

A Comparative Analysis On Job Satisfaction Of Public Personnel: The Case Of City Van¹

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Makale Başvuru Tarihi / Received: 26.08.2022

Makale Yayın Tarihi / Accepted: 31.12.2022

Makale Türü / Article Type: Araştırma Makalesi

ABSTRACT

Keywords:

*Public Personnel,
Job satisfaction,
Health,
Education.*

The objective of this study is to compare the job satisfaction levels of public personnel working in the field of education and health. The sample of the research involves a total of 338 public personnel who worked 211 in the education field and 127 in the health field in the central districts of Van (Edremit, İpekyolu and Tuşba). Employees' job satisfaction was determined using the short form of the Minnesota Satisfaction Questionnaire. In the statistical analysis of the study were used t-test, one-way analysis of variance and Tukey multiple comparison test. The job satisfaction level of public employees was compared according to demographic variables. As a result of the analysis, while there was a significant difference between job satisfaction of the public employees participating in the survey depending on the variables like their age, marital status, educational status and the periods of duty, there was no significant difference according to gender variable. It has been determined that the job satisfaction levels of the public personnel working in the field of education was not differ according to their positions and schools they work. It was determined that the job satisfaction levels of public personnel working in the field of health differ according to their duties. It was determined that there was a significant difference between the job satisfaction averages of the public personnel working in the field of education and health, and the job satisfaction averages of the public personnel working in the field of education are higher.

INTRODUCTION

The business life of modern times is changing rapidly owing to efficiency, differentiation, competitiveness based on efficiency, and high markets. As businesses need to distinguish themselves in terms of the goods and services they provide in a competitive environment, businesses must also focus on creativity, quality, and diversity to survive.

Variables such as the productivity and performance of employees have become more significant today in terms of keeping up with the competitive conditions of the enterprises. In the business world, one of the most important factors to be one step ahead in the competition between companies is to ensure the job satisfaction of the employees. Therefore, job satisfaction is vital both individually and organizationally. In this context, the importance of job satisfaction in public administration, which is effective on such variables in working life, is understood more and more day by day.

Job satisfaction can be defined as a positive emotional state that a person creates in his/her inner world towards the job. For organizations, the job satisfaction of their employees means a workforce that is motivated and committed to high-quality performance. Job satisfaction is a significant indicator of how employees feel about their jobs. Another measure of job satisfaction is the expectations of an individual for the job and how much of these expectations are matched with rewards. Therefore, it is closely linked to the behavior of that individual in

¹ This study was prepared by making use of the master's thesis titled "A Comparative Analysis On Job Satisfaction Of Public Personnel: The Case Of City Van", which was accepted by Van Yüzüncü Yıl University Social Sciences Institute in 2020.

the workplace. Positive work-related behaviors show job satisfaction, and negative work-related behaviors indicate job dissatisfaction.

With the new public management approach adopted after the 1990s, the motivation of employees in terms of human resources management has come to the fore. In terms of both the public sector and the private sector, situations such as leaving the job and absenteeism as a result of job dissatisfaction of the employees cause time loss and high costs. Public employees who are motivated and satisfied with their work make an effort to carry out their work content more effectively. Public institutions will be more successful and productive in the long run thanks to their satisfied personnel.

This study aims to comparatively investigate the job satisfaction levels of civil servants working in the field of education and health in Van. The method used in the study is field research, one of the quantitative research methods. The questionnaire method was chosen as the data collection method. The Minnesota Job Satisfaction Scale, whose validity and reliability have been proven by many researchers, was used as a job satisfaction scale in the study.

1. JOB SATISFACTION IN THE PUBLIC

One of the most important factors to be one step ahead in the current competition between businesses and institutions is to provide job satisfaction to employees. In addition to assessing public employees like robots, top managers should be aware of their emotional existence and aim for success by motivating them to meet their needs and demands. For this reason, job satisfaction is crucial in both individual and institutional contexts (Heller and Ilies, 2001: 25-26).

To have an effective public administration, it is of great importance to satisfy the citizens, namely "external customers" by providing quality service, and to satisfy public employees, "internal customers" to produce quality service (Holzer and Schweser, 2011: 222). According to "public service motivation" another prominent concept related to the satisfaction process is that public officials are committed to meeting the concerns and needs of others in addition to their sense of public interest. This internal state forms the basis of work motivation in the public (Biget et al., 2014: 807; Cho and Perry, 2012: 383).

The fact that there is no direct sale of a product in public institutions, instead the service is offered increases the importance of the provision of the service. The commitment and job satisfaction of the employees who provide the service are directly related to citizen satisfaction and the quality of the service. Job satisfaction, in general, is that employees feel positive emotions about the results of the work they have done, and this feeling is an attitude towards citizens (Sökmen and Ekmekçioğlu, 2013: 90). This attitude aims to keep the job satisfaction level of its employees high before citizen satisfaction in public institutions because employees who receive the return of their work financially or morally can automatically observe citizen satisfaction. At the same time, it can aim to keep the quality of the service it offers high. Ensuring the job satisfaction of the employees by keeping them under certain guarantees is among the duties that the organizations foresee socially (Akıncı, 2002: 7).

After the classical ages, it was proved that working life is a part of the social life of humanity because employees spend a significant part of their time in a workplace which is another social structure. Like all other social groups, employees need to be satisfied with this social structure. Then, when they meet these requirements or demands, they can be satisfied with their jobs (McGregor, 1957: 166).

The dismissal of employees because of the problems experienced after the Second World War significantly reduced productivity. In this framework, those in the executive mechanism have begun to attach more importance to the concept of job satisfaction to solve the existing problems. Many various definitions have been made for the concept of job satisfaction so far, and all these definitions have a common feature that highlights the physical and mental satisfaction of employees (Yaman, 2009: 52).

Employees who have certain expectations in public institutions feel satisfied with their jobs and workplaces to the extent that they can meet these expectations, so they are expected to be more productive. Today, job satisfaction is prominent in two ways. (Elmas, 2017: 45). The first one is that managers see themselves as responsible for producing a high level of job satisfaction. Therefore, whether the employees are satisfied with their jobs and the issues that are perceived as meaningful or boring are of vital importance for the managers. The second is the effect of job satisfaction on employee performance (Kaliski, 2007: 446).

In addition, job satisfaction is also notable in an organizational and personal context. From an individual point of view, employees expect all their needs in organizations to be met in the period they spent in the workplace. Unless these requirements are met, the general life satisfaction, physical and psychological health of the

employees will be adversely affected. If job satisfaction cannot be achieved, negative organizational consequences such as indifference, slowdown, absenteeism, and quitting will inevitably occur, which may adversely affect the efficiency of the organization (George, 2008: 78).

Retaining talented employees is the biggest challenge organizations face in today's competitive world. Job satisfaction is necessary to promote functional employee behavior in the organization. For the organization, the job satisfaction of its employees means a workforce that is motivated and committed to high-quality performance. Job satisfaction is an influential indicator of how employees feel about their jobs and can be a predictor of job behaviors such as organizational citizenship, absenteeism, and withdrawal (Saiyadain, 2003: 58).

1.1. Measuring Job Satisfaction in Public

Even in the early 1990s, the number of articles and theses on job satisfaction was more than 5000. However, despite this intense interest, most of the studies focused on the private sector. The job satisfaction level of public employees has only started to attract the attention of both practitioners and academics since the early 1980s (Leblebici and Mutlu, 2014: 50).

There is a strong relationship between the strength of the institution and the job satisfaction of the employees. Therefore, for rapid success and progress in today's competitive conditions, measuring the job satisfaction of employees is one of the main studies that should be done in an organization, whether it is a public institution or a private sector. Measuring different aspects of job satisfaction leads to a more precise understanding of job satisfaction in research and more specific interventions in institutions (George and Jones, 1996: 76).

It should be known that dissatisfied employees in an organization cannot bring satisfactory results to the organization's work. The process of measuring employee satisfaction should be done at regular intervals to keep them satisfied and to see the changes and levels of the employees. Many studies have shown that organizations with satisfied employees perform better and make notable progress than organizations with dissatisfied employees. The performance of an organization can easily be increased with an increase in employee satisfaction. This increase can play a prominent role in achieving the goals of institutions. It has been observed that if the employees in a particular organization are satisfied, their working qualifications are well motivated and they understand the importance of job quality (Kaplan, 2012: 22- 29).

The definition and measurement of job satisfaction and the use of scales in job satisfaction research are among the most significant problems of job satisfaction. In particular, Spector (1997) emphasizes that in the measurement of job satisfaction in terms of sector and employee distinction, the selection and use of scales should be done carefully. The measurement of job satisfaction can be carried out in two ways. The first of these is the interview. The other and most widely used method is job satisfaction measurement by means of scales (Özsoy et al., 2014: 234).

Developing a good metric requires significant expertise and resources. It should be performed by individuals with strong backgrounds in psychometrics and statistics. With the researches on job satisfaction, management can have more information about the causes and consequences of job satisfaction, can identify potential problems, realize the reasons for their leaving and absenteeism, measure the orientation of the employees to union movements against changes, and increase internal communication (George and Jones, 2008). 1996:76).

When job satisfaction is considered as an attitude, it is not easy to observe directly. Measurement to be made in this regard should rely on the information provided by the employees. In other words, in job satisfaction measurement, data should be obtained directly from employees. The accuracy and soundness of the measurement to be carried out in this way are closely related to the accuracy of the source from which the data is provided and the consistency of the information collection procedure. Commonly used methods for a reliable and consistent measure of job satisfaction are scoring scales and questionnaires, the critical incidents approach, interviews and face-to-face meetings, the explicit behavior and action orientations approach. Although there are methods used to measure work-related attitudes, the commonly used methods are; Minnesota Satisfaction Scale, Porter Need Satisfaction Scale, and Job Descriptive Index (Arnold and Feldman, 1996: 25). The reason for the interest in these scales is their reliability, level of language, validity, content, and availability of accepted norms.

1.1.1. Minnesota Satisfaction Scale

Different methods of measuring job satisfaction include using surveys, interviewing employees, and monitoring performance goals. Determining which method to use depends on the level of complexity or underlying issues thought to cause dissatisfaction. For example, if employees suspect that they do not trust their managers, an

anonymous survey may be more helpful than management conducting personal interviews. When the company considers the underlying problem complex, interviews may be more appropriate to understand the full extent of the problem (Fields, 2002: 21).

In this context, the Minnesota satisfaction survey was designed to measure an employee's job satisfaction. The Minnesota satisfaction survey is one of the outputs of the "Work Integration Project" at the University of Minnesota. The basic theory is based on the assumption that job fit depends on the correspondence between individual skills and reinforcements in the work environment. This is a self-reported measure suitable for individuals at all school levels that could be managed separately or individually (Moynihan and Pandey, 2007: 824-826).

In 1967, Weiss et al developed a short version of the Minnesota satisfaction questionnaire, a 20-item 5-point Likert-type scale. This scale has been widely used in the literature as a well-known and stable structure over time. The "long-form" of the Minnesota satisfaction questionnaire consists of 100 questions that make up 20 subscales that assess satisfaction. Twenty of these items constitute a frequently used measure of overall job satisfaction and are called the short version of the Minnesota satisfaction questionnaire (Fields, 2002: 21).

The Minnesota satisfaction survey provides more specific information about aspects of a job that an individual finds rewarding than more general measures for job satisfaction. The Minnesota satisfaction survey is also useful in investigating the professional needs of the client, in consulting work, and in generating information about empowerers at work (Toker, 2007: 96-98).

It measures employee satisfaction or dissatisfaction. First, the general structure, the characteristics of the given job are perceived and the satisfaction-generating aspects of the job are examined. Factors leading to satisfaction or dissatisfaction are considered measurement factors. The scale is developed according to these factors. At the end of the study, the factors that provide the satisfaction or dissatisfaction of the employees are determined (Keser, 2006: 86).

1.1.2. Critical Incidents Approach

The critical incident approach is a method of measuring job satisfaction in an organization. It was developed as a result of numerous studies conducted during World War II by Flanagan and other psychologists from the US Aviation Psychology Program, and later by the American Research Institute and the University of Pittsburgh. The approach was used to highlight the characteristics of successful personnel (such as leaders, nurses, doctors, air traffic controllers) and critical requirements for processes (such as training programs and services) and interfaces. This technique was developed by Herzberg in 1959 (Moynihan and Pandey, 2007: 824-826).

Using Flanagan's (1954) critical incident technique, Herzberg et al. investigated in which situations they are particularly satisfied and how this affects their achievement orientation. In a study on job attitudes by Herzberg et al. (1959: 118-124), employees were asked to mark the events that gave them the most satisfaction and the 'events that led to the most dissatisfaction. Later, the content of these events was analyzed, and the factors that caused the employer's reaction were determined (Özkalp and Kirel, 2013: 78-80).

Herzberg et al. (1959: 118-124) found that so-called "motives" such as previous achievements, assigned responsibility, and opportunity for mental growth are most fundamental to the formation of satisfaction. A key feature of these motivational tools is that they are directly linked to the content of the work process. It thus relates to intrinsic motivation and similarly the willingness to achieve. Therefore, "hygiene factors" such as interpersonal relationships, company policies, working conditions, and pay are the basic causes of job dissatisfaction.

One of the benefits of the critical incidents approach is the "comfortability" felt by employees and the freedom to say what they think. Participants have no direction, and employees are not limited by the categories or structure of the survey. In addition to these benefits, measuring with the technique of the critical event takes time and there is a possibility of detracting from objectivity in comments and reactions. Employees can respond to the researcher they want to hear and mislead (Gremmler, 2004: 80-84).

The later development of the critical events approach for using intangible phenomena is based on the subjective nature of the event, the perceived factors surrounding it, and the criticality of the events leading up to it. Developed by the more recent work of Elizabeth Chell (2014: 118-120), this approach proposes an alternative way of describing the Critical events approach.

Chell (2014: 118-120) argues that this approach facilitates the investigation of significant events, which may be participant-defined events, processes, or problems. This interpretive version of the critical events approach allows the researcher to explore what the event is about, why it is important, how it is managed, and what consequences it has. The aim is to understand the event from an individual's point of view, taking into account their beliefs, feelings, and actions.

1.1.3. Interviews and Confrontation Meetings

In the interview method, each employee is interviewed personally. These may be preplanned or consist of standard questions. The biggest advantage of this method is that it allows the researcher to talk in-depth and get detailed information. Job satisfaction is measured and analyzed in detail by the interview method. If the surveyor addresses a topic of particular importance to the researcher, it is possible to ask other questions and make the questions multidimensional. In interview management, the researcher should be objective during the evaluation phase. Asking the questions to the employee and recording the answers correctly affects the accuracy of the data (Özkalp and Kirel, 2013: 82).

1.2. Consequences of Job Satisfaction in the Public

As job satisfaction affects the physical and mental health of employees, the success and productivity of the organization, the development, and the peace of society, its results are too important to ignore. Because of its consequences, it is possible to argue that job satisfaction is not only individual but also organizational and social. Therefore, job satisfaction is a phenomenon that is most demanded but not easy to obtain.

Since high job satisfaction guarantees positive work, managers should be willing to provide job satisfaction. On the other hand, low satisfaction is considered an indicator of work disorder and can manifest itself in the form of low productivity, covert work, slowing work, and causing disciplinary problems.

The success of the organization depends on the job performance of its employees. Organizations need to understand the factors affecting performance and increase performance. According to Herzberg (1959: 124-126), there is a relationship between increased motivation and job satisfaction because he also reported a link between increased motivation and higher organizational performance. Petty et al. (1984: 714-716), after meta-analyzing of 17 studies, found a robust correlation between job performance and job satisfaction. In addition to this research, a study by various researchers showed that there is a strong relationship between these two issues.

Job performance is concerned with whether the actions of employees contribute to the goals of the organization. Arvery and Murphy (1998: 22) defined employee performance as the employee's ability to perform required tasks within an organizational framework. In this direction, Hunter and Hunter (1984: 80-82) argued that the talent of an employee is a basis for increasing an employee's performance. In addition, they stated that the employee should be able to perform tasks with satisfactory results and have a high level of productivity.

However, it is important to keep in mind that performance does not depend solely on an employee's ability. According to Vroom (1964: 80), an employee's performance depends on personal factors such as experience, talent, knowledge, skill, and personality.

Barrick and Mount (1991: 14) argue that personality has the most fundamental influence on job performance. On the other hand, some researchers point out that these factors do not fully describe job performance but are variables of how it should be measured. In conclusion, it is inevitable to accept that there is a strong relationship between motivation and job performance, and job satisfaction and job performance.

In addition, Spector (1997: 76) suggests that employees who perform better in their jobs should be more satisfied than other employees who perform poorly. This is because better-performing employees receive rewards for their good performance.

2. METHODOLOGY OF THE RESEARCH: A COMPARATIVE ANALYSIS ON JOB SATISFACTION OF PUBLIC EMPLOYEES, FIELD STUDY IN VAN PROVINCE AND FINDINGS

2.1. The Importance and Purpose of the Research

The time people spend at work is a prominent part of their life. For this reason, it is significant for an employee to have job satisfaction, not only for himself and for the institution he works for but also for the society he serves. Individuals who are satisfied with their jobs have higher morale, which increases their desire to work, and the sense of belonging to the institution they work. Individuals who do not have job satisfaction, on the other hand, are under intense stress and negatively affect the institution. In addition, many consequences such as absenteeism and dismissal may be encountered. For this reason, individuals who are not satisfied with their job

are also under the influence of this situation in other stages of their lives. Within the scope of NPM understanding, job satisfaction has become a concept that is taken into account in public institutions, rather than being a concept that only the private sector focuses on. For this reason, in this study, the job satisfaction levels of civil servants working in the fields of education and health, which are two important fields of activity of the public sector, were examined comparatively. Various suggestions were made in light of the findings obtained.

This research was carried out to comparatively investigate the job satisfaction levels of public personnel working in the field of education and health. In addition, the effect of some demographic characteristics on the job satisfaction level of civil servants was also examined in the study.

2.2. Population and Sample of the Research

The population of the research consists of civil servants working in public schools and state hospitals in Edremit, İpekyolu, and Tuşba, which are the central districts of Van. While it was aimed to reach a sample of 375 civil servants at the beginning of the data collection phase, the research sample was limited to 338 civil servants due to the COVID-19 pandemic. A simple random sampling method was used in the study.

2.3. Data Collection Method

The survey method was chosen as the data collection method and was applied between January 15, 2020, and June 15, 2020. Questionnaire forms were made by face-to-face interview until the COVID-19 pandemic, and by the online method after the COVID-19 pandemic. With these methods, 211 civil servants working in the field of education and 127 public personnel working in the field of health were reached. A total of 338 civil servants were surveyed. The survey consists of two parts. In the first part, there are 9 questions that determine the demographic characteristics of the participants. In the second part, there is the Minnesota Job Satisfaction Scale, which consists of 20 questions in the form of a five-point Likert-type scale.

2.4. Scale Type Used in the Study

The short form of the Minnesota Satisfaction Questionnaire (MSQ) was used in the study. The Minnesota Job Satisfaction Scale was developed by Weiss et al. (1967). The scale was translated from English to Turkish by Deniz and Güliz Gökçora (1985) from Hacettepe University and was checked by linguists. The scale includes 20 items related to internal and external (environmental) conditions.

In the questionnaire applied as a five-point Likert type scale, it was evaluated as 1: Not at all satisfied, 2: Not satisfied, 3: Moderately satisfied, 4: Satisfied, 5: Very satisfied. As the scale value increases, job satisfaction also increases.

Scores measuring intrinsic satisfaction (internal), extrinsic satisfaction (external), and general job satisfaction (all items) are obtained from the scale. In the questionnaire, there are 12 questions measuring internal job satisfaction and 8 questions measuring external job satisfaction.

2.5. The Model and Hypothesis of the Study

In the research model, demographic characteristics and field of study (Education and Health) are the independent variables, and job satisfaction is the dependent variable. The job satisfaction levels of public personnel working in the field of education and health were compared. Accordingly, the research model was created as in Figure 1.

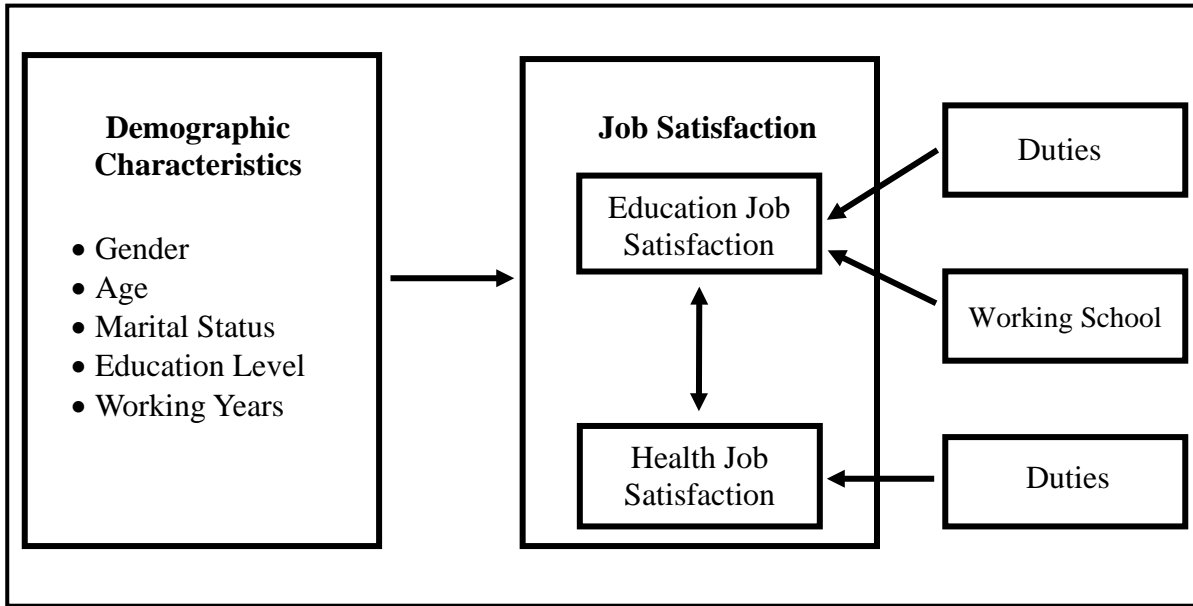


Figure 1. Research model

The hypotheses of the study are given below.

H1: There is a significant difference between the average job satisfaction of public employees by gender.

H2: There is a significant difference between the average job satisfaction of public employees according to their age.

H3: There is a significant difference between the average job satisfaction of public employees according to their marital status.

H4: There is a significant difference between the average job satisfaction of public employees according to their education level.

H5: There is a significant difference between the average job satisfaction of public employees according to their working years.

H6: There is a significant difference between the job satisfaction average of the employees in the field of education according to their duties.

H7: There is a significant difference between the average job satisfaction of those working in the field of education according to the schools they work at.

H8: There is a significant difference between the job satisfaction averages of health workers according to their duties.

H9: There is a significant difference between the average job satisfaction of public personnel working in the field of education and health.

2.6. Data Analysis Methods

Data were analyzed in the following ways. The SPSS package program was used for the statistical analysis of the data. Measures such as mean, standard deviation, frequency, and percentage distribution were used in the study mainly to examine the descriptive features.

- 1) Frequency and percentage values of demographic characteristics of the respondents were calculated.
- 2) The effects of demographic characteristics such as gender, marital status, and job distribution of employees in the field of education on job satisfaction were determined by the Independent Samples T-Test.
- 3) The effects of demographic characteristics such as age, education status, the working year, school distribution of those working in the field of education, and distribution of duties in the field of health on job satisfaction were determined by a One-Way Analysis of Variance. After the ANOVA Test, the Levene test was applied and the homogeneity was checked. If the variances were homogeneously distributed, the Tukey test, which is one of the Posthoc tests, was performed, and if they were not homogeneously distributed, Tamhane's T2 test was used to determine the difference between the groups.
- 4) T-test (Independent Samples T-Test) was used to compare the job satisfaction levels of the study area (Education and Health).

2.7. Findings of the Research

Survey responses were obtained from 338 public personnel working in the field of education and health. Analyzes were carried out on these surveys. In the findings of the study, first of all, the reliability of the job satisfaction scale was determined. Then, simple frequency distributions of demographic information were obtained. "Average general job satisfaction score" was calculated by using the scores they gave to 20 statements regarding general job satisfaction for each civil servant who participated in the survey. "Average internal job satisfaction score" was calculated by using the scores given to 12 statements related to internal job satisfaction and "average external job satisfaction score" was calculated using the scores given to 8 statements related to external job satisfaction. Finally, ANOVA and T's test were applied to the obtained data, and the findings related to the comparisons were included

2.8. Reliability of the Scale

The Cronbach Alpha test was used to determine the reliability of the scale used in the study. Within the scope of reliability analysis, Cronbach's Alpha value is between 0 and 1, the reliability of the scale increases as it approaches 1, and if it is less than 0.40, the scale is not reliable in general, and if it is between 0.40 and 0.60, the scale has low reliability. If it is between 60 and 0.80, the scale is considered to be reliable, and if it is greater than 0.80, the scale is considered to be highly reliable (Tavşancıl, 2005). The Cronbach's Alpha value for the general and sub-dimensions of the scale is presented in Table 1.

Table 1. Cronbach's Alpha value for the general and sub-dimensions of the scale

Minnesota Satisfaction Scale		Cronbach alfa	Number of questions
Sub-dimensions	Intrinsic Satisfaction	0,924	12
	Extrinsic Satisfaction	0,886	8
General Job Satisfaction		0,949	20

According to these findings, the general and sub-dimensions of the scale were accepted as highly reliable.

2.9. Demographic Information of Research Participants

Frequency distributions were determined according to the demographic information of the civil servants who participated in the survey. The distribution of the participants according to the study area is given in Table 2.

Table 2. Distribution of Participants by Study Area

Frequency	Percent (%)
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Education	211	62,4
Health	127	37,6

62.4% of the participants in the research are civil servants working in the field of education, and 37.6% are civil servants working in the field of the health sector. Frequency distributions of civil servants according to their demographic information are given in Table 3.

Tablo 3. Frequency distributions of civil servants according to their demographic information

			Study Area		Total
			Education	Health	
Gender	Female	Frequency	113	66	179
		Percent (%)	53,6	52,0	53,0
	Male	Frequency	98	61	159
		Percent (%)	46,4	48,0	47,0
Age	20-25	Frequency	12	33	45
		Percent (%)	5,7	26,0	13,3
	26-30	Frequency	65	39	104
		Percent (%)	30,8	30,7	30,8
	31-35	Frequency	65	31	96
		Percent (%)	30,8	24,4	28,4
	36-40	Frequency	33	12	45
		Percent (%)	15,6	9,4	13,3
	41-45	Frequency	20	10	30
		Percent (%)	9,5	7,9	8,9
	46 and over	Frequency	16	2	18
		Percent (%)	7,6	1,6	5,3
Marital Status	Marriage	Frequency	134	61	195
		Percent (%)	63,5	48,0	57,7
	Single	Frequency	77	66	143
		Percent (%)	36,5	52,0	42,3
Education Level	High School	Frequency	-	19	19
		Percent (%)	-	15,0	5,6
	Associate Degree	Frequency	-	25	25
		Percent (%)	-	19,7	7,4
	Undergraduate	Frequency	178	48	226
		Percent (%)	84,4	37,8	66,9
	Master	Frequency	30	12	42
		Percent (%)	14,2	9,4	12,4
	Doctorate/Specialization	Frequency	3	23	26
		Percent (%)	1,4	18,1	7,7
Working Years	less than 1 year	Frequency	15	9	24
		Percent (%)	7,1	7,1	7,1
	1-5 year	Frequency	62	55	117
		Percent (%)	29,4	43,3	34,6
	6-10 year	Frequency	58	39	97
		Percent (%)	27,5	30,7	28,7
	11-15 year	Frequency	33	18	51
		Percent (%)	15,6	14,2	15,1
	16-20 year	Frequency	23	6	29
		Percent (%)	10,9	4,7	8,6
	21 year or more	Frequency	20	-	20
		Percent (%)	9,5	-	5,9
Working School	Primary School	Frequency	89	-	-
		Percent (%)	42,2	-	-
	Secondary School	Frequency	72	-	-

	Anatolian High School	Percent (%)	34,1	-	-
		Frequency	22	-	-
	Science High School	Percent (%)	10,4	-	-
		Frequency	16	-	-
	Vocational High School	Percent (%)	7,6	-	-
		Frequency	12	-	-
Duties	Classroom Teachers	Percent (%)	5,7	-	-
		Frequency	79	-	-
	Branch Teachers	Percent (%)	37,4	-	-
		Frequency	132	-	-
		Percent (%)	62,2	-	-
		Frequency	79	-	-
Duties	Physicians	Frequency	-	31	-
		Percent (%)	-	24,4	-
	Nurses	Frequency	-	69	-
		Percent (%)	-	54,3	-
	Midwives	Frequency	-	4	-
		Percent (%)	-	3,1	-
	Health Technicians	Frequency	-	10	-
		Percent (%)	-	7,9	-
	Health Officers	Frequency	-	5	-
		Percent (%)	-	3,9	-
	Other	Frequency	-	8	-
		Percent (%)	-	6,3	-

According to Table 3, 53.6% of the civil servants in the field of education are female, 46.4% are male; 52% of civil servants working in the field of health are women, 48% are men; 53% of the total participants are female, and 47% are male. According to the table, 13.3% of the total participants in the study are in the 20-25 age range, 30.8% are in the 26-30 age range, 28.4% are in the 31-35 age range, 13.3% are in the 36-40 age range, 8.9% are between the ages of 41-45, and 5.3% are aged 46 and over. While the majority of civil servants working in the field of education are between the ages of 26 and 40, the majority of those working in the field of the health sector is between the ages of 20 and 35. According to the table, 57.7% of the participants are married, and 42.3% are single. While the rate of marriage is high among civil servants working in the field of education, it is seen that the rate of single people working in the field of the health sector is high. According to the table, 5.6% of the participants were high school graduates, 7.4% associate degree, 66.9% undergraduate, 12.4% master and 7.7% doctorate/specialization graduates. When Table 3 is examined, it can be seen that 7.1% of them work less than 1 year, 34.6% are between 1-5 years, 28.7% are between 6-10 years, 15.1% are between 11-15 years, % 8.6% of them work between 16-20 years and 5.9% of them are working for 21 years or more. According to the table, it was determined that 42.2% of the employees in the field of education work in primary school, 34.1% in secondary school, 10.4% in Anatolian high school, 7.6% in science high school, and 5.7% in vocational high school. In the table, it can be seen that 37.4% of the employees in the field of education are classroom teachers, and 62.6% are branch teachers. 24.4% of health workers are physicians, 54.3% are nurses, 3.1% are midwives, 7.9% are health technicians, 3.9% are health officers, and 6.3% are in other fields.

2.10. Job Satisfaction Levels (General) of Public Employees

Descriptive information regarding the job satisfaction levels of Public Employees is given in Table 4. Job satisfaction level was evaluated in two sub-dimensions as internal and external job satisfaction.

Table 4. Descriptive Information on Job Satisfaction Levels of Public Employees

Job Satisfaction Level	N	Mean	SD
Internal Job Satisfaction	338	3,52	0,89
In terms of having the opportunity to do something for others	338	4,20	1,02
The feeling of accomplishment I get from the job	338	3,88	1,12
The way my job provides for steady employment	338	3,87	1,15
The chance to do something that makes use of my abilities	338	3,68	1,25
Being able to do things that don't go against my conscience	338	3,66	1,18

The chance to tell people what to do	338	3,60	1,13
Being able to keep busy all the time	338	3,36	1,15
The chance to work alone on the job	338	3,33	1,23
The chance to be “somebody” in the community	338	3,32	1,35
The chance to do different things from time to time	338	3,27	1,33
The freedom to use my own judgment	338	3,04	1,22
The praise I get for doing a good job	338	3,04	1,29
External Job Satisfaction	338	2,99	0,93
The way my co-workers get along with each other	338	3,53	1,18
The chance to try my own methods of doing the job.	338	3,47	1,24
The way company policies are put into practice	338	3,02	1,27
The working conditions	338	3,00	1,31
The way my boss handles his/her workers	338	2,94	1,27
The competence of my supervisor in making decisions	338	2,91	1,24
My pay and the amount of work I do	338	2,58	1,24
In terms of having the opportunity to be promoted in the job	338	2,49	1,21
General Job Satisfaction	338	3,31	0,87

As can be seen from the table, internal job satisfaction averages of public employees are higher than external job satisfaction averages. When evaluated in terms of the judgments of the job satisfaction scale, it was observed that the highest average is 4,20 “in terms of having the opportunity to do something for others”, and the lowest average was 2,49 “in terms of having the opportunity to be promoted in the job”. The general job satisfaction average of public employees was determined as 3.31. With this result, it can be said that the job satisfaction level of public employees is "moderately satisfied."

2.11. Job Satisfaction Levels of Public Employees by Demographic Characteristics

In this section, the effects of demographic characteristics of public employees on job satisfaction were investigated in terms of gender, age, marital status, educational status, the working year, their duties, and the school they work at.

2.11.1. Job Satisfaction Levels of Public Employees by Gender

T-test results of job satisfaction of public employees by gender are given in Table 5.

Table 5. *T-Test Results of Public Employees' Job Satisfaction by Gender*

	Gender	N	Mean	SD	T	P
Internal Job Satisfaction	Female	179	3,45	0,90	-1,508	0,133
	Male	159	3,60	0,88		
External Job Satisfaction	Female	179	2,91	0,91	-1,763	0,079
	Male	159	3,09	0,94		
General Job Satisfaction	Female	179	3,23	0,87	-1,679	0,094
	Male	159	3,39	0,87		

When Table 5 is examined, it can be seen that the difference between the general and sub-dimension averages of job satisfaction of male and female civil servants is not statistically significant ($P>0.05$). According to this result, the job satisfaction of public employees does not change according to their gender. In this direction, this situation shows that the H1 hypothesis (There is a significant difference between the average job satisfaction of public employees by gender.) was rejected.

2.11.2. Job Satisfaction Levels of Public Employees by Age

The results of the ANOVA test regarding the job satisfaction levels of public employees by age are presented in Table 6.

Table 6. ANOVA Test Results on Job Satisfaction Levels of Public Employees by Age.

	Age	N	Mean	SD	F	P
Internal Job Satisfaction	20-25	45	3,29	0,92	2,251	0,049
	26-30	104	3,42	0,88		
	31-35	96	3,56	0,80		
	36-40	45	3,63	1,05		
	41-45	30	3,65	0,99		
	46 and over	18	3,99	0,52		
External Job Satisfaction	20-25	45	2,75	0,96	3,282	0,007
	26-30	104	2,85	0,89		
	31-35	96	3,03	0,92		
	36-40	45	3,17	0,98		
	41-45	30	3,12	0,92		
	46 and over	18	3,61	0,69		
General Job Satisfaction	20-25	45	3,07	0,90	2,857	0,015
	26-30	104	3,19	0,85		
	31-35	96	3,35	0,81		
	36-40	45	3,45	1,01		
	41-45	30	3,44	0,92		
	46 and over	18	3,84	0,54		

According to Table 6, the difference between the general and sub-dimension averages of job satisfaction of public employees by age was statistically significant ($P < 0.05$). In this context, this situation shows that the H2 hypothesis (There is a significant difference between the average job satisfaction according to the age of the public employees) was accepted. Since the variances in internal and general job satisfaction were not homogeneously distributed, Tamhane's T2 test was conducted to see between which age groups the difference was. On the other hand, the Tukey test was applied in external job satisfaction since the variances were homogeneously distributed.

In terms of internal job satisfaction, it was observed that the average internal job satisfaction of civil servants aged 46 and above is higher than those aged 20-25 and 26-30. In terms of external job satisfaction, it was determined that the average external job satisfaction of public personnel aged 46 and over is higher than those aged 20-25 and 26-30. In terms of general job satisfaction, the general job satisfaction average of the public personnel aged 46 and over was higher than the civil servants aged 20-25, 26-30, and 31-35.

2.11.3. Job Satisfaction Levels of Public Employees by Marital Status

T Test results of job satisfaction levels of public employees according to marital status are given in Table 7.

Table 7. T-Test Results of Job Satisfaction Levels of Public Employees by Marital Status

	Marital Status	N	Mean	SD	T	P
Internal Job Satisfaction	Marriage	143	3,37	0,84	-2,638	0,009
	Single	195	3,63	0,91		
External Job Satisfaction	Marriage	143	2,80	0,94	-3,352	0,001
	Single	195	3,14	0,90		
General Job Satisfaction	Marriage	143	3,14	0,84	-3,049	0,002
	Single	195	3,43	0,87		

When Table 7 is examined, it can be seen that the difference between the general and sub-dimension averages of job satisfaction of public employees according to marital status is statistically significant ($P<0.05$). In this context, this situation shows that the H3 hypothesis (There is a significant difference between the average job satisfaction of public employees according to their marital status) was accepted. In other words, it was observed that the average internal, external, and general job satisfaction of single civil servants is higher than that of married civil servants.

2.11.4. Job Satisfaction Levels of Public Employees by Educational Status

The results of the ANOVA test regarding the job satisfaction levels of public employees by education level are given in Table 8.

Table 8. ANOVA Test Results on Job Satisfaction Levels of Public Employees by Educational Status.

	Education Level	N	Mean	SD	F	P
Internal Job Satisfaction	High School	19	2,99	0,66	7,651	0,000
	Associate Degree	25	2,79	0,97		
	Undergraduate	226	3,65	0,89		
	Master	42	3,53	0,76		
	Doctorate/Specialization	26	3,49	0,68		
External Job Satisfaction	High School	19	2,32	0,66	8,127	0,000
	Associate Degree	25	2,26	0,73		
	Undergraduate	226	3,12	0,95		
	Master	42	3,03	0,83		
	Doctorate/Specialization	26	3,04	0,69		
General Job Satisfaction	High School	19	2,72	0,58	8,488	0,000
	Associate Degree	25	2,58	0,83		
	Undergraduate	226	3,44	0,89		
	Master	42	3,33	0,74		
	Doctorate/Specialization	26	3,31	0,63		

When Table 8 is examined, the difference between the general and sub-dimension averages of job satisfaction of public employees according to education level was statistically significant ($P<0.05$). In this context, this situation shows that the H4 hypothesis (There is a significant difference between the average job satisfaction according to the education level of public employees) was accepted. Since the variances in external and general job satisfaction were not homogeneously distributed, Tamhane's T2 test was conducted to see between which age groups the difference was. The Tukey test was applied in internal job satisfaction since variances were homogeneously distributed.

In terms of internal job satisfaction, the average internal job satisfaction of associate degree graduates is lower than public personnel with undergraduate, graduate, and doctorate/specialization degrees. Similarly, the average internal job satisfaction of high school graduates is lower than that of undergraduate graduates. In terms of external job satisfaction, the average external job satisfaction of associate degree graduate public employees is lower than those of undergraduate, graduate, and doctorate/specialty graduates. Similarly, the external job satisfaction average of high school graduates is lower than those of undergraduate, graduate, and doctoral/specialty graduates. In terms of general job satisfaction, the general job satisfaction average of high school and associate degree civil servants is lower than that of public personnel with undergraduate, graduate and doctorate/specialization degrees.

2.11.5. Job Satisfaction Levels of Public Employees by Working Year

The results of the ANOVA test regarding the job satisfaction levels of public employees by working year are shown in Table 9.

Table 9. ANOVA Test Results on Job Satisfaction Levels of Public Employees by Working Year

	Working Years	N	Mean	SD	F	P
Internal Job Satisfaction	less than 1 year	24	3,74	0,89	4,440	0,001
	1-5 year	117	3,40	0,89		
	6-10 year	97	3,41	0,86		
	11-15 year	51	3,44	0,98		
	16-20 year	29	4,07	0,69		
	21 year or more	20	3,95	0,64		
External Job Satisfaction	less than 1 year	24	3,31	0,96	5,056	0,000
	1-5 year	117	2,85	0,89		
	6-10 year	97	2,83	0,98		
	11-15 year	51	3,00	0,87		
	16-20 year	29	3,51	0,65		
	21 year or more	20	3,52	0,90		
General Job Satisfaction	less than 1 year	24	3,57	0,89	5,020	0,000
	1-5 year	117	3,18	0,85		
	6-10 year	97	3,18	0,87		
	11-15 year	51	3,26	0,91		
	16-20 year	29	3,84	0,64		
	21 year or more	20	3,77	0,71		

When Table 9 is examined, it can be seen that the difference between the general and sub-dimension averages of job satisfaction of public employees is statistically significant ($P < 0.05$). In this context, this situation shows that the H5 hypothesis (There is a significant difference between the average job satisfaction of public employees according to the working year.) was accepted.

According to the results of the Tukey test, which was carried out to see the source of this difference, it was determined that the average internal job satisfaction of civil servants working for 16-20 years in terms of internal job satisfaction is higher than that of civil servants working for 1-5 years, 6-10 years and 11-15 years. In terms of external job satisfaction, it was determined that the average external job satisfaction of civil servants working for 16-20 years and 21 years or more is higher than public personnel working for 1-5 years and 6-10 years. In terms of general job satisfaction, it was determined that the general job satisfaction averages of public personnel working for 16-20 years are higher than those working for 1-5 years, 6-10 years, and 11-15 years. In addition, it was determined that the general job satisfaction averages of public personnel working for 21 years or more are higher than those of public personnel working for 1-5 years.

2.11.6. Job Satisfaction Levels of Public Personnel Working in the Field of Education by their Duties

T-test results regarding job satisfaction levels of civil servants working in the field of education are given in Table 10.

Table 10. T Test Results of Job Satisfaction Levels of Public Personnel Working in the Field of Education according to their Duties

	Duties	N	Mean	SD	T	P
Internal Job Satisfaction	Classroom Teachers	79	3,94	0,80	1,257	0,210
	Branch Teachers	132	3,81	0,70		

External Job Satisfaction	Classroom Teachers	79	3,41	0,84	1,260	0,209
	Branch Teachers	132	3,26	0,87		
General Job Satisfaction	Classroom Teachers	79	3,73	0,79	1,314	0,190
	Branch Teachers	132	3,59	0,73		

When Table 10 is examined, it can be seen that the difference between the general and sub-dimension averages of job satisfaction of public servants, classroom and branch teachers, is not statistically significant ($P>0.05$). According to this result, job satisfaction of public personnel working in the field of education does not change according to their duties. In this context, this situation shows that the H6 hypothesis (There is a significant difference between the job satisfaction average of the employees in the education field according to their duties.) was rejected.

2.11.7. Job Satisfaction Levels of Public Personnel Working in the Field of Education by Schools.

The results of the ANOVA test regarding the job satisfaction levels of the civil servants working in the field of education according to the schools they work in are presented in Table 11.

Table 11. ANOVA Test Results on Job Satisfaction Levels of Public Personnel Working in the Field of Education According to the Schools They Work.

	Working School	N	Mean	SD	F	P
Internal Job Satisfaction	Primary School	89	3,93	0,79	1,076	0,369
	Secondary School	72	3,85	0,68		
	Anatolian High School	22	3,74	0,78		
	Science High School	16	3,91	0,62		
	Vocational High School	12	3,50	0,82		
External Job Satisfaction	Primary School	89	3,39	0,86	3,259	0,013
	Secondary School	72	3,32	0,84		
	Anatolian High School	22	2,86	0,89		
	Science High School	16	3,75	0,63		
	Vocational High School	12	3,00	0,94		
General Job Satisfaction	Primary School	89	3,71	0,78	1,773	0,135
	Secondary School	72	3,63	0,71		
	Anatolian High School	22	3,38	0,80		
	Science High School	16	3,85	0,60		
	Vocational High School	12	3,30	0,82		

According to Table 11, the difference between the internal and general job satisfaction averages of the civil servants working in the field of education according to the schools they work in is not statistically significant ($P>0.05$), but it was found that the difference between the external job satisfaction averages is statistically significant ($P<0.05$). In this context, this situation shows that the H7 hypothesis (There is a significant difference between the job satisfaction average of the employees in the field of education according to the schools they work in.) was rejected in terms of internal and general job satisfaction, but accepted in terms of external job satisfaction. According to the results of the Tukey test, which was conducted to see the source of this difference in external job satisfaction, the level of external job satisfaction of civil servants working in science high schools is higher than those working in Anatolian high schools.

2.11.8. Job Satisfaction Levels of Public Personnel Working in the Field of Health by Their Duties

The results of the ANOVA test regarding the job satisfaction levels of public personnel working in the field of health according to their duties are presented in Table 12.

Table 12. ANOVA Test Results on Job Satisfaction Levels of Public Personnel Working in the Field of Health According to Their Duties

		Duties	N	Mean	SD	F	P
Internal Job Satisfaction	Job	Physicians	31	3,49	0,67	4,252	0,001
		Nurses	69	2,73	0,73		
		Midwives	4	3,00	0,84		
		Health Technicians	10	2,81	1,21		
		Health Officers	5	2,87	0,96		
		Other	8	3,22	0,97		
External Job Satisfaction	Job	Physicians	31	3,05	0,70	6,921	0,000
		Nurses	69	2,21	0,69		
		Midwives	4	2,47	0,67		
		Health Technicians	10	2,22	0,93		
		Health Officers	5	2,28	0,51		
		Other	8	2,78	0,59		
General Job Satisfaction	Job	Physicians	31	3,32	0,64	5,862	0,000
		Nurses	69	2,52	0,67		
		Midwives	4	2,79	0,73		
		Health Technicians	10	2,57	1,08		
		Health Officers	5	2,63	0,76		
		Other	8	3,04	0,77		

According to Table 12, the difference between the general and sub-dimension averages of job satisfaction of public personnel working in the field of health according to their duties was statistically significant ($P < 0.05$). In this context, this situation shows that the H8 hypothesis (There is a significant difference between the average job satisfaction of the health care workers according to their duties.) was accepted.

According to the results of the Tukey test conducted to see the source of the difference, the average internal job satisfaction of physicians is higher than the average of nurses in terms of internal job satisfaction. In terms of external job satisfaction, it was determined that the average external job satisfaction of physicians was higher than the average of nurses and health technicians. In terms of general job satisfaction, the general job satisfaction average of physicians is higher than the average of nurses.

2.11.9. Job Satisfaction Levels of Public Personnel Working in the Field of Education and Health

T-test results regarding the job satisfaction levels of public personnel working in the field of education and health are given in Table 13.

Table 13. T-Test Results on Job Satisfaction Levels of Public Personnel Working in the Field of Education and Health.

	Study Field	N	Mean	SD	T	P
Internal Job Satisfaction	Education	211	3,86	0,74	9,811	0,000
	Health	127	2,97	0,84		
External Job Satisfaction	Education	211	3,32	0,86	9,144	0,000
	Health	127	2,46	0,78		
General Job Satisfaction	Education	211	3,64	0,76	10,211	0,000
	Health	127	2,76	0,77		

When Table 13 is examined, it is seen that the difference between the general and sub-dimension averages of job satisfaction of public employees working in the field of education and health is statistically significant ($P < 0.05$). In this context, this situation shows that the H9 hypothesis (There is a significant difference between the average job satisfaction of public personnel working in the field of education and health.) is accepted. It was determined that this significant difference is in favor of public personnel working in the field of education. In other words, it was observed that the internal, external and general job satisfaction averages of public personnel working in the field of education are higher than those working in the field of health.

2.11.10. Job Satisfaction Levels of Public Personnel Working in Education and Health according to Judgments

According to the judgments given in the Minnesota Job Satisfaction scale, the job satisfaction levels of public personnel working in the field of education and health were compared with the T-test and the results are presented in Table 14.

Table 14. Comparison of Job Satisfaction Level of Public Personnel Working in Education and Health Fields According to Judgments.

Internal Job Satisfaction	Study Field	N	Mean	SD	P
Being able to keep busy all the time	Education	211	3,77	0,89	0,000
	Health	127	2,69	1,22	
The chance to work alone on the job	Education	211	3,74	1,07	0,000
	Health	127	2,66	1,20	
The chance to do different things from time to time	Education	211	3,78	1,15	0,000
	Health	127	2,42	1,17	
The chance to be “somebody” in the community	Education	211	3,71	1,21	0,000
	Health	127	2,66	1,33	
Being able to do things that don’t go against my conscience	Education	211	3,94	1,02	0,000
	Health	127	3,20	1,28	
The way my job provides for steady employment	Education	211	4,12	1,03	0,000
	Health	127	3,44	1,23	
In terms of having the opportunity to do something for others	Education	211	4,43	0,86	0,000
	Health	127	3,83	1,15	
The chance to tell people what to do	Education	211	3,89	1,01	0,000
	Health	127	3,13	1,17	
The chance to do something that makes use of my abilities	Education	211	4,04	1,05	0,000
	Health	127	3,09	1,35	
The freedom to use my own judgment	Education	211	3,36	1,14	0,000
	Health	127	2,50	1,16	
The praise I get for doing a good job	Education	211	3,33	1,23	0,000
	Health	127	2,57	1,24	
The feeling of accomplishment I get from the job	Education	211	4,16	0,95	0,000
	Health	127	3,42	1,22	
External Job Satisfaction	Education				
The way my boss handles his/her workers	Health	211	3,27	1,21	0,000
	Education	127	2,39	1,18	
The competence of my supervisor in making decisions	Health	211	3,18	1,24	0,000
	Education	127	2,46	1,12	
The way company policies are put into practice	Health	211	3,39	1,16	0,000
	Education	127	2,41	1,20	
My pay and the amount of work I do	Health	211	2,86	1,26	0,000
	Education	127	2,11	1,04	
In terms of having the opportunity to be promoted in the job	Health	211	2,75	1,19	0,000
	Education	127	2,05	1,12	

The chance to try my own methods of doing the job.	Health	211	3,89	1,09	0,000
	Education	127	2,77	1,16	
The working conditions	Health	211	3,45	1,28	0,000
	Education	127	2,25	0,98	
The way my co-workers get along with each other	Health	211	3,71	1,12	0,000
	Education	127	3,23	1,22	

According to Table 14, the difference between the averages of each jurisdiction of public personnel working in the field of education and health was found to be statistically significant ($P<0.05$). It was observed that this significant difference was in favor of public personnel working in the field of education in all jurisdictions. In other words, the averages of all jurisdictions of public personnel working in the field of education are higher than those working in the field of health. In this case, it can be said that the level of job satisfaction of those working in the field of education is higher than those working in the field of health.

It was observed that the highest average of the public personnel working in the field of education belongs to the judgment of "In terms of having the opportunity to do something for others". Similarly, the highest average among health workers belonged to the judgment "In terms of having the opportunity to do something for others". This result can be interpreted in the sense that both occupational groups are happy to do something for people.

It was found that those working in both education and health fields have the lowest average judgments of "In terms of the possibility of promotion in the job" and "My pay and the amount of work I do". This result can be interpreted as that the public personnel working in the field of education and health are not satisfied with their promotion opportunities and the wages they receive.

CONCLUSION AND RECOMMENDATIONS

In this study, it was investigated whether the job satisfaction levels of public personnel working in the field of education and health differ significantly from each other and whether the job satisfaction of the personnel differs according to demographic variables.

The general job satisfaction average of public employees was found to be 3.31 ± 0.87 . Considering the internal and external sub-dimensions of job satisfaction, internal job satisfaction was determined as 3.52 ± 0.89 and external job satisfaction as 2.99 ± 0.93 . In this case, it can be evaluated that the job satisfaction of public employees is at a medium level of satisfaction.

Considering the general job satisfaction average according to the field of study, it was determined that the employees in the field of education were 3.64 ± 0.76 and the workers in the field of health were 2.76 ± 0.77 . When we look at the internal and external sub-dimensions of job satisfaction, internal job satisfaction was found 3.86 ± 0.74 for those working in the field of education, and 2.97 ± 0.84 for those working in the field of health. External job satisfaction was determined as 3.32 ± 0.86 for those working in the field of education and 2.46 ± 0.78 for those working in the field of health. According to the results of the research, it was determined that the difference between the job satisfaction averages of the public personnel working in the field of education and health was statistically significant. It was observed that the internal, external, and general job satisfaction averages of the civil servants working in the field of education were higher than the public personnel working in the field of health.

The general, internal (in terms of success, recognition, appreciation, the job itself, the responsibility of the job) and external (in terms of corporate policy, management style, control style, relations with managers and subordinates, working conditions, wage) job satisfaction averages of those working in the field of education are at the middle of this scale. It was determined that they were satisfied in terms of job satisfaction because the satisfying score was above 3. On the other hand, since the average of general, internal and external job satisfaction of those working in the field of health is below 3, which is the middle satisfaction score of this scale, it was determined that job satisfaction is low. Health workers are not satisfied in terms of success, recognition, appreciation, the job itself, the responsibility of the job, which form the internal job satisfaction sub-dimension, and the institutional policy, management style, control style, relations with managers and subordinates, working conditions, wages, which constitute the external job satisfaction sub-dimension. In terms of job satisfaction, it is seen that the job satisfaction of the employees cannot be achieved.

Considering that the health sector is a sector that requires effort and sacrifice, the job satisfaction of the public personnel working in the field of health was lower than the personnel working in the field of education. It is considered that this is because of the very intense working conditions of the health personnel working in the health sector, with a lower wage compared to the work they do, with an intensive shift system and limited promotion opportunities. In addition, due to the fact that some of the research was conducted at a time when the COVID-19 pandemic, which affected the world, was also effective in our country, it is thought that the increase in the workload of healthcare professionals affects their job satisfaction levels. For these reasons, the average job satisfaction of health workers was lower than those working in the field of education.

The job satisfaction level of public personnel working in the field of education and health was also compared according to the judgments given in the Minnesota Job Satisfaction scale. Accordingly, it was determined that the difference between the "means" of each judgment was statistically significant ($P < 0.05$). In other words, the average of "all jurisdictions" of public personnel working in the field of education is higher than those working in the field of health. When the averages given to the judgments are examined, the highest average is the expression "having the opportunity to do something for others" in both occupational groups. With this result, it can be said that both occupational groups are satisfied with doing something for people. The lowest average of the judgments was the statements of "In terms of the possibility of promotion in the job" and "In terms of the work I do and the wage I receive in return" for both occupational groups. With this result, it can be said that both occupational groups are not satisfied with their promotion opportunities and the wages they receive.

It was also examined whether the job satisfaction of public personnel differs according to demographic variables. It was found that the job satisfaction averages of public personnel do not differ according to gender, and no difference between men and women was found in terms of job satisfaction.

The difference between the job satisfaction averages of public employees by age was found to be statistically significant ($P < 0.05$). This difference is seen between 20-25 and 26-30 age groups and 46 and over age groups. The job satisfaction average of public personnel aged 46 and over was found to be higher. In addition, it was observed that the average job satisfaction increased as the age increased.

According to marital status, the difference between the job satisfaction averages of civil servants was statistically significant ($P < 0.05$). Accordingly, it was observed that job satisfaction averages of civil servants with single marital status were higher than those of married civil servants.

It was observed that the difference between the job satisfaction averages of the civil servants according to their education level was statistically significant ($P < 0.05$). This difference is seen between high school and associate degree graduate groups and undergraduate, graduate, and doctorate/specialty graduate groups. The average job satisfaction of public personnel with undergraduate, graduate, and doctorate/specialty graduates was found to be higher.

It was observed that the difference between the job satisfaction averages of the civil servants according to the working year was statistically significant ($P < 0.05$). This difference is seen between public personnel working for 1-5 years, 6-10 years, and 11-15 years, and public personnel working for 16-20 years and 21 years or more. The average job satisfaction of public personnel working for 16-20 years and 21 years or more was found to be higher.

The job satisfaction averages of the public personnel working in the field of education do not differ according to their duties. According to this result, it was found that there is no difference between class and branch teachers in terms of job satisfaction.

It was observed that only the difference between external job satisfaction averages of public personnel working in the field of education was statistically significant ($P < 0.05$). This difference is seen between the personnel working in Anatolian high school and science high school. Therefore, the job satisfaction average of public personnel working in science high schools was found to be higher.

The difference between the job satisfaction averages of the public personnel working in the field of health according to their duties was found to be statistically significant ($P < 0.05$). This difference is seen between nurses, health technicians, and physicians. It was determined that the average job satisfaction of physicians was higher.

In this study, the job satisfaction of public employees working in the field of education and health sector in Van was analyzed comparatively. Based on the findings of this study, it was determined that there is a difference in job satisfaction between public employees working in the field of education and health.

When the scale is evaluated in general, it is seen that the external job satisfaction of the employees in the field of education and health is lower than the internal job satisfaction. For this reason, remedial measures can be taken regarding factors such as promotion, wage, corporate supervisors, the relationship of supervisors with their subordinates, working conditions, and taking the opinions of employees, which constitute external job satisfaction.

It is seen that the lowest job satisfaction of those working in the field of education and the field of health is in the judgments of promotion and wages. Therefore, improvements can be made in terms of promotion and wages.

External job satisfaction can be increased by giving importance to merit and training of corporate supervisors in their appointments.

Improving the working conditions and wages of nurses and health technicians, who are essential elements of the health system, can increase the job satisfaction of these occupational groups.

By expanding the sample, the job satisfaction levels of public employees can be determined in detail by conducting studies using different measurement methods in different institutions.

As a result, within the scope of today's new public management approach, while quality improvement studies are carried out in public institutions, the job satisfaction of employees should be given importance. If the job satisfaction level of the employees is increased, their belonging to the organization increases. The relationship between the management and the employee is strengthened and the success of the institution rises. As a result of these achievements, the satisfaction of the citizens who receive service from public institutions will also increase. For this reason, it is extremely important to ensure long-term sustainability and job satisfaction of public institutions' employees.

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