1: Ethics Committee Report

Evrak Tarih ve Sayısı: 04.10.2021-92855

T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Sayı : E-97132852-302.14.01-92855 04.10.2021
Konu : Etik Kurul Değerlendirmesi

EĞİTİM BİLİMLERİ ANABİLİM DALINA

Anabilim Dalınız Öğretim Üyesi Prof. Dr.Muhammed TURHAN'ın danışmanı olduğu yüksek lisans öğrencisi Shoeebullah Shija'ya ait **"The Relationships Among Student-Teacher Relations, Clasroom Disciplinary Climate And Teachers Job Satisfaction - A Study On TALIS 2018"** konulu çalışma ile ilgili Etik Kurul Kararı ekte sunulmuştur.

Gereğini ve bilgilerinizi rica ederim.

Prof. Dr. Mehmet Nuri GÖMLEKSİZ
Kurul Başkanı

Bu belge, güvenli elektronik İmza ile imzalanmıştır.
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ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACILARIN ADI SOYADI
30.09.2021	20	9	Sorumlu Araştırmacı : Prof. Dr. Muhammed TURHAN Yardımcı Araştırmacı: Shoeebullah Shiija

KARAR

"The Relationships Among Student-Teacher Relations, Clasroom Disciplinary Climate And Teachers Job Satisfaction –A Study On TALIS 2018" konulu çalışma etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

Prof. Dr. Mehmet Nuri GÖMLEKSİZ (Başkan)			
Prof. Dr. Sebahattin DEVECİOĞLU (Üye)	İmza	Doç. Dr. Rıfat BİLGİN (Üye)	İmza
Prof. Dr. Süleyman İLHAN (Üye)	İmza	Doç.Dr. Haki PEŞMAN (Üye)	İmza
Prof. Dr. Erkan Turan DEMİREL (Üye)	İmza	Doç.Dr. Yunus Emre KARAKAYA	İmza

Appendix- 2: Research Certificate

53. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
a)	The advantages of being a teacher clearly outweigh the disadvantages.	☐ 1	☐ 2	☐ 3	☐ 4
b)	If I could decide again, I would still choose to work as a teacher.	☐ 1	☐ 2	☐ 3	☐ 4
c)	I would like to change to another school if that were possible.	☐ 1	☐ 2	☐ 3	☐ 4
d)	I regret that I decided to become a teacher.	☐ 1	☐ 2	☐ 3	☐ 4
e)	I enjoy working at this school.	☐ 1	☐ 2	☐ 3	☐ 4
f)	I wonder whether it would have been better to choose another profession.	☐ 1	☐ 2	☐ 3	☐ 4
g)	I would recommend this school as a good place to work.	☐ 1	☐ 2	☐ 3	☐ 4
h)	I think that the teaching profession is valued in society.	☐ 1	☐ 2	☐ 3	☐ 4
i)	I am satisfied with my performance in this school.	☐ 1	☐ 2	☐ 3	☐ 4
j)	All in all, I am satisfied with my job.	☐ 1	☐ 2	☐ 3	☐ 4

54. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
a)	I am satisfied with the salary I receive for my work.	☐ 1	☐ 2	☐ 3	☐ 4
b)	Apart from my salary, I am satisfied with the terms of my teaching <contract/employment> (e.g. benefits, work schedule).	☐ 1	☐ 2	☐ 3	☐ 4
c)	Teachers' views are valued by policymakers in this country/region.	☐ 1	☐ 2	☐ 3	☐ 4
d)	Teachers can influence educational policy in this country/region.	☐ 1	☐ 2	☐ 3	☐ 4
e)	Teachers are valued by the media in this country/region.	☐ 1	☐ 2	☐ 3	☐ 4

school issues. ..... ☐1

e) There is a collaborative school culture which is characterised by mutual support. ..... ☐1

f) The school staff share a common set of beliefs about teaching and learning. ..... ☐1

g) The school staff enforces rules for student behaviour consistently throughout the school. ..... ☐1

h) This school encourages staff to lead new initiatives. ..... ☐1

49. How strongly do you agree or disagree with the following state happens in this school?

Please mark one choice in each row.

	Strongly disagree
a) Teachers and students usually get on well with each other.	☐1
b) Most teachers believe that the students' well-being is important.	☐1
c) Most teachers are interested in what students have to say.	☐1
d) If a student needs extra assistance, the school provides it.	☐1
e) Teachers can rely on each other.	☐1

50. For how many more years do you want to continue to work as

Please write a number.

☐☐ Years

40. How strongly do you agree or disagree that you have contro your planning and teaching in this <target class>?

Please mark one choice in each row.

		Stron disag
a)	Determining course content	☐
b)	Selecting teaching methods	☐
c)	Assessing students' learning	☐
d)	Disciplining students	☐
e)	Determining the amount of homework to be assigned	☐

41. How strongly do you agree or disagree with the following st class>?

Please mark one choice in each row.

		Stron disag
a)	When the lesson begins, I have to wait quite a long time for students to quieten down.	☐
b)	Students in this class take care to create a pleasant learning atmosphere.	☐
c)	I lose quite a lot of time because of students interrupting the lesson.	☐
d)	There is much disruptive noise in this classroom.	☐

Page 22 – TALIS **Teacher** Questionnaire – [<ISCED 2011 level x> or PISA schools] (MS-TQ-[X])

Appendix-3: Graduate Thesis Similarity Report

T.C.
FIRAT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

FORM 20

LİSANSÜSTÜ TEZ BENZERLİK RAPORU

I – ÖĞRENCİ BİLGİLERİ

Adı ve Soyadı	Shoeebullah SHIJA — Öğrenci No:191402109
Bilim Dalı	EYT
Programı	☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Doktora

II – TEZ BİLGİLERİ

Tez Başlığı (Enstitü Tescilli)	The Examining Associations between Student-Teacher Relationships, Classroom Disciplinary Climate and Job Satisfaction
Danışman	Prof. Dr. Muhammed TURHAN
II. Danışman	

III - ENSTİTÜ BENZERLİK RAPORU

Yukarıda bilgileri verilen öğrencimizin tezi, CD ortamında MSWORD ve PDF formatında vermiş olduğu kopyaları kullanılarak aşağıda belirtilen filtreler uygulanmak suretiyle TURNİTİN intihal tespit programında analiz edilmiştir:

1. **Kaynaklar bölümü hariç**
2. **Özet ve Abstract dâhil, diğer ön bölümler hariç**
3. **Alıntılar dâhil**
4. **Benzerlik oranı %1 ve üzeri ise dâhil**

İntihal tespit programının üretmiş olduğu rapora göre ilgili tezin benzerlik oranı

Tez savunma sınavından önce taranan sayfa sayısı (69)	**%22**
Tez Savunma Sınavından sonra taranan sayfa sayısı (69)	**%19**

değerlerine sahip olup Enstitümüzce uygulanan kabul edilebilir üst sınır **%25**'dir.

Kontrol Personeli **Celal YILMAZ** **Bilgisayar İşletmeni**	**Tez, veri tabanına saklanmıştır.** ☐ **Saklanmamıştır.** ☐	06/03/2023 İmza

Sınav Jüri Üyesi — Düşünce: — İmza

(Unvanı, Adı ve Soyadı)

AÇIKLAMA

1. Form öğrenci tarafından bilgisayar ortamında doldurulur ve üst yazı ekinde savunma sınavı jüri üyelerine gönderilir.
2. Her bir jüri üyesi bu raporu dikkate alarak Tez Bireysel Değerlendirme Formu'nda ve bu formda ilgili alanları doldurmalıdır.

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