

# Investigation of teachers' perceptions of work engagement through some variables<sup>1</sup>

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## ABSTRACT

Increasing the energy that employees have towards their work has become an important issue today. As in every field, it has started to feel compulsory in the education sector. The work engagement is to transfer the desire and energy of the teacher to his work. It will only be possible for the teacher to feel attracted to his job in an educational atmosphere where the person is supported. For this reason, this study was carried out in order to examine the perceptions of teachers working in primary and secondary schools about work engagement. The sampling of the descriptive survey model consists of 747 teachers selected from the public elementary schools in the central district of Elazığ using the stratified sampling method. In order to create the data of the research, the "work engagement" scale was used. As a result of the research are examined, a significant difference was found between the variables of gender, branch, graduated school, seniority and age according to the opinions of teachers about the "Vigor" sub-dimension. According to the opinions of teachers belonging to the sub-dimension of "devotion", a significant difference was found between the variables of school, seniority and age. In the "concentration" sub-dimension, a significant difference was found between the variables of branch, seniority and age. The levels of attractiveness towards their work in the schools, in which the teachers worked, resulted in a positive level.

**Keywords:** Work engagement, primary school, teachers.

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## INTRODUCTION

Education in particular affects individuals in general as a whole. If the education and training process is carried out in a healthy way, the society will be affected positively and if it cannot be executed, it will be affected negatively (Ertürk, 1992). The role of education in creating a better society is well defined in the literature (Kaya and Akdemir, 2016). The most important actors of this process are teachers. This is because teachers are direct performers of the ultimate goals of education (Köse, 2015: 10). The behaviors that teachers and school administrators exhibit in the school environment primarily affect themselves and then student parents etc. it will affect other stakeholders of the school. The teachers of the school may have a positively formed business atmosphere in the organization they belong to where they feel comfortable, and on the contrary, they can have an oppressive, boring business atmosphere.

School administrators and teachers are the main determinants of the energetic work towards the employees of the schools. School administrators should ensure that teachers are willing and embraced for their work, and they also feel that their work is meaningful. In addition, it should offer some opportunities to increase teachers' performances and efficiency, which will enable them to do their jobs with love and desire, and make working conditions favorable for work. In addition, an atmosphere that will reveal the talents and creativity of the employees should be created (Akdemir, 2019; Ayık et al., 2015). The biggest weapons of school management in creating this atmosphere are that they have open communication with all the stakeholders of the school, show supportive attitudes to teachers, hold meetings that cover all of the teachers, take the opinions of teachers while making decisions, and show that they are

supportive (Yılmaz and Izgar, 2009). However, school administrators' efforts in this direction are not sufficient alone. Teachers should feel volunteer and willing to innovate, feeling that they are a stakeholder of the school. With the joint efforts of teachers and administrators, the desired environment will be created and a school will be created where teachers are attracted to their work.

There is no definition in Turkish use, which is agreed upon on the concept of "job loyalty", "dedication to work" and "devotion to work" (Ersoy, 2013). There is no common recognition in the Turkish literature yet. There have been difficulties in translating the concept of work engagement from English to Turkish. Even though there are problems, the consensus of this concept, which has not been reached yet, has been determined as "work engagement". In the literature, this concept is used under different names; passion for work (Turgut, 2011), devotion to work (Taştan, 2014), engagement in the work (Güneşer, 2007; Özkalp and Meydan, 2015), sink into work (Öner, 2008), passion for work (Özsoy et al., 2013). In this study, this concept has been used as "work engagement". This concept, which is the subject of work engagement, was used in different names and places in history. Although the concept of work engagement was first mentioned in the work of Kahn in 1990, it is seen that the foundations of this concept were laid in the works of Goffman, Kahn Maslach and Leither. Goffman defines this concept as self-energizing, adopting the role, being chosen, and visibly, active interest, commitment, or spontaneous participation in the behavior that that role imposes on the person (Goffman, 1959). In Kahn, which was influenced by Goffman, he explained the concept of work engagement with his roles in the business life, and work engagement was defined as "dedicating members of the organization to their roles". According to Turgut (2013), work engagement is a passion that involves facts such as "*having high energy and effort in the work activity process, finding meaning in work activity, enthusiasm, inspiration, pride, and focusing on work activities easily and for a long time*". (Schaufeli and Bakker, 2004: 295). There are three sub-dimensions of attracting work: vigor, dedication and condensation (Schaufeli et al., 2002: 74). Vigor, one of the dimensions of attracting work, is more concerned with the mind. It is a person's willingness to direct this energy to her/his work, standing upright against difficulties and voluntarily trying to work without any coercion (Schaufeli et al., 2002: 74). Dedication definition includes devotion, sense of meaning, enthusiasm, inspiration, feelings of honor and challenge. It refers to the inability to remain indifferent to one's job. He/she finds his/her job valuable and gives importance. For this reason, he/she has interest in his/her work (Schaufeli et al., 2002: 74). Condensation is expressed as "burial" in some sources. People who are completely immersed in their work cannot understand how time passes and express that they have difficulty in quitting

their job. These people are fully focused on their work. Despite all the difficulties, they maintain this situation (Schaufeli and Bakker, 2004: 295). There are individual and organizational reasons that are affected by the three-dimensional work engagement. Among the individual factors, the individual knows himself well, evaluates the time given, cares about his personal development, knows his capacity, has sufficient knowledge about his job, is connected to his institution, has motivating elements, has an emotional bond to his institution, organizes his own goals. The features such as the organization's adoption of its objectives by not seeing it higher than its aim can be counted (Çakıl, 2011: 37, 38). Establishing a fair reward system within the organization, ensuring the equal distribution and control of the work distribution of individuals, supporting employees by enabling them, ensuring fair leadership, corporate culture, mission and vision, passing on their employees, providing feedback about the work they do, ensuring the health and safety of the workplace. Factors such as economically comforting the employee and supporting the employee of the organization can be counted among the organizational factors affecting the work attractiveness (Çakıl, 2011: 37, 38; Wollard and Shuck, 2011: 433).

Unfortunately, the concept of job attraction, which is vital in business life, is a deficiency seen in schools. In many educational institutions, it is possible to directly observe in the research results and in the schools that have the kitchen of the work, that the staff do not have a commitment and energy to their jobs, they do what they do because they have to become a ritual now, and that they do not have a comfortable working atmosphere. But schools also need teachers who dedicate themselves to their jobs, spend their energy on their jobs, feel energetic, establish a bond between their duties and themselves, or they are attracted to their jobs (Bakker and Lieter, 2010). In this study, determining perceptions of teachers working in primary and secondary schools to work is considered as a problem.

The concept of being attracted to work has recently been a concept of interest in our country. When the literature is analyzed, it is seen that there is not enough research on the concept of work engagement and variety. It is seen that the studies are mainly sectoral. The fact that this concept, which expresses its energy against the work of the teacher, has not been adequately examined in educational institutions has been seen as a drawback. For this reason, it is thought that the data that will be obtained at the end of the research will fill these deficiencies and shed light on other people who are interested in the subject. From this point of view, it will contribute to the literature with the diversity of the sample as well as being up-to-date and diverse, examining the opinions of the teachers about being attracted to work in the institution they work in, revealing the relevant findings and developing suggestions. In the framework of the stated problem and importance, the aim of this study is to

evaluate the opinions of teachers about the concept of being attracted to work. Along with this main purpose, the following sub-goals are created:

1. Teachers within the scope of the research; what is their perception of work engagement in their schools?
2. Teachers' perception of Work Engagement within the scope of the research:

- a) Gender,
- b) Educational status,
- c) Professional seniority,
- d) Age
- e) Does the education region where the school he/she teaches differs in terms of its variables?

## METHODOLOGY

This research, which aims to evaluate the opinions of teachers about the work engagement situation in their own schools, is a descriptive study in the screening model. The screening model is research approaches that try to explain a situation that exists in the past or present. The event, individual or object that is the subject of the research is tried to be identified without being changed as it is. General screening models, in a universe consisting of a large number of elements, are the screening arrangements made on the whole universe or a group, sample or sample to be taken from it (Karasar, 2007).

### Study group

In determining the study group, sampling was made from the universe. Stratified sampling, which is one of the random sampling methods, was used in the sample

group of 747 teachers working in educational areas with different social, economic and cultural characteristics in the city center of Elazığ. This method was chosen because it is a method that will best meet the purpose of the research. This is because there are important plates for the sample to be used in the study universe. In this method, there are some substrates in the universe and they are studied within the framework of the specified universe (Yıldırım and Şimşek, 2013). By obtaining the necessary permissions from the relevant institutions, implementation was carried out in the 2018-2019 academic year. (Table 1)

### Data collection tools

In this research, "work engagement" scale was used which developed by Schaufeli et al. (2002), which was translated in Turkish by Turgut (2011), consists of 17 items. The questionnaire was prepared as a five-point Likert (1-strongly disagree, 5-strongly agree) grading scale and used in accordance with the original. In addition, personal information (gender-age-professional seniority-branch-education status, education region) was added. Validity and reliability analyzes of the scale were made by Turgut (2011). In the validity test, the power of explaining the concept of work engagement was obtained as 62.21% and each statement was placed under the predicted factor with a weight of over 0.50. Thus, no expression had to be eliminated. In this study, the Cronbach Alpha internal consistency coefficients of the Vigor, devotion and condensation dimensions were calculated as 0.851, 0.854 and 0.865, respectively. The Cronbach alpha coefficient for all the items of the scale was found to be 0.934 for the work engagement Scale, showing that the scale's reliability was high due to internal consistency.

**Table 1.** Distribution of the planned sample in the layers.

Layer name	Universe (teacher)	Sample (teacher)
Zone1	670	184
Zone2	437	125
Zone3	411	116
Zone4	442	117
Zone5	731	205

### Data analysis

In the research, the normality test was applied to test whether the research was normally distributed or not. According to the results of this test, it was decided to perform parametric or nonparametric tests in data analysis.

When the Skewness and Kurtosis values in Table 2 are examined, it is seen that all the scale and sub-dimensions used in the research are between  $\pm 2$  values. In the literature, when Skewness and Kurtosis values are between  $\pm 2$ , it indicates that the data show normal distribution (George and Mallery, 2003). The scales show normal distribution with the results obtained and literature

**Table 2.** Skewness and kurtosis values of scales and sub-dimensions.

Scale and sub-dimension	Skewness	Kurtosis
Work engagement scale	-.998	1.725
Vigor	-1.134	1.541
Dedication	1.366	1.864
Condensation	-.954	1.371

information. For this reason, statistical parametric tests were used while analyzing the data. For this reason, independent groups t-test and one-way analysis of variance F test were used in order to test the significance of the differences between the two averages, frequency, percentage, arithmetic mean, standard deviation, and two mean. In t-test, confidence level was accepted as  $p < .05$ . In order to reveal the significance of the differences between the averages of more than two, if the significant difference is determined as a result of the F test, the Scheffe test was used to indicate the source of this difference.

## FINDINGS

As seen in Table 3, it is seen that the average of the teachers' participating in the research is "agree" ( $\bar{X} = 3.81$ ), Opinions of the teachers regarding the sub-dimensions of the levels of work engagement are; vigor dimension ( $\bar{x} = 3.66$  - agree), dedication dimension ( $\bar{x} = 3.96$  - agree), condensation dimension ( $\bar{x} = 3.83$  - agree). According to the findings, the sub-dimensions of the work engagement scale resulted positively at the same level of "agree".

As shown in Table 4, according to the t-test results conducted to determine whether there is a meaningful difference in terms of gender variable in the sub-dimensions of work engagement scale, it was concluded that there was a statistically significant difference only in the vigor sub-dimension.

When looking at the average of the teachers' views in the vigor dimension, a statistically significant difference was found according to the gender variable ( $t = 2.676$ ;  $p = 0.008 < 0.05$ ). The scores of female employees in the vigor dimension ( $\bar{X} = 3.74$ ), are higher than the scores of male employees for vigor ( $\bar{X} = 3.59$ ) According to this data, female teachers' perception of vigor is higher than male teachers.

The statistical significance was found as a result of one-way analysis of variance between groups in order to reveal whether there is a meaningful difference in the score of the Vigor scale in terms of vigor dimension according to the school variable graduated ( $F = 5.679$ ;  $p = 0.004$ ). Post-hoc test was carried out to understand between which groups the existing differences are. It was observed that the teachers whose graduate school was

when the opinions of the teachers regarding the dedication dimension are analyzed, no statistically significant ( $t = 0.342$ ;  $p = 0.732 < 0.05$ ) was determined according to the data obtained. When the statistical figures are analyzed, the mean scores of female participants ( $\bar{X} = 3.98$ ) and male participants ( $\bar{X} = 3.96$ ) resulted in the level of agree.

When the opinions of the teachers regarding the concentration dimension are examined, statistically significant ( $t = 1.749$ ;  $p = 0.081 < 0.05$ ) was not determined according to the data obtained. When the statistical figures are analyzed, the mean scores of female participants ( $\bar{X} = 3.89$ ) and male participants ( $\bar{X} = 3.79$ ) resulted in the level of agree.

As shown in Table 5, according to the results of the t-test conducted to determine whether there is a significant difference in the sub-dimensions of the work engagement scale in terms of the branch variable, there was a statistically significant difference in the vigor and condensation sub-dimensions.

When looking at the average of teachers' vigor dimension, a statistically significant difference was revealed according to the branch variable ( $t = .603$ ;  $p = 0.547$ ). According to these results, it was found that Class teachers ( $\bar{X} = 3.73$ ), had higher views on vigor than the branch teachers ( $\bar{X} = 3.57$ ).

There was no significant difference ( $t = 1.154$ ,  $p = 0.249$ ) between teachers' views on devotional sub-dimension, according to the branch variable. Classroom teachers ( $\bar{X} = 3.99$ ), and branch teachers ( $\bar{X} = 3.92$ ) reported opinions in the same direction.

When the scores obtained from the teachers' views on the condensation sub-dimension are analyzed, a statistically significant difference was determined according to the branch variable ( $t = 3.473$ ;  $p = 0.001$ ). It was concluded that classroom teachers ( $\bar{X} = 3.91$ ) experienced higher condensation sub-dimensions of work engagement in employment, compared to branch teachers ( $\bar{X} = 3.72$ ).

"Other" ( $\bar{X} = 4.01$ ) were higher than the teachers who graduated from the school "education faculty" ( $\bar{X} = 3.63$ ) and the graduated school science and literature faculty ( $\bar{X} = 3.66$ ).

When Table 6 is analyzed, a significant difference was found between teachers' views on devotional sub-dimension according to the school variable graduated ( $F = 7.340$ ,  $p = 0.001$ ). The average of the teachers who

**Table 3.** Teachers' opinions about level of work engagement.

Work engagement sub-dimension	n	$\bar{X}$	ss
Vigor	747	3.66	.78941
Dedication	747	3.96	.78798
Condensation	747	3.83	.75676
Work engagement scale	747	3.81	.70222

**Table 4.** Independent groups t-test results of the opinions of the participants' regarding the sub-dimensions of work engagement scale by gender variable.

Sub-dimension	Gender	n	$\bar{X}$	ss	sd	t	p
Vigor	Male	394	3.59	.75	745	2.676	.008*
	Female	353	3.74	.85			
Dedication	Male	394	3.96	.75	745	.342	.732
	Female	353	3.98	.82			
Condensation	Male	394	3.79	.74	745	1.749	.081
	Female	353	3.89	.77			

**Table 5.** Independent groups t-test results of participants' opinions regarding sub-dimensions of work engagement scale by branch variable.

Sub-dimension	Branch	n	$\bar{X}$	ss	sd	t	p
Vigor	Class T.	443	3.73	.78	745	2.720	.007*
	Branch T.	304	3.57	.73			
Dedication	Class T.	443	3.99	.78	745	1.154	.249
	Branch T	304	3.92	.79			
Condensation	Class T.	443	3.91	.76	745	3.473	.001*
	Branch T	304	3.72	.73			

graduated from the faculty of education ( $\bar{X} = 3.96$ ) and the average of the teachers who graduated from the Faculty of Arts and Sciences ( $\bar{X} = 3.88$ ) were lower than the average points of the teachers who graduated from other faculties ( $\bar{X} = 4.34$ ).

There was no significance as a result of the anova test performed to determine whether there was any significance among the opinions of the teachers regarding the condensation sub-dimension ( $F = 2.836$ ,  $p = 0.059$ ). Considering this data, the perceptions of teachers who graduated from the Faculty of Education ( $\bar{X} = 3.82$ ), teachers who graduated from the Faculty of Science ( $\bar{X} = 3.81$ ) and teachers ( $\bar{X} = 4.07$ ) who graduated from other faculties are in the same direction.

As a result of the one-way analysis of variance between groups in order to reveal whether there is a significant difference according to the seniority variable in the vigor sub-dimension of the Work engagement scale

( $F = 8.746$ ;  $p = 0.000$ ). Post-hoc test was carried out to understand which groups exist between the existing differences. Teachers with a significant difference of "1-5" years ( $\bar{X} = 3.54$ ) and teachers with a seniority of "6-10" ( $\bar{X} = 3.34$ ) and teachers of "16-20" years ( $\bar{X} = 3.75$ ) and a seniority of "21+" years ( $\bar{X} = 3.81$ ) It was determined that among the teachers. According to this, the opinions of the teachers with high seniority regarding the vigor dimension of the levels of attractiveness towards their work are higher.

When Table 7 is analyzed, there is a significant difference between teachers' views on devotional sub-dimension according to the seniority variable ( $F = 6.008$ ,  $p = 0.000$ ). Post-hoc test was carried out to understand which groups exist between the existing differences. Teachers with a significant difference of "1-5" years ( $\bar{X} = 3.86$ ) and teachers with a seniority of "6-10" ( $\bar{X} = 3.70$ ) and teachers of "16-20" years ( $\bar{X} = 4.07$ ) and a seniority

**Table 6.** Sub-dimensions of work engagement according to the graduated school variable.

Sub-dimension	Graduated School	n	$\bar{X}$	ss	Source of Variance	Sum of Squares	Sd	Average of Squares	F	p	Differ
Vigor	Faculty of Education	499	3.63	.79	Between Groups	6.990	2	3.495	5.679	.004*	1-3 2-3
	Science Literature	194	3.66	.78	Within Groups	457.896	744	.615			
	Other	54	4.01	.65							
Dedication	Faculty of Education	499	3.96	.79	Between Groups	8.962	2	4.481	7.340	.001*	1-3 2-3
	Science Literature	194	3.88	.81	Within Groups	454.234	744	.611			
	Other	54	4.34	.51							
Condensation	Faculty of Education	499	3.82	.74	Between Groups	3.232	2	1.616	2.836	.059	Yok
	Science Literature	194	3.81	.80	Within Groups	423.995	744	.570			
	Other	54	4.07	.67							

**Table 7.** Results of variance analysis of participants' opinions regarding sub-dimensions of work engagement scale according to seniority variable

Sub-dimension	Seniority	n	$\bar{X}$	ss	Source of Variance	Sum of Squares	Sd	Average of Squares	F	p	Differ
Vigor	1-5 Years	103	3.54	.76	Between Groups	20.932	4	5.233	8.746	.000*	1-4 1-5 2-4 2-5
	6-10 Years	119	3.34	.84	Within Groups	443.954	742	.598			
	11-15 Years	112	3.65	.75							
	16-20 Years	131	3.75	.71							
	21+ Years	282	3.81	.77							
Dedication	1-5 Years	103	3.86	.89	Between Groups	14.533	4	3.633	6.008	.000*	1-4 1-5 2-4 2-5
	6-10 Years	119	3.70	.83	Within Groups	448.664	742	.605			
	11-15 Years	112	3.94	.74							
	16-20 Years	131	4.07	.66							
	21+ Years	139	4.08	.76							
Condensation	1-5 Years	103	3.67	.79	Between Groups	15.063	4	3.759	6.767	.000*	1-5 2-5
	6-10 Years	119	3.64	.72	Within Groups	412.190	742	.556			
	11-15 Years	112	3.74	.71							
	16-20 Years	131	3.88	.72							
	21+ Years	282	3.99	.75							

of "21+" years ( $\bar{X} = 4.08$ ) It was determined that among the teachers. According to this, teachers with high seniority have higher levels of dedication to their jobs in the school where they work, as well as in the sense of vigor.

Significance was determined as a result of the ANOVA test conducted to determine whether there was any significance among the teacher opinions regarding the condensation sub-dimension according to the seniority variable ( $F = 6.767, p = 0.00$ ). According to these results, it was determined that the significant difference was between the teachers with seniority "1-5" years ( $\bar{X} = 3.67$ ) and teachers with seniority "6-10" ( $\bar{X} =$

3.64) and teachers with seniority "21+" years ( $\bar{X} = 3.99$ ). Accordingly, teachers with higher seniority have higher condensation on their job than teachers with low seniority.

As shown In Table 8, according to the results of variance analysis conducted to determine whether there is a significant difference in the sub-dimensions of the work engagement scale, in terms of age variable, it is concluded that there is a statistically significant difference in all sub-dimensions.

It was found statistically significant according to the results of one-way analysis of variance between the groups, which was conducted to

reveal whether there was a significant difference in the vigor dimension of the Work engagement scale ( $F = 13.217; p = 0.000$ ). Post-hoc test was carried out to understand which groups exist between the existing differences. Significant difference; Teachers aged between "18-24" ( $\bar{X} = 2.97$ ) and teachers aged between "25-31" ( $\bar{X} = 3.43$ ), teachers aged "32-38" ( $\bar{X} = 3.72$ ), teachers aged "38-45" ( $\bar{X} = 3.78$ ), teachers whose age is more than "46+" years ( $\bar{X} = 3.76$ ), teachers who are between "25-31" ( $\bar{X} = 3.43$ ), and teachers aged "18-24" ( $\bar{X} = 2.97$ ), whose age is between "32-38" ( $\bar{X} = 3.43$ ), teachers aged between "18-24" ( $\bar{X} = 2.97$ ), teachers aged between "32-38"

**Table 8.** Results of variance analysis of the opinions of the participants about the sub-dimensions of work engagement scale by age variable

Sub-dimension	Age	n	$\bar{X}$	ss	Source of Variance	Sum of Squares	Sd	Average of Squares	F	p	Differ
Vigor	18-24	40	2.97	.86	Between Groups	30.921	4	7.730	13.217	.000*	1-2
	25-31	116	3.43	.77	Within Groups	433.965	742	.585			1-3
	32-38	148	3.72	.73							1-4
	38-45	211	3.78	.69							1-5
											2-1
											2-2
											2-3
											2-4
											2-5
		46+	232	3.76	.81						
Dedication	18-24	40	3.43	.93	Between Groups	19.087	4	4.772	7.972	.000*	1-3
	25-31	116	3.78	.87	Within Groups	444.110	742	.599			1-4
	32-38	148	4.00	.72							1-5
	38-45	211	4.05	.64							2-5
	46+	232	4.06	.83							
Condensation	18-24	40	3.34	.93	Between Groups	15.089	4	3.772	6.792	.000*	
	25-31	116	3.73	.69	Within Groups	412.138	742	.555			1-3
	32-38	148	3.79	.66							1-4
	38-45	211	3.90	.68							1-5
	46+	232	3.94	.82							

( $\bar{X} = 3.72$ ), teachers who are "38-45" ( $\bar{X} = 3.78$ ), and teachers who are more than "46+" years ( $\bar{X} = 3.76$ ). Accordingly, the views of teachers with high age regarding the vigor dimension of the scale of work engagement have been concluded at a higher level.

When Table 8 is analyzed, there is a significant difference among teachers' opinions about devotional sub-dimension according to age variable ( $F = 7.972$ ,  $p = 0.000$ ). Significant difference; teachers between the age of "18-24" ( $\bar{X}=3.43$ ) and teachers between the age of "32-38" ( $\bar{X} = 4.00$ ), teachers between the age of "38-45" ( $\bar{X} = 4.05$ ) and the age of more than "46+" years ( $\bar{X}=4.06$ ) It was determined that it was between teachers, and between teachers ( whose age was "25-31" ( $\bar{X} = 3.78$ ) and teachers whose age was "46+" years ( $\bar{X} = 4.06$ ). Accordingly, the opinions

of teachers with high age regarding the dedication dimension of the scale of work engagement have been concluded at a higher level.

Significance was determined as a result of the ANOVA test performed to determine whether there was a significant difference between the opinions of the teachers regarding the condensation sub-dimension according to the age variable ( $F = 6.792$ ,  $p = 0.000$ ). According to these results, significant difference; Teachers between the age of "18-24" ( $\bar{X} = 3.34$ ), teachers between the age of "32-38" ( $\bar{X} = 3.79$ ), teachers between the age of "38-45" ( $\bar{X} = 3.90$ ) and the age of more than "46+" years ( $\bar{X} = 3.94$ ) It was determined that it was among the teachers. As in other dimensions, teachers with higher age have higher views than teachers with lower age.

As shown in Table 9, according to the results of

one-way analysis of variance between the groups conducted in order to reveal whether there is a significant difference in the six dimensions of the Work engagement Scale according to the region variable, no statistically significant difference was found in any dimension. Accordingly, it was observed that there was no significant difference between the views of teachers working in the central region of Elazığ in terms of vigor ( $F = 1.193$ ;  $p = 0.312$ ), devotion ( $F = 1.110$ ;  $p = 0.356$ ) and concentration ( $F = 956$ ;  $p = 0.431$ ) sub-dimensions.

According to these results, teachers in the "Zone1" ( $\bar{X}=3.62$ ), teachers in the "Zone2" ( $\bar{X}=3.73$ ), teachers in the "Zone 3" ( $\bar{X} = 3.65$ ), teachers in the "Zone4" ( $\bar{X} = 3.57$ ), teachers in the "Zone 5" ( $\bar{X} = 3.73$ ) scores resulted in "agree" level.

**Table 9.** Variance analysis results of the opinions of the participants regarding the sub-dimensions of work engagement scale according to the education zone variable.

Sub-dimension	Zone	n	$\bar{X}$	ss	Source of Variance	Sum of Squares	Sd	Average of Squares	F	p	Differ
Vigor	Zone 1	184	3.62	.85	Between Groups	2.972	4	.763	1.193	.312	No
	Zone 2	125	3.73	.71	Within Groups	461.915	742	.623			
	Zone 3	116	3.65	.85							
	Zone 4	117	3.57	.70							
	Zone 5	205	3.73	.77							
Dedication	Zone 1	188	3.97	.79	Between Groups	2.730	4	.682	1.100	.356	No
	Zone 2	129	3.96	.80	Within Groups	460.467	742	.621			
	Zone 3	119	3.92	.75							
	Zone 4	122	3.86	.75							
	Zone 5	210	4.04	.80							
Condensation	Zone 1	188	3.78	.83	Between Groups	2.190	4	.548	.956	.431	No
	Zone 2	129	3.87	.67	Within Groups	425.037	742	.573			
	Zone 3	119	3.83	.75							
	Zone 4	122	3.76	.71							
	Zone 5	210	3.90	.75							



Considering Table 9, teachers in the "Zone1" ( $\bar{X} = 3.97$ ), teachers in the "Zone2" ( $\bar{X} = 3.96$ ), teachers in the "Zone3" ( $\bar{X} = 3.92$ ), teachers in the "Zone4" ( $\bar{X} = 3.86$ ), teachers in the "Zone5" ( $\bar{X} = 4.04$ ) dedication scores have also been concluded at the level of "I agree".

Finally, considering the scores in the condensation dimension, the teachers in the "Zone1" ( $\bar{X} = 3.78$ ), teachers in the "Zone2" ( $\bar{X} = 3.87$ ), teachers in the "Zone3" ( $\bar{X} = 3.83$ ), teachers in the "Zone4" ( $\bar{X} = 3.76$ ), teachers in the "Zone5" ( $\bar{X} = 3.90$ ) scores have also been concluded at the level of "I agree".

## CONCLUSION AND SUGGESTIONS

Considering the results of the research, the opinions of the teachers regarding their work engagement have been sufficiently level concluded. In addition, all the sub-dimensions related to work engagement have been sufficiently concluded. Although the three dimensions sufficiently result, the dedication dimension was scored higher than the other dimensions. In the study carried out by Demir (2011), the level of engagement in the whole work was concluded in line with the "Agree" level.

According to the findings obtained, it was determined that the opinions about the "vigor" sub-dimension of the work engagement scale applied to evaluate the levels of job recruitment of teachers differ significantly in terms of gender, branch, seniority, age, graduated school, and education zone where only teachers work. There was no significant difference in the variable. In this case, it can be said that female teachers feel more vigorous about their work in the school where they work, compared to male teachers. Again, it was concluded that teachers with higher ages feel more vigorous than teachers in the young age group. Teachers who graduate from the Faculty of Science and Education (other departments) are more likely to be vigorous in terms of their work engagement than teachers who graduated from the Faculty of Science and Education. This situation has created an interest for graduate teacher in which departments they have graduated from. It was concluded that teachers with higher seniority feel more vigorous in the school where they work, compared to teachers with low seniority. Class teachers stated that they felt more vigorous in terms of attracting to work than branch teachers. According to the results of the study, it is an unexpected result at the beginning of the study that teachers who have high seniority and age feel themselves more vigorous. Because the young teachers' being new in the task, being stronger both physically and mentally, created the expectation that they would be more vigorous in the school where they work. In this case, it can be said that feeling more vigorous in the workplace is not only a situation that can be explained with age, but also having positive feelings about experience and work may have an impact on being vigorous towards work. As women are more vigorous in

the workplace than men, it can be explained by the fact that female teachers love the work they do and are constantly active in home life

It was observed that the opinions of the participants regarding the "dedication" sub-dimension differ only by the graduate school, age and seniority variable. In this sub-dimension, no differences were found among teachers' views in terms of gender, branch and education region. Looking at the mean scores of the variables with significant differences, devotional subscale and vigor subscale scores are similar. Because, teachers with higher age than teachers with low age, teachers with high seniority, teachers who graduate from other departments, teachers who graduate from science literature departments have higher levels of dedication to work in terms of school employment.

According to the opinions of the participants regarding the "condensation" sub-dimension, it was determined that there was a significant difference according to the variables of branch, seniority, age, graduated school, and no significant difference was found in the education region and gender variables where only teachers work. According to these results, according to the teachers of the classroom, according to the teachers of high age, the teachers of lower age, the teachers with higher seniority, the teachers with lower seniority, teachers who graduate from other departments, according to the teachers who graduated from the Faculty of Science and Education, Concentration against work is higher in terms of attractiveness.

In short, in the research, the opinions of the teachers regarding the levels of work engagement are sufficient both in general and in all dimensions. In addition, the opinions of teachers differed significantly in terms of gender, branch, seniority, age, school graduates in the sub-dimension of "Vigor", while in the sub-dimensions of school, age, seniority and "Concentration" sub-dimensions in the sub-dimensions of branch, seniority, age differed according to the school variables graduated. Studies in the literature that contain similarities or differences with the results of the study can be listed as follows: In a study conducted by Sezen (2014) to investigate the relationship between teachers' work integration and loneliness in work life, there was a negative and low-power relationship between work recovery and loneliness in work life, but no difference was found according to gender. Significance was observed in terms of age variable. Demirel (2014) revealed that the levels of engagement (attraction) did not make a significant difference in terms of educational status and service time variables. In another study conducted by Köse (2015), it was found that the level of engagement in the job was "Agree" across the scale, while the "Agree" level was observed in the sub-dimensions of the view of work and attendance. It has been concluded that the level of engagement in work (employment temptation) varies significantly according to the variables of gender, educational status, and

significance is determined according to the duration of service variable. In the study conducted by Özer et al. (2015) with 414 healthcare professionals, the rate of recruitment of employees varies according to gender and education level, and the recruitment status of men is higher than that of women and those with a graduate level of education. It was concluded that. However, it has been determined that there is no difference in terms of employee attractiveness according to their total working time, age and marital status. In the study conducted by Mahboubi et al. (2015), it was investigated whether the recruitment conditions differed according to gender and age, while there was no difference by gender, there were differences between the participants according to age (Özyılmaz and Süner, 2015). In his study, which he conducted to examine the effect of his attitudes, he came to the conclusion that job adultery affects job satisfaction and organizational commitment positively and significantly, and his intention to quit negatively and significantly. According to the research conducted by Köse (2016b), a significant difference was found in terms of seniority variable in engaging in the job, and it was concluded that the level of engagement in the job increased with the increase of seniority. Based on these results, the following recommendations have been developed:

- It can be suggested that this study which carried out in the city center can be carried out in rural areas too. Because it is a matter of curiosity whether there is a difference in the levels of attracting teachers against these jobs in these regions which lack some facilities.
- By preparing qualitative questions for variables that show significance according to the results of the study, the underlying causes of job attraction in terms of variables can be investigated.

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